



Booklet for Trainers



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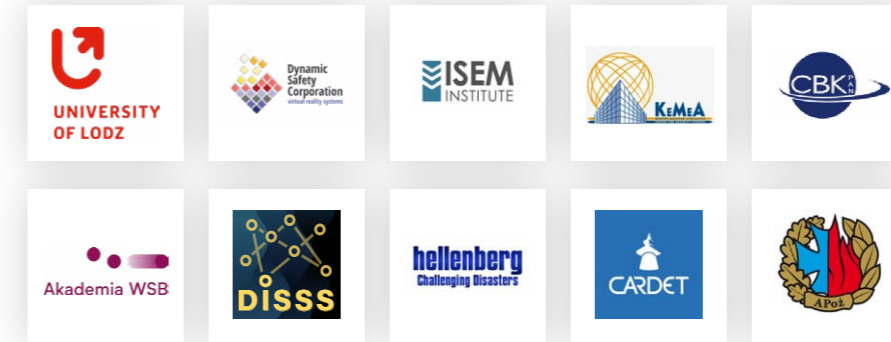
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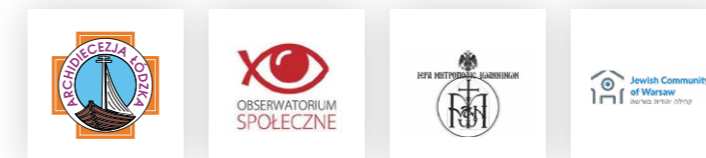
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Faith-based organizations



Contents

Introduction 7

Part A

Training Preparation 10

Competences of a Trainer 13

Essential Qualifications 14

Desirable Qualifications 14

Check List of Dos and Don'ts When Lecturing 16

Challenges of Trainers 17

Part B

Face-to-Face Training Materials

Overview and Scope 20

Structure 20

Training Methodology 22

Duration of Modules 24

Elements of Face-to-Face Training Materials 24

Language 24

Beneficiaries 26

Required Equipment 26

Access to Face-to-Face Training Materials 26

Guidelines for Trainers: Effectively Implementing
the Face-to-Face Materials for the ProSPeReS Curriculum 26

E-learning Training Materials

Overview 29

Key Features and Benefits of E-Learning Materials 30

Structure 30

Elements/Structure of E-learning Module 32

Training Methodology 34

Language 35

Beneficiaries 35

Required Equipment 37

How to Use the ProSPeReS E-Learning Training Curriculum as an Individual User 38

Access to E-Learning Training Materials 39

Virtual Reality Demonstrator

Virtual Reality in General 41

Virtual Reality (VR) demonstrator in ProSPeReS 42

Conclusion 49



Introduction

Welcome to the ProSPeReS booklet for trainers, a comprehensive manual designed specifically for those who wish to excel in delivering the ProSPeReS training materials. As training methodologies evolve, it's crucial for trainers to stay updated with the latest tools and knowledge to ensure a flawless execution. This guide embodies our commitment to that excellence.

The ProSPeReS training programme offers two primary delivery modes: face-to-face and e-learning. While each mode has its unique style, both share a common goal: to provide comprehensive, modern training suited to a varied audience. It masterfully combines tried-and-true training principles with innovative techniques, giving trainers a rich array of resources. Central to this guide is its mission to provide clarity on every facet of the ProSPeReS training programme.

Part A lays the foundation. It delves into the intricacies of training preparation, shedding light on the essential competencies every trainer must master. This section elaborates on both the vital and advantageous qualifications that distinguish a top-tier trainer. Furthermore, a practical checklist is provided, detailing the best practices and pitfalls in training – an invaluable resource for both newcomers and veterans. Anticipating the typical obstacles trainers might encounter, this section aims to provide solutions even before problems arise.

Part B offers an in-depth exploration of the ProSPeReS materials. Beginning with the traditional face-to-face mode, it presents an overview of its structure, techniques, and distinctive features. Recognising the ongoing digital transformation in training, the e-learning section provides insights into its framework, advantages, and strategies for successful implementation. A standout feature is the introduction to the Virtual Reality (VR) Demonstrator. This component propels trainers into the captivating world of VR, clarifying its significance in the ProSPeReS curriculum and hinting at the future trajectory of training methodologies.

Every page of this guide echoes our unwavering dedication to premier training. It serves as a guiding light for trainers, marking the route to impactful training sessions. To unlock the full potential of the ProSPeReS training programme, trainers are urged to delve deeply into this manual. Knowledge is, indeed, the stepping stone to mastery. Armed with this guide, trainers are set to elevate training standards, establishing new pinnacles of educational prowess. Embark on this journey, discover its depths, and let the ProSPeReS experience unfold!



PART A



↪ Training Preparation

Select Participants

Selecting participants is a pivotal initial step in ensuring the effectiveness of the training workshop. Striking the right balance between the number of participants is crucial. Ideally, aim for a group size of between 10 and 30 individuals. When choosing participants, consider their existing knowledge and expertise in the subject matter. This allows for tailoring the training content to the group's needs and avoiding redundancy for those who already possess a solid background in the topic. In addition to having participants with various knowledge levels, it's beneficial to include participants from diverse sectors such as land, fishery, and forestry. This diversity encourages the exchange of a wide range of perspectives and information, enriching the overall training experience. Furthermore, striving for gender balance among participants is essential to provide equitable learning opportunities for all attendees.

