

The Sylff Newsletter

FEATURE

2001 JREX Award of Excellence: Ancient Stone Inscriptions of Gansu Province

By Xiaojun Tang and Yanling Shi

Xiaojun Tang is a SYLFF fellow and master's degree student majoring in Chinese language and literature at Lanzhou University in Gansu Province, China. Yanling Shi is a lecturer at the School of Foreign Languages of Lanzhou University. Mr. Tang and his team-mates—Yanling Shi and Yanqi Yang of Lanzhou University, Juming Zhang of the Archaeological Research Institute of Gansu Province, and Junhong Ning of Fudan University—applied for and received a JREX award to implement a joint-research project for the period of October 2000–May 2001. In the summer of 2001, the JREX Selection Committee selected this team as the recipient of the JREX Award of Excellence. Mr. Tang and Ms. Shi here explain how the project evolved and was implemented. A report of their research has been published as No. 17 in the *SYLFF Working Paper Series* and is available from The Tokyo Foundation.

In October 2000, our project, entitled Ancient Stone Inscriptions of Gansu Province, was selected for a JREX award. During the period of October 2000–May 2001, we initially engaged in consultation with experts in this field of study and examined and classified relevant documents, and then we conducted field investigations and studies of ancient stone inscriptions in Gansu. In the summer of 2001, the JREX Selection Committee selected our team as the recipient of the 2001 JREX Award of Excellence. Our team members, excited by the inspiring results of our efforts, wish to express great thanks for the JREX Selection Committee's acknowledgment of our research achievements. Our team was made up of five people from three institutions. Within a rather short a period of time, we achieved results not previously realized in this field, and we have many experiences and lessons to share with the readers of *The Sylff Newsletter*.

Careful preparations

Before we applied for the JREX award, Jianxin Zhao, associate professor of Chinese literature at Lanzhou University, had suggested that Xiaojun Tang conduct research concerning ancient stone inscriptions for his master's degree thesis. Accordingly, Mr. Tang examined a considerable number of documents relating to that topic. In addition, Mr. Tang's work at the Cultural Relics Conservation and Restoration Research Institute of Gansu Province from October 1996 to June 1999 made him familiar with ancient stone inscriptions in Gansu. Thus, as he led the team in applying for the JREX award, we knew clearly how to implement the project.

After our project had been selected for a JREX award, we informed the Cultural Relics Bureau of Gansu Province of our project and obtained that agency's support. The bureau informed the museum and center of culture in each county and district of Gansu about our research, so that we were allowed to take rubbings and photos of stone inscriptions.

Selection of team members was another important task in preparing for the project. Only a team that is efficient and highly cooperative internally can guarantee that a project will achieve its goals and be completed on time. Therefore the personality and specialities of each potential member were fully considered as the team was formed. Specifically, the following four factors concerned with our project were taken into consideration:

First, because our project would focus on investigation and study of ancient stone inscriptions in Gansu, the members had to be familiar with the history, geographical features and conditions, and historical documents of Gansu Province. Second, at least one member who was proficient in the written languages of national minorities (such as Tibetan and Uighur) was absolutely necessary, because many of the inscriptions are in these languages. Junhong Ning was a person who had the necessary



Team members examining rubbings of tablets.



Mr. Tang explaining the project at a conference concerning ancient stone inscriptions in Gansu.

language expertise. Next, also helpful would be a member who had a good command of English and Romanization as well as some knowledge of and interest in stone inscriptions, because some inscriptions in the languages of national minorities would need to be transliterated into Romanized letters and/or translated into English. This member would of course also be responsible for the translation of the final report and documents accompanying it. Yanling Shi met the team's needs in this regard. Fourth, because ancient stone inscriptions cannot be properly studied without at least one expert in archaeology and the laws, regulations, and practices of the conservation of cultural relics, Juming Zhang (researcher of Archaeological Institute of Gansu Province) joined the team for this purpose.

Meticulous fieldwork and a thorough review of the literature

Most information about ancient stone inscriptions in Gansu could be obtained only through on-site investigations. In order to get first-hand information about the sizes, forms, present state of preservation, and damage to (and causes thereof) the stone tablets, we went to almost every place where stone tablets exist, and we recorded as many details as possible regarding them.

Also, we had to examine an enormous number and huge volume of documents concerning ancient stone inscriptions. These documents were scattered in books, newspapers, yearbooks, papers, annals of countries, manuscripts, handwritten records, and so on. To examine all of the relevant documents involved enormous amounts of both time and effort. However, we examined almost all the documents we could access. This thorough review of the literature helped us gain a clear idea of the history and methods of studies of ancient stone inscriptions in Gansu and supplied us with sufficient materials for our further research regarding those inscriptions.

Sincere collaboration

Our project was complicated and comprehensive. In order to complete it on time, we first dealt with the issue of individual responsibility. We divided the team members into two groups—a field-investigation group and a literature-review group. Each group had its leader. At the end of each month, each group reported on how its work was progressing and what problems had been

encountered, so that we could deal with the problems and solve them as quickly as possible.

Although each group had its own tasks, and although each person was really very busy, the members of the two groups never failed to help each other if a member of either group was especially busy or stuck in difficult work. For example, in November of 2000, when it was very cold, members of the field-investigation group had to go to various places to take photos and rubbings and to make on-site investigations. But some of the tablets are located in remote uninhabited countryside, and it was extremely difficult, even dangerous, for the three members of that group to go to those places by themselves armed only with cameras and tools for taking rubbings. But, without any hesitation, the members of the literature-review group volunteered to go with them. All of the members, male and female, worked together and lived together without caring about the dangers, difficulties, and hardships. Although on some occasions there were differences of opinions about some issues, we always would reach an agreement. Therefore, our experiences in the field made a great impression on us. Even now, we cannot forget our fieldwork experiences, which were the most exciting and most pleasant experiences of our project.

Reviewing and processing documents also was hard work. When we conducted our second investigation into ancient stone tablets in counties in eastern Gansu, the field-investigation group helped the literature-review group collect documents concerning ancient stone inscriptions that were included in local documents. This saved the literature-review group much time in sorting and classifying the collected documents.



One of the tablet pavilions in Wuwei.

Team members measuring a tablet.

The sincere collaboration among the team members, and the help that we each gave to one another, helped enable us to concentrate on the project in high spirits and with great efficiency.

Readiness to consult with specialists

We are the first to make a systematic classification and study of ancient stone inscriptions in Gansu, and thus it is not surprising that we encountered some problems that we could not have anticipated, even including some that we could not solve. However, in order to best deal with problems as they arose, we were always ready to consult with specialists in archaeology and the conservation of cultural relics. Similarly, when making Romanized transliterations of inscriptions recorded in languages of national minorities, we frequently contacted specialists in ancient writings for advice.

In March 2001, we held a conference about research on and conservation of ancient stone inscriptions. We invited specialists and masters and doctoral students in fields relating to stone inscriptions. At the conference,

they expressed their opinions regarding the conservation of and research on stone inscriptions, and that helped us to view these activities from new perspectives.

