



Mapping Education and Training of Journalists in Greece, Belgium, Romania and Germany

Online survey results on new skills and training needs



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1. Introduction

Just as the news is changing constantly, so are the tools that journalists use to convey the news. The digital era has indeed given journalists and media workers a remarkable array of innovative technological tools that are rendering journalism more immediate, more accessible, more effective and less expensive, but it is also forcing journalists to adopt a sink or swim approach in order to survive the avalanche of specialized tools. Within the framework of the Media Hackers program entitled *Making digital competences an advantage for journalists*, the purpose of Work Package 3 is to explore the available vocational education and training schemes available to journalists in the five European countries participating in the MH program, namely Greece, Belgium, Cyprus, Germany and Romania, with particular focus on digital technology and new media training.

In this respect it is useful to refer to the first Press Release issued by Media Hackers' partners:

Press Release: Digital Competences for Journalists – 16 January 2013

Digital technology and modern marketing are changing journalism as profoundly as the telegraph and the television did. Today's journalists are thus operating in an increasingly complex media environment requiring an understanding of and ability to operate across, multiple production platforms using multiple communication technologies. The upgrading of skills and competencies of journalists is clearly a crucial need not only for journalists entering the market, but especially for the journalists who have started working in the time before the digital revolution of the news media market in the past 15 years. The European project [Media Hackers](#) started out in October 2012 with the aim to provide a flexible and basic training for journalists so that they are better equipped to cope with the new technologies. In other words, the initiative is developed to enhance digital media competencies to journalists working in all media sectors by providing specialized training courses for new/cross media skills in Cyprus, Germany, Greece, and Romania.

2. Objective

- 2.1 The report will identify and provide an overview of the situation of VET training in the project countries, in accordance with the data provided by the Media Hackers project's partners, namely 1) ESIEMTH Greece, 2) STEJAR Romania, 3) MTC Belgium, 4) CCMC Cyprus and 5) Y4M Germany. Furthermore, it aims to capture the diverse perspectives of working journalists in order to identify barriers and skill needs, as well as to determine the exact gaps in skills, knowledge and abilities.

- 2.2 The main objective of Work Package 3 is to prepare the ground for the transfer and further development of the training modules of the “EU-Trainer for ICT- and Media competencies” project by:
- a) Mapping and identifying of VET schemes, methodologies and practices in the technical education of journalists within the participating countries
 - b) Specifying the current skill and training needs of the journalists to better design the transfer and enhancement of the existing training module
 - c) Analysing and examining the transferable content, methodology and deliverables from the “EU-Trainer for ICT- and Media competencies” project based on the findings of the needs analysis
- 2.3 The purpose of the mapping project is:
- a) To identify the academic options available to journalism students at all levels of education and training
 - b) To assess the performance of the education and training programs in providing the necessary skills
 - c) To assess the impact of these skills and the satisfaction of business needs and
 - d) to propose policies and establish procedures for the provision of the lifelong learning and training of journalists

3. Methodology

- 3.1 All partners performed a mapping of existing VET practices and methodologies related to the education and training of journalists in their countries by doing a thorough desk research. The mapping was not limited to the already offered and available educational practices, material, formats and learning activities, but also included other relevant initiatives and projects in order to achieve synergies. The mapping was carried out through a fill-out form that was forwarded by the partners to the VET institutions in their respective countries.

Specifically, the form asked the VET institutions to fill out the following data:

Name of Institution

Entity of Institution (*private, public, non-profit*)

Type (*University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center*)

Field of Study or Training)

Academic or Training courses and curriculum

Type of Certification Conferred)

Cost of attendance/Tuition

Students/trainees age range

Employment status of students/trainees

Duration of Studies or Training

The mapping project also contains the following:

- a) All of accredited vocational education and training schemes
The academic programs and degrees offered by each institution
Student assessment
- b) trainer evaluation systems
- c) studies program evaluation system
- d) accreditation of qualifications
- e) regulations governing the establishment and operation of private vocational education and training schemes.

In the case of Greece, given the notable reluctance to respond on the part of the private vocational schools (IEK), the project partner ESIEMTH addressed the agencies that supervise the vocational education and training in Greece, which is the Ministry of Education, Lifelong Learning and Religious Affairs (for Universities) and the National Board Certification Qualifications and the General Secretariat for Lifelong Learning (for Vocational schools, Colleges and Centres of Liberal Studies).

3.2 In addition to the VET mapping, considering that the active participation of journalists is a crucial factor for the identification of their actual training needs, the following relevant methods were applied to engage the target groups and to determine their needs:

- An on-line survey of user skills' level, needs and expectations, targeting journalists in the participating countries (EL, CY, DE, BE, RO). A link granting access to the survey platform was distributed through the partners' databases to a large number of journalists. The aim was to receive a minimum of 50 completed questionnaires in each country in order to assess interest, needs and motivation.
- Recorded testimonials / small videos with views and statements from journalists and experts. Experienced journalists familiar with the use of new media technologies were invited to share their opinion and experience. The contributions will be posted on the project website, sorted by country, open to all EU countries and with English subtitles. This will help to reflect, present and assess many different perspectives on the impact that the new media technologies and tools have on the work of journalists.

4. Mapping per Partner-Country



4.1 Greece ESIEMTH

The education and training of journalists in Greece is well structured and organized. The academic knowledge and research provided by the Universities and Technological Educational Institutions (AEI and TEI), contribute decisively to the development of digital skills among students.

The vocational institutes are an attractive and economical option for journalism studies, due to the fact that access to university faculties is often limited, coupled by the shorter duration of IEK studies (two years) that allows the graduates to enter the labor market earlier.

ESIEMTH gathered forty responses from media training VET institutions, namely four universities, two technical schools, three public vocational schools, 11 private vocational schools, 17 private colleges and three private workshops.

At a tertiary level, Journalism and Mass Media studies in Greece are available at: the National and Kapodistrian University of Athens (Department of Communication & Mass Media), Panteion University (Communication, Media & Culture), Aristotle University of Thessaloniki (Department of Journalism and Mass Communication) and the Ionian University (Department of Audio and Visual Arts), all of which provide bachelor's, master's and doctorate degrees in media studies. Their curricula combines academic education with research and practical training.

Also, the Technological Educational Institutes (T.E.I.) of Patras (Department of Computer Science and Mass Media) and Athens (Department of Photography and Audiovisual Arts) provide four-year undergraduate and postgraduate programs. There are also three state-owned vocational institutes (IEK) that provide two-year courses on journalism, as well as 11 privately-owned vocational institutes, 17 private colleges of liberal studies and three privately owned workshops. The level of education of IEK is defined and regulated by the National Organization of Qualifications Certification and Career Guidance, examining factors such as:

- the establishment of standards and tools to develop and improve the quality of lifelong learning
- accessibility for people, especially the members of vulnerable social groups and vulnerable to all training and adult education
- continuing education and evaluation of adult educators
- creating a coherent national framework for evaluation and certification for all types of training and adult education and the establishment of a single national framework of qualification and certification of knowledge, skills and abilities.

In addition to the academic sector, a range of foundations, organisations and other bodies provide journalism-related vocational training, among them the Journalists' Union of Macedonia and Thrace Daily Newspapers with seminars and workshops, the Institution of Promotion of Journalism Athanasiou Botsi, Lambrakis Foundation.

Mapping Education and Training of Journalists in Greece

Journalists' Union of Macedonia and Thrace Daily Newspapers (ESIEMTH)



Journalists' Union of Macedonia and Thrace Daily Newspapers



Introduction

All of the changes that have occurred in the media sector to date, have stemmed from a series of technological developments, the majority of which have contributed to rendering the resulting information not only more reliable, but also very direct. The main task was to shrink the time spent between receiving and transmitting information. However, never before have these changes played such a crucial role, one which affects the profession of journalism to its core.

In the early '90s we watched the Persian Gulf War being broadcast live in our living rooms. It was the heyday of television as a media tool, giving another dimension to news and information. In the olden days, the economic power of a state was dependent on stocks of gold it kept in its vaults. Today, this wealth is measured by the ability to process information, as information has gained tremendous value, it has become an expensive commodity which gains added value when measured in time and speed. The digital revolution is defined through the real time transmission of information and the development of new technologies, bringing on radical changes in journalism.

The journalist, along with every media organization, has the ability to access a global audience. The internet and more specifically the New Media suggest a supranational relay of information in real time, which is what we call "live" in journalistic lingo.

The journalist now shares the advantage of information with the reader, the listener, the viewer, in other words with the "receiver" who acquires a new role in the whole process. The receiver can pick and take his information from a vast selection of sources, while at the same time he can become a "transmitter".

As such, the profession of journalism is changing and these changes are identified in:

- a. the way all information is searched for
- b. the way this information is processed
- c. the way information is transmitted

At the same time, this digital revolution does bear certain negative side effects: it compromises traditional journalism's local focus and ushers in significant changes to the labor market and the labor standards..

The reaction to these side effects is not immediate nor uniform, as the journalists' ability to realize the changes brought on by the avalanche of new communication technologies was congruent with the degree of their familiarity with them.

Professional organizations such as journalists' unions, along with the European Federation of Journalists and the International Federation of Journalists did mobilize their members, highlighting the need to develop strategic mechanisms, and applications for the continuous training and development of digital skills.

In this respect, the Journalists' Union of Macedonia and Thrace Daily Newspapers is taking part in the European Commission's Lifelong Learning Program Leonardo da Vinci entitled Media Hackers "Digital Skills – an advantage for journalists".

Within the program's framework and given the above, we conducted a mapping of the institutions that provide journalism education and training in Greece.

The purpose of the mapping is:

- To identify the academic options available to journalism students at all levels of education and training
- To assess the performance of the education and training programs in providing the necessary skills
- To assess the impact of these skills and the satisfaction of business needs and
- to propose policies and establish procedures for the provision of the lifelong learning and training of journalists.

1. Mapping criteria of organizations providing media education and vocational training in Greece

1.1 Key facts

The following mapping was conducted within the Media Hackers program framework.

Journalism studies in Greece are relatively new, given that the first media-studies university departments were established in the early 90s.

The first private schools appeared as early as 1975, as liberal-studies programs which means that the qualifications they provided were not recognized by the state. The number of students at these programs also depicted the limited access to the labor market, as there were very few newspapers and other print media, while the only broadcast media in the country were state-owned. There were a total of two television stations, whose programming aired for less than eight hours a day. The situation in the radio sector was pretty similar: There were four state-owned radio stations along with a few local stations which either aired programming a few hours daily, or relayed the programming of the central stations.

The major changes in the media landscape in Greece occurred after 1987, and officially in 1988 (through the signing of a presidential decree that allowed the establishment of private television and radio stations). This resulted in a plethora of journalism jobs not only in the two major urban centers of Athens and Thessaloniki, but in the smaller cities as well. The presence of journalists in provincial cities resulted in an increase of local newspapers.

A few years later, in 1991, the first university departments of journalism were founded at the National Kapodistrian University and at the Panteion University of Athens, as well as at the Aristotle University of Thessaloniki.

1.2 Requirements

Achieving our results, required:

- Designing methodology.
- Setting criteria for selecting institutions
- Mapping the institutions
- identifying institutions and other entities that promote journalism.

Given the specific direction that focuses on the digital skills of journalists and the needs arising from the use of new media and social media, aside of the traditional journalism studies, we also recorded affiliated fields such as image processing, downloading video, audio engineering, photography, design and IT histograms animation.

This was behooved by the requirements of the New Media, and the number of applications the digital journalist is required to work with.

We also included institutions and bodies which contribute in educating and training journalists either through seminars or by establishing scholarships.

1.3 The Content of Mapping

Based on the design we mapped:

- I. All of the accredited education and vocational training bodies
- II. Study programs and degrees offered by each institution.
- III. Student assessment system.
- IV. Teacher/trainer evaluation system.
- V. Certification of qualifications per sector
- VI. We examined the regulations governing to the establishment and operation of private education and vocational training institutions

1.4 Methodology

For the purpose of data collection we designed a ten-point questionnaire which was forwarded to the relevant institutions to be filled out.

We ensured that the requested information did not contain competition-sensitive data. Nevertheless, we encountered a reluctance in answering the questionnaire mainly by the private entities (Vocational Training Institutes (IEK) Liberal Studies Centers and Colleges), whose conferred degrees are recognized in Greece through a number of specific criteria and a series of procedures.

In order to overcome this issue we turned to the national agencies that supervise the vocational education and training in Greece, which are the Ministry of Education, Lifelong Learning and Religious Affairs (for Universities) and the National Board Certification Qualifications and the General Secretariat for Lifelong Learning (for IEK, KEK and Colleges and Centers of Liberal Studies).

The aforementioned offices provided us with a list of all accredited providers of education and vocational training, as well as of all other educational schemes that are affiliated with academic institutions abroad.

This present mapping did not include details concerning the qualitative nature of each institution, such as building premises and other infrastructures, partnerships and interconnection of each organization with the labor market.

We focused on the content of the academic courses, seeking vocational training schemes and sectors related to the subject of our research, which is new technologies, new media and social networks.

2. Mapping analysis

2.1 Prioritization of education and vocational training institutions

In evaluating the collected data, we prioritized the academic education and vocational training providers in accordance with the breadth and quality of studies, duration of studies and degree recognition.

2.1.1 Tertiary level studies

Overall we investigated the departments and faculties of 23 universities operating in Greece, 17 Technological Educational Institutes, and schools with 97 specializations offered in 44 cities and providing at least four-year programs.

A. Universities

Universities aim at creating and developing science, art and technology, as well as at producing new knowledge through the use of basic and applied research. Moreover, they give emphasis to high and comprehensive theoretical and applied training of the scientific, technological and artistic potential of the country.

According to the country's constitution, they are self-governed units which are directly supervised by the Ministry of Education, Lifelong Learning and Religious Affairs.

As part of their autonomy, the universities plan and develop faculties and departments in accordance with the development of science and the needs of the labor market.

Their curricula are established in accordance with international practices, in order to match the qualifications awarded with foreign academic institutions.

Three of the 23 Greek universities have journalism and media-related faculties. Their scientific work is supported and strengthened by media research and application labs.

I. NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

Department of Communication and Media Studies

The School of Communication and Mass Media of the National and Capodistrian University of Athens is one of the youngest departments of the country's oldest and largest university. It was founded in 1990 and offers a Bachelor, a Masters and a Doctoral degree.

Academic Structure

The School comprises 3 Departments:

- a) The Department of Social and Political Analysis of Communication.
- b) The Department of Culture, Applied Communication and Technology.
- c) The Department of Communication Psychology, Communication Practices and Planning.

The School's courses are designed to provide students with a broad overview of theories and developments in communication and media studies with detailed analysis of sectors and issues. The staff profile fits the interdisciplinary profile of the courses, weaving together perspectives, theories, and methodologies from the fields of sociology, psychology, education, political science, anthropology, philosophy of science, history, media studies, media production, computer science, cultural studies, and critical legal theory. The Faculty has also a strong commitment to media practice and research activity.

The School features five laboratories:

1. Laboratory of Arts and Cultural Management
2. Laboratory of Social Research in the Mass Media
3. Laboratory of New Technologies in Communication, Education and the Media
4. Laboratory of Audiovisual Communication
5. Laboratory of Psychology and Communication

<http://www.media.uoa.gr/>

Laboratory of New Technologies in Communication, Education and the Media

The Laboratory of New Technologies in Communication, Education and the Mass Media (UoA NTLab) operates since 1992 within the Department of Culture, Environment, Communication Applications and Technology of the Faculty of Communication and Mass Media Studies of the National and Kapodistrian University of Athens.

The Laboratory serves research and educational needs of the Faculty of Communication and Mass Media Studies in the domain of new technologies and their applications in communication, education and the mass media.

UoA NTLab is active in fields of Research and Technological Development such as digital communication services, multimedia, hypermedia and virtual reality systems, machine understanding and synthetic communication, adaptive, personalised and intelligent communication systems, visual communication and visual design, ergonomics, computer-mediated communication, the relation between space and environment in the digital age, new media literacy, digital art, digital culture and digital civilization, digital games, web content, network communities and participatory media, journalism and mass media in digital networks, digital technologies in open and distance learning, digital communication, digital governance and digital innovation applications.

The activity record of UoA NTLab includes research and technological development projects, academic collaboration partnerships, organisation of scientific and cultural events, contribution in the edition of journals and set-up of digital media, production of educational software as well as education, training and new media literacy programs.

II. PANTEION UNIVERSITY OF SOCIAL AND POLITICAL SCIENCES

School of Communication, Media and Culture

The School of Communication, Media and Culture, the first Journalism Department founded in Greek universities, has been operating since 1990. Its key characteristic is the connection of theory with practice, and the students' engagement with a wide range of disciplines.

School Structure

The School of Communication, Media and Culture comprises three departments:

- Department of Communication
- Department of Mass Media
- Department of Cultural Management

And three Disciplines, all three of which lead to a common academic degree:

- Discipline of Culture and Cultural Management
- Discipline of Mass Media
- Discipline of Advertising and Public Relations

The academic degree awarded in one of the three aforementioned disciplines does not affect the studies curriculum, as students are required to choose one of the three disciplines at the commencement of their third year.

<http://cmc.panteion.gr/>

Communication, Media and Culture Lab

Founded in 1999, the Communication Media and Culture Lab which consists of five units (labs, workshops), co-ordinates all activities in teaching, research and training schedules, submits proposals for research programmes, and is planning the publication of an academic journal. The labs are available to the School's students during the third and fourth year of their studies:

- Journalism Lab
- New Media Lab
- Advertising and Public Relations Lab
- Culture Lab
- Rhetoric and Speech Lab

III. ARISTOTLE UNIVERSITY OF THESSALONIKI

School of Journalism and Mass Media Studies

The School of Journalism and Mass Media Studies of the Aristotle University of Thessaloniki was founded in 1991 with the aim to provide students with theoretical and practical training in journalism, enhance research in journalism and the mass media, as well as reinforce the efforts made to safeguard the rights of journalists in Greece.

The School of Journalism and Mass Media offers a BA Honours degree in a) Journalism, and b) Mass Media.

While internship is optional, students have to submit a thesis in order to fulfill the requirements for a BA Honours degree at the School of Journalism and Mass Media of the Aristotle University of Thessaloniki.

<http://www.jour.auth.gr>

Media Informatics Lab, M.I.L.

The Media Informatics Lab serves academic and research purposes in the following areas:

- Desktop publishing
- Internet
- Web journalism
- application and development of multimedia
- distance learning

<http://pacific.jour.auth.gr>

The Media Informatics Lab (MIL) is responsible for a series of courses at an undergraduate and postgraduate level. In addition, it oversees the undergraduate, postgraduate and doctoral theses of the University's journalism students.

Research and MIL

MIL studies various research disciplines that relate to the media, such as:

- New media (theories and practices)
- Media Technology
- Technology of Electronic Media
- Sociology of the Media
- Psychology of the Media
- Media economics and management
- Online Censorship
- Web evaluation
- CSCW in media
- Distant Learning practices
- Distributed printing

Online Learning

In the framework of the ongoing effort to provide academic training to the attending students as well as to the alumni of the School of Journalism and Mass Media, MIL offers a series of online courses on topics such as:

- History of personal computers
- Computer architecture
- Introduction to networks of Windows 98
- Networking with Windows XP
- Introduction to the Internet
- Search engines and subject directories
- Introduction to HTML
- Web Design by Word
- Web Design with FrontPage
- Desk Top Publishing with QuarkXpress (theory-practice)
- Mobile telephones
- Computer Viruses
- Data Security
- Multimedia

Electronic Media Lab

The Electronic Media Lab covers the needs of students who seek practice in producing radio and television programs in their respective courses.

