

# Feasibility Analysis for the Implementation of EU Methods and Good Practices in India



# RAINBOW



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**BACHELOR'S THESIS II**

**CAREER COUNSELING AND GUIDANCE FOR ACADEMICALLY  
EDUCATED WOMEN IN INDIA**

**Feasibility Analysis for the Implementation  
of EU Methods and Good Practices in India**

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## Abstract

Women's participation in education and in the labor force are considered to be drivers for economic growth and therefore, it is in the interest of a society to achieve gender equality. Career counselling and guidance is beneficial for everyone, yet for women there is more complexity, as early gender-role orientation, inequities in the work-life and the multiple-role-dilemma are just few influential factors on female development and careers.

This bachelor's thesis is studying the area of career counselling and guidance for academically educated women. The aim is to find out, whether good practice frameworks and methods used in the European Union, could be workable solutions in India as well. The thesis is part of the project "Rainbow", which is a cooperation of European and Indian higher educational institutes. The project goals are to provide career counselling and guidance to female students and graduates in India and to implement the required capacities.

As India is such a large and diverse country, the presented methods and frameworks always have to be contextualized. Influential factors on the effectiveness of coaching and counselling services are language differences, the diversity of regions, various religions, social classes and a divide of urban, rural and even tribal households. The experience of skilled and trained personnel is necessary, to adapt the methods to the individual circumstances.

It is found, that in the Indian educational system, various schemes are already running and further programmes can be implemented. Further methods used for career counselling and coaching in the EU can be transferred to the Indian context. Institutional frameworks are also in place in India, which are highly important to achieve gender equality.

**Keywords:** career counselling for female students, gender equality, higher educational institutions

## Abstract (German)

Der Anteil von Frauen im Bildungssystem und in der Arbeitswelt gilt als wichtiger Indikator für wirtschaftliches Wachstum, und daher liegt es im Interesse einer Gesellschaft, die Gleichbehandlung der Geschlechter zu erreichen. Karriereberatung ist vorteilhaft für alle Personen, für Frauen ist sie jedoch komplexer, da die frühe Geschlechterorientierung, Ungleichheiten im Arbeitsleben und die Balance mehrerer Rollen nur einige wenige Einflussfaktoren auf die Entwicklung und Karriere einer Frau sind.

Diese Bachelorarbeit untersucht die Karriereberatung und -begleitung für akademisch ausgebildete Frauen. Das Ziel ist es, herauszufinden, ob Good-Practice Beispiele und Methoden, die in der Europäischen Union angewendet werden, auch in Indien praktikable Lösungen sein könnten. Diese Arbeit ist ein Teil des Projektes "Rainbow", das eine Kooperation europäischer und indischer Hochschulen ist. Ziel des Projektes ist es, Karriereberatung und -orientierung für Studentinnen und Absolventinnen in Indien anzubieten und die notwendigen Kapazitäten bereitzustellen.

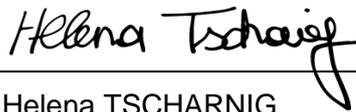
Da Indien ein sehr großes und vielfältiges Land ist, müssen die vorgestellten Methoden und Rahmenbedingungen immer kontextualisiert werden. Einflussfaktoren auf die Wirksamkeit von Coaching- und Beratungsdiensten sind Sprachunterschiede, die Vielfalt der Regionen, verschiedene Religionen, soziale Klassen und die Verteilung der städtischen und ländlichen Bevölkerung sowie Stammesmitgliedern. Die Erfahrung von qualifiziertem und geschultem Personal ist erforderlich, um die Methoden an die individuellen Umstände anzupassen.

Es zeigt sich, dass im indischen Bildungssystem bereits verschiedene Programme eingesetzt werden und weitere Programme umgesetzt werden können. Zusätzliche Methoden, die in der EU für Karriereberatung und Coaching eingesetzt werden, können auf den indischen Kontext übertragen werden. Die institutionellen Rahmenbedingungen in Indien sind für die Erreichung der Gleichbehandlung der Geschlechter von großer Bedeutung.

**Stichworte:** Karriereberatung für Studentinnen, Gleichstellung der Geschlechter, höhere Bildungseinrichtungen

## Signed Declaration

I hereby declare that the present bachelor's thesis was composed by myself and that the work contained herein is my own. I also confirm that I have only used the specified resources. All formulations and concepts taken verbatim or in substance from printed or unprinted material or from the internet have been cited according to the rules of good scientific practice and indicated by footnotes or other exact references to the original source. The present thesis has not been submitted to another university for the award of an academic degree in this form. This thesis has been submitted in electronic form. I understand that the provision of incorrect information may have legal consequences.



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Helena TSCHARNIG

Graz, April 30, 2020

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## List of Abbreviations

CEDAW	Convention on the Elimination of Discrimination Against Women
EC	European Commission
EM2030	Equal Measures 2030
et. al	and others
EU	European Union
NGO	Non-governmental Organization
RQ	Research question
SDG	Sustainable Development Goals
SEWA	Self-Employed Women's Association
STEM	Science, Technology, Engineering, Mathematics
UNESCO	United Nations Education, Scientific, Cultural Organization
WEF	World Economic Forum
WVSA	World Value Survey Association

# 1. Introduction

In today's world, gender equality and closing gender gaps in education and at the workplace, are topics, that are highly relevant in political discourse, but also in the strategic positioning of international organizations and institutions. As diversity and parity in those areas are critical in order to achieve economic growth, it is especially important for emerging nations to pay special attention to gender topics. (World Economic Forum, 2014)

The aim of this bachelor's thesis is to analyze, whether methods and frameworks, that are used for the career counselling and guidance of academically educated women in the EU, can be transferred to the Indian context. It shall also become clear, which influential factors need to be considered, when using good practice examples from the EU in Indian higher educational institutions.

This second bachelor's thesis builds onto the first one, namely "Career Counselling and Guidance for Academically Educated Women in the EU – State of the Art of Career Counselling Services with Recommendations, Interventions and Good Practices". In that paper, the status quo of counselling measures and methods for women in higher educational institutions in the EU has been analyzed. (Tscharnig, 2019) The present thesis is furthermore strongly linked to the project "Rainbow".

Project "Rainbow" is a close collaboration between European and Indian higher education institutions and supported by the European Commission. The aim of the project is to develop material and implement capacities in order to provide career counselling and guidance to academically educated women in India, both at universities and outside. Therefore, among other things, career centers shall be created in India, material to trainers will be provided and counselling services will be provided and evaluated. This bachelor's thesis can therefore also contribute to the existing work and results gained through the project. (Project Rainbow, 2020)

## 1.1. Problem Definition

Gender gaps in education and the workforce have a negative impact on economic growth. (Klasen & Lamanna, 2009, p. 91) Women's labor market activities strongly depend on their educational levels and with economic development, gender gaps in the educational system are reduced. (Mammen & Paxson, 2000, p. 162) Because of that, participation and retainment of women in the school system are crucial. Both male and female students are undergoing many transitional phases in the educational sector but

also later on in the world of work. Therefore, mentoring, career orientation or career counselling programmes are useful tools, to assist with the occurring challenges. There is more complexity in career counselling and guidance for women than for men due to multiple influential factors: Early gender-role orientation, inequities in the work-life and the multiple role dilemma are some of the barriers, that women face throughout their education and career. (Coogan & Chen, 2007, p. 191) Career counsellors thereby not only have an opportunity to assist individual persons but they can also drive change in the public system. (Hansen, 2003, p. 43)

As mentioned before, this thesis is linked to the project “Rainbow” and there is a double focus, firstly on India and secondly on the EU. There is quite some research available in different areas, such as the development of gender equality, the cultures with their dimensions and influences, the educational systems and regulations, norms and beliefs in the professional context and more. The challenge of this thesis is therefore, to bring the different variables together and to be able to draw conclusions on the feasibility of EU methods for the career counselling and guidance of female students in the Indian context.

Transferring the EU methods to India can be difficult due to multiple reasons. First of all, there are cultural differences, not even within the EU or within India, one single culture can be determined to be the single point of truth and applicable to all nations and regions. Institutional frameworks seem to be a little more consistent in that matter, yet even there a deviation can be observed. Secondly, there are structural differences: The EU currently has 27 member states and 446 million inhabitants (European Union, 2020), whereas India has 28 states and 8 union territories (KnowIndia, 2020) and a population of 1,35 billion people in 2018. (World Bank, 2018) This is why methods used for career counselling for women in Europe cannot be transferred one-on-one, there are many factors and context, that need to be taken into account.

## **1.2. Methodology and Research Questions**

In the first part of this paper, a common understanding is created for the cultures, legal frameworks and organizations, that are working towards gender equality. Also, the status quo of gender initiatives carried out in India and methods and frameworks used in the EU will be analyzed.

In the second part of the paper, two phases of empirical research are presented. For the first research phase, results of already concluded focus groups have been summarized and checked through interviews with experts in the area of sociology and

gender mainstreaming. Out of the findings and a short literature review on career counselling and guidance methods used in the EU, presented in chapter 4 of this thesis, the interview guide for the second phase of empirical research with Indian experts has been developed. With that guide, which will be explained in more detail in the empirical research part of this paper, results-oriented interviews with experts have been conducted, to answer the first and partly the second research question.

The overall aim of this bachelor's thesis is to establish, whether methods in the area of career counselling and guidance, that are used in the EU, could work in the Indian context as well. Therefore, the following research questions (RQ) have been determined:

**RQ1:** Which career counselling services for academically educated women, that have proven to be effective in the EU, can also work in India and why?

When answering the first RQ, it needs to become clear, whether the EU methods are also suitable for career counselling for women in India. Influential factors or examples will be stated, which also closely relates to the second RQ:

**RQ2:** Which specific factors need to be taken into account when transferring the EU experience to India?

The aim of the second RQ is to explain, which sociocultural and institutional factors could influence the effective implementation of the methods in India. In order to answer RQ2, literature review will also be used.

**RQ3:** Are there additional methods or services, that have not been thought about before, that would work in India?

Lastly, it shall become clear in the findings, if there is any innovation, that has been overlooked so far.

### 1.3. Definition of Key Terms

To ensure comprehensibility, some key terms, that are used throughout this thesis are defined in the following.

Gender equality: The aim of gender equality is to ensure equal treatment between men and women. (EIGE, 2020a)

Gender gap: A gender gap is the difference of male and female participation in a certain area or field. (EIGE, 2020b)

Gender parity: The goal of gender parity is to achieve equality in participation between men and women. (EIGE, 2020c)

## **1.4. Structure of the Bachelor's Thesis**

The first chapter of this paper has provided an introduction to the topic and a problem definition with the research goal, that shall be achieved in this thesis. The research questions are defined and also key terms, that will be used extensively throughout the bachelor's thesis are determined.

In chapter 2, the focus is on getting an understanding for the EU and Indian cultures and legal frameworks. Furthermore, global initiatives are presented, who are working towards gender equality. A closer look on India will be taken in chapter 3, where programmes and determinants in the educational system and in the professional life are identified and influential factors are analyzed in more detail. Following on that, there will be a brief recap given on the status quo of career counselling and guidance in the EU.

In chapter 5, the concept and methodology of the empirical research will be presented, including the research design, the reason for choosing expert interviews and the selection of experts, the interview guides and the methods of qualitative content analysis. Following that, the empirical findings for the two research phases, both in the EU and in India, will be explained. In chapter 8 the findings will be summarized and interpreted, thereby representing high-, medium- and low-potential methods to be implemented in India. Lastly, in the conclusion, the main outcomes and statements of this bachelor's thesis will be given and the limitations as well as a future outlook will be stated.

## 2. Understanding Gender Equality in the EU and India

In the following, an introduction to the cultures and legal frameworks in the EU and India is given. Thereby, a basic understanding of the circumstances shall be achieved, in which methods used for career counselling and guidance for women can be successful. Firstly, cultural factors will be analyzed on the model of Hofstede, followed by the perception of gender equality as established by the World Values Survey. Following that, the legal frameworks of gender equality in the EU and India will be presented. Lastly, there will be a brief introduction given to organizations and initiatives, whose aim is to achieve equality in different areas and who are monitoring progress.

The countries, that are more closely analyzed for the EU are Austria, Finland and Spain. This is due to the fact, that higher educational institutions from these nations are involved in the project "Rainbow". Furthermore, existing focus group results from the named countries have been used to prepare for the expert interviews and to carry them out. Yet, the analysis of the frameworks in the EU are not limited to Austria, Finland and Spain, wherever appropriate, also other examples are used.

### 2.1. Hofstede's Dimensions

When trying to understand a culture, it is helpful to start with looking at the six dimensions of national culture developed by Hofstede (2010). Even though it is always important to look at the specific context of a situation, for example when implementing a method, the scores on the dimensions are an overall representation of the culture of a country. The two most important indices, when trying to understand gender equality, are the power distance and the masculinity. The power distance index describes, to what extent power is distributed equally in a culture, taking hierarchical order into consideration. The higher the score shows to be on this dimension, the more inequality exists in a nation. The masculinity factor describes the extent, to which achievement and success is valued in a society, as opposed to femininity cultures, where cooperation and quality of life are important values. As this dimension does not automatically give insights on gender equality in a culture, other analyses need to be considered as well. (Hofstede, Hofstede, & Minkov, 2010, pp. 60-61, 90-91, 138-139, 190-191, 236-238, 280)

In the following, Hofstede's dimensions are analyzed on the example of Austria (blue bars), Finland (orange bars), Spain (grey bars) and India (yellow bars):

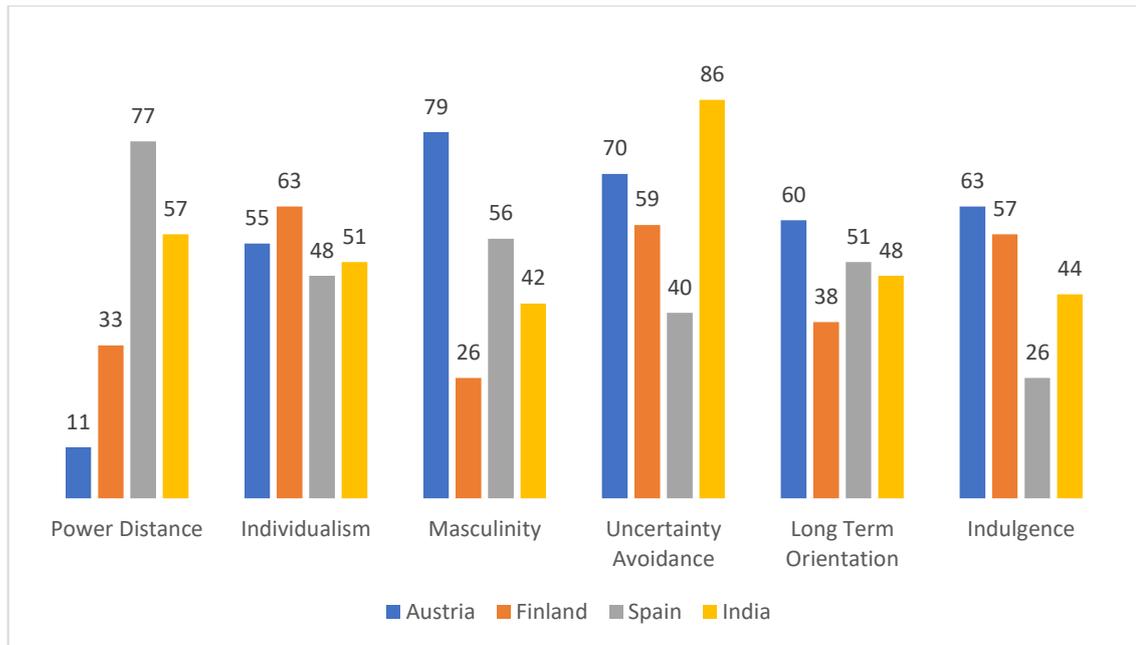


Figure 1: Hofstede's Dimensions: Austria, Finland, Spain, India (Hofstede Insights, 2020)

The power distance index is low for Austria and Finland. Overall, in both countries, there are equal rights for everyone, power is decentralized, and control is disliked. In Spain, the score is rather high, therefore, it can be concluded, that there is a clear hierarchical order with respective authorities and distribution of power. When looking at Hofstede's dimensions in the context of India, the score on power distance is rather high, suggesting in general a clear division of power and hierarchy in the culture. There is usually a top-down approach, direction is given by superiors to subordinates. (Hofstede Insights, 2020)

The masculinity factor is low for Finland and Spain, the culture of the nations is oriented towards femininity values such as harmony and consensus, thereby taking various opinions into account when making decisions. In Finland, the low score furthermore results in a strong validity of free time and flexibility. In Austria, the masculinity factor is high, therefore the culture is highly success- and performance-oriented. India is considered to be a masculine society in terms of the display of success and power. Yet, the Indian history and religious philosophies also incline a high degree of humility and abstinence. (Hofstede Insights, 2020)

## 2.2. World Values Survey

The World Value Survey Association (WVSA) is a global network of social scientists, who are constantly monitoring changing values in different countries and their impact on social and political life. (WVSA, 2020) The survey covers various questions

and topics, yet for the purpose of this paper, the perceptions of gender equality in the work life, politics and education are analyzed. The following results are part of “Wave 6” of the WVS, which has been carried out between 2010 and 2014.

For Europe, data for Austria and Finland is not collected for the survey, which is why the countries Spain, Netherlands, Sweden and Germany have been included for the purpose of analyzing the dimensions. When it comes to gender equality on the job, on a three-level scale (low, medium, high) 71 % of persons interviewed perceived this to be “high”. In politics, on a four-level scale (very low, low, high, very high), a total of 76 % considered the gender equality to be “high” or “very high”. Again, on a four-level scale, when looking at education, 88 % of the people perceived gender equality to be “high” or “very high”. A deviation of percentages between the countries under observation can also be observed, the detailed results can be found in the appendix of this paper. (WVSA, 2020)

In India, the survey was conducted in 17 regions. When it comes to the work life, on a three-level scale, 22 % considered gender equality to be “high”, whereas 52 % perceived it to be “low”. Gender equality in politics was rated on a four-level scale to be “high” or “very high” by only 36 %, in education even 56 % felt that way. When taking a closer look at the results, a significant deviation in the percentages when looking at the different states and regions can be observed. For example, Rajasthan has the lowest rates for gender equality in education (55 % of “low” and “very low”) and in politics (75 % of “low” and “very low”) and in West Bengal 71 % indicated, that gender equality at the job is “low”. On the other hand, Uttarakhand seems to be leading in gender equality in politics and education (78 % and 87 % of “high” and “very high”) and Punjab is having the highest rates in job-equality (61 % of “high” and “very high”). Regions with good and weak values often lie right next to each other. Because of that, it is very difficult to generalize the findings. (WVSA, 2020)

In tendency, gender equality is perceived to be higher, when it comes to education, which is favorable for the implementation of career counselling methods for women. Again, the detailed results of the WVS can be found in the appendix of this thesis.

### **2.3. Legal Frameworks in the EU**

On an institutional level, gender equality initiatives are implemented and driven in the EU top-down by the European Commission (EC). There are several major directives in place, that need to be implemented by every EU member state. The member

states have a certain degree of flexibility in the implementation of that legislation, as it describes the minimum requirements. The directives on gender equality cover equal pay and equal treatment of men and women in employment, equal treatment in social security schemes and the treatment of pregnant workers and parental leave. Thereby, discrimination and harassment or sexual harassment is prohibited. Yet, positive action is encouraged, where measures ensuring equality are allowed. This creates room for legal interpretations, as positive action might in some cases be discrimination. If the directives or the respective national laws and regulations are breached, the individual can file a lawsuit in front of national courts. (Burri & Prechal, 2008, pp. 6-19)

The European Commission is also driving change through their gender equality strategy, which is set forward every five years, the current one is valid for the years 2020 to 2025. Among the current goals are eliminating gender based violence and stereotypes, closing gender gaps in the economy in terms of equal participation and equal pay, increasing female leadership in companies and institutions and including the gender perspective in other strategic programmes of the EC as well, such as digitalization or the green transition. There is good reasoning for this strategy, while the EU countries have good results in the EM2030 report, in some areas there are still alarming numbers. For example, 55 % of women in the EU have experienced sexual harassment, 44 % of Europeans think, that a woman's most important role is to do care-work, the gender gap in the employment rate is 11,6 % and women only represent around 7 % of board chairs in the EU's largest listed companies. (European Commission, 2020)

When looking more closely at parental leave regulations, it can be stated, that mothers and fathers can take parental leave in all EU countries, which protects their job for that time-being, yet not in all cases it is compensated. Because of that, the number of fathers taking up leave is low, and it is also influenced by rather inflexible leave arrangements, gender norms and cultural expectations. Through providing adequate compensation and providing more flexibility in the division of parental leave, gender equality on economic indicators can be achieved, such as a reduced gender employment gap, a reduced gender pay gap, as well as a lower female pension gap. (Belle, 2016, pp. 5-19)

As far as quota regulations are concerned, there are no binding quotas legislated by the European Union, as this is a national competence. It can however be observed, that the few countries, who have implemented binding quotas in corporate boards have reached much higher proportions than those countries, who have only implemented soft quotas or no regulations at all. The EC is promoting gender equality in decision making in corporations and in politics through actions such as supporting mutual learning, raising

awareness and funding projects such as for women in research, innovation and professorships. (European Commission, 2018, pp. 27-43)

The “Barcelona Objectives” are objectives set forward by the EC to ensure availability, accessibility and affordability of childcare facilities, which enable parents to participate in the labor market. The implementation is again in the competency of the individual nations and therefore, significant differences can be observed. Overall, in 2017 almost 95 % of children have been in pre-primary education, between the ages of 4 years up until school age. The overall rate of children in childcare services from 0 to 3 years has been 33 %. (European Commission, 2018a, pp. 9-12)

## 2.4. Legal Frameworks in India

In the Indian political system, gender agendas fall under the competency of the Ministry of Women & Child Development. Gender equality is part of the constitution of India, and even positive action is encouraged. In the following, some of the most important points in the Indian legislation are presented:

- It is prohibited to discriminate anyone on the basis of their religion, race, caste, gender or other determinants.
- Also, prenatal diagnostic testing is banned, in order to reduce female foeticide rates, as sons are preferred to daughters in some cases in India.
- Women are furthermore protected by law from sexual harassment at the workplace and criminal laws for crimes such as acid attacks, sexual harassment or stalking have been intensified.
- As far as inheritance laws are concerned, there is a differentiation to be made between Hindu and Muslim religions. Under Hindu laws, daughters now have equal rights as sons, when it comes to inheriting property. In the Muslim religion, inheritance is governed by the law of Sharia and women receive less than men.
- Equal remuneration has to be given to men and women, if they carry out the same tasks.
- There is also a targeted reservation of 33 % of all seats in the lower house of the Indian parliament for women. (Krishna & Bharadwaj, 2015, pp. 74-77)

The agenda of the Ministry of Women & Child Development covers many areas to reach gender equality. First of all, personal laws such as marriage or divorce laws

shall be altered to prevent discrimination of women. Then, in an economic environment, measures are taken to ensure equal decision making, eliminate poverty, increase the accessibility of micro credits and to provide support services such as childcare facilities. When looking at education, multiple goals are strived for, such as equal access to education, elimination of illiteracy, the increase of enrollment and retainment rates of girls in the educational system, the development of occupational skills and the development of gender-sensitive curricula. Furthermore, measures are taken to improve health care services and nutrition as well as infrastructure in terms of housing and sanitation. (Government of India & Ministry of Women and Child Development, 2015)

As far as parental leave is concerned, women are entitled to take 26 weeks of maternity leave, when the child is born. The obligation to give maternity benefit or leave is applicable to all organizations with more than 10 employees. Furthermore, mothers can do remote working, if the employer agrees to it as well. Organizations and companies, who have more than 50 employees in their workforce, furthermore need to provide crèche facilities in close vicinity, so that mothers can visit their children daily, there are very detailed guidelines available on childcare facilities. (Government of India & Ministry of Labour & Employment, 2016) As the obligation to provide maternity leave and crèche facilities is bound to a minimum number of employees, it may be concluded, that for organizations with fewer than the given number these regulations do not apply.

For fathers, there is also paternity leave available for up to 15 days until the baby is six months old. However, only men working for the public sector are entitled to this fully paid leave time, private organizations have their own regulations. Yet, some international organizations are very employee-oriented with their parental leave policies. (Vazquez, 2020)

As far as quota or parity policies are concerned, there are no mandatory regulations mandated by the government upon public or private organizations. In Indian educational institutions, there are some seats reserved for persons belonging to certain tribes or castes in order to provide equal chances in the system also for traditionally underprivileged groups. (Ministry of Human Resource Development, 2010) Furthermore, the Women's Reservation Bill has been attempted in the Indian government, yet this bill has not been approved of by all law-making bodies and is therefore not in full effect. The aim of this bill would be to reserve 33 % of all seats in the lower house of India's parliament for women. (Ministry of Law and Justice, 2008)

## 2.5. Global Initiatives towards Gender Equality

In the following, three organizations and their initiatives are presented, who aim to work towards gender equality. These initiatives are of different natures, yet, there is in general no punitive measure, if the targets are not achieved by the individual nations. Still, through the publication of regular progress reports, some pressure is put upon them.

### 2.5.1. Equal Measures 2030

Equal Measures 2030 (EM2030) is a partnership from civil society and private sectors, that is analyzing data and evidence to support the Sustainable Development Goals (SDG) to reach gender equality by 2030. The EM2040 index covers 14 SDGs, whereas some of them are gender-specific, while others are having an effect on women. (EM2030, 2019, pp. 3-7)

Of the best-ranked 20 countries globally, 14 are part of the EU. Finland has a score of 88,8, Austria 84,8 and Spain 79,7. India is ranking 95<sup>th</sup>, with a score of 56,2. (Equal Measures 2030, 2020) EM2030 appreciates India's efforts towards child nutrition, immunization and education enrolment rates, yet violence against women, the female quota in the government and discrimination related to dowry and inheritance legislation is still unfavorable to some women. (EM2030, 2020)

When looking at the level of gender equality compared with the pace of change since the early 2000s, India is ranked as having a lower level of gender equality, yet a faster change. Austria is having higher levels of gender equality but slower recent change and Finland and Spain are showing higher levels of gender equality and faster recent change. (Equal Measures 2030, 2020)

### 2.5.2. Sustainable Development Goals

All member states of the United Nations have adopted the SDG as part of an agenda for sustainable development until 2030. Whereas all 17 goals somehow relate to achieving gender equality, as they are for example focused on eliminating hunger or providing health care to everyone and are therefore important preliminary actions to access to education, some goals are more closely related to career counselling and therefore to the purpose of this paper. (United Nations, 2020)

Goal number 4 is about providing quality education. The goal is to increase enrollment rates at all levels of education particularly for girls and women and to increase

literacy rates. Factors influencing the achievement of this goal are infrastructural issues as well as a lack of trainers and rural locations. (United Nations, 2020)

Goal number 5 is targeting gender equality. Still in many countries of the world, there are no legal frameworks regarding gender equality at the workplace, let alone legislation on protecting women from domestic violence. Therefore, this target is aimed at providing girls and women with equal opportunities in education, health care, employment and representation in decision-making. (United Nations, 2020)

Goal number 8 is aimed at creating decent work and economic growth for everyone. To achieve that, job opportunities are required and also access to financial services. This can therefore not only, but also benefit women. (United Nations, 2020)

### **2.5.3. World Economic Forum**

In 2000, The Dakar Framework for Action has been adopted by the World Economic Forum (WEF). As this was a commitment in the area of education, the goals are more specific than for example the SDG. The goals include early childhood care and education, free and good quality education for girls, access to learning programmes for young adults, improvement in adult literacy, the elimination of gender inequalities in primary and secondary education and improving the quality of education in general. The Dakar Framework for Action can ensure through these goals also the SDGs and eliminating poverty. (World Education Forum, 2000, pp. 7-10) In 2020, the Dakar Framework for Action has not been fully achieved, the goals keep being present in the SDGs and they are coordinated and monitored by the United Nations Educational, Scientific and Cultural Organization (UNESCO). (United Nations, 2020)

The World Economic Forums also publishes the Global Gender Gap Report based on the four dimensions economy, education, health and politics. The WEF also states, that it will take 99,5 years to close the gender gaps in all dimensions. (World Economic Forum, 2019, pp. 5-6) When taking a closer look at the dimension “Educational Attainment” it can be observed, that Austria and Finland have closed the gender gap, and Spain has a score of 0.998, whereas India is also getting very close to gender parity with a score of 0.962. When looking at the dimension “Economic Participation and Opportunity”, we can however see, that the gender gap is quite far from closing. There, from the countries under observation for this thesis, Finland scores best with 0.788 and India is among the lowest scores with 0.354. (World Economic Forum, 2019, p. 12) It is important to note, that the WEF Global Gender Gap Report does not measure gender

equality in terms of equal treatment, but gender parity, which indicates equal access to the dimensions and equal participation rates of men and women.

The gender parity ratio, which is the measure used in the Global Gender Gap Report needs to be assessed carefully. Parity only means, that equal numbers of men and women are participating in a certain field, it does not give any indication about equality. Yet, of course, gender parity is an important preliminary for gender equality. (Subrahmanian, 2015, p. 397)

### **3. Status Quo of Gender Initiatives in India**

In order to get a clearer perception of gender equality in India, it is not enough to simply look at the culture and legal frameworks. This is why, in the following sub-chapters, the role and importance of women in the educational system and in the labor market will be highlighted and an assessment of the status quo as well as possible limitations is achieved. Furthermore, existing career counselling and guidance services will be briefly analyzed, and it will be explained, how religions can actually influence all of the above. Lastly, a few organizations, that are focused on progressing gender equality in India, will be briefly presented.

#### **3.1. Education**

The Indian school system consists of five levels, namely early childhood education, primary education, upper primary education, (lower) secondary education and higher secondary education. It is interesting to see, that 74 % of four-year-olds, 58 % of five-year-olds and 26 % of six-year-old children have attended early childhood educational services in rural areas, whereas this number is even estimated to be higher in urban areas. After upper primary education, students are approximately at the age of 14 years and at that time, around 50 % of enrolled students do not continue going to school. At lower secondary school, there is an enrollment rate of around 80 %, at higher secondary school, that enrollment rate drops to about 51 %. In this last school level, also specializations can be chosen and upon completion, students can either go to colleges or universities or apply for jobs. (Anderson & Lightfoot, 2019, pp. 16-20)

It has been found, that gender gaps in education have a negative impact on economic growth. By having gender inequalities in that stage of life, the available human capital is not used to its full potential, as possibly highly qualified girls are excluded from schooling and training. Furthermore, female education impacts three drivers for economic growth, which are reduced fertility levels and reduced child mortality levels and a promotion of the education of the following generation. (Klasen & Lamanna, 2009, pp. 91-94)

Depending on certain regions and social classes, differences in the educational path in India can be observed. Some examples to highlight such variations are given in the following:

- Women are less likely to take on employment if the education of their spouse is higher. Also, if both spouses achieve higher levels of education, it will also result in lower female participation in the labor force. Then again, when both partners have undergone post-secondary education, women are again more likely to take on employment, than women with very little education. (Mammen & Paxson, 2000b, pp. 156-158)
- When looking at the various regions in India, different literacy rates can be observed. Overall, India had a literacy rate of around 75 % in 2011, whereas in the state Kerala, the rate has been highest with more than 90 % and in Bihar it has been lowest with around 65 %. (Anderson & Lightfoot, 2019, p. 10)
- It has been found, that gender gaps in education rise in rural areas with the increase of expenditure, yet in urban areas the gender gap remains stable. (Mammen & Paxson, 2000b, p. 154)
- Students are more influenced by the opinions and attitudes of their parents than of their fellow students. Also in caste systems, parents tend to have a higher influence on their children in terms of attitudes than outside of caste systems. (Dhar, Jain, & Jayachandran, 2019, pp. 2572-2573)
- Children from larger families receive less education and they are not enrolled at schools as often. The effects are more significant for families from rural and socioeconomic weaker contexts as well as lower castes. (Kugler & Kumar, 2017, pp. 835-836)

When looking at the professional life, receiving and undergoing education is one of the most influential factors for women participating in the workforce. (Tansel, 2001) In the next sub-chapter, the influences on the female employment rate will be further analyzed.

### **3.2. Female Participation in the Workforce**

In short, **factors, that are influencing female employment** are for example socioeconomical and cultural factors, occupational segregation and regional differences. Further influences are presented in the following:

- Female participation in the workforce is essential for economic growth due to various reasons. The greater availability of (female) talent in the labor market increases productivity and generally leads to decreasing fertility rates. Then,

having two earners in the family increases the bargaining power in the household and that leads to different beneficial effects for the economy in terms of increased spending and for the upcoming generation. Furthermore, using rather cost-effective female labor can be essential to pursue an export-strategy. (Klasen & Lamanna, 2009, pp. 94-95)

- Factors influencing female labor force participation are caste, religion, the marital status and other sociocultural norms but also a lack of adequate education and skills or occupational segregation at the labor market. Furthermore, a woman's role as the primary caregiver for the family and the household is a limiting factor. (Chaudary & Verick, 2014, pp. 14-17)
- In India, the rate of women in the workforce has been only about 30 % in 2014, which is among the lowest scores in the Asian and Pacific countries. The participation of men in the working world was above 80 % in 2014. When looking at the industries, in 2010, more than 60 % of women have been occupied in agriculture, whereas in the industry and services areas, in each close to 20 % have been female employees.(International Labour Organization, 2014)
- The following reasons could be used to explain the decline in the female labor force participation between the years of 2004/05 and 2009/10:
  - There have been higher enrollment rates of women in secondary schools and as a result, the rates of female employment have been lower.
  - Middle class household incomes and those of husbands have been rising, which is why women do not feel the need to seek employment.
  - There might furthermore be a lack of employment opportunities at certain levels and for certain skills, which might discourage women to take on a job. (Chaudary & Verick, 2014, pp. 13-14)
- Rural women are more likely to be in the labor force than urban women and women, who are members of a certain caste or tribe also tend to have higher employment rates. (Mammen & Paxson, 2000b, p. 156)

Apart from the general factors, that are influencing women's employment, **rural and urban differences** can be observed. Some of those phenomena are presented in further detail in the following:

- There has been a trend of declining female labor force participation in urban India between 1987 and 2011, which has been influenced by three factors: The household incomes have been rising and also industries, where female occupation is high, have not been growing at the same rate as other sectors. (Klasen & Pieters, 2015, pp. 37-39)
- Around 2012, the rate of female participation in the labor force in rural India has been declining, which might be connected to the decreasing numbers of workers in agriculture and rising numbers in regular employment. (Chaudary & Verick, 2014, p. 12)
- What is interesting to observe, is that in 2009/2019 close to 60 % of women with graduate degrees in urban areas have been claiming to take care of the household, which is almost twice as much as for women with a primary or middle-school education in rural areas. (Thomas, 2012, pp. 39-42)

Also, there can be differences observed depending on the belonging of persons to a **social class**. Examples for that are presented in the following.

