



Teaching Journalism in Developing Countries and Emerging Democracies: The Case of UNESCO's Model Curricula

A report of the proceedings of the 2012 AEJMC Pre-Conference Workshop,
hosted by the International Communication Division of AEJMC and UNESCO
AND
The UNESCO special panel at the 4th European Communication Conference of
the European Communication Research and Education Association (ECREA)

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1.0 INTRODUCTION

Amy Schmitz Weiss & Fackson Banda

This report provides a recap of the key points made at two separate intellectual engagements with the UNESCO Model Curriculum for Journalism Education:

- Preconference workshop on August 8, 2012 in Chicago at the 2012 Convention of the Association for Education in Journalism and Mass Communication (AEJMC) under the theme “*Teaching Journalism in Developing Countries and Emerging Democracies: The Case of UNESCO’s Model Curricula*”;
- UNESCO special panel on “*Universalizing journalism education? An interrogation of UNESCO’s Evolving contribution to the field*” held on September 27, 2012 in Istanbul alongside the 4th European Communication Conference of the European Communication Research and Education Association (ECREA).

The Model Curricula for Journalism Education was launched in 2007 at the first World Journalism Education Congress (WJEC) convened in Singapore. By the end of 2012, it was adapted by at least 70 journalism schools in 60 countries in diverse linguistic, social and cultural contexts.

At the first event in Chicago, six scholars debated the impact of the Curricula at a workshop attended by about 40 people. Panelists included Sundeep Muppidi (Hartford University and former Secretary-General of AMIC), Ibrahim Seaga Shaw (Northumbria University, England), Sonia Virginia Moreira (Universidade do Estado do Rio de Janeiro, Brazil), Gordon Stuart Adam (formerly with Carleton University in Ottawa, Canada), Rosental Calmon Alves (University of Texas at Austin and former president of ORBICOM – a global network of UNESCO Chairs in Communication) and Peter Laufer (University of Oregon). The workshop was led by Fackson Banda of the Division for Freedom of Expression and Media Development at UNESCO and coordinated by Amy Schmitz Weiss, assistant professor of journalism at San Diego State University.

The Istanbul discussion was chaired by Fackson Banda, and addressed by eight panelists, who included Dr. Incilay Cangöz (Anadolu University, Turkey), Prof. Pilar Carrera (Universidad Carlos III de Madrid), Dr. Steffen Burkhardt (University of Hamburg), Dr. Kim Sawchuk (Concordia University), Prof. Kaarle Nordenstreng (University of Tampere), Prof. Cees Hamelink (University of Amsterdam), Ms. Saltanat Kazhimuratova (Almaty College of Social Sciences) and Prof. Daya K. Thussu (University of Westminster).

2.0. OVERVIEW

Fackson Banda

Through UNESCO, 195 Member States set and promote press freedom standards appropriate to free, independent and pluralistic media – online and offline. A key part of that mandate consists in building the capacities of such media institutions, especially in a fast changing technological context and new challenges to freedom of expression. The development of the *UNESCO Model Curricula for Journalism Education* is thus an attempt by UNESCO to set standards based on “good practice” internationally, as a resource for stakeholders around the world to draw from in order to improve the quality of journalism education in their respective countries. The effort derives from a conviction that professional journalistic standards are essential to a media system that can foster democracy, dialogue and development. By improving the quality of journalism education, UNESCO believes that both journalism educators and students stand a better chance of influencing journalistic production at the news-institutional level. In turn, newsrooms that are staffed by well-trained and critically-minded journalists are likely to positively influence the processes of democracy and development in their societies, especially in the developing world. A quality journalism education is not only a guarantor of democracy and development, but also of press freedom itself.

Against this background, this report provides a recap of the key points made at two separate intellectual engagements with the *UNESCO Model Curriculum for Journalism Education*:

- Preconference workshop on August 8, 2012 in Chicago at the 2012 Convention of the Association for Education in Journalism and Mass Communication (AEJMC) under the theme “*Teaching Journalism in Developing Countries and Emerging Democracies: The Case of UNESCO’s Model Curricula*”;
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The Istanbul discussion, with about 20 participants in attendance, was chaired by Fackson Banda (UNESCO), and addressed by eight panelists, who included Dr. Incilay Cangöz (Anadolu University, Turkey), Prof. Pilar Carrera (Universidad Carlos III de Madrid), Dr. Steffen Burkhardt (University of Hamburg), Dr. Kim Sawchuk (Concordia University), Prof. Kaarle Nordenstreng (University of Tampere), Prof. Cees Hamelink (University of Amsterdam), Ms. Saltanat Kazhimuratova (Almaty College of Social Sciences) and Prof. Daya K. Thussu (University of Westminster).

This report includes the presentations of the panelists mentioned above as well as the key conclusions and recommendations arising from the general discussion that followed the presentations.

What follows now is an introductory overview of those presentations and the issues they raise for the future of journalism education, including specific actions that UNESCO is taking in light of the recommendations emerging from these and other discussions.

Taken together, the presentations in this Report offer a compelling analytical framework for envisioning journalism education in the future. Key ingredients in this framework include: (i) the academic culture of journalism education globally; (ii) the contextual applications of the Model Curricula and their implications for the future; and (iii) a search for new specialized syllabi to incorporate emerging issues.

The global academic culture of journalism education

An important issue here is the place of journalism in the broad academic culture of the university, something that pertains to its theoretical and research credentials, and also how these relate to its practical dimension and to the place of such “hands-on” activity within the academy. During the first 2005 consultative meeting in Paris involving experts in journalism education, as recorded by Gordon Stuart Adam in this Report, it was agreed that in the best of circumstances, a journalism curriculum – not to mention its faculty and students – should nest comfortably within the intellectual and academic culture of the university and be invigorated by it. So the initial discussion of the curricula

included a thorough review of the frustrations as well as the successes of journalism educators, and it included much talk about 'journalism,' as opposed to 'media' or 'mass communication,' as the core subject of a proposed program.

This discussion was happening at a time when some countries were undergoing their own reforms in the way they approached journalism education. For example, in October 2005, the Brazilian National Council for Research and Scientific Development (CNPq), a national academic funding agency, updated the key areas of scientific knowledge. As Sonia Virginia Moreira's presentation in this Report shows, this educational policy reform resulted in the confirmation of journalism as a field of research in communication, to emphasize the theoretical aspect of journalism. For its part, communication was already treated as an integral subject area of applied social science, with emphasis on the practical aspects directly linked to industry. After several debates involving professors and researchers, representatives of the main scientific societies signed a final document which defined six sub-areas of knowledge in communication: cyber culture and communication technology; audiovisual communication; movies, radio and television; organizational communication, public relations and advertising; mediation and communicational interfaces; and theories of communication. Nine journalism areas of expertise were included on the list: Brazilian, communitarian, scientific, digital, business, specialized, on-line, segmented and rural – in addition to three topics related to the field history of editing, the press and journalism.

Of course, such a policy reform had its own problems, including the fact that journalism courses were henceforth required to be taught by degree or diploma-holders and not what Moreira calls 'journalist-professors.' This requirement meant that many of the professionals from the industry were prevented from continuing to teach in the universities. Thankfully, there was also a group of young professionals in the 1980's who had migrated from the newsroom to the classroom. Many of them became involved with journalism and/or communication research and were thus better able to transition to teaching theoretical aspects of journalistic practice in addition to the practice itself, and to integrate the two halves of the coin as well.

Still, the main paradox faced by Brazilian journalism educators, as a result of the policy reform above, was the requirement for training courses to be better equipped in order to reproduce the professional environment in the so called 'laboratories,' as the academy had lost its link to the newsroom, previously represented informally in the courses by the journalist-professor model of instruction. Today, the bridge between media organizations and the academic world is yet the subject of a complex reconstruction – a topic that the UNESCO Model Curricula had partly addressed through emphasis on student internships.

This Brazilian case illustrates a global trend in efforts to make journalism a legitimate and respected field of study within the university context. This is clearly demonstrated by the Principles of Journalism Education declared at the first

World Journalism Education Congress (WJEC) in Singapore in 2007. Among the 11 principles is the following attestation:

We are unanimous that journalism education provides the foundation as theory, research, and training for the effective and responsible practice of journalism. Journalism education is defined in different ways. At the core is the study of all types of journalism.

Journalism should serve the public in many important ways, but it can only do so if its practitioners have mastered an increasingly complex body of knowledge and specialized skills. Above all, to be a responsible journalist must involve an informed ethical commitment to the public. This commitment must include an understanding of and deep appreciation for the role that journalism plays in the formation, enhancement and perpetuation of an informed society (World Journalism Education Council. 2008).

The Principles are unequivocal in stressing that “at the heart of journalism education is a balance of conceptual, philosophical and skills-based content. While it is also interdisciplinary, journalism education is an academic field in its own right with a distinctive body of knowledge and theory”. The Principles further reiterate that “journalism is a field appropriate for university study from undergraduate to postgraduate levels. Journalism programmes offer a full range of academic degrees including bachelors, masters and Doctor of Philosophy degrees as well as certificate, specialized and mid-career training.” In this regard, it is worth noting what was concluded in a report of a discussion on the “Ultimate Journalism Education” convened at the 2nd World Journalism Education Congress (WJEC) in South Africa in 2010: “Journalism, on its own, does not constitute enough of substance to make up a full three or four-year degree program. Journalism education needs to draw on, interact with and contribute to other forms of knowledge in the university” (Nordenstreng, 2010).

The Principles also highlight that “journalism educators should be a blend of academics and practitioners; it is important that educators have experience working as journalists.”

The above observations were a point of further discussion in Istanbul. In her presentation, Dr. Incilay Cangöz, a Turkish associate professor at Anadolu University, noted that any journalism curricula needed to reflect the constantly changing demands of the media industry while focusing on larger political and social issues. On the other hand, her Spanish counterpart, Prof. Pilar Carrera of Universidad Carlos III de Madrid, challenged the notion of an “interdisciplinary” journalism education, arguing that journalism education needed to be recognized by academia as a “strong, focused and autonomous journalistic field”.

These views, together with the main lines of the UNESCO Model Curricula as summarised by Gordon Stuart Adam and Rosental Calmon Alves in this Report,

constitute a synthesis of the substantive content of journalism education according to what could be called the “WJEC philosophy”(Nordenstreng, 2010).

Arguably, such a philosophy regards journalism as a social practice whose knowledge and skills base is interdisciplinary in nature. As such, it can easily be located in an academic context, where it can draw upon other disciplines while preserving its *professional* autonomy. Here, a vital distinction to make is that the presenters were concerned about the practice of journalism in *institutional* settings, as opposed to non-institutional or non-professional settings, such as the blogosphere (e.g. citizen journalism). Such a ‘professionalised’ perspective of journalism (highlighting for instance, issues of public interest, accuracy, verifiability, etc.) continues to be an important consideration in discussions of the Model Curricula. This is because journalism education at institutions of higher learning is still seen and valued as a process by which students become critically aware of the professional ethics that inform the practice of journalism, including the institutional constraints that are placed on such journalistic practices. At the same time, such professional standards are relevant to assessing whether particular extra-institutional mass communication counts as journalism. Concomitantly, they are relevant to journalism education for non-professionals such as courses serving volunteers in community radio settings, and participants engaging in user-generated content on websites.

The contextualized applications of the UNESCO Model Curricula and their implications for the future

One of the key challenges facing UNESCO in serving an international constituency is in developing curriculum resources that are representative of a diversity of national and regional experiences, and which afford adaptation in a range of circumstances. This challenge is amplified by the need to also respond to the global unevenness as regards wider changes in both media and education. The Istanbul panel in particular deliberated on these wider issues of the ‘universalizing’ project in journalism education by critically scrutinizing two of UNESCO’s draft new syllabi – on data journalism and media sustainability.

In this vein, some scholars have legitimately and rightly questioned whether the UNESCO model curriculum design can be ‘universal.’ For example, Dr. Kim Sawchuk of Concordia University, speaking during the Istanbul UNESCO special panel, pointed out that she was “suspicious of the term and notion of the universal,” calling for a pedagogical “negotiation” in journalism. She called on her counterparts to “create journalism programmes that work from the particularities of the locale and are sensitive to that locale.”

However, part of the problem could be resolved by putting the concept of a ‘model’ in its proper social-scientific methodological perspective as a tool for making sense of the complexity of journalism education as practised in different locales. To this end, we can cite Michael Pool, (2007, p.22) who observes that:

An important criterion for the choice of a model is its likely fruitfulness in generating further insights. Models have:

- Positive features – ways in which the two are alike.
- Negative features – ways in which the two are unlike.
- Neutral features – ones that are neither obviously positive or negative.

Citing Mary Hesse, Pool reminds us that ‘... we do not know how far the comparison extends – it is precisely in its extension that the fruitfulness of the model may lie’ (Pool, 2007, p.22).

In short, a model will not resemble that of which it is a model in every respect. Therefore, the UNESCO Model Curricula should perhaps best be seen as an abstraction, with the clear concomitant implication that their application would not (and should not) match every conceivable national context of application. They would resemble such a context either positively, negatively or neutrally, following Pool’s explanation above.

Where the Curricula have been potentially “positive” to a context, their adaptation in a local condition has been relatively seamless, accompanied perhaps by minor adjustments. Where they have been “negative,” but nevertheless still aspirational, they have been more heavily adjusted to suit the local context, particularly in situations where training institutions have organisational and infrastructural inadequacies (e.g. Iraq) (Pavlik, Laufer, Burns & Ataya, 2012). Thus, as Rukhsana Aslam of the Pacific Media Centre observes, although there is little to disagree on regarding the broad principles of the Model Curricula, their adaptation to Pacific countries is mainly constrained by the availability of relevant human expertise, availability of resources and a positive environment, resulting in Pacific journalism training institutions not strictly following the UNESCO guidelines but reflecting them in varying degrees (Aslam, 2012).

Arguably, the more pessimistic criticisms of the Model Curricula have generally focused more on the “negative” (non-congruent) aspects of the Model Curricula although, in fairness, even these “negative” aspects are a valuable source of empirical data that is informing their updating. Furthermore, such criticisms have overly simplified the contextual differences between and among countries. For example, to assume, as Eric Freedman and Richard Shafer do, that adapting the Model Curricula will result in students who are ‘overqualified for low-paid domestic journalism jobs that are available, although they may be good candidates for employment by government or business’ is to hold a static view of developing countries and emerging democracies. Many such countries have clear aspirations and potential for an educational and organisational shift to top-notch, cutting-edge, quality journalism education. And, contrary to developed countries, the job situation is improving rather than declining in many cases (Freedman & Shafer, 2010).

In fact, the very introduction of the UNESCO-designated potential centres of excellence in journalism in Africa was predicated on the idea that it was possible

to cultivate modern journalism schools within Africa that could generate high-quality graduates of the type envisaged by the Model Curricula (Berger & Matras, 2007). An underlying assumption, ignored by such critics, is that there are educational standards to which *all* countries aspire and that the Model Curricula serve as an embodiment of such standards. Such a theory of change is clearly what is driving many media development actors across the continent (Susman-Peña, 2012).

In addition, such criticisms are rebutted in part by the increasing number of countries turning to the Model Curricula as an important resource for their own curriculum redesigns. As indicated in this Report, by 2011, a number of journalism education/training institutions in Afghanistan, China, Guyana, Iran, Jamaica, Lesotho, Mauritius, Mexico, Mongolia, Pakistan, Rwanda, South Africa and Tanzania had either adapted, or were in the process of adapting, the Model Curricula. Gabon, Congo, Uzbekistan and Myanmar have also expressed interest in adapting them. As indicated above, UNESCO records some 70 journalism training institutions in over 60 countries having adapted the Model Curricula. By 16 May 2012, the UNESCO web site had registered 12,223 downloads of the publication, across the following linguistic platforms: English, Arabic, Chinese, French, Portuguese, Russian, Spanish, and Nepali.

