



D5.2– Training Exercises, Modules and Packages

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Executive Summary

The main objective of WP5 is to design and deliver a training framework to allow transport hub personnel to take cultural differences into account in preventing and managing emergencies at a multicultural site. This deliverable presents the structure and the main contents of the IMPACT training package developed.

The IMPACT training package is a general introductory course aiming to raise awareness about the importance of cultural competence in daily working situations (e.g.: helping, supporting and inspect several thousand passengers every day). For this reason, the training package addresses a wide range of key transport professionals in different transport domains, who are directly involved in the prevention, response and management of large groups of multicultural crowds during both routine and emergency situations. Safety and security managers, expert trainers, transport hubs operators and first responders such as Civil Protection, Fire Fighters, Medical Emergency teams have been identified as the main categories of potential interested users.

The training package is composed of four modules as follows:

1. Module 1 - Understanding the meaning of culture
2. Module 2 – Understanding multicultural crowd behaviours and socio-cultural hazards
3. Module 3 – Communication with other cultures
4. Module 4 – Cultural risk assessment (For a detailed description of this module see D3.2).

The term “Module” is used to describe a set of short multimedia based-lessons around one common topic.

All the links to the e-learning lessons and PowerPoint presentations of the lessons are available in Appendices A and B.



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1 Introduction to the training package

IMPACT is an EU funded project whose objective is to explore, analyse and assess the link between cultural features and disaster management in different transport hubs. In this perspective culture could be seen as a key factor which influences collective behaviours during crisis and emergency management. In order to ensure that transport hubs and operators are prepared to respond and recover from emergencies, one of the main outputs of the project consists of the design and development of a cultural-based security training package.

The development of such a package is the main objective of IMPACT WP5. The cultural-based training package has been designed to support transport hub operators and first responders to be aware of cultural differences and their influence on crowd behaviour during emergency situations in multicultural sites.

In order to define such a package, WP 5 is structured around three main tasks:

1. Task 5.1 – Definition of training requirements within the different groups of stakeholders and decision makers and set the requirements and the guidelines for implementation of training programs for different scenarios of application (for further details see D5.1);
2. Task 5.2 - Design of a cultural-based multi-media training package and development of e-learning training materials;
3. Task 5.3 - Delivery of pilot training courses to the end users involved in the project and to the cooperating security agencies.

The present deliverable reports a detailed description of the multimedia materials in terms of contents, format and target audience. It will also provide technical guidelines to assist trainers in the use and application of the e-learning training materials.

2 Target audience and main objectives of the training

2.1 Target audience

Staff members of large transport hubs—such as airports, railways and underground stations, ports—confront every day a very complex mission: helping, supporting and inspect several thousand passengers of different nationalities and different cultures. Usually, staff receive a specific training on the functional and legal aspects of the work: relevant laws and regulations, and procedure.

The IMPACT training package is a general introductory course aiming at raise awareness about the importance of cultural competence in daily working situations. For this reason, the training package addresses a wide range of key transport professionals in the different transport domains, who are directly involved in the prevention, response and management of large groups of multicultural crowds during both routine and emergency situations.

In particular, the training package is primarily targeted at the following audience:

- Safety and security managers and high- and medium-level transport hubs operators from different transport domains, which will better prevent and manage emergencies in a multi-cultural environment.
- First responders such as Civil Protection, Fire Fighters, Medical Emergency teams', that will better interact with multi-cultural crowds in rescue and crises situations.

The tables below summarise the professionals who represent the potential target audience of the e-learning training materials. As shown in the tables below the target audience is mainly composed by high- and medium-level transport hub operators.

IMPACT target Audience – Safety and security managers and high- and medium-level transport hub operators		
Railway stations	Airports	Ports
<ul style="list-style-type: none"> • Train managers • Security officers • Station managers 	<ul style="list-style-type: none"> • Security screening supervisors • Security officers • Safety managers • Security managers 	<ul style="list-style-type: none"> • Security officers (Ship Security Officers (SSO)) • Port Facility Security Officers (PFSO), • Port Authorities (such as Harbour Masters)

Table 1: IMPACT target audience: front- end operators

IMPACT target Audience – First responders
<ul style="list-style-type: none">• Commanding officers in: Fire fighters, Police, Coast Guard, Special forces and Maritime Search and Rescue Service (SAR) .• Responsible managers in: Medical Emergency teams, Medical services and Maritime Authorities.

