

Danube Geo Tour

Valorisation of geo-heritage for sustainable and innovative tourism development of
Danube Geoparks

Pilot innovative geoInterpretation methods tested: Visitor centre/tectonics

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List of Abbreviations

DTP	Danube Transnational Programme
JS	Joint Secretariat
LP	Lead Partner
PP	Project Partner
WP	Work Package
EGN	European Geoparks Network
GGN	Global Geoparks Network
UGG	UNESCO Global Geopark
TIC	Tourism Information Centre
ICOMOS	International council on monuments and sites
IUCN	International Union for Conservation of Nature
MLA	The Museums, Libraries and Archives Council
GLO	Generic learning Outcomes



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1. Introduction

1.1. Background information

Danube GeoTour project aims to “improve management capacities and strategies and to develop practical solutions for the activation of geodiversity/geoheritage as well as to seize positive market trends for sustainable tourism development in 8 Geoparks of the Danube region”¹. One of the specific objectives is to develop, demonstrate and evaluate joint Danube GeoTour comprising innovative interpretation of the geosites of 8 participating Geoparks. Acting in close collaboration with partners, visitors and local inhabitants the project shall create, test and implement a set of modern interpretation methods and techniques.²

Objective of the WP5 “Geointerpretation” is to improve the skills and quality of heritage interpretation in participating Geoparks so as to complement the uniqueness and character of the overall Danube GeoTour product. The history of Earth, geology over time, its processes, etc. are difficult to understand and interpret. For Geoparks and Danube GeoTour, it is critical that visitor centres and guides are able to present a true geological story and the value of its geoheritage. Although there is ample of scientific information available, the quality of interpretation among participating Danube Geoparks still lags behind more advanced Geoparks. A screening of the most recent developments, technologies and best practices of interpretative methods applicable to Danube Geoparks was already carried out and shared as part of the geointerpretation training for Geopark staff. This screening and geointerpretation training enabled an exchange of interpretative practices among parks (learning from each other) and allowed them to apply and test different pilot interpretative actions in individual Geoparks. Each Geopark has addressed a different interpretation challenge (problem) so that each pilot interpretation site serves as a reference point for other parks. The process of piloting was documented, continuously discussed and exchanged among partners and evaluated and presented as lessons for others.

Output document represents the evaluation of one of eight implemented pilot actions in the field of interpretation points or centres implemented in our Geopark. This document illustrates how the pilot action was tested and what results were reached from aspect of different geointerpretation methods used, both qualitative and quantitative. In this way, the newly introduced interpretation will contribute to a smarter presentation and preservation of geoheritage and geodiversity in our Geopark as well as to the quality, visibility and uniqueness of the Danube GeoTour product as a whole. Pilot interpretation actions also add value to or are a part of the innovative geoproduct developed in WP4. Furthermore, they are also in line with the Strategy on Management of Tourism Pressures in Geoparks developed in WP3.

Implemented pilot interpretation sites as a part of Danube GeoTour visitor infrastructure network will serve as a reference and learning points for demonstrations of different interpretation methods for 8 most common geological phenomena and processes in the Danube geological area (tectonics, metamorphic processes and rocks, geology over time, water in time, geomorphology, volcanology, dialogue between earth & humans, geological hazards). This ensures transnational learning and transfer of practices from participating to other geoparks and organisation dealing with heritage interpretation.

¹ Danube GeoTour Application Form

² Danube GeoTour Application Form



1.2. Methodology

Different methodologies (qualitative and quantitative assessment) concerning Output 5.2 „Pilot innovative geoInterpretation methods tested” were used in order to find out a smarter presentation and preservation of geoheritage as well as to the quality, visibility and uniqueness of the Danube GeoTour product.

For the qualitative assessment of pilot actions a formative evaluation of interpretation methods during the implementation phase was conducted by project partners with geoparks. Within this evaluation each project partner tested reactions within a focus group of potential visitors to the interpretation methods, such as their attention, attitude etc. and collected their opinions.

In the frame of quantitative assessment a self-evaluation questionnaire was developed which helps project partners to assess their pilot actions and interpretation methods. In quantitative assessment also summative evaluation is included, which will be implemented in a form of visitor satisfaction questionnaire. The results are a part of Deliverable 5.3. “Evaluation report on pilot actions with lessons learnt” while findings are integrated in this document as well.

1.3. Summary

In the frame of WP 5 “Geointerpretation” each Geopark introduced and tested different geointerpretation methods within their pilot action that can be applied in other parks. The geointerpretation methods can be transferred not only to other Geoparks in the region or in the EU but also to other similar territories such as national parks, cultural heritage sites, rural areas or tourism destinations.

Newly developed and demonstrated geointerpretations sites are open to the public and serve as a reference and learning points for demonstrations of different interpretation methods for 8 most common geological phenomena and processes in the Danube geological area. This ensures transnational learning and transfer of practices from participating to other geoparks and organisation dealing with the heritage interpretation. Interpretation methods were carefully and strategically planned, while planning is very important starting phase in developing new interpretation site.

Following pilot interpretation action testing one of the 8 most common geological challenges for interpretation was established by project partners (Table 1):

Table 1: Pilot interpretation action established in the frame of the Danube GeoTour project

	Project partner	Interpretation action	Geological challenge tested	
1	LP ITB	Visitor Centre	tectonics	✓
2	ERDF PP1 Balaton Geopark	Visitor Centre with outdoor sites and interpretation trails	volcanology	
3	ERDF PP11 Eisenwurzen Geopark	Village interpretation points	water	
4	ERDF PP3 GeoPapuk	In-situ interpretation of geological site Zvecevo	metamorphic rocks	
5	ERDF PP4	Digital interpretation tool	geotime	



	GeoKaravanks			
6	ERDF PP10 Železné Hory Geopark	Digital interpretation tool	geo hazards	
7	ERDF PP8 UNIB	Digital interpretation tool	dialogue Earth & Man	
8	IPA PP1 DNP	Geological interpretation point Tekija	geomorphology	

LP ITB (Idrija Tourism board) piloted 1 interpretation action “Visitor Centre/tectonic”, including different types of equipment, as well as Infrastructure & Works. In the pilot action, the geological challenge “tectonics” was tested as it represents the ultimate foundation for the conditions of the area on which the morphology was shaped. The story of Idrija Visitor Centre therefore begins with the creation of our planet and continues with the processes keeping the planet alive and changing. We wish to show that processes in and on Earth define the environment, the variety of rocks, the morphological diversity that makes plants, animals, and people adapt their ways of life.

During the Danube GeoTour project, work group members and external collaborators developed a rich exhibition with models, interesting items, animations, and video presentations to approach both to those with little interest and those wishing to go deeper. Three children points are dedicated to the youngest visitors who will discover natural laws and facts in a playful and interactive way. With digital technology (short promo video linked to QR code), the exhibition also presents the partner UGGs inviting for a visit.