There are also many in-country training institutions actively using the Model Curricula as a resource for their curriculum reviews. For example, by the end of 2012, during a curriculum development and harmonisation capacity-building workshop co-organised by the University of Lagos, University of Ibadan and Lagos State Polytechnic with financial support from UNESCO's International Programme for development of Communication (IPDC), 11 more journalism training institutions in Nigeria made commitments to adjust their pedagogical practices in line with the Model Curricula. They included Lagos State University, Moshood Abiola Polytechnic, Redeemer's University, University of Nigeria and Covenant University. The rest were Times Journalism Institute, International Institute of Journalism, Ahmadu Bello University, Pan African University, Yaba College of Technology and Al-Hikma University (UNESCO, 2012).

Also important to consider is the fact that such criticisms ignore the fact that the Model Curricula serve to identify curricular gaps *both* in the developing and *developed* countries. For example, after reviewing the Model Curricula in the context of journalism education curricula in the United States, Claussen concluded, among other things, that:

Model Curricula several times refers to the importance of journalism students having "knowledge" of journalism's "role in developing and securing democracy," a focus of efforts by Jeremy Cohen, the late Cole Campbell, and various individuals identified with civic, public, citizen and/or community journalism, and yet another wakeup call when one notes how few U.S. journalism students seem to have any interest at all in covering politics and/or government.

An international and development journalism syllabus, by Brazil's Sonia Virginia Moreira, requires students to read UNESCO's International Principles of Professional Ethics in Journalism. Here in the United States, where almost none of the media ethics textbooks or monographs bother to reprint even the Society of Professional Journalists Code of Ethics, let alone other professional groups', who would know that such a document existed?

The politics and government reporting syllabus, written by Argentina's Jorge Liotti for university seniors, reminds us that in U.S. journalism education we don't spend much time on the *full* spectrum of "interest groups, other sources of power," which Liotti lists as: "Armed Forces, trade unions, religious organizations, private companies, NGOs. Nonformal groups of pressure: terrorists, guerrillas, drug and weapon dealers, demonstrators, activists, picketers....Seminar: Challenges of reporting and writing in a hostile environment." Terrorists, guerrillas, and drug dealers might not have much power as political interest groups in the United States or as in some other countries, but not so the others (Claussen, 2007, pp. 237-240).

What is worth re-emphasizing is that the Model Curricula were an international project, involving scholars from Australia, Benin, Bulgaria, Canada, Denmark, Finland, France, Ghana, India, Lebanon, Morocco, Qatar, Singapore, South Africa and the United States, while scholars from most of those countries and others wrote and/or reviewed various drafts (Claussen, 2007). Each expert thus brought their unique sociocultural perspective in a project that sought to unify such perspectives in a shared journalism education curriculum design from which all countries could learn something.

Against this background, then, several lessons have emerged over the years about how the Model Curricula have been adapted to suit the local context. In the Asian case, for example, the Asian Media Information and Communication Centre (AMIC), a long-time UNESCO partner, used free, online tools like 'Google Translate' to address the need to translate the Model Curriculum into regional languages like Hindi, Thai Malay and Indonesian, among others. Naturally, if this were to be replicated on a larger scale, a more systematic translation process would be necessary, but it was a step towards disseminating knowledge resources more widely. In addition, AMIC sought to add local resource materials that are different but relevant to each country and in-country regions. A related issue was AMIC encouraging institutions to allocate more resources and provide support for infrastructure and retraining in order to effectively adapt the Model Curricula.

In the Iraqi context, representing a conflict/post conflict environment, an adaptive, instructional approach was used, offering the journalism educators and policymakers there an opportunity to choose from a menu of strategic and professional recommendations arising from a series of consultations between international experts and Iraqi journalism educators and policymakers. The

strategic recommendations of this UNESCO-supported process included:

- Offering elective courses in both Iraq and the Kurdish region to provide students with the opportunity of choice; that is, students in Baghdad should have as a choice the opportunity to study Kurdish history and culture, while students in Sulaimaniya should have the choice of studying the history of Iraq as an elective; this would help lessen the gap between the regions by promoting cultural understanding and acceptance and, ultimately, reconciliation.
- The need for the Ministry of Higher Education (MoHE) to reconsider its stance on the use of distance education technology and implement elements of online course instruction throughout Iraqi higher education as would allow for education for all, especially in remote areas, and would help resolve space and logistical constraints while placing Iraq and KRG in the modern educational sphere.
- The need for the curriculum department in the MoHE to launch a professional development programme that would enable its members to identify and define needs, propose change and development, and collaborate with the global academic communities.

Professional recommendations bordered on the need for enhanced collaboration between training institutions and the industry. To that end, it was recommended that media professionals – both inside and outside Iraq – should be called upon to provide industry insight to students as guest speakers and expert mentors, thus enhancing communication skills and exchange of knowledge and experience. Another recommendation was that student internships should be encouraged and supported more fully by university administrators. Public-private sector partnerships should be developed to promote internships, guest speaker activities, job shadowing, interview, and project-based learning (PBL).

In addition, as a special innovation to the UNESCO Model Curricula, the proposed curriculum for Iraq included a virtual foreign correspondent internship programme for students in Iraq. This pioneering programme would be among the first of its kind in the world for an emerging democracy and would be an opportunity for students and newsgathering organisations to transcend the travel difficulties into and out of Iraq with valuable learning experiences that could produce valuable news coverage. The Iraqi students would serve as interns with out-of-Iraq news media, but from inside Iraq (Pavlik, Laufer, Burns & Ataya, 2012).

In search of specialized journalistic literacies

As Gordon Stuart Adam observes in this Report, the Appendix to the UNESCO Model Curricula has a rich collection of syllabi, which organizes some of the well-recognized thinking in journalism education by some of its most-respected professors. Considered alongside the main report, which provides a basic curricular blueprint, the Appendix provides a powerful step into the content and

organization of journalism studies. It does this with a measured flexibility. The various syllabi are open-ended and can and should be adapted to cultural realities and local conditions. In the meantime, they provide a window into pedagogical method.

In this vein, UNESCO is continually taking action to expand on the range of syllabi to reflect the diversity of journalism practices. This has taken the form of modularising specialised journalistic literacies, ranging from media sustainability, data journalism, intercultural journalism, community journalism, to global journalism. In developing these modules, UNESCO has been partially addressing the scholarly critique of the Model Curricula, and updating them in relation to specific socio-cultural circumstances, based on critical assessment and reflection (Nordenstreng, 2010). As such, these specialised literacies extend the Model Curricula to include new syllabi covering emerging or particularly relevant themes in journalism education globally.

Such syllabi have a common thread running through them: journalism must respond to the context in which it is taught, practised and researched. As a consequence, they help to extend our theoretical understanding of journalism as a responsive, dynamic and evolving practice, and thus be a significant new step beyond the Model Curricula. Journalism education is an important vehicle through which the individual and institutional practices of journalists improve. By thus highlighting new areas of teaching that are often under-theorised and under-practised in the media, UNESCO is helping to expand the bounds of knowledge and skills of journalism teachers and practitioners and setting the agenda for cutting-edge journalistic practice.

As an attempt to cultivate a truly 'universal' appeal for such syllabi, the following guidelines are now provided for the authors:

- The syllabus should highlight case studies or examples from as wide a range of countries as possible, ensuring especially the inclusion of developing country instances. Online and free resources are especially encouraged.
- The syllabus should include bibliographic reference materials from a wide variety of national contexts, again not neglecting developing countries.
- The idea informing the two guidelines above is to (i) enhance the global utility of the syllabi, and (ii) broaden the horizons of each national application as regards knowledge of practice in other countries.
- The syllabus should be as gender-sensitive as possible, particularly in its use of language.
- The syllabus should be flexibly written so that it can appeal to a wide range of audiences, including journalism educators, media professionals, policymakers and the general public.

In conclusion, then, it can be seen that the presentations in this Report make a case for envisioning journalism education as a constantly changing practice of a

particular type of communication in the public interest. In particular, the arguments highlight the ongoing debate about the academic positioning of journalism education globally, the contextual applications of the UNESCO Model Curricula and their implications for the future, and the continuing search for new specialized syllabi that organically respond to a plethora of emerging societal issues. With regard to the first issue, there appears to be ongoing healthy debate on how journalism education continues to feed off and into other better established academic disciplines. For their part, the various national adaptations of the Model Curricula have shown its value, and have arguably helped contribute in part to the establishment of journalism education as an effective contributor to the promotion of free, independent and pluralistic media. Even so, calls for updating the Model Curricula continue to reshape – and thus revitalize – their contributions by making them respond to emerging issues through the development of more specialized syllabi. The international experiences in all this are part of what UNESCO calls the “knowledge society,” and they continue to strengthen the place of journalism education within changing global and local contexts.

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3.0 OPENING REMARKS FOR THE CHICAGO PANEL

Fackson Banda

Since 2007, UNESCO has been piloting the widely-endorsed UNESCO Model Curriculum for Journalism Education in an effort to further enhance the delivery of quality journalism education globally, particularly in developing countries. The broad context in which this initiative plays out is becoming increasingly complex, not least because of the following factors:

- Increase in journalism enrolments, against a depressed job market globally;
- Technological innovation and the rise of alternative communicative platforms;
- The clamoring for journalistic specialisms (e.g. science and conflict-sensitive journalism), posing pedagogical challenges for journalism educators; and
- The need to generate more new knowledge on the content and delivery of quality journalism education.

UNESCO's search for excellence in journalism education is underpinned by a strong conviction that professional journalistic standards are essential to a media system that can foster democracy, dialogue and development. By improving access to and the quality of journalism education to both men and women, UNESCO believes that journalism educators and students stand a better chance of improving journalistic production at the news-institutional level. In turn, newsrooms that are staffed by well-trained, critically-minded and gender-sensitized journalists and managers are likely to influence the processes of democracy, equity and development in their societies, especially in the developing world. A quality journalism education is not only a contributor to democracy and development, but also of media freedom itself.

As such, through the Model Curricula, UNESCO has sought to, among other things:

- Act as a *laboratory* of ideas by stimulating informed debate among educational policy-makers, journalism experts, practitioners and the general public about the role of journalism education in attaining the democratic and developmental objectives of its Member States.
- Set *standards* for what a quality journalism education should look like, particularly by encouraging the UNESCO-designated Potential Centres of Excellence and Reference in Journalism in Africa to adapt the Model Curricula to suit their social, economic and technological conditions.
- Act as a catalyst for *international cooperation* in journalism education by

building and strengthening South-South and North-South strategic relationships and partnerships, using the Model Curricula as an entry point.

Against this background, the pilot implementation of the Model Curricula has helped us to redefine our objectives for the next phase. Overall, we aim to draw on our existing and emerging global knowledge, experiences and partnerships to produce cutting-edge educational resources, as a way of facilitating quality training in sound professional practices in newsrooms across the globe, particularly in developing countries. To this end, there are two specific objectives, namely, to:

1. Build *new knowledge* about transnational and transcultural pedagogies of journalism education, based on cumulative experiences of using the Model Curricula in different national settings; and
2. Promote and support the growth of *other journalistic literacies*, through specialized journalism curricula covering such journalistic sub-fields as: science journalism; investigative journalism; data journalism; community journalism; conflict-sensitive journalism; etc.

What, then, is the status of the Model Curricula?

- By 2011, a number of journalism education/training institutions in Afghanistan, China, Guyana, Iran, Jamaica, Lesotho, Mauritius, Mexico, Mongolia, Pakistan, Rwanda, South Africa and Tanzania had either adapted, or are in the process of adapting, the Model Curricula. Gabon, Congo and Uzbekistan have expressed interest in adapting the Model Curricula in the future. Altogether, about 70 journalism training institutions in over 60 countries have adapted the Model Curricula. By 16 May 2012, our web site had registered 12,223 downloads of the publication, across the following linguistic platforms: English, Arabic, Chinese, French, Portuguese, Russian, Spanish, and Nepali.
- UNESCO's International Programme for the Development of Communication (IPDC) continues to provide financial support towards the adaptation of the Model Curricula by journalism educators globally, but with a special focus on Africa under its Special Initiative focused on capacity-building for the potential centres of excellence and reference in journalism on the continent.
- This pre-conference panel at AEJMC 2012 on "Teaching Journalism in Developing Countries and Emerging Democracies: The Case of UNESCO's Model Curricula" is yet another effort at raising the level of debate about the lessons learned from the application of the Model Curricula in diverse cultural contexts. Similar efforts are being pursued for the ECREA conference scheduled for Istanbul, Turkey, in October 2012 and the World Journalism Education Congress (WJEC-3) slated for

Mechelen, Belgium, in July 2013. In all cases, the outcomes will feed into the process of reviewing and revising the Model Curricula.

As part of the process of revising the Model Curricula, efforts are being made to lobby key journalism education experts to render a free service to UNESCO in developing modules on specialized topics in the field of journalism, such as data journalism, media sustainability, etc. Such experts have included Dr. Peter Verweij of D3-MEDIA in the Netherlands and Prof. Robert G. Picard of the Reuters Institute at the University of Oxford in the United Kingdom. Given UNESCO's current precarious financial situation, we are eager for more such voluntary support from our partners, including journalism educators worldwide. In this way, UNESCO can contribute to a unique sharing of experience internationally as a mode of strengthening journalism education everywhere.

4.0 PANEL PRESENTATIONS

4.1 Reflections by original contributors to the model curricula

4.1.1 With hindsight: critical reflections on processes leading up to the model curricula

G. Stuart Adam

In the interests of full disclosure, I commence these reflections with a declaration that I was a member of the four-person working group that prepared the report for UNESCO on model curricula for journalism education. (The other members were Michael Cobden [Chair and principal writer], Hans-Henrik Holm, and Magda Abu-Fadil. Our bona fides are published in the report). With this in mind, I propose to discuss features of the report, which seem to me to call for further clarification. I will focus in particular on (1) the place of journalism in the broad academic culture of the university, and (2) the place and centrality of writing and reporting as the 'spine' of a curriculum with 'journalism' in the foreground and 'media' and 'mass communication' in the background. I conclude (3) with remarks on the syllabuses, which are published as appendices to the report. I think these syllabuses are especially valuable and call for much attention and elaboration. I might add that the spirit of these comments is conversational. There is much to discuss.

The process leading to the publication of "Model Curricula for Journalism Education in Developing Countries and Emerging Democracies" began in Paris in December 2005, when UNESCO convened a weeklong meeting in their Paris offices of 17 "experts" in journalism practice and education.

That meeting involved an orderly review of the basic elements marking journalism and its practice. It also involved a critique of current practices and tangled with the question of how a journalism program, its faculty, and its students should be connected to universities, which specialize in the traditional disciplines. It was noted that some of the oldest and most prestigious journalism schools in North America – Columbia University was a current example (Adam, 2004) – Europe, and Australia continued to have uneasy relationships with their host institutions and it was noted that a new curriculum for wider use and application should seek to minimize points of conflict and seek to integrate journalism studies into the spectrum of traditional disciplines. As I recall, it was agreed that in the best of circumstances, a journalism curriculum – not to mention its faculty and students – should nest comfortably within the intellectual and academic culture of the university and be invigorated by it. So the initial discussion of the curricula included a thorough review of the frustrations as well as the successes of journalism educators, and it included much talk about 'journalism,' as opposed to 'media' or 'mass communication,' as the core subject of a proposed program.

