Trainers' Manual

D2.6. Training Material
WP2 DESIGN OR IMPROVEMENT OF A JOINT QUALIFICATION IN VET

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Abstract:	This document aims to provide the methodology of the design and development of the NeWPost online course, the curricular structure and the overall course description of the training material for Postmen and Front Office Employees in the Postal Sector. It is going to be used as Guide for the Trainers of the NEWPOST course.
Authors:	AKMI SA
Contact Person:	euprojects@akmi-international.com

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1. Introduction

1.1 The NeWPOST project

The NeWPOST project aims to establish a strong partnership to provide a new approach towards the needed skills which are necessary for the postal sector, a vibrant economic sector in Europe. The project addresses three specific challenges:

1. **Postal offices should operate on the same way through EU countries**. Postal Offices should have common operational framework and interoperability in order to facilitate the e-commerce and the communication for efficient parcel's delivery.

2. **Making cross-border parcel delivery more efficient**. The inconvenience of cross-border parcel delivery is obstacle for consumers and retailers. The new postal services environment requires the enhancement of the needed skills through a Joint Curricula. The lack of skills should be diminished and the employees to adjust their qualifications in the new environment to ensure the reliable parcel delivery.

3. **Emphasis on digital skills & ICT shortages**. Postal employees are heavily exposed to e-commerce processes and tools. Digital skills will dominate in the future, so postal employees should be adapted in the new context, as drones, high tech tracking devices and other IT tools will prevail in the near future.

The project addresses the following objectives:

- Increase the employability of young people, providing adequate required skills in a constantly changing postal sector environment.

- Substantially contribute towards the development of a highly skilled, qualified and mobile workforce in the postal sector.

- Support Joint developments in VET in Europe with a view to strengthen the quality, relevance and attractiveness of postal sector employees incorporating Work Based Learning.

The NeWPost target groups are professionals and enterprises, in particular:

- End-users: Current and future potential employees in the postal sector.

- Stakeholders: Post offices, Postal Institutions, enterprises on e-commerce sector and associated partners.

Therefore, the project is structured around two main pillars:

- **Designing or improving of a joint qualification in VET**. This pillar includes the development of the Joint Occupational Profile for Postal Sector Employees, the design of a VET Joint Curricula with Strong WBL focusing on new ICT and soft skills and competences of postal employees supporting cross-border mobility.

- **Setting up of a new sustainable cooperation structure**. The specific pillar will be addressed through the set-up of a sustainable cooperation structure for the cooperation and recognition of qualifications for the Postal Service Providers and the increase of awareness and attractiveness of VET for Postal employees.

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1.2 The scope of the "Trainers' Manual"

A key resource is the tutors teaching manual. This will be made available online as an e-resource for tutors to download. It will provide detailed information to guide the tutor through the blended learning methodology including, inter alia: pedagogical materials; initiating and managing relationships with employers; developing a live brief; examples of how to organize the flipped and face-to-face classroom and participative learning activities such as workshops and hackathons; and monitoring and evaluating work-based learning. Even if the NeWPOST Training Programme has been developed only for e-learning environments (MOOC), this guide will facilitate the tutors/trainers in blended learning methodology, which considers all types of learners.

In particular, the Trainers' guide has been designed in order to provide guidance on:

⮩ What is the structure of the NeWPOST training programme?

⮩ What are the expected learning outcomes after the completion of Training Programme?

⮩ Which occupational profiles are being targeted through this course?

⮩ What is Blended learning methodology?

⮩ How to organize a flipped and face-to-face classroom?

⮩ How to manage virtual classes?

⮩ How to monitor online individual learning?

⮩ How to prepare a workshop?

⮩ How to monitor and evaluate work-based learning?

2   The structure of the NeWPOST training programme

The NeWPOST Training Programme uses the modular approach (modularity). That means that the training course is made for online learning environments and it is structured in large and small units, while at the same time it utilizes various educational resources and training types in order to approach the different learning styles.

In this context, the material will be organized as following:
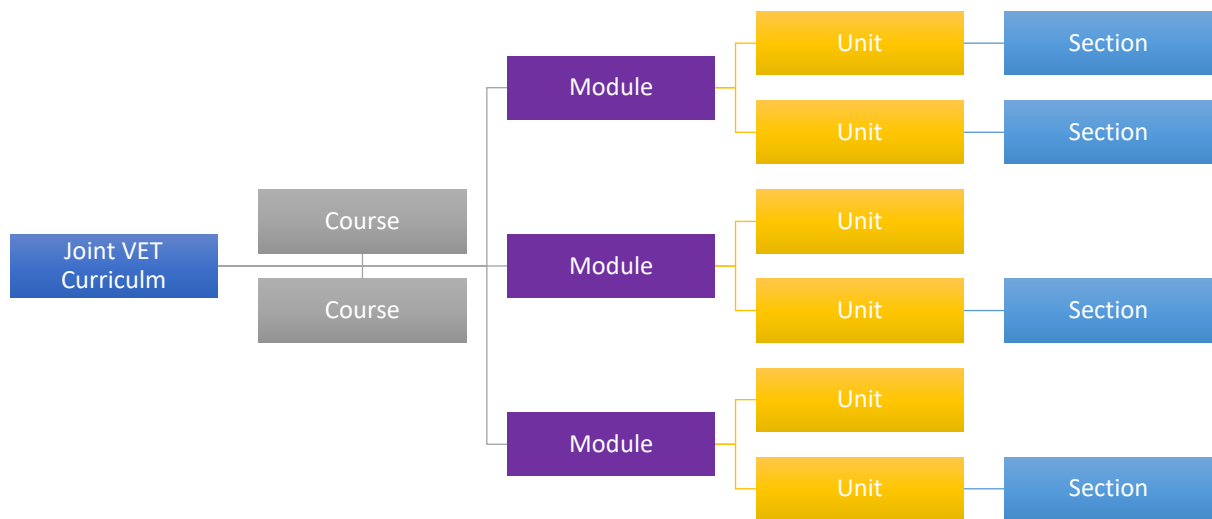
Graph 1. Modularity of NeWPOST project

- **Joint VET Curriculum:** it contains all the courses countent (Core & Specialization Courses)
- **Course:** it contains the modules of each of the courses
- **Module:** it contains the units
- **Unit:** each unit consists of different sections and multiple training materials, such us video lecture, ppt presentation, manuals, extra reading, videos, etc.
- **Section:** the sub-units

The Postal sector, due to technological advances, must focus on the up-skilling of the current employees in digital skills and soft skills since it is clearly in need of familiarization with technological tools which will ultimately enhance customer support and front-office tasks and duties. This course targets **two Occupational Profiles**, _Postmen and Front Office Employees_ and will help learners acquire a great number of skills and competences needed the most (digital, soft/intercultural, other) in order to cover the skills gaps in the postal sector and thrive in their new job positions.

The NEWPOST Training Programme provides **a Core Course for both Occupational Profiles**, and **two Specialization Courses for each one of them**, supporting, in this way, flexibility and a personalized learning experience.
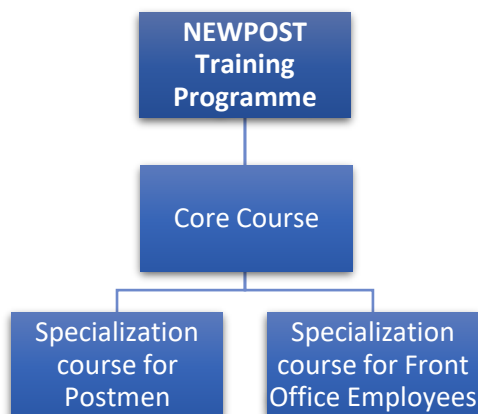
Graph 2. Curricular Structure of NeWPOST Joint Curriculum

In terms of online appearance, the NeWPOST Joint Qualification Curriculum consists of **two different online training programmes**; one for Front Office Employees and one for Postmen.

Figure 1. The NeWPOST Training Programmes for Front Office Employees and for Postmen.

The *MOOC (Massive Open Online Course)* course will last **4 weeks** and consists of 6 core modules and 2 specialization lessons (2 Modules for PM and 3 for FOE). Each week will contain 2-3 lessons (modules). The total length of whole MOOC course is 36 hours of study for Postmen and 39 hours of study for FOE including the quiz and extra readings. The learner could add an amount of additional educational materials into his/her learning path (extra links and online resources) provided by NeWPost project in order to increase the course length.

