We hereby submit to INMA Awards jury, the Multimedia Journalism School of EL TIEMPO Publishing House, an initiative born in 2015 from the most important media group of Colombia and one of the most representative groups in Latin America, whose purpose is to innovate in all aspects of its organization. This project makes part of one of the key strategies to respond to the challenges faced by traditional and generalist media throughout the world.

The objective of the School is that of selecting, every six months, the best university students of the country, in the final semester of their careers of journalism or of other careers, in order to educate them under the quality seal of EL TIEMPO. The students are trained and make their professional practices in response to the needs of the media group with the intention of incorporating to the editorial house the best from the bests, and in practice to plant seeds among young journalists who are prepared to face the future successfully.

In addition to training the students, the School operates as a media lab. It strives in innovation challenges, which are guided by experts of EL TIEMPO in association with universities and external innovative platforms, to the end that students, from their perspective as young people and with their knowledge and training, might come up with solutions and ideas to problems and challenges faced by the organization not only from the journalistic but also from the business point of view.

The School, a pioneer in the country, has been guided by Roberto Pombo, the director of EL TIEMPO newspaper, and by Andrés Mompotes, deputy Director of Information, and is directed by Andrés Garibello. In a short time, this stake has become a landmark for Colombian journalism and has generated a positive impact not only in this country but also over the region.

Physically, the School is represented by a classroom at the heart of the editorial offices of EL TIEMPO, in Bogotá, which is equipped with technological tools to enable students to develop products addressed to digital, print, and television platforms, all in the context of simulating the life in a real newsroom.

¿How was the School conceived?

The School began operating in July 2015, with the first promotion of 14 students out of 11 universities of four cities of the country: Bogotá, Cali, Medellín and Barranquilla. In six months the numbers have considerably increased. This milestone has been preceded by a full year of work.
1. Diagnosis.

First of all, the project was linked to a consulting firm expert on training, for it to make an assessment of the needs, strengths and weaknesses of the newsrooms (print, Web and television), with the participation of the content area of the organization and along its guidelines. All of it to determine the profile of a future journalist i.e. which values and abilities should such a professional have. To that end round tables were held with expert journalists, youngsters, and universities.

2. Education and curricular matrix.

Upon analysis of the diagnosis and the profiles, the content area with the assistance of the consultants, developed a curricular matrix. At this stage there were selected the five core training fields that a student of the School should pass: 1. Journalistic skills. 2. Technology and multimedia. 3. Knowledge of the business and the audiences. 4. Leadership. 5. Innovation.

3. Timetable and instructors.

Having defined the curricular matrix and with consultant support the instruction timetable was developed. In turn, there were selected the instructors (most of them specialized journalists and expert in certain areas of the organization) who were better adapted to the objectives of the core training fields. The criteria to select them was: their career in the organization, expertise, area of specialty, and that they had already got experience in journalist training.

4. Syllabuses content.

Instructors had to elaborate the contents of their respective courses and submit them to the School department for the purposes of determining if they fitted the objectives of each of the core training fields and did adapt to the education parameters. On this point the School had the assessment of the consultants.

5. Plan with universities and students.

In parallel, and assisted by the marketing area of EL TIEMPO Publishing House, the School developed a strategy to contact the universities with the purpose of socializing the project through meetings with the directors and talks with the students. We also motivated the social networks in the School and on its Web page to give information to the student community and to the public in general. And the School was marketed through all of EL TIEMPO media. Likewise, together with the Human Resources area, the School
carried out academic forums addressed to students to let them learn more on what the School does.


The Human Resources area together with the editorial department of the organization, i.e. the experts in staff recruiting and content, came up with a rigorous and exacting model of student selection for the purpose of screening, on the best way, the students who demonstrated an appropriate profile not only in journalism skills but also as future professionals.

7. Training quality and evaluations.

One of the main concerns has been to maintain training quality. Thus with the consultants assistance, it was elaborated a full system of evaluations in two directions: one done by the students in respect of the instructors and School in general, and the other done by the instructors in respect of the students. The latter to obtain enough information to define which of them were the best and for which areas.

¿Which is the School training model?

To define a training program for the School education we developed a model that includes workshop hours and actual practice at the various editorial sectors (print, web and television) of EL TIEMPO Publishing House. In all, it involves more than 800 hours, 20 weeks, from Mondays to Fridays from 9:00 a.m. to 6:00 p.m., and sometimes the weekends, depending on the requirements.