The lab includes a recording, television and control studio. It is equipped with analog and digital reception, audiovisual recording and reproduction, full installation of video lighting, editing, linear and non-linear editing via H / Y, generator incorporating graphics and characters and units of visual and sound effects.

The Laboratory is constantly upgraded with new technologies and the use of advanced techniques in the field of broadcasting.

IV. IONIAN UNIVERSITY

Department of Audio and Visual Arts

The Department of Audiovisual Arts was founded in 2004 under the Operational Program for Education and Initial Vocational Training (EPEAEK) in order to fill a void in the systematic vocational training in the field of audiovisual arts. The Department places emphasis on the convergence of art and technology in research and teaching, in line with current international research data of digital culture. It is based in the island of Corfu.

The Department of Audio & Visual Arts, aims at cultivating and promoting audiovisual expression through teaching and research concerning applications of contemporary audiovisual technology in the wider field of art and mass communication.

The Department's goals are:

1. teaching of new forms of audiovisual expression;
2. scientific research on applications of contemporary audiovisual technology;
3. sound and image processing, as well as processing of the new artistic forms that come from these applications;
4. application of the acquired skills to the fields of artistic creation and communication.

The basic principle behind the organisation of the studies at the Ionian University's Department of Audio & Visual Arts is that contemporary artistic creation is a constantly evolving and redefined process. The Study Program covers a wide range of approaches concerning image and sound, offering a strong theoretical background, combining the study of traditional expression modes with the exploration of the possibilities the use of new media and technologies have to offer. Familiarization with the visual communication language, redefinition of the perceptual process of audiovisual information, cultivation of the ability to materialize ideas in audiovisual forms are elements that lead to the cultivation of skills and the development of critical thought.

B. Technological Educational Institutes (TEI)

The main role of the Technological Educational Institutes is to provide professional training in the fields of science and applied research:

- a) they constitute the link between knowledge and application
- b) They transfer, absorb and promote modern technology.

The courses are more practically oriented than in the Universities. They combine theoretical background with practical laboratory work and training, while also conducting technological research. They also develop technical knowledge and innovation in respective disciplines. In Greece there are 17 TEIs with branches in 44 cities throughout the country, and cover a span of 97 fields of study. Only two, the Technological Institute of Patras and the Technological Institute of Athens, have media- and mass communication-related departments.

I. TEI PATRAS

Department of Informatics and Mass Media

The department was founded in 2003 and specializes in the field of informatics, mass media technologies, graphic design and radio/television broadcast.

The Department aims at the development of scientific, creative and professional background of the graduates and to their subsequent creative application to achieve communication and media optimization operationally and through the transmitted content. It targets the above through education, research, constant application of digital technologies as information carriers, communication methods and modern media, the press, vision and sound transmissions and the in depth knowledge of the journalist profession. It provides training on for the design and production of printed, audiovisual and digital material.

Studies Outline

The duration of studies is eight (8) semesters, the latter of which is available for thesis dissertation and internship. During the first seven (7) semesters the curriculum includes theoretical instruction, laboratory instruction, case studies - visits to enterprises and media organizations. In order to receive a diploma, students must successfully complete 39 courses, including courses of general infrastructure, particularly infrastructure and specialist in the fields of management, economics, law and humanities.

The curriculum provides scientific and technological knowledge skills so that graduates can:

- Analyze, design and implement multimedia applications.
- Produce films, commercials, documentaries, video clips and presentation material
- edit the generated audio-visual material (post-production)
- create two- and three-dimensional computer graphics as well as animation films
- Develop web applications and manage websites.
- Produce radio-television broadcast via internet.
- Conduct graphic design and pre-press editing and oversee every kind of printed media (newspapers, magazines, posters, flyers, etc).
- Oversee the editing of electronic media (newsletters, presentations, etc.).
- Create integrated management systems that automate journalistic material throughout a workflow newspaper.
- Know how to successfully communicate with the viewer, listener reader.
- Program and automate the operation and workflow of media operations.
- Install, operate and program variety of computing systems and peripheral audio, image, video.

II. TEI ATHENS

Department of Photography and Audiovisual Arts

The Athens TEI Department of Photography and Audiovisual Arts, is the only tertiary-level department that provides a comprehensive curriculum in Photography and Video. It belongs to the Faculty of Graphic Arts and Design and embarked its operation in October of 1985. The composition of the program met the need for a meaningful photographic education in photography, which provided the students with a theoretical approach and critical analysis of images, cultivated creative thinking and gave them the necessary craftsmanship in the key areas of photography.

As it timely foresaw the evolution of digital technology in early 1990, it proceeded to the first reformation of the curriculum of the Department of Photography by introducing major changes to the digital processing of the photographic image.

Since then it regularly updates its curriculum in order to be on the cutting edge of technology and provide the theoretical, artistic and technical education needed in the fields of photography and video, aiming at the study and research of contemporary visual culture and the creative development of knowledge in the areas of applications and the arts.

<http://www.teiath.gr/sgtks/photography/index.htm>

NOTE: The University and TEI Departments offer postgraduate courses that provide further training in their respective fields of study.

2.1.2 Vocational Training Institutes (IEK)

The key providers of primary vocational training in Greece are the public and private Vocational Training Institutes (IEK)

The objective of the IEKs is to provide all types of vocational training, both initial and advanced, and to ensure that the students obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating skills with a view to facilitating their occupational integration and their adaptation to the changing needs of the production process.

The IEKs are targeted at people aged 18 and over who:

- did not continue their studies in higher education and wish to receive vocational training in order to enter the labor market
- are graduates of technical and vocational high schools (TEE and TEE) and wish to obtain additional training in their area of specialization
- are older in age and wish to upgrade their skills in order to meet the changing demands of the labor market

Trainees who successfully complete their training at public and private IEKs are awarded a Vocational Training Certificate which entitles them to take part in the qualifying examinations leading to the award of a Vocational Training Diploma, at the level of post secondary (3+) vocational training.

The IEKs are regulated by the National Organization of Qualifications Certification and Vocational Guidance which develops and implements comprehensive national systems for the accreditation of non-formal & informal learning and provides scientific and technical support in designing and implementing the vocational guidance national policy in order to:

- meet the modern requirements and needs of the labor market, both nationally and locally
- incorporate modern developments of the professions
- lead with clarity and credibility to the certification of qualification and recognition of professional rights.

The vocational training offered in each study sector provided by the following private and public IEKs is listed below.

I. Public IEK (DIEK)

There are 84 Public Institutes of Vocational Training in Greece, located in 74 cities and attended by 10, 828 students (figures concerns the year 20913) who selected 83 out of the 113 offered study programs. Out of these, only four provide media-related studies.

1. DIEK Kifisia

Courses:

- Journalism Editors and Reporters
- Sound Engineering

Website: <http://iek-kifiss.att.sch.gr>

2. DIEK Smyrni

Courses:

- Journalism Editors and Reporters

Website: <http://iek-n-smyrn.att.sch.gr>

3. DIEK Chaidari

Courses:

- Journalism Editors and Reporters

Website: <http://iek-chaid.att.sch.gr>

4. DIEK Epanomi

Courses:

- Journalism Editors and Reporters

Website: <http://iek-epanom.thess.sch.gr>

II. Private IEKs (IIEK)

In addition to the aforementioned 84 public institutes, there are also 46 private vocational institutes in Greece, located in 15 cities throughout the country.

Students registered during the current academic year amounted to 21.303, selecting 101 out of the 214 offered courses.

Of the 46 private vocational institutes, the following eleven provide media-related courses:

1. IIEK E.S.P

Courses:

Photography

Website: <http://www.esp.gr/>

2. IIEK LEICA ACADEMY

Courses:

- Photography

Website: <http://www.leica-academy.gr/>

3. I.I.E.K. AKMI Athens

Courses:

- Journalism Editors and Reporters
- Sports Journalism
- Cameraman
- Sound engineering
- production
- 3-D animation
- Montage image technician

Website: <http://www.iek-akmi.gr/>

4. I.I.E.K. AKMI Thessaloniki

Courses:

- Journalism Editors and Reporters
- Sports Journalism
- Cameraman
- Sound engineering
- production

Website: <http://www.iek-akmi.gr/>

5. IIEK AKMI Patras

Courses:

- Journalism Editors and Reporters
- Sound Engineering

Website: <http://www.iek-akmi.gr/>

6. I.I.E.K. DELTA Athens

Courses:

- Sound engineering

Website: <http://www.delta-iek.gr/>

7. I.I.E.K. Delta Thessaloniki

Courses:

- Journalism Editors and Reporters
- Sports Journalism
- Sound engineering
- production

Website: <http://www.delta-iek.gr/>

8. I.I.E.K. Municipality of Volos

Courses:

- Photography

Website: <http://www.diek.gr>

9. I.I.E.K. DOMI

Courses:

- Journalism Editors and Reporters
- Sports Journalism
- Cameraman
- Sound engineering
- production
- 3-D animation
- Montage image technician
- Radio broadcast producer

Website: <http://www.iekdomi.gr/>

10.I.I.E.K. XYNI Thessaloniki

Courses:

- Journalism Editors and Reporters
- Sports Journalism
- Cameraman
- Sound engineering

Website: <http://www.iek-xini.edu.gr/>

11.I.I.E.K. OMIROS

Courses:

- Journalism Editors and Reporters
- Sports Journalism

Website: <http://www2.omiros.gr>

2.1.3 Centers of Postsecondary Education and Colleges

In Greece private universities are prohibited by the constitution. As such, the majority of the Private Vocational Training Institutes (IEK), have collaborated with foreign private colleges and universities by implementing their educational programs.

Despite the fact that some of the colleges have been operating in Greece for years, they are still subject to restrictions and are characterized as Centers of Postsecondary Educations or Colleges (KEME).

This has an impact on the degrees they provide, which are recognized under certain conditions.

According to the legal provisions stipulating the establishment and operation of colleges in Greece, “ The Centers of Post-secondary Education are providers of non-formal post-secondary education (1) and training in Greece. The certificates of studies issued by these Centers are not equivalent to the qualifications awarded by the academic institutions that fall within the Greek system of formal education, such as universities, IEK and TEI.”

The graduates of these post-secondary Education Centers and Colleges (KEME), which are legally established in Greece and have certified validation or franchising agreements with universities of other EU Member-States may apply for the recognition of professional qualifications they may have acquired in those Member-States, following the completion of the studies conducted at the above KEME.

These professional qualifications are recognized under certain conditions, some of which are:

- The requested profession is regulated in Greece
- The applicant has acquired professional rights for the requested occupation in the Member-State of origin, either by being self-employed or as an employee.
- The training institution (KEME) which provided the training has been formally certified by the educational establishment based in the Member-State of origin.
- The certificate of studies issued by the KEME institution should grant the equivalent professional rights that would have been granted had the studies been completed in their entirety in the Member State of origin of the title.
- The certificate of studies issued by the KEME should confer the same professional rights in the territory of the Member- State that issued the title.

(1) *«Μη τυπική εκπαίδευση»: Η εκπαίδευση που παρέχεται σε οργανωμένο εκπαιδευτικό πλαίσιο εκτός του εκπαιδευτικού συστήματος και μπορεί να οδηγήσει στην απόκτηση πιστοποιητικών αναγνωρισμένων σε εθνικό επίπεδο. Περιλαμβάνει την αρχική επαγγελματική κατάρτιση, τη συνεχιζόμενη επαγγελματική κατάρτιση και τη γενική εκπαίδευση ενηλίκων. (ΝΟΜΟΣ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ*

In addition to the above requirements, applications for recognition of professional qualifications are reviewed on an individual basis by the Council for the Recognition of Professional Qualifications (SAEP), which rules on the applicant's comprehensive file. In Greece, among the, operate the following legally licensed Postsecondary Education colleges and private universities that have partnerships with private education providers:

1. «AKTO ART AND DESIGN COLLEGE » (ATHENS) www.akto.gr

DEGREE PROGRAMS	PARTNERSHIP WITH
PHOTOGRAPHY	MIDDLESEX UNIVERSITY
COMICS - CARTOON	MIDDLESEX UNIVERSITY
DEGREE PROGRAM WITHOUT PARTNERSHIP	
DTP & WEB DESIGN	

2. «AKTO ART AND DESIGN COLLEGE » (THESSALONIKI) www.akto.gr

DEGREE PROGRAMS	PARTNERSHIP WITH
DipHE & BA PHOTOGRAPHY	MIDDLESEX UNIVERSITY
BA SKETCH – COMIC - CARTOON	MIDDLESEX UNIVERSITY

3. «ATTICO COLLEGE» (ATHENS) www.atticocollege.gr/

DEGREE PROGRAMS	PARTNERSHIP WITH
HND IN SPORTS JOURNALISM	CAMBRIDGE REGIONAL COLLEGE
HND IN JOURNALISM	CAMBRIDGE REGIONAL COLLEGE

4. «AKMI METROPOLITAN COLLEGE» (ATHENS) www.amc.edu.gr/

DEGREE PROGRAMS	PARTNERSHIP WITH
BA MASS COMMUNICATION & MEDIA ARTS - JOURNALISM (TOP UP)	QUEEN MARGARET UNIVERSITY
BA MASS COMMUNICATION & MEDIA ARTS JOURNALISM - DIRECTING (TOP UP)	QUEEN MARGARET UNIVERSITY
MA INTERNATIONAL JOURNALISM	UNIVERSITY OF CENTRAL LANCASHIRE
HND IN MEDIA (JOURNALISM)	EDEXCEL
HND IN MEDIA (MOVING IMAGE)	EDEXCEL

5. «AKMI METROPOLITAN COLLEGE» (THESSALONIKI) www.amc.edu.gr/

DEGREE PROGRAMS	PARTNERSHIP WITH
HND IN MEDIA (JOURNALISM)	EDEXCEL
HND IN MEDIA (MOVING IMAGE)	EDEXCEL
HND PHOTOGRAPHY	EDEXCEL
BA MASS COMMUNICATION & MEDIA ARTS	QUEEN MARGARET UNIVERSITY

6. «BRITISH-HELLENIC COLLEGE» (ATHENS) www.ellinovretaniko.gr/

DEGREE PROGRAMS	PARTNERSHIP WITH
MSc In Business Administration, Advertising and Public Relations	University of Wales

7. «COLLEGE OF PROFESSIONAL JOURNALISM» (ATHENS) www.ergastiridimosiografias.gr

DEGREE PROGRAMS	PARTNERSHIP WITH
BA (Hons) Broadcasting and Journalism	University of Wolverhampton
MA Contemporary Media	University of Wolverhampton
DEGREE PROGRAMS WITHOUT PARTNERSHIP	
JOURNALISM (ONE-EAR STUDIES)	
JOURNALISM (TWO-YEAR STUDIES)	
JOURNALISM (THREE-YEAR STUDIES)	

8. «AMERICAN COLLEGE OF THESSALONIKI» (THESSALONIKI) www.anatolia.edu.gr

DEGREE PROGRAM	
CERTIFICATE PROGRAM IN DIGITAL MEDIA	

9. «AAS COLLEGE of APPLIED ARTS STUDIES» - (Thessaloniki) www.aas.gr/

DEGREE PROGRAM	PARTNERSHIP WITH
BA (Hons) PHOTOGRAPHY COMMERCIAL & CREATIVE	UNIVERSITY OF LANCASHIRE

10. «AEGEAN OMIROS COLLEGE» (Athens) www.aegeancollege.gr/

DEGREE PROGRAM	PARTNERSHIP WITH
BA (Hons) Music Production	UNIVERSITY OF CENTRAL LANCASHIRE
HND MUSIC PRODUCTION	EDEXCEL/BTEC
HND MEDIA	EDEXCEL/BTEC
HND Creative Media Production (Journalism)	EDEXCEL/BTEC
HND MEDIA (SPORTS JOURNALISM)	EDEXCEL/BTEC

11. «B.C.A. COLLEGE» - (Athens) www.bca.edu.gr/

DEGREE PROGRAM	PARTNERSHIP WITH
BA in Applied Communications	London Metropolitan University
BA (Hons) Advertising and Marketing Communication and Public Relations	London Metropolitan University

12. «CITY UNITY COLLEGE L.T.D.» (Athens) www.cityu.gr/

DEGREE PROGRAM	PARTNERSHIP WITH
BS Communications (pending)	CITY UNIVERSITY OF SEATTLE
MA International Relations	STAFFORDSHIRE UNIVERSITY
MA Media Management	STAFFORDSHIRE UNIVERSITY
PROFESSIONAL DIPLOMA IN MEDIA	EDEXCEL
BTEC HIGHER NATIONAL DIPLOMA IN MEDIA (JOURNALISM)	EDEXCEL
UNDERGRADUATE CERTIFICATE – DIPLOMA “COMMUNICATION – SOCIAL MEDIA”	CITY UNIVERSITY OF SEATTLE

13. «MBS COLLEGE» (Heraklion, Crete) www.mbs.edu.gr/

DEGREE PROGRAM	PARTNERSHIP WITH
BA PRINT JOURNALISM -	NOTTINGHAM TRENT UNIVERSITY (U.K.)

14. «MEDITERRANEAN COLLEGE» (Athens) www.medcollege.edu.gr

DEGREE PROGRAM	PARTNERSHIP WITH
EXECUTIVE DIPLOMA IN JOURNALISM & MANAGEMENT	LONDON CENTRE OF MANAGEMENT
EXECUTIVE DIPLOMA IN SPORTS JOURNALISM & MANAGEMENT	LONDON CENTRE OF MANAGEMENT

15. «MEDITERRANEAN COLLEGE» (Thessaloniki) www.medcollege.edu.gr

DEGREE PROGRAM	PARTNERSHIP WITH
EXECUTIVE DIPLOMA IN PUBLIC RELATIONS	LONDON CENTRE OF MANAGEMENT
EXECUTIVE DIPLOMA IN JOURNALISM & MANAGEMENT	LONDON CENTRE OF MANAGEMENT
EXECUTIVE DIPLOMA IN SPORTS JOURNALISM & MANAGEMENT	LONDON CENTRE OF MANAGEMENT

16. «NEW YORK COLLEGE SA» - (ATHENS) www.nyc.gr/

DEGREE PROGRAM	PARTNERSHIP WITH
BA/INTERNATIONAL RELATIONS	STATE UNIVERSITY OF NEW YORK, EMPIRE STATE COLLEGE

17. «UINDY ATHENS» www.uindy.gr/

DEGREE PROGRAM	PARTNERSHIP WITH
International Relations BA	UNIVERSITY OF INDIANAPOLIS
Media & Communications	UNIVERSITY OF INDIANAPOLIS
International Relations MA	UNIVERSITY OF INDIANAPOLIS

2.1.4 Centers and Workshops of Liberal Studies

The Liberal Studies workshops (EES) are academic institutions that provide non-formal education. Pursuant to Law 3879/2010 which established the "Development of Lifelong Learning and other provisions", these institutions fall under the category of lifelong learning providers.

The EES only grant certificates of study, which are not equivalent to the degrees issued under the formal education system.

