

Media innovation, professional debate and media training
a European analysis

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Preface

It has become permanent, the need for further training of journalists. Today's media are changing and developing in a pace that can only be matched through well-structured continuous training. The demands to the journalists are growing, both in quantity and quality, and although new, sometimes hard, divisions of tasks are being introduced in many newsrooms, the individual journalist stands back with a need for professional updating. This goes both for the skills, the methods and for the contents.

In several Western European countries, the employers and journalists have realised that they have common interests in securing the best possible qualifications for the journalists. To ensure this, they have set up professional training institutes and build rights - and obligations - for further training into the labour contracts. In other countries, journalism schools and universities are offering weekend courses or evening classes for working journalists, but in quite a few countries it is basically still up to the single journalist to make sure that she will be able to also meet tomorrow's demands.

The Dutch Ministry for Education, Culture and

Science has asked the European Journalism Centre to provide the Dutch media industry with a picture of how the further training of journalists looks in a number of European countries. With this report, written by Jan Bierhoff, Mark Deuze and Claes de Vreese, the EJC hopes to have put material on the table that can be a starting point for the development of the necessary further training systems in the Netherlands. The next step will be a conference in Amsterdam in January 2001, which will give the Dutch stakeholders the chance to meet with colleagues from other countries and to discuss what the Dutch models should preferably look like.

Maastricht, November 2000

Mogens Schmidt
Director, European Journalism Centre

Introduction

Jan Bierhoff

The media are in the focus of attention. Enabling digital information and communication technologies force the professional messengers to reorient themselves from monomedia journalistic outlets to multimedia information handling companies. Societies are growing more complex, with globalisation and localisation developing seemingly hand in hand. Media companies are at the same time converging and concentrating as well as becoming more specialised and differentiated. Such developments challenge the total of media output, the organisational structures, workflows, and working conditions of contemporary journalists. Consequently, the (further) training issue comes to the fore as an important instrument of facilitating and coping with change.

This report focuses on the role of training, in particular further training, in this innovation process. The European Journalism Centre, in cooperation with The Amsterdam School of Communications Research (ASCoR), undertook a project on describing the state of the art in further journalistic training and education in a number of European countries. Five countries were selected, based on their respective size and

'weight' of the media market: Austria, Denmark, The Netherlands, Sweden and Switzerland.

Interviews were conducted and materials collected in the period of February - May 2000. The main goal of the talks was to identify the role of further training as a catalyst of professional debate on media innovation trends. Subgoals were the assessment of the role initial training structures play, and an inventory of the contribution of the media and their professional bodies themselves.

The main research question was operationalised in three interview themes:

- the imminent changeover to digital multimedia approaches;
- the changing societal role and function of the mass media; and
- the enlargement of the media playing field through European integration.

In each country three research steps were followed:

- an overview of published materials in order to describe and analyse the existing situation of

initial, further and in-house journalism training and education (as reported in part III of this report);

- a series of in-depth interviews with key educators and professionals in the media field of the five countries on issues directly related to the state of play and future developments of journalism training and education (as described in part II);
- an assessment of the structural trends and developments in the aforementioned countries leading to a series of conclusions, 'examples of good practice' and recommendations for future development.

As this report is mainly intended as a research and discussion paper, step three is presented in the first part.

The conclusions and recommendations are based on the analysis of 8 - 12 interviews in each of the five countries. ASCoR researcher Claes de Vreese covered Austria, Denmark and Sweden; his colleague Mark Deuze monitored the Netherlands and Jan Bierhoff, EJC, analysed the Swiss media situation. Where possible and relevant, references to contemporary other research findings and literature are made in order to enrich the analyses.

This inventory will be followed by a debate on the issues raised in the report during autumn

2000. One session will concentrate on the Dutch further training situation, and a European conference will bring together the interviewees and other professional and training representatives to assess the role of journalistic education in more general terms.

Maastricht, June 2000

Part I: Conclusions and recommendations

CONCLUSIONS

Based on the joint evaluation of the materials and interviews, we found that much of the debate about journalism training issues takes place within the different national contexts. This in contrast with the nature of contemporary media innovations and developments which is distinctively international. Intensity and form of changes in the training landscape differ in all the five countries visited, but the interviewees involved in this study agree to a large extent about the direction of changes in the media in terms of specifically digitalisation and multimedialisation of newsmedia in general and the need for training to assist newsrooms and individual journalists to cope with these technological changes in particular.

A comparable size, cultural climate and development level turns out to be no good indicator for the position of the media and the way training needs are countered; we found different set-ups in all five countries, even in neighbouring countries such as Austria and Switzerland. If a more general, basic choice needs to be emphasised it is the one between a more

autonomous training situation and another, more industry-led model of journalism education. Again this conclusion follows the stark differences between countries instead of expected similarities between (European) regions and/or media cultures. Yet one could summarise similarities to some extent in terms of attention for journalistic (further) training as a Scandinavian approach (Sweden and Denmark favouring the professional school model) and a central European tradition (Switzerland and Austria with the 'voluntariats' model). The Dutch situation is closest to the Scandinavian model, with other features however - a geographical as well as educational 'middle ground' so to speak (the specifics of national particularities which may explain the formation of journalism training today are beyond the scope of this paper - or will be discussed as such in parts II and III of this report).

One thing can be said of all the five countries we visited: a heightened awareness and range of initiatives regarding journalism (further) training and education. We found many recent changes and new (last year and a half) initiatives. Most initiatives are taken by new training players; there is compared to this little change in the established

Box I: Austria / ORF

Austrian public broadcaster ORF is, like many west European public broadcasters, going through a large scale reorganisation. An integrated news department is to be launched in 2002. Integral to this process of change is a revamp of the ORF Educational Department, the BAF (Berufsaus- und fortbildung). In the spring 2000 BAF course overview, the two, newly defined goals of BAF are stated:

1. to enhance professional skills

(Handwerk') to improve ORF products;
2. to enhance personal development of all employees (or as stated by the BAF: "to make all contributors to ORF programming a lit bit happier").

One interesting initiative carried out by BAF was a large 'human resource inventory' in which qualities, skills, and future wishes for education for all 5000 employees were systematically

analysed. The needs and wishes for further training was divided into needs for fulfilling an employee's current position and wishes that may enable persons to make career changes by improving general employability. In implementing the result of this 'human resource inventory', the organisational structure of the BAF and the policies regarding training were simplified, made more transparent and largely decentralised.

training outlets, although most institutional players were in the process of critical self-evaluation, evaluation by external parties and working on corresponding new plans for change and expansion over the coming years. Although one could argue that this attitude is characteristic for specifically professional training organisations, the sense of urgency or even immediacy we found more or less everywhere seemed to be a sign of the times indeed.

Spread over the main media categories, print

media tend to rely on external professional training, broadcasters on internal (in-house) solutions and new media/multimedia on ad hoc arrangements and co-operation models. Innovations take place within this pattern of preferences. We found little or no direct partnerships, collaborations or other structural relationships between media categories, which can be understood in terms of market considerations and the competitive nature of media markets, but is strange when one considers the predictions of a digital multimedia future for these markets.

The media world is not very active and certainly not consistent in the formulation of training needs. There are mixed forms of institutional involvement, with per country different roles for employers organisations and journalists unions.

There are two consistent training developments. One takes place at the academic level; more universities start J-courses, both initial training and postgraduate programmes. The media industry by and large reacts positively; sometimes via partnerships, but most of the times without becoming involved directly. The other development is the emergence of multimedia training facilities which are unconventional in set-up, have a multipurpose curriculum, varying in length and intensity, with partnerships in the hardware and software sector and not so much in the media. In both cases the core of the programme is practical training. Especially university programmes pay much attention to a niche market of classical journalism, focus on what is called 'quality journalism', emphasising proper analysis and traditional news values. These elements also influence their new media approach, which is based on the assumption that the basics (the 'ABC') of journalism do not change because of new media developments. The multimedia programmes have little in common with the standard definition of journalism and

aim at the training of multiskilled content production professionals. Creative programme points are mixed with IT components and marketing / commercial skills. The definition of what journalism is or should be seems to be less of an issue here.

In terms of further training the attention for thematic societal issues is waning and there is a strong preference for (technical) skills-oriented training offers, especially related to Internet solutions. The readiness to adopt further training programmes for this aspect is growing. Although media organisations express the need for in-depth quality reporting and analysis - which would call for a more thematic and reflexive approach to education - they do not seem to financially support external training facilitators offering such thematic courses. Media and schools alike have prioritised skill-based training instead of knowledge-based learning, which seemingly contradicts the trend in news reporting (as suggested by contemporary research and literature) towards longer items and stories with a more in-depth focus and explicitly aiming for analysis and interpretation of events.

RECOMMENDATIONS

We noted during our survey a certain lack of

Box II: Denmark - Lifelong learning system

The Centre for Journalism and Further Education [CFJE] is a recently launched (1998) Danish institute. The Centre is located in Aarhus, as an independent unit of the Danish School of Journalism. CFJE represents a new design in the field of journalism training. The Centre is the result of the work of a governmentally initiated Commission reviewing the market for further education for professional journalists. The Media Commission, in its final recommendations, supported the launch of CFJE.

CFJE defines its main objective as: "playing a key role in the development of a system of lifelong learning for journalists and other professional media workers by developing new forms of further education and by increasing the levels of knowledge and insight into journalism and editorial processes through research and

analysis".

CFJE is not structurally engaged in carrying out training activities but is designed as:

- a centre for generating and disseminating knowledge about journalism and journalistic practice in Denmark and beyond;
- a centre for developing and pre-testing new concepts and methods for journalism training programmes and courses;
- a centre for providing a link between media educators and businesses in the field;
- a centre for encouraging development projects and in-house training programmes in the media industry;
- a centre for creating a network and establishing a framework for dialogue and reflection about the profession;
- a centre for conducting and publishing research in the area of journalism.

While CFJE has a variety of core activities ranging from developing courses, organising seminars to conducting research on journalism, one other important task is to maintain an interactive web-page (www.cfje.dk). This site functions as an online database about journalism, including information about opportunities for further education in Denmark and abroad, a multimedia database with information about journalism and editorial processes, and an interactive meeting place for discussion of issues relating to journalism.

One example of the research on journalism initiated by CFJE is the book 'New News'. This is an analysis of the development of the concept of news in Denmark in the 1990s, discussing the development of news values; the production of print, TV, radio and online news; changes in the relationship between

journalists and their sources; the importance of the Internet for journalistic research and dissemination; and important trends affecting modern news production such as media convergence and the expectations on journalists to take on new roles in society. Another project addresses 'international journalism' in which current trends and

editorial choices in the area of international journalism at nine Danish newspapers and seven different broadcast news programmes.

CFJE annually develops a number of diploma courses for professional journalists. Diploma courses are aimed at full-time journalists and are organised around four 2 or 3-

day residential periods of instruction and feedback with the intervening time spent on preparation, reading and assignments. They are concluded with an official examination.

Examples of diploma courses are: editorial management, online journalism, storytelling, local journalism.

focus, even confusion concerning the overall pattern of media change, and little systematic response to media innovation in the professional (training) world. Interviewees emphasised the fundamental character and high pace of ongoing developments, and the practical difficulty of assessing all the implications of the current transition to digital media production conditions. At the same time, there seems to be a lack of vision, of strategies to master the current situation, and work out a sustainable change model.

