The European Competence Profile Project

Paper on the theme: JOURNALISM CURRICULA

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Introduction

Teaching journalism is not easy. And it probably never has been. Over the years there have been numerous and fierce debates about what expertise journalists should have. Whether their training should be skill-based or aimed at academic reflection. Whether we should educate for journalism as it is or for journalism as we want it to be.

Different stakeholders have different views. Of course there is the classical divide between practitioners, who want attention to the daily routines, and scholars, with their preference for research. But students, teachers, heads of schools and captains of media-industry all have their different views, ideas and accents (Josephi 2009). As a result journalism education is offered in many different ways by many different organizations with different educational traditions and resources, in many different settings, circumstances and cultures and in many different political conditions (Unesco 2007).

In part this diversity is due to the fact that the concept of Journalism itself is not unambiguous. And that it not distinguished clearly enough from related concepts like 'public communication', 'media' or 'the news'.
"Journalism schools for a long time have primarily been seen as educational institutions dominated by practitioners who do not place much emphasis on research. The conceptual, empirical and reflective work was left to media studies who failed to make their theories and results applicable to the realities of everyday news production." (Hanitzsch e.a. 2005)

But there are other causes. Over the last decades the borderline has been blurring between traditional and new media (multiskilling), information and entertainment (infotainment), journalism and the public (user generated content), sources and the public (de-mediation), journalists and publishers (commodification). On top of that social developments like informatization, individualization, intensification and internationalization created a new information and communication structure, fragmented audiences, a non-stop culture and globalized markets (Drok 2007). We are indeed living in an age of radical change.

The European Journalism Training Association (EJTA), which was founded shortly after the fall of the Berlin Wall, has as its most important aim to stimulate pan-European cooperation in journalism education in order to strengthen European democracy. The association unites more than fifty schooling institutes from 24 European countries and is characterized by diversity: different types of institutions, different types of media systems, different cultures and twenty different languages. Since its founding, the need for international cooperation has been growing all along.

More than ever, students have to learn to think global and act local. Just as it was stated in the World Journalism Education Council's Declaration of Principles:
"Journalism is a global endeavour; journalism students should learn that despite political and cultural differences, they share important values and professional goals with peers in other nations. Where practical, journalism education provides students with first-hand experience of the way that journalism is practised in other nations."

In order to realize these ideals international student and teacher mobility is essential. But mobility needs some degree of standardization, however difficult in an age of change. It demands international recognition of qualifications, transparent and comparable degrees, international transfer of credits and an international system of quality assurance.

The competence project

All EJTA members understand and recognize the problems of unequivocally defining Journalism in a world that is uncertain and volatile. But they also see the need for standardization, in order to help their students to exercise their right of free movement and promote supranational citizenship and professionalism. Furthermore, setting a joint quality standard for journalism education could help to protect their curricula from all too practical claims from the industry as well as from all too theoretical claims from the academic world.

In 2006 the European schools agreed upon the Tartu-declaration. It consists of 10 central journalistic competences, each of which is built up of 5 qualifications. The declaration makes the distinction between competences and qualifications to distinguish the different roles of the most relevant players: academic staff and students/learners. Qualifications are desired outcomes of a process of learning. They are mostly formulated by the academic staff, preferably involving student representatives in the process, on the basis of input of internal and external stakeholders. Competences are obtained or developed during the process of learning by the student/learner. In other words: Qualifications are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning. Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the

object of educational programmes. Competences will be formed in various course units and assessed at different stages. [1]

The Tartu Declaration provides a common vocabulary for exchange of views and a common guideline for the development of courses and curricula. The ten competences are formulated as follows:

After their education or training students possess the competence to:

1   Reflect on the societal role of and developments within journalism

2   Find relevant issues and angles, given the public and production aims of a certain medium or different media

3   Organise and plan journalistic work

4   Gather information swiftly, using customary newsgathering techniques and methods of research

5   Select the essential information

6   Structure information in a journalistic manner

7   Present information in appropriate language and an effective journalistic form

8   Evaluate and account for journalistic work

9   Cooperate in a team or an editorial setting

10 Work in a professional media-organisation or as a freelancer

They are preceded by the EJTA mission statement:

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[1] Cf. European Union, Tuning educational structure in Europe. http://tuning.unideusto.org/tuningeu/

Members of the European Journalism Training Association educate or train their students/participants from the principle that journalists should serve the public by:

- providing an insight into political, economic, socio-cultural conditions,

- stimulating and strengthening democracy at all levels,

- stimulating and strengthening personal and institutional accountability,

- strengthening the possibilities for citizens to make choices in societal and personal contexts,

while:

- feeling responsible for the freedom of expression,

- respecting the integrity of individuals,

- being critical of sources and independent of vested interests,

- using customary ethical standards.

Although the Competence Profile has proven its importance, for instance in building the EJTA Mobility Catalogue (www.ejta.eu/mobility), it also has its limitations. The 10 competences as well as the constituent 50 qualifications are not weighted, which suggests that they are all equally important. Furthermore the profile is static, which suggests that there neither is nor will be any need for change. But as was stated above: journalism is in the middle of thorough changes and there is a great need of rethinking the value of journalism in the digital age.

Against this background the EJTA decided to launch a research project on how these changes might affect the competence profile – in the eyes of relevant stakeholders. [2] The project consists of three phases. The first phase is a pilot study (N=45) among the EJTA-members themselves.

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[2] The EJTA-research is carried out by lic. phil. Carmen Koch and Prof. Dr. Vinzenz Wyss of the IAM, Institute of Applied Media Studies in Winterthur, Switzerland. The results that are presented here come from their research report.

This phase was completed in 2008. The second phase started in 2009. It is based on an online survey among key professionals (N=360) from over 20 European countries. The third phase will concentrate on journalism students and teachers and will be carried out in the fall of 2010.

The Competence Project is rather unique in its kind. There is a lot of research in Europe on changes in the media landscape and trends in journalism. Far little is known about the consequences of these developments for journalism education and about the view of the different stakeholders on these consequences. The general idea is that a competence profile changes over time, but at a certain distance from short term trends or fashions. The competence research can help educators to make grounded choices by answering the following three research questions:

The first question is about the changes in the competence profile that are necessary to meet the future needs of the profession and the industry. According to the professional key persons in Europe, which qualifications and competences must be emphasized in future journalism education, given the profound changes within the profession, in the media landscape and in society as a whole?

The second question is about the profile itself. The current profile is based on the logic of the practice of journalism (from finding relevant issues, through gathering and selecting information to structuring and presenting) in combination with reflection on journalism and society. Do the outcomes of the research reveal an underlying pattern of more abstract competences which might serve as building stones for a future profile, less close to current practices and more open to innovation?

The third question is about differences in view on which qualifications must be emphasized. Are they related to type of medium, to European region or maybe to type of media system? Do

respondents from the profession/industry (second phase) differ from the heads of the EJTA schools (pilot study)? And if so: in what respects?

