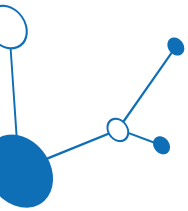


D.1.4.1

Multi-dimensional and cross-territorial governance model



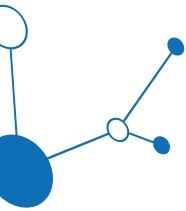


D.1.4.1

Multi-dimensional and cross-territorial governance model

Table of content

- A. Introduction
- B. Guidelines
- C. Model structure
- D. Adoption Strategy
- E. Summary and main conclusions
- Annex 1 Interface and User Experience



Deliverable description:

Strategic Report Illustrating the Main Technical Specifications of the Model, Purposes, Structure, Design Choices, and Strategy for its Adoption.

Aim:

This report outlines the strategy, core specifications, objectives, structure, and design choices underpinning the "Multi-dimensional and cross-territorial governance model for activation of the World War I heritage to foster sustainable socio-economic development of remote territories of Central Europe." This model, developed within the context of the Interreg Central Europe project GOV4PeaCE, aims to provide a framework for activating WWI heritage sites to drive sustainable socio-economic growth in remote Central European regions.

A. Introduction

Strategic choices at the base of the model

The word "model" can have different meanings. In this case, it refers to a governance model, meaning a set of guidelines, steps, and operating rules that allow a World War I Heritage management body to achieve predefined objectives, which stem from the overall strategy defined by the partners.

Specifically, a general objective is indicated: the tourism development of World War I sites. This objective is pursued through international and cross-border collaboration between the various management bodies, aimed at promoting joint sustainable tourism activities. The project is based on the understanding that individual sites can vary greatly in size, from large museums or shrines to small country cemeteries, and that different sites have different levels of maturity. Therefore, the model must take these specificities into account.

The model therefore helps the sites collaborate, build partnerships, and implement joint projects.

However, the Survey highlighted the presence of areas of weakness, which can be of various types. Therefore, it is important that managing bodies address and resolve their weaknesses before initiating collaborations to ensure effective partnerships.

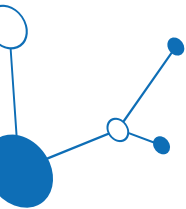
The model, therefore, before helping bodies establish partnerships, must help individual bodies identify and resolve their weaknesses, with the aim of achieving minimum performance levels in various thematic areas. However, it is clear that the minimum performance level cannot be the same for all, because there are tiny sites and very large sites, so the model must incorporate different performance levels for sites of different sizes.

However, site size cannot be defined unambiguously as a general indicator, because sites can have different levels of size according to different evaluation parameters. For example, a site may have enormous historical importance but marginal touristic relevance, for example, in the case of high mountain sites.

Therefore, before providing guidance, the model must help management bodies identify their size class with respect to the most relevant evaluation and intervention axes for the project.

In few points, the model can be summarized as a tool:

- **to help organizations that manage heritage to achieve a homogeneous level of service with respect to shared objectives on key points such as site usability, tourist accessibility, integration with other territorial bodies, etc.**
- **to disseminate the best practices of the most advanced sites in the network.**
- **to propose an easy-to-follow path for organizations that want to grow as Heritage managers.**



- **to propose a development path for organizations that want to initiate international collaborations.**

The combination of the two paths, i.e., site management and the construction of international relationships, in fact constitutes an integrated development path useful for those organizations that want to be part of the second-level network, referring those unfamiliar with the concept of the second-level network to the reading of the project in its entirety.

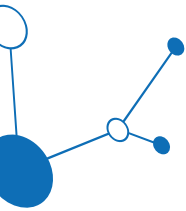
Multi-dimensional and cross-territorial governance model for activation of the World War I heritage to foster sustainable socio-economic development of remote territories of Central Europe

For the definition of the model's characteristics, we therefore took into consideration the results of the analysis already carried out during the project, in particular the analysis of the responses to the questionnaires sent to partners, the SWOT analysis provided, the Best Practices identified, and the direct interviews conducted. We also assumed some project constraints deriving from the project context itself.

Main characteristics of the model:

- **Multi-dimensional:** Integrates various perspectives to address the complexity of heritage valorization.
- **Cross-territorial:** Designed to be applicable in different geographical areas and to facilitate collaboration between territories and nations.
- **Governance Model:** Provides a framework for the management, direction, and control of heritage activation processes.
- **Oriented towards the activation of WWI Heritage:** Its primary purpose is to initiate and sustain the valorization of First World War heritage.
- **Aimed at socio-economic development:** Seeks to promote economic growth and social well-being, particularly in remote areas.
- **Applicable to remote areas of Central Europe:** Its main focus is geographically and touristically peripheral areas.
- **Evolutionary:** Proposes a continuous improvement path for individual managers and the system as a whole.
- **Collaborative:** Encourages cooperation and the exchange of experiences among the various stakeholders involved.
- **Based on self-analysis:** The model's structure includes an initial self-assessment phase for managers.
- **Provides operational guidance:** Offers practical tools and guidelines for improving site management and international relations.
- **Divided into reference axes:** Analysis and development are based on three main axes: historical relevance, touristic relevance, and institutional maturity.
- **Considers "scope" as a dimensional class:** The size of sites and managing bodies is defined in terms of scope (local or international).
- **Aims for immediate local return (in the first phase):** The first part of the intervention model focuses on actions that generate perceptible benefits at the local level.
- **Does not impose rigid standards:** Proposes a flexible growth path adaptable to the specificities of each context.

Based on these specifications, the guidelines for the model's development were framed.



B. Guidelines

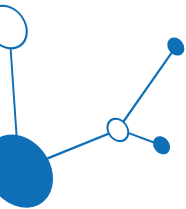
This section presents the guidelines which were followed to define the model.

Objective of the model: activation of the WWI Heritage

The objective of the model is the direct and immediate purpose for which it is being developed. In this case, it is to lead to the activation of the WWI Heritage. To achieve the activation of the Heritage, it is first necessary to identify what is meant by "activation" and secondly who the subjects to be activated are. The WWI Heritage consists of a vast and varied archipelago of elements that differ greatly in size, type, and location. Typically, these include museums, battlefields, trenches, armament emplacements, cemeteries, churches, chapels, tombstones, and memorials. These diverse sites are in turn managed by different subjects with very different motivations and sizes. Some sites are under the direct management of ministries or national government bodies, others by regional or provincial public bodies, others by local public bodies such as municipalities or districts, others are managed by private law entities, both large (such as foundations, consortia, large associations) and small (such as local associations). Others are managed by religious entities and still others by informal groups of a few people. It is evident that there cannot be a single criterion for defining when these subjects are to be considered activated, and there is no single way to achieve this activation.

Regarding this point, some choices were made:

- First of all, it was considered appropriate to extend the concept of "multi-dimensionality" mentioned in the model's title to the dimensional heterogeneity of the Heritage managing bodies. Thus, the model also sees multi-dimensionality as the need to create systemic interactions between subjects of different sizes. Therefore, one of the model's objectives is to foster collaborations between Heritage managing bodies of very different sizes.
- By "activation" is meant, first and foremost, starting a path of improvement and growth. Therefore, giving a site manager the possibility to activate themselves means offering a growth path that allows them to move from the initial situation to a better one, regardless of how mature or large they are at the beginning.
- Highlighting in the model the possibility of initiating collaborations between subjects which are far under dimensional or maturity aspects.
- "Activation" therefore means both the growth of a managing body and the search for partnerships, in a transnational perspective because of the cross-territorial nature of the model.
- It is important to specify that the model is a tool for representing and facilitating the activation process of an entity, but it cannot replace the will of the entity itself. In other words, a model can indicate a path and help to follow it, not force the journey.



Purpose of the model: to promote socio-economic development

The purpose is the broader and more general objective towards which the project and, therefore, the model itself tend. The promotion of socio-economic development is a very broad area and can be interpreted in many ways. Referring to what is indicated in the project itself, the model focuses mainly on some specific aspects of socio-economic development:

- Tourism, with a particular focus on cultural tourism and "slow" tourism in general.
- Territorial promotion of remote areas and activation of local resources.
- Growth in terms of improved control and structure of the managing bodies of the WWI Heritage.
- As a general Umbrella, the overall goal is expanding the possibility for citizens to learn about the implications of WWI, with increased awareness of the need to work all together in order to ensure peace and collaboration among Europe.

Prevailing scope of application: remote areas of Central Europe

The focus of the model is on remote areas, therefore geographically and touristically peripheral areas, and on the importance of promoting the growth of the most disadvantaged areas. This characteristic is expressed in several ways:

- First of all, in a direct way, i.e., by presenting a growth path specifically aimed at subjects operating in remote areas.
- Alongside this, however, there is an indirect way, which is equally important. One of the major weaknesses of remote areas is, as known, the isolation they suffer from. Therefore, it is not only a question of helping them to improve their site of interest locally, but it is also important to offer a way to activate collaborations with more central entities more integrated into tourist circuits, so as to also work on the support network and not only on the specific offer.

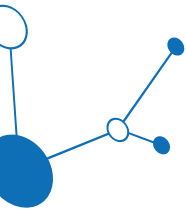
Multi-dimensional model

A multi-dimensional model includes within itself different descriptive dimensions of the phenomenon to be modeled. For example, the model takes into account economic aspects, such as the search for funding sources, social aspects, such as those related to community involvement and volunteer management, and aspects related to the usability of sites, such as signage and accessibility. There are also historical, economic, institutional, and other minor dimensions. All these areas are different ways of reading a phenomenon and speak different languages, are governed by different laws, and have different units of measurement, but at the same time they are closely interconnected and influence each other.