2. Interpretative planning process

Heritage interpretation is about connecting people to places, objects and events. It's about explaining the significance of tangible and intangible heritage and helping visitors – tourists and local people – to engage with and to value heritage site – and to find what it means to them. Interpretation is non-formal education that contributes to lifelong learning. It uses creativity and inspiration while maintaining the integrity and authenticity of the story you have to tell.

Good interpretation widens people's horizons and increases their satisfaction and enjoyment. It can also help to change visitors' behaviour and attitudes. For this reason, it's an important tool in managing sites and encouraging both greater awareness of their significance and support for their protection from local people and tourists. However, it must aim for high levels of planning, implementation, operation and maintenance.³

For a successful interpretation it is necessary to be carefully and strategically planned. Only if the themes and objectives of the interpretation are clearly defined, if we know exactly what we want to interpret and to whom, and why, if we carefully choose methods and means of interpretation, we will be able to monitor how successful and effective the interpretation is and, and if necessary, improve the imperfections. In the frame of activity 5.3 "pilot actions: demonstration of innovative methods and technologies of Geointerpretation" "Preliminary concepts and plans of pilot action" was developed following a joint template by project partners with pilot actions.

Planning of the interpretation site is very important starting phase in developing new interpretation site. In the first place an interpretation project should identify and present the most significant themes and stories and set the objectives (what you hope to achieve through interpretation: learning objectives, behavioural, influencing visitor actions; emotional objectives e.g. enjoyment, empathy etc.). Furthermore, it is also important to decide how we will interpret heritage by choosing appropriate interpretation methods and outlining the most suitable way of presenting themes and stories so that visitors have stimulating experiences. Each interpretative planning process also define to who will we interpret by identifying future target groups (potential visitors, families, groups, organizations, residents, stakeholders, etc.). In the frame of Interreg Danube GeoTour project the Strategy on Management of Tourism Pressures in Geoparks was developed within WP3 and was considered in planning of pilot actions in order to better understand different impacts on nature and to avoid or reduce negative impacts on nature. It also helped to clarify the aspect of nature protection to contribute to the holistic concept of protection, education, public awareness and socio-economic benefits for sustainable local development.

To sum up the following section was included in the interpretative planning process of **Idrija UNESCO Global Geopark Visitor Centre on the topic of tectonics** pilot action in the frame of Danube GeoTour project:

- ✓ Why interpret this topic or site to visitors?

In the frame of the Idrija UNESCO Global Geopark, the topic of tectonics has been interpreted. The main reason to choose the tectonics as a topic for interpretation in Idrija's Visitor Centre lies in fact that it is the main reason for everything that exists in

³ Interpret Europe (2016): Engaging your visitors: Guidelines for achieving excellence in heritage interpretation, Witzhausen.



the Idrija area. The tectonic processes are the main reason for why the rocks were mineralised with the mercury and why this mercury ore body can today be found here. Because of the rich mercury ore, the mining started 500 years ago, prompting the development of the Idrija town above the mine and the surroundings. Despite the fact that the mine is shut down today, it also caused the development of modern industry in the town as the miners were re-employed in the newly established industry after the shutdown of the mine in the 1980s. And, after all, the tectonic structures are the base for the shaping of the surface with all the natural phenomena and influence the way of life of fauna, flora and human beings who live here.

The main message of the exhibition within the Visitor Centre is that the changes throughout the turbulent geological history influenced the emergence of a very specific area of the Idrija Geopark, its geological phenomena, the settlement of certain flora and fauna, affected the way of life and the characteristics of the people who reside here, and created the history of the area. The wondrous creations of the Earth seemingly give magic to an area worth seeing.

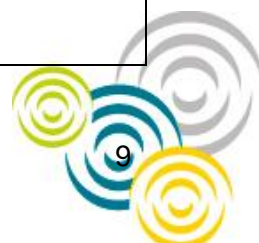
The main purpose of the Visitor Centre is to attract visitors to Idrija, to present the heritage to the visitors of the centre (and also the area of the Danube region in connection with other project partners), as well as to motivate the visitors to go out and about to see the natural attractions, to visit Idrija tourism providers and to stay in Idrija UNESCO Global Geopark longer.

✓ What are you interpreting?

In the Idrija UNESCO Global Geopark Visitor Centre the Earth's internal mechanism and the consequences of the tectonic processes on the surface are presented. The story of Idrija Visitor Centre begins with the creation of our planet and continues with the processes keeping the planet alive and changing. Additionally, the processes in and on Earth define the environment, the variety of rocks, the morphological diversity that makes plants, animals, and people adapt their ways of life.

The main theme of tectonics was sophisticatedly involved in all parts of the exhibition, whereby each of them has its own title and main message:

No.	Part of Exhibition	Message
1	Restless planet	Internal processes in Earth influence the shape of area and influence life
2	Birth of Idrija Rocks	Idrija rocks were formed in different environments
3	Image of Alpine Foothills	The surface of Idrija was formed during the formation of Alps
4	Notch in Earth's Crust	The Idrija Fault is one of the most important faults in the Southern Alps
5	Porous world	Water forms karst phenomena
6	Diversity of Biotopes	Natural conditions affected the variety of fauna and flora
7	We are reflection of the landscape	Natural conditions affected people's lives



✓ Who are your visitors?

Based on the data of visitors staying in the area for more than one day, the majority (30 %) of guests in Idrija UNESCO Global Geopark (Idrija Municipality) come from Slovenia, followed by Italian (11 %), German (9 %) and French visitors (6 %).

Statistics show that the number of guests who stay in Idrija Geopark for more than one day (in the period between January and August 2019) has increased for 12.7 %, while the number of their overnight stays increased by 8.6 %.

Nevertheless, the majority of Idrija area visitors stay for one day. These represent our target group whom we wish to offer the products from Danube GeoTour and engage to stay in our area longer.

The main Idrija attractions are visited most often: Anthony's Main Road and Hg Smelting Plant, Idrija Municipal Museum and lace exhibitions. The countryside was neglected in the past and this is the gap to fill with the results of pilot actions within the Danube GeoTour. Tourism providers from the whole region were included in the creation of geoproducts. In addition, in the Idrija Geopark Visitor Centre, we interpret the whole Idrija Geopark area with the invitation to also visit the sites outside the town including tourism providers in the countryside.

✓ Who is involved in the planning process?

In order to plan the Visitor Centre and the exhibition in it, we created a working group consisting of the following members:

- Representatives of Idrija Tourism Board (LP ITB)
- Representative of Museum of natural science
- Local architect who also provided project supervising
- An external service for conceptual plan, and
- A designer

The process was as follows:

- a) The first concept of the exhibition was prepared by the representative of the Museum of natural science, according to the input information from the Idrija Tourism Board. The concept was discussed and with some minor changes confirmed by the members of the working group.

The contents were then collected, the first draft of the conceptual plan prepared and again discussed and finally confirmed within the working group with several changes.

