Train the Trainer Programme

Deliverable 3.6

Train the Trainer Programme | Donal Grimes

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About the Skills4Retail project

The Skills4Retail project focuses on fast-tracking the 'Triple Transition' of Green, Digital and Resilience in the Retail sector, helping retailers to embrace e-commerce and ensuring their new business models are sustainable from the start. The project's goal is to design a new Retail Skills Strategy and VET Training Programme that will address the urgent and emerging skills needs of retailers in the key areas of Digital, Green and Resilience. It will focus on training fresh new talent for the sector through training programmes in VET Schools and Higher Education Institutions, and the reskilling of the existing workforce via work-based learning and short-term modular courses.

Deliverable 3.6 will outline the details of the Train the Trainer Programme that has been designed to facilitate the upskilling of VET trainers with the knowledge, confidence and tools to deliver the S4R curriculum to the highest quality standards.

The Skills4Retail Consortium

The Skills4Retail consortium is an Erasmus + Partnerships for Innovation Funded project, bringing together 30 partners.

1	Partner	Acronym	Country
2	Junior Achievement-Young Enterprise Latvija	JA-YE Latvia	Latvia
3	Profesionālās Izglītības Kompetences Centrs, Rīgas Valsts Tehnikums, dienesta viesnīca	RSTS	Latvia
4	Matrix Internet Applications Limited	Matrix Internet	Ireland
5	Karlínská obchodní akademie	Karlínská	Czechia
6	Schuman Associates SCRL	Schuman	Belgium
7	Junior Achievement Austria – Unternehmerische Praxis- und Kompetenzbildung	JA Austria	Austria
8	Scoala Superioara Comerciala Nicolae Kretzulescu	SSCNK	Romania
9	Wirtschaftskammer Österreich	WKO	Austria
10	Universitatea din Bucuresti	UB	Romania
11	Digital Technology Skills Limited	DTSL	Ireland
12	Escola Profissional de Vila do Conde	EPVC, Vila do Conde	Portugal
13	Junior Achievement Magyarország Oktatási, Vállalkozásszervezési Alapítvány	JA Hungary	Hungary
14	Aprender a Empreender - Associação de Jovens Empreendedores de Portugal	JA Portugal	Portugal
15	Asociatia Junior Achievement of Romania	JA Romania	Romania
16	Skillnet Ireland Company Limited by Guarantee	Skillnet	Ireland
17	Vállalkozók és Munkáltatók Országos Szövetsége	VOSZ	Hungary
18	Szent Gyorgy Hang - Es Filmmuveszeti Technikum	SZGYF	Hungary
19	Junior Achievement, OPS	JA Czech	Czechia
20	Junior Achievement Young Enterprise Malta Foundation	JA Malta	Malta
21	Junior Achievement Young Enterprise Ireland	JA Ireland	Ireland
22	OTB Europe	OTB Europe	Portugal
23	Accenture SA	Accenture SA	Belgium

No	Associated Partner	Acronym	Country
1	Intel Technology Poland Spółka z ograniczoną odpowiedzialnością	INTEL Poland	Poland
2	JMH, SGPS, S.A.	JerónimoMartins	Portugal
3	EuroCommerce	EuroCommerce	Belgium
4	SPAR Österreichische Warenhandels AG	SPAR	Austria
5	Svaz obchodu a cestovního ruchu České republiky	SOCR CR	Czechia
6	Szegedi Tudományegyetem	USZ	Hungary
7	UNI Europa*	UNI Europa	Belgium

* joined as Associated Partner on Oct. 30th 2023

Document Control Information

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Reviewers	Sabrina Di Ruggiero, Schuman Associates

Description	A Train-The-Trainer Programme designed to facilitate the upskilling of VET trainers with the knowledge, confidence and tools to deliver the training to the highest quality standards.
Status	**Final**
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Document history

	Date	Modified by	Comments
1	01.07.2025	Donal Grimes	First draft
2	29.07.2025	Sabrina Di Ruggiero, Schuman Associates	QA review

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Introduction

Work Package 3 of the Skills4Retail project aims to design and develop the new VET Curricula for the Retail sector in Europe, integrate work-based learning components, identify qualification paths for learners, and design a programme to actively promote the mobility of learners in the EU. Work Package 3 extends from the last quarter of the first year of the project until the first quarter of the last year and consists of six tasks. The specific objectives are summarised as follows:

- Design an innovative VET curriculum focused on competences and job profiles to build a sustainable pipeline of new talent and enable the rapid digital, green and resilience upskilling / reskilling of both young people and adults, fast tracking candidates into high demand roles at both entry/operational or management/leadership level in the retail sector.
- Develop an effective VET training programme and create all related offline and online learning materials and delivery methods for selected professions targeting both new talent and existing workforce, through flexible training modules.
- Integrating work-based learning, mentoring, networking, site visits in the new VET programmes to build sustainable career pathways and ensure continuous upskilling and reskilling to help retailers increase resilience and adapt to the green and digital transition.
- Ensure recognition of acquired micro-credentials and certification at both EU and National levels either by making the learning part of a country's formal VET education or by preparing learners for certification through continuing VET.
- Design a market demand led curriculum that facilitates cross-border certification and therefore contributes to the mobility of vocational students, jobseekers and trainees across Europe.

The central aim of Task 3.6 is to design and develop a comprehensive Train the Trainer programme that enables the effective upskilling of VET professionals; including educators, managers, and HR personnel, tasked with delivering the S4R curriculum. This includes the creation of tailored training materials and practical tools to support the consistent and effective implementation of vocational training. The programme is intended to familiarise trainers with the structure, content, and learning outcomes of the S4R initiative, while also providing methodological guidance to ensure impactful and learner-centred delivery. Task 3.6 builds on the work undertaken in Deliverable D3.3, particularly the development of VET training modules, resources, and pedagogical approaches, to enhance the instructional competence of trainers, thereby contributing to the overall quality and coherence of VET provision in the retail sector.

The training materials presented in Deliverable 3.3 included dedicated resources to support trainers in delivering each module of the S4R curriculum. Specifically, each module is accompanied by a detailed lesson plan or teaching guide, designed to provide structured guidance on content delivery, suggested methodologies, sequencing of activities, and alignment with intended learning outcomes. As indicated

in Deliverable D3.3, these individual lesson plans will serve as the foundational components of the Train the Trainer resources developed for Pathway 3 and D3.6.

In conclusion, Deliverable 3.6 represents a critical step in ensuring the effective and sustainable implementation of the S4R curriculum by systematically equipping VET professionals with the knowledge, tools, and pedagogical strategies required for high-quality delivery. Through the integration of structured lesson plans and targeted instructional resources, the Train the Trainer programme not only builds on previous outputs but also establishes a scalable framework for professional development. This approach supports the long-term strengthening of training capacity within the retail sector, fostering a more agile and competent VET workforce across participating institutions.

Rationale

The implementation of a Train the Trainer programme is underpinned by the need to ensure consistent, high-quality delivery of the S4R curriculum across diverse institutional contexts. While the training materials developed in Deliverable D3.3 provide a robust foundation for instructional practice, their effective utilisation depends on the pedagogical proficiency and contextual understanding of the trainers themselves. By equipping VET professionals with both content knowledge and methodological expertise, the programme addresses potential disparities in trainer preparedness and fosters a shared standard of practice. Moreover, the Train the Trainer model supports the development of a multiplier effect, whereby a core group of skilled trainers can cascade learning within their institutions and networks, promoting scalability and sustainability. This strategic investment in trainer capacity not only enhances the immediate effectiveness of curriculum delivery but also contributes to the long-term resilience and adaptability of vocational training systems within the retail sector.

Trainers operating within the retail sector face a distinct set of challenges and expectations that necessitate targeted professional development. Unlike more traditional educational contexts, retail training often requires the integration of rapidly evolving industry practices, customer service competencies, and digital literacy within dynamic and high-pressure work environments. As such, trainers must not only possess strong pedagogical skills, but also maintain up-to-date sector knowledge and the ability to contextualise learning in real-world retail settings. Furthermore, the diversity of learners in retail, ranging from entry-level employees (pathway 1) to experienced professionals seeking upskilling (pathway 2), demands a flexible, learner-centred approach that can accommodate varying levels of prior knowledge, motivation, and learning styles. The Train the Trainer programme therefore responds to these unique needs by embedding sector-specific content, experiential learning methods, and inclusive teaching strategies that enable trainers to deliver relevant, engaging, and impactful instruction aligned with the realities of the retail workplace.

