RESILIENCE

Grant Agreement 101079792, RESILIENCE PPP

Training Services Management Plan

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Change History

Version Number	Date	Status	Name	Summary of Main Changes
00.01	22.10.2024	DRAFT	Initial Draft	
00.02	11.11.2024	WORKING	First Revised Text	Incorporation of the reviewers' comments
00.03	22.11.2024	WORKING	Second Revised Text	Incorporation of the comments of the BoD
01.00	27.11.2024	FINAL	Final Version	

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Distribution List

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All	Various	Various

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List of Abbreviations

BoD	Board of Directors
Cf./cf.	confer
chap.	chapter
DH	Digital Humanities
DOI	Digital Object Identifier
EOSC	European Open Science Cloud
GA	Grant Agreement
GLAM	Sector that includes Galleries, Libraries, Archives, Museums
IA	Impact Assessment
M	Month
PID	Persistent Identifier
PPP	Preparatory Phase Project
RI	Research Infrastructure
SSH	Social Sciences & Humanities
SSHOC	Social Sciences & Humanities Open Cloud
TNA	Transnational Access
WP	Work Package
WU	Working Unit

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1   Introduction

This beta version of the RESILIENCE Training Services Management Plan is a preliminary version of the final Training Services Management Plan, which is due in M38 (July 2025). According to the Grant Agreement 101079792, "The Training Management Plan defines the model of training activities provided by RESILIENCE and represents a guide for the partners involved in training activities".

This beta version serves to explain the basic structure and main components of the plan. It provides an overview of the planned content and the approaches that will be elaborated in detail in the final document. It is important to note that this version is not yet finalised and that adjustments and additions will continue to be made to ensure that all relevant aspects and requirements are fully covered.

In addition, the Deliverable D2.13 Training Management Report will be prepared, which will report on the activities of the RESILIENCE Training Services during the RESILIENCE Preparatory Phase Project 2022-2026 (due in M47, April 2026).

1.1   What is a Training Services Management Plan?

A Training Services Management Plan is a plan that contains all the relevant information needed to develop a user-centred training programme and training prototypes, as well as how to plan and implement the various training courses. The Training Services Management Plan has the following components and objectives:

- **Training Programme: the future curriculum.** In order to develop the future training programme, the user needs are assessed, on the basis of which the curriculum is to be compiled and designed.

    - → This is realised in the PPP through the **Assessment of Training Needs**, see chapter 2.

- **Training Courses:** Building and maintaining a curriculum of courses that are relevant for our target audience (the RESILIENCE Training Programme), and breaking down the curriculum into individual courses.

    - → This is realised in the PPP through the **development of training prototypes**, see chapter 3.

- **Training Management Compendium for Course Management:** Development of a guide on how the courses can best be planned and implemented.

    - →This is realised in the PPP through the development of the "**Training Management Compendium**", see chapter 4.

Key recommendations for high-quality courses, which ensure that the training programmes are effective and appealing and maximise learning success, are taken from the compendium and presented in individual aspects in chapter 5. Considerations and various **options for the platform on which the RESILIENCE training can be hosted** are discussed in chapter 6. The **Impact Assessment** is introduced in chapter 7, and finally chapter 8 draws a **Conclusion**.

Workflow for Developing the Training Programme (High-level)

Assessment of Training Needs (continuous) [Chapter 2]

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Compilation of a Training Programme (Curriculum): Start with Prototypes (2024-2025) [Chapter 3]; Further Development from 2026

Prototype 1	Prototype 2	Prototype 3

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Develop Individual Courses within the Training Programme (from 2026)

Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Etc.

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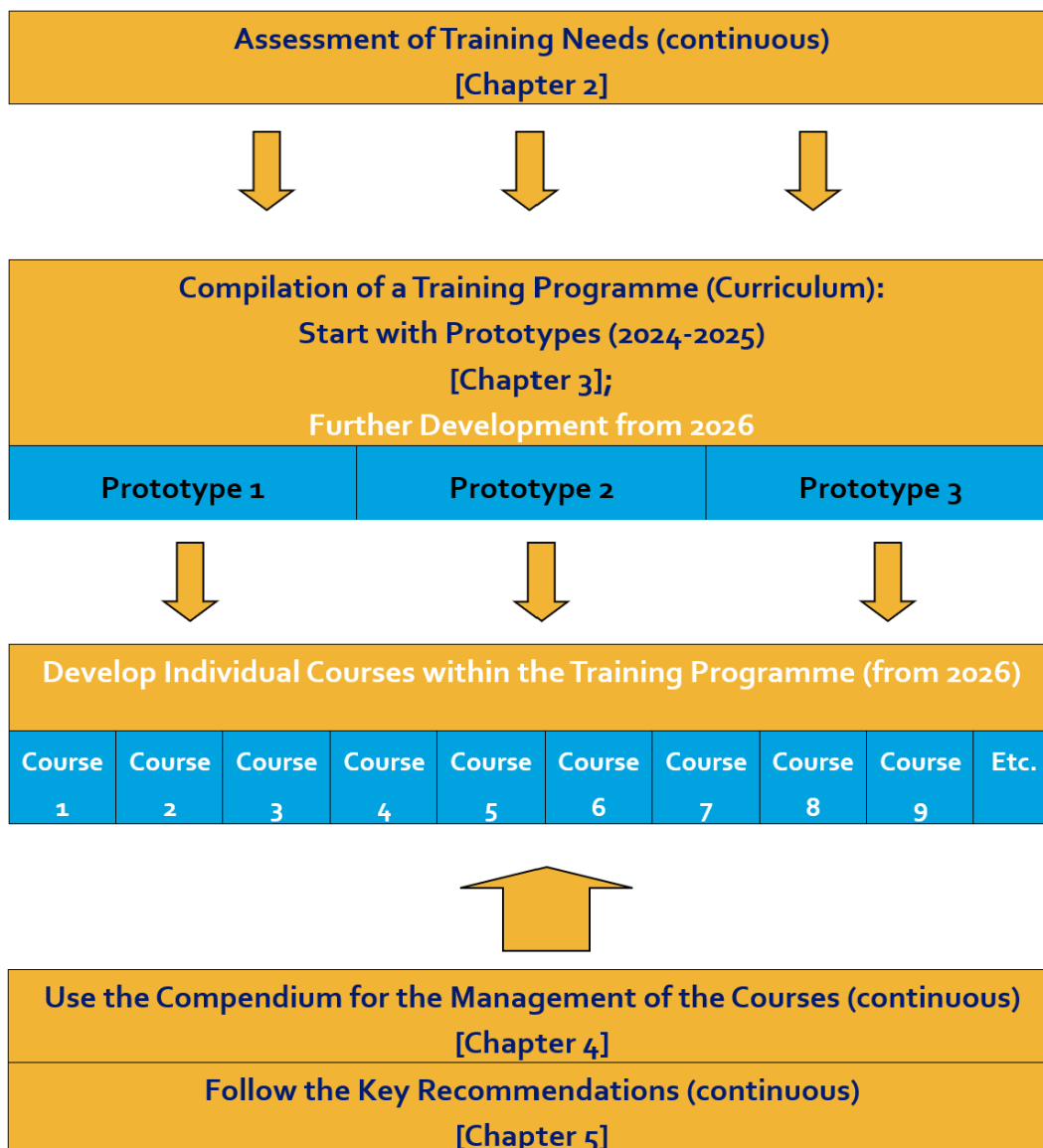| Use the Compendium for the Management of the Courses (continuous) [Chapter 4] |
|---|
| Follow the Key Recommendations (continuous) [Chapter 5] |

Figure 1: Workflow for Developing the RESILIENCE Training Programme (High-level).

The **RESILIENCE Training Services Management Plan** will be used as a manual for the development of the **RESILIENCE training programme**. In the present form of the beta deliverable, it is still provisional and subject to additions and updates. It is derived from the knowledge and skills acquired in the predecessor project ReIReS and extended by the work of WU "Training during the PPP. Based on this expertise, **three prototypes derived from the user requirements identified in WP3** are developed and tested. The results derived from the utilisation of the prototypes will be integrated into the **RESILIENCE Training Management Compendium** as additions and recommendations. We already have clear outcomes from the first prototype and will gain further insights from the future prototypes.

