University Journalism Education: A Global Challenge

A Report to the Center for International Media Assistance

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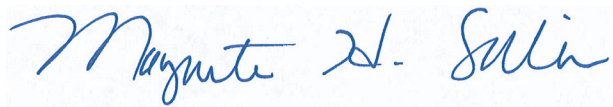
Preface

The Center for International Media Assistance (CIMA) at the National Endowment for Democracy (NED) commissioned the current study on the state of journalism education worldwide to get a better understanding of whether and where international media assistance can be directed to address the challenges facing university-based training.

CIMA is grateful to Ellen Hume, director of the Center on Media and Society at the University of Massachusetts, Boston, for thoroughly researching this topic and authoring this comprehensive report. Her personal conversations with different journalism educators present at the first World Journalism Education Congress that took place in Singapore, June 25-28, 2007, bring unique and first-hand perspectives to the attention of media developers.

We hope that this report will become an important reference for international media assistance efforts.

Marguerite Sullivan
Senior Director
Center for International Media Assistance

Executive Summary

The Center for International Media Assistance (CIMA) at the National Endowment for Democracy aims to strengthen the support, raise the visibility, and improve the effectiveness of media assistance programs by providing information, building networks, conducting research, and highlighting the indispensable role that independent media play in the creation and development of sustainable democracies around the world. As part of its research initiatives, CIMA commissioned a study on the current state of journalism education worldwide to achieve a better understanding of how and where international media assistance can be directed to address the current challenges of university-based training.

The student demand for university-based[1] journalism studies is surging around the world. It is widely believed that most entry-level professional journalists come out of university-based journalism programs, which makes universities an important factor in media capacity building.[2] In addition to educating a region's future journalists, these university programs may influence government media policies and the general culture. They also offer international media developers the advantages of strong local grounding in established institutions.

Yet basing this training in universities also poses dilemmas for those intent on improving independent journalism in its role of undergirding and strengthening democracy. The receptiveness of any particular university for enhanced journalism training is contingent on local conditions that vary widely from region to region.

Many journalism faculties remain fixed in the past, teaching the theory of journalism exclusively, while others teach only tradecraft without proper grounding in ethics and other studies. Too many programs merge the teaching of public relations with journalism, failing to underscore the journalists' mission as independent watchdogs holding the powerful accountable. Cutting-edge media technologies, which are transforming the media landscape, remain out of reach for most journalism schools despite their critical role in the profession.

At the first World Journalism Education Congress (WJEC) in Singapore in June 2007, 400 delegates from 45 countries highlighted these opportunities and challenges. They noted that in many countries journalism education remains a stepchild at the universities despite growing enrollments. Most programs lack the money and institutional support to reform and adapt to the digital age. Too many universities focus heavily on the theory of journalism and fail to provide hands-on experiences to students. The UNESCO model curricula for developing countries that were unveiled at the WJEC advocate a balance between theory and practice. This may be a useful starting point for some journalism schools, but it is clear that there is no one-size-fits-all approach to university-based journalism training.

A key to improving journalism education around the world is ability of the media developers—government agencies, foundations, and multilateral organizations that support reform in journalism education—to grasp a picture of the challenges facing

journalism educators and focus their support where it can be most effective.

This report therefore explores the current state of university-based journalism education and describes avenues for engaging those international media developers by highlighting three strategies:

- Universities are important for entry-level journalism training. International media developers should consider investing in journalism schools; however, the type and level of assistance should depend on local circumstances.

- International funders are showing interest in mapping journalism education worldwide. Such efforts must draw information from every part of the world in order to help media developers find the most promising entities for investment of their limited development funds.

- The media sector has changed dramatically, but many journalism programs fail to meet the new challenges of the industry. Media developers can help overcome this gap in several ways: funding teacher training and curriculum development, providing updated educational materials and adequate equipment, facilitating the creation of student-run media to develop practical skills, and funding cross-disciplinary partnerships and programs.

Scope and Methodology

This report examines both the challenges and potential for journalism education in support of democracy through journalism schools and university programs around the world. It draws on several sources:

- Discussions at the World Journalism Education Congress (WJEC) in Singapore, June 25-28, 2007

- The Carnegie-Knight Initiative on the Future of Journalism Education, 2007

- Ellen Hume, "The Media Missionaries: American Support for Journalism Excellence and Press Freedom Around the Globe," 2004

- Jefferson Institute report, "An Imperative to Innovate: Sustainable Journalism Training in Central and Eastern Europe," 2007

- Findings of an ongoing census of journalism education institutions by the Gaylord College of Journalism and Mass Communication at the University of Oklahoma

- "Model Curricula for Journalism Education for Developing Countries and Emerging Democracies," prepared by UNESCO experts and presented at the WJEC in Singapore

- UNESCO report on journalism programs in Africa, "Criteria and Indicators for Quality Journalism Training Institutions and Identifying Potential Centres of Excellence in Journalism Training in Africa," 2007

- Interviews, academic papers, books, and other research.[3]

Overview: The World of Journalism Education

At Ibadan Polytechnic in Nigeria, the journalism studies program has two first-generation Macintosh computers that cannot be used because there is no electricity. There is nothing on the dean's desk to type on. There is no water even to flush the toilet. An assistant uses a manual typewriter to post information on a central bulletin board.[4]

A world away, at Shantou University's Cheung Kong School of Journalism and Communication in Guangdong, China, the American-trained dean, Ying Chen, presides over China's first media convergence lab, opened in March 2007. But she wonders if the new investment is worth it. "Is an indoor studio a dinosaur?" she asks, after seeing how an American film crew outfitted a mail truck as an editing room and drove around with a big screen mounted outside so people could see their work.[5]

In those situations and elsewhere, journalism educators are being forced to adjust to a dramatically new media landscape and to do so with inadequate resources. There is a rapid growth in journalism school enrollments, but no one model of journalism education.[6] The digital divide in Africa and some other regions is getting worse.[7] Thousands of journalism graduates—from Budapest to Shanghai—are going into public relations or marketing, often because they cannot get relevant jobs in the news media.

Journalism schools are vital cultural institutions that can influence governmental policies toward open information, accountability, and free speech—all of which are critical to the health of a democracy.

Journalism educators present at the WJEC did not have much discussion about the relationship between public relations jobs and journalism studies. When the subject did come up, virtually every journalism educator said that, ideally, journalism programs should produce professional journalists. They recognized, however, that students interested in more lucrative and plentiful public relations jobs enroll in journalism programs because it is the only avenue for studying public relations. And some students who might otherwise choose to become journalists go into public relations, since they cannot find jobs in the news media.

Yet the importance of journalism education at schools of higher education has arguably never been higher, for those institutions are the largest source of entry-level journalists working around the world.[8] These schools also are vital cultural institutions that can influence governmental policies toward open information, accountability and free speech—all of which are critical to the health of a democracy.