The need for vision

Beyond a new model for journalism education lies the concept of what future holds in store for journalism, the media and its professionals. It has

become apparent during this project that the fast-paced developments in terms of new media technologies, restructuring of the marketplace and changing news values because of various social, cultural and political-economical reasons are troubling and confusing today's professionals and educators. This may be due to the almost exclusive 'traditional' view on what journalism is - and therefore how it should be taught - of the training institutes. The scholarly literature has already called for a redefinition of journalism, which in a sense would mean a wider definition (a more inclusive, 'catholic' definition, as British scholar Colin Sparks has coined it) of journalism. Recent surveys among Austrian, Swiss and Dutch journalists - conducted by Stefan Weber, Mirko Marr and Mark Deuze - reveal a tremendous

functional differentiation within the workforce; for example more than 200 different job descriptions were found. This calls for a critical look at both the traditional curricula as well as the role journalism education and further training as such have on today's marketplace. Is a single curriculum able to address the wants and needs of such a functionally differentiated workforce? And if so, can it be done through initiatives and programmes not based on any coherent vision or philosophy on what contemporary and near-future journalism is and could be? We recommend at least more interplay, exchange and critical discussion between the various players in the (national) field, financial support from all areas in society and in particular joint research and education projects between institutions, media organisations and the academia - now that competition for students or jobs is not so much an issue anymore in today's overcrowded media and communications marketplace.

The need for dialogue

In Denmark, the government together with the industry has taken an interesting initiative to further a prompt and adequate response (see box II). It departs from the assumption that the development of a coherent action programme requires involvement of all partners: industry,

training world, research world and government, and that these players can better take their responsibility if they have a service institution at hand which has as a main task to work out strategies and a sense of direction, that can test training models and commission further research where needed. It would be worthwhile to explore if such a provision could be implemented in other countries as well. Interviewees in this study, notably in the Netherlands, noted the need for a national institute of some kind to facilitate research, further education and national journalism platforms for discussion and exchange. It seems that the marketplace is willing to embrace some form of thematic/reflective education model for journalism, but cannot find space nor time within the structural limitations of the media organisations to individually develop such an initiative. This suggests that a national institute which does not necessarily compete with existing training platforms, can find fertile ground in all of the countries we have visited, as it has in Denmark. Funding might come from national government and media organisations, staff might be provided by both existing educational organisations and the media on a temporary project-oriented basis.

The need for adequate training models

The classical model of a two- to four-year

vocational training school to prepare for a journalistic career receives momentarily serious competition from a number of other training approaches. These can range from evening classes for amateur writers (often becoming local journalists) to multimedia packages to university-based training facilities. More access routes to the media open up, and the media are sometimes actively involved in the development of these routes. The dynamics lie at two fronts: pragmatic initiatives by the industry to fill present new media launches, and a more structural transfer of the centre of gravity from the vocational school to the university as most appropriate training location.

It would be worth while to explore if for the future these pushes could be combined in a new mainstream training model for journalistic training, which takes an academic education as a basis, situates the journalistic (practical) training component towards the end of this study route (specialisation, postgraduate masters etc.) and continues with regular, integrated further training offers during the first years of professional work, to assure both industry relevance and necessary reflection during the start-up years. This of course within the context of a varied training landscape, in which different models and approaches co-exist.

Part II: Report and Analysis of Interviews

During the months of March and April (2000) a number of in-depth interviews were held with a selection of key representatives of journalism education institutes and courses, media organisations and co-ordinators of in-house (further) training programs and curricula. The analysis of these interviews is structured along four themes:

- issues related to (the convergence of) media formats - essentially regarding Internet and multimedia developments and training;
- factors influencing media content - regarding reflection on and training in topics like Europe and the EU, the multicultural society, the increased importance of financial news and the inroads of commercialism on journalism production;
- issues of journalism quality - featuring "what's hot and what's not" in contemporary journalism, assessments of the relative weight of factual, practical and theoretical contributions; and
- journalism training - featuring an overview of what's been and being done to address the issues mentioned before.

The issues related to the impact and effects of the Internet, the digitalisation of news production and the convergence of media formats are presented first. The development of digital technologies and media convergence as such are crucial factors affecting the agenda of both newsmedia, institutes and organisations engaged in the business of (further) journalism training. Two issues emerged from the survey as particular pertinent: [1] a transition in both journalistic self-perception and newsroom organisation patterns from specialised monomedia production towards more or less integrated and digitalised 'multimedia' outlets where image meets moving picture and written text, and [2] an emerging clash of views related to the relative weight attributed to either skills sets, knowledge and communications between especially institutes for further training of journalists and the newsmedia themselves.

Hereafter the interviews and materials obtained are considered in a cross-national comparative perspective, essentially laying bare both the common ground and particular differences of the participating countries: Austria, Denmark, The Netherlands, Sweden and Switzerland.

MEDIA FORMATS

Broadcast Media

In terms of digital media formats the radio stations in especially The Netherlands, Sweden and Denmark have gone through the process of digitalisation. The television departments are following suit. Particularly in terms of digital television a number of pan-European initiatives have been undertaken between media producers in Scandinavian, southern European and Benelux countries (like for example Dutch Cameo Media). The main interests here lie with establishing a standard for digital interactive television. Other initiatives focus explicitly on the convergence of existing digitalised media formats.

The Danish radio news department will merge with TV news and the web department and together form an integrated 'News Department' which is to be located in new buildings currently being built at the outskirts of Copenhagen. In Sweden the new 'enabling' digital technologies have had wide impact on news formats and the amount of available news. Public broadcaster (SVT Sveriges Television) launched a 24-hour news channel, SVT24 (see details in box IV). This channel is fully digitalised and is operation by a limited number of staff. The staff : output ratio is much lower than at the 'traditional' public

broadcasting news programs ('Aktuellt' and 'Rapport'). SVT24 in many ways serves as an experiment. The SVT mother organisation is currently going through a major re-organisation. A new department, integrating news, current affairs, culture and sports is created. The set-up for this new central newsdesk will be heavily influenced by SVT24. It will draw on the same digital advantages, most notably utilising a central news server carrying all audio and visual material, ensuring simultaneous access.

The Netherlands are lagging behind a bit, although the main publishing houses (Wegener, PCM, VNU) have all announced heavy investments in Internet initiatives and recently started so-called portal sites for their respective media outlets, with which they cooperate with other media such as radiostation Radio 538 - very popular among young people - and relatively small Internet start-up companies. The executives of these organisations explain in the Dutch media that their goal ultimately is to be prepared for a perceived near-future integration of the household television set with the Internet. The Dutch State Secretary for the Media, Rick van der Ploeg, has also called upon the public broadcasters to cooperate with non-broadcast media to create a more compelling Internet presence, which at the moment is a fragmented

portal, although several media are exploring multimedia options for themselves such as particularly the evangelistic EO and left-progressive VPRO. Inge Brakman, co-ordinator at the Commissariaat voor de Media - the main organisation responsible for licensing and overseeing public broadcasters in The Netherlands - feels that such initiatives can only be fully supported and flourish when a new media law will be drawn up.

"We should have a media law which is medium-independent. Right now all the rules and regulations are specific for radio and television, whilst the Internet still has no context in terms of legislation. This will have to change before we can move on."

On the other hand, Austria and Switzerland seem to be less on the 'cutting edge' on a number of these points. The de facto monopoly in Austrian broadcasting of the ORF implies that all changes in this area must derive from within this rather closed organisation. Some on-going initiatives may contribute to opening up this system (see for example box I). ORF is moving towards an integrated newsroom and it is negotiating with the European Journalism Academy in Krems to provide courses in re-schooling a group of staff to produce for the web particularly. In Switzerland,

the situation is quite comparable. Esther Roethlisberger, training responsible for SRG SSR (Swiss broadcasting):

"We have recently revamped our entire training programme into a demand-driven system in which radio and television programme leaders basically decide about the training priorities. This furthers the relevance of the in-house training scheme for present production modes, but it also has a down-side. The focus is almost entirely on the existing situation and accepted broadcasting formats and values. Innovation and experimentation is limited to individual initiatives within the given course frame. Young people are eager to do so, but a more concentrated effort to innovate wouldn't harm."

These transitions are expected to have large impact on the organisation of news production. An important trend in this respect is the disappearance of former professional distinctions. Technicians are increasingly fulfilling journalistic tasks and journalists are increasingly affected by changes in technology. Specifically, 220 members of an technological/ industrial branch recently shifted to become fully-fledged members of the Danish Union of Journalists. In The Netherlands this trend was mirrored by the establishment of a specific branch for Internet media professionals

within the Dutch Vereniging voor Journalisten in March 2000 (NVJ; Union of Journalists). These shifts are an acknowledgement of an on-going process. TV2, the second Danish national television network, has completed a process where the first 'cohort' of ex-technicians and cameramen received introductory courses in journalism to prepare them for a broader job function in the past which includes a number of choices within the field of journalism. One could say that the webmasters of yesterday are becoming the online reporters of tomorrow. Sylvia Egli von Matt, director of the MAZ training centre (Luzern):

"The blurring lines are not only between the different job profiles. A similar process is taking place between institutions. Companies, organisations formerly left information transfer to the media, but this is changing rapidly: they want to keep the that role more and more to themselves. This confuses the established media; they will try to stop this process but I fear they are going to lose out. In Switzerland there are no clear strategies on the part of the media to counter this development."

The newly established Danish Centre for Further Education (CfJE) plays a central role in fulfilling the needs for further education emerging as a result of media convergence and redefinition of

journalistic roles. Lars Kabel:

"Media convergence is an important field. Issues such as the qualifications one must possess, role definitions and perceptions are at the core. Our role will not be to conduct and facilitate this training but, as a centre for development, to test and develop new formats and new courses. These may then later be exploited by others. We have already produced the first arch-types which have been taken over by others [...] one example being the education of technical staff. They are highly threatened by processes of convergence, more so than journalists. Only technical staff with additional education can stay in the business. It is our task to develop and find a form to provide this education."

In Sweden Leif Hedman, Information manager at the new News and Sports Department and one of the key figures in the creation of SVT24, makes some recommendations for the transition towards an integrated, digitalised newsroom:

"The most important thing is creating enthusiasm for change. Information is the basis of succeeding in this. You need to explicate the reasons for changes, and don't focus only on issues such as efficiency and money, but also the obvious advantages. What we did was, at a very early

stage, organising a number of seminars, internal meetings, with all groups in the organisation. This enabled us to address all and answer the questions of different groups. We have had a good experience with working in smaller groups and following the principle of 'rings in the water'. This means that we let some journalists be trained in editing and some editors in journalism."

Also the main competitor on television news in Sweden, TV4, is moving towards an integrated newsroom. Output has already increased over the past years, and today included 13 bulletins running daily from six in the morning until ten at night. AnnaKarin Runestad, Project Manager and Head of Education, stresses the need that has been addressed to teach journalists to package news for very short formats. A distinction is made at TV4 between the almost hourly short and brief news updates and the longer evening news bulletins that must have a "recognisable TV4 profile". TV4 is also launching a video-journalist experiment. According to Runestad, this project will be carried out based on a voluntary basis and will, in the first round, include 2-3 journalists and 2-3 technical staff.