Set Up the Training Team

Establishing a competent training team well in advance of the workshop is a key factor in its success. The team's involvement should span the entire training process, from the initial planning and preparation to the actual implementation and post-training evaluation. One of the critical roles within this team is that of facilitator. It's recommended to have at least two facilitators who can alternate in leading and supporting the training sessions. In addition to facilitators, support staff play a pivotal role in handling logistical and administrative aspects. To ensure seamless coordination, it's advisable to assign a dedicated staff member or consultant for documentation and report preparation. A crucial aspect of team preparation is to thoroughly review the training methodology, materials, and session backgrounds together. This ensures that all team members have a common understanding of the goals and objectives. Clear roles and responsibilities should be defined for each team member, materials must be prepared well in advance, and a rehearsal session before the training can further enhance readiness.

Do Background Reading

A comprehensive understanding of the subject matter is indispensable for effective facilitation during the training workshop. Facilitators should engage in background reading and research to familiarise themselves with relevant materials and literature related to the training topic. This preparatory step equips facilitators with the knowledge and insights needed to provide informed answers to participants' questions, facilitate meaningful discussions, and address any uncertainties that may arise during the workshop. By taking time to read about the topic they are training, facilitators can ensure that the training is not merely a surface-level exercise but a valuable opportunity for participants to delve deeply into the subject matter, ask probing questions, and engage in insightful conversations.

Choose a Training Venue

Selecting an appropriate training venue is a critical logistical decision that can significantly impact the training's success. The venue's geographic location should be convenient for participants, minimising travel-related disruptions. Inside the venue, the physical space must be thoughtfully arranged to accommodate the participants' needs. A spacious hall, with seating arranged in a 'U' shape, is an ideal setup for promoting interactive learning and discussions. It's essential to ensure that the chosen space can comfortably hold double the number of participants to allow for easy movement and interaction. Additionally, equipping the venue with visual aids such as whiteboards or chalkboards and providing ample wall space enhances the training experience, enabling effective presentation and visual representation of ideas. Smaller meeting spaces for group work and discussions should also be available, fostering collaboration and in-depth conversations among participants.

Prepare Training Materials and Equipment

The success of the training workshop hinges on meticulous logistical planning regarding materials and equipment. Session materials should be carefully reviewed and adapted to fit the specific context of the training, potentially requiring translation into the local language if necessary. It's crucial to ensure that there is an

ample supply of materials for all participants, and they should be distributed as needed for each session to facilitate engagement. Procurement of materials should be executed well in advance, following a checklist tailored to the local context to avoid any last-minute challenges. Adequate time and dedicated space should be allocated to prepare materials, including posters and handouts, and to set up equipment. Lastly, it's prudent to test all equipment, such as LCD projectors, well ahead of the training to identify and address any potential technical issues, thus preventing disruptions during the workshop and ensuring a smooth training experience.

Stick to a Timeframe to Prepare

Initiating preparations approximately 1–1.5 months ahead of the training start date is a recommended timeline. However, it's crucial to acknowledge that gaining a comprehensive understanding of the training methodology and this guide may require additional time. Therefore, it is advised to conduct a thorough assessment of all elements before commencing the preparation process. This ensures realistic planning and allocation of sufficient time and effort for a successful training programme. Careful and thoughtful preparation stands as the cornerstone of a productive and meaningful training workshop that meets the needs and expectations of both facilitators and participants alike.

↪ Competences of a Trainer

Ability to Listen

Active listening goes beyond merely hearing words. A skilled trainer must not only pay attention to the questions raised by trainees but also be astute enough to deduce underlying concerns or problems not directly voiced. Trainers should position themselves to be engaged listeners — turn towards the speaker, maintain consistent eye contact, and give non-verbal cues of attention. In this way, trainers can foster an environment of trust and open communication.

Respect for Characteristics and Experience

Every adult learner brings a unique set of experiences, insights, and qualifications to the table. Recognising and valuing this diversity enhances the training environment. When trainers show respect for the varied experiences of their trainees, it fosters a positive learning atmosphere. This not only boosts the confidence of the participants but also encourages a more interactive and collaborative training session, as learners feel their contributions are valued.

Effective Communication

A successful trainer must be able to convey information clearly and effectively. This means breaking down complex ideas into digestible concepts, employing a mix of teaching techniques, and tailoring the communication style to suit the audience. It's not just about talking; it's about making sure the trainees understand.

Adaptability

Each training session can be as varied as the participants. Trainers need to be able to adjust on the fly, whether that's changing their teaching method when participants are not grasping a concept or handling unforeseen disruptions. Adaptability ensures that the learning doesn't stop, even when faced with challenges.

Empathy

Understanding the emotions and feelings of trainees allows trainers to create an environment where learners feel safe and supported. This fosters better engagement and participation, particularly in group discussions or activities.

Technical Proficiency

Depending on the training subject, trainers may need to be adept at using various tools or software. This can range from learning management systems, presentation tools, or specific software relevant to the training's subject matter.

