D3.1. Synthesis Report on DigiGreen Findings

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

PROJECT INFORMATION

Project Acronym	DigiGreen Post
Project title	Towards a more digital and greener Postal Era
Agreement number	101055901
EU programme	ERASMUS-EDU-2021-PI-ALL-INNO-EDU-ENTERP

PREPARED BY

Organization	HOU – Hellenic Open University
Authors	Christos Bellos, Ioannis Paliokas, Markos G. Tsipouras
Date	18 October 2023
Version	V1.2
Dissemination Level	Public

Reviewed by	Horst Dreimann (EVBB), Dr. Issaias Kyr. Tsitoglou (ELTA)		
Date of Review	27.10.2023		
Acceptance level	Accepted ✓	To be reviewed ☐	Rejected ☐

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Table of Content

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the Erasmus+ Programme of the European Union

Co-funded by the Erasmus+ Programme of the European Union

Co-funded by the Erasmus+ Programme of the European Union

1. Introduction to the Synthesis Report

This document serves a crucial purpose in the amalgamation and unification of the National Reports hailing from three actively involved countries, namely Ireland, Romania, and Greece. Through this merging process, a comprehensive and intricate cross-border analysis will be conducted, delving deep into the intricacies and nuances that define each participating country's unique conditions and current state of affairs.

Within the confines of this activity, the findings of the analysis will be diligently presented and showcased, thereby shedding light on the prevailing conditions that hold significance and relevance in the participating countries. Concurrently, these findings will also be subject to thorough a detailed check, with having mind on exploring and discussing the common approaches adopted by the countries under study. Similarly, the main differences arising due to the inherent variances in organizational structures and cultural considerations will be earnestly examined, allowing for a comprehensive understanding of the disparities and similarities across the EU regions.

Additionally, an integral aspect of this document lies in the inclusion of a specialized chapter dedicated to a detailed report on Training Missions. It is vital to emphasize that these Training Missions transcend the confines of national boundaries, rendering them distinct and separate from the activities documented within the national reports. Thus, they were deemed to be not fitting for inclusion in the national reports, warranting an autonomous chapter where their significance can be properly underscored.

The final outcomes of this endeavor will be carefully formulated after a creative synthesis. In doing so, a holistic and integrated understanding of the subject matter will be achieved, enabling the synthesis of valuable insights that can significantly contribute to the body of knowledge concerning these participating countries and their respective situations.

In summary, this document assumes a pivotal role in merging and harmonizing the National Reports from three actively engaged countries, with a primary goal of conducting a cross-border analysis that unveils the current conditions prevailing within each EU region. Moreover, it strives to foster in-depth discussions on common approaches and discrepancies resulting from varying organizational frameworks and cultural issues. Furthermore, a dedicated chapter focusing on Training Missions is included, given their non-national nature.

This report will be used as a reference to other WP3 activities and will also drive the identification and update of the sectoral occupational profiles to be reported in D3.2.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2. Methodology

The main objective is to map the postal sectors' needs and the emerging job profiles in the digital and green economy. Within those activities, both quantitative and qualitative research methods were applied in this phase. DigiGreenPost partners used questionnaires, interviews, training missions and literature reviews on policy documents and best practices.

Overall, 555 people participated in the questionnaires: 357 from Greece, 94 from Romania, and another 104 from Ireland and other EU countries (as of August 2023). Moreover, groups of people with a high professional profile gave an interview from the three participating countries: 10 from Greece, 5 from Romania people and 9 from Ireland.

More methodological insights regarding each step of our approach are presented in the following sections.

2.1. Questionnaires Design

Formulating the questionnaires: Initially, relative documents like the Digicomp and Greencomp were studied carefully and used as a reference for the defining the dimensions of digital and green/sustainable skills competencies. The identified green/digital elements constituted the main research questions and along with learning/training wished goals and demographics, they formulated the main body of the questionnaires.

In summary, 20 elements in green and another 23 elements in digital skills competencies were identified for potential inclusion in the questionnaire. The European Qualifications Framework (EQF) served as a unified European reference framework with the primary goal of enhancing the clarity and comprehensibility of qualifications across diverse countries and educational systems. Encompassing qualifications across all tiers and sectors of education and training, the EQF offers a comprehensive panorama of qualifications within the European countries presently engaged in its application. Thus, finally EQF levels were used to estimate the level of mastery for each green and digital skill/competency mentioned in the questionnaire.

In total, elements were subsequently categorized into four distinct groups: demographics (including personal and organizational profile), digital and green competencies, future trends regarding those skills/ competencies, and learning/training needs.

The first version of the questionnaire was developed in English language and was circulated among partners for corrections and comments. After the set of questions were fixed and agreed among all participating partners, it was translated in local languages with local organization's responsibility. The final questionnaires were transformed into a digital format using standard web technologies and services (offered by Google Forms). A few end-user representatives (i.e., postal office employees) were asked to complete the online questionnaires for validation purposes. After fixing last minute issues, the links to the three questionnaires (Greek, English and Romanian) were shared with the participant representatives in each country.

The completion of the questionnaires was tested in a weekly basis and in case of under-participation, the WP leader (HOU) took action to ensure that the quantitative and qualitative objectives of the questionnaires were met.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2.2. Organizing Interviews

Apart from the online questionnaires, participating partners used interviews to collect feedback from postal employees of high profile (directors, domain managers, IT/Security personnel, etc.). Those interviews were performed in face-to-face meetings in most cases and offered the possibility to postal sector employees to freely express their ideas regarding digital/green policies in their organization, current and future training needs. The interviewers used a common template previously agreed among participating countries (Greece, Ireland and Romania).

Overall, a semi-structured interview approach was used since they offer several advantages due to their flexible and balanced nature, which combines both structured and unstructured elements. Responsible researchers in each country had a predefined set of questions while also they explored follow-up questions and topics according to interviewee's responses. This flexibility helped in capturing in-depth and nuanced information. This approach yielded more detailed and comprehensive information compared to a fully structured interview. This is particularly useful when exploring complex topics or personal experiences like the manager's everyday experienced.

Interview participants expressed their thoughts, feelings, and perspectives in their own words in the local language (leaded to the collection of rich and authentic qualitative data) and afterwards, the responsible researchers created short notes in English. Since interviews were performed later that most questionnaires, it was given the chance to fix the very limited participation of online questionnaire responders in the open-ended questions. While there was room for more exploration, semi-structured interviews maintained some level of consistency due to the predefined set of questions. This allowed for easier comparison of responses across different participants and countries.

Last but not least, semi-structured interviews stroke a balance between efficiency and depth: Interviewers managed time more effectively by focusing on key questions while also accommodating participant elaborations. Both questionnaires and interviews were performed in a volunteer basis after taking permission from local directorships.

2.3. Organizing Training Missions

Apart from questionnaires and interviews, the methodology of D3.1 used to allow people participation included Training Missions. Thus, within the framework of Action 3.1.3, the DigiGreenPost consortium's plan was to amass insights into pioneering methodologies related to the fusion of digital and green advancements within postal and delivery organizations. This endeavor was achieved through the implementation of physical visits to postal facilities in distinct European Union countries. The first training mission (TM1) had a particular emphasis on digital services, while the second one (TM2) was centered around strategies for sustainability. Training Mission reports were prepared by organizers and were included in D3.1 as a separate section since they were treated as cross-border initiations.

2.5. Organizing DaCums

DaCum ("Developing a Curriculum") events were organized to validate and verify previously identified digital and green trends.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

A dozen of ELTA employees (10-12 people) with long experience and long time in the postal business (e.e. managers, supervisors, etc.) participated in DaCum which took part in Athens (organized by Hellenic Post & AKMI). The results will be employed to describe and uncover the earlier findings (by questionnaires and interviews) in order to determine training requirements and learning goals.

More information about the methods and tools used can be found in the chapter 3 (Greek National Report).

2.6. Literature Review on Policies and Best Practices

Apart from methods which involved people's participation, the methodological approach of D3.1 included literature review and search on EU official documents regarding digital and green/sustainable development.

More specifically, through a comprehensive desk research-literature review, the aims encompassed conducting a Scoping Review to investigate policies and exemplary practices in digitalization and green-related domains within the postal sector. This review sought to delineate the extent of these policies, provide an overview of literature quantity and thematic focus, comprehend the application of digitization and sustainability policies in the European postal industry, including specific countries, and discern available evidence concerning the evolution towards eco-friendly and digital-driven sustainable postal services. This process also entailed reporting the methodologies employed in researching pertinent subjects, identifying key characteristics, and revealing knowledge gaps. Ultimately, the outcome of this review culminated in the creation of an evidence map that outlines post office requisites with regard to green and digital competencies.

2.7. Merging Evidence and Overall Conclusions

Based on the above, a remarkable group of documents were collected and a long list of reports had to be generated to summarize findings. The main instrument to integrate reports was D3.1, but before putting all materials into one piece, three National Reports were generated by the three participating countries (Greece, Ireland and Romania).

National Reports were used to collect the available information in national level, to translate researcher notes to English language and to report main outcomes of the questionnaires, interviews and DaCums. Those National Reports were circulated among partners and finally constituted main parts of the D3.1. In the following sections, the three National Reports (Greece, Ireland and Romania) will be presented. The Training Mission report and Policies & Best Practices follows. The overall outcomes are presented in the last chapter (The Big Picture).

Co-funded by the Erasmus+ Programme of the European Union

3. Greek National Report

The DigiGreeNPost project intents to bring resilience to the postal industry through the provision of up-skilling for postal employees in green and digital competence areas, acting as an enabler towards the implementation of digital and green policy agendas, building the understanding of the importance of digital and green-related jobs throughout the sector. More information about the project: https://digigreenpost.eu/

The country report from Greece is a document that summarizes the actions taken at national level for the initial collection of information that will help in the study of digital and green needs and required skills. More specifically, each of the supported countries (Ireland, Greece and Romania) seeks to gauge the views of their postal industry executives on green and digital transition. This search is carried out under the application of a common methodology for all three countries in order for the results to be comparable in a later phase of the project (D3.1. Synthesis Report). This document therefore presents the purpose, the implementation methodology and the results from the questionnaires, interviews and DaCums carried out in Greece as part of the project. Each part of this process leads to a series of conclusions, while the synthesis of the results is a task which takes place in the last chapter of the present document. These conclusions will be used to develop deliverable D3.1, which will be a creative synthesis of all individual national reports.

3.1. Introduction

Regarding the green transition, Greek economy is close to the average of the EU of 27 and indeed in the use of renewable energy sources for heating and cooling well above it, but lags behind in the digital transition. This results, in general, from reports and indicators used by the Center for Planning and Economic Research (KEPE) in the topicality analysis for 2023: "Green and Digital Transition: Positive Developments, Need to Accelerate Actions" (KEPE, 2023).

Starting from the conclusions of this analysis, the reports and indicators presented refer positively to the efforts of the Greek economy in the areas of green and digital transition, however, it lags significantly in the use of renewable energy sources in transport.

Moreover, Greece still needs to do a lot to approach the European average in a number of parameters including policies for climate change, recycling, buildings energy upgrading and standardization, sustainability in the agricultural sector, as well as investments in green food technologies.

Regarding the digital transition in Greece, it is noted by various resources (REF) that it has been steadily progressing, but its start was delayed, compared to its EU partners. During the years of the COVID pandemic, various initiatives and government policies aimed at embracing the opportunities of the digital age. Examples include: 1) e-Government initiatives to improve public services and make them more accessible to citizens and businesses (e.g. various online platforms to provide services such as tax filing, business registration, and permit applications), 2) e-Learning solutions to overcome pandemic social distance restrictions and also to equip students with essential digital skills, 3) Networks and internet connectivity (expansion of broadband internet access and improvement of internet infrastructure across the country), 4) Establishment of a startup ecosystem (e.g. tech hubs in big cities like Athens and Thessaloniki) to develop innovative digital solutions, contribute to economic growth and job creation, 5) Digital Payments (traditional banking services have increasingly moved to digital platforms), 6) e-Health, as the

Co-funded by the Erasmus+ Programme of the European Union

healthcare sector in Greece has been incorporating digital technologies to improve patient care and optimize healthcare delivery (e.g. electronic health records and telemedicine services), 7) Smart Cities in the sense of integrating digital technologies to enhance urban services and improve the quality of life for residents (smart traffic management and waste management systems).

Despite some important positive developments, Greece has faced challenges in its digital transition, including concerns about data privacy, cybersecurity, and the need for further investment in digital infrastructure.

Having the above findings as a starting point, the Greek country report will confirm current trends as stated before, will update information especially regarding the postal sector and will conclude in a set of recommendations for further improvement.

3.2. Overall Methodology

An analysis of current status regarding digital and green competencies and extensive training needs was performed through questionnaires, interviews, and DaCum Workshops. Through the networks of the participating organizations, stakeholders from diverse scientific and professional backgrounds were engaged to methodically identify their level of competence.

The overall methodological approach, in the level of country report, was to combine questionnaires and interviews in order to offer several benefits, as each method has its strengths and weaknesses. By using both questionnaires and interviews together, Action 3.1.1 researchers can enhance the depth and reliability of their findings. Here are some of the benefits of combining questionnaires and interviews in a study:

- **Complementary Data:** Questionnaires and interviews provide different types of data. Questionnaires offered structured, standardized responses from postal sector professionals that are easy to quantify and analyze, providing a broad overview of participants' perspectives. On the other hand, interviews were targeted to high profile stuff and thus offered more in-depth and nuanced responses, allowing researchers to explore complex issues and gain a deeper understanding of participants' experiences and viewpoints. For example, interviews allowed researchers to explore participants' emotions, motivations, and experiences in greater detail. By combining both, Action 3.1.1 researchers gathered a comprehensive set of data that complements each other.
- **Validity and Reliability:** The combination of methods can enhance the validity and reliability of the country report. Questionnaires with standardized questions ensure consistency in data collection across participants, reducing potential biases. Interviews, on the other hand, allow researchers to clarify responses and probe further into specific areas, improving the accuracy and trustworthiness of the data.
- **Participant Engagement:** By offering to the study participants a mix of feedback collection methods, researchers can cater to different preferences and engagement levels. Some individuals preferred the convenience and anonymity of the (online) questionnaires, while others -especially managers- valued the opportunity to express themselves in interviews. This flexibility increased the likelihood of obtaining a diverse and representative sample.
- **Flexibility:** By combining questionnaires and interviews, a higher flexibility in data collection was achieved. People who were responsible for data collections (ADAE & ELTA) had the opportunity

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

to adapt their approach based on the research objectives, participant characteristics, and other contextual factors. For example, if the initial online questionnaire data suggests some interesting patterns, the follow-up interviews were used to explore these patterns in more depth.

In addition to the above, the goal-oriented DaCum Workshop, as a participatory and interactive event, will offer a praxis-based evidence on the required knowledge, skills and competencies. Teamwork and physical interactions between postal sector employees will bring into the overall discussion hands-on and experiential results towards specific outcomes or goals. Overall, combining questionnaires, interviews and workshops in a study can lead to a more holistic understanding of the research topic, ensuring that researchers capture a broader range of perspectives and experiences. It can also strengthen the rigor and credibility of the research findings, making the study more valuable to the academic community and stakeholders.

3.3. Feedback Collection through Questionnaires

3.3.1. Purpose of the Questionnaires

The questionnaires were prepared to serve the purposes of the task T3.1 (Ecosystem Initiation) and more specifically the Action 3.1.1. This is about mapping of the postal sectors' needs and of emerging job profiles in digital and green economy. In line with the development of a research methodology for this analysis, both quantitative (questionnaires) and qualitative (interviews) methods were applied. The questionnaires were distributed to all participating countries (GR, RO, IR) and an objective to collect 300 questionnaires in total (100 per country) was initially set. For this purpose, a questionnaire of 28 questions was developed initially in English language to be used by Irish people and the rest of European countries, apart from the participatory ones. Later it was translated into Greek and Romanian in order to include the other two pilot site countries.

3.3.2. Methodology & Study Protocol

3.3.2.1. Timing

The Greek version of the questionnaire was distributed to targeted audiences from 19/3/2023 until 5/5/2023. The questionnaire was available 24/7 during this period, but most people provided their feedback during a work-break, or at their personal time (after the closing of the business day).

3.3.2.2. Target Respondents & Geographical Distribution

The questionnaires were developed having in mind a wide range of postal sector employees, from sorting and delivery, to managers and ICT professionals. Due to these heterogeneous professional profiles and needs, the questions related to the green and digital competencies offer a large group of options for study participants to choose from. Apart from the differences in professional profiles, this study has to deal with a diversity in employee ages, working experience and working locations. Special effort was paid by the research responsible to achieve a balanced geographic distribution among study participants. Thus, invitations were sent to postal offices and other postal structures in various Greek cities.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.3.2.3. Recruiting Methods

Study participants were invited by email. A "snowballing approach" was followed according to which the research responsible send the invitations to local managers and then local managers send the invitation to final receivers. This way the wished number of study participants was achieved early in the available timeframe. Apart from a well-described email invitation, the first page of the questionnaire included a short description of the study objectives and links to basic dissemination materials of the project.

3.3.2.4. Instruments

The questionnaire was developed as a separate document in English language and after corrections and additions made by other consortium partners, finally it was translated to Greek and Romanian. The translated versions, as well as the original one was uploaded into Google Forms. The Greek version is available at: https://docs.google.com/forms/d/e/1FAIpQLSctvFy8JHfZ97QlfiLSSYy3sBbjS_jIvHoy-hOj1spCpQdzzvQ/viewform?usp=sf_link

3.3.2.5. Analysis Methods

When the deadline for completing the questionnaires had passed, the collected feedback was downloaded from Google Forms into local drives. The *.csv files were transformed into Excel sheets containing all the collected information. Basic descriptive statistical analysis, as well as the production of charts, was perfumed in Microsoft Excel. Age and Gender segmentation results are included in this document.

Taking into account that a lot of effort goes into dividing the target audience into demographic segments, the expected benefit comes from the adaptation that possibly will be performed into the educational materials and motivation cues given to target audiences during of DaCums (based on each segment's requirements).

After analysis of the English, Greek and Romanian results, each version of the questionnaire -including the current Greek one- was merged with the English version in a single file. More information on the comparison between countries (or languages) can be found on D3.1.

3.3.2.6. Anonymity

The questionnaire participants were informed about the scope of this study and the fact that their responses would be collected and integrated in an anonymous manner. No identification data were asked to enter the online version of the questionnaire. Study participants were invited to participate in this study on their free time and using a link open to the public. A complete anonymity was ensured to foster open and honest feedback.

3.3.3. Summary of Results

3.3.3.1. Demographics

A total number of 354 participants took part in this research and gave valid results. 67% were males and 33% females (Figure 1). Most of participants were middle-aged, from 35 to 54 years old (67% of participants) as seen in Figure 2.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

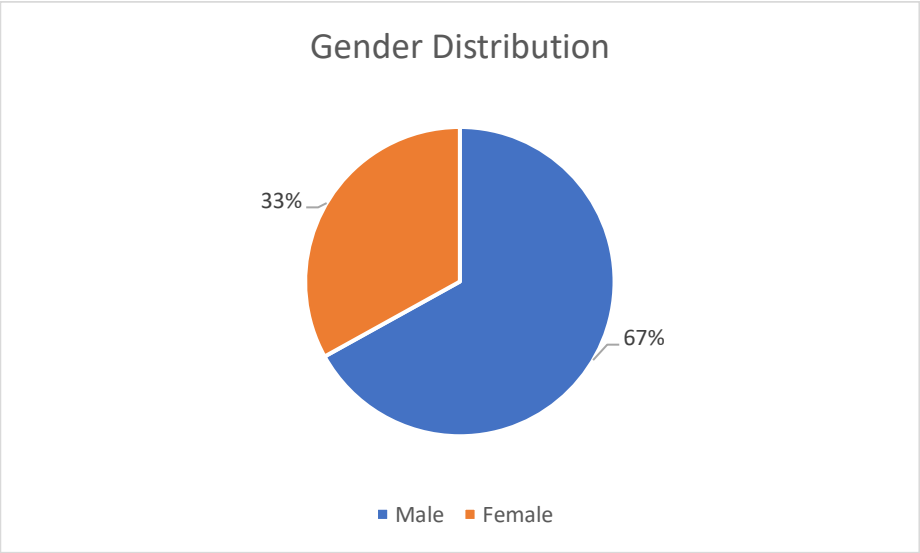


Figure 1. Gender balance of the sample (feedback given to the question "1.2. Please indicate you Gender" (options: male, female, other)

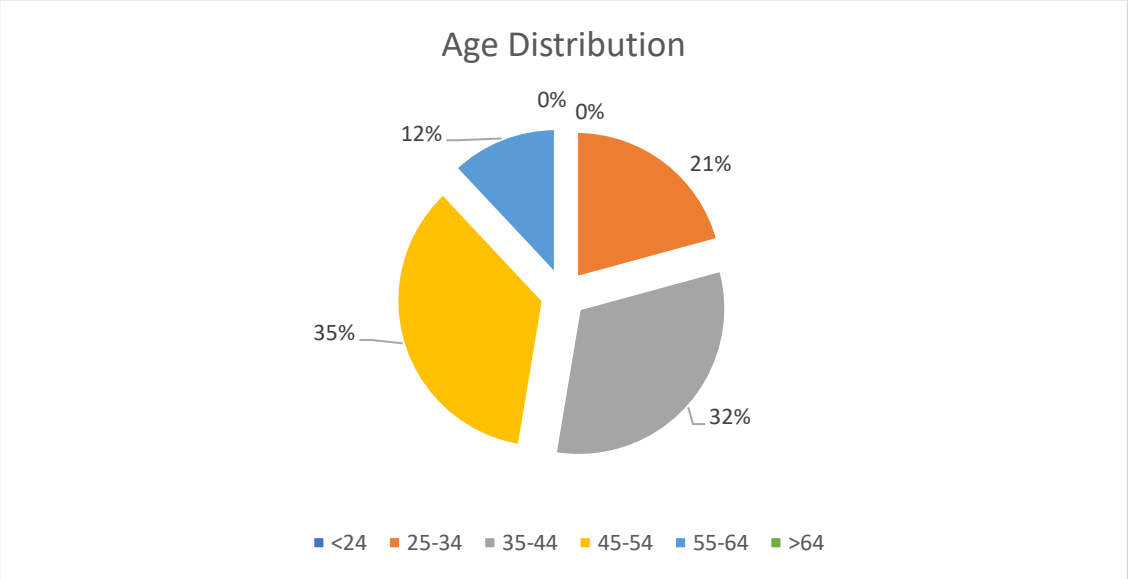


Figure 2. Age balance of the sample (feedback given to the question "1.1. Please indicate you age group")

The level of education was another demographic parameter taken into account. Figure 3 presents the responses of the study participants to the question "1.4. Please indicate your highest level of education" (options were formulated according to the International Standard Classification of Education - ISCED).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

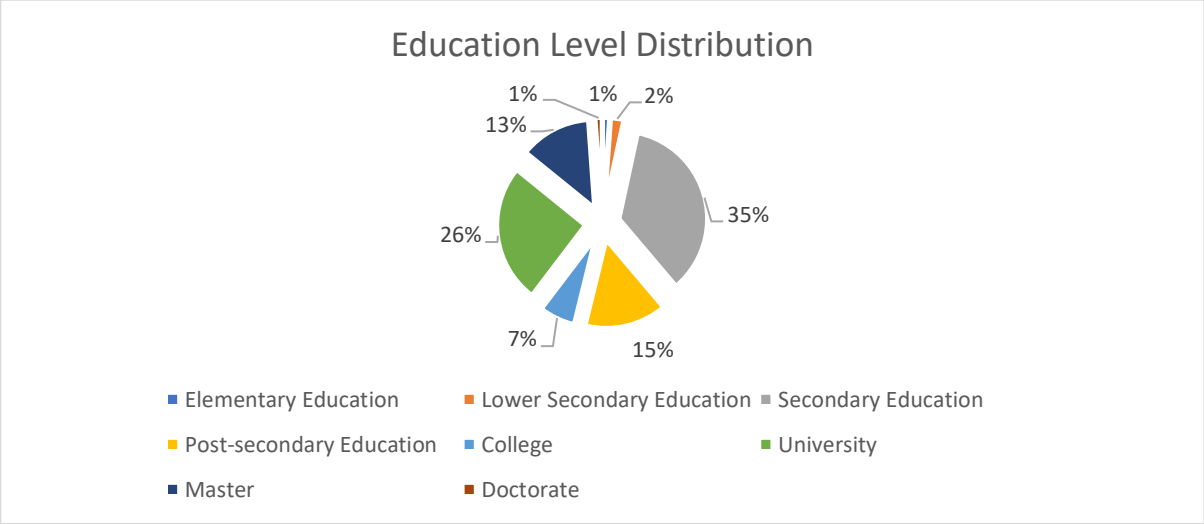


Figure 3. Participant's highest level of education (according to ISCED)

Results showed that the 35% of study participants have completed Secondary Education, while another 26% have a university degree. Other smaller slices go to a 15% for post-secondary education and Master's Degree (13%).

Regarding the postal sector study participants work at (Figure 4), results have shown that almost half of the people work in headquarters (46%), one third work on sorting and delivery services (35%) and the rest on the post office network (19%). Only one instance was found to be on ICT and new technologies sector.

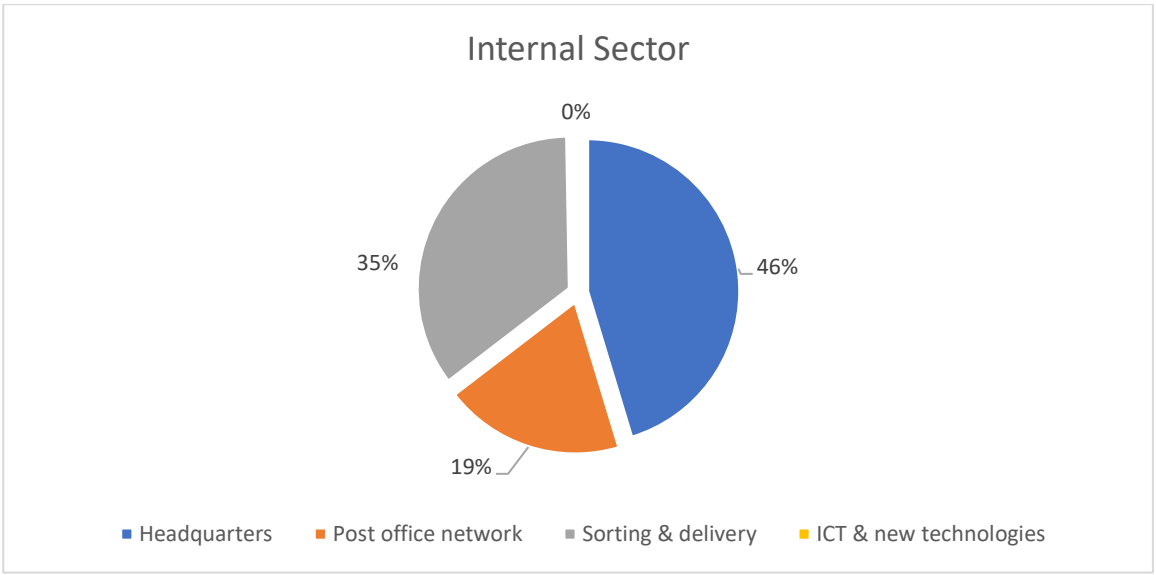


Figure 4. Participant's working sector

Moreover, there is a wide spread in respondents' responses regarding their working position within their organization (Figure 5). As expected, the larger group of study participants are support and administrative staff (23.9%). Surprisingly, a lot of directors participated in the study (18.5%). This results can be explained by the followed recruiting methodology ("snowballing approach"). Directors were the first people who

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

where invited and the first who completed the questionnaires before sharing the invitation with their departments. Other responsible positions, such as Section and Department Heads, were strongly represented in the sample (16.9% and 8.1% respectively).

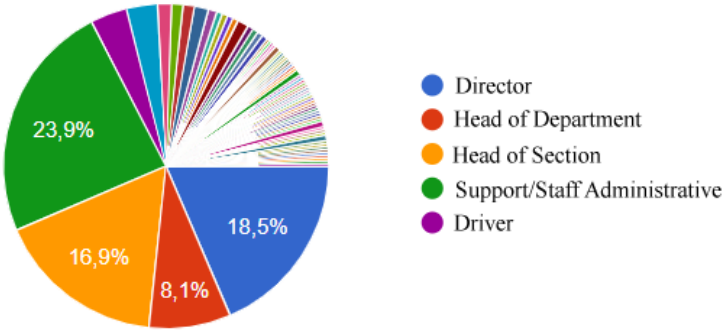


Figure 5. Participant's working position

The profile of study participants is being completed by the years of experience (as the last question in the demographics section). Figure 6 present the results of the questions "1.9. Please indicate the years of experience in your current position" (left) and "1.10. Please indicate the years of experience in the postal sector in general" (right). As can be easily seen, most employees are experienced professionals. Only 16% of participants have less than one year experience in their current working position, but this result has to be compared to the 47.5% who reported more than 11 years of experience in the postal sector. Based on the above results we can safely assume that the study participants are well informed about the working conditions, challenges and recent changes in the postal domain.

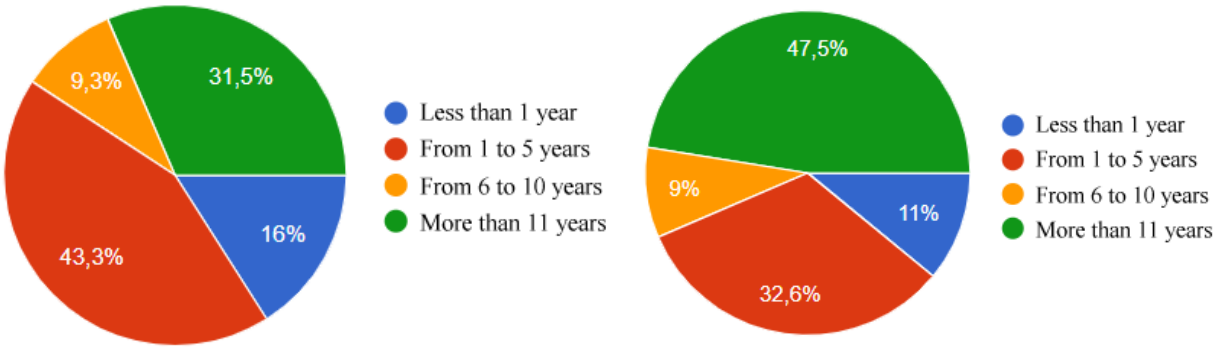


Figure 6. Participant's working experience in the current position (left) and in the postal sector in general (right)

3.3.3.2 Profile of the Represented Organizations

Apart from the profile of the study participants it worth to mention the profile of the organizations which are represented in this study through the participants. The majority of organizations represent courier services by 82%. Another 9.6% are postal offices and the rest are very small portions which represent other kinds of postal businesses.

Regarding the size of the represented businesses, 41.9% are small units with less than 10 employees (Figure 7). This result reinforces the hypotheses made regarding the good geographical dispersion of the respondents, as most invitations targeted to semi-urban and peri-urban postal units. On the other hand, it is true that the Greek postal units are small offices spread around cities and the country.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

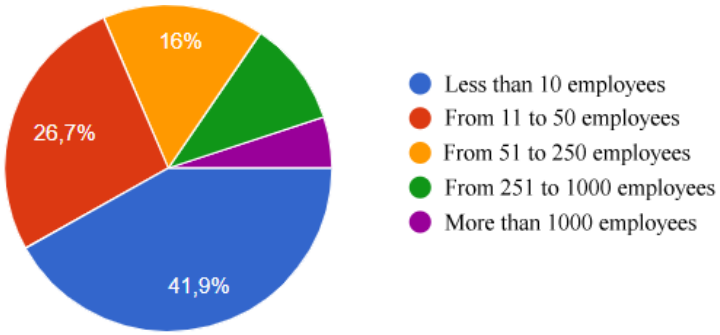
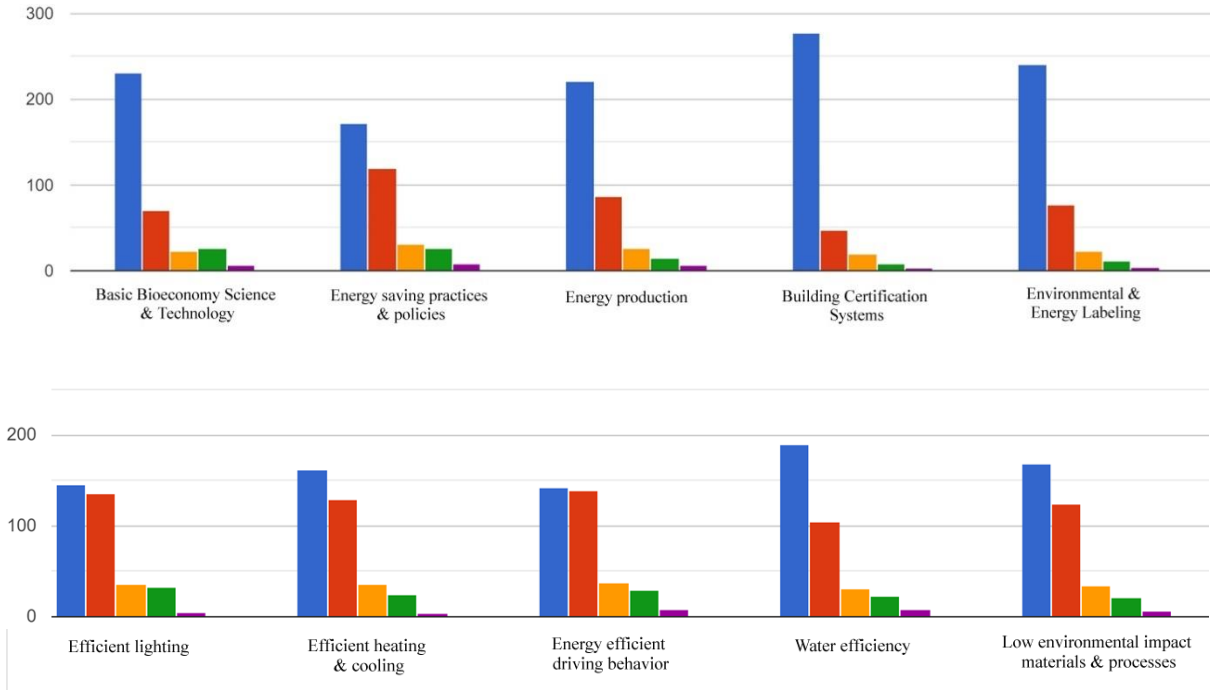


Figure 7. Participant's units in size (number of employees)

3.3.3.3. Green Skills & Competencies Development

After the demographic questions, study participants were asked to proceed with section 2 that is about the green and digital competencies. The first question in the new section is "2.1. To what extend you master the following green competencies?". This is a multidimensional question since the list of available options include 20 items, as seen in Figure 8. Those 20 items are evaluated by study participants according to the level of mastery following the European Qualifications Framework (EQF). These descriptors provide a standardized framework for understanding the expected accomplishments and skills associated with qualifications awarded upon completion of each education cycle. For simplicity reasons, the eight (8) levels of expertise foreseen in the EQF level were grouped per two in four (4) levels (EQF 1-2, 3-4, 5-6 and 6-7).



Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

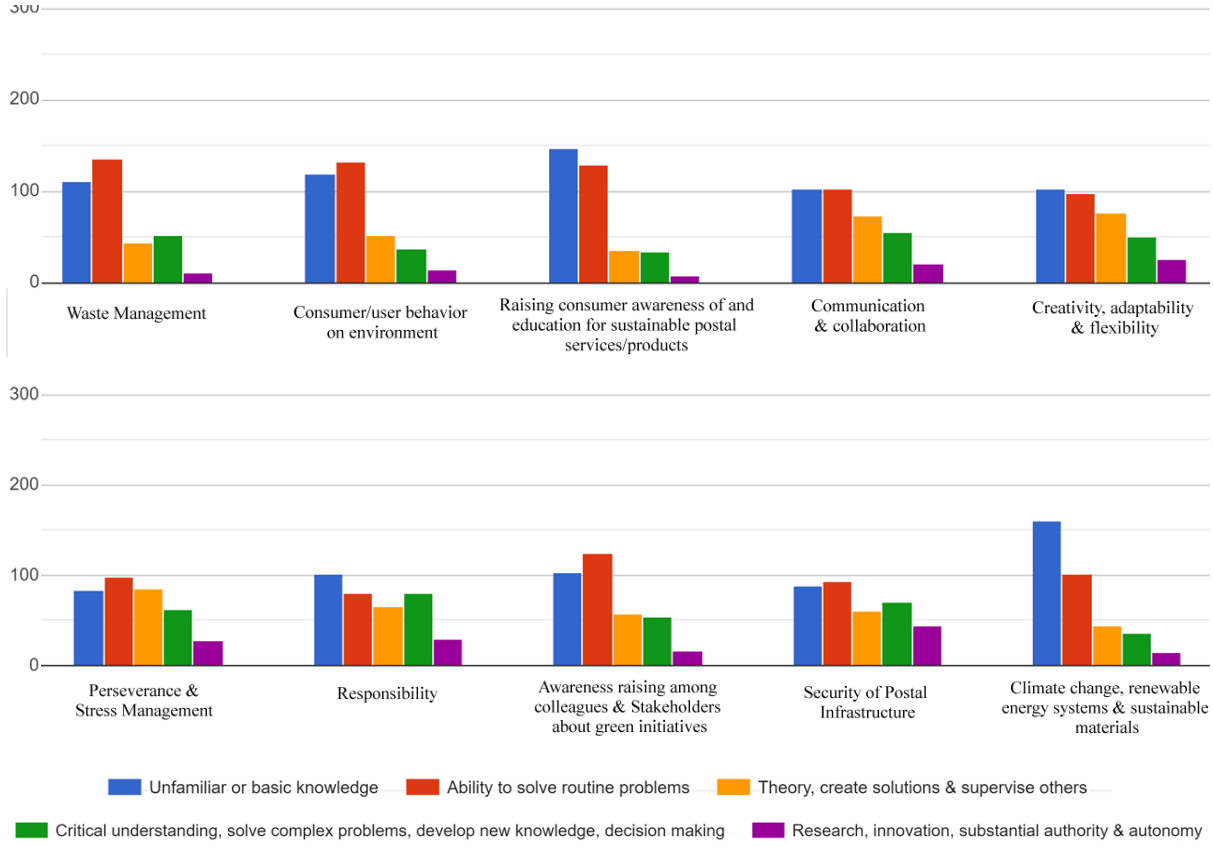


Figure 8. Participant's responses to the question "2.1. To what extend you master the following green competencies?"

It comes quite natural for participants to have a high level of very basic or no knowledge in a number of issues like the basic bioeconomy science, energy saving policies, energy production/labeling, water efficiency and building certification systems. The sharpest results come from the Building Certification Systems. On the other hand, some topics that appear to be a little bit more familiar to the participants are "waste management", "consumer behavior", and "awareness raising among colleagues and Stakeholders about green initiatives". Those topics are known to participants at levels EQF 3-4. This means that people feel they have practical skills to solve every day routine problems and that they exercise self-management under some work guidelines that are usually predictable.

Given the histograms of participants' votes on various green competencies, if we calculate the product of EQF level and the vote frequency of skills/competencies, then we conclude 'points of experience' for each item. The results can be seen in Figure 9. Security of postal infrastructure, responsivity and stress management is among the skills/competencies with the higher experience. On the other hand, Greek postal officers do not think they master building certification systems, or environmental/energy labeling issues (low points of experience).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

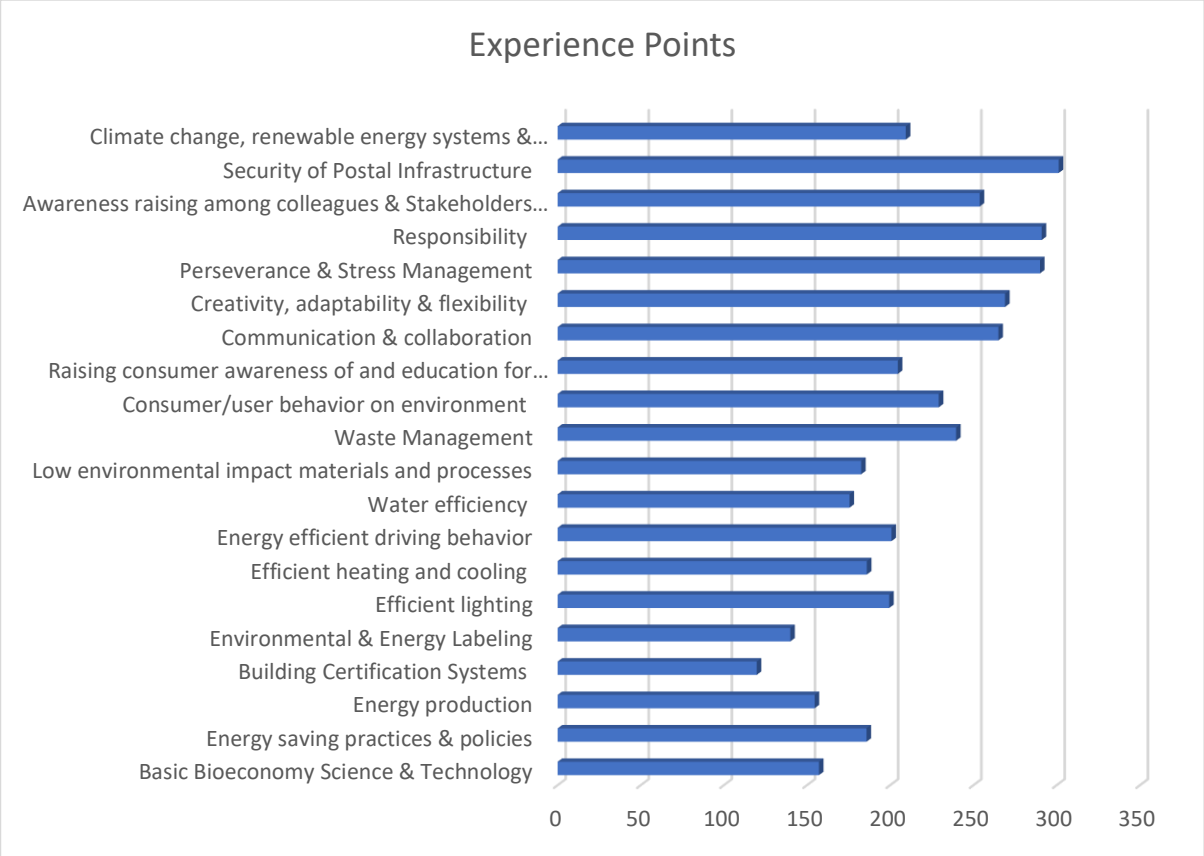
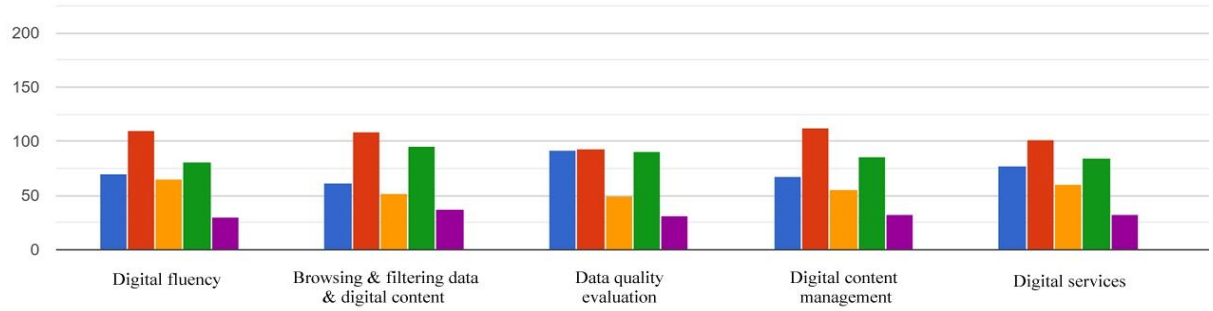


Figure 9. The product of EQF level and the votes frequency of green skills/competencies

3.3.3.4. Digital Skills & Competencies Development

The next question was about digital competencies. Figure 10 presents the results of the question "2.2. To what extend you master the following digital competencies?". Basic concepts, digital services, communication/collaboration and content management give a similar signature: there are quite a lot of people who know something more than basic concepts. Content creation and communication strategies follow a descending escalation (the higher the EQF level, the smaller number of people master this level). Regarding the generation of new ICT solutions, alternative means of delivery and AI driven technologies, people implied they do not know much apart from some basic things. But it worth to be mentioned that Adaptability gained a good score, thus people are open to new software tools and devices.



Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

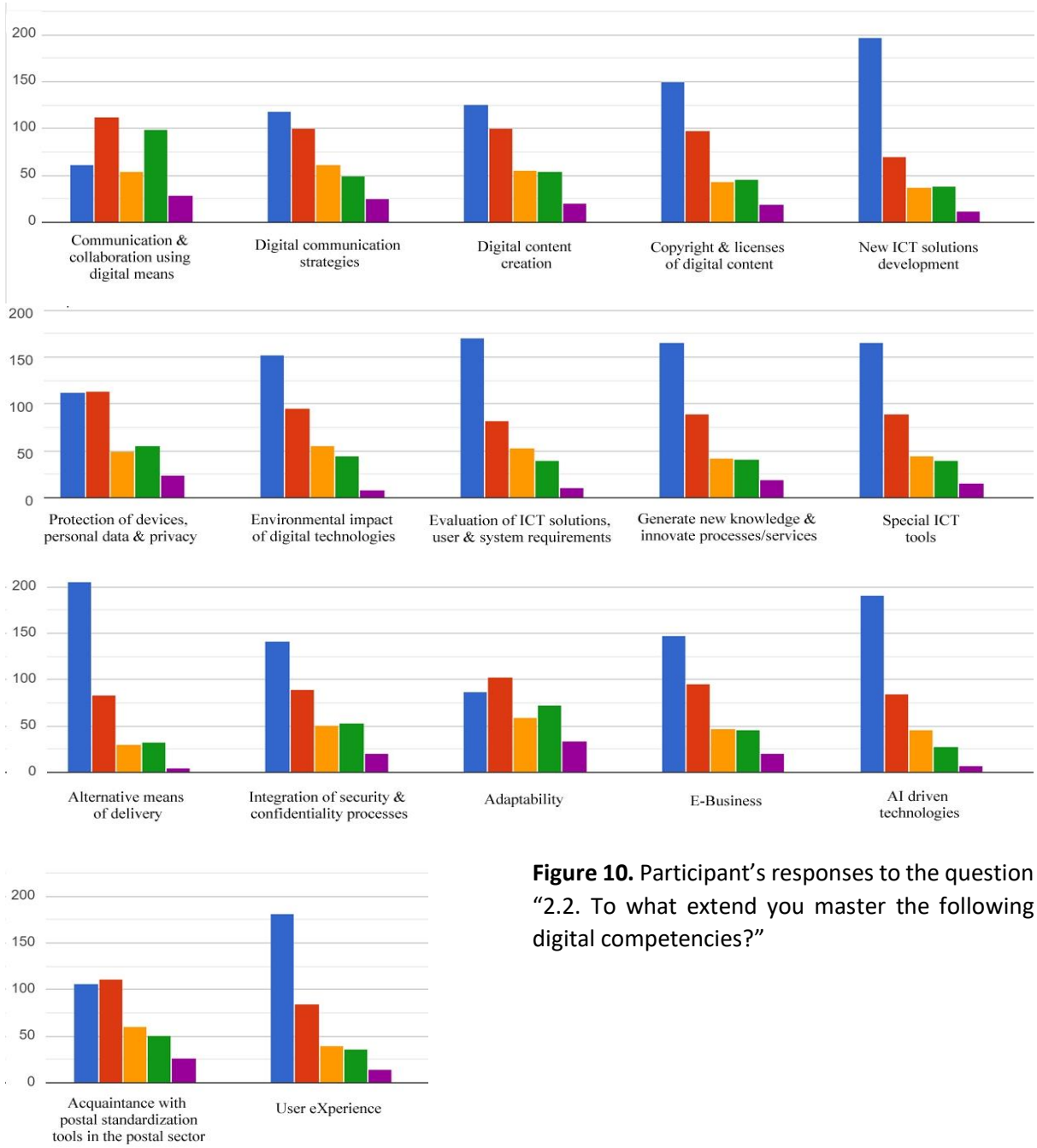


Figure 10. Participant's responses to the question "2.2. To what extend you master the following digital competencies?"

Similar to Figure 9, Figure 10 presents the product of EQF level and the votes frequency of digital skills/competencies. Adaptability, communication and collaboration using digital means and browsing data on the Internet are among the skills/competencies which collected -relatively to others- good points of experience. The generation of new ICT solutions, alternative means of delivery and AI driven technologies remain low in points-of-experience ranking.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Figure 11. The product of EQF level and the votes frequency of digital skills/competencies

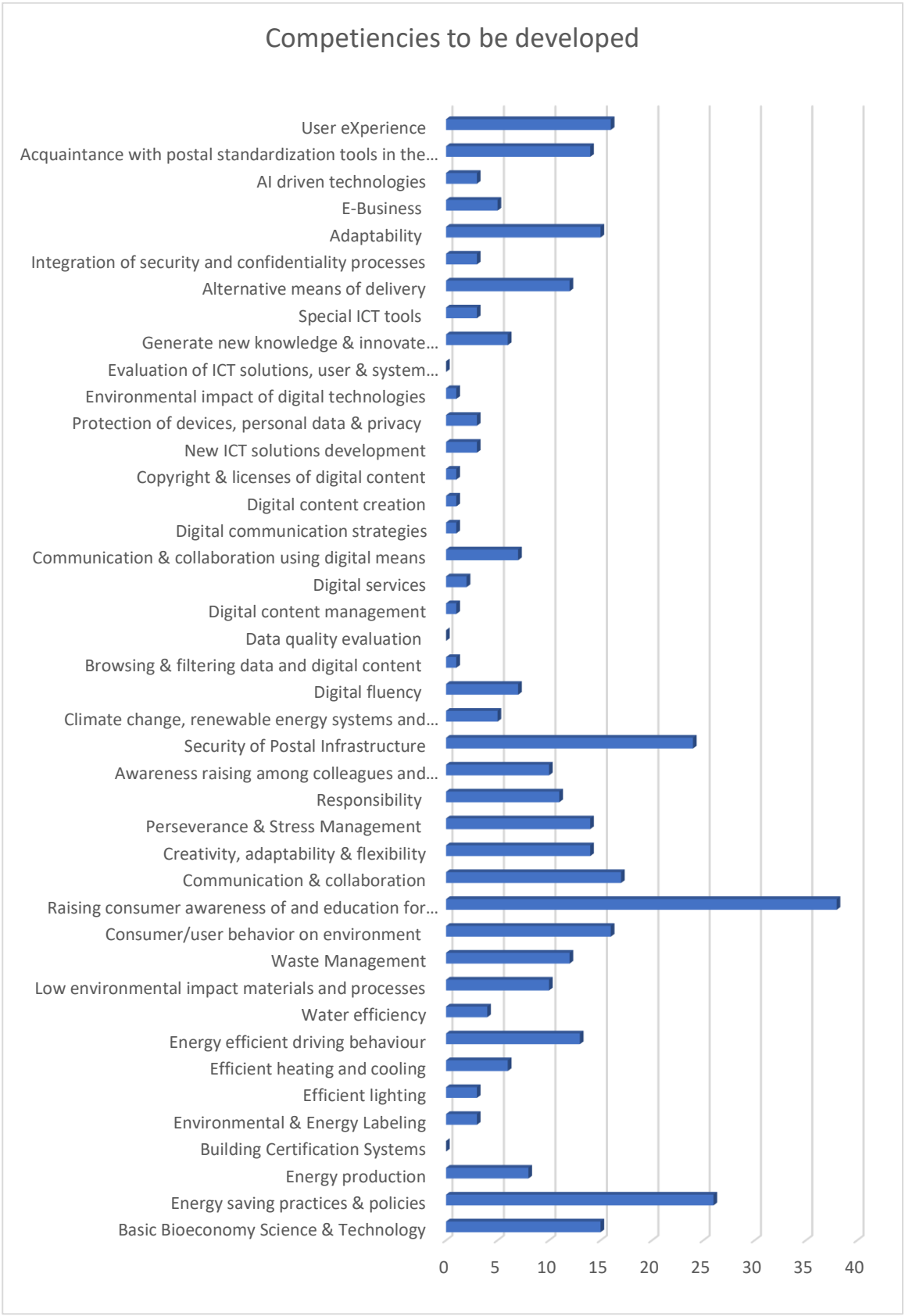
3.3.3.5. Educational Needs

One last question in this section is about competencies that should be developed within the next years. In Figure 12 we can see what study participants answered in the question "2.3. Which kind of competencies do you think should be developed among the postal workers within the next years?". There is an impressive debut of the option "Raising consumer awareness of and education for sustainable postal services/products, the meaning of green certificates and eco-labels" which collected most votes. "Energy saving practices" and "Security of postal infrastructure" are also ranked very high.

On the contrast, the ability to evaluate ICT solutions or data quality, or to make building certification systems are ranked very low according to participant preferences.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Figure 12. Competencies that according to study participant's opinion should be developed within the next years

The responses of the participants to some additional questions related to training on green and digital competencies are presented in Table 1. People feel comfortable with their self-learning capacities, but they do not know much about the green policy of the organization they work for. Moreover, it is rather low the score on the question related to the degree organizations apply the European Green Deal (average: 3.13, std: 2.82). On the other hand, they are confident that their organization applies a security confidentiality policy (average: 4.24, std: 3.54) and they are familiar with it (average: 4.02, std: 2.83).

Table 1. Questions about training on green and digital competencies

Question	Average	Std
3.1. How strong self-learning capacities can you demonstrate as a person (permanent education, adaptability, agility and flexibility - necessary to cope with digital and green innovations and disruptive business models);	4,02	2,82
3.2. To what extent do you agree or disagree that your organization provides Green Skills training?	3,32	2,82
3.3, To what extent do you agree or disagree that your organization provides Digital Skills training?	3,51	2,82
3.4. Do you (or your organization) have an interest in joining a network to explore future Green Skills?	3,56	3,53
3.5. Do you (or your organization) have an interest in joining a network to explore future Digital Skills?	3,59	2,82
3.6. Are you familiar with European Green Deal (EGD) requirements for postal services?	3,20	2,82
3.7. According to your opinion, how strongly your organization apply European Green Deal (EGD)?	3,13	2,82
3.8. How knowledgeable you are about the green policy of your organization?	2,95	2,82
3.12. According to your opinion, is there adequate training on security and confidentiality of postal services?	3,79	3,54
3.13. Are you familiar with the policy for the assurance of confidentiality and security of your organization? [The set of rules that cover the operation of postal enterprises for the purpose of ensuring confidentiality and security of postal services]	4,02	2,83
3.14. According to your opinion, how strongly does your organization apply a security confidentiality policy?	4,24	3,54

It is worth to be mentioned that -according to half of the participants- the green and digital skills should be taught by a third-party organization (49.15%) and not by the organization they work in (29.10%), or any other partner of the organization (21.75%).