	Postman (hours)	Front Office Employee (Hours)
Core Course Modules	27	27
Specialization Course Modules	9	12
Total Length	36	39

Table 1. Course Length

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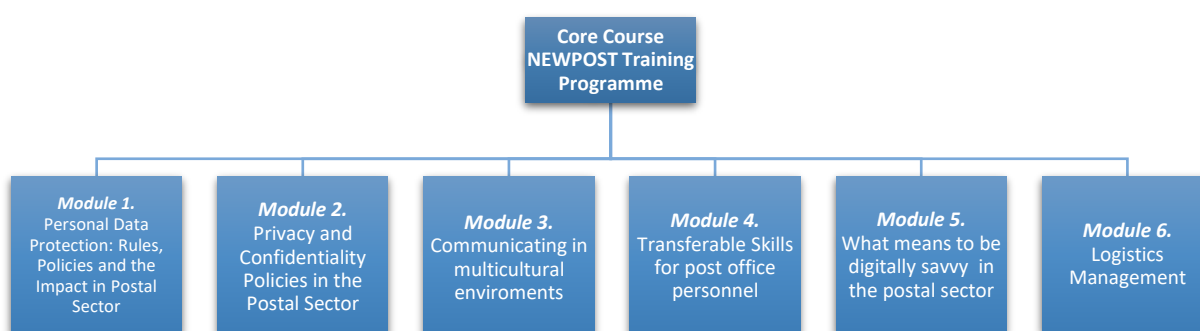
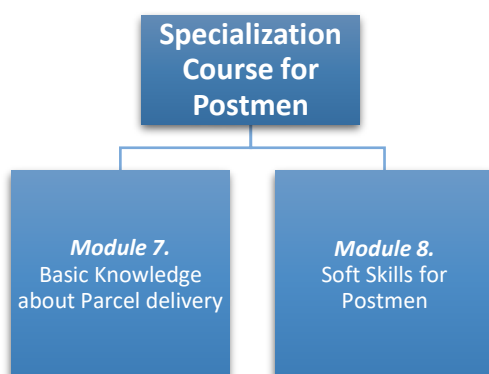Every module consists of 4-5 Units and 10-13 assessment activities/ quiz (evaluation part).

The learning material provided for each lesson (module) is differentiated. We chose to include multiple types of learning material in order enrich the quality and the interactivity of the course. Indicatively, we produced video lectures, PowerPoint presentations, animated videos, cases studies, scenarios, self-reflection questions, activities, dialogues, extra reading documents and extra educational online resources (videos, articles, links).

The **Core Course consists of 6 Modules**, as you can see in the following graph.

Core Course NEWPOST Training Programme

Module 1. Personal Data Protection: Rules, Policies and the Impact in Postal Sector

Module 2. Privacy and Confidentiality Policies in the Postal Sector

Module 3. Communicating in multicultural enviroments

Module 4. Transferable Skills for post office personnel

Module 5. What means to be digitally savvy in the postal sector
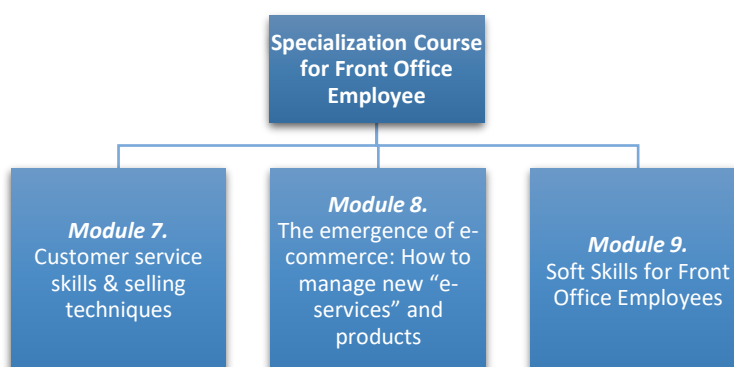
Module 6. Logistics Management

Graph 3. The Modules of the Core Course.

The **Specialization Course for Postmen** consists of **two modules**, while the **Specialization course for Front Office Employees** consists of **three modules** (Graph 4 & 5).

Specialization Course for Postmen

Module 7. Basic Knowledge about Parcel delivery

Module 8. Soft Skills for Postmen

Graph 4. Modules of Specialization Course for Postmen.

Specialization Course for Front Office Employee

Module 7. Customer service skills & selling techniques

Module 8. The emergence of e-commerce: How to manage new "e-services" and products

Module 9. Soft Skills for Front Office Employees

Graph 5. Modules of Specialization Course for Front Office Employees.

In the following table you can see the overview of the Curriculum including the titles of courses and their codes, the titles of modules and their codes, and finally the title of units and their codes.

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Course Code	Course Title	Module Code	Module Title	Module Description (units)
CC	Core Course for both Profiles	CC1	*Personal Data Protection: Rules, Policies and the Impact in Postal Sector*	**U1.1.** Introduction in the concept of Personal Data **U1.2.** Legal Framework Concerning Personal Data **U1.3.** Subject's rights when Processing Personal Data - Personal data protection throughout the whole delivery chain **U1.4.** Digital Economy, E-commerce and Personal Data
		CC2	*Privacy and Confidentiality Policies in the Postal Sector*	**U2.1.** The Framework Concerning Postal Security (adapted to each country's specific regulation) **U2.2.** Confidentiality Policy of Postal services **U2.3.** Security Policy of Postal services **U2.4.** Vulnerable Points of Postal Items **U2.5.** Discretion Policy of Postal Enterprises
		CC3	*Communicating in multicultural environments*	**U3.1.** Introduction to the main concept and aspects of Cultural Diversity **U3.2.** Intercultural Competences and Values **U3.3.** Understanding the codes of conduct and manners generally accepted in different societies and applying that to the post office **U3.4.** Methods to communicate in different cultural contexts, with special reference to communication in the workplace **U3.5.** Understanding potential cultural obstacles when communicating with customers (multicultural communication - serving immigrants/refugees and 3rd country nationals)
		CC4	*Transferable Skills for post office personnel*	**U4.1.** What are the Soft Skills and why are they important? **U4.2.** Communication and Social Skills **U4.3.** Proactive interpersonal approach (emotional Intelligence & active listening) **U4.4.** Teamwork skills and team spirit **U4.5.** Problem Solving and decision making
		CC5	*What means to be digitally savvy in the postal sector (IT and Digital Skills)*	**U5.1.** Value added digital services (Digital signatures, time stamps, e-invoice, e-post etc.) - proximity and social services **U5.2.** Digital Environment. How to organize, store and retrieve information – (Google Drive) **U5.3.** Collaboration tools for everyday tasks – The example of Slack application **U5.4.** New Technologies & breakthroughs for the postal industry (drones, Big Data, augmented reality, AGV etc.)

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PC		CC6	*Logistics Management*	**U6.1.** Introduction to logistics concepts and main activities **U6.2.** Logistics Players and Postal Operators U6.3. Stages of Delivery Process **U6.4.** Classification of Postal Services
	Specialization Course for Postmen (PM)	PM1	*INTRODUCTORY VIDEO:* *The New Age Postman: What is the daily work of a Postman in the New Postal Era?*	video
		PM2	*Basic Knowledge about Parcel delivery*	**U2.1.** Domestic and International Parcels **U2.2.** Parcel delivery options **U2.3.** Ways to increase the parcel delivery efficiency **U2.4.** Parcels lockers (Ebox) and Parcel pickups stations
		PM3	*Soft Skills for Postmen*	**U3.1.** Decision Making and critical thinking **U3.2.** Ability to handle pressure - time & stress management **U3.3.** Accident prevention & Crisis Management **U3.4.** Good Memory: The ability to remember information such as words, numbers, images, faces and processes
FC	Specialization Course for Front Office Employee (FOE)	FC1	*INTRODUCTORY VIDEO:* *The New Age Front Office Employee: What is the daily work of a Front Office Employee in the New Postal Era?*	video
		FC2	*Customer service skills & selling techniques*	**U2.1.** Customer- centric approach: improve customer experience, enabling personalized customer experience **U2.2.** Customer Conflict Resolution **U2.3.** Selling techniques **U2.4.** Promotion channels and social media
		FC3	*The emergence of e-commerce: How to manage new "e-services" and products*	**U3.1.** Introduction to e-commerce & its applications **U3.2.** Basic knowledge of e-commerce & customs clearance U3.3. Manage Posts in E-commerce **U3.4.** Handling Payment Procedure and Flow
		FC4	*Soft Skills for Front Office Employees*	**U4.1.** Flexibility and Adaptability to New Postal Era **U4.2.** Problem-Solving Ability and Quick and Flexible in Handling Difficult Situations **U4.3.** Initiative, creativity, and responsibility in the post office **U4.4.** Empathy & Emotional Intelligence

Table 2. NeWPOST Curricular Structure Overview

3 Learning Outcomes of the NeWPOST Joint Qualifications Curriculum

The NewPost project has developed the Joint Curriculum using the **Learning Outcomes approach**. According to **Cedefop** the *learning outcomes approach shifts the emphasis from the duration of learning and the institution where it takes place to the actual learning and the knowledge, skills and competences that have been or should be acquired through the learning process*" (Cedefop 2013: USING LEARNING OUTCOMES. European Qualifications Framework Series)[1].