Assessment Skills

A trainer's job doesn't end at delivering the material. They need to gauge how well the trainees have grasped the concepts, typically through assessments, quizzes, or practical exercises. Constructing effective assessments that truly measure understanding is a skill in itself.

Continuous Learning

The best trainers are also continuous learners. They keep up with the latest in their field, explore new teaching methodologies, and seek feedback to improve their sessions.

Engagement Techniques

Keeping the attention of trainees, especially in long sessions, requires skill. This could mean incorporating multimedia, interactive exercises, group discussions, or real-life case studies to keep things lively and engaging.

Cultural Awareness

In today's globalised world, trainers may often find themselves in multicultural settings. An awareness of cultural differences and sensitivities ensures that all trainees feel included and respected.

↳ Essential Qualifications

Training Experience

Prospective trainers must have a robust background in training and mentoring. Ideally, they should possess a recognised formal qualification in training, which showcases their academic and professional readiness to conduct training sessions. If they have held roles primarily responsible for training, it further reinforces their hands-on expertise. In cases where they don't hold formal qualifications, their substantial experience in mentoring, guiding, and supporting junior staff members becomes paramount. Such experience should demonstrate their ability to nurture growth, disseminate knowledge, and ensure the competence of those they guide.

Professional Affiliation

It's vital for trainers to have a current or past professional association with one or several first responder services. This connection not only ensures their grasp of the responder ecosystem but also instills credibility and trust among the trainees.

↳ Desirable Qualifications

Emergency Setting Experience:

Prior hands-on exposure in emergency scenarios is a valuable asset. This could be through direct involvement as a first responder in the field, crisis management, or functioning within the dynamic confines of a hospital's emergency department. Such experience ensures that the trainer can infuse practical insights and real-world anecdotes into the training sessions.

Collaborative Experience:

The essence of teamwork and collaboration is paramount in emergency situations. Trainers who have a proven track record of working seamlessly with different emergency response teams or with personnel in hospital emergency departments offer a multidisciplinary perspective. Their shared experiences, insights, and best practices from past collaborations can significantly elevate the quality and relevance of the training content.



↪ Check List of Dos and Don'ts When Lecturing

Before the Lecture:

Do:

- Be punctual, aiming to be the first one to arrive.
- Double-check all equipment and materials.
- Organise your handouts.
- Arrange visual aids like transparencies or slides in sequence.
- Greet participants warmly as they enter.

Don't:

- Make a dramatic late entrance.
- Project an unapproachable or distant demeanor.
- Cram the board or screen with pre-written content.
- Provide handouts that are not relevant to the current lecture.

Starting the Lecture:

Do:

- Use body language to signal the beginning.
- Begin with a welcoming smile and greeting.
- Outline the objectives and structure of the presentation upfront.

Don't:

- Start speaking amidst disruptions or ongoing conversations.
- Jump into the content without setting the context.

Maintaining Rapport:

Do:

- Maintain regular eye contact with the audience.
- Maintain a friendly, yet authoritative presence.
- Stay attuned to participants' reactions and adapt accordingly.
- Project confidence and enthusiasm.

Don't:

- Focus your gaze away from your audience for extended periods.
- Overlook signs of disconnect or fatigue from participants.
- Exhibit apathy or lack of interest.

Pointing:

Do:

- Point to visuals while remaining engaged with the audience.
- Use a designated pointer or laser pen.
- Hold the pointer still long enough for clarity.

Don't:

- Use erratic or distracting pointer movements.
- Point using just your hand or finger without a tool.

Personal Gestures and Movements:

Do:

- Alter your stance occasionally to avoid monotony.
- Move naturally within the space to engage different parts of the room.
- Consistently face your audience.
- Utilise gestures meaningfully to enhance your points.
- Preview any screening materials before showcasing them.
- Ensure visual aids are visible to the entire room.
- Stick to the Rule of Seven for slide content (no more than seven lines of text or seven words per line).
- Emphasise key takeaways.

Don't:

- Speak while displaying content without guiding the audience.
- Use visuals with poor clarity or contrast.
- Rely on poor-quality media presentations.
- Mismatch visual content with your spoken topic.

Using Handouts:

Do:

- Integrate handouts into interactive segments or discussions.
- Provide structured notes with spaces for additional annotations.

Don't:

- Distribute dense notes leaving no room for personal insights.
- Overly rely on reading verbatim from handouts.

↪ Challenges of Trainers

Training is a vital component of both organisational development and personal growth. However, trainers frequently encounter numerous challenges in their roles.

Here are some prevalent challenges faced by trainers:

Diverse Learners: Trainers often meet participants from varied backgrounds, experiences, and learning styles. Adapting the content and methodology to suit everyone can be demanding.

Engagement: Sustaining participant engagement throughout a training session, especially longer ones, is challenging. This is further compounded in the age of virtual training where distractions are merely a click away.

Resistance to Change: Some attendees may be resistant to fresh ideas or methods, particularly if they've been used to certain practices for extended periods.
Lack of Resources: Trainers might not always have access to the essential resources, tools, or technologies required for effective training.

Keeping Up with Trends: The world evolves quickly, and trainers must stay abreast of the latest methodologies, technologies, and trends in their speciality.

