

Skills4Retail
Building sustainable growth

D4.3 Ready to Use VET Training Package for EU Rollout

12/11/2026

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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 4 responds to urgent and emerging skills needs by developing, testing and refining vocational education and training (VET) programmes for both new entrants and the existing workforce. Its objectives are to:

- Create and deliver a reactive VET training programme to address immediate skills needs arising from the COVID-19 pandemic and the digital and green transitions, providing rapid upskilling and reskilling opportunities.

- Test and refine an Emerging Training programme to address medium- and long-term skills needs and prepare the retail workforce for future roles supporting the Triple Transition and sustainable business practices.

- Maintain sustained engagement between training providers and labour-market stakeholders to establish continuous feedback loops and support the progressive rollout and improvement of VET programmes across Europe.

In this report, WP3 refers to Work Package 3 (Develop the VET Training Curriculum, Content & Certifications) and WP5 to Work Package 5 (Europe-Wide Dissemination & Rollout of Project Outputs to Retailers & Trainers). WP4 is the work package described above.

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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

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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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Work Package Number	WP4
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Project Coordinator:	JA Europe
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Authors	Teta Karampini, JA Europe
Reviewers	Sabrina Di Ruggiero, Schuman Associates
Description	Based on the outputs of T3.3, T4.2 and T5.1 we will refine the course materials and develop a 'Ready to Use' VET Training Programme.
Status	**Final for Submission**
Delivery Date	12.11.2026
Due date	15.11.2026 – indicated as per GA

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Document history

	Date	Modified by	Comments
1	26.10.2026	Teta Karampini, JA Europe	First draft
2	02.11.2026	Sabrina Di Ruggiero, Schuman Associates	QA review
3	09.11.2026	Teta Karampini, JA Europe	Final draft
4	10.11.2026	Sabrina Di Ruggiero, Schuman Associates	Final QA review
5	13.11.2026	Ana Lucia Ricaurte, JA Europe	Submission in EU portal

D4.3 – Ready To Use VET Training Package for EU Rollout

1. Executive summary

The Skills4Retail Emerging Training programme was designed to equip both new entrants and existing retail professionals with the knowledge, skills and competencies required to respond to the sector's digital, green and organisational transformation.

The programme comprised **10 training modules**:

- Retail Customer Experience
- Introduction to E-Commerce
- Digital Marketing
- Introduction to Sustainability in Retail
- Supply Chain Fundamentals
- AI in Retail
- Retail Workforce Management
- Coaching, Mentoring & Performance Management
- Leadership in the Experience Economy
- Leading with Integrity

The modules were developed by the **University of Bucharest, Retail Ireland Skillnet and 20Fifty Partners** and delivered across **eight countries: Austria, Czech Republic, Hungary, Ireland, Latvia, Malta, Portugal and Romania**.

The pilot has reached 1,477 learners in eight countries to date, and the feedback it produced supports targeted revision of the training modules rather than a rebuild.

The deliverable D4.3 delivers the ready-to-use package that lets education and training providers educate, upskill and reskill retail and wholesale employees, and prepare people who want to enter the sector, across Europe.

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Learner and trainer feedback from the pilot was consolidated into one tracker of 310 entries, grouped by module and theme, and translated into module action plans. The main recurring themes were practical application, content clarity and density, retail-relevant examples, visual presentation, and trainer usability and pacing.

The feedback broadly confirmed the relevance and usefulness of the training offer. It did not indicate a need to rebuild all ten modules, so the project took a targeted and proportionate approach: preserving approved learning outcomes and validated core content, addressing issues that materially affect clarity or delivery, and strengthening the link between concepts and realistic retail situations.

The education providers and content leads who designed the modules recorded a decision for every module. Revised materials are complete for seven modules: Retail Customer Experience, Introduction to E-Commerce, Digital Marketing, Introduction to Sustainability in Retail, Supply Chain Fundamentals, AI in Retail and Retail Workforce Management. For Coaching, Mentoring & Performance Management, Leadership in the Experience Economy and Leading with Integrity, available evidence does not justify assuming substantive redevelopment, so the master materials are retained.

The feedback informed targeted revisions designed to improve the clarity, practical relevance and delivery of the training materials. The next phase will focus on reaching more learners, onboarding additional education and training providers, and extending delivery to new countries. Publication of the package is done on the project website and it is accessible through this link as of November 2026: https://skills4retail.eu/courses/course-material-library/#cml-tab-emerging, followed by wider dissemination across the retail ecosystem.

2. Purpose and mission

Skills4Retail is an EU-funded vocational education and training (VET) initiative under Erasmus+ programme. Its mission is to build digital, green and resilience skills across Europe's retail and wholesale sectors: to educate, upskill and reskill employees, and to prepare people who want to enter the sector.

The deliverable D4.3 provides the ready-to-use package that lets education and training providers deliver this training at scale. It holds the finalised English master materials, the supporting implementation resources and their publication through the agreed project channels, so that new providers and countries can adopt the modules and adapt examples locally instead of redeveloping them. The materials will also be translated into Hungarian, Romanian, Latvian, Portuguese, Czech and German.