Printed Media

The Swedish press is fairly advanced in terms of

their web editions. At both papers, the web staff is differentiated from the normal staff. At one newspaper, Dagens Nyheter, this division is deliberate. The paper version and the web version of the paper each has a content and a business unit. The latter deals with investments and advertising. In terms of the content in the web editions, this primarily comes from material provided by the regular DN staff. As Christina Zaar, Educational Co-ordinator at DN, says:

"Our web staff is made of people with special skills and interest, coming from both in- and outside DN. It is more than journalism because they also need to provide a context and a range of services. It is not easy to take 'old' reporters and place them in this situation. We are uncertain in which direction we will go in the future: to keep the web as a separate business or to have it integrated".

The observations made at DN are echoed at the other Swedish newspaper, Svenska Dagbladet. Currently the two outlets are separated in the production, but there are signs pointing towards integration, as Marianne Falk, Head of Education says:

"Sometimes our reporters write specifically for the web. And we have a 'changing position' on the

web edition where we swap staff every six months so that we can have more people acquainted with writing for the web."

Almost all Dutch newspapers now have a Web presence, but only one of them - De Telegraaf - runs a 24 hours newsservice and none of them offer multimedia options or interactivity other than the occasional poll or opinion mailbox. Wegener Arcade, the biggest publisher of regional newspapers, recently announced plans to collaborate with other regional media outlets to create regional portals, including Wegener-owned radio and tv stations. Shortly thereafter De Telegraaf followed suit, collaborating with regional media companies to create a portal as well on a local level. Leo Enthoven, at Wegener responsible for the in-house training projects of the publisher, admits that sending all journalists off for a two day Internet-course is not enough to cope with these developments. Also Dutch national newspaper De Volkskrant considers making more of their Web presence. Editor-in-chief Pieter Broertjes even stated at a recent conference that he thinks in a number of years his paper will only appear in a digital format. He sees the lack of fundamental Internet training at the existing education institutes and the low number of young journalists in his newsroom as the main problems for these aspirations. On the other

hand, Broertjes evaluates 'traditional' media thinking as something that should not be thrown away all too easily:

"The added value of old media beyond craftsmanship, reliability and integrity is mainly its in-depth look; what it adds to the quicksilver-like image of the world that people can get everywhere else."

In May (2000) the Dutch town of Enschede was faced by a disaster: a fireworks factory exploded and left hundreds of people wounded and homeless and cost many lives. The explosion occurred on a Saturday afternoon and relief carried on throughout the weekend; strangely only De Volkskrant and the Algemeen Dagblad (of the 7 national newspapers) carried the news online throughout the night both in text and pictures; the Telegraaf did not pick up on the news. In a recent survey of Dutch online journalists less than 25% said they produced original content, but those journalists were working for online-only (or: Net-native) news services or for broadcast organisations without specific online newsdesks.

In the Austrian newspaper industry, newspapers engaged in the web editions are in great haste and in fear of not 'losing out'. As Stefan Schwarz from

The Netherlands - platforms for journalists online

Although very few formal platforms for discussion and exchange exist in the Dutch journalism (further) training environment, the advantages of new media technologies such as the Internet have resulted in a number of more or less successful initiatives online. Six fora where journalists and media professionals in general exchange comments, information, leads and so on can be distinguished in The Netherlands, all located at the free mailing list service of eGroups (<http://www.egroups.com>). Of these six only one is dedicated to the exchange of views and information on journalism education and training programmes between journalists and educators: I-J-Ned. This Dutch-language list was started on 20 November 1999 by Wiel Schmetz, head R&D of the Fontys

School for Journalism in Tilburg and counts 70 members at the time of writing. Listmembers regularly meet at one of Holland's four journalism schools to discuss their education plans regarding journalism and the Internet. The list serves as a platform to exchange curricula, ideas for training programs, and notes of joint meetings, which texts are posted in the 'Files' section on the Website of the list (see <http://www.egroups.com/group/i-j-ned>)

Another education-related journalism forum is English-language NewsViews (from 19 October 1998, 181 members) which has an international focus. Examples of discussion are threads like "The Web: Democracy in Action or the Death of Journalism?" (September 1999),

"Journalism Education: New Ideas?" (June 1999) and the start of a related monthly newsletter (since March 2000).

Other existing fora in Holland include Deining (started 6 March 1999, 179 members) intended for 'all media professionals' in The Netherlands, Digital Journalism (from 25 August 1999, 33 members) for students and educators of the Utrecht School for Journalism's digital journalism programme, Journaille (of 31 December 1999, 22 members) intended for freelance journalists only and finally JourNL, which was established 28 July 2000 at a national conference on journalism culture in The Netherlands (<http://www.egroups.com/group/JourNL>).

Die Presse says:

"Our web edition is work in progress. First it was simply a matter of getting out on the Net. Simple cut and paste from the newspaper. Now we have a small online journalist staff that takes articles from the paper and develop them further, package them and make them fit into the 'architecture'. The current situation is not satisfying. We need a special, autonomous staff working only for the Net. But we must watch our own; media developments go in different directions and this must not lead to us not being good in either field."

In terms of preparing staff to deal with rolling deadlines and a need for more output, but Schwarz and Kabel from Kurier stress that web editions are still in their initial stage. Young and technically skilled people carry out most work at the moment. Schwarz:

"This is not ideal, but we are in the beginning phase. Other papers are much further in this development. We are still working with the paper as our basis then adding some colour and stuff. Only now are we developing a whole new product and a strategy."

At Kurier, Editor-in-Chief Peter Rabl says:

"My staff is only writing for the paper. We have special staff doing Kurier Online. Most of these are young journalists that went from the paper to the Online. They repackage work written for the paper. They are mostly getting the content from paper, but they also provide a lot of services on our Net edition."

All Danish dailies are present on the Web, some with more elaborate versions than others. Politiken's web edition is accessible free of charge while the JyllandsPosten's service has a fee and/or subscription requirement. The editors at both papers agree that the future added value of newspapers on the web are twofold: to compete with other media about being 'first with the latest', but, and perhaps more importantly, to provide comprehensible and professional background information and analyses. Ulrik Haagreup, JP (Denmark):

"We are going to survive on our competence as news producers. We need our staff to think of being employed in a news organisation rather than on a newspaper. At the core we produce news and then we have a smaller staff skilled in re-versioning the material. Our credibility, however, is changing as a competitive element. We must provide quality news but we must also be there faster and faster. If we have customers

clicking on to www.jp.dk, we need to give them the latest updates. If they find news elsewhere on the web that we don't have, then our credibility for all of JyllandsPosten, not only the web, but also the paper edition, is damaged. We are, I think, moving towards more often breaking a story on the web rather than 'saving' it for the paper version, unless we are certain we have a 'scoop', then we might save it for the paper edition, where, after all, we have more and the most paying customers".

Bo Maltesen, Politiken, emphasises the need for newspapers to provide background and thinking about more modes of production simultaneously:

"I believe we must maintain a daily rhythm at the paper. We must provide journalism, otherwise we are reduced to Ritzau [largest Danish news agency]. I foresee a several needs for speed and update working next to each other; some will stay in the old daily rhythm, some will provide the short news bites for the Net. My vision of our Net edition is: short, comprehensible and with lots of opportunities to click onwards if you require more information. Our 'art' is delivering the background and the longer reports."

Switzerland, with its decentralised political structure (and public debate) shows some

interesting examples of migration to the Net. Quality papers such as the NZZ, with a strong personal involvement of editors and drive towards opinion and analysis, move cautiously towards electronic editions, and still favour the 1:1 model of copying print material onto the Internet. Andreas Doepfner, editor of the Neue Züricher Zeitung:

"For internet, we only have a small team in place, but that will grow. We will attract people from outside the newspaper and also are planning to let them produce original Net content. Also with television, we are not in a hurry, because first of all we aim at quality information. We now have a good solution in the partnership for a Sunday evening news show on the second national channel."

Some Swiss local papers however, smaller and more flexible in their approach, demonstrate a surprising open-mindedness towards multimedia journalism, and not only take the Internet on board, but also video and explore a role beyond their journalistic mandate. The 'Zofinger Tagblatt' is a good example of multimedia entrepreneurship, as well as the 'Hasli Zeitung/ Der Brienzer', the core of in the mean time a multimedia company. Stefan Regez, director of the further training branch of the group:

"We combine individual capacities of a small team in a range of products, regional journalism, but also software development, information-based project work and further training. This way we can swiftly adjust to new developments, and that is picked up by our clients: various governments, companies, NGO's."

Media Content

Economic, political, social, and cultural changes have all contributed to developments in the need of journalists for further education. The need for training to ensure quality in content seems to be located in at least three domains: technical skills, basic journalistic skills, and (contextual) knowledge. In addressing specific issue areas, all countries report this to be a rather peripheral line of activities. Most of these issues are, ideally, integrated into processes in the daily news production and in the general curriculum available in journalism schools.

In Denmark, the DjE, the centre for further education of journalists, has offered some courses on for example European issues. The demand for these courses follows the general economic and political developments of the European Union. Course have for example been offered after the signing of the Treaty of Amsterdam and prior to the first-step introduction of the Euro in 1999.

These courses have typically been aimed at increasing knowledge about economic and political structures as well as the historical development / context.

Internally, in the news organisations 'Europe' is often addressed in inter-disciplinary and inter-medium working groups. At Politiken, one national newspaper, a 'rotating correspondent' system has been introduced at the Brussels bureau of the paper. On top of the two employed correspondents, the newspaper holds an apartment in Brussels which is used by journalists from the Copenhagen home office. During six month periods they spend time in Brussels, getting to know the structure and decision making procedures of the Union and also writing stories on the EU with the perspective of an 'outsider' in Brussels. At DR, the public broadcaster, a special Europe Unit has been created with member from both the radio and television newsroom. The Unit consists of both Editors, political reporters, and generalist journalists.

Sweden shares with Denmark that public opinion is highly divided over issues of advanced European integration. This in effect means that there is a higher demand for information about 'Europe' than in pro-European countries such as the Netherlands, where only very few Europe-

related issues can generate public debate.

In the news organisation the demand has been met by assigning specific EU reporters covering all aspects of the Union politics and economics. This development dovetails with a general increase on economic and financial aspects of news which has been a prominent trend in recent years. At SVT, all EU reporters have been offered courses, had work visits to Brussels and taken other relevant course to increase the level of 'expertise'. Bi-annual seminars on various topics on the EU have been organised internally. Similar arrangements are found at TV4 news, although on a more modest scale. Two developments in this area seem particularly relevant. First, news organisations have, due to simple necessity, been forced to create ways to meet the demand for a more specialised knowledge. 'Europe' has not yet found its way into journalism education curricula as a structural component. Second, as pointed out by Leif Hedman at SVT, there is a growing need for knowledge about the EU. Not only specialist reporters but also generalists need some basic level of knowledge. The newspapers agree on the need for an increased level of knowledge in this field. Domestic Editor of Svenska Dagbladet, Henrik Ennart, addressed this need:

"Sweden is a new member of the Union. There is

a need for skills of languages, and knowledge about law, politics, economy in European countries and in Europe as a whole."

Returning to the issue of Europe within training institutions it may be concluded that 'Europe' has been addressed in several courses but not in a general and structural manner. As stated by Annelie Ewers, Head of the FOJO mid-career training centre:

"We are not very Europe conscious yet, neither in training nor in practice. 'Europe' is often left to the political reporters, or perhaps even the news agencies, or a shared 'stringer'. It is often not an issue for the in-house domestic journalists."

