

The Sylff Newsletter

FEATURE

SYLFF Forum: Perspectives on Social Inequalities — Issues of Race, Class, and Gender

By Kevin Harper and Fabio Frederico

Kevin Harper is a SYLFF fellow and doctoral candidate at Howard University who applied for and was selected as a SYLFF Forum Award recipient in 2001. Fabio Frederico also is a SYLFF fellow and is a master's degree candidate at the University of São Paulo. Together they write about their experience in planning and implementing a series of workshops at five SYLFF institutions: Howard University (U.S.A.), Massey University (New Zealand), University of São Paulo (Brazil), University of the Western Cape (South Africa), and York University (Canada). The workshops culminated in an international forum that was held in Washington, D.C. on the campus of Howard University, October 31–November 2, 2001.

When the proposal we submitted was selected for an SYLFF Forum Award, we had no idea of how rewarding and growth producing it would be to collaborate with scholars from around the world. We wish to begin this article by explaining how the proposal evolved.

Evolution of the Proposal (by Kevin Harper)

During a SYLFF Program meeting at Howard University at the beginning of the fall 2000 semester, all of the fellows and members of the steering committee were excited about the upcoming academic year and the international research ahead of us. At some point during the meeting it was mentioned that Sasakawa fellows from the previous year had applied for funding under the SYLFF Forum Program but had not been selected. My interest was immediately sparked, because I had served on many proposal-writing teams and had been moderately successful in those efforts. I asked if a copy of the proposal that had not been funded could be made available. Then, with the encouragement of Dean Orlando Taylor and Senior Fellow Dr. Wayne Patterson, we began work on a proposal. The submission process began with each fellow sharing details regarding his or her research interests. As we searched for a common theme to address and to propose for funding, research interests concerning gender and society remained prevalent. As a social scientist specializing in issues of social inequality, I proposed a title, my colleagues agreed to it, and just like that we became both a committee and a proposal-writing team. In time, the proposal was completed, signed by us and submitted. On February

15, 2001, while conducting research in Jamaica, I received an electronic message informing me that our proposal had been selected for funding.

Organizational Aspects of the Forum Program

The forum was organized on three fronts: within the universities and on the national and international levels. With Howard University being the lead university, our committee nominated a conference logistics chairperson (Kevin W. Harper) and a secretary (Wendi Manuel-Scott) who later proved to be more of a co-chairperson. Kevin, Wendi, and the rest of the committee immediately went to work, for they had no idea of how challenging the task would



Dr. Mamphela Ramphele delivering the keynote address at the International Forum, and Dr. Orlando Taylor, Howard University.



Dr. Jan Persens, University of the Western Cape, speaking at the International Forum.

be to initiate and help organize activities in five universities in as many countries. The members of the Howard University committee joined together, and each fellow was assigned particular responsibilities. The initial and perhaps most important task was to initiate closer communications with our collaborating universities. One student was assigned to each of the four collaborating universities (Massey University, University of São Paulo (USP), University of the Western Cape, and York University). Each of the Howard University committee members was responsible for assisting one of the other collaborating universities throughout the process. Basic assistance included sharing information, assisting with the call for papers, and attending the local forum at the collaborating university. Each university was responsible for forming its own committee and conducting a local conference in its country. Each university also was responsible for collaborating with the other universities, because a national representative from each university was to attend the local conference at each of the other collaborating universities. All this was made possible through reworking of the budget, though that was an incredibly time- and energy-consuming process.

Pre-Forum Workshops

University of São Paulo

The Workshop on Inequalities and Exclusion was held at the School of Economics, Business Administration and Accounting of the University of São Paulo, on August 16, 2001. The workshop included four panel sessions at which SYLFF fellows and guest speakers presented their papers. Immediately after the presentation of three papers in each panel session, they were commented on by two designated participants, after which the other participants in the workshop posed questions and presented comments.

Besides the SYLFF fellows, some invited participants from other colleges of the University of São Paulo presented papers and participated in the activities. Dr. Carlos Azzoni, chairman of the USP SYLFF Steering Committee, was the academic organizer of the workshop, and Maria de Lourdes Silva, execu-

tive secretary of the USP SYLFF Program, provided invaluable assistance. Four members from other SYLFF institutions were present at the event, presenting papers and acting as discussants. They were from Howard University (Washington, D.C., U.S.A.) and the University of the Western Cape (Cape Town, South Africa). About 40 individuals participated in the workshop. They included currently enrolled and graduated fellows, USP students, and community members interested in inequalities and exclusion.

In accordance with the spirit of the international forum, the intention of the USP workshop was to provide an opportunity for SYLFF fellows to present their work and to interact with others in an academic environment. The workshop also was intended to promote both interaction among fellows and international collaboration. The workshop's objectives were to encourage collaboration among universities and to foster international exchanges. Last, but not least, the workshop was planned so as to encourage debate and understanding about one of the most important issues facing our society: inequalities and social exclusion. The outcome of the workshop indicated that there is more to inequalities and social exclusion than can be discussed in a one-day meeting, given the variety of subjects involved: political, social, and economic. We suggest that in the future such endeavors be allowed more time.

Given the wide spectrum of problems under the general theme of the workshop, it became clear that the subject is highly complex and that the problems faced by the communities analyzed are serious and deserve additional consideration and analysis. The studies that were presented served to increase the participants' awareness of the problems and improved their knowledge of the subject.

The interaction of people from different disciplines and different backgrounds and with distinct approaches was one of the positive features of the meeting. It became clear that the study of such complex problems demands a multidisciplinary approach.

In addition, the workshop was highly successful in promoting interaction among fellows and universities and in stimulating young scholars.

As an integral aspect of the SYLFF Program, the workshop was intended to promote the development of young scholars in social science fields, providing them with an opportunity to present their work and to begin their academic life. Both aims were intended to foster the leadership potential of

the fellows through team activities and international collaboration. The SYLFF Program and the workshop also involved promoting an international environment of understanding and tolerance, in accord with the belief that the nations of the world share common problems that need to be dealt with by collaborative actions.

