

Scholastic Journalism Advisors' Perceptions of Implementing Japanese *Tokkatsu* Activities and Sustainability Issues in Egyptian and Japanese Schools : A Comparative Study

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Abstract

Scholastic journalism education can play a crucial role in achieving Egypt's educational reforming goals regarding Sustainable Development Strategy (SDS) and implementing the Japanese-Style education (*Tokkatsu*). The current research aims to study and compare the perceptions of both Egyptian and Japanese scholastic journalism advisors about the implementation of sustainability issues and Japanese *Tokkatsu*, in terms of the knowledge, skills and practices along with the enablers and inhibitors factors in Egyptian and Japanese schools as well. The results revealed that Japanese scholastic journalism advisors have detailed, rich and sufficient perceptions about *Tokkatsu* implementation but in terms of sustainability issues implementation, their viewpoints were not that intense. While Egyptian scholastic journalism advisors have limited perceptions in both terms, which requires adequate in-service training programs to broaden their frontiers of knowledge about the implementation of sustainability issues and Japanese *Tokkatsu* in scholastic journalism context in Egyptian schools.

Key Words: Scholastic Journalism Advisors, Japanese *Tokkatsu* Activities, Sustainability Issues, Egyptian and Japanese Schools

1. Introduction

Egypt has the largest education system in the Middle East and North Africa (MENA) region. It can be seen clearly based on the total numbers of the enrolled students in the Egyptian educational system. In 2016/17, 20.6 million students were enrolled in pre-university education level, while the enrolment in Higher Education (HE) level amounted to 2.4 million students (Understanding Middle East Education, 2019, p. 3). In 2014 the Survey of Young People in Egypt (SYPE) reported about the status of Egypt's education "Egypt still has a long way to go in ensuring high-quality education for all students. Rote memorization¹⁾ is a more common approach to teaching than critical thinking" (Roushdy & Sieverding, 2015, p.xiii). However, in the recent past few years, the situation has changed. President El-SISI

and the Egyptian government are currently intensifying efforts to improve the country's education system (Mohamed, Skinner, & Trines, 2019).

The Ministry of Education and Technical Education (MoETE) developed an education reform program to achieve the Egyptian educational goals in Sustainable Development Strategy (SDS): Egypt's Vision 2030. Two approaches were followed: establishing new initiatives as well as setting bold interventions, aiming to structurally adjust and reform the existing education system and improve educational outcomes (Understanding Middle East Education, 2019, pp. 4-6). Egypt Japan Education Partnership (EJEP) considered as a basic step forward towards achieving an educational reform in Egypt. In 2016, EJEP was concluded when President El-SISI expressed to Mr.Shinzo Abe, Prime Minister of Japan about his interest in implementing the Japanese-Style

education “Tokubetsu Katsudo (*Tokkatsu*)” (Ministry of Foreign Affairs, p.1). EJEP aims to enhance the balanced development of social, emotional and discipline for Egyptian children as an essential component in the Egyptian government attempts to “combat terrorism and extremism and to enhance peace, stability, development, and prosperity” (Japan International Cooperation, Agency, 2017, p. 1).

In 2019, President El-SISI declared it as “the year of education” (Mohamed, Skinner, & Trines, 2019). Additionally, (212) Egypt-Japan Schools (EJS) were opened as an implemented part of EJEP. Moreover, the (MoETE) included (*Tokkatsu*) as a mandatory educational approach for all the Egyptian schools including all public and private schools (Yahya, 2019). Convinced that educational reform requires the capacity building of teachers and instructors. Concerning the Egyptian reforming endeavors, it is necessary to provide the teachers with a better understanding of their mission and to improve their capability by giving training programs related to the implementation of the educational goals in Sustainable Development Strategy (SDS): Egypt’s Vision 2030 and *Tokkatsu* in Egyptian schools.

Scholastic journalism education can play a crucial role in achieving Egypt’s educational reforming goals regarding Sustainable Development Strategy (SDS) and implementing the Japanese-Style education (*Tokkatsu*). Scholastic journalism is beneficial to the students in a number of ways such as researching a topic and gathering information, interviewing a topic effectively and writing an article for the student newspaper. Research studies have pointed out that scholastic journalism activities tend to enhance students’ writing skills. Trang (2018) investigated whether participation in school newspaper effects in its members’ improved writing, the study proved that the school newspaper has reinforced its members’ writing skills. Simpson (2003) studied the influence of using a class newspaper in improving writing skills in a multicultural classroom, the study confirmed an improvement in the quality of the students’ work like “writing introductions with catchy attention grabbers, giving descriptive details and concluding with a clear summary of the main idea”.

