

GENDER DIFFERENCES:

Facing the challenges and overcoming them - The case of Mauritius

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Mauritius Country Profile

Population Data

Population: 1,262,879

Annual Growth Rate: 0.1%

Infant Mortality Rate: 12.7 per 1000 live births

Birth Rate: 10.6 per 1000 population

Death Rate: 7.7 per 1000 population



**LIFE
EXPECTANCY AT
BIRTH:
(2014 est.)**

TOTAL POPULATION: 75.1 YEARS

MALE: 71.7 YEARS

FEMALE: 78.8 YEARS

POPULATION

1,331,155 (July 2014 est.)

AGE STRUCTURE

0-14 years : 21.0%
15-24 years : 15.5%
25-54 years : 44.1%
55-64 years : 10.9%
65 years & over : 8.4%

Mauritius Country Profile (cont.)

ECONOMIC DATA

Per Capita GDP: \$ 7116.59

Average Annual Growth Rate: 3.5%

Average Annual Inflation Rate: 1.7%

Total External Debt: \$ 254,705 M

Population in Absolute Poverty: 9.4%

Gross Domestic Product: \$ 12.62 B

HUMAN DEVELOPMENT

Human Development Index Value:
2nd in 2014 (after Libya) in African countries

Adult Literacy Rate: 88.9
Male: 92.9 Female: 88.5

Labor Force of Population: 60.8%

Unemployment Rate: 7.8%

**Employment in Export Oriented
Enterprise**

Male : 47% Female: 53%

Mauritius Country Profile (cont.)

Current Economic and Political Situation

Indicator of Economic Freedom

World Rank : 10/178 Regional Rank: 1/46

Ease of Doing Business

rank (out of 189 economies):

28 (2015) v/s 29 (2014)

Economy: Political stability and Diversification as contributory factors to making Mauritius one of Africa's most prosperous economies.

Politics : One of the developing world's most successful **democracies**
Has enjoyed years of **constitutional order**.

GENDER STATISTICS (2014)

- ✓ Women outnumber men and **live on average seven years longer than men**
(98 men for every 100 women)
- ✓ Mauritius ranked 66th/142 countries in “**Enrolment in Secondary and Tertiary Education**” according to Global Gender Gap Report of World Economic Forum.
- ✓ However, it ranked 106th compared to the 98th position the previous year according to the **Global Gender Gap Index (GGI)** that measures **gender equality across four key areas:**
 - economic participation and opportunity;
 - educational attainment;
 - health and survival ; and
 - political empowerment.