Massey University

Graeme Fraser of Massey University reported: Massey's pre-forum workshop on August 18, 2001, was a success, and it was great to have Manila Soni-Amin (University of the Western Cape), Madelina Sunseri (York University), Stephane Alrivy (Howard University), and Horace Dawson (Howard University) with us. Massey now begins the process of finalizing its decisions regarding its representatives at the international forum to be held at Howard University in the fall.

Stephane Alrivy added, "The conference at Massey highlighted many interesting topics in Maori studies. There were 18 participants, including 8 presenters from various Massey campuses and the University of Otago."

University of the Western Cape

This one-day workshop was held on September 29, 2001, at the University of the Western Cape in Cape Town. Dr. Jan Persens, Director of International Relations at the University of the Western Cape, who, with his staff, led by Debra Lamson, was responsible for organizing the workshop, wrote to the Cape Town participants:

Thank you very much for your presentations Your papers covered a very interesting and relevant range of topics. I enjoyed working with you on Saturday and before I hope that the forum actually helped you in some ways. Perhaps you could push forward with your thesis or get your ideas together regarding a particular paper or use the opportunity to reflect anew on a particular topic. From the quality and the range of questions, it is clear that everyone enjoyed the day. I was particularly pleased to see so many at the *braai* (barbecue) after such a long and busy program. I am also glad that we could enjoy a busy but somewhat relaxed Sunday. We enjoyed the company of our four international speakers on a

visit to Kirstenbosch and Robben Island. Unfortunately, Ms. Table Mountain covered herself with a blanket of clouds, but we could enjoy a fantastic view from the lower station of the cable car route. Enjoying *snoek* (fish unique to the Western Cape) and chips at the Waterfront was so typically *Kaaps* (Capetonian).

Dr. Persens also wrote to Dean Taylor and Dr. Patterson:

It was wonderful to have had Egla, Robyn, Kevin, and Fabio with us at our workshop Kevin will no doubt share with you some of the mood of the day as well as his experience here. We had around 40 participants all through the day. Kevin and Robyn had the opportunity to attend the second session of our Spring Graduation on Friday night. Unfortunately they missed Archbishop Tutu on Thursday night. On Friday, though, they had a wonderful day tour of the townships and District Six."

York University

The York University Workshop, held on September 14, 2001, was the best-attended of all the workshops, even though a few people who were expected to attend were not able to do so because their flights were cancelled by the airlines as a result of the terrorist attacks on September 11. There were well over 100 persons in attendance throughout the day, and the papers were very informative and of high quality.



Mr. Kevin Harper and Ms. Wendi Manuel-Scott of Howard University chatting at the International Forum.

Dean John Lennox, dean of graduate studies, opened the proceedings, and his timely remarks were very much appreciated. Egla J. Martinez-Salazar served as the coordinator for the workshop, and with the help of a dedicated group of volunteers she conducted the proceedings smoothly and efficiently throughout the day.

There were six panel discussions in all, with a format that worked quite well: the beginning session was a plenary one; two concurrent panel sessions were held in both the second and third time periods; and the final session was another plenary one. A total of 17 papers were presented, including 1 from the University of the Western Cape.

The International Forum

After the workshops were successfully completed at each university, a three-day international forum was hosted by Howard University. Participants at the international forum were to present the best papers from each of the local workshops. However, due to the events of September 11, 2001, many of our intended presenters were unable to travel. Therefore, in an effort to remain consistent with our cause and our efforts, we arranged for the people who had been unable to attend national workshops due to the September 11 events to have the opportunity to make presentations at the international forum. This event required the organization of international travel, airport pick-ups, local transportation to and from the forum site for three days, food and lodgings, and of course outstanding cultural sensitivity, because we represented a minimum of five countries and time zones. Approximately 350 individuals attended this forum. They included presenter Anita Arya from India, who was in the United States doing postdoctoral work at the University of California at Berkeley; former SYLFF fellow and presenter Richard Wamai, from the University of Helsinki, Finland, who was doing Ph.D. research in Washington, D.C., at the time of the forum; and Ellen Mashiko, executive director of The Tokyo Foundation. The highlight of the opening session was the keynote address by Dr. Mamphela Ramphele, managing director of the Human Development Group of the World Bank, who stated in her address:

“This (inequality) is the real nexus between poverty and disenfranchisement, between the powerful and the powerless, between North and South, and between rich and poor. Unless we find the ways and means to address fundamentally the questions of inequality, unless we are able to provide

meaningful hope for inclusion and opportunity for everyone, our children will not live in peace.”

A copy of her keynote address can be found at wwwFOUNDERS.howard.edu/gsas/ramp_speech.htm.

The fundamental objectives of the forum were: (1) to elicit, from thoughtful individuals at Howard, Massey, São Paulo, Western Cape, and York universities, papers concerning issues of social inequality that could be published and forwarded to the United Nations; (2) to increase awareness at the aforementioned five universities of the forthcoming United Nations Conference on Racism and Racial Discrimination, Xenophobia and Related Intolerance; (3) to afford SYLFF fellows from five programs in five countries the opportunity to observe, become acquainted with, and work closely with each other; (4) to inform the university communities in Howard, Massey, São Paulo, Western Cape, and York about The Tokyo Foundation, the Sasakawa Young Leaders Fellowship Fund (SYLFF) Program, and the opportunity for students to become SYLFF fellows; and (5) to provide scholarly input into the national agendas of the countries of the participants and their universities.

Results of the Forum

The results of the forum included a significant increase in attention to, and research on, social inequality; a significant increase in awareness of the SYLFF fellows and SYLFF Programs in other countries; the first stage of widespread dissemination of the content of all of the papers, through publication, in both paper and electronic formats; and last, the opportunity for us SYLFF fellows to gain professional experience in an activity that will likely be an important part of our careers: the responsibility for soliciting research papers, and serving as jury members evaluating and selecting papers for presentation.

The pre-forum workshops and the international forum related to the basic goals of the SYLFF Program and even allowed for a vision of the future. The program was designed to provide financial support to outstanding students concentrating on research regarding international affairs and/or world peace. We addressed the global issue of social inequality, which is at the core of a world without peace. Because we had five collaborating universities concentrating on such an important global issue, we as SYLFF fellows were pioneers at the forefront of producing the optimal product, world peace.