The learning outcomes approach is of significant importance in designing common curricula for different countries because it functions as a common tool for interlinking the VET relevant tools such as EQF, ECVET, and EQAVET.

Appropriate assessment methods and procedures are used to check whether the learning outcomes have been achieved. The alignment between learning outcomes, teaching, learning and assessment helps to make the overall learning experience more coherent, transparent and meaningful for learners, and all other stakeholders.

Learning outcomes are directly connected to learning assessment. They clearly define what and how is to be assessed. They enable harmonization in assessing the learner's performance therefore, the learning outcomes affect the process of teaching and learning through assessment.

In this understanding the purposes of integrating the learning outcomes in the **Curriculum Design** are:

- To define the expectations of each learning activity.
- To guide trainers in the teaching process, choice of methods, etc.
- To inform learners about what they are expected to be able to do/know after the learning activity.

Summarizing, the learning outcomes **explain what the learner is expected to know** and be **able to do**, after having completed the training program. They describe the learning process itself and clarify what to expect during assessment.

Throughout the teaching and learning process as well in assessment arrangements, well-written learning outcomes allow both teachers and learners to have a clear picture of the results of the courses or units.

→ **The methodology selected for the development of the NewPost learning outcomes is the Bloom's Taxonomy** broken into the six levels of objectives, as shown in the picture:

Figure 2. Bloom's Taxonomy

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[1]Learning Opportunities and Qualifications in Europe, Available at: https://ec.europa.eu/ploteus/content/descriptors-page

The Bloom's Taxonomy uses <u>action</u> verbs in a framework for understanding the different levels of learning, also inspired by the structure and vocabulary of the European Qualification Framework (EQF).

Each statement, after the common statement on audience ("A learner …"), should begin with a precise action (active) verb, followed by the object of the verb followed by a phrase that gives the context. It is generally benefit to use only one verb for one statement of learning outcomes, except in the cases when the complexity of specific learning outcomes additionally needs to be described.

Upon completion of this course, the learner will be able to:

- ✓ ***define*** *future developments in the postal sector*

Evaluation questions while developing learning outcomes are:

- ✓ *What knowledge was gained?*
- ✓ *What skills were developed?*
- ✓ *Did attitudes/tendencies change?*

Apart from the Bloom's Taxonomy, NeWPOST adopted the **DigComp, which is a Framework for Developing and Understanding Digital Competences** in Europe and it is aligned to the *European Qualifications Framework*.

The DigComp is a European Framework that defines areas of competence that are seen as components of e-citizenship. <u>The application of DigComp by the NewPost project is one of the key achievements in the European level</u> and will help the project in a positive way when it will be finally assessed by the European Community.

Both the core material and the practical assignments are based on the needs identified by the conducted research and will be enhanced with DigComp.

Further to the DigComp, it identifies <u>21 competences in five key areas</u>, describing what it means to be digitally savvy, as shown in the table below. With a closer look many of the NewPost skills gap analysis can be identified in the framework.

![NeWPOST]

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DigComp's five key areas and 21 competences

INFORMATION AND DATA LITERACY	→	Browsing, searching and filtering data, information and digital content Evaluating data, information and digital content Managing data, information and digital content
COMMUNICATION AND COLLABORATION	→	Interacting through digital technologies Sharing through digital technologies Engaging in citizenship through digital technologies Collaborating through digital technologies Netiquette Managing digital identity
DIGITAL CONTENT CREATION	→	Developing digital content Integrating and re-elaborating digital content Copyright and licences Programming
SAFETY	→	Protecting devices Protecting personal data and privacy Protecting health and well-being Protecting the environment
PROBLEM SOLVING	→	Solving technical problems Identifying needs and technological responses Creatively using digital technologies Identifying digital competence gaps

Figure 3. DigiComp Key Areas

As already explained, the NeWPost curriculum consists of 6 Core Modules, 2 Modules specialized for Postmen and 3 Modules specialized for Front Office Employees.

6 Core Modules	2 Modules for PM	3 Modules for FOE
•Personal Data Protection: Rules, Policies and the Impact in Postal Sector •Privacy and Confidentiality Policies in the Postal Sector • Communicating in multicultural environments •Transferable Skills for post office personnel •What means to be digitally savvy in the postal sector (IT and Digital Skills) •Logistics Management	•Basic Knowledge about Parcel delivery •Soft Skills for Postmen	•Customer service skills & selling techniques •The emergence of e-commerce: How to manage new "e-services" and products •Soft Skills for Front Office Employees

Graph 6. The Modules of NeWPOST Courses

In the following tables, we have gathered the learning outcomes of each one of the modules of NeWPOST Curriculum.

Module Code	Module Title	Unit Code	Unit Title	Unit Description
CC1	Personal Data Protection: Rules, Policies and the Impact in Postal Sector	CC1.U1.	*Introduction in the concept of Personal Data*	o Definition and Concept of Personal Data o Description of Information that constitute Personal Data and information that do not o Categories of Personal Data o Examples of Personal Data with focus on the Post Office environment
		CC1.U2.	*Legal Framework Concerning Personal Data*	o Introduction to the Regulation (EU) 2016/679 o Structure of Regulation (EU) 2016/679 o Sanctions & Penalties under GDPR o Personal Data Protection Authorities & Involved Entities and their role in GDPR implementation
		CC1.U3.	*Subject's rights when Processing Personal Data - Personal data protection throughout the whole delivery chain*	o Data Subjects Rights o Information to be provided where personal data are collected from the data subject o Things you need to do in your workplace
		CC1.U4.	*Digital Economy, E-commerce and Personal Data*	Topics to be discussed with the DPO o What is the impact of GDPR in digital economy and digital communications? o What is the relation between data protection and e-commerce? o What steps need to be taken in order for a company to achieve ongoing compliance with GDPR security requirements? o What techniques could be followed for user and access management and personal data protection techniques within the organization?
CC2	Privacy and Confidentiality Policies in the Postal Sector	CC2.U1.	*The Framework Concerning Postal Security (adapted to each country's specific regulation)*	o The concept of postal security o Main activities related to postal security
		CC2.U3.	*Confidentiality Policy of Postal services*	o The Concept of Confidentiality o The Regulatory Framework in Greece o Breach of Confidentiality
		CC2.U3.	*Security Policy of Postal services*	o Terms and Definitions o The Concept of Security o Dangerous Goods and Prohibited Postal Items o Postal security standards
		CC2.U4.	*Vulnerable Points of Postal Items*	o Dangerous Goods and Prohibited Postal Items o Vulnerable points to ensure security

