

Earth Heritage Interpretation and Tourism

Interpretation training workshop



Report on workshop in Črna na Koroškem
Ljubljana, October 2003

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Last but by no means least are all participants of the workshop who worked hard to learn and to contribute as fully as possible to the work of the groups. This ensured that a working environment based on mutual respect and a focus on a constructive atmosphere was maintained.

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2. Preface

The concept of sustainable development whether at the local, national or international level, is about integrating and balancing economic, social and environmental concerns in meeting our needs both today and in the future. Achieving this would require new ways of looking at how we produce and consume, how we live, how we work, how we relate and interact with each other, and how we make decisions. It is not sufficient to simply tell people what is happening so that they can correct what they do. Achieving sustainable development depends on people wanting to co-operate and take responsibility for sustainable development in their daily lives. Communication, education and public awareness are tools to generate interaction and ensure participation of stakeholders and provide the link from science to people's social and economic reality.

Communication has always played an important role when governments have been successful in implementing their environmental policies. Policy instruments work better if they are properly communicated to the respective target groups. Communication can help increase knowledge, raise awareness and change attitudes and/or behaviour. In the broader sense it is not referring to the day to day flow of information. Rather it is about knowing the target group with which we are wishing to stimulate change and designing the best means and messages to bring about that change.

Slovenia is a country extremely rich in biodiversity, which is underpinned by a diversity of geology and landscape. The aims of the workshop on 'Earth Heritage Interpretation and Tourism' held in Črna na Koroškem, were how to tackle the effective interpretation and bring the geological heritage closer to peoples' understanding and appreciating and how to link the geological heritage with the tourism development. The workshop was carried out also as a response to the lack of appropriate training for geoconservationists and others working in the growing subject of geological heritage interpretation and geotourism. Interpretation is an art and as such requires a systematic approach and adequate training.

This report sets out the fundamental principles for the interpretation of geological heritage or any other heritage or biodiversity issues, that the workshop participants were introduced to. Set against a synopsis of the current situation regarding geological heritage interpretation, the report also provides an aspirational statement for future development in this field.

3. Introduction

Why do we need geological heritage interpretation? There are two reasons, firstly, our geological heritage is important in underpinning the famous landscapes and biodiversity that we have. Despite this fact, the geological heritage is further from the hearts and minds of the population than other more easily identifiable aspects of the natural heritage namely the flora and fauna. However, in similarity with the biodiversity, the geological heritage is vulnerable to the activities of mankind which may damage it. Therefore, only those people and local communities who know their geological heritage and can both identify with it and relate to it, can contribute to its conservation and sustainable development. Geological heritage interpretation has a clear role in establishing the real links between the bio- and geodiversity and the need to conserve them both equally.

The second reason for the requirement of geological interpretation, is the **opportunity the geodiversity offers in touristic efforts** at local or national level. Good geological interpretation will enhance the visitor experience and help boost geotourism. There are already ‘European Geoparks’ across Europe, which represent examples of geotourism as an opportunity for local economies. In these areas sustainable tourism involving geoconservation, sustainable development and environmental education, are being practised.

The main aims of the interpretation and tourism workshop in Črna na Koroškem focussed on **how to help people’s understanding and appreciation of the geological heritage through good interpretation**, with particular emphasis on geotourism. The workshop was convened as a response to the need to provide geoconservationists with additional knowledge about interpretation principles and approach and skills to use them in their interpretation projects. The workshop was based on Scottish Natural Heritage knowledge and experience in successful interpretation, particularly what interpretive principles work and what constitutes good interpretative practice. The workshop also provided an insight into the methodology, planning, management and importance of forging partnerships, in the provision of interpretation projects.

This report addresses nature conservation experts, geologists, managers, educators, museum curators and other participants working in the field of interpretation of geological heritage. However, since these principles are of general value and applicability, they can be used in all other nature conservation interpretation fields, including biodiversity. We would like to see this report used **as a synopsis and reminder of the workshop and as a basic good interpretation checklist that can be used** in current and future interpretation projects.

It is hoped that the report will inspire creativity and fire the imagination of anyone working to achieve better and more effective interpretation of the natural heritage.



Field work - Topla mine

4. What is interpretation?

<http://www.snh.org.uk/ww/Interpretation/default.html>

Interpretation is *communication*...

Interpretation is about *telling a story*...

Interpretation is a vital part of how people experience the places they visit.

Good interpretation will leave your visitors feeling connected, inspired and alive with curiosity. They will understand your site or collection better. They will enjoy themselves more and are more likely to return (or at least tell their friends and family to visit).