Journalism educators everywhere face a dual challenge: the changes in the media sector and the need for change at their universities. "They walk a tightrope between theory and practice, industry and the academy, teaching and research," and between a growth in student demand for journalism studies at

a time of reduced opportunities for entry-level journalists, Australian educator Suellen Tapsall observed at the WJEC.

While excellent journalism schools have existed in Europe and the United States for more than a century, university-level programs are only now being started in other parts of the world.[9] It is one thing to try to train journalists in a mature democracy and quite another to promote the goals of watchdog journalism in nations where journalists may have no access to computers or government information, where autocrats may own the media or jail those who do not cooperate, and where universities lack resources and have organizational cultures that resist change.

Veteran media developers understand the challenges in supporting university-level programs. Krishna Kumar of the U.S. Agency for International for International Development (USAID) has written:

> Assistance to universities aims to improve educational curriculum, improve technical capacities and enhance the expertise of the faculty. Experience has shown such assistance does not produce immediate results. … Older faculty members resist new ideas or changes in the curriculum. In many transitional countries, the faculty are mainly social scientists and lack direct journalism experience. As a result, they remain more comfortable teaching theory than the craft of journalism. However, it is important that the international community continue to focus on teaching and research institutions. Only established educational in-

stitutions can provide long-term training to journalists and cultivate the next generation of journalism teachers and researchers.[10]

In Indonesia, Nigeria, and many other developing countries, the most prestigious journalism schools are hungry for access to modern technologies and academic exchanges. Yet most of the 400 journalism educators representing 45 countries at the WJEC seemed to still be working in the traditional categories of print and broadcast, while teaching the newer media,

COUNTRY SNAPSHOT: CHINA

There is more openness now in Chinese journalism education thanks to the global information economy. Yet the quality of China's 102 university journalism education programs has been deteriorating for the past 20 years because more students at both graduate and undergraduate levels are registering, without the necessary budget increases to support them, says Ke Guo, a Chinese journalism professor who has assessed the field of journalism education in his country. "Most universities tend to be very theoretical, not so practical. Most depend heavily on lecturing," he said, echoing the complaints of many journalism educators around the world.[11]

Chinese journalism has developed in nonpolitical areas, such as sports reporting. Censorship and self-censorship, however, are applied when it comes to the coverage of more sensitive and politicized areas. "Things are always changing, so the policies are always changing," Professor Guo said.

like online news and podcasting, only as an afterthought.

And in many countries, journalism education is still a stepchild at the university. Indeed, in some societies journalism is viewed as a "thing girls do" and is a low-ranking curriculum taken by those who did not get good scores in science, law, or other more prestigious academic fields.[12] In other societies, female journalists may become victims of gender discrimination, doing behind-the-scenes petty tasks while their male colleagues are entrusted with good assignments.

While many academics may reject journalism education as mere tradecraft, some practitioners are underwhelmed as well. Paul Knox, chair of the Journalism School at Ryerson University in Toronto, Canada, was told by an editor that he would not hire any of Knox's students "unless they could prove to me that they had repented of nearly everything they have been taught."[13]

Years of theoretical studies at universities "leave most young journalists unprepared for the practical aspects of the job," according to the Jefferson Institute's study of journalism training centers in Eastern and Central Europe.[14] Yet news organizations do not always know what kinds of skills they should look for these days, particularly as new media technologies scramble the old models.

COUNTRY SNAPSHOT: THE PHILIPPINES

In the Philippines, journalism educators are looking for updated materials—books about the discipline of journalism, computers, and digital and video cameras. There are over 200 communication and journalism schools in the country, but graduates are increasingly going into advertising and public relations rather than journalism, since those industries pay better and offer more job opportunities. "We have the freest press in Asia, but we also have extrajudicial killings. That's the irony of it—we are free as a bird, but watch out," said Gerardo Josue, who teaches at Miriam College.[15] He and other educators are trying to develop materials for distance journalism learning, but they do not have sufficient resources.

Training for the New Media Environment

Most professional journalists around the world are still at work in traditional jobs at newspapers, radio and television stations, and magazines. Educators agree that learning the core disciplines of journalism—checking facts and writing clearly on a deadline—should remain at the center of journalism education today, even if professional, fact-based news has less traction in a field crowded with viral cell phone reporting and Internet rumors, social networking, talk show culture, and amateur "citizen journalism."

Yet no one can afford to ignore the new media environment; fresh thinking is needed along with expertise and access to the new technologies. The traditional one-way, top-down model in which a small number of highly trained professionals present content that would otherwise not be available to the public is becoming less and less relevant, even in developing countries. Both the Internet and cell phones must be studied not just as tools, but as competing modern sources of news throughout the world.

Alex Gerlis, head of training at the new BBC College of Journalism in London, estimates that there are 150 to 200 "citizen journalists" for every professional journalist in the world. He argues that the issue is not whether this new phenomenon of citizen journalism via the new media is good or bad for journalism, but how journalism professions should cooperate. "It raises the bar for journalists, the need to differentiate between the professionals and the amateurs," Gerlis said.[16]

Cell Phone Journalism

In developing countries mobile phones are having an exceptional impact, penetrating regions which are not being serviced by land lines. Thus we are seeing new uses daily for this increased connectivity, from reporting election results in emerging democracies to opposing authoritarian governments in order to bring about new democracies.

—The Aspen Institute[17]

Two billion mobile phones are in use around the world, which is more than twice the number of phones connected to land lines. For many, the text function of cellular phones is as important as the voice communication, enabling citizens to send and receive news stories at the touch of a button. According to the Aspen Institute, Brazil, China, India, Nigeria, and Saudi Arabia are some of the countries where cell phone use is "deeply embedded."[18]

- In China, for example, one-fourth of the population—more than 400 million people—now use cell phones, compared to just ten percent who use the Internet.[19]

- In recent Filipino elections, cell phone cameras were linked by open lines to a major broadcasting network and were

effective in preventing voter fraud.[20]

- In Ghana, more than one-third of the population has a mobile phone, compared to only 3 percent with Internet access. Individual "citizen journalists" used their phones to call in reports of local election results to radio stations, who broadcast the information nationally.[21]

The Aspen Institute report noted that because the costs of becoming a "citizen journalist" by writing a personal blog or uploading video from a cell phone to a website are minimal, this change in the media environment is especially suited to developing nations.[22] The new technologies are transforming countries where autocratic rulers try to limit citizen access to information, or where media ownership is concentrated in a few private hands. The Jefferson Institute concluded that "[i]n these conditions, the media often reflect the interests of their owners …. [A] plurality of media sources becomes important, with each source offering a sliver of the story. Technologies that would rapidly bring such plurality should be encouraged."[23]