Scholastic journalism can be used as an educational approach for addressing sustainability issues and environmental problems. Plopper, Conaway (2013) affirmed an association link between journalism education

and sustainable development, based on that it was suggested that there is a need to develop a framework for journalism education that supports effective engagement to achieve sustainable development. School newspapers enlighten the students with the most critical problems in the environment that threaten our planet’s future; providing pictures, sounds, sources and information about natural environments are commonly used ways to enhance environmental sensitivity (Barbas, Paraskevopoulos, Stamou, 2009, p. 61).

Rooney-Varga, Brisk, Adams, Shuldman & Rath (2014) indicated to the student media production’s indirect role in climate change education, as it was used as “a means to elicit active, affective, social, and analytic learning of climate change science content, with the goals of increasing engagement and intrinsic motivation and fostering deeper learning about climate change through students’ efforts to educate others”. Consequently, student media production offers a potential approach to overcome some of the associated challenges and it empowers the students’ voices to be expressed in the societal discourse about climate change.

On the other hand, scholastic journalism education engages with the *Tokkatsu*’s aims in child balanced development that fights against terrorism and extremism and calls for peace, stability, development, and prosperity. Additionally, UNESCO acknowledges the fact that journalism education contributes significantly towards the professional and ethical practices that foster democracy, dialogue and development (United Nations Educational, Scientific, and Cultural Organization, n.d.).

The main *Tokkatsu* goals for achieving the child’s balanced development are promoting “the ability to stick to complete what one faces leads to fostering a sense of responsibility, the consensus-building ability trains tolerance, creativity, citizenship, team activities and class events create a feeling of belonging, critical thinking ability is one of indispensable nature for the education of the 21st century, collaborating and considering others is dispensable for teamwork and the attitude to ‘put yourself in someone’s place’ and/or cooperate with others is a very important qualification in a mingle-up society” (Japan International Cooperation, Agency, 2017, p. 3-2).

Students’ media productions that include scholastic journalism opens the chance for deeper learning as it involves the students with the analytic and affective processing and challenges them to transfer the essence of scientific concepts. In addition, it is essentially

collaborative and supports teamwork as students are required to take on several roles during the production process (e.g., writing content, finding images, creating a storyboard). Consequently, this collaborative attitude supports social learning and it more likely helps students overcome some of the obstacles caused by social dissonance (Rooney-Varga et al., 2014 p. 599).

Glick (2017, p.1) indicated that school journalism education provides a space for training to emphasize the importance of ethical boundaries and educate the students about media literacy, it is considered necessary now than ever before because of the rising use of social media and the consequence side effects like fake news, which created "complex media environment for students to navigate".

School journalism activities support the students' positive engagement in the school because the scholastic journalism activities vary from the basic accredited classroom activities participation to the involvement in the extracurricular activities that are being practiced outside the regular school hours. As a result, students who are effectively engaged in these extracurricular activities do not feel isolated (Bobkowski, Cavanah, & Miller, 2017, p. 6), meaning that a shared goal gathers them, to produce a newspaper about their school or student issues, which provide various group work interactions that probably won't happen in other classes.

It is now beyond doubt, the significant role played by scholastic journalism education in achieving the implementation of sustainability goals and *Tokkatsu* in Egypt's schools. Still, the Egyptian scholastic journalism advisors' perceptions and the implementation methods needed to be studied as they are the implicit executors in the Egyptian classrooms. Additionally, gaining knowledge from its original and unique source, which is the Japanese scholastic journalism advisors. Therefore, the current research aims to study and compare the perceptions of both Egyptian and Japanese scholastic journalism advisors about the implementation of sustainability issues and Japanese *Tokkatsu*, in terms of the knowledge, skills and practices along with the enablers and inhibitors factors in Egyptian and Japanese schools as well.

