

# European Retail Skills Strategy

A practical evidence-based strategy grounded in Skills4Retail research and pilots

Update Q1 2026

20 Mar 2026



Co-funded by  
the European Union

# Executive Summary

The European Retail Skills Strategy sets out an evidence-based framework for strengthening the skills of the retail workforce across Europe. Grounded in Skills4Retail (S4R) research, occupational profiles, and multi-country pilot programmes, the strategy identifies the skills that matter most, the methods that work best in real operating conditions, and the mechanisms needed to ensure skills remain relevant over time.

Across countries and retail roles, five skill families consistently shape performance: **Digital, Green, Resilience**, and two cross-cutting enablers—

**Learn-how-to-learn** and **Core retail fundamentals**. These priorities reflect validated gaps and needs identified through S4R's analysis in Romania, Hungary, Ireland and Austria. Critical workforce needs include omnichannel fluency, data hygiene, sustainable store routines, customer-centric communication, and the ability to adapt quickly in fast-changing environments. These themes recur across personas—from shop assistants to store managers, e-commerce roles, supply chain workers, and L&D managers—underscoring their relevance at system level.

The strategy outlines effective approaches proven through pilots. Short-burst, modular and blended learning formats best accommodate shift-based operations, while **work-based learning** and **Train-the-Trainer** models ensure relevance, reduce downtime, and allow large retailers to scale capability building sustainably. Co-design with employers and coordination with social partner governance structures increased adoption and ensured alignment with real operational requirements. By contrast, one-size-fits-all classroom formats, long synchronous sessions, and top-down deployments consistently underperformed in the pilots, failing to transfer across markets or fit operational realities.

The strategy also details skills recognition mechanisms aligned with the EU micro-credentials framework. Targeted micro-credentials—with transparent outcomes, assessments and workload—support motivation, recognition and internal mobility. They are particularly effective for frontline supervisors, department managers, e-commerce and marketing coordinators, and in-house trainers whose roles require rapid, targeted and continually updated expertise.

A forward-looking governance and update cycle ensures continued relevance: An annual “Skills Signals” scan, semi-annual content refresh, employer design partners for work-based assessments, and an editorial board to maintain quality and portability of credentials. These mechanisms embed a living strategy that can be sustained by training institutions and retailers across Europe, supported by sector-level alliances such as the Retail Large-Scale Partnership. Illustrative case studies from Carrefour, SPAR Austria, Jerónimo Martins and Retail Ireland Skillnet demonstrate successful large-scale digital, green, and human-skills initiatives aligned with the strategy.

Overall, the **European Retail Skills Strategy** provides a coherent, practical roadmap for building a future-ready retail workforce. It integrates research, operational realities, and EU-aligned credentialing to enable retailers, training providers, and social partners to scale **high-quality skills development** and maintain competitiveness in a rapidly changing retail ecosystem.



# Priority Skills for the European Retail Workforce

Validated through S4R's Occupational Profiles & Needs Analysis and through pilots across Romania, Hungary, Ireland and Austria (see [Annex A: Occupational Profiles & Needs Analysis](#))

## Which skills gaps consistently affect retail roles across countries?



### Digital & Data Foundation

Omnichannel operations (POS/OMS basics; click-and-collect; last-mile options), product content hygiene, entry-level analytics, and safe tool use (privacy/cyber basics).



### Green skills in everyday retail

Energy- and waste-aware store routines, sustainable sourcing cues at shelf, and product sustainability messaging integrated into daily operations.



### Resilience, service & people skills

Customer experience, complaint resolution, conflict de-escalation, and change-readiness as a foundation for safe, high-quality service.



### Learn-how-to-learn & core retail fundamentals

Meta-skills enabling adaptation and the perennial basics of customer, product and operations knowledge.

# Reactive Trainings

## Which skills proved essential across multiple personas?

Customer-centric CX, POS/OMS fluency, data hygiene, sustainability basics, and team resilience recur across associates, department leads, store managers, e-commerce coordinators, and in-house trainers as mapped in the European Retail Skills Strategy (see [Annex B: European Retail Skills Strategy](#) (reference scheme mapping archetypes and common training needs):

