


Level: Second year baccalaureate
 Topic: **Brain drain**
 Lesson and standards: Culture- practice products
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 8
Lesson 1

Global objectives: By the end of the lesson, students should be able to:

- Use their background knowledge and the pictures to talk about the issues related to brain drain
- Review and expand vocabulary related to the topic
- Express their attitudes about the topic

Tasks and Objectives	Steps / procedures	Timing	Observations																		
• Ice breaker Using the visual		5 mn																			
• Reflections	<p>A. Critical thinking:</p> <ul style="list-style-type: none"> • The brain is tracing its way towards the unknown. The luggage is quite heavy. Hands and feet are seen. The basic thing is the brain, which is in the head. It is immigration of the intellect • The person is carrying a piece of paper, which would be a certificate or a valuable document to justify a particular deed. It emanating from darkness; again as a symbol of the obscurity. Are these certificates significant in our life? • A big question is blocking the horizon of the large highway. This main road is leading to nowhere. There is light coming from the scope. That represents hope. • It is a school from an Islamic country equipped with old furniture. The students appear to be aged. They must be illiterate in an evening class. Still, these people are optimistic; they are the hope of the future through education. 	15 mn																			
• Logic	<p>B. Logical order: Question, school, certificate, then immigration</p> <p>C. The action of having highly skilled and educated people leaving their own country to work abroad is brain drain.</p>	5 mn																			
• Defining	<p>The expression 'brain-drain migration' was popularized in the 1960s with the loss of skilled labor-power from a number of poor countries, notably India. Of particular concern was the emigration of those with scarce professional skills, like doctors and engineers, who had been trained at considerable expense by means of taxpayers' subsidies to higher education.</p> <p>It is impossible for political reasons to forbid emigration. This was a strategy closely associated with the repressive regimes in the Soviet Union and East Germany and would not be feasible or acceptable in virtually any country today. What, then, are the possible solutions to the brain drain?</p>	10 mn																			
	<p>D. Push factors versus Pull factors</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Causes of Brain drain</th> </tr> <tr> <th style="width: 50%;">Push factors</th> <th style="width: 50%;">Pull factors</th> </tr> </thead> <tbody> <tr> <td>2. low wages and income</td> <td>1. High wages and income</td> </tr> <tr> <td>4. unsatisfactory living conditions</td> <td>3. Substantial funds for research Advanced technology, modern facilities</td> </tr> <tr> <td>5. lack of research and other facilities, including support staff</td> <td>7. Political stability</td> </tr> <tr> <td>6. Declining quality of educational system</td> <td>9. Better working conditions</td> </tr> <tr> <td>8. social unrest, political conflicts and wars</td> <td>11. Intellectual freedom</td> </tr> <tr> <td>10. Discrimination in appointment and promotion</td> <td></td> </tr> <tr> <td>12. lack of satisfactory working conditions</td> <td></td> </tr> </tbody> </table>	Causes of Brain drain		Push factors	Pull factors	2. low wages and income	1. High wages and income	4. unsatisfactory living conditions	3. Substantial funds for research Advanced technology, modern facilities	5. lack of research and other facilities, including support staff	7. Political stability	6. Declining quality of educational system	9. Better working conditions	8. social unrest, political conflicts and wars	11. Intellectual freedom	10. Discrimination in appointment and promotion		12. lack of satisfactory working conditions			
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• Good/bad sides	<p>E. What is the prevailing factor in your country?</p> <p>F. Negative and positive effects of brain drain</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Negative effects</th> <th style="width: 50%;">Positive effects</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Reduce the numbers of dynamic and innovative people whether entrepreneurs or academics • Increases dependence on foreign technical assistance • Slows the transfer of technology and widens the gap between African and industrialized countries • Negatively affects the continent's scientific output • Money lost in income tax revenues and in potential contributions to gross domestic product </td> <td> <ul style="list-style-type: none"> • Skilled immigrants contribute new skills and expertise when they return • National currency • Contribution of new skills when migrants return • Remittances from skilled migrants boosts household welfare • Remittances support the balance of payments </td> </tr> </tbody> </table>	Negative effects	Positive effects	<ul style="list-style-type: none"> • Reduce the numbers of dynamic and innovative people whether entrepreneurs or academics • Increases dependence on foreign technical assistance • Slows the transfer of technology and widens the gap between African and industrialized countries • Negatively affects the continent's scientific output • Money lost in income tax revenues and in potential contributions to gross domestic product 	<ul style="list-style-type: none"> • Skilled immigrants contribute new skills and expertise when they return • National currency • Contribution of new skills when migrants return • Remittances from skilled migrants boosts household welfare • Remittances support the balance of payments 	10 mn															
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Follow up	⇒ Students will look for more definition of brain drain using the internet																				