This is typical of complex systems, and a multi-dimensional model must capture not so much the totality of the descriptive elements of each dimension, but above all the interconnections between different areas. It is not possible to create a model that describes the totality of the elements and the totality of the relationships that bind them in all the dimensions that describe a phenomenon, because it would be impossible to manage and totally useless. Instead, a model must be created in order to describe the most representative elements and the most influential relationships that bind them, in the areas important with respect to the general purposes which led to the development of the model.

The multi-dimensionality of the model is also to be understood in reference to the specific dimension of the different actors who commissioned and will adopt the model.

The model is mainly aimed at the development of the smaller and weaker subjects among the managers of the WWI Heritage. However, this development cannot be understood only as the development of individual



actors, but as territorial development, also because it must be aimed at building partnerships and international projects. Therefore, the model must take into consideration not only small sites and informal or local managers, but all sites that manage WWI Heritage, including dimensionally significant sites managed by articulated organizations.

Cross-territorial model

A cross-territorial model is a model that extends across different territories, in this case at an international level.

Cross-territorial here has a dual meaning:

- On the one hand, cross-territorial refers to the construction of future projects and relationships between territories located in different regions or nations. Cross-territorial, therefore, takes on the meaning of being linked to an international dimension, thus providing guidelines for carrying out projects between international partners.
- On the other hand, however, cross-territorial also has the meaning of being applicable in different territories. Cross-territorial therefore means that the model should not be applicable to one or more specific contexts, but must be general enough to be applicable anywhere, in any nation.

This necessitates the creation of a model free from references to specific elements, such as national rules, laws, regulations, local traditions, and specific social structures of a nation or a region.

Governance Model

The model must therefore be first and foremost a Governance model, that is, a model of management, direction, engagement, and control. This opens up several scenarios, as the term Governance is not unequivocally determined.

To define the meaning of Governance, we started by combining the project's objectives with the needs of the project partners as they emerged by the initial Summary, and we proceeded to elaborate the results of the previously conducted Survey. Then, several Calls were held with some partners to better focus on the needs.

From this work, it emerged that the model should focus mainly on two aspects:

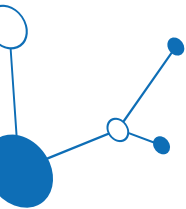
- On the one hand, the direct and specific management of certain aspects of the sites.
- On the other hand, the management of the direction and design of large-scale international exchanges.

These findings perfectly align with the multi-dimensional and cross-territorial nature of the model, which has therefore been divided into two macro-blocks. The first macro-block is dedicated to site management, the second macro-block to the construction of international exchanges.

Three maturity levels, hundreds of different cases

The model is meant to address the needs of different territories. The Project was created to address the needs of diverse territories and initially identified three "maturity levels" to which the different territories belong:

- Mature Areas (Italy-Slovenia and Belgium)
- Medium-Development Areas (Poland-Slovakia)
- Initial Development Areas (Hungary-Romania)



These three “maturity levels” express the overall level of those territories and during the project different needs for the different maturity levels were identified:

In mature areas, the primary need was to provide a support to create structured international networks that connect already robust institutions and already existing regional networks.

In medium development areas, the primary need was to help the heritage managers to grant minimum quality standards and to establish coordinated regional promotion.

In the Initial development areas, the need was to reach a minimum standard for conservation and touristic fruition of the heritage.

As a matter of fact, although it's possible to see those “areas” as regions characterized by similar needs, during the project it became clear that within each type of territory, individual entities at different levels of maturity can coexist. We can't assume that all and every entity in a “medium” territory should automatically be a “medium” entity.

To be clear, in a territory with an overall high level of maturity, such as Italy, for example, it cannot be assumed that all heritage managers are at a high level of maturity. We can expect that a good portion of the sites are managed at a high level of maturity, but we cannot assume that in a territory with a high level of maturity, all heritage managers are at a high level of maturity. The same obviously applies to territories with a low level of maturity, and even more so to territories with a medium level of maturity, where highly advanced and structured situations coexist with amateur and very immature ones. For this reason, the model is structured to help individual heritage managers define their level of adequacy with respect to various assessment axes in the first part and achieve the expected level in the second part. At the same time, it takes into account the different maturity levels of the territories in the third part, where guidelines are proposed for transnational projects that are targeted to the three levels of maturity.

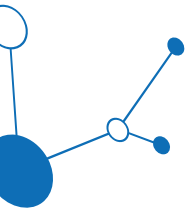
The second problem is that we can't assume that all and every heritage manager knows which “level” they belong to.

The third problem is that there are several aspects and fields which structure the operational profile of a heritage manager and an entity can be more advanced in one field and less in another one. In other words, a “medium” heritage manager can be advanced for the scientific aspects but weak on the touristic side, while another “medium” heritage manager can be weak for the scientific aspects but very strong in touristic promotion.

So, the Model was developed in order to address the needs of each single entity, bringing them in a journey to discover who they are and to improve their situation.

what users concretely get out of the Model

- **Consciousness** – They understand at which level they are and understand their weak points, divided into areas.
- **Improvement**– For each area they get hints, examples, documents and a peer-to-peer educational structure.
- **Development** – They can improve as heritage managers and fill the gap between their situation and a desired one.
- **Network** – After alignment they can start join projects following the examples and the structures provided by the model



C. Model structure

The section illustrates the structure of the model as defined based on the constraints outlined above.

General structure of the model:

To address the emerged needs, the model is divided into three main sections:

1 An analytical section, designed to allow self-analysis by site managers (self assessment). This is needed as each heritage manager doesn't know which is its "level" and doesn't know in which areas is weak. In this section the managers can understand their situation.

2 First implementation section, designed to help site managers embark on a path of self-improvement regarding the management of the site itself. In this section the managers can find useful tips, guidelines and examples to follow in order to reach a minimum level of service.

3 Second implementation section, designed to help site managers embark on a path of self-improvement regarding the construction of inter-territorial relationships. In this section the sites which are ready to start projects or to interact with other sites can find a tool to self-make their own questions in order to reflect on how to move forward, and they can also find examples and guidelines to follow.

So the model defines a path. A Heritage manager can start its path making the self assessment, defining its initial situation and the areas to improve. Then the Heritage manager can understand how to improve its position in those areas. At the end, the Heritage manager can receive inputs on how to create or join international collaborations.

In a way, the model is thus constituted by three concatenated sub-models: an analytical model, or rather a self-assessment model, and two intervention models, understood as development models.

All the areas of the model were taken by the collective work made with the Survey, so the model reflects the exact needs expressed by the participants to the project.

ONE MODEL, ONE GOAL, QUADRILLIONS OF DIFFERENT PATHS:

The model is divided into three main sections:

1 An analytical section, designed to allow self-analysis by site managers (self assessment).

2 An implementation section, designed to help heritage managers embark on a path of self-improvement regarding the management of the site itself.

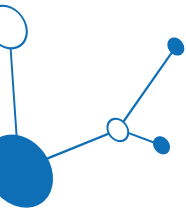
3 An implementation section, designed to help heritage managers to make projects together.

Dimensional Classes

Defining whether a site is "large" or "small" is not simple.

The initial Survey reveals a picture composed of hundreds of sites that differ not only in size but also in type and scope.

On the one hand, it seems very simple to identify the extremes, ranging from the large museum of international importance, to the very small cemetery in the woods managed by a few informally organized volunteers.



On the other hand, however, it is very difficult to classify the sites that are somehow in the middle of these extremes. And is also very difficult to apply a homogeneous classification to heterogeneous elements: is the classification of a church as "medium site" consistent with the "medium" classification of a museum?

The Heritage is composed of places that are to some extent dimensionally incomparable: museums, shrines, battlefields, front lines, trenches, churches, cemeteries, monuments, chapels, commemorative plaques and there are also particular situations, such as places of enormous historical and symbolic value but inaccessible due to their location, for example, on the peaks of the Alpine arc.

To avoid arbitrary classifications, the model has chosen to refer to an element that expresses a dimensional value that well suits the model's own objectives. The reference value concerns the scope of the site, which sometimes coincides with the scope of the entity that manages it. The indication of the scope was already present in the initial Survey of the project and ranged from local scope to national scope to international scope.

In the model, the distinction has been simplified into:

- Local
- International

The main reason for this choice is that the sites overwhelmingly identified themselves in the Survey as local or international (79% of the total). Furthermore, it did not clearly emerge which the characteristics of a site of national interest and a site of international interest should be, as they both seemed to be very similar in terms of organization and complexity, so it would have been hard and arbitrary to make a clear distinction between a site of national or international interest. Finally, the goal of the model is to promote international exchanges and planning, so in this context a site of national relevance, probability well-known and characterized by a complex articulation, is in fact a site that should carry out projects and exchanges at an international level and should tend to assume international relevance.

Therefore, in the model, the "relevance" of a site coincides with scope and takes on the meaning of dimensional class and, in practical terms, the scope indicates the relevance of the site and defines its dimensional class: a site of local interest is defined in the model as smaller than a site of international interest. The model proposes a path of growth and development, but the model does not hypothesize growth in the form of a leap in dimensional class. On the contrary, a different development path is developed for each dimensional class, with different characteristics, different objectives, and different expected results.

Three Axes

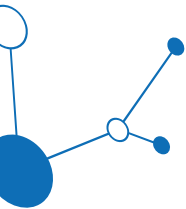
The aspects which define a site and its management system are several and refer to different areas of knowledge. But a model is a simplified image of the reality, and it can't catch the whole complexity of the reality. So, in a model is of primary importance to define the areas which are taken into consideration.