Lessons and acknowledgments

There is no doubt that our success in the project is the result of hard work and careful preparation. Sincere collaboration among team members, however, was the key factor. In implementing the project, we learned the key to success, and at the same time we learned where we needed to improve our skills or knowledge; for example, regarding the Tibetan Buddhist “Six Syllable” mantra, and principles and guidelines for writing a research paper and preparing a bibliography. Here we express our sincere appreciation to The Tokyo Foundation’s editor for his frank advice and diligent work in editing our paper, which contributed much to its successful publication. In addition, we wish to thank Rieko Harue for her valuable efforts in facilitating revision of our paper, and in publishing it. 🌐

FEATURE

Administrator and Faculty Exchanges: Helping Students to Become Competent Global Citizens

By Kyung-Ja Park

Professor Kyung-Ja Park, director of the Korea University Library and professor of the Department of English at that university, visited Waseda University in Tokyo, Japan, for the period of June–September 2001, where she worked with Waseda University’s Professor Michiko Nakano on joint language-learning projects. Professor Park’s visit was funded by an Administrator and Faculty Exchange (AFEX) award.

From June through September 2001, in connection with the AFEX Program of The Tokyo Foundation, I was able to work with Professor Michiko Nakano, chairperson of the Department of English of Waseda University’s School of Education and director of the Cross-Cultural Distance-Learning (CCDL) Research Center of that institution.

CCDL and the Pan-Pacific Association of Applied Linguistics

That was my third visit to Waseda to work with Professor Nakano. I first met her in 1996 as a collaborator when I was at Waseda in connection with a faculty-exchange program between Korea University and Waseda University. Then, in 1998, thanks to a Japan-Korea Cultural Foundation Academic Fellowship, I spent three months at Waseda conducting joint research with her.

During my second stay at Waseda, Professor Nakano persuaded me to attend a cyberspace conference. I was ushered into a distance-learning room to observe students participating in CCDL via a TeleMeet videocon-



Prof. Park demonstrating how to cook *kimchi* pancakes.



Prof. Park explaining ingredients used in Korean cooking.

ferencing system. Who could guess that this would lead to ongoing collaboration between our two universities? I was able to meet her yet again at Waseda in June 2001 thanks to an AFEX Program award from The Tokyo Foundation.

Since my first meeting with Professor Nakano, my life has changed significantly in two ways. First, I have come to understand that Professor Nakano and I share an important mutual goal: to help our students to develop so that they can be competent enough to lead very fruitful lives as global citizens. In other words, they must be able both to understand people from different cultures and to make themselves understood. This requires that they be competent in English.

An idea for a venue for collaboration stemmed from our common interest. As a result, the Pan-Pacific Association of Applied Linguistics (PAAL) was established in 1996 to foster academic exchanges between graduate students of Waseda University and Korea University. The association was initially named the Waseda-Korea University English Teaching and Psycholinguistics Association, because most of our students were majoring in English education and psycholinguistics. However, the association expanded to encompass the broader field of applied linguistics, and the name was changed accordingly. The PAAL's goal is to provide excellent opportunities for cooperation in disseminating current and new research in the fields of applied linguistics and English education by holding annual conferences in different host countries. What distinguishes the PAAL from other academic associations is that its focus is on English-language education and applied linguistics in Asian and pan-Asian contexts. Also, the PAAL is one of the few associations with diverse interests in interdisciplinary fields related to applied linguistics.

What began as a small-scale PAAL colloquium in 1996 grew into a full-fledged academic conference in 1998. PAAL now has more than 400 members in countries all across the world. *The Journal of the Pan-Pacific Association of Applied Linguistics*, which is published

twice a year, is indexed in the Educational Resource Information Center (ERIC) and Language and Linguistics Behavioral Abstracts (LLBA) databases, which are related to education and languages. Furthermore, members of PAAL are involved in an international CCDL project that involves 15 universities from across the world, including the University of Edinburgh, Essex University, De La Salle University in the Philippines, National University of Singapore, Waseda

University, Korea University, and Kangwon National University. Students involved in this program learn English by interacting with their counterparts in other countries and by listening to lectures in English by world-renowned scholars.

The Korea University/Waseda University Cross-Cultural Distance-Learning Project

The second way in which my life has changed, is that in 1999, Professor Nakano and I became deeply involved in the Korea University/Waseda University Cross-Cultural Distance-Learning Project (KWCCDLP), which introduces and applies multimedia and Internet technologies in the classroom so as to develop mutual understanding and friendship between students from different cultures and to motivate them to use and learn English as a communication tool by lowering a student's language-learning-related affective filter (defense mechanism).

We believe that the KWCCDLP is very beneficial to students because it helps enhance their mental capacities as well as linguistic competence. Moreover, it has the benefits of developing (1) a new paradigm of learning and teaching, (2) cooperative CCDL lecture and seminar courses, (3) mutual understanding and friendship among participants, (4) competitive national power via better English proficiency, (5) creative and critical minds to determine the advantages and disadvantages of CCDLP via an interactive learning environment and computer-mediated instruction, (6) the role of citizen diplomats who can introduce their culture to others, and (7) communicative competence in English, thereby reducing the reliance on native-English speakers in English education.

Involvement in the KWCCDLP helps to broaden our students' perspective, so as to help them become aware of their situations in the world and to learn how to cooperate with people from different cultural backgrounds. In this light, students have become enthusiastic about presenting papers on the English interlanguage (learner-English) features of both Japanese and Korean students at

KWCCDL graduate seminar sessions via a videoconferencing system. Moreover, these interactive sessions have resulted in papers being presented at international conferences such as that of PAAL. The seminar sessions are conducted by sending summaries and handouts of the papers to be presented to overseas partners via e-mail at least one week prior to the date of scheduled presentations. Through this on-going process, students help each other and work very closely together so they can collaborate on joint research.

In June 2001, pursuant to the AFEX Program, I had a chance to work on the KWCCDLP in depth with my collaborator at Waseda. The main purpose of this visit was to create learner-oriented learning situations where students of both Korea and Waseda Universities could get to know and understand each other. The purpose was to forge a new form of collaborative and cooperative education, which synthesizes second-language learning through a chat system and videoconferencing system, so that students can exchange their ideas and information via English, a global language, and enhance their understanding of different cultures and traditions.

I believe that to reach these goals close interaction and activities among participants and teachers via in-depth discussion on selected topics of interest should be implemented in the classroom. Particularly important in the classroom are special activities dealing with how to clear up miscommunications caused by cultural differences and how and what to consider and negotiate when communicating with overseas parties.

With this in mind, my collaborator requested that I deliver a special lecture series on Korean culture and tradition. So, for the three months I was at Waseda, I delivered lectures and talks on (1) interlanguage (learner-language) and its features and importance, (2) the Korean family system and the role of women in Korea, and (3) Korean costume and cuisine.


The Korean cuisine and cooking class was the one that I and the students enjoyed the most. Korea abounds with delicious dishes, and so it was rather difficult for me to select those that would appeal to young Japanese. I thought it would be best for the students to engage in experiential learning. So I showed them how to actually cook the dishes, so they could gain a sense of satisfaction and enjoy the class. I decided to introduce *kimpap* (Korean sushi) and *kimchi* (a spicy mixture, usually of certain vegetables) pancakes. I also wore a modernized Korean costume in class to show the students the beauty of our costumes, which emphasize lines. The dishes were easy to cook. I had to prepare only rice, flour, vegetable oil, *kimchi*, seaweed, and stuffing materials for *kimpap*. Korean *kimpap* differs from Japanese sushi in that the ingredients and way of preparation can vary

greatly. I taught the class my own unique way of making *kimpap* and *kimchi* pancakes.