GENDER STATISTICS: EDUCATION

Both Boys and Girls participate in mandatory schooling from age 5-16

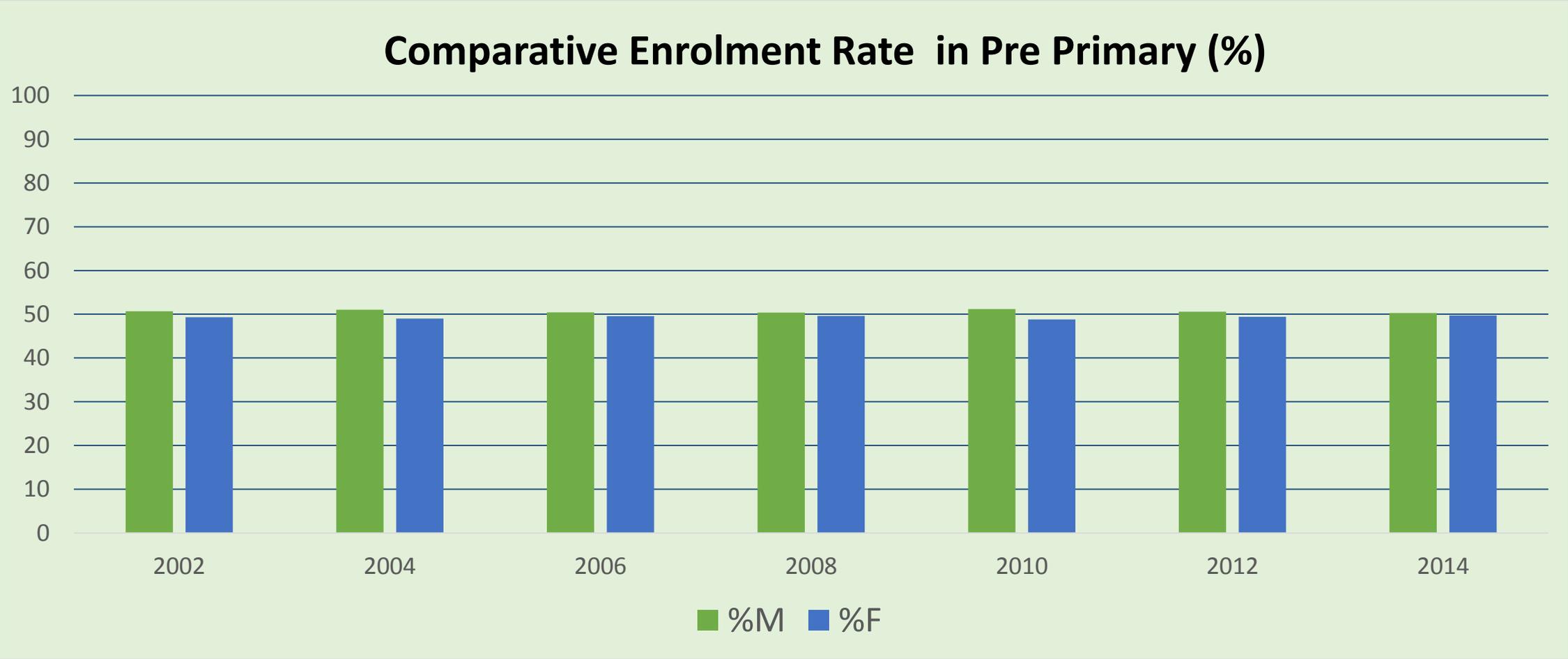
GENDER PARITY INDEX

Primary : 1.0

Secondary: 1.1

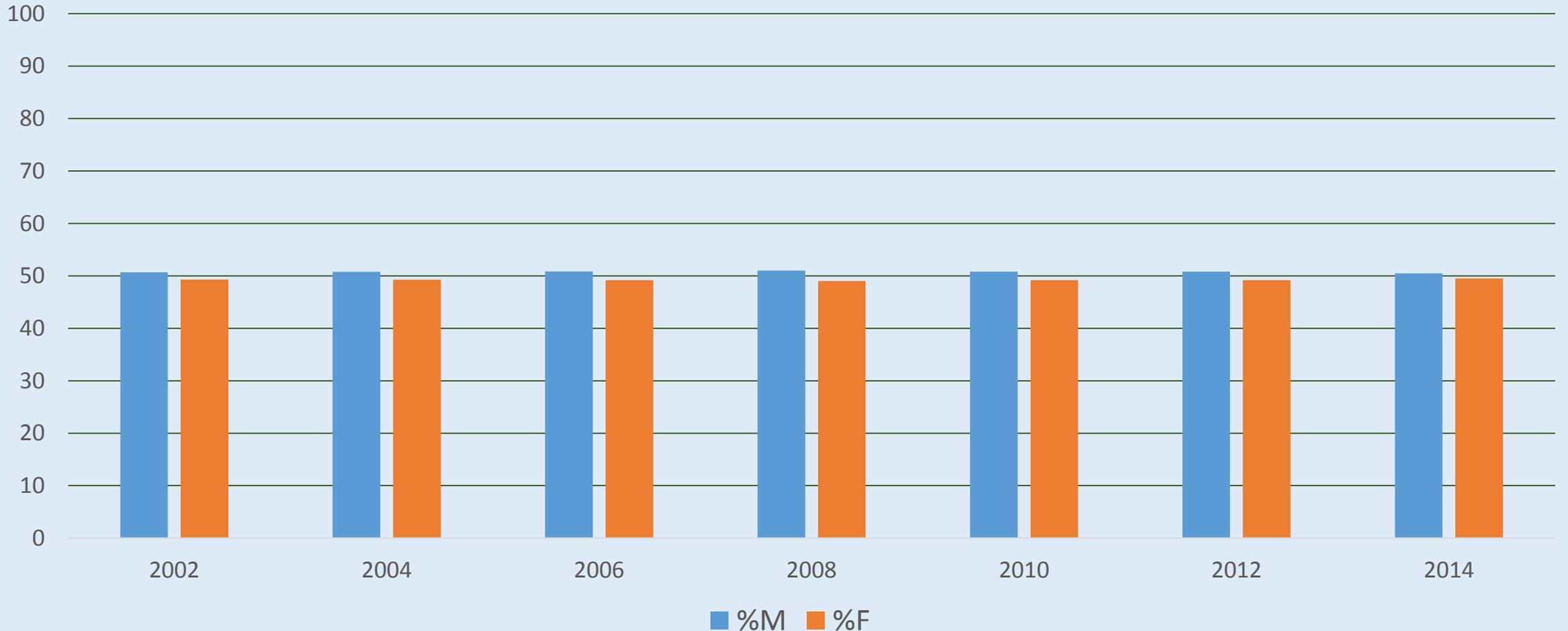
Gender parity achieved in terms of enrolment

