

# History of Journalism training in Spain and Portugal: a timeline with parallels and contrasts

## Historia de la enseñanza del Periodismo en España y Portugal: una línea de tiempo con paralelismos y contrastes

### *História do Ensino do Jornalismo em Espanha e Portugal: uma cronologia com paralelismos e contrastes*

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**ABSTRACT** | Global journalism training is part of an ongoing debate on how to create journalism curricula that provides both critical thinking and adaptation to technological changes. To better understand what is ahead of us, we find it important to review the path behind us, in this endeavour to understand what was left behind and how much countries can learn from each other. Considering the importance of connecting international research, this paper offers a comparative bibliographic review of the evolution of journalism training in Spain and Portugal in the last century, both countries geographically united in the Iberian Peninsula, and could be taken as reference for the Spanish and Portuguese speaking countries of Latin America when it comes to future comparative studies. Through a qualitative documentary review methodology, it provides an update on the state of this subject and a timeline for training milestones grouped into four stages, replicable in studies from other countries: prescientific / political-dictatorial / university / technological transition. Some of the most noteworthy results are the parallelisms in both countries, due to their political and social contexts, and the interest of certain power groups to influence journalistic teaching. Among the notorious differences, there is a greater ecclesiastical influence in Spain and unions play a much relevant role in Portugal, along with a better technological adaptation of Portuguese programs in the first years of the XXI century.

**KEYWORDS:** *journalism education; history; university; Spain; Portugal.*

#### HOW TO CITE

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**RESUMEN** | *La formación de los periodistas en el mundo forma parte de un debate abierto en torno a las necesidades del currículum que requiere pensamiento crítico y adaptación a los cambios tecnológicos progresivos. Para conocer hacia dónde va esta formación de periodistas es conveniente revisar de dónde venimos en este quehacer y comprender qué nos dejamos en el camino, así como qué referencias podemos aprender unos países de los otros. Considerando la importancia de conectar las investigaciones con proyección internacional, este artículo ofrece una revisión bibliográfica comparativa de la evolución del último siglo de la enseñanza del Periodismo en España y Portugal, unidos geográficamente en la Península Ibérica, y como posible referente para los países de habla española y portuguesa de Latinoamérica para futuros estudios comparados. Mediante una metodología cualitativa de revisión documental, aporta una actualización del estado de la cuestión y una línea del tiempo de los hitos formativos agrupados en cuatro etapas replicables en estudios de otros países: precientífica / política-dictatorial / universitaria / transición tecnológica. Entre los resultados más destacados se constata el paralelismo formativo en ambos países, por sus contextos políticos y sociales, y el interés de determinados grupos de poder por influir en la enseñanza periodística. Entre las diferencias destacables, se aprecia una mayor influencia eclesíástica en España y sindical en Portugal, junto a una mejor adaptación tecnológica en los programas lusos que en los españoles durante los primeros años del siglo XXI.*

**PALABRAS CLAVE:** *enseñanza del periodismo; historia; universidad; España; Portugal.*

**RESUMO** | *A formação dos jornalistas pelo mundo é parte de um debate permanente sobre como criar planos de estudo que proporcionem tanto pensamento crítico como adaptação às mudanças tecnológicas progressivas. Para melhor percebermos o que há a fazer no futuro, é importante olhar para o caminho que tem sido feito, numa tentativa de compreender o que ficou para trás e o que diferentes países podem aprender pela partilha de experiências. Tendo em vista a importância em articular a investigação internacional, este artigo oferece uma revisão bibliográfica comparativa sobre a evolução do ensino do Jornalismo em Portugal e em Espanha ao longo do último século, e poderão ser tomado por referência para futuros estudos comparativos pelos países de expressão portuguesa e espanhola da América Latina. Através de uma revisão documental qualitativa, este artigo atualiza o estado da arte e propõe uma cronologia de marcos do ensino do Jornalismo, organizados em quatro etapas, replicáveis em investigações noutros países: pré-científica/ política-ditatorial/ universitária/ transição tecnológica. Alguns dos resultados mais relevantes apontam para os paralelismos em ambos os países, fruto dos seus contextos políticos e sociais, e do interesse de determinados de grupos do poder em influenciar o ensino do Jornalismo. Entre as diferenças que se destacam, há uma maior influência da Igreja na Espanha e os sindicatos desempenham um papel muito relevante em Portugal, a par de uma melhor adaptação tecnológica dos planos de estudo em Portugal, nos primeiros anos do século XXI.*

**PALAVRAS-CHAVE:** *ensino do Jornalismo; história; universidade; Espanha; Portugal.*

## INTRODUCTION

The teaching of journalism in Spain and Portugal has followed parallel paths linked to their own historical, political, social, and technological evolution. Since the first half of the 20<sup>th</sup> century and well into the 21<sup>st</sup>, in the Iberian Peninsula, where both countries are located, there have been formative coincidences that show the parallels of a university degree well established nowadays, with a debate open towards the training of the future in a communicative environment in permanent change. Since its inception, in both countries there has been an interest in training the journalists, from the private initiative of the media, the church, the unions and the respective governments (Humanes, 1997; Real, 2004; Mesquita, 1995; Pinto & Sousa, 2003). It is a formative evolution that spans the last century: from the first initiatives of the *Escuela de Debate* in Spain (1926) and the first courses in Portugal (1966) to the current reality, with 40 universities with bachelor's degrees in Journalism in Spain and 28 in Portugal (including polytechnic institutes).