2. Materials and Methods

2.1. Design/ The Study

This study has taken an exploratory paradigm, it adopted two different tools for the qualitative

research method because of its advantages, which are "qualitative research approach produces the thick (detailed) description of participants' feelings, opinions, and experiences; and interprets the meanings of their actions" (Rahman, 2017, 104). The study began with conducting a questionnaire instrument in Egyptian schools (study 1) for data collection and analyzing it, building from the results of (study 1) appropriate points were identified for inclusion in the in-depth semi-structured interviews (study 2) to provide overarching and profound themes concerning the implementation of sustainability issues and *Tokkatsu* activities in Japanese scholastic journalism activities.

2.2. Selection and Participants

Participants' recruited in (study1) were Egyptian scholastic journalism advisors (ESJAs), they were sampled through sending a letter to all the principals of elementary schools in Tanta city in Egypt, inviting them to participate in the questionnaire, (35) schools responded positively to the request. The researcher found it more applicable to administer the questionnaire instrument online through various software applications like (WhatsApp, Messenger and Email). The questionnaire was administered in total (n=35 ESJAs).

Characteristics of the respondents (N= 35) are presented in (Table 1). (40%) of the respondents had obtained postgraduate degrees (Table 1). Approximately two-thirds of the respondents had been teaching for over 10 years (Table 1).

Participants' recruited in (study 2) were a limited numbers (n=8) of Japanese scholastic journalism advisors (JSJAs), they were selected by using a purposeful sampling technique in order to select "information-rich cases" that are especially knowledgeable or experienced in the implementations of the sustainability issues and *Tokkatsu* activities and have the ability to describe experiences and express opinions in a reflective way to be interviewed in-depth. The selection standards used to ensure the sampling process suitability were that the participant should be formally qualified and work as a scholastic journalism adviser. The participants were targeted by contacting scholastic journalism advisors with teaching experience years ranged from 10 to 35 years, individually. All the contacted advisors had been working in Nara prefecture and they agreed on participating in the interview.

Table 1 Egyptian Scholastic Journalism Advisors Sample Characteristics

Variables	N= 35	%
Gender		
Women	29	82.9
Men	6	17.1
Educational Background		
Bachelor	21	60
Diploma	12	34.3
Master	2	5.7
Years of teaching		
1 less than 5 years	1	2.9
5 less than 10 years	9	25.7
10 years and more	25	71.4
Sustainability or/and <i>Tokkatsu</i> activities training program		
Yes	2	5.7
No	33	94.3

2. 3. The Instruments

The questionnaire (study 1) was mainly looking at the ESJAs's knowledge and perceptions regarding sustainability issues (water sustainability and climate change) and *Tokkatsu* activities because of the approaches' novelty to the Egyptian educational system. The questionnaire included (13) open-ended questions in order to present an opportunity for giving more details about their opinions, understandings and experiences, assessing initial information on educational background, years of teaching and the attendance of training programmes regarding sustainability issues or/ and *Tokkatsu* activities, plus the following items that focused on the knowledge of sustainability issues and *Tokkatsu* activities, skills and practices in the classroom and the inhibitors and enablers factors that more likely to influence the implementation opportunities in Egyptian schools. The questionnaire was open for completion by participants from the 1st to the 25th of October 2019. The items in the questionnaire were piloted and checked on a small sample of (3 ESJAs) before being adjusted and used

Table 2 Japanese Scholastic Journalism Advisors Sample Characteristics

Variables	N=8	%
Gender		
Women	3	37.5
Man	5	62.5
Educational background		
Social studies	5	62.5
Japanese language	2	25
English language	1	12.5
Years of teaching		
10-15 years	3	37.5
20 years	4	50
More than 20 years	1	12.5
Sustainability or/and <i>Tokkatsu</i> activities training program		
Yes	8	100

in the main study, no major issues were raised about the questions' formulating or clarity, the pilot study data are not included in the current analysis.