The **Training Management Compendium** (for the time being in the form of an Excel file) enables the management of future courses. It is based on the experience gained and is complemented by common standards of training management outside RESILIENCE (e.g. other RIs, universities, research, in the humanities and also outside the humanities in natural sciences, etc.)[1].

During the RESILIENCE PPP, the **training prototypes** are designed, implemented and evaluated and represent reusable models that can either be offered as copies of these training courses or filled with other content in the Implementation Phase. Once the **RESILIENCE Service Catalogue** is operational, specific training courses can be developed based on RESILIENCE services, on new tools, or to cover additional needs (such as physical sources or old/lost languages), **based on users' priorities**.

1.2   Why a Dedicated Training Programme for Research on Religion?

What kind of training services does a research infrastructure for the study of religion need? What training services can RESILIENCE develop and offer that are relevant (and innovative) for researchers on religion? And why should a separate training programme in research on religion be created?

The field of research on religion has unique characteristics that do not occur (to this extent) in any other field of research. These include:

- The reference of all religions to the numinous, i.e. the presumption of the divine or sacred as a higher and supernatural power outside the worldly sphere. This always remains in the background of all research on religion, despite all strictly scientific treatment.

- The variety of languages and scripts in which the sources are transmitted, including oral and visual traditions.

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[1] The WU "Training" is in contact with experts from e.g. FAIR-IMPACT/skills4eosc, eRImote and is also continuously looking for best practices outside the humanities, e.g. in the ELIXIR FAIR Training Focus Group, in addition to investigating the training programs of the relevant ERICs and RIs (DARIAH, CLARIN, EHRI etc.).

- The diversity of sources, which include not only texts, but also material (artefacts, architecture, etc.) and immaterial (rites, music, etc.) evidence.

- The difficulty in accessing these diverse sources, often located in religious sites, restricted archives, secluded monuments or other hidden places, and reachable only through personal contacts and networks.

- The integration into complex and often contradictory religious, political and economic discourses that have an effect in synchrony and diachrony.

These characteristics lead to specific requirements for those operating in this field. Due to this immense heterogeneity of sources, it will never be possible to conduct religious research exclusively in the digital space, in which these material and immaterial sources can never be fully represented due to their nature. **RESILIENCE is committed to continuing to also serve this physical space through access to and training on physical sources.** These two spaces of research into religion, the digital and the physical, complement each other, RESILIENCE aims to bridge the gap between these spaces. RESILIENCE also strives to create access to the third space, the numinous, which is represented in the research of non-material aspects in the form of observations and interpretations.

The development of RESILIENCE Training Services is guided by these special requirements, for example by a **prototype training on software for the study of intertextuality that can be used on sources in any language and script (Prototype 1, see chap. 3.1)**, and **training on physical objects and on tangible and intangible evidence of religion (Prototype 2, see chap. 3.2)**.

Elements of the Training Services Management Plan are already being used by RESILIENCE and adopted for the development of the training prototypes as well as for other courses and training sessions during the PPP, such as the application of the Key Recommendations (chap. 5) and the implementation of the prototypes.

1.3   Positioning of the RESILIENCE Training in the RESILIENCE research infrastructure

There are already numerous courses on offer that meet the needs of researchers in the study of religions. RESILIENCE will not design courses on topics that are already covered.[2] (A future RESILIENCE Training Portal may point our users to such useful courses from other providers.) The RESILIENCE training

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[2] In the "Third DARIAH Strategic Action Plan", for example, DARIAH plans in the "Support strategic pillar 2: Build access to education and training" to "Position DARIAH as a provider of key competencies for the digital transformation, in terms of interactions with key audiences (HEIs, CHIs), support for cutting edge tools, and accessibility/inclusion issues" by 2025.

programme is designed to avoid the problem of an arbitrary course register that collects various courses on different topics in an unstructured way, so that the user cannot recognise what is relevant.

Instead, the RESILIENCE training programme develops **criteria for user-centred training** courses that are relevant to our target audience and will bridge the gap between what is already available and what our users need. Relevant topics include all areas of the study of religion(s), as well as the skills required. These are e.g. IT skills for the use of tools needed for the research in this field (as in Prototype 1, cf. chap. 3.1). Other **typical needs of our user group are those arising from access to and the study of physical sources** stored in the archives of religious communities or other institutions that store religious heritage such as museums, local history or heritage associations etc., that have specialised archives that are often difficult to access or inaccessible to external parties:[3] These challenges are also addressed by RESILIENCE Transnational Access, which can also be seen as a part of training. Another characteristic need of our user group is the question of how to approach the study of material and immaterial evidence such as religious art, religious motifs, devotional music, liturgy (dealt with in Prototype 2, cf. chap. 3.2).

The development of the Training Services Management Plan is guided by the **RESILIENCE Vision and Mission Statement**: "The mission of RESILIENCE is to serve research by improving access to digital as well as physical data on religion and to advanced tools, training, existing research infrastructures and expertise for new, digital, and data-oriented research on religion on a global level."[4]

1.4 Schedule and Implementation

The Training Services Management Plan incorporates materials and resources from the previous ReIReS project (2018-2021). During the RESILIENCE PPP (2022-2026), the Training Services Management Plan will be developed in the form of a desk study. During this phase, Prototypes of training courses are developed, which are implemented as actual courses. The actual training programme is scheduled to start in 2026 in the Implementation Phase.

Once the service catalogue is operational, actual and specific training activities will be developed, based on new tools or covering further needs (on physical sources, or on ancient or lost languages), which will follow the priorities of user needs.

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[3] One example of many is the resources of the Mount Athos Monastery "St. Georgi Zograf" which has a unique and extremely rich manuscript, archive and library collection. **In situ, these resources are only accessible to male persons**, but can be assessed via the RESILIENCE partner Sofia University by all users, including female persons, in their digital collection, but only locally at the university. It includes in a single organic collection about 1000 manuscripts (Bulgarian, Greek, Moldavian-Vlach, etc.), more than 800 mediaeval and Renaissance charters and documents (Bulgarian, Byzantine, Moldavian-Vlach and Ottoman) and hundreds of rare old printed books.
Cf. https://zograflib.slav.uni-sofia.bg/pages/index-en.html
[4] Vision and Mission Statement: https://www.resilience-ri.eu/we-are-resilience/vision-and-mission/

A possible scenario that should be analysed with all stakeholders involved could result in a **European Research School for the Study of Religion**. It would primarily attract PhD candidates and post-doctoral researchers, i.e., graduates, but it would not be limited to them. It would also welcome senior researchers, members of the GLAM sector, political figures, journalists, religious communities, and interested non-professionals. The school can be open to all who meet the prerequisites and have a keen interest and the enthusiasm for the respective course topic.

2 Start with the Assessment and Identification of Training Needs

The assessment of training needs is continuously conducted during the RESILIENCE PPP by WP3 "Users" through interviews and group discussions with our target audiences researchers and members of GLAM.[5] In parallel, training needs are identified in additional workshops and focus groups, including workshops of the WU "Training" during the PPP (remote in 10/2023, on-site in Leipzig in 03/2024, remote in 06/2024), the "Impact Assessment" workshop, organised by WP5 in Sarajevo in 03/2024, and a planned focus group workshop at EPHE Paris in 09/2025 that will be led by WP2/3. RESILIENCE consortium Partner EPHE has a broad expertise in various areas of study of religion in combination with Digital Humanities, therefore a collaboration is aimed to explore how training needs can be assessed in the future.

2.1 Assessment of Training Needs

A plan will be established in 2025/2026 by WU "Training" for the Implementation Phase on how to continuously identify the training needs of users in the future in order to provide relevant training for our target audience.

