Gender Mainstreaming: Where There is a Will There is a Way

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Abstract: Gender Mainstreaming in an institution starts with the will of the higher authorities of an organization. Available studies show that when there is a lack of determination regarding implementing gender equality practices and gender mainstreaming strategies, the whole mechanism gets hampered. For this study, primary data in the form of interviews and secondary data from the university websites were collected. Data has been analyzed with the help of qualitative data analysis software NVIVO. The finding is that top authorities of the sample universities have a firm intention for gender mainstreaming.

Keywords: Gender, Gender Equality, Gender Mainstreaming, Universities.

Introduction: Gender mainstreaming means mainstreaming the gender perspectives in all activities like policy planning, policy development, legislation, research, resource allocation, implementation, monitoring of programs and policies. UN Women (2021), the strategy of mainstreaming is defined in the ECOSOC Agreed Conclusions, 1997/2, as "…the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making concerns and experiences of men and women as an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

Will of the authority is the first and foremost requirement for gender mainstreaming in an organization. "Where there is a will, there is a way" is the perfect example of this because gender mainstreaming is only possible in the institution when authorities are determined to do so. Universities being academic institutions should be the model employer. Bansal (2006) shared her experiences in the research article that there are extrinsic as well intrinsic factors available that are holding back women at the workplace. According to Taylor (1999), sometimes gender equality policies are in place, but they get hampered by the lack of political will and authority. According to Sen (2000), for the implementation of gender mainstreaming, there is a need for strong political will. Sarah (1999) noted that it is the only top authority that takes major decisions regarding gender and gives direction to the whole institution. Singh (2016) mentioned that system of accountability should be there to curb gender inequality. According to Carolyn Hannan, Director of the UN Division for the Advancement of Women- All responsibility of effective implementation of gender mainstreaming strategy lies in the hand of top authorities of an institution (ILO, Gender Equality

Tool). So if the organization has the will to implement gender mainstreaming, then only it is possible to get positive outcomes.

Methodology: The study is conducted on three government universities, three private universities, and two deemed universities of Haryana. Primary data was collected through an interview conducted on 30 participants from the top administration level of the universities to seek their views regarding gender equality and gender mainstreaming. The researcher did the audio recordings and also made notes while conducting these interviews. And secondary data was collected through the concerned university website, and their vision and mission statements were analyzed. After data collection through in-depth interviews, transcripts were made and analyzed with the help of NVIVO qualitative data analysis software.

Data analysis: Will of the authorities for gender mainstreaming is assessed firstly with their views regarding the equal representation of both genders. And secondly, it is analyzed with the sample universities' vision and mission statement because if they are serious about gender equality and want to make it a part of their day-to-day life, it will be reflected in the vision and mission of the university.

Views of administration regarding the equal representation of gender: First of all, the researcher made the transcripts of responses of the respondents in the Microsoft Word file. At the following step, files were imported in NVIVO for further analysis. Next, a word frequency table is generated. This frequency table includes important words, their counting in the data set, and the relative weighted percentage of each term. Finally, for this word frequency table, a query is run for the 20 most frequent words used by the respondents in the response data.

Word Frequency Table:

Word	Count	Weighted percentage (%)
Yes	24	6.05
Equal	20	4.91
important	16	4.03
women	11	2.77
gender	10	2.52
representation	8	2.02
competent	8	1.89
organisation	8	1.89
Female	7	1.76
Male	7	1.76
Faculty	6	1.51
Girl	6	1.51
strong	6	1.51
select	6	1.32

merit	5	1.26
position	6	1.26
university	5	1.26
teaching	5	1.09
effectiveness	4	1.01
example	4	1.01

Table 1. Word Frequency Table

Source: Generated by authors using NVIVO.

The above table shows that the Yes word has 24 counts and a 6.05 weighted percentage in the related data set. Equal has 20 counts and 4.91 weighted percentage, and Important has been used 16 times and has 4.03 weighted percentage in the data set. This counting and weighted percentage of particular words in the data set depicts that according to most respondents equal representation of both the gender is must for organizational effectiveness.

Word Cloud: Word cloud is the pictorial representation of words in a selected content showing the word frequency. The size of terms depicts the frequency of terms used in the data set. Word cloud helps to find the common and most used word in the data set and is also helpful in further coding of the data.

So after applying the query of word cloud in NVIVO for the top 50 words on the primary data of respondents' views regarding the equal representation of gender for organizational effectiveness, this figure below came out.

Figure 1. Word Cloud from the responses of interviewees.

Source: Created by authors using NVIVO.

The most common words used are equal, yes, important, female, women, representation, competent, opportunity. This figure shows that most respondents accept that gender equality is fundamental and

must for organizational effectiveness. However, some university authorities also mentioned that both genders should get an equal opportunity, but instead of gender equality, competency is more important, like in the recruitment process, etc.