Learning Objectives & Outcomes

The Train the Trainer programme is structured around clear and measurable learning objectives that reflect the diverse demands of delivering the S4R curriculum across both Pathway 1 (New Entrants to Retail) and Pathway 2 (Retail Managers and Aspiring Managers). The programme aims to ensure that trainers possess the necessary knowledge, instructional skills and professional attitudes to deliver high quality, learner-centred vocational training in the retail sector.

Trainers will develop a comprehensive understanding of the curriculum content, including key thematic areas such as customer experience, e-commerce, sustainability, AI in retail, digital marketing, workforce management, and ethical leadership. They will be equipped to translate this content into engaging and contextually relevant learning experiences, making effective use of teaching guides, case studies, and digital tools.

In addition, the programme supports the development of practical instructional competencies. Trainers will learn how to plan and deliver sessions using active methodologies, manage group dynamics, assess learner progress, and adapt their approaches to suit diverse learning needs and workplace settings.

By completing the programme, trainers will be fully prepared to deliver the S4R curriculum with confidence and consistency, while also contributing to a culture of excellence in vocational education and training within the retail sector.

Learning Outcomes

- LO.1: Participants who complete the Train the Trainer programme, will be able discuss the importance of effective learning and development strategies in the modern retail environment.
- LO.2: By the end of the programme, participants will be able to plan, deliver, and evaluate learner-centred training sessions aligned to the S4R curriculum, demonstrating effective use of provided lesson plans, instructional methodologies, and assessment tools.
- LO.3: By the end of the programme, participants will be able to design and integrate work-based learning (WBL) components into training delivery, including the coordination of practical activities, industry engagement, and learner reflection to enhance the relevance and impact of the S4R curriculum.
- LO.4: Participants will be able to adapt S4R training materials and methodologies to suit different learner profiles, learning environments, and delivery formats (e.g. face-to-face, blended, or online).
- LO.5: Participants will be able to design and implement appropriate assessment strategies aligned with learning outcomes of S4R modules, and provide constructive, formative feedback to support learner development.

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- LO.6: Participants will be able to facilitate interactive and inclusive learning experiences that promote active learner participation, critical thinking, and real-world application of knowledge.

Train the Trainer Structure & Delivery Methodology

Due to the geographical distribution of trainers across Europe, the Train the Trainer programme will be delivered primarily online. This approach ensures broad accessibility, flexibility, and scalability, allowing trainers to engage in structured learning regardless of location. The programme will combine synchronous sessions (e.g. live workshops and discussions) with asynchronous materials such as recorded lectures, digital guides, and self-paced activities to support varied learning needs.

Where feasible, the programme may also be delivered in-person or in a hybrid format, particularly in contexts that support regional gatherings or require more hands-on facilitation. Regardless of the mode, the delivery approach prioritises a consistent, high quality learning experience that prepares trainers for effective and scalable S4R curriculum implementation.

Theme	Hours	Learning Outcomes
Pathway 1: Content Overview & Structuring Lessons	3	LO.1, LO.2,
Pathway 2: Content Overview & Structuring Lessons	3	LO.1, LO.2
Work Based Learning Integration	3	LO.3
Strategies for Assessment	1.5	LO.5
Teaching Methodologies	1.5	LO.4, LO.6

Training Materials and Resources

The training materials developed for the Train the Trainer programme are grounded in the pedagogical framework established in D3.3 and are designed to support trainers in the effective delivery of the S4R curriculum. At the core of these materials are the individual lesson plans and teaching guides created for each module of the curriculum (from pathway 1 & 2). These resources provide structured and detailed support for trainers, offering clear guidance on content delivery, instructional strategies, sequencing of learning activities, and alignment with defined learning outcomes.

Each teaching guide serves as both a practical tool and a pedagogical scaffold, enabling trainers to navigate the S4R curriculum with confidence while maintaining fidelity to its learner centred approach. In addition to outlining suggested methodologies and timings, the guides also include prompts for reflection, utilising case studies and suggestions for adapting content to different learner contexts or delivery modes.

Collectively, these materials constitute the foundation of the Train the Trainer programme, ensuring a consistent standard of delivery across diverse training environments while allowing room for professional judgement and contextual adaptation.

