

Media Institute

ma de Bar-
de les Illes

Donau-Universität Krems
Gewerkschaft Kunst, Medi-
en, Sport, freie Berufe Uni-
versität Salzburg Universität
Wien Arteveldehogeschool

Lessius Hogeschool Plan-
tijnhogeschool Université
Catholique de Louvain Uni-
versité Libre de Bruxelles
Université Gent Vesalius

University University of Na-
tional and International Eco-
nomics Varna Free Universi-
ty Sveucilište u Dubrovniku
Hrvatski Studiji Sveucilište
u Zadru Sveucilište u Zagre-
bu Eastern Mediterranean
University American Univer-
sity of Girne Cyprus Internat-
ional University Near East
University Masarykova Uni-
verzita Univerzita Karlova v

Praze Univerzita Palacké-
v Olomouci anmarks Jor-
nalisthøjskole Roskilde Uni-
versity Sammenslutning
af Medieforskere i Danma-
k University of Southern De-
nmark Tallinna Ülikool Tar-
u Ülikool Lbo Akademi Oulu
Polytechnic University of H-
elsinki University of Jyväskylä
University of Tampere Éco-
le de Journalisme de Toulou-

European Journalism Education

rsitate Tibis-
Universitatea
ste Academia
emia Istropoli-
a Univerzita v
nsky Syndikat
zita Komen-
Konstantína
verzita sv. Cy-
nave Univerza
sidad Antonio
sidad Camilo
sidad Carde-
J Universidad
d Universidad
io Universidad
adrid - Centro
nueva Univer-
una Universi-
niversidad de
d de Navarra
n Pablo - CEU
villa Universi-
niversidad del
al Herriko Un-
sidad Europea
idad Europea
sidad

Novèles Pòle Sup Scie-
encescom Université de
Bordeaux Université de
Caen Basse Normandie:
IUT Caen Université de
Franche Comté: IUT Besan-
çon - Vesoul Université de
Grenoble 2 Pierre Mendes
France: IUT Grenoble 2 Uni-
versité de la Méditerané-
née Université de Lille 3
Charles de Gaulle: IUT Lille
B Université de Nancy II:
IUT Nancy-Charlemagne
Université de Nantes: IUT
La Roche sur Yon Univer-
sité de Nice Sophia Anti-
polis: IUT Nice Côte d'Azur
Université de Rennes I:
IUT Lannion Université du
Havre: IUT Le Havre Univer-
sité Panthéon-Assas Uni-
versité Robert Schuman
Freie Universität Berlin
Henri-Nannen Hochschule
Bremen Hochschule für
Musik and Theater Hoch-
schule Gelsenkirchen Hoch-

Leipzig Westfälischen
Wilhelms-Universität Mün-
ster Aristotle University of
Thessaloniki National and
Kapodistrian University of
Athens Panteion University
of Athens Eötvös Lóránd
University Pázmány Péter
Catholic University Szegedi
Tudományegyetem Univer-
sity of Szeged University
of Akureyri Dublin City Uni-
versity Dublin Institute of
Technology Griffith College
Dublin National University
of Ireland Libera Università
Maria SS. Assunta Società
Italiana di Scienza Politica
Scuola di Giornalismo Ra-
dio Televisivo di Perugia
Università di Torino Univer-
sità Cattolica Sacro Cuore
Libera Università di Lingue
e Comunicazione IULM
Università degli Studi di
Bari Università degli Studi
di Milano Università degli
Studi di Padova Università

Bologna

Dublin National University of Ireland University
Technique Federale de Lausanne Franklin College
la Italiana Zurich University of Applied Sciences

nalistiek Hogeschool van
Utrecht Hogeschool Wind-
esheim Rijksuniversiteit
Groningen Universiteit Van
Amsterdam Universiteit
Leiden Agder University
College Bodø University
College Gimlekollen School
of Journalism and Com-
munication Oslo University
College University of Ber-



gen University of Oslo Uni-
versity of Stavanger Volda
University College Uniwer-

dade de Lisboa Polytechnic
Institute of Leiria Sindicato
dos Jornalistas Universi-
dade Autonoma de Lisboa
Universidade Catolica Por-
tuguesa Universidade do
Beira Interior Universidad
de Coimbra Universidad
de Lisboa Universidad
do Minho Universidad
do Porto Universidad
Fernando Pessoa Univer-
sidade Independente Un-
versidade Internacional
Universidade Lusitana de
Lisboa Universidade Lusitana
fona de Humanidades
Tecnologias Universidad
Nova de Lisboa Univer-
tat Ramon Llull Universitat
Rovira i Virgili Göteborg
Universitet Luleå Univer-
sity of Technology Lunds Un-
iversity Mid Sweden Univer-
sity Mittuniversitetet Éco-
Polytechnique Federale de
Lausanne Franklin College
Université de Neuchâtel
Università della Svizzera