Kimchi, a domestic dish that is now globally known, is famous for its health benefits: it helps prevent cancer and high cholesterol, promotes healthy skin, and cleanses the lower intestines. Although it is very spicy, it is becoming very popular around the world because of its health benefits and its crunchy texture and stimulating taste. I therefore thought that it would be nice for me to introduce Waseda students to *kimchi* pancakes made from flour and Korean *kimchi*. They loved the taste of the *kimchi* pancakes. Some even told me that they would like to try to make it at home. But I told them the key to making delicious *kimchi* pancakes is to use original Korean *kimchi*, not a variety of *kimchi* made in some other country.

The students also cooked Korean dishes according to my instructions in English. Through this cooking class, the students came to understand Korean culture much better. They were also very satisfied with the final results: nice dishes of *kimpap* and *kimchi* pancakes. The cooking class—including students' questions in class itself as well as a separate question and answer session—was conducted entirely in English. Every participant felt a sense of confidence, self-reliance, and enjoyment regarding what they learned in English about cooking. The students also learned how to appreciate different cultures and traditions, and—among other skills—how to negotiate, ask questions, and carry on in-depth discussions. Everyone was very happy to be in the class, which is the most important point in teaching and learning, I believe. This was truly an example of integrative and experiential teaching and learning.

This type of class is what we really strive for as teachers of English, because it is an ideal learning environment: a perfect combination as a student-oriented, teacher-led class. As expected, the outcomes of our efforts were tremendous, in that students, first of all, were happy to participate in the class and to enhance their understanding of their acquaintances from different cultural backgrounds. Moreover, they developed better problem-solving skills for use when communicating or when experiencing difficulties in understanding people from different cultures, and they learned how to better make themselves understood to others. Students also gained the ability to effectively and appropriately engage in intercultural-communication activities.

Most of all, the three months that I spent at Waseda University under the 2001 Administrator and Faculty Exchange Program of The Tokyo Foundation left me with very fond and exceptional memories. 

DIALOG

The Commercialization of Higher Education in New Zealand: Some Leadership Challenges

By Meredith Gibbs

The author, a barrister and solicitor of the Supreme Court of Victoria in New Zealand, is a lecturer in environmental law at the School of People, Environment & Planning at Massey University. Meredith earned B.A. and LL.B. (Honors) degrees at Australian National University and worked as an environmental lawyer in both Australia and New Zealand before obtaining a Ph.D. at Otago University on a SYLFF fellowship. Her doctoral research concerned the settlement of the historical claims of New Zealand's indigenous people, the Maori, against the government of New Zealand. She explored the type of justice achievable in such situations and then examined the return of *pounamu* (greenstone, or New Zealand jade) to the Ngai Tahu tribe of the South Island.

New Zealand is not alone in wishing to become a “knowledge nation.” Many countries around the world see their futures no longer as primarily producers of goods, but rather as technologically advanced providers of knowledge. Quality tertiary education is vital for the success of such a strategy. However, in recent years the government of New Zealand has reduced the public funding available for such education. The response of many universities has been to increase student fees and to adopt business-style models of organization. One of the consequences of these changes has been to commercialize the tertiary learning environment. In this article I discuss some of the ramifications that this development has for leadership in higher education.

Background

For the past three years I have been engaged in full-time doctoral research funded by a SYLFF scholarship that, importantly, covered my university tuition fees, enabling me to obtain a Ph.D. Many other New Zealand tertiary students are not as lucky as I have been, and they complete their university education heavily in debt. Having now taken up a lecturing position at Massey University, I am faced with one of the implications of high student fees and growing student debt: many students feel that by enrolling in a university and paying fees they are “purchasing” a degree. The business-model of organization within universities reinforces this perception. Because higher education in New Zealand is funded on the basis of the number of students enrolled, universities compete with each other for students—in effect, “customers”—in order to gain funding. Further, as the internationalization of higher education continues and as Internet technology increases the opportunities for distance education, all universities are in effect competing in a worldwide market. This growing competition in the tertiary sector produces challenges for leaders in higher education.

So what is the problem?

Traditionally, universities were involved primarily in the pursuit of knowledge and learning. There was little requirement to meet student demands; knowledge was pursued for its own sake. The training of skills-based professions and trades was generally not the role of universities, and in the past many academicians would have felt such a task to be somewhat below their professional status. Rather, that was the role of agricultural colleges, technical colleges, and of the business world itself. In contrast, universities are now encouraged to equip learners to be able to meet the vocational demands of the market. And because students now pay high fees for their education, they want marketable results.

There is, however, a danger in perceiving educational outcomes as “products” that can be bought and sold in the international market of tertiary education. Although we can, to some extent, regard information as a product that can be appropriately packaged and marketed, the same cannot be said of “knowledge,” which is something more than information. Knowledge requires understanding, an ability to determine the significance of information and facts. “Understanding” cannot be bought and sold.

As education is commercialized for the international market, there also is the danger that local knowledge will be devalued or ignored. The global environmental crisis clearly demonstrates that the Western paradigm of economic growth does not provide us with the necessary tools for moving forward in harmony with nature. Other perspectives and knowledge systems will be required to steer humankind toward sustainable living. Moreover, local solutions will be required to respond to the diversity of people and ecosystems worldwide.

What can leaders in higher education do?

In what has become a global education market, leaders must ensure that higher education includes the perspectives and knowledge of local peoples. The

notions of role modeling and the need for creating knowledge to be distributed equitably across society, as discussed by Beverly Thaver and Laila Ganie in the previous SYLFF newsletter, are important here. Indigenous peoples, cultural minorities, and community groups must be represented adequately in teaching, research, and consultancy roles. In New Zealand, the Treaty of Waitangi requires leaders to recognize and provide for the values of our indigenous people, the Maori. New Zealand is working to address these issues by providing resources for capacity building within Maori communities so as to ensure that our future leaders in higher education represent a blend of indigenous and nonindigenous perspectives.

Another challenge for leaders in higher education is to provide learning environments that allow students to gain knowledge while at the same time equipping them for the vocational realities of the global market. Attention to values and ethics is important here. Teachers in the tertiary sector are training the next generation to make decisions that will affect not only how we will live, but that also will impact the environment and the options available to future generations. This is particularly evident in my own field of specialization: environmental law and ethics. We do not serve our communities by simply packaging and selling environmental information to students. We must also teach students the skills that they need to evaluate and to use what is a complex matrix of information so as to make the decisions necessary for a sustainable future.


These challenges can be particularly difficult as tertiary courses go on-line. Decisions to provide on-line learning environments must include a consideration of the academic merits of such a move and how local knowledge can be included. There must be compelling evidence that learning outcomes will be enhanced by on-line modes of delivery. Simply attracting more students, and therefore more funding, even if supported by the evidence, is not sufficient.

Leaders in higher education must maintain academic standards in an increasingly competitive market and must ensure that international modes of communication take into account local knowledge systems.

Student expectations can also place academic and educational standards at risk. Leaders in higher education must remind students that enrolling in a course and paying fees buys only a right to participate in a suitable learning environment but not, necessarily, a right to pass a course or to receive a high grade. Higher education is not a "product" that can be purchased. Rather, it is a process of learning in which students purchase a right to participate. Academic and educational standards are also at risk as pressures on academicians grow. In the

current competitive climate of higher education, academicians are being asked to shoulder higher teaching loads (present more papers to greater numbers of students), to produce more research results, as well as to undertake community service. If we are to build "knowledge nations," leaders in higher education must work to maintain our own academic and ethical standards, those of our peers and colleagues, and those of our students.