Interpretation is a way of imparting messages to visitors in a memorable way. Some describe it as information with an explanation. Interpretation aims to improve visitors understanding and enjoyment through provoking interest, relating to experience and revealing something new.

The introductory guidance on interpretation provided by Scottish Natural Heritage (available at <http://www.snh.org.uk/ww/Interpretation/default.html>) is attached in Appendix 1 of this report.

5. The current situation in Slovenia regarding interpretation

In Slovenia, those working in nature conservation consist mostly of experts trained in special fields such as geology, geography, biology, landscape architecture etc. However, it is clear that working in **nature conservation requires some knowledge in the field of wider communication** with different stakeholders, including the general public. Environmental communication is multi-disciplinary, drawing on disciplines such as environmental education, social science, psychology, advertising, marketing, mass communication, non-formal education, consumer behaviour and others. Consequently nature conservationists require adequate training in this multi-disciplinary field and this requirement for training needs much more institutional acknowledgement and interest as currently is the case.

Public awareness raising is one of the traditional nature conservation communication activities in Slovenia. This is provided mainly by different types of publications such as leaflets, brochures and posters and panels.



Examples of publications in geological heritage field

In addition to publications, the most common approach is to provide information panels, followed by third type of information and/or interpretation means, such as nature trails and information centres. Occasionally campaigns and theme days are used to strengthen the awareness raising activities.

Since 1995 Geotrip has been the most important awareness campaign in the field of geological and other inanimate natural heritage. Its aims are to make the public aware of the meaning of geology and need for conservation of the geological heritage as well as highlighting the links with other nature

conservation issues and sustainable development. Raising awareness and creating understanding is only one element of education for sustainable development. Even the most thorough understanding is unimportant unless it is followed by action.

In producing information and interpretation outputs, we have reached the level we have to ask ourselves:

- how effective our products are;
- are they relevant for target groups;
- what do people remember and take from the products;
- what additional and follow-up information do they need; and other such questions.

It is not enough to create and introduce interesting and exciting programs. It is crucial for us to understand what motivates target groups to participate and how best to apply our communication skills and procedures used in adult education. It is of key importance to grab the visitors' attention and feed their desire to remember the interpretative message, to carry it home with them. If we fail, the visitor may choose not to participate, or may quickly forget all that was "learned". Understanding the psychology of the visitor is essential to developing successful interpretive plans.

Since 1997 Slovenia has been a partner in IUCN's international project on **building capacity in communication and education** in support of the Pan European Biological and Landscape Diversity Strategy in 5 Central and East European countries. The project was focused mainly on:

- dealing with people is the most important aspect for success in conservation,
- putting the stakeholder management approach on the agenda of nature conservation institutions;
- improving knowledge and skills in strategic use of communication and every-day communication; and
- translating the theory into practice by carrying out practical and concrete pilot projects.

Knowledge and skill in effective interpretation are essential. It is first step in communicating any nature conservation concept demanding clear messages to target groups and focusing on presenting the subject in understandable way to them. The crucial considerations should be how:

- to avoid complicated text, filled with technical jargon?
- to produce attractively designed interpretation outputs?
- to avoid attempting to tell everything even on small panel?
- to engineer the ideal team to work on relevant interpretation strategy, messages etc.?
- to overcome lack of management obstacles and financial constraints?
- to get partners when implementing the interpretation strategy?



Example of information board - Topla ore deposition

6. Steps to improve the interpretation practice in Slovenia

6.1 Discussion issues during planning the interpretation workshop

Background

- geological heritage - Earth history (natural heritage, dynamic Earth, geoscience)
- integration - geology as biodiversity and landscape diversity (ecosystems, environment)
- cultural heritage - link between nature and culture (building stone, historic collections, geoscience history, economical & cultural development)

Background of common project

- knowledge & understanding geological heritage
- relevance for people - changing world, linked past & future, geotourism, science, education
- existing interpretation situation in Slovenia - lack of understanding of role of interpretation and weak skills for successful interpretation

Goals

- principles and elements of interpretation strategy
- interpretation methods and techniques
- skills (know - how)

Approach

- training/sharing - interactive workshop
- learning by doing
- field work and team work

Expected results: Knowledge and understanding

- what is interpretation
- interpretation objectives (what it can do and what it can't) (PUS, PRR, KISS*)
- interpretation tools
- target groups

* Public understanding science; Provoke, relate, reveal; Keep it simple

Expected results: Skills in formulation

- how to formulate a message or 'theme'
- designing your message
- evaluation and feedback

Expected results: Links and stakeholders

- conservation (priorities)
- (geo)tourism (checking, linking)
- science (what and whom to involve)
- financing (strategic partners)