Table 2. Responses of the participants to the question "3.9. By which organization you think that green & digital skills should be taught?"

Answer	Frequency	Percentage (%)
By my organization	103	29.10%
By a partner of my organization	77	21.75%
By third-party educational organizations	174	49.15%

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Regarding the barriers that block the wished green and digital skills, most study participants (52.9%) think there is no didactic framework. Another 29.11% think that there is no motivation and only 17.9% think the barrier is the lack of learning facilities.

There also interesting responses in the "Other" filed. People who used the free text to communicate their ideas said that investments from the government is what is missing (1), or time is missing (1), they do not know (2), it is unknown (2), lack of education (1), economic reasons (1), lack of green culture (1), uncon-cern (1), a little from everything (1). In one case a responder said that there is no barriers, green and digital transformation is on their plans. A couple of other responses were of troll/slogan character and they are not reported in here for obvious reasons.

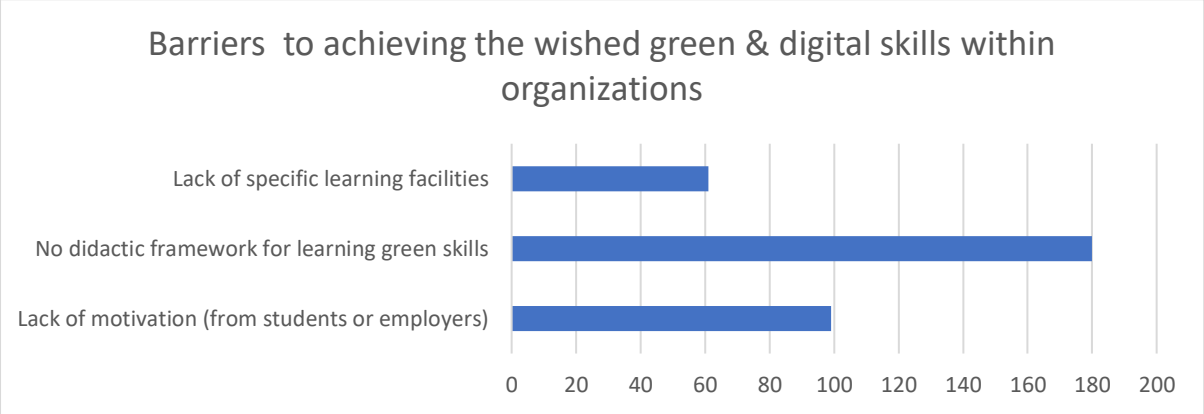


Figure 13. Responses to the question "3.10. What is the main barrier today to achieving the wished green & digital skills within your organization?"

One last question was about the importance of sustainability skills to future employers. Figure 14 sum-marized study participants. The mainstream response was neutral (simply "Important") by 38.70%.

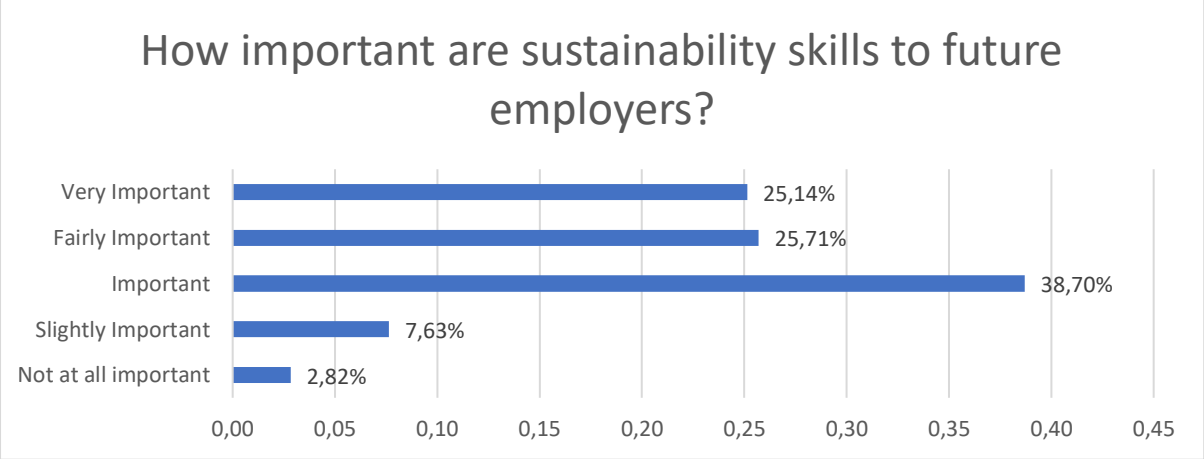


Figure 14. Responses to the question "3.11. How important are sustainability skills to future em-ployers?"

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not neces-sarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.3.3.6. Correlations

Correlations tests were performed using the statistical software SPSS (ver. 19). We used Chi-square for estimating the significance (independence).

Demographics

There is a significant relation between age and gender $X^2(5, N=354) = 12,014$, $p = .035$ with men being somehow older than women. The body of study participants was found to be well balanced according to the relation between gender and: 1. level of education, 2. years of professional experience, and 3. experience in current position.

Other demographics parameters which were tested to relation to gender included: 1. the type of organization $X^2(15, N=354) = 27,144$, $p = .028$, 2. size of the organization with $X^2(4, N=354) = 27,144$, $p<.001$ having more men in bigger organizations, and 3. Working position with $X^2(65, N=354) = 93,873$, $p = .011$ having more men working as drivers and couriers.

Gender and Green/Digital Competencies

We conducted a study that looked at whether there is a link between gender and the green and digital skills/competencies reported by our responders.

From the list of Green skills/competencies, there is a statistically significant relationship between gender and responsibility, stress management, raising consumer awareness, waste management, water efficiency, energy saving practices & policies at $p < .05$. Moreover, the relation between gender and consumer/user behavior on environment was significant at $p<.001$ (men reported lower EQF level skills/competencies than women).

Similarly, a chi-square test of independence was performed to examine the relation between gender and digital skills/competencies reported by the study participants. It was found that there is a statistically significant relationship between gender and environmental impact of digital technologies, digital content creation, digital communication strategies and protection of devices, personal data & privacy at $p < .05$.

Overall, we found that gender is strongly associated with skills in quite a lot of skills/competencies studied. Table 3 gives an overview of the results. Moreover, we can notice that green skills/competencies are better gender divider than the digital ones.

Table 3. Results of the association between gender and green and digital skills/competencies

	Significance	
Skill/Competency	**Chi-Square**	**Sig.**
Green Skills/Competencies		
Basic Bioeconomy Science & Technology	$X^2(4,N=354)= 5,859$	.210
Energy saving practices & policies	$X^2(4,N=354)= 9,639$	.047*
Energy production	$X^2(4,N=354)= 1,437$	.838
Building Certification Systems	$X^2(4,N=354)= 7,225$	.124
Environmental & Energy Labeling	$X^2(4,N=354)= 7,309$	.120
Efficient lighting	$X^2(4,N=354)= 4,514$	.341
Efficient heating and cooling	$X^2(4,N=354)= 6,699$	.153

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Energy efficient driving behavior	$X^2(4,N=354)= 7,231$	.124
Water efficiency	$X^2(4,N=354)= 12,838$	.012*
Low environmental impact materials and processes	$X^2(4,N=354)= 4,778$	.311
Waste Management	$X^2(4,N=354)= 18,365$	.003*
Consumer/user behavior on environment	$X^2(4,N=354)= 22,337$	<.001**
Raising consumer awareness of and education for sustainable postal services/products, the meaning of green certificates and eco-labels	$X^2(4,N=354)= 12,296$	.015*
Communication & collaboration	$X^2(4,N=354)= 5,177$	.270
Creativity, adaptability & flexibility	$X^2(4,N=354)= 8,686$	.069
Stress Management	$X^2(4,N=354)= 11,295$	.023*
Responsibility	$X^2(4,N=354)= 10,635$	.031*
Awareness raising among colleagues & Stakeholders about green initiatives	$X^2(4,N=354)= 7,656$	0.105
Security of Postal Infrastructure	$X^2(4,N=354)= 3,570$	.467
Climate change, renewable energy systems & sustainable materials	$X^2(4,N=354)= 1,438$	.838
Digital Skills/Competencies		
Digital fluency	$X^2(4,N=354)= 4,038$	.401
Browsing & filtering data and digital content	$X^2(4,N=354)= 6,011$	.198
Data quality evaluation	$X^2(4,N=354)= 3,133$	.536
Digital content management	$X^2(4,N=354)= 4,834$	.305
Digital services	$X^2(4,N=354)= 7,131$	.129
Communication & collaboration using digital means	$X^2(4,N=354)= 8,288$	.082
Digital communication strategies	$X^2(4,N=354)= 10,288$	.036*
Digital content creation	$X^2(4,N=354)= 11,488$	.022*
Copyright & licenses of digital content	$X^2(4,N=354)= 6,314$	.177
New ICT solutions development	$X^2(4,N=354)= 3,136$	.535
Protection of devices, personal data & privacy	$X^2(4,N=354)= 12,040$	.017*
Environmental impact of digital technologies	$X^2(4,N=354)= 9,811$	.044*
Evaluation of ICT solutions, user & system requirements	$X^2(4,N=354)= 4,200$	.380
Generate new knowledge & innovate processes/services	$X^2(4,N=354)= 7,408$	.116
Special ICT tools	$X^2(4,N=354)= 6,398$	.171
Alternative means of delivery	$X^2(4,N=354)= 1,975$	.740
Integration of security and confidentiality processes.	$X^2(4,N=354)= 7,257$	.123
Adaptability	$X^2(4,N=354)= 4,541$	.338
E-Business	$X^2(4,N=354)= 2,595$	.628
AI driven technologies	$X^2(4,N=354)= 2,777$	.596
Acquaintance with postal standardization tools in the postal sector	$X^2(4,N=354)= 5,663$	.226
User eXperience	$X^2(4,N=354)= .458$	.977

Education and Training

No correlation was found between gender and the skills/competencies participants think they are required to be develop in the future (Question 2.3). There are significant correlation results on their attitude against the degree their organization offers training on green skills/competencies (question 3.2) with $X^2(4,$

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

N=354) = 11,707, p = .020 and with women being more negative than men. The same was not true for digital skills/competencies (question 3.3). Similarly, women are more negative to the estimation on how hard their organization applies the EGD (X^2(4, N=354) = 11,752, p = .019) on question 3.7. Moreover, women consider a higher significance of the sustainability skills/competencies than men with X^2(4, N=354) = 9,972, p = .041.

No correlations were found between gender and wish to be member of a network, awareness on EGD and existing green policy of the organization (question 3.8), who should provide training (question 3.9), education on security (question 3.12), familiarization with security policy (question 3.13), and its application on the organization they work at.

Correlations with Age

Apart from gender, the other important demographics parameter to be checked for correlations with the questionnaire responses was age. It was found that age was not related to the organization profile (size), but correlated to working position (X^2(65) = 92,452, p = .014), probably the years of working experience in current position (X^2 (15) = 84,355, p < .001) and in postal sector in general (X^2(15, N = 354) = 116,565, p < .001).

Correlations between age group and green skills/competencies were not found, except a marginal correlation between age group and the ability of stress management (X^2(20, N=354) = 31,628, p = .047). Regarding digital skills/competencies it was found that age group is significantly correlated with digital content management (X^2(20, N=354) = 35,529, p = .017) and Artificial Intelligence (X^2(20, N=354) = 32,372, p = .039).

3.3.4. Key Findings & Recommendations

Results indicated that not all green and digital issues are treated the same by the study participants. Nor all people have the same opinion about the priorities that green and digital competencies should be developed within the next years. This section aims to report overall finding and make specific proposals based on study results.

Some topics appear to be more familiar to the participants than others, for example "waste management", "consumer behavior", and "awareness raising among colleagues and Stakeholders about green initiatives". Those topics are known to participants at levels EQF 3-4. This means that people feel they have practical skills to solve every day routine problems and that they exercise self-management under some work guidelines that are usually predictable.

Finding 1: Bioeconomy Science seems to be known to participants only at low EQF levels.

Recommendation: Introducing advanced Bioeconomy Science topics in the educational interventions of DigiGreenPost seems to be a reasonable option. People need to deeply understand bioeconomy topics and be able to take responsibility and organize collaborative actions. A target to EQF 5-6 should be included in the objectives.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Finding 2: Skills/competencies related to energy saving policies and energy production/labeling are surprisingly low.

Recommendation: Introducing energy saving policies is relatively easy thing to do as part of the foreseen educational activities. Moreover, a short intro to energy labeling is a must in order to help postal officers understand and apply energy policies.

Finding 3: Overall awareness and skills/competencies related to stress management, waste management and consumer behavior is not very low.

Recommendation: Taking advantage of the fact that those topics are not totally unknown to people, we may consider organizing training missions targeted to advanced topics. Moreover, those topics are quite close to everyday praxis of most postal office employees and thus, giving emphasis in those skills/competencies can lead to a high level of people engagement.

Finding 4: Basic digital technology concepts and digital services are known to most people.

Recommendation: Interventions to fix problems related to digital skills/competencies may skip very basic topics and focus on communication strategies and content creation which are more demanding for typical postal office personnel.

Finding 5: Alternative means of delivery and AI driven technologies are a mystery to most people involved in the study.

Recommendation: Although the design and development of new ICT solutions can be said not very common to typical postal office employees (except personnel of the ICT department), other topics like alternative means of delivery and AI driven technologies appear to be interesting topics for most people.

Finding 6: A lot of people are not aware of the Green policy of their organization.

Recommendation: One of the required topics in the training activities would be the existing green policy of the organization employees work at.

Finding 7: People think the training should by organized by a third-party organization.

Recommendation: Responders gave their preference to a third-party organization to be the one who will organize their training. The organizers of the DigiGreenPost training activities can take these results into account when preparing the training intervention.

Finding 8: Genders have different attitudes on quite many points. For example, men are less strict than women when asked about the degree green policies and EGD are being applied in their organizations.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Recommendation: Since genders are equally distributed among working positions and years of working experience in current position and in postal sector in general, we need to search more to understand those differences. One possibly explanation is that women are more sensitive than men in green and sustainable development issues.

Finding 9: Age group is not correlated to green and most of the digital skills/competencies.

Recommendation: Training interventions is not mandatory to be adapted to various age groups. Only very advanced ICT topics may be an exception (drones and AI technology).

Overall, it worth to be mentioned that adaptability was ranked high in this study and that people are relatively open to accept changes (new policies, software tools & devices). This is good news for user's engagement in future training interventions. On the other hand, some very special topics like the building certification systems, or energy labeling may escape of people's attention, but it is important for policy makers and construction companies. Not all people need to master all green and digital domains. Thus, according to their professional profiles, participants in training may chose different courses and make plans to master wished skills/competencies at different levels (EQF scale system).

3.3.5. Conclusions

This chapter reported the questionnaires collected by the Greek partners. Researchers would like to thank study participants for their time and willingness to participate in this questionnaire. We strongly believe that the feedback collection indicates a good work made towards the development of digital and green skills/competencies.

The main feedback collection tool used in this study was the questionnaire, a technique used to ask a large group of people about their opinion in the same set of questions. Most questions were closed-types, but some were open-ended ("Other" option) in order to allow people to freely express themselves.

Questionnaires have the ability to reveal anticipated outcomes such as trends or attitudes, while falling short in providing explanations for the underlying causes behind those outcomes. To address this limitation, the researchers used a parallel research protocol based on interviews (with open-ended questions and free discussion) on the same topics. Results will be merged in the overall document.

Missing answers were avoided by making key-questions mandatory. Other usual limitations of the questionnaires, like low response rate, was resolved by making a wide and strong participants invitation campaign.

3.4. Interviews with Key-Personnel

3.4.1. Purpose of the Interviews

Feedback from study participants will also be collected using the interview method. This is of particular importance to allow mid-level managers and directors to give extra information based on their experience.

Co-funded by the Erasmus+ Programme of the European Union

Although they require time and resources, semi-structured interviews offer us several advantages as a data collection method. One of the key benefits is their flexibility in comparison to the questionnaires that presented earlier in this document. Unlike structured interviews that follow a rigid set of predetermined questions, semi-structured interviews allow for a more conversational and dynamic approach. The interviews were based on the same questions as the questionnaires, but allow people to freely express themselves without predefined answers. This flexibility enables the interviewer to adapt and explore new avenues of inquiry based on the participant's responses, resulting in richer and more comprehensive data. Additionally, the open-ended nature of semi-structured interviews encourages postal officers to provide detailed responses, capturing valuable insights that might have been missed in the questionnaires.

However, as the interviewer has some degree of freedom in formulating follow-up questions, their own biases and preconceptions may inadvertently influence the direction of the interview and the interpretation of the data. This can introduce a level of subjectivity and compromise the objectivity of the research findings. For this reason, the findings of both methods (questionnaires and interviews) are about to be merged in a single document.

Finally, the sample size in semi-structured interviews is relatively small (30 people), limiting the generalizability of the findings to a broader population.

3.4.2. Methodology & Study Protocol

In-depth interviews serve as a qualitative research approach employed either before or alongside quantitative methods. This particular method is most suitable for revealing the diverse perspectives, beliefs, attitudes, opinions, and experiences present within the specific population of postal officers and managers. Through in-depth interviews, research personnel of each consortium partner (a skilled interviewer) employ a discussion guide to facilitate a structured conversation with study participants. The feedback from the interviews will be collected and analyzed alongside the results of the questionnaires, while both will help in making an outline of the existing digital and green competencies.

3.4.2.1. Timing

The duration of interviews varied from 30 minutes to one hour, but most interviews lasted around 45 minutes. Interviewers. There were no interruptions during the conversation, and the study responsible (interviewer) encouraged participants to use as much time as they could, aiming to maximize the opportunity for discussion.

3.4.2.2. Target Respondents & Geographical Distribution

The initial goal was to interview 30 individuals, and thus the same size of invitations was released. However, 10 in-person interviews were conducted (See Appendix C for a list of the interviewed people). Most responders were from Athens where the headquarters of ELTA are located.

3.4.2.3. Recruiting Methods

The selection criteria for interviewees included a long experience in the postal sector (more than 10 years) and more specifically on distribution center. An initial notification was prepared and send from Central Offices το Departments and then Departments invited employees (on an volunteer basis) to take part on the interviews. Around 50% of participants were recruited this way, while another 50% was invited by word-of-mouth using the same selection criteria.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.4.2.4. Instruments

A list of 20 questions (some with subsections) was prepared to guide the discussion for all interviews (See Appendix B for the structured interview questions). The list of questions was available on a printed format and the interviewer was taking notes during the interview.

3.4.2.5. Analysis Methods

Following the completion of the interviews, the study responsible proceeded to analyze each interview separately and made comparisons between them. As soon as each interview concluded, a typed transcript was uploaded to a shared folder on Google Drive used by the research team. Audio recordings of the interviews were optional, and -when available- uploaded in a separate folder. Throughout the study process, the study team carefully observed noteworthy similarities, differences, and discoveries.

The results of the interviews collected at national level were reported using a common template (same for all countries). Whenever possible, the responses of the participants were quantified and basic statistics were been applied. At times, quotations taken from interviewees are being used quite often to highlight specific responses and to provide readers with a sense of the language and expressions used by the interview participants when discussing digital and green issues.

The outcomes of this analysis proved significant in comprehending the challenges and motivations of postal sector employees and managers who engage with green and digital competencies and decision making.

3.4.3. Summary of Results

3.4.3.1. Demographics

A group of nine people participated in the interviews so far. Five (5) males and another five (5) females, all middle-aged. Three people were on their forties, three on fifties and the last two people on their sixties (Figure 15).

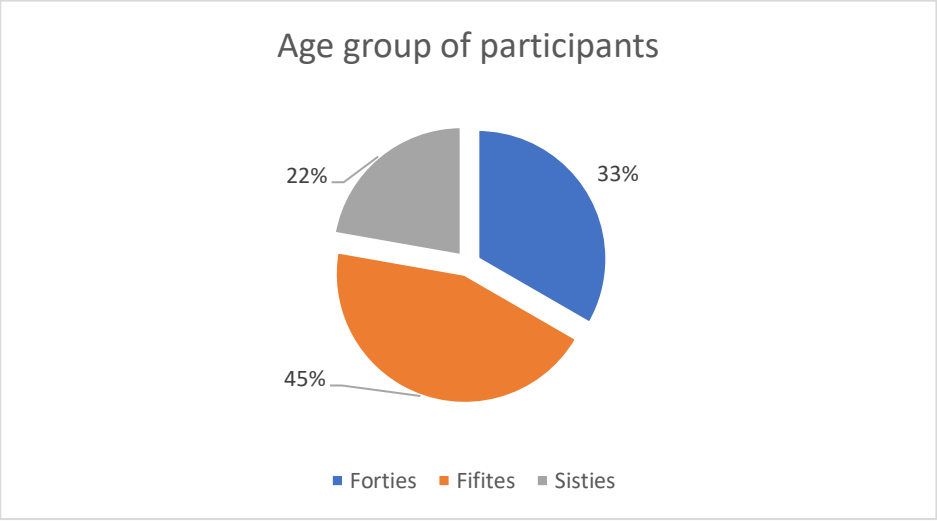


Figure 15. Age groups pf participants

Most people were in high profile position as required. Three people are Directors, four people (4) are Head of Departments, one person is Head of Sector and another one Manager (Figure 16).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

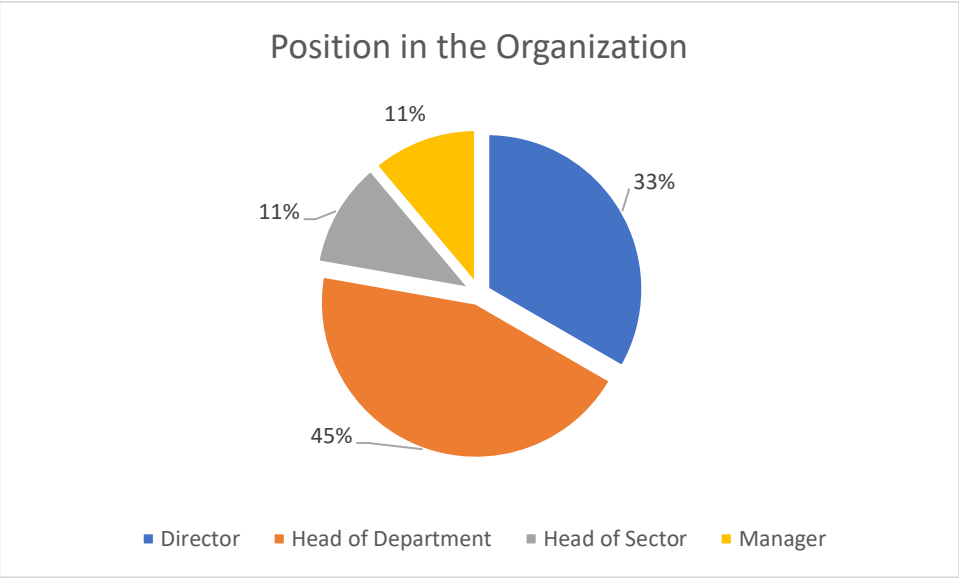


Figure 16. Participant's position in their organization

3.4.3.2. Green Skills & Competencies Development

All Participants responded to Question 3.2 regarding green skills. The main findings are summarized below:

- I don't have in-depth knowledge
- I only have basic knowledge about waste management (recycling)
- I have expertise in energy saving policies and waste management
- I consider that I have knowledge about the bioeconomy
- My knowledge of the above has come from newspaper articles
- My experience in the green economy is at a theoretical level

3.4.3.3. Digital Skills & Competencies Development

The majority reported that they have acquired necessary digital skills (2 of the participants reported advanced digital skills), however **all participants** reported that they lack knowledge and skills in alternative means of delivery.

3.4.3.4. Educational Needs

Participants' responses regarding educational needs can be summarized as follows:

- Management and legal skills
- It will depend on the organization's strategic intent regarding its digital transformation
- Specialized training to develop digital skills
- Customer service knowledge and skills
- Time management, crisis management, communication
- Green and digital capabilities will be key business tool for every employee

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.4.4. Key Findings and Recommendations

Finding 1 Q (3.8)

- The reaction was **extremely positive. <u>All participants</u>** values Sustainability skills / competences as **"very important"** for employers.

Recommendation

- Training missions should give emphasis on sustainability skills/competencies.

Finding 2 Q (3.4)

- The Majority of participants stressed out the fact that their company <u>does not implement EGD policies</u>. They believe that it might happen for individual cases where it is mandatory however they are not aware of that.
- In general they are not aware of EGD, pointing out that any information provided to them is insufficient.
- However, some of them believe that their company implements the European Green Deal – EGD to a very good degree.

Recommendation:

- Dissemination of DigiGreen project results to internal audience

Finding 3

- The majority believes that a third-party organization specialized in green and digital skills should be an ideal solution for the delivery of trainings (green and digital)
- In general participants' answers extended from "in-house Training by ELTA" to "A third party specialist/certified body" and a mixed implementation training format "own resources and outsourcing"

Recommendation

- All means of implementation should be used however information, training and direction should be provided be a third-party organization specialized in green or digital skills.

Finding 4 Q (3.3)

- Participants expressed their interest to be part of the proposed green network provided that they will have acquired necessary skills through trainings/seminars

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Finding 5 Q (3.2), Q (3.5)

- Participants expressed their thoughts about the prioritization of the trainings and they believe that green skills development is not top priority for their company. Expenditures for Green trainings is considered as a 'luxury'. Furthermore, in terms of priorities company usually provides digital trainings instead of green.
- The majority also responded negatively as regards training implementations for green skills. One participant indicated that "the organization has recently been trying to develop green skills". Participants lack basic knowledge in green skills and policy of the company
- There is positive replies as regards the frequency of the digital trainings.
- They also pointed out that they have gained initial digital skills necessary for their daily duties

Recommendations:

Emphasis should be given on:

(a) green skills training through "digi/green post project" and
(b) employees' through the initiation and development of "green coach or ambassador" concept within postal organizations.

Finding 6 Q (3.1)

- The majority of participants believe that they have self-learning skills.

Finding 7 Q (3.7)

As regards the quality of the infrastructure and training facilities they indicate:

- Good level of quality stressing out some shortages in technical means and the fact that still there is space for more improvements Facilities can be improved.
- The training takes place mainly in digital classrooms. Information and teaching for the development of green and digital skills should be interactive in physical classrooms or on company premises.

Finding 8 Q (3.9)

- The responders are **quite familiar** with the organization's privacy policy.
- **ELTA implements** such security, privacy and confidentiality policy.
- There is significant **space for improvement** ELTA must act to this direction.
- Specific **training should be take place in-person** not online

Recommendations:

Emphasis should be given on:

(a) Skilling (new employees)
(b) reskilling/up-skilling (existing employees) in privacy, security and confidentiality issues.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.4.5. Conclusions

3.4.5.1. Challenges & Additional Considerations

In Q (3.7) participants indicated as impediments/obstacles for the training process:

- Absence of a "digigreen" training strategy
- Missing training needs analysis especially on green skills.
- Lack of motivation, knowledge and skills,
- Lack of practice (eg. training visits),
- The biggest obstacle is the perception that **these skills (green) are not necessary**.
- The main obstacle can be indifference (on an individual and collective level) to the achievement of green or digital actions.

Additional Consideration: The establishment and further (full-scale) implementation of "*green coach/ambassador*" concept within postal organizations will forge a completely unique **"employees' – management/employer' common path"** towards an "inclusive green and digital mindset". This challenging transition will be further facilitated by the appropriate mix of trainings able to promote an **"intentional learning culture**" among participants, thereby overcoming any foreseen obstacles (see above bullet points).

3.4.5.2. Limitations

Similar to other qualitative approaches, in-depth interviews enable thorough examination of subjects but do not yield statistically representative data for a broader population. While this report acknowledges relevant trends observed among interview participants, it is important to note that these trends cannot be applied universally. Instead, the acquired information is descriptive and should be seen as a representation of various opinions existing within postal service segments. Furthermore, it should be recognized that these opinions may not necessarily align with factual accuracy.

3.5. DaCum Report

3.5.1. Introduction to DaCums

DaCum refers to "Developing a Curriculum" and its primary objective was to validate and verify the digital and green trends that had been previously identified through the desk research conducted at both national and EU levels. AKMI and ELTA were responsible for creating the Methodology and the necessary tools to support the validation workshops.

To interpret the previous findings and determine training needs and learning objectives, DaCum validation workshops were conducted for postal employees. DaCums workshops were designed and performed with the aims to:

- Verify already identified digital & green trends (based on our research at national and EU level)
- Record needs and gaps regarding the skills needed to be updated (up-skilling) and revised or/and reinforced (reskilling)
- Deliver trainings that will respond to them
- Develop an updated training curriculum for postal employees, embedding more "digital+green" skills and competencies.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.5.2. Methodology

Within DigiGreenPost project, one DaCum workshop per country would be organized. This chapter summarized the DaCum workshop organized in Greece. The DaCum Workshop was organized and performed by Hellenic Post & AKMI on 9th – 10th of February, 2023. The event was hosted in the building of Adrianoupoleos 45, Kesariani, Athens 161 21 (Figure 17). The outcomes will be used to interpret the previous findings into training needs and learning objectives. The outcomes of the Greek DaCum report will be used along the results of other activities (questionnaires and interviews) to formulate a set of key-findings in section 6 of the current document (Overall Findings & Recommendations on National Level).

A group of 10-12 employees of ELTA consisted DaCum participants. Inclusion criteria were: long experience of the employees, long time in the postal business, and their position in the organogram of the company (managers and supervisors were preferred). Moreover, peoples who had previous experience in different positions were given priority. Participants had served postal sector either in post offices, or distribution units, as well as headquarters. The social context upon DaCum workshop was to foster exchanging experiences and sharing operational knowledge of the participants.

During the workshop, the team aimed to record the needs and identify possible gaps referring to the skills that require updating (upskilling) or revising/reinforcing (reskilling). This information was crucial in order to design and deliver training programs that would effectively address these identified needs.

Figure 17. DaCum event in Athens organized by AKMI and ELTA (9-10 February 2023, placed on the building of Adrianoupoleos 45, Kesariani, Athens 161 21).

Co-funded by the Erasmus+ Programme of the European Union

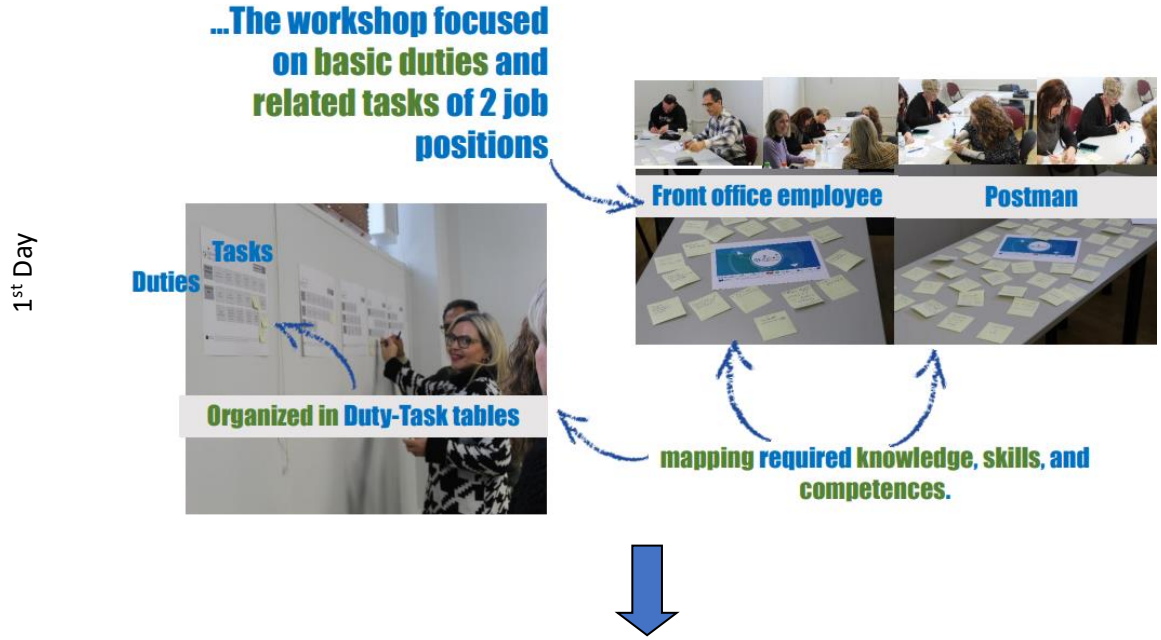
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

During the first day, the workshop focused on basic duties and related tasks of 2 job positions: Front office employee and postman. A set of sticky notes were used to map required knowledge, skills and competencies (Figure 18). A designated leader was chosen for each mission, and an information pack was prepared prior to the travel. The following sections will report the implementation details and finally will summarize their findings.

3.5.3. Findings

From the 12 employees of ELTA who formulated the group of DaCum participants, 58% were females and the rest 42% were males (Figure 19). After participants identified basic duties and related tasks (a mapping exercise between those two) for two most common job positions (postman and front-office employee), they discussed about knowledge, skills and competencies required for those job profiles.

In the next step (day 2), DaCum participants worked together as a team to shape a new framework of knowledge, skills and competencies based on DigiComp (Vuorikari et al., 2022) and GreenComp (Bianchi et al., 2022). Those two worked as a reference for DaCum activities, as EC recommendations on key competences for lifelong learning, for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion.



Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

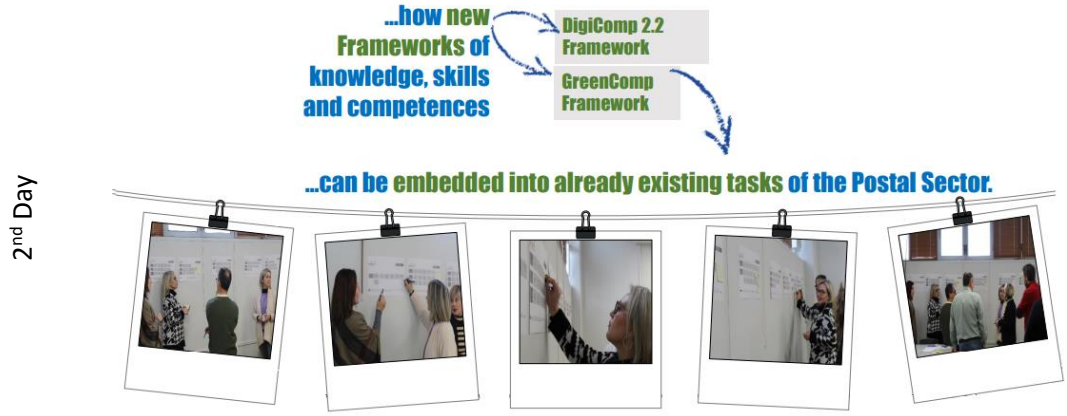


Figure 18. Concept map of the 2-days DaCum Methodology performed in Athens

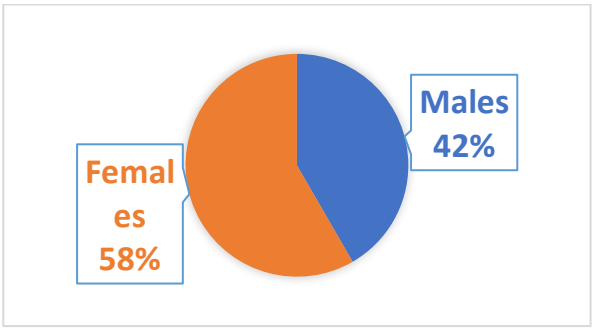


Figure 19. Age balance in the DaCum participants

The basic outcomes of the DaCum workshop performed in Athens can be summarized in the following list:

- It is a common sense that Hellenic Posts indeed move forward to a digital era through digital transformation
- The multi-tasking approach can foster a horizontal and holistic approach of skills and competencies training
- An important slice of the participants, as postal employees, lack the digital and green skills to support the digital transition of the postal sector
- It is a common understanding that upskilling (i.e. the process of acquiring new or additional skills, knowledge, or competencies to enhance one's capabilities and stay relevant in the rapidly evolving job market and professional landscape) can improve the daily work of staff.
- Gaps in digital skills exist mostly in knowledge and in everyday use of technology, while the corresponding green skills gap exists mostly in attitudes.
- It is crucial for new technologies and approaches to be fully supported by all management levels and adopted by the staff
- Staff should be more open to changes and eager to learn

Overall, the workshop's collaborative structure encouraged the sharing of different viewpoints and expertise, ensuring that the training programs that emerged were knowledgeable and attentive to the identified requirements and gaps. The workshop served as a critical step in the DACUM process, enabling the

Co-funded by the Erasmus+ Programme of the European Union
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

working team to validate and refine their understanding of digital and green trends, identify skills needs, and lay the groundwork for the development of effective training programs that would meet the evolving demands of the industry and contribute to upskilling and reskilling efforts.

3.6. Overall Findings & Recommendations on National Level

This section will summarize -in a national level- the results of all used instruments, namely questionnaires, interviews and the DaCum workshop. There are four pillars that were formed through the study of the results so far: 1. Existing Digital skills/Competencies and needs, 2. Green skills/competencies and needs, 3. Knowledge of Green/Digital policies and the degree of their application within organizations, and 4. The training needs.

Every feedback collection method contributed in the formulation of the overall picture regarding digital/green competencies, policies and training needs. Each method shed light into specific aspects of the study and the following subsections will explain in more detail the overall outcomes and related recommendations to be taken into account on next phases of the project.

3.6.1. Digital Skills and Competencies

Topic #1	Basic Digital Skills	**Supported by:**	Questionnaires, Interviews, DaCum
Relevance:	High	**Significance:**	Average to High
Description	In general, most people fill comfortable to discuss their digital skills. As it was extracted by questionnaires (Finding #4), some basic digital technology concepts and digital services are known to most people. Moreover, interviews confirm that initial digital skills are necessary for daily duties. DaCum participants agree that although some more digital skills are still needed, the digital transformation is moving fast in the organization (Hellenic Post). Emphasis should be given to knowledge and practical skills (not too much on attitudes, or readiness to accept changes). Study participants believe that their organizations give a priority in digital skills/competencies (against green skills/ competencies).		
Recommendation:	Interventions to fix problems related to digital skills/competencies may skip very basic topics and focus on communication strategies and content creation which are more demanding for typical postal office personnel. Two profiles should be the focus point: 1. front-end employee, and 2. Postman (last mile).		

Topic #2	ICT and management levels	**Supported by:**	DaCum
Relevance:	Average	**Significance:**	Average
Description	There is the need new ICT technologies and digital approaches to solve problems to be fully supported by all management levels. There is some		

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	evidence that lower management levels do not adopt innovative ICT solutions easily (DaCum results)
Recommendation:	To train personnel of all management levels to be open to new ICT solutions and to make sure digital skills will be required to perform tasks (i.e. included in the profiles of all management levels).

Topic #3	Advanced ICT Technologies	**Supported by:**	Questionnaires, DaCum
Relevance:	High	**Significance:**	Average to High
Description	Although most people believe that basic computer skills are already mastered by the majority of the postal sector personnel, there is some special topics like alternative means of delivery (e.g. drones) and AI-driven technologies which are totally unknown to people.		
Recommendation:	Taken into account the interest of people to know better those new technologies (e.g. drones, AI), training should include related advanced topics. Most study participants understand that those advanced technologies will become more important in the near future.		

3.6.2. Green Skills and Competencies

Topic #4	Energy Saving/production/labeling	**Supported by:**	Questionnaires
Relevance:	High	**Significance:**	High
Description	Surprisingly, skills and competencies related to the lifecycle of energy (from production to consumption and management) was found to be lower than expected (finding #2 of questionnaires).		
Recommendation:	Energy saving policies, knowledge about energy production and energy labeling should be included in the training/educational activities.		

Topic #5	General Green & Bioeconomy skills/Competencies	**Supported by:**	Questionnaires, DaCum
Relevance:	High	**Significance:**	High
Description	Green skills gaps were identified mostly in attitudes (and not in knowledge). Moreover, bioeconomy science was found to be known only to lower EQF levels.		
Recommendation:	Advanced bioeconomy topics and green skills/competencies should be included in the training. Employees need to master the bioeconomy science and take responsibility. Participants expressed strong interest to be part of		

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	a green network (opportunity), but after they have acquired the relevant skills/competencies (requirement).

Topic #6	Sustainability skills/competencies and upskilling	**Supported by:**	Questionnaires, Interviews, DaCum
Relevance:	Average	**Significance:**	High
Description	Reported skills related to stress management, consumer behavior, security and privacy policy is not that low (result of questionnaires). Moreover, there were strongly positive reactions during the interviews as these skills were said to be 'very important'. Upskilling appears to be the way people understand as the best way to acquire new or additional skills and knowledge in order to stay relevant in a dynamic job market.		
Recommendation:	The introduction of advanced topics as part of the training interventions on sustainability (basic knowledge appears to be already mastered). Most people understand sustainability as closely related to green skills/competencies, but quite different. A way to introduce concepts to the learners could be triple: Green, Digital and Sustainability skills/competencies. Moreover, motivation to people to be open to the need of self-evolvement (upskilling) should be provided in the training (DaCum results).		

3.6.3. Policies in Organizations

Topic #7	Green Policy & EGD	**Supported by:**	Questionnaires, Interviews
Relevance:	High	**Significance:**	High
Description	There are mixed results. Some study participants say their organization does not implement EGD policies, some imply it does so, and some others are not sure. An important slice of participant is not even aware of the Green policy of their organization, or they do not know what exactly is a Green policy, thus they are not sure if a green policy is being applied in their organization.		
Recommendation:	Training should include the familiarization with EGD and common green policies. Employees must receive some directions on how to sense whether the green policy is being applied in their organization and if not, how to respond. Moreover, the DigiGreenPost project results have to be disseminated to the internal audience (and not only).		

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.6.4. Training Needs

Topic #8	The need for Education and Training	**Supported by:**	Questionnaires, Interviews, DaCum
Relevance:	High	**Significance:**	High
Description	DaCum concluded the need to have a horizontal and holistic approach on skills/Competencies training. It's a common understanding that education/training is the most appropriate way for employees to achieve new skills/competencies. This is a required step before taking part in a green network or similar initiation. In addition, most people are open to frequent training. Most people reported self-learning skills. Study participants think that Green skills development is not a top priority for their organizations. Similarly, they think that they need more training on green skills/competencies than in digital ones (interviews).		
Recommendation:	The third-party organization to provide training services should be a specialist or certification body. The role of Coach or Ambassador was proposed as part of their training. The frequency of training can be high, but regulated by learners themselves.		

Topic #9	Training Infrastructures/facilities	**Supported by:**	Questionaries, Interviews
Relevance:	Average	**Significance:**	Average
Description	People think training should be provided by a third-party organization (resulted by both questionnaires and interviews). The quality of the training infrastructure (including technical means) is important for learners.		
Recommendation:	Pay attention to educational infrastructures, good quality training materials and tools. Physical classrooms are more appreciated by learners. E-learning solutions should be used under certain circumstances.		

Topic #10	Demographics factors	**Supported by:**	Questionaries
Relevance:	Average	**Significance:**	Low
Description	Gender plays an important role in people's attitudes on green policies. Women seems to be more sensitive than men regarding the degree green policies are being applied in organizations. On the other hand, age is related to digital skills/competencies and not green ones.		
Recommendation:	Extra motivation could be given to men in order to participate in discussions about policies, and/or training on green skills-/competencies development.		

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	Older learners need special attention (more time and motivation) when advanced ICT topics are to be explained.

3.7. Conclusions

This document summarized the efforts paid and results towards the engagement of postal sector personnel in order to identify digital and green needs, existing compliance with policies and standards, and to map required skills to formulate later the job profiles (in D3.2).

It used a hybrid methodological approach by involving questionnaires, interviews and DaCum workshops to attract the interest of postal sector professionals, and engage as many employees as possible in the requirements elicitation phase. The results of each step were combined in a creative synthesis study to formulate the overall findings. The two pillows of this analysis were:

- **Job Analysis:** Mostly performed in DACUM, this analysis focused on examining certain job responsibilities and finding the essential duties, information, competences, and skills needed for successful performance. This can guarantee that the workshop's material is suited to postal workers' particular job requirements and fills any skills and knowledge gaps pertinent to their positions. Participants had the opportunity to analyse the tasks, the skills and knowledge of the sector and create a better understanding of their roles. Moreover, interviews involved high profile employees who shed more light into the need of training towards the successful performance on job responsibilities.
- **Participant Engagement:** Apart from people's involvement into questionnaires and interviews (in which people participated as isolated contributors) The DACUM approach promoted active engagement and participation for workshop attendees. Postal employees' knowledge, skills, and viewpoints were utilized by involving them in the process, creating a more interesting and fulfilling learning experience. Employee buy-in and a sense of ownership were fostered by this participatory approach. Overall, participants had the chance to engage in more than one ways and in a different process of understanding the competences around their jobs through participatory activities.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4. Romanian National Report

The DigiGreeNPost project intents to bring resilience to the postal industry through the provision of up-skilling for postal employees in green and digital competence areas, acting as an enabler towards the implementation of digital and green policy agendas, building the understanding of the importance of digital and green-related jobs throughout the sector. More information about the project: https://digigreen-post.eu/

This questionnaire refers to skills for digital and green transformation of the post offices. Feedback was collected using an online approach and results from Romanian responders are reported in this document. The country report from Romania is a document that summarizes the actions taken at national level for the initial collection of information that will help in the study of digital and green needs and required skills. More specifically, each of the supported countries (Ireland, Greece and Romania) seeks to gauge the views of their postal industry executives on green and digital transition. This search is carried out under the application of a common methodology for all three countries in order for the results to be comparable in a later phase of the project (D3.1. Synthesis Report). This document therefore presents the purpose, the implementation methodology and the results from the questionnaires, interviews and DaCums carried out in Romania as part of the project. Each part of this process leads to a series of conclusions, while the synthesis of the results is a task which takes place in the last chapter of the present document. These conclusions will be used to develop deliverable D3.1, which will be a creative synthesis of all individual national reports.

4.1. Introduction to the Romanian Country Report

Regarding the green transition, Romanian economy is close to the average of the EU of 27 and indeed in the use of renewable energy sources for heating and cooling well above it, but lags behind in the digital transition. This results, in general, from reports and indicators used by the Center for Planning and Economic Research (KEPE) in the topicality analysis for 2023: "Green and Digital Transition: Positive Developments, Need to Accelerate Actions" (KEPE, 2023).

Starting from the conclusions of this analysis, the reports and indicators presented refer positively to the efforts of the Romanian economy in the areas of green and digital transition, however, it lags significantly in the use of renewable energy sources in transport.

Moreover, Greece still needs to do a lot to approach the European average in a number of parameters including policies for climate change, recycling, buildings energy upgrading and standardization, sustainability in the agricultural sector, as well as investments in green food technologies.

Regarding the digital transition in Greece, it is noted by various resources (REF) that it has been steadily progressing, but its start was delayed, compared to its EU partners. During the years of the COVID pandemic, various initiatives and government policies aimed at embracing the opportunities of the digital age. Examples include: 1) e-Government initiatives to improve public services and make them more accessible to citizens and businesses (e.g. various online platforms to provide services such as tax filing, business registration, and permit applications), 2) e-Learning solutions to overcome pandemic social distance restrictions and also to equip students with essential digital skills, 3) Networks and internet connectivity (expansion of broadband internet access and improvement of internet infrastructure across the country), 4) Establishment of a startup ecosystem (e.g. tech hubs in big cities like Athens and Thessaloniki)

Co-funded by the Erasmus+ Programme of the European Union

to develop innovative digital solutions, contribute to economic growth and job creation, 5) Digital Payments (traditional banking services have increasingly moved to digital platforms), 6) e-Health, as the healthcare sector in Greece has been incorporating digital technologies to improve patient care and optimize healthcare delivery (e.g. electronic health records and telemedicine services), 7) Smart Cities in the sense of integrating digital technologies to enhance urban services and improve the quality of life for residents (smart traffic management and waste management systems).

Despite some important positive developments, Greece has faced challenges in its digital transition, including concerns about data privacy, cybersecurity, and the need for further investment in digital infrastructure.

Having the above findings as a starting point, the Romanian country report will confirm current trends as stated before, will update information especially regarding the postal sector and will conclude in a set of recommendations for further improvement.

4.2. Overall Methodology

An analysis of current status regarding digital and green competencies and extensive training needs was performed through questionnaires, interviews, and DaCum Workshops. Through the networks of the participating organizations, stakeholders from diverse scientific and professional backgrounds were engaged to methodically identify their level of competence.

The overall methodological approach, in the level of country report, was to combine questionnaires and interviews in order to offer several benefits, as each method has its strengths and weaknesses. By using both questionnaires and interviews together, Action 3.1.1 researchers can enhance the depth and reliability of their findings. Here are some of the benefits of combining questionnaires and interviews in a study:

- **Complementary Data:** Questionnaires and interviews provide different types of data. Questionnaires offered structured, standardized responses from postal sector professionals that are easy to quantify and analyze, providing a broad overview of participants' perspectives. On the other hand, interviews were targeted to high profile stuff and thus offered more in-depth and nuanced responses, allowing researchers to explore complex issues and gain a deeper understanding of participants' experiences and viewpoints. For example, interviews allowed researchers to explore participants' emotions, motivations, and experiences in greater detail. By combining both, Action 3.1.1 researchers gathered a comprehensive set of data that complements each other.
- **Validity and Reliability:** The combination of methods can enhance the validity and reliability of the country report. Questionnaires with standardized questions ensure consistency in data collection across participants, reducing potential biases. Interviews, on the other hand, allow researchers to clarify responses and probe further into specific areas, improving the accuracy and trustworthiness of the data.
- **Participant Engagement:** By offering to the study participants a mix of feedback collection methods, researchers can cater to different preferences and engagement levels. Some individuals preferred the convenience and anonymity of the (online) questionnaires, while others -especially managers- valued the opportunity to express themselves

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

in interviews. This flexibility increased the likelihood of obtaining a diverse and representative sample.

- **Flexibility:** By combining questionnaires and interviews, a higher flexibility in data collection was achieved. People who were responsible for data collections (ADAE & ELTA) had the opportunity to adapt their approach based on the research objectives, participant characteristics, and other contextual factors. For example, if the initial online questionnaire data suggests some interesting patterns, the follow-up interviews were used to explore these patterns in more depth.

In addition to the above, the goal-oriented DaCum Workshop, as a participatory and interactive event, will offer praxis-based evidence on the required knowledge, skills and competencies. Teamwork and physical interactions between postal sector employees will bring into the overall discussion hands-on and experiential results towards specific outcomes or goals. Overall, combining questionnaires, interviews and workshops in a study can lead to a more holistic understanding of the research topic, ensuring that researchers capture a broader range of perspectives and experiences. It can also strengthen the rigor and credibility of the research findings, making the study more valuable to the academic community and stakeholders.

4.3. Romanian Questionnaires Report

4.3.1. Purpose of the Questionnaires

The questionnaires were prepared to serve the purposes of the task T3.1 (Ecosystem Initiation) and more specifically the Action 3.1.1. This is about mapping of the postal sectors' needs and of emerging job profiles in digital and green economy. In line with the development of a research methodology for this analysis, both quantitative (questionnaires) and qualitative (interviews) methods were applied. The questionnaires were distributed to all participating countries (GR, RO, IR) and an objective to collect 300 questionnaires in total (100 per country) was initially set. For this purpose, a questionnaire of 28 questions was developed initially in English language to be used by Irish people and the rest of European countries, apart from the participatory ones. Later it was translated into Greek and Romanian in order to include the other two pilot site countries.

4.3.2. Methodology & Study Protocol

4.3.2.1. Timing

The Romanian version of the questionnaire was distributed to targeted audiences from 30/3/2023 until 20/4/2023. The questionnaire was available 24/7 during this period, but most people provided their feedback during a work-break, or at their personal time (after the closing of the business day).

4.3.2.2. Target Respondents & Geographical Distribution

The questionnaires were developed having in mind a wide range of postal sector employees, from sorting and delivery, to managers and ICT professionals. Due to these heterogeneous professional profiles and needs, the questions related to the green and digital competencies offer a large group of options for study participants to choose from. Apart from the differences in professional profiles, this study has to deal with a diversity in employee ages, working experience and working locations. Special effort was paid by the

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

research responsible to achieve a balanced geographic distribution among study participants. Thus, invitations were sent to postal offices and other postal structures in various Romaniancities.

4.3.2.3. Recruiting Methods

Study participants were invited by email. A "snowballing approach" was followed according to which the research responsible send the invitations to local managers and then local managers send the invitation to final receivers. This way the wished number of study participants was achieved early in the available timeframe. Apart from a well-described email invitation, the first page of the questionnaire included a short description of the study objectives and links to basic dissemination materials of the project.

4.3.2.4. Instruments

The questionnaire was developed as a separate document in English language and after corrections and additions made by other consortium partners, finally it was translated to Greek and Romanian. The translated versions, as well as the original one was uploaded into Google Forms. The Greek version is available at: https://docs.google.com/forms/d/e/1FAIpQLSctvFy8JHfZ97QlfiLSSYy3sBbjS_jIvHoy-hOj1spCpQdzzvQ/viewform?usp=sf_link

4.3.2.5. Analysis Methods

When the deadline for completing the questionnaires had passed, the collected feedback was downloaded from Google Forms into local drives. The *.csv files were transformed into Excel sheets containing all the collected information. Basic descriptive statistical analysis, as well as the production of charts, was perfumed in Microsoft Excel. Age and Gender segmentation results are included in this document.

Taking into account that a lot of effort goes into dividing the target audience into demographic segments, the expected benefit comes from the adaptation that possibly will be performed into the educational materials and motivation cues given to target audiences during of DaCums (based on each segment's requirements).

After analysis of the English, Greek and Romanian results, each version of the questionnaire - including the current Romanian one- was merged with the English version in a single file. More information on the comparison between countries (or languages) can be found on D3.1.

4.3.2.6. Anonymity

The questionnaire participants were informed about the scope of this study and the fact that their responses would be collected and integrated in an anonymous manner. No identification data were asked to enter the online version of the questionnaire. Study participants were invited to participate in this study on their free time and using a link open to the public. A complete anonymity was ensured to foster open and honest feedback.