Extracts from Teaching Guide documents per module:

Pathway 1 Modules

Retail Customer Experience:

Day 1 Lesson Plan

Time	Topic / Workshop	Content

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9:00 – 9:30	Introduction to Module	• Overview and Objective of Module • Module Assessment • Learner and Instructor Introductions
9:30– 10:30	General considerations about customer experience	**Slide Deck covering:** • Who is the Customer? • IDIC model (identify, differentiate, interact,

Introduction to E-Commerce

Day 1 Lesson Plan

Time	Topic / Workshop	Content
9:00 – 9:30	Introduction to Module	• Overview and Objective of Module • Module Assessment • Learner and Instructor Introductions
9:30– 10:30	General considerations about Ecommerce	**Slide Deck covering:** • What is Ecommerce? • Evolution of Ecommerce • Current Trends and Future Prospects • Importance of E-commerce
10:30– 10:45		**Break**
10:45 – 11:15	General considerations about Setting Up Your E-Commerce Business	**Slide Deck covering:** • Choosing the Right CMS or Online Platform The concept of customer experience
11:15 – 11:45	Discussions	**Group Exercise** The Impact of E-commerce on the Retail Sector. What implications will have Ecommerce for retail sector?
11:45 – 12:00	Knowledge Check	**Quiz covering learning to date (Mentimeter)**
12:00 – 12:45		**Break**

Digital Marketing:

Day 2 Lesson Plan

Time	Topic / Workshop	Content
9:00 – 9:45	Key elements of a website	**Slide Deck covering:** • The importance of websites

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		• How to create a marketing-oriented website?
09:45 – 10:30	Key elements of a website	**Group Exercise** Website or missed opportunity? What does a marketing-oriented retail website look like, and how can its design and content drive traffic, engagement, and conversions in retail?
10:30 – 10:45	**Break**	

Retail Supply Chain Fundamentals

Day 2 Lesson Plan - Defining SCM and Development Trends

Time	Topic / Workshop	Content
09:00–09:45	1.4 What is Supply Chain Management?	**Slide Deck covering:** SCM vs. logistics, SCM functions and scope
09:45–10:30	1.5 Development Trends in SCM	**Slide Deck covering:** Digitalization, green SCM, resilience, circularity
10:30 – 10:45		**Break**
10:45–11:15	Group Work	**Group Work** Compare traditional vs. modern SCM models
11:15–11:45	Video & Case Reflection	**Case study discussions** How trends like automation or AI impact supply chain jobs
11:45–12:00	Knowledge Check	**Quiz** (Mentimeter or Kahoot!)
12:00 – 12:45		**Break**

AI4Retail

Time	Topic / Workshop	Content
9:00 – 9:30	Module introduction	• Overview objectives + structure, role of AI in retail, expectations and evaluation.
9:30– 10:30	Foundations: AI in Retail	• What AI is in retail, concrete examples (Sephora AR/try-on, Zalando trend prediction, H&M inventory, Carrefour smart shelves, eMAG reco).
10:30– 10:45	**Break**	
10:45 – 11:15	Understanding consumer behavior (I)	**Slide Deck covering:** • Why behavior matters; AI's role in moving from observation to explanations/predictions; real-time scalability.
11:15 – 11:45	Discussions, Group exercise	**Group Exercise** "How do we build actionable insights from behavioral data?" (descriptive/diagnostic/predictive/prescriptive framework).
11:45 – 12:00	Knowledge Check	Quiz on basic concepts (role of AI + types of analytics).

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Introduction to Sustainability in Retail

Day 1 Lesson Plan

Time	Topic / Workshop	Content
9:45 -10:00am **15 mins** **10:00am – 11:00am** **1hr**	**Induction** **Unit 1 Sustainability Concepts and Practices for Retail**	Aim of Module Purpose of Module Learning Objectives: LO1: Introduce core sustainability principles and practices in the context of retail. This includes the concepts of sustainable development, circular economy, waste reduction, and energy efficiency. Learners will explore how these principles can be integrated into everyday retail operations to reduce environmental footprints. LO2: Develop practical solutions and recommend best practices to address environmental challenges and improve sustainability in retail workplaces.
		Slide Deck covering: • Introduction to Sustainability in Retail Approx. • What is Sustainability • Why is Sustainability Important for Retail? • Dimensions of Sustainability Relevant to Retail **Activity 1** : What Does Sustainability Mean to You? (10 mins)
11.00 – 11:15	**Tea / Coffee Break**	