That the proposed curricula would feature journalism and journalism alone may not sound radical. Nevertheless, it called for some discussion and, once decided, represented an important threshold. It implied that the programs that some day may be inspired by the curricula would not be modeled on something akin to newspaper schools, which incorporated advertising and public relations. Nor would they be modeled on broadcasting programs incorporating entertainment and spectrum programming. Nor would they be shaped primarily by social-science based studies in mass media or mass communication. Courses in such disciplines might be proposed but only insofar as they would contribute substantially to the formation of journalists. For example, a social-science course in media studies might be compulsory, but the time allocated to it would be limited and designed to provide insight into the social and political contexts of journalism practice. In a similar vein, workshops and studio courses in broadcasting, print, news design, and online would be proposed and considerable time allocated to them, but their place in the curriculum would be determined by the contribution they would make to the formation of professional journalists conceived, above all, as reporters and writers.

By focusing on journalism and its practices, the experts were confirming that journalism and media are not the same things. For our purposes, the term 'media' was regarded as a term of broad application referring mainly to technology and human systems and institutions. By contrast, 'journalism' was conceived as a form of expression – a cultural practice – that may be dependant on technology but, at the same time, is an independent method of forming consciousness and reading the world. So the experts took a humanistic turn and chose to build the program around journalism practices and methods. They spoke of journalism – these are my words, not theirs – as the reporting and commentary in the public media on events and ideas as they occur (Adam, 1993, p.11). The public media they had in mind would include newspapers, magazines, television, radio, and the Internet and each would be well represented in the menu of proposed studies. But the heart and soul of the enterprise would comprise the elements of thinking and rendering marking journalism. Thus, reporting and writing courses constituted (above all else), the compulsory 'spine' and primary element in the curricula.

It strikes me in retrospect that there was a strong consensus on this subject: the experts proposed that the curriculum be constructed with an eye to the practices of journalists who routinely make news judgments, gather evidence, write narratives, and analyze and explain the events marking the here and now. They spoke with more or less one voice as working professionals and educators from 13 countries including India, Australia, Bulgaria, Lebanon, Qatar, Morocco, South Africa, Finland, France, Denmark, Canada, Singapore, and France.

So what would an ideal curriculum be organized to do? My views on this subject had been expressed in a number of essays I had written before joining the drafting team. For convenience, I am quoting myself here rather than the report,

but with the note that there was no substantial conflict on the views that set things in motion. We agreed basically that the:

coordinates of a good journalism education comprise, like the practice of journalism, a fundamental concern with 'news', and a corresponding interest with the acquisition of complex methods of knowing, representation, and analysis. Accordingly, an education in journalism should be designed to promote: the thoughtful understanding of news; a solid grounding in methods of evidence-gathering and fact assessment; a capacity for literary and/or visual representation; and the ability to apply the forms of understanding born in the academy to the problems of the here and now.

That quote continues to say that:

[t]he aim ... of an ideal university curriculum ... is to shape not just reporters, but reporters, writers, and critics. The reporter in the journalist is concerned fundamentally with the news as it is discovered, breaks, and unfolds, and the gathering of fact to support its description; the writer in the journalists creates faithful documents – eloquently – with superior literary skill and with the collaboration of visual journalists in engaged in parallel representational tasks; the critic in the journalist judges the significance of things and adds layers of meaning and explanation to their description.

This same passage concludes with a declaration that “a good journalism education should promote an understanding of the languages, purposes and practices of democratic institutions” (Adam, 2001, pp.317-318). Journalism and the free expression it represents are part and parcel of democracy’s architecture.

An important footnote to these passages qualifies the notion of critic: in using such a term, I was referring to individuals who are the bearers of specialized knowledge that mark a beat and thereby in a better position to interpret the events they report. (By way of example, I am thinking for inspiration of such individuals as Linda Greenhouse who for so many years covered the Supreme Court for the New York Times or Robert Bazell, a specialist in science who works for the NBC news).

To achieve such goals, the authors of the report recommended that a balance be sought between “the practical and the academic.” So the operations of such views called for a commitment to traditional university study alongside study in professional practices. The report included a note that a “weakness of much of journalism education arises out of a failure to grasp the degree to which education in university disciplines constitutes (with reporting and writing) the foundation of journalism practice” (UNESCO, p.7).

My comment on this element comes from an essay published first in 2009 in which I argued that journalism educators should promote study in the literary and civic disciplines of the university. In that essay, I argued that:

- The study of poetry and literature strengthens students' capacities for self-expression. An immersion in literary studies shapes and invigorates the vocabularies of students and promotes the forms of eloquence called for by journalistic tasks.
- The study of visual art enables students to see the world more clearly – through the visions of the best painters, photographers, and filmmakers.
- The study of history formalizes memory. It attaches an empirical and reflective dimension to human experience and thus enables students to live in time as well as space.
- The study of politics, economics, and society equips us to navigate through and understand our major institutions.
- Philosophy sharpens our capacity to reason – a necessary skill on the job as well as in the political arena; it sharpens our moral sense.
- Democratic theory situates journalism in the complex artifice of belief and procedure (Adam, 2012, pp.630-631).

So courses in traditional disciplines are practical in their effects – all the more so when they are taken by students who will make their livings as reporters, writers, and critics. Such a view is kindred to the spirit and content of the UNESCO report.

In sum, the UNESCO report recommended strongly that the connecting thread between professional practices and the intellectual culture of the university be strong. Committing substantial time to traditional studies in arts and sciences was one way to secure such a connection. A second was, in addition to such general studies, to recommend that students choose at least one university discipline such as politics, economics, or science in which to specialize. A second field and the sequence of courses establishing such specialization would fit with tier three reporting and writing. In this respect, it was proposed that reporting and writing, like disciplines in other parts of the university, would be stratified into tiers and thus constitute the foundational 'spine.' Introductory reporting would constitute tier one, advanced reporting tier two, and specialized reporting would constitute tier three. The syllabuses for such courses were included in Appendix 3. Each is 15 weeks or two terms in length. The third tier would be a 15-week stand-alone course in specialized reporting but its preparation and goals would assume competence in a parallel academic discipline.

Needless to say, compulsory space in the curriculum was also allocated to journalism/media theory comprising the legal, ethical, and cultural contexts of journalism practice and it was assumed that the scholarship supporting such studies would be governed by university norms. Put differently (and in the order they were presented in the report), the curriculum comprised intellectual and professional formation along three axes or lines of development:

- (i) An axis comprising the norms, values, tools, standards and practices of journalism;
- (ii) An axis emphasizing the social, cultural, political, economic, legal and ethical aspects of journalism ...
- (iii) An axis comprising knowledge of the world and journalism's intellectual challenges (UNESCO, p. 7).

The challenge in administering such a curriculum would be to manage the time allocated to each of its principal lines of development. The report offered some guidance. In this context, there was a natural fear that the courses and workshops in professional practices, notwithstanding their centrality and importance, would interfere unduly with the time required for sustained study in the other two areas. Referring to the university-based three-year model as an example, it was suggested that 47% of the time be allocated to professional studies (axis i), 10 per cent to journalism studies (axis ii), and 43% in arts and sciences (axis iii).

The report argued at the outset that:

journalism education should teach students how to identify news and recognize the story in a complex field of fact and opinion, how to conduct journalistic research, and how to write for, illustrate, edit and produce material for various media formats. ... to reflect on journalism ethics and best practices in journalism, and on the role of journalism in society a broad general knowledge and the foundation of specialized knowledge in a field important to journalism.”

Carefully managed, I think curricula modeled on the approach recommended by the report would work well – all the more so in light of the treasure trove provided in the report's appendix. It comprises the syllabuses for the principal courses, written by journalism professors from around the world, They are superb examples of academic craftsmanship and include, for example, such 15-week courses as:

- “Online/multimedia Journalism” designed by Professor Rosental Calmon Alves, Knight Chair at the University of Texas;
- “Foundations of Journalism: Writing,” designed by Michael Cobden of University of King's College, Canada;
- “Foundations of Journalism: National and International Institutions,” designed by Professor Nalini Rajan, Asian College of Journalism, India;
- “Science and Health” designed by Idowu Sobowale of Olabisi Onabanjo University, Nigeria (tier three specialized reporting);

- Second-year level “Broadcasting and Writing” designed by Professor Shahjahan Sayed (with Gul Wahab) of the University of Peshawar, Pakistan; and
- A second-year course in “Journalism Ethics” designed by Professor Antonio Brasil, of Rio de Janeiro State University.

I could spend a great deal of time listing, analyzing, and praising the richness of the collection of syllabi posted in the Appendix. It organizes some of the best thinking in journalism education by some of its best professors. Considered alongside the main report, which provides a basic curricular blueprint, the Appendix provides a powerful step into the content and organization of journalism studies. It does this with a measured flexibility. The various syllabi are open-ended and can be adapted to cultural realities and local conditions. In the meantime, they provide a window into pedagogical method. In my view, journalism professors around the world should take note.

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4.1.2 Reflections on the role of the UNESCO Model Curricula and the changing digital media landscape

Rosental Calmon Alves

Since my first participation in the Experts Consultative Meeting on Journalism Education at UNESCO headquarters, in Paris, in December 2005, one of my concerns during the different stages of the discussions on the Model Curricula for Journalism Education was how we could make sure that online journalism would be covered in a strong way. Considering the idea of how the curricula could be a model for new journalism programs in developing countries and emerging democracies, I knew that we must have suggestions on how to teach a course that would cover the most general aspects of the impact of the Digital Revolution on journalism, but at the same time would give students opportunities to learn practical skills of online journalism.

The overarching objective of the curricula was to emphasize the importance of journalism training in a democratic society that depends on a watchdog, professional and independent press as part of its checks and balances mechanism. The project was ambitious and throughout the discussions it became clear to all the members of the group that we were heading to a flexible, up-to-date and clearly inter-disciplinary approach to journalism education. Experts from all over the world were set to contribute with specific syllabi, after the committee came up with the general structure for the curricula.

My concern with how online journalism would fit in was persistent, as I am convinced that the Digital Revolution will continue to transform the media systems around the world during the next decades, in a profound and vast way that was hard to imagine back in 2005, as it still is today. We would make sure that there would be a window in the curriculum for the new genre of digital journalism that had been created on the World Wide Web in the previous decade, and how it would evolve.

One of the main problems, however, was the digital gap between many countries that would adopt and adapt our syllabi and the Internet penetration in developed countries. Even recognizing that that gap was real, it was fundamental to find ways to come up with a syllabus that would be applicable and realistic even in a country with low Internet penetration and in a journalism school without the ideal computer hardware.

When I was assigned to elaborate the online journalism syllabus for the model curricula, I had already been teaching that same discipline at the University of Texas at Austin for almost a decade, suffering the ups and downs that are natural for a pioneer course. I used that experience as an inspiration for the syllabus, but keeping in mind that the program should be easily adapted to different learning environments. The first thing from my experience in Texas that I thought would be useful was the dual track structure for the semester of an

online journalism class that would combine a seminar style session and a computer lab session.

The dual track would allow instructors to assign readings and promote class discussions, analyzing the emergence of multimedia/online journalism around the world and to give the guidelines for practical work. And in parallel to the more traditional seminar sessions, the lab session would allow time for the students to practice online journalism using the tools available, from simple web design skills to more sophisticated multimedia storytelling techniques, depending on the resources available in each country.

The syllabus also had to emphasize the analysis and discussion of best practices of multimedia/online journalism in the country of the students and/or in other countries, so the class would become familiar with the evolution of journalism in the digital environment even if it was not happening in their own community yet.

The course description was ambitious, as it stated:

Students will learn about the recent evolution of the Internet as a journalistic tool and medium. They will learn how storytelling can be transformed by technology, how journalists can use technology to do their job better, and how relationships with audiences can be transformed into more interactive engagement with citizens through the Internet and other networked media. They will consider ethical problems that can arise with new technologies, and how the structure of news organizations and industry can be transformed by technology. They will learn to write for online and multimedia sites, including how to organize links and use data bases, how to post stories and update and advance them as developments occur. They will learn to create pages for Web sites, upload them to a server and use a digital camera. They will experiment with audio and video technology to make their stories interactive. They will consider the impact of mobile technologies. And they will learn to adapt to emerging technologies.

Yes, it may be ambitious, but I am still convinced that this kind of course could be effective in virtually any condition, if the school that is teaching journalism has basic computer equipment and access to the Internet. Of course the syllabus is from 2007 and like the entire curricula, it needs updates, but the principles are still valid and I think that the mix of the classic seminar style and lab sessions is still a good idea.

4.2 Contextual applications of the model curricula

4.2.1 Developing an 'Asian' framework for UNESCO's model curricula

Sundeep R. Muppidi

The idea of a common, framework for media education is relevant to the region because of the following issues at present:

- Lack of a consistent course curriculum across programs
- Lack of regulation and oversight by a competent authority with the power to enforce
- Lack of infrastructure and resources within individual programs
- Shortage of trained faculty and competent students
- Lack of industry collaboration with educational institutions

Need for curriculum in journalism education?

There is a phenomenal media boom in Asia that has led to a corresponding spurt in many educational institutions offering courses in media and journalism to fulfill the demand for graduates with training in these areas. However, because of the spurt in this demand, the marketplace is flooded with a lot of players, many of them fly-by-night operators trying to cash in on the demand. Since this is a new phenomenon, there are not many precedents or guidelines, in many countries for what constitutes a good media education program. Hence, there is the need for a standardized curriculum so as to ensure that minimal requirements in terms of tools and techniques necessary for the trade are at least imparted to the students. Hence, the UNESCO curriculum is a step in the right direction.

About the Curriculum

The UNESCO curriculum is a 'Good Model' and a very detailed document – but there is a lot of confusion about its 'purpose' in Asia. In an ideal situation, this curriculum would be good because it is exclusive to programs that teach journalism. It is very linear and specific to that task. However, even in that scenario, the suggested books/ readings miss a lot of core literature relevant to Asia – so it is inconsistent in that aspect. It needs additions to suit the multicultural and multilingual nature of journalism education in Asia. It also needs to include cross platform journalism in the new media age, as it is also inclusive of gender, especially from an Asian, multireligious perspective.

Drawbacks

The 'Broad' framework of this curriculum gets muddled (especially in South Asia) because of the following reasons:

- It is too rigid (at least for my comfort) and there is a danger of producing 'clones' of 'western' journalism schools

- 'Journalism' is not exclusive in Asia as the document portrays – there is an overlap of media, communication and journalism and its various forms in most educational programs that offer these courses
- All the issues mentioned earlier – especially resource constraints and need for a professional regulatory body

More importantly – by the time it is implemented – I feel it will miss the boat – so there is a need to prepare for the transition to an integrated journalism sequence.

The AMIC Example

In 2007 AMIC received a UNESCO IPDC grant to add Asian resource material for delivery of curriculum of four selected modules and to hold consultations with Asian journalism educators in implementing these modules. AMIC staff attended a seminar organized in Manila in June 2009 on the ASEAN Consultation on the UNESCO Model following which we commissioned six researchers to assist in compiling resource material from Asia to implement this project.

These researchers were from

- India
- Sri Lanka
- Thailand
- Philippines
- Laos
- Indonesia

The AMIC Consultation was held in the AMIC offices in Singapore and the consultants were flown in and hosted for the meeting. Based on these consultations, each consultant was given specific tasks that needed to be completed over the next few weeks. It included sourcing for relevant materials, from their own countries to be included in the selected course materials. As such, by the project completion date, we added a variety of resource material such as news feature stories, video clips, and research papers written by journalism scholars in Asia. AMIC produced four CDs (available for free from UNESCO, Bangkok office) for the following four courses:

1. Science and Health: Report and Writing. Tier 3: Module in the Final Year Bachelor's degree course
2. Specialised Journalism (Arts and Culture). Reporting and Writing. Tier 3: Module in the Final Year Bachelor's degree course
3. Media and Society: 2nd Year Module in Three-Year Bachelor Degree and 4th Year Module in Four-Year Bachelor Degree
4. Specialized Journalism (International Development). Reporting and Writing. Tier 3: Final year of the Bachelor's Degree in Journalism

Conclusion

While this effort was a token effort to add regionally relevant materials to the global curriculum, a lot more needs to be done before it is suitable to be adapted to institutions in the region. Some suggestions include the following:

- The curriculum needs to be contextualized to the region and to specific countries in Asia since there are multiple ways in each country that journalism courses are being offered.
- AMIC has used free, online tools like 'Google Translate' to address the need to translate the UNESCO curriculum into regional languages like Hindi, Thai Malay and Indonesian among other languages. If this were to be adapted on a larger scale, then a more systematic translation process will need to be adapted.
- There is also a need to add local resource materials that are different but relevant to each country and in-country regions. In addition, most of these educational institutions need resources and support for infrastructure and training before they can adapt this curriculum.