In this model the areas take form as three axis which are used both for evaluation and for implementation of the development activities.

The three axes are:

- Historical Relevance
- Touristic Relevance
- Institutional Maturity

Historical Relevance refers to all the aspects which make a site important under the historical aspects, i.e. if a site has been part of a key event, or has a strong symbolic meaning.



Touristic Relevance refers to every aspect which make a site a touristic destination, i.e. the geographical position or the accessibility.

Institutional Maturity is less focused on the “site” and refers more to the maturity level of the entity which manages the site, i.e. the administrative structure or the ability to maintain relationships with other managing bodies.

Combining Dimensional Classes With The Three Axes

Following the model a site manager can

- understand its own relevance on each of the three axis
- compare its own situation on several topics related to each of the three axis (different between local and international level)
- get suggestions from the peers to improve its own situation
- have access to resources to improve its own situation (documents, videos, links)
- understand how to establish international relationships with other site managers

The combination of the answers gives the managers a clear indication of their “level” in each of the three areas which are relevant to the scope of the model.

A PERSONALIZED JOURNEY OF ASTONISHING VARIETY

The model is designed to allow each individual Heritage manager to identify their specific situation and receive personalized support. This section covers the general structure of the model as it’s seen by the user (the heritage manager).

Analytical Section (Self Assessment)

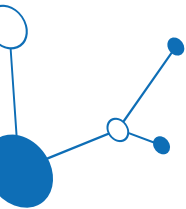
Just the initial selection includes 48 different combinations of manager type and managed heritage type.

At first, each heritage manager declares who they are and what they manage.

At this point, each heritage manager independently defined their own size class along the three axes. To do this, each heritage manager has to compile the first section of the model, the self-Assessment, and to answer several questions regarding its situation.

The initial Self-Assessment section includes 30 questions, each of which can be answered in six different ways. There are therefore 2,210,739,197,207,333,578,997,760,336 possible ways to complete the Self-Assessment (even if, of course, there are many combinations which don’t make any sense in the real world). The model simplifies the results by clustering the responses, reducing the possible combinations to 205,891,132,094,649.

From the point of view of the user of the model (heritage manager) there are 180 possible different options to choose. Even if each option doesn’t exactly fit their situation, such a large variety and the mind blowing number of possible combinations ensures that each heritage manager can define a set of answers which clearly expresses their situation.



Based on the answers given, the model determines the size class (Local or International) along the three axes (Historical Relevance, Touristic Relevance, Institutional Maturity). There are 64 possible combinations that define each single site.

Size Class and Maturity Level

It's important to note that the size class is in no way correlated to the level of maturity of a site or a heritage manager. Just because a site is of local historic interest doesn't mean it's less mature than a site of international historic interest. A site of local historic interest may be well-managed and mature enough to engage in collaboration and welcome visitors, while a site of international historic interest may be poorly managed, unsuited to welcoming visitors and incapable of implementing large-scale projects.

At this point, therefore, it is necessary to provide heritage managers with guidance to understand which aspects they can improve upon, and then concrete suggestions on how to improve.

We now enter the second part of the model, the implementation section, designed to help site managers embark on a path of self-improvement regarding the management of the site itself.

Implementation Section (Path Of Self-Improvement Regarding The Management Of The Site Itself)

In this second part, various thematic areas are presented to the heritage manager, covering the most important aspects for defining the level of adequacy of individual managers across the three axes, compared to what the project partners deem important.

The thematic areas vary in quantity and quality depending on the size of each manager.

For each thematic area, therefore, an optimal expected situation is presented and the heritage manager is asked to identify whether it is consistent with the expected vision or whether it needs to improve on that specific topic. If improvement is needed on a specific topic, the heritage manager will find a series of immediately usable aids, including documents produced by peers, examples of others who have addressed the issue addressed in the thematic area, links to websites, emails, and contact details of relevant partners. In practice, the model presents heritage managers who are less advanced in certain areas with the best achievements of other heritage managers in those same areas.

This strengthens peer-to-peer ties and creates an immediate connection between project participants.

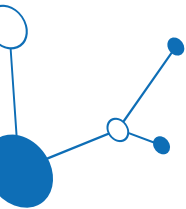
It is not a predefined path, but a highly personalized one that allows each heritage manager to build their own development strategy, drawing inspiration from what others have achieved.

The second part includes the following areas:

for the Minimum Standard Historical Relevance section

5 areas of verification and improvement for the "Local" size class, in particular:

- Accurate and validated historical reconstruction
- ordered collection of stories and memories
- Collection of objects and relics
- Structured relationship with a subject with scientific expertise able to help you do research



- there is an organic program to secure relics and places and start a restoration

for the Minimum Standard Historical Relevance section

11 areas of verification and improvement for the "International" size class, in particular:

- Accurate and validated historical reconstruction
- ordered collection of accessible stories and memories Inventory of the intangible heritage
- Catalogued and accessible collection of your heritage
- Structured relationship with multiple subjects with scientific expertise able to help you do research
- published works, some translated into English
- Have one or more experts working for the site
- Organic program of continuous restoration of relics and places
- Ability to do active research, directly or through organic researchers
- Sharing your research
- Ability to welcome scholars and researchers and provide support
- Capacity to borrow your heritage to other sites

for the Minimum Standard Touristic Relevance section

8 areas of verification and improvement for the "Local" size class, in particular:

- roads
- parking
- infographics
- text for infographics
- accessibility
- eco/slow travel
- connection with other sites in the region
- connections with local tourist players

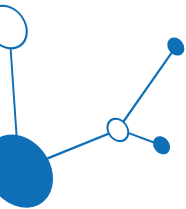
for the Minimum Standard Touristic Relevance section

12 areas of verification and improvement for the "International" size class, in particular:

- roads
- parking
- infographics
- text for infographics
- physical accessibility
- cultural accessibility
- eco/slow travel
- connection with other sites in the region
- international connections
- advanced tools
- special programs
- connections with local tourist players

for the Minimum Standard Institutional Maturity section

10 areas of verification and improvement for the "Local" size class, in particular:



- ability to get financial aid
- ability to enter into relationships with local territories bodies
- recognition as a protected asset
- activation of civil society
- structured relationships with local bodies and associations
- structured relationships with schools
- legal form
- presence of experts
- social balance sheet
- economic and financial balance sheet

for the Minimum Standard Institutional Maturity section

12 areas of verification and improvement for the "International" size class, in particular:

- ability to get financial aid
- ability to enter into relationships with local territorial bodies
- recognition as a protected asset
- activation of civil society
- structured relationships with local bodies and associations
- structured relationships with schools
- legal form
- salaried staff
- presence of experts
- presence of cross-control bodies
- social balance sheet
- economic and financial balance sheet

So, the verification areas vary between 23 for a heritage manager who is found to be "Local" on all three axes and 35 for a heritage manager who is found to be "International" on all three axes.

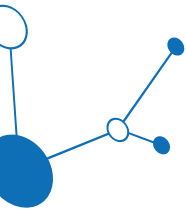
Each heritage manager self-defines whether or not they are aligned on each of these review areas.

The model, therefore, allows each heritage manager to identify their specific situation with extraordinary accuracy.

At this point, a heritage manager has understood their level of alignment with peer expectations on various topics and may have contacted others and undertaken development paths, alone or together with more advanced project participants.

The second section of the model therefore concerns the individual development of the heritage manager and the site they manage.

The building of international relationships remains to be covered, and this is what happens in the third section of the model, the implementation section, designed to help site managers develop projects together. This section supports heritage managers in building relationships.



Implementation Section (To Help Heritage Managers to Make Projects Together)

The third section is completely different and focuses on defining optimal paths to follow.

Four typical situations have been identified that describe four types of collaboration:

These situations are of interest primarily to different sites, from small and inexperienced sites to medium-large sites. For each typical situation, targeted advice is given on different areas and links are provided to other managers who can help them and to best practices from which to draw inspiration.

Each sub-section of this section is a step by step check list to reflect on the possible areas to improve and a source of knowledge through the peer-to-peer education

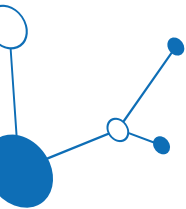
The different topics are:

YOU WANT TO JOIN A PROJECT OR NETWORK

- Read carefully the rules and regulations that govern the network
- Verify that the objectives and values of the network are in line with those of the association.
- Ensure that participation in the network contributes to the achievement of its objectives.
- Ensure that participation in the network does not compromise the conservation and enhancement of historical assets.
- Promote knowledge and understanding of historical heritage through dissemination and education activities.
- Contribute to the growth of the network, sharing information and materials with other members of the network.
- Ensure that you have the resources to actively participate in the network's activities.
- Ensure that participation in the network complies with current regulations on cultural heritage and historical memory.
- Maintain transparent management and accurate reporting of the activities carried out and ensure transparency in the use of funds and resources.

YOU WANT TO APPLY FOR FUNDS IN PARTNERSHIP

- Make sure you have one or more people in your team who are well-versed in the operating principle of calls for proposals.
- Read the call for proposals carefully, paying particular attention to the rules for eligibility, partnerships, reporting, eligible expenses and co-financing.
- Imagine a project that is something consistent with the activities that you would like to do anyway. Do not invent a project just to win the call for proposals.
- Make sure that the proposed project is aligned with the objectives and priorities of the call for proposals.
- Carefully analyze the evaluation criteria to maximize the chances of success.
- Look for partners with complementary skills and proven experience in managing calls for proposals.



