



Human value creating global citizenship: A lesson learned from Soka education and international perspectives

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Abstract

This study mainly aimed to explore the suitable conceptual frameworks covering Human Value Creating Global Citizenship and the related school administrative tasks to support development of students' characteristics to become human value creating citizens. The population consisted of elementary as well as junior and senior high schools under supervision of Soka university in Japan. Participants were 3 school leaders, 6 teachers and 12 student representatives from each level of education, plus 6 alumni volunteers and 5 experts, 32 in total. Research instruments included documentation and interview questions for each group of respondents. The research findings turned out that the most appropriate conceptual framework of Human Value Creating Global Citizenship comprised 5 key characteristics: (1) respect human value to support harmonious coexistence; (2) hold sufficiency and sustainability; (3) root the service mind and social justice; (4) encourage value creating dialectic critical thinking; (5) lead a life based on both knowledge and wisdom. For school management, it seemed that the most related administrative tasks emphasized management of academic affairs focusing on morals-integrated curriculum, collaborative instructional activities and positive-oriented assessment, and management of student affairs highlighting teacher-student relations and student activities operated on a basis of the strong peer support. This significantly supports the whole school approach emphasizing shared vision, values and the schools' alignment of goals and objectives, collaborative teaching and learning activities, and the interconnection between schools, parents and community.

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Introduction

Value creating education towards global citizenship has been recognized as a world issue high on the agenda of

many international forums. It is believed to cultivate peace and happiness in society, and has been explored both in western and eastern countries, especially in the latter, where people-oriented or human-oriented development has been included in national policies and plans. Dating back to the 1930s, the Soka Gakkai's, or "value creating," philosophy took shape from the initiatives of the reformist educators and their forerunners from Japan, namely, Tsunesaburo Makiguchi (1871–1944) and Josei Toda (1900–1958). The value creating educational philosophy and related

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beliefs have been put into practice through the efforts of their successor, Dr. Daisaku Ikeda, the key person and the founder of the value creating education system. As a key universal purpose of World education is to develop each person's potential and capabilities as a significant task to foster the next generation, the "value creating" approach of instruction and human resource development aims to impart humanity, including the values of trust, harmony, generosity and a sense of altruism to each individual. Thus, he/she will experience happiness and fulfillment in his/her own life and pass it on to society. This meaningfully helps maintain global peace and generates a powerful current of hope in the world. Accordingly, the concept of "human value creating" has been well blended into "value education" and becomes "human value creating education", which will significantly drive towards development of a "global citizen."

Based on the principles and concepts of "human value creating education" and "global citizenship," educationalists in collaboration with educational administrators, school leaders and all the parties concerned need to instill into learners and youngsters a set of human value creating philosophy related to the concept of global citizenship that emphasizes the dignity of life; respect for human value of oneself and others while opposing any kinds of violence; lasting friendship; the ways to lead a life based on knowledge and wisdom. To effectively implement such a universal concept, it requires the integration of value creating ideas to the school management system and tasks. This will complementarily help embrace any actions/practices and behavior that develop "Human Value Creating Global Citizenship" of a student as a value creator.

Therefore, it is interesting to explore the conceptual frameworks of school management based on the concept of "Human Value Creating Global Citizenship" to elaborate the key variables and the related factors affecting a further study in detail on a human value creating approach to develop global citizens. This research aimed to: (1) study the views of school administrators, teachers and student representatives on the key variables relating to a human value creating approach to develop global citizens; (2) elaborate the conceptual frameworks for human value creating global citizenship, a school management approach and the related administrative tasks.