The following **areas in which training needs exist or are certainly to be expected** have been identified so far:

- **Training in already existing RESILIENCE Services**, e.g. Transnational Access (TNA), ReIReSearch.
- **Training in new skills emerging from unforeseen advancements** in research and the digital humanities, irrespective of whether these are connected to RESILIENCE services or tools or not.
- **Training in Core Skills and Competences for the study of religion** as a RESILIENCE Service arising from expressed needs of our target audience. These include methodological competences in study of religion; ethical and cultural sensitivity and awareness; challenges of research in politically and religiously sensitive contexts, etc.
- **Training in Basic/Transversal Skills as a RESILIENCE Service**, e.g. IT skills, transversal skills, language skills, etc.

This categorisation is not intended to be clear-cut; the areas overlap, because the sorting of these sectors in the table is derived from the type of user needs assessment. When these have resulted in

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[5] The results are provided in RESILIENCE_WP3_D3.5_User-Stories-Catalogue-1st-Batch and RESILIENCE_WP3_D3.6_User Stories Catalogue - 2nd Batch (in preparation).

definite courses, the training areas should be organised in a way that gives the user a clear overview, like in IT skills, language skills, topics in study of religion, etc.[6]

In the following table these training areas are presented with **options for assessing these training needs**:

Sections of Training:	Training in RESILIENCE Services	Training in New Skills, Dependent or Independent to RESILIENCE Services	Training in Core Skills and Competences for the Study of Religion as a RESILIENCE Service	Training in Basic/ Transversal Skills as a RESILIENCE Service
Examples of RESILIENCE trainings in the PPP	· Training for TNA fellows (WP2, T2.6) · Training for TNA hosts (WP2, T2.6) · Training in ReIReSearch (WP2, T2.2)	· (not offered in the PPP)	· Prototype 2	· Prototype 1 · Prototype 3 (not definite yet) · Training in Data Management · Training in FAIR Data Principles
Which factors determine the need?	· The need arises from the services	· The need arises from new developments on the market · The need arises from new requirements for researchers	· The need must be newly identified · The need results from domain needs and individual needs	· The need must be newly identified · The need results from domain needs and individual needs
How do we identify the need?	· The needs are identified in collaboration with the developers of the respective services so that the training courses can be designed in parallel with the RESILIENCE services.	· Ask trainers for upcoming trends · In focus groups with users/ stakeholders discuss trends and new developments · Contact with experts and specialists within and outside our discipline in order to be able to offer skills in their domain transferred to our disciplines · An emerging topic radar with a topic assessment, using semi-automated extraction. Such a radar would determine which	· Evaluation with users to identify what skills are needed in their field, in the form of focus groups interviews, group discussions, individual interviews, evaluation forms · On demand, e.g. universities ask for a course	· Evaluation with users to identify what basic and transversal skills are needed in their field, in the form of interviews, group discussions, individual interviews, evaluation forms · On demand, e.g. universities ask for a course

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[6] Classification according to the European Skills, Competences, and Occupations classification (ESCO) , which is still under development, is being considered for the future training programme.

		skills or training courses are required by our target audiences. So before users know what will be needed in the future, training should already be developed for it.		

Table 1: Areas of Training and Assessment of Training Needs.

The **"Train-the-Trainer" aspect** is not included here, but applies to all training areas and will also be addressed in the future training programme.

2.2   Definition of the Target Audience for RESILIENCE Training Services

Researchers are the main user group of Research Infrastructures and have the highest priority.[7] It is therefore obvious to focus on this key user group of researchers on religion in all academic fields. Consequently, the RESILIENCE WP3 survey of research user requirements was largely conducted with researchers, supplemented by the expertise of the second user group, librarians/ archivists/collection managers (GLAM sector).

The RESILIENCE training programme will focus mainly on the needs of researchers and secondarily on those of members of the GLAM sector, but could be open to any person who fulfils the requirements and has a particular interest in the respective course topic.

2.3   Training Design on the Basis of Training Needs

The fundamental principle must be followed that every RESILIENCE training course is designed on the basis of the required competences:

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[7] Cf. CLARIN's "Value Proposition (2021)" and DARIAH's "Strategic Plan 2019–2026", which clearly prioritise the needs of researchers, while also addressing further user groups in politics and society.
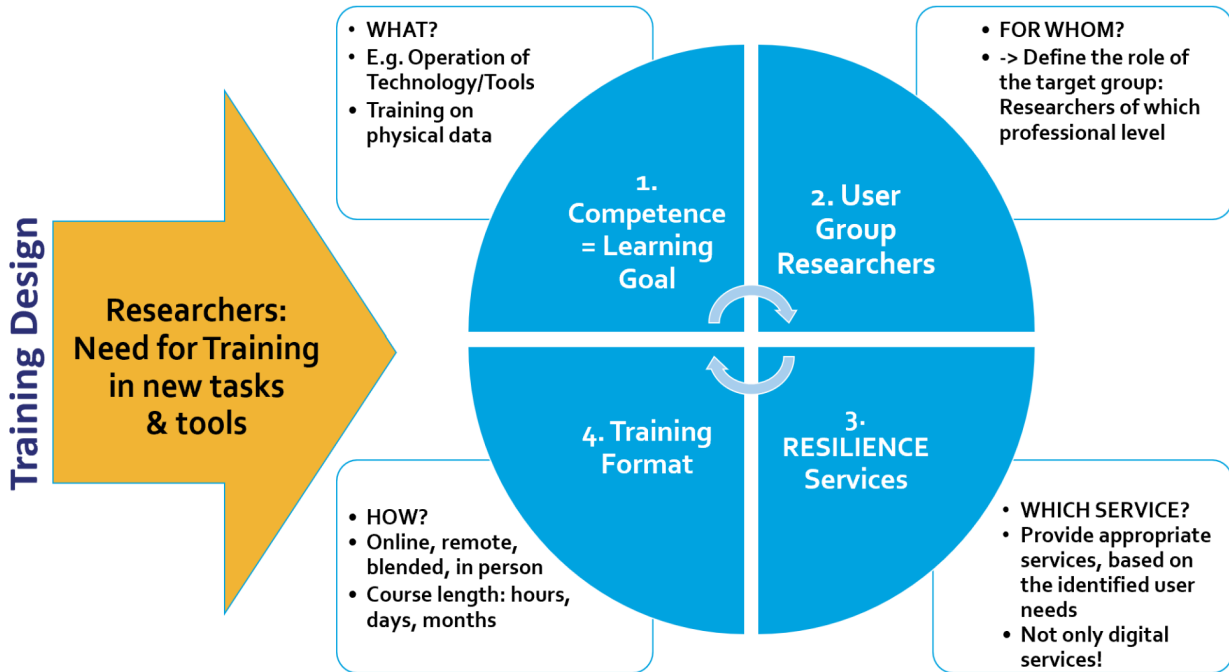
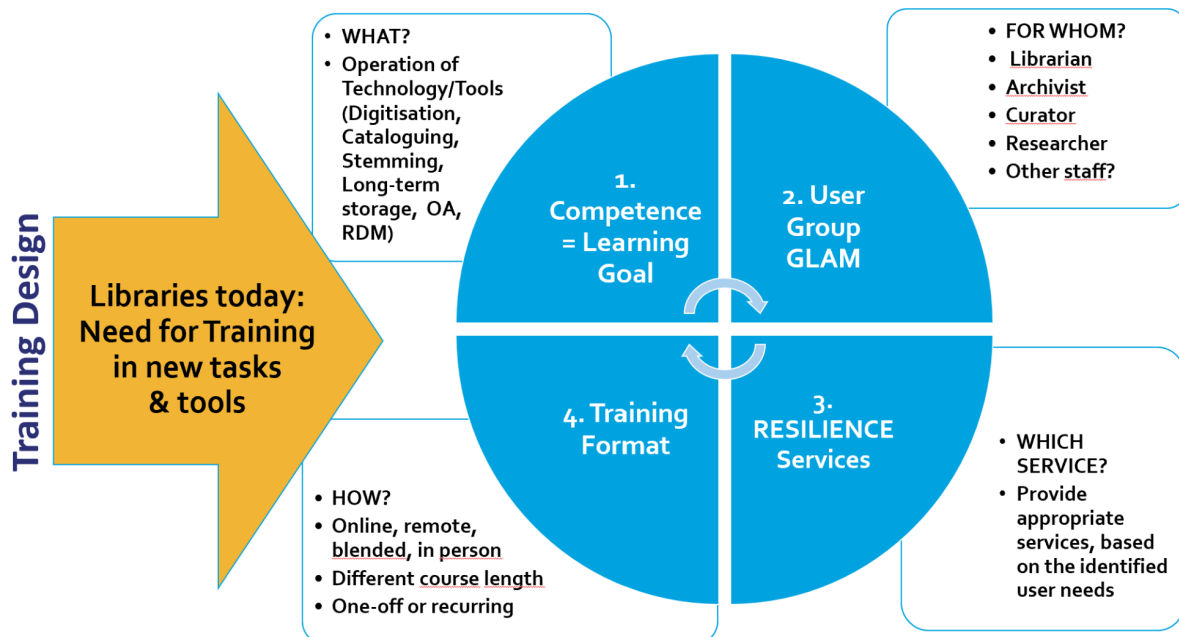*Figure 2: Training Design based on the Needs of Researchers*