Measuring Impact: Illustrating the ROI (Return on Investment) of training initiatives can be taxing. It's often challenging to measure the direct influence of training on performance and productivity.

Time Constraints: With frequently limited time and much to address, crafting training that's both thorough and succinct is a challenge.

Technological Challenges: With the advent of online training, trainers must acquaint themselves with various digital tools and platforms. Navigating technical hitches, connectivity problems, and mastering virtual training environments can be formidable.

Cultural and Language Barriers: In global organisations, trainers might need to accommodate attendees from different cultural backgrounds and languages, presenting communication hurdles.

Balancing Theory and Practice: Ensuring training offers an apt blend of theoretical insight and hands-on application can be complex. An excess of either can render the training ineffective.

Maintaining Relevance: What is pertinent today might not be tomorrow. Trainers have the ongoing task of refreshing their content to ensure its continued relevance.

Managing Difficult Participants: Every cohort may have attendees who are disruptive, indifferent, or contentious. Handling them whilst guaranteeing the larger group benefits can be tough.

Consistent Quality: If a training module is repeatedly delivered, upholding uniform quality and enthusiasm each time is paramount.

Feedback Management: Feedback is vital for refinement. However, confronting negative or nonconstructive comments can be discouraging. Trainers must discern how to effectively process and implement feedback.

Continuous Self-Improvement: Trainers also have the responsibility of honing their own skills and knowledge. Carving out time for this, especially amidst a packed training diary, can be daunting.

PART B



Face-to-Face Training Materials Overview and Scope

The ProSPeReS training curriculum endeavours to foster an advanced understanding of potential hazards confronting places of worship. 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 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.

→ 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 recognise 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.

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.

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.

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.

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. To further enhance the learning experience, trainers should continually refine their presentation skills and leverage visual aids to clarify and reinforce key concepts.



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

Recognising the dynamic nature of learning environments, trainers are encouraged to adjust these timeframes based on the group's learning curve, ensuring content remains resonant and impactful.

↪ Elements of Face-to-Face Training Materials**A. Lesson Plan:**

The lesson plan serves as a comprehensive guide for trainers 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 designed to bolster the instructional process.
- **Duration:** Anticipated time allotments, assisting trainers 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 incorporated visual and media components.

C. Worksheets:

These specialised tools are created 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:** Learner, 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 categorisation, are accessible on the platform of the project. They are available as downloadable PDFs, and trainers can opt for digital reference or traditional print versions depending on the 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 crafted for trainers, aiming to educate individuals working at places of worship, 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 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.

↳ Required Equipment

For an effective and smooth training experience, the following facilities and materials are essential:

- **Training Infrastructure:** Select a suitable training venue that is well-equipped with the requisite technical facilities.
- **Technological Requirements:** The facilitator will need a computer as it will be the main tool for presenting content. A consistent and reliable internet connection is vital for accessing online materials and facilitating live demonstrations. To ensure all participants can clearly view the content, a projector is also necessary.
- **Training Aids:** Interactive sessions may require a flipchart, markers, and sticky notes, especially for brainstorming, collecting feedback, and steering group discussions. Maintaining a sign-in sheet will help track attendance and keep records.
- **Optional and Supplementary Materials:** In certain cases, if the curriculum mandates, participants might need devices for online interactive activities or digital involvement. It's also beneficial to provide notebooks and pens so participants can document essential aspects, thoughts, and personal insights during the training.

↳ Access to Face-to-Face Training Materials.

All the face-to-face materials are freely available and can be found [at the following link](#)

↳ Guidelines for Trainers: Effectively Implementing the Face-to-Face Materials for the ProSPeReS Curriculum

A. Preparation Phase

Familiarise Yourself with the Curriculum: Dive deep into every module, activity, and resource provided in the ProSPeReS curriculum. Your understanding will form the foundation for successful delivery. Additionally, engage with the activities to gain firsthand experience, which will aid in more effective facilitation.

Time Investment: Preparing for training is more than just reading the content. It involves tailoring the programme, structuring sessions for maximum engagement, and ensuring all logistical elements are in place. Dedicate ample time to this phase, as this upfront effort will pay dividends in the actual session's effectiveness.

Visual Representation: Creating or adapting a visual schematic or roadmap of the PROSPERES training structure can be invaluable. It will not only guide your delivery but will also provide participants with a clear understanding of the training journey, allowing them to mentally prepare for each phase.

B. Audience-Centric Planning

Assess Training Needs: Recognising the prior knowledge, expectations, and backgrounds of your audience is paramount. Use pre-assessment tools, surveys, or even informal discussions to glean this vital information.

Customise the Curriculum: With the insights gathered about your audience, tailor the content to match their needs. Ensure that examples, activities, and discussions resonate with their experiences and aspirations.

Setting the Stage: Right from the start, create an environment where participants know what to expect. Emphasise the importance of active participation, collaboration, and mutual respect.

C. Structural Planning

Plan the Training Programme: A well-structured training programme can enhance learning outcomes. Plan in detail session timelines, breaks, and interactive periods. Also, ensure that resources such as handouts, projectors, and any other essential materials are prepared in advance.

Course Objectives: Starting with a clear definition of what participants will gain by the end of the session helps to keep the training goal-oriented. This clarity will act as a North Star, guiding both your delivery and participants' learning journeys.

