GOOD PRACTICES COLLECTION
BOOKLET
I. BEST PRACTICES FROM BULGARIA

<table>
<thead>
<tr>
<th>1. Name of the project/activity/destination:</th>
<th>Interactive Museum of Industry</th>
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</thead>
<tbody>
<tr>
<td>2. Location of the project/activities:</td>
<td>Town of Gabrovo, Bulgaria</td>
</tr>
<tr>
<td>3. Description:</td>
<td>This museum is only of its kind on the Balkan Peninsula. It is opened on 21.03.2014.</td>
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</tbody>
</table>
| 4. Project initiation, philosophy, concept and its author/s: | The interactive installations introduce the visitors to virtual reality and present the industrial development of Gabrovo. The tourist can see the types of industries in the town – leather, weaving, pottery, carpentry, braid making and others. The museum is thematically divided into three parts:  
  - Industrialization – from the end of XIX century to 1944;  
  - Socialism – from 1944 to 1989;  
  - Present – from 1989 until now.  
  Each period is presented in its entirety and is separate on different floor of the museum. |
| 5. Objectives and strategies:               | The aim is to present the development of the industry in Gabrovo through the years in an unconventional way – using of interactive techniques.  
  The museum reflects the latest trends in the museum works in combination with modern technology. |
| 6. Aspects related to interpretation:       | In the Interactive Museum of Industry there is a virtual guide. This is very interesting approach for the Bulgarian visitors, because this is not something typical for our country.  
  The virtual interpretation could be on Bulgarian or on English.  
  Gabrovo is known as a town of Humour. This is the reason why in the museum there is a special area where the visitors can participate in various fun activities.  
  It has been created web portal for booking and for advertising |

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| 7. Problems and their solution: | materials of the site.
On the underground floor of the building is situated 4D cinema where
the visitors can watch ‘Gabrovo from bird’s eye’. This is 10 minutes
movie that represents the most interesting tourist attractions in
Gabrovo combined with special digital effects. |

| 8. Project funding: | There is no enough publicity for this unique place on the Balkans.
It is important to popularize the museum, because many tourists from
abroad can come and visit it combined with a tour of other sights in
Bulgaria. This will increase the tourist flow in our country and will
promote the initiatives related to the heritage interpretation.

The museum is created under the project BG161PO001-3.1.03-0028
“Integrated project for development of cultural-historical tourist
product and related infrastructure” with the financial help of
Operational program “Regional Development 2007-2013” as a part of
operation 3.1 “Stable tourism development” and “Improving of tourist
attractions and related infrastructure”. The project is funded with 6.2
million leva from the European Regional Development Fund and the
state budget. |

| 9. Results achieved: | The number of visitors in Gabrovo has increased.
More and more groups visit the museum.

Have been opened 15 new workplaces for people who are trained in
the professions: ‘Guide’ and ‘Animator in tourism’. |

| 10. Lessons learned: | The history can be presented in an unconventional way, interesting
for all age groups. The modern technologies can and should be used
for the heritage interpretation. |

| 11. Link: | www.imi.gabrovo.bg |
| 1. Name of the project/activity/destination: | Fortress Tsari Mali Grad |
| 2. Location of the project/activities: | Belchin village, Samokov municipality |
| 3. Description: | The project aims to restore and preserve the ancient fortress with church ensemble. The village of Belchin is located very close to Sofia – the capital of Bulgaria. This makes it an ideal destination for weekends. |
| 4. Project initiation, philosophy, concept and its author/s: | The state of preservation of the fortress walls and the church ensemble, consisting of three upgraded one over the other churches of different ages, and all built on an ancient Thracian sanctuary, makes Tsari Mali Grad a unique site with cultural - historical value, significant not only for the municipality of Samokov, but also for Bulgaria and Europe. |
| 5. Objectives and strategies: | The aim of this project is to create a sustainable and nontraditional tourism product. The project also aims at creating a specialized product based on competitive cultural and historical attraction and diverse natural environment. |
| 6. Aspects related to interpretation: | There are guides in Bulgarian and in English and audio guides in the fortress. The place where the complex is situated has a very beautiful nature. So the visitors can find different phenomena which interpret. |
| 7. Problems and their solution: | In order for anyone to get to the fortress there is a panorama train that runs all day. This allows the site to be visited by elderly people, parents with children, etc. |
| 8. Project funding: | The value of the project is 5 580 535.84 lv. |

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### 9. Results achieved:

The realization of this project contributes to the diversification of the tourism product offered. At the same time contributes to more even territorial distribution of the tourism potential in the municipality.