4.2.2 The UNESCO model curricula: Notes on Brazil

Sonia Virginia Moreira

For almost 40 years, from March 1970 until June 2009, a university diploma was mandatory for journalists in Brazil. According to Decree nº 83,254 of March 13, 1970, which regulated the profession in the country for nearly four decades, only those professionals registered in the Labor Ministry could practice the profession. Until the 2009 Federal Supreme Court's final decision, however, the mandatory nature of the diploma had been subject of legal controversies for decades. In their decision, the great majority of the Supreme Court judges considered the compulsory diploma "unconstitutional," since it could represent a menace to the freedom of expression, particularly if taking into account the Article 13 of the American Convention on Human Rights, also known as the *Pacto de San Jose da Costa Rica* (STF, 2009).

The most recent official figures relating to journalism teaching in Brazil are available in the 2008 Higher Education Census: in that year there were 568 courses registered under the classification of "Journalism and Reporting." Data were disclosed by The National Institute for Educational Studies and Research (INEP, 2010), the Education Ministry's sector responsible for all universities' annual evaluation, in November. Before that, official figures stand for combined data from four years (2000-2003) and showed a growth of 70% in the number of journalism courses, increasing from 260 in 2000 to 443 in 2003. Of these, 74 were in public universities and 369 in private universities. The survey considered as undergraduate journalism courses those identified as: movies and video; journalism; news and reporting; radio broadcasting; radio and TV journalism; social communication; editorial production and publication. Although journalism courses have been the origin of most communication faculties, the Census information show that the social

communication course was the one that presented the highest growth – rising from 220 in 2000 to 423 in 2003 (a 92.3% increase in the period), and finally to 549 in 2008.

Journalism schools graduate every year thousands of new professionals for an increasingly more competitive and diverse market. Such a high number of courses led the National Journalists' Federation (FENAJ, 2008) to launch a movement entitled "Campaign for Quality Information: in favor of the professional training and regulation of journalists." For the institution, journalism education in Brazil has improved, but the proliferation of courses is a matter of major concern.

In October 2005, one of the national academic funding agencies – CNPq, which stands for The National Council for Research and Scientific Development – updated the areas of scientific knowledge. This enabled journalism to be confirmed as a field of research in communication, with the latter included in the wide area of applied social sciences. After several debates involving professors and researchers, representatives of the main scientific societies signed a final document which defined six sub-areas of knowledge in communication: cyber culture and communication technology; audiovisual communication; movies, radio and television; organizational communication, public relations and advertising; mediation and communicational interfaces; and theories of communication. Nine journalism areas of expertise were included on the list: Brazilian, communitarian, scientific, digital, business, specialized, on-line, segmented and rural – in addition to three topics related to the field history of: editing, the press and journalism (Intercom, 2005).

Thus journalism took its place as an area of specific studies of communication. It was an important advancement for a profession whose professional profile, during several years, was that of bohemian types, generally associated to literary work. Besides the recognition as an undergraduate research area, the Education Ministry approved in 2007 the creation of the first Master Degree course in Journalism at the Federal University of Santa Catarina.

Teaching journalism

The mandatory diploma made journalism professors' profile change radically during its almost 40 years of ruling. Until the mid-1970s, professionals from newspapers, magazines, and radio & television networks were the lecturers in a dozen journalism courses existing in Brazil.

The diploma prerequisite prevented the professionals from continuing to teach in the universities. But there was also a group of young professionals in the 80's who migrated from newsroom to classroom. Many of them are now involved with journalism and/or communication research. Still, the main paradox faced by Brazilian journalism educators during the decades of mandatory diploma was at the same time that the requirements for training required the courses to be equipped in order to reproduce the professional environment in the so called 'laboratories,' the

academy lost its link to the newsroom, previously represented informally in the courses by the journalist-professor. Today, the bridge between organizations and the academic world is yet the subject of a complex reconstruction.

Curriculum profile

From 1998 to 2003, journalism courses were included in an official test of course conclusion entitled “National Examination of Courses,” popularly known as the “*Prova*” (Big Test). The purpose of the Examination (applied in the last year for which it was held to more than 470,000 graduating students, in 6,500 courses in 26 areas of knowledge) was to evaluate the undergraduate courses’ performance in order to measure the results of the teaching-learning process. A committee of specialists recommended by the Education Ministry prepared the guidance for the team that formulated the test each year. In the case of journalism education, the objective was to learn about the profile of the professional who was leaving the university and to measure whether the student had, during the course, developed the skill of journalistic interest, mastery of the language (reading, comprehension and writing) and the professional techniques of investigating, writing and editing, the basic abilities for practicing the profession.

During that six-year period, journalism curricula have been adapted to the education demands indicated by the National Examination tests each year. Until the mid 90’s, the theoretical bases, for instance, were not as much associated to the specific area of journalism. Since then, there has been a continuous movement in terms of curriculum content with its opening for new subjects, albeit as optional disciplines. In the same way that in the 80’s, the courses’ administrators were concerned with the equipment, in the second half of the 90’s, the coordinators’ attention turned to the curriculum content. Despite some progress, many journalism students who participated in the National Examination of Courses in 2003 were not satisfied with the results of their undergraduate studies: the course had the highest ratio of complaints – 73% of the students said that they preferred a more demanding education.

In general terms, journalism courses’ curricula include subjects from the social and human sciences, with a focus reserved for subjects of practical nature, such as interviewing, writing and editing for all types of media. At the end of the four years (eight semesters) course, the student should produce a theoretical monograph or a practical work in order to be approved. Just recently (from 2007 onward) initiatives devoted to establish database networks (local, regional or national) have been presented, so the information or the works produced by journalism students to get their bachelor’s degree are not available for search and research. It is common, then, the recurrence of themes and methods, which contributes to slow the courses and their curricula improvement.

In December 2008, the Ministry of Education nominated a Committee of Journalism Specialists to work on a new national journalism curricula guideline. The task of the Committee’s eight assigned members was to gather information and promote the

exchange of ideas with the academic and professional sectors in order to elaborate a document with suggestions for a new national curricula guideline. The work took place in the first semester of 2009 and a final report was presented to the Ministry of Education in August 2009.

The final report of the Experts Committee proposed changes in the curriculum guidelines and incorporated some of the recommendations of UNESCO Curriculum. It also considered in its public meetings the publication of the Model Curriculum in Portuguese. In the final document the Committee stated:

The social responsibility of journalism, its role in democracy, and the specific competence required to perform the profession, especially when dealing with new technologies, recommends an education based on ethics, technical competence, and the capacity of critical discernment that can only be acquired in a solid undergraduate education (Melo et al., 2009).

The personal experience of participating as a collaborator of the first version of the UNESCO Model Curricula in 2007 was important in the work that would be developed two years later as a member of the Experts Committee, particularly in the production of the final document with suggestions for new curriculum guidelines in journalism.

Presently, the number of journalism schools in the country remains stable, contrary to forecasts of some critics, for whom the end of the diploma could correspond to the inevitable, almost immediate, closure of the courses, especially those in private schools. In the area of humanities, journalism also remains as a popular segment of study among students: the demand for journalism courses among students remained at fairly high levels during the first decade of the 21st century, even with the decline observed between 2008 and 2010, in the toughest moment of the debate on the merits of the legislation that resulted in the release of specific university training in 2009. A concrete example is the one of the University of São Paulo, where the ratio of applicants in the journalism undergraduate courses was around 44.71 applicants for each vacancy between 2004 and 2008 (FUVEST, 2011). Current data show that the end of the mandatory diploma decreased the number of candidates in the admission tests in 2009 and in 2010. However, this decreasing tendency has changed, evolving from 32.20 candidates per vacancy in 2010 towards 34.62 candidates per vacancy in 2011 at the same University of São Paulo.

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4.2.3 Applying the UNESCO Model Curricula in Iraq: critical comments

Peter Laufer

Years of government suppression followed by invasion and occupation left Iraqi university-level journalism education dated, repressed and in disarray. Working with education consultants from the United States and Lebanon and with Iraqi journalism educators along with the country's Ministry of Higher Education, UNESCO convened a series of workshops designed to offer guidance regarding journalism education reform. The following article is the story of that project.

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Reforming Iraqi Journalism and Mass Communication Higher Education: Adapting the UNESCO Model Curricula for Journalism Education to Iraqi Higher Education

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John V. Pavlik,¹ Peter D. Laufer,² David P. Burns,³
and Ramzi T. Ataya⁴

Abstract

Journalism and mass communication higher education in Iraq is well established but largely isolated from global developments since the 1970s. In the post–Iraq war period, the United Nations Educational, Scientific and Cultural Organization (UNESCO) implemented a multiyear project to work with the leadership of Iraqi higher education to help update the curriculum in journalism and mass communication in that country. This project adapted the UNESCO Model Curricula for Journalism Education to the evolving higher education environment in Iraq. The authors were funded by UNESCO to help facilitate the adoption and adaptation of the model curriculum to the unique situation in Iraq.

Keywords

UNESCO, Iraq, developing countries, journalism education

¹Rutgers University, New Brunswick, NJ, USA

²University of Oregon, Eugene, OR, USA

³Salisbury University, Salisbury, MD, USA

⁴Ataya Consulting, Beirut, Lebanon

Corresponding Author:

John V. Pavlik, Department of Journalism & Media Studies, Rutgers University, 4 Huntington St.,
New Brunswick, NJ 08901, USA

Email: jvpavlik@gmail.com

In Iraq, recent generations of journalism educators and students have suffered under first repressive and then chaotic work and study conditions. Dictatorial government control was replaced by the terrors of sectarian violence. The result was much self-censorship as a survival tactic. Yet journalism and mass communication (JMC) higher education in Iraq is well established. Several colleges and universities offer two-year and four-year degrees in journalism and mass communication, including Baghdad University and in the Kurdish region (KRG) of northern Iraq (e.g., Salahaddin University and the Technical Institute in the KRG capital city Erbil). These schools offer undergraduate as well as graduate-level study, including masters and doctoral programs. But these programs had been largely isolated since the 1970s under the Saddam Hussein regime. Faculty members were heavily restricted in their ability to travel or communicate with the West and had to refrain from teaching students to criticize the regime. Today, in the relative postconflict environment of Iraq, its JMC programs are in dire need of curricular reform.

In the postwar period since 2010, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has sponsored the implementation of a multiyear project to work with the leadership of Iraq higher education to help update the curriculum in journalism and mass communication at both Baghdad University and at Universities in Kurdistan in northern Iraq. This project involved the application of the UNESCO Model Curricula for Journalism Education to the situation in Iraq.¹ The UNESCO Model Curricula for Journalism Education were created by a UNESCO working group in 2007 as a “guide suitable for use in developing countries and emerging democracies.” Since specific needs differ throughout the world, it is of value to adapt and amend this framework to fit specific needs in various regions. The Iraq project was created to assess the unique concerns of post-Hussein and postwar Iraqi journalism education and develop addenda to the model curricula to address those factors. Among participants in this project were faculty members and deans from the schools of journalism and mass communication at Baghdad University and in Kurdistan as well as senior administrators from the Iraqi Ministry of Higher Education (MoHE).

Technological developments are particularly problematic for Iraq educators and students. In some cases, such as at the Technical Institute in Erbil, up-to-date equipment is available to students, but instructors skilled in its use are scarce and teacher training is needed. A lack of computer equipment and other state-of-the-art journalism tools is a technological crisis at Baghdad University. The problem is exacerbated by a shortage of broadband Internet connectivity and even adequate electricity to power computers—were they and the Internet even available. The situation in Baghdad is particularly problematic, where the war has decimated the infrastructure and equipment needs are significant. A representative of the UNESCO JMC curriculum project visited Baghdad University, for example, to assess equipment needs and reported that there is very little media technology of any kind. UNESCO expects to provide the journalism school with an equipment grant that will include broadcasting material—what radio and TV facilities do exist are completely out of date. The only Internet

connections available to students are those they pay for themselves, an unaffordable option for most of the Baghdad University population.

The situation in Kurdistan is in stark contrast, where universities and colleges such as the Erbil Technical Institute have advanced digital technology in place for JMC programs, broadband wireless Internet, and other advanced infrastructure for teaching and learning. Although Iraq's infrastructure is unreliable, mobile telephony is advanced and widespread. Country statistics for 2009 ranked Iraq fortieth in the world for cell phone usage, with 47 percent of Iraqis using mobile phones.² In addition, most major Iraqi cities (including the KRG) offer both voice and 3G service to its mobile phone users.³ The Iraqi delegation to this project commented on the ubiquity of mobile phones among students at their universities.

Exacerbating these harsh problems is the MoHE policy to assign students, regardless of their interest or particular aptitude, to majors, including JMC. This has been a source of much frustration to both students and faculty, as expressed during the UNESCO curriculum development workshops. Iraqi JMC faculty have requested MoHE change its policy to allow students to choose their majors, or at least indicate preferences for majors, and that MoHE policy accommodate student preferences. Faculty members believe that this would result in a stronger student body within JMC schools and departments at the undergraduate level. This policy would parallel common practice in the West.

The authors of this essay were part of an international team of consultants hired by UNESCO to help facilitate the adoption and adaptation of the UNESCO JMC model curriculum to the unique situation in Iraq. This essay describes the project through its initial stage of completion.

Literature Review

The UNESCO JMC curriculum project follows the examples of previous research and fieldwork regarding curriculum change. Oliva encourages the use of curriculum development models as efficient and productive ways to approach curriculum reform.⁴ Within the curriculum development research, three models are widely identified, utilized, or incorporated into other models: Eisner's systemic-aesthetic model, Weinstein and Fantini's humanistic model, and Taba's instructional strategies model.⁵

By its nature, most curriculum reform—no matter the scope—is an inductive process in that it begins by examining curriculum materials, which then leads to generalizations. In addition, by their very nature, models are nonlinear; planners can effectively enter the process at any point in the model and even skip components all together, if needed.

As its name implies, Eisner's systemic-aesthetic model focuses on changing or adapting the processes of the educational institution or system to improve long-term learning. Although some may argue that with Iraq at a crossroads, Eisner's approach may be the best way to reform education within Iraqi universities, this macro approach

may take too long when considering the goal—reforming only the journalism curriculum within the Iraqi universities.

Weinstein and Fantini's humanistic approach places its main focus on the needs of the learners. In this model, the learners identify their needs and a curriculum is designed around those needs in a way that is flexible enough to accommodate future needs. Although at first glance this may seem appropriate, the reason for curriculum reform in Iraq has less to do with what the learners think they want and more to do with identifying what the learners need to become effective twenty-first-century journalists in a newly democratic Iraq.

