

Skills4Retail
Building sustainable growth

D3.4 Mobility Programme

Framework for Cross-Border Learning and Mobility in Skills4Retail

D3.4 Mobility 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 ecommerce 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.

Work Package 3 focuses on the development of the Skills4Retail VET curriculum and associated learning, delivery and recognition approaches. Within this, Task 3.4 addresses the design and implementation of a Mobility Programme to support cross-border learning and exchange.

Deliverable 3.4 sets out a structured yet flexible Mobility Programme, enabling partners to design and implement mobility activities for learners and workers across countries. It outlines mobility activity types, supporting tools and approaches, and promotes the use of existing EU platforms and programmes to support cross-border participation in a proportionate and partner-led manner.

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	Profesionalas Izglitibas Kompetences Centram Rigas Valsts Tehnikums	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

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1. Introduction

Deliverable 3.4 presents the Skills4Retail Mobility Programme, developed under Task 3.4 to support cross-border learning, exchange and skills development within the European retail sector.

As the retail sector continues to evolve in response to digital transformation & sustainability challenges, there is an increasing demand for opportunities that enable learners and workers to engage with skills, practices and perspectives beyond their national context. The Skills4Retail Mobility Programme responds to this need by providing a structured, yet flexible framework, through which cross-border learning activities can be designed and implemented across the consortium.

The mobility programme provides the overarching framework through which consortium partners design, deliver and scale mobility activities involving students and workers across Europe. It establishes a consistent approach to mobility within Skills4Retail, ensuring that cross-border learning activities are coherent and aligned with the wider project architecture.

At the core of the Programme are mobility activities, which constitute the primary operational means through which cross-border participation takes place. These activities may be delivered through physical, virtual or blended formats and are designed to support structured learning and professional development across different national contexts.

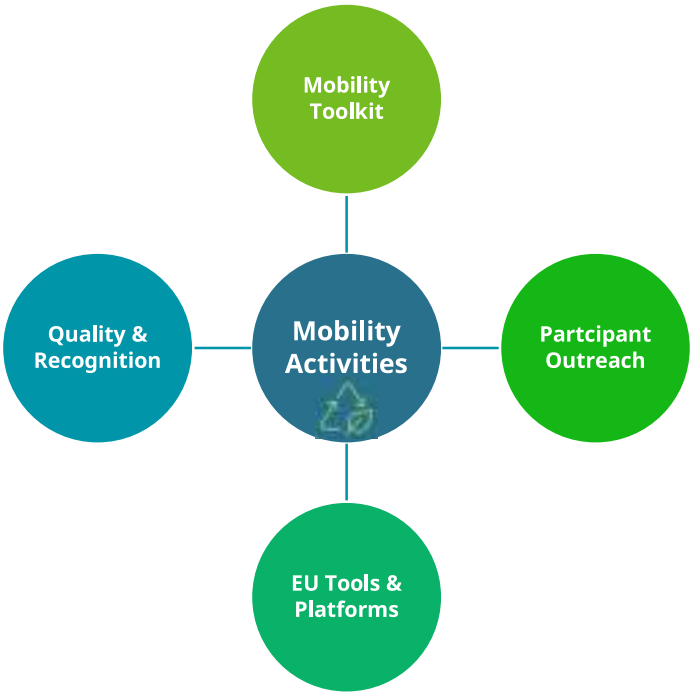


Figure 1. Overview of the Skills4Retail Mobility Programme

Figure 1 illustrates the operational structure of the Skills4Retail Mobility Programme. Mobility activities sit at the centre, supported by a set of enabling components that collectively facilitate delivery across the consortium.

These supporting elements include:

- the Mobility Toolkit, providing practical guidance for planning, delivery and documentation
- participant outreach and coordination, enabling engagement across partner networks
- quality and recognition approaches, aligned with European frameworks and
- the use of EU tools and platforms, supporting visibility, documentation and engagement.

All activities are implemented with consideration of sustainability and proportionality, encouraging the use of virtual and blended approaches where appropriate, while retaining the option of physical mobility where it adds clear learning value.

Within the Skills4Retail project, the Mobility Programme operates as a coordination framework that enables partners to design and implement mobility activities in a consistent yet adaptable way. It is aligned with the wider project architecture, including the Skills4Retail VET curriculum and associated recognition approaches.

Overall, this deliverable sets out how the Mobility Programme provides a clear framework and practical implementation support, enabling partners to plan and deliver cross-border mobility activities in a consistent and coordinated way across the consortium

2. Mobility Programme Framework and Scope

2.1 The Skills4Retail Mobility Programme

The Skills4Retail Mobility Programme provides the overarching framework through which cross-border mobility activities are organised and coordinated within the project, in accordance with the scope and requirements of Task 3.4 of the Grant Agreement.

It establishes a shared approach for partners across the consortium, bringing together participation targets, sustainability considerations and coordination arrangements that guide how mobility activities are implemented across countries and organisations.

Within the overall project architecture, the mobility programme provides a shared coordination framework for cross-border engagement. It supports partners in planning and delivering mobility activities in a consistent and structured way across countries and organisations, while allowing flexibility in delivery formats and target groups. This coordination role ensures that mobility activities undertaken within the project are comparable and aligned with agreed participation and quality expectations.

The mobility programme is designed to operate in alignment with other Skills4Retail outputs, notably the VET curriculum developed under Task 3.1 and the qualifications framework established under

Task 3.2. Mobility activities implemented under Task 3.4, therefore take place within the wider project architecture, ensuring coherence across work packages while respecting the distinct scope and responsibilities of each task.

2.2 Objectives of the Skills4Retail Mobility Programme

The objectives of the Skills4Retail Mobility Programme focus on enabling and supporting the delivery of cross-border mobility activities, drawing directly on the project's objectives and requirements set out in the Grant Agreement. Within this framework, the mobility programme translates project priorities relating to cross-border engagement into concrete, deliverable mobility activities.

Within this scope, the programme seeks to:

- Support the design and delivery of structured cross-border mobility activities for learners, trainers, jobseekers and professionals in the retail sector.
- Enable partner organisations to plan and implement mobility activities in a consistent and coordinated way across countries and organisations.
- Facilitate participant engagement in mobility-related learning and exchange activities in line with agreed participation targets.
- Encourage sustainable and flexible mobility approaches, including the use of blended and virtual delivery formats.
- Support practical alignment between mobility delivery and other Skills4Retail outputs, particularly in relation to training provision and recognition arrangements established elsewhere in the project.