Due to this project have been opened new workplaces. Also increased the opportunities for developing of business in the region.

It has been developed tourism infrastructure necessary for the purposes of the attractions: Tourist trail from Belchin village to the fortress Tsari Mali Grad; Trail with picnic area; Rail transport installation by ropes driven.

### 10. Lessons learned:

The revival of historical monuments always attracts many visitors. It is very important how the visitors will interpret the monument today.

### 11. Link:

[www.carimaligrad.com](http://www.carimaligrad.com)
II. BEST PRACTICES FROM FRANCE

Dramatised walks/visits (balades et visites en scène)

Each summer season from April to September, the Culture and Heritage service of the inter-Municipal association of Ventoux-Comtat Venaissin (around the town of Carpentras), organises a programme of dramatised walks for local people and tourists.

The aim of this form of live interpretation is to present natural and cultural heritage to visitors in a completely different dimension which personalises it for them and involves them too.

A first example is "Ugo, tailleur de pierre du Moyen Age" (Ugo, stone mason from the Middle Ages).

Ugo is played by an actor who acts out this part in the first person. He tells the audience his story as a renowned stone mason who has worked throughout the region. As he tells a succession of stories about people and places in his life which are colourful, amusing and bawdy, he also gradually conveys a deeper side to his character; his passion for his work, how his building work is organised with his customers and finally the art of cutting and sculpting stone.

Ugo is accompanied by a State-registered tourist guide (guide conférencier) who provides the context while Ugo intersperses his monologue with medieval songs and short scenes.

The walk starts at a historic chapel in the small town of Beames-de-Venise and follows a route towards a nearby quarry where finally, it concludes with a demonstration of extracting stone from the quarry given by members of a local association of heritage enthusiasts.
A second example is a more theatrical take on guided walks where a piece of theatre based on a story about the heritage site or phenomenon is organised in which the visitors are an integral part. In comparison to the first example of a walk, this is more of a visit.

At first sight, the little village of Loriol-du-Comtat is not especially a tourist attraction in its own right, but it becomes the stage for a piece of contemporary theatre about the story this village which has been lost.

Accompanied by an actor playing a detective, the audience becomes a team of investigators to help build up an investigation to find the story of the village. At different points along the walk in the village, the visitors’ encounters various people who act out characters providing information and who the visitors can interact with. They solve a series of mysteries to throw light on what happened to the story of the village which culminates in the whole case being solved and the story of the village being returned to its residents.

This live interpretive walk is accompanied by a group of actors from the Compagnie des Autres, a local association of actors specialising, among other activities, in citizens’ theatre.

These dramatised walks have been organised and funded by the Culture and Heritage Service of the CoVE since 2004 proved to be a great success. Local tourist offices are used as relays to promote the walks/visits in their vicinity and CoVE issues a programme for reservations either in tourist offices or online.

Each year, the themes change while there remains a core of ‘classic’ walks/visits. The walks are very popular but over the last few years, there has been a trend for more contemporary interpretation like the detective story in Loriol du Comtat. Visitors are attracted to new and different experiences of where discovering heritage and being entertained are closely combined and orchestrated.
Air du Chemin

This is an innovative entrepreneurial venture inspired by heritage interpretation created one of the participants from the HERIQ interpretive guide training course in France.

Emma Lamas Ogando is a young tourism entrepreneur and newly qualified interpretive guide who has taken inspiration from the HERIQ approach of sharing heritage with people. She is focusing, in particular, on the deeper meanings stimulated by specific phenomenon along the Way of St James to Santiago de Compostella.