- The participation rates in India are especially high for two different groups: Firstly, it is for women with little to no education and therefore from poorer classes in the society. Their motivation to work is out of an immediate necessity to support themselves and their families. The second group are women, who have received good education and have the opportunity to take up attractive jobs with higher salaries. (Klasen & Pieters, 2012; Mammen & Paxson, 2000b, pp. 154-155)
- The better educated women are in India, the more likely they will receive employment and also, it decreases the likelihood of being self-employed or having non-fixed work contracts. (Chaudary & Verick, 2014, p. 18)

### 3.3. Interferences with Religion

India has ratified the CEDAW in 1993, which is the United Nations Convention on the Elimination of All Forms of Discrimination Against Women. Yet, not all articles of this convention have been agreed to, as they would interfere with personal law of some

Indian religions. In general, legal matters, that are concerned here are marriage, divorce, inheritance, succession and custody laws. Yet, the Christian, Muslim and Hindu personal laws and regulations also need to comply with the Indian constitution and with fundamental human rights, so there is no large deviation in terms of legal frameworks. (Holmes, 2019, pp. 3-4)

Personal law systems by different religious groups have been amended and made more gender-equal, yet not giving up cultural values in the process. (Subramanian, 2008, pp. 631-632) It is argued, that the Indian religious, cultural and linguistic diversity can only be maintained on the basis of multiculturalism, yet the rights of women and gender justice should receive a more prominent position in the regulations creation process. (Jain, 2005, p. 219)

Yet even though the prerequisites are close to being equal for men and women among all religions, in practice there is a variance, for example for Muslim women, the likelihood to get employment is lower both in urban and rural areas in India. (Chaudary & Verick, 2014, p. 19)

Furthermore, religion is always influenced by the economy and politics, while religion in turn effects individual and personal characteristics, which will result in economic performance. (McCleary & Barro, 2006, pp. 49-50)

### **3.4. Career Coaching and Counselling**

In theory, gender equality in careers can only happen, if there is equal treatment and equal opportunity of men and women. For that, social norms, beliefs and attitudes need to be eradicated, so that the person really has a free choice. As this is in practice not possible, when trying to create gender equality, it is always necessary to acknowledge the inequalities and understand the historical dimension, under which these beliefs have been constructed. (Subrahmanian, 2015, pp. 397-398)

The Ministry of Labour & Employment of India is carrying out a national career service project, where several initiatives are included. There is a national career service portal available and there are model career centers set up all over the country. The programme is available for men and women of all age groups seeking employments. Furthermore, the portal is supported by a call center, that is available in seven different languages. (Ministry of Labour & Employment & Government of India, 2020)

Career counselling services are also offered on payment by private organizations in India. Programmes start for students in lower secondary school up until graduates. (compare: i Dream, 2020; Mindler, 2020)

### 3.5. Further Organizations and Initiatives

Probably one of the largest female organizations in India is SEWA, the Self-Employed Women's Association. It has actually been created as a trade union and mostly women from a socioeconomic underprivileged background benefit from the organization. SEWA is also a movement in terms of agendas for labor or self-employment and women's topics. The goal of the women is to reach full employment, which means, that they would get work security, income security, food security and social security. In order to get there, SEWA provides many services, such as banks, health care, child care, insurance, legal services, housing and infrastructure and capacity building. (SEWA, 2020)

CREA is a feminist human rights organization, that is working towards gender equality and female empowerment. They conduct trainings on feminist leadership, strategies and collective power for social transformation. Their countries of activity are India, but also other South Asian and Middle Eastern countries. CREA is a very good example of a female network in India, as they regularly organize events such as public discussions and debates to challenge public attitudes. (CREA, 2020)

Lastly, the Centre for Social Research is a research institute, which is however one of the leading examples of a non-profit organization working towards a humane and gender equal society. There are many programmes on their agenda, yet they also run a skill development programme, where women can receive skill-based training, which helps them to get employment. (CSR India, 2020)

## 4. Career Counselling and Guidance for Academically Educated Women in the EU

As mentioned in the introduction of this paper, the status quo of career counselling and guidance for academically educated women in the EU has already been analyzed in the first bachelor's thesis. In the following, some of the most important learnings will be stated and cultural and institutional factors affecting gender equality and therefore influencing counselling practices for female students will be discussed. In the first bachelor's thesis, some interventions and good practices have been identified, which are also quickly summarized in the following, to generate an equal understanding, before moving on with this paper.

The interviews with the EU experts have been conducted based on the focus group results, that have been generated through the project "Rainbow". (Beinhauer, 2019; Heikkinen, 2019; incoma, 2019) The results of the interviews 1 to 3 have influenced the creation of the interview guide number 4. The findings in this part only had an indirect influence, as they correlate with the first part of the empirical research.

Theories on careers and career development suggest, that the basis for perceptions of gender roles, that are influencing the career choice, is created in a very early stage of our life and enforced through educational institutions, families and related persons and the norms and belief system of a society. (Gottfredson, 2002, pp. 77-82; Lent, Brown, & Hackett, 2002, pp. 750-754; Patton & McMahon, 2006, pp. 243-260; Super, 1990, pp. 289-293)

The multiple role dilemma, which describes women's hardships with combining professional and private obligations, and also the deviation in self-perceived and actual abilities and competencies are two points, that can be addressed in career counselling practices. (Betz, 2006, pp. 59-60; Betz & Hackett, 1997, pp. 388-340)

To reduce gender inequities at the workplace, quota regulations and family-friendly policies can be introduced. Furthermore, mentors or female networks can be introduced, as these increase self-confidence, job satisfaction and also salaries. (Sosik & Godshalk, 2000, pp. 366-368)

In the educational path, there are multiple ways to support girls and women in their development. First of all, gender stereotypes should be ongoingly challenged and children should be made aware of, that their career choice should not be influenced by any societal perceptions or limitations. (Lelleri et al., 2017, p. 30)

At higher educational institutions, there has been an increase of career centers in the EU in the recent years. Universities and business schools are offering their students recruiting tools such as job portals and internship offers, and services such as trainings for job interviews, writing motivation letters and CV-checks. These services are in most cases not specifically addressed at female students, yet the services can also especially benefit them. (Job Teaser, 2020; Rosenberg McKay, 2020)

It can be resumed that most of the countries in the EU are making gender topics a priority and there are many programmes either by the government and public institutions, or NGOs or even private companies and institutions. To give two examples, how national governments are addressing gender mainstreaming in education and training, the practical approaches of France and Sweden are presented in the following. (EIGE, 2020d)

France started a more gender-based programme for the school system in 2012 and involved all ministries in that progress. Among their objectives are, that the gender equality culture is to be communicated in all pedagogical programmes and curricula, mutual respect between students in schools should be improved and gender-based violence reduced. Furthermore, information on curricula, studies or programmes need to be free of gender stereotypes. In Sweden, the government has introduced a gender equality programme for schools as well, including the training of teachers for gender topics and the intensification of measures to enlarge the number of male teachers. (EIGE, 2020d)

Overall, the policies and targets of the European Union are also implemented across all educational stages. In early education, 95 % of children from 4 years to school age should follow preschool. In primary and secondary institutions, basic skills training is enhanced, to lower the rate of young people with unsatisfactory results, and it is aimed to reduce school drop-out rates. As far as higher education is concerned, access to it should be broadened and drop-out rates reduced. Furthermore, the number of students undergoing their studies or trainings abroad and mobility programmes are supported. Lastly, the rate of adults participating in lifelong learning and training programmes, should be increased. (EIGE, 2020d)

## **5. Empirical Research – Concept and Methodology**

In this part of the paper, the research design, the process of doing the expert interviews, the interview guides and the method used for the content analysis will be explained. As the aim of the previous chapters was to generate a common understanding of gender equality in the EU and in India, the reviewed literature is not enough to answer the research questions, namely if and how methods used in the EU can be transferred to the Indian context. Therefore, the empirical research is necessary.

### **5.1. Research Design**

Whereas in quantitative research, the goal is to reach representative results using a large enough sample, the scientific approach used for the empirical parts of this paper is qualitative research, as it allows to study complex and diverse issues and situations. (Flick, 2009, p. 15) Flick, von Kardorff and Steinke (2004) provide a good explanation of the use of qualitative research, which is especially true for this paper as well: “The precise description of life-worlds ought to contribute to a better understanding of specific cultural phenomena and forms of action, to assist in the recognition of structures and patterns of their social reproduction and their particular rationale.” (Flick, von Kardorff, & Steinke, 2004, p. 65)

Qualitative research should fulfill the criteria reliability, validity and objectivity. To ensure reliability, the research process needs to be explained, which would allow a reproduction of the results. Validity is achieved, if the research interest is addressed accordingly and supported by empirical data. Objectivity is reached, when the results are evaluated appropriately and un-biased to a high degree. (Flick, 2009, pp. 384-386)

The chosen research method is the expert interview. People with a certain expertise in the area of interest are selected, who thereby also represent a group (Flick, 2009, p. 165) Experts have specialist knowledge in their field, but also practical experience and personal, subjective points of view on a specific matter. (Bogner & Menz, 2002, pp. 43-44) Through expert interviews, process and context knowledge can be gained (Beitrag & Meuser, 2002, p. 76). That is especially helpful for this thesis, as practices for career counselling and the respective contexts are analyzed.

The qualitative content analysis by Mayring (2015) is used to analyze the expert interviews. This method is characterized by a systematic approach, that follows a set of rules, which is explained in more detail in chapter 2.4., and the interpretation of the results is based on a theoretical framework. (Mayring, 2015, pp. 12-13)

## 5.2. Expert Interviews and Selection of Experts

As explained before, expert interviews are chosen as the research method. The method of choosing the experts is purposive sampling, where the interview partners are chosen because of their expertise in a certain field. (Flick, 2009, p. 168) The targeted interviewee group are persons linked to any kind of educational institution and / or their focus on sociology or gender topics. Some experts have also been involved in the project "Rainbow", yet also interview partners have been chosen, who are not linked to the project.

When carrying out interviews, it is firstly important to explain the framework, which includes the goal of the research and the overall process of the interview. Secondly, it is advised to create an atmosphere, where the interviewee can share their experience, thoughts and beliefs. (Hermanns, 2004, p. 212)

With one exception, the interviews have been conducted via video call tools such as Skype or Zoom, as the distant geographic location of the interviewer and the interviewees did not allow for a personal meeting to take place. The length of the interviews varied from 20 to 45 minutes. The interviews have been conducted in English, to reduce content-related deviations resulting from translations.

For the research conducted in the EU, three interviews have been conducted with experts from Austria, Finland and Spain. Six interviews have been carried out with Indian representatives for the Indian part of the research. In the following, the experts and their professional expertise are introduced:

Expert 1 is holding a doctorate with a focus on Gender, Queer and Diversity Studies. He is currently employed at the institute of Social Work at a university and has more than 10 years of relevant experience.

Expert 2 is a professor at a university, and she is holding a Ph. D. Her research areas are, among others, Ethics in HRM and Leadership and Gender and Diversity in Work Life.

Expert 3 is holding a doctorate in Philosophy, Work and Organizational Psychology. She has been a university lecturer and is currently working as a project manager with a focus on Human Behavior and Social Interactions.

Expert 4 is an assistant professor and holding an MBA with specialization in Human Resource Management and Industrial Relations. She has been selected due to her research interest in Career Anchors and Career Choice Decisions of Women.

Expert 5 is holding a Ph. D. in Finance and he is a chairperson and a professor of Strategic Management, Globalization and Emerging Markets. He is involved in various organizations and projects.

Expert 6 is an assistant professor at the department of Sociology at a college for women. She is holding a Ph. D.

Expert 7 is a senior lecturer at the department of Engineering at a university and she is holding a Ph. D. She has been selected due to her research interested in Women's Writing.

Expert 8 is an assistant professor at the department of Engineering at a university and she is holding a Ph. D.

Expert 9 is holding a Ph. D. and he is a member of the faculty of Sociology and Social Work at a university. He has been involved in different research projects in education.

### **5.3. Interview Guide**

In expert interviews, an interview guide is necessary to ensure, that the conversation is focused on the matters at hand, and that there is no deviation off the topic. (Bogner & Menz, 2002, p. 77) The interview guide is used as a tool in semi-structured interviews, as it allows to cover essential topics, but also maintains a certain degree of flexibility, to ask in-depth questions. Through achieving structure in the interviews, the results can also be compared more easily. (Flick, 2009, pp. 171-172)

Different interview guides have been developed for this bachelor's thesis. As far as the first phase of this research is concerned, three interviews have been conducted with experts from the EU. The basis for those interviews have been results from focus groups conducted in the respective EU countries as part of the project "Rainbow". (Beinhauer, 2019; Heikkinen, 2019; incoma, 2019) The three interview guides have therefore been adapted based on the focus group results, as these have naturally differed between the countries. Furthermore, a set of standardized explorative questions has been included for the purpose of getting insights into issues, that might come up, when transferring the EU experience to India.

#### **Standardized questions:**

- a) Can you think of cultural factors, that can be hurdles when transferring the EU models to the Indian context?

- b) Which Indian institutional factors might in your opinion cause troubles when trying to transfer the EU methods to the Indian context?

The individual interview guides, namely interview guide number 1, 2 and 3, can be found in the appendix of this bachelor's thesis, as including them in this part would exceed the scope of the paper. The interview guides and the transcripts of the interviews correlate, for expert number 1 the interview guide 1 has been used and so on.

For the second phase of the research, the interviews with six Indian experts, interview guide 4 has been developed. The guide has been created based on the empirical findings of the first three interviews and further information based on literature research has been used. In this guide, some introductory questions and the most relevant methods used for career counselling in the EU have been included. The goal of the open questions was to find out about perceptions of gender equality in India and factors influencing gender equality.

**Introductory questions:**

- a) How would you describe the role of a woman and the role of a man in the Indian society?
- b) When looking at the various regions in India, are there differences in gender equality in the society?
- c) What role does religion play when it comes to gender equality? In reality, discrimination based on religion or the caste system is prohibited, yet do all people have the same access to education and professional advancement?

Following the introductory questions, the experts have been presented with methods and institutional frameworks, that are influencing career counselling for academically educated women and reducing gender inequality in the EU. The experts have been asked to critically discuss and share their professional opinion on the given statements. The aim has been to find out, whether the methods are already implemented in India or whether they could work. Furthermore, the experts have been asked to elaborate on factors, that influence the feasibility.

**Methods and institutional frameworks:**

- a) In Europe, there are programmes for early childhood gender education. For example, there are kids programmes in the scientific or technological fields, where children can learn about their interests and abilities. In that way, segregation can be reduced, and stereotypes can be broken at an early age.

- b) Gender mainstreaming is also addressed at all stages in the education in Europe and especially in high school, where the students are deciding about their future career path. Vocational orientation programmes are designed to give students an open choice, for example also encouraging young women to enter traditionally male-oriented fields.
- c) At university level, there are elective or mandatory gender mainstreaming courses available for both male and female students. These courses also help to reduce bias regarding gender topics.
- d) At university level, there are different programmes supporting women in science and academia, for example there are programmes aimed at women in STEM (Science, Technology, Engineering, Mathematics) studies, where women can apply for scholarships or funding and therefore pursue a career in this field.
- e) In the different countries in Europe, there are different support services offered by the government or public institutions. As an example, childcare services or retirement homes offer especially women the opportunity, to pursue a career, as they do not have to stay at home caring for their family.
- f) The various European countries have different legislation and regulations on parental leave. In most countries however, not only mothers but also fathers have the possibility to take parental leave and therefore split that responsibility.
- g) In Europe, there are also quota regulations in place. The goal of those regulations is to achieve an equal share of men and women in top management positions in companies and institutions.
- h) Female networks are created in Europe by universities, companies or other institutions. The goal is to provide women with open learning spaces, where they can share their experiences, have seminars and expert discussions and they can support and empower each other. Female networks are viewed as an important counterpart to male networks, that are much more common in the professional field.
- i) In coaching and career counselling in Europe, it is important to look at the life concept of a woman, so where she wants to go in life and what she wants to achieve. Then the different phases are analyzed. Hurdles are identified and measures are developed to overcome these issues.
- j) As women are in tendency less confident during job interviews or bargaining situations in Europe, they can receive coaching sessions to work on their presentation and negotiation skills.

Lastly, the experts have been asked about additional methods, that are already in place in India or other relevant information, that has not been addressed in the interview. The complete interview guide can be found in the appendix of this paper.

#### **5.4. Data Collection and Qualitative Content Analysis by Philipp Mayring**

Data has been collected through interviews, which have been recorded with the consent of the experts. The recordings haven been transcribed. In that process, unnecessary fill words or half-sentences have been removed, yet the meanings of the content have not been modified. The transcripts have been anonymized and personal data of the interview partners has not been copied. Furthermore, line numbers have been added for traceability of the paraphrased content in the analysis.

The analysis has been undertaken by using the Qualitative Content Analysis by Philipp Mayring. Thereby, the aim is to summarize the gained data to receive a general statement, that still reflects the initial material. On top of that, through explication, additional information can be collected to better understand certain statements of paragraphs. (Mayring, 2015, p. 67)

According to Mayring (2015), the following steps must be carried out, when doing the qualitative content analysis:

- a) **Definition of the analysis units**
- b) **Paraphrasing** of relevant content of the transcripts
- c) **Determining the desired level of abstraction** and elimination of paraphrases below that level of abstraction
- d) **First reduction** through selection, elimination of paraphrases of the same meaning and of paraphrases below the level of abstraction
- e) **Second reduction** through bundling, structuring and integrating of paraphrases on the desired level of abstraction
- f) **Summary of the new statements as a category system**
- g) **Review of the category system** based on the initial material (Mayring, 2015, pp. 70-73)

The process of doing the qualitative content analysis has been carried out on all the interviews individually as a first reduction. Then, the results of all interviews have been grouped again based on the categories and a second reduction has been reached. In the following, there is an example given:

**1<sup>st</sup> reduction** – The interviews have been paraphrased, the statements have been generalized and reduced reach the desired level of abstraction:

INT	ROW	NR	Paraphrase	Generalisation	Reduction	CAT
E4	24	1	There is a clear division of responsibilities and childcare and caregiving are generally women's responsibility.	There is a clear division of gender roles and women are usually responsible for caregiving.	There is a clear division of gender roles in India, which children usually learn about from an early age. There are regional differences, when it comes to gender equality, religion does not influence that. There is change happening, as girls and boys are treated equally and get the same access to nutrition and education, which is also shown in almost equal enrollment rates of men and women at university. As the Indian population is very large, a nationwide implementation of measures is challenging.	C1
E4	28	2	More women are getting education now, enrollment rates between men and women are almost the same.	University enrollment rates between men and women are almost equal.		
E4	39	3	The society believes, that a mother is the best person to take care of children.	Mothers are believed to be best suitable to take care of children.		
E4	41	4	Girls are learning, that a father is going to work and mothers are taking care of the children after birth.	Children are learning about gender roles from an early age.		
E4	54	5	There are some states in India, where the foeticide ratio is rather high.	Foeticide is an issue in some states in India.		
E4	57	6	Women are treated differently in the Northern part than in the Western parts of the country.	There are regional differences, when it comes to gender equality.		
E4	61	7	It is not across all levels, but in some places boys are preferred over girls when it comes to childbirth.	In some areas and social classes, having a son is preferred to having a daughter.		
E4	62	8	Gradually, everyone is treated the same way and gets education as well as good nutrition.	Gradually, girls and boys are treated equally and get the same access to nutrition and education.		
E4	70	9	Religion does not influence gender equality, there is equal access for everyone.	Religion does not influence gender equality in terms of access.		
E4	85	10	Gender-role discrimination and gender-role orientation starts at a very early age.	Gender-role orientation starts at an early age.		
E4	171	11	As the Indian population is so huge, the efforts cannot be translated everywhere at the same time.	As the Indian population is very large, a nationwide implementation of measures is challenging.		

**Table 1:** Example analysis C1 – 1<sup>st</sup> Reduction

In the **2<sup>nd</sup> reduction**, the reduced statements per category from all interviews have been grouped again, generalized and reduced for a second time. The results are one or more main statements, that give answers to the encoding rules in the category system.

CAT	INT	NR	Paraphrase	Generalisation	Reduction
C1	E4	1	There is a clear division of gender roles in India, which children usually learn about from an early age. There are regional differences, when it comes to gender equality, religion does not influence that. There is change happening, as girls and boys are treated equally and get the same access to nutrition and education, which is also shown in almost equal enrollment rates of men and women at university. As the Indian population is very large, a nationwide implementation of measures is challenging.	There is a variation in gender equality and the division of gender roles, which is influenced by the society's history and the different regions. Men and women have the same rights and access to education. As the Indian population is very large, a nationwide implementation of measures is challenging.	
	E5	2	Gender equality in India is a very complex topic. Religious structures and geographical locations have an influence on gender equality in India, yet education is accessible equally for everyone.	<del>Regions and religions are influencing gender equality in India. However, everyone has the same rights in terms of access to education.</del>	There is a variation in gender equality and the division of gender roles, the norms are influenced by the society's history and the different regions as well as religions.
	E6	3	In India, there is a lot of variation in gender equality, which can for example be seen in the literacy rate of different regions and also in access to (higher) education depending on religious structures.	<del>Regions and religions have an influence on gender equality in India.</del>	Nowadays, there are gender-equal rights, also in terms of access to education. As the Indian population is very large, a nationwide implementation of measures is challenging.
	E7	4	When looking at gender equality in India, there are regional differences between rural and urban areas and also religion has an impact, as it influences the norms of societies. The Indian society is rather male dominated, yet the situation is changing rapidly and there is an equal respect for women at the workplace nowadays.	The norms of the society and gender equality are influenced by the regions and religions. Historically, the society is rather male dominated, nowadays, at the workplace, there are equal opportunities.	
	E8	5	In India, everyone has equal rights, gender, regional differences or religion does not influence that.	<del>There are gender equal rights for everyone in India.</del>	
	E9	6	Gender equality and gender roles are different depending on regions (rural, urban and tribal) and religious structures.	<del>Gender equality is influenced by regions and religions.</del>	

**Table 2:** Example analysis C1 – 2<sup>nd</sup> Reduction

The qualitative content analysis for the research conducted in the EU as well as India has been conducted using a spreadsheet, which can be found in the appendix of this thesis.

### 5.4.1. Category System

For the analysis of the interviews, the deductive approach to form a category system is used. The statements are extracted from the transcripts and assigned to a certain category. The categories are created on content-based structuring. (Mayring, 2015, p. 103) Therefore, Mayring (2015) suggests three steps to create a category system:

- a) **Definition of the category:** The category needs to be defined clearly to ensure, that only relevant material will be assigned to it. The categories are designed based on the research of theoretical concepts and the interview guideline.
- b) **Anchor examples:** They are provided as a classical example of a statement that best suits a category. The anchor example is a direct quotation from one of the transcripts, including the interview and line number.
- c) **Encoding rules:** Rules to differentiate between the categories, so that the paraphrases can be clearly assigned to one category. (Mayring, 2015, pp. 97-99)

For the two research phases, namely the interviews in the EU and in India, different category systems have been developed, they can both be found in the appendix of this paper.

## **6. Empirical Findings in the EU**

This chapter presents the findings of the research conducted in the EU and it is therefore divided into sub-chapters according to the categories defined through the category system. When comparing the results to chapter 4, common features can be observed, which is why the interview guide for the second phase of research with Indian experts has been developed out of the following findings.

### **6.1. K1: Gender Equality in a Culture**

It has been stressed by all experts, that when analyzing a nation, its culture and gender equality in a culture, it is highly important to take a close look at the religion, historical traditions and masculinity, as these are influential factors. Furthermore, gender roles are influenced by the upbringing and the education. Also, the culture is reflected in the laws and regulations of a country.

### **6.2. K2: Gender Mainstreaming in Education**

It has become clear, that in order to achieve gender equality, gender topics need to be included throughout all educational phases. In early education, kids programmes in STEM or gender-neutral educational material are useful tools to reduce segregation. In high school, coaching for students as vocational orientation to find their career path and to get confidence with their abilities is helpful.

In higher educational institutions or universities, gender topics should be included in courses and gender courses should be made mandatory for male and female students. In this setting, presenting hard facts and role models have shown to be effective tools. Furthermore, publicly funded initiatives to get women into technological or scientific careers are helpful as well.

In order to be effective, the gender mainstreaming activities in the educational field need to be carried out by trained personnel.

### **6.3. K3: Early-Childhood Gender Education**

Overall, it has been emphasized, that families and educational institutes are influencing segregation very early in life. This also relates to gender role orientation, as children are experiencing from a young age, which tasks are usually carried out by men and which by women. Furthermore, children from underprivileged social classes need to

be supported even prior to the school system, as this influences their chances in the educational system.

#### **6.4. K4: Achieving Gender Equality at the Workplace**

When it comes to achieving gender equality at the workplace, quota regulations and parity policies are viewed to be critical tools to reaching that goal. Furthermore, initiatives taken by the employer, such as voluntary family policies or altered recruiting process can be helpful to attract men and women and therefore achieve gender parity.

#### **6.5. K5: Institutional Support for Families**

To create change and to support families, institutional frameworks are necessary. Regulations in terms of parental leave, availability of childcare services or retirement and even the accessibility of transportation are enabling factors for especially women to have a career. It is also criticized, that some regulations are very much gender-biased, as for example parental leave cannot be split evenly among the partners in most EU countries.

#### **6.6. K6: Female Networks**

The experts have agreed, that formal or even informal networks are important to create change in the culture of companies and institutions and therefore are a helpful tool to reach gender equality. In order for the networks to be effective, they should however be career-oriented and accepted by the existing power circles.

#### **6.7. K7: Gender-Specific Career Counselling**

Some kind of gender education and career counselling need to be provided to men and women in order to be effective and to achieve gender equality. Thereby, it is helpful for both men and women to figure out their life concept, to be able to combine private and professional obligations and to develop measures for issues, that might occur.

As female careers are often influenced by their private and professional roles, in career counselling for women, the multiple roles should be addressed. Furthermore, it is important to prepare them for conflicts and how much time and energy will go into the career. Also, self-limitations need to be discussed and they should specifically be coached for job interviews and negotiation situations to get confidence.

## **6.8. Additional Findings and Development of Interview Guide #4**

In chapter 3, a quick recap on career counselling and guidance practices for academically educated women in the EU has been given. As mentioned before, the interviews with the EU experts have been conducted based on focus group results, therefore no further literature review has gone into the development of the interview guidelines.

When looking at the findings of the empirical research carried out in the EU, there are correlations with chapter 3, yet the literature review has not uncovered further methods, that could be useful for the Indian context. Because of that, the interview guide number 4 has been developed based on the findings presented above.

## **7. Empirical Findings India**

This chapter presents the findings and is divided into sub-chapters, each representing one of the categories as defined in the category system of the analysis. In the following chapter, the findings will be interpreted and discussed.

### **7.1. C1: Gender Role Division in India**

There is a large complexity and variation in gender equality and the division of gender roles in India. The norms and beliefs are influenced by the society's history and religious structures. The size and population of the country and the differences in the states and regions are limiting factors and prove to be challenging, when it comes to a nationwide implementation of programmes.

Men and women have equal rights when looking at the Indian laws and regulations. The legal frameworks are designed in a way, that discrimination against women is prohibited and women are not put at a disadvantage. Yet, in few areas, there is room for improvement, as highlighted in chapter 2.4. of this thesis.

### **7.2. C2: Early-childhood Gender Education – Pre-primary and Primary Schools**

Programmes targeting segregation at an early age could work. Yet, it needs to be noted, that the current programmes used in India in early childhood gender education are mostly focused on creating gender parity in the educational system, which means, that girls and boys are getting access to and are being retained in schools. Government schemes also provide early childhood care and development.

In urban areas, some schools have an individual learning approach, which is where children are taught according to their abilities and interests. Whether a child gets that kind of focused learning experience usually depends on the knowledge and financial means of the family.

### **7.3. C3: Gender Education and Orientation in Middle School and High School**

On a national level, there is no structured national approach to provide vocational orientation or career counselling programmes in the public middle and high schools.

Training and orientation are however provided formally in some schools, which is why it could definitely work in an Indian context. Also, non-governmental organizations (NGOs) are offering such services outside of the school system.

#### **7.4. C4: Gender Mainstreaming Courses at University**

Gender topics are usually included in some studies and specializations at Indian universities, for the majority of students it is possible to select elective gender courses. Gender mainstreaming courses, that are made mandatory for male and female students, could be useful.

#### **7.5. C5: Programmes for Women in Science and Academia**

At some universities and for some studies, there are reservations made to achieve a certain quota of female students. In STEM-studies and for female scientists, the government and NGOs are running projects, awards and programmes, which are also offering scholarships and funding. Expanding on those efforts could be useful to increase the female quota and reduce the drop-out rates of women in certain fields at university.

#### **7.6. C6: Support Services for Families**

Public and private organizations in India are required to provide childcare facilities, having retirement homes is not common. The implementation of childcare facilities is not successful in all cases, as it might affect recruiting practices of companies and non-compliance with the bill is not enforced by the government.

Further information on crèche facilities has already been discussed in chapter 2.4 of this paper.

#### **7.7. C7: Parental Leave**

Parental leave is available in India, mothers can take six months of paid leave and fathers are entitled to 15 days of paid leave. Taking that break puts women at a disadvantage most of the time, as the barriers re-entering the workforce are usually high, and being potential mothers can also effect women's chances in recruitment.

## **7.8. C8: Quota Regulations**

Gender equality is guaranteed by the constitution and various laws, yet there is no official quota regulation or parity policy mandated by the government. In some scientific studies, there are reservations for women or other underrepresented groups. Private international organizations are however implementing programmes and quotas voluntarily, to increase the female ratio.

## **7.9. C9: Female Networks**

In India, there are many effective female networks of all sizes and in many forms, which serve to support and empower women. One example for a network is SEWA, which has about 10 million female members. There are also female entrepreneurship networks, that have resulted in businesses and there are also female entrepreneurs, who are serving as role models to women in the Indian society. Women are free to create networks in organizations, they are usually not restricted from doing that.

## **7.10. C10: Life Concept in Career Counselling**

On an institutional approach, counselling based on a life concept is not common, however through private counsellors this might be available. As women are having difficulties to combine professional and private responsibilities and are therefore struggling with their work-life balance, assessing the life concept in counselling could work. It has however also been argued, that introducing the life concept would in many cases not work, as the Indian society is rather short-term oriented and focuses on immediate issues and results.

## **7.11. C11: Coaching on Presentation and Negotiation Skills**

After female students graduate and enter the job market, they have good opportunities and also a rather strong negotiation basis. However, it could definitely be helpful to teach students about the rights and responsibilities, that they are facing, when entering the workforce.

Only after the maternity break, women lack confidence and therefore, training on presentation and negotiation skills might be especially helpful at this stage.

Such coaching and mentoring services are currently provided by some universities and NGOs in India.

## 8. Interpretation of Results

The main results as per the category system have been presented in the previous chapters. Now, it is necessary to put the findings into context and to interpret the results, in order for them to be useful.

The findings shall be grouped as “high-potential methods”, “medium-potential methods” and “low-potential methods”. In addition, the following table gives a short overview about the methods, rating them also in terms of a second data axis, “high influence”, “medium influence” or “low influence”. As some methods or frameworks require extensive institutional or even governmental support, it might be very difficult, to achieve change there, as the process to achieve that would take much longer and other stakeholder are involved. The table is supposed to give a quick overview and the implications are explained in detail in the sub-chapters.

	low influence	medium influence	high influence
	on the implementation		
high potential	Support services for families	Programmes for women in science and academia --- Early gender education --- Gender education in middle and high schools	Coaching on presentation & negotiation skills --- Female networks
medium potential	Quota regulations --- Parental leave regulations		Life concept in career counselling --- Gender education at university
low potential			

**Table 3:** Evaluation of methods – Potential & Influence

## 8.1. High-potential Methods

**Coaching on presentation and negotiation skills** has been determined to be very helpful. This method is already provided to some extent and in some ways by Indian universities and NGOs, for example through coaching on job opportunities or job interviews. The target group are female graduates and women re-entering the workforce after the maternity break. When implementing this method, different subgroups can be formed, and the content of the coaching can be amended depending on the context and the needs of the coachees or the individual person. The flexibility of this method suggests that it can be adapted to the social norms in a specific region or by a religion, thereby it should be possible to introduce it in various parts in India. The prerequisite for this coaching on presentation and negotiation skill for women would be some kind of specialized training and a good understanding of gender topics and issues. (Swanson & Woitke, 1997, pp. 443-444)

**Female networks** of different sizes are well established in India and there are different focuses and aims. Because of that, the barriers to creating new networks for female empowerment in different areas of the society are low and also women are free to create networks in organizations. The value of these networks has been recognized by various research publications. (Alison, Pauric, & Sarah, 2011, p. 588; Ibarra, 1993, pp. 58-59)

Throughout the **educational path**, there are different methods and programmes, that are deemed to be suitable. First of all, in **early childhood education**, it is very important to get boys and girls into schools and the already existing government schemes for childcare and development are very helpful here. In order to reduce segregation in pre-primary and primary schools, curricula can be adapted to be gender neutral and also, teaching methods, learning materials and training of the teacher can be useful at this stage. (Aikman, Unterhalter, & Challender, 2010, pp. 45-46)

In India, there is no national approach to providing vocational orientation or career counselling programmes in the **middle schools and high schools**, yet in some schools, it does happen formally. At this stage in a child's development, the values and beliefs held by the families and role models are very influential on the orientation of a child and there is also an impact on the commitment to undergo further education and so on. (Arulmani, van Laar, & Easton, 2003, p. 202) At this stage, as there is no specific scheme, the services of NGOs providing vocational orientation, can be used.

At Indian universities, programmes for women in science and academia are well in place and also, it is favorable, that in certain disciplines, there are reservations made for women and minority groups. Continuous empowerment for female students in those specialized programmes can furthermore be helpful, to reduce segregation. (Steele, Reisz, Williams, & Kawakami, 2007, p. 177)

Wilson (2003) has discussed the three-fold characterization of rights in education, which are “rights to education”, “rights within education” and “rights through education”. The “rights to education” describe, that boys and girls have access to the school system and that they are retained there. Furthermore, gender parity should be reached at this level. Secondly, “rights within education” describes, that there should be a non-discriminatory environment, where the learning material and the way of teaching are not representing any stereotypes and that there are no social or institutional barriers constructed within the educational system. Lastly, “rights through education” is extending the model to areas outside of the educational system, where it is much more difficult to achieve gender equality. (Subrahmanian, 2015, pp. 399-405; Wilson, 2003)

In order to have a sustainable development in gender equality, the challenge is to achieve the three rights throughout the educational path of a child. The influence on changes for those matters is considered to be medium, because of the rather complex structure of the education system.

**Childcare services** offer high potential, as they allow especially women to reenter the labor force. There are existing frameworks, yet as discussed before, not all companies and organizations comply with the regulation and as a job candidate, there might be discrimination based on the potential of motherhood as well. It is difficult to propose a solution here, as the families are very much dependent on the legislation and the bargaining power of the organizations. A cultural shift would probably be necessary.

## 8.2. Medium-potential Methods

The **life concept approach** to career counselling is considered to be helpful, as women in India are having difficulties combining their professional and private responsibilities. Therefore, assessing their life concept and working out counteractive measures for occurring problems, could be useful. However, it was also argued, that the life concept in counselling might not work in all cases, as the Indian society is rather short-term oriented. Again, especially for this approach, individual consultations or small group coaching sessions are necessary, which allows to analyze the individual contexts

and refer to them in an effective way. (Guichard, 2009, p. 251; Super, 1990b, pp. 289-290, Swanson & Woitke, 1997, p. 451; Hakim, 2006, p. 279)

The experts have agreed, that **gender mainstreaming courses**, that are made mandatory for male and female students, could be useful. Especially expert 6 has highlighted the importance of gender coaching for men, in order for them to get a realistic image, of what they can expect from women in private life and also in terms of appropriate behavior in professional life. Studies have shown, that the involvement of men is crucial to achieving gender equality. It is however difficult to assess, whether having compulsory gender courses for men and for women at university would be beneficial or if they would be a setback. (Belghiti-Mahut, Bergmann, Gärtner, & et al., 2012, pp. 150-151; UNESCO, 2004, pp. 2-3)

**Quota regulations** in politics but also for companies and organizations do have potential in the Indian market, yet there are some factors, that show, that it could be difficult at the moment, to implement them. First of all, it is difficult to influence the policy makers, there are different stakeholders and multiple legislation instances involved in such a process. Secondly, expert 4 has stated, that companies and institutions claim, that they are hiring the best person for the job, regardless of sex, age, religion or any other determinant. Yet, in educational programmes, there are some reservations for women or persons from underprivileged social classes

**Parental leave regulations** are well developed in India. As companies with more than 10 employees are obligated to provide maternity leave, it remains unclear, whether these regulations are not mandatory for small companies. There could be a gap in the legislation here, yet it could be difficult to influence the process, as there are too many stakeholders involved. Furthermore, the society might not want to change the existing parental leave frameworks, as according to expert 4, in the Indian society, a mother is believed to be the best person to take care of a child.