FEATURE

15 Days in Japan

By Erdem Denk

Erdem Denk received a SYLFF fellowship as a master's student majoring in international relations at Ankara University, Turkey. At present, he is a Ph.D. candidate at Cardiff Law School, Cardiff University, where he is studying the utilization of international watercourses. In this article, he describes his experiences as the recipient of a Visit Japan Program award within the context of his academic career.



Mr. Erdem Denk standing in front of the *akamon* (red gate) of the University of Tokyo.

“The goal of establishing and maintaining the primacy of international law is crucial. Without the rule of law humanity cannot achieve the peace, freedom and security which will permit it to continue to develop a civilized society.” — Professor Diego Freitas do Amaral, Then President of the UN General Assembly (Addressing the International Court of Justice on April 18, 1996)

When I decided to write my master's thesis on the legal dimensions of the Kardak/Imia Rocks dispute between Turkey and Greece, I noticed that there were similar disputes in other parts of the world. My brief study of them inspired me to make a comparative analysis between the most similar ones: namely, the Kardak, Senkaku/Diaoyu, and Spratly Islands disputes. The reason for my decision was simple: in international law, seeking common or similar approaches of the involved states is quite important, especially in cases where general rules are not well developed, because such approaches help us both to determine what the law is as actually applied in society itself and to recommend sound solutions. Indeed, in my thesis I was able to outline some common legal points of these three disputes. Nevertheless, my interest, especially in the Senkaku dispute, did not cease, in part because

that dispute not only had some interesting points in common with the Kardak Dispute, but also because it was more complicated and therefore was attractive in terms of my academic interests. Thus, I thought that it would be very good if I would be able to read more articles written by Japanese and Chinese academics and more official historical documents. Therefore, when I first saw the Visit Japan Award notice of The Tokyo Foundation, I immediately started preparing my project with the kind help of Professor Masaharu Yanagihara of Kyushu University.

As I indicated in my application, I had two main objectives: to conduct further research regarding the Senkaku dispute, and to meet with various Japanese academics. Thus, I would have the opportunity to directly see a variety of international-law approaches in this very early stage of my academic career, in addition to learning more about the different aspects of the Senkaku dispute.

Before visiting Japan, I prepared a list of materials to be researched and a few keywords to be searched in the databases of libraries. I thought that this preparation would make me feel more comfortable in Japan, especially because I know only a few basic Japanese words that I learned from Japanese friends in Cardiff. During my research in Japanese libraries, I found not only the materials on my list, but also some other materials by using the keywords, in part because the Japanese libraries were well-catalogued and the librarians were very kind and helpful.

In addition, I met with a number of Japanese academics. We discussed the Senkaku dispute in particular and international-law studies in Japan in general. In addition to establishing ties with Japanese academics, I had the opportunity, thanks to this sponsorship, to become more familiar with international-law studies in Japan, which, along with China, is the main representative of Far East legal culture. As the practices, perceptions, and approaches of different legal cultures and societies are of major importance, especially as far as international law is concerned, it is beyond doubt that

Mr. Denk
enjoying a Japanese
“dream meal.”



this wonderful experience will benefit my studies throughout my academic career. Indeed, the more perspectives one learns about, the more effectively one can examine and understand international law and international disputes. Furthermore, to examine different international disputes from different perspectives enables one to produce more-fair analyses, as I also have been trying to do in my Ph.D. studies at the Cardiff Law School concerning international disputes regarding rivers.

Thanks to these meetings, I also had the opportunity to compare Turkey, Japan, and the United Kingdom in terms of the textbooks recommended to undergraduate and graduate students, the most “popular” topics studied by academics, and the most influential lawyers and scholars in these countries.

In addition, during my stay in Japan, I visited very interesting historical, cultural, and religious places in Tokyo and Sapporo on weekends and at other free times. One Japanese family even generously hosted me for dinner, thanks to arrangements made by the Japan National Tourist Organization.

Although I resumed my Ph.D. studies in Cardiff after my visit to Japan, I tried to produce some written work using the materials I collected in Japan, because I thought it would be best to write something when my thoughts were fresh. I revised an article that I had written before the visit; it has been published in the *Mulkiyeliler Birliği Dergisi* (Alumni Journal of the Faculty of Political Science, Ankara University). Moreover, I was able to write another article in which I analyzed some geographical and quasi-geographical terms employed in relevant international agreements. My academic supervisor and colleagues are now reviewing that writing.

Having summarized the Japan-visit process, I now wish to emphasize some points in order to explain why I very much value and appreciate support such as that provided by respected foundations such as The Tokyo Foundation.

I definitely believe that increasing mutual understanding and cooperation, especially between the civil societies of different cultures and countries, will make it much easier to resolve all types of international disputes. In this context, academics, including beginners like myself, from different countries have a special responsibility. Their studies can encourage cooperation and mutual understanding by making clear that international disputes involving our respective countries are not unique and are not simply the result of the “hostile”

approaches of our “enemies.” On the contrary, such disputes are quite common problems, in part because the relevant rules of international law are not always well enough developed, and it is up to us to develop sounder approaches for resolving such disputes. In other words, academics have the responsibility to seek and to suggest peaceful alternatives that will bring different societies and cultures together. This will not only foster and encourage the rule of law, both within our respective countries and throughout the world, but also will eventually make the world a peaceful place for all humankind. Promoting the rule of law in the international community is vital, for international law is the only tool available at present for maintaining a democratic international order all across the world. A democratic international order is the only means by which to stop both the “gendarmes” and “rogue states” in the international arena and to create a peaceful world. In this context, academic relationships, cooperation, and even collaboration between academics of different countries also are very important. Such interactions can both underpin mutual understanding and peaceful relations and also demonstrate that the idea of a “clash of civilizations” is nonsense.

Therefore, institutions and foundations such as The Tokyo Foundation, which are determined to support academics all across the world, definitely have great importance in promoting world peace. Their determination to encourage researchers from all across the world fosters and strengthens our belief that scientific research really is important and really makes a difference. We very well know that, thanks to such foundations, there still are institutions and foundations that sincerely value international cooperation and that contribute to international peace by investing in human relations rather than investing in carpet bombing, biological weapons, or suicide attacks.

