



KNOWLEDGE & STEWARDSHIP OF WORLD HERITAGE VALUES BY TOURISM OPERATORS IN THE BLUE MOUNTAINS

PILOT TRAINING PROGRAM 2018

Findings and recommendations for a proposed World Heritage Tourism Training
Module in the Greater Blue Mountains World Heritage Area

In partnership with:



Acknowledging the Dharug, the Gundungurra, the Wanaruah, the Wiradjuri, the Darkinjung and the Tharawal Nations as the traditional custodians of the Greater Blue Mountains World Heritage Area

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Report prepared for the Blue Mountains World Heritage Institute by Courtney Boag, Sarah Schwarz and Jennifer Bartlett.

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PROGRAM SUMMARY

Knowledge & Stewardship of World Heritage Values by Tourism Operators in the Blue Mountains

The World Heritage Tourism training program is led by the Blue Mountains World Heritage Institute, in collaboration with the New South Wales National Parks & Wildlife Service. The program is being designed for a range of tourism businesses that engage with the Greater Blue Mountains World Heritage Area (GBMWhA) including large to small businesses, tour operators, adventure tourism companies, bus companies, and hotels.

The aims of the program are:

- To raise awareness of the importance of World Heritage and of the need to actively protect it
- To build tourism industry knowledge of the local World Heritage Area and its values and enhance visitor experiences
- To strengthen networking, information and skill-sharing opportunities for Blue Mountains tourism stakeholders
- To build awareness of land manager and Aboriginal Traditional Owner protocols

Learning outcomes:

- Appreciate the criteria used in the listing of the Greater Blue Mountains World Heritage Area and explain what 'Outstanding Universal Value' means and why the Greater Blue Mountains World Heritage Area is considered irreplaceable
- Understand and interpret the cultural heritage of the Greater Blue Mountains with an understanding of the six Aboriginal language groups that connect across the property
- Describe the basic geology and landforms of the Greater Blue Mountains World Heritage Area
- Describe the key forest types of the Greater Blue Mountains World Heritage Area
- Source and interpret accurate, current and relevant information relating to the fauna and flora of the Greater Blue Mountains World Heritage Area
- Create stories or narratives about the Blue Mountains iconic and common wildlife and plants
- Describe and recognise threats to local ecological and cultural values
- Describe management issues relating to protected conservation areas both on and off reserve

To achieve these aims and learning outcomes, a pilot training course was offered in 2018 to staff from three tourism businesses representing a range of tourist experiences: Scenic World¹, Blue Mountain Adventure Company² and The Escarpment Group³. The first step in designing this program was a survey of participating staff from these businesses, to determine the extent of their existing knowledge about the Greater Blue Mountains World Heritage Area, and related knowledge and experience. After delivery of a short classroom training session and an in-the-field interpretation exercise, participants were again surveyed for feedback on the value of the training and suggestions for its development. This report presents an overview of the course content, the findings the surveys, and concludes with a discussion of findings and recommendations to inform the design of a future World Heritage Tourism Training Module.

¹ <https://www.scenicworld.com.au/>

² <https://bmac.com.au/>

³ <http://escarpmentgroup.com.au/index.php/en/>

OVERVIEW OF TRAINING SESSIONS

- **INDOOR TRAINING SESSION**

This session involved a two-hour evening presentation with slides, and covered three key themes: Indigenous culture, European heritage, and World Heritage natural values. There were 44 participants, including 34 staff from Scenic World, 2 from the Escarpment Group and 8 from the Blue Mountains Adventure Company.

Presenters for each theme were:

- Indigenous culture - Jacqueline Reid, Executive Officer, NSW National Parks and Wildlife Service:
Acknowledgement of Traditional Owners, Tribal groups, Indigenous cultural awareness, Joint management
- European heritage - John Merson, Blue Mountains World Heritage Institute:
Socio-economic environmental history including mining, timber harvesting, agriculture, landscape changes including fire regimes and climate change
- World Heritage natural values - Rosalie Chapple, Blue Mountains World Heritage Institute:
Geology, key fauna, flora and forest types

The principles of effective presentation and interpretation (e.g. the TORE model: Thematic, Organized, Relevant, Enjoyable) provided the basis for the session, with material presented with the aim to transmit key facts by using minimal text and focus on key messages and use of imagery. Examples, case studies and discussion and simple verbal quizzes supported the content of each presentation and helped audience reflection and understanding. The goal was to create a meaningful connection between the listeners and the topics to help them recall the information. This way of presenting and transmitting knowledge corresponds with the requirements of the 1972 World Heritage Convention.

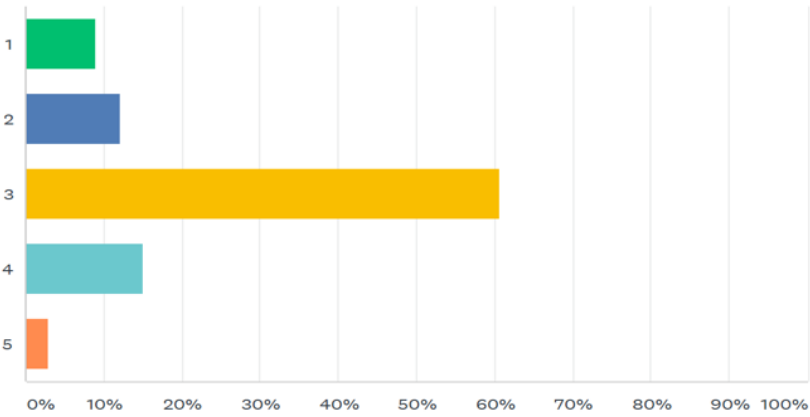
- **IN-THE-FIELD INTERPRETATION**

The indoor session was followed by two hours in-the-field interpretation for 8 of the participants. These participants were selected based on their jobs involving a higher level of engagement with visitors in the field, and to limit the group size for field-based learning. The session was led by a National Parks and Wildlife Service Discovery Guide who took the group along the forest boardwalk at Scenic World. The content of the session focused on the principles of interpretation in the field and provided examples of local stories to present in the environment.

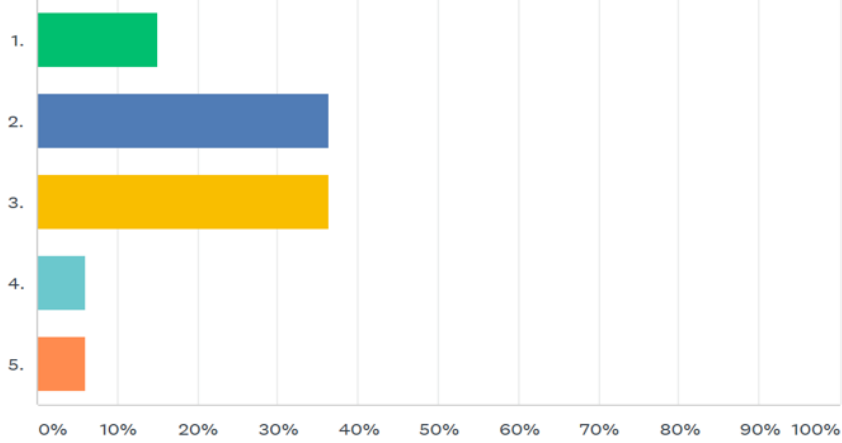
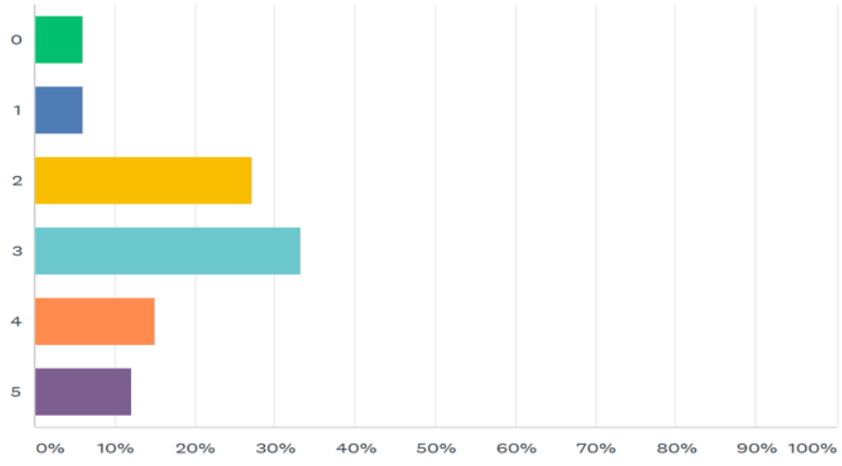
PRE-TRAINING SURVEY

SCENIC WORLD STAFF PRE-TRAINING SURVEY

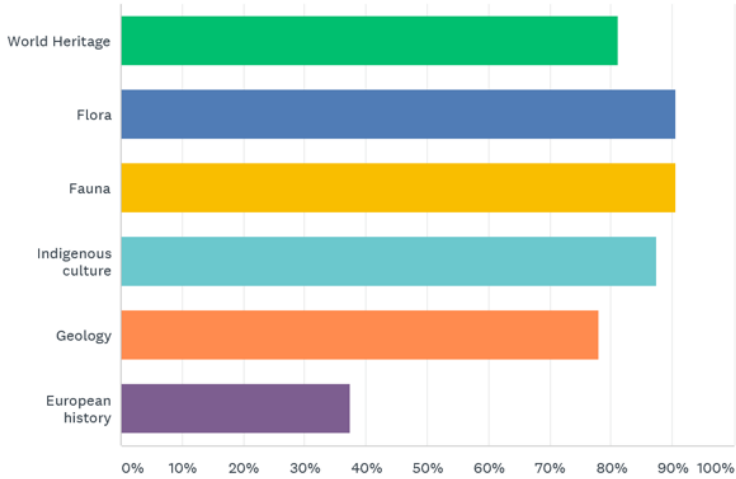

Prior to the training, 33 of Scenic World's 'Rides team' completed an online survey. Key findings to questions are presented below.

<p>1. Length of time working at Scenic World</p>	<ul style="list-style-type: none"> • ~21% (7 respondents) have worked at SW for < 1 year. • ~45% (15 respondents) have worked at SW for <1-2 years. • ~33% (11 respondents) have worked at SW for >2 years. 																		
<p>2. Previous training: % (& #) whom have undertaken accredited science, ecology and conservation studies</p>	<ul style="list-style-type: none"> • 0% reported having undertaken Professional Development studies. • ~6% (2 staff) reported having undertaken tertiary studies. • ~12% (4 staff) reported having undertaken TAFE studies/diploma. • ~81% (27 staff) skipped the question, marked N/A or responded 'none' or 'HSC'. <p>Qualitative findings:</p> <ul style="list-style-type: none"> – 2 respondents reported completing undergraduate science degrees; 1 holds a diploma in tourism; 1 studied eco tour guiding and 1 holds a Certificate 3 in an unspecified area. 																		
<p>3. Previous exposure to protected conservation area management: % (& #) who answered 'no' or 'yes' to previous exposure.</p>	<ul style="list-style-type: none"> • ~94% (31 staff) responded 'no' to previous exposure. • ~6% (2 staff) responded 'yes' to previous exposure. <p>Qualitative findings:</p> <ul style="list-style-type: none"> – 1 respondent claimed to have gained knowledge on husbandry and behaviour of threatened native species at a wildlife sanctuary and 1 respondent claimed to have gained knowledge on plant, animal identification and management processes to enhance biodiversity in previous exposure to forestry and woodland environments in the UK. 																		
<p>4. Inspiration for work</p>	<ul style="list-style-type: none"> • ~50% (17 respondents) cited nature/environment/location as inspiration. • ~57% (19 respondents) cited people/guests as inspiration.⁴ <p>Qualitative findings (all 33 cited sources of inspiration) listed in Appendix 1.</p>																		
<p>5. Self-rated level of knowledge about why the Greater Blue Mountains was World Heritage Area listed (on a scale of 1 to 5, where 1 is 'very little' and 5 is 'very well informed')</p>	<ul style="list-style-type: none"> • 9% (3 respondents) self-rated at 1. • ~12% (4 respondents) self-rated at 2 • ~60% (20 respondents) self-rated at 3 • ~16% (5 respondents) self-rated at 4 • ~3% (1 respondent) self-rated at 5 <div style="text-align: right; margin-right: 50px;"> <p>↑ 1: Very little knowledge</p> <p>2:</p> <p>3:</p> <p>4:</p> <p>↓ 5: Very well informed</p> </div>  <table border="1" style="margin-top: 10px;"> <caption>Self-rated knowledge about why the Greater Blue Mountains was World Heritage Area listed</caption> <thead> <tr> <th>Knowledge Level</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>1 (Very little knowledge)</td> <td>9%</td> <td>3</td> </tr> <tr> <td>2</td> <td>~12%</td> <td>4</td> </tr> <tr> <td>3</td> <td>~60%</td> <td>20</td> </tr> <tr> <td>4</td> <td>~16%</td> <td>5</td> </tr> <tr> <td>5 (Very well informed)</td> <td>~3%</td> <td>1</td> </tr> </tbody> </table>	Knowledge Level	Percentage	Number of Respondents	1 (Very little knowledge)	9%	3	2	~12%	4	3	~60%	20	4	~16%	5	5 (Very well informed)	~3%	1
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⁴ These findings should be interpreted with caution as 'environment' could refer to the physical/natural environment or working environment, and 'people' could refer to interacting with visitors and/or colleagues.