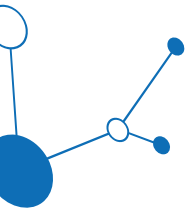
- Verify the specific skills, financial solidity and administrative functioning of the partners.
- Define clear and shared objectives among all partners.
- Make sure that each partner has a specific and well-defined role in the project.
- Pay attention to who will be the lead partner. If you do not have experience, propose the role to someone more experienced.
- Establish clear and detailed partnership agreements that define roles, responsibilities and methods of collaboration.
- Provide dispute resolution mechanisms.
- Develop a detailed financial plan that includes the distribution of costs and revenues among the partners.
- Provide mechanisms for controlling and reporting expenses.
- Reserve an adequate budget for administrative management (about 20%)
- Ensure that all activities comply with current regulations on the management of public funds.
- Provide internal control mechanisms and coordination (reserve 20% of the budget for coordination).
- Develop an effective communication plan to promote the project through different communication channels, such as social media, events, publications. (reserve about 10% of the budget for dissemination).
- Ensure that the project results are accessible to both the public (exhibitions, website) and researchers (publications, conference participation).

YOU WANT TO CREATE A SMALL SCALE PROJECT OR NETWORK AMONG SMALL PARTNERS

- Determine what values and objectives the managers of the sites share, regardless of their size and type.
- Clearly define what benefits each manager can gain from the Partnership or from participating in the network.
- Define specific objectives of the Partnership
- Develop a plan that defines the activities that will be carried out.
- Establish the methods of collaboration and the responsibilities of each management body.
- Define the resources that you want to make common, in material and immaterial terms.
- Establish shared internal communication channels.
- Ensure that all decisions are taken in a shared and democratic way. The adoption of a horizontal organizational scheme is suggested.
- Start the search for public and private funding to support common activities.
- Involve local communities and create or strengthen the link with the territory.
- Verify that the network's activities comply with current regulations on cultural heritage and associations.
- Clearly define the legal responsibilities of each association.
- Seek the support of a body that guarantees historical and scientific quality, a museum for example, or a government or regional body.

YOU WANT TO CREATE A LARGE SCALE INTERNATIONAL PROJECT OR NETWORK

- Define specific objectives that transcend national borders, possibly linked to supranational trends.



- Identify areas of common interest, for which there are already budgets allocated by individual Partners.
- Establish a clear organizational structure, with well-defined roles and responsibilities for each association. It is suggested to adopt a horizontal organizational structure and to establish a core of representatives that act as a director and guarantee a direct connection with the organizations
- Define the methods of communication, the methods of meetings, the decision-making procedures and provide mechanisms for resolving disputes and managing cultural differences.
- Consider the different national regulations on cultural assets, historical archives and public funding.
- Check the fiscal and legal implications of the transnational collaboration and define clear and detailed contractual agreements, taking into account the specificities of each country.
- Explore funding opportunities offered by international organizations.
- Promote historical research with international scientific collaborations.
- Share best practices in conservation and restoration.
- Involve local communities of the territories affected by the joint project. To this end, involve even small entities in order to have a direct connection with the territories.

In the third section, there are also three different examples of how to realize different projects at different levels of complexity:

- Step-by-step guide for World War I small site restoration
- Criteria for the Realization and Management of International Thematic Paths on the World War I
- How to Make a Museum of the World War I

At the end of the journey, the heritage managers, know who they are, what they miss, how to fill the gap and who they can contact and copy.

MATURITY LEVELS

We mentioned that the Project revolves around territories with different maturity levels.

How do the maturity levels relate to the model?

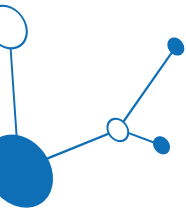
It's important to highlight two aspects.

- The first is that, generally speaking, sites of very local interest are more likely to have deficiencies on basic issues, because they're often managed by volunteers and unqualified staff.
- The second is that context matters; therefore, generally speaking, sites in areas with a low level of development are expected to have greater deficiencies than corresponding sites in more developed areas.

So, in the model different maturity levels lead to different capacities to be aligned with the proposed minimum requirements.

Therefore, it is expected that:

- in territories with a high level of maturity, an average percentage of alignment with the proposed minimum requirements of approximately 80% can be achieved (i.e., a heritage manager will, on average, be aligned with 80% of the minimum levels proposed in section 2 of the model).



- in territories with a low level of maturity, an average percentage of alignment with the proposed minimum requirements of approximately 60% can be achieved (i.e., a heritage manager will, on average, be aligned with 60% of the minimum levels proposed in section 2 of the model).
- in areas with a low level of maturity, an average percentage of alignment with the minimum requirements proposed of around 40% can be achieved (i.e., a heritage manager will on average be aligned with 40% of the minimum levels proposed in section 2 of the model).

In this way, we can expect that there should be a coherence in the overall level among sites and heritage managers belonging to a territory, and at the same time there can be single cases which don't align with the others for individual reasons.

D. Introduction Strategy

Introduction Strategy for the Governance Model

This strategy was developed considering the specific needs and situations of the territories, which are characterized by varying levels of maturity from high to low, as identified through the initial survey and SWOT analysis. The model itself was designed to be adaptable and operate effectively in diverse contexts and territories.

The introduction strategy defines whom and how the model will be proposed, in line with the project's overall objective. It is crucial to remember that the project aims to support the managers of World War I heritage, with the goal of improving their situation and fostering collaboration. A specific focus is placed on remote areas of Central Europe to boost their socio-economic development.

Through collective work, three main areas of intervention have emerged: historical conservation and heritage management, tourism aspects, and the management of individual organizations.

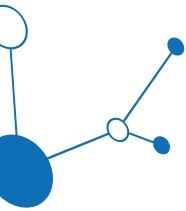
Consequently, three specific objectives for heritage managers were defined:

- **Objective 1:** To help them understand their current situation and identify weaknesses (self-assessment).
- **Objective 2:** To support them in improving their organizations by learning from other entities how to strengthen weak areas.
- **Objective 3:** To encourage them to undertake larger projects and engage in international collaborations.

The model is open to all project participants and potentially to other external stakeholders. However, since adoption is voluntary, it is crucial to clearly outline its features and benefits to encourage its use, as it cannot be imposed.

The Strategic Framework for the Model's Introduction

This section outlines the strategic framework and operational steps to introduce the governance model, constituting the **Strategy for Introduction (Deliverable D.1.4.1)**. The core principle is that the model must demonstrate clear and tangible value to encourage spontaneous adoption by managers and stakeholders.



Components of the Governance Model

As defined in the project framework (Activity 1.4), the innovative governance model is composed of three interconnected pillars designed to function in a structured, flexible, and intelligent way:

1. **Governance Structures:** This involves the vertical (territorial) and horizontal (sectoral) integration of key stakeholders. It connects local, regional, and national authorities with sectoral actors such as WWI heritage institutions, research centers, museums, site managers, development agencies, tourism destination managers, and private collectors.
2. **Tools and Instruments:** These are the practical means for activation and management, including the development and networking of WWI heritage routes, memorial parks, open-air museums, and collaborative digital platforms that support both management and public engagement.
3. **Processes and Approaches:** This refers to the integration of methodologies that ensure sustainability and impact. Key processes include integrated territorial development, rural development, participatory and social inclusion, sustainable mobility, digitization, and strategies for climate change adaptation and mitigation.

A Model Founded on Territorial Needs

The foundation of the governance model is built directly on the needs and objectives identified during the regional (D.1.3.1) and functional (D.1.3.3) workshops held between September and December 2024. This analysis provided the concrete basis for a tailored introduction strategy, adapted to the maturity level of each area:

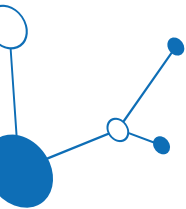
- **Mature Areas (Italy-Slovenia and Belgium-France):** The objective is to connect already solid institutions and existing regional networks through a common charter of values. This involves promoting data standardization for cross-border research and developing strategies for accessing heritage located on private land, which requires high-level institutional agreements. For the Belgium-France benchmark area, the aim is to create a dedicated cross-border committee for a more sustainable collaboration framework.
- **Intermediate Development Areas (Poland-Slovakia):** The goal is to provide minimum quality standards for small associations and ensure coordinated regional promotion. The strategy focuses on developing a unified promotional approach to build a cohesive regional identity and establishing a central hub, such as the European WWI Museum in Gorlice, to act as an anchor for the network.
- **Initial Development Areas (Hungary-Romania):** The main objective is to provide a minimum standard for heritage use, ensuring its preservation and accessibility. The strategy involves creating an institutional body to serve as a reference point for scattered stakeholders, preventing the fragmentation of historical memory and providing foundational guidelines.

Introduction Phases and Methodologies

The introduction of the model follows a structured approach that emphasizes knowledge sharing and adaptation to local contexts, logically preceding the implementation phase of the pilot projects.

Common and Transnational Elements

The logic and functioning of the model were presented and discussed in transnational workshops (such as those held in Poloniny and Rovereto), involving all project partners. These events were fundamental for



creating a common knowledge base. A core part of this strategy is to study and propose a common approach for a **transnational collaboration strategy**, fostering cooperation not only *within* but also *between* the different functional territories. Furthermore, on-site visits by the WP2 leader and external experts responsible for the model's development ensured that the strategic framework was well understood and aligned with territorial realities.