| Archetype                                                                                                                                                                                                                                                                                                                                                                           | Common training needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Front-Line Employee:</b> <ul style="list-style-type: none"> <li>Shop assistant</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Communication and interpersonal skills to engage customers daily</li> <li>Techniques on how to effectively assist and advise customers in the store</li> <li>Great sales techniques to upsell, cross-sell and efficiently close sales</li> <li>Understanding of the store procedures and use of point-of-sale systems</li> </ul>                                                                                                                                                                                         |
| <b>Retail manager:</b> <ul style="list-style-type: none"> <li>Store manager</li> <li>E-commerce manager</li> <li>Sustainability manager</li> <li>Supply chain manager</li> <li>Logistics &amp; distribution / fulfilment manager</li> <li>Information security manager</li> <li>Loss prevention manager (physical security manager)</li> <li>Merchandiser</li> <li>Buyer</li> </ul> | <ul style="list-style-type: none"> <li>General leadership skills to lead the projects, manage teams, make decisions and solve non-standard tasks</li> <li>New approaches/ techniques to advance day-to-day operations of their field of specialisation</li> <li>Regular review of retail trends and understanding of their impact on their operations</li> <li>Clear understanding of value of training for themselves, their employees, and the business</li> </ul>                                                                                            |
| <b>Supply chain worker:</b> <ul style="list-style-type: none"> <li>Warehouse worker</li> <li>Distribution worker</li> </ul>                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Cover basic core retail skills that are common across warehouse and distribution workers.</li> <li>Focus on adaptability and lifelong learning and creating awareness of both the risks and opportunities of trends like automation</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>L&amp;D manager:</b> <ul style="list-style-type: none"> <li>HR/ L&amp;D manager</li> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Know how to take ownership of L&amp;D planning more strategically including translating training hours into sales/financial metrics</li> <li>Understanding approach on how to deliver life-long learning experiences considering innovation cross-industrial trends (e.g. leveraging GenAI)</li> <li>Learning techniques to removing barriers to training for both employers and employees, including fostering a learning culture</li> <li>Conduct effective TNAs within the context of the future workforce</li> </ul> |
| <b>Retail newbies:</b> <ul style="list-style-type: none"> <li>Student</li> <li>Career switcher</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Inspiration, myth-busting and awareness about careers in Retail</li> <li>Matching of their talents and passions to dream jobs</li> <li>Clarity on career paths, earnings prospects, skills, experience and training needed for chosen jobs</li> <li>Step-by-step guides on how to build the skills, adapt CV and LinkedIn and prep to interview to get jobs</li> </ul>                                                                                                                                                   |





# How do digital, green and resilience skills **show up** in real retail jobs?



## Digital

executing omnichannel orders, handheld inventory workflows, basic analytics for conversion and shrink.



## Green

energy routines, waste segregation, sustainable product signposting at shelf, and informed customer dialogue.



## Resilience

de-escalation, safety and well-being practices, rota flexibility during demand spikes, and change-ready teams.



# Effective Approaches to Developing Retail Skills

A synthesis of what worked (and didn't) during S4R delivery and partner programmes.

Across the S4R implementation and associated partner programmes, several approaches proved both feasible and impactful when applied under real operating conditions in retail environments

## **Modular, short-burst**

blended learning that fits shifts; delivered across RO, HU, IE, AT through reactive courses: Programmes that were broken into short, flexible learning units worked best. These formats fit naturally into shift-based schedules and could be deployed reactively across multiple countries, including Romania (RO), Hungary (HU), Ireland (IE), and Austria (AT). Blended delivery—mixing digital modules with brief live sessions—helped maintain engagement while accommodating operational constraints.

## **Work-based learning (WBL) & Train-the-Trainer models**

that enable local delivery and continuity: WBL approaches embedded learning directly into everyday tasks, increasing relevance and reducing downtime. When paired with Train-the-Trainer structures, organisations were able to localise expertise, scale delivery, and ensure continuity, even in high-turnover environments. These models also strengthened internal capability and reduced dependency on external trainers.

## **Bottom-up employer co-design**

aligned with social partner governance under the Retail Large-Scale Partnership: Programmes that involved employers early in the design process achieved stronger adoption. Co-design ensured that training was mapped to real skills needs, not abstract frameworks. Alignment with the Retail Large-Scale Partnership and its governance structures helped maintain credibility, support, and stakeholder buy-in from social partners.

## Design features that increased participation and completion

- **Shift-friendly micro-modules + asynchronous e-learning**, with short live practice and in-store assignments.
- **Recognition where it matters**, with stackable steps from reactive to emerging skills and clear role pathways.