Table 2: IMPACT target audience: First responders

As explained in the next section, the IMPACT multimedia training package aims to be a basic introductory course to start familiarising with socio – cultural aspects that can play a role in the interaction with multicultural groups of passengers.

For its general purpose, the training material could be easily used by professionals in different domains, but to be really effective, a further step would consist on the customisation of the multimedia training contents according to the operational needs of transport hub operators from a specific transport domain.

2.2 IMPACT Training package high level objectives

Figure 1 presents a set of basic knowledge needed by staff members of large transport hubs to start considering cultural differences during their daily work. Indeed, transport hubs operators deal daily with people who speak different languages, who may not speak the local language, have different habits and beliefs. Therefore, successful operations require operators to have a clear understanding of cultures, traditions, and values of people they interact with.

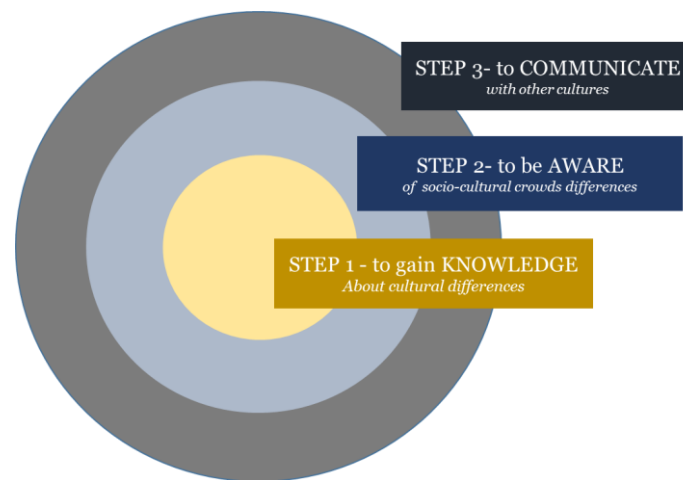


Figure 1: IMPACT competence framework

The main aim of the IMPACT cultural training package is to enable trainees to start familiarising with the concept of cultural orientation and enhance the awareness of unfamiliar cultural practices in preventing and managing critical situations in multicultural sites.

To start developing a sense of cultural competence, trainees need to be equipped with appropriate intercultural understanding, knowledge and skills. Furthermore, transport hubs operators need to be aware of how their own culture has influenced them and therefore can influence their interaction with passengers during operative situations.

The IMPACT training materials aim to provide trainees with a sufficient understanding of the value that intercultural competence knowledge can bring to their daily work. The training materials should enable them to:

- acquire a deeper knowledge on culture, its main aspects and its influence on human behaviour;
- identify and recognise the socio-cultural factors that can positively or negatively affect human behaviours in routine as well as emergency situations to properly react to socio-cultural hazardous situations and manage them effectively.

Through the training material developed trainees should be able to:

1. gain knowledge about cultural differences and start reflecting on socio-cultural aspects into daily working activities;
2. be aware of socio-cultural differences, how they can influence crowd behaviours and what are the critical behaviours which arise from the interaction between front-end staff and passengers;

3. improve communication skills, in order to be prepared to effectively interact with passengers from other cultures;
4. gain knowledge on a new methodology to assess and manage risks related to cultural factors.

As shown in the table below each objective is connected to a specific focus area came out during the data collection analysis (for further information see D5.1).