- b) The conceptual plan was then the starting point for the implementation plan which already gave the details and guidelines on how to make specific parts of the exhibition.
- c) The third phase was the implementation on the base of the implementation plan. In this final phase, some changes (or adjustments) were necessary because of technical or other issues.

During the preparation of the implementation plan (second phase), the contents were collected and texts for the exhibition written. The contents and materials were



collected by the Idrija Tourism Board with the help of the members of the working group. Texts were written by members of the working group and the employees of the Idrija Tourism Board. We faced a major problem regarding the balance of the level of expertise and the popularity of the texts. It was difficult to find the middle grounds as there were many experts (mostly geologists) within the working group. For this reason, expert service of a heritage interpreter was sought for and texts were improved so as to be understandable for non-geologist visitors while still professionally correct.

✓ What are the objectives (management, learning, behavioural, emotional objectives)?

The main objective to arrange the Idrija Geopark Visitor Centre was to get an Idrija Geopark Visitor Centre, where the diverse heritage of the Geopark territory and, in particular, the surrounding rural areas which are often neglected and forgotten would be presented to the visitors as well as local people. The new Idrija Geopark Visitor Centre serves for informing about the tourism offer in the area, education, promotion and strengthening local identity.

The specific objectives are:

Management:

- link between different existing products and providers
- support for new providers to create new tourism products
- networking on the international level (especially within the European and Global Geoparks Networks)
- promoting the site to attract more visitors and increase the number of visitors who stay in our area longer

Learning:

- teach the visitors and Idrija Geopark inhabitants about the heritage and uniqueness of this heritage
- learn by doing with the help of many didactical tools (such as models, animations, mechanical models, didactical toys, exhibits to touch, etc.)
- enjoy while learning

Behavioural:

- to make people understand the uniqueness of the area and to develop respect of the Idrija Geopark's heritage
- inform and teach people on how to behave in Idrija Geopark

Emotional

- strengthen local identity among the inhabitants of the Idrija UNESCO Global Geopark
- enjoy while discovering the heritage in the exhibition as well as on field
- develop positive experience in Idrija UNESCO Global Geopark and enjoy services of tourism providers as well



✓ How are you interpreting?

The Centre is the main entry point for visitors to the Idrija Geopark, and it houses a modern, interactive exhibition, featuring video presentations, animations, moving models and models representing the creation of Earth, the great internal and external forces that are changing our planet, tectonic movements which also formed the area of Idrija and the natural features of the UNESCO Global Geopark Idrija.

The contents (messages) are told to visitors on several levels:

- Basic level (title of the part of the exhibition, visual and graphic material, subtitles to photos, etc.)
- Second level (an in-depth presentation of the topic)
- Third level (the level for the expert public. It is represented by the tectonic tables, which are represented as “+ points”. The points are clearly marked so that the visitor can immediately see that this is a point of in-depth exploring)
- Partner level (partners are represented with a QR code which links to a short promotional movie and an invitation to visit their Geopark)
- Children level (three children points are dedicated to children where they can discover the natural attractions and the laws in a playful and interactive way, also with a help of two mascots, Živa and Tonček)

The contents of the exhibition are presented in two languages, i.e. Slovenian as the main language and English as the second one.

Idrija Geopark Visitor Centre is suitable also for disabled people, especially for people in wheelchairs. Although the entrance from the street is slightly clumsy, this can be correct with a ramp. For blind and partly sighted persons, we intend to make a guide through the exhibition in Braille.

The presented elements of heritage in the exhibition are “linked” to the field with a small map and approximate location of the site. In this way, the visitor can see and get a feeling of how far and in which direction they can go and see it and, most importantly, that it is possible to see this element of heritage in-situ on the field. When creating the exhibition, we always kept in mind that we want to get people out of the Visitor Centre and into the field.

In the Visitor Centre, the Danube GeoTour project partners have also been presented with a QR code which is linked to a short promotional movie and an invitation to visit their Geopark.

It is possible to see the exhibition on your own. The Idrija Tourism Board is also planning to make a Guide for the individual visitors of the exhibition. It is also possible to see the exhibition with a guided tour. For this purpose, a training for guides has been organised and 5 guides have passed the exam.

✓ How are you including aspects of nature conservation and sustainable tourism?

Through the Visitor Centre and the exhibition, we are educating our visitors about Idrija UGG’s heritage and we tell them about the uniqueness of our nature and culture. In this way we nurture the respect for our natural and cultural heritage.



When developing the pilot action, we took into consideration the Strategy on management of tourism pressure, developed within the WP3.

A special part of the exhibition was planned for the TV presentation of the animation “Take only memories, leave nothing but footprints” - https://www.youtube.com/watch?v=MwAWe_vrFvg, which is also published on YouTube and was developed within the WP3.

In the Visitor Centre, information materials are available – for example an information leaflet “Let’s take of the unique and exceptional geological and natural heritage” that was developed in the frame of the Danube GeoTour project.

Within the Visitor Centre, special attention is also given to the created geoproducts within the WP4 of the Danube GeoTour. The definition of geoproduct itself also includes nature conservation and sustainable tourism by setting precise criteria based on innovation, quality, tradition, and local heritage.

2.1. Description of pilot action and interpretation methods

In the frame of Interreg Danube GeoTour project 8 pilot interpretation sites as part of Danube GeoTour visitor infrastructure network were tested and implemented. They serve as reference and learning points for demonstrations of different interpretation methods for 8 most common geological phenomena and processes in the Danube geological area.

LP ITB (Idrija Tourism Board), which is coordinating the organisation of the Idrija UNESCO Global Geopark, carried out a pilot action of designing the Visitor Centre in which we interpret tectonics. With the Visitor Centre and the exhibition within the centre, our focus is to get a contact site for the Idrija Geopark where the region’s geological diversity, the particularities of all geo-sites, and the geological tectonic processes of the entire territory would be presented in an innovative manner.

The main purpose of the Visitor Centre is to attract visitors to Idrija, to present the heritage to the visitors of the centre and the whole area of the Danube Region, as well to motivate the visitors to go out on the field to see natural attractions, to visit Idrija tourism providers and to stay in Idrija UNESCO Global Geopark longer.

The main story of Idrija Visitor Centre tells how processes in and on Earth define the environment, the variety of rocks, the morphological diversity that makes plants, animals and people adapt their ways of life. With the help of external expertise, we designed an interactive exhibition with models, interesting exhibits, animations and video presentations to approach these topics both to those with little interest and those wishing to go deeper. three children points are dedicated to our youngest visitors who will discover natural laws and facts in a playful and interactive way.

In the exhibition, project partners with UNESCO Global Geopark have also been presented with a QR code which is linked to a short promotional video inviting for a visit of their Geopark.