Method

To reach the research goals an online survey with stakeholders all over Europe has been conducted. The different steps in the survey are presented below. The questionnaire was designed 2008 in cooperation of the IAM and the EJTA. The basis for the questionnaire was laid by the 50 qualifications of the Tartu-declaration. Although the qualifications defined in the Tartu-declaration (see Appendix) have been taken over, they had to be altered slightly to be suitable for a questionnaire. This included some clarification and cutbacks. A big challenge was the measuring instrument. The question was: How can we bring the respondents to do the weighting and not to value everything as of similar importance? The approach selected proposed a measuring instrument with a scale from -2 to +2. 0 indicated the middle and meant "of average importance".

This measuring instrument was tested in a pre-test in the beginning of the year 2008 with the representatives of the EJTA-members, mostly faculty deans and heads of schools. The answer pattern of the respondents revealed that the measuring instrument was problematic, as the lowest category almost never was chosen. This is why the measuring instrument slightly was adapted. In the new version the questions were designed as slider questions, as can be seen in the picture below.
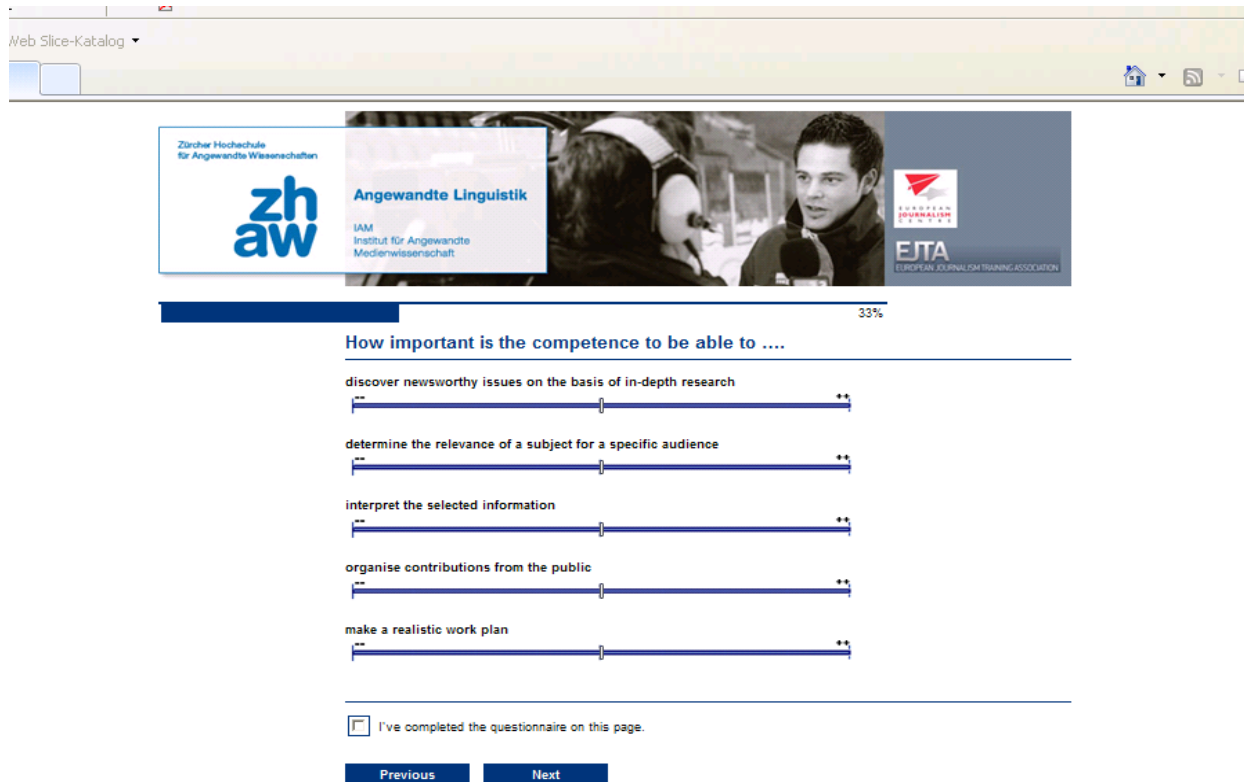
The initial position of the slider was in the middle, which meant the qualification is of average importance. If the respondents think a qualification will become of more than average importance in the coming years, they could shift the slider to the right. If they think a qualification will become less important than average, they could draw the slider to the left. The slider had an underlying invisible scale ranging from 0 to 100. In a second step independent variables have been designed to get more information about the stakeholders. The respondents were asked to indicate their home country, the media type their working for, the size of the media company and how they estimate the competition degree in the media landscape they work.

Characteristics of the survey

To conduct the survey in every country contact persons where needed, who took over the duty to identify and contact the stakeholders. Every contact person was asked to designate the sample following a parameter which defined the number of required responses and the media type. The contact persons were asked to deliver answers of thirty to fifty respondents, although it was clear that this mark was difficult to accomplish for some smaller countries. As a guideline how to select the potential respondents, the following table was handed out:

Media Type	Quantity (ca.)
Paid daily newspaper	6
Free Newspaper	2
Non-daily local Newspaper	4
Sunday Newspaper	2
Weekly newspaper	2
Peoples Magazine	2
Public Radio	4
Private Radio	4
Public Television	4
Private Television	4
Online media Independent (online newspaper)	4
News agency / News service	2

Not in all countries all media types exist.

The survey has respondents (N=360) from all over Europe – the five regions all are represented.
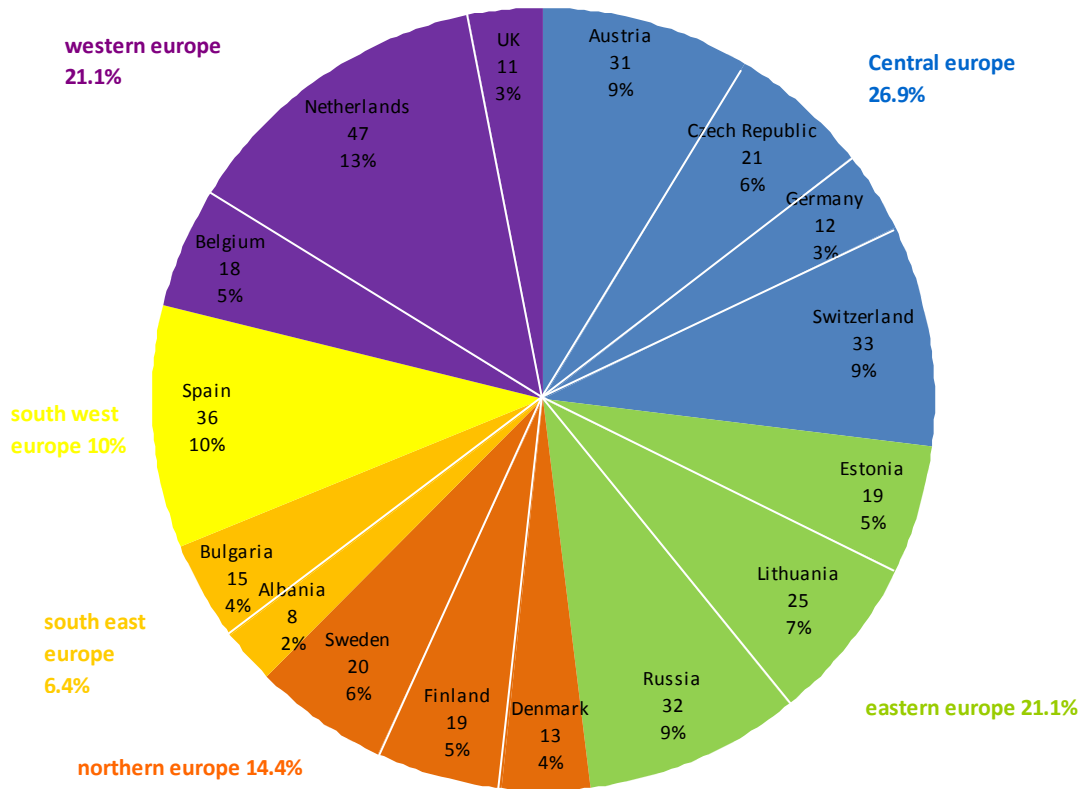
Research results