### Developed Reactive Trainings



**Digital Skills for Retail**



**E-Commerce Essentials**



**Digital Marketing Essentials**



**Green Skills for Retail**



**Human Skills for Retail**



**Resilient Retailing**

Existing material was used and updated, according to the findings in the Skills Analysis. The material can be found at [Courses: Reactive Training Programme | Skills4retail](#).

The reactive trainings were successfully offered in 4 countries, Austria, Hungary, Ireland and Romania in 2024. 614 graduates of 100 companies spent 6,000 learning hours, 62% of them were female.



## Second Step

# Emerging Trainings

Building on the success of the reactive training programme

The Skills4Retail project started the development of new emerging trainings that were launched in Ireland in September 2025. This innovative VET programme will be piloted across eight partner countries: Austria, Ireland, Romania, Hungary, Malta, Latvia, Czech Republic, and Portugal.

It was decided to develop modular curricula and divide them into 3 training pathways. That way the breadth of demographics the programme should target was covered for the personas previously developed. Link: [Courses: Emerging Training Programme | Skills4retail.](#)

**01**

- **New Entrants**
- **Non-Management Employees**

Front Line Employee,  
Retail Newbie, Supply  
Chain Worker

**02**

### **Retail Managers**

Retail Manager,  
Aspiring Retail  
Manager

**03**

### **Learning & Development in Retail**

L&D Manager,  
Managers with  
responsability for L&D  
function (SME's)



# Delivery assumptions that failed in practice

## One-size-fits-all classroom

approaches underperform against shift patterns and omnichannel realities. Below are some case studies listed for the topic:

### Storyteller Studio – Retail Training Case Study

Shows how conventional PDF/classroom style training failed frontline staff; employees were overwhelmed, under prepared, and disengaged.

<https://www.storytellerstud.io/retail-case-study>

### eLearning Industry – Why One Size Fits All Training Doesn't Work Article

Explains with data why generic classroom formats underperform and how learner-centered design improves outcomes.

<https://elearningindustry.com/why-one-size-fits-all-training-doesnt-work-anymore-and-what-to-do-about-it>

### LinkedIn – Why One Size Fits All Training Programs Are Outdated

Illustrates corporate cases where generic training created disengagement and poor transfer.

<https://www.linkedin.com/pulse/why-one-size-fits-all-training-programs-outdated-psych4u-b6xvf>



## DELIVERY ASSUMPTIONS

# Pure top-down roll-outs

without employer/trainer iteration struggled to transfer across markets.

## Lidl SAP transformation failure – Third Stage Consulting Article

Although tech related, it is a strong cross industry example: global, top down implementation ignored local operational realities → failure of adoption.

<https://www.thirdstage-consulting.com/blog/lidls-600-million-sap-disaster/>

## Retail Shift Management Deployment Case Studies – MyShyft Article

Shows how bottom up, employee driven scheduling and participation dramatically increased effectiveness and satisfaction—highlighting the importance of iteration with local teams.

<https://www.myshyft.com/blog/retail-deployment-success-stories/>



**DELIVERY ASSUMPTIONS**

## Long, synchronous-only formats

reduced uptake compared to blended, work-based options

### Lidl GB Shift Manager Training – Learning Pool Article

Replacing classroom workshops with blended learning reduced training time by 58% and cut costs by £715k.

<https://learningpool.com/blog/how-lidl-gb-reduced-shift-manager-training-time-by-58>

### Frontlyne – Blended Learning for Retail Article

Provides examples of combining self paced modules + hands on workshops to improve real world application.

<https://www.frontlyne.com/blog-posts/blended-learning-a-comprehensive-approach-to-retail-training-with-frontlyne>

### MobieTrain – Blended Learning in Retail Article

Shows how micro learning during shifts improves engagement and relevance.

<https://www.mobietrain.com/blog/other/blended-learning-retail>

## Barriers to upskilling in Retail & S4R solutions

In the Skills Analysis, barriers to training both for employers and employees were identified. For employers, an ineffective approach to learning and for employees a lack of awareness and motivation were determined as the foremost barriers.

### For employers

The barriers to upskilling in Retail for the employers & the **S4R solutions**



**Incentives towards upskilling in retail & budget constraints**

A comprehensive qualifications approach will be integrated to the curriculum incentivising enrolment. The co-financing model of S4R will cover the financial cost of pilot trainings.

**Understanding of the specialised needs for the different roles in retail**

The pathway segmentation of the curriculum facilitates bespoke training needs for various roles in retail.

**Appreciation for the value of learning on the job**

Work based learning will be an integral part of each module.