Figure 1: The entrance into the exhibition “Written in rocks” and the first part of exhibition entitled “Restless planet” (Photo: Bojan Tavčar)



Figure 2: The part of the exhibition dedicated to natural values: the vulnerability of karst (left), the morphology of the Idrija area (right) with a dinosaur in the back (Photo: Bojan Tavčar)





Figure 3: Part of the exhibition dedicated to the people and the way of adapting their lives to the natural conditions (Photo: Bojan Tavčar)



Figure 4: Children exploring the Earth's interior and learning about convection, the Earth's internal process that forces the tectonic plates to move really slowly (Photo: Bojan Tavčar)



Figure 5: The model of dinosaur who left the footprints on the shores of the tropical sea close to the Equator. The tectonic processes caused that, today, the fossilised footprints are visible on the surface of Idrija Geopark (Photo: Bojan Tavčar)



Figure 6: The Idrija Fault is one of the most remarkable tectonic structures in the area of the Southern Alps. On the simple model of a cake, kids learn what a fault is and what the movements along the Idrija Fault were. This way they also get a 3D perception of the movements along the faults (Photo: Bojan Tavčar)





Figure 7: First official guided tour through the Visitor Centre for the Ms. Marjutka Hafner, Secretary General of Slovenian National Commission for UNESCO and Ms. Mirka Trajanova, NC IGGP Slovenia Chairperson (Photo: Bojan Tavčar)



Figure 8: Tectonics has also influenced the formation of karst features. The part of the exhibition dedicated to karst is very interesting for families, as well (Photo: Bojan Tavčar)



Figure 9: The exhibition guide explaining the Idrija Fault to a group of visitors. In the back is a screen featuring a short movie “Flight over the Idrija Fault” (Photo: Bojan Tavčar).

3. Evaluation process of pilot action

Evaluation is a critical quality assurance measure in interpretation management and should be undertaken throughout the project, not just at the end. Evaluation is also a systematic process of determining ‘somethings’ value, worth or merit. When you evaluate your interpretation programme or project, it will help you develop your interpretation and to understand whether it is meeting its objectives or not.⁴

Evaluation should be an on-going process and thus it should be an integral part of the regular review of your on-site interpretation. There are a number of ways to divide the stages in the evaluation process, typically however there are five forms of evaluation which can be used to support your interpretation and these are; front-end, formative, remedial (process), summative (outcome) and impact evaluation.⁵

For evaluating pilot actions / interpretative methods in the frame of the Danube GeoTour project ERDF PP4 Geopark Karavanks proposed a qualitative assessment (formative evaluation) as well as quantitative assessment (self-evaluation questionnaire and summative evaluation) of developed pilot actions which was applied as a common approach in all pilot sites.

⁴ Colquhoun, F. (2005): Interpretation Handbook and Standard - Distilling the essence.

⁵ Dr. Ryland P, Dr. Welch S. (2016): Demystifying evaluation: a brief guide to the evaluation of interpretive media, activities and programmes, AHI Best Practice Guidelines 12.



3.1. Criteria for effective heritage interpretation

For evaluation purpose, especially for quantitative assessment in form of self-evaluation questionnaire we defined different criteria which we find important in evaluating of the effectiveness of the interpretation methods used in pilot actions of the Danube GeoTour project.

Firstly, we researched already existed criteria/indicators for assessing the quality and efficiency of different interpretative methods. The ICOMOS, International Council On Monuments and Sites established seven recommendations for effective cultural heritage interpretation: access & understanding, information sources, context & setting, authenticity, sustainability, inclusiveness, research training & evaluation. For example, the IUCN - International Union for Conservation of Nature also developed Criteria for quality assessment of natural heritage interpretation. Furthermore The Museums, Libraries and Archives Council (MLA) came up with a framework called “Generic learning Outcomes” or GLOs to help museums think about the objectives and effectiveness of interpretation projects.⁶

With the respect to all researched criteria, indicators and aspects, and according to the Danube GeoTour project application, we defined our own criteria which we find important in evaluating of the effectiveness of the interpretation methods used in pilot actions of the Danube GeoTour project (Figure 3). When selected the criteria we also took into account objectives of the European and Global Geopark Network (sustainable socio-economic development, education and teaching, preservation of the Earth heritage for present and future generations, ...). Defined criteria for effective heritage interpretation by ERDF PP4 Geopark Karavanks are following:

A. INTERPRETATION METHODS

For effective heritage interpretation it is important which interpretation method is used (personal, non-personal interpretation), and if some innovative audio-visual solutions are available. In the case of personal interpretation story telling is an important component of effective interpretation and it is a powerful technique used to conjure up the spirit of place for visitors. Stories should be directly related to the site and linked to what people are likely to know already.

B. ACCESSIBILITY / DISABILITY

According to application form of the Danube GeoTour project interpretation should be adapt to the needs of people with disabilities (toilets, wheelchair access, etc.) whenever it is possible. Text, height of the displays, good connection to the public transport network, available parking facilities etc., should be accessible to everyone.

C. KNOWLEDGE & UNDERSTANDING

Interpretation should be planned and delivered as a comprehensive programme to explain the site and its heritage to visitors with a range of interests, experiences and educational levels. People of all ages should be treated as equals – do not assume lack of knowledge, but also do not assume a high level of knowledge. Interpretation should give visitors an option to find out more detail, both on-site and through

⁶ Rowe H J., Vigurs K. (2011): 10 Top Tips for Museum Interpretation, MLA.

publications and websites, while some visitors like to explore topics in detail and appreciate being provided with appropriate information. Furthermore multi-lingual interpretation will attract a wider range of visitors. It is recommended to research key languages used in the area and provide some translated material.

D. ENJOYMENT, INSPIRATION, CREATIVITY, SKILLS

By defining indicators for effective heritage interpretation we also consider that interpretation methods within pilot actions should encourage enjoyment, inspiration, creativity by trying to do new things with involvement of visitors to stimulate their interest (asking your visitors questions, using their experiences and encourage them to think with, design of panels, audio visual solutions in way which encourage thinking, discovering etc.). For successful interpretation is also important that visitors can gain new skills, change attitudes and future behaviour in way of developing more responsibility towards geological, cultural and natural sites, adoption of positive attitudes to the geology and other heritage through interpretation. Furthermore techniques which use different senses should be included in the interpretation which encourage visitors to look at, touch, listen to, smell or taste things around them. The senses trigger different parts of the brain and elicit different responses, smell for example is strongly connected with memory.

E. IMPACT ON NATURE

When planning an interpretative project aspects of nature conservation/preservation should be also consider. In case of Danube GeoTour project the developed Strategy on Management of Tourism Pressures in Geoparks in the frame of WP3 was included in the process of interpretative pilot actions development. The interpretative site has to comply with the principles and standards of conservation of the geological and other heritage and its promotion in order to increase the visibility of the importance of protecting the heritage. The infrastructure and the activities connected to the interpretative places should not have any negative impact on the environment and interpretation should point out the environmental problems related to different activities in nature and suggest to visitors how to behave in nature to avoid or at least to reduce pressures. On the interpretative site there is also important that information about the nature conservation (statuses, protection regimes) are presented. As the result such way of interpretation can contribute to the promotion of the nature conservation among the visitors.