The first research question was: According to the professional key persons in Europe, which qualifications and competences must be emphasized in future journalism education? Table 1 gives an overview of the results. The results are structured in accordance to the Tartu-declaration. The table includes the mean, the median (the numeric value which separates the higher half of the responses from the lower half), the quartiles (the value of a variable below which a certain percentage of observations fall) and finally the standard deviation (shows how much variation there is from the mean).

Table 1: Overview

	Ø	Quartiles			SD
		25	50 (Median)	75	
1. The competence to reflect on the societal role					
1.1 Have a commitment to society	65.38	50.00	65.50	86.75	24.313
1.2 Have insight in the influence of journalism in society	59.64	50.00	54.00	75.75	22.315
1.3 be able to develop a grounded view of journalism	63.70	50.00	60.00	83.00	24.253
1.4 understand the values that underlie professional choices	63.54	50.00	61.00	78.00	21.480
1.5 be able to reflect on a future career	46.99	33.50	50.00	57.00	22.593
2. The competence to find relevant issues & angles					
2.1 know current events	77.20	59.25	79.50	98.00	20.577
2.2 know the characteristics of different media	60.90	50.00	56.50	78.00	23.386
2.3 determine the relevance of a subject for a specific audience	74.83	61.00	76.00	92.00	20.843
2.4 be able to stimulate debate	64.42	50.00	62.50	85.75	24.733
2.5 discover newsworthy issues on the basis of in-depth research	73.50	56.25	75.00	93.75	22.328
3. The competence to organise & plan journalistic work					
3.1 be able to make a realistic work plan	62.25	50.00	55.00	80.00	22.743
3.2 be able to work under time pressure	79.51	64.00	88.00	99.00	21.721
3.3 be able to adjust to unforeseen situations	69.76	50.00	69.00	87.00	21.413
3.4 be able to organise contributions from the public	57.45	49.25	50.00	74.00	23.310
3.5 be able to work within budget limits	60.02	50.00	56.00	81.75	26.369
4. The competence to gather information swiftly					
4.1 have a good general knowledge	81.38	69.00	85.00	100.00	18.408
4.2 have a more specialised knowledge in a field	64.48	50.00	61.00	87.00	25.149
4.3 be able to use all required sources effectively	71.68	50.00	73.00	89.00	20.342
4.4 have the ability to balance the stories	69.11	50.00	70.00	85.00	20.294
4.5 have the will to interact with the public	67.59	50.00	71.00	86.00	23.290
5. The competence to select the essential information					
5.1 be able to distinguish between main & side issues	78.03	64.00	80.00	96.00	19.098
5.2 be able to select information on the basis of reliability	81.43	68.00	86.00	100.00	18.777
5.3 be able to interpret the selected information	77.53	64.00	79.00	97.00	18.844
5.4 be able to select information in accordance with the genre	60.07	50.00	54.50	75.75	21.781
5.5 be aware of the impact of your information on the public	73.11	52.00	75.00	93.00	21.107
6. The competence to structure information in a journalistic manner					
6.1 be able to use different types of narrative structures	63.57	50.00	62.00	84.00	24.059
6.2 be able to fine-tune content & form	65.94	50.00	64.00	83.00	22.191
6.3 be able to structure in accordance with the genre	58.64	50.00	52.00	73.00	21.956
6.4 be able to structure on the basis of relevance	72.02	53.00	73.00	88.00	19.360
6.5 be able use new media structuring techniques	70.53	50.00	73.00	91.00	23.189
7. The competence to present information in an effective journalistic form					
7.1 have an outstanding linguistic competence	66.75	50.00	65.00	88.00	23.214
7.2 present information in combinations of words/sounds /images	66.83	50.00	71.00	91.00	27.530
7.3 master the basics of layout	52.18	39.00	50.00	66.75	25.336
7.4 be able to work with technical infrastructure	67.56	50.00	69.50	85.00	22.064
7.5 be able to cooperate with technicians	58.28	50.00	53.50	76.75	25.307

8. The competence to account for journalistic work					
8.1 have a clear idea of the required quality of products	69.24	50.00	69.00	86.00	20.738
8.2 be able to evaluate own work	64.62	50.00	61.00	77.00	20.172
8.3 be willing to take criticism	76.55	61.00	77.00	97.00	19.965
8.4 take responsibility for the choices made during the process	73.80	53.00	75.00	93.00	20.095
8.5 be able to take responsibility for the product	75.44	56.25	75.00	96.00	20.061
9. The competence to cooperate in a team					
9.1 have good social skills	69.40	50.00	69.00	86.00	20.252
9.2 be reliable	87.92	79.25	98.00	100.00	17.439
9.3 show initiative	81.01	71.00	84.00	100.00	17.996
9.4 show insight in own strengths & weaknesses	67.06	50.00	67.00	81.00	20.630
9.5 show insight in relations within a team	68.26	50.00	68.00	84.00	21.408
10. The competence to be aware of the own role in a media-organisation & as a freelancer					
10.1 be able to present ideas convincingly	68.15	50.00	68.00	86.00	21.847
10.2 know the rights & obligations within an organisation	57.88	50.00	50.00	74.00	23.859
10.3 know the market conditions	56.37	45.00	50.00	71.00	23.036
10.4 be able to evaluate the editorial policy	56.83	50.00	50.00	70.75	23.533
10.5 know the practical aspects of being a freelancer	47.29	30.00	50.00	62.75	25.358