Conclusion

Leaders in higher education have a significant role to play in building the "knowledge nations" of the future. However, the internationalization and commercialization of higher education that is now taking place worldwide presents challenges to leaders to ensure that higher education can contribute fully to building sustainable communities within "knowledge nations." Leaders in higher education must ensure that the perspectives and knowledge of local peoples are included in higher education, that academic and educational standards are maintained, and that the ethics and values that guide society's use of information in decision-making remain transparent. Higher education is not simply a product that can be bought and sold in an international marketplace. It is a vital process that impacts our everyday well-being at present and that will continue to do so in the future. 

How is leadership being developed in other countries? What roles can SYLFF fellows play in developing leaders? How is leadership being conceptualized, operationally defined, and fostered?

Are you interested in contributing to this Dialog section in the October 2002 issue of this newsletter? If so, please contact us by e-mail at scholarship@tkfd.or.jp not later than July 31, 2002.



UPDATE

Introducing the Newest SYLFF-Endowed Institutions

In March 2002, SYLFF endowments were presented to 3 institutions: the University of Latvia, the University of Chile, and Ateneo de Manila University—bringing the total number to 65 endowed institutions and consortia (84 universities in 43 countries).

The **University of Latvia** in Riga, Latvia, originated as Riga Polytechnic in 1862, was renamed the Latvia Higher School in 1919, and became the University of Latvia in 1923. It is the largest institution of higher learning in Latvia. Its 34,000 students, representing 33% of all university students in the country, are enrolled in 32 bachelor's degree programs, 39 master's programs, 24 doctoral programs, and 57 professional programs. The university is home to 31 research institutes and boasts 2 European Centers of Excellence. Its Website is at <http://www.lu.lv>.

Its SYLFF fellowship program will focus on the theme "Sustainable Human Resource Development: Narrowing the Knowledge Gap between National, Regional, and Global Societies." Fellowships will be awarded to graduate students engaged in social-science and humanities studies that emphasize multi- and inter-disciplinary approaches that are relevant to Latvia's sustainable development and its place in Europe and the world. The SYLFF key contact person is Ms. Aline Grzhibovska, director, International Office (e-mail address: alina@lanet.lv).

An endowment-award ceremony was held at the university on May 13, 2002, during which Mr. Yohei Sasakawa, president of The Nippon Foundation, welcomed the university to the SYLFF network as the 63rd endowed institution, and Professor Ivars Lacis, rector, expressed the university's appreciation for the endowment.

The **University of Chile** in Santiago, Chile, was established in 1842. One of 16 state universities, it has the largest number of undergraduate (c. 22,000) and graduate (c. 2,500) students in the nation. Its 14 faculties, 3 interdisciplinary institutes, and 4 centers offer a range of academic programs leading to undergraduate degrees in 67 areas, master's degrees in 54 fields, and doctoral degrees in 33 fields of specialization. The university produces 40% of Chile's research and 50% of the nation's publications. The university's Website is at <http://www.uchile.cl>.

The university's SYLFF program, the 64th endowment, will center on strengthening and internationalizing graduate programs in the social sciences and humanities in relation to the modernization and globalization processes in the implementation of public policies in Latin America. Fellowships will be awarded to Chileans and non-Chileans, particularly those from other Latin American countries. The university will contribute 50% of the tuition fees for full fellowships and 50% of the total



Mr. Sasakawa speaking at the SYLFF Award Ceremony at the University of Latvia.

Latvia's president Ms. Vaira Vīķe Freiberga (center), Rector Ivars Lacis of the University of Latvia (left), and Mr. Yohei Sasakawa.



amounts of partial fellowships. The latter will be awarded to graduate students writing a final thesis or dissertation. The SYLFF key contact person is Ms. Teresa Iriarte Garcia, director of international cooperation (e-mail address: tiriarte@abello.dic.uchile.cl).

Ateneo de Manila University is located in Metro Manila, the Philippines. It is a leading private university that provides primary through graduate education, offering 37 undergraduate programs and 70 master's and doctoral programs in the social sciences, humanities, business, law, and physical sciences. Various departments, including Sociology and Anthropology, Psychology, English, Philosophy, Biology, Chemistry, Physics, Mathematics, and Information Systems and Computer Science, have been designated by the Philippine Government's Commission on Higher Education as Centers of Excellence or Centers of Development. Ateneo also is home to a number of research institutes, including the Institute of Philippine Culture, which reflects the university's commitment to strengthening and enriching Philippine culture. The university has two Websites: at <http://www.admu.edu.ph> and at <http://www.ateneo.edu>.

Ateneo's SYLFF fellowship program, the 65th, will provide full fellowships to master's and doctoral students in social sciences, humanities, and law fields who have been carefully selected as "Tomorrow's Intellectual Leaders." They will be expected to apply their knowledge and training in critically and constructively discerning national social issues, to formulate solutions to social problems, and in doing so, to assist the country's efforts in engaging with the global community. The SYLFF key contact person is Fr. Jose M. Cruz, S.J., dean, School of Social Sciences (e-mail address: sylff@admu.edu.ph).

Please welcome these three universities to the SYLFF network. 🌐

SPOTLIGHT

News from SYLFF Institutions in the Americas and China

Following are recent news items prepared by Tokyo Foundation staff members during their visit to several SYLFF institutions in North and South America and China early this year. The Tokyo Foundation tries to maintain and develop contacts with all SYLFF institutions and SYLFF fellows by visiting them occasionally, and we are pleased to share the highlight of each visit with the readers of the *Newsletter*.

El Colegio de México Celebrates 10th Anniversary of Its SYLFF Program

El Colegio de México, located on the outskirts of México City, was the 40th institution to be SYLFF-endowed, and was the 2nd of the 3 in Latin America. The university was established in 1938 as La Casa de España en México (House of Spain in Mexico) to provide job opportunities for exiles and immigrants from Spain. It is now devoted to research in selected areas of the social sciences and humanities, and to graduate training conducted at its seven Centers for Asian and African Studies, Demographic and Urban Studies, Economic Studies, Historical Studies, International Studies, Linguistic and Literary Studies, and Sociological Studies. The university takes pride in its full-fledged master's and Ph.D. programs in Asian studies and African studies, as well as in population studies, which are the first of these kinds in Latin America. El Colegio de México was awarded a SYLFF endowment in 1992 to support doctoral candidates in population studies and master's candidates in Asian and African studies with specialization in one of five areas—Japan, China, India, the Middle East, and Sub-Saharan Africa—and in urban studies. About 40 graduate students have

been awarded SYLFF fellowships over the past decade.

This year marks the 10th anniversary of the SYLFF Program at El Colegio de México. To celebrate this special occasion, the university held a 10th-anniversary ceremony on January 25, 2002. A

delegation from The Nippon Foundation and The Tokyo Foundation was invited to attend the ceremony. In his opening remarks, Dr. Andrés Lira González, president of El Colegio de México, welcomed the delegation, which was headed by Mr. Yohei Sasakawa, president of The Nippon Foundation, and thanked the two foundations

for their support of the university's undertakings. Mr. Sasakawa also spoke to the audience, which consisted of faculty members, administrators, and SYLFF fellows, as well as current students of the university. He described examples of the ways that The Nippon Foundation is both lending a helping hand to people who suffer from social inequalities and fighting against malfunctioning social systems. Among the examples mentioned were the foundation's support of the World Health Organization in its efforts to eradicate Hansen's disease and the societal discrimination associated therewith, and support of an agricultural project to assist famine-stricken parts of Africa, for which major research and experiments of maize and wheat production have been undertaken by the International Maize and Wheat Improvement Center (CYMMIT) of Mexico, to which the foundation is a major contributor.