Initial training institutions such as MKV, JMG, and JMK do not have specific courses devoted to European affairs. The European level of governance and the relevant regulatory rules are sought integrated into existing course modules. All agree that the role as journalists as a navigator in the information 'overload' coming from Brussels is essential. That said, all also agree that before addressing issues of covering and how to report Europe, there is a need for a basic level of knowledge which is currently not being addressing specifically in their programs.

In The Netherlands the Dutch national public broadcasting news programme 'NOS Journaal' is now making inroads into a more systematic coverage of EU affairs. The plan is to set up a Europe desk with specialised knowledge and present additional training options to all its editors. Experimentation with TV-Internet combinations are also taken into consideration. The (further) training institutes are not too keen to offer specific programmes related to EU coverage. Theo van Stegeren, co-ordinator of further training organisation Forum at the Utrecht School for Journalism, strongly feels that such a course belongs to university-level programmes, not at a professional education institute. The co-ordinators of Wegener Publisher's in-house training program agree. Hans Renders, lecturer at the Groningen University journalism programme:

"I don't call it as such, but in terms of agendasetting the press coverage of EU affairs does get substantial attention in my classes. We also participate in a project run by the European Journalism Centre, which allows our students to spend two days in Brussels every year."

Experiences from Austria reinforce the observations from Sweden that major European events trigger both attention from the audiences

and awareness about a need for education. Austria, with Sweden, are late entrants in the European Union (both entered in 1995). The Federal Press Office (BPD) in 1992, when Austria applied for membership, conducted a survey amongst journalists. At that stage, according to the Head of Section at the BPD, EU was tucked away under Foreign News in the quality newspapers. A strong need for increased knowledge and information distribution infrastructure emerged. Today, EU is more often than not part of the 'Austrian pages' in the newspapers. This also counts for the strong regional press in Austria.

Both newspapers reported having sent staff for shorter seminars to for example Brussels. However, there is recognition of the fact that the EU is not only the 'Brussels beat' but also domestic politics. Peter Rabl at Kurier emphasised that they have pulled back their EU correspondent from Brussels to Vienna and that this person goes to Brussels or any European city where important meetings may be held.

Typically further education in specific fields such as Europe is to a large degree an enterprise of the news organisations themselves. Given the absence of a standardised initial journalism training, this need is not met by all new entrants in the

Sweden - Digital news channel

Swedish public broadcaster 'Sveriges Television' has launched a fully digital 24 hours news channel SVT24 (<http://www.svt.se/nyheter/svt24/index.html>). SVT24 is a fully integrated newsroom operated by a small number of staff consisting of both technically skilled younger journalists as well as experienced journalists.

The official aims of SVT24 are to: create a modern news service for the Swedish population, create a technical platform for digital news production, create a model exploring role and work methods.

SVT24 was created in small, dynamic units with editors being trained in journalism and journalists receiving training in digital production and editing modes. SVT24 will function as a focus of training and experience centre when the SVT 'mother institution' shifts towards digital

technologies and an integrated news/ current affairs / sports desk.

The advances in the communication market and its implications for public broadcasters are at the core of the policies at SVT24. In the official policies attention is devoted not only to the service function to the Swedish people of SVT24, but also to the importance of SVT24 being on the cutting edge, providing an example for the rest of the institution to shift to a digital mode of production.

In Sweden Leif Hedman, Information manager at the new News and Sports Department and one of the key figures in the creation of SVT24, makes some recommendations for the transition towards an integrated, digitalised newsroom:

"The most important thing is creating enthusiasm for change. Information is the basis of

succeeding in this. You need to explicate the reasons for changes, and don't focus only on issues such as efficiency and money, but also the obvious advantages. What we did was, at a very early stage, organising a number of seminars, internal meetings, with all groups in the organisation. This enabled us to address all and answer the questions of different groups. We have had a good experience with working in smaller groups and following the principle of 'rings in the water'. This means that we let some journalists be trained in editing and some editors in journalism."

SVT24 is not all about technologies. Much effort has also been put into ensuring the integrity of SVT24 employees in terms of living up to journalistic standards despite the increased pace of production. One official policy of SVT24 states that "SVT24 does not publish material without thinking

profession. However, some persons with a background in International Relations and/or Political Science that are trained in journalism internally, may possess the required level of knowledge.

The Kuratorium in Salzburg has offered courses on the EU since 1988. Director of the Kuratorium, Meinrad Rahofer, mentions one of the great dilemmas for journalists doing a story with a European dimension:

"It seems to many that there is so much they need to know about to start on an issue that they decide that the EU is a topic they need not spend time on".

After some initial co-operation with institutions in Germany, Switzerland, and Italy, the Kuratorium now offers courses with a range in depth and scope. Some very basic such as acquiring knowledge and getting information about EU affairs to specialised courses on for example the 'transit traffic issue' which is an important Austria/European issue. Meinrad Rahofer, in a comment on how to improve the quality of reporting on specific issues, suggested that research on the production processes and coverage of issue over time tailored for feedback to journalists in the newsroom would be of great

value. Such input may increase the reflection on daily work routines and also lead to better coverage in the end.

The situation in Switzerland is not comparable with the other four countries. The Swiss so far have shown no interest in joining the Union. In May 2000 however they voted in favour of a set of bilateral agreements with the EU in a number of policy areas such as culture, education and science, and for a facilitation of cross-border traffic. This will certainly raise the interest in European affairs. Sylvia Egli von Matt, leader of the MAZ training centre:

"The interest from the profession in thematic issues is in general rather low, and certainly a foreign entity such as the EU is not a thing people want to invest time and money in. But when it becomes a source of events, news, political disputes, that might change."

Journalism quality

In times of change, discussions of quality enter the agenda. That is ideally at least. In the midst of far reaching technological changes with implications for formats, modes of production, and content, a range of issues regarding the quality of journalistic products is raised. But the notion of quality may not always be at the

forefront of the discussion, especially not considering the economic constraints of media organisations in an increasingly competitive market and the constraints on especially publicly funded education institutions. Leif Hedman, at SVT24, coins some of the considerations in this process:

"When taking decisions and implementing you find yourself very caught up in details of the technique and organisation. But for us, especially as a public broadcaster, we have to maintain and safeguard quality. Production will not be quickened by is having to do make more output. If a story is not ready at 12.30, well then we will carry it at 13.15. The rolling deadline of a 24 hour news channel must not be seen as threat to quality but as a contribution. Our anchor can announce that a story has broken and that we will be back with film and more information soon. We have a rapid and continuous update, but we must have the highest of standards. In a competition, where commercial stations have a lot of money, we have a special task and dedication: to provide the best information and the best service."

At TV4 the awareness of the implications of more output for quality was also addressed. A distinction is made between 'up-date news' filling

the bulletins during the day and the main evening news bulletin. The continuous update news has a certain degree of standardisation (resembling CNN and SVT24), but in the evening 'flagship' bulletin a more identifiable profile is sought and own stories are generated:

"The short news outputs are very similar, similar to each other and similar to the radio and SVT24 news. But in our News Hour we try to do our own thing. We get all the stories that the rest has too, but we also provide our own."

The same issue was addressed by Kim Minke, Head of the Danish Journalism School in Aarhus:

"Update journalism is intrinsically uninteresting. It is non-analytic, uninteresting. It is mechanics more than reporting, analysing, summarising. We must educate people to master both, and to know the choice between the two."

While an increasing number of news outlets and continuous output is in many ways an asset, the pitfalls of this development are also apparent. One interesting case has emerged from the introduction of Net publications. Recently the medical file of the former Swedish PM Oluf Palme and his family was released. While Dagens Nyheter carried a front page story on the medical

report they in this story lived up to all rule and regulations concerning privacy and codes of conduct. However, the newspaper chose to publish the entire medical report on the Internet edition of DN. This incident of surpassing 'legislation' led to a discussion about quality, rules, and ethics for journalistic productions on the Net. The result was that all Swedish newspapers agreed to let the same rules apply to the web editions of their papers as their paper editions. A one year test period has commenced. The system works on a self-regulatory basis, but, as it is the case for the printed edition, the Press Ombudsman will supervise conduct. The Ombudsman has no sanction power and papers are not obliged to follow Ombudsman rulings. However, they have all obliged themselves to follow the codes agreed on and carry rectification of infringements of for example privacy rules.

A prerequisite for the advancement of quality is reflection on and discussion about the journalistic profession and its development. Most countries have more or less developed 'infrastructures' to facilitate such professional debate. In both Sweden and Denmark, both the Publisher Association and the national Union of Journalists publish magazines with articles dealing with issues of salaries as well as 'hot topics'. Journalists in both countries agreed that the amount and

intensity of such discussion is open for improvement in the magazines of the Unions.

Although a look at the agenda for public discussions and gatherings where news, the media and its professionals are debated upon in an average month reveals an active forum-culture, very few formal forums exist in The Netherlands - much to the dissatisfaction of the interviewees (exceptions are online forums, see box III). As Eric Smulders, co-ordinator of the post-doctoral journalism programme at Erasmus University (Rotterdam) remarks:

"I certainly feel that a forum for educators and journalists alike should be available, but to my knowledge nothing of the sorts exists. Whenever I try to organise such a platform for exchange, the response is in fact quite negative."

Judit Neurink, foreign editor at national daily Trouw and co-ordinator of further training projects at the Dutch organisation for journalists the NVJ does not see the need for organised forums. Neurink feels that an organisation like the NVJ also should not play a role regarding the quality and co-operation between journalism education organisations. Colleague Theo van Stegeren at the Utrecht School for Journalism sums up some of the reasons for this lack of

mutual control, exchange and debate:

"Co-operation on the terrain of journalism education and further training is complex; it requires a lot of time and investment from all parties involved. Its also difficult to co-ordinate; every organisation has its own training culture and bureaucracy."

Less institutionalised forums also exist, for example in Denmark. DjE points to the emergence of smaller contact networks following participation in their course activities. These 'milieus' are vibrant and open for discussion and reflection. With the introduction of new technologies it has become easier to facilitate and maintain such networks.

The newly launched CFJE in Denmark is also designed to be a forum for professional discussion and debate on different aspects of 'quality' in journalism. In the relatively short life span of the Centre, they have managed to publish three books on news that have been well received by both news practitioners, the industry, and academia! Also, according to Lars Kabel, Head of the Centre, their conferences and theme sessions are well attended. However, there is a limit as to how often issues of change and quality can be addressed. Interviewees in Denmark, Sweden, and

Austria all alluded to the fact that given the small size of the country and the industry a certain point can be reached where it becomes close to repetitious to meet with the same group of people to address the same issues over and over again. Whilst in Holland the same panel circuit exists, most of the interviewees - in particular those working for education institutes - felt more collaboration, discussion and exchange would be welcome. The Dutch interviewees attributed the highly competitive market for educational programmes to the small size of the country and the corresponding culture industry.

In Austria, the Kuratorium also plays an important role as a centre for addressing issues of quality and professional development. Given the limited size these activities are modest in frequency and scope. However, most people echoed the view offered by Schwarz from Die Presse:

"There is no need to create a forum for this in Austria. Everything which is national in Austria is not very interesting. The market is too small. You can have some discussion on for example ethics with participants from Germany, but why should we discuss things with people from Salzburg or Voralberg if we can do it internally or with matching partners in the US or elsewhere? A

national forum, I don't think would be very useful. Globalisation gives debates which are far beyond what this country can offer. Also spontaneity is better for these kinds of debates. Planned structures will not be good."

