



Booklet for Trainees



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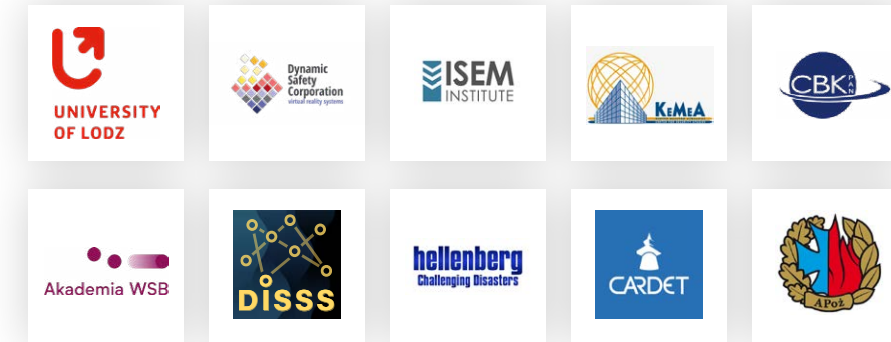
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The ProSPeReS Consortium

Security experts, security research and academic institutions, providers of technical solutions and services



Law enforcement agencies (LEAs)



Faith-based organizations



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Introduction

→ Welcome to the **Trainee booklet/ Guide for the ProSPeReS Training Programme**. This guide is your comprehensive companion, providing you with a clear roadmap to navigate the rich and diverse landscape of the ProSPeReS training experience. In this guide, you will find **detailed information on both face-to-face and e-learning training materials**. These materials are designed to offer you a modern and comprehensive training experience, blending established training principles with innovative techniques.

In the first section, you'll discover insights into the scope, structure, and methodologies of face-to-face training materials. This section will explain the duration of training modules, the essential elements of these materials, language considerations, the beneficiaries they target, and the equipment required for this mode of training.

There is also a section on e-learning, in which you can explore the world of e-learning as you learn about the key features and benefits it offers. Understand the structure of e-learning modules, the training methodologies involved, language aspects, the intended beneficiaries, and the necessary equipment for successful e-learning. Learn how to effectively utilise the ProSPeReS E-Learning Training Curriculum to enhance your learning journey in the digital realm. Delve into the exciting realm of Virtual Reality (VR) and its role in the ProSPeReS programme. Understand the fundamentals of VR technology and its potential to revolutionise your learning experiences.



Face-to-Face Training Materials

Overview and Scope

The ProSPeReS training curriculum endeavours to foster an advanced understanding of potential hazards confronting religious sites. It not only emphasises awareness but also focuses on mitigation strategies and responsive actions to preserve the sanctity and security of these sites.

↳ Structure

The curriculum divides itself into four main modules, each complemented by its sub-units:

MODULE 1	
Analysis of the Current State of Threats to Places of Worship (PWs)	
Unit 1	Understanding the Suitable Target
Unit 2	Understanding the Motivated Offender
Unit 3	Understanding the Capable Guardian
MODULE 2	
Strategies for Counteracting Threats Against Places of Worship (PWs)	
Unit 1	Preventing and Counteracting Terrorism
Unit 2	Security by-Design for Places of Worship (PW)
Unit 3	Introduction to Risk Assessment
Unit 4	Vulnerability Assessment and Tools: VAT for Places of Worship and VAT Lite
Unit 5	Technical Solutions for Places of Worship
Unit 6	Competencies and Capacities of Religious Communities / Management of Places of Worship (PWs)
Unit 7	Unmanned Aerial Vehicles (UAVs) at Places of Worship (PWs)

MODULE 3	
Chemical, Biological, Radiological and Nuclear (CBRN) Threats	
Unit 1	Introduction to Chemical, Biological, Radiological and Nuclear (CBRN)
Unit 2	Chemical Warfare Agents
Unit 3	Biological Threats
Unit 4	Radiological and Nuclear Threats
Unit 5	Personal Protection Equipment and Decontamination
Unit 6	CBRN Scenarios & Reaction Models
MODULE 4	
Procedures and Practical Aspects of Protecting Worshippers and Religious Sites	
Unit 1	The practice of securing various Places of Worship (PWs) - Security Management and Multi-stakeholder Cooperation
Unit 2	Planning Process to protect Religious Places and Events
Unit 3	Threats Prevention, Protection & Detection
Unit 4	Threats Response
Unit 5	Post-Incident Response: Mitigating the Aftermath of an Attack

Introductory Module: This initial phase immerses learners into the ProSPeReS project. It furnishes an understanding of the training blueprint, from its objectives to its modular design. A special emphasis is laid on its eclectic training mediums – traditional classes, e-resources, and an avant-garde VR demonstrator. This module also serves as a navigational aid for traversing the ProSPeReS training terrain.

Module 1: Transitioning from the introductory phase, this module delves into the theoretical foundations, offering insights into the confluence of vulnerable targets, potential perpetrators, and protective guardians concerning PWs.

Module 2: Extending the theoretical understanding, this section presents tools and theories, arming religious staff, emergency responders, and LEA personnel with resources to augment the fortifications of religious establishments against malevolent activities.

Modules 3 & 4: These sections mark a shift from theory to practice. While Module 3 focuses on threats of a CBRN nature, offering strategies for identification, prevention, and mitigation, Module 4 broadens its scope to safeguarding religious gatherings and enhancing community-led security efforts.

→ The trainees can find **the full details of each module in the comprehensive training curriculum**, which includes the titles of all modules and units, module summaries, learning objectives, durations, detailed lesson plans, references, materials, and equipment.

↪ Training Methodology

Experiential Learning Approach

Central to our pedagogical framework is experiential learning, a methodology that positions participants in an immersive, application-centric environment. Beyond mere knowledge acquisition, this approach mandates participants to employ critical thinking, navigate problem-solving trajectories, and undertake decision-making simulations reflective of real-world challenges. Grounded in the philosophy that authentic knowledge crystallises from a symbiotic interplay between firsthand experience and introspective reflection, there's a pronounced emphasis on "learning by doing". This paradigm eschews traditional didactic methods, advocating for a more facilitative, mentor-guided approach. It's imperative for facilitators to recognize and accommodate cultural variances in pedagogical preferences; while the experiential framework emphasises autonomous discovery, certain cultural orientations might incline towards directive pedagogy. Balancing these nuances necessitates the establishment of an inclusive learning milieu, one that fosters open discourse and empowers participants to articulate diverse perspectives without reservation.

→ Experiential learning prioritises hands-on experiences, critical thinking, and cultural sensitivity, promoting autonomy while embracing diverse pedagogical preferences.

Training Improvement Loop

Rooted in hands-on experience, the training approach emphasises not just theory but its practical application. It is designed such that trainees actively engage with the content, practise their skills, reflect upon them, and learn to apply them in varied settings. Kolb's Cycle, a renowned learning theory, is harnessed to guide participants from initial knowledge acquisition to deeper cultural integration, especially keeping in mind the unique challenges faced by police professionals. While there's a place for traditional teaching formats, integrating tangible experiences deepens understanding and connection to the content. The training paradigm is versatile, aiming to cater to the spectrum of learning styles present in any group. Goals and outcomes are delineated with precision, ensuring they align with the SMART criteria. At its heart, the methodology remains fluid, always open to iteration based on feedback and evolving trainee needs.

→ **This training approach blends theory with practical application**, employing Kolb's Cycle to guide trainees towards cultural integration, emphasising versatility, clear goals, and adaptability to feedback.

Good Start in a Class

The beginning moments of any training session are pivotal in setting the trajectory for learning. It's essential to immediately draw trainees in, especially after intervals or breaks. Sharing a personal story or experience can foster rapport and build a bridge of trust between the instructor and the participants. To ensure a smooth transition into the core content, facilitators should be equipped to address common questions, dispel prevalent myths, and elucidate the session's objectives. Such clarity fosters engagement and aids in sustaining attention.

→ **Effective training begins with engaging trainees**, building trust with personal stories, addressing questions, dispelling myths, and clarifying session objectives for sustained attention.

Classroom Setup and Zones

The physical layout of a classroom can significantly influence learning dynamics. While auditorium-style arrangements might be suitable for larger assemblies or formal presentations, U-shaped configurations can be more intimate, fostering active interaction and dialogue. Various zones within the training space, such as those for direct instruction, interactive discussions, or hands-on activities, cater to the multifaceted ways people assimilate knowledge. Each zone, thoughtfully designed, serves a specific purpose, ensuring participants experience a comprehensive learning journey.