The standard deviation is around 20, which cannot be regarded as totally poor, but also is not very low. Therefore, it also is interesting to look at the range of the answers given. Hence the answers of the respondents were categorized in groups of 0 to 20 (very low agreement), 21-40 (low agreement), 41-60 (medium agreement), 61-80 (high agreement) and 81-100 (very high agreement). The qualifications in table 2 are ranked according to the sum of high and very high agreement.
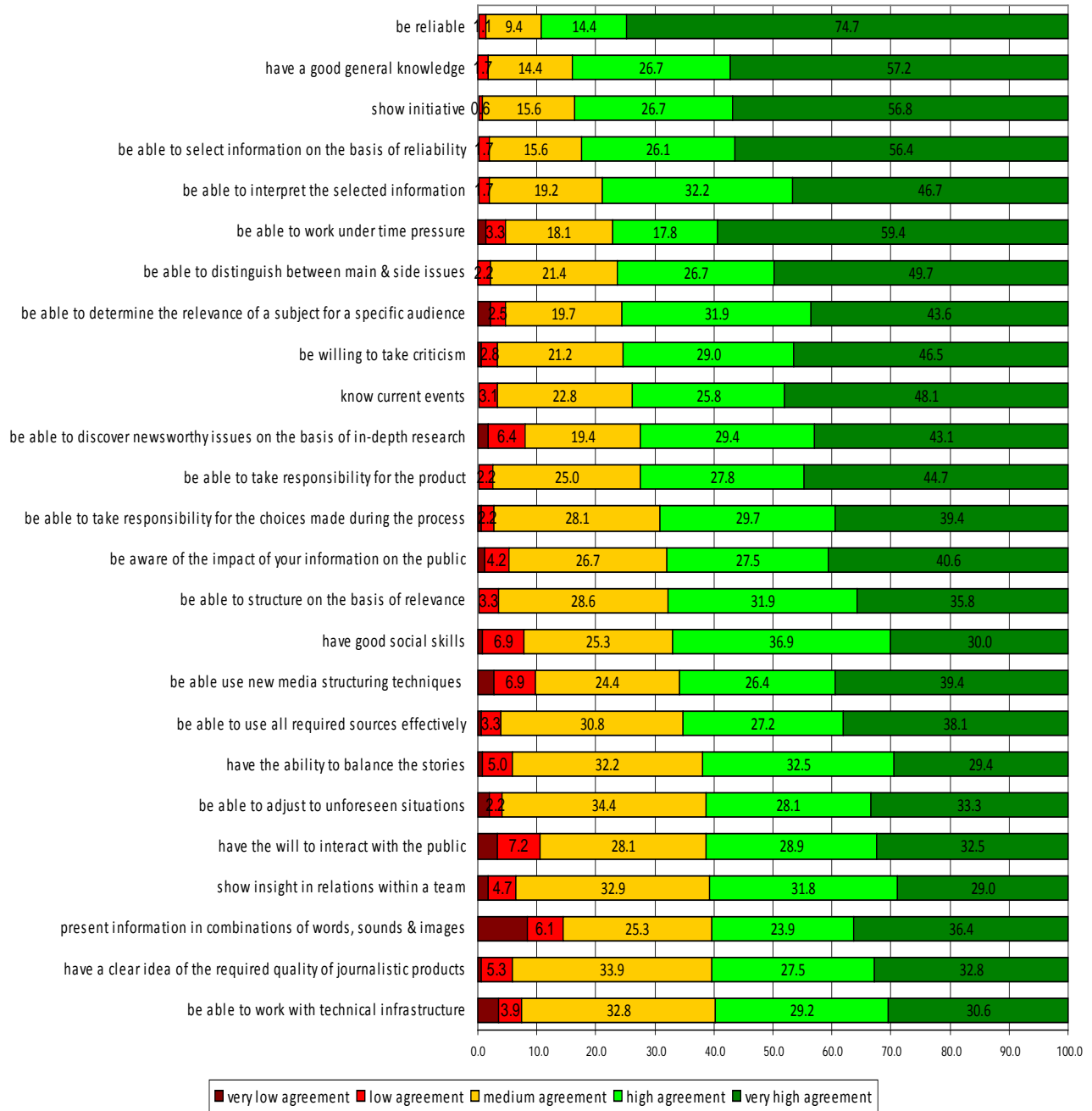
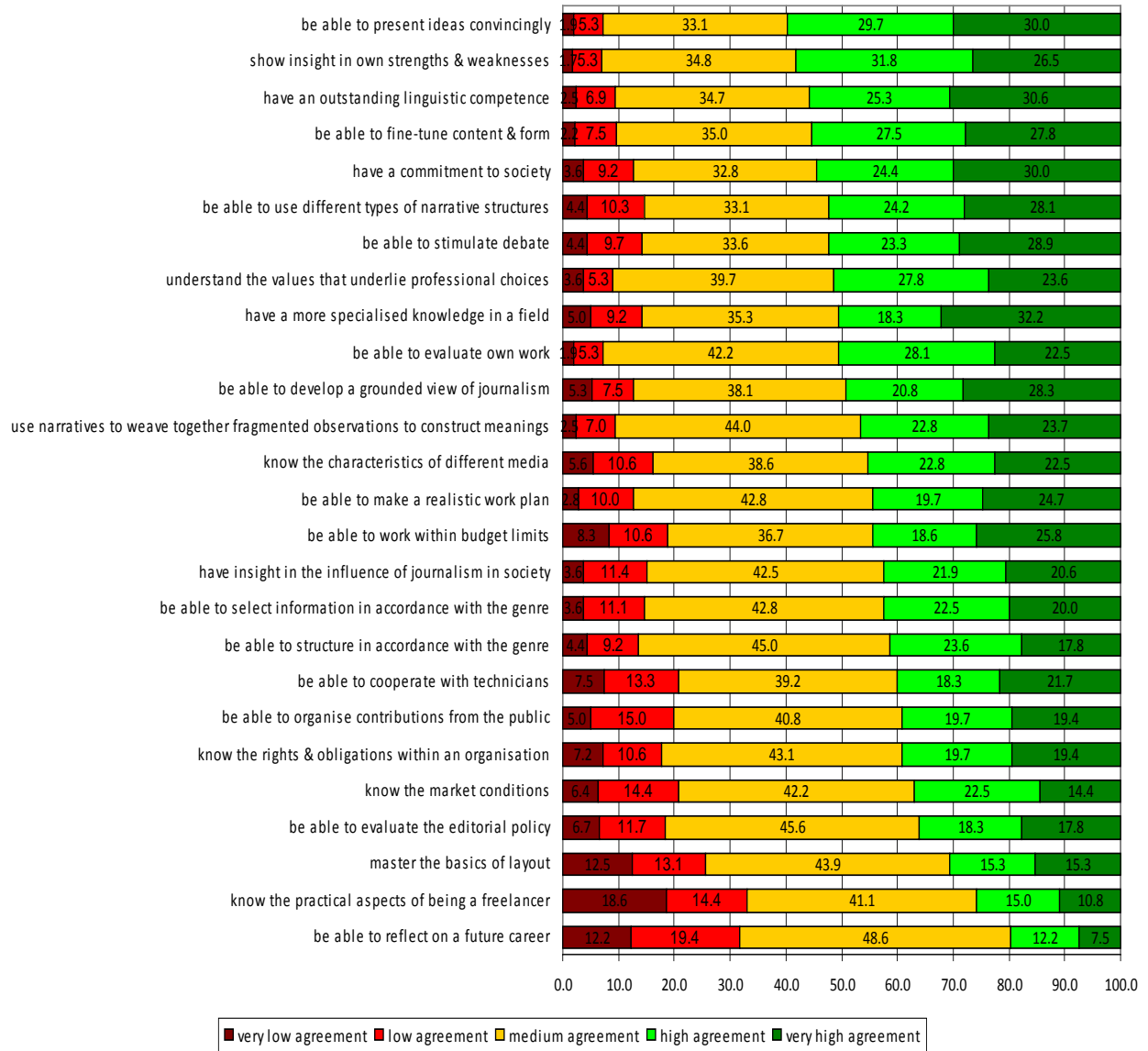## Table 2: Qualifications ranked by agreement