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Pathway 2 Modules

Retail Workforce Management

Day 1 Lesson Plan

Date	Topic / Workshop	Content
10:00 - 10:30	Introduction to Module	• Overview and Objective of Module • Module Assessment • Learner and Instructor Introductions
10:30 - 11:30	Changing World of Work	**Slide Deck covering:** • Insights from retail sector • Emerging technologies • Key trends from the retail sector
11:30-11:50	**Tea / Coffee Break**	
11:50 – 12:15	Discussion	**Group Exercise** What implications will the Future of Work have for retail managers?
12:15 – 1:15	Managing Change in Retail	**Slide Deck covering:** • Retail industry changes and evolution • Importance of resilience, flexibility, and agility • Digital transformation • Importance of change • Change management frameworks • Understanding how to deal with resistance to change
1:15-2:00	**Lunch Break**	

Leadership in the Experience Economy

Day 1 Lesson Plan

Date	Topic / Workshop	Content
10:00 - 10:30	Introduction to Module	• Overview and Objective of Module • Module Assessment • Learner and Instructor Introductions • Quiz on level of understanding
10:30 - 11:00	Workshop 1 - Introduction to Leadership	**Slide Deck (slides 3 - 13) covering:** • Session objectives • Learning Journey • What is Leadership and Management
11:00 - 11:10	Workshop 1	**Slide 14 - Admired Leader Reflection exercise**
11:10 - 11:30	Workshop 1	**Slide Deck (slides 14 - 23) covering:** • Leadership Theories and styles • Activity reflecting on Leadership styles
11:30-11:50	**Tea / Coffee Break**	

Coaching, Mentoring & Performance Management

Day 1 – Coaching Foundations (Workshops 1 & 2)

Time Slot	Topic / Workshop	Content (Key Areas Covered)
09:30–10:00	Welcome & Icebreaker	Introductions and group culture
10:00–10:30	Coaching, Mentoring, and Management	Definitions Differences between approaches
10:30–11:00	Considerations for Coaching and Mentoring	Coaching = employee-owned Autonomy–Mastery–Purpose Losada Ratio Coaching presuppositions
10:45–11:00	Communication Barriers	Common blocks to listening Building awareness for effective dialogue
11:00–11:15	Morning Break	
11:15–11:45	Communication Skills for Coaching and Mentoring	Presuppositions and mindset Coaching vs mentoring vs management scenarios
11:45–12:00	Coaching Demo	Demonstration by Tutor
12:00–12:45	Coaching Practice	Practice and Debrief
12:45–13:30	Lunch Break	

Leading with Integrity

Day 1 Lesson Plan

Date	Topic / Workshop	Content
10:00 - 10:30	Introduction to Module	**Module Introduction Slide Deck covering:** • Overview and Objective of Module • Module Expectations • Module Assessments • Learner and Instructor Introductions • Textbook and Suggested Readings
10:30 - 11:30	Listening Skills	**Individual Activity** • Self-Listening Skills
11:30-11:50	**Tea / Coffee Break**	
11:50 – 12:15	Introduction to the Concepts	**Individual Activity** • Mentimeter - Check-In Activity **Introduction to Integrity in Leadership Slide Deck covering:** • Why Integrity Matters in Retail • The Foundations • Morality vs Ethics vs Integrity: The Relationship • The Drivers of Behaviour • Benefits of Alignment • Conflicts in Retail **Group Activity** • Identify Your Core Values

Work Based Learning component

Integrating Work Based Learning (WBL) into a VET training curriculum can be challenging and requires careful consideration from a Train the Trainer perspective. The Work-Based Learning (WBL) component of the Skills4Retail Train the Trainer programme represents a critical bridge between theoretical instruction and practical application within the evolving landscape of retail education. This section explores the structured integration of experiential learning methodologies designed to enhance trainers' ability to facilitate authentic, workplace-relevant skill development. Grounded in contemporary pedagogical frameworks, the WBL element emphasises reflective practice, contextualised learning and industry engagement, thereby equipping trainers with the competencies required to guide learners in acquiring and applying vocational skills in real-world retail environments. Through this approach, the programme ensures that training delivery remains aligned with sectoral needs, promotes learner employability, and reinforces the practical impact of the Skills4Retail curriculum.

