

FORGING AHEAD: LEVERAGING INCLUSIVE AND EQUITABLE EDUCATION TO BRIDGE THE GENDER GAP

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Objectives

Establish

- The baseline statistics for MET for the case study country – Trinidad and Tobago

Identify

- Barriers to achieving gender equality in MET

Make recommendations

- For the effective use of MET to bridge the gender gap

Gender in the Maritime Landscape

- The role of women in the maritime industry has been increasingly the subject of consideration for international organizations and maritime administrations alike.
- ILO determined that corporate institutions that include at least 30% of women in their boards perform better than those without women.
- Gender diverse companies are 15% more likely to have financial returns above their respective national industry medians (Mckinsey & Company, 2015)
- 2% of the Global maritime workforce is female (UNCTAD, 2018)

Maritime Education and Training (MET)

- MET was considered as any formal academic programme or system which qualifies persons to work in the maritime sector, either on shore, or at sea, mainly in technical or management level positions
- Two main, internationally accredited institutions within the Caribbean are considered within this research:
 - *Caribbean Maritime University*
 - *The University of Trinidad and Tobago*
- Both institutions grant equal access to both males and females

The Policy landscape

Country	Draft National Gender Policy	National Policy/Workplan	Gender
Cayman Islands		2004	
Trinidad and Tobago	Yes		
Dominica		2006	
Belize		2010	
Jamaica		2010	
British Virgin Islands		2012	
Bahamas	Yes		
Barbados	Policy being developed		
Grenada	Yes		
St Vincent & the Grenadines	No		
Guyana		2006	
St Lucia	No		
Antigua and Barbuda	No		
Haiti			
St Kitts and Nevis	No – Previous policy existed from 1992-2000		
Suriname		2006 & 2013 (National Workplan)	

Figure 1 – Status of National Gender Policies/Workplans



CONDUCTING THE RESEARCH

Methods

- Primary data – Enrollment and Graduation statistics by programme and then by gender requested from 2010-2018
- Key literature from the ILO, IMO and the UN were collated and reviewed to determine the contemporary issues affecting gender equality
- International, regional and local legislation were also reviewed to determine the legal and institutional framework for promoting gender equality in the Caribbean.

Successes and Opportunities

- Primary Data attained from only one MET provider as requested
- Key areas for further research identified

Challenges

- Lack of data available with the Caribbean
- The level of detail required in the reporting of statistics is not sufficient and introduces errors

