

within the course, thereby enhancing the diversity and interdisciplinarity of the course.

In 2006 the following changes were made to the course:

- Psychology of decision-making was added as a topic. Instructors were brought from outside fields, such as management theory. This was a big shift out of our comfort zone towards decision-making science.
- Further strengthening of communication systems. The Metaplan® facilitation approach for building ideas and finding priorities collectively was used throughout the course (See for example, http://www.cipast.org/download/CD%20CIPAST%20in%20Practice/cipast/en/design_2_5_1.htm.) It created a more balanced participation, more dialogue and more transparency of the process.
- Participants' case studies were elevated to a miniconference. Two days were allocated to a meeting in a more formal venue, where each participant presented their case study. (Participants were requested before the course started to select a topic and prepare brief presentations.) The underlying message was respect for the participants as professional peers on an equal footing with the teaching team. The miniconference was placed early in the course so as to maximize its impact on the course.

In 2008 the following changes were made to the course:

- A primary case study was integrated into the entire four-week programme. Documentary evidence was provided in the first week, the site visit made in the second week, and options developed and analyzed in the third and fourth weeks.
- The case study was selected to be complex enough so as to address a variety of issues and to require different competences. It presented a combination of natural and cultural heritage, different levels of legal and administrative frameworks, multiple actors and stakeholders, with real decisions at stake. In addition, it allowed direct interaction with real stakeholders and members of the community.
- Quantitative decision-making tools such as the 'multi-attribute decision matrix' were introduced and applied to the evaluation of options for the case study.
- Responsibility for designing and leading some of the sessions was given to the participants: the topics were community and conservation, fundraising and partnership, and conservation and science. Along with the miniconference, this eliminated the hierarchy of teacher/participant; participants shared the teaching.

Objectives and content of the fully evolved course

By 2008, the course objectives were centred on the 'act' of decision-making: "Participants will have improved their competences in