A Differentiated Approach by Maturity Level

The introduction strategy is articulated specifically according to the development stage of the areas:

- **Low Development Areas (Hungary, Romania):** The model is introduced through "top-down" guidance and training processes, led by Work Package leaders and external experts. This involves guided workshops, hands-on training sessions, and the provision of ready-to-use templates. This approach ensures that the foundations for using the model are consolidated in a structured manner.
- **Intermediate Development Areas (Poland, Slovakia):** Peer learning processes are activated. In this context, the main Project Partner acts as a facilitator, supporting the WP leader in introducing the model and promoting its use beyond the regional dimension. This encourages the exchange of good practices and mutual learning.
- **High Maturity Areas (Italy, Slovenia):** As established regional systems already exist, the strategy focuses on two levels. On a **transnational scale**, working groups are promoted to develop more structured collaborations between existing systems. On a **local scale**, the focus is on bridging internal gaps, where highly advanced entities coexist with others at an initial stage, by creating "minimum standard quality levels" to harmonize skills and operational capabilities.

This document, therefore, outlines the strategic framework that will guide the implementation of the pilot projects, providing a flexible and transferable approach for the introduction of an innovative governance model for World War I heritage.

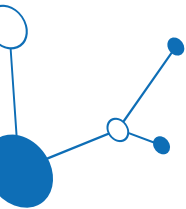
How to boost self-adoption

There is no higher entity driving adoption and imposing its use. Heritage managers who adopt the model do so because they find it interesting and useful.

In realizing the model, we started from the assumption that none of the subjects who could adopt it are obliged to do so.

Since there is no obligation, the first and most important question we asked ourselves was to construct the model in such a way as to offer potential users clear and easily perceptible reasons to adopt it.

- As there isn't a certifying entity, the organizations managing the heritage doesn't get a certification label if they comply with the minimum standards, but as they improve their situation, they get access to the international network and its future projects. Those who demonstrate some concrete effort and can show that, by adopting the model, reached the minimum standard levels in one or more topics, will likely get involved in future international projects by the peers.
- The model becomes also an instrument for the smaller organisations to have a recognised framework useful for advocacy. Under this perspective, the model is useful as its adoption is a proof of reliability and commitment towards third parties.



- As the primary focus of the project are remote areas, it's important to meet the needs and expectations of people who may be not so used to this kind of tools. To encourage the sites managers to take action to improve their own heritage and those of their partners, the model is presented as a web interface, an IT tool that allows them first of all to position themselves and then to improve their weak points by reaching a minimum standard for each topic which will then allow them to be included in the international network and in future implementations.

Benefit for territory: boosting the Local Economy

Adopting the model requires commitment and resources, starting from the time needed to address the self-assessment part up to the implementation of the improvement path. Therefore, there is the need of a clear return.

The return is the socio-economic activation of the territories, but it is not certain that the return on the territories will be immediate and clearly linked to the interventions.

In particular, the second part of the intervention model requires a strategic perspective, because international projects are often complex, slow to be implemented, and require a large amount of work before bearing fruit.

Therefore, in the first part of the intervention model, the choice was made to prioritize interventions that give an immediate and perceptible return. In other words, an improvement is proposed through small interventions that enable local structures to have a small and gradual but immediate improvement in their tourist attractiveness. Each intervention can be managed locally and enables local communities to improve the tourist offer in a way that is perceptible to the communities themselves.

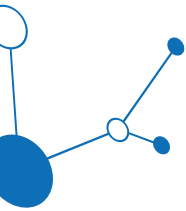
It cannot be promised, of course, that an improvement in the tourist offer will immediately result in an economic return, but it can certainly be said that the proposed improvements put local operators in a better situation to exploit their resources.

The improvement, therefore, is not so much seen as bringing remote structures to a level of offer similar to that of analogous structures in metropolitan areas, but as helping local communities to self-perceive their own weaknesses and independently undertake paths of improvement that are easy to link also at a local level to tourist development paths and economic improvement, in an evolutionary rather than a performative perspective.

This has also a strong impact on financing entities, as the adoption of a Model is a tangible sign of commitment by the managers of the Heritage. A managing entity which adopt a model is perceived as more reliable as there is a clear path which drives its development, so those who can fund it (public or private bodies) are more willing to finance this development.

Benefit for the territory: operational efficiency

The primary objective is to ensure that all entities managing sites are fully aware of the new model and understand its fundamental purpose and strategic benefits. At the executive level, the strategic rationale for adopting a multidimensional, cross-territorial governance model and its defined governance architecture are emphasized, highlighting its role in supporting the overall heritage management structure and facilitating informed decision-making. At the operational level, the model supports aspects such as the design of trails or a museum, or specific effective protocols, procedures, and guidelines, thus ensuring consistent application of operational standards. The narrative built around the model consistently focuses on valorization and operational efficiency. The model is not an additional administrative layer, but a useful tool for territorial



heritage valorization, greater operational efficiency, and strengthened international collaboration. As the model is based upon hundreds of answers given by the project partners, it's an expression of the willings and of the values of the group of peers. So, it aligns directly not just with the initiative's founding objectives of integrating sustainable tourism and revitalizing local economies through the valorization of World War I heritage, but with the core values expressed by the partners.

Importance of collaboration and to adopt an evolutionary model

The model, therefore, proposes a path of improvement. However, it is important to emphasize that the model does not assume a performative point of view, but an evolutionary one.

In other words, the model does not propose imposed standards and pre-set objectives to be achieved, but proposes a path of improvement both for individual sites or individual managers and for the system as a whole.

The objective is to stimulate continuous improvement not only of individual managers, but of the system as a whole through the direct or indirect collaboration of all managers.

First of all, the initial self-assessment determines the entry point of the model and the entry level. Therefore, it is each Heritage manager who sets its dimensional class on each axis, it is not an external body.

Starting from this entry point, the model proposes a path to help the individual managers to identify their positioning with respect to the indications provided by other managers of similar sized sites. There is no third party that determines objectives or standards. There is only the experience of the peers who provided some elements considered essential.

The model is made upon the experience, in particular what works, of the participants to the project. In other words, the standards set for each dimensional class are nothing more than the systematization of the results achieved by other heritage managers.

The model is the tool with which managers compare themselves with the experience of others and thanks to which they can use this experience to improve themselves.

It is an evolutionary model, therefore, first of all because to some extent it simplifies and crystallizes the evolutionary stages of the more advanced sites/managers through the experiences collected, and then helps the less advanced sites/managers to reach the same level.

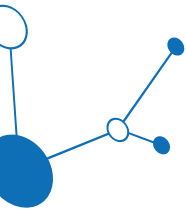
There is also a second aspect. From the SWOT analysis and the Survey, it emerged that not only are there weaknesses of some sites compared to others, but there are overall weaknesses of the system of sites taken as a whole.

It is not, therefore, just a matter of helping someone to reach the level of others. Instead, it is about helping the entire group to stabilize and resolve the weaknesses that have emerged.

The model, therefore, on the one hand aims to let emerge some sites/managers (as providers of knowledge and as references for others), but not as isolated elements. On the contrary, following the proposed path makes them active subjects capable of actively supporting the growth of the entire system and, therefore, of helping the further development of even the initially more advanced sites/managers.

This boosts the sense of belonging and the adoption rate as the "model" is not an aseptic tool, but an interface between peers. As the weaknesses of the system are partly linked to its fragmentation. Reducing fragmentation adds coherence to the system and strengthens it.

The managers will then be able to build international projects, in which the role of both the larger and more structured sites and the smaller sites is enhanced.



Supporting Informed Decisions and Addressing Concerns

The model only works if it is followed seriously and consistently, dedicating time and resources. For example, if self-assessment phases are performed superficially, the model will not work. To ensure manager engagement, comprehensive information must be provided to heritage managers, allowing them to thoroughly evaluate the benefits of the Model, the resource implications, and the commitment required for its adoption. The goal is to build trust and ensure full commitment. Efficiency gains are demonstrated by illustrating how the model, through standardization and systematization of growth and learning processes, ultimately generates time and resource efficiencies compared to fragmented or ad-hoc approaches to heritage management.

The standardized data collected through the initial survey and disseminated through the self-assessment mechanism enable meaningful comparisons across different sites and regions within the global World War I heritage network. This enables the identification and dissemination of best practices, collaboratively addressing common challenges, and promoting collective improvement across the international network.

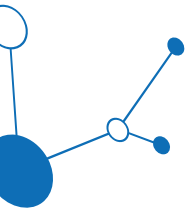
Piloting the Model for Initial Experience

The testing phase is a further phase and is logically linked to the development of the model. The testing phase takes place when designated users within heritage management organizations actively interact with the self-assessment interface and begin applying the model's principles to their specific cases.

The designated users will be chosen starting from the profiles, needs and expectations expressed while answering to the Survey.

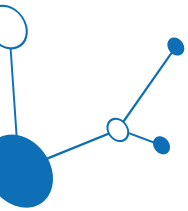
The testing phase maximizes the value derived from practical experience and gathers immediate feedback to refine its wider deployment. A structured pilot program is designed by selecting representative regions and locations from the heritage network. This selection aims to include a mix of site types and regional contexts, gathering diverse feedback on the model's applicability in various operational scenarios. Key personnel within these pilot areas are identified as direct users of the model and the self-assessment tool. Guided onboarding for the self-assessment tool is provided through comprehensive, dedicated training sessions, specifically tailored for pilot users.

During these sessions, the practical application of the model is demonstrated. This ensures that users understand the direct connection between the defined criteria and the tool's functionality. Initial use of the tool allows users to experience its benefits firsthand, seeing how their input translates into assessments against established criteria. Real-time support and feedback mechanisms are critical during testing. Immediate technical support is offered for any issues that arise with the interface. Conceptual support is provided for questions related to the interpretation or application of the model's criteria. Structured mechanisms for collecting feedback from pilot users are implemented, focusing on the tool's usability, the clarity and applicability of the criteria, and the challenges or benefits perceived during the testing period. This process specifically aims to highlight emerging issues, enabling the identification of weaknesses in the tool or implementation. A clear path from testing to full adoption defines observable metrics for the successful completion of the pilot phase (e.g., self-assessment completion rates, initial qualitative feedback), providing tools for explicitly outlining next steps for broader deployment and full adoption across the network.