4.3.3. Summary of Results

4.3.3.1. Demographics

A total number of 92 participants took part in this research and gave valid results. 22.58% were males and 77.2% females (Figure 20). Most of participants were middle-aged, from 45 to 54 years old (49.46 % of participants) as seen in Figure 21.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

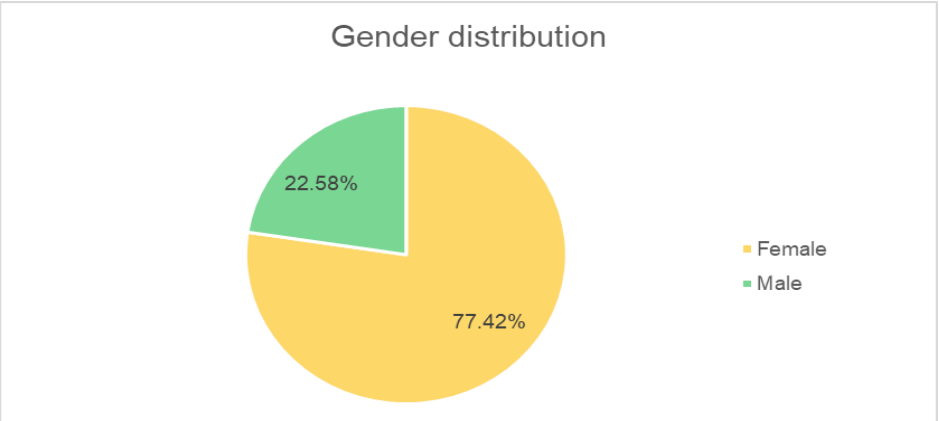


Figure 20. Gender balance of the sample (feedback given to the question "1.2. Please indicate you Gender" (options: male, female, other)

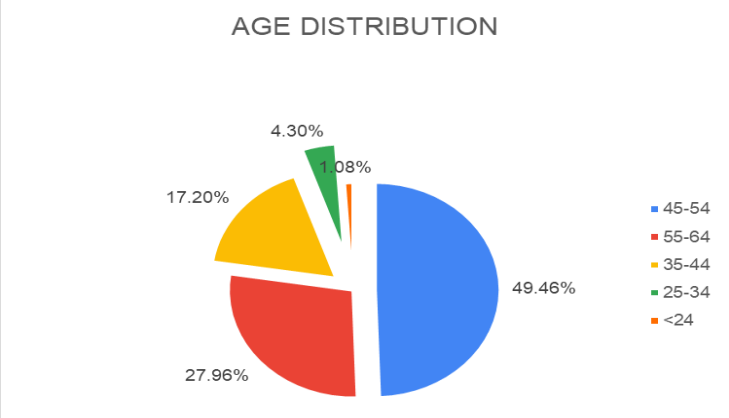


Figure 21. Age balance of the sample (feedback given to the question "1.1. Please indicate you age group")

The level of education was another demographic parameter taken into account. Figure 22 presents the responses of the study participants to the question "1.4. Please indicate your highest level of education" (options were formulated according to the International Standard Classification of Education - ISCED).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

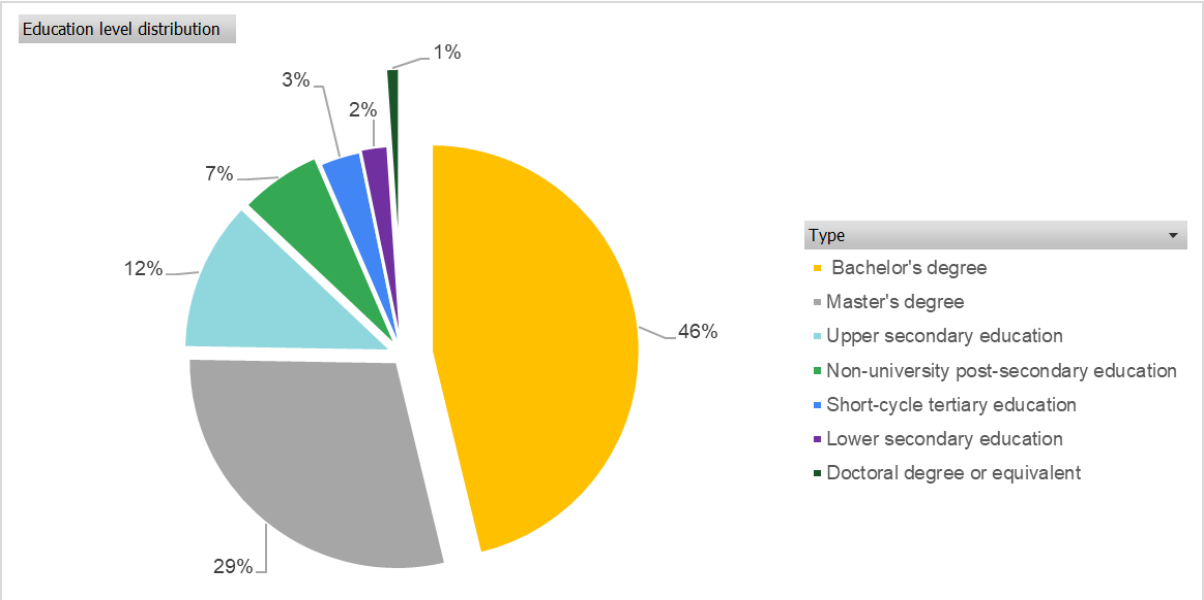


Figure 22. Participant's highest level of education (according to ISCED)

Results showed that the 46% of study participants have a university degree, while another 29% a Master's degree. Other smaller slices go to a 12% for upper-secondary and 7% for post-secondary education and also 1% hold a doctor's degree, and 5% have completed lower education.

Regarding the postal sector study participants' work distribution in Romania (Figure 23), the results have shown that a significant majority of people work in headquarters, accounting for 82% of the participants. A smaller proportion, approximately one-fifth, work in the post office network (19%), while a very limited number of participants were found to be working in the ICT and new technologies sector (1%).

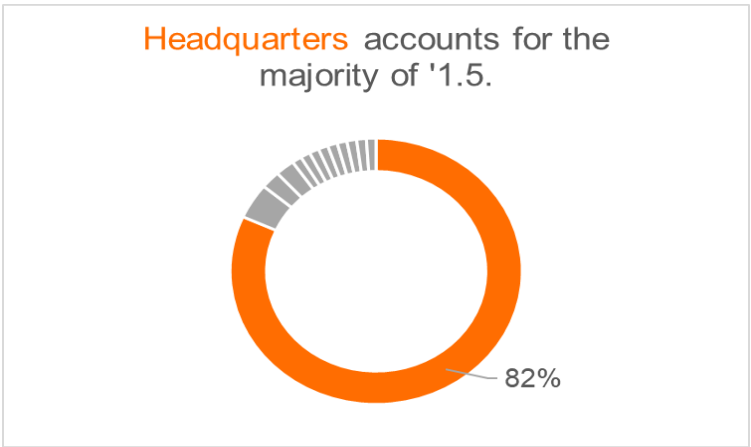


Figure 23. Participant's working sector

Moreover, there is a wide spread in respondents' responses regarding their working position within their organization (Figure 24). As expected, the larger group of study participants are support and administrative staff (43%). Surprisingly, a lot of directors participated in the study (21%). These results can be explained by the followed recruiting methodology ("snowballing approach"). Directors were the first people who were invited and the first who completed the questionnaires before sharing the invitation with their

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

departments. Other responsible positions, such as Section and Department Heads, were strongly represented in the sample (28 %) and the remaining positions, such as postal workers, post office clerks, salespersons, and various managerial roles, each constituted 1% of the participant pool.

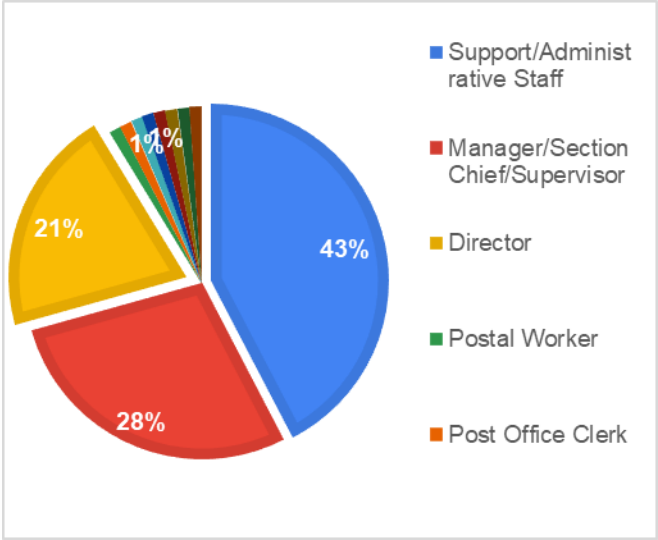


Figure 24. Participant's working position

The profile of study participants is being completed by the years of experience (as the last question in the demographics section). Figure 25 present the results of the questions "1.9. Please indicate the years of experience in your current position" (left) and "1.10. Please indicate the years of experience in the postal sector in general" (right). As can be easily seen, most employees are experienced professionals. Only 5% of participants have less than one year experience in their current working position, but this result has to be compared to the 55% who reported more than 11 years of experience in the postal sector. Based on the above results we can safely assume that the study participants are well informed about the working conditions, challenges and recent changes in the postal domain.

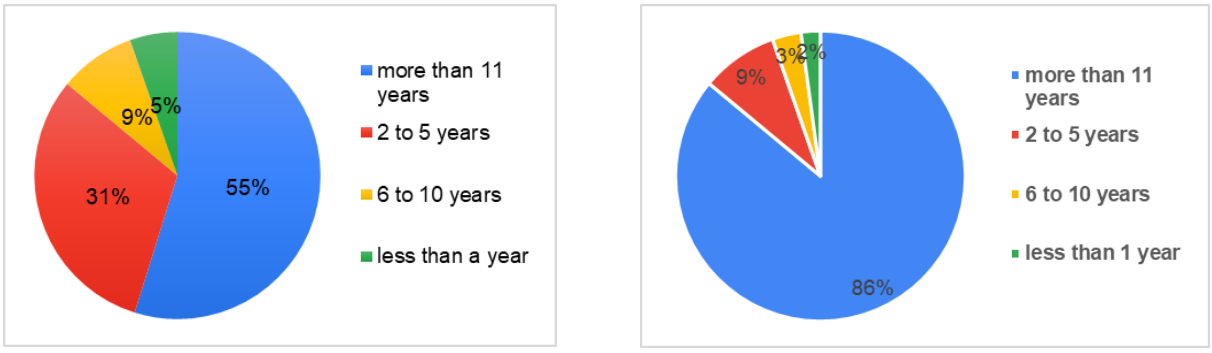


Figure 25. Participant's working experience in the current position (left) and in the postal sector in general (right)

4.3.3.2 Profile of the Represented Organizations

Apart from the profile of the study participants it worth to mention the profile of the organizations which are represented in this study through the participants. The majority of organizations represent courier services by 82%. Another 9.6% are postal offices and the rest are very small portions which represent other kinds of postal businesses.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Regarding the size of the represented businesses, 38% are medium units with between 11-50 employees (Figure 26). This result reinforces the hypotheses made regarding the good geographical dispersion of the respondents, as most invitations targeted to semi-urban and peri-urban postal units. On the other hand, it is true that the Romanian postal units are small offices spread around cities and the country.

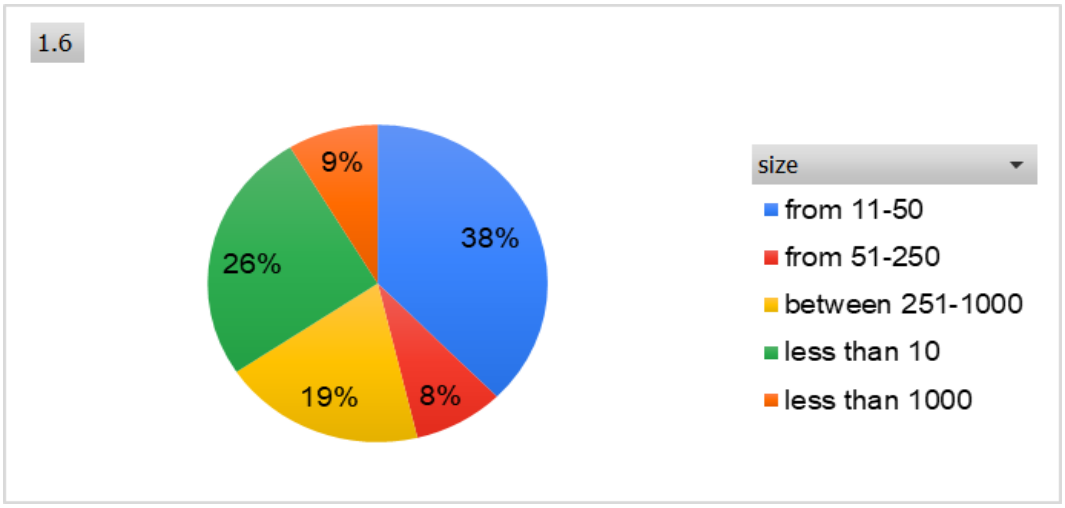
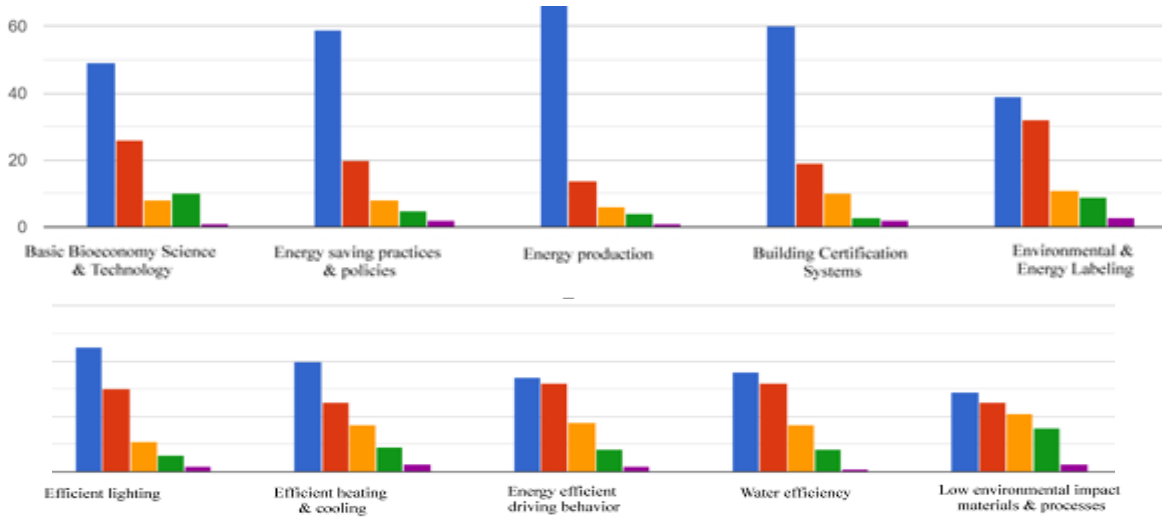


Figure 26. Participant's units in size (number of employees)

4.3.3.3. Green Skills & Competencies Development

After the demographic questions, study participants were asked to proceed with section 2 that is about the green and digital competencies. The first question in the new section is "2.1. To what extend you master the following green competencies?". This is a multidimensional question since the list of available options include 20 items, as seen in Figure 27. Those 20 items are evaluated by study participants according to the level of mastery following the European Qualifications Framework (EQF). These descriptors provide a standardized framework for understanding the expected accomplishments and skills associated with qualifications awarded upon completion of each education cycle. For simplicity reasons, the eight (8) levels of expertise foreseen in the EQF level were grouped per two in four (4) levels (EQF 1-2, 3-4, 5-6 and 6-7).



Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

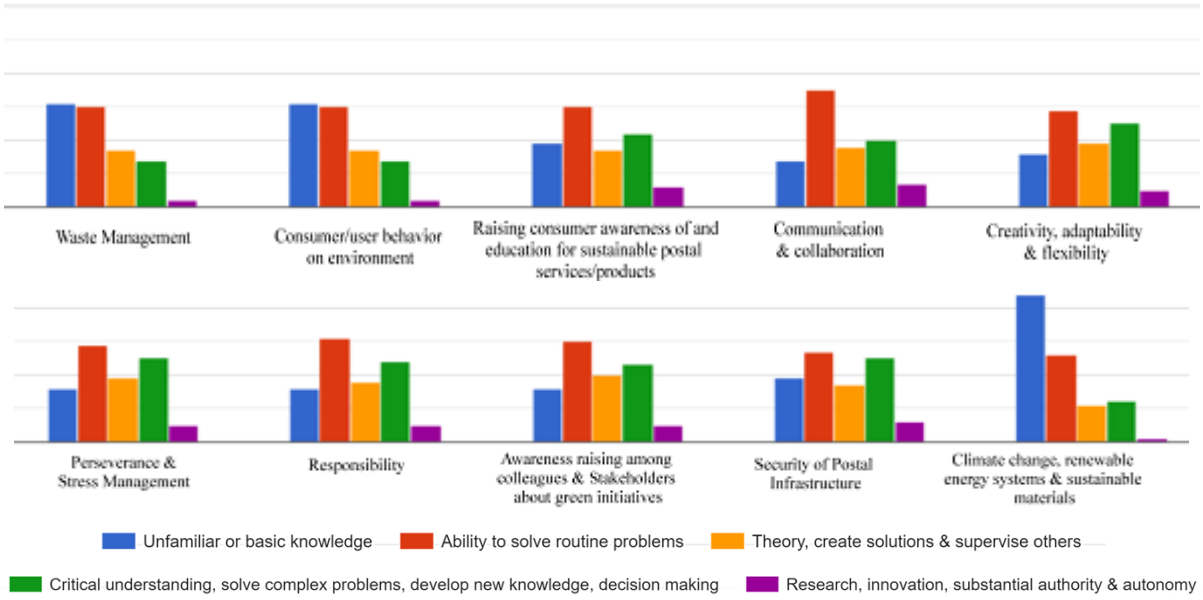


Figure 27. Participant's responses to the question "2.1. To what extend you master the following green competencies?"

It comes quite natural for participants to have a high level of very basic or no knowledge in a number of issues like the basic bioeconomy science, energy saving policies, energy production/labeling, water efficiency and building certification systems. The sharpest results come from the Building Certification Systems. On the other hand, some topics that appear to be a little bit more familiar to the participants are "waste management", "consumer behavior", and "awareness raising among colleagues and Stakeholders about green initiatives". Those topics are known to participants at levels EQF 3-4. This means that people feel they have practical skills to solve every day routine problems and that they exercise self-management under some work guidelines that are usually predictable.

Given the histograms of participants' votes on various green competencies, if we calculate the product of EQF level and the vote frequency of skills/competencies, then we conclude 'points of experience' for each item. The results can be seen in Figure 28. Security of postal infrastructure, responsivity and stress management is among the skills/competencies with the higher experience. On the other hand, Romanian postal officers do not think they master building certification systems, or environmental/energy labeling issues (low points of experience).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

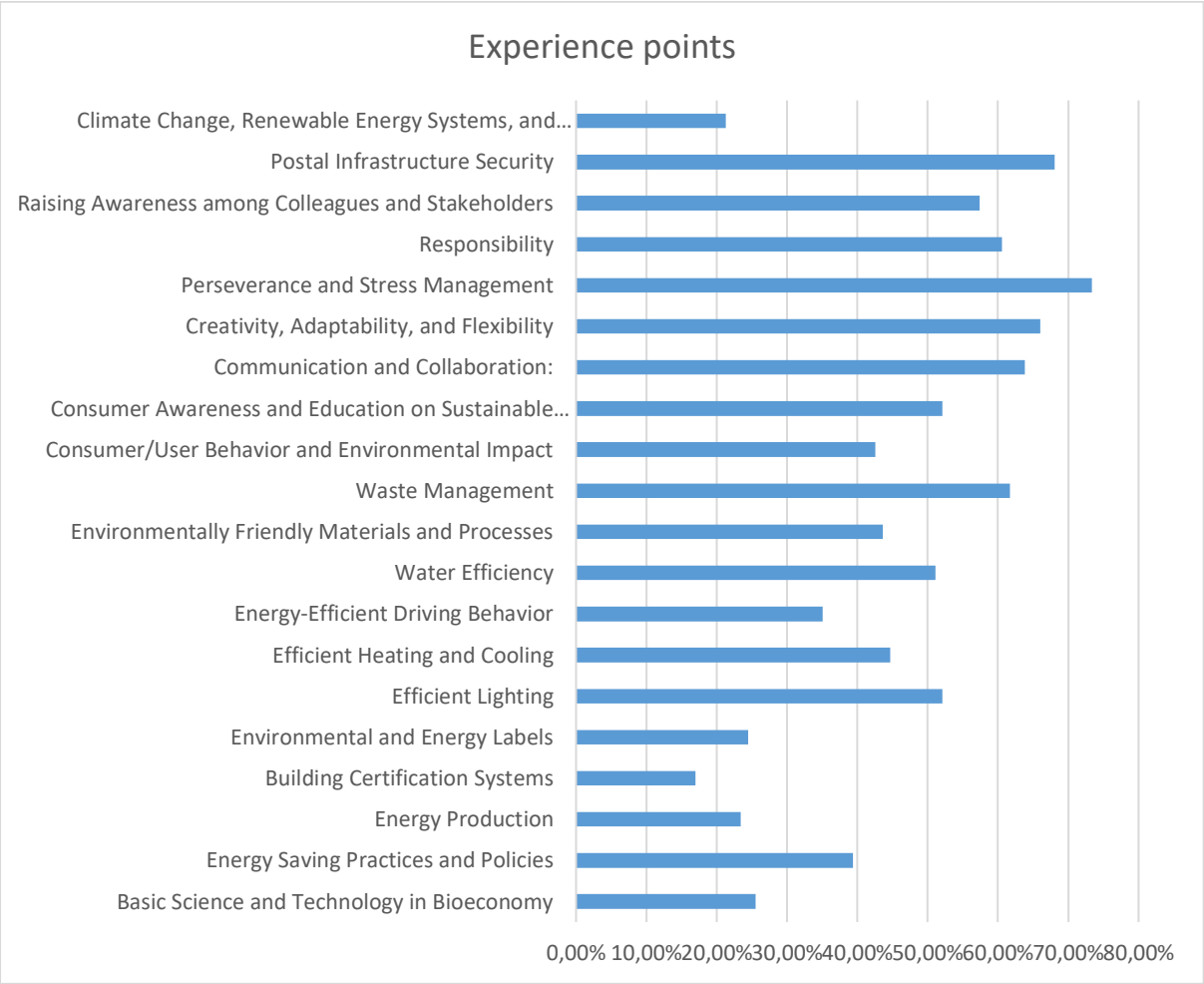


Figure 28. The product of EQF level and the votes frequency of green skills/competencies

4.3.3.4. Digital Skills & Competencies Development

The next question was about digital competencies. Figure 10 presents the results of the question "2.2. To what extend you master the following digital competencies?". Basic concepts, digital services, communication/collaboration and content management give a similar signature: there are quite a lot of people who know something more than basic concepts. Content creation and communication strategies follow a descending escalation (the higher the EQF level, the smaller number of people master this level). Regarding the generation of new ICT solutions, alternative means of delivery and AI driven technologies, people implied they do not know much apart from some basic things. But it worth to be mentioned that Adaptability gained a good score, thus people are open to new software tools and devices.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

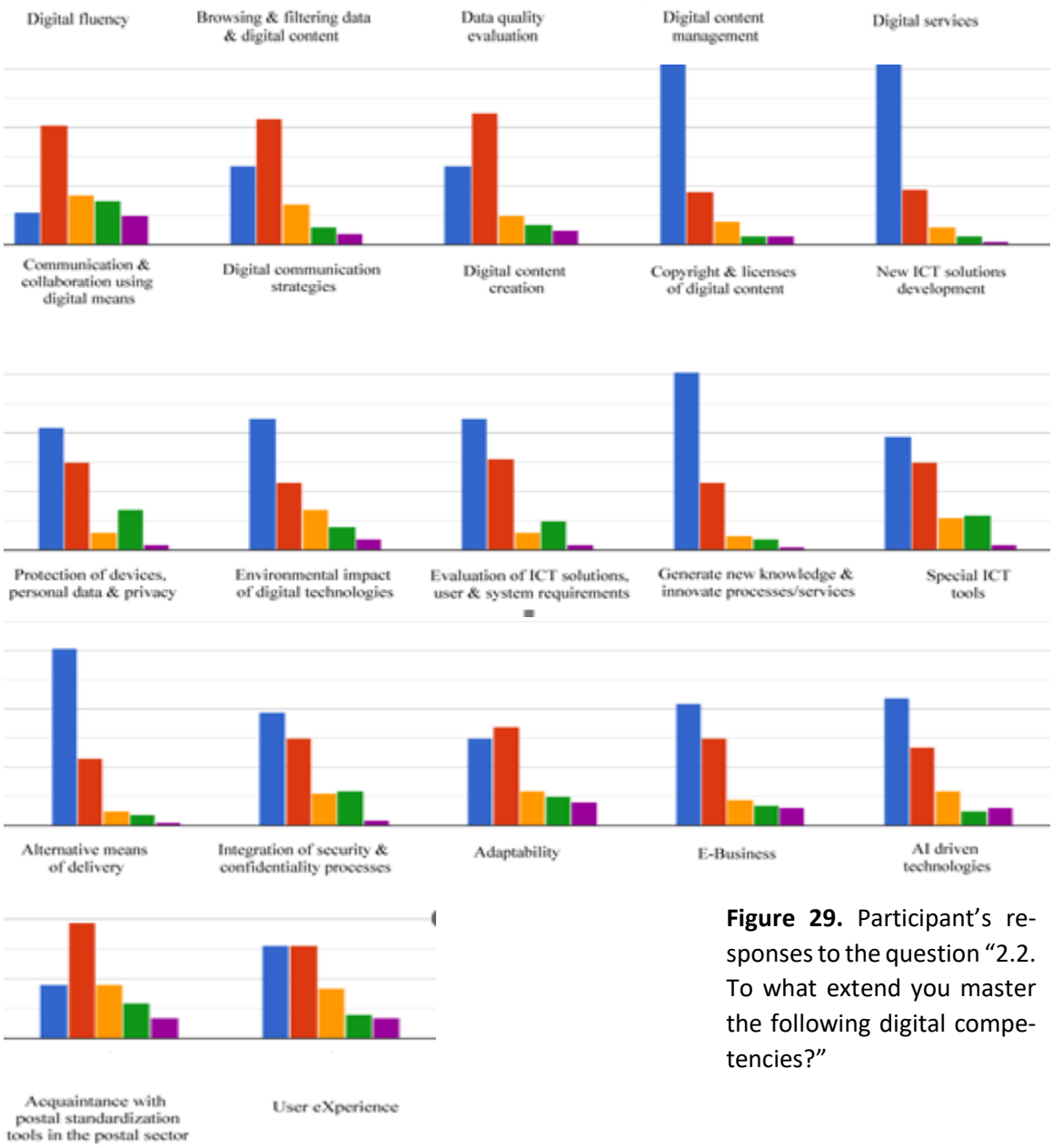


Figure 29. Participant's responses to the question "2.2. To what extend you master the following digital competencies?"

Similar to Figure 28, Figure 29 presents the product of EQF level and the votes frequency of digital skills/competencies. Adaptability, communication and collaboration using digital means and browsing data on the Internet are among the skills/competencies which collected -relatively to others- good points of experience. The generation of new ICT solutions, alternative means of delivery and AI driven technologies remain low in points-of-experience ranking.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

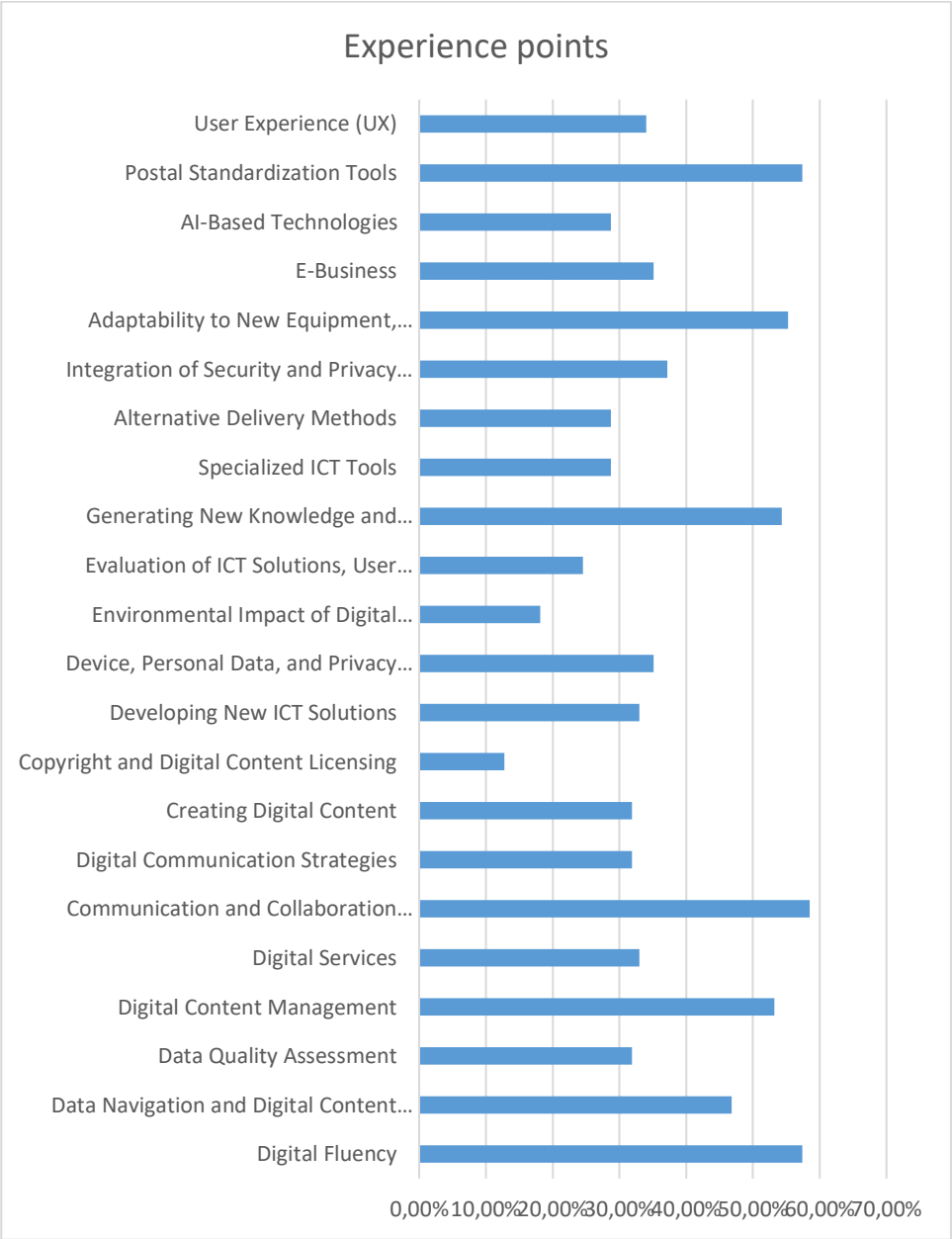


Figure 30. The product of EQF level and the votes frequency of digital skills/competencies

4.3.3.5. Educational Needs

One last question in this section is about competencies that should be developed within the next years. In Figure 31 we can see what study participants answered in the question "2.3. Which kind of competencies do you think should be developed among the postal workers within the next years?". Participants have diverse levels of knowledge and experience in various aspects of sustainability. While there are areas where participants demonstrate a good understanding, such as waste management, communication, and stress management, there are also areas where further education and awareness are needed. Participants exhibit limited familiarity with topics like bioeconomy science, energy production, building certification systems, and environmental labeling. However, they show moderate knowledge in areas like energy-saving practices, water efficiency, and consumer awareness. There is a need to bridge these knowledge gaps through training and education to enhance overall sustainability competencies. By addressing these areas

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

of improvement, participants can contribute more effectively to sustainable practices and environmental stewardship.

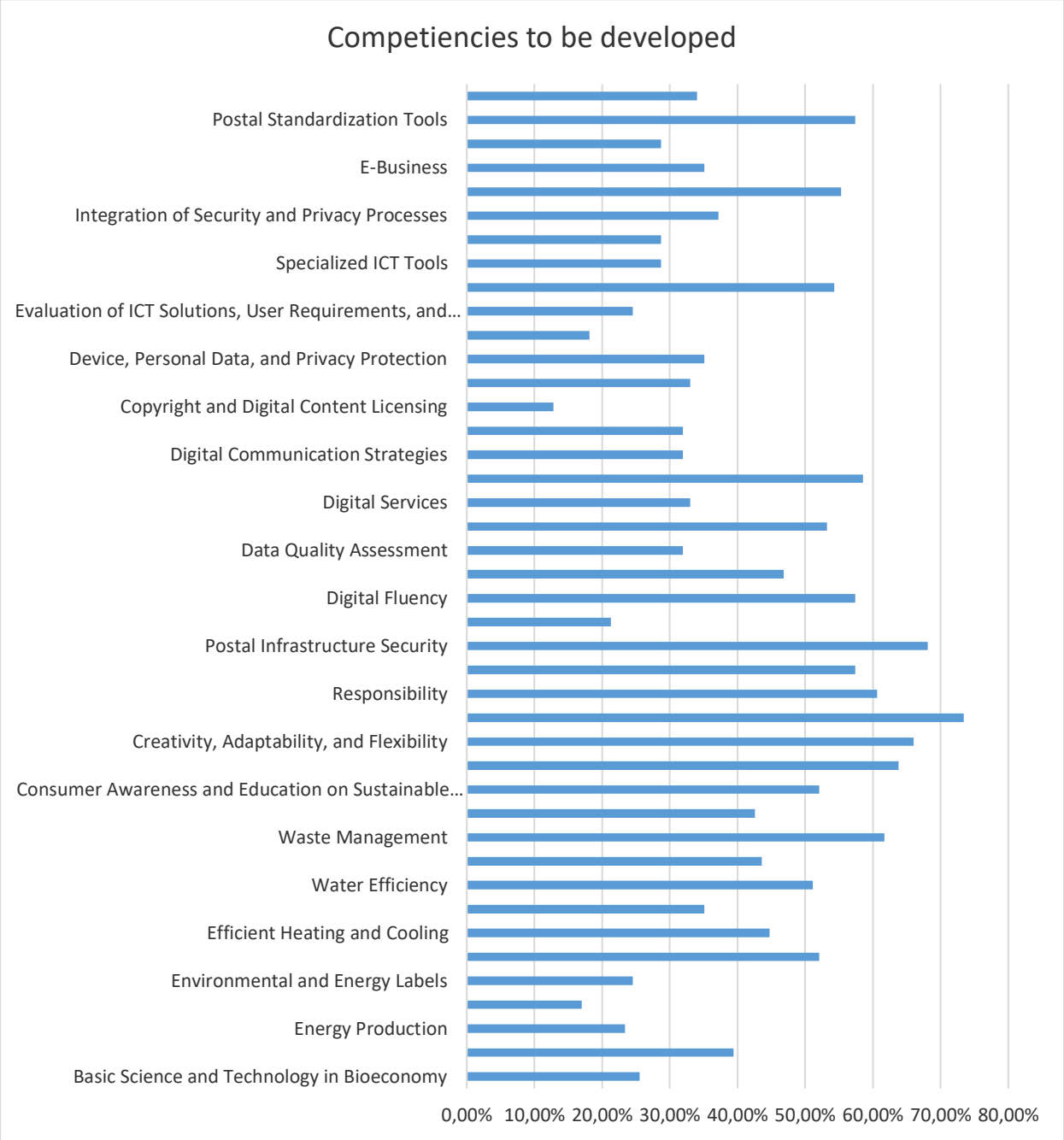


Figure 31. Competencies that according to study participant's opinion should be developed within the next years

The responses of the participants to some additional questions related to training on green and digital competencies are presented in Table 4. The results indicate a lower level of familiarity with the requirements of the European Green Deal (EGD) for postal services, as indicated by an average score of 2.57. This highlights the need for increased awareness and education regarding the EGD and its implications for postal services.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Participants perceive a relatively weaker application of the European Green Deal by their organization, as reflected in an average score of 2.98. This suggests the potential for further alignment and integration of sustainability practices within the organization.

Participants also demonstrate a moderate level of familiarity with the security confidentiality policy of their organization, as reflected by an average score of 3.27. This suggests that there is a reasonable level of awareness and understanding of the policies in place to protect sensitive information.

Moreover, participants believe that their organization strongly applies a security confidentiality policy, as indicated by an average score of 3.40. This signifies the importance placed on maintaining the confidentiality and security of information within the organization.

The overall average score across all three questions related to security and confidentiality is 3.33, indicating a generally positive perception among participants in these areas. The standard deviation of 0.80 suggests a moderate level of variability in participants' responses.

Table 4. Questions about training on green and digital competencies

Question	Average	Std
3.1. How strong self-learning capacities can you demonstrate as a person (permanent education, adaptability, agility and flexibility – necessary to cope with digital and green innovations and disruptive business models);	4,0	1,23
3.2. To what extent do you agree or disagree that your organization provides Green Skills training?	3,43	0,85
3.3, To what extent do you agree or disagree that your organization provides Digital Skills training?	3,36	0,92
3.4. Do you (or your organization) have an interest in joining a network to explore future Green Skills?	3,16	3,53
3.5. Do you (or your organization) have an interest in joining a network to explore future Digital Skills?	3,43	0,84
3.6. Are you familiar with European Green Deal (EGD) requirements for postal services?	2,57	1,44
3.7. According to your opinion, how strongly your organization apply European Green Deal (EGD)?	2,98	0,96
3.8. How knowledgeable you are about the green policy of your organization?	2,60	0,95
3.12. According to your opinion, is there adequate training on security and confidentiality of postal services?	3,40	0,57
3.13. Are you familiar with the policy for the assurance of confidentiality and security of your organization? [The set of rules that cover the operation of postal enterprises for the purpose of ensuring confidentiality and security of postal services]	3,27	0,78
3.14. According to your opinion, how strongly does your organization apply a security confidentiality policy?	3,40	0,56

It is worth to be mentioned that -according to almost half of the participants- the green and digital skills should be taught by a third-party organization (49.15%) and not by the organization they work in (29.10%), or any other partner of the organization (21.75%).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Table 5. Responses of the participants to the question "3.9. By which organization you think that green & digital skills should be taught?"

Answer	Frequency	Percentage (%)
By my organization	28	29.10%
By a partner of my organization	23	24.5%
By third-party educational organizations	42	44.7%

Regarding the barriers that block the wished green and digital skills, most study participants (52%) think there is no didactic framework. Another 15% think that there is no motivation and 33% think the barrier is the lack of learning facilities.

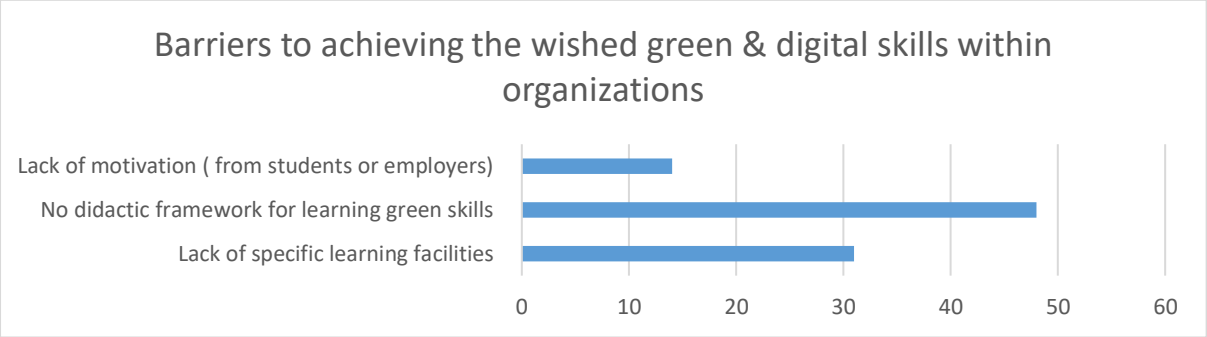


Figure 32. Responses to the question "3.10. What is the main barrier today to achieving the wished green & digital skills within your organization?"

One last question was about the importance of sustainability skills to future employers. Figure 33 summarized study participants. The mainstream response was neutral (simply "Important") by 52%.

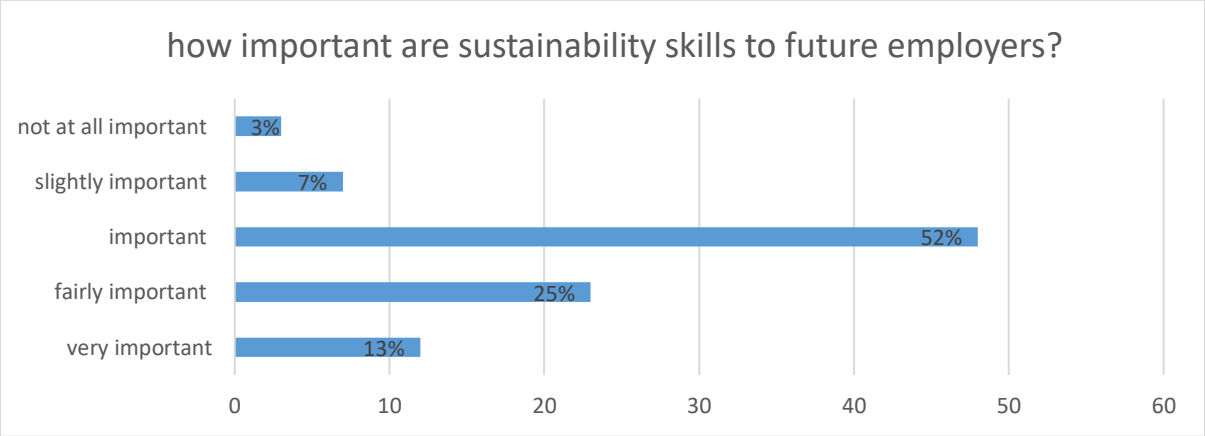


Figure 33. Responses to the question "3.11. How important are sustainability skills to future employers?"

4.3.3.6. Correlations

Correlations tests were performed using the statistical software SPSS (ver. 19). We used Chi-square for estimating the significance (independence).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Demographics

The body of study participants was found to be well balanced according to the relation between gender and: 1. level of education, 2. years of professional experience, and 3. experience in current position.

Other demographic parameters that were tested for relation to gender included: 1. the highest level of education, 2. the type of organization, 3. the size of the department, and 4. the current professional level. The results showed that there was no significant association between gender and the highest level of education ($X2(6, N=354) = 8.512$, $p = 0.201$), as both men and women had similar educational backgrounds. However, there was a significant association between gender and the type of organization ($X2(15, N=354) = 27.144$, $p = 0.028$), with more women working in postal/distribution units and more men working in county postal offices or business development services. There was also a significant association between gender and the size of the department ($X2(4, N=354) = 27.144$, $p < 0.001$), with more men working in larger departments with more than 250 employees and more women working in smaller departments with less than 50 employees. Finally, there was a significant association between gender and the current professional level ($X2(65, N=354) = 93.873$, $p = 0.011$), with more men working as directors or drivers/couriers and more women working as managers/supervisors or support/administrative staff.

Gender and Green/Digital Competencies

We conducted a study that looked at whether there is a link between gender and the green and digital skills/competencies reported by our responders.

This report presents the results of a Kendall's tau_b correlation analysis between the respondents' sex and their self-reported ecological competencies. The analysis was based on a sample of 93 respondents who answered a questionnaire on a 5-point Likert scale.

The results show that there is no significant correlation between the respondents' sex and most of the ecological competencies, except for three: basic science and technology in bioeconomy, building certification systems, and postal infrastructure security. These competencies have a weak positive correlation with the respondents' sex, meaning that male respondents tend to rate themselves higher on these competencies than female respondents. The correlation coefficients are 0.240, 0.201, and -0.235, respectively, and the p-values are 0.016, 0.046, and 0.013, respectively.

The results also show that some of the ecological competencies are significantly correlated with each other, indicating that respondents who rate themselves higher on one competency also tend to rate themselves higher on another competency. For example, there is a moderate positive correlation between basic science and technology in bioeconomy and efficient heating and cooling, with a correlation coefficient of 0.500 and a p-value of <0.001. This means that respondents who have more knowledge and skills in bioeconomy also have more knowledge and skills in efficient heating and cooling systems.

The table below (Table 6) summarizes the correlation coefficients and p-values for all the ecological competencies.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Table 6. Correlation coefficients and p-values for all the ecological competencies.

Ecological Competencies	Correlation Co-efficient	p-value
Basic science and technology in bioeconomy	0.240	0.016
Energy production (photovoltaics, solar thermal systems, alternative energy, e.g. biomass)	0.283	0.002
Building certification systems (e.g., LEED, BREEAM, national systems)	0.201	0.046
Ecological and energy labeling (e.g., EU energy label, CE mark)	0.347	<0.001
Efficient lighting (parameters and bulbs)	0.401	<0.001
Consumer/user behavior regarding the environment (selecting ecological products and services, energy management)	0.284	0.002
Efficient heating and cooling (e.g., water heating, heat pumps)	0.500	<0.001
Energy-efficient driving behavior	0.198	0.028
Climate change, renewable energy systems and sustainable materials (and, if applicable, knowledge of how to use them).	0.308	<0.001
Postal infrastructure security	-0.235	0.013
Raising awareness of colleagues and stakeholders about ecological initiatives	-0.137	0.147
Responsibility (e.g., identifying responsibility, unsustainable behaviors)	-0.110	0.246
Creativity, adaptability and flexibility (e.g., new ideas, managing transitions and changes)	-0.109	0.248
Perseverance and stress management (e.g., work stress)	-0.051	0.589
Water efficiency (e.g., consumption, reuse and recycling of water, rainwater)	0.116	0.227
Materials and processes with low environmental impact	0.053	0.586

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Ecological Competencies	Correlation Co-efficient	p-value
Waste management (e.g., minimizing waste, recycling materials, leading to the production of ecological packaging for postal service needs)	-0.029	0.761
Raising consumer awareness and educating them about sustainable postal services/products, the meaning of green certificates and ecological labels	-0.002	0.985
Communication and collaboration (e.g., working with people with different backgrounds or work experience, collective action)	-0.036	0.705

Education and Training

No correlation was found between gender and the skills/competencies participants think they are required to be develop in the future (Question 2.3). The results also show that there is no significant correlation between the respondents' sex and their level of agreement with the statement. The correlation coefficient is -0.044 and the p-value is 0.673, indicating that there is no linear relationship between the two variables.

No correlations were found between gender and wish to be member of a network, awareness on EGD and existing green policy of the organization (question 3.8), who should provide training (question 3.9), education on security (question 3.12), familiarization with security policy (question 3.13), and its application on the organization they work at.

Correlations with Age

Apart from gender, the other important demographics parameter to be checked for correlations with the questionnaire responses was age. A Pearson correlation analysis between the respondents' age group and the size of the department they currently work in (number of employees) was made. The analysis was based on a sample of 93 respondents who answered a questionnaire on a 5-point Likert scale.

The results show that there is no significant correlation between the respondents' age group and the size of the department they currently work in. The correlation coefficient is -0.044 and the p-value is 0.673, indicating that there is no linear relationship between the two variables.

4.3.4. Key Findings & Recommendations

Results indicated that not all green and digital issues are treated the same by the study participants. Nor all people have the same opinion about the priorities that green and digital competencies should be developed within the next years. This section aims to report overall finding and make specific proposals based on study results.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Some topics appear to be more familiar to the participants than others, for example "waste management", "consumer behavior", and "awareness raising among colleagues and Stakeholders about green initiatives". Those topics are known to participants at levels EQF 3- This means that people feel they have practical skills to solve every day routine problems and that they exercise self-management under some work guidelines that are usually predictable.

Finding: The survey results indicate that a significant portion of participants already possess a basic understanding of digital technology concepts and digital services.

- **Recommendation**: To maximize the effectiveness of educational interventions, it is recommended to focus on enhancing more advanced digital skills and competencies that align with the specific needs of postal office personnel. Interventions can target areas such as data analysis and interpretation, digital security and privacy, e-commerce and online transaction management, or innovative technology adoption. By addressing these specific areas, educational institutions can provide postal office personnel with the necessary knowledge and skills to navigate the digital landscape more effectively, adapt to emerging technologies, and meet the evolving demands of their roles. Additionally, integrating hands-on practical exercises, case studies, and real-world scenarios into the educational programs can enhance the applicability and relevance of the training, enabling participants to directly apply their newly acquired skills in their professional settings.

Finding: Participants had a high level of very basic or no knowledge in areas such as basic bioeconomy science, energy production/labeling, water efficiency and building certification systems, which are essential for reducing the environmental impact of the postal sector and contributing to the mitigation of climate change.

- **Recommendation**: Given the limited knowledge and understanding of key areas such as basic bioeconomy science, energy production/labeling, water efficiency, and building certification systems, it is important to prioritize educational interventions in these specific domains. Integrating sustainability-focused projects and assignments into the curriculum can offer participants opportunities to apply their knowledge in practical scenarios. This hands-on approach not only reinforces understanding but also instills a sense of ownership and responsibility towards environmental sustainability within the postal sector.

Finding: The research revealed a moderate positive correlation among certain ecological competencies, indicating that individuals who rated themselves higher in one competency also tended to rate themselves higher in another. These findings suggest that these competencies are interconnected and mutually reinforcing, implying that improvements in one competency can positively influence others. In other words, enhancing proficiency in one area may lead to beneficial effects in related competencies.

- **Recommendation:** should leverage the synergies between the ecological competencies that have a positive correlation with each other, such as basic science and technology in bioeconomy, efficient heating and cooling, and climate change. These competencies are relevant for advancing the green transition and innovation of the postal sector, and for enhancing its competitiveness and social impact.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Finding: Participants showed moderate knowledge in areas such as waste management, consumer behavior, and awareness raising among colleagues and stakeholders about green initiatives, which are important for enhancing the social responsibility of the postal sector and promoting a culture of sustainability among its stakeholders.

- **Recommendation:** The postal sector should allocate sufficient resources and incentives for implementing its green skills strategy, such as allocating a budget, providing time off or recognition for participating in education and training activities, or linking green skills development to career progression or performance appraisal.

Finding: There is a lack of adequate education and training opportunities for postal workers to acquire and update their sustainability skills, due to several factors, such as the lack of awareness or interest among postal workers or managers on the importance and benefits of green competencies; the lack of resources or incentives for investing in education and training programs; the lack of availability or accessibility of relevant and quality education and training programs; or the lack of alignment or coordination between the education and training providers and the needs and expectations of the postal sector.

- **Recommendation:** Addressing the lack of education and training opportunities for postal workers to acquire and update their sustainability skills requires a multi-faceted approach that tackles the underlying factors contributing to this issue

Finding: The study revealed that participants demonstrated a high level of awareness and skills/competencies in areas such as stress management, waste management, and consumer behavior.

- **Recommendation**: Building upon the existing level of familiarity in these areas, it is recommended to organize targeted training sessions focused on advanced topics. By providing in-depth training in stress management, waste management, and consumer behavior, organizations can further enhance participants' knowledge and skills in these areas. These topics are closely aligned with the daily practices of postal office employees, making them highly relevant and applicable to their work. Prioritizing training in these skills/competencies can foster greater engagement and active participation among employees, leading to a higher level of overall effectiveness in implementing sustainable practices within the organization.

Overall, it worth to be mentioned that adaptability was ranked high in this study and that people are relatively open to accept changes (new policies, software tools & devices). This is good news for user's engagement in future training interventions. On the other hand, some very special topics like the building certification systems, or energy labeling may escape of people's attention, but it is important for policy makers and construction companies. Not all people need to master all green and digital domains. Thus, according to their professional profiles, participants in training may chose different courses and make plans to master wished skills/competencies at different levels (EQF scale system).

4.3.5. Conclusions

This chapter reported the questionnaires collected by the Romanian partners. Researchers would like to thank study participants for their time and willingness to participate in this questionnaire. We strongly

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

believe that the feedback collection indicates a good work made towards the development of digital and green skills/competencies.

The main feedback collection tool used in this study was the questionnaire, a technique used to ask a large group of people about their opinion in the same set of questions. Most questions were closed-types, but some were open-ended ("Other" option) in order to allow people to freely express themselves.

Questionnaires have the ability to reveal anticipated outcomes such as trends or attitudes, while falling short in providing explanations for the underlying causes behind those outcomes. To address this limitation, the researchers used a parallel research protocol based on interviews (with open-ended questions and free discussion) on the same topics. Results will be merged in the overall document.

Missing answers were avoided by making key-questions mandatory. Other usual limitations of the questionnaires, like low response rate, was resolved by making a wide and strong participants invitation campaign.

4.4. Interviews with Key-Personnel

4.4.1 Purpose of the Interviews

Feedback from study participants will also be collected using the interview method. This is of particular importance to allow mid-level managers and directors to give extra information based on their experience.

Although they require time and resources, semi-structured interviews offer us several advantages as a data collection method. One of the key benefits is their flexibility in comparison to the questionnaires that presented earlier in this document. Unlike structured interviews that follow a rigid set of predetermined questions, semi-structured interviews allow for a more conversational and dynamic approach. The interviews were based on the same questions as the questionnaires, but allow people to freely express themselves without predefined answers. This flexibility enables the interviewer to adapt and explore new avenues of inquiry based on the participant's responses, resulting in richer and more comprehensive data. Additionally, the open-ended nature of semi- structured interviews encourages postal officers to provide detailed responses, capturing valuable insights that might have been missed in the questionnaires.

However, as the interviewer has some degree of freedom in formulating follow-up questions, their own biases and preconceptions may inadvertently influence the direction of the interview and the interpretation of the data. This can introduce a level of subjectivity and compromise the objectivity of the research findings. For this reason, the findings of both methods (questionnaires and interviews) are about to be merged in a single document.

Finally, the sample size in semi-structured interviews is relatively small (30 people), limiting the generalizability of the findings to a broader population.

4.4.2 Methodology & Study Protocol

In-depth interviews serve as a qualitative research approach employed either before or alongside quantitative methods. This particular method is most suitable for revealing the diverse perspectives, beliefs,

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

attitudes, opinions, and experiences present within the specific population of postal officers and managers. Through in-depth interviews, research personnel of each consortium partner (a skilled interviewer) employ a discussion guide to facilitate a structured conversation with study participants. The feedback from the interviews will be collected and analyzed alongside the results of the questionnaires, while both will help in making an outline of the existing digital and green competencies.

4.4.2.1. Timing

The duration of interviews varied from 30 minutes to one hour, but most interviews lasted around 45 minutes. Interviewers. There were no interruptions during the conversation, and the study responsible (interviewer) encouraged participants to use as much time as they could, aiming to maximize the opportunity for discussion.

4.4.2.2. Target Respondents & Geographical Distribution

The initial goal was to interview 30 individuals, and thus the same size of invitations was released. However, 10 in-person interviews were conducted (See Appendix C for a list of the interviewed people). Most responders were from Athens where the headquarters of ELTA are located.

4.4.2.3. Recruiting Methods

The selection criteria for interviewees included a long experience in the postal sector (more than 10 years) and more specifically on distribution center. An initial notification was prepared and send from Central Offices το Departments and then Departments invited employees (on an volunteer basis) to take part on the interviews. Around 50% of participants were recruited this way, while another 50% was invited by word-of-mouth using the same selection criteria.

4.4.2.4. Instruments

A list of 20 questions (some with subsections) was prepared to guide the discussion for all interviews (See Appendix B for the structured interview questions). The list of questions was available on a printed format and the interviewer was taking notes during the interview.

4.4.2.5. Analysis Methods

Following the completion of the interviews, the study responsible proceeded to analyze each interview separately and made comparisons between them. As soon as each interview concluded, a typed transcript was uploaded to a shared folder on Google Drive used by the research team. Audio recordings of the interviews were optional, and -when available- uploaded in a separate folder. Throughout the study process, the study team carefully observed noteworthy similarities, differences, and discoveries.

