

Rainbow Comparative Report



RAINBOW



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1. Introduction:

A comparative report on career related challenges and anchors of educated urban women, is prepared with recommendations, suitable interventions and good practices to start and follow for improved participation of women in the Indian workforce.

Already available secondary data related to Gender Gap worldwide has highlighted that there is a possibility of filling financial cavity by 118 years' time i.e by the year 2133. But we have missed the opportunity of establishing an equitable workforce during our lifespan. The report also projects that global economy will not be able to eradicate the disparity in gender representation till the year 2186. This shows an increase of not less than sixty-three years as per the estimate done in the 2017. In India, women participation in institutes of higher education and colleges is either equal or more than their male counterparts, yet their workforce contribution is less and they are also paid less than males in almost 95 countries of the world. Our improvement towards achieving gender equality in salaries and other financial benefits is really slow. The Global Gender Gap Report also claims that the gap between men and women in economic parameters is the steepest since the study done in 2008. If we compare the opportunities available to women as compared to men in terms of joining the workforce after attaining educational qualification, it is only 59 %. If the situation continues to be like this, females will not be able to achieve gender equality for the coming 170 years (World Economic Forum Report 2018).

Based on literature, the consortium has planned to gather the relevant information about inhibitors and drivers concerning the participation or non- participation of academically educated women in the workforce. The resulting data is analysed and used as basic input for the following work-packages. To understand career choice decision making and career anchors of educated urban women who have full time enrolment in university education and yet not contributing in the workforce, a situational analysis Situational Analysis and Need Assessment of planned intervention for Career Counselling and Guidance to young women



in India was done. The data obtained during this activity is collated and analysed using both Qualitative as well as Quantitative approach.

This comprehensive report on the insight developed through discussing the career related challenges and anchors of young women from both target group and Subject Matter Experts (SMEs), highlights interventions, recommendations and good practices to achieve the key objectives of Project RAINBOW. The target groups involved for this activity are all consortium partners and female students and alumni of three Indian Partner Universities as well as general women within the closed vicinity of these Universities and HEIs.

2. Comparative Analysis:

Indian economy and corporate world have to work towards attracting more female workers so that the upcoming demand of supply equilibrium could be maintained in the job market. Literature and work done on this regards has highlighted that non participation of women in the workforce is rising and at many places in the world it is not even in records but is disguised.

Major finding of the research done through qualitative approach adopted by consortium partners brought forward the following two major reasons due to which females leave their career after child birth in India:

- a) Lack of proficient child care services,
- b) Common public stereotypes with reference to parenting

The results also highlighted that though Indian women have always been in the high levels of authority; though in reality females face discrimination and obstacles at several arenas of life like instability in nutrition, occupation, limited work choices, compromised financial and societal liberation and biased schooling.



SMEs and consortium partners concluded that male dominance is also visible in almost all walks of life in India. Be it child birth, education of both female and male child and investment in the career or other requirements of family. Though gradually we are also seeing a positive change in this male dominance in many families, but their number is very small. Today men are taking more and more such careers which previously were associated with some type of societal taboo and stereotype and similarly some females are breaking their boundaries both at career as well as home front.

It was found during the study that impact of male figures of the family be it fathers or grandfathers or uncles was an on-going continuous but subtle process. They were quite instrumental in reinforcing their likings and disliking's towards a particular profession or career and girl of the family were unconsciously developing a self-image and perception of a career decision along with their suitability to choose that field of study and career in due course of time. This has happened in a very natural and free flowing conversation and discussions on notions, views and intimate familial tenets, principals and beliefs. It is also visible that the decisions related to choosing career start taking shape once a girl completes her class 10th. This is the time when she makes her choice out of a bouquet of courses ranging from Science, Arts, Humanities, and Business Studies etc. These streams play a very crucial role about the career that a girl will choose after completion of her school and college education. The impact of man of the close family is stronger till the girls' reaches her college level because during college she has more say and confidence to convey her choices. But till then she has already moved quite far in her. It was found that when the female of the family becomes a graduate and reaches adulthood, the other members of the family including men of the family start giving more weightage to her thoughts and opinions more strongly than when she was in her school days and was at the stage of choosing her are of study. But in reality till then she has already framed an image and concept about her abilities and had created several gender specific perceptions about career.