The new institution in Krems (Journalism Academy) is also engaging in professional discussions. The Director, Gianluca Wallisch, mentioned the 'Haider case' as a decisive moment for improving the climate for professional reflection:

"In relation to Haider many journalists wrote about how they see themselves as part of this whole phenomenon. Some are afraid that they perhaps helped to create the 'Myth of Haider'. Journalists are appearing as self-accusative and reflexive when discussing whether they contributed to his success. There is no doubt that the media helped to build his success and his nationalism myth. There generally is some discussion, but this is often intellectual, semi-left wing. There must be better ways. We try to be part of discussion progress. In addition to our course program we also initiate discussion platforms, addressing such issues. 'Politics as a Show' is one example where we put on trial journalism as a vehicle of politics. Important discussion but target group is limited and many

don't show. On a regular basis we organise one week seminars with practising journalists from whole world, discussing for example the role of journalism in the process of European integration, the role of journalists in Kosovo etc."

In Sweden many expressed the need to improve the situation and create more opportunities to reflect on e.g. quality. Christina Zaar from DN mentioned the limited ability of the Union to provide a forum for this type of debate. This view was echoed by most persons from both the news organisations and the industry itself. Annelie Ewers from FOJO identified the strong focus on Union politics in the Union magazine. In fact, the Publisher Association magazine was praised by several as providing a debate more on the forefront and edge of on-going issues. One initiative is the 'Publicist-klubben' which organises seminars / debate evenings on a regular basis. However, this is limited and not open to all - and they are always located in Stockholm which is a limiting factor for the regions in Sweden.

The universities in Stockholm, Gothenburg and Sundsvall, are painfully aware of the rather marginal role played by them in facilitating such debate. Some believe this is due to the research profiles of the universities whereas the universities themselves mainly see their limited contribution

as a function of lack of funding.

In Switzerland the concern for the lack of debate about journalistic quality has led to an institutionalised initiative, the 'Verein Qualitat im Journalismus' (Journalism quality society). This initiative from both the publishers and training world (MAZ) wants to take up the gauntlet against mistakes, arrogance, sensationalism and lack of professionalism - in short the opposite of quality journalism. The instigators have organised a series of hearings to identify key issues and take stock of journalistic conduct. They also have drafted a 'charta' (see box V) of 12 indicators for quality which will be the basis for annual inventories of the state of play. As in almost all cases, there are differences between the various language regions. While this initiative has its basis in the German-speaking part of Switzerland, the Francophone area has other concerns. Daniel Cornu, director of CRFJ:

"The main concern in the French-speaking part has long been survival. With a limited market potential and a strong cross-border competition the media in this part of the country have gone through a serious crisis, the past decade. Things like innovation and quality debates are then not easy to draw attention to."

The reluctance of engaging in debates of quality has been also signalled in courses offered by Forum (Utrecht) in The Netherlands. Co-ordinator Van Stegeren noticed that whenever a lecturer or trainer addressed such issues with course participants, editors-in-chief or directors would respond critically, implying that they only see further training course as a 'value-free' place where journalists learn how to write better newsstories:

"We have tried to offer more in-depth or theoretical courses in the past, but our experience is that there is little or no support for such courses within media companies. I guess they just don't expect it from professional education organisations? Within the world of journalism there is little or no demand for theoretical knowledge."

Journalism training

The interesting question is of course how the changes, developments, and processes discussed above are translated (or not) into initiatives and strategies for journalism training. A number of aspects emerged from the cross-national survey, which will be signalled hereafter in terms of straight-quotes from the interviewees. The scope of this survey is to provide material for further debate, especially on the implications of media

innovation for training strands and models. For that reason the relevant remarks of the contacted experts and professionals on the issue are given here, classified in five categories.

[1] notions of 'employability' and individual trajectories

"We have made a huge inventory of needs and wishes for education. Education which is essential for your functioning in your current job and education which you consider valuable for yourself" (Konrad Mitschka, Head of Education, ORF, Austria).

"Our journalists know about market value. They need to develop themselves further to maintain or add to their value" (Bo Maltesen, Editor, Politiken, Denmark).

"Journalists at my newspaper can always apply for a course if they want to. I know of one colleague who did and in fact took a course, so it does happen" (Judith Neurink, editor, Trouw, The Netherlands).

"Last year we held employee talks with everyone. Based on these talks we made individual plans for education for everyone. We made a plan of each individual's competence needs, including a plan

for costs and timing" (Marianne Falk, Head of Education, Svenska Dagbladet, Sweden).

"Our radio and tv journalists need to learn how to combine the career- with the training issue. A programme manager will start to wonder if someone never shows the ambition to refresh or deepen knowledge." (Esther Roethlisberger, SRG, Switzerland).

[2] changes of attitudes towards education

"There is not really a change in attitude. There is too little interest and dialogue about these issues. There is a lack of finance and of policies" (Erich Geretschlaeger, OJC, Austria).

"Our participants demand to get to know more. They want a clear pay-off. Getting together socially has second priority. There is a wish to get official recognition of further training" (Trine Smistrup, DjE, Denmark).

"Most editors-in-chief do not support a newsroom culture where things like (further) training are considered to be important" (Theo van Stegeren, Co-ordinator, Forum, The Netherlands).

"Eight years ago we had 10% of the willingness

Switzerland - Charta 'Quality in Journalism'

The Swiss Society for Journalistic Quality has adopted a charta as a means for monitoring the journalistic practices in the country. It entails the following 12 points:

- The accepted rights and duties codes should function as an ethical beakon. Inside media companies there have to be facilities, guidelines and procedures to further the quality issue.
 - Quality journalism needs nurturing and refreshment via further training.
 - In the search for new personnel,
- professional competence and insight should be an important selection criterion.
 - Adequate working conditions are a prerequisite for quality journalism.
 - A full command of basic skills (wording, style, concientious approach) are the fundaments of good journalism.
 - Quality journalism implies thorough research and exploration of all facts, before reporting takes place.
 - Reliable sources of information are the basis for journalistic accounts.
 - Independence is an important
- issue: the distinction between journalism and public relations, between fact and comment, between editorial and commercial messages.
 - A culture of self-criticism is key for good journalism; a lively debate about ongoing reporting, corrections and apologies when appropriate.
 - External accountability systems (press councils etc.) are needed to monitor media behaviour.
 - Analysis of media content, production and consumption will contribute to new insights and the enhancement of professionalism.

towards education that we have today. In Swedish newspapers, people have been promoted based on their performance as a journalist. Many of these are excellent journalists but know little about money, budget, managing, human resources etc. They didn't have schooling themselves so they are reluctant towards sending journalists to school or

hiring academics. Now there is a new generation coming in, used to education, which has been good for the openness towards and participation in further training" (Bo Estmer, Publishers Association, Sweden).

"In our newsroom we traditionally have put

emphasis on personal responsibility for a further orientation and individual development. Nothing is mandatory, but a lot possible. You now notice that people increasingly start using the opportunities at offer, and especially value seminars which offer in-depth background to existing expertise" (Andreas Doepfner, editor, NZZ, Switzerland).

"We have been established here in Salzburg for ten years. The idea of education is growing for editors and publishers. Over the years, the notion of the benefits of education has changed and papers now know that it is beneficial to send journalists here. We received motivated participants who require knowledge. Education is no longer thought of as a holiday or a 'bonus'" (Meinrad Rahofer, Salzburg Kuratorium).

[3] generation gap revisited

"Some journalists who have been working for 10-20 years are scared, asking themselves: 'how will the changes and new things affect me?' The young journalists have a very open attitude and are used to new formats and changing technologies" (Annakarin Runestad, TV4, Sweden).

"We have a one hour morning discussion of

yesterday's paper, always with a staff member assigned to read and critique the paper. We see that our young staff not only engage in this evaluation, but require it. A new environment has been created. Some of our elderly staff was against it, but especially the young people see the need for discussing their work" (Karl-Peter Schwarz, Die Presse, Austria)

"A minority of people think they will work here until their retirement, most are aware that they are here for a limited period. The job performance must increase, if our journalists do not become 'better', we must lay them off when then get older and more expensive. Simply put, after some years we must say 'goodbye' if their knowledge and professional performance is not increasing" (Peter Rabl, Kurier, Austria).

"The older generation is difficult to mobilise. We do everything on a voluntary basis but we expect everybody to participate. It's a process: we will offer opportunities but if persons in a structural way decline, then we have to make choices and decide if that is a profile of employees that we wish. Quality, willingness, flexibility will be criteria that we will use when we decide who to keep and who to say 'goodbye' to" (Bo Maltesen, Denmark).

"We have started an in-house training program two years ago because of the 'greying' of the newsroom, even though we also participate in a number of university and professional training programmes. But now we have realised that the daily practice of newswork does not offer enough space for training, so we will stop this programme" (Pieter Broertjes, De Volkskrant, The Netherlands).

"In these turbulent times the media are still largely run by the old generation, people who basically trained themselves and favour selection on the basis of talent and learning by doing. You also see this reflected in the attitude of professional bodies which never took the initiative for a proper journalism school. A new sound I now pick up from a recently established association of journalists, comprising also other creative communication workers, called Comedia; they make inroads to a comprehensive training approach." (Sylvia Egli von Matt, MAZ, Switzerland).

[4] tomorrow's journalist in the making

"A journalist is a navigator, absolutely. Five years ago reading two newspapers checking the agency wires and calling your telephone contacts was sufficient. Today, with the Net, you must be

aware not to lose yourself in the information stream. You must know how to make clear what is important and what is not, the distinction between trash and important matters. You must be selective but also able to see things that are not already in the media but are really changing our lives" (Karl-Peter Schwarz, Die Presse, Austria).

"We choose people with education, knowledge, and experience. Journalism today is different from what it was 20 or 30 years ago. The demands are greater: reality is more complex, people need to be able to cover more areas, and you change jobs, internally and externally more frequently today" (Bo Maltesen, Denmark).

"What we need is a shift to multimedia publishing from monomedia thinking, but such a shift is difficult because of the fact that many journalists still have a narrow-minded view on their product. At Wegener we have regional radio, television, press and so-called regional 'portalsites' on the Internet, which means that in an ideal situation all could collaborate to cater effectively to the needs of the audience. But that is still something for the future I'm afraid" (Leo Enthoven, co-ordinator in-house training, Wegener, The Netherlands).

"Creating SVT24 was less of a challenge than

transforming the rest of the SVT institution. Although SVT24 was able to mobilise motivated and skilled people from outside and within the organisation, in the larger transition everyone needs re-schooling. We don't see training taking place outside the SVT organisation. That is with the exception of specific technical training, which might be facilitated by the major actors in the field such as Sony since they provide a much more profound introduction to all aspects of their own system. The idea then is that the knowledge from a key group of persons attending such courses is passed on internally in minor workshops" (Leif Hedman, SVT24, Sweden).

"We have to admit that the real need here is at the level of organisations, companies and governments, who crave for young talented people with diverse, modern communication skills: internet editing, e-commerce and marketing background, some technical insight plus creativity and initiative. The classical journalism training strands do not deliver candidates for this job profile. Still, this broader training concept is to my opinion the future" (Karl Luond, director, Medieninstitut, Switzerland).