Gender Statistics: Education (Pre-Primary)



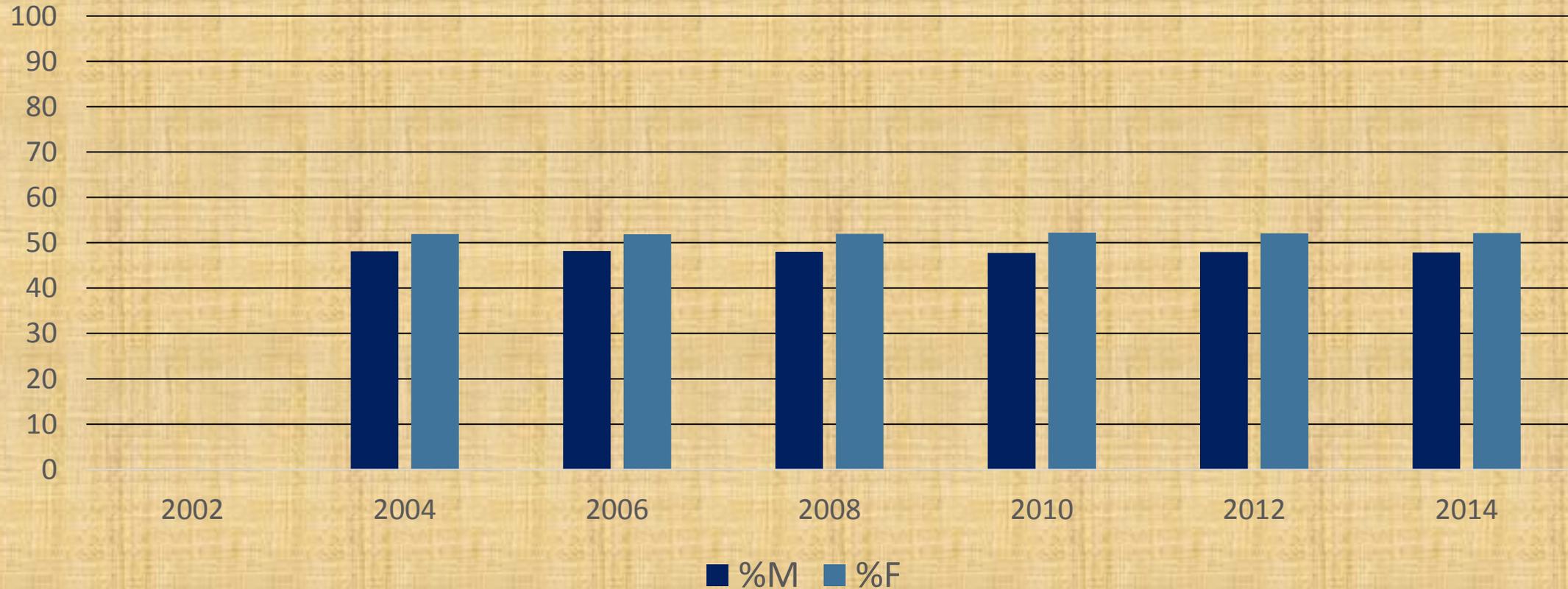
Gender Statistics: Education (Primary)