The new media are helping to foster a "new global dynamic," according to Joseph Nye, Distinguished Service Professor at Harvard University and the former dean of Harvard's John F. Kennedy School of Government. Observing that in China, for example, 30,000 police are attempting to monitor more than 100 million Internet users and 400 million cell phone users, Nye said: "These new media cannot be controlled, and they are helping to bring about a social and sexual revolution that will provide the basis for the demand for political change."[24]

The implications for journalism education are unavoidable. "We have to be careful that we're not trying to replicate a dying industry," cautioned Kathleen Reen, an Australian who directs Internews' Asia, Environment and New Media projects. "The issues from the U.S. are amplified in developing countries. The citizen media question needs to be addressed. In the developing world, traditional media and new media are also in a race because they haven't had an open policy environment. There is a new explosion of voices that don't relate to journalism traditions."[25]

Alex Gerlis of the BBC's College of Journalism observed in a WJEC keynote address that bloggers and user-generated content from "citizen journalists" help turn journalism from a lecture into a conversation. They force conventional media to listen to their audience and democratize their processes. This increases the emphasis for professional journalists to check their material and moderate the public information flow.[26]

Why Teach Journalists at Universities?

Journalism educators must be nimble, and adjust their curricula as new applications and trends arise. Yet universities are notoriously slow to adapt. Why, then, invest in college-based journalism programs?

Journalism programs housed within universities and colleges, or polytechnics in Africa, have some significant advantages over independent journalism training centers and workshops:

- Journalism faculties are the main source for educating new professional journalists. Mid-career, in-house journalism training is important, but emerging journalists come out of universities.[27]

- Universities are established local entities, which addresses the need for training to have a strong local component.

- Long-term training in a university journalism program provides "a systematic and comprehensive exposure for trainees both in the theory and practice of journalism," said USAID's Krishna Kumar.[28] "If you can build [university programs] up, they stay for decades," added Ivan Sigal of Internews.[29]

- Universities may have better political status and infrastructure to handle training contracts and grants than a nongovernmental organization (NGO). Kumar said that "recipient countries are more receptive if media assistance is provided through established intermediary organizations rather than from the bilateral donor directly."[30]

- Universities may have institutional authority or influence with the government to help shape media policies. Journalism schools are often underutilized as sources of policy research and activism, Kathleen Reen of Internews said.[31]

- Journalism faculties can influence the rest of the university, and thus the society, to value open media, good journalism, and public expression. "This is the place to influence young people, to build a constituency," noted Drusilla Menaker of IREX.[32]

In addition to teaching undergraduate and graduate courses in the theory and practice of journalism, such professional schools serve as the "intellectual wing of their profession," according to the task force of the Carnegie-Knight Initiative on the Future of Journalism Education. Thus those schools should be at the forefront of journalism practice, both technically and intellectually. The task force report argued that such professional schools can "place themselves at the frontiers of their professions, exploring and expanding the limits of what the profession can and should do."

The Carnegie-Kellogg report also argued that along with advancing the "technological, intellectual, artistic, and literary possibilities of journalism to the fullest extent," journalism faculties should "help media employers by identifying and conferring professional skills and habits of mind that do not depend on a particular, perishable set of circumstances to be useful." Journalism schools, the report asserted, "should also be arenas of experimentation on new and interesting ways to get serious reporting before as large a public as possible" and, finally, they should "strive to act as the consciences of their profession."[33]

Ying Chan, dean of Shantou University's Cheung Kong School of Journalism and Communication in Beijing, China, observed that it is not necessary to dwell on the controversial issue of objectivity. "It's the method that matters, not your attitude. Are you fact-based, verified?" she said.[35]

Matching Education to the Job Market

China offers a good example of what is happening to many graduates of journalism schools around the world. There is a sharp increase in the number of journalism students in China but low recruitment rates by news organizations, even though Asia's news job market is relatively robust. Only one-third of China's 32,500 journalism graduates each year are getting jobs in China's 2,199 newspapers, 1,900 TV and radio stations, or 9,074 journals. The others choose to go into public relations, advertising, or unrelated jobs.[36]

What is going on? Too many journalism schools are old-fashioned and entrenched. There is a disparity between what is taught in the university journalism programs and what is needed professionally.

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Chinese news organizations want interdisciplinary students who are not from journalism programs, Professor Ke Guo said. "As they become specialized, media organizations need to recruit more people from computer, law, economics and the arts, sports and education, which has made the competition for journalism students more intensive than ever," according to Professor Guo. Yet he found that journalism students have difficulty gaining those interdisciplinary skills in the curricula of their journalism programs.[37]

China, like many other countries, also suffers from old-fashioned textbooks and teaching styles that do not work well in fast-changing media environments. Its uni-versities are not flexible enough to allow professors to move among campuses and faculties, or to bring in adjunct professionals to teach. Students also do not have access to equipment and laboratories.

The same is true in Indonesia, where many universities teach journalism courses, but they focus more on theory than on practice. They have labs, but the equipment is "so-so," according to Awang Ruswandi, director of the Broadcast Center Department of Communication at the Faculty of Social and Political Sciences at the University of Indonesia. Most graduates go to advertising agencies because those who are educated in politics, philosophy, or law get the journalism jobs. As Mr. Ruswandi says, "Rich media organizations do their own training. We have to negotiate with the industry to appreciate us. Their complaint is that students from the communications department or journalism school only know about the skill of communication, so they hire alumni from other areas."[38]

Many journalism graduates around the world prefer to go into public relations instead of journalism, and this accounts for some of the enrollment growth in journalism schools.[39] The percentage of journalism graduates going into public relations differs widely from university to university, but it is highest in universities where pubic relations classes are only offered in journalism departments and in countries with a politically

or economically challenged media sector. It is worth noting that the opposite was true at the University of Lagos when the Nigerian government privatized the broadcast industry. According to Ralph Akinfeleye, head of the Department of Mass Communication at the University of Lagos, currently a larger proportion of their journalism graduates, newly able to find jobs in radio and television, are becoming journalists rather than public relations professionals.[40]

Cross-Disciplinary Partnerships Within a University

One proposal for addressing students' need to gain broader knowledge of science,

COUNTRY SNAPSHOTS: BANGLADESH, HUNGARY, SLOVAKIA AND NIGERIA

- In Bangladesh, there are three public and five private universities with journalism programs, serving a population of 120 million people. There are more graduates than there are jobs. The 800,000 NGOs that work in Bangladesh are hiring some of these media graduates, according to Shameem Mahmud, lecturer at Dhaka University. The government must approve all journalism courses, even those at private universities not supported by the government. "It takes years" to get a course approved, Professor Mahmud said.[41]