D. Engaging Delivery

Engage Participants: Instead of a monologue, strive for a dialogue. Use techniques such as group discussions, case studies, or even role-playing to bring the content to life.

Interactive Elements: Emphasise hands-on activities that require participants to apply their knowledge. This active engagement often leads to more profound, lasting comprehension.

Active Participation: Encourage participants to ask questions, share experiences, and delve deeper into topics. This culture of open discussion often leads to rich insights and deeper understanding.

Relevant Examples: Pepper your delivery with real-world examples that the participants can relate to. Sharing personal anecdotes or well-known incidents can make abstract concepts tangible.

Technological Aids: Modern training can be greatly enhanced with technology. Tools like multimedia presentations, interactive quizzes, and even augmented reality can enrich the learning experience.

E. Evaluation and Reflection

Monitor Progress and Evaluate: Continuous feedback is vital. Incorporate quizzes, group activities, and feedback sessions throughout the training to adjust your delivery as needed and ensure that learning objectives are being met.

Reflect on Your Delivery: After the session, take time to introspect. Consider feedback from participants, your observations, and any challenges faced. This self-assessment will pave the way for even more impactful future sessions.

F. Continuous Engagement

Follow-Up and Support: The end of the training session isn't the end of the learning journey. Provide additional resources, readings, or tools for participants. Establish clear channels, such as email or a forum, where they can reach out with questions or for clarifications.

→ **Effective ProSPeReS training** involves thorough preparation, audience-centred customisation, structured planning, engaging delivery, continuous evaluation, and ongoing support for a comprehensive learning experience.



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:

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.

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.

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.

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.

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

Each unit includes the following:

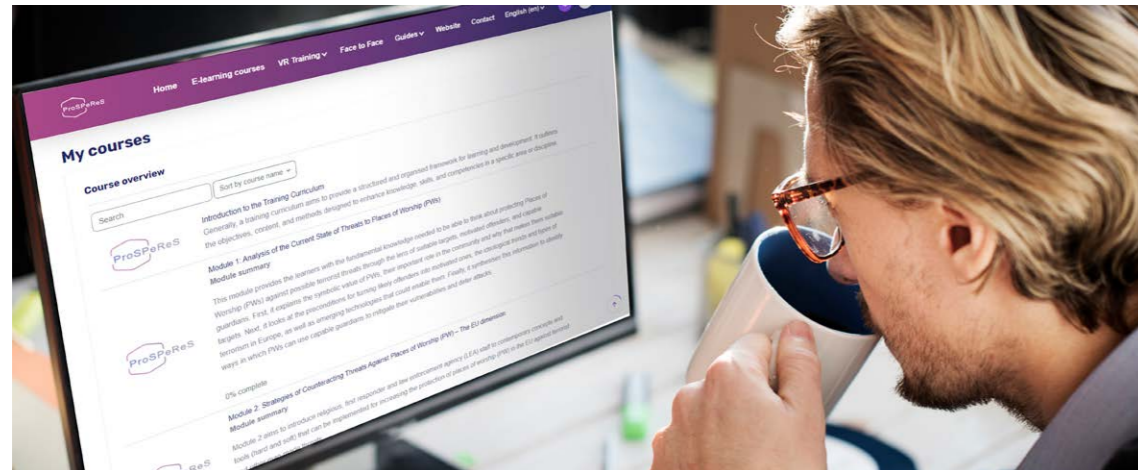
A. Overview: A concise introduction to the unit, providing a brief overview of the specific topic or theme covered in the unit.

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.

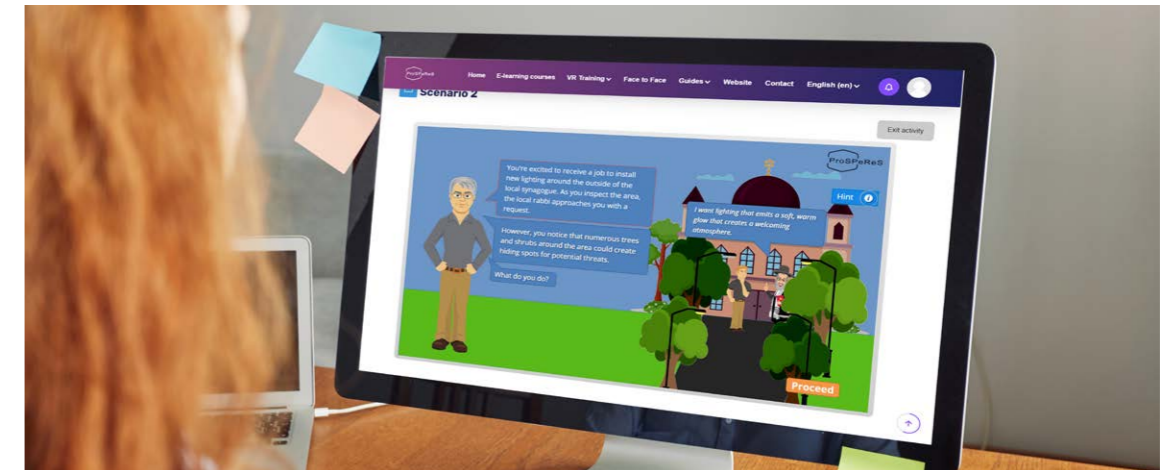
As learners reflect on the scenario and consider their reactions or responses, they can develop a deeper understanding of the subject matter. This prepares them for the following theoretical framework, where they can connect their experiential insights from the scenario with the theoretical concepts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



cepts 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.