Taba's instructional strategies model allows for a much more innovative approach to curriculum development, as it allows the curriculum planners to identify specific learning objectives and content, it allows learning experiences to be designed based on identified criteria and takes into account the use of various teaching strategies and technologies in information delivery. Since the model allows for plenty of flexibility, it also allows for an array of evaluative techniques. Lunenburg outlines key external factors that impact the internal process of curriculum reform:

Such factors include (a) the nature of the community in which the school is located – its pressures, values, and resources; (b) the policies of the school district; (c) the nature of a particular school – its goals, resources, and administrative strategies; (d) the personal style and characteristics of the teachers involved; and (e) the nature of the student population.⁶

The Iraqi educators involved with the UNESCO project identified the need for curriculum reform in their journalism programs. The participants indicated the need for (1) updating class content in courses like media law; (2) refocusing writing courses; (3) weaving technology more fully into the classroom experience, including the use of distance learning (aka e-learning) technology; (4) revamping their internship systems; and (5) transitioning from a theoretical approach to a more practical, "hands-on" approach to curriculum assignments. The Iraqi curriculum reform project required the use of a model more similar to Taba's instructional strategies model than the other models discussed. The UNESCO Model Journalism Curriculum was chosen in part because it possesses the same characteristics and highly adaptive nature as the Taba model.

The Iraqi educators are not the first to utilize the UNESCO Model Curricula on Journalism Education. In a 2009 UNESCO presentation, Du Toit's case study mentions forty-two journalism schools in thirty-four countries had either fully or partially adapted the model curricula.⁷ According to panel proceeding notes, by the time the World Journalism Education Conference convened in South Africa in July 2010, "54 journalism training institutions from 44 countries had expressed an interest in examining the curricula to see if it fit their needs."⁸ The interested institutions were in countries in Africa, Asia, Latin America, and Arab states.⁹ The model curricula were also utilized as a guide or a reference point in China and Brazil, and consultations had been carried out or planned to investigate the adaptation of the curricula in South Asia,

Southeast Asia, the Pacific region, the Caribbean, Arab States (GCC and Maghreb), Africa, Central Asia, Latin America, Central America, and Francophone Africa.¹⁰

Critics of UNESCO's model curricula say that obstacles—some insurmountable—exist in the implementation of the model. Reasons often cited include organizational, human resource, infrastructure and societal factors that inhibit an effective adoption of what they see as a Western-centric model (see Claussen, Singer, and Freedman and Shafer).¹¹ Freedman and Shafer offer an excellent history of the development of the UNESCO curricula model and offer a detailed, albeit gloomy, critique of the model.

Despite its detractors, journalism educators are adapting or localizing the UNESCO model curricula to fit their regional, national, and institutional aims. For some countries, such as Iraq, it is in preparation for a new and evolving media landscape; for others, it is a way to address the editorial and technological changes that exist today.

With the growth of news media outlets in developing countries and emerging democracies, there has been a complementary growth in the need for well-trained journalists. "As the lead UN agency in promoting freedom of expression and access to information and knowledge, UNESCO has taken various initiatives to improve the quality of journalism education worldwide. In December 2005, in response to numerous requests from Member States for help in the design of journalism education curricula, UNESCO convened an experts' consultative meeting in Paris. Major outputs of the consultation were the identification of courses, which should be included in a journalism curriculum."¹²

The model curriculum developed focuses around three axes:

1. an axis comprising the norms, values, tools, standards, and practices of journalism;
2. an axis emphasizing the social, cultural, political, economic, legal and ethical aspects of journalism practice both within and outside the national borders; and
3. an axis comprising knowledge of the world and journalism's intellectual challenges.

The UNESCO model curriculum was adapted to the situation in Iraq in a series of stages involving both international journalism and mass communication advisors retained by UNESCO as well as faculty and ministers of higher education from Iraq. Among the team of international team of advisors retained by UNESCO for the Iraq project was then-Rhodes University journalism professor Guy Berger, who has written widely on journalism and its role in the emerging democratic process and now serves as a media development specialist at UNESCO's Paris headquarters.¹³ As a member of the original team of consultants, Berger played a critical role in shaping the early contours of the Iraq initiative. Berger's notions are particularly central to the role of journalism as a fundamental provider of information in the democratic process. A growing amount of research suggests that in the twenty-first century, online news and information, particularly that involving networked individuals as well as professionally trained journalists, is key to the democratic process, including in emerging democracies. Research by Professor William Dutton of the Oxford Internet Institute (OII)

Table 1. Summary of UNESCO Iraqi Curriculum Reform Meetings

Location	Date	Outcome
Media Studies Center, Amman, Jordan	June 2010	Differentiated courses being taught in Iraq that were no longer needed, those that needed to be updated, and new courses that were appropriate to add to students' study.
Landmark Hotel, Amman, Jordan	June 2011	Participants signed an agreement in three languages: Arabic, Kurdish and English. This signed agreement indicated not only consensus regarding the UNESCO Model Curricula for Journalism Education as adapted to the situation in Iraq but a high level of collaboration between the participants from Baghdad and those from the Kurdish region (KRG), providing hope and opening the door for more collaboration in the future.

provides compelling data in this regard and helped provide a foundation for the UNESCO Iraqi curricular reform initiative.¹⁴

The Project: An Overview

To facilitate the adaptation of the UNESCO model curriculum to the unique situation in Iraq, two workshops were held in Amman, Jordan, the first in June 2010 and the second in June 2011 (see Table 1). The curriculum workshops were held in Jordan because the continuing instability in Iraq precluded expectations for a level of security consistent with UNESCO requirements for the project. Participants traveled from Baghdad University and from Salahaddin University and the Technical Institute in Erbil to meet with curriculum consultants from the United States and Lebanon. They convened in a windowless Amman hotel room day after day, fueled by strong coffee and sweet candy, first negotiating the differences in points of view that they brought to the round table and then moving on to developing amendments that tailor the model curriculum to their specific needs. The UNESCO project international consultants participated in both Jordan workshops and were represented at the study field trips at Rutgers University and the University of Oregon. Educators from Baghdad University and Iraqi Kurdistan higher education institutions participated in all the meetings, as did representatives from the Iraq MoHE and UNESCO project leaders.

During the first workshop in the summer of 2010, the participants transcended ethnic and linguistic differences between the Kurdistan region of Iraq and Baghdad to find needs and goals common for all Iraqi journalism students. The challenges of creating a twenty-first-century curriculum brought the divergent groups together as they focused on acknowledging the desperate circumstances of their schools' infrastructures and the antiquated nature of their lesson plans. Representatives from Baghdad

University described classrooms with no air-conditioning and no reliable electricity despite stifling temperatures (as high as 120 degrees Fahrenheit) while their colleagues in the KRG told of state-of-the-art technology provided to them by international donors even though instructors did not know how to operate the equipment and the donors provided no trainers. Working with the consultants, the Iraqis prioritized needs while expressing understandable pride in their existing curricula. There is, of course, a rich culture with a heritage tracing to civilization's beginnings. Delicate negotiations and discussions led to them acknowledging that the combination of the years of dictatorship, invasion, occupation, and ongoing civil unrest left their journalism schools operating a level below international standards. By the close of the first workshop week, the Iraqi delegation worked with the consultants to differentiate courses being taught in Iraq that were no longer needed, those that needed to be updated, and new courses that were appropriate to add to students' study.

Evenings, when the Jordan summer heat abated, the participants wandered the Amman streets together in search of dinner. These informal restaurant mealtimes were of integral importance to the success of the workshops; the social intercourse helped participants find common cause.

When the group reconvened a year later in Amman, it included new academic members from the KRG and Baghdad, along with representatives from the MoHE. Any curriculum change in Iraq requires MoHE approval. MoHE inclusion in the workshop was designed to facilitate such approval. The workshop continued to develop specific changes in the context of the UNESCO Model Curriculum for Journalism. The goal of the second round of meetings was to generate agreement among faculty and MoHE to adopt the UNESCO model curriculum as a guide, with addenda appropriate for the unique regional needs of Iraq.

The result was a document agreed to unanimously by the delegation, the consultants, and the MoHE representatives. They agreed that the UNESCO model will help the MoHE enhance the Iraqi journalism curriculum and help Iraqi colleges and universities keep up with developments in worldwide journalism education. The group looked to the future, anticipating that its preliminary work will result in new courses of study along with systems to implement the new courses and assess their viability.

As an outcome of the second Amman workshop, all participants signed the agreement in three languages: Arabic, Kurdish, and English. This signed agreement indicated not only consensus regarding the UNESCO model journalism curriculum as adapted to the situation in Iraq but a high level of collaboration between the participants from Baghdad and those from KRG, providing hope and opening the door for more collaboration in the future. Copies of the signed documents in their multiple languages are available online.¹⁵ Translating the agreement into all three represented languages was important not only to ensure mutual understanding but also to strengthen bonds of trust as the diverse community of Iraqi higher education moves forward.

As the second Amman workshop concluded, the group listened quietly to a poignant speech from Baghdad University journalism school dean Dr. Hashim Hasan, who described with a vivid example the complexity and struggle of teaching

journalism in contemporary Iraq. His classrooms are not equipped with computers. But even if they were, there is no broadband Internet connectivity at his department. And even were there computers and broadband, the university lacks reliable electrical service to power what so much of the rest of the world takes for granted as if it were a guaranteed utility.

Dr. Hashim closed his remarks and the workshop with a reminder of his and his colleagues' optimism and stoicism via a poem he wrote and softly recited:

*"We are the butterflies of the media,
The lovers of pens,
The makers of the photo and the movie.
We fly in the world of dreams,
Render truth accurately,
Seek love and peace.
We are the butterflies of the media,
Our dream is the transparency of the truth,
The happiness of human beings.
We are the butterflies of the media."*

The applause in the hotel conference room was unanimous and deafening.

As an integral element of the UNESCO JMC curriculum project, six Iraqi journalism educators from Baghdad and the KRG traveled to Rutgers University and the University of Oregon (UO) early in 2011 on a study tour designed to augment the curriculum development work being conducted in the Amman workshops.

Participants in the tour met with American journalists at the *New York Times* and several other news gathering companies—both print and broadcast—including the local newspapers serving the Rutgers and UO communities, the *Bergen Record* and the *Register-Guard*. These site visits helped the Iraqi delegates learn what skill sets journalism job seekers in America must bring with them to the workplace. Knowledge of this reality helped reinforce in the minds of the Iraqi delegates the need for curriculum reform.

Meetings took place at both universities with faculty members who were engaged in recent curriculum assessment and reform at both institutions. The Iraqi visitors gained insight into the processes successfully used for such change, giving them confidence that similar evolution at their universities and technical schools is a practical goal. Strong bonds were established between the U.S. institutions and their Iraq counterparts; initial plans for further exchanges were discussed. Students and faculty in New Jersey and Oregon enjoyed the opportunity to meet in both formal and informal settings with the Iraqi educators and learn from them about the challenges they face teaching journalism in a postconflict environment with no recent history of a free and independent media.

Following the workshops and the study tour seminars, consultants on the UNESCO model curriculum project—in concert with their Iraqi colleagues—provided a critical

examination of the existing mass communication curriculum at Baghdad University and elsewhere in Iraq, including in the KRG. The result of that analysis is eleven recommendations from the consultants specifying areas in which Iraqi JMC curricular updates are most needed. These recommendations were presented to the MoHE for consideration for adoption to reform Iraqi JMC higher education, recommendations that add to both the UNESCO model curricula and the existing programs in effect in Iraq universities and technical institutes. Although these recommendations were developed for the specific conditions existing in contemporary Iraq, they are broadly applicable throughout the developing world. These recommendations fall into two broad areas, strategic and professional/technology-related.

Strategic Recommendations

1. Elective courses should be offered in both Iraq and the KRG to provide students with the opportunity of choice; that is, students in Baghdad should have as a choice the opportunity to study Kurdish history and culture, while students in Sulaimaniya should have the choice of studying the history of Iraq as an elective; this would help lessen the gap between the regions by promoting cultural understanding and acceptance and, ultimately, reconciliation.
2. The dearth of media equipment for instruction needs to be addressed by the MoHE. Up-to-date statistics are required to determine the urgent needs for equipment, thus enabling the proper support and assistance from the different stakeholders including but not limited to international and local NGOs and foundations.
3. The MoHE should reconsider its stance on the use of distance education technology and implement elements of online course instruction throughout Iraqi higher education as this will allow for education for all, especially in remote areas, and will help resolve space and logistical constraints while placing Iraq and KRG in the modern educational sphere.
4. The curriculum department in the MoHE needs to launch a professional development program that will enable its members to identify and define needs, propose change and development, and collaborate with the global academic communities.
5. The electives as well as the core courses must be in harmony with international standards and UNESCO'S guidelines in terms of gender equity, nondiscrimination, and other key issues.

Professionally/Technology-Related Recommendations

1. Media professionals—both inside and outside Iraq—should be called upon to provide industry insight to students as guest speakers and expert mentors, thus enhancing communication skills and exchange of knowledge and experience.

2. Student internships should be encouraged and supported more fully by university administrators. Public-private sector partnerships must be developed to promote internships, guest speaker activities, job shadowing, interview, and project-based learning (PBL). Learning opportunities outside the classrooms must be organized and planned as current practices have demonstrated the importance of this type of learning.
3. A practical “capstone” or senior project for every last-year journalism student should be encouraged by faculty and supported by university administrators.
4. Measurable rubrics for assessing student learning should be created and implemented within the country’s journalism programs.
5. Practical or professional courses should play a larger role in the new curriculum.
6. Classroom technology should be utilized in more journalism courses. Technology integration should be one of the pillars of Baghdad and KRG’s JMC curriculum.

Based on the faculty and MoHE description of the situation in Iraq, the international consultants recommended two unique opportunities for advancing JMC education in Iraq on limited resources. The Iraqi faculty and MoHE welcomed these recommendations, although not without certain reservations. The most pressing revolves around the fact that distance learning developed a bad reputation in Iraq in the years immediately following the Saddam Hussein government. In the freewheeling atmosphere of that period, storefront “degree mills” offered worthless diplomas for a fee.

The unique opportunities identified were (1) the implementation of e-learning via mobile media and (2) the creation of a virtual correspondent internship.

To operate in Iraq’s burgeoning free press system, Iraq needs newly trained journalists with the skill sets to investigate the world around them. As mentioned earlier, the journalism curriculum offered in Iraqi universities needed updating, and the technology to deliver course content was nearly nonexistent. The journalism training offered must be consistent with worldwide best practices and should adhere to academic standards set by globally recognized accreditation organizations. With a dearth of Iraqi media experts and universities separated by large distances and poor infrastructure, it became evident that the Iraqi situation needed both to revise its journalism curriculum and devise a way to deliver the content electronically. So while the curriculum is being reformed, research must begin to find a state-of-the-art course management system that would allow simple course management processes and sophisticated distance learning capabilities. The system must operate using limited bandwidth and allow scalability to start modestly and expand as demand grows.

Implementing this type of course management system in Iraqi journalism schools presents geographical, technological, and philosophical challenges. Large geographic distances and poor technological infrastructure hamper communication between university professors within the country and with colleagues abroad. The poor infrastructure contributes to unreliable, thus limited, Internet connectivity. This not only threatens the ability of professors to consistently deliver information to students using

the Internet, it also calls into question the reliability of online course materials to be stored, maintained, and accessed. Last, Iraq's MoHE is wary of e-learning programs due to the aforementioned prevalence of "diploma mills," which some Iraqi citizens have used to fraudulently build their academic credentials. Consequently and not surprisingly, the MoHE does not allow credits earned via online programs to be accepted by Iraqi schools. If a viable e-learning curriculum is to be adopted by Iraqi universities, the online system needs to be securely hosted and well maintained, and the course content must be rigorous and in line with pedagogical best practices.