Progress towards these objectives is supported by the delivery of mobility activities across the consortium and monitored using participation related indicators.

2.3 Mobility Activities

As illustrated at the centre of Figure 1, mobility activities are the practical means through which the Skills4Retail Mobility Programme is delivered. They consist of cross-border learning, exchange and collaboration experiences that enable participant engagement and contribute to project-level participation targets under Task 3.4.

Mobility activities may be delivered through physical, blended or virtual formats, depending on purpose, target groups and sustainability considerations. Typical formats may include short-term exchanges, hybrid workshops, virtual collaboration initiatives or professional development activities involving education and training providers, retail organisations and other relevant stakeholders.

Within the context of the Skills4Retail Mobility Programme, a mobility activity is understood as a structured cross-border experience with a clear learning or professional development focus. Activities may be delivered alongside the Skills4Retail VET curriculum or related training provision, supporting learning addressed elsewhere in the project. Activity formats are intended to be flexible and proportionate, allowing partners to implement mobility in ways that are feasible within their organisational and national contexts.

Sections 2.4-2.7 correspond to the enabling components shown in the outer ring of Figure 1.

2.4 The Mobility Toolkit

The Mobility Toolkit (Annex 1) provides practical support for the implementation of mobility activities within the Skills4Retail Mobility Programme. It brings together a set of templates, checklists and guidance intended to support partners in planning, delivering and documenting mobility activities across different organisational and national contexts.

Through the toolkit, partners are supported in:

- Planning mobility activities, including consideration of objectives, target groups and delivery formats
- Drawing on guidance aligned with Erasmus+ quality principles in the design and delivery of mobility activities
- Capturing basic participation information related to mobility activities in a proportionate manner
- Making use of existing European tools and platforms, including Europass, where relevant
- Considering sustainability and flexibility, including the use of blended and virtual formats where appropriate.

The toolkit is intended as a flexible and partner-led resource, allowing organisations to draw on shared materials where useful while retaining autonomy in how mobility activities are designed and implemented. By providing a common reference point, it supports a broadly coherent approach to mobility delivery across the consortium without prescribing uniform processes.

2.5 Quality and Recognition

Quality and recognition considerations support the effective delivery of mobility activities within the Skills4Retail Mobility Programme by contributing to the transparency, credibility and cross-border relevance of learning experiences.

The Skills4Retail VET curriculum has been designed in alignment with EQF principles, providing a common reference point for learning levels and outcomes across European countries. This supports a

shared understanding of Skills4Retail learning achievements and their potential recognition in different national and sectoral contexts.

Within the mobility programme, approaches to quality and recognition are guided by existing European practices, including those associated with Erasmus+ mobility (see Mobility Toolkit in Annex 1 for reference to Erasmus+ Quality Standards). These include principles such as clarity of learning objectives, structured learning experiences and proportionate documentation of participation and engagement.

The Mobility Toolkit supports partners in engaging with these aspects by providing practical guidance and signposting to relevant European tools and platforms, including Europass and European Digital Credentials for Learning. These tools may be used, where appropriate, to support the visibility, communication and cross-border recognition of learning experiences and associated Skills4Retail curriculum outcomes.

Approaches to quality, documentation and recognition are applied in a flexible and proportionate manner, taking into account the scale, format and context of individual mobility activities. This ensures that mobility activities remain accessible and manageable for partners, while supporting a broadly consistent and credible approach across the consortium.

2.6 Participant Outreach

Participant outreach within the Skills4Retail Mobility Programme focuses on the active promotion of mobility opportunities to relevant target groups, including learners, trainers, jobseekers and professionals in the retail sector. Outreach activities are designed to support the visibility and accessibility of mobility opportunities

Outreach is implemented through partner organisations and existing networks, including the Skills4Retail Alliance and associated stakeholder communities. Partners promote mobility opportunities using project communication channels, sector-specific networks and Skills4Retail social media platforms, supported by promotional guidance and related materials provided through the Mobility Toolkit (Annex 1).

Through these outreach activities, mobility opportunities are promoted across partner networks in a coordinated but flexible manner, supporting participation in line with the objectives of Task 3.4.

2.7 EU Tools and Platforms

The Skills4Retail Mobility Programme draws on existing EU mobility and learning platforms to support the promotion, documentation and recognition of mobility activities. These platforms provide established European-level infrastructure that may support the visibility and potential reach of Skills4Retail mobility opportunities.

Key platforms that may be used within Task 3.4 include:

- Europass, to support the recording and communication of learning achievements and mobility experiences
- European School Education Platform (ESEP), to support networking and outreach within school and VET-level education communities
- EPALE, to support engagement with adult learning and continuing education stakeholders
- EURES, to support access to employment and placement opportunities across Europe, particularly for learners or workers seeking to build on Skills4Retail learning through cross-border experience.

Partners may be supported in using these platforms through guidance and signposting in the Mobility Toolkit (in Annex 1), including links and contextual information on their relevance to Skills4Retail mobility activities.

The use of EU tools and platforms remains context-dependent and partner-led, with partners drawing on them where they add value to specific activities, while supporting alignment with established European practices.

3. Mobility Activity Types and Implementation Approaches

3.1 Purpose and participants

As introduced in section 2.1, mobility activities constitute the operational expression of the Skills4Retail Mobility Programme. They are the primary means through which cross-border learning, exchange and skills development are realised in practice within Task 3.4.

Within the programme, mobility activities are designed to support the participation of students and workers in structured learning experiences that take place across national contexts. These activities provide participants with opportunities to apply, deepen and exchange Skills4Retail-related learning through engagement with partners in other countries.

Mobility activities are intended to be flexible and partner-led, allowing organisations to engage in ways that align with their existing provision, capacities and contexts. Activities may be implemented in physical, virtual or blended formats, and may be delivered as standalone learning experiences or embedded within existing Skills4Retail training delivery and related initiatives.

The following sections outline a set of mobility activity types and implementation approaches that illustrate how this flexibility can be applied in practice, while remaining aligned with the principles and framework of the Skills4Retail Mobility Programme.