[5] the training market: local and global

"The goal of our in-house training project is to increase the knowledge levels in our newsrooms; at Wegener Publishing 800 generalists work, but there are few specialists. At the same time our society is getting more and more complex everyday, the average level of education of our readers is rising and correspondingly the need for more in-depth high-level information is increasing [...] At the moment the training market seems to be always one step behind in offering solutions we need to win audiences with quality journalism" (Leo Enthoven, co-ordinator in-house training, Wegener, The Netherlands).

"Many aspiring journalists from the regions and local communities don't return, once they have followed a basic course in journalism. There is ample employment at the national media, so they often take up a position there. It forces the local media to set up and organise training at the local level, often in conjunction with their print activities. Sometimes, they succeed surprisingly well" (Karl Luond, director of the Medieninstitut, Switzerland).

Part III: Overview per country

A brief overview of the variety in journalism training programs in the participating countries reveals a complex picture of both initial and further education, a vast number of courses available from both accredited institutions, specialised organisations and small agencies catering for specific areas in journalism. This part of the report aims to offer a more or less coherent overview of these programs and as such is structured along four main areas of training: [1] formal initial training, [2] formal further training, [3] other available courses and [4] in-house training initiatives. Although the following factual overview is not exhaustive - especially in terms of the vast number of available courses and the often informal and ad hoc-nature of in-house training initiatives - we feel that it does offer some insight into the developments in journalism education in Austria, Denmark, The Netherlands, Sweden and Switzerland.

AUSTRIA

Austria has no tradition for extensive journalism training. A journalism school as such does not exist. The major universities in Vienna and

Salzburg have theoretical programs in Communication Studies (Publizistik- und Kommunikationswissenschaft). The Kuratorium für Journalisten-ausbildung in Salzburg caters for entrants into the journalistic profession (12 week Introduction Course 'Grundkursus'). The European Journalism Academy in Krems is a new institution that offers a postgraduate training program for Austrians and foreigners

The absence of an educational infrastructure has implications for the recruitment and selection of journalists in Austria. Most journalists at the large national dailies and at the national television network ORF have university degrees in, for example, economics, political science, biology and so on. They have been employed with no prior journalistic experience and taught the profession 'in-house'. The process of professional socialisation into journalism is a 'learning by doing' process, especially in the Austrian print media.

The opinions about the current system are very divided. Especially the print media are proponents of maintaining the current system, which allows them to educate and train

journalists fit for their newspaper. The system also allows them to get rid of what the editors perceive as less talented people deemed inadequate to work for the paper. This happens to a large extent within the first two years where the young university graduates are attached to a newspaper on a regular basis without any formal employee rights (this employment status is referred to as 'Aspirant').

The television market is dominated by the national monopoly of the public broadcaster ORF. New networks (such as ATV) are offered via cable, which is available in the bigger cities only. Competition comes mainly from German television, but Austrians do not only demand German language programs, they almost exclusively watch Austrian TV. The monopoly situation in the TV market implies that a very hierarchical system of recruitment and advances are in use. Most young journalists are hired at the regional ORF desks and, if indeed proven successful, advance to the mother organisation in Vienna. New competition may change this somewhat, but this is a process which is only just beginning. In fact, the biggest changes have taken place in radio broadcasting. Commercial licences were deregulated in 1997 and there has been a proliferation of local/regional radio stations. Many, however, offer only a minimum of news

are a primarily music stations.

formal initial training

As mentioned, no institution is formally dedicated to the training and education of journalists.

formal further training

Training in the profession of journalism generally happens within the newsrooms of the various media. In terms of formalised training, the most well-established and continuously most important actor in the field of journalism training is the Kuratorium für Journalistenausbildung in Salzburg. A main activity of the Kuratorium is to offer a 12 week 'Grundkursus' for journalists. Other course activity is focused on print and radio journalism as the TV market is too small with only ORF as an important actor. The Kuratorium has experienced a modest increase in the demand for courses over the past few years.

A new entrant in the market is the Europäischer Journalismus Akademie, Krems a/d Donau. EJA offers a two year post-graduate journalism course with print, radio, TV and integrated online modules. The Academy has very modern facilities. EJA takes only 20-25 students per year, of which the majority are in fact international students. This gives the program an international

character but may limit EJA's position as a major structural contributor to journalism education in Austria.

There is a growing number of players that offer some courses and specialist training initiatives (training-on-demand). The Publizistik Department at the University of Vienna has a curriculum focused on communication with some journalistic exercises and seminars. A new specialisation in Public Relations will also be offered. The Department organises regular seminars and short meetings on different journalistic and communication topics such as culture journalism, Europe, Internet research and so on.

available courses

Outside the realm of the institutions mentioned above, a number of other actors are involved in journalism training in Austria. The Journalist Union (ÖGB), the trade Union, negotiates salaries and labour conditions for both fulltime journalists and freelancers. The Union does not engage directly in educational activities but plays an important role in negotiating education as a contract element. As of November 1st 1999, a new contract element has been implemented: The 'Grund-kursus' offered by the Salzburg Kuratorium is obligatory for all 'Redakteur-

Aspiranten'. Half of the costs for this education is covered by the news organisations, the other half by the Aspiranten (price: ATS 36.000).

The Journalist Club (ÖJC) is a private organisation. They are critical of the current situation in the field of journalism training in Austria. The OJC identified the following problems: there is a lack of structural education policy, they consider the media to be too powerful and autonomous (which organisations hence do not want to lose their position), there is a huge influx of people into the profession coupled with a generally sceptical attitude towards education and training. The ÖJC carries out a minimum of training activities due to lack of substantial funding, but does offer some short morning (breakfast), evening, and weekend seminars on specific issues.

in-house training initiatives

In-house training is the essential component of the journalistic training in Austria. However, the type of training which prevails is a continuous feedback mechanism in the writing and producing of stories. Formalised training as part of a larger educational trajectory is virtually absent. In the print media, two of the national dailies, Kurier and Die Presse approach recruitment and training of journalists very

similarly: recruitment has the form of a continuous intake, new journalists are assigned to a desk with a mentor. After a two to three months test period, they are either hired as freelancers or as 'Aspirant'. (Die Presse also has a 'Lehrredaktion' which is an open newsroom offered once or twice a year from which they recruit talent).

Further education plays a comparatively marginal role. It is not structured, but based on an 'open door policy'. This means that individual journalists can enter their Editor-in-chief's office and make their case for personal (further) training. It is consequently at the discretion of the Editor to grant the training or not.

In television, ORF TV headquarters recruit primarily from local bureau's. All training is in-house training as the ORF has a monopoly position. A considerable reorganisation of ORF is currently taking place. ORF is moving toward an integrated news department (to be located in a new building in 2002). BAF, the Educational department, is also reorganising: they started in 1999 with a 'human resource inventory', systematically listing wishes for education from all 5.000 employees. These will now be categorised and analysed and form the basis of a new strategy in course offerings.

DENMARK

Denmark has a long tradition for journalism training within the national 'Journalisthøjskole', DJH, (an independent non-university School of Journalism). In both initial and further training of journalists in Denmark, some recent initiatives have contributed to the 'market' of further training. Up until 1997, DJH had monopoly on the initial training and DjE [Den Journalistiske Efteruddannelse], the Journalistic Post-education, had a de facto monopoly within further training. This situation has changed. Today there are two university level alternatives to DJH, a new centre CJFE (Centre for further education in Journalism) has been launched, and several smaller places [Højskoler] offer shorter and longer courses related to journalism.

One historical point is important to understand the debate on further education in Denmark. Denmark has an extensive system of autonomous, bi-annual negotiations between employers and employees. In 1979, a late night compromise was made: journalists were not granted an extra week of vacation, as demanded by the Union, but instead the right to one week of further training a year. Consequently DjE was launched, co-funded by the Union and the Publishers' Association, to meet the new demand for courses. The institute

developed slowly and required a mixed reputation. In some instances, mid-career training became a 'week of relaxation in Århus' or a week of Spanish lessons in Rio, Brazil paid by the company... This image of mid career training has changed dramatically over the recent years, but at some local and regional media, allegedly, there is still some reluctance to the whole phenomenon because it is seen as the 'week of vacation they didn't get'. Simultaneously, however, the Danish Ministry of Education in Spring 2000 is launching a major scheme, part of a revised welfare model, where the notion of 'life-long-learning' is a core element. Basically, this suggests that education is a life time process, also for journalists...

formal initial training

The situation is dominated by 'Journalisthøjskolen' (DJH), the Journalism School in Århus. The School offers a four year program, including a 1 fi year internship at a newspaper, a radio station or a television network. Until 1997, DJH offered a six month post-graduate course in journalism for candidates with a university degree. A one year 'diploma program' (cost: 30.000 DKK) has replaced this six month course. DJH receives more than 150 applications and allow 20 students per term. The DJH also offers course modules externally in basic skills

such as writing, interviewing etc (cost per module: 19.500 DKK).

The monopoly of DJH was broken with the introduction of initial journalism training at university level. Odense Universitet offers a four-year program. Their curriculum is highly practically oriented and has some similarities with DJH. The first candidates are yet to come out of Odense. The first class of students will enter their internship period in the news media in the Spring 2000. The new education is viewed positively by market. The second university program in journalism is at the Roskilde Universitet. A four-year program has been launched. The curriculum is less practically oriented than Odense, though the program also includes an internship. The first candidates will graduate in the summer 2000.

formal further training

Den Journalistiske Efteruddannelse (DjE) was launched in 1979. DjE received some criticism during the 1980s for insufficient quality, suitability of courses, and professionalism. Today, all actors in the field (education institutions, news organisations, Union) agree, that DjE has improved a lot. More than 2000 journalists attend a course annually. The traditional format (one week in Århus at a conference centre) still exists, but there is a tendency toward more multi-

module courses, in house training etc. DjE has a varied course repertoire, ranging from basic writing/interview skills to knowledge based, thematic courses.

Centre for Journalistik og Efteruddannelse (CFJE) is a new institution, launched in 1998. CFJE is not to carry out training activities itself, but to serve as a) provider of information about needs, wishes, and activities in the field, b) develop and test new courses, both in terms of content and formats, and c) a research centre for reflection about profession. 3 books on journalism have been published already. Organisationally independent institute under DJH, funded by Ministry of Education. The centre itself is still to 'find its right place in the market' which is also asked for by the news organisations. The Centre makes use of an extensive homepage (<http://www.cfje.dk> www.cfje.dk) which lists recent articles about journalism, recent and up-coming activities, courses, excursions etc. Most of this, however, is in Danish.

Other actors in the field of training are the 'Højskoler' and the 'Nordisk Journalistcenter'. The Nordic Council funds the latter. The course activity has a special focus on Nordic identity, culture etc. as well as the Baltic region. NJ also offers courses to foreigners about the Nordic

region. The 'Hoejskoler' offer courses on print, television, radio, and multimedia journalistic production ranging in duration from 2-26 weeks.

Available courses

Journalistforbundet (Union) is a co-founder and fonder of DjE with the Publishers' Association. While having fought for the right to one week of individually chosen education a year, the Union is acknowledging the necessity for this week to be used more strategically, both by the journalists themselves and by news organisations making 'career planning' for the individual journalists.

Danske Dagblades Forening (DDF) (Publisher Association) is the second co-fonder of DjE. DDF itself plays a rather marginal role in the educational field. The Association encourages a structural and strategic use of 'right' to education.