Maternity break puts women at a disadvantage as far as their career is concerned. In case, that they would like to re-enter the workforce, some kind of focused coaching would be useful, for example the coaching for presentation and negotiation skills as presented above.

### **8.3. Low-potential Methods**

Each of the methods could be helpful to a certain extent and in a specific context. That is why, no method has been classified with low potential. As discussed previously, there are some methods, which will be more difficult when it comes to the implementation, yet this has to do with an increased number of stakeholders and fewer influence or control over the implementation itself.

## 9. Conclusion

In the course of this bachelor's thesis, the research questions have been answered. To summarize them again, RQ1 was aimed at finding out, whether EU counselling services for academically educated women could work in India as well and why. To answer RQ2, factors have been identified, that influence the context and transfer of methods. Lastly, through RQ3 additional methods or services, that have not been thought about initially, shall be identified.

RQ1 has been answered intensively in chapter 7, where the findings have been presented and also in chapter 8, where the resulting methods and frameworks have been interpreted and ranked according to the feasibility of their implementation. Thereby, not only the potential of the method has been established in terms of "How helpful will this method be in career counselling and guidance of female students?" but also the influence has been estimated, which is supposed to give an answer to the question "How much influence do we, as partners of the project "Rainbow", have on the implementation of the method? Is it rather easy or very difficult?". It can be concluded, that continuous programmes throughout the educational path are can be implemented, as well as focused career counselling and guidance, including the life concept and coaching on presentation and negotiation skills. Frameworks, that are highly important to achieve gender equality, are support services such as childcare facilities and regulations on quotas and parental leave. There needs to be noted, that the influence on the implementation is low, as there, changes have to be made at a political level.

The given methods and frameworks always have to be contextualized. As India is a very large country with different regions, various religions, social classes and a divide of urban, rural and even tribal households, each method needs to be adapted to the specific situation and to the needs of an individual person or a subgroup. Some of the factors are presented in chapters 2 and 3 and thereby, RQ2 is answered as well.

As far as RQ3 is concerned, no further methods or frameworks have come up during the course of the research.

The presented results shall hopefully be useful to career counsellors and researchers, organizations and other interested parties working in the field of gender studies or sociology. Through their expertise and their extensive knowledge about specific Indian contexts and situations, the methods can be amended where necessary and applied with success.

## 9.1. Limitations

The bachelor's thesis at hand has given an overview on which EU good practice examples for career counselling of female students could work in India as well and which basic circumstances and prerequisites should be given. What it does not provide, is an extensive contextual analysis of the states and union territories in India, as this would exceed the purpose and the length of this paper. As each region has its own characteristics in terms of social structure, religions, urban and rural locations and other determinants, there is no universal method, that can be implemented in the same way all over India. Because of that, the recommendations at hand need to be implemented by the individual counsellor or the institution, carefully taking into consideration the different variables.

Furthermore, as for this bachelor's thesis, a qualitative research approach has been used, there is always the possibility of incorrect interpretation of the results. On top of that, it needs to be considered, that the sample size in qualitative research is very small, which means, that the results are not representative to a large group and cannot be generalized.

## 9.2. Future Outlook

As there is so much complexity in the Indian country and culture, it might definitely be interesting to get an extensive contextual analysis of the individual states regarding gender equality, taking urban and rural differences, the various religious influences, languages, enrollment in education and higher education and also participation in the workforce into account. However, quite possibly, this might be a very ambitious research focus.

The findings of this bachelor's thesis will hopefully be beneficial to the project "Rainbow". The partners of the project will continue to work on the goals of the project and for that, I would like to wish them all the best!

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## Appendix

The appendix includes:

- The coding guidelines for the analysis of the conducted interviews
- The different interview guidelines used for the interviews with EU and Indian experts
- The transcriptions of the interviews
- The content analysis
- Additional empirical data from different sources

## Coding Guidelines

### EU Interviews

Nr.	Category	Definition	Standard Example	Encoding Rule
K1	Gender equality in a culture	Description of masculinity versus femininity and influential forces on the development of gender equality in the society.	"It's the construction of masculinity, that is influencing the construction of femininity, that's something we have to be aware of. That is normally very traditional and that means, that we have to analyze it on that level." Int. 1, l. 214-216	Description of gender equality in a society, its historic development and influential factors.
K2	Gender mainstreaming in education	Extent to which gender mainstreaming is addressed in educational institutions and how it is achieved	"Girls and boys usually have the same subjects to be learned by children and teenagers, but it's funny that when you get to university level, this is just somewhat forgotten and you don't see specific subjects, that are compulsory at least to tackle this issue." Int. 3, l. 44-47	Description of programmes and methods to address gender mainstreaming in the educational sector.
K3	Early-childhood gender education	Methods supporting early childhood gender education	"It probably starts very early, already in the families, in the early childhood and education, like primary and secondary education supports the segregation and advances and maintains it, ..." Int. 2, l. 193-194	Description of programmes and methods to reduce gender bias starting in early childhood education.

K4	Achieving gender equality at the workplace	Methods and procedures, on how gender equality at the workplace is achieved	"Quota and the numbers are one of the hard facts, we know, how gender equality can be achieved in a company." Int. 1, I. 121-122	Description of methods and regulations on reducing gender bias at the workplace and achieving gender equality.
K5	Institutional support for families	Examples of regulations and services offered to support families	"There are policies, there are different programmes, for example we were involved through another project, where the government set up like a programme for family-life in 2014." Int. 2, I. 87-89	Description of regulations and services by the government or institutions to enable women to have a career.
K6	Female networks	Benefits of female networks	"I agree, that networks are always a good way of creating change, because it's the power of the group, no?" Int. 3, I. 135-136	Description of the importance and frameworks of female networks and their benefits on women's careers.
K7	Gender specific career counselling.	Services and methods used in counselling women and men	"You have to evaluate the life concept of a man and of a woman. Even in the 21st century a lot of men are not willing to go into this career path." Int. 1, I. 126-128	Description of benefits of services and methods used in counselling women and men in the EU.

## Interviews India

Nr.	Category	Definition	Standard Example	Encoding Rule
C1	Gender role division in India	The role of a man and the role of a woman in the Indian society including influential factors	"See, our society is, we have a very clear division of work in our society and it is expected, that the childcare and all sorts of caregiving responsibilities generally fall into women's, you know, list of responsibilities." Int. 4, I. 24-26	Description of the perceived gender roles and factors, that minimize or enlarge that perception
C2	Early-childhood gender education	Programmes for kids aimed at influencing the early gender orientation of children	"Gender-role discrimination or gender-role orientation starts at a very early age. You know, it is in our society." Int. 4, I. 81-82	Description of programmes for young children, that are helping to reduce gender stereotypes

C3	Gender education and orientation in middle school and high school	Extent to which gender mainstreaming is addressed in educational institutions and how it is achieved	"So, women and girls in the schools here can also go for any vocational training as long as they desire it. There is no discrimination or no restriction." Int. 5, l. 97-99	Description of programmes for students in middle or high school with the aim to ensure an open choice of career and reducing gender bias
C4	Gender mainstreaming courses at university	The availability and effectiveness of elective or mandatory gender mainstreaming courses at university	"In the university, actually, there are no compulsory courses as such, but certain disciplines have those courses within them, which are part of the university degree." Int. 6, l. 158-159	Description of whether or not gender courses are available and if elective or mandatory at university
C5	Programmes for women in science and academia	Programmes, scholarships and funding supporting women in non-traditionally female-oriented studies and fields	"And the government has at least about five or six schemes for specifically women scientists. Okay, young women scientists' awards, women scientists' programmes and fellowships." Int. 6, l. 185-187	Description of programmes, scholarships and funding opportunities for women in scientific and academic studies
C6	Support services for families	Examples of services offered to support families, such as childcare facilities or retirement homes	"And the childcare facilities are also coming in place, it is not a mandate everywhere, but then in most of the good organizations, they do have childcare services." Int. 7, l. 95-97	Description of services offered by the government or institutions, that enable women to have a career
C7	Parental leave	Regulations on parental leave and possible effects on the career	"So, for maternity leave we have both parent leave, for mother and father and just two years back, the duration has been increased quite a bit." Int. 5, l. 155-157	Description of regulations on parental leave and their effects on female careers
C8	Quota regulations	Regulations or recommendations by the government on a minimum quota of women in companies and management positions	"The government has also given equal opportunities. It is not very common and frequent in all the organizations, you can see, but then it is certainly there." Int. 7, l. 111-112	Description of regulations and recommendations on female quotas in the worklife

C9	Female networks	The implementation of female networks and the benefits for women	"We have some networks, we try specifically, we have a ministry itself, which handles women and you know child and family affairs. And then we have these commissions at national level and state level." Int. 4, l. 166-168	Description of the importance and settings of female networks and their benefits on female careers
C10	Life concept in career counselling	The role of the life concept and the emphasis on it in coaching and counselling for women	"I don't think we have a life cycle concept. We are actually living in a short-term and you know, immediately require solutions." Int. 5, l. 196-197	Description of the role of the life concept in coaching and counselling for women
C11	Coaching on presentation and negotiation skills	The availability and effectiveness of coaching on presentation and negotiation skills for women	"So apart from that these separate kinds of focused coaching might also be helpful." Int. 6, l. 305-306	Description of the coaching services for women to improve their presentation and negotiation skills

## Interview Guidelines

### Interview Guide #1

#### Verificational questions:

The aim of the following questions is to find out, whether the main statements of the focus group have been understood correctly. Therefore, I will give you short statements and I would like to ask for your comments and your professional opinion:

- a. Coaching and counselling activities are well in place in the country's higher educational institutions. There are anti-discriminatory measures in place, actions to decrease stereotypes and diversity-promoting activities and the effects can be especially seen in the young generation both in men and women.
- b. Coaching should start early and throughout all educational phases, especially for students, whose families do not have an academic background. Cooperations of the country's institutions with multipliers have already shown great improvement.
- c. The lack of female networks both in universities as well as in the professional fields puts women at a disadvantage when compared to their male counterparts. Universities and companies can initiate such networks, by providing seminars,

coaching sessions, expert discussions and open learning spaces, where women can share their experiences and empower each other.

- d. Quota regulations are a good measure to achieve diversity and gender equality, as a critical number of women needs to climb the career ladder to achieve these goals.
- e. Career counselling should be provided as a continuous process. The diverse life concepts of women need constant support, as the different life phases and their hurdles need to be analyzed, before counteractive measures can be developed.
- f. Counsellors should expand their female clients' horizons and not limit them. They should encourage them to take risks and apply for job openings and to industries, that are outside of their comfort zone.
- g. For job interviews and bargaining situations, women should also receive continuous coaching in order to find the right balance between self-confidence and modesty.
- h. Gender education needs to be intensified for men as well. As an example, they should feel empowered to achieve an even-split of family responsibilities or to enter typically female-oriented industries.

**Explorative questions:**

- a. Is there anything, that has come up since your participation in the focus group, that you would like to share? Have you thought of any other issues or best-practice-examples, that could be useful for this research?
- b. Can you think of cultural factors, that can be hurdles when transferring the EU models to the Indian context?
- c. Which Indian institutional factors might in your professional opinion cause troubles when trying to transfer the EU methods to the Indian context?

**Interview Guide #2**

**Verificational questions:**

The aim of the following questions is to find out, whether the main statements of the focus group have been understood correctly. Therefore, I will give you short statements and I would like to ask for your comments and your professional opinion:

- a. It has become clear in the focus group, that women, who are following a scientific career path at the country's universities, are facing a lot of problems, especially in the transition period from their doctorate to a post-doc-employment. Are you aware of any programmes at universities, which are supporting women in that period?

- b. A good solution, that has been proposed to fight gender inequality in recruiting, is the anonymous recruiting process, as it is happening in orchestras. Do you think that carrying out anonymous recruiting processes throughout all areas could be workable?
- c. In your professional opinion, are there family policies in place by the country's government to support families in their daily life and to enable women to have a career?
- d. It was said in the focus group, that measures taken by the country's government to create equality among men and women are very cautious, as they are keeping everything gender neutral. There are very few proactive measures in place. Do you think, that quotas implemented by the government could improve the situation of women in the country's labor market?
- e. It was also mentioned, that men have better networks from early childhood on, as they participate in sports clubs. In that sense, it was spoken about "club experience", which is preferred when applying for a job. Could you please elaborate on what "club experience" means?

*Follow-up question:* Are you aware of any initiatives aimed at creating female networks, where women can exchange their experiences and support each other?

- f. In the focus group, it has also become clear, that there is a segregation problem, so that women choose traditionally female careers and men choose traditionally male careers. How do you think, those stereotypes can be broken, so that there is a more open choice of careers? Do you think that role models can be found in the society for young girls?
- g. As a possible solution, the topic of gender education as an obligatory course at university has come up. Are there initiatives by other universities, that you are aware of, that have already implemented such courses?
- h. Are you aware of any career counselling or mentoring services specifically addressed to women in your region or in the country?
- i. Are there any career programmes supported by public institutions or the government, that you can think of in your country, that support women?

**Explorative questions:**

- a. Is there anything, that has come up since your participation in the focus group, that you would like to share? Have you thought of any other issues or best-practice-examples, that could be useful for this research?
- b. Can you think of cultural factors, that can be hurdles when transferring the EU models to the Indian context?
- c. Which Indian institutional factors might in your opinion cause troubles when trying to transfer the EU methods to the Indian context?

### Interview Guide #3

#### Verificational questions:

The aim of the following questions is to find out, whether the main statements of the focus group have been understood correctly. Therefore, I will give you short statements and I would like to ask for your comments and your professional opinion:

- a. The perception of a woman in the culture and society is an issue when it comes to gender education. The self-perceived role of a women is influenced by their upbringing, their education and also by technologies and the media.
  - i. It has been proposed, that gender education should be included at all educational stages for girls and boys. This should be carried out by trained personnel.
  - ii. Technology education can change stereotypes, as it will allow for girls to discover and develop skills, that may otherwise go unnoticed.
  - iii. Gender studies should be made mandatory for men and women at all university programmes. These courses need to be held by trained personnel in order to get the desired results.
- b. There is a segregation problem regarding jobs and degrees, as women are less likely to enter STEM-studies (note: Science, Technology, Engineering and Mathematics) or other traditionally male-dominated fields.
  - i. Can you think of some useful methods to motivate and support young women to start their studies in STEM-subjects?
- c. The multiple-role-dilemma of women describes, that they are balancing their careers, family life including caring for their kids and elders, household tasks and their personal life. The standards, that are applied to women in fulfilling these roles are not the same for men.
  - i. Workload needs to be distributed more evenly among women and men. In order to achieve that, women should actively include their partners in those topics, so that she does not have to carry these burdens on her own and therefore gains more flexibility to handle her career.
  - ii. By doing that, women would also get the freedom to achieve personal conciliation, which would then also lead to a better (mental) health.
- d. In order to achieve conciliation, institutional support is necessary and needs to be reinforced. Existing measures in the country do not serve the purpose and are just an excuse to not have to spend more money on real solutions, like child-care-services.
- e. Parity policies (note: minimum number of women in companies and institutions) need to be introduced and enforced, as the issue at hand cannot be solved without some kind of positive discrimination.

- f. There is a lack of female networks or the superiority of male networks, who are, in tendency, better connected among themselves and are supporting and promoting each other. Therefore, creating female networks and associations can be an efficient way to share ideas and find workable solutions.

**Explorative questions:**

- a. Is there anything, that has come up since your participation in the focus group, that you would like to share? Have you thought of any other issues or best-practice-examples, that could be useful for this research?
- b. Can you think of cultural factors, that can be hurdles when transferring the EU models to the Indian context?
- c. Which Indian institutional factors might in your opinion cause troubles when trying to transfer the EU methods to the Indian context?

**Interview Guideline #4: India**

**Open questions:**

- a. How would you describe the role of a woman and the role of a man in the Indian society?
- b. When looking at the various states and regions in India, are there differences in gender equality in the society?
- c. What role does religion play when it comes to gender equality? For example, discrimination based on the caste system is prohibited, yet in reality, do all people have the same access to education and professional advancement?

**Discussed methods:**

I will give you some methods now, that are used in the EU for counselling and guidance for women and to increase gender equality. I would like you to critically discuss, whether these methods could be used in India as well and I would also like you to explain, why they could work especially well or not at all.

- a. In Europe, there are programmes for early childhood gender education. For example, there are kids programmes in the scientific or technological fields, where children can learn about their interests and abilities. In that way, segregation can be reduced, and stereotypes can be broken at an early age.
- b. Gender mainstreaming is also addressed at all stages in the education in Europe and especially in high school, where the students are deciding about their future career path. Vocational orientation programmes are designed to give students an open

choice, for example also encouraging young women to enter traditionally male-oriented fields.

- c. At university level, there are elective or mandatory gender mainstreaming courses available for both male and female students. These courses also help to reduce bias regarding gender topics.
- d. At university level, there are different programmes supporting women in science and academia, for example there are programmes aimed at women in STEM (Science, Technology, Engineering and Mathematics) studies, where women can apply for scholarships or funding and therefore pursue a career in this field.
- e. In the different countries in Europe, there are different support services offered by the government or public institutions. As an example, childcare services or retirement homes offer especially women the opportunity, to pursue a career, as they do not have to stay at home caring for their family.
- f. The various European countries have different legislation and regulations on parental leave. In most countries however, not only mothers but also fathers have the possibility to take parental leave and therefore split the care responsibility.
- g. In Europe, there are also quota regulations in place. The goal of those regulations is to achieve an equal share of men and women in top management positions in companies and institutions.
- h. Female networks are created in Europe by universities, companies or other institutions. The goal is to provide women with open learning spaces, where they can share their experiences, have seminars and expert discussions and they can support and empower each other. Female networks are viewed as an important counterpart to male networks, that are much more common in the professional field.
- i. In coaching and career counselling in Europe, it is important to look at the life concept of a woman, so where she wants to go in life and what she wants to achieve. Then the different phases are analyzed. Hurdles are identified and measures are developed to overcome these issues.
- j. As women are in tendency less confident during job interviews or bargaining situations in Europe, they can receive coaching sessions to work on their presentation and negotiation skills.

**Other questions:**

Is there anything else, that you would like to share, that has not come up during this interview now? Is there an important part about the Indian culture or belief system, that you feel is relevant to this research?

## Transcriptions of the Interviews

### Interview #1

Date: Monday, 20.01.2020

Time: 10.30 a.m. WET

Duration: 25 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 1

*The transcriber has removed unnecessary fill words or half-sentences, without modifying the meaning of the content. The transcript has been anonymized and personal data of the interview partner is not copied.*

15 I: First of all, I need to ask, if it is okay to record this interview?

16 E: It's okay. I agree.

17 I: Perfect, obviously the results will only be used as part of my research for my bachelor  
18 thesis and they will be treated responsibly.

19 I: First off all, I would quickly like to explain, what my goal is in my bachelor thesis. The  
20 goal is to establish, whether methods of career counselling used in the EU, especially  
21 for women, can be transferred to the Indian context. So, we would like to see if we can  
22 use these methods in India as well and which cultural and institutional factors might  
23 apply. For the first part, you have taken part in a focus group interview in April, I think,  
24 here at XY and I would like to discuss those main statements with you. So, I am giving  
25 you short statements and ask you to comment on them and share your professional  
26 opinion.

27 E: Okay.

28 I: So, we will start with the first statement: Coaching and counselling activities are well in  
29 place in the country's higher educational institutions. There are anti-discriminatory  
30 measures in place, actions to decrease stereotypes and diversity-promoting activities  
31 and the effects can be especially seen in the young generation both in men and women.

32 E: That is the first statement?

33 I: Yes.

34

35 E: Okay. I can totally agree. Yes, that is a fact. But the reason for this development and  
36 let us call it anti-bias-work at the country's universities and higher educational institutions  
37 is based on the strong social movement history in this country and in this continent. So,  
38 we are talking about these so called "past 68-periods", when we had this very strong  
39 women rights movement, these anti-war movements, these student movements. So, this  
40 was all a huge process, where we started to negotiate different identities in our societies.  
41 And out of that legal frameworks were developed on the one hand, and on the other  
42 hand from a bottom-up process these movements, especially the student movement,  
43 were strongly influencing the classical universities. So, that is the reason, why especially  
44 universities in this country are that highly developed in anti-discriminatory strategies.

45 E: Thank you. Let us move on to the second statement: Coaching should start early and  
46 throughout all educational phases especially for students, whose families do not have an  
47 academic background. Cooperations of institutions with multipliers have already shown  
48 great improvement.

49 I: I also agree, but I think that is just half of the way. We know that if you are coming from  
50 a socioeconomic unprivileged background, you need in a very early phase of your life  
51 coaching and empowerment, which means, that is something we have to think about  
52 even in pre-elementary and elementary school stages of life. There are so many  
53 researches about the fact, that your family background and household are influencing  
54 your possibilities in the educational system. There is a wonderful research, that is about  
55 100 books. So, there is a research, where scientists are asking parents, how many books  
56 are at home. And then they are screening the educational path of the kids. And the results  
57 show that in households with more than 100 books, the kids are more successful in the  
58 educational system, than kids, where there are just under 100 books at home. Because  
59 if you have books at home, very likely you read to your children and this is influencing  
60 you deeply in your educational path. So coaching is very important, especially in high  
61 school that you get the self-confidence on the one hand and that you find the right  
62 scientific background, and the abilities about what you would like to do. But mainly to get  
63 an equal understanding of education, you have to start very early in the human  
64 development.

65 I: Are you aware of any cooperations, that are happening with primary schools or pre-  
66 elementary schools?

67 E: All the time, like in our country, we also have a tradition in that we have these kids'  
68 universities or kids programmes at university, especially in the technical field of the  
69 scientific world, because there we need more students. But also, in natural studies you  
70 can find many of those programmes. Because normally these social sciences /  
71 humanities are very attractive to students, so these other programmes are looking to  
72 start programmes very early. Even our university, the XY has in the summer time one  
73 week called the "kids university", where researchers are trying to build something with  
74 the kids, to get their scientific background on a very understandable level, so the kids  
75 are able to get in contact with science. And the good thing is, kids are naturally very  
76 curious. They are really curious, and they would like to understand, but you just need  
77 someone to translate this high-educated knowledge to an everyday base, that is  
78 understandable for everyone and even for kids.

79 I: Thank you. Then, the lack of female networks both in universities as well as in the  
80 professional fields puts women at a disadvantage when compared to their male  
81 counterparts. Universities and companies can initiate such networks, by providing  
82 seminars, coaching sessions, expert discussions and open learning spaces, where  
83 women can share their experiences and empower each other.

84 E: Also, I agree, that is of course absolutely true. I have something to disagree, because  
85 I am an anthropologist, I come from the social work department. My Ph.D. and even my  
86 professorship are all about power circles. So, we have to ask, in companies, in our  
87 society, in our political system, who is holding the power and how can we analyze the  
88 power. In the political system it is perhaps getting a clear picture by having a look on who  
89 is in the highest position in a political system. Who is leading a political party, who is  
90 leading a regional party or who is the head of a commune? And then we will see, that  
91 mainly men are dominating this part. And we have the same fact in businesses and  
92 companies. So, we will see, that in higher positions, more men are in charge and mainly  
93 men are holding the power. So yes, it is very important to establish women networks and  
94 empowerment circles and initiatives, so this is very important. But you need two factors:  
95 You need awareness of the male dominated culture, so they are willing to accept, that  
96 there is such a network. Because if this is not accepted, this circle of power will do  
97 everything to keep the power, and to push women unspokenly away of the real decision-  
98 making circles. The other thing is, that you really need women who are willing to go into  
99 this field of power, which is sometimes, because of this old male tradition, very family  
100 unfriendly, very time-consuming, very energy-consuming. There are many conflicts,  
101 because power is also about conflicts between men and then suddenly as a woman,  
102 there is someone else in this power constellation, so it is also a conflict with them. This

103 is something that we have to keep in mind, so that we are not lying to women. Being part  
104 of these empowerment initiatives is very important. But it means also, that after that or  
105 during that, you need the will to go perhaps in a conflict, to put a lot of effort into it, to  
106 give a lot of time and to put a lot of energy into your career. With also always the  
107 possibility, that it is not going to be the way you would like it to go, that sometimes you  
108 are failing. We must not forget, going in this high position of power, it is also a selection  
109 process, even not every man, who thinks, that they are the best CEO to a company, are  
110 becoming the CEO of a company. In the end, there are just one or two left and that  
111 means, that 20, 30, 40 others were not able to achieve that goal. That is also very  
112 important to keep in mind. It's very important to establish women advancement  
113 programmes, it's very important to push career empowerment programmes, but please  
114 be honest to the participants and second have always the culture of the company, of the  
115 university, of the NGO in your focus and try to change that culture, so women out of  
116 these initiatives even get a realistic chance, to get into it. If not, it is just a programme to  
117 keep women in the thought and belief, they could achieve, so you need to be clear on  
118 both sides.

119 I: Quota regulations are a good measure to achieve diversity and gender equality, as a  
120 critical number of women needs to climb the career ladder to achieve these goals.

121 E: Agree. Not much to say. Quota and the numbers are one of the hard facts, we know,  
122 how gender equality can be achieved in a company. Yes, absolutely.

123 I: Alright, then career counselling should be provided as a continuous process. The  
124 diverse life concepts of women need constant support, as the different life phases and  
125 their hurdles need to be analyzed, before counteractive measures can be developed.

126 E: Yes. That is something, which is to my previous announcement. You have to evaluate  
127 the life concept of a man and of a woman. Even in the 21<sup>st</sup> century a lot of men are not  
128 willing to go into this career path. Especially for women, what is your plan? I have had  
129 the empowerment initiative for women and the project had the focus on the needs, the  
130 wishes, and the goals of the female participants. So, if there is the wish and willingness  
131 to go more into a family related perspective, that is absolutely okay, and we have to  
132 accept that. It is even nowadays, that more and more men want to be more family-  
133 oriented and they disagree to classical career choices of other men. On the other side,  
134 if someone has a clear path and wish in her mind, it needs specific circumstances,  
135 initiatives, empowerments to help.

136 I: Counsellors should expand their female clients' horizons and not limit them. They  
137 should encourage them to take risks and apply for job openings and to industries, that  
138 are outside of their comfort zone.

139 E: Yes. It is all about perspective, yes, I do agree. In these women programmes you  
140 have to work very clearly on two sides, to realize, and that's now a very social-work  
141 attitude and path, to realize where are the self-limitations, which are not necessarily right,  
142 but perhaps socially-constructed, self-educated because of your family and friends. So,  
143 to work on those limitations on yourself and also to paint a very clear picture on what  
144 someone can expect by going out in those fields.

145 I: Okay, for job interviews and bargaining situations, women should also receive  
146 continuous coaching in order to find the right balance between self-confidence and  
147 modesty.

148 E: Yes. That's a result we know from the psychological studies since the 80s, that if you  
149 ask for income questions or if you need to fulfill a bullet list of 10 requested knowledges  
150 or abilities, women are always on a lower side. When it comes to income, women would  
151 not ask for as much money as men would ask for in the same position and on the bullet  
152 list, I think, that men are applying for the job, when they are fulfilling four bullets and  
153 women are very likely to apply for a job, when they are fulfilling six bullets. So, you see,  
154 that in these old researches, yes, to empower them, you need to get a strength in the  
155 attitude, that you are not perfect. But the good thing is, we are all not perfect.

156 I: Right, thank you. Gender education needs to be intensified for men as well. As an  
157 example, they should feel empowered to achieve an even split of family responsibilities  
158 or to enter typically female-oriented industries.

159 E: Absolutely. It's a short answer. It's always a gender fluidity in the society, which  
160 means, that in the power construction, the male part also needs to agree on changing  
161 the system. It will be difficult, because even if the men are not conscious about these  
162 changes in the system, they know, that they are losing something to someone else, and  
163 these someone else are the women. So, you need to educate them, because men  
164 nowadays are very likely to see their own disadvantages. Not all the men are into  
165 careers, into business or they think, that working 80 hours per week for a company would  
166 be the perfect way to live. So, this change in the system and the gender education for  
167 men also has the potential to raise life quality for both.

168 I: Are you aware of any programmes happening on that side, or are there right now more  
169 support programmes for women and men feel kind of left out?

170 E: We have many programmes for empowering boys going into the classical female  
171 dominated jobs. Even here at university, the health studies are mainly female dominated,  
172 so we are empowering boys, to get men into the study programmes. And there is the so  
173 called "Männerberatungsstelle" of the region, where there are a lot of initiatives and  
174 programmes and support groups for men and for boys. It has always been this way, that  
175 there are so many men, who were not able to adjust to this hard career system and they  
176 fell out, because they felt weak, whatever. So we have always had this issue that many  
177 men needed help to get over it and nowadays, what we are seeing and what we are  
178 realizing, there are more and more young men, who are not willing to go into this path,  
179 (note: career path) because they already know it is not for them. So, they are looking for  
180 alternative roles, that they would like to fill.

181 I: So, we have gone through the main statements made in the focus group now. I would  
182 like to ask you, is there anything that has come up since your participation in the focus  
183 group, that you would like to share? Have you thought of any other method or best-  
184 practice-model, that you think is relevant to this research?

185 E: I think, that there is just one thing relevant, not just because of India, but also because  
186 of Austria. It is also important to have an analysis of the cultural background. So, if you  
187 ask me, why the gender-equality is still so difficult in our country, even though the  
188 seconds women-rights-movement is many decades old, my answer would be, because  
189 of the cultural background. It is a catholic, very traditional and very male-dominated  
190 nation and that it was for the last hundreds of years. So, it is always important to analyze  
191 the culture of masculinity, local and national. So, what is a typical man and related to  
192 that, what is a typical, classical and in a historical and traditional understanding, a typical  
193 woman. And analyzing that gives you a lot of answers, that are helping you to create  
194 programmes. To see, the classical careers are a contra-picture to the femininity, because  
195 a woman is in a traditional way still strongly responsible for the family. Then perhaps it  
196 is very useful to do something in family politics, so women can get the chance of getting  
197 rid of these responsibilities a little and go into another path. So that's why in the country,  
198 when the female movement is talking about progress, it is a political discourse. Because  
199 it is always about who is taking care of childcare, who is taking care of elder people. Who  
200 is able to travel from the suburbs or rural areas to the city to go to an educational  
201 programme? Are there enough train or bus connections? So, all these topics seem to be  
202 ordinary topics but on a gender perspective, they are very strongly gender based.

203 Because offering good and high-quality childcare is giving a woman the possibility, and  
204 that is the point, a possibility, to even think about going to an educational programme or  
205 to have a career. If you go to other countries, you always have to analyze the gender  
206 culture of a country and then take it to the political level. Because there you need to make  
207 these changes, so families can change.

208 I: So, you have already gone a little bit into my next question. I wanted to ask you, if in  
209 your experience, are there any cultural factors, that can be hurdles when transferring the  
210 EU models to the Indian context? You have already mentioned, it is tradition, it is religion,  
211 it is the level of masculinity and femininity in the society. Are there any other cultural  
212 factors, that come to your mind, when thinking about India?

213 E: It is always the same, human beings are very easy, social work is very easy. It's the  
214 construction of masculinity, that is influencing the construction of femininity, that's  
215 something we have to be aware of. That is normally very traditional and that means, that  
216 we have to analyze it on that level. And out of that, and it has happened, you can create  
217 a lot of laws and regulations, on what men and women are allowed to do and it is always  
218 the same. In Saudi Arabia, you have other rules and regulations than in India, than in  
219 Austria. But there is always the same mechanism behind it. So that's what you have to  
220 analyze. The culture and the tradition, both ways and then the effects on state level in  
221 terms of laws and regulations and also funds. Institutions like universities are just  
222 reflections of that culture and that tradition. We are not creating anything different. Going  
223 to university in the United States, in New York is different because of the reflection of the  
224 culture and traditions in New York. The same, here in XY, we are a reflection in some  
225 way of the country but also in some way of the city and of the region. And that is  
226 something you always have to think about, because this is very influential.

227 I: I also think that this kind of answered my last question, which was, which institutional  
228 factors might influence transferring the EU methods to India. But as you said, it is about  
229 analyzing the cultural context and then breaking it down to an institutional level.

230 E: Yes. And never compare, because then you go very quickly into a colonial  
231 understanding. "This is what is happening in this country, so this is how we can do it in  
232 that country or that" – that is not possible, because that's the reason why you need to  
233 analyze the tradition and culture always in the region, in this broad understanding,  
234 perhaps a nation and then go deeper and break it down in your own analysis. Because  
235 that's what's happening and what has happened in the 90s: This is the best-practice in  
236 Harvard or in Yale and now we take it and transfer it to Europe and it is not working in  
237 the same way. Of course this is not possible, because people are very strongly

238 connected to where they live, where they work, where their families and friends are and  
239 this is all influencing our picture of ourselves, of gender and of what I think, I can achieve.  
240 But it also gives me the possibility to get touched by someone else, in academical terms.  
241 So, I need to learn a cultural language, even to address programmes successfully to a  
242 minority. We learn it now very evaluated and on a high standard, because we have a lot  
243 of migrants now in our country. So, the traditional programmes were not successfully  
244 getting to the point with migrants, mostly from Arabic countries. So, we had to leave our  
245 own cultural and traditional perspective, to learn something about them and to create  
246 something for them, that can be successful, as they can take it. And this is what we would  
247 like to do, we do not want to create a great programme, we want to create a programme,  
248 that is successfully able to be implemented.

249 I: Okay, this is it. Thank you for your time and all your input, that was very interesting.

250 E: Good.

## Interview #2

Date: Wednesday, 29.01.2020

Time: 16.00 p.m. WET

Duration: 40 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 2

*The transcriber has removed unnecessary fill words or half-sentences, without modifying the meaning of the content. The transcript has been anonymized and personal data of the interview partner is not copied.*

14 I: First of all, I need to ask, is it okay, if I record this interview?

15 E: Yes, yes certainly, no problem.

16 I: Thank you. The goal of this bachelor thesis is to establish, whether the methods used  
17 to work towards a gender-equal society especially for academically educated women in  
18 the EU can work in India as well. This is why I have summarized among others the results  
19 of the focus group carried out in your country and this is why I would like to check these

20 results with you today. I will start with questions to the focus group interview and later  
21 on, I will ask you some open questions.

22 The aim of the following questions is to find out, whether the main statements of the  
23 focus group have been understood correctly. Therefore, I would like to ask you some  
24 questions and I would like you to share your thoughts and professional opinion with me.

25 E: Yes, okay, this is fine.

26 I: Okay, so I'll start with the first statement right away: It has become clear in the focus  
27 group, that women, who are following a scientific career path at universities are facing a  
28 lot of problems, especially in the transition period from their doctorate to a post-doc-  
29 employment. Are you aware of any programmes at universities, which are supporting  
30 women in that period?