Qualification	very low agreement	low agreement	medium agreement	high agreement	very high agreement
be reliable	1.1		9.4	14.4	74.7
have a good general knowledge	1.7		14.4	26.7	57.2
show initiative	0.6		15.6	26.7	56.8
be able to select information on the basis of reliability	1.7		15.6	26.1	56.4
be able to interpret the selected information	1.7		19.2	32.2	46.7
be able to work under time pressure		3.3	18.1	17.8	59.4
be able to distinguish between main & side issues	2.2		21.4	26.7	49.7
be able to determine the relevance of a subject for a specific audience	2.5		19.7	31.9	43.6
be willing to take criticism	2.8		21.2	29.0	46.5
know current events	3.1		22.8	25.8	48.1
be able to discover newsworthy issues on the basis of in-depth research		6.4	19.4	29.4	43.1
be able to take responsibility for the product	2.2		25.0	27.8	44.7
be able to take responsibility for the choices made during the process	2.2		28.1	29.7	39.4
be aware of the impact of your information on the public		4.2	26.7	27.5	40.6
be able to structure on the basis of relevance	3.3		28.6	31.9	35.8
have good social skills		6.9	25.3	36.9	30.0
be able use new media structuring techniques		6.9	24.4	26.4	39.4
be able to use all required sources effectively	3.3		30.8	27.2	38.1
have the ability to balance the stories		5.0	32.2	32.5	29.4
be able to adjust to unforeseen situations	2.2		34.4	28.1	33.3
have the will to interact with the public		7.2	28.1	28.9	32.5
show insight in relations within a team		4.7	32.9	31.8	29.0
present information in combinations of words, sounds & images	6.1		25.3	23.9	36.4
have a clear idea of the required quality of journalistic products		5.3	33.9	27.5	32.8
be able to work with technical infrastructure	3.9		32.8	29.2	30.6

Legend: ■ very low agreement ■ low agreement ■ medium agreement ■ high agreement ■ very high agreement

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Table 2 – continuation -

Qualification	very low agreement	low agreement	medium agreement	high agreement	very high agreement
be able to present ideas convincingly		5.3	33.1	29.7	30.0
show insight in own strengths & weaknesses		5.3	34.8	31.8	26.5
have an outstanding linguistic competence		6.9	34.7	25.3	30.6
be able to fine-tune content & form		7.5	35.0	27.5	27.8
have a commitment to society	3.6	9.2	32.8	24.4	30.0
be able to use different types of narrative structures	4.4	10.3	33.1	24.2	28.1
be able to stimulate debate	4.4	9.7	33.6	23.3	28.9
understand the values that underlie professional choices	3.6	5.3	39.7	27.8	23.6
have a more specialised knowledge in a field	5.0	9.2	35.3	18.3	32.2
be able to evaluate own work		5.3	42.2	28.1	22.5
be able to develop a grounded view of journalism	5.3	7.5	38.1	20.8	28.3
use narratives to weave together fragmented observations to construct meanings		7.0	44.0	22.8	23.7
know the characteristics of different media	5.6	10.6	38.6	22.8	22.5
be able to make a realistic work plan	2.8	10.0	42.8	19.7	24.7
be able to work within budget limits	8.3	10.6	36.7	18.6	25.8
have insight in the influence of journalism in society	3.6	11.4	42.5	21.9	20.6
be able to select information in accordance with the genre	3.6	11.1	42.8	22.5	20.0
be able to structure in accordance with the genre	4.4	9.2	45.0	23.6	17.8
be able to cooperate with technicians	7.5	13.3	39.2	18.3	21.7
be able to organise contributions from the public	5.0	15.0	40.8	19.7	19.4
know the rights & obligations within an organisation	7.2	10.6	43.1	19.7	19.4
know the market conditions	6.4	14.4	42.2	22.5	14.4
be able to evaluate the editorial policy	6.7	11.7	45.6	18.3	17.8
master the basics of layout	12.5	13.1	43.9	15.3	15.3
know the practical aspects of being a freelancer	18.6	14.4	41.1	15.0	10.8
be able to reflect on a future career	12.2	19.4	48.6	12.2	7.5

Table 3 shows a ranking of the qualifications according to the mean.

RANK	Qualifications	Ø	SD
1	9.2 be reliable	87.92	17.439
2	5.2 be able to select information on the basis of reliability	81.43	18.777
3	4.1 have a good general knowledge	81.38	18.408
4	9.3 show initiative	81.01	17.996
5	3.2 be able to work under time pressure	79.51	21.721
6	5.1 be able to distinguish between main & side issues	78.03	19.098
7	5.3 be able to interpret the selected information	77.53	18.844
8	2.1 know current events	77.20	20.577
9	8.3 be willing to take criticism	76.55	19.965
10	8.5 be able to take responsibility for the product	75.44	20.061
11	2.3 be able to determine the relevance of a subject for a specific audience	74.83	20.843
12	8.4 be able to take responsibility for the choices made during the process	73.80	20.095
13	2.5 be able to discover newsworthy issues on the basis of in-depth research	73.50	22.328
14	5.5 be aware of the impact of your information on the public	73.11	21.107
15	6.4 be able to structure on the basis of relevance	72.02	19.360
16	4.3 be able to use all required sources effectively	71.68	20.342
17	6.5 be able use new media structuring techniques	70.53	23.189
18	3.3 be able to adjust to unforeseen situations	69.76	21.413
19	9.1 have good social skills	69.40	20.252
20	8.1 have a clear idea of the required quality of journalistic products	69.24	20.738
21	4.4 have the ability to balance the stories	69.11	20.294
22	9.5 show insight in relations within a team	68.26	21.408
23	10.1 be able to present ideas convincingly	68.15	21.847
24	4.5 have the will to interact with the public	67.59	23.290
25	7.4 be able to work with technical infrastructure	67.56	22.064
26	9.4 show insight in own strengths & weaknesses	67.06	20.630
27	7.2 present information in combinations of words, sounds & images	66.83	27.530
28	7.1 have an outstanding linguistic competence	66.75	23.214
29	6.2 be able to fine-tune content & form	65.94	22.191
30	1.1 Have a commitment to society	65.38	24.313
31	8.2 be able to evaluate own work	64.62	20.172
32	4.2 have a more specialised knowledge in a field	64.48	25.149
33	2.4 be able to stimulate debate	64.42	24.733
34	1.3 be able to develop a grounded view of journalism	63.70	24.253
35	6.1 be able to use different types of narrative structures	63.57	24.059
36	1.4 understand the values that underlie professional choices	63.54	21.480
37	3.1 be able to make a realistic work plan	62.25	22.743
38	2.2 know the characteristics of different media	60.90	23.386
39	5.4 be able to select information in accordance with the genre	60.07	21.781
40	3.5 be able to work within budget limits	60.02	26.369
41	1.2 Have insight in the influence of journalism in society	59.64	22.315
42	6.3 be able to structure in accordance with the genre	58.64	21.956
43	7.5 be able to cooperate with technicians	58.28	25.307
44	10.2 know the rights & obligations within an organisation	57.88	23.859
45	3.4 be able to organise contributions from the public	57.45	23.310
46	10.4 be able to evaluate the editorial policy	56.83	23.533
47	10.3 know the market conditions	56.37	23.036
48	7.3 master the basics of layout	52.18	25.336
49	10.5 know the practical aspects of being a freelancer	47.29	25.358
50	1.5 be able to reflect on a future career	46.99	22.593

