

TRENDS IN JOURNALISTS' TRAINING:

In the Spanish and Portuguese language environments in the 21st century

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ABSTRACT

The experience gained during the last decades by the studies of Communication in the English-, Spanish- and Portuguese-speaking universities has had three clear consequences: a progressive incorporation of these studies by most of the higher education centers of the main countries in the world, with different programs and through very different routes; an increase in the number of research works in this sector; and an increasing interest in adapting the training to the new profiles that have appeared in the different media. The efforts made in these years in Brazil, Spain and Portugal in this field show, as we will try to present in this work resulting from a comparative study of the three cases with emphasis on the last ten years, some differences, several coincidences and a shared objective: initiatives to improve the training plans with higher quality projects..

Key-Words: trends, training plans, journalists, Spanish- and Portuguese-speaking universities.

INTRODUCTION

Journalists' training in the 21st century is a matter that is the responsibility, above all, of the Universities. Apart from the chosen way, there is in the overall sector of Communication and in important sub-sectors, the quite widespread conviction that professional journalists need at least a university degree or its equivalent in order to practice their profession. During recent years there has been an advance in this direction, with an important moral boost in the European area in 1993, when the Parliamentary Assembly of the Council of Europe passed the European Deontological Code of the Journalistic Profession, in which article 31 states: "given the complexity of the informative process, based more and more on the use of new technologies, speed and summarization, adequate professional training of journalists must be required".

A fast x-ray of the current scene shows us that journalism training is present in the universities of the United States, Latin America and the European Union, just mentioning three important areas of contemporary societies¹. During these last decades the Communication Sciences have won a place in the field of the Social Sciences and they have shown good performance when faced with some of the main challenges which have arisen after the appearance of the Internet. In accordance with the countries and the traditions, there are three trends² that coexist: one that evolves hand-in-hand with Communication Sociology, Political Communication, Semiotics and the Theory of Communication – it is the dominant one in many European universities; a second with a more practical aspect, inspired by the model of lots of American centers, with a greater training load and aiming at professional activity; and a third seeking a balance between the two – several of the new Spanish centers created at the end of the 1980s and at the beginning of the 1990s, including the Communication Sciences Faculty of the University of Santiago de Compostela.

The debate over the model to follow has been very present in all the center in the last updating of the curricula, in which subjects dealing with journalism on the Internet and some of the most recent trends recorded in the sector, above all dealing with abilities and multimedia competencies³, have been included. Now, in the last years of the first decade of the third millennium, these discussions about the models and the presence of current technologies have been reopened in the countries of the European Union because of the objective agreed upon by the universities of adapting their teaching to what is known as the Bologna⁴ model. For five years, in the main countries of the European Union there has been discussion, with more or less emphasis, on this new project that seeks unification of some aspects of the different countries.

While this has been happening in the European Union, the Americans have been continuing with their professional model, with short degree courses that add new specialties and reinforce research strategies in some fields, and the Latin Americans have been bringing up-to-date their plans and reflecting on their model. Some countries, such as Brazil, have already the project in order to try out a model that includes an undergraduate stage of three years and a specialization stage of two years, at the same time that they continue with the current system. There are, therefore, debates that show the different geographic regions' concerns in common with outlining more efficient models for the training of journalists, and that allow listening to some background echos about

the three models we have referred to.

Revision in phase of changes

The process of approval of the Communication curricula in the European universities takes place at a moment of great changes in the sector, with the appearance of new professional assignments and renewed content production systems. In the case of journalists, the important changes that have taken place in the overall sector of Communication in the last twenty years have not only forced journalists “to bring themselves up-to-date” to work with the tools of the present generation, but they have defined renewed professional profiles. The birth of new media, with the Internet as paradigm of “total” communication, has led to the need for experimenting with languages, formats... Journalists, mainly those that have decided on continuous training for acquisition of the knowledge necessary for their work in the so-called Information and Knowledge Society, have had to go into digitalization, into the secrets of computer science programming, into interactivity, the keys of multimedia... It was in this way that an important number of journalists has conquered positions in a field initially reserved for technologists. Their choice has marked the beginning of a trend in training with new profiles, to which the Communication Sciences Faculties and in continuous education will contribute as the two main instruments for the successful meeting of the future challenges.

After the changes made in the curricula during the last years, as we have mentioned, a new stage has been opened involving the updating of the programs within the framework of the European Union. The Spanish Communication Sciences Faculties, most of them with their plans in a drafting and approval phase at the moment, are trying to meet the new challenge with an offer of quality that takes into account the new professional profiles and the demands of the market without forgetting the objective of the University: training professionals who are able to think, who know and understand the functioning of society, who know to do research and who are trained to work in the society in which they live.

Glances at the past in Europe

Nobody, or almost nobody, doubts that the social and technological transformations of the last quarter of century have created a favorable framework for turning numerous jobs into specialized professions, most of which have found a place in the University, that needed to open itself

up to society and to be more in contact with the trends of civil society. This is, at least, what has happened in Spain which in the 1970s took journalism to the University, it having been limited until then to medium-level schools – three-year degrees.