Both the audience and the delegation from Japan were convinced that the university's SYLFF Program has been supportive of talented young students and has been instrumental in their successful completion of studies. This was evident in the presentations by three SYLFF fellows. Ms. Yolanda Muñoz, a young scholar in women's studies, presented both a summary of her work entitled "The Recovery of an Unknown Culture," which focuses on her observation of the Ainu, an ethnic minority on the northern island of Hokkaido in Japan, and a review of Spanish publications' literature regarding the Ainu. Mr. Luis Mesa, a young political scientist, reported on his academic endeavors in "Debating National Security in the Post-Cold-War Era: the Case of the Middle East." Also, Mr. Israel Banegas, who specializes in population and demographic studies, presented "Population Studies in Mexico." All three SYLFF fellows demonstrated outstanding academic achievements and enthusiasm in their respective fields of specialization.

The Scholarship Division extends special thanks to President González, Dr. Carlos Roces, dean of academic affairs and chairperson of the SYLFF Steering Committee, and members of the SYLFF Steering Committee who organized the ceremony, which was a great success, for their willingness to further support the networking of SYLFF fellows and institutions.



Speakers at the SYLFF 10th Anniversary Celebration at El Colegio de México.

University of São Paulo to Continue Producing Well-Qualified Teachers

The University of São Paulo, consisting of 6 campuses in the State of São Paulo, Brazil, has approximately 70,000 students, 1,600 faculty members, and 14,000 non-teaching personnel. It was the first SYLFF institution in Latin America. Prof. Dr. Hélio Nogueira da Cruz, vice-rector, and faculty members of the university met with The Nippon Foundation/Tokyo Foundation delegation on January 28, 2002. The vice-rector told the delegation that there is a great need to increase the size and number of programs offered at the university while maintaining high-quality education. Toward this end, the university is focusing on the training of qualified teachers. The university is known for excellence in the training of university professors; approximately one-third of faculty members teaching in higher education institutions in Brazil have studied at the University of São Paulo for either a bachelor's, master's, or doctoral degree, and/or have participated in other programs at the university.

New Director Assumes Post at East Asian Institute of Columbia University

Dr. Xiaobo Lu, professor of political science, succeeded Dr. Madeleine Zelin both as the director of the East Asian Institute of Columbia University in August 2001 and also as chairperson of the SYLFF Steering Committee. Columbia University was the 24th SYLFF institution. Its fellowship programs are administered by the institute in support of graduate students studying the politics, economics, business, international public policy, law, and journalism of the Pacific Basin region. The Scholarship Division welcomes Dr. Lu to the SYLFF network and extends deep appreciation to Dr. Zelin for her contributions to the SYLFF Program. Keita Sugai, program administrator of The Tokyo Foundation's Scholarship Division, visited the institute on January 28, 2002.

Juilliard School Meets Special Needs of Foreign Students

Keita Sugai also visited The Juilliard School, the 59th SYLFF institution, on February 1, 2002. Juilliard is among the three music-and-performing-arts schools in the SYLFF network. The school receives a number of young, talented students from overseas; approximately one-third of the school's students are foreign students. The school is responsive to the special needs of foreign students for financial support. Under the SYLFF Program, the school supports many foreign students, including those from Taiwan, Korea, Bangladesh, Canada, and the UK.

Princeton University's Woodrow Wilson School of Public and International Affairs Actively Participates in SYLFF Follow-up Programs

The SYLFF Program at Princeton University is administered by the Woodrow Wilson School of Public and International Affairs in support of graduate students enrolled in the school. From the outset of the SYLFF Program at Princeton in 1989 as the 17th endowed institution, the university has actively participated in The Tokyo Foundation's follow-up programs. In the past, its fellows have participated in the Joint Research/Exchange (JREX) Program, on the JREX Selection Committee, and in the Forum Program. Thanks to the enthusiasm of Dr. Ruth Miller, former assistant dean of the school, who held orientation sessions for SYLFF fellows every academic year, recognition of the SYLFF Follow-up Program is particularly high among its fellows. The Scholarship Division extends special thanks to Dr. Miller for her efforts. The SYLFF Program is now coordinated by Mr. John Templeton, director of graduate admissions, who kindly received Keita Sugai on January 31, 2002, during the school's winter recess.

New Director Begins Service at International Business Center of University of Texas (Austin)

David E. Platt has succeeded Robert Green as director of the Center for International Business and Education Research (CIBER), the home of the SYLFF Program at the University of Texas at Austin. Dr. Platt concurrently serves as chairman of the SYLFF Steering Committee. Ellen Mashiko of the Scholarship Division had the pleasure of meeting Dr. Platt and Assistant Director Diane M. Wilson during a January 30, 2002, visit to the university, at which time they discussed how the SYLFF Program could be strengthened. At that meeting, Ellen also updated them on various aspects of the SYLFF Program. A plaque listing all of the SYLFF fellows since the program's establishment at the Austin campus in 1991 will be prepared and placed alongside other plaques recognizing past deans, distinguished faculty members, and recipients of other awards given to members of the Graduate School of Business community.

Founded in 1883, UT Austin is the oldest and largest component of the 14-campus University of Texas system. The university's McCombs School of Business received the 27th SYLFF endowment in 1991. Its SYLFF Program focuses on global business management at the master's and doctoral levels.

Lanterns for the Spring Festival (lunar new year) at the Confucius Temple in Nanjing, China.



An old former mansion—now a restaurant—in Kunming, Yunnan Province, China.

Economics Mini-Symposium Held at University of Michigan

On February 1, 2002, an economics mini-symposium organized by Gary Saxonhouse, chairman of the SYLFF Steering Committee, brought together graduated and currently enrolled SYLFF fellows of the University of Michigan, who presented papers during four sessions, focusing on: "The Effect of China's Accession to the WTO on Japan," "Banking and Bank Problems in Japan and East Asia," "Regulatory Issues in Japan Today," and "Economics (and Economists) in Action." The event provided opportunities for scholarly and professional exchanges among SYLFF fellows, graduate students, and faculty members, as well as enabling Ellen Mashiko to meet them. The day ended with a SYLFF reunion dinner.

Established in 1817, the University of Michigan is the flagship of the state's higher education system. It was the 23rd university to receive a SYLFF endowment, in 1991, and its SYLFF Program focuses on comparative and historical research on market economics.

Scholarship Division Personnel Visit Five Chinese Institutions

In January 2002, the Scholarship Division's Isamu Maruyama, chief program administrator, and Rieko Harue, program staff member, visited 5 of the 10 SYLFF-endowed institutions in China; namely: Fudan University, Nanjing University, Sun Yat-sen (formerly Zhongshan) University, Yunnan University, and Lanzhou University.

It was interesting for the visitors to experience the varied climate of the five different cities—Shanghai, Nanjing, Guanzhou, Kunming, and Lanzhou—among which the temperature varied from a high of 25 degrees Celsius (77 degrees Fahrenheit) to a low of -10 degrees Celsius (14 degrees Fahrenheit). Although both Isamu and Rieko had visited China previously, they were again amazed by the huge size and diversity of the country. However, what was the same in each place was the warm welcome extended to them by our Chinese colleagues.

At each institution, Isamu and Rieko met with faculty members and administrators to learn about the management of the SYLFF fund and program. They also had the pleasure of meeting with graduated and currently enrolled SYLFF fellows, providing them with updates regarding The Tokyo Foundation and promoting SYLFF follow-up programs.

Highlights of their visit to each institution in China follow below.

