

WORKSHOP SCHOOLS

ESCUELAS TALLER

2030



“Aprender haciendo”
“Learning by Doing”



WORKSHOP SCHOOLS **2030**

“Learning by Doing”

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WORKSHOP SCHOOLS 2030

“Learning by Doing”

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The Spanish Cooperation Workshop Schools Programme was set up in 1990, joining the WAR ON POVERTY by helping to improve conditions for vulnerable youth in member countries, many without access to training. The schools offer a way out of the vicious circle of poverty through the following route: UNEMPLOYMENT >>> TRAINING>>> EMPLOYMENT. More than 37,000 young people can testify to the benefits of the system, having attended Workshop Schools in countries around the world, improving their living conditions and obtaining high-quality skills, opening the doors to decent employment.

Although the schools initially offered skills related to the recovery of cultural heritage (bricklaying, carpentry, stonemasonry, ironwork, etc.), over almost 30 years in operation the programme has been adapted to the needs of the countries in which it operates, while remaining open to new approaches based on the demand for employment, such as tourism, gastronomy, gardening and others.

In spite of the successes of the approach and the many young people who have acquired skills at the schools over the years, an instrument is needed to unify actions across countries and, above all, to set the pattern for new actions. It is also essential that the experience should live on in the member countries after Spanish Cooperation backing is withdrawn, by means of its incorporation into public policies and local training systems. This new instrument is the WORKSHOP SCHOOLS 2030 project. Aligned with the 2030 Agenda for Sustainable Development and its pledge to leave nobody behind, it forms the strategic model for the Spanish Cooperation Workshop Schools Programme.

2018 marked the 40th anniversary of the creation of the Spanish Public Employment Service (SEPE - formerly known as INEM) and also the 30th anniversary of the Spanish Agency for International Development Cooperation. This publication shows how the two have worked together to deliver high-quality training, social integration, employment and development services, in close collaboration with institutions in member countries.

We trust that the new WORKSHOP SCHOOLS 2030 project, which retains the successful “learning by doing” formula, while opening up to new sectors and applying sustainable methods by promoting public training policies, will strengthen Spanish Cooperation’s contribution to creating a better future for disadvantaged young people.

Yolanda Valdeolivas García
Secretary of State for Employment

Juan Pablo de Laiglesia y González de Peredo
Secretary of State for International Cooperation and for Latin America and the Caribbean



THE WORK OF CLEVER HANDS

“At the current time when, there are many reasons for despair, when heritage scarcely seems to be the essential response to the questions of what we will eat _ how we will live _ what we will do, we have to make it a priority, because heritage is memory. Memory is a force for salvation; it tells us who we are, where we are and why we are where we are. Accordingly, I believe that, in difficult times, culture is precisely where we need to focus our efforts.” . Eusebio Leal. Historian of Havana.

More than 25 years have passed since the first Latin-American Workshop Schools went into operation. I am reminded of how Juan Luis Isaza Londoño, Heritage Director at the Colombian Ministry of Culture, encapsulated the meaning of the programme in a publication on Workshop Schools in Colombia.

“The first Workshop Schools were set up in Spain in 1985. (...) They popped up here and there, just as Cistercian monasteries act as parent houses for new ones that grow up and take off in new directions. (...) The motto ora et labora became reality in the daily exercise of learning, of “learning by doing” (...) Learning how to live, to coexist with others, to reintegrate into society, to understand differences and diversity, to acquire one or several trades. Learning much and, above all, recovering one’s human dignity. The Workshop Schools are thus spaces where the social fabric of their communities is woven, delicately but solidly. (...) Buildings which some saw as ruins but which for us were palaces. So many people and ideas coming together with a common purpose: to give a second chance in life to many young people whom, it seemed, the gods were using as their playthings. Poverty, malnutrition, abandonment, violence, marginalisation, discrimination, segregation. And behind those faces, new opportunities, a new appreciation of a recovered cultural heritage.”

The seeds of the Workshop Schools bore their fruit by chance one day in the spring of 1985. I ran into Joaquín Almunia, at the time Minister for Employment, in Madrid, and ran some thoughts by him:

- It’s hard to understand how a socialist government can tolerate a youth unemployment figure of a million and a half people. Just as Canales and I experienced during the rehabilitation of Aguilar de Campoo Monastery.
- Have you any ideas?
- Ideas and practical experience. We could set up Workshop Schools where experienced craftsmen would teach their skills to unemployed youth while working on heritage recovery. Society, and the government, need to recover young people, recover vanishing trades and recover our heritage, at the same time giving unemployed youth training, employment and self-esteem, because I know that they are capable of doing beautiful and practical things with their clever hands.

My dream, to do by learning and to learn by doing, was based on my solid belief in the potential for growth that all humans have in us.



In September 1985, overcoming many bureaucratic obstacles, and thanks to Almunia's confidence and force of will and to support from FEPMA, the environmental foundation at the time being run by Julio Martín Casas, the San Benito Workshop School in Valladolid and the Aguilar de Campoo Workshop School were up and running. Over the months, Martín Casas and I had to be in many places at the same time, convincing mayors to provide co-funding for schools in their towns and monuments for them to work on. After Spain joined the European Union in 1986, the EU Social Fund allocated funding for the programme, seeing in it an instrument that supported its aims. By 1990 there were almost 1,000 Workshop Schools operating in Spain, employing almost 8,000 monitors yearly and providing training to more than 50,000 young people.

On the occasion of the 5th Centenary celebrations, I proposed that the experience cross the Atlantic. And so it did, quickly and efficiently, thanks to Spanish Cooperation. Candidates to run schools in Latin America travelled to Spain to experience the programme and see them in operation. Shortly afterwards, the heads of 14 Spanish schools travelled in the other direction, helping to set up pioneer experiences in León, Ciudad Bolívar, San Juan, Ponce de Puerto Rico, Santiago de Chile, Asunción, João Pessoa, Quito, Potosí, Quito II, Lima, Cuzco, Antigua, Cartagena de Indias and Havana. The group included Luis Villanueva, the architect who had overseen the San Benito school in Valladolid over its first six years in operation. He was later tasked with taking the programme to Cartagena de Indias. Another decisive figure was María Luisa Cerrillos, who coordinated the Workshop Schools Programme with the Spanish Cooperation heritage recovery programme. She describes her experience in a paper published to commemorate the 10th anniversary of the Workshop Schools Programme in Latin America:

“The schools have their faces, their eyes, their smiles, their joys and their sorrows. They have names - Nahya, Elisa, Germán, Felipe, Miguel, Lourdinha, José Ángel, Nilson. They have the colour of their people and, above all, they are a permanent, inexhaustible exercise in generosity (...), because we were not only producing carpenters, masons, painters, plumbers and more, we were also producing men and women who for three years had been learning to work together as equals. They had learned that they were entitled to a safe working environment, with strict timetables and daily duties to be performed. They had learned to live together and to respect their teachers and colleagues.”

When that little ship first set sail, I never dreamed that it would grow into such a mighty fleet, sail so far, carry so many people on board or discover so many new lands. Thank you to everybody who made this all possible over more than 25 years. Thank you for this mission that you have given to me, that you have given to yourselves and that you have given to a great many other people who do not have it half so good as we do. This is all very exciting and very rewarding. What more could one ask for?

José María Pérez “Peridis”

Architect. Founder of the Workshop Schools Programme



WORKSHOP SCHOOLS AND THE SDGs

1. DIFFERENCES BETWEEN THE MILLENNIUM GOALS AND THE 2030 AGENDA

Although the United Nations clearly acknowledges the successes of the Millennium Development Goals, a simple glance at both agendas shows that the SDGs are more complex, in many ways. Not just because they now encompass more than twice as many goals, but also because the areas of action are much more widely and more rationally distributed. The SDGs cover all the same sectors as the MDGs, as well as adding newer ones, conceived over the 12-year incubation period of the 2030 Agenda and already seen as key to tackling poverty and inequality in the world.

A. CONSTRUCTION PROCESS

As with most recent advances in all aspects of life - technology, science, social life, politics, economics, etc., the frameworks within which societies development have been adapted to new realities. The same can be said of human develop. It was in this context, in the early 20th century, that the Millennium Declaration was ushered in. Its eight goals and twenty-one targets are based on principles of liberty, equality, solidarity, tolerance, respect for the environment and shared responsibility. However, the world continues to turn and, 15 years later those goals had become obsolete, either because they were too vague or because they failed to anticipate issues which rapidly acquired greater significance.

In the three years prior to the adoption of the Agenda for Sustainable Development, a series of actions were undertaken at world level, reaching their peak at the Rio20 Conference on Sustainable Development in June 2012, with the motto “The future we want”. This laid the foundation for the Open Work Group on Sustainable Development Goals, involving 70 countries in 5 regions (Spain shared a chair with Italy and Turkey). The Intergovernmental Committee of Experts on Sustainable Development Financing and the High-level Political Forum on Sustainable Development were set up, holding eight stocktaking sessions from March 2013 to February 2014, followed by a further six sessions from March to July 2014, at which they defined the 19 focal areas which formed the basis for the 17 final SDGs, stimulating action in the four areas of critical importance for sustainable development – peace, prosperity, persons and partnerships. On 25 September 2015, the 193 countries of the UN General Assembly adopted the 2030 Development Agenda “Transforming our world: the 2030 Agenda for Sustainable Development”.

B. GENERAL COMMENTS ON THE 2030 AGENDA

The 2030 Agenda has been defined as a great achievement and a great agreement. It is good both for developing countries and for countries which have supposedly overcome the issues addressed, but which nevertheless face a range of distinct issues of equal importance and global reach: the environment, sustainability, and the multilateral effects of poverty and inequality. Accordingly, the positive reaction to the 2030 Agenda is justified, not only on account of its content and reach, but also on account of the manner in which it was produced and its unprecedented scale, scope and complexity.

..... The 2030 Agenda also focuses on people, on their daily lives, their interests and on how they develop as individuals and as societies. An agenda in which the only limit on development is care for the environment, putting prosperity at the service of quality of life and liberty...

The 2030 Agenda is a universal one, affecting and obliging everybody all: countries, regions and peoples, workers and business owners, teachers and students. It is also transformational, focusing not merely on solutions, but rather on changing the current context at all levels.

Its ultimate aims are the eradication of extreme poverty and sustainable development. These aims demand a universal commitment from all the inhabitants of a planet where technology is advanced but the same age-old calamities are still rampant.

Environmental and human development agendas are brought together for the first time, approaching development from a perspective of sustainability –there can be no progress if the road is strewn with potholes– and in three dimensions: social, or how it affects people; environmental, how it affects the planet in which we live; and financial, addressing the resources needed to attain progress.

The 2030 Agenda also focuses on people, on their daily lives, their interests and their development as individuals and as societies. An agenda in which the only limit on development is caring for the environment, putting prosperity at the service of quality of life and liberty, rather than allowing it to condition the future of life on our planet.

Unlike the Millennium Agenda, which made practically no impact at popular level, all agree that the communication phase of Agenda 2030 is of vital importance if it aims to involve us all in its mandate.

As MDG 8 made clear, we need to all come together in a new global partnership for sustainable development, coordinating responsibilities and promoting new ways of working together towards the common good.

C. THE 17 SDGS AND 169 TARGETS

The three critical areas of the SDGs -people, planet and prosperity- along with SDG 17 on partnership, are all-encompassing, covering all possible lines of action for development. The term “development” is now preceded by the qualifier “sustainable”.

Each of the SDGs summarises a series of targets, each with their respective indicators. There is also a sub-group of targets for each one (marked with letters), which refer to how they are implemented or the resources required to do so.

Due to the transactional interaction between the goals, the targets form a dense, interconnected network. The UNDP publishes a very enlightening graphic¹.

In the field of technical and vocational training, the network links five of the SDGs - 4: Quality Education; 8: Decent Work and Economic Growth; 12: Responsible Production and Consumption, 16: Peace, Justice and Strong Institutions and, of course, 17: Partnerships to Achieve the Goal.

¹ David La Blanc, Towards integration at last? The sustainable development goals as a network of targets. Department of Economic & Social Affairs, UN, March 2015.

2. TECHNICAL AND VOCATIONAL EDUCATION IN THE SDGS

A. DEFINITION OF TVET

Technical and Vocational Education and Training (TVET in UNESCO terminology) is understood as “comprising knowledge and skills for the world of work, acquired through formal, non-formal and informal learning from basic through advanced levels, via a wide array of institutional and labour situations in diverse social and economic contexts”.

In this definition, we wish to emphasise the acquisition of conceptual and procedural content, i.e. having the necessary knowledge and the skills to put it into practice. The process also encompasses the three traditional learning environments: formal education, with official recognition; non-formal education, which complements formal learning and adds a series of useful, though voluntary, concepts; and informal education, which is the knowledge acquired through experience and which, while not specifically forming part of the learning process, enriches and facilitates it.

This new concept of TVET goes beyond previous notions of vocational training, defining it as a process which transects all educational levels, from basic to advanced, with the ultimate aim of preparing people for insertion into the world of work and full participation in social and economic life.

B. TECHNICAL AND VOCATIONAL EDUCATION IN THE 2030 AGENDA AND THE SDGS

Although TVET was rather overlooked by the MDGs, it is clearly and accurately described in *Transforming our world: the 2030 Agenda for Sustainable Development*, published by the UN. As already mentioned, TVET is mentioned in several of the SDGs.

SDG 4. EDUCATION

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- Eliminate disparities of all types at all levels of education and vocational training.
- Substantially expand globally the number of scholarships for developing countries in higher education, including vocational training.

SDG 8. EMPLOYMENT

- Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation.
- Achieve full and productive employment and decent work for all women and men.
- Protect labour rights and promote safe and secure working environments for all workers.
- Devise and operationalise a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization.

SDG 12. SUSTAINABLE PRODUCTION AND CONSUMPTION

- Develop consumption and production patterns defined by the sustainability of the system as a whole.
- Achieve the sustainable management and efficient use of natural resources.
- Ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
- Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production.

SDG 16. SOCIETIES AND INSTITUTIONS

- Develop effective, accountable and transparent institutions at all levels.
- Ensure responsive, inclusive, participatory and representative decision-making at all levels.
- Promote and enforce non-discriminatory laws and policies for sustainable development.

SDG 17. PARTNERSHIP

- Mobilise additional financial resources from multiple sources.
- Enhance regional and international cooperation and knowledge sharing through mutually-agreed conditions.
- Promote effective public, public-private and civil society partnerships.

3. TVET AND THE WORKSHOP SCHOOLS

In view of the importance given to TVET in the 2030 Agenda, we now justify why our Workshop Schools belong to the TVET sub-sector.

As we have seen, TVET plays a double role in SDG 4, in part as a complementary aspect to basic training, specifically in the part defined in the Delors report, submitted to the UNESCO International Commission on Education for the 21st century, as “know how”. The concepts acquired during the learning process are of no use if they cannot be put into practice. This is the theoretical justification for our schools. The greater part of learning hours at the schools are spent acquiring practical experience. In other words, the connection between what is learned and its immediate application. Once this happens, progress is made towards attaining SDG 8, as students are better equipped for work and integration. This is backed by the fact that some 80% of WS school graduates find work on leaving the schools.

To this improvement in labour insertion, we must add a further series of values that define the Workshop Schools, such as managing often limited resources, demanding responsible use and sustainable production methods, particularly with regard to product durability, as outlined in SDG 12; and their invaluable contribution to the harmonious persistence and conservation of the heritage handed down by previous generations, as outlined in SDG16.



4. THE WORKSHOP SCHOOLS AND THE 5TH MASTER PLAN

Guideline 4.4.A of our Master Plan underlines the importance of providing “vulnerable people with technical and vocational training to increase their chances of finding decent work”. This means greater social and labour inclusion for groups which have traditionally been excluded. This inclusion must emphasise those most affected by exclusion, i.e. women and people with disabilities, making the programme a link between basic education and the world of work.

In this way, the Workshop Schools Programme allies with regional programmes of particular importance in medium-income countries, such as Araucanía and the Indigenous Programme. These campaigns all focus on eradicating poverty and strengthening skills in partner companies, answering the global challenge of knowledge transfer and employment-focused education.

5. THE IMPLICATIONS OF THE SDGs FOR THE WORKSHOP SCHOOLS

The 2030 Agenda and the aims of the SDGs contain a series of implications, conditions and opportunities for our schools. Understanding this means giving greater content and meaning to our work as trainers of future citizens, and must also be mandatory for the institutions tasked with monitoring their implementation.

A. UNIVERSAL RESPONSIBILITY

The commitment is a global one, in which all agents need to understand that, without the skills for the world of work, the younger generations will not be prepared to deal with the challenges that face humanity as a whole. Governments need to understand what this means for the development of their citizens.

B. KNOWLEDGE MANAGEMENT

Education is based on the transmission of understanding, the original principle of human progress. The reach and use of this knowledge are closely linked to the exchange of information and the widespread use of existing technologies. Our tools are the best because we have been using them for thousands of years. Nevertheless, our accumulated knowledge has helped us to improve them and make them more efficient.

C. INNOVATION AND INVESTIGATION

While retaining the ancient roots of our understanding, the knowledge acquired must be the seed for a new understanding. This is what we mean by cultural progress. The work of our schools must be focused in this direction: maintaining the valid part of age-old knowledge and investigating new ways of improving it.

DE LA INSERCIÓN LABORAL DE MUJERES

SALESIANOS
Fundación



D. BRIDGES BETWEEN BASIC AND HIGHER EDUCATION

The educational process is a linear, one-way path. Any interruption between levels causes gaps thereafter. Preparation for the world of work and for social cooperation must be included in training initiatives from the very first day.

E. WORKING TOGETHER: PARTNERSHIPS

The current global distribution of knowledge and its application to life mean that we need to devise ways of working that involve society at all levels. We are all necessary and nobody must be left out. Our schools must work together because, as the saying goes, unity is strength.

F. NEW SOURCES OF FUNDING

The 2030 Agenda poses a challenge as regards providing sufficient resources for training. The distinction between donor and recipient countries tends to disappear and we need to find new ways of securing resources. Entrepreneurship, cooperation between countries, implicating the productive and business sectors, teamwork and the exchange of experiences are the ways we can do this.

Francisco J. Gutiérrez Soto

Head of the Educational Department

Directorate-General for Sustainable Development Policies

Secretariat of State for International Cooperation and for Latin America and the Caribbean

Ministry for Foreign Affairs, the EU and Cooperation



WORKSHOP SCHOOLS 2030 - Learning by Doing 1991-2017

1. BACKGROUND

The Workshop Schools Programme came into being in 1985 as a response by the Ministry of Labour, Immigration and Social Security to the unemployment situation in Spain. Ever since, the Workshop Schools, Trade Schools and Employment Workshops Programme¹ has formed part of active employment policies aimed at providing training to young men and women aged 16-25, in courses of up to two years' duration. The system employed is one of "learning by doing, involving practical experience in real work settings, and giving the practical aspects of each trade at least as much importance as its theoretical aspects.

In 1990, thanks to a cross-department agreement², Spanish Cooperation adapted the "learning by doing" model to its own scope of action, linking it to its Heritage for Development Programme for Latin America, based on the planning of historic town centres and the recovery of outstanding buildings.

Transferring an active Spanish employment policy to the sphere of international cooperation involved simply changing the beneficiaries from unemployed youth in Spain to vulnerable youth with difficult access to vocational training in partner countries. The Heritage for Development Programme and the Workshop Schools Programme meshed perfectly, the former having the necessary contacts with institutions at local level, a network of technicians and a series of heritage recovery projects in hand, all of which could be pooled to create the perfect scenario in which to provide young people with skills and experience. However, the link between the heritage programme and the Workshop Schools Programme, and outcomes attained in heritage recovery, led to the Workshop Schools Programme being considered more a cultural initiative than specifically as training for employment³.

Because of this perception, in 2008, the programmes again diverged, after which time the schools then began to develop activities in sectors more closely related to the demands of local labour markets.

Although schools set up in other countries initially followed the Spanish model, over the years they began to acquire their own characteristics. These included:

- Links to local institutions and development plans centred on upgrading cultural and ethnic heritage, particularly architectural and urban assets;
- Continuity and permanence over time, beyond the duration of each associated heritage project;
- The involvement of local institutions in funding the schools;

1 Current name of the programme. Spin-offs of the initial programme, using the same methodology, include the Casas de Oficios, or Trade Schools, which offer year-long training courses, and the Talleres de Empleo, or Employment Workshops, for students aged 25 and over.

2 Agreement of 20 November 1990 between the Ministry of Labour and Social Security and the Ministry of Foreign Affairs.

3 Additional training for unemployed people to enter or re-enter the work force.

- Local assumption of ownership. All school personnel are local, thus contributing to the technical sustainability of the project;
- Official recognition of training by local institutions - almost 100% of the schools offer homologated training;
- High rate of labour insertion among graduates (almost 80%).

The Workshop Schools Programme now enjoys considerable recognition, working hand-in-hand with major international agents, such as OEI, CAF Development Bank of Latin America, the World Monuments Fund and several Spanish Autonomous Communities, among others.

2. CHARACTERISTICS

The reality of the Workshop Schools Programme is multi-faceted. The training provided at the schools is both theoretical and practical, using a LEARNING BY DOING method. Under this method, the time given over to theory may vary across projects, but in most cases takes up 30% of total learning hours.

The components of the training courses are as follows:

▷ **Classroom**

Strengthening of core skills (maths, language, etc.), generic subjects (history, architecture, urban planning, etc.), specialised subjects (construction, botany, technical drawing, etc.) and labour-related topics (industrial safety, labour law, partnering, etc.).

▷ **Workshop**

The workshops are where students acquire the skills of their trades. Practical work in skills demanded by the work experience programmes offered at the school.

Specialised courses in specific skills (wood finishing, fibre cement laying, marquetry, central heating, etc.).

▷ **Work experience**

During work experience sessions, students receive hands-on training in real work environments, while also serving their communities. Projects may be of any size and may involve a wide spectrum of skills or just those taught at the school in question.

The work carried out may involve refitting old buildings or building new ones.

Other features of the programme include:

▷ **Small class sizes**

A low student-teacher ratio in the classroom, in the workshops and on work experience projects. While the classroom ratio may rise to 30/1, it is never more than 15/1 in practical sessions.

▷ **Complementary training**

In trades and general interest subjects, such as cooperatives, workplace safety, health, sexuality, IT and others.

▷ **Multidisciplinary training**

The Workshop Schools equip students with extensive theoretical and practical skills in their own and complementary trades, with a view to enhancing their labour insertion possibilities.

▷ **Scholarships and benefits**

All students are insured against accidents and may also be entitled to scholarships, medical insurance and, in some cases, meals, travel aid, etc.

Additionally, because of the many-faceted methodology used in the schools, and while each project boasts its own, specific development outcomes, there have also been advances in:

ELIMINATING POVERTY

- Improved conditions for students, thanks to scholarships and other benefits.

HUMAN DEVELOPMENT

- **The Workshop Schools change lives.**
- **Higher Self-Esteem**, better capacity to relate to others and work in a team.

EDUCATION

- **Free access** to technical school education.
- Strengthened **educational system** in relation to vocational training.
- Higher **quality of education**.
- Strengthened **reinsertion and further education** for people outside the system, using a modular method.

EMPLOYMENT

- **Better employment opportunities** for youth with training and skills.

CULTURE

- Conservation of cultural heritage.
- **Heightened awareness** of heritage among students and their families.
- Greater respect and appreciation for **social and cultural diversity**.

EQUALITY

- Training as a tool for **social integration**.
- Promotion of **gender equality**.

SAFETY

- Public spaces recovered and made safer.

LOCAL DEVELOPMENT

- **Energised national and local economies**, delivering opportunities and prosperity for families, towns and, by extension, regions.

Lastly, we can also point to three different levels of outcomes achieved by the schools:

DIRECT OUTCOMES/PRODUCTS

By outcomes, we refer to the direct results of interventions. On the one hand, this refers to providing training to more than 30,000 young people and, on the other, to a series of interventions, the vast majority in cultural heritage recovery, as described here.

INTERMEDIATE OUTCOMES

Intermediate outcomes are those which bring about changes in the actions or performance of key agents. We should point out here that local institutions have assumed the training model used in the Workshop Schools, officially recognising the training provided (almost 90% of the training given at the schools enjoys official recognition).

A further outcome is the ongoing operation of a significant number of Workshop Schools after Spanish Cooperation backing was withdrawn. At present, there are some 27 schools still operating in this manner.

We can point to another intermediate outcome in 2012, when the Colombian Ministry of Culture tasked the Cartagena de Indias Workshop School with the maintenance and protection of the city's cultural assets, under an agreement that remains in force to this day.

DEVELOPMENT OUTCOMES/ EFFECTS

Results that change people's living conditions. Conditions change for students when they begin to earn their own wages after graduating; the workforce insertion rate for the schools is around 80%.

3. SOME FIGURES

From 1991 to 2017, a total of 290 Workshop School projects were set up in 67 towns in 24 countries, giving training to 37,091⁴ students.

The following graph shows the number of Workshop Schools in operation over the period (1991-2017). The x axis indicates the calendar years from 1991 onwards; the y axis indicates the number of schools.

4 13,690 on national Workshop School programmes.

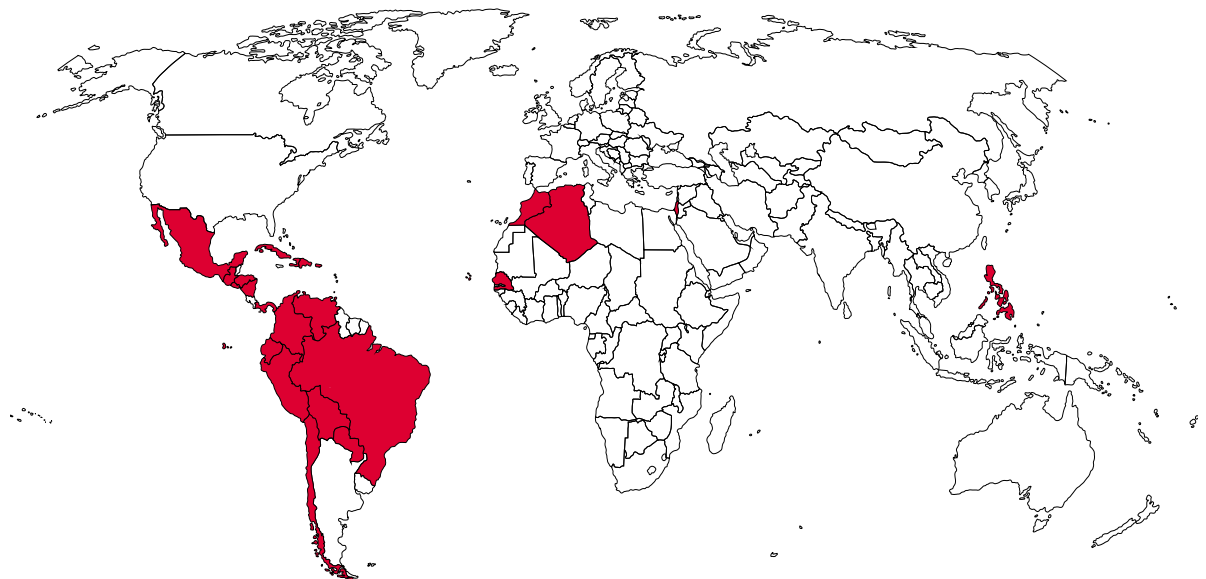
Number of Workshop Schools



Source: own figures

The distribution of the Workshop Schools Programme in the two areas where Spanish Cooperation is active is very different –while there have been schools in Latin America and the Caribbean since 1991, the Africa and Asia region had to wait until 2005. A total of 271 projects have been implemented in Latin-America, providing training to 35,591 students; in comparison, Africa and Asia have a combined total of 19 projects and 1,500 students.

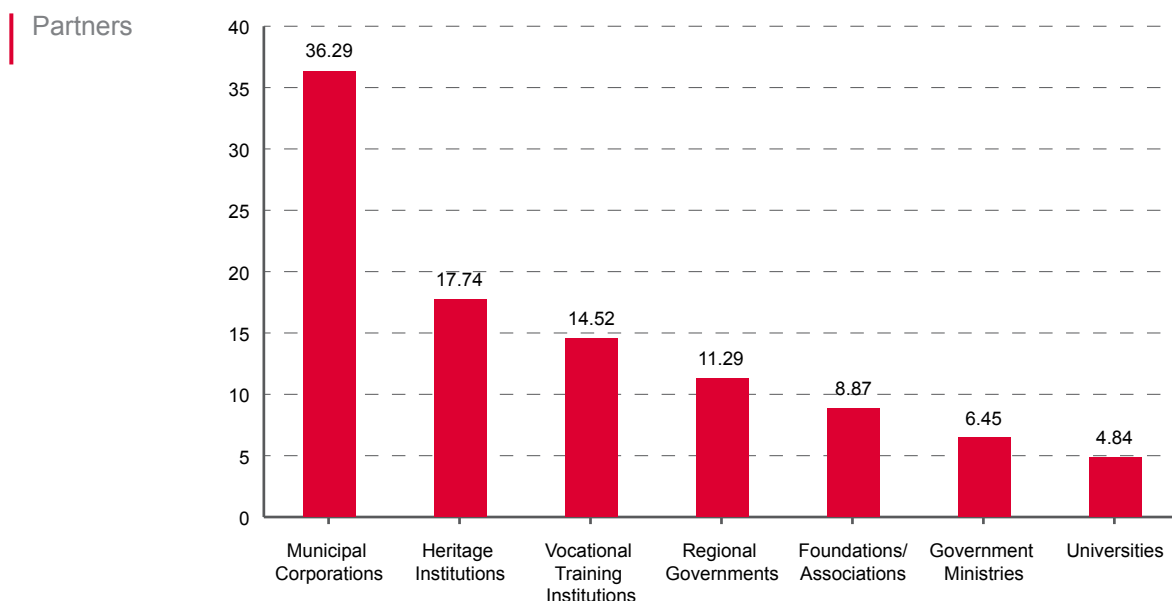
The graph below shows the 24 countries hosting Workshop School interventions from 1991-2017.





