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# Gender Equity Plan (GEP)

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U.S.-Pakistan Center for Advanced Studies in **Energy**  
(USPCAS-**E**)  
National University of Science and Technology (NUST)

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U.S.-Pakistan Center for Advanced Studies in **Energy**

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## PRELIMINARY

The concept of gender disparity finds its bases in the socio-economic aspects of a society. The gender biased allocation of resources is causing huge impact on the empowerment of women in the society. The gender equality and women empowerment is the key towards sustainable economic and social development of the society. The prevailing socio-cultural norms and the already defined stereotype roles of women prevent them to access educational or economic opportunities. In Pakistan, women in spite of being the largest part (>50%) of the total population have very limited access to education, and higher education in particular, and economic resources. The situation becomes more critical when we compare the educational and economic condition of urban and the rural women.

Pakistan is committed to achieve MDG -3 have emphasis on promotion of gender equality and women empowerment but still the country is behind in achieving this target. The laws of Pakistan have also declared the importance of the positive and active role of women in every sphere of life and urged on the state to incorporate gender equity aspects in its policies. The Constitution of 1973, in its Principles of Policy section, proclaims that “steps shall be taken to ensure full participation of women in all spheres of national life” (Article 34). Article 37(e) of the Constitution states that: “The State shall make provision for securing just and humane condition at work, because of cultural and traditional norms unfortunately children and women are not employed in vocations unsuited to their age or gender and for maternity benefits for women in employment.” The letter & spirit implementation of these laws stills needs to be done at the state level. It is encouraging to note with NUST as institutions there are some programs and schools where female enrolment exceeds 50%, such NUST Business School (NBS), School of Art and Design & Architecture (SADA) and Atta ur Rehman School for Basic Sciences (ASAB).

The Centre for Advanced Studies in Energy (USPCAS-E) has already initiated promotion towards promotion of gender equality since its inception as USPCAS-E in all the domains to name a couple includes encouragement including incentivizing female gender for their admissions in the USPCAS-E program, Establishment of Gender Support Committee and creating a positive and healthy work environment. The gender equality indicator would be the number of female students, female faculty and staff members.

## OBJECTIVES OF GENDER EQUITY PLAN

In compliance with the USAID policy on Gender Equality and HEC policy on preventing sexual harassment at the workplace, the aim of the Gender Equity plan is to develop strategies that address gender disparities in USPCAS-E and set goals and actions for the achievement of agreed targets.

The plan is expected to contribute to the USAID policy outcomes, in particular:

- Reduce gender disparities in access to, control over and benefit from resources, wealth, opportunities and services economic, social, political, and cultural
- Increase women role in nontraditional fields such as Engineering where they are marginally represented, both as students as well as faculty and staff
- Increase capability of women and girls to realize their rights, determine their life outcomes, and influence decision making in households, communities, and societies
- Reduce gender-based violence and mitigate its harmful effects on individuals and communities by incorporating the Sexual Harassment policy approved by Board of Governance Body (BoG) NUST and henceforth implemented as per “Workplace Act, 2010. The said composition is attached at **Annex-I**

Objectives of the Gender Equity Action Plan are:

1. To ensure that gender equity is effectively promoted in hiring, student enrollment and training and to make sure that men and women employees and students have the same pattern of progression and retention
2. To promote and amplify gender diversity at every level of organization by providing support in a systematic organizational level
3. To create a welcoming environment for females and provide support and mentorship to effectively realize their goals and ambitions

By following these objectives, USPCAS-E is committed to excellence in equality and diversity practice through implementation of these measures at USPCAS-E.

Six overarching principles underpin the Gender Equity Plan, reflecting key values of USPCAS-E’s gender equity agenda<sup>1</sup>:

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<sup>1</sup> These guiding principles have been adopted from USAID and UNDP policy on Gender Equality and female empowerment.

