

# 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 document is an interesting study in which it explains the work carried out on the inclusion of the gender aspect and also sustainable development at the university of Zimbabwe.

It is also complicated to relate figure 1 with the data expressed in Table 1, since in the first case there are three groups (male, female and anonymous gender) while in table 1 there are only two difference groups (male and female ). This difference between Figure 1 and Table 1 suggests that more than a single questionnaire was passed per person, and this does not seem to be explained in the document.

The document presents some of the Deans' responses, but the questions asked to the staff are not shown nor are the responses of this staff presented. I think the questionnaire or part of the questionnaire should be presented. And if the questionnaire is anonymous, show the answers to some of the questions in order to relate these answers to the analysis carried out by the author of the work.

Regarding the difficulty of incorporating the gender perspective in the IES of the university of Zimbabwe, it is difficult for me to interpret whether or not the institution has indicators to evaluate the improvement of the incorporation of the gender perspective. If you don't have them, I think it would be interesting to propose some indicators. In addition, if the institution does have these indicators, it would have been interesting to show them.

I believe that the document shows a reality that is repeated anywhere in the world, both in public institutions and in private companies. Only in a few countries, in recent decades, have they launched initiatives to introduce the gender perspective with the aim of eliminating differences in the professional careers of women compared to their male counterparts.

I also want to raise here the difficulty of redirecting gender differences in an HEI institution if the society to which that institution belongs creates educational differences (roles in society) between both groups from the earliest years of the boys and girls in that country.

If men are educated from a young age to occupy leadership roles and women are educated not to occupy those leadership roles, it is very difficult for these inertias of society to be reversed when they become part of the university staff. That is why not only laws, but programs with actions are very necessary. Indicators, objectives and people responsible for

executing them in order to introduce the gender perspective and normalize the presence of women in the levels of responsibility of an organization, or administration, on equal conditions with men.

Errors: In the last paragraph on page 13, in the “staff development” section, I think there is an error because it says that the percentage of the female population is 22% and if it is referring to the entire country, that percentage is of 52%. If it is not the female percentage of the entire country, it is not clear which group is being referred to and which is 22% women.