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Figure 3: Training Management Design based on the Needs of Librarians/Archivists

3 RESILIENCE Training Prototyping

In the Work Unit "Training" (WP2, Task 2.7), all RESILIENCE consortium partners are represented with their rich and diverse expertise in the different areas of research on religion(s). The WU decided during dedicated workshops[8] to develop prototypes with the aim of learning and understanding how trainings relevant to our target audiences are best planned, realised, evaluated and improved.

The prototypes were developed based on user requirements identified in Work Package 3 "Users" through individual interviews and group discussions. Researchers, librarians and archivists were queried about their general research needs and specific requirements for a Research Infrastructure for Religious Studies. The responses were transcribed, coded, and categorised. These categories were quantitatively analysed, resulting in a prioritised list of user requirements, articulated as user stories. This list quantitatively represents the prioritised needs of our target audience.[9]

The RESILIENCE service strategy[10] is aligned with these priorities and will serve as a framework while mapping and developing the service catalogue.

During the RESILIENCE PPP, Training sessions addressing the key priorities of "Accessibility" (15%), "Networking/Mobility/Transnational Access" (14%), and "Research Data Management" (10%) were already conducted in WP2.[11]

The prototypes developed complement these efforts and address the next priority (and also highly rated) requirements: "Software and Tools" (10%) with the Prototype "Uncovering Intertextuality through Digital Tools" (chap. 3.1) and "Enhancement of Research and the field of Religious Studies" (9%) with the Prototype "Religion for the Senses. How to Read, Treat and Hear Religious Sources" (chap. 3.2).

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[8] All 13 consortium partners are involved in the WU "Training", which has cooperatively worked on the development of the RESILIENCE Training Programme in several workshops: remote in 10/2023, on-site in Leipzig in 03/2024, remote in 06/2024; in addition, several working meetings were held in smaller groups with individual partners, including CINECA, EPHE and the University of Warsaw.

[9] RESILIENCE_WP3_D3.5_User-Stories-Catalogue-1st-Batch. In preparation: D3.6 User stories catalogue – 2nd batch.

[10] For the relations between the surveys in WP3 and the service strategy, see D2.1 Services Preparation and Implementation Strategy, chap. 4.1 [updated version in preparation, will be accessible here: https://www.resilience-ri.eu/deliverables/].

[11] **User Requirement "Accessibility":** Training on ReIReSearch "Online Demo: What Can ReIReSearch Do for You?" in December 2023; **User Requirement "Networking/Mobility/ Transnational Access":** RESILIENCE Training courses for TNA Hosts ("TNA Host Information Session") in June 2022, June 2023, September 2024; **User Requirement "Research Data Management":** RESILIENCE Training on "FAIR Principles and Religious Studies" in September 2023 with Webinar; RESILIENCE "Data Management Training" in October 2024.

In the Implementation Phase, the prototypes created in the PPP are to serve as models that can be reused, scaled to a larger quantity and filled with other content - e.g. prototype 1 can be offered as training on another digital tool.

The RESILIENCE training prototypes are deliberately developed in various formats, namely on-site, remote and online, as well as for the two main target groups of RESILIENCE, researchers and librarians/archivists, in order to test and evaluate the widest possible range of conditions. The following sections describe each of the three prototypes.
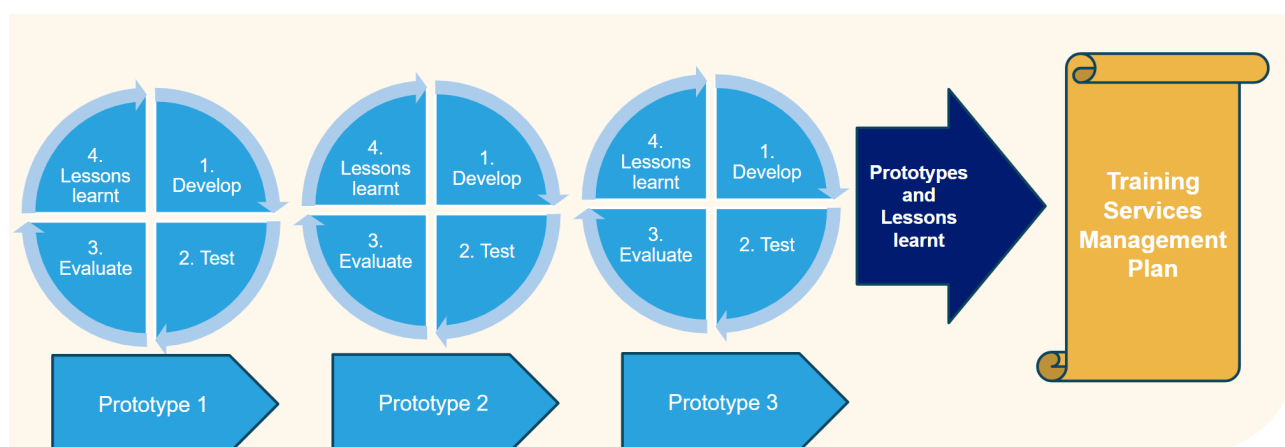
Figure 4: Objective of RESILIENCE Prototypes

3.1 Prototype "Uncovering Intertextuality through Digital Tools"

The first prototype developed was the course "Uncovering Intertextuality through Digital Tools, Demonstrated on the Software TRACER" as a remote live full-day training October 2, 2024, preceded by a helpdesk session. The prototype was successfully tested and can be offered as RESILIENCE training in the future. Optionally with this content, or modified for training in another digital tool.

3.1.1 Description of the Prototype for Future Use

This prototype is designed for our target audience researchers to meet the user requirement "Software/Tools" for the study of religion.[12]

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[12] Cf. the list of prioritised User Requirements in RESILIENCE_WP3_D3.5_User-Stories-Catalogue-1st-Batch, chap. 4.1, 4.2, as well as RESILIENCE_WP3_D3.6_User-Stories-Catalogue-2nd-Batch (in preparation, will be uploaded here).

When researching texts in Religious Studies, Theology and related disciplines, a common and labour-intensive task involves comparing texts to identify instances of text reuse and to understand intertextual dependencies. This task can be performed by digital tools. The aim of this RESILIENCE training for the participants is not only to learn the basics of using the digital tool, but also to understand that the use of a tool requires extensive preparatory work, so that the user has the knowledge to decide whether it is beneficial to apply the tool to their research. Furthermore, the course aims to indicate problems working with texts by the 90-10-rule that implies that more than 90% of the words occur ten times or less so that text preparation is much more crucial than the tools themselves to uncover intertextuality.

Learning Outcomes of the Training

Learning outcomes are specific statements of what trainees will be able to do after successfully completing a learning experience (which can be a single session, a course or a longer programme). They are written in a learner-centred, measurable way that is concise, meaningful and achievable.