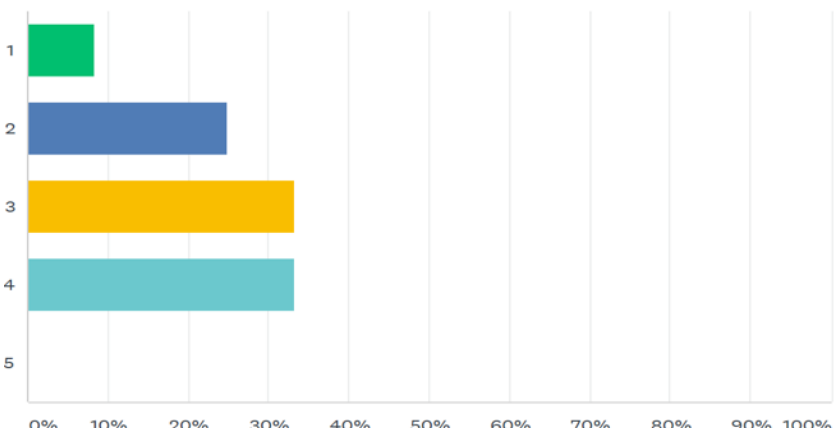
<p>6. Self-rated level of knowledge about the flora and fauna in the Blue Mountains (on a scale of 1 to 5, where 1 is 'next to nothing' and 5 is 'very knowledgeable')</p>	<ul style="list-style-type: none"> • ~15% (5 respondents) self-rated at 1 • ~36% (12 respondents) self-rated at 2 • ~36% (12 respondents) self-rated at 3 • ~6% (2 respondents) self-rated at 4 • ~6% (2 respondent) self-rated at 5  <p>1: Very little knowledge 2: 3: 4: 5: Very well informed</p>
<p>7. Self-rated level of confidence in talking to visitors about the local environment on a day to day basis (on a scale of 0 to 5, where 0 is 'not confident' and 5 is 'very confident')</p>	<ul style="list-style-type: none"> • ~6% (2 respondents) self-rated at 0 • ~6% (2 respondents) self-rated at 1 • ~27% (9 respondents) self-rated at 2 • ~33 (11 respondents) self-rated at 3 • ~15% (5 respondents) self-rated at 4 • ~12% (4 respondent) self-rated at 5  <p>1: Very little knowledge 2: 3: 4: 5: Very well informed</p>
<p>8. Demonstration of knowledge about the 3 most common flora and fauna species that one would see near the boardwalk between the railway & cable car</p>	<p>Flora species:</p> <ul style="list-style-type: none"> • ~60% (20 staff) named 3 flora species. • ~24% (8 staff) named 1 or 2 flora species. • ~6% (2 staff) indicated 'no idea'. • ~9% (3 staff) skipped the question. <p>Fauna species:</p> <ul style="list-style-type: none"> • ~48% (16 staff) named 3 fauna species. • ~39% (13 staff) named 1 or 2 fauna species. • ~3% (1 staff) indicated 'no idea'. • ~9% (3 staff) skipped the question.

	<p>Reported flora & fauna species, in order of # times cited by respondents:</p> <table border="0"> <thead> <tr> <th style="text-align: center;"><u>Flora</u></th> <th style="text-align: center;"><u>Fauna</u></th> </tr> </thead> <tbody> <tr> <td>- Sasafrass (19)</td> <td>- Lyre bird (29)</td> </tr> <tr> <td>- Rough tree fern / fern (15)</td> <td>- Wallaby (8)</td> </tr> <tr> <td>- Lilli Pilli (12)</td> <td>- Scrub Wren (5)</td> </tr> <tr> <td>- Coachwood (9)</td> <td>- Currawong (4)</td> </tr> <tr> <td>- Gum tree / eucalypt (8)</td> <td>- Robin/Yellow Robin (4)</td> </tr> <tr> <td>- Five-leaf water vine (5)</td> <td>- Black/SC/unnamed cockatoo (6)</td> </tr> <tr> <td>- Turpentine (3)</td> <td>- Possum (2)</td> </tr> <tr> <td>- Other incl: moss, vines, oak (1 ea)</td> <td>- Honeyeater (2)</td> </tr> <tr> <td></td> <td>- Crimson Rosella (2)</td> </tr> <tr> <td></td> <td>- Other little birds (unspecified) (3)</td> </tr> <tr> <td></td> <td>- Other incl: lizard; ants; joeys; red-belly black snake; skink (1 ea)</td> </tr> </tbody> </table> <p><i>Note: There was a higher degree of consistency and detail in responses about flora species than responses about fauna species.</i></p>	<u>Flora</u>	<u>Fauna</u>	- Sasafrass (19)	- Lyre bird (29)	- Rough tree fern / fern (15)	- Wallaby (8)	- Lilli Pilli (12)	- Scrub Wren (5)	- Coachwood (9)	- Currawong (4)	- Gum tree / eucalypt (8)	- Robin/Yellow Robin (4)	- Five-leaf water vine (5)	- Black/SC/unnamed cockatoo (6)	- Turpentine (3)	- Possum (2)	- Other incl: moss, vines, oak (1 ea)	- Honeyeater (2)		- Crimson Rosella (2)		- Other little birds (unspecified) (3)		- Other incl: lizard; ants; joeys; red-belly black snake; skink (1 ea)
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<p>9. Demonstration of understanding about the threats to native ecosystems in the Blue Mountains. (Staff asked to cite top 3 threats)</p>	<ul style="list-style-type: none"> • ~81% (27 staff) cited 3 different threats. • ~12% (4 staff) cited only 1 or 2 different threats. • ~3% (1 staff) skipped the question. <p>Reported threats, in order of # times cited by respondents:</p> <ul style="list-style-type: none"> - People / humans / tourists (21) - Pollution /rubbish (18) - Feral animals / cats / foxes (12) - Climate change (9) - Bushfire / fire (8) - Invasive / introduced species (5) - Urban development (4) - Commercial businesses / exploitation / 'tourism' (3) - Drought (2) - Parasites / disease (2) - Natural disaster / natural hazards (2) <p>Other incl: wind, evolution, smoking, weather (1 ea)</p>																								
<p>10. Frequency of visitors asking staff questions relating to ecology, World Heritage or Aboriginal culture</p>	<ul style="list-style-type: none"> • ~38% (12 staff) reported they are asked 'constantly e.g. daily' • ~50% (16 staff) reported 'occasionally e.g up to once a week' • ~12% (4 staff) reported 'rarely e.g. never or once a month' • 1 skipped the question <p>Qualitative findings (5 supplementary comments) are listed in Appendix 1.</p>																								

<p>11. Environmental topics staff would like to understand more about, in order to better answer visitors' questions</p>	<ul style="list-style-type: none"> • ~91% (29 staff) want to understand more about 'fauna' • ~91% (29 staff) want to understand more about 'flora' • ~87% (28 staff) want to understand more about 'indigenous culture' • ~81% (26 staff) want to understand more about 'world heritage' • ~78% (25 staff) want to understand more about 'geology' • ~37% (12 staff) want to understand more about 'European history' • 1 staff skipped the question  <table border="1"> <caption>Data for Environmental Topics Staff Interest</caption> <thead> <tr> <th>Topic</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>World Heritage</td> <td>~81%</td> </tr> <tr> <td>Flora</td> <td>~91%</td> </tr> <tr> <td>Fauna</td> <td>~91%</td> </tr> <tr> <td>Indigenous culture</td> <td>~87%</td> </tr> <tr> <td>Geology</td> <td>~78%</td> </tr> <tr> <td>European history</td> <td>~37%</td> </tr> </tbody> </table>	Topic	Percentage	World Heritage	~81%	Flora	~91%	Fauna	~91%	Indigenous culture	~87%	Geology	~78%	European history	~37%
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<p>12. Other topics staff would like to learn more about</p>	<ul style="list-style-type: none"> • 4 respondents indicated there are other topics they would like to learn about: palaeontology (1); Bird life (1); Rare species, lichenology (1); Animals (1) • 5 respondents did not indicate want to learn more and 23 skipped the question. 														
<p>13. Suggestions / changes staff would like to see at Scenic World in relation to how nature and World Heritage conservation & awareness information and experiences are delivered</p>	<ul style="list-style-type: none"> • ~58% (19 SW staff) indicated there are changes they would like to see • The prevailing themes are reflected in the following word cloud:  <ul style="list-style-type: none"> • 12/19 responses related to improving one's knowledge of information that is presented to visitors - in terms of content, consistency, accuracy - via more information or training <p>Qualitative findings (all 19 comments) listed in Appendix 1.</p>														

BLUE MOUNTAINS ADVENTURE COMPANY STAFF PRE-TRAINING SURVEY

13 Blue Mountains Adventure Company staff completed the online survey. Key findings to questions are presented below.

<p>1. Length of time working at Blue Mountains Adventure Company</p>	<ul style="list-style-type: none"> • ~31% (4 respondents) have worked at BMAC for < 1 year. • ~15% (2 respondents) have worked at BMAC for <1-2 years. • ~54% (7 respondents) have worked at BMAC for >2 years. 																		
<p>2. Previous training: % (& #) whom have undertaken accredited science, ecology and conservation studies</p>	<ul style="list-style-type: none"> • ~15% (2 staff) reported having undertaken Professional Development. • ~7% (1 staff) reported having undertaken tertiary studies. • ~54% (7 staff) reported having undertaken TAFE studies/diploma. • ~38% (5 staff) skipped the question. <p>Qualitative findings:</p> <ul style="list-style-type: none"> – Professional development incl: ‘3 years + bush regeneration experience, 6 months guiding & eco-tourism, self-teaching flora and ecology in the blue mountains’ (1); and ‘lots of lectures and talks’ (1). – TAFE/diploma studies incl: Diploma/Certificate in Outdoor Recreation (6); Certificate in Horticulture (1); Certificate in Conservation Land Management (1); Diploma Community Service (1) 																		
<p>3. Previous exposure to protected conservation area management: % (& #) who answered no or yes to exposure.</p>	<ul style="list-style-type: none"> • ~77% (10 staff) responded ‘no’ to previous exposure. • ~15% (2 staff) responded ‘yes’ to previous exposure. • ~7% (1 staff) skipped the question. <p>Qualitative findings featured in Appendix 2.</p>																		
<p>4. Inspiration for work</p>	<ul style="list-style-type: none"> • ~100% (13 respondents) cited nature/environment/outdoors/location as inspiration. • ~77% (10 respondents) cited working with people/client as inspiration. <p>Qualitative findings (all 13 cited sources of inspiration) listed in Appendix 2.</p>																		
<p>5. Self-rated level of knowledge about why the Greater Blue Mountains was World Heritage Area listed (on a scale of 1 to 5, where 1 is ‘very little’ and 5 is ‘very well informed’).</p>	<ul style="list-style-type: none"> • 8% (1 respondent) self-rated at 1 • ~25% (3 respondents) self-rated at 2 • ~33% (4 respondents) self-rated at 3 • ~33% (4 respondents) self-rated at 4 • 0 respondents self-rated at 5 • 1 person skipped the question <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>↑ 1: Very little knowledge</p> <p>2:</p> <p>3:</p> <p>4:</p> <p>↓ 5: Very well informed</p> </div>  <table border="1" style="margin-left: 20px;"> <caption>Self-rated knowledge levels</caption> <thead> <tr> <th>Knowledge Level</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8%</td> <td>1</td> </tr> <tr> <td>2</td> <td>25%</td> <td>3</td> </tr> <tr> <td>3</td> <td>33%</td> <td>4</td> </tr> <tr> <td>4</td> <td>33%</td> <td>4</td> </tr> <tr> <td>5</td> <td>0%</td> <td>0</td> </tr> </tbody> </table> </div>	Knowledge Level	Percentage	Number of Respondents	1	8%	1	2	25%	3	3	33%	4	4	33%	4	5	0%	0
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<p>6. Self-rated level of knowledge about the flora and fauna in the Blue Mountains (on a scale of 1 to 5, where 1 is 'next to nothing' and 5 is 'very knowledgeable')</p>	<ul style="list-style-type: none"> • ~17% (2 respondents) self-rated at 1 • ~25% (3 respondents) self-rated at 2 • ~50% (6 respondents) self-rated at 3 • ~8% (1 respondent) self-rated at 4 • 0 respondents self-rated at 5 • 1 person skipped the question <p> ↑ 1: Next to nothing 2: 3: 4: ↓ 5: Very knowledgeable </p>  <table border="1"> <caption>Self-rated knowledge about flora and fauna</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>17%</td> <td>2</td> </tr> <tr> <td>2</td> <td>25%</td> <td>3</td> </tr> <tr> <td>3</td> <td>50%</td> <td>6</td> </tr> <tr> <td>4</td> <td>8%</td> <td>1</td> </tr> <tr> <td>5</td> <td>0%</td> <td>0</td> </tr> </tbody> </table>	Rating	Percentage	Count	1	17%	2	2	25%	3	3	50%	6	4	8%	1	5	0%	0			
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<p>8. Demonstration of knowledge about the 3 most common flora and fauna species that one would see in the national park.</p>	<p>Flora species:</p> <ul style="list-style-type: none"> • 100% (12 respondents) named 3 flora species. • 1 person skipped the question. <p>Fauna species:</p> <ul style="list-style-type: none"> • 100% (12 respondents) named 3 fauna species. • 1 person skipped the question. <p>Reported flora & fauna species, in order of # times cited by respondents:</p> <table border="1" data-bbox="472 461 1460 824"> <thead> <tr> <th data-bbox="472 461 895 495">Flora</th> <th data-bbox="895 461 1460 495">Fauna</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 495 895 528">- Eucalypt / gum species (11)</td> <td data-bbox="895 495 1460 528">- Cockatoo species (13)</td> </tr> <tr> <td data-bbox="472 528 895 562">- Banksia (9)</td> <td data-bbox="895 528 1460 562">- Lyre bird (5)</td> </tr> <tr> <td data-bbox="472 562 895 595">- Tea tree (4)</td> <td data-bbox="895 562 1460 595">- Wallaby (5)</td> </tr> <tr> <td data-bbox="472 595 895 629">- Ferns (2)</td> <td data-bbox="895 595 1460 629">- Wombat (5)</td> </tr> <tr> <td data-bbox="472 629 895 663">- Wattle / Acacia / Angphora (3)</td> <td data-bbox="895 629 1460 663">- Wattle Birds (2)</td> </tr> <tr> <td data-bbox="472 663 895 696">- Myrtle (1)</td> <td data-bbox="895 663 1460 696">- Snakes (2)</td> </tr> <tr> <td data-bbox="472 696 895 730">- Blue Mountains Ash (1)</td> <td data-bbox="895 696 1460 730">- Other incl: lizard; kangaroo, dragon,</td> </tr> <tr> <td data-bbox="472 730 895 763">- Lomandra (1)</td> <td data-bbox="895 730 1460 763">currawong, wren, skink, magpie, glider,</td> </tr> <tr> <td data-bbox="472 763 895 797">- Mountain Devil (1)</td> <td data-bbox="895 763 1460 797">kookaburra (1 ea)</td> </tr> <tr> <td data-bbox="472 797 895 831">- Native Grasses (1)</td> <td></td> </tr> </tbody> </table> <p data-bbox="667 824 1265 857"><i>Note: There were varying levels of detail about species.</i></p>	Flora	Fauna	- Eucalypt / gum species (11)	- Cockatoo species (13)	- Banksia (9)	- Lyre bird (5)	- Tea tree (4)	- Wallaby (5)	- Ferns (2)	- Wombat (5)	- Wattle / Acacia / Angphora (3)	- Wattle Birds (2)	- Myrtle (1)	- Snakes (2)	- Blue Mountains Ash (1)	- Other incl: lizard; kangaroo, dragon,	- Lomandra (1)	currawong, wren, skink, magpie, glider,	- Mountain Devil (1)	kookaburra (1 ea)	- Native Grasses (1)	
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<p>9. Demonstration of understanding about the threats to native ecosystems in the Blue Mountains. (Staff asked to cite top 3 threats).</p>	<ul style="list-style-type: none"> • 100% (12 respondents) cited 3 different threats. • 1 person skipped the question. <p>Reported threats, in order of # times cited by respondents:</p> <ul style="list-style-type: none"> - Humans (6) - Land clearing / habitat destruction (4) - Pollution /waste (4) - Weeds (4) - Introduced species / pests (4) - Feral animals (3) - Climate change (3) - Run off (2) - Infrastructure (dams) (2) - Tourism (2) <p>- Other incl: bushfires, urbanisation, domestic animals, global warming, lack of funds for conservation, bio threats (e.g. didymo, phytophthora, bell-miner dieback) (1 ea)</p>																						

