**Background and Motivation**

- Vast inequality in access to education between men, women, rich and poor in Pakistan. Poor women at the bottom of the pyramid.
- Literacy rate of poor men in rural areas is 64% and for women is 14% (UNESCO, 2016).
- Gender inequality index (GII) value is 0.546, ranked 130th out of 159 countries. This has implications for women’s access to education, employability afterwards and freedom.

**Research Questions:**

1. What role the universities can play for building inclusive innovation systems and how they can contribute to inclusive development with a special focus on third mission?
2. What are the indicators used for measuring the third mission and their efforts on inclusiveness and how to make the indicators more comprehensive?

**Data and Methods:**

- Qualitative and Mixed methods will be used for investigating the research questions.
- Multiple case study analysis of universities to assess inclusiveness.
- Literature review and conceptualization of universities’ third mission and its link to inclusive development.
- Qualitative data from selected universities in the form of interviews and documents.

**Relevance:**

- **Universities and industry:** formulating strategies that support inclusiveness across socioeconomic classes.
- **Policymakers:** introducing incentives for the academic institutions and industry so they can formulate strategies to strike a better gender balanced intake and incentives and citizens to value.
- **Relevant to the research community:** highlighting the need for further research on the socioeconomic and cultural challenges of poor gender balance.

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