## For employees

### The barriers to upskilling in Retail for the employees & the **S4R solutions**



**Unaware what training matches their needs & how to access them**

The training providers have unparalleled reach across Europe, to directly enlighten the targeted profiles about the pertinence of the S4R curriculum for them.

**Competing demands on an individual's time**

Each pathway will be broken down into standalone modules that can be completed in isolation or as a suite of modules, allowing the learner to engage at their own pace.

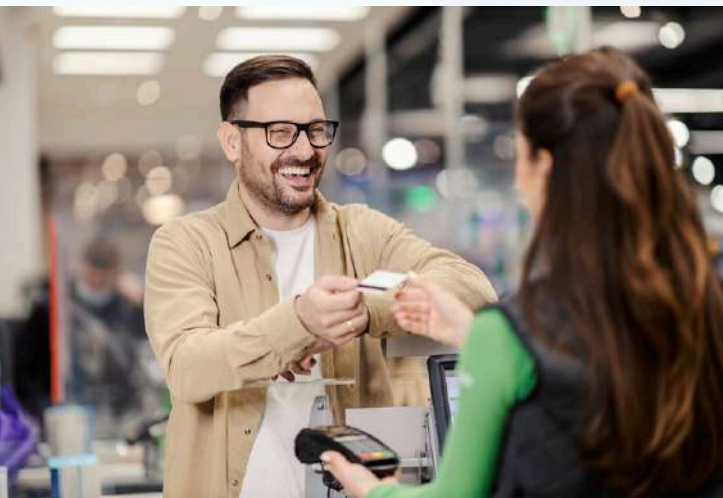
**Uncertain career prospects & unclear benefits**

Enacting the skills strategy for retail in Europe will bring clarity to the sector about the career prospects of its employees.

# Skills Recognition and Credentials in Retail

Practical guidance on appropriate use of micro-credentials, aligned with the European approach and S4R pathways.

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**Where does recognition motivate participation and progression?**

Targeted micro-credentials with clear outcomes, assessment, workload and (where relevant) EQF level drive learner motivation and manager buy-in—especially when linked to internal mobility and cross-employer portability (see **Annex D: Micro-Credential Building Blocks**).



Roles that benefit most from micro-credentials

## Frontline supervisors & department managers

Leadership

Sustainability in Operations

Loss prevention

### ✓ They need targeted, practice oriented upskilling

Micro credentials are strong when learning outcomes are clearly defined, directly role relevant and assessed. For supervisors, this means modules on leadership, sustainability, or loss prevention that strengthen daily decision-making.

### ✓ They operate in environments with constant operational updates

Supervisors must keep up with new sustainability standards, tools, and compliance requirements. Micro credentials provide fast, stackable updates, without requiring long formal programmes.



#### WHAT THEY WANT

### Recognized short courses increase motivation and mobility

Well defined micro credentials motivate participation because supervisors see a concrete benefit: internal mobility, promotion pathways, or eligibility for new responsibilities.

Roles that benefit most from micro-credentials

## E-commerce & marketing coordinators

Digital Merchandising

Campaign analytics

CRM Consent and Privacy Policy

### ✓ Tools and platforms evolve too quickly for traditional qualifications

Digital retail roles face frequent changes (analytics tools, CRM systems, privacy requirements). Micro credentials offer agile, modular learning that can be refreshed or replaced as technologies evolve.

### ✓ Portability and transparency matter in digital/marketing roles

There is an emphasis on portability and clear workload/assessment standards—important for marketing specialists who often work cross functionally or move between teams.



#### WHAT THEY WANT

### They benefit from highly specific digital skill blocks

Short, focused modules (e.g., “CRM consent management”, “campaign analytics”) allow coordinators to fill niche skill gaps immediately and stay compliant with EU data protection expectations.

## In-house trainers

TTT

Assessment

Coaching

### ✓ **Micro credentials strengthen assessment quality**

Training roles depend on good assessment practices. Micro credential frameworks require transparent criteria, validated learning outcomes, and quality assurance, directly improving trainer capability.

### ✓ **They operate in environments with constant operational updates**

TTT (Train-the-Trainer) modules gain credibility when paired with micro credentials, supporting trainers' professional standing within the organisation.



#### WHAT THEY WANT

### **Recognized short courses increase motivation and mobility**

Well defined micro credentials motivate participation because supervisors see a concrete benefit: internal mobility, promotion pathways, or eligibility for new responsibilities.