Competences

The trainees will acquire the competences:

- Working with command line commands,
- Understanding "Historical Text Reuse Detection",
- Recognising the importance of comprehensive text pre-processing,
- Making texts measurable for the software,
- Ability to link text fingerprints and evaluating them,
- Ability to apply parameters such as pre-processing, labelling, selection and evaluation,
- Ability to independently compare texts (in this prototype, Gospel texts from Luke and Mark),
- Recognising text reuse in a specific graphic pattern when using the software successfully.

Outcome

- Users can compare large volumes of text with this tool.
- Human error is eliminated through automation.
- Foster serendipity and "random findings" by investigating texts at scale.

Impact

- Measurable time savings in research on intertextuality.
- Measurable efficiency of use: larger amounts of text comparable.

Description of the Tool

The application of digital tools for recognising text reuse and intertextuality is demonstrated using the TRACER software. This software enables researchers to compare texts and versions to identify literal and near-literal quotations, paraphrases, and even ideas and allusions. The methodology is illustrated using an English edition of the Bible, the King James version, though the software is language-independent and applicable to any contemporary or historical language. The variant graph is a kind of a "textual diffchecker" that indicates differences in two aligned text passages so that researchers can easily illustrate the changes or differences of the aligned texts.

Language

The course is held in English for an international target audience. Therefore, the sources are also chosen in English, here an English bible version.

Preparation of the Participants

Prior to the training, participants receive an email requesting them to perform "essential preparatory work" on their computers, including downloading Java and other programs, with instructions to test their functionality. An online helpdesk session is to be conducted to prepare participants for the course. The trainer ensures that participants meet the technical requirements and resolves any technical issues to facilitate successful course participation.

Implementation of the Training Course

The training is conducted online throughout a full day. Under the trainer's guidance, participants complete tasks with the objectives mentioned above. After each learning unit in which a competence is taught, the trainees are given a task to solve independently so that the competence is memorised by the trainee as a result of their own practical application and to check whether they have acquired the skill.

Evaluation

The online evaluation form should be sent to the participants directly after the event, using a form module on the RESILIENCE website. An appeal should be made to the participants, highlighting the benefits for improvement, to ensure that each participant completes the evaluation.

The evaluation form must

A) ask about the learning objectives in relation to the competences acquired through the course, with the choices: Poor, Satisfactory, Good, Very good;

B) Ask additional questions that allow for free-text responses including the following:

- What did you like most about the training?
- How can we improve our future remote training?
- What is your overall impression of the training? Indicate a score 1-10.
- The tool will be useful for my research, indicate: Strongly disagree - disagree - neutral - agree - strongly agree, add a field for a brief explanation.
- Would you like to comment on anything else about the tool?
- Questions regarding the participant's career level and discipline.
- Space for a free-form message.

3.1.2 Results and Insights from the Implementation of the Prototype

- The prototype "Uncovering Intertextuality through Digital Tools" was rated excellent with an overall score of 9.1 out of 10 (in response to the question "What is your overall impression of the training? Indicate a score, whereby 1 is the lowest rate and 10 the highest").
- The six questions on the learning objectives achieved (questions 1-6) were also rated highly: 60% chose "Very Good", 28% "Good", 5% "Satisfactory" and 6.6% "Poor".
- This means that 88% achieved the learning objectives well or very well, the majority of them very well, despite the difficulty that most of them had little experience of working with the command line.
- The prototype can be integrated into the RESILIENCE Training Programme.

Various **best practice lessons** could be drawn from the prototyping from the trainees' suggestions for improvement and from observations made by the organisers. From the insights gained in the prototype, the following **relevant recommendations can be derived for the RESILIENCE Training Framework**:

1. Offer a Help Desk/Orientation Session for technical or preparatory support and/or for clarification of general and technical questions prior to the course for every type of training and make attendance mandatory.
2. Hold training courses on-site if possible.
3. Set the technical hurdles as low as possible in order to enable participants to successfully participate in the course with all tasks of the hands-on sessions.
4. Clearly state the prerequisites required for each training course to enable participants to enrol on the relevant course and achieve the learning objective.
5. Tailor RESILIENCE courses as closely as possible to the participants' prior knowledge / technical skills.
6. Offer courses at different levels, for participants with more or less prior knowledge, reaching different levels and/or offering more extensive courses to compensate for lack of prior knowledge.

7. Include tasks the participants have to solve after each section of the course at all appropriate stages where one learning objective should be achieved, in order consolidate what has been learnt and to check how well participants have kept up.
8. Put the e-mail addresses for the correspondence with the participants in BCC, mainly for data protection, and also to prevent filtering as spam.
9. Communicate clearly the need to notify non-participation definitely and as early as possible.
10. Send out reminders shortly before the event in which you ask participants to confirm their participation and or to click on a clearly visible cancellation button.
11. Introduce a penalty system: In the event of unexcused absences, people will be blocked from registering for a certain period of time and will only be able to move up.

Additional Materials

Additional materials are available in the Appendix:

- Evaluation of RESILIENCE Training Prototype 1 "Uncovering Intertextuality" (chap. 1 of Appendix).
- RESILIENCE Technical Course Description of Training Prototype 1 (chap. 2 of Appendix).
- RESILIENCE Lesson Plan of Training Prototype 1 (chap. 3 of Appendix).

Example for Website with Instructions for Preparation:

- Training Prototype - RESILIENCE

3.2 Prototype "Religion for the Senses. How to Read, Treat and Hear Religious Sources"

The second prototype currently being designed is the course titled "Religion for the Senses: How to Read, Treat, and Hear Religious Sources," which will be conducted as a three-day on-site programme in Rome from 26–28 March, 2025.

Answer to User Requirement "Enhancement of Research and the field of Religious Studies" for the Target Audience Researchers

This prototype is currently being designed for our Target Audience researchers to meet the user requirement "Enhancement of Research and the field of Religious Studies".[13] The target audience for this course are researchers conducting research on religion. These researchers are expected to be able to analyse the training prototype for future use and from the perspective of a user.

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[13] Cf. the list of prioritised User Requirements in RESILIENCE_WP3_D3.5_User-Stories-Catalogue-1st-Batch, chap. 4.1, 4.2.

Learning Outcomes of the Training (Draft)

Competences (Draft)

The trainees will acquire the following competences:

- The participant will be aware of opportunities and difficulties in conducting research on religious arts.
- The participant is able to recognise motifs and ideas in religious arts.
- The participant is able to recognise motifs and ideas in liturgical and devotional music.
  - The participant is able to identify opportunities and difficulties in conducting research on liturgical and devotional music during Medieval and Renaissance times.
  - The participant recognises the cultural awareness behind different uses of liturgical and devotional music.
- The participant is aware of the growing challenges of religious illiteracy.
- The participant can give examples of how others deal with religious illiteracy.

Outcome

- Users receive awareness of the challenges and possibilities of working with and on religious objects.
- Users are able to set goals and define key aspects when developing a training programme themselves (Train-the-trainer).

Description of the Training (Draft)

In this training prototype, the workshop venues Campo Santo Teutonico, Friezenkerk and Biblioteca Vallicelliana are considered as ecclesiastical and museal institutions, possible services in itself. The training itself is planned on the first and second day, whereas on the last day input is collected on content that is considered as valuable for the Training Services Management Plan (D2.6).

The assumption here is that training on physical resources is appropriate for two reasons: physical resources are an important part of the services RESILIENCE will offer. In addition, in this preparatory phase of the RI (2022-2026) not many services are actually available yet, which explains the choice of training in physical resources available in and around Campo Santo Teutonico. These resources will not necessarily become available in the implementation phase through RESILIENCE, but that will not hinder the training since it is intended to be a prototype.

Language

The course is held in English.

Preparatory Session for the Participants

A mandatory online orientation session will be held prior to the course to provide participants with information on the course schedule, with a possibility to share expectations and obligations and as an opportunity to clarify any open questions.

Evaluation

The last half day of the training prototype is dedicated to evaluation. Participants will evaluate the course programme, and in an additional session contributions (do's and don'ts) will be collected that can contribute to the future RESILIENCE management plan.

3.3   Prototype Training 3

A third prototype will be developed in 2025; the topic and training format is still under discussion.