In short, I feel honored and pleased to have been granted a Visit Japan Award by this distinguished foundation. I did my best to take full advantage of this great opportunity. Above all, it certainly has been my great privilege to be a member of the SYLFF Fellowship family since 1998. In closing, I wish to thank Professor Yanagihara of Kyushu University and the staff of The Tokyo Foundation's Scholarship Division for their kind interest and assistance before, during, and after my visit to Japan.

Leadership for an Emerging Democracy in South Africa: Challenges and Opportunities

By Beverly Thaver and Laila Ganie

Beverly Thaver is a senior researcher in the Education Policy Unit at the University of the Western Cape (UWC), and Laila Ganie is a senior lecturer of the Faculty of Education at UWC. Both Beverly and Laila are SYLFF fellows who answered the call for an article on leadership that appeared in the first issue of *The SYLFF Newsletter*.

The Sasakawa Young Leaders Fellowship Fund Program's mission emphasizes the development of leaders for a rapidly changing global world. This mission is consistent with a higher-education transformation agenda that is now underway in South Africa. A key component of this transformation is the development of leadership capability for an emerging democracy. Consequently, in this article we explore some of the imperatives for developing leadership in South Africa and the attendant challenges and opportunities as they unfold at one SYLFF site, the UWC. Our intention is to generate further debate and discussion.

Eight years after the establishment of political democracy in South Africa, higher-education institutions are finding their place within a regulatory environment increasingly being driven by the imperatives of fiscal constraints and globalization. Within this context, higher-education institutions are having to shift from the fragmented and segregated system that prevailed under apartheid to a more unitary, albeit differentiated system, under democracy. This political transition (within higher education) is characterized by a key source of tension, namely, the shift from forms of knowledge production dominated by a racial ideology to one that is non-racial. Within this framework, higher-education institutions are faced with several challenges necessary to sustain our democracy as we head into the 21st century.

One of the main challenges is to develop black and female leaders who are in tune with a democratic order. We contend that this is an important challenge that the nation needs to confront, because the profile of leadership in higher-education institutions (as a consequence of the apartheid legacy) is predominantly white and male. Although the past eight years have been marked by changes, there are indications that the move has been largely toward white-female representation. We contend that this is an untenable situation insofar as the student profile has undergone major changes that

have not been accompanied by appropriate shifts in the staffing profile to one that is demographically more representative.

A variety of factors result in the above situation being untenable. First, for any democracy to be sustainable, the workforce within higher-education institutions needs to be diverse enough to be able to understand the historical and life experiences of the student population that it is serving. In other words, given that the student profile is now predominantly black (a generic term for Africans, "colored" people, and Indians), the academic workforce needs to reflect this demographic shift.

There also are other factors that provide an imperative for this shift, namely, the notion of role-modeling (the need for black students to experience firsthand a stratum of leadership that can relate to their life experiences). Given the lack of black role models in higher-education leadership positions, it is important for the students to experience how black academicians have been able to develop under conditions such that the "odds were stacked against us."

Another factor that makes for change is the need for knowledge production to be more equitably distributed across the society and not, as is now the case, primarily concentrated in one social grouping (white academicians). The legacies of apartheid include not only a skewed perspective (i.e., that of only one social grouping) but also a consequently artificial notion of knowledge, because white academicians have spoken on behalf of society. The desired shift in the profile would mean, therefore, that a more diverse profile of academicians would be able to speak for the whole of society. In other words, as more black and female leaders enter the higher-education system, the market for ideas will become more dynamic and more robust. In this way, the knowledge-production process will assume a form that reflects both the complexity and diversity of South African society.

Clearly, in South Africa we are faced with enormous challenges to redress the legacy of apartheid.

Toward this end, several initiatives have been implemented so as to contribute to the development of a layer of leaders who appropriately match our democracy. These initiatives have been taking place at the levels of foreign aid (e.g., Sasakawa fellowships), as national measures (through legislation), and as institutional responses (equity plans and accelerated promotions). We will now briefly discuss each of these.

Several donor agencies have played important roles in meeting the specific human-resource needs of this country by building capacity in areas that have been weak. For instance, the SYLFF Program at UWC has specifically contributed to the development of a cohort of leaders who have subsequently become involved in prominent leadership positions in government, higher education, and other related areas. Thus far, 25 women and 14 men have benefited from SYLFF awards to pursue post-graduate studies that have equipped them for leadership positions. This process is in line with UWC's mission, which is to nurture and seek racial and gender equality and to help the historically marginalized students to participate fully in the life of the nation. However, one of the challenges related to this is how to manage the tension between the function of the mission and national and institutional imperatives in relation to redress and equity.

As mentioned earlier, the South African government is committed to developing new leaders against the backdrop of the apartheid legacy. The Employment Equity Act (EEA), No. 55 of 1998, gives expression to the principles of the Constitution of South Africa (1996), such as the promotion of rights, equality before the law, and democracy. Some of the key functions of the EEA include implementing employment equity and the attainment of a diverse workforce. Equity interventions are aimed at "designated groups," which refers to black people, women, and people with disabilities.

The EEA contains four substantive sections. The first, which concerns the prohibition of unfair discrimination, requires employers to take steps to promote equal opportunity by eliminating unfair discrimination in all employment policies and practices. The second, which concerns affirmative action, requires employers to establish measures by which to achieve such objectives as promoting diversity and equitable representation in all occupational categories and levels in the workforce. The last two components concern the establishment of appropriate structures to implement the EEA.

As a legislative instrument, the EEA is applicable across workforce sectors. Hence, higher-education institutions' policies and practices must comply with the EEA. Toward this end, institutions have developed equity plans. Besides being required to comply with the EEA, higher-education institutions are further regulated by the recent National Plan for

Higher Education, which requires that the predominantly white (male) staff profile in higher-education institutions be changed to one that is more representative of the nation's population. Consequently, the key social function of these state interventions is to establish appropriate mechanisms for facilitating the development of a higher-education leadership layer that does not reflect the previously embedded racial (and gender) stereotypes. As was mentioned above, the apartheid framework had generated a staffing profile that was and still is predominantly white and male. The policies are thus intended to break the previous cycle. The question to be answered is: What is the relationship between the macro policies and institutional practices? To answer this question, we will now discuss the case of UWC.