- In Hungary, journalism and communications are popular college majors, but many graduates go into public relations because those jobs pay more, and there are not enough journalism jobs available. The Ringier newspaper runs a private one-year school specifically for training in print journalism, but there are not enough jobs for all of its graduates.[42]

- In Slovakia, a private journalism school founded with help from the Independent Journalism Foundation (IJF) in 1999 sends most of its graduates into marketing jobs, according to the Jefferson Institute.[43] IJF ended its support for the journalism program there in 2003.[44]

- In Nigeria, the broadcast job market is booming because the government recently deregulated the airwaves. Twelve government-controlled stations have now given way to 350 independent radio and television stations serving 140 million people. In the past, public relations and teaching were the top professions for journalism school graduates; now three-quarters become journalists. These schools, however, need better access to technology. The University of Lagos, the most prestigious of the 58 journalism training schools in the country, has 29 faculty members and a new radio license. The school, which was started by UNESCO in 1966 and is now funded by the Nigerian government, is greatly in need of equipment, including a console and equipment for its radio studio. Currently, it only has 24 PCs and 10 laptops for its 90 undergraduates, 25 master's students, and 17 Ph.D. candidates. It also needs to digitize its print shop, which publishes newspapers, magazines, and books, and the university would like to get help creating workshops on the Nigerian Freedom of Information Bill. Olusegun Obasanjo, the former president of Nigeria, refused to sign into law the Freedom of Information Bill that had been passed after a nine-year struggle.[45]

law, and other such subjects—so they can better cover the news and meet the demand for such interdisciplinary skills—is for journalism educators to reach out to other faculties in their universities. This can also help journalism schools to garner more respect for journalism studies within the academic world.

The task force of the Carnegie-Knight Initiative on the Future of Journalism Education suggested that in addition to teaching journalism skills, the best U.S. journalism schools should offer joint-degree programs with other university departments, which would deepen the journalists' understanding of these subjects. Loren Gighlione, former dean of the Medill Journalism School at Northwestern University, strongly endorsed the idea of joint programs so that journalists can become more nuanced and reflect the complexity of the issues they will cover. One good example is Yale Law School's one-year program for journalists to introduce them to key legal issues. Another example is a new scholarship at Medill for computer programmers to study journalism.

The Graduate School of Journalism at the University of California Berkeley has introduced joint degree programs in fields such as law, public health, literature, the arts, public policy, the sciences, humanities, and business, while the Graduate School of Journalism at Columbia University launched a new focus on "teaching [future journalism leaders] to master complex subjects and communicate their essence clearly to general audiences."[46]

Visiting fellowships and team-teaching across disciplines can also enliven an entrenched faculty, if the universities are flexible enough to institute them.

Partnerships with Media Employers

Another way for journalism schools to update their curricula in line with the media industry's needs is to form partnerships with companies, such as the innovative program at Brno University in the Czech Republic. The university has created the Institute of Regional Journalism with Vltava-Labe Press (VLP), a German-owned media company that includes about a hundred Czech regional publications and the mainstream national newspaper, *Mlada Fronta Dnes*. In addition to technical training, the Institute supports journalism instruction in the Brno Faculty of Social Studies. However, the training is limited to people who are working for the VLP media company.[47]

The Budapest School of Communication offers a four-semester program in partnership with Hungary's government television station, MTV, which provides professional broadcast training. Students study sociology, media studies, law, economics, and television production, in addition to performing work at the station's studios.[48]

The British Broadcasting Corporation (BBC) set up its own College of Journalism in London in 2005; it now trains 96 percent of BBC journalists, as well as many journalists from other companies. The rise of amateur citizen journalists and bloggers increases the importance of journalism training and education, according to Alex Gerlis, who is the head of training at the new school. "Journalism needs to act more like a profession and less as a trade" in order to keep trusted brands that will survive the chaos of the Internet, he said. Gerlis also cited a need for "continuous professional development" for journalists to stay ahead in the competition for audiences.[49]

Working with Limited Resources

Equipment

"It is impossible to train journalists now without equipment," concluded Drusilla Menaker of IREX. "The costs are going down, but the need is going up."[50]

Shortages of equipment and other needs was a nearly universal concern among the 400 educators attending the WJEC. Many of them pleaded for assistance to set up computer labs, and some said they do not even have books.

Menaker pointed out that a pilot project IREX conducted in Ukraine has shown that simple core media labs with equipment that is likely to be useful for a while, along with funding for a maintenance technician, are possible solutions.

While digital and computer technology is deemed essential to global journalism practice today, some educators cautioned against going overboard on buying equipment that might be cheaper—and more advanced—tomorrow. Loren Ghiglione, former dean of Medill Journalism School at Northwestern University, said, "Students are ahead of the faculty now with equipment. It's got to be about content and values. History and ethics sometimes go by the boards."[51]

That said, having access to the Internet and media technologies is still important in every region. The UNESCO model curricula (described in detail on pages 20-21) posit that computers are "essential." Further research is warranted to evaluate what media developers should consider when making grants for equipment.

Other Considerations

Journalism training at universities is more expensive than conducting workshops. Krishna Kumar noted that "compared to short-term training, only a small number of journalists can be trained with the same

resources."[53] This problem is exacerbated by the swiftly changing technologies and equipment used by journalists.

Student publications, which often serve in America as training grounds for emerging journalists, are rare in other countries. They could serve as an excellent avenue for hands-on internships for journalism students to gain enough practical experience for more demanding internships or jobs in the media sector. Teachers would need to have experience as journalists, however, since supervising the tradecraft would involve skills that are practical and professional rather than theoretical.

The Jefferson Institute experts found that the teaching of "niche" journalism—reporting on health and the environment, for example—might attract specialized funding, while also adding more depth to the curriculum.[54]

Both public and private journalism schools are often second-class citizens within their universities, receiving scant resources to meet the challenges of student demand and a changing marketplace. One notable exception is China, where the powerful Ministry of Education in 1998 designated "journalism and communication" as a first-tier discipline of the social sciences, affording their faculties crucial independent budgets for teaching and research. Previously, those faculties had languished as a second-tier discipline under "literature."

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This is a very important step in upgrading old-fashioned journalism schools, Professor Ke Guo observed.[55] He added, however, that most Chinese journalism programs have not yet been upgraded and still take a theoretical approach to the field.