It was concluded that women face some unique gendered bias that act as a disabler for them to start or restart their career. There is a clearly seen 'Sense of pessimism' and 'learned helplessness' to fight back the gender role differentiation and stereotypical lifestyle that their family and society at large has decided for these women and that has acted as a disabler for their smooth career. Some were disappointed to such an extent that their aspirations for personal identity and self-advancement have been replaced by the well-being and good career growth of their spouse and specially children. Though, the young respondents were somewhat confident that they will restart their career once they are free from other life roles (like that of a wife, mother and/or daughter in law). But at the same time they were aware of the fact that it will be possible if they receive required support from husband and other family members.

3. Recommendations:

The consortium has drawn several recommendations, required interventions and has noted some of the good practices prevailing in India for women career related challenges. It has disseminated these recommendations at various forums and platforms.

The problem asks for well-planned mediations to not only transcend but in fact transform the situation. The reforms and solutions are required at all the levels and areas like economic, societal, cultural and also political.

- a) It is crucial for the academic world and scholars to develop a thorough understanding about the structural differences prevailing between men and women so that women friendly policies and practices can be envisioned and advocated.
- b) It is also critical to bring these discriminations forward so that suitable money can be allocated by the governmental agencies which can bring the desired changes.



- c) Installing Career Counselling and Guidance Facilities in Indian Universities with a specific focus on females is the need of the hour.

There is an obvious need for consultancy services and Career Guidance Cell for Women could prove to be a well-equipped platform to offer well trained counsellor/faculty that have the respective capacity to do so. Moreover, when gender-mainstreaming discussion is currently quite topical in India, the timing for initiating such a cell is excellent, as currently there is already awareness for the topic and women are actively looking for support and solutions. Amendment in Maternity Benefits Act is one such example where corporates have gone a step ahead in bringing back their talented mothers back to work.

Currently India has several policies, procedures, guidelines and Acts which aim at providing a safe, secure and sustainable work environment to women. The true outcomes and positive results of all these efforts will be visible only when we will create a culture of equality not only at our workplaces but also at our homes, schools and Centers of higher education. For example, we have successfully arrived at a level of equality in total admissions in primary education. An obvious strategy to begin to close the gap is to provide required backing to Indian females at all levels and stages of career and life.

Required Interventions & Good Practices:

The findings of this report can be useful for **counsellors, mentors, professors and educators who face the problem in playing a more confident, forceful and empathetic role in designing and offering platforms to help women in choosing, advancing and restarting their work.** It is important that these educators, counsellors, mentors and/or professors not only understand various factors that impact career choice or career related decisions of women but also make extra efforts to streamline the impact of family, society and work setting on women careers.



For this they are required to go extra mile and **know the non-traditional voices from unconventional audiences**. For introducing capacity building programs at college level that could train women and make them future ready, requires these professors, educators, mentors and counsellors to be efficient in knowing, understanding and managing the relationship between family, society and other stakeholders and women career choice decisions and career development related decisions.

Designing and implementing innovative programs and interventions that could help parents, educational institutions and female students in identifying and searching a widespread collection of careers and occupational choices rather than the typical and traditional so called women friendly career choices can unclutter the pathways of unconventional and new career choices for women.

One of the key implications of this report is to understand various career anchors of educated women and providing assistance to women in restarting their career. Once a thorough understanding is established, designing capacity building interventions and arranging career counselling facilities for educated urban women to join the active workforce will be easier. An open and unrestricted learning and preparation for future challenges can better equip these women to plan their entry and re-entry after a break in job market.

Some of the good practices of EU countries especially **Finland and Austria** (Consortium partners) that can act as benchmark and role model for Indian Partners for installing Women Career Counselling and Guidance facilities at their Universities are as follows:

1) ***Mentoring Programme for Women: The Womento Programme***

The Family Federation of Finland, Väestöliitto (2019), operates in the field of social welfare and health as a non-governmental organization. The Family Federation has created the Womento, a mentoring programme for educated women especially immigrants but the programme is applicable also to women in general.