This research aims to analyze and explain the historical evolution of the teaching of Journalism in Spain and Portugal, in its parallels and contrasts, by conducting a bibliographic analysis, which concludes with the proposal of a timeline that compares the evolution of both in the last twenty years.

## THE PRECEDING ACADEMIC DEBATE

In this formative evolution, the social and academic debate has always turned around three important issues that have been repeated in the Iberian Peninsula in a similar way: the most appropriate place to train the journalists (schools or universities) and, therefore, a more humanistic or professional content (Pinto & Sousa, 2003; Sánchez-García, 2016), along with the need to link the degree with the regulation of the profession (Aguinaga, 1984; Real, 2004). The debate is still open and even fueled by technological and educational changes.

During the last 25 years, coinciding with the academic and scientific consolidation of the area of communication in universities, there has been an interest to study the comparative evolution of journalism training through researches that portray its evolution in both countries. In Spain, the first studies began in the 20<sup>th</sup> century with the works of Manuel Graña (1927), Juan Beneyto (1958), or Ángel Benito (1967). The arrival of Journalism to the Spanish university in 1971 supposes the ultimate impulse of the debate around this question. It was also fueled by the defense of university education as a guarantee of professionalization, defended by Enrique de Aguinaga (1984), who was followed by other authors with historicist researches linked to the “journalists’ duty of training” (Aguirre, 1988, p.3), following the different historical and professional stages (Humanes, 1997; Videla, 2002; Sánchez-García, 2014), or

with a comparative vision with other neighboring countries (Gordon, 1991) and the European Union (Real, 2004). Currently, studies related to journalism training focus on adapting to the digital environment demanded by the market (Salaverría, 2011; Díaz Noci, 2007; Meso, 2003), from the teaching of cyber journalism (Tejedor, 2007) and the mutation of journalistic profiles (López, Gago, Toural, & Limia, 2013; Sánchez-García, Campos-Domínguez, & Berrocal, 2015).

In the case of Portugal, Sousa (2008) points to the work of João Paulo Freire, in 1936, as the first book on teaching in Portugal, followed by the 1949 work of Luís de Quadros. The first focused on the debate on the need for journalism schools, defending that “journalism is a profession that can be learned”, but “a good journalist is born with a vocation and qualities for the profession (Sousa, 2008, p. 339). Quadros defended “not only the rapid institutionalization of Schools of Journalism in Portugal, but also the requirement of specific qualification in journalism to exert professionally” (Sousa, 2008, p. 341). It is thus perceived that from very early the definition of formal education as a requirement for the exercise of the profession shaped the debate in Portugal.

Scientific research on journalism training has also focused on the history and evolution of Portuguese teaching of this degree (Correia, 1995; Correia & Baptista, 2005; Marcos, 1997; Valente, 1998; Sobreira, 2003; Pinto & Sousa, 2003; Pinto & Marinho, 2009), on the evolution and characteristics of the training offer (Mesquita & Ponte, 1996; Marinho, 2015; Coelho, 2015), or on the issues that currently affect this training in Portugal (Marinho, 2015; Coelho, 2015).

This comparative study is an extension of a previous research (Sánchez-García & Marinho, 2016) on the adaptation of the Journalism degree to the European Higher Education Area (EHEA), which reflects a trend that shows an increase in technological teaching to the detriment of the humanities in the Iberian Peninsula, at a time when the educational debate is still open, focused on new teaching policies in a changing communicative environment (Correia, 2008; López et al., 2013; Coelho, 2016b), that remains in transformation.

## **METHODOLOGY**

The initial hypothesis of this research is that there may be certain parallels in the evolution of the training offer of journalists in Spain and Portugal in the last century, framed by political and social circumstances in the shared territory of the Iberian Peninsula.

The research uses a qualitative methodology of bibliographic and documentary review that allows creating a timeline between the two countries, relating their

formative milestones in the historical and journalistic context of each era. The study opts for an “analytical research” (Coutinho, 2014, p. 375), more specifically “historical research”, in which, based on the preceding literature, the researcher aims to “provide a scientific domain regarding a set of ideas about the past that will guide future action”, resorting to “qualitative/descriptive documentary analysis techniques (specifically, content analysis techniques)” in a process of logical induction (Coutinho, 2014, p. 376).