31 E: Please repeat again, from the period of becoming a doctoral student or afterwards?

32 I: From getting their doctorate and then finding an employment afterwards.

33 E: Ah yes, that is a challenging period in this country usually. It is a challenge for any  
34 doctoral student, but it is of course more challenging for a woman, because the system  
35 here in XY is such, that usually it is easier to get financed for your doctoral studies. When  
36 you end your process, it's sometimes called like an "empty hole", what to do after the  
37 dissertation and of course at universities we can't offer positions to everybody who  
38 defends, and of course the supervision (note: of the dissertation) is over and the  
39 supervisor is not anymore responsible for a person's career. Of course, we try to help  
40 but still, that is the problem. And also, many women at that age, of course men as well  
41 but the work-family relationship is so gendered, are married or want to become married,  
42 so they want to set up a family also. So, if they defend and are trying to set up a family,  
43 having children, that is quite a complicated problem. And earlier, don't ask, what year it  
44 was, but it was earlier and it has been changed, the country's Academy of Science, from  
45 where you can get for example personal scholarships for your post-doc studies after you  
46 have finished your thesis. So earlier, they had the system that if you got financed for  
47 three years and if you got pregnant during that phase and gave birth to a child, the three  
48 years just passed, one year was just lost. But they changed that system and it was  
49 discussed a lot in the society, so it was criticized much. Nowadays, if this happens, as it  
50 often does, this parenthood leave time for a woman is not counted. So actually, if you  
51 are away for example for one year or ten months, it is not counted, so the financing  
52 continues. But this is one story, it has been changed. Another issue is related to pension,

53 because many post-docs are doing their studies using scholarships even at that time,  
54 not to speak of the time when they are post-docs, and if they are on maternity leave, they  
55 don't earn any pension in the country's system. But also, it was changed some years  
56 ago, that if you have a scholarship and a birth certificate you still got extra money from a  
57 foundation to buy private pension. So, that usually is more challenging for women than  
58 males. These are examples and then of course there are different stereotypes and you  
59 know, mother penalties in that sense. In my understanding it is not that strict or strong in  
60 universities compared to private companies and businesses. I mean, when you are a  
61 young woman and a potential mother, the recruitment can be a little bit tricky.

62 I: Thank you, that already brings me to my next question. It has been said that, a good  
63 solution to fight gender inequality is the anonymous recruiting process, as it is happening  
64 in orchestras. Do you think that carrying out anonymous recruiting processes throughout  
65 all areas could be workable?

66 E: Well, more or less I think so, yes. It has started in some big cities here in the country,  
67 they are now at least starting to have a partly anonymous first phase in the recruitment  
68 process. So, I think this is showing some results, do not ask a reference, but I have read  
69 some results that show that minorities in general to be in a better position. Because for  
70 example here in XY as well as in many other Western European countries, the situation  
71 is, that women are really well educated, so in XY women are better educated than males  
72 in general and the higher the education of course there is segregation in different areas.  
73 So that might help young women to get through better, to become more visible in the  
74 recruitment process. But then regarding, of course you are talking about university  
75 people, but then there are top-managerial positions. Those are usually hired through a  
76 direct search, there are long lists and short lists. If we are for example speaking of  
77 positions like managing directors, CEOs and so on. In that case, it could probably be  
78 used in the beginning of the process but it also depends a lot on the consultant also,  
79 because it is the consultant who picks the candidates for the long list and in that phase  
80 the anonymous process could be used, but because the circles are so small, people  
81 usually know, who the candidates. But not always. Who is picked for the short list, where  
82 the final candidates are interviewed and tested and so on, yes, the anonymous recruiting  
83 could be used there, but I haven't heard of that process. I think it is worth trying, though,  
84 yes.

85 I: In your professional opinion, are there family policies in place by the country's  
86 government to support families in their daily life and to enable women to have a career?

87 E: Yes. There are policies, there are different programmes, for example we were involved  
88 through another project, where the government set up like a programme for family-life in  
89 2014. But still, the problem here in XY regarding the work-family relationship in general  
90 is, that the legislation is different regarding the clear responsibilities. Women are typically  
91 taking care of small children, so it is biased in terms of gender, so you know, females are  
92 supported more. If we compare all Nordic societies, which are likewise similar in the  
93 social security and so on, XY is the last one though, so men taking parenthood leave is  
94 quite a short time and they usually take the shortest option. There are some changes  
95 going on, but really slowly. So, I think the legislation is a problem and it is a big dispute  
96 in XY actually, whether it should be changed and how much it would cost. Different  
97 political parties have different opinions and the last government tried to change, but they  
98 could not do that and the main party in the government actually refused that, they found  
99 critical aspects and, oh well. Now we have a new government and we will see, if they  
100 have money to do that. Because the renewal of the system also costs money. Yeah,  
101 family policies, but as you have it in your country, in our country we have an aging  
102 population and less women give birth to children. That change is very rapid, it might even  
103 be the most rapid in Europe, so I think it's also about a public policy, more emphasis on  
104 family issues and the support of families and their responsibilities in general, not only  
105 children but also elderly people. But also, employers need to do more for that. In XY, this  
106 is not a very developed aspect, because the social security has been taking care of that,  
107 so the employers have just recently started programmes and improving their policies in  
108 that sense.

109 I: It was said in the focus group, that measures taken by the government to create  
110 equality among men and women are very cautious, as they are keeping everything  
111 gender neutral. Do you think that quotas implemented by the government could improve  
112 the situation of women in the labor market?

113 E: Yes. That is a big point and that is my opinion really. I do not think that the quotas are  
114 useful forever, but if we just wait for the change to happen by itself, then we have to wait  
115 for a hundred years or something like that. The change is going on, but it is really slow.  
116 And when the financial times are tight, it usually means, that the equality issues are not  
117 so much in focus, but other issues are in focus. I think, that the quotas can improve the  
118 situation, of course it might also bring some throwbacks, and at this moment regarding  
119 women's careers in general, and now I am speaking of leadership positions, there are  
120 no quotas for companies in XY, but there are recommendations for listed companies,  
121 that they should follow their responsibility. That is a corporate governance  
122 recommendation, that at least these companies should have 40 % of minority people on

123 their board. So, with boards it is a little bit better but with managerial groups and CEOs,  
124 this is still a challenge. So, the quotas might help there, but only with the listed  
125 companies. In XY we have also quite big state companies, so owned by the state in  
126 majority. Those actually have a regulation, that they need to follow the 40 % rule and  
127 these companies are actually much more efficient compared to other companies. So, the  
128 quota has helped there.

129 I: It was also mentioned, that men have better networks from early childhood on, as they  
130 participate in sports clubs. In that sense, it was talked about "club experience" which is  
131 preferred when applying for a job. Could you please explain, what this "club experience"  
132 means?

133 E: "Club experience" is in the context much related to army. Of course there are sports  
134 like ice hockey, soccer and different types of sports that are highly valued in XY and  
135 maybe that has an effect, if it is quite masculinist, masculinity and the gendered-nature  
136 of sports in general has just recently been discussed. But, actually, the main reason is  
137 the army and it is obligatory for men in XY, of course there are exceptions, but as a  
138 general rule, young men have to go to army from six months to one year and the one  
139 year track is the so-called "leadership training" in the army, so they have leadership  
140 training included there. That has something to do with the history, because while we had  
141 the Second World War against Russia, well at that time Sowjetunion, and after the war  
142 we were of course a very poor country and also quite undeveloped compared to many  
143 other European countries. So, at that time the industrialization actually started, we paid  
144 a lot of war compensation to the Sowjetunion at that time and as a result we already had  
145 a more developed industrialization and many managers already at that time, we are  
146 speaking about the 50s and 60s, they had an army background. They had influential  
147 positions during war and they went to military service, so they got to know each other,  
148 they have their whole networks and activities even today, so that actually has an impact.  
149 It is changing to some extent, yes, but it is still quite highly valued here in XY as a training  
150 to become a leader or manager. My guess and my understanding is, that this is more  
151 significant here in XY compared to for example our neighbors, who never had that kind  
152 of war as we did. It is about historical reasons, that are still existing. I can tell one example  
153 and that is an old example. Of course, this is an exaggeration nowadays, but I would  
154 believe that in some industrial companies that is still valid. My husband is by original  
155 education a lawyer, so actually he has a degree in law and then he went to apply in the  
156 financial sector, in a commercial bank, this is an old example. But in any case, one elderly  
157 man cried out in surprise, that he had only made the six months training and they were  
158 thinking, whether a person with the basic training only could be a bank manager. Well,

159 so this could still happen to some extent in some big industrial companies, it still has an  
160 impact and there is one very influential course called “National Defense Course” and  
161 important persons and potentials are picked for this course. Of course, females are there  
162 as well but the majority are males and it is really about networking.

163 On the other hand, are you aware of any initiatives aimed at creating female networks,  
164 who can exchange their experience and support each other?

165 E: Yes, yes, there are female networks, many of them. Most of them are informal ones.  
166 Well, as the “National Defense Course” and the training are formal even, but yes, I know  
167 many of those initiatives. Some companies, for example KPMG, which is an international  
168 company, they have like women’s networks, I suppose globally even but also in XY they  
169 organize different events and discussions. Business Graduates Association, well they  
170 have some networking also, then there are regional, I know that there are some here in  
171 XY there is a business women’s networking and in XY, I have been involved in several  
172 trainings and these women, there are hundreds of them and they have organized  
173 networking. But I will tell you something, I have researched some years ago, it was  
174 maybe published two or three years ago, so actually I studied women’s networks and  
175 specifically of those women, who have got managerial training. They were of average  
176 age and they already had experience of being managers and supervisors or similar and  
177 they wanted to go further on, so they went to three years of training and then also  
178 networks. What I found out, was that the networking among these women was mostly  
179 about giving hints on how to handle a problem in the workplace or in the leadership  
180 position and maybe some advice and so, on how to balance work and family and so on,  
181 but it was not really carrier-oriented. So there are some researches that show that male  
182 networks can be more carrier-oriented, so they open like gates to other males, but  
183 women’s networks, I’m exaggerating but there might be that tendency, that women’s  
184 networks are more about friendships and social things.

185 I: Okay, thank you. Then, it has also become clear, that there is a segregation problem,  
186 so that women choose traditionally female careers and men choose traditionally male  
187 careers. How do you think, those stereotypes can be broken, so that there is a more  
188 open choice of careers? Do you think that role models can be found in the society for  
189 young girls?

190 E: Oh my god. Segregation is really like, well, it is existing for some reasons here and  
191 also elsewhere, but it is really existing. And it seems to be stubble. If you find a solution,  
192 I invite you to (laughter). It probably starts very early, already in the families, in the early  
193 childhood and education, like primary and secondary education supports the segregation

194 and advances and maintains it because, well, yes, it is really existing. There is now a  
195 minor change going on, which means that earlier, some females, well, let's say it is  
196 normatively accepted that some females go to male occupations, for example to become  
197 engineers. Of course, there are challenges then for them, but it has not been so much  
198 valued if males become cosmeticians or nurses or you know, the traditional female  
199 caretaking positions. Bu now there seems to be some change, and for example if you  
200 look at basic nursing education, it is very female oriented but there are immigrant males,  
201 not like professors but people who do not have a very good qualification. And those  
202 males, who are there (note: in traditionally female occupations) do quite often have that  
203 background. So, they are normatively relatively lower in the stages compared to XY  
204 nationals. That kind of tendency might be going on, so I think that we should start looking  
205 at early-childhood education. Of course, there have been some projects and attempts  
206 from the Ministry of Education to redo schoolbooks from a gender point of view, so that  
207 we are not producing segregation, so that we are always breaking stereotypes in pictures  
208 and such. But it still is tricky to solve that problem, it is existing.

209 I: Also, as a possible solution the topic of gender education as an obligatory course at  
210 university has come up. Are there initiatives by other universities, that you are aware of,  
211 that have already implemented such courses or is that just voluntary so far?

212 E: It is voluntary, more or less, but there are some universities, who are aware of these  
213 topics certainly. And now I am speaking of business schools, because I know business  
214 schools best. Of course, the other faculties and technical universities, I don't think there  
215 is anything going on, not too many things at least. But there are some, there is a Swedish  
216 School of Economics in XY and they have had like for quite some time a gender sensitive  
217 education and the separate course might be nowadays voluntary or optional but they  
218 have also integrated that kind of step to the curriculum or to some other courses. We  
219 have the same here in XY, we have like basics of human resources management  
220 courses, that are obligatory to everyone, so well this topic is included in the credits, it is  
221 mainstreamed, but I think it is more effective. And what I have seen, if there is some kind  
222 of role model, or a man comes to speak of the topic, it is really like a better influence on  
223 the students and also if you show statistics. So, if you really have hard figures, so if they  
224 see, that business graduates have an 11 % unexplained gap in the salaries between  
225 women and men and if you show the statistics, they all start thinking. So that is, I think,  
226 actually quite influential. There are some other universities as well, so Helsinki University,  
227 they have of course gender studies even as a topic but there are not too many  
228 universities, who have courses, but there have been researches, that is the story. Also,  
229 I have to say that the problem with role models usually is, that they say, like when we

230 invite a woman in a significant managerial position to come and speak for us, they often  
231 say, that gender doesn't matter at all. But after this person gets retired, the story changes,  
232 so (laughs) retired people can tell their experiences freely, in that sense.

233 I: Are you aware of any career counselling or mentoring services specifically addressed  
234 to women in your region or in the country?

235 E: Yes, I know. I have even been involved in several European Union projects regarding  
236 advancement and development of women's entrepreneurship and leadership and all  
237 these programmes have involved mentoring and counselling systems. There is the  
238 Family Federation and they have the women's programme, which is actually a mentoring  
239 programme for women in working life, and then there is another programme, which  
240 actually deals with highly educated women with a migration background, they also have  
241 the mentoring model, just to give you some examples. Yes, there are programmes both  
242 at national and at regional level.

243 I: Okay, so the national ones are also supported by public institutions or the government,  
244 is that correct?

245 E: No, no, they are non-governmental organizations and projects. Actually, one good  
246 example, I don't know if you have that in your country, but the Chamber of Commerce,  
247 of course this is a non-governmental organization and you probably know the Chamber  
248 of Commerce, so they have had for several years a very successful mentoring  
249 programme for women to advance their career and their leadership positions. And that  
250 is financed, I suppose, by the Chamber of Commerce and the participations and  
251 organizations to some extent, but the mentors certainly volunteer and that has been  
252 highly influential and it has been discussed a lot in the media also. There are several  
253 examples, both regional and national, but those are not really publicly supported.  
254 Usually, those projects come through either the European Union or some other type of  
255 financing, those are like non-governmental organizations.

256 I: Now, that is as far as the focus group is concerned, now I would just like to ask you  
257 two open questions about the Indian context. Just please share your ideas, if you can  
258 think of anything.

259 Can you think of cultural factors, that can be hurdles when transferring the EU models to  
260 the Indian context?

261 E: Well, yes, I will give you some examples: Firstly, I think that most models and ideas  
262 can be applied to some extent, but they need to be contextualized. The main reasons

263 are and can be legal ones, but cultural ones especially. And what I have learned so far  
264 in the Rainbow project, is that many problems that still exist here, are like potentially 100  
265 persons or 1000 persons bigger in India. The marriage and family system and the gender  
266 role of women is much stronger in India, what is the role of a women, they should get  
267 married and the family decides quite much there. And then the women are supposed  
268 and expected to take care of their families more than they are expected here, and it much  
269 depends on the father and / or the spouse, how the woman can really do a career. So,  
270 and a single woman doing a career, usually they need some kind of a male permission.  
271 If the male gives a permission somehow, is it easier and it goes like in a smooth way or  
272 in a smoother way. So, I think that is really like the difference, that we cannot see all  
273 career models and independence and autonomy of women in India as we see it here. I  
274 think that the role of the father or the husband is really like critical in their career. It is not  
275 that much expected in Finland, that women get married and have children, yet of course  
276 that can also be a problem in the society. Another aspect, that I have learned by now, is  
277 the caste system, and actually people who belong to a lower caste or people who do not  
278 belong to a caste at all, these people are not expected to have any career or  
279 development. Marriage is what they can expect. There really is a difference in attitude.  
280 In Finland, we would start helping such people and we would have the kind of  
281 developmental aspects in mind, but that did not really come to mind to my Indian  
282 colleague.

283 {Example left out due to personal information and risk of exposure of one person  
284 mentioned in the story.}

285 There was really like a big difference. And then the third thing, that I can mention, of  
286 course others as well, but that is actually the sexism and violence in India, that really is  
287 a different story compared to for example Nordic societies. So, it is even about how  
288 someone needs to dress, of course there are different regions in India, where it is more  
289 or less evident, but still it is very sexist and sexual harassment and violence are quite  
290 common there. So it means, that the status of women is really like different and I have  
291 seen, when I have been in India during other occasions, not really in this project, that  
292 organizations are very male-dominated, that there is an autocratic type of place, so  
293 women are somehow positioned to be helpers or whatever. These are some aspects  
294 that I would include. That is why actually, when we are speaking for example about social  
295 security and legal systems, they do not have so much, so it is more or less up to the  
296 employers, if they are interested in that. So, we cannot really import anything, or export  
297 anything directly but that's why I am happy we have both Indian and European partners,

298 so the Indian partners can decide for themselves, what is appropriate for them and what  
299 isn't.

300 I: For my last question, I wanted to ask you about Indian institutional factors. Which ones  
301 might in your opinion cause troubles when trying to transfer the EU methods to the Indian  
302 context?

303 E: It depends on how you define institutions and institutionalization, but I think that  
304 institutions are also social norms and social structures, so I think that is key. And also,  
305 the family structure which is of course related to social structure in general. What is  
306 understood by marriage and what is the role of marriage in people's lives, and what are  
307 the gender roles, I think, that is the big issue here.

308 I: Okay, then thank you so much for this interview and for taking the time.

### **Interview #3**

Date: Friday, 07.02.2020

Time: 10.00 a.m. WET

Duration: 23 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 3

*The transcriber has removed unnecessary fill words or half-sentences, without modifying the meaning of the content. The transcript has been anonymized and personal data of the interview partner is not copied.*

13 I: First of all, I need to ask, is it okay, if I record this interview? Also, is it okay, that the  
14 results of this interview will be used as part of my bachelor thesis?

15 E: Of course, yeah.

16 I: I would quickly like to explain, what I am doing in my bachelor thesis and what this  
17 interview is for. So, the goal of this bachelor thesis is to establish, whether the methods  
18 used to work towards a gender-equal society especially for academically educated  
19 women in the EU can work in India as well. Therefore, I have summarized among others  
20 the results of the focus group carried out in XY and this is why I would like to check these  
21 results with you today. I will start with questions to the focus group interview and later  
22 on, I will ask you some open questions.

23 E: Okay. Just to mention, the focus group was already some time ago, so I don't have it  
24 fresh in my mind. However, I will try to be useful.

25 I: The aim of the following questions is to find out, whether the main statements of the  
26 focus group have been understood correctly. Therefore, I will give you short statements  
27 and I would like to ask you to add your comments and your professional opinion.

28 E: Okay, perfect.

29 I: The perception of a woman in the culture and society is an issue, when it comes to  
30 gender education. The self-perceived role of a woman is influenced by their upbringing,  
31 their education and also by technologies and the media.

32 E: Mhm, yes, I think I would agree with that. Are we talking about XY or are we talking  
33 about Europe?

34 I: Well, mostly XY but also Europe, if that is in your expertise.

35 E: Well I mostly know about XY and I would agree with that statement. Definitely there  
36 are some, at least to my knowledge and my opinion, influences from young ages still and  
37 they will shape, what is a woman expected to do. For example, in relation to caring,  
38 that is an important role, that women have in, I think, Mediterranean cultures in general  
39 since it's very family oriented and network oriented. However, these caring actions  
40 usually have to be carried out by a woman. So not only of the children but also of the  
41 elderly.

42 I: Okay, then it has been proposed, that gender education should be included at all  
43 educational stages for girls and boys. This should be carried out by trained personnel.

44 E: Yes, I would agree with that too. Girls and boys usually have the same subjects to be  
45 learned by children and teenagers, but it's funny that when you get to university level,  
46 this is just somewhat forgotten and you don't see specific subjects, that are compulsory  
47 at least to tackle this issue. And this is true even for degrees like education and subjects  
48 where you would think that it would be basic. It is still not included, at least not as a  
49 compulsory subject. Yeah, I think that would make a big difference.

50 I: So, you would suggest, that gender studies should be made mandatory for men and  
51 women at all university programmes?

52 E: Yes, I think so. Until it's not a problem anymore, then they can take it out.

53 I: Okay. Next question: Technology education can change stereotypes, as it will allow for  
54 girls to discover and develop skills, that may otherwise go unnoticed.

55 E: I'm not sure. Well I think technology can help for sure with any type of issue that wants  
56 to be tackled, however I don't know or I don't understand, since I am not from a  
57 technological background, how the use of technology today would help women be more  
58 interested in it just because it exists, without it being in the educational system. But it is  
59 definitely a problem, that we still don't see many women enrolling in technological  
60 degrees. And yeah, maybe the internet and so on will help, but I think it has to be a  
61 targeted action and not like people use the internet by coincidence for example, people  
62 use technology. I don't think that would be enough, I think it actually needs to be following  
63 a strategy.

64 I: Good. Then it was also said, that there is a segregation problem regarding jobs and  
65 degrees, as women are less likely to enter STEM-studies (note: Science, Technology,  
66 Engineering & Mathematics) or other traditionally male-dominated fields.

67 E: Yes.

68 I: Can you think of some useful methods to motivate and support young women to start  
69 their studies in STEM-subjects?

70 E: Yeah well, some actions are being already carried out and I think more of them would  
71 be good. Like you have these summer camps for girls to learn about STEM-approaches  
72 or maybe just initiatives that would start at early ages, so that girls who feel like they are  
73 useless with technology, for some reason we are influenced to think that, and so that  
74 they would be interested from an early age. Also, at high school, when they are choosing  
75 what to do in the future, it would be good to have more initiatives especially for girls. So,  
76 I suppose segregated in the sense that it would be targeted only to girls, I think, would  
77 be better, so they would take interest in technology courses or scientific careers. Publicly  
78 funded of course.

79 I: Then it was said, that the multiple-role-dilemma of women describes, that they are  
80 balancing their careers, family life including caring for their kids and elders, household  
81 tasks and their personal life. The standards, that are applied to women in fulfilling these  
82 roles are not the same for men.

83 E: Yeah, I think that is true too. In think, culturally, I have said it before too, culturally, in  
84 many countries but in XY especially, women are expected to take care of their family  
85 members and not only the children but also their parents, etc. etc. So in the end that is

86 a big burden and I remember, that in the academic field, I remember that the members  
87 of the focus group were complaining about, they had to publish a certain number of  
88 articles per year, like you have to do in academia and they didn't really have the time to  
89 do it. Because in those periods of time when you have to publish, you have to put in a  
90 lot of extra hours and they didn't have the option. They basically couldn't balance their  
91 academic requirements with their family life. And that was an issue because then they  
92 couldn't continue to become an associate professor, then full professor, etc. etc. So  
93 basically, their academic careers were highly influenced by this situation.

94 I: Do you feel that there is the readiness of men to invest more, so they could free their  
95 partners?

96 E: I'm not sure but I think it's easier for them to say many times that they would and in  
97 reality, I think, many times they wouldn't. Because there is a big sacrifice, if you think  
98 about it affecting your career and certain points in your career are kind of decisive. And  
99 if you are not able to dedicate yourself full time to it, you might lose opportunities and I  
100 think, that when they would see that, that they are missing opportunities, they wouldn't  
101 be so happy to do it, but I don't know. So I think there has to be a cultural shift and men  
102 would be expected the same as women are expected to do, so that you start off equal,  
103 so 50-50 and then you could see depending on, I don't know, in a couple for example,  
104 the personal situation or the career situation of each of the people, of the couple, instead  
105 of it just being by default. Like women are expected to do something and then the man  
106 is just helping out. I think, that is a first change that has to be done.

107 I: Okay, then it was also said, that in order to achieve conciliation, institutional support is  
108 necessary and needs to be reinforced. Existing measures in XY do not serve the purpose  
109 and are just an excuse to not have to spend more money on real solutions, like child-  
110 care-services.

111 E: Ehm, yeah maybe, I don't know if it's that strong because I am not super familiar with  
112 all the different policies, but I do think that this is a responsibility of the state and the  
113 institutions, because precisely if you leave it up to people's will and I know that you have  
114 a cultural influence, that has been there for centuries, then it is not likely, that this  
115 change will happen. You need the institutional support to make sure that, well, that the  
116 state is providing daily care for the children for example and then you have any other  
117 kind of policy. So yeah, it's important and for sure, it is not at the point where it should  
118 be.

119 I: Okay, but it was a rather strong statement?

120 E: Yes, I think so, I could not completely agree with my current knowledge of the  
121 legislation.

122 I: Thank you. Then: Parity policies (note: minimum number of women in companies,  
123 institutions) need to be introduced and enforced, as the issue at hand cannot be solved  
124 without some kind of positive discrimination.

125 E: Well, in my opinion, and of course this is everything I am saying, I agree with that.  
126 Until there is something just to reach equal grounds, when we have that, we would not  
127 need it. But I think to a certain extent it is necessary, because we need a way to regulate  
128 it and to start from an equal ground and then when there is a cultural shift, that won't be  
129 necessary anymore. But at the moment I think it is.

130 I: I have got the last statement for you already, which is: There is a lack of female  
131 networks or the superiority of male networks, who are, in tendency, better connected  
132 among themselves and are supporting and promoting each other. Therefore, creating  
133 female networks and associations can be an efficient way to share ideas and find  
134 workable solutions.

135 E: I agree, that networks are always a good way of creating change, because it's the  
136 power of the group, no? So probably this potential has not been completely used. What  
137 they were referring to by men's networks is that they somehow, sort of recommend each  
138 other in the career sphere. But I don't know, but it would be useful if women gather in  
139 different networks and associations.

140 I: Thank you. So, we have gone through the main statements made in the focus group.  
141 Now I would like to ask you, is there anything that has come up since your participation  
142 in the focus group, that you would like to share? Have you thought of any other issues  
143 or best-practice-examples, that could be useful for this research?

144 E: Nothing that comes to mind at the moment, actually.

145 I: Okay, then I'm just going to ask you some more open questions, I'm not sure how  
146 familiar you are with the Indian situation at the moment.

147 E: No, not very.

148 I: Okay. Well, I'm going to ask them anyway, if there is nothing that comes to your mind,  
149 you just say so.

150 E: Okay, yeah.

151 I: So, can you think of cultural factors, that can be hurdles when transferring the EU  
152 models to the Indian context?

153 E: I think in a similar way to XY actually, what is expected culturally from a woman and  
154 their role is, maybe, similar. So, you would still encounter these problems, that when you  
155 have measures for equality, you will still encounter cultural barriers. Maybe even women  
156 would not want to you know, change the way they carry out their careers. So culturally I  
157 think it is probably a big difference between some European countries and India. I mean,  
158 there is differences even between XY and Germany.

159 I: Okay, and then can you think of any institutional factors, that in your opinion might  
160 cause troubles when trying to transfer the EU methods to the Indian context?

161 E: I'm not familiar with how it works in India, so I don't know the structures, I don't know  
162 if they have a Ministry for Equality for example like we do in XY. But I don't know if they  
163 have that in India, so I don't know what institution would be taking care of the necessary  
164 measures or maybe it would be an institution related to higher education, I don't know, if  
165 we are talking about universities. I would need more context for that.

166 I: Thank you. And then just one last question related to XY's universities: What do the  
167 universities do to support female students in pursuing their careers? What type of  
168 assistance is offered to them? Are there like career centers, counselling sessions?

169 E: Actually, I don't know. I don't think there is anything specific. It's probably at faculty  
170 level, where you might find some initiatives, that people, that maybe the rectors or  
171 whoever is in charge can carry out or also student associations. But at national level I  
172 am not familiar with any initiatives for female students in particular. I do know that there  
173 are certain grounds for, in Andalusia for example for women to do internships in other  
174 parts of Europe, actually for technology or scientific degrees, or there used to be at least.  
175 So there probably are some at regional and national level but I am not really familiar with  
176 them. If you want, I can look it up and I can tell you.

177 I: Thank you, it's fine, I think, I got all the information I need actually. Thank you so much  
178 for your time.

#### **Interview #4**

Date: Friday, 28.02.2020

Time: 6.30 a.m. WET

Duration: 25 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 4

*The transcriber has removed unnecessary fill words or half-sentences, without modifying the meaning of the content. The transcript has been anonymized and personal data of the interview partner is not copied.*

13 I: First of all, I need to ask you, if it's okay, that I record this interview?

14 E: Yeah, yeah, please do it, okay.

15 I: Of course, the shared information will only be used as part of my bachelor's thesis.  
16 And as mentioned before the goal of my bachelor's thesis is to establish whether  
17 methods used for career counselling in Europe can also work in India and the focus is  
18 on academically educated women as well. So, in the first phase I have assessed the  
19 status quo in the EU and now I would like to discuss the results with you and see whether  
20 those methods can also be used in India. But first of all, I will give you some open  
21 questions. And I would like to get your professional opinion just in general on some open  
22 questions regarding India. So, I will start with the first one and it is: How would you  
23 describe the role of a woman and the role of a man in the Indian society.

24 E: See, our society is, we have a very clear division of work in our society and it is  
25 expected, that the childcare and all sorts of caregiving responsibilities generally fall into  
26 women's, you know, list of responsibilities. A mother or a wife or a daughter is expected  
27 to be taking care of the care needs of the family members. Just because women are  
28 getting more education now, the enrollment rate of Indian women and Indian men are  
29 almost similar. I mean it is, the gross enrollment ratio of our country is rapidly increasing  
30 and there is a very good gender parity in terms of enrollment in higher education. But  
31 despite this enrollment, there is a leaky pipeline for women careers and that pipeline is,  
32 most of the women have to take a break, either after marriage, because of the basic  
33 geographical dislocation from the place, where she was working, because a boy is  
34 located somewhere else. And if she somehow manages to continue with her job and  
35 take advancement along with the marriage, the biggest drop out of women on workforce  
36 is at the time of childbirth and the time of maternity break. But I think, after Sweden and  
37 Norway I guess, India is in the third place in the world to give maternity benefits to its  
38 working women. Despite that, the society expects, that a mother is the best person to  
39 take care of the child for the initial two, three years of the child's elementary age and  
40 that's why they initially, girls are psychologically learning such a way that the man is  
41 doing the job and the woman gives a hundred percent to the childcare after birth. There  
42 is a break in the career and then it happens, that a mother cannot come back to work  
43 right after childbirth. The values have also changed, the opportunities have also

44 changed. To that, after three years of break, coming back becomes difficult. So, very few  
45 manage to come back, some lose the spots. That's the leaky pipeline in India. The boy  
46 can very easily continue even with paternity break, there is 15 days of paternity break in  
47 India, but hardly a boy takes more than a week at the time of childbirth, so that's because  
48 it is pretty obvious, that there is a mother to take care of the newborn. They rather stay  
49 at home, than go back to join the office. So that's kind of the mentality, that we have. Am  
50 I clear?

51 I: Yes. Thank you. Then when looking at the various regions in India are there differences  
52 in the gender equality in the society, or is it more like the same everywhere?

53 E: No, there are differences. There are some of those states, where the female foeticide  
54 ratio is very high. Though it's been illegal in our country, when you know the sex of the  
55 child at the time of pregnancy, it's illegal in this country. So now it's coming down. But  
56 then also the kind of treatment women get in the Northern part is really different to the  
57 treatment women get in some of the Western parts of the country like some states like  
58 Haryana and Rajasthan, where the first right of every resource is given to the boy. And  
59 whatever is left becomes a daughter's destiny. But that also is not across all the levels,  
60 but there is a preference of boys in the society during childbirth. But gradually everybody  
61 has a good education, and everybody gives girls good food, good nutrition. But the desire  
62 to have a male always exists in the country. And there are some regional differences, for  
63 example in Rajasthan, there this male preference is highest among other things.

64 I: OK. Thank you. And then what role does religion play, when it comes to gender  
65 equality. Because I have read, in reality, discrimination based on the caste system is  
66 illegal. But do all people have the same access to education and professional  
67 advancement?

68 E: Yes, there is equal access to everybody, all religions, all the states. There are  
69 reservations even and quota systems to protect those who belong to the underprivileged  
70 categories. So, it's a 50 / 50 ratio, the 50 percent seats in education and in jobs are for  
71 the privileged groups, that means the higher class and the upper class. And then they  
72 are making reservations for economically weaker sections so that ratio is there, it is the  
73 system and that is why the enrollment ratio is continuously rising in our country.

74 I: OK great. Then, we'll get right to the methods. So, I have figured out methods that work  
75 well in the EU and now I will just give you those methods and you I would like you to tell  
76 me, whether these methods could work in India or not and also maybe briefly explain  
77 why. So, the first one: In Europe there are programmes for early childhood gender  
78 education. For example, there are kids' programmes in the scientific or technological

79 fields, where children can learn about their interests and abilities and in that way,  
80 segregation can be reduced and stereotypes can be broken at an early age.

81 E: Yeah, we have seen that part, but that's not the theory in our country. Gender-role  
82 discrimination or gender-role orientation starts at a very early age. You know it is in our  
83 society. So, a girl plays with a doll and a boy plays with a football, it becomes a very  
84 gender thing. And when a girl chooses the football it becomes like, oh my daughter is  
85 very strong. And they can be happy, but then back in the mind they feel that a girl should  
86 play girlish games and a boy should play the boyish games. So, that exists and there is  
87 no such programme in that country such as Austria, but handling this situation through  
88 targeting this gender-issue at an early age could definitely work in our country.

89 I: OK. Great. Then the second one: Gender mainstreaming is also addressed at all  
90 stages in the education in Europe and then especially in high school, where the students  
91 are deciding about their future career path. And then, there are vocational education  
92 programmes, that are designed to give students an open choice, for example also  
93 encouraging women to enter traditionally male oriented fields.

94 E: There is no such official programme in this country for this. Though, there are females  
95 entering to all sorts of things, but their number is very few. We have female pilots, we  
96 have women in the armed forces as well but there also, there is no completely designed  
97 programme at national level or at structural level, where the students can take those  
98 opportunities in schools. Actually, I have written two papers on this and I would request  
99 you to really go through those two papers. I will send you a link of those papers. They  
100 are based on this only, on the interference of the males, of the family on the career  
101 decisions of the females. And the other paper is about the gender realities of career  
102 choices of Indian women. So, these two papers, I feel are very much relevant to the work,  
103 that you do.

104 I: Great, thank you. Then, at university level there are elective or mandatory gender  
105 mainstreaming courses available for both male and female students. These courses also  
106 help you to reduce bias regarding gender topics.

107 E: We lack on that. With this Rainbow project, where we are all involved, we are trying  
108 to solve this problem, so that we can provide these gender mainstreaming topics to all  
109 our enrolled female students. So, it is happening in bits and pieces but not in a very  
110 structural way.

111 I: Okay. Then at university level there are also different programmes supporting women  
112 in science and academia. For example, there are programmes aimed at women in

113 STEM, so science, technology, engineering and mathematics, where women can apply  
114 for scholarships or funding and therefore pursue a career in this field.

115 E: Actually, we have a quota for women students for entering university, so there is a  
116 reservation for women. But still the number of women in our STEM programmes is quite  
117 low and sometimes, when women enroll themselves in STEM programmes and at PHD  
118 level the enrollment of women is preferred at STEM programmes, but then again it  
119 doesn't get converted into job opportunities, so that's why gradually, with the word-of-  
120 mouth, gradually there is an increase. Actually, we have a very unique way, most leaders  
121 of this country are females, who have gotten their education from very highly regarded  
122 universities, who are very good quality institutes, but even the women who have a degree  
123 of those high-quality institutes, there is a high drop-out also.