Yet, the concern regarding journalists' training was born long before the creation of the schools mentioned. The Spanish case is a good example. It was the journalist and professor Fernando Araujo who, in 1887, opened in Salamanca a private journalism course. He was then a pioneer since in Europe, only in Germany, in 1690, Tobías Peucer had prepared a thesis and had given several lectures on journalists' training. This pioneer of academic research on journalism did not have many followers; this is the reason why the interest of the academy in communication and the training of future journalists did not become general. In spite of these initiatives, in Spain there was no journalism school until 1926. It was born with the Catholic newspaper "El Debate", of Madrid, that promoted intensive courses by the Galician priest Manuel Graña, trained in the United States in journalistic matters. From that moment on, the training of journalists found a new path.

The Latin American contribution

The analysis of the evolution of the studies in Latin America turns out vital to understand from Europe other contributions from its own experiences, apart from the models in which they were inspired or that tried to establish with own hallmark. In this sense it is necessary to take Argentina as the starting point, since it was in this country where, at the beginning of the 20th century, the two first schools of journalism were founded, and where in 1940 the National University of La Plata incorporated these studies to create the School of Journalism. And in the same way, we must place a focal point in Brazil, since at the same time as Argentina the Brazilians established official training for journalists. Thus, in the Philosophy and Literature Faculty of the University of Rio de Janeiro, journalism courses were taught during a short period of time, until 1939 when this faculty was abolished, and later in 1943, in the University of Brazil, located in Rio de Janeiro, journalism courses were offered. It was in 1947 when the first official course offering a journalism degree in Brazil was established by the Cásper Líbero Foundation, and this was followed in 1948 by another one at the National Faculty of Philosophy of the University of Brazil - today the Federal University of Rio de Janeiro, as Eduardo Meditsch explains in several of his works on the studies of journalism in Brazil. Other schools date also from the

beginning of the 1940s. This is the case of Cuba, which founded one in 1942; of Mexico, which incorporated one in 1943; of Ecuador and Peru, in 1945; Venezuela, in 1947; Colombia, in 1949; Guatemala, in 1952; Chile and the Dominican Republic, in 1953; El Salvador, in 1954; Nicaragua, in 1960; Panama, in 1961; Paraguay, in 1965, and Bolivia and Costa Rica, in 1968⁵. There was therefore an early concern about these questions regarding the training of communicators, who means that today there are experiences over a period of time which in many countries goes back fifty years or more and that have forced constant reflections to face the new challenges.

Another aspect that is important to remember is the spectacular growth of the studies of communication in Latin America in the last twenty years. The data of the Latin American Federation of Social Communication Faculties, the organization of a nongovernmental character that groups many of them, are revealing: more than two hundred faculties in twenty-three countries are part of the organization⁶. And to them it is necessary to add dozens of faculties integrated into FELAFACS, an organization created in 1981 in order to contribute to the development of the education and the professional practice of communication in its diverse areas and recognized by the UNESCO since 1987.

From the review that several authors have made on the evolution of these plans in recent years, impacts of the schools similar to those which I have pointed out for Spain are deduced - two basic ones and a third one emergent and in a phase of consolidation, with models paying different levels of attention to theoretical content and professional practice. In order to explain this position, I will also apply to the Latin American case the three models indicated by the Chilean professor and journalist Héctor Vera and applied to the case of Peru by the Peruvian professor and journalist Juan Gargurevich, who differentiates between cultural, professional and communicational models. The humanist or cultural model considers that the best communicator is the most cultured one, which is the reason why it focuses on social and human sciences courses; on the other hand, the professional practice model puts the accent on aspects of practice, in harmony with the recommendations of the Inter-American Press Society, while the communicational model sees the media as one of the variants of communication, with the aim of training professionals prepared in its diverse aspects and then to concentrate efforts on a specific specialty⁷.

Some experiences of reference in the digital area

We can glimpse the future, above all, with the analysis of some

interesting contributions by Latin American and European centers. Some centers, in addition to the evaluations of their degrees, have done analyses through research groups, with the consequent publication of scientific articles, which allows us to have diverse points of view to learn about the past experiences. In the texts that I could review⁸ there are coincidences in the concern about the development of what is established in the curricula, the teaching quality and research controls, the incorporation of new subjects that conform to the characteristics of the current media map and the complexity of the information and knowledge society, the relation with industry without depending on the latter, thematic specialization itineraries or courses according to the media, and participation in international networks in order to exchange experiences.

The results of the first steps of digital journalism training are very present in most of the reflections of Spaniards and Latin Americans from the academic world. It is important to remember that in 2000, Professor Ramon Salaverría explained publicly⁹ his criteria for the training of journalists on the Internet. At that moment, the professor of the University of Navarre declared that the training plans needed to be directed toward guaranteeing the preparation of journalists who understood the digital technologies as inherent tools for any journalistic activity. His voice joined that of Javier Diaz Noci¹⁰, in several books and conferences, or of representatives of the Communication Sciences Faculty of the University of Santiago de Compostela, among others.

Some Latin American voices have also paid attention from the beginning to the training of journalists for the digital era. In this sense, without any doubt one of the main contributions, after research and reflection, has been formulated by Elías Machado and Marcos Palacios¹¹, who supported with data from the beginning of the new decade the idea that the teaching of journalism in the networks is a necessity after the consolidation of this new form of journalism. They emphasized specific methodologies and the linking of research and education. For them, the technological basis underlying the media in the networks highlights the vocation for applied research and technological innovation, almost nonexistent until that moment.

