

architects – concentrates on archaeological methodology in order to maximize sharing information during the diagnosis of pre-Columbian sites. Graduates and postgraduates today spend considerable time reflecting on the benefits of interdisciplinary collaboration and multi-sectoral involvement. Traditional lecturing, providing information, is complemented by a large number of exercises that involve student participation during the learning process. Furthermore, I consider teaching as a dynamic process that requires guidance to assist students in analyzing data, debating arguments, evaluating alternatives, proposing solutions and building consensus. This pedagogic approach is also an outcome of my experience at ICCROM SCD 2006; in effect, the only criticism that I have about this course is that there was often not much time for discussions among students, or between students and the lecturers. Nor was there enough feedback from the participants, who had considerable experience on given subjects. Thus, as a teacher, I have learned to stimulate student participation, making them part of the teaching experience so that they learn through teaching. Since all the courses above correspond to the later stages of the programmes, many students have considerable experience in the subjects. Therefore, I have learned to learn from them, which has enriched my experience as a professional. I have also come to comprehend an implicit message of ICCROM SCD 2006: conservation and conservation training lives through passion, commitment and responsibility. Perhaps this is the most enduring and valuable lesson that I learned from this course and particularly from Rosalia Varoli-Piazza. I hope that during my courses I will be able to transmit some of these values by setting an example.

A way forward: from ICCROM SCD to LATAM

So far, more than one hundred students have attended the above-mentioned courses at ENCRyM-INAH. The results have been more than satisfactory since some of them have explicitly expressed that the teaching-learning experience has deepened their understanding of the theoretical, methodological and practical issues at the core of preserving our cultural heritage (cf. Sanroman *et al.*, 2011; Medina-González and Flores, in press). Some of them are now involved in dissertations, which were motivated by the courses. Moreover, this development has uncovered the real meaning of sharing knowledge, experience and thinking. This is the central contribution of the ICCROM SCD initiative. A further input is that student conservators, archaeologists and architectural restorers have started to acquire a common language. This makes the possibility of sharing conservation decisions feasible among the different professional disciplines involved.

As I explained before, both teachers and students have also attempted to share their experience through participation in congresses and articles for *Intervención, Revista Internacional de Conservación, Restauración y Museología*, a magazine that has recently been published by ENCRyM-INAH, for which I was an editor. In this regard,