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					o	Vulnerable points to ensure confidentiality
		CC2.U5.	*Discretion Policy of Postal Enterprises*	o The Concept of Discretion o The regulatory framework in Greece for Discretion o Breach of Discretion o Obligations and Penalties of Postal Enterprises
CC3	**Communicating in multicultural environments**	CC3.U1.	*Introduction to the main concept and aspects of Cultural Diversity*	o Introduction to Culture o The concept and aspects of Diversity o The Definition of Cultural Diversity o Phases of Cultural Shock
		CC3.U2.	*Intercultural Competences and Values*	o "A new kind of literacy" o Understanding the terminological complexities o Intercultural Developement
		CC3.U3.	*Understanding the codes of conduct and manners generally accepted in different societies and applying that to the post office*	o Cultural Codes and Code of Conduct o Addressing ethical issues o Examples of Cultural Codes and Manners in third countries
		CC3.U4.	*Methods to communicate in different cultural contexts, with special reference to communication in the workplace*	o Intercultural Communication o Challenges to communicating across cultures o Non verbal Communication and Body Language
		CC3.U5.	*Understanding potential cultural obstacles when communicating with customers (multicultural communication - serving immigrants/refugees and 3rd country nationals)*	o Main obstacles in Intercultural Communication o Communication styles of different cultures o Improving Intercultural Communication
CC4	**Transferable Skills for post office personnel**	CC4.U1.	*What are the Soft Skills and why are they important?*	o What are the Soft Skills? o The importance of Soft Skills
		CC4.U2.	*Communication and Social Skills*	o What is communication? o Communication Models o Types and Forms of Communication o Rules and Tips for communication in the Post Office
		CC4.U3.	*Proactive interpersonal approach (emotional Intelligence & active listening)*	o Proactivity o Effective Listening o Emotional Intelligenc
		CC4.U4.	*Teamwork skills and team spirit*	o Teamwork Skills o Team Spirit Skill o Self-Evaluation Tasks
		CC4.U5.	*Problem Solving and decision making*	o Problem Solving Skill o Decision Making Skill o Self-Evaluation Tasks
CC5	**What means to be digitally savvy in the postal sector**	CC5.U1.	*Value added digital services (Digital signatures, time stamps, e-invoice, e-post etc.) - proximity and social services*	o Value Added Digital Services o Proximity and Social Services

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	(IT and Digital Skills)	CC5.U2.	*Digital Environment. How to organize, store and retrieve information – (Google Drive)*	o Introduction to Digital Environment o Introduction to Google Drive o Features of Google Drive o Work Smarter with Apps o Benefits of using Google Drive
		CC5.U3.	*Collaboration tools for everyday tasks – The example of Slack application*	o Introduction to Slack o Starting off with Slack o Working within Slack o Slack Integration o Benefits of using Slack
		CC5.U4.	*New Technologies & breakthroughs for the postal industry (drones, Big Data, augmented reality, AGV etc.)*	o Understanding New Technologies and Their Influence on Postal Operations o Application of Drones o Application of Big Data Application of Augmented Reality o Application of AVG
CC6	Logistics Management	CC6.U1.	*Introduction to logistics concepts and main activities*	o Definition and Main Components of Logistics o Four Key Functions of Logistics Phases of Logistics o Why is logistics important for postal enterprise success?
		CC6.U2.	*Logistics Players and Postal Operators*	o Competition in the Logistics Sector o Delivery Companies o Designated Postal Operators
		CC6.U3.	*Stages of Delivery Process*	o Definition of Delivery Process National Delivery Process International Delivery Process
		CC6.U4.	*Classification of Postal Services*	o Classification of Postal Services o Innovative Postal Services
PM2	Basic Knowledge about Parcel delivery	PM2.U1.	*Domestic and International Parcels*	o What is a domestic parcel? o What is an international parcel?
		PM2.U2.	*Parcel delivery options*	o What are the different delivery options? o Delivery Options in Greece. The ELTA Paradigm o Delivery Spots
		PM2.U3.	*Ways to increase the parcel delivery efficiency*	o Delivery Trends o Ways to Improve the Parcel Delivery Experience o The Importance of Same Day Delivery o E-commerce & Parcel Delivery
		PM2.U4.	*Parcels lockers (Ebox) and Parcel pickups stations*	o What is a Parchel Locker? o Features and Functions o Benefits of Parcel Lockers o Examples and Good Practices
PM3	Soft Skills for Postmen	PM3.U1.	*Decision Making and critical thinking*	o Critical Thinking o Decision Making o Application
		PM3.U2.	*Ability to handle pressure - time & stress management*	o Stress Management o Time Management o Resilience and Mindfulness
		PM3.U3.	*Accident prevention & Crisis Management*	o Crisis Management o Example of Crisis Management in the post office o Accident Prevention
		PM3.U4.	*Good Memory: The ability to remember information such as words, numbers, images, faces and processes.*	o How to remember numbers/words o Remember Long Phone number/Digits/words o Remember Location/Maps
FC2		FC2.U1.	*Customer- centric approach: improve*	o Definition of Customer-centric approach

	Customer service skills & selling techniques			*customer experience, enabling personalized customer experience*	o The need to implement customer centric approach o Elements of the Customer-centric approach o Advantages and benefits of Customer-centric approach
		FC2.U2.		*Customer Conflict Resolution*	o Introduction to Customer Conflict o Steps for Managing Customer Conflict o Additional Tips for Managing Customer Conflict o Application
		FC2.U3.		*Selling techniques*	o Definition of Selling technique and Major Steps o Presentation mix o Techniques for meeting objections o Closing the sale o Challenging sales situations
		FC2.U4.		*Promotion channels and social media*	o Marketing and Promotion o E-mail Marketing o Social Media o Social Media Strategy
FC3	**The emergence of e-commerce: How to manage new "e-services" and products**	FC3.U1.		*Introduction to e-commerce & its applications*	o Introduction to e-commerce o E-commerce applications o Rules of e-commerce o E-commerce platforms
		FC3.U2.		*Basic knowledge of e-commerce & customs clearance*	o Basics of e-commerce o E-commerce automation o Custom clearance o Tariff and its impacts on E-commerce o Legal issues for E-commerce businesses
		FC3.U3.		*Manage Posts in E-commerce*	o E-commerce order Fulfillment o Online Services o Product Comparison and Search o Price comparison Websites o Price comparison Mobile apps
		FC3.U4.		*Handling Payment Procedure and Flow*	o E-commerce payment methods Electronic payments o Post office payments o Cash on delivery (COD) CryptoCurrency in e-cmmerce
FC4	**Soft Skills for Front Office Employees**	FC4.U1.		*Flexibility and Adaptability to New Postal Era*	o Flexibilty o Adaptability o Adaptability to the new trends of postal sector
		FC4.U2.		*Problem-Solving Ability and Quick and Flexible in Handling Difficult Situations*	o Customer Conflict Resolution and Problem Solving o Quick Response to Difficult Situations o Flexible Response to Difficult Situations o Application
		FC4.U3.		*Initiative, creativity, and responsibility in the post office*	o Initiative o Creativity o Responsibility
		FC4.U4.		*Empathy & Emotional Intelligence*	o What is Empathy? o How to develop Empathy in the post office? o Emotional Intelligence

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MODULE DESCRIPTION

Module Title	*Personal Data Protection Rules, Policies and the Impact in Postal Sector*
Moudle Code	*C.C.1. (Core Course, Module 1)*
Module Description	The aim of this modules is to introduce the learners to the basic concept and the principles of Data protection, and thus value the significance of protection personal data. Many different aspects of personal data will be examined, information about what is considered personal data and what is not under the new GDPR rules will be given, accompanied with examples. Within this context learners will be able to learn the legal meaning of protecting personal data and transferring data in the whole delivery chain of the postal sector, understand the policies of data protection in a European level, and finally be able to understand how the GDPR's has been shaping the postal communication within the sector. After completion of the course all learners will be able to identify between personal and not personal data and follow all the proper data protection principles.
Knowledge Domain	Data Protection
Learning Outcomes	*By the end of this module, the learners will be able to:* LOut1 understand "what is" and "what is not" Personal Data LOut2 know the Current legal European and National framework compared to the New Structure of Regulation (EU) 2016/679 and its innovations. LOut3 understand how the Personal Data influence the whole delivery chain of postal sector LOut4 explore the use of personal data through the digital economy and in e-commerce
Contents	**Contents (Units)** U1.1. Introduction in the concept of Personal Data U1.2. The European Framework for Data Protection U1.3. Subject's rights when Processing Personal Data - Personal data protection throughout the whole delivery chain U1.4. Digital Economy, E-commerce and Personal Data
Duration	4 hours
Assessment Method	Multiple choice questions

MODULE DESCRIPTION

Module Title	*Privacy and Confidentiality Policies in the Postal Sector*

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Moudle Code	C.C.2. (Core Course, Module 2)
Module Description	The aim of this modules is to introduce the learners to the basic concepts and policy frameworks concerning Privacy and Confidentiality in the Postal Sector. Based on that, the learners will develop skills to comprehend the regulations concerning privacy and confidentiality, to analyze the content of security policy in the sector and to identify the wrong application in terms of confidentiality policies in the postal sector.
Knowledge Domain	Security, Privacy, Confidentiality, Discretion
Learning Outcomes	*By the end of this module, the learners will be able to:* LOut1 understand the importance of privacy and confidentiality in the postal sector LOut2 apply the principles of Confidentiality & Security in the postal sector LOut3 recognize vulnerable points of postal items LOut4 identify the applications and the errors in Discretion Policy of Postal Enterprises
Contents	U3.1. The Framework Concerning Postal Security (adapted to each country's specific regulation) U3.2. Confidentiality Policy of Postal services U3.3. Vulnerable Points of Postal Items U3.4. Discretion Policy of Postal Enterprises
Duration	5 hours
Assessment Method	Multiple choice questions