124 I: But do you think that scholarships could help? Like even after the graduation?

125 E: Scholarships would definitely help. Scholarships specifically for women are missing.

126 I: Okay, then in different countries in Europe there are also different support services  
127 offered by the government or public institutions. So, as an example, childcare services  
128 or retirement homes offer especially women the opportunity to pursue a career, as they  
129 do not have to stay at home caring for the family.

130 E: We have almost 9 months maternity break, no six months, previously it was 3 months,  
131 now we have 6 months. But also, the maternity benefit it has been amended in the year  
132 of 2018 and now it becomes mandatory for all public and private organizations to provide  
133 creche facilities and they are required to provide them to Indian women. But what is  
134 happening is, that employers are not hiring women in good number, because the more  
135 women will be working there, the more they will be held liable for providing such facilities.  
136 So, the ratio is getting worse because of those laws. If there are women at the child  
137 birthing age, they have to provide these services as it is in the laws, so the easy way out,  
138 that they have found, is to recruit lesser women at that age. Are you getting me right?

139 I: Yes. Okay. As far as the next one is concerned, I think you have already mentioned it,  
140 because it's about not only maternity leave but also paternity leave. And I think you said  
141 the men in India can take three weeks. No, what was it?

142 E: 15 days. This is not the break, that men will actually leave, that will be a detailed  
143 evaluation, I will e-mail to you, about this paternity leave issue.

144 I: OK. Thank you. Perfect. Then in Europe there are quota regulations in place and the  
145 goal of those regulations is to achieve an equal share of men and women in top  
146 management positions in companies and institutions.

147 E: That we also have. See, regulation wise, we have all of this, I told you, regulation wise,  
148 we are much higher than many European countries. Our government is making rules,  
149 that will guarantee equal rights for both men and women. But there are societies,  
150 culturally, which are you know supporting women more to stay in the workforce or to take  
151 typical career options. Those are those cultural stereotypes, that exist. Otherwise there  
152 are these regulations, that we have, regulations, that every company should have at least  
153 one woman on their board, decision-making with them. So that way we are much ahead,  
154 but the issues are cultural and societal and psychological.

155 I: OK. The next method is about female networks, so female networks are created in  
156 Europe by universities companies or other institutions and the goal is to provide women  
157 with open learning spaces where they can share their experiences, have seminars and  
158 expert discussions and they can support and empower each other. And also, those are  
159 viewed as a counterpart to male networks, that are much more common in the  
160 professional field.

161 E: We have such networks. We do have various bodies, like the National Commission  
162 for Women, Female Center for Development Studies, and there are... This is a very vast  
163 country, so what's the problem, you can imagine, our population is, you know, it's  
164 unimaginable. We are the most populated country after China. So, our efforts are there  
165 but the mass of all those efforts is a question.

166 We have some networks, we try specifically, we have a ministry itself, which handles  
167 women and you know child and family affairs. And then we have these commissions at  
168 national level and state level. But what about something, when a child is during her  
169 childhood psychologically trained, that a civil engineering job is not good for her, so she  
170 should study software engineering in India. The number of women is increasing in  
171 technology programmes in our country. But then after the technology programme, there  
172 is a training in India, that normally both men and women can do their management  
173 course. So, a graduate normally chooses marketing as their career. But a female  
174 graduate is expected to take HR, because that's considered to be a more female job.  
175 So, despite having a technical qualification during the graduation. That's the main issue,  
176 why everybody expects a girl to choose a certain direction, because then being in a job  
177 you can take care of your family, you can stay at home, you don't have to travel a lot,  
178 you don't have to be on scene, so that you can take on the wife's role or whatever. So,  
179 the work-life balance of women before and after they get married is very much on their  
180 minds. So, they are encouraged to choose those programmes where their work-life  
181 balance doesn't get affected after marriage and after motherhood. So, this is a vicious  
182 cycle.

183 I: Okay, yeah, I get it. All right, that also kind of relates to my next question. I think, you've  
184 already answered it, because it's about the life concept of a woman. And in Europe there  
185 is much emphasis on the life concept. So, it is analyzed where a woman wants to go in  
186 life and what she wants to achieve and then the different phases are analyzed and also  
187 hurdles are identified and then measures are developed to help them overcome those  
188 hurdles. But as you said...

189 E: Yes, I have mentioned that before.

190 I: OK good. So, we are already at the last method, which is that as women are in  
191 tendency less confidence during job interviews or bargaining situations, they can receive  
192 coaching sessions to work on their presentation and negotiation skills.

193 E: That's completely not the case. We have very confident women, but bargaining in  
194 terms of, yes, in terms when there is the base salary defined, we don't bargain because  
195 the same salary is basically given to men and women. As assistant professor, I receive  
196 the same salary that an assistant male professor receives. If for the first time a man or a  
197 woman are selected for that post, they both get the same salary. But presentation wise,  
198 a girl that has reached up to the interview phase is fully energized and fully confident.  
199 The high confidence is broken again, when she enters into motherhood, because  
200 everyone expects her to be a mom. And when she joins back, then she lacks the  
201 confidence because she was out of sight, out of the working world, out of the competition.  
202 Many mothers stay for a year, three months used to be the leave and the rest used to  
203 be the break without pay. Now, six months are paid break, so she gives one year to the  
204 child, because she takes care of the feeding of the child and other things. And even if  
205 she joins back, half of the consciousness is at work and half of the consciousness is at  
206 home only. She is only able to give 100 per cent, when the child reaches one year or two  
207 years, then she bounces back, and she bounces back with a confidence. And somebody  
208 said that, she would need such training programmes, that she would need such  
209 counselling sessions actually.

210 I: Well thank you so much, I've gained a lot of insight from those statements now. Now I  
211 would just like to ask you is there anything else that you would like to share that has not  
212 come up right now, but you think is relevant or important?

213 E: I think that you have covered almost everything, the questions. And I am sending you  
214 my three papers. I think that those three papers cover almost everything, that is  
215 important.

216 I: Thank you, that is great. And thank you very much for the interview.

## Interview #5

Date: Monday, 16.03.2020

Time: 16.00 p.m. WET

Duration: 30 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 5

*The transcriber has removed unnecessary fill words or half-sentences, without modifying the meaning of the content. The transcript has been anonymized and personal data of the interview partner is not copied.*

13 I: First of all, I need to ask, is it okay if I record this interview? Also, is it okay, that the  
14 results of this interview will be used as part of my bachelor thesis?

15 E: It's okay.

16 I: Thank you. Well, so the goal of my bachelor thesis is to establish whether methods  
17 used to work towards a gender equal society in the EU for academically educated women  
18 could also work in India. And the first phase of my research has consisted of the  
19 assessment of the status quo in the EU and now I would like to discuss the results with  
20 you and see whether the methods applied in the EU can work in India as well. First of  
21 all, I would just like to start with some open questions to get a feeling for the Indian  
22 situation and I would just like to ask you for your professional opinion on those. Okay, so  
23 how would you describe the role of a man and the role of women in the Indian society?

24 E: Okay, so my answer is going to be very far, just to give you an understanding, that  
25 India is a very large country, it is highly diversified. The social norms that are followed in  
26 the North of India are very different to the South of India. They are different in the East  
27 and different in the West and different in the Northeast. I'm going to look in five zones,  
28 now North, East, South and West and Northeast. North, role of men and role of women,  
29 the man is usually the dominating personality of the society house and many times, men  
30 are seen to be more dominant than needed for reacting. So, they try to prove that they  
31 are men. South of India is very polite in its social behaviour and women are either having  
32 equal opportunities to participate in the social and homely affairs, or they have higher  
33 opportunities. So, when you compare the behaviour of North and South, you will usually  
34 find North societies aggressive and South societies polite. Right? The same goes with  
35 East and West, the East is a little aggressive and West is more polite, very engaging.

36 Usually West people have high social fabric inclined towards women and Northeast in  
37 India is a mode, where dominated, I shouldn't use the term dominated, but better balance  
38 in favour of women and so South and Northeast look very similar in their social behaviour.  
39 That is the biggest structure of men and women role in the society in different regions of  
40 India.

41 I: Okay. Thank you. And then, what role does religion play when it comes to gender  
42 equality because in reality, discrimination based on the caste system is prohibited. Well,  
43 that is the case, but do all people have the same access to education and professional  
44 advancement?

45 E: So, there are two levels that you're talking about. One is at religion level and second  
46 is the caste level, right? So, at religion level, of course, you know in Hindu, Muslims,  
47 Christians everyone... We are aware of the way the religious structures are in favor of  
48 women, what right thing applies here, and women society in Muslims are quite closed  
49 societies. Women societies in Christians are quite open societies and women societies  
50 Hindus are distributed over the caste system as I said. So lower caste usually has high  
51 empowerment implemented. That's a little different. Usually we don't hear it, right, so  
52 lower castes, because if they don't work together, they have lesser economic stability in  
53 the household and so also it's kind of a push that male and female both have to work  
54 together. So, there's certain exceptions of this because of the aggressive behaviour of  
55 men and usually the empowerment is higher in the lower caste of the society.

56 I: But that does that does not affect the access to education?

57 E: No, that has nothing to do with that. It is really the very specific requirement of having  
58 learning members in the family. Actually, the whole thing is that females are more hard-  
59 working in the family than the male members sometimes. But, when it comes to higher  
60 levels and when I say higher, I mean "considered to be higher", there's nothing to have  
61 them over. But in those caste systems there is all kind of confusion. So, you can be  
62 educated but your parents might be dominating, and immediately after education is when  
63 you should marry, so that my responsibilities are over. Those kind of things start coming  
64 around so education-wise plays an important role, for being as a payment, to stand up  
65 on my own but there are certain social obligations, which there have to be honoured,  
66 when it comes to parental relationships. It's a bit confusing.

67 I: Okay. Thank you. Now we will move on to the methods. I will just give you some  
68 methods now, that are used in the EU to fight gender inequality and I would just like to

69 ask you to critically discuss, whether these methods could be used in India and I would  
70 also like you to explain, why they could work very well or not at all. So, the first one is, in  
71 Europe, there are programmes for early childhood education, for example, there are kids'  
72 programmes in the scientific or technological fields where children can learn about their  
73 interests and abilities. In that way segregation can be reduced and stereotypes can be  
74 broken at an early age.

75 E: Mhm. The question is whether it works in India or not?

76 I: Yes.

77 E: Okay. My first reaction is, it very much works. But you have to appreciate the fact that,  
78 you know, the society in Europe, Europe as a whole does not match the size of India.  
79 Right, so if you're talking about the biggest society could be maybe Germany and France  
80 which could be 50 or 60 million. We're talking about a population of India, which is 1350  
81 million. So, in India some of these well-established methods would still be just an  
82 experiment. So, these methods are very much part of the education system in India as  
83 well. India has such a large society, that there is not a single method, which is actually  
84 much inclined to ensure as a social experiment, whether it is going to, you know, be more  
85 thoughtful for empowerment or not. And so usually all the methods come from the  
86 government compliance site. The methods are very much working, they are also  
87 implemented in India in schools, but it's range of zero to hundred levels of schools from  
88 North facility to the best of the world facility and the risk of us would go in the upper  
89 bracket.

90 I: Okay, then we'll get to the second one, which is that gender mainstreaming is also  
91 addressed at all stages in the education, especially in high school where the students  
92 are deciding about the future career path and there vocational orientation programmes  
93 are designed to give students an open choice. For example, also encouraging women to  
94 enter traditionally male oriented fields.

95 E: It's the same option here. So, women or girls are not restricted to choose, you know,  
96 one of the areas which usually traditionally women used to have like sowing and the  
97 other jobs which are just the sitting jobs. So, women and girls in the schools here can  
98 also go for any vocational training as long as they desire it. There is no discrimination or  
99 no restriction. Usually there are social barriers and influences coming from the parental  
100 side. But the children are free to choose whatever they want to do.

101 I: Are there any programmes, that actually encourage women to go into non-female  
102 fields. Are you just giving them the open choice and then they are free to do with it  
103 whatever they want? Like, is there anything, that India is doing, to actually support  
104 women choosing a certain direction or is it very neutral?

105 E: Well, I would say there are examples of supporting women. Because, the skill  
106 development programmes, now I'm talking outside the school system also. There are  
107 development programmes in India, which are not only neutral but it is also motivating to  
108 go to students if they trying to get participants, female participants. If they join it, they get  
109 more facilities, they get a scholarship, they get more facilities and this thing happens at  
110 the school levels, there a higher scholarships for girls.

111 I: Okay, thank you.

112 E: So, there are many programs which are actually supporting girls to go to modern and  
113 non-traditionally areas, to the next level of education. So, the support system is very well  
114 actually, there are a few areas where reservations have been booked for them. There  
115 are few seats reserved for women.

116 I: Okay, thank you. Then at university level, there are elective or mandatory gender  
117 mainstreaming courses available for both male and female students and these courses  
118 also help to reduce gender bias and bias regarding gender topics in general.

119 E: We have a very specific department in the business school. We are not having a social  
120 science department. So, we don't have any specific module on gender bias or gender  
121 neutrality specifically, but universities do have.

122 I: Then I think you've already kind of answered the next one with your previous answer.  
123 It is about different programs supporting women at university, especially in the science  
124 and academia areas. So, in the EU there are programmes in STEM studies where  
125 women can apply for scholarships or funding and therefore pursue a career in that field.  
126 I think, you have already said, that this is the case in India as well.

127 E: Right.

128 I: Okay, then in different countries in Europe, there are support services offered by the  
129 government or public institutions. As an example, childcare services or retirement homes  
130 offer especially women the opportunity to pursue a career as they do not have to stay at  
131 home caring for their family.

132 E: In India, we have distance learning programs which are open for everyone and there  
133 are universities, which are having very specialized systems supporting women to come  
134 back in career making. So, I am aware of University of Delhi having a department which  
135 registers almost 40,000 women every year. That's a very big programme at the mid-  
136 career, middle-aged women, you know supporting them to create their career again. So,  
137 there are such initiatives in different states, where mid-level, mid-aged women are  
138 supported for training and career advancement.

139 I: So, there are those childcare services as well or is it more like the distance learning  
140 thing that they can stay at home with their kids and then pursue a career from home? Or  
141 could they actually put their kids in childcare services and then go to work physically?

142 E: So usually, you know, for the students yes. For the mid-age participants, government  
143 does not provide childcare services, but there are private initiatives. So, there is a large  
144 network of childcare services provided by the, you know, private ventures and so you  
145 can take up those services. Here in our system, it's not as sophisticated as many  
146 European countries are and we don't have that consistent system, probably government  
147 couldn't manage with the size of the society. Maybe, initiatives with public and private  
148 partnerships are coming. We don't have such an issue and about PPP private public-  
149 private partnership model in childcare, but many private companies and small level  
150 initiatives have good services.

151 I: Okay. Thank you. And then the European countries have different legislation and  
152 regulations on parental leave. In most countries however, not only mothers but also  
153 fathers have to possibility to take parental leave and therefore split the responsibility of  
154 raising the children.

155 E: Yeah, in India we have the same. So, for maternity leave we have both parent leave,  
156 for mother and father and just two years back, the duration has been increased quite a  
157 bit. So, I think it is 30 weeks, but yet it used to be I think 12 or 13 weeks, so it is very  
158 differently. And fathers can also get two months of leave. Well from the government  
159 regulated side it has been very, very progressive now. Directions for parental issues, the  
160 regulations fortifications for compliance in the universities, for the abuses, the restricted  
161 laws at the workplace so that modified in the last few, last two three years.

162 I: Okay, and then in Europe, there are also quota regulations in place and the goal of  
163 those regulations is to achieve an equal share of men and women in top management  
164 positions in companies and institutions.

165 E: Yeah, in India, government systems do have some quota for women including the  
166 parliament of India, that has about 30 percent women quota, but it is not completely  
167 fulfilled, right? In the private sector, there is a positive assertion: quota systems do not  
168 work because they claim, we have to have right competency set and we are a  
169 progressive organization so it can't have reservation for a specific group or gender.  
170 However, good organizations never stop a female only because the female has a  
171 different gender. Many times, there are very practical issues. So, if there is somebody  
172 who is pregnant and getting a job probably would not be given a huge responsibility  
173 because it is known that after six months she's going on leave. You can call them bias  
174 or practical approach, I don't know, but these things happen.

175 I: Okay good. Thank you. Then, I would like to discuss female networks. Those are  
176 created in Europe by universities and companies or other institutions. And the goal is to  
177 provide women with open learning spaces where they can share their experiences have  
178 seminars and expert discussions and they can support and empower each other. And  
179 those female networks are viewed as an important counterpart to the male networks that  
180 are much more common in the professional field.

181 E: I think on this issue probably India is one of the best examples in the world. So, India  
182 is known to be very argumentative society and so it's very easy to come together and  
183 especially because males have a lot of ego to come together, females are too busy to  
184 come together quickly. That's a very positive behaviour of females to create their own  
185 mentors. And so, there are many networks which are very, very effective. At NGO level,  
186 we have the largest network of the world. So, there is a NGO called SEWA, Self  
187 Employed Women Association. It has probably started sometime in the 60s and it is  
188 having more than probably 10 million female members. There are private forums, small  
189 groups, large groups. But also, the top management of the corporations, have very  
190 specific women employees' associations.

191 I: Okay great. Thank you. And then the next one is, in coaching and counselling in Europe  
192 it is important to look at the life concept of a woman, so where she wants to go in life and  
193 what he wants to achieve and then the different phases are analysed, hurdles are  
194 identified and measures are developed to overcome these issues. Is that the approach  
195 in India as well? Or is that different to the European one?

196 E: I don't think we have a life cycle concept. We are actually living in a short-term and  
197 you know, immediately require issues. So, it's not a life cycle concept probably based on  
198 the problem-solving concept. Women face certain challenges, they face it for now and

199 find a solution now. They are not looking at longer term life, they are looking to solve  
200 their problem immediately. That's a different approach in India, the average level of  
201 problems in India, but if it goes that we may be more educated and having a job and after  
202 some time person lost the job that could be very, you know, Europe oriented problem  
203 solving methods. There, it is the life cycle concept, but that's not the average of India.

204 I: Okay. Thank you. And then we are already at the last method which is, that as women  
205 are in tendency less confident during job interviews or bargaining situations, they can  
206 receive specifically coaching sessions to work on their presentation and negotiation  
207 skills.

208 E: You're right, in India they are not usually at the bargaining level, they are usually at  
209 the receiving level, but when there is a young female graduating from the university  
210 looking for a job, it's actually equal for both male and female. Because they needed  
211 choosing a profile, which they like and companies understand where her skill lies and  
212 certain things are probably, where the male cannot come in equal, they may not be able  
213 to fit. There the negotiations are equal. But when it comes to the second inning of life, if  
214 it is kind of after babies and nurturing them, you're coming back to work place, then you  
215 are just treated as one of the persons who is needing a job. So as a company I would  
216 probably exploit you and offer you less. You would need to be strong and build your  
217 confidence that you have a chance to do that. So there actually training would help them  
218 a lot.

219 I: Thank you so much. Those were the methods now, I would just like to ask you is there  
220 anything else that you would like to share that you think is important to mention or that  
221 has not come up during the interview now?

222 E: Probably the only advice and precaution that I may put before you and your  
223 researching topic is: While I can maybe create a hypothesis for Austria, you know age  
224 group between 15 to 20 and 20 to 40 and 30 to 40, these hypothesis could be uniform  
225 because you know as a country it has unified behaviour and there is less deviation in  
226 behaviour as you move through the states. In India, as I started, to have a hypothesis is  
227 talking about anything with a contextual connection. So, you'll always have to refer within  
228 this context this method or this hypothesis may work. There is so much variation in the  
229 context, so that everything in the world would be needed and would be a good fit because  
230 very much of the size itself. So, the context fitment is an important issue.

231 I: Alright, okay. Thank you so much for the interview.

## Interview #6

Date: Monday, 06.04.2020

Time: 13.00 p.m. WET

Duration: 41 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 6

*The transcriber has removed unnecessary fill words or half-sentences, without modifying the meaning of the content. The transcript has been anonymized and personal data of the interview partner is not copied.*

14 I: First of all I need to ask you if it's okay, that I record it?

15 E: Yeah, you can.

16 I: Thank you, obviously the results will only be used as part of my bachelor thesis and  
17 they will only be shared responsibly and kept anonymously. So, I've explained to you  
18 already a little bit what I'm doing in my bachelor thesis, the goal is to establish whether  
19 the methods used in Europe for counselling and guidance for women could work in India  
20 as well. And in the first phase I have assessed the status quo of career counseling for  
21 women in the EU and now I would like to discuss those results with you and see, whether  
22 the methods could be applied in India as well. But first of all, I would just like to give you  
23 some open questions and to ask you on your professional opinion on those, okay? So,  
24 how would you describe the role of a man and the role of women in the Indian society?

25 E: Well, it's too complex of a question, as a social scientist I have to actually start with  
26 the fact, that there are too many variations, that we are talking about here. Especially in  
27 the context of the urban and rural differences, right, but if you consider at least three  
28 very, very important elements, that differentiate, even in terms of what is the role of a  
29 woman or a man in a household in the society. There's too much difference in terms of  
30 the perceptions, especially in the context of saying upper caste, urban middle class  
31 household or in that kind of region these are we seeing a rural area especially also within  
32 the context of women rights in the families. Especially in the context of even upper caste  
33 rural women, they have a very different set of expectations about the role of women, so  
34 there is actually no answer. So, if you ask in terms of let's say, the specific context that I  
35 come from, right? Now again, there is a, in terms of also regional diversities, there is too  
36 much diversity. So, I come from a Bengali households, so again Bengali women have

37 actually be much longer in higher education and all of that compared to some of the other  
38 regions, so the perception of those Bengali households are very different from the  
39 perception of other Indian households. Right, so, that creates a lot of difference, so  
40 ideally, we cannot really talk about a single definition of the role of men and women. So  
41 in the context of say if I could just give you two very different contexts and you can then  
42 ask me questions, one is if I say that, you know in the upper middle class, upper class  
43 right, urban households, especially also in terms of regions, let's say if it's a Bengali  
44 household or a Merati household, there the role of men and women it will be very different  
45 in terms of a at least an expectation of equal decision making. In terms of economic  
46 planning at the household, you know savings, in terms of decision making, about the  
47 number of children and you know, there are gaps and also there is a sense of at least  
48 expectation to begin with, that there will be an equal set of equal participation in all sorts  
49 of decision-making at the household level in terms of purchasing, expenditure, savings  
50 and everything. Right, but that same thing will change if you go to other Indian  
51 households where even it's not only so much about education, but in terms of any need  
52 to be shown between what is the woman's domain of decision making and what is the  
53 man's domain of decision-making, right? So, women's extent of decision making will be  
54 children's schooling and all of that, men's domain of decision making is still largely on  
55 you know savings and house purchases and financial investments and all of that. They're  
56 not really looking forward to any kind of participation, real participation for women. Equal  
57 participation is okay, but there is no need of the women themselves to also perform for  
58 the participation, there is expectation, right? So, if you ask me therefore, there is too  
59 much of variation, right? So if you want me to direct a personal answer in terms of the  
60 role of a woman, that I see in my household, actually, you know, in terms of who is more  
61 capable of doing work things, right? So, I'm better at planning, so I mostly do the planning  
62 while my partner does the execution part. So at the personal level it is very different and  
63 also in terms of the expectations of both the partners in an urban professional context  
64 that is increasingly becoming more and more based on a certain sense of equality in  
65 terms of participation and decision making in all forms, whether it is about children,  
66 household decisions or whatever we do at work. There is a lot of change that I myself  
67 have experience not only in terms of what I see around myself, but also in terms of the  
68 lives of my other friends who are in different professions, right? So that has changed, but  
69 then that is very few in terms of the numbers.

70 I: Okay, thank you. And then does religion also play a role when it comes to gender  
71 equality?

72 E: Religion and caste, both. Okay, so we are talking about the upper caste and  
73 households, also in terms of access to education and access to especially higher  
74 education is still very much influenced by both caste and religion. Right, and also  
75 especially when it comes to higher education in our country, we still have a lot of sex  
76 segregated schools, which I personally think is very still very important in the context of  
77 India, right especially in the context of higher education. Say, I myself I teach at one of  
78 the premium women institutions of the country. Okay, and I feel like this is something  
79 that we often discuss with our students and especially during admission times. What we  
80 have realized is the importance of you know, still having those women-only educational  
81 institutions whether at school level or in college level is because that it still plays a very  
82 very important role, an enabling factor for women, especially from certain religious  
83 backgrounds, for example the Muslims. I personally know of students who came to me  
84 to share that they could only do a college education, because this was a girl's only college  
85 and their parents were only comfortable because of that fact. So yes, definitely, you know  
86 religion and caste, caste especially in the context of rural development, where the  
87 parents do not want to spend so much on women's education, right? So, for all these  
88 reasons, it has become very important to retain such institutions where women can  
89 come. So that accessibility is in short, because of the existence of these kind of  
90 institutions so that this variability or women's access to education and especially higher  
91 education can still be kind of, you know, addressed to an extent. So definitely, religion  
92 and caste play a very important role and women's access to education and higher  
93 education.

94 I: Okay, thank you so much. And then again, you have mentioned it a little bit I think, but  
95 in the different regions of India are there large differences when it comes to gender  
96 equality?

97 E: That is what I said to begin with, that there is a variation based on rural and urban, so  
98 if you look at some of the data, that have been published, that there is a 60% literacy  
99 rate and yet there is a very high degree of variation of literacy between urban and rural  
100 women. Where the literacy rate among urban women is somewhere more than 80%, the  
101 literacy rate for rural women and children is somewhere between 42 and 43 %. I can  
102 send you some of that data. That regional variation is very much there along with caste  
103 and religion, which is affecting everything, starting from the literacy rate to women's  
104 participation in the workforce.

105 I: Okay, thank you so much. Now, we will get right to the second part. I will just give you  
106 the methods now, that are used in Europe and I would like you to tell me, if they are

107 already happening in India, if they are not happening, just think if they could work. And if  
108 not, also please just explain, why that would be the case. Okay, so in Europe we have  
109 programmes for early childhood education, for example, there are kids' programmes like  
110 kids universities in scientific or academical fields, where children can learn about their  
111 interests and abilities and in that way, segregation and gender bias can be broken at an  
112 early age.

113 E: Now in the context of India, there are specific schemes that run through the  
114 government tray, which are not focused merely on any particular kind of training but  
115 these are schemes which are more working as enabling factors so we are talking about  
116 the problem of accessibility. And also, in terms of accessibility to education itself,  
117 because of the gender biases within the family and the community, where women are  
118 not encouraged to go to school or even if they go for primary education, post-primary  
119 education is not something that you know, especially in rural areas women get access  
120 to. So, there are several government schemes that are running, which are about,  
121 addressing knowledge and education but these are not specifically aimed to reduce  
122 gender bias as such, they are more about enabling women to access education,  
123 developing young girls. So, there is a programme, where the government actually  
124 ensures, that if you invest some amount of money for the girl child in a bank. So, after  
125 18 years the government will give the rest of the money and then that money can be  
126 used for higher education. Another scheme that runs is, where the government is  
127 encouraging, that girls are to be sent to school at the primary level. And then there is  
128 another scheme to encourage attention at school and then also there is another scheme,  
129 that is basically about ensuring, that there is proper separate infrastructure for girls in  
130 terms of toilets and there is a bicycle purchase scheme for girls for accessibility, as going  
131 to school from the villages is a problem. So, girls are getting reimbursed for buying a  
132 bicycle, so that they can go to school. So yes, there are several schemes that are valid,  
133 but they don't only focus on reducing gender biases, because it's about accessing  
134 education in the first place. So, these are all generic schemes to ensure that you know,  
135 the girls sent to schools are accessing primary and post-primary education. These have  
136 run for some time. Then we have the right to Education Act which was passed in 2009,  
137 since 2010 onwards it has been opposed to ensure, that from economically weaker  
138 families, the children both girls and boys are being able to access education and that is  
139 running across rural and urban areas.

140 I: Okay, thank you so much. Then, we also address gender mainstreaming topics at all  
141 stages of the education and especially again in high school, where the students are  
142 deciding about their future career and there, there are specific orientation programs that

143 are designed to give the students and open choice and also they encourage for example  
144 female students to enter traditionally male-dominated fields.

145 E: So, now career counselling itself is something that doesn't happen so much in the  
146 government schools. In urban areas and some of the private schools, career counselling  
147 happens formally in school and I think in middle schools, career counselling happens,  
148 but I am not so clear about this kind of, you know, let's say explicit agenda of counselling  
149 to ensure, that women get into non-traditional professions. I am not clear about that, so  
150 I won't comment. What I know for sure, is that career counselling does happen in high  
151 school, even at a smaller level counselling happens, but it's more about trying to assess  
152 the students view, their inclination towards particular subjects for both girls and boys. But  
153 I don't feel like there's anything specific beyond that, that is happening, I am not the right  
154 person to ask that.

155 I: Good, thank you. Then in the universities, we also have gender mainstreaming courses  
156 and those are either mandatory or can be selected by the students and those should  
157 also help to reduce gender bias.

158 E: In the university, actually, there are no compulsory courses as such, but certain  
159 disciplines have those courses within them, which are part of the university degree.  
160 There is no general university course, which is compulsory on gender but in different  
161 disciplines, so for example, I teach sociology and in the three year undergrad programme  
162 of sociology, we have one paper on gender, that is compulsory for all students. In some  
163 other disciplines, it is either compulsory or elective. So students, who are doing say, their  
164 bachelor's in English, they have a compulsory course on gender, but these are more  
165 disciplined oriented courses rather than generic courses on gender and there are few  
166 generic courses on gender, which people from any discipline can take, which are elective  
167 courses. So, we have a series of generic elective courses on gender, but they are  
168 elective, so there is no certainty, that people will do them and it's especially on gender-  
169 based violence and understanding gender. Generally, gender courses we do have at  
170 university level, but they are elective.

171 I: Okay, thank you. And then also at the university level we have different programmes  
172 supporting women in the science and academia fields, where they can also apply for  
173 scholarships and therefore get funding to pursue a career in that field. So, if for example  
174 a woman is studying mathematics, there are certain either government programmes, but  
175 also programmes by private institutions that want to support those women by giving them  
176 scholarships or funding.

177 E: Yeah, even we do have that, we have several government scholarships for women  
178 scientists. So, we have a woman's scientist scholarship programme, one that is given by  
179 the department of Science and Technology. Another, that's being given by the  
180 department of biotechnology, right and then we have several postdoctoral fellowship  
181 schemes only for women candidates. And we have a national women scientists'  
182 scholarship also, so these are largely government scholarships, right, not so much by  
183 private institutions. We have a few private women scientist associations, which are  
184 licensed voluntary organizations, which do support, they give the scholarship to students,  
185 who are interested in studying science and technology. And the government has at least  
186 about five or six schemes for specifically women scientists. Okay, young women  
187 scientists' awards, women scientists' programmes and fellowships. But the number of  
188 such scholarships has not really increased over the years, so the number of recipients  
189 is still quite low. Okay, I don't really, I don't know, what exactly what the situation is, but  
190 the number is quite low so they can increase that.

191 I: Okay good. Thank you, then let's move away a little bit from the education part and  
192 more into the workforce and work-life part because in Europe, we have a lot of support  
193 services for women who want to pursue a career. For example, there are child care  
194 services or also retirement homes, that offer especially women the opportunity to go back  
195 to have a career as she doesn't have to stay at home to care for the family, so for the  
196 kids and for the elders.

197 E: The government did mandate some years back for every organization, which has a  
198 workforce of more than hundred people, that they should have one child care center,  
199 creche facility on the premises or maybe two, three offices can come together and make  
200 a childcare facility available in a nearby location. Now, while that is on paper, frankly  
201 speaking even under different individual colleges, we have been struggling to have these  
202 childcare facilities, specifically. There's no notion of retirement homes, I mean it's only  
203 coming up but the childcare facility, which was something that the government did  
204 explicitly say, that this is something, that should happen both in government and private  
205 organizations, that is not happening. So even within government organizations, so for  
206 example when I talk about college teacher, so the college teachers have been asking for  
207 long, that there should be a childcare facility at the premises, but it has not happened  
208 mandatorily across all institutions even within government. So yes, the government  
209 wants to, but in terms of implementation there it's not really happening the way it should  
210 be happening because what we are actually struggling, which is what is making it difficult  
211 for a lot of young mothers to go back and join the workforce, is this problem of childcare  
212 facilities.

213 I: But there is also then no punishment or anything by the government?

214 E: No, that's why the implementation is not happening. You should have that, but then if  
215 there is no penalty, that the government enforces on organizations, which do not follow  
216 it. The same happens with even maternity leave. So, what happens is that, yes  
217 government rule says that women will be given, six months of paid maternity leave, that  
218 is happening. Okay, but in private organizations, it happens in a way where the option  
219 is, that women should not take more than three months of leave. I have come across  
220 cases from my friends who are in the private sector, especially within the advertising  
221 industry, where after three months if they are trying to take the maternity leave, then they  
222 are sometimes given half pay or no pay at all for the rest of the three months. So, the  
223 first three months maternity leave is happening, but whether government has mandated  
224 six months, it's not really happening. Okay, and there is no punitive measure, that the  
225 government has made. So, there is no mechanism of reporting complaints against  
226 companies not following the rules. What happens mostly at the level of job interviews, is  
227 that young women are asked questions, which are inappropriate in terms of when are  
228 you planning to marry or when are you planning to get pregnant and that obviously, I'm  
229 sure, is having an effect on their chances of getting employment. Because these are  
230 some of the questions that are continued to be asked in job interviews.

231 I: Okay, but going back to the maternity leave, do also fathers have the opportunity to  
232 take leave to take care of the kids?

233 E: That is only 15 days of paternity leave and that actually is not so much encouraged  
234 within the organizations. Formally, these things are there but the organizational cultures  
235 are not really encouraging to take this paternity leave. So, yes if a young father puts in  
236 an application for paternity leave, that will definitely be granted. But what is happening  
237 is, that the organization themselves are not encouraging these practices.

238 I: Okay, thank you. And then we also have those quota regulations in place. So, for  
239 example in companies in top management positions, there needs to be a certain share  
240 of women in top management. And those regulations are quite enforced in Europe as  
241 well.

242 E: No, nothing a top-level management. But what happened over the last few years, a  
243 few of the private organizations like Tata Motors, Dell and I think Yamaha, they have  
244 come up that in their own skill development centers, they are trying to ensure that 50%  
245 are women, who are admitted in those skill development centers. So, the first badge of

246 students who came out Tata's skill development center, it has 70% women. That has  
247 only started happening over the last two or three years, but nothing at the top  
248 management, I haven't heard of any specific schemes at the top management.

249 I: And there is no government regulation on that either, right?

250 E: No.

251 I: Okay, thank you. Then, we are moving onto female networks. So those networks are  
252 created in Europe by universities, institutions and private companies, because the goal  
253 is to provide women with learning spaces, where they can have seminars and have  
254 discussions and they can support and empower each other. And those are also viewed  
255 as an important counterpart to the male networks, as those are much more common in  
256 Europe and men tend to profit a lot more from those.