Comparative Enrolment Rate in Primary (%)

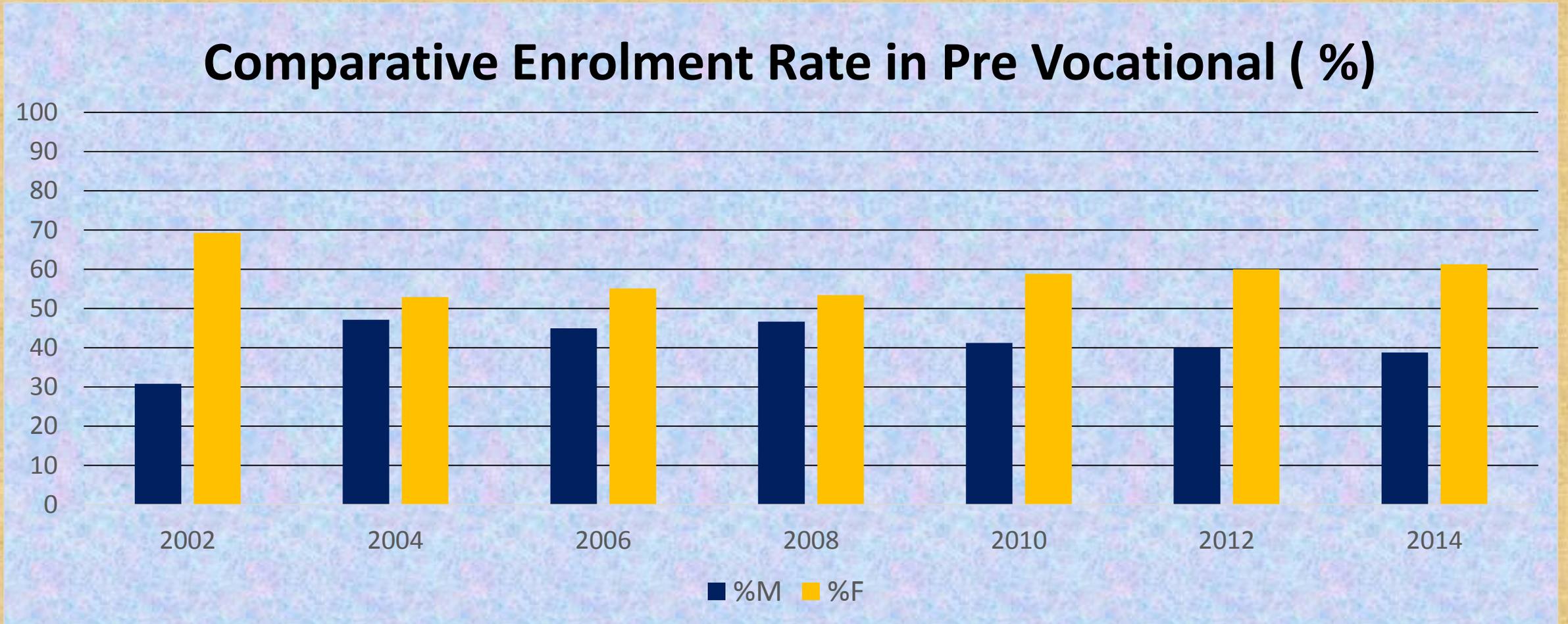


Gender Statistics: Education (Secondary)

Comparative Enrolment Rate in Secondary (%)



Gender Statistics: Education (Pre-Vocational)



LEARNING ACHIEVEMENT

At **National Level**, results reveal persistent gender gap in performance in favour of girls

- across **age groups** and
- across **subject areas**.