MODULE DESCRIPTION	
Module Title	*Communicating in multicultural environments*
Moudle Code	C.C.3. (Core Course, Module 3)
Module Description	The aim of this modules is to introduce the learners the principles of intercultural communication, including the main aspects of cultural diversity and the obstacles when communicating with people from different cultural backgrounds. Within this context, the learners will be able to apply methods so as to facilitate the communication with clients and enhance their readiness to respond in such challenges in an efficient and effective way.
Knowledge Domain	Intercultural Communication
Learning Outcomes	*By the end of this module, the learners will be able to:* LOut1 explain the main concepts of cultural diversity LOut2 outline the aspect of intercultural values and competences

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	LOut3	apply specific codes of conducts and manners when servicing clients from different cultural environments
	LOut4	better communicate with clients with a different cultural background
	LOut5	understand and evaluate the obstacles in intercultural communication
Contents	U4.1.	The main concept and aspects of Cultural Diversity
	U4.2.	Intercultural Competences and Values
	U4.3.	Understanding the codes of conduct and manners generally accepted in different societies and applying that to the post office
	U4.4.	Methods to communicate in different cultural contexts, with special reference to communication in the workplace
	U4.5.	Understanding potential cultural obstacles when communicating with customers (multicultural communication - serving immigrants/refugees and 3rd country nationals)
Duration	5 hours	
Assessment Method	Multiple choice questions	

MODULE DESCRIPTION	
Module Title	*Transferable Skills for post office personnel*
Moudle Code	*C.C.4. (Core Course, Module 4)*
Module Description	The aim of this modules is to introduce the learners, namely post-office employees, to the basic aspects of "soft skills". Based on the fact that a successful combination of "hard" and "soft" skills can offer better career perspectives and increase employability, this module is designed to create to the learners the desire to further develop their cognitive skills, in order to strengthen their career perspectives and be more efficient in real work situations.
Knowledge Domain	Soft Skills
Learning Outcomes	*By the end of this module, the learners will be able to:*
	LOut1 understand the importance of enhancing their soft skills in the postal sector
	LOut2 identify the types of communication and to interact in a polite and friendly manner with customers
	LOut3 illustrate the principle of emotional intelligence and apply active listening techniques
	LOut4 establish good relations with their teammates and understand the importance of teambuilding in the workplace

	choose the most appropriate solution when solving problems and enhance their decision-making skills
Contents	U4.1. What are the Soft Skills and why they are important?
	U4.2. Communication and Social Skills
	U4.3. Proactive interpersonal approach (emotional Intelligence & active listening)
	U4.4. Teamwork skills and team spirit
	U4.5. Problem Solving and decision making
Duration	5 hours
Assessment Method	Multiple choice questions

MODULE DESCRIPTION	
Module Title	*What means to be digitally savvy in the postal sector? (IT and Digital Skills)*
Moudle Code	*C.C.5. (Core Course, Module 5)*
Module Description	The aim of this modules is to facilitate the learners to the fact that the rapid technological developments have a great impact in the Postal Sector caused fundamental changes in the procedures and deliveries. As a result, new skills and new digital tools have emerged. Digital skills play a significant role in the sector and each postal employee should be familiar with them in order to increase their competitiveness in this thriving industry. This module will familiarize learners with handling of digital information and IT equipment in the workplace.
Knowledge Domain	Digital and IT skills
Learning Outcomes	*By the end of this module, the learners will be able to:*
	LOut1 familiarize themselves with digital services, proximity and social services
	LOut2 organize, store and retrieve data, information and content in digital environments.
	LOut3 use the IT equipment and relevant tools in an appropriate way
	LOut4 better understand the new Technologies and their influence in postal sector
Contents	U5.1. Value added digital services (Digital signatures, time stamps, e-invoice, e-post etc.) - proximity and social services
	U5.2. Digital Environment. How to organize, store and retrieve information – (Google Drive)
	U5.3. Collaboration tools for everyday tasks – The example of Slack application
	U5.4. New Technologies & breakthroughs for the postal industry (drones, Big Data, augmented reality, AGV etc.)

Duration	4 hours
Assessment Method	Multiple choice questions

MODULE DESCRIPTION

Module Title	*Logistics Management*
Moudle Code	*C.C.6. (Core Course, Module 6)*
Module Description	Nevertheless, the type or the size of the company, it can be understood that implementing logistics is a key element in keeping pace with customer demands and outperforming competitors. The aim of this modules is to introduce the learners to the logistics management and help them understand the important role of logistics in helping cut on the costs and time spend to move products from one point to another and in ensuring the high quality and value of the supply chain in the postal sector.
Knowledge Domain	Logistics, Postal Operators
Learning Outcomes	*By the end of this module, the learners will be able to:*
	LOut1 understand the basic logistic services and related techniques in postal sector
	LOut2 define basic logistics activities in the whole delivery chain
	LOut3 explain the usage of parcel lockers
	LOut4 issue vouchers, deal with invoices and collect or register electronically the fees of the services provided
Contents	*U6.1.* Introduction to logistics concepts and main activities
	U6.2. Logistics Players and Postal Operators
	U6.3. tages of Delivery Process
	U6.4. Classification of Postal Services
Duration	4 hours
Assessment Method	Multiple choice questions

MODULE DESCRIPTION

Module Title	*The New Age Postman: What is the daily work of a Postman in the New Postal Era?*
Moudle Code	*P.C.1. (Postman Course, Introductory Video)*
Module Description	This introductory video will facilitate the learners to the current trends and new drivers of changes that have been transforming the postal industry.

	Based on this, the learners will be introduced to the main new duties and skills that are most wanted by the New Postal Era.
Knowledge Domain	Postal Industry
Learning Outcomes	*By the end of this module (video), the learners will be able to:* LOut1 understand the needs and new drivers of postal sector in the New Postal Era LOut2 know what are the main task/ duties and skills needed by the New Age Postman U1.1.
Contents	U1.2. Introduction to the new drivers of change in the Postal Sector U1.3. Introduction to main tasks/duties and key skills of Postmen in the New Postal Area
Duration	15 min
Assessment Method	-

MODULE DESCRIPTION	
Module Title	***Basic Knowledge about Parcel delivery***
Moudle Code	*P.C.2. (Postman Course, Module 7)*
Module Description	The main aim of this module is to cover some key characteristics of the domestic and international shipping, the types of the different parcels, and the various existing delivery options. The learners will also gain an understanding of ways to better deliver parcels and letters, including the benefits of using the Parcel Lockers as a delivery method.
Knowledge Domain	Parcel Delivery
Learning Outcomes	*By the end of this module, the learners will be able to:* LOut1 understand and the types of parcel and explain the differences between them LOut2 carry out advanced Parcel delivery options LOut3 classify, calculate, tabulate, summarize numerical data LOut4 recognize the characteristics of Parcels lockers and the benefits of parcel pickups stations
Contents	U2.1. Domestic and International Parcels U2.2. Parcel delivery options U2.3. Ways to increase the parcel delivery efficiency U2.4. Parcels lockers (Ebox) and Parcel pickups stations
Duration	4 hours
Assessment Method	Multiple choice questions

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MODULE DESCRIPTION	
Module Title	*Soft Skills for Postmen*
Moudle Code	*P.C.3. (Postman Course, Module 8)*
Module Description	This module will cover a variety of interpersonal and professionals skills that are necessary for postmen in order to be efficient and productive in the postal sector. This module presents the importance and the application of critical thinking processes, time and stress management, accident prevention and crisis management in the post office and finally some tips on good memory development.
Knowledge Domain	Soft Skills
Learning Outcomes	*By the end of this module, the learners will be able to:* LOut1 examine the pros and cons of each situation and choose the most appropriate solution LOut2 apply time management skills in order to make the most of the time they have LOut3 cultivate solutions in order to be proactive and prevent crisis in the post office LOut4 identify ways to reinforce their good memory during the job
Contents	U3.1. Critical Thinking and Decision Making U3.2. Ability to handle pressure - time & stress management U3.3. Accident prevention & Crisis Management U3.4. Good Memory: The ability to remember information such as words, numbers, images, faces and processes.
Duration	4 hours
Assessment Method	Multiple choice questions