An Approach to Benchmarking:

Problems averting women from participating in the workforce should be fixed. Women's labour force participation is decreasing in both urban and rural areas of India, although participation in



education among 15–24-year-old women is increasing in both urban and rural areas. Reasons for this might be that the income level of households has risen giving the women the financial opportunity to stay out of the labour force (this is called the ‘income effect’). Another reason might be that many women are participating in education that this shows as a decrease in the labour force (education effect) (Neff et al., 2012). One way to support women’s career development and employability from an individual viewpoint is mentoring. Mentoring can be regarded as a micro-level phenomenon aiming to support such issues as individual challenges and insecurities. The Womento model can help lower the work-life barriers of women, supporting their entry to working life after graduation and other breaks, and helping them to create their desired careers. By enabling more women to participate in the workforce might not only increase women’s wellbeing and equality but would have a vital effect on India’s gross domestic product (GDP).

Womento could be benchmarked in the RAINBOW centres as a mentoring programme for female students and female professionals from working life. The RAINBOW centres could host a specific database of female professionals. Target groups for the mentoring programme would be the students (as mentees) and the universities’ alumni (as mentors), as well as partner non-government organisations (NGOs) and their customers (as mentors and mentees, and if needed, spreading the NGOs special expertise in the group meetings).

2) Student Life: Career Counselling in Higher Education During the Whole Study Time

Guidance and support given in universities concentrate often on studies instead of comprehensive counselling and guidance services. In addition, these services are seldom adequately informed of making them hard to find and access for students. A well-planned structure and a more holistic viewpoint on student wellbeing give the students tools for developing themselves not only during their studies but after graduating as well. For example, work/life-skills acquired during the studies help women (and also men) to combine work and family life later in their career.

Student Life Model



Student Life is a comprehensive counselling and guidance model for the students of the University of Jyväskylä in Finland. Student Life was created to support students' studies and sustain their academic study ability, as well as their overall wellbeing and development. A key idea is that the Student Life concept gathers all of the university's support services under one umbrella for easy accessibility. It includes dozens of services such as Goodies who are student wellbeing advisers and located in the faculties at a grass-root level and are easily accessed every day. Moreover, another key service is the Student Compass (web-based wellbeing programme). Additionally, research grants for research that supports students' wellbeing are provided to researchers and teachers, among other services.

Many of the career support services offered by the Student Life concept at the University of Jyväskylä are cross-sectional by nature. These are located on the side of Figure 5.8. They include services such as confidential harassment advisors network, health services (providing guidance to family planning), the university app and the Student Compass (web-based wellbeing and life skills programme). The Student Compass is created to help students with issues concerning motivation challenges, adjustment, concentration, stress, and psychological, emotional, social, physical or mental wellbeing. The aim of the Compass tool is to provide strategies that the students can use throughout their life. The Student Compass can be used independently online or with individual or group guidance. Guidance is offered by specialized counsellors and trained master's level psychology students and can happen face-to-face or via video or phone meetings.

Conclusion

Universities usually have many services to support their students' academically. However, universities should also pay attention to their students' overall wellbeing. Another problem is that support services are often hard to find and not always systematically organised and managed according to the phase of the studies. The Student Life concept of the University of Jyväskylä gathers existing services under the same umbrella. When the existing services are gathered under the same idea after this those missing and needed services are easier to locate and create. Often especially those students who need the services the most, lack information on how to reach the services. The timeline structure of the Student Life concept makes it convenient



to target the services to the right audiences at the right time. It is not enough that services exist; they need to be marketed and informed to the students and by creating a structure, this is easier.

3) *fForum Training Palette to Support Women's Entrepreneurship and Careers*

According to the Global Gender Gap Report (2018) by the World Economic Forum, although women account for one-half of the potential talent base throughout the world, also India, and make up a significant share of the workforce, they have more difficulties to start and advance in economic decision-making positions in working life compared to men. Furthermore, women's earnings, also in management, are lower than men's earnings. Men continue to have greater access to positions with power and resources. The self-employment and entrepreneurship rate for men is higher as it is for women. An important factor in closing the gender gap is to support women's opportunities in economic decision-making and management and promote their entrepreneurship.

What is the fForum Palette?

One way to aim to solve the problem is to develop women's entrepreneurship, management, and leadership competencies (Lämsä and Savela, 2014, 2019). Today, the development of women's leadership and entrepreneurship is an important theme around the world due to equality and economic reasons. More women participating in work life and entrepreneurial endeavour can make the economy richer and society more equal.