These postulates regarding the necessity to revitalize and, to some extent, reinvent journalism education are quite coincident with those advanced by Martial Murciano¹² in Spain, Marques de Melo¹³ in Brazil, and Jorge Pedro Sousa in Portugal¹⁴, to mention some of the authors who have written more texts on these matters.

Challenges for the new era

The computerization of newspaper offices and the incorporation of digital technology have revealed the beginning of a new era for the media. Now, with the convergence of telecommunications, computer science and content, nobody doubts that we are facing a new scene where the old paradigms are ineffective and where citizens seem to be willing to demand more from the social mediators. From the beginning, Communication studies have experienced important changes in the curricula that show the tension between the search for increasing support in the scientific aspect, disciplinary autonomy, professional specificity and contextualization in the socio-cultural and historical-political processes¹⁵. And now in the third millennium, maintaining this general approach, different centers concerned about quality agree on the timeliness of indicating that it is necessary to jump ahead to face the challenges of the digital era.

As a first answer to the new challenges, I have already explained that the communication faculties have had, in the last two decades, to update their plans, and they have done it according to the demands of the market and the requirements for good training to overcome the present and future challenges. A large part of the changes in the curricula have been based on effectiveness criteria, in harmony with what is happening in the overall sector of communication and facing the challenges of Communication Sciences in the current scientific panorama. Thus it has been in Portugal, Spain and Brazil, although it is true that in each case singularities according to the existing tradition in each country have been maintained¹⁶.

In fact, most of the centers for training communicators in Portugal, Spain and Brazil have made efforts to maintain an approach to the reality of the sector and to give solutions to the new necessities for training of the students. The result has been the maintenance of subjects of other scientific areas - sociology, philology, history, economy - but the presence of specific content of communication, both theoretical and practical, has been reinforced. It was a path opened with quite good results, taking into account the evaluation of the different social actors and the reports by the external experts who have had to evaluate the degrees in recent years.

This phase of incorporation of subjects related to the Internet and the new media, as well as a review of the relations with the mass media and with active sectors of civil society, is a constant, with greater or lesser intensity, in the Portuguese-speaking areas - mainly in Brazil and Portugal - and the Hispanic areas - Argentina, Colombia, Spain, Mexico

and Venezuela. There are important differences in each country that do not constitute the main subject of this analysis¹⁷, but the educational authorities share in all cases, at least formally, a concern for knowing results about the different models in order to try to advance with proposals that guarantee the path to academic excellence, an objective that cannot be set aside by an up-to-date and enterprising university.

Now, with the elevation of the Communication Sciences to their place in the University and the definition of the framework for the main models of the curricula, many centers in the above mentioned countries - especially the Spanish ones - suggest that this is perhaps the moment to increase the debate in the different areas of society other than the communication area on the necessary updating of the curricula to include all the areas of the communication world and the academic world, a position supported by the Conference of Deans of the Communication Faculties of Spain.

The answer of Spain and Portugal

The renewal of the curricula in the universities of Spain and Portugal that teach journalism studies has been marked, in this first decade of the new millennium, by the plans started up in both countries for the adaptation of the university model to the European system of higher education. From the beginning of the century, in both countries there have been debates about what the new model implied and about the variants that could be introduced in it. However, the rhythms were not coincident and, in the end, some Portuguese centers speeded up the implantation of the new plans and began their application, with three years of training to obtain an undergraduate degree with a total of 180 credits, whereas Spain, more slowly, is only now approving the plans that establish four-year undergraduate degrees with 240 credits that will go into effect in the next academic year.

In the debates that took place in Portugal there was a tendency to maintain the specificities of journalism, as university undergraduate degree, and to advocate curricula that combine theory and practice. Some centers, such as the private Fernando Pessoa, established the model soon and began to show the way. It was the beginning of a new stage which, starting from the experiences accumulated in recent years, with very competitive centers - as is the case of the universities of Braga, Coimbra, Lisbon, Beira Interior and Aveiro, to mention some of the public ones, shows the firm will to face the present challenges. That is to say, in the subjects of the new programs the cross-curricular contents of

the changes in the overall sector were included and new subjects were also included, seeking the greatest possible harmony with the sector, especially with the research fields in which advances have been made in recent years.

A similar line is being followed in Spain, where the conference of faculty deans prepared a base document, as we have mentioned, and from that moment each university began its work to attain the objectives of the so-called European model. Some centers that already approved their curricula before June, 2008, as is the case of the Carlos III University, also advocate a harmonic coexistence between practical and theoretical content, with mechanisms of interrelation between both of them, the establishment of practice laboratories and with research proposals closely related to the main aspects of the curriculum. This represents, therefore, a continuity of the steps followed in recent years, with a tendency to consolidate that third model of which we have spoken, with a balance between theory and practice, but without being trapped by the interests of the main companies in the sector.