International media development funders and implementers are increasingly interested in introducing up-to-date niche journalism programs in cooperation with local universities. With the sponsorship of Merrill Lynch, the Knight Foundation, and Bloomberg News, the Washington-based International Center for Journalists is launching what is believed to be the first global business journalism program at the Tsinghua University in Beijing, China, in September 2007. This master's program, to be taught in English, will train students to cover global business, economics, and finance. The goal of the Tsinghua program is "to create a cadre of top-notch business reporters and editors, who can produce clear, balanced and insightful coverage of Chinese and global companies."[56]

Centers of Excellence, Partnerships, and other Networks

In order to maximize limited resources in Africa, UNESCO is creating networks of journalism schools, with a dozen "centers of excellence" as hub institutions that will receive special support. The centers will attempt to provide magnet opportunities for

students and faculty, and leverage equipment and other resources. The UNESCO report mapping journalism education in Africa[57] suggests that centers of excellence might have the following characteristics:

- scale of operation, making an impact upon a larger number of learners;

- both entry-level and mid-career professional journalism training, for maximum impact on the media's role in development and democracy; and

- public role supporting media freedom and free speech, contributing to media policy development and media law reform, and criticizing bad media practices.

The European Journalism Training Association is also working to create a network of European journalism schools that will facilitate exchange between students and faculty across national borders.

U.S. journalism schools should continue their tradition of linking with colleges in developing democracies, Kumar said.[58] This cooperation can have a lasting impact. The University of Missouri and Columbia University founded journalism studies in China in the 1920s, and some of their influence remains there today, despite periods of upheaval and censorship.[59] The Medill School of Journalism at Northwestern University is developing a new program in Qatar, which should have an impact not only in the Middle East but also on the American students at Medill, noted former dean Loren Ghiglione. Medill is also developing a program in India. One model is for two schools to partner to develop student reporting teams. Carlton University in Canada is also working in this capacity in partnership with the National University of Rwanda, Ghiglione said.[60]

Curriculum

There was broad international agreement at WJEC about the hallmarks of an ideal journalism curriculum:

- **Provide a balance of theory and practice.** This was endorsed by all, but clearly is not yet a reality in many universities. Too many schools remain focused on theory, while others focus only on tradecraft without examining history, ethics, and the civic role of journalism.

- **Focus on the core skills of reading, reporting, and writing.** One Filipino educator lamented that "the problem is that [students] do not know how to write. It is a phenomenon all around the world. Students in mass communication do not want to read, and they cannot write."[61]

- **Ground students in additional disciplines** by reaching out beyond journalism to such fields as law, economics, politics, and science.

- **Give students some experience** through classroom labs and on-the-job internships. "The best way to prepare for journalism is by doing journalism," said one dean.

The WJEC issued a "statement of principles" for journalism education that added more detail, including:

- Journalism graduates should work with "high ethical principles" and be "able to fulfill the public interest obligations that are central to their work." As one

professor put it, they should not be mere "hacks or cannon fodder" for media companies.

- Journalism educators should have links to media industries, critically reflecting on their practices and offering advice.

- Journalism is a "technically intensive field," so practitioners will need to master "a variety of computer-based tools" and, "when practical," journalism education should "orient students to those tools."

- Students should be exposed to a global perspective, including press practices in different countries.

- Journalism education is an appropriate course of study at the undergraduate, graduate, and postgraduate levels.

- Faculties should always include a mixture of academics and practitioners who have experience working as journalists.

- Curriculum should cover media structures, critical analysis of media content, the role of media in society, and, in some cases, media management and business practice.

The Proposed UNESCO Model Curricula

In 2007 the United Nations Educational, Scientific and Cultural Organization (UNESCO) published the "Model Curricula for Journalism Education for Developing Countries and Emerging Democracies." The

proposed curricula, unveiled at the WJEC, were designed to offer "inspiration and assistance" to journalism faculties. "We do not assert that the curricula will suit every situation. The only claim is to try to develop models that, once adapted to local conditions, will lay a foundation for journalism education," said Professor Michael Cobden of University of King's College in Halifax, Canada, who spearheaded the curriculum development effort.

U.S.-trained Professor Akinfleye of the University of Lagos, Nigeria, termed the curricula "a minimum standard. You take a little from it and domesticate it." While the model was too new to garner much specific response at the WJEC, IREX's Drusilla Menaker concluded it was a positive contribution to the field. "People are looking for help, something to hold onto," she said.

The curricula emphasized three "axes" of study: (1) tradecraft, (2) the role of journalism in society, and (3) non-journalism courses that expand the student's knowledge of the world.

The UNESCO team emphasized several points:

- Study in other university disciplines should continue to be seen as basic to professional training in journalism. "Concentration in a second discipline enlarges students' grasp of ways of thinking and sets them up for specialization later in their career." This also reflects a key emphasis of the Carnegie-Knight Initiative on the Future of Journalism Education.[62]

- The professional skills of journalism involve "methods of knowing and

thinking" as well as recording and representing.

- Journalism schools should develop partnerships with local media.

- Teachers should "steer students towards study that expands and enriches the language of public life."

- "A number of basic skills and capacities cannot be assumed when students begin their undergraduate studies in journalism."

- The model curricula emphasize intellectual development and the crafts of reporting and writing over sub-specialization in the various media (print, broadcast, or online).

Competencies that students should have when they have completed journalism education vary according to the level of the program. But the UNESCO model stresses the following educational goals for all students:

- An ability to think critically, incorporating skill in analysis, synthesis, and evaluation of unfamiliar research materials, and a basic understanding of evidence and research methods;

- An ability to write clearly and coherently, using narrative, descriptive, and analytical methods;

- A knowledge of national and international political, economic, cultural, religious, and social institutions;

- A knowledge of current affairs and issues, and a general knowledge of history and geography.

Practical Training for Independent Start-Ups

Some educators have criticized the UNESCO model curricula as irrelevant for countries that have no established independent media sector. "The curriculum assumes they will work for an entity that is much bigger than they are. That is not the normal model," said Kathleen Reen of Internews, referring to places like East Timor and Afghanistan, where Internews has helped to develop radio networks and other media. Instead of focusing almost entirely on producing journalism content, Reen would like to see journalism schools train students to create journalism start-up businesses. "It's the quest for new paradigms. What are the models and options for publishing, broadcasting and disseminating journalism?" she asked.

Training new independent journalists who can operate on their own is a positive step to Professor Shameen Mahmud, lecturer in journalism at Dhaka University in Bangladesh. "In Bangladesh, 19 heads of media companies are in jail, so it is useful to teach them how to be self-employed," he said, noting that outfitting an independent journalist with minimal equipment "is not that expensive." Since less than 10 percent of Bangladeshis have access to the Internet, Professor Mahmud teaches his journalism students to gather news with mobile phones.[63]

Journalism faculty can partner with business schools to create workshops on how to create independent journalism enterprises. Professor Carol Ames of California State University at Fullerton said her students work in teams to create their own model news organizations, using generic off-the-shelf workbooks about starting your own small business.[64]

The demand for more street-wise training is illustrated by the popularity of non-degree courses offered by Transitions Online, an online magazine, in the Czech Republic. According to the Jefferson Institute report, the initiative is "tapping an unfilled niche in the university education market." The magazine has generated "significant income" and now makes most of its money from practical courses on topics such as how to get started in journalism, how to win freelance assignments, and how to survive in dangerous settings. The students, who come to Prague for the training from throughout Europe and the United States, may soon be able to enroll in fee-based distance learning courses from Transitions Online—another market that universities could fill. The magazine is attracting these paying students even though Czech universities, including the prestigious Charles University in Prague, receive government funds to organize occasional entry-level skills training for professional journalists.[65]

Pedagogy

Pedagogy needs to catch up with the new media technologies and adapt some of its interactivity and peer-to-peer features. Some changes proposed at the WJEC were the opposite of the norm for journalism education in many universities, where lecturers often expound on theory without engaging the students.