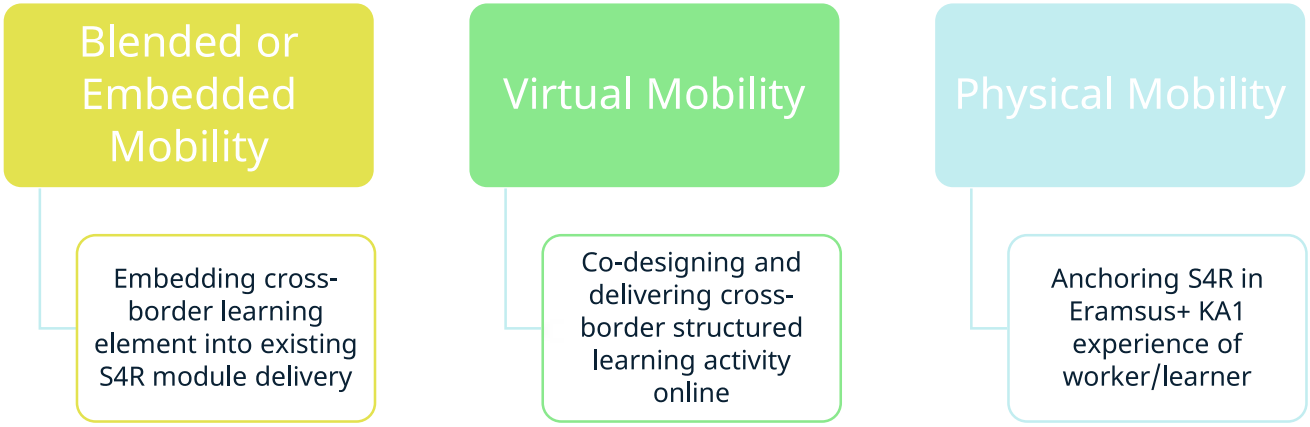


Figure 2: Key mobility approaches used within the Skills4Retail Mobility Programme

3.2 Physical Mobility Approaches

Physical mobility is one of the formats through which mobility activities may be delivered within the Skills4Retail Mobility Programme. In this context, physical mobility involves participants travelling to another country to take part in structured learning, training or work-based experiences connected to Skills4Retail.

Physical mobility activities may be implemented by aligning Skills4Retail participation with cross-border mobility arrangements already operated by consortium partners. This allows partners to incorporate Skills4Retail learning into existing mobility pathways.

Depending on partner arrangements and target groups, physical mobility activities may involve study-based learning, work-based placements or combined study and placement experiences, where participants engage in cross-border activities connected to Skills4Retail learning.

By building on existing physical mobility provision, partners are able to implement physical mobility activities while maintaining coherence with the Skills4Retail Mobility Programme framework and the quality principles outlined in Section 2.

3.2.1 Anchoring Skills4Retail within Existing Physical Mobility Programmes

Within the Skills4Retail Mobility Programme, physical mobility activities may be implemented by anchoring Skills4Retail learning within existing cross-border mobility programmes operated by consortium partners. This approach aligns with the commitment set out in the Grant Agreement to build on existing European mobility tools and programmes, rather than establishing new or parallel mobility schemes.

In practice, this includes situations where partners already support learner mobility through Erasmus+ Key Action 1 (KA1) or comparable national and regional mobility schemes and anchor those activities within Skills4Retail learning. The costs associated with such mobility activities are typically supported through the underlying mobility programme (e.g. Erasmus+ KA1).

Anchoring Skills4Retail within existing physical mobility programmes may occur in different ways, depending on partner arrangements. This may include:

- study-based mobility; where learners take part in Skills4Retail-related learning while studying abroad, or
- work-based placements and internships; where learners who have completed or are undertaking Skills4Retail modules engage in retail-relevant work environments overseas.

In these contexts, the participant's engagement with Skills4Retail learning provides a clear basis for recognising the cross-border experience as a Skills4Retail mobility activity.

3.3 Virtual Mobility Approaches

Virtual mobility represents an additional format through which mobility activities may be delivered within the Skills4Retail Mobility Programme. In this context, virtual mobility involves cross-border participation in structured learning activities delivered online, enabling participants in different countries to take part in the same learning experience.

Within the programme framework, virtual mobility activities support cross-border learning and collaboration through facilitated online formats, allowing participants to engage with Skills4Retail-related content and peer learning across national contexts.

Virtual mobility activities may be implemented through existing online learning and engagement formats operated by consortium partners and associated networks. This can include webinars, online workshops or facilitated virtual sessions that are explicitly framed as part of Skills4Retail learning and involve participants from more than one country in a shared learning environment.

By incorporating virtual mobility approaches, the Skills4Retail Mobility Programme supports flexible participation and enables wider cross-border engagement while remaining aligned with its quality and sustainability principles.

3.3.1 Illustrative Example of a Virtual Mobility Activity

A possible example of a virtual mobility approach within the Skills4Retail Mobility Programme is the use of selected webinar activities organised through the Retail Large-Scale Partnership (LSP). The Retail LSP brings together sector stakeholders at European level and can provide a forum through which cross-border learning and exchange activities may be delivered.

To participate in such activities as part of the Skills4Retail Mobility Programme, project partners are required to actively collaborate with the Retail LSP, including through the co-design, scheduling and promotion of webinar sessions that align with Skills4Retail learning objectives. This collaboration helps ensure that webinars are structured as learning activities rather than stand-alone dissemination events.

When delivered in this way, selected LSP webinar sessions can support cross-border participation, with learners or workers from multiple countries taking part in the same structured online learning experience. This example illustrates how virtual mobility can be implemented in a practical and low-threshold manner, building on existing sector-level initiatives, while requiring targeted coordination between Skills4Retail partners and the Retail LSP.

3.4 Blended and Embedded Mobility Approaches

Blended and embedded mobility approaches involve integrating cross-border learning elements into Skills4Retail training that is delivered at national level. Through these approaches, mobility is incorporated directly into ongoing Skills4Retail module delivery.

Within the Skills4Retail Mobility Programme, blended mobility enables participants in different countries to engage with each other as part of the same structured learning activity. This allows cross-border participation to be introduced within an existing training context, combining local delivery with planned interaction across national boundaries.

Blended mobility may take different forms depending on partner arrangements and delivery models. This can include joint online sessions, shared learning tasks or facilitated exchanges that bring together participants from more than one country within a structured Skills4Retail learning context. By embedding such cross-border elements into planned training delivery, partners are able to introduce mobility in a light-touch and proportionate manner, aligned with their operational capacities.