I. Workshop of Professional Journalism

Fields of Study:

- Journalism

Website: <http://www.ergastiridimosiografias.gr/>

II. ANT1 School of Media

Fields of Study:

- Journalism
- Communication and Public Relations
- Music Production
- Sound engineering Direction
- Programming & lighting design
- Imaging
- Editing
- Electronic radio
- Professional make-up & special effects
- Sound - Image

Website: <http://spoudes-mme.antenna.gr/>

III. NEW MEDIA STUDIES

Fields of Study:

- Broadcast journalism – Mass Media

Website: www.newmediastudies.gr

2.1.5 Journalists' Unions, Foundations and Institutes

I. Journalists' Union of Athens Daily Newspapers (JUADN)

The Journalists' Union of Athens Daily Newspapers was founded in December of 1914 in order to:

- a) safeguard freedom of the press from all threats in order to ensure full access of information to the public from the printed press, radio, television.
- b) protect, promote and uphold the ethical, economic, professional and pension interests of its members.
- c) control redundancies and monitor hirings in as far as the application of collective agreements, private agreements and provisions of the laws.
- d) oversee the improvement of the educational and professional standards of its members.
- e) promote the culture of professional solidarity

Today JUADN has 2,110 members, is a full member of the Panhellenic Federation of Journalists' Unions (POESY) and the International Federation of Journalists, the latter of which comprises more than 200,000 individual members from 67 journalists' unions in 52 countries.

www.esiea.gr

Cultural Foundation of JUADN

The Cultural Foundation of JUADN was founded in 1998 with the purpose of cultivating the cultural and educational standards of society in general and journalists in particular.

II. Journalists' Union of Macedonia and Thrace Daily Newspapers (ESIEMTH)

The Journalists' Union of Macedonia and Thrace Daily Newspapers is one of Thessaloniki's oldest unions and the oldest journalist union of Greece.

Its course spans actions that are not only limited to professional matters, but concern social and cultural endeavors.

In October of 1985 ESIEMTH organized the first World Conference in Greece entitled "Press and Democracy", which was attended by 150 delegates from 40 countries.

ESIEMTH has always been on the forefront of monitoring ongoing developments in the media sector. As early as November of 1993 it organized a three-day conference entitled: "The revolution in information. Current developments in the media".

Its goals included "the moral and financial contribution to the study of current issues (cultural, educational, economic, social, information-related, press freedom-related) concerning the press and media in Greece, the Balkans and internationally" and "contribution to the overall development of the country and especially of the region of Macedonia and Thrace."

In this context, ESIEMTH has developed various activities, such as participation in EU-funded programs, extensive collaboration with organizations and authorities of Thessaloniki and the region of Macedonia and Thrace in general. Concurrently, through the establishment of its Cultural Foundation, it confirms its role as a cultural entity and its commitment to providing lifelong learning to its members.

It is the only Union which organized New Media training seminars for its members through its Cultural Foundation.

At present, it has 871 members from throughout the region of Macedonia and Thrace and representing every media.

www.esiemth.gr

ESIEMTH Cultural Foundation

The purpose of the Cultural Foundation is to develop activities that relate to the overall promotion of the educational and cultural level of the Greek society and especially journalists who live and work in the region of Macedonia and Thrace and the Balkans.

To achieve this goal, the Foundation will undertake:

- a) The preparation or assistance of studies of cultural, educational and social nature.
- b) The establishment, tendering and awarding of prizes to literary works that refer to cultural, educational and social issues.
- c) The establishment, tendering and awarding of grants to promote research and studies related to the purposes of the Foundation.
- d) The organization of conferences, seminars, exhibitions and roundtables, the production of theatrical and musical works and the publication of printed material and books, as well as conduct studies and research related to the purposes of the Foundation.

- e) The housing of the library and the Press Museum and the concentration, exploitation and promotion of their material, the history of the press and other media and journalism in general.
- f) The cooperation with Universities and higher education institutions operating in Greece or abroad aiming at related purposes.
- h) The organization and management of training programs and humanitarian assistance to individuals working in the media sector (journalists, clerks, technicians, etc.), print and digital, residents of the Balkan countries.

<http://www.esiemth.gr/chroniko-morfotikou-idrimatos-esiem-th/>

III. Journalists' Union of Periodical and Electronic Press (ESPIT)

The Journalists' Union of Periodical and Electronic Press constitutes on a national level the official trade union of journalists working in the periodical and digital press sector.

Founded in 1959, it is a member of the European and the International Federation of Journalists.

It is also the only journalists' union in Greece that admits freelancers as members.

<http://www.espit.gr>

Institute for Journalism Studies and Research (IDME)

The Institute for Journalism Studies and Research is a non-profit organization, founded in 2001 under the auspices of the Union of Periodical and Electronic Press, aiming to develop activities related to the promotion of the educational and cultural level of the journalists and the Greek society in general.

Activities

The Institute's statute defines IDME as such:

- preparing or assisting studies journalism, cultural, educational and charitable
- establishing, tendering and awarding prizes to literary works that refer to cultural, educational and social issues
- establishing, tendering and awarding grants to promote research and studies related to the objectives of the company,
- organizing conferences and seminars, production works and printed publications, books,
- preparing studies and research related to the purposes of the company
- creating networks journalistic character
- Housing a Press Library and Museum for the collection, use and promotion of their material, the history of the press and other media and journalism in general,
- cooperating with Universities and higher education institutions in general and legal entities operating in Greece or abroad for related purposes
- taking initiatives to combat unemployment in journalism,
- promoting the Institute's participation in media-related programs conducted by EU member-states and other countries.

<http://www.espit.gr/cm/html/idme.asp.html>

IV. Daily Regional Newspapers Association (SIPE)

The Daily Regional Newspapers Association (SIPE) represents the largest regional daily newspapers. With 48 newspapers throughout the country, SIPE aims to develop the regional press and the journalistic profession, promote the local cultures of the various regions, conduct effective advertising in the Greek region, strengthen the ties of the regional press with the wider public and private sectors, and collaborate with national and European journalism organizations.

<http://www.regionalpress.gr/>

Regional Press Institute

The Regional Press Institute (RPI) is a nonprofit institute of continuing education of journalism in Greece, which has been created by a professional union of journalists, the Daily Regional Newspapers Association. It aims to meet the needs for further education and training of journalists and other professionals in the media, with emphasis on the regional press.

The Institute also aims to develop actions in the field of applied research, particularly in the areas of the history and development of the regional press in Greece as well as abroad.

The Institute has already collaborated with similar foreign institutes and university departments of journalism and media in Greece and other European countries with a view to more effective training and research.

<http://www.rpi.gr/>

V. Foundation for the Promotion of Journalism Athanasios Botsis

The Foundation was established by the will of journalist and publisher Athanasios Botsis. It is a charitable Legal Entity of Private Law.

The Foundation's mission is "the promotion of journalism in Greece" by:

- a. establishing a Center for Journalism Studies in Athens, or providing financial support to such centers or charitable foundations founded by JUADN or other organizations.
- b. granting scholarships to young journalists or journalism students, on the condition they work in Greece for at least two years following the end of their studies.
- c. bestowing an annual award to Greek journalists and/or media-related researchers.

<http://www.idrbotsi.gr/>

CONCLUSIONS

The education and professional training of journalists in Greece is well-structured and organized.

The current legislation seeks and achieves:

- the establishment of standards and tools to develop and improve the quality of lifelong learning
- ensuring training and adult education accessibility for people, especially for the members of vulnerable social groups
- continuing education and evaluation of adult educators,
- creating a coherent national framework for evaluation and certification for all types of training and adult education and
- the establishment of a single national framework of qualification and certification of knowledge, skills and abilities.

The academic knowledge and research is provided by the Universities and Technological Educational Institutions (AEI and TEI), with a dominant role played by the laboratories of the respective departments and faculties of the universities which, aside from research, contribute decisively to the development of digital skills.

The curricula are of a high academic value, combining academic education with research and practical training.

Vocational training in Greece is provided by the Vocational Education Institutes (IEKs), followed by the Liberal Arts colleges, which are an attractive and economical option for journalism studies. This is due to the fact that access to university faculties is often limited, coupled by the shorter duration of IEK studies (two years) that allows the graduates to enter the labor market earlier. Moreover, given that IEK graduates are paid on average lower salaries than the university graduates, they are easier absorbed by the labor market at a time of economic crisis.

The level of education of IEK is defined and regulated by the National Organization of Qualifications Certification and Career Guidance.

Each course of study is accompanied by an "occupational profile", i.e. the key and specific activities that constitute the scope of an occupation or a specialty, and the knowledge, skills and abilities required to respond to these activities. The programs of study were drawn in accordance to these profiles, describing in detail the anticipated outcome of the training, student assessment and certification of studies.

In regards to the programs of study at the Liberal Studies Centers and Colleges, there is a specific evaluation system which is described in detail in the following table.

PROGRAM EVALUATION SYSTEM

List of Requirements	Specific Criteria	
1. Program description	- Documentation of professional outline of the selected program	
	- Program objective	
	- Program aims - Anticipated results in reference to knowledge, skills and competencies	
	- Students' training needs– Characteristics of the trainees – Attendance prerequisites	
	- Duration of studies program	
2. Program content	- Academic Units	<p>Each unit contains:</p> <ol style="list-style-type: none"> I. Introduction and presentation of content II. Documentation and correlation of the program with the occupational standards, as well as with occupational needs as described in the corresponding outline III. Determination of expected results in terms of knowledge, skills and competencies in correlation to the occupational standards IV. Presentation of relevant course material (print and/or digital) or relevant bibliography V. Reference to duration VI. Specification of training subjects with particular mention of the following: <ul style="list-style-type: none"> Trainer profile Methodology of implementation (i.e. theory-practice) Training methods appropriate for adult education Logistical equipment and available resources, human and material (for entire program)
		- Logistical equipment and resources, human and material (for the entire program)
3. Evaluation of knowledge, skills and competencies	- Methods of trainee evaluation/examination (comments, written/verbal examinations) throughout the course of the program	
	- Indicative exam questions/topics	

Particular mention should be made of the Laboratory of Applied Informatics at the Aristotle University's Department of Journalism and Mass Communication, which serves educational and research needs in the following fields:

- applications in office automation and desktop printing (DTP)
- Internet services (Internet)
- organization and presentation of news material on the Internet
- application and development of multimedia applications
- provision of distance learning

This experience in distance learning could be utilized in training journalists to acquire digital skills, as well as in disseminating the results of this program.

4.2 Germany Y4M

Journalism education in Germany is possible in several ways. The classical way is a two-year internship within a newspaper or a magazine, which is completed by additional courses within a journalist's academy, where further education takes place as well. The biggest one is the Akademie für Publizistik in Hamburg. Several universities offer journalism studies degrees (Hamburg, Dortmund, Eichstätt among others), while the Berlin Journalists' School of the Deutscher Journalistenverband (German Federation of Journalists) also offers vocational training. Journalism education is also offered in independent journalism schools (Munich), and in those which are owned by media outlets (i.e. Gruner & Jahr). With the growing amount of commercial media outlets and the increasing importance of online journalism, the landscape of journalism is more and more scattered, and the degree of education among journalists is varying heavily.

Some of the institutions offering media-related vocational training in Germany in the form of day-, week- or month-long workshops are the :

1. **Akademie Berufliche Bildung der deutschen Zeitungsverlage e.V.** Association for Vocational Training Language, journalistic formats, interview, research, press law, management, design, crossmedia, communication, editorial board organisation, media, offering one-day-seminars and weekly seminars over the course of a month
2. **Akademie der Bayerischen Presse** Vocational Training Center print, photography, rhetoric/presentation, PR/Corporate Publishing, Online/Crossmedia, TV/Radio, freelancer journalism, management of editorial boards offering three-day seminars
3. **Akademie für Publizistik in Hamburg e.V.** Association for Vocational Training Field of study online writing, TV & video, management, research, photography, PR one-day to weekly seminars
4. **BJS Berliner Journalisten-Schule gGmbH** College Field of study radio, TV, layout & photography, writing One to two-day seminars
5. **Deutscher Journalisten-Verband** (Gewerkschaft der Journalistinnen und Journalisten Landesverband Nordrhein-Westfalen (e.V.) Association for vocational studies Field of Study Crossmedia, Photography, Radio, Online, Writing, PR, TV/Video, Basics, Self-Employment, Personality These are one- to two-day seminars provided by the German Journalists' Union.

6. **eBam GmbH Business Akademie für Medien Event und Kultur** private Educational and Vocational Training Centre Certified by the German Technical Supervisory Association (TÜV) The duration of studies varies from one to 55 days
The duration of studies varies from one to five days
7. **JournalistenAkademie der Friedrich-Ebert-Stiftung** non-profit Foundation.
Field of study: practical media work, political reports, journalistic job profiles, journalistic core competences

Mapping Education and Training of Journalists in Germany

European Youth4Media Network e.V.
(Y4M)



Journalists' Union of Macedonia and Thrace Daily Newspapers (ESIEMTH)





Mapping of vocational training for journalists Youth4Media



Name of Body	Akademie Berufliche Bildung der deutschen Zeitungsverlage e.V.
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Association for Vocational Training
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Language, journalistic formats, interview, research, press law, management, design, crossmedia, communication, editorial board organisation, media
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum:</p> <p>http://www.abzv.de/journalismus.php?trubrik=33&topnav=4&show=monat&sprach_id=de</p> <p>Extract:</p> <ul style="list-style-type: none"> • Video journalism for magazine writers • Crossmedial sport journalism • Journalism 2.0 and Social Media
Duration of Studies or Training	It varies heavily, there are one-day-seminars and weekly seminars over the course of a month
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	It varies heavily, starting at 90 up to 520 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	Overnight stays and catering are included in the seminar costs if the seminar takes place over several days
Employment status of students/trainees (College student, employed, unemployed)	The seminars aim to reach all journalists



Mapping of vocational training for journalists
Youth4Media



Name of Body	Akademie der Bayerischen Presse
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Vocational Training Center
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	print, photography, rhetoric/presentation, PR/Corporate Publishing, Online/Crossmedia, TV/Radio, freelancer journalism, management of editorial boards
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.a-b-p.de/kurse-seminare.html</p> <p>Extract:</p> <ul style="list-style-type: none"> • Video cutting with Adobe Premiere Pro 6 • Facebook for editorial boards • Creating homepages with WordPress • Writing for television
Duration of Studies or Training	It varies, mostly around 3 to 5 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	It is recognised as external educational institution. It is funded by the federal state of Bavaria but free in its action and usage of the money.
Cost of attendance/Tuition	It varies, usually 90 Euros a day (3 days seminar = 270 Euros)
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	-
Employment status of students/trainees (College student, employed, unemployed)	The seminars are made for professional, employed coworkers of PR departments, administration, non-profit organisations, TV, radio, newspaper editors



Mapping of vocational training for journalists Youth4Media



Name of Body	Akademie für Publizistik in Hamburg e.V.
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Association for Vocational Training
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	online, writing, TV & video, management, research, photography, PR
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.akademie-fuer-publizistik.de/seminare/seminare-finden/alle-seminare/</p> <p>Extract:</p> <ul style="list-style-type: none"> • TV documentations and reports • Cutting with AVID • Writing for webpages
Duration of Studies or Training	It varies heavily, there are one-day-seminars and weekly seminars over the course of a month
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	
Cost of attendance/Tuition	It varies heavily, up to 960 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	For local journalists in Hamburg, the Akademie may offer 50% of the cost of selected seminar, in case the journalist applies for it in advance.
Employment status of students/trainees (College student, employed, unemployed)	The seminars aim to reach all journalists



Mapping of vocational training for journalists Youth4Media



Name of Body	BJS Berliner Journalisten-Schule gGmbH
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	College
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	radio, TV, layout & photography, writing
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.berliner-journalisten-schule.de/seminare/</p> <p>Extract:</p> <ul style="list-style-type: none"> • Introduction to video journalism • Cutting with Avid • Designing with Adobe Creative Suite
Duration of Studies or Training	It varies, mostly around 1 to 2 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	Up to 360 € per day
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	Students can use an „educational bonus“ („Bildungsprämie“). This bonus money is granted by the State of Germany for people who earn less than 20000 Euro per year to educate themselves. Half of the course costs will be paid after applying for this bonus.
Employment status of students/trainees (College student, employed, unemployed)	Anyone who can afford it. The range reaches from people who are just interested to experienced journalists

Mapping of vocational training for journalists



Youth4Media



Name of Body	Deutscher Journalisten-Verband (Gewerkschaft der Journalistinnen und Journalisten Landesverband Nordrhein-Westfalen (e.V.))
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Association for vocational studies
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Crossmedia, Photography, Radio, Online, Writing, PR, TV/Video, Basics, Self-Employment, Personality
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p style="text-align: center;">Overview of all Training courses and curriculum: http://www.djv-seminare.de/?cat=7</p> <p>Extract:</p> <ul style="list-style-type: none"> • Dramaturgy of TV reports • Interviews in television • Digital Photography for PR departments • Fact checking: Research for pros
Duration of Studies or Training	It varies, mostly around 1 to 2 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	The DJV is the German union of journalists (the biggest of Europe)
Cost of attendance/Tuition	An average price of 400 € per seminar
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	<p>Most of the times, DJV members get 10% reduction to seminar costs.</p> <p>The DJV is the German union for journalists and supports members with low income by offering special prices, but only in hard cases.</p> <p style="text-align: center;">Apart from that, the German employment center offers an educational bonus ("Bildungsgutschein") which they grant people</p>



Mapping of vocational training for journalists Youth4Media



	who need to participate in a vocational training seminar in order to improve their chance of employment (http://www.arbeitsagentur.de/nn_26396/zentraler-Content/A05-Beruf-Qualifizierung/A052-Arbeitnehmer/Allgemein/Bildungsgutschein.html)
Employment status of students/trainees (College student, employed, unemployed)	The seminars aim to reach all journalists

Name of Body	eBam GmbH Business Akademie für Medien, Event und Kultur
Entity of Body (<i>private, public, non-profit</i>)	private
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Educational and Vocational Training Centre
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Media & Events
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.ebam.de/kursliste.php</p> <p>Extract: Ausbildung der Ausbilder (AdA) Management und Unternehmensführung Existenzgründung Marketing & Werbung Online Marketing / Social Media Produktmanagement Medien, Kunst, Kultur & Design Messe- und Eventmanagement Persönliche Entwicklung & Soft Skills: Hobby zum Beruf machen Kommunikation Kreativität / Innovation Präsentationskompetenz</p>
Duration of Studies or Training	It varies, mostly around 1 to 55 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	<p>Certified by the German Technical Supervisory Association (TÜV)</p> <p>“Zugelassener Träger für die berufliche Weiterbildung mit TÜV Zertifizierung“</p>
Cost of attendance/Tuition	118 – 1,571 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	-
Employment status of students/trainees (College student, employed, unemployed)	<p>Anyone who can afford it. The range reaches from people who are just interested to experienced journalists .</p>



Mapping of vocational training for journalists Youth4Media



Name of Body	JournalistenAkademie der Friedrich-Ebert-Stiftung
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Foundation
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Practical media work, political reports, journalistic job profiles, journalistic core competences
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://journalistenakademie.fes.de/seminare.php</p> <p>And in the attached PDF file (DE_FES JournalistenAkademie.pdf)</p> <p>Extract:</p> <ul style="list-style-type: none"> • Basics in Video Journalism for Web and TV • Writing News • Political interviews
Duration of Studies or Training	It varies, mostly around 1 to 5 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	
Cost of attendance/Tuition	It varies, 60 € per half-a-day
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	Overnight stays and catering are included in the seminar costs. Scholarship students with journalistic experience can apply for 50% cost reduction.
Employment status of students/trainees (College student, employed, unemployed)	The seminars aim to reach all journalists