Literature Review

This study on the conceptual frameworks of Human Value Creating Global Citizenship consists of three main components: human value creation; global citizenship; school management. The "human value creating" philosophy originated from the integration between three worldly recognized fundamental concepts of the 21st

Century humanistic education; value creating education, and soft-side management (SSM). Based on the humanistic philosophies, theories and ideas proposed by Aloni (2007); Firdaus and Mariyat (2017); Gakuen (2012); Hongladarom (1995); Ikeda (2009); and Suchodolski (1992) to effectively humanize the world and mankind, it requires that all the parties concerned take part in bringing up a child to become a well-rounded human being, equipped with a high capacity of critical and creative thinking, self-reliance and maintenance of social justice, peace and unity. Such characteristics meaningfully correlate with the concepts of value creating education and soft side management cited in (Halfhill & Nielson, 2007; The Economist, 2009; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014b) which have emphasized development of human beings through the people-oriented approaches that concentrate on accepting diversity, understanding of others, of their history, their cultures and their spirituality for bringing in peace, interdependence and interconnectedness between people across the world. It could be said that value creating education is not only cultivating individual potential, but also aiming at broader visions such as betterment of the world and society. Besides the above-mentioned universal ideas, the concept of sufficiency –to be self-reliant with a moderate mindset and reasonableness–, previously initiated and pioneered by HM King Bhumibol Adulyadej the Great of Thailand (Rama IX, 1927–2016, cited in Dharmapiya, 2012), has also supported and significantly complemented the human value creating ideas towards development of global citizens. Thus, it is worth probing into such a concept as part of the Human Value Creating Global Citizenship characteristics.

In this regard, a "global citizen" stands for an individual with a strong commitment to the "collective good," that calls for a service mind, social justice and equity, as well as a real understanding or a practical knowledge of "interconnectedness," with a critical mind, a respect for diversity, a concern for environment and sustainability, and a belief in human capability cited in (MacDonald, 2019; Oxfam Education, 2006; Schleicher, 2017; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014a; UNESCO, 2014b). Apart from such a universal concept derived from Dill (2013); UNESCO (2014a); UNESCO (2014b) previously indicated that a good person who would be able to work successfully and live happily in this globalized era should have "*global competencies*," or a set of abilities that would help him/her combine knowledge about the world with critical reasoning, consider any global problems from multiple viewpoints, bridge differences with others having effective interactions and respectful dialogues across cultures and efficiently take action for collective well-being and sustainable development, while being equipped with "*global*

consciousness,” or a set of ethics and morals towards a better understanding and awareness of the global issues. To effectively construct a global citizen endowed with global competencies and global consciousness, it requires value education or value creating approach that has been widely recognized an efficient vehicle for people-oriented sustainable development. This is supported by Sharma (2018) who pointed out the significance of integrating the value creating concept into global citizenship education to generate a sense of interdependence with a global outlook and to lead to a better understanding of peace as being central to the universal human rights agenda.

Nevertheless, to successfully enhance global citizenship and leadership of students in various educational institutions, it is necessary that school leaders, teachers, parents, and the other parties concerned participate in “school management” process and activities. For such a kind of collaborative management, Weng (2015) proposed an “Achieving Excellence education model,” emphasizing the operational tasks of: (1) academic affairs, covering curriculum, instruction and assessment, and (2) student affairs, including both co-curricular and extracurricular activities. This significantly supports the whole school approach concept highlighting collaborative management between stakeholders and all the parties concerned.

Methodology

This study was divided into two phases. Both applied a descriptive approach. The first phase began with exploring the ideas of all the parties concerned: school administrators, teacher and student as well as alumni representatives, on value creating education and global citizenship, while the second phase involved developing and elaborating the conceptual frameworks for Human Value Creating Global Citizenship characteristics, the related school management approaches and administrative tasks.

Participants

The population consisted of Soka elementary, junior and senior high schools under supervision of Soka or value creating university in Japan as they were exemplary educational institutions to apply the human value creating philosophy and concept for teacher and student development. For the first phase, participants were 3 school principals, purposively selected, 6 teachers in charge of curriculum and student development, and 12 student representatives derived from stratified sampling, where students were classified by level of education and gender then purposively selected on a voluntary basis, plus 6 alumni volunteers of the Soka network schools in Tokyo and Kansai. For the second phase, there were 5 experts: 3

academics, 1 General Director and 1 superintendent of Tokyo Soka schools, purposively chosen from the list of resource persons with expertise and practical experiences in value creating education and global citizenship. There were 32 participants in total.

