

Report on Ikeda Studies in Education

Purpose

The Report on Ikeda Studies in Education is compiled and circulated by the Ikeda Research Institute for Soka Education ([IRISE](#)) of Soka University. The Report serves as an information-sharing tool for scholars and researchers of this field of study, with the aim of facilitating on a global basis, further advances in the research of and activities relevant to Ikeda studies in education.

News Update

Spain

University of Alcalá's IEDDAI in Spain holds “hybrid” symposium

On December 20, the University of Alcalá's Daisaku Ikeda Research Institute for Education and Development (IEDDAI) organized a symposium to examine the 2022 Peace Proposal authored by Mr. Ikeda.

The symposium was a “hybrid” event, with students majoring in a wide range of disciplines from the University of Alcalá as well as the general public, taking part both in-person and online. The event was moderated by IEDDAI Director Dr. Ana Belén García Varela and keynote address delivered by Prof. Laura Formenti from the University of Milan-Bicocca Department of Human Sciences for Education. In her address, Prof. Formenti cited research revealing the process in which cross-cultural exchange and dialogue among disparate cultures leads to the creation of new culture. She further underscored the value of dialogue as a being pivotal to the building of harmonious coexistence.

Q&A session with participants was held following Prof. Formenti's speech.

USA

DePaul's Institute for Daisaku Ikeda Studies in Education holds special lecture series

On January 25, the DePaul University Institute for Daisaku Ikeda Studies in Education hosted its annual Ikeda Lecture. More than 1,200 people from around the world joined to hear renowned peace educator Monisha Bajaj speak on this year's theme of “Peace, Creative Coexistence, and Human Rights Education.” Professor of International and Multicultural Education at the University of San Francisco, Bajaj is a prominent author and scholar in the fields of peace, human rights, migration, racial justice, and education.

In his opening remarks, Institute director Jason Goulah, indicated that this year's lecture commemorated Daisaku Ikeda's four decades of annual peace proposals. These commemorative proposals “examine the causes, conditions, and concrete modes of confronting the most urgent and persistent challenges facing humanity and the planet,” Goulah shared, “and, taken together, they form a sweeping curriculum of global citizenship, value creation, and human education.”

Drawing on both Ikeda's peace proposals and The Universal Declaration of Human Rights, Bajaj organized her address around what she identified as the four principles for Critical Global Citizenship and Creative Coexistence: 1) Dignity, 2) Dialogue, 3) Empathy, and 4) Agency and Solidarity. Bajaj's address was followed by a Q&A session with attendees.

Canada

University of Guelph-Humber's Soka Education Research Centre on Global Citizenship hosts international symposium

On March 3, the Soka Education Research Centre on Global Citizenship (SERC-GC) of the University of Guelph-Humber in Canada held its second International Education Symposium, based

on theme “Peace, Dignity, and Equality.” The objective of the symposium was to provide an international forum for students to share their recent research on Soka education, with their emphasis on UN SDG Target 4.7: Education for Sustainable Development and Global Citizenship.

Following opening remarks from SERC-GC Director Dr. Paul Sherman and University of Guelph-Humber Vice-Provost Dr. Melanie Spence-Ariemma, Prof. Maria Guajardo of Soka University delivered the event’s keynote address. In her speech, Prof. Guajardo pointed out that education was crucial in developing global citizens that act from the SDG’s spirit of leaving no one behind while advancing the causes of gender equality and women’s empowerment. Dr. Namrata Sharma, professor at State University of New York and researcher on international and comparative education and global citizenship education, provided the symposium’s closing words.

Japan

Soka University Hosts Special Lecture by Director of DePaul University Institute for Daisaku Ikeda Studies in Education

On December 20, 2022, Jason Goulah, professor and director of the DePaul University Institute for Daisaku Ikeda Studies in Education, gave a special lecture to Soka University students in an English-medium course on the educational philosophies and practices of Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi.

Prof. Goulah spoke about the Institute’s work and developments in the international fields of Ikeda/Soka Studies in Education and Value-Creating Education for Global Citizenship. He also engaged students in a discussion about key concepts in the work of Makiguchi, Toda, and Ikeda, highlighting the nuanced and important differences in the Japanese terms each uses for shared concepts, such as *sekaimin* (Makiguchi), *chikyūminzoku shugi* (Toda) and *chikyūshimin* and *sekaishimin* (Ikeda) for the ethic of “global citizenship.”

Following the lecture, Prof. Goulah visited the Ikeda Research Institute for Soka Education, where he met with other members of the IRISE faculty.

Taiwan

Taiwan’s Chinese Culture University holds forum

On March 2, the Chinese Culture University (CCU)

of Taiwan organized an international forum on the research of Daisaku Ikeda’s peace ideals. Some 400 students and faculty members attended the event featuring presentations submitted by 16 researchers from eight universities.

Established 20 years ago, the Daisaku Ikeda Research Center of the CCU served as the organizer of the forum, which had as its main theme the UN’s SDGs. Drawing researchers from a broad range of disciplines, the event examined the areas of commonality between Ikeda’s perspectives on humanism and the principles reflected in the UN SDGs to resolve the myriad of challenges that the world faces today.

Daisaku Ikeda on Education

[The Flowering of Creative Life Force](#) (*This is the text of a speech delivered at Soka University’s fourth entrance ceremony, held in the university’s Central Gymnasium on April 18, 1974.*)

This Issue’s Selected Writing

Sherman, P., & Boukydis, O. (2023). SGI Canada Educators’ Perspectives on Creating Value in the Teaching and Learning Environment. *Journal of Social, Humanity, and Education*, 3(2), 133–146. <https://doi.org/10.35912/jshe.v3i2.1312>

The *Journal of Social, Humanity, and Education* is a peer-reviewed, open-access scholarly publication. The study was co-authored by Dr. Paul Sherman, Director of the Soka Education Research Centre on Global Citizenship at University of Guelph-Humber and Olivia Boukydis, MSW, PhD candidate and Prof. of UofGH’s Community Social Services program.

Link to the study: [Journal of Social, Humanity, and Education | Journal of Social, Humanity, and Education \(goodwoodpub.com\)](#)

Postscript

- We welcome comments regarding this Report as well as suggestions on specific material that it should feature in future issues. Contact: Ikeda Research Institute for Soka Education (IRISE) of Soka University (IRISE-access@soka.ac.jp)
- This Report is issued on a bimonthly basis, with the next release tentatively scheduled for May 18, 2023.