

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

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This paper reviews the role of women in academia in sub-saharian africa and elsewhere, and reveals the existence of severe disparities as compared to men. The description of the context is based on current, relevant and abundant literature, and it includes insightful reflections about the real meaning and effects of smplistic quota systems. What is not clear for me is the relationship with sustainability, and why does this situation specifically impact the acquisition of sustainable development competences (3rd paragraph). This link needs, in my view, to be better justified.

In the same vein, the specific competences cited in the objeive 2 (professional growth and networking; research and innovation; collaboration with stakeholders; outreach and education, and curriculum development; and institutional sustainability management gender mainstreaming) are not amonst the tradicional sustainable competences. All in all, "sustainability" seems to be here an unnecessary complement, as the paper could stand perfectly without reference to this concept.

One interesting improvement would be (if the anonimization of the data allows it) dissagregating the data by gender. The responses to all the questions incude global figures for the whole sample, composed of 75% males and 17% females. However, it would be interesting to contrast gender-wise visions on some aspects, such as the eagerness of male reseachers to cooperate with female colleagues.

Interestingly, the authors provide some practical reccomendations to improve gender equity in HEI institutions, that apply to the Zimbawean context but could be extrapolated to many institutons all over the world.