The answer in Brazil

The role of Brazil in the field of Communication in the 21st century is especially excellent not only because of the number of universities that teach these studies, but also due to the quality of the research works performed in recent years by some of its most qualified professors. The data show that at the end of 2007, in Brazil there were more than six hundred Communication courses, a large part with training in journalism, with thirty post-graduate programs (masters and PhD degrees) in the area of Communication¹⁸. And, in this framework, journalism studies are evolving towards a greater specialization, with offers of masters and PhD degrees in journalism approved by CAPES, the agency of the Ministry of Education that evaluates post-graduate programs.

In fact, in August 2007 the Federal University of Santa Catarina began the course that was announced as the first one in Brazil offering a specific master in journalism degree, coordinated by Professor Eduardo Meditsch. Thus continuity was given to the line of masters and PhD degrees initiated in the 1980s by the University of San Paulo under the direction of Professor Jose Marques de Melo, that soon, in subsequent internal reforms, lost weight, and to the masters and PhD degree in Communication, with a line of research called "Journalism and Society", offered by the University of Brasilia. Thus, after different phases and successive debates, in Brazil in recent years the lines of linkage to

the professional scene were renewed, with the obligation that all the universities with communication studies have laboratories available to teach the practical aspects. That important change took place with the minimum curriculum of 1984, which increased the duration of the courses from three to four years and established a minimum of 2,700 hours of study for their conclusion¹⁹.

Since the 1990s, Brazil has seen increasing importance given to the studies of Communication and a greater concern for the quality of this teaching, as well as a trend to the increase in post-graduate programs and journalism studies in these programs, at the same time that in the universities more and more importance has been given to the subject "Theories of Journalism"²⁰. This led to the present situation, in which several universities are already working with more intensity in the field of the journalism and exploring routes for specific training, always within the framework of the Brazilian regulations applying to higher education. These campaigns for specific training have been a constant demand made lately by the National Federation of Journalists and by several people in charge of professional organizations, who have advocated specific higher education courses in journalism as the necessary condition for improving the quality of journalism²¹.

The routes for collaboration that are opening

In the panorama seen from the perspective of recent years that we have described for Brazil, Spain and Portugal, there are some coincidences and some important differences, in evolution as well as in the present situation. In the three countries there is a long tradition of Communication studies in the University - always more than two decades - with attention to the training of journalists, with more or less specific programs, and important contributions to the field of scientific research, with studies on the media system, the journalistic discourse of the media in each country, journalistic debates about the impact on the users with the reception of the messages disseminated, among other questions. We find then a solid base for facing challenges, being fully aware of them, with very diverse experiences gained in recent years.

This good base for collaboration should not prevent us from being aware of the important differences, both between Spain and Portugal - although both adopt the Bologna model, Spain is beginning to offer undergraduate degrees of four years and Portugal is already teaching three-year degree courses - as well as with Brazil, where the studies of

Communication predominate, with specialization in Journalism, and where post-graduate programs in journalism are now appearing again. In Brazil, journalism students maintain throughout their academic stage a constant contact with specific subjects of journalism, contrary to what occurs in other South American countries such as Argentina, where the student pursues three years of studies in communication and then specializes in journalism in a last academic year. This represents a path that increases the routes of approach to the Spanish and Portuguese models, although maintaining the specificities of the Brazilian model, which has shown strengths both in the educational field - the number and quality of federal universities - and the capability for production of scientific research in Communication and specifically in Journalism.

The best collaboration has, therefore, to seek routes for dialogue, to know better the models that are applied in Brazil, Spain and Portugal, especially at those centers that evaluate their degrees, that are subject to national and international external controls and that attain a level of excellence. There is no doubt that there are interesting contributions on both sides of the ocean to the updating processes which are approaching, since the curricula have a basic skeleton, basic and compulsory subjects that will hardly change, and with optional subjects that will need constant changes, according to the trends and the innovations that will take place. In addition to the updating of cross-curricular content in the basic and compulsory subjects, the new professional profiles and the renewed routes of specialization – both thematic, and of products and tools applied to the journalistic field - will lead to this constant updating, assumed by the three countries' planners²². In the case of Brazil, the universities – both the federal, state, local and private ones - have enough autonomy for those precise changes of subjects in programs – they only need the approval of bodies of each federal university - while in Portugal and Spain it will also depend on the rhythms that establish the universities, based on the results obtained and on the evaluations they are subjected to.

The model of Brazil, based now on four years of undergraduate studies, two years of study for master degrees and from three to four years for doctorates, has offered solid results. However, judging from recent initiatives of the federal authorities dealing with education, it will be complemented with a new option, which experimentally and in parallel, will begin to be taught as an attempt to try out other formulas. It is an interdisciplinary undergraduate course of four years, in which the student will be able to choose from a wide range of possibilities.. Next, the student can take a specialization course, with a profile very

focused on the professional market and with very practical training, or a master course, less oriented toward professional activity and more as an opening to the world of the PhD degree and research.