Playing on the thoughts, values and emotions experienced by visitors passing along the Way of St James on their pilgrimage to Santiago, the idea is to offer them a small glass flask to encapsulate their sentiments at a particular moment of their journey triggered by the natural and cultural heritage they see before them.

This is the first product in a series of symbolic gifts that reflect the deeper meanings and universals evoked by heritage. The approach taken is one of eco-responsibility and in terms of heritage interpretation, information will accompany each flask to inform customers about making connections with heritage phenomena and the deeper meanings that they trigger within us. Customers will be invited to join a social network to share their experiences related to their ‘memory flasks’ and what experiencing heritage close-up made them think and feel about the wider world around them.

This entrepreneurial heritage venture is at the beginning of its own journey and is being launched through a crowd funding exercise.

III. BEST PRACTICES FROM GERMANY

Examples for combining interpretation with learning for sustainability

Thorsten Ludwig

If we want to combine heritage interpretation with education for sustainable development (ESD) we need to search for original objects on site that:

- stand where ecology, equity and economy meet
- build bridges from the local situation to global aspects
- point from the past and the present to the future.

In ESD, further claims are often asserted - e.g. concerning specific key themes like energy, climate change, diversity, consumption or lifestyles. But it is neither necessary nor recommended to extend the list, if we consider the qualities of heritage interpretation as being to:

- encourage firsthand experience with sites or objects
- relate information to the visitor's own world
- integrate topics within comprehensive themes
- encourage visitors to support protected areas.

Which phenomena will fulfill the conditions mentioned above? The most appropriate are sites or objects that can be seen in the context of prudent use and an equal share of natural assets. To make this more vivid, here are two examples.
Example 1: Insulation of a Swiss Mountain House (Chalet)

We are standing among the snow-covered Pennine Alps in front of a multi-storeyed chalet, the timber house characteristic of this region. The sunlit larch facade's reddish shingles are worn by wind and weather so much that parts of them are lost and you can see layers of a French newspaper. At a point where the shingles are missing, you can even read "Vendredi 12 Juin 1903" – Friday 12 June, 1903. At this time, the North and South Poles haven't been explored yet, Mount Everest hasn't been climbed and the Wright brothers were just preparing for their first powered flight. However, the predominant fact is that this remote mountain valley was where the construction of the Simplon tunnel began and its Swiss entrance was to be built a long way below the house.

An elderly resident explains why the newspapers were used: while the panels of fir kept the warmth in, and the outer larch shingles kept the weather out, the newspapers stopped the wind blowing through the gaps. And they've been there for more than a hundred years.

From the table, we can see that the damaged area of shingles, which allows a peek into the wall structure, contains all the essential criteria of heritage interpretation as well as of education for sustainable development. For that reason, this building could be a good example of an ESD key phenomenon.

For the achievement of ESD-related interpretation, different personal or non-personal methods are possible. For instance, we could use an audio device, where the elder occupant is explaining the advantages of the construction with a soft Swiss accent. Or we could create an interpretive text panel, hiding the defective part of the shingle coverage as a flap that could be lifted to reveal the phenomenon. The panel text could read:
Three layers keep it warm

The larch shingles behind here are from trees which grew on the mountain. They withstand snow and rain, and protect the house from outside. The wallpanels from fir trees grown in the valley keep the warmth in. Between these layers, newspaper protects the house from the wind.

Like our clothing, the different layers complement each other.

A timber house like this chalet out lives many generations of people. Its wood can be used several times—and finally as fuel for heating. Transport distances are short, forests have time to regrow, and resources in other parts of the world can be conserved.

Do you want to know how long this chalet has been here? Just lift the panel and look underneath!

Example 2: Beleaguered Cherry Tree

In the German Eichsfeld, we are standing opposite a castle hill, which is surrounded by a small village. From the edge of this village, grazing land and old orchards extend along a smooth saddle up to our hill. Behind us, the orchards trail away into mixed forest.

