

I have to say that *Intervención* represents another influence from ICCROM SCD 2006, as many of its lectures emphasized the importance of dissemination.

The journey from studying to teaching sharing conservation decisions has been equally challenging and enriching. Nowadays, I spend much time reflecting on the power of education and its real meaning. Thinking along these lines, I would like elaborate on some personal thoughts.

Recent documents on conservation education state that there is a significant difference between training and educating. Whereas training is about learning techniques or processes to fulfil specific tasks that deal with the job's immediate needs and demands, educating implies cultivating knowledge and critical judgement in order to comprehend and gain the abilities and attitudes to perform a profession (Dardes, 2003, 2009; Whalen, 2009). Hence, educating means to learn to act as a professional, to be well equipped to resolve problems and overcome challenges, to assume responsibilities, and to see oneself as part of the ethos of a community (Dardes, 2009). I believe that active learning in sharing conservation decisions is a way of modelling the present and future of our discipline since it helps to develop intellectual, technical and ethical capabilities that heritage conservators need to face everyday challenges.

Educating means learning to learn more. Indeed, teaching sharing conservation decisions is an opportunity for the student to develop their own capabilities. It also helps to develop critical intellectual abilities, i.e. to discern pertinent knowledge, to tolerate and negotiate different opinions, and incorporate democratic values into our praxis. According to UNESCO's educational consultant, E. Morin (2001), all of this constitutes necessary knowledge for the present and the future. Therefore, educating in sharing conservation decisions is the most effective and sustainable way to improve conservation and make it relevant for today and tomorrow.

Educating is a life challenge. Indeed, there is still little bibliography on educational issues regarding conservation. Thus, we need to disseminate and discuss our experiences, to exchange our views, to talk openly about our limitations, achievements and failures. We also need to make education a relevant topic for congresses, symposiums and publications. We need to make a further example of sharing in order to articulate conservation education for the present and the future. I believe that in virtue of its origin, its history and its relevance in the world, ICCROM is the best agent to make these initiatives possible and give them the importance they deserve.

I believe that a suitable platform for the development of active education in sharing conservation decisions is the LATAM programme.<sup>1</sup> This is an ICCROM initiative that seeks to strengthen the capacities of conservation professionals in Latin America and the Caribbean, in order to improve communication and exchange in the region and to increase awareness of the need to protect its valuable heritage. As published on the ICCROM website (ICCROM, 2012), one of the aims of LATAM is