In-depth semi-structured interviews (study 2) were conducted individually face-to-face from the end of October 2019 to the end of January 2020. Interview questions were developed to cover key weakening areas obtained from the questionnaire's results (study 1). The participants were supported to give a detailed description of those key areas: First, participants were asked initial questions on educational background, years of teaching and the attendance of training programmes regarding sustainability issues or/ and *Tokkatsu* activities. Second, the participants were asked questions that focused on overarching themes including their knowledge about the concept of *Tokkatsu* activities and sustainability issues (water sustainability and climate change) within the scholastic journalism context, in order to establish their understanding of these concepts. Third, the participants were asked about the practices of implementing *Tokkatsu* activities and sustainability issues in Japanese classrooms,

the enabling and inhibiting factors that affect the implementation process in classrooms. The (JSJAs) were informed that the interviews would be audio-recorded, and the information provided would remain confidential. The first author conducted all the interviews with the aid of the second author (to provide a translation from the Japanese language to the English language). Three interviews were conducted with scholastic journalism advisors in three different schools, while the other five interviews were conducted with scholastic journalism advisors separately after a workshop was held at Nara Prefecture Public Library. The audio-recorded interviews lasted about an hour and a half for each interview.

The interview outline was piloted with (1 JSJA). The aim of the pilot test was to determine how the interview guide worked. However, its data are not included in the present analysis. No replacement or additional questions were added, but minor adjustments to phrasing were carried out. The interview questions were not fixed and had no prioritised sequence. Additionally, left a space for the spontaneous formulation of follow-up questions. All questions were open-ended to allow the opportunity for new issues to arise as well as to promote reflection in the issues raised. Rich stories were obtained, and it was decided to end the data collection after eight individual interviews.

2. 4. Data Analysis

The questionnaire's (study 1) data and the in-depth semi-structured interviews (study 2) were analyzed using a traditional means of content analysis to qualitative questions, which is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (Krippendorff, 2004, p.18). Both (study 1 and study 2) adopted the thematic analysis model by (Braun and Clarke, 2006, 16-23), which were analyzed separately for both instruments' data. The analysis consists of six stages: First, getting familiarized with the data by reviewing the texts and audio recordings and emptying them down in order to be reviewed and categorized for each instrument independently such as the initial questions' section, teacher's knowledge and understanding to *Tokkatsu* activities and sustainability issues section and the implementation practices and skills section, which were sorted and summarised in a detailed text for the both two samples. Second and third, coding and sorting the distinctive content to create initial code categories and

searching for themes to be condensed and combined into one category. Fourth and fifth, reviewing and defining categories, which improve the features of the created final categories. The sixth phase consisted of choosing data extracts to demonstrate the prevalence of the themes.

3. Materials and Methods

In this section, results are presented based on the chronology of the research design was followed, meaning the results of (study 1) the questionnaire with Egyptians scholastic journalism advisors (ESJAs) are presented first and thereafter the results of (study 2) the interviews with Japanese scholastic journalism advisors (JSJAs).

3. 1. ESJAs' s knowledge of *Tokkatsu* activities and sustainability issues

3. 1. 1. *Tokkatsu* Activities

Respondents were asked to state their initial perceptions when they heard for the first time about the Egypt Japan Schools' (EJS) adoption to the Japanese *Tokkatsu* activities. (30%) of respondents stated that they have no clue about this matter, for example:

I do not know, and I have no perception about it because I haven't been trained for it yet.

However, (70%) of respondents had various expectations positive or negative, for example:

Japanese teachers will teach in these schools to transfer the Japanese educational strategies to Egyptian teachers (positive).

Applying the Japanese educational system in Egypt without considering the Egyptian culture (negative).

Respondents were asked to define their understanding of the *Tokkatsu* activities. (30%) of respondents offered no answer, while (70%) identified the Japanese *Tokkatsu* activities as educational activities or strategies enhance the students' values and higher-order thinking skills, for example:

Educational activities that develop students' personality, problem-solving, taking responsibility. Tokkatsu activities contribute to developing life values such as working in groups, cooperation and

cleanliness.

Educational strategies with special attributes in curricula that promote creative skills through expanding using the activities instead of rote memorization.

Respondents were asked to explain whether the Tokkatsu activities differ from traditional classroom activities. (57%) affirmed various advantages, for example:

Tokkatsu activities depend on the interaction between student and teacher, leaving more room for the students for critical thinking and creation.

It is more diverse and modernised to make learning fun and increases the students' academic achievement.

On the other hand, (43%) didn't confirm the differences, for example:

I think in case the traditional classroom activities were applied properly, there will be no need for Tokkatsu activities.

I guess both of them have the same aim and technique with students to encourage their role in the educational process.