OUR PARTNERS

The institutions which have contributed human, financial and material resources over the years and which, in most cases, have continued to offer training after the withdrawal of Spanish Cooperation backing, are primarily municipal corporations (36.29%), cultural heritage conservation bodies (17.74%), technical-vocational education institutions (14.52%), regional governments (11.29%), foundations and associations (8.87%), government ministries (Culture, Social Integration, etc.) and universities (4.84%).



Source: own figures

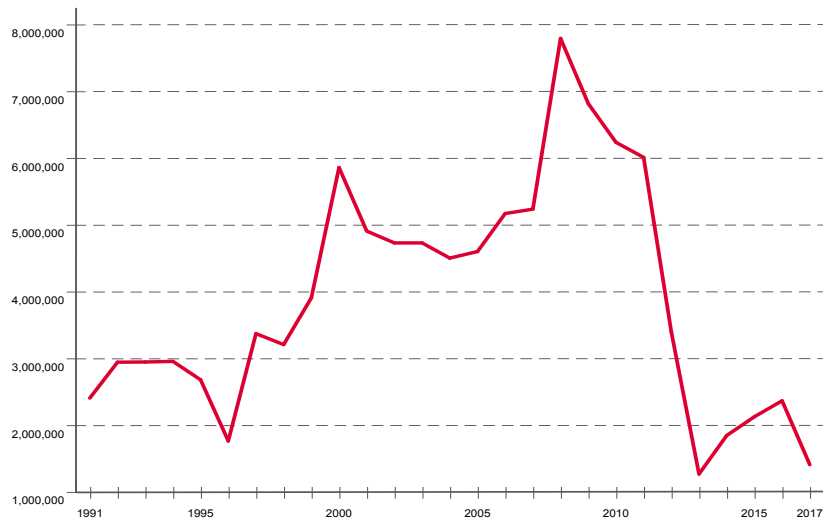
FUNDING

Over the 1991-2013 period, Spain allocated a total of €105,428,091 to the Workshop Schools. According to figures provided by the schools themselves, institutions in partner countries supplied €59,504,000, or 36.07% of total funding. Accordingly, Spain contributed 63.93% of all funding, not counting work experience programmes.

Other donors include CAF Development Bank of Latin America, which has contributed US\$2,554,000 to 15 projects in the region from 2006 to date.

The following graph shows the contribution made by Spanish institutions over the years (in €). There are three turning points, the first in 1996, after the initial agreement with the Ministry of Labour, which involved changing the funding model and from which point onwards local institutions began to participate in project funding; the second in 2000, when four Workshop Schools were set up in Central America in the wake of Hurricane Mitch; and the third in 2008, after the “cayuco crisis”, when the Ministry of Labour proposed rolling out Workshop Schools in the Sub-Saharan Region. Lastly, we can see how funding was reduced from 2008 onwards, to a minimum in 2013, due to the global economic crisis.

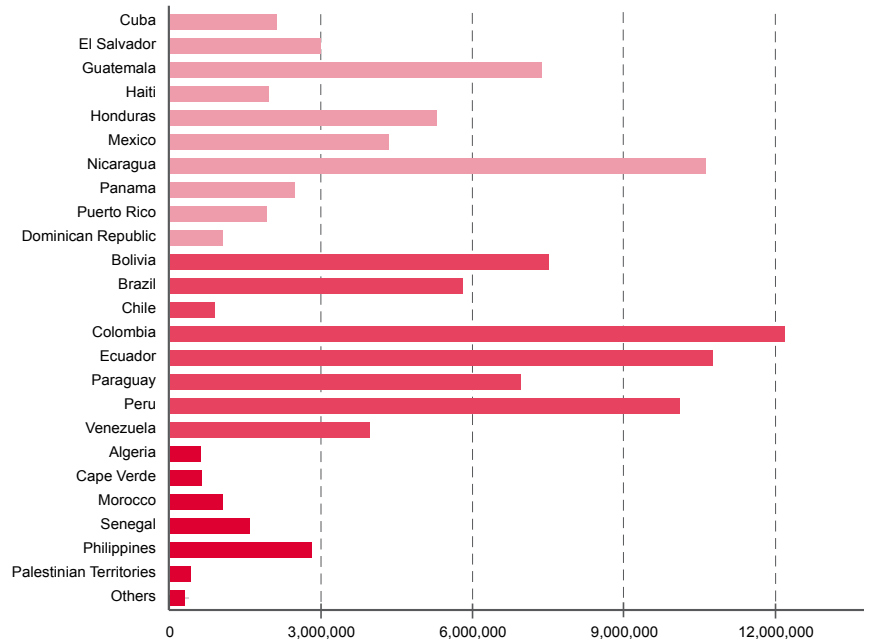
Spanish Funding



Source: own figures

The following graph shows how funds were allocated over the 1991-2017 period. The y axis lists the beneficiary countries, in alphabetical order, while the y axis indicates the amount of funding received. As we can see, Colombia was the major recipient, with just over €12 million, followed by Ecuador, Nicaragua and Peru.

Funding by country



Source: own figures

THE COST TO THE EC

The following graph shows how the cost per student/year has fallen, from €4,786 in 1991, remaining at around €3,000 for a long time before dropping steeply to €580 in 2013. The average figure for the 1991-2017 period is €2,838 per student (over an average two-year cycle), giving a figure of €1,419 per student/year.

Cost of Training Student/Year

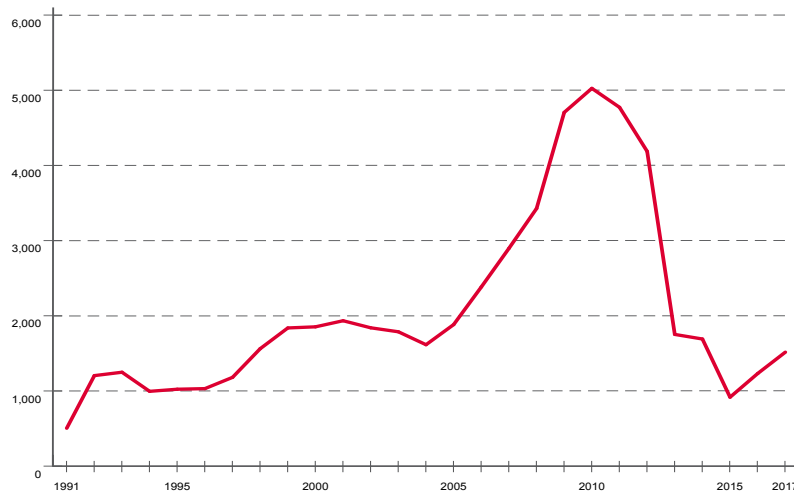


Source: own figures

YOUNG PEOPLE

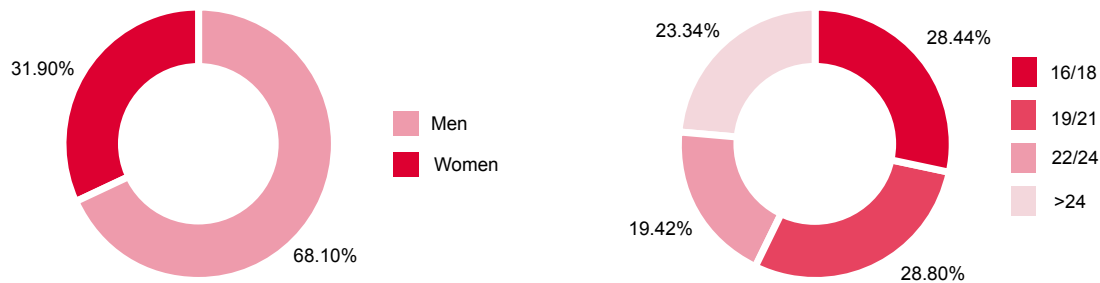
The following graph shows the number of young people attending the schools over the 1991-2017 period (37,091). The x axis lists the years; the y axis indicates the number of students.

Number of students



Source: own figures

Based on the latest available figures, the total number of recipients of training in 2017 was 1,691, giving an average of 70 students per school. 31.90% of students are women, more than in previous years, and in spite of efforts to increase female participation⁵ by offering training in skills that may prove more attractive to women (crafts, the environment, tourism) and positive selection measures.

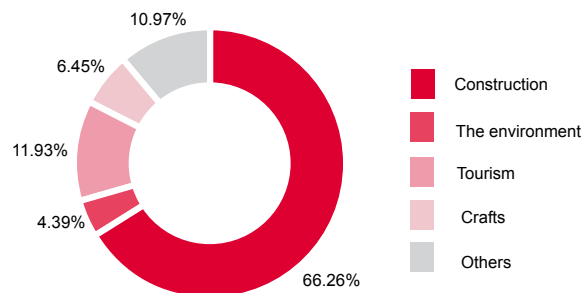


⁵ In comparison, the most recent statistics available on the Spanish State Public Employment Service website, for 2006, show a female participation rate of 29.91%. <http://www.sepe.es/contenido/estadisticas/etcote/estadistica/estaanse.html>

As regards age, 28.44% were aged under 18 years; 28.80%, 19-21 years; 19.42%, 22-24 years; and 23.34%, over 24 years.

TRAINING COURSES

Again based on figures for the most recent year available, the schools' programmes relate directly to heritage recovery, while the most highly-demanded skills correspond to the construction sector (bricklaying, carpentry, metalwork, stonemasonry, etc.), accounting for 66.26%. However, this figure has fallen in comparison to previous years, when the sector accounted for around 85% of all training provided. The construction sector is followed by tourism (cookery, tour guiding, etc.), with 11.93%, then by others (IT, motor mechanics, etc.) (10.97 %); crafts (pottery, metal work, wood carving, etc.) (6.45 %); and, lastly, the environment (4.39 %).



HIGH QUALITY EDUCATION

The training given in the Workshop Schools is eminently practical, as about three quarters of learning time (74.64%) is given over to practical work, either in the workshops or on work experience programmes.

As an indicator of the quality of the method, the classroom student/teacher ratio is 19/1, while the ratio in practical classes (workshops/work experience) is 12/1.

The student retention rate is 75%.

LABOUR INSERTION

The schools themselves normally keep figures on the labour insertion rates of their graduates. Over the years, on average 80% of students have found work on graduating.

The only case of an outside institution measuring the labour insertion rate referred to the first class to graduate from the Panama Workshop School (2001-2004). The study, a part of the FOIL Training and Labour Insertion Programme, was published in 2007 and claimed an insertion rate of 76%.



4. TRAJECTORY

The trajectory of the Workshop Schools Programme can be broken down into three stages.

STAGE 1. The early days, from 1991 onwards. The first stage is characterised by the setting up of the first seven Workshop Schools in Latin America, following the Spanish model, to coincide with the 5th Centenary Celebrations. All funding for their activities was supplied by Spanish Cooperation. The schools were just one line of the AECID Heritage Programme. During this stage, there were on average 12 schools in operation at a time.

STAGE 2. From 1996 onward, local institutions begin to assume a greater role, partly funding activities (student-related costs, including scholarships and benefits). Actions were, as yet, confined to Latin America, and the scheme remained a part of the heritage programme. During this period, there were an average of 25 schools in operation.

STAGE 3. From 2007 onwards, is characterised by the expansion of the Workshop Schools to all Spanish Cooperation destinations, including those in Africa and Asia. It also involved incorporating a spectrum of non heritage-related skills. From 2009 onwards, the Workshop Schools Programme split from the heritage programme. Another significant element was the commencement of the setting up of Workshop Schools Programmes throughout Latin America, as local institutions assumed the method, incorporating the schools, to a greater or lesser degree, into their national technical-vocational training systems. During this phase, there were an average of 40 Workshop Schools in operation at a same time.

STAGE 4. From 2018 onwards, with the formulation of the new 2030 WORKSHOP SCHOOLS strategy.

5. BALANCE SHEET AND SYNERGIES

The huge effort made over the years translates not only into new skills learned by thousands of young people and hundreds of heritage assets restored, but also augurs positively for the continuity of the schools after the withdrawal of Spanish Cooperation backing, as the Workshop Schools method is subsumed into their national, regional and local training systems.

The current economic situation, which, in general, has meant a significant fall-off in funding for development cooperation, for the Workshop Schools has meant a drop in the number of projects receiving direct support from Spanish Cooperation (from 47 schools in operation in 2009 to 13 in 2015). Nevertheless, synergies generated over the years have led local institutions to commit more heavily to the running of the schools. By the end of 2017, there were 58 Workshop Schools in operation in Latin America and the Caribbean, of which only 17 had Spanish Cooperation backing. By this reckoning, Spanish Cooperation provides support to less than a third of the Workshop Schools currently in operation.

One of the most successful cases of synergy emerges from Cuba. The model for the Havana Workshop School, direct aid to which ended in 2003, has led to the creation of similar projects, using the same training system and run by the conservation or historical offices of Santiago, Trinidad, Camagüey and Cienfuegos as part of the country's heritage recovery policy.

Other notable cases are the **National Workshop Schools Systems** of Nicaragua, Honduras, Colombia and Guatemala, set up either by vocational training or heritage-related institutions.

- ▷ In the case of Nicaragua and Honduras, the sustainability strategy formulated respectively by the Nicaraguan National Technological Institution (INATEC) and the Honduran National Commission for the Development of Non-Formal Alternative Education (CONEANFO) consisted of formulating national Workshop Schools projects in which AECID funding was gradually reduced and local funding increased, being shared by national institutions and local councils. Their respective projects proposed centralised management of the system from a unit created for the purpose in the national institution in question, which would analyse, select, roll out and monitor up to 10 projects for a trial period of four to six years, before incorporating the model into their respective national systems. Projects have been adapted to local realities with regard to class hours, number of student scholarships, matching salaries to those paid at other national institutions, etc.
- ▷ In the case of Colombia, the transfer process began in 2007, headed by the Ministry of Culture's Directorate for Heritage, and SENA, the National Vocational Training Service, which oversees vocational training in the country. These two organisations signed an agreement, still in force, to support the continuity of the schools beyond the gradual withdrawal of Spanish Cooperation backing. The National Workshop Schools Programme Management Unit, dependent on the Ministry of Culture, monitors project sustainability and creation. The transfer process was successfully concluded in the case of Cartagena, Mompox, Popayán and Bogotá, where schools continued to function without Spanish backing. The copy-cat effect, promoted by the Ministry of Culture⁶ manifest itself in the opening of new schools, this time without funding from the Spanish institution. In total, there are now 10 Workshop Schools in operation in Colombia.
- ▷ In Guatemala, the Ministry of Labour and Social Welfare set up the National Workshop School and Employment Workshop Programme in 2015 as part of the K'atun "Our Guatemala" 2032 Project. Although, only one school has been set up to date in the town of Quetzaltenango, we trust it will shortly be joined by others.

6 AECID provides financial backing to Colombia's National WS Programme.

6. RECOMMENDATIONS, LESSONS LEARNED

The achievements of the programme down through the years serve as recommendations in favour of technical-vocational education, and may be broken down into the following areas:

Social:

- Goal: social inclusion through labour insertion.
- Focus on vulnerable young people, providing them with access to training.
- Free training and scholarship/remuneration.
- Positive inclusion measures for women.
- Schedules compatible with other duties.
- Involving parents/guardians in the training process.

Educational:

- Offering attractive, high-quality training (basic skills and second chance).
- Offering eminently practical training in real settings.
- Strict selection of trainers; training of trainers as an activity.
- Constant planning/review of skills (employment market).
- Incorporating measures to control dropout rates.

Organisation:

- Including two areas in the school organisation chart: labour insertion and social support.
- Setting up commissions to review the operations of the schools, involving all agents.
- Official recognition/homologation of training by local authorities.
- Constant assessment of processes and monitoring of graduates (labour insertion).

Institutional:

- Exploring potential partnerships and sources of funding.
- Incorporating key agents from civil society, chambers of commerce, professional associations, etc.
- Taking the first steps in helping graduates to find jobs.
- Projects associated with the schools' activities must drive local development and contribute to the sustainability of the schools themselves.

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STRATEGIC MODEL WORKSHOP SCHOOLS 2030*

Ever since it was set up in 1990, the Spanish Cooperation Workshop Schools Programme has travelled a long, successful road, maintaining its continuity and expanding in more than 24 countries. Over these years, the Workshop Schools have been characterised by important outcomes in relation to the training and labour and social insertion of their students, the recovery of historic-monumental heritage in their locations, and official recognition from institutions in member countries.

Nevertheless, the context in which the Programme was conceived and reached its peak has changed, and in recent years we have seen signs of a certain inertia, fatigue and uncertainty around the traditional Spanish Cooperation Workshop Schools model. Against this, new development potentials have also emerged: the chance of bringing the programme and its results to new regions, discovering new lines of work and new projects in sectors beyond the traditional ones and incorporating it into new instruments. However, new challenges also arise, primarily with regard to financial sustainability, a factor which will no doubt influence future development options.

There are 67 Workshop Schools in operation in Latin America and the Caribbean today, of which just 17 (25.37%) receive AECID backing. Some have been set up as local initiatives, replicating the Spanish model, while others have been incorporated into national programmes or complement technical-vocational training offered at local or national levels. The traditional Workshop Schools model, based on heritage recovery, has evolved to encompass new sectors (tourism, gastronomy, etc.), occasionally expanding the benefits offered beyond young people at risk of social exclusion.

In 2016, moved by a desire to improve and renovate the Programme, AECID held a workshop-meeting in Cartagena de Indias for the AECID technicians responsible for the Latin-American Workshop Schools in the Technical Cooperation Office (TCO), where they shared their visions and formulated an initial reflection regarding their goals and priorities for updating the programme. The resulting document served as the blueprint for the new strategic model.

In spite of a history going back over 20 years, no formal strategic planning exercise has ever been held for the Workshop Schools Programme. Accordingly, there is no single model, no road map and no defined route. In recent years, this has led to a certain inertia and a lack of major decisions being reached.

The new model is the result of a process headed by AECID and defines a strategic focus to guide the development of the Spanish Cooperation Workshop Schools Programme over the coming years, incorporating a plan of action that will make it possible to establishing a roadmap for the changes demanded by the new model.

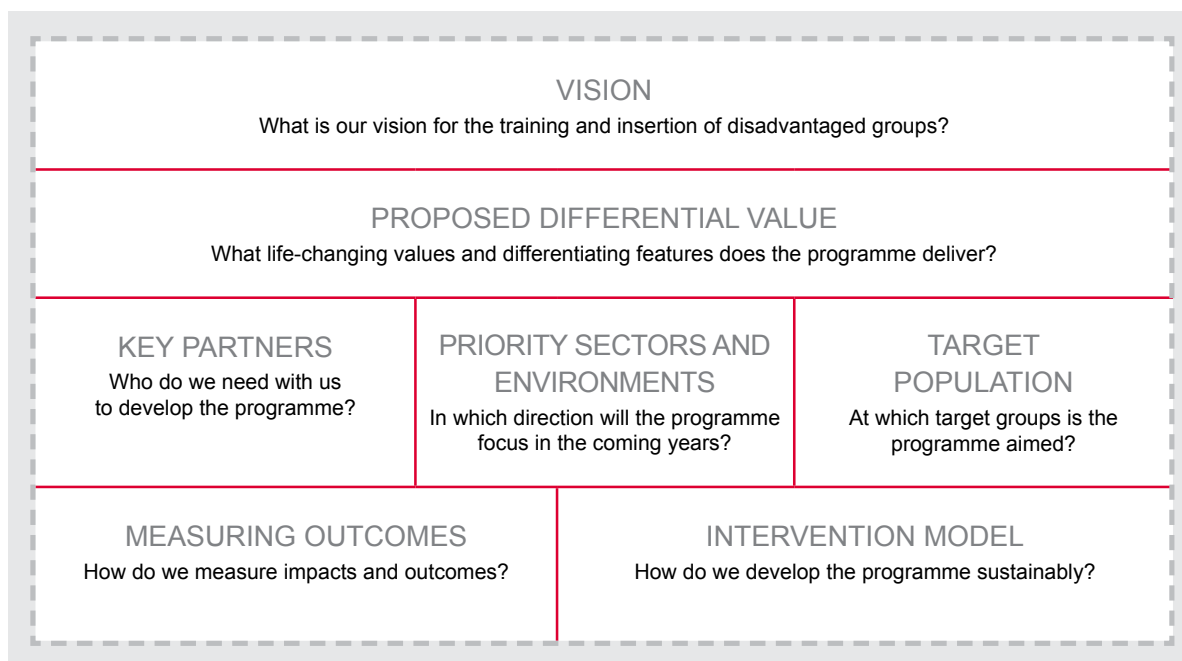
* Summary of "*Modelo Estratégico de Escuelas Taller de la Cooperación Española*", formulated in collaboration with ACT Consulting Lab.

1. THE STRATEGIC MODEL

The strategic model is a tool that offers an agile, integral overview of the approach, priorities and criteria to be followed to propel the development of the Workshop Schools Programme over the coming years.

It consists of a series of content blocks, comprising the key elements needed to define a development strategy for the programme.

The structure of the proposed strategic model is as follows:



2. AECID'S VISION FOR THE WORKSHOP SCHOOLS

In establishing the strategic model, AECID understood the need for a clear, concise internal definition of the Workshop Schools model, as well as delineating our vision of the distinctive and differentiating features of the programme and its development priorities.

So far, the new programme is based on the initial Spanish vision and model, closely following the original format of the first Workshop Schools set up in Spain and intimately linked to heritage recovery. However, it has also been adapted to the circumstances and guidelines of Spanish Cooperation policy and the context of each partner country. Accordingly, there is no single model or recipe for the schools.

TRADITIONAL VISION OF THE WORKSHOP SCHOOLS

The Workshop Schools were set up by Spanish Cooperation to provide training to disadvantaged and vulnerable young people in skills relating to the conservation of their local cities or communities, using methods that combine theory and practice, conducted in real work settings.

Challenges faced by the traditional model to date

The Workshop Schools Programme has received great recognition both within AECID and beyond. In general, independently of the proposals and strategies in place in each country, the Latin-American schools have created an image and history that constitute assets for Spanish Cooperation. Accordingly, the Workshop Schools framework needs to be defended and updated.

Nevertheless, the traditional model has also come up against a series of difficult challenges and problems, which have not been addressed either strategically or holistically.

We now summarise the main challenges facing the programme over the years:

- **Official recognition of titles.** Gaining official recognition from the educational and training systems of each member country is a long, arduous process, demanding input from a host of agents and involving much bureaucracy. By now, practically 100% of the schools in operation have their training officially recognised.
- **Identifying the skills most in demand.** Most Workshop Schools have traditionally focused on skills relating to heritage and cultural restoration. This limits the range of employment opportunities open to graduates to that sector of the market.
- **Sustainability, transfer and national ownership of the programme.** The sustainability of the schools beyond Spanish Cooperation support is a complex matter and can pose a disadvantage when transferring the model to other contexts. The traditional cooperation model of the schools involves a major investment in resources, and many governments have not been able to take them over as initially designed.
- **Identifying and funding associated projects.** The associated projects add complexity to the funding model, as money is required for more than just operating the schools. Municipal corporations, who normally lead the search for projects and funding, are short on resources and cannot guarantee the continuity of the project.
- **Difficulty measuring labour market insertion outcomes.** Most Workshop Schools do not have either the resources or the tools with which to formally measure labour insertion rates after graduation. There are no official statistics available either on hiring or on the quality of the jobs taken by graduates of the schools.



NEW VISION OF THE WORKSHOP SCHOOLS

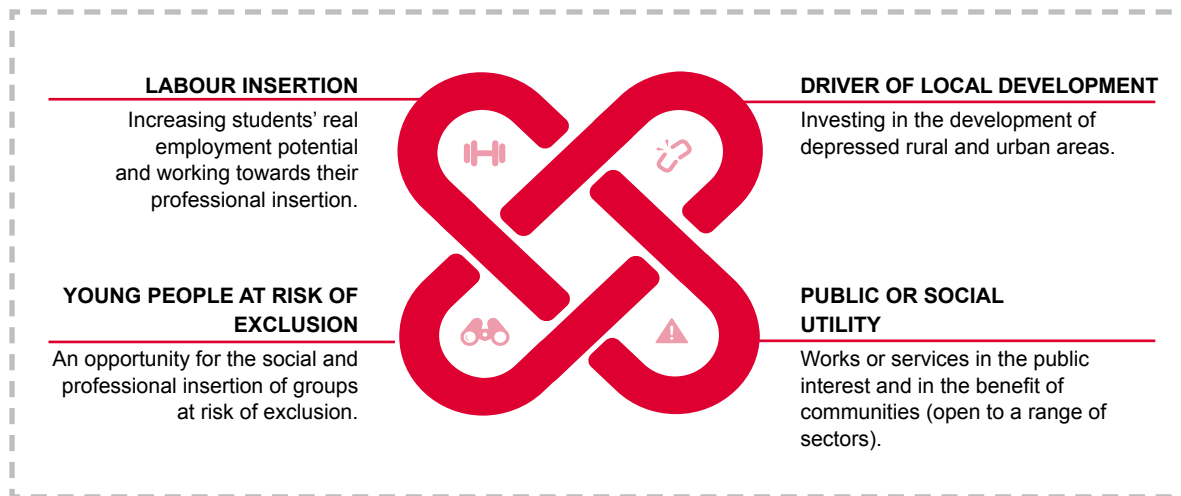
The new vision of the strategic model for the Workshop Schools aims to define clearly and directly the essential features of the programme going forward:

The Workshop Schools are intended as public policy instruments headed by member countries, to promote the professional and social insertion of disadvantaged or vulnerable young people, by providing them with training, support and guidance in trades offering real employment potential, based on methods that combine theoretical and practical work, applied in real development projects and the rehabilitation of the economic, social, natural and cultural fabric of their communities or territories.

There are several elements worth taking a closer look at for a better understanding of how the new model is to be developed:

- a. **“Public policy instruments”**. A greater role is to be given to partner countries, who will incorporate the programme into their public employment or development policies, as a public service that benefits the population as a whole. On the other hand, by forming part of public policies and services, schools are not individually responsible for their self-sustainability; instead, as institutions of public and social value, they are recipients of State funding.
- b. **“Promote the professional and social insertion of disadvantaged young people”**. First of all, the main goal of the Workshop Schools is clearly stated: to increase the real employment potential of vulnerable or marginalised groups and work towards their social and professional insertion. Projects associated with the new model must situate the labour insertion outcomes of their students, whether in salaried or self-employed employment, in their logframe and as their ultimate goal, and also measure said outcomes.
- c. **“In trades offering real employment potential”**. It is also essential to first analyse the employment market and the demand for labour by businesses and the public sector in each context, choosing the most relevant vocational training modules and associated projects.
- d. **“Rehabilitation of economic, social, natural and cultural fabric”**. Lastly, under the new focus, recovery of cultural and architectural heritage is no longer the exclusive hallmark of the programme. On the contrary, the spectrum of potential projects will be expanded to include public works and services in other sectors, providing they form part of public plans to develop and improve local communities and deliver clear benefits to their inhabitants.

The following table gives a general overview of the strategic model proposed for the schools, showing the four basic components that define the essence of the programme:



3. VALUE PROPOSITION

In recent years, the concept of value proposition has been transferred over to the management of organisations and used to define the comparative advantages and distinctive benefits given by a service, product or activity for a certain target group. In the case of Spanish Cooperation, the value proposition is the factor that could make a partner country decide to cooperate with AECID to solve social issues or satisfy needs in an innovative manner. In this regard, the value proposition is built on the series of advantages or hallmarks offered by a cooperation organisation to the governments and target groups with which it works.

For a value proposition to be both sufficient and efficient, it must describe at least three key elements:

- ▷ How the Workshop Schools model solves social issues or meets public needs in partner countries.
- ▷ The benefits that the government and population may expect from the model.
- ▷ The differential value that sets it apart from other options or agents.

HALLMARKS WHICH ADD DIFFERENTIAL VALUE TO THE MODEL

The first step in defining the value proposition is to delimit and emphasise the advantages and differential features of the Spanish Cooperation Workshop Schools model. These features and characteristics should be incorporated into a possible script to be pitched to potential partners.

In order to boost the brand value of Spanish Cooperation Workshop Schools, it is also essential to stand apart from other international cooperation agents proposing intervention models in vocational training and labour insertion in partner countries. Accordingly, we need to bear in mind the following comparative advantages and distinctive benefits of the Workshop Schools, as key factors for the success of the model.

The following table summarises the aspects that differentiate the programme from other vocational training initiatives:

FREE, ACCESSIBLE TRAINING	SCHOLARSHIPS AND SOCIAL BENEFITS	TRAINING IN TRADES WITH REAL EMPLOYMENT POTENTIAL	TRAINING IN REAL SCENARIOS IN PROJECTS WITH SOCIAL REPERCUSSION
HIGH-QUALITY VOCATIONAL TRAINING	ALIGNED WITH NATIONAL STRATEGIES AND SYSTEMS	COMPLEMENTARY TRAINING IN HUMAN DEVELOPMENT AND VALUES	OFFICIAL CERTIFICATION
CAREER GUIDANCE AND SUPPORT IN FINDING EMPLOYMENT	PROMOTING PRODUCTIVE INITIATIVES AND ENTREPRENEURSHIP	PSYCHO-SOCIAL SUPPORT FOR STUDENTS	INNOVATION AND SKILLS FOR THE 21ST CENTURY

Free, accessible training

The Workshop Schools will impose no educational requirements, instead offering a second chance to students who have been left behind by educational systems. All courses are also offered free of charge to students.



Scholarships and benefits

To mitigate situations of vulnerability, the Workshop Schools will provide students with an array of benefits, including medical and accident insurance and, in certain cases, scholarships, meals, transport grants, etc.