The case example is an entrepreneurial and management development programme called the fForum palette. Its aims are as follows:

1. To develop diverse women's competencies to enable them better advance in a managerial and professional careers as well as in entrepreneurship.
2. To support women in finding meaningful work, strengthen women's identities as leaders, and support women's professional networking, and
3. To increase gender equality in management and entrepreneurship in organisational life and society.



The case was developed in Finland which is an example of the Nordic welfare model. In general, gender equality in Finland is high compared to many other countries in the world, yet Finnish women continuously face the glass ceiling effect in a managerial career as is the case also globally (The Global Gender Gap Report, 2018). The Palette has been developed continuously in cooperation with the University of Jyväskylä School of Business and Economics (JSBE) and the Oulu University of Applied Sciences Business School in Finland based on the European Union-sponsored projects since 2005 when a pilot project was launched. Extensive experience has been gained from the projects.

Additionally, many researches have been conducted in the course of the years to advance the programme. Key ideas, which have been proved to be important in the development, are that the development of trainings to support women's careers is processual by nature and continuous feedback and learning are crucial in the process. Moreover, doing research on the practically-oriented programme has meant some major advantages. First, based on the knowledge gained from the research it has been able to develop the programme in a more convincing way compared to the development which bases solely on experiential knowledge. Second, the status of the programme among its participants and also other stakeholders has increased due to the research activities and related presentations and publications.

The fForum is a comprehensive training palette that combines education, development, and research following the principle of lifelong learning. A specific feature of the Palette is that it is built to take into consideration the diversity of the participants and their phase of business. Consequently, the participants' differing needs in their development are taken into consideration. This means that customizing different trainings and other educational activities to different target groups is of importance to make the education as relevant and meaningful as possible to the participants.

4) *Mainstreaming Gender and Diversity at Austrian Universities*

Two examples are discussed in this section, namely, FH JOANNEUM
– the University of Applied Sciences Graz/Austria and Technical University
(TU) Wien.



FH JOANNEUM – The University of Applied Sciences Graz/Austria

The University started offering applied education first around 20 years ago. Although being a rather new university with little to none organisational structures and behavioural patterns that hinder gender equality, the management and all relevant stakeholders are well aware of the importance of gender equality and diversity. The management of FH JOANNEUM also follows an intrinsic motivation to raise awareness on the topic of gender equality and diversity as only a working atmosphere that is identified as fair and equal can lead to motivation and innovation.

The University is partly state-owned which leads to an even higher responsibility of considering gender equality and diversity aspects in the operations of the University given the liability towards the society. Gender equality and diversity are incorporated in the statutes of FH JOANNEUM since 2015 and include the rules and standards that need to be applied in relation to gender equality and diversity. The developed policy is accessible for internal as well as external stakeholders to the University to show the importance of this issue and the transparency that needs to be connected to it to be successful. The policy implemented at FH JOANNEUM is based on the Austrian law for equality that entered into force in 2004 and follows the legal requirements for higher education institutions. Given the fact that gender equality and diversity is part of the Austrian law, also higher education institutions are obliged to follow the legal requirements. Regarding organising gender equality and diversity issues FH JOANNEUM has implemented two essential facilities that are dealing with the topics of gender equality and diversity which are as follows:

4.1. Coordinator for Equality and Diversity as sub-unit of the management:

The coordinator for equality and diversity needs to have a pertinent education in these fields to ensure compatibility with the objectives of this sub-unit. The coordinator implements and/or supports the following activities:

- Leading the working group on equality and diversity.
- Supervision of the job advertisements, recruitment and application process, and guidance of executives during this process.
- Support in gender-related questions and cases of gender discrimination.
- Participation in gender-equitable personnel and structural development.



- Development of proposals for women and men promotion.
- Development of a yearly report presenting all achievements and challenges of the last financial year.
- Support and guidance for executives and employees regarding continuing education and training measures, job announcements, and staff recruitment as well as staff appraisal in connection to gender equality.
- Support and guidance for executives and employees concerning measures on equal opportunities, propose awareness-raising measures, and advise the university management on gender-related issues.