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

VR technology creates a simulated environment that replicates real-world settings, allowing learners to virtually explore and interact with places of worship. 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.

→ **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.

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 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.

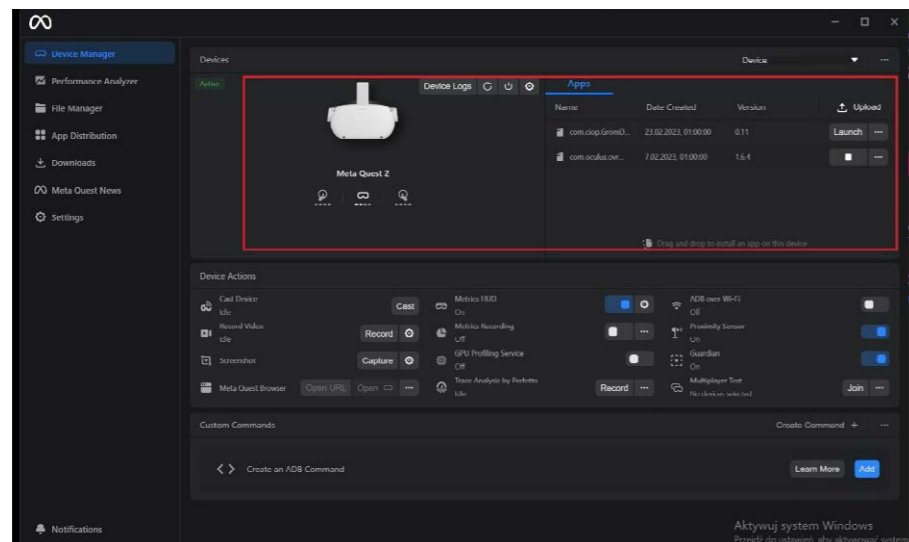


Figure 1
Place red colour marker where application meta Quest should be dropped

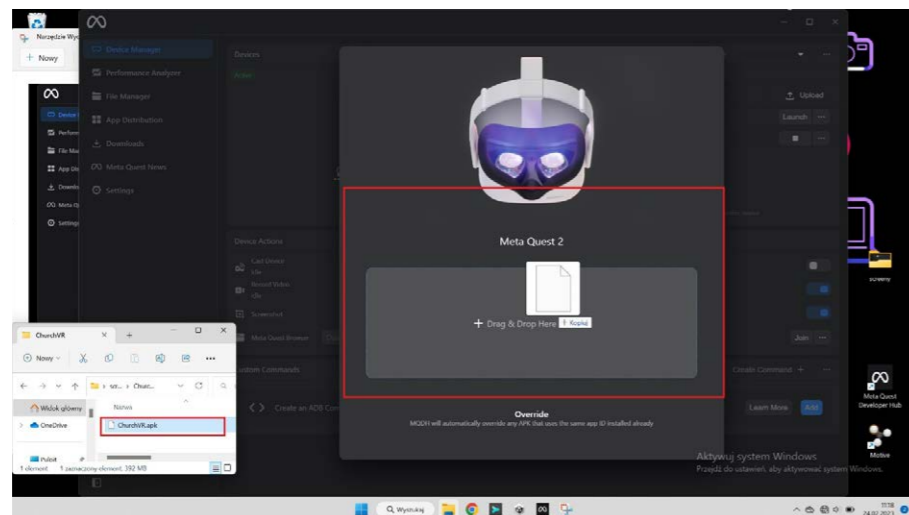


Figure 2
A window like that shown here will appear when you hover your mouse over it.