Training in trades offering real employment potential

The employment offer in each region will first be identified, catalogued and quantified, to allow schools to promote training in skills with good employment or entrepreneurship potential.

Real scenarios and projects with social repercussion

A key factor of the Workshop Schools model is the associated project, which makes it possible to develop training plans for the skills to be taught and to train qualified workers. These associated projects must offer definite social value to local communities.

High-quality, practical vocational training

The Workshop Schools will provide high-quality training with regard to organisation, curriculum design and educational application. Classes will be highly individualised, with a very low student-teacher ratio. The “learning by doing” method is also eminently practical.

Aligned with national strategies and systems

The Workshop Schools Programme is designed to be inserted into public training and employment promotion systems in the member countries. Likewise, the associated development projects are required to form part of municipal, sector and national development strategies.

Complementary training in human development and values

The Workshop Schools will provide complementary training in areas related to the trade in question and in others of general interest (occupational safety, cooperatives, IT, etc.). Basic education and literacy modules will also be included for young dropouts. All projects are also required to include compulsory modules on human development and values.

Official certification

Training given in the Workshop Schools will be officially recognised by the governments of their respective member states. The professional qualifications and skills acquired will be accredited according to national regulations.

Career guidance and support in finding employment

Students will receive advice, guidance, employment information and skills in job seeking techniques. After projects finalise, schools will monitor graduates, maintaining up-to-date records on their employment situation. Schools will also offer placement services, working hand-in-hand with local employment services to help graduates find permanent or temporary jobs.

Promoting productive initiatives and entrepreneurship

The Workshop Schools will include entrepreneurship as one of the challenges for future development. Schools will take into account the possibility of students setting up their own business ventures at the end of the learning period. Students will acquire business creation and management skills, along with advice and information on key agents who could aid their future enterprises.



THE WORKSHOP SCHOOL AS AN EMPLOYMENT POLICY TOOL

This focus requires close links with government labour and education departments and other employment authorities, who will steer its incorporation into public policies.

The idea is intended to complement existing vocational training systems, focusing more intensely on vulnerable young people.

Psychosocial support

Students at Workshop Schools often come from marginal and vulnerable backgrounds and, in addition to training, also need permanent, individual psychosocial support for their full insertion into society.

Innovation and skills for the 21st century

The Workshop Schools Programme will focus on creating innovative training programmes and learning environments. Innovation, trades and IT-based and digital economy skills are the keystones of the new model.

TWO APPROACHES TOWARDS DEVELOPING A VALUE PROPOSITION

Two major approaches, both of which may be adapted to the specific circumstances of each case, have been defined for application of the new model. Although each approach defines a different response to divergent contexts and agents, they share the same essential elements.



APPROACH A. THE WORKSHOP SCHOOLS AS AN EMPLOYMENT POLICY TOOL

Key message

The Workshop Schools may complement official vocational training systems in member countries, delivering an effective, proven response, and promoting the labour and social integration of vulnerable young people in depressed and conflict areas, helping to reduce vulnerability and risks.

Interlocutor

Ministry of Labour, Ministry of Education, or public employment agencies.

Approach

In national public systems, the Workshop Schools serve as vocational training centres, promoting the labour insertion and social rehabilitation of vulnerable young people excluded from conventional training and insertion programmes. Under this approach, the Workshop Schools system is incorporated into country networks and the training given is accredited by local vocational training authorities; the schools are not directly run by Spanish Cooperation.

Each national employment or vocational education authority will oversee the creation of the schools, establishing the rules for their operation and funding. By institutionalising and standardising a national Workshop Schools system, this approach leads the way towards the creation of a stable and extensive network.

The schools and staff pertain to the corresponding labour or education ministry or technical-vocational body, although at operative level they may be run by other agents.

The same ministry or public body coordinates with municipal corporations interested in hosting Workshop Schools and with other key public and private agents.

When is this approach appropriate?

This approach can be followed whenever member countries seek to permanently reduce vulnerability and risk for young people in certain communities or groups.

The insertion and integration into society of these vulnerable groups is the primary motivation behind the initiative.

The model should be seen as specialised and of proven efficacy among vulnerable and disadvantaged young people. Regions with marginalised populations, communities and municipalities will be identified and schools located there, as part of active national employment policies. It complements vocational training systems, focusing more intensely on vulnerable young people.

AECID role

After years of experience with the Workshop Schools Programme, AECID has gained an extensive understanding of how best to implement and manage it. Moreover, insofar as Spanish Cooperation continues to provide funding, the key elements for the success of the programme should be maintained. Accordingly, AECID goes before the authorities in partner countries as an expert adviser and initial advocate of the model.

A typical Spanish Cooperation project using this approach would feature the following components:

- Co-funding for the first few years of operation of each new school.
- Technical advice in designing and setting up schools.

- Support in sourcing key development projects that allow schools to offer students a real working environment.
- Support in sourcing complementary backers to work together with AECID and the partner country to create a network of schools.
- Advice in defining the Workshop Schools network at national level, setting up and developing a central technical unit to provide schools with technical support.
- Technical or financial support in identifying the trades with the highest employment and entrepreneurship potential.

This approach has a medium-term timeline of six years per project, during which time Spanish Cooperation provides backing to the schools until they are fully operational, and the partner country has put in place the context and mechanisms for them to be run sustainably and independently.

APPROACH B. THE WORKSHOP SCHOOLS AS COMPONENTS OF DEVELOPMENT PROJECTS

Key message

The incorporation of a Workshop School into local (or sector) development projects and actions may have a double impact as, in addition to delivering infrastructures, assets or services that benefit the community, they also develop productive skills and yield qualified workers.

Interlocutor

Municipal corporations (or sector agencies) wishing to promote development projects in their territories.

Approach

Under this approach, the Workshop Schools model serves as an associated specialised training and insertion component of development projects promoted by local governments or sector agencies, where the learning-by-doing method is used to recover heritage or the environment, improve degraded neighbourhoods or public spaces, provide communities with public services and infrastructures and stimulate economic development.

The municipal corporation (or sector agency) promotes the project and oversees its implementation, with the aim of facilitating social and economic development in the region. Projects are required to form part of national public development policies and strategies.

Under this approach, the municipal corporation (or sector agency) oversees the schools throughout the duration of the projects, and the potential of each school is leveraged. Schools are located at project sites.

B

THE WORKSHOP SCHOOL AS A COMPONENT OF DEVELOPMENT PROJECTS

This approach demands close links with the corresponding municipal government or sector agency, which will oversee the implantation of the projects as part of national development strategies.

When is this approach appropriate?

When Spanish Cooperation plays an integral role in a certain region or sector, coordinating the spectrum of initiatives to be developed in each context. In this scenario, schools would be integrated into initiatives as a whole, responding to a higher goal, such as the development or recovery of the region or sector.

This approach is best suited when governments in partner countries seek to implement development projects in a socially responsible manner, empowering disadvantaged people and helping them to adapt their skills to create greater value for themselves, the project and their communities, and, in turn, enhance their earning potential. The goal is to conduct projects in the public interest, with an additional component of making a social impact by involving disadvantaged communities. The aim is to recover public spaces or historical-cultural-natural heritage, while also strengthening local economies and social fabric. On finalisation of the learning period, graduates will be given support in finding employment, setting up cooperatives or creating business ventures.

One essential component of this approach is identifying local and sector development plans with the potential for an associated Workshop School (and with potential for delivering employment).

AECID role

Working alongside partner countries, AECID promotes multi-year regional, local and sector development plans in a range of contexts, involving a major outlay of resources and stable relations with local agents. In this context, AECID helps partner countries to identify and design interventions involving the Workshop Schools, and co-funds projects and schools.

A typical Spanish Cooperation project using this approach would feature the following components:

- Co-funding of development projects.
- Co-funding of schools associated with projects.
- Designing and setting up associated schools.
- Support in sourcing complementary backers to collaborate with AECID and the partner country in developing the project.

This approach has a short-term timeline of two to four years, during which time Spanish Cooperation provides funding for projects, either throughout the lifetime of the project or until the public works or services in question have been delivered.

4. STRATEGIC PARTNERS

KEY AGENTS IN THE PARTNER COUNTRY

The Workshop Schools model demands deep-seated, solid participation from a spectrum of agents in the partner country and seeks to build stable links with public and private bodies, promoting inter-institutional, social and cultural alliances. Before implementing the model, it is first necessary to secure institutional commitment to the long-term sustainability of the schools.

Key
partners



We now analyse the role of each of the key partners:

Municipal corporations

The primary partners in Workshop School projects. The strength of the Workshop Schools lies in their integration into their immediate, primarily local, environment. Municipal corporations have links to key local agents with access to local resources.

Municipal corporations can ensure that schools become tools for local development and social inclusion. They also understand the context, the development needs of vulnerable groups and the local agents to be coordinated in order to implement the model correctly.

Municipal corporations must ensure a series of minimums for schools, allocating municipal resources, establishing conventions with other institutions (coordination with medical, psychological and social services) or directly by securing specific resources. They are key to ensuring that graduates have access to municipal labour banks or employment programmes.

From early on, they must assume ownership of the model, coordinating it with related institutions and public policies. In short, they play a key role as local partners, and are essential for ensuring that schools become tools for local development and social inclusion.

Government Labour and Education Ministries and other employment and vocational training agencies

It is essential for the stability of the programme that it be made public policy. Government Labour Ministries establish employment policies and also usually oversee the vocational training networks into which the Workshop Schools are to be inserted and coordinated. As such, at central level they are tasked mainly with establishing the basic rules for the operation for the schools and their coordination with other agencies responsible for education. Depending on the context, they may also be responsible for vocational training, non-formal education and the national qualifications system, as well as defining professional categories and vocational training courses.

These ministries would also define how national Workshop Schools Programmes would fit into higher-level education programmes, and lead the search for possible outside backing for associated projects to complement classroom hours.

Coordinating with government ministries is also essential to diagnose the employment potential of each trade and analyse labour markets in the countries in question.

Ministry of Social Development or similar

Normally tasked with social welfare programmes dealing with vulnerable populations and youth, with a role in identifying at-risk groups. These services may also be supervised at municipal level.

Government ministries

Depending on the types of projects, other sector ministries may also be involved in running the programme, e.g. Housing, Construction and Sanitation, Heritage, Environment, etc.

Businesses and Foundations

It is important to work hand-in-hand with chambers of commerce, tourism, construction, etc., to lobby companies for involvement in projects, gathering information to identify the demand for labour profiles or signing agreements to facilitate the professional insertion of graduates.

Businesses and foundations can also be very useful when sourcing complementary private funding for associated projects and for the schools themselves.

In this regard, the Public-Private Alliance for Development (APPD) model provides a very interesting approach for application to the Workshop Schools Programme.



Social organisations

Coordination with organisations working with unaccompanied minors, minors affected by migration processes and armed conflict, street children, etc.

POTENTIAL STRATEGIC PARTNERS

Developing new strategic alliances to stimulate the vocational training and labour market insertion of vulnerable groups will be of the ultimate importance. In recent years, a series of agents have made excellent progress in this context. The agents listed below were consulted when the new strategic model was being defined and, in the short term, may contribute valuably to the new Spanish Cooperation model.

- SEPE (Spanish Public Employment Service)
- OEI (Organization of Latin-American States)
- CAF Development Bank of Latin America
- LUX DEV (Luxembourg Cooperation)
- Swisscontact (Swiss Cooperation)
- Italian Agency for Development Cooperation

5. PRIORITY SECTORS AND ENVIRONMENTS

The aim of the new Workshop Schools model must be to extend the range of action, taking it to strategic sectors and development programmes prioritised by Spanish Cooperation and the partner countries (linked to the Country Partnership Framework). In this regard, three factors must be taken into account when selecting sectors:

- They must involve trades and skills suited to a training model that puts practical work ahead of classroom work and which can be learned in a productive context from a very early phase.
- They must respond to priority sectors in municipal/national investment plans in the territory or implement priority local development strategies.
- They must be sectors with a real demand for labour in the territories where schools are set up.

Accordingly, we now list some of the sectors and lines of intervention with potential for “learning by doing” projects:



SUSTAINABLE HOUSING, HABITABILITY AND URBAN PLANNING

Basic habitability. Rehabilitation and/or construction of welfare housing. Use of traditional construction techniques, sustainable construction.

Recovery of public spaces in urban and hinterland areas.

Rehabilitation of urban environments.

Maintenance and care of disadvantaged urban areas and neighbourhoods.

Provision of urban facilities.

Provision and maintenance of parks and gardens.

Social media, connectivity and social welfare platforms.



WATER AND SANITATION

Provision, rehabilitation, operation and maintenance of:

- Drinking water systems and networks.
- Sanitation systems and networks.
- Waste water treatment systems.
- Waste management systems.



HERITAGE AND CULTURE

Rehabilitation of heritage buildings and reconditioning for public use.

Recovery and reconditioning of artistic, historic and cultural heritage. Preventive conservation, cleaning and basic interventions.

Rehabilitation of buildings, spaces and facilities of public interest.

Recovery of vanishing skills (guitar making, gold and silver work, jewellery, embroidery, lace making, etc.).

Provision of cultural and social facilities. Cultural tourism.

Equipment for the film, TV and theatre industries: sets, lighting, sound equipment, etc.



ENVIRONMENT AND NATURAL SPACES

Conservation of ecosystems.

Restoration of ecosystems.

Sustainable forest management.

Agroforestry.

Reforestation.

Circular economy.

Waste management.



SUSTAINABLE FOOD PRODUCTION

Sustainable production techniques: agroecology.
Ecological crops.
Agro-food transformation techniques, chain of value (cooperatives and entrepreneurship).
Agricultural services and systems.
Irrigation and efficient water technologies.
Animal and plant health techniques.
Aquaculture, sustainable fishing and boat building.



RENEWABLE ENERGIES

Renewable energy: installation and maintenance.
Energy efficiency: installation and maintenance.
Biomass extraction.



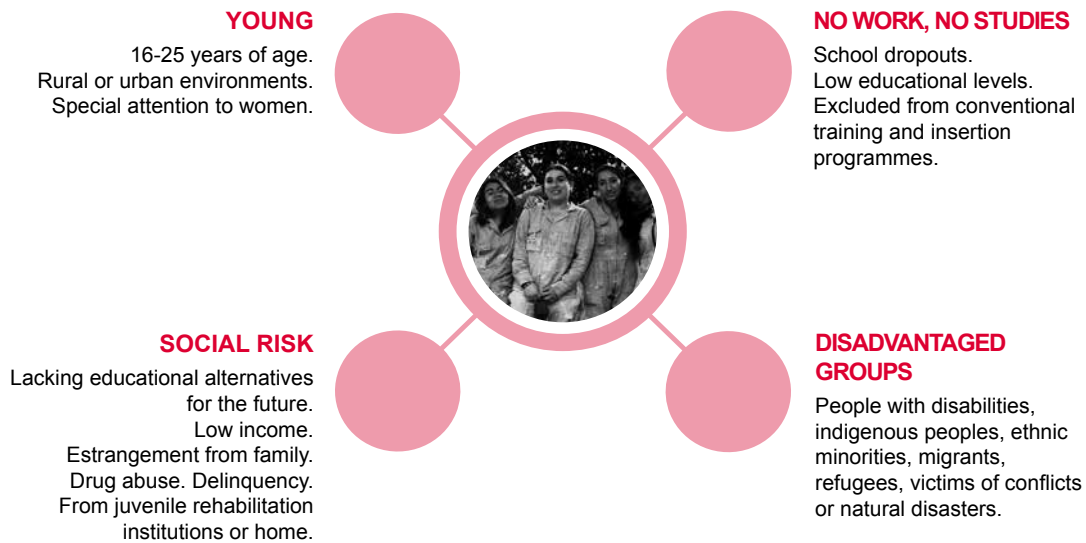
TOURISM

Eco-tourism and hospitality.
Marketing of eco-tourism products.
Eco-tourism products: trails, themed routes.
Eco-tourism infrastructure (construction and maintenance of interpretative centres, hostels, animal-watching shelters, etc.)

6. TARGET POPULATION

The Workshop Schools Programme has always focused on vulnerable young people and the new model makes no changes in this regard. The profile of the Workshop Schools student is as follows:

Targets:
Profile of target population



7. RESULTS FRAMEWORK

In order to measure the outcomes and achievements of the Workshop Schools Programme, it is essential to define a results framework, visibilising the programme's theory of change and clearly setting out the goals.

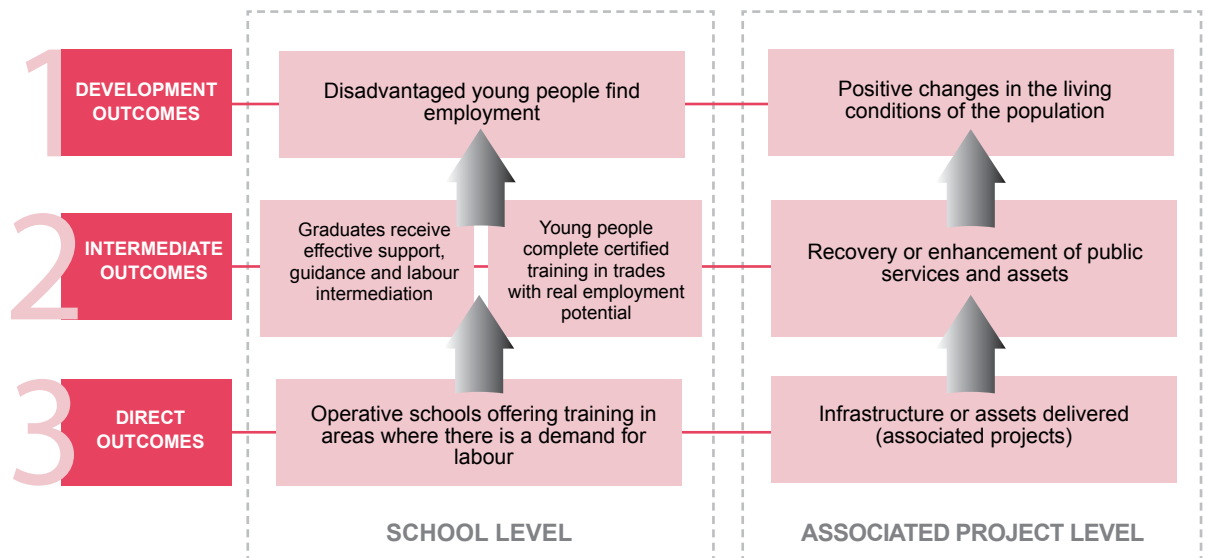
The results framework defined for the Workshop Schools Programme is based on the outcome management and tracking model implemented by AECID in its development strategies and Country Partnership Frameworks. It consists of three outcome levels, corresponding to three types of changes:

LEVEL 1: Development Outcomes. Changes in the living conditions of beneficiaries.

LEVEL 2: Intermediate Outcomes. Changes in the performance or behaviour of key agents.

LEVEL 3: Direct Outcomes. Direct results after project activities have been conducted. This normally refers to the training received and accredited and the assets or infrastructures delivered.

The following graphic depicts the framework and its primary components:



8. INTERVENTION MODEL

The main challenges facing the Workshop Schools Programme are a) sustainability and b) being taken up by the partner countries. Going forward, the programme must maintain certain criteria and rules for Spanish Cooperation intervention, making authorities in the partner country clearly aware of the partnership model to be applied from the time the project commences until withdrawal of Spanish Cooperation support. The respective obligations of Spanish Cooperation and of local agents must be clearly detailed, making it possible to negotiate and agree the roles and resources to be delivered by each party.

APPROACH A: HOW IT WORKS

“The Workshop School as a stable tool for employment and labour integration policy”

Approach A proposes a strategic partnership (set down in a partnership agreement and funded through state subsidies for a period of two years), with a limited duration, wherein municipal corporations and other agencies promote public employment policy. This model also promotes the incorporation of the Workshop Schools into national vocational training structures and includes Spanish Cooperation support as a key element.

The model involves ongoing technical support from Spanish Cooperation from day one, with considerable financial support being given to set up the schools and reduced progressively thereafter. In other words, partner countries, independently of the sector in question, must commit to allocating budget funds for the progressive takeover of the schools. The multi-year budget allocation for the schools must be clearly defined and set down in writing from the beginning.

APPROACH B: HOW IT WORKS

“The Workshop Schools as components of development projects”

Approach B involves medium-term sector intervention, based on a strategy shared between Spanish Cooperation and the partner country, and optionally with other agents. The cooperation tool used may vary depending on the context, project or sector in question, and may be implemented by means of a bilateral project, through scheduled support instruments, including budget allocations or donation baskets, if other cooperation agencies are involved.

As the projects have specific start and end dates, Spanish Cooperation support will necessarily be limited in duration. Also, once projects end, financial support to the School will also end.

Under this model, partner countries eventually take over the running of the schools, first undertaking to co-finance them throughout the duration of the project. The project document and agreement or MOU must clearly establish the co-funding commitments and roles of each of the parties throughout the lifetime of the project and of the school. In any case, Spanish Cooperation will provide initial technical support in setting up schools and will also ensure that projects necessarily include a final phase in which, after the works or services have been delivered, specific actions are taken to help find graduates jobs and/or set up micro-businesses.

9. ACTION PLAN FOR THE NEW MODEL

STRATEGIC AGENDA FOR CHANGE

The new model establishes how new Spanish Cooperation Workshop Schools are to be set up and developed going forward. To clarify the changes to be addressed by Spanish Cooperation in this regard, a Strategic Agenda for Change has been drawn up, mapping the major challenges involved in switching from the current to the future model. This agenda summarises the main issues to be addressed in order to advance with the new model, while also offering a blueprint for defining the Action Plan going forward.

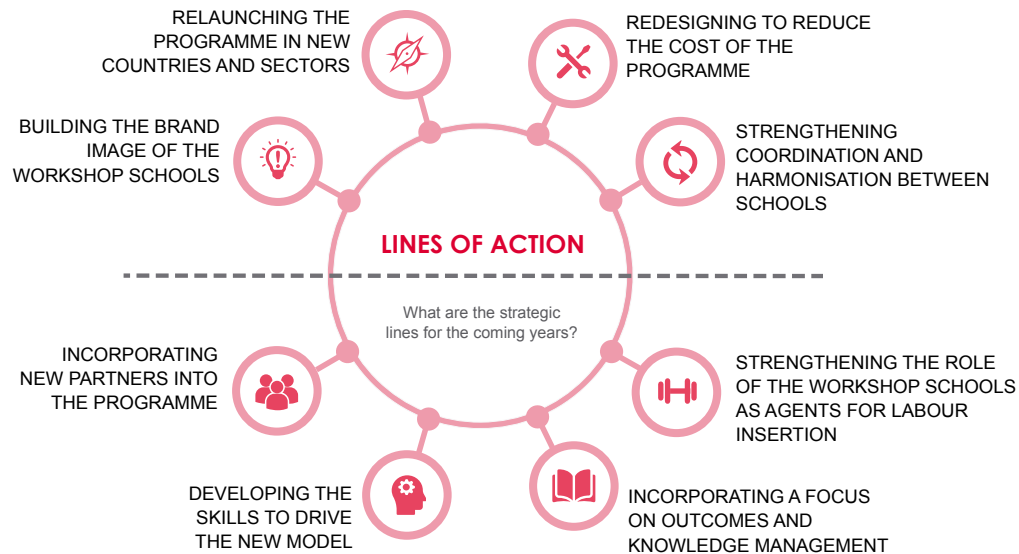
Strategic Agenda for Change

	TODAY	FUTURE
GOAL	Heritage restoration and training for vulnerable young people	Stimulate the social and labour insertion of vulnerable young people
SKILLS	Heritage recovery	Focus on skills demanded by labour and self-employment markets
OVERSIGHT	AECID (cooperation intervention)	Partner country (public policy instrument)
AECID ROLE	To create, fund and maintain schools and to promote their transfer to the partner country	To give the partner country financial support and advice in implanting a public policy instrument
REGION	Latin America	Priority Spanish Cooperation countries
SECTORS	Heritage	Heritage, Housing, Water and Sanitation, Energy, Economic Development, Agriculture
INSTRUMENTS	Bilateral programme	Bilateral programme. Sourcing new partners, multilateral APPD
HEADQUARTERS	The project involves creating infrastructures and providing services	The project creates agreements for the use of extant services and infrastructures
MODEL	Each school is different and adapted to its context	Creating a scalable standardised model
LOCATION	Permanent offices in heritage buildings	Government/municipal assets
LINKS	Links to municipal corporations	Links to municipal corporations and vocational training and employment systems
COST	€3,000 student/year	Try to lower and adapt to local reality
GENDER	Low female participation	Mechanisms to promote female participation
STUDENT SERVICES	Schools create and provide their own services	Partnership agreements to allow participants make use of existing public services
FUNDING	No long-term funding commitment	Funding agreements between parties signed in advance
DURATION	On average, Spanish Cooperation involved for more than 10 years	Six years maximum permanence
PLANNING	Based on annual budget	Based on strategic model
IMAGE	Low investment in image and communication	Consolidated, homogeneous brand image

ASSOCIATED ACTION PLANS

Under the new strategic model and assuming the conclusions and reflections reached with regard to the Workshop Schools Project by the heads of TCO programmes and projects, eight strategic lines of action have been identified for the coming years. These lines are also to be set down in annual action plans formalising the commitment between AECID and its partners in Spanish Cooperation.

Action plan associated with the new Workshop Schools model



RELAUNCHING THE PROGRAMME IN NEW COUNTRIES AND SECTORS

The first line of action focuses on the need for a Workshop Schools relaunching and repositioning campaign in priority Spanish Cooperation countries, to take place over the coming two years. The number of new schools being set up has dropped drastically in recent years and pro-active efforts are required identify new opportunities. All the agents involved in producing the new model agree that the programme has great potential for incorporation into new contexts and sectors.

BUILDING THE BRAND IMAGE OF THE WORKSHOP SCHOOLS

The Workshop Schools enjoy a very positive brand image, although communication needs to be strengthened and a common, shared brand needs to be positioned in alignment with the values and vision described in the strategic model.

INCORPORATING NEW PARTNERS INTO THE PROGRAMME

One of the main changes to be addressed in the coming years consists of opening the programme to new strategic partners, to work with Spanish Cooperation in funding and conducting programme activities, in sectors of common interest –gastronomy, tourism, etc.– and lines of work – entrepreneurship, SME’s, etc. Most external agents interviewed in relation to the programme have expressed an interest in working with AECID.

DEVELOPING SKILLS TO DRIVE THE NEW MODEL

This strategic line refers to strengthening skills internally to relaunch the programme. With this aim, efforts must be made to train and send out key AECID agents, in office and on the ground, ensuring that they interpret the new strategy properly and are active agents for its development. Tools must also be readied with which to scale projects to a spectrum of environments, while maintaining their homogeneity and quality.

REDESIGNING TO REDUCE THE COST OF THE PROGRAMME

After defining the new model, an in-depth cost-benefit analysis must be carried out, to assess possible changes to the programme, reduce costs and make it more attractive to partner countries, while maintaining its distinctive values, quality and proven efficacy.

STRENGTHENING COORDINATION AND HARMONISATION BETWEEN SCHOOLS

One of the most important lines of work will be to strengthen coordination channels and spaces between the organisations involved at national and international level. Working together and sharing experiences may help to enhance management and define the programme’s global position and brand image.

STRENGTHENING THE ROLE OF THE WORKSHOP SCHOOLS AS AGENTS FOR LABOUR INSERTION

The new model is intended to be seen as having the capacity to improve the labour insertion potential of young people. This means assuming a much more active role as regards support for insertion, liaising between the agents conducting these activities in the field.

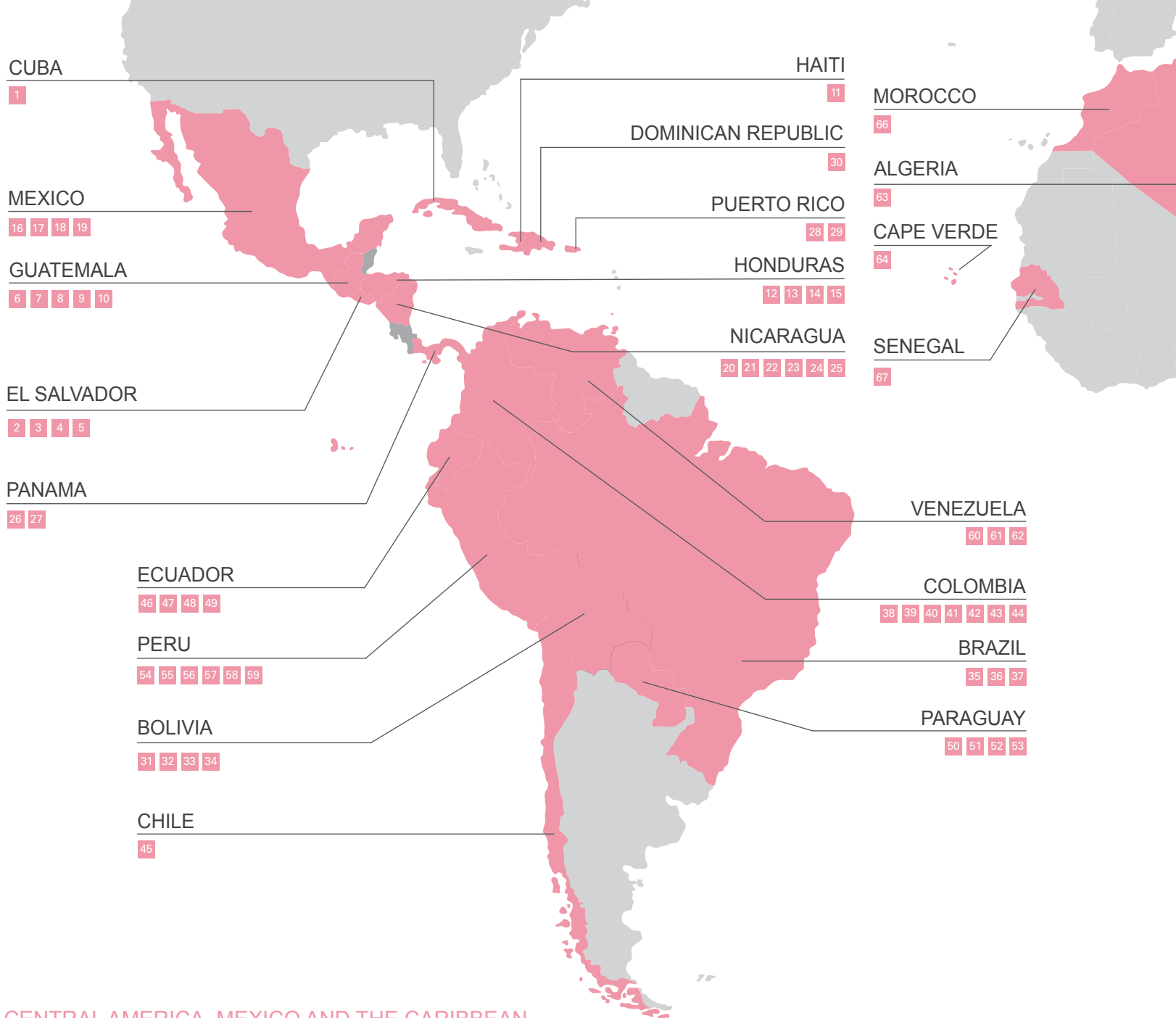
INCORPORATING A FOCUS ON OUTCOMES AND KNOWLEDGE MANAGEMENT

Lastly, the new model aims to illustrate AECID’s commitment to strategic planning in defining the route to be taken by the Workshop Schools Programme and to results-based management.