Mapping of vocational training for journalists Youth4Media



Name of Body	Gallus Zentrum Jugendkultur und Neue Medien
Entity of Body (<i>private, public, non-profit</i>)	public
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Vocational Training Centre
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Social Media Manager, journalism for beginners, media design & IT, management & law, how to become PR counselor
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.galluszentrum.de/fortbildung.html</p> <p>Extract:</p> <ul style="list-style-type: none"> • Designing with GIMP • Video seminars for HD cameras • Using the iPad for trickfilm movies
Duration of Studies or Training	It varies, between 1 and 3 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	35 – 100 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	-
Employment status of students/trainees (College student, employed, unemployed)	Usually pedagogical experts and teachers, but journalists (no matter their level of experience) are accepted as well



Mapping of vocational training for journalists Youth4Media



Name of Body	Inlok Initiative Lokaljournalismus in NRW
Entity of Body (<i>private, public, non-profit</i>)	public
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Initiative of the University of Dortmund
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Crossmedia, Photography, Radio, Online, Writing, PR, TV/Video, Basics, Self-Employment, Personality
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.inlok-nrw.de/unsere-angebote/</p> <p>Extract:</p> <ul style="list-style-type: none"> ● Classical professional report styles (news, comment, report) ● Rhetorics & writing ● Photography ● Interview Training
Duration of Studies or Training	It varies, mostly around 1 day
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	It is funded by federal state funds (Northrhine Westphalia)
Cost of attendance/Tuition	For free
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	-
Employment status of students/trainees (College student, employed, unemployed)	The seminars are specially designed for journalists of the local market in the federal state Northrhine Westphalia



Mapping of vocational training for journalists Youth4Media



Name of Body	jfc Medienzentrum Jugendfilmclub Köln e.V. – Medieninformationszentrum
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Vocational Training Centre
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Qualification and Services in the field of Media, Culture and Pedagogics – radio, TV
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.jfc.info/seminare</p> <p>Extract:</p> <ul style="list-style-type: none"> • Basics of radio production • Introduction to film
Duration of Studies or Training	It varies, between 1 and 3 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	50 – 100 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	-
Employment status of students/trainees (<i>College student, employed, unemployed</i>)	Usually teachers, but journalists (no matter their level of experience) are accepted as well



Mapping of vocational training for journalists Youth4Media



Name of Body	Stiftung Journalistenakademie
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Foundation
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Crossmedia, online journalism, A/V production, PR
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum:</p> <p>FULLTIME: http://www.journalistenakademie.de/index.php?p=2</p> <p>EXTRA-OCCUPATIONAL: http://www.journalistenakademie.de/index.php?p=184</p> <p>TRAINING COURSES: http://www.journalistenakademie.de/index.php?p=8</p> <p>Extract:</p> <ul style="list-style-type: none"> • Crossmedia Journalism (extra-occ.) • Online Journalism (fulltime) • HTML for editorial board <p>The whole programme for selective training courses can be found in the attached PDF file (DE_Journalistenakademie.pdf)</p>
Duration of Studies or Training	<p>Fulltime: two 3-months-long modules</p> <p>Extra-occupational: 9 modules, each one two days on weekends</p> <p>Other trainings courses: 1 to 3 days</p>
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	Acknowledged foundation by the government of Upper Bavaria
Cost of attendance/Tuition	<p>Extra-occupational training courses: 3,500 €</p> <p>Other training courses: Costs vary between 179 € to 349 €</p>
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	<p>Members of the ver.di union pay half the price</p> <p>Apart from that, the German employment center offers an educational bonus ("Bildungsgutschein") which they grant people who need to participate in a vocational training seminar in order to improve their chance of employment (</p> <p>http://www.arbeitsagentur.de/nn_26396/zentraler-Content/A05-Beruf-Qualifizierung/A052-Arbeitnehmer/Allgemein/Bildungsgutschein.html)</p>
Employment status of students/trainees (College student, employed, unemployed)	All kinds of journalists or PR experts, no matter their experience



Mapping of vocational training for journalists Youth4Media



Name of Body	Akademie für neue Medien Kulmbach
Entity of Body (<i>private, public, non-profit</i>)	private
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Educational & Vocational Training Center
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Crossmedia: writing, TV, radio
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum:</p> <p>Writing: http://www.bayerische-medienakademien.de/Print.htm</p> <p>Radio: http://www.bayerische-medienakademien.de/Hoerfunk.htm</p> <p>Video: http://www.bayerische-medienakademien.de/Crossmedia.htm</p> <p>Extract:</p> <ul style="list-style-type: none"> • Technical basics • Lighting • Composition & Design • Camera • Cutting • Production
Duration of Studies or Training	It varies, between 2 and 4 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	Up to 500 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	The German employment center offers an educational bonus ("Bildungsgutschein") which they grant people who need to participate in a vocational training seminar in order to improve their chance of employment (http://www.arbeitsagentur.de/nn_26396/zentraler-Content/A05-Beruf-Qualifizierung/A052-Arbeitnehmer/Allgemein/Bildungsgutschein.html)
Employment status of students/trainees (College student, employed, unemployed)	Anyone who can afford it. The range reaches from people who are just interested to experienced journalists



Mapping of vocational training for journalists Youth4Media



Name of Body	Leipzig School of Media gemeinnützige Gesellschaft für akademische Weiterbildung mbH
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Vocational Training Center
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Social Media Manager, journalism for beginners, media design & IT, management & law, how to become PR counselor
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum:</p> <p>https://www.leipzigschoolofmedia.de/kurse-und-schulungen/?L=0%2F%22</p> <p>Extract:</p> <ul style="list-style-type: none"> • Writing for Social Web • Cutting with Avid • Legal guidelines for Social Media Usage
Duration of Studies or Training	It varies, between 1 and 2 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	350 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	-
Employment status of students/trainees (<i>College student, employed, unemployed</i>)	Anyone who can afford it. The range reaches from people who are just interested to experienced journalists



Mapping of vocational training for journalists Youth4Media



Name of Body	Macromedia GmbH
Entity of Body (<i>private, public, non-profit</i>)	private
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Vocational Training Center
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	design, web content, media, video, web programming
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.macromedia-firmenseminare.de/</p> <p>Extract:</p> <ul style="list-style-type: none"> • Video journalism for online editorial boards • Cutting with Adobe Premiere Pro • Photoshop basics
Duration of Studies or Training	It varies, between 2 and 4 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	Up to 2350 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	<p>The German employment center offers an educational bonus ("Bildungsgutschein") which they grant people who need to participate in a vocational training seminar in order to improve their chance of employment (</p> <p>http://www.arbeitsagentur.de/nn_26396/zentraler-Content/A05-Beruf-Qualifizierung/A052-Arbeitnehmer/Allgemein/Bildungsgutschein.html)</p>
Employment status of students/trainees (College student, employed, unemployed)	<p>Anyone who can afford it.</p> <p>The range reaches from people who are just interested to experienced journalists</p>



Mapping of vocational training for journalists Youth4Media



Name of Body	open.web.tv (Bürgerhaus Bennohaus)
Entity of Body (<i>private, public, non-profit</i>)	non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Vocational Training Center
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Crossmedia: TV & Radio
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum can be found in the attached PDF file (DE_openwebtv.pdf).</p> <p>Extract:</p> <ul style="list-style-type: none"> • Camera basics • Lighting & sound • Video editing with Avid • Social Media usage for journalists
Duration of Studies or Training	1 month
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	The Educational Centre within the Bennohaus is certified by the state
Cost of attendance/Tuition	299 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	Students can use an „educational bonus“ („Bildungsprämie“). This bonus money is granted by the State of Germany for people who earn less than 20000 Euro per year to educate themselves. Half of the course costs will be paid after applying for this bonus.
Employment status of students/trainees (College student, employed, unemployed)	Anyone who can afford it. The range reaches from people who are just interested to experienced journalists



Mapping of vocational training for journalists Youth4Media



Name of Body	VDZ Akademie GmbH (Verband Deutscher Zeitschriftenverleger)
Entity of Body (<i>private, public, non-profit</i>)	private
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Association for Vocational Training
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Selecting topics for web and magazine content, research, crossmedia presentation, organisation of crossmedial editorial boards, crossmedia production, web analysis, media law
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p style="text-align: center;">Overview of all Training courses and curriculum:</p> <p>http://www.vdz-akademie.de/html/de/content/Websites/Unser_Angebot/Journalisten_Seminare</p> <p>Extract:</p> <ul style="list-style-type: none"> • Website optimisation • Digitalisation and Crossmedia 2013 • Working with Excel
Duration of Studies or Training	It varies between 1 to 3 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	
Cost of attendance/Tuition	Up to 990 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	Members of the VDZ receive bonus prices
Employment status of students/trainees (College student, employed, unemployed)	The seminars aim to reach all journalists working at newspapers



**Mapping of vocational training for journalists
ESIEMTH**



Name of Body	Institut zur Förderung publizistischen Nachwuchses e.V.
Entity of Body (<i>private, public, non-profit</i>)	Private churchly
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Registered Association
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Printed journalism, Radio, TV, Online
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: http://www.ifp-kma.de/weiterbildung (and in the PDF file: DE_ifp.pdf)</p> <p>Extract:</p> <ul style="list-style-type: none"> • Twitter for journalists • Online research • Crossmedial work • Writing for the web
Duration of Studies or Training	Usually between 2-5 days
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	It varies. around 300-1000 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	Overnight stays can be additionally booked for a low price. There are lower costs for trainees of the ifp or members of the Catholic Media Association
Employment status of students/trainees (College student, employed, unemployed)	The seminars aim to reach all journalists

Name of Body	ARD.ZDF medienakademie gGmbH
Entity of Body (<i>private, public, non-profit</i>)	Private and non-profit
Type of structure (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center, Online Educational Platform, etc.</i>)	Vocational Training Institute
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Journalistic competencies, radio, TV, design, online, cross-media, production and equipment
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>Overview of all Training courses and curriculum: www.ard-zdf-medienakademie.de/</p> <p>And in the attached PDF file: DE_ARD.ZDF medienakademie.pdf</p> <p>Extract:</p> <ul style="list-style-type: none"> • Research, Interviews, Language, Media Law, Media Research • Audio and Video Production, Editing,
Duration of Studies or Training	It varies heavily, there are one-day-seminars and weekly seminars
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	-
Cost of attendance/Tuition	It varies around 1000 €
Students/trainees age range	No restrictions
Type of financial support provided to students/trainees (if any)	
Employment status of students/trainees (College student, employed, unemployed)	The seminars aim to reach all journalists and professional media workers (not only from ARD and ZDF, but also from other companies)

- Auswahl und Gewichtung von Inhalten für Print und für digitale Angebote
- Recherchieren und redigieren für Print und für digitale Angebote
- Crossmediale Aufbereitung und Präsentation der Inhalte
- Inhalte verständlich und nutzerfreundlich darstellen
- Organisation und Arbeitsabläufe in Crossmedia-Redaktionen
- Grundlagenwissen Crossmedia – Geschäftsmodelle, journalistische Strategien, Crossmedia-Produktion
- Web-Analyse und Suchmaschinenoptimierung
- Medienrecht

4.3 Belgium Médias Technolgies Conseil/ MTC sprl (MTC)

In Belgium there is a plethora of vocational and education training institutions which offer journalism courses with a focus on new media, which are not limited to the academic sector, but also include media unions and other organizations, the main of which are:

IHECS (Institut des Hautes Etudes des Communications Sociales-Brussels) offers a one year specialised training in “European Journalism in a changing media landscape”. The IHECS curriculum includes two cycles: a Bachelor’s degree in three years and a two-year Master’s degree.

The European Journalism Training Association (EJTA) Erasmus University College which offers a bachelor’s in Journalism

Institut des Hautes Etudes des Communications Sociales

École de journalisme de Louvain The Catholic University of Louvain provides various training courses focusing on journalism.

Université Libre de Bruxelles The Free University of Brussels is another renowned academic institution that provides high quality courses on journalism.

Université de Liège The University of Liège (ULG) is providing lifelong learning and continuing education schemes.

In addition to the aforementioned academic institutions, Belgium is also home to a number of professional associations and unions that provide further training opportunities to journalists:

The Association of Professional Journalists offers short training courses which are free for its members. Non-members may also participate, if places are available on payment of a fee. Courses organised in 2012 included themes such as creating a blog, understanding and filling in tax declarations, and authors’ rights.

Professional organizations such as journalists’ unions, along with the **European Federation of Journalists and the International Federation of Journalists** did mobilize their members, highlighting the need to develop strategic mechanisms, and applications for the continuous training and development of digital skills.

The International Press Association

The Institute of Journalism (IDJ)

The Flemish Association of Journalists a media union that provides a very useful array of training on journalism.



Mapping Education and Training of Journalists in Belgium

Médias Technologies Conseil / MTC sprl (MTC)



INTRODUCTION

1. A rapidly evolving media landscape

The last 20 years have seen a major transformation in the way journalists achieve their work. All media unions – not only in Europe - representing journalists agree on the following: the wide irruption of Internet technologies in the early 1990's has transformed professional journalism in a profound manner.

This technological revolution is not over. On the contrary. Its huge effects are still rolling over the professional ground of all media workers.

This what is called “digital era” implies large scale changes in many directions:

- how **citizens** read, listen, watch to get informed on current affairs¹;
- how **journalists and media professionals** do their job in a changing context;
- how the **media industry/economy** has to reinvent itself on a constant basis.

Our attention focuses on the second issue: how journalists and media professionals see their work altered with the dramatic irruption of new technologies that affect ALL their professional creations.

Given the above-mentioned, the present report will look at the way the technological training of journalists in Belgium is undertaken. More specifically it will focus on the far-reaching IT requirements in the training process of Belgium journalists.

In that respect it is useful to remind the main content of the first Press Release issued by Media Hackers' partners :

Press Release: Digital Competences for Journalists – 16 January 2013

Digital technology and modern marketing are changing journalism as profoundly as the telegraph and the television did. Today's journalists are thus operating in an increasingly complex media environment requiring an understanding of and ability to operate across, multiple production platforms using multiple communication technologies.

The upgrading of skills and competencies of journalists is clearly a crucial need not only for journalists entering the market, but especially for the journalists that have started working in the

time before the digital revolution of the news media market in the past 15 years.

The European project [Media Hackers](#) started out in October 2012 with the aim to provide a flexible and basic training for journalists so that they are better equipped to cope with the new technologies. In other words, the initiative is developed to enhance digital media competencies to journalists working in all media sectors by providing specialized training courses for new/cross media skills in Cyprus, Germany, Greece, and Romania.

¹ On that topic, we have to mention a new initiative that underlines and gives a specific light to this radically evolving journalistic context. A seminar aimed at schoolchildren is scheduled on March 13th, 2013 : focusing on « The Press is Changing : What is at Stake and What are the new Paedagogical Challenges ? » and organized in Brussels by the Superior Council on Media Education (« Conseil Supérieur de l'Éducation aux Médias ») : www.csem.cfwb.be.

2. Media Hackers' WP3

Work Package 3 of the Media Hackers' proposal focuses on "Mapping of training needs and transferability analysis".

The proposal provides the following action lines:

The research and needs analysis will capture diverse perspectives in order to identify barriers and determine the gaps between the existing skills and abilities of journalists and those demanded by the new media landscape. A desktop research will identify and provide an overview of the situation of VET training in the project countries. The information will be collected and published in a short report, which will list all identified initiatives and projects.

The relevant target groups and stakeholders will be directly involved in activities of WP2, such as the (online) survey directed at journalists and the online testimonials with experts' views and statements in the field of new media journalism.

More specifically WP3 will provide an overview of the vocational training schemes regarding journalists in the participating countries.

Furthermore, it will capture the diverse perspectives of working journalists in order to identify barriers and skill needs, as well as to determine the exact gaps in skills, knowledge and abilities. The overall objective is therefore to prepare the ground for the transfer and further development of the training modules of the "EU-Trainer for ICT- and Media competencies." project by:

- a) Mapping and identifying of VET schemes, methodologies and practices in the technical education of journalists within the participating countries*
- b) Specifying the current skill and training needs of the journalists to better design the transfer and enhancement of the existing training module*
- c) Analyse and examine the transferable content, methodology and deliverables from the "EU-Trainer for ICT- and Media competencies." project based on the findings of the needs analysis*

All partners will contribute to the comprehensive research and needs analysis so as to ensure that there will be a demand driven approach.

Within this Work Package, MTC's role is the following:

- 1. Feedback on methodology and survey design*
- 2. Mapping of VET practices in BE*
- 3. Distribution of survey questionnaire to the target groups in BE*
- 4. Collection of 5 video testimonials of experts from BE. Transcription and translation of testimonials for subtitles from FR/NL to EN*
- 5. Input/feedback for final report*

This WP follows a three step approach:

At first all partners will perform a mapping of existing VET practices and methodologies related to the education and training of journalists in their countries by doing a thorough desk research. The mapping will not only identify already offered and available educational practices, material, formats and learning activities, but also other relevant initiatives and projects in order to achieve synergies.

At the same time the active participation of journalists is a crucial factor for the identification of their actual training needs.

Therefore, the following relevant methods will be applied to engage the target group and to

determine the beneficiaries' needs:

- *An on-line survey of user skills.' level, needs and expectations, targeting journalists in the participating countries (EL, CY, DE, BE, RO). A link granting access to the survey platform will be distributed through the partners.' databases to a large number of journalists. The aim is to receive a minimum of 50 completed questionnaires in each country in order to assess interest, needs and motivation.*
- *Recorded testimonials / small videos with views and statements from journalists and experts.*

Experienced journalists familiar with the use of new media technologies are invited to share their opinion and experience. The contributions will be posted on the project website, they will be sorted by country, open to all EU countries and subtitles in EN will be added.

This will help to reflect, present and assess many different perspectives on the impact that the new media technologies and tools have on the work of journalists (see also WP dissemination "journalists.' corner.").

Based on the results of the mapping and the needs analysis, the partners will analyze the existing modules and handbook in order to evaluate the transferability of its content. In the WP report the partners will settle on the adequate content to be transferred and determine its adaptation needs (e.g. updating, translating, completing, applying different didactic methods, localizing, etc.).

The WP report will summarize the findings of this WP including the situation on VET practices in the field of journalism, the problems and barriers faced by journalists, the training needs and the transferability analysis of the original learning material.

3. Document's structure & rationale

After mentioning the importance of the technological revolution which affects all journalistic creations whatever the media sector concerned (e.g. television, written press, radio, photography, etc.), and after reviewing MP3's requirements, we will now expose the present document's structure and rationale:

- **Chapter II provides an overview of VET institutions in Belgium**
 - ⇒ What are the main VET institutions in Belgium?
 - ⇒ What kind of technological training do media unions in Belgium provide to their members/affiliates?
 - ⇒ In a general way, where can journalists get an IT training for upgrading their skills?

- **Chapter III features a collection of available documentation on current trends, skills and training needs in Belgium**
 - ⇒ A list of recent documents featuring some major current journalistic issues
 - ⇒ A special focus on technological training aimed at journalists

- **Chapter IV reviews major conclusions and guidelines for action**
 - ⇒ A list of major conclusions to be drawn from both the interviews of experts and journalists and from various readings (incl. but not exclusively from Chapter III)
 - ⇒ A series of recommendations aimed at designing a virtual training platform that takes into account the real training needs of journalists

1. OVERVIEW OF VOCATIONAL AND EDUCATION TRAINING INSTITUTIONS IN BELGIUM

The second chapter focuses on²:

- the main VET institutions in Belgium
- the various Belgian media unions and some of their initiatives
- projects/organisations/initiatives allowing journalists to upgrade their skills

1) Journalism training centres

a) Institut des Hautes Études des Communications Sociales (IHECS)

IHECS (Institut des Hautes Etudes des Communications Sociales-Brussels) offers a one year specialised training in “European Journalism in a changing media landscape”.