3.4.1 Illustrative Example of a Blended or Embedded Mobility Approach

A potential example of a blended or embedded mobility approach within the Skills4Retail Mobility Programme, involves connecting groups of learners or workers who are already enrolled in Skills4Retail modules in different countries, through a shared cross-border learning activity.

To implement this type of activity, Skills4Retail partners collaborate to coordinate delivery of a specific learning moment within their respective Skills4Retail modules. This may involve arranging a joint online session, a short collaborative learning task or a facilitated peer exchange, in which participants from two or more countries engage with the same Skills4Retail-related topic as part of their ongoing training.

In this example, mobility is created through cross-border participation in a shared, structured learning activity, rather than through standalone travel or separate mobility schemes. Participants remain enrolled in their local Skills4Retail provision while engaging directly with learners or workers in another country within the same learning space.

This approach enables partners to pilot mobility activities in a low-threshold and scalable way, making use of existing Skills4Retail module delivery.

4. Implementation Support

4.1 The Mobility Toolkit

The Skills4Retail Mobility Toolkit provides practical support for partners involved in the design and delivery of mobility activities under Task 3.4. It supports partners in translating the mobility approaches outlined in Section 3 into concrete, proportionate activities aligned with the Skills4Retail Mobility Programme framework.

The toolkit acts as a shared point of reference, allowing partners to draw on common resources where useful, while retaining discretion over how activities are designed and implemented within their own organisational and national contexts.

In practical terms, the Mobility Toolkit includes:

- A planning template to support clarity in designing mobility activities
- Delivery and coordination prompts to support cross-border implementation
- Light documentation templates to support proportionate recording of participation and
- Signposting to relevant European tools and platforms, including Europass, ESEP and EPALE

The full Skills4Retail Mobility Toolkit is provided in Annex 1 to this deliverable.

4.2 Partner Coordination and Participant Outreach

Partner coordination and participant outreach play an important role in enabling mobility activities within the Skills4Retail Mobility Programme. Effective coordination between consortium partners supports the identification, organisation and delivery of cross-border learning activities, while outreach

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activities help ensure that students and workers are informed of, and able to participate in, mobility opportunities.

Within the programme, partner coordination is collaborative and activity-focused. Partners may work together bilaterally or in small groupings to plan and deliver mobility activities, for example by co-designing a virtual learning session (*virtual mobility*) or connecting learner groups across countries (*blended or embedded mobility*, as per section 3.4.1).

Participant outreach is led by partners within their own organisational contexts and networks. Outreach activities may include the promotion of mobility opportunities to learners or workers already engaged in Skills4Retail training, targeted communication through institutional or sectoral channels, or collaboration with external initiatives such as the Retail Large-Scale Partnership where appropriate. Outreach may also be supported through the use of relevant European platforms and networks, which are described in Section 4.4.

The Mobility Programme supports a structured yet flexible approach to coordination and outreach, allowing partners to engage at different levels and in different configurations over time. This approach supports participation without imposing uniform outreach models, while enabling the planned development and piloting of mobility activities across the consortium.

4.3 Quality, Documentation and Recognition

Quality, documentation and recognition considerations support the consistent and credible delivery of mobility activities within the Skills4Retail Mobility Programme. These elements help ensure that mobility activities are implemented in a structured manner and that learning experiences associated with cross-border participation are appropriately recorded and recognised.

Within the programme, mobility activities are informed by established European approaches to quality in learning and mobility, particularly those associated with Erasmus+ learning mobility, including:

- structured learning activities,
- clarity of learning objectives,
- learner-centred design,
- transparency of participation
- proportionate documentation of learning engagement

These reference points support consistency across mobility formats while allowing flexibility in how activities are designed and delivered.

Documentation of mobility activities focuses on the proportionate recording of participation and learning engagement. Where appropriate, partners may make use of European tools such as Europass and European Digital Credentials for Learning to support the visibility and portability of learning outcomes.

Recognition within the Skills4Retail Mobility Programme is linked to the Skills4Retail VET curriculum, relevant EQF levels and associated certification approaches developed within the project. These elements support a coherent approach to recognising learning across national contexts, while remaining adaptable to different delivery formats.

The Mobility Toolkit (Annex 1) provides light guidance and templates to support these aspects, allowing partners to apply quality, documentation and recognition approaches in a proportionate way, depending on the scale and nature of the mobility activity.

4.4 EU Tools and Platforms

The Skills4Retail Mobility Programme makes use of existing European tools and platforms to support the promotion, documentation, visibility and recognition of mobility-related learning. These tools provide established European-level infrastructure that supports cross-border transparency and alignment, while avoiding the creation of project-specific systems.

Europass plays a central role in supporting mobility-related documentation within the programme. Where appropriate, partners may use Europass to record participation in mobility activities, communicate learning experiences and support the portability of learning outcomes achieved through cross-border engagement.

European Digital Credentials for Learning (EDC), introduced under Task 3.2, support the mobility programme by strengthening the cross-border recognition of Skills4Retail modules. This includes cases where module learning is delivered independently of mobility activities, as well as cases where module delivery incorporates embedded cross-border learning elements (as described in 3.4.1). In both scenarios, EDCs enhance the transparency and portability of recognised learning outcomes across national contexts.

Additional European platforms, such as the European School Education Platform (ESEP) and EPALE (the European platform for adult learning), may support participant outreach and engagement with education, training and adult learning communities where this is relevant to mobility delivery.

Use of EU tools and platforms within the Skills4Retail Mobility Programme is context-dependent and partner-led. Partners may draw on these tools where they add value to specific mobility activities, cognisant of the scale and format of the activity concerned.

The Mobility Toolkit (Annex 1) supports partners by providing practical guidance and templates related to EU tools and platforms, outlining how they may be used in connection with mobility activities without prescribing uniform use across the consortium.

4.5 Sustainability and Green Mobility Principles

Sustainability and green mobility considerations are integrated as guiding factors in the design and implementation of the Skills4Retail Mobility Programme. These considerations influence how mobility activities are structured, with the objective of enabling meaningful cross-border learning while making responsible and proportionate use of travel-intensive formats.