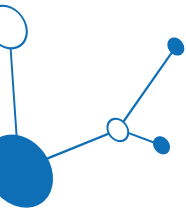
Writing The Shared Charter of Values

For effective multidimensional and trans-territorial governance, the creation and endorsement of a shared Charter of Values is a fundamental pillar. Implemented through a participatory process involving all levels of stakeholders—from strategic leadership to operational teams—this Charter can define a vision and guiding principles capable of unifying the entire First World War heritage network. It is not merely a formal exercise, but a tool with the potential to build trust, foster more effective collaboration, and ensure consistent decision-making among diverse partners. Its signature would symbolize a mutual and unequivocal commitment, helping to align goals, address common challenges, and ensure that every action undertaken to enhance heritage is firmly rooted in shared values and promoted with a unified voice.



E. Summary and main conclusions

The "Multi-dimensional and cross-territorial governance model for activation of the World War I heritage to foster sustainable socio-economic development of remote territories of Central Europe" is a strategic framework designed to activate and enhance the value of WWI heritage sites, particularly in remote areas of Central Europe, with the ultimate goal of fostering sustainable socio-economic development. The model employs a **systemic approach**, integrating economic, social, cultural, historical, and institutional aspects to address the interconnected nature of heritage valorization. It is also cross-territorial, aiming to facilitate collaboration and project development across different regions and nations. As a governance model, it provides guidelines for managing and directing the activation process. Emphasizing an evolutionary and collaborative approach, the model encourages continuous improvement and the sharing of best practices among heritage site managers, beginning with a self-assessment phase and offering practical tools and guidance for enhancing site management and building international partnerships. Recognizing the diverse sizes of heritage sites and managing bodies, the model categorizes them based on their "scope" (local or international) and proposes tailored development paths for each, initially prioritizing interventions that yield immediate and tangible local benefits to incentivize adoption.



Annex 1 Interface and User Experience

It is important to note that the current interface of this tool is still under development, and the version described here represents an intermediate result of the ongoing work. The interface is a web application designed to offer an intuitive and pleasant user experience, thus facilitating access to and use of even complex content. It relies on an external file to dynamically define all its content – from self-assessment to learning materials and networking contacts – with the logic of allowing easy and quick content updates by acting directly on the external file, without code modifications. The user begins by loading this file and entering their profile. They are then guided through a self-assessment whose results, presented clearly, direct them towards paths of Peer Learning and opportunities for networking and partnerships. Specific content and key contacts, relevant to the user's profile and results, are presented in a visually light format organized into easily navigable cards. The entire journey is designed to make the exploration and identification of areas for growth and useful connections a simple and non-onerous experience.

OVERVIEW OF THE INTERFACE

The application is a single-page application built using HTML, CSS, and JavaScript, utilizing the XLSX.js library to read data from an Excel file, and Gemini as the Development Support Tool. It works by showing and hiding different sections (referred to as "pages" or "views") within the single HTML file based on user interaction and the state of the data. The main sections (pages) and their purposes are:

upload-page:

- The initial view displayed to the user.
- Allows the user to upload the dati.xlsx Excel file.
- Handles the reading and initial processing of the Excel data.

start-choice-page:

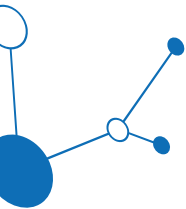
- Shown after the Excel file is successfully loaded.
- Prompts the user to enter their Name, Role ("Who are you?"), and Management area ("What do you manage?").
- Allows the user to choose between starting a new assessment based on the loaded Excel data or loading previous results from a JSON file.

self-assessment-page:

- Displayed when the user chooses to start a new assessment.
- Dynamically renders the assessment questions and answer options based on the data in the part1 sheet of the Excel file.
- Includes a button to calculate results.

results-page:

- Shown after the assessment results are calculated or loaded from a JSON file.
- Displays the user's assessment results summary.



- Provides options to download the results (as JSON), restart the assessment, or proceed to the Learning section.

learning-overview-page:

- Accessed from the results-page.
- Shows a summary of the user's profile and assessment scores.
- Provides navigation buttons to explore different Learning Dimensions and the Networking section, based on data availability and the user's assessment results.

learning-detail-page:

- Accessed from the learning-overview-page by clicking on a Learning Dimension button.
- Displays detailed learning content (in card format) relevant to the selected dimension and the user's assessment level, based on data from part2, part3, or part4.

networking-overview-page:

- Accessed from the learning-overview-page by clicking on the Networking button.
- Displays a list of available Networking and Partnerships topics, based on data from the part5 sheet.

networking-detail-page:

- Accessed from the networking-overview-page by clicking on a specific Networking Topic.
- Displays the description of the selected topic and lists individual networking items (in card format) related to that topic, based on data from the part5 sheet.

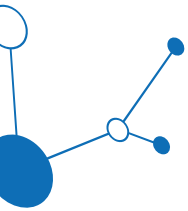
The core logic is implemented in the JavaScript code within the `<script>` tags, managing data loading, page navigation, dynamic content rendering, user input handling, result calculation, and data display. CSS within the `<style>` tags provides the styling for the user interface.

USER EXPERIENCE

The Model is structured as a journey and the Interface makes this journey a vivid and tangible experience. Here's what happens behind the scenes, block by block:

Setting the Stage (Getting Ready)

- Internal Notes and Maps: The program starts by setting up some internal "notes" and "maps". These are like instructions that tell it where to look for specific pieces of information (like questions, answers, contact names, etc.) within the Excel file, because that file is organized in a particular way.
- Finding the Screen Pieces: It also quickly identifies all the different parts of the webpage – the buttons, the areas where text will appear, the boxes, etc. – so it knows where to display information and what to make clickable.
- Little Helpers: There are small, reusable "helper" routines that the program uses to do common, simple tasks, like figuring out numbers from Excel column letters or smoothly switching between different screens (pages) of the application.

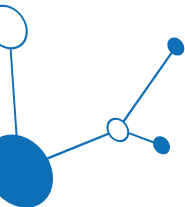


Keeping Navigation Easy (Back Buttons)

- Throughout the application, there are "Back" buttons. The program has automated routines that make sure these buttons appear on the right screens and always take you back to the previous appropriate page in the flow.

Starting Up

- When you first open the HTML file, the program does a quick check to make sure it can identify all the necessary parts of the webpage it needs to control. It then sets the very first screen (the upload page) as the one you see.



THE JOURNEY THROUGH THE APPLICATION (PAGE BY PAGE)

The Starting Screen (Page 0: Loading the Data):

- When you first open the application, you see a screen asking for your data file.
- When you choose and upload the file, the program reads it like looking through a book. It checks that it can understand the different sections (sheets of the Excel) and makes sure they are there and contain some basic information.
- If everything looks good, it remembers all the information from the Excel and gets ready for the next step. If there's a problem reading the file, it shows you an error message.



Self-Assessment Data Loader

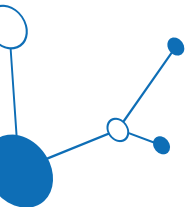
Please upload the data file (.xlsx) to begin.

Upload dati.xlsx file:

No file selected.

Your Profile and What's Next (Page 1: Choosing Your Path):

- After the data file is loaded, you move to a screen where you enter your name and select your role and what you manage using dropdown lists. These options come directly from the data file.



Welcome!

Data file loaded successfully. You can start a new assessment or load previous results.

Your Name:

Who are you?

What do you manage?

Start New Assessment

Your Name:

Who are you?

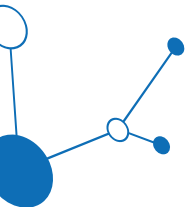
Private for profit

Private no profit

Public body

Private body with Public participation

Start New Assessment



Select...

Museum

Frontline

Cemetery

Trench

Church

Sacrary

Monument

Battery/Military installation

Visitor Center

Informative Panel

Other kind of Heritage (Battleship, Airport)

Multiple sites

Nothing

Select...

- Here, you choose if you want to start a brand new assessment or load results from a previous time you used the tool (if you saved the results of the previous session).
- The results of each session are saved as .json files.

Load Previous Results

Or load a previously saved assessment results file (.json).

Load Results File

Browse... No file selected.

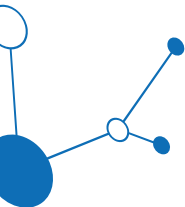
To Know More About the Model:

[Click here](#)

- The program remembers the choices you make on this screen to personalize what you see later.

Taking the Assessment (Page 2: Answering Questions):

- If you choose to start a new assessment, the program looks in the data file to find all the questions and possible answers for each section.
- It then builds the assessment screen, placing the questions and answer options for you to select.