In line with the aforementioned legislation, UWC has developed an Employment Equity Plan (EEP) in which numerical targets have been set for each faculty. Although there is political will to implement this process, several difficulties are beginning to emerge. One such difficulty revolves around implementation of equity principles within a context of limited resources. What this means in practice is that insofar as the university cannot offer tenured packages it is not able to attract well-qualified black academicians. Hence, black academicians are placed in either short-term or long-term contract positions, a practice that mitigates against their long-term involvement and commitment to knowledge production in higher education.

The development of appropriate leadership capacity is a rather complex phenomenon. In South Africa, the onus is on us to develop leaders who can take appropriate positions not only locally and nationally but also at the global level. We believe that SYLFF is playing an important role in contributing to this process.

Further research is necessary in order to identify the barriers that negatively impact the implementation of equity and redress in the higher-education workforce. Given the complexity of the situation in South Africa, it is important to conduct a comparative study of other countries that also have sought to develop leadership within the context of a changing higher-education system. We believe that we, as SYLFF fellows, can play an important role in this regard.

How is leadership being developed in other countries, especially where higher-education systems are also in the process of transformation? What roles can SYLFF fellows play in developing leaders? How is leadership being conceptualized and operationally defined?

Are you interested in contributing to this Dialog topic in the June 2002 issue of this newsletter? If so, please contact us by e-mail at scholarship@tkfd.or.jp not later than April 1, 2002.

The SYLFF Joint Research/Exchange (JREX) Program

By Rieko Harue

Rieko Harue, the Scholarship Division member who is responsible for the operation of the JREX Program, reports concerning the program.

Established in 1994, the JREX Program provides funding to teams led by graduate students in the social sciences and humanities for conducting collaborative research or exchange activities across institutional and/or national boundaries. It is a two-year-cycle program, in the sense that in the first year the JREX Selection Committee, which is comprised of five SYLFF fellows (current and/or former recipients of SYLFF fellowships), reviews applications to conduct projects and selects a number of those to be awarded financial assistance, and in the second year the same committee evaluates the completed projects and selects not more than one project team from each of two project categories (joint research and collaborative exchange) to be honored with the Award of Excellence and an additional financial grant. Up to three project papers, including the one(s) prepared by the Award of Excellence winner(s), that are deemed especially outstanding are published in the SYLFF Working Papers series in March of the following year.

Evaluation of JREX FY2000 Projects

On July 30, 2001, the JREX Selection Committee 2000–2001 met in Tokyo to evaluate fiscal year (FY) 2000 project reports submitted by 25 teams selected in the summer of 2000. After considerable discussion, the committee chose a project by a team from China led by Mr. Xiaojun Tang of Lanzhou University titled Ancient Stone Inscriptions of Gansu Province for the Award of Excellence in the amount of US\$ 10,000, as the project that best fulfilled the program's standards of excellence in terms of team collaboration, project implementation, and relevance of results. The other members of the winning team were Ms. Yanling Shi and Ms. Yanqi Yang of Lanzhou University, Mr. Junming Zhang of the Archaeological Research Institute of Cultural Relics of Gansu Province, and Ms. Junhong Ning of Fudan University. The project was evaluated highly, especially for its originality in approach and the team's tremendous efforts in conducting fieldwork with a high level of collaboration among team members. The committee noted that the project results will constitute a valuable reference for later scholars, having the potential to have an impact on research for generations to come.

In addition, the committee recommended for publication an additional project paper, that of a team from Kenya, that was deemed outstanding. This project was conducted by Mr. Willis Ochar Wasala as team leader, with Mr. Paul Kiage and Ms. Joyce Wanjiku Kariuki serving as team mem-

bers—all three from the University of Nairobi. The title of their project paper is "The Impact of the HIV/AIDS Epidemic on the Attainment of Basic Education in Kenya."

The papers prepared by the above two project teams will be published in March 2002 as numbers 17 and 18 of the SYLFF Working Papers series.

JREX Awards for FY2001

The Scholarship Division received 104 proposals from 10 countries for awards under the JREX Program for FY2001. The selection committee met August 1–3, 2001, to review these proposals, recommending 27 of them for awards of US\$ 5,000 each.

The Scholarship Division accepted the committee's recommendations and has provided awards to the teams that have already begun implementing their proposed projects. The teams have been requested to submit mid-term reports in February 2002 and final reports and project papers in May 2002 for evaluation in the summer of 2002.

In Appreciation of the Service of the JREX Selection Committee 2000–2001

The Scholarship Division expresses its sincerest appreciation to the following five people who served as members of the JREX Selection Committee for the summers of 2000 and 2001 (in alphabetical order by family name, country of origin, affiliated SYLFF institution, and fields of study): Mr. David Ekbladh, U.S.A., Columbia University, history, international affairs, modernization of development; Ms. Blanka Hancilova, Czech Republic, Charles University and Fletcher School of Law and Diplomacy of Tufts University, political science and international relations; Ms. Natalia Kasprzak, Poland, American University in Cairo, culture and anthropology; Ms. Sadia Khan, Pakistan, INSEAD, economics and finance; and Mr. Yong Zhang, China, Fudan University, economics and finance. All of the members of this committee were very dedicated people who willingly continued their meetings until they all agreed that they had discussed an issue enough for them to be able to make a sound decision. Their varied backgrounds, experiences, and fields of expertise have enhanced their invaluable contributions during the selection and review processes.

They are now planning a reunion in spring 2002 in the United States. I hope that the networks and friendships that have developed among themselves under the umbrella of the SYLFF family will remain strong and close.

SPOTLIGHT

Making a Difference: The University of Helsinki Celebrates the 10th Anniversary of SYLFF

By Isamu Maruyama

Isamu Maruyama, senior officer in the Scholarship Division, writes about the 10th-anniversary celebration of the SYLFF Program, held at the University of Helsinki, Finland, on October 18, 2001. The university, which awards fellowships to graduate students pursuing studies in international relations, Asian and African studies, and social and cultural anthropology, was presented the 32nd SYLFF endowment in December 1991.