- **Individual merit and achievement:** Gender Equity policy supports the fundamental principles of individual merit and achievement ensuring that recruitment, selection, retention and accommodation decisions are based on how well an individual's skills, education, knowledge, and experience match specific job performance criteria. CASEN realizes that additional measures may be needed in recruitment and selection of students and staff to address historical discrimination and marginalization of women. Underlying this principle is USPCAS-E's commitment to fairness in employment and enrollment opportunity. The measures to be taken by USPCAS-E are mentioned under **Table-I**.
- **Inclusive approach to foster equality:** This plan is inclusive of all women and men, girls and boys, regardless of age, disability status, religion, ethnicity, socioeconomic status, geographic area, migratory status, forced displacement or HIV/AIDS status.
- **Innovation to reduce gender gaps and empower women and girls:** USPCAS-E will use innovative communication strategies that will be targeted towards changing the stereotypes that discriminate against women and empower them to achieve their potential and exert a positive influence in the society
- **Incentivize women education in an engineering field:** Women are marginalized when it comes to distributing scarce resources in higher education. USPCAS-E intends to incentivize them by providing them both with peer and mentoring support as well as a monthly stipend to encourage them and retain them
- **Serve as a thought leader and a learning community:** USPCAS-E will measure performance in closing key gender gaps and empowering women and girls, learn from successes and failures and disseminate best practices on gender integration to other departments of the University.
- **Inculcate accountability:** Gender equality and female empowerment is a shared responsibility and depends on the contribution and collective commitment of all staff, with particular emphasis on Directors and Senior Managers.

## Obligation Statements

USPCAS-E undertakes to promote equality between women and men within working life in a purposeful and systematic manner. In order to promote gender equity in working life, the USPCAS-E will (with due regard to the resources available and any other relevant factors):

- a) Make efforts to ensure that job vacancies and student enrollment attract applications from both women and men,

- b) Promote the equitable recruitment of women and men in administrative and faculty positions and create for them equal opportunities for career advancement, and terms of employment; especially in pay and training opportunities,
- c) Address imbalances in decision making and institutional barriers preventing gender equity,
- d) Develop supporting working conditions to ensure that women and men are encouraged and empowered,
- e) Facilitate the reconciliation of working life and family life for women and men, by paying attention especially to working arrangements, and
- f) Act to prevent the occurrence of discrimination based on gender,
- g) Ensure professional commitment of women scholars to prove their contribution in the industry in form of applied research and professional contribution while availing the opportunity(s) of,
  - i. USPCAS-E Tertiary Education Programs
  - ii. Merit and Needs Based Scholarships Program
  - iii. Applied Research Awards
  - iv. Exchange Program

## **Approach and Key Strategies**

Founded on the above approach, following strategies will form the basis of GEP and will be reflected in Annual Implementation Plan, Monitoring and Evaluation Plan, Progress Reports, and Final Report: (detail of activities is added at Appendix I)

**Inclusion:** *Affirmative action to ensure women's equitable participation in the program.*

Efforts will be made to hire women members on 50% faculty positions and 50% administrative positions (subject to availability of suitable candidates). A study will be carried out by M&E specialist and the supportive team to interview female students and staff of USPCAS-E and relevant schools of NUST regarding;

- 1) The structural facilities they may require but not limited to accommodation, security, medical and day care, additional financial benefits;
- 2) Any academic and/ or professional challenges they may face;
- 3) Types of barriers they face;

While continuing and retention in their education program and professional career. The findings will be discussed at Project Review Meeting chaired by the Pro-Rector Academics. All

efforts will be made to address those issues to ensure inclusion. Provisions such as affirmative advertisements and gender integration in recruitment process will be ensured. In order to realize gender parity in student enrollment, female students will be given a monthly stipend to assist in attracting students and retaining them; depending on the availability of candidates who fulfill the selection criteria. Outreach to potential candidates will be expanded through; networking events, effective communication, mapping exercises, and internship programs. USPCAS-E will be using following measures to ensure inclusion

- a. Imbursement of Rs. 5000 per month as stipend to the female students. While they may qualify for scholarship, this additional amount will serve as an incentive for females to join USPCAS-E over other choice of university that they may have. M&E Specialist along with Program assistant will be conducting a detailed study on the current status of female inclusion and the barriers that they face. This study will also determines if this amount is effective in attracting students or not by interviewing both current students and the females who did not accept the admission offer. If this amount is considered low or if the strategy is ineffective, USPCAS-E will look into revising it from the next year.
- b. Broad based induction criteria other than engineering background i.e. applied sciences will be made to encourage female enrollments in all programs under USPCAS-E.
- c. During Interview/selection process, due consideration will be provided to the deserving females, economically deprived students from rural areas and who belong to the lower middle class.
- d. Female faculty/staff member will be nominated to act as councilor and focal person to listen/resolve the academic/related matters faced by female students at the USPCAS-E/University. The councilor will directly report to Project Director USPCAS-E.