More than twenty years ago, Germany’s internal frontier crossed the site and so lots of aerial photographs were taken between 1950 and 1990. They show that, some decades ago, the village was surrounded by gardens while the saddle was covered by fields and — where the slope became steeper — by field terraces. Where agriculture was no longer possible, orchards were set out and only the very top of the hill behind us was forested.
Documents show that the forest is steadily extending towards the village, growing over the orchards, terraces and fields. Just behind us, an old and forgotten cherry tree is under threat of being forced out of the ground by an overbearing sycamore maple.

As the table shows, this is another example where heritage interpretation and education for sustainable development could be combined. If we want to highlight the cultural dimension, we can describe how the traditions of rural daily life, characterized by growing cherries, are replaced by a tourism marketing ethos with a cherry town, a cherry fair, a cherry queen, a cherry-man competition, and a cherry-stone spitting contest – while most of the cherries sold in the area are grown in Turkey.

Both examples show that ESD key phenomena need not necessarily to be spectacular. Their quality depends on their ability to serve as windows into the world, as interfaces that allow us to put a site or object into a broader context, and to think about changes. Not every phenomenon is appropriate for that purpose. To arouse interest, we should neither underline relationships that cannot be experienced nor suppress experiences that are obviously stronger than the aspects of ESD.

According to the principles of heritage interpretation, we should always relate our ideas to the visitor's world, provoking them into making their own connections.
IV. BEST PRACTICES FROM ITALY

CASE 1

<table>
<thead>
<tr>
<th>1. Name of the project/activity</th>
<th>Training Course in Environmental Interpretation for Nature Guides, with the issuing of the “Official and Exclusive Certification as National Park Guide” (according to the Italian National Law on Protected Areas n. 394/1991)</th>
</tr>
</thead>
</table>
| 2. Project philosophy, concept and description | In 1991, the Italian Parliament has enacted a National Law on Natural Protected Areas. Parks and other protected areas are considered, in Italy, both an inseparable interlacement of natural and cultural values and the opportunity to adopt new policies for the sustainable development of local communities, also promoting job opportunities for young people. The title of “Official and exclusive Guide” it is considered an answer to the needs of new, qualified and socially useful occupation: the title is issued by the single Park Authority to people who have attended a specific training course. The first of these courses has been designed and carried out in 1995 by the Pangea Institute, ([www.istpangea.it](http://www.istpangea.it), [campus@istpangea.it](mailto:campus@istpangea.it)) in the Foreste Casentinesi, Monte Falterona e Campigna National Park. The course became soon a good practice at national level: it has been continuously improved and adapted to the different realities and needs, and carried out in collaboration with the managing Authorities of some Regional and the majority of the 23 existing National Parks. At the beginning of the 2015 the total number of “Official Guides” trained and certified was more than 500. More than the 60% of them have started and continued a professional activity in the field of sustainable tourism and interpretive services.

After a public announcement in the area of the park, advertised through several means, the participants who can attend the course are selected, according to national recruitment criteria enforced by public authorities, mainly between unemployed young people, professionals, and members of environmental NGOs and small enterprises. |
The course must be considered a good practice for its effectiveness, both as a training format and as a strategic action for promoting new jobs in the field of heritage enhancement.

3. Author/s

Author of the project is the Istituto Pangea NGO (www.istpangea.it, campus@istpangea.it). After the first introduction of Interpretation in Italy in 1985, in the Regional Park System of the Lazio region (by its former director, Mr. Maurilio Cipparone), Pangea Institute has been the most relevant organization responsible of spreading interpretation in the Country, through environmental training and education for protected areas’ staff and other targets.

4. Location of the project/activity

Basic training activities (about the initial 40-45 hours, spent for teaching in theory and practice the fundamentals of heritage interpretation) are carried out in the Circeo National Park, where the Istituto Pangea Onlus has its headquarters. Other training, practical and evaluation activities are carried out, repeatedly, in the environment of the single National Park involved.

5. Type of project/activity

The training is “stand alone” in the majority of cases; for some protected areas it is part of a longer training path and, in this case, the course syllabus included also the discussion of matters such as zoology, botany, ecology, history and cultural traditions of the park.