F. IMPACT ON SUSTAINABLE TOURISM

The interpretation should have potentially positive effects on sustainable tourism. Gradually, the linkages between interpretation and sustainable tourism have grown and they have begun to be turned from being theoretical ideals into practical reality. Interpretative sites shall support the cooperation and networking of various groups, as well as maintaining traditions of various cultures of the region. They shall help to develop especially local economy and strengthen competitiveness of SME operating in the region and country as the whole. Skilled interpretation can be used to direct visitors and their spending to those local businesses and services which are economically marginal but which are important elements of the local economy and



community. These may be local post offices, restaurants, accommodation facilities, local transport services.⁷

Interpretation for visitors can be much more beneficial and sustainable if the local community is actively involved. Wherever possible local people should be involved in helping to decide whether or not to interpret, what to interpret, who to interpret to, as well as how to interpret. Local residents can take an active part in all the processes of interpretation, including the research and the presentation and celebration of place and people. Such participation can encourage communities to understand, to value and then to sustain their own environment, cultural resources and heritage.

Sustainable tourism should provide a quality experience for visitors, while improving the quality of life of the host community and protecting the quality of the environment. Respect the socio-cultural authenticity of the region, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.



Figure 10: Criteria for effective heritage interpretation, Source: Karawanken-Karavanke UNESCO Global Geopark

⁷ Bramwell B., Lane B. (1993): Interpretation and sustainable tourism: The Potential and the Pitfalls, Journal of Sustainable Tourism, Volume 1, No. 2.

3.2. Qualitative assessment

3.2.1 Formative evaluation of interpretation methods

This type of evaluation typically occurs during the implementation phase to test interpretation project being developed. In the frame of this evaluation each project partner tested visitor reaction to the interpretation methods, for example - their attention or understanding of messages it is trying to communicate, feedbacks, ... Project partners invited small focus group of visitors (approx. 10 potential future visitors). Participants were asked several questions, for example what works and what might need to be changed and gave opinions.

The formative evaluation of interpretation methods has been done in several steps. In the case of creating the Visitor Centre it is impossible to have formative evaluation during the implementation phase, especially because it was involving infrastructure works and equipment which all have to be planned in details before the implementation phase.

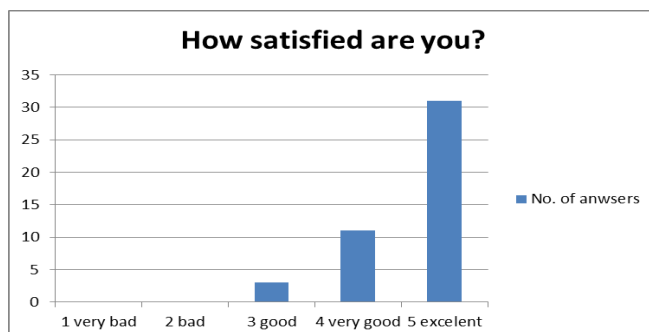
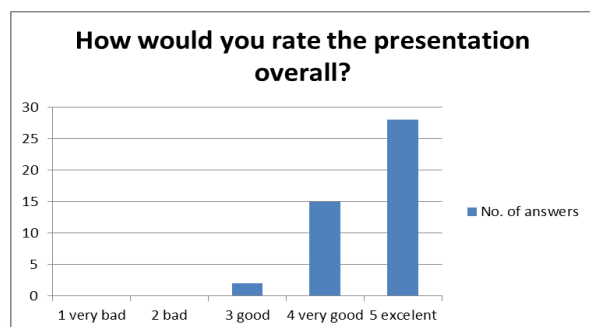
This is why we evaluated the texts and graphic materials already during the preparation of implementation plan, trying to visualise how the centre will look like. The evaluation of the texts has been done with the employees of the Idrija Tourism Board when it became clear that the texts are still very difficult to understand for non-geologists. After reaching that conclusion, we looked for an assistance of a professional interpreter of heritage who helped us improve the texts, make them easier, more understandable, provocative and interesting. The interpreter also had some good advice on the interpretation techniques and tools.

After the finalisation of the texts and graphic materials, we concluded the implementation plan and started with the implementation phase.

At the very end of the implementation phase, on 8 October 2019m the second step of formative evaluation of interpretation methods was conducted with a focus group of 43 people from Slovenia. These were people who are working in the field of interpretation of heritage and were present at the workshop organised by the international organisation Interpret Europe. We were really pleased to host this workshop in Idrija and to have had this opportunity to show the Visitor Centre and to collect feedback from them.

The results of the evaluation were very encouraging and positive. Most of them stated that, during the exhibition, they had gained more information about Geoparks, geological, natural and cultural heritage, as well as the importance of heritage preservation. They thought that the place was interesting and enjoyable, that their coming here was worth their time and that they will recommend visiting this place to others as well.

The majority of the visitors was very satisfied with the visit of the Centre and overall rated the presentation as excellent.



Several recommendations on what to do to improve the experience have been collected:

- Add explanations in foreign languages (Italian, German, French, Spanish)
- Organise/offer even more local guided tours (especially flora and geology)
- "I really like Tourist information center, because it is very light and spacious. I miss audio desktop. I will definitely visit it once again, when it will be publicly open and improved"
- Interactive content should be more accessible to children (lower)
- Guided tour in geological exhibition
- Add more interactive content and experiments. Offer of guided tours in nature
- Add few chairs in exhibition, some exhibits are too high especially for children, some texts are too small
- Captions and locations to the photos on the projector.

In order to add foreign languages, we have already been thinking of providing audio guides in several other languages (besides English). We have bought small chairs to help children reach some exhibits and tools which were predominantly not designed for them but obviously interesting, as well. Regarding the comment on adding more interactive content, we are working toward adding more digital contents using Virtual and Augmented reality. We are also still planning to make an augmented sandbox; this would be very interesting for visitors. We have already offered guided tours through the exhibition and trained 5 guides. The plan is to train the guides every year, as well as to organise field trips to see the natural and cultural features "in situ". We plan on making several educational programs for schools focusing on specific topics matching school curriculum.

The exact analysis of the Formative evaluation of interpretation methods is presented in D 5.3.1 Evaluation report on pilot actions with lessons learnt.

3.3. Quantitative assessment

For quantitative assessment of pilot actions we developed self-evaluation questionnaire through which each project partner assessed the newly developed interpretation methods. The self-evaluation questionnaire consists of defined indicators and parameters which we find important in the evaluating the effectiveness of the interpretation methods used in pilot actions of the Danube GeoTour project.

In quantitative assessment also summative evaluation is included, which was implemented in the form of visitor satisfaction questionnaire. The results are part of Deliverable 5.3. "Evaluation report on pilot actions with lessons learnt."

3.3.1 Self-evaluation questionnaire

Self-evaluation questionnaire (Table 2) consists of defined indicators and parameters which we find important in evaluating the effectiveness of the interpretation methods used in pilot actions of the Danube GeoTour project.