% PASS RATE

Cohort 2014	CPE 2007	SC 2012	HSC 2014
Male %	60.8	79.5	70
Female %	73.3	81.3	79.1
Cohort 2013	CPE 2006	SC 2011	HSC 2013
Male %	62.7	71.6	73.9
Female %	74.7	81.2	80.8
Cohort 2012	CPE 2005	SC 2010	HSC 2012
Male %	59.3	73.3	74.6
Female %	71.6	82.2	82.3

LEARNING ACHIEVEMENT (Cont)

Trend confirmed in Assessment Studies:

✓ **SAQMEC II study 2003:**

Girls achieved higher levels of competence than boys in reading but no significant differences in Mathematics.

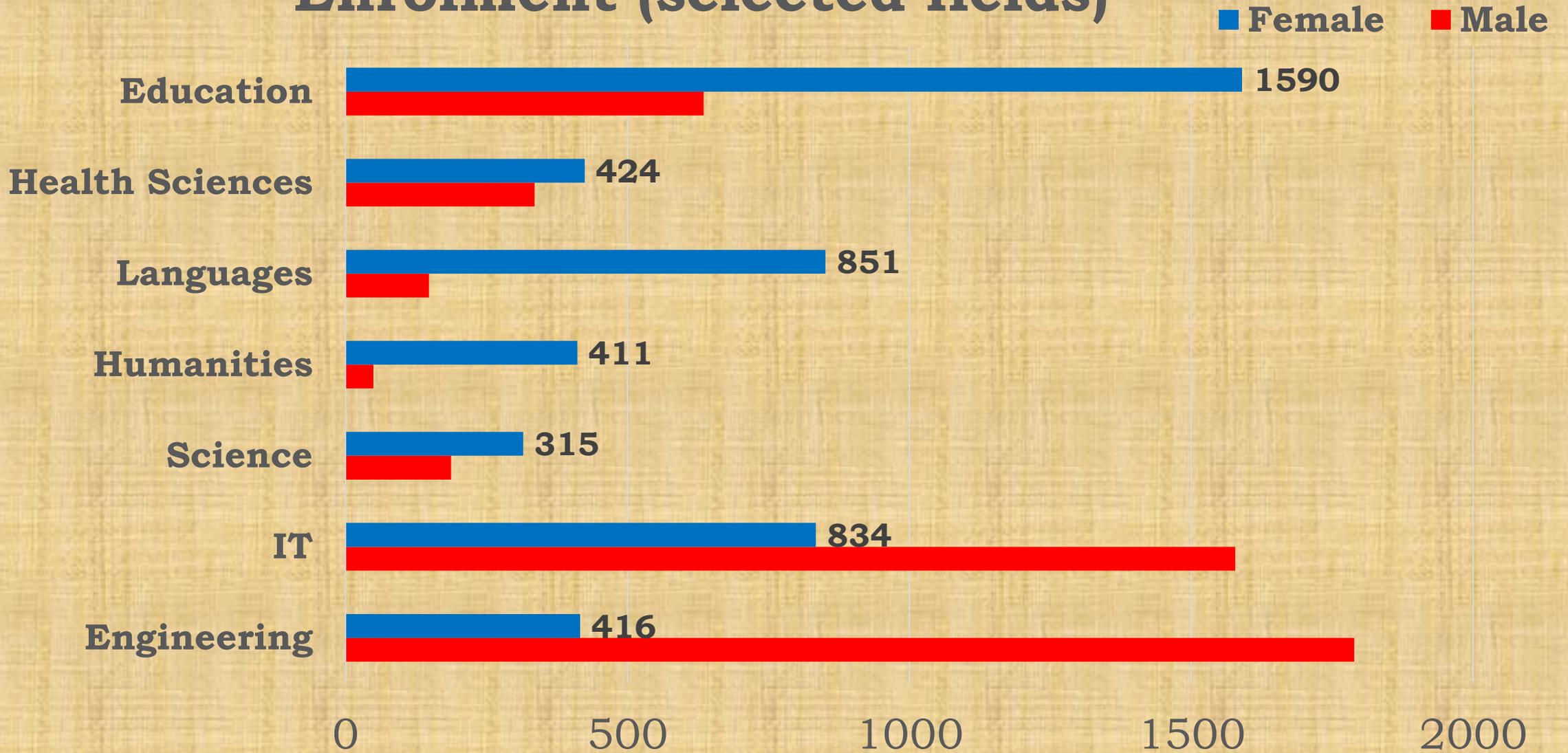
✓ **SAQMEC III studies 2009:** revealed the same results.