The results of the interviews collected at national level were reported using a common template (same for all countries). Whenever possible, the responses of the participants were quantified and basic statistics were been applied. At times, quotations taken from interviewees are being used quite often to highlight specific responses and to provide readers with a sense of the language and expressions used by the interview participants when discussing digital and green issues.

The outcomes of this analysis proved significant in comprehending the challenges and motivations of postal sector employees and managers who engage with green and digital competencies and decision making.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.4.3 Summary of Results

4.4.3.1. Demographics

The age group of the interviewees consisted of individuals primarily between 40-50 years old, with some participants being 30 or 50 years old. In terms of gender, the interview included both male and female respondents, with a slightly higher representation of males.

All the interviewees were from Romania, indicating a homogeneous geographical distribution. In terms of education, the majority of participants held a Master's degree, while some had a university degree. The interviewees represented various departments within the organization, including the Head Administration office, Head Quarter of the National Company "Romanian Post," and Head Quarter of the Romanian Post.

The department sizes varied, with the majority having less than 50 employees. Regarding positions and duties, the interviewees held roles such as head office coordinators, managers responsible for ISO standards and risk management, support staff for contract preparation and road postal transport administration.

The experience levels varied, with individuals having different years of service in their current positions, ranging from 1 year to 18 years, along with extensive experience in the postal sector and road postal transport.

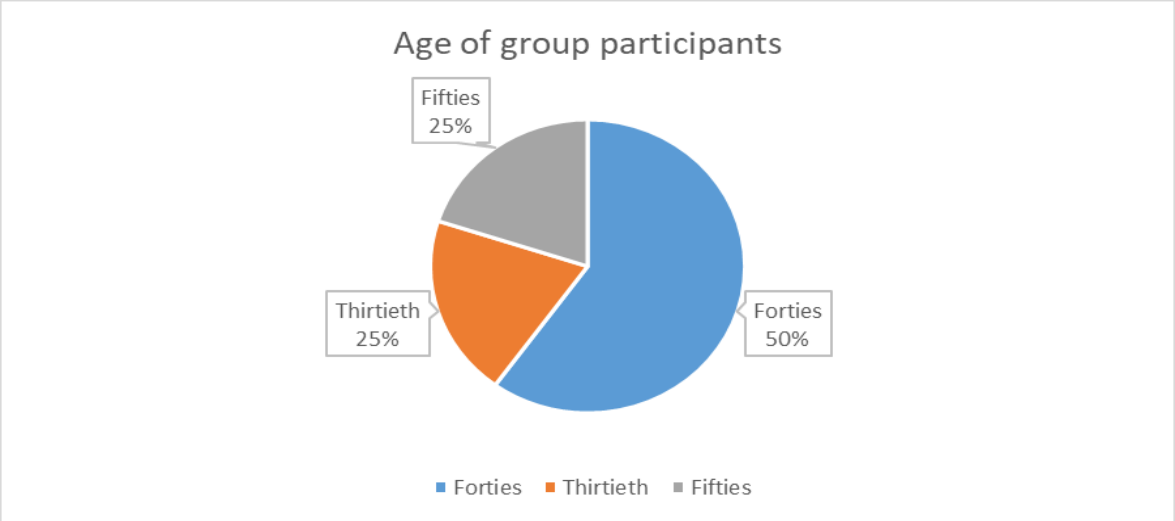


Figure 34. Age of group participants

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

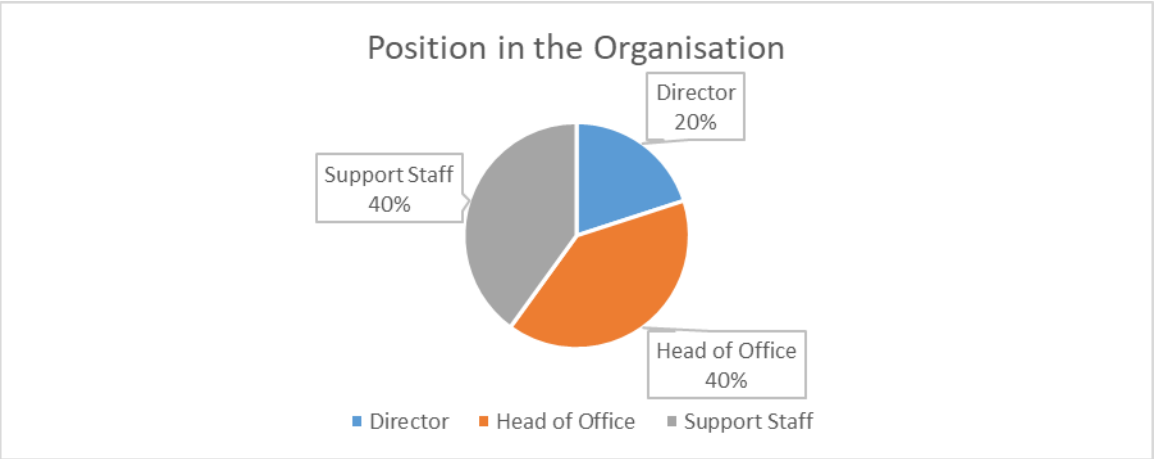


Figure 35. Position in the Organization

4.4.3.2. Green Skills & Competencies Development

Green Competencies:

Participants acknowledged their mastery of various green competencies, including energy-saving policies, waste management, and knowledge of environmental and energy labeling systems. Some highlighted their experience in implementing quality and environmental management systems in compliance with ISO standards. They also expressed a strong desire to strengthen their green competencies to align with evolving green energy legislation and promote sustainable practices.

Digital Competencies:

Participants demonstrated a high level of digital competencies, ranging from computer-driving abilities and knowledge of software applications to advanced communication skills and problem-solving abilities. Many highlighted their proficiency in using Microsoft Office tools and social media platforms for both personal and professional purposes. However, there was also a recognition of the need to continuously update and improve these skills, particularly in specialized ICT technologies and data quality evaluation.

Organizational Needs:

Participants recognized the importance of developing green and digital competencies to support their organization's goals. Areas of focus included strengthening communication skills, enhancing teamwork and collaboration, and improving knowledge of project management and process mapping. These competencies were seen as critical for driving innovation, efficiency, and sustainable practices within the organization.

4.4.3.3. Education & Learning Needs

Self-learning Capacities:

Participants emphasized their strong self-learning capacities, showcasing their ability to independently coordinate and implement various management systems, such as quality management and data security systems. They displayed a proactive attitude towards learning and expressed a willingness to explore new opportunities for personal and professional growth.

Organizational Training:

While some participants indicated that their organization provided frequent green and digital skills training, others reported limited or no training opportunities. The lack of training was seen as a barrier to acquiring the desired competencies and keeping pace with industry trends. This highlights the need for

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

organizations to invest in continuous learning and development programs to equip their employees with the necessary skills.

Interest in Joining a Network:
Most participants expressed an interest in joining a network that focuses on future green and digital skills. They recognized the value of collaboration and knowledge-sharing with other organizations and partners. Such networks can facilitate the exchange of best practices, promote innovation, and accelerate the development of green and digital competencies.

European Green Deal (EGD):
Participants had varying levels of awareness and application of the European Green Deal. Some organizations were actively implementing sustainable initiatives and aligning with EGD principles, while others acknowledged a minimal or insufficient application. This suggests the need for increased awareness and stronger commitment to EGD objectives across organizations.

Knowledge of Green Policy:
Participants had differing levels of knowledge regarding their organization's green policy. While some were well-informed and actively involved in sustainable projects, others expressed a lack of information and communication about the green policy. Effective communication and engagement strategies are crucial for ensuring employees are aware of and aligned with the organization's sustainability goals.

Education Providers:
Participants had varying opinions on which organizations should provide education on green and digital skills. Some favored their own organization or its partners, while others were open to receiving training from external third-party providers. Collaborative efforts between organizations, educational institutions, and specialized training providers can offer a comprehensive and diverse learning experience.

Barriers to Achieving Skills:
Participants identified several barriers to acquiring green and digital competencies, including a lack of motivation, gaps in the didactic framework, and the need for improved learning facilities. Overcoming these barriers requires fostering a culture of continuous learning, investing in quality educational resources, and creating an environment that supports skills development.

Importance of Sustainability Skills:
Participants unanimously agreed that sustainability skills are vital for future employability. As organizations increasingly prioritize sustainability, employees with green competencies will be in high demand. These skills not only contribute to environmental protection but also drive business growth, enhance reputation, and meet the expectations of stakeholders.

4.4.3.4. Green Skills & Competencies Development

All Participants responded to Question 3.2 regarding green skills. The main findings are summarized below:

- I don't have in-depth knowledge
- I only have basic knowledge about waste management (recycling)
- I have expertise in energy saving policies and waste management
- I consider that I have knowledge about the bioeconomy
- My knowledge of the above has come from newspaper articles

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- My experience in the green economy is at a theoretical level

4.4.3.5. Digital Skills & Competencies Development

The majority reported that they have acquired necessary digital skills (2 of the participants reported advanced digital skills), however **all participants** reported that they lack knowledge and skills in alternative means of delivery.

4.4.3.6. Educational Needs

Participants' responses regarding educational needs can be summarized as follows:

- Management and legal skills
- It will depend on the organization's strategic intent regarding its digital transformation
- Specialized training to develop digital skills
- Customer service knowledge and skills
- Time management, crisis management, communication
- Green and digital capabilities will be key business tool for every employee

4.4.3.7. Key Findings and Recommendations

Participants displayed a strong understanding of green and digital competencies but faced disparities in access to training opportunities.

- Awareness and application of sustainability initiatives need to be improved across organizations.
- Collaboration and knowledge-sharing networks are desired by participants.
- Effective communication strategies are essential for employee engagement.
- Recommendations:
- Invest in continuous learning programs to bridge competency gaps and keep employees updated.
- Encourage collaboration between organizations, educational institutions, and training providers.
- Increase awareness and application of sustainability initiatives.
- Establish networks or communities of practice focused on green and digital skills.
- Improve communication and engagement strategies within organizations.
- Overcome barriers to skill development through a culture of continuous learning and motivation.

4.4.5. Conclusions

4.4.5.1. Challenges & Additional Considerations

Lack of Motivation: Some participants mentioned that a lack of motivation among employees can hinder their engagement in training programs. Without sufficient motivation, employees may not actively participate in learning opportunities, impacting the effectiveness of the training process.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Gaps in the Didactic Framework: Participants highlighted that the training materials and curriculum provided may have gaps or may not be adequately structured to address specific competency requirements. A comprehensive and well-organized didactic framework is crucial for ensuring effective skill development.

Limited Learning Facilities: In some cases, participants pointed out that inadequate learning facilities, such as training rooms or access to relevant technology, can hinder the training process. Having appropriate learning environments is essential for a conducive and effective learning experience.

Time Constraints: Many employees have demanding work schedules, and finding time for training sessions can be challenging. Participants mentioned that time constraints can be a significant obstacle, making it difficult for them to fully engage in training activities.

Inadequate Training Resources: Insufficient availability of training resources, such as training materials, tools, or specialized trainers, can impact the quality of training programs and limit the scope of skill development.

Resistance to Change: Some participants noted that employees may resist adopting new green and digital practices due to a preference for traditional methods or fear of change. Overcoming resistance to change is crucial for successful implementation of new competencies.

Budgetary Constraints: Budget limitations can restrict an organization's ability to invest in comprehensive training programs and may lead to suboptimal skill development opportunities.

Language Barriers: In multicultural organizations, language barriers can pose challenges during training delivery, particularly when conducting sessions in multiple languages or translating training materials.

Lack of Management Support: Participants expressed that without strong support from management, it can be challenging to implement and sustain training initiatives effectively.

Disconnect from Organizational Goals: If the training programs are not directly aligned with the organization's objectives and employees' job roles, participants felt that the relevance and effectiveness of the training might be compromised.

Additional Consideration: The establishment and further (full-scale) implementation of "*green coach/ambassador*" concept within postal organizations will forge a completely unique **"employees' – management/employer' common path"** towards an "inclusive green and digital mindset". This challenging transition will be further facilitated by the appropriate mix of trainings able to promote an **"intentional learning culture**" among participants, thereby overcoming any foreseen obstacles (see above bullet points).

4.4.5.2. Limitations

Similar to other qualitative approaches, in-depth interviews enable thorough examination of subjects but do not yield statistically representative data for a broader population. While this report acknowledges relevant trends observed among interview participants, it is important to note that these trends cannot be applied universally. Instead, the acquired information is descriptive and should be seen as a representation of various opinions existing within postal service segments. Furthermore, it should be recognized that these opinions may not necessarily align with factual accuracy.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.5. DaCum Report

4.5.1. Introduction to DaCums

DaCum refers to "Developing a Curriculum" and its primary objective was to validate and verify the digital and green trends that had been previously identified through the desk research conducted at both national and EU levels. AKMI and ELTA were responsible for creating the Methodology and the necessary tools to support the validation workshops.

To interpret the previous findings and determine training needs and learning objectives, DaCum validation workshops were conducted for postal employees. DaCums workshops were designed and performed with the aims to:

- Verify the already identified digital and green trends (based on our research at national and EU level)
- Record needs and gaps regarding the skills needed to be updated (up-skilling) and revised or/and reinforced (reskilling)
- Deliver trainings that will respond to them
- Develop an updated training curriculum for postal employees, embedding more "digital+green" skills and competencies.

4.5.2. Methodology

Romanian Post Dacum Workshop, Date: 29 th/30th March 2023

Attendees: Romanian Post employees, with experience of up to 33 years in the postal field, working in different fields such as: IT&C, courier, operational, operating inspector (development of control activities), quality and environmental management, economic.

This workshop was led by Mrs. Daiana Huber, representative of the "Centre for the Promotion of Permanent Learning" Timișoara.

Subjects approached

- ✓ "Greening" policies-resource management and environmental protection with impact in the field of postal operations;
- ✓ Digitalization among postal employees of Romanian Post

Considering the expertise of the participants from Romanian Post, by running this workshop it became opportune to implement some actions with impact in the activities carried out.

The meetings were held online, over two days, where Romanian Post employees mentioned their knowledge of greening, sustainability and digitalization, skills necessary for the activity they carry out, submitting proposals regarding the implementation of digital processes among Romanian Post employees/colleagues and giving feedback to the supported workshop.

It is about people and everyday life: how we produce, how we consume, how we move, how we cool and heat our homes/workplaces, how we work and how we live.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.5.3. Findings

Romanian Post carries out its activity in the field of postal services, having as its main object of activity the administration, development, exploitation of postal services and collaboration with similar foreign organizations in the realization of these services on an international level. Beyond its specificity as an economic agent, Romanian Post represents the social bond of the communities in the rural and urban environments of Romania, generator of collective and individual development of trust and stability, the "Postman" going to have, in the new era, the traditional role of " pillar of the community", adapted to the new needs, requirements and wishes of the customers and the communities served.

At the same time, it wants to ensure both its employees and the entire population a healthy climate, fundamental for comfort, health and quality of life, supporting an ecological future through the transition to a circular economy, a transition achievable through the optimization and implementation of procedures and practices focused on reducing the impact of the logistics and production activity in the communities where the company operates.

The development of digital and ecological sectors in Romanian Post:

- was one of the first companies to align with European policies regarding the reduction to zero of net greenhouse gas emissions by making purchases

- used resources responsibly - has computerized postal subunits from all territorial administrative units (UTAs) of Romania

- continue the ecological and digital initiatives in order to achieve the proposed objectives, developing a series of measures that can have a major impact on Romanian society and within the reforms regarding financial inclusion, digital literacy, urban mobility of goods, decarbonization of postal and courier activities (including e-commerce), research-innovation.

The Company aims to continue optimizing the consumption of raw materials, materials, energy, consumables, etc. that affect the environment and the implementation of prudential procedures or practices, intending to have a true model of energy consumption in the coming years.

Green actions to undertake with impact in the activities carried out

- The green transition requires investment in people's skills and presents a set of concrete actions to support the acquisition of skills for the green transition
- Defining the meaning of the term greening, because it is understood differently
- Creation of a training program/specialization courses, which helps to increase group membership. Postal employees are considered valuable in the community they belong to, being a role model for it
- Smart/economical use of paper: recycling, printing without certain harmful substances etc
- The selective collection of waste can represent a good example for both employees and citizens

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Collaboration with other relevant institutions in the field, to contribute to the training of postal employees (Ex: Environmental Guard)

Digital actions to undertake with impact in the activities carried out

- Romanian Post employee responsibility for the computing technique
- Development of a common glossary, with an explained terminology, understandable by all Creation and dissemination among postal employees of an applied guide for the use of digital tools, with the creation/exemplification of an analogy

Impact

Digitalization is an appropriate tool to stimulate and support the creation of value, both at the human and Company level.

What to do!

Romanian Post will address employees who wish to be trained in digital, entrepreneurial and ecological skills, as follows:

- Issuing complete and correct definitions and concepts
- Training postal employees in the development of digital and ecological skills
- Elaboration of a good practice guide for postal employees: collection activities, saving energy with a major impact on the environment etc
- Creation of a training program/specialization courses for identified postal professions
- Certification of learning results
- Creating a bridge of communication and cooperation between VET providers and the postal sector

Romanian Post aims to contribute to the improvement of people's quality of life and health by implementing ecological solutions designed to ultimately lead to the reduction of CO2 emissions, in accordance with the environmental standards accepted at the European level.

Romanian Post ensures the protection and preservation of the environment by:

- Compliance with the regulations in force regarding the environment.
- Saving natural resources.
- Identification of potential risks, as well as identification of possible consequences.
- Modernizations to reduce emissions in water - air - soil.
- Increasing the degree of waste recovery and recovery, appropriate management regarding their collection, recovery, and disposal operations

And continue the ongoing projects/programs:

Co-funded by the Erasmus+ Programme of the European Union

- Digitization of postal services to meet market requirements
- Same day delivery using energy efficient delivery models
- Automated postal service solutions
- Creating a series of good practices for all Romanian Post employees • Implementing best practices to reduce electricity consumption
- Initiating or supporting impactful social responsibility programs/actions.

4.6. Overall Findings & Recommendations on National Level

This section will summarize -in a national level- the results of all used instruments, namely questionnaires, interviews and the DaCum workshop. There are four pillars that were formed through the study of the results so far: 1. Existing Digital skills/Competencies and needs, 2. Green skills/competencies and needs, 3. Knowledge of Green/Digital policies and the degree of their application within organizations, and 4. The training needs.

Every feedback collection method contributed in the formulation of the overall picture regarding digital/green competencies, policies and training needs. Each method shed light into specific aspects of the study and the following subsections will explain in more detail the overall outcomes and related recommendations to be taken into account on next phases of the project.

4.6.1. Digital Skills and Competencies

Topic #1: Basic Digital Skills

Relevance: High | Significance: Average to High

Description: The study revealed that most people in Romania are comfortable discussing their digital skills. Basic digital technology concepts and services are known to the majority, but there is a need for further improvement. Participants believe that their organizations prioritize digital skills over green skills.

Recommendation: Interventions should focus on more advanced digital skills such as communication strategies and content creation, which are demanding for typical postal office personnel. Training should target two main profiles: front-end employees and postmen (last mile).

Topic #2: ICT and Management Levels

Relevance: Average | Significance: Average

Description: The adoption of innovative ICT solutions by lower management levels seems to be a challenge.

Recommendation: Training should aim to make personnel of all management levels open to embracing new ICT solutions and emphasize the importance of digital skills in performing tasks.

Topic #3: Advanced ICT Technologies

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Relevance: High | Significance: Average to High

Description: While basic computer skills are widespread, knowledge about advanced technologies like alternative means of delivery (e.g., drones) and AI-driven solutions is limited.

Recommendation: Training should include advanced topics related to these technologies, considering their increasing importance in the near future.

4.6.2. Green Skills and Competencies

Topic #4: Energy Saving/Production/Labeling

Relevance: High | Significance: High

Description: Green skills related to the lifecycle of energy, from production to consumption and management, were found to be lower than expected.

Recommendation: Training and educational activities should focus on energy-saving policies, knowledge about energy production, and energy labeling.

Topic #5: General Green & Bioeconomy Skills/Competencies

Relevance: High | Significance: High

Description: Green skills gaps were identified primarily in attitudes rather than knowledge. Bioeconomy science was found to be known mainly to lower EQF levels.

Recommendation: Training should cover advanced bioeconomy topics and green skills/competencies, with employees taking responsibility for mastering these skills. The concept of a triple focus on Green, Digital, and Sustainability skills should be introduced.

Topic #6: Sustainability Skills/Competencies and Upskilling

Relevance: Average | Significance: High

Description: Reported skills related to sustainability, stress management, consumer behavior, and security are not low. People view upskilling as crucial for staying relevant in the dynamic job market.

Recommendation: The training should introduce advanced sustainability topics, as basic knowledge appears to be already mastered. Motivate individuals to be open to upskilling and self-evolvement.

4.6.3. Policies in Organizations

Topic #7: Green Policy & EGD

Relevance: High | Significance: High

Description: There are mixed results regarding the implementation of Green policies, with some

Co-funded by the Erasmus+ Programme of the European Union

participants being unaware or unsure about their organization's policies.

Recommendation: Training should familiarize employees with EGD and common green policies. Employees should receive guidance on recognizing whether green policies are being applied in their organization and how to respond accordingly.

4.6.4. Training Needs

Topic #8: The Need for Education and Training

Relevance: High | Significance: High

Description: A holistic approach to skills/competencies training is essential. Education/training is seen as the most appropriate way for employees to acquire new skills. Green skills development is not perceived as a top priority for organizations.

Recommendation: Specialized third-party organizations should provide training services, and learners should have the flexibility to regulate the frequency of training.

Topic #9: Training Infrastructures/Facilities

Relevance: Average | Significance: Average

Description: Learners prefer training provided by third-party organizations, and the quality of training infrastructure is vital for learners.

Recommendation: Pay attention to the quality of educational infrastructures, training materials, and tools. Physical classrooms are preferred, with e-learning solutions used selectively.

Topic #10: Demographics Factors

Relevance: Average | Significance: Low

Description: Gender plays a role in attitudes toward green policies, while age is related to digital skills.

Recommendation: Encourage more male participation in discussions about policies and provide extra motivation to older learners when explaining advanced ICT topics.

4.7. Conclusions

This document summarized the efforts paid and results towards the engagement of postal sector personnel in order to identify digital and green needs, existing compliance with policies and standards, and to map required skills to formulate later the job profiles (in D3.2).

It used a hybrid methodological approach by involving questionnaires, interviews and DaCum workshops to attract the interest of postal sector professionals, and engage as many employees as possible in the requirements elicitation phase. The results of each step were combined in a creative

Co-funded by the Erasmus+ Programme of the European Union

synthesis study to formulate the overall findings. The two pillows of this analysis were:

- **Job Analysis:** Mostly performed in DACUM, this analysis focused on examining certain job responsibilities and finding the essential duties, information, competences, and skills needed for successful performance. This can guarantee that the workshop's material is suited to postal workers' particular job requirements and fills any skills and knowledge gaps pertinent to their positions. Participants had the opportunity to analyse the tasks, the skills and knowledge of the sector and create a better understanding of their roles. Moreover, interviews involved high profile employees who shed more light into the need of training towards the successful performance on job responsibilities.

- **Participant Engagement:** Apart from people's involvement into questionnaires and interviews (in which people participated as isolated contributors) The DACUM approach promoted active engagement and participation for workshop attendees. Postal employees' knowledge, skills, and viewpoints were utilized by involving them in the process, creating a more interesting and fulfilling learning experience. Employee buy-in and a sense of ownership were fostered by this participatory approach. Overall, participants had the chance to engage in more than one ways and in a different process of understanding the competences around their jobs through participatory activities.

The Romanian National Report provides valuable insights into the current state of digital and green skills in Romania. Based on the findings, it is evident that while the majority of individuals possess basic digital skills, there is a need for further improvement and focus on advanced ICT technologies. Furthermore, green skills and competencies were found to be lower than expected, particularly in the areas of energy-saving policies and bioeconomy science. The study also revealed that attitudes towards green policies varied among employees, indicating the importance of familiarizing them with Environmental Green Deal (EGD) policies. The report highlights the need for a holistic approach to training and upskilling, ensuring that employees can acquire the necessary skills to stay relevant in a dynamic job market. Additionally, the study underlines the significance of quality training infrastructures and facilities for effective learning experiences. Gender and age were identified as factors influencing attitudes towards green policies and digital skills, suggesting the importance of addressing diversity and inclusivity in training initiatives. Overall, the recommendations provided in the report offer a roadmap for Romania to accelerate its digital and green transition, empower its workforce, and contribute to a more sustainable and technologically advanced future.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

5. Irish National Report

5.1. Introduction

This complete report on the Irish efforts for the DigiGreen Project takes into account the interviews and questionnaires that were compiled with employees and management of delivery and postal organisations. It also includes the Dacum workshop that was carried out to get more detailed and accurate information about what was happening on the ground when it comes to the digital and green scene in Irish companies.

The feedback was constructive and illuminating and showed that Ireland and Irish companies in these sectors were some of the leaders with regards the themes of digitalisation and green thinking and initiatives. There was good collaboration between state, policies and organisations to encourage the development of technology and the adaption of greener, more environmentally friendly practices. The postal service has embraced and successfully adapted to the pressing needs of the environment, namely in postal delivery and types of materials that are utilized.

Large and effective strides have been made we discovered, but more needs to be done and it seems that even here in Ireland we are only at the start of a revolution of sorts.

5.2. Overall Methodology

The methods we used to analysis the current landscape of digital and green competences, along with future needs and developments, were through a rigorous questionnaire, a more relaxed interview style process with pre-set questions but with more flexibility, and a workshop that allowed participants to speak freely and openly.

The participants were current experts (workers and management) in the industries of interest and they helped us to identify the current and future needs and trends of the digital and green landscape. The all had different levels of skills and competences and together we discovered where the weak points were in the training and education that postal and delivery sector workers get and where the current strong points were.

By conducting each of these methods together, it helped us as an organisation to get a better grasp of how things are shaping up, and an accurate look into the digital and green sectors in Ireland. The interviews helped cover any weaknesses found in the questionnaire, and the workshop helped workers and superiors to express themselves in more detail, adding colour to otherwise faceless answers and opinions.

5.3. Questionnaires

5.3.1. Introduction

The questionnaires were prepared to serve the purposes of task T3.1 (Ecosystem Initiation) and more specifically the Action 3.1.1. This is about mapping of the postal sectors' needs and of emerging job profiles in digital and green economy. In line with the development of a research methodology for this analysis, both quantitative (questionnaires) and qualitative (interviews) methods were applied. The questionnaires were distributed to all participating countries (GR, RO, IR) and an objective to collect 300 questionnaires in total (100 per country) was initially set. For this purpose, a questionnaire of 28 questions was

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

developed initially in English language to be used by Irish people and the rest of European countries, apart from the participatory ones. Later it was translated into Greek and Romanian in order to include the other two pilot site countries.

5.3.2. Methodology & Study Protocol

5.3.2.1. Timing

The Ireland questionnaire was sent out to the target audience from over a two-month period to ensure enough time for people to reply. The questionnaire was a Google doc and could be filled in whenever the respondents wanted or had time.

5.3.2.2. Target Respondents & Geographical Distribution

Our questionnaires were developed for all staff and workers involved in the postal and delivery sector. This included service personnel and everyday workers like postmen and drivers, right up to management, middle management, and company directors. The questionnaires were detailed and sought to gather data from many areas, including technological habits and the green sphere. There were many questions and many options to choose from in order to build a comprehensive profile of what was going on in companies.

The study built a profile of the professional workers and found out things like age, gender, positions in the company, experience and where they worked, but also technology and green knowledge, habit and opinions on what will be important in the future.

5.3.2.3. Recruiting Methods

We used phone and email to make contact and invite study participants. We hoped that word of mouth would funnel down and that the questionnaires would get passed on to fellow co-workers and bosses. The intro page of the questionnaire further clarified what the project was about and what the overall objectives of the project were, as well as relevant links to obtain more information.

5.3.2.4. Instruments

Partners of the consortium developed an English questionnaire (which was later translated into Greek and Romanian), and after rounds of edits was uploaded to into a Google Form. These were also put on Basecamp for easier access for partners.

5.3.2.5. Analysis Methods

After the questionnaires were submitted by the target group within deadline, the data was extracted and downloaded into drives to be examined and analysed. Charts were created to show the results and illustrate the prevailing trends and directions which were apparent in areas of digitalization and green.

The data was broken down into numerous sections and was further categorized by age and gender and position in the company. After analysis of the English, Greek and Romanian results, each version of the questionnaire was merged with the English version in a single file. More information on the comparison between countries (or languages) can be found on D3.1.

5.3.2.6. Anonymity

It was explained to participants that their answers and responses would be collected and used to build a picture of the industry and their habits, tendencies and future plans when it came to the areas of digital and green. They were also made aware that this would be constructed in an anonymous way and that

Co-funded by the Erasmus+ Programme of the European Union

their names and personal details would remain private from the public. The reason for the privacy was to ensure more honest feedback and opinions free of potential judgement from co-workers or bosses in their firm.

5.3.3. Summary of Results

5.3.3.1. Demographics

A total number of 93 participants took part in this research and gave valid results (half being male and half female). Most of participants were in their 30s and 40s.

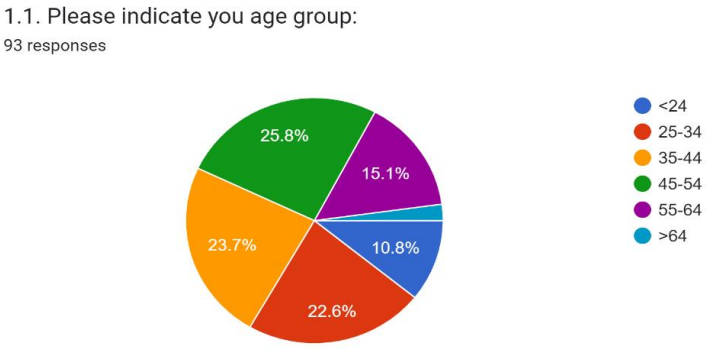


Figure 36. The age range of the respondents

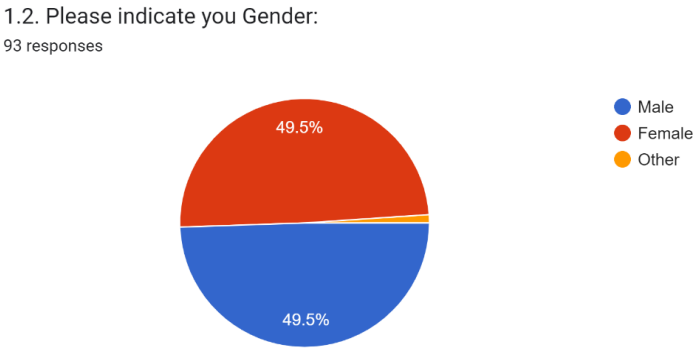


Figure 37. Question 2 related to the age range of participants.

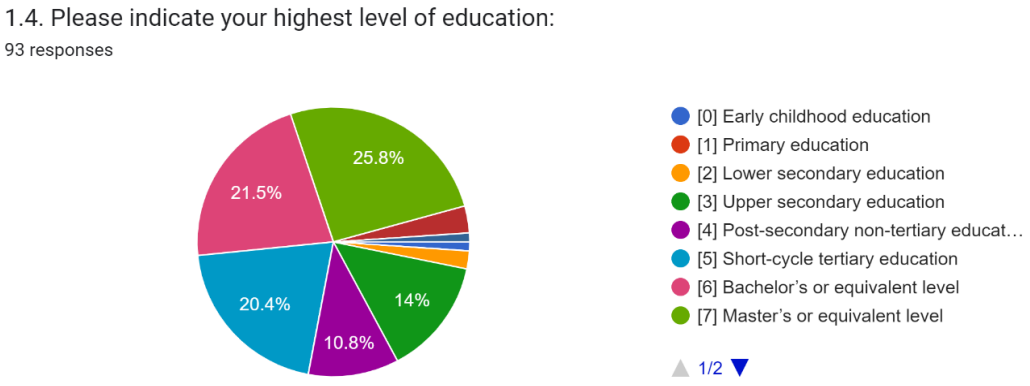


Figure 38. Education level of workers

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Results showed that 25% of study participants had completed Secondary Education, while another 21.5% have a bachelor's degree and 20% had some level of tertiary education.

Regarding the postal sector study participants work, results concluded that courier services (23.7%) and the postal distribution unit (28%) made up the highest number of respondents.

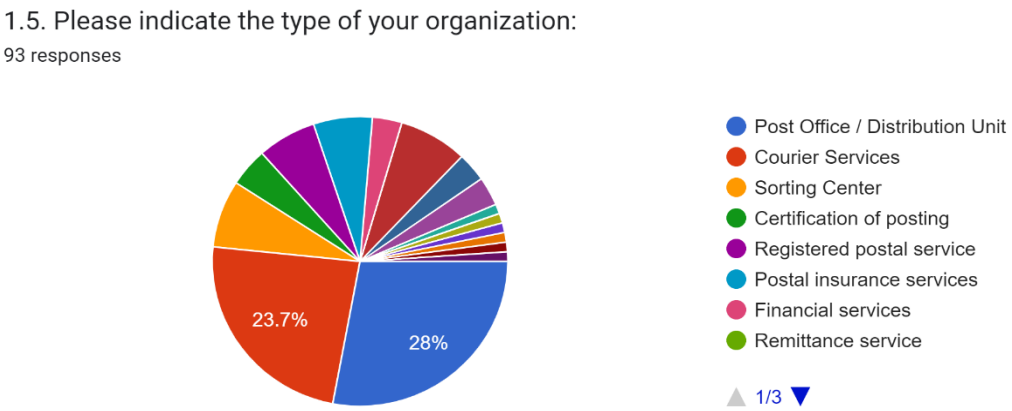


Figure 39. Participant's working sector

The size of the departments was next and figure 40 shows that in 31.2% of the times the respondents worked in a small-medium sized department of between 11 and 50 employees. Next came the medium sized departments with between 51 and 250 staff members and then small departments with less than 10 employees.

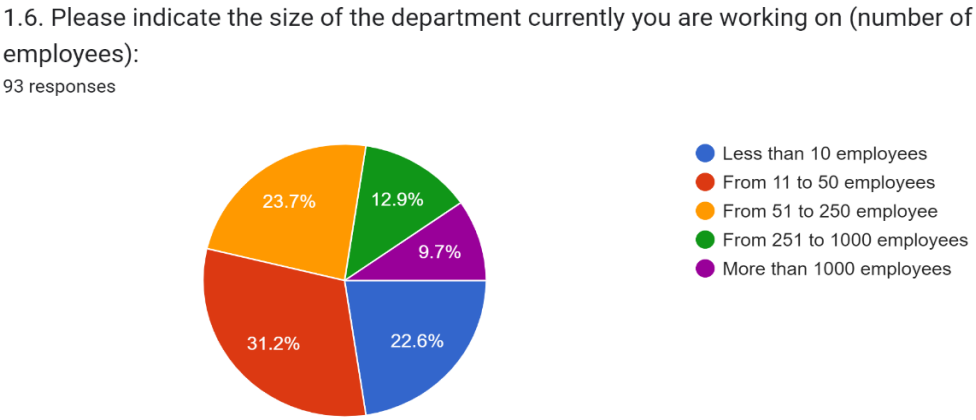


Figure 40. Size of Participant's department

The profile of the study participants is rounded off by their position, level, and work experience, both in total and in this role in their current company. The majority of replies were from project managers (Figure 6) with middle management and supervisors next. The positions were also similar with the majority (29%) being situated in headquarters of their firms. There was also a high amount of sorting and delivery staff with 14%. The majority of respondents had between 2 and 5-years' experience in their current positions, with only 10% of people being there for less than a year. Figure 41 shows a similar trend with the 30% of the replies stating that they have been in their industry for between 2 and 5 years.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

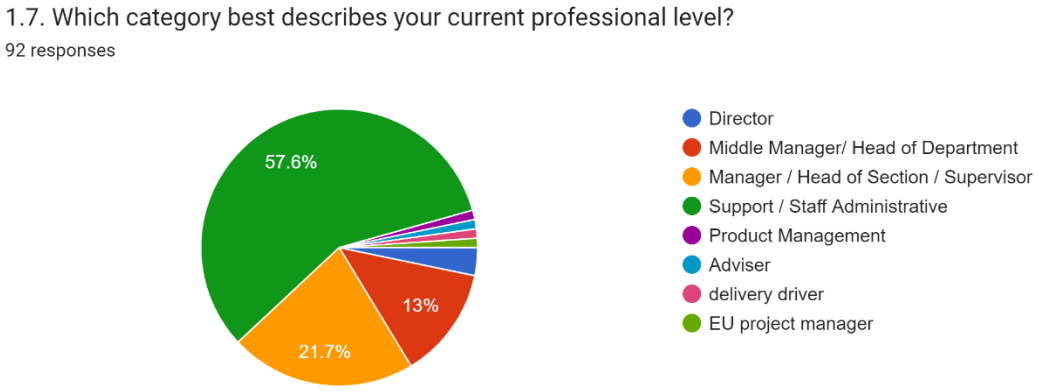


Figure 41. Participant's current professional level

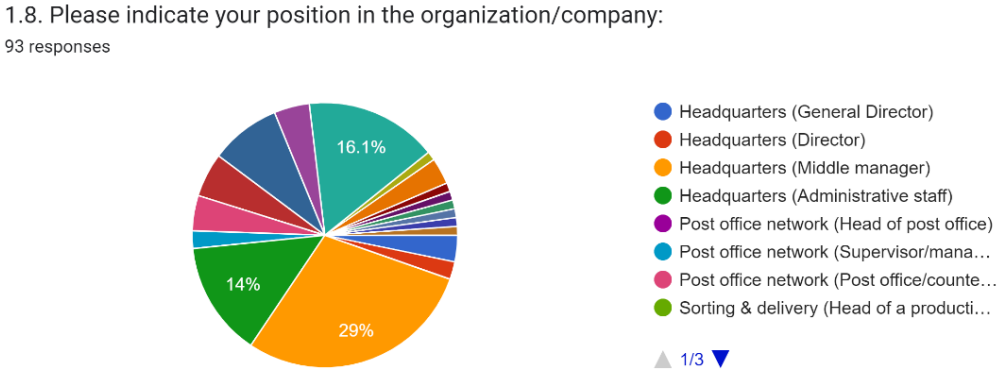


Figure 42: Position in the company

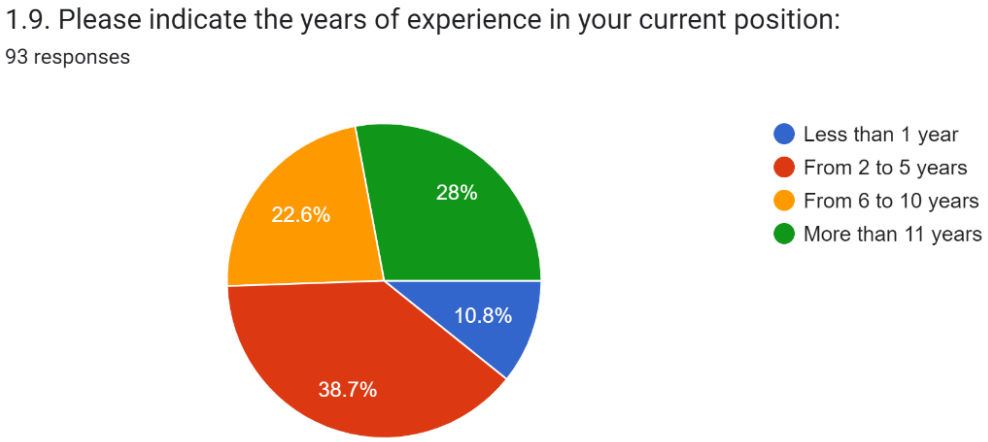


Figure 43: Years of experience in current position

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

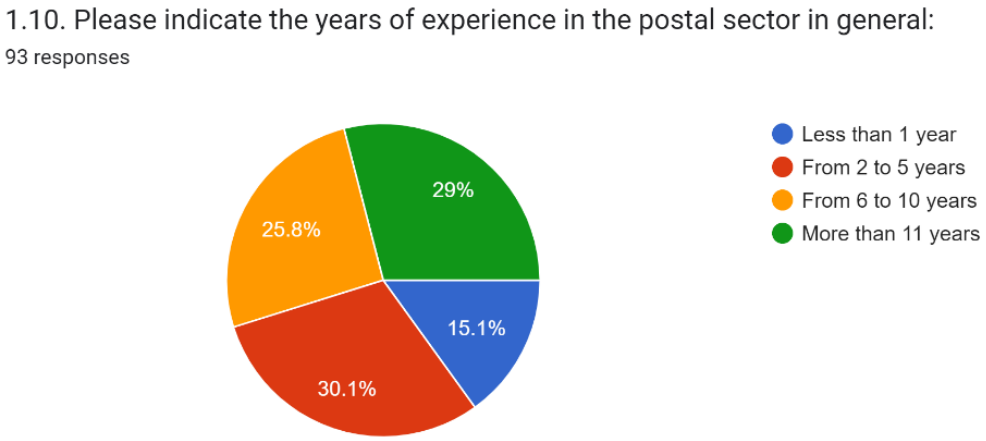


Figure 44: Years of experience in Postal Sector

5.3.3.2. Profile of the Represented Organizations

We had a couple of bigger companies like An Post and DHL and then a couple of smaller ones who contributed to the study. These companies deal heavily in delivery and transport of packages by cars and vans, and to a lesser degree by bicycle and on foot.

An Post is a company with many 'branches' and locations dotted around the country as it is the main postal service for the country. These are usually small and located in every town and village in Ireland. All bar one were delivery companies that transport packages across the city of Dublin or the entire country.

5.3.3.3. Green Skills & Competencies Development

The next section of the questionnaire dealt with the theme of green and sustainability. This examined what the employees knew about this area and how competent they were in encouraging and engaging in these practices themselves. It also helped to gauge their skill and awareness levels when it came to different facets of the green initiative. There were many questions and many options to help illustrate where they are in regards to personal sustainable effort.

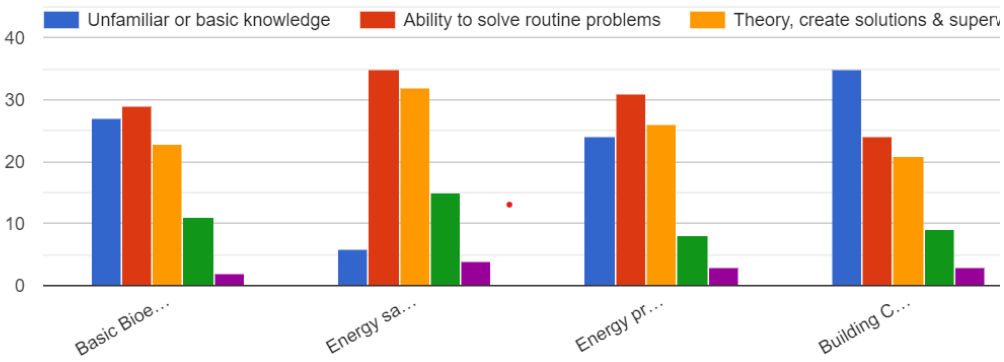
These questions covered all areas of the green movement, from energy saving to energy production and conservation of water, and so on. This helped us to see what the weakest and strongest points were when it came to individual and companywide competences.

In general, most workers knew very little about the first few options in the questionnaire, those being basic bioeconomy science, energy saving policies, energy production/labeling, water efficiency and building certification systems. However, results were positive when it came to knowledge about saving energy, waste management and responsibility when it came to acting in an environmentally conscious manner. This shows that workers often have the competences to act in a self-aware way without the need to push or manipulate into better behaviour.

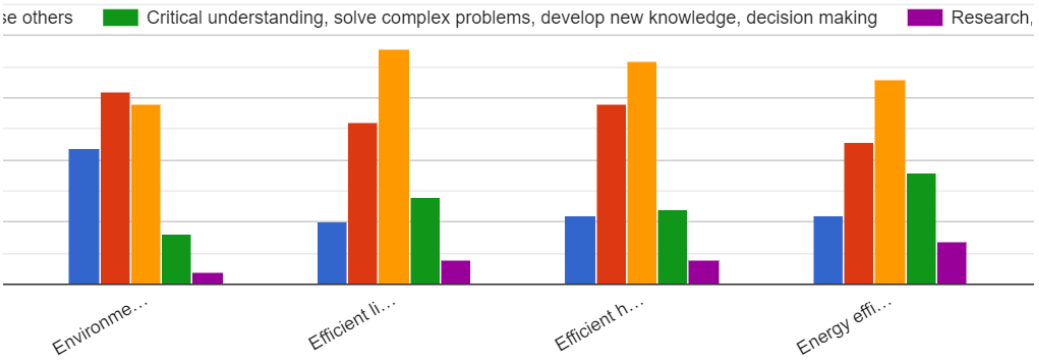
Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

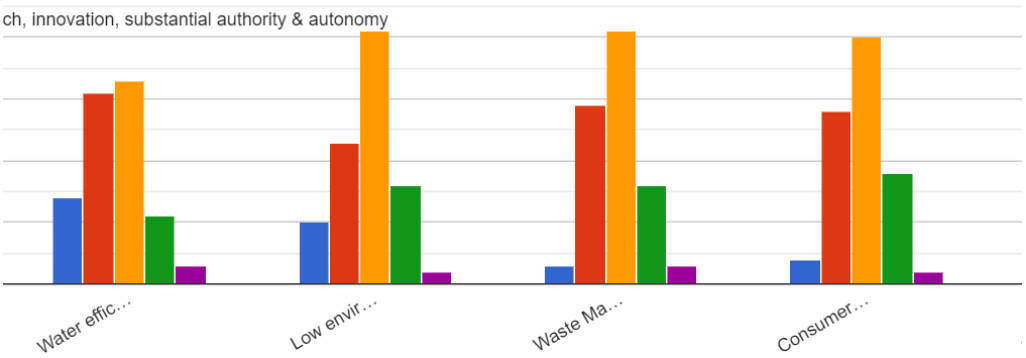
2.1. To what extend you master the following green competencies?



2.1. To what extend you master the following green competencies?



2.1. To what extend you master the following green competencies?



Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

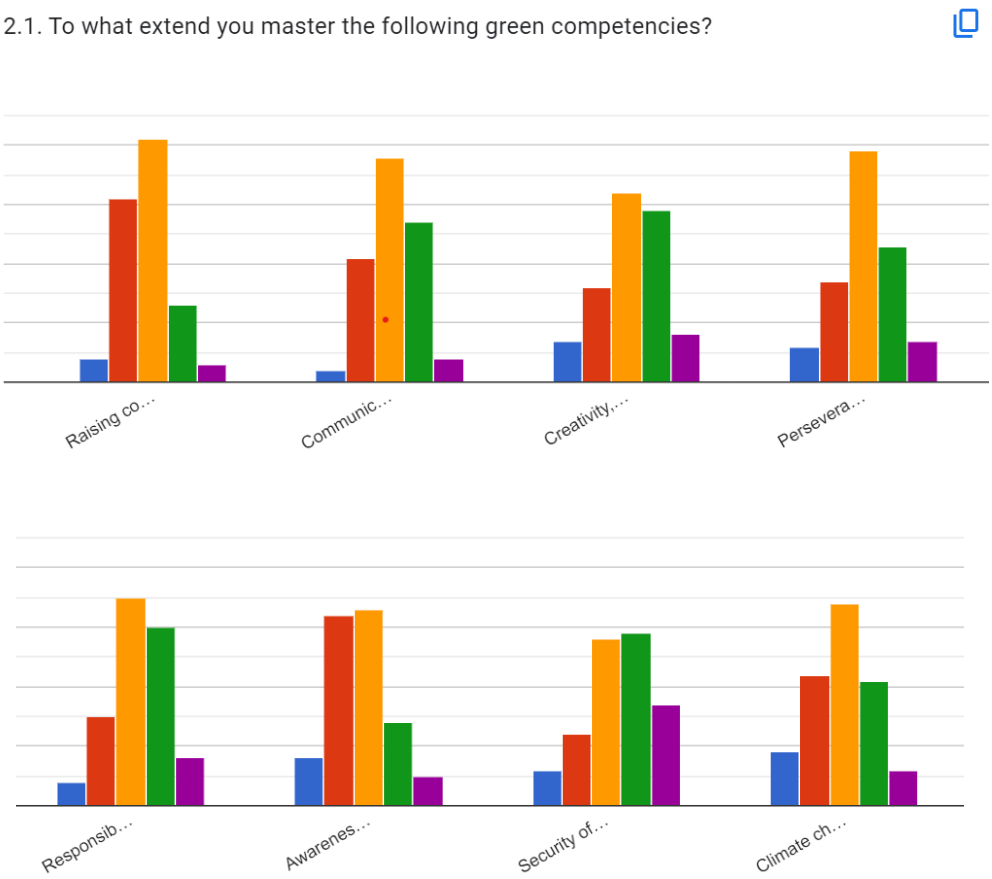


Figure 45: Participant's responses to the question "2.1. To what extend you master the following green competencies?"

5.3.3.4. Digital Skills & Competencies Development

This section deals with the issue of technology. It asks: 'To what extent have you mastered the following digital competencies?'. It seeks to gauge employees and employers' skill level and comfort when it comes to using and adapting to current and new trends, devices, and software. How competent are they when it comes to utilizing technology and are they open to learning and updating their skills in this area?

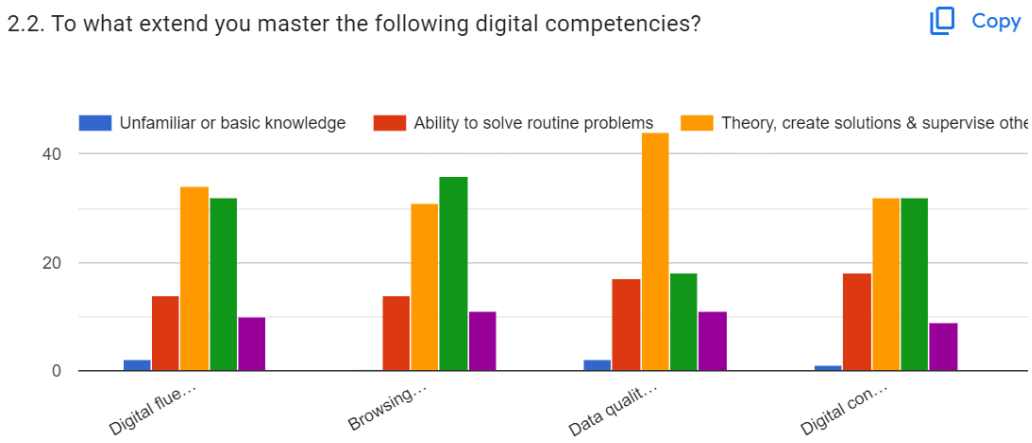
Most of the respondents had a basic knowledge of most of the concepts when it came to technology, with many having a certain level of competence or even expertise. Collaboration, surfing the web, content management and communication strategy all scored highly. Also, what people seemed to have a good grasp of was things like adaptability to new devices and tools and knowledge about how technology worked at a basic level and a good grasp of its use.

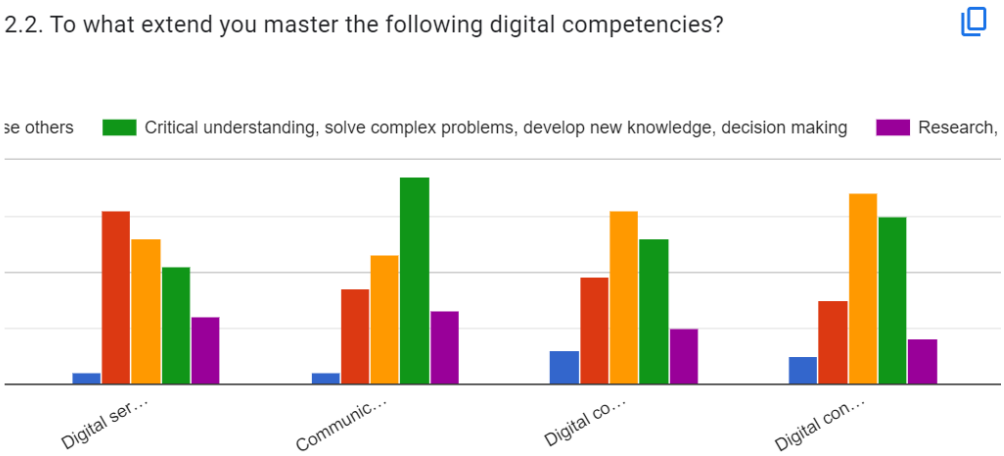
Regarding more complex issues such as the generation of new ICT solutions and AI driven technologies, there was the impression that awareness of these issues was still in its infancy and there was generally a fleeting knowledge rather than a deep knowing. Most had also heard of the possibility of different type of postal delivery (such as drones) but that they still didn't know that much about them.

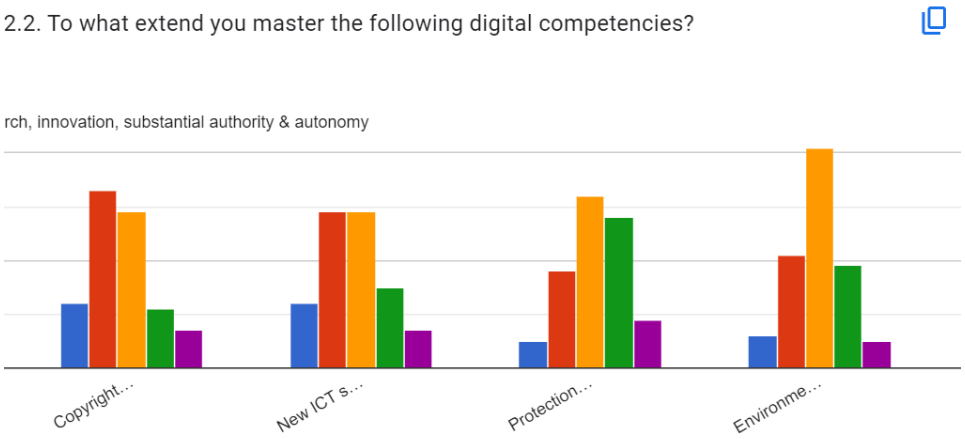
Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

This area is grouped together in order to give a complete overview of the topic of digitalization and the level of expertise and openness that respondents have in relation to technology. (The legend is at the bottom).







Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

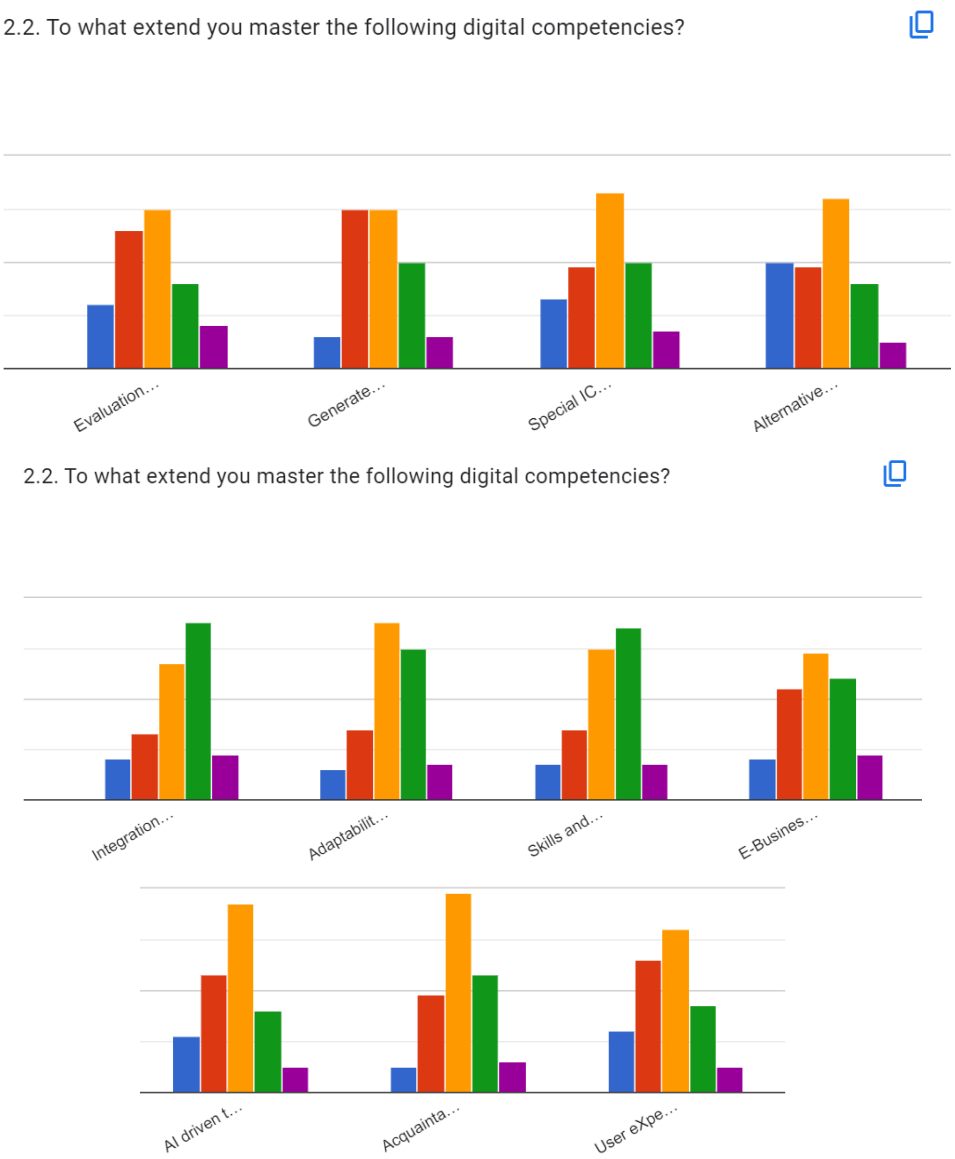
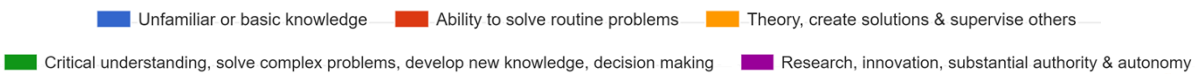


Figure 46: To extend to which workers had mastered different technological devises and practises



Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

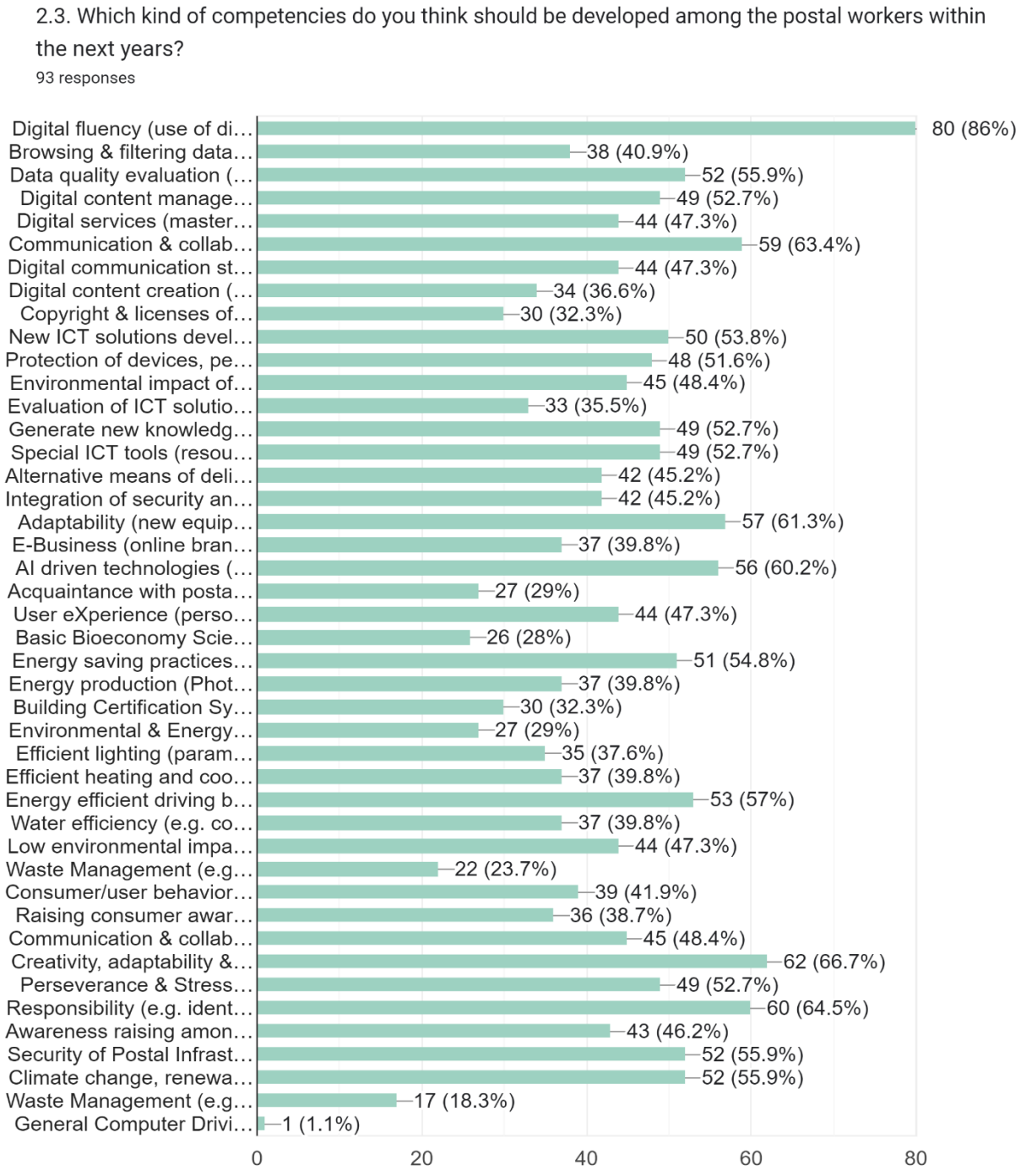


Figure 47: Graph of competences that should be developed in postal workers in the future

This graph above shows what the overall opinion was of what competences postal and delivery workers should foster going forward. It was the belief that these were the most important skills to be developed in the workforce considering the direct that the world is currently going. Respondents were given a comprehensive list of different skills and know-hows and asked to pick the ones (as many as desired) that they thought would be valuable for the industry to adapt and develop.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The most important competences on the list were digital fluency (86%), communication and collaboration (63.4%), responsibility (64.5%), and Creativity and adaptability with 66.7%. The least important skills that workers thought were important for the future were waste management with 18.3% and 23.7%, bioeconomy science with 28% and general computer driving with a lowly 1.1%.

5.3.3.5. Learning & Education Needs

This section deals with the autonomy of workers when it comes to learning and self-development. How ambitious are they with their own improvement? Can they do it on their own without needing to be pushed or told to do it?

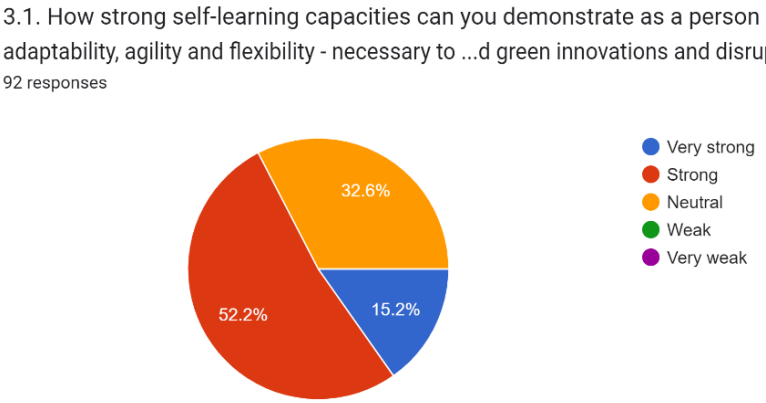


Figure 48: Gauges how adaptable the employee is and their flexibility with learning new things

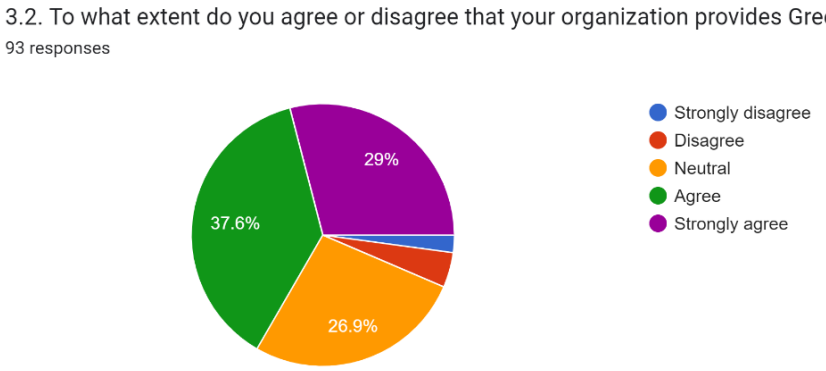


Figure 49: Is the organization good at providing Green Training

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

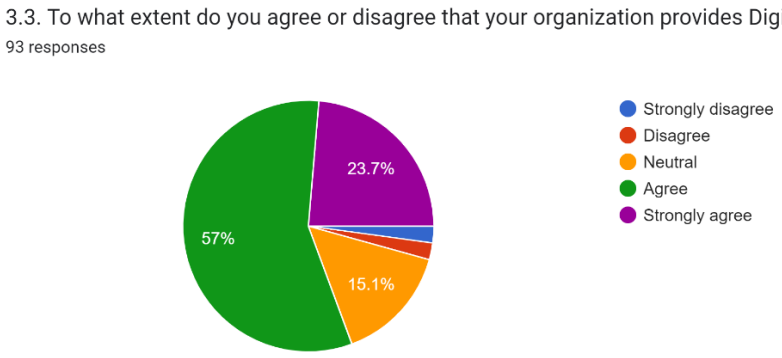


Figure 50: Is the organization good at providing Digital Training

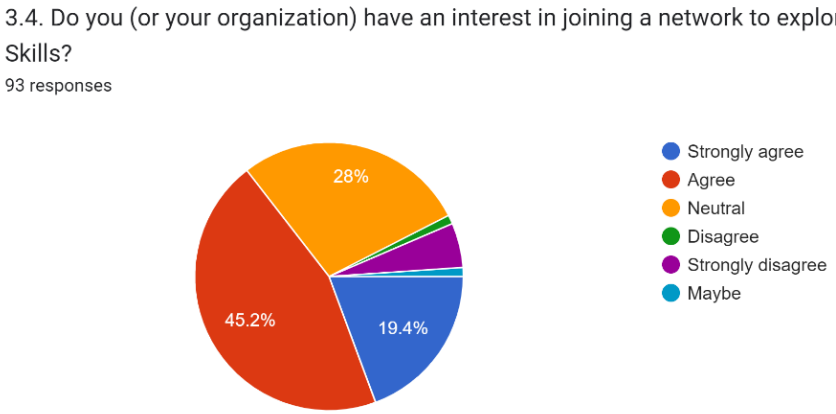


Figure 51: The employee (company) interest in joining a green network in the future.

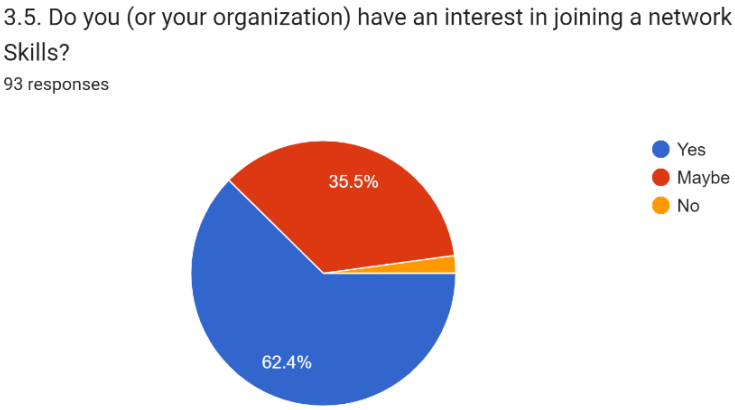


Figure 52: The employee (company) interest in joining a digital network in the future.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

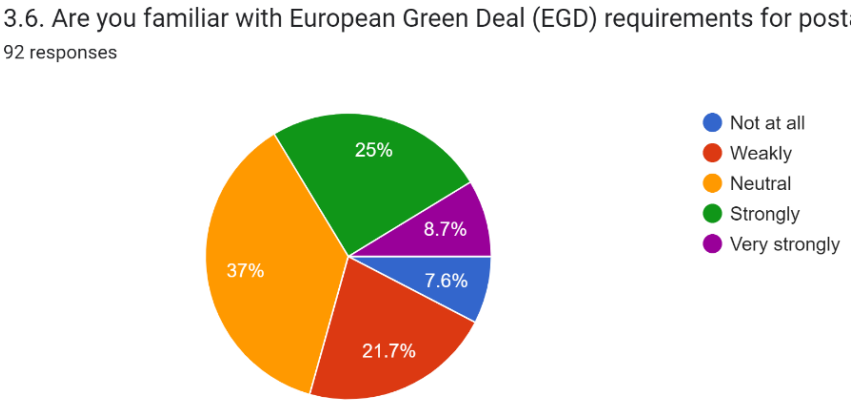


Figure 53: Worker familiarity with European Green Deal (EGD)

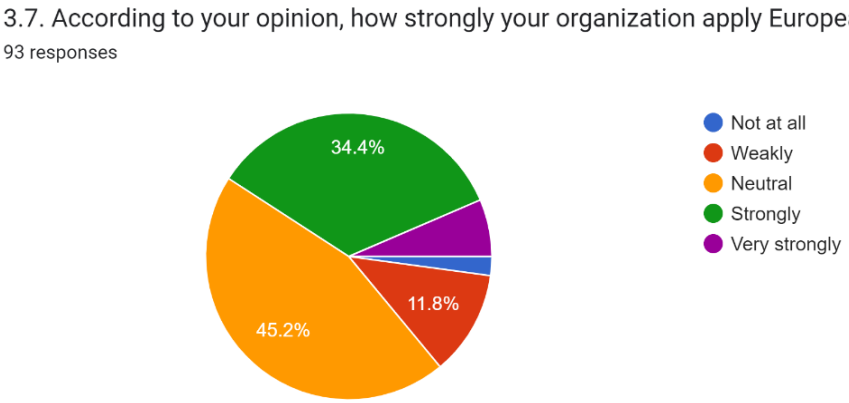


Figure 54: How strongly the company applies the EGD

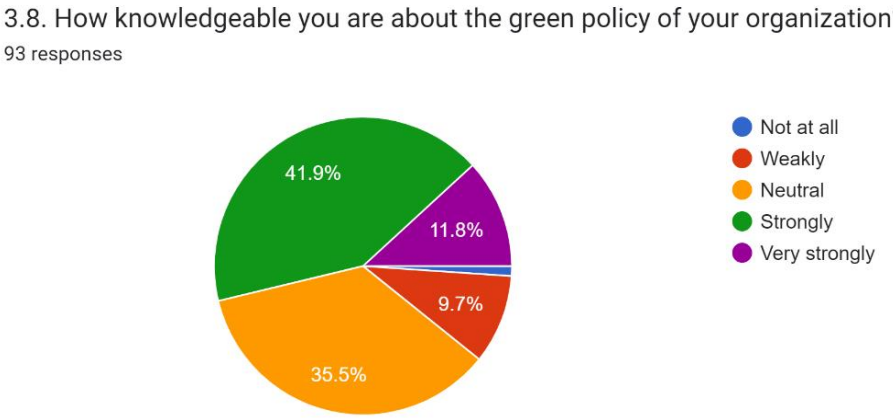


Figure 55: How knowledgeable the worker is on the company's green policy

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

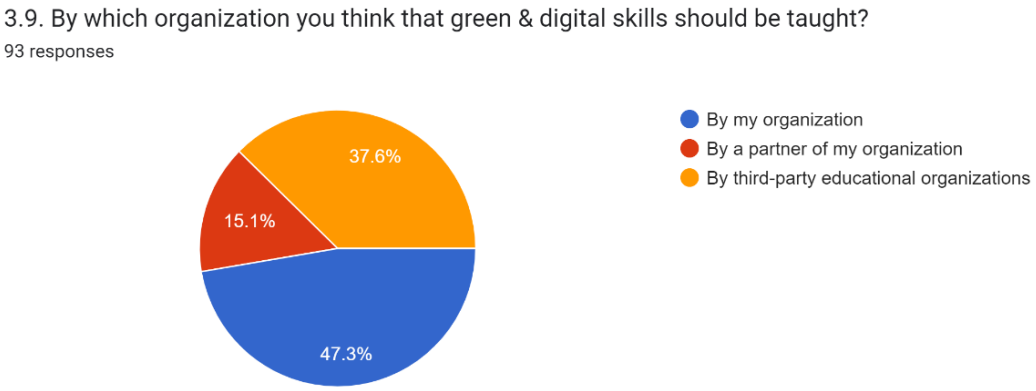


Figure 56: Who should teach digital and green skills to the workforce

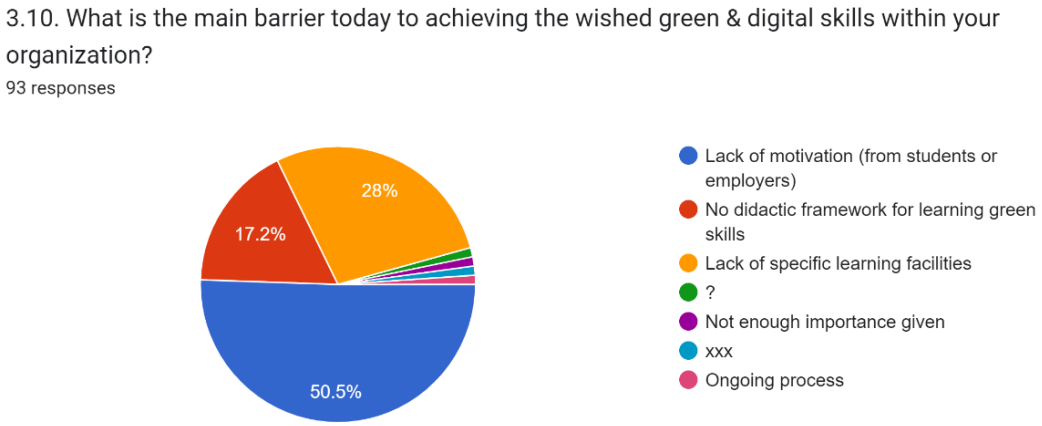


Figure 57: Main barriers to becoming proficient in green and digital skills

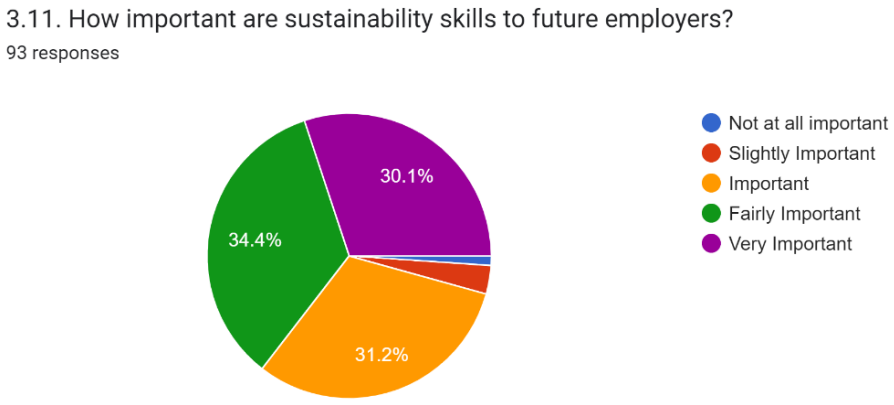


Figure 58: Importance of sustainability skills to employers

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

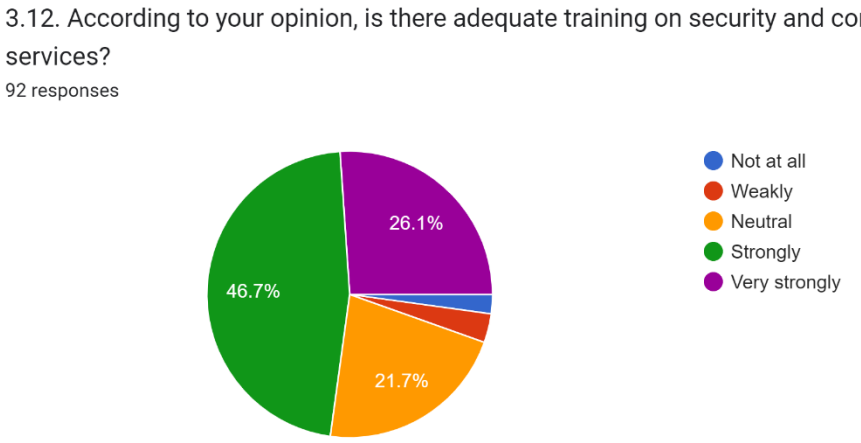


Figure 59: Is there adequate training on security and confidentiality of postal services

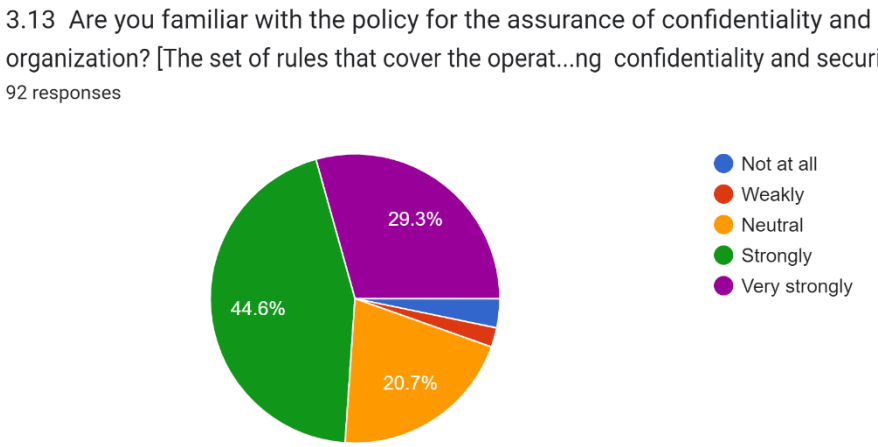


Figure 60: How familiar is the respondent with the security and confidentiality assurance of the company

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

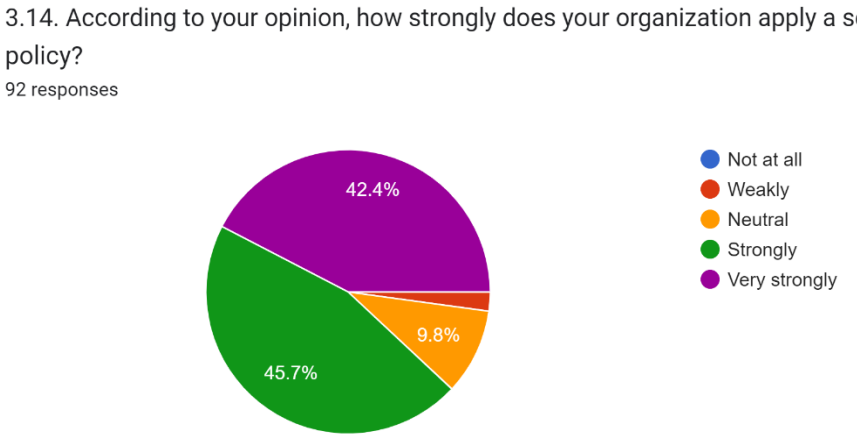


Figure 61: How strongly the organization applies a security confidentiality policy

5.3.4. Key Findings & Recommendations

This section aims to report overall finding and make specific proposals based on the study results from the questionnaires. Some questions were similar to others due to overlap and reinforced the topic. The feedback also suggested that some issues were more important to participants to others, while some people were more inclined to green issues than others and the same for the area of digitalization. Education and age often played a role in such outcomes.

Finding 1: Some of the green competences scored low and were unknown to participants.

Recommendation: Topics like bioeconomy science and energy labelling were generally unknown to people and most had no skills in these areas. Generally, only every day green issues that are talked about or practices a lot made it into the awareness of most of the respondents. Having this on any future course would go a long way to rectifying this situation and would help people to take responsibility for their own actions within these areas.

Finding 2: Common green topics were much more well-known and often adhered to automatically by participants.

Recommendation: After years of pressing the message of basic sustainability and simple ways to protect the environment, it seems that many of these have filtered into the consciousness of most people, and they are doing them almost out of habit. These require less enforcement and less education than something like energy labelling or evaluation of ICT solutions.

Finding 3: Digital skills are far more advanced than their green counterparts.

Recommendation: Even older people or those who don't have much experience with technology have still at least heard of common everyday topics to do with technology – devices, software etc. Many have

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

also had plenty of training in order to be able to carry out specific jobs to a high degree. Many of the basic topics can be passed over in favour of more complex subjects such as content creation or filtering data and keeping your data safe, particularly in the postal sector where privacy and security is so important.

Finding 4: Most were not familiar with ESG.

Recommendation: There needs to be a greater integration of European objectives and values when it comes to what is expected from postal and delivery companies. Maybe only more senior personnel or management need to know about such things and the training for service staff could skip this topic?

Finding 5: There was more of a desire to become involved in digital groups in the future rather than green groups.

Recommendation: By making green training and activities more fun it can improve workers' interest in them. They are often seen as 'out there', or as competences that are too confusing or complex so by simplifying them can improve the retention and understanding process. It was also discovered that there was a lack of motivation in getting involved in the 'green wave' so maybe some sort of reward process could be instigated by companies or within any training.

Finding 6: Many said they had strong self-learning capabilities and could take charge when it came to learning about new concepts and processes.

Recommendation:

The will and capability are there for people to grasp and learn about new and innovative topics and education and training should take advantage of this by having a way for workers to continue with learning even outside of formal training. There should be incentives, perhaps interesting challenges that inspire employees to progress further into the subjects of digitization and green.

Finding 7: There was some uncertainty as to who should provide workers with green and digital training, with less than 50% saying that the company they work for should take the responsibility for training.

Recommendation:

If adequate training cannot be provided by the company in question, then it needs to be outsourced to a professional entity to ensure that the training is complete. This is where the DigiGreen training can come into its own as there is a definite niche in the market for a comprehensive educational guide or system for the digital and green spheres. As these things are still relatively in their infancy and companies don't always know the best approach to take, the time is now ideal to offer this to the business and corporate world.

Finding 8: Things like AI and virtual reality weren't exactly known very well by everyone but there was a definite interest in this area of digitization.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Recommendation: Including topics such as these in any training is vital, even just as a way to gain workers interest in the future digitization of the postal and delivery sectors. Also, it must be promoted how technology will help workers and aid them in doing their jobs well and quell any anxiety that it may make them obsolete as employees as computers rob them of their jobs.

5.3.5. Conclusions

This report was the results of the Irish questionnaire. The responses have helped to build a more comprehensive current picture into the themes of green and digital skills and competences among postal and delivery companies. I&F thanks participants for their time and energy.

This was a very comprehensive questionnaire – perhaps a bit too big – and its shortcomings may have been that it was too detailed and too time-consuming, reducing the concentration levels of respondents and possibly the accuracy of answering also. The questions were mandatory, and the majority were closed, asking merely to select from different options.

Of course, the drawback with questionnaires is the limitation of not having explanations, so the reasons behind a choice often go unanswered. This is why the consortium choose to back these up with interviews to be able to get fuller and more detailed result. These will be combined in an overall report.

5.4. Interviews

These were conducted with regular employees and management to garner important feedback and help us to get an overview of where Ireland and Irish companies are in relation to the target themes of technology and sustainability. This information was based on real world experience and illustrated what is happening currently in these companies.

The interviews were beneficial and gave us plenty of valuable information about what has already been implemented in these areas and future plans and motivations. The interviews also allowed us to question the respondents and interact with them, so it was a more complete process than just relying on questionnaires. As they were semi-structured, they allowed greater depth in the answers and more flexibility. The employees could be more descriptive and honest in the answers, which gave more comprehensive data and helped to build a better picture of the current landscape in the digital and green frameworks of these firms.

These interviews also work in cooperation with the questionnaires helping to give a more honest and reliable analysis of the digital and green landscape in these industries.

5.4.1. Methodology & Study Protocol

In-depth interviews serve as a qualitative research approach employed either before or alongside quantitative methods. This particular method is most suitable for revealing the diverse perspectives, beliefs, attitudes, opinions, and experiences present within the specific population of postal officers and managers. Through in-depth interviews, research personnel of each consortium partner (a skilled interviewer) employ a discussion guide to facilitate a structured conversation with study participants. The feedback

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

from the interviews will be collected and analyzed alongside the results of the questionnaires, while both will help in making an outline of the existing digital and green competencies.

5.4.2. Timing

The length of the interviews was generally 30 minutes, with some lasting a bit longer. Interviewees were given as much time as they wanted to answer in a comprehensive and relaxed fashion, and all were carried out smoothly.

5.4.3. Target Respondents & Geographical Distribution

The people we wanted to talk to were those who have direct experience in the field of package delivery and the postal service. These were based anywhere on the island of Ireland, but most were out of Dublin. They were workers of all positions in these industries.

5.4.4. Recruiting Methods

We used contacts that we had in An Post, along with the other companies who took part – DHL and DPD, Fast Way, GLS. We contacted them mostly by phone and email and explained to them the importance of such information gathering to our project.

5.4.5. Instruments

A list of questions was developed to give guidance to the interviews and a structure to rely on. Both the interviewees and interviewer had access to a copy of the questions, while the interviewer recorded the answers in the form of notes during the conversation.

5.4.6. Analysis Methods

When the interviews were complete, the research team from I&F gathered all the data together where it was compared and analysed for the purposes of reporting. We uploaded the typed transcript to Basecamp as evidence for the completion of the work, and so partners could view them. A careful study of the similarities and differences were recorded, along with any important details that were discovered along the way.

The national results were all reported using a common template and was the same used by all partners.

The results of this study allowed us to gain a greater understanding of the challenges that the postal and delivery sectors face going forward, but also what works and what is of benefit by promoting a more digital and green business and corporate operation. The language used was often different and either clarified or simplified for the purposes of reporting.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

5.4.7. Summary of Results

5.4.7.1. Demographics

Nine people participated in the interviews. Seven (7) of these were male and another two (2) were female. They ranged in age from 28 to 55. Four people were in their thirties, three in their forties and one in their fifties. (Figure 62).

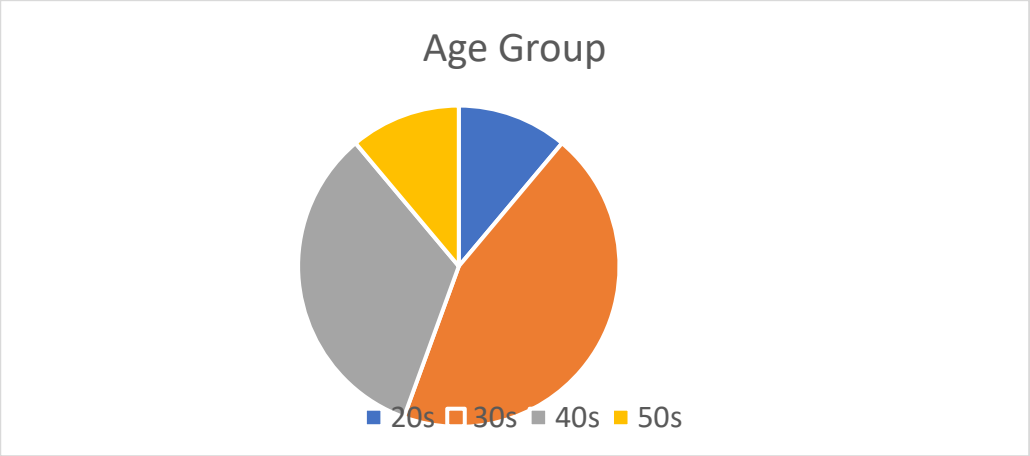


Figure 62. Age groups of participants

We had people in a range of different positions, some in leadership positions, others who were general or senior managers, and others who work as drivers or service personnel. One person was a **director**, four people were **managers** and four were **everyday workers** in the respective companies. (Figure 63).

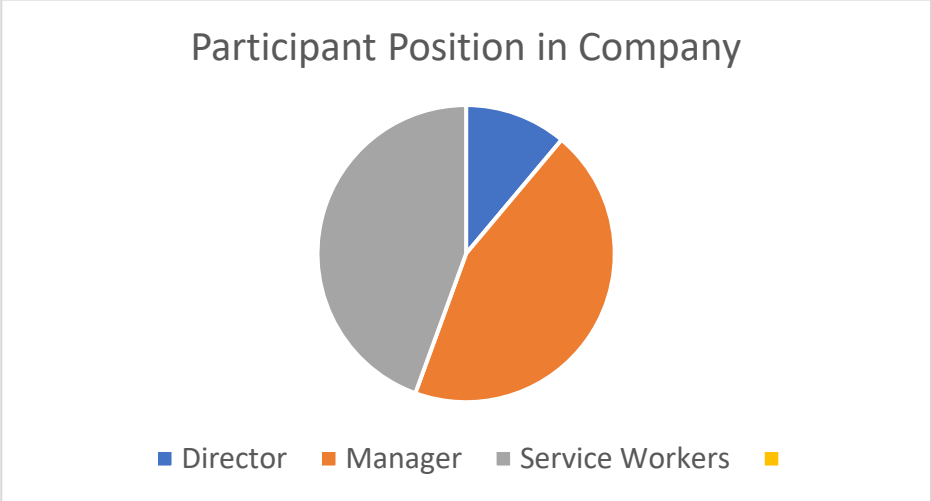


Figure 63. Participant's position in their organization

5.4.7.2. Green Skills & Competencies Development

Many of these companies were making good strides when it came to the topic of being green. They had already initiated many policies and directives to try and make their everyday operations more environmentally friendly. Most of the respondents (particularly from An Post) spoke highly of the changes that had been made. Some of these were,

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Comprehensive training (when joining and ongoing) about sustainable and green practices and taking personal responsibility for your own green decisions – 'even small changes make a big difference'.
- An Post is a proud leader in the industry and has implemented many green initiatives to their operations. They are known in Ireland as a front runner when it comes to green progress and has many partnerships with other companies and the state itself.
    - Electric vehicles
    - More environmentally conscious packaging and materials
    - A company wide effort to improve when it comes to being environmentally aware – team effort,
    - Regular training and company initiatives about recycling and encouraging proper disposal of waste.
- Some said that they were lacking slightly and needed to boost their environmental awareness going forward, particularly to meet European standards and demands.

5.4.7.3. Digital Skills & Competencies Development

All companies were improving the digital competencies of their employees and updating the technological processes as it was seen as vital to do so. In an ever-changing world the interviewees relayed how important it is to digitize their firms and the industry as a whole.

They made us aware of the different skills that they were learning and all of which centered around their jobs and how to perform them more effectively. They learned about technology when it came to processing information, in-company and outside communication, recording and data and keeping it safe, computer systems that made calculating and following routes more efficient, logging information and abiding by GDPR rules.

5.4.7.4. Educational Needs

Education was seen as necessary and perhaps better than was on offer currently. It was pointed out that it should be comprehensive, ongoing and in-keeping with developments in both fields. A list of suggestions for education were,

- Make it fun, not just educational,
- Have real-world case studies so that they know what's possible,
- Implement practical and common-sense activities,
- Outsource to third-party companies if required,
- Use inspires examples from home and abroad,
- Turn learning into a game so it becomes more interesting and memorable.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

5.4.8. Key Findings and Recommendations

Finding 1: Respondents felt that although sustainability was important, a move to a more digital operation was even more important. The delivery and postal services have done fine throughout the years when being green wasn't really a thing, but with the mass emigration and reliance on new technologies being so vital to a company or industry's success, this was seen as being the frontrunner of the two.

Digital skills and evolution were seen as key to future employers in this area. Green competencies were seen more as necessary obligation rather than something that the industry hinged on.

Recommendation: To continue to provide digital skills training and develop it so that future employees can gain more expertise in areas like AI or other forms of technology where they could do their jobs easier and more effectively.

Finding 2: More and better training needs to be on offer. Some companies were still lagging when it came to intro training as part of a digital and green package of competences. There was sometimes seen as a dragging of feet when it came to making the required changes to adopt a more sustainable or technologically advanced approach.

If this is to be a long-term goal and something that is valued going forward the training and environment needs to mirror this.

Recommendation: Either beefing up the training that would be ongoing and evolve with the technology and the discovery of more sustainable strategies or approach an outside partner to take over the handling of such training. This would be a more costly affair but provide the employees with the type of advancement that they need in the required fields.

Finding 3: There was concern about the consequences of some of the green processes. There has been an increasing amount of information on social media about potential unwitting damage to the environment and harm to children in third-world countries due to slave-labour practices. Many had also heard of batteries from electric vehicles scarring the land due to the mining process, not to mention blowing up in the heat or from overuse.

Video have been circulating of very young kids being forced to mine and collect certain materials that were necessary for batteries. Some too were reticent to switch to completely electricity powered cars due to the cost of charging and should the 'power ever go out'.

Recommendation: Proper research and education into the consequences of adapting a greener stance were suggested by some interviewees. But this had to be done so by those without an agenda and assured to be unbiased and factual.

Finding 4: Most of the companies gave either some sort of green and digital training, or very comprehensive training like An Post. Most respondents had a good grasp of what is was to be green and how they would go about doing so in work and in their own lives. Most companies had initiatives to improve environmental friendliness in the company and there was widespread awareness of green plans and objectives.

Recommendation: Not much here, there has been good progress in general towards a more sustainable and eco-friendlier working environment.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

5.4.9. Conclusions

5.4.9.1 Challenges & Additional Considerations

The main challenges of this method were multifold. Firstly, the respondents may have felt that they were supposed to answer in a certain way (or in a manner that they thought we were looking for) or in a way that would have pleased or been in-line with the expectations and opinions of their own companies.

Also relevant is the fact that there was only a small sample size and though it gives valuable pointers into the state of the of progress regarding the two areas we are focusing on, it is nevertheless only a small snapshot from a limited number of people and a limited point of view.

We should use the data in a general way, as a pointer rather than solid facts that are grounded in reality and applicable across the whole industry. Also, it needs to be taken into account how pressured or obligated the interviewees felt in how they answered.

Because there were respondents from a few different companies, the picture was somewhat watered down as we were given only a very brief generalized look at the industry.

5.4.9.2. Limitations

Obviously, the sample size for the interviews was quite small so limiting in and of itself. Time was also of the essence as some interviewees were either tired or fitting in the interview when a break in their schedule allowed.

5.5. DaCUms

5.5.1. Introduction to DaCum

This workshop was carried out online over Zoom in on the 13th and 14th of March and was attended by people working in the courier industry. They were run by Joe Cabello and Beau O'Kelly of I&F Education. In total seven experienced workers and experts in the field attended the workshop. They represented a cross section of postal and delivery employees and leadership, and we gained valuable feedback and knowledge through the interactions. They told us about their everyday job lives and how the themes of 'green' and 'digitalization' are being implemented in their companies.

The meetings were held online over two days and threw up fascinating advice and feedback on how the transition to green and implementation of digital processes was faring in Ireland, particularly in An Post. An Post is the Irish postal provider and has cultivated a strong tradition of focusing on these themes and becoming a leader in the industry across Europe in their desire and eagerness to embrace a cleaner and more inspired modern approach. Theirs is a culture of "continuous adaptation".

They realise where we are headed as a planet and know that to protect important ways of living that we have come to rely on, certain changes need to be made, not just in the postal industry, but every industry. Comprehensive training is also given to employees when they first start their role in the job to start them off on the right foot. This gives them a solid foundation and sets them off on a positive path for further improvement or study of the themes and topics in question.

We were given ways how postal and delivery leaders were setting up their operations to include and utilize digital processes that could transform the way they do business. We were also told of the ways they were making the switch to a more sustainable method of business and at the same time helping the environment and protecting what's important.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

5.5.2. Methodology

The aim was to verify the already identified **digital** and **green** trends and record needs and gaps regarding the skills needed to be updated through (upskilling) and revised or/and reinforced (reskilling). The participants shared operational knowledge of digital and green practices or the lack of them in their company.

We looked the basic duties and related tasks of employees working in the delivery sector – and the required knowledge, skills, competences and what they lacked or needed to implement going forward. Competencies and knowledge were often in short supply or still in the early stages of development.

Participants provided inputs related to their "Digital & Green" professional experience and shared their professional expectations (in terms of necessary skills/competences) over the course of two days. Though there was some way to go, there was also the feeling that things were moving in the right direction.

5.5.3. Findings

Some overall things we learned about the development of the digital and green sectors in the postal industry were,

- Ireland is showing **good leadership** in the transition to a greener working economy within these sectors,
- There is a state-wide effort to change the postal – and in many cases the courier industry – to a more **sustainable model** that puts the environment first,
- Though there has been **good progression** made, there is still a long way to go!

An Post is a light bearer in the industry and leads the way for others to follow when it comes to themes of digital advancement and green considerations. Some ways how An Post nurture an atmosphere of improvement and continuous development in relation to the themes of our project are the following,

- **Transition to electric vehicles:** Appreciating that the spewing of fumes and gases from the burning of fossil fuels may be worse than the potential issues with batteries, they have completely overhauled their transport fleet. An Post recognizes the significant impact of traditional fuel-powered vehicles on greenhouse gas emissions. To combat this, they have initiated a comprehensive transition to electric vehicles (EVs) for its delivery fleet. By replacing conventional vehicles with EVs, An Post reduces carbon emissions and local air pollution while providing quiet and clean transportation for its postal operations.
- **Eco-Friendly Packaging:** An essential aspect of postal services is packaging, which often contributes to waste generation and environmental degradation. An Post is actively promoting eco-friendly packaging options to minimize its ecological footprint. They encourage the use of recyclable, biodegradable, and sustainable packaging materials, reducing plastic waste and encouraging responsible disposal practices.
- **Waste Reduction and Recycling:** Waste reduction and recycling has been installed and is promoted throughout its operations. There is a comprehensive recycling program in its facilities, encouraging employees to recycle paper, cardboard, plastics, and other materials. Furthermore,

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

they hold recycling awareness campaigns to educate customers on proper waste management and encourage recycling practices, so that by minimizing waste they are contributing to the circular economy and helping preserve natural resources.

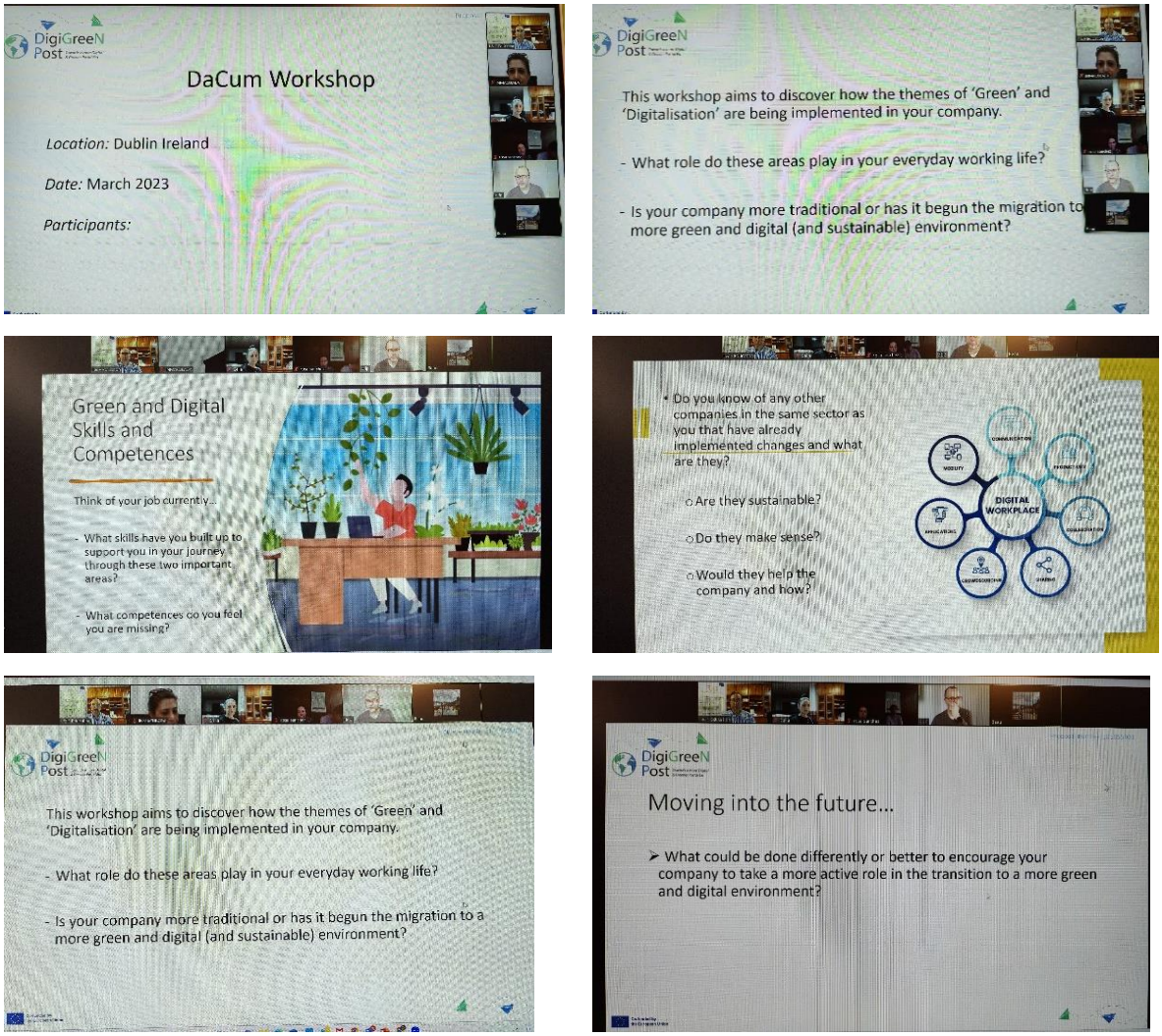


Figure 64: Example of materials presented during DaCums

Other ways in which An Post are showing leadership with regards to digital technology are the following,

- **Modernizing Postal Operations:**

Significant efforts have been made to modernize its internal processes and operations by leveraging digital technologies. Through the implementation of advanced tracking systems, real-time data analytics, and automated sorting centers, the organization has streamlined its logistics and delivery processes. This has resulted in increased efficiency, reduced operational costs, and enhanced transparency in the postal supply chain.

- **Mobile Applications and Online Services:**

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

An Post has developed user-friendly mobile applications and online services to enhance customer engagement and convenience. The organization's mobile app enables users to track packages, schedule deliveries, and avail of additional postal services with ease. An Post's online portal also provides a comprehensive suite of services, ranging from address verification to customs clearance for international shipments, which empower customers to manage their postal needs efficiently, anytime and anywhere.

- **Collaborative Innovation:**

An Post actively collaborates with other industry stakeholders, startups, and technology partners to foster innovation within the postal sector. By embracing emerging technologies like artificial intelligence, machine learning, and blockchain, the organization seeks to revolutionize processes further. For instance, An Post has piloted drone delivery trials in remote areas and explored the use of blockchain for secure document verification and authentication.

The workshop all brought about the following ***conclusions*** in regards to the Irish situation with green and digital competences.

- **Early Stages**

It was still the belief that although a lot has been done, there is still more that can and will be done. Increase in the benefits of technology (and different ways of delivery and operation) will be carried forward and continuous enhancement of all things digital and green will be pursued by the company.

- **Industry as a whole**

An Post is the flag bearer for the industry and is acting as an inspiration to not just similar companies but for many different industries. At the moment, postal, delivery, and logistics companies are improving their stance when it comes to enshrinement of green policies, but they will need more time and energy to catch up to An Post.

- **Concerns**

There have been some concerns about how 'green' a lot of the developments being made actually are. For instance, the origins of the materials for the batteries that are used to power the new fleet of electric vehicles, and the type of labour that's used and potential damage caused to the environment with its excavation. Some employees have called for more research and education on the best ways to offset or improve these shortfalls, and to ensure that what is promoted as being environmentally friendly is actually environmentally friendly.

5.6. Overall Findings & Recommendations on National Level

This section will take what we learned from the different techniques that were used to examine the green and digital landscape of the Irish postal and delivery sectors (questionnaires, interviews and workshops) and summarized into current and future recommendations.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

These will be broken down into the areas that we are focusing on with this project. The feedback gained from the workers in these companies supplied us with a rich tapestry of the current situation with green and digital transformation, but also what they want and need going forward.

5.6.1. Digital Competences

Supported by interviews, questionnaires, and workshops:

Irish companies seem to be at the forefront when it comes to digital competences and keeping up with the progression of technology in the workplace. It was found that the majority of people we talked to felt comfortable with doing basic digital tasks, while most had a solid grounding in technological knowledge and competences. Many companies have implemented digital processes into their everyday set-up and tasks, and as such provided effective training for their employees. Participants were mostly happy with the training and understood it better than the area of green of sustainability.

Recommendations include adding more complex topics, such as VR, drone delivery, content creation etc., as most were already well aware and up the speed on the basics of technology. These can be either skipped or reduced.

5.6.2. Green skills and competences

Supported by interviews, questionnaires, and workshops:

It was discovered that although Irish companies like An Post were setting the pace in terms of sustainability, the workers and employees further down the ranks knew very little about what it took to be truly green. They might have known very basic things like throwing trash in the correct bin, or recycling plastic bottles, but anything more complex often was confusing or unknown to the person.

There wasn't sufficient training in more advanced ways and methods of being sustainable, both from a personal and company perspective. Topics like energy production, energy labelling and energy saving policies need to be implemented on any educational course.

Recommendations Management at the very top seemed more clued in about corporate sustainability but this didn't extend down to workers on the ground. More effort needs to be made to include them and set a corporate wide green agenda where green skills and competences can make a better impact. 'Green days' could be a thing where all the staff of a company comes together to learn about sustainability in a fun and interactive way.

5.6.3. Policies in Organizations

Supported by interviews and workshops:

Many of the European-wide policies and practices were relatively unknown by most workers. Things like ESG and others were unfamiliar and as such couldn't be followed or implemented properly by those on the ground.

Recommendations

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

To teach more broadly to employees of every rank so as to build up a culture of 'knowing' about green practices, where they originate, and how they make a difference to the world. If an organization is to succeed in developing a natural inclination to taking green action, then it must permeate this culture from the bottom to the top, so that every employee takes personal responsibility.

5.6.4. Training Needs

Supported by interviews and workshops:

Obviously there needs to be comprehensive training for both new and established workers. What we know about the environment and how to protect her changes almost daily and requires a deep insight into best practices. There is also often a lack of materials or infrastructure for training in the workplace.

Recommendations

If full training can't be provided by the host company, then outsourcing should occur to guarantee a good knowledge of how to make a difference to the health of the planet. There could be a go-between person who takes charge in organizing training and regularity of that training. More advanced topics should be taught so as to have a better grasp of overall sustainability.

Better training facilities are key to allowing workers the chance of effective digital and green education. Materials and interactive e-learning solutions help staff to understand what they are being taught and can take those lessons out into the real world.

5.7. Conclusions

This report was a combination of different tools that we used to gauge the prevalence of green and digital competence competences within the postal and delivery sectors in Ireland. This is to help us to see the general landscape of how these themes are utilized in the country (and throughout Europe). It aims to highlight the strengths and extent of their current adaption, the needs of the industry going forward, and where they are lacking so as to be better able to develop training materials for workers and management.

The activities that were used to give us an accurate representation of the green and digital overview in these industries were a workshop, questionnaire, and series of interviews with employees from every level of sector companies, from floor staff right up to management.

Some of the conclusions of this report were,

- **Job Analysis:**
  Mostly performed in DACUM, this analysis focused on examining certain job responsibilities and finding the essential duties, information, competences, and skills needed for successful performance. This can guarantee that the workshop's material is suited to postal workers' particular job requirements and fills any skills and knowledge gaps pertinent to their positions. Participants had the opportunity to analyse the tasks, the skills and knowledge of the sector and create a better understanding of their roles. Moreover, interviews involved high profile employees who shed more light into the need of training towards the successful performance on job responsibilities.

- **Participant Engagement:**

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Apart from people's involvement into questionnaires and interviews (in which people participated as isolated contributors) The DACUM approach promoted active engagement and participation for workshop attendees. Postal employees' knowledge, skills, and viewpoints were utilized by involving them in the process, creating a more interesting and fulfilling learning experience. Employee buy-in and a sense of ownership were fostered by this participatory approach. Overall, participants had the chance to engage in more than one ways and in a different process of understanding the competences around their jobs through participatory activities.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

6. Policies & Best Practices

6.1. Objectives

A desk research-literature review has been conducted in order to:

- conduct a Scoping Review in digitalization and green-related policies and best practices in the postal industry.
    - Determine the scope of these policies, give an overview of the literature volume and an overview of its focus.
    - Understand how digitization, green and sustainable policies have been conducted so far in the European postal industry and more specifically on the involved countries.
- Identify the types of available evidence regarding green and digital transformation towards sustainable postal services.
- Report how research was conducted on related topics, identify key characteristics and knowledge gaps.
- Result in a map of the evidence regarding post office needs related to green and digital skills.