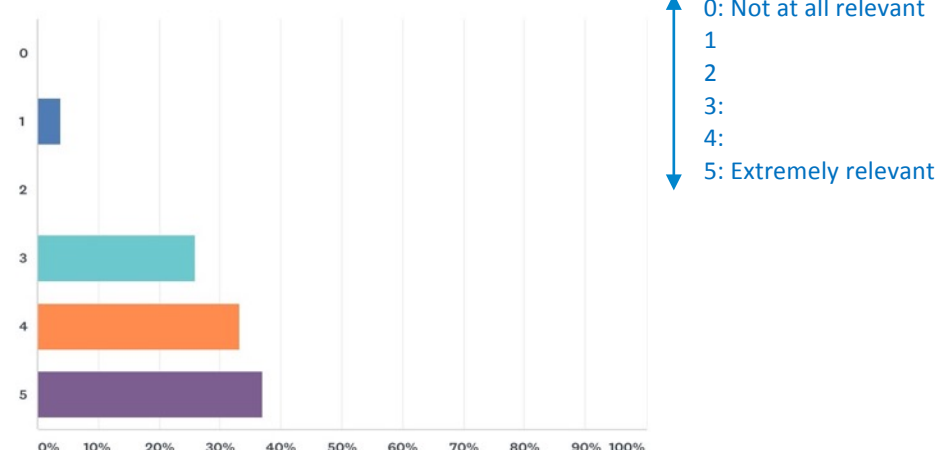
<p>10. Frequency of visitors asking staff questions relating to ecology, World Heritage or Aboriginal culture.</p>	<ul style="list-style-type: none"> • ~83% (10 respondents) reported they are asked 'constantly e.g. daily' • ~17% (2 respondents) reported 'occasionally e.g up to once a week' • 0 reported 'rarely e.g. never or once a month'. • 1 SW staff member skipped the question. <p>Qualitative findings (4 supplementary comments) are listed in Appendix 2.</p>
<p>11. Environmental topics staff would like to understand more about, in order to better answer visitors' questions.</p>	<ul style="list-style-type: none"> • ~92% (11 respondents) want to understand more about 'fauna' • ~92% (11 respondents) want to understand more about 'flora' • ~92% (11) want to understand more about 'indigenous culture' • ~92% (11 respondents) want to understand more about 'world heritage' • ~75% (9 respondents) want to understand more about 'geology' • ~17% (2 respondents) want to understand more about 'European history'. • 1 person skipped the question.
<p>12. Other topics staff would like to learn more about.</p>	<ul style="list-style-type: none"> • 4 respondents indicated there are other topics they would like to learn about: <ul style="list-style-type: none"> - <i>Ecological interactions.</i> - <i>Bush Tucker and bush medicine</i> - <i>What measures we are putting together as a nation to protect our Wilderness areas</i> - <i>Broad interconnectedness of the landscape and biota</i> • 1 respondent did not indicate want to learn more and 8 skipped the question.
<p>13. Suggestions / changes staff would like to see in relation to how nature and</p>	<ul style="list-style-type: none"> • 6 respondents indicated there are changes they would like to see. • 7 skipped the question

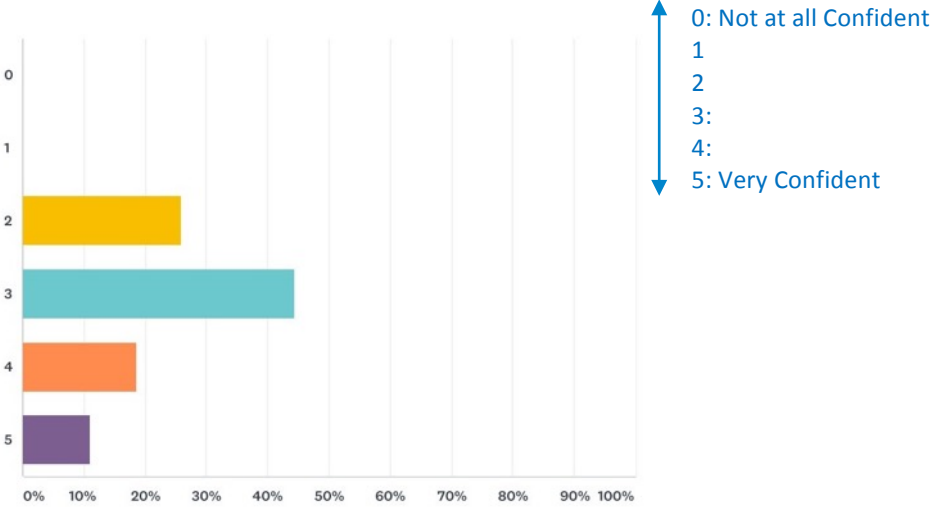
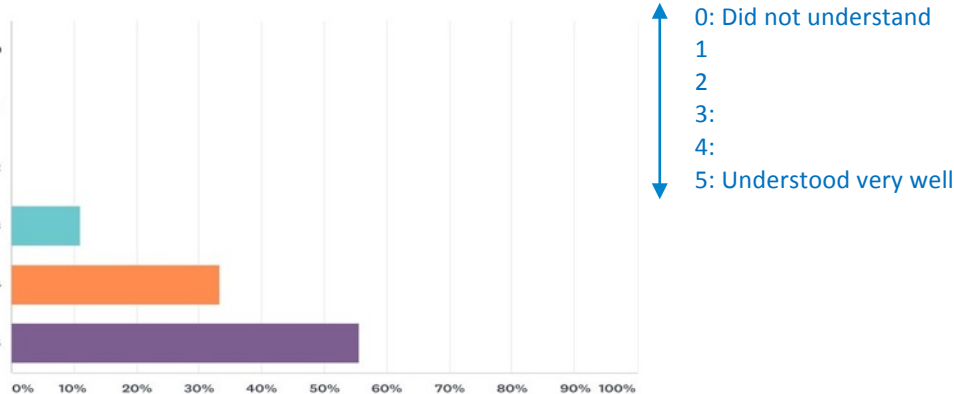
World Heritage conservation & awareness information and experiences are delivered.	<ul style="list-style-type: none">• Improved interpretation / information was referenced in 4 of the responses. Qualitative findings (all 6 comments) listed in Appendix 2.
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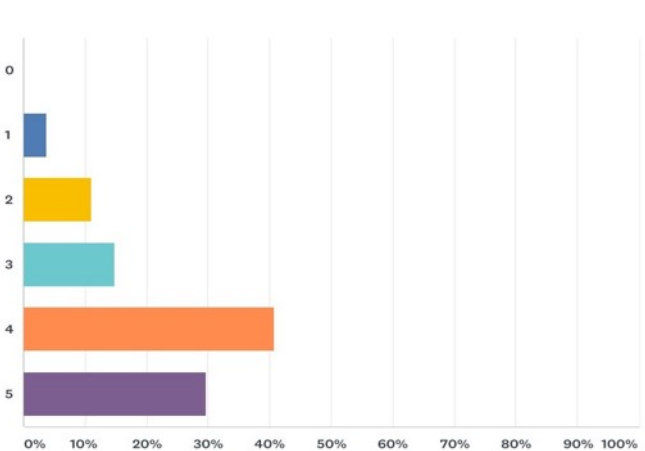
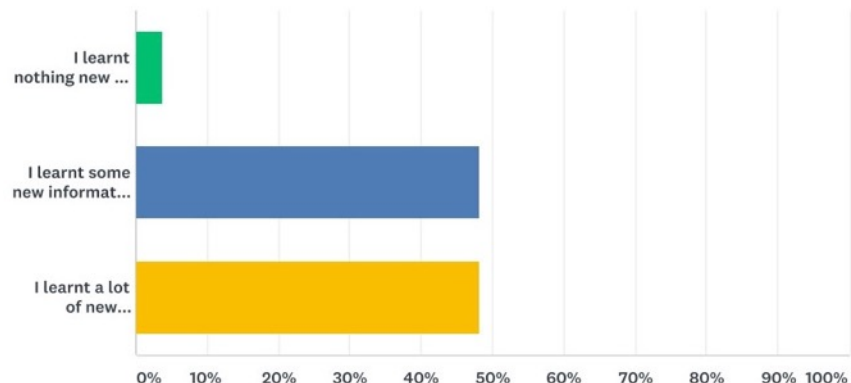
POST-CLASSROOM TRAINING SURVEY

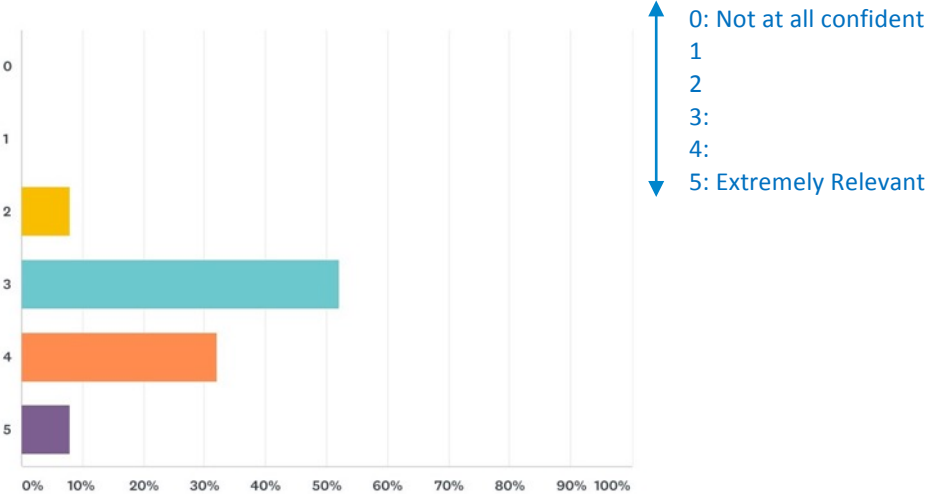
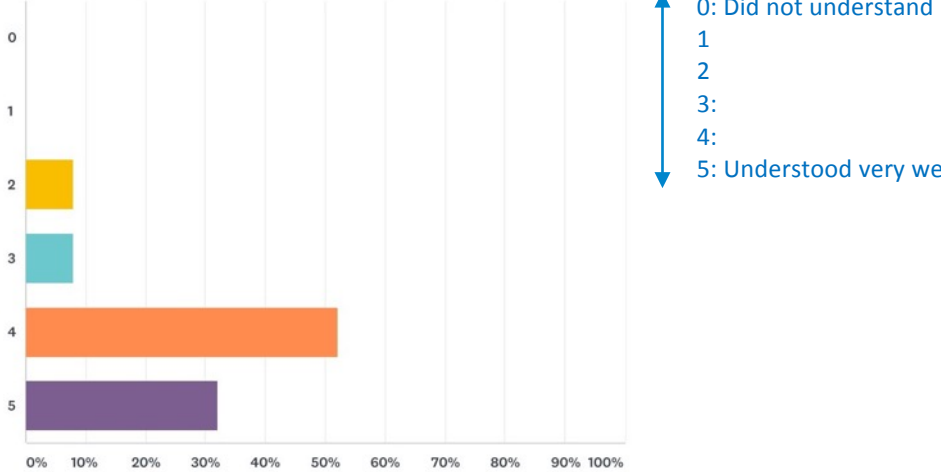
After delivery of the classroom training sessions, participants again completed a survey to provide feedback. While 44 participants attended the classroom session, there were 27 participants that completed the post-training survey: 19 from Scenic World, 6 from Blue Mountains Adventure Company and 2 from the Escarpment Group. Responses to the survey are presented below.