257 E: Networking, yeah. Right now, is that there is no formal push towards forming such  
258 networks and all. What happens at the university level is that, you know, especially in  
259 the context of, we have an Indian women's organization, then we have a working  
260 women's organizations, which are all voluntary organizations, where you can go in and  
261 you become a member and can maintain a network, but the thing is that there is no  
262 explicit push by the government or by these organizations to form such networks. So  
263 yes, the networks are there, but the owners of such networks look for people to join them  
264 voluntarily, instead of the other way around. Okay, so that is the networks are, but there's  
265 not much that kind of, you know, push towards joining networks, right? Because it's also  
266 about young women coming into university, they have to learn to make contact, but there  
267 is not a focused approach on that.

268 I: Okay, thank you. And then when we are coaching and counseling in Europe, we always  
269 look at the life concept. So, what does the woman want from her life, if you want to have  
270 a career, if you want to have a family or both? And then those different phases are  
271 analyzed, and hurdles are identified and then also measures are developed to support  
272 her to overcome these issues in the career.

273 E: So, you are asking if something like that exists here?

274 I: If it is happening or if that could work.

275 E: That might work, actually, this is not something that is happening here as such, there  
276 is no such focus in counselling, but that is a very good suggestion. I mean, it will actually

277 work for more women because most women are struggling with that life approach, the  
278 balance, right? So, I think this is a very interesting area of work which might help in our  
279 context.

280 I: Okay. Thank you, and then we are already at the last method: When coaching women,  
281 it is also always important to focus on negotiation skills and also presentation skills, as  
282 women are usually less confident in situations like job interviews or bargaining situations.

283 E: Okay, what I think, this is, where women's institutes play a very important role. I told  
284 you in the beginning, right, that I teach in an all-girls college right now. With the existence  
285 of such institutions, they contribute a long way towards building the confidence of  
286 coaching young women. I actually see a lot of difference among my students between  
287 the initial year in college and when they finally graduate, there is a lot of change in terms  
288 of their confidence in themselves and a lot of clarity, in terms of what they want and don't  
289 want, their expectations from life in general not only professionally, but also their  
290 personal choices, that they can and cannot meet. Because in all-girls institutions, they  
291 do not feel the pressure to perform their gender within the institution, right? It's smaller  
292 everyday things like, you know, they don't need to bother to get dressed up all the time,  
293 their competition is not in terms of with other men. They share their experience to be  
294 very empowering that, you know, in the end a lot of things or jobs they get to do it and  
295 they get to do everything by themselves. From organizing workshops, ... Everything  
296 they're doing actually enhances their skills, negotiations, when they are organizing a  
297 seminar, they are the ones, who are out there in the forefront trying to get funding. So,  
298 they already are getting exposure to these kinds of training, that they might need later,  
299 so fund raising, organizing seminars, presentations, and when we are organizing  
300 department level activities, they are supposed to give presentations and all. Now  
301 because if we are within an environment, which they are comfortable with, that helps  
302 them to push their boundaries. That kind of helps them to push themselves more. I think  
303 you must be more confident. So, I think these all-girls institutions do still play a significant  
304 part in this kind of coaching. But given that, those are obviously very few compared to all  
305 the institutions in our country. So apart from that these separate kinds of focused  
306 coaching might also be helpful.

307 I: Okay. Well, thank you so much. So those were all the methods. Now I would just like  
308 to ask you, is there anything else that you can think of, that I should know, when I'm  
309 doing my research? Anything that I might have missed now, that is very important?

310 E: I think, some kind of counselling should also happen for both men and women, not in  
311 terms of family, but you know what young men students do think, because what happens  
312 many times, what we see in and at least in the context of India, right? When women are  
313 emerging to be confident, they know what they want exactly, yet the expectations of the  
314 partners are so different, then they find it very challenging to work them out. I personally  
315 take a course on sociology and gender and what we keep discussing in the classroom  
316 discussions, is that there needs to be some kind of coaching for men. To actually come  
317 out of the certain expectations, that they have from their partners. And if that doesn't  
318 change, no matter how much we coach women, the problem is, that it doesn't really work  
319 out at the everyday level because there's a barrier that the men face, in terms of this  
320 acceptance. Acceptance, about what women should do or cannot do. So, I think, if you're  
321 working with young students, it's not only young women we should be focusing on for  
322 coaching, but I think some amount of coaching needs to be also given to young men.  
323 Young men, who will be going in the professional world in terms of what is appropriate  
324 behavior, especially in the Indian context, Indian men should also be coached to  
325 understand, what is appropriate behavior towards female colleagues and what are the  
326 kind of expectations, that they may or should not have in a relationship. The thing is that  
327 they also have to somehow, you know, reorganize the kind of expectations that they  
328 have towards their partners. If that were to happen, there is a lot of stride, that is  
329 happening which is creating tension both at the professional level, but also at the  
330 personal level. I've been teaching gender, I really think, that we must do more counselling  
331 with men at certain points. Because there is a large gap in terms of these expectations.  
332 So, merging with a lot of right based understanding, that this is my right as a human  
333 being, this is what I can claim, etc. Men are still finding it very difficult to accept, that  
334 rights choice of women. So, there must be some kind of counselling, coaching at that  
335 level. A lot of young parents are not so sure whether their female child should be going  
336 into certain professions like journalism or advertising, because work hours are not  
337 appropriate. Men as father's - how do you look at the role of men as fathers? I think,  
338 there should be some kind of coaching and counselling for them also to reorient their  
339 expectations.

340 I: Yes, that's definitely right. Thank you for sharing that as well with me. Okay. Well, thank  
341 you so much for your time.

342 E: Thank you.

**Interview #7**

Date: Wednesday, 25.03.2020

Time: 6.00 a.m. WET

Duration: 24 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 7

*The transcriber has removed unnecessary fill words or half-sentences, without modifying the meaning of the content. The transcript has been anonymized and personal data of the interview partner is not copied.*

14 I: Okay, thank you so much for taking the time for me. First of all, I need to ask, if it is  
15 okay to record this interview. May I record the interview? Can you hear me well?

16 E: You want to record it?

17 I: Yes.

18 E: Yes, sure, you can.

19 I: Okay. Thank you, because as you probably know the goal of my bachelor, thesis is to  
20 find out, whether methods for academically educated women, that are used in the EU  
21 could also work in India. And now in the first phase of my research I have assessed the  
22 status quo and conducted interviews in the EU and now I would like to discuss those  
23 results with you and see, whether the methods applied in the EU could also work in the  
24 Indian context.

25 E: Okay.

26 I: So first of all, I will give you some open questions just to get a feeling for the Indian  
27 situation and I would just like to ask you on your professional opinion on those questions.

28 E: Okay.

29 I: So how would you describe the role of a man and the role of a woman in the Indian  
30 society?

31 E: The Indian society is more of a patriarchal society, that is a male-dominated society.  
32 But then nowadays the things are changing and things are changing at a pretty fast rate,  
33 wherein women are also coming at a equal pace and there is a respect for women, there  
34 is respect for women for work, when they go through the workplace and the overall  
35 acceptance of women is now being considered as a very important phase.

36 I: Okay, and when looking at the different regions in India, are there any differences or  
37 is that the same everywhere?

38 E: Yes, there is a difference between the rural and the urban women. In the rural parts  
39 and the rural areas, the male dominance is very high as compared to the urban areas.  
40 So, in urban areas the acceptance of women is there, people do acknowledge women,  
41 but there is still a problem in the rural areas. Okay, the there is an acceptance but not at  
42 that rate, as it is there in the urban areas.

43 I: Okay, and then does religion play a role when it comes to gender equality in India?

44 E: To some extent religion also plays a role, that is especially and when you talk about  
45 the different communities, they have different norms for men and women in different  
46 religions.

47 I: Okay, now we will get right to the methods. So, just to quickly explain, I will give you  
48 some methods, that are used in the EU and then I would just like you to discuss whether  
49 these could work in India or not and also quickly explain why, or if it is used already,...  
50 just share your thoughts on the methods, that are used in the EU.

51 E: Okay.

52 I: So, I'll start with the first one: In Europe, there are programmes for early childhood  
53 education, for example, there are kids programmes in the scientific or technological  
54 fields, where children can learn about their interests and abilities. In that way segregation  
55 can be reduced and stereotypes can be broken at an early age.

56 E: Okay. So, in India in the urban areas in the schools, they do have some programmes,  
57 where they teach the children and the children are taught according to their ability and  
58 interest. But not amended, it is not a mandate all over.

59 I: Okay good. Then gender mainstreaming is also addressed at all stages in the  
60 education, especially in high schools, where the students are deciding about their future

61 career path. There they have vocational orientation programmes, that are designed to  
62 give students and open choice, for example, also encouraging women to enter  
63 traditionally male-dominated fields.

64 E: Yes, this is coming, this type of schemes, they are also coming in India these days  
65 and the government is also trying to make it compulsory, educating the males as well as  
66 females that is the girls as well as the boys about the programmes, so, and to an extent  
67 it has been successful also, but to make it a success, it would take some time as  
68 compared to the European countries. It will take some time in India.

69 I: Because it's difficult to have it across the whole country, is that it?

70 E: Yes, the population is a problem, it is difficult to make the students understand these  
71 things and because it's widespread, so it will take some time but then yes, it has already  
72 started in India as well.

73 I: Okay, great. Then, at the university level there are elective or mandatory gender  
74 mainstreaming courses available for both men and women. These courses also help to  
75 reduce bias regarding gender topics.

76 E: In the university also, at the university level also gender mainstreaming is available,  
77 like in our university also, we have the sexual harassment center, we have a place where  
78 the students can report about any problem they face in their life. And we are also holding  
79 workshops in our university to promote the gender mainstreaming. We recently had a  
80 workshop "Nahini means no", which means, that when a person says no, it has to be  
81 taken in the right direction. So, all these things they are coming up, and in our university,  
82 we are also doing this.

83 I: Okay, great. And then at university level we also have different programmes supporting  
84 women in science and academia, for example in technology, engineering and  
85 mathematics studies and there, women can apply for scholarships or funding, and  
86 therefore also pursue a career in that field.

87 E: Yes, and this is there in India as well. There are separate programmes even  
88 government initiatives are there for women separately, the young scientists awards, the  
89 women entrepreneurship and there is equal opportunity given to women as well.

90 I: Okay, fantastic. Then in Europe, there are different support services offered by the  
91 government or public institutions and the example here is child care services or

92 retirement homes, as those offer especially women the opportunity to pursue a career,  
93 as they do not have to stay at home to care for the family.

94 E: Yes, this is also, the maternity leave, for example, is compulsory in the private as well  
95 as the public sector. And the childcare facilities are also coming in place, it is not a  
96 mandate everywhere, but then in most of the good organizations, they do have childcare  
97 services. But then, it is not as in Europe, it's very frequent and common over there, but  
98 then in India it is not that frequent, only good organizations, some organizations, they  
99 have the childcare facilities, but then the maternity leave that has to be given, it is  
100 compulsory everywhere.

101 I: Okay. Is there also paternity leave as well or is it only for mothers? And do father's use  
102 the time off?

103 E: In some of the organizations, they do give paternity leave as well.

104 I: Okay, but that is up to the organizations or is that regulated by the government?

105 E: By the organizations.

106 I: Okay, thank you. Then in Europe, there are quotas and regulations in place and the  
107 goal of those regulations is to achieve an equal share of men and women in top  
108 management positions in companies and institutions

109 I: Yes, this is also coming up in top management. There are women also there in India  
110 as well in most of the top of organizations. The government has also given equal  
111 opportunities. But then as I said, it will take time. It is not very common and frequent in  
112 all the organizations, you can see okay, but then it is certainly there.

113 I: Perfect, thank you. Then female networks are created in Europe by universities,  
114 companies or other institutions and the goal of those networks is to provide women with  
115 open learning spaces, where they can share experiences, have seminars or expert  
116 discussions and they can support and empower each other and that is viewed to be an  
117 important counterpart to the male networks that are much more common in the  
118 professional field.

119 E: Okay, the counterpart training, that is not very common in India. That is one thing you  
120 should say. The counterpart training is not very common. Remaining though  
121 opportunities, the seminars and everything, women are at liberty to give the seminars

122 and good organizations, they do promote women for coming up and sharing their  
123 experiences. But then the training of the male counterpart that is not very frequent over  
124 here.

125 I: Then, in coaching and career counseling in Europe, it is very important to look at the  
126 life concept of a woman. So, where she wants to go in life and what she wants to achieve  
127 and then the different phases are analyzed, hurdles are identified and measures are  
128 developed to overcome issues in her career.

129 E: That is there in India and there are people, who are working on it. The measures, that  
130 is, there are some different NGOs, that is non-governmental organizations, even the  
131 government organizations, they're working and they are coming up with new proposals  
132 to train women and to give career counseling, it is also there but then as I said, it's not  
133 very frequent or compulsory. It is a good effort by EU to open up a counselling center.  
134 This would be a great help to women particularly, because they don't know about their  
135 career options. They should also know about their rights, because most of the women,  
136 they don't know about their rights the youngsters the women, they don't know about their  
137 rights that "this is my right and this has to be given". The social acceptance is so high,  
138 the dominance is so high, that they will accept, whatever the rules are as given. So once  
139 this is started, they will know that yes, if I'm given this kind of a role or if I'm given this  
140 kind of a job, then this is my duty and this is my right. So, both roles and responsibilities  
141 will be known through the career centers, so that would be a good option by the EU, the  
142 EU is working on it. So, it would be a very good option by the EU, to be opening the  
143 career centers, career counselling centers.

144 I: Okay, great, thank you. And then we are already at the last method, which is that as  
145 women are in tendency less confident during job interviews or bargaining situations, they  
146 can receive coaching sessions to work on their presentation and negotiation skills. But I  
147 think, you've kind of answered it already with the last one, with the career centers, that  
148 this would be very important to have.

149 E: Yes, and that could be also to train a woman on how to talk confidently, how to  
150 negotiate. As I told you, they should be confident about their rights as well as their  
151 responsibilities. It is not just about shouting for your rights, it is also about knowing your  
152 responsibilities. So, if we can really train women, that this is how to face an interview or  
153 how to be confident in an interview and when it comes to the salary negotiation part, you  
154 should be firm, you should be assertive and all the other things, that are very necessary  
155 for them to go for, when they go for the interviews or presentations particularly. Women

156 are very confident, women are confident, I would say that they are not given  
157 opportunities. So, if they're given the opportunities, if the platform is provided to them  
158 properly, they would certainly come up and would show good results.

159 I: What do you think is the problem, like, that it takes a lot of time to carry these programs  
160 out in all of India? Is it that women do not take the offers or is there just you know, not  
161 enough money?

162 E: Yes, funding is definitely a problem, funding is a problem. Because if you have enough  
163 funds, then the message could be given even in the rural areas, urban areas, it could  
164 reach out properly. So, if the funding is there and that the funding definitely provides a  
165 motivation to the trainer as well as to the trainees. So that would definitely be a great  
166 opportunity, if the funding is good. Secondly, the message should be very loud and clear,  
167 it should be encouraging, it should be motivating the women for that: "It is for your good,  
168 it is for your benefit that we are trying to get you to merge into the mainstream." So that  
169 would be great. If we could do something like that. It would be great.

170 I: Okay. Well, is there anything else that you would like to share with me, that you think  
171 is important or has not come up during this interview now?

172 E: I think, we have covered most of the points but then yes, I would like to share that  
173 that's a good initiative by the EU, the programme is a very nice one, the Rainbow project.  
174 And if we can do the counselling centers, if you can find women to benefit and carry  
175 forward the programme in the right spirit, it would be a really great help to women all  
176 over.

177 I: Okay, that's fantastic. Thank you so much for your time.

178 E: Thank you so much for listening to me.

## **Interview #8**

Date: Friday, 27.03.2020

Time: 11.30 a.m. WET

Duration: 20 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 8

*The transcriber has removed unnecessary fill words or half-sentences, without modifying the meaning of the content. The transcript has been anonymized and personal data of the interview partner is not copied.*

14 I: First of all, I need to ask you, if it's okay to record the interview?

15 E: Yeah, yeah, sure, sure.

16 I: Well, obviously the interview will only be used for my bachelor thesis and the results  
17 will be shared responsible. Just to explain to you again, what I'm doing in my bachelor  
18 thesis. So, the goal is to find out, whether methods used in career counselling for women  
19 in Europe could also work in India. And in the first phase of my research I have assessed  
20 the status quo in the EU and now I would like to discuss the results with you and see,  
21 whether those methods could work in India as well.

22 E: Okay.

23 I: So first of all, I will just give you some open questions and I would like to ask you for  
24 your professional opinion on those, okay?

25 E: Okay.

26 I: So how would you describe the role of a woman and the role of a man in the Indian  
27 society?

28 E: In earlier days there was a huge difference in the roles both used to play. Now the  
29 scenario has been changed from such a long period, they both have the same rights,  
30 women can do all the things, which men do in case of each and everything.

31 I: Okay, and when looking at the various regions in India, are there differences in the  
32 gender equality?

33 E: Talking about the regions now, they are basically all the same. There's no such large  
34 difference in there and the case of villages, also there they have been treated similar.  
35 Like, the women who are religious, they belong to the same, they come out and they will  
36 perform their duties and all in every field. Now we have the equalization, equalization is  
37 there.

38 I: Okay, thank you. All right then, let's get straight to the methods. So I would just like to  
39 give you the methods now, that are used in the EU and I would like you to tell me, whether  
40 those could work in the Indian context and if yes, why they would work or if they are  
41 already happening and if they could not work, please also quickly explain, why that is the  
42 case, okay?

43 E: Okay.

44 I: So, in Europe, there are programmes for early childhood education. For example, there  
45 are kids' programmes in the scientific or technological fields, where children can learn  
46 about their interests and abilities. And in that way segregation can be reduced and  
47 stereotypes can be broken at an early age.

48 E: Also, these kinds of things are there in the Indian education system also. Schools,  
49 they have been providing all kind of subjects and they have the periods for any kind of  
50 activity they want to offer. So yes, these kinds of things, they run in the school system  
51 also.

52 I: But there are no programmes outside of the school system, right?

53 E: Right, only in the school system. The school provides these kinds of periods and all  
54 that stuff. Otherwise, I don't think, that we don't have such kind of society or any other  
55 organization who is running these kinds of things. We don't have that.

56 I: Okay, then gender mainstreaming is also addressed at all stages in the education in  
57 Europe and especially in high school, where the students are deciding about their future  
58 career path. There, vocational orientation programmes are designed to give students an  
59 open choice, for example, also encouraging specifically young women to enter  
60 traditionally male oriented fields.

61 E: These kinds of things have been run in India also by the NGOs. We have certain  
62 NGOs in India, they do run these kinds of things, providing the vocational training for the  
63 females and males. Like, they have been promoting for this kind of work whatever is  
64 interesting for them, without gender biases they would sell it, so they have provided  
65 vocational training. So, NGOs work on this issue.

66 I: Thank you, then at university level there are elective or mandatory gender  
67 mainstreaming courses available for both male and female students and these courses  
68 also help to reduce bias regarding gender topics.

69 E: Yeah, the education system is again kind of similar, I think. Because we have these  
70 options for electives, each and every university has electives for this. We have many  
71 European universities, so we have these subjects regarding gender biases also. So  
72 according to their choices, they could opt for that. Like, they have mandatory subjects  
73 and after that, they have electives too. In every semester, once they have their bachelor's  
74 and performing their engineering courses, so in the final year, they have two electives.  
75 Not initially when we join the college, but once they are in their final year of their  
76 graduation or post-graduation, they do have the elective options.

77 I: Thank you. Then at university level, there are different programmes supporting women  
78 in science and academia, for example, there are programmes aimed at women in  
79 science, technology, engineering and mathematics studies, where women can apply for  
80 scholarships or funding and therefore pursue a career in that field.

81 E: In India we have this thing available, but it's not there, once they are doing their  
82 bachelor's or something. Once they complete their bachelor's and post-graduation, they  
83 are onto that scene, because they have opted for science, if they are in the science field.  
84 So, after that the government has those policies, they could do all kinds of projects, so  
85 then they could get those sponsorships from the government organizations. So yes, like  
86 we have the young women scientist's awards, also. They have those projects and they  
87 can have those opportunities.

88 I: Okay, thank you. In the different countries in Europe, there are also different support  
89 services offered by the government or public institutions. For example, childcare services  
90 or retirement homes offer especially women the opportunity to pursue a career, as they  
91 do not have to stay at home to care for the family.

92 E: This thing, I don't think is there in our country. Like after retirement, I don't think that  
93 there are any kind of policies. They have been provided with the voluntary benefits by  
94 the government, but not from the case of private sector, but in the case of the public  
95 sector the government has provided benefits. But there are no opportunities to pursue a  
96 career after retirement.

97 I: Okay, but childcare services are not offered by the government, I understood, are there  
98 private institutions offering childcare services?

99 E: Childcare services are there by the government, that is there. The women, who are  
100 working, they provide them with leaves, obviously, after birth we have the two years of

101 childcare leave provided to the women. So, they are working with some of the  
102 organizations in case of the government sector, not the private sector.

103 I: Okay, thank you. Then in Europe, the various countries have different legislation and  
104 regulations on parental leave. In most countries not only mothers but also fathers have  
105 the possibility to take parental leave and therefore split the responsibility.

106 E: That's great, we have those leaves in India once the child is born, but we can say,  
107 that this is the paternity leave, that is given to the father also, and that's only for 15 days.  
108 After that, we do not give any kinds of the leaves for childcare. At the time of birth only,  
109 the father can take leave.

110 I: Okay, then in Europe, there are also quota regulations in place and the goal of those  
111 regulations is to achieve an equal share of men and women in top management positions  
112 in companies and institutions.

113 E: Pardon me, I couldn't hear you properly.

114 I: Okay, I was talking about quota regulations and the goal of those regulations is to  
115 achieve an equal share of men and women in top management positions in companies  
116 and institutions.

117 E: Okay, this kind of thing is not there, and you're like obviously, what I feel like in this  
118 case, women suffer because once you're talking about the case of career, so they used  
119 to go over those leaves up to having a baby and then they get involved with the  
120 development of the childcare and all those things. So, if they are not being given the  
121 proper time for their career, obviously, they just lack behind. So, I think, that this is the  
122 lacking point.

123 I: Okay, so there is no quota regulation in India so far?

124 E: No.

125 I: Okay, thank you. Then, I'm talking about female networks. Those are created in Europe  
126 by universities, companies or other institutions and the goal is to provide women with  
127 open learning spaces where they can share their experiences, have seminars and expert  
128 discussions and they can support and empower each other. And those are also viewed  
129 to be an important counterpart to the male networks, as those are much more common  
130 in the professional field.

131 E: These things are also there in the case of India. Companies have those kinds of  
132 policies, so the women, who are working, can get the knowledge, they can share their  
133 experiences for the growth of the other.

134 I: Okay, thank you and then in coaching and counselling in Europe, it is very important  
135 to look at the life concept of a woman. So, where she wants to go in life and what she  
136 wants to achieve and then the different phases are analyzed, hurdles are identified, and  
137 measures are developed to overcome these issues, that may come up in her career.

138 E: These things are not being addressed by the government or any other thing. We have  
139 the NGOs, who work on women empowerment, so they work accordingly to these kind  
140 of scenarios, but as for the government we don't have that policy, we don't work on that  
141 specifically, but in the case of NGOs, they do. We have those NGOs, private NGOs and  
142 all those, yeah.

143 I: That already takes me to the last method, which is: Because women are in tendency  
144 less confident during job interviews or bargaining situations, they can receive coaching  
145 sessions to work on their presentation and negotiation skills.

146 E: I didn't get you, it's like you are saying that women are not confident or that there are  
147 some kind of policies?

148 I: No, as they are usually less confident in certain situations such as job interviews or  
149 when talking about the salary, they can receive specifically coaching on those issues to  
150 work on their presentation skills and also negotiation skills.

151 E: Obviously, it should work, because they obviously don't feel so confident about the  
152 things as compared to the other counterpart. Yes, they are a little bit less confident, when  
153 you talk about the terms, in terms of negotiation and all those. Because they have to  
154 balance their work life balance, right? So, it's their responsibility in our country to manage  
155 those things.

156 I: Okay, so are there any offers for those services, does that happen already or do you  
157 think that would be important for the future?

158 E: Yes. It is important for the future, and I don't think any kind of offers are there for that.  
159 This is an important one to be pointed out and to be worked out.

160 I: Okay, alright, those were actually all the methods already. Now, I would just like to ask  
161 you, is there anything else that you would like to share? Do you think there is anything  
162 important, that I have missed during my research as far as you can tell or anything else,  
163 that is relevant and that you would like to share with me?

164 E: These were the all the methods now, yeah?

165 I: Yes.

166 E: Those were very beautiful, and you covered each and every aspect of it.

167 I: Alright, thank you for taking the time for the interview.

### **Interview #9**

Date: Tuesday, 07.04.2020

Time: 9.00 a.m. WET

Duration: 35 minutes

Interviewer: Helena Tscharnig

Interviewee: Expert 9

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13 I: First of all, I need to ask you, if it's okay, that I recorded interview?

14 E: Yes, you can.

15 I: Okay, thank you. Obviously, the results will only be used as part of my thesis and they  
16 will be kept anonymously. So, just to quickly explain you again, the goal of my bachelor  
17 thesis is to establish, whether methods for career counselling and guidance, that are  
18 used in Europe, could work in India as well. And so in the first phase of my research I  
19 have assessed the status quo in the EU, and now I would like to discuss the results with  
20 you and see, if that would work in the Indian context as well.

21 E: Okay.

22 I: But first of all, I would just like to give you some open questions and ask your  
23 professional opinion on those, just to get a feeling for the Indian situation in context.

24 E: Yeah, you can do that. But before that, what do you know about the Indian situation?  
25 If you could briefly can explain me your understanding, so that I will get a better  
26 understanding as well.

27 I: Okay, so as far as I know, in India the role of a man and role of a woman is well quite  
28 divided in some areas, like as far as I have understood, there is a huge difference  
29 between rural and urban areas. There are also, as far as I have researched, some of  
30 these methods already in place and already used, however the issue seems to be, that  
31 as India is such a huge country, many of those methods cannot be used and  
32 implemented all over. It actually seems to be quite a process, to make many of those  
33 methods state of the art in Indian institutions.

34 E: Yeah, go ahead.

35 I: Okay, then how would you describe the role of a woman and the role of a man in the  
36 Indian society?

37 E: Yeah, so when you look at India, some of those things you have already mentioned  
38 here, apply. But if you look at India, you know, it's very complex. Now among these 29  
39 states, and if you travel from the South to the North, it all depends on state to state. And  
40 as you said, it all depends on rural, urban and tribal, we do have tribal also. Due to this  
41 globalization, we also have developing rural areas, which is again a push and pull factor,  
42 people are migrating to urban areas. Now we have realized this issue during this Covid-

43 19 situation. When you look at the issue like in India, it's very complex. And you cannot  
44 give a single answer to it, because in urban areas, you will find the status of women and  
45 I could say to see behind, in some of them, maybe not all of them, like cities like Mumbai  
46 some of the Cosmopolitan cities, Bangalore you may find a different scene, that you find  
47 in rural India or again, when it comes to tribal India. Again, when it comes to tribal India,  
48 I would say that the status of women is comparatively better. Though economically, these  
49 are poor areas, but you will find women in choice in some parts of India, we will find an  
50 equal status there. But again, it comes to education again, you cannot compare the  
51 literacy rate, it is complex. You will find a huge divide between urban, rural and tribal.  
52 Then also I should say in 2006 India tried to bring a legislation in the parliament giving  
53 at least 33 percent right for women, which practically some states are doing but the  
54 government does not approve, the bill is still hanging. Now 33 percent reservation in  
55 government seats and positions and jobs are for women, but even without that things  
56 are improving in India, but that bill has not been passed, for your information. Overall  
57 things are improving in India, but not as expected. Now one more thing, I should say,  
58 here you can look at the Indian rural situation, especially again, I mentioned about South  
59 India and North India, again between these you will find a huge divide in terms of culture  
60 and belief system. Now some parts of North India, you will find, you know, a very, very  
61 orthodox mentality, you know, in some parts of India, they feel that women have specific  
62 roles to play. So that still in some parts of India, people have that in mind. In South India  
63 especially one state I can say, Kerala, we can see the statistics, also. Even the ratio is  
64 very good in you know, and other parts of it in generally we have our sex ratio is around  
65 48/52, you know, but in Kerala we have a much different situation. Girls are also going  
66 out and they are quite forward in terms of career, they have, you know, that's why I said  
67 in India when you talk about it, you cannot generalize, you know first of all, but majority  
68 you can think.

69 I: Okay, and does religion also play a role when it comes to gender equality? Was that  
70 what you meant with orthodox?

71 E: Yes, religion also plays a role, religion and caste. Though in general we say that we  
72 don't have caste system. But again, still somewhere, that comes in comes in between.

73 I: Okay, thank you so much. And then we will jump right to the methods. So, I will just  
74 give you the methods now, that we use in Europe to fight the gender inequality. And I  
75 would just like you to tell me, whether those are already implemented, whether those are  
76 not then just tell me if they could work and if they couldn't also, you know, just share your  
77 thoughts and explain what you can think of. Okay?

78 E: Okay.

79 I: So, in Europe, we have those children programmes at early education stages for  
80 example kids universities where they can learn about scientific and technological fields  
81 and there they can also find out about their interests and abilities. And in that way  
82 segregation and gender bias can be broken at an early age.

83 E: In India, what is happening, now again, you have to keep in mind the background  
84 which I explained to you but like government we have a scheme, called integrated child  
85 development scheme. You can google it later, which we call ICDS, you can get all the  
86 information about child development, early childhood care and development in India. And  
87 so up to the age of six, we have a very strong early childhood care and development  
88 system, which people below poverty line can access, which is open to all. But usually,  
89 you know, the 1.3 billion population, you know that is a huge population. Yeah, so  
90 accessibility in some parts becomes very difficult, accessibility to those ICDS centers.  
91 We have otherwise in principle, we have centers for children and women in all these  
92 areas within one-kilometer radius, you will find centers there. And what do they do?  
93 There are six services supposed to be given in those centers, including non-formal  
94 education, like distinguishing colors, maybe language, some words, understanding about  
95 culture and even respecting, you know, respecting other people in all that they are doing  
96 in these centers. So early childhood care and development is taken care of and are even  
97 growth monitoring, it is also happening. How effectively these centers are functioning,  
98 that's a different question, but as for the government, the motion is there, so the  
99 implementation varies depending on the state. When it comes to the urban area, people  
100 have access to facilities, but it all depends on the knowledge level of parents, whether  
101 they access the schemes and centers and going to private clinics. There are so many  
102 private clinics and agencies and even NGOs who are creating awareness on working in  
103 this sector, like child rights and child development and UNICEF is also playing a vital  
104 role. The UN agency is supporting the government and also, I must mention here,  
105 probably you might be aware of the fact, that this in particular is within the path of the  
106 women and child development system. There is a department for women and child  
107 development by the government, which is for lactating mothers and children below six  
108 years are taken care of through this center. At early childhood care, we have those  
109 methods, it is about accessibility though. It works for families below the poverty line, in  
110 urban areas, there are many other options, which people access depending on their  
111 knowledge and depending on their income.

112 I: Thank you. Then, we also address gender mainstreaming at all stages in the education,  
113 for example in in high school. There are orientation programmes, where students are  
114 deciding about their future career and there, for example also women are especially  
115 encouraged to enter non-traditional fields.

116 E: It becomes a huge challenge for India to provide or ensure education and ensure that  
117 all girls, all children are in school, but however the government has started a scheme,  
118 which again you can google and find out all the details by the Ministry of Human  
119 Resource and Development. They have started the scheme somewhere in the 2000s, in  
120 Hindi it means “education for all”. So, from 1994 it has started but 2000 onwards they  
121 have reformed it and the objective of this particular scheme is to bring every child in India  
122 to primary school up to the grade of the 8th standard at that point of time. So, bring all  
123 children hundred percent enrollment and well, ensure that these children are retained in  
124 school. Those who are enrolled, are retained in school and providing quality education,  
125 that’s the three objectives. And girl child education was one of the major programmes  
126 under this scheme, because as I already mentioned, they are the vulnerable group, when  
127 it comes to education also, especially in rural areas and tribal areas lots of issues were  
128 there in terms of facilities. For example, one of the school's I was working for, I was  
129 working in a government system in North India before and I'm working for XY now, I'm in  
130 higher education. Those days, I was focusing on primary education. So, I used to visit  
131 these areas and schools and I found in a school, that there were not many female  
132 children. So, I was very curious and I wanted to know, what exactly is the reason. So,  
133 the teacher also said that girl students went home, but they didn’t come back. So, I was  
134 curious and I wanted to know, I went to some of the houses and then I met some of the  
135 girls, that I asked and then I realized, there weren’t enough toilet facilities at school. So,  
136 children once they go to school, I mean, sorry home, they won't come back. So, this  
137 situation, I think, was 25 years ago. Now the situation is changing in India, but still I  
138 believe, that some parts of India the situation could be even infrastructural issues. So  
139 this time talking about, you know, the gender aspect that you mentioned mainstreaming  
140 agenda, these were some of the constraints for India, but now almost as this scheme  
141 was there for 30 years, you will learn, when you explore, that the state government has  
142 run many problem-solving schemes for girls. There are so many schemes, like some of  
143 them, I can name it like giving bicycles to girls and also scholarships for girls for their  
144 education and even money is given to parents, when a girl is born, even promoting that,  
145 fighting against the belief system. Then, there are so many acts. You know, the act  
146 against child marriage is one issue in India, which is around 17%. But the government  
147 has tried with all their schemes and their agencies to prevent this. Child Marriage Act,

148 Special Marriage Act, prevention acts, we have so many acts now. So, gender  
149 sensitization is also happening through several NGOs. In the 80s, India has seen a  
150 “mushrooming” of NGOs. So, I think we are progressing much, I think improvement has  
151 happened when you compare it with some 20 years ago, but still things are to be  
152 improved. Yeah, but when you compare with Europe and India, I would say the pace of  
153 development or the pace of the change is faster in India. I would say, you know, in India  
154 things are improving quite fast.

155 I: That's great. Okay, and then you have mentioned some of the schemes already, but  
156 are there also schemes at university level? Because we for example, we do have  
157 programmes supporting women in science and academia, for example, they can get  
158 scholarships or funding when pursuing a career in technological or engineering fields.

159 E: Yeah, so there are various schemes by you know different agencies, but when you  
160 look at university level, there are specific courses for women in different universities, but  
161 there is no specific scheme for unlike what I said in primary level. There are a lot of  
162 opportunities for scholarships, where they can apply. India has started with many  
163 universities, that are universities exclusively for women in cities like Mumbai or  
164 Bangalore. I can say even private colleges for women, exclusively for girls, private  
165 colleges are there. So, such system is there in India, but when it comes to universities,  
166 there is no specific skill involved other than this sort of an arrangement. We also have  
167 women ITAs for example to select a location. In the school level, we didn't have any  
168 counselling system, only in the last two years we have started that, school counsellors,  
169 that are accessible to all children. Of course, if a girl has a problem, special attention will  
170 be given. So, there are universities and colleges separately for women, but where co-  
171 education is happening, we don't have any specific focus or such. I must also mention  
172 that the government of India has started several schemes, like the National Institute for  
173 Open Schooling. If any girl child from rural areas or remote areas, if they want to pursue  
174 higher education or high school, that is easily accessible online also, they can better use  
175 the facilities available or they can approach a nearby center and they can take the course  
176 of their choice. That is there and then the third thing is, as I mentioned, ITA technically  
177 stools for women, you will also find that in the South of India in some institutes.

178 I: Okay, great, thank you. Then let's move away from the education a bit and get into the  
179 work life of women. So, in Europe, there are many support services offered such as  
180 childcare facilities or also retirement homes. And the aim of those is to enable women to  
181 have a career as they do not have to stay at home to care for their kids or elders in the  
182 family.