Self-Assessment

To Know More About the Scoring System:

[Click here](#)

Historical Relevance

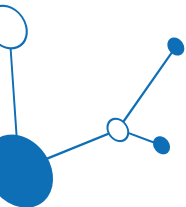
What happened or what is remembered changed the Course of the events

- ☐ nobody thinks what happened there had an impact in the course of the events
- ☐ at a local level (small battle, event that directly had an impact on the local community)
- ☐ at a regional level (small battle, event that directly had an impact on the local community)
- ☐ at a national level (major battle, event that directly changes the fate of the war)
- ☐ at an international level (major battle, event that directly changes the fate of the war)
- ☐ n/a

Touristic Relevance

Ease of access by road

- ☐ reachable only on foot via excursion or with specialized bike
- ☐ reachable by an unpaved road, mold when wet, suitable only for cars.
- ☐ reachable by a narrow road, maybe icy in winter. suitable for cars, access for campervans and minivans (18 people) can be difficult.
- ☐ reachable by paved road, well maintained, de-iced in winter, suitable for cars, campervans, Pullmans.
- ☐ reachable by car via national, regional or provincial road, suitable for cars, campervans, Pullmans.
- ☐ n/a



Institutional Maturity

networking ability

- ☐ you don't belong to any network
- ☐ you are part of an informal network
- ☐ you signed an agreement of collaboration
- ☐ you are member of a formalised network (with legal personality)
- ☐ you are active member of different networks
- ☐ n/a

- There are a few dozen questions to answer.
- When you click "Calculate Results", the program checks if you've answered everything. If not, it highlights the ones you missed. If you have, it looks at your answers and figures out your results for each section based on simple rules (like counting certain types of answers).

Seeing Your Results (Page 3: Your Summary):

- After calculating or loading your results, the program shows you a summary screen with your scores for each assessment section.



Results

Historical Relevance: Local

Touristic Relevance: International

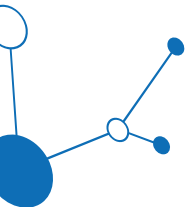
Institutional Maturity: Local (Tie)

Download Results

Restart

Go to Learning from Peers

- It gives you options to save your results (creating a JSON file), start over, or go to the next part: exploring learning and networking resources.



- The decision to show you the button to go to the next step depends on whether the program successfully loaded the necessary learning and networking information from the data file.

Exploring Learning & Connections (Page 4: The Overview Menu):

- When you choose to go to the learning section, you see a screen summarizing your profile and results again.



Learning from Peers

Here is a summary of your assessment and links to resources based on your results.

Your Summary

Name: Gov1

Role:

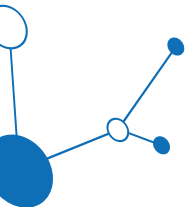
Managed:

Your Assessment Scores:

- **Historical Relevance:** Local
- **Touristic Relevance:** International
- **Institutional Maturity:** Local (Tie)

Explore Learning Areas

- Below that, you see buttons representing different areas you can explore, like specific Learning Dimensions and a Networking section.



Explore Learning Areas

Explore: minimum standard Historic Relevance

Explore: minimum standard Touristic Relevance

Explore: minimum standard Institutional Maturity

Networking and Partnerships

Back to Results

- The program enables these buttons only if it found the relevant detailed information for that area.

Detailed Learning Insights (Page 5: Deep Dive into Learning):

- If you click on a button for a specific Learning Dimension, the program looks in the data file to find the detailed learning content related to that dimension and your assessment result level (Local or International).

minimum standard Historic Relevance

Your Level: level: Local

accurate and validated historical reconstruction

What to do to improve: contact a research center and ask if historical research exists. If they do not exist identify an interested researcher or professor willing to give a dissertation on you

Who can you contact within the Network?: —

Documents you can read or watch: —

Best Practice: —

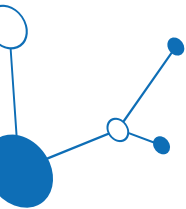
orderly collection of stories and memories

What to do to improve: Locate an institutional entity that does or identify an interested researcher or professor who wants to give a thesis on you

Who can you contact within the Network?: —

Documents you can read or watch: —

Best Practice: —



- It then displays this information as individual "cards" on the screen, making it easy to read and understand, with clear labels and values for each point.

Finding Networking Topics (Page 6: Networking Subjects):

- If you click on the Networking button from the overview, the program retrieves the main Networking Topics available.
- It creates clickable boxes on the screen, one for each topic it finds.



Networking and Partnerships

Select a topic to learn more.

YOU WANT TO JOIN A PROJECT OR NETWORK

YOU WANT TO APPLY FOR FUNDS IN PARTNERSHIP

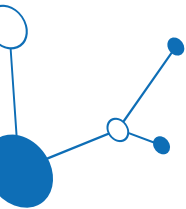
YOU WANT TO CREATE A SMALL SCALE PROJECT OR NETWORK AMONG SMALL PARTNERS

YOU WANT TO CREATE A LARGE SCALE INTERNATIONAL PROJECT OR NETWORK

[Back to Learning Overview](#)

Networking Contacts and Resources (Page 7: Topic Details):

- When you click on a specific Networking Topic box, the program finds the description for that topic and then looks through the data file for all the individual "items" (like contacts, resources, etc.) associated with that topic.



YOU WANT TO CREATE A SMALL SCALE PROJECT OR NETWORK AMONG SMALL PARTNERS

Building small Partnerships between small entities can be a useful path for many reasons. Generating small projects online optimizes the use of resources of small managers and facilitates the construction of local itineraries that make sense for visitors. It is also a way to train structures to work in partnership, learning to organize coordination and manage budgets and resources in a shared manner. Examples of small Partnerships can be cross-border projects between local associations, or local tourist rings that make sense. One of the essential elements is to respect, in the composition of the Partnership, the presence of the different essential elements to offer the visitor a complete experience:

Determine what values and objectives the managers of the sites share, regardless of their size and type.

Who can you contact within the Network?: —

Documents you can read or watch: —

Best Practice: —

Clearly define what benefits each manager can gain from the Partnership or from participating in the network.

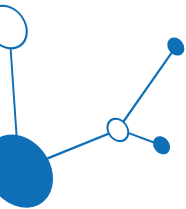
- It displays each of these items as individual "cards" on the screen, showing details like who to contact, relevant documents, or other information.

In essence, the application acts first as an assessment tool and then as a personal navigator that guides the user through a path of self-improvement and peer to peer training, using the resources provided by the network members as teaching and support tools.

Blocks Structure

The model is so complex that couldn't be understood without its interface. The final version of the interface will be developed when developing the on.line tool, at this phase it's been nevertheless defined the logical structure of the blocks. The main logic blocks are:

Global Variables and Mappings: Declaring variables to hold loaded data and mapping objects (columnMappingPart1, part5TopicStartColumnIndices, etc.) to define where to find data in the Excel sheets.



Element References: Getting references to HTML elements (page containers, inputs, buttons, display areas) using `getElementById` or `querySelectorAll`.

Helper Functions: Utility functions like `colLetterToNumber` (converts Excel column letter to index) and `showPage` (manages page visibility).

Page 0: Initial Upload Logic (`excelFileInput` listener):

- Handles file selection.

- Resets global data variables.

- Uses `FileReader` to read the file.

- Uses `XLSX.read` and `XLSX.utils.sheet_to_json` to parse the workbook and read data from individual sheets (part1, files1, files2, part2, part3, part4, part5).

- Includes basic validation checks for sheets and data presence.

- Logs loading progress and errors to the console.

- Populates dropdowns from part1 data.

- Shows start-choice-page on successful loading.

- Handles file reading errors (`reader.onerror`).

Page 1: Start/Load Choice Logic:

- `loadJsonButton` listener: Triggers the hidden JSON file input.

- `jsonFileInput` listener:

 - Handles JSON file selection.

 - Uses `FileReader` to read the JSON file.

 - Parses the JSON data (`JSON.parse`).

 - Validates the JSON structure.

 - Stores loaded user info and results in `latestResults`.

 - Populates user info input fields and dropdowns.

 - Displays results using `displayResults`.

 - Shows results-page.

 - Handles JSON reading/parsing errors.

- `selectDropdownOption` function: Helper to select options in dropdowns by value.

- `startNewAssessmentButton` listener:

 - Validates user input (name, dropdowns).

 - Stores user info in `latestResults`.

 - Calls `renderAssessment` to build the assessment page.

 - Shows self-assessment-page.

Page 2: Self-Assessment Logic (`renderAssessment` function and `calculateResultsButton` listener):

- `renderAssessment` function:

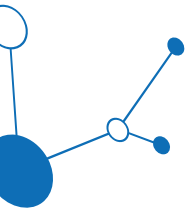
 - Clears previous assessment content.

 - Appends the scoring info link.

 - Iterates through defined sections (`columnMappingPart1`).

 - For each section, iterates through rows in part1 to find questions and options.

 - Dynamically creates HTML elements (question divs, radio buttons) based on the data.



Appends rendered questions to the self-assessment-page.

Appends the calculate button.

calculateResultsButton listener:

Removes previous validation highlights.

Iterates through rendered questions to check if they are answered.

If all answered, calculates assessment results (Local/International/Tie) for each section based on scores.

Aggregates user info from inputs and calculated results into latestResults.

Calls displayResults to show the results page.

Shows results-page.

Updates visibility of the "Go to Learning" button.

Highlights unanswered questions if validation fails.

Page 3: Results Logic (displayResults function, downloadResultsButton listener, restartAssessmentButton listener, goToLearningButton listener, updateGoToLearningButtonVisibility function):

displayResults function:

Clears previous results content.

Displays the user's assessment results summary.

Appends download, restart, and go-to-learning buttons.

downloadResultsButton listener:

Creates a JSON string from latestResults.

Creates a Blob and a temporary URL.

Uses an anchor tag to trigger a file download.

Revokes the temporary URL after a delay.

restartAssessmentButton listener:

Clears user input fields.

Clears latestResults.

Resets page content areas by clearing innerHTML and re-appending static/required elements.

Shows start-choice-page.