Ranks 1 to 15 (marked in green) include several qualifications which premise personal qualities and only partly can be learned. These are: "being reliable", "showing initiative", "be able to work under time pressure" or "be willing to take criticism". A second cluster of important qualifications is about finding and selecting information. For the respondents it is not only very important that beginner journalists find the crucial information and are able classify it, but also that they are aware of the responsibility they have by choosing, framing and interpreting the information.

Marked in red are qualifications to which the respondents ascribe relatively little importance. Especially the qualifications which are of personal interest for the young journalist (their working conditions and future career), but which don't directly contribute to the daily journalistic production can be found at the end of the list: "know the rights and obligations within an organisation", "know the market conditions", "know the practical aspects of being a freelancer" and "be able to reflect on a future career". Qualifications which are directed toward the design and technical aspects are also weighted as less important. However, these results must be regarded with concern to the media type. Layout questions for example are not important for the electronic media. Surprisingly, also the qualification "have insight in the influence of journalism in society" can be found at the end of the list.

In figure 1 the deviation of each qualification from the overall mean (67,31) is shown graphically.

Figure 1: Qualifications by deviation from the overall mean
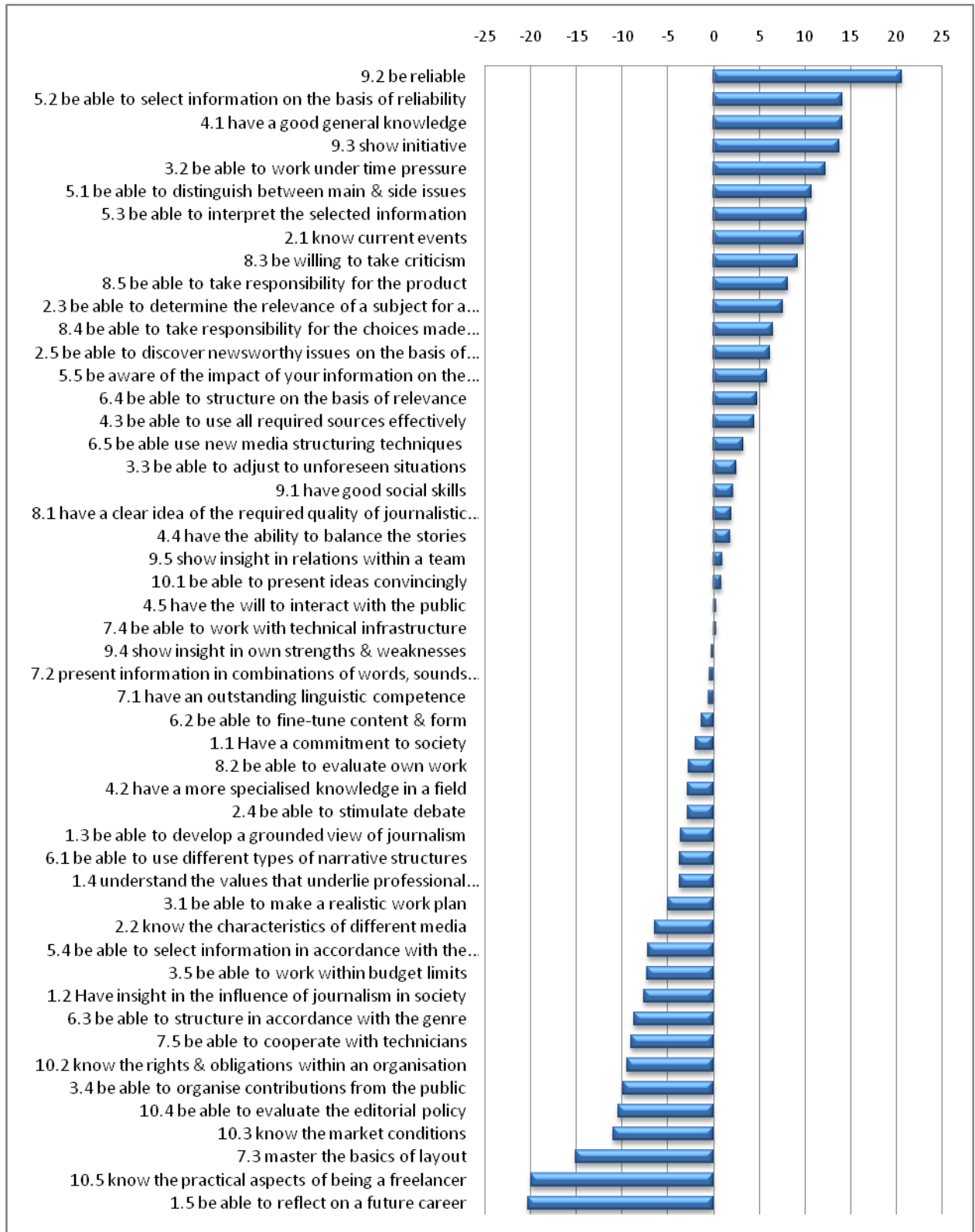
Factor analysis

The second research question is about the profile itself: Do the outcomes of the research suggest an underlying pattern of more abstract competences, less close to current practices and more open to innovation?

With 50 variables it seemed a good idea to run a factor analysis, to reduce the complexity of the analysis. It soon became obvious that a factor analysis is not possible, because the sample is unbalanced. From many countries we have just a few answers, from others over thirty. The sample is also unbalanced concerning the media type. Because of that to run a proper factor analysis, the sample had to be adapted to make it consistent. Considered were only countries with at least twenty respondents and only media types which were represented by at least ten participants. The factor analysis could be realised in 16 steps; 22 variables had to be excluded from the analysis to get a proper factor analysis. The explained variance is with 61.5% good, the variables load satisfactorily.