The questionnaire has six (6) sections from A to F, each section with a set of statement has to be self-evaluated on a scale from 1 to 5. Please select / underline the relevant value for your pilot action. The values are: 1 – low degree; 2 – quite low; 3 – medium; 4 – quite high; 5 – very high degree. Under the questionnaire more specific description of each set of statements from section A to F are given and in two sentences the result of the quantitative assessment for each statement (A1, A2,... to F4) should be discussed.

Table 2: Self-evaluation questionnaire

A. INTERPRETATION METHODS					
A1. Using the combination of personal and non-personal interpretation	1	2	3	4	<u>5</u>
A2. Using of innovative audio-visual solutions (very simple, digital)	1	2	3	<u>4</u>	5
A3. Using of story telling	1	2	3	<u>4</u>	5
B. ACCESSIBILITY / DISABILITY					
B1. Interpretation (text, graphic stylelighting, height of the displays, etc.) is accessible to everyone, so all visitors can experience the whole point of view	1	2	3	<u>4</u>	5
B2. Some aspects of the interpretation are designed for people with disabilities	1	2	3	<u>4</u>	5
B3. Places to have a rest, toilets and wheelchair access for people with disabilities are available	1	2	3	4	<u>5</u>
C. KNOWLEDGE & UNDERSTANDING					
C1. Informations are given in easy to understandable language	1	2	3	4	<u>5</u>
C2. Informations are prepared and given in different languages	1	2	3	<u>4</u>	5
C3. More detailed interpretation for those who want to find out more is available and offer or suggest ways to explore the subject further (hyperlinks in websites, QR codes, etc.)	1	2	3	4	<u>5</u>
D. ENJOYMENT, INSPIRATION, CREATIVITY, SKILLS					
D1. Interpretation encourage visitors to try and do new things and it is stimulating	1	2	3	4	<u>5</u>
D2. Gaining new skills and changing attitudes and future behaviour of visitors	1	2	3	4	<u>5</u>
D3. Different senses are included in interpretation – encourage visitors to look at, touch, listen to, smell or taste the things around them	1	2	3	4	<u>5</u>
E. IMPACT ON NATURE (NATURE CONSERVATION)					
E1. Incurage the individual and to decrease the massive tourism.	1	2	3	4	<u>5</u>
E2. Interpretative places (pilot actions) do not have negative impact on the nature.	1	2	3	4	<u>5</u>
E3. Interpretation explain the impacts of various actions – encouraging visitors to take care about the geosites and to behave responsibly (raising awarness).	1	2	3	4	<u>5</u>
E4. Interpretation include various nature conservation aspects, which are displayed in different ways.	1	2	3	<u>4</u>	5
F. IMPACT ON SUSTAINABLE TOURISM					
F1. Possitive impact on the environment, society and economy	1	2	3	4	<u>5</u>
F2. Support local economy, especially use of local transport and accommodation infrastructure	1	2	3	4	<u>5</u>
F3. Reflecting the needs and requirements of tourists and local inhabitants	1	2	3	<u>4</u>	5
F4. Respect and enhance the historic heritage, authentic culture, traditions and distinctiveness of host communities	1	2	3	4	<u>5</u>

TOTAL SCORE (max. 100 points): 93

A1. Personal interpretation means something presented to people by other people. It includes the following: guided tours, storytelling, workshops, etc. Non-personal interpretation means visitors do not have to rely on someone else to present it. It includes some of the most common forms of interpretation such as: leaflets; self-guided trails; taped audio trails; interpretive boards; and information centre exhibits etc.

In the Visitor Centre exhibition, we use personal and non-personal interpretation. For individual visitors, we provide texts on several levels, graphical material, exhibits, etc. For groups, we also have trained guides who can guide visitors through the exhibition. We also plan to make a guidebook for individual visitors in the future, as well as to translate it to Braille.

A2. QR codes are link to further information that people can access using their mobile phone, using of interactive touchscreen technology, tablets, augmented reality, etc.

At the moment we use QR codes that are linked to a promotional movie of Danube GeoTour partners with UNESCO Global Geopark. In the short movie, people from the geoparks present a specific topic related to our exhibition and invite our visitors to visit their geopark as well.

A3. Storytelling is a powerful technique used to conjure up the spirit of the place for visitors. Stories should be directly related to the site and linked to what people are likely to know already. With storytelling you can also encourage people to take part as characters in the story.

As already mentioned, a personal interpretation is included as well as guiding through the exhibition. There are many stories in the area of Idrija Geopark that can be told to the visitors of the exhibition (stories about people, about exhibits, etc.). For children, a story on how the Alps were created was written especially for the purpose of this exhibition.

B1. The text is clearly printed and legible; is complemented by headings and / or subheadings; is divided into paragraphs and uses correct spelling, grammar and syntax. The text is in a height and angle in which it can be read easily, and do not block views or features of interest.

Contents are presented on several levels: firstly, with a title, photos and subtitles; secondly for people with a bit more interest; while the third level is intended for people who are really interested in the topic. The division of the message levels is clearly visible. In one place on the third level of message, the letters are slightly too small but still possible to read.

B2. Offering special programmes and guided tours for people with different disabilities (individuals with mobility limitations; individuals who are blind or partially sighted; individuals who are deaf or hard of hearing; individuals with developmental and/or learning disabilities); large print labels, Braille labels and maps, audio guides, audio descriptions, sign language interpretation, etc.

It is possible to access the Visitor Centre on a wheelchair. Throughout the exhibition, there are no steps, making it completely accessible on wheelchair. The main messages are printed with large letters and possible to read by disabled people. The only group of disabled people that need more attention are blind or partly sighted. We plan on providing them with a Guide booklet in Braille in the future.

B3. Places to sit down, special toilets for people with disabilities and wheelchair access are available. It helps people with walking difficulties and other mobility problems as well as anyone with tired legs and feet.

Several places in the exhibition are equipped with chairs and benches to sit down. There is a toilet for disabled people on wheelchairs.

C1. Very simple descriptions. Visitors require well structured and easy-to-digest language. An average visitor might spend as little as 3 seconds looking at a graphic panel before browsing to the next area.

Texts in the exhibition are very well-structured for people with different interests. They range from those with little interest who would only read the title of a specific topic and look at the graphical materials, next reading the main message, and then additional contents (third level) providing people with in-depth knowledge on the topic.

C2. Providing personal (guided tours, etc.) and non-personal heritage interpretation in native and other foreign languages.

The exhibition was designed in two languages. The main language is Slovenian and the second language is English. Guided tours are being provided in more languages: Slovenian as the main one, English, Italian, German, Czech, etc.

C3. Interpretation should be planned and delivered as a comprehensive programme to explain the site and different heritage to visitors with a range of interests, experiences and educational levels. There is an option to find out more detail, for example on the homepage and through other publications.