**Capacity Building:** *Strengthen competencies of staff to efficiently contribute in execution of program interventions.*

Gender integration in selection criteria and conducting Training Need Analysis (TNA) of employees are some of the actions to be undertaken. The women participation will be promoted for the capacity building and training opportunities.

**Supportive work environment and Accountability:** *Promote gender education and create supportive work environment to achieve sustainable results for gender equity approach and ensure management accountability for gender equity is reflected in HR / Admission instruments and program implementation.*

Key to this strategy is an organizational culture that is welcoming to both men and women employees. Principles of fairness and gender equity will be incorporated into all aspects of; employment, enrollment, professional development policies, code of conduct, and grievance redress mechanisms. USPCAS-E will ensure its employment systems to identify if there are systemic barriers to the representation of men or women employees. By reviewing employment systems, (e.g., recruitment, selection, employee Assessments, retention processes) the intent is to eliminate or modify those human resources policies and practices, whether formal or informal, shown to have or likely to have an unfavorable effect on the employment status of any gender. Further, new policies and practices as they are developed, shall be reviewed prior to being implemented in order to ensure that they will not create barriers to employment.

**Engagement:** *Strengthen communication and networking strategies to reach out to maximum number of potential women beneficiaries and stakeholders.*

Interventions comprise development and implementation of a comprehensive communication & outreach strategy including; print/electronic media and promotion that incorporates gender equity. Mentoring and networking opportunities will be provided to potential students, through conducting mentoring and outreach seminars and counseling activities on periodic bases. Career connections and mentoring sessions provide students an opportunity to gain engineering experience and network with engineers and recruiters in industry.

**Eliminate Wage gaps:** As elaborated in the preliminary section, large wage gaps exist between the salary of males and females in Pakistan, both in formal and informal sectors. USPCAS-E will ensure gender equity in the salary structure between males and females. This gap pay issue will be effectively addressed.

#### **4. Further Activities to Promote Gender Equity at USPCAS-E:**

Keeping in view the fact that the activities regarding gender equity within the institution requires attention and persistent appraisal for their smooth progress, following initiatives will be undertaken at the USPCAS-E-NUST:

##### 1.1. For Faculty/Staff Members

- a. It will be ensured that all junior faculty members, including women tenure track members, receive mentoring assistance prior to tenure.
- b. It will be ensured that NUST maternity leave policies are clearly enunciated and established in writing for the benefit of all faculty members and staff.
- c. The USPCAS-E concerned authorities will ensure equality of compensation packages (based on research productivity, teaching excellence, and service to the university) for female employees.

- d. Under HEC requirement, NUST is committed to deal with any sort of harassment and discrimination. Specific fully functional Bodies have been established to deal with this issues. These include a) Harassment Complaint Cell, b) Hearing Panel for sexual harassment and c) Tribunal. The detailed policy is attached in the **Annexure-I**. That knowledge will be shared with female faculty and staff members at the time of induction and orientation.

### 1.2. For Students

- a. The USPCAS-E will seek to promote the participation of female students in student activities and extracurricular pursuits (research competitions, collaborative project activities with other sister USPCAS members/students in Pakistan).
- b. The data related to gender equity initiatives in faculty hiring and student admissions will be monitored to pre-assess the disproportion that may imbalance the gender equality at USPCAS-E in future.
- c. To provide mentoring and peer support to females
- d. USPCAS-E will use the existing NUST Councilors to assist female students in dealing with academic or personal issues

## **Gender Support Committee**

USPCAS-E will establish a Gender Support Committee (GSC) to act as a secretariat for the action plan. Its role will involve ensuring implementation of the GEP, providing a platform for females to discuss issues, hold seminars that showcase successful women in the field, provide mentoring support to students, communicate issues with the management and annually assess the outcomes achieved.

GEC's scope of work includes:

- Development of quarterly activities regarding the Gender Equity Plan
- Provide as a platform for females to discuss issues relating to gender disparity. The issues and recommendations discussed under this structure will be minuted and then be discussed with at the Project Review Committee headed by the Pro-Rector and with representation from all directorates.
- Provide mentoring support to female students. This will be a one stop support structure where female students can come with their personal or academic problems. The academic issues will be addressed by the committee. For personal and career guidance

issues, students will be directed to C3A (Center for Counseling and Career Advisory) where professional psychologist will assist them. Quarterly seminars will showcase successful women in the engineering field to break traditional stereotypes that determine career choices.