This historical-critical and comparative reconstruction allows us to extract results from the evolution of journalism training in the Iberian Peninsula grouped around four stages of the 20<sup>th</sup> and 21<sup>st</sup> centuries. These represent different coinciding points of inflection in the training offer of both countries and are present since the first schools emerged, in what we call prescientific stage, following the postulates of Fernández del Moral (1991). This is followed by formative control as censorship in the dictatorial political stage of both countries, which then leads the university take-off in the 70s until the adaptation to the so-called Bologna Plan and, finally, the current integration of digital and technological training in the study plans.

### **PRESCIENTIFIC STAGE. TRAINING IN SCHOOLS AND PRIVATE INITIATIVE**

Following Fernández del Moral (1991), we understand a prescientific stage as the period of training of journalists before the inclusion of the degree in the university; both in Spain and Portugal, this stage can be considered until the 70s of the last century, with training initiatives that reflect the interest of the *de facto* powers in promoting or controlling the training of journalists.

#### **Spain: the offer proposed by the Church, trade unions and the two sides at war (1926-1939)**

In 1887, the Universidad de Salamanca hosted the first course on Journalism taught in Spain, considered as the precursor of this teaching in Europe, since two years later the pioneering School of Paris was created (1889). This course promoted by the professor and journalist Fernando Araujo Gómez constitutes the first training precedent in Spain that opens a path of no return in the progressive increase of training initiatives; it is also essential because it opens a debate favorable to the training of journalists. The first journalist school in Spain was inaugurated during the period of Primo de Rivera’s dictatorship (1923-1930) at the initiative of the Church and under the name of *El Debate* (1926), directed by the priest and journalist Ángel Herrera Oria, and whose creation fuels, even more, the discussion about these trainings, which some consider as a form of dictatorial control of the moment (Videla, 2002).

The *El Debate* school also represents a key turning point in the training of journalists in Spain, since it offered the first complete training program under the tutelage of priest Manuel Graña, educated at the University of Columbia, and introduced a more practical and professional training. Some researchers, such as Humanes (1997), consider that what the newspaper *El Debate* does with the creation of this school is “to take charge of putting into practice more effectively this desire of the Spanish Church to train Catholic journalists” (1997, p 152). An initiative that “introduced a qualification factor in the Spanish journalistic society that has somehow survived to this day” (Aguinaga, 1984, p. 133). Manuel Graña himself is the one who describes his training intentions and the objectives of this first school:

We will in vain anathematize the bad press if we do not seek to train good journalists, both technically and morally. If they are good without technical knowledge, they will always fail and will have to leave their position to the unscrupulous, because nowadays we cannot live without newspapers; if they acquire technical capacity by themselves without a high concept of their moral responsibility, then they will be fatal to us because they will have a formidable instrument of collective perversion (1927, p. 252).

The outbreak of the Spanish Civil War (1936-1939) meant the closure of *El Debate* school, but the training courses were maintained on both ideological sides into which Spanish society was divided, under the idea that “in time of war, information and propaganda are easily confused and their handling is crucial in favor of the cause defended” (Tapia, 2011, p. 232). Thus, there is an emergence of different initiatives, such as the National Trade Union Seminary of Journalistic Studies, organized by the national side (1937); that of the communist newspaper *Mundo Obrero*, which founded the *Escuela de Mundo Obrero* (1938-1939) or the *Cursillo de Periodismo de Guerra* organized by the Unified Socialist Youth (1938), as proof that “the teaching of Journalism is an idea shared by diverse political and professional ideologies” (Videla, 2002, p. 138). These initiatives confirm the interest in influencing journalistic training, by way of information control, from different ideological sides.

### **Definition of the profession and working conditions of Portuguese journalists (until 1926)**

Training is an issue that preoccupied Portuguese journalists from very early on, although it did not translate from the beginning into structured training projects. A first initiative in this regard was included in the 1880 Statutes of the Association of Portuguese Journalists and Writers, in its fourth article: “The Association will establish literary, artistic, scientific and sociological pre-lectures and conferences, or teaching courses of any branch of knowledge, and will seek to give impetus to the creation of any special popular school” (Valente, 1998, p. 23). This goes to show

that it is already considered important at that point that someone who exercises the journalistic profession acquires some degree of knowledge in certain and varied areas.

In a survey conducted by the International Travail Office in 1925 on the “working and living conditions of journalists” (Valente, 1998, p. 53), organized in Portugal by the Lisbon Trade Union of Press Professionals, there is an evidence of the impulse of a debate on the definition of journalist, as it happens in the rest of the world. It is then discussed if the exercise of the profession should be reserved only to professionals or also to amateurs, showing and a trend towards the more professional option (Weil, 1934, cited in Valente, 1998, p. 55). In this context, however, the definition of professional is based solely on the exercise of the profession as an exclusive occupation and not on any skills certification process, specifically through training. The profession – “one of the youngest professions in the world” (Dubief, 1892, cited in Valente, 1998, p. 55)– faced two types of significant difficulties at that time: changes in the methods of managing newspapers and the economic crisis derived from the First World War. The “moral crisis created by the economic catastrophe”, with the consequent devaluation of intellectual work, and the industrialization of the press threatened to “reduce thought to a simple ingredient of the commercial prosperity of the company” (Dubief, 1892, cited in Valente, 1998, p. 55). In this context, issues of work organization are considered. It is thus clear that in both countries there is in this first stage a training interest on the part of the unions. In the case of Spain, the Church has more influence with the *El Debate* school and the pre-university programs, although with theoretical aspects that seem to have a greater practical training focus, perhaps influenced by the initiative of *El Debate* and its American influence. In Portugal, although training was not absent from the debate, it focused more on the definition of the journalistic profession and working conditions with the union as the most relevant actor.