MODULE DESCRIPTION	
Module Title	*The New Age Front Office Employee: What is the daily work of a Front Office Employee in the New Postal Era?*
Moudle Code	*F.C.1. (Front Office Employee Course, Introductory Video)*
Module Description	This introductory module will facilitate the learners to the current trends and new drivers of changes that have been transforming the postal industry. Based on this, the learners will be introduced to the main new duties and skills that are most wanted by the New Postal Era.
Knowledge Domain	Postal Industry

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Learning Outcomes	By the end of this module, the learners will be able to:
	LOut1 understand the needs and new drivers of postal sector in the New Postal Era
	LOut2 know what are the main task/ duties and skills needed by the New Age Front Office Employee
Contents	U1.1. Introduction to the new drivers of change in the Postal Sector
	U1.2. Introduction to main tasks/duties and key skills of Postmen in the New Postal Era
Duration	15 min
Assessment Method	-

MODULE DESCRIPTION	
Module Title	*Customer service skills & selling techniques*
Moudle Code	*F.C.2. (Front Office Employee Course, Module 7)*
Module Description	This module aims at introducing learners to customer services and selling techniques. Different customer-centric approaches, Customer Conflict Resolution strategies and various sales skills will be examined. Finally, this module is going to cover the basic concepts of marketing and promotion, including social media strategies and digital marketing.
Knowledge Domain	Customer Service, Sales
Learning Outcomes	By the end of this module, the learners will be able to:
	LOut1 understand how to improve the customer service experience
	LOut2 avoid or manage conflicts with customers
	LOut3 apply selling techniques to gain maximum effectiveness
	LOut4 understand the language and principles of digital marketing and promotion in postal sector
Contents	U2.1. Customer- centric approach: improve customer experience, enabling personalized customer experience
	U2.2. Customer Conflict Resolution
	U2.3. Selling techniques
	U2.4. Promotion channels and social media
Duration	4 hours
Assessment Method	Multiple choice questions

MODULE DESCRIPTION

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Module Title	**The emergence of e-commerce: How to manage new "e-services" and products**
Moudle Code	*F.C.3. (Front Office Employee Course, Module 8)*
Module Description	The aim of this module is to introduce learners to the basics of E-commerce, its applications and the signaficant role it plays for the postal sector. In particular, the module will cover different aspects of E-Commerce, such as types of E-commerce, custom clearence, mobile apps in e-commerce, product Comparison, online payments, etc.
Knowledge Domain	E-Commerce
Learning Outcomes	*By the end of this module, the learners will be able to:* LOut1 detail what is meant by the term 'e-commerce' and examine some typical applications LOut2 describe briefly some of the technologies that are used to support applications LOut3 detail some of the problems that are encountered when managing e-shops etc. LOut4 understand the utilization of electronic payments and other electronic procedures in the post office
Contents	U3.1. Introduction to E-commerce and modern digital applications U3.2. Basic knowledge of e-commerce & customs clearance U3.3. Manage Post in E-commerce U3.4. Handling Payment Procedure and Flows
Duration	4 hours
Assessment Method	Multiple choice questions

MODULE DESCRIPTION	
Module Title	**Soft Skills for Front Office Employees**
Moudle Code	*F.C.4. (Front Office Employee Course, Module 9)*
Module Description	This module will cover a variety of interpersonal and professonals skills that are necessary for Front Office Employees in order to be efficient and productive in the postal sector. This module present the importance and the application of adaptability and flexibility, which are really important for learners performance and success in their daily tasks in the post office. It also includes units about handling problems with a quick and flexible manner, initiative and responsibility in the post office and finally empathy and emotional intelligence.
Knowledge Domain	Soft Skills
Learning Outcomes	*By the end of this module, the learners will be able to:*

	LOut1	understand the concept of adaptability and develop an increased awareness in current needs of postal market	
	LOut2	explore and describe how they feel when being flexible and adaptable in the workplace	
	LOut3	display a range of creativity skills in the post office	
	LOut4	understand the benefits when adopting empathetic attitude in the workplace	
Contents	U4.1.	Flexibility and Adaptability to New Postal Era	
	U4.2.	Problem-Solving Ability and Quick and Flexible in Handling Difficult Situations	
	U4.3.	Initiative, creativity, and responsibility in the post office	
	U4.4.	Empathy & Emotional Intelligence	
Duration	4 hours		
Assessment Method	Multiple choice questions		

4 The occupational profiles that are being targeted through the NeWPOST courses

As already stated in the previous chapter, the NeWPOST curriculum targets two key postal personnel through its training programmes. In particular, the NeWPost training programme will address the **need of postal employees (postmen and front office)** to develop their basic abilities to understand, analyse and develop particular skills in order to respond effectively in various changes addressing currently the postal industry (i.e. digitalization, multicultural communication, GDPR regulation, IT equipment, etc.).

The main target groups of this training programme are:

- Postmen
- Front office employees in the post offices

However, the course is open to other interested parties such as:

- People who are seeking to work as postmen or postal officers
- Other Stakeholders: Post Offices, Postal Institutions, enterprises on e-commerce sector and associated partners

The NeWPOST partners updated and renew the occupational profiles of those two professions in terms of knowledge, skills and competences, tasks and duties, according to the findings of the training needs analysis and the qualitative and quantitative research that has been conducted under WP2.

So, according to our findings and ESCO tool, the profiles of the learner are the following:

The Profile of New Age Postman	
Knowledge domains in the postal sector	• Personal Data Protection: Rules, Policies and the Impact in Postal Sector • Privacy, Confidentiality, Discretion Policies in the Postal Sector • Communicating in multicultural environments (i.e. with people with different cultural backgrounds, migrants, refugees, TCNs) • Transferable skills (i.e. problem solving, teamwork spirit) • Digital Transformation and New Technologies in the Postal Sector (drones, Big Data, augmented reality, AGV etc.) • Logistics Management • Basic Knowledge about Parcel delivery • Particular soft skills for postmen (i.e. critical thinking, time management, etc)
Skills and Competences	• to pay attention to details and be punctual • to be able to work both on their own and with a team • to be patience and to have the ability to remain calm in stressful situations • to accept criticism and to work well under pressure • to have excellent verbal communication and customer service skills • to establish daily priorities and to multitask effectively • to have interpersonal skills, such as to be reliable, trustworthy and polite • to have a good memory and some math skills
Knowledge	Essential Knowledge: • data protection • privacy regulations • ethical issues • geographic areas & good sense of orientation • road traffic laws • operate the mailing information systems in order to record the processing and handling of mail • Ensure mail and small packages are traceable until they are delivered to the recipients.
Tasks	• sort mail on a sorting frame, getting it into address order • operate automated equipment • deliver mail on foot, by a bicycle or by van • Deliver the mail to homes and business • Re-direct wrongly-addressed mail • get customer signatures for registered post and recorded deliveries • pick up mail from post boxes, post offices and businesses • deal with wrongly addressed or returned mail • move mail to and from processing centers, delivery offices, railway stations and airports

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The Profile of New Age Front Office Employee

Knowledge domains in the postal sector	- Personal Data Protection: Rules, Policies and the Impact in Postal Sector - Privacy, Confidentiality, Discretion Policies in the Postal Sector - Communicating in multicultural environments (i.e. with people with different cultural backgrounds, migrants, refugees, TCNs) - Transferable skills (i.e. problem solving, teamwork spirit) - Digital Transformation and New Technologies in the Postal Sector (drones, Big Data, augmented reality, AGV etc.) - Logistics Management - Customer service skills & selling techniques - The emergence of e-commerce in the Postal Sector - Particular Soft Skills for Front Office Employees (i.e. flexibility, adaptability, empathy)
Skills and Competences	- To create a strong relationship with your customers ensuring the quality of their experience, - To use effectively the computer, including all the IT equipment and the rest of digital applications in the post office, - To be able to think critically and make decisions acting as a real salesperson, - To work in teams and communicate effectively, - To adapt yourself in different and uncomfortable situations, - to be patience and to have the ability to remain calm in stressful situations, - to accept criticism and to work well under pressure, - to establish daily priorities and to multitask effectively, - to have interpersonal skills, such as to be reliable, trustworthy and polite
Knowledge	Essential Knowledge: - customer service and marketing-oriented knowledge. - Directing and guiding customers on a daily basis is one of your major duties. Perform fast and secure transactions with your customers. - excellent knowledge of the postal activities, internal rules and documents - knowledge of how to secure and protect the personal information of clients avoiding any security or data breach.
Tasks	- Front Office employee is responsible for the retail sales of products and services from the store and must promote the services and products of ELTA and third parties that are in the network in the most efficient way according to the instructions and directions of the Head of the Post Office or the Supervisor. - Responsible for the correct price implementation on post items, money transfer cheques, bill payments and all products and services offered in the post office. - They are responsible together with the back office employees for the completion of the entire postal project.

