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UNESCO-CEPES
EUROPEAN CENTRE
FOR HIGHER EDUCATION

**Higher
Education
in Europe**

In this issue:

Academe and Gender: What Has and What Has Not Changed?

Vol. XXV, No. 2, 2000

Higher Education in Europe

Volume XXV Number 2 2000

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From the Editors

This issue of **Higher Education in Europe** picks up, once again, an ongoing interest and strand of activity of UNESCO-CEPES, that of women in higher education, that dates back to 1981, when, for the first time, the review published a set of articles on the topic, "Participation of Women in Higher Education" (vol. 6, no. 3, 1981). UNESCO-CEPES subsequently co-sponsored four meetings which dealt with various aspects of this general subject (in 1985, 1988, 1990, and 1991, respectively), that also gave rise to three published studies. Moreover, UNESCO-CEPES collaborated, along with the Council of Europe, in setting up the European Network on Women's Studies, serving for a number of years as its Secretariat. More recently, UNESCO-CEPES collaborated in the setting up of a UNESCO Chair in Women's Studies at the University of Warsaw in Poland.

UNESCO-CEPES continues its interest in women in higher education as part of its activity strand titled "Good Practice in Promoting Gender Equality in Higher Education". Thus, we are grateful that two specialists on the question of women in higher education, Liisa Husu of Finland and Louise Morley of the United Kingdom, accepted to serve as Guest Editors of the thematic part of this issue, "Academe and Gender: What Has and Has Not Changed"? It consists, altogether, of fourteen articles, including an Introduction by the Guest Editors, most of which were presented during three sessions on "Gender and Academia", held at the Seventh International Interdisciplinary Congress on Women, in Tromsø, Norway, from 20 to 26 June, 1999. In addition, and in order to specifically evoke both the Romanian situation and the question of political correctness in the discourse on gender, UNESCO-CEPES added the final article, by a Romanian scholar, Anișoara Henrieta Mitrea-Șerban.

The three articles making up the "Tribune" are derived from speeches delivered by the respective authors at the Twelfth Symposium of the Salzburg Seminar Universities Project, the topic of which was "The Impact of Globalization on Higher Education". The Seminar took place between 2 and 6 February 2000.

One of the main objectives of the Universities Project is to assist the process of institutional reform in higher education in Central and Eastern Europe as well as in the countries of the former Soviet Union. Thus, top level experts are invited to the Seminar to discuss the most pertinent issues relevant to the reform process. The intention of this particular session was to examine the phenomenon of "globalization" in the context of the mission of the university and in the overall context of the situation of higher education in Southeastern Europe.

Thus, Jan Sadlak, the Director of UNESCO-CEPES, argues that globalization, although not itself based on universal values, can, under certain conditions, contribute to the universal mission of universities if the latter are prepared to meet the challenges that it

presents, particularly the required innovative use of the information technologies. Universities so-armed can assist their local communities in seizing the advantages of globalization in order to improve their capacity to contribute to the resolution of various problems, including those persisting nowadays in a number of regions, including Southeastern Europe.

For Peter Magrath, the President of the National Association of State Universities and Land-Grant Colleges of the United States of America, globalization is upon us whether we like it or not. Since it will inevitably become all-pervasive, universities must adapt to it as all other forms of organized economic activity are doing, often with very innovative results. One consequence for universities will be more efficiency in the local delivery of higher education services that the reader may assume will contribute to the assurance of peace and reconciliation.

Finally, Srbijanka Turajlić, the Chairperson of the Board of the Alternative Academic Educational Network of the Federal Republic of Yugoslavia, while arguing that universities should become "incubators of dialogue and reconciliation", doubts that either 'dialogue' or 'reconciliation' can, realistically, be included within a formal academic curriculum. Rather, these values are best inculcated in students, faculty, and the surrounding community by the behaviour and attitudes of individual academics and the stances taken on given public issues by institutional and academic leadership. And even then, if universities and their staffs give in to political and social pressures, they cannot perform this role and will fail "to LEAD and to CREATE", the most essential tasks for universities, according to the author.

The next issue of Higher Education in Europe will evoke the strand of UNESCO-CEPES activity dealing with transnational higher education: ["Transnational Educational Provisions: Enabling Access or Generating Exclusion"](#).