As already mentioned, QR codes are linked to a short promotional movie of the partners. It is difficult to make hyperlinks at the exhibition, but we dedicated several places within the exhibition to brochures on specific areas within the Idrija Geopark. The visitors can take the brochures and get more information on how to get to a place and what else to see there. We also plan to make QR codes with GPS directions of the location of specific site.

D1. Involvement of visitors and encouragement of interaction to stimulate their interest (asking your visitors questions, using their experiences and encourage them to think for themselves, design of panels, audio visual solutions in way which encourage thinking, discovering etc.).

The exhibition was designed as very interactive and stimulating to discover. Visitors are asked to touch the exhibits (except for the really precious or poisonous ones – for example mercury). There are several models where visitors move something or look into interior of the Earth (open a sphere), look into a lighted box with a photo, open drawers, open the closet, discover species of a tree, move magnets plates, etc.

D2. Interpretation which can encourage visitors to develop more responsibility towards geological, cultural and natural sites, adoption of positive attitudes to the geology and other heritage through interpretation.

With educating and showing our visitors and also the inhabitants of the Idrija Geopark on how the natural and cultural heritage is unique and special in our Geopark, we also change the attitudes and future behaviour of our visitors. Especially important in this aspect are children, to whom we have dedicated three children corners. Other elements of the exhibition are interesting for children, as well, as they get to know the heritage and how special it is. In addition, we show the animation “Take only memories, leave nothing but footprints” and other promotional material on this topic.

D3. Techniques which use several senses (sight, sound, touch, smell and taste). We experience everything through our senses. We use our intellect, memories and assumptions to process the information, but it all starts from the raw materials we receive from looking,



touching, smelling, listening, tasting and a whole range of lesser headlined senses. They trigger different parts of the brain and elicit different responses, smell for example is strongly connected with memory.

In the Visitor Centre and the exhibition, we ask people to touch exhibits, to listen to the story, sounds and to watch and read.

E1. The infrastructure of pilot action is built for smaller groups and individual visitors.

The Visitor Centre and exhibition do not support massive tourism. We set the limit for optimal group for guiding at 15 persons. While it is possible to guide a group of 20 people, the quality of the interpretation is no longer as high. It is possible for the visitors to see the exhibition individually.

E2. The infrastructure and the activities connected to the interpretative places does not have any negative impact on the environment.

The Visitor Centre is located at the already existing location that needed a renovation but without any larger constructions or environmental intervention. The activities we carry out in the centre do not have a negative impact on nature. Our goal is to educate on how to preserve nature and how important this is for the future generations.

E3. The interpretation (in visitor centre or info point) point out the environmental problems related to different activities in nature and suggest visitors how to behave in nature to avoid or at least to reduce pressures.

The objective of the Visitor Centre is to educate visitors on how to behave in nature and how to avoid or reduce pressure of their visit on nature in Idrija UNESCO Global Geopark. The localised recommendations on how to behave in our geopark are placed on a visible spot in the centre, i. e. on a TV screen (animation) within the exhibition and with a leaflet among promotional materials.

E4. The informations about the nature conservation (statuses, protection regimes) are presented. Interpretation contribute to the promotion of the nature conservation among the visitors.

Some information about nature conservation is included in the exhibition and in the promotional materials that the visitors can get during their visit in Visitors centre.

F1. Is your pilot action based on the rules of sustainable development and has no negative effect on our environment, as well as on society and economy? All pilot activities should not lead to pollution of the environment, whether directly or indirectly, and their implementation should be energy-saving, based primarily on renewable energy sources. Pilot action shall support the cooperation and networking of various groups, as well as maintaining traditions of various cultures of the region. And last but not least, it shall help to develop especially local economy and strengthen competitiveness of SME operating in the region and country as the whole.

The pilot activity did not lead to any pollution of the environment. With the Visitor Centre, also the rural areas of the Idrija UNESCO Global Geopark got its centre with an exhibition in the area where all tourism development was mostly based on mercury and Idrija lace. Rural areas often stayed neglected. However, in the Visitor centre, we also present rural areas with their tradition and we show our visitors what they can visit and do also outside of the town of Idrija. In the centre, also the geoproducts with the Idrija izbrano-selected trademark, developed within the Danube GeoTour project, are presented; they are directly developed



with the local economy and strengthen the competitiveness of SME operating in the Idrija UNESCO Global Geopark.

F2. Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.

The Visitor Centre is a starting point into the Idrija UNESCO Global Geopark where visitors can get all the information they need when staying in our area. The Idrija Tourism Board is a public institution for tourism in Idrija Geopark and as such, it offers service to tourism providers. It has a solid employee structure, ensuring stable business. The employees in the centre direct visitors to local businesses and services, such as restaurants, accommodation facilities, museums, etc. which are an important element of local economy and community.

F3. Provide a safe, satisfying and fulfilling experience for visitors, available to all without discrimination by gender, race, disability or in the way not negatively affects the day-to-day routine of local inhabitants, respecting their needs, habits and culture.

The Visitor Centre with its “Written in rocks” exhibition is inviting everyone – visitors as well as the inhabitants of Idrija UNESCO Global Geopark. The exhibition is presenting natural and cultural heritage based on a topic of tectonics, which is sophisticatedly incorporated into the whole exhibition. There is no discrimination by gender, race, disability, age, etc. The exhibition was designed to offer an enjoyable and interesting visit to visitors of all ages and to encourage them to stay in our area longer seeing things on the field as well.

F4: Respect the socio-cultural authenticity of the region, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.

Special attention was given to the presenting the authenticity of the region when putting together the topics and contents of the exhibition. We aimed to educate not only the visitors but also the geopark’s inhabitants to contribute to an inter-cultural understanding and tolerance and to conserve the cultural heritage and traditional values by presenting domestic topics through the exhibition. Only the introduction topic is general, everything else is linked directly to the real sites and traditions of the Idrija Geopark area.

3.3.2 Visitor satisfaction summative evaluation

In the frame of quantitative assessment we decided to do as well summative (outcome) evaluation of interpretation methods in developed pilot actions to make sure that visitors are enjoying and learning from interpretation, and to check whether interpretive objectives have been met. This summative evaluation will be implemented in a form of visitor satisfaction questionnaire.

The summative (outcome) evaluation is generally the most widely and regularly used form, it is carried out after the interpretive project has been completed and is most often used to assess its success in relation to its objectives. In this type of evaluation, visitors are typically



encouraged to tell staff what they think about their experience often through a questionnaire, interview or focus group.⁸

In the frame of the Danube GeoTour pilot action developed, visitor satisfaction questionnaire was prepared (Annexes 7.2) and each project partner gave this questionnaire to visitors of their interpretative site. The results of visitor satisfaction questionnaire of each project partner will be a part of Deliverable 5.3.1 “Evaluation report on pilot actions with lessons learnt”.