✓ **PASEC study 2009 :** At Grade II, Girls had higher scores in all three subjects tested – ***English, French and Mathematics;*** while at Grade V, girls had higher scores in French.

✓ **PISA 2009+ study:** Gender difference in both reading and Scientific Literacy favouring girls but no difference in Mathematical Literacy

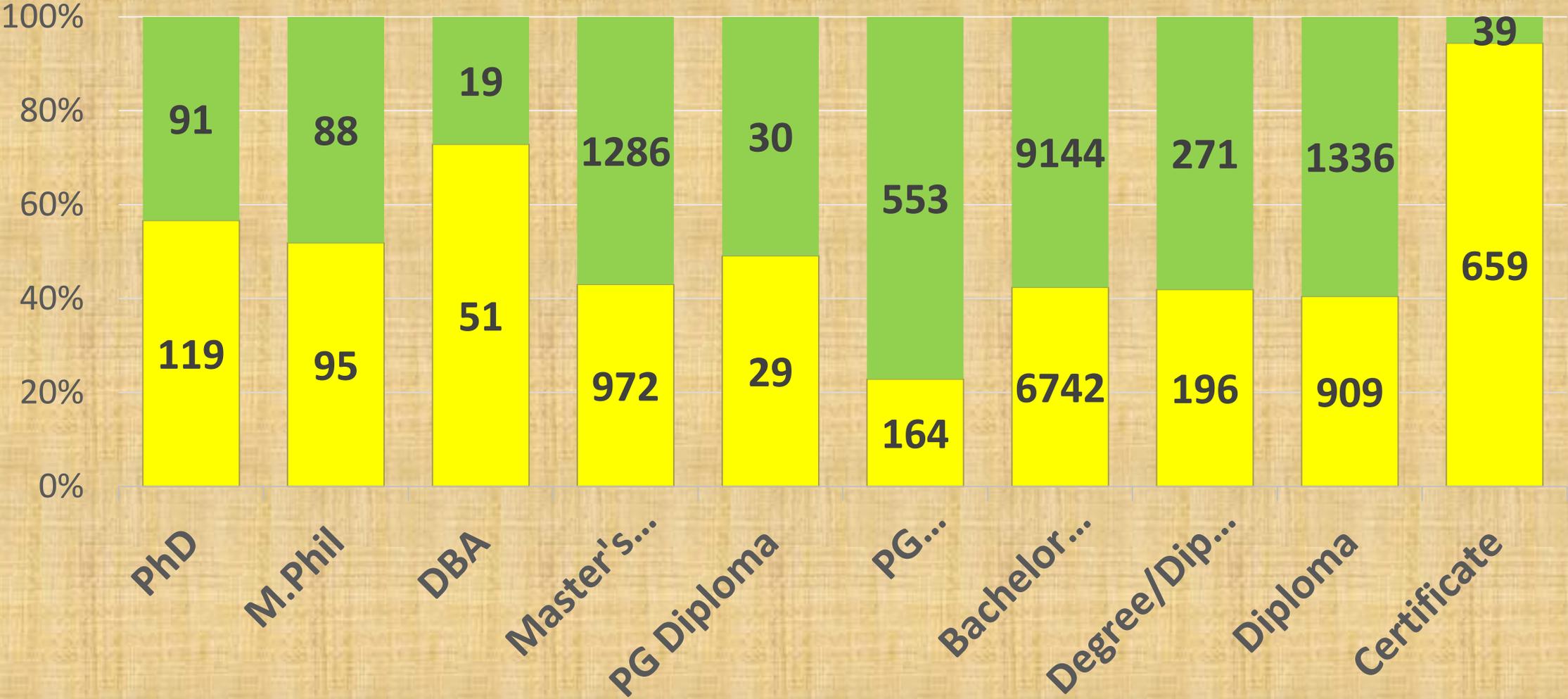
TERTIARY ENROLMENT

Enrolment (selected fields)