Results

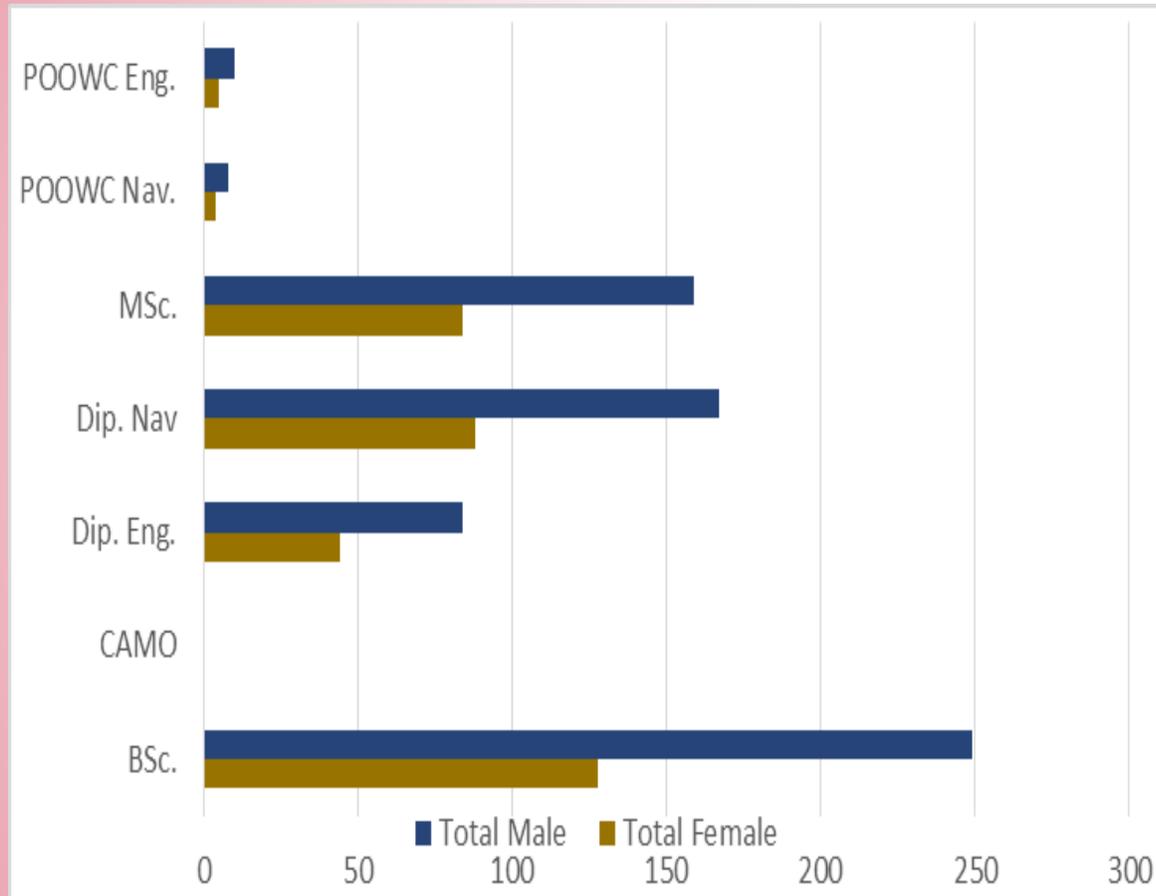
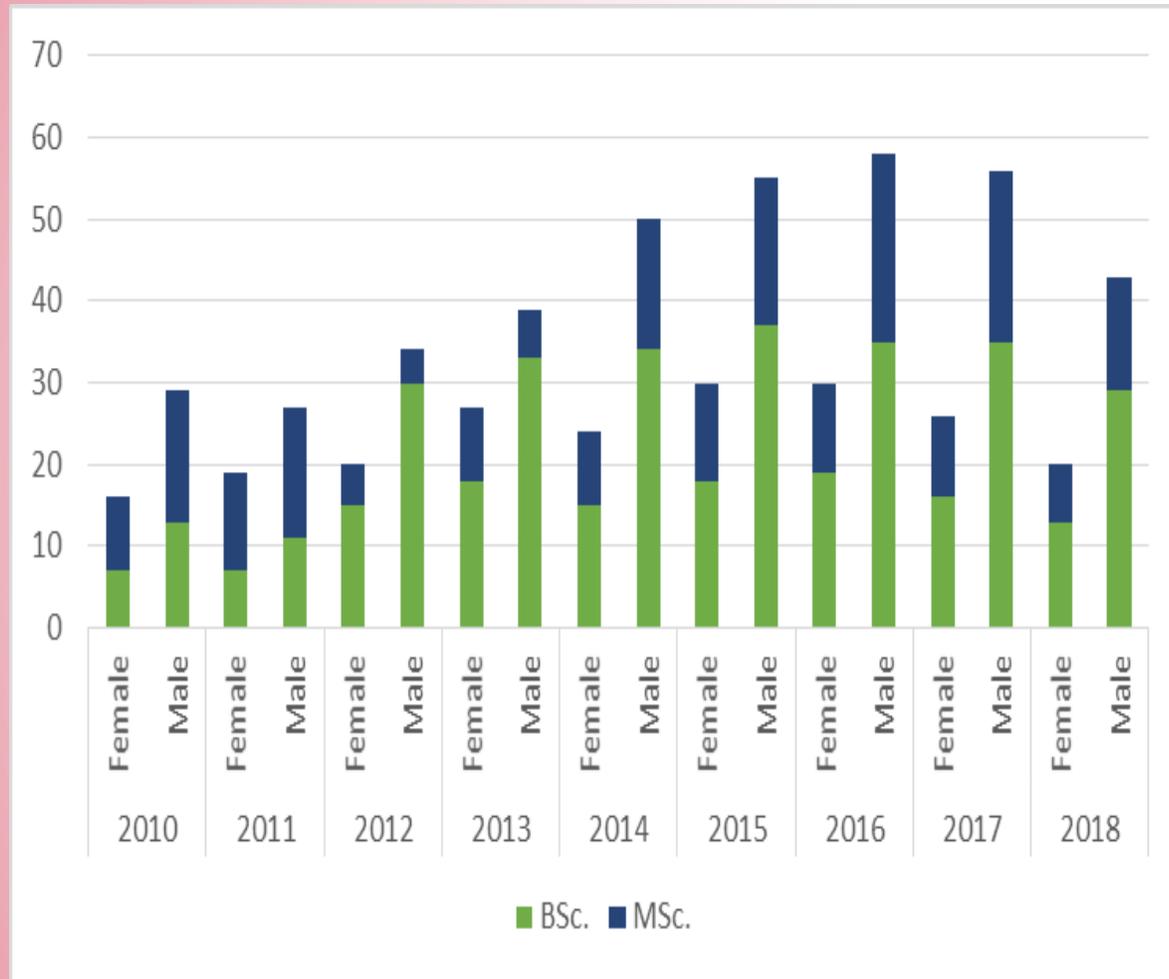


