



Migration, Borders and Higher Education for Development: Considerations for the Dutch Caribbean

Migration and Socio-economic Development:
Policy, Challenges and Options

Curaçao

9-10 May 2019

Antonio Carmona Báez, PhD.
President, USM

Migration as a Problem?



Need for an epistemic break.



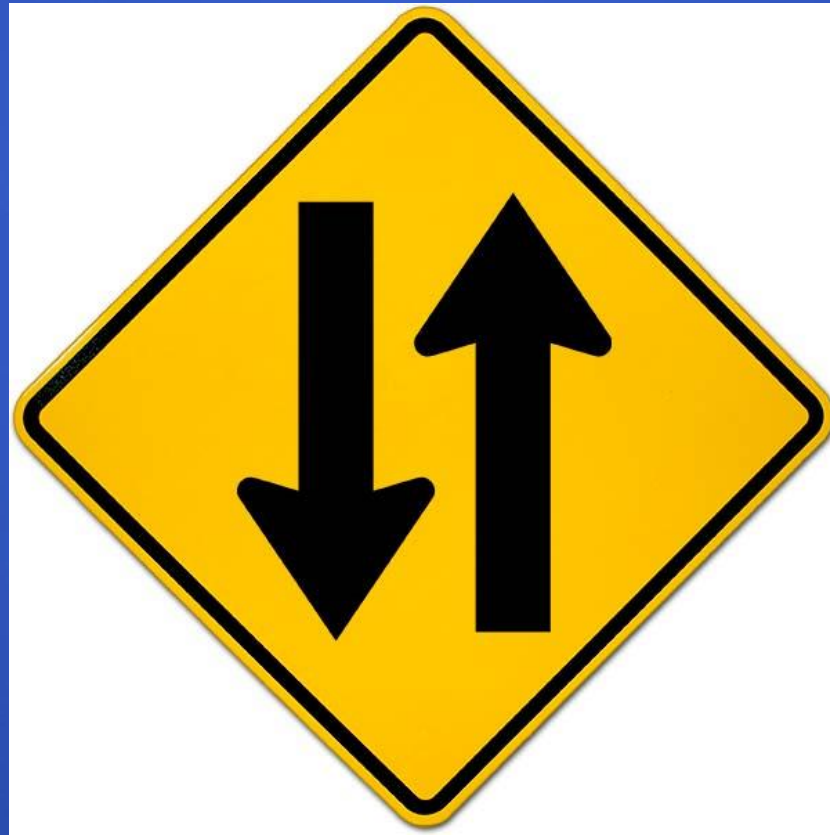
Looking at ourselves



Our workers were once linked.



Push, Pull, Higher Education



Contemporary Caribbean Migration

- 60%+ of highly skilled or tertiary educated migrating
United Nations Population Division
- 30%+ of secondary educated leaving

[UN Population Division, 2003]

Borders



SXM



Population Growth and Migration

Tourism-driven economy

- From 2000 in 1950 to 41.000 in 2010
- 80% of those born in St. Maarten after 1980 are not from “native” parents
- 2001: Half the population are not Dutch nationals

Sint Maarten Disparate School systems, legacy of Dutch colonialism, Polder Model, Market-driven, Tourism-based Economy

Multiple traditions of education reflecting societal composition, relation to the metropolis (Dutch), former Netherlands Antilles, US/Virgin Island influence, North American expat, responding to different



- Founded to serve the entire island and create a managerial class in the tourism industry, which was made possible by the large waves of migration to the island.
- Later expanded its academic offerings to accommodate Education, Business.
- No Law on Higher Ed.; Hybrid accreditation Education (US), Business and Hospitality (British), Law (Dutch/Curaçao)

USM

- 1990 – Most students (over half) studying Hospitality or incipient business courses
- 2019 – Hospitality is the least favorite studied; preferred is Education, Business, General Liberal Arts
- Gender perspective: Close to 90% of our students are women

Study Financing

- 55% qualify for Study Financing (Dutch nationals)
- 45% non-Dutch nationals have to work full time and depend on parent contributions
- Consequences for achievements which creates a social divide

Current Research: Study in the Region

- What is the success rate of those who study in the region vs. those who study afar?
- How can we curb brain drain?
- How can study in the region project be more effective?
- How can it be sustainable?

Regional Integration

- ✂ MOUs with University of the West Indies (UWI), UVI, Dutch Universities
- ✂ OCW pushing UoC, IPA USM



USM Beyond 2+2

- Joint programs and joint degrees for homebred professionals.
- Promote research.
- Push for more qualified full time faculty.
- e.g. THUAS + USM joint BA Business Administration

Higher Education and Socio-economic Development

- Stronger institutions of higher education for healthier and more equitable societies
- More research into our regional political economy and resiliency in the face of climate change and social conflict.
- More regional collaboration.
- Higher Education can be an actor in socio-economic development, not simply serving the market but shaping it; by shaping the market we can find answers to our questions on migration.

END

Antonio Carmona Báez, Ph.D.

University of St. Martin

antonio.carmona.baez@usm.sx