Award Ceremony at Fudan University

A SYLFF Fellowships Award Ceremony was held at Fudan University on January 14. For the 2000–2001 aca-

demic year, 27 outstanding graduate students received fellowships. The ceremony began with a speech by the university's vice-president, Professor Zhicheng Zhou, followed by words of appreciation by Ms. Yan Bo, a representative of the fellows. Isamu Maruyama then spoke about the SYLFF program, emphasizing that the fellows had been selected for their leadership potential. In the afternoon, Ms. Bo kindly took the visitors to the Oriental Pearl Tower, the highest tower in Asia, to the Shanghai City-History Development Exhibition, and to the Bund. This short excursion helped them enhance their understanding regarding the rapid development of the city of Shanghai. Fudan University, founded in 1905, was the 33rd institution to receive a SYLFF endowment, in 1992.

Presentation of Fellows' Directory and Collection of Fellows' Papers at Nanjing University

Nanjing University, founded in 1902, is celebrating its centennial this year. Since being granted a SYLFF endowment in 1992, the university has had 793 SYLFF fellows, including those who have excelled in such fields as law, literature, management, and administration. Dr. Yinxing Hong, vice-president of the university, presented the representatives of The Tokyo Foundation's Scholarship Division with a two-volume publication consisting of selected research papers written by Nanjing University's SYLFF fellows. They were also delighted to receive a comprehensive directory of all of the university's past SYLFF fellows, including updated information about each of them, which the university had compiled by untiringly tracing past fellowship recipients.

Name Change and Opening of a New Campus at Sun Yat-sen (Zhongshan) University

Sun Yat-sen University, founded in 1924 as Zhongshan University, received the 52nd SYLFF endowment, in 1994. The university's name in English was changed to Sun Yat-sen University in 2001, as a result of the institution's recent amalgamation with Sun Yat-sen University of Medical Sciences. Also, in 2001 a new campus was opened in Zhuhai City, approximately 120 kilometers (75 miles) south of the main campus in Guangzhou City. This spacious and beautiful campus is mainly for first- and second-year undergraduate students.


SYLFF Fellows Now Among Yunnan University Leaders

Since 1994, when Yunnan University became the 51st SYLFF-endowed institution, 598 of its graduate students—72 doctoral and 526 master's—have received

SYLFF fellowships. And because Yunnan Province is home for a number of minorities in China, research on minority issues, ethnology, history, and folklore is also emphasized at the university, which also has programs in such areas as economics, politics, and law. Isamu and Rieko were encouraged to find that some university leaders, including President Song Wu and Dr. Jianguo Wu, deputy-president of the University Council, were former recipients of SYLFF fellowships and thus are fully aware of the mission and scope of the SYLFF Program.

Northwest-China Studies Strengthened at Lanzhou University

Lanzhou University, founded in 1909, has some 2,200

graduate students, about 550 in doctoral programs and about 1,700 in master's courses. In addition to continuing to maintain already-strong research activities, such as in chemistry, physics, and mathematics, the university has recently paid more attention to studies concerning north-west China: e.g., ethnic minorities, customs, economy, society, culture, Dunhuang studies, history, and demography. Some SYLFF fellowships have been awarded to students involved in such research. One good example is Mr. Xiaojun Tang, a master's degree student at Lanzhou University. His team won the JREX Award of Excellence in 2001 for research on ancient stone inscriptions (an article about the team is on p.1) 

SPIN-OFFS

The Politics of Humanitarian Ideas and Projects: SYLFF's Contribution to the NOHA Master's Program

By Julia M. Gonzalez Ferreras

Julia Gonzalez has long served as the key contact person for the SYLFF Program at the University of Deusto. She concurrently serves as professor of intercultural communication, as the rector's delegate for international relations, and as secretary general of the NOHA network. She writes about a spin-off program involving three SYLFF-endowed institutions—Uppsala University, the University of Deusto, and Ruhr University Bochum. Two student conferences within the NOHA framework were funded under the SYLFF Forum Program in 1997 and 1998. Information regarding NOHA is available at www.noha.deusto.es. Inquiries should be addressed to noha@relint.deusto.es.

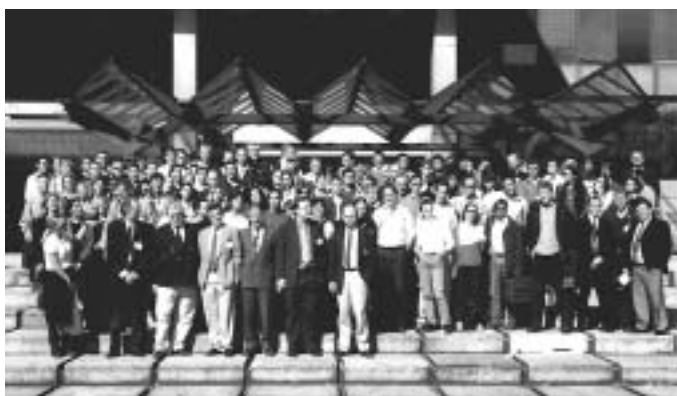
The Network on Humanitarian Assistance (NOHA) is an excellent example of the materialization of what Weiss, Goldstein, and Keohane have convincingly conceptualized as the “politics of humanitarian ideas”—the politics by which intellectual leaders and other opinion-makers inform and shape the priorities of foreign-policy-making by organizations, institutions, and states, particularly in “periods in which power relations are fluid and interests and strategies are unclear or lack consensus.”¹

The NOHA network was created in 1993 as a result of

concerted efforts of five European universities, three of which are SYLFF-endowed institutions: Ruhr University Bochum (Germany), Uppsala University (Sweden), and the University of Deusto (Spain). Their primary aim was to help find—through high-quality academic teaching, training, and research—efficient and effective solutions to the humanitarian emergencies of the early 1990s. Toward this end, in 1994 the network launched a multi-disciplinary, interuniversity postgraduate program, known as the NOHA Master's Program in International Humanitarian Assistance.

Effective operation of the program has benefited from the moral and material support of various donors, one of whom is The Tokyo Foundation. In particular, The Tokyo Foundation twice funded, under the SYLFF Forum Program, some of the most important events of the program, the Intensive Programs (IPs) held in Bochum (1997) and Uppsala (1998). On these occasions, The Tokyo Foundation covered the general costs of participation by NOHA graduates, whose contributions are vital for the success of the IPs and the program as a whole.² In addition to participating in lectures, the NOHA graduates prepare workshops and case studies, and help with the overall organization of the event.

The two conferences funded via the SYLFF Forum



Participants at the 1997 NOHA Conference in Bochum, Germany.

¹ Weiss, G. T. (2000) “The Politics of Humanitarian Ideas,” *Security Dialogue*, 31(1): 11–23.

² As a matter of policy, the network ensures that contact and collaboration with former graduates are maintained in order to feed their insights from the field into the NOHA teaching–learning process. Most NOHA graduates work as representatives of international organizations and institutions, or as fund-raisers, managers, administrators, researchers, evaluators, project monitors, lobbyists, consultants, medical doctors, and nurses, among many other positions.

Program were highly successful. They included presentations of analyses concerning the highest level of humanitarian actions, as well as discussions of issues of burning interest. Both conferences provided excellent opportunities for reflection and debate for around 40 academicians from the network universities, 30 high-level policy makers and practitioners from international governmental organizations (IGOs) and non-governmental organizations (NGOs), and more than 140 students. Distinguished guest speakers at the conference in Bochum included Professor Alberto Navarro, head of the European Community Humanitarian Office (ECHO), and high-level representatives of the International Federation of the Red Cross and Red Crescent Societies, the United Nations High Commission for Refugees (UNHCR), the Global Foundation for Research and Scholarship (now The Tokyo Foundation) (Tokyo), and the Overseas Development Institute (London).