### **FORMATIVE CONTROL IN THE DICTATORIAL POLITICAL STAGE**

There were dictatorial governments in the two countries of the Iberian Peninsula for four decades: in Portugal, with the military dictatorship, later Estado Novo (1926-1974), and in Spain with the Franco dictatorship (1939-1975). A stage in which journalism education is characterized by the relationship between informative and educational control at the same time. At this point, different training models were developed in the Iberian Peninsula.

#### **The Escuela Oficial de Periodismo (EOP) in Spain the ecclesial influence (1941-1971)**

The training of journalists in Spain has a second turning point with the creation of an official school at the request of the Franco dictatorship that also controls

permits for professional practice. The Official School of Journalism (EOP, by its Spanish acronym) led this teaching for almost four decades (1941-1975), with the relevant precedent of the Press Law of April 22, 1938, which provides in its article 16 “the academic organization of journalism”, whose significance lies in the fact that, from that moment on, the profession cannot be practiced without obtaining a degree in the schools of the time, and orders that journalists recognized as such be registered in an Official Registry. A change in the profession linked to information censorship also established by the 1938 Law and that was developed a year later, with a decree that obliges teachers to adapt their teaching to dogma, morality, and canonical law.

In short, in this stage information, training and journalistic regulation go hand in hand through a formula that seeks to control and decide who reports and how they should do it, “in accordance with the role that, in its opinion, the media should play: acting at the service of the interests of the State” (Tapia, 2001, p. 232). For admission, the school weighs the professional and political merits of the applicants. “This last filter tried to prohibit the exercise of Journalism to any element outside the system” (Videla, 2002, pp. 146-147).

The EOP of Madrid extends with headquarters in Barcelona (1962) and La Laguna (1964), and coexists with other private training initiatives controlled by the regime, such as the Institute of Journalism that in 1958 created, at the initiative of the Church, the Universidad de Navarra (as the first university precedent for Journalism) and the Church’s School of Journalism, clear heir to *El Debate*, organized by priest Ángel Herrera Oria in 1960. In the late 60s and coinciding with the so-called opening stage of the Franco regime, the 1966 Press Law was approved, which replaced the restrictive one of 1938 and served as a prologue to the birth of universities. Finally, higher education is imposed as a way of training. Thus, in 1970, the General Education Law established the incorporation of Journalism studies to the university, determining the closure of schools in December 1975. A new formative stage begins, responding to the needs of a modern society.

### **Initiatives in Portugal during the dictatorship (1926-1974)**

With the establishment of the military dictatorship, in 1926, later the *Nuevo Estado* (from 1933), the first concern of journalists was not training. In 1926, the Lisbon Trade Union of Press Professionals tried to create a “school of journalism”, which failed; regarding this initiative, Bento Carqueja, then director of *El Comercio de Oporto*, stated: “there are no poetry schools, nor can there be any for training journalists” (Sobreira, 2003, p. 69). The actors in this debate were the professional journalists, trained in the newsrooms, who considered that Journalism could not be learned in schools because it requires an innate aptitude (Pinto & Marinho, 2009).



In 1941, the National Union of Journalists proposed a two-year program with the aim of promoting the “professional appreciation of journalists and raising their cultural level to the limits required by the mission they have in Portuguese life” (Boletín Informativo del SNJ, 1941, cited in Sobreira, 2003, p.70). The proposal was presented to the Government, but ended up forgotten, although Sousa, Silva, Silva, and Duarte (2008) consider that the lack of consensus among the journalistic class could also have contributed to the project’s failure.

In 1966, the *Diario Popular* organized the First Journalistic Initiation Course of the *Diario Popular* (Correia & Baptista, 2005). Later, in 1968, the National Union of Journalists organized and implemented the I Course in Journalism, with a pre-university model, aimed at the members of the union, but open to those who wanted to start in the profession. Most of the trainers were university and high school teachers. “There was a strong adhesion, but it was a much more modest version compared to 1940, as well as clearly concealed from the regime” (Correia, 1995, p. 55).

The attempt to involve the public power in the formative issue was resumed in 1971, in an apparently more favorable political context (with the death of Salazar). The leadership of the Union presented a project that also failed, but this time, as suggested by the Union itself, largely because there were many interests involved in an eventual tutelage of this training.