- Make adjustments /amendments in the plan over time, as needed
- Communication with the management and other stakeholders regarding issues and efforts for promotion of gender equity.
- ~~Facilitate~~ The Annual progress on the GEP activities will be reported in the Quarterly and Annual Progress Reports review/reporting on the GEP.

### **Outreach Plan**

PMU, USPCAS-E will partner with NUST Student Affair Directorate, C3A and USPCAS-E faculty and students to implement an outreach plan that will target female universities that can fulfill our eligibility criteria. Program details will be shared with the participants and queries will be addressed to ensure that students are encouraged to be part of USPCAS-e.

### **Progress Monitoring/ Reporting**

USPCAS-E will be reviewing progress on GEP quarterly and addressing any shortcomings. Enrollment and data information will be compared to the baseline, changes in any policy relating to enrollment and recruitment strategies, discuss annual progress reports regarding gender with the Pro-Rector in the Review Committee Meeting, and make recommendations accordingly to address any issues that might arise during the project life.

### Gender Equity Action Plan (Table-I)

Program Areas	Issues	Targets	Actions	Deliverables	Responsibility	Timeline	Risks/ Assumptions
<p><i>Strategy-I: Affirmative action to ensure women’s equitable participation in the program</i>  <i>Outcome: Increased gender parity through equitable participation of women in faculty, staff and student enrolment</i></p>							
I.I Faculty & Staff Recruitment	Under-representation of women in Faculty and Staff	To Ensure Women’s participation up to 50% in Faculty, Staff and Students by 2019.	<ol style="list-style-type: none"> <li>1. Encourage Females in the advertisement of jobs</li> <li>2. Review all advertisement language to ensure it does not reflect male preference</li> <li>3. Create a “Tag-line” to encourage women to apply</li> <li>4. Review the qualifications and requirements for the job to ensure they are not inadvertently discriminating against women</li> <li>5. Ensuring equal pool of job applications for recruitment on faculty and PMU positions</li> </ol>	Gender Sensitive Solicitation	<ul style="list-style-type: none"> <li>• Project Director</li> <li>• Deputy Project Director</li> <li>• GEP Focal Person</li> <li>• Communication &amp; Outreach Specialist</li> <li>• NUST HR</li> <li>• M&amp;E Specialist</li> </ul>	On-going. This will be examined before posting any job advertisement and will be reported in quarterly and annual progress reports.	<p>Risks:                      -Socio-cultural barriers and prevalent trends can hinder women’s participation in USPCAS-E                      - Lack of technical competencies and skills may pose difficulty in finding suitable women HODs and Professors.</p> <p>Assumptions:                      - It is expected that women candidates will be available for the post of research associates</p>

Program Areas	Issues	Targets	Actions	Deliverables	Responsibility	Timeline	Risks/ Assumptions
1.2 Student Enrolment	<ul style="list-style-type: none"> <li>Skewed ratio of women students in engineering universities.</li> <li>Social perception that engineering is a field work oriented qualification, not suitable for women candidates.</li> <li>Deficient number of girls graduating with mathematics or other relevant subjects to qualify for admission in Engineering</li> </ul>	During the next five years, increase the ratio of women's enrolment up to 50% of the total number of students graduating from USPCAS-E	Women representation in scholarship selection committee	Notification of Scholarship Committee	<ul style="list-style-type: none"> <li>Student Coordinator USPCAS-E/ Deputy Director USPCAS-E</li> </ul>	2015-2018	<b>Risks:</b> <ul style="list-style-type: none"> <li>The current security paradigm may deter women's participation.</li> <li>Women students might not think of MS/PHD in Energy sector as a suitable qualification for them.</li> <li>Women students might not be willing to join internship opportunities away from their hometown, due to domestic issues.</li> </ul> <b>Assumptions:</b> <ul style="list-style-type: none"> <li>The first semester will start by Fall 2015.</li> <li>Women students will respond positively to our communication strategy</li> <li>Women from other provinces of Pakistan will apply and join USPCAS-E</li> </ul>
			Conducting outreach campaigns to invite female students for improved participation	<ul style="list-style-type: none"> <li>Communication &amp; Outreach Strategy</li> <li>Media reports of outreach seminars</li> <li>Media reports of counselling sessions</li> <li>Feedback forms collected in counselling sessions</li> </ul>	<ul style="list-style-type: none"> <li>C&amp;O Specialist</li> <li>M&amp;E Specialist</li> <li>Deputy Project Director USPCAS-E</li> </ul>	On-going	
			Sustainability plan will have a provision of improved opportunities of internships and jobs for females	<ul style="list-style-type: none"> <li>Sustainability Plan catering Internships and Job Policy</li> <li>MoUs</li> </ul>	<ul style="list-style-type: none"> <li>Industry Liaison Officer</li> <li>Career and Exchange Assistance</li> <li>Deputy Project Director USPCAS-E</li> </ul>	On-going	