Figure 2: Student enrollment (2010-2018): Comparison of Gender by Programme

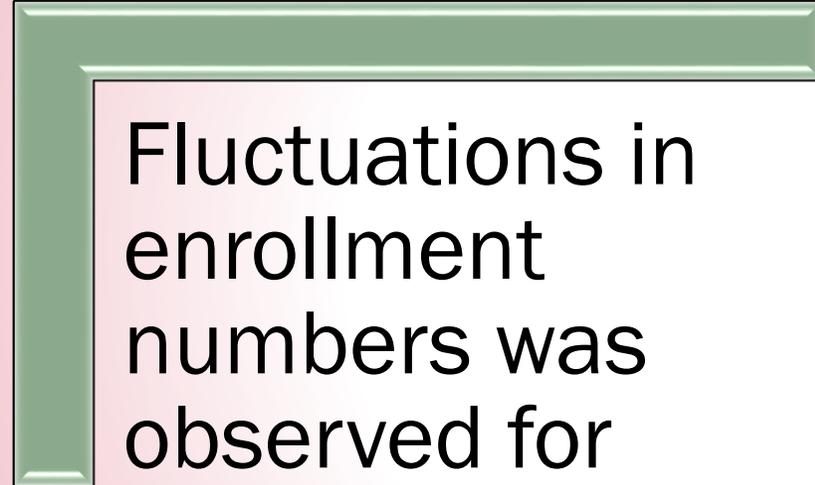
- There was a total of 353 females (34.3%) and 677 males (65.7%), enrolled over the period 2010-2018 across all programmes offered. The Bachelor of Sciences programme showed the highest enrollment at 377 students, of which 33.9% was female and 66.1% was male.
- This trend is mirrored across the majority of programmes.
 - *The MSc. programme, showed female students representing 34.6% of the 243 enrolled*
 - *The Diploma (Navigation Option) showed 255 students enrolled, with 34.5% represented by females and 65.5% represented by males.*
 - *The Diploma (Engineering Option) showed an overall lower number of enrolled students than the Diploma (Navigation Option) at 128 students, but the trend remained similar with 34.4% being female and 65.6% being male.*
 - *The Diploma programmes are the entry requirement for the POOWC programme, and a change in the trend is noted in the POOWC (Navigation and Engineering Options), with equal enrollment (50%) of male and female students.*
 - *This suggests a higher retention and persistence of female students to the professional qualifications.*