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

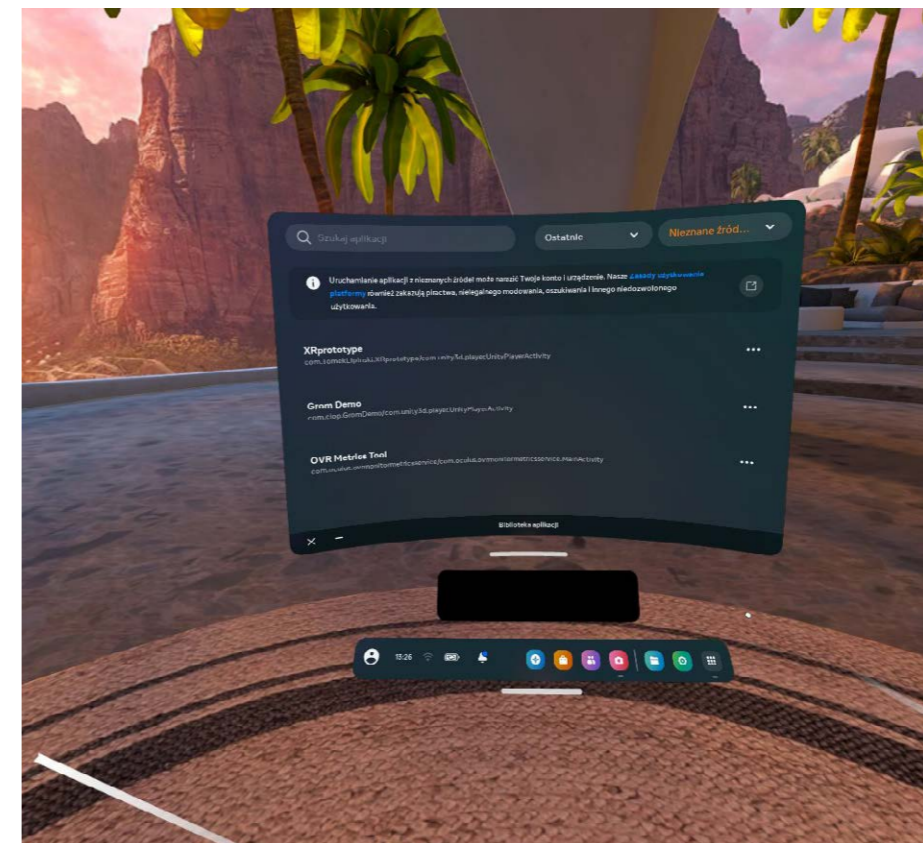


Figure 4
Installed applications

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.

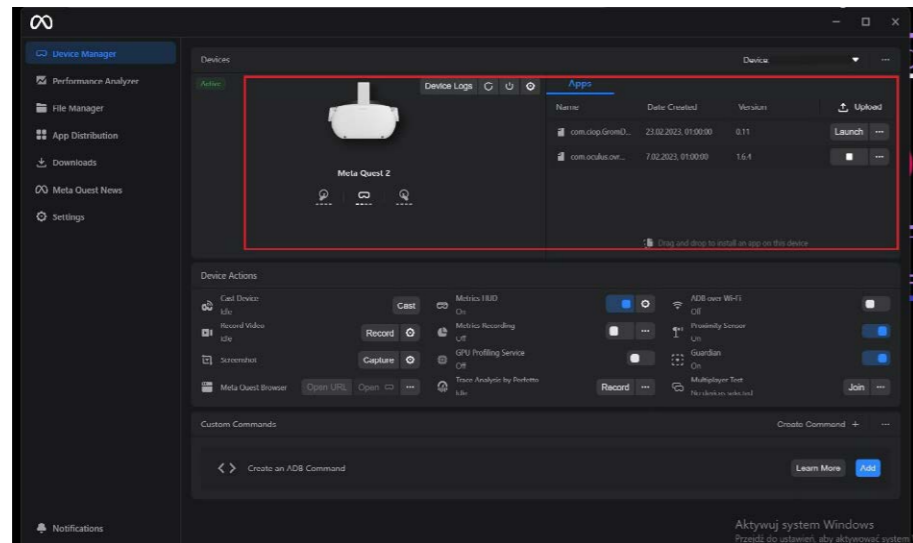


Figure 5
Developer Hub – launch application

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.

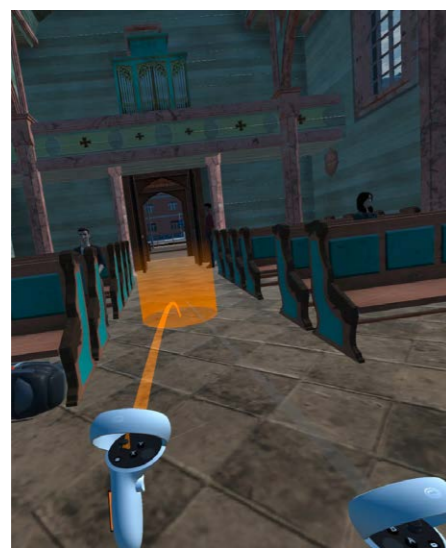


Figure 6
Jump displacement



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.