3. 1. 2. Sustainability Issues

Respondents were asked to state their initial perceptions when they heard for the first time about the Egypt Japan Schools' (EJS) adoption to the Japanese Tokkatsu activities. (30%) of respondents stated that they have no clue about this matter, for example:

Table 3 Sustainability Issues definitions

Responses	% on total 35
Preserving the rights of the next generations in natural resources	48.6
Reusing the materials for more than one time to reduce waste	14.3
Recycling the waste	11.4
Rationalize the consumption of electricity and water	5.7

I think that sustainable development is to preserve natural resources and not waste them to meet the needs of future generations.

In my opinion, sustainable development is the use of products that are reusable for more than once, in order to minimize the waste in the environment.

It means recycling the waste to save the

environment. Sustainable development is the rationalization of electricity, water and energy consumption.

Concerning water sustainability, a small number of respondents (5.7%) did not give any answer, while the majority of respondents (71.4%) saw it as changing the lifestyle of humans in consuming water. However, reusing the water and seawater desalination came in an equal proportion (11.4 %) of answers, for example:

I think it is related to modifying our way of consuming water, in case we start with small steps in our daily lives.

I imagine it is involved with using modern technology in the desalination of seawater.

Using water properly and setting restrictions for water over-consumption.

Respondents were asked to explain their understanding of climate change manifestations. (14.2%) reported that they have no clue about it. Meanwhile, several environmental problems were described; (62.9%) indicated it as global warming, (11.4%) believed it is sea-level rise, (8.6%) referred it as increased rainfall, (2.9%) saw it as melting ice in the Arctic and the North Pole, for example:

Climate changes manifestations can be seen clearly in the higher temperatures year after year.

Climate change causes ice to thaw, which leads to sea-level rise and floods.

I think the increase in rainfall in recent years is due to climate change.

3. 1. 3. ESJAs' skills and practices in Egyptian classroom

Respondents were asked to describe their perceptions of planning and implementing Tokkatsu activities and sustainability issues in scholastic journalism classes. A large number (85.7%) offered no answer or stated that they were unsure, for example:

I think it is a very important issue and I wish I had trained for it in order to give an appropriate answer.

The minority of respondents (14.3%) provided a

reasonable perception includes the group working and group discussion through school parliament, for example:

I perceive that Tokkatsu activities can be employed with posing environmental problems in the students' group discussions and students' debates in the school parliament to find solutions.

I believe that Tokkatsu activities and sustainability issues can be implemented through designing the school newspapers including distributing the roles between students and group work.

Respondents were asked to suggest sustainability issues that can be addressed by *Tokkatsu* activities in scholastic journalism classes. The greater part (65.7%) of respondents did not offer any issues related to sustainability because of the lack of knowledge, for example:

Actually, I do not have any information related to sustainability issues or Tokkatsu activities.

Almost, third of the respondents (34.3%) offered several issues such as environmental and natural resources management, public health awareness, equality and social justice, renounce violence and human development and community participation.

I recommend paying attention to the environment and natural resources management.....

..... raise awareness of public health between students.....

Equality and social justice are one of the most essential topics that need to shed light on them especially for the new generations.

Violence is a totally new phenomenon in our society it is needed to renounce and fight against it.

Human Development and community participation are essential to achieve any developmental or environmental programmes.

Respondents were asked to explain the inhibiting factors that affect implementing *Tokkatsu* activities and sustainability issues in scholastic journalism activity. (22.9%) of respondents stated they aren't sure, for example:

In fact, I'm not sure what specific barriers are related to Tokkatsu activities and sustainability issues implementation.

About two-thirds of the respondents (77.1%) reported several inhibitors as follows:

Table 4 implementation inhibiting factors in Egypt

Inhibiting Factor	% on total 35
Training obstacles	28.6
Financial constraints	22.8
Administrative impediments	14.3
Technological hurdles	11.4

The above barriers can be explained through the respondents' viewpoints, for example:

I consider lack of training courses and workshops for scholastic journalism advisors is the essential obstacle in the implementation process.

One of the crucial barriers is the lack of awareness of sustainability issues and how to present it in scholastic journalism context among scholastic journalism advisors.

The limited financial means, such as the lack of budget allocated to school journalism activity, does not exceed 2% of the school expenses for each student.

..... the administrative rigidity and school principals' lack of interest in school activities.....