IHECS at the HEART of EUROPE IHECS takes full advantage of its location in the centre of Brussels, close to the European Institutions. IHECS is part of the Galilée High school and is officially recognised by the “Communauté française” in Belgium.

The IHECS curriculum includes two cycles: a Bachelor’s degree in three years and a two-year Master’s degree.

The executive master in European Journalism, post-graduate studies, is organised by the International and Further Education department.

More information: www.ihecs.be

b) European Journalism Training Association (EJTA)

EJTA members in Europe include the following schools/journalism centres:

- **Arteveldehogeschool**

Voetweg 66 9000 Gent Belgium EJTA

contacts: Francois Snelders - francois.snelders@arteveldehs.be

Anne Vandecatyse - anne.vandecatyse@arteveldehs.be

Tel.: 32 9 234 73 57

website: <http://www.arteveldehs.be>

² Given the nature of this report, our research does not pretend to an absolute exhaustivity. Its main objective is to offer a global review of the *main* institutions and initiatives.

- **Plantijn Hogeschool**

Lange Nieuwstraat 101 2000 Antwerpen Belgium

Tel.: +32 3 220 5799

Contact person: Nadia Vissers Email: nadia.vissers@plantijn.be

Website: <http://www.plantijn.be>

- **Erasmus University College**

Professional bachelor in Journalism CLASS (Communication and Languages as Strategic Skills) Zespenningenstraat 70 1000 BRUSSELS Belgium EJTA contacts: Patrick Pelgrims (head dpt. Journalism) - Patrick.pelgrims@ehb.be Stefan Moens (co-ordinator Internationalisation) - Stefan.moens@ehb.be Peter Mast - peter.mast@ehb.be Tel. +32 2 213 61 86 Fax. +32 2 213 61 88 <http://www.campusdansaert.be/nl/journalistiek>
<http://www.campusdansaert.be/nl/semesterprogrammeenglish>

- **XIOS Hogeschool Limburg**

Vildersstraat 5 3500 Hasselt Belgium EJTA contacts: André Hemeryck, head of Journalism department andre.hemeryck@xios.be Jeroen de Vuyst, co-ordinator jeroen.devuyst@xios.be Tel. +32 11 8595 61 Fax. +32 11 8595 84 <http://www.xios.be>

- **Thomas More Mechelen**

p/a Zandpoortvest 13 2800 Mechelen Belgium EJTA contacts: Marianne Janssen (marianne.janssen@lessius.eu), Iris De Roover (iris.deroover@lessius.eu), Herman Duponcheel (Herman.Duponcheel@thomasmore.be) Tel. +32 (0)15 36 91 90, +32 (0)15 36 91 83 <http://www.thomasmore.be>

Thomas More Mechelen was previously named "Lessius Mechelen"

- **Hogeschool West-Vlaanderen**

Departement HIEPSO Renaat de Rudderlaan 6 8500 Kortrijk Belgium EJTA contacts: Isabelle Pertry - isabelle.pertry@howest.be - Tel. +32 56 239 876 Johan D'Haenen - johan.dhaenen@howest.be Gerti Wouters - gerti.wouters@howest.be Tel. +32 56 239 860 <http://www.howest.be/Default.aspx?target=howest&lan=nl&item=316>

- **Institut des Hautes Etudes des Communications Sociales**

Rue de l'Etuve 58-60 1000 Brussels Belgium EJTA contacts: Ahmed Belhaloumi - ahmed.belhaloumi@galilee.be John van Tiggelen - john.van.tiggelen@galilee.be Marc Sinnaeve - Marc.Sinnaeve@galilee.be Luc Demeyer - luc.de.meyer@galilee.be Tel. +32 2 549 55 90, +32 476 61 66 19 Fax. +32 2 549 55 99

c) École de journalisme de Louvain

The Catholic University of Louvain provides various training courses focusing on journalism.

More information: www.uclouvain.be/en-prog-2012-loptcomu2m1_gh.html

d) Université Libre de Bruxelles

The Free University of Brussels is another renowned academic institution that provides high quality courses on journalism.

More information: www.ulb.ac.be/enseignements/presentation/ma/comm.html

e) Université de Liège

The University of Liège (ULG) is providing lifelong learning and continuing education schemes.

More information: http://www.ulg.ac.be/cms/c_48319/le-master-a-finalite-specialisee-en-presse-ecrite-et-audiovisuelle

2) Media unions & training initiatives

a) The Association of Professional Journalists

The General Association of Professional Journalists of Belgium (AGJPB) was born in 1978. It is a professional union that heads a Francophone association (AJP, Association of Professional Journalists) and another Dutch (VVJ Vlaamse Vereniging van Journalisten).

More information: <http://www.ajp.be/journalistes/>

b) The International Federation of Journalists

The International Federation of Journalists is the world's largest organisation of journalists. First established in 1926, it was relaunched in 1946 and again, in its present form, in 1952. Today the Federation represents around 600.000 members in more than 100 countries.

More information: www.ifj.org

c) The International Press Association

The not-for-profit International Press Association (API a.s.b.l.) was established on the 27 th June 1975. Its Articles of Constitution were published in an annex of the "Moniteur Belge" of the 20th November the same year. The Association has replaced the Union of Foreign Press in Belgium, which had existed for around 50 years. The creation of API (also known as IPA in English, but this is not part of the registered official name) is the result of a merger of that Union and the Association of Journalists of the European Press, which was originally created with the aim of representing journalists covering European institutions. API is the first organisation that brought together under a single body foreign journalists of all categories and specialisation based in Belgium and working from here for foreign media.

More information: www.api-ipa.org

d) The AJP's training courses

The Association of Professional Journalists (AJP) offers short training courses which are free for its members. Non-members may also participate, if places are available on payment of a fee. Courses organised in 2012 included themes such as creating a blog, understanding and filling in tax declarations, and authors' rights.

More information: <http://www.ajp.be/formations/>

e) The Institute of Journalism (IDJ)

The IDJ is the oldest journalism school in Belgium. Set up in 1922 by the General Association of Professional Journalists of Belgium (AGJPB), the IDJ has trained many Belgian journalists.

More information:

<http://www.institutdejournalisme.eu/enseignants.php>

f) AJP's online library

AJP's online library provides various publications issued by the professional union (incl. its Agenda and its Annual Guide for freelance journalists).

More information:

www.ajp.be/librairie/

g) The Flemish Association of Journalists

The Flemish Association of Journalists (www.journalist.be/) is a media union that provides a very useful collection of existing trainings on journalism :

More information: www.journalist.be/databanken/journalistieke-opleidingen

Collection of trainings on journalism by: www.journalist.be/

- [Arteveldehogeschool](#)
- [Arteveldehogeschool: speciaal opleidingsprogramma voor werkende journalisten](#)
- [Erasmushogeschool - Rits](#)
- [Erasmushogeschool Brussel: departement toegepaste taalkunde - master in de journalistiek](#)
- [Erasmushogeschool: bachelor Journalistiek](#)
- [Hogeschool voor wetenschap & kunst - campus Narafi](#)
- [Hogeschool West-Vlaanderen, campus RDR](#)
- [Hogeschool-Universiteit Brussel \(HUB\)](#)
- [Instituut voor journalistiek](#)
- [Katholieke Universiteit Leuven \(K.U.Leuven\)](#)
- [Lessius Antwerpen - Master of Arts in Journalistiek](#)
- [Lessius Mechelen - Bachelor journalistiek](#)
- [Lessius Mechelen - Internationale Researchjournalistiek](#)
- [Lessius Mechelen - Journalistieke trainingen](#)
- [Plantijn Hogeschool](#)
- [Universiteit Antwerpen \(UA\)](#)
- [Universiteit Gent](#)
- [Vrije Universiteit Brussel \(VUB\)](#)
- [Xios Hogeschool Limburg](#)

h) The AJP's collection of trainings on journalism

The Association of Professional Journalists (AJP) provides another useful list of existing training schools/schemes.

More information: <http://www.ajp.be/acteurs/enseignement.php>

- **Brussels:**

- ULB Département des Sciences de l'Information et de la Communication (SIC): www.ulb.ac.be/philo/infocom

- Facultés Universitaires Saint-Louis (FUSL): www.fusl.ac.be

- Ecole Nationale Supérieure des Arts Visuels de la Cambre (ENSAV): www.lacambre.be

- Institut des Hautes Etudes des Communications Sociales (IHECS): www.ihecs.be

- INRACI - Institut de Radioélectricité et de Cinématographie: www.inraci.be

- Institut National Supérieur des Arts du Spectacle et des Techniques de Diffusion (INSAS): www.insas.be

- Institut de Journalisme (IDJ): www.institutdejournalisme.eu

- Institut Supérieur de Formation Sociale et de Communication (ISFSC): www.ifsc.be

- **Liège**

- Haute Ecole de la Province de Liège: www.prov-liege.be/troclet

- Université de Liège - Section Information et Communication: www.ulg.ac.be

- **Louvain-la-Neuve**

- Ecole de Journalisme de Louvain: www.ucl.ac.be/

- Institut des Arts de Diffusion (IAD): www.iad-arts.be

- **Hainaut**

- Facultés Universitaires Catholiques de Mons (Fucam): www.fucam.be

- Haute Ecole Louvain en Hainaut (HELHa) – Tournai: www.helha.be

- **Namur**

- Facultés Universitaires Notre-Dame de la Paix (FUNDP): www.fundp.ac.be

3) AVAILABLE DOCUMENTATION ON CURRENT TRENDS, SKILLS AND TRAINING NEEDS IN BELGIUM

We have selected a series of reports, surveys, studies directly or indirectly connected to our mapping exercise of vocational and educational practices in Belgium.

1. Higher Audiovisual Council (Wallonia-Brussels): The assessment of New Media (2012)

- **The author:** “Conseil Supérieur de l’Audiovisuel”. The Highers Audiovisual Council (CSA) is in charge of regulating the audiovisual sector in the Wallonia-Brussels Federation in Belgium.
- **Title of the document:** “Bilan Nouveaux Médias (2012)” (The Assessment of New Media).
- **Date of publication:** January 10th, 2013.
- **Where to find the resource:** www.csa.be/documents/1962



Document description: this 72-page document assesses the challenges and opportunities facing the new media outlets in Belgium.

2. *First national survey of Belgian journalists (2013)*

- **The author:** the Centre for Research in Information and Communication (ReSIC) at the Free University of Brussels (l'Université libre de Bruxelles - ULB), and the Center for Journalism Studies at the University of Ghent, with the support of the Associations of professional journalists and periodical journalists (*Association des journalistes professionnels – AJP* - and the *Association des journalistes de la presse périodique - AJPP*).
- **Title of the document:** Première enquête nationale sur les journalistes belges en 2013 (First national survey of Belgian journalists, 2013)
- **Date of publication:** Awaited in spring 2013
- **Where to find the resource:** www.ajp.be/actus/actus.php?id=674

Document description: this survey was launched in December 2012 with a deadline for responses of 1 February 2013. Among other things, it examines what sorts of people are drawn to the profession; their working conditions; and how they enter the profession. Although, since 2003, a similar survey has existed in respect of Dutch-speaking journalists, this is the first comparable study undertaken in regard to Belgium's francophone journalists. According to Professor Karin Raeymaeckers of the University of Ghent, "this joint effort will enable us to have an overview of the national picture regarding professional journalists in Belgium. This is a first."

3. Independent Journalist's Guide

- **The author:** Association of Professional Journalists (APJ).
- **Title of the document:** Le Guide du journaliste indépendant (Independent Journalist's Guide)
- **Date of publication:** March 2012 (electronic version)

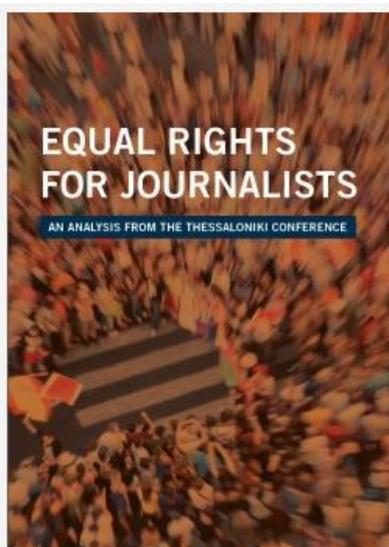
Where to find the resource: www.ajp.be/independant/guide.php



Document description: this 93-page Guide provides comprehensive practical information for all journalists and future journalists on their **legal, social and tax situation**. It also contains more general information for those wishing to become journalists. The introduction emphasises that “independence is one of the key foundations of journalists’ code of ethics and it is thus a core principle held by any professional, wherever he may be situated in the information chain.”

4. *Equal Rights for Journalists*

- **The author:** European Federation of Journalists (EFJ).
- **Title of the document:** Equal Rights for Journalists
- **Date of publication:** October 2012
- **Where to find the resource:**
<http://europe.ifj.org/assets/docs/129/001/1c63981-b706401.pdf>



Document description: to mark the European Trades Union Confederation’s Day of Action for Employment and Solidarity on 14 November 2012, the EFJ published this 20-page report which shows how journalists’ organisations in Europe are defending the jobs and working conditions of their members. Introducing the report, Stephen Pearse, EFJ’s Secretary-General, describes the publication as “all about sharing. It is about pooling our expertise and experience as we battle the twin storms of economic crisis and structural change that are currently battering our industry.”

5. Multimedia blog

- **The author:** Association of Professional Journalists(APJ).
- **Title of the document:** Le blog multimedia (the multimedia blog)
- **Date of publication:** ongoing
- **Where to find the resource:** <http://www.ajp.be/blogs/multimedia/>



Le blog multimédia
de l'Association des journalistes professionnels

ACCUEIL | A PROPOS | RETOUR AUX BLOGS DE L'AJP

Une approche plurielle du « journalisme 2.0 »

Quelles sont les nouvelles formes journalistiques ? Quelles nouvelles compétences nécessitent-elles ? Avec quel impact sur les contenus ? Un ouvrage collectif, placé sous la direction de Remy Le Champion, spécialiste français des nouvelles technologies de l'information, dresse l'inventaire de pratiques journalistiques en ligne en constante évolution dans un tour d'horizon transversal.

→ Lire la suite

Recherche...

Catégories

- Agenda
- Multimédia
- Pratiques journalistiques
- Ressources
- Webdoc

RSS

- Flux RSS

Document description: new media raise issues that have profound effects on the journalism profession whether in terms of everyday working practices, ethics or conditions for its exercise. The current difficult economic context has meant that the existence of the internet often results in greater pressure and cost reductions rather than investments in the future.

6. Neo-journalism or journalistic practice in the 21st century

- **The author:** Association of Professional Journalists (APJ).
- **Title of the document:** a series of documents on Neo-journalism will be published.
- **Date of publication:** the publication of proceedings of the colloquium on Neo-journalism, held in Brussels on 3- 4 October 2012 is awaited.
- **Where to find the resource:** <http://www.ajp.be/blogs/multimedia/le-neo-journalisme-ou-la-pratique-du-metier-au-xxie-siecle/#more-356>

Document description: on the initiative of the Catholic University of Louvain-la-Neuve and the University Faculties of Our Lady of Peace, Namur researchers from Europe and the other side of the Atlantic met in Brussels on 3-4 October 2012 at a colloquium entitled “Neo-journalism” to share the results of their work.

7. Reinventing journalism

- **The author:** Association of Professional Journalists (APJ) (multimedia blog).
- **Title of the document:** links to, among other things 'Les Cahiers du Journalisme' – a review published by the Lille École supérieure of journalism and the Department of Information and Communication of the University of Laval (Quebec, Canada)
- **Date of publication:** July 2012
- **Where to find the resources:**
<http://www.ajp.be/blogs/multimedia/reinventer-le-journalisme/#more-26>
<http://www.cahiersdujournalisme.net/cdj/index.htm> (autumn 2011 edition)

Document description: the blog article looks at how journalism is reinventing itself. It looks in particular at web journalists and their need to be able to master several facets of information: text, sound, photo, video, web, Twitter, etc. and, often, several of these, simultaneously.

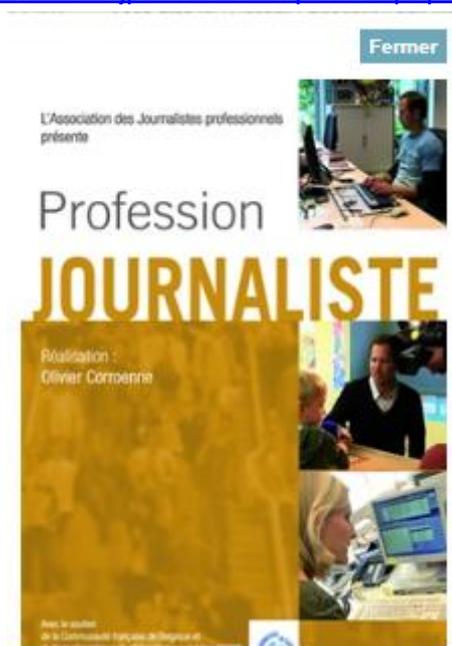
8. *The investigative blog*

- **The author:** Association of Professional Journalists (APJ) / Fonds pour la journalisme.
- **Title of the document:** Le blog investigation
- **Date of publication:** this blog was launched following a World Conference on Investigative Journalism held 13-16 October 2011 in Kiev, Ukraine.
- **Where to find the resource:** www.ajp.be/blogs/investigation/

Document description: this blog explores the multifaceted aspects of investigative journalism, including how it is funded. It also contains practical tools.

9. The journalist profession

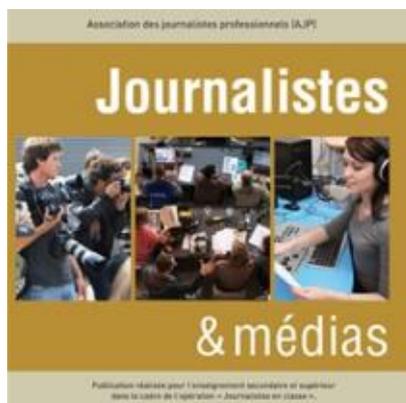
- **The author:** Association of Professional Journalists (APJ).
- **Title of the document:** Profession journaliste (DVD)
- **Date of publication:** 2010
- **Where to find the resource:**
http://www.ajp.be/librairie/produit.php?ref=DVD&id_rubrique=4



Document description: This DVD follows a series of press, radio and TV journalists covering the return to school in autumn 2010. It shows the range of journalistic approaches that can be employed to cover the same news item.

10. *Book : Journalists and Media*

- **The author:** Association of Professional Journalists (APJ).
- **Title of the document:** Journalistes & Médias
- **Date of publication:** not available
- **Where to find the resource:**
http://www.ajp.be/librairie/produit.php?ref=brochureJEC&id_rubrique=4



Document description: this brochure "Journalistes & médias" (52 pages) provides a rapid overview of the country's media and their respective development. It enables the reader to discover the profession of journalism and its rules. It is illustrated and includes various tables, a history of the press and a detailed bibliography.