HIGH- LEVEL OBJECTIVES OF THE TRAINING	TRAINING REQUIREMENTS from D5.1	FOCUS AREAS from D5.1
To gain knowledge about cultural differences	Training should allow trainees to develop a general understanding of cultural characteristics, differences and their impact on individual and crowd behaviour.	Familiarisation with INTERCULTURAL COMPETENCE
To be aware of socio – cultural crowd differences	The training should present examples of passengers’ critical behaviours based on real situations and experiences. It should also provide trainees with examples and strategies to manage multicultural groups.	MULTICULTURAL CROWD MANAGEMENT
To improve communication skills	The training package should present key advice to foster effective communications in real operative situations. It should also provide trainees with practical examples of common misunderstandings and strategies to avoid communication bias.	INTERACTION and COMMUNICATION
Provide trainees a methodology to assess and manage risks related to cultural aspects	Provide trainees a methodology to assess and manage risks related to cultural aspects	MULTICULTURAL CROWD MANAGEMENT

Table 3: Mapping among training objectives, requirements and focus areas.

3 Training structure: modules and lessons

In order to address the high-level objectives described previously, four main topics have been defined. Each topic corresponds to a module:

1. Understanding the meaning of culture
2. Understanding multicultural crowd behaviours and socio cultural hazards
3. Communication with other cultures
4. Introduction to cultural risk assessment

In this context, we use the term “Module” to describe a set of short multimedia based-lessons around one common topic. The following image shows the general structure of the IMPACT cultural based training course, by detailing the main topics composing the training material developed. As shown in Figure 2 the final structure of the training encompasses 4 Modules, with a total of 10 lessons.