4   RESILIENCE Training Management Compendium

The **RESILIENCE Training Management Compendium** is a structured collection of elements, tools, guidelines, best practice lessons and recommendations for the different areas of the organisation of academic training course design and delivery. It reflects the common standards and best practices inside and outside of RESILIENCE.

The Compendium is based on the experiences of the previous ReIReS project from six different "Schools for Use and Study of Special Documents", six different courses on various Digital Humanities topics, and on other workshops, that resulted in the ReIReS Training Toolbox Report. During the RESILIENCE PPP, the experience gained from the training prototypes and from various WU "Training" workshops are added, supplemented by the results of research in other RIs and research institutions.[14]

Figure 5: Components of the RESILIENCE Training Management Compendium

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[14] Relevant input was gathered during e.g. training courses at FAIR-IMPACT, skills4eosc, eRImote, UK Data Service; France BioImaging; ARISE program for Training and development of RI staff, etc., as well as from results of the ELIXIR FAIR Training Focus Group, DARIAH, CLARIN, EHRI etc.

The **RESILIENCE Training Management Compendium** integrates the **REIRES Training Toolbox**[15], which contains various kinds of tools to plan, develop, implement, evaluate, and improve training courses, including models for training activities, software tools and elements of didactics and practice. It also includes the experiences from the ReIReS Training Programme.

It also will integrate the **RESILIENCE Training Kit** currently being developed by RESILIENCE WP5 "Impact Assessment" for the planning, description and evaluation of training courses. A draft by WP5 was already available in 2024 with the training kit which was already used for the prototyping task.

An **"Integrated User Services Report (IUSR)"** is also available from the previous project ReIReS, which contains a complete list of all topics and experts from all ReIReS schools, DH workshops and other training programmes. The report is available as a repository of topics and experts for the WU "Training", provided that the listed experts are still available. It can be used when the need for training on a particular topic arises.[16]

In the RESILIENCE PPP, a **Competence Matrix of the RESILIENCE partners** was compiled with topics for possible training courses in which the respective partner has particular expertise and which are relevant to the study of religion. These topics will be included in the Training Management Compendium and can be taken up to be developed into training prototypes when the need for training on one of these particular topics arises.

The material of the **RESILIENCE Training Management Compendium** is collected in an Excel spreadsheet, which is a living document in continuous development during the RESILIENCE PPP. For the actual future RESILIENCE training programme, a solution needs to be developed as to where the contents of the RESILIENCE Training Management Compendium and the actual training materials will be stored and where they will be presented. Cf. the considerations in chapter 6.

The **RESILIENCE Training Management Compendium** contains elements on all possible aspects of a training framework. Certain individual aspects of the compendium that are considered to be particularly important are detailed in the following chapters.

Available in the Appendix:

- Excerpt from the **RESILIENCE Training Management Compendium (**chap. 4 of Appendix).
- **ReIReS Toolbox Report** (chap. 5 of Appendix).

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[15] Developed as a deliverable in the predecessor project ReIReS, included in the Appendix.
[16] The deliverable is not public, but can be accessed by those with a legitimate interest.

5   Key Recommendations

This section describes the key recommendations for academic courses that have been identified in the PPP to date and which in our experience have been shown to improve the effectiveness and quality of training courses. These principles expressed in the key recommendations include the setting of clear learning objectives, the use of FAIR-by-design learning materials, engaging teaching methods, practical guidance such as the application of lesson plans, orientation sessions and course descriptions as well as continuous improvement procedures. The list is in progress and non-exhaustive.

5.1   Define Clear Learning Outcomes

Setting clear learning outcomes is crucial as they provide specific guidance for both trainers and trainees. Formulating the targeted outcomes helps trainers to design course content, activities and tasks. For trainees, clearly defined outcomes make it clear what they can expect from the course and whether this course will meet their training needs and provide them with the desired competences.

5.2   Create FAIR-by-Design Training Material

The development of FAIR learning materials that can be easily reused by both trainers and learners is a key element of the Open Science approach, and RESILIENCE recognises Open Science as one of its guiding principles and commits to it.[17] In the RESILIENCE Open Science Policy it is stated for education and training: "RESILIENCE is committed to offering training courses and materials to increase knowledge and facilitate the adoption of Open Science by researchers in Religious Studies. RESILIENCE will make use of and disseminate existing materials to direct researchers to the relevant information for their level of training in OS principles. Any training resource created by RESILIENCE will be shared as Open Educational Resources (OER)."[18]

The creation of learning materials is to be carried out, according to FAIR-by-design principles, with licence and PID right from the start, so that they are Findable, Accessible, Interoperable and Reusable. The application of the FAIR principles makes a significant contribution to improving the quality and efficiency of academic training courses and supports sustainable and inclusive knowledge transfer. The RESILIENCE Training Framework should adopt the standards of the SSH Open Marketplace and the European Open

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[17] Cf. e.g. RESILIENCE_WP2_D2.4_Data_Management_Plan_01.00_FINAL, chap. 3 and passim.
[18] RESILIENCE_WP2_D2.1_Services Preparation and Implementation Strategy, chap. 9.6.

Science Cloud (EOSC) with the aim of future integration. This strategy will ensure our services are available to an even broader community, aligning with the FAIR principles and adhering to the highest standards.[19]

The development of the FAIR-by-design materials is based on the recommendations of FAIR-IMPACT and Skills4EOSC, with whose experts the WU "Training" is in consultation.

The following aspects should be addressed:

5.2.1 FAIR-by-Design Principles

- **Findability**: Materials must be easy to find to enable students and researchers to access relevant information and resources. They must be clearly organised on an accessible portal and provided with appropriate keywords.

- **Accessibility:** Ensure that learning materials are accessible to all participants, including people with disabilities. This means, for example, choosing accessible formats, providing alternative text for images and ensuring compatibility with screen readers.

- **Interoperability**: By adhering to standardised formats and protocols, FAIR materials can be easily used in different systems and platforms. This facilitates the integration and exchange of data and information. Preferably, the SSHOC metadata standards should be used to enable interoperability with the SSH Open Marketplace.

- **Reusability/Sustainability:** Create materials that can be easily updated and reused by using open standards and formats that are accessible with OA software.

- **Equity:** Develop materials that meet the different learning needs and backgrounds of the participants. This also includes taking language diversity and different prior knowledge into account.

5.2.2 Open Licensing

- **Use open licences** such as Creative Commons, to allow others to use, modify and share the materials free of charge.

- Ensure that **all sources and contributors are credited**. This protects intellectual property rights and creates transparency about the origin of the materials.

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[19] This is defined in the Services Preparation and Implementation Strategy, see RESILIENCE_WP2_D2.1_Services Preparation and Implementation Strategy, chap. 4.2, 4.3.

5.2.3   Persistent Identifier (PID)

- **Assign persistent identifiers** (e.g. DOIs) for learning materials. This ensures that the materials can be cited and retrieved reliably in the future.

- Include comprehensive **metadata** with each learning material to ensure that the content can be found, retrieved and used correctly. We recommend creating metadata that is compatible with the SSH Open Marketplace.

5.3   Create an Inclusive and Equitable Training Environment

Incorporate inclusion and equity into the training programme for the study of religion, e.g. with the following strategies:

- Include materials and perspectives from various religions, cultures and backgrounds.

- Use various teaching methods that meet different individual needs.

- Use interactive and participatory approaches, e.g. encourage discussions, group work, and other interactive activities that engage and include all trainees.

- Ensure that learning materials are accessible to trainees with different needs, if possible provide texts in multiple formats (e.g. audio, braille script).

The integration of inclusion and equal opportunities into a training programme for the study of religion can be challenging due to particularities associated with religion:

- The historical relationship between religion and education varies greatly in different regions. For example, countries with a historically strong religious influence on education may face different challenges than countries with a more secular tradition.

- It can be a challenge to bring secular academic principles in line with religious content. A tension may arise between maintaining a neutral academic perspective and respecting religious traditions and beliefs. In a training course, different attitudes can conflict and cause tension.