→ **Classroom layout impacts learning.** Auditoriums suit large gatherings, while U-shapes encourage interaction. Designated zones for instruction, discussion, and activities enhance the learning experience.



Presentation and Knowledge Transfer

Even in an era of diversified teaching methodologies, traditional lecture-style presentations hold significant merit. However, it's essential that these lectures be interactive and not just one-way information dumps. Infusing storytelling elements can make these sessions more relatable and memorable. Slide presentations, a staple in many training sessions, should be crafted to be concise, clear, and visually engaging.

Evaluation

Periodic evaluation is the cornerstone of any evolving training programme. It not only helps identify areas of improvement but also ensures that the programme continues to meet its objectives. Feedback mechanisms, whether sourced internally or from external evaluators, can shed light on aspects that might otherwise be overlooked. Regular checkpoints ensure that the training remains in alignment with its foundational goals, while periodic re-evaluation ensures the content stays relevant amidst a changing backdrop.

↪ Duration of Modules

The curriculum, totaling 52 hours, meticulously segments content:

- **Introductory Module:** 1 hour
- **Module 1:** 8 hours
- **Module 2:** 13 hours
- **Module 3:** 16 hours
- **Module 4:** 14 hours

→ **The 52-hour curriculum is divided into modules with flexible timeframes** to accommodate the group's learning pace and ensure content effectiveness.

↪ Elements of Face-to-Face Training Materials

A. Lesson Plan:

The lesson plan serves as a comprehensive guide for trainers and trainees navigating each module. Crafted for precision and adaptability, it offers a clear structure, ensuring effective and consistent instruction. The plan encompasses:

- **Learning Activities:** Structured tasks engineered to bolster the instructional process.
- **Duration:** Anticipated time allotments, assisting trainers and trainees in managing activity flow.
- **Training Methods:** Various pedagogical strategies, including group discussions, hands-on exercises, interactive lectures, and simulations.
- **Equipment:** Detailed listings of requisite tools, devices, or software for each activity.
- **Training Materials:** Elements such as PowerPoint slides, handouts, videos, and additional resources to facilitate comprehension.



B. PowerPoint Presentations:

Designed for every facet of the curriculum, these presentations offer visual elucidations of theoretical components. They seamlessly blend didactic instruction with practical applications. Each slide has been equipped with:

- **Instructions for the Trainer:** Concise directives for optimal content delivery.
- **Notes:** In-depth supplementary data pertaining to the subject matter.
- **Time:** Proposed duration for each slide, ensuring pacing accuracy.
- **References/Sources:** Citations for extended reading or topic deep dives.
- **Pictures and Video Source:** Accreditation for visual and media components incorporated.

C. Worksheets:

These specialized tools are engineered to seamlessly connect theoretical impartation with real-world applicability. They serve as avenues for practical engagement, urging learners to contextualise their acquired knowledge. They come in bifurcated formats:

- **Trainer's Edition:** Comprehensive sheets inclusive of detailed guidelines, potential solutions, and anticipatory insights regarding learner challenges.
- **Trainee's Edition:** Leaner, task-oriented sheets designed to instigate active participation and independent resolution.

D. Assessment Exercises:

These exercises are methodically constructed to appraise learner comprehension and reinforce knowledge. Each is carefully timed and mirrors its unit's core concepts. The exercises have a dual design:

- **Trainer's Edition:** Inclusive of solutions, feedback modalities, and uniform assessment techniques.
- **Trainee's Edition:** Constructed for authentic self-evaluation, fostering an environment of self-assessment and introspection.

→ **Downloadable Format:** All instructional materials, products of rigorous design and categorization, are accessible on the platform of the project. Available as downloadable PDFs, trainees can opt for digital reference or traditional print versions, suiting varied instructional contexts.

↪ Language

The default language of the training material is English. However, select parts of the training materials are also available in Polish, Greek and Italian.

↪ Beneficiaries

The ProSPeReS face-to-face materials are expertly developed for trainers, aiming to educate individuals working at religious sites, from administrative to maintenance roles. They also cater to public service officers like police and firefighters who interact with these locations and are an invaluable resource for volunteers who interact with these locations and are an invaluable resource for volunteers at religious events. Essentially, these materials are a comprehensive tool for all stakeholders involved in the safety and operations of religious places, fostering a well-informed community committed to safeguarding these sanctuaries.

↪ Trainee Guidelines

For Effective Use of Face-to-Face Training Materials

→ These guidelines cover pre-training preparation, active participation, note-taking, respect, collaboration, feedback, post-training actions, and continuous improvement. Following them ensures a productive and enriching training journey.

A. Pre-Training Preparation:

- **Review the Agenda:** Before attending the training, carefully review the agenda provided in advance. Take note of the topics to be covered, the duration of each session, and any prerequisites or recommended preparatory materials. This will help you mentally prepare for the training programme and understand what to expect.
- **Materials Check:** Make sure you have all the necessary materials with you before the training begins. These include any handouts, workbooks, notebooks, writing instruments, and any personal devices or tools specified for the training. Being well-prepared with the right materials ensures you can actively participate without interruptions.
- **Come Prepared:** If the training provided any pre-training materials or resources, take the time to review them. This preliminary preparation will give you a foundational understanding of the subject matter, making it easier to grasp more advanced concepts during the training sessions.

B. Active Participation:

- **Engage Actively:** During the training sessions, strive to be fully engaged. This means being mentally present, listening attentively to the trainer, and participating actively in discussions, activities, and exercises. Actively engaging with the material enhances your learning experience.
- **Ask Questions:** Don't hesitate to ask questions whenever you have them. Whether it's for clarification, further explanation, or a desire to explore a topic in greater depth, asking questions is a fundamental part of the learning process. Remember that your questions can benefit not only you but also your fellow trainees.
- **Share Insights:** If you have relevant experiences or insights related to the training content, don't be shy about sharing them with the group. Your contributions can enrich discussions and provide real-world context, benefiting everyone in the training session.

C. Note-Taking and Documentation:

- **Take Effective Notes:** Develop a note-taking strategy that suits your learning style. Capture key points, important examples, action items, and any questions that arise during the training. Effective note-taking serves as a valuable reference when reviewing and applying what you've learned.
- **Organise Materials:** Keep your training materials, notes, and handouts organised throughout the training. Consider using tabs or folders to separate different sections of your notes. An organised system ensures you can easily access and refer back to specific information when needed.

D. Respect and Collaboration:

- **Respect Fellow Trainees:** Treat your fellow trainees with respect and courtesy. Keep in mind that everyone is there to learn, and a positive and supportive environment enhances the training experience for everyone. Be attentive, patient, and open to different perspectives.
- **Collaborate:** Engage wholeheartedly in group activities, discussions, and collaborative exercises. Sharing ideas, working together, and offering constructive feedback can deepen your understanding of the material and foster a sense of teamwork among trainees.

E. Feedback and Evaluation:

- **Provide Constructive Feedback:** If the training allows for feedback, take the opportunity to provide constructive input. Share your thoughts on what worked well and what could be improved. Specific feedback helps trainers refine their methods and content for future sessions.
- **Self-Evaluation:** Periodically assess your own understanding of the material. If you find that certain concepts are unclear or need further clarification, don't hesitate to communicate this to the trainer. A well-structured training programme should be responsive to the needs of its participants.

F. Post-Training Action:

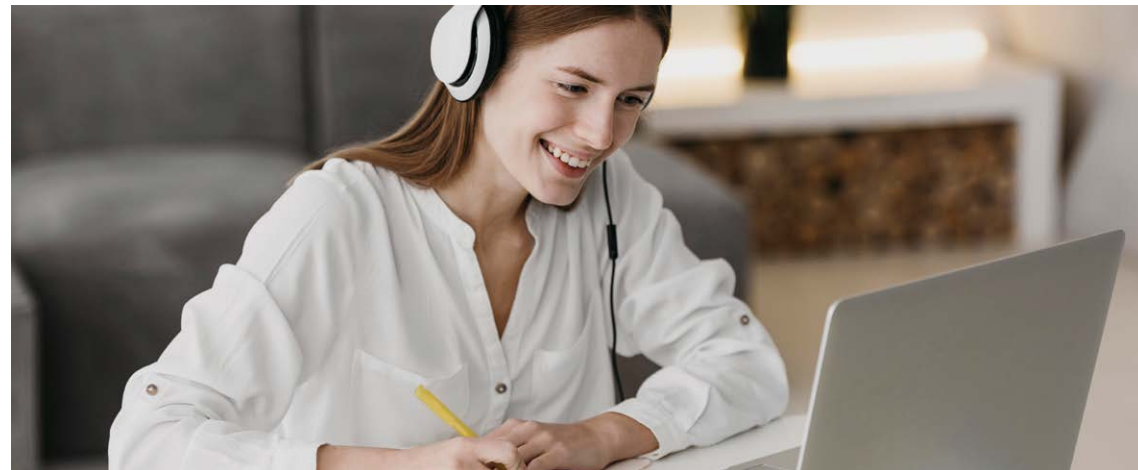
- **Review and Reflect:** After the training concludes, take some time to review your notes and reflect on what you've learned. Consider how you can apply this new knowledge or skills in your work or daily life. Reflecting on your training experience helps solidify your understanding.