Edited by Georgios Terzis

che Universität Eichstätt
Köln Journalistenschule
für Politik und Wirtschaft

versità di Sassari Univer-
sità Firenze, Pisa e Siena
Rigas Stradina Universitate

Skłodowskiej Uniwersytet
Slaski Uniwersytet Szc-
zeczynski Uniwersytet War-

sity Atatürk University A-
kara University Bahçeşehir
University Baskent Univer-

European Journalism Education

European Journalism Education

Edited by Georgios Terzis



intellect Bristol, UK / Chicago, USA

First published in the UK in 2009 by
Intellect, The Mill, Parnall Road, Fishponds, Bristol, BS16 3JG, UK

First published in the USA in 2009 by
Intellect, The University of Chicago Press, 1427 E. 60th Street,
Chicago, IL 60637, USA

Copyright © 2009 Intellect Ltd

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by
any means, electronic, mechanical, photocopying, recording, or
otherwise, without written permission.

A catalogue record for this book is available from the
British Library.

Cover designer: Holly Rose
Copy-editor: Jessica Mitchell
Typesetting: Mac Style, Beverley, E. Yorkshire

ISBN 978-1-84150-235-9
EISBN 978-1-84150-354-7

Printed and bound by Gutenberg Press, Malta.

To Melina

Contents

Foreword	11
Hugh Stephenson	
Introduction	
European Journalism Education in a Mess Media World	17
Georgios Terzis	
PART I: THE NORTH ATLANTIC/LIBERAL MEDIA MODEL COUNTRIES	23
Introduction	25
Michael Bromley	
The Republic of Ireland Journalism Education Landscape	35
Colum Kenny	
The United Kingdom Journalism Education Landscape	47
Michael Bromley	
PART II: THE NORTHERN EUROPEAN/DEMOCRATIC CORPORATIST MEDIA MODEL COUNTRIES	67
Introduction	69
Lennart Weibull	
The Austrian Journalism Education Landscape	79
Johanna Dorer, Gerit Götzenbrucker and Roman Hummel	
The Belgian Journalism Education Landscape	93
Nico Carpentier and François Heinderyckx	
The Danish Journalism Education Landscape	109
Kim Minke	

The Finnish Journalism Education Landscape	119
Raimo Salokangas	
The German Journalism Education Landscape	131
Romy Fröhlich and Christina Holtz-Bacha	
The Icelandic Journalism Education Landscape	149
Birgir Guðmundsson	
The Luxembourgian Journalism Education Landscape	159
Mario Hirsch	
The Netherlands Journalism Education Landscape	163
Gabriëlla Meerbach	
The Norwegian Journalism Education Landscape	179
Gunn Bjørnson, Jan Fredrik Hovden and Rune Ottosen	
The Swedish Journalism Education Landscape	191
Marina Ghersetti and Lennart Weibull	
The Swiss Journalism Education Landscape	207
Thomas Hanitzsch and Annette Müller	
PART III: THE MEDITERRANEAN/POLARIZED PLURALIST MEDIA MODEL COUNTRIES	217
Introduction	219
Stylianos Papathanassopoulos	
The Cypriot Journalism Education Landscape	229
Greek Cypriot: Nayia Roussou	
Turkish Cypriot: Bekir Azgin and Mashoed Bailie	
The French Journalism Education Landscape	247
Jacques Le Bohec	
The Greek Journalism Education Landscape	267
Thomas Siomos	
The Italian Journalism Education Landscape	277
Angelo Agostini	
The Maltese Journalism Education Landscape	289
Joseph Borg	

The Portuguese Journalism Education Landscape	301
Manuel Pinto and Sandra Marinho	
The Spanish Journalism Education Landscape	319
Ramón Salaverría and Carlos Barrera	
The Turkish Journalism Education Landscape	331
L. Doğan Tiliç	
PART IV: THE EASTERN EUROPEAN/POST-COMMUNIST MEDIA MODEL COUNTRIES	345
Introduction	347
Karol Jakubowicz	
The Bulgarian Journalism Education Landscape	357
Manuela Manliherova, Minka Zlateva and Theodora Petrova	
The Croatian Journalism Education Landscape	369
Nada Zgrabljic Rotar and Djurdja Vrljević Šarić	
The Czech Journalism Education Landscape	383
Jan Jirák and Barbara Köpplová	
The Estonian Journalism Education Landscape	393
Epp Lauk	
The F.Y.R.O. Macedonia Journalism Education Landscape	409
Dona Kolar-Panov and Jana Ivanovska	
The Hungarian Journalism Education Landscape	421
Péter Bajomi-Lázár	
The Latvian Journalism Education Landscape	433
Elita Plokste	
The Lithuanian Journalism Education Landscape	447
Auksė Balčytienė, Audronė Nugaraitė and Kristina Juraitė	
The Polish Journalism Education Landscape	463
Lucyna Szot	
The Romanian Journalism Education Landscape	479
Alexandru-Bradut Ulmanu	