- Directing and guiding customers to customers by showing courtesy, understanding, patience and goodwill in any case and request.
- Avoiding customer conflict, remaining calm during the transaction.
- Maintaining in good condition all the materials of their personal workplace and
- continuously caring for their tidiness.
- Take care of their best clothing appearance.
- They must have a team spirit in the performance of their work
- Being liable for the safety of the valuables and the postal items entrusted to them.
- Prohibiting others from engaging in their counter on their daily service
- Front office employees do not reveal their computer passwords.
- When leaving the counter for a short period, they must always put the "CLOSED" sign in display.
- To be supplied promptly after the end of the transaction with all necessary forms,
- materials and products in order to be ready for the next day.
- Supply regularly the Supervisor with cash during the working hours so that there is no surplus money in the treasury.
- At the end of the working day, perform all the operational activities required to close the cashier.
- Be sure to secure the date post stamp, their personal stamp, the cash, stamps and products, they are accountable for in their personal cabinet.
- Make sure to handle post equipment correctly and turn off everything at the end of the day.
- Avoiding any behavior which has a negative impact on the Company during the transaction with client (abandoning the post counter at rush hour, colleague conflict, smoking, personal phone calls abandoning the post counter at rush hour etc.)
- Monitoring customer queuing, by trying to serve promptly and efficiently customers in accordance with the priority system (where exists).
- They take care of calling customers and serve them properly (where a priority system does not exist).
- Complying with the company's instructions for the daily opening and closure of the counter.
- Perform fast and secure transactions with customers
- Checking for counterfeit banknotes that receive from clients by placing them on the counting machines. If counterfeit money is traced, the front office employee remains discreet and calls the post office supervisor.
- Having excellent knowledge of the postal activities by studying daily the organization's curricula and internal rules and documents

5   The Blended learning methodology

What is Blended Learning?

"Blended learning combines the best of two training environments—traditional face-to-face classroom training and high-tech eLearning. By covering all the bases, you can engage all types of learners—those who learn better in a structured environment that includes face-to-face interaction with an instructor, and independent types who learn better with semi-autonomous, computer-based training".[2]

There are various **blended learning methods.** They all use technology but in different ways and to different degrees. The NeWPOST training programme is **an Asynchronous Distance Self-Directed Learning Model** which is entirely digital, which allows the learners to control their learning path and they are free to experience the material on their own time. It is also focused on a remote learning approach. Asynchronous learning's greatest benefit to students is the freedom it gives them to access the course and its instructional materials at any time they choose, and from any location, with an Internet connection. However, the NeWPOST Training Programme can be delivered by employing also **blended learning techniques**.
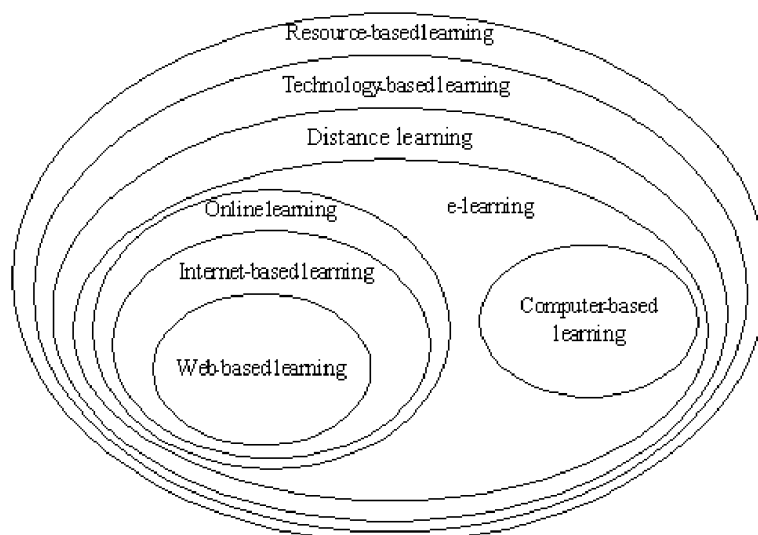

*Figure 4. Anohina (2005) Analysis of the terminology used in the field of virtual learning*

Blended leaning in the NeWPOST context can include (1) **classroom based face-to-face delivery** combined with (2) **tutor-led online sessions**, (3) **individual online learning** and (4) **workplace learning**.

Blended learning has the advantage of the flexibility of online distance learning, but with the support provided by classroom sessions, including important teacher and peer contact.

The total time [45 hours approx.] of the NeWPOST course can be allocated in **10 hours of face-to-face sessions**, while a part of this course will be transferred in **virtual classes 10 hours** with the use of video materials, which are going to be a series of recorded lectures, broken down

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in smaller parts. **15 hours will be allocated in individual learning** and around **10 hours in work-based learning**.
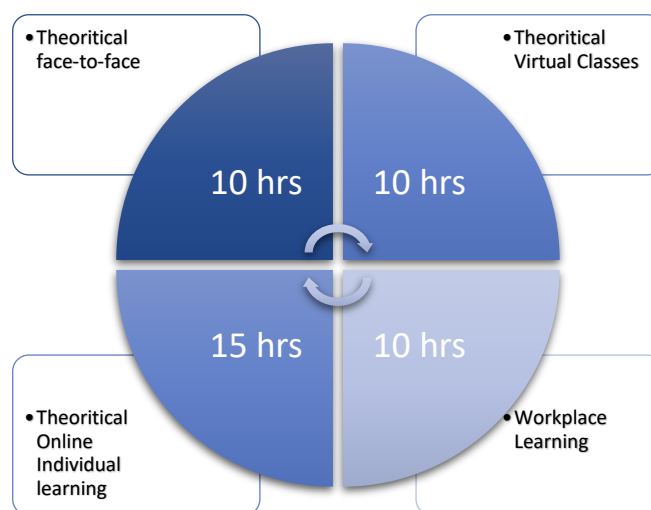
Graph 7. Time allocation in Blended Learning.

In case that the restrictions of COVID19 pandemic are insisting, the model will be formulized accordingly. In particular, the theoretical face-to-face learning will be implemented virtually by the trainer.

6   How to organize a flipped and face-to-face classroom

Face-to-face is delivered to the full group of enrolled learners in a classroom setting. Face-to-face is an opportunity to lay the foundations of the modules. It is crucial that face-to-face time is used for the most difficult elements of the module. Less demanding theory can be self-guided through online individual learning.

Learners should enter the room with some prior subject knowledge for the flipped classroom method to be successful. Learners will also be active throughout the class, with the tutor facilitating learning, rather than leading

Flipped classroom is a new teaching model, including learner-centered approaches. It has begun in USA and it has been expanded to all over world. Flipped classroom methodologies could be applied at all types of learners and thematic areas. The key concept of flipped classroom is that the theoretical part of the lesson is being conducted at home by the learners at their own pace, while the practical part of the lesson (including exercises, experiential activities, project-based learning, etc.) is taking place in the classroom with the guidance and the facilitation of the trainer. Thus, in the classroom there is more time for collaborative, experiential activities to apply the new acquired knowledge.

Here are some flipped classroom methods for delivery:

Group mini projects: Think-pair-share, team matrix, games and simulations, roleplay, self-help groups; discussions, debates. Networking an important skill to be addressed within

NeWPOST, and such group mini projects will allow learners to network with other people in the industry while they are learning.

Practical workshops: Computer-based practical workshops will be key to some of the modules, particularly those involving software applications learning (for example: the topics of e-commerce, social media, email marketing, etc.)

Peer instruction: This method improves engagement and retention of knowledge by allowing learners to teach each other. Presentation skills are particularly important to the NeWPOST programme, so this is the ideal way to encourage post office staff to hone those skills.