4.2 Working Group on Equality and Diversity:

FH JOANNEUM committed to introducing a working group on equality and diversity in its structures that is led by the coordinator for equality and diversity. This leads to the fact that the working group is directly responsible for the management of the University. Therefore, the management of the University is responsible to make the resources and infrastructure available for the implementation of the working group. The working group needs to have at least nine members whereas the following representatives are fixed members to the group, given the set priorities within the statutes of the University:

- Scientific and Financial Managing Director
- Vice-Rector – Head of the University Council
- Coordinator for Equality and Diversity
- One Member of the Working Association of FH JOANNEUM
- One Member of the Human Resource (HR) Department
- One member of students', teaching and Research and Development staff and Head of Study Programme's Representatives of the University Council.

Being a member of this working group is part of the working contract for each of these representatives. The implementation of the working group is organised by the coordinator for equality and diversity and all tasks connected to the working group are obligatory and have to be implemented as decided upon a majority vote. The working group can incorporate further experts



for certain topics but these additional members to the working group do not have a voting right. Especially, the coordinator for equality and diversity is of high importance to progress on the topics of gender equality and diversity. With collaboration as the key success, the following main activities are implemented to foster the topics: Campaigns are regularly implemented and seminars offered to increase awareness, understanding, and knowledge on gender equality and diversity.

Given the fact that FH JOANNEUM is a higher education institution language is an important factor for academic progress. Therefore, FH JOANNEUM strongly applies to gender sensitive-language. It is the basic principle of gender-sensitive language to mention the gender/genders that is/are meant. In some cases, it may also be appropriate to use gender-neutral terms (in German: Studierende or Lehrende) for reasons of simplicity. Using gender-sensitive language is incorporated in the corporate wording and therefore part of the corporate culture. Further, it is important to mention that gender-sensitive language is applied in internal as well as external communication. Equal opportunities in recruiting and career development processes are stressed. Job advertisements are published using gender-sensitive language and have a statement included that in study programmes in which female staff is underrepresented, female applicants are treated in a preferred way if the same requirements are fulfilled. Further, in the recruiting process, either a member of the working group on equality or the coordinator for gender equality and diversity needs to be present during application interviews and involved in the decision process. In terms of the career development process, the HR department can incorporate either a member of the working group on equality or the coordinator for gender equality and diversity to make sure that gender issues are considered and no gender inequalities arise during the development process. Generally, FH JOANNEUM follows a transparent scheme for development that is well-connected to the remuneration system but if during the career development process there are any perceived inequalities due to gender, the head of the unit is advised to consult the coordinator for gender equality and diversity immediately. In this regard, FH JOANNEUM also committed to equality for employees having a family with a high degree of flexibility in terms of working hours and career development.

In teaching the general principle 'no discrimination because of gender' is applied in teaching. Opportunities and development possibilities need to be the same for all genders. FH JOANNEUM and the teaching staff are also engaged to deal with gender-specific topics within the possibilities of the curriculum and to raise awareness of the topics. Research focusing on topics connected to gender



equality and diversity is supported by the resources of the University. In this regard, the University is committed to supporting all genders in their research activities. Special support is given to research areas in which female researchers are underrepresented. Sexual harassment, discrimination, and mobbing are taken as serious topics being able to influence the functionality of individual units but also the University as a whole given the damage to the image. Therefore, FH JOANNEUM introduced mechanisms to handle such situations with special care by people having special training. Generally, the first contact points for cases of sexual harassment, discrimination, and mobbing are the direct superior, the coordinator for gender equality and diversity, the workers' association or the HR department. The first party contacted is 114 Career Counselling for Women's Empowerment responsible to contact all other named parties including the ombud for equal treatment. All involved parties are subject to professional discretion.

Assistance services for women refer to the general principle that needs to be followed by all management bodies of the University. The principle is that gender equality and balance needs to be in the centre of attention in all aspect of the strategic operation of the University. FH JOANNEUM is very eager to further develop in the topics of gender equality and diversity and will in the future enlarge the resources available for these topics to avoid/mitigate any inequalities and imbalances that are connected to gender to benefit from a gender-equal working environment.

5) *Technical University Wien*

Vienna University of Technology hereinafter referred to as TU Wien, is a university with a strong focus on Engineering and Technology with a long history. The University was founded in 1815 with the focus to provide education to military representatives and educate civil engineers. Over 100 years later, from 1919 the University allowed women to study as their focus on Technology and Engineering. Nowadays, the TU Wien faces the same challenges as many other technical universities in Austria.