Within the programme, the combination of virtual and blended mobility approaches are expected to account for the majority of mobility activities, reflecting a deliberate emphasis on cross-border participation that reduces the need for travel while maintaining shared learning experiences.

Physical mobility remains an important component of the programme where it offers clear and added learning value, particularly in cases where in-person engagement is integral to the learning experience. In these cases, physical mobility activities are designed to be purpose-driven and well-targeted, ensuring that travel contributes meaningfully to learning outcomes.

An emphasis on sustainability also underpins the programme's focus on scalable and reusable mobility approaches, including virtual collaboration formats and embedded cross-border learning elements that can be applied across cohorts and national contexts. This supports both environmental responsibility and the longer-term viability of the mobility programme beyond the lifetime of the project.

Through this approach, sustainability and green mobility principles are embedded not as constraints, but as structuring considerations that shape a balanced mix of physical, virtual and blended mobility activities within the Skills4Retail framework.

5. Conclusions

Deliverable 3.4 has set out the Skills4Retail Mobility Programme as a framework for supporting cross-border learning and engagement within the European retail sector. It defines how mobility activities are understood, implemented and supported within the project, with mobility activities positioned as the primary means through which cross-border participation takes place.

The programme enables a range of mobility activity formats, including physical, virtual and blended or embedded approaches. This flexibility allows partners to implement mobility in ways that are aligned with their existing provision, while supporting participation across different national contexts.

Implementation is supported through partner coordination, proportionate documentation and recognition approaches, the use of EU tools and platforms, and sustainability considerations, alongside the practical support provided by the Skills4Retail Mobility Toolkit.

By defining mobility activity types and providing a clear framework for their implementation, the Skills4Retail Mobility Programme supports consistent delivery across the consortium, while allowing

adaptation to different organisational and national contexts. The annexed toolkit further supports this by offering practical resources to assist partners in planning, delivering and documenting mobility activities.



6. Annex 1: Skills4Retail Mobility Toolkit

This annex presents the Skills4Retail Mobility Toolkit, developed as part of Task 3.4 to support consortium partners in the planning, delivery and documentation of mobility activities within the Skills4Retail Mobility Programme.

The toolkit is a practical implementation resource, bringing together templates, checklists and guidance that partners may use to support mobility activities delivered through physical, virtual or blended formats. It supports consistent application of the mobility framework set out in Deliverable 3.4, while allowing activities to be adapted to different organisational and national contexts.

Further context on the role and scope of the Mobility Toolkit is provided in Section 4.1 of Deliverable 3.4.

A. Using the Toolkit, Key Principles & Quality Standards

The Skills4Retail Mobility Toolkit provides practical support for the planning, delivery and documentation of mobility activities.

It is structured around the lifecycle of a mobility activity, allowing partners to draw on different elements as needed:

- **Planning**: Mobility Activity Planning Template (Section B)
- **Delivery**: Delivery and Coordination Prompts (Section C)
- **Participation**: Participation Record (Section D)
- **Recognition and visibility**: EU Tools and Platforms (Section E)

The toolkit is intended to be used selectively by users, depending on the nature and scope of each activity.

Key Principles

A Mobility Activity should	Mobility within Skills4Retail is
Involve structured learning or skills development	Partner-led & flexible in format
Include a cross-border element	Based on cross-border learning engagement
Be linked to Skills4Retail learning or objectives	Proportionally documented and aligned with Erasmus+ quality standards
Reflect / cognisant of sustainability considerations, including the appropriate use of virtual and blended formats to reduce unnecessary travel	

Quality Standards

The design and delivery of mobility activities should be informed by the Erasmus+ Quality Standards, which provide a recognised European framework for good practice in learning mobility. The Mobility Toolkit signposts these standards as a reference resource, which partners should use to support the quality and coherence of mobility activities where appropriate:

Erasmus Quality Standards - mobility projects - VET, adults, schools - Erasmus+

B. Mobility Activity Planning Template

This template is provided as a planning and framing aid to support clarity when designing or reviewing mobility activities, particularly where approaches are new, embedded or adapted from existing provision.

Mobility Activity Overview	
Activity title	
Implementing partner(s)	
Partner country/countries involved	
Date(s)	
Mobility Activity Type	
Please indicate the primary mobility format	☐ Physical mobility ☐ Virtual mobility ☐ Blended / embedded mobility
Participants	
Participant Group(s)	☐ Students ☐ Workers
Estimated number of Participants	
Participant Countries	(*This refers to where participants are based or originating, not partner organisations.)*
Learning Focus	
Topic	

Link to S4R Learning or Module (if applicable)	
Intended learning outcomes (brief, high-level)	*(e.g. skills developed, knowledge exchanged, professional learning focus)*
Activity Format and Delivery	
Delivery Format	*(e.g. placement, workshop, webinar, joint session, collaborative task)*
Duration	
Brief description of how the activity is delivered	*(e.g. skills developed, knowledge exchanged, professional learning focus)*
Activity Eligibility Check **Please confirm that the activity meets the core criteria for recognition as a S4R mobility activity**	
☐ Structured learning is involved *The activity includes a planned learning, skills-development or professional learning element.*	
☐ A cross-border element is present *The activity involves learning engagement that connects participants, provision or delivery across more than one country.*	
☐ The activity is linked to Skills4Retail learning *The learning focus is connected to Skills4Retail learning themes, activities or programme objectives.*	
Sustainability Considerations	
(Optional brief note on sustainability considerations informing the activity design, e.g. use of virtual or embedded formats, duration, scale of travel.)	
Additional Notes	
(Any other relevant information.)	

C. Mobility Activity Delivery and Coordination Aids

This section provides practical delivery-phase prompts to support partners once a mobility activity has been planned. The prompts are intended to support effective cross-border delivery across physical, virtual and blended formats, without prescribing processes or roles.