Codebook Generated in NVIVO:

Codes	Respondents
Will of Authority	
Equal representation	23
Competency	8
No rule or obligation for equality	6

Figure 2. Codebook from the responses of interviewees.

Source: Created by authors using NVIVO.

With the help of word cloud, the researcher did manual coding for generating different themes. And to analyze the will of university authorities, their views were sought regarding equal representation.

This codebook shows that from the data set, these themes came out that most respondents mentioned that equal representation is essential in all areas. However, few respondents from different universities mentioned that competency should not be compromised for maintaining the equal representation of both genders. Some said that there is no rule of equality by the government and universities can select what is available; it can be more men or more women. And so, one of the hurdles in gender equality is that there is no specific rule or obligation to maintain gender equality.

Most of the respondent strongly believes that universities and academic institutions should have both genders' equal and robust representation. In addition, women must have strong representation in organizations because it is a legal and constitutional imperative for the organization's effectiveness. It is also important because when you have strong gender diversity in an institution, you also create essential learning for students and the community.

Few respondents mentioned that no compromise should be made with merit. Merit should be made, and ultimately competency of the faculty matters. It could be male or female. One authority mentioned that if you provide equal opportunity, then only the institute will grow. So it would be best if gender equity is maintained for the growth of institution development.

Vision Mission Statement: The second aspect of analyzing the will of the authority is the vision mission statement of the university, that university authorities have mentioned anything about gender equality in it or not. Discussion about gender equality in the vision mission statement clearly shows the strong will of leaders for gender mainstreaming.

Codebook generated in NVIVO:

Name	Files (Universities)	References (Statements)
Vision and Mission Statement		
Advancement of Society	3 (KUK, MDU and NCU)	3
Equality	1 (MDU)	1
Gender Equality	1 (OPJGU)	3
Gender Sensitization	1 (MDU)	1
No discussion about gender	4	4

Figure 3. Codebook from the responses of interviewees.

Source: Created by authors using NVIVO.

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The above table of the codebook is generated through NVIVO by analyzing the vision and mission statements. For this, secondary data is taken from the university websites. This table clearly shows one university that has mentioned gender equality directly and has maximum references or statements in the selected data set is OPJGU. OPJGU has mentioned gender equality in its 2029 strategic vision.

Word Cloud of text related to vision mission Statement:

These are the 30 most frequently used words from the text of the vision and mission statement of universities, which have any type of discussion about gender or gender equality or related aspects.

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[1] KUK- Kurukshetra University, Kurukshetra

MDU- Maharshi Dayanand University

NCU- NorthCap University

OPJGU- O.P. Jindal Global University

Figure 4. Word Cloud from the related dataset from the Vision and Mission statements of the selected universities.

Source: Created by authors using NVIVO.

More prominent words in the selected data set include diversity, university, commitment, vision, values, excellence, gender, equitable, promote, community, development, transformative, inclusiveness and consciousness, etc.

Out of these eight universities, MDU has mentioned in its core values that the university commits to nurture and preserve an environment of equality and diversity in its all endeavors to ensure fairness and inclusiveness. And also, in its strategic plan of 2018-2023 university has planned that the Women Study Centre of the university will involve the community in outreach programs like gender sensitization. And the university will promote a gender-sensitive environment on the campus.

KUK declared in its Mission Statement that they strive to prepare a class of proficient scholars and professionals with ingrained human values and commitment to expanding the frontiers of knowledge for the advancement of society.

One mission statement of NCU is that the university strives to focus on entrepreneurship and socially relevant projects.

In 2018 O.P. Jindal Global University issued a ten-year 'Strategic Vision 2029'. This university has identified five broad commitment areas in its vision, and diversity and inclusivity are among them. University has mentioned diversity and gender in its plan named "Diversity and Inclusion-towards Building a diverse, Equitable and Global University." JGU was founded on a commitment to become a model of excellence in higher education in India and the world. And they believe that this can be achieved most sustainably by developing an institutional culture that respects diversity and fosters

inclusion. In its Strategic Vision 2029, JGU has planned to strengthen resource investment in research, teaching, and engagement on gender rights and advocacy, rights of sexual and gender minorities, and related issues.

So these four universities have discussed, directly and indirectly, gender equality in their vision and mission statements, which shows the clear will of the university authorities for implementing gender mainstreaming strategies. But rest four universities have mentioned nothing about gender, gender equality, gender sensitization, or advancement of society in their vision and mission statements.

Conclusion: The will of the top authority gives direction to the whole university, so the success of gender mainstreaming wholly depends on the administration. It shows the dedication of the administrative staff the gender mainstreaming and sets the tone for gender equality and employees' commitment. In this way, the will of the authority has a critical impact on the success of gender mainstreaming within universities. And this study shows that top leaders intend to maintain gender equality, and few universities have shown this will in their vision and mission statement.

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