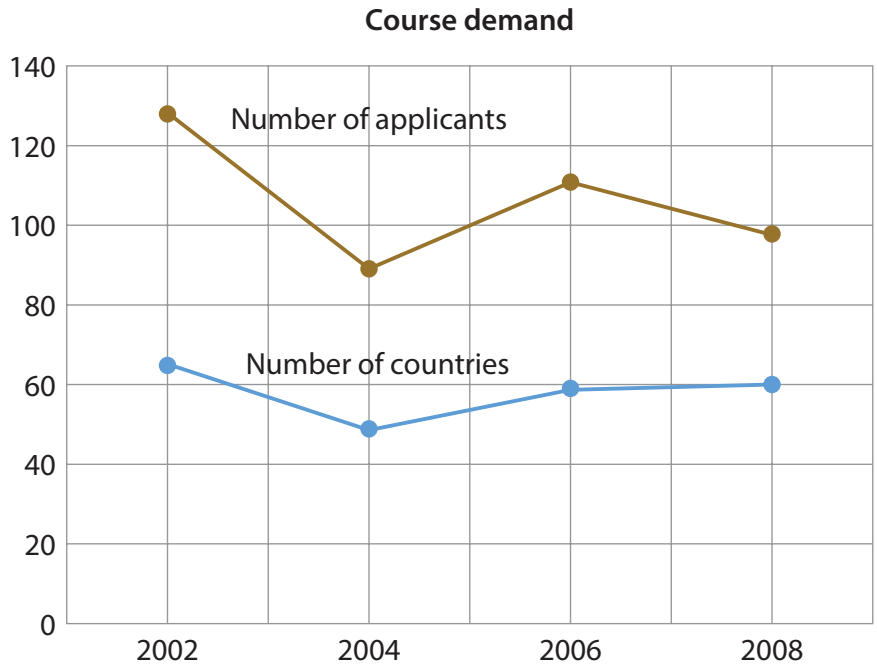


Figure 2. Course demand and its geographic distribution peaked at the beginning (128 applicants from 65 countries) but remained consistent at about 100 applicants from 60 countries throughout the decade.



Conclusion

The Sharing Conservation Decisions course emerged in the midst of a rapid expansion of the topic in our professional literature (Figure 1). The think tank convened by ICCROM in 2000 established that value-based thinking and interdisciplinarity were elements missing from our common skills set. Further, the initial course of 2001, Sharing Conservation Science, clarified that decision-making was the fundamental practical act for which we needed those skills. Demand for the course was immediate, and consistent throughout its 2002–2011 run (Figure 2). It appears that, at the turn of the millennium, decision-making was an important ‘idea’ that had been entering our literature for two decades, but it had not become part of our ‘skills’ because it had not entered our ‘learning’.

ICCROM is uniquely situated to respond to this kind of gap between emerging ideas and learned skills because we can:

- transcend the boundaries, hierarchies, and ‘silos’ created by institutional frameworks, classes of heritage and professional specializations;
- respond to the practical needs of professionals while remaining attentive to societal needs;
- identify emerging issues;
- be a laboratory of ideas within the context of our profound belief in the importance of cultural and natural heritage to societies.

As anyone who has organized a course knows, this article has glossed over the huge amount of detailed work involved in the organization and delivery of a course – the creation of a schedule, the organization