Data Collection and Analysis

Research instruments included documentation: student performance reports, positive notes, some assignments, school curriculum, school handbook, and interview questions, concerning value creation and the global citizens’ characteristics for each group of participants. Semi-structured interviews with the school principals, teacher and student representatives, as well as alumni volunteers were conducted to elicit some data covering implementation of the human value creating global citizenship concept in value creating school management of academic affairs covering curriculum, instructional activities, and assessment, and student affairs highlighting teacher-student relations. The school administrators were asked about their roles in providing support for teachers and students in any collaborative teaching and learning activities and in implementing the core values or principles of value creating education in schools, whereas teacher participants were asked a set of questions relating to their approaches of cultivating trust and confidence in students as well as building and developing lasting relationship between teachers and students through a variety of school activities. They were also asked how to impart some key global citizens’ characteristics, such as respecting and being considerate of others, being service-minded, being a critical and creative thinker, as well as being concerned for cross-cultural understanding and social justice. Students and alumni representatives were asked about their most impressive experience on the value creating education, their views on global citizenship and their inspiration to become global citizens. Finally, interviews with 5 experts were conducted to verify some variables and related factors concerning value creating global citizenship, as well as elaborating the overall framework on school management based on the human value creating global citizenship concept. The data were analyzed by content analysis.

Results and Discussion

From documentation, the Soka Junior and Senior High Schools highlighted in their mission stated in the school handbook, strategic and curriculum plans the significance of imparting some moral values such as the strength to never give up and to carry through ability to contribute for the sake of others, volunteering and collaboration, compassion and lasting friendship between teachers and

students and amongst students. Also, in some exemplary evidences of student performance reports, assignments and teachers' positive notes, the teachers emphasized the students' characteristics of having a service mind while helping their peers with homework and assignments, being social-justice oriented while opposing any kinds of violence and cruelty, and being self-reliant while being concerned about the common good, global or social benefits, and sustainable development with the never give up spirit.

For school management, the principal, teacher and student interviewees provided some intriguing ideas from their viewpoints. One of the principal interviewees indicated that: "We, school leaders, are committed to encourage teachers to foster each student to be a person of great talent, equipping him/her with rich humanity and practical ability to live peacefully in the global context." (Principal A, 4 June 2019).

A junior high school teacher interviewee, in charge of curriculum development and student affairs, expressed his view on a global citizen that: "A global citizen is the one who does not only think for himself/herself but also for others, the one who shows generosity and caring for his/her peers and colleagues, the one who is willing to learn and to understand people from different culture. So, my colleagues and I have tried to motivate them to take part in many school activities so that they could learn in different settings to collaboratively work and practice a variety of skills." (JHS Teacher G, 6 June 2019). This conforms to the value creating global citizenship concept which emphasizes the importance of respect for human value of others to support harmonious coexistence between people from different cultures and settings.

A junior high school student interviewee said that: "Teachers have supported me and my friends a lot in doing school activities. They've allowed us to walk around to help our peers to solve any problems and to finish the assignments. We all feel like team workers who will go together and will not leave anyone behind." (JHS Student N, 6 June 2019). This reflects an example of teachers' effort to encourage collaborative learning and to cultivate a service mind in their students.

Two Soka network school alumni representatives supported that: "Teachers took an important role in asking questions and providing cases for students to think about and discuss with their peers, applying the moral values and raising some examples. The moral values normally appeared an elective subject in a course, or sometimes they were integrated into any kinds of school activities." (Alumni S&J, 11 June 2019). This emphasizes the importance of morals-integrated curriculum and activities that help exalt students' capacity to lead a life based on both knowledge and wisdom.

