

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 article "Exploring the Relationship Between Gender and Sustainable Development Competencies in Higher Education Institutions: Insights from a Zimbabwean University" addresses an important and not yet widely addressed topic in the literature, that of the relationship between gender mainstreaming and sustainability skills in higher education institutions. Starting from a similar observation in many countries around the world, namely an under-representation of women in positions of responsibility, hampering their contribution to the achievement of the Sustainable Development Goals, the article then focuses more specifically on the case of a Zimbabwean university. The article draws on a solid literature review as well as the theory of intersectionality, in relation to issues of diversity, inclusivity, gender, research and innovation, social justice and equity, commitment and policy formulation. The context of Zimbabwe, a country that has subscribed to several international and regional agreements focusing on gender issues, is well documented. The methodology underlying the study is robust, it involved about forty academics representative of the staff of a university in Zimbabwe. Both qualitative and quantitative information was collected, anonymously and on a voluntary basis. The results of the study are presented in a clear and readable way, and in a way that echoes the objectives announced in the introductory part of the article. Recommendations for the leaders of higher education institutions are formulated, and it would have been interesting to have some elements of discussion or some propositions on how it would be possible to influence local or national policies on the subject.