Universities, Innovation Systems and Inclusive Development-Indicators and Policies

Haneef, Shagufta

Publication date:
2017

Link to publication from Aalborg University

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

? Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
? You may not further distribute the material or use it for any profit-making activity or commercial gain
? You may freely distribute the URL identifying the publication in the public portal ?

Take down policy
If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.
Can Universities bring about Inclusive Development?

PhD Thesis Working Title: Universities, Innovation Systems and Inclusive Development – Indicators and Policies

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.

Shagufta Haneef
PhD Fellow, Aalborg University, Denmark
shagufta@business.aau.dk