Moodle and Sakai are considered open source products, meaning users can download them for free. Since they are open source, the community of users improves the products over time and shares updates with the rest of the user community. Users can hire a company to host the product and help customize it for a particular campus or on-campus organizations—such as an IT department—and can learn to work with the tool.¹⁶

The delivery method is also a key consideration. There are two ways to deliver course information—either via asynchronous or synchronous methods. Asynchronous refers to material that can be stored and accessed later by the student. Synchronous methods involve live, real-time information delivery. The two open source products mentioned above have limited synchronous technologies provided within their system. A chat feature and a white board feature are offered, but live audio and video—which provide the backbone for a true synchronous experience—are not included and require the user to purchase add-ons for this capability. Examples of add-ons include Wimba and Adobe Connect. Most companies have the capability to integrate with these products (especially Moodle).

There are many inexpensive ways to deliver an audio-only, synchronous, distance education experience to students. Solutions can be as simple as using popular voice and text delivery systems. Examples of these include Skype, Live Meeting, Adobe Connect, WebEx, and GoToMeeting.¹⁷ Although these solutions deliver Voice Over Internet with text options, they are limited in their ability to broadcast to a large number of people, archive the recording sessions and provide other supporting technology that an educational course requires (i.e., test-taking programs, grade books, etc.).

Other class capture products provide both synchronous and asynchronous course support. Wimba, Elluminate, Tegrity, and Camtasia can capture classes, but they lack the versatility, scalability, expandability, or technical support that the Iraqi educational system requires.¹⁸ iTunes University offers both public and private environments to deliver course content and allows for the creation of asynchronous consumption of both audio and video podcasts.¹⁹ iTunes University allows for students to access podcasts via their smart phones as well.

The above-mentioned manufacturers deliver elements of a course management system, but they lack a framework to provide everything the Iraqi universities need to fully deliver a reformed curriculum to its students either traditionally or via a distance learning platform. To meet the MoHE's need to develop and maintain a credible, world-class distance education system, an industry-proven educational course

management system is needed. In our assessment, that system is the Blackboard Learn system.

A few years ago, there were several course management systems—most notably ECollege, Desire2Learn, Angel, WebCT, and Blackboard.²⁰ Recently, Blackboard purchased WebCT and Angel and is now the dominant distance education course management system provider. Blackboard has also begun acquiring several of the above-mentioned software manufacturers. With this in mind, Blackboard now provides a compatible framework for the other applications to work within its system. Thus, any supporting software the institution wishes to utilize will likely work with the Blackboard portal.

Most distance education solutions require a reliable electronic delivery system in which to disseminate the course content and facilitate communication between students and faculty. Although using traditional copper wire connections (standard land-line telephony) in Iraq are currently problematic as a connectivity solution, the use of cellular technology may be a more viable answer. With the right hardware and software package, cell phone technology can reliably deliver educational information to students. A fairly reliable commercial, mobile telecommunication system exists in Iraq, and many Iraqis, including Kurds, possess cell phones, making this a possible option for course delivery to all adults, including college-aged students.

Blackboard's latest iteration—Blackboard Learn 9—allows access to course material via mobile smart phones. In fact, Blackboard Learn 9 satisfies all the requirements the Iraqi educational system needs. It allows

- the use of moderate amounts of bandwidth;
- remote hosting and maintenance of course content from anywhere in the world;
- limited numbers of IT technicians at each university delivery/receiving point;
- with training, easy course content creation by the educator and interactivity by students;
- both synchronous (i.e., live chat) and asynchronous (stored content) delivery systems;
- real-time and delayed audio, video, and text delivery;
- access to course content via mobile smart phone devices (iPhone, Droid, BlackBerry);
- online testing, archival storage of course grades and semester-by-semester course content;
- content accessibility from anywhere in the world;
- customization to the needs of the institution and the MoHE; and
- translation of course content into other languages—most notably Arabic.

To address the distance education credibility issue that exists among education professionals in Iraq (and in other countries of the world), there are established e-learning course standards that can be used when developing courses within a curriculum.

The Quality Matters Program has established rubrics to evaluate the design of all online and hybrid (a combination of online and face-to-face) courses.²¹ When a course satisfies the Quality Matters standards, they issue the company's stamp of approval.

Blackboard has a similar system in place. Its Blackboard Exemplary Courses program reviews online and hybrid course designs and recognizes those that meet or exceed the program's established standards.²²

Applying a globally recognized distance education online course rubric to the Iraqi distance education curriculum will help ensure each online course maintains the rigor and veracity of traditional face-to-face courses delivered at Iraqi institutions. In addition, developing courses that meet or exceed professional accreditation institutions' criteria add to the credibility of each online course that would be taught within the new Iraqi journalism curriculum. The consultants provided the Iraqi delegation with examples of five e-learning public relations courses as examples of how online courses differ from traditional courses and as a proposed five-course sample public relations curriculum.

The lack of equipment at Baghdad University to teach the practical application of multimedia journalism was identified early on as an impediment to the proper training of tomorrow's journalists in Iraq. For decades, theory-only lectures served as a poor substitute for traditionally hands-on practice in camera operation, lighting, and audio-video editing. To address Baghdad University's equipment shortfall, the UNESCO consultant from Salisbury University received approval from his administrators to donate several redundant television cameras and accessories to Baghdad University. In all, Salisbury University donated three JVC GY-DV500 Mini DV camcorders, two tripods, two PortaBrace carrying cases, seven rechargeable NiCad battery packs, a battery charging station, an Ocean Systems P4/3G dual-drive computer workstation with the Avid DVExpress nonlinear editing software installed, an Avid Custom Keyboard, a Dell 15" display monitor, and a few fire wire cables that allow footage from the cameras to be transferred to the computer for editing. UNESCO generously covered the cost of shipping the equipment to Baghdad University. In brief, Salisbury University's equipment donation allowed Baghdad University to create its first student media lab for educating its journalism students on the practice of visual storytelling. Part of the ongoing work of the consultants to the UNESCO Iraqi JMC curriculum project is to publicize the value equipment considered obsolete by some institutions can have to Iraqi colleagues.

Internships are a vital part of the Iraqi JMC curriculum, including the 2011 updated UNESCO criteria for JMC education. Proposed in the model curriculum is an innovative internship opportunity that would utilize Internet and other new technologies to bring together students in Iraq or the KRG with professional editors and reporters in the United States and elsewhere around the world to give those students experience as virtual foreign correspondents. A virtual foreign correspondent internship program would have the added benefit of giving foreign news organizations, most of which have closed their Iraqi bureaus, an opportunity to increase their local coverage in Baghdad or other parts of Iraq (i.e., KRG).

It was common by 2011 for most news organizations to utilize online correspondents to gather and report news and to file stories both in text and multimedia formats. It would not be difficult to employ digital technologies, including digital cameras, audio recorders, laptops, Wi-Fi or other Internet resources for students to gather news, cover local events, interview local sources, file stories, and communicate with reporters and editors remotely in the United States or elsewhere, and essentially operate in a professional internship setting as if they were physically located on-site as in a traditional newsroom or other media internship setting.

Proposed in the amended model curriculum for Iraq is a virtual foreign correspondent internship program for students in Iraq. This pioneering virtual foreign correspondent program would be among the first of its kind in the world for an emerging democracy and would be an opportunity for students and news-gathering organizations to transcend the travel difficulties into and out of Iraq with valuable learning experiences that could produce valuable news coverage. The Iraqi students would serve as interns with out-of-Iraq news media, but from inside Iraq. Such virtual internship opportunities could be developed for other mass communication programs such as public relations, although they would not be in the form of virtual foreign correspondent. They might help with local creative or media services, for example.

It is worth noting here that we discuss the internship program in particular in this essay for several reasons. First, the internship program is one of the fresh ideas and unique adaptations of the UNESCO model curriculum developed in this initiative and accepted by the Iraqi faculty and MoHE. Second, professional education is one of the biggest deficits in Iraqi journalism and media education, and the virtual internship program specifically addressed this deficit in a cost-effective and practical manner. Third, the virtual internship program is one that both the Iraqis and UNESCO leadership valued.

Outcome-Based Learning Objectives for the virtual internship program include the following points:

1. Students will identify stories and sources for those stories.
2. Students will gather material for stories, including conducting interviews and collecting materials from documents.
3. Students will organize materials collected and synthesize them for presentation in a story.
4. Students will present a story by writing the facts, beginning with a lead and followed by the body of the story, including quotations attributed to sources.
5. Students will check facts for accuracy.

Internship Procedures

1. Students will communicate regularly with an editor or reporter for the outside-of-Iraq news organization to which they are attached about stories assigned.
2. Students will file via Internet through email or other agreed-upon electronic means text or multimedia news reports for possible publication with possible byline.

3. Students will communicate regularly with an on-campus supervisor updates on internship activities.

Students will receive university credit for completing the virtual foreign correspondent internship.

The primary prerequisites for the internship would be completion of at least one course in news reporting and writing, and in basic Internet skills, including email, word processing, and web search skills.

Suggested readings would include something comparable to Phillip Knightley's *The First Casualty* and the brief biography of Seymour Topping, a retired foreign correspondent, foreign editor, managing editor, and regional editorial director for the *New York Times* and former administrator of the Pulitzer Prizes.²³

A question to consider is how e-learning and the virtual correspondent internship can be integrated into the curricular reform in a manner that will satisfy the understandable concerns of the MoHE, faculty, and professional stakeholders in the wake of recent "diploma mill" abuses. The best course of action likely is a process of gradual stages of implementation that can ensure the success of these two platforms for the long term as their incremental adoption is proved legitimate.

In light of the comments and reservations expressed by the Iraqi delegations, both of these sets of recommendations can be adopted, but their introduction will require diplomacy and patience. In the case of the virtual foreign correspondent internship program, one concern is language. A relative small percentage of Iraqi students possess the language skills used by out-of-area news-gathering organizations. These students primarily speak, read, and write in Arabic or Kurdish and, as such, would need to work as interns with foreign news organizations whose languages correspond to their writing capabilities—or with media outlets that would engage translators.

Conclusions

Iraq, as the world well knows, is a nation in transition. The challenges are many on the road to a well-functioning democracy. An essential building block for Iraq's future is a reformed system of higher education in JMC education. This system must be one that will prepare students to become professionals for careers as journalists or other media practitioners who can practice their craft at the highest level and in an ethical fashion consistent with a contemporary set of global standards. In the interim, while security issues continue to plague Iraq, it is among the most dangerous places in the world for journalists to work. It is critical for journalism students to learn professional survival skills as an element of their formal training. A professional safety and security program should also be made available to professionals already in the field, thus reinforcing the partnership between the education and professional sector while providing the professional community with value-added services.

The model curriculum adopted unanimously in Amman, Jordan, in June 2011 lays a foundation for such a reformed system of JMC education and practice. It provides

an educational framework for all students in an Iraqi JMC major to graduate with a mastery of

1. the internationally accepted professional norms, values, tools, standards, and practices of journalism,
2. the social, cultural, political, economic, legal, and ethical aspects of journalism practice both within and outside the national borders of Iraq; and
3. general knowledge of the broader world and of journalism's intellectual challenges.

The next steps in implementing the curricular reform and assessing the outcomes of this reformed curriculum are critical in ensuring its success. Current funding for the ongoing project from UNESCO sources has been exhausted, and this ongoing project is an appropriate candidate for further UNESCO and other financial support.

Based on the relationships already established between the UNESCO consultants and the Iraqi JMC faculty and MoHE, several future collaborative projects linking Iraqi faculty with Western universities and faculty have already been planned. Among these collaborations are research projects examining mobile technology use in Iraq, joint doctoral dissertation committee supervision, and possible memoranda of understanding between universities for student and faculty exchanges, classroom work linked via Skype, and other such Internet protocols, along with less formal exchanges of teaching techniques and experiences.

Empowered by a reformed curriculum, Iraqi JMC education can help build the foundation for a healthy and robust democratic future in Iraq. In addition, such advances will provide Iraqi journalism educators and their students the opportunity to share their knowledge and experiences directly with their peers throughout the world. These two overarching results of reforming Iraqi journalism education make programs such as the UNESCO initiative of crucial value for journalism educators, journalists, and the public worldwide.

The latest Amman workshop ended not just with a signed agreement but also with exchanges of personal addresses, token gifts, and heartfelt hugs—all indications that, in addition to whatever benefits Iraqi JMC education gleans from the UNESCO project, the people-to-people exchanges that the program wrought fostered the kind of personal relationships that lead to peace and understanding. That alone convinced the authors and their Iraqi colleagues that their efforts were worthwhile.

On May 3, 2012, World Press Freedom Day, the Iraqi Minister of Higher Education and Scientific Research, Dr. Ali al-Adeeb, officially launched the UNESCO-commissioned journalism curriculum, saying he hoped it would “further develop the media in Iraq.”

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Notes

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Bios

John V. Pavlik is a professor and chair, Department of Journalism and Media Studies, Rutgers University, New Brunswick, NJ, USA.

Peter D. Laufer is the James Wallace Chair in Journalism, School of Journalism and Communication, University of Oregon, Eugene, OR, USA.

David P. Burns is an assistant professor, Department of Communication Arts, Salisbury University, Salisbury, MD, USA.

Ramzi T. Ataya is with Ataya Consulting, Beirut, Lebanon.

4.3 Other critical comments and suggestions

4.3.1 UNESCO model curricula in Africa: Call for a more bottom-up approach

Ibrahim Seaga Shaw

Problem of the top-down approach

Reservations have been expressed in both academic and media industry circles that the largely top-down approach in journalism education informed by the Western Liberal democracy model in Africa has seriously hindered efforts to adapt it to local conditions and structures. Twelve out of 16 African Journalism educators interviewed in a BBC Trust funded research project in 2005 by the African Media Development Initiative (AMDI) felt many NGOs and donor organizations failed to understand the operational environment, resources and/or work practices prior to engaging in a media development project (McCurdy, 2007, p.133). A respondent from the DR Congo said the “outlines” often come from Paris, Geneva etc. and “are repeated in the field,” and warned that this often causes “conflict...because there is a gap between the predetermined macro-programmes and reality” (McCurdy, 2007, p.133).

Training programmes from the West are often out of tune with the realities on the ground in Africa. This calls into question the media development package conceived within the context of the neoliberal western democracy model and exported to other parts of the world. De Beer (1995) notes that communication training requires more than technical knowledge and skills by practitioners, adding that they (journalists) “need an ‘internally organized body of knowledge’ which reflects a clear understanding of their society and culture and a personal repertoire of intellectual and imaginative skills” (cited in Odhiambo et al, 2002, p.2 and Ogundumi et al., 2007, p.192). Yet, as Shaw (2009) argues, much of the scholarly literature regarding the theories of journalism practice is predicated on the tenets of the western liberal democracy model. “To the extent that this model is held to be universal, it hinders the analytical theorisation of journalistic precepts that have evolved locally in most countries of the developing world” (p.491).

While media scholars have often expressed reservations about the applicability of the liberal democracy model of journalism to African countries, there have been few attempts to adapt it to existing conditions and structures (Akiyoye, 1994; Ansah, 1888; Anyang’ Nyong’o, 1995; James, 1990; Mafeje, 1995; Obeng-Quaidoo, 1987; Ronning, 1994, 1995; Sachikonye, 1995; Uche, 1991, Berger, 2002, Shaw, 2009). Looking at the UNESCO Journalism Education Model Curricula (JEMC), I am concerned that they may also hit some rocks in Africa if they are not revised to reflect a more bottom-up approach in their adaptation. It is becoming increasingly clear that they need a more robust historical dimension to make them easily adaptable to local journalism values and challenges in Africa.

There is the need to adapt some of the largely western formulaic approaches of the model to resonate with the cultural realities of journalism education and practice in Africa. In order to achieve this I propose the incorporation of a critical history of African journalism in relation to the dominant western neoliberal model and others in the UNESCO JEMC. I make the argument that the African journalism model is very similar to the cultural approach of the news that characterised the mid 19th century American and British Victorian journalism in as much as journalism of association and belonging is concerned. And since the cultural approach to the news resonates with the 'educational' ethos of the liberal theory of the press, which epitomises the 'social responsibility' role of the journalist, it is reasonable to argue that the African Journalism model deserves consideration in adapting the UNESCO journalism education model curricula in Africa. I argue that it is far from enough to have just a passing reference to the history of the dominant neoliberal theory of the press as a BA year 2 session in the syllabus of the Media and Society module as indicated in the UNESCO JEMC.