The factors are interpreted and defined as followed:

f1) Personal competence: containing qualifications of a personal nature. They cannot or can only partially be learned.

f2) Analytical competence: this factor sums up variables which are about the ability to select information and analyse it in an appropriate way.

f3) Technical competence: involves the qualifications around technical aspects and infrastructure.

Table 4 Factors

Qualifications / Factors	f1	f2	f3	f4	f5	f6	f7	f8
9.3 show initiative	.705							
8.3 be willing to take criticism	.680							
9.5 show insight in relations within a team	.668							
9.4 show insight in own strengths & weaknesses	.666							
9.1 have good social skills	.499							
5.3 be able to interpret the selected information		.717						
5.1 be able to distinguish between main & side issues		.711						
5.2 be able to select information on the basis of reliability		.629						
4.1 have a good general knowledge		.603						
4.3 be able to use all required sources effectively		.534						
7.2 present information in combinations of words, sounds & images			.727					
6.5 be able use new media structuring techniques			.727					
7.4 be able to work with technical infrastructure			.716					
1.1 Have a commitment to society				.781				
1.2 Have insight in the influence of journalism in society				.684				
1.4 understand the values that underlie professional choices				.537				
8.2 be able to evaluate own work					.627			
8.4 be able to take responsibility for the choices made during the process					.603			
8.5 be able to take responsibility for the product					.586			
5.4 be able to select information in accordance with the genre						.822		
6.3 be able to structure in accordance with the genre						.708		
6.2 be able to fine-tune content & form						.478		
2.4 be able to stimulate debate							.756	
4.5 have the will to interact with the public							.637	
3.4 be able to organise contributions from the public							.483	
6.1 be able to use different types of narrative structures								.738
10.1 be able to present ideas convincingly								.527

f4) Role awareness competence: the competence to be aware of one's own role and influence.

f5) Accountability: is the competence to take responsibility for the work as well as the process.

F6) Genre competence: the awareness of the genre in selecting and structuring content.

f7) Public competence: the ability to interact with the public in different ways.

f8) Narrative competence: sums up the qualifications which are about presenting ideas convincingly, in an interesting form.

Although it was not possible to calculate a factor analysis with the whole sample – because of the unbalanced sample – the resulting model can be applied to all answers. Table 5 therefore consider all answers (N=360).

Table 5 Factorised results overview

	Mean	Percentile			SD
		25	50 (median)	75	
analytical competence / competence to select	78.01	69.20	79.50	87.75	12.86
personal competences	72.44	61.60	72.00	83.20	14.60
accountability	71.29	60.42	70.67	83.25	15.46
role awareness	68.31	57.42	70.00	82.33	18.56
interactivity with the public	64.86	52.67	64.00	77.00	17.09
narrative competence	63.15	51.67	65.00	75.00	18.09
technical competence	62.85	50.00	61.67	74.67	18.09
genre awareness	61.55	50.00	59.83	72.67	17.12

As can be seen the analytical competences were weighted the most important with a high mean of 78.01 and a quite low standard deviation of 12.86. 75% of the respondents weighted this factor as important, that means they gave a mark of 69.20 or higher. On rank two the personal competences can be found. Genre awareness receives the least weight. 50% gave a mark lower den 59.83.

Differences

The third question is about differences in view on the relative weight of the qualifications. Are these differences related to country or type of medium and do respondents from the profession/industry (second phase) differ from the educators (pilot study)?

The differences between countries are not very big. Some countries have the tendency to give higher marks, others were more restrained. Concerning the media type the weighting of the qualifications reveals some media specific differences. For example news agencies do not need their journalists to be able to "stimulate debate" or "organise contributions from the public". On the other hand, technical qualifications are more emphasized by broadcast journalists. But the general tendency is that the answers are very much the same.

With respect to the different media systems[3] also little differences were found. Especially polarized pluralists (N=156) and the democratic corporatists (N=193) show little difference. Respondents from a liberal media system however put significantly less emphasis on qualifications that have to do with the qualification to reflect on the societal role of journalism and significantly more on knowing current events, reliability and showing initiative. But only one country has a liberal media system (UK), so these outcomes should be looked at with care. And again, the general tendencies are very much the same.

Finally, table 6 includes the comparison of the ranking of the professionals and the heads of schools. The qualifications are sorted according to the ranking of the professionals. Eight qualifications which are valued by the professionals as very important also seem to be very important for the heads of schools. Having a look at the end of the list, professionals and heads of schools also are more or less at one with each other. Hence we could say that the priority list is quite similar and that the heads of the journalism schools are aware what qualifications are required in the media market.

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[3] Hallin and Mancini (2004)

Table 6 Comparison of the weighting of the qualifications of stakeholders and head of schools

Qualifications	Rank	Stakeholders (N=360)	Heads of schools (N=42)
9.2 be reliable		1	5
4.1 have a good general knowledge		2	1
9.3 show initiative		3	30
5.2 be able to select information on the basis of reliability		4	2
3.2 be able to work under time pressure		5	8
5.1 be able to distinguish between main & side issues		6	12
5.3 be able to interpret the selected information		7	21
2.1 know current events		8	3
8.3 be willing to take criticism		9	9
8.5 be able to take responsibility for the product		10	18
2.3 be able to determine the relevance of a subject for a specific audience		11	4
2.5 be able to discover newsworthy issues on the basis of in-depth research		12	19
8.4 be able to take responsibility for the choices made during the process		13	24
5.5 be aware of the impact of your information on the public		14	20
6.4 be able to structure on the basis of relevance		15	16
4.3 be able to use all required sources effectively		16	15
6.5 be able use new media structuring techniques		17	37
3.3 be able to adjust to unforeseen situations		18	13
9.1 have good social skills		19	28
8.1 have a clear idea of the required quality of journalistic products		20	25
4.4 have the ability to balance the stories		21	7
9.5 show insight in relations within a team		22	23

10.1 be able to present ideas convincingly	23	33	
4.5 have the will to interact with the public	24	50	
7.4 be able to work with technical infrastructure	25	39	
9.4 show insight in own strengths & weaknesses	26	34	
7.1 have an outstanding linguistic competence	27	29	
7.2 present information in combinations of words, sounds & images	28	32	
6.2 be able to fine-tune content & form	29	36	
1.1 Have a commitment to society	30	10	
8.2 be able to evaluate own work	31	22	
4.2 have a more specialised knowledge in a field	32	26	
1.4 understand the values that underlie professional choices	33	14	
2.4 be able to stimulate debate	34	40	
6.1 be able to use different types of narrative structures	35	38	
1.3 be able to develop a grounded view of journalism	36	17	
3.1 be able to make a realistic work plan	37	31	
2.2 know the characteristics of different media	38	6	
1.2 have insight in the influence of journalism in society	39	11	
5.4 be able to select information in accordance with the genre	40	42	
3.5 be able to work within budget limits	41	47	
6.3 be able to structure in accordance with the genre	42	27	
10.2 know the rights & obligations within an organisation	43	45	
3.4 be able to organise contributions from the public	44	48	
7.5 be able to cooperate with technicians	45	41	
10.4 be able to evaluate the editorial policy	46	44	
10.3 know the market conditions	47	49	
7.3 master the basics of layout	48	43	
10.5 know the practical aspects of being a freelancer	49	46	
1.5 be able to reflect on a future career	50	35	

But interestingly two qualifications which were ranked by the heads of schools at the beginning of the list, are totally unimportant for the professionals. These are "know the characteristics of different media" (heads: rank 6, professionals: rank 38) and "have insight in the influence of journalism in society" (heads: rank 11, professionals: rank 39). At least the difference for the former is not very surprising: as journalism schools have to educate their students for different media types, they at the end work for a specific media type and do not need to know much more about other media types. On the other hand the media convergence implies that journalists have to work for different kinds of media. It can here only be speculated that the media convergence is not yet established in the praxis, or maybe never will be in the extent once expected.