4. Recommendations

As described above, some recommendations were suggested by the first visitors of the Visitor Centre. Some of them have already been realized, such as adding chairs to make some interactive content accessible for children (although at the first not meant for them). Some of the recommendations will take more time to prepare: more languages, captions to the video. However, guided tours have been realised, the guides have been trained. It is up to promotion on how many groups we will manage to engage to come visit the Centre.

Creating a Visitor Centre is a very complex and demanding process. Often you find yourself in the middle of different interests and perspectives of people with different knowledge and opinion. Often you have to make compromises to continue with work, so in the end, the final results are different to what you had first imagined. The planning process is really important, so is being realistic and knowing what is possible and what not. The implementation plan usually takes the longest because of collecting materials and graphics, designing and writing texts that should be understandable to all visitors – those with little interest as well as the experts. And finally, during the implementation of the centre some additional adjustments are needed, because it becomes clear that some things cannot be done as planned from a technical point of view.

All these challenges are usual and must not distract the co-ordinators of the activities. It is important to know the goal and believe that you are going to reach it at the end.

5. Conclusion

This document presents the designing of the Idrija Geopark Visitor Centre, being a pilot action of a Work Package 5 – GeoInterpretation. The centre has been interpreting the topic of tectonics since it has an important role on shaping surface as well as the underground of Idrija and influences peoples live. With the centre, rural areas got its centre with an exhibition where visitors can get information in what to see and what to visit also outside of Idrija proper, i.e. besides the main tourism providers in the town.

The story of Idrija Visitor Centre begins with the creation of our planet and continues with the processes keeping the planet alive and changing. We wish to show that processes in and on Earth define the environment, the variety of rocks, the morphological diversity that makes plants, animals, and people adapt their ways of life. In the exhibition, we dedicate our

⁸ Dr. Ryland P, Dr. Welch S. (2016): Demystifying evaluation: a brief guide to the evaluation of interpretive media, activities and programmes, AHI Best Practice Guidelines 12.



attention to the rocks in Idrija region, describe how Alps were created, the Idrija Fault, karst features and, at the end, the living nature – flora, fauna and the people who live here.

During the Danube GeoTour project, work group members and external collaborators developed a rich exhibition with models, interesting items, animations, and video presentations to approach both those with little interest and those wishing to go deeper. Three children points are dedicated to the youngest visitors who will discover natural laws and facts in a playful and interactive way. With digital technology (short promo video linked to QR code), the exhibition also presents the partner UGs inviting for a visit.

In conclusion, the creators of the Visitor Centre really hope that the centre will become a real starting point for the visitors attracting more people to Idrija and encouraging them to stay in the area longer. In doing so, our final goal to contribute to the economic development and development of SMEs in the area will also be achieved.

6. Literature

- Conceptual plan for Idrija Geopark Visitor centre
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- Dr. Ryland P, Dr. Welch S. (2016): Demystifying evaluation: a brief guide to the evaluation of interpretive media, activities and programmes, AHI Best Practice Guidelines 12.
- Interpret Europe (2016): Engaging your visitors: Guidelines for achieving excellence in heritage interpretation, Witzenhausen.
- Rowehl J., Vigurs K. (2011): 10 Top Tips for Museum Interpretation, MLA.



7. Annexes

7.1. Output Factsheet



7.2. Visitor satisfaction questionnaire

VISITOR SATISFACTION QUESTIONNAIRE

WE NEED YOUR OPINION!

About the presentations & experience on your visit

Dear visitor,

We would like to thank you to give us the opportunity to serve you with our product/services. The purpose of this short questionnaire is to find out how you feel about the presentations or experience with our product/services and if there is something to be improved. Please know that there are no right or wrong answers to the questions, nor are some responses better or worse than others. We simply want to know your honest opinion about your experience today.

THE QUESTIONNAIRE WILL TAKE LESS THAN 5 MINUTES OF YOUR TIME.

THANK YOU!

1. Where did you hear about our product/offer? (You can pick more than one answer.)

- a.) Newspaper, magazine, radio
- b.) Brochure, internet
- c.) On someone's recommendation
- d.) Other (specify where): _____

2. Did you know something about the presented topic before the visit?

- a.) Yes
- b.) No

3. Which new informations have you gained or learned during your visit ? (You can pick more than one answer.)

- a.) more about our Geopark



- b.) more about Geoparks in wider area
- c.) geological, natural and cultural heritage
- d.) important of heritage preservation
- e.) sustainable geotourism
- f.) Other: _____

4. How would you rate your experience/satisfaction with following aspects of the offer/product? The values are: 1 – very dissatisfied; 2 – dissatisfied; 3 – neutral; 4 – satisfied; 5 – very satisfied.

	dissatisfied <-----> satisfied				
Quality of the presentation	1	2	3	4	5
Amount of the information provided	1	2	3	4	5
Ability to hold your interest	1	2	3	4	5

5. Please read carefully following sentences and rang them in a scale from 1 to 5. The values are: 1 – very dissatisfied; 2 – dissatisfied; 3 – neutral; 4 – satisfied; 5 – very satisfied.

Place is accessible, places to have a rest, toilets, etc. are available	1	2	3	4	5
Information is understandable and in different languages	1	2	3	4	5
The presentation made me curious and encouraged me to try and do new things	1	2	3	4	5
The presentation made me think and to talk about the topic	1	2	3	4	5
The presentation was enjoyable and interesting	1	2	3	4	5
Innovative audio-visual solutions (very simple, digital) were available	1	2	3	4	5
The presentation made me understand the importance of	1	2	3	4	5

the protecting heritage					
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6. Please indicate how much you are inclined to tell another person each of the following things about this place. In this 7-point scale, please tick the choice of your preference:

a.) You should visit (7) ____ (1) You should not visit

b.) The place is interesting (7) ____ (1) The place is boring

c.) Coming here is enjoyable (7) ____ (1) Coming here is *not* enjoyable

d.) Coming here is worth the time (7) ____ (1) Coming here is *not* worth the time

7. How would you rate the presentation overall?

The values are: 1 – very low quality; 2 – low quality; 3 – medium quality; 4 – high quality; 5 – very high quality.

Low quality <-----> High Quality				
1	2	3	4	5

8. How satisfied are you (please circle)? The values are: 1 – very dissatisfied; 2 – dissatisfied; 3 – neutral; 4 – satisfied; 5 – very satisfied.

dissatisfied <-----> satisfied				
1	2	3	4	5

9. What can we do to improve your experience?

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Demographics of the person who completed the questionnaire:

10. Age: _____ years old

11. Gender (*circle*): MALE FEMALE

12. Country of origin: _____

13. Education (What is the highest degree you have completed? If you are currently enrolled in the school, please indicate the highest degree you already received.):

- a. Less than a high school diploma
- b. High school degree or equivalent
- c. Bachelor's degree (e.g. BA, BS)
- d. Master's degree (e.g. MA, MS, Med)
- e. Doctorate (e.g. PhD, EdD)
- f. Other (please specify): _____

Thank you for taking your time!