WORKSHOP SCHOOLS





CENTRAL AMERICA, MEXICO AND THE CARIBBEAN

CUBA

1 Havana

EL SALVADOR

- 2 Chirilagua
- 3 San Salvador
- 4 Suchitoto
- 5 Zacatecoluca

GUATEMALA

- 6 Antigua
- 7 Guatemala
- 8 Quetzaltenango
- 9 San José de Petén
- 10 National WS Programme

HAITI

11 Jacmel

HONDURAS

- 12 Colosuca Manc.
- 13 Comayagua
- 14 Choluteca
- 15 National WS Programme

MEXICO

- 16 Chiapas
- 17 Mexico City
- 18 Oaxaca
- 19 Puebla

NICARAGUA

- 20 Chinandega
- 21 Granada
- 22 León
- 23 Masaya
- 24 Puerto Cabezas
- 25 Nicaraguan WS Programme

PANAMA

- 26 Colón
- 27 Panama City

PUERTO RICO

- 28 Ponce
- 29 San Juan

DOMINICAN REPUBLIC

- 30 Santo Domingo



ANDEAN COUNTRIES & SOUTHERN CONE

BOLIVIA

- 31 Chiquitanía
- 32 La Paz
- 33 Potosí
- 34 Sucre

BRAZIL

- 35 João Pessoa
- 36 Salvador de Bahia
- 37 São Luis

COLOMBIA

- 38 Bogotá
- 39 Cartagena
- 40 Mompox
- 41 Popayan
- 42 Quibdó
- 43 Tumaco
- 44 National WS Programme

CHILE

- 45 Santiago

ECUADOR

- 46 Cuenca
- 47 Manabí
- 48 Quito I
- 49 San Andrés

PARAGUAY

- 50 Asunción
- 51 Concepción
- 52 Encarnación
- 53 San Pedro de Icuamandiyú

PERU

- 54 Arequipa
- 55 Cajamarca
- 56 Colca
- 57 Cuzco
- 58 Lima
- 59 Rímac
- 60 Ciudad Bolívar
- 61 Coro
- 62 La Guaira

AFRICA & ASIA

ALGERIA

- 63 Oran

CABO VERDE

- 64 Cidade Velha

PHILIPPINES

- 65 Manila

MOROCCO

- 66 Tetouan

SENEGAL

- 67 Saint Louis

PALEST. TERRITORIES

- 68 Hebron

A map of the Americas with Mexico, Central America, and the Caribbean highlighted in red. The rest of the continent is shown in a light gray outline. The text is centered over the highlighted area.

Central America, Mexico and The Caribbean

HAVANA WORKSHOP SCHOOL

CUBA

1



The Gaspar Melchor de Jovellanos Workshop School was set up in 1991 as part of a plan for the revitalisation of Havana's historic centre, equipping the Historian's Office with a key tool with which to provide training to young people and conserve the heritage of the city, declared a UNESCO World Heritage site in 1982. The school carried out a series of projects in the historic centre.

From 2003 onwards, the school has operated independently, providing the blueprint for new schools in Trinidad, Camagüey, Cienfuegos, Santiago and Baracoa. The Cuban schools form a joint network, exchanging information, experience and more.

PARTNERS

Office of the Historian of Havana

FUNDING

Spanish € 2,100,021
Local € 1,125,000

AECID SUPPORT

December 1991 - August 2003

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Plastering/painting
Stonemasonry
Archaeology
Gardening/reforestation
Stained glass

OUTCOMES

TRAINING

GRADUATES

574 graduates | 10% women
90% men



▲ House of Simón Bolívar. Stained glass workshop
▼ Construction workshop
Calle Oficios, 204 Façade. Before and after

PROJECTS

HERITAGE

CONVENT OF ST FRANCIS (second cloister).
CALLE OFICIOS, 204 & 260.
CALLE MURALLA, 68.
HOUSE AT OBISPO 117 & 119.
PALACE OF THE CAPTAINS-GENERAL.



CHIRILAGUA WORKSHOP SCHOOL

EL SALVADOR

2

Chirilagua is one of four Workshop Schools set up in Central America (El Salvador, Guatemala, Honduras and Nicaragua) after the devastating effects of Hurricane Mitch in 1998. It was motivated by the dual need to provide housing for a vulnerable population and give training to young people.

Chirilagua Municipal Corporation acquired the site for the houses at Tierra Morada in El Cuco canton, with funding from the Spain-El Salvador Mixed Fund. The school formed part of an integral development project known as the New Spain Complex, which, in addition to providing vocational training and building housing, promoted social training services and a productive infrastructure. Students were selected from badly affected families in the area, who also received houses.

The school was in operation for just over two years, during which time 40 houses were built. Its activities have not been continued.



PARTNERS

Chirilagua Municipal Corporation

FUNDING

Spanish € 570,961

AECID SUPPORT

May 1999 - July 2001

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity

OUTCOMES

TRAINING

GRADUATES

40 graduates

18% women
82% men



New houses in the Ciudad España Complex:
Model I
Model II

PROJECTS

COMMUNAL BUILDINGS

CIUDAD ESPAÑA COMPLEX. Training Centre Building.

HABITABILITY

28 WELFARE HOUSES. Different models. Social welfare houses built, involving groundwork, foundations and sanitation, exterior and interior walls, carpentry, metalwork, plumbing/wiring and roofing.

- Model I. 80m², mixed construction system, combining reinforced concrete structures with clay brick walls and cement brick floors. Tiled wooden roof structures, wooden door and window frames.
- Model II. 42m² with breeze block walls. The progressive design allows beneficiaries to add a second bedroom at a later date.

OTHER PROJECTS

CIUDAD ESPAÑA COMPLEX. Productive projects.



San Salvador Municipal Corporation identified the Workshop Schools method as an ideal tool to offer vocational training to young people in the town. The “learning by doing” method offers experience-based learning in specific municipal investment projects that form part of public policy. The school is one of the strategies used to recover San Salvador’s historic centre and conduct other municipal interventions.

In order for the schools to operate correctly, they need an effective presence in local communities. This can be done by giving young people training and by implementing projects of interest to the community. This approach builds reciprocal acknowledgement and trust between students and the local community, helping to repair the social fabric of their towns. In addition to technical-vocational training, the schools also offer another important tool: psycho-social support. The training thus given is integral, in the sense that it not only offers technical skills, but also works with important aspects of social relations, inserting the Culture of Peace as a primary tool in all work conducted at the schools.

Training began at San Salvador Workshop School in mid-2018.



San Salvador historic centre
National Palace

PARTNERS

San Salvador Municipal Corporation
Ministry for Foreign Affairs. Directorate-General for Development Cooperation

FUNDING

Spanish € 500,000

AECID SUPPORT

From January 2017

SKILLS

Construction	Childcare
Carpentry	Gardening/landscaping
Metalwork	Cookery/gastronomy
Sanitation/electricity	Recreational facilities

OUTCOMES

TRAINING

EXPECTED STUDENTS

80 students	50% women
	50% men



PROJECTS (Scheduled)

PUBLIC SPACES

LIBERTY PARK, San Salvador historic centre. Refurbished.
FRANCISCO MORAZÁN PARK, San Salvador historic centre.
CUSCATLÁN PARK. Refurbished.

COMMUNAL BUILDINGS

CUSCATLÁN MARKET.
CHILD DEVELOPMENT CENTRE, SAN MIGUELITO MARKET, San Salvador.



© OPAMS



SUCHITOTO WORKSHOP SCHOOL

EL SALVADOR

4

Suchitoto was declared a Historical Site of Cultural Interest in 1997. Suchitoto Traditional Trades Workshop School was set up in 1998 to contribute to sustainable, equitable local development.

From the beginning, it received support from the Salvadoran Institute for Vocational Training (INSAFORP). This support allowed the school to strengthen its training capacity, particularly with regard to certifying teaching staff and obtaining official recognition from the national vocational training system for its programmes.

Suchitoto Workshop School has provided the blueprint for several national initiatives for labour insertion of vulnerable people, including Izalco Young Offenders Farm School.



PARTNERS

Suchitoto Municipal Corporation
National Council for Culture and the Arts (until 2009)
Secretariat for Culture (from 2009)
Salvadoran Institute for Vocational Training (INSAFORP)

FUNDING

Spanish € 1,416,283
Local € 267,000

AECID SUPPORT

November 1998 - February 2012
(Not continuous)

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity

OUTCOMES

TRAINING

GRADUATES

249 graduates | 14% women
86% men

LABOUR INSERTION

47% graduates in employment
Double the rate for work insertion programmes aimed at similar populations, normally around 23%.



Construction workshop
Ironwork workshop

PROJECTS

HERITAGE

FORMER TRES DE MAYO SCHOOL. Refurbished for use as the school. Metallic structure and roofs repaired and rebuilt, plumbing and electricity, carpentry and metalwork, walls repaired, plastering, surroundings reconditioned, floors and paintwork.
CHURCH OF SANTA LUCÍA, Suchitoto. Partial intervention in restoration work. Lime plastering, iron railings restored, painting, mural painting analysed and restored.

PUBLIC SPACES

STREETS IN THE HISTORIC CENTRE. Traditional cobbled paving.

COMMUNAL BUILDINGS

SUCHITOTO HOSPITAL. Repair and maintenance.

MUNICIPAL BUILDINGS. Maintenance and refurbishment. Plumbing and electricity, plastering and painting, roof repair.

OTHER PROJECTS

WORKSHOP SCHOOL GENDER EQUALITY ACTION PLAN (2004). Plan formulated within the framework of the Gender Programme implemented by AECID with the Salvadoran Institute for the Advancement of Women (ISDEMU).



Zacatecoluca School of Human Development is a municipal initiative that offers technical vocational training to vulnerable young people in the area, as part of its violence prevention strategy. It forms part of the El Salvador Seguro national plan and its local arm, Plan Zacatecoluca Seguro. Using the “learning by doing” system, the School aims to rehabilitate the economic, social and cultural fabric of communities and territories, generating opportunities for young people.

The Zacatecoluca School for Human Development opened its doors in March 2017 and the first 22 students –84% men and 13% women– have now graduated. The next challenge for the school may be to enrol a higher percentage of women, particularly bearing in mind that 100% of female students had obtained placements before graduating. Technical training at the school is given alongside psycho-social support and monitoring of each student, at individual level and in relation to their fellow students, families and communities.

Zacatecoluca school has forged important links with NGOs in the area with a view to improving its employment strategies, and also offers a learning space for other members of the community, using internships, as a means of contributing to the advancement of Zacatecoluca.

PARTNERS

Zacatecoluca Municipal Corporation
 Ministry of Justice and Public Security.
 Directorate-General for the Social
 Prevention of Violence and the Culture
 of Peace
 Ministry for Foreign Affairs. Directorate-
 General for Development Cooperation

FUNDING

Spanish € 500,000

AECID SUPPORT

From March 2017

SKILLS

Construction
 Metalwork
 Sanitation/electricity
 Cookery/ gastronomy (from 2018)



OUTCOMES

TRAINING

GRADUATES

81 graduates | 36% women
 64% men

LABOUR INSERTION

33% graduates in employment

PROJECTS

PUBLIC SPACES

COLONIA LOS ALMENDROS NO. 3. Street guttering.
 COMMUNITIES IN THE MUNICIPALITY. Street lighting.

COMMUNAL BUILDINGS

WORKSHOP SCHOOL, Buildings 1 & 2. Rehabilitation of existing building and construction of new schools, plumbing/wiring, etc.
 HATO HASBÚN SPORTS CENTRE. Pedestrian accesses built, athletic equipment and street furniture built and installed.
 SAN ANTONIO SPORTS CENTRE. Pedestrian accesses, stands for five-a-side soccer pitch, recreational games, benches for bathrooms, waste baskets.
 COLONIA 27 DE SEPTIEMBRE SPORTS CENTRE. Basketball court wiring system repaired.
 FORMATE PROGRAMME, Zacatecoluca. New electrical wiring system installed.
 COLONIA ANABELLA 1. Recreational games and soccer goals built.



▲ Electricity workshop
 ▼ Hato Hasbún Sports Centre. Construction workshop

ANTIGUA WORKSHOP SCHOOL

GUATEMALA



Antigua, Guatemala, was declared a UNESCO World Heritage site in 1979. Spanish Cooperation aid began in 1992, formulating a revitalisation plan for the historic centre of the town, with the aim of responding to the problems deriving from tourist pressure, as the city receives 80% of all tourist visits to the country.

The workshop school was set up to support the revitalisation plan. Although in its early stages the school was active only in the historic centre, over time it expanded to 12 villages on the outskirts. As well as being where students resided, the villages are also beneficiaries of cooperation projects (basic habitability, trade, equipment of public spaces, etc.). This is one aspect which has greatly contributed to extending recognition of the school among citizens and institutions. The school has played an important role in many emergency situations in the city down through the years (Hurricane Mitch, Storm Stan, Storm Agatha).

PARTNERS

Antigua Municipal Corporation, Guatemala

FUNDING

Spanish € 2,934,288
Local € 658,000

AECID SUPPORT

December 1991 - December 1994
From October 1998

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity

OUTCOMES

TRAINING

GRADUATES

577 graduates | 15% women
85% men

LABOUR INSERTION

85% graduates in employment

PROJECTS

HERITAGE

COMPANY OF JESUS BUILDING. Restored. Workshop School building installed in part of the same building.

HUMAN RIGHTS OFFICE, ALDEA DE SAN FELIPE. Restoration (in process).

Others: Mercy Convent, College of Saint Thomas, Monastery of Saint Philip Neri, Ministry of Culture exhibition room at Plaza Central, Church of Saint Lazarus in Municipal Cemetery, Church of Aldea San Cristóbal el Bajo, Church of Aldea Santa Ana, Archbishop's Palace reconditioned for municipal offices.

PUBLIC SPACES

CHILDREN'S PLAYGROUNDS (working with neighbourhood committees). Construction and manufacture/repair of recreational equipment. Other joint initiatives with the municipal corporation, including painting campaigns in squares and avenues, restoration of park benches, etc.

COMMUNITIES IN THE MUNICIPALITY. Several interventions.

TANQUE DE LA UNIÓN PARK. Refurbished.

COMMUNAL BUILDINGS

CESAR BRAÑAS MUNICIPAL ROOM. 3,000 m2, 70% completed.

MUNICIPAL STADIUM. Painting work.

FORMER CRAFT MARKET. Ceilings dismantled, bathrooms built, fountain railings installed.

SAINT PHILIP OF JESUS CRAFT MARKET. Refurbishment (in process).



▲ Company of Jesus. Construction north dome
◀ Antigua villages. Park maintenance



GUATEMALA WORKSHOP SCHOOL



Guatemala's was one of the four schools set up in Central America (El Salvador, Guatemala, Honduras and Nicaragua) after Hurricane Mitch devastated the region in 1998. Houses needed to be built for a large vulnerable population, and young people needed to acquire skills.

These needs were combined in Guatemala with a unique project which saw one of the sheds at Gerona railway station being reconditioned to provide 40 new homes for families affected by the hurricane.

Although the schools were initially intended to be in operation for a certain period of time, the demand for youth training in skills and close links with the town's Planning Department advised that activities be continued.

At present, the school is in the process being taken over by local institutions. This process will involve either consolidating a national programme or insertion in the municipality.

PARTNERS

Guatemala Municipal Corporation

FUNDING

Spanish	€ 2,496,545
Local	€ 1,000,000

AECID SUPPORT

From November 1999

SKILLS

Construction	Sanitation/electricity
Carpentry	Gardening/reforestation
Metalwork	Crafts

OUTCOMES

TRAINING

GRADUATES

512 graduates	15% women
	85% men

LABOUR INSERTION

90% graduates in employment



Metalwork shop
Carpentry workshop

PROJECTS

HERITAGE

LA MERCED TEMPLE. Restoration of church cloister and choir, and Mercy Convent.

FORMER SÁNCHEZ & DE GUISSÉ PRINTWORKS.

FORMER LUX CINEMA. The school took part in reconditioning the building to house the Spanish Cultural Centre.

MONUMENT TO JOSÉ MARTÍ. Monument restored and moved to another location.

PUBLIC SPACES

GERONA MODEL BLOCK PROJECT. Urban renewal intervention aimed at improving public spaces and street safety in the Gerona district, next to a housing complex built years before and close to the school itself.

BELÉN INSTITUTE, Cerrito del Carmen. Renewal and upgrading of public space.

MUNICIPAL NURSERY. Part of the Guatemala City municipal tree-planting project.

PLAZA ESPAÑA.

COMMUNAL BUILDINGS

MOBILE DISPENSARY UNIT.

HABITABILITY

40 WELFARE HOUSES, GERONA. The project was completed entirely as a joint project by students and the beneficiaries of the houses.



QUETZALTENANGO WORKSHOP SCHOOL

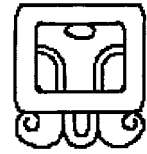
GUATEMALA



The Agatón Boj Workshop School was set up to complement a plan put in place in 1997 with support from Spanish Cooperation to revitalise the town's historic centre.

Activities were conducted around Parque Central, a square founded in 1524.

Although much good work was carried out while the school remained active, financial difficulties meant that other institutions and associations also had to be called on. The school ceased operations in July 2005, although it is currently being relaunched as part of the Guatemalan National Workshop Schools Programme.



ESCUELA-TALLER AGATÓN BOJ

PARTNERS

Ministry of Culture and Sports
Quetzaltenango Municipal Corporation

FUNDING

Spanish	€ 968,000
Local	€ 400,000

AECID SUPPORT

August 1999 - July 2005

SKILLS

Construction	Sanitation/electricity
Carpentry	Gardening/reforestation
Metalwork	Crafts

OUTCOMES

TRAINING

GRADUATES

200 graduates	28% women
	72% men



- ▲ Quetzaltenango Cathedral façade.
Plasterwork
- ▼ Former Government Buildings, Quetzaltenango.
Carpentry and metalwork shops

PROJECTS

HERITAGE

OLD CATHEDRAL FAÇADE AND TOWER. One of the most important heritage conservation interventions in Quetzaltenango in the last 15 years. The restoration of the façade and the bell tower brought about a considerable improvement in public perception of the monument.

FORMER GOVERNMENT BUILDINGS Rehabilitation of one of the city's leading architectural heritage assets. As well as being one the city's major cultural assets, as a municipal cultural centre it promotes a wide spectrum of cultural events in the town's historic centre.



SAN JOSÉ DE PETÉN WORKSHOP SCHOOL

GUATEMALA



The San José de Petén school is located in a priority region for Spanish Cooperation, close to Tikal National Park. Located in Petén Department, to the north of the country, it has an indigenous population of 51% and a 20% illiteracy rate. It is also home to part of the Maya Biosphere Reserve.

The workshop school is a model of production-oriented adult education, promoting participation, horizontality and flexibility alongside training in moral and ethical values such as responsibility, respect, solidarity and teamwork.

Under a plan put in place for the territorial and municipal development of San José, the school undertook to help upgrade public spaces and recover the area's typical architecture, using eminently sustainable local materials and technologies. It also had a considerable positive effect on municipal healthcare and educational facilities.

The municipal corporation took over the running of the school in 2014.



PARTNERS

San José Municipal Corporation

FUNDING

Spanish	€ 690,000
Local	€ 422,000

AECID SUPPORT

December 2008 - December 2014

SKILLS

Construction	Sanitation/electricity
Carpentry	Horticulture
Metalwork	

OUTCOMES

TRAINING

GRADUATES

173 graduates | 24% women
76% men

LABOUR INSERTION

55% graduates in employment



Vegetable production
Students install sewerage pipes.
Sanitation/electricity workshop



PROJECTS

PUBLIC SPACES

SAN JOSÉ, PETÉN. Public spaces upgraded.

COMMUNAL BUILDINGS

EDUCATIONAL SECTOR. Buildings reconditioned and upgraded.

PRIMARY SCHOOLS. Furnishings repaired.

HABITABILITY

UPGRADING OF URBAN INFRASTRUCTURES. Renewal of the public drainage system and control of waste being dumped into Lake Petén

OTHER PROJECTS

LEARNING CENTRE FOR RURAL DEVELOPMENT (CADER).

FLEXIBLE PROGRAMME FOR SECONDARY EDUCATION.

NATIONAL WS PROGRAMME

The Guatemalan National Workshop Schools and Employment Workshop Programme was set up by the Ministry of Labour and Social Welfare in 2015 to provide vulnerable young people with greater employment opportunities.

Due to an absence of public policies offering development opportunities for young people, almost 1,000,000 people aged under 18 have been left behind by the Guatemalan educational system. To remedy gaps in formal training, programmes have been put in place for people and adults who did not receive a full education. However, many people do not have access to these programmes and, in any case, they are far from complete. Consequently, many Guatemalan youth fall victim to poverty, exclusion and violence, and face limited opportunities for development in the short and medium term.

To address this situation, the National Workshop Schools Programme aligns with the priorities defined in the K'atun "Our Guatemala" 2032 National Development Plan. Technical and vocational training of young people is a valuable element in this strategy, contributing directly to the social and labour insertion of young people, improved quality of life and welfare, integral community development, enhanced individual and group skills and integration of excluded and marginalised groups.

The pilot school is currently up and running in in Quetzaltenango, with support from the municipal corporation and the Los Altos community of municipalities. Local funding for the project amounts to GTQ 3,000,000, and the school is expected to work on restoring cultural heritage and recovering public spaces.



▲ Quetzaltenango Workshop School surroundings. Rehabilitated
▼ Workshop School building in progress

PARTNERS

Ministry of Labour and Social Welfare
Community of municipalities, Los Altos

FUNDING

Spanish € 275,000
Local € 341,000

AECID SUPPORT

From December 2015



JACMEL WORKSHOP SCHOOL

HAITI

11

While Jacmel had similar reasons to other cities for installing a Workshop School in November 2009 (heritage conservation and youth skills training), the January 2010 earthquake which partially destroyed the historic centre led to a realignment of intervention priorities. The Workshop School joined a range of initiatives put in place by public and private, national and intentional agents, with a view to complementing and participating in cross-sector programmes defined as part of the Haitian National Reconstruction Plan and Post-Disaster Needs Assessment (PDNA). Students have worked to recover and consolidate public buildings, and in welfare housing programmes, school equipment, crafts, etc.

The school's programmes are officially recognised by the National Vocational Training Institute (INFP), conferring intermediate technician level.

PARTNERS

Ministry of Culture and Communication
Institute for the Safeguarding of National Heritage (ISPAN)
National Institute for Professional Training (INFP)
Jacmel Municipal Corporation

FUNDING

Spanish € 1,950,000
Local € 48,000

AECID SUPPORT

From November 2009

SKILLS

Construction
Carpentry
Metalwork
Crafts

OUTCOMES

TRAINING

GRADUATES

280 graduates | 27% women
73% men

LABOUR INSERTION

70% graduates in employment

PROJECTS

HERITAGE

JACMEL MUNICIPAL CORPORATION. Consolidation and rehabilitation.

JACMEL OLD JAIL. Consolidation and reconstruction.

JACMEL COURTHOUSE.

PUBLIC SPACES

FAÇADES IN HISTORIC CENTRE. Rehabilitated.

HISTORIC CENTRE. Signage Project. Ministry of Tourism.

COMMUNAL BUILDINGS

SCHOOLS AND SOUTH-WEST DOCTORS DISPENSARIES. Manufacture of school furniture, carpentry.

HABITABILITY

HABITABILITY PROJECT IN JACMEL (UNO-Habitat).

KAY MAYARD DISTRICT. Upgrades to neighbourhood.

OTHER PROJECTS

JACMEL CRAFT WORKSHOPS. COMMUNITY WORKSHOP PROJECT CRAFTS (UNESCO / Ministry of Tourism / AECID).

MUSEUM OF POPULAR ARTS (UNESCO / Ministry of Tourism / Ministry of Culture/ AECID).

COMMUNITY CRAFT UPGRADE PROJECT (FIL Culture Foundation France).

JACMEL TAX CENSUS (French Cooperation IRCORD / Alsace).



▲ Urban space in historic centre recovered by Workshop School.
◀ Craft production



The Colosuca Community of Lenca Municipalities of Central Lempira is located in one of the most depressed areas of western Honduras, characterised by its rich indigenous cultural heritage and its natural heritage of Celaque Mountain National Park.

The Community of Municipalities has drawn up a development plan identifying the culture and development sector as strategic. The Master Plan for Colosuca's Historical Sites was rolled out in 2002, with support from Spanish Cooperation. Later, in 2006, Colosuca Workshop School commenced activities, with the aim of strengthening the existing vocational training system and improving the quality of life of the population.

The school was initially run by the Colosuca Community of Municipalities, later, in 2009, joining the CONEANFO National Workshop Schools Programme.



PARTNERS

Colosuca COM (Gracias, Belén, San Marcos, Caiquín, San Manuel Colohete & San Sebastián)

Honduran Institute for Anthropology and History (IHAH)

National Commission for Alternative, Non-Formal Education (CONEANFO)

International Plan - Honduran

National Institute for Vocational Training (INFOP)

Advisory Centre for Human Right Development (CADERH)

FUNDING

Spanish € 395,000

Local € 198,000

AECID SUPPORT

September 2006 - December 2008

SKILLS

Construction	Sanitation/electricity
Carpentry	Cookery/gastronomy
Metalwork	

OUTCOMES

TRAINING

GRADUATES

80 graduates	21% women
	79% men

LABOUR INSERTION

37% graduates in employment



Construction workshop
Cookery workshop

PROJECTS

HERITAGE

FORMER TEACHER TRAINING SCHOOL, GRACIAS. Rehabilitation of building, first phase.

CHURCH OF SAINT SEBASTIAN, GRACIAS. Restoration (roof, doors, windows, balconies and lighting).

OFFICES IN INFOP BUILDING (School). Restoration.

PUBLIC SPACES

PARQUE CENTRAL, GRACIAS. Street lighting. Street lights built, installed and wired.

COLOSUCA COM. Forged iron tourist information panels.

COMMUNAL BUILDINGS

CENTRAL BASIC LIBRARY, SAN MANUEL COLOHETE. Construction.

DOCTOR JUAN LINDO SCHOOL, GRACIAS. Refurbishment of three classrooms.

FOUR TOWN HALLS. Electric wiring installed.

HABITABILITY

HOUSING BUILT USING TRADITIONAL TECHNIQUES IN SAN MANUEL COLOHETE. Self-construction system, involving the beneficiaries.



COMAYAGUA WORKSHOP SCHOOL

HONDURAS

13

Comayagua was declared a National Monument in 1972. Spanish Cooperation support began in 1994 with the formulation of a revitalisation plan for the historic centre. The Workshop School came into being in 1996 to complement these actions, providing young people with training in skills and working to conserve and rehabilitate heritage buildings. The school was one of the key instruments for the development of the city, conducting several successful interventions on a range of iconic buildings and public spaces. It also sowed the seed for the Municipal Youth Centre, which offers initiatives for young people in training, entrepreneurship, etc.

The school currently forms part of the National Workshop Schools Programme.

PARTNERS

Colonial Comayagua Foundation:
Comayagua Municipal Corporation,
Comayagua Chamber of Commerce and
Industry and Central Region University Centre
(UNH)

National Commission for Non-Formal
Alternative Education (CONEANFO)

Honduran Institute for Anthropology and
History (IHAH)

Honduran Advisory Centre for Human
Resource Development (CADERH)

National Vocational Training Institute
(INFOP)

Family Assignment Programme (PRAF)

FUNDING

Spanish	€ 1,472,207
Local	€ 461,000

AECID SUPPORT

May 1996 - January 2009

SKILLS

Construction	Sanitation/electricity
Carpentry	Furniture restoration
Metalwork	Cookery/gastronomy

OUTCOMES

TRAINING

GRADUATES

380 graduates | 40% women
60% men

LABOUR INSERTION

90% graduates in employment



ESCUELA TALLER
COMAYAGUA



▲ Puerta de los Encuentros. Carpentry workshop
◄ Metalwork shop

PROJECTS

HERITAGE

ARCHAEOLOGY MUSEUM. Integrally restored and extended.