# Keeping Retail Skills Relevant Over Time

A living strategy with scheduled reviews anchored in the Retail Large-Scale Partnership governance and S4R Alliance feedback loops that can be continued by relevant training institutions in cooperation with retail companies in the future ([Alliance Partners](#), [Supporting Retail Skill Development](#)).

## Governance & cadence

- Yearly “Skills Signals” scan (employers, trainers, EU skills intelligence).
- Semi-annual content refresh with pilot validation in 2–3 countries before scale-up.
- Annual external audit and roadmap under LSP governance, linked to funding opportunities

## Operating model & roles

- Editorial board (providers, retailers, unions) to approve changes and ensure micro-credential consistency.
- Employer Design Partners to co-create WBL tasks and assessments.



**EU-Relevant**

# Case studies



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Case study



## “Tous Digital”

A gamified digital fluency programme reaching a large share of the workforce rapidly; designed for heterogeneous roles (HQ + stores). Demonstrates short, engaging, scalable digital upskilling for omnichannel.

### Goal and objectives

With the purpose of becoming the leading digital retail company by 2026, Carrefour has launched a digital retail training. The Serious Game was designed and developed by Emeraude Escape for 85,000 Carrefour employees in France and will reach over 150,000 employees globally by next year.

[Discover more](#)

### This Digital retail training allows Carrefour

- to offer a new platform for its employees to have an enriched digital learning experience
- to train its employees to become aware of daily use of technology and e-commerce tools in workplace environment regardless of their roles in the company
- to help accelerate digital skills of all employees

# 85,000

employees in France

# 150k

employees globally

Case study



# Green Champions

WWF-supported sustainability track within apprentice training, embedding green skills and Train-the-Trainer for store practice.

[Discover more](#)

## Goal and objectives

In 2015, the SPAR Academy in Vienna launched the 'Green Champion' training course, which aims to enthuse young people about sustainability.

This unique additional training, designed in cooperation with WWF Austria, was previously only offered to SPAR trainees in Vienna. Since autumn of that year, SPAR trainees at vocational schools in Tyrol, Salzburg, Carinthia, Lower Austria, and Burgenland can also choose to become 'Green Champions'.

## Impact

- As the largest Austrian private employer and the largest private apprentice training organisation in Austria, SPAR Austria is aware that it has a social responsibility.
- 
- The commitment of SPAR Austria to employee development is showcased through the SPAR Academy in Vienna. The Academy is one of Europe's most innovative development centres, offering training to apprentices in a modern and high-tech teaching environment.

Case study

**Jerónimo  
Martins**

# EducAction & Store-of-the-Future

Group-wide digital platform delivering democratised access to learning; parallel innovation lab iterating future retail experiences.

[Discover more](#)

## Goal and objectives

Jerónimo Martins believes that investing in the lifelong learning and personal and professional development of their employees is one of the most important investments they can make as an employer, which also contributes to the sustainability of the path they have built.

They seek to train their employees to excel in the performance of their duties and to provide them with the necessary tools to thrive in an increasingly demanding environment in the myriad contexts of their lives.

## Impact

As the world's seventh-largest discount grocery group, Jerónimo Martins needed to explore how new technologies might transform the shopping experience for tomorrow's consumers.

Working with Truewind, an elite OutSystems partner, and using the OutSystems application development platform, the supermarket giant built a store-of-the-future laboratory at Nova School of Business & Economics in Portugal. Called 'Pingo Doce & Go Nova,' this live experiment continues today, with two-weekly updates that enable Jerónimo Martins to test and continually refine their future-focused consumer experience.

Case study



# Human Skills & VET pathways

Flexible workshops, e-learning, and QQI Level 5 occupational training; S4R reactive “Human Skills” aligned to role pathways.

[Discover more](#)

## Goal and objectives

To enhance selling and customer service skills, Retail Ireland Skillnet developed a Human Skills for Retail course.

## Impact

This comprehensive programme is designed to strengthen sales techniques, customer service abilities, and ethical retail practices, helping participants to excel in the fast-paced retail environment.

**Case study**



## Retail LSP

EuroCommerce & UNI Europa-led Large-Scale Partnership providing governance and public-private alignment for continuous updating.

**[Discover more](#)**

### Goal and objectives

Under the Skills Partnership, EU-level social partners in retail and wholesale form the core of a broad network.

This network works together on a solid foundation of mutual trust, mutual interest in creating a learning culture, and awareness of the contribution that the retail and wholesale sector can make to a fair and competitive Europe.