6. Duration

Average of 130 hours full time training, plus at-distance learning, practice and evaluation activities (“on field” tests and performances, exams etc.) for a total duration of about 2 months.

7. Number of participants

From a minimum of 20 to a maximum of 30 participants. Usually the course is funded by the National Park Authority and it is always attended by the maximum number of participants allowed, selected on the basis of a specific public “call”.

8. Costs

Examples of average costs for such courses are:

- the interpretation course for guides of the Aspromonte National Park (98 hours full time training, plus 60 hrs. at distance, monitored.
learning phase, for 25 participants in years 1999/2000): 56,490,00 euros (this amount included: preparation of the national call; preliminary procedures for the recruitment and the selection of the participants; preparation of the training course logistics on sites, full board accommodation and travel costs of trainers and participants, didactics, tutorship and exams);

-the interpretation course for guides of the Pollino National Park (130 hours full time training + at distance, monitored, learning phase for 30 participants in year 2013): 31,990,00 euros.

9. Goals

- To support the promotion of high quality sustainable tourism activities which: will help the visitors to appreciate the park; will help to clarify its mission and to gain support for the conservation measures; will vehicle educational messages about its natural and cultural resources and the benefits of which will return also to the local community.

- To contribute to the economic development of the park Community, offering local job opportunities in the field of interpretation and tourism activities for schools and visitors.

- To disseminate in the Italian protected areas the principles and the techniques of Heritage Interpretation, widespread at European and International level, to be considered also as a park management tool.

- To develop training standards for parks’ interpreters.

10. Contents

Main training topics are:

- Overview of International Strategies on Biodiversity and Natural Resources sound management and conservation.
- Principles of Protected Areas establishment and management, applied worldwide and in Italy.
- The history of Parks in the world and in Italy, and that of Heritage Interpretation.
- Principles, objectives and “philosophy” of Heritage Interpretation.
<table>
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<tr>
<th>11. Outcomes</th>
<th>The main outcomes of the several courses developed over the period 1995-2014 are:</th>
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<tr>
<td></td>
<td>o More than 500 official nature guides (park interpreters) trained within the system of National protected areas of Italy.</td>
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<td>o After the certification, many participants have created a local professional association of guides and interpreters.</td>
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<td></td>
<td>Specific agreements with the managing authorities have made possible the development of several initiatives in the field of visitors and tourism management related to interpretation. They have been implemented in collaboration between Park Authorities and Guides (i.e. management of park communication activities, running of interpretation and information services and visitors centres, etc…).</td>
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<td>Other results achieved are:</td>
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<td></td>
<td>o the Park Authorities have registered the improvement of the quality and the characterization of their touristic and educative offer;</td>
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<td></td>
<td>o improved awareness of visitors about protected areas values and about the importance of their conservation has been registered as well;</td>
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<td></td>
<td>o thanks to the integration into the guides’ work of principles and techniques of communication and interpretation and to the quality of their work, a significant increase of the support by local communities has been also obtained.</td>
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<tr>
<th>12. Problems and their solution/Things that could be</th>
<th>Often participants, as local inhabitants, were in conflict with the park authority and they didn’t share the park conservation objectives and</th>
</tr>
</thead>
</table>
improved management decisions. Conflicts were mainly caused by lack of information and communication about the park regulations, the park organization, its staffing and its projects: the first steps of training have been always dedicated to provide the participants with detailed information and opportunity to clarify and discuss controversial issues. Training units were also aimed to debate with national and international experts and with the park officials about protected areas and management topics.

In many cases, initial training courses were not followed by other training actions and a decrease in the performance of interpretation delivered by the staff was monitored: training in interpretation should be object of permanent training strategies.