In-house training initiatives

The newspapers visited for this project are progressive and quite advanced in terms of running a modern news organisation. They can hardly be seen as representative for some of the other national dailies and especially not for the regional press. Both papers have gone through recent (within past 24 months) cutbacks in staff. Many 'senior' persons left or were asked to leave.

At the biggest daily, JyllandsPosten, further training is managed ad-hoc and in annual evaluation / career planning sessions with individual employees. The budget for education activities has not been increased in recent years, but the use of resources (app DKK 12.000 per employee per year) is made with more long-term goals in mind. There has been an increase in in-house activities that are not regarded as 'further training' but essential updates (PC use, interview brush up etc). At the second daily, Politiken, education is primarily organised ad-hoc, but encouraged and even expected. The paper makes use of frequent rotations, which requires updates in knowledge/skills. The paper has a different contractual arrangement stating that employees do not have the right to one week of education annually, but to three months every three years! The increasing importance placed on further training and personal development and competence enhancement was stated succinctly by the Editor in Chief: "I have never said it in that many words but of course, if you consequently reject our offers and encouragement to develop yourself further, we will have to reconsider if you are the right person to work for us".

The Danish broadcasting organisation (DR) had a monopoly on the television market until TV2

was launched in 1988. TV2 is partly publicly (licence fee), partly privately (advertising) funded. Today there are several national networks, but the rest only offer a minimum of news in low cost, low staff formats.

Danmarks Radio has large department for 'Development and Education'. A recent organisational restructuring means that different departments (Radio News, TV News, Documentary etc.) now order/'buy' training with Education Dept. Almost all training has been done in-house due to the monopoly situation. DR will move to new buildings in 2001 and will launch an integrated newsroom a la the BBC. The changeover to a digital mode of production has been completed in the radio, but is yet to start in TV.

The organisation of the second national television network, TV2, is much smaller and less bureaucratic than DR though the output in terms of news is about the same. Education at TV2 is also primarily done internally. Some aversion is even expressed towards external courses. An important reason being a cost rationale. The Head of Education: "To have 3 people on external course in 5 days and then have them to pass on knowledge internally is more expensive than to have the course internally for 20 at once,

where the format of the course can be fitted into daily routines and schedules." TV2 has made use of a re-schooling program (developed by CJFE) of tv-editors (technical staff) who received 4 x 1-week introduction course in journalism in order for them to make news themselves.

THE NETHERLANDS

Although several universities in The Netherlands already offered courses in journalism shortly after WOII, these initiatives were stopped later on or were more or less integrated in the start of the first formal journalism training institute in Holland in 196, the School for Journalism in Utrecht. This shift more or less demarcates the debate on journalism education in The Netherlands which can be found throughout the literature and history of journalism education world-wide: whether journalism is a profession or trade if you will, which should only be taught at a trade school (i.e. Polytechnic or Bachelors level) or which also requires the in-depth and research-oriented look of the university (ie. Masters or even PhD level). For a long time the first train of thought dominated, but since 1989 and particularly recently this has changed: in 1989 the first post-doctoral journalism training program at MA level started at the Erasmus University and other programs in Groningen and only this year in Amsterdam followed suit. In 1989 both the media and the existing education institutes were extremely critical of the Rotterdam initiative, at the moment more and more media critics and scholars alike hail new programs as facilitating the increasing complexities of the profession, of the society in which it operates and of the functional

differentiation within journalism.

Formal initial training

The Netherlands have four so-called HBO ('higher professional education) institutes in Ede, Tilburg, Utrecht and Zwolle which offer programs up to a BA level. The position of Ede is somewhat unique, as it specifically caters for Catholic journalists. Ede currently has 261 students, the other three about 1.100 students each. Every year between 500 and 600 students graduate, of which about 90% in fact finds employment within the profession of journalism. Tilburg also offers a separate program for Public Relations, whereas both Zwolle and Ede have recently developed multimedia and/or audiovisual journalism programmes. Utrecht was the first School to offer students a 'Digital Journalism' programme, mainly consisting of courses in Computer-Assisted Reporting and Research. This year additional courses in online journalism (both theoretical as well as practical) were introduced to a selected group of 19 students, almost all of whom now work for journalistic Websites.

On the university level several new initiatives were taken, in particular in 2000. The one year post-doctoral printed media journalism programme in Rotterdam, up to now consisting of 4 days of working within a newsroom and 1

day of guest lectures by both scholars and professionals in the field of media, will be supplemented by new in-depth courses in financial-economical journalism as well as multiculturalism and journalism. Several newspaper publishers participate in the Erasmus programme. Groningen offers a 3-year program in either newspaper journalism or broadcast journalism in co-operation with regional and national public broadcast organisations. The newly formed minor in journalism at the University of Amsterdam aims to become a fully-fledged MA program as of 2001, focused on newspaper and magazine journalism with an emphasis on investigative skills and techniques. The School for Journalism in Utrecht already offers an international MA programme in European Journalism in collaboration with Welsh and Danish institutes.

Formal further training

There are 8 formal further training institutes on an HBO-level and 2 University-level courses in The Netherlands. These institutes offer a variety of courses, often catered to the specific demands of media organisations, newsrooms or newsdesks. Some of them have extensive developed curricula that coincide with their regular training programmes. One could safely say that practically all of these courses are skills-oriented and do not

aim to offer theoretical or reflexive in-depth study to the participating media professionals. Some exceptions are courses in media ethics in Tilburg (at the 'Centrum Communicatie en Media'), a course in 'Kerkredactie' or editing and the Church (at the 'Christelijke Hogeschool Ede') and the aforementioned MA in European Journalism in Utrecht. Utrecht co-ordinator Theo van Stegeren admits to the fact that he wants to add more reflexive or theoretical courses, but does not feel the media are willing to invest in such training. Editors-in-chief Leo Enthoven (Wegener Publishing) and Pieter Broertjes (De Volkskrant) disagree, as both of them contend that lack of in-depth research and 'thinking' skills are exactly what they expect from journalism graduates of today, as they say "the battle for the reader is won by quality." Groningen University also offers a course in History and Journalism, and lecturers Hans Renders and Sanne Buurke announce that more in-depth background classes/ courses will follow as of next year in areas such as economics, the multicultural society and new media.

Other available courses

There are a vast number of courses outside of these formal institutes. In general these are commercial organisations with very specific and catered courses in a number of areas within the media, with a majority offering management,

Internet and writing skills courses. Here we also see a virtual domination of skills or 'hands-on' training programmes. Worth mentioning is the Rotterdam-based Quest Independent organisation, started as a private initiative by a group of (former) journalists and academics, offering a one year fulltime course in investigative reporting, the Internet and Third World journalism with about 20-25 students every year. Very popular among media organisations is the Leon de Wolff agency (also in Rotterdam), offering courses in journalism and magazine management, as well as on-demand Internet workshops. Trade journal De Journalist recently identified at least 15 accredited agencies or organisations of this kind, varying from the European Journalism Centre in Maastricht to a distance education package for newswriting skills at the 'Leidse Onderwijs Instellingen' (see De Journalist nr.9 of May 5, 2000).

Besides these agencies there are a number of communications-related courses offered by all kinds of education institutes in the Netherlands, as well as at least 3 formal and 2 private specialised training programmes in photojournalism (in The Hague, Enschede, Utrecht, Amsterdam and Apeldoorn). One could say all of these initiatives are quite successful in getting their message across to the trade: a recent

survey among a thousand journalists in The Netherlands showed that about three-quarters of them followed and completed some form of formal journalism training program, with young people more likely to be higher educated than older colleagues in journalism. Still, especially the Dutch Internet journalists argue for the need for more training, in particular with regard to multimedia and Internet applications.

In-house training initiatives

Especially since 1999 almost all desktops in Dutch newsrooms (within all media) have Internet connections. The abovementioned journalism survey for example found that more than 85% of journalists in fact have access to the Internet or at least personal email at work. This also meant that most journalists have been sent to one- or perhaps two-day Internet courses, thinks Wegener editor Leo Enthoven. He feels this is far from enough training, as most journalists still do not (know how to) use these new media applications in their daily work. Although broadcast organisations in general do not seem to have formal, structured in-house training programmes, the combined newspapers of publishing house Wegener and national daily in fact have in-house 'schools'. Wegener offers a half-year internal programme for University graduates in the rank and file in collaboration

with the University of Groningen. De Volkskrant has its own project, although editor-in-chief Broertjes laments there still is no joint programme with the Communication Department of the University of Amsterdam (since both are conveniently located in the same neighbourhood). He would like to see the formation of a 'Volkskrant Academy' for young promising reporters in the future - also with an explicit focus on depth, research and the Internet. Most media organisations seem to be content with sending their people off to one of the (many) existing initiatives and described above.

SWEDEN

Organisations and institutions in Sweden seem to be both quite advanced and very much involved in the issues at stake in the field of further education for journalists. Education has most effectively been 'put on the agenda' in the news organisations. Courses and education are no longer awards for hard work or special situations, but seen as something that needs to be implemented structurally and continuously.

Sweden has an extensive system of initial and further training in journalism. The Universities in Gothenburg and Stockholm both have a three-year program in journalism. Many graduates from these programs today hold both journalistic and managerial positions. A three-year degree in journalism can also be obtained from the university in Sundsvall (about 500 km north of Stockholm). In the field of further training, the FOJO institute in Kalmar is a central institution for the press whereas most television training takes place at the news organisations. The differences in approach towards further training between press and television reflects a tradition in Sweden for sharing of knowledge and experiences (openly) between newspapers, while openness is less prevalent in broadcasting. As one editor said: "The papers help each other, the television

channels fight each other".

Formal initial training

The journalism departments at the university of Gothenburg (JMG) and Stockholm (JMK) are the 'traditional' providers of initial training. Both Departments offer a three-year program as well as a one-year program for BA graduates from other disciplines. Both programs have specialisation in print, radio or broadcasting as well as an internship in a news organisation. JMK in Stockholm has restructured recently to include for example electronic publishing. JMK used to offer specific courses in further training but this activity was stopped a few years ago because of lack of funding.

In Sundsvall, a three-year initial journalism programme as well as a one-year program for BA's in other fields are offered. MKV is to run the first (in Sweden) experiment with a fully integrated newsroom / media lab integrating print, radio, broadcasting and web production. A three-week test period took place in April 2000. Formal further training

The division between print and television journalism is reflected in the organisation of further training programmes. Whereas further training within television is done almost

exclusively at the news organisations, the print media have a tradition for utilising externally offered and/or available courses. The Further Training Program (FOJO) in Kalmar offers courses for working print journalists. This institute has a special obligation to cater particularly to local and regional media and primarily to journalists with a so-called 'low educational profile'. FOJO receives considerable public subsidies to finance this line of activities. FOJO also offers courses for Eastern Europeans and Third World journalists because of external funding in this respect. The institution has experienced increasing professional interest in courses over recent years.

The second main actor in the print media field is the Press Institute, co-funded by TU (Publishers' Association) and SJF (Swedish Union of journalists). Their course offerings are increasingly popular which has led to selection of participants rather than just open enrolment. The Press Institute offers courses such as photojournalism workshops, newsroom management, interview technique, reporting the EU, graphics in the news.