Target groups for workshop

- nature conservationist in SLO - in first place geologists and geographers
- museums (Mežica, Idrija, Tržič, Vrhnika, TMS, PMS)
- university (geology, postgraduating course on natural heritage)

6.2 Training approach

6.2.1 Pre-workshop field work

This phase was of crucial importance for the Scottish guests to determine adequately the situation in relation to existing interpretive methods and processes and to adapt the workshop agenda accordingly. All sites were selected to reflect the range of information / interpretation facilities, in order that we were able to assess what are the requirements in the field of Earth heritage interpretation. The sites visited:

- Abandoned quarry Kuclerjev kamnolom near Lesno Brdo – natural monument, a structural geology (illustrating folded rock layers) and fossil site which has information panels and a simulated geological column;
- Lake Cerkniško jezero – intermittent karstic lake with a novel and interesting interpretation centre – living model and multivision, one of the best interpretation cases in Slovenia;
- Cave Postojnska jama - mass tourism model, guiding visitors without adequate interpretation;
- Postojnska jama – the new and highly innovative Speleobiological centre, in which cave deposits and cave dwellers are interpreted;
- Caves Škocjanske jame - UNESCO's site, unique geosite (underground canyon and superficial collapsed dolines) with guiding walk through the caves (information rather than interpretation);
- Škocjanske jame - guided walk around a nature trail and small museums with aid of a guidebook;
- Gorge Dovžanova soteska - natural monument trail with panel and visitor centre;
- Mežica lead and zinc mine (under the act of closure) – visit to the mine and museum; and
- Idrija mercury mine - visit to the famous mercury mine and award winning museum with outstanding and highly unusual geology evident in the mine and in the surroundings.

6.3.2 Lectures

Colin MacFadyen provided several talks (see appendix 1):

- a general talk on "interpreting the landscape of Scotland", identifying what geological elements of the landscape can be used for geotourism opportunities,
- an outline talk of the SNH approach and achievements regarding geological education and interpretation. Followed by the hosting of a discussion session elaborating on various educational and interpretive projects, such as:
 - Scottish Geology Festival;
 - Earth Heritage Magazine;
 - Scottish Geology Website; and
 - Landscape Fashioned by Geology series.
- an evening talk on geological site selection and conservation in Scotland;
- and short evening talk on geological interpretation in the urban environment, using building stones and suchlike (the cultural connection).



Colin MacFadyen's giving a talk

Jan Breckenridge shared with the participants her lectures (see appendix 2):

1. experience of the planning and development of the Knockan Centre, which entailed - fund raising, working with the local community, liaising with geological specialists and interpreters, and overseeing the designers and building contractors,
2. the day-to-day management of the Knockan Centre, its repair and maintenance, ongoing efforts at publicising it and the development of ancillary educational materials.

Questions and answers sessions after the lectures were one of the key parts of the workshop, in terms of the participants determining what they can gain from the SNH experience. Some participants prepared in advance short presentations on interpretive projects, which were then discussed in the context of the experience Jan and Colin and other participants had and the basic principles of geo interpretation which were introduced by Colin.

6.3.3 Case studies

Four presentations were selected in advance of the workshop. These were representative of the range of projects people are involved with. These presentations set the scene for participants to **examine their own existing and planned interpretive projects** (see appendix 3).

Case studies:

- The Mežica mine case study highlighted the links between the geological and other natural and cultural heritage and tourism, and local economic development. More concrete issues regarding the method of interpretation, interpretive materials, management issues and future plans were elaborated upon.
- The Dovžanova soteska presentation focused on methods of interpretation utilised, such as trails, centres, materials, the kind of improvements planned and the management issues faced by the municipality.
- The presentation on natural and cultural heritage trails, highlighted the experiences with the trails, rural development programmes and work with people, especially at the local level.
- The Cerknjško jezero splendid interpretation case study, emerged as a local initiative, although the area, which is of international significance, is not protected by the state.