G. Evaluation and Continuous Improvement:

- **Provide Post-Training Feedback:** If you have the opportunity to provide feedback after the training, do so thoughtfully. Share your insights on the overall training experience, including the content, delivery, and any suggestions for improvement. Your feedback can contribute to the continuous improvement of training programmes.
- **Continuously Learn:** Use the knowledge and skills gained during the training as a foundation for continuous learning. Seek out additional resources, books, online courses, or workshops related to the subject matter. Commit to ongoing personal and professional development to further enhance your expertise.

→ **Access to Face-to-Face Training Materials:** All the face-to-face materials are freely available and can be found [at the following link](#).





E-learning Training Materials Overview

The training materials were also developed to be hosted in an e-learning environment that delivers the training content online. Trainees can access the course materials through the web-based platform of the project.

The e-learning materials follow the asynchronous learning approach where learners can complete the course modules or activities at their own time and pace. This allows them to fit their learning around personal or professional commitments, making it convenient for individuals with busy schedules.

In addition, asynchronous learning follows self-directed and autonomous learning. Learners do not require direct supervision or guidance from a trainer or instructor during their learning process. They can navigate the course materials, engage in the learning activities, and progress through the content independently.

This self-directed approach empowers learners to take responsibility for their learning journey. They can choose when and how they engage with the course materials, allowing them to customise their learning experience based on their needs and preferences. Learners can progress through the materials at their speed, allowing them to allocate time based on their availability and learning preferences. They can start, pause, and resume their learning as needed, accommodating personal or professional commitments. E-learning materials can be accessed from anywhere with an internet connection, enabling learners to learn at their convenience. This accessibility removes geographical barriers and allows learners to study from different locations or time zones.

While learners may not have immediate access to a trainer or instructor, asynchronous learning environments often provide support mechanisms to address learners' questions or concerns. These may include discussion forums and email support. E-learning courses have become increasingly popular as a mode of training due to their flexibility, accessibility, and technology integration to enhance the learning experience.

→ E-learning materials offer flexible, self-paced, and accessible learning through a web-based platform, empowering learners to customise their experience, break geographical barriers, and utilise support mechanisms for enhanced training.

Key Features and Benefits of E-Learning Materials

- **Online accessibility:** E-learning courses are accessed through web-based platforms, allowing learners to access the training materials from anywhere with an internet connection. This eliminates the need for physical attendance in a specific location and provides convenience for learners accessing the course at

their preferred time and pace.

- **Flexible learning environment:** Learners can engage with the course materials at their own convenience, enabling them to fit their learning around their existing commitments and schedules. This flexibility is particularly beneficial for individuals with busy lifestyles, who are remote learners, or who prefer self-paced learning.

- **Multimedia-rich content:** E-learning courses often incorporate multimedia elements such as videos, interactive modules, simulations, audio recordings, and graphics. These multimedia elements make the learning experience more engaging, interactive, and effective, as they cater to different learning styles and help reinforce concepts through visual and auditory means.

- **Interactive assessments and quizzes:** E-learning courses often include built-in assessments and quizzes to test learners' understanding of the content. These assessments can be interactive and provide immediate feedback, allowing learners to gauge their progress and identify areas that need further attention.

- **Scalability and cost-effectiveness:** E-learning courses can be scaled to accommodate many learners simultaneously, making them a cost-effective option for organisations and institutions. They eliminate the need for physical training venues, travel expenses, and printed materials, resulting in potential cost savings.

Overall, e-learning courses offer a flexible, accessible, and interactive mode of training that leverages technology to deliver engaging learning experiences. They provide opportunities for self-paced learning, personalised feedback, and continuous support, making them a popular choice for both individuals and organisations seeking efficient and effective training solutions.

→ E-learning offers online access, flexible scheduling, multimedia-rich content, interactive assessments, cost-efficiency, and personalised learning, making it a popular, effective training choice.

↳ Structure

The curriculum divides itself into four main modules, each complemented by its sub-units:

MODULE 1	
Analysis of the Current State of Threats to Places of Worship (PWs)	
Unit 1	Understanding the Suitable Target
Unit 2	Understanding the Motivated Offender
Unit 3	Understanding the Capable Guardian
MODULE 2	
Strategies for Counteracting Threats Against Places of Worship (PWs)	
Unit 1	Preventing and Counteracting Terrorism
Unit 2	Security by-Design for Places of Worship (PW)
Unit 3	Introduction to Risk Assessment
Unit 4	Vulnerability Assessment and Tools: VAT for Places of Worship and VAT Lite
Unit 5	Technical Solutions for Places of Worship

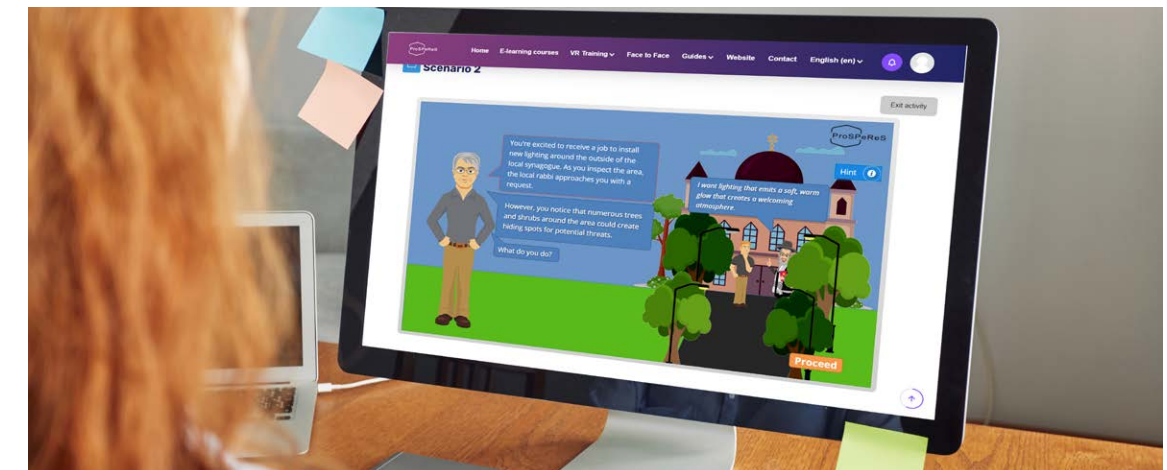
Unit 6	Competencies and Capacities of Religious Communities / Management of Places of Worship (PWs)
Unit 7	Unmanned Aerial Vehicles (UAVs) at Places of Worship (PWs)
MODULE 3 Chemical, Biological, Radiological and Nuclear (CBRN) Threats	
Unit 1	Introduction to Chemical, Biological, Radiological and Nuclear (CBRN)
Unit 2	Chemical Warfare Agents
Unit 3	Biological Threats
Unit 4	Radiological and Nuclear Threats
Unit 5	Personal Protection Equipment and Decontamination
Unit 6	CBRN Scenarios & Reaction Models
MODULE 4 Procedures and Practical Aspects of Protecting Worshippers and Religious Sites	
Unit 1	The practice of securing various Places of Worship (PWs) - Security Management and Multi-stakeholder Cooperation
Unit 2	Planning Process to protect Religious Places and Events
Unit 3	Threats Prevention, Protection & Detection
Unit 4	Threats Response
Unit 5	Post-Incident Response: Mitigating the Aftermath of an Attack

Introductory Module: This initial phase immerses learners into the ProSPeReS project. It furnishes an understanding of the training blueprint, from its objectives to its modular design. A special emphasis is laid on its eclectic training mediums – traditional classes, e-resources, and an avant-garde VR demonstrator. This module also serves as a navigational aid for traversing the ProSPeReS training terrain.

