

Conservación, Restauración, y Museografía (ENCRyM),⁴ one of leading universities of INAH, located in Mexico City.

Entering the academic arena made me aware of a further contribution of ICCROM SCD 2006, namely its pedagogic structure, content, and approach. In effect, following the strategic direction of ICCROM, the SCD course truly constitutes an initiative that ensures the quality and relevance of conservation training. There are many reasons for this. SCD is an intelligent and structured training programme, which aims to develop specific but transversal, professional capabilities. In order to fulfil these aims, it incorporates complementary theoretical, methodological and practical issues into an educational package. Many of its lecturers are not only experienced professionals; they also have a long career as teachers. For these reasons, they are good communicators who can really translate knowledge and experience into relevant educational lessons. The lectures make use of techniques that involve the participants in the learning process. SCD is a pool of pedagogic training.

Therefore, on entering the academy I pursued a further goal: to teach strategic planning and decision-making to students. Indeed, the wheel had made a full 360-degree turn. The challenge at stake was the possibility of further sharing.

More than teaching sharing conservation decisions: towards an active education in conservation

My journey to further sharing began with careful planning. After revising the ICCROM SCD 2006 curriculum and the structure of courses on heritage management from around the world, I decided on the aim of my course. It was to provide an innovative approach for conservation by involving students in the know-how of strategic planning and decision-making processes. Thus, the theoretical, methodological, practical and implicit knowledge acquired during my own training, career and participation in ICCROM SCD 2006 course served as structural components for the design of the academic curriculum, which comprised five topics:

- contemporary definitions of heritage;
- new conceptualizations of conservation, based on interdisciplinary collaboration and the inclusion of stakeholders;
- value-driven conservation philosophy;
- strategic planning methodologies for heritage conservation and management;
- issues on interdisciplinary collaboration, community participation, public interaction and ethics within the conservation field.

Teaching these subjects demanded a new pedagogic approach. Initially, I analyzed the teaching techniques that I had learned, both formally and informally, at ICCROM SCD 2006. Subsequently,