- Religion is often very personal and linked to the individual identity. This can make discussions about religion sensitive and potentially contentious, even in an academic environment.

These factors can have a potentially disturbing effect on teaching and learning. Trainers must recognise emerging tensions and deal with conflicts in a transparent manner.

5.4   Use Engaging Teaching Methods

Incorporate methods such as group discussions, problem-solving activities, and hands-on projects to engage the trainees actively.

- **Include hands-on sessions:** Provide hands-on activities where participants apply theoretical knowledge to real-world tasks to enhance understanding by applying the competences in practice.

- **Create tasks after each learning step:** Individual tasks reinforce the material covered and ensure that participants can apply what they have learnt. These tasks should be designed to build on the previous step and prepare participants for the next step.

- **Enable the analysis of primary sources:** Use original documents, artefacts and archive material. Additionally teach methods for critically analysing primary sources.

- **Facilitate excursions and on-site courses:** Organise visits to libraries, archives, museums or historical sites. Offer opportunities to engage with material culture and historical contexts.

- **Foster interdisciplinary approaches:** Integrate perspectives from different humanities disciplines within the field of Study of Religions, e.g. literature, history, philosophy, but also outside the Humanities where appropriate.

- **Encourage collaborative learning:** Encourage peer-to-peer learning through group discussions and tasks. Also possible online through online platforms for joint research and discussion.

- **Ensure reflective practices:** Encourage continuous self-assessment of trainees through different forms of evaluation.

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5.5   Provide an Orientation Session

It is strongly recommended to offer an online orientation session / help desk session before a training, both for on-site and for remote courses. This will ensure the clarification of general and technical questions prior to the course for any type of training, and also the technical support for training courses that have digital prerequisites.

5.6   Provide Clear and Standardised Course Descriptions

A standardised training description must be defined for the future training programme. Depending on the solution for the RESILIENCE Training Portal (see chap. 6), these descriptions must fulfil the requirements of the chosen platform or portal.

A description that includes learning objectives and learning content is mandatory. RESILIENCE Training Services require a comprehensive and standardised Technical Course Description; in addition, a Training Guide can be created where necessary and appropriate. Both types are explained below.

5.6.1   Technical Course Description

A Course Description contains all important information for the participant in one place in a single file. It can be provided online, either in the form of a single table, like described here, or on a training portal or learning management system (see chap. 6).

For an example of a typically online Technical Course Description see Appendix: RESILIENCE Technical Course Description of Training Prototype 1 (chap. 2 of Appendix).

5.6.2   Training Guide

The Course Description with all important information for the participant in one place can additionally be offered in the form of a booklet, either as a physical printed copy or as a digital version.

A printed booklet may seem outdated, especially in the Digital Age. However, it has an aesthetic function, for instance if you want to get a target group interested in a topic. It can be recommended for on-site training courses, in particular for those lasting several days.

The disadvantage of a printed guide is that production is time-consuming and that it can hardly or not at all be changed after completion. The production can be worthwhile for a series of similar workshops.

For an example see Appendix: Training Guide of ReIReS School Mainz (chap. 6 of Appendix).

5.7   Prepare a Lesson Plan

A lesson plan serves as a guide for both trainer and trainee to ensure that learning objectives are achieved efficiently. It improves organisation and structure of training by providing a consistent structure that guarantees that all necessary content is covered systematically, and this structure helps both trainer and

trainee maintain focus. Well-planned lessons include a variety of activities that appeal to different learning styles and encourage the trainee's engagement. Clearly defined objectives give trainees the opportunity to understand what they are expected to learn and achieve.

They support effective time management and ensure that all topics are covered in the time available. And after the course, they allow teachers to reflect on what has worked well and what needs to be improved, encouraging continuous enhancement.

Main components of a lesson plan are:

- Learning objectives: Start from the learning objectives and outcomes of the training

- Materials and resources

- Activities and procedures: Engage learners and let them carry out tasks themselves so that they apply new skills and reinforce what they have learned.

- Assessment methods

- Time management

For an example see Appendix: RESILIENCE Lesson Plan Template (chap. 7 of Appendix).

5.8 Use Evaluations for Continuous Improvement

It is mandatory to evaluate all RESILIENCE prototypes and training courses to enable and ensure continuous improvement. **In individual course evaluations**, feedback from trainees and organisers is collected and analysed to determine the extent to which objectives and learning goals have been achieved and to identify areas for improvement.

This assessment ideally takes place in four steps, which can be tailored to each training course.

Step 1: Creating the evaluation

Create an evaluation which is oriented on the learning goals and outcomes that are defined.

Step 2: Evaluating

There are different evaluation formats and different options for when to carry out an evaluation, depending on the objective:

- Evaluations during the training after each learning section, aim: to check whether everyone has understood up to this point and can follow the next part:

  o Through tasks (hands-on) that everyone has to fulfil individually and achieve a result.

  o Spontaneous oral assessment, e.g. five-finger method, "What have I learnt" etc.

  o Q & A, open discussion.

- Evaluation at the end of the training course, aim: to check whether the training has achieved the learning objectives for each individual.

  o Pre-prepared evaluation form that asks about all learning objectives and leaves room for criticism, praise, suggestions for improvement and free comments.

  o Spontaneous oral assessment, e.g. five-finger method, "What have I learnt" etc.

  o Q & A, open discussion.

Step 3: Analysing the evaluation

Analyse the evaluation, aim: defining improvements and recommendations

Step 4: Applying the insights to the Training Programme

Apply the lessons learnt to the next training session, aim: continuous improvement.

The RESILIENCE Training Programme will also integrate the impact assessment procedures developed by WP5 and described in the deliverable "Monitoring And Evaluation for RESILIENCE Trainings" from WP5 for planning, describing, monitoring and evaluating training courses.

It must also be ensured that teaching materials and teaching methods are constantly developed to keep up to date with the latest teaching strategies and expertise.

6 Create or Join a Delivery Platform for the RESILIENCE Training Programme

There are different options for the public presentation and for the management of the future RESILIENCE training programme in the Implementation Phase: The integration of RESILIENCE training management and materials with an external training course provider (6.2), or the development and maintenance of an in-house RESILIENCE training portal (6.3), or a combined solution (6.4). A dedicated in-house RESILIENCE **training portal** would serve as a centralised access point to the RESILIENCE training programme for providers and users to all different areas of course planning, delivery, administration and materials. A portal can also integrate various services such as email, calendars, forums and other tools that are useful for managing and participating in courses. A **platform** is the technological basis on which training content can be developed and operated. A platform focuses on the provision and administration of course content, but can also provide applications and learning management systems.

The choice of strategy as to which hosting option will be implemented depends on whether an external course provider such as DARIAH Campus or another has the necessary requirements for the RESILIENCE training programme. During the development of the training programme as part of the PPP, the requirements for a provider platform are first collected (6.1) and weighed up at a later stage to determine whether the RESILIENCE training courses can be hosted by an external provider.

The options will be discussed in close cooperation between WU "Training" and WU "Data" (Tasks 2.1 to 2.5). If no existing platform can meet the requirements for the RESILIENCE training programmes, the establishment of a dedicated RESILIENCE training portal will be targeted.

For the period of the RESILIENCE PPP, it was decided to upload training materials as well as other datasets to Zenodo and make them available to the research community and the wider public (cf. chap. 6.5).

6.1   Requirements for a Platform for the RESILIENCE Training Programme

The development of the requirements for a training platform was started in WU "Training" and will be further analysed and defined in a Mock-up creation by WP3.