Updates visibility of the "Go to Learning" button (hides it).

goToLearningButton listener (handleGoToLearningClick):

Checks if necessary data for learning is available.

Calls renderLearningOverview to prepare the learning overview page.

Shows learning-overview-page.

updateGoToLearningButtonVisibility function:

Determines whether the "Go to Learning from Peers" button should be visible based on whether results exist, user info is complete, and required learning/networking data (files2, part2, part3, part4, part5) was loaded.

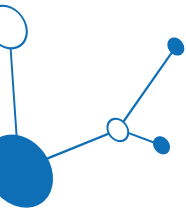
Page 4: Learning Overview Logic (renderLearningOverview function and back button handler):

renderLearningOverview function:

Checks if necessary data (latestResults, files2) is available.

Populates the user summary section.

Populates the scores summary section.



Creates navigation buttons for Learning Dimensions (0, 1, 2) and Networking based on files2 data.
Attaches click listeners to dimension buttons to navigate to learning-detail-page and pass relevant data.

Attaches a click listener to the Networking button to navigate to networking-overview-page.
Disables buttons if required data sheets (part2, part3, part4, part5) are not loaded.
Ensures the back button is present.
handleLearningOverviewBack function: Navigates back to the results-page.

Page 5: Learning Detail Logic (renderLearningDetail function and back button handler):

renderLearningDetail function:

Accepts dimension index, name, and user result as arguments.
Checks if necessary data (latestResults, files2, plus the specific data sheet part2, part3, or part4) is available.
Sets the page title and user level based on input arguments and files2 data.
Determines which columns from the data source (part2, part3, or part4) to display based on dimension index, user's managed type (for Dim 0), and user's assessment level.
Filters data rows to only include those with content in the first display column.
Iterates through filtered rows and creates "learning-card" elements.
Sets the card title from the first display column.
Adds detail items (label-value pairs) for the remaining display columns, using headers from files2.
Appends cards to the display area.
Ensures the back button is present.
handleLearningDetailBack function: Navigates back to the learning-overview-page.

Page 6: Networking Overview Logic (renderNetworkingOverviewPage function and back button handler):

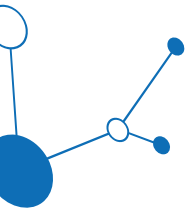
renderNetworkingOverviewPage function:

Checks if part5Data and files2Data are available.
Clears the networking overview boxes area.
Iterates through potential topic start column indices in part5.
Reads topic titles from part5 header row.
Creates "networking-box" elements for topics with non-empty titles.
Stores the startIndex in the box's dataset.
Attaches click listeners to boxes to navigate to networking-detail-page and pass the startIndex.
Ensures the back button is present.
handleNetworkingOverviewBack function: Navigates back to the learning-overview-page.

Page 7: Networking Detail Logic (renderNetworkingDetail function and back button handler):

renderNetworkingDetail function:

Accepts the startIndex of the selected topic block in part5.
Checks if part5Data is valid.
Reads the topic title (from header row + startIndex) and description (from title row + startIndex).
Sets the page title and description.
Determines the column indices for detail items (title at +0, details at +1, +2, +3 relative to startIndex).
Gets corresponding headers from the part5 header row.



Filters part5 data rows (starting from R3) to include only rows with content in the title column (startIndex + 0).

Iterates through filtered data rows and creates "networking-item-card" elements.

Sets the card title from the startIndex + 0 column value.

Adds detail items (label-value pairs) for columns startIndex + 1, +2, and +3, using the determined headers.

Appends cards to the display area.

Ensures the back button is present.

handleNetworkingDetailBack function: Navigates back to the networking-overview-page.

Helper Functions for Back Buttons (ensureLearningDetailBackButton, ensureLearningOverviewBackButton, ensureNetworkingOverviewBackButton, ensureNetworkingDetailBackButton):

These functions are called by the rendering functions for each page.

Their purpose is to ensure that the corresponding back button element is present within the correct page container in the DOM and is visible. This handles cases where page content might be cleared or the button needs to be re-appended. They also ensure only one instance of the button exists.

Initial Setup:

Executed when the script first runs.

Performs basic checks to ensure all required HTML elements are found in the DOM.

Attaches the main event listeners to the button elements.

Hides all page sections except the initial upload-page.

Performs an initial check to hide the "Go to Learning" button.

This breakdown covers the primary functional units and their interactions within the application's JavaScript logic.

Structure of the external data file

This is a short documentation explaining the expected structure of the Excel file (dati.xlsx) used by the application:

The application reads data from specific sheets and cells within the Excel file. The sheets and their expected structures are as follows:

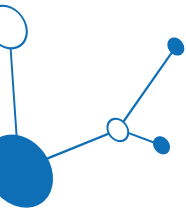
Sheet: part1

Content: Main Self-Assessment questions and options, and dropdown options for user profile.

Structure:

Row 1 (Header): Contains labels used by the application, including names for Assessment Sections (e.g., 'Section 1', 'Section 2', 'Section 3') and headers for 'Who are you?' and 'What do you manage?' lists.

Rows 2+ (Data):



Column 'A' and 'B': Lists of options for the 'Who are you?' and 'What do you manage?' dropdowns (starting from Row 2).

Columns 'E', 'N', 'W': Contain the text of the Assessment Questions for Sections 1, 2, and 3, respectively. A row is considered a question row if it has text in the corresponding question column.

Columns 'F'-'J', 'O'-'S', 'X'-'AB': Contain the text for the Answer Options (Scores 0-4) for the respective sections.

Columns 'K', 'T', 'AC': Contain the text for the 'N/A' Answer Option for the respective sections.

Sheet: files1

Content: Configuration for external links.

Structure:

Specific cells contain URLs:

Cell B3: URL for the 'Model' information link.

Cell B5: URL for the 'Scoring System' information link.

Sheet: files2

Content: Configuration for Learning and Networking sections.

Structure:

Specific cells contain text and headers:

Cells C1, C2, C3: Names for the three Learning Dimension buttons in the Learning Overview page.

Cell C5: Text for the 'Networking and Partnerships' button.

Cells D1, D2: Labels used for 'Local' and 'International' assessment result levels.

Cells H1, J1, K1, L1, M1: Headers for displaying detail items in the Dimension 0 Learning Detail page.

Cells O1-U1: Headers for displaying detail items in the Dimensions 1 & 2 Learning Detail pages.

Sheet: part2

Content: Learning data for Dimension 0. Structured based on the user's 'What do you manage?' selection and their assessment level ('Local'/'International').

Structure:

Row 1 (Header): Contains labels used internally, including headers for Managed Type Categories (e.g., listing managed types like 'D1', 'I1', 'N1' in specific columns like D, I, N). Also contains headers corresponding to the display columns for each Managed Type/Level combination.

Rows 2+ (Data): Rows containing specific learning content. The application reads data from columns determined by the user's 'What do you manage?' value matching a Managed Type Category header, and their assessment result level. Uses headers from files2 (H1, J1, etc.) for display labels.

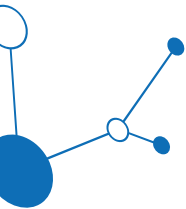
Sheet: part3

Content: Learning data for Dimension 1. Structured based on the user's assessment level ('Local'/'International').

Structure:

Row 1 (Header): Contains headers corresponding to the display columns for Local and International levels (e.g., headers for columns B-H and I-O).

Row 2 (Ignored): This row is skipped by the application data reading logic (.slice(2)).



Rows 3+ (Data): Rows containing specific learning content for Dimension 1. The application reads data from columns B-H for 'Local' or I-O for 'International'. Uses headers from files2 (O1-U1) for display labels.

Sheet: part4

Content: Learning data for Dimension 2. Structured based on the user's assessment level ('Local'/'International').

Structure:

Row 1 (Header): Contains headers corresponding to the display columns for Local and International levels (e.g., headers for columns B-H and I-O).

Row 2 (Ignored): This row is skipped by the application data reading logic (.slice(2)).

Rows 3+ (Data): Rows containing specific learning content for Dimension 2. The application reads data from columns B-H for 'Local' or I-O for 'International'. Uses headers from files2 (O1-U1) for display labels.

Sheet: part5

Content: Networking and Partnerships topics and contact details. Structured in repeating blocks of columns.

Structure:

Row 1 (Header): Contains the main Topic Title for each networking block (e.g., in columns A, E, I, M, etc.). Also contains labels/headers for the detail items within each block (e.g., in columns B, C, D relative to the topic start).

Row 2 (Topic Description): Contains the Description for each networking topic block (e.g., in columns A, E, I, M, etc. - corresponding to the Topic Title column).

Rows 3+ (Data): Contains the individual networking Items under each topic.

Each item corresponds to a row.

Each item block starts in a column corresponding to a topic start index (e.g., A, E, I, M...).

Column startIndex + 0: Contains the Card Title for the individual networking item (e.g., column A, E, I...). A row in part5 is considered an item row if this column has content.

Column startIndex + 1: Contains the Value for the first detail item displayed in the card (e.g., column B, F, J...). Uses the header from Row 1 (startIndex + 1) as the label.

Column startIndex + 2: Contains the Value for the second detail item displayed in the card (e.g., column C, G, K...). Uses the header from Row 1 (startIndex + 2) as the label.

Column startIndex + 3: Contains the Value for the third detail item displayed in the card (e.g., column D, H, L...). Uses the header from Row 1 (startIndex + 3) as the label.

Topic blocks repeat horizontally every 4 columns (A, E, I, M...).

This structure dictates how the application reads and displays the information. Ensuring the Excel file matches these sheet names and column/row assignments is key for the application to work.