The Slovakian Journalism Education Landscape	491
Jozef Vatrál	
The Slovenian Journalism Education Landscape	501
Marko Milosavljevic	
Conclusions	
Soul-searching at the Crossroads of European Journalism Education	511
Kaarle Nordenstreng	
Epilogue	
Back into the Future? Re-inventing Journalism Education in the Age of Globalization	519
Jan Servaes	

Foreword

Hugh Stephenson

The landscape of journalism has changed beyond all recognition in the two decades since Pierre Mory of the Institut des Hautes Études des Communications Sociales in Belgium and I researched and wrote our 1990 report, *Journalism Training in Europe*.¹ We did so at the request of the European Commission and the European Journalism Training Association in response to the view that journalism and journalists performed (or should perform) a powerful and positive role in the social and political development of Europe and that, consequently, it was important to identify and then spread ‘best practice’ in the training of journalists as widely as possible.

What has changed so fundamentally in these last twenty years? First, of course, is the political context. In 1990 there seemed no point in even bothering to include a survey of journalism training in East and Central Europe. It was assumed that, in these parts of Europe, most journalists working in mainstream media were either witting or unwitting agents of the state; while those who so bravely worked for the underground media also tended to behave more as propagandists for their cause than as ‘objective’ journalists.

When all that changed with the unexpected collapse of the Soviet Union, there followed a period of excessive hope that journalists, free at last to perform in a professional manner, would be key agents in the building of new civil societies in their countries, perhaps even in Russia. Also, in the years since 1990, the ‘European project’ itself has greatly lost its sense of direction and impetus and with that has come a lowering of the expectations, in that respect, that were once loaded on the shoulders of journalists.

Second, these two decades have seen journalism transformed by technological change, including particularly the changes associated with the Internet and the World Wide Web. The revolution was, of course, already under way in 1990 and those with foresight were making predictions as to where things were going. Media organizations and journalists in 1990 were trying as fast as they could to come to terms with the brave new world that was engulfing them, but the underlying structure of the media business was still entirely traditional. Journalists (in the print media or in broadcasting) produced material for newspapers, or magazines, or radio, or television. Alongside this activity, a few journalism-based websites were experimenting with the new possibilities available and were, in general, losing significant sums of money in the process.

However in 1990 none of the current preoccupations of the media were at the centre of the stage. Media convergence was still a vague idea, not the reality that it has become in the meantime. The subsequent requirement for media organizations to forget their original position in the traditional scheme of things and to deliver their ‘product’ across the whole

range of available media outlets has had (and continues to have) a profound effect on the job descriptions of journalists. In this process of 'media convergence' the organizations involved, both for reasons of flexibility and in order to save money, have begun to rely to a greater extent on casual labour or to take on (usually younger and cheaper) staff to work in the new production processes, who have little or no previous experience of the traditions and requirements of journalism. With the partial exceptions of Italy and Greece, journalism in Europe has never been a 'profession' in the narrow sense of an activity to which entry is regulated by some governing body requiring proof of competence and from which a person can be excluded for improper conduct. In talking about 'professional standards' in journalism, one is referring to the recognition of and adherence to standards of technical competence, of ways of working and of codes of ethics that are generally accepted in the business. The main purpose of formal journalism education has been to convey such professional standards to those who wish to work in the media in a more systematic, efficient and rapid way than would be the case just by learning 'on the job'.

A by-product of the new working patterns introduced to meet the requirement of the new technology, however, is that journalistic professionalism in this sense risks being significantly diluted. All of this has profound implications for those involved in the training of journalists. On the positive side, the liberating power of the new technology provides previously undreamed of journalistic possibilities. On the negative side, the same new technology has promoted the requirements of 'production' at the expense of time spent on original research, investigation and reporting.