The two key challenges are as follows:

1. Image of being a 'men's world' limiting the attractiveness as an employer and educational provider for women.
2. Resulting from this issue, the low number of female teaching staff and students.



TU Wien commits itself to the career advancement of women and create a positive and career-enhancing conditions for women and therefore created the 'Career Advancement Plan for Women', to set a clear statement in terms of gender mainstreaming and improve its image as an employer. With this 'Career Advancement Plan for Women' TU Wien aims to show the importance of gender equality among teaching and administration staff as well as students to mix perspectives and create innovation in teaching and research. TU Wien sees it as a joint task of all members of the University to achieve the objective that women and men at TU Wien have equal opportunities to develop according to their qualifications and that any existing discrimination against women is eliminated or counterbalanced. The actual equal treatment of women and men and the career advancement of women shall be appropriately reflected in the humanresource policy of TU Wien, in particular the strengthening of gender competences of all members of TU Wien, in research and teaching as well as in the distribution of resources (gender mainstreaming and gender budgeting). This is an important obligation for persons in management positions. TU Wien is also working with facilities for the career advancement of women and equal treatment which are named and described next:

5.1 Working Group on Equal Opportunities:

TU Wien has implemented a working group that is directly linked to the management of the University which consists of 27 members who are focusing on the further development of the topic of equal opportunities within the University and on career and students' development. Given the link to the management of the University, the resources are given from the management as it is seen as a priority for the University. A corresponding annual budget, as well as the needed infrastructure, is allocated for the working group.

5.2 The Office for Gender Competence:

TU Wien has an Office for Gender Competence incorporated in its organisational structure. The tasks of this specifically implemented office cover the areas of gender research and research on gender equality, staff development geared towards female staff members, advancement measures for female pupils, female students and young female scientists as well as advisory services. Thereinafter, actions that are set by TU Wien in the 'Career Advancement Plan for Women' to avoid/mitigate gender inequalities are explained in the mentioned categories:



- Awareness-raising:

Awareness-raising is happening through many mechanisms installed. First of all, TU Wien is following the principle of using gender-responsive language which is incorporated in the corporate wording of the University. This means that TU Wien applies gender-responsive language in their press releases, speeches, minutes, and other notifications directed at the general public and members of the University. In this respect, either the female and male forms are used explicitly or gender-neutral designations are used in all documents and – whenever reasonable and feasible – in oral statements.

Second, TU Wien gains awareness of gender inequalities through regular reporting that is focusing on the proportion of women as staff members and students.

Third, in connection to this indicator, TU Wien also concentrates on generating data on the remuneration of women on a yearly basis to minimise gender inequalities.

- Teaching:

To become more attractive as an employer and improve the image of the University, the management is very eager that gender equality is also an important aspect of teaching. Therefore, the University sees women's and gender research as an important part of their curriculum. Therefore, courses with the content on the theory of science and/or critical appraisal of methods with regard to women's and gender research are offered and recommended to the students, as a minimum, as an elective in the degree programme. Further, TU Wien pays special attention to not discriminate against women when it comes to the assignment of teaching. This principle is true for external as well as internal staff members as the main aim is to have women in teaching in all subjects in a balanced manner.

- Research:

TU Wien obligated itself to support research conducted by women and men to an equal extent. Further, the University sees it as its responsibility to treat all topics of research as equally important. Therefore, when assessing qualifications (in habilitation procedures), academic and artistic theses on topics from the fields of women's and gender research are deemed to be equivalent to theses on



other research topics within the same academic subject. Moreover, TU Wien supports research on topics relating to women and gender in the artistic and scientific fields of studies represented at the institution.