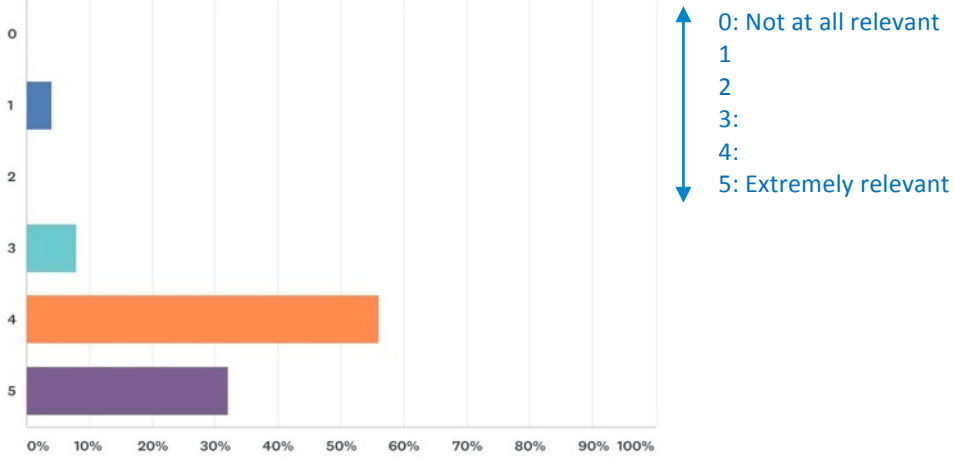
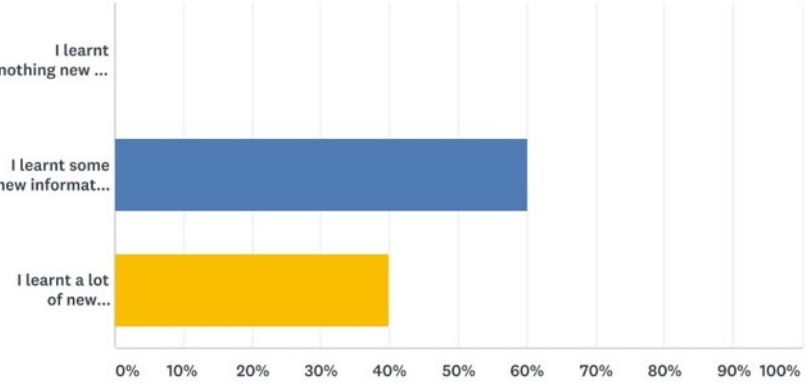
<p>1. What tourism business do you work for?</p>	<ul style="list-style-type: none"> • ~70% (19 respondents) worked for the Scenic World. • ~22% (6 respondents) worked for the Blue Mountains Adventure Company. • ~7% (2 respondents) worked for the Escarpment Group. <table border="1"> <caption>Business Distribution Data</caption> <thead> <tr> <th>Business</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>Scenic World</td> <td>~70%</td> <td>19</td> </tr> <tr> <td>Blue Mountains Adventure Company</td> <td>~22%</td> <td>6</td> </tr> <tr> <td>Escarpment Group</td> <td>~7%</td> <td>2</td> </tr> </tbody> </table>	Business	Percentage	Number of Respondents	Scenic World	~70%	19	Blue Mountains Adventure Company	~22%	6	Escarpment Group	~7%	2
Business	Percentage	Number of Respondents											
Scenic World	~70%	19											
Blue Mountains Adventure Company	~22%	6											
Escarpment Group	~7%	2											
<p>2. How long have you been working for this business?</p>	<ul style="list-style-type: none"> • ~46% (12 respondents) are working in their business for less than 1 year. • ~31% (8 respondents) are working in their business for 1-2 years. • ~23% (6 respondents) are working in their business for more than 2 years. • 1 person skipped the question <table border="1"> <caption>Length of Time Working Data</caption> <thead> <tr> <th>Duration</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>Less than 1 year</td> <td>~46%</td> <td>12</td> </tr> <tr> <td>1-2 years</td> <td>~31%</td> <td>8</td> </tr> <tr> <td>More than 2 years</td> <td>~23%</td> <td>6</td> </tr> </tbody> </table>	Duration	Percentage	Number of Respondents	Less than 1 year	~46%	12	1-2 years	~31%	8	More than 2 years	~23%	6
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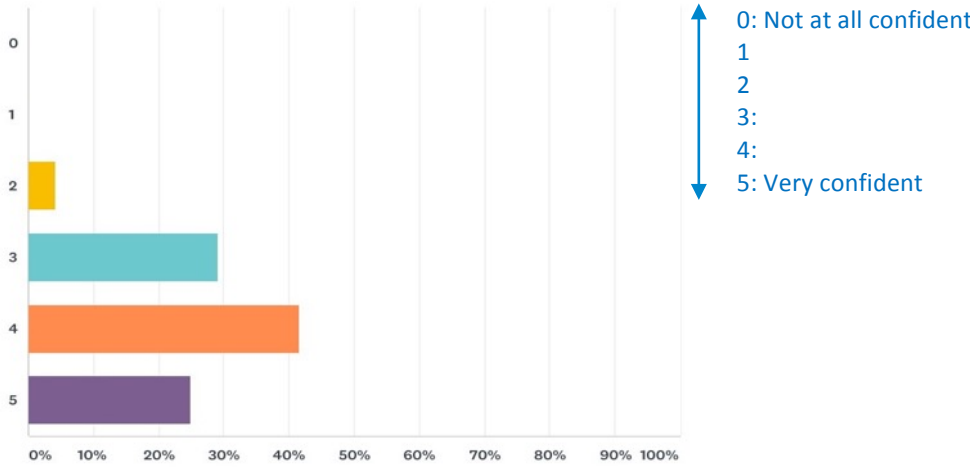
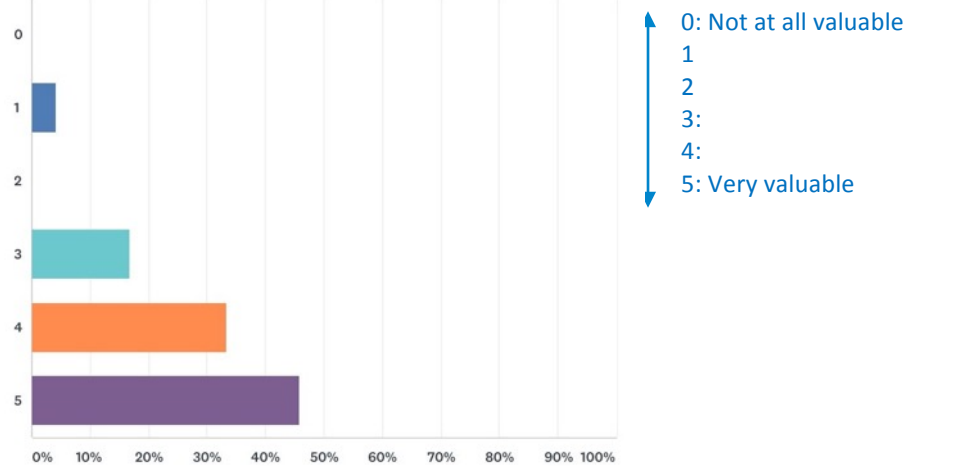
<p>3. How well did you understand the content delivered in the Indigenous Culture session?</p>	<ul style="list-style-type: none"> • ~11% (3 respondents) self-rated at 3 • ~48% (13 respondents) self-rated at 4 • ~41% (11 respondents) self-rated at 5  <table border="1"> <caption>Understanding of Indigenous Culture Session</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>~11%</td> <td>3</td> </tr> <tr> <td>4</td> <td>~48%</td> <td>13</td> </tr> <tr> <td>5</td> <td>~41%</td> <td>11</td> </tr> </tbody> </table>	Rating	Percentage	Count	3	~11%	3	4	~48%	13	5	~41%	11			
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<p>4. How relevant was the content of this session to you in terms of information you do share (or would like to share) with visitors to your tourism business?</p>	<ul style="list-style-type: none"> • ~4% (1 respondent) self-rated at 1 • ~26% (7 respondents) self-rated at 3 • ~33% (9 respondents) self-rated at 4 • ~37% (10 respondents) self-rated at 5  <table border="1"> <caption>Relevance of Session Content</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>~4%</td> <td>1</td> </tr> <tr> <td>3</td> <td>~26%</td> <td>7</td> </tr> <tr> <td>4</td> <td>~33%</td> <td>9</td> </tr> <tr> <td>5</td> <td>~37%</td> <td>10</td> </tr> </tbody> </table>	Rating	Percentage	Count	1	~4%	1	3	~26%	7	4	~33%	9	5	~37%	10
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<p>5. Which of the following statements best reflects the level of new knowledge you gained about Indigenous culture in the Greater Blue Mountains World Heritage Area from today's session?</p>	<ul style="list-style-type: none"> • ~7% (2 respondents) stated that they have learnt nothing new • ~52% (14 respondents) stated that they learnt some new information • ~41% (11 respondents) stated that they learnt a lot new information  <table border="1"> <caption>Level of New Knowledge Gained</caption> <thead> <tr> <th>Statement</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>I learnt nothing new ...</td> <td>~7%</td> <td>2</td> </tr> <tr> <td>I learnt some new informat...</td> <td>~52%</td> <td>14</td> </tr> <tr> <td>I learnt a lot of new...</td> <td>~41%</td> <td>11</td> </tr> </tbody> </table>	Statement	Percentage	Count	I learnt nothing new ...	~7%	2	I learnt some new informat...	~52%	14	I learnt a lot of new...	~41%	11			
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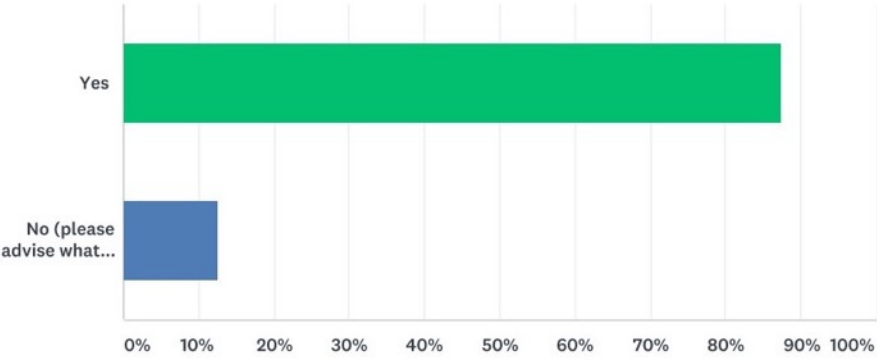
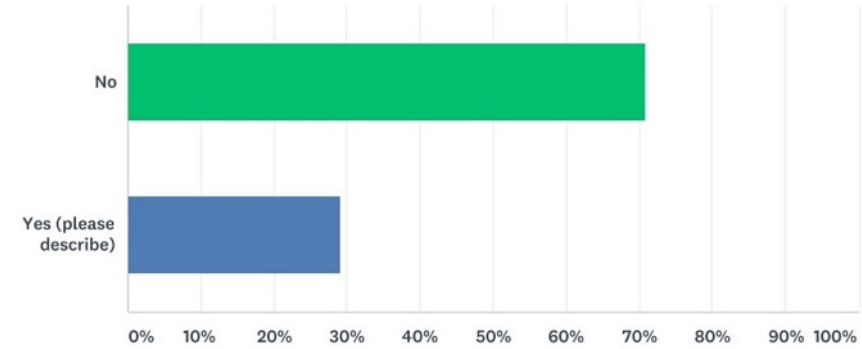
<p>6. How do you expect to use the knowledge gained in this session?</p>	<ul style="list-style-type: none"> • Answers include the transmission of knowledge to customers, colleagues and the community. • Find all 23 answers in Appendix 3 • 4 skipped the Question 															
<p>7. What would you like to learn about this topic that was not covered?</p>	<ul style="list-style-type: none"> • Answers include the wish to learn about the Indigenous background, flora & fauna and more on the geology of the Blue Mountains. • Find all 18 answers in Appendix 3 • 9 skipped the Question 															
<p>8. How confident do you feel to engage with visitors on the topic of Indigenous Culture in the Greater Blue Mountains World Heritage Area?</p>	<ul style="list-style-type: none"> • ~26% (7 respondent) self-rated at 2 • ~44% (12 respondents) self-rated at 3 • ~19% (5 respondents) self-rated at 4 • ~11% (3 respondents) self-rated at 5  <table border="1"> <caption>Confidence Levels for Question 8</caption> <thead> <tr> <th>Confidence Level</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>~26%</td> <td>7</td> </tr> <tr> <td>3</td> <td>~44%</td> <td>12</td> </tr> <tr> <td>4</td> <td>~19%</td> <td>5</td> </tr> <tr> <td>5</td> <td>~11%</td> <td>3</td> </tr> </tbody> </table>	Confidence Level	Percentage	Number of Respondents	2	~26%	7	3	~44%	12	4	~19%	5	5	~11%	3
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<p>9. What changes would you recommend to future training session on Indigenous culture in the Greater Blue Mountains World Heritage Area, and why?</p>	<ul style="list-style-type: none"> • Answers include the focus on Aboriginal history (presented by local Indigenous people), changes in the time and length of the session (not at night after work), present more from a touristic perspective than the scientific way. • Find all 19 answers in Appendix 3 • 8 skipped the Question 															
<p>10. How well did you understand the content delivered in the Greater Blue Mountains World Heritage Area European History session?</p>	<ul style="list-style-type: none"> • ~11% (3 respondents) self-rated at 3 • ~33% (9 respondents) self-rated at 4 • ~56% (15 respondents) self-rated at 5  <table border="1"> <caption>Understanding Levels for Question 10</caption> <thead> <tr> <th>Understanding Level</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>~11%</td> <td>3</td> </tr> <tr> <td>4</td> <td>~33%</td> <td>9</td> </tr> <tr> <td>5</td> <td>~56%</td> <td>15</td> </tr> </tbody> </table>	Understanding Level	Percentage	Number of Respondents	3	~11%	3	4	~33%	9	5	~56%	15			
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<p>11. How relevant was the content of this session to you in terms of information you do share (or would like to share) with visitors to your tourism business?</p>	<ul style="list-style-type: none"> • ~4% (1 respondent) self-rated at 1 • ~11% (3 respondents) self-rated at 2 • ~15% (4 respondents) self-rated at 3 • ~41% (11 respondents) self-rated at 4 • ~30% (8 respondents) self-rated at 5  <p>0: Not at all relevant 1 2 3 4 5: Extremely Relevant</p> <table border="1"> <caption>Relevance Ratings Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>~4%</td> <td>1</td> </tr> <tr> <td>2</td> <td>~11%</td> <td>3</td> </tr> <tr> <td>3</td> <td>~15%</td> <td>4</td> </tr> <tr> <td>4</td> <td>~41%</td> <td>11</td> </tr> <tr> <td>5</td> <td>~30%</td> <td>8</td> </tr> </tbody> </table>	Rating	Percentage	Number of Respondents	1	~4%	1	2	~11%	3	3	~15%	4	4	~41%	11	5	~30%	8
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<p>12. Which of the following statements best reflects the level of new knowledge you gained about the Greater Blue Mountains World Heritage Area's European History from today's session?</p>	<ul style="list-style-type: none"> • ~4% (1 respondent) stated that they learnt nothing new • ~48% (13 respondents) stated that they learnt some new information • ~48% (13 respondents) stated that they learnt a lot of new information  <table border="1"> <caption>Knowledge Gain Data</caption> <thead> <tr> <th>Statement</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>I learnt nothing new ...</td> <td>~4%</td> <td>1</td> </tr> <tr> <td>I learnt some new informat...</td> <td>~48%</td> <td>13</td> </tr> <tr> <td>I learnt a lot of new...</td> <td>~48%</td> <td>13</td> </tr> </tbody> </table>	Statement	Percentage	Number of Respondents	I learnt nothing new ...	~4%	1	I learnt some new informat...	~48%	13	I learnt a lot of new...	~48%	13						
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<p>13. How do you expect to use the knowledge gained in this session?</p>	<ul style="list-style-type: none"> • Answers include the use of the knowledge to share with the guests, to share with staff and explain the relevance of fire management. • Find all 25 answers in Appendix 3 • 2 skipped the question 																		
<p>14. What would you like to learn about this topic that was not covered?</p>	<ul style="list-style-type: none"> • Answers include the will to learn more about the importance of fire and its relationship with land management. • Find all 6 answers in Appendix 3 • 21 skipped the question 																		