Jonathan Charles Hewett, associate director of the newspaper journalism program at City University in London, UK, said his courses stress independent student work, with students negotiating their own assignments and submitting to peer assessment. He believes teachers should become "facilitators of learning, moderators of space, liaising with the

industry and existing practice." Thus his classes become "not information transfer, but facilitation," much like the online journalist who guides the reader interactively through the news.[66]

Journalism education should inspire a continuing relationship between students and faculty, Loren Ghiglione, former dean of the Medill School of Journalism at Northwestern University, emphasized. Five years ago, he took a group of Medill students to South Africa to report on HIV/AIDS for the South African media. "It stuck," he said, explaining that the group found a way to go together again to the global HIV/AIDS conference last year.[67]

Offering distance learning is a goal at many universities, if they can find the equipment and Internet access it requires.

Language

Many journalism educators, especially in former colonial countries, teach in English, even though it is not a language the students have mastered. This may be good for national and international work, but may leave the students ill-equipped to cover local, rural, or regional news in appropriate languages. In this regard, the experts who developed the UNESCO model curricula suggest that journalism students should gain "the linguistic ability to work in their country, including, where this is required, the ability to work in local indigenous or vernacular languages."[68] The professional competencies the model outlines also emphasize the importance of knowledge of the national language and the language students will use in their work, as well as knowledge of foreign languages for those aspiring to work beyond national borders.

COUNTRY SNAPSHOTS: INDIA, CHINA, THE PHILIPPINES

In India, at the University of Pune, in the state of Maharashtra, English is the required journalism classroom language, even though Marathi is the local language. If students plan to work in local journalism, they will need to work in Marathi, so the teacher must offer extra lessons in Marathi in order to discuss local news stories. "Every state in India has a different language and culture," said Ujjwala Barve, lecturer at the University of Pune. [69]

In China, where journalism education was first established by two U.S. universities in the 1920s, a tradition of bilingual teaching in Chinese and English continues in some universities.[70] Bilingual education, known as "international journalism education," has been featured since 1983 at Shanghai International Studies University, Jinan University, Tsinghua University, Guangdong University of Foreign Studies, Xiamen University, and Shantou University.

In the Philippines, journalism schools teach in English, but this is not the students' primary language, and their writing in English is "disastrous," according to Madeline Suva, chair of the Department of Development Journalism, University of the Philippines, Los Banos, Laguna. "They can be better writers in Filipino." The rationale is that in the global marketplace, students will need English to get jobs.[71]

Mapping the Field

There are 1,859 journalism education institutions around the world, according to the preliminary findings of the World Journalism Education Census, supported by the John S. and James L. Knight Foundation and conducted by the Gaylord College of Journalism and Mass Communication at the University of Oklahoma.[72] Dr. Charles Self, president-elect of the Association for Education in Journalism and Mass Communication (AEJMC), and Dr. Joe Foote, director of the World Journalism Education Congress, reported in Singapore that their initial research located these institutions as follows: Africa (118), Asia (362), Europe (408), Latin America (368), Middle East (73), North America (476) and Oceania (54). Their definition of an institution of journalism education is broad, covering a mixture of journalism, communications, and industrial training programs, including undergraduate, graduate, doctoral, and technical degree, as well as certificate programs.

As of July 2007, their online questionnaire[73] about the content and contact information for these programs had received only 193 responses. Most of the respondents to date are from developed democracies, including the United States and Western Europe, and the researchers admit that their data do not yet reflect global trends or needs.

Still, the small sample provided some preliminary results that are certain to change as more responses are elicited in the future. Their very early findings have shown:

- Seventy percent of the schools offered undergraduate education, and 48 percent had graduate programs.

- Tuition was the most important source of funding, followed by government and donors, and then student fees.

- The curriculum emphasis was on practical journalism education, followed by theory, with technology training a distant third. Just 49 percent offer digital media training, while 76 percent offer print, 64 percent broadcast, and 53 percent media theory.

- Issues of top concern are new technologies, followed by funding, including equipment, and then issues about faculty and students.

The census initiative hopes to identify opportunities for international cooperation offered by different programs, including student and faculty exchanges and study-abroad possibilities. The ultimate goal is to develop an interactive web site linked to the world journalism education census database that will provide interested patrons with detailed information on journalism education programs offered in different parts of the world. Although the findings of the study are too preliminary to provide information on which developers should act, this initiative could become valuable as it develops over the next three years.

In a separate study, Professor Guy Berger of Rhodes University, South Africa, and Corinne Matras from Ecole Superieure de Journalisme de Lille, France, have created for UNESCO a regional census of 96 African journalism institutions and identified potential centers of excellence to leverage journalism training throughout Africa. They traveled to many of these institutions in person to create a more detailed look at journalism education in Africa. Their results are available online at www.unesco.org/webworld/en/African-journalism-schools-report.

Assessment

Accreditation for University Journalism Programs

Accrediting journalism schools becomes a double-edged sword in some countries. Accreditation by outside authorities might confer valuable independent honor on a university, but state-based accreditation can become a weapon in the hands of an unfriendly government, such as Zimbabwe.[74]

There is a crucial question any donor must ask about a university: "Is it in a position to reform?" Many of the better schools are state-based universities. But a private university, such as Peshawar University with which Internews worked in Pakistan, was a good media development partner because there were ambitious individuals there who wanted to compete with the better-endowed state university.

Student Assessment

The UNESCO model curricula team proposed that students might be assessed according to the following categories:

- Research skills:
  - An ability to comprehend, analyze, synthesize and evaluate unfamiliar material quickly;
  - News judgment;
  - An ability to ask questions and understand answers in national and local languages;
  - Observation skills;
  - Ability to take accurate notes;
  - Techniques for checking and corroborating information;
  - Arithmetic skills and basic knowledge of statistics and survey methods.