The 10th anniversary of the establishment of SYLFF was celebrated at the University of Helsinki on October 18, 2001. The celebration, which took place in the main building of the university, was attended by some 40 people. Among the participants were Dr. Kari Raivio, rector of the University of Helsinki; Mr. Yohei Sasakawa, president of The Nippon Foundation; Norimasa Hasegawa, Japan's ambassador to Finland; and Dr. Reijo Vihko, president of the Academy of Finland; as well as current and former recipients of SYLFF fellowships.

Rector Raivio, in concluding his opening remarks at the 10th-anniversary celebration, related the following story:

A young man went running on the seashore one morning as the tide was receding. The beach was full of starfish that had been stranded, and they were starting to dry up due to the heat from the sun. The young man then noticed an elderly gentleman in front of him, bending and picking up the starfish and throwing them into the ocean, one after another. Puzzled by this seemingly futile effort, the young man asked, "What are you doing?"



Mr. Sasakawa speaking with University of Helsinki students.



Rector Raivio and Mr. Sasakawa exchanging greetings at the 10th-anniversary celebration of the SYLFF Program.

You are throwing these starfish back into the sea, but can't you see there are thousands of them here. You cannot possibly throw all of them into the safety of the waves. What difference does it make?" The elderly man looked at the starfish in his hand, threw it into the ocean, and said, "For that particular starfish, it does make a difference."

Rector Raivio compared the actions of the elderly gentleman to the untiring efforts of The Nippon Foundation on behalf of the less fortunate, especially those in developing countries, noting that the effort to make a lifetime difference in the lives of young people is the spirit of the SYLFF Program.

SYLFF at the University of Helsinki

Established in 1640, the University of Helsinki is the oldest and largest academic institution in Finland. Its nine faculties represent most fields of learning except technology and business, and instruction at the university is given in both Finnish and Swedish. This comprehensive university provides a diverse environment for students who are interested in complementing specialized studies with elements from other disciplines.

Dr. Klaus Helkama, dean of the Faculty of Social Sciences and member of the SYLFF steering committee, who has been involved in the SYLFF Program since its early years, talked about his experiences and reflections during the past 10 years. He discussed some of the criteria by which the committee selects the “best and brightest” fellows from among the highly-qualified candidates. On the basis of fundamental criteria such as intellectual and academic excellence, enthusiasm, maximum-age limit (35 years old), and leadership qualities, a variety of factors—such as research areas, faculties, nationalities of the students, and gender—are taken into consideration. So far, 27 one-year fellowships have been awarded to 26 students (1 student was supported for two years).

Opening Your Eyes to the World

Mr. Yohei Sasakawa, president of The Nippon Foundation, encouraged the SYLFF fellows by his speech, saying:

I am certain that the recipients of SYLFF fellowships are the “best and brightest” students in this university, people who will soon become outstanding figures in their respective fields. However, I encourage you not to become complacent after receiving honors. I exhort you to open your eyes and minds to manifold challenges, and to have the courage and commitment to work to make a better world.

He emphasized that the very core and spirit of the SYLFF Program is to foster leaders who transcend the boundaries of nations, ethnicity, cultures, and beliefs, so as to proactively meet local, national, regional, and global challenges.



Rector Kari Raivio giving the opening remarks at the 10th-anniversary celebration.

Ms. Sari Inkinen



Mr. Antti Leppänen



Mr. Kamrul Hossain

Following Mr. Sasakawa’s speech, three fellows at the university shared with the audience what the SYLFF fellowships had meant to them. These students represented the diversity of fellows’ disciplines and backgrounds. Mr. Kamrul Hossain, from Bangladesh, specializes in international law, and his research focuses on the UN Security Council and its activities under Article 39 of the UN Charter. Mr. Antti Leppänen is a Ph.D. candidate in cultural anthropology who is specializing in small businesses in South Korea. Ms. Sari Inkinen, a political science major, is conducting research on diplomatic relations between Finland and China during the period of 1919–1989. All of them impressed us with their commitment to and enthusiasm regarding their research. They are also well aware of the international and leadership dimensions of the SYLFF program, and they are seriously committed to its goals.

Although the University of Helsinki’s 26 SYLFF fellows represent only one-third of one percent of the total of nearly 8,000 SYLFF fellows throughout the world, we should keep in mind that the impact of the SYLFF Program is not necessarily proportionate to the number of fellows. I am confident that the SYLFF Program will not only make a difference in the life of each fellowship recipient, but—if these talented fellows work together with enthusiasm, commitment, and patience for the betterment of society—they will make a great difference in this world, in which intolerance, hostility, and antagonism still threaten us.

SPOTLIGHT

Motorbikes and SYLFF in Vietnam: Fellowship Award Ceremonies in Ho Chi Minh City and Hanoi

By Keita Sugai

Ceremonies were held at two Vietnam National Universities—Ho Chi Minh City and Hanoi—on November 5 and 7, 2001, respectively, during which 20 graduate students were awarded SYLFF fellowships for the 2001–2002 academic year. These two universities share the 60th SYLFF endowment. In this article, Keita Sugai shares his observations regarding his first visit to Vietnam. He was joined on this visit by Isamu Maruyama and Ellen Mashiko.



VNU-Ho Chi Minh's 10 SYLFF fellows, with Vice-President Ngoc Giao Nguyen (center, right) and Ellen Mashiko of The Tokyo Foundation (center, left).

The streets of both Ho Chi Minh and Hanoi were quite impressive, in large part because they were full of motorbikes. During rush hour, it seemed almost impossible to maintain a safe distance between them. Yet, given just a little space, they managed to carve out for themselves what actually was enough room to avoid collisions with other motorbikes. Even if motorcyclists are in the midst of a large group of motorbikes, they are aware of their surroundings and become the masters of the street. This was my initial observa-

tion of those two Vietnamese cities.

Vietnam National University—Hanoi (VNU-Hanoi), and Vietnam National University—Ho Chi Minh City (VNU-HCM) were jointly presented the 60th SYLFF endowment in March 1999, becoming members of the SYLFF network. VNU-Hanoi and VNU-HCM are the only national universities in Vietnam among approximately 160 institutions of higher learning in that country. The two universities are each pivotal comprehensive universities comprised of several previously separate colleges and universities.