11. *Journalists and social media*

- **The author:** research conducted by TNS Qual+ at the request of the European Commission's, Directorate-General for Communication.
-
- **Title of the document:** Journalists and social media
- **Date of publication:** January 2012
- **Where to find the resource:**
http://ec.europa.eu/public_opinion/archives/quali/journsm_en.pdf



Document description: the aim of the study (111 pages) was to provide detailed qualitative information to the European Commission's Directorate-General for Communication on journalists' views and attitudes to social media, as well as how they use it as part of their work.

12. *The hack's guide (« Guide de la pige »)*

- **The authors:** Xavier Cazard and Pascale Nobécourt (Entrecom Publications)
- **Title of the document:** Guide de la pige
- **Date of publication:** 2011
- **Where to find the resource:**
<http://www.categorynet.com/tag/guide-de-la-pige/>

Document description: considered the journalist's bible, this 650 page guide provides him with everything he wants to know about his sector, whatever the medium in which he works: how to build up contacts, how to sell a story to an editor-in-chief, training courses, rights (press card, unemployment payments, social security, pension, intellectual property,...), etc.

13. *Dutch-speaking written and audiovisual press*

- **The author:** Association of Professional Journalists (AJP).
- **Title of the document:** Presse écrite et audiovisuelle flamande
- **Date of publication:** 5 March 2013
- **Where to find the resource:** www.ajp.be/medias/presseflamande.php

Document description: lists of journalists working for dailies, magazines, audiovisual and online.

14. Internet and new media news

- **The author:** International Federation of Journalists (IFJ).
- **Title of the document:** Internet and new media news
- **Date of publication:** ongoing
- **Where to find the resource:** www.ifj.org/en/sections/news-of-internet-and-new-media/contents
-

Document description: Regularly updated website covering news about internet and new media.

15. Photojournalism

- **The author:** International Federation of Journalists (IFJ).
- **Title of the document:** web pages covering photojournalism
- **Date of publication:** ongoing
- **Where to find the resource:**
<http://www.ifj.org/en/pages/photojournalism>

Document description: Regularly updated website covering news about photojournalism.

16. *Freelance rights*

- **The author:** International Federation of Journalists (IFJ).
- **Title of the document:** webpages covering issues relating to freelance rights
- **Date of publication:** ongoing

Where to find the resource: <http://www.ifj.org/en/pages/freelance-rights-1>

Document description: Regularly updated website covering freelance rights.

17. *Monitoring change in journalism*

- **The author:** European Federation of Journalists (EFJ).
- **Title of the document:** webpages monitoring change in journalism
- **Date of publication:** last updated in May 2011
- **Where to find the resource:**
<http://europe.ifj.org/en/articles/monitoring-change-in-journalism-news>

Document description: Webpages containing snippets of news on changes in journalism.

18. *Digital Training for Journalists*

- **The author:** European Federation of Journalists (EFJ).
- **Title of the document:** article in enewsletter regarding Media Hackers project
- **Date of publication:** 19 February 2013

Where to find the resource: <http://us6.campaign-archive2.com/?u=312d2086b1b5654e5e6957dd9&id=8211b16d2b>

-

Document description: article informing readers of technological skills training opportunities available under the Media Hackers project.

19. Ethics: journalists and their sources

- **The author:** Association of Professional Journalists (APJ)/Conseil de déontologie journalistique
- **Title of the document:** Les journalistes et leurs sources: guide de bonnes pratiques (Journalists and their sources: guide to best practice)
- **Date of publication:** March 2012

Where to find the resource:

http://www.deontologiejournalistique.be/telechargements/guide_des_bonnes_pratiques.pdf

Document description: a guide for journalists and editors. It is also of considerable interest to those professionals and entities who work with them.

4) REVIEW OF MAJOR CONCLUSIONS & GUIDELINES FOR ACTION

The Belgian media landscape is experiencing a fully-fledged transformation which affects the way journalists do their job. Further the analysis of the above-mentioned resources and the interviews of a series of experts, some conclusions can now be drawn concerning the training of journalists, and especially as regards the upgrading of their IT skills.

1) A professional journalistic prerequisite: mastering several facets of information... and several technologies!

- ⇒ Some twenty years after the irruption of Internet technologies, journalism has to reinvent itself in a continuous way
- ⇒ Being a journalist in 2013 implies the absolute necessity of being regularly trained as technology evolves
- ⇒ As importantly, the profession of journalist requires today the necessity of **mastering several facets of information**: text, sound, photography, video, Web, social networks, etc. and, often, several of these, simultaneously

2) Getting trained in a strenuous economic context

- ⇒ This 'training obligation' takes place in an extremely strenuous context for the journalists themselves
- ⇒
- ⇒ To make it simple, this context is twofold: current structural change in the profession occurs as the most severe economic crisis since the 1930's unfolds and breaks the rules of the world of media from before the Internet
- ⇒
- ⇒ Training institutions and media unions have to integrate these new rules of the media world that comes: IT training is a nearly "mechanical" obligation (i.e. journalists have to understand and master the new professional technologies) but the current difficult economic context has meant that the existence of the Internet often results in greater pressure and cost reductions rather than investments in the future

3) Freelancers: more alone than ever as regards vocational training?

- ⇒ Too often, and perhaps nearly always, freelance journalists cannot afford to upgrade their skills; they very much rely 'on-the-job training'...
- ⇒
- ⇒ Media unions and training institutions are aware of that fact and should adapt their training schemes to that specific professional group
- ⇒
- ⇒ Public institutions at national and European level should also respond adequately to this challenge

4) Journalism is reinventing itself: an everlasting story

- ⇒ The current transformation of journalism is not the first revolution affecting the profession
- ⇒
- ⇒ Given the global scope of the current paradigm shift, it is tMedia Hackers' responsibility to provide a partial but an adapted response which will be beneficial to journalists at large, with a special focus on freelancers

The University of Liège summarizes our core issue using the following words in one of its introductory trainings:

“Knowledge is advancing, so are you... We are living in fascinating times. Knowledge, technology and know-how are evolving at a frantic pace, paving the way for new prospects every day. For those who know how to seize the opportunity, this reality offers incredible possibilities in terms of human and economic development”.

Cyprus CCMC

The vocational training programs in Cyprus are implemented by public and private institutions and enterprises. As the three public and four private universities do not offer a degree in journalism or mass media, several private colleges and vocational institutions in Cyprus fill the gap by offering media-related courses. Moreover, the adult education centers of Cyprus' Ministry of Education and Culture, Directorate of Secondary Technical and Vocational Education offer a wide range of courses which do not lead to a formal qualification per se, but provide professional

development and updating of specific skills and competencies. These centers are run by the Directorate of Primary Education of the MoEC and offer courses in about 100 different subjects every year, among them computers, foreign languages, Greek for foreigners, sign language, public relations, typing, journalism and photography.



Following is the list of the centers providing media-related vocational training in Cyprus:

1. Alexander College **INFORMATION SPECIFICALLY ON MEDIA/JOURNALIST-RELATED VET Digital Photography (Single Unit Course)** This module instructs the fundamental principles that support digital photographic technologies used in professional practice. Students will gain a thorough practical and theoretical knowledge of a range of applications of digital photographic techniques. Lectures supported by seminars will facilitate an understanding of how digital technology has informed professional and fine art photography through the debate of leading practitioners and theoretical concerns.
Certificate awarded.
2. **Cyprus International Institute of Management (CIIM)** Digital marketing program which consists of five one-day modules on Web Analytics and Planning Digital Marketing Campaigns: The curriculum explores key topics such as search engine marketing, social networking, mobile marketing, email campaigns, banner advertising, online communities, viral marketing, and blogs, you will learn how to build brands in a highly networked world. This course is suitable for a variety of professions and for all levels of marketing experience. Participants will learn how to plan, implement and manage a comprehensive digital marketing strategy for their organisation, and to integrate digital marketing tactics into the overall marketing strategy of the Company, as well as to maximize the performance of its online marketing investments.
Certificate awarded.

3. **Adult Education Centres of the Ministry of Education and Culture** Classes are offered once a week and last 90 minutes. Each person can attend all courses he/she wishes, wherever they are offered. The Centres operate in both urban and rural areas in the mornings, afternoons and evenings in the premises of elementary schools, high schools, technical schools or laboratories.
Journalism as a subject for the acquisition of professional skills is offered at two levels. "Journalism" includes: basics of print and electronic journalism, working with texts and television programmes, analysis of current and historical issues/events, teaching of various kinds of journalism, visits to broadcasters and newspapers. The section on acquisition of professional skills is aimed at cultivating basic knowledge and skills useful for every professional, or anyone else wishing to improve their effectiveness at work or employment opportunities, thus sharpening their skills and spending their free time productively with the aim of adapting to new circumstances of the labour market. The section on acquisition of professional skills includes librarianship, typing, journalism, PR, Small Business Administration and marketing.
Duration of studies 2 years, one for each level
Certificate of attendance and optional examinations.

4. **European University Cyprus** private university which offers courses on Introduction to Adobe Photoshop
Introduction to Adobe Photoshop training covers all major features including making colour corrections to an image, working with layers, compositing images and preparing images for use on the web.
Desktop Publishing Using InDesign
The course covers Basics, Navigation & Typography; Working with Graphics; Colours & Effects; Multi-page Documents & Text Styles; Libraries, Tables & Output; Interactive features
Certificate awarded.

5. **KES Vocational College:** Journalism & Public Relations: registered Programme with the Cyprus Ministry of Education & Culture. Under Accreditation programme by the Council of Educational Evaluation, Accreditation (C.E.E.A.) of the Cyprus Ministry of Education & Culture
Three-year program, higher diploma

Mapping Education and Training of Journalists in Cyprus

Cyprus Community Media Centre



Name of Body	Alexander College
Entity of Body <i>(private, public, non-profit)</i>	Private
Type <i>(University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center)</i>	College (tertiary)
Field of Study or Training <i>(Please describe in brief the fields of study covered by your institution)</i>	<p>INFORMATION SPECIFICALLY ON MEDIA/JOURNALIST-RELATED VET:</p> <p>Digital Photography (Single Unit Course) This module instructs the fundamental principles that support digital photographic technologies used in professional practice. Students will gain a thorough practical and theoretical knowledge of a range of applications of digital photographic techniques. Lectures supported by seminars will facilitate an understanding of how digital technology has informed professional and fine art photography through the debate of leading practitioners and theoretical concerns.</p> <p>GENERAL INFORMATION: (as retrieved from website) Alexander College is a leading specialist college with an international reputation for excellence in art, design, media and now business. Our expertise range from the most traditional design disciplines, such as drawing from observation, through to the more contemporary, such as web design, digital photography and animation. Our Business courses alike, are delivered through a variety of modules which implement different learning techniques that will provide you with specialised knowledge in administrative and management skills relevant to business operation, marketing and finance of any company.</p>
Academic or Training courses and curriculum <i>(Please copy or attach the academic program or curriculum of your institution)</i>	<p>DIGITAL PHOTOGRAPHY (SINGLE UNIT COURSE)</p> <p>Content This module instructs the fundamental principles that support digital photographic technologies used in professional practice. Students will gain a thorough practical and theoretical knowledge of a range of applications of digital photographic techniques. Lectures supported by seminars will facilitate an understanding of how digital technology has informed professional and fine art photography through the debate of leading practitioners and theoretical concerns.</p> <p>Teaching & Learning Strategy Students will process their own images digitally, and digital photography skills may be used to complement skills developed in other units. A series of integrated activities, which focus upon digital photography, can be used to generate evidence. Students should</p>

	<p>capture, save and store images appropriately. Written evidence to demonstrate understanding of the devices and techniques will also be prepared. Outcomes will be evidenced through image production and should focus upon the critical evaluation of students' own work and relevant contemporary images. In addition, written work should indicate the students' understanding of digital systems, copyright and the legal and ethical implications of digitally manipulating images. Assessment activities involve peer group and/or tutor presentation and discussion. A major proportion of this programme is practice-based so students must demonstrate competent use of digital imaging systems in the production of practical work. Thus documentary evidence will include images, their evaluation and supporting written material demonstrating knowledge and understanding.</p> <p>Module Aims This unit is designed to enable students to develop and explore their digital image processing skills, together with their knowledge of the associated technology and systems. The unit involves image capture, using digital cameras and scanning equipment, and image processing, of which image manipulation is a part. Image storage and output will also form elements of this unit. This unit is investigative and will enable students to develop their knowledge and skills to facilitate their specialisation in digital image production.</p> <p>Assessment Assessment is based on three or more practical projects that are designed to enable the student to develop their skills in a progressive manner. Skills and creativity are assessed via the practical projects 1 and 2, using the group critique as the principal activity for presentation, discussion and criticism of the students' work as a creative visual form. Formative feedback is given in group critiques and individual tutorials. Summative feedback is given in individual tutorials.</p>
Duration of Studies or Training	About equal to one academic term
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	Certificate
Cost of attendance/Tuition	750 EURO
Students/trainees age range	Any; Usually employed adults; current students (about 20 years old)
Employment status of students/trainees (College student, employed, unemployed)	Mostly employed; students.

Name of Body	KES College
Entity of Body (<i>private, public, non-profit</i>)	Private
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	Vocational College
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	<p>INFORMATION SPECIFICALLY ON MEDIA/JOURNALISM VET: Journalism & Public Relations: 3 Years, Higher Diploma, registered Programme with the Cyprus Ministry of Education & Culture. Under Accreditation programme by the Council of Educational Evaluation, Accreditation (C.E.E.A.) of the Cyprus Ministry of Education & Culture</p> <p>GENERAL INFORMATION: Office Administration & Secretarial Studies Journalism & Public Relations Computing Studies Beauty Therapy Beauty Therapy - Applied Science Medical Representatives Program (Diploma) Medical Representatives Program (Bachelor of Science) Pharmacy Assistant (Technician) Program Business Studies Travel & Tourism Management Hotel Management Food Preparation & Culinary Arts</p>
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	Journalism & Public Relations See KES College.pdf
Duration of Studies or Training	3 Years
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	Higher Diploma (3 years)
Cost of attendance/Tuition	4710 EURO per year X 3 years = 14130 EURO - some discounts will be offered this year for first year students and depending on the good grades further discount will be offered to students with good marks.
Students/trainees age range	18+
Employment status of students/trainees (College student, employed, unemployed)	College Students

Name of Body	Cyprus International Institute of Management (CIIM)
Entity of Body (<i>private, public, non-profit</i>)	Private, non-profit
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	Non-profit international business school
<p>Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)</p>	<p>INFORMATION SPECIFICALLY ON MEDIA/JOURNALIST-RELATED VET:</p> <p>a) Digital Marketing Programme This hands-on digital marketing course is developed and delivered by leading digital marketing practitioners, who run and deliver online marketing campaigns on a daily basis and therefore base their training on their experiences and will use real life examples and case studies throughout the course.</p> <p>The approach to learning is highly interactive with a blend of best practices, principles and skills that can be taken back to the job and immediately applied to your organisation’s digital marketing efforts. The trainers bring real world business experience and keep content fresh and current with methods, techniques and tools that respond to today’s work environment.</p> <p>The course is designed for those who are involved in the online marketing and advertising of their organisation, including those with direct responsibility for the company’s marketing functions, such as marketing managers, marketing executives, communication specialists, webmasters, small business owners, and IT managers and executives, as well as anyone who needs to understand digital marketing concepts so as to be more effective in their everyday responsibilities.</p> <p>b) Web Analytics and Planning Digital Marketing Campaigns In the first session of this seminar, participants will gain a clear understanding of web analytics and other data sources to better understand site visitor characteristics and behaviour. Using this information, participants should be able to update their marketing campaigns to drive increased traffic to their business.</p> <p>Digital Marketing is driving the agenda in marketing departments. During the second session of the seminar participants will learn about the complexities of planning, buying and executing a marketing campaign that integrate traditional marketing with all digital activities including display, search, affiliate, email, mobile & social.</p> <p>By the end of the seminar participants should also be able to include the principles of Planning Digital Marketing within the overall integrated marketing mix.</p> <p>c) Twitter, Facebook and LinkedIn for Business The aim of this programme is to provide the delegates guidance on</p>

	<p>how to integrate the use of the popular social networks of LinkedIn, Twitter and Facebook into their marketing communications and PR plans to increase their online visibility and attract more leads to their business. Social networking is a valuable tool for lead generation and for increasing customer familiarity with your goods and services.</p> <p>Instructional Objectives At the end of the programme delegates will have explored best practice case studies of using online social networks as part of their marketing communications and lead generation plan. They will also be able to create their own plan for using these or other social networks in their business.</p> <p>GENERAL INFORMATION: The Cyprus International Institute of Management (CIIM) is a non-profit international business school. Our aim has been to draw on the best teachers in graduate management education.</p> <p>CIIM's mission is to serve as a centre of excellence in postgraduate management education, continuing executive education and research in local and regional issues of international concern that strengthen the knowledge-based society.</p> <p>To accomplish its mission CIIM has pioneered the modular educational model. This gives our programmes exceptional flexibility, enabling students to focus on a specific subject within short intensive time periods. This gives a freedom of choice which is particularly suited to the needs of the working student.</p> <p>CIIM is a highly specialized school, concentrating exclusively on advanced studies in business, management and leadership. In parallel with its flagship MBA programme, CIIM offers an "MBA for the public sector", its Master in Public Sector Management (MPSM), as well as a number of management related masters degrees.</p>
<p>Academic or Training courses and curriculum (Please copy or attach the academic program or curriculum of your institution)</p>	<p>DIGITAL MARKETING PROGRAMME Download Curriculum from here: http://goo.gl/mXRzG</p> <p>Digital Display Advertising & Affiliate Marketing This module will provide you with a comprehensive understanding of the creation, deployment and management of digital display advertising including display, search, affiliate, email, mobile & social, to give you the broadest view of digital advertising opportunities. Among other topics, during the module you will examine the current growth trends for display advertising, how banners are bought and sold, banner formats and when to use them, creating and implementing a banner campaign and how to drive traffic using affiliate marketing.</p> <p>Mobile and E-mail Marketing E-mail Marketing: E-mail Marketing, when carried out properly is still one of the most effective forms of digital marketing. This module will teach you about Data Protection, Opt-In Subscriber Management, E-mail Design and Content, E-mail Delivery and Reporting. Mobile Marketing: You will also be provided with a solid understanding of the rapid evolution of mobile marketing landscape. Focusing on cutting-edge case studies you will gain knowledge of the</p>

technologies and terminology of mobile marketing.

Twitter, Facebook and LinkedIn for Business

Social media marketing refers to the process of gaining traffic or attention through social media sites. This module will provide you with the know how to plan and manage your communications and marketing through the rapidly emerging and influential social networks including Facebook, Twitter, LinkedIn and Google+. It will provide you with techniques and tools to understand and harness the opportunities provided by best practice social media marketing and online PR.

You will learn how to leverage your company's presence on Social Media platforms to generate more connections, build relationships with customers and boost your profits. We also look at blogging, podcasting, online video & photo sharing as part of the social mix. We share with you a range of case studies of local and global businesses that are using social media effectively to build customer communities and manage their online brand.

Search Engine Optimization & Pay Per Click Marketing

Search Engine Optimization: In the fierce battle for top rankings in the search engines, how can you help your company to come out on top? Google has made hundreds of changes to their search algorithm in the last 12 months so how can you ensure your company's web site gets on the first page of search engines, and then stays there. This course provides delegates with a comprehensive understanding of the principles of SEO and demonstrates how to implement these techniques and start to get your site to #1 on Google.