<p>15. How confident do you feel to engage with visitors on the topic of European History of the Greater Blue Mountains World Heritage Area?</p>	<ul style="list-style-type: none"> • ~8% (2 respondents) self-rated at 2 • ~52% (13 respondents) self-rated at 3 • ~32% (8 respondents) self-rated at 4 • ~8% (2 respondents) self-rated at 5  <p>0: Not at all confident 1 2 3: 4: 5: Extremely Relevant</p>
<p>16. What changes would you recommend to future training session on the Greater Blue Mountains World Heritage Area's European History, and why?</p>	<ul style="list-style-type: none"> • Answers include to do the training in more sessions and to learn more about how the European settlers influenced the Blue Mountains. • Find all 25 answers in Appendix 3 • 2 skipped the Question
<p>17. How well did you understand the content delivered in the World Heritage Values session?</p>	<ul style="list-style-type: none"> • ~8% (2 respondents) self-rated at 2 • ~8% (2 respondents) self-rated at 3 • ~52% (13 respondents) self-rated at 4 • ~32% (8 respondents) self-rated at 5  <p>0: Did not understand 1 2 3: 4: 5: Understood very well</p>

<p>18. How relevant was the content of this session to you in terms of information you do share (or would like to share) with visitors to your tourism business?</p>	<ul style="list-style-type: none"> • ~4% (2 respondent) self-rated at 1 • ~8% (2 respondents) self-rated at 3 • ~56% (14 respondents) self-rated at 4 • ~32% (8 respondents) self-rated at 5 • 2 people skipped the question  <table border="1"> <caption>Relevance Ratings Data</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0%</td> <td>0</td> </tr> <tr> <td>1</td> <td>~4%</td> <td>2</td> </tr> <tr> <td>2</td> <td>0%</td> <td>0</td> </tr> <tr> <td>3</td> <td>~8%</td> <td>2</td> </tr> <tr> <td>4</td> <td>~56%</td> <td>14</td> </tr> <tr> <td>5</td> <td>~32%</td> <td>8</td> </tr> </tbody> </table>	Rating	Percentage	Count	0	0%	0	1	~4%	2	2	0%	0	3	~8%	2	4	~56%	14	5	~32%	8
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<p>19. Which of the following statements best reflects the level of new knowledge you gained about World Heritage values from today's session?</p>	<ul style="list-style-type: none"> • ~60% (15 respondents) stated that they learnt some new information... • ~40% (10 respondents) stated that they learnt a lot of new... • 2 people skipped the question  <table border="1"> <caption>New Knowledge Gained Data</caption> <thead> <tr> <th>Statement</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>I learnt nothing new ...</td> <td>0%</td> <td>2</td> </tr> <tr> <td>I learnt some new informat...</td> <td>~60%</td> <td>15</td> </tr> <tr> <td>I learnt a lot of new...</td> <td>~40%</td> <td>10</td> </tr> </tbody> </table>	Statement	Percentage	Count	I learnt nothing new ...	0%	2	I learnt some new informat...	~60%	15	I learnt a lot of new...	~40%	10									
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I learnt a lot of new...	~40%	10																				
<p>20. How do you expect to use the knowledge gained in this session?</p>	<ul style="list-style-type: none"> • Answers focus mainly on the aspect of sharing the new knowledge with clients. • Find all 22 answers in Appendix 3 • 5 skipped the Question 																					
<p>21. What would you like to learn about this topic that was not covered?</p>	<ul style="list-style-type: none"> • Answers largely focused on the desire to learn more detailed information about specific species, Aboriginal history and how to conserve and protect flora and fauna. • Find all 7 answers in Appendix 3 • 20 skipped the Question 																					

<p>22. How confident do you feel to engage with visitors on the topic of World Heritage values relating to the Greater Blue Mountains World Heritage Area?</p>	<ul style="list-style-type: none"> • ~4% (1 respondent) self-rated at 2 • ~29% (7 respondents) self-rated at 3 • ~42% (10 respondents) self-rated at 4 • ~25% (6 respondents) self-rated at 5 • 3 skipped the question 
<p>23. What changes would you recommend to future training session on World Heritage values, and why?</p>	<ul style="list-style-type: none"> • Answers recommend the use of more time for the training • Find all 6 answers in Appendix 3 • 21 skipped the question
<p>24. How valuable have you found this training pilot?</p>	<ul style="list-style-type: none"> • ~4% (1 respondent) self-rated at 1 • ~17% (4 respondents) self-rated at 3 • ~33% (8 respondents) self-rated at 4 • ~46% (11 respondents) self-rated at 5 • 3 skipped the question 

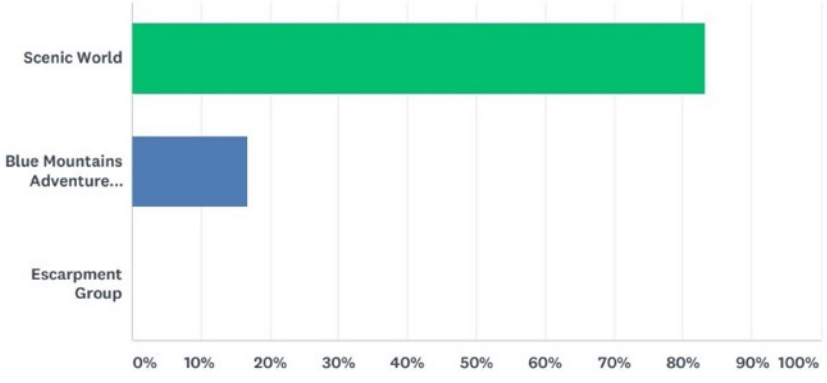
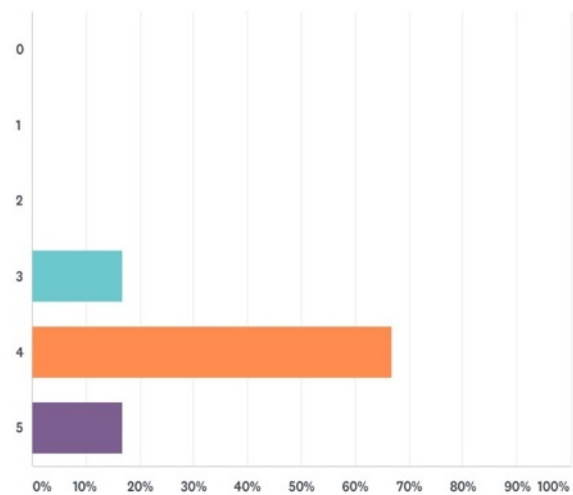
<p>25. In the short time available for this pilot training workshop, were the selected topics the most relevant and useful topics to focus on?</p>	<ul style="list-style-type: none"> • ~88% (21 respondents) stated Yes • ~13% (3 respondents) stated No with the advice to prioritise on specific Blue Mountains flora and fauna and to provide a "storyline" for the field by linking topics to the current day; what does the Blue Mountains World Heritage Institute want to affect from this program? • 3 skipped the question  <table border="1"> <caption>Data for Question 25</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>88%</td> <td>21</td> </tr> <tr> <td>No (please advise what...)</td> <td>13%</td> <td>3</td> </tr> </tbody> </table>	Response	Percentage	Count	Yes	88%	21	No (please advise what...)	13%	3
Response	Percentage	Count								
Yes	88%	21								
No (please advise what...)	13%	3								
<p>26. What other topics related to Greater Blue Mountains World Heritage Area do you want to learn more about in the future and why?</p>	<ul style="list-style-type: none"> • Answers show the interest in the Dreamtime Stories and the actions that are undertaken to preserve the Blue Mountains (How is helping possible?). • Find all 10 answers in Appendix 3 • 17 skipped the question 									
<p>27. Do you have any suggestions for changes to how future training sessions are delivered (e.g. mode, method, duration)?</p>	<ul style="list-style-type: none"> • 71% (17 respondents) stated No • ~29% (7 respondents) stated Yes with the suggestion to reduce the duration of the session/ to prepare handouts and to go more into depth • 3 skipped the question  <table border="1"> <caption>Data for Question 27</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>71%</td> <td>17</td> </tr> <tr> <td>Yes (please describe)</td> <td>29%</td> <td>7</td> </tr> </tbody> </table>	Response	Percentage	Count	No	71%	17	Yes (please describe)	29%	7
Response	Percentage	Count								
No	71%	17								
Yes (please describe)	29%	7								

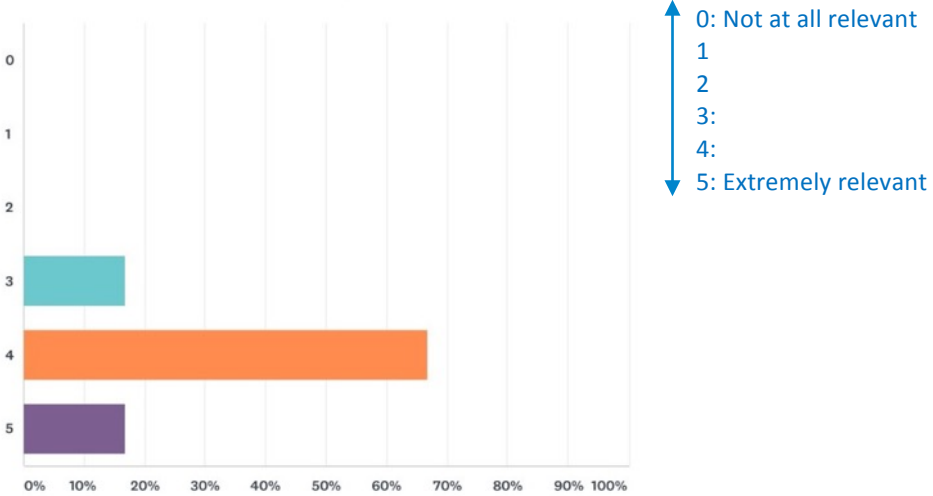
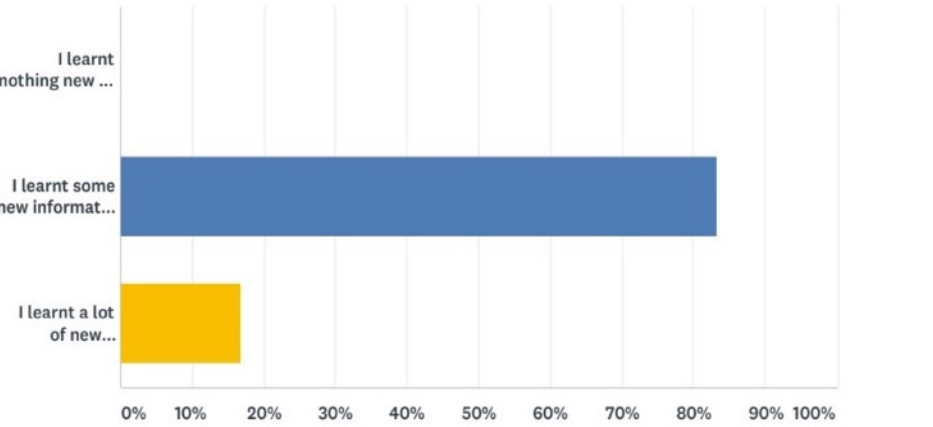
<p>28. Which of the following modes/methods of training best suit your future learning needs?</p>	<ul style="list-style-type: none"> • ~80% (20 respondents) prefer classroom training • ~20% (5 respondents) prefer online training • ~24% (6 respondents) prefer readings • ~60% (15 respondents) prefer in-the-field interpretations • ~4% (1 respondents) prefers 'other' and stated that they would prefer Youtube Videos • 2 skipped the question <table border="1"> <caption>Training Preferences Data</caption> <thead> <tr> <th>Training Method</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>Classroom Training</td> <td>80%</td> <td>20</td> </tr> <tr> <td>Online Training</td> <td>20%</td> <td>5</td> </tr> <tr> <td>Referrals to reading...</td> <td>24%</td> <td>6</td> </tr> <tr> <td>In-the-field Interpretati...</td> <td>60%</td> <td>15</td> </tr> <tr> <td>Other (please specify)</td> <td>4%</td> <td>1</td> </tr> </tbody> </table>	Training Method	Percentage	Number of Respondents	Classroom Training	80%	20	Online Training	20%	5	Referrals to reading...	24%	6	In-the-field Interpretati...	60%	15	Other (please specify)	4%	1
Training Method	Percentage	Number of Respondents																	
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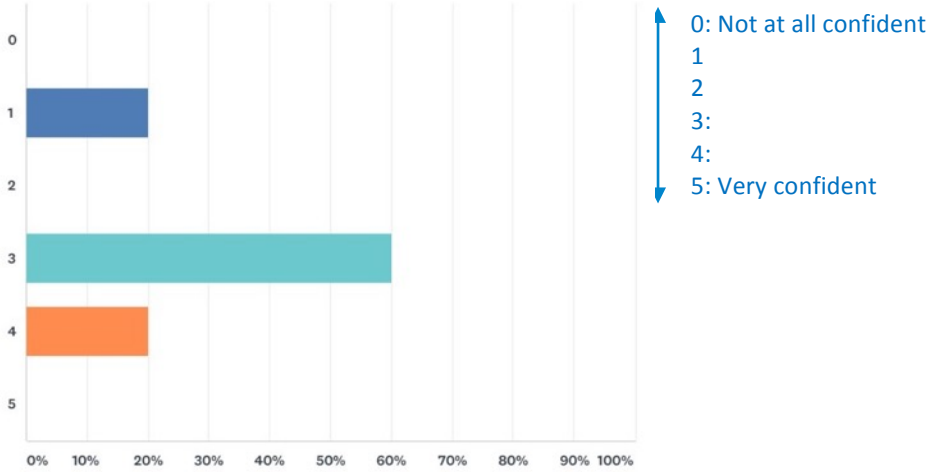
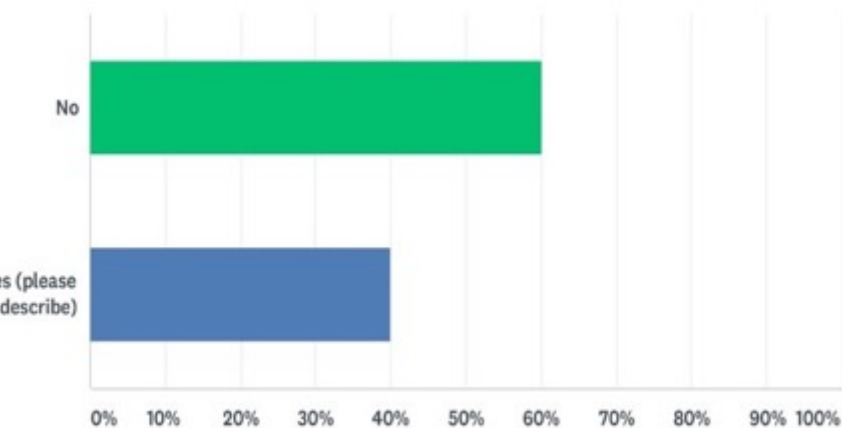
<p>29. Are there any other comments you would like to make about the program overall?</p>	<ul style="list-style-type: none"> • Find all 9 answers in Appendix 3 • 18 skipped the question
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POST-FIELD INTERPRETATION SURVEY