Results

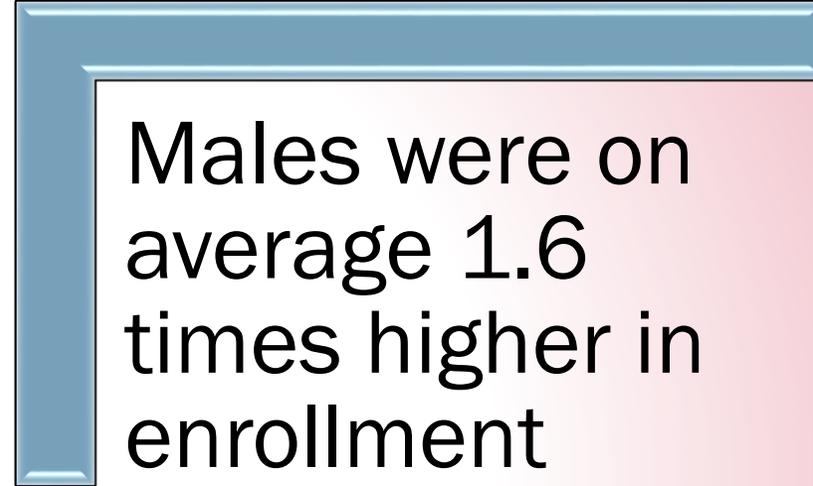


- The numbers of enrolled students, both male and female, varies from year to year. However, the number of males enrolled in both the graduate (BSc.) and postgraduate (MSc.) programmes is consistently higher than that of females.
- There was a steady increase in female enrollment from 2010 to 2013, a slight decline in 2014, followed by an increase in 2015 to the highest female enrollment of the period which was maintained in 2016. This was however, followed by decreases in 2017 and 2018.
- Male enrollment decreased slightly from 2010 to 2011, but showed a steady increase to 2016, where it peaked at almost double (58 vs 30) the number of the highest female enrollment. Similar to the female enrollment, male enrollment showed decreases in 2017 and 2018, but it remained at more than double that of female enrollment.

Figure 3: Student enrollment by Gender for the Shore based programmes



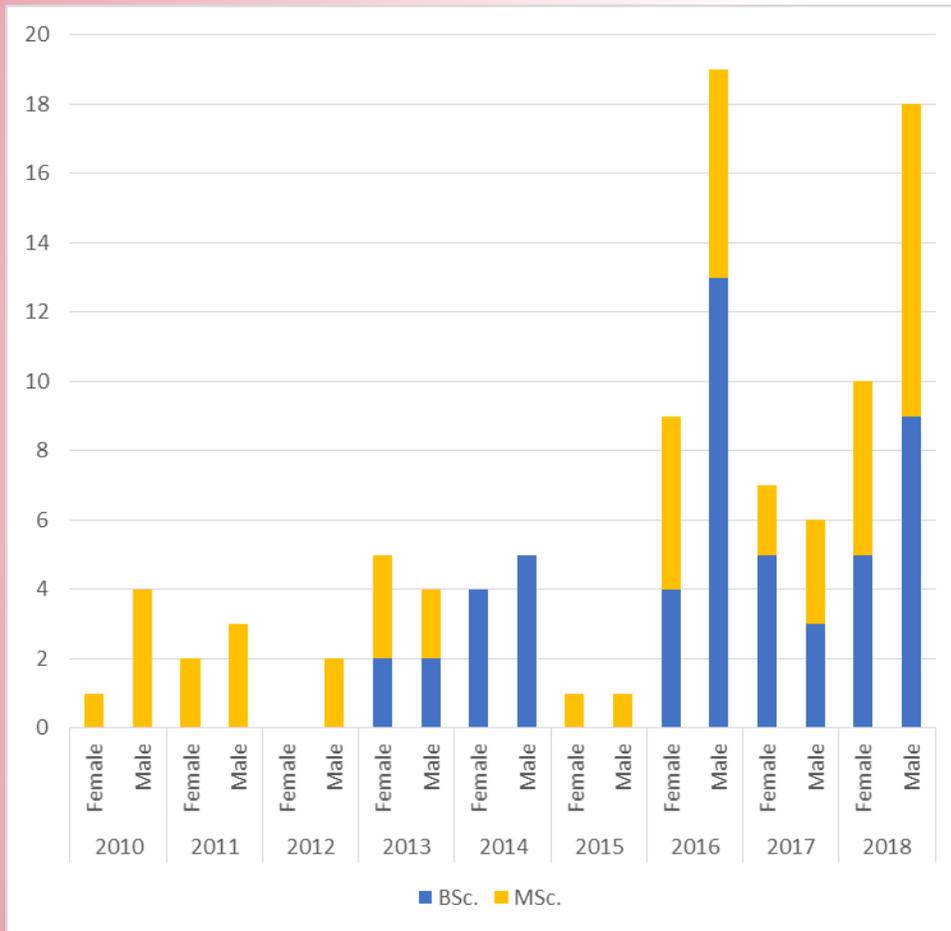
Fluctuations in enrollment numbers was observed for both males and females