This model, very open and without a clear direction for solid training of journalists, since it will predictably allow students to choose very different subjects and without the previous existence of coherent itineraries –at least in June 2008 they were not yet established - is a mystery. For this reason we cannot establish a comparison with the models in effect in Portugal and Spain, and we can only point out its future existence. It is, in addition, a proposal that provokes much distrust and rejection, mainly because of the loss of specificity that will occur in communication studies, which, in any event, presupposes a move backward from the conquests made in the last thirty years, to the extent that it represents a threat to the quality of professional training in journalism²³. It is, therefore, part of the reflection and debate process on the studies of journalism in Brazil, with a liberalization in the field of Education after the election of President Luiz Inácio Lula da Silva that surprised the organizations in the journalism area - organizations made up of researchers, journalists and professors²⁴.

Conclusion

The studies of Communication in Brazil, Spain and Portugal are assuming more and more importance. In recent years, in the three countries both the number of degrees, registered students and the scientific production in this area have experienced a growth that can be described as very remarkable²⁵. To that constant growth, which still continues at the present time, it seems necessary to add a dose of reflection on the characteristics of the training that is offered, to try to establish improvement plans. This is what the main universities – in numbers of professors and students as well as in scientific production - of the three countries advocate: the pursuit of excellence and a move towards an introduction of mechanisms that assure higher quality.

Some reflections to improve the quality have taken place in the three countries, happening at the same time as the previous phase involving the introduction of the Bologna model in Spain²⁶ and Portugal²⁷, and in the case of Brazil²⁸ resulting from the initiatives for specific journalism training and the implementation of postgraduate courses and the offering of PhD degrees in journalism. It was a good prologue for a debate that must have continuity because the answer to the challenges, regardless of the option chosen by each country and each university, is not definitive

and will have to be brought up-to-date in accordance with the changes in the sector and the new necessities arising constantly in the respective societies.

In the search for contributions, which should come from all the areas of society, all the members of the current centers must have an important role, including the educational authorities, the external evaluation reports, the main social actors and the academic and research networks created in recent years. The routes of collaboration opened among Brazil, Spain and Portugal have not only led to better mutual knowledge, but they have contributed to promoting reflections, to analyzing routes for a better approach among the respective curricula without any loss of personality by those existing in each country, and to satisfying the existing demands and traditions in this political and social sphere. This is therefore the time also to optimize these experiences for the future improvement of journalists' training plans on both sides of the ocean. And, in this paper, without a doubt the experience of Galicia in the matter of the training of communicators can play an important role because of its participation in the Portuguese-speaking and Spanish-speaking worlds, both in the training aspect and in the organizations of education professionals and researchers²⁹.

The data show that the current plans for training of journalists in Brazil, Spain and Portugal have many coincidences notwithstanding the diversity of models and the mosaic of cases that represents the map of universities with Communication courses in each one of the three countries analyzed. There are basic subjects that are contained in all the plans; there are systems of relation between theory and practice that appear in most of the curricula; there are projects for ongoing studies in the programs of the three countries and there are concerns shared by the people in charge of the centers in the three countries, especially with regard to seeking a better quality of teaching and to the organization of constant updating systems for the programs.

The last updating has been marked to a large extent by digitalization, the Internet and the new forms of communication. But they are not the only changes and the high-priority objective must continue to be improvement in the quality of the teaching and the research. And this is a challenge shared by all the many universities in the three countries that strive for excellence, judging from the results of research works published in recent years in the scientific journals on the training of journalists.. The strong identity of journalism as an area of knowledge, recognized by the general lines of the curricula in Brazil, Spain and Portugal, as well as

by most of the Latin American universities and by those of many of the other European countries, is the main reason that justifies interchanges and coordinated initiatives to improve the training plans and improve the quality of journalism teaching.

The second main path for collaboration involves the design and follow-up of the PhD degree programs, which in Spain and Portugal are being designed according to the European Model of Higher Education. These programs try to give continuity to the specific lines of Journalism, Publicity and Audio-visual Communication that have been distributed in recent years among the universities of both countries. In both of them there are specific journalism programs that promote lines of research in the journalistic field, in which Brazil also wants to initiate new projects with the creation of the first specific PhD degree in Journalism³⁰.

The challenge is perfectly stated by the veteran prestigious Brazilian researcher in Journalism, Marques de Melo³¹, when he says: "The question involves fulfilling the expectations of Brazilian society, when entering the digital era, demanding competent professionals for the media industries. This is the battle that we have to engage in, as educators, in this beginning of a new century"³². What Marques de Melo points out for Brazil can be extended to Portugal, Spain and the whole European Union. It is then a shared objective and for its attainment we can articulate joint initiatives that will benefit the European and American societies. And Brazil, Spain and Portugal have experiences and debates that must be coordinated in order for this shared challenge to met successfully.

| NOTES

- 1 The work by Romy Frölich and Christina Holtz-Bacha entitled *Journalism education in Europe and North America. An international comparison*, which offers an overall view of the state of journalism teaching, is of great interest.
- 2 Most authors pay special attention to the first two, and they act correctly because they are the ones that are more defined and that have a bigger tradition in academic practice. Professor Javier Díaz Noci has also reminded us of the basis of these two main schools in a recent article published in number 104 (year X Vol. 4, of June 2008) of *Sala de Prensa* (www.saladeprensa.org), entitled "Hipertexto y redacción periodística:

¿un nuevo campo de investigación?” This work was consulted on June 22nd.