6 participants completed the post-field interpretation survey (5 from Scenic World and 1 from the Blue Mountains Adventure Company). The results from this 8-question survey are presented below.

<p>1. What tourism business do you work for?</p>	<ul style="list-style-type: none"> • ~83% (5 respondents) worked for the Scenic World. • ~17% (1 respondent) worked for the Blue Mountains Adventure Company.  <table border="1"> <caption>Data for Question 1: Tourism Business</caption> <thead> <tr> <th>Tourism Business</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>Scenic World</td> <td>83%</td> <td>5</td> </tr> <tr> <td>Blue Mountains Adventure...</td> <td>17%</td> <td>1</td> </tr> <tr> <td>Escarpment Group</td> <td>0%</td> <td>0</td> </tr> </tbody> </table>	Tourism Business	Percentage	Number of Respondents	Scenic World	83%	5	Blue Mountains Adventure...	17%	1	Escarpment Group	0%	0
Tourism Business	Percentage	Number of Respondents											
Scenic World	83%	5											
Blue Mountains Adventure...	17%	1											
Escarpment Group	0%	0											
<p>2. In general, how easy was it was to follow and retain the information that was delivered?</p>	<ul style="list-style-type: none"> • ~17% (1 respondent) self-rated at 3 • ~67% (4 respondents) self-rated at 4 • ~17% (1 respondents) self-rated at 5  <p>0: Not followed/retained well 1 2 3 4 5: Followed/retained very well</p> <table border="1"> <caption>Data for Question 2: Ease of Following and Retaining Information</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>17%</td> <td>1</td> </tr> <tr> <td>4</td> <td>67%</td> <td>4</td> </tr> <tr> <td>5</td> <td>17%</td> <td>1</td> </tr> </tbody> </table>	Rating	Percentage	Number of Respondents	3	17%	1	4	67%	4	5	17%	1
Rating	Percentage	Number of Respondents											
3	17%	1											
4	67%	4											
5	17%	1											

<p>3. How relevant was the content to you in terms of information you share (or would like to share) with visitors to your tourism business?</p>	<ul style="list-style-type: none"> • ~17% (1 respondent) rated at 3 • ~67% (4 respondents) rated at 4 • ~17% (1 respondents) rated at 5  <p>A horizontal bar chart showing the distribution of relevance ratings. The y-axis lists ratings 0 through 5. The x-axis shows percentages from 0% to 100% in 10% increments. Rating 0 has no bar. Rating 1 has no bar. Rating 2 has no bar. Rating 3 has a teal bar extending to approximately 17%. Rating 4 has an orange bar extending to approximately 67%. Rating 5 has a purple bar extending to approximately 17%. A legend on the right shows a vertical double-headed arrow with ratings 0 through 5, where 0 is 'Not at all relevant' and 5 is 'Extremely relevant'.</p>
<p>4. Which of the following statements best reflects the level of new knowledge you gained about ecological values from today's session?</p>	<ul style="list-style-type: none"> • ~83% (5 respondents) stated that they learnt some new information • ~17% (1 respondents) stated that they learnt a lot of new information  <p>A horizontal bar chart showing the level of new knowledge gained. The y-axis lists three statements: 'I learnt nothing new ...', 'I learnt some new informat...', and 'I learnt a lot of new...'. The x-axis shows percentages from 0% to 100% in 10% increments. 'I learnt nothing new ...' has no bar. 'I learnt some new informat...' has a blue bar extending to approximately 83%. 'I learnt a lot of new...' has a yellow bar extending to approximately 17%.</p>
<p>5. What would you like to learn that was not covered? (including how the training could be more relevant to your needs)</p>	<ul style="list-style-type: none"> • Answers say, that they would like to have a resource list and study notes, for further sessions they would like to focus on ecological issues • 2 skipped the question

<p>6. How confident do you feel to do field interpretation about ecological values with visitors?</p>	<ul style="list-style-type: none"> • ~20% (1 respondent) rated at 1 • ~60% (3 respondents) rated at 3 • ~20% (1 respondents) rated at 4 • 1 person skipped the question  <table border="1"> <caption>Confidence Levels Data</caption> <thead> <tr> <th>Confidence Level</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>0: Not at all confident</td> <td>0%</td> <td>0</td> </tr> <tr> <td>1</td> <td>~20%</td> <td>1</td> </tr> <tr> <td>2</td> <td>0%</td> <td>0</td> </tr> <tr> <td>3</td> <td>~60%</td> <td>3</td> </tr> <tr> <td>4</td> <td>~20%</td> <td>1</td> </tr> <tr> <td>5: Very confident</td> <td>0%</td> <td>0</td> </tr> </tbody> </table>	Confidence Level	Percentage	Number of Respondents	0: Not at all confident	0%	0	1	~20%	1	2	0%	0	3	~60%	3	4	~20%	1	5: Very confident	0%	0
Confidence Level	Percentage	Number of Respondents																				
0: Not at all confident	0%	0																				
1	~20%	1																				
2	0%	0																				
3	~60%	3																				
4	~20%	1																				
5: Very confident	0%	0																				
<p>7. Do you have any suggestions for changes to how future field interpretation training sessions are delivered?</p>	<ul style="list-style-type: none"> • ~60% (3 respondents) stated No • ~40% (2 respondents) stated Yes and suggested to make a longer trip (4hrs+) • 1 person skipped the question  <table border="1"> <caption>Suggestions for Changes Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~60%</td> <td>3</td> </tr> <tr> <td>Yes (please describe)</td> <td>~40%</td> <td>2</td> </tr> </tbody> </table>	Response	Percentage	Number of Respondents	No	~60%	3	Yes (please describe)	~40%	2												
Response	Percentage	Number of Respondents																				
No	~60%	3																				
Yes (please describe)	~40%	2																				
<p>8. Are there any other comments you would like to make about the program overall?</p>	<ul style="list-style-type: none"> • 3 persons wrote a comment: <ul style="list-style-type: none"> <i>'Joe is amazing'</i> <i>'It was great. Really good to learn how to deliver interpretive information'</i> <i>'Na'</i> • 3 persons skipped the question 																					

DISCUSSION

Results from this pilot program show that while many staff from the selected tourism businesses had an average or below average understanding of the topics presented prior to the training, they were eager to learn more about their local environment. Staff involvement in these surveys has proven beneficial in understanding the specific requirements and aspirations of staff working for some of the tourism operators in the Blue Mountains.

In the pre-training survey, many participants (94% of respondents from Scenic World and 77% from the Blue Mountains Adventure Company) reported a lack of previous exposure to protected area conservation. Confidence in conveying knowledge about the local environment was poor, with 72% of Scenic World staff and 67% of Blue Mountains Adventure Company staff describing that they are not always confident to describe ecological and cultural information to tourists. Nevertheless, 88% of Scenic World staff and all the Blue Mountains Adventure Company staff recorded that they are asked questions regarding the ecological and cultural histories of the Blue Mountains either 'once a week' or 'on a day-to-day basis'. Subsequently, this demonstrates the high demand for training that can build the knowledge and confidence of the tourism staff to convey information to visitors.

A primary factor in staff choice to work in outdoor tourism was inspiration about nature and the environment (50% of Scenic World staff and all Blue Mountains Adventure Company staff). All survey respondents reported wanting to improve their understanding of environmental topics in order to better answer visitors' questions. High demand was recorded for both groups on the following topics, in order of demand:

1. **Flora and Fauna:** ~91% of Scenic World and 92% of Blue Mountains Adventure Company respondents wanted to improve their understanding of flora and fauna respectively (a tied result).
2. **Indigenous culture:** ~88% of Scenic World and 92% of Blue Mountains Adventure Company respondents wanted to improve their understanding of this topic.
3. **World Heritage:** ~81% of Scenic World and 92% of Blue Mountains Adventure Company respondents wanted to improve their understanding of this topic.
4. **Geology:** ~78% of Scenic World and 75% of Blue Mountains Adventure Company respondents wanted to improve their understanding of this topic.
5. **European history:** Only ~38% of Scenic World and 17% of Blue Mountains Adventure Company respondents wanted to improve their understanding of this topic.

Inherent to the above topics is the theme of **environmental threats**, which staff indicated significant consideration and knowledge of. Communicating this theme to visitors was also recognised as an opportunity, suggesting the value of including this information in the training program. Importantly, out of all 46 respondents in the pre-survey, 32 respondents (27 from Scenic World and 5 from the Blue Mountains Adventure Company) stated that they had not undertaken tertiary/TAFE/diploma/professional development studies. Only 4 staff (2 staff from both Scenic World and Blue Mountains Adventure Company) registered formal training in environment and conservation. Subsequently, the pilot training content was designed to suit this audience.

Positive outcomes from the pilot are evident in survey results, with 79% of participants rating the classroom training as being highly valuable, 88% reporting the selected topics as relevant and all respondents claiming they learned new information. For the in-the-field interpretation activity, all participants reported the content was relevant and all learned something new. Listed below are further details from the post-training survey for each topic. Note that participants from both Scenic World and the Blue Mountains Adventure Company were combined in the post-survey, therefore, the following data is inclusive of both groups.

FLORA AND FAUNA

In the pre-survey, knowledge of the local flora and fauna was recorded by 87% of Scenic World staff and 92% of Blue Mountains Adventure Company staff as average or below average. 91% of Scenic World and 92% of Blue Mountains Adventure Company respondents recorded that they wanted to improve their understanding of flora and fauna (a tied result). The topic of flora and fauna was not specifically covered in the post-survey due to the level of detail that would require. Consequently, further insights into how participants understood the content and how confident they feel to share this information with tourists cannot be concluded. However, data from the ecological field interpretation session illustrates that all 6 participants learnt something new from the session and that 4 participants recorded an average or above average confidence to share the new knowledge to tourists. Future pre- and post- survey design will address the need for gathering detailed data on flora and fauna topics while maintaining a simple survey tool.



Clive Barker, NPWS Discovery Ranger

INDIGENOUS KNOWLEDGE

The post-survey findings illustrate that 89% of all the participants understood the Indigenous culture session and all participants found the information relevant. However, while 93% of the participants expressed that they had learnt something new from the session, 70% of the participants also recorded that they still do not feel confident in conveying Indigenous Knowledge to tourists and clients. This demonstrates the need to incorporate more detailed information about Indigenous culture into future training modules and to engage more local Indigenous representatives in learning modules. Some of the additional topics participants have requested for a future training module on Indigenous Knowledge are as follows; Aboriginal occupation and interaction with the Blue Mountains (more detailed knowledge of Aboriginal sites is required); knowledge of bush tucker and bush medicine, and more culturally appropriate ways of distributing Indigenous Knowledge and Dreamtime stories with clients and tourists.