- Writing skills:
  - Ability to write accurately, clearly, concisely, and engagingly in journalism story forms, with attention to the subject matter and intended audience, always making clear the source of a disputable item of information, idea, or direct or indirect quotation;

- Skilled use of journalism tools;

- Skills in editing, designing, producing materials for print, broadcast and online media, with understanding of and ability to adapt to convergence and technological developments in journalism;

- Familiarity with examples of journalistic best practices in one's own country and the world;

- Understanding of journalistic ethics, including the rights and responsibilities of the journalist;

- Workplace competencies: working on deadline, independently or in teams;

- Knowledge of journalism and society, including its role in developing and securing democracy; history of journalism in one's own country and the world; news media ownership, organization, and competition; and laws in one's own country and the world;

- Basic knowledge of science and one's own government, geography, and history;

- Specialized knowledge of at least one subject area important to journalism in one's own country.

Self-Audits at Journalism Schools

In 2007 UNESCO published "Criteria and Indicators for Quality Journalism Training Institutions and Identifying Potential Centres of Excellence in Journalism Training in Africa," prepared by Professor Berger and Corinne Matras. The report provides a self-assessment tool that might be useful for improving individual journalism programs. The detailed checklist, designed to be at the heart of a pan-African system of quality

assurance for a network of African journalism schools, could be adapted to other countries and regions. Some of the elements in the audit checklist are:

I. Curriculum

- Striking a balance between theory and practical training

- Teaching students the links between media and democracy (values and laws of free speech, ethics, economics, historical role of media, investigative journalism, critique of bad journalism)

- Teaching how to report on key issues (e.g., health, HIV/AIDS, gender issues, development concerns, rural-urban issues)

- Ensuring the development of linguistic and multi-linguistic skills of learners

II. Elements for Assessing Institutional Capacity

- Staff education and skills

- Number of journalism graduates and completion rates

- Range of media platforms covered in courses

- Technology resources for students (computer lab, radio studio, etc.)

- Instructor-learner ratios

- Systems for assessing teachers and courses

- Systems to assess student learning

III. Professional and Public Service, External Links and Recognition

- Formal mechanisms for interaction within the profession (for example, advisory board, external examiners, consultation on curriculum)

- Support for continuing training for journalism professionals

- Symposia, lectures, and other events

- Involvement of teachers in journalism projects for the media industry

- Proportion of graduates employed within media industry

- Guest speakers/industry experts lecturing on specialist subjects

- Participation of journalist alumni in classroom

- Level of engagement in journalism and training networks and associations

- Links with private sector and community organizations

- Role supporting and critiquing media profession, providing commentary on media issues, protesting violations of media freedom, etc.

- Publications and online presence of the institution

- Number and type of external projects or initiatives undertaken within the last two years.

IV. Development Strategy and Potential

- Evidence of momentum—expansion or improvement of curriculum and program over the past three years

- Data on innovation and ability to adapt to challenges and opportunities

- A written annual or medium-term strategy

- Investments planned in new technology, facilities, staffing, curriculum, continuing education, etc.

- Proportion of financing from state, donors, individual sponsors, consultants, and students. Conduct overview to understand whether funding is diversified or dependent on a single relationship for a particular activity.

- Commitment and capacity of educational institution toward the journalism program (budget allocation, facilities, etc.)

- Review of who controls the program's budget

- Participatory governance and transparency of decisions

- Staff development systems

- Formal external review mechanisms

Finally, the UNESCO Africa report suggests that schools seeking to improve themselves should write out an analysis of the challenges or weaknesses their program is facing and how they expect to overcome them.

Findings and Recommendations

- International media developers should consider university-based training as an important option. While some universities will not be flexible enough to create an appropriate curriculum, others will be the most stable, respected, and fertile ground for journalism training.

- Universities are especially suitable for entry-level journalism training. Centers and workshops may be more nimble for mid-career training in politically difficult environments, especially where universities may be linked too closely to autocratic governments.

- The best journalism programs offer a balance between theory (including ethics) and practice (including hands-on student work).

- Journalism education should emphasize the core skills of reading, reporting, and writing, which can be taught even without up-to-date equipment.

- Better educational materials (books) reflecting the mission, current practice, and ethics of journalism are needed in most regions.

- Internships or other hands-on work are a vital part of successful university-based journalism training.

- Student publications, an excellent source of hands-on training, do not exist at many universities and should be established, with proper supervision.

- Students should learn the basics of

working with a variety of different media platforms, rather than focusing exclusively on print, broadcast, or digital formats.

- Public relations training should be differentiated from the journalism curriculum. It is useful for both sides to understand each other, but it is not best practice to conflate these two fundamentally different professions.

- Journalism programs should develop cross-disciplinary partnerships within their universities—including joint projects or degrees in such subjects as science, law, economics, and political science—in order to better prepare journalists for covering complex issues of importance to society. These partnerships also improve the standing of journalism programs within universities.

- University partnerships with media businesses may benefit both sides, but may not work well if they limit studies to the particular needs of one business and focus only on one sector, such as print or broadcast.

- Further research is needed to evaluate how to meet journalism educators' needs for equipment. Virtually every journalism educator present at the WJEC in Singapore—including those from the United States—said they lacked appropriate equipment.

- Journalism faculty need updated training themselves and should represent a mix of academically trained teachers and

those with actual professional experience as journalists.

- The principles and courses of study proposed by the UNESCO model curricula are useful starting points for updating or establishing new journalism programs. However, the UNESCO curricula do not offer the entrepreneurial training that is more realistic for would-be journalists trying to operate independently in many developing democracies. (Reaction to the UNESCO model in Singapore was friendly but inconclusive. Most said they had not studied it enough to assess its usefulness.)

- More curricula are needed on how to get started as a journalist, what are likely business models to pursue, and how to use the new technologies as solo journalists.

- Pedagogy could better reflect the new media culture, including more emphasis on critical thinking skills, independent student work, and peer-to-peer assessments.

- A self-audit may be a useful first step in determining whether a university will be able to reform itself to offer best-practice journalism education.

- Investing in the most promising "center of excellence" hubs networked to other universities in a region may be one way to leverage limited development funds.

Endnotes

[1] The word "university" is used in this report to designate degree or certificate-granting institutions of higher learning, such as colleges, institutes, and polytechnics. It does not include independent centers, or company-based training programs.

[2] The notion that most new journalists hired globally are graduates of university-based journalism programs is widely held. It was the assumption of the participants at the World Journalism Education Congress in Singapore, 25-28 June 2007, and was cited also by Drusilla Menaker of IREX during an interview at the conference. Mark Deuze notes that "one can see a growing number of the media's recruits coming from various journalism schools, departments, polytechnics and so on across the globe - making formal journalism education a key role-player in equipping both today's, in terms of further training, and tomorrow's media professionals with the tools to grapple the social, cultural, professional, and economical developments that threaten, challenge, but most definitely change, the journalism profession." Deuze, "Educating 'New' Journalists: Challenges to the Curriculum," *Journalism and Mass Communication Educator* 56(1) (2001): 4-17, 4. However, hard numbers on the actual relationship of journalism graduates and new journalism hires worldwide were not available at press time for this report. We would welcome any further information about this for future reference.

