



GUIDE

for teachers

(LTT)

**Project: „Green Skills and Practices for Postal Services to implement the European Green Deal “-
GreenPosts**

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1 Introduction

About the project

Climate change is an increasing threat to the survival of man and the world. The European Green Deal proposes a number of measures to strengthen the EU's resilience and transform it into a modern, efficient and competitive economy.

Erasmus+ Project GreenPosts, driven by the EU's goal of zero net greenhouse gas emissions by 2050, without compromising economic growth and equal representation of all regions, will improve the basic skills and competencies of employees in the postal sector in order to have a positive impact on the environment and the community. It supports green and social action for the environment by raising awareness of the impact of climate change at the local and global level and on the economy.

By promoting the goals and measures of the European Green Deal, the GreenPosts project will raise awareness of the role of postal operators, but also of each individual in creating a better environment that we all strive for and offer solutions that will help post offices to contribute to climate change resistance.

The purpose is to design training material that will efficiently respond to particular learning needs. Based on the previous research done regarding the occupational profile of the sector, good practices and training needs analysis the consortium can proceed towards the creation of a tailor-made training material and training.

Online course

The project designed and developed an online education consisting of one module and 9 lessons that follow the nine pillars of the European Green Deal. The training is intended both for employees in the postal sector and for everyone who wants to improve their knowledge and skills in applying EGD measures in their business environment, but also in their lives. In each lesson, in addition to theoretical knowledge, participants have the opportunity to see examples of good practice.

This document is a tool with which the idea about the success of the implementation of the European Green Deal in the postal sector will be able to be realized in an interesting and motivating way.

2 Design

When designing the curriculum, we were guided by the fact that these are professionals in the postal sector, which has its own specific rules and regulations, as well as the legal framework of the EU in the area of green transition.

- the title and a short description of each module
- the aims & objectives and the expected learning outcomes (according to Blooms Taxonomy)
- 3-5 keywords
- teaching material in the format of a presentation (pptx)
- extra URLs and online resources in the very slide of ppt (not only at the end of it)
- reflection questions
- audio-visual material (Images, graphs, infographics, case studies and videos) clearly linked to the specific topic
- glossary
- list of References/ Bibliography

3 Curriculum structure

The curriculum consists of 1 module with 9 units:

1. How can posts contribute to the EU's climate ambition for 2030 and 2050?
2. How can posts contribute to the use of clean, affordable and secure energy?
3. How can posts contribute to a clean and circular economy?
4. How posts can be built and renovated in an energy and resource efficient way?
5. How can posts accelerate the shift to sustainable and smart mobility?
6. How can posts implement the principles of the 'Farm to Fork' strategy: designing a fair, healthy and environmentally friendly food system?
7. How can posts contribute to preserving and restoring ecosystems and biodiversity?
8. How can posts contribute to a zero-pollution ambition for a toxic-free environment?
9. How can posts "green" their budgets?

All course documents are translated from English to partners national languages: Bulgarian, Croatian and Greek.

4 Course outcome

The domain of knowledge is Cognitive. According to Bloom Taxonomy (1984), learning outcomes can be classified into six categories (knowledge, understanding, application, analysis, comprehension and evaluation). Each unit has 3 – 5 learning outcomes.

In addition to the lifelong enrichment of professional qualifications, the systematic evaluation and measurement of employee performance is achieved in a safe, educational virtual environment, providing

an empathetic and pleasant experience that enhances strengths and gradually eliminates weaknesses. The appeal of a virtual world used in a training system is expected to function as an incentive for trainees to not only pursue ongoing training but also self-assessment.

The educational virtual environment will be realistic and therefore intuitive and easy to use even for either non-IT-literate employees or for employees not familiar with new services using traditional training techniques, thus eliminating the gap between different classes of employees.