Third, in 1990, though the gradual decline in the fortunes of traditional print media was evident in most European countries, the fragmentation of readerships that have since been brought about by the new technology was still something for the future. Since 1990, too, the widespread deregulation of radio and television throughout Europe has similarly fragmented viewing and listening audiences. In addition, large segments of our populations now no longer rely on the traditional media as their main source of news, having turned instead to the Web, to the Internet, to mobile telephones or to free newspapers. The loss of revenue to the individual media organizations affected by all this has created acute commercial pressures to make media 'output' more attractive, particularly to younger people who have been turning away from traditional media forms in large numbers. This is sometimes called the move towards 'infotainment'.

All of these trends have tended to dilute the idealized role assigned to journalists in the traditional liberal model of journalism: that of professional actors with a moral purpose to serve the truth and to expose wickedness in the interests of a better society. They are clearly trends that need to be analysed and reacted to by those involved in the training of journalists.

Fourth, nothing, however, has diluted this traditional model of the journalist's role more than the current world financial crash and global recession. Almost all sections of the media, including those that rely mainly on state funding, are faced with sharply reduced revenues and the need to cut costs. This is not a climate in which media organizations feel themselves

able to afford the undoubted expense involved in providing high levels of professional education, nor the resources required to support high quality journalism. The first pressure is inevitably resulting in staff reductions on a significant scale and in the cutting back on the more expensive elements of journalistic output. Whole sections of the media in the United States appear to be in meltdown and though, apart from private broadcasting, the media situation in general across Europe appears, for the moment, to not be as bad, the trend is clear. As there is little hope of substantial economic recovery for several years, the trend can only intensify.

It is pointless to indulge in nostalgia about the journalism of yesteryear. The changes in the patterns of both the production and the consumption of media brought about in the last twenty years by the application of new technologies and by economic circumstance have been profound. By contrast, debate about how the media should or can continue to play a positive social role in these changed circumstance has been curiously muted.

So, too, it has to be said, has any discussion about how journalism training should adjust to this totally different environment. Journalism training has, of course, more than kept pace with the changes in media technology and production techniques. But, to a surprising extent, on the side of content, rather than production, most journalism training seems to be strikingly similar to that being provided twenty years ago. It is to be hoped that this survey of the current state of affairs will provoke more of a debate about where this aspect of journalism education should be aiming to go in the next twenty years.

The Author

Hugh Stephenson is Emeritus Professor of Journalism at City University, London. He was a member of the European Journalism Centre's board from its formation in 1993 until 2007 and was its chairman from 1995 until 2002.

Note

1. Stephenson, H., and Mory, P. (1990), *Journalism training in Europe*, Brussels: Commission of the European Communities.

Introduction

European Journalism Education in a Mess Media World

Georgios Terzis

Twenty years have passed since Hugh Stephenson, the director of City University Journalism School at the time, asked me, as one of his students, to help him find data about journalism education in Greece in order to compile the first ever study of the topic at a European level.¹ At that time there were very few UK universities where you could study journalism, while no such universities existed in Greece. Today there are approximately 100 in these two countries and more than 500 such institutions in Europe.

This book aims at, first, mapping this amazing sea of change of the past twenty years by providing an extensive review of the national journalism education landscapes of 33 European countries. Second, as noted by Paolo Mancini during the European Communication Research and Education Association conference in Barcelona last year that ‘comparative analysis makes the invisible visible’, it attempts to make these European trends in journalism education visible by providing not only a comparative review of 33 national education landscapes but also four regional introductory chapters as well as conclusions and an epilogue at the crossroads of journalism education at a European level and beyond.

Despite the fact that these national chapters have certain ‘unique characteristics’, all of them provide a brief history of journalism education in the country and a review of the organizations which provide journalism education. Such organizations include state universities and polytechnics, private universities, national unions of journalists, employers associations, private media companies (in-house training) and the church.² The chapters extend their analysis to describing the type of faculty/instructors that these institutions use, the content of the education they provide, i.e. theory vs. practice, communication or journalism studies or a mixed system, the impact of new media in the content of the curriculum, the level of specialization according to fields (science, sports, international journalism etc), the level of specialization according to medium (print, broadcast, etc.), the percentage of journalism education courses in their curricula vs. general education, the role of internships, the level of different degrees offered (Diploma, Bachelor’s, Master’s, Ph.D.) and exchange programmes with other institutions (bilateral or participation in the EU Erasmus, Erasmus Mundus, etc.).

Moreover the 33 national chapters discuss the issue of the duration of studies in different countries, and the type of students or professionals attending their mainstream or continuing education programmes. Some chapters also provide data on the number of students/professionals that are involved in such trainings every year, as well as a gender breakdown of these data.