Problem-based learning: Problem based learning is a good way to improve creativity, which is central to the NeWPOST project. It is useful not only in the classroom, but also in a workplace learning setting. The learning is structured around problems that the learners can solve together in groups. There is no right answer, but by becoming active investigators, learners will gain a deeper understanding of the topic. The trainer becomes a facilitator in this setting, encouraging inquiry and understanding.

Tutor presentations: Case-studies, mini-lectures, demonstrations, tutorials, and seminars.

Face-to-face Learning Considerations: Face to face is important for NeWPOST because of the consistency of the theoretical information and documentary materials presented (e.g. forms, templates, etc.), but also because of the practical side of working with relevant statistics, data and specific software programs (e.g. Microsoft, Zoom, etc.). This is an opportunity to get to know the learners and to understand their strengths and areas for development. Use these sessions to encourage peer support and networking. Generally, this is the ideal time to motivate the learners and to prepare them for the periods of distance learning. Face-to-face is also an opportunity for you to lay the foundations for other modes of delivery.

7   How to manage virtual classes

Your main objective during the virtual sessions will be to retain the attention of your learners, who will be in a separate location from you. Some ideas to retain the engagement of the learners are:

- Interactive quizzes
- Digital responses
- Live surveys

Learners involved in conducting web-based virtual learning and training needs to have access to a computer, web browser and internet connection. Learners should be made aware of this before signing up to the any of NeWPOST courses. This should be clearly stipulated in any learners' resources.

Theoretical virtual classes can take place at home and in the workplace and are therefore flexible for both the learner and tutor. However, you should be aware of the technical difficulties associated with setting up virtual classes. Here are some tips for running a successful virtual class:

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⟹ Have a response mechanism in place so that you can retain the attention of your learners.
⟹ Ask for continual feedback.
⟹ Test the technology in advance.
⟹ Introduce students to the technology during their face-to-face classes (if possible)
⟹ Set out expectations and guidelines from the beginning to avoid delays.
⟹ Ask the learners to come up with suggested guidelines for webinars to guarantee their buy-in.

__Here are some suggested guidelines:__

1. Learners should be on time for virtual classes
2. Learners should have their video turned on throughout the class (unless the video causes delays)
3. Learners should mute their mic to avoid background interference if using a telephone connection.
4. Learners should have access to a back-up plan in the event of internet failure.

Additionally, there is a variety of tools you can use to share information and work with your learners. **Dropbox, WeTransfer** and **Google Drive** are examples of cloud storage and file sharing services. These platforms are useful when you need to share files that are too big to be sent via email.

What is more, there are many websites you can use to upload and share video content. The most famous sites in Europe and the US are **YouTube** and **Vimeo**. These platforms are useful for sharing videos with a large audience. Most video sharing sites also allow you to share videos both publicly and privately.

There are also some types of tools can help you manage group work, share your work and track your group's progress more easily.

⟹ **Doodle** is an easy-to-use polling tool. Doodle provides an efficient way to gather information from a group. It is particularly useful for time management, as it allows you to quickly determine when others are available or busy.
⟹ **Google Docs** is a cloud-based collection of software for word processing, spreadsheets, presentations and forms. This software allows you to work collaboratively on documents at the same time. This means your group can make changes to a document, see who is editing it and add comments at the same time as each other. It also has an auto-save function to stop work being lost.
⟹ **Etherpad** is a highly customizable open source online editor providing collaborative editing in really real-time. "Etherpad allows you to edit documents collaboratively in real-time, much like a live multi-player editor that runs in your browser. Write articles, press releases, to-do lists, etc. together with your friends, fellow students or colleagues, all working on the same document at the same time."
⟹ **MURAL** is a digital workspace for visual collaboration. "MURAL enables innovative teams to think and collaborate visually to solve important problems. People benefit from MURAL's speed and ease of use in creating diagrams, which are popular in design

thinking and agile methodologies, as well as tools to facilitate more impactful meetings and workshops."

⇒ **Slido** is digital application consists of various interactive and gaming tools, such as online and life surveys, quiz, multiple choice questions, etc.
⇒ **Jamboard** is a digital workspace for visual collaboration offered for free by google. The users can be anonymized while working in the same "canva" in parallel.
⇒ **Padlet** is also an online application for virtual collaboration with various possibilities. It is perfect for icebreaker activities. Learners can contribute to it anonymously.

8   How to monitor online individual learning

Learners of the NeWPOST Training Programmes will spend at least some days learning on their own through online individual learning. This learning can be carried out at home if the learner has the appropriate equipment, or in an open access computer at their homes or at their post offices.

There are a number of ways of creating the resources for online individual learning:

⇒ Provide learners with content material (NeWPOST modules)
⇒ Provide learners with open-access video materials
⇒ Provide learners with extra links and the e-portfolio of resources
⇒ Provide learners with assessment activities and quiz

9   How to prepare a workshop

When designing an educational program (Training, Workshop etc.), there are various aspects of it that need to be arranged. Beginning from initial designing and setting up, it needs to exist a **clear plan** on how the program will be structured, which are the **needs of your target audience** that the program responds to, which are the **aims and objectives** of the program and which actions are going to be done in order to achieve them.

In the preparation phase, there need to be allocated other, more practical staff, like the **schedule** of the workshop, what materials will be necessary in order to ensure the **quality** of it, the duration both of the workshop and of the sessions as well as the breaks and the facilitator/trainer that is going to run the whole program.

Other than that, there need to be taken care of the venue, of the implementation, the materials needed, the methods of addressing the sessions (formal, non-formal and informal methodology) and the evaluation methods.

Additionally, it is very important to set a recruitment method that is reliable and to take care during the selection of the participants in order to make sure that the needs of the participants are closely connected with the aims and goals of the program.

Last but not least, in order to facilitate the general issues, it needs to exist a proper Internet connection, as well as laptops and projectors. All the above mentioned practical and organizational aspects of a workshop are important to be arranged prior the program's

implementation in order to assure a quality-based approach and a smooth duration of the workshop.

Using a template to gather all the aforementioned data could be a really useful tool in order to design and implement a successful workshop as a trainer. Take a look in the following template which is given as an indicative example:

SESSION OUTLINE				
Title of session:				
Preparation by:		Feedbacked by:		
Facilitators:				
Number of pax:		Time allocation:		
Theoretical Framework:				
Main Goal:				
Session Objectives:				
Results:				
Impact:				
Preparation:				
Inputs/Resources/ Material	Amount	Details		
Time	Activity		Materials needed	
References:				

10 How to monitor and evaluate work-based learning

“Work-based learning refers to learning that occurs when people do real work. This work can be paid or unpaid, but it must be real work that leads to the production of real goods and services” (Sweet, 2014).

The Work Based Learning is a short-term work experience opportunity that was set to last 2 weeks including at least eight (8) hrs. of practical learning in real work environment. It is an extension of the learning that can also take place during and in parallel with the theoretical learning.

The main aim of WBL is to give the learners the opportunity to practice their knowledge in real work tasks/duties and to enhance and strengthen the quality and effectiveness of our project. A detailed list of tasks that have to be successfully performed during the WBL period is going to be developed and the postal offices will be responsible of them, assuring the learners will continue to develop his skills and competences during the WBL period.

Each learner will have to apply the theoretical knowledge he gained through specific activities and tasks that will take place in the real workplace, which is the post office in case of NeWPOST. Trainers and employers have to guide the learners during the WBL.

The work-based learning can be completed by employees who already work in the post offices as postmen and front office employees, as well as learners who would like to work on this sector. Some learners may have re-skilled or up-skilled from a previous profession, while others will have no work experience at all.

A pool of indicative activities, tasks and case studies for the learners has been developed by Educational Providers and Sectoral Partners of NeWPOST project. For the ***monitoring*** of the WBL a sheet of attendance including the name of the trainers and the trainee, the daily activities and the thematic areas has been used. Two more tools have been design for the successful operation of the WBL: *(a) A reporting tool for trainers/supervisors/employers, and (b) Evaluation Questionnaires for both the trainer and the learner.*

The role of the trainer/supervisor/employer is:

- To get familiar with the training material of the NeWPOST training programme
- To select the activities and the case studies for the learners
- To prepare the materials for the WBL and a decide a particular schedule
- To offer guidance to the learners
- To facilitate the all the procedures of WBL
- To deliver the WBL report and the evaluation documents at the end of it

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