Furthermore, the project is innovative in several respects:

- The interdisciplinary approach
- The immersive, scenario-based learning approach
- The focus on experiential learning
- The use of new technologies, including experiential learning in tandem with traditional methods
- The incorporation of a wide variety of approaches for enhancing trainers' observation skills and increasing their understanding of cultural variation; through the study of real work situations
- The, creating and testing of "internationally aware" training materials to see if they are equally accessible, usable and understandable for a Europe-wide audience
- The Transfer of innovative approaches from one country to another.

5 Strategy and motivation

Motivating adults to learn new skills is a very demanding because they need to be persuaded to take time out of their already overcrowded daily schedule to take the course.

Along with control over one's own learning and competence, an important internal motivator is the connection with the social environment. Taking these facts into account, we need to make potential participants aware of their more favourable position in society and the company after passing the course.

Some of the basic guidelines of the strategy of motivating employees in the postal sector to learn and take courses:

- **The element of competition**

Highlight that acquiring new knowledge and skills also strengthens a person's competitiveness on the labour market.

- **Use of technology**

The course as an entry into the technologies of the future of the postal sector.
Highlight the advantage of online learning time and space.

- **Encourage conversation**

Start a conversation about European Green Deal and its implementation in the postal sector.

Introduce the participants to the project and the course, which is open to both post office workers and everyone else.

- **Why learn about European Green Deal in the postal sector?**

Highlight trends in the world and postal operators of other countries.

Mention good practices and pilot projects.

Emphasize what advantages the participants will have by acquiring this knowledge and taking the course.

Training Strategies

Learning is a process of behavioural change. It takes time and it needs a lot of repetitions. Here are a few training strategies and methods you can use to facilitate equality and inclusion in your course:

- Start with the students' prior knowledge
- Create opportunities for student choice
- Use a variety of means to equalize response opportunities, leadership opportunities, and positive reinforcement
- Give students individual help as often as possible
- Use a variety of assessment techniques and don't focus too much on formal assessment
- Provide positive examples or role model
- Promote awareness-based learning
- Actively engage those learners who are less motivated
- Provide leadership opportunities to the learners
- Give them effective positive reinforcement
- Promote self-assessment activities and assessment from peers
- Enhance self-respect and respect for the others
- Celebrate and highlight the cultural contributions of all migrant learners/staff
- Create empathy and improve communication between different cultural contexts, underlining similarities instead of differences
- Be proactive

6 The role of the teacher

According to various scholars and educators (i.e. Karl Rogers), the role of the teacher is not only about transmitting knowledge to his learners. For example, Rogers believes that all human beings have a natural talent to learn and a willingness for behavioural change. Thus, the teacher should not act as a “knowledge transmitter”, rather than a “facilitator” of the whole learning procedure. Learning is about knowledge, skills, values, attitudes and emotions. In other words, it is a combination of cognitive and emotional growth.

All type of learners including those with a different cultural background will be able to learn more efficiently, when the teachers respect the **following points**:

- They create a positive climate and energy;
- They explain the learning objectives and the learning outcomes to their learners;
- They organize the learning procedures carefully;
- They provide “recourses” and “materials” to be used by the learners in order to discover the “new knowledge” or “behaviour”;
- They share their thoughts and emotions with their students and does not hesitate to express their feelings either they in a good or a bad mood;
- They treat their learners as equals, asks for their opinions, and demand their feedback and evaluation in order to create a common ground of communication and development;
- They do not ask criticism in their learners or put them with pressure.

How to promote mutual trust and apply inclusive methods:

- Show them how the course is going to be conducted.
- Share your personal experiences with them.
- Evaluate their knowledge not only through tests assessment, but also by presenting speaking games and group discussions.
- Inspire confidence in your learners.
- Act as a “challenger”.
- Use online education plays for gamification.
- Ask them to pair up and propose small projects.

7 References

<http://cehdclass.gmu.edu/ndabbagh/Resources/IDKB/bloomstax.htm>

[https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_\(online\).pdf](https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf)

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