It was in 2000 that master's and doctoral students at the two universities first received SYLFF fellowships. A second group, of 20 students, received fellowships on November 5, 2001, at

VNU-HCM, and on November 7 at VNU-Hanoi. The 20 new SYLFF fellows consist of 10 VNU-Hanoi and 10 VNU-HCM students, and 18 are master's candidates and 2 are doctoral candidates, being 11 women and 9 men who major in fields such as economics, history, linguistics, and literature. It was my good fortune to attend the SYLFF award ceremonies for these new fellows. I hope that the new SYLFF fellows I met in Vietnam will become masters in many fields.

The award ceremony at VNU-HCM was convened by VNU-HCM's Vice-President Ngoc Giao Nguyen, and that at VNU-Hanoi by VNU-Hanoi's Vice-President Duc Chinh Nguyen. At each university

the fellowships were awarded to the students jointly by the university's vice-president and Ellen Mashiko, executive director of the Scholarship Division of The Tokyo Foundation.

The present time is a critical one for Vietnam—a period of fast-paced growth that is resulting in a range of problems that oftentimes cannot be resolved by that nation alone and that require the cooperation of the global community. In such circumstances, what is expected of the Vietnamese SYLFF fellows relates to SYLFF-Program founder Ryoichi Sasakawa's vision, which was based on a simple observation. As noted in Ms. Mashiko's speeches at the awards ceremonies, when Mr. Sasakawa saw photos of Earth taken from space, he was struck by the beauty of this planet's land-masses and oceans and by the fact that the globe had no geopolitical, cultural, or religious borders, nor any other comparable human-made divisions. Based on this observation, he developed a life-long belief that all people are members of one family, and that they all should have adequate shelter, food, health care, and education. Mr. Sasakawa transformed his belief into many practical measures, including the SYLFF Program, which he dedicated to the education and nurturing of future



Motorbikes abound on the streets in Ho Chi Minh City.

leaders who understand the importance of collaboration. I, as a staff member who administers the SYLFF Program, hope that the new SYLFF fellows will set good examples as leaders, proactively working towards a borderless world.

In addition to the award ceremonies, a preliminary meeting of the SYLFF steering committee was held on November 5 at VNU-HCM. A joint meeting of committee members from both VNU-Hanoi and HCM also was convened on November 7 at VNU-Hanoi. During the joint meeting, the members of both university's committees agreed to facilitate the introduction of international fellowships, which will be awarded to outstanding graduate students for the first time in the 2002–2003 academic year. Personnel from the Scholarship Division were pleased to participate in these meetings and to observe firsthand the positive development of the SYLFF Program in Vietnam.



VNU-Hanoi's 10 SYLFF fellows.

Vienna Music Week in Asahikawa

By Shoichi Katayama

Shoichi Katayama, who until November 30, 2001, was administrative director of the Scholarship Division, writes about the spin-off activity between the University of Music and Performing Arts in Vienna and the City of Asahikawa, in northern Japan.

Asahikawa is a beautiful city in central Hokkaido, surrounded by the island's highest mountains. It attracts tourists, backpackers, and skiers from all over Japan. Since 1998, the city has been hosting the Vienna Music Week, inviting students from the University of Music and Performing Arts in Vienna, a SYLFF-endowed institution in Austria.

The connection between the two cities began as a spin-off of efforts by Professor Michael Frischenschlager, the former rector of the university, to develop musical exchanges between his university and music universities in Japan. In the autumn of 1998, he and three SYLFF fellows from Vienna received funding from The Tokyo Foundation under the SYLFF Faculty Exchange and Visit Japan Programs, respectively. Professor Frischenschlager and the fellows visited two universities in Japan: the Tokyo National University of Fine Arts and Music, and Tokushima Bunri University. He then negotiated agreements with the two universities for student and faculty exchanges between them. Several months later, the two universities signed an agreement, and exchanges of students and faculty members followed.

The first Vienna Music Week was an experiment in international collaboration between the University of Music and Performing Arts in Vienna and the local community in Asahikawa. The people of Asahikawa planned a master class for young musicians in the city, and Professor Frischenschlager and the SYLFF fellows were invited to teach the class.

The experiment was a great success and turned out to be a model for such collaboration in Japan. A group of owners of small businesses in Asahikawa City played a leading role in the master-class project by donating funds and forming an organizing committee. Primary- and secondary-school teachers, college students, and housewives supported the committee by volunteering as interpreters, receptionists, and ushers. Moreover, local families welcomed students from Vienna to stay in their homes so that the students could experience typical family life in Japan.

In addition to helping to teach the master class, the fellows performed in several concerts that were specially organized for the Vienna Music Week. There also was a joint concert with local university students who played string instruments. Because there is no music school in Hokkaido, Vienna Music Week was truly a great opportunity for young people in Asahikawa to experience authentic Viennese music first hand.

Three years later, Professor Frischenschlager, president of the European String Teachers Association, introduced a new program in the Vienna Music Week in Asahikawa: a five-day seminar for students learning to play string instruments. The previous three master classes had been organized for vocalists and players of various instruments such as the piano and string and wind instruments. In 2001, however, the master class, held in early November, concentrated on string instruments, specifically the violin, viola, and cello. Three students from Vienna and 20 from all across Japan participated in the seminar. According to Professor Ryutaro Iwabuchi, president of the Japan String Teachers Association, who was one of the instructors, prior to this seminar there had never been a seminar in Japan that specialized only in string instruments.

In addition to Professor Iwabuchi, three other prominent professional string instrumentalists joined Professor Frischenschlager as instructors. Among them was Asahikawa-born Professor Mayumi Fujikawa, who teaches violin at Trinity College in London. She flew from London to participate in the seminar. Once again, three students



Being introduced at the opening reception are Professor Michael Frischenschlager, far right; Professor Ryutaro Iwabuchi, second from right; and Professor Mayumi Fujikawa, center.

from the music university in Vienna were invited, but this time as students in the seminar.

The seminar was concluded with a musical-performance competition among the 20 Japanese contestants. All of the seminar instructors were impressed with the overall ability of the student musicians. One violinist and one cellist each won a special award: to attend next year's Summer Academy, organized by Professor Frischenschlager, in Semmering, Austria.