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<th>13. Lessons learned</th>
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<tr>
<td>- Every environmental vocational training should be linked, ideally, to the national strategy for Protected Areas and to the strategy set by each park (management and action plans, specific programmes, etc…) in order be completely effective.</td>
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<td>- Important steps of the training process are/should be: a preliminary Training Needs Assessment (TNA); the selection of participants based on training objectives; the monitoring and evaluation of results; the planning of up-to-date training activities</td>
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<tr>
<td>- Motivation is often a key factor for the successful development of conservation actions, included interpretive training and activities. Motivation should be promoted and supported by adequate actions by the managing authorities.</td>
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<tr>
<td>1. Name of the project/activity</td>
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<tr>
<td>-------------------------------</td>
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<tr>
<td>2. Project philosophy, concept and description</td>
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<td>3. Author/s</td>
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<tr>
<th><strong>4. Location of the project/activity</strong></th>
<th>Area of the Monti Sibillini National Park: 71,437 hectares between the Italian Marche and Umbria Regions, including 18 small town.</th>
</tr>
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<tr>
<td><strong>5. Type of project/activity</strong></td>
<td>Interpretive Master Plan</td>
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<td><strong>6. Duration</strong></td>
<td>The project was developed during 2000-2001 and the planned period covered 5 years.</td>
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<td><strong>7. Number of participants</strong></td>
<td>-</td>
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<td><strong>8. Costs</strong></td>
<td>The project was funded by the Park managing Authority, at the end of 1999 its total cost was about 52,000,00 €.</td>
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<td><strong>9. Goals</strong></td>
<td>A strategic plan was conceived with the following main aims:</td>
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<td>- to experiment an innovative instrument of land management, to be reproduced, possibly, in other National Parks or equivalent protected areas;</td>
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<td>- to start participatory processes with the beneficiaries of planned actions;</td>
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<td>- to improve the quality of environmental tourism and related information/interpretation services within the park;</td>
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<td>- to make more specific the offer of programmes to the public, communicating the importance and values of protected areas and the environmental and cultural uniqueness of Monti Sibillini NP;</td>
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<td>- to provide the park with a model for monitoring and understanding the visitors dynamics, profiles and expectations;</td>
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<td></td>
<td>- to define guidelines for permanent training of staff and other human resources involved in park interpretation and evaluation standards of</td>
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</tbody>
</table>
10. Contents

The implementation of the Interpretive Plan (see point 11. Outcomes) has provided the park with: an information and orientation system; the communication and interpretation messages with objectives specific for the park; the related facilities, media and services, needed for the communication with the public (in terms of visitor centres and other structures, their management and the staffing needs etc.).

11. Outcomes

Guidelines for the following strategic actions were identified.

1) Development of a specific Sign System Project.

2) Development of proposed hikes for discovering the park, aimed to control the vehicle mobility and to intercept traditional tourism, improving environmental tourism through the establishment of educative and interpretative opportunities. The main theme was related to the variety of existing landscapes and the possibility to learn how to "read them".

3) Rearrangement of the information points, conventional museums and visitor centres of the park based on interpretive criteria set in the IP, and development of a network of "eco-museums" aimed to link the local community with the Park and the visitors.

4) Development of a network of interpretive nature trails, selected between existing pathways and tracks.

5) Definition of specific proposals for the management of areas critically endangered by tourism.

6) A 5 step programme for the implementation and management of the IP. Moreover, the Interpretive Plan has been tuned up and developed with the European Charter of Sustainable Tourism of the Park, in order to respect sustainable tourism standards and to promote...
12. Problems and their solution/Things that could be improved

- Interpretive Plan is not recognized, by national law, as an official tool, neither as a regulation, for parks management: the Monti Sibillini Park Authority has founded the administrative ways to integrate the IP in the land-use planning, considering it as a special pilot project within the framework of the “local touristic system” to be promoted according to the community needs and expectations.

- Shortage of funds for realizing accurate environmental studies (the park Master-plan was not approved and in depth studies conducted within the area were not available, yet): existing bibliography must be studied in detail, on field visits and interviews must be carried out and staff with a good knowledge of the area must be fully involved in the planning process.

- High level of conflict between the Park Authority and the local community, caused by information and communication problems: circulation of information must be ensured for all actors involved, meeting and workshops periodically organized in a sound governance process.