Partner Coordination Prompts
When delivering a mobility activity involving more than one country, partners may wish to consider: • Key contact points between partner organisations during delivery • Timing and scheduling across countries and time zones • Coordination of participant groups where activities are delivered jointly or in parallel • Communication arrangements during the activity period

• Language considerations for delivery and participant interaction, where relevant
Physical Mobility Delivery Prompts
For mobility activities involving physical travel, partners may consider: • How Skills4Retail learning is integrated into the physical mobility experience • How Skills4Retail participants are identified and supported within broader mobility provision
Virtual and Blended Mobility Delivery Prompts
For virtual or blended mobility activities, partners may consider: • How participants from different countries engage in a shared learning experience • How interaction and exchange across countries are facilitated • How embedded cross-border learning elements are integrated within existing Skills4Retail module delivery
General Delivery Considerations
Across all mobility formats, partners may also consider: • Facilitation or trainer presence during cross-border learning moments • Accessibility considerations for participants in different contexts • Proportionate follow-up activities that support learning exchange or reflection • Practical sustainability considerations during delivery, such as minimising unnecessary travel, OR optimising the use of virtual or blended elements

D. Participation Recording and Basic Documentation

This section provides a short participation record template and accompanying guidance to support proportionate recording of participation in Skills4Retail mobility activities.

For Skills4Retail mobility activities, partners typically retain:

- basic participation records
- brief activity descriptions or agendas
- links to online sessions where applicable

Documentation is expected to reflect the scale and format of the activity.

D1. Minimal Participant Record Template

This template supports simple recording of who took part in a mobility activity and in what form. It may be used where basic participant-level information is needed.

Mobility Activity Details	
Activity Title	
Mobility Type	
Participant Identifier	** Participant names are not required where alternative identifiers are sufficient.*
Participant Group	*Learner or Worker*
Country	*Record one country per participant: the participant's country of base.*

E. Recognition and EU Tools Signposting

This section signposts European tools and platforms that may support the documentation, visibility and recognition of Skills4Retail mobility activities.

E1: Europass

Europass is a European platform that supports individuals in documenting, presenting and sharing skills and learning experiences across countries.

Within the context of Skills4Retail mobility activities, Europass provides a widely recognised framework for making cross-border learning visible, particularly where participation in mobility activities contributes to broader skills and learning pathways.

Europass may be useful where:

- participation in mobility activities is recorded or communicated
- learners or workers wish to present cross-border learning experiences as part of their skills profile
- mobility activities form part of structured learning or training pathways

The links below provide access to the main Europass platform, tools and supporting resources, as well as information on how Europass supports learning and mobility across Europe.

Useful Europass Links	
Overview of the Europass platform	https://europa.eu/europass

How Europass supports mobility and cross-border learning across Europe	Europass Mobility | Europass
Access Europass tools for documenting skills and learning	https://europa.eu/europass/en/create-europass-cv
National Europass Centres, which provide country-level support	https://europa.eu/europass/en/national-europass-centres
Information on learning opportunities and skills development across Europe	https://europa.eu/europass/en/learn-europe

E2. European Digital Credentials for Learning (EDC)

European Digital Credentials for Learning (EDC) are digital records that enable learning achievements to be securely documented, verified and shared across Europe.

Within the Skills4Retail project, EDCs are introduced under Task 3.2 as part of the qualifications and curriculum approach. They support the recognition and portability of Skills4Retail modules across national contexts.

In the context of mobility, EDCs contribute by strengthening the portability and cross-border recognition of Skills4Retail learning, supporting learners and workers to engage in mobility activities with confidence that their learning achievements will be recognised across countries.

EDCs may be relevant where:

- Skills4Retail modules are used or delivered across different national context
- learning achievements need to be recognised consistently across countries
- learners or workers benefit from being able to demonstrate their learning in a portable and verifiable way

E3. European Platforms (ESEP and EPALE)

The European School Education Platform (ESEP) and EPALE (Electronic Platform for Adult Learning in Europe) are European platforms that support collaboration, networking and knowledge exchange among education and training providers across countries.

In the context of Skills4Retail mobility activities, these platforms provide a space for engagement with wider European education and training communities, supporting the visibility of activities and connections with organisations beyond the immediate consortium. ESEP focuses primarily on school-level education, while EPALE focuses on adult learning.

They may be useful where:

- mobility activities are promoted or shared with wider education, training or sectoral audiences;
- partners seek to connect with organisations in other countries for collaboration or exchange;
- experiences from mobility activities are disseminated or reflected upon at European level.

Further information is available at:
https://school-education.ec.europa.eu
https://epale.ec.europa.eu

E4. EURES (European Employment Services)

EURES is a European platform that supports job mobility across countries, providing access to employment, traineeship and internship opportunities across Europe.

In the context of Skills4Retail mobility, EURES may be a useful resource for learners or workers seeking to explore employment or placement opportunities in other countries, building on skills and experience developed through mobility and training activities.

Further information is available at:
https://eures.europa.eu/

7. Annex 2: Examples of Mobility Activity

A. Pilot Activity: Retail LSP Cross-Border Webinar (Virtual Mobility)

On June 11th 2026, as part of the Skills4Retail Mobility Programme, a pilot cross-border webinar was delivered in collaboration with the Retail Large-Scale Partnership (LSP). This activity builds on the relationship developed between Skills4Retail partners and the Retail LSP, supporting engagement with a wider European retail ecosystem.

The webinar was coordinated by the Retail LSP and opened with an introductory keynote from a representative from DG Employment, Social Affairs and Inclusion (DG EMPL), who framed the session within current European priorities on skills, workforce development and mobility. This contribution anchored the activity in an EU-level policy context and connected the webinar to wider European discussions on the future of work.

The main body of the webinar was delivered by Retail Ireland Skillnet, who were a leading developer of Pathway 2 S4R modules. Drawing on its direct experience in designing and delivering retail-focused training, the session addressed current and emerging trends shaping the future of work in the retail sector, providing participants with insights grounded in practical expertise and sector-specific knowledge, shared with a European audience of learners and workers.