IMMACULATE CONCEPTION CATHEDRAL. Integral rehabilitation of Comayagua's most iconic building, located in Plaza de Fundación (León Alvarado). The project was carried out in collaboration with IHAH.

CULTURAL CENTRE. Building rehabilitated.

FORMER CAXA REAL. Restoration work.

PUBLIC SPACES

PLAZA LA MERCED. Rehabilitation work on square and restoration of Constitution Pillar.

PLAZA SAN FRANCISCO. Rehabilitation work on square, as part of the campaign to recover the town's historic centre.

PASEO DE LOS MONUMENTOS. Rehabilitation work. A pedestrian corridor was built to link some of the historic centre's most important sites.

PLAZA CENTRAL LEÓN ALVARADO. Maintenance work.

COMMUNAL BUILDINGS

General maintenance of public buildings.

HABITABILITY

PASEO DE LA ALAMEDA. Improvements to housing.



CHOLUTECA WORKSHOP SCHOOL

HONDURAS

14

Choluteca was one of the four Workshop Schools set up in Central America (El Salvador, Guatemala, Honduras and Nicaragua) after the devastating effects of Hurricane Mitch in 1998. Houses needed to be built for a large vulnerable population, and young people needed to acquire skills. The Fonseca Gulf, shared between El Salvador, Honduras and Nicaragua, was one of the worst-affected regions, leading Choluteca to be identified as the ideal location for the school.

The school was initially installed in Casa Cecilio del Valle in the historic centre, becoming the first practical work experience site for students. Once the students had sufficiently mastered their skills, work was conducted on constructing houses on the outskirts of town, where homes were built for international donors.

The homes were finally given to their beneficiaries a little after the initial two-year deadline. No further activities were carried out.



Casa Cecilio del Valle. School building
Entry to home
Welfare housing complex

PARTNERS

Choluteca Municipal Corporation

FUNDING

Spanish € 537,000

AECID SUPPORT

May 1999 - July 2001

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity

OUTCOMES

TRAINING

GRADUATES

60 graduates | 8% women
92% men

PROJECTS

HERITAGE

CASA CECILIO DEL VALLE. Reconditioned to house the school.

HABITABILITY

50 WELFARE HOUSES. Built, 40 m2 area, including groundwork, foundations and roofing.



NATIONAL WS PROGRAMME

The Honduran National Workshop Schools Programme (PNET) came into being in 2009 with direct backing from AECID, based on the Colosuca and Comayagua experiences. It had as its aim to enhance the employment potential of young men and women, offering them training in skills associated with natural and cultural heritage recovery and focusing their practical training on local development projects. PNET is headed by the National Commission for the Development of Non-Formal Education (CONEANFO), created to respond to the educational, integral and vocational training needs of people excluded from formal education.

The programme, which has a solid municipal component, offers year-long courses. At present, Spanish Cooperation participation is aimed at improving labour insertion.

PARTNERS

- Local corporations (towns with WS)
- Plan Honduras
- Honduran Association of Towns (AMHON)
- Child Fund
- Colonial Comayagua Foundation
- Chambers of Commerce
- Chambers of Tourism
- Business Development Centres (where WS are located)
- Secretariat for Work and Social Security
- Swisscontact
- COSUDE
- Secretariat for Development and Inclusion
- EUROLABOR Social Project (UE Cooperation Delegate to Comayagua WS)

FUNDING

Spanish	€ 2,883,000
Local	€ 4,100,000

AECID SUPPORT

From January 2009

SKILLS

Construction	Hospitality/Tourism
Carpentry	Cookery/Gastronomy
Metalwork	IT
Sanitation/ electricity	Others

OUTCOMES

TRAINING

GRADUATES

2,823 graduates | **31%** women
69% men

LABOUR INSERTION

60% graduates in employment

SCHOOLS

- COLOSUCA Workshop School
- COMAYAGUA Workshop School
- OJOJONA Workshop School
- DANLÍ Workshop School
- CODEMUSSBA Workshop School
- PUERTO CORTÉS Workshop School
- SANTA ROSA DE COPÁN Workshop School
- CATACAMAS Workshop School
- Learning centres: El Carmen, Renaciendo, Jalteva & Sagrado Corazón

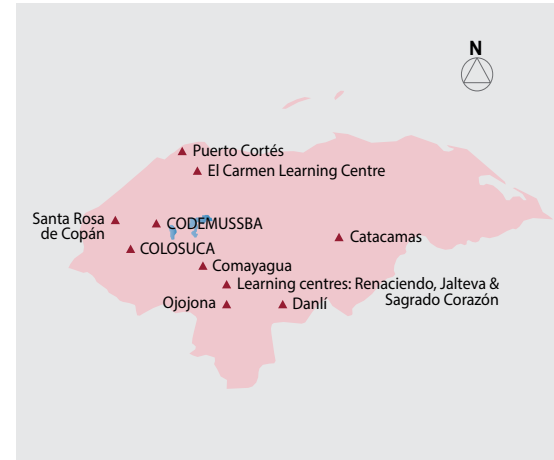


HONDURAS

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Programa Nacional de Escuelas Taller



▲ Location of PNET Schools
▲ Puerto Cortés WS. Metalwork shop
▲ Ojojona WS. Carpentry workshop



CHIAPAS WORKSHOP SCHOOL

MEXICO

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Chiapas Workshop School is located in one of the regions identified by the 13th Mexican-Spanish Cooperation Sub-Commission, which focused initiatives in the capital and in the south of the country, home to the highest levels of poverty and vulnerability.

The Dr Juan Benito Artigas Workshop School operated out of San Cristóbal de las Casas, initially with support from the Na Bolom Association. Work experience classes were held in the building known as “the School” and later transferred to an estate known as “La Kisst”.

The skills acquired by the students have been accredited by the Training Centre for Industrial Work and included on the curriculum.



PARTNERS

Secretariat of Labour, Government of the State of Chiapas

National Institute for Anthropology and History (INAH)

FUNDING

Spanish € 620,000

Local € 677,000

AECID SUPPORT

February 2010 - February 2013

SKILLS

Construction
Carpentry
Metalwork
Ceramics

Sanitation/electricity
Plastering/painting
Woodcarving/finishing

OUTCOMES

TRAINING

GRADUATES

140 graduates | 40% women
60% men

LABOUR INSERTION

80% graduates in employment

PROJECTS

HERITAGE

LA PRIMAVERA ESTATE (KISST).

LA ENSEÑANZA BUILDING. Temporary location of the school.



▲ Plastering and painting workshop
▼ Electricity workshop
▲ Activity at Chiapas WS



MEXICO WORKSHOP SCHOOL

MEXICO

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The Mexico Workshop School was set up to complement Spanish Cooperation initiatives for the recovery of the former St Peter and Paul's School of Theology, under the Heritage for Development project. The intervention consisted of removing later additions to the original 16th-century Jesuit building, installing new wiring and plumbing, restoring and replacing stone elements, waterproofing and damp proofing. It provided the ideal setting for students of the school to acquire experience in their skills. The building also provided the location for the school, while it remained in operation. When the project ended, the building became the National Centre for the Conservation of Works of Art.

The Workshop School has offered no further training activities since the project ended in 1996.



PARTNERS

National Institute for Fine Arts

FUNDING

Spanish € 1,578,726

AECID SUPPORT

August 1993 - August 1996

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Plastering/painting
Stonemasonry
Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

105 graduates | 15% women
85% men



Stonemasonry workshop
Stained glass workshop
Soldering class. Metalwork shop

PROJECTS

HERITAGE

FORMER ST PETER AND PAUL'S SCHOOL OF THEOLOGY.

FORMER SCHOOL OF DENTISTRY.

FORMER CONVENT OF THE NATIVITY, MORELOS.



OAXACA WORKSHOP SCHOOL

MEXICO

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Oaxaca Workshop School is located in one of the regions identified by the 13th Mexican-Spanish Cooperation Sub-Commission, which focused initiatives in the capital and in the south of the country, home to the highest levels of poverty and vulnerability. The school operated in San Juan Teitipac, close to Oaxaca. San Juan has an indigenous Zapoteca population with high rates of poverty and marginalisation, in many cases going back centuries.

The Workshop Schools project gave many young people in the area a chance to acquire the skills required to enter the workplace and overcome poverty. Acquiring these skills also acts as a shield to prevent youth being drawn into drug-trafficking, currently a major problem in the region.

The activities of the school have not been kept up by the local institutions.



PARTNERS

National Institute for Anthropology and History Oaxaca

Constitutional Government of the State of Oaxaca

Oaxaca Municipal Corporation

San Juan Teitipac Municipal Corporation

Harp Helú Foundation

Oaxaca Archdiocese

FUNDING

Spanish € 490,000

Local € 300,000

AECID SUPPORT

November 2009 - May 2012

SKILLS

Construction	Stonemasonry
Carpentry	Furniture restoration
Metalwork	Woodcarving/finishing

OUTCOMES

TRAINING

GRADUATES

80 graduates	33% women
	67% men

LABOUR INSERTION

51% graduates in employment

PROJECTS

HERITAGE

SAN JUAN TEITIPAC. Dominican convent dating to the 16th century; due to a demographic crisis among the indigenous population, no cloister was ever built. Some features date to the 17th and 18th centuries.

COMMUNAL BUILDINGS

Support for community works, such as the rehabilitation of schools (kindergarten, primary, secondary, preparatory), San Juan Civic Centre, sports unit, neighbourhood chapels, local housing.



Stonemasonry workshop
Carpentry workshop
Construction workshop



PUEBLA WORKSHOP SCHOOL

MEXICO

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Although Puebla was declared a UNESCO World Heritage Site in 1987, the workshop school was built as a response by Spanish Cooperation to the destruction of the city's architectural heritage and historic centre after the June 1999 earthquake.

While students initially worked on the historical University site (third cloister) and in recovering the school building, they later carried out major maintenance works on public buildings. The training given at the school has official recognition from the State of Puebla Employment Training Institute (ICATEP).

After Spanish Cooperation withdrew in 2012, the workshop school continued to provide young people with training.

PARTNERS

Government of the State of Puebla -
State Council for Culture and the Arts
(CECAP)

Benemerita Autonomous University of
Puebla (BUAP)

National Institute for Anthropology and
History (INAH)

National Council for Culture and the Arts
(CONACULTA)

FUNDING

Spanish € 1,644,273

Local € 1,650,000

AECID SUPPORT

March 2001 - May 2012 (with intermediate
gaps while each phase was being formulated)

SKILLS

Construction	Sanitation/electricity
Carpentry	Stonemasonry
Metalwork	

OUTCOMES

TRAINING

GRADUATES

253 graduates	9% women
	91% men

LABOUR INSERTION

80% graduates in employment



Puebla Basilica Cathedral
Work at former Tecali de Herrera Convent

PROJECTS

HERITAGE

LOCATION OF THE SCHOOL. Avenida Juan de Palafox y Mendoza No. 410. Building consolidated and rehabilitated for use as school. Ironwork, roof, mortar, electricity and plumbing, flooring, plastering and finishing.

Others: Puebla Cathedral Basilica, St Peter's Museum, Museum of the Revolution, Poblano Cultural Institute, Santa Rosa Cultural Centre, Ángeles Espinoza Iglesias Modern Art Gallery, Temple of St Roque, Casa Albusia, Patio de los Azulejos (mention of honour by the 11th Architecture Biennale, Puebla College of Architects), Principal Theatre, Casa del Escritor, Casa de Cultura, Hotel Camino Real, Former Convent of St James the Apostle Tecali de Herrera, José Luis Bello y González Museum, Puebla Planetarium, Residence of the Spanish Ambassador, former convent of St Augustin, Palafoxiano Cultural Complex, Juan C. Méndez Photo Archive, location of the Restoration School, Casa del Alfeñique Regional Museum, Museum of the Revolution, House of the Serdán Brothers, former Convent of Tepexi de Rodríguez, former Convent of Santa María de los Reyes Huatlatlauca.

PUBLIC SPACES

XONOCA PARK.



Chinandega was one of the four Workshop Schools set up in Central America (El Salvador, Guatemala, Honduras and Nicaragua) after the devastating effects of Hurricane Mitch in 1998. Houses needed to be built for a large vulnerable population, and young people needed to acquire skills. Chinandega was one of the Nicaraguan towns most badly affected by Hurricane Mitch.

Although the schools set up in the wake of Hurricane Mitch were initially intended to function for a limited period of up to two years, the Chinandega school remained active for four years. The school made a huge contribution to the construction of homes for people affected by the hurricane. It was up and running in just a few months and students were involved in rehabilitating structures for use as housing and from the very beginning.

Attempts were made by local institutions to continue the activities of the school, but they were not successful.

PARTNERS

Chinandega Municipal Corporation

FUNDING

Spanish	€ 546,921
Local	€ 137,000

AECID SUPPORT

February 1999 - June 2003

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity

OUTCOMES

TRAINING

GRADUATES

130 graduates	12% women
	88% men



Carpentry workshop
Lamps restored



PROJECTS

HERITAGE

FORMER RAILWAY STATION. Facilities upgraded and reconditioned to host school, 1999. Iconic historical building in the south of Chinandega.

HABITABILITY

19 HOMES AND LATRINES, EL LIMONAL SETTLEMENT, CHINANDEGA. One of the provisional measures put into place by the municipal corporation for the winter of 1999, until definitive houses were built by the Government.

71 WELFARE HOMES IN SAN LUCAS COUNTY, CHINANDEGA. 71 homes and their respective latrines built at San Lucas rural community, Chinandega. Beneficiaries helped to erect the homes, which were built of reinforced masonry.

12 EXPERIMENTAL HOMES, 10 X 10 CYTED. The project, part of the XIV.5 WITH CYTED ROOFS 10 x 10 Programme, provided decent housing to 12 families in Chinandega. The aim of the project was to build sustainable social housing in Nicaragua, rationalising material use and improving construction methods. The 12 houses incorporate a range of wall and ceiling systems, in addition to enhancing environmental quality.

GRANADA WORKSHOP SCHOOL

The Workshop School emerged to complement the revitalisation plan for Granada's historical centre. As local partner, Granada Municipal Corporation was an essential part of the project. The initiative also had backing from the Nicaraguan Technology Institute (INATEC), which oversees technical training. The institute reviewed and approved the courses offered at the school and certified the training received by graduates.

Students of the school have made an enormous contribution to the revitalisation of the city, recovering some of its most iconic buildings and public spaces. This has also contributed to the growth of the local economy, by helping to stimulate the tourist sector.

From 2007 on, the school was incorporated into the Nicaraguan Workshop Schools Programme, dependent on the Nicaraguan National Technology Institute (INATEC).

PARTNERS

Granada Municipal Corporation
Nicaraguan National Technology Institute
Nicaraguan Institute for Culture

FUNDING

Spanish € 1,734,334
Local € 433,000

AECID SUPPORT

October 1995 - March 2007

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

312 graduates | 10% women
90% men

LABOUR INSERTION

75% graduates in employment

PROJECTS

HERITAGE

FORMER RAILWAY STATION. Rehabilitation stages 1 & 2. The complex consists of three elements: the main building and two wooden storage sheds. Work consisted of consolidating, freeing up, reintegrating and adapting the complex for use as the school.

HERITAGE ASSETS OF NICARAGUA'S PACIFIC RAILWAY. Conservation/restoration. The project consisted of conserving a representative sample of effects to form part of the Railway Museum. A total of 43 objects, including documents, furnishings and coaches, among them the presidential coach, were rescued and restored.

FORMER ACOYAPA PALACE. The aim of the intervention was to stabilise and protect the building before it underwent complete renovation.

PUBLIC SPACES

CENTRAL SQUARES. Revitalisation. The project was split into three phases: Plazoleta de los Leones, Plaza de la Independencia and, finally, Parque Central (Parque de Colón) (phase 3).

SANDINO PARK, now Park of the Poets. Revitalisation. The aim of the project was to recover the original configuration of the park which, along with the station building and environment, forms part of the old railway station complex.

CALLE LA CALZADA, Phases 1 & 2. Integral revitalisation. Paving, sanitation, tree-planting and installation of street furniture over 708 linear metres. As a result, La Calzada now has the highest urban quality in the city, offering a wide range of tourist services.

ESCUELA
TALLER
DE
GRANADA



Former railway station, Granada.
Metalwork workshop
Construction workshop



León Workshop School was the first school set up outside of Spain. It emerged thanks to a cooperation agreement signed in 1990 between AECID, the Nicaraguan Commission for the Fifth Centenary and León Municipal Corporation. The school worked hand-in-hand with the Technical Office for the Historic Centre in implementing a revitalisation plan for the town, placing particular emphasis on conserving valuable heritage buildings and public spaces.

In 27 October 2000, the name of the school was changed to Don Pepe Escudera Workshop School, in memory of Julio José Escudero Gómez, Honorary Consul for Spain in León, who was a promoter of the centre and an active agent in the conservation of the city's historical heritage.

In 2007 the school became part of the Nicaraguan Workshop Schools Programme.

PARTNERS

León Municipal Corporation
Nicaraguan Commission for the 5th Centenary
National Technology Institute

FUNDING

Spanish € 3,209,946
Local € 570,000

AECID SUPPORT

January 1991 - March 2007

SKILLS

Construction Sanitation/electricity
Carpentry Plastering/painting
Metalwork Gardening/reforestation
Draughtsmanship

OUTCOMES

TRAINING

GRADUATES

543 graduates | 7% women
93% men

LABOUR INSERTION

80% graduates in employment



▲ Former Comando building. Construction workshop
◀ Metalwork shop

PROJECTS

HERITAGE

ST JOHN THE BAPTIST CHURCH, SUTIABA. Integrally restored, as part of a historical, formal and structural recovery process.

LA ASUNCIÓN BASILICA, LEÓN CATHEDRAL. Restoration of walls, interior painting in five naves, repair of vaults and domes, lighting and balustrade.

CHURCH OF ST JOHN AND OTHERS. Perimeter railing.

CHURCH OF THE RECOLLECTION. Restoration of façade and tower.

BISHOP'S PALACE. Façade painted.

LEON CENTRAL MARKET. Revitalisation. Integral upgrade of the building and its facilities.

FORMER COMANDO BUILDING. Refurbished for use as the second location of the school.

DEBAYLE HEALTH CENTRE, Phases 1 & 2. Destroyed by Hurricane Mitch and rehabilitated for public use by Leon Workshop Schools 4 & 5.

PUBLIC SPACES

PLAZA CENTRAL, LEON. Revitalisation and layout.

COMMUNAL BUILDINGS

CHOLUTEQUITA METROPOLITAN SHOPPING CENTRE. Phases 1 & 2. Construction of a commercial centre for street traders using the area.

HABITABILITY

EIGHT HOMES IN WILLIAM FONSECA MARGINAL DISTRICT. 60m2 welfare homes built for 8 low-income families.



MASAYA WORKSHOP SCHOOL

Masaya Workshop School was founded in November 1998 at the instance of the Vice President of the Republic and Masaya Municipal Corporation and was initially tasked with restoring Our Lady of the Assumption Parish Church, a building of immense heritage value.

Masaya has no technical office to safeguard its historic centre, and so this role fell to the school's projects department. Phase IV of the Masaya Workshop School project served as a pilot experience for the realignment of Nicaragua's Workshop Schools. The goal of the project was to set up and operate a sustainable technical training school, optimising resources to provide skills to the greatest possible number of young men and women in Masaya. This ushered in the Nicaraguan Workshop Schools Programme, which the school joined in 2008.

ESCUELA TALLER DE MASAYA



PARTNERS

Masaya Municipal Corporation
National Technology Institute

FUNDING

Spanish € 1,689,681
Local € 372,000

AECID SUPPORT

November 1998 - March 2008

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Draughtsmanship

OUTCOMES

TRAINING

GRADUATES

408 graduates | 7% women
93% men

LABOUR INSERTION

60% graduates in employment



▲ La Asunción Parish Church. Construction workshop
◀ Electricity workshop

PROJECTS

HERITAGE

OUR LADY OF THE ASSUMPTION PARISH CHURCH. One of the oldest and most iconic buildings in Masaya and a National Heritage Site, it was fully restored by Masaya Workshop School.

FORMER TRAINING CENTRE FOR LIGHT INDUSTRY (CECAPI). Rehabilitated to house Masaya Workshop School. Its hacienda-style design is evocative of Nicaraguan country houses. Because it was badly deteriorated, students completely rehabilitated the building and its environment, reconditioning it as the location of Masaya's second workshop school.

PUBLIC SPACES

RUBÉN DARÍO PARK. Upgrading of a public space uniquely located in the street leading into the town of Masaya, close to the former railway station. Students replaced the pavement, made and installed street furniture and light fittings over 800 m², and built a gastronomy module with two kiosks.

PLAZOLETA KHÛN. Plazoleta Khün is located close to the former railway station. Students helped to enhance the image of this major hub, acting on an area of approximately 750 m².

PARQUE CENTRAL, MASAYA Rehabilitation of one of the largest parks in the country, covering approximately 14,300 m². The project consisted of two phases. The first involved working on the areas around Our Lady of the Assumption Parish Church, where there were two small parks separated by a large carpark; the second phase covered Julio César Park.



The Northern Atlantic Autonomous Region (RAAN) Workshop School, in Puerto Cabezas, began operations in June 2009 as part of the Nicaraguan Programme for the Reconstruction of Communities affected by Hurricane Felix, which afflicted all social sectors and devastated the living conditions of the country's most vulnerable population, production and ethnic groups.

The school prioritised providing skills to young people from communities devastated by the hurricane. The training offer included three construction trades used to reconstruct homes in Tuara (60 km from Puerto Cabezas (Bilwi)), Truslaya (120 km from Bilwi) and Nazaret.

RAAN Workshop School operated out of the National Technology Institute (INATEC) farm school in Puerto Cabezas.

Students rehabilitated and built homes in the typical architectural style of the region (timber, stilts and zinc roofing). After the emergency phase, the Workshop School joined the Nicaraguan Workshop Schools Programme, run by Cero Workshop School and INATEC.

PARTNERS

Puerto Cabezas Municipal Corporation
National Technology Institute

FUNDING

Spanish	€ 195,000
Local	€ 49,000

AECID SUPPORT

June 2009 - May 2010

SKILLS

Construction
Carpentry
Sanitation/electricity

OUTCOMES

TRAINING

GRADUATES

130 graduates	0% women
	100% men

LABOUR INSERTION

90% graduates in employment

PROJECTS

PUBLIC SPACES

AIRPORT NEIGHBOURHOOD. Sewerage network built.

STREETS IN TOWN CENTRE. 300 linear metres paved.

COMMUNAL BUILDINGS

INATEC BARTOLOMÉ COLÓN INSTITUTE. Construction of a bodega (60 m2).

HABITABILITY

16 TIMBER AND STILT BUILDINGS. Students rebuilt a home (36 m2) in Tuara, 60 Km from Puerto Cabezas (Bilwi), using typical regional construction technologies.

8 HOUSES IN TRUSLAYA, 120 km from Bilwi. Reconstruction of a home (36 m2) in Tuara, maintaining the original design.

11 HOUSES IN NAZARET. Reconstruction.



House built in Tuara:
In progress
Finished product



NICARAGUAN WS PROGRAMME

The Nicaraguan Workshop Schools Programme was set up in 2007, as part of the realignment of the Workshop Schools model. The aim of the process was to build a sustainable, locally-owned network of schools. A coordination body, Cero Workshop School, was set up to work with INATEC at countrywide level.

Cero Workshop School guaranteed the coherence of training programmes, methods and courses, as well as training teachers. It also coordinated the network at national level and managed the funds allocated by INATEC, municipal corporations and AECID, as per the established sustainability plan.

From 2013 onwards, after AECID funding ended, the Workshop Schools joined the INATEC vocational training network, thus achieving sustainability.

PARTNERS

National Technology Institute (INATEC)
Municipal Corporations of León, Granada, Masaya, Rivas, Altagracia (Ometepe), Somoto (Nueva Segovia), Ocotal (Madriz), Puerto Cabezas and Managua

Vocational Training and Labour Insertion (FOIL) - Ministry of Labour (MITRAB)

FUNDING

Spanish	€ 2,965,000
Local	€ 740,000

AECID SUPPORT

April 2008 - June 2012

SKILLS

Construction	Furniture restoration
Carpentry	Sanitation/electricity
Metalwork	Hospitality/tourism
Topography	Auto mechanics
IT	Auto electricity
	Vegetable preservation

OUTCOMES

TRAINING

GRADUATES

4,488 graduates | 14% women
86% men

LABOUR INSERTION

76% graduates in employment

SCHOOLS

GRANADA Workshop School
LEÓN Workshop School
MASAYA Workshop School
RIVAS Workshop School
OCOTAL Workshop School
SOMOTO Workshop School
OMETEPE Workshop School
ACAHUALINCA Workshop School
PUERTO CABEZAS Workshop School
SAN CARLOS Workshop School



▲ Location of PNET schools
▲ Rivas WS. Metalwork shop
▲ Ometepe WS. Carpentry workshop
▲ Acahualinca WS. Electricity workshop



COLÓN WORKSHOP SCHOOL

PANAMA

26

Colón is strategically located at the entry to the Panama Canal and has enormous potential as an international trade and tourism hub. Nevertheless, 24% of the population are unemployed, and lack the skills and knowledge demanded by businesses in the fastest-growing sectors.

The workshop school initiative was suggested by INADEH, which oversees vocational training in Panama, based on an initiative to upgrade welfare housing, sponsored by the Ministry of Housing and funded by the Inter-American Development Bank.

Unfortunately, students were unable to participate in the housing upgrade campaign, and other cooperation projects were sourced in the area. Accordingly, almost all practical work at the school was conducted in the workshop. The schools' activities were not continued in later stages.

ESCUELA TALLER



PARTNERS

Ministry of Social Development (MIDES)
Ministry of Housing (MIVI)
National Institute for Vocational and Employment Training Human Development (INADEH)

FUNDING

Spanish € 580,000

AECID SUPPORT

May 2007 - May 2009

SKILLS

Construction
Carpentry
Metalwork

OUTCOMES

TRAINING

GRADUATES

80 graduates

18% women
82% men



▲ Metalwork shop
▼ Community Aid project. Construction workshop
▼ Construction workshop
▼ Carpentry workshop

PROJECTS

COMMUNAL BUILDINGS

PUERTO ESCONDIDO TRAINING CENTRE. Spaces reconditioned to house the school (offices and workshops). Painting, bricklaying, etc.

LAS LOMAS COFFEE. Achiotte Community Aid Project. Infrastructure rehabilitated (flooring, plastering, recovery of wooden elements, zinc roof, property fenced with chain link).

HOME OF THE LABOURER. Rio Indio community. Community Aid Project Recovery of flooring, construction of breeze block walls, plastering.



PANAMA WORKSHOP SCHOOL

PANAMA

27



Ever since Panama's historic centre was declared a World Cultural Heritage list in 1997, a series of processes have been put in place for its restoration, rehabilitation and upgrading. Although several planning initiatives have been drawn up for the town's historic centre, social inclusion policies, lines of intervention, programmes and projects aimed at the traditional inhabitants of the town's historic centre have been few and largely ineffective. The Workshop School is, without a doubt, the most important project for including the traditional population into the process of rehabilitating and restoring the town's historic centre.

Panama Workshop School commenced operations in 2001 and has functioned intermittently since. During this time, thanks to the continuity of its human teams, it has delivered excellent results with regard to the labour insertion of graduates and the quality of interventions, as recognised by local society.

The training given at the school, officially recognised by the Ministry of Education, is inclusive and integral, including subjects such as conflict resolution, environmental education and more.

PARTNERS

National Institute for Culture (INAC)
Office of the Historic Centre

National Institute for Vocational and
Employment Training for Human
Development (INADEH)

San Felipe District Council

FUNDING

Spanish € 1,706,838

Local € 1,000,000

AECID SUPPORT

November 2001 - May 2004

August 2006 - July 2008

January 2011 - January 2013

From May 2016

SKILLS

Construction

Carpentry

Metalwork

OUTCOMES

TRAINING

GRADUATES

228 graduates | 18% women
82% men

LABOUR INSERTION

74% graduates in employment



▲ Convent of Santo Domingo. Construction workshop
◀ Carpentry workshop

PROJECTS

HERITAGE

OBARRIO MANSION. Rehabilitation of the building (masonry walls, timber interior walls, corrugated metal roof), reconditioning it to house the Office for the Historic Centre. Demolition of discordant structures and damaged floors and roofs. Construction of new structural floor system and staircase, with foundations and steps in reinforced concrete, and pillars, beams and reinforcements in steel. Construction of balsa wood floors and wooden doors and window frames.

CLOISTER OF CONVENT OF SANTO DOMINGO. Reconstruction of 19th century houses, building a tourist and cultural centre in the convent cloister, formerly in ruins. Mixed stone and brick masonry walls consolidated, floor and roof structures in wood and tiles and flooring of old convent.

HOME OF THE SOLDIER OF INDEPENDENCE. New exterior carpentry in Cuban cedar and insulated glass, balconies restored, reinforced concrete drinking fountains demolished and reconstructed, wooden hand railings and metal railings repaired (forged and wrought iron pieces repaired and replaced by forge).

WINDWARD BULWARK OF THE HOME OF ART. Restoration works, micro and macro flora cleaned off, cracks and fissures repaired, masonry replaced, magistral line partially replaced, rough-coating and lime plastering.



PONCE WORKSHOP SCHOOL

Ponce Workshop School was one of the first seven set up in Latin America, to complement the actions of the revitalisation plan for Ponce historical centre. Among other things, the plan proposed recovering buildings in the Plaza Mayor (affected by “commercial aggression” on ground floors), laying street wiring underground on the towns main streets, and recovering traditional homes for collective use.

The school commenced operations in 1991, recovering traditional houses (Casa Serrallés and Casa Villaronga), and ended in 1994, after providing skills training to a group of young people for the three years initially scheduled. Activities did not continue afterwards.