Module 1: Transitioning from the introductory phase, this module delves into the theoretical foundations, offering insights into the confluence of vulnerable targets, potential perpetrators, and protective guardians concerning PWs.

Module 2: Extending the theoretical understanding, this section presents a myriad of tools and theories, arming religious staff, emergency responders, and LEA personnel with resources to augment the fortifications of religious establishments against malevolent activities.

Modules 3 & 4: These sections mark a shift from theory to practice. While Module 3 focuses on threats of a CBRN nature, offering strategies for identification, prevention, and mitigation, Module 4 broadens its scope to safeguarding religious gatherings and enhancing community-led security efforts.



↪ Elements/Structure of E-learning Module

Each E-learning Module includes the following elements:

A. Summary of Module: The summary provides learners an overview of the module's content. It briefly outlines the main topics, concepts, or skills covered in the module, giving learners a sense of what to expect.

B. Module Learning Objectives: Clearly stated learning objectives describe the specific knowledge, skills, or competencies that learners are expected to acquire upon completing the module. These objectives provide learners with a clear focus and direction, guiding their learning and enabling them to track their progress.

C. Units in the Module: The module is divided into individual units, each addressing a specific subtopic or theme. This breakdown helps organise the content and makes it easier for learners to navigate the module. Units may include subheadings, learning materials, activities, or assessments specific to each subtopic.

D. References/ Further Reading: This section lists references or sources used for developing the module. It allows learners to explore the topic more deeply or engage in further reading. References can include books, articles, research papers, websites, or other relevant sources to support the module's content.

E. Assessment Exercises: Exercises or activities designed to assess participants' understanding and application of the module's content.

Each unit includes the following:

A. Overview: A concise introduction to the unit, providing a brief overview of the specific topic or theme covered in the unit.

B. Unit Learning Objectives: Clear statements that describe what participants should be able to do or understand after completing the unit.

C. Content: (Scenario and Theoretical Knowledge) The unit's main body consists of comprehensive information and explanations related to the specific topic or theme being covered. It is divided into two main sections: mini scenario(s) and theoretical knowledge.

The division of scenario and theoretical knowledge allows learners to bridge the gap between theory and practice. The scenario engages learners by presenting a practical context, while the theoretical framework provides the necessary theoretical knowledge to analyse and make sense of the scenario. By combining both practical scenarios and theoretical frameworks, the main body of the unit aims to enhance learners' comprehension and application of the topic or theme being covered. It provides a balanced approach that connects theory with real-



world applications, enabling learners to grasp the concepts and understand their practical implications.

- **Mini Scenario(s):** The scenario section sets the context for the unit by presenting a real-life or hypothetical situation that learners can relate to. It may describe a problem, a case study, or a practical application of the topic. The scenario within the unit serves as a practical and relatable starting point for learners, aiming to trigger their interest and engage them in the learning process. Its primary purpose is not testing their knowledge but encouraging critical thinking and reflection on how they would respond or react in specific circumstances.

By presenting a scenario, learners are placed in a simulated or hypothetical context where they can apply the theoretical concepts they will encounter later in the unit. This approach allows learners to see the relevance and practical application of the theoretical knowledge they are about to acquire.

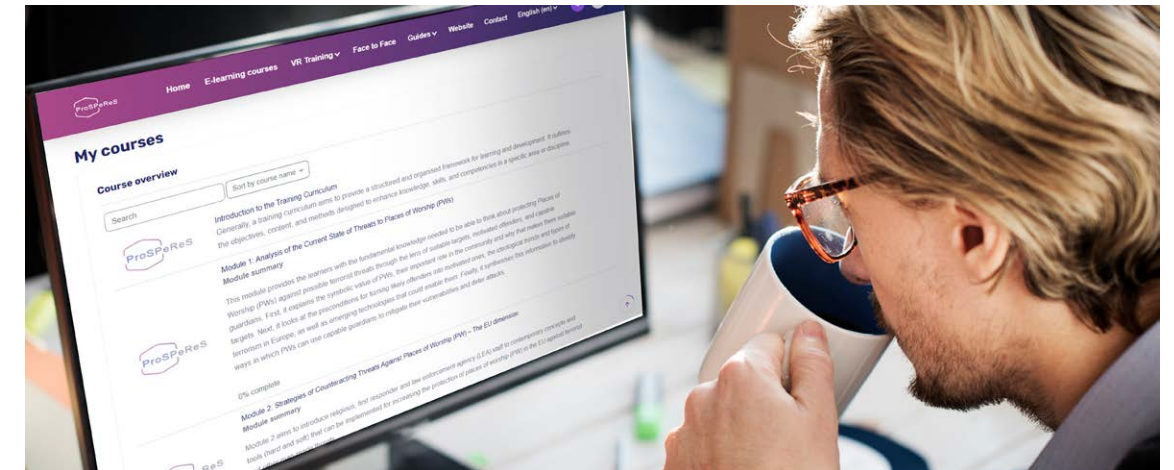
The scenario prompts learners to think and analyse the situation, considering various factors, perspectives, and potential solutions. It stimulates their cognitive engagement and encourages them to actively participate in the learning process by envisioning how they would respond, make decisions, or solve problems in the given circumstances.

At this stage, the primary goal is to provoke critical thinking, stimulate discussions, and promote an exploratory mindset among learners. By posing questions and challenges within the scenario, learners are encouraged to think beyond surface-level understanding and explore the complexities and implications of the topic.

As learners reflect on the scenario and consider their reactions or responses, they can develop a deeper understanding of the subject matter. This prepares them for the following theoretical framework, where they can connect their experiential insights from the scenario with the theoretical concepts and principles presented.

- **Theoretical Knowledge:** Following the mini scenario(s), the theoretical knowledge section provides the foundational knowledge and concepts related to the topic. This section provides learners with a structured and organised approach to comprehending and analysing the topic. Learners develop a conceptual understanding of the underlying principles and key concepts relevant to the subject matter. In the theoretical framework section, learners can expect to encounter:

Definitions and explanations: This section may include definitions of key terms and concepts related to the topic. It provides learners with clear explanations of these terms, ensuring a common understanding of the terminology used throughout the unit.



Theories and models: Theoretical frameworks often present relevant theories or models that help explain the phenomenon or subject being studied. These theories or models help learners to understand the topic and offer insights into the relationships, principles, or mechanisms that govern it.

Principles and concepts: Theoretical frameworks present principles and concepts that are fundamental to understanding the topic and serve as building blocks for learners to grasp the core ideas and concepts of the subject matter.

Research and evidence: Theoretical frameworks may incorporate relevant research findings, empirical evidence, or scholarly references to support the concepts and theories presented. This helps learners understand the scientific or academic basis for the theoretical framework.

- **Unit Assessment Exercises:** These are exercises or activities designed to assess participants' understanding and application of the unit's content. These assessment exercises are typically brief, taking approximately 5 to 10 minutes to complete. After successfully completing all unit assessment exercises, the learners will receive a certificate for each module.

↪ Training Methodology

Scenario Based Learning

Scenario-based learning is an instructional approach that utilises realistic and practical scenarios to facilitate learning and skill development. In this approach, learners are presented with authentic situations or problems they might encounter in real-life contexts. The aim is to immerse learners in a simulated environment where they can apply their knowledge, make decisions, and solve problems.

The scenarios are designed to relate to the learners' field of study or professional context. They often reflect the challenges or complexities that learners may encounter in their future roles or tasks. Scenarios can be presented in various formats, such as case studies, simulations, interactive videos, or virtual reality experiences.

Through scenario-based learning, learners actively engage in critical thinking, problem-solving, and decision-making processes. They analyse the scenario, consider different perspectives, weigh options, and choose the most appropriate action. This approach encourages learners to apply their knowledge and skills practically and meaningfully.

Scenario-based materials offer several benefits in training and learning contexts. Some of the key advantages include:

Real-world relevance: Scenario-based materials provide learners with authentic and relevant situations that reflect real-life challenges they may encounter in their roles or professions.

Active learning: Scenarios engage learners in active learning experiences by requiring them to analyse, think critically, and apply their knowledge and skills to solve problems. This active engagement promotes a deeper understanding and retention of the training content.