Other available courses

The Publishers' Association (TU) plays quite an active role in identifying new needs in terms of

education. The main bulk of activities are situated within the co-funded (with SJF) Press Institute. The Union of Journalists (SJF) enjoys a high membership rate. While discussion on further career training has been taking place over a long time in Sweden, SJF highlights main concerns such as who should pay for education', ' how do we realise good intentions and are freelancers educated further. One initiative addressing the latter problem has been suggested by an insurance company offering an 'education insurance'. Both the temporarily employing company and the journalist pay a monthly amount towards personal development and education in the broadest sense. The money saved can be used at the discretion of the individual journalist who also transfers saved money when changing jobs or taking on new project.

In-house training initiatives

Given the tradition to do training for television journalists in-house, both the traditional public broadcaster (SVT) and the main commercial competitor (TV4) undertake noticeable activities. Public broadcaster SVT is in the process of launching a major re-organisation towards fully integrated newsroom. In fact news, current affairs, sport, and culture will all be placed in one department sharing all staff and facilities. These plans will implement this by letting people from

the new 24-hour news channel, SVT24, share their knowledge and run internal workshops. Public broadcaster SVT runs SVT24. It was set up with minimum of staff. People were recruited internally (based on interest and technical skills) and externally. SVT24 has a fully integrated newsroom with all material on one server.

Within SVT two persons are specifically assigned to deal with education at SVT. Their task is part of a larger 'competence development scheme' aimed at fulfilling the role of SVT as a 'informing, engaging, and stimulating' network. An internal catalogue of course offerings is published. Staff may apply for these courses through a network of contact persons in the department (typically Editors). The trend is towards a greater need for courses and more and more need for specifically designed courses. In the Spring 2000 catalogue, courses in fields such as writing, interviewing, AVID editing, project and newsroom management, and PC use are offered.

TV4, the commercial network is working toward an integrated newsroom too. TV4 has assigned an education/ competence co-ordinator who organises, for example, three-day intro program for new employees. In the autumn 1999, individual plans for all employees in terms of

education were made. The plans range from language courses, technical training to skills such as interview techniques etc. TV4 is about to launch a test project with video journalists on basis of interest/skills of already working journalists.

The newspapers, both SVD and DN, have within last 12 months assigned a half-time or a full-time position to run and co-ordinate internal education activities. Both papers have just completed or are making trajectories for all employees in terms of education. As the DN co-ordinator said:

"Journalists at newspapers are becoming increasingly aware of their need to improve their own employability. As more papers shut down and lay off editorial staff, they realise: I might be next and I have to compete on a new market".

SWITZERLAND

The issue of journalism training is currently much in debate in Switzerland. The overall quality of journalism is a hot topic, and the Swiss government is in the process of launching an additional level of communication training in the context of present and new educational institutes for higher vocational training ('fachhochschulen'), some of which will have journalism departments. Multimedia training facilities are emerging at different levels but separate from the mainstream media training, integrating communication competencies and reporting skills, but also e-commerce services as part of the package.

For a good understanding of the Swiss media training context, a few remarks about the society at large and the Swiss media landscape.

Switzerland is above all a multilingual country, with three main languages, German, French and Italian, spoken in the various regions of the country. A small minority speaks the traditional Rotoroman. This strongly influences the cultural climate and consequently the media patterns in different parts of the country. At the same time Switzerland is a country surrounded by bigger nations in which these languages are the mother tongue. This, to give an idea of the impact

of the geo-political situation, leads to a TV audience share of 60 per cent for foreign stations. Another characteristic of the country is the breakdown in many small political entities, the cantons, a structure which favours a lively, decentralised political scene, a form of direct democracy and many media operating at the local level. It also leads to remarkable socio-economic differences between the urban and rural parts of the country.

The major daily newspapers are principally organised in larger media companies. In the German speaking part these are Ringier (publisher of Blick- a tabloid) and TA Media (Tages Anzeiger - quality paper). An important daily and international reference paper is the Neue Zürcher Zeitung. The leading publishing house in the French-speaking part is the Groupe Edipresse, with titles as '24 Heures', La Tribune de Geneve and (partially owned) Le Temps. Important papers in the Italian-speaking part are Corriere del Ticino and La Regione Ticino. The 8-10 major dailies are complemented with 225 mostly local newspapers.

The Swiss Broadcasting Corporation, an association under private law with a public-service mandate, has the obligation to produce and disseminate radio and television programmes in

the four official languages. This leads to three main and one minor sub-structure, with production plants spread over the country. To promote mutual understanding, all programmes are broadcast to the entire nation, which requires a relatively dense technical infrastructure. During the last three years, commercial television has come to the fore, with Tele 24 (former local channel), and TV3 (SBS, TA Media) focussing on entertainment, and a Swiss programming block of RTL.

The preparation for the multimedia era in Switzerland is not convincing. There are some media initiatives (TA taking up an Internet provider role, Edipresse starting a joint Website) but a general trend, transition toward media convergence and integration of functions or innovation of newsrooms is not taking place.

The basis for journalistic training lies in the so-called 'voluntariats'-system, which means that new personnel can, once hired, follow a part-time journalistic education in one of the further training outlets. Beginning journalists normally have a university degree as a starting point (local newspapers may favour another route), and will learn the trade in-company and via courses. This set-up is now in discussion, with alternative routes favoured by the government, the

educational system, and parts of the industry. The outcome of the debate is yet unclear, but a more formal, initial training option will certainly be added to the spectrum.

Initial training

So far, there is no skills-based initial training programme preparing for a journalistic career in Switzerland. There are media and communications courses taught at various universities, and some of these contain practical curriculum parts, but by and large these are not considered to be a higher vocational education for media professionals. Strongly influenced by economic forces in need for a flexible, computer literate workforce, there is however an imminent change at the level of the polytechnics ('Fachhochschulen'). These institutions are planning courses, which will prepare for a media career, with journalistic elements, but not exclusively. The multimedia character, which includes a wider range of training parts than just reporting and writing modes, will be an important feature of these newly launched courses. Locations mentioned are Lugano, Luzern, St Gallen, Winterthur and Zurich.

Further training

The main institution in the German-speaking part is the Medienausbildungszentrum MAZ

(Media Training Centre MAZ) in Kastanienbaum, near Luzern. This further training outlet offers a variety of courses for professionals in the print and audio-visual sector. Its cornerstone is the two-year diploma course, which is put together in modular form. Students have to follow in total 90 of the 400 course days on offer during those two years, which allows for differentiation in training route. Options range from skills training to communication competence to thematic knowledge. Every two years, there is also a 32-weeks postgraduate course, which contains practical workshops, assignments, media theory and an internship at a newspaper, radio or television station.

Recently, a press photography course was launched, and from next year on there will be a 40-day specialisation course in Internet and online journalism skills. Offers for media management and local journalism are part of the package. The MAZ is well networked with the Germanophone (and European) media community and will be involved in the development of the practical training part of other, university or polytechnic-based initiatives.

The training place for French-speaking journalists is the Centre romand de formation des journalistes (CRFJ) in Lausanne. In total 70

students are admitted annually to a nine-week programme, divided over three groups which start in January, April and August. These courses cover journalistic principles, media characteristics, the local, national and economic desk and brief orientations into European and other specialised desks. Lecturers to a large extent come from the profession. On top of this basic course the CRFJ runs a small number (8 - 12) of seminars and workshops, currently with some emphasis on Internet skills, a modest bridge to the multimedia reality. There are no possibilities for conferences on professional issues.

The Italian-speaking part (only 8 per cent of the population) has no further training outlet of its own. Courses are taught on an ad hoc basis from the Bologna-based school of journalism.

The newspaper employers have a specialised further training centre, the 'Medieninstitut', located in Zurich. The Medieninstitut is a department of the 'Schweizer Presse', the Swiss publishers association. It operates in close co-operation with other further training outlets, such as the SAWI (PR and advertisement) and MAZ. An important part of the work is the six-month basic course in publishing techniques, marketing, and media research. On top of that, a number of shorter seminars and workshops run on issues

such as e-commerce, sales techniques, presentation skills and leadership models. The institute also organises state-of-play conference days for media employers.

The further training outlets have an institutionalised link with the professional organisations (employer organisations, labour unions), who have taken responsibility for its creation and government. Local authorities support financially. For the Lausanne centre there is an 'accord paritaire' in place, an agreement for a levy out of which further training activities are financed. Similar support measures exist for the MAZ, but there are also course fees to cover the costs.

The professional bodies are not strongly involved in the day-to-day management of the institutes, and in general, except for individual cases, demonstrate little involvement in the promotion of professional training. A new impulse could come from a recently created professional body called 'Comedia', uniting professionals from the media but also from other creative and communication jobs. This organisation promises to become a more proactive partner, also in training issues.

Other courses

The above mentioned training facilities focus on the transfer of traditional core competencies of working journalists. There are also a limited number of initiatives that cater for specialised functions.

Located at St Gallen University is the Institute for Media and Communication Management. The project was recently (1998) established with financial support of the Bertelsmann Foundation and the Heinz-Nixdorf Foundation. Its mandate is to train and prepare the future media leadership, with special attention for the Germanophone market, but with a clear international outlook. Activities entail the analysis and development of new media technologies and information transaction systems, and in the future various degree programmes in the field of media economics, e-commerce and computational media.

With an even stronger emphasis on multimedia, a regional print and newspaper company in Brienz evolved into a multifunctional information warehouse, with in addition to the newspaper a software development house, a design unit and the 'Mountain Multi Media' (MMM) training and meeting centre. The MMM claims to be the first specialised training outlet for new media

applications. Business partners are predominantly from the hard- and software sector (Apple, Canon, Sony, Siemens). Course topics include project management, web building, HTML principles, webdesign, PhotoShop training modules etc. A Master in multimedia, taught in 36 course days spread over several months, includes many of these subjects but in a logical flow model. There are ample options for company-specific arrangements.

A place in the category of new and unconventional educational approaches is reserved for the Swiss public relations institute (Master of public relations), located at the University of Lugano. A strong emphasis on multimedia and an inclusive attitude towards professional media competencies (journalistic, technical, commercial) will make this programme a source of innovation in the Swiss media training landscape.

A last course option to be mentioned in this context is of a completely different nature. The training branch of the supermarket chain MIGROS offers popular evening / weekend classes in elementary writing skills and journalistic techniques. These courses are for many Swiss a first introduction to the media world; successful participants take up volunteer or part-time

correspondent posts at the local media, which often is a first step to a career in journalism.

In-house training options

The Swiss newspaper industry traditionally knows in-house training options. Widespread is the learning-on-the-job practice, often supported with ad hoc training elements. Well developed and reputed is the Ringier Journalistenschule, and also the Tages Anzeiger is in the process of establishing an in-house training strand.

Swiss radio and television has a sophisticated system of in-house training. A recent revamp of the curriculum and set-up led to a situation in which training priorities and facilities are fine-tuned in close connection with the actual broadcasting departments. Head of units, but also individual journalists and technicians are encouraged to submit training requests and suggestions. Further training packages will be based on this demand.

The training unit of the human resources department of Swiss radio and television offers a 40-days basic course (video principles, both technical and editorial, genres, reporting modes, production systems, interviewing, speaking for broadcasting etc.). On top of that, a wide range

of further training seminars and workshops is available. This list is updated regularly.

Preparation for leadership roles is a special section of the programme. Some educational offers are worked out together with other training institutes such as the MAZ.

The package is not surprisingly close to the present working practice, and for that reason doesn't give much opportunity for innovative set-ups or multimedia experiments. Incentives for new approaches must come from individual participants within the given course frame.

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