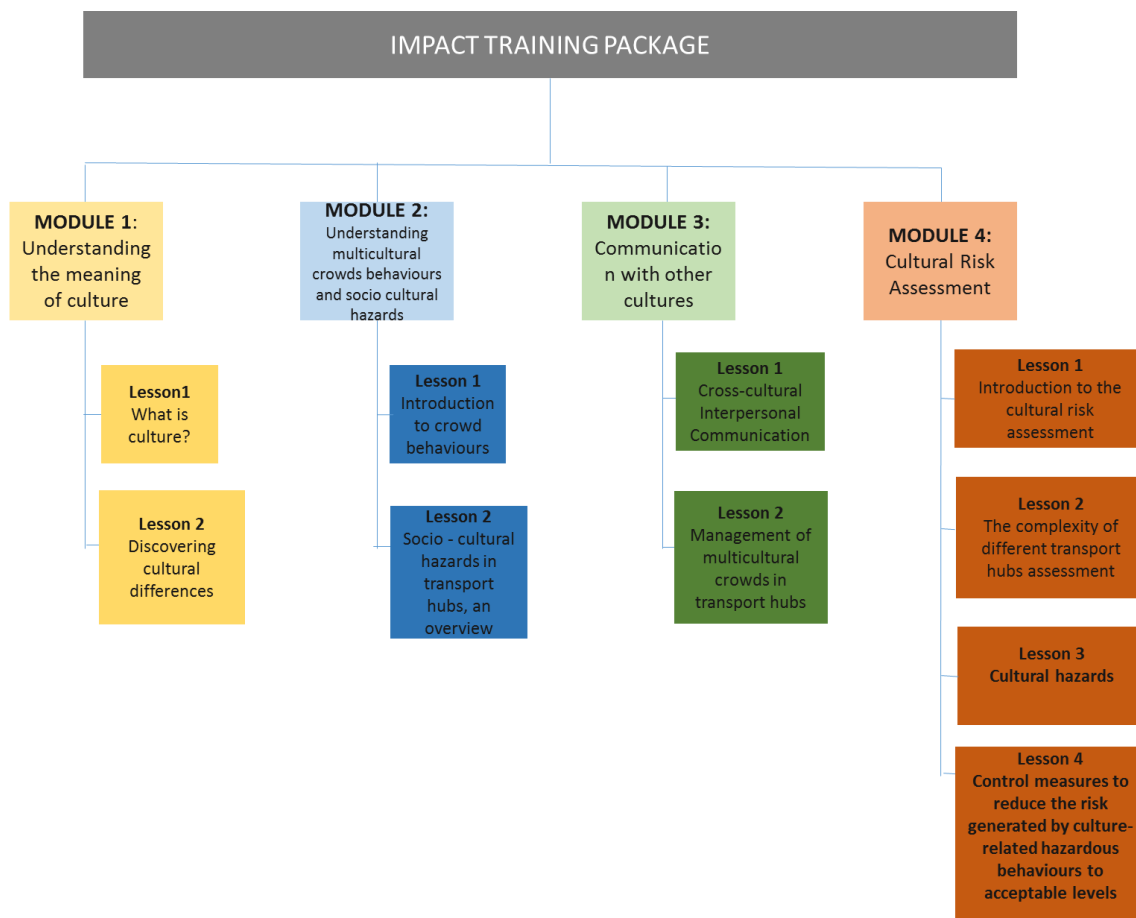


Figure 2: Structure of the IMPACT training package

The e-Learning lessons can be used as “self-standing” training materials, but also as support materials to cover specific themes of the current mandatory training on non-technical skills.

The following sections describe more in detail the objectives, contents, key messages and format of the first three training modules developed (Module 1, 2 and 3).

Module 4 on Cultural Risk Assessment is described more in detail in D3.2.

All the PPT presentations of the lessons are available in Appendices A and B on a dedicated, publicly available directory on the IMPACT project repository - <https://seafile.dblue.it/d/f31d8a6ac7>.

The PPT presentations have been used as storyboard for developing the e-learning lessons. The links of e-learning lessons will be constantly updated until the pilot sessions that will take place between May and June. The complete report of the pilot sessions will be included in D5.3.

3.1 Module 1 - Understanding the meaning of culture

DURATION	60 min
OBJECTIVES	The first module represents an introduction to start familiarising with the meaning of culture. It provides trainees with a general understanding of culture, culture characteristics and differences.

Table 4: Module 1 - Objectives

3.1.1 Lesson 1 – What is culture?

DURATION	30 min
TITLE	What is culture?
OBJECTIVES	<ul style="list-style-type: none"> • Provide definition of culture and present two models generally used to explain culture and its components. <p>After the lesson, participants will be able to:</p> <ol style="list-style-type: none"> 1. Provide a definition of culture; 2. Describe the key features of culture; 3. Illustrate the topics included in the concept of culture; 4. Account for the differences among universal, cultural and personal behaviours; 5. Explain why improving cultural competence of transport hub operators is essential to ensure passengers safety.
MAIN CONTENTS	<ul style="list-style-type: none"> • Introduction and definition of culture. • Presentation of the ICEBERG Model as a metaphor to explain that culture is not only represented by those aspects immediately visible, but there are a lot of factors invisible at first sight. • Presentation of the main elements of culture (norms, beliefs, attitude ...) and examples of cultural differences in daily life.

	<ul style="list-style-type: none"> • Explanation of the why intercultural competence is important for staff members of large transport hubs.
KEY MESSAGES	<ul style="list-style-type: none"> • Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits. • Culture affects behaviour and interpretations of behaviour. Although certain aspects of culture are physically visible to figure out their cultural meaning we must be aware that different cultural groups might interpret the same practice in different ways.
PROPOSED FORMAT	<ul style="list-style-type: none"> • E-learning lesson • Examples and additional materials • Individual Exercises • PowerPoint presentation
LINK	http://www.deepblueservices.eu/impact/impact_m1_l1/

Table 5: Description of Lesson 1-Module 1: What is culture?

