

# Review of: "Exploring the Relationship Between Gender and Sustainable Development Competencies in Higher Education Institutions: Insights from a Zimbabwean University"

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The article titled "Exploring the Relationship Between Gender and Sustainable Development Competencies in Higher Education Institutions: Insights from a Zimbabwean University" is discussing about one of the relevant topics regarding gender equality is SDGs. The study uses mixed method: In-depth interviews and semi-structured questionnaire. The study uses Intersectionality Theory which argues that gender intersects with other social categories such as race, class, and ethnicity, leading to distinct experiences of privileges and discrimination. The study intends to assess the current level of gender disparity and sustainable development competencies among HEIs in Zimbabwe. This study also provides several future recommendations for policy makers at HEIs. By addressing the existing gender gaps and enhancing sustainable development competencies, these recommendations stand to cultivate a more inclusive and equitable educational environment.

The study's contribution to both academic scholarship and policy discourse is significant. By focusing on a Zimbabwean HEI, the article addresses a gap in the literature and provides a valuable perspective from a region that has been relatively underrepresented in similar studies. Furthermore, the article's emphasis on sustainable development competencies aligns with the global commitment to achieving the Sustainable Development Goals (SDGs). This orientation not only enhances the article's relevance but also positions it as a potential source of guidance for HEIs aiming to align their curricula with these global objectives.

The article is commendable in its clarity and organization, effectively guiding the reader through its research objectives, methodology, findings, and conclusions. However, one area that could benefit from further expansion is the discussion of implications for policy and practice. While the article touches on future recommendations for HEI policymakers, a more in-depth exploration of how these findings can inform concrete policy changes and curriculum adjustments would enrich the practical significance of the study.