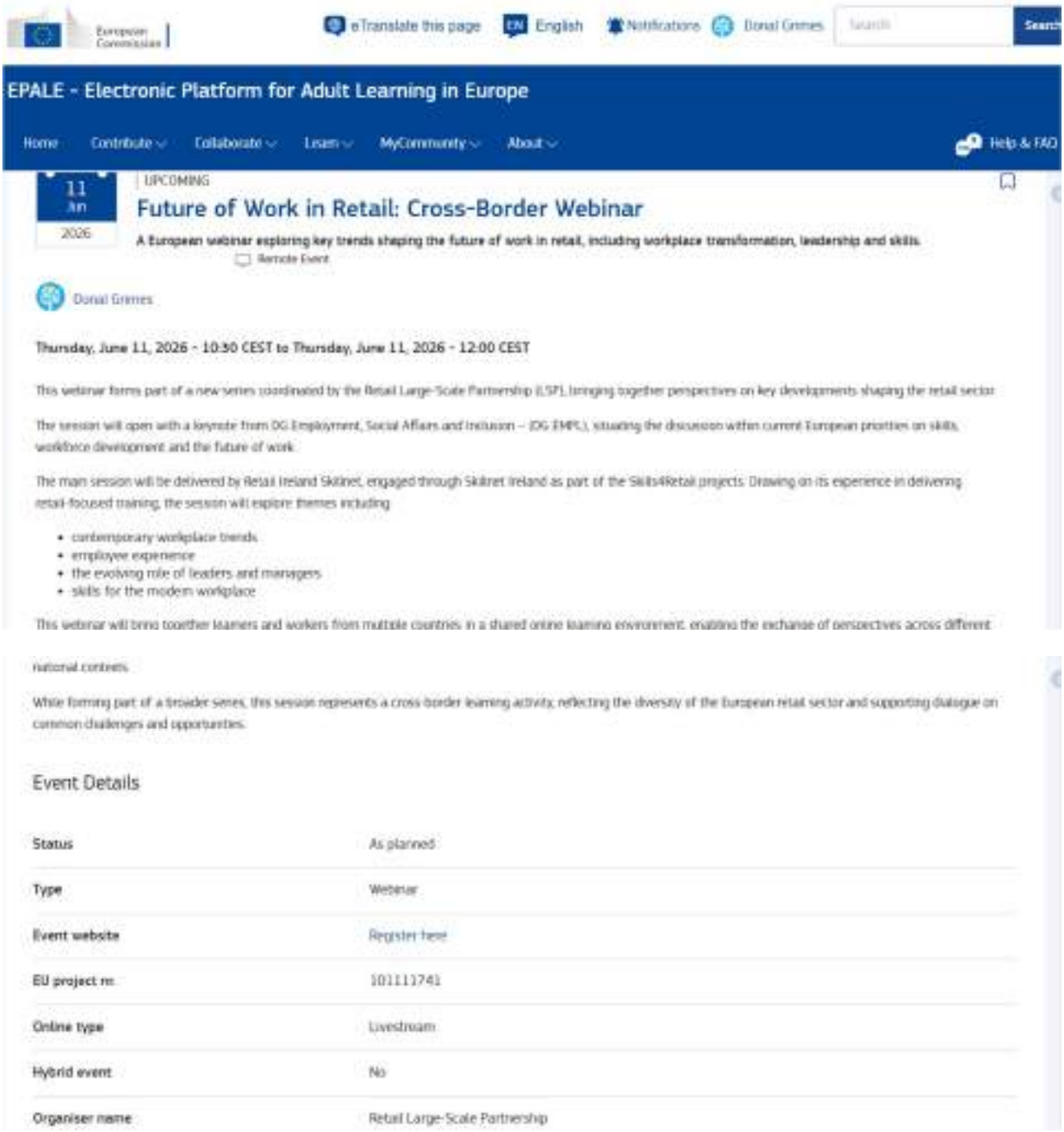
The activity brought together 36 participants from 9 European countries to engage in a shared learning experience focused on retail sector developments. 24 of these participants were active "*workers or learners*" from the retail sector. Participants joined remotely from different national contexts, with interaction facilitated through live discussion and exchange during the session.

This activity represents virtual mobility within the Skills4Retail framework by:

- involving participants from more than one country
- providing structured learning related to retail skills and knowledge
- enabling cross-border engagement without the need for physical travel

Participation was recorded in a proportionate manner, in line with the Skills4Retail Mobility Toolkit.

Webinar promoted on existing EU Platform: EPALE



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EPALE - Electronic Platform for Adult Learning in Europe

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11 Jun 2026

UPCOMING

Future of Work in Retail: Cross-Border Webinar

A European webinar exploring key trends shaping the future of work in retail, including workplace transformation, leadership and skills.

Remote Event

Donal Grimes

Thursday, June 11, 2026 - 10:30 CEST to Thursday, June 11, 2026 - 12:00 CEST

This webinar forms part of a new series coordinated by the Retail Large-Scale Partnership (LSP), bringing together perspectives on key developments shaping the retail sector.

The session will open with a keynote from DG Employment, Social Affairs and Inclusion – (DG EMPL), situating the discussion within current European priorities on skills, workforce development and the future of work.

The main session will be delivered by Retail Ireland Skillnet, engaged through Skillnet Ireland as part of the Skills4Retail projects. Drawing on its experience in delivering retail-focused training, the session will explore themes including:

- contemporary workplace trends
- employee experience
- the evolving role of leaders and managers
- skills for the modern workplace

This webinar will bring together learners and workers from multiple countries in a shared online learning environment, enabling the exchange of perspectives across different national contexts.

While forming part of a broader series, this session represents a cross-border learning activity, reflecting the diversity of the European retail sector and supporting dialogue on common challenges and opportunities.