6.2. Methodology

The target is reviewing at least 40 research and policy documents focus on digitalization and sustainability in postal industry, as well as mapping at least 20 best practices on digital and green transformation in the postal sector. Thus, the following methodology is followed:

1. Define the research questions that need to be answered.
2. Define the inclusion/exclusion criteria.
3. Initial search of relevant national literature databases, the Internet and known scientific literature databases (only for policy documents) like Scopus, Web of Science and IEEE Xplore.
4. Prepare a template for researchers to be used to report a new entry and describe its key concepts, especially useful when the original document is not in English language.
    a. Metadata collected for each success research finding will include sources, title, organization, key-points and country of origin
5. Folders and sub-folders for each partner will be created by HOU as a shared folder in the Basecamp.
6. Partners upload their documents and their reports on the respective sub-folder.
7. HOU collects contribution of partners and will prepare a review results document that all partners will review and comment.
8. The scoping review results document will be used as a reference for the rest of A3.1.1 actions (like finalizing questionnaires and interview materials for example).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The research questions that were pointed out, in the category of research and policy documents are: (i) What is the status of digitalization and green transformation in the postal industry in different EU and non-EU countries? (ii) What kind of research has been already conducted in the field? (iii) What is the main focus of existing policy documents shared among EU member states? (iv) What strategies have been implemented that address the issues related to green and digital transformation?

On the other, the research questions that were pointed out, in the category of best practices are: (i) What kind of best practices are being advised to EU and non-EU countries? (ii) How similar are those documents presenting best practices for postal offices? (iii) Which are the current trends outlined by all the related documents?

The Inclusion/Exclusion criteria for both searches are:

Research and policy documents:

- *Inclusion Criteria:*
    - Studies and policy documents referring to green and digital transformation.
    - Grey literature will be accepted for review (self-published policy documents, PhD dissertations, white papers published by organizations, etc.).
    - Documents in languages other than English will be accepted as long as consortium members will provide an overview of the key-points.
- *Exclusion criteria:*
    - Propagandistic documents, unsigned documents.
    - Advertisements, generic documents or documents of low quality.
    - Policies and Best Practices from Russia or applied in the Russian postal offices.

Best Practices:

- *Inclusion Criteria:*
    - Similar to the previous one (research & policy documents)
    - Grey literature will NOT be accepted for review (self-published policy documents, PhD dissertations, white papers published by organizations, etc.).
    - Best practices have to be originated by authorities, public organizations, or research findings and not simply individuals
- *Exclusion criteria:*
    - Propagandistic documents, unsigned documents.
    - Advertisements, generic documents or documents of low quality.
    - Policies and Best Practices from Russia or applied in the Russian postal offices.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

6.3. Results

Eventually, through DigiGreen partners and by using the PostEurop Intelligence Network (IQN), the Projects Team collected inputs from several European countries. There have been collected 74 policies and 71 best practices representing both green and digital fields. A template document was formed and used by the partners to provide more information on the identified policies (Appendix A) and best practices (Appendix B) and assist in the research, specifically when the identified information is not in English.

Eventually, the Projects Team collected inputs from several European (Austrian Post (Austria), Bulgarian Posts (Bulgaria), Hrvatska Posta Mostar (Bosnia & Herzegovina), Hrvatska Posta (Croatia), Le Groupe La Poste (France), Posti (Finland), Hellenic Post ELTA (Greece) Latvijas Pasts (Latvia), Malta Post (Malta), CTT Correios de Portugal (Portugal), Posta Romana (Romania), Slovenska Posta (Slovakia), Poste Slovenije (Slovenia), Correos (Spain)) and non-European countries. Answers were categorized and grouped, emphasizing to the following:

- Category (Green, Digital, Both).
- Type of document (EU Policy, National Policy, Report, Research Paper, Company-based internal policy, Other).
- Country (EU, European non-EU, Globally, Greece, Ireland, Romania, Other).
- Field of interest (Parcel Delivery, Digitalization, Green transformation, Other).
- Underlying Needs (Pollution, Cost reduction, Delays, Other).
- Skills (Mechanical skills for maintenance, Computer / digital skills, Customer service skills, Other, All of them).

In the following graphs, the results of the literature review are depicted based on the categories mentioned above.

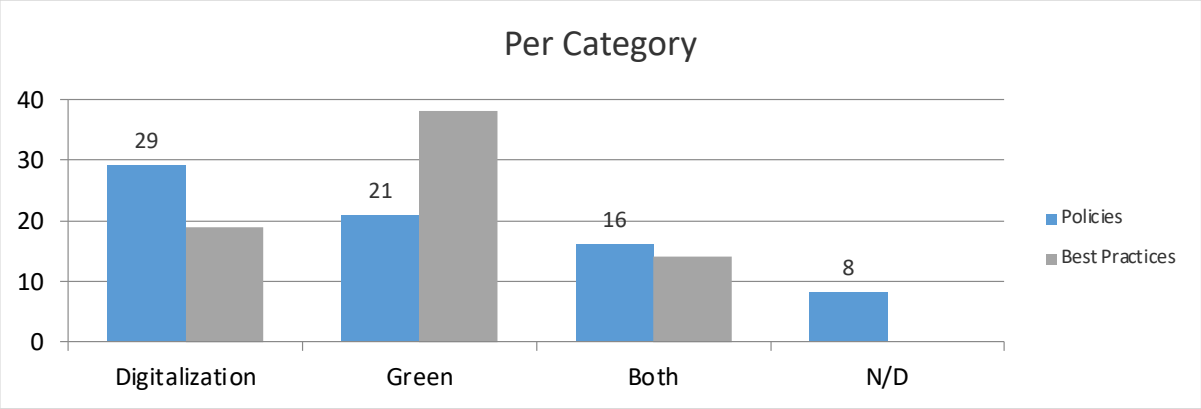


Figure 65. Results of literature review per identified category

Figure 65 indicates that digitalization and green-specific policies are quite balanced, while the green best practices are more than the digitalization best practices, specifically in the last years.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

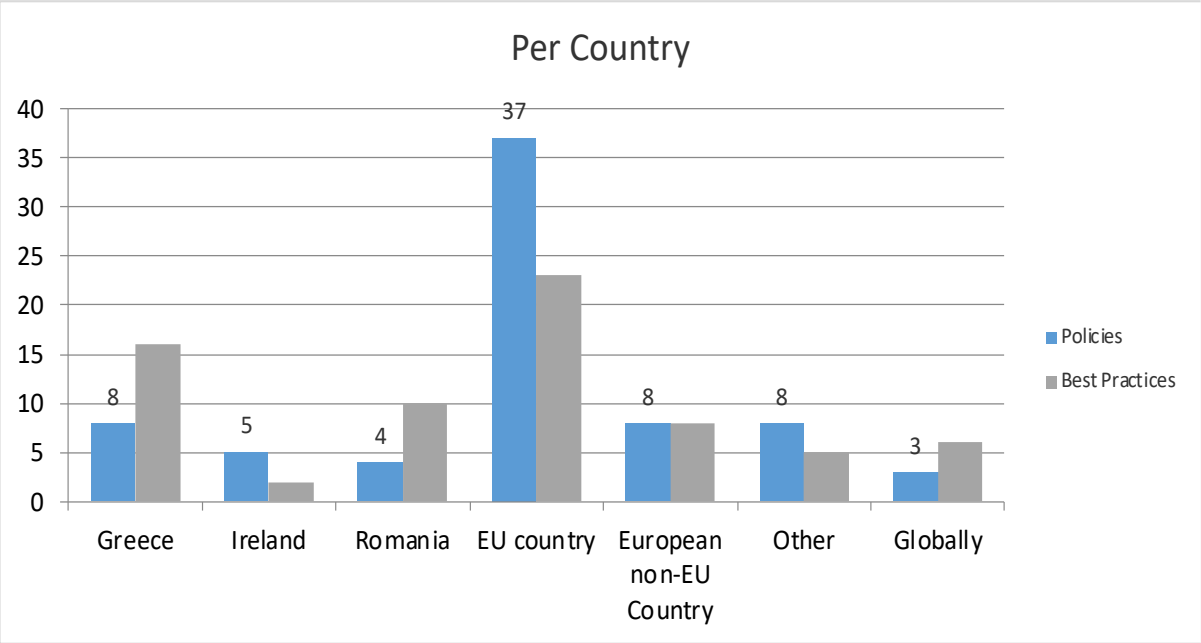


Figure 66. results of literature review per country

There is a balanced number of policies among the participating pilot countries (Greece, Ireland, Romania), while several policies and best practices have been found and selected from EU and other European non-EU countries. Finally, there are some findings that have a more global application, spreading to several countries worldwide.

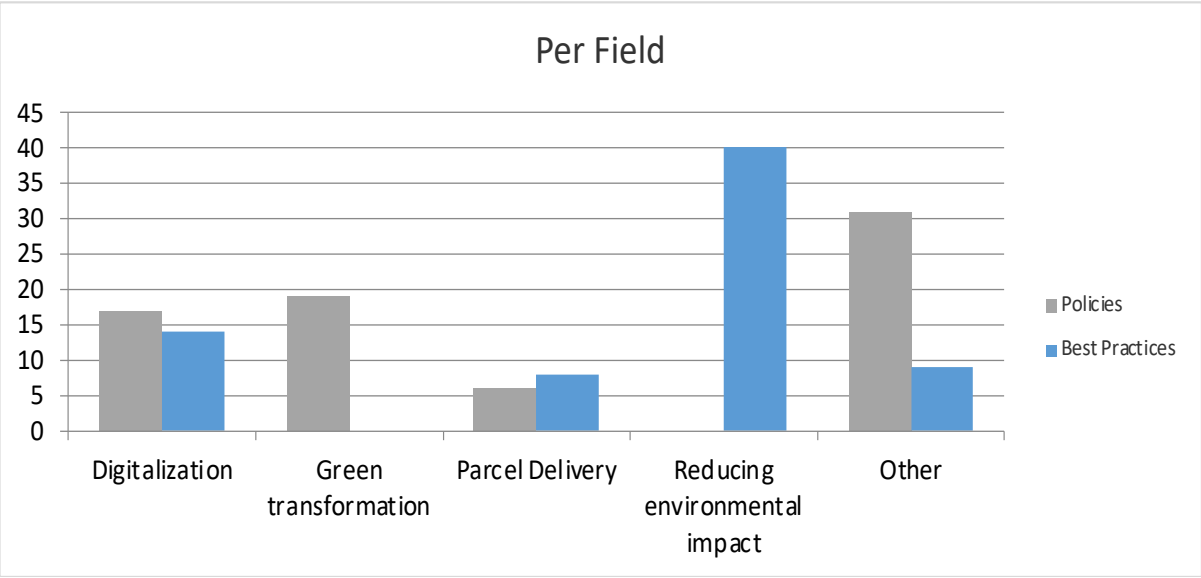


Figure 67. Results of literature review per identified field of interest

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

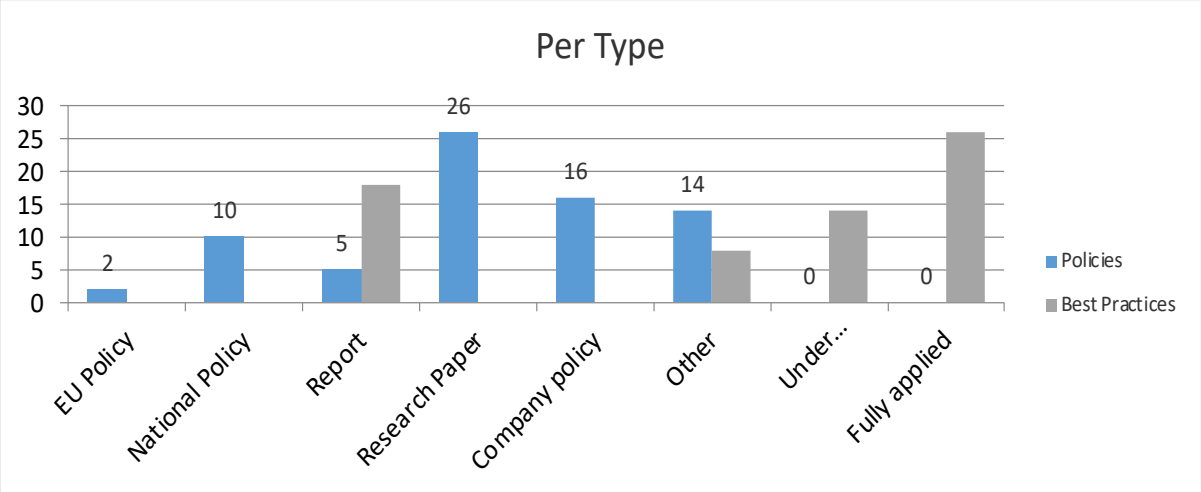


Figure 68. Results of literature review per identified type

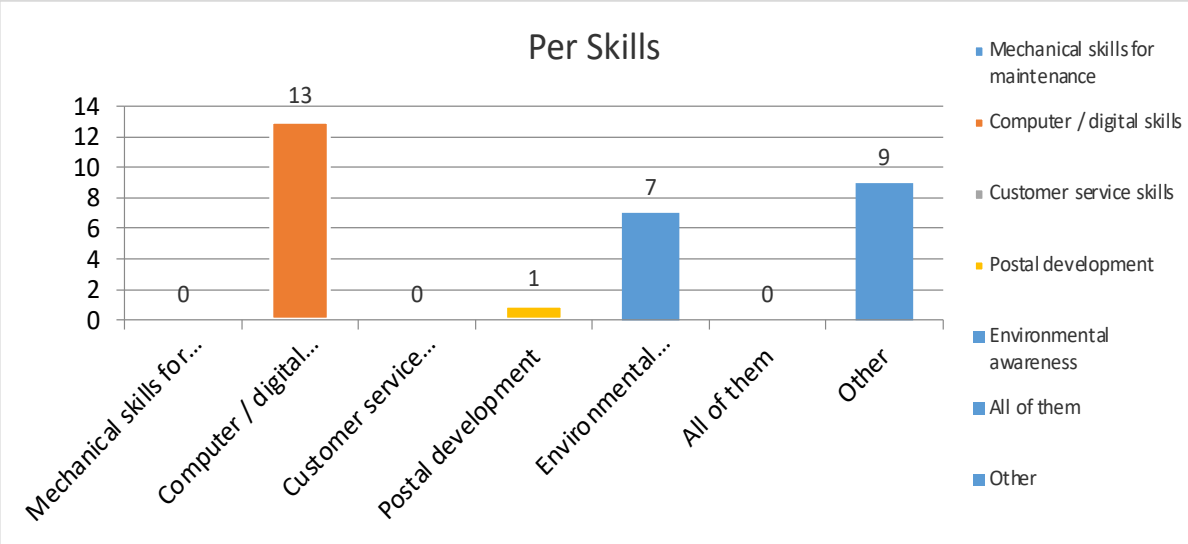


Figure 69. Results of literature review per identified skills

Finally, figures 67, 68 and 69 indicate that green transformation to reduce pollution and reducing costs identified as the top needs in the postal sector, while computer/digital skills and environmental awareness identified as the top skills in the sector.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

7. Synthesis Report of Training Missions

Under Action 3.1.3, the DigiGreenPost consortium aims to gather information about innovative practices concerning the digital and green transformation of postal and delivery enterprises. This was accomplished through "training missions" that involve visits to post offices in two different EU countries. The first training mission (TM1) focused on digital services, while the second one (TM2) was concentrated on sustainability strategies. These missions were based on best practices identified during desk research and literature review in T3.1.

7.1. 1st Training Mission at Le Groupe La Poste

The main purpose of this report is to provide a comprehensive overview of the study visit that took place in France, Paris during the 30th of May to 2nd of June 2023 under the project DigiGreen Post – Towards a more digital and greener Postal Era. The activity is implemented under the task T3.1.3.

The study visit was organised by PostEurop and by Le Groupe La Poste (hosting) aiming to present best practice examples in the digital and green transition in the postal sector.

Information of the Training Mission	
Dates	30/5/2023 – 02/06/2023
Place	Paris, France
Participants profile	Postal Representatives, VET experts
Participating organisations	AKMI PostEurop ELTA PostaRomana CPIP ADAE

7.1.1. Introduction

This report presents the comprehensive outcomes of the Training Mission, showcasing the valuable insights gained from the implemented activities. The Training Mission constitutes an integral component of Work Package 3, which involves an exhaustive research phase within the project, incorporating both desk and field research methodologies. The primary objective of planning and executing the Training Mission is to provide participants with exposure to cutting-edge initiatives driving the digital and green transition while emphasizing the significance of sustainability and innovation practices. Through this mission, participants have the unique opportunity to be introduced to advanced concepts and practices that can revolutionize the postal sector's approach to environmental responsibility and technological advancements.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

General Objective

• To offer participants, including postal representatives and VET experts, a chance to visit and experience best practices in the postal sector related to digital and green transformation across Europe.

Specific Objectives

• To facilitate knowledge and know-how exchange among participants and industry professionals actively involved in the postal sector.

• To identify and capture relevant innovations observed during the visit, with the intention of applying this newfound knowledge to enhance both the ongoing project and the participants' current job positions.

• To mobilize and engage participants in driving positive change within the postal sector, leveraging the acquired insights and experiences to foster a more sustainable and technologically advanced industry.

Why Le Groupe La Post?

Le groupe La Poste is the ideal postal sector representative for the DigiGreen project's study visit due to its remarkable innovation actions. From pioneering digital tools and ecological transition to affordable and accessible services, La Poste constantly adapts to societal challenges. Its commitment to partnerships with start-ups and intrapreneurship further fuels innovation. With advanced industrial and logistical adaptations, La Poste excels in transforming its operations. This exemplary track record makes the study visit to La Poste a truly inspiring experience for participants seeking insights into the digital and green transition in the postal sector.

More can be found here: https://www.lapostegroupe.com/

Figure 70. Presenting the DigiGreen Post Project

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

7.1.2. Expectations of the Participants

- To learn training strategies, new ideas, training methodologies, cultural change techniques.
- To find out where the DigiGreenPost project was slotted in the efforts from LaPoste.
- To learn from experience and best practice examples that will help me as an employee and in my career in general.
- To get to know how the company handled the challenges.

Figure 71. Participants of the first training mission in Paris

7.1.3. Activities

LIST OF ACTIVITIES	
Introduction Session	Introductions by the organising team
Project Presentation	The DigiGreen Post Project Main Findings
Sharing best practices By participants	• Best practices implemented in Hellenic Post • Best practices implemented in PostaRomana • Communication Security & Privacy Framework of the postal sector in Greece
Sharing best practices by hosts	• Presentation of La Poste CSR Strategy with a focus on employees' engagement • Presentation of CSR Trainings in Mail, Parcels and Services BU
Case Study & experiential workshop	Climate Fresk
Field Visit	Visit of the Platform and presentation of the Fintech/ Assurtech Innovation Ecosystem of La Banque Postale
Presentations	• The Innovation Ecosystems of Groupe La Poste and the Innovation Vision for 2030 • Start-up pitches CARBO Reporting CSR
Case Study	The CléA Numérique programme: supporting employees' digital skills

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Collaboration Initiatives	An example of an exchange of apprentices between La Poste France and La Poste Suisse
Educational methodology	Presentation of the pedagogical programme and project of the School of AI and Data
Feedback Session	Closing activity to facilitate the main conclusions of the Study visit.

Detailed Activities

Activity 1: Presentation of La Poste CSR Strategy with a focus on employees' engagement	
Format	Presentation – sharing best practices
Objectives of the activity	The presentation focused on the organization's CSR strategy, with a specific emphasis on employee engagement. The presentation aimed to provide a comprehensive understanding of the company's CSR approach, shedding light on key focal areas and initiatives undertaken to embed sustainable practices and social responsibility. The primary objective was to underscore the pivotal role employees play in catalyzing positive transformation and fostering a culture of active engagement within the organization.
Learning outcomes	• Enhanced understanding of Groupe La Poste's CSR strategy and its emphasis on employee engagement. • Insight into key areas of focus and initiatives aimed at promoting sustainability and social responsibility. • Recognition of the pivotal role employees play in driving positive organizational change.
Impact of participating organisations	The training mission offered a variety of impact, including a greater understanding of Corporate Social Responsibility (CSR) strategies and their function in sustainable practices. A culture of active participation has been strengthened by the focus on employee engagement, and exposure to cutting-edge CSR strategies has stimulated innovative approaches to societal and environmental problems. Interactions have strengthened collaborative networks, possibly paving the way for new alliances.
Duration	1 hour
Additional information	

Activity 2: Presentation of CSR Trainings in Mail, Parcels and Services BU	
Format	Presentation – sharing best practices
Objectives of the activity	• Explain the main ambitions of CSR Policy of the company • Present the main points of the strategy • Share best practices and challenges
Learning outcomes	The primary focus of this activity was to present and discuss the Corporate Social Responsibility (CSR) Policy of the services mail and parcels Business unit. The presentation centered around four main pillars, each representing

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	a crucial aspect of the company's commitment to sustainability and social responsibility: 1. **Accelerating Ecological Transition**: This involved adopting environmentally friendly practices, reducing carbon footprints, and promoting sustainable solutions throughout its operations. The aim was to play a part in combatting climate change and fostering a greener future for all. 2. **Promoting Ethical and Sustainable Consumption in the Digital Sector:** The company sought to integrate responsible business practices within the digital sector, encouraging customers to make conscientious choices while using its services. This included promoting eco-friendly packaging, minimizing electronic waste, and ensuring that the digital infrastructure was inclusive and accessible to all. 3. **Contributing to the Development and Cohesion of Territories**: This involved engaging in community development initiatives, supporting local businesses, and fostering economic and social cohesion within the territories it serves. By being an active contributor to the growth and well-being of communities, the company aimed to create a lasting positive influence. 4. **Employee Development and Social Inclusion:** This encompassed providing training and opportunities for skill development, enhancing employees' knowledge and understanding of sustainability principles, and fostering a diverse and inclusive work environment. Through these efforts, the company aimed to empower its employees and create a workplace that reflects the values of social responsibility. In addition to discussing these pillars, the presentation also delved into the concept of sustainability skills development for the marketing and sales teams. This meant equipping these crucial departments with the knowledge and tools to integrate sustainability principles into their strategies and decision-making processes. By infusing sustainability into marketing campaigns and sales approaches, the company aimed to foster a more responsible and eco-conscious approach to its products and services.
Impact of participating organisations	Participants in this activity learned how to demonstrate their commitment to sustainability and social responsibility in order to strengthen their corporate reputation, gain a competitive edge, and attract top talent. Long-term sustainability and improved risk management are more likely when stakeholders and employees are engaged in the organization. A solid CSR strategy also promotes good relations with regulators and promotes moral behavior all along the supply chain. In the end, these initiatives help create a more ethical and sustainable business environment.
Duration	1 hour
Additional information	The Presentation was done by Sandrine Neveu & Anouchka Toison – Groupe La Poste.

Activity 3: Climate Fresk	
Format	Case Study & experiential workshop
Objectives of the activity	This initiative has been developed by a Non-Governmental Organization (NGO) and adopted by La Poste France to serve as an awareness training

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	tool for all its employees. As part of the implementation, a select group of employees has been trained to become trainers themselves. So far, 6,000 employees have successfully completed the training. The overarching objective is to extend this training to a much larger scale, with the aim of having a total of 50,000 employees complete it. The training seeks to raise awareness and understanding among La Poste's workforce regarding important social or environmental issues, fostering a more responsible and conscious corporate culture. By empowering employees to become change agents and reaching a broader audience, the organization strives to make a meaningful and widespread impact on sustainability and societal well-being.
Learning outcomes	The main purpose of this activity is to explain how the company has used an interactive game in order to educate and engage the staff to understand the causes and consequences of climate change and how to take action. The Climate Fresk workshop consists of 4 parts/ steps: a) Think: discovering the relationships, b) Create: expressiveness, personalization and cohesiveness, c) Recap: sharing and anchoring knowledge d) Debrief: expressing emotions, discussion and sharing ideas for actions. Participants had the opportunity to experience this workshop and learn by doing.
Impact of participating organisations	Climate fresk is an easy accessed tool that organizations can use in order to boost the employee's engagement in the climate change and to boost their environmental education.
Duration	2 hours
Additional information	https://climatefresk.org/

Activity 4: Field Visit of the platform and presentation of the fintech / Assurtech innovation ecosystem of La Banque Postale	
Format	Field Visit
Objectives of the activity	• Gain an understanding and explore the various technological solutions of the fintech and assurtech innovation ecosystem and how it operates within La Banque Postale. • Understand the impact of these technological innovations on customer experience. • Analyze the challenges and opportunities faced by La Banque Postale in integrating innovation into its operations and staying competitive in a rapidly evolving digital landscape. • Reflect on the implications of technological disruption for the future of financial and insurance services, and the role of traditional institutions in embracing innovation to remain relevant in the market.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Learning outcomes	Participants gained insights into effective strategies for involving managers actively and fostering a culture of change. By understanding the importance of cultural shifts and employee engagement, attendees left with practical knowledge to communicate the transformation vision, overcome challenges, and lead successful innovation initiatives. Through real-life examples and best practices, they were inspired to reflect on their leadership styles and create actionable plans to integrate managerial involvement into their organizations effectively. The field visit aimed to instill a culture of continuous learning and improvement, making adaptability and innovation integral to the company's growth.
Impact of participating organisations	During this field visit, participants had the opportunity to learn from industry experts about implementing actions that revolve around the active engagement of managers. The focus was on supporting the company's transformation and fostering innovation, which also required a significant cultural shift. By observing and interacting with these experts, participants gained insights into the essential role of managers in driving change, and how their involvement can be a catalyst for successful organizational transformation and innovation endeavors.
Duration	30 minutes
Additional information	

Activity 5: The Innovation Ecosystems of Groupe La Poste and the Innovation Vision for 2030	
Format	Presentation
Objectives of the activity	• To understand the missions and innovation actions of the company, • To present the strategic plan of the company towards 2030 together with its priorities, • To go through the strategy and suggest best practices.
Learning outcomes	By engaging with the outlined objectives, participants gained a clear grasp of the company's missions and innovative endeavors. They learnt by concrete examples about the development and implementation of the strategic roadmap that guides the organization towards 2030 focusing on innovation, green and digital upskilling of their staff. Additionally, participants were able to methodically evaluate the company's existing strategy and skillfully propose optimal practices to enhance its effectiveness through discussions and open questions/answers. Through this process, participants developed the ability to comprehend, communicate the company's overarching goals and direction.
Impact of participating organisations	**Innovation integration:** Participants through this session were about to learn about innovation and strategies, exchange ideas and good practices that can be integrated in their work and strategies. **Employment engagement**: Engaging professionals from the sector in strategic dialogues and decision-making processes amplifies their commitment and input within the company. This dual benefit bolsters individual self-esteem while invigorating the company's overall dynamics, generating positive outcomes on both fronts.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Duration	1 hour
Additional information	

Activity 6: The CléA Numérique programme: supporting employees' digital skills	
Format	Presentation – Case Study
Objectives of the activity	Participants had the opportunity to gain a comprehensive and practical understanding of essential digital skills crucial for today's professional landscape and how this topic is addressed in the field of training the postal employees. The program is a personalized learning path, participants master digital tools, information management, collaborative project skills, and fundamental digital security principles. The program's innovative approach ensures adaptability to rapidly evolving technology and fosters a culture of continuous learning. The program also offers certification which is also an important topic or the employees empowering them to enhanced career prospects, improved efficiency in their roles, and a competitive edge in an increasingly digital-driven world. This program is characterized as a best practice example and for that reason it was shared with the participants.
Learning outcomes	• Understand how the training programs are developed in the company. • Acquire proficiency in effectively managing and developing digital tool skills, guaranteeing high-quality training experiences. • Explain the processes and methods used in order to engage participants in the learning activities.
Impact of participating organisations	The participants will bring back to their organizations methods and processes on how to improve digital competitiveness of their staff while providing a valuable edge in the rapidly evolving digital landscape that fosters creativity and adaptability. Bolstered digital proficiency among their teams leads to streamlined processes, swifter decision-making, and heightened productivity, collectively contributing to elevated operational efficiency. Furthermore, the program's emphasis on collaborative teamwork and innovative problem-solving techniques nurtures an organizational culture that sparks innovation and encourages the generation of novel ideas and solutions.
Duration	1 hour
Additional information	

Activity 7: Exchanging programs between post offices	
Format	Presentation
Objectives of the activity	This activity was a presentation about the Erasmus+ mobility project which gave the opportunity to 14 postmen to participate in an exchange program. Taking place in Switzerland from January 15 to 27, 2023, the project immersed these apprentices in a novel professional and cultural environment. They engaged in various aspects of the postman's role, fostering an exchange of logistics practices while identifying both similarities and differences in the field. Beyond professional aspirations, the activity nurtured a broader understanding of diverse cultures, personal growth, autonomy,

Co-funded by the Erasmus+ Programme of the European Union

	teamwork, and community living. The apprentices participated in visits to Swiss Post's training and sorting centers, practical training sessions, and collaborated with Swiss counterparts in parcel and mail distribution. Notably, cultural enrichment was woven into the experience through trips to the Olympic Museum and an ice hockey game, enhancing their overall learning journey.
Learning outcomes	The desired learning outcomes were: **Professional Insight**: Develop a deep grasp of the postman's role in a different context, gaining fresh insights into logistics practices and techniques. **Cross-Cultural Awareness:** Develop a heightened cultural sensitivity and appreciation by immersing in a foreign culture, broadening perspectives, and fostering a more global mindset. **Comparative Analysis:** Identify and analyze both commonalities and disparities between the two countries, promoting critical thinking and adaptability. **Personal Growth:** Cultivate personal growth and independence through navigating a new environment, adapting to unfamiliar situations, and enhancing problem-solving skills. **Effective Communication**: Practicing communication, interpersonal and collaboration skills in various contexts.
Impact of participating organisations	The Erasmus+ mobility project enhances professionalism by cultivating a higher level of expertise and skills in postmen apprentices. Participating organizations gain from cross-border collaboration, sharing best practices and innovative approaches in logistics. Exposure to diverse cultures enriches cultural diversity and promotes inclusivity. The experience fosters apprentices' personal and professional growth, benefiting organizations in the long term. Moreover, networking with international counterparts opens doors to potential partnerships and business opportunities.
Duration	1 hour
Additional information	

Activity 8: Pedagogical program and the AI- Data school	
Format	Presentation
Objectives of the activity	• To share with the participants, the educational activities and strategies of the company. • To showcase Le Poste Group's strategic commitment to digital skills development and its comprehensive "Cap Compétences Numériques" initiative. • To inform stakeholders, employees, and partners about the company's progressive approach to addressing the challenges posed by digitalization. • To emphasize the significance of digital skills in enhancing professional capabilities, adaptability, and overall business performance.
Learning outcomes	Through this presentation, participants attained a heightened awareness of the dynamic digital landscape and the pivotal role that digital skills hold in

Co-funded by the Erasmus+ Programme of the European Union

	shaping both individual and collective accomplishments. Moreover, this session fostered skill enhancement by illuminating the significance of fundamental digital practices, paving the way for attendees to explore pathways for nurturing digital autonomy and honing expertise in realms like data utilization and artificial intelligence. In a broader context, participants will also grasp the profound impact of cultivating digital literacy, recognizing how it leads to inclusivity, personal empowerment, and heightened prospects for professional advancement.
Impact of participating organisations	**Enhanced Digital Skills:** The program motivates staff to actively participate in digital skill-development initiatives, raising the workforce's overall digital proficiency. **Innovation and Adaptability**: By encouraging a culture of lifelong learning and skill development, the program is helping people be abler to adapt to changes in technology and adopt innovative practices. **Business Performance:** As employees acquire new digital competencies, the company is benefiting from improved operational efficiency, enhanced customer experiences, and the ability to remain competitive in a rapidly changing digital landscape.
Duration	1 hour
Additional information	

Activity 9: Extracting Conclusions and reflecting on the study visit	
Format	Presentation
Objectives of the activity	The participants had the opportunity to attend a follow up activity which focused on the summarizing the discussions and information on the best practices between the postal and the VET sector. The participants through an interactive activity were able to exchange ideas and information on what they learned during the TM and to note the most important of them.
Learning outcomes	The reflection activity on the discussed topics of **Postal Best Practices** and **Vet Best Practices** yielded several valuable learning outcomes for participants: **Enhanced Industry Knowledge:** Participants gained a deeper understanding of innovative procedures in the vet and postal industries, including inventions like exoskeletons, drones, and NFT stamps. These innovations include robots in sorting centers. Their professional horizons were broadened by this information. **Technological Competence:** Participants learned about cutting-edge technologies like blockchain, smart lockers, hydrogen, and digital green ambassadors, giving them the knowledge and skills they need to adapt to and take advantage of these developments. **Thinking Creatively About Organizational Structures and Leadership Approaches:** The discussion of intrapreneurship and top-down management models inspired participants to think innovatively about organizational structures and leadership strategies, potentially fostering an innovation culture within their respective fields.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	Skills Development: Participants gained useful tools for personal and professional growth through exploration of topics like driving permits, mobility, and basic digital skills, ensuring they are adaptable and well-prepared for the modern workforce. **Sustainable Practices:** Understanding the role of sustainability in influencing future practices that are in line with ecological and moral concerns was ingrained by insights into green initiatives, such as the adoption of exoskeletons and hydrogen technology. **Collaborative Mindset:** Exposure to ideas like Platform 58 and the digital training platform encouraged participants to use digital platforms for group knowledge-sharing and learning, cultivating a collaborative work.
Impact of participating organisations	**Enhanced Innovation**: Organizations have witnessed an increased drive for innovation, inspired by the exposure to cutting-edge concepts such as robots in sorting centers, exoskeletons, drones, and NFT stamps. This has spurred a culture of creativity and forward-thinking within the workforce. **Technological Integration**: The exploration of technologies like blockchain, smart lockers, and hydrogen has prompted organizations to integrate these innovations into their operations, enhancing efficiency, sustainability, and competitiveness. **Skill Enrichment:** Organizations are seeking to develop upskilling and reskilling methodologies in order to empower the digital and professional competencies of their workforce, as employees gained knowledge in fundamental digital skills, intrapreneurship, and leadership through top-down management models. **Environmental Consciousness**: The adoption of sustainable practices, exemplified by hydrogen technology and green initiatives, will contributed to organizations' commitment to eco-friendly operations, aligning with societal demands for environmental responsibility. **Collaboration and Communication:** Concepts like Platform 58 and digital training platforms have fostered a collaborative environment, facilitating seamless knowledge-sharing and communication among employees, departments, and even across sectors.
Duration	1 hour
Additional information	

7.1.4. LIST of skills and competences

Digital Literacy	Understanding how to use digital tools, platforms, and software to facilitate efficient communication, data analysis, and decision-making through the detailed presentations, study visits and best practice examples.
Technological Adaptability	Recognising how new technologies can be adapted in the current strategies of the companies.
Critical Thinking	Evaluating the different realities between the participants of the partner countries, identifying opportunities, and making informed decisions in both the digital and green transition.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Innovation Mindset	Fostering a culture of creativity, encouraging novel approaches to problem-solving and driving continuous improvement.
Environmental Awareness	Understanding the impact of operations on the environment and incorporating sustainable practices to reduce ecological footprint through strategic and innovative choices.
Interdisciplinary Collaboration	Collaborating effectively across diverse teams and disciplines to drive holistic digital and green solutions.
Project Management	Efficiently planning, organizing, and overseeing the execution of initiatives, ensuring timely completion and desired outcomes. The training mission was providing learning opportunities for the management of innovative projects implemented both internally and within partnerships.
Strategic Thinking	Learning about long-term plans and strategies that align with both digital innovation and sustainable practices.
Circular Economy Knowledge	Understanding the principles of the circular economy and methods to implement strategies to reduce waste and promote resource efficiency.

7.1.5. Feedback from the participants

How these innovative digital and green initiatives enhance the efficiency and competitiveness of postal and delivery enterprises, including your organization?

- By digitalizing the postal services included in the scope of the universal service, courier, financial and related services an interface for digital, financial and informational inclusion will be ensured. Impact:
  - Increasing the energy efficiency,
  - The gradual replacement of car fleet with vehicles with a zero or extremely low footprint on the environment,
  - Transforming carbon-generating processes into environmentally friendly processes.
- Through awareness raising, cultural change through cascading training exploiting the DigiGreen coach/facilitator concept
- These initiatives provide a glimpse into the potential for achieving excellence in their respective fields. By showcasing innovative digital practices and embracing green transformation, they offer a tangible demonstration of what can be accomplished when organizations strive to reach the highest standards of performance and effectiveness.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Figure 72. Closing photo of the Training Mission participants in Paris

7.1.6. Conclusions

In summary, the training mission has been a crucial effort in providing information to participants about the fundamental abilities needed to thrive at the intersection of green and digital transitions and innovation. Participants have gained a greater understanding of the developing digital world and its symbiotic relationship with sustainable practices throughout the Training Mission. Beyond just theoretical understanding, this newly acquired awareness translates into practical skills that enable participants to lead the way in change.

These activities implemented under the Training Mission, cover a broad range of competencies encompassing the convergence of green and digital transitions, fostering a comprehensive skill set to negotiate the shifting terrain. The ability to integrate technology while promoting environmental responsibility has been strengthened among participants through the development of their digital literacy, technological adaptability, and sustainable practices skills. The workshops have promoted creativity, cross-disciplinary cooperation, and efficient project management, empowering participants to develop comprehensive and significant solutions. Their skills have been further enhanced by ethical considerations, customer-centric strategies, and problem-solving in challenging situations. Additionally, the emphasis on intrapreneurship, data privacy, and resource efficiency has given participants the skills they need to take the lead and promote positive change. As a result, this Training Mission has fostered a diverse skill set that is prepared to mold a future in which digital and green transitions are seamlessly merged.

7.2. 2nd Training Mission at Germany

7.2.1 Purpose of the report

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The main purpose of this report is to provide a comprehensive overview of the study visit that took place in **Troisdorf** during **the 18th to 21nd of July 2023** under the project *DigiGreen Post – Towards a more digital and greener Postal Era.* The activity is implemented under the task T3.1.3.

The study visit was organised by **PostEurop** and by **Deutsche Post DHL Group (hosting)** aiming to present best practice examples in the digital and green transition in the postal sector. This report is drafted by AKMI to identify and describe the best practices as well as to capture the lessons learnt by the participants during the training mission.

Information of the Training Mission	
Dates	18/7/2023 – 21/07/2023
Place	Troisdorf,Germany
Participants profile	Postal Representatives, VET experts
Participating organisations	AKMI PostEurop ELTA PostaRomanaADAE CPIP I&F SLING

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

7.2.2 Introduction

The goal of the DigiGreen Post project is to combine green initiatives and digital advances to reshape postal operations. Participants go on an immersive experience that explores the domains of exoskeleton mechanics, extended reality, and sustainable practices through a series of well-designed exercises. The initiative, which uses Deutsche Post DHL Group as an example, provides a glimpse into the postal industry's future, one in which digital innovation and environmentally responsible operations coexist together. We explore the goals, lessons and vision that drive the postal industry toward a more digital and environmentally conscious future as we read through this report, which leads to the core of the DigiGreeN Post Project. A list of activities is described within this document shaping the results of the Training mission, offering the opportunity to readers to learn from our own experience. This document intent to describe an overview of best practices and guide to further readings.

GENERAL OBJECTIVE:

- To empower the postal sector with knowledge and exposure to innovative digital and green technologies, fostering a culture of sustainability, efficiency, and forward-thinking.

SPECIFIC OBJECTIVES:

- Provide participants with hands-on demonstrations and trials of technologies.
- Facilitate a comprehensive understanding of best practices in the postal sector, with a focus on Deutsche Post DHL Group's initiatives and strategies.
- Emphasize the significance of sustainability and innovation practices in the postal sector, highlighting the importance of transitioning towards eco-friendly logistics and reducing greenhouse gas emissions.
- Equip participants with the knowledge and skills required for the digital and green transition.
- Inspire postal organizations to adopt a forward-thinking approach, leveraging innovation to address modern-day societal challenges and enhance overall efficiency.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Why Deutsche Post DHL Group?

Deutsche Post DHL Group is an exemplar in the postal sector, making it a prime candidate for the Digigreen project's study visit. With a focus on eco-friendly logistics, the Group employs over 6,000 innovative StreetScooters for mail and parcel delivery, reducing carbon emissions significantly each year. Moreover, DPDHL has committed to substantial greenhouse gas emissions reduction by 2030 in alignment with the Paris Climate Agreement, embedding these targets within its new sustainability roadmap. Their initiative, the DHL Green Carrier Certification, not only reflects their investment of €7 billion in climate-neutral logistics solutions till 2030 but also amplifies their partnerships towards a sustainable transition . This program rewards road transport subcontractors for their sustainability efforts, fostering a culture of transparency and collaboration to decarbonize trade lanes and supply chains. Innovation is further catalyzed through DPDHL's strategic partnership with Plug and Play, a global startup ecosystem, to nurture early-to-growth stage technology startups, thus advancing the logistics industry.Their intrapreneurship program, DHL Start-up Lab, empowers employees globally to incubate new products, services, and business models, fostering a culture of internal innovation.Through digital transformation strategies, DPDHL aims to significantly enhance its overall efficiency long-term. With such a dynamic approach to digital and green transitions, a study visit to Deutsche Post DHL Group would provide a wealth of insights into leveraging innovation to address modern-day societal challenges in the postal sector.

More information can be found here: Deutsche Post DHL Group Website .

Figure 1 – Visit the DHL's Innovation Center

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

7.2.3 Which were the expectations of the participants?

To learn training strategies, methodologies, innovative practices and Technologies

To find out DHL's Vision for a Green and Digital Future.

To learn the importance of digital skills, communication, security and privacy.

To understand (DHL's) sustainability practices, their impact on stakeholders (customers, investors, employees), and how they integrate into the company's overall strategy.

Figure 2 – Discussion on green and innovative initiatives

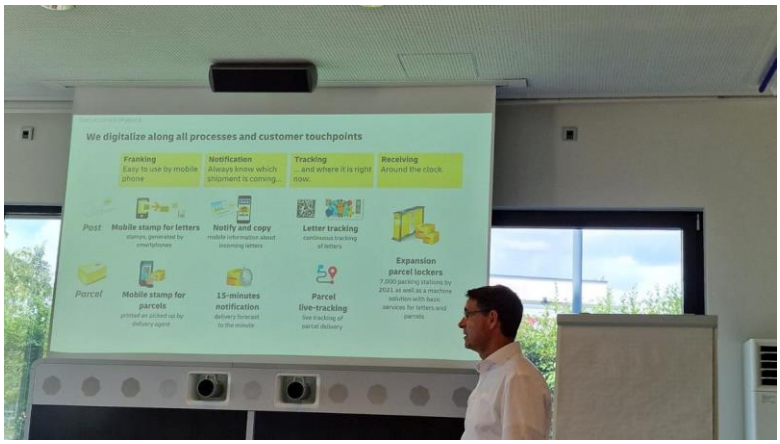


Figure 3 - Discussion on Best Practices

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

LIST OF ACTIVITIES	
Introduction Session	Introductions by the organising team (Post Europ)
Project Presentation	The DigiGreen Post Project Main Findings
Host Presentation	Deutsche Post and DHL – Group presentation
Sharing best practices **By participants**	• Best Digital & Green practices implemented in Hellenic Post • Best Digital & Green practices implemented in PostaRomana
Case Study & experiential workshop	AI Impact in the post services Augmented Reality Room
Study Visits	New innovative technologies in DHL Innovation Center's activities: • Trent of Exoskeletons • Extended Reality • Computer Vision • Indoor Mobile Robots • DHL's high performing robots: Locus AMRs • Smart Labels • Next-Generation Packaging • Bio-Based Materials • Environmental Stewardship

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	• Digital Marketplaces
Presentations- best practices	• Certified GoGreen Specialist (CGGS) • Sustainability and Digitalization program • "Future of Work" – Trend Research at DHL • CyberSecurity 2.0 in postal sector
Feedback Session	Closing Workshop to facilitate the main conclusions of the Study visit.

7.2.4 Detailed Activities

Activity 1 The trend of Exoskeletons	
Format	Study Visit – sharing best practices
Objectives of the activity	The trend of Exoskeletons involves wearable devices built to support or enhance human physical capabilities. The study visit aims to help us understand the technology's integration into logistics operations. The exoskeletons are distinguished between active and passive and their specific roles within DHL. A key focus will be assessing the health, safety, and ergonomic benefits for employees, alongside the efficiency gains in tasks like package handling. Direct feedback from DHL employees will provide insights into the practical challenges and advantages of using the exoskeletons. Economically, it must be evaluated the cost versus benefits, considering factors like training, mainte-

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	nance, and productivity improvements. The visit concluded by exploring the future potential of this technology within DHL and formulating actionable recommendations for its broader application.
Learning outcomes	• Acquire a clear grasp of the mechanics and functionalities of both active and passive exoskeletons and their specific applications in logistics. • Gain knowledge of how exoskeletons are integrated into DHL's daily operations and the training processes involved. • Understand the ergonomic advantages of using exoskeletons and their potential in reducing work-related injuries. • Learn about the productivity enhancements exoskeletons bring, especially in tasks like lifting and moving packages. • Develop an understanding of the cost structure related to exoskeleton implementation, including technology acquisition, training, and maintenance, weighed against the benefits
Impact of participating organisations	The firsthand exposure to this innovative technology offers a wealth of knowledge, potentially guiding them towards similar advancements in their own operations. Observing DHL's emphasis on employee safety and well-being can inspire these organizations to prioritize workplace ergonomics and efficiency. The economic insights gained can equip them with the tools to evaluate the feasibility of new technological implementations. Moreover, witnessing DHL's commitment to innovation can serve as a catalyst, driving these organizations to foster a similar

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	culture of forward-thinking and strategic evolution in their own teams.
Duration	1 hour
Additional information	exoskeletons

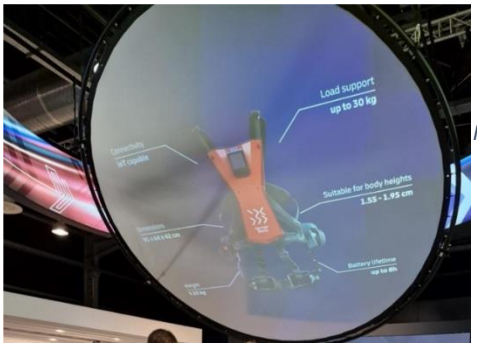


Figure 4,5 – During the test of exo-skeletons

Activity 2 Extended reality	
Format	Study Visit – sharing best practices
Objectives of the activity	• Gain a comprehensive understanding of the different XR genres: augmented reality (AR), virtual reality (VR), and mixed reality (MR). • Explore the specific applications and use cases of each genre within postal service operations. • Engage in hands-on demonstrations and trials of XR solutions. • Observe how XR technologies are integrated into DHL's daily operations, from training modules to warehouse management.
Learning outcomes	• Gain a clear understanding of the distinctions and applications of augmented reality (AR), virtual reality (VR), and mixed reality (MR).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	• Engage with XR technologies, recognizing their immersive and interactive capabilities. • Understand how XR is integrated into DHL's logistics operations, from training to warehouse management.
Impact of participating organisations	Participants in this activity learned how to use Extended Reality (XR), encompassing AR, VR, and MR technologies. Through firsthand exposure, they gained insights into potential enhancements for their own operations and training methodologies. Observing DHL's innovative application of XR provided a roadmap for achieving greater efficiency and elevating customer experiences. Moreover, DHL's strategic approach to XR served as an inspiration, encouraging participants to adopt a forward-thinking mindset in their own organizational strategies. In essence, this experience emphasized the importance of innovation and technological exploration in today's dynamic business landscape.
Duration	1 hour
Additional information	extended reality

Activity 3 Computer Vision	
Format	Study Visit – sharing best practices
Objectives of the activity	During the study, participants dove into the core principles of Computer Vision, gaining insights into how cameras and AI algorithms collaboratively interpret digital imagery. A significant portion of the visit was dedicated to understanding how Computer Vision is set to revolutionize logistics, with demonstrations showcasing its role in tasks like shipment dimensioning and object identification. Challenges, especially those surrounding employee privacy concerns, compliance

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	with GDPR, the risk of hacking and malicious manipulation data were addressed, offering a glimpse into DHL's strategies to manage these issues. Discussions were enriched with insights about the broader implications and future trajectory of Computer Vision in logistics. The demonstrations provided participants with a tangible experience of the technology's practical applications within DHL's operations.
Learning outcomes	The main purpose of this activity is for participants to: • Understand the core principles behind Computer Vision, particularly how AI algorithms and cameras collaboratively process digital imagery. • Demonstrate how Computer Vision is used in logistics tasks, such as shipment dimensioning and object identification. • Differentiate between the various challenges faced in implementing Computer Vision, especially concerning employee privacy, compliance with GDPR, the risk of hacking, malicious manipulation data and understand DHL's strategies to address them.
Impact of participating organisations	Participating organizations have significantly broadened their understanding of this innovative technology. This experience has equipped them with insights that can catalyze operational enhancements, potentially leading to greater efficiency and accuracy in their own logistics processes. The firsthand exposure to the challenges and solutions, especially around employee privacy, provides a blueprint for navigating similar hurdles in their contexts. Beyond operational insights, the visit has fostered invaluable networking opportunities, opening doors for potential collaborations with industry pioneers. As these organizations assimilate the knowledge gained, they are better positioned to make strategic decisions, from employee training to investments in technology, ensuring they remain at the forefront of logistics innovation. In essence, this study visit has provided actionable insights that can shape their future trajectory in the competitive logistics landscape.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Duration	1 hour
Additional information	https://www.dhl.com/us-en/home/insights-and-innovation/thought-leadership/trend-reports/computer-vision-logistics.html

Activity 4 Indoor Mobile Robots	
Format	Study Visit – sharing best practices
Objectives of the activity	During the study visit, participants were introduced to the transformative world of Indoor Mobile Robots and their pivotal role in modern logistics. They dove deep into understanding the nuances between Automated Guided Vehicles (AGVs) and their advanced counterparts, Autonomous Mobile Robots (AMRs). This exploration highlighted the unique capabilities of AMRs, especially their adeptness at real-time path planning and autonomous navigation around obstacles. The visit provided a glance at the increasing applications of these robots in logistics, particularly in markets where labor costs are high. Attendees also touched upon the challenges in areas like automated mobile manipulation, gaining insights into the difficulties and the anticipated timeline for its widespread commercialization. A significant highlight was the demonstrations, where participants experienced the practical benefits of these robots within DHL's operations. During the discussions, it was emphasized their potential to revolutionize the logistics industry by enhancing efficiency and reducing costs.
Learning outcomes	After the completion of the study visit, participants: • Learned the basic concepts and types of Indoor Mobile Robots, including the distinction between AGVs and AMRs. • Comprehended the functionalities of AGVs and AMRs, understanding their roles and significance in logistics.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	• Demonstrated an understanding of how AMRs use real-time path planning to navigate autonomously around obstacles. • Differentiated between the applications of indoor mobile robots in various logistics scenarios, especially in high labor cost markets, and identified challenges in areas like automated mobile manipulation.
Impact of participating organisations	During this study visit, attendees gained a deeper understanding of Indoor Mobile Robots and their role in modern logistics. This knowledge offers potential avenues for integrating robotics into their operations. The experience has also influenced their strategic outlook, emphasizing the importance of innovation in staying competitive. Equipped with these insights, organizations can make informed decisions about investing in robotics, training their workforce, and managing associated risks. In essence, the visit has equipped them with valuable knowledge and perspectives to navigate the evolving logistics landscape.
Duration	30 minutes
Additional information	https://www.dhl.com/us-en/home/insights-and-innovation/thought-leadership/trend-reports/amr-logistics.html

Activity 5 DHL's high performing robots: Locus AMRs	
Format	Study Visit – sharing best practices
Objectives of the activity	During their immersive visit to DHL's Innovation Center, participants had the opportunity to directly interact with the Locus AMRs, gaining hands-on experience with their user interface and understanding their integration into DHL's warehouse workflows. They observed the tangible boost in order picking efficiency provided by the robots, as evidenced by real performance

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	metrics. Safety was a key focus, with attendees participating in demonstrations that showcased protocols ensuring seamless human-robot interactions. Additionally, insights into basic maintenance and troubleshooting for the AMRs were shared.
Learning outcomes	Participants: • understood the basic functionalities and features of the Locus AMRs and their role within DHL's logistics operations. • differentiated between order picking processes with and without the use of Locus AMRs, analyzing the efficiency metrics presented. • assessed the overall impact of Locus AMRs on DHL's logistics operations, weighing the benefits against potential challenges and envisioning their broader application in the logistics domain.
Impact of participating organisations	Participating organizations recognized the potential of Locus AMRs to revolutionize logistics. This experience has spurred interest in integrating similar robotic technologies for enhanced operational efficiency. The insights gained are shaping both immediate decisions and long-term strategies, fostering a culture of innovation. Equipped with this knowledge, organizations can make informed investments, train their workforce in robotics, and enhance customer offerings. Overall, the visit has provided a roadmap for proactive risk management and strategic technological adoption in logistics.
Duration	1 hour
Additional information	https://itsupplychain.com/dhl-supply-chain-expands-global-partnership-with-locus-robotics-to-deploy-5000-amrs-across-multiple-sites/

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Activity 6 Smart Labels	
Format	Study Visit – sharing best practices
Objectives of the activity	During the insightful study visit to DHL's Innovation Center, participants delved into the world of Smart Labels and their transformative role in logistics. They were introduced to the foundational technologies behind these labels, such as RFID, NFC, and QR codes. Through demonstrations, attendees observed how DHL seamlessly integrates Smart Labels into its operations, enhancing both customer experience and operational efficiency. This experience showcased the labels' role in package tracking and timely deliveries. Discussions also touched upon safety standards, compliance protocols, and the anticipated growth of Smart Labels which appears on the Logistics Trend Radar with a relatively high impact and realization within 5 years.
Learning outcomes	• Acknowledge the key technologies behind Smart Labels, including RFID, NFC, TTIs, and QR codes. • Ability to describe the practical applications of Smart Labels within DHL's logistics operations, recognizing their role in enhancing customer experience and operational efficiency. • Differentiate between traditional labeling methods and Smart Labels, analyzing the added benefits and efficiencies of the latter.
Impact of participating organisations	Participating organizations are set to benefit from the transformative potential of Smart Labels. Witnessing DHL's integration of these advanced labels has illuminated pathways for operational enhancements and streamlined tracking in their own setups. The experience has also provided a strategic compass, guiding both immediate decisions and long-term planning to ensure competitiveness in a rapidly evolving logistics domain. Inspired by DHL's innovative approach, there's a renewed drive

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	among these organizations to champion technological advancements and explore solutions for pressing operational challenges. The visit has also opened doors for potential collaborations with industry frontrunners, promising cost efficiencies and elevated service offerings. Furthermore, the insights gained are set to ripple through to employee training initiatives and proactive risk management strategies, ensuring a holistic uplift in organizational capabilities.
Duration	1 hour
Additional information	