Delivered over 3 hours, the programme provides a structured overview of the following core areas:

- Changing world of work and implications for work-based learning
- Introduction to work-based learning programmes
- Best practices in developing work-based learning programmes
- Best practices in delivering work-based learning programmes
    - Lesson plans
    - Facilitator style of delivery
    - Online delivery Vs Classroom delivery
- Assessing work-based learning programmes
- Evaluating work-based learning programmes

Similar to other parts of the Train the Trainer programme, this component may be delivered in either an online or face-to-face format, offering flexibility to accommodate diverse institutional needs. Throughout the programme, participants will engage with a range of materials, including templates for programme development, lesson planning, sample assessments, and evaluation tools. The delivery is highly interactive, fostering active participation and practical application of key concepts.

Assessment and Quality Review

While the Train the Trainer programme does not incorporate formal, summative assessments, it adopts a formative and reflective approach to recognising participant engagement and achievement. Participants complete self-assessment tools aligned with the learning outcomes, engage in collaborative problem-solving exercises, and demonstrate their readiness through micro-teaching sessions using S4R materials.

Upon successful completion of the programme, trainers will receive a certificate of participation, acknowledging their involvement and readiness to deliver the S4R curriculum within their respective institutions. This certification acts as a quality marker, signalling that the trainer has engaged with the core content, pedagogical approaches and work-based learning strategies embedded in the programme.

Quality assurance is maintained through the consistent use of validated training materials, alignment with clearly defined learning outcomes and the incorporation of feedback loops at multiple stages of delivery. Post-programme evaluation surveys will be shared immediately after the training and optional follow-up sessions will be used to gather data on participant satisfaction, perceived relevance and implementation challenges. These insights will inform ongoing refinement of the Train the Trainer programme, ensuring it remains responsive to the evolving needs of VET professionals and the broader retail sector.

Ultimately, the approach to assessment and quality review reflects the programme's developmental ethos, prioritising professional growth, instructional confidence and the sustained impact of trainer preparation on S4R curriculum delivery.

Conclusion

The Skills4Retail Train the Trainer programme represents a strategic investment in the professionalisation and capacity building of vocational education and training (VET) practitioners within the retail sector. As outlined in this deliverable, the programme has been carefully designed to align with the pedagogical principles, sectoral requirements and learning outcomes established across the wider S4R curriculum. By equipping trainers with the knowledge, instructional strategies and contextual understanding necessary for high-quality delivery, the programme addresses the critical need for consistency, relevance and learner-centredness in vocational training provision.

Through its modular structure, integration of work-based learning, and emphasis on active, reflective teaching methodologies, the Train the Trainer programme not only supports immediate implementation but also lays the groundwork for long-term sustainability and scalability. The inclusion of adaptable teaching guides, flexible delivery formats, and ongoing evaluation mechanisms ensures that trainers are empowered to respond to diverse learner needs and evolving industry demands.

In summary, D3.6 plays a pivotal role in advancing the overarching objectives of Work Package 3; namely, to establish a robust, innovative and future-facing VET curriculum for the retail sector in Europe. By fostering instructional excellence and a shared standard of professional practice, the Train the Trainer programme contributes meaningfully to the creation of a resilient, mobile and digitally competent workforce capable of navigating the complexities of the modern retail landscape.

Quality Assurance Review

Work Package No/Name	WP3
Deliverable Name	D3.6 – Train the Trainer Programme
Partner involvement	Skillnet Ireland
Submission Deadline (As per Annual Work Plan)	**14.08.2025**

Rate	1	2	3	4	5
Quality Parameter	very low/strongly disagree	low/disagree	moderate/neither nor	high/ agree	very high/strongly agree
1. The work performed corresponds to the requirements and methodological standards of the project.	☐	☐	☐	☐	☒
2. The drafting and structuring of each deliverable include the contribution of all relevant experts.	☐	☐	☐	☐	☒
3. Deliverables use clear and easily understandable language in the text and the design is professional and in line with the project brand identity, guidelines, and document template.	☐	☐	☐	☐	☒
4. The output is in line with the standards adopted by the European Commission.	☐	☐	☐	☐	☒
Name of the WP Leader	**Skillnet Ireland**				
Submission Date	**14/08/2025**				

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