Deficiency of technological devices availability such as the internet accessing and the school's online website and school official webpage on social media..... since we are living in the age of modern communications technology and the students' growing interest in using social media, etc.

3.2. JSJAs's knowledge of *Tokkatsu* activities and sustainability issues

3.2.1. *Tokkatsu* Activities

When the experienced advisors were asked to give their perceptions and definition to *Tokkatsu* activities, all the teachers expressed the same understanding that was themed on *Tokkatsu* backgrounds descriptions since compulsory education; interactive, collaborative group working educational activities and special activities shape the Japanese personality, for example:

Since I was an elementary school student, Tokkatsu activities were a part of school learning, as elementary and junior high schools are compulsory education in Japan. (A1)²⁾

It is a special activity that cultivates one's abilities and skills to live in society through group activities. It deals with the content that cannot be dealt with in subject learning and develops skills (human power, organizational power, etc.) to foster independence in building better human relationships and better lives. (A3)

Tokkatsu activities are to acquire Japanese social life morality, discuss problems without fear of conflict, respect the place of learning, develop a sense of responsibility, discover challenges and overcome difficulties. (A7)

The experienced advisors explained the differences between Tokkatsu activities and traditional classroom activities all of them indicated that Tokkatsu activities mainly represented in students' learning engagement, role models' social participation and society demands and problem-solving, for example:

Students design learning by themselves rather than learning traditional classrooms. (A2)

Students learn and collaborate with exemplary local people and famous companies. (A3)

I think that Tokkatsu activities are overwhelmingly involved with many tasks in the child's life to enhance interaction during classroom performances such as discussing class bullying and human rights. (A5)

..... during the interaction the students do not think about the content or their own interest and experiences or seek for an absolute answer (correct answer)..... handle content that does not fit in the scope of subject learning or that covers other fields. (A8)

3. 2. 2. Sustainability Issues

When the experienced advisors were asked to describe their understanding of sustainability issues, they found difficulty in explaining it. The most frequently mentioned reason was the inattentiveness of sustainability issues at the official level, for example:

The board of education was interested in

sustainability ten years ago and provided a number of training courses.(A6)

Japanese teachers have no information about sustainable development and it is necessary to be passed to them.(A3)

The experienced advisors were asked to define water sustainability, three-fourths of the advisors explained the importance of water in humans lives, but none of them expressed the definitions of water sustainability, the most frequently mentioned was water is the source of life on earth, for example:

..... water is the source of the earth and circulates throughout the earth so that if it is polluted somewhere, it will pollute the entire earth, affecting human food and body.(A4)

One advisor had no specific, subject-related understanding of the concept of water sustainability.

I do not know. I have never considered such a problem because it is common in Japan to use lots of water.(A1)

One advisor provided a description of water sustainability as a goal of SDGs to maintain water resources.

I think that the effective use of water resources is closely related to the SDGs. I think that it is the creation of a system to supply drinking water with a stable supply from water resources to life and to maintain a certain level of the economic level so that the system can be sustained. I also think that maintaining the system and the economic level should be rooted in Japan.(A5)

When the experienced advisors were asked to explain their understanding of climate change manifestations and how to reduce them, all the advisors indicated global warming and El Nino as current environmental issues.

In Japan, heatstroke due to rising temperatures has become a social problem every year for the past few years.(A2)

Hot weather and the accompanying extreme weather makes El Nino continue.(A4)

The advisors suggested potential solutions mainly focusing on changing consumption behaviours and reducing carbon footprint, for example:

Controlling consumer and economic activities to reduce greenhouse gas emissions. In particular, reducing the use of fossil fuels.(A8)

It is necessary to simultaneously reduce Co2 emissions and energy-related footprintit is urgently necessary to change the attitudes of the people.(A5)

3.2.3. JSJAs's skills and practices in Japanese schools

Regarding the applications of scholastic journalism in *Tokkatsu* activities time, all the advisors indicated that employing scholastic journalism in *Tokkatsu* time differs according to the students' grade. Generally, scholastic journalism in *Tokkatsu* time is used to facilitate and simplify the other school subjects.