Important aspects of future Indigenous Knowledge modules should consider and address the following points:

- What will local Aboriginal people receive from sharing their knowledge/ how can this project support and benefit Aboriginal people?
- How will Indigenous Knowledge be distributed (people/ organisations), managed and protected?
- How will the authenticity and sustainability of Indigenous Knowledge modules be maintained for the long-term?
- How can this project create more opportunities for Aboriginal people for the short and long term?
- What steps need to be taken to ensure that Aboriginal people hold leadership roles in this project and gain further control over the formation and delivery of future Indigenous Knowledge modules.
- How should the development of an Indigenous Knowledge training module be undertaken so it is in accordance with the wishes of the local Indigenous communities and at a pace which is consistent with their own values and aspirations?
- How will it be ensured that respect for customary law and traditions underpin the Indigenous Knowledge training module.

WORLD HERITAGE

Knowledge of the Greater Blue Mountains World Heritage nomination was reported as lacking prior to the training, with 81% of Scenic World staff and 66% of Blue Mountains Adventure Company staff recording that they had an 'average' or 'less than average' knowledge of this topic. In the World Heritage segment of the post-training survey, 84% of participants expressed that they understood the content very well, with 88% of participants expressing that

the topic is relevant. Importantly, all of the participant's expressed that they learnt something new from the session, however, only 33% of participants stated that they feel confident in sharing this knowledge to tourists. This key finding illustrates the importance of developing a more comprehensive training module that explores the role of World Heritage values and the Blue Mountains World Heritage Nomination.

GEOLOGY

While this topic was not specifically explored in the survey, 78% of Scenic World and 75% of Blue Mountains Adventure Company respondents recorded that they want to improve their understanding of this topic. Participants have suggested the following geological themes to be included in the design of a future training program: information on geological relationships in the Blue Mountains; the evolution of geological formations of the Blue Mountains; and climate change impacts on the geology of the Blue Mountains.

EUROPEAN HISTORY

89% of participants recorded that they understood the information provided in the session and 71% found the session to be relevant. However, while 95% stated that they learnt something new from the session, only 60% recorded that they feel confident to engage tourists with this area of knowledge. However, across the survey, many participants do not record a high importance for this topic. Further information may be required to explore how this topic can be made more useful and engaging for tourists.

IN-THE-FIELD INTERPRETATION

For the in-the-field interpretation session, the post-survey findings demonstrate that 84% found the exercise easy to follow, with 100% of participants learning something new from the exercise. However, despite these findings, 80% of participants (4 people) recorded that they are still not confident to do field interpretations with tourists. This illustrates the vital importance of incorporating further practical field trips in the World Heritage Tourism Training Module.



Chris Tobin, Dharug, presenting about Aboriginal culture at Echo

LIMITATION OF THE SURVEYS

While the data from the preliminary surveys provides valuable insights into what tourism operators need and expect from a tourism training program, and what topics are most desirable, there are fundamental variations in how the datasets have been created. Consequently, the ability to extract more detailed, consistent and credible information regarding a prospect World Heritage Tourism Training Module is lacking. Limitations of the current datasets and the delivery of the pilot program surveys also include inconsistencies in the number of participants in all three surveys. Also, there is an over-representation of Scenic World staff, which cannot be taken as representative of all Blue Mountains tourism businesses but provides a good case study.

RECOMMENDATIONS

The following recommendations for further action have been produced as a result of findings from the pilot training and surveys.

1. MODULE CONTENT

Collaboration in further development of the training modules should include a range of local stakeholders such as NSW National Parks and Wildlife (Blue Mountains), Blue Mountains College of Technical & Further Education (TAFE), Blue Mountains City Council, local Indigenous representatives, and other World Heritage sites especially the Wet Tropics Management Authority.

There will be different learning priorities across the range of tourism businesses and modules can be adapted accordingly, with additional topics suggested in the surveys including:

- Indigenous culture: Aboriginal occupation and interaction with the Blue Mountains including more detailed knowledge of Aboriginal sites; knowledge of bush tucker and bush medicine; culturally appropriate ways of distributing Indigenous Knowledge and Dreamtime stories with clients and tourists;
- Natural values: more detail on the geology of the Blue Mountains landscape and on World Heritage values; supplementary in-depth information on the flora and fauna of the Blue Mountains.

It is recommended that future training modules be thematically structured around the four learning outcome themes:

- Indigenous culture in the Blue Mountains
- European heritage in the Blue Mountains
- World Heritage Values and the Greater Blue Mountains World Heritage Nomination
- Blue Mountains conservation and management (e.g. flora and fauna, geology and fire management)

Appendix 4 presents a general outline of a World Heritage Tourism Training Module for use as a working guideline.

It is proposed that additional optional resources should be made available to participants. Resource materials that are relevant to the training module can be provided by the Blue Mountains World Heritage Institute and the Wet Tropic's Management Authority.

2. MODULE DELIVERY

The next stage of development and delivery will seek to engage a wider range of local tourism businesses, for example: Jenolan Caves Tours, the Australian School of Mountaineering (ASM), Eagle Rock Adventures, and High and Wild Mountains Adventures.

Delivery of the World Heritage Tourism Training Module would have three key components: an online learning platform, indoor class session, and in-the-field interpretation. The training module is recommended to be conducted over a period of one month and will involve:

- A weekly classroom session of no longer than one hour to avoid information overload, and
- An in-the-field interpretation exercise presented by a representative from NSW Parks and Wildlife, the Blue Mountains World Heritage Institute and/ or a local Indigenous representative (time frame for field trips is subject to the nature of the activity).

An online Learning Management System is recommended to manage and collate all material for the World Heritage Tourism Training Module. This platform will allow participants to create their own account where they will be able to access reading materials, presentation slides, supplementary resources, and complete surveys. On this platform, participants could also complete a weekly one-hour quiz to test and reaffirm knowledge gained from the training.

It is recommended that the 'cementing minute' is used to briefly summarise the key points of each learning module as well as linking each topic to present day issues to provide participants with greater context and relevance around the presented topics.

A pedagogical framework (e.g. Boluk et al. 2019)⁵ that aims to foster critical thought and self-reflective learning development should be adopted in the World Heritage Tourism Training Module. These strategies can help equip facilitators with tools to help them prepare students to be critical thinkers in order to address complex sustainability issues in the tourism industry. The module will also reinforce the principles of strategy 4 (Quality Education) of the Sustainable Development Goals (SDGs) as a way of advancing sustainable tourism and critical tourism strategies in the Greater Blue Mountains World Heritage Area.

3. CERTIFICATION AND ACCREDITATION

In the short-term, training participants will be provided with a certificate from the Blue Mountains World Heritage Institute. In the long term, more formal external certification and accreditation should be sought.

In the long term, partnerships with Savanna Guides could be sought to develop extension training programs for participants who demonstrate an interest in furthering their tourism training

The objective is that new and existing staff of Blue Mountains tourism businesses complete the World Heritage Tourism Training Module as part of cultural and ecological competency workplace training.

Staff can complete refresher modules each year or as they choose, to update them on new knowledge and reinforce their understanding of the fundamental issues and topics covered in the World Heritage Tourism Training Module.

4. INDIGENOUS KNOWLEDGE INCLUSION

It is an objective that the World Heritage Tourism Training Module act as a catalyst for increased Indigenous involvement and self-determination in the tourism sector within the Blue Mountains. Further consultation with local Indigenous communities is required to develop and advance cultural competency modules for tourism businesses and Indigenous tourism training.

Indigenous Knowledge modules in future tourism training package(s) need to consider the points highlighted in the Discussion, namely:

- The development of an Indigenous Knowledge training module must be led by the local Indigenous communities and undertaken in accordance with their wishes and at a pace consistent with their own values and aspirations

⁵ Boluk, Cavaliere and Duffy 2019. A pedagogical framework for the development of the critical tourism citizen, *Journal of Sustainable Tourism*, 27: 7, pp. 865-881. DOI: 10.1080/09669582.2019.1615928

-
- Respect for customary law and traditions must underpin the Indigenous Knowledge training module
 - Local Aboriginal people should benefit from sharing their knowledge, for example via employment opportunities
 - Indigenous Knowledge should be shared appropriately, and its authenticity maintained for the long-term
 - Steps need to be taken so that Aboriginal people have control over the formation and delivery of Indigenous Knowledge modules
 - Delivery of both indoor and field-based Indigenous Knowledge modules should be presented by an Indigenous local representative

5. TRAINING EVALUATION; OUTCOMES-FOCUSED EVALUATION AND IMPACT ANALYSIS

Development of an impact and evaluation framework is important to measure impact at the personal, professional, organisational, community and 'on-ground' conservation levels. Evaluation of module content and delivery, learning outcomes and long-term impact analysis should be built into the development of the World Heritage Tourism Training Module. Training can be evaluated for long-term impact through the development of project goals and indicators of productivity such as individual behavioural change, workplace measures, on-ground impact, and return on investment.

Pre and post-training surveys should continue to be conducted for future training sessions. Pre-training surveys should identify baseline knowledge while post-training surveys will track changes in knowledge and behaviour over time, as well as receive crucial feedback on the effectiveness and usefulness of the training for ongoing refinement.

Impact analysis considers program effectiveness in the long-term (e.g. conservation awareness and visitor satisfaction). Measures can be based on surveys, focus groups and face-to-face interviews with training participants.

APPENDICES

APPENDIX 1. ADDITIONAL COMMENTS FROM SCENIC WORLD RESPONDENTS

Cited sources of inspiration to work at Scenic World:

- *The people and the environment we work in*
- *The culture*
- *The people, the fun, the vibes and the beauty of its location*
- *The people and environment*
- *The people*
- *The culture*
- *The people and working in the environment*
- *It's better than the labouring I was doing before, it's outdoors and I work in a social team with people my age*
- *The people and the location*
- *The location and customers*
- *Providing a great experience and time with our guests so that when they leave here they remember it for a long time. As well I love to work as part of a team to achieve and reach goals*
- *Learning and understanding different cultures*
- *The people*
- *The beautiful customers*
- *Ecosystem finding animals and plants*
- *Some days I struggle but I have a huge passion for the people I work with and our natural environment*
- *The staff and location*
- *The area, the people we meet that visit us.*
- *Nature*
- *The joy and experience gained makes me phenomenally happy for right now*
- *People and nature*
- *Working outdoors*
- *Making customers smile*
- *People*
- *The culture*
- *Fun and active place to work most of the time. Plus I get to see the wonderful blue mountains everyday*
- *Something different every day*
- *Working in such a beautifully scenic place and being able to share that with people*
- *I like being outdoors, and getting to do that as a job keeps me keen to work at Scenic World*
- *It's a job that I enjoy and there is opportunity to find out new things*
- *Location and nature*
- *The engaging conversations and experiences I have with customers each day*
- *My passion for the Mountains*

Additional comments in relation to visitor questions about ecology, World Heritage or Aboriginal culture:

- *The ecology and world heritage readily tie into any discussion about the Blue Mountains, so they come up constantly. Discussions about Aboriginal Australia will be started by us 99% of the time, and as such are more rare. Not due to a lack of interest, when i bring it up, many people are excited to discuss it. The problem i see as being a greater problem of how Aboriginal Australia is perceived by Australia as a whole; either in a negative light, or something to be wary of talking about in public for fear of offending.*
- *Although many people wouldn't know that there is any aboriginal history because scenic world does nothing to acknowledge it.*
- *I would be more than happy to learn about these things of interest as to better teach the customers of scenic world*
- *The story of the three sisters*

Additional comments in relation to understanding more about environmental topics:

- *Similarities between the BM and other parts of the world*
- *I feel through my education, interests and jobs I have a great understanding of the UK's ecology and I am hungry to understand the Australian and specifically the Blue Mountains environments more.*

Additional comments in relation to changes / suggestions for how nature and World Heritage conservation and awareness information and experiences are delivered at Scenic World:

- *I would like to see an active focus from an external point of view. I would like visitors to leave with a greatly enlarged consciousness with regards to conservation. I'm not sure how to do this but i would like it to become a primary area of growth.*
- *More comprehensive training for Scenic world staff running tours in the rainforest so the groups get the best experience possible. More general focus towards educational topics instead of 'gameshows' etc*
- *More information on board walks for conservation*
- *The guides are good for getting information to groups, but for FITs the best way would be for staff to have more knowledge to provide the correct answers when asked or when prompted in commentaries*
- *It'd be great to see signs with more information about how people can help or what can negatively impact the environment*
- *Updated information and acknowledgment of the aboriginal people*
- *Just have more training so I can be more confident in the discussions with visitors*
- *Night time / spot light tours*
- *I would love to understand the nature and how to conserve it more thoroughly*
- *More training within this area, on indigenous knowledge and history about the area*
- *To keep pushing forward with all of these initiatives*
- *There is so much that could be done to spread the awareness. Sadly, however I think the majority of visitors aren't interested in that side of things. I think the opportunity to link global issues (such as climate change) with what they are looking at would be a great start.*
- *Accurate training so information our team presents is correct*
- *I would just like to have accurate and definitely true facts to be able to confidently share with customers, knowing very well they are true*
- *Have more signage, have guided tours daily about awareness etc*
- *Consistent education to the whole rides team so we're not saying different/incorrect things.*
- *Delivering information through displays, interactive and static, auditory experiences etc.*
- *I don't feel qualified enough to suggest things i know next to nothing about*
- *I feel as though this will be the next step into giving the rainforest more attention and the rides staff a whole lot more knowledge*

Additional comments in conclusion:

- *Scenic World was recently dragged kicking and screaming into acknowledging the Gundungarra people's connection to the land Scenic world occupies, despite having made use of their lore for 70 years. I would like to see an active involvement of the Gundungarra people in Scenic World.*
- *To have an understanding of European impact; indigenous acknowledgement, curiosity and respect; Protection and love of our beautiful environment.*
- *I have always had a great interested in the environment and how it is affected both at a local and global scale. I spend the majority of my time outdoors in the bush and I am keen to understand as much as I can about it. This includes improving my id of flora and fauna.*
- *Just as above, proper training, learning tools, fun learning tools, interesting facts etc.*

APPENDIX 2. ADDITIONAL COMMENTS FROM BLUE MOUNTAINS ADVENTURE COMPANY RESPONDENTS

Comments about previous exposure to management of protected conservation areas.