PARTNERS

Puerto Rican Cultural Institute

FUNDING

Spanish € 939,000

AECID SUPPORT

June 1991 - May 1994

SKILLS

- Construction
- Carpentry
- Metalwork
- Plastering/painting
- Gardening/reforestation
- Stained glass

OUTCOMES

TRAINING

GRADUATES

40 graduates

13% women
87% men



Construction workshop
Stained glass workshop
A group of students

PROJECTS

HERITAGE

WEICHERS-VILLARONGA HOUSE.

SERRALLÉS HOUSE.

BALDORIOTY DE CASTRO NATIONAL PANTHEON.

CASTLE JAIL.



SAN JUAN WORKSHOP SCHOOL

Along with Ponce, San Juan was one of the first seven Workshop Schools in Latin America. It was set up to complement the actions of the revitalisation plan for the town's historic centre. The Plan was developed between 1989 and 1991, and included changes to street layout, public spaces, facilities and rehabilitation linked to housing policy. Students helped to rehabilitate one of the public buildings identified in the plan as among the most significant in the town, the Former Ballajá Barracks, after which the school was moved to Hospital de la Concepción.

Due to political changes after the general elections of 1992, affecting the State Office for Historical Conservation, the school remained open for only two of the initially planned three years. No further activities were carried out.



PARTNERS

State Office for Historical Conservation

FUNDING

Spanish € 978,000

AECID SUPPORT

May 1991 - April 1993

SKILLS

- Construction
- Carpentry
- Metalwork
- Sanitation/electricity
- Stonemasonry
- Archaeology
- Gardening/reforestation
- Stained glass

OUTCOMES

TRAINING

GRADUATES

60 graduates | 19% women
81% men



Stonemasonry workshop
Stained glass workshop
A group of students

PROJECTS

HERITAGE

HOSPITAL DE LA CONCEPCIÓN EL GRANDE.
BALLAJÁ BARRACKS.



Santo Domingo was declared a UNESCO World Heritage Site in 1992, motivating the Office for Cultural Heritage to set up a school.

After two phases in operation with Spanish Cooperation backing, in 2005 the school was taken over by the Ministry of Labour from an institutional and a financial point of view. In 2008, the Ministry incorporated Santo Domingo Workshop School into its scheduled budget structure, as an activity covered by the Directorate General for Employment's Specialised Occupational Training Office. Later, in 2010, the Ministry of Public Works officially recognised it as part of the Ministry of Labour structure, in the Directorate General of Employment, under the National Employment Service (SENAE).

The experience in relation to inclusion, in the form of a programme for providing skills training to young people with disabilities, was particularly successful. Students adapted quickly to the institution's methods, dispelling any feeling of marginalisation or over-protection. This group accounted for almost 16% of beneficiaries.

PARTNERS

Ministry of Labour
National Directorate for Heritage
Monuments

FUNDING

Spanish	€ 1,043,879
Local	€ 378,000

AECID SUPPORT

February 1999 - June 2003

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Crafts

OUTCOMES

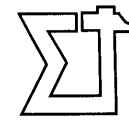
TRAINING

GRADUATES

140 graduates	18% women
	82% men

LABOUR INSERTION

74% graduates in employment



**ESCUELA TALLER
DE
SANTO DOMINGO**



Construction workshop
Craft/model-making workshop

PROJECTS

HERITAGE

LAS MERCEDES COLONIAL COMPLEX. Restoration of the Soledad Chapel, eastern gallery, second floor (Cuna de América Lodge) and tower ceiling, renovation of the Pasos Perdidos Room (Cuna de América Lodge) and Enmanuel Santillán Function Room (Cuna de América Lodge), and restoration and upgrading of the cloister.

CATHEDRAL TREASURE MUSEUM.

PUBLIC SPACES

SAN MIGUEL PARK. Refurbishment works.

DUARTE PARK. Refurbishment works

SPANISH EMBASSY GARDENS.

COLONIAL CITY. Street signage.

OTHER PROJECTS

TRAINING PROGRAMME FOR YOUNG PEOPLE WITH DISABILITIES. Approximately 16% of beneficiaries.







Andean Countries and Southern Cone

CHIQUITANÍA WORKSHOP SCHOOL

BOLIVIA

31

The Chiquitanía region is home to six towns declared UNESCO World Cultural and Natural Heritage sites in 1990. The Chiquitania Workshop School was set up against this background in 2007 and allocated to the restoration works being carried out on the San José Mission in Chiquitos, along with other rehabilitation interventions being overseen by the Missions Plan in towns throughout the region.

Chiquitanía Workshop School is an eminently rural school, which aims to respond to the difficulties existing in the region with regard to continuance in secondary education, high levels of youth migration towards cities, the demand for professionals for projects promoted by the Missions Plan and the municipal corporations and, lastly, a growing emphasis on cultural tourism.

The school has received support and funding from CAF Latin-American Development Bank. Since 2012, training offered at the school has been officially recognised by the Ministry of Education of Bolivia, under its alternative education system.



PARTNERS

Autonomous Government of the Department of Santa Cruz

Municipal corporations (San Javier, Concepción, San Ignacio de Velasco, San Rafael de Velasco, San Miguel de Velasco, San José de Chiquitos, Roboré, San Antonio, Lomerío, Puerto Quijarro & San Matías)

Diocese of San Ignacio de Velasco

Ñuflo de Chavez Apostolic Vicariate

Mission Plan

FUNDING

Spanish € 1,185,000

Local € 625,000

AECID SUPPORT

From June 2007

SKILLS

Construction	Furniture restoration
Carpentry	Archaeology
Metalwork	Gardening/landscaping
Sanitation/ electricity	Tourist services
	Gastronomy/nutrition
	Crafts

OUTCOMES

TRAINING

GRADUATES

422 graduates | 20% women
80% men

LABOUR INSERTION

80% graduates in employment

PROJECTS

HERITAGE

LOCATION OF THE SCHOOL. Building rehabilitated in the traditional style.

SAN JOSÉ DE CHIQUITOS MISSION. Rehabilitation work. Mortuary chapel, dome and tower, central courtyard and parish.

SAN RAFAEL MISSION. Rehabilitation work. Treatment of wooden façade, beams, frames, doors, window frames and bell tower.

SAN JOSÉ SECOND LEVEL HOSPITAL. Rehabilitation work. Roof, paintwork, tile and ceramic floors, cement rough-coating, wiring and plumbing, doors and windows.

CHURCH OF SAN JUAN DE CHIQUITOS. Rehabilitation work. Doors and windows, plumbing/wiring, treatment of wood, flooring, finishing of posts, wooden bell tower and niches, plastering, Chiquitanía decorative painting.

SANTA CRUZ LA VIEJA. Support work on archaeological dig.

WORLD HERITAGE MISSIONS. Maintenance and preventive conservation as per integral management plan.

PUBLIC SPACES

SAN JUAN DE CHIQUITOS PLAZA. Laying of floors, manufacture and installation of wooden benches and light fittings, cleaning and upgrade of gardens.

COMMUNAL BUILDINGS

CASA DEL BASTÓN "CABILDO INDÍGENA", San José de Chiquitos. Extension. Demolition, construction of adobe structure and wooden ceiling.



San Rafael Mission Complex. Conservation
Gastronomy and nutrition workshop



La Paz Workshop School commenced activities in 2009, as a complement to Spanish Cooperation support for La Paz Municipal Corporation Directorate for Cultural Heritage and to consolidate its cultural heritage conservation policy. La Paz Workshop School forms part of the municipal structure, actively supporting the Schools Upgrade and Renovation Programme in the town's historic centre

This school, the latest one to be set up in Bolivia, uses a model that coordinates providing training in skills to vulnerable people in large cities with heritage rehabilitation and maintenance demands. Since 2012, the school's programmes have been officially recognised by the Bolivian Ministry of Education's alternative education system.

PARTNERS

Autonomous Municipal Corporation of La Paz

FUNDING

Spanish	€ 905,000
Local	€ 1,243,000

AECID SUPPORT

From May 2009

SKILLS

Construction
Carpentry
Metalwork
Furniture restoration
Wood-carving/finishing

RESULTS

TRAINING

GRADUATES

324 graduates	40% women 60% men
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LABOUR INSERTION

80% graduates in employment



Conservation of mural painting
Pedro Domingo Murillo House Museum.
Furniture restoration workshop

PROJECTS

HERITAGE

MUSEUM OF THE COAST. Reconditioned as museum. Plastering and painting, restoration of doors, windows and railings, consolidation of domes, repair of staircase and new wiring.

TAMBO DE QUIRQUINCHO MUSEUM. Rehabilitation work. Roofs repaired, patio and exterior walls painted, staircase, windows and balconies restored, ironwork painted, plasterwork, drop ceiling with lights, exhibition panels.

SPANISH CULTURAL CENTRE, LA PAZ. Maintenance work and construction of furniture.

PEDRO DOMINGO MURILLO FOLKLORIC MUSEUM. Preventive conservation of paintings and other assets.

CULTURAL CENTRE. Conservation of façades, mural painting. In-depth cleaning of vitrified mural painting, consolidation, reintegration of backing, protective varnish, cleaning of façade, preventive conservation of sculptures.

CITY HALL. Rehabilitation of entrance hall, staircase and corridor. Repair and painting, consolidation of mouldings, ironwork painted, lamps, ironwork and bronzes cleaned, wiring system replaced, telephone and security network, stained glass windows, onyx floor and marble panelling cleaned.

PUBLIC SPACES

LA PAZ. Bronze, stone and marble statues in parks throughout the city cleaned and conserved. Six tombs cleaned and conserved.



POTOSÍ WORKSHOP SCHOOL

BOLIVIA

33



Against the background of the 5th Centenary celebrations, the State Society suggested setting up a programme for the revitalisation of historical town centres. This programme was later taken on by the Spanish Agency for International Cooperation, under its Heritage for Development Programme. Potosí was selected as the starting point in Bolivia.

Low human development rates in Potosí Department, a lack of employment and training opportunities for youth in a mining town, the absence of human resources to protect a city declared a World Heritage Site in 1987, allied to the need to promote cultural tourism, justified the setting up of a workshop school, which remained active for six years, up to 2007.

The school received support and funding from the CAF Development Bank of Latin America.

PARTNERS

Potosí Autonomous Regional Government
Potosí Autonomous Municipal Corporation
Tomás Frías Autonomous University

FUNDING

Spanish € 2,559,494
Local € 837,000

AECID SUPPORT

December 1992 - December 1995
March 1996 - December 1998
July 1999 - June 2005
January 2006 - December 2007

SKILLS

Construction	Stonemasonry
Carpentry	Mural painting
Metalwork	Gardening/reforestation
Sanitation/ electricity	Gold and silver work

OUTCOMES

TRAINING

GRADUATES

435 graduates | 26% women
74% men



Metalwork shop
Mural painting workshop

PROJECTS

HERITAGE

CHURCH OF BELÉN (Modesto Omiste Theatre). Reconditioned for new use. Roof replaced, stonework consolidated in interior and doorway, mural painting restored in the arch sector, plumbing and wiring.

TEMPLE OF JERUSALEM. Rehabilitated and restored. Double roof replaced, coffered ceilings restored, main door, mural painting in nave, wiring and plumbing renovated, paintings and other assets restored and consolidated.

SAN MARCOS MILL. Reconditioned for use as a restaurant. Roof and wooden elements restored, stone treated, floors replaced, painting in general, plumbing/wiring, drop ceilings, machinery cleaned and restored.

TEMPLE OF ST JOHN THE BAPTIST. Rehabilitation work. Roof replaced, doors, tower and mural painting restored, electric wiring and underground ventilation system installed, pulpit, paintings and icons restored.

TEMPLE OF ST SEBASTIAN. Rehabilitation work. Roof replaced, civil engineering work, wiring, assets restored.

LA MERCED TEMPLE. Rehabilitation work. Roof replaced, wiring and plumbing, drainage, assets restored and public works.

LA CONCEPCIÓN TEMPLE. Rehabilitation work. Roof replaced, wiring and plumbing, assets restored and public works.

TEMPLE OF ST JOHN OF GOD. Rehabilitation work.

PICHINCHA INDUSTRIAL SCHOOL. Rehabilitation work. Structures restored and treated, paintwork, roof replaced and plumbing renewed.

POTOSÍ CATHEDRAL. Silver pieces restored.



SUCRE WORKSHOP SCHOOL

BOLIVIA

34

The population of Sucre town centre has increased steadily since the 1980s, due mainly to migration from rural areas. In 1994 Spanish Cooperation began to supply backing for the Sucre Historical Area Revitalisation Plan (PRAHS). From 1998 onwards, Sucre Workshop School has followed PRAHS guidelines.

Although the first major intervention was the rehabilitation of the Convent of St Francis, one of the city's most important monuments, throughout its time in operation the school carried out hundreds of interventions of varying magnitudes.

The incorporation of the Sucre Workshop School Civil Association made it possible to monitor the labour insertion rates of graduates, among other things. In 2012, the school's programme was given official recognition under the Bolivian Ministry of Education's alternative education system.

PARTNERS

Autonomous Government of Chuquisaca Department

Autonomous Municipal Corporation of Sucre
Sucre University Town Project

FUNDING

Spanish	€ 2,850,933
Local	€ 1,296,000

AECID SUPPORT

From April 1998

SKILLS

Construction	Woodcarving/ finishing
Carpentry	Document restoration
Metalwork	Mural Painting
Sanitation/ electricity	Textile restoration
Stonemasonry	Easel painting
	Gardening/reforestation
	Cookery/gastronomy

OUTCOMES

TRAINING

GRADUATES

609 graduates	20% women
	80% men

LABOUR INSERTION

70% graduates in employment

PROJECTS

HERITAGE

LESSER BASILICA OF ST FRANCIS. Integrally restored.

HIGH ALTARPIECE OF THE TEMPLE OF VILLA TOMINA AND PULPIT OF ST FRANCIS. Integrally restored.

PREFECTURE PALACE. Façades restored.

LA GLORIETA CASTLE. Building restored, paintings and sculptures cleaned.

BASILICA MENOR OF ST FRANCIS, CONVENT OF ST CLARA AND TEMPLE OF ST MICHAEL. Paintings restored.

CASA DE LA LIBERTAD. Wooden and metal elements and coffered ceiling restored.

FORMER BELTRAN HOME - YOUTH CENTRE. Rehabilitation work.

NATIONAL ARCHIVE AND LIBRARY AND LIBERTY CENTRE. Documents restored.

CHARCAS COLONIAL UNIVERSITY MUSEUM. Restored, roof replaced.

MARISCAL SUCRE PEDAGOGICAL MUSEUM AND UNIVERISTY OF ST FRANCIS XAVIER. Mural painting restored.

MUNICIPAL CORPORATION TEMPLES AND CONVENTS. Support for rehabilitation programme.

PUBLIC SPACES

COCHABAMBA, MONTEAGUDO & BENI PUBLIC SQUARES. Recovered.

COMMUNAL BUILDINGS

JUNÍN SCHOOL. Building rehabilitated and bathrooms added.

HABITABILITY

RURAL HOUSES. Hydroelectricity and drainage systems installed.



La Merced Church. Bricklaying workshop
Electricity workshop



JOÃO PESSOA WORKSHOP SCHOOL

BRAZIL

35



The João Pessoa Workshop School was one of the first seven set up in Latin America. It arose to complement the plan for the revitalisation of João Pessoa historic centre, developed from 1987 onwards.

Students at the school come from low-income families, enduring fragile healthcare and living conditions. Accordingly, the school emphasises and prioritises youth labour inclusion. Additionally, some students are illiterate and some are street children. Accordingly, the school cooperates closely with the shelters that work with these young people.

Spanish Cooperation eventually pulled out in the absence of support from federal institutions for the construction of a national Workshop Schools Programme in Brazil. Nevertheless, the João Pessoa school remains active, offering skills training using local resources.

PARTNERS

National Institute of Historic and Artistic Heritage (IPHAN)

Government of the State of Paraíba

João Pessoa Municipal Corporation

FUNDING

Spanish € 3,069,000

Local € 2,700,000

AECID SUPPORT

August 1991 - December 2011

SKILLS

Construction

Carpentry

Metalwork

Plastering/painting

Archaeology

Easel painting

Gardening

OUTCOMES

TRAINING

GRADUATES

847 graduates | 38% women
62% men

LABOUR INSERTION

85% graduates in employment

PROJECTS

HERITAGE

CHURCH OF SÃO BENTO. Integrally restored and traditional use as a place of worship recovered.

HOUSE OF THE TILES. Integrally restored for use as offices of the History Centre.

FORMER GLOBO HOTEL. Integrally restored for several uses, including the offices of the Spanish consulate.

FORMER TITO SILVA WINE FACTORY. Ruined industrial building recovered to house workshop school.

CHURCH OF LA MISERICORDIA. Integrally restored and traditional use as a place of worship recovered.

CHAPEL OF OUR LADY OF GRACIA. Integrally restored and traditional use as a place of worship recovered.

Others: Former Paul Mill (Piolín School), Altar of the Chapel of Fazenda Acauã, Church of St Pedro Gonçalves, Church of Our Lady of Carmen.

PUBLIC SPACES

BANDSTAND, PLAZA VENANCIO NEIVA. Reconstruction of small, round structure.

Others: Parque Arruda Câmara, Plaza Anthenor Navarro, Plaza Dom Adauto.

COMMUNAL BUILDINGS

SCHOOL OF GASTRONOMY. Interventions.



▲ Balustrade restored. Carpentry workshop
▼ Plastering and painting workshop

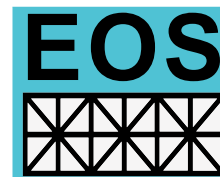


The idea of setting up a workshop school was suggested by Bahia Federal University, after detecting a lack of skilled labour in the town. The University had been offering vocational training courses in architectural rehabilitation from 1992-1995.

The school's mission was based on four cornerstones: promoting local citizens, the solid link between theory and practice, knowledge recovery and management, and high-quality production. The school gave low-income youth access to training.

Over the past 11 years, Salvador Workshop School has, without a doubt, received more recognition than any of the others.

Lack of support from federal institutions for a national Workshop Schools Programme forced Spanish Cooperation to pull out.



PARTNERS

Bahia Federal University. Foundation for the Promotion of Investigation and Outreach (FAPEX)

National Institute of Historic and Artistic Heritage (IPHAN)

Government of the State of Bahia

FUNDING

Spanish € 1,841,000

Local € 1,630,000

AECID SUPPORT

March 1997 - December 2008

SKILLS

Construction	Plastering/painting
Carpentry	Stonemasonry
Metalwork	

OUTCOMES

TRAINING

GRADUATES

526 graduates	20% women
	80% men



▲ Gonçalo Muniz library. Plastering workshop
 ▼ Cañizares Gallery. Carpentry workshop

PROJECTS

HERITAGE

FACULTY OF MEDICINE (Built by Victor Dubugras in 1909).

- Alfredo Britto amphitheatre. Bricklaying, carpentry, cabinet-making, ironwork, stonemasonry, plasterwork and painting.
- North-eastern wing. Restoration work, metal roof structure reinforced, wooden frames built, bricklaying, plastering and painting.
- Gonçalo Muniz Library. Book deposit shelving restored, carpentry and cabinet making, wooden frames, plastering and painting.

AFRO-BRAZILIAN MUSEUM. Wooden wall structure restored, miscellaneous masonry and painting work.

MUSEUM OF ARCHAEOLOGY AND ETHNOLOGY. Bricklaying and stonemasonry, sections of paving restored.

MUSEUM OF SACRED ART. Sections of cloister paving restored.

CAÑIZARES GALLERY. Gallery building integrally restored.

CASA DE SANTO DO TERREIRO ALAKETU. Participation in reconstruction project.

HABITABILITY

ECO LUZIA II (housing for low-income families). Participation in the construction of 23 houses for low-income families. Framework built and put in place, concrete poured.



SÃO LUIS WORKSHOP SCHOOL

BRAZIL

37



São Luis, founded by the French and invaded by the Dutch and Portuguese, is a unique city. Declared a UNESCO World Heritage Site in 1997, it is home to some 3,500 colonial buildings, many of them with Portuguese tile façades.

Although Spanish Cooperation had not previously been active in heritage recovery in São Luis, it was agreed to support the request for a workshop school made by the Municipal Foundation for Historic Heritage, a part of the Municipal Planning and Development Office (SEPLAN), with the aim of coordinating heritage conservation with social and economic inclusion initiatives for the local population.

The school was active for two and a half years, during which time its training and heritage intervention targets were reached. Spanish Cooperation pulled out in 2009, in view of the lack of support from federal institutions for the construction of a national Workshop Schools Programme in Brazil to coordinate initiatives in this regard.

PARTNERS

São Luis Municipal Corporation
National Institute of Historic and Artistic Heritage (IPHAN)

FUNDING

Spanish	€ 380,000
Local	€ 450,000

AECID SUPPORT

July 2006 - December 2008

SKILLS

Construction
Carpentry
Plastering/painting
Ceramics/pottery

OUTCOMES

TRAINING

GRADUATES

80 graduates	45% women
	55% men



Tile Museum. In progress
Ceramic/tile workshop
A group of WS student

PROJECTS

HERITAGE

TILE MUSEUM. Two-storey, residential-style urban building recovered. The school took part in the restoration of this building alongside a building company. Students primarily worked on rescuing and reproducing tiles from the façade.

SCHOOL BUILDING. Industrial building recovered to house the school. Building fully restored, including roofs, floors, joinery and woodwork, plastering and painting.



After the Cartagena, Mompox and Popayán schools were set up with AECID support, they were followed by the Bogotá Workshop School in 2006. The school was set up on the understanding that AECID funding would eventually be withdrawn. Accordingly, from the beginning, productive initiatives were sought which, in addition to creating employment for graduates, would contribute to the sustainability and visibility of the project.

The school has undertaken restoration works on heritage buildings and participated in outreach, fostering and training with a range of institutions, in addition to supporting the setting up of new schools, including the Buenaventura school.

From 2007 on, support was given for the constitution of a national programme which would progressively incorporate the schools. From 2014 onwards, the school continued to operate as part of the Colombian National Workshop School-Tools for Peace Programme, without direct support from Spanish Cooperation.



Guitar-making workshop
ETB Taller del Pan bakery

PARTNERS

Ministry of Culture
National Vocational Training Service (SENA)
Association of Friends of the Workshop Schools

FUNDING

Spanish € 1,270,000
Local € 1,470,000

AECID SUPPORT

October 2006 - October 2014

SKILLS

Building	Cookery/gastronomy
Carpentry	Guitar making
Plastering/painting	IT
Tour Guiding	Special construction skills

OUTCOMES

TRAINING

GRADUATES

430 graduates | 45% women
55% men
13,009 students in short-term workshops

LABOUR INSERTION

85% graduates in employment

PROJECTS

HERITAGE

CASA VENADOS, LA CANDELARIA. Façade, staircases and walls of main room restored. Three training workshops built.

CASA IREGUI. Late 19th century. Walls consolidated. *La Escuela* restaurant kitchen and bakery set up.

LA SABANA STATION. Built 1913-1917. Maintenance work on perimeter walls, wiring, columns, mezzanine staircase and ceilings.

LA SABANA STATION BUILDING 5 (School building). Wooden and tile flooring, ceilings, roofs, plasterwork and carpentry.

BUENAVENTURA RAILWAY STATION (Cauca Valley). One of the first applications of Art-Deco. It is home to Buenaventura Workshop School.

ENGINEER'S HOUSE, LA SABANA STATION. Reconditioned as a cultural space for children.

Students helped to maintain two rail sheds and rehabilitate and maintain eight railway stations across the country.

Others: Maintenance of Quinta Porra Theatre, restoration of stonework at Colón Theatre, maintenance of Ibagué Art School, Tolima.

COMMUNAL BUILDINGS

Dance halls built in 48 towns in 9 departments of Colombia.

OTHER PROJECTS

Two restaurants in operation (school restaurant and Naval Museum Panopticum). *El Taller del Pan* bakery-café.



CARTAGENA WORKSHOP SCHOOL

COLOMBIA

39

Cartagena de Indias and its fortifications were declared a UNESCO World Heritage site in 1984 and provided the first target for Spanish Cooperation heritage cooperation in Colombia. Against this background, the Cartagena de Indias Workshop School was set up pursuant to City Decree 981 of 16 July 1992.

The use of traditional techniques, the diverse training offer and an excellent professional staff are three of the factors that made the school a model for the city, the region and the country. In recognition of this success, in 2012 the Ministry of Culture tasked the school with the protection, conservation and dissemination of Cartagena's Cultural Interest Assets, under an agreement that remains valid to date.

Since 2011, Cartagena has remained active without Spanish Cooperation Funding, under the Colombian National Workshop School-Tools for Peace programme.



Escuela Taller
Cartagena de Indias

PARTNERS

Ministry of Culture
National Vocational Training Service (SENA)
Government of Bolívar Department
Cartagena de Indias City Council

FUNDING

Spanish € 4,649,180
Local € 2,280,000

AECID SUPPORT

September 1992 - May 2011

SKILLS

Construction	Stonemasonry
Carpentry	Gardening/reforestation
Metalwork	Cookery/gastronomy
Sanitation/electricity	Dressmaking
Plastering/painting	Special construction skills

OUTCOMES

TRAINING

GRADUATES

1,167 graduates | 30% women
70% men

LABOUR INSERTION

80% graduates in employment



▲ Cartagena city walls. Gardening workshop
◀ Convent of Santo Domingo. Construction workshop

PROJECTS

HERITAGE

CLOISTER OF ST. DOMINGO. Building integrally restored for use as Spanish Cooperation training centre.

COLONIAL WING OF CARIBBEAN NAVAL MUSEUM. Plastering, carpentry, stonemasonry.

ADMINISTRATION OF CARTAGENA'S CULTURAL ASSETS. Protection, conservation, restoration, upgrading, outreach and promotion of social appropriation.

Others: Workshop school building, Cartagena Cathedral, Cartagena City Council, Boca del Puente city gate, Rafael Núñez Museum, Heredia Theatre, restaurant at SENA colonial office, etc.

PUBLIC SPACES

BOLIVAR PARK. Perimeter fencing of historic city centre garden, street furniture, garden maintenance.

CITY BULWARKS. Restoration and maintenance.

EL POZÓN RECREATIONAL CENTRE. Recreational and cultural park built.

Others: Centenary Park, Apollo Park, etc.

COMMUNAL BUILDINGS

ST. BASIL OF PALENQUE CULTURAL CENTRE. Library built.

OTHER PROJECTS

Restaurant.



MOMPOX WORKSHOP SCHOOL

COLOMBIA

40

The colonial town of Santa Cruz de Mompox, on the left bank of the Magdalena River, was declared a UNESCO World Heritage site in 1995. The workshop school commenced activities in 1996, helping to recover the historic centre and to preserve vanishing skills, such as gold and silver work and Mompox ceramics. It was in Mompox where the concept of the “city as workshop” was coined, and one characteristic of the school is the practical skills training received by students under master craftspeople in ateliers throughout the city. Acquiring employment and human development skills helps to improve conditions for the youth of Mompox, giving them the tools with which to build a culture of peace.

Spanish Cooperation funding was withdrawn in 2012, since which time Mompox has remained active under the Colombian National Workshop Schools-Tools for Peace programme.

PARTNERS

Ministry of Culture
National Vocational Training Service (SENA)
Bolívar City Corporation
Santa Cruz de Mompox Municipal Corporation

FUNDING

Spanish € 2,018,102
Local € 1,305,000

AECID SUPPORT

September 1996 - May 2012

SKILLS

Construction	Wood carving/finishing
Carpentry	Cookery/gastronomy
Metalwork	Gold and silver work
Sanitation/ electricity	Ceramics/pottery

OUTCOMES

TRAINING

GRADUATES

1,746 graduates | 33% women
67% men

LABOUR INSERTION

95% graduates in employment



Escuela Taller de
Mompox



▲ Carpentry workshop
▼ Gold and silver work

PROJECTS

HERITAGE

PALACE OF ST CARLOS. Mompox City Hall restored, forged iron lamps and benches built.

CHURCH OF ST BARBARA. Iconic building. Foundations and walls consolidated, roof, panelling and high altarpiece restored.

CASA DEL CABILDO. Foundations and walls consolidated, wood structures and elements restored, walls plastered with lime.

CULTURAL CENTRE. Roof restored, patios rehabilitated, doors, windows and decorative elements restored, projection room conditioned.

CASA DE LOS PROFESORES. First location of the school (1997). Structure reinforced, floors built, carpentry and metalwork restored and plumbing/wiring upgraded.

Others: Courthouse, Church of St Domingo, Bishop's Palace, Colonial Theatre, Church of the Immaculate Conception, Cloister of St Augustine, etc.

PUBLIC SPACES

ST RAPHAEL PARK. Street furniture recovered.

Others: Streets upgraded, etc.

COMMUNAL BUILDINGS

BUILDINGS IN PLAZA DE LA CONCEPCIÓN. Rehabilitation of houses used for commercial purposes, restoration of former market building.

Others: Municipal cemetery, Family Welfare Offices, St John of God Hospital, Antonio Nariño School (St Hyacinth).



POPAYÁN WORKSHOP SCHOOL

COLOMBIA

41

Popayán is one of Colombia's major colonial historic sites. In 1983, the city was devastated by an earthquake, which hit the historic centre particularly hard. Because of a scarcity of resources, many monumental buildings were neglected. When the authorities discovered the Workshop Schools Programme, they asked that a school be set up in the city.

The school commenced its activities in 1995 and since then has taken part in more than 20 projects, restoring some of the city's most iconic buildings. It has also become a part of Popayán local society, restoring the polychromed artefacts used in the city's Holy Week celebrations.

A foundation has been set up to sell goods produced by the school, and a public restaurant has also been opened recently. Since 2012, the Popayán school has remained active without Spanish Cooperation funding, under the Colombian National Workshop School-Tools for Peace programme.