Scholastic journalism in Tokkatsu time has many uses, depending on the students' school year. For example, the first and second primary grades, scholastic journalism in Tokkatsu time is used in learning through play, such as searching for kanji, or katakana in newspapers, while in third and fourth grades students summarize simple newspaper articles into small handwritten school newspapers designed by students, which enhance students writing abilities in both Japanese or English. In the upper grades, newspaper articles in public newspapers are used as a subject for discussion among students within an educational context that may be social studies or Japanese language.(A7)

Scholastic journalism in Tokkatsu time is used to describe the students' field trips. For example, in social studies' educational trips, the students design school newspapers that contain articles about what they have collected from information and photos during the trip.(A6)

The advisors also affirmed that scholastic journalism in *Tokkatsu* activities time is used to raise the students' awareness with the current affairs in society, media literacy and develop critical thinking abilities through reading newspapers in traditional media and new media

or formal TV broadcasting.

The free reading time is for 15 min before starting the school day, news or photojournalism is displayed to students, whether from public newspapers, (NHK) TV broadcasting or online websites such as Google or Yahoo. A discussion is held to share the students' opinions and analyze it to emphasize the students' right perceptions.(A1)

Scholastic journalism in Tokkatsu time is applied to train the students how to use critical thinking in reading the newspapers to differentiate between true and false news.(A4)

The implementations of sustainability issues during *Tokkatsu* time in scholastic journalism context, all the advisors confirmed that the school is not an influential factor in this matter. However, it depends on the individual interests of the teachers.

Some Japanese scholastic journalism advisors may employ topics related to sustainability issues within the scholastic journalism activity but they are individual cases due to the interest of the scholastic journalism advisor himself with sustainable development issues. (A8)

Using sustainable development issues depend on the scholastic journalism advisors' knowledge in the first place, it has nothing to do with the school's educational aims , meaning that the school does not require the teachers to employ topics related to sustainable development issues. (A3)

When the advisors were asked to suggest sustainability issues that can be tackled by *Tokkatsu* activities in scholastic journalism context. Half of the advisors pointed out the particular Japanese environmental issues.

I think Japanese environmental issues should be studied continuously, especially to address past disasters (the Great Hanshin-Awaji Earthquake, the Great East Japan Earthquake, the Chuetsu Earthquake, etc.) and current disasters (typhoons, earthquakes, fires, etc.).(A4)

A quarter of the advisors suggested raising the students' awareness with the global heritage and local

heritage as well.

Raising the awareness of learning both world and local heritage participate in bringing up children to love their area and be devoted to their country, resulting in becoming a child interested in keeping the world peace and preserving environmental resources. (A2)

The other quarter emphasized dealing with digital citizenship and how to avoid its side effects.

I think it is necessary to deal with digital citizenship, this can be done through scholastic journalism because nowadays everyone can feel free to send any messages through social networking service (SNS). (A6)

The enablers factors that affect the implementation of *Tokkatsu* activities and sustainability issues in Japanese schools. The advisors confirmed three main reasons; highly qualified teachers, positive supportive school environment, and the trust in the educational system.

I believe that the teacher who is passionate and learns from mistakes through trial and error in order to develop children's social-emotional skills without fear of failure is considered an influential factor. (A7)

The supportive school atmosphere that allows and supports children's voluntary activities with adults in the local community. (A5)

I think the trust factor that existed in the educational system is an enabler because of the parents' reliability in teachers and the entire school system, meaning that the parents are sure that their children are taught effective and reflective learning. (A8)

The inhibitors that affect the implementation of *Tokkatsu* activities and sustainability issues in Japanese schools. All the advisors stated that their opinions do not amount to be inhibiting factor but they are aspirations for more developments and improvements. The advisors indicated paying more attention to apply sustainability issues more often in the scholastic journalism context.

I hope that the environment and sustainable

development issues in scholastic journalism activities should be better prepared and more employed. (A5)

4. Discussion

To our knowledge, this is the first study that has investigated and compared the perceptions of both Egyptian and Japanese scholastic journalism advisors in sustainability issues and Japanese *Tokkatsu*, concerning their knowledge and implementation skills and practices along with the enablers and inhibitors factors in Egyptian and Japanese schools as well.

The main findings presented in this study displayed various views of Egyptian scholastic journalism advisors (ESJAs) and Japanese scholastic journalism advisors (JSJAs).