Pay per Click Marketing: This session will help you understand the advantages of running a Google AdWords campaign, how the process works with the most frequently used search engine, and most importantly how to monitor your results. At the end of this course, you will understand how Pay per Click advertising works and how you can take advantage of this advertising option. You will be in a position to plan and implement a Google AdWords advertising campaign.

Web Analytics & Planning Digital Marketing Campaigns

Web Analytics: Google Analytics has revolutionized how we measure traffic through our web sites, from understanding where our visitors come from through to providing detailed analysis on our online financial transactions. Successful organisations today are leveraging the power of web analytics to realize the full potential of their web sites, developing and maintaining deeper client relationships that create measurable value to the business. In this course you will be introduced to key concepts, tools, techniques and practices of web analytics using Google Analytics.

Planning Digital Marketing Campaigns: Digital Marketing is driving the agenda in ALL marketing departments. This module brings all of aspects of the course together to help you to understand how to plan, develop and implement a winning digital marketing plan for your business. You will understand the complexities of planning, buying and executing a marketing campaign that integrates traditional marketing with all digital activities including display,

search, affiliate, email, mobile & social. You will be provided with clear examples of integrated marketing plans using the best digital marketing channels for maximum impact and business alignment.

WEB ANALYTICS AND PLANNING DIGITAL MARKETING CAMPAIGNS

Download Curriculum from here: <http://goo.gl/XwudV>

- Understand the benefits of using website analytics
- Recognise and use the data provided by web analytics packages
- Google Analytics Interface
- Reports
- Analytics Terminology
- Implement, configure and use Google Analytics
- Use web analytics to implement improvements to your website
- Key Performance Indicators (KPIs), why they are important
- Key tools and diagnostics based on different web site objectives
- What is Digital Planning, Account Planning and Media Planning? Why Plan?
- Why is it important to structure activities in a logical and systematic way?
- How digital planning fits within overall strategic planning
- Various strategic models and how they translate into real-world plans for digital marketing campaigns
- Planning implementation
- Who does what and when? Assignment responsibilities (and building checks and balances into the process)
- Working with your agencies/ suppliers
- How much to delegate/ outsource? Maintaining control while gaining maximum benefit from external input
- Planning Digital in the Integrated Mix
- How does digital fit with offline? e.g. TV Outdoor, Press driving search.
- Click to call. Buy online and collect from store +++
- Great Digital campaigns (real examples, combining activity across platforms, and achieving great results)
- The future of Communications Planning

TWITTER, FACEBOOK AND LINKEDIN FOR BUSINESS

Download Curriculum from here: <http://goo.gl/G3e6E>

- Establishing your goals for social media marketing success
- What the top Social Media sites are and how to best utilize them
- Managing your online reputation - listening and researching to online
- Conversations
- Online networking etiquette
- How to interact on social networks to achieve maximum results How to attract leads, boost sales and retain customers using Twitter
- Facebook and LinkedIn Profiles, Pages and Groups What's the difference? Which ones do you need and why
- How to personalise your social network pages for a professional business image

	<ul style="list-style-type: none"> • How to attract leads, boost sales and retain customers using Facebook • Advertising and Facebook Pages • Incorporating Twitter into your other social media networks and website • How to attract leads, boost sales and retain customers using LinkedIn • Integrating your offline and online networking to support your business goals
Duration of Studies or Training	Digital Marketing Programme: 5 one-day modules Web Analytics and Planning Digital Marketing Campaigns: one full-day Twitter, Facebook And LinkedIn For Business: one full-day
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	Certificates
Cost of attendance/Tuition	<p>Digital Marketing Programme: The DMP fees are €1,655 before any HRDA subsidy for all five modules. A subsidy of €455 will be provided by the Human Resource Development Authority (HRDA) to eligible participants thus lowering the net cost to the participant to €1,200.</p> <p>Web Analytics and Planning Digital Marketing Campaigns: Currently only offered within Digital Marketing Programme</p> <p>Twitter, Facebook And LinkedIn For Business: Currently only offered within Digital Marketing Programme</p>
Students/trainees age range	<p>Target audience: Professionals/Executives</p> <p>Digital Marketing Programme: The course is designed for those who are involved in the online marketing and advertising of their organisation, including those with direct responsibility for the company's marketing functions, such as marketing managers, marketing executives, communication specialists, webmasters, small business owners, and IT managers and executives, as well as anyone who needs to understand digital marketing concepts so as to be more effective in their everyday responsibilities.</p> <p>Web Analytics and Planning Digital Marketing Campaigns: The course is designed for those with responsibility for developing or implementing an organisation's online marketing strategy, as well as managers with direct responsibility for the company's marketing functions, including, senior management, marketing managers, marketing executives, communication specialists, webmasters, small business owners, and IT managers and executives.</p> <p>Twitter, Facebook And LinkedIn For Business: The course is designed for those with responsibility for developing or implementing an organisation's online marketing strategy, as well as managers with direct responsibility for the company's marketing functions, including, marketing managers, marketing executives, small business owners, and IT managers and executives.</p>
Employment status of students/trainees (College student, employed, unemployed)	Professionals/Executives

Name of Body	European University Cyprus
Entity of Body <i>(private, public, non-profit)</i>	Private
Type <i>(University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center)</i>	University
Field of Study or Training <i>(Please describe in brief the fields of study covered by your institution)</i>	<p>INFORMATION SPECIFICALLY ON MEDIA/JOURNALIST-RELATED VET:</p> <p>Introduction to Adobe Photoshop Introduction to Adobe Photoshop training covers all major features including making colour corrections to an image, working with layers, compositing images and preparing images for use on the web.</p> <p>Desktop Publishing Using InDesign The course covers Basics, Navigation & Typography; Working with Graphics; Colours & Effects; Multi-page Documents & Text Styles; Libraries, Tables & Output; Interactive features</p> <p>GENERAL INFORMATION: The Ioannis Gregoriou School of Business Administration The School of Business Administration conducts programs leading to Bachelor and Master degrees.</p> <p>The purpose of the school curriculum is to prepare students for responsible roles and positions in the management of a variety of organizations. While many students choose to apply the knowledge gained through their undergraduate experience to careers in business, the school curriculum is designed to offer an understanding of the complexities and analytical tools involved in the management of governmental, educational, health-related and other types of organizations. In addition, business graduates often choose to continue their academic careers through graduate study in business and economics.</p> <p>The School of Arts & Education Sciences The School of Arts and Education Sciences conducts programs leading to Bachelor and Master Degrees. The purpose of the School curricula is to provide students with the necessary skills and knowledge to prepare them for careers in the fields of education, music and graphics/art.</p> <p>The School of Humanities and Social Sciences The School of Humanities and Social Sciences conducts programmes leading to Bachelor degrees. The purpose of the School curricula is to provide students with the necessary skills and knowledge to prepare them for careers in the fields of psychology, sociology, social work, English language and literature, humanities and law.</p> <p>The School of Sciences The School of Sciences offers degrees in the fields of Computer Science, Computer Engineering, Physiotherapy and Nursing.</p>

Academic or Training courses and curriculum *(Please copy or attach the academic program or curriculum of your institution)*

Introduction to Adobe Photoshop

Section 1: Exploring Photoshop's interface

Workspaces, panels
Preferences
Customizing menus
Editing keyboard shortcuts

Section 2: Painting and retouching

Using painting tools
Using ruler tool
Creating gradients
Creating vector shapes
Adding keywords and metadata

Section 3: Enhancing images

Adjusting tonal range of images
Using levels and curves
Using adjustment layers
Working filters, using smart filters

Section 4: Working with layers

Creating layers
Using smart objects
Using layer styles
Managing layers
Applying layer masks
Using photomerge

Section 5: Working with selections

Lasso tools and magic wand tool
Quick selection tool
Refine edges feature
Creating oval and circular selections
Manipulating selections

Section 6: Masks and channels

Creating a quick mask
Editing a quick mask
Loading a mask as a selection
Saving a selection
Extracting an image
Applying effects using a gradient mask

Section 7: Correcting and enhancing photographs

Camera raw, processing raw files
Correcting digital photographs
Editing images with vanishing point
Correcting image distortions
Creating a PDF portfolio

Section 8: Typographic design

Creating a clipping mask from type
Warping type
Designing a paragraph of type

Advanced layering with vanishing point

Section 9: Adobe Bridge

New improved Adobe Bridge

Comparing and previewing images

Workspace flexibility

Desktop Publishing Using InDesign

Section 1: Basics, Navigation & Typography

Getting Help

Indesign Work Area/Custom Workspaces

Setting Up A New Document

Rulers, Guides & Grids

Navigating/Viewing Your Document

Customizing Keyboard Shortcuts

Tools

Creating Text Frames & Placing Text

Typography: Character Formatting

Typography: Paragraph Formatting

Find/Change/Spell Check & Tabs

Linking Text Frames

Columns, Inset Spacing, Vertical Alignment

Span/Split Text Frames

Determining Which Fonts Were Used In A Document

Type On A Path

Section 2: Working with Graphics

Creating Graphic Frames

Creating Grids of Frames

Placing Graphics onto a Layout

Fitting/Scaling Graphics

Managing Links

Text Wrap & Clipping Paths

Transforming & Aligning Objects

Creating Lines & Drawing Tools

Pathfinders & Create Outlines

Section 3. Colours & Effects

Colours, Tints And Gradients

Eyedropper Tool

Stroke Panel

Special Effects

Section 4: Multi-page Documents & Text Styles

Creating long documents

Adding, deleting, moving pages

Master Pages

Auto-numbering pages

Auto-flowing text through a multi-page document

Text Styles

Nested Styles & Next Style

Section 5: Libraries, Tables & Output

Libraries

Tables

Exporting to PDF

	<p>Output Previews & Options Packaging Files Live Preflight</p> <p>Section 6: Interactive features Adding video Creating Animations Creating Digital Slideshows Hyperlinks , Buttons & Bookmarks Exporting for digital formats</p>
Duration of Studies or Training	<p>Adobe Creative Suite-inDesign introduction 07/03-25/04 every Thursday 6:00-9:00pm</p> <p>introduction to Adobe Photoshop 04/06-27/06 Tuesday, Thursday 6:00-9:00pm</p>
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	Certificate
Cost of attendance/Tuition	<p>Adobe Creative Suite-inDesign: €230 introduction to Adobe Photoshop: €230</p>
Students/trainees age range	Any
Employment status of students/trainees (College student, employed, unemployed)	Usually Employed

Name of Body	“EPIMORFOTIKA KENTRA” (Adult Education Centres) of the Ministry of Education and Culture
Entity of Body (<i>private, public, non-profit</i>)	Public
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	Adult Education Centres
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	<p>The Adult Education Centres are now the largest adult education programme in Cyprus, and are accessible by all residents aged 15 years and older. The quality, the wide range of topics as well as low fees contributed to the success of the institution and was embraced with great interest by the general public of Cyprus, in excess of 20.000 people annually.</p> <p>Classes are offered once a week and last 90 minutes. Each person can attend all courses he/she wishes, wherever they are offered. The Centres operate in both urban and rural areas in the mornings, afternoons and evenings in the premises of elementary schools, high schools, technical schools or laboratories.</p> <p>Subjects for acquisition of professional skills The section on acquisition of professional skills is aimed at cultivating basic knowledge and skills useful for every professional, or anyone else wishing to improve their effectiveness at work or employment opportunities, thus sharpening their skills and spending their free time productively with the aim of adapting to new circumstances of the labour market. The section on acquisition of professional skills includes silversmithing, librarianship, typing, journalism, PR, Small Business Administration, sewing, accounting and marketing.</p>
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>“Journalism” as a subject for the acquisition of professional skills is offered at two levels. “Journalism” includes: basics of print and electronic journalism, working with texts and television programmes, analysis of current and historical issues/events, teaching of various kinds of journalism, visits to broadcasters and newspapers.</p> <p>http://www.moec.gov.cy/epimorfotika/programme/2012/lefkosia_2012.pdf</p>
Duration of Studies or Training	2 years, one for each level
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	Certificate of attendance and optional examinations
Cost of attendance/Tuition	Cities:€51 Countryside:€41 Communities below 500 residents:€20 Persons 65+ years old: Free
Students/trainees age range	15+
Employment status of students/trainees (<i>College student, employed, unemployed</i>)	Any

4.4 Romania STEJAR

In Romania there are several types of in place in the country: academic schools standing departments or journalism sections classes integrated in other departments, as Literature, Social Sciences or Philosophy); vocational schools such as independent

training centres; on the job training; project-based training (shorter programmes devised by various non-governmental organisations, usually with funding from European and international institutions such as the European Union or the UN). There are journalism schools and departments within most of the main universities in the country. Some of the best known and most prestigious are the schools from the University of Bucharest, University of Iasi, West University and "Tibiscus" University in Timisoara, Babes-Bolyai University in Cluj. Organisations like the Center for Independent Journalism and StartMedia offer vocational training to students and journalists.



Stejar provided eight responses, all of which concern media-related studies at the tertiary level:

1. Danubius University Faculty of Communication and International Relations which offers a *State-recognized degree* Master, Bachelor, Doctorate
2. Ecological University of Bucharest Main domain of studies: Social and Political Studies Accredited domain: Communication Studies and Public Relations
3. Hyperion University Bucharest Facultatea de Drept, Jurnalism, Psihologie și Științe ale Educației Departamentul de Jurnalism, Universitatea Hyperion
4. Media university of Timisoara Facultatea de Științe ale Comunicării
5. Tibiscus" University of Timisoara Faculty of Journalism, Communication and Modern Languages • Journalism, bachelor studies for Science of Communication; • Communication and public relations, bachelor studies for Science of Communication; • Applied modern languages, bachelor studies for Applied modern languages. Moreover, there two master specializations: Mass-media and Communication in the Public European Space and Journalism and Publicity.
6. Universitatea "Andrei Saguna" Faculty of Journalism which offers a *State-recognized degree* Master, Bachelor, Doctorate
7. University "Apollonia" Faculty of Communication Sciences There are specializations in the Faculty of Journalism and Communication and Public Relations. The specializations mentioned, Faculty of Communication Sciences prepares graduates skilled in public relations, communications and media. Faculty of Communication Sciences majors assumes the role of education and training by providing a common platform for in-depth study in communication sciences.
8. University of Craiova Faculty of Social Sciences UNDERGRADUATE BA Programs (three year program)

Mapping Education and Training of Journalists in Romania

STEJAR Center of Research Development & Excellence



Name of Body	Danubius University Faculty of Communication and International Relations
Entity of Body (<i>private, public, non-profit</i>)	<i>private</i>
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	<i>University</i>
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	The Faculty of Communication and International Relations has a strong humanistic component, which allows to turn specific skills and vocations to the best account, to develop individuality, under the proficient guidance of teachers and outstanding personalities in the top levels of knowledge.
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	http://www.univ-danubius.ro/images/stories/file/RISE/Plan%20invatamant%20CRP%20ZI%20an%201%202012_2013.pdf http://www.univ-danubius.ro/images/stories/file/RISE/Plan%20invatamant%20CRP%20ZI%20an%202%202012_2013.pdf http://www.univ-danubius.ro/images/stories/file/RISE/Plan%20invatamant%20CRP%20ZI%20an%203%202012_2013.pdf
Duration of Studies or Training	3 years
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	<i>State-recognized degree</i> Master, Bachelor, Doctorate
Cost of attendance/Tuition	3.200 Lei /year
Students/trainees age range	Average = 24-25 years old
Employment status of students/trainees (<i>College student, employed, unemployed</i>)	College students, employed people

Mapping of vocational training for journalists



Name of Body	Ecological University of Bucharest Main domain of studies: Social and Political Studies Accredited domain: Communication Studies and Public Relations
Entity of Body (<i>private, public, non-profit</i>)	<i>private</i>
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	<i>University</i>
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	<ul style="list-style-type: none"> • Mass-media sportive.(In collaboration with the Faculty of Physical Training and Sport) • Business Communication and PR • Designing and developing PR campaigns • PR professionals relation and communication with media
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p style="text-align: center;"> Introduction to the theory communication Security Strategies right communication Introduction to sociology Fundamentals of media system Informatics: computer environment and channel communications history of communication Introduction to public relationships philosophy of communication Introduction to advertising PR strategies and techniques multimedia communication Foreign language spec Semiotics Specialty practice PR campaigns Communication efficiency strategies Press relations </p>
Duration of Studies or Training	3 years
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	<i>State-recognized degree</i> Master, Bachelor, Doctorate
Cost of attendance/Tuition	2.500 Lei /year
Students/trainees age range	Average = above 18 years old
Employment status of students/trainees (<i>College student, employed, unemployed</i>)	College students, employed people

Mapping of vocational training for journalists



Name of Body	<p style="text-align: center;">Media university of Timisoara Facultatea de Științe ale Comunicării</p>
Entity of Body (<i>private, public, non-profit</i>)	<p style="text-align: center;"><i>private</i></p>
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	<p style="text-align: center;"><i>University</i></p>
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	<p>Courses about creating multimedia journalists with high ethical standards, drive and real experience of the professional world. Our graduates are journalists of the future – influential thinkers who thrive on change.</p> <p>Our undergraduate degree is one of only a few journalism courses in the country to be accredited by all three industry bodies. Our vocational postgraduate courses are all industry accredited.</p>
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p style="text-align: center;">Introduction to theories of communication Communication in social contexts intercultural Communication</p> <p style="text-align: center;">Fundamentals of Public Relations PR campaigns Online PR</p> <p style="text-align: center;">Public relations in political specialized languages Communication techniques mediation communication languages</p> <p style="text-align: center;">General concepts of sociology and public opinion The correct communication</p> <p style="text-align: center;">Modern communication approaches and theories Systems and electronic digital Media: Public Relations, Principles and Practices Languages for public media (E, F, G) Foreign language for digital media (E, F, G) Web technologies</p>

	<p>Advanced research methods in public relations Advertising in digital media Design and research methodology corporate communication</p>
Duration of Studies or Training	3 years
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	<p><i>State-recognized degree</i> Master, Bachelor, Doctorate</p>
Cost of attendance/Tuition	2.500 Lei /year
Students/trainees age range	Average = 25 years old max.
Employment status of students/trainees (College student, employed, unemployed)	College students, employed people, unemployed people

Mapping of vocational training for journalists



Name of Body	"Tibiscus" University of Timisoara Faculty of Journalism, Communication and Modern Languages
Entity of Body (<i>private, public, non-profit</i>)	<i>private</i>
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	<i>University</i>
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	<ul style="list-style-type: none"> • Journalism, bachelor studies for Science of Communication; • Communication and public relations, bachelor studies for Science of Communication; • Applied modern languages, bachelor studies for Applied modern languages. <p>Moreover, our faculty offers two master specializations: Mass-media and Communication in the Public European Space and Journalism and Publicity.</p>
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>The curricula for these specializations have been updated according to the present legislation. They provide a general professional training, as well as a high standard specialization, corresponding to the future profession of the graduates. Knowledge and understanding of concepts, theories and basic methods of the field and of the specialty, as well as their appropriate use in the professional activity are taken into consideration. Therefore, courses, seminars, and practical activities are well combined. Students' practice brings extra professional experience. It is organized in collaboration with various institutions (Prefect's office, local radio and TV studios, law firms, translation offices, etc). Students are involved in the development of professional projects and become familiar with the responsible execution of tasks under limited autonomy and qualified assistance. They also have the opportunity to be present in the media market, working on publications endorsed by our faculty (the Tibiscus newspaper, Media Culture magazine) or getting involved in the editorial activity of the Campus radio studio.</p> <p>Thanks to the European programmes of mobilities, our students have obtained different Erasmus scholarships that allowed them to study in France, at Paul Valery Montpellier III, University of Montpellier, as well as in</p>