The Instituto Superior de Lenguas y Administración (ISLA) was the first private higher education institution in Portugal, which proposed a project that was very favorably received by the Government and, thus, in the 1971/1972 academic year, it opened the Escuela Superior de Medios de Comunicación, proposing three-years duration course. The project was funded by a private bank –Banco Borges & Hermano– but was compromised by April 25, 1974. As a result of the Portuguese Revolution, banking and insurance activities were nationalized and the school was closed in 1980 (Correia & Baptista, 2005).

Research around this stage in Spain and Portugal has given rise to interesting academic debates about the educational advances or setbacks that the different initiatives had. In Spain, there is a diversity of opinions on this matter, since some authors describe this stage as crucial for the formative passage of journalists to the university (Aguinaga, 1984), and others think that the dictatorship was a hindrance that postponed the university training of Journalism (Humanes, 1997) compared to other countries that had decades of advance (Real, 2004). In this regard, in the case of Portugal, two ideas stand out from the debate: on the one hand, it is noted at this stage that initiatives continue to emerge from journalists themselves (National Union of Journalists) and are developed under the idea that formal education is not

necessary to be a journalist (learning by working). Some notorious differences with the Spanish case at this stage are that the Church had no role in this debate and that there was no governmental interest in regulating or promoting journalists' training, although the goal of creating the first university course, at the initiative of the private sector, at the end of the regime, was almost met.

### **UNIVERSITY CONSOLIDATION AND EUROPEAN CONVERGENCE (1971-2010)**

The access of Journalism to the university represents the third main educational milestone in the Iberian Peninsula, since it implies a substantial change in both the academic and professional panorama due to the exponential increase in faculties with Journalism degrees and the high percentage of journalists who exert their profession with this university degree. During this time, journalistic education goes through different vicissitudes that are mainly summarized in three aspects: exponential increase in the centers that offer the degree, progressive content changes, and educational adaptation to the European Higher Education Area (EHEA) since 2007 in Portugal and 2010 in Spain.

#### **Spain: exponential growth of faculties and more technical content (1971-2010)**

Journalism university studies have already celebrated their 45 years in Spain, characterized by three aspects: an increase in the training offer, a broad debate on the content of their programs, and adaptation to the European educational convergence.

The first aspect, related to the unstoppable growth in the offer of this degree, begins with the opening of the first three universities with journalism studies between 1971 and 1972 (Universidad Complutense de Madrid, Universidad Autónoma de Barcelona, and Universidad de Navarra), until reaching 40 universities that currently offer a degree in Journalism. A figure that increases to 50 universities if other sister branches of Communication are considered, such as Advertising, Public Relations, and Audiovisual Communication, which expand the offer in communication, considered differentiated degrees or taught in double degrees. This increase responds to the demand for this degree by students from all over the country.

Almost everywhere in Spain there is a Journalism degree and a similar offer among the number of public and private universities (11 of them of a religious nature), which has sometimes been criticized for being considered excessive, although all of them comply normative criteria and quality standards. This expansion has had two key moments of increase: in the 90s and in the first decade of the 21<sup>st</sup> century, coinciding with a consolidation of the degree in the university field, and with a

greater research development that has allowed to consolidate the transition from a trade that was learned through practice to a profession with scientific basis (Aguinaga, 1984; Humanes, 1997; Real, 2004). Thus, the training contents have had feedback from the research, providing a greater degree of multi-disciplinarity and specialization. The study plans have undergone progressive changes in this university period, with relevant modifications such as the so-called New Plans of 1991, which divided the three branches of the Communication degree –which until then offered common courses– into Journalism, Audiovisual Communication, and Advertising and Public Relations, promoting a more specialized knowledge and reducing the multidisciplinary content (Real, 2004), among other aspects.

The beginning of the 21<sup>st</sup> century coincides with the preparations for one of the most relevant recent educational modifications, with the adaptation of university studies to the EHEA, which cannot yet be considered finished in Spain. Its mandatory implementation in 2010 has led to a first phase, going from the five-year bachelor's degree to the four-year degree plus a master's degree (4+1), resulting in a progressive reduction of the theoretical contents of Social Sciences and Humanities (Sánchez-García, 2016). The change in the educational model fueled the debate around those who defended the benefits of Bologna to adapt to professional realities with new learning systems (García, 2007; Jiménez, 2010) compared to those who pointed out damages due to the utilitarian and mercantilist transformation of the higher education (Bermejo, 2009; Lozano, 2010; Sierra, 2011), oriented to the market's more technical demands.

This debate is still open and, in all probability, will mean more changes in future Spanish programs in the face of the so-called university flexibility, which allows universities to present programs with three years of bachelor's degrees and two of masters' (3+2), among other modalities (Sánchez-García, 2016), to equalize the training offer with that of other neighboring countries. This is a new educational change in the short and medium term in Spain, coinciding with the digital and multimedia transformation of the communication environment.