- Poor understanding of principles, techniques and strategic role of interpretation both within the Park staff and the different local social actors involved: meetings and workshops must be organized at different level, public hearings, seminars and other effective information and communication media must be considered as a mandatory step of the planning process.

13. Lessons learned

- Interpretive planning is a high qualified and multidisciplinary activity, which requires many resources, both financial and human, and objectives must be carefully defined based on available resources.

- The involvement of all social actors and beneficiaries is fundamental for the complete success of the planning process.

- In Italy interpretation principles, aims and techniques are almost
unknown by park staff, environmentalists, politicians, civil servants, slowing down its diffusion.

- Motivation is often a key factor for the successful development of conservation actions, included interpretive planning and related activities. Motivation should be promoted and supported by adequate actions by the managing authorities.
V. BEST PRACTICES FROM GREECE


2. Location of the project/activities: The Municipal Art Gallery of Larissa/ G.I. Katsigras Museum, Larissa, Greece

3. Description: “In the night, life doesn’t stop – in space, on earth, in the cities or in the museums!”

4. Project initiation, philosophy, concept and its author/s: A project created by MsEleniFolina (one of the participants of the HeriQ course in Greece) who is working full time as art historian and interpretive guide in the Municipal Art Gallery of Larissa.

5. Objectives and strategies: The direct contact between the public and art, through experiential learning.

6. Aspects related to interpretation: Though the event included a whole night in the museum, the interpretive program lasted 3 hours. During this program, kids had the opportunity to get acquainted with a painting by famous Greek painter YannisPsychopaidis, as well as other art related to night but also explore night sky on their own.

7. Problems and their solution:

8. Project funding: The project was funded by the Municipality of Larissa.

9. Results achieved: This project was interesting, not only because the kids who participated in it gained a valuable experience, but also because it proved that such innovative ideas can be implemented outside Athens, even in sights with lower budget – as long as there is the will and the inspiration of an interpretive guide.

Eleni Folina, Historian and interpretive guide at the Municipal Art Gallery of Larissa bigring83@gmail.com

This project has been funded with support from the European Commission. The publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
<p>| 1. Name of the project/activity/destination: | Green Cultural Routes |
| 2. Location of the project/activities: | Archaeological site and wetland of Vravrona, Attika, Greece |
| 3. Description: | As part of the afore mentioned nationwide project, the 2nd Prehistoric and Classical Antiquities Ephorate cooperates with the Hellenic Ornithological Society and offers guided walks and other activities for families, adults as well as young children aged 5-10 in the archaeological site and wetland of Vravrona. |
| 4. Project initiation, philosophy, concept and its author/s: | In 2012 the Ministry of Culture, Directorate of Museums, Exhibitions and Educational Programs launched an annual series of events under the title “Green Cultural Routes”, following the United Nations Education for Sustainable Development Framework; the events run every May and relate to the World Environment Day on June 5th. |
| 5. Objectives and strategies: | The aim of the project is to promote cultural identity and historical tradition in connection with natural environment and biodiversity; to promote touristic development through diverse activities that consort with local environment and traditional background; to raise awareness and activate citizens of all ages towards the protection of natural and cultural heritage |
| 6. Aspects related to interpretation: | More specifically, the interpretive activities offered in Vravrona site include: a guided tour of the museum by archaeologists for adults; an educational program in the form of puppet show on the myth of goddess Artemis, protector of nature, animals and children; an exhibit discovery game joining parents and children; a creative workshop with natural and recyclable materials and painting as well as a guided nature walk and bird watching in the wetland for the whole family. |
| 7. Problems and their solution: | Since the project is initiated by the Ministry, it is up to them whether it will take place or not each year. |</p>
<table>
<thead>
<tr>
<th><strong>8. Project funding:</strong></th>
<th>Ministry of Culture with the participation of the Hellenic Ornithological Society in the case of Vravrona.</th>
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<td><strong>9. Results achieved:</strong></td>
<td>The project was launched in 2012 in 3 Prefectures and in 2015 rose to 31 participating Prefectures.</td>
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