	<p>Italy, at the University of Padova.</p> <p>Our graduates can be inserted quickly into the labor market, given the specialization acquired, which enables them to be hired in professions such as journalist, public relations specialist, spokesman, fairs and exhibitions organizer, specialist in communication and public relations, secondary education teacher, assistant manager, professional translator in legal, economic and administrative field (for the legal translations, the activity is performed on a translator certificate issued by the Ministry of Justice), philologist, research assistant, documentarist, book editor, advertising producer (copywriter), clerk, cabinet Secretary, etc. As a result, our graduates work successfully in state and private companies, in the media, in the central and local administration, in public relations, and in different translation offices.</p> <p>Our students also have the possibility to continue their studies in the master programmes.</p> <p>Our faculty has a well-prepared teaching staff with well-known specialists, with a certain pedagogical vocation and an `appreciated working style. Their scientific activity has been materialized in specialty books published at accredited publishing houses from Romania, in specialized collective volumes from Romania and abroad and in articles in prestigious publications from Romania, Europe and America. Some of our teachers are members of professional and scientific associations in the country and abroad, members of the Editorial Committee of some prestigious Romanian and foreign journals, and also take part in international scientific meetings.</p> <p>Through the Centre of Research in Communication and Media Education, we have also initiated internal research projects, building up different working groups that make attractive projects at regional level in the educational field.</p>
Duration of Studies or Training	3 years
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	<i>State-recognized degree</i> Master, Bachelor, Doctorate
Cost of attendance/Tuition	3.100 Lei /year
Students/trainees age range	Average = above 20 years old
Employment status of students/trainees (College student, employed, unemployed)	College students, employed people

Mapping of vocational training for journalists



Name of Body	Universitatea „Andrei Saguna” Faculty of Journalism
Entity of Body (<i>private, public, non-profit</i>)	<i>private</i>
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	<i>University</i>
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	Journalism, Media and Cultural Studies
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	PR campaigns Press relations Introduction to advertising teaching communication <i>social Psychology</i> nonverbal communication Rhetoric and argumentation Introduction to the theory communication
Duration of Studies or Training	3 years
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	<i>State-recognized degree</i> Master, Bachelor, Doctorate
Cost of attendance/Tuition	3.000 Lei /year
Students/trainees age range	Average = 18-22 years old
Employment status of students/trainees (<i>College student, employed, unemployed</i>)	College students, employed people



Mapping of vocational training for journalists



Name of Body	University "Apollonia" Faculty of Communication Sciences
Entity of Body (<i>private, public, non-profit</i>)	<i>private</i>
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	<i>University</i>
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	There are specializations in the Faculty of Journalism and Communication and Public Relations . The specializations mentioned, Faculty of Communication Sciences prepares graduates skilled in public relations, communications and media. Faculty of Communication Sciences majors assumes the role of education and training by providing a common platform for in-depth study in communication sciences.
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	
Duration of Studies or Training	3 years
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	<i>State-recognized degree</i> Master, Bachelor, Doctorate
Cost of attendance/Tuition	300 Lei /year
Students/trainees age range	Average = 20-25 years old
Employment status of students/trainees (<i>College student, employed, unemployed</i>)	College students, employed people

Mapping of vocational training for journalists



Name of Body	University of Craiova Faculty of Social Sciences
Entity of Body (<i>private, public, non-profit</i>)	<i>private</i>
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	<i>University</i>
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	<p>UNDERGRADUATE BA Programs (three year program)</p> <ul style="list-style-type: none"> • Journalism
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	<p>First year</p> <p>Journalism Skills (Part One)</p> <p>Public Administration for Journalists</p> <p>Researching and Reporting</p> <p>Ethical Issues In Journalism</p> <p>Ethics and Journalism</p> <p>Introduction to Journalism Studies</p> <p>Understanding the Media</p> <p>Second year</p>

	<p>Broadcast Journalism 1</p> <p>Broadcast Journalism 2</p> <p>Journalism Skills (Part Two)</p> <p>Media Law</p> <p>Web Journalism</p> <p>Third year</p> <p>Broadcast Journalism 3</p> <p>Journalism Skills (Part Three)</p> <p>Magazine Journalism and Feature Writing</p>
<p>Duration of Studies or Training</p>	<ul style="list-style-type: none"> • BA Programs (for three years and a lifetime of leadership) • MA Programs (for two years and a career of performance) • Doctoral Programs (for three years and an excellence in research and teaching)
<p>Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)</p>	<p style="text-align: center;"><i>State-recognized degree</i> Master, Bachelor, Doctorate</p>
<p>Cost of attendance/Tuition</p>	<p style="text-align: center;">300 Lei /year</p>
<p>Students/trainees age range</p>	<p style="text-align: center;">Average = 20-25 years old</p>
<p>Employment status of students/trainees (College student, employed, unemployed)</p>	<p style="text-align: center;">College students, employed people</p>

Name of Body	<p>Hyperion University Bucharest Facultatea de Drept, Jurnalism, Psihologie și Științe ale Educației Departamentul de Jurnalism, Universitatea Hyperion</p>
Entity of Body (<i>private, public, non-profit</i>)	<p><i>private</i></p>
Type (<i>University, Technical University, College, Vocational Training School, Vocational Training Center, Foundation, Institute, Research Center</i>)	<p><i>University</i></p>
Field of Study or Training (<i>Please describe in brief the fields of study covered by your institution</i>)	
Academic or Training courses and curriculum (<i>Please copy or attach the academic program or curriculum of your institution</i>)	
Duration of Studies or Training	<p>3 years</p>
Type of Certification Conferred (<i>Title of the Institution, State-recognized degree, certificate examinations</i>)	<p><i>State-recognized degree</i> Master, Bachelor, Doctorate</p>
Cost of attendance/Tuition	<p>2.700 Lei /year</p>
Students/trainees age range	<p>Average = 22 years old</p>
Employment status of students/trainees (<i>College student, employed, unemployed</i>)	<p>College students, employed people</p>

5 Conclusion of mapping

Important differences do exist in the vocational training available among these five countries, with Germany and Belgium being the frontrunners at providing media training opportunities and IT expertise. Nonetheless, in spite of their varying degrees of selection, opportunities and choices, all vocational training provided in the five participating countries aims at imparting comprehensive professional competence in the digital media sector, guided not only by the requirements of the labor market, but also by the need for the participants to acquire skills, knowledge and competences that are as broad as possible and as specific as necessary.

Part B:

Online survey results on new skills and training needs

Research characteristics

The questionnaire comprises 23 questions (not including seven introductory questions pertaining to the participants' personal data).

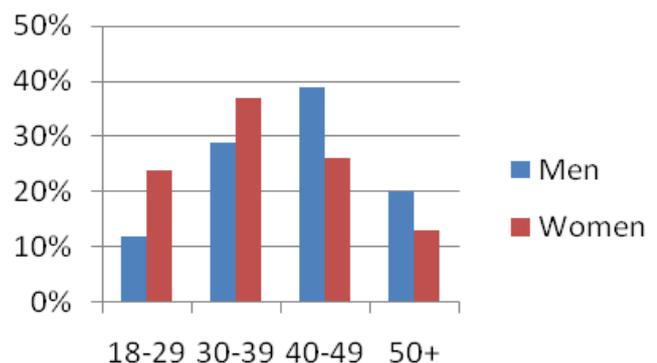
The questionnaire was available online for a period of four-months and was filled out by 409 respondents.

First Section: Personal data of participants

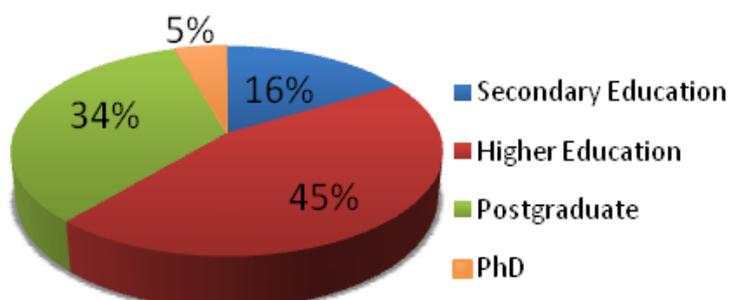
In regards to the gender of the participants, the results are nearly equal.



The majority of the male participants are between 30 and 50 years of age, while the age span is wider among women, starting as low as 18 years of age.



Approximately 80% of the participants hold a graduate or post-graduate degree, while another 5% has a PhD title.



Second section: work and type of media

An **86,27%** of the respondents is currently employed, while **25%** of them also have a second job. The results are as follows:

Category	Main	Secondary (25% of the total)
Daily newspaper	24,21%	8,90%
Weekly newspaper	5,26%	8,90%
Periodical press	7,72%	14,38%
News agency	6,32%	6,16%
Radio	15,79%	13,70%
Television	16,49%	9,59%
Internet	24,21%	38,36%

Seventy percent of the respondents are working as salaried employees, while **30%** are self-employed. As shown in the table below, those working for online media are primarily employed by news portals that do not have a print edition, and secondarily by the online editions of traditional publication.

If you work for online media, it is:	Main	Secondary
The online edition of a traditional publication	25%	23%
News portal that does not have a print edition	49%	33%
Web TV	6%	15%
Web radio	9%	9%
Other	11%	19%

The job positions and areas of expertise of the respondents are as follows:

Please indicate your position/beat/area of expertise as a journalist:	Main	Secondary
Chief Editor	10,60%	4,30%
Copy Editor	6,60%	8,60%
Culture/Arts	10,20%	13,98%
Desk Editor	5,00%	4,30%
Education	5,60%	11,02%
Finance	7,20%	8,87%
General	18,60%	11,83%
International Affairs	6,00%	8,06%
Police/Courts	4,80%	6,18%
Politics	12,20%	11,29%
Sports	7,00%	4,30%
Technology/Science	6,20%	7,26%

Third section: Possession and connectivity of smart phones and tablets

Two thirds of the respondents own a smartphone, while less than half own a tablet.

	Do you use a smartphone?	Do you use a tablet?
Yes	67,63%	35,84%
No	32,37%	64,16%

The majority of the respondents who do not own a «smart» device deem it unnecessary, while «other reasons» indicated concern the high cost of attaining one.

IF not, why?	Smartphones	Tablets
I don't find it necessary	78,65%	65,24%
I don't know how to use one	10,11%	7,93%
Other reason	11,24%	26,83%

As shown by the responses, almost all of those who do own a smart device are connected to the internet. The high rate of combining Wifi and 3G/4G on the smartphones as opposed to the tablets illustrates their present advantage when it comes to «portability».

Row label	Smartphones	Tablets
Wi-Fi	33,70%	44,24%
3G/4G	10,99%	9,70%
Both	50,55%	38,18%
None	4,76%	7,88%

Fourth Section: Training needs

I need held in: (5=strongly agree to 1=strongly disagree)	5	4	3	2	1
Organizing my files and sources	19,31%	22,01%	22,01%	20,46%	16,22%
Learning new applications and services for my job	42,69%	31,62%	15,81%	9,09%	0,79%
Posting articles and commentaries online	14,45%	17,97%	21,48%	26,95%	19,14%
Networking with others of similar interests	16,79%	25,95%	25,95%	20,23%	11,07%
Getting informed on the new technological applications	31,94%	28,14%	22,05%	11,03%	6,84%

The main need in training concerns learning new applications that may be used professionally, as well as getting updated on the new technological applications.

I attribute my difficulty in adjusting to the new media environment to: (5=strongly agree to 1=strongly disagree)	5	4	3	2	1
The internet abyss	11,34%	17,81%	21,05%	28,74%	21,05%
Lack of time for training	26,77%	31,10%	20,08%	11,02%	11,02%
Work conditions	22,71%	19,52%	25,10%	15,54%	17,13%

A lack of time and the conditions the respondents' work environment constitute the main hurdles of adjusting to the new media environment.

I am familiar with the following applications: (5=very familiar to 1=not at all familiar)	5	4	3	2	1
Windows, Linux, MacOSX or other operating system	48,35%	32,60%	15,02%	2,20%	1,83%
Word or other word processing application	68,13%	27,11%	3,66%	0,37%	0,73%

Excel or other spreadsheets application	19,05%	30,77%	27,84%	15,75%	6,59%
Quark Xpress, In Design or other layout software	7,69%	7,33%	14,65%	21,61%	48,72%
Photoshop or other image processing application	8,06%	15,75%	27,11%	24,18%	24,91%
Audition or other sound processing application	6,96%	12,82%	13,19%	16,48%	50,55%
Premiere or other video processing application	7,33%	12,09%	13,55%	20,88%	46,15%

Application familiarity for the majority of users is limited to the operating system and the primary writing tool, i.e. word processing. As evidenced by the above table, there is a significant lack of familiarity with the indexed applications.

I am familiar with the following internet services: (5=very familiar to 1=not at all familiar)	5	4	3	2	1
Web browsing	87,55%	9,89%	1,47%	0,73%	0,37%
e-mail	90,11%	8,42%	0,73%	0,73%	0%
Social networking application (Facebook, Google+)	66,67%	19,05%	7,33%	3,66%	3,30%
blogs	47,62%	23,08%	18,68%	6,96%	3,66%
twitter	42,86%	16,12%	17,95%	10,62%	12,45%
Instant Messaging (Skype, MSN, Viber, etc)	50,18%	19,78%	14,29%	6,23%	9,52%
Podcasting	9,89%	14,29%	18,68%	18,68%	38,46%
Audiovisual content sites (YouTube, picasa, flickr etc)	48,35%	26,01%	15,75%	6,96%	2,93%
Web radio	38,10%	23,08%	19,41%	9,89%	9,52%
Web TV	35,90%	20,15%	19,41%	12,82%	11,72%

Cloud storage applications (dropbox, sugarsync, google drive)	21,25%	17,58%	19,41%	13,92%	27,84%
Cloud word processing and spreadsheet applications (google docs-drive, docs.com, office365 etc)	15,02%	10,99%	15,38%	17,58%	41,03%
Cloud audiovisual applications (aviary, youtube editor etc)	6,96%	6,96%	16,48%	19,05%	50,55%

The respondents are very familiar with social networking, but lag in their familiarity with the newer and more complex applications.

I perform the following tasks on the computer: (5=daily to 1=never)	5	4	3	2	1
Web browsing	91,54%	5,51%	1,84%	0,74%	0,37%
Communication (instant messaging-forums)	51,66%	13,65%	14,39%	12,18%	8,12%
Email	89,67%	9,23%	0,74%	0%	0,37%
Word processing	88,48%	8,18%	1,86%	0,37%	1,12%
Create graphs	12,55%	15,13%	22,14%	21,03%	29,15%
Desktop e-DTP printing	6,69%	7,43%	10,41%	18,96%	56,51%
Website content management (wordpress, drupal, joomla, etc)	25,93%	17,04%	16,67%	12,22%	28,15%
Blog management	23,99%	17,71%	14,39%	12,18%	31,73%
Communication through social media sites	55,35%	18,45%	11,07%	7,75%	7,38%
Image processing	21,48%	13,33%	21,48%	16,30%	27,41%
Sound editing	10,74%	9,26%	12,59%	17,04%	50,37%
Video editing	10,41%	7,43%	13,75%	19,33%	49,07%

As demonstrated, pc use is mostly limited to basic functions such as browsing and sending emails, with the only addition being the use of social networking

I do the following with my smartphone and tablet (5=daily to 1=never)	5	4	3	2	1
Web browsing	67,36%	12,97%	2,93%	2,09%	14,64%
Email	63,29%	10,97%	6,75%	3,38%	15,61%
Word processing	18,53%	9,05%	18,97%	15,52%	37,93%
Website content management (wordpress, drupal, joomla, etc)	8,23%	5,63%	12,12%	13,85%	60,17%
Communication through social media sites	44,02%	14,96%	9,83%	5,98%	25,21%
Blog management	11,45%	6,17%	14,98%	11,45%	55,95%
Image and video taking and editing	24,14%	13,36%	15,52%	10,34%	36,64%
Audio recording and editing	12,39%	10,26%	15,38%	12,39%	49,57%

Instead of being utilized as a job tool, smart phone use is limited to gaining access to information.

I need to be trained in: (5=strongly agree to 1=strongly disagree)	5	4	3	2	1
Basic operation of windows / file management interface	11,72%	28,13%	13,67%	13,28%	33,20%
Basic operation of linux or MacOSX / file management interface	29,69%	23,83%	15,63%	12,89%	17,97%
Internet browsing (www)	6,64%	26,56%	10,16%	11,33%	45,31%
e-mail use	37,13%	13,96%	20,98%	15,99%	11,93%
www browsing (search engine/ web directory/ search techniques)	10,20%	24,71%	13,73%	18,04%	33,33%

Website creation (basic HTML)	39,31%	25,57%	12,98%	14,50%	7,63%
Content creation and management (WordPress,Joomla,Drupal κτλ)	39,15%	18,60%	12,02%	18,60%	11,63%
Basic use of Quark Xpress , InDesign , Scribus or other layout operation system	39,23%	24,62%	15,00%	11,15%	10,00%
blogs	24,23%	19,62%	14,62%	20,77%	20,77%
RSS feeds	29,96%	17,51%	14,40%	22,18%	15,95%
Twitter	13,33%	24,71%	15,29%	19,22%	27,45%
Data Visualization / maps	36,22%	26,38%	18,50%	8,66%	10,24%
Use of social media sites (Facebook-Google+)	6,27%	20,78%	19,61%	17,65%	35,69%
Use of professional networking sites (Linkedin)	15,95%	22,18%	15,95%	20,62%	25,29%
Social media marketing	36,15%	22,69%	17,31%	13,08%	10,77%
Photo shooting and editing	26,46%	28,02%	17,51%	15,56%	12,45%
Sound recording and editing for podcast	37,11%	20,31%	14,06%	14,84%	13,67%
Photo shooting for I-report type of photos	29,13%	16,14%	16,14%	19,29%	19,29%
Uploading videos to websites such as YouTube	17,32%	24,80%	18,50%	13,39%	25,98%
Live streaming for web radio and web TV	40,93%	21,24%	12,74%	12,36%	12,74%
Development of Web Radio και Web TV	44,57%	19,77%	12,02%	12,79%	10,85%
Economic models of online journalism	48,26%	18,92%	7,34%	14,29%	11,20%
Various forms of online journalism	50,97%	16,99%	13,13%	10,42%	8,49%
Changes in the content and style of online news	48,85%	17,69%	11,15%	13,85%	8,46%

Changes in the readership of online news	47,67%	18,22%	11,24%	13,95%	8,91%
Journalism and Web 2.0	47,88%	16,22%	15,83%	13,51%	6,56%

The needs recorded by the respondents can be classified into practical and theoretical training. It is noteworthy to see that the higher percentages are evidenced in the theoretical level, especially in regards to the changes journalism is undergoing online. In the technological sector, the interest is focused on the development of online media, CMS, Web TV and radio, even in blogs, followed by training needs for more traditional fields, such as photo, video and audio processing.

Are you currently having or have you had vocational training in digital technology for journalists?	
Yes	34%
No	66%

Overall, how satisfied are you with the training provided? (5=very satisfied to 1=not at all satisfied)	Percentage
5	14,14%
4	24,08%
3	41,88%
2	16,23%
1	3,66%

One out of three respondents is having or has had vocational training in digital technology for journalists, with the majority being fairly satisfied with the training provided.