Requirements for a RESILIENCE Training Platform are currently being collected, a catalogue of requirements (in progress) is listed below:

Requirements for a RESILIENCE Training Platform (draft)
The platform allows the presentation of the individual courses.
The platform allows our Target Audience to find relevant training courses.
The platform allows our Target Audience to find training courses created/recommended by RESILIENCE.
The platform allows the storage of materials.
The platform allows the creation of materials.
The following formats can be uploaded: [List of required formats, TBD, e.g.:] interactive modules, video formats, pdf, text files, [other].
The platform is suitable for our target groups [Collect the specific requirements of the target group for a platform (Scholars in Religious Studies, Librarians and Archivists, Members of GLAM sector, Members of religious communities)]
The user interface is in English.
The user interface is multilingual.
The platform offers the possibility to organise the course content in a logical structure, e.g. according to the following criteria: ● List of disciplines relevant for our target audiences ● Separation into academic disciplines, auxiliary sciences, etc. ● Languages ● Type of course ● Level of the courses, required previous knowledge/qualification, etc. ● Clear menu structure to guarantee user-friendliness and simple navigation. ● Search functions are available. ● The content is easily accessible and easy to read.

Table 2: Requirements for a RESILIENCE Training Platform

Further categories will be identified and presented in the final Training Services Management Plan. These requirements are compared with existing platforms in a next step to determine whether it meets these criteria.

6.2 Upload of Training Material to an External Training Provider

Another option for offering RESILIENCE training courses is the connection of the RESILIENCE Training Management and training materials to a suitable platform that already exists.

Benefits:

- Synergy effects, saving of human and financial resources.

- Visibility right from the start with an already known platform.

- Wide reach even with addressees who are not yet users of RESILIENCE RI.

Disadvantage:

- Our target audience does not instantly find the RESILIENCE training materials / the materials relevant to them. A filter for "RESILIENCE training material" may be a potential solution.

- Storage and presentation follow the conditions of the external provider and cannot be customised to the needs of RESILIENCE users and target audiences.

- Dependence on the provider and its ability to properly maintain the repository and software and ensure its sustainability.

It is crucial to carefully consider which services you are willing to entrust to external providers, as you may have no control over the sustainability and consistency of this provider.

Possible suitable platforms for which the integration of RESILIENCE Training materials will be evaluated include (not exhaustive):

Social Sciences & Humanities Open Marketplace

DARIAH-Campus

Digital Humanities Course Registry (clarin-dariah.eu)

OER Commons

6.3 Creation of a RESILIENCE Training Portal

The creation of an in-house RESILIENCE training portal with hierarchically organised content and a user-friendly interface would be beneficial if the RESILIENCE training programme will not be affiliated with an

external provider. The decision on this will be decided later in the PPP. A training portal would be designed to serve various purposes:

- **For the RESILIENCE course provider to plan a course** (with the contents of the "RESILIENCE Training Management Compendium" for all steps of the course planning, to be used as a construction kit for putting together all useful elements for setting up a RESILIENCE training course).
- **For the course participant for information and participation** (browsing the courses on offer and for all steps of course participation: accessing all information about the course, content and schedule, registration, materials for implementation).
- **For the RESILIENCE course provider to realise a course** (for all elements of course administration, documentation, tracking, evaluation, reporting, automation, and delivery as well as the storage of reusable training resources).
- **For everybody** to access the FAIR and reusable training resources.

6.4 Combined Solution

A combined solution is also conceivable: in which the materials are collected in a repository, such as SSH Open Marketplace or DARIAH Campus, and can be represented on a RESILIENCE training portal.

When referring to RESILIENCE training materials on different platforms, it must be ensured that the same information is available in the different repositories and must be kept up to date.

6.5 Adopt Zenodo as Repository for Training Material

Since RESILIENCE chose Zenodo as the best option for its repository service (cf. D2.4 Data Management Plan),[20] the RESILIENCE training materials can be uploaded on the RESILIENCE community space on Zenodo (https://zenodo.org/communities/resilience). The decision to focus on Zenodo follows the service strategy in WP2 to align the services with the priorities identified through the data collection in the work unit "User Requirements" in WP3,[21] which identifies "Research data management and data deposit according to the FAIR principles" as the third most important priority.[22] RESILIENCE has also included this in its Open Science Policy: "The RESILIENCE community on Zenodo was specifically set up to better support

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[20] D2.4, chap. 5.2 and annex 7.4.
[21] D2.1 Service Strategy, p. 16–18.
[22] RESILIENCE_WP3_D3.5_User-Stories-Catalogue-1st-Batch.

our research community towards open and FAIR data sharing practices. All RESILIENCE's data and associated data services will apply open and FAIR principles."[23]

Zenodo is a universal open repository developed as part of the European OpenAIRE programme and operated by CERN, the European Council for Nuclear Research (Switzerland). It provides researchers with the ability to store research papers, datasets, software, reports and other digital artefacts and to assign a persistent Digital Object Identifier (DOI) to each submission for convenient and reliable citation.

6.6   Ensure Compatibility with SSH Open Marketplace

One of the guiding principles outlined in the D2.1 Services Preparation and Implementation Strategy states that "RESILIENCE services should be integrated into the wider SSH and EOSC ecosystem". To adhere to this principle, compatibility with the categories of the Social Sciences & Humanities (SSH) Open Marketplace must be ensured with regard to metadata, keywords and descriptions, independently of which solution will be chosen for the RESILIENCE training programme.

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[23] D2.1 Service Strategy, chap. 9.3 Open data.

7 Conclusion and Outlook

In the upcoming activities of WU "Training" during the PPP, the following tasks in particular will be further elaborated:

- The **Prototypes 2 and 3** will be planned, implemented, evaluated and included in the final version of the RESILIENCE Training Management Plan.

- The **Training Management Compendium** will be further completed.

- A **strategy for assessing user needs** will be proposed for the future.

- An **assessment for transversal skills** will be developed that (in addition to the skills linked to Knowledge/academic skills/IT/DH) are also equally in demand in the field of study of religion, such as **cultural sensitivity and awareness of the specific requirements of research on religion**. These include, for example:[24]

  - Dealing with trauma in interviews after religious conflicts;

  - Handling of data protection in sensible research fields;

  - Problems in research on politically oppressed minorities as field studies in the countries that are the oppressors;

  - Handling research in religious communities that are reluctant or unwilling to share their data;

  - Coping with research as a member/believer in one's own religious community that potentially leads to results that are undesirable for the community, etc.

- The best options for **hosting the RESILIENCE training programme** are being explored.

- The **methodology of the impact assessment** will be addressed in collaboration with WP5.

- Possibilities for a **programme accreditation** will have to be considered. It will be explored whether the granting of micro-credentials, which are recommended by the Council of the European Union,[25] are suitable here.

- The **delivery of the final version of the Training Services Management Plan.**

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[24] These needs emerged in RESILIENCE workshops in Villa Vigoni 03/2023 and in Sarajevo 03/2024 and will be assessed further.
[25] https://education.ec.europa.eu/education-levels/higher-education/micro-credentials

Appendix

1. Evaluation of RESILIENCE Training Prototype 1 "Uncovering Intertextuality" (cf. chap. 3.1 "Prototype "Uncovering Intertextuality through Digital Tools""in deliverable D2.6)

2. RESILIENCE Technical Course Description of Training Prototype 1 (cf. chap. 3.1; 5.6.1 in D2.6)

3. RESILIENCE Lesson Plan of Training Prototype 1 (cf. chap. 3.1 in D2.6)

4. RESILIENCE Training Management Compendium (excerpt, in progress; cf. chap. 4 in D2.6)

5. ReIReS Toolbox Report (cf. chap. 4 in D2.6)

6. Training Guide of ReIReS School Mainz (cf. chap. 5.6.2 in D2.6)

7. RESILIENCE Lesson Plan Template (cf. chap. 5.7 in D2.6)

8 Reference Documents

Reference documents are intended to provide background and supplementary information.

ID	Date	Title/Reference
R1	18/08/2022	GRANT AGREEMENT, Project: 101079792 — RESILIENCE PPP — HORIZON-INFRA-2021-DEV-02
R2	27/11/2024	RESILIENCE_WP2_D2.1_Services Preparation and Implementation Strategy_02.00_FINAL
R3	27/08/2024	RESILIENCE_WP2_D2.4_Data_Management_Plan
R4	31/10/2023	RESILIENCE_WP3_D3.5_User-Stories-Catalogue-1st-Batch
R5	(in prep.)	RESILIENCE_WP3_D3.6_User-Stories-Catalogue-2nd-Batch