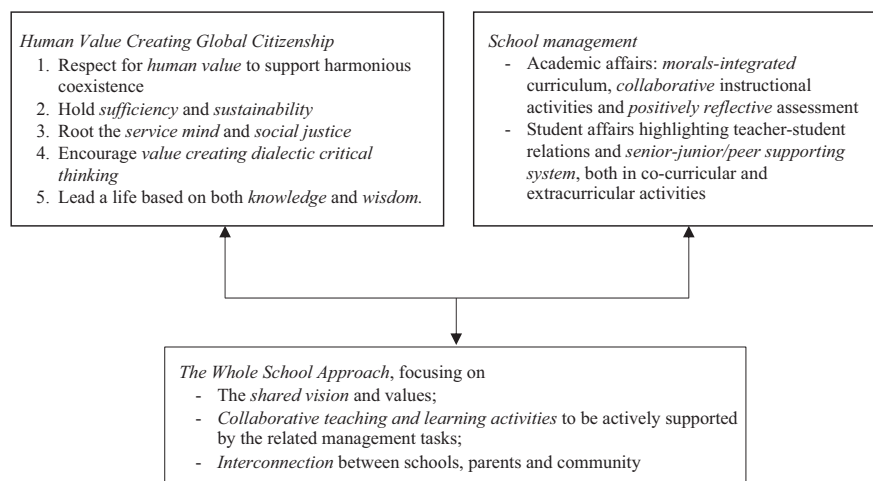
Moreover, from the interviews with administrators and teachers, it was noticeable that there were no teachers specifically in charge of moral education. Every teacher was expected to integrate the ethical and moral values into their courses and student development activities in several ways. For assessment and monitoring system, at the senior and junior high schools, teachers pointed out the importance of "positive notes" reflecting the students' performance and their appreciation of students' efforts. In addition, it was noteworthy that, at all levels of education, the principals in collaboration with teachers applied the following concepts related to development of the "value creating global citizens": (1) collaborative/interactive learning; (2) peer support; (3) the schools' alignment of goals and objectives, based on the same founder's principles and guidelines. Such concepts were significantly consistent with the "whole school approach," focusing on the shared vision and values as well as interconnection between schools and parents/communities. This was supported by other teacher, student and alumni interviewees who raised those concepts as a critical part of driving forces towards "Human Value Creating Global Citizenship." Also, all the alumni interviewees highlighted the significance of school clubs and extracurricular activities that helped reinforce the lasting relationship between seniors and juniors, students and their peers, and between students and teachers who took part in the activities.

In summary, all the evidences derived from the interview data and the related documents, as well as the interviews with 5 experts, yielded almost the same conclusion concerning an appropriate framework for school management based on the Human Value Creating Global Citizenship concept as shown in table1.

Accordingly, this tends to meaningfully help create the human value creating global citizenship characteristics, covering: (1) respect for human value to support harmonious coexistence; (2) hold sufficiency and sustainability; (3) root the service mind and social justice; (4) encourage value creating dialectic critical thinking and; (5) lead a life based on both knowledge and wisdom, and school management focusing on morals-oriented curriculum and collaborative instructional and student activities, plus peer supporting at each level, a whole school approach focusing on the shared vision and values, the schools' alignment of goals and objectives, plus the interconnection between schools and parents/community. The below figure demonstrates all the findings and the overall picture of the "School Management framework based on the Human Value Creating Global Citizenship concept.

Table 1 demonstrates comparison between 4 groups of participants' views, the experts' suggestions and the researchers' ideas

Topic	Source of data		
	4 groups of participants	5 Experts	Researchers
Human Value Creating Global Citizenship	A global citizen, with a never give up spirit and generous mind, always cares and thinks for others. He/She is willing to learn and to understand people from different cultures.	A global citizen is concerned about the world issues, while respecting human value in himself/ herself and others, holding sufficiency with a service mind, cross-cultural skills, plus capability to wisely apply knowledge and skills.	A global citizen respects human value in himself/ herself and others, having a service mind and value creating dialectic critical thinking, while holding sufficiency and living a life based on both knowledge and wisdom.
School Management	Focusing on value creating and morals-oriented curriculum and collaborative instructional and school activities, plus peer supporting at each level.	Applying a whole school approach focusing on the shared vision and values, the schools' alignment of goals and objectives, plus the link between schools and parents/ community.	Emphasizing academic affairs covering the morals-integrated curriculum, collaborative activities and positive notes, and student affairs highlighting teacher-student relations and a peer supporting system.