3.1.2 Lesson 2 - Discovering cultural differences

DURATION	30 min
TITLE	Discovering cultural differences
OBJECTIVES	<p>Presents a general overview of cultural differences, intercultural competence and its relevance in safety critical domains.</p> <p>After the lesson, participants will be able to:</p> <ul style="list-style-type: none"> • Define the meaning of cultural orientations; • Illustrate the most important cultural orientations; • Provide the list of the main intercultural skills
MAIN CONTENTS	<ul style="list-style-type: none"> • Introduction of the cultural glasses metaphor, together with general examples of differences across culture. • Presentation of the concept of cultural orientation as a way to explain our inclination to filter reality through the cultural glasses. • Definition of intercultural competence and its main components. • Explanation of the relevance of intercultural competence in safety critical domains through examples and real stories.
KEY MESSAGES	<ul style="list-style-type: none"> • The cultural glasses represent the filters through which everyone sees and interprets the environment. • Misunderstandings and barriers are often the result of different ways to see and interpret reality. • Explain the why intercultural competence is important to: (1) overcome cultural barriers, (2) understand people who are perceived to have different cultural affiliations; and (3) respond appropriately, effectively and respectfully when interacting and communicating with people from other cultures.

PROPOSED FORMAT	<ul style="list-style-type: none"> • E-learning lesson • Examples and additional materials • Video of simulations • Individual exercises • PowerPoint presentation
LINK	http://www.deepblueservices.eu/impact/impact_m1_l2/

Table 6: Description of Lesson 2 – Module 1: Understanding cultural differences

3.2 Module 2 – Understanding multicultural crowd behaviours and socio cultural hazards

DURATION	50 min
OBJECTIVES	The second module provides a general understanding of cross-cultural differences on crowd behaviours. It also introduces the socio – cultural hazards that may arise in transport hubs.

Table 7: Module 2 - Objectives

3.2.1 Lesson 1 - Introduction to crowd behaviours

DURATION	20 min
TITLE	Introduction to crowd behaviours
OBJECTIVES	<ul style="list-style-type: none"> • Provide a general overview about the concept of crowd behaviours and presents several cross-cultural differences on crowd behaviours. <p>After the lesson, participants will be able to:</p> <ol style="list-style-type: none"> 1. Provide the definition of crowds; 2. List the main categories of crowd behaviours 3. Provide examples of disasters in which the cultural behaviour of crowds had an impact
MAIN CONTENTS	<ul style="list-style-type: none"> • Introduction to crowd behaviours through a definition. • Introduction to crowd dynamics and the main socio-cultural aspects that can have an effect on crowd behaviour such as: the use of personal space, walking speed differences, different levels of compliance. • Presentation of 5 examples of crowd disasters associated with culture.
KEY MESSAGES	<ul style="list-style-type: none"> • It is important to understand the socio-cultural peculiarities that may increase the risk of accidents when people form a crowd. • Understanding these is the first step toward elaborating an accident prevention strategy.

PROPOSED FORMAT	<ul style="list-style-type: none"> • E-learning lesson • Examples and additional materials • Individual Exercises • PowerPoint presentation
LINK	http://www.deepblueservices.eu/impact/impact_m2_l1/

Table 8: Description of Lesson 1 – Module 2: Introduction to crowd behaviours

3.2.2 Lesson 2 - Socio - cultural hazards in transport hubs, an overview

DURATION	30 min
TITLE	Socio - cultural hazards in transport hubs, an overview
OBJECTIVES	<ul style="list-style-type: none"> • Provide an overview of the main socio-cultural hazards that may arise from the public in transport hubs and that may lead to incidents or service interruptions. Finally, it presents a set of mitigation strategies to manage these socio-cultural hazards. <p>After the lesson, participants will be able to:</p> <ol style="list-style-type: none"> 1. Provide a definition of socio-cultural hazards 2. List the main socio-cultural hazards that may arise in the interaction between front-end staff and public in transport hubs 3. Provide example of mitigation measures that can be used to respond to such hazards
MAIN CONTENTS	<ul style="list-style-type: none"> • Definition of the meaning of socio-cultural hazards • Introduction to the ECCS (Environment, Crowd, Crowd, Staff) model developed in the context of IMPACT project to explain the main socio-cultural hazards which may arise in transport hubs. • Presentation of the main socio – cultural hazards categories through examples and real stories • Presentation of possible mitigation measures to reduce the negative effect of such socio-cultural hazards.
KEY MESSAGES	<ul style="list-style-type: none"> • Raise awareness about the socio-cultural hazards that may occur in transport hubs—airport and maritime terminals, railway and underground stations. • Highlight the importance of being aware of such socio-cultural hazards and find out some mitigation strategies to deal with them.
PROPOSED FORMAT	<ul style="list-style-type: none"> • E-learning lesson • Examples and additional materials • Individual Exercise • PowerPoint presentation
LINK	http://www.deepblueservices.eu/impact/impact_m2_l2/