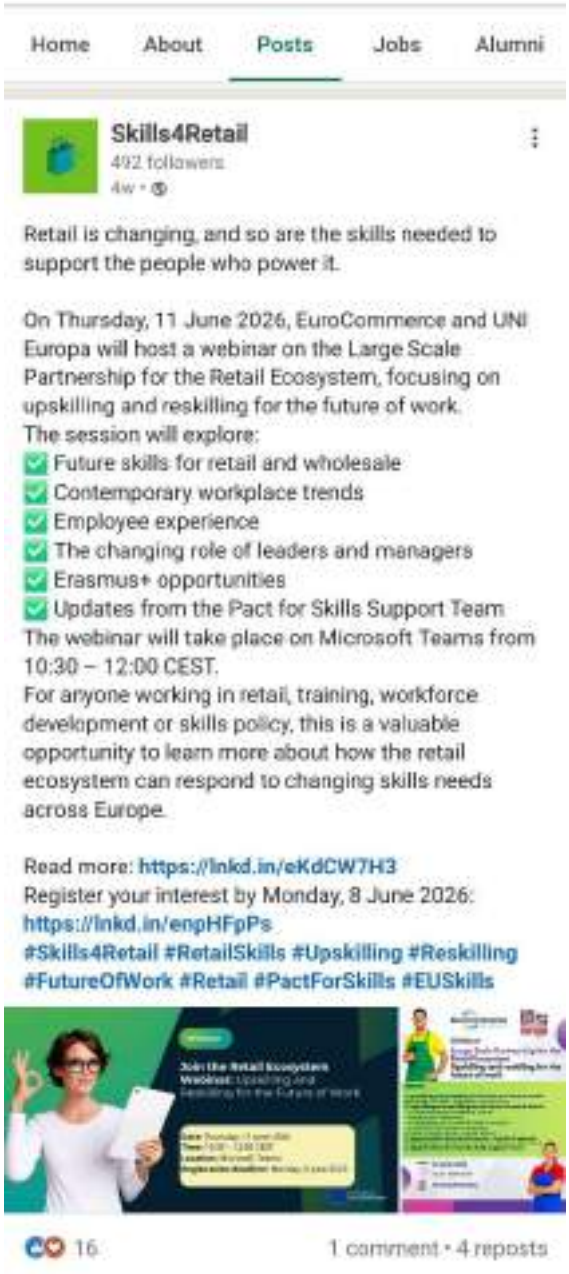
Event Details

Status	As planned
Type	Webinar
Event website	Register here
EU project nr.	101111741
Online type	Livestream
Hybrid event	No
Organiser name	Retail Large-Scale Partnership

Digital Flyer to promote Webinar



LinkedIn Post to Promote Webinar



Blog Post promoting Webinar



Mobility Activity Planning Template

Mobility Activity Overview	
Activity title	Future of Work in Retail: Cross-Border in Retail
Implementing partner(s)	Skillnet Ireland, Retail Ireland Skillnet
Partner country/countries involved	Presentations firstly from DG EMPL (Europe-wide perspective) Retail Ireland Skillnet (Ireland) followed by coordinated discussion to gain perspectives of other countries present among participants
Date(s)	11 June 2026
Mobility Activity Type	
Please indicate the primary mobility format	☐ Physical mobility ☒ Virtual mobility ☐ Blended / embedded mobility
Participants	
Participant Group(s)	☒ Students ☒ Workers
Estimated number of Participants	30* TBC

Participant Countries	*TBC
Learning Focus	
Topic	Future of Work in Retail
Link to S4R Learning or Module (if applicable)	NA.
Intended learning outcomes (brief, high-level)	By the end of the session, participants will have: - increased awareness of current and emerging workplace trends in the retail sector - insights into how employee experience and leadership roles are evolving - a clearer understanding of skills needed for the modern retail workplace - exposure to perspectives from different European contexts
Activity Format and Delivery	
Delivery Format	*Webinar*
Duration	1.5 hour(s)
Brief description of how the activity is delivered	The activity is delivered as a live online webinar coordinated by the Retail Large-Scale Partnership (LSP). Participants join remotely from different countries and engage in a shared learning session. The webinar opens with a keynote contribution from DG EMPL, followed by the main session delivered by Retail Ireland Skillnet, drawing on experience from S4R training delivery. Interaction is facilitated through live discussion and exchange during the session.
Activity Eligibility Check **Please confirm that the activity meets the core criteria for recognition as a S4R mobility activity**	
☒ Structured learning is involved *The activity includes a planned learning, skills-development or professional learning element.*	
☒ A cross-border element is present *The activity involves learning engagement that connects participants, provision or delivery across more than one country.*	
☒ The activity is linked to Skills4Retail learning *The learning focus is connected to Skills4Retail learning themes, activities or programme objectives.*	
Sustainability Considerations	
The activity is delivered in a virtual format, enabling cross-border participation without the need for travel. This supports a low-impact approach to mobility while maintaining engagement across different countries.	

Additional Notes
This activity represents a pilot cross-border webinar within a broader series coordinated by the Retail Large-Scale Partnership (LSP).

B. Illustrative example: Cross-Border Retail Challenge (Blended / Embedded Mobility)

In addition to standalone activities such as webinars, mobility within Skills4Retail may also be implemented through embedded cross-border learning activities, where participants engage with peers in other countries as part of their existing training (as explained in section 3.4).

The example below illustrates how a simple collaborative exercise could be used to introduce cross-border mobility within Skills4Retail module delivery.

Example: Cross-Border Retail Challenge

Two training providers in different countries coordinate a shared assignment as part of their delivery of retail-related training.

Learners in each country are tasked with analysing a common topic, such as customer experience in retail environments or digital transformation in retail operations, within their local context.

As part of the activity:

- each group prepares a short presentation or summary of their findings
- a joint online session is organised, bringing both groups together
- learners present their perspectives and engage in discussion, comparing approaches and experiences across countries.

This activity introduces a cross-border learning element within existing training, without requiring changes to overall course structure or delivery models.

In this example, mobility is achieved through:

- structured learning linked to ongoing S4R training
- direct interaction between participants in different countries
- exchange of perspectives across national contexts.

Note for partners

Activities of this type may be implemented through light coordination between partners, for example by aligning timing of delivery and agreeing a shared topic. They provide a practical way for training providers to introduce mobility within existing provision, including through informal collaboration or "buddying" arrangements between organisations.

C. Illustrative Example: Physical Mobility Activity

Physical mobility within Skills4Retail may be implemented by aligning Skills4Retail learning with existing cross-border mobility activities, such as Erasmus+ placements or study mobility.

Example: Integrating Skills4Retail within Existing Mobility Opportunities

Training partners may integrate Skills4Retail within physical mobility in a number of practical ways.

For example:

- Those preparing for placements abroad can be enrolled in relevant Skills4Retail training, where placements take place in countries in which Skills4Retail training is delivered or supported by project partners (currently Ireland, Austria, Latvia, Czech Republic, Portugal, Malta, Romania and Hungary).
- Partners hosting learners from other countries can integrate these participants into existing Skills4Retail-related training or activities.
- S4R Graduates seeking international experience may be signposted to opportunities through platforms such as EURES, with Skills4Retail learning positioned as a complementary element supporting employability.

In this approach, mobility is not created separately, but acknowledged and integrated within existing provision, linking cross-border experience with Skills4Retail learning and engagement.

Quality Assurance Review

Work Package No/Name	WP3
Deliverable Name	D3.4 Mobility Programme
Partner involvement	Skillnet Ireland
Submission Deadline (As per Annual Work Plan)	**14.08.2026**

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	Donal Grimes				
Submission Date	14/08/2026				



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