There were clear differences in the perception and knowledge of the ESJAs and JSJAs regarding *Tokkatsu* activities. The ESJAs were mainly lacked basic knowledge in terms of their insufficient understanding and overestimation in both ways negative or positive about the adoption of EJS to *Tokkatsu* activities and the incomplete information about the understanding of *Tokkatsu* activities and how it differs from the traditional classroom activities, meaning that there is a failure in providing the basic awareness of ESJAs with this governmental educational approach. While the JSJAs have a clear and consolidated understanding about *Tokkatsu* activities. This can be attributed to the novelty of the approach in Egypt. However, it was a basic educational approach in Japan a long time ago. On the other hand, in terms of sustainability issues including water sustainability and climate changes, ESJAs knowledge were mostly correct but limited and included partial information, there is no wonder that the ESJAs have a bit of superficial knowledge about sustainability because of the recent attention to it in Egypt. In the case of JSJAs, there was insufficient awareness as it was hard for them to express their understanding of sustainability issues especially water sustainability. The cause is more likely to be that the JSJAs are not fully aware of the Japanese government efforts nationally and worldwide for achieving water sustainability or the deficiency in providing awareness programs. (See; The World Bank, 2006; Japan International Cooperation Agency, 2017; Water Resources Department, Ministry of Land, Infrastructure, Transport

and Tourism). However, their understanding of climate change manifestations was very related to what they currently suffer from environmental problems, as well as they were well-knowledged and cognizant about offering some practical solutions.

In the matter of the implementation skills and practices of sustainability issues and *Tokkatsu* in a scholastic journalism context, the ESJAs' perceptions were deeply poor, which indicates the shortcoming in the in-service training programs and the insufficient relevance to the classroom practices. However, the JSJAs provided detailed, rich and sufficient *Tokkatsu*'s implementation descriptions but in terms of sustainability issues implementation, their viewpoints were not that intense compared to their *Tokkatsu* implementation. Regarding proposing other sustainability issues to be implemented in a scholastic journalism context, ESJAs mostly lacked suggestions except providing a few general social problems, which point out to the urgent need to provide adequate training programs to broaden their frontiers of knowledge, while JSJAs indications were various, worthy and in-depth to include several crucial sustainability problems.

When it came to the implementation's inhibiting factors, ESJAs were well enlightened about the barriers in the Egyptian educational system, which mainly related to the deficiency in the in-service training programs and shortage in the financial support and lastly, the administrative and technological obstacles. However, JSJAs were satisfied with the Japanese educational environment because of the competent teachers, positive supportive school environment and the appropriate educational system but still, they aspire and are ambitious for more educational development.

Note

- 1) Rote Memorization is a memorization technique based on repetition, which is a very widespread approach of teaching in Egypt rather than critical thinking.
- 2) It indicates to the Japanese scholastic journalism advisors / participant's number (A1 means Advisor no.1...etc.)

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【日本語要旨】

特別活動におけるジャーナリズム教育と持続可能性教育に対する アドバイザーの意識

— エジプトと日本の比較研究 —

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ジャーナリズム教育は、持続可能な開発戦略（SDS）に関するエジプトの教育改革の目標を達成していく上で、そして日本型教育（特別活動）をエジプトで実施していく上で、重要な役割を果たす可能性がある。本研究の目的は、エジプトと日本の学校でジャーナリズム教育に関わる教員*が、持続可能な開発の教育方略の推進や特別活動を行っていく際に、どのようにそれを意識しているか、調査によって比較検討し、知識、スキル、実践の観点から、その推進要因と阻害要因を明らかにすることである。

結果として、日本でジャーナリズム教育を進めている教員は、特別活動について詳細で豊富な取り組みのアイデアや実践（そこにジャーナリズム教育的な内容を組み込むアイデアや実践なども）を持っていることがわかった。しかし持続可能性の問題を特別活動で取り扱うことについては、それほど強く意識がなされているとは限らなかった。エジプトでジャーナリズム教育を進めている教員は、持続可能な開発方略（SDS）と特別活動をどのように進めていくかについて、まだその知識、スキル、実践が限られているのが明らかになった。エジプトの学校においてジャーナリズム教育を行う文脈において、持続可能性の問題と日本の特別活動の方法をうまく生かしながら進めていくことに、十分な現職教員のトレーニングプログラムが必要であることが明らかになった。

*日本でジャーナリズム教育を進めている教員としては、NIEやメディアリテラシー教育を推進している教員に協力を依頼し調査を進めた。

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