### **The miracle of the courses' multiplication and professional education in Portugal (1979-2008)**

In 2019, Portugal commemorated the 40<sup>th</sup> anniversary of the creation of the first university course to train journalists at the Universidad Nova de Lisboa, called Social Communication. The first university course exclusively focused on Journalism began in 1991, at the Universidad de Coimbra. Although initially it was the journalists who led the debate and the efforts to institutionalize training, finally the objective was reached from the academic sphere. Two factors make the history of Journalism in Portugal a particular case study: on the one hand,

the non-existence of undergraduate courses in this area during the longest authoritarian regime in Europe and, consequently, the late emergence of these studies in higher education, making it the last European country to provide this type of regulated training (Ferreira, 2005; Marcos, 1997).

Since the creation of the first university program in 1979, there has been a growth in variety and number of offerings, which has been considered excessive by some, and has come to be known as the “miracle of courses’ multiplication” (Mesquita, 1995, n.p.)<sup>1</sup>, with a peak in 2006 and 2007 of 32 courses that, however, rebalanced in the following years and began to decrease. There are currently 28 schools that offer journalism training in Portugal, including Communication Sciences with a specialization in Journalism.

At the same time, outside the university, other training initiatives emerge. In 1983, a cooperative of journalists in Porto created the Center for the Training of Journalists (CFJ, by its Portuguese acronym), designed to update and recycle skills and knowledge, and three years later, the Protocol Center for Professional Training for Journalists (CENJOR, by its Portuguese acronym) (Meireles, 2009).

During this period, Journalism training in Portugal is developed in universities and polytechnic institutes (also of higher education, but differentiated by their more technical vocation), with study plans highly grounded in Social Sciences and Humanities, similar to the 1979 founding course (Mesquita & Ponte, 1997). There is a divergence in the academic and professional debate regarding the theory versus practice dichotomy, the need for specific training to exert the profession, the excess of courses and degrees, and the complicated relationship between universities and the labor market (Coelho, 2015).

The Portuguese university stage culminates with the adaptation of the degrees to the Bologna Declaration (between 2007 and 2008), which implies the reduction of undergraduate courses<sup>2</sup> from 5 years to 3 years and the reorganization of the system into three cycles. An educational change that has the following consequences: growth of first cycle courses; increase in master’s degrees (2<sup>nd</sup> cycle) and doctorates (3<sup>rd</sup> cycle), in addition to profound changes in study plans. As a main effect, in the training programs the weight of Social Sciences and Humanities decreases and the specific contents of the area augment considerably, with an increase in practical

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1. In this interpretation, it must be considered that this exponential growth occurs in Portugal, a country with only 10 million inhabitants.

2. Portugal maintains the name of bachelor’s degree after the Bologna Plan, while Spain changes the name from bachelor's degree to degree.

and laboratory disciplines, and a clear integration of the technological, digital, and multimedia areas (Marinho, 2015), relevant modifications that seem to meet the aspirations of the labor market and, many times, the students' own demands.

In short, the balance of this stage reflects that in both countries there is an exponential growth of the academic offer, although in Portugal it has been reducing and in Spain it has even continued to grow. The Bologna Plan represents a change in content in both countries, with the first effect of a progressive reduction in Humanities and Social Sciences and a greater technological and practical content, although the change is more drastic in Portugal, while in Spain it is considered a more conservative adaptation to Bologna (Sánchez-García & Marinho, 2016). This formative modification coincides with the strategic change in the communication sector, which constitutes a key turning point in the historical evolution of this training, as explained below.

## **THE TRANSITION TO THE NEW TECHNOLOGICAL COMMUNICATION ENVIRONMENT**

The latest training trends are reflected in the professional demands of the new media environment of the so-called Network Society (Castells, 2008) that forces to renew training to make it comprehensive, versatile, and continuous. The communicative change and the multimedia transformation transfer new challenges to professionals in the performance of their work and in the search for new sources of employment. A requirement that is also transferred to the classroom and which constitutes the fourth and last notable milestone on the historical evolution of Journalism studies in Spain and Portugal: a stage in which we are immersed.

### **A timid and progressive adaptation in Spain**

The academic debate around the need to review journalistic education intensifies in Spain again at the beginning of this century to analyze which is the most appropriate way to train future journalists in the sector's digital and multimedia reality. On the one hand, there is a need to train journalists beyond mere technical instruction (Salaverría, 2000; Tejedor, 2007; Díaz-Noci, 2007) and, on the other, it is urgent to adapt training programs to the multipurpose professional profiles of the new media environment (Masip & Micó, 2009; Biondi, Miró, & Zapata, 2010; Balandrón, 2010; Sierra & Cabezuelo, 2010). The research reflects that the new media reality in transformation has a timid implantation in study plans (Salaverría, 2011) in terms of the comprehensive and transversal vision of the new media and the new emerging training profiles (López, 2010; Sánchez-García et al., 2015). Since the beginning of the 21<sup>st</sup> century, these researches have stated the need for technological changes not to reduce the training of journalists to instrumental teaching, but rather to seek an integrative approach.

