

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 main objective of the work *Exploring the Relationship Between Gender and Sustainable Development Competencies in Higher Education Institutions: Insights from a Zimbabwean University* is to explore the relationship between gender and sustainable development competencies in a university operating in Zimbabwe. The presence of women academics in African universities, their difficulties in developing fully as such and their potential contribution to the UN's sustainable development goals are relevant topics.

The work is, in terms of subject matter, necessary and current. However, there are problems in defining the basic concepts that support the analysis. There is talk of "sustainable development competencies", "sustainable competences", "sustainable skills" but no specific definition is provided in this regard. What are these competencies that, according to the hypothesis proposed, are lacking in academics at this university? Are we talking about individual knowledge and skills that would favor the development of the Sustainable Development Goals? If so, what are they?

The text suggests that it refers to the activities indicated by van Dijk et al., 2020: to contribute to the advancement of their disciplines through academic publications, innovation, securing research funding, delivering effective instruction, demonstrating service and leadership qualities, and progressing along the professional tenure recognition pathway. However, these are not competencies related to sustainability but rather areas of academic activity.

A clarification of these concepts, taking into account the existing scientific literature, is essential to develop the methodological sections and reach basic conclusions.