183 E: In my knowledge, we don't have any specific focus other than the schemes. I should  
184 also mention about National Skill Development Corporation in India, NSDC, which is  
185 training for women and if you visit their website, you will find a lot about them, there are  
186 training specifically for women skills, which the government of India has started almost I  
187 think 6 or 7 years ago. There, these women are given training and also, in some parts of  
188 the country, you will find a huge movement happening in terms of self-help groups,  
189 mainly by women and government is supporting those. And in almost all the states you  
190 will find those self-help-groups, I am not sure, that you are aware about it. Like in our  
191 case, at my university, they have that group called Centre for Social Action, where we  
192 have about more than 80 women groups. So, thousands of women come together. They  
193 formed their own group and they have their own micro-economical groups. And in one  
194 case, they even started a bank. So the opportunities are there but other than that, at the  
195 higher education level, you know specific women entrepreneurship, but the opportunities  
196 are there and female groups are coming up in India, you will find several non-  
197 governmental organizations, similar organizations are there. So that is coming up very  
198 well. When you google that, you will find there are some organizations called SEWA and  
199 they are making huge money. That's one thing the second, individually you will find, there  
200 are several women, that have come a long way and they have become entrepreneurs  
201 and there are famous people like Mrs. Mazumdar, he is having Biocon and in Grenouille,  
202 the PepsiCo-CEO, they are all from India. So, when women find opportunities, they can  
203 grab that, and people will support them. But there is no specific university level unit, that  
204 is supporting them.

205 I: Okay, then in Europe, we have quota regulations, which are aimed at achieving an  
206 equal share of men and women in top management positions. Is there anything like that  
207 in India as well?

208 E: No, again it depends on the concerned agency to agency, organization to organization  
209 to have that regulation. But from the government side, there is no regulation like that. As  
210 I mentioned to you, the government was trying 2006, some years back to have a  
211 regulation of at least 33 percent for women in chairs and like that. But there is no specific  
212 legislation or regulation like that, but there are cases where a hundred percent of the  
213 institution is managed by women, there are women banks, there are women police  
214 stations, you know like that you would find. In India, there is no organization, that has  
215 that 50/50 regulation, maybe some organizations have regulations on employment, they  
216 may have. But it is not like in Europe, we don't have any regulation or norms like that.  
217 Sometimes, you know, many cases 60% of women might be there and let me say in the  
218 health sector almost 80 to 90% are women, you know. But in general, you will mostly

219 find women in the IT sector and then you will find them in medicine, HR, psychology,  
220 media. These are some of the areas where you will find more women.

221 I: Thank you. Okay, then when we are coaching and counselling in Europe, we also look  
222 at the life concept of a woman. So whether she wants to have a career, whether she just  
223 wants to have a family or whether she wants to combine both and then the different  
224 phases are analyzed and hurdles are identified and then measures are developed to  
225 overcome these issues, that may come up in her life and her career.

226 E: You don't have anything specific in our system like that. There are counsellors outside,  
227 private counselors, you can approach them. This is all on payment not from the  
228 government side. There are facilities available, which you can approach and pay them  
229 and get your services. But in universities there are mentoring systems, where teachers  
230 are mentors and the counsellors are counselling the students in terms of academic  
231 matters and for jobs, we have placement offices. So, there is no system like counselling  
232 them for career. Okay, other services are offered they can access them, but the system  
233 is, that if you want any particular coaching, you may have to approach external services.  
234 The services are available.

235 I: Thank you. And then you have mentioned the mentoring at university. Is it happening  
236 that women are prepared for like job interviews or bargaining situations?

237 E: Yes, for job interviews women are helped. Like for example in our university, we give  
238 academic support and employment support, in case they need some particular support,  
239 they can access it, but there is no center like for all the women, that they have to undergo,  
240 there is no rule like that. Whoever wants to access, they can access and get the service.

241 I: Well, thank you so much. I think, that's as far as the methods are concerned. And now  
242 I would just like to ask you is there anything else, that is very important, that you would  
243 like to share with me, that I might have missed during my research now?

244 E: I think you have covered almost all areas. The cultural aspect, like when both the  
245 countries, when you compare, sometimes that cultural aspect also takes a lead, when it  
246 comes to women, the unwritten norms by the society. In Europe you can say, you know  
247 some places you can say you take all the countries together, certain things you can say,  
248 you can judge. In India, you cannot. Again, as I mentioned earlier, India is very complex.  
249 State to state, language to language because people speak different languages here,  
250 even dialects. And another factor, which comes in, you may not have that situation like  
251 the tribals, the tribal population, you know, so here that segments also you will find the

252 topic, that you have taken is different when you talk about the tribal people, rural and  
253 urban people. So, that variation you will find.

254 Okay, then thank you so much for taking the time.

## Content Analysis

### EU–Research: 1<sup>st</sup> Reduction

INT	ROW	NR	Paraphrase	Generalisation	Reduction	Category
E1	36	1	Gender-equality measures are well in place in (country)'s universities due to the country's long history of social movements.	The social movements in the country influenced gender-equality strategies at universities.	Gender equality in a country is strongly influenced by the culture, the factors of religion, tradition and masculinity. The laws and regulations and equality measures at institutions are a reflection of the culture and those have been influenced by social movements.	K1
E1	39	2	The social movements resulted in legal frameworks.	The social movements influence legal frameworks.		
E1	41	3	The student movement strongly influenced anti-discriminatory strategies at universities.	The student movement strongly influenced anti-discriminatory measures at universities.		
E1	176	4	The cultural background is very important, when it comes to gender equality.	Gender equality is influenced by the cultural background.		
E1	179	5	Religion, tradition and masculinity are affecting the gender equality.	Religion, tradition and masculinity are factors affecting gender equality.		
E1	208	6	The laws and regulations of a country are the reflection of the culture.	A culture is reflected in the laws and regulations of a country.		
E1	59	7	Coaching in high school gives students confidence, gives them scientific background and makes them acknowledge their abilities.	Through coaching in high school, students can get: <ul style="list-style-type: none"> <li>- Confidence</li> <li>- Scientific background</li> <li>- Self-reflection on their abilities</li> </ul>	Throughout education, children and students are empowered to find and use their potential. There are kids programmes in STEM or natural sciences fields, that get children interested in science and in high school, coaching helps to give students confidence, scientific background and they can reflect on their own abilities.	K2
E1	66	8	Kids programmes in the technical, scientific or natural sciences fields are important methods.	Kids programmes in STEM or natural sciences fields are important.		

E1	72	9	Children are eager to learn about science, if it is communicated to them in an understandable way.	Children are interested in science, if it is communicated in an understandable way.		
E1	49	10	In order to achieve gender-equal education, especially for underprivileged children coaching and empowerment is necessary early in their life.	Especially for underprivileged children, coaching and empowerment needs to happen prior to formal education.	As the family and the upbringing are influencing a child's chances in education, it is necessary to support and empower especially underprivileged social classes.	K3
E1	52	11	The family and upbringing are influencing a kid's chances in the educational system.	The family and the upbringing have an effect on the child's chances in the educational system.		
E1	115	12	Quota regulations are known to be critical factors to achieve gender equality.	Quota regulations are critical factors to achieve gender equality.	Quota regulations are critical to achieve gender equality.	K4
E1	188	13	Childcare services, retirement homes but also transportation services are affecting women's possibilities to pursue a career.	Support systems like childcare services and retirement homes but also transportation affect women's possibilities to pursue a career.	Institutional frameworks like the availability of childcare services or retirement homes, but also mobility and transportation enable women's access to pursuing a career.	K5
E1	90	14	It is very important to establish female networks.	The establishment of female networks is very important.	Creating female networks is important. Those networks can only become effective, if power circles are considered and women are willing to get into those power circles and if the culture of the institution can be changed to accept female networks.	K6
E1	91	15	It is important to understand power circles in order for female networks to become effective.	Female networks can be effective, if the power circles are considered.		
E1	94	16	Women need to be willing to enter power circles.	Women must be willing to enter power circles.		
E1	109	17	When establishing female networks, it is important to have the culture of the institution in mind and to try to change that culture.	When female networks are created, the culture of the institution needs to be recognized and adjusted.		
E1	95	18	Women need to be prepared for conflicts and to invest a lot of time and energy into their career.	Women pursuing a career must be prepared for conflicts and putting much time and energy into it.	Gender education and career counselling needs to be provided both to men and women to achieve gender equality. It is	K7

E1	120	19	It is important to evaluate the life concept of a man and a woman.	It is important to evaluate the life concept.	helpful for men and women to figure out the life concept and derive issues and measures. In career counselling for women, it is important to: - prepare them for conflicts and how much time and energy will go into the career. - discuss self-limitations. - specifically coach them for job interviews and negotiation situations to get confidence.	
E1	127	20	When someone has a clear life plan, empowerment and assistance are necessary to support them.	People with a clear life plan need to be empowered and assisted.		
E1	132	21	Counsellor's should expand their female client's horizons and not limit them.	<del>In counselling, women should not be limited.</del>		
E1	134	22	In career counselling, it is necessary to find out about self-limitations, that are often socially constructed or self-educated.	In career counselling, self-limitations of a woman should be discussed and reduced.		
E1	140	23	Women should receive counselling for negotiation situations and job interviews, as they are in tendency less confident and ask for less.	Counselling for job interviews and negotiation situations is helpful for women.		
E1	151	24	Gender education needs to be provided for men as well.	Gender education needs to be provided both for men and women		
E1	158	25	Gender education for men might raise life quality of both men and women.	Gender education for men will contribute to gender equality.		
E2	248	26	When analyzing gender equality in a culture, it is important to look at the gender roles, masculinity and tradition.	Gender roles, masculinity and tradition are important factors to analyze gender equality.	Gender roles, masculinity and tradition are important when analyzing gender equality.	K1
E2	195	27	There have been attempts to reduce segregation by using gender-neutral school books.	Segregation can be reduced by using gender-neutral educational material.	In universities, gender courses are available, however gender issues are included in some courses. Gender-neutral educational material, role models and the presentation of hard facts are useful tools reduce segregation.	K2
E2	202	28	Gender courses are mostly electively available at university, yet gender issues are also integrated into other courses.	Specific gender courses are available at university, yet gender issues are included in some courses.		
E2	211	29	Presenting role models and hard facts are influential tools in gender education.	In gender education, presenting role models and hard facts are effective tools.		

E2	182	30	Segregation is created very early in childhood, in families and educational institutes.	Families and educational institutes are influencing segregation very early in life.	Families and educational institutes are influencing segregation very early in life.	K3
E2	58	31	Recruitment can be tricky for young women, as they are also potential mothers.	Recruitment can be biased towards young women, as they are potential mothers.	Gender equality at the workplace can be increase through: - Quota regulations - Family policies - Altered recruiting processes to reduce gender bias	K4
E2	64	32	Partly anonymous recruiting processes can be beneficial to reduce gender bias in recruiting.	Gender bias in recruiting can be reduced through partly anonymous recruiting processes.		
E2	102	33	Employers are starting to put family policies in place.	Employers are starting to create family policies.		
E2	112	34	Quota regulations can positively influence gender equality.	Quota regulations can reduce gender inequality.		
E2	83	35	Family policies are gender-biased, as for example men cannot take as much parental leave as women.	Regulations are gender-biased, as parental leave cannot be split evenly among the partners.	Regulations are gender-biased, as parental leave cannot be split evenly among the partners.	K5
E2	157	36	Female networks are created by companies or institutions, but there are also many informal ones.	There are many informal and formal female networks, that are created in companies and institutions.	Formal and informal female networks are created, however they tend to be less beneficial for careers, as they are more socially oriented than male networks.	K6
E2	173	37	Female networks tend to be less carrier-oriented and more about friendship and social things than male networks.	Female networks are less beneficial for careers, as they are more socially oriented.		
E2	39	38	After graduation, it is sometimes difficult for women to combine family and career plans.	It is difficult for women to combine family and career plans.	NGOs are providing many mentoring and counselling programmes to women, for whom it is difficult to combine private and professional life plans.	K7
E2	224	39	There are many mentoring and counselling programmes by NGOs available for women.	NGOs provide many mentoring and counselling programmes to women.		

E3	35	40	The upbringing, education and also media and technologies are influencing the perception of a woman in the culture and society.	The role of a woman in the society is influenced by the upbringing, education but also technologies and media.	As the role of a woman is influenced by her upbringing, education and other factors, a cultural shift is necessary to reach gender equality in private and professional life.	K1
E3	97	41	A cultural shift needs to happen, so that men and women can share personal and professional responsibilities evenly.	In order to reach gender equality both in professional and private life, a cultural shift is necessary.		
E3	43	42	Gender education should be included at all educational stages.	Gender education should be included at all educational stages.	Gender education should be included at all educational stages and especially at university, where gender courses should be mandatory for all students. More publicly funded initiatives would be helpful, to get women into technological or scientific careers.	K2
E3	44	43	Especially at university level, gender courses should be compulsory for all students.	At university level, gender courses should be mandatory for all students.		
E3	68	44	More programmes to get women into STEM-studies would be necessary.	<del>The number of programmes to get women into STEM-studies should be extended.</del>		
E3	69	45	More publicly funded initiatives, targeted at girls specifically, to get them interested in technology or scientific careers would be helpful.	To get women into technological or scientific careers, more publicly funded initiatives would be helpful.		
E3	37	46	Tasks related to caring for the family are usually carried out by women, which they learn from young ages.	From young ages, women are learning to take on tasks related to caring for the families.	Women are taking care of tasks related to caring for the family, as they are taught to do so from a young age.	K3
E3	119	47	Parity policies are necessary to reach a cultural shift in gender equality.	Parity policies are necessary to reach gender equality.	Parity policies are necessary to reach gender equality.	K4
E3	111	48	Institutional support is necessary to make a change in the society.	Institutional support is necessary to reach change in the society.	Institutional support is necessary to reach change in the society.	K5
E3	128	49	Female networks are a good way of creating change.	Female networks can create change.	Female networks and associations can create change in gender equality, they should be career oriented.	K6
E3	131	50	It would be useful for women to use networks and associations for careers.	Networks and associations are beneficial, if they are used related to careers.		

E3	87	51	It is difficult for women to balance work requirements with their family life, which influences their careers.	Female careers are influenced by their private and professional roles and obligations.	Female careers are influenced by their private and professional roles and obligations.	K7
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## EU-Research: 2<sup>nd</sup> Reduction

Category	INT	NR	Paraphrase	Generalisation	2nd Reduction
K1	E1	1	Gender equality in a country is strongly influenced by the culture, the factors of religion, tradition and masculinity. The laws and regulations and equality measures at institutions are a reflection of the culture and those have been influenced by social movements.	Gender equality is influenced by the culture (including religion, tradition and masculinity), which is also reflected in the laws and regulations of a country.	Gender equality is influenced by the culture, including religion, tradition and masculinity, and gender roles are influenced by the upbringing and education. The laws and regulations of a country regarding gender equality reflect the culture.
	E2	2	Gender roles, masculinity and tradition are important when analyzing gender equality.	Gender roles, masculinity and tradition are important when analyzing gender equality.	
	E3	3	As the role of a woman is influenced by her upbringing, education and other factors, a cultural shift is necessary to reach gender equality in private and professional life.	The role of a woman is influenced by her upbringing, education and other factors.	
K2	E1	4	Throughout education, children and students are empowered to find and use their potential. There are kids programmes in STEM or natural sciences fields, that get children interested in science and in high school, coaching helps to give students confidence, scientific background and they can reflect on their own abilities.	Throughout education, empowerment initiatives are important to make students realize their potential. There are kids programmes getting children interested in STEM, or coaching for students to find their career and get confidence with their own abilities.	Gender topics need to be included throughout all educational phases. In early education, kids programmes in STEM or gender-neutral educational material are useful to reduce segregation. In high school, coaching for students to find their career path and get confidence with their abilities is helpful. At university, gender

	E2	5	In universities, gender courses are available, however gender issues are included in some courses. Gender-neutral educational material, role models and the presentation of hard facts are useful tools reduce segregation.	In universities, gender courses are available, however gender issues are included in some courses. Gender-neutral educational material, role models and the presentation of hard facts are useful tools reduce segregation.	topics should be included in courses and gender courses should be made mandatory, presenting role models and hard facts are effective. Publicly funded initiatives, to get women into technological or scientific careers, are helpful.
	E3	6	Gender education should be included at all educational stages and especially at university, where gender courses should be mandatory for all students. More publicly funded initiatives would be helpful, to get women into technological or scientific careers.	Gender education should be included at all educational stages and especially at university, where gender courses should be mandatory for all students. More publicly funded initiatives would be helpful, to get women into technological or scientific careers.	
K3	E1	7	As the family and the upbringing are influencing a child's chances in education, it is necessary to support and empower especially underprivileged social classes.	Children from underprivileged social classes need to be supported prior to school, as this influences their chances in education.	Families and educational institutes are influencing segregation very early in life. Children from underprivileged social classes need to be supported prior to school, as this influences their chances in education.
	E2	8	Families and educational institutes are influencing segregation very early in life.	Families and educational institutes are influencing segregation very early in life.	
	E3	9	Women are taking care of tasks related to caring for the family, as they are taught to do so from a young age.	<del>Women's responsibilities for care-taking are rooted in their upbringing.</del>	
K4	E1	10	Quota regulations are critical to achieve gender equality.	<del>Quota regulations are critical to achieve gender equality.</del>	Quota regulations and parity policies are critical to achieving gender equality at the workplace. Furthermore, family policies and altered recruiting processes can be helpful to achieve gender equality.
	E2	11	Gender equality at the workplace can be increase through: - Quota regulations - Family policies - Altered recruiting processes to reduce gender bias	Gender equality at the workplace can be increase through: - Quota regulations - Family policies - Altered recruiting processes to reduce gender bias	

	E3	12	Parity policies are necessary to reach gender equality.	<del>Parity policies are necessary to reach gender equality.</del>	
K5	E1	13	Institutional frameworks like the availability of child care services or retirement homes, but also mobility and transportation enable women's access to pursuing a career.	Institutional frameworks like the access to support services and mobility enable women's access to careers.	In order to reach gender equality, institutional frameworks and regulations, such as parental leave, access to child care services and transportation, are necessary.
	E2	14	Regulations are gender-biased, as parental leave cannot be split evenly among the partners.	Regulations on for example parental leave are still gender-biased.	
	E3	15	Institutional support is necessary to reach change in the society.	<del>Institutional support is necessary to reach change in the society.</del>	
K6	E1	16	Creating female networks is important. Those networks can only become effective, if power circles are considered and women are willing to get into those power circles and if the culture of the institution can be changed to accept female networks.	Female networks are important, yet can only become effective, if they are accepted within existing power circles and if a change in the culture can be achieved.	Female networks are important to create change in the culture of a company. In order for them to be effective, they need to be career-oriented and accepted by the existing power circles.
	E2	17	Formal and informal female networks are created, however they tend to be less beneficial for careers, as they are more socially-oriented than male networks.	<del>Female networks are important, yet they tend to be less career-oriented than male networks.</del>	
	E3	18	Female networks and associations can create change in gender equality, they should be career-oriented.	Female networks can create change, they should however be career-oriented.	

K7	E1	19	<p>Gender education and career counselling needs to be provided both to men and women to achieve gender equality. It is helpful for men and women to figure out the life concept and derive issues and measures.</p> <p>In career counselling for women, it is important to:</p> <ul style="list-style-type: none"> <li>- prepare them for conflicts and how much time and energy will go into the career.</li> <li>- discuss self-limitations.</li> <li>- specifically coach them for job interviews and negotiation situations to get confidence.</li> </ul>	<p>Gender education and career counselling needs to be provided both to men and women to achieve gender equality. It is helpful for men and women to figure out the life concept and derive issues and measures.</p> <p>In career counselling for women, it is important to:</p> <ul style="list-style-type: none"> <li>- prepare them for conflicts and how much time and energy will go into the career.</li> <li>- discuss self-limitations.</li> <li>- specifically coach them for job interviews and negotiation situations to get confidence.</li> </ul>	<p>Gender education and career counselling needs to be provided to men and women to achieve gender equality. It is helpful for men and women to figure out the life concept, to be able to combine private and professional obligations and to develop measures for that.</p> <p>In career counselling for women, it is important to:</p> <ul style="list-style-type: none"> <li>- prepare them for conflicts and how much time and energy will go into the career.</li> <li>- discuss self-limitations.</li> <li>- specifically coach them for job interviews and negotiation situations to get confidence.</li> </ul>
	E2	20	<p>NGOs are providing many mentoring and counselling programmes to women, for whom it is difficult to combine private and professional life plans.</p>	<p><del>For women it is difficult to combine private and professional life plans.</del></p>	
	E3	21	<p>Female careers are influenced by their private and professional roles and obligations.</p>	<p><del>Female careers are influenced by their private and professional roles and obligations.</del></p>	

## India-Research: 1st Reduction

INT	ROW	NR	Paraphrase	Generalisation	Reduction	Category
E4	24	1	There is a clear division of responsibilities and childcare and caregiving are generally women's responsibility.	There is a clear division of gender roles and women are usually responsible for caregiving.	There is a clear division of gender roles in India, which children usually learn about from an early age. There are regional differences, when it comes to gender equality, religion does not influence that. There is change happening, as girls and boys are treated equally and get the same access to nutrition and education, which is also shown in almost equal enrollment rates of men and women at university. As the Indian population is very large, a nationwide implementation of measures is challenging.	C1
E4	28	2	More women are getting education now, enrollment rates between men and women are almost the same.	University enrollment rates between men and women are almost equal.		
E4	39	3	The society beliefs, that a mother is the best person to take care of children.	Mothers are believed to be best suitable to take care of children.		
E4	41	4	Girls are learning, that a father is going to work and mothers are taking care of the children after birth.	Children are learning about gender roles from an early age.		
E4	54	5	There are some states in India, where the foeticide ratio is rather high.	Foeticide is an issue in some states in India.		
E4	57	6	Women are treated differently in the Northern part than in the Western parts of the country.	There are regional differences, when it comes to gender equality.		
E4	61	7	It is not across all levels, but in some places boys are preferred over girls when it comes to childbirth.	In some areas and social classes, having a son is preferred to having a daughter.		
E4	62	8	Gradually, everyone is treated the same way and gets education as well as good nutrition.	Gradually, girls and boys are treated equally and get the same access to nutrition and education.		
E4	70	9	Religion does not influence gender equality, there is equal access for everyone.	Religion does not influence gender equality in terms of access.		
E4	85	10	Gender-role discrimination and gender-role orientation starts at a very early age.	Gender-role orientation starts at an early age.		

E4	171	11	As the Indian population is so huge, the efforts cannot be translated everywhere at the same time.	As the Indian population is very large, a nationwide implementation of measures is challenging.		
E4	90	12	There are no such programmes targeting segregation at an early age, yet it could definitely work in India.	Programmes targeting segregation at an early age could work.	Programmes targeting segregation at an early age could work.	C2
E4	99	13	The number of women entering traditionally-male fields is rather low.	The number of women entering traditionally-male professions is rather low.	The number of women entering traditionally-male professions is rather low and there are no structured national schemes in schools to ensure vocational orientation and thereby giving students an open choice.	C3
E4	101	14	There is no programme on the national level, where students can take vocational orientation programmes at schools, that are designed to give students an open choice.	Vocational orientation programmes at school, designed to give students an open choice, are not common, there are no national schemes for that.		
E4	111	15	There is a lack of gender mainstreaming courses at university.	There is a lack of gender mainstreaming courses at university.	There is a lack of gender mainstreaming courses at university, yet it is anticipated to increase the number for female students.	C4
E4	112	16	It is anticipated to provide all female students with gender mainstreaming courses, yet there is no structural approach.	There are measures planned to increase the number of gender mainstreaming courses for female students.		
E4	120	17	The number of women in STEM studies is rather low.	The number of women in STEM studies is rather low.	Scholarships and programmes for women in STEM-studies could help to: - increase the female quota. - reduce the drop-out rates.	C5
E4	123	18	The enrollment of women is anticipated in STEM programmes, however it does not get converted into job opportunities.	It is anticipated to increase the number of women in STEM programmes, yet their efforts sometimes do not result in job opportunities.		
E4	129	19	Scholarships specifically for women are missing, those could improve the situation.	Scholarships for women are missing, which could reduce the drop-out rates.		
E4	156	20	Some societies are more open and encouraging about women entering the workforce and choosing non-traditional careers than others.	Some Indian societies are more encouraging about women entering STEM-studies.		

E4	137	21	Public and private organizations need to provide child care facilities.	Public and private organizations are required to provide childcare facilities.	Public and private organizations are required to provide childcare facilities, which however makes them conscious about the number of women in their workforce.	C6
E4	139	22	Employers are reluctant to hiring women, as they have to provide more child care facilities.	Employers are conscious about the number of women, they are hiring, as it influences the capacities of their childcare facilities.		
E4	32	23	Most women have to take a break, either after marriage or when she has children.	Many women take a break from work after marriage or childbirth.	There are six months of maternity leave available for women and 15 days of paternity leave for men. After dropping out and taking maternity leave, it is difficult for women to reenter the workforce.	C7
E4	45	24	Reentering the workforce is difficult after maternity break.	Reentering the workforce is difficult for women after the maternity break.		
E4	48	25	Men hardly take more than a week off after childbirth.	Men take significantly less time off after childbirth than women.		
E4	135	26	There are six months of maternity leave available.	There are six months of maternity leave available for women.		
E4	36	27	The biggest drop out of women from the workforce is happening during maternity break.	There is a high-drop out rate of women from the workforce when taking maternity leave.		
E4	148	28	Fathers can take up to 15 days of paternity leave.	Fathers can take up to 15 days of paternity leave.		
E4	71	29	There are reservations and quota systems in educational institutions for underprivileged people.	There are reservations and quotas for underprivileged social classes at educational institutes.	There are rules and regulations by the government, guaranteeing gender equality, for example, each company should have at least one woman on their board. In the educational institutes, there are some seats reserved for underprivileged and underrepresented social groups.	C8
E4	119	30	There is a quota for female students entering university.	There is a quota for female students entering university.		
E4	158	31	There is a regulation, that states, that every company should have at least one woman on their board.	There is a regulation, that each company should have at least one woman on their board.		
E4	155	32	The government is making rules and regulations, that will guarantee equal rights to both men and women.	There are rules and regulations by the government guaranteeing gender equality in many areas.		

E4	125	33	There are some well known female role models in India, who have received their education from highly regarded universities.	There are female role models for women in India.	There are female networks in India, that are aiming to support and empower women, and there are female role models.	C9
E4	168	34	There are various networks in India, such as the National Commission for Women, Female Center for Development Studies, there is a ministry that handles child and family affairs.	There are various networks in India, aiming to support and empower women.		
E4	177	35	The number of women in technology studies is increasing in India, yet after graduation, she is supposed to choose a direction, that can be easily combined with family responsibilities.	Women are expected to choose careers, that can easily be combined with family responsibilities.	Women are choosing careers, and are expected to do so, where they can combine professional and private responsibilities.	C10
E4	186	36	When women are choosing a direction, the work-life balance is very important to them.	Women are choosing careers, where they can have a good work-life balance.		
E4	187	37	Women are encouraged to choose a direction, where the work-life balance will not be affected after marriage and having children.	<del>Women are encouraged to choose a direction, where the work-life balance will not be affected after marriage and having children.</del>		
E4	204	38	Men and women usually get the same base salary for jobs and positions.	In general, men and women receive the same salary for equal positions.	Women entering the job market after graduation are confident and present themselves well, only after maternity leave, they lack confidence and therefore, there is a demand for training on presentation and negotiation skills.	C11
E4	205	39	A woman entering the job market after graduation is fully confident and presents herself well.	Women entering the job market after graduation are confident and know, how to present themselves well.		
E4	208	40	Women reentering the labor market after motherhood lack confidence, as they have been away.	Women reentering the labor market after childbirth lack confidence due to their break.		
E4	215	41	There is a request for training on presentation and negotiation skills.	There is a request for training on presentation and negotiation skills.		

E5	25	42	Gender equality in India is rather complex, as the country is highly diversified.	Gender equality in India is complex, as the country is highly diversified.	Gender equality in India is a very complex topic. Religious structures and geographical locations have an influence on gender equality in India, yet education is accessible equally for everyone.	C1
E5	26	43	The gender role orientation is very different when looking at the different regions in India.	There are differences in gender equality when looking at the various regions.		
E5	45	44	Religious structures also influence gender equality.	Religious structures also influence gender equality.		
E5	48	45	People belonging to lower castes usually have higher empowerment, as men and women have to work together to be economically stable.	Gender equality is usually higher in lower castes, as men and women work together to provide economic stability.		
E5	59	46	Women decision-making is often influenced by male family members, so fathers, brothers or husbands.	<del>Women's decisions are often influenced by the families and men in the families.</del>		
E5	55	47	There is equal access to education for people from all regions and religions.	There is equal access to education for people from all regions and religions.		
E5	218	48	In India, it is always necessary to look at the context of a situation in order for a method to work.	<del>Context is very important, when developing methods for India.</del>		
E5	74	49	Early childhood education and kids programmes can work and are working in India, yet as the country is very large, a comprehensive implementation is difficult.	Early childhood education programmes are working in India. A nationwide implementation is difficult, as the country is very large and there a large variation in context.	There are early childhood education programmes run by the government. A comprehensive nationwide implementation is difficult due to the countries size and variation of context.	C2
E5	82	50	Many of the methods used in early childhood education are coming from the governmental side.	The government has created many programmes for early childhood education.		
E5	91	51	Girls are not restricted to choose their career and vocational training freely.	Girls can choose their training and career freely.	Outside of the school system, there are development programmes, that	C3

E5	95	52	Usually, the girl's choice of career is influenced by social barriers and parental influences.	The career choice of women is influenced by social expectations and parents.	are supporting girls through facilities and scholarships. Girls are free to choose their training and career, they are however influenced by social expectations and their parents.	
E5	103	53	There are development programmes outside of the school system, that are trying to motivate female participants by giving them more facilities and scholarships.	Outside of the school system, there are development programmes, that are supporting girls through facilities and scholarships.		
E5	116	54	Universities do have social science departments, so they have specific modules on gender bias or gender neutrality available.	At universities, modules and courses on gender bias or gender neutrality are available.	There are modules and courses on gender issues available at universities.	C4
E5	110	55	There are some areas, where there are seats reserved specifically for women.	At university, in some areas, there are reservations for female students.	At university, in some areas, there are reservations for female students.	C5
E5	139	56	Childcare is not provided by the government, but private institutions provide childcare services.	Childcare services are provided by private institutions.	Childcare services are provided by private institutions.	C6
E5	150	57	It is possible for both mothers and fathers to take parental leave.	Mothers and fathers can take parental leave.		
E5	154	58	The government has been very progressive recently, creating directives on parental issues, compliance in universities, abuses, laws at the workplace and such.	<del>In general, there are many regulations by the government regarding parental issues, compliance in universities, abuses, laws at the workplace and such.</del>	Both mothers and fathers can take parental leave.	C7
E5	161	59	There is a female quota of 30 % in the Indian parliament.	There is a quota of 30 % women in the Indian parliament.		
E5	162	60	In the private sector, there are no quota regulations, as the companies want to recruit employees based on their competencies and do not reserve positions for a specific group or gender.	In the private sector, there are no mandatory quota regulations.	In India, there is a quota in the parliament of 30 % women, yet in the private sector, there are no mandatory quota regulations.	C8

E5	179	61	Regarding female networks, India is one of the best examples in the world, as there are many networks, which are very effective.	In India, there are many effective female networks.	In India, there are many effective female networks of all sizes and in many organizations, one of the biggest NGOs is called SEWA, which has more than 10 million female members.	C9
E5	176	62	India is a very argumentative society and women can easily come together to create their own networks.	In India it is easy to come together and create networks.		
E5	180	63	The NGO called SEWA is a female network and it has more than 10 million female members.	SEWA is an NGO providing a female network and it has more than 10 million female members.		
E5	182	64	There are also private forums, small groups and women employees associations at the top management of corporations.	There are also private forums, small groups and women employees associations at the top management of corporations.		
E5	189	65	Having a life concept is not common in India, as people have a rather short-term approach to life. Problems are solved immediately, when they occur.	Having a life concept is not common in India, as people are rather short-term oriented.	Having a life concept is not common in India, as people are rather short-term oriented.	C10
E5	202	66	Job opportunities and negotiations for men and women are equal after graduation.	Job opportunities and negotiations are gender equal after graduation.	After graduation, job opportunities and negotiations are equal for men and women, only after maternity leave, women are in a weaker position. There, training would help, distance learning programmes and targeted career programmes are already in place.	C11
E5	206	67	After having children it is difficult for women to reenter the job market, as their bargaining position is rather weak. There training would help them a lot.	After maternity leave it is difficult for women to reenter the job market, at this stage, training would help a lot.		
E5	128	68	There are distance learning programmes, that are open for everyone, also allowing mothers to keep educating themselves.	Distance learning programmes are available, that are open for everyone.		

E5	131	69	The university of Delhi provides a career-programme, where mid-aged women are receiving training for career advancement.	One university offers a career-proramme, where mid-aged women can receive training for career advancement.		
E6	25	70	Describing the role of a man and the role of a woman is very complex, as there is too much variation in the Indian society.	There is a lot of variation in the Indian society and in gender equality.	In India, there is a lot of variation in gender equality, which can for example be seen in the literacy rate of different regions and also in access to (higher) education depending on religious structures.	C1
E6	27	71	Factors playing a role are regional differences, the type of household (upper, middle or lower class) and rural or urban locations.	Regional differences and social classes are factors influencing gender equality.		
E6	47	72	In some parts there will be an equal participation in decision-making in a household, whereas in other parts, women are responsible for childcare and men are taking care of savings, financial investments and such.	In some areas, there is gender equality, whereas in other areas, gender roles are very divided.		
E6	71	73	Access to education and especially higher education is still influenced by the caste system and religion.	Access to (higher) education is influenced by religious structures.		
E6	92	74	There is a variation in the literacy rate between rural and urban areas.	There is a variation in the literacy reate between rural and urban areas.		
E6	105	75	There are programmes run by the government, that are ensuring accessibility of primary education for children.	Government programmes are ensuring accessibility of primary education for children.	Government programmes and the "Right to Education Act" ensure, that all children have access to education and are not primarily	C2

E6	112	76	There are several government schemes, which are not primarily focused on reducing gender bias but on enabling girls to access primary and post-primary education.	Government schemes are not primarily focused on reducing gender inequality, but on getting girls to access primary and post-primary education.	focused on reducing gender inequality.	
E6	127	77	The "Right to Education Act" ensures, that also children from economically weaker families can access education.	The "Right to Education Act" ensures, that also children from economically weaker families can access education.		
E6	74	78	In higher education, there are gender-segregated colleges and universities, which allow women of some religious backgrounds to access education, that would otherwise not be approved of by their families.	Gender-segregated colleges and universities allow some women to access higher education.	Career counselling is not common in government schools, whereas in some private, middle and high schools, it does happen formally. Gender-segregated colleges and universities are important, as they allow some women to access higher education.	C3
E6	135	79	Career counselling is not common in government schools.	Career counselling is not common in government schools.		
E6	136	80	In private schools, some middle schools and high schools, career counselling happens formally.	In private schools, middle schools and high schools, career counselling happens formally.		
E6	148	81	Certain disciplines at university include gender courses, however there are no general gender courses mandatory for all students.	Gender courses are included in some disciplines, they are however not mandatory for all students.	Gender courses are included in some disciplines, they are however not mandatory for all students. Through gender courses, coaching and counselling can be implemented for men and women, as also men should receive counselling to reflect on expectations of and towards women.	C4
E6	290	82	Coaching and counselling should not only be implemented for women, but also for men.	Coaching and counselling should be implemented for men and women.		
E6	300	83	As it is often difficult for men to accept the expectations of a woman, counselling should be given to men as well.	Men should receive counselling to reflect on expectations of and towards women.		