1. CONTENT. Key subjects:
   1. Journalistic skills: are the bases of quality journalism, where the students learn the basic elements of journalism and newspapers.
   2. Technology and multimedia: the students are provided with tools to conceive and develop high quality multimedia contents. There are also generated innovation spaces and scenarios. On this subject there are tools of data journalism, digital info graphics and social networks, inter alia.
   3. Learning of the business and the audience: School students learn to develop high quality products of journalistic content, but which also have a monetization component. They also learn how to measure the audiences.
   4. Leadership: the student is provided with tools to work in team, to learn their professional profile, and the guidelines to implement projects and products with different kinds of people.
2. TRAINING:

1. It is basically practice and based on workshops. In fact, more than 60 per cent of the work done under training becomes published or developed for different platforms.

   a. Training starts on the first day at School. The first month the student must spend there from 9 a.m. to 6 p.m., while the workshops are given.

2. On the second month, each student is assigned to a section or product of EL TIEMPO Publishing House, depending on his or her profile and abilities. There may be cases where they rotate through various areas. Therefore, the student receives training from 9 a.m. to 1 p.m. and after 2 p.m. he/she should go to practice in the areas they have been assigned to. The objective is the contribution of new knowledge on the areas where they are assigned.

3. Upon the end of the 20 weeks, the student is retained full time in his/her section for one and a half month.

3. STUDENT SELECTION:

Every semester a call is made to the universities that have been invited. It is those institutions themselves who have to propose students to the School. Students must comply with the following requirements: a high score average, to present at least one published article, a letter of motivation, and to be ready to attend the professional practices. Upon receiving the applications from all universities, students are preselected and called for a test at EL TIEMPO. At the newspaper they undergo sessions of eight hours each, where the students are tested as if they were in a newsroom. They are evaluated for their abilities in journalism, teamwork and creativity and innovation. Out of those sessions 14 students result selected. Those selected enter a contract for training at EL TIEMPO; therefore, while at School and on top of receiving training they are paid the minimum legal monthly salary.

4. GOVERNANCE:

As in every education institution, the School has a governance structure for the purpose that any changes in the School syllabus or administrative decisions be plural.

¿What is the innovation model like?

School and students have elaborated a cross-section model of innovation. On each semester, there are posed the lines on which EL TIEMPO is working or wishes to explore on the matter of innovation (strategies of content for print, redesign of web sites of the organization, plans for social networks, to
mention a few) in order that students, youngster and millennial may contribute and continually develop new ideas for the publishing house. That is why the School turns into a laboratory.

At the start of the semester, students must propose their initiatives following the lines set forth by EL TIEMPO. They should submit them to a tender that is carried out by the digital products staff of the publishing house, and based thereon, a decision is made regarding which will be the three, four or five key projects to be worked on during the semester.

By way of example, students work their innovation challenges on subjects such as: mobile strategies; audiences and engagement; specific products for millennials; digital storytelling, and strategies to capture new audiences for the print product. All of these developments go hand in hand with the innovation staff of EL TIEMPO Publishing House.

Upon the end of each period, the results are evaluated along the guidelines of EL TIEMPO and there is a definition of the steps to be followed if the idea or project shows any perspectives.

Results and impact that the School has produced

- It has brought content solutions. Out of innovation challenges and the workshops implemented by the School there have appeared content solutions. The important thing is that an innovative space intertwined with content has been created, something that did not exist. For instance, various students came up with a project to introduce animated video to explain daily news topics for the new App EL TIEMPO Express. They also did actively participate in redesigning the news home page for EL TIEMPO, and in special tasks both for print and for digital.
- Impact among students. In just six months of operations, the School has increased from one period to another its number of applicants. The increase represented 30%, i.e. more than 100 students, not only of journalism but also of other careers, have applied for the number of positions available in this initiative.
- Changes in the culture of newsroom organization. There has been a change of culture in the organization. The newsroom is more inclined to change, to generate new strategies in conjunction with students, and it has induced our journalists to rethink their routines and jobs. They are finding a sense of belonging to the project due to its importance.
- Brand value strengthening among youngsters. EL TIEMPO is a traditional brand in the country and the School has made the students get even more interested in the brand and in what it means. They envision the
possibility of making part of it and we show them that they can take part in the change and transformations.

- **Business opportunities.** The School has given rise to new business opportunities for EL TIEMPO Publishing House. Leading brands of various markets have shown their interest to participate and support the School with resources or knowhow. That is the case of Canon, who provided cameras for the project. Google, as well, has not only supplied systems to the School through its applications, but has also contributed material resources to be used for training. Likewise, the economy, the universities, and the public at large have approached us willing to pay for the training.

- **Synergy with universities.** Since the creation of the School, the relationship between EL TIEMPO and academic institutions has got stronger. The inter-institutional dialogue has become more fluid and proactive. For instance, the existence of this space has sparked the interest of other journalism schools to carry out joint projects.

- **Regional impact.** The School has drawn the attention of other media in America. Prominent newspapers of Peru, Mexico and Venezuela have consulted the School on its model of education and innovation.