- 3 Some of these changes and of the new competences and abilities required to deal with them have been included by Gabriel Galdón in the book entitled *La enseñanza del periodismo. Una propuesta de futuro*.
- 4 The document known as the Bologna Declaration was a joint text by the European Ministers of Education about the European Area of Higher Education, dated June 19, 1999, which developed the approaches of a previous Sorbonne Declaration of May 25, 1998, that had underlined the central role of the universities in the European dimension. The Bologna Declaration established the objectives that the ministers considered more relevant for the establishment of the European area of higher education and for the worldwide promotion of the European system of higher education. It established a common framework and the basis for promoting teachers´ and students´ mobility. The document can be consulted at the following website: <http://universidades.universia.es/fuentes-info/documentos/bolonia.htm>. This work was consulted on June 21, 2008.
- 5 The data about the first school of journalism in Latin America are taken from the interesting work by the Red ICOD and entitled “*Comunicación digital. Competencias profesionales y desafíos académicos*”. In its English version, the title is: “Digital Communication. Professional skills and academic challenges”. It can be consulted at the website: <http://www.icod.ubi.pt/home.html>. The data about the creation of the first journalism courses in Brazil in 1947 can be consulted in the article by Eduardo Meditsch entitled “*A qualidade do ensino na perspectiva do jornalismo: dos anos 1980 ao início do novo século*”, published in the collective book “*Ensino de Comunicação*”, by Intercom and ECA-USP in 2007.
- 6 The data are included in the website of FELAFACS (<http://www.felafacs.org>), consulted on June 6, 2008 for this work.
- 7 Héctor Vera published an article in number 51 of the journal *Diálogos de la Comunicación* (“Calidad de la información y modelo educativo”, 1998, pages 79-22) in which he established these criteria, later applied by other authors, such as Juan Gargurevich to the case of Peru in an article published in number 30 of *Sala de Prensa* (“Qué periodismo y cómo enseñarlo”, April 2001). The article by Gargurevich can be consulted online at the following web site: <http://www.saladeprensa.org/art214.htm>. The consultation for this work took place on June 6, 2008.

- 8 Some of the articles have been published in recent years in journals such as *Zer*, *Estudios del Mensaje Periodístico*, *Ámbitos*, *Revista Latina de Comunicación Social*, *Chasqui*, *Diálogos de la Comunicación*, and *Comunicação e Sociedade*, among others, as well as in papers presented to congresses of scientific meetings, published later in chapters of books and of which Ramón Salaverría, Elías Machado, Jorge Pedro Sousa, Marques de Melo, Marcos Palacios, Manuel Pinto, Emilio Prado and Marcial Murciano, among others, are the authors. Also of great interest for this field is the work of Santiago Tejedor entitled *La enseñanza del ciberperiodismo. De la alfabetización digital a la alfabetización ciberperiodística*, which studies the teaching of cyber-journalism in the curricula of the Journalism Faculties of Spain and in which he carries out an analysis of the current situation of the subject as well as the points that must be strengthened in its practice.

- 9 Ramón Salaverría took part in the I Congreso Nacional de Periodismo Digital, held on January 14th and 15th in Huesca, with a paper entitled "Criterios para la formación de periodistas en la era digital". It is possible to access the text on the Internet at the following website: <http://www.unav.es/fcom/mmlab/mmlab/investig/crite.htm>. It was consulted for this work on June 8th.

- 10 Javier Díaz Noci, after publishing several books about journalism on the Internet with Koldo Meso, in which both authors analyze the evolution of cyber-journalism in its aspects, took part in several congresses to support the training of digital journalists. As an example, we can bear in mind that in 2002, in the II Jornadas de Periodismo Digital, at Cardenal Herrera University in Valencia, he took part to explain the presence of journalism studies in the University and the challenges that should be faced in this field. Some information about this speech and the conference can be seen on the website: http://www.universia.es/html_estatico/portada/actualidad/noticia_actualidad/param/noticia/dgaeb.html. It was consulted for this work on June 20th. The text of the speech by Javier Díaz Noci is on his personal page, in the conferences section, at the following website: <http://www.ehu.es/diaz-noci/Conf/0.htm>.

- 11 Both authors have prepared a text about the experience of the FACOM-UFBA (1995-2005) in the teaching of digital journalism which they presented to the V Congreso Iberoamericano de Periodismo en Internet, held on November 24 and 25, 2004 in Salvador, State of Bahia, Brazil. The whole text can be consulted at the following website: http://www.periodistaseninternet.org/docto_congresos-antiores/VcongresoBrasil/AIAP%202004%20Elias%20Machado_Marcos%20Palacios.pdf. It was

consulted for this work on June 7, 2008.