Males were on average 1.6 times higher in enrollment numbers than females

Figure 4: Key trends

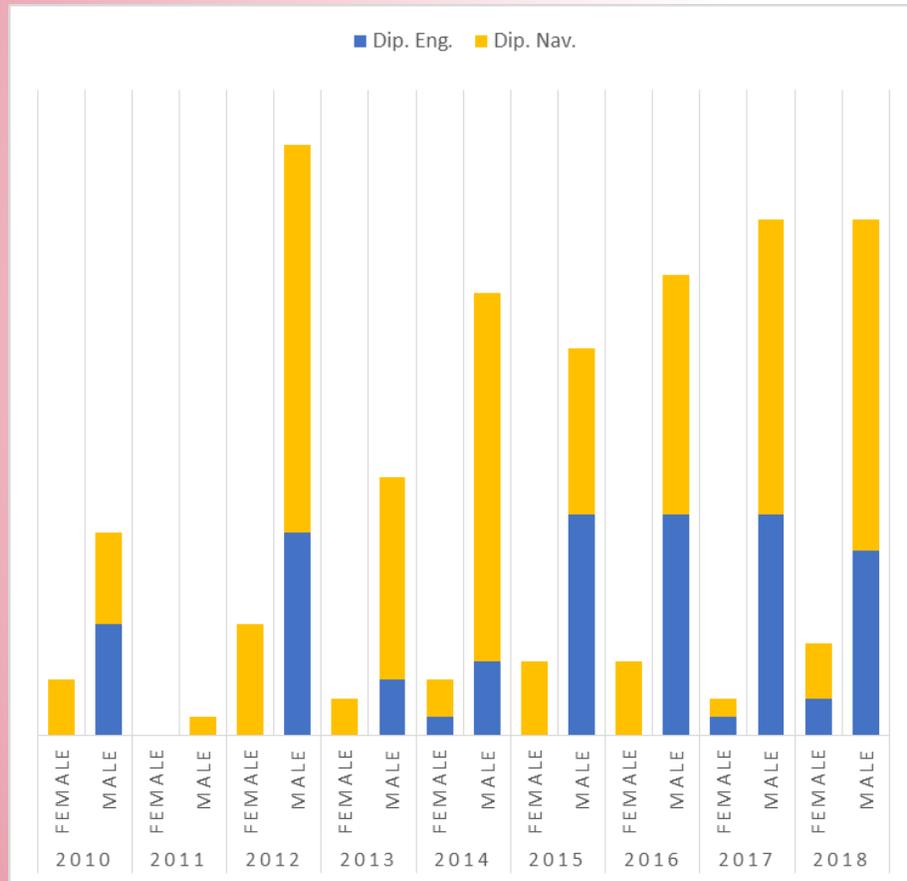
Results



The number of female graduates for the shore based programmes increased from 2010 (1 female graduate) to peak in 2018 (10 female graduates). This is an increase from 20% of the graduating class in 2010 to 34.5% in 2018.