- *1 respondent cited experience with bush regeneration on Lord Howe island and 3 years contracting to council, land owners, landcare doing bush regeneration. Knowledge obtained included practices for long term management of conservation areas including primary, secondary and follow up work; weed control; encouraging healthy forest structure and biodiversity; protecting threatened species and plant communities; creek stabilisation and flood mitigation; features and uses of native flora.*
- *1 respondent cited experience as GBMWhA Advisory Committee member where gained lots of broad understanding at a very superficial level.*

Cited sources of inspiration to work:

- *Helping people find a connection to nature.*
- *my love of nature and taking people into the wilderness*
- *Introducing people to new experiences in the mountains where I grew from childhood.*
- *I am really passionate about native flora and uses of plants, as well as bush adventure therapy. For me working in an outdoor recreation setting I love to inspire clients to connect with nature and to have the potential to grow out of the experience. It also provides a platform to talk about environmental issues and the importance of conservation*
- *Being able to live, work and show others this area.*
- *I love adventure and the outdoors*
- *Passion for outdoor wilderness settings and the flora and fauna living in it*
- *Being in a beautiful and awe-inspiring landscape and inspiring others to also fall in love with it*
- *Love of nature*
- *My passion for sharing the great Outdoors and the benefits it can have on people.*
- *Adventure, the environment and sharing with others*
- *I use Bush Adventure Therapy with young people and teach them about the environment they live in*
- *People should recreate in natural places in the outdoors because it has unique and positive outcomes for them society and the environment*

Additional comments in relation to visitor questions about ecology, World Heritage or Aboriginal culture:

- *In between constantly and occasionally.*
- *Without prompting - about half the time. Almost every tour otherwise.*
- *It is so variable. Usually if I start doing interps it Sparks interest. Then it might spark more questions.*
- *This is not the language they would use though. It would be much more colloquial*

Additional comments in relation to understanding more about environmental topics:

- *Ecological interactions*
- *Ecology/relationship between flora, fauna, geology, humans*
- *broad interconnectedness of all the topics rather than silos*

Additional comments in relation to changes / suggestions for how nature and World Heritage conservation and awareness information and experiences are delivered:

- *Canyoning currently gets sold as an adrenal shot. I would like to see the expectation that it is more than that set up in the way it is advertise*
- *Yes. Greater support, especially for younger guides, in interpretive guiding. Re-introduction of interpretive guiding components in TAFE. Individual guide licensing requiring examination for interpretation!*
- *In the outdoor recreation tafe course interps is not offered as a subject. I am self-taught in blue mountains flora, geology, and etc and have qualification and experience in plant identification and conservation. More readily available resources or courses on interps would be great for the development of workers knowledge.*
- *More information regarding the importance of the area we are in and why and how we need to protect it for the future generation. An informative talk to make our visitors aware.*
- *I have guided in Kakadu, where the traditional owners of the park demand that guides study for a Kakadu Knowledge qualification through Charles Darwin University. I found this qualification extremely useful, particularly*

when it came to Indigenous culture, and think the same thing should be looked at for guides in the Blue Mountains.

- *I wish there had been easily accessible and understandable info available for me when I was a new guide*

APPENDIX 3. ADDITIONAL COMMENTS OF THE POST-REPORT

(Q6) Cited sources: How do you expect to use the knowledge gained in this session?

- *Use it as a base for further research*
- *Teaching others*
- *In conversation with customers*
- *General knowledge and for commentaries*
- *To let people from around the world know*
- *I now am able to answer questions to customers if they ask about the area and country*
- *To share with visitors to show appreciation for Indigenous people in the area as well as their connection to country*
- *Share with colleagues, share with guests*
- *Shared amongst community and family towards studying land conservation*
- *Using the info on the rides*
- *Educate guests*
- *Help guests and other staff*
- *Through commentaries*
- *To educate visitors on our surroundings*
- *Informing visitors of scenic world about the greater Blue Mountains*
- *To improve customer experience*
- *To pass on to customers and staff*
- *In my cable car commentaries and talking to customers*
- *To pass on to others and tourists*
- *To explain aspects of the World Heritage Site to first timers*
- *Acknowledging country Importing information to clients*
- *Introduction/acknowledgement of country*
- *Communicate with guests, connect them with the Blue Mountains*

(Q7) Cited sources: What would you like to learn about this topic that was not covered?

- *Aboriginals interactions within the Blue Mountains and relevance of sites E.g. 3 sisters*
- *So much*
- *More history In depth current info*
- *More info on the environment*
- *More about Aboriginal culture itself an the respectful ways of sharing and appreciating that culture*
- *More detailed knowledge of country, stories and how aboriginal people used the land/what it meant*
- *To*
- *More animal stuff*
- *More about the erosion of the sandstone/rocks*
- *Dingoes relationship to eco system. Land mangement*
- *Names, stories of species encountered*
- *Sister's Story*
- *More about the evolution/movement of species*
- *Our ability to help native flora and fauna*
- *More about how to respect indigenous stories*
- *How indigenous people used the Blue Mountains*
- *lots!*
- *Uses of plants/animals*
- *More on the uniqueness of the BM, topics that will connect + bring them back for more*

(Q9) Cited Sources: What changes would you recommend to future training session on indigenous culture in the GBMWHA, and why?

- *More information specific to the Blue Mountains/local sites*
- *a local*
- *Everything was good*
- *Longer time spent perhaps with an Indigenous Elder to teach us how to connect with the country the way they do because I think it is really important for all Australians to connect and bridge the divide*
- *Spend more time on the importance of the land to the aboriginal people. Easy relations between the land that guests see to experience with an aboriginal perspective*
- *Not as long after a full day's work*
- *More time*
- *More energy*
- *Morning rather than night*
- *Over a few sessions not at night after work*
- *nothing*
- *More stories/less "hearsay"*
- *More about Indigenous species*
- *A little more about Dreamtime significance*
- *More pictures and interaction with the crowd*
- *Explain the cultural respect around sites. e.g. three sisters*
- *Good overview*
- *More time to let the info sink in. Dylan's summaries in print*
- *The information was very scientific, interesting but I would like to convert them to a touristic perspective*

(Q13) Cited Sources: How do you expect to use the knowledge gained in this session?

- *Share with people the importance of Indigenous people to the local land*
- *Teaching others*
- *Lowering fear of fires, creating better understanding of fires*
- *In commentary informing customers Write on guides*
- *To educate our customers*
- *To be able to tell customers that visit that fire is good for rejuvenation*
- *Connecting with customers about the history and and of the area. Plus importance of fire*
- *Use in tour with guests. The carbon message will influence low carbon initiatives*
- *Share with friends and family*
- *For future educational reference*
- *Sharing with guests*
- *Help staff and guests*
- *Educate customers*
- *Again, to inform and answer questions to SW guests*
- *To shine positives on what could be a negative, e.g. fires*
- *Tell clients*
- *Share with staff and customers*
- *In my own attitude towards fire/regeneration and my conversations with customers/tourists*
- *To others and tourists*
- *Personally explain bushfires to customers, but only limited to guides*
- *Explain fire/settlement*
- *Can talk more about the relevance of fire management*
- *Importing knowledge to clients and expand my own knowledge regarding this topic*
- *Inform clients on the importance and necessity of bushfires*
- *Explain to guests about BM, connect them to this destination*

(Q14) Cited Sources: What would you like to learn about this topic that was not covered?

- *So much!*
- *I learnt a lot of new things so everything was fine*
- *How we can help to improve also more about mosaic burning*
- *Far more than "fire" relationships*
- *n/a*
- *More overview/history*

(Q16) Cited Sources: What changes would you recommend to future training session on the GBMWA's European History, and why?

- *More about mining history and early exploration*
- *Contemporary art?*
- *Nothing at all*
- *Longer time for more depth*
- *Linking forward to need for low carbon initiatives*
- *More time*
- *More energy*
- *Over a few sessions*
- *Less about fire*
- *n/a*
- *More interactions*
- *More about how Europeans affected the Blue Mountains when they arrived here*
- *More rounded content*
- *I loved the session however i felt i learnt more about Aboriginal burning regimes than European history*

(Q20) Cited Sources: How do you expect to use the knowledge gained in this session?

- *Use it in commentary*
- *Teaching others*
- *Sharing with customers*
- *Informing customers on history and just in general*
- *To educate our customers*
- *To be able to imply to customers about native and introduced fauna*
- *To teach people about our unique flora and fauna and how to preserve better appreciation*
- *Share with guests*
- *Sharing with guests*
- *Help staff and guests*
- *Educate customers*
- *Same as other sections*
- *Connect the customers to where we work and give something extra*
- *Tell clients*
- *Customers and staff to share the stories of Aboriginal people*
- *Conversations with customers and commentaries on cable cars*
- *To tell others and tourists*
- *Generally to all customers about wildlife*
- *This was great for information to deliver to clients!*
- *Own knowledge and telling clients.*
- *Put BM in perspective to international tourists*
- *Talk with guests, connect them with BM*

(Q21) Cited Sources: What would you like to learn about this topic that was not covered?

- *So much*
- *More about the Aboriginals*

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- *More about the animals and how to improve populations*
 - *More specifics about species and ecology*
 - *More about species movement - camera trap observations*
 - *How we can help flora and fauna with the challenges they face*
 - *lots!*

(Q23) Cited Sources: What changes would you recommend to future training session on World Heritage values, and why?

- *More facts that are easy to understand*
- *More info*
- *TIME*
- *Over a few sessions*
- *Just a bit more about impacts of introduced species so we can advocate for active positive legislative changes*
- *More time to go through the presentation more thoroughly*

(Q26) Cited Sources: What other topics related to GBMWA do you want to learn more about in the future and why?

- *So many*
- *Everything was great*
- *Flora, fauna and how to preserve it*
- *Dream time stories*
- *Rock formations*
- *Ecological relationships*
- *More about Dreamtime/Aboriginal practices/culture camp*
- *More linkage/overview*
- *How is the area actually being protected? If there are multiple land owners are there legal parameters or responsibilities that they uphold? What collaboration is there between land managers in efforts to conserve GBMWA*
- *What was happening here before World Heritage listing*

(Q29) Cited Sources: Are there any other comments you would like to make about the program overall?

- *Thanks*
- *Great start!*
- *Very good*
- *Thanks, all good! Fire!!!*
- *The information was in depth and the members involved are very passionate and you can see that*
- *Greatly appreciated - will definitely try to incorporate in work*
- *Love learning about the flora and fauna*
- *Loved it, I would love more!*
- *Fantastic Experience*

APPENDIX 4. World Heritage Tourism Training Module Agenda

NOTE: this is a working document for development in consultation with stakeholder groups

Week/Time/location	Presenter	Topic	In-class and field inter session themes	Details of field inter session	Materials	Online quiz
Week 1/ TBA	TBC -Parks Discovery ranger - Indigenous representative. - A local geologist. -Representative of NSW Rural Fire Service	Blue Mountains conservation and management	<ul style="list-style-type: none"> ➔ Flora and Fauna of Blue Mountains. ➔ Geology of the Blue Mountains ➔ Land management and conservation ➔ Risks to land conservation ➔ Fire management (Fire Stories: A lesson in time and Fire Stories: Living with Risk). ➔ Impacts of climate change ➔ Blue Mountains Upland Swamps research? ➔ 'Cementing minute' for briefing and relation to present day issues of land management/ threats. ➔ Links to the Low Carbon Living Project to demonstrate what the BM is doing to lower carbon footprint. 	TBC	<ul style="list-style-type: none"> - Fire Stories footage (30- 60 secs) - Managing for Ecosystem change in the GBMWHA Final report) 	TBC
Week 2/TBA	TBC -Indigenous representative - Member of the World Heritage Institute	Indigenous culture in the Blue Mountains	<ul style="list-style-type: none"> - Acknowledgement of Traditional owners x6 tribal groups & Indigenous culture - Joint Management (Gundungurra ILUA) - Cultural awareness - Aboriginal occupation and interaction with the Blue Mountains (more detailed knowledge of Aboriginal sites is required) - Knowledge of bush tucker and bush medicine - Culturally appropriate ways of distributing Indigenous Knowledge and Dreamtime stories with clients and tourists ➔ 'Cementing minute' for briefing and relation to present day issues (Native Title/ Self-determination etc.) 	TBC	<ul style="list-style-type: none"> - Burraborang book (Jim Smith) - GBM map overlaid with language groups - Yellomundee CultureCamp YouTube https://www.youtube.com/watch?v=GD5znBsSbsw 	TBC
Week 3/TBA	TBC -Members from the World Heritage Institute	World Heritage Values and the Greater Blue Mountains World Heritage Nomination	<ul style="list-style-type: none"> - Gondwanaland & ancient species? Eg discovery of the Wollemi pine - The efforts of those who come before us - Historical context for introduced fauna eg. Horses as a legacy of mining and agriculture - Story about dingoes ➔ 'Cementing minute' for briefing and relation to present day issues (need for cultural significance recognition in WH nomination?). 	TBC	<ul style="list-style-type: none"> - Gondwanaland map - Myles Dunphy's map? - Wollemi pine image 	TBC

<p>Week 4/TBA</p>	<p>TBC -Members from the World Heritage Institute</p>	<p>European heritage in the Blue Mountains</p>	<ul style="list-style-type: none"> - The history of Katoomba as a mining town - See p96 of Values book - Blue Gum Forest as cradle of modern-day conservation - Blue Mountains as a peak tourism destination - Changing forest - Short-term profit motive <p>→ 'Cementing minute' for briefing and relation to present day issues (European/ tourist impacts today)</p>		<ul style="list-style-type: none"> - Bleichert simulation - Historical images - Maxwell's hut in the Kedumba Valley - Book of old Katoomba photos - Photo from Jim Smith's book of the valley 	<p>TBC</p>
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