Activity 7 Next-Generation Packaging	
Format	Study visit
Objectives of the activity	During a study visit on Next-Generation Packaging, participants aimed to grasp advancements in materials and technology, with a focus on sustainability and carbon footprint reduction. They explored the impact of the e-commerce boom and global sustainability drives on packaging solutions, addressing the rising demand for recyclable, reusable, and biodegradable packaging. They also delved into antimicrobial packaging, package traceability, and condition-monitored packaging, gaining insight into market growth driven by population growth, technological advancements, and evolving consumer expectations regarding product packaging.
Learning outcomes	Participants will be able to: • Explain the sustainability practices in packaging • Demonstrate how different packaging materials react to environmental changes.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	• Analyze the impact of e-commerce and sustainability drives on packaging trends. • Assess the effectiveness of a packaging solution in meeting sustainability and consumer demands.
Impact of participating organisations	The impact on participating organizations was significant. They gained insights into emerging technologies and materials, which could lead to innovative packaging solutions. Additionally, understanding sustainability trends could help them align their practices with global standards, potentially reducing their carbon footprint and improving their market positioning. Moreover, networking opportunities could foster collaborations, and knowledge exchange might spark new ideas for addressing these challenges. Through experiences and exposure to real-world applications, organizations could accelerate their learning and adoption of next-generation strategies concerning packages, ultimately enhancing their competitiveness and readiness for future trends.
Duration	1 hour
Additional information	https://www.dhl.com/global-en/home/insights-and-innovation/thought-leadership/trend-reports/next-generation-advanced-packaging.html
Activity 8 Bio-Based Materials	
Format	Study Visit – sharing best practices
Objectives of the activity	During a study visit on DHL's Bio-Based Materials, participants aim to understand the production of these materials from sustainable biomass and bio-synthetic processes, and explore their application across supply chain segments. They will analyze the sustainability impact of integrating bio-based materials, in light of consumer and corporate sustainabil-

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	ity expectations. Investigating the lifecycle of these materials, encompassing both biodegradable and non-biodegradable materials, will provide a holistic view. The goal is to identify how logistics organizations can incorporate bio-based materials into their sustainability strategies to meet the rising demands for environmentally friendly operations.
Learning outcomes	Through this study visit are able to: • Understand the production processes of bio-based materials. • Explain the applications of bio-based materials across supply chain segments. • Analyze consumer and corporate sustainability expectations. • Assess the lifecycle considerations of bio-based materials including biodegradability and non-biodegradability.
Impact of participating organisations	Participating organizations might garner insights into sustainable material production and applications, aligning with global sustainability trends. This knowledge could lead to innovative logistic solutions, reducing carbon footprints and waste. Networking with industry peers might foster collaborations and knowledge exchange, enhancing their sustainability strategies. Overall, the engagement could accelerate the adoption of bio-based materials, promoting environmental responsibility and potentially improving market positioning amidst growing sustainability demands.
Duration	1 hour
Additional information	https://www.dhl.com/us-en/home/insights-and-innovation/thought-leadership/trend-reports/biobasedsustainablematerials.html#:~:text=The%20trend%20of%20Bio,biodegradable%20materials

Activity 9 Environmental Stewardship

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Format	Study Visit – sharing best practices
Objectives of the activity	During a study visit focused on DHL's Environmental Stewardship, participants aim to perceive the essence of Environmental Stewardship and its key role in mitigating environmental degradation. They take a deeper look into the behavioral shifts across industries, governments, and societies that underline this supervision. The exploration extends to sustainable living and working practices, showcasing the individual and collective choices towards sustainability. Participants investigate industry-specific practices and the impact of certified programs in advancing environmental preservation. Lastly, the visit provides a window into the latest innovations and best practices in environmental stewardship, offering a practical understanding of applying these principles across different organizational and societal contexts.
Learning outcomes	The participants are able to: • Recognize the principles of Environmental Stewardship and its significance in minimizing environmental degradation. • Explain the behavioral changes at collective and individual levels contributing to Environmental Stewardship. • Analyze industry-specific practices and evaluate their effectiveness in promoting Environmental Stewardship. • Demonstrate how sustainable living and working practices contribute to environmental preservation.
Impact of participating organisations	Participating organizations could significantly bolster their understanding of sustainable practices, inspiring them to adopt similar principles. For instance, learning about DHL's waste reduction initiatives might encourage organizations to implement recycling programs within their operations. The exposure may spark behavioral adaptations at both collective and individual levels, aligning with global sustainability trends. For example, a shift towards eco-friendly commuting options could be promoted. By analyzing industry-specific practices, they could

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	benchmark their operations and pursue certifications that advance environmental stewardship. For instance, exploring DHL's certified programs might motivate them to pursue ISO 14001 certification for environmental management. The networking opportunities provided could foster collaborations with industry peers and other stakeholders, potentially leading to joint sustainability projects or shared resources for environmental impact assessments. Exposure to innovations and best practices might ignite a culture of continuous improvement, enhancing their reputation. For example, learning about DHL's green logistics solutions could prompt organizations to explore similar eco-friendly logistics options. This could lead to long-term financial savings by reducing fuel costs and improving operational efficiencies. Overall, the insights gained could equip organizations with a competitive advantage in a sustainability-conscious market, setting them apart as leaders in environmental supervision.
Duration	1 hour
Additional information	https://www.dhl.com/us-en/home/insights-and-innovation/thought-leadership/trend-reports/environmentalstewardship.html#:~:text=The%20trend%20of%20Environmental%20Stewardship,environmental%20degradation%20and%20maximize%20protection

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Activity 10 Digital Marketplaces	
Format	Study Visit – sharing best practices
Objectives of the activity	Participants aimed to inquire into the dynamics of digital brokerage platforms and their role in matching supply and demand in logistics. They explored the enhanced transparency and additional services these marketplaces offered to both suppliers and customers. Analyzing the impact of digital marketplaces on the logistics industry, especially in fostering transparency and addressing supply chain complexities, was a focal point. Participants learned how customers appreciated the ease of comparing shipping options and pricing on these platforms. The emergence of specialized marketplaces catering to specific needs, like logistics labor during peak seasons, was also investigated. Furthermore, the visit included an evaluation of how data analysis capabilities of digital platforms were becoming more versatile, enhancing customer experience. Real-world applications, such as DHL's digital freight platform Saloodo!, were explored to provide practical insights. Networking sessions with industry professionals furnished discussions on the challenges and opportunities digital marketplaces presented. Lastly, identifying future trends and assessing the competitive advantages of digital marketplaces in logistics equipped participants with a comprehensive understanding of this digital transformation in the logistics sector.
Learning outcomes	The participants are able to: • Recognize the transparency and additional services offered by digital marketplaces to suppliers and customers. • Demonstrate how digital marketplaces address supply chain complexities and provide ease in comparing shipping options and pricing. • Analyze the impact of digital marketplaces on the logistics industry, and how specialized marketplaces cater to specific needs. • Design a basic concept for a digital marketplace addressing a specific logistic challenge, utilizing the principles learned from the study visit.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Impact of participating organisations	Engaging in this study visit could significantly enrich participating organizations' understanding of digital brokerage platforms, potentially accelerating their technology adoption and operational efficiency. By delving into the transparency features and data analysis capabilities of digital marketplaces, organizations might foster improved communication and trust with stakeholders while gaining actionable insights for enhancing customer satisfaction. The networking opportunities with industry professionals could open doors for future collaborations, possibly leading to a competitive edge in the digitalized logistics landscape. Exposure to real-world applications and future trends could ignite innovation, inspiring organizations to explore novel logistics solutions and inform their strategic planning. Overall, the insights acquired could aid in market expansion, customer experience enhancement, and long-term sustainability in the evolving digital logistics domain.
Duration	1 hour
Additional information	https://www.dhl.com/de-en/home/insights-and-innovation/thought-leadership/trend-reports/digitalmarketplaces.html#:~:text=Digital%20marketplaces%20are%20having%20a,in%20the%20matching%20of

Activity 11 Certified GoGreen Specialist (CGGS)" program	
Format	Presentation- workshop
Objectives of the activity	The "Certified GoGreen Specialist (CGGS) program" at Deutsche Post DHL Group offer a comprehensive training framework. At its core, the program emphasizes the significant role of sustainable and digital technologies in the contemporary logistics sector. It introduces employees to the unique 'train-the-trainer' approach, ensuring tailored and consistent training across the company's diverse operations. Participants delve deep into green and digital technologies, equipping them to become local experts. They also gain insights into the challenges of training in vast multinational entities, ensuring that the imparted knowledge is both effective and scalable. A notable feature of the program is the

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	badge system, symbolizing an individual's achievements and fostering camaraderie among peers. Furthermore, the program instills a strong sense of sustainability, urging employees to actively reduce the company's carbon footprint and align their actions with broader global sustainability goals. Upon successful completion, employees receive a certificate, a testament to their expertise in sustainability and their dedication to a more environmentally-friendly work environment. Overall, these objectives encapsulate the program's dual commitment: imparting essential knowledge and fostering a sense of community and recognition among its employees.
Learning outcomes	The participants are able to: • Recognize key concepts of sustainable and digital technologies in logistics. • Understand the steps involved in the 'train-the-trainer' approach. • Describe the significance of the badge system and its role in fostering camaraderie among peers. • Explain the importance of sustainable practices in reducing the company's carbon footprint. • Implement sustainable practices learned during the training in day-to-day logistics operations. • Use the badge system to showcase training achievements and foster team cohesion.
Impact of participating organisations	Participating organizations exploring the "Certified GoGreen Specialist (CGGS)" program by Deutsche Post DHL Group can gain valuable insights into sustainable practices. By understanding the program, they can enhance their corporate reputation, signaling a commitment to environmental responsibility. The program's focus on training offers a model for educating their workforce, leading to benefits like cost savings and waste reduction. In a competitive landscape, insights from the

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	CGGS program can provide a competitive edge, aligning with global sustainability trends. Overall, even without direct participation, learning about the CGGS program can guide organizations towards a more sustainable future.
Duration	1 hour
Additional information	https://unevoc.unesco.org/pub/greening_dpdhl_certified_gogreen_specialist.pdf https://nkd.co.uk/case-studies/dhl-express-certified-international-specialist/

Activity 12 Sustainability and Digitalization	
Format	Presentation- workshop
Objectives of the activity	During DHL's sustainability and digitalization presentation, participants delved into DHL's GoGreen program, understanding its zero emissions target for 2050.They explored DHL's digital strategies under Strategy 2025, focusing on optimizing operations and enhancing customer and employee experiences. They were introduced to real-world applications of green logistics solutions such as DHL's use of electric vehicles and cargo bicycles for eco-friendly last-mile delivery, along with its partnership with Teleschnecke for emission-reducing ocean freight solutions. Furthermore, drones have been introduced for logistics purposes, with their predominant application thus far being the delivery of valuable items such as medication and blood. They are considered to have a moderately high impact on logistics, enabling transportation in lanes previously deemed too costly and saving time for logistics workers undertaking operational tasks. The training also covered operational excellence, green logistics solutions, and carbon emission reduction strategies in alignment with global commitments like the Science Based Target initiative and the Paris Agreement. A segment on digital marketplaces elucidated their operational essence in logistics. Networking and collaboration fostered discussions

Co-funded by the Erasmus+ Programme of the European Union

	among industry professionals on advancing sustainability and digital transformation. Lastly, participants engaged in identifying future trends in sustainability and digitalization, evaluating the effectiveness of initiatives, and exploring methodologies for continuous improvement and innovation in the logistics sector.
Learning outcomes	The participants are able to: • Recognize the core principles of DHL's GoGreen program and Strategy 2025. • List the key sustainability and digitalization initiatives undertaken by DHL. • Explain the significance of DHL's zero emissions target for 2050. • Demonstrate the application of green logistics solutions in minimizing environmental impacts. • Utilize digital marketplaces to enhance transparency and operational efficiency in logistics scenarios. • Assess the competitive advantages provided by sustainability and digitalization initiatives in the logistics sector.
Impact of participating organisations	Organizations could enhance operational efficiency through the adoption of digital technologies and sustainable practices. The exposure to DHL's innovative approaches might foster innovation and improve stakeholder relationships. This training could also equip organizations to reduce their environmental footprint, aligning with global sustainability goals. The exploration of digital marketplaces may open avenues for market expansion, while networking sessions could provide valuable collaborations with industry professionals. Additionally, the training might help align organizational strategies with global sustainability and digitalization trends, fostering long-term relevance in the digital logistics domain. Lastly, the evaluation segment could instill a culture of continuous improvement, aiding in refining sustainability and digitalization initiatives for better outcomes.
Duration	1 hour
Additional information	https://tinyurl.com/mt2mvptt

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Activity 13 "Future of Work" – Trend Research at DHL	
Format	Presentation- workshop
Objectives of the activity	The learning objectives of DHL's "Future of Work" research intended to equip participants with a comprehensive understanding of the evolving logistics landscape. Participants were expected to comprehend the impact of transformative forces like technology, digitalization, and the pandemic on the sector. They would explore the significance of human-robot collaboration, and understand the necessity of flexible work systems and continuous upskilling for staying competitive. The research also examined automation and augmentation's role in enhancing operational efficiencies and reducing manual tasks. Additionally, it strived to to provide participants with insights on effective change management strategies to navigate the digitalization changes and ensure a seamless transition for employees into newly created roles.
Learning outcomes	The participants are able to: • Recognize key transformative forces impacting the logistics industry. • Explain the principles of human-robot collaboration and flexible work systems. • Demonstrate how to implement digitalization initiatives in logistics operations. • Analyze the impact of automation and augmentation on operational efficiencies. • Propose innovative solutions to navigate the digitalization changes in the logistics sector
Impact of participating organisations	Participating organizations would foster enhanced adaptability to evolving logistics landscapes driven by technology and digitalization. Operational improvement could be achieved through insights on automation and human-robot collaboration, while strategic foresight would be bolstered for navigating digital transitions and managing change effectively.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	The presentation could also open avenues for skill development by identifying opportunities for upskilling and reskilling the workforce. Additionally, the engagement would stimulate networking and collaboration with industry professionals, thereby fostering innovative thinking towards developing future-proof strategies in the logistics domain
Duration	1 hour
Additional information	https://www.dhl.com/de-en/home/insights-and-innovation/thought-leadership/trend-reports/digitalmarketplaces.html#:~:text=Digital%20marketplaces%20are%20having%20a,in%20the%20matching%20of

Activity 14 Cybersecurity 2.0 in postal sector	
Format	Presentation- workshop
Objectives of the activity	The learning objectives from DHL's Cybersecurity 2.0 presentation aspired to provide a understanding and skill set to navigate the evolving cybersecurity landscape within the logistics industry. Participants were expected to gain a comprehensive understanding of the various cyber threats such as phishing, ransomware, and other types of attacks prevalent in the logistics sector. The program delved into the next-generation cybersecurity solutions, processes, and standard operating rules and regulations adopted by DHL to safeguard critical systems, sensitive information, and devices against these cyber threats. A significant aspect of the learning curve was exploring how Artificial Intelligence (AI) and other advanced technologies are leveraged to actively predict, autonomously detect, and respond to cyber threats. Participants were also expected to understand the importance of building resilience against cyberattacks, and learn how to anticipate and respond to potential cybersecurity incidents to minimize damage. Lastly, the financial implications of cyberattacks were highlighted to

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	instill awareness regarding the importance of cybersecurity measures in preventing financial losses, protecting brand integrity, and ensuring customer trust.
Learning outcomes	The participants are able to: • Acquire knowledge of various cyber threats and their impact on the logistics sector. • Gain a comprehensive understanding of advanced cybersecurity solutions and processes. • Enhance skills in anticipating, detecting, and responding to cyber threats effectively. • Develop awareness of the financial implications of cyberattacks and understood the importance of cybersecurity in protecting brand integrity and customer trust.
Impact of participating organisations	Participating organizations would foster enhanced adaptability to evolving logistics landscapes driven by technology and digitalization. Operational improvement could be achieved through insights on automation and human-robot collaboration, while strategic foresight would be bolstered for navigating digital transitions and managing change effectively. The presentation could also open avenues for skill development by identifying opportunities for upskilling and reskilling the workforce. Additionally, the engagement would stimulate networking and collaboration with industry professionals, thereby fostering innovative thinking towards developing future-proof strategies in the logistics domain.
Duration	1 hour
Additional information	https://www.dhl.com/global-en/home/insights-and-innovation/thought-leadership/trend-reports/cybersecurity-supply-chain.html

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

7.2.5 LIST of skills and competences

Reflective Thinking	Analyse past experiences for successful practices and improvement areas. Reflective thinking involves critically evaluating past actions, experiences, and outcomes to identify lessons learned.
Collaboration	Share insights for digital and green innovation among peers.
Digital Skills and Cybersecurity	Digital skills encompass the ability to use various digital tools, software, and platforms effectively. Alongside this, understanding cybersecurity principles is crucial to ensure that digital operations remain secure and data protection is maintained.
Innovation Mindset	Understand cutting-edge technologies for postal service enhancement.
Green Behaviour	Understanding the impact of operations on the environment and incorporating sustainable practices to reduce ecological footprint through strategic and innovative choices.
Employee Engagement	Foster sustainability through workplace culture. Promoting green behaviour within an organization.
Innovation and Technology Awareness	Staying aware of innovative technologies and practices allows participants to identify opportunities for incorporating these advancements into postal services.
Strategic Planning	Plan and implement green and digital initiatives effectively. Strategic planning entails developing well-thought-out plans for introducing green and digital initiatives.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Customer-Centric Approach	Enhance customer experience through green and digital practices. A customer-centric approach involves considering the needs, preferences, and expectations of customers when implementing green and digital initiatives.

7.2.6 Feedback from the participants

7.2.6.1 Interviews

After the completion of the training mission, we interviewed participants (ANNEX 2) to record the digital innovations and the green initiatives presented in the training mission and their overall experience during the training mission. They key points are:

- Go green training methodology
- Short-duration high-quality training.
- Training for all sector and Follow-up actions post-training for permanent results.

4. Innovative Solutions or Initiatives

- Understanding the impact of AI and automation
- Wearable assisting workers carrying loads.
- Smart RFID tags.
- Green vehicles, including bicycles and small electric vehicles.
- Sensors driven robots
- Vision of 3D printing reducing the need for complex logistics.
- Use of exoskeletons for package handling.
- Augmented reality and computer vision for object measurement.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Robots in sorting centers or warehouses do not pose a threat to humans.
- Upskilling of human resources to take advantage of technological advances.

7.2.6.2 Evaluation Report

In addition, an evaluation questionnaire was filled by the participants (ANNEX 3) to measure the impact of the digital innovations and the green initiatives within their organizations. It also assessed how these innovative measures enhance the efficiency and competitiveness of postal and delivery enterprises, including their own organizations.

- Using Renewable Energy

Impact:

- Environmental Initiatives
  a) Green transportations
  b) Renewable Energy
  c) Waste Management
- Digital Innovation
  a) AI and automation
  b) Augmented Reality
  c) Exoskeletons
- Internal training programs that focus on:
  a) green development
  b) digital technologies

s

Figure 6 – During the discussion of GoGreen program and Strategy 2025

3. Internal tr
green and
- Investmen
all starts w
- Feedback
shaping tr

Overall, participants in the training shared that the insights and best practices from DHL have inspired them to implement similar initiatives in their organizations. They recognized the value of integrating digital and green practices to enhance efficiency, reduce costs, and improve delivery times. The training also provided them with actionable strategies to promote sustainability and digitalization within their organizations, leading to improved customer satisfaction, employee engagement, and overall competitiveness.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

In summary, the innovative digital and green initiatives presented in the training have not only showcased the potential for enhancing efficiency but have also provided participants with practical solutions to drive positive change within their organizations.

7.3 Conclusions

In conclusion, the Training Mission has been demonstrated to be crucial in bridging the knowledge gap between theory and real-world application within the postal industry. Participants were exposed to the cutting edge of digital and green transitions through immersive activities at the Deutsche Post DHL Group Innovation Center. They gained insight into the practical advantages and difficulties of putting such innovations into practice in real-world circumstances. The mission's emphasis on hands-on experiences, from exploring the mechanics of exoskeletons to delving into the realms of extended reality, provided participants with a holistic understanding of the technologies that are set to shape the future of the postal industry. Furthermore, the focus on sustainability practices underscored the importance of integrating environmental responsibility with technological advancements. The collaborative nature of the Training Mission, coupled with the sharing of best practices, has fostered a culture of mutual learning and growth. Participants emerged from the mission equipped with not only knowledge but also a renewed sense of purpose and direction. The insights and experiences obtained from this mission serve as a testament to the transformative power of targeted training and exposure.

Overall, the Training Mission serves as a source of inspiration, highlighting the significance of ongoing education and flexibility in navigating the postal industry's always changing terrain. It serves as a striking reminder that the postal industry is ready to embrace a future that skillfully combines digital proficiency with environmental concern, provided it receives the appropriate training and exposure.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

7.2.8. List of Skills and Competences needed, according to the participants and speakers, related to the green and digital transition and innovation implemented

1. **Reflective Thinking**: Analyse past experiences for successful practices and improvement areas. Reflective thinking involves critically evaluating past actions, experiences, and outcomes to identify lessons learned. This skill helps participants recognize what has worked well in the context of digital and green transition and innovation, and also pinpoints areas that need improvement. It's about learning from both successes and challenges to make informed decisions going forward.

2. **Collaboration**: Share insights for digital and green innovation among peers. Collaboration is about actively engaging with peers and sharing insights, experiences, and expertise related to digital and green innovation. By collaborating, participants can leverage diverse perspectives to generate new ideas, refine existing practices, and collectively contribute to the growth of sustainable and technologically advanced solutions within the postal industry.

3. **Best Practices**: Stay updated on latest approaches in digital skills and sustainability. Staying informed about the latest best practices is essential to remain competitive in the rapidly evolving landscape of digital and green innovation. By understanding and adopting industry-leading practices, participants can implement strategies that optimize operational efficiency, customer experience, and environmental impact.

4. **Innovative Technologies**: Understand cutting-edge technologies for postal service enhancement. Familiarity with innovative technologies enables participants to explore opportunities for enhancing postal services. This involves understanding how technologies like IoT devices, automation, data analytics, and sustainable packaging solutions can be integrated into operations to improve efficiency, reduce costs, and minimize environmental footprints.

5. **Digital Skills and Cybersecurity**: Navigate the digital landscape securely and efficiently. Digital skills encompass the ability to use various digital tools, software, and platforms effectively. Alongside this, understanding cybersecurity principles is crucial to ensure that digital operations remain secure and data protection is maintained. This competence enables participants to harness digital advancements while safeguarding sensitive information.

6. **Green Behaviour Promotion**: Foster sustainability through workplace culture. Promoting green behaviour within an organization involves creating a culture that values and encourages environmentally responsible practices. This competence includes inspiring employees to adopt sustainable habits, encouraging energy efficiency, waste reduction, and fostering a sense of collective responsibility for minimizing environmental impact.

7. **Goal Setting and Alignment**: Collaboratively set goals for engagement and commitment. Collaborative goal setting ensures that participants collectively define clear and achievable objectives related to digital and green transition. By aligning goals with the organization's vision, participants enhance engagement, commitment, and motivation to actively contribute to the implementation of sustainable and innovative practices.

8. **Collaborative Communication**: Openly share ideas, expectations, and insights. Effective communication skills are essential for creating an environment where participants can openly express

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

their thoughts, expectations, and insights. Clear and open communication fosters a culture of collaboration, ensuring that ideas are exchanged, challenges are addressed, and innovative solutions are developed collectively.

9. **Application of Knowledge**: Apply insights for sustainability in work and community. The ability to apply insights gained from training and experiences to real-world scenarios is vital. Applying knowledge to everyday tasks and advocating for sustainable practices both within the workplace and the community enables participants to drive meaningful change and contribute to a greener future.

10. **Climate Change Awareness**: Understand climate change implications and strategies. Awareness of climate change and its implications for the postal industry is fundamental. Participants should comprehend the environmental impact of their actions, recognize the urgency to reduce carbon emissions, and be familiar with strategies for implementing sustainable practices that mitigate the effects of climate change.

11. **Employee Engagement**: Engage employees and contribute to sustainability goals. Engaging employees involves empowering them with the knowledge and understanding of how their roles contribute to the organization's sustainability goals. This competence fosters a sense of ownership and accountability among employees, driving them to actively participate in sustainable initiatives.

12. **Innovation and Technology Awareness**: Be exposed to innovation for enhanced services. Staying aware of innovative technologies and practices allows participants to identify opportunities for incorporating these advancements into postal services. By understanding the potential benefits of technologies like automation, AI, and sustainable packaging, participants can drive efficiency, quality, and environmental improvements.

13. **Strategic Planning**: Plan and implement green and digital initiatives effectively. Strategic planning entails developing well-thought-out plans for introducing green and digital initiatives. It includes assessing potential impacts, outlining implementation steps, allocating resources, and defining measurable outcomes to ensure successful adoption and alignment with organizational goals.

14. **Change Management**: Facilitate transitions to sustainable and digital workflows. Change management involves guiding individuals and teams through transitions associated with the adoption of sustainable and digital practices. Participants skilled in change management can navigate resistance, communicate benefits, and facilitate a smooth transition while minimizing disruptions.

15. **Customer-Centric Approach**: Enhance customer experience through green and digital practices. A customer-centric approach involves considering the needs, preferences, and expectations of customers when implementing green and digital initiatives. This skill ensures that sustainable practices and digital enhancements contribute to an improved customer experience, ultimately enhancing customer satisfaction and loyalty.

These skills and competences collectively empower participants to navigate the digital and green transition, adopt innovative practices, and contribute to a more sustainable and technologically advanced postal industry.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

7.2.9. Conclusions

The culmination of the DigiGreeNPost Project – 2nd Training Mission at Deutsche Post DHL Group unveiled a comprehensive landscape of sustainability, digital practices, and training initiatives within the postal sector. Participants were immersed in a dynamic learning journey that transcended traditional training methods, fostering a deeper understanding of the critical intersections between digitalization, sustainability, and skill development.

Main Points of Interest:

1. **Sustainability and Digital Practices**: Across the training mission, participants engaged with a spectrum of sustainable and digital practices that underscored the sector's transformation. These practices, such as the use of innovative technologies like robotics and electric vehicles, illustrated the sector's commitment to operational efficiency, customer satisfaction, and environmental responsibility.
2. **Incorporation of Practices**: Participants experienced firsthand how these practices were seamlessly incorporated into the postal operations of Deutsche Post DHL Group. The integration of digital solutions, green transportation alternatives, and renewable energy sources showcased practical applications that enhanced the postal industry's adaptability and resilience.
3. **Implemented Training**: The training sessions offered during the mission were strategically designed to equip participants with essential competences. The "Certified GoGreen Specialist" (CGGS) Program and various sustainability-focused training initiatives played a pivotal role in fostering a culture of sustainability, enhancing employee engagement, and aligning the workforce with the industry's evolving priorities.
4. **Areas of Competences**: The discussions and experiences encompassed a wide range of competences, including digital skills, sustainability awareness, climate change mitigation, and innovative technologies. These areas highlighted the need for adaptable skills that cater to both digitalization and green practices, reflecting the sector's forward-thinking approach.
5. **Development of Skills**: Participants recognized the significance of developing a versatile skill set to navigate the evolving postal landscape successfully. The immersive experiences and insights shared during the training mission contributed to the cultivation of competencies essential for thriving in a sustainable and technologically advanced industry.
6. **Direct and Indirect Impact**: The engagement with sustainable and digital practices, combined with interactive discussions, fostered both direct and indirect impacts on the development of digital and green skills. While some trainings were explicitly designed to enhance specific competences, the collective knowledge exchange indirectly promoted a holistic skill development approach.

The DigiGreeNPost Project training mission facilitated a profound synthesis of knowledge, innovation, and collaboration. Participants gained practical insights into real-world applications of sustainability and digital practices while exploring the dynamic interplay between training, skill development, and industry transformation. This immersive experience underscored the imperative of fostering a culture of sustainability and embracing technological advancements to shape a greener and more efficient future for the postal sector. As participants return to their respective organizations, they carry with them the enriched perspectives and strategies needed to drive positive change, ensuring the industry's evolution in the digital age while nurturing a commitment to environmental responsibility.

Co-funded by the Erasmus+ Programme of the European Union

7.3. Discussion on Training Missions and their Outcomes

The discussions and activities which took place during the Training Missions were focused on topics such as Postal Best Practices and Digital/Green skills and competencies which led to several valuable learning outcomes for participants:

Enhanced Industry Knowledge: Participants gained a deeper understanding of innovative procedures in the postal industries, including advancements like drones, robots, exoskeletons and NFT stamps. Insights about incorporating robots in sorting centers expanded their professional horizons.

Technological Competence: Participants became familiar with a number of disruptive technologies such as blockchain, smart lockers and hydrogen. This experience equipped them with confidence, knowledge and skills needed to capitalize on these advancements.

Creative Thinking on Organizational Structures and Leadership: Exploring intrapreneurship and top-down management models inspired participants to innovate organizational structures and leadership strategies, potentially fostering cultures of innovation within their fields.

Skills Development: Training Mission participants acquired tools for personal and professional growth through discussions on driving permits, mobility, and basic digital skills. This ensured their adaptability and readiness for the modern workforce.

Sustainable Practices: Insights into green initiatives, ingrained the role of sustainability in shaping future practices aligned with ecological and ethical concerns.

Collaborative Mindset: Exposure to concepts like collaboration web platforms and digital training environments encouraged participants to use innovative digital platforms for group knowledge-sharing and learning, nurturing collaborative work environments.

Digital Working Environments & Digital Skills Enhancement: The Training Missions heightened participants' awareness of the dynamic digital landscape and emphasized the pivotal role of digital skills in individual and collective accomplishments. They explored pathways for mastering digital autonomy and expertise in areas like data management and Artificial Intelligence (AI)

Cross-Cultural Awareness: Training Mission outcomes included a deeper understanding of the postman's role in different contexts and geographical areas, heightened cultural sensitivity, and improved cross-cultural awareness through immersion in foreign cultures.

Employee Engagement: Participants learned strategies for employee engagement (like the Groupe La Poste's CSR strategy), recognizing the importance of employee engagement in driving positive organizational change and the impact of sustainability on professional growth.

The above discussions and training activities collectively fostered a holistic understanding of various industries, technology trends, organizational strategies, and the importance of sustainability, innovation, and employee engagement in driving meaningful change.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

8. The Big Picture

Taking into account the findings of all previous methodological steps and research instruments, we may conclude main priorities to be taken into account for job profiling. More specifically:

Digital Skills are Essential: The future job market will heavily rely on digital skills due to the increasing integration of technology in all sectors, including postal services of course. Proficiency in areas like coding, data analysis, artificial intelligence, and digital marketing will be essential for individuals to remain competitive in the job market.

Green Skills are In-Demand: With the growing focus on sustainability and environmental concerns, green skills will become increasingly important. These skills include a wide range of topics like knowledge of renewable energy technologies, sustainable agriculture, waste management, and eco-friendly design. Jobs related to green skills are likely to experience significant growth.

Intersection of Digital and Green Skills: There will be a significant overlap between digital and green skills. For instance, postal services professionals might need data analytics skills to process and interpret data from last mile delivery services, or collect data from smart building and smart city sensors. The fusion of these skills will be highly valued in creating innovative solutions for a sustainable future in postal development.

Lifelong Learning is Crucial: Both digital and green skills are evolving rapidly. To stay relevant, individuals will need to adopt a mindset of continuous learning. This could involve enrolling in online courses, attending workshops, and staying updated with industry trends to keep their skills up to date. Participants recognize the added value of face-to-face training (in educational facilities) and the need to receive education from third party experts.

Demand for Hybrid Skillsets: Roles that require a combination of digital, green and sustainability skills will become more prevalent. For instance, a role might involve optimizing energy consumption through data analysis. Professionals with diverse skillsets is expected to find themselves in higher demand.

Government & Corporate Initiatives: Governments and corporations will likely invest in initiatives to promote the development of both digital and green skills. This could include funding educational programs, providing grants for research, and creating incentives for postal businesses to hire professionals with these skills.

Job Disruption and Creation: The rise of automation and AI might lead to the displacement of certain jobs that can be automated, especially the low-level repeated postal processes. However, this could also lead to the creation of new roles in the fields of maintaining and programming these technologies, as well as in developing green solutions.

Cross-border & Global Collaboration: Addressing complex global challenges, such as climate change, will require collaboration across borders. Professionals with digital skills will facilitate virtual collaboration, enabling experts from various EU countries and from around the world to work together effectively.

Ethical Considerations: As both digital and green technologies advance, ethical considerations will arise. Postal sector professionals will need to navigate issues related to data privacy, environmental impact, and equitable access to technology.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

In conclusion, the future of postal employee profile will be shaped by the integration of digital and green skills. Individuals who can adapt, learn, and navigate the evolving landscape will be well-equipped to contribute to a sustainable and technologically advanced postal market sector. Balancing these skills will not only benefit personal career growth, but will also contribute positively to EU society as a whole.

8.1. Cross-Border Analysis

This section will study the differences between the three participating countries regarding Green and Digital Skills. An in-depth cross-border analysis of the postal sector's requirements concerning green and digital skills reveals several critical insights. Across various European countries, there is a growing demand for a workforce that possesses a unique blend of competencies in both environmentally sustainable practices and digital technologies. Table 7 below present the mail similarities and differences between Romania, Ireland and Greece.

Table 7. Similarities and differences between participating countries

Topic	Romania	Ireland	Greece
Basic Digital Skills	Participants are comfortable discussing their digital skills, but improvement is needed. Advanced digital skills, such as communication strategies and content creation, are recommended for postal office personnel.	Irish companies are ahead in digital competencies, with participants having a solid grounding in technology. Advanced topics like VR and content creation are suggested for training.	Most people in Greece are comfortable discussing their digital skills. Emphasis is on practical skills like communication strategies and content creation.
Green Skills and Competencies	Participants prioritize digital skills over green skills. There's a need for training on energy-saving policies and green skills.	While Irish companies excel in sustainability, workers lack advanced green skills. Recommendations include introducing topics like energy production and labeling.	Green skills gaps are identified in attitudes. Advanced bioeconomy topics and green skills should be part of training, focusing on mastery and responsibility.
ICT and Management Levels	Lower management levels need to embrace new ICT solutions. Training is recommended to emphasize digital skills' importance.	Lower management levels struggle with ICT adoption. Training should target personnel at all levels to foster openness toward new ICT solutions.	All management levels should be open to new ICT solutions and understand the significance of digital skills.
Advanced ICT Technologies:	Knowledge of advanced technologies like drones and AI is limited. Training should cover these	More complex topics like VR and drones are suggested for training. Emphasis on advanced	Training should include advanced topics like drones and AI due to their growing importance.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	technologies due to their increasing importance.	technologies is recommended.	
Green Policy and EGD	Participants are uncertain about their organization's green policies. Training should familiarize employees with EGD and common green policies.	There's mixed knowledge about green policies. Training should promote understanding of EGD and its implementation.	Some participants are unaware of their organization's green policy. Training should introduce EGD and provide guidance on recognizing green policies' application.
Training Needs and Infrastructures	Comprehensive and specialized training is essential. Flexibility in regulating training frequency is suggested. Quality training infrastructure is crucial.	Outsourcing training to ensure quality is recommended. Materials and interactive e-learning solutions enhance understanding.	Third-party organizations should provide specialized training. Quality of training infrastructure and materials is vital.
Demographic Factors:	No specific demographic factors were highlighted in the report.	Gender plays a role in attitudes toward green policies, while age affects digital skills' understanding.	Gender and age influence attitudes toward green policies and digital skills.

In conclusion, while all three countries share common challenges in terms of digital and green skills gaps, there are nuances in their specific needs and priorities. Romania emphasizes advanced digital skills, Ireland focuses on sustainability skills and green policies, and Greece addresses the integration of green and digital skills into existing practices. Recognizing these differences can inform targeted training interventions and strategies tailored to each country's postal sector requirements.

8.2. Final Recommendations (missing skills in D3.2)

The DigiGreenPost study conducted an extensive examination of skills and competencies within the postal sector, with a particular focus on digitalization and environmental sustainability, through literature survey, but also acquiring own views of employees, through interviews and questionnaires.

The study yielded noteworthy findings in both the digital and green domains, that could result to sectoral occupational profiles.

Regarding digital skills and competencies, participants displayed a fundamental understanding of essential digital concepts. However, the study emphasized the importance of enhancing these skills to achieve a higher level of proficiency. Challenges were identified in the adoption of innovative ICT solutions, particularly among lower-level management. The study emphasized the need to promote a willingness to embrace new technologies across all management levels. A knowledge gap was evident in advanced ICT technologies like AI-driven solutions and alternative delivery methods, prompting the study to recommend their inclusion in training programs.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

In terms of green skills and competencies, while participants demonstrated some knowledge in this area, there was significant room for improvement, especially concerning energy lifecycle management spanning production, consumption, and labeling. While participants had a basic understanding of green principles, the study underscored the importance of nurturing expertise and knowledge in advanced green fields and the bioeconomy. Participants expressed a strong interest in upskilling for sustainability, highlighting the need for advanced training in areas such as sustainability practices, stress management, consumer behavior, and security.

The study revealed varying levels of familiarity with green policies and the European Green Deal, underscoring the importance of acquainting employees with these policies. The study emphasized the significance of ongoing education and training to bridge skill gaps and ensure workforce readiness.

Thus, the deliverable D3.1 brings attention to various digital and green competencies within the postal sector that could serve as foundational postal occupational profiles. These competencies encompass:

1. Office employee with advanced digital literacy and digital proficiencies, encompassing the capacity to utilize digital tools and platforms for communication, tracking, and data management.
2. Product distributor that could has an increased environmental awareness and sustainability competencies.
3. Security expert with an understanding on GDPR and customers' data.
4. Postal agent with innovation and creative abilities, encompassing the capability to generate novel ideas and solutions for digital and green transformations.
5. Customer service and communication aptitudes, including the ability to engage with customers and stakeholders professionally and effectively, like an office counter clerk for example.
6. Analytical and problem-solving proficiencies, involving the ability to scrutinize data, identify issues, and formulate solutions.
7. Teamwork and collaboration skills, encompassing the capability to collaborate effectively with colleagues and stakeholders from diverse backgrounds.

These competencies could be utilized to formulate tailored training programs and occupational profiles for the postal sector. Such initiatives would help bridge the existing gap between current skill sets and the evolving requirements of the industry.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

9. Conclusions

This document jointly presented and analyzed the findings from the country reports (Ireland, Romania and Greece) to a common report. Moreover, it summarized the outcomes of the review on policies and best practices, as well as the results of the Training Missions.

From the green skills perspective, the analysis underscores the necessity for postal employees to be well-versed in sustainable logistics, eco-friendly packaging methods, and energy-efficient transportation. As countries aim to reduce their carbon footprint, postal workers equipped with the knowledge of environmentally conscious practices can contribute significantly to achieving these goals. Moreover, green skills extend waste reduction and recycling, in areas where a skilled workforce can facilitate the adoption of change in the way of doing business, adopting new methods and sustainable practices, inspire and motivate colleagues.

Concurrently, the digital transformation within the postal sector necessitates a workforce proficient in various digital tools and technologies. Disruptive technologies like the Internet of Things (IoT) will transform the postal sector by creating new rich data sources which will improve operational performance of the Postal Service, will enhance customer experience, will create new products and services, and support efficient DDS (decision-support systems) (Marsh & Piscioneri, 2015). Thus, the ability to manage and analyze data is crucial for optimizing delivery routes, enhancing operational efficiency, and improving end-customer experiences. Moreover, the rising trend of e-Commerce and e-Marketing requires postal sector professionals to possess skills in digital communication, online order processing, and cybersecurity to ensure the secure sensitive information and ensure smooth flow of digital transactions.

The analysis further demonstrated the interconnectedness of green and digital skills. As postal services integrate digital platforms for tracking and communication, employees need to manage these tools in an environmentally responsible manner. This includes optimizing data centers' energy consumption and ensuring that the digitalization efforts align with sustainability objectives.

Interestingly, the analysis revealed that countries with advanced digital infrastructure are often at the forefront of green initiatives as well. This indicates a symbiotic relationship between digital and green skills, where advancements in one domain can bolster progress in the other. Countries with well-developed digital skills (like Ireland for example) are better poised to implement smart solutions for sustainable practices.

In conclusion, to address the above needs effectively, collaboration between EU countries, local governments, educational institutions, and the postal industry is imperative to design targeted training programs that bridge the gap between current skill sets and the evolving demands of the postal sector. Those outcomes and findings will be particularly used as input for D3.2 (Identification and update of Sectoral Occupational Profiles).

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

References

KEPE (2023). Green and Digital Transition: Positive Developments, Need to Accelerate Actions, Center for Planning and Economic Research (KEPE), available online at: https://www.kepe.gr/index.php/el/.

Bianchi G., Pisiotis U., Cabrera Giraldez M. (2022). GreenComp: The European sustainability competence framework. Publications Office of the European Union, doi: 10.2760/13286, available online at: https://publications.jrc.ec.europa.eu/repository/handle/JRC128040.

Vuorikari R., Kluzer S., Punie Y. (2022). DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes. Publications Office of the European Union, doi: 10.2760/115376 (online), available online at: https://publications.jrc.ec.europa.eu/repository/handle/JRC128415.

Marsh B., Piscioneri P. (2015). The Internet of Postal Things, 2015 International Conference on Collaboration Technologies and Systems (CTS), Atlanta, GA, USA, pp. 3-4, doi: 10.1109/CTS.2015.7210387.

Dayan E. (2011). Best practices for a greener postal sector. Universal Postal Union, Available online at: https://www.uncclearn.org/wp-content/uploads/library/upu03.pdf.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix A: Greek Questionnaire

A1. Copy of the Greek version of the Questionnaire

Ερωτηματολόγιο DigiGreenPost

Το έργο DigiGreeNPost σκοπεύει να φέρει βελτίωση και ανθεκτικότητα στην ταχυδρομική βιομηχανία μέσω της παροχής εξειδικευμένων δεξιοτήτων στους ταχυδρομικούς υπαλλήλους στον πράσινο και ψηφιακό τομέα, ενεργώντας ως καταλύτης για την εφαρμογή ψηφιακών και πράσινων πολιτικών, προβάλλοντας ταυτόχρονα τη σημασία των ψηφιακών και πράσινων θέσεων εργασίας σε όλο τον κλάδο. Περισσότερες πληροφορίες για το έργο μπορούν να βρεθούν στη διεύθυνση: https://digigreen-post.eu/ Αυτό το ερωτηματολόγιο αναφέρεται σε δεξιότητες για τον ψηφιακό και πράσινο μετασχηματισμό των ταχυδρομείων. Προσπαθήστε να απαντήσετε σε όλες τις ερωτήσεις με ειλικρίνεια και απλότητα.
LinkedIn - https://www.linkedin.com/company/digigreenpost-project/
Facebook - https://www.facebook.com/digigreenpost
Twitter - https://twitter.com/digigreenpost
YouTube - https://www.youtube.com/channel/UC7V02ttvwTB-1HB4TERSu9Q

1. Δημογραφικά Στοιχεία

1.1. Παρακαλώ δώστε την ηλικιακή σας ομάδα

- <24
- 25-34
- 35-44
- 45-54
- 55-64
- >64

1.2. Παρακαλώ αναφέρατε το φύλο σας

- Άρρεν
- Θήλυ
- Άλλο

1.3. Παρακαλώ αναφέρατε σε ποια χώρα εδρεύει ο οργανισμός σας.

- Ελλάδα
- Ρουμανία
- Ιρλανδία
- Άλλο…

1.4. Παρακαλώ αναφέρατε το υψηλότερο επίπεδο μόρφωσης που έχετε ολοκληρώσει (κατά το ISCED 2011):

- Νηπιαγωγείο
- Δημοτικό
- Γυμνάσιο

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Λύκειο
- Τριτοβάθμια εκπαίδευση (σύντομου κύκλου)
- Τριτοβάθμια εκπαίδευση (Πτυχίο ή Δίπλωμα)
- Μεταπτυχιακό (Master)
- Διδακτορικό

1.5. Παρακαλώ δηλώστε τον τύπο του οργανισμού σας:

- □ Ταχυδρομείο
- □ Ταχυμεταφορές
- □ Κέντρο Διαλογής
- □ Κέντρο Διανομής
- □ Πιστοποιημένη ταχυδρομική υπηρεσία
- □ Ταχυδρομικές ασφαλιστικές υπηρεσίες
- □ Οικονομική υπηρεσία
- □ Υπηρεσία αποστολής εμβασμάτων
- □ Υπηρεσίες επιχειρηματικής ανάπτυξης
- □ Υπηρεσίες Επικοινωνίας
- □ Χρηματοοικονομικές Υπηρεσίες
- □ Άλλο…

1.6. Παρακαλώ προσδιορίστε το μέγεθος του τμήματος το οποίο εργάζεστε (αριθμός υπαλλήλων):

- Λιγότερο από 10 υπάλληλοι
- Από 11 έως 50 υπάλληλοι
- Από 51 έως 250 υπάλληλοι
- Από 251 έως 1000 υπάλληλοι
- Περισσότεροι από 1000 υπάλληλοι

1.7. Ποια από τις παρακάτω κατηγορίες περιγράφει καλύτερα το τρέχον επαγγελματικό σας επίπεδο;

- Διευθυντής
- Προϊστάμενος Τομέα
- Προϊστάμενος Τμήματος
- Υποστήριξη / Διοικητικό Προσωπικό
- Άλλο…

1.8. Παρακαλώ αναφέρατε την θέση σας στο οργανισμό/εταιρία όπου εργάζεστε:

- Κεντρικές Υπηρεσίες: Γενικός ΔιευθυντήςFrom 2 to 5 years
- Κεντρικές Υπηρεσίες: ΔιευθυντήςMore than 11 years
- Κεντρικές Υπηρεσίες: Προϊστάμενος Τομέας / Τμήματος
- Κεντρικές Υπηρεσίες: Διοικητικός υπάλληλος
- Δίκτυο Καταστημάτων: Διευθυντής Ταχυδρομικού Καταστήματος
- Δίκτυο Καταστημάτων: Προϊστάμενος Ταχυδρομικού Καταστήμαστος

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Δίκτυο Καταστημάτων: Ταχυδρομικός υπάλληλος συναλλαγής
- Διαλογή & Διανομή: Προϊστάμενος οργανωτικής μονάδας παραγωγής (γραφείο ανταλλαγής, κέντρο διαλογής & μονάδες παράδοσης αλληλογραφίας)
- Διαλογή & Διανομή: Επόπτης/διαχειριστής μονάδας παράδοσης/διαλογής/διανομής ταχυδρομείου
- Διαλογή & Διανομή: Ταχυδρόμος
  Διαλογή & Διανομή: Υπάλληλος υποστήριξης παραγωγής (κέντρο διαλογής/διανομής)
- Διαλογή & Διανομή: Οδηγός
- ΤΠΕ και νέες τεχνολογίες: Διαχειριστής ΤΠΕ/δικτύου
- ΤΠΕ και νέες τεχνολογίες: Μηχανικός συστημάτων στην επιστήμη των υπολογιστών
- ΤΠΕ και νέες τεχνολογίες: Σύμβουλος ΤΠΕ
- ΤΠΕ και νέες τεχνολογίες: Τεχνικός (υλικολογισμικό, δίκτυα, ηλεκτρολόγος)

1.9. Παρακαλώ αναφέρατε τα χρόνια υπηρεσίας σας στην τρέχουσα θέση σας:

- Λιγότερο από 1 χρόνο
- Από 1 έως 5 χρόνια
- Από 6 έως 10 χρόνια
- Περισσότερα από 11 χρόνια

1.10. Παρακαλώ αναφέρατε τα χρόνια υπηρεσίας σας στον ταχυδρομικό τομέα γενικά:

- Λιγότερο από 1 χρόνο
- Από 1 έως 5 χρόνια
- Από 6 έως 10 χρόνια
- Περισσότερα από 11 χρόνια

1.11. Για καθαρά στατιστικούς λόγους αν θέλετε μπορείτε να αναφέρετε τον όνομα του οργανισμού στον οποίο εργάζεστε:

2. Ψηφιακές και Πράσινες Δεξιότητες

2.1. Σε ποιο βαθμό κατέχετε τις παρακάτω πράσινες δεξιότητες;

	Άγνωστο πεδίο, ή πολύ βασικές γνώσεις	**Ικανότητα επίλυσης προβλημάτων ρουτίνας**	**Θεωρία, δημιουργία λύσεων και επίβλεψη τρίτων**	**Κριτική κατανόηση, επίλυση σύνθετων προβλημάτων, δημιουργία νέας γνώσης, λήψη αποφάσεων**	**Έρευνα, καινοτομία, αυθεντία και αυτονομία**
Βασική επιστήμη & τεχνολογία βιοοικονομίας					
Πρακτικές και πολιτικές εξοικονόμησης ενέργειας					

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

(π.χ. ευρωπαϊκή νομοθεσία για το περιβάλλον και την ενέργεια)					
Παραγωγή ενέργειας (Φωτοβολταϊκά, ηλιακά θερμικά συστήματα, εναλλακτική ενέργεια π.χ. βιομάζα)					
Συστήματα Πιστοποίησης Κτιρίων (π.χ. LEED, BREEAM, εθνικά συστήματα)					
Περιβαλλοντική και ενεργειακή επισήμανση (π.χ. ενεργειακή ετικέτα ΕΕ, σήμα CE)					
Αποτελεσματικός φωτισμός (παράμετροι & λαμπτήρες)					
Αποτελεσματική θέρμανση και ψύξη (π.χ. θέρμανση νερού, αντλίες θερμότητας)					
Ενεργειακά αποδοτική συμπεριφορά					
Απόδοση νερού (π.χ. κατανάλωση, επαναχρησιμοποίηση και ανακύκλωση νερού, βρόχινου νερού)					
Υλικά και διαδικασίες χαμηλών περιβαλλοντικών επιπτώσεων					
Διαχείριση απορριμμάτων (π.χ. ελαχιστοποίηση των απορριμμάτων, ανακύκλωση υλικών					
Συμπεριφορά καταναλωτή/χρήστη στο περιβάλλον (επιλογή πράσινων προϊόντων και υπηρεσιών, διαχείριση ενέργειας)					
Ευαισθητοποίηση των καταναλωτών και εκπαίδευση πάνω σε βιώσιμες ταχυδρομικές υπηρεσίες/προϊόντα, πράσινα πιστοποιητικά και οικολογικά σήματα					
Επικοινωνία και συνεργασία (π.χ. εργασία με άτομα με διαφορετικό υπόβαθρο ή εργασιακή εμπειρία, συλλογική δράση)					
Δημιουργικότητα, προσαρμοστικότητα και ευελιξία (π.χ. νέες ιδέες, διαχείριση μεταβάσεων και αλλαγών)					

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Επιμονή και Διαχείριση Στρες (π.χ. εργασιακό άγχος)					
Αίσθημα Ευθύνης (π.χ. ανάληψη/προσδιορισμός ευθύνης, ανίχνευση μη βιώσιμων συμπεριφορών)					
Ευαισθητοποίηση συναδέλφων και ενδιαφερομένων σχετικά με πράσινες πρωτοβουλίες					
Ασφάλεια Ταχυδρομικών Υποδομών					
Κλιματική αλλαγή, συστήματα ανανεώσιμων πηγών ενέργειας και αειφόρα υλικά (και εάν υπάρχουν, γνωρίζοντας πώς να τα χρησιμοποιούμε).					

2.2. Σε ποιο βαθμό κατέχετε τις παρακάτω ψηφιακές δεξιότητες;

	Άγνωστο πεδίο, ή πολύ βασικές γνώσεις	**Ικανότητα επίλυσης προβλημάτων ρουτίνας**	**Θεωρία, δημιουργία λύσεων και επίβλεψη τρίτων**	**Κριτική κατανόηση, επίλυση σύνθετων προβλημάτων, δημιουργία νέας γνώσης, λήψη αποφάσεων**	**Έρευνα, καινοτομία, αυθεντία και αυτονομία**
Ψηφιακή ευχέρεια (χρήση ψηφιακών τεχνολογιών & εργαλείων ΤΠΕ, γενικές ικανότητες χρήσης υπολογιστή)					
Περιήγηση και φιλτράρισμα δεδομένων/ψηφιακού περιεχομένου (π.χ. αναζήτηση στο Διαδίκτυο για ένα θέμα ενδιαφέροντος)					
Αξιολόγηση ποιότητας δεδομένων (κρίσιμη αξιολόγηση ποιότητας & εγκυρότητας δεδομένων)					
Διαχείριση ψηφιακού περιεχομένου (οργάνωση, αποθήκευση και ανάκτηση)					
Ψηφιακές υπηρεσίες (κοινωνικά δίκτυα, ιστότοποι, ηλεκτρονικό εμπόριο, ηλεκτρονική διακυβέρνηση)					
Επικοινωνία & συνεργασία με ψηφιακά μέσα					
Στρατηγικές ψηφιακής επικοινωνίας (π.χ. ταυτότητα του πολίτη, προσαρμογή στην πολιτιστική πολυμορφία, προστασία της ταυτότητας)					

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Δημιουργία ψηφιακού περιεχομένου (αναφορά, εικόνα, παρουσίαση, σχέδιο)					
Πνευματικά δικαιώματα και άδειες ψηφιακού περιεχομένου					
Ανάπτυξη νέων λύσεων ΤΠΕ (π.χ. προγραμματισμός)					
Προστασία συσκευών, προσωπικών δεδομένων και απορρήτου (π.χ. εφαρμογή βασικών πολιτικών ασφάλειας και κυβερνοασφάλειας)					
Περιβαλλοντικός αντίκτυπος των ψηφιακών τεχνολογιών (π.χ. πώς η συμπεριφορά του χρήστη έχει αντίκτυπο στο περιβάλλον)					
Αξιολόγηση λύσεων ΤΠΕ, απαιτήσεων χρήστη και συστήματος (π.χ. ανάδειξη απαιτήσεων, ανάγκες πρόσβασης, αξιολόγηση)					
Δημιουργία νέας γνώσης και καινοτόμων διαδικασιών/υπηρεσιών					
Ειδικά εργαλεία ΤΠΕ (διαχείριση πόρων/ενέργειας, βελτιστοποίηση βάρδιας, σχεδιασμός διαδρομής)					
Εναλλακτικά μέσα παράδοσης (π.χ. drones)					
Ενοποίηση διαδικασιών ασφάλειας και εμπιστευτικότητας.					
Προσαρμοστικότητα (σε νέο εξοπλισμό, λογισμικό, συσκευή, διαδικασία, κ.λπ.)					
Ηλεκτρονικό επιχειρείν (επωνυμία, μάρκετινγκ και προώθηση -συμπεριλαμβανομένων ιστοτόπων, μέσων κοινωνικής δικτύωσης, κριτικών- συλλογή δεδομένων, αναλυτικά στοιχεία και διαχείριση)					
Τεχνολογίες που βασίζονται στην τεχνητή νοημοσύνη (π.χ. μηχανική μάθηση, διαχείριση αποφάσεων, ρομποτική αυτοματοποίηση διαδικασιών κ.λπ.)					
Εξοικίωση με τα εργαλεία τυποποίησης ταχυδρομικών υπηρεσιών					

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Εμπειρία χρήστη (εξατομίκευση ταχυδρομικών υπηρεσιών, gamification, AR/VR/Mixed Reality κ.λπ.)					