Decision-making and problem-solving skills: Scenarios offer learners opportunities to practise decision-making and problem-solving skills in a safe environment. By navigating through complex scenarios, learners can develop their abilities to assess situations, make informed choices, and deal with the consequences of their decisions.

Practical application: Scenarios bridge the gap between theory and practice. They allow learners to transfer their theoretical knowledge into practical contexts, promoting the application of learned concepts and skills in real-world scenarios.

Emotional engagement: Scenarios often include elements that evoke emotional responses, such as challenges, conflicts, or ethical dilemmas. This emotional engagement enhances learners' motivation, attention, and involvement, leading to a more immersive and impactful learning experience.

Collaboration and communication: Scenarios can be designed to encourage collaboration and communication among learners. Group discussions, problem-solving activities, or role-playing within scenarios promotes teamwork, active participation, and the exchange of ideas and perspectives.

Error analysis and reflection: Scenarios provide opportunities for learners to analyse errors, evaluate alternative solutions, and reflect on their performance. By examining mistakes or suboptimal outcomes within the scenarios, learners can gain insights, identify areas for improvement, and refine their approaches.

Engaging and interactive learning: Scenarios add variety and interactivity to training sessions. They break the monotony of passive listening or reading and offer dynamic, hands-on experiences that captivate learners' attention and maintain their interest throughout the training.

Transferable skills: Through scenario-based learning, learners can develop transferable skills that go beyond the specific context of the training. These skills may include critical thinking, problem-solving, decision-making, communication, teamwork, and adaptability, which can be valuable in various professional settings.

→ **Scenario-based learning immerses learners in real-life situations, promoting critical thinking, problem-solving, and practical skill application.** It offers real-world relevance, active learning, decision-making practice, emotional engagement, collaboration, error analysis, and transferable skills.

↪ Language

The language of the e-learning materials are in English. However, selected parts of the training materials are also available in Polish, Greek and Italian.

↪ Beneficiaries

The ProSPeReS e-learning materials are developed for individual users. The training curriculum is principally designed for personnel working at religious sites. Beyond the immediate staff of religious sites, officers from public services, such as police and firefighters, may also find the comprehensive content invaluable. These officers often find themselves in situations where knowledge about religious sites can be crucial for effective service delivery. Additionally, volunteers, who play a pivotal role in bolstering the security of religious venues and associated events, can significantly benefit from this curriculum. This adaptability ensures that a broader audience can acquire skills and knowledge that are both pertinent and practical.



↪ Required Equipment

For an effective and smooth training experience, the following is a list of facilities and materials that are essential.

Basic Requirements

- **Device with Internet Connectivity:**
 - Desktop Computer: Suitable for most e-learning platforms.
 - Laptop: Offers mobility and is suitable for most e-learning needs.
 - Tablet: Great for video content, reading, and some interactive materials.
 - Smartphone: Useful for on-the-go learning, though it may not offer the full experience of some platforms.
- **Reliable Internet Connection:** A stable broadband connection is essential to access online content, stream videos, and participate in live sessions.
- **Web Browser:** Popular choices include Google Chrome, Mozilla Firefox, Microsoft Edge, and Safari. Ensure it's updated to the latest version for best compatibility.

Recommended for Enhanced Experience

- **Headphones or Earbuds:** Essential for private listening, especially in shared or noisy environments.
- **Microphone:** Important for participating in discussions, webinars, or collaborative projects. Many laptops and webcams come with built-in microphones.
- **Webcam:** For video conferencing, virtual classrooms, or any face-to-face online interactions.
- **External Mouse & Keyboard (for tablet users):** Can improve ergonomics and ease of use for extended e-learning sessions.

Specialised Equipment (Depending on the Course)

- **Graphics Tablet:** For courses in design, art, or where handwritten notes and drawings are beneficial.
- **Specialised Software:** Depending on the course, you might need software like Adobe Creative Suite, coding IDEs, simulation software, etc.
- **VR/AR Headsets:** For courses that offer virtual or augmented reality experiences.
- **Lab Kits or Equipment:** Some science or engineering courses might send out kits to do hands-on experiments at home.

Ergonomic Considerations:

- **Ergonomic Chair & Desk:** For those spending long hours studying, these can help prevent posture issues.
- **Monitor Stand or Dual Monitors:** Helps in multitasking or having reading material on one screen and a workspace on another.
- **Keyboard & Mouse Pads with Wrist Support:** Can offer added comfort during extended sessions.



How to Use the ProSPeReS E-Learning Training Curriculum As an Individual User

→ **To use the ProSPeReS E-Learning Training Curriculum as an individual user, start by accessing the platform through the official website.** Choose a module that aligns with your goals, as the curriculum offers a variety of modules to explore. Enjoy the flexibility of asynchronous learning, allowing you to go at your own pace without strict schedules. Customise your learning experience by selecting module orders and revisiting content as needed. **The curriculum is designed for accessibility, allowing you to learn from anywhere with an internet connection.** Engage with interactive elements like quizzes and discussions to enhance your understanding and make learning enjoyable. This platform empowers users to learn on their own terms.

1. Access the ProSPeReS E-Learning Platform:

Visit the ProSPeReS E-Learning Platform: To embark on your learning journey, start by visiting the official ProSPeReS E-Learning platform. You can access this platform by using the link provided or by navigating to the official website. It's important to ensure that you have a stable and reliable internet connection before you begin your learning experience. This will help ensure uninterrupted access to the valuable content.

2. Choose from Available Modules:

Browse Available Modules: Take a moment to explore the array of modules available on the platform. Each module has been thoughtfully crafted to offer specific knowledge or skills that cater to various learning objectives. This is your opportunity to select a module that aligns with your personal or professional development goals. Carefully consider your interests and learning priorities when making your choice.

3. Navigate at Your Pace with Asynchronous Learning:

Asynchronous Learning: The ProSPeReS E-Learning platform embraces an asynchronous learning approach. This means you have the freedom to navigate through the course modules and complete tasks at your own convenience. There's no need to feel rushed or constrained by a fixed schedule. You have the flexibility to absorb the course content at a pace that suits your learning style and individual commitments.

4. Customise Your Learning Experience by Choosing Module Order:

Choose Module Order: You have the autonomy to customise your learning experience to suit your preferences. Feel free to select the order in which you wish to tackle the modules. Whether you prefer to first dive into the topics that pique your interest the most or opt to address areas that you find more challenging, the choice is yours. Furthermore, the curriculum allows for repeated revisits to any module,

providing you the opportunity to reinforce your understanding whenever needed.

5. Accessibility to Learn from Anywhere:

The ProSPeReS E-Learning materials are thoughtfully designed for accessibility. This means you can engage with the curriculum from virtually any location. Whether you're at home, in your office, or even at a local café, as long as you have an internet connection, you can access the content. This level of flexibility ensures that you can seamlessly integrate learning into your daily routine, learning whenever and wherever it's most convenient for you.

6. Engage with Interactive Elements:

Within the curriculum, you'll discover a range of interactive elements purposefully incorporated to enrich your learning experience. These interactive components include quizzes, discussions, and practical exercises. Engaging with these elements can deepen your comprehension of the material and make your learning journey more engaging and enjoyable. Actively participating in these activities can reinforce your knowledge and foster a deeper understanding of the subject matter.

By following these expanded steps, you can navigate and fully utilise the ProSPeReS E-Learning Training Curriculum as an individual user. This platform has been designed to empower you to learn at your own pace, on your own terms, and with the flexibility to tailor your learning journey to your unique needs and preferences.

→ **Access to E-Learning Training Materials:** Users can access all the E-Learning materials, which are freely available [at the following link](#).

Virtual Reality Demonstrator

Virtual Reality in General

Virtual reality (VR) is typically distinguished by HMD (head mounted display) goggles equipped with one or two screens that display a computer-generated image. The image is generally stereoscopic, which means that it depicts slightly different images for each eye to simulate the impression of spatial vision.

It is widely believed that the first experiments with devices of this type were conducted at the Lincoln Laboratory of the Massachusetts Institute of Technology in the 1960s. The first HMD created to display a synthetic (virtual) image was named the Sword of Damocles. Experiments with similar solutions were conducted analogously, which enabled the display of real-world images recorded by cameras to, for example, assist pilots of combat helicopters during night flights.