Summary

Many different views exist on how journalists should be educated. Due to various trends and developments within society, within the media industry and within journalism itself boundaries are blurring and it is getting harder to define what journalism is and how it will develop.

On the other hand there is a growing need for some standardization, because journalism education is becoming more internationally focused. The European Journalism Training Association, uniting schooling institutes from 24 European countries, in 2006 agreed upon a joint competence profile in order to have a frame of reference for mobility and quality assurance. This profile is referred to as the Tartu Declaration.

Although the Tartu Declaration has proven its importance, it also has its limitations. The 10 competences as well as the constituent 50 qualifications are not weighted, which suggests that they are all equally important. Furthermore the profile is static, which suggests that there neither is nor will be any need for change. Against this background the EJTA decided to launch a research project on how current and future changes in journalism might affect the competence profile – in the eyes of relevant stakeholders.

After a pilot study among EJTA-members themselves the research has focused on an online survey among key professionals from over 20 European countries. How do these professionals weight different journalistic qualifications? Which competences should a graduate of a journalism school have in order to enter successfully into the profession? Based on the Tartu-Declaration 360 journalists from different media types have been asked to weight the importance of fifty journalistic qualifications. Although the survey couldn't be representative, some clear and interesting tendencies can be revealed.

Teamwork qualifications like "being reliable" or "show initiative" and the qualifications which are about finding and selecting information are weighted as the most important by the European professionals. They value qualifications like "know the rights and obligations within an organisation" or "know the practical aspects of being a freelancer" as less important, although they are of personal interest for the young journalists. Qualifications which are directed toward the design and technical aspects are also weighted as less important.

A factor analysis reveals eight underlying factors, which are interpreted as follows: personal competence, analytical competence, technical competence, role awareness competence, accountability, genre competence, public competence and narrative competence. The analytical

(1), personal (2) and accountability (3) competences are weighted as the most important for the years to come.

The differences between countries are not very big. Nor are the differences by media system. Concerning the media type the weighting of the qualifications reveals some media specific differences. But again, the general tendencies interestingly are the same. Finally, the analysis of the answers of the professionals and of the heads of schools shows that they too agree to a large extent in their weighting, although there are some remarkable differences. For instance the qualification "have insight in the influence of journalism in society" is weighted as very unimportant by the professional journalists, but as very important by the head of schools.

Despite the many differences in view on the functions and future of journalism, there seems to be a large consensus among stakeholders on which will be the key competences and qualifications for young journalists. The next phase in the EJTA Competence Research Project must find out if the same goes for students and teachers from around Europe.

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APPENDIX: Competences/Qualifications, Tartu 2006

1. The competence to reflect on the societal role of and developments within journalism
1.1 have a commitment to your society/community/audience and knowledge of societal developments
1.2 have insight in the role and influence of journalism in modern society
1.3 be able to develop a grounded point of view on the most important developments within journalism
1.4 have an understanding of the values that underlie your professional choices
1.5 be able to make grounded choices concerning your own development as a journalist

2. The competence to find relevant and newsworthy issues and angles, given the audience and production aims of a certain medium or different media.
2.1 have the knowledge of current events and be able to analyse if a subject is both interesting and newsworthy enough
2.2 know the possibilities of the medium or media you are working for, in order to determine whether or not the subject/angle is suitable
2.3 know your audience well and be able to determine the relevance of a subject or angle for that audience
2.4 be able to analyse public opinion and to stimulate debate

3. The competence to organise and plan journalistic work
3.1 be able to make a realistic work plan
3.2 be able to work under time pressure
3.3 be able to adjust to unforeseen situations

4. The competence to gather information swiftly, using customary newsgathering techniques and methods of research
4.1 have a good general knowledge and societal insight, especially in economics, politics and socio-cultural issues
4.2 know all required sources, including human sources, reference books, databases, news agencies, the internet
4.3 know how to use your sources and your own observation effectively and efficiently
4.4 have the will and ability to balance your stories by using methods such as check/double-check and balancing systematically
4.5 have the will and ability to interact with your public in different ways, personally as well as with the aid of (new) media

5. The competence to select the essential information
5.1 be able to distinguish between main and side issues
5.2 be able to select information on the basis of correctness, accuracy, reliability and completeness
5.3 be able to interpret the selected information and analyse it within a relevant (historical) framework
5.4 be able to select information in accordance with the requirements of the product and medium
5.5 be aware of the impact of your information on sources, the public and the public debate

6. The competence to structure information in a journalistic manner
6.1 be able to use different types of structuring
6.2 be able to fine-tune content and form
6.3 be able to structure in accordance with the requirements of the product and medium
6.4 be able to structure on the basis of relevance
6.5 be able to structure on the basis of alternative storytelling techniques

7. The competence to present information in appropriate language and an effective journalistic form
7.1 have an outstanding linguistic competence, oral as well as written
7.2 be able to make information visual, for example in the form of images or graphics, and to present it in all kinds of combinations of words, sounds and images
7.3 master the most important genres, including their style-techniques and basics of lay-out
7.4 be able to work with relevant technical equipment and software
7.5 be able to cooperate with technicians and know the possibilities of their instruments

8. The competence to evaluate and account for journalistic work
8.1 have a clear image of the required quality of journalistic products
8.2 be able to give a critical and comprehensible review of your own work and that of others on the basis of that clear image
8.3 be able and willing to critically reflect on and take criticism of your work
8.4 be able to explain and take responsibility for the choices you made with regard to sources, approach and execution
8.5 be able to take responsibility for product as well as process on the basis of ethical standards

9. The competence to cooperate in a team or editorial setting
9.1 have good social skills
9.2 be reliable
9.3 show dedication and initiative
9.4 have insight in your strengths and weaknesses
9.5 have feeling for (hierarchical, democratic) relations

10. The competence to work in a professional media-organisation and as a freelancer
10.1 be creative and innovative and able to present your ideas
10.2 know your rights and obligations and be able to critically evaluate your working conditions
10.3 have knowledge about objectives, financial and market conditions, organisational structures and processes in media organisations
10.4 be able to evaluate the strategic options and editorial policy of a media-organisation
10.5 know the practical aspects of being a freelancer / entrepreneur