

Prologue: Compelling Global Educational Issues

From amazing minds with pure hearts, come ideas ready to be transformed into actions for changing the world. Seven graduate students from Soka University of America wrote on a compelling issue from their country of origin: Japan, Brazil, Nepal, Germany, Quebec, India, and U.S.A. The question, *what kind of world shall we build*, is reflected in this special edition of the *eJournal of Education Policy*, and how might one influence the daily realities of their respective citizenry.

Tsunesaburo Makiguchi is credited with being the father of Soka, the value-creating education that seeks for student's their realization of happiness as the goal of education. Daisaku Ikeda (2014), the founder of Soka University, asks: *What kind of world should we build for our children to inherit?*

Makiguchi calls the 'learning to learn' the quest for 'discovery and invention' which Ikeda describes as the learner's autonomous effort to discover and create value amidst the realities of life. Makiguchi describes, "The intent is not to cram knowledge, but to create pedagogical spaces where students are capable of charting their own values, determining what is best for them and their society, and deciding on what is useful, good and agreeable" (p. 108).

These policy briefs follow Makiguchi's intention for education as they are for learners to discover and invent, from their life experiences and now, as graduate students, to find value in the compelling issues of life's reality.

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