VR techniques are particularly useful for procedural training and assessment of decision making. For example, computer software designed for worker training can detect deviations within training scenarios and present trainees with the consequences of their actions (e.g., explosion or fire). Being able to involve so-called muscle memory is also important, because movements that are performed in a virtual environment are identical to those performed in the real workplace. The ability for VR to stimulate different senses and easily create the illusion of spatial presence makes it a great tool that can become an interface for exploring artificial environments. If the technical capabilities of a VR system are capable of providing the full, rich, and all-encompassing experience of being in a remote location, then it can be called immersion.

The use of a VR immersion system would enable one to:

- obtain a high degree of simulation realism;
- simulate a variety of scenarios within controlled conditions;
- realistically present the consequences of actions undertaken by a trainee during training (e.g., a methane explosion);
- create advanced training applications that enable trainees to develop proper habits without risk.

The additional benefits of using VR are as follows:

- Training processes are accelerated.
- Training costs are reduced.
- Training effectiveness is increased.
- The training course is more attractive.
- Muscle memory is developed, thus increasing work efficacy.
- "Tacit knowledge" (i.e., knowledge resulting from experience) is enabled.

Training simulators and training that utilises VR can provide workers with a safe and controlled environment for gaining and developing not only standard organisational knowledge and skills but also knowledge about emergency procedures. Furthermore, interactivity and immersion within a virtual environment can increase interest in training, and increased interest facilitates the memorization of acquired knowledge and the consolidation of newly acquired skills (including manual skills). Moreover, within the framework of a computer simulation, problem-solving skills in the face of stress-inducing emergencies or life-threatening situations (e.g., fire) can be assessed.

Gamification can be used to increase the efficacy and efficiency of training tools used in virtual environments. The term "gamification" refers to the practice of applying typical gaming mechanics to fields outside of the electronic entertainment industry in order to influence human behaviour within a specific context. Using typical gaming elements (e.g., earning points when passing to the next stage of a training scenario) in the training process leads to an increase in perceived usefulness of the training tool and helps strengthen commitment to the training process. Training games (so-called serious games), which are based on a similar format to computer games but are used for professional purposes, are a good example. The

analysis of results published in psychological research shows that playing computer games and using training applications similar to computer games improves individuals' cognitive functioning, e.g. increases attention. This is in line with the results of other scientific publications relating to the impact that computer games have on cognitive functioning. The earlier hypothesis that using interactive environments which resemble computer games supports the acquisition of knowledge and skills is supported by the results of the conducted research. In recent years, gamification has been used to increase worker involvement in the training process, and an important factor of this is that it facilitates easy cooperation with a variety of people from the same work environment.

↪ Virtual Reality (VR) Demonstrator in ProSPeReS

→ **The ProSPeReS e-learning course integrates VR technology for immersive, hands-on learning about religious site protection.** Learners explore and respond to threats in virtual environments, enhancing understanding and practical skills. VR is cost-effective and customizable, providing a rich learning experience.

The incorporation of a VR demonstrator in the ProSPeReS e-learning course is an innovative and immersive addition to the training curriculum. By utilizing VR technology, learners are provided with a unique opportunity to engage in realistic and interactive experiences that enhance their understanding of religious sites and the associated threats.

VR technology creates a simulated environment that replicates real-world settings, allowing learners to virtually explore and interact with religious sites. This hands-on experience within a virtual setting can provide a deeper understanding of the intricacies of these sites, their cultural significance, and the potential threats they face.

The immersive nature of VR enables learners to visualise and experience various scenarios related to the protection and preservation of PWs. They can interact with the virtual environment, observe potential vulnerabilities, and explore preventive and responsive measures in a safe and controlled setting.

By integrating VR into the e-learning course, learners can gain practical insights and skills that may be challenging to acquire solely through traditional classroom-based or theoretical approaches. The experiential learning facilitated by VR technology enhances engagement, retention, and application of knowledge and skills.

Moreover, VR technology allows for a scalable and cost-effective training solution. It eliminates the need for physical site visits or expensive field trips, making it accessible to a wider range of learners. The virtual environment can be customised to include various PWs, scenarios, and challenges, providing a diverse and comprehensive training experience.

Overall, the incorporation of a VR demonstrator in the ProSPeReS e-learning course enriches the training curriculum by providing learners with a realistic and interactive learning experience. It promotes a deeper understanding of PWs, their vulnerabilities, and the implementation of preventive and responsive measures to protect them.

In order to practise the skills acquired during exercise, the ProSPeReS project developed training using virtual reality (VR) technology.

As part of this stage, participants can virtually find themselves in an exemplary PW, see the specificity of these locations and feel like a person responsible for the safety of this place. Taking part in a training using VR goggles will certainly contribute to better remembering the content presented during the learning part, as well as give you the opportunity to test your skills.

One of the assumptions of the training programme is to practise one's own reaction to several selected threats that can actually happen in religious facilities. The task of the training participant will be to move around the place of worship and

indicate objects or people that may pose a threat. The next step after locating the threat will be the need to refer to the possible responses presented to the participant. Of the four suggested actions for each hazard, only two are correct and these should be indicated.

How to Prepare the Equipment:

To ensure that the ProSPeReS equipment works properly, you need to configure three essential elements:

1. Oculus Quest 2 Goggles:

- Ensure that your Oculus Quest 2 goggles are charged and in good working condition.
- Make sure you are logged in to your Meta account on the goggles. This should be the same account used for the Oculus Application.

2. WiFi Router with Internet Access:

- Set up a WiFi router with internet access. Ensure that it is functioning correctly and that it provides a stable internet connection.

3. Computer/Laptop:

- Have a computer or laptop ready for use in the setup. Ensure that it meets the system requirements for the ProSPeReS VR application.

When configuring the router, it's important to note that both the VR goggles and the desktop computer should be connected to the same WiFi network for seamless communication.

How to Install the Oculus Software:

On PC:

1. Download from the Oculus Application page:

- Visit the Oculus Application page at [Oculus Application Page](#)
- Download the Oculus software from this page.
- Install the software and create an account on Meta (formerly Oculus).

2. Download from the Developer Hub for Windows page:

- Visit the Developer Hub for Windows page at [Oculus Developer Hub for Windows](#)
- Download the Oculus Developer Hub for Windows from this page.

On Oculus Quest 3:

- Make sure you are logged into your Meta account on your Oculus Quest3. This should be the same account that you used for the Oculus Application.

How to Install and Launch ProSPeReS VR Application:

1. Download the ProSPeReS Application:

- Download the ProSPeReS VR application from the following link [ProSPeReS VR Application](#)

2. Install the ProSPeReS Application:

- Launch the Oculus Developer Hub or Meta Quest Developer Hub application on your computer.
- Open the directory where you have the ProSPeReS application files (with the .apk extension).
- Click on the application file and drag it into the designated installation area, similar to how you would in Windows.