2.3. Τι είδους ικανότητες πιστεύετε ότι θα πρέπει να αναπτυχθούν μεταξύ των ταχυδρομικών εργαζομένων μέσα στα επόμενα χρόνια;

Δεξιότητα	Επιλογή	Δεξιότητα	Επιλογή
Βασική επιστήμη & τεχνολογία βιοοικονομίας		Ψηφιακή ευχέρεια (χρήση ψηφιακών τεχνολογιών & εργαλείων ΤΠΕ, γενικές ικανότητες χρήσης υπολογιστή)	
Πρακτικές και πολιτικές εξοικονόμησης ενέργειας (π.χ. ευρωπαϊκή νομοθεσία για το περιβάλλον και την ενέργεια)		Περιήγηση και φιλτράρισμα δεδομένων/ψηφιακού περιεχομένου (π.χ. αναζήτηση στο Διαδίκτυο για ένα θέμα ενδιαφέροντος)	
Παραγωγή ενέργειας (Φωτοβολταϊκά, ηλιακά θερμικά συστήματα, εναλλακτική ενέργεια π.χ. βιομάζα)		Αξιολόγηση ποιότητας δεδομένων (κρίσιμη αξιολόγηση ποιότητας & εγκυρότητας δεδομένων)	
Συστήματα Πιστοποίησης Κτιρίων (π.χ. LEED, BREEAM, εθνικά συστήματα)		Διαχείριση ψηφιακού περιεχομένου (οργάνωση, αποθήκευση και ανάκτηση)	
Περιβαλλοντική και ενεργειακή επισήμανση (π.χ. ενεργειακή ετικέτα ΕΕ, σήμα CE)		Ψηφιακές υπηρεσίες (κοινωνικά δίκτυα, ιστότοποι, ηλεκτρονικό εμπόριο, ηλεκτρονική διακυβέρνηση)	
Αποτελεσματικός φωτισμός (παράμετροι & λαμπτήρες)		Επικοινωνία & συνεργασία με ψηφιακά μέσα	
Αποτελεσματική θέρμανση και ψύξη (π.χ. θέρμανση νερού, αντλίες θερμότητας)		Στρατηγικές ψηφιακής επικοινωνίας (π.χ. ταυτότητα του πολίτη, προσαρμογή στην πολιτιστική πολυμορφία, προστασία της ταυτότητας)	
Ενεργειακά αποδοτική συμπεριφορά		Δημιουργία ψηφιακού περιεχομένου (αναφορά, εικόνα, παρουσίαση, σχέδιο)	
Απόδοση νερού (π.χ. κατανάλωση, επαναχρησιμοποίηση και ανακύκλωση νερού, βρόχινου νερού)		Πνευματικά δικαιώματα και άδειες ψηφιακού περιεχομένου	
Υλικά και διαδικασίες χαμηλών περιβαλλοντικών επιπτώσεων		Ανάπτυξη νέων λύσεων ΤΠΕ (π.χ. προγραμματισμός)	
Διαχείριση απορριμμάτων (π.χ. ελαχιστοποίηση των απορριμμάτων, ανακύκλωση υλικών		Προστασία συσκευών, προσωπικών δεδομένων και απορρήτου (π.χ. εφαρμογή βασικών πολιτικών ασφάλειας και κυβερνοασφάλειας)	
Συμπεριφορά καταναλωτή/χρήστη στο περιβάλλον (επιλογή πράσινων προϊόντων και υπηρεσιών, διαχείριση ενέργειας)		Περιβαλλοντικός αντίκτυπος των ψηφιακών τεχνολογιών (π.χ. πώς η συμπεριφορά του χρήστη έχει αντίκτυπο στο περιβάλλον)	
Ευαισθητοποίηση των καταναλωτών και εκπαίδευση πάνω σε βιώσιμες ταχυδρομικές υπηρεσίες/προϊόντα, πράσινα πιστοποιητικά και οικολογικά σήματα		Αξιολόγηση λύσεων ΤΠΕ, απαιτήσεων χρήστη και συστήματος (π.χ. ανάδειξη απαιτήσεων, ανάγκες πρόσβασης, αξιολόγηση)	
Επικοινωνία και συνεργασία (π.χ. εργασία με άτομα με διαφορετικό υπόβαθρο ή εργασιακή εμπειρία, συλλογική δράση)		Δημιουργία νέας γνώσης και καινοτόμων διαδικασιών/υπηρεσιών	
Δημιουργικότητα, προσαρμοστικότητα και ευελιξία (π.χ. νέες ιδέες, διαχείριση μεταβάσεων και αλλαγών)		Ειδικά εργαλεία ΤΠΕ (διαχείριση πόρων/ενέργειας, βελτιστοποίηση βάρδιας, σχεδιασμός διαδρομής)	
Επιμονή και Διαχείριση Στρες (π.χ. εργασιακό άγχος)		Εναλλακτικά μέσα παράδοσης (π.χ. drones)	

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Αίσθημα Ευθύνης (π.χ. ανάληψη/προσδιορισμός ευθύνης, ανίχνευση μη βιώσιμων συμπεριφορών)		Ενοποίηση διαδικασιών ασφάλειας και εμπιστευτικότητας.	
Ευαισθητοποίηση συναδέλφων και ενδιαφερομένων σχετικά με πράσινες πρωτοβουλίες		Προσαρμοστικότητα (σε νέο εξοπλισμό, λογισμικό, συσκευή, διαδικασία, κ.λπ.)	
Ασφάλεια Ταχυδρομικών Υποδομών		Ηλεκτρονικό επιχειρείν (επωνυμία, μάρκετινγκ και προώθηση -συμπεριλαμβανομένων ιστοτόπων, μέσων κοινωνικής δικτύωσης, κριτικών- συλλογή δεδομένων, αναλυτικά στοιχεία και διαχείριση)	
Κλιματική αλλαγή, συστήματα ανανεώσιμων πηγών ενέργειας και αειφόρα υλικά (και εάν υπάρχουν, γνωρίζοντας πώς να τα χρησιμοποιούμε).		Τεχνολογίες που βασίζονται στην τεχνητή νοημοσύνη (π.χ. μηχανική μάθηση, διαχείριση αποφάσεων, ρομποτική αυτοματοποίηση διαδικασιών κ.λπ.)	
		Εξοικίωση με τα εργαλεία τυποποίησης ταχυδρομικών υπηρεσιών	
		Εμπειρία χρήστη (εξατομίκευση ταχυδρομικών υπηρεσιών, gamification, AR/VR/Mixed Reality κ.λπ.)	

3. Εκπαίδευση & Μάθηση

3.1. Πόσο ισχυρές ικανότητες αυτομάθησης μπορείτε να επιδείξετε ως άτομο (εκπαίδευση, προσαρμοστικότητα, ευελιξία - απαραίτητα για να αντιμετωπίσετε τις ψηφιακές και πράσινες καινοτομίες και τα ανατρεπτικά επιχειρηματικά μοντέλα που προκύπτουν από αυτές).

- Πολύ ισχυρές
- Ισχυρές
- Μέτριες
- Αδύναμες
- Πολύ αδύναμες

3.2. Σε ποιο βαθμό συμφωνείτε ή διαφωνείτε ότι ο οργανισμός σας παρέχει εκπαίδευση σε πράσινες δεξιότητες;

- Διαφωνώ απολύτως
- Διαφωνώ
- Ουδέτερο
- Συμφωνώ
- Συμφωνώ απολύτως

3.3. Σε ποιο βαθμό συμφωνείτε ή διαφωνείτε ότι ο οργανισμός σας παρέχει εκπαίδευση σε ψηφιακές δεξιότητες;

- Διαφωνώ απολύτως
- Διαφωνώ
- Ουδέτερο
- Συμφωνώ
- Συμφωνώ απολύτως

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.4. Έχετε εσείς ή ο οργανισμός σας ενδιαφέρον να γίνετε μέλος κάποιου δικτύου για να εξερευνήσετε μελλοντικές πράσινες δεξιότητες;

- Διαφωνώ απολύτως
- Διαφωνώ
- Ουδέτερο
- Συμφωνώ
- Συμφωνώ απολύτως

3.5. Έχετε εσείς ή ο οργανισμός σας ενδιαφέρον να εγγραφείτε σε κάποιο δίκτυο για να εξερευνήσετε μελλοντικές ψηφιακές δεξιότητες;

- Διαφωνώ απολύτως
- Διαφωνώ
- Ουδέτερο
- Συμφωνώ
- Συμφωνώ απολύτως

3.6. Είστε εξοικειωμένοι με τις απαιτήσεις της Ευρωπαϊκής Πράσινης Συμφωνίας (EGD) για τις ταχυδρομικές υπηρεσίες;

- Διαφωνώ απολύτως
- Διαφωνώ
- Ουδέτερο
- Συμφωνώ
- Συμφωνώ απολύτως

3.7. Σύμφωνα με τη γνώμη σας, πόσο έντονα εφαρμόζει ο οργανισμός σας την Ευρωπαϊκή Πράσινη Συμφωνία (EGD);

- Καθόλου
- Λίγο/Αδύναμα
- Ουδέτερα
- Πολύ/Έντονα
- Πολύ έντονα

3.8. Πόσο ενημερωμένοι είστε σχετικά με την πράσινη πολιτική του οργανισμού σας;

- Καθόλου
- Λίγο
- Ουδέτερα
- Πολύ
- Απόλυτα

3.9. Από ποιον οργανισμό πιστεύετε ότι πρέπει να διδάσκονται οι πράσινες και οι ψηφιακές δεξιότητες;

- Από τον οργανισμό στον οποίο εργάζομαι

Co-funded by the Erasmus+ Programme of the European Union

- Από κάποιον συνεργάτη του οργανισμού στον οποίο εργάζομαι
- Από κάποιον τρίτο εκπαιδευτικό οργανισμό

3.10 . Ποιο είναι το κύριο εμπόδιο σήμερα για την επίτευξη των επιθυμητών πράσινων και ψηφιακών δεξιοτήτων στον οργανισμό σας;

- Έλλειψη κινήτρων (από φοιτητές ή εργοδότες)Weakly
- Δεν υπάρχει διδακτικό πλαίσιο για την εκμάθηση πράσινων και ψηφιακών δεξιοτήτων
- Έλλειψη εκπαιδευτικών εγκαταστάσεων
- Άλλο…

3.11. Πόσο σημαντικές είναι οι δεξιότητες βιωσιμότητας για τους μελλοντικούς εργοδότες;

- Καθόλου σημαντικές
- Λίγο σημαντικές
- Σημαντικές
- Αρκετά σημαντικές
- Πολύ σημαντικές

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix B: Greek Interview Questions

Μέρος 1 - Δημογραφικά στοιχεία

1.1. Σε ποια δεκαετία της ζωής σας βρίσκεστε;

1.2. Θέλετε να δηλώσετε το Φύλο σας;

1.3. Η έδρα του οργανισμού ανήκει σε κάποια από τις πιλοτικές χώρες; Ελλάδα, Ρουμανία, Ιρλανδία;

1.4. Θα θέλατε να δηλώσετε το υψηλότερο επίπεδο εκπαίδευσής σας; Κατέχετε πτυχίο;

1.5. Επί του παρόντος, σε τι είδους οργανισμό εργάζεστε; ταχυδρομείο/Courier;

1.6. Πόσο μεγάλο είναι το τμήμα εργάζεστε; Δίνετε τον αριθμό των εργαζομένων του τμήματός σας. Σε περίπτωση που δεν γνωρίζεται κάντε μία εκίμηση. Είναι λιγότεροι από 10 εργαζόμενοι; Λιγότερο από 50; περισσότεροι από 500; κλ.π

1.7. Πώς θα περιγράφατε τη θέση σας στον οργανισμό σας; Είστε διευθυντής, προϊστάμενος, υπάλληλος; Συνοπτικά, ποιες είναι οι καθημερινές σας υποχρεώσεις;

1.8. Θα θέλατε να μοιραστείτε τα χρόνια της εμπειρίας σας στην τρέχουσα θέση σας ή στον ταχυδρομικό τομέα γενικότερα;

Μέρος 2 - Πράσινες & Ψηφιακές Ικανότητες

2.1. Κατά τη γνώμη σας, τι είδους πράσινες ικανότητες κατέχετε; Θεωρείτε ότι κατέχετε γνώσεις σχετικά την βιοοικονομία, τις πολιτικές εξοικονόμησης ενέργειας, την ενεργειακή νομοθεσία σε τοπικό ή ευρωπαϊκό επίπεδο, τα συστήματα περιβαλλοντικής και ενεργειακής επισήμανσης, τη διαχείριση απορριμμάτων κλ.π. Για καθένα από τα στοιχεία που αναφέρετε, είναι σημαντικό να εξηγήσετε το επίπεδο ωριμότητας, εμπειρίας και αυτονομίας που έχετε.

2.2. Κατά τη γνώμη σας, τι είδους ψηφιακές ικανότητες κατέχετε; Θεωρείτε ότι κατέχετε βασικές γνώσεις σχετικές με τον χειρισμό Η/Υ, την επικοινωνία, την αξιολόγηση της ποιότητας των δεδομένων, τις εξειδικευμένες τεχνολογίες ΤΠΕ, την επίλυση προβλημάτων ή ακόμα και γνώσεις σε εναλλακτικά μέσα παράδοσης (όπως τα drones για παράδειγμα). Για καθένα από τα στοιχεία που αναφέρετε, είναι σημαντικό να εξηγήσετε το επίπεδο ωριμότητας, εμπειρίας και αυτονομίας που έχετε.

2.3. Μέχρι τώρα έχουμε συζητήσει τις υπάρχουσες πράσινες και ψηφιακές ικανότητες.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Τώρα, ας επικεντρωθούμε στις επιθυμητές ικανότητες. Λαμβάνοντας υπόψη τον τρέχοντα ρόλο σας στον οργανισμό σας, τι είδους ικανότητες πιστεύετε ότι πρέπει να αναπτύξετε περισσότερο για να υποστηρίξετε τον οργανισμό σας;

Μέρος 3 - Εκπαίδευση & Μαθησιακές Ανάγκες

Σε αυτό το τελευταίο μέρος, θα επικεντρωθούμε σε εκπαιδευτικά ζητήματα και στον τρόπο με τον οποίο οι εργαζόμενοι πρέπει να αξιοποιούν τις πράσινες και ψηφιακές ικανότητες.

3.1. Μπορείτε να επιδείξετε ισχυρές ικανότητες αυτομάθησης ως άτομο; Τι είδους?

3.2. Ο οργανισμός σας παρέχει εκπαίδευση πράσινων ή ψηφιακών δεξιοτήτων; Πόσο έντονα ή πόσο συχνά;

3.3. Εσείς -ή ο οργανισμός σας- έχετε ενδιαφέρον να εγγραφείτε σε ένα δίκτυο για να εξερευνήσετε μελλοντικές πράσινες και ψηφιακές δεξιότητες;

3.4. Μπορώ να υποθέσω ότι γνωρίζετε την Ευρωπαϊκή Πράσινη Συμφωνία (European Green Deal – EGD); Εάν ναι, πόσο έντονα πιστεύετε ότι ο οργανισμός σας εφαρμόζει την EGD;

3.5. Θα μπορούσατε παρακαλώ να πείτε λίγα λόγια για το πόσο ενημερωμένοι είστε σχετικά με την πράσινη πολιτική του οργανισμού σας;

3.6. Τι είδους οργανισμός πιστεύετε ότι θα πρέπει να παρέχει εκπαίδευση σε πράσινες και ψηφιακές δεξιότητες; Είναι ο οργανισμός σας ή συνεργάτης σας; Ή μήπως ένας τρίτος οργανισμός;

3.7. Εάν συμφωνείτε ότι η εκπαίδευση δεν παρέχεται σήμερα, τότε ποιο είναι το κύριο εμπόδιο για την επίτευξη των επιθυμητών πράσινων και ψηφιακών δεξιοτήτων και ικανοτήτων; Πιστεύετε ότι είναι η έλλειψη κινήτρων; Ή ένα κενό στα διδακτικά πλαίσια που σχετίζονται με τις πράσινες δεξιότητες;
Τι πιστεύετε για τις εγκαταστάσεις εκπαίδευσης; Είναι οι κατάλληλες;

3.8. Κατά τη γνώμη σας, πόσο σημαντικές είναι οι δεξιότητες και οι ικανότητες βιωσιμότητας (Sustainability skills) για τους μελλοντικούς εργοδότες; Ανάμεσα στο **«καθόλου σημαντικές»** και στο **«πολύ σημαντικές»,** τι θα επιλέγατε;

3.9. Μια ακόμα τελευταία ερώτηση. Είστε εξοικειωμένοι με την πολιτική διασφάλισης του

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

απορρήτου του οργανισμού σας; Αυτή θα μπορούσε να περιγραφεί ως ένα σύνολο κανόνων που καλύπτουν τη λειτουργία των ταχυδρομικών επιχειρήσεων με σκοπό τη διασφάλιση του απορρήτου και της ασφάλειας των ταχυδρομικών υπηρεσιών. Σύμφωνα με τη γνώμη σας, πόσο έντονα εφαρμόζει ο οργανισμός σας μια τέτοια πολιτική εμπιστευτικότητας ασφάλειας

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix C: List of Greek Stakeholders Interviewed

No.	Name	Surname	Position	Organization
1	Nikolia	Georgakopoulou	Head of Department	Postal Office
2	Thanasis	Mpafes	Head of Department	Postal Office
3	Theodoros	Mpekas	Head of Department	Postal Office
4	Dimitrios	Orsopoulos	Financial Manager	Postal Office
5	Chara	Petrougaki	Head of Sector	Postal Office
6	Vasiliki	Pournara	Director	Exchange Shop
7	Antonios	Rigopoulos	Director	Postal Office
8	Maria	Strataki	Head of Department	Postal Office
9	Panagiotis	Xenopoulos	Director	Postal Office

Co-funded by the Erasmus+ Programme of the European Union

Appendix D: Romanian Questionnaire

DigiGreenPost Chestionar

Competențe pentru transformarea digitală și ecologică a oficiilor poștale
DigiGreenPost: https://digigreenpost.eu/
LinkedIn - https://www.linkedin.com/company/digigreenpost-project/
Facebook - https://www.facebook.com/digigreenpost
Twitter - https://twitter.com/digigreenpost
YouTube - https://www.youtube.com/channel/UC7V02ttvwTB-1HB4TERSu9Q

1.1. Vă rugăm să indicați grupa de vârstă:

<24

25-34

35-44

45-54

55-64

>64

1.2. Vă rugăm să vă indicați sexul:

Masculin

Feminin

Altele

1.3. Vă rugăm să indicați în ce țară se află organizația dvs.:

Grecia

România

Irlanda

Other:

1.4. Vă rugăm să indicați cel mai înalt nivel de educație (conform ISCED 2011):

[0] Educația timpurie a copiilor

[1] Învățământul primar

[2] Învățământul secundar inferior

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

[3] Învățământul secundar superior

[4] Învățământul postliceal neuniversitar

[5] Învățământul terțiar cu ciclu scurt

[6] Nivel de licență sau echivalent

[7] Nivel de master sau echivalent

[8] Nivel de doctorat sau echivalent

1.5. Vă rugăm să indicați tipul organizației dvs.

Poștă / Unitate de distribuție

Curierat

Centrul de sortare

Certificarea livrării

Serviciul poștal înregistrat

Servicii de asigurare poștală

Servicii financiare

Serviciul de remitere

Servicii de dezvoltare a afacerilor

Servicii de comunicare

Banca de economii a oficiului poștal

Platforma de comerț electronic

Other:

1.6. Vă rugăm să indicați dimensiunea departamentului la care lucrați în prezent (numărul de angajați):

Mai puțin de 10 angajați

De la 11 la 50 de angajați

De la 51 la 250 de angajați

Între 251 și 1000 de angajați

Peste 1000 de angajați

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

1.7. Ce categorie descrie cel mai bine nivelul tău profesional actual?

Director

Middle Manager/ Sef Departament

Manager / Șef de secție / Supervizor

Suport / Personal administrativ

Other:

1.8. Vă rugăm să indicați poziția dumneavoastră în organizație/companie:

Sediu: General Director

Sediu: Director

Sediu: Manager de mijloc

Sediu: Personalul administrativ

Rețeaua de oficii poștale: Șef de oficiu poștal

Rețeaua de oficii poștale: Supervizor/manager al oficiului poștal

Rețeaua de oficii poștale: Post office / angajat la ghiseu (vânzare cu amănuntul)

Sortare și livrare: Șeful unei unități organizaționale de producție (birou de schimb, centru de sortare și unități de livrare a corespondenței)

Sortare și livrare: Supervizor/manager al unității de livrare poștaș-poștal/sortare/distribuție

Sortare și livrare: Poștaș și poștaș rural

Sortare și livrare: Angajat al suportului de producție (centru de sortare/distribuție)

Sortare și livrare: Șofer

TIC și noile tehnologii: TIC/administrator de rețea

TIC și noile tehnologii: Inginer de sistem în informatică

TIC și noile tehnologii: Consultant TIC

TIC și noile tehnologii: Tehnician (hardware, rețele, electrician)

Altele (vă rugăm să precizați)

1.9. Vă rugăm să indicați anii de experiență în poziția dumneavoastră actuală:

Mai puțin de 1 an

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

De la 2 la 5 ani

De la 6 la 10 ani

Mai mult de 11 ani

1.10. Vă rugăm să indicați anii de experiență în sectorul poștal în general:

Mai puțin de 1 an

De la 2 la 5 ani

De la 6 la 10 ani

Mai mult de 11 ani

1.11. În scopuri statistice, vă rugăm să denumiți oficiul poștal(opțional)

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix E: Romanian Interview Questions

Introducere

Acest document conține o listă de întrebări deschise pe care partenerii T3.1 o pot folosi pentru a desfășura intervew-uri. Acele întrebări acoperă aceleași subiecte ca cele 300 de chestionare folosite în A3.1.1., dar sunt propuse aici ca și întrebări pentru interview-uri, astfel încât site-urile pentru interview-uri să le poată modifica după caz.

Întrebări pentru Interviuri

După o scurtă introducer în proiectul DigiGreen, intervievatorul pune câteva întrebări despre competențele și aptitudinile necesare pentru transformarea verde și digitală a oficiilor poștale.

Cercetătorul poate complea numele Organizației chestionată de către intervievator

Partea 1 - Demografice

1.9. Ai putea să ne împărtășești grupul de vârstă din care faci parte? Ne poți spune în ce decadă a vieții te afli în acest moment?

1.10. Ne poți spune cărui gen aparții? Această întrebare face referire, în genere, la genul biologic.

1.11. În momentul de față, în ce țară activezi? Este una dintre cele care fac parte a acestui proiect? Grecia, România, Irlanda, sau alta?

1.12. Doriți să indicați care este cea mai înaltă formă de învățământ absolvită? Dețineți vreo diplomă?

1.13. În momentul de față, pentru ce organizație lucrați? Este un oficiu poștal generic, sau este un oficiu special?

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

1.14. Cât de mare este departamentul dumneavoastră? Suntem atenți la numărul de angajați aici. Dacă nu cunoașteți numărul exact, vă rog încercați să estimați. Sunt mai puțin de 10 angajați? Mai puțin de 50? Sau mai mult de 500?

1.15. Cum ați descrie poziția dumneavoastră în organizație? Sunteți director, manager sau personal auxiliar? Care vă sunt responsabilitățile de zi cu zi?

1.8. Ați putea să ne împărtășiți câți ani de experiență aveți în poziția ocupată, sau în domeniul poștal, în general?

Partea a 2-a – Competențe Ecologice și Digitale

2.1. Conform opiniei dumneavoastră, care sunt genul de competențe ecologice pe care le stăpâniți? Puteți lua în considerare cunoștințele de științe bio-economice de bază și tehnologie, politici de economie a energiei, legislație de nivel național sau european, sisteme de etichetare ecologică și energetică, managementul deșeurilor și multe altele. Pentru fiecare subiect menționat, este important să explicați nivelul de maturitate, experiență și autonomie pe care îl aveți.

2.2. Conform opiniei dumneavoastră, care sunt genul de competențe digitale pe care le stăpâniți? Puteți lua în considerare abilitățile PC, comunicarea, evaluarea calității datelor, tehnologiile TIC specializate, capacitatea de a rezolva probleme și chiar și metode alternative de furnizare (de exemplu, dronele). Pentru fiecare dintre subiecte, este important să explicați nivelul de maturitate, experiență și autonomie pe care îl aveți.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2.3. Până în acest moment am discutat despre competențele ecologice și digitale. Acum, ne concentrăm pe cele pe care le-ați dori să le dobândiți. Luând în considerare rolul dumneavoastră în organizație, ce fel de competențe credeți că are trebui să vă dezvoltați mai mult pentru a vă susține mai bine organizația?

Partea a 3-a – Nevoi de Educație și Învățare

În această parte finală a interview-ului, ne vom concentra pe problemele legate de educație și pe felul în care angajații ar trebui să stăpânească competențe ecologice și digitale.

3.1. Puteți demonstra, ca și persoană, capacități puternice de auto-învățare? Ce fel de?

3.2. Oferă organizația dumneavoastră instruire pe abilități ecologice și digitale? Cât de puternic, sau cât de des?

3.3. Aveți dumneavoastră – sau organizația dumneavoastră – un interes de a vă alătura unei rețele pentru a explora abilități ecologice și digitale viitoare?

3.4. Pot presupune că sunteți la curent cu Acordul European Verde? Dacă da, cât de puternic considerați că aplică organizația dumneavoastră previziunile din Acord?

3.5. Puteți spune câteva cuvinte despre cât de în cunoștință de cauză sunteți dumneavoastră despre politica verde a organizației din care faceți parte?

3.6. Ce fel de organizație considerați că trebuie să ofere instruire în competențe ecologice și digitale?

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Organizația dumneavoastră, sau un partener al acesteia? Sau o organizație terță?

3.7. Dacă sunteți de acord că educația nu este oferită astăzi, atunci cre este principala barieră pentru a dobândi competențele ecologice și digitale? Considerați că există o lipsă de motivație? Sau oIf you agree that education is not provided toady, then what is the main barrier to achieving the wished green & digital skills and competencies? Do you think it's the lack of motivation? Sau o lacună în procesul de educație legat de competențele ecologice și digitale? Ce părere aveți despre facilitățile de învățământ? Sunt ele adecvate?

3.8. Conform opiniei dumneavoastră, cât de importante sunt competențele și abilitățile legate de sustenabilitate pentru viitorii angajați? Pentru a rezuma, între deloc și foarte important, ce ați alege?

3.9. Ultima întrebare. Sunteți familiar cu politica organizației de securizare a confidențialității? Ea este cel mai bine descrisă ca fiind un set de reguli ce acoperă partea operațională a companiilor poștale cu scopul de a asigura confidențialitatea și securitatea serviciilor poștale. Conform opiniei dumneavoastră, cât de puternic considerați că organizația dumneavoastră aplică astfel de politici de securizare a confidențialității?

Acesta este finalul interviului.

Vă mulțumim pentru timpul acordat!

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix F: List of Romanian Stakeholders Interviewed

Stakeholder	Department in Romanian Post	email
Angelica Voinea	Sales Department	angelica.voinea@posta-romana.ro
Elisa Palașcă	Stamp Factory	Elisa.palasca@posta-romana.ro
Oana Anghelescu	IT Department	Oana.anghelescu@posta-romana.ro
Claudia Bibire	Romanian National Post Company Foundation	Claudia.bibire@posta-romana.ro
Cristian Mihăilă	Quality Management	Cristian.mihaila@posta-romana.ro

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix G: Irish Questionnaire (English Version)

Questionnaire

(Skills for digital and green transformation of the post offices)

The DigiGreeNPost project intents to bring resilience to the postal industry through the provision of up-skilling for postal employees in green and digital competence areas, acting as an enabler towards the implementation of digital and green policy agendas, building the understanding of the importance of digital and green-related jobs throughout the sector. More information about the project: https://digigreen-post.eu/

This questionnaire.refers to skills for digital and green transformation of the post offices. Please try to answer all questions with honesty and simplicity.

LinkedIn - https://www.linkedin.com/company/digigreenpost-project/

Facebook - https://www.facebook.com/digigreenpost
Twitter - https://twitter.com/digigreenpost

YouTube - https://www.youtube.com/channel/UC7V02ttvwTB-1HB4TERSu9Q

1. Demographics Information

1.1. Please indicate you age group:

- <24
- 25-34
- 35-44
- 45-54
- 55-64
- >64

1.2. **Please indicate you Gender:**

- Male
- Female

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Other

1.3. **Please indicate which country your organization is based in:**

- Greece
- Romania
- Ireland
- Other (Please indicate)

1.4. Please indicate your highest level of education (according to ISCED 2011):

- [0] Early childhood education
- [1] Primary education
- [2] Lower secondary education
- [3] Upper secondary education
- [4] Post-secondary non-tertiary education
- [5] Short-cycle tertiary education
- [6] Bachelor's or equivalent level
- [7] Master's or equivalent level
- [8] Doctoral or equivalent level

1.5. Please indicate the type of your organization

- □ Post Office / Distribution Unit
- □ Courier Services
- □ Sorting Center
- □ Certification of posting
- □ Registered postal service
- □ Postal insurance services
- □ Financial services
- □ Remittance service
- □ Business development services
- □ Communication services
- □ Post office savings bank
- □ Other (Please specify)

1.6. Please indicate the size of the department currently you are working on (number of employees):

- Less than 10 employees
- From 11 to 50 employees
- From 51 to 250 employee

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- 251 to 1000 employees
- More than 1000 employees

1.7. Which category best describes your current professional level?

- Director
- Middle Manager/ Head of Department
- Manager / Head of Section / Supervisor
- Support / Staff Administrative
- Other (Please specify)

1.8. Please indicate your position in the organization/company:

Headquarters

- General Director
- Director
- Middle manager
- Administrative staff
- Other (please specify)

Post office network

- Head of post office
- Supervisor/manager of post office
- Post office/counter employee (front end retail)
- Other (please specify)

Sorting & delivery

- Head of a production organizational unit (office of exchange, sorting center & mail delivery units)
- Supervisor/manager of postman-mail delivery unit/sorting/distribution
- Postman and rural postman
- Employee of production support (sorting/distribution center)
- Driver
- Other (please specify)

ICT & new technologies

- ICT/network manager
- System engineer in computer science
- ICT consultant
- Technician (hardware, networks, electrician)

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Other (please specify)

1.9. Please indicate the years of experience in your current position:

- Less than 1 year
- From 1 to 5 years
- From 6 to 10 years
- More than 11 years

1.10. Please indicate the years of experience in the postal sector in general:

- Less than 1 year
- From 1 to 5 years
- From 6 to 10 years
- More than 11 years

1.11. For statistical purposes, please name your postal enterprise (optional)

2. Green & Digital Competencies

2.1. To what extend you master the following green competencies?

	Unfamiliar or basic knowledge	Ability to solve routine problems	Theory, create solutions & supervise others	Critical understanding, solve complex problems, develop new knowledge, decision making	Research, innovation, substantial authority & autonomy
Basic Bioeconomy Science & Technology					
Energy saving practices & policies (e.g. European Environmental and Energy legislation)					
Energy production (Photovoltaic, solar thermal systems, alternative Energy e.g. biomass)					
Building Certification Systems (e.g. LEED, BREEAM, national systems)					
Environmental & Energy Labeling (e.g. EU energy label, CE mark)					
Efficient lighting (parameters & bulbs)					

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Efficient heating and cooling (e.g. water heating, heat pumps)					
Energy efficient driving behavior					
Water efficiency (e.g. consumption, reuse &recycling of water, rainwater)					
Low environmental impact materials and processes					
Waste Management (e.g. minimize waste, recycling materials)					
Consumer/user behavior on environment (green product and services selection, energy management)					
Raising consumer awareness of and education for sustainable postal services/products, the meaning of green certificates and eco-labels					
Communication & collaboration (e.g. work with people with different backgrounds, or working experience, collective action)					
Creativity, adaptability & flexibility (e.g. new ideas, manage transitions & changes)					
Perseverance & Stress Management (e.g. working stress)					
Responsibility (e.g. identify responsibility, unsustainable behaviours)					
Awareness raising among colleagues and Stakeholders about green initiatives					
Security of Postal Infrastructure					
Climate change, renewable energy systems and sustainable materials (and if applicable, knowing how to use these).					

2.2. To what extend you master the following digital competencies?

	Unfamiliar or basic knowledge	**Ability to solve routine problems**	**Theory, create solutions & supervise others**	**Critical understanding, solve complex problems, develop new**	**Research, innovation, substantial authority & autonomy**

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

				knowledge, decision making	
Digital fluency (use of digital technologies & ICT tools, general computer-driving abilities)					
Browsing & filtering data and digital content (e.g. search on the Internet for a topic of interest)					
Data quality evaluation (critical evaluation of quality & validity of data)					
Digital content management (organize, store & retrieve)					
Digital services (master Social Networks, Websites, e-commerce, e- Government)					
Communication & collaboration using digital means					
Digital communication strategies (e.g. enhance citizenship, adapt plans to cultural diversity, protect identity))					
Digital content creation (report, picture, presentation, drawing)					
Copyright & licenses of digital content					
New ICT solutions development (e.g. programming)					
Protection of devices, personal data & privacy (e.g. apply safety & basic cybersecurity policies)					
Environmental impact of digital technologies (e.g. how user's behaviour has an impact on the environment)					
Evaluation of ICT solutions, user & system requirements (e.g. requirements elicitation, access needs, evaluation)					
Generate new knowledge & innovate processes/services					
Special ICT tools (resources/energy management, shift optimization, route planning)					
Alternative means of delivery (i.e., drones)					
Integration of security and confidentiality processes.					

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Adaptability (new equipment, software, device, process, etc.)					
Skills and competences needed to integrate security and confidentiality processes.					
E-Business (online branding, marketing, and Distribution -including websites, social media, reviews-data collection, analytics and management					
AI driven technologies (e.g. machine learning, decision management, robotic process automation, etc.)					
Acquaintance with postal standardization tools in the postal sector					
User eXperience (personalization of postal services, gamification, AR/VR/Mixed Reality experiences, etc)					

2.3. Which kind of competencies do you think should be developed among the postal workers within the next years?

Competency	Selection	Competency	Selection
Basic Bioeconomy Science & Technology		Digital fluency (use of digital technologies & ICT tools, general computer-driving abilities)	
Energy saving practices & policies (e.g. European Environmental and Energy legislation)		Browsing & filtering data and digital content (e.g. search on the Internet for a topic of interest)	
Energy production (Photovoltaic, solar thermal systems, alternative Energy e.g. biomass)		Data quality evaluation (critical evaluation of quality & validity of data)	
Building Certification Systems (e.g. LEED, BREEAM, national systems)		Digital content management (organize, store & retrieve)	
Environmental & Energy Labeling (e.g. EU energy label, CE mark)		Digital services (master Social Networks, Websites, e-commerce, e-Government)	
Efficient lighting (parameters & bulbs)		Communication & collaboration using digital means	
Efficient heating and cooling (e.g. water heating, heat pumps)		Digital communication strategies (e.g. enhance citizenship, adapt plans to cultural diversity, protect identity)	
Energy efficient driving behaviour		Digital content creation (report, picture, presentation, drawing)	
Water efficiency (e.g. consumption, reuse &recycling of water, rainwater)		Copyright & licenses of digital content	
Low environmental impact materials and processes		New ICT solutions development (e.g. programming)	
Waste Management (e.g. minimize waste, recycling materials)		Protection of devices, personal data & privacy (e.g. apply safety & basic cybersecurity policies)	

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Consumer/user behavior on environment (product selection, energy management)		Environmental impact of digital technologies (e.g. how user's behaviour has an impact on the environment)	
Raising consumer awareness of and education for sustainable postal services/products, the meaning of green certificates and eco-labels		Evaluation of ICT solutions, user & system requirements (e.g. requirements elicitation, access needs, evaluation)	
Communication & collaboration (e.g. work with people with different backgrounds, collective action)		Generate new knowledge & innovate processes/services	
Creativity, adaptability & flexibility (e.g. new ideas, manage transitions & changes)		Special ICT tools (resources/energy management, shift optimization, route planning)	
Perseverance & Stress Management (e.g. working stress)		Alternative means of delivery (e.g. drones)	
Responsibility (e.g. identify responsibility, unsustainable behaviours)		Integration of security and confidentiality processes	
Awareness raising among colleagues and Stakeholders about green initiatives		Adaptability (new equipment, software, device, process, etc.)	
Security of Postal Infrastructure		E-Business (online branding, marketing, and Distribution -including websites, social media, reviews- data collection, analytics and management	
Climate change, renewable energy systems and sustainable materials (and if applicable, knowing how to use these).		AI driven technologies (e.g. machine learning, decision management, robotic process automation, etc.)	
		Acquaintance with postal standardization tools in the postal sector	
		User eXperience (personalization of postal services, gamification, AR/VR/Mixed Reality experiences, etc)	

3. Education & Learning

3.1. How strong self-learning capacities can you demonstrate as a person (permanent education, adaptability, agility and flexibility - necessary to cope with digital and green innovations and disruptive business models);

- Very strong
- Strong
- Neutral
- Weak
- Very weak

3.2. To what extent do you agree or disagree that your organization provides Green Skills training?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

3.3. To what extent do you agree or disagree that your organization provides Digital Skills training?

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

3.4. Do you (or your organization) have an interest in joining a network to explore future green skills?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3.5. Do you (or your organization) have an interest in joining a network to explore future digital skills?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3.6. Are you familiar with European Green Deal (EGD) requirements for postal services?

- Not at all
- Weakly
- Neutral
- Strongly
- Very strongly

3.7. According to your opinion, how strongly your organization apply European Green Deal (EGD)?

- Not at all
- Weakly
- Neutral
- Strongly
- Very strongly

3.8. How knowledgeable you are about the green policy of your organization?

- Not at all
- Weakly

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Neutral
- Strongly
- Very strongly

3.9. By which organization you think that green & digital skills should be taught?

- By my organization
- By a partner of my organization
- By third-party educational organizations

3.10. What is the main barrier today to achieving the wished green & digital skills within your organization?

- Lack of motivation (from students or employers)
- No didactic framework for learning green skills
- Lack of specific learning facilities
- Other (Please specify)

3.11. How important are sustainability skills to future employers?

- Not at all important
- Slightly Important
- Important
- Fairly Important
- Very Important

3.12. According to your opinion, is there adequate training on security and confidentiality of postal services?

- Not at all
- Weakly
- Neutral
- Strongly
- Very strongly

3.13. Are you familiar with the policy for the assurance of confidentiality and security of your organization? [The set of rules that cover the operation of postal enterprises for the purpose of ensuring confidentiality and security of postal services]

- Not at all
- Weakly
- Neutral
- Strongly
- Very strongly

Co-funded by the Erasmus+ Programme of the European Union

3.14. According to your opinion, how strongly does your organization applies a security confidentiality policy?

- Not at all
- Weakly
- Neutral
- Strongly
- Very strongly

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix H: Irish Interview Questions (English Version)

Introduction

This document contains a list of open-ended questions which T3.1 partners can use to implement interviews. Those questions cover the same topics as the 300 questionnaires used in A3.1.1, but they are proposed in here as interview questions, so interview sites can modify accordingly.

Interview Questions

After a short introduction to the DigiGreenProject, the interviewer makes a few questions related to skills and competencies for green and digital transformation in the post offices.

The researcher may complete the name of the Organization the interviewer currently works on

Part 1 - Demographics

1.16. Would you like to share your age group? Can you tell what decade of your life you are in?

1.17. Would you like to share your Gender please? This question mostly relates to biological gender.

1.18. Currently, in which country are you based? Is it some of the pilot site countries? Greece, Romania, Ireland, or other?

1.19. Would you like to indicate your highest level of education? Do you hold any degrees?

1.20. Currently, what kind of organization do you work for? Is it a regular postal/mail office, or a special office?

1.21. How big is your department? We pay attention here to the number of employees. If you

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

do not know the exact number, please try to make an estimation. Is it less than 10 employees? Less than 50? Or more than 500?

1.22. How would you describe your position in your organization? Are you a director, a manager or a support staff? What are your everyday duties?

1.8. Would you like to share the years of your experience in your current position, or in the postal sector in general?

Part 2 - Green & Digital Competencies

2.1. According to your opinion, what kind of green competencies you master? You may consider knowledge on basic bioeconomy science & technology, energy saving policies, local or European level energy legislation, environmental and energy labeling systems, waste management, and many more. For each of the items you mention, it is important to explain the level of matureness, experience and autonomy you have.

2.2. According to your opinion, what kind of digital competencies you master? You may consider Computer-driving abilities, Communication, data quality evaluation, specialized ICT Technologies, Problem-solving, or even alternative means of delivery (like drones for

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

example). For each of the items you mention, it is important to explain the level of mature-ness, experience and autonomy you have.

2.3. Up to now we have discussed existing green and digital competencies. Now, let's concentrate to the wished ones. Taking into account your current role in your organization, what kind of competencies you think you should develop more in order to support your organization?

Part 3 - Education & Learning Needs

In this final part of the interview, we will focus on educational issues and the way employees should master green and digital competencies.

3.1. Can you demonstrate strong self-learning capacities as a person? What kind of?

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.2. Does your organization provide green or digital skills training? How strongly, or how often?

3.3. Do you -or your organization- have an interest in joining a network to explore future green and digital skills?

3.4. May I suppose you are aware of the European Green Deal? If yes, how strongly you think your organization apply EGD?

3.5. Could you please say a few words about how knowledgeable you are about the green policy of your organization?

3.6. What kind of organization you think should provide education on green & digital skills? Is it your organization, or a partner of yours? Or maybe a third-party organization?

3.7. If you agree that education is not provided toady, then what is the main barrier to achieving the wished green & digital skills and competencies? Do you think it's the lack of motivation? Or a gap in the didactive frameworks related to green skills?
What do you think about learning facilities? Are they the appropriate ones?

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3.8. According to your opinion, how important are sustainability skills and competencies to future employers? To make a long story short, between not at all and very important, what would you choose?

3.9. One more last question. Are you familiar with the security confidentiality policy of your organization? This can be described as a set of rules that cover the operation of postal enterprises for the purpose of ensuring confidentiality and security of postal services. According to your opinion, how strongly your organization applies such a security confidentiality policy?

That's the end of the interview.

Thank you for your time!

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix I: List of Irish Stakeholders Interviewed

No.	Name	Surname	Position	Organization
1	Gerry	Byrne	Financial Manager	DHL
2	Sebastian	Nicoll	Delivery Driver	FastWay
3	Tom	O'Conor	Manager	GLS
4	Eilis	Pollard	Senior Manager	An Post
5	Gerry	Whelan	Personnel Manager	An Post
6	n/a		Supply Chain Management	DHL
7	n/a		Postman	An Post
8	n/a		Sorting officer	An Post
9	n/a		Delivery Driver	Amazon

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix J: Research and Policy Documents

Collection of Policies

WP3 /T3.1/ A3.1.1:

Mapping of the postal sectors' needs and of emerging job profiles in digital and green economy

Aim:

The aim is to collect policies in the field of green and digital transformation of the postal sector. This questionnaire aims to make a first very rough analysis of the attached document of policies with structured questions in order to better analyse the sector transformation, combine its outcomes and conclude to metrics that could facilitate both the working conditions of the employees and the quality of services and experience of the end customer.

We should include if it is a green / digital (or both) policy/research/document.

Field	☐ Parcel Delivery ☐ Reaching isolated hard-to-reach areas (Universal Postal Service Provider) ☐ Other (please specify) …… ……
Type	☐ Global Policy ☐ EU Policy ☐ National Policy

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	☐ Regional Policy ☐ Company-based internal policy
Organisation that applies it	(please specify) …… ……
Where (country or region)	(please specify) …… ……
Underlying Needs	☐ Cost reduction ☐ Pollution ☐ Delays ☐ Other (please specify) …… ……
Description of the policy	(please give a short description in 3-4 lines) *e.g. Using drones for the delivery of letters and small-packages and medicine to isolated hard-to-reach areas. The initiative eases Universal Postal Service Providers and other postal providers to fulfil their contractual obligation to serve all regions in Greece*
Indicative Knowledge / Skills / Attitudes needed (to be further confirmed during the interviews)	☐ Mechanical skills for maintenance – repair of drones ☐ Computer / digital skills

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	☐ Packaging skills (I suppose drones can carry packages of specific size etc) ☐ understanding a weather forecast (I suppose drones cannot fly / deliver under any weather conditions) / given that within the next year's most of European areas are expected to face extreme weather changes during a day this skill might be more than useful. ☐ Other (please specify) …… ……
Goals/Effect - Impact of the practice	☐ Reduction of pollution ☐ High quality service ☐ Use of edge technologies ☐ Other (please specify) …… ……
External organisations/institutions involved	(please specify) …… ……
Sources / useful links	(please specify) …… …… *e.g. https://www.powergame.gr/start-ups-digital/279343/drones-stathera-se-pilotiki-leitourgia-mechri-ta-teli-tou-etous/*

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix K: Best Practices

Collection of Best Practice / Policies

DigiGreeNPost

WP3 /T3.1/ A3.1.1:

Mapping of the postal sectors' needs and of emerging job profiles in digital and green economy

Category	☐ Digitalization ☐ Green Transformation ☐ Both
Field	☐ Parcel Delivery ☐ Reaching isolated hard-to-reach areas (Universal Postal Service Provider) ☐ Other (please specify) …… ……
Type	☐ European project ☐ Under development ☐ Pilot phase

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	☐ Scaling-up phase ☐ Fully applied
Organisation that applies it	(please specify) …… ……
Where (country or region)	(please specify) …… ……
Underlying Needs	☐ Cost reduction ☐ Pollution ☐ Delays ☐ Other (please specify) …… ……
Description of the best practice	(please give a short description in 3-4 lines) *e.g. Using drones for the delivery of letters and small-packages and medicine to isolated hard-to-reach areas. The initiative eases Universal Postal Service Providers and other postal providers to fulfil their contractual obligation to serve all regions in Greece*
Indicative Knowledge / Skills / Attitudes needed (to be further confirmed during the interviews)	☒ Mechanical skills for maintenance – repair of drones ☐ Computer / digital skills ☐ Packaging skills (I suppose drones can carry packages of specific size etc) ☐ understanding a weather forecast (I suppose drones cannot fly / deliver under any weather conditions) / given that within the next year's most of European areas are expected to face extreme weather changes during a day this skill might be more than useful.

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

	☐ Other (please specify) …… ……
Goals/Effect - Impact of the practice	☒ Reduction of pollution ☐ High quality service ☐ Use of edge technologies ☐ Other (please specify) …… ……
External organisations/institutions involved	(please specify) …… ……
Sources / useful links	(please specify) …… …… *e.g. https://www.powergame.gr/start-ups-digital/279343/drones-sta-elta-se-pilotiki-leitourgia-mechri-ta-teli-tou-etous/*

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix L: Full list of identified research and policy documents

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix M: Full list of identified best practices

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix N: Agenda of the 1st Training Mission

DigiGreeNPost Project

1st Training Mission at Groupe La Poste

30th May to 2nd June 2023

Paris, France

Day One – 30th May 2023 – Groupe La Poste HQ (9 rue du Colonel Pierre Avia, 75015 Paris, France)		
13:30 – 13:45	**Welcome address from Groupe La Poste** **Welcome address from PostEurop**	*Sophie Desier – Europe Manager and Vice-Chair Innovation Pos-tEurop, Le Groupe La Poste* *Antonino Scribellito – Head of Projects at PostEurop*
13:45 – 14:15	**The DigiGreeNPost Project**	*AKMI S.A.*
14:15 – 14:45	**DigiGreeNPost Desk Research** **Collection of Best Practices in Europe / Globe Digital & Green**	*AKMI S.A.* *Hellenic Open University (HOU)*
14:45 – 15:15	**Digital & Green Good Practices in Hellenic Post**	*Hellenic Post / ELTA S.A.*
15:15 – 15:45	**Digital & Green Good Practices in Posta Romana**	*Posta Romana*

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

15:45 – 16:15	**Communication Security & Privacy Framework of the postal sector in Greece** **Digital transformation challenges and perspectives**	*Hellenic Authority for Communication Security & Privacy (ADAE)*
16:15 – 16:45	**DigiGreeNPost Questionnaire Results**	*AKMI S.A.* *Hellenic Open University (HOU)*
16:45 – 17:15	**Open Discussion**	*All*
Day Two – 31st May 2023 – Groupe La Poste HQ (9 rue du Colonel Pierre Avia, 75015 Paris, France)		
9:00 – 9:15	**Welcome address from Groupe La Poste**	*Margaux Meidinger – Head of European CSR Affairs, Groupe La Poste* *Sophie Desier – Head of EUROPE and Vice Chair Innovation PostEurop, Groupe La Poste*
9:15 – 10:00	**Presentation of La Poste CSR Strategy with a focus on employees' engagement**	*Jean-Francois Rodriguez – CSR Deputy Director, Groupe La Poste*
10:00 – 10:45	**Presentation of CSR Trainings in Mail, Parcels and Services BU**	*Sandrine Neveu & Anouchka Toison – Groupe La Poste*
10:45 – 11:00	**Coffe Break**	
11:00 – 12:30	**Climate Fresk part 1**	
12:30 – 14:00	**Lunch Break**	

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

14:00 – 16:00	**Climate Fresk part 2**	
16:00 – 16:30	**Closing & Programme of day 3**	
Day Three – 1st June 2023 – Groupe La Poste's Innovation Day at Plateforme 58 (58 rue de la Victoire, Paris 9nd Arrondissement)		
Morning: Focus on Innovation Ecosystems of Groupe La Poste		
10:00 – 10:30	**Visit of the Platform 58 and presentation of the Fintech/ Assurtech Innovation Ecosystem of La Banque Postale**	*Anthony Deydier – Innovation Director of La Banque Postale (and Platform 58 Director)*
10:30 – 11:15	**The Innovation Ecosystems of Groupe La Poste and the Innovation Vision for 2030**	*Benoit Faucher de Corn – DPSI Group Innovation Director*
11:15 – 11:30	**Coffee Break**	
11:30 – 12:30	**Start-up pitches CARBO Reporting CSR (financed by the 115 K incubator of La Banque Postale, FRUGGER of the French IOT Programme (measuring the CSR impact of a company), CARBO NET (supported by La Poste Venture) Blockchain and Web 3.0**	
12:45 – 13:45	**Lunch (on the spot)**	
Afternoon: Focus on supporting employees' green and digital skills		
14:00 – 15:00	**An example of an exchange of apprentices between La Poste France and La Poste Suisse**	*Claude Fares – Formaposte IDF*

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

15:00 – 15:45	**The Clea Numerique and Cap Competences Numeriques programmes: supporting employees' digital skills**	*Robert DEMORY – HR Director Head of Career Development and employee experience*
15:45 – 16:00	**Coffee Break**	
16:00 – 17:00	**Presentation of the pedagogical programme and project of the School of AI and Data**	*Mourad Boualak – Director of Human Capital, Pole Data, Digital Services Branch*
Day Four – 2nd June 2023 – Groupe La Poste HQ (9 rue du Colonel Pierre Avia, 75015 Paris, France)		
10:00 – 13:00	**Extracting Conclusion Workshop**	*All*

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Appendix O: Agenda of the 2nd Training Mission

Day One – 18th July 2023 – Deutsche Post DHL Group – Innovation Center (Junkersring 55, 53844 Troisdorf, Germany)		
14:00 – 17:00	**Introduction to the meeting and Welcome participants** **Lessons learnt from TM1- and reflection on the best practices.** **Planning for TM2** • **Outline of schedule- why we are here?** • **What practices, methodologies** • **Pursuing of Sustainability strategies** • **Expectations of the participants and goals set for the meeting**	*All*
Day Two – 19th July 2023 – Deutsche Post DHL Group – Innovation Center (Junkersring 55, 53844 Troisdorf, Germany)		
09:00 – 09:15	**Welcome addresses** • **Deutsche Post DHL** • **PostEurop**	• *Felix Blaich – Director International Postal Relations at Deutsche Post DHL* • *Botond Szebeny – Secretary General at PostEurop* • *Antonino Scribellito – Head of Projects at PostEurop*
09:15 – 10:00	**The DigiGreeNPost Project**	*AKMI S.A.*
10:00 – 10:30	**DigiGreeNPost Desk Research** **Collection of Best Practices in Europe / Globe Digital & Green**	*AKMI S.A.* *Hellenic Open University (HOU)*
10:30 – 10:45	**Coffee Break**	
10:45 – 11:15	**Digital & Green Good Practices in Hellenic Post**	*Hellenic Post / HELLENIC POST ELTA S.A.*
11:15 – 11:45	**Digital & Green Good Practices in Compania Nationala Posta Romana S.A.**	*Compania Nationala Posta Romana S.A.*

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

11:45 – 12:30	**Open Discussion**	*All*
12:30 – 14:00	**Lunch Break**	
14:00 – 16:45	**Visit to the DHL Innovation Center**	*All*
16:45 – 17:00	**AoB and Closing remarks**	• *Felix Blaich – Head of International Postal Relations at Deutsche Post DHL*
Day Three – 20th July 2023 – Deutsche Post DHL Group – Innovation Center (Junkersring 55, 53844 Troisdorf, Germany)		
09:00 – 09:15	**Welcome addresses** • **Deutsche Post DHL** • **PostEurop**	• *Felix Blaich – Director International Postal Relations at Deutsche Post DHL* • *Botond Szebeny – Secretary General at PostEurop* • *Antonino Scribellito – Head of Projects at PostEurop*
09:15 – 09:45	**Deutsche Post and DHL – Group presentation**	• *Felix Blaich – Director International Postal Relations at Deutsche Post DHL*
09:45 – 10:45	**"Certified" – more than a Group-wide Training programme**	• *Stefan Niclauss – Vice President for Certified Finance & Certified GoTrade at DHL Group*
10:45 – 11:00	**Coffee Break**	
11:00 – 12:00	**Sustainability and Digitalization at DHL Group – Key for Customers, Investors AND Employees**	• *Thomas Baldry – SVP Mail International at Deutsche Post DHL*
12:00 – 12:30	**Q&A**	• *Thomas Baldry – SVP Mail International at Deutsche Post DHL* • *Felix Blaich – Director International Postal Relations at Deutsche Post DHL*
12:30 – 14:00	**Lunch Break**	

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

14:00 – 15:00	**"Future of Work" – Trend Research at DHL**	• *Jordan Toy – Innovation Project Manager at Deutsche Post DHL*
15:00 – 15:30	**Q&A**	*All*
15:30 – 16:00	**AoB and Closing remarks**	• *Antonino Scribellito – Head of Projects at PostEurop*
Day Four – 21st July 2023 – Deutsche Post DHL Group – Innovation Center (Junkersring 55, 53844 Troisdorf, Germany)		
10:00 – 10:30	**EU Postal Strategy with DigiGreen practices and security assurance**	• *Eirini Gavala – Head of the Division for the Assurance of Privacy of Postal Communications* • *Eleni Varvaroussi – Head of Department of Regulatory Framework, Monitoring New Technologies & Applications of Postal Communications*
10:30 – 13:00	**Extracting Conclusion Workshop following the outcomes of the TM:** Topics to be discussed: a. Key skills and knowledge areas for employees b. Enhancing employee engagement and motivation. c. Training programs and resources d. Encouraging employee participation in green initiatives. e. Fostering a culture of sustainability and collaboration. f. Creating or enhancing roles for driving sustainability. g. Measuring and evaluating effectiveness of skills development.	*All*

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Partners

Co-funded by the Erasmus+ Programme of the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.