Figure 5: Graduation numbers by gender for the shore based programmes

Results



The number of graduates increased from 2010 (3 female and 11 male graduates) to 2018 (5 female and 28 male graduates). While there is an increase in graduates of both genders for the seafaring programmes, the 2018 figure is 2.5 times higher than the 2010 figure for males, while it is only 1.7 times higher for females.

Figure 6: Graduation numbers by gender for the seafaring programmes

Key findings

- A review of the enrollment figures at The University of Trinidad and Tobago, one of the premiere maritime training and education centres in the Caribbean, shows that while there was enhanced participation of females in the degree programmes as compared to the seafaring programmes, the overall enrollment rate shows that male enrollment nearly doubles that of female.
- Female participation in the The graduation statistics 15.5% for the seafaring programmes highlights the gap in the Maritime sector of the Caribbean as well below the threshold of 30% in the seafaring professions.
- This is in stark contrast to the graduation statistics for males in the shore based and seafaring programmes at 65.5% and 84.5% respectively, also considering the higher rates of inclusion upon graduation.
- This is perfectly illustrated by the example of placements of male and female cadets on training berths with training providers. The male cadets obtain placements more quickly and easily than the female cadets, with the accommodation for female cadets often cited as a limitation to accessing training opportunities.
- It is to be noted that some training partners remain committed to providing access to training berths for cadets and this commitment along with greater emphasis placed on the personal and professional development of female students, there has been a corresponding increase in the number of female students graduating in 2018 as compared to 2010.

Key findings

- The 2018 graduating cohort consisted of 3.8 times more females than that of 2010 and the gender gap between males and females dropped from 3.8% in 2010 to 3.1% in 2018. While this progress seems small, it is still indicative of progress for gender equality through the use of maritime education and training and in the absence of gender mainstreaming efforts in the maritime sector, the need for improvement to NGPs and realistic interventions for active promotion of gender equality.
- Correlation analyses were conducted not to seek to establish a cause and effect relationship, but rather seeks to identify if there is a relationship between the sets of data. All analyses showed a positive correlation, but to varying degrees.
 - *When examining the correlation of male enrollment to male graduation, it is seen that there is a strong positive relationship. That is, the greater the number of males enrolled, the greater the number of males that can be expected to graduate.*
 - *However, the same is not shown for female enrollment to female graduation. Although the correlation is positive, it is weak, and this suggests that there are a number of factors which affects retention and persistence of female students from enrollment to graduation.*
 - *This is indicative that further research is required into the specific barriers that affect the rate of female persistence through maritime education and training and assimilation into the sector. This research can then also inform the design of targeted interventions, policy and legal instrument design for the continued increase in enrollment, graduation, employment and promotion of females at all levels of the maritime sector.*

Conclusion

Gender diversity in the maritime sector is directly impacted by the rate of female enrollment in maritime education and training. While the emergence of major MET institutions in the Caribbean augurs well for promoting equal access to opportunities to MET, the factors that impede gender balance in the sector remain largely unaddressed. The Caribbean performance in the corporate setting can be seen as an indicator of willingness of the industry to offer equal opportunities to women. However, the seafaring and maritime shore based jobs are professions with distinct challenges that require interventions at the social and policy, levels to truly allow for all-inclusive access to opportunities. The following key areas need to be addressed to facilitate the integration needed to harness the full potential of effective female participation in the sector.