Program Areas	Issues	Targets	Actions	Deliverables	Responsibility	Timeline	Risks/ Assumptions
			Conduct a mapping exercise to assess the number and competitiveness /GPA of potential women students enrolled in other relevant departments/ universities of Sindh, Punjab and KPK.	Survey Conducted	M&E Specialist	2016-2018	
			Broad based induction criteria other than engineering background i.e. applied sciences will be made to encourage female enrolments in all programs under CAS-EN	<ul style="list-style-type: none"> <li>• Admission Policy</li> <li>• Review of scholarship advertisements and program flyers</li> <li>• NUST Prospectus</li> </ul>	<ul style="list-style-type: none"> <li>• HoD (Academics)</li> <li>• C&amp;O Specialist</li> <li>• PGP Dte representative</li> </ul>	On-going	
	To encourage women in non-traditional field of energy engineering		Imbursement of reasonable amount as stipend to the female students	Report the number of females receiving the stipend in an annual report	F&G Manager	On-going	
			National Outreach Campaign	Conducting number of outreach seminars	C&O Specialist	2016-2018 March-June	

Program Areas	Issues	Targets	Actions	Deliverables	Responsibility	Timeline	Risks/ Assumptions
<b>Strategy 2: Capacity Building-Strengthen competencies of faculty and staff, to efficiently contribute in execution of program interventions</b> <b>Outcome: Enhanced competencies of women faculty and staff to effectively contribute in delivering program results</b>							
2.1 Training Program	Deficient number of training opportunities available to faculty/staff members	Increase ratio of training opportunities for women faculty and staff participants up to 50% during the next five years	Ensuring women participation in the offered trainings up to 50%	<ul style="list-style-type: none"> <li>• Training programs conducted</li> <li>• Selection/ nomination notifications</li> </ul>	Director Administration	On-going	Assumption: Staff is interested in enhancing their skills through trainings
			Conduct Training Need Assessment (TNA) for identifying training needs of employees with a special view of female faculty and staff interest	<ul style="list-style-type: none"> <li>• Conducting TNA</li> <li>• Feedback from Trained participants</li> </ul>	<ul style="list-style-type: none"> <li>• Director Administration</li> <li>• M&amp;E Specialist</li> </ul>	2016-2019	
<b>Strategy-3: Supportive work environment and Accountability: Ensure management accountability for gender equity is reflected in HR / Admission instruments and program implementation.</b> <b>Outcome: Principles of fairness and gender equity are ensured into all aspects of employment, enrolment and professional development practices</b>							
3.1 Institutional mechanisms for removing barriers in gender equity across recruitment, workplace environment and professional development	To ensure accountability mechanism in HR processes to ensure gender equity	Improved accountability in hiring mechanisms	Ensuring that gender sensitivity and equity is effectively adhered as per the application of NUST's; <ul style="list-style-type: none"> <li>-Disciplinary matter and inquiry Proceedings</li> <li>-Grievance Procedure</li> <li>-Policy of Protection against harassment of</li> </ul>	MoM's of proceedings in case of occurrence of any incidence	<ul style="list-style-type: none"> <li>• Project Director</li> <li>• Director Administration</li> <li>• M&amp;E Specialist</li> </ul>	2014-2019	Risks: <ol style="list-style-type: none"> <li>1. Resistance to change at the organizational level</li> <li>2. USPCAS-E might lack change management techniques</li> </ol> Assumptions: Strengthening management accountability will result in accomplishment of GE results