- Students:

TU Wien is facing equality challenges in terms of female and male students as male students overweight given the focus of the University and the stereotypes connected with them. Therefore, TU Wien takes appropriate human-resource, organisational and financial measures to promote women's access, in particular to degree programmes in which women are under-represented. Generally, in all degree programmes in which the proportion of female students beginning their studies or female graduates is under 50 per cent, strategies need to be developed and specific measures taken by the competent governing bodies or the persons in charge to increase the proportion of women in these degree programmes (heads of the faculties). The Office for Gender Competence gives advice on developing these measures and provides support in implementing them and can be seen as a supporting body to follow the aim of increasing the number of female students. To achieve this aim, information sharing was identified as key. Therefore, measures to increase the proportion of female students beginning their studies (**the FIT campaign which is especially targeted at women in engineering fields**) are financially supported by TU Wien. Students will be informed about scholarships and awards from TU Wien in an appropriate manner. Through the information campaigns, women should be strongly encouraged to apply. Moreover, TU Wien pays special attention to mentoring and coaching with a focus on women. Mentoring and coaching are therefore deemed as important measures to increase the number of graduates of Bachelor's, Magister, Diploma, Master's, and Doctoral degree programmes at TU Wien. TU Wien ensures that the Office for Gender Competence develops and implements such programmes to ensure equal opportunities. Last but not least of importance is the special focus that is put on the compatibility of studies and family care. TU Wien works towards making pregnancy, parenthood, and care of family members compatible with studies and the completion of degree programmes. This is done with the support of the Office for Gender Competence. Human Resources and Organisational Development including Career Planning Human resources and organisational development are identified as important instruments for increasing the proportion of women and the career advancement of women at TU Wien. All measures related to HR and organisational development take the concepts of gender mainstreaming and gender budgeting into account and work towards strengthening the gender



competences of all TU Wien members. The University takes appropriate HR, organisational, and financial measures with regard to the following areas:

- Promotion of women's academic achievements
- Promotion of young female scholars and students
- Elimination of any existing under-representation of women

in a training or employment relationship with the University in all organisational units, at all hierarchy levels, and in all positions and activities, further education and advancement of women's professional qualifications. Other important aspects in regards to human resources are job advertisements and the recruiting process. In regards to job advertisements, it is essential that they refer to both genders and/or are written in a gender-neutral form. Therefore, job advertisements include no additional text suggestive of a particular gender. The relevant qualifications for the vacancy (job profile) are always incorporated into the job advertisement in their entirety. When defining the admission requirements in the job advertisements, the unit advertising the job has to get a confirmation from the Office of Gender Competence. Further, advertisements for vacant jobs as well as leading positions always contain the following boilerplate: **'TU Wien is committed to increasing female employment in leading positions.'** Female applicants are explicitly encouraged to apply. In case of an existing under-representation, the following sentence shall be added: **'Preference will be given to women when equally qualified.'** In regards to recruiting, the whole process is accompanied by a representative of the working group on equal opportunities to avoid discriminatory questions, additional evaluation criteria that were not part of the job advertisement, and make sure that stereotypes are not an issue during the interview process but also in the selection process of future staff. TU Wien ensures the implementation of the **'Career Advancement Plan for Women'** and all the mentioned actions are clearly made aware of the responsibilities that lie with those bodies at TU Wien that make decisions or proposals regarding the necessary organisational, personnel, and financial matters according to the relevant organisational provisions. Further, any form of discriminatory behaviour or discrimination on the grounds of gender constitutes a violation of official duties and are sanctioned pursuant to the (staff or employment) regulations. The implementation of all these intended measures is aimed to achieve de-facto equal rights of women and men in all positions and activities and in all employment relationships and training agreements at TU Wien. This is one of the duties resulting from the employment relationship and the basis for further creating innovation through the use of diverse perspectives. To conclude, it needs to



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be stated again that at the TU Wien the implementation of gender equality and diversity is more difficult given the history and the patterns that are anchored in the structure of the University. Therefore, the process to achieve gender equality needs more time and resource investment than with other universities of younger age such as FH JOANNEUM.

Way forward :

Keeping in mind the findings of WP 1 as presented in the form of this comparative report, consortium partners envision and aim to achieve the goals of the projects through fully equipped **RAINBOW Centres at the campuses of Indian Partners**. Project has designated budget for instruments purchase and other infrastructural requirements. It will be located at a specific place of the Institute which ensures improved visibility and easily identifiable and approachable location of the Centre in the Institutes' building. In this way this room can be used for providing uninterrupted Counselling facilities to the respective target groups and beneficiaries. The Centre has plans to develop potential to engage itself with government, media, industry, other universities and NGOs once it has developed capacity over a period of time.