Is there anything called African Journalism?

Yet questions have been asked in some scholarly quarters about whether there is anything called African journalism. There is a dominant view, albeit shared by some African media scholars, that African journalism is lacking in African values, and that African journalists are merely mimicking the dominant neoliberal democracy model of journalism (Nyamnjoh, 2005). Cameroonian scholar Francis Nyamnjoh (2005) argues that the precepts of journalism that currently apply in Africa are 'largely at variance with dominant ideas of personhood and agency (and by extension society, culture and democracy) shared by communities across the continent, as it assumes that there is One-Best-Way of being and doing to which Africans must aspire and be converted in the name of modernity and civilisation' (Nyamnjoh, 2005, p.3, cited in Shaw, 2009, p.492).

"Nyamnjoh's theory presupposes the non-existence of any journalistic precept unique to Africa. This claim frankly but problematically gives the impression that what obtains, or remains, of journalism practice in Africa, is nothing but a holistic replica of the western liberal democracy model. Nyamnjoh's thesis raises questions such as: What can we say about the form of journalism that existed in Africa before colonialism? Which aspects of this journalism survived the colonial and postcolonial periods, and which did not? Whither African journalism? Modernity, Africanity, or a synthesis of the best of both" (Shaw, 2009 p.492)?

Contrary to Nyamnjoh's claim, and following Louise M Bourghault (1995), I argue that there was a form of journalism as it were in Africa before the advent of colonialism. Journalism then took the form of oral discourse, using communication norms informed by oral tradition and folk culture with communal storytellers (griots), musicians, poets and dancers playing the role of the modern-day journalist. Recalling Rubin and Weinstein (1974, p.10), Bourghault notes that "although governments change, this does not mean that older forms disappear.

The same could be said for all forms of communication” - the technological forms change, but the pre-existing styles of interaction may not (Bourgault, 1995, p.2). Little wonder that Bourgault was critical of communication scholars, like other social scientists, for viewing Africa at the onset of colonialism as a *tabula rasa* (Bourgault, 1995). This claim flies in the face of the unique grounding of the African journalism model in oral discourse, creativity, humanity and agency.

The African oral tradition resonates with the myth of the African ruler as a spiritual symbol of a people. Social values in pre-colonial Africa strongly stressed ‘group orientation, continuity, harmony, and balance’ (Bourgault, 1995, p.4). As Bonnie Wright reminds us, the question ‘Who are you?’ was meaningless without the additional query ‘of where and of whom are you born?’ (Wright, 1966, p.54, cited in Bourgault, 1995, p.4). This brings to mind the African worldview of *Ubuntu*, which is an ancient African ethic, a cultural mind-set that tries to capture the essence of what it is to be human. “A person is a person through other people” (Tutu, 1999, pp.34-35). “I am human because I belong, I participate, I share” (Murithi, 2005, p.341). It is this *Ubuntu* African worldview largely based on group solidarity and belonging that informs the oral discourse style of journalism unique to pre-colonial Africa.

My alternative conceptualization of African Journalism is corroborated by Hallin and Mancini (2004) who argue that the Anglo-American model is not necessarily the one that fits the rest of the world. In fact, Hallin and Mancini (2004) discussed two other models: The Mediterranean or Polarized Pluralist Model (South European states) and The North/Central European Democratic Corporatist Model (North/Central European states). I have also identified a fifth model—the Asian model—which developed in China and Japan as early as the founding of Gutenberg(the first printing machine) in 1450 and then spread to the rest of the Asia-Pacific region (Briggs & Burke, 2010).

Another point worthy of note is that, contrary to claims by Bourghault (1995), African journalism in the pre-colonial period was not just praise singing but also combative. In fact Bourghault’s claim of seeing African oral tradition only as praise singing discourse creating “personality cult” around leaders runs counter to her assertion elsewhere that these oral traditionalists were permitted to criticize their patrons where necessary. This combination of praise singing and combative journalism survived pre-colonial, colonial and post colonial Africa. Following are examples of combative and praise-singing accounts in the post-colonial period:

Combative account: “Another truth about MMD is that they have nothing to offer apart from condemning UNIP and one party state...So what can one expect from a bunch of mandrake dealers, ex-coup plotters, power-hungry elements, dictators, tribalists, fake lay preachers, corrupt and disgruntled misfits”... (Cited in Meja-Pearce, 1992a, p.58 from UNIP (Kaunda-controlled) *Eagle Express* just before the elections which ended Kaunda’s reign in Zambia.)

Praise-singing account: “On this blessed day, our prayers rise from our hearts, prayers for you and your family, for all who are dear to you, for yourself, so that we can know that you will be near to us, unequally and totally preoccupied by our continuing improvement and the development of our dear country...” (Bourgault’s translation, 1995, cited in Badibanga, 1979, p.42, from Cote d’Ivoire’s national daily, *Fraternite Matin* on October 18, 1977).

Conclusion

I would like to conclude by calling for efforts to embed the rich aspects of African journalism into the UNESCO JEMC, and for more research to find out which of these aspects have survived to this day. I have argued earlier in this paper that the African journalism of belonging and association is very similar to the cultural approach to the news that characterised the early 19th century British and American press. The cultural approach is premised on the fact that the news expresses the structure of ‘public life’ in another medium (Carey, 1989; Schudson, 1998; Ryfe, 2006). It resonates with the liberal theory of the press in both its ‘liberal’ and ‘educational’ roles, although it tends to lean more toward the latter. The critical educational discourse of the realities of the day in America as early as the struggle against slave trade and the British Empire, in Britain the early radical Victorian press during the era of liberalism, and the African press, especially during the struggle for independence, demonstrates the extent to which journalists played the role of the ‘watchdogs of society’.

However, a turning point came around the 1880s when this liberal theory of the press came under increased intellectual, commercial and social challenges (Hampton, 2001). With the increasing commercialization of the press toward the end of the 19th century that saw the emergence of the popular press with a focus on the news as entertainment, the educational ideal (liberal theory) of the press struggled to survive. This ideal has struggled pretty much on to this day; this has made critics such as Hallin (2009) to signal the end of journalism.

The good news is that there have been some recent attempts by UNESCO and media scholars to rescue journalism. For instance, Banda (2009), the author of a *UNESCO Civic Education for Media Professionals Training Manual*, notes that “news” practices of the media are intrinsically political, such that they present a definitional flexibility for media professionals to reconsider “news” in terms of its potential to enhance civic and democratic expression. Banda makes the case for journalists to embrace the skills and virtues of a civic education which they can use to educate the public and empower them to monitor and influence public policy. In his recent book, *Human Rights Journalism*, Shaw takes this educational role of the press further by emphasizing a human rights-approach, “which claims that journalists not only hold the power to inform the public, connect people in different parts of the world and promote public knowledge and understanding of issues and events, but, more importantly, have the moral

responsibility –as duty bearers—to educate the public, increase awareness in its members of their rights and monitor, investigate and report all human rights violations” (2012 p.2).

Other recent journalism rescue attempts have included the emergence of alternative counter-hegemonic journalism models such as public journalism, citizen journalism, peace journalism and global journalism. Yet only very few gains have been registered by these alternative models in restoring the educational ideal of journalism, which calls for more research in this area of journalism studies. I argue that since the liberal “educational” ethos is very much alive in African Journalism, there is no better way of rescuing journalism than adopting a more critical bottom-up cultural approach in adapting the UNESCO journalism model curricula in Africa and other parts of the world.

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4.3.2 Critically interrogating journalism education in Turkey

Prof. İncilay Cangöz

In Turkey in 1998, prestigious academic journals in the field of communication, dedicated some of its issues to communication education in Turkey. Although the academics/instructors approached the issue from different perspectives and raised different questions, one can easily notice that the discussion mainly centered on the old question: “Which communication education?” It goes without saying that answering such an all-encompassing question is not an easy task.

Discussions inevitably address long-standing issues such as finding the center of gravity between theory and/or practice and questions such as:

1. Which pedagogical targets, impacts and outcomes are significantly important in communication education,
2. How can we identify the fundamentals of communication education that can contribute to future communication experts’ professional career more positively,
3. To what extent should the media sector’s demands be reflected on syllabus?

When one of the aims is defined as training media professionals in such a way as to satisfy basic sectorial demands, the media contents produced, broadcast and delivered by the mainstream media come into question, which are highly problematic for communication academics.

Universities insist upon the goal of training professionals to have a critical stand/perspective vis-à-vis political and social issues. It is claimed that such perspective can be complemented with support of other fields of social sciences such as politics, sociology, literature and philosophy and to some, share the critical theoretical lessons within an education program should be 70%, while for some it should be 50%.

Ten years later, communication education in Turkey is rather positive and encourages us to underline a rights-focused perspective and specialization that is concrete, indispensable and important.

In the 2000’s, communication faculty began to put some courses targeted to specialized journalism such as economics, children’s rights, health, and travel journalism. Children’s rights journalism was set up under the leadership of UNICEF. If the UNICEF/Turkey Office didn’t lead and coordinate us, the project wouldn’t have been completed. I have been teaching this course and I have never shared and nor received collaboration with my colleagues in Turkey and also other countries such as DIT and Azerbaijan. In this course, we discuss our problems in a cultural and political context and also compare it with other countries.

The Data Journalism syllabus prepared as part of the review of the model curricula will be very helpful for future journalists. Statistics are a very useful tool to describe the big picture in terms of social issues such as unemployment, poverty, crime or violence in a national and global context. In other words, it is easy to observe macro structure however we cannot learn micro dynamics. It is important to know how people are affected from poverty or unemployment. If news is a human interest story, people's experiences, their emotions or how inequalities are experienced daily shouldn't be ignored in journalistic practice. I would like to stress cultural dynamics as mentioned by all presenters in this report. In my view, two dimensions are important: perspective is very important while reading statistics and also to put this into its cultural context.

4.3.3 Toward an interdisciplinary but autonomous journalism education: lessons from Spain

Prof. Pilar Carrera (Universidad Carlos III de Madrid. Spain)

Remarks on journalism education

1. To find a sustainable model for journalism is, without question, a very important task. To find a sustainable model for journalism education is of paramount importance too. I will refer, as a background for some of the remarks on journalism education that follow, to what could be considered an essential document, involving theoretical and political (university policy) issues, the UNESCO's Model Curricula for Journalism Education (2007).
2. Journalism education has been a controversial issue since Pulitzer, who proclaimed in 1904 that "before the end of the century, Journalism Schools will be unanimously accepted in higher education, just as Law or Medicine are now." We have to say that, in perspective, he was pretty optimistic. More than a century later, journalism education remains a "hot spot" for many scholars that repeatedly call it into question in terms of being legitimate (both by the industry and academia). In these circumstances of hyper criticism a question inevitably arises: Why do scholars spend so much time questioning journalism education? Sticking to their line of argument, coherence should lead us to question the future of many other disciplines with less success among students and not necessarily adapted neither to the times nor to the marketplace.
3. In a recent survey that we have recently carried out at the Universidad Carlos III de Madrid among Spanish journalists, 89.8% of those surveyed considered that having a journalism degree nowadays is unavoidable or highly recommendable from a professional point of view.

Nowadays, in Spain, over 30 journalism degrees are offered both by public and private institutions. In the rest of Europe, journalism degrees (so far practically diluted, limited to its postgraduate expression or just non existent at a university level, exception made of countries like Spain or Germany) are gaining momentum, just when journalism as a business is going through

critical times. Why? We should ask ourselves. It seems, therefore, that young people want to study journalism, even if they know that the mainstream news media are being affected by massive layoffs.

4. I would like to throw the shadow of a doubt about the “supplementation doctrine” that considers journalism studies essentially a practical and vocational field, needing to be *supplemented* with courses coming from other “fully legitimated” disciplines: Economics, Sociology, Humanities... Journalism is a field with full theoretical entity. There is little doubt about this if we think dispassionately of all the communication and journalistic theory that has been produced during the XX century and the XXI century so far.

Interdisciplinarity in the field is not challenged by what we have just said, as other areas of the social sciences. But for this (interdisciplinarity) to be possible, a strong, focused and autonomous journalistic field, recognized as such by the academy, is needed. No interdisciplinarity is possible without an autonomous discipline. Journalism belongs to the Communication field. This is their natural place and this inclusion doesn't call at all into question its existence as an autonomous discipline.

5. Journalism education has probably been one of the most challenged, if not the most, by the interruption of the digital media or by what we shouldn't keep calling “new media,” as they have amply left behind today's youth. The entire field of communication has been and continues to be challenged by the transformation of the Internet into a mass media. Most of the prevailing media paradigms doesn't work anymore or only do so in part, and it obviously applies to journalism (a form of communication with its own rules and functions) as well.

We should be aware that the University is not bound to provide any kind of “total solution” for the problems of the industry. The institution can do what it can do, that for which it exists. Of course, it should fulfill its purpose in the best way possible (even with increasingly reduced budgets).

6. There has not been a pre-technological past for journalism. Its fate has always been tied to technology.

To keep abreast of technology, to fulfill the demands of the industry... these are usual requirements made to journalism education. But what if the industry doesn't know exactly what it needs or what it wants? During the last years the news media business has been completely clueless about how to get out of the almost apocalyptic pit in which it stands.

Concerning the urgent need to “adapt” journalism studies to this disruptive world, there is little doubt about this need, although the nature of this adaptation remains quite uncertain.

In the above mentioned survey, when journalists were asked about what kind of education should journalism studies provide, “technological skills” was the

option chosen by 35.59% of the surveyed, while "the ability to identify and communicate reality through "classical" and new languages" was supported by 76.27% of the journalists. We consider these results highly significant.

7. "Strange profession that brings together supermen and office workers" –said the Spanish writer, journalists, media theorist and food lover, Manuel Vázquez Montalbán. The "classical" conflict between idealism and realism in journalism, what is and what should be, is, with little doubt, in need of a deep revision. The profession can no longer rely on the old mythical "Woodward-Bernstein paradigm" in order to legitimate itself in front of society.

We don't live anymore in a "discrete" communication environment. Communication has become the environment. It's a *continuum*, and users can perform mediated (e.g. send an email while walking on the street through any kind of mobile device) and mass mediated (e.g. post a tweet from the train as we go on the way to work) communication from almost every place. Journalists can no longer continue working, journalism scholars can no longer continue teaching as if the old discrete environment with all its organized "discrete" stuff, its television set, its analogical phone hanging on the wall, its radio set, its home computer... remain unchanged.

8. It goes without saying that it is very important to focus on the content of the courses related, broadly, to the digital environment, and not only on their names. Sounding courses, hype-driven, are proliferating everywhere, deepening the disturbing "decoy-mode" in which the "digital media" label is used on more occasions than would be desirable, as the fastest road to "success." It seems pretty obvious that the "aesthetic solution" is not the best way to improve neither journalism education nor any kind of university education.

Under the honorable motto of a "new curriculum for a new journalism" are aspirations and interests of a very different nature, even contradictory, but difficult to encompass, because technological innovation gives no respite. To introduce "innovative" courses in the curriculum without a backup of scientific knowledge on the digital issues concerned may lead to an old fashioned approach to new problems. Theoretical foundations and empirical research on the digital field are the only possible way to prevent journalism education (and any kind of education) from turning around a mirage of sounding names.

9. We should abandon, at this time, the litany of the "information overload," at least as far as journalistic information is concerned: genuine journalistic information is a scarce good. It always has been and still is, but nowadays this scarcity seems somehow obscured, made invisible by the dense fog of data surrounding us.