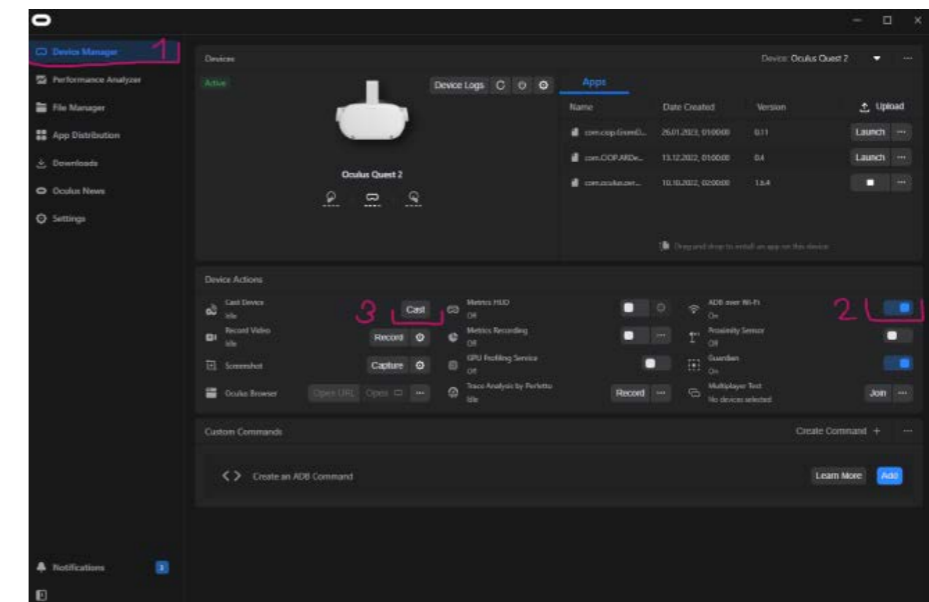
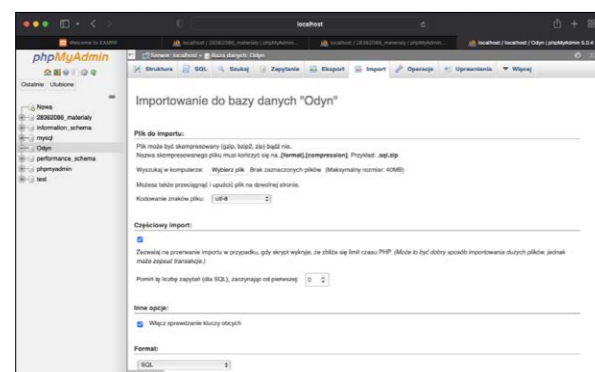
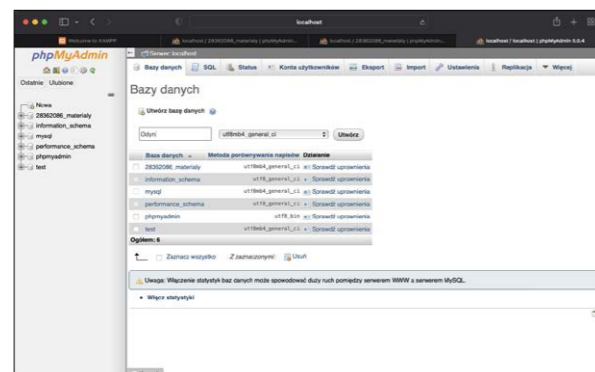
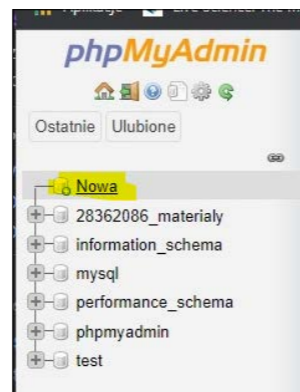
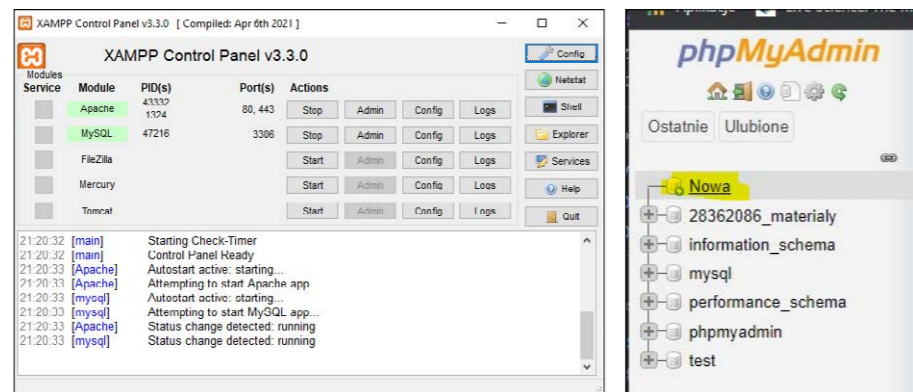


Figure 8
Broadcast via developer hub

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.



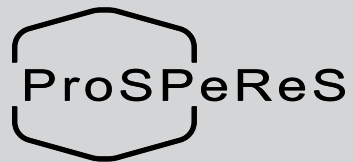
Conclusion

As we close this comprehensive guide, we hope you feel inspired, equipped, and invigorated to embrace the ProSPeReS training programme's multifaceted offerings. The landscape of training is in constant flux, but with the ProSPeReS booklet for trainers by your side, you stand at the forefront of this evolution.

From understanding the bedrock principles of training in Part A to immersing in the transformative tools and methods in Part B, you have been empowered in this journey to redefine the paradigms of effective training. The introduction to the cutting-edge realm of the Virtual Reality (VR) Demonstrator serves as a testament to our vision of the future, merging technology with pedagogy in ways previously unimagined.

But remember, this booklet is not a culmination; it's a commencement. As the field of training continues to advance, the essence of this guide should serve as a foundation upon which you build, innovate, and elevate. Your role as a trainer goes beyond mere instruction. It's about lighting the path, challenging norms, and catalysing transformative learning experiences.

With the knowledge and tools gleaned from this guide, you're more than prepared to lead, inspire, and set new benchmarks in training excellence. The ProSPeReS programme awaits your unique touch, and the learners await your guidance. Here's to forging ahead, embracing continuous learning, and shaping the future of training. Let the ProSPeReS legacy continue through your endeavours. Safe travels on this lifelong journey of knowledge and empowerment.



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