Popayán Workshop School restaurant
Stained glass workshop

PARTNERS

Ministry of Culture
Government of Cauca Department
Popayán Municipal Corporation
Five members of civil society

FUNDING

Spanish € 3,243,322
Local € 1,325,000

AECID SUPPORT

April 1995 - May 2012

SKILLS

Construction	Wood carving/finishing
Carpentry	Mural painting
Metalwork	Stained glass
Sanitation/electricity	Gardening
Plastering/painting	Cookery/gastronomy
Stonemasonry	Guitar making

OUTCOMES

TRAINING

GRADUATES

738 graduates | 25% women
75% men

LABOUR INSERTION

90% graduates in employment

PROJECTS

HERITAGE

CHAPEL OF LAS MERCEDES ALTO DE CAUCA. Chapel fully restored.

CARMEN TEMPLE. Ceilings reconditioned, paintwork, mural painting in presbytery.

LA ENCARNACIÓN TEMPLE. Ceilings, paintwork and high altar restored.

OBANDO HOUSE. Integrally restored.

CONVENT OF ST FRANCIS, Cali. Partially restored.

Others: Southern wing of former Popayán Printing Press, Cultural Centre, Coconuco House, Chinas Chapel mural painting, Buga Municipal Theatre, Temple of Our Lady of Guadalupe of Cartago, etc.

PUBLIC SPACES

CALDAS PARK. Rehabilitation work. Pavements and green areas restored.

ST FRANCIS SQUARE. Integral rehabilitation project formulated and implemented.

Others: Alameda Calle 5 and Las Piedras River eco-trail.

COMMUNAL BUILDINGS

YANACONAS DISTRICT. Community hall built.

IDEMA BUILDING. Building rehabilitated and reconditioned.

Others: CRC offices in Santander de Quilichao, Bocas de Satinga public library in Olaya Herrera, cultural centre in Guapi.

OTHER PROJECTS

Restaurant and loom workshop online shop.



QUIBDÓ WORKSHOP SCHOOL

COLOMBIA

42

Quibdó Workshop School was set up in 2016 to safeguard the region's historic and cultural heritage, while at the same time providing educational and vocational opportunities for vulnerable afro-descendant people, particularly men and women aged 16-30 years facing financial obstacles to access to vocational training programmes.

The primary aim of the school is to improve conditions for unemployed youth, giving them skills in traditional crafts, entrepreneurship and labour insertion. The training programme is an integral one, where technical training is complemented with human development. This means that graduates also become agents for change in their own environments, contributing to restore the social fabric.



PARTNERS

Ministry of Culture

National Vocational Training Service (SENA)

CAF Development Bank of Latin America

FUNDING

Spanish € 167,402

Local € 84,000

AECID SUPPORT

From July 2016

SKILLS

Construction

Cookery/gastronomy

Baking

Gold and silver work

OUTCOMES

TRAINING

GRADUATES

70 graduates | 51% women
49% men

LABOUR INSERTION

60% graduates in employment



Gold and silver workshop
Construction workshop
A group of students

PROJECTS

COMMUNAL BUILDINGS

LOCATION OF WORKSHOP SCHOOL. Spaces reconditioned.

HABITABILITY

STUDENT HOUSING. Interventions in the homes of classmates, putting into practice the skills acquired at the school to improve living conditions for two families in the town.



TUMACO WORKSHOP SCHOOL

Following the Workshop Schools model introduced into Latin America by AECID, the Ministry of Culture, through its National Workshop Schools - Tools for Peace programme, set up the Tumaco school in November 2015 to revitalise traditional trades by providing technical training in skills related to opportunities identified in the region, while also supplying the tools to give young people access to employment and entrepreneurship opportunities.

Tumaco Workshop School Foundation coordinates culture, vocational training, human development and entrepreneurship, making it a powerful force for social and economic development in the region, by giving training in heritage conservation skills to low-income vulnerable young people, primarily indigenous peoples and afro-descendants, people affected by armed conflicts, victims of violence, single mothers, and others.

PARTNERS

Ministry of Culture
CAF Development Bank of Latin America
International Organization for Migration (IOM)
USAID
Civil Aeronautics

FUNDING

Spanish € 165,000
Local € 57,000

AECID SUPPORT

From November 2015

SKILLS

Construction
Carpentry
Cookery/gastronomy

OUTCOMES

TRAINING

GRADUATES

70 graduates | 81% women
| 19% men

40% single mothers
60% victims of violence

LABOUR INSERTION

66% graduates in employment

COLOMBIA

43



Carpentry workshop
Cookery workshop
A group of students

PROJECTS

COMMUNAL BUILDINGS

WORKSHOP SCHOOL BUILDING. Students have been working on reconditioning the school building since 2016. The kitchen module has been completed, and the carpentry module, offices and bathrooms are currently in progress.



NATIONAL WS PROGRAMME

COLOMBIAN NATIONAL WORKSHOP SCHOOLS - TOOLS FOR PEACE PROGRAMME

In 2008, the process of transferring four Colombian Workshop Schools (Bogotá, Cartagena, Mompox and Popayán) began, supported primarily by AECID and the Colombian Ministry of Culture. The transfer was justified by the positive balance attained, as the schools had equipped many young people with skills training and participated in more than 50 heritage conservation interventions. Accordingly, the Colombian Workshop Schools were considered to be consolidated projects with extensive experience and good results, enabling their transfer to local institutions and promoting the switch from a cooperation programme to a national government programme.

The Colombian Workshop Schools Project currently coordinates a network of 11 vocational training and human development centres, benefiting a considerable number of vulnerable youth. Many of the beneficiaries are unemployed young people who have been victims of violence. Accordingly, the programme is known as the Colombian National Workshop Schools - Tools for Peace Programme.

The national programme management unit, which receives AECID backing, supervises and validates projects, coordinates the institutions involved, sources and consolidates public and private alliances, oversees brand dissemination and positioning and energises the national Workshop Schools networks. At present, the Colombian Workshop Schools Programme forms part of the Colombian government's catalogue of strengths and good practices for South-South cooperation.

PARTNERS

Local institutions

Ministry of Culture

Barichara, Bogotá, Buenaventura, Cali, Cartagena, Mompox, Popayán, Quibdó, Tumaco and Tunja Municipal Corporations

Nine Workshop Schools foundations

International Institutions

CAF Development Bank of Latin America

International Organization for Migration (IOM)

FUNDING

Spanish	€ 660,356
Local	€ 9,885,000

AECID SUPPORT

From September 2009

SKILLS

Construction	Wood carving/finishing
Carpentry	Gardening/reforestation
Metalwork	Boat building
Plastering/painting	Cookery/gastronomy
Stonemasonry	Gold and silver work
Stained glass	Guitar making
Furniture restoration	

OUTCOMES

TRAINING

GRADUATES

7,423 graduates | 41% women
59% men

13,331 students short-term workshops

LABOUR INSERTION

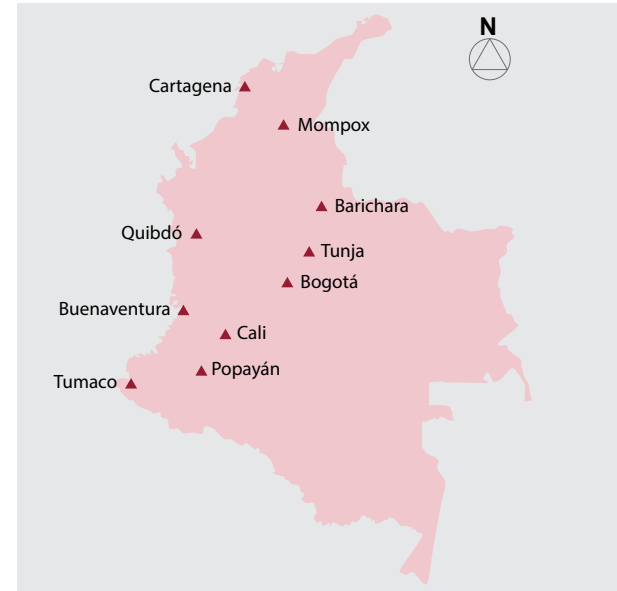
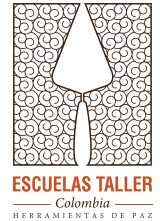
73% graduates in employment

SCHOOLS

BARICHARA Workshop School
BOGOTÁ Workshop School
BOYACÁ (TUNJA) Workshop School
BUENAVENTURA Workshop School
CALI Workshop School
CARTAGENA Workshop School
MOMPOX Workshop School
POPAYÁN Workshop School
QUIBDÓ Workshop School
TUMACO Workshop School

COLOMBIA

44



▲ Location of Workshop Schools
▼ Mompox WS Carpentry workshop



SANTIAGO WORKSHOP SCHOOL

CHILE

45



The Santiago de Chile Workshop School was one of the first seven set up in Latin America.

In 1990, Santiago de Chile undertook an ambitious upgrade programme. An intervention in Parque de los Reyes, built as a tribute to King Juan Carlos I and Queen Sofía of Spain, involved recovering a large site (30 hectares) on the right bank of the Mapocho River, where the train line used to run. This also expanded the city's public equipment assets, adding Mapocho Station and the Perrera Art gallery in the former municipal dog pound, etc.

Spanish Cooperation provided support for the programme via a spectrum of actions, including setting up the workshop school. Activities ended after the conclusion of the first cycle, although the experience did sow the seed for subsequent similar projects set up to provide people with the skills used to rescue heritage assets.

PARTNERS

Santiago Corporation for Development

FUNDING

Spanish € 883,579

AECID SUPPORT

July 1991 - June 1994

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Plastering/painting
Stonemasonry
Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

110 graduates | 19% women
81% men



Metalwork shop
Gardening workshop
A group of students

PROJECTS

HERITAGE

YELLOW HOUSE.

PUBLIC SPACES

PARQUE DE LOS REYES.



Cuenca Workshop School enrolled its first students in 1999. The school was instrumental in Cuenca being declared a UNESCO World Heritage Site, supporting the Town Hall in its goal to recover Cuenca's historic centre. The new school took part in the work being carried out by the AECID Heritage for Development Programme with the Ecuadoran National Institute for Cultural Heritage (INPC).

Important partnerships were struck with OEI, CAF Development Bank and Madrid Community, who provided assistance in certain specific projects promoted by the school.

Although the school's activities ended in April 2012, it still continues to offer vocational training to young people, with backing from the municipal corporation.

PARTNERS

Cuenca Municipal Corporation

FUNDING

Spanish	€ 2,615,547
Local	€ 1,016,000

AECID SUPPORT

January 1999 - April 2012

SKILLS

- Construction
- Carpentry
- Sanitation/electricity
- Stonemasonry
- Mural painting
- Gardening-reforestation
- Gastronomy
- Pottery

OUTCOMES

TRAINING

GRADUATES

450 graduates	22% women
	78% men

LABOUR INSERTION

95% graduates in employment



▲ Gastronomy workshop
▲ Electricity workshop

PROJECTS

HERITAGE

REMIGIO CRESPO TORAL MUSEUM, CITY MUSEUM. Site of the school up to 2006. Structure consolidated, wood and metal carpentry, ceilings, plumbing/wiring, plastering and painting. Work was carried out on more than 60% of the building.

CUENCA CATHEDRAL. Specific items requested by project technical management, primarily floors in the Aya Corral and carpentry work.

CASA CORDERO, CUENCA. Project formulated and implemented.

PUBLIC SPACES

BANKS OF THE TOMBAMBA RIVER. An important sector was recovered. Students cleaned the riverbanks and recovered autochthonous plant species, built new paths and gardens, etc.

FAÇADES IN THE EL VADO DISTRICT. Integrally rehabilitated.

STREET FAÇADES IN CUENCA. Works expressly requested by the municipal corporation in several of Cuenca's streets and plazas.

CITY SQUARES. Gardening work.

COMMUNAL BUILDINGS

OFFICES OF NATIONAL UNION OF JOURNALISTS. Building fully rehabilitated, at the instance of Cuenca Municipal Corporation.

HABITABILITY

CASAS DEL VADO. Formulation of a project for the Vado area of the city, consisting of the integral rehabilitation of five houses. Eventually, three of the houses contemplated in the original project were rehabilitated.



MANABÍ WORKSHOP SCHOOL

ECUADOR

47

The Workshop School for the Reconstruction of the Province of Manabí is one element of AECID support for the reconstruction of the areas affected by the earthquake which hit the coast of Ecuador on 16 April 2016.

The earthquake demonstrated that structures built in traditional materials (primarily bamboo and wood) were more resistant than those built in reinforced concrete and breeze blocks, as used predominantly in the region. Several sectors indicated the need to return to traditional construction techniques for rebuilding, particularly in rural areas, highlighting their benefits, not only as regards earthquake resistance, but also from the point of view of sustainability, protection of the environment and capacity to enliven local economies.

In this context, a primary challenge is the technical, responsible use of these materials and technologies. Accordingly, the school will deliver qualified workers who can vouch for the quality and safety of the structures.



Bus stop. Bamboo workshop
Electricity workshop
A group of WS students

PARTNERS

Provincial Government of Manabí
Manabí Produce (state-owned company)
Eloy Alfaro Secular University, Manabí (ULEAM)

FUNDING

Spanish € 490,000
Local € 245,000

AECID SUPPORT

From November 2017

SKILLS

General construction
Bamboo construction
Electricity
Sanitation
Bamboo crafts and carpentry

OUTCOMES

TRAINING

STUDENTS

240 students | 30% women
70% men

PROJECTS

COMMUNAL BUILDINGS

ULEAM FACULTY OF PSYCHOLOGY, Manta. The university was badly affected by the earthquake, several buildings collapsing completely and others being seriously affected. The school helped to construct a new Psychology Faculty building in bamboo, designed in a participative process involving teachers, students and administrative staff.



QUITO | WORKSHOP SCHOOL

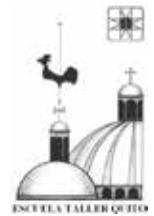
ECUADOR

48

Like the San Andrés school, Quito Workshop School was set up as part of the Master Plan for Quito's Historical Areas, formulated by Spanish Cooperation and Quito Municipal Corporation from 1988-1992, and put in place to renovate training in rapidly vanishing artistic and craft skills. The initiative was set up under the Heritage for Development Programme.

The Quito school achieved great repercussion, as students carried out practical work on a range of municipal buildings, kindergartens and primary schools in some of the most depressed sectors of the city's outskirts.

While active, the school secured sponsorship from private businesses and international bodies, who provided extra funding for complementary activities.



PARTNERS

Quito Metropolitan District Council

FUNDING

Spanish € 3,940,027
Local € 1,750,000

AECID SUPPORT

December 1991 - August 2012

SKILLS

Construction	Furniture restoration
Carpentry	Wood carving/finishing
Metalwork	Gardening/reforestation
Sanitation/ electricity	Cookery/Gastronomy
Plastering/painting	Guitar making
Stonemasonry	Dressmaking

OUTCOMES

TRAINING

GRADUATES

833 graduates | 24% women
76% men

LABOUR INSERTION

95% graduates in employment



▲ Gilding class
◀ Julio E. Moreno-Guamani School. Bricklaying workshop

PROJECTS

HERITAGE

FORMER MATERNITY HOSPITAL, QUITO. Location of Quito Workshop School. The first major challenge for the school. Approximately 3,000 m2 of partially ruined structures were rehabilitated.

Others: Convent of the Good Shepherd, Convent of the Franciscan Conceptionist Monks, Convent of St Catherine of Sienna, Casa de Sucre Museum, María Augusta Urrutia Museum House, La Toca de Asís Home for Alcoholics, Monastery of Carmen Bajo and Church of St Augustine.

PUBLIC SPACES

PANECILLO PATHS AND GARDENS. Northern zone. Students recovered native species, built paths and reconditioned gardens.

COMMUNAL BUILDINGS

MUNICIPAL EARLY LEARNING CENTRES (CEMEI-Child Development). Serving low-income population groups. Maintenance and extension works carried out, at the request of Quito city council.

MUNICIPAL PRIMARY AND SECONDARY EDUCATION CENTRES. Rehabilitation and maintenance. These buildings were very deteriorated.

MUNICIPAL OFFICES, QUITO METROPOLITAN DISTRICT. Maintenance of City Museum, Metropolitan Cultural Centre, Mama Cuchara Cultural Centre, health centres, Av. Sucre Metropolitan History Archive and six budget shopping centres.



SAN ANDRÉS WORKSHOP SCHOOL, QUITO

ECUADOR

49

The San Andrés Workshop School was set up at the request of the Ecuadoran National Institute for Cultural Heritage (INPC), to take part in the restoration and upgrading of the Convent and Church of St Francis of Quito, the most important heritage site in Quito's historic centre.

With backing from the INPC and Spanish Cooperation, the school participated in the Vocational Learning Classes (ADT) project, restoring heritage buildings around Ecuador, including: Loja, Colta, Agua Blanca, Portoviejo, etc. Tasked by the INPC, the school extended its area of influence, contributing to setting up another two local schools, one in Puruá, Colta, and the other in Pile, on the coast.

At present, the San Andrés school continues to provide skills training to young people through the National Heritage Institute.



PARTNERS

National Institute for Cultural Heritage (INPC)

FUNDING

Spanish € 3,692,994
Local € 1,170,000

AECID SUPPORT

July 1992 - August 2012

SKILLS

Construction	Sanitation/electricity
Carpentry	Stonemasonry
Metalwork	Gardening/reforestation
	Cookery/gastronomy

OUTCOMES

TRAINING

GRADUATES

700 graduates | 15% women
85% men

LABOUR INSERTION

94% graduates in employment



▲ Cookery workshop
▼ Stonemasonry workshop

PROJECTS

HERITAGE

CONVENT AND CHURCH OF ST FRANCIS OF QUITO. Integrally restored for use as a museum. The works took over 10 years.

NORTHERN SECTOR OF FORMER MILITARY HOSPITAL (location of school). Rehabilitation work.

MONASTERY OF ST CLARA. Support in restoration works.

GUÁPULO SANCTUARY. Support in restoration works.

EL TEJAR CONVENT. Carpentry, ironwork, gardening.

SAN DIEGO CONVENT. Carpentry and bricklaying.

LA CIRCASIANA. Offices of INPC. Support in restoration works.

FOUR RAILWAY STATIONS. Mobile assets restored.

ADT projects. Rehabilitation work: Sicalpa Church, Colta Canton, Chimborazo; Agua Blanca Commune Museum (Machalilla-Manteña culture), Manabí; Museum of the Convent of the Conceptionist Monks of Loja; Parish Church of St Peter de la Bendita, Catamayo, Loja; Casa de los Estancos, Portoviejo, Manabí.

PUBLIC SPACES

ADT project. Rehabilitation work: Pedro Vicente Maldonado Park, Cajabamba, Colta canton, Chimborazo; Park of St Andrew Parish Church, Guano Canton, Chimborazo; Zaruma Central Park, El Oro.

COMMUNAL BUILDINGS

AGUA BLANCA COMMUNE CHAPEL, Manabí. Construction (ADT projects).



ASUNCIÓN WORKSHOP SCHOOL

PARAGUAY

50

Asunción was one of the seven first Workshop Schools in Latin America. It was set up thanks to the Plan for the Revitalisation of Asunción's Historic Centre, formulated from 1990-1993 with the aim of halting the destruction of heritage and improving the quality of life of its inhabitants, including the riverside and bay areas.

A high percentage of women students attended the school, no doubt encouraged by the majority presence of women on the staff. Likewise, as Paraguay is an actively bilingual country, training focused particularly on the 20% of youth who speak Guaraní only. The school is also officially recognised as an adult education centre, which allows students to distance study for the high-school diploma.

At present, after more than 20 years in operation, the municipal corporation has begun the process of taking over the school, seeing in it a valuable tool for social inclusion of the youth of Asunción.

PARTNERS

Asunción Municipal Corporation

FUNDING

Spanish € 3,135,122
Local € 2,518,000

AECID SUPPORT

From August 1991

SKILLS

Construction	Sanitation/electricity
Carpentry	Plastering/painting
Metalwork	Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

900 graduates | 28% women
72% men

LABOUR INSERTION

85% graduates in employment



ESCUELA TALLER DE ASUNCIÓN



Villa Rosalba. Carpentry workshop
Drawing class

PROJECTS

HERITAGE

RIVERA BLOCK FOR CULTURAL CENTRE. Recovery of a full city block opposite the Presidential Palace. The nine buildings on the block were integrally restored, taking into account the wide range of construction techniques used, from adobe brick in Casa Castelví to "tacuara" or bamboo in Casa Viola.

ASUNCIÓN MUNICIPAL THEATRE. Two lateral blocks and connecting block fully restored. The original works of art were also recovered, and major archaeology works identified the remains of the first Paraguayan Congress.

VILLA ROSALBA. Home of the Mercosur Appeals Court. Façade integrally restored. Work was also carried out on the gardens (3,000 m²).

CASA LÓPEZ (UPPER) IN BOTANICAL/ZOOLOGICAL GARDENS. Historic gardens restored and rebuilt.

CASA MAZÓ. Restoration work.

Others: La Encarnación Church, Casa Ballario, Almacenes Zannoti, San Benigno Clinic and Salomón home.

PUBLIC SPACES

Rehabilitation and gardening in: Plaza de los Comuneros, Escalinata Antequera, Plaza Pedro Juan Caballero and Paseo Boggiani.



CONCEPCIÓN WORKSHOP SCHOOL

PARAGUAY

51

Concepción is a traditional farming and ranching region, whose economy was rooted in the commercial activity of its river port, offering scarce vocational training opportunities for young people in areas not directly linked to these activities.

The school, set up at the request of the city council, reversed this tendency, giving many young people the tools for labour insertion. The school has conducted several building recovery projects, making it a driver for development in the town.

The school has helped to change the image of the town, working in its most iconic areas, recovering its heritage and providing new facilities.

In 2017, the management of the school was transferred to the city council, who saw in it a valuable tool for youth social inclusion.



PARTNERS

Concepción Municipal Corporation

FUNDING

Spanish € 2,267,826

Local € 450,000

AECID SUPPORT

March 1998 - July 2017

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Gardening/reforestation
Cookery/gastronomy

OUTCOMES

TRAINING

GRADUATES

650 graduates | 20% women
80% men

LABOUR INSERTION

90% graduates in employment



Bricklaying workshop
Almacenes Sasa. Carpentry workshop

PROJECTS

HERITAGE

FORMER MILITARY BARRACKS. Integrally rehabilitated for new Museum of the City.

FORMER POST AND TELEGRAPHS BUILDING. Building integrally-rehabilitated to house Concepción district council; main hall reconditioned as a cultural space.

MUNICIPAL PALACE. Building rehabilitated and extended. The biggest project conducted by the school. Work included restoring a mural painting.

OTAÑO MANSION. Fully rehabilitated to house Museum of Art.

ALMACENES SASA. Location of Workshop School. Rehabilitation work.

Others: Concepción Bishop's Palace, Church of the Incarnation, Almacenes Zannoti, Vice President Sánchez School, Salomón Home.

PUBLIC SPACES

MUNICIPAL PALACE GARDENS. Two squares redesigned and equipped. Students carried out gardening work and built and installed street furniture.

CITY PLAZAS. Restoration of: Plaza de la Libertad, Plaza Agustín Fernando de Pinedo, Plaza Nanawa, Plaza Amanecer, Plaza José de San Martín, Plaza Carmen de Lara Castro.

Road markings painted on avenues.

HABITABILITY

SOCIAL WELFARE PROJECT: IMPROVING THE QUALITY OF LIVES OF 20 FAMILIES IN CONCEPCIÓN. Sanitary units built.



The Encarnación Workshop School project was formulated by Encarnación Municipal Corporation, to improve access to employment for the vulnerable population and, at the same time, to meet the demand for qualified human resources for the region's tourism and hospitality sectors.

Professionals from the hospitality sector helped to formulate the training programmes, offering young people the chance to undertake internships and work experience. Training was based on principles of gender and cultural equality.

The school was chosen by the Ministry of Education and Science as a pilot project, implementing four new professional profiles from the new catalogue of vocational skills being designed to upgrade the country's technical training model. The school's programmes are officially recognised by the Ministry of Education and Science (MEC).

PARTNERS

Encarnación Municipal Corporation
Advisory Council on Tourism, City of Encarnación
Directorate General for Education Permanent (DGEP). Ministry of Education and Science

FUNDING

Spanish € 580,000
Local € 45,000

AECID SUPPORT

From April 2016

SKILLS

Sanitation/electricity
Cookery/gastronomy
Hospitality/tourism

OUTCOMES

TRAINING

GRADUATES

121 graduates | 46% women
54% men

LABOUR INSERTION

50% graduates in employment

PROJECTS

OTHER PROJECTS

WORK EXPERIENCE

Hospitality and tourism workshop: Hotel Casino Carnaval, AWA Resort Hotel, Hotel Bella Vista, De la Costa Hotel, Hotel Arthur Palace, Hotel Maitei, Hotel Museo del Sur, Hotel Shambala.

Cookery and gastronomy workshop: Primoli Restaurant, Milord Restaurant, Arasá Bakery, AWA Resort Restaurant (Hotel), Bellini Restaurant, Burger King, Vicio's Restaurant, Hotel LuxSur Restaurant, Palove Bakery, Pizza Chef Restaurant.

Electricity workshop: Intel Electric, Electricidad Ara Vera, Sair Electricidad.



Electricity workshop
Cookery workshop
Group of students



SAN PEDRO WORKSHOP SCHOOL

PARAGUAY

53

Set up by AECID and the town of San Pedro de Ycuamandyyú, San Pedro Workshop School commenced activities in December 2006 for an initial period of four years. San Pedro provided the former DIBEN Civic-Sports Centre for use as the location of the school.

The students learned their trade in some of the town's most iconic buildings and by improving living conditions for disadvantaged population groups through basic habitability projects, with backing from the AECID Heritage for Development Programme. The school implemented the programme in San Pedro.

The school's programmes are officially recognised by the Ministry of Education and Culture. The school is also officially recognised as an adult education centre, enabling students to distance study for the high-school diploma.

Spanish Cooperation withdrew in 2013, but the school remains active.

PARTNERS

San Pedro de Ycuamandyyú Municipal Corporation

FUNDING

Spanish € 916,000
Local € 242,000

AECID SUPPORT

December 2006 - August 2013

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Plastering/painting
Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

240 graduates | 20% women
80% men

LABOUR INSERTION

70% graduates in employment



Carpentry workshop
Homes in Manduará

PROJECTS

HERITAGE

CITY HALL. Restoration. The building, dating back to the Republic, is the home of the municipal corporation. Work consisted of damp proofing, redistributing spaces, repairing woodwork, wiring and plumbing, façades, plastering and painting.

CULTURAL BUILDING. Restoration work.

PUBLIC SPACES

CITY ACCESS ROUNDABOUT. Improvement work.

HABITABILITY

BASIC HABITABILITY PROJECTS. 20 homes in Manduará, 20 homes in San Rafael, 20 homes in Inmaculada Concepción. The aim of these projects was to prevent overcrowding and provide homes with basic plumbing. In each case, the family's conditions were analysed and the best distribution of space determined. All the workshops were involved: bricklaying, for walls and roofs; ironwork for window frames and railings; carpentry for wooden beams, doors and reusing the wood panels formerly used to divide rooms; sanitation for drinking water; electricity to replace illegal connections and rewire homes. When possible, students reused materials already in use in the homes, showing inhabitants how they could be recycled for other purposes, such as pig pens, stables, etc.



After the Historic Centre of Arequipa was made a UNESCO World Heritage Site in December 2000, with support from the AECID Heritage for Development programme, a tool was needed to train qualified workers to make the recovery process sustainable. In June 2001, an earthquake severely damaged several city buildings, making a reconstruction process necessary. Arequipa Workshop School commenced operations in 2005, contributing to the process.

Theoretical and practical training is coordinated with work experience on projects supported by the Heritage for Development Programme, having to do with heritage recovery, recovery of public spaces, etc.

The Ministry of Education officially recognises Arequipa Workshop School as a Technical-Productive Education Centre (CETPRO). The city council took over the running of the school in July 2017, with technical support from AECID.

PARTNERS

Arequipa Provincial Corporation (MPA)
Management of the Historic Centre and Monumental Ara (GCHZM)

FUNDING

Spanish € 1,701,459
Local € 636,000

AECID SUPPORT

June 2005 - June 2017

SKILLS

Construction
Carpentry
Metalwork
Stonemasonry
Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

334 graduates | 22% women
78% men

760 students in short-term workshops

LABOUR INSERTION

84% graduates in employment

PROJECTS

HERITAGE

CORREGIDOR MALDONADO HOUSE. Integral rehabilitation of the house, owned by St Mary of Arequipa Catholic University.

ST LAZARUS HOUSE. Reconditioned for new St Lazarus Interpretation Centre.

Others: Municipal Palace, St Camille Market, Municipal Theatre, St Peter Hostel for Priests, Atheneum Library, Municipal Coliseum and Tourist Office.

PUBLIC SPACES

ST LAZARUS DISTRICT (historic centre). Façades rehabilitated, public spaces pedestrianised, street furniture installed, and trees planted.

TAMBO LA CABEZONA, TAMBO BRONCE, TAMBO MATADERO. Rehabilitation work.

Others: Façades in Calle Sucre, Bolívar, Villalba, Cruz Verde, Zela, Barrio Obrero, Av. La Marina, Alameda Pardo; street furniture in Plaza de Armas, Calle Mercaderes, Sucre & Bolívar; green areas around the Contemporary Art Museum and Atheneum Library.

OTHER PROJECTS

CHILPINILLA NURSERY. Running of Chilpinilla municipal nursery, which supplies trees and ornamental plants to Arequipa historic centre and districts.

SHORT COURSES. Training for the general public in 35 courses linked to traditional Arequipan trades. Practical courses with several institutions.



