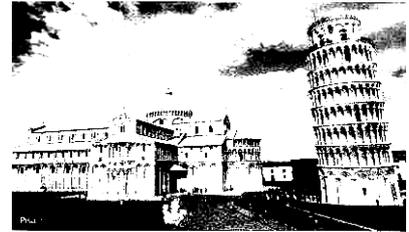


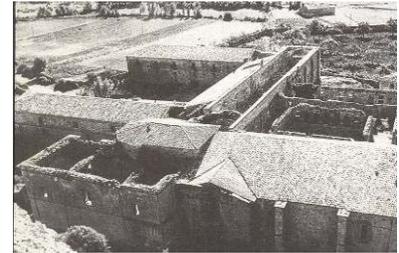
**ICOMOS INTERNATIONAL TRAINING
COMMITTEE**

**CONFERENZA
INTERNAZIONALE DI LAVORO
“FORMAZIONE ED ADDESTRAMENTO DEI
MESTIERI DELLA CONSERVAZIONE”**

PISA
ITALIA
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The first 'Escuela Taller' is organized at the Monasterio de Santa María La Real en Aguilar de Campóo, Spain; and it comes forth as an answer to a situation of juvenile unemployment in the region and the bad conditions of this building.



The idea of the organizers was simple, train young people in trades related to restoration of buildings as they take active part in the restoring of the Monastery. Once the work is done the youths would have new abilities that would ease their insertion in the labor market and the building would be restored.



Given the success achieved by this first experience and later ones, the model was assumed by the Spanish Government who establishes it as a Public Program of Training and Employment.

In 1990 the Program to Preserve Cultural Heritage in Iberian America proposes to extend the 'Escuelas Taller' to this part of the continent as part of the Fifth Centennial Commemorations.

In 1991 the first seven schools were created and by the end of 92 there were already 15, between Cusco and Lima.



In 2001 there were 27 schools forming 1877 pupils in 15 countries and more than 10 years had gone by and had been temporary had become permanent. The Escuelas Taller presented themselves as a training alternative for work and not as a momentary distraction.



Currently most of the schools have lost their temporary profiles and the trend is to transform themselves into permanent institutions and alternatives for training and becoming part of regular work force.

Escuela Taller de Lima

It started its activities on November 16th. 1992 with the main goal of contributing to the insertion of young people, both men and women between ages 16 and 25, into the labor force; in activities related to Heritage preservation, by means of their technical training in traditional trades, thus contributing to the recovery of the city of Lima, constituting and instrument that generates social development.

The institutions that have taken part in its formation and support are:

- Instituto Nacional de Cultura (INC): 1992 - 2005
- Ministerio de Relaciones Exteriores: 2000 - 2005
- Municipalidad Metropolitana de Lima: 2004-today
- Agencia Española de Coop. Internacional: 1992 - today
- Corporación Andina de Fomento: 2006-today

The students at the school are young people from the very lowest classes and come from regular schools normally run by the government where the quality of the education they receive is not necessarily adequate. Their family lives are very instable, many times parents don't live together or there simple is no parent. Their long run expectations in real life don't exist or are simple "dreams".

During the 15 years of existence of the school more than 500 youngsters have been trained in different levels: technical (2 and 3 years of studies), auxiliaries or laborers (6 to 18 months).

The skills were always related to the restoration of building heritage and the possibility of being needed by the labor market:
Carpentry, Construction worker, Electrician, Plastering, Mural painting, Architectural elements, Forging, Masonry, Gardening



Training at the Escuela Taller de Lima

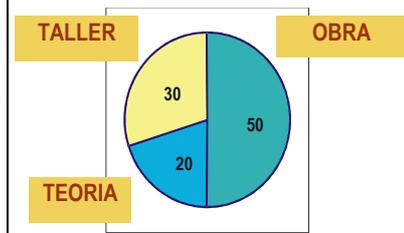
The teaching-learning process comprises three clearly established fields: Theory, Workshop and Constructions.

- Theory: We give the humanist, technological and scientific knowledge needed to form the students. The courses taught are: mathematics, writing, history, heritage and others.
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- Workshop: The methodological learning of the activities proper to the specialties. It is organized by units called “projects” and the goal is to develop the student’s abilities to execute a chore or series of chores, complying with a defined procedure. Time, materials, tools and equipment needed are taking into account.
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- Constructions: Since students enter the school they take active part in the restoration of buildings and public spaces in the Historical Center of Lima. This is real experience for the students, preparing them to enter the labor market while at the same time it constitutes retribution to the community for their free studies.

Studying at the school has added value as the students not only are formed as carpenters, masons, blacksmiths, etc.; they also specialize in restoration of built heritage which makes a difference in the context of technical studies in Lima and gives the students an important difference.

Broadening their skills in preservation, protection and sustainable managing of heritage will give our students an extra added value.

Currently our training is not only for youngsters, as we have begun working with adults who live in buildings of the Historical Center considered hovels which are part of the process of urban restoration. The idea is for them to participate actively in work, receiving an economical retribution, which contributes to generate internal economies that in turn help social and economical development of locals.



The Labor Market

When the Escuelas Taller began in Peru, the labor market was only potential, there was a need nevertheless, there were no constructions.

Currently the situation has changed as local governments have increased their involvement in restoring built heritage, boosting private investment and generating a labor market for the specialists formed at the schools.

A deep analysis of this new market will allow us to identify clearly its needs and define the trades and technical skills required in the future.

To motivate and ease the access of students and former students to the labor market the school has created the Fund for Labor Insertion with the money obtained from sales of works done in the workshops.

This Fund finances the services given by the Office of Labor Insertion:

- Labor intermediation points at bringing together offer and demand of products and services;
- Technical Support to the community of the Historical Center; and
- The Production Unit aimed at financing materials for the students and former students to create the new products.

Another important aspect in our reality is the Transfer of Technology needed for the new systems developed by the institutions dedicated to research to be assumed by the community.

This work could be made easier if the basic model of the school were applied to pilot projects, youths in the community would be trained in new technologies during the execution of work and once finished they would be the most interested in repeating the new technologies learned.



National Program of Escuelas Taller

The current situation of our heritage demands immediate action for its protection and restoration, nevertheless the economical possibilities of the state, at all levels is insufficient to face this challenge. An additional problem is lack of technical personnel trained where our heritage is of importance.

In this context we propose to coordinate actions to constitute a National Program that combines:

- Occupational and technical training by skills in specialties related to cultural heritage, in direct relation to the needs of the local market;
- Youth labor insertion programs, to promote initial aid for youngsters in the market;
- Participation programs for dwellers in the activities of Urban Restoration, allowing part of the investment to remain in the community and the generation of internal economies.

Why create a Program of Escuelas Taller in Peru? the answer is simple, all over the country there are jobless young people, socially excluded and at moral risk; and there is heritage that needs to be preserved.

