

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

Matilde Martínez Casanovas¹

¹ Universitat Rovira I Virgili Tarragona

Potential competing interests: No potential competing interests to declare.

The study addresses an important issue, the intersection of gender and sustainable development competencies in a Zimbabwean university, shedding light on the challenges, disparities, and implications for higher education institutions (HEIs) and beyond. The findings provide insights into the current state of gender mainstreaming, the development of sustainable competencies, and the obstacles faced by female academics in a specific institutional context. This information contributes to the existing body of knowledge on gender equality, sustainable development, and higher education.

The study's approach of utilizing mixed methods involving in-depth interviews with Deans and online questionnaires with academic staff offers a comprehensive view of the issue, combining both qualitative and quantitative data. This approach enhances the validity of the findings and allows for a nuanced understanding of the challenges faced by female academics.

The paper demonstrates a good understanding of the relevant literature in the field of gender equality, sustainable development, and higher education. The authors cite a variety of literature sources that are pertinent to the topic, including academic papers, studies, and reports. The references include both classic works and more recent publications, showcasing a comprehensive review of existing knowledge in the field.

The paper appropriately cites various authors who have conducted research on gender issues, sustainable development, gender mainstreaming in higher education, and related topics. The authors also reference international agreements and policies related to gender equality and sustainable development, providing a broader context for their study.

While the paper presents a thorough understanding of the literature, there is no indication of significant works being ignored. However, it's important to note that the paper's bibliography might not capture every relevant work in the field due to the limitations of available space and the specific focus of the study. Nonetheless, the paper effectively incorporates and references a wide range of literature to support its analysis and findings.

The paper's recommendations provide actionable steps for HEIs and institutions to address the identified challenges and promote gender mainstreaming and sustainable development competencies. These recommendations are relevant not

only to the studied context but also to other HEIs and organizations aiming to achieve gender equality and sustainability.

Overall, the paper's focus, methodology, findings, and recommendations contribute to the scholarly discourse on gender equality, sustainable development, and higher education, making it suitable for publication in relevant academic journals.