▲ Tambo de Bronce. Carpentry workshop
◄ Tambo Matadero. Bricklaying workshop



CAJAMARCA WORKSHOP SCHOOL

PERU

55

Cajamarca's historic centre lies at the heart of the city, declared Historic and Cultural Heritage of the Americas by the Organization of American States in 1986. It is also an official candidate for UNESCO World Heritage category. Cajamarca currently receives aid from the Spanish Cooperation Heritage for Development programme.

In spite of its cultural and natural richness, the Cajamarca region, in the north of the country, has the highest poverty rates in Peru, reflected in 14% illiteracy among people aged over 15 years and a sub-employment rate of 71.5%. In this context, tools are needed to foster training and productive and labour insertion of youth, and to make cultural heritage an asset for social, cultural and economic development. San Antonio Workshop School was set up in 2017 to address these needs.

It is currently providing training to its first year of students.

PARTNERS

Provincial Corporation of Cajamarca
Decentralised Directorate of Culture
Regional Directorate for Education
Chamber of Commerce and Production

FUNDING

Spanish	€ 225,000
Local	€ 364,000

AECID SUPPORT

From September 2017

SKILLS

Construction	Gardening/reforestation
Carpentry	Archaeology
Metalwork	Architectural elements
Stonemasonry	Cookery/gastronomy

OUTCOMES

TRAINING

STUDENTS

123 students	40% women 60% men
200 students in short-term workshops	

ESCUELA TALLER
San Antonio
de
Cajamarca



▲ Church of St Francis. Carpentry workshop
▼ Ransom Room. Maintenance work

PROJECTS

HERITAGE

CASONA TORIBIO CASANOVA. Integrally restored and reconditioned for use as a cultural centre. Currently in progress.

RANSOM ROOM. Integral cross-institutional project. Students are currently performing conservation and maintenance work on the monument.

CONVENT OF ST FRANCIS. Log of heritage assets and improvement of church doors.

PUBLIC SPACES

PLAZA DE ARMAS. Maintenance and conservation of 17th century ornamental fortress.

SPACES IN HISTORIC CENTRE. Garden maintenance, furniture restored.

OTHER PROJECTS

RECOVERY OF TRADITIONAL MUSICAL INSTRUMENTS. The Peruvian bugle, declared a national heritage item.

RECOVERY OF THE CARNIVAL COPLA. Declared national heritage.

SHORT COURSES. Two and three month courses in crafts, traditional music and instruments, gardening, photography, cookery, etc.



COLCA WORKSHOP SCHOOL

PERU

56

The AECID Heritage for Development programme has been operative in the Colca Canyon since 1996. The Colca Canyon development strategy is based on sustainable conservation and management of cultural and natural resources, allowing for the conservation and upgrading of its vice regal temples and recovery of 16 towns. In this regard, the workshop school facilitates the social inclusion of the population of the Colca Canyon by offering training and decent employment in cultural and natural heritage-associated activities.

Because of long distances between towns in the valley, the Colca Workshop School was set up as a boarding school. The Ministry of Education officially recognises Colca Workshop School as a Technical-Productive Education Centre (CETPRO).

Although progress had been made towards the Municipal Corporation of Caylloma taking over the school, initially slated for December 2016, Spanish Cooperation support was extended for a further two years after the earthquake of August 2016.

PARTNERS

Provincial Corporation of Caylloma
Autonomous Authority of Colca and Surrounding Areas (AUTOCOLCA).
Colca Canyon district corporations

FUNDING

Spanish € 1,144,685
Local € 1,106,000

AECID SUPPORT

From September 2009

SKILLS

Construction	Archaeology
Carpentry	Cookery/gastronomy
Stonemasonry	Hospitality/tourism

OUTCOMES

TRAINING

GRADUATES

291 graduates | 36% women
65% men

1,470 students in short-term workshops

LABOUR INSERTION

83% graduates in employment

PROJECTS

HERITAGE

COLCA ARCHAEOLOGICAL SITES. Analysis of information and logging of archaeological sites, as a preliminary phase towards their conservation and upgrading.

PUYE, YANQUE. Agricultural terrace recovered.

HIGH ALTARPIECE MADRIGAL TEMPLE AND YANQUE TEMPLE. Restoration work.

PUBLIC SPACES

PLAZA DE ARMAS, CHIVAY. Street furniture and gardening.

SACSAYHUAMÁN YOUTH VILLAGE PLAYGROUND. Maintenance of perimeter fence and children's play area.

Others: Montera Theatre, Chivay, Sacsayhuamán Youth Village square, etc.

COMMUNAL BUILDINGS

CHIVAY MUNICIPAL PALACE. Façade stonework, fittings and furnishings, general carpentry.

LA CALERA THERMAL BATHS. Maintenance, manufacture of ornamental stone benches.

LA CALERA THERMAL BATHS MUSEUM. Furnishings, models and replica tombs.

ENVIRONMENT

COLCA ENVIRONMENTAL PLAN. Raising awareness around environmental protection.

Reforestation.



▲ Street furniture. Carpentry and stonemasonry workshop
◀ Log of archaeological sites. Archaeology workshop



CUSCO WORKSHOP SCHOOL

PERU

57

Continuing on from the support given by the AECID Heritage for Development Programme for the recovery of cultural heritage assets endangered by the 1986 earthquake, INC-Cusco (now the Ministry of Culture) built Cusco Workshop School in 1992, with AECID support, to provide low-income youth with vocational training in skills used to conserve and upgrade heritage buildings in Cusco's historical centre. The school was installed in the second cloister of the Almudena complex, which was restored by the school.

Over more than 20 years in operation, the school produced an enormous volume of work, much of which can be seen in the buildings and public spaces recovered by its students.

In December 2011, the running of the school was transferred to the Ministry of Culture Office for the Cusco Region.



PARTNERS

Decentralised Directorate for the Culture of Cusco

Provincial Corporation of Cusco

FUNDING

Spanish € 3,346,774

Local € 965,000

AECID SUPPORT

July 1992 - January 2011

SKILLS

Construction

Furniture restoration

Carpentry

Archaeology

Stonemasonry

Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

694 graduates | 22% women
78% men

LABOUR INSERTION

90% graduates in employment



▲ Calle Hospital. Bricklaying and stonemasonry workshop
◀ Carpentry workshop

PROJECTS

HERITAGE

LA ALMUDENA COMPLEX. Restoration of the second cloister, in ruins, and the chapel. Recovering this valuable monument provided the current offices of Cusco Public Welfare Society and the Ministry of Culture Decentralised Office for Cusco.

SACSAYHUAMÁN ARCHAEOLOGY PARK. Archaeological conservation in the ancient Inca citadel of Sacsayhuamán, and reforestation of its surroundings.

Others: Temple of St Peter, Merced complex, Company of Jesus complex, Temple of St Anne, Temple of St Theresa, Suchumbamba Chapel, Temple of St Sebastian, Temple of St Peter Apostle of Andahuaylillas, Temple of St Francis of Assisi of Huasac, Tarawasi Archaeological Complex, Casa Lastarria (calle Zetas), building in Calle Procuradores.

PUBLIC SPACES

PLAZOLETA JESÚS LAMBARRI. Design and implantation of refurbishment works in Plazoleta Jesús Lambarri, improving access and use by locals and visitors.

REFURBISHMENT OF PROCESSION ROUTE.

Others: Plazoleta Comandante Ladislao Espinar, Plazoleta de la Almudena, Plazoleta de San Pedro, Calle Santa Clara, Calle del Medio, Calle Marqués, Calle Túpac Amaru, Mirador Qosqohawarina, Calle Sunturwasi (Triumph).



Lima Workshop School was set up in November 1992 by the INC (current Ministry of Culture), with AECID support, to offer training to low-income young men and women in skills used to conserve and upgrade heritage buildings in Lima's historic centre, helping to revert severe social and physical deterioration. It formed part of the AECID Heritage for Development programme.

Lima Workshop School has provided technical advice to the institutions in setting up further schools, including Ayacucho Workshop School, funded by the Inter-American Development Bank) and, since the 2001 earthquake, the Moquegua Workshop School, set up in conjunction with the Peruvian National Training Service for the Construction Industry (SENCICO).

In September 2014, the final phase of the project was rolled out and Lima Metropolitan Corporation assumed responsibility for future operations and sustainability. This meant adapting it to municipal rules and changing the location to the former St Andrew's Hospital. In 2015, at the proposal of the metropolitan council, the school was relocated in Rímac, after which Rímac District Corporation took over the reins.



PARTNERS

National Institute for Culture Lima
Metropolitan Corporation (MML)
Municipal Programme for the Recovery of Lima Historic Centre Lima (PROLIMA)

FUNDING

Spanish € 3,404,029
Local € 1,344,000

AECID SUPPORT

July 1992 - June 2012
September 2014 - November 2015

SKILLS

Construction	Plastering/painting
Carpentry	Stonemasonry
Metalwork	Mural painting
Sanitation/ electricity	Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

637 graduates | 22% women
78% men

LABOUR INSERTION

90% graduates in employment



▲ Casa Aspíllaga. Carpentry workshop
◀ Replica pre-Hispanic mural. Mural painting workshop

PROJECTS

HERITAGE

INCA GARCILASO CULTURAL CENTRE (Aspíllaga House). Integrally restored and reconditioned for use as a Ministry of Foreign Affairs cultural centre.

CASONA DE SAN MARCOS. Restoration work for use as a cultural centre. Backed by the Heritage for Development Programme.

QUINTA & MOLINO DE PRESA. First location of the school. Buildings and gardens restored.

ST CATHERINE'S BARRACKS. Second location of the school. Rehabilitation and reconditioning work.

Others: Casa Bodega y Cuadra, Sacristy of St Francis, Altarpiece of the Church of St Sebastian, Lima balconies (as part of the PROLIMA Adopt a Balcony campaign), Casa de la Columna, Casa del Balcón Corrido, Sacristy of St Augustine, Temple of St Peter, House of the Thirteen Doors, Lima Cathedral archive, Spanish Cultural Centre, etc.

PUBLIC SPACES

IZCUCHACA STONE BRIDGE, HUANCVELICA. Structural assessment.

Others: Jirón Contumazá, Ancón District, Barranco District.

HABITABILITY AND RISK PREVENTION

LIMA METROPOLITAN WELFARE SOCIETY. Work on several residential buildings owned by the society.

RUN-DOWN BUILDINGS IN HISTORIC CENTRE AND HILLSIDE NEIGHBOURHOODS. Risk prevention in residential buildings in Lima's historic centre.



RÍMAC WORKSHOP SCHOOL

PERU

59

Rímac Workshop School was set up in November 2015, after the Lima school was transferred to Rímac District Corporation (MDR), as part of the creation of the Lima-Rímac Community of Municipalities. Rímac is one of the 43 districts of Metropolitan Lima. Known as “under-the-bridge”, it is cut off from the Cercado de Lima historic centre by the Rímac River. Together with Cercado de Lima, it was declared a UNESCO World Heritage site in 1991.

The workshop school offers modular training in skills related to cultural and national heritage conservation and associated activities, fostering the creation of small enterprises for local development. A modular system of three-month courses ensures a flexible training offer, enabling students to take the modules best suited to their training and accreditation requirements.

The location occupied by the Rímac school formerly belonged to the former Backus & Johnston brewery, part of the industrial heritage and collective memory of the district; this building will also house Rímac’s new cultural centre. The Corporation is expected to take over the running of the school by late July 2018.

PARTNERS

Lima Metropolitan Corporation (MML)
Rímac District Corporation (MDR)

FUNDING

Spanish	€ 264,000
Local	€ 47,000

AECID SUPPORT

From November 2015

SKILLS

Construction	Gardening/floriculture
Stonemasonry	Cookery/gastronomy
Carpentry	

OUTCOMES

TRAINING

GRADUATES

60 graduates	56% women
	44% men

600 students in short-term workshops

LABOUR INSERTION

55% graduates in employment



▲ Plaza San Lázaro. Bricklaying/stonemasonry workshop
◀ Quinta de Presa. Carpentry workshop

PROJECTS

HERITAGE

SPANISH CULTURAL CENTRE. Conservation of mezzanine floor and analysis of floors and roof.

PUBLIC SPACES

ALAMEDA DE LOS DESCALZOS. Graffiti removed and green areas maintained.

PASEO DE AGUAS. Maintenance work (repair and painting) on one of the arches.

PLAZA DE LA QUINTA DE PRESA. Maintenance of balustrade in central circle (missing elements replaced, structure reinforced).

PLAZA DE SAN LÁZARO. Extra layers of paint removed from fountain in atrium.

PLAZA SAN JUAN BAUTISTA DE AMANCAES. Stone fountain donated and installed and surrounding green area treated.

CERRO SAN CRISTÓBAL. Perimeter fencing around crucifix upgraded.

OTHER PROJECTS

ACHO 2016 BULLFIGHTING FAIR. Carpentry and cookery workshops. Support in setting up an allegory (Jr. Hualgayoc) and publicity and tasting module.

MISTURA 2017 PERUVIAN GASTRONOMY FAIR. Participation in the Taste of Rímac competition, won by a student from the school’s gastronomy workshop.



CIUDAD BOLÍVAR WORKSHOP SCHOOL

VENEZUELA

60

Ciudad Bolívar is the capital of the State of Bolívar. Located on the right bank of the Orinoco River, 400 km from the sea and at the narrowest point of the river, it was a strategic point for trade with the Antilles and Europe. Angostura Workshop School was one of the first seven schools set up in Latin America, and was intended to complement the actions of the Historic Centre Revitalisation Plan, put in place from 1986 to 1993. In addition to the actions outlined in the plan (street reorganisation and pedestrianisation, creation of green spaces, revitalisation of buildings for public use), it also gave vocational training to young people, who participated in the pilot projects identified in the revitalisation plan. Accordingly, the school acted as a partner in the recovery of the historic centre.

After the first phase of operations, lasting three years, training activities continued under the Angostura Foundation, applying the “learning by doing” method after Spanish Cooperation support had been withdrawn. Unfortunately, the school is currently no longer operational.

PARTNERS

Government of the State of Bolívar

FUNDING

Spanish € 692,000

AECID SUPPORT

January 1991 - December 1993

SKILLS

Construction
Carpentry
Metalwork
Sanitation/electricity
Gardening/reforestation

OUTCOMES

TRAINING

GRADUATES

100 graduates

19% women
81% men

PROJECTS

HERITAGE

CARLOS RAÚL VILLANUEVA CULTURAL.

CENTRE RENGEL ROMBER CENTRE.

PUBLIC SPACES

BOULEVARD 28 DE OCTUBRE.

PARQUE DEL ZANJÓN.



▲ Metalwork shop
▼ A group of WS students
▼ Cultural Centre. Work in progress



CORO WORKSHOP SCHOOL

VENEZUELA

61

Although Coro and its port were declared a UNESCO World Heritage site in 1993, Spanish Cooperation only began to take part in heritage conservation in 2004, when the municipal corporation asked for a workshop school to be set up, with the dual purpose of training young people and conserving the town's heritage.

An array of institutions came together to set up the Poeta Miguel Hernández Workshop School, including the archdiocese, the Government of the State of Falcón, which supplied buildings for activities, CAF Development Bank of Latin America, which provided cofunding, the Telefónica Foundation, and more.

Since 2005, the school has combined its training programmes with local and national government policies, contributing to recover heritage and revitalise craft skills.

The running of the school was transferred to national institutions in 2016.



PARTNERS

Miranda Town Hall

Coro Workshop School Foundation

Associates

CAF Development Bank of Latin America,
Coro Archdiocese, Government of Falcón
State, etc.

FUNDING

Spanish € 1,465,000

Local € 1,184,000

AECID SUPPORT

September 2005 - June 2016

SKILLS

Construction

Tour guiding

Carpentry

Crafts

Metalwork

Ceramics/pottery

Sanitation/electricity

Guitar making

OUTCOMES

TRAINING

GRADUATES

623 graduates | 15% women
85% men

LABOUR INSERTION

65% graduates in employment



Carpentry workshop
Metalwork shop

PROJECTS

HERITAGE

CORO ATHENEUM, Calle Colón. Perimeter wall built.

CASA SEDE POETA MIGUEL HERNÁNDEZ. Rehabilitation work.

CASA SEDE PABLO VI. Rehabilitation work.

OFFICES OF MIRANDA MUNICIPAL CORPORATION (former Bolívar Club). Space reconditioned.

CASA CAPRILES, area next to the Lucas Guillermo Castillo Diocesan Museum, Coro. Walls repaired.

CASA CAPRILES. Main distribution board reconditioned.

CHURCH OF ST GABRIEL. Conservation and maintenance of fittings and furnishings.

VELA CULTURAL DIVERSITY CENTRE. Walls consolidated and flooring laid in central patio, including perimeter pavements.

CALLE ZAMORA, Coro. Improvements to lighting system.

18TH CENTURY CARRIAGE, belonging to the House of the Iron Windows. Restored.

PUBLIC SPACES

PUBLIC BATHS IN PASEO ALAMEDA, CORO. New building constructed using contemporary techniques and materials. The public bathrooms include units for people with disabilities.



La Guaira Workshop School was set up by Spanish Cooperation in response to a request by Vargas Municipal Corporation after the Vargas tragedy of 15 December 1999, considered the worst natural disaster to hit the country since the earthquake of 1812. Landslides, mudslides and floods left huge numbers of dead and injured. Entire communities were completely wiped out and much of their infrastructure was lost.

The school has always reached out to public-private institutions for active support for its operations. The Boulton Foundation supplied the location for the building, the house being used for the school and the sheds for the workshops; the Polar Foundation equipped the computer laboratory, for use by students and the population in general; and CAF Development Bank of Latin America co-funded activities from 2004-2011.

The running of the school was transferred to national institutions in December 2015.

PARTNERS

Vargas Municipal Corporation
La Guaira Workshop School Foundation

FUNDING

Spanish	€ 1,788,324
Local	€ 2,482,000

AECID SUPPORT

June 2002 - December 2015

SKILLS

Construction	Sanitation/electricity
Carpentry	Gardening/reforestation
Metalwork	Cookery/gastronomy
	IT/computer repairs

OUTCOMES

TRAINING

GRADUATES

472 graduates	14% women
	86% men

LABOUR INSERTION

45% graduates in employment



▲ Casa Boulton. Carpentry workshop
▼ Metalwork shop

PROJECTS

HERITAGE

CASA BOULTON. Maintenance works on building, walls, roofs, electricity and plumbing, interior and exterior carpentry, floors and paintwork.

FORMER EL ANCLA HARDWARE STORE. An exclusive intervention in the historic centre. A new steel-framed building was erected in the former hardware store, of which only the façade remained. Constructed over three storeys, it now houses a municipal meal centre as well as administrative offices.

BLOHM SHED. Old shed attached to Casa Boulton, rehabilitated to house carpentry and metalwork shops. Roof replaced, walls repaired, plumbing and wiring, metalwork and carpentry, flooring and paintwork.

FORMER BUREAU OF CIVIL AFFAIRS, LA GUAIRA. Integral intervention, including work to the roof (580 m²), uprights and footings replaced, plasterwork restored, exterior and interior carpentry restored, plumbing and wiring replaced.

HABITABILITY

COMMUNITY SELF-BUILD PROGRAMME. Five social welfare houses built (80 m²). Work included foundations, plumbing, exterior and interior walls, roofing, wiring, flooring, plastering and painting.

OTHER PROJECTS

NURSERY. Nursery installed in site close to school.







**Africa
and Asia**

SIDI EL HOUARI WORKSHOP SCHOOL, ORAN

ALGERIA

63

The Santé Sidi el Houari Association, concerned about the deterioration of its neighbourhood in Oran, suggested that the former French Hospital be recovered for public utility. After a first phase, consisting essentially of emergency work and cleaning, with aid from Spanish NGO Restauradores sin Fronteras, activities began to focus on youth training, using the Workshop Schools method. Special funding for the rehabilitation of Oran's historic centre was allocated by the Government in 2009, which included the neighbourhood in its protection zone. This approach combined the recovery of the historic centre, the provision of facilities and youth vocational training and social insertion.

The school is currently being converted into a centre for autonomous vocational training, aimed at the insertion of young people from a vulnerable neighbourhood.

PARTNERS

Association Santé Sidi El Houari
Wilaya d'Orán

FUNDING

Spanish	€ 596,000
Local	€ 92,000

AECID SUPPORT

January 2004 - April 2012

SKILLS

Construction
Carpentry
Metalwork
Plastering/painting
Dressmaking

OUTCOMES

TRAINING

GRADUATES

273 graduates	22% women
	78% men



▲ Dressmaking workshop
▼ Construction workshop
▲ A group of WS students

PROJECTS

HERITAGE

FORMER FRENCH HOSPITAL AND TURKISH BATHS.
SIDI EL HOUARI DISTRICT. Several buildings recovered.



Cidade Velha, founded in the 15th century, was the first human establishment on the Cape Verde archipelago. In the 15th and 16th centuries, it experienced an economic boom, driven by the slave trade.

Cidade Velha was declared a UNESCO World Heritage Site in 2009, although its proximity to Praia has not brought any advantage to its inhabitants. The population is disadvantaged compared to the rest of the country, even the rural areas.

From early on, the school agreed on the maximum duration of Spanish Cooperation support and a sustainability and transfer strategy. After direct Spanish Cooperation support ended, the school has continued its activities, attending current training needs.

PARTNERS

Institute for Employment and Professional Training (IEFP)

Institute for Culture Research and Heritage (IIPC)

Ministry for Rural Development

Ribeira Grande de Santiago Municipal Corporation

FUNDING

Spanish

€ 1,089,100

AECID SUPPORT

April 2011 - March 2013

SKILLS

Construction

Sanitation/electricity

Solar energy

Vegetable preservation

OUTCOMES

TRAINING

GRADUATES

161 graduates

45% women
55% men

LABOUR INSERTION

42% graduates in employment



Food production
Roof structure for social welfare housing

PROJECTS

PUBLIC SPACES

HISTORIC CENTRE. Rehabilitation project.

RUA DE SAN SEBASTIÃO. Reclassification project.

COMMUNAL BUILDINGS

MUNICIPAL CHAMBER. Office building extended

SCHOOL BUILDING. Reconditioning work (spaces adapted, water, electricity and solar energy installed).

LOCAL HEALTH CENTRE. Solar energy installed in building.

HABITABILITY

CASA RIVEIRO. Construction, plus another six social welfare houses.

SOCIAL WELFARE HOMES. Water and sanitation systems installed.

COMMUNITIES IN THE MUNICIPALITY. Home water network.

PROTECTED HOUSING IN RUA BANANA. Four straw roofs rebuilt.

OTHER PROJECTS

Manufacture, labelling and marketing of fruit-based sweets and liqueurs.



Following the model promoted by AECID in Latin America, Asia's only workshop school was set up in 2009 to tackle low youth labour expectations in disadvantaged urban areas and to revert the deterioration of a historic centre bereft of credible public initiatives and in need of new urban conservation campaigns to drive social and economic revitalisation.

After the creation of the Philippines Workshop Schools Foundation (ETFFI) in 2013, this private, non-profit Philippine agency, in addition to taking over the running of Intramuros Workshop School, fostered innovation in fields such as disaster risk management for cultural heritage, cultural projects, cultural heritage interpretation and labour intermediation.

Additionally, following the line taken in Dauis in 2014 after the Bohol and Cebu earthquake, ETFFI continued its heritage recovery work in both provinces through Maribojoc Workshop School in Bohol.



PARTNERS

- National Commission for Culture and the Arts (NCCA)
- Intramuros Administration (IA)
- National Museum of the Philippines (NMP)
- Technical Education and Skill Development Authority (TESDA)
- University of the Philippines (UP)
- Department of Social Welfare and Development (DSWD)

FUNDING

Spanish	€ 2,810,200
Local	€ 3,243,000

AECID SUPPORT

From February 2008

SKILLS

Construction	Sanitation/electricity
Carpentry	Stonemasonry
Metalwork	Mural painting

OUTCOMES

TRAINING

GRADUATES

718 graduates | 20% women
80% men

LABOUR INSERTION

62% graduates in employment



▲ Church of St Augustine. Carpentry workshop
◀ Paco Park. Stonemasonry workshop

PROJECTS

HERITAGE

PACO PARK. Preventive maintenance plan formulated. Volcanic stone "adobe" walls cleaned and consolidated. Stonework and other damaged elements replaced.

SANTIAGO CITY WALLS AND FORT, INTRAMUROS. Partial rehabilitation. Phased preventive maintenance as part of a multi-year plan. Volcanic stone adobe walls cleaned and consolidated. Stonework and other deteriorated elements partially or fully replaced.

MALATE CHURCH, MANILA. Rough limestone plastering applied to exterior walls. Carpentry and ironwork restored (dismantled, consolidated, damaged elements replaced, restored elements reassembled. Ironwork cleaned and replaced, maintenance treatment). Drainage system installed. Surrounding area reconditioned.

JESUIT HOUSE (CEBU). Cultural project. Cultural interpretation designed, with community participation. Roof and exterior drainage elements rehabilitated.

CHURCH OF ST AUGUSTINE, INTRAMUROS. Stonework and paintwork on first arch of choir vault fully restored.

RURAL HOUSES (BATANES). Traditional homes rehabilitated for use as rural accommodation.



TETOUAN WORKSHOP SCHOOL

MOROCCO

66

The Tetouan Workshop School project forms part of the Moroccan Workshop Schools program, and is the first of its kind.

The programme marked the entry of the Heritage for Development programme into Morocco, using a model adapted to the reality of the country. It follows a principle of direct action, based on sustainability, the assimilation of the Workshop Schools into the Moroccan national vocational training and labour insertion system, and replicability.

The school was initially located in the Tetouan School of Crafts and Trades, run by the Ministry of Culture and one of the oldest and most prestigious institutions offering training in traditional skills in the country.

After the first stage, further support is to be delivered in the form of linking the operation of the school to improving accessibility to the Medina.

PARTNERS

Association Marocaine Chantiers Écoles pour le Développement (AMCED)

Delegation of Culture

Office for Professional Training and Promotion of Employment (OFPPT)

National Agency for the Promotion of Employment and Skills (ANAPEC)

Wilaya de Tetouan

National Initiative for Human Development (INDH)

FUNDING

Spanish € 1,032,500

Local € 92,000

AECID SUPPORT

May 2012 - May 2014

SKILLS

Construction	Sanitation/electricity
Carpentry	Plastering/painting
Metalwork	

OUTCOMES

TRAINING

GRADUATES

68 graduates

20% women
80% men



Ironwork shop
Plastering and painting shop
Sokaina Palace during rehabilitation works

PROJECTS

HERITAGE

SOKAINA PALACE. Rehabilitation work.



SAINT LOUIS WORKSHOP SCHOOL

SENEGAL

67

The San Luis Workshop Schools were set up under the Plan for Africa, prioritising the fight against poverty in Senegal by offering training to young people in the Saint Louis region.

In June 2007, Spain undertook to provide support to Senegal's Ministry of Youth and Employment, through the National Agency for Youth Employment (ANEJ), setting up a Workshop Schools Programme in Saint Louis. The Ministry of Labour tasked the Santa María La Real Foundation with setting up and supporting the schools.

The programme saw the development of five schools, corresponding to five areas considered factors for development: Rehabilitation of architectural heritage, tourism, territorial development, agriculture and management of green spaces/maintenance of urban facilities. The initiative has not been continued.

PARTNERS

National Agency for the Promotion of Youth Employment (ANPEJ). Senegalese Ministry of Youth, Employment and Citizen Development

Gaston Berger University (UGB)

Saint-Louis Municipal Corporation

Santa María la Real Foundation (FSMLR)

FUNDING

Spanish € 1,575,846

AECID SUPPORT

April 2008 - September 2014

SKILLS

Construction	Gardening/reforestation
Carpentry	Environmental
Metalwork	management
Sanitation/electricity	Agricultural production
Plastering/painting	Tour guiding
Stonemasonry	Hospitality/tourism
	Vegetable preservation

OUTCOMES

TRAINING

GRADUATES

330 graduates

LABOUR INSERTION

50% graduates in employment



Construction workshop
Agricultural production workshop
A group of students in an agriculture class

PROJECTS

HERITAGE

ROGNAD SUD BUILDING, Saint Louis. Rehabilitation work.

REGIONAL RESEARCH AND DOCUMENTATION CENTRE in the town of Saint Louis. Rehabilitation work.

COMMUNAL BUILDINGS

UNIVERSITY GASTÓN BERGER EXPERIMENTAL FARM (Saint Louis). Farm upgraded with a new storage building, classrooms and a carpentry workshop.



HEBRON WORKSHOP SCHOOL

The Hebron school, known as the Spanish Academy for Vocational Training, was set up to diversify and complement Spanish Cooperation support, through the Programme for the Rehabilitation of Hebron. The programme is led by the Hebron Rehabilitation Committee (HRC), created by the Palestinian National Authority in 1996 to conserve urban heritage and the population of the city's historic centre.

The Ministry of Education, the Ministry of Labour and Palestine Polytechnic University, also based in Hebron, all took part in setting up the school and defining its technical content.

After funding the first phase of operations, any future edition of the school would be contingent on:

- Official recognition of programmes by the Ministry of Education.
- Complementing the heritage recovery actions of the HRC.
- Enhanced local rehabilitation techniques (using the best methods, materials and technologies).

PARTNERS

Hebron Rehabilitation Committee

FUNDING

Spanish € 400,000

AECID SUPPORT

August 2009 - July 2011

SKILLS

Construction
Carpentry
Sanitation/electricity
Documenting/model making

OUTCOMES

TRAINING

GRADUATES

50 graduates | 40% women
60% men

LABOUR INSERTION

70% graduates in employment

PROJECTS

HERITAGE

AL MOHTASEB BUILDING. Rehabilitation work.



Model making workshop
Construction workshop
A group of WS students