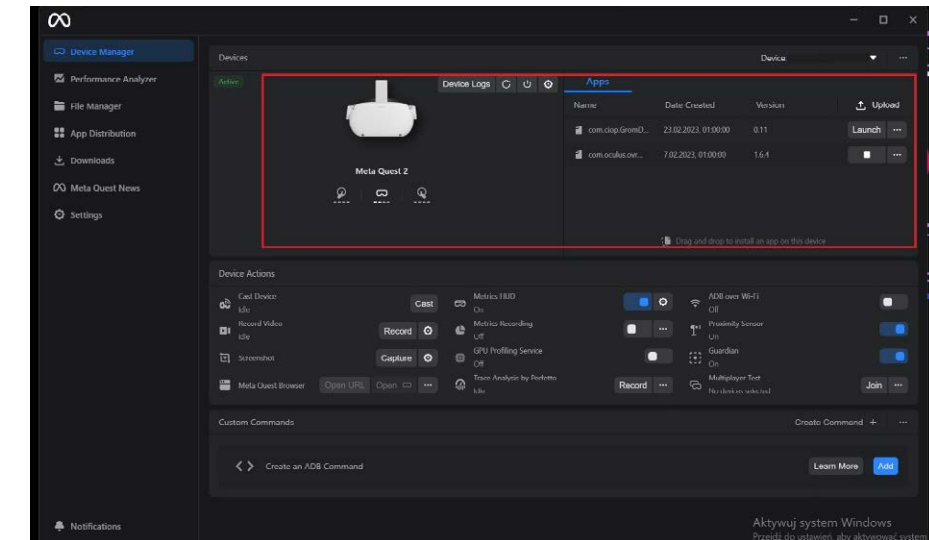


Figure 1
Place red colour marker where application file should be dropped

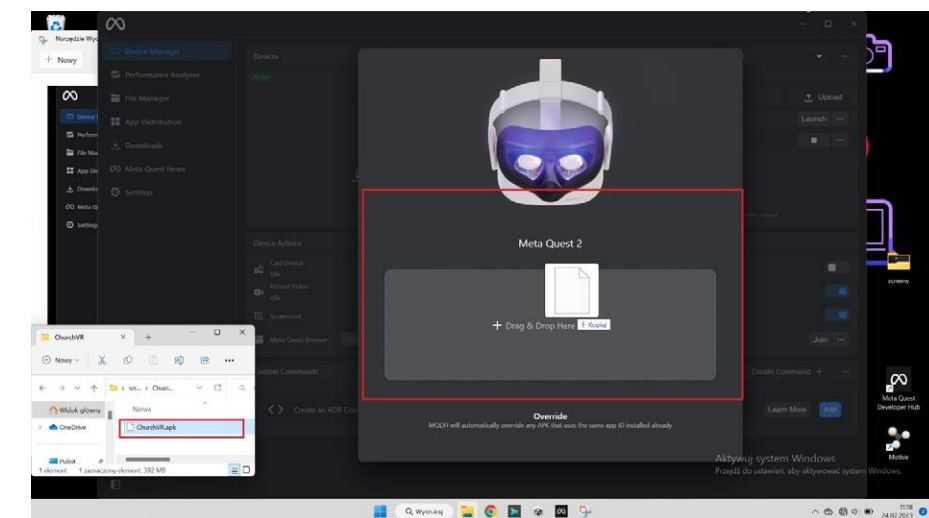


Figure 2
A window like that shown here will appear when you hover your mouse over it.

Launching the ProSPeReS Application:

1. To run the application with the goggles:

- Open the application library on your Oculus Quest 2 goggles.
- In the upper right corner, press the drop-down menu and select “unknown sources”.
- You will see the applications installed by the user; select the ProSPeReS application.



Figure 3
Application library

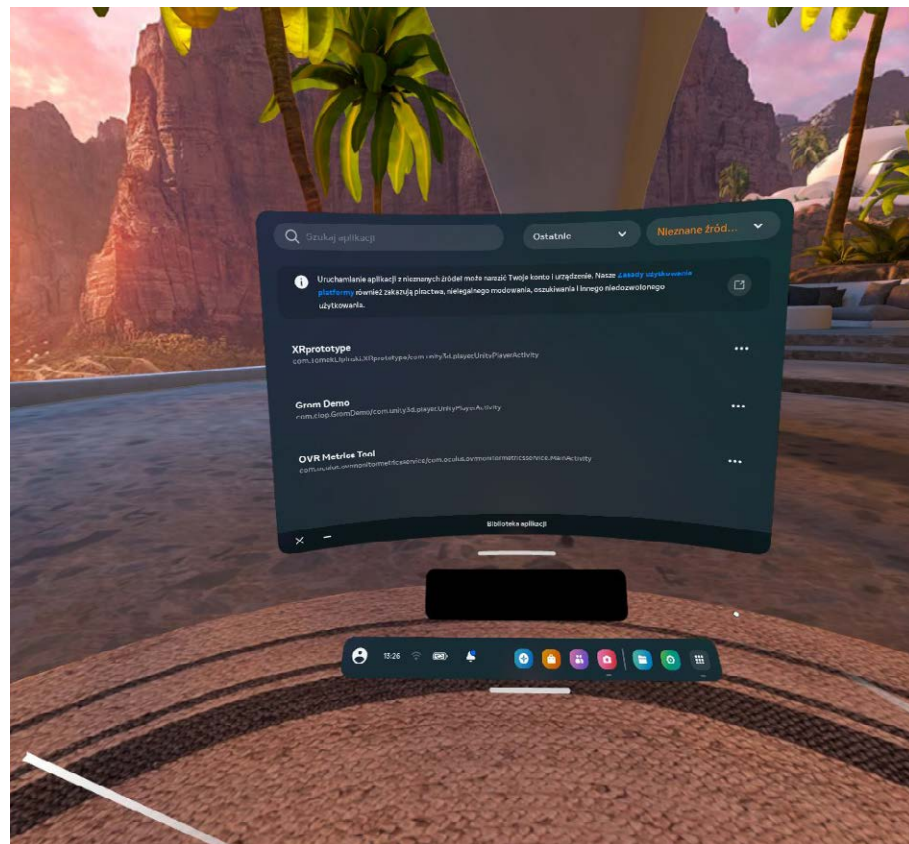


Figure 4
Installed applications

Launching the ProSPeReS Application via the Developer Hub:

Click on “Launch” in the ProSPeReS app as seen in the area outlined by a red box in the Developer Hub/Device Manager.

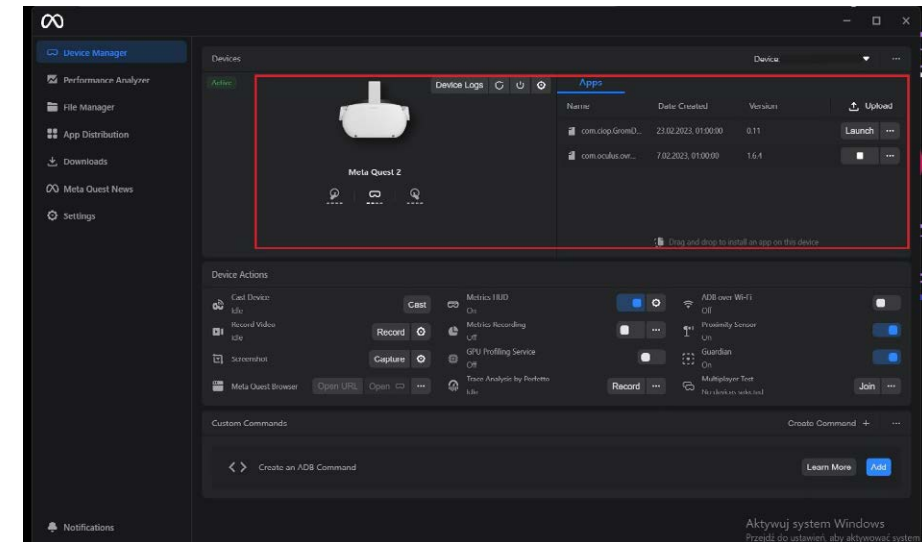


Figure 5
Developer Hub – launch application

How to Navigate in a VR Environment Using Oculus Quest 2 Controllers:

- Joystick on the right controller: Use this for slow forward/backward movement.
- Right trigger: Use this for action/confirmation.
- Joystick on the left controller + trigger button (left controller): This allows you to jump to the place marked with an orange circle.
- Round button on the right controller: Press briefly for fire action.
- Round button on the right controller: Press long to turn off the goggles.

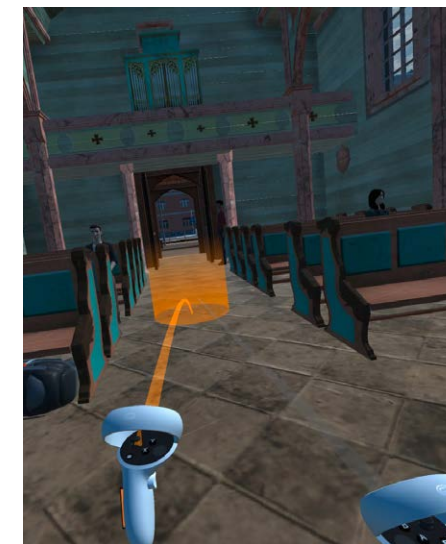


Figure 6
Jump displacement

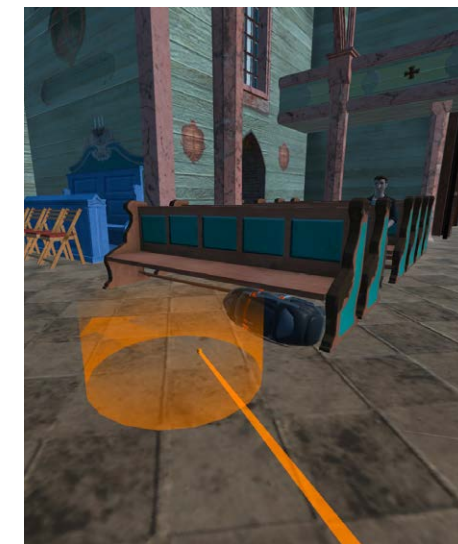


Figure 7
Place of interaction

Broadcast via Developer Hub:

To broadcast your VR experience, follow these steps:

1. Connect the router to the internet (only needed to start the transmission; you can disconnect it later).
2. Ensure both the computer and the goggles are connected to the same Wi-Fi network.
3. Connect the goggles to the computer using a cable.
4. Launch the Oculus Developer Hub or Meta Quest Developer Hub application on your computer.
5. In the application, go to "Device Manager" and turn on "ADB over Wi-Fi". Wait until it shows "On" under "ADB over Wi-Fi".
6. Once connected, you can disconnect the cable from the headset. If the headset gets disconnected, repeat the step.
7. After connecting the goggles, click on the "Cast" button, and the transmission should start.