At Uppsala, the Intensive Program opened with a welcome address by the vice-chancellor of the university, Professor Bo Sundqvist, followed by an introduction of humanitarian assistance by Sweden's state secretary for foreign affairs, Jan Eliasson. Mikael Barfod, head of ECHO4, presented the European Union's perspective on humanitarian assistance and peace-building. Also present at the conference was Erik Ostberg, former senior trial attorney and former chief prosecutor for The Hague Tribunal. He spoke about the function, purpose, and effect of The Hague Tribunal with regard to post-conflict reconstruction processes.

For both conferences, the course format was characterized by lectures, student presentations, seminars, and workshops, videos (in Bochum), and panel discussions, including interactive participation by students and NOHA graduates. On each occasion, the students' experience of spending 10 days reflecting, discussing, and presenting issues and papers in the workshops and seminars proved to be extremely valuable for them.

Evaluations by the students at the end of the two conferences showed that they particularly valued contributions from nonacademic participants whose personal knowledge and experience directly relate to practical suggestions for increasing efficiency and effectiveness in humanitarian-relief operations.

Program Profile

The NOHA Program is a one-year master's-degree program that combines participative lecturing, group work, and a research component. Its core objective is to provide high-quality academic education and professional competencies for personnel working or intending to work in the area of international humanitarian assistance. The program is supported by contributions from NGOs, IGOs, and other professional bodies of the humanitarian-relief community with whom the network has strong collaboration links. The program has four components.

The initial component—the Intensive Program (IP) component—is a 10-day-course that is presented at a different network university on a yearly rotating basis. It serves as a unique forum at which participants from different parts of the world—and with different back-

grounds, perspectives, and expectations—share knowledge and experiences from both theoretical and practical perspectives concerning current issues and problems in the area of humanitarian assistance. Participants include students, lecturers, researchers, consultants, international experts, policy makers, aid managers, and distinguished guest speakers. The NOHA program also includes the following three other components.

- The “Common Core” Course Component, which consists of five basic modules that introduce the subject, provide general guidelines, and offer a basic bibliography to guide students in their own research endeavors;
- The Specialization Component, pursuant to which a student can undertake at a different university of the network, in accordance with the mobility principle that is at the core of the program and the student's choice from among a variety of options.
- Internship/Dissertation Component: For the fourth part of the program, a student may write a supervised M.A. thesis and/or serve internship in an organization or institution involved in humanitarian assistance. The internships are highly valued not only because they help establish and strengthen contacts with the humanitarian-assistance community, but also because they form part of the process of building the student's professional profile.

Academic and Administrative Structure of the Program

The Network on Humanitarian Assistance Association (the NOHA Association) is the organization responsible for the design, monitoring, and accreditation of the master's program. The main decision-taking organs of the association are its General Assembly and its Administrative Council. Other important bodies include the Academic Standards Committee, which is the organ responsible for ensuring high quality, transparency, and balance across programs. Its work is supplemented by that of the NOHA faculty, whose responsibilities are to bring forward ideas about curriculum matters, to innovate teaching materials and methods, to engage in professional discussions with other academicians, and to embark on cross-curricular interdisciplinary thinking.


History of the NOHA Network

NOHA was jointly developed by the European Community Humanitarian Office (ECHO) and the Directorate-General XXII of the European Commission, following the rapid expansion of ECHO's activities after its creation in April 1992. The network's master's program is the first initiative of its kind in Europe, if not in the world. To date, it has been adopted by seven universities: the Catholic University of Louvain (Belgium); the University of Aix-Marseille III (France); Ruhr University Bochum (Germany); the University College of Dublin (Ireland); the University of Deusto (Spain); Uppsala University (Sweden); and the University of Groningen (The Netherlands). These institutions have gradually integrated the program into their respective curricula, achieving a high degree of cooperation in the implementation of the program across Europe.

Achievements and Prospects

Unfortunately the end of the Cold War did not result in the more-peaceful and more-prosperous world that was euphorically expected by many. Instead, the early 1990s were characterized by a dramatic emergence and spread of multifaceted humanitarian crises, particularly in third-world countries and former communist states. Caught both by shock and surprise, the international community proved to be unprepared to effectively deal with crises of unimaginable proportions, such as those that bedeviled Rwanda, the former Yugoslavia, and Somalia. The need for greater professionalization of humanitarian workers was urgent and self-evident. Since its creation, NOHA has spared no efforts to respond to this need. In its eight years of existence, the program has produced more than one thousand graduates, most of whom are currently working in the field of humanitarian relief and international cooperation.

NOHA, aware of the need for more humanitarian professionals having a greater shared vision and commit-

ment, has moved towards further development of more-uniform and more-transparent standards, particularly through the definition of professional profiles and teaching-learning methods. The concept of a truly and intrinsically shared curriculum guided and directed by a European academic administrative structure is now a reality for the NOHA partnership. The network universities have established at the European level a constitutional framework. The latter outlines the goals of a European master's program in humanitarian assistance, the organizational framework that will guide the process, program content, and system of regulation and monitoring for the program. At the same time, the network continues to expand its partnership to unrepresented EU countries and other parts of the world—to North America and Asia, in particular. It goes without saying that the achievement of these and other objectives will always require the sustained support of individuals and organizations that believe in and work for a better world, one of which is The Tokyo Foundation. 

SPIN-OFFS

The SYLFF Fellows Network in Greece

By Loukas Spanos

Loukas Spanos is a SYLFF fellow who is pursuing a Ph.D. degree in the Department of Economics of the National and Kapodistrian University of Athens. Loukas also is chairman of the recently established Hellenic Association of SYLFF Fellows of The Tokyo Foundation. Here he introduces the association and encourages other SYLFF fellows to form similar networks or associations, so that exchanges and collaboration among fellows can be vitalized further worldwide.

Following an initiative by recipients of Sasakawa Young Leaders Fellowship Fund (SYLFF) fellowships, the Hellenic Association of SYLFF Fellows of The Tokyo Foundation was founded in April 2002. Those who have been awarded SYLFF fellowships during their studies at the National and Kapodistrian University of Athens are eligible to join the association. To date there have been 125 SYLFF fellows at the university. This number is increasing every year, because the SYLFF grants about 25 fellowships annually.

The association, in accordance with the goals, principles, and directions of the SYLFF Program, aims to promote intellectual and scientific activities within the social sciences and humanities, and to initiate and elicit the leadership potential of its members.

Specifically, the association's main goals are the following:

1. To constitute an additional channel of communication between The Tokyo Foundation and members of the association, and to continuously strengthen the association's links and contacts.
2. To encourage and actively help the members of the association to participate in SYLFF programs and activities.
3. To function as an efficient link among the association's members.
4. To be a forum through which the members can develop their professional and social activities.
5. To induce cooperation with academic and research institutes, public and nonprofit organizations, private corporations, and society as a whole, both in



A drawing of the main building of the National and Kapodistrian University of Athens.


Greece and abroad, in order to achieve its goals.

The association is administered by a board of directors, composed of five members who are elected every three years during the association's general assembly. The board's activities are coordinated by a number of committees that are responsible for specific matters (such as organizing lectures and other events, publishing a newsletter, and so on).