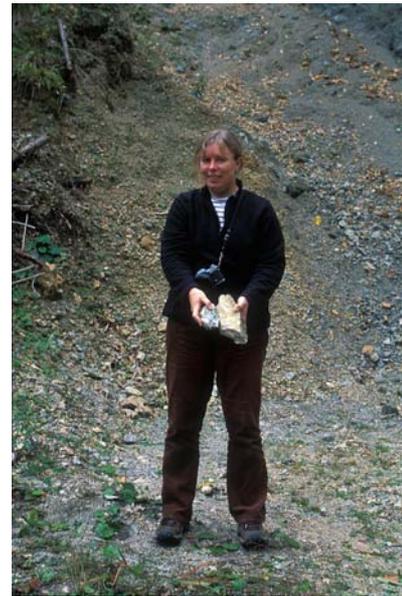
Suzana Fajmut-Štrucl giving a talk
- Mežica mine

6.3.4 From theory to practice - fieldwork and group work

Colin and Jan took part in field visits to areas of geological interest that merit interpretation, to discuss on-site the opportunities and scope of interpretation with participants. They facilitated further the workshop on **interpretation ethos / principles**, beginning with a short talk to form the basis of a session whereby participants were asked to develop a 'theme' for a particular area of geological interest, with further thought given to means of its interpretation. Colin and Jan coached the participants at the field work on first day and then coached and advised them as they worked in groups

on the second day. The group work was aimed at theme development, deciding upon the media of interpretation and the reporting of the results back to the workshop.

Linking the workshop with the fieldwork. The discussion on the main points of the workshop went on, looking at the various items of interpretation and examining the theme, who it is for, the interpretation means and so on. The most difficult point of the workshop and arguably the most important for participants, was the derivation of a theme for their interpretive projects. In good interpretive practice, once the theme is developed, the rest of the interpretative planning process becomes an easier task. **The Theme is the foundation** of an interpretive project – the core of the interpretive experience. A theme once established, decides the interpretive vehicles to be used. The theme is defined as the central or key idea of any interpretive product. After experiencing the interpretation the person (visitor etc.) should be able to summarise it in one sentence.



Jan Breckenridge thinking about collision of African and Eurasian tectonical plates

This sentence would be a theme. The development of a theme from the outset, provides organisational structure and clarity of understanding. Once the theme worked out, everything also tends to fall into place, in terms of how a site, place, object is interpreted.

For the group-work session, the participants were divided into four groups according to chosen sites from the field work:

1. lead and zinc mine Topla;
2. tectonic contact in Bistra valley;
3. schist outcrop in Bistra valley; and
4. upper Triassic sedimentary outcrop in Helena valley.



Participants during fieldwork - sedimentary outcrop in Helena valley



Summarizing the geological aspects after the fieldwork

Working in the groups the participants worked throughout the themes and issues that arose during the presentations and that concern them in relation to their own particular projects. By doing this they addressed the following:

- **theme development;**
- **target group identification;**
- **interpretation means; and**
- **text and figurative illustration.**

Then they reported back outlining improvements or new directions/to their ideas (see appendix 4).

6.4 Main results of the workshop

The main results of the workshop:

- **improved knowledge and skills,**
- **improved knowledge networks** and relations between nature conservation offices and other organisations in future projects,
- **theme development and means of interpretation,**
- brainstorming in **group work,**
- **networking** of different profiles.

The workshop has facilitated the exchange of knowledge - in nature conservation in general and in nature conservation interpretation. The participants have benefited from knowledge and experience from each other (having in mind different institutions) and especially from the SNH experts.

One of the main lessons learned was when interpreting an object or a place or an idea, the **interpretation should be designed for the intended audience** and not for the specialist undertaking the design. The scientific information has to be 'translated' into the language understandable for the intended audience.

The **main conclusion of the workshop** is that good interpretation practice should be used and made widely available and next steps to improving interpretation should be based on the foundations laid this year.

7. The workshop agenda and participant list

7.1 Program of the workshop Earth science and tourism workshop

Tuesday, 7 October 2003

WORKSHOP SESSION I »GEOTOURISM OPPORTUNITIES«		
9.30 a.m.	Arrival of participants, register, coffee	
10.00–10.15	Welcome and introduction	Welcome speeches Introduction relevant issues for the workshop
10.15-10.30	Promoting natural and cultural heritage	Suzana Fajmut Štruel (Director of Mežica mine) Mežica mine & Geopark initiative
10.30–11.30	Interpreting the landscape of Scotland	Colin MacFadyen (Scottish Natural Heritage) What geological elements of the landscape can be used for geotourism opportunities.
11.30-11.45	Break	
WORKSHOP SESSION II »INTERPRETATION APPROACH AND TOOLS«		
11.45-12.45	Educational and interpretative projects	Colin MacFadyen SNH approach and achievements regarding geological education and interpretation.
12.45-13.30	Questions, answers and interactive discussion on SNH projects and products	Colin MacFadyen / Jan Breckenridge Elaboration and discussion on various educational and interpretive projects.
13.30-14.30	Lunch	
14.30-18.30	Field work	Area(s) of geological interest that merit interpretation, on-site discussions the opportunities and scope of interpretation.
19.00-20.00	Dinner	
20.00-21.00	After Dinner session	1. Geological site selection & conservation in Scotland 2. Geological interpretation in the urban environment.