- 12 Marcial Murciano, former dean of the Communication Sciences Faculty of the Autonomous University of Barcelona and first president of the Conference of Deans of the Spanish Communication Sciences Faculties, directed the report prepared by the above-mentioned Conference of Deans for ANECA about undergraduate degrees in communication – the document can be consulted at the following website: <http://ccc-web.uab.es/pr.aneca.comunicacion/documentos.htm> - and he took part in several forums to set out the basic criteria for the training of journalists in Spain. One of the forums was the XII Encuentro Latinoamericano de Facultades de Comunicación Social, held in Bogotá on September 25-28, 2006. It was consulted for this work on June 19th.
- 13 José Marques de Melo published an article on the challenges of the training of journalists in 2007 which was entitled “Reinventar o ensino de jornalismo: desafio inadiável no alvorecer do século XXI”, and which appeared in the journal *Libero de Sao Paulo*, in its tenth volume, number 19, of June 2007 (pages 9-15).
- 14 The International Conferences on Journalism that have been organized in recent years with a yearly character by this professor at Fernando Pessoa University always analyze aspects of the challenges of current journalism and questions dealing with the training of future information professionals. Moreover, Jorge Pedro Sousa, in 2004, at the II Encontros Luso-Galegos de Comunicação e Cultura, in the round table dealing with “Desafios da comunicação na actualidade”, made clear the need for changing the journalists’ training plans.
- 15 This statement is included in the research carried out by the Red ICOD entitled “*Comunicación digital. Competencias profesionales y desafíos académicos*”. In its English version, the title is: “Digital Communication. Professional skills and academic challenges”. It can be consulted at the following website: <http://www.icod.ubi.pt/home.html>. It was consulted for this work on June 19th.
- 16 I mean a greater or lesser presence of practical subjects – all of them have included practical training; a greater or lesser link with the Humanities or with the Social Sciences – all of them have subjects of Humanities and Social Sciences; a greater or lesser presence of foreign languages – the English language has been included in almost all of them; and the naming of the subjects –it is in this aspect that there is more variety.
- 17 The data analyzed previously to the writing of this work dealt with the

evolution of the study plans in Brazil, Spain and Portugal from 1995 until June 2008. In the Spanish case, the report prepared by the Conference of Deans of Communication for the ANECA has been followed, while for Portugal and for Brazil academic articles and official information provided by the Portuguese and Brazilian Education authorities were reviewed.

- 18 The data have their origin in the monitoring carried out by the professor Eduardo Meditsch, of the Federal University of Santa Catarina, and that were provided in an interview granted to the Federación Nacional de Jornalistas (FENAJ) and broadcasted in his web page. The interview can be consulted in the following web page: <http://www.fenaj.org.br/materia.php?id=1739>. Eduardo Meditsch himself, with data of the Ministry of Education, remembers that the number of courses in Communication in Brazil increased from 126 to 839 in ten years, in the period between 1995 and 2005. The specific reference can be found in the article by Eduardo Meditsch about “*A qualidade do ensino na perspectiva do jornalismo: dos anos 1980 ao início do novo século*”, published in the collective book “*Ensino de Comunicação*”, published by Intercom and ECA-USP in 2007. The interview of Eduardo Meditsch was consulted for this work on June, 19th.
- 19 The data are taken from the work done by Eduardo Meditsch about “*A qualidade do ensino na perspectiva do jornalismo: dos anos 1980 ao início do novo século*”, published in the monograph edited by the INTERCOM about *Ensino de Comunicação*.
- 20 Several studies carried out confirm this tendency. Specifically, I am going to mention the one by Manuel Luis Petrik and Jacques A. Wainberg, who published a work about “*O Estado da arte da pesquisa em jornalismo no Brasil: 1983-1997*”, in which they warned about the increasing importance of this subject and of the post-graduate studies in communication. The work, published in the number 11, of December, 1999, of the journal *Famecos*, of Porto Alegre, can be consulted in the following web page: <http://www.pucrs.br/famecos/pos/revfamecos/11/jacques.pdf>.
- 21 One of the most clear defences that I have listened to during June, date of my stay at the Federal University of Bahía, was the one of the recently elected president of the Fórum Nacional de Professores de Jornalismo, Edson Luiz Spenthof, journalist and ex president of the Sindicato dos Jornalistas de Goiás. His arguments were exposed in the interviews of the FENAJ and they can be consulted in the following web page: <http://www.fenaj.org.br/>. It was consulted for this work on June 9th.
- 22 Both the authorities of the Ministry of Education of Brazil, through

Capes -<http://portal.mec.gov.br/>- and the projects of the responsible for the Ministry of Science and Innovation -<http://www.micinn.es/>- or the plans of the Agencia Nacional de Evaluación de la Calidad y Acreditación, in Spain-<http://www.aneca.es/quees/queesplan07.asp>-, or of the Portuguese authorities of the Ministerio de Ciencia, Tecnología y Enseñanza Superior -http://www.portugal.gov.pt/Portal/PT/Governos/Governos_Constitucionais/GC17/Ministerios/MCTES/ or the organization which is more directly involved, the Direccção General de Enseñanza Superior, which has the following web page:

<http://www.dges.mctes.pt/DGES/pt>, particularly in:

<http://www.dges.mctes.pt/DGES/pt/OfertaFormativa/CursosConferentesDeGrau/>- work with the perspective of undertaking the necessary reviews, without too many changes, but without allowing that the plans become static programmes and scarcely adapted to the current reality of the world of the Communication and Journalism. They were consulted for this work on June, 9th.