Table 9: Description of Lesson 2- Module 2: Socio - cultural hazards in transport hubs, an overview

3.3 Module 3 - Communication with other cultures

DURATION	50 min
OBJECTIVES	The third module provides a general overview of how communication might vary across culture and how transport hubs operators can enhance their communication skills to be more effective. In addition this module presents five cultural aspects that might be relevant during emergencies and it introduces potential new communication solutions to manage multicultural crowds.

Table 10: Module 3 - objectives

3.3.1 Lesson 1 – Cross-cultural Interpersonal Communication

DURATION	20 min
TITLE	Cross-cultural Interpersonal Communication
OBJECTIVES	<ul style="list-style-type: none"> This lesson provides a general understanding of cross-cultural communication. It shows how non-verbal communication might vary across cultures and present some communication tips to facilitate communication with passengers with a different cultural background. <p>After the lesson, participants will be able to:</p> <ol style="list-style-type: none"> Define the main barriers that can arise during the communication process. Define how non-verbal communication might vary across cultures. Provide examples of the meaning of different non-verbal signs such as: eye contact, hand gestures, facial expressions. Provide examples of some communication tips .
MAIN CONTENTS	<ul style="list-style-type: none"> Introduction to the communication process and the main barriers that can arise during the interaction with people from different cultures. Presentation of different types of non-verbal communication through practical examples. Presentation of general communication tips to keep in mind when interacting with people who have a different cultural background.
KEY MESSAGES	<ul style="list-style-type: none"> When interacting with people from other countries, the reality is that there is no a quick and easy-to-use reference guide for culturally -based behaviours. Being aware of cross-cultural differences in both verbal and non-verbal communication might be the first step to find useful strategies to overcome communication barriers
PROPOSED FORMAT	<ul style="list-style-type: none"> E-learning lesson Examples and additional materials Individual Exercise

	<ul style="list-style-type: none"> • Simulation movie • PowerPoint presentation
LINK	http://www.deepblueservices.eu/impact/impact_m3_l1/

Table 11: Lesson 1 – Module 3: Cross-cultural Interpersonal Communication

3.3.2 Lesson 2 – Management of multicultural crowds in transport hubs

DURATION	20 min
TITLE	Management of multicultural crowds in transport hubs
OBJECTIVES	<ul style="list-style-type: none"> • This lesson presents an overview of the main socio-cultural aspects to consider when managing large group of people in a multicultural site. It introduces ten communication solutions to mitigate the effects of such cultural aspects. Finally, it presents new communication solutions for an evacuation scenario and General recommendations when communicating with a crowd. <p>After the lesson, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define the main cultural aspects relevant in emergency communication. 2. Identify new innovative communication solutions to manage multicultural crowds. 3. List some innovative communication solutions that might be used during an evacuation scenario to: (1) speed up the response time, (2) improve spatial awareness of passengers and (3) facilitate navigation and the identification of the emergency exits. 4. Provide example of some communication tips when dealing with multicultural crowds.
MAIN CONTENTS	<ul style="list-style-type: none"> • Presentation of 10 novel communication solutions to mitigate the impact of social identity, language, interpretation of signs, navigation and individual differences in emergency communication. • Presentation of novel communication solutions for an evacuation scenario: to speed up the response time to evacuation, to improve spatial awareness of passengers during the emergency and to facilitate navigation and the identification of the emergency exits. • Presentation of general communication recommendations when communicating with a multicultural crowd.
KEY MESSAGES	<p>When managing large groups of people in a multicultural site, it is important to:</p> <ol style="list-style-type: none"> (1) stimulate a shared social identity; (2) give instructions in a language understood by the passengers; (3) have universally understood messages on signs; (4) use clear and obvious landmarks for travellers in an unfamiliar environment; and (5) take individual differences, such as level of education, nationality, mobility, into account for adjusting the context and framing of their message to the crowd composition. <p>To be effective, emergency communication strategies must be adapted</p>