Wednesday, 8 October 2003

WORKSHOP SESSION III »PLANNING AND MANAGEMENT EXPERIENCES«		
8.30-10.15	Knockan Centre - planning & development & day-to-day management	Jan Breckenridge: Knockan Centre 1. Experience of the planning and development of the. 2. The day-to-day management.
10.15-10.30	Break	
10.30-10.45	Introduction to interpretation ethos / principles	Colin MacFadyen A workshop on interpretation ethos and principles.
10.45-11.30	Case studies from Slovenian	1. Suzana Fajmut Štruel: Natural heritage and tourism management in Mežica mine areas 2. Tadeja Šubic & Petra Hladnik: Natural monument Dovžanova soteska 3. Marko Simić: Lake Cerknjško jezero 4. Marko Koščak: Natural and cultural heritage trails
11.30 -13.00	Discussion of current and future interpretive projects	Participants discuss interpretive projects & examine the 'theme' development & the means of interpretation.
13.00-14.00	Lunch	
14.00-16.30	Discussion continued and reporting	Further discussion with participants reporting on 'where next' with their own interpretive projects.
16.30-17.00	Evaluation of the workshop	
17.00	Closure and departure	

7.2 Participants

Primary target groups invited to the workshop were nature conservation branches and protected area staff. Finally those participated at the workshop were very multidisciplinary structured group of:

- nature conservation levels (ministerial, environmental agency and nature conservation institute),
- geologists,
- university,
- museums (curators),
- interpretators and guides,
- local communities.

7.3 Evaluation

What went well	What to improve	All expectations participants before workshop started were fulfilled
<ul style="list-style-type: none"> ➤ Concentrated ➤ Right quantity of information ➤ Expectations fulfilled ➤ Field work ➤ Lots of new information ➤ Scottish way of interpretation fascinating ➤ Exchange of experiences ➤ Make it simple is killing ➤ Brochures and leaflets to take with ➤ For whom? Target audience! ➤ Sources of further information ➤ We kept the schedule ➤ Short block of presentations ➤ Good power point presentations ➤ Scientists descend from pedestal ➤ Networking ➤ Perfect organisation ➤ Interdisciplinary team-work ➤ Worked together well ➤ Enthusiasm 	<ul style="list-style-type: none"> ➤ Hand-outs ➤ More ground work ➤ One case study ➤ To analyse an existing case of interpretation ➤ Attract also park staff ➤ Evaluation of a case from visitor's point of view ➤ Technical data (materials etc.) ➤ Announce the next step 	<ul style="list-style-type: none"> ➤ How system should work ➤ Share experiences ➤ Learn how better to interpret ➤ More about interpretation ➤ Learn from others ➤ More ideas how to approach interpretation to different target groups ➤ New ideas, experiences ➤ Improve skills ➤ How to help local communities ➤ How to present different geological issues ➤ Experience nature

8. Appendices

8.1 The basics of good interpretation - The SNH approach

This appendix represents SNH thinking / ethos. See also
<http://www.snh.org.uk/wwwo/Interpretation/default.html>

- 8.1.2 Interpretative planning
- 8.1.3 Writing effective interpretation
- 8.1.4 Producing interpretive panels
- 8.1.5 Making interpretation accessible for all
- 8.1.6 Evaluating interpretation
- 8.1.7 Good practice guidelines

8.2 Lectures by Colin MacFadyen

- 8.2.1 Reading the Scottish Landscape
- 8.2.2 SNH Approach and Achievements in Geological Interpretation and Education
- 8.2.3 Earth Science Interpretation and Tourism in Slovenia
- 8.2.4 The Interpretation Checklist

8.3 Lectures by Jan Breckenridge

- 8.3.1 Knockan Crag project

8.4 Case studies

- 8.4.1 Mežica Lead and Zinc Mine as Touristic Mine and Museum
 - Geological heritage as basis for sustainable development
 - Natural heritage and tourism management in Mežica mine area
- 8.4.2 Natural Monument Dovžanova soteska
- 8.4.3 Economic Trends and Rural Regeneration in SE Slovenia
 - Case study: Heritage Trails in Dolenjska and Bela krajina

8.5 Results of working groups

- 8.5.1 Group 1: Zinc and lead mine Topla (See in the Mountain)
- 8.5.2 Group 2: Gneiss in Bistra valley (Stone in the pressure cooker)
- 8.5.3 Group 3: Tektonic contact in Bistra valley (Africa at our home)
- 8.5.4 Group 4: Karnian beds (See - Sea!)