Within this framework we strongly encourage SYLFF fellows from other SYLFF institutions around the world to set up similar networks or associations. The existence of such networks and/or associations of SYLFF fellows worldwide will provide opportunities for SYLFF fellows to communicate and to collaborate on an international level, with mutual benefits. Fellows with leadership potential from different countries and disciplines could create an international forum, exchanging views and conducting research in the social sciences and humani-

ties. Such collaboration could take the form of joint workshops and/or conferences, exchange programs, joint-research activities, and so on.

A SYLFF fellows' network can also be an innovative mechanism by which to promote and strengthen the SYLFF's main goal of bettering society as a whole.

We encourage SYLFF fellows worldwide who might be interested in setting up a network in their own country to communicate with us (ljspanos@econ.uoa.gr) in order to find and build on common ground for mutual collaboration. 

ANNOUNCEMENTS

AFEX and Visit Japan Program

We are pleased to announce the recipients, listed below, of Administrator and Faculty Exchange Program (AFEX) and Visit Japan Program awards for the project period of April 1–September 30, 2002.

AFEX

Arvilla Payne-Jackson

Professor, Department of Sociology and Anthropology,
Howard University (U.S.A.)
Visiting University of Essex (UK)
July 1–August 20, 2002

Beata Plonka

Assistant Professor, Faculty of Political and International
Studies, Jagiellonian University (Poland)
Visiting Johns Hopkins University (U.S.A.)
April 1–May 21, 2002

Emriati Samosir

Administrative Officer, University of Indonesia
(Indonesia)
Visiting Waseda University (Japan)
April 22–July 22, 2002

Shiyan Sun

Lecturer of International Law, School of Law,
Jilin University (China)
Visiting Lund University (Sweden)
and University of Oslo (Norway)
May 11–August 20, 2002

Madelein Sutcliffe

PR Officer, Dean's Office, Keio University at Shonan
Fujisawa (Japan)
Hosting Hong Minh Nguyen, administrator at Vietnam
National University, Hanoi (Vietnam)
April 15–June 14, 2002

Visit Japan Program

Kamrul Hossain

Ph.D. candidate (international law)
University of Helsinki
April 26–May 29, 2002

Solowa Samir Saad Mohamed Ibrahim

M.A. candidate (political science)
American University in Cairo
July 28–August 29, 2002

Untung Yuwono

Ph.D. candidate (linguistics)
University of Indonesia
May 11–June 10, 2002

SYLFF Database

We are now in the final stage of setting up a SYLFF database. This new database will be posted on our Website—with password protection—thereby allowing SYLFF administrators to report on new SYLFF fellows to the Scholarship Division and to update steering-committee members' data. It will also enable each SYLFF fellow to access and update his/her own information. A log-in ID number and password will be provided to each SYLFF fellow and SYLFF administrator. Plans call for

adding more functions to the database in the future, so that SYLFF fellows and administrators can retrieve information concerning their counterparts and thereby contribute to the further development and activation of the SYLFF network. Additional information will be provided in the summer. Your feedback and suggestions will be greatly appreciated.

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 briefly describing what you would like to submit. We look forward to hearing from you.

EDITORIAL NOTE

Collaboration has been and continues to be a keystone of the SYLFF Program. Why? Itty Abraham provides a succinct answer to this fundamental question: "A moment's reflection tells us that the best kinds of collaboration promise rewards—in particular, knowledge production—far beyond the abilities of single researchers working in isolation. Apart from the obvious feature of adding to the expertise of a single person, the synergies of small groups working together make possible insights and understandings that cannot be predicted. But more important, collaboration allows the nature of the problem being discussed to enlarge itself beyond the formulations of a single individual constrained by his or her discipline, coming much closer to the multi-dimensional character of most social problems" ("Studying International Collaboration" in *Collaboration and Comparison in International Social Science Research*, SSRN Working Paper Series, Vol. 5, 2002, p. 41).

Abraham focuses on social science research and social problems, but the same argument is applicable to the humanities (and natural and applied sciences), to action-oriented program development and implementation, and to trans-disciplinary collaboration within and beyond the parameters of any one group of disciplines.

Collaboration has been fostered by SYLFF follow-up programs, particularly the JREX, JREX Selection Committee, Program Development Award (formerly, AFEX), and Forum Programs, and to a lesser but no-less-important degree through the Visit Japan Program. Xiaojun Tang aptly describes how his award-winning JREX team carefully worked through the process and content of collaboration from the earliest stage through the final stage of their project. He reminds us that collaboration requires thoughtful attention throughout the life of a project, that it calls upon the strengths and expertise of the collaborators, and that it is most effective when the approach is inclusive and seeks the mutual benefit of all of the participants. Collaboration is easier said than done, but as Tang and his colleagues have demonstrated, the outcome is all the more enriched and the experience far more rewarding than when individuals work alone.

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SYLFF Institutions

- **Australia**
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
- **Chile**
University of Chile
- **China**
Chongqing University
Fudan University
Inner Mongolia University
Jilin University
Lanzhou University
Nanjing University
Peking University
Sun Yat-sen (Zhongshan) University
Xinjiang University
Yunnan University
- **Czech Republic**
Charles University
- **Denmark**
University of Copenhagen
- **Egypt**
The American University in Cairo
- **Fiji**
The University of the South Pacific
- **Finland**
University of Helsinki
- **France**
Conservatoire national supérieur de musique
et de danse de Paris
The European Institute of Business
Administration — INSEAD
- **Germany**
Ruhr University Bochum
University of Leipzig
- **Greece**
National and Kapodistrian University of
Athens
- **Hungary**
Hungarian Academy of Sciences*
Debrecen University of Arts and Sciences
*Eötvös Loránd University of Arts and
Sciences*
Pécs University of Arts and Sciences
Szeged University of Arts and Sciences
*University of Economics and State
Administration, Budapest*
- **Indonesia**
University of Indonesia
- **Israel**
Ben-Gurion University of the Negev
- **Italy**
Institute of Political Education "Pedro Arrupe"
- **Japan**
Keio University
Waseda University
- **Kenya**
University of Nairobi
- **Korea**
Korea University
- **Latvia**
University of Latvia
- **Malaysia**
University of Malaya
- **Mexico**
El Colegio de México
- **Mongolia**
Academy of Management
- **New Zealand**
Massey University*
Auckland University
Canterbury University
Lincoln University
Otago University
Victoria University of Wellington
Waikato University
- **The Netherlands**
Utrecht University
- **Norway**
University of Oslo
- **The Philippines**
Ateneo de Manila University
- **Poland**
Jagiellonian University
- **Portugal**
University of Coimbra
- **Slovakia**
Comenius University of Bratislava
- **South Africa**
University of the Western Cape
- **Spain**
University of Deusto
- **Sweden**
Uppsala University
- **Switzerland**
University of Geneva
- **Thailand**
Chiang Mai University
- **Turkey**
Ankara University
- **United Kingdom**
University of Sussex
- **USA**
Columbia University
Howard University
Oregon University System*
Eastern Oregon State College
Oregon Institute of Technology
Oregon State University
Portland State University
Southern Oregon State College
University of Oregon
Western Oregon State College
Princeton University
The Juilliard School
The University of Michigan
The University of Texas at Austin
Tufts University
University of California at Berkeley
University of California at San Diego
Yale University
- **Vietnam**
Vietnam National University, Hanoi*
*Vietnam National University,
Hochiminh City*
- **Yugoslavia**
University of Belgrade

*This institution administers the SYLFF endowment on behalf of the university(ies) listed below.