	according to the context in which the emergency takes place. For example, during an evacuation commercial displays could be used to run emergency information or emergency lightning on the floor could be used to direct the crowd towards the nearest exit.
PROPOSED FORMAT	<ul style="list-style-type: none"> • E-learning lesson • Examples and additional materials • Simulation movie • PowerPoint presentation
LINK	http://www.deepblueservices.eu/impact/impact_m3_l2/

Table 12: Lesson 2 – Module 3: Management of multicultural crowds in transport hubs

4 Technical user's manual for IMPACT e-learning lessons

4.1.1 Choice of the software

The software chosen for the implementation of the IMPACT multimedia training package was Adobe Captivate ©. It was chosen because it offers the following functions:

- Possibility to import audio and video
- Possibility to synchronize the audio with the objects of the slides
- Possibility to link documents
- Possibility to export digital modules in html.

4.1.2 Graphic layout

The graphic layout of the digital training is designed to be clear and simple, aiming at bringing the attention of the trainee on the presented content.

The following figures show examples of different types of slides created.

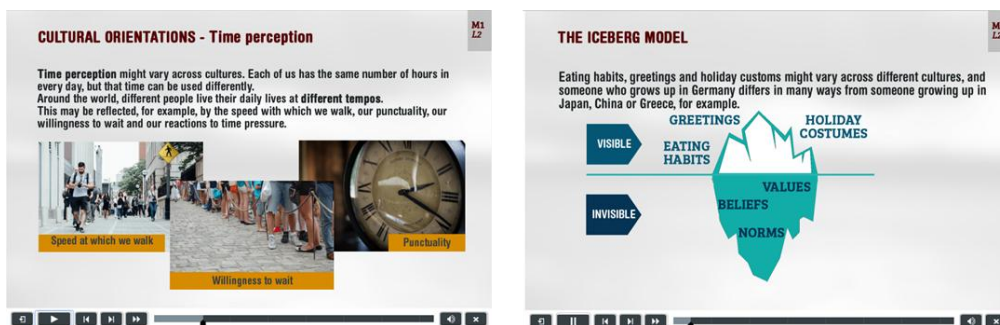


Figure 3: Examples of content slides

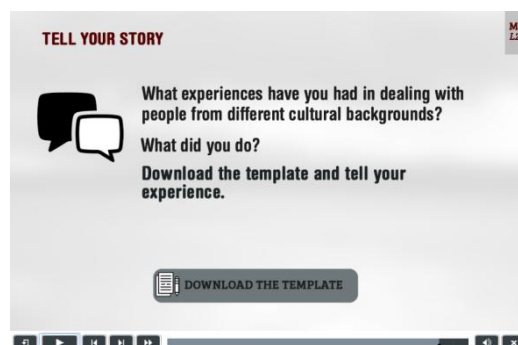


Figure 4: Examples of exercise

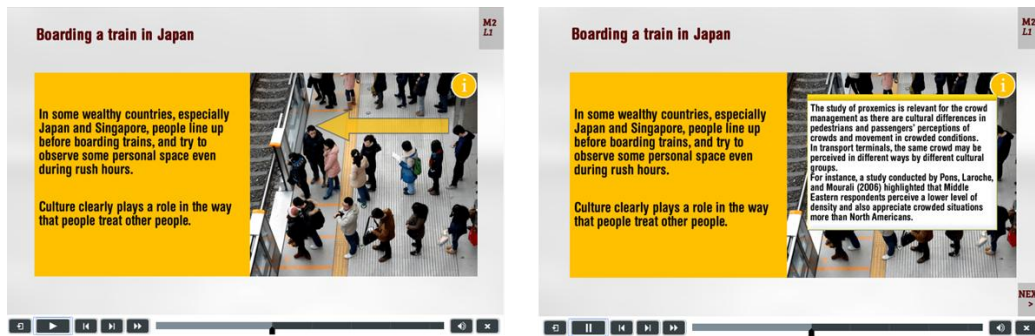


Figure 5: Example of pop-up with additional information

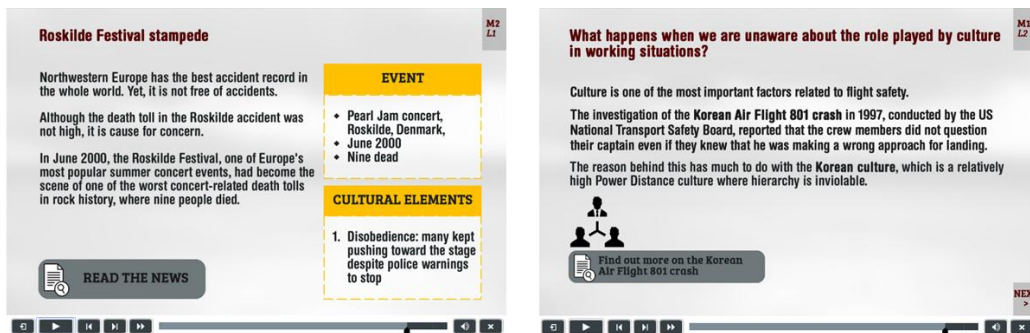


Figure 6: Additional training materials

4.1.2.1 Navigation bar functions

The navigation bar allows users to easily navigate the lesson. It includes the following functions:

- The rewind button – to start the lesson every time from the beginning
- Play button
- Backward and forward buttons – to manually go to the next slide or come back to the previous one
- Progress bar - to always visualise the status of the lesson
- The volume button - to adjust the volume of the voice over
- Exit button – to close the lesson