We must not forget that journalism only rarely has to deal with raw facts. Journalists are mainly confronted with sources that have a certain point of view on the facts, or directly an "agenda." They have to work essentially with

the information provided by others; thus, *mediation* of the mediators is at the centre of their work. All that just to conclude that the current critic of the Internet causing journalists to lose contact with facts should be nuanced: we should rather emphasize that journalistic sources have reached a much greater communicative refinement than in the past.

10. Journalism practice in the digital age is in urgent need of theoretical foundations, of theoretical values and ideals, as much as technological skills (that are important too, of course), if the journalistic institution has to accomplish its challenging role in contemporary societies.

As Lippmann once said: “There can be no liberty for a community which lacks the information by which to detect lies.” This kind of what we might call *meta-information* is priceless, today more than ever, and journalists should play a key role in gathering and reporting “the information by which to detect lies.”

4.3.4 Toward a ‘universal’ model of journalism education: the case of Germany

Dr. Steffen Burkhardt

Opening: Universal & Particular

Joseph Pulitzer said: “Our Republic and its press will rise or fall together. The power to mould the future of the Republic will be in the hands of the journalists of future generations.” I would say, what Pulitzer described for the co-existence of the wealth of the United States of America and its press applies in the Internet age more than ever to the rise or fall of the global society. We will not be able to establish global standards of human rights and democracy, if we do not train the journalists of future generations in terms of a universal standard of media, journalism and human rights activism competences.

That’s exactly the reason, why we established the International Media Center Hamburg for Press Freedom and Human Rights at the University of Hamburg. According to our experiences in global journalism training and exchange with journalism training institutions and media companies in Africa, Asia, America, Europe and Russia, we definitely need a universal standard of competences. But, we have to develop particular training approaches and topics, in order to implement this universal stand of competences in the different world regions.

Most important for this implementation process is our understanding that we work with our partners at eye level. We can learn a lot from each other. For example, I established in cooperation with a German major foundation and the German minister of foreign affairs the first Chinese-German journalism exchange program several years ago and every year I spend a lot of time in China, learning a lot from my Chinese colleagues about their thoughts on the problems of our free capitalistic European press.

The more I work with colleagues abroad, the more I would say, the problems of universalizing journalism education is not a problem of a common universal agreement of core journalism competences. It's first of all a challenge for the question of how to implement it. That means we have to focus on the trainers who train our journalists of future generations. Universalizing journalism education requires the best journalism trainers of the world, a global journalism training elite or let's say "task force", that knows how to apply the universal competencies to their particular regional challenges.

Media Sustainability Syllabus

The Media Sustainability Syllabus is designed to provide students a clear understanding of the conditions that need to be pursued to make media sustainable. I highly appreciate the course design including the following topics:

1. Topic: At the beginning a general introduction to media sustainability, its relevance and fundamental requirements
2. Topic: Of course, governmental factors in sustainability and the question: How regulation and laws promote or hinder development of independent media.
3. Topic: The importance of sustainable community media and the very relevant question, what kind of factors distinguish them from purely commercial operations in terms of sustainability? I would include in this context not only the role of community media, but also citizen journalism, social media and blogging about communities.
4. Topic: Making media start-ups sustainable, a wonderful kind of introduction into "entrepreneurial journalism"
5. Topic: Reflection of the roles of management and governance in sustainability 6. and 7.
6. Topic: Continues with business models and financial resources and financial aspects of sustainability.

With the "Media Sustainability Syllabus," UNESCO provides a very, very important teaching resource that should be implemented in every country in the world. And that means not only the so-called "developed" and "newly industrialized countries." I would love to see this curriculum in a so-called "developed" country like Germany as well. But I don't see it and I don't see any University that will provide that training including my home University in Hamburg. And here is the reason why: There is a strong tendency in our rich, full and saturated European democracies to point with the fingers to countries with lower human rights and freedom of expression standards and to think in contrast to them, that we do not have to develop – apart - And this is not only a German phenomenon. Many European and American colleagues and friends describe that the future of journalism education in the Western countries has reached a critical point in terms of financial resources that enable us to be competitive with

regards to the new dynamics of marketing and public relations in the international internet and soft power environment. Everybody here heard about the debate of j-schools at teaching hospitals in the U.S. And all of us know about the closing of j-schools or their transformation into let's say social media communication laboratories. That's why I would ask the UNESCO to understand the aspect of "universal journalism education" geographically, too, and to clarify to Western politicians that the republics and the press will rise or fall together.

5.0 CHICAGO & ISTANBUL PANELS: A SYNTHESIS OF GENERAL CONCLUSIONS AND RECOMMENDATIONS

After the panelists made their presentations, the panelists and participants engaged in a general, open discussion about the future of journalism education in which several ideas were presented. The ideas suggested included but were not limited to the need to:

- Conduct a research project to examine the results of the implementation of the UNESCO curricula thus far;
- Create a systematic study of the diffusion of this framework around the world;
- Incorporate the role of online journalism and digital mobile growth into future curricula;
- Incorporate history and culture into the curricula by adding historical dimensions that can provide local information and context as well as a form of organic development in its creation;
- Create a media literacy or news literacy course that can be included in the curricula;
- Create a wiki to allow scholars and others interested to contribute and collaborate on ideas for the future direction for the UNESCO Model Curricula;
- Additional syllabi to the Model Curricula should include a lot more online resources as these are more readily available to poorer countries;
- There is need for a clearer distinction between 'journalism' and 'training', including specifying what skills, competencies and knowledge are expected to be gained.
- New syllabi should focus on the extent to which journalism education is responding to social media, particularly the notion of citizen journalism, while maintaining its intellectual uniqueness.
- The Model Curricula should contend with the larger question of unemployment for journalism graduates in the developed world, although the job market for such graduates appears strong in the developing countries, such as China and India. Related to this should be greater emphasis on how journalism produces graduates for more than just the newsroom (e.g. Public Relations, Advertising, etc.). The syllabus on 'media sustainability' is thus applicable to developed countries.

6.0 JOINT LIST OF CHICAGO & ISTANBUL PANELISTS

1. **Amy Schmitz Weiss** is an assistant professor in the School of Journalism & Media Studies at San Diego State University. She received her Ph.D. from the University of Texas at Austin in 2008. In 2011, she was named a Dart Academic Fellow. Dr. Schmitz Weiss is the founder and director of the Virtual Journalism Learning Center in Second Life, which is used to train journalism students and journalists on how to cover natural disasters and crisis situations. She also is a former journalist who has been involved in new media for more than a decade. She has worked in business development, marketing analysis and account management for several Chicago Internet media firms. She has presented her research at several national and international conferences. Her research interests include online journalism, media sociology, news production, multimedia journalism and international communication. Her research has been published in several peer-reviewed journals, as book chapters and in a book she co-edited.
2. **Fackson Banda** is a programme specialist in UNESCO's Communication and Information Sector, responsible for global journalism education. Prior to this position at the UNESCO HQ in Paris, he was a professor of journalism and media studies at Rhodes University, Grahamstown, South Africa, holding the SAB-UNESCO Chair of Media and Democracy. He also worked as director of the Panos Institute Southern Africa, apart from having worked as a broadcast journalist and newspaper columnist for The Post in Lusaka, Zambia. Dr Banda is winner of the 2008 Media Institute for Southern Africa (MISA) Press Freedom Award.
3. **Sundeep R. Muppidi** is an associate professor of Communication at the University of Hartford, CT. He was until recently the Secretary-General of the Asian Media Information and Communication Center in Singapore. Dr. Muppidi is an alumnus of the Management Development Program of the School of Education of Harvard University and also of the Journalism & Mass Communication Leadership Institute for Diversity (JLID) program of the Association for Education in Journalism and Mass Communication (AEJMC). He also served in various positions for the AEJMC-ICD including as the Chair of the division. Dr. Muppidi has a doctorate from Bowling Green State University in Ohio in Mass Communication and has over 15 years of teaching experience at universities around the World. His teaching and research interests are in International media studies, new media technologies, video & multimedia production and he has published in various journals around the world. He is the Editor-in-Chief of the Media Asia and the Associate Editor of the Asian Journal of Communication apart from serving on other journal editorial boards. His forthcoming books this year include *The Role of Public Service Broadcasting in raising civic consciousness: Case studies from Asia* and *The Asian Communication Handbook (6th Edn)*.

4. **Sonia Virginia Moreira** is an associate professor at the Social Communication Faculty of the Rio de Janeiro State University (UERJ) in the area of journalism and media culture, she has been carrying out research with emphasis in the areas of broadcasting industry in Brazil (specially radio) and regional and international communication. She is the author of several articles and book chapters on journalism and communication-related topics. She was elected president of the Brazilian Society for Interdisciplinary Studies in Communication (2002-2005) and was also its international relations director (2005-2008). She is also serving again as the international relations director of Intercom (2011-2014). Presently she coordinates the Brazil-US Colloquium on Communication Studies and is a member of the scientific committee of the Brazilian Society of Journalism Researchers (SBPJor).
5. **Rosental Calmon Alves** is the director of the Knight Center for Journalism in the Americas at the University of Texas at Austin, and he also holds a UNESCO Chair in Communication. He is the president of the board of directors of ORBICOM, the Montreal-based global network of UNESCO Chairs in Communication that unites 28 chairs and 250 members from 75 countries. He holds the Knight Chair in International Journalism. He has had a rich career with 27 years as a professional journalist, including seven years as a journalism professor in Brazil. Before teaching at the University of Texas at Austin, he lived in Rio de Janeiro, where he was the managing editor and member of the board of directors of Jornal do Brasil, one of the most important Brazilian newspapers. Alves was a foreign correspondent based in Spain, Argentina, Mexico and the United States, working for Jornal do Brasil. In 1991, he created the first online, real-time finance news service, the first of its kind in Brazil. And in 1994, Alves managed the launching of Jornal do Brasil's online edition, making it the first Brazilian newspaper available on the Internet. He has three basic areas for teaching and research: international reporting (emphasizing the work of foreign correspondents), journalism in Latin America (especially the struggle for a free press in the hemisphere), and Internet journalism (the creation of a new genre of journalism for the digital medium).
6. **G. Stuart Adam** is a professor emeritus of journalism at Carleton University, Ottawa, Canada and an Affiliate of the Poynter Institute, St. Petersburg, Florida. From 1973–1987, Adam was director of Carleton's School of Journalism. Subsequently, he was appointed founding chair of the Center for Mass Media Studies at the University of Western Ontario. He returned to Carleton's permanent faculty in 1989 and later became Dean of the Faculty of Arts (1992-1997) and then Vice-President (Academic) and Provost, a position from which he retired in June 2003. His long association with the Poynter Institute dates from 1990 when he spent a year in residence as Visiting Scholar. In the following years he returned regularly to teach and to write on aspects of journalism and journalism education and he rejoined the Institute after retiring from

- Carleton and served (2004 – 2008) as resident Journalism Scholarship Fellow. He has written extensively on the philosophy of journalism, journalism education, ethics, freedom of expression, and the Canadian legal system. He is author of *Notes Towards a Definition of Journalism* (1993), and co-author and editor (with Roy Peter Clark) of *Journalism: The Democratic Craft* (2006). He was a member (2005-2007) of the panel of experts and the four-person working group appointed by UNESCO to propose *Model Curricula for Journalism Education for Developing Countries and Emerging Democracies* (Paris, 2007).
7. **Peter Laufer** is an award-winning author, broadcaster, documentarian and journalist. He has studied, reported and taught throughout the world -- Europe, to Africa, to Southeast Asia. As an NBC News correspondent he reported, wrote and produced several documentaries, ranging in topics from Vietnam War veterans to illiteracy in America. He is the author of over a dozen books, including *The Dangerous World of Butterflies* and *Slow News*.
 8. **Ibrahim Seaga Shaw** is a senior lecturer in media and politics in the Department of Media, Northumbria University in Newcastle Upon Tyne in the UK. His research and teaching interests encompass democracy and media agenda-setting, media and human rights, peace journalism and global justice, history of journalism, media, business and development, and mediation of conflict and humanitarian intervention. He has published articles in leading journals including *International Communication Gazette*, *Ecquid Novi (African Journalism Review)*, *Globalisation, Societies and Education*, and the *Journal of Global Ethics*. He has also recently published two books, one sole-authored *Human Rights Journalism* (2012) by Palgrave Macmillan and the other co-authored *Expanding Peace Journalism* (2012) by Sydney University Press. He is originally from Sierra Leone where he practiced journalism for many years and served as editor of award-winning Expo Times newspaper in the 1990s. He practiced journalism in England and France before obtaining a Ph.D. at the Sorbonne in 2006.
 9. **Prof Kaarle Nordenstreng** is based in the School of Communication, Media and Theatre, University of Tampere, Finland.
 10. **Prof Cees Hamelink** is professor emeritus of the University of Amsterdam where he taught International Communication for over 25 years. He is now Athena professor for Public Health & Human rights at the Vrije Universiteit in Amsterdam and professor for Development and Knowledge Management at the University of Aruba. He is the honorary president of the IAMCR, and editor in chief of the *International Communication Gazette*. He has written 18 monographs on communication issues, received many international awards and is a jazz musician.
 11. **Prof. Pilar Carrera** is vice-dean of journalism, Universidad Carlos III de Madrid, Spain. As an associate professor, she has been teaching Media Theory as well as Theory and Analysis of Documentary Film at the Carlos III University, since October 2003. She has been visiting professor at

- institutions such as London School of Economics, École des Hautes Études en Sciences Sociales, and Université Paris I Panthéon Sorbonne.
12. **Saltanat Kazhimuratova** is a senior lecturer/internship coordinator at the Department of Journalism and Mass Communications, College of Social Sciences, Almaty, Kazakhstan. A professional journalist and university professor with 25 years of experience in mass communication and higher education, she started her journalism career working in independent print media, where she became an editor. She also worked in radio as well as magazines. Ms. Kazhimuratova is alum of the Junior Faculty Development Programme (JFDP), Michigan State University; Faculty Mobility Program, Lund University, Sweden; and the Editorial Training Programme of the Thomson Foundation, Cardiff, UK.
 13. **Dr Daya K. Thussu** is a professor of International Communication and the founder and co-director of the India Media Centre at the University of Westminster in London. He is the author or editor of more than a dozen books, among his key publications are: *Media and Terrorism: Global Perspectives* (Sage, 2012); *Internationalizing Media Studies* (Routledge, 2009); *News as Entertainment: The Rise of Global Infotainment* (Sage, 2007); *Media on the Move: Global Flow and Contra-Flow* (Routledge, 2006); *International Communication - Continuity and Change, third edition* (forthcoming); and *Electronic Empires - Global Media and Local Resistance* (Arnold, 1998). He is currently writing a book for Palgrave, entitled *Communicating India's Soft Power: Buddha to Bollywood*. He is the founder and Managing Editor of the Sage journal *Global Media and Communication*.
 14. **Prof Kim Sawchuk** is a research chair in Mobile Media Studies, Concordia University, Montreal, Canada.
 15. **Dr. Steffen Burkhardt** is director of the International Media Center Hamburg (IMCH). He researches and teaches with a focus on journalism and media sociology, social media, privacy and public sphere. His current research includes the transformation of privacy in consequence of the internationalization and digitalization of the media. Dr. Burkhardt is a founding member of the Global Communication Association, and associated with numerous international organizations and think tanks. He is a member of the selection committee of the German National Academic Foundation and several trusts to promote press freedom, human rights, and democracy. Dr. Burkhardt has been appointed a Fellow of the Transatlantic Young Leaders Study Group on the Future of Europe.
 16. **Prof. Incilay Cangoz** is director of Women's Research and Implementation Centre, Department of Journalism, Anadolu University, Turkey.