- 23 The Encontro Anual do Fórum de Professores, that took place on 2006 in Campos dos Goytacazes, required the immediate interruption of the system and the creation of a negotiating table. The three entities of the area of journalism –Fenaj (trade union), FNPJ (teachers) and SBPJ (researchers)- informed also the Government of their opposition against this project. Nevertheless, the universities have already, in 2008, the approval for its implementation and some –the rector of the Federal University of Bahía- has shown his intention of experimenting with this system, without eliminating the current one in all the public faculties of communication, that have laboratories and a strong presence of the contents of communication in the academic offer.
- 24 This surprise is explained by the professor Eduardo Meditsch in his article on “A qualidade do ensino na perspectiva do jornalismo: dos anos 1980 ao inicio do novo século”, published in the monograph published by the INTERCOM about Ensino de Comunicação. Meditsch points out, on page 135 of his work, that, in 2003, with the change of government in Brazil, the Partido dos Trabalhadores (PT) assumes the Ministerio de Educação and, “contrariando todas as expectativas geradas pela primeira eleição de Lula”, the liberalization position is not only maintained, but also extended.
- 25 In the research previous to this article, reports of the authorities dealing with higher education of the three countries have been collected, in the report for the ANECA developed by the conference of deans of the faculties of Communication Sciences of Spain or the data collected by the professor Eduardo Meditsch, in Brazil. The reports on the evolution

of the higher education in the three countries include the increase of the number of faculties that teach these studies of Communication, with the speciality of Journalism, and the increase in the number of students.

- 26 In Spain it is necessary to point out the importance in 2002 of the creation of the Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA). The ANECA, state foundation created on July 19th, 2002, has as mission: contributing to the improvement of the quality of the Higher education system, by means of evaluation, certification and authorization of teachings, teachers and institutions. Its mission, therefore, is also to evaluate the degrees of communication.
- 27 In Portugal it is important to emphasize the programme of international evaluation of the higher education, presented by the Ministerio de Ciencia, Tecnología y Ensino Superior on December, 2005. The Red Europea para la Garantía de la Calidad en la Enseñanza Superior (ENQA) was in charge of carrying out this initiative on 2006 and that has been an important step forward in the control of the quality of the higher education. Information about this project can be found in the following web page: http://www.portugal.gov.pt/Portal/PT/Governos/Governos_Constitucionais/GC17/Ministerios/MCTES/Comunicacao/Intervencoes/20051121_MCTES_Int_SECTES_Avalicao_EnsSup.htm. It was consulted for this work on June 22nd.
- 28 The professor Marques de Melo understands that the fight for the improvement of the quality of teaching in Brazil started with EMDECOM –Movimiento en Defensa de los Cursos de Comunicación-, in 1981, to avoid the destabilization of the courses existing in the country. And, since that moment, there were many initiatives, as Claudia Peixoto de Moura explains in her article on “Padrões de qualidade para o ensino de comunicação no Brasil”, published in the collective book about Ensino de Comunicação, of 2007, published by the Intercom and the ECA-USP. Claudia Peixoto also points out that the external evaluation of the course of social communication, with the qualification in journalism, was carried out for first time on 1998 and that in 2004 the Sistema Nacional de Avaliação da Educação Superior (Sinaes) was created to evaluate institutions and graduation courses.
- 29 In Galicia there is an Asociación Galega de Investigadores en Comunicación (AGACOM) –www.agacom.org-which, presided by Margarita Ledo Andión, belongs to the Federação Lusófona de Ciências da Comunicação (LUSOCOM) –www.intercom.org.br/lusocom-, which she presides in 2008. Ledo Andino herself, professor of Audiovisual Communication belongs to the Asociación Española de Investigación de la Comunicación

(AE-IC) -www.ae-ic.org-, of which she is first vice-president in 2008. Both the teacher Margarita Ledo and other Galician researchers have an active presence in networks with Brazil and Portugal, as well as with Latin America, European countries and North America.

- 30 The proposal was formulated by the professor Elías Machado in a paper for the meeting of the Sociedade Brasileira de Estudos Interdisciplinares de Comunicação – Intercom -, that took place in Santos, in 2007, with the title “As possibilidades para uma formação pós-graduada em jornalismo e a situação da pós-graduação em Comunicação”. Elías Machado explains in his text that, with more than 171.000 students registered in the 337 graduation courses –in the area of Communication the total number of students registered in that moment was of 197.068-, the subarea of journalism is not among the ones that have more people with a degree of the country, with more that 28.000 professionals that finish each year. Therefore, he considers that it is necessary this new PhD degree, that the Federal University of Santa Catarina will try to teach.
- 31 The professor Jose Marques de Melo is a referent in the teaching and research in Brazil, with recognition in the different scopes of the Communication Sciences. Marques de Melo directed the Escola de Comunicações e Artes da Universidade de São Paulo (ECA-USP) and in 2008 he presides la Sociedade Brasileira de Estudos Interdisciplinares de Comunicação (Intercom).
- 32 The text by Marques de Melo, translated for this reference, is included in the last paragraph of his text “a batalha da qualidade no ensino de Comunicação: novos (antigos) desafios”, which is the contribution to the holder of the Chair UNESCO-Metodista de Comunicação para o Desenvolvimento Regional para el volumen colectivo sobre Ensino de Comunicação, of 2007, published by the Intercom and the ECA-USP.

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