The success of this year's seminar has given new momentum to the collaboration between the university in Vienna and the city of Asahikawa. The seminar established a clear vision and goal: to make Asahikawa a center of string-instrument education in Japan. The mayor of Asahikawa, in making Professor Frischenschlager an honorary citizen of the city, promised his continued support and encouraged further collaboration between the two cities.

One highlight of the seminar was a discussion among students and instructors regarding the art of performing music. The Japanese students tended to have difficulty in delivering their messages or expressing their feelings. However, in performing Western classical music, it is crucial that performers have a clear idea of what they wish to convey. In this sense, performing music is like acting. Just as actors or actresses must more or less exaggerate when expressing feelings, so, too, must musicians express their own interpretation of music.

During the discussion, one of the Japanese students asked interesting questions relating to the expression of feeling. Are instructors telling the Japanese students to deny their cultural tradition and to exaggerate their inner feelings? How can Japanese, who are raised to be modest, compete with Westerners, who are raised to be self-assertive? These questions were asked because most of the Japanese students had been taught to be modest and not to overtly express their own feelings very strongly.

Professor Iwabuchi responded that Japanese also have a rich tradition of exaggeration in artistic expression, as seen in kabuki (a traditional form of theater) or *ukiyo-e* (a certain style of woodblock prints). Moreover, it is widely known that kabuki and *ukiyo-e* have exerted significant influence on Western artists, especially impressionist painters such as Van Gogh. According to the professor, in this sense artistic expression is not so much a cultural issue but a matter of human desire to convey a message.

I believe that it is absolutely essential for Japanese to learn the art of performing music according to the Western classical-music tradition. But it would be fascinating if Japanese performers would go beyond imitating Western musicians and would establish their own styles that

reflect Japanese sensitivity. There is no doubt that Japanese could interpret Western classical music in unique ways and could even amalgamate the two cultural traditions, as has Toru Takemitsu, a noted Japanese composer.

The most recent Vienna Music Week in Asahikawa

stimulated the participants and inspired them to contemplate such fundamental questions regarding art and culture. There is good reason to expect that in future years the seminar will succeed even more in making its vision a reality.

ANNOUNCEMENT

SYLFF Follow-Up Programs

Information regarding SYLFF follow-up programs, including the JREX Program and the activities of the JREX Selection Committee, which are mentioned in the "Update" section (p. 9), announcements, application forms, and application guidelines, is available at the Scholarship Division's Website (<http://www.tkfd.or.jp/eng/scholar/index.html>) in the "Fellowship and Grants" section. If you are unable to access and/or to download the information, send an e-mail message to scholarship@tkfd.or.jp requesting the needed documentation.

Please note that the Program Development Award (PDA) supplants the Administrators/Faculty Exchange (AFEX) award program.

Japanese University Faculty Overseas Lecture Program

This program was established in 1998 to support the internationalization of higher education in Japan by providing awards to faculty members at Japanese universities to enable them to teach abroad in their respective disciplines and to actively participate in the academic life of their respective host institutions. Upon returning to Japan, an awardee is expected to share his or her knowledge and understanding of academic practices abroad, institutional and student needs, and expectations of the overseas host institution, and thereby to contribute to the internationalization of his or her home university.

Are you and your institution interested in hosting a Japanese university faculty member to teach one or more regular undergraduate and/or graduate courses in degree, certificate, or diploma programs in the social sciences or humanities? If so, please visit the Scholarship Division's Website (shown above) for detailed information.

Please note: (1) Courses in Japanese-language teaching and Japanese-language teaching methodologies are excluded; (2) Applications must be submitted by the individual faculty member of a Japanese university; and (3) The next deadline for applications is November 1, 2002.

Staff Changes

Many of you know Dr. Shoichi Katayama and Ms. Sanae Oda, both of whom have been working on the SYLFF Program for more than a decade. On December 1, 2001, Shoichi assumed the position of administrative director of the foundation's Research Division and Sanae became senior officer for general and public affairs. We wish to thank them for their many contributions to the SYLFF Program and

to wish them every success in their new positions.

On the same date, Mr. Isamu Maruyama began serving as senior officer of the Scholarship Division. Isamu joined The Tokyo Foundation in July 2001, following 18 years of service at the highly respected International House of Japan. We are pleased to welcome him to the SYLFF family.

Help!

A SYLFF Fellows Data Form accompanies each issue of this newsletter. Please complete the form and return it to us if there is any change in your contact information or other relevant data. Also, please provide copies of the form to other SYLFF fellows who do not receive this newsletter, which indicates that we do not have their current contact information.

Do you wish to contribute to *The SYLFF Newsletter*? If so, please send us an e-mail message with a brief description of the writing that you would like to submit. We look forward to hearing from you.

EDITORIAL NOTE

If we take one step forward beyond concurring that the sustainable development of higher education and thus of human resources is fundamentally necessary and highly desirable, we encounter a host of complexities. These complexities, as have been aptly described by Philip Altbach, an eminent expert on higher education, are in large part based upon inequality among academic systems and institutions in an increasingly differentiated and interrelated world knowledge system. These complexities reflect interplay between East and West, North and South; between industrialized, emerging, and nonindustrialized nations; and between nations in turmoil and those that are not. This constellation of complexities has, of course, other features, such as the push and pull of oftentimes conflicting local, national, regional, and global forces.

Our modest SYLFF network of 81 institutions of higher learning reflects these complexities, and it includes individuals and institutions in nations that dominate scholarship and communications, as well as those in nations of lesser academic influence. Let us overcome these differences and engage in open and reasoned discourse that leads to collaboration that is mutually beneficial to all participants in terms of content and process. Let us also explore ways in which SYLFF fellows, faculty members, administrators, and institutions can develop and demonstrate the best practices of transnational collaboration and achieve significant results concerning issues of mutual concern. Let us together move beyond the traditional modes of cooperation and instead develop collaborative processes that transcend geopolitical, cultural, disciplinary, and organizational borders—and thereby enrich all of the stakeholders.

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The University of New South Wales
- **Austria**
University of Music and Dramatic Arts
in Vienna
- **Brazil**
University of São Paulo
- **Bulgaria**
Sofia University "St. Kliment Ohridski"
- **Canada**
York University
- **China**
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*This institution administers the SYLFF endowment on behalf of the university(ies) listed below.