[3] The author is grateful to Anahit Khachatryan, Marguerite Sullivan, and Emily Gee of the National Endowment for Democracy's Center for International Media Assistance for research and logistical help in preparing this report.

[4] Guy Berger, presentation at the WJEC, Singapore, 26 June 2007. Unless otherwise cited, all presentations, discussions, and interviews referenced in this report took place at the World Journalism Education Congress, 25-28 June 2007.

[5] Ying Chan, interview with author. She was referring to Jon Alpert's HBO film "Baghdad E.R." and others using "CyberCar" mobile media studios. For more on this, see www.dctvny.org.

[6] Roundtable discussion at the WJEC.

[7] See note 4 above.

[8] See note 2 above.

[9] Jefferson Institute, *An Imperative to Innovate: Sustainable Journalism Training in Central and Eastern Europe,* Final report to the Knight Foundation, 2007, http://www.jeffersoninst.org/Documents/Journalism070615_LoRes1.pdf.

[10] Krishna Kumar, 2006. *Promoting Independent Media: Strategies for Democracy Assistance* (Boulder, CO: Lynne Rienner, 2006), 25-26.

[11] Discussions and interview with author.

[12] Drusilla Menaker, interview with author. In contrast, journalism in Bangladesh, Malaysia, Indonesia, and Bengali India is seen as the work of public intellectuals and literary figures.

[13] Presentation at the WJEC.

[14] Jefferson Institute, *An Imperative to Innovate,* 19.

[15] Interview with author.

[16] Presentation at the WJEC.

[17] Richard P. Adler, *Next-Generation Media: The Global Shift* (The Aspen Institute, 2007), 18, http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NEXTGENERATION.PDF

[18] Ibid.

[19] Ibid.

[20] Gerardo Josue, interview with author.

[21] Adler, *Next-Generation Media,* 35.

[22] Ibid.

[23] Jefferson Institute, *Imperative to Innovate,* 12.

[24] Adler, *Next-Generation Media,* 37.

[25] Interview with author.

[26] Presentation at the WJEC.

[27] Drusilla Menaker, interview with author.

[28] Krishna Kumar, *USAID's Media Assistance: Policy and Programmatic Lessons* (Washington, D.C.: US Agency for International Development, 2004), 6.

[29] Interview with author.

[30] Kumar, *Promoting Independent Media,* 9.

[31] Interview with author.

[32] Interview with author.

[33] Carnegie-Knight Initiative on the Future of Journalism Education, "Carnegie-Knight Task Force on Journalism," Carnegie Corporation of New York, http://www.carnegie.org/sub/program/initiative-taskforce.html (accessed July 3, 2007).

[34] Interview with author.

[35] Interview with author.

[36] Professor Ke Guo, interview with author.

Chinese nationals cannot be accredited by their government to be reporters for foreign news organizations in China, but they can work as translators or researchers.

[37] Ibid.

[38] Interview with author.

[39] Discussion at the Professional Development of Journalists working group meeting at the Center for International Media Assistance, National Endowment for Democracy, Washington, D.C., 25 July 2007.

[40] Ralph Akinfeleye, interview with author.

[41] Interview with author.

[42] Jefferson Institute, *Imperative to Innovate,* 21.

[43] Ibid., 29.

[44] Ellen Hume, *The Media Missionaries: American Support for Journalism Excellence and Press Freedom Around the Globe.* A report for the John S. and James L. Knight Foundation, 2004, http://www.knightfdn.org/publications/mediamissionaries/MediaMissionaries.pdf.

[45] See note 40 above.

[46] Carnegie-Knight Initiative on the Future of Journalism Education, "Curriculum Enrichment," Carnegie Corporation of New York, http://www.carnegie.org/sub/program/initiative-curriculum.html (accessed July 3, 2007).

[47] Jefferson Institute, *Imperative to Innovate,* 25.

[48] Ibid.

[49] Presentation at the WJEC.

[50] Interview with author.

[51] Interview with author.

[52] Interview with author.

53 Kumar, *Promoting Independent Media,* 17.

54 See note 9 above.

55 Presentation and interview at the WJEC.

56 International Center for Journalists, "The International Center for Journalists Launches Groundbreaking Global Business Journalism Program in China," press release, 13 February 2007, http://www.icfj.org/press/release02132007.html.

57 Guy Berger and Corinne Matras, *Criteria and Indicators for Quality Journalism Training Institutions & Identifying Potential Centres of Excellence in Journalism Training in Africa.* UNESCO Series on Journalism Education (UNESCO, 2007), www.unesco.org/webworld/en/african-journalism-schools-report.

58 Kumar, Promoting Independent Media.

59 Ke Guo, "Journalism Education in China: An Introduction," Paper presented at the World Journalism Education Congress, 26 June 2007. He notes that the journalism schools founded in China by the two American universities were the forerunners for today's journalism programs at Fudan, Beijing, and Renmin universities.

60 Interview with author.

61 See note 20 above.

62 Carnegie-Knight Initiative on the Future of Journalism Education, "Improving the Education of Tomorrow's Journalists" (Carnegie Corporation of New York, 2005), 7, http://www.carnegie.org/sub/program/initiativedocs/Exec_Sum_Journalism.pdf.

63 Discussion at the WJEC.

64 Interview with author.

65 See note 9 above.

66 Discussion at the WJEC.

67 See note 51 above.

68 UNESCO, *Model Curricula for Journalism Education for Developing Countries & Emerging Democracies.* UNESCO Series on Journalism Education (UNESCO, 2007), http://unesdoc.unesco.org/images/0015/001512/151209E.pdf.

69 Interview with author.

70 Guo, "Journalism Education in China," 3.

71 Professor Suva is a graduate of the University of Wisconsin and did an American Field Service stint in Jeffersonville, Indiana, many years ago. She laments that the Philippines is not getting the Fulbright and State Department traveling fellowships it used to have. "American grants have dried up," she said. She also pointed out that while Filipino Ph.D. students in the 1970s used to go routinely to America for a semester of study abroad, they now go to Australian or Canadian universities.

72 Professor Foote said that UNESCO and Paul Knox, of Ryerson University, Toronto, Canada, are also studying the global scope of the field of journalism education.

73 Available at http://www.surveymonkey.com/s.asp?u+941123224498.

74 Guy Berger, discussion at the WJEC.

75 Interviews with author.

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Advisory Council
for the
Center for International Media Assistance

CIMA Center for International Media Assistance

NED National Endowment for Democracy
Supporting freedom around the world