			women				
		Improved satisfaction level of female faculty and administrative employees	Conducting a survey for incremental change in the satisfaction level	Semi-annual qualitative survey	M&E Specialist	2016-2019	
		Integrate employment equity awareness as part of recruitment process	Apprising selection board about the gender parity and its significance	Discussion in the Review Committee Meetings chaired by Pro-Rector	<ul style="list-style-type: none"> <li>• Project Director</li> <li>• Director Administration</li> <li>• GEP focal person</li> </ul>	On-going	
		Ensure periodic monitoring and reporting on GEP as part of the M&E plan	Monitoring & Evaluation plan with indicators and reporting mechanism in place for ensuring accountability on GEP.		M&E Specialist	Quarterly Progress Reports	
3.2 Institutional mechanisms for removing barriers in gender equity across women enrolment at USPCAS-E	Transparency in admission, scholarships, jobs placements, internships applied research grants and exchange awards	Improved transparency in program offerings	Ensuring that gender sensitivity and equity is effectively adhered in; <ul style="list-style-type: none"> <li>-Admission Policy</li> <li>-Merit and Needs Based Scholarship Policy</li> <li>-Sustainability Plan</li> <li>-Applied Research Grants Policy</li> <li>-Exchange Program Policy</li> </ul>	-To ensure the incorporation of language in the concern documents -Sensitizing respective implementing section in-charge Eg; HoD, ILO, Exchange Coordinator etc.	<ul style="list-style-type: none"> <li>• Deputy project Director</li> <li>• GEP Focal Person</li> </ul>	Action or Progress to be reported in QPRs and APRs	

Program Areas	Issues	Targets	Actions	Deliverables	Responsibility	Timeline	Risks/ Assumptions
<p><i>Strategy 4: Engagement: Strengthen communication and networking strategies to reach out to maximum number of potential women beneficiaries and stakeholders.</i>  <i>Outcome: More concerted efforts to mobilize stakeholders and beneficiaries for strengthening engagement in promoting Gender Equity at USPCAS-E</i></p>							
4.1 Communication and Networking	Lack of effective communication strategy and networking tools employed to attract potential women candidates	-Effective communication, mentoring and networking strategies -Tools developed and implemented that contribute to promoting gender equity in USPCAS-E - Gender advocacy, Information, and Communication Material developed and disseminated to targeted stakeholders.	4.1.1 Develop and implement a comprehensive communication strategy including print and electronic media and personal promotion that incorporates gender equity	<ul style="list-style-type: none"> <li>• Communication and outreach Strategy document that incorporates gender equity</li> <li>• Media and event reports, ICT material, Photographs etc.</li> </ul>	<ul style="list-style-type: none"> <li>• C&amp;O Specialist</li> <li>• GEP Focal Person</li> </ul>	Quarter-II of Year-II	<p>Risk:</p> <p>1.Students and potential staff in underdeveloped areas have limited access to various media</p> <p>2.Cultural barriers may hinder implementation of communication strategy in rural /remote areas of KP</p> <p>Assumptions:</p> <p>Both the messaging as well as the form of the message will disaggregate based on gender. Media consumption is gendered; men and women will access different media types.</p>
		-Conducting effective Mentoring and Buy-in events	4.1.2 Conduct mentoring and outreach seminars	Conducting number of outreach seminars	<ul style="list-style-type: none"> <li>• C&amp;O Specialist</li> <li>• GEP Focal Person</li> </ul>		

Program Areas	Issues	Targets	Actions	Deliverables	Responsibility	Timeline	Risks/ Assumptions
<i>Strategy-5: Reduce large wage gaps between the salary of males and females in Pakistan</i> <i>Outcome: Equal employment opportunities</i>							
5.1 Compensation and Benefits	Large wage gaps exist between the salary of males and females in Pakistan, both in formal and informal sectors.	-Reduced wage gap -Equal employment opportunities	-Key and Non-key positions will be filled with equal opportunity to male and female candidates	Salary Structure	<ul style="list-style-type: none"> <li>Project Director</li> <li>NUST HR</li> <li>GEP Focal Person</li> </ul>	On-going	Risks: -The requirement may have financial limitations Assumptions: -The findings of baseline may be less generalized to support coherent interventions
		-Improved infrastructure facilities for women incumbents (subject to finding of baseline survey)	Interventions will be made to facilitate female employees e.g. Pick and Drop, day care etc.	Additional facilities provided as per requirement	<ul style="list-style-type: none"> <li>Director Administration</li> <li>GEP Focal Person</li> </ul>	On-going	