**Figure 1** shows School Management Framework based on the Human Value Creating Global Citizenship concept

From the research results, it is noticeable that the 5 elements of human value creating global citizenship properly coincide with what was emphasized by Ikeda (2009), who concentrated on the respect for human value of oneself and others and leading a life based on both knowledge and wisdom to bring in peace and harmony to the world. They also corroborate what was pointed out by Dill (2013); Oxfam Education (2006); Schleicher (2017); UNESCO (2014 a); UNESCO (2014 b) regarding the significant characteristics of a global citizen who needs to be equipped with a service mind with the concerns for common benefits, social justice, equity and interconnectedness, and a critical mind with the awareness of diversity and the belief in human capability, and also the concerns for self-reliance, sufficiency and sustainability as cited by Dharmapiya (2012). Moreover, a focus on collaboration between schools, parents/communities, especially the strong support from the latter, corroborates what was pointed out by Weng (2015) who emphasized the importance of a whole school approach, focusing on the interconnection between schools and parents/communities

to effectively tackle any violence and develop students to become well-rounded global citizens. Also, it is noteworthy to discuss more about the endeavor of the school leaders and teachers to instill into students the never give up spirit, the concern for other people and the common benefits of society. This meaningfully reflects the positive thinking as part of the value creation, global citizenship, and other related humanistic philosophies. Interviews with some teacher representatives revealed that they encouraged their students to assist and exchange ideas with their peers. This significantly demonstrates the teaching and learning culture of value creating education that usually applies interactive and collaborative learning, along with the peer support system. It reflects a way of motivating students' service mind as they were supposed to be proud to help their peers with assignments, and also developing the students' value creating dialectic critical thinking as they were allowed to discuss and share their views with one another. While having dialogues with their peers, the students will foster their critical thinking capacity and will gradually absorb the creating values of caring, sharing and

compassion for each other. Such an interactive or collaborative teaching and learning approach significantly helps create and sustain a spirit of caring between students as the real learners and teachers as the real facilitators/supporters. This significantly reflects the uniqueness of value creating schools in cultivating the characteristics of morality and global citizenship, having teachers as facilitators.

Conclusion and Recommendation

In conclusion, value creating education could be recognized as an exemplary approach that would help enhance the characteristics of Human Value Creating Global Citizens who: (1) respect human value to support harmonious coexistence; (2) hold sufficiency and sustainability; (3) root the service mind and social justice; (4) encourage value creating dialectic critical thinking; (5) lead a life based on both knowledge and wisdom. To achieve this, it requires active collaboration from school leaders and teachers, especially those in charge of academic tasks, covering the morals-integrated curriculum and collaborative instructional activities as well as positively reflective assessment, and student affairs, highlighting teacher-student relations and senior-junior/peer supporting system, plus the strong support from parents and communities, in the school activities. In addition, the peer supporting system has been used for teacher development and training. Nevertheless, the proposed conceptual framework of school management based on the Human Value Creating Global Citizenship concept has meaningfully ignited some intriguing issues to be further explored in the form of cross-national or comparative research concerning development of a strategy, a process or a model of school management based on the proposed Human Value Creating Global Citizenship framework, which will bring in many challenges for school leaders, teachers, educationalists and all the parties concerned to cooperate in promoting and expanding the studies on translating into practice the human value creating ideas to generate global citizens both in national and global contexts.

Conflict of Interest

Although the population of this study has been recognized as a pioneering value creating institution, there were no teachers/academic staff directly in charge of moral education, student discipline and regulations. These were supposed to be integrated into any courses, programs and/or student development activities in several ways.

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