Figure 7: Navigation bar

5 Conclusions

The D5.2 deliverable presents the didactic objectives and the overall structure of the IMPACT Multi – cultural Training Package, and includes both PowerPoint and e-learning versions for each lesson. The deliverable includes also a brief tutorial for the e-learning course.

D5.2 is based on the comparative analysis of mandatory Security and Emergency Management Training courses across Transport modes and on the training needs of Transport stakeholders identified and discussed in *D5.1 Requirements and Key Scenario Application*.

The IMPACT Multi – cultural Training Package will be validated through pilot courses in next months. The Validation results will be presented, analysed and discussed in *D5.3 Pilot training course report* due at M27.

Appendix A E-learning Lessons

The links of the e-learning lessons will be constantly reviewed and updated until the pilot sessions.

MODULE 1 – UNDERSTANDING THE MEANING OF CULTURE

- **Lesson 1 – What is culture?**
http://www.deepblueservices.eu/impact/impact_m1_l1/
- **Lesson 2 – Discovering Cultural Differences**
http://www.deepblueservices.eu/impact/impact_m1_l2/

MODULE 2 – UNDERSTANDING MULTICULTURAL CROWD BEHAVIOURS AND SOCIO CULTURAL HAZARDS

- **Lesson 1 – Introduction to crowd behaviour**
http://www.deepblueservices.eu/impact/impact_m2_l1/
- **Lesson 2 - Socio - cultural hazards in transport hubs, an overview**
http://www.deepblueservices.eu/impact/impact_m2_l2/

MODULE 3 – COMMUNICATION WITH OTHER CULTURES

- **Lesson 1 - Cross-cultural Interpersonal Communication**
http://www.deepblueservices.eu/impact/impact_m3_l1/
- **Lesson 2 - Management of multicultural crowds in transport hubs**
http://www.deepblueservices.eu/impact/impact_m3_l2/

Appendix B PowerPoint presentations

The PPT presentations have been used as storyboard for developing the e-learning lessons. All the PowerPoint presentations are available on a dedicated, publicly available directory on the IMPACT project repository - <https://seafiler.dblue.it/d/f31d8a6ac7> .