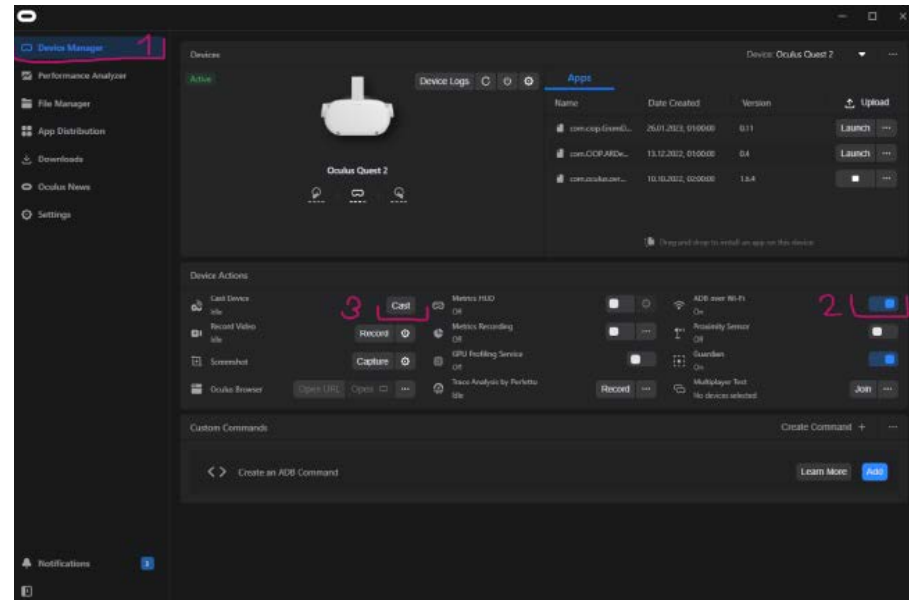
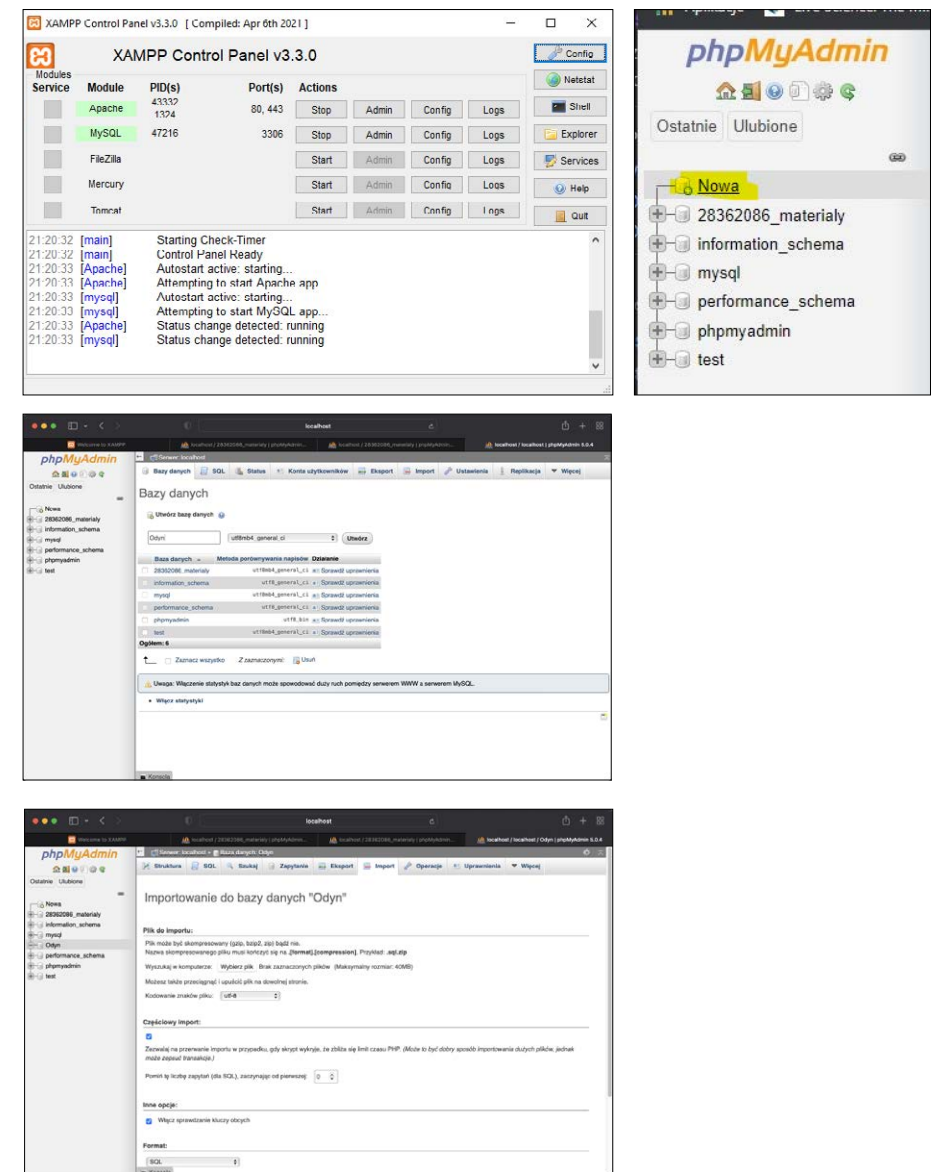


Figure 8
Broadcast via developer hub

How to Install the Data Aggregation Application:

1. Download the data aggregation application from the following link (please note that this may not be the latest version):
[Data Aggregation Application](#)
2. Install XAMPP from [XAMPP](#)
3. Run the XAMPP programme and click the start button next to the Apache and MySQL modules. Ensure these modules are running each time you start your computer.
4. Click the "Admin" button next to the MySQL module.
5. Click "New" on the left to create a new database called "statistic."
6. Select the "statistic" database on the left, click the "Import" tab, choose the "users.sql" file, and click "Execute."
7. Run the Spis.exe program located in the Spis-win32-x64 folder.
Note that this program will only run when XAMPP with Apache and MySQL modules are active, so make sure they are running or set them to auto-run.



↪ Conclusion

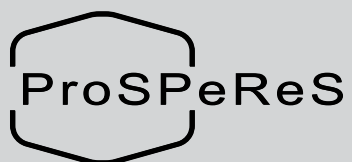
In conclusion, the ProSPeReS Training Programme is a rich and diverse educational experience that offers a comprehensive range of training materials. Whether you choose face-to-face instruction, explore the world of e-learning, or venture into the exciting realm of Virtual Reality (VR), this programme provides you with a clear roadmap to enhance your learning journey.

We've explored the key aspects of both face-to-face and e-learning materials, from module durations to language considerations, beneficiaries, and necessary equipment. This guide equips you with the knowledge to make the most of each mode of training.

E-learning, in particular, offers flexibility, accessibility, and interactive features to enrich your learning experience. The ProSPeReS E-Learning Training Curriculum is a valuable resource designed to enhance your digital learning journey.

Additionally, the introduction of VR technology holds the potential to revolutionise your learning experiences, offering immersive and engaging opportunities for skill development and knowledge acquisition.

As you embark on this educational journey, remember that this guide serves as your compass, guiding you to unlock the full potential of the ProSPeReS Training Programme, promising not only fruitful outcomes but also inspiration and transformation as you acquire new knowledge and skills. Embrace the diverse training materials and modes, and enjoy the adventure of learning with ProSPeReS.



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