In Spain, these changes have timidly materialized with the launch of the new degree plans adapted to Bologna, including new technology, digital and multimedia subjects in the study plans from 2008 and 2010. However, it is a timid inclusion with an average of between two and three compulsory courses related to new media in the study programs (Sánchez-García & Campos-Domínguez, 2016), relegating this training in part to elective courses, without yet being able to confirm that there is a deep adaptation of training to the new professional profiles of the specialized, multimedia and with command of multilanguage journalist. This is a necessary adaptation of the study plans in which reemerges an old debate about rebalancing the more humanistic training and the professional-oriented training in the current stage, in which the market's designs seem to prevail, which is confirmed by the increase in the offer of specialization master's degrees and the growing training offer by communication companies themselves, which find in this way a door to lost economic benefits.

### **A quick adaptation of the study plans in Portugal**

The adaptation of higher education to the Bologna Declaration was immediate in Portugal: in the school years 2006/2007 and 2007/2008 all bachelor, master and doctorate courses were harmonized. As mentioned, concerning first cycle courses in Journalism and Communication Sciences, this implied a reduction to three years, with the necessary modifications: the disappearance of internships in many university courses (in polytechnics the tendency was to keep them); the growth of journalistic disciplines at the expense of the area of Social and Human Sciences, and the growing link between the practical and laboratory component of the area of digital and multimedia (Marinho, 2015). These changes mark the formative trend of the last ten years and have shaped this period's discussion.

The challenges posed to the training of multimedia and multiplatform training, which were met with the growth of technological disciplines and laboratories, have been on the agenda, with the risks entailed by an excessive subordination of training to technology (Coelho, 2016a, 2016b), and the difficulties they represent for the recycling of teachers. Another issue that is gaining relevance is the role of *laboratory newspapers* to train students, an experience that is growing, probably also due to the disappearance of supervised internships in various curricular plans.

It is relevant to highlight an aspect that starts in this last current period, such as the beginning of a greater desire for collaboration between the academic and journalistic fields, an important aspect for training and for the profession, formulated in the terms of a strategic alliance (Coelho, 2016a).

Overall, this current stage reflects that, although the adaptation of the study plans to the new demands posed by multiplatform journalism has been faster

in Portugal than in Spain, the same question is currently being posed in both countries: to what extent excessive weight is given to technology and which ways exist to reintegrate the topics of Social Sciences and Humanities in the study plans to include the multimedia field with a comprehensive vision without detriment of the intellectual aspect of higher education.

## **TIMELINE**

The story presented so far allows us to now present the milestones of the training stages and initiatives in Portugal and Spain, collected and grouped by means of a timeline (table 1), which facilitates the exposed comparison of parallels and contrasts existing in the four stages analyzed.

The comparison in the form of a timeline includes a differentiation by colors (table 1) that allows distinguishing the initiatives and influence exercised by different power groups in such a way that we can see the parallels and differences between the two countries; for example, that the union's initiative is stronger in Portugal; that historically in Spain there is greater regulation of journalism education, unlike in Portugal; that in Spain the Church has an active role and in Portugal it does not, and, finally, that in both cases the formative impulse of journalists has been key, but also the internal division regarding the need for a university degree.

## **CONCLUSIONS**

The analysis of the historical evolution of Journalism training in the Iberian Peninsula allows confirming the research objective and the starting hypothesis, which pointed to the existence of certain parallels in the evolution of the training offer of journalists in Spain and Portugal in the last century; this reflects a marked interest of power groups to influence the ideological formation of journalists in different historical stages, conditioned by political and social circumstances in the shared territory of the Iberian Peninsula.

The study reflects that the main training initiatives have come from trade unions, businesspersons, the governments, and the market itself and, in the case of Spain, also with a relevant participation of the Church. These training influences throughout the last century have reached the 21<sup>st</sup> century, with the normative modification of the Bologna Plan, which tries to homogenize the training plans coinciding with a relevant technological change.

**TIMELINE**

**Formative influence by sectors or groups of power:**

- Trade union initiative
- Church initiative
- Company initiative
- Normative regulation