ENROLMENT BY LEVEL IN PUBLIC TEI

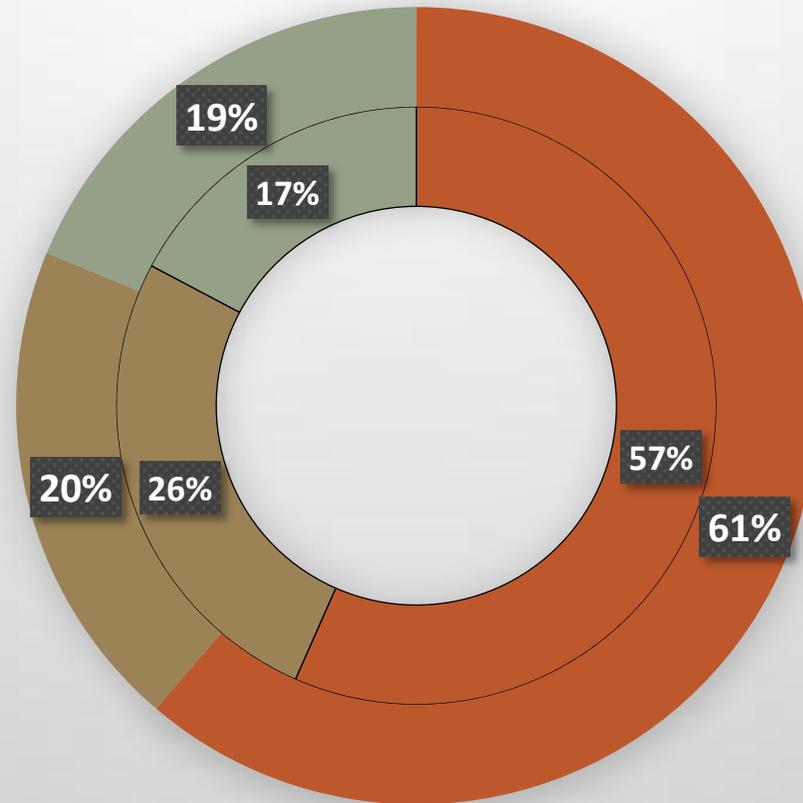
Male Female



TERTIARY ENROLMENT

**Public TEI Enrolment by Type
(inner chart: Male)**

- Full-Time
- Part-Time
- Distance Ed.



TVET ENROLMENT, (GENDER-WISE BASIS)

Year	Female Enrolment (%)
2011	21.9
2012	22.3
2013	29.7
2014	31.2

THE LEGAL & REGULATORY FRAMEWORK

- ✓ **Principle of Equality** enshrined in Mauritian Constitution
- ✓ **Gender Equality** integrated in National Legislation through:
 - The Sex Discrimination Act 2002
 - The Protection from Domestic Violence (Amendment) Act 2007
 - The Equal Opportunities Act 2011
- ✓ Ratification of the CEDAW- **Convention on the Elimination of all Forms of discrimination against Women**
- ✓ Ratification of the **Convention on the Rights of the Child (1990)**

NATIONAL GENDER POLICY FRAMEWORK

- ✓ Formulation of a **National Gender Policy Framework for Mauritius** guided by commitments made at all Global and Regional Conferences on Women:
 - The Beijing Platform of Action (1995)
 - The SADC Declaration on Gender (1997)
 - The 1998 Addendum on the Prevention and eradication of Violence against Women and Children
 - The AU Declaration on Gender Equality (2004)
 - The Commonwealth Plan of Action on Gender Equality 2005-2015
 - Protocol on Rights of Women of the African Charter on Human & People's rights (ratified in 2005)

- ✓ **Institutional Arrangements**
 - ❖ All Ministries expected to have their respective **Gender Strategy and mainstream Gender.**
 - ❖ **Gender Cell in Ministries** to ensure the concept of gender permeates all policies and programmes.

