

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

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**Potential competing interests:** No potential competing interests to declare.

The paper sufficiently addresses the topic, which is timely in this decade of action for Agenda 2030.

The paper would benefit from the inclusion of gender disaggregated data on school enrolment, drop out and literacy rates in Zimbabwe as well as the retention policy for mid-career female professionals as these have impact on how many women are left in HEI.

Reference to 'The Africa we want' Agenda 2063 of the African Union and the gender equality policy will add value.