	<b>Spain</b>	<b>Portugal</b>	
Prescientific stage		<b>1880:</b> <i>The Association of Portuguese Journalists and Writers includes a first initiative regarding training in its statutes.</i>	Prescientific stage
	<b>1887:</b> First course organized in Spain (and Europe) by journalist Fernando Araujo at the Universidad de Salamanca.		
	<b>1889:</b> Failed attempt of a complete course promoted by Gabriel Ricardo Spain.		
	<b>1919:</b> Failed attempt to regulate Journalism education.		
Dictatorial stage		<b>1925:</b> <i>The Lisbon Press Professionals Trade Union presents a Journalistic Work Contract draft.</i>	Dictatorial stage
	<b>1926:</b> During Primo de Rivera’s dictatorship, the <i>El Debate</i> school opened its doors, associated to the homonymous newspaper, and promoted by its director, priest and journalist Ángel Herrera Oria.	<b>1926:</b> <i>Failed attempt by Lisbon Trade Union of Press Professionals to create a Journalism school.</i>	
	<b>1936:</b> Spanish Civil War. Closure of the <i>El Debate</i> school and the emergence of training courses with a propaganda optic on both sides.		
	<b>1937:</b> National syndicalist seminar of Journalistic Studies organized by the national side.		
	<b>1938:</b> <i>Escuela del Mundo Obrero</i> fostered from the communist newspapers <i>Mundo Obrero</i> .		
	<b>1938:</b> Press Law, which in article 16 provides for the academic organization of Journalism and regulates, for the first time, professional practice.		
Dictatorial stage	<b>1941-42:</b> Opening of the <i>Escuela Oficial de Periodismo</i> (EOP).	<b>1941:</b> <i>Failed attempt by the National Union of Journalists to create a two-year program (Journalistic Training Course).</i>	Dictatorial stage
	<b>1958:</b> The Institute of Journalism linked to the Universidad de Navarra and promoted by the Church is created.		
	<b>1960:</b> The Church’s School of Journalism is inaugurated, founded by Ángel Herrera Oria, as heir to <i>El Debate</i> .		
	<b>1966:</b> Press Law that makes information freedom more flexible.	<b>1966:</b> <i>The Diario Popular organizes the I Journalistic Initiation Course of Diario Popular.</i>	

Continues ▶



	<b>Spain</b>	<b>Portugal</b>	
University stage		<b>1968:</b> <i>The National Union of Journalists organizes and implements the I Course in Journalism, with a pre-university model, aimed at the members of the union, but open to those who wanted to start in the profession.</i>	Dictatorial stage (cont.)
	<b>1970:</b> General Education Law that provides for the incorporation of Journalism studies to the university and establishes the closure of schools (1975).		
		<b>1971:</b> <i>Failed attempt by the National Union of Journalists to create a Journalism Teaching Project in Portugal.</i>	
	<b>1971-72:</b> Journalism studies are offered at the first universities: Universidad Complutense de Madrid, Universidad Autónoma de Barcelona, and Universidad de Navarra.	<b>1971-72:</b> <i>The Instituto Superior de Lenguas y Administración opens the Escuela Superior de Medios de Comunicación, with the proposal of a higher course in Journalism (a project committed on April 25, 1974).</i>	
	<b>1972-2010:</b> Increase in universities that offer Journalism studies to the current 40.	<p><b>1979:</b> <i>Creation of the first university course to train journalists (Social Communication) at the Universidad Nova de Lisboa.</i></p> <hr/> <p><b>1983:</b> <i>Creation of the Journalist Training Center.</i></p> <hr/> <p><b>1986:</b> <i>Creation of the Professional Protocol Training Center for Journalists.</i></p> <hr/> <p><b>1991:</b> <i>First Journalism university course at the Faculty of Humanities of the Universidad de Coimbra.</i></p>	University stage
	<b>2008-2010:</b> Emergence of new degrees in Journalism adapted to the EHEA.	<b>2007-2008:</b> <i>Universities and polytechnics adapt all Journalism and Communication programs to the EHEA (3+2).</i>	
Technological transition	<b>2010-2017:</b> Universities progressively adapt their programs to changes in digital communication according to market needs with new study plans.		Technological transition
	<b>2017...:</b> The new 3+2 grades are prepared.	<b>2017...:</b> <i>Universities and polytechnics progressively adapt their programs to changes in digital communication according to market needs.</i>	

**Table 1. Timeline of journalism education in Portugal and Spain (1880-2017)**

Source: Own elaboration.

It is precisely the formative adaptation to the new professional profiles and communication tools that keeps the debate open on updating journalism education, and future trends reflect a possible horizon of excess technical training, to the detriment of higher and humanistic education, an issue that requires global reflection and does not necessarily imply an increase in courses, but a rebalancing. Likewise, it seems necessary to analyze the best way to teach multiplatform Journalism to students and what resources teachers must learn from the new media environment. We believe that these are the issues that shape and will continue to shape the professional and educational transformation in the immediate future.

Despite the mentioned similarities between these countries, it is worth highlighting the role that journalists themselves have played in the commitment to journalism education. Although they have been involved since the beginning, both in Portugal and in Spain there was never really consensus regarding the need for higher training for the exercise of the profession and, until today, the idea that training should not be a criterion for access to professional practice remains between many journalists. However, it seems that in the Spanish case more solid agreements were reached previously, while in the Portuguese case it is this strong division that may explain that the first journalistic training in Portugal took place more than 50 years after the first Spanish initiative. There has also been a greater ecclesiastical influence in Spain, and a trade union influence in Portugal, along with a better technological adaptation in the Portuguese programs than in the Spanish in the early years of the 21<sup>st</sup> century.

Also noteworthy is the relationship between the profession (journalists) and the academy (teachers), which has varied throughout this journey and will be increasingly relevant in the evolution of Journalism training in the coming decades, where it will be necessary for the university to adapt to the labor demands of the new multidisciplinary and specialized profiles without losing the training of critical thinking of journalists as responsible for transferring the interpretation of the changing reality to public opinion.

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