KEY CONTRIBUTORY POLICIES TO ELIMINATION OF GENDER GAPS

- ✓ **Free and compulsory education for all up to age 16**
(through amendment to Education Act 2004)
- ✓ **Free transport** to school children
- ✓ **Per capita grant** for all enrolled **Pre-Primary** school children
- ✓ **Equity measures:**
 - **Free textbooks** to all primary school-going children and a Book Loan Scheme
 - **Free meals** for pupils in 'ZEP' School (in under-privileged zones)
 - The provision of **equal opportunity to scholarships and study grants**, to continuing education, to physical education and sports for both sexes;
 - Treatment of children with **Special Education Needs**
 - Teachers (M & F) given similar **CPD opportunities** and enjoy similar status
- ✓ Review of **National Curriculum Frameworks** to remove gender stereotypes
- ✓ Offer of **same Curriculum** in settings that are **co-educational** (Primary) and mostly **single-sex** (Secondary).

EDUCATION MINISTRY'S POLICY ON GENDER

Based on the Framework used for assessing **EFA Goal 5** , the Policy covers the four broad and inter-related dimensions of gender equality:

1. Equality of Access
2. Equality in the Learning Process
3. Equality of Educational Outcomes or Achievements
4. Equality of External Results or Returns to Education

GENDER- RELATED CHALLENGES

- ✓ **Nine Year Continuous Basic Schooling** : Co-educational Academies
- ✓ Low interest of girls in the fields of Science and Technology – auguring difficulty to encourage girls to invest in areas of **Science, Technology, Engineering and Mathematics** (STEM)
- ✓ **Underachievement of Boys**:- an indication of ‘waste’ within the system
 - Is it school-related factors?
 - Home-related factors?
 - Individual factors/ Physiological factors?

✓ **MAJOR CHALLENGE:**

TO DESIGN POLICIES AND INTERVENTIONS THAT WILL **RAISE LEARNING LEVELS WHILE REDUCING GENDER DISPARITIES** IN LEARNING ACHIEVEMENT

IMPACT UPON WORKPLACE

Government Policy:

Promotion of the socio-economic empowerment of women to ensure:

- **equal opportunity in education**, at **work** and in the **society**, and
- their effective **participation in decision-making**.

HOWEVER,

- ✓ Enhanced access to higher education by women NOT always led to enhanced career opportunities.
- ✓ Women still face significant shortfalls and discrimination in the labour market, ending up in jobs where they do not use acquired skills.

IMPACT UPON WORKPLACE (cont.)

Engagement of women at the highest level of decision making in the **Private Sector** is dramatically low.

- ❖ Out of the **100 top companies of Mauritius**, only one is chaired by a woman.
- ❖ There are **only 6 CEOs out of a total of 91**.
- ❖ Banking sector: **One female Chairperson and 2 female CEOs**.
- ❖ In some para-governmental bodies like the Central Water Authority (CWA), the Central Electricity Board (CEB), the University of Mauritius and the University of Technology of Mauritius, Governing bodies are **dominated by men**.

CHANGING LANDSCAPE OF THE PUBLIC SECTOR

Women becoming more visible in the top positions:

- **As Heads of Ministries**
- **In the Judiciary**
- **In Parastatal Bodies**
- **In the Disciplined Services**

HOWEVER, SOCIO-ECONOMIC INEQUALITIES CANNOT BE EXPLAINED EXCLUSIVELY BY GENDER:

ARE ETHNICITY, SOCIO-ECONOMIC BACKGROUND AND ESPECIALLY THE CULTURAL SET UP ACCOUNTABLE?

HENCE ROLE OF EDUCATION CRITICAL:

- ❖ In shaping the re-definition of Social Policies
- ❖ In bringing transformation in the traditional gender roles & the expectations driving these
- ❖ In integrating Gender awareness and gender sensitivity in Teacher Training (Pre-and In-service) and CPD for School Leaders
- ❖ In breaking down the 'Glass Walls' and gender-based rigidities between subject choices ultimately impacting upon professional orientations and occupations.

**THANK YOU FOR
YOUR ATTENTION**