E6	304	84	Men should be coached about topics such as appropriate behaviour at the workplace towards women and the expectations towards their partner in a relationship.	<del>Men should be coached about topics such as appropriate behaviour at the workplace towards women and the expectations towards their partner in a relationship.</del>		
E6	166	85	There are government scholarships for female scientists available.	There are government scholarships for female scientists available.	There are government scholarships for female scientists available, yet as the number is rather low, it should be increased.	C5
E6	177	86	The number of scholarships given by the government for female scientists is rather low, it has not increased over the years.	The number of government scholarships for female scientists should be increased.		
E6	184	87	There is a mandate by the government, that every organization needs to provide childcare facilities.	The government requires every organization to provide childcare facilities.	The government requires every organization to provide childcare facilities, yet the implementation is an issue, as there is no punitive measure or enforcement, if the organizations do not comply.	C6
E6	200	88	The implementation of childcare facilities is an issue, as it is not enforced and there is no punishment, if an organization does not comply.	There is no punitive measure or enforcement of the mandate on childcare facilities.		
E6	202	89	When it comes to maternity leave, women should be given six months of paid maternity leave, yet some private organizations do not comply and there is no punitive measure by the government.	Women can take six months of maternity leave. There is no punitive measure, if organizations do not comply.	Women can take six months of maternity leave and men can take 15 days of paternity leave. There is no punitive measure, if organizations do not comply with those regulations and women are also still asked about family plans during recruitment, which affects their chances of employment.	C7
E6	212	90	In recruitment, women are asked about their family plans, which also affects their chances of being employed.	Women are asked about family plans during recruitment, which affects their chances of employment.		
E6	218	91	Fathers can take 15 days of paternity leave, which is not very much encouraged within organizations.	Men can take 15 days of paternity leave.		

E6	227	92	There are no mandatory quota regulations at top-level management.	There are no mandatory quota regulations for organizations.	There are no mandatory quota regulations by the government, yet private organizations are making efforts to implement their own quotas.	C8
E6	228	93	Private organizations have implemented skill development centers, where they are also trying to fulfill certain quotas.	Private organizations are making efforts to implement their own quotas.		
E6	243	94	There are several female networking organizations, that women can join voluntarily.	There are many female networks, that women can join.	There are many female networks, that women can join.	C9
E6	258	95	Counselling based on the life concept is not happening in a structured way in India, it might however work, as many women are struggling with work-life balance.	Including the life concept in counselling could work, as many women are struggling with work-life balance.	Including the life concept in counselling could work, as many women are struggling with work-life balance.	C10
E6	265	96	Female institutes play an important role, when it comes to presentation and negotiation skills.	<del>Female institutes are important for teaching presentation and negotiation skills.</del>	In general, training of presentation and negotiation skills for women can be helpful. Especially in female institutions, women are improving their presentation and negotiation skills and they are learning to perform their tasks without having to fulfill a certain (gender) role.	C11
E6	272	97	In girls-only institutions, women can perform their tasks without the pressure of having to fulfill a certain (gender) role.	In female institutions, women can perform their tasks without the pressure of having to fulfill a certain (gender) role.		
E6	278	98	When organizing events or seminars, the students are leading their own negotiations, get funding, give presentations and all that improves their skills.	When organizing events or seminars, women can improve their presentation and negotiation skills.		
E6	285	99	Outside of women's institutions, training of presentation and negotiation skills might be helpful.	Training of presentation and negotiation skills for women can be helpful.		
E7	32	100	The Indian society is rather patriarchal, so male-dominated, yet the situation is changing at a rather fast rate nowadays.	The Indian society is rather male-dominated, yet the situation is changing rapidly.	When looking at gender equality in India, there are regional differences between rural and urban areas and	C1

E7	35	101	There is now an equal respect for women at the workplace.	Nowadays, there is an equal respect for women at the workplace.	also religion has an impact, as it influences the norms of societies. The Indian society is rather male-dominated, yet the situation is changing rapidly and there is an equal respect for women at the workplace nowadays.	
E7	40	102	There are regional differences in gender equality, as in rural areas, the male dominance is rather high, whereas in urban areas, the acceptance of women is given.	There are regional differences between rural and urban areas in gender equality.		
E7	46	103	To some extent, religion also plays a role when it comes to gender equality, as different communities have different norms.	Religion influences the norms of societies and therefore also impacts gender equality.		
E7	58	104	In urban areas, schools have targeted programmes, where children are taught according to their abilities and interests.	In schools in urban areas, there are programmes, where children are taught according to their abilities and interests.	In schools in urban areas, there are programmes, where children are taught according to their abilities and interests.	C2
E7	66	105	Vocational orientation schemes are coming up in India and the government is trying to make them compulsory for girls and boys.	Vocational orientation programmes are coming up in India and the government is attempting to make them compulsory.	Vocational orientation programmes are coming up in India and the government is attempting to make them compulsory, yet the implementation is complex due to the size of the country.	C3
E7	72	106	It is difficult to implement the programmes across the whole country, as India is such a huge country.	A nationwide implementation is difficult, as India is such a huge country.		
E7	78	107	At university level, gender mainstreaming courses are available but not mandatory.	At university level, gender mainstreaming courses are available but not mandatory.	At university level, gender mainstreaming courses and workshops are available, but not mandatory.	C4
E7	81	108	There are also workshops held at university promoting gender mainstreaming.	There are workshops promoting gender mainstreaming.		
E7	89	109	There are programmes and government initiatives to give scholarships to women and provide equal opportunities.	The government provides programmes and scholarships for women to promote equal opportunities.	The government provides programmes and scholarships for women to promote equal opportunities.	C5

E7	97	110	Childcare facilities are put in place, many good organizations provide them already.	Nowadays, childcare facilities are provided by many good organizations.	Nowadays, childcare facilities are provided by many good organizations.	C6
E7	89	111	Maternity leave is compulsory in India.	Maternity leave is compulsory in India.	Maternity leave is compulsory in India and paternity leave is also given, if requested.	C7
E7	105	112	Paternity leave is given in some organizations as well upon request.	Paternity leave is given upon request.		
E7	111	113	There are no mandatory quota regulations, however many good organizations give equal opportunities to men and women.	There are no quota regulations by the government, yet some organizations have implemented such quotas voluntarily.	There are no quota regulations by the government, yet some organizations have implemented such quotas voluntarily.	C8
E7	124	114	Women can hold seminars and share their experiences and therefore create networks in organizations.	Women are free to create networks in organizations and hold seminars and share experiences.	Women are free to create networks in organizations and hold seminars and share experiences.	C9
E7	132	115	Different NGOs in India are creating opportunities for women to receive career counselling and training, yet it is not very frequent.	Some NGOs in India are creating career counselling and training opportunities.	Training on presentation and negotiatin skills can be very useful to women. Some NGOs are creating career centers and training opportunities. Women should be able to learn about career options and their duties and rights in the labor market. Funding is an issue in the implementation of career counselling services in India.	C11
E7	137	116	In career centers, women should be able to learn about career options and also about their duties and rights when entering the labor market.	Services at career centers should include learning about career options and rights and duties of women in the labor market.		
E7	152	117	Providing women with training on presentation and negotiation skills can be very useful to them.	Training on presentation and negotiation skills can be very useful to women.		
E7	166	118	Funding is an issue when it comes to the implementation of career counselling services in India.	Funding is an issue in the implementation of career counselling services in India.		
E8	29	119	Nowadays women have the same rights as men in all areas.	There are equal rights for everyone, gender does not matter.		C1

E8	33	120	Also in the different regions in India, women have equal rights, whether they live in rural areas or whether they belong to a certain religion.	There are equal rights for everyone, regional differences or religion does not influence that.	In India, everyone has equal rights, gender, regional differences or religion does not influence that.	
E8	48	121	Programmes for early childhood education are run in the Indian education system, there are different periods and focuses available.	There are different programmes for early childhood education available in the Indian educational system.	There are different programmes for early childhood education available in the Indian educational system.	C2
E8	53	122	There are no targeted programmes for early childhood education outside of the school system.	There are no targeted programmes for early childhood education outside of the school system.		
E8	61	123	Indian NGOs are providing vocational orientation for students, without gender biases.	Indian NGOs are providing vocational orientation for students.	Indian NGOs are providing vocational orientation for students.	C3
E8	69	124	Gender mainstreaming courses at university are elective for all specialisations.	Gender mainstreaming courses at universities are elective for all specialisations.	Gender mainstreaming courses at universities are elective for all specialisations.	C4
E8	82	125	Programmes providing scholarships and funding are available post-graduation and there are also projects and awards for female scientists.	For female scientists, there are projects, awards and programmes providing scholarships and funding available.	For female scientists, there are projects, awards and programmes providing scholarships and funding available.	C5
E8	93	126	Retirement homes are not commonly available in India.	Retirement homes are not common in India.	Childcares services are offered in public organizations. Retirement homes are not common in India.	C6
E8	99	127	Childcare services are offered in the public sector.	Childcare services are offered in public organizations.		
E8	100	128	Maternity leave is provided by companies and institutions.	Maternity leave is provided by companies and institutions.	Maternity leave is provided by Indian organizations, yet it often means a break in the career of women.	C7
E8	107	129	Paternity leave is also provided for up to 15 days after childbirth.	Paternity leave for up to 15 days is available.		

E8	121	130	Women often lack behind in their careers after having children and taking care of them.	Maternity leave often means a break in the career of women.	Paternity leave is also available for up to 15 days.	
E8	124	131	There are no mandatory quota regulations in India.	There are no mandatory quota regulations in India.	There are no mandatory quota regulations in India.	C8
E8	131	132	Female networks are in place in India and also companies are encouraging the formation of such networks.	There are female networks in India, which are also supported by organizations.	There are female networks in India, which are also supported by organizations.	C9
E8	139	133	NGOs are working on providing counselling services to women, however there is no government initiative.	NGOs are providing counselling services, there is no formal government initiative.	NGOs are providing counselling services, there is no formal government initiative.	C10
E8	152	134	Training women for job interviews and bargaining situations can be helpful, because they are usually less confident than their counterparts.	Providing women with training on presentation and negotiation skills can be helpful.	Providing women with training on presentation and negotiation skills can be helpful.	C11
E9	38	135	The gender role division in India is very complex, as it is divided in rural, urban and tribal contexts.	Gender roles are different in rural, urban and tribal contexts.	Gender equality and gender roles are different depending on regions (rural, urban and tribal) and religious structures.	C1
E9	48	136	Though economically, tribal areas are poorer areas, the status of women is equal to the status of men there.	In tribal areas, gender equality is better established.		
E9	50	137	The literacy rate is very different when looking at the different regions.	The literacy rate varies in different regions.		
E9	69	138	Religion and the caste system also somehow play a role when it comes to gender equality.	Religious structures influence gender equality to some extent.		

E9	82	139	In India, the ICDS (integrated child development scheme) is in place, which are giving non-formal education and taking care of early childhood care and development.	The ICDS government scheme is providing early childhood care and development in India.	There are several government schemes, such as the ICDS, that provide early childhood care and development in India or another scheme, that ensures access and retention of girls in schools, which includes providing appropriate infrastructure. In urban areas, there are more services available, which are used depending on the families' income and knowledge.	C2
E9	96	140	In urban areas, people have access to different early childhood education services, yet often it depends on the knowledge and income of the parents, whether or not those are used.	In urban areas, families have access to early childhood education services, depending on their financial situation and the knowledge of the parents.		
E9	112	141	In India, there is a government scheme in place, which should ensure, that all children and especially girls get into school and are retained there.	There is a government scheme, that should ensure, that all girls can go to school and are retained there.		
E9	132	142	In few parts in India, the reason for girls not going to school could be infrastructural issues, which is also covered by government schemes.	Reducing infrastructural issues is included in the government schemes.		
E9	143	143	Gender sensitization initiatives are happening through government schemes but also many NGOs.	NGOs and the government are providing gender sensitization initiatives.	NGOs and the government are providing gender sensitization initiatives and there are school counsellors available to help with specific issues.	C3
E9	161	144	Recently, counsellors are available in schools, not specifically for girls, but if there is a specific problem, attention will be given.	There are school counsellors available, who help children with specific issues.		
E9	163	145	There are colleges and universities for women only.	There are women-only universities and colleges.	At university level, there are women-only institutions available. Also, online education is provided, so people from remote areas can access it.	C4
E9	167	146	Education is also accessible online for women in remote areas.	Online-education is available for remote areas.		

E9	155	147	There are a lot of opportunities for scholarships for women at university level.	There are many opportunities for scholarships for women at university.		
E9	176	148	The National Skill Development Corporation in India has programmes for specifically training women in some areas.	The NSDC provides training programmes for women in some areas.	At university level, there are scholarship opportunities available for women and the NSDC provides training programmes specifically for women in some areas.	C5
E9	209	149	Indian industries, where women are highly represented are medicine, HR, psychology and media.	Women are highly represented in some industries in India.		
E9	53	150	There was a quota regulation attempted of 33 % for women in government seats and jobs.	A quota regulation has been attempted in Indian government seats and jobs.		
E9	170	151	Some seats in technical fields are reserved for women.	In technical studies, there is a quota reserved for women.	In technical studies, there is a quota reserved for women. In the Indian government, a quota regulation has been attempted. Other than that, it is up to the individual organizations to implement quota regulations.	C8
E9	199	152	There is no specific quota regulation, it always depends on the organization, whether or not they have a regulation on that.	It is up to the individual organizations to implement quota regulations.		
E9	180	153	There are several entrepreneurship movements created, where women can come together and they even start businesses out of that.	Female entrepreneurship networks have already resulted in businesses.	There are examples of female entrepreneurship networks, that have resulted in businesses. Also, there are female entrepreneurs, who are role models in the Indian society.	C9
E9	191	154	There are also well-known female entrepreneurs, that serve as a role model to younger generations.	There are female entrepreneurs, who serve as role models in India.		
E9	217	155	There is no institutional approach to counselling based on a life concept, there are however private counsellors available.	There is no institutional approach to counselling based on a life concept, there are however private counsellors available.	There is no institutional approach to counselling based on a life concept, there are however private counsellors available.	C10

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E9	220	156	At universities, there are mentoring services, where students can receive counselling on academic matters and job opportunities.	At universities, there are mentoring services available, that include counselling for academic matters and job opportunities.	At some universities, there are coaching and mentoring services available including academic matters, job opportunities and job interviews.	C11
E9	227	157	In some universities, counselling for job interviews is available as a service.	Coaching for job interviews is available at some universities.		

## India-Research: 2<sup>nd</sup> Reduction

Category	INT	NR	Paraphrase	Generalisation	Reduction
C1	E4	1	There is a clear division of gender roles in India, which children usually learn about from an early age. There are regional differences, when it comes to gender equality, religion does not influence that. There is change happening, as girls and boys are treated equally and get the same access to nutrition and education, which is also shown in almost equal enrollment rates of men and women at university. As the Indian population is very large, a nationwide implementation of measures is challenging.	There is a variation in gender equality and the division of gender roles, which is influenced by the society's history and the different regions. Men and women have the same rights and access to education. As the Indian population is very large, a nationwide implementation of measures is challenging.	There is a variation in gender equality and the division of gender roles, the norms are influenced by the society's history and the different regions as well as religions. Nowadays, there are gender-equal rights, also in terms of access to education. As the Indian population is very large, a nationwide implementation of measures is challenging.
	E5	2	Gender equality in India is a very complex topic. Religious structures and geographical locations have an influence on gender equality in India, yet education is accessible equally for everyone.	<del>Regions and religions are influencing gender equality in India. However, everyone has the same rights in terms of access to education.</del>	
	E6	3	In India, there is a lot of variation in gender equality, which can for example be seen in the literacy rate of different regions and also in access to (higher) education depending on religious structures.	<del>Regions and religions have an influence on gender equality in India.</del>	
	E7	4	When looking at gender equality in India, there are regional differences between rural and urban areas and also religion has an impact, as it influences the norms of societies. The Indian society is rather male-dominated, yet the situation is changing rapidly and there is an equal respect for women at the workplace nowadays.	The norms of the society and gender equaity are influenced by the regions and religions. Historically, the society is rather male dominated, nowadays, at the workplace, there are equal opportunities.	

	E8	5	In India, everyone has equal rights, gender, regional differences or religion does not influence that.	<del>There are gender equal rights vor everyone in India.</del>	
	E9	6	Gender equality and gender roles are different depending on regions (rural, urban and tribal) and religious structures.	<del>Gender equaity is influenced by regions and religions.</del>	
C2	E4	7	Programmes targeting segregation at an early age could work.	Programmes targeting segregation at an early age could work.	Programmes targeting segregation at an early age could work. There are government programmes in place already, that provide early childhood care and development, and also ensure access and retainment of girls in schools. In urban areas, there are more targeted programmes for children available. A nationwide implementation of those programmes is challenging due to the country's size and the variation of context.
	E5	8	There are early childhood education programmes run by the government. A comprehensive nationwide implementation is difficult due to the countries size and variation of context.	The government runs early childhood education programmes. A comprehensive nationwide implementation is difficult due to the country's size and variation of context.	
	E6	9	Government programmes and the "Right to Education Act" ensure, that all children have access to education and are not primarily focused on reducing gender inequality.	<del>There are government programmes, that ensure gender-equal access to education.</del>	
	E7	10	In schools in urban areas, there are programmes, where children are taught according to their abilities and interests.	<del>In schools in urban areas, there are more targeted programmes for children available.</del>	
	E8	11	There are different programmes for early childhood education available in the Indian educational system.	<del>There are different early childhood education programmes available in the Indian school system.</del>	

	E9	12	<p>There are several government schemes, such as the ICDS, that provide early childhood care and development in India or another scheme, that ensures access and retainment of girls in schools, which includes providing appropriate infrastructure.</p> <p>In urban areas, there are more services available, which are used depending on the families' income and knowledge.</p>	<p>There are government programmes, that provide early childhood care and development and that ensure access and retainment of girls in schools. In urban areas, there are more targeted services available.</p>	
C3	E4	13	<p>The number of women entering traditionally-male professions is rather low and there are no structured national schemes in schools to ensure vocational orientation and thereby giving students an open choice.</p>	<p>There are no structured national schemes providing vocational orientation at schools and encouraging students to take an open choice.</p>	<p>There is no structured national approach to providing vocational orientation in schools, yet it is implemented formally in some schools. The government is planning to comprehensively implement vocational orientation, which is challenging due to the country's size. Vocational orientation is also provided outside of the school system, for example by NGOs.</p>
	E5	14	<p>Outside of the school system, there are development programmes, that are supporting girls through facilities and scholarships. Girls are free to choose their training and career, they are however influenced by social expectations and their parents.</p>	<p>Outside of the school system, there are development programmes for girls available, providing facilities and scholarships.</p>	
	E6	15	<p>Career counselling is not common in government schools, whereas in some private, middle and high schools, it does happen formally. Gender-segregated colleges and universities are important, as they allow some women to access higher education.</p>	<p>Career counselling is implemented formally in some schools in India.</p>	

	E7	16	Vocational orientation programmes are coming up in India and the government is attempting to make them compulsory, yet the implementation is complex due to the size of the country.	The government is planning to comprehensively implement vocational orientation, which is challenging due to the country's size.	
	E8	17	Indian NGOs are providing vocational orientation for students.	Indian NGOs provide vocational orientation for students.	
	E9	18	NGOs and the government are providing gender sensitization initiatives and there are school counsellors available to help with specific issues.	NGOs and the government are running gender sensitization initiatives.	
C4	E4	19	There is a lack of gender mainstreaming courses at university, yet it is anticipated to increase the number for female students.	There is a lack of gender mainstreaming courses at university, yet it is anticipated to increase the number for female students.	Gender mainstreaming courses are elective or included in some specializations at Indian universities. Mandatory gender courses for men and women could be useful.
	E5	20	There are modules and courses on gender issues available at universities.	There are modules and courses on gender issues available at universities.	
	E6	21	Gender courses are included in some disciplines, they are however not mandatory for all students. Through gender courses, coaching and counselling can be implemented for men and women, as also men should receive counselling to reflect on expectations of and towards women.	Gender courses are included in some studies, but they are not mandatory for all students. Mandatory gender courses for men and women would be useful.	
	E7	22	At university level, gender mainstreaming courses and workshops are available, but not mandatory.	Gender mainstreaming courses and workshops are available at university, yet they are not mandatory.	
	E8	23	Gender mainstreaming courses at universities are elective for all specialisations.	Gender mainstreaming courses are elective for all students.	

	E9	24	At university level, there are <del>women-only</del> institutions available. Also, <del>online education</del> is provided, so people from remote areas can access it.		
C5	E4	25	Scholarships and programmes for women in STEM-studies could help to: - increase the female quota. - reduce the drop-out rates.	In STEM-studies, scholarships and programmes could be useful to increase the female quota and reduce the drop-out rates.	In STEM-studies and for female scientists, there are projects, awards and programmes providing scholarships and funding available, that could be useful to increase the female quota and reduce the drop-out rates. For some studies, there are reservations for female students.
	E5	26	At university, in some areas, there are reservations for female students.	For some studies, there are reservations for female students.	
	E6	27	There are government scholarships for female scientists available, yet as the number is rather low, it should be increased.	<del>There are government scholarships for female scientists available.</del>	
	E7	28	The government provides programmes and scholarships for women to promote equal opportunities.	<del>The government provides programmes and scholarships for women.</del>	
	E8	29	For female scientists, there are projects, awards and programmes providing scholarships and funding available.	For female scientists, there are projects, awards and programmes providing scholarships and funding.	
	E9	30	At university level, there are scholarship opportunities available for women and the NSDC provides training programmes specifically for women in some areas.	<del>At university level, there are scholarships available for women.</del>	
	C6	E4	31	Public and private organizations are required to provide childcare facilities, which however makes them conscious about the number of women in their workforce.	
E5		32	Childcare services are provided by private institutions.	<del>Childcare services are provided by private institutions.</del>	

	E6	33	The government requires every organization to provide childcare facilities, yet the implementation is an issue, as there is no punitive measure or enforcement, if the organizations do not comply.	Organizations are required to provide childcare facilities. The implementation is an issue, as there are no punitive measures or enforcement of those regulations.	
	E7	34	Nowadays, childcare facilities are provided by many good organizations.	<del>Many good organizations provide childcare facilities.</del>	
	E8	35	Childcares services are offered in public organizations. Retirement homes are not common in India.	Childcare services are provided by public organizations. Retirement homes are not common in India.	
C7	E4	36	There are six months of maternity leave available for women and 15 days of paternity leave for men. After dropping out and taking maternity leave, it is difficult for women to reenter the workforce.	Maternity leave is available for six months and paternity leave is available for 15 days. After maternity leave, it is difficult for women to reenter the workforce.	Maternity leave is available for six months, paternity leave is available for fifteen days. After maternity leave, it is difficult for women to reenter the workforce and women being potential mothers affects their chances of employment.
	E5	37	Both mothers and fathers can take parental leave.	<del>Mothers and fathers can take parental leave.</del>	
	E6	38	Women can take six months of maternity leave and men can take 15 days of paternity leave. There is no punitive measure, if organizations do not comply with those regulations and women are also still asked about family plans during recruitment, which affects their chances of employment.	Women can take six months of maternity leave and men can take 15 days of paternity leave. Being potential mothers affects women's chances of employment.	
	E7	39	Maternity leave is compulsory in India and paternity leave is also given, if requested.	<del>Maternity leave is compulsory, paternity leave is given upon request.</del>	
	E8	40	Maternity leave is provided by Indian organizations, yet it often means a break in the career of women. Paternity leave is also available for up to 15 days.	<del>Maternity leave and paternity leave is available. For women it usually means a break in the career.</del>	

C8	E4	41	There are rules and regulations by the government, guaranteeing gender equality, for example, each company should have at least one woman on their board. In the educational institutes, there are some seats reserved for underprivileged and underrepresented social groups.	Gender equality is guaranteed by law and there are recommendations on quotas. In educational institutes, some seats are reserved for underrepresented social groups.	Gender equality is guaranteed by law, yet there is no regulation on quotas. In some studies, there are reservations for women or other underrepresented groups. Some private organizations are implementing quotas voluntarily.
	E5	42	In India, there is a quota in the parliament of 30 % women, yet in the private sector, there are no mandatory quota regulations.	<del>In India, there is a quota in the parliament of 30 % women, in the private sector, there are no quota regulations.</del>	
	E6	43	There are no mandatory quota regulations by the government, yet private organizations are making efforts to implement their own quotas.	<del>There are no mandatory quota regulations by the government. Some private organizations are making efforts to implement their own quotas.</del>	
	E7	44	There are no quota regulations by the government, yet some organizations have implemented such quotas voluntarily.	There are no mandatory quota regulations by the government, some organizations have implemented quotas voluntarily.	
	E8	45	There are no mandatory quota regulations in India.	<del>There are no mandatory quota regulations in India.</del>	
	E9	46	In technical studies, there is a quota reserved for women. In the Indian government, a quota regulation has been attempted. Other than that, it is up to the individual organizations to implement quota regulations.	<del>In the government, a quota regulation has been attempted. In technical studies, there is a quota reserved for women.</del>	
C9	E4	47	There are female networks in India, that are aiming to support and empower women, and there are female role models.	There are female networks and female role models in India, which serve to support and empower women.	There are female networks and female role models in India, which serve to support and empower women. One example is SEWA, which has about 10 million female

	E5	48	In India, there are many effective female networks of all sizes and in many organizations, one of the biggest NGOs is called SEWA, which has more than 10 million female members.	There are many effective female networks, for example SEWA, which has about 10 million female members.	members. There are also female entrepreneurship networks, that have resulted in businesses.
	E6	49	There are many female networks, that women can join.	<del>There are many female networks, that women can join.</del>	
	E7	50	Women are free to create networks in organizations and hold seminars and share experiences.	<del>Women have the opportunity to create networks.</del>	
	E8	51	There are female networks in India, which are also supported by organizations.	<del>There are female networks in India, which are also supported by organizations.</del>	
	E9	52	There are examples of female entrepreneurship networks, that have resulted in businesses. Also, there are female entrepreneurs, who are role models in the Indian society.	There are female entrepreneurship networks, that have resulted in businesses and there are women, who serve as role models.	
C10	E4	53	Women are choosing careers, and are expected to do so, where they can combine professional and private responsibilities.	<del>Women are choosing careers, where they can combine professional and private responsibilities.</del>	On an institutional approach, counselling based on a life concept is not common, however there are private counsellors available. Including the life concept in counselling could work, as women are struggling with work-life balance.
	E5	54	Having a life concept is not common in India, as people are rather short-term oriented.	Having a life concept is not common in India, as people are rather short-term oriented.	
	E6	55	Including the life concept in counselling could work, as many women are struggling with work-life balance.	Including the life concept in counselling could work, as women are struggling with work-life balance.	
	E8	56	NGOs are providing counselling services, there is no formal government initiative.	<del>NGOs are providing counselling services, there is no formal government initiative.</del>	

	E9	57	There is no institutional approach to counselling based on a life concept, there are however private counsellors available.	On an institutional approach, counselling based on a life concept is not common, however there are private counsellors available.	
C11	E4	58	Women entering the job market after graduation are confident and present themselves well, only after maternity leave, they lack confidence and therefore, there is a demand for training on presentation and negotiation skills.	<del>Women entering the job market are confident and present themselves well. After maternity leave, they lack confidence and therefore training on presentation and negotiation skills would be useful.</del>	After graduation, women have good job opportunities and a good negotiation basis. After maternity break, they lack confidence and therefore training on presentation and negotiation skills would be helpful. Coaching and mentoring services are provided by some universities and NGOs.
	E5	59	After graduation, job opportunities and negotiations are equal for men and women, only after maternity leave, women are in a weaker position. There, training would help, distance learning programmes and targeted career programmes are already in place.	After graduation, women have good opportunities and a good negotiation basis. Only after maternity leave, they would need training and support.	
	E6	60	In general, training of presentation and negotiation skills for women can be helpful. Especially in female institutions, women are improving their presentation and negotiation skills and they are learning to perform their tasks without having to fulfill a certain (gender) role.	<del>Training on presentation and negotiation skills for women can be helpful.</del>	
	E7	61	Training on presentation and negotiatin skills can be very useful to women. Some NGOs are creating career centers and training opportunities. Women should be able to learn about career options and their duties and rights in the labor market. Funding is an issue in the implementation of career counselling services in India.	Training on presentation and negotiation skills can be very useful for women. Some NGOs are creating career centers and training opportunities.	

	E8	62	Providing women with training on presentation and negotiation skills can be helpful.	<del>Providing women with training on presentation and negotiation skills can be helpful.</del>	
	E9	63	At some universities, there are coaching and mentoring services available including academic matters, job opportunities and job interviews.	At some universities, there are coaching and mentoring services available.	

## Additional Data

### World Value Survey Data India

World Values Survey Wave 6: 2010-2014																		
WOMJOB- Welzel equality-1: Gender equality: job																		
TOTAL	Region where the interview was conducted				Eastern Zone				Central Zone				Northern Zone				Western Zone	
	IN: Andhra Pradesh	IN: Karnataka	IN: Kerala	IN: Bihar	IN: Jharkhand	IN: Orissa	IN: West Bengal	IN: Chhatisgarh	IN: Uttarakhand	IN: Madhya Pradesh	IN: Uttar Pradesh	IN: Delhi	IN: Punjab	IN: Haryana	IN: Rajasthan	IN: Gujarat	IN: Maharashtra	
Low	52.4	39.4	53.6	54.7	40.1	38.9	83.4	71.4	21.2	46.9	47.3	57	11.7	20.5	67.2	64.7	42.1	56.8
Medium	17.1	15.6	28.9	11.5	22.9	33.1	3.9	10.5	0	4.7	30.9	15.6	36.2	9.9	9.8	19.1	23.9	11.4
High	22.6	39.7	17.2	33.3	34.6	23.8	6.2	12.2	25.3	48.4	12.1	16.8	28.7	61.6	18.9	13.3	31.3	13.2
*99	7.9	5.2	0.4	0.5	2.4	6.2	6.5	5.8	53.5	0	9.8	10.6	23.4	7.9	4.1	2.9	2.7	18.6
(N)	4,078	307	239	192	332	160	355	294	99	64	256	596	94	151	122	278	259	280
WOMPOL- Welzel equality-2: Gender equality: politics																		
TOTAL	Region where the interview was conducted				Eastern Zone				Central Zone				Northern Zone				Western Zone	
	IN: Andhra Pradesh	IN: Karnataka	IN: Kerala	IN: Bihar	IN: Jharkhand	IN: Orissa	IN: West Bengal	IN: Chhatisgarh	IN: Uttarakhand	IN: Madhya Pradesh	IN: Uttar Pradesh	IN: Delhi	IN: Punjab	IN: Haryana	IN: Rajasthan	IN: Gujarat	IN: Maharashtra	
Very low	24.1	19.5	15.1	28.6	20.8	21.2	11.8	38.8	10.1	14.1	19.5	30.5	11.7	13.9	29.5	43.2	21.2	27.9
Low	27.9	24.8	35.1	32.8	38.3	36.9	39.2	27.9	26.3	7.8	24.6	29.5	17	13.9	7.4	32.4	21.2	16.4
High	26.1	38.8	30.5	30.7	26.5	31.2	18	19.7	17.2	37.5	32.4	24.2	13.8	37.1	27.9	16.2	30.1	21.1
Very high	10.5	11.1	13.8	6.8	12.7	3.1	2	6.1	1	40.6	14.5	4.9	30.9	24.5	15.6	4	20.1	12.1
*99	11.5	5.9	5.4	1	1.8	7.5	29	7.5	45.5	0	9	10.9	26.6	10.6	19.7	4.3	7.3	22.5
(N)	4,078	307	239	192	332	160	355	294	99	64	256	596	94	151	122	278	259	280
WOMEDU- Welzel equality-3: Gender equality: education																		
TOTAL	Region where the interview was conducted				Eastern Zone				Central Zone				Northern Zone				Western Zone	
	IN: Andhra Pradesh	IN: Karnataka	IN: Kerala	IN: Bihar	IN: Jharkhand	IN: Orissa	IN: West Bengal	IN: Chhatisgarh	IN: Uttarakhand	IN: Madhya Pradesh	IN: Uttar Pradesh	IN: Delhi	IN: Punjab	IN: Haryana	IN: Rajasthan	IN: Gujarat	IN: Maharashtra	
Very low	18.7	9.8	16.3	7.3	14.5	16.9	29.6	16	8.1	9.4	17.6	28	8.5	4	25.4	33.8	8.9	22.5
Low	16.6	9.4	15.9	6.8	23.2	24.4	18	12.6	15.2	3.1	23.8	22.5	20.2	4	4.9	21.9	19.3	8.9
High	36.7	51.5	41	40.6	48.2	46.9	41.4	38.4	34.3	34.4	35.9	27.3	17	37.7	32	27.3	35.5	27.5
Very high	19.6	24.1	23.8	44.8	14.2	7.5	3.1	25.9	1	53.1	19.1	11.7	28.7	30.5	36.1	14.7	26.3	19.6
*99	8.5	5.2	2.9	0.5	0	4.4	7.9	7.1	41.4	0	3.5	10.4	25.5	23.8	1.6	2.2	10	21.4
(N)	4,078	307	239	192	332	160	355	294	99	64	256	596	94	151	122	278	259	280

Source: (WVSA, 2020)

## World Value Survey Data Europe

<b>World Values Survey Wave 6: 2010-2014</b>					
<b>WOMJOB- Welzel equality-1: Gender equality: job</b>					
	<b>TOTAL</b>	<b>Country/region</b>			
		<b>Germany</b>	<b>Netherlands</b>	<b>Spain</b>	<b>Sweden</b>
Low	12	15,5	7,4	12	2
Medium	14,6	23,6	16,2	5,3	4,5
High	71,3	60,2	72,3	79,7	93,1
-99	2	0,7	4	2,9	0,5
<b>(N)</b>	<b>7,309</b>	<b>2,046</b>	<b>1,902</b>	<b>1,189</b>	<b>1,206</b>
<b>WOMPOL- Welzel equality-2: Gender equality: politics</b>					
	<b>TOTAL</b>	<b>Country/region</b>			
		<b>Germany</b>	<b>Netherlands</b>	<b>Spain</b>	<b>Sweden</b>
Very low	4,5	6,7	1,4	4,3	3,3
Low	12,2	13,1	9,2	11	7,5
High	47,3	44	50,5	53,4	41,2
Very high	29,4	34,1	26,8	27,7	44,3
-99	6,6	2,1	12,1	3,7	3,7
<b>(N)</b>	<b>7,309</b>	<b>2,046</b>	<b>1,902</b>	<b>1,189</b>	<b>1,206</b>
<b>WOMEDU- Welzel equality-3: Gender equality: education</b>					
	<b>TOTAL</b>	<b>Country/region</b>			
		<b>Germany</b>	<b>Netherlands</b>	<b>Spain</b>	<b>Sweden</b>
Very low	2,5	4,5	0,9	2,8	0,8
Low	7	11,3	3,7	8,8	1,8
High	46,7	38,6	48,1	52,3	40
Very high	41,5	44,8	43,6	34,5	56,2
-99	2,3	0,8	3,7	1,6	1,1
<b>(N)</b>	<b>7,309</b>	<b>2,046</b>	<b>1,902</b>	<b>1,189</b>	<b>1,206</b>

Source: (WVSA, 2020)