### Impact

The Skills Partnership supports the creation of synergies among different stakeholders in the sector, facilitating collaboration and helping to develop common initiatives at all levels.

It builds on existing experiences (including national frameworks for education and training, which are often the result of longstanding cooperation between national associations of retailers and wholesalers, trade unions, and education and training providers), as well as examples of best practices on up- and re-skilling of individual companies.



# Appendices 1/2

## Annex A

Occupational Profiles & Needs Analysis

## Annex B

European Retail Skills Strategy

## Annex C

Note: Figures reflect partner submissions during S4R reactive delivery.  
Some entries lack company counts in the original reports and are shown as “—”.

| Country      | Course                                             | Partner                                       | Participants | Female | Male | Companies |
|--------------|----------------------------------------------------|-----------------------------------------------|--------------|--------|------|-----------|
| Romania      | Digital Marketing                                  | University of Bucharest                       | 41           | 24     | 17   | 2         |
| Romania      | E-Commerce                                         | University of Bucharest                       | 61           | 34     | 27   | 1         |
| Romania      | Human Skills                                       | University of Bucharest                       | 51           | 37     | 14   | 1         |
| Romania      | Green Skills                                       | Economic College Nicolae Kretzulescu          | 22           | 16     | 6    | 1         |
| Romania      | Resilient Retailing                                | Economic College Nicolae Kretzulescu          | 18           | 14     | 4    | 1         |
| Hungary      | Digital Marketing                                  | Szent György Hang- és Filmművészeti Technikum | 34           | 26     | 8    | 26        |
| Hungary      | Digital Skills for Retail                          | Szent György Hang- és Filmművészeti Technikum | 23           | 17     | 6    | 5         |
| Hungary      | E-Commerce                                         | Szent György Hang- és Filmművészeti Technikum | 44           | 33     | 11   | 8         |
| Hungary      | Human Skills                                       | Szent György Hang- és Filmművészeti Technikum | 37           | 27     | 10   | 16        |
| Hungary      | Resilient Retailing                                | Szent György Hang- és Filmművészeti Technikum | 6            | 4      | 2    | 5         |
| Ireland      | Human Skills (Retail Customer Experience)          | Retail Ireland Skillnet                       | 109          | 55     | 54   | 30        |
| Ireland      | Human Skills (Selling in the Current Retail World) | Retail Ireland Skillnet                       | 90           | 48     | 42   | 23        |
| Ireland      | Green Skills                                       | 20FIFTY                                       | 6            | 3      | 3    | 3         |
| Austria      | Resilient Retailing                                | WKO                                           | 37           | 30     | 7    | —         |
| Austria      | Digital Skills for Retail                          | WKO                                           | 35           | 21     | 14   | —         |
| <b>TOTAL</b> |                                                    |                                               | 614          | 389    | 225  |           |

# Appendices 2/2

## Annex D

### **Micro-Credential Building Blocks (EU Recommendation, 2022)**

[EUR-Lex summary on micro-credentials](#),

Standard elements: learner ID; title; issuer; date; learning outcomes; notional workload (ECTS where possible); level (EQF/QF-EHEA if applicable); type of assessment; participation; quality assurance. Principles: quality, transparency, relevance, valid assessment, flexible pathways, recognition, portability, learner-centred, authenticity, guidance.

# References & Further Reading

**Pact for Skills – Retail Large-Scale Partnership:**

[https://pact-for-skills.ec.europa.eu/about/industrial-ecosystems-and-partnerships/retail\\_en](https://pact-for-skills.ec.europa.eu/about/industrial-ecosystems-and-partnerships/retail_en)

**Cedefop – Digitalisation and Skills Intelligence:**

<https://www.cedefop.europa.eu/en/tools/skills-intelligence/trend-focus/digitalization-and-technology>

**Carrefour – “Tous Digital”**

[Digital Retail Strategy 2026](#)

**SPAR Austria – “Green Champions”**

[Best practice—SPAR Austria \(EU platform\)](#)

**Jerónimo Martins – EducAction & Store-of-the-Future**

[Store-of-the-future laboratory](#)

**Retail Ireland Skillnet – Human Skills & VET pathways**

[Human Skills for Retail \(S4R course\)](#)

**Sector-level partnership – Retail LSP**

[Transition Pathways summary](#)

## Legal Disclaimer

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Project: 101111741— Skills4Retail — ERASMUS-EDU-2022- PI-ALL-INNO-BLUEPRINT

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Co-funded by  
the European Union