The review and package preparation had six objectives:

- Validate the relevance and usefulness of training against learner and trainer experience during piloting.

- Identify and prioritise issues affecting learning outcomes, clarity, practical application, assessment, trainer usability and delivery.
- Preserve effective and validated content rather than undertake unnecessary redevelopment.
- Make revisions traceable to feedback and agree them with relevant Work Package 3 content leads and providers.
- Improve consistency, usability and presentation while allowing country-specific localisation where appropriate.
- Assemble training materials and relevant rollout/promotional assets into a coherent package suitable for wider use.

The review cycle is: pilot; collect feedback; consolidate and analyse; agree proportionate changes; revise and quality-assure; package and publish.

3. Piloting context, scope and reach

The pilot phase examined how Skills4Retail modules worked in practice with learners and trainers. The evidence base includes learner/trainee evaluations, trainer feedback, module-specific feedback documents and country-level evaluation forms. Together, these sources provide insight into participant experience and the practical conditions under which materials were delivered.

The pilot delivered ten modules in two pathways to 1,477 learners in eight countries: Austria, Czech Republic, Hungary, Ireland, Latvia, Malta, Portugal and Romania.

Feedback is not interpreted as a uniform demand for revision across all modules. Volume, topic, context and provider views differ. Low feedback volume is not proof that a module is problem-free; it means conclusions should be cautious and confirmed with the content lead.

The table below lists the pathway and content lead for each module.

Module	Pathway	Designed by
Retail Customer Experience	1	University of Bucharest
Introduction to E-Commerce	1	University of Bucharest
Digital Marketing	1	University of Bucharest
Introduction to Sustainability in Retail	1	20Fifty Partners
Supply Chain Fundamentals	1	University of Bucharest
AI in Retail	1 and 2	University of Bucharest
Retail Workforce Management	2	Retail Ireland Skillnet
Coaching, Mentoring & Performance Management	2	Retail Ireland Skillnet
Leadership in the Experience Economy	2	Retail Ireland Skillnet
Leading with Integrity	2	Retail Ireland Skillnet

Beyond training delivery, the pilot built a delivery and employer network. To date, 18 education providers and more than 480 companies have been engaged, and 263 placements and internships and

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120 work-based learning opportunities have been reported. Companies engaged are those that provided work-based learning or placements, or took part with their employees in the training.

4. Evidence base and review method

The review rests on 310 feedback entries from learners and trainers, drawn from the evaluation forms and feedback files listed in Annex A.



Feedback entries by module (n = 310).

Feedback volume is uneven across modules, so conclusions for modules with few entries are cautious.

Evidence	Examples	Used for
Learner and trainee feedback	Country and module evaluation forms; collated trainee responses	Experience of the training, clarity, relevance, activities, usefulness
Trainer feedback	Trainer feedback workbooks from the delivery countries	Pacing, trainer usability, delivery constraints, support needs
Module-specific feedback	Feedback documents for AI, E-Commerce, Sustainability, Customer Experience, Supply Chain, Coaching and Digital Marketing	Module strengths, recurring issues, suggestions
Country delivery evaluations	Latvia, Czech Republic and Romania Emerging Training forms	Experience across delivery contexts
JA Malta pilot feedback	Pilot feedback for Customer Experience and Workforce Management	Additional evidence on practical relevance and retail context

The feedback was reviewed in five steps:

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1. **Consolidate.** Learner and trainer feedback was brought together in one working tracker with source references.
2. **Categorise.** Comments were grouped by module and by theme, so similar issues could be compared without treating every comment as equivalent.
3. **Prioritise.** Priority reflected how often an issue recurred and its likely effect on learning, comprehension and delivery. The number of comments was never the only basis for a decision.
4. **Plan.** Findings became module action plans with proposed actions and owners.
5. **Decide.** Content leads recorded a response to each proposal, separating changes to core materials from proofreading, presentation updates, trainer-led adaptation and localisation.

Three limits apply to the evidence. Counts are entries, not individual learners, because one person or source can contribute several comments. A country was recorded for only 52 of the 310 entries, so findings are reported by module rather than by country. And low volume is not proof that a module has no issues: Leading with Integrity, for example, has a single entry, so conclusions for it are cautious.

5. How the feedback was used

Feedback did not go straight into redrafting. Each comment was logged against a module and a theme, then weighed for how often it recurred and how much it affected learning and delivery. The findings became module action plans, and WP3 content leads and providers answered each proposal in turn.

That produced three kinds of response. Some feedback changed the master materials: simplified slides, new glossaries, added examples and trainer notes. Some was handled in delivery, where trainers adapt examples and facilitation to their own learners. Some was met by keeping content as it was, because the evidence did not justify a change or expert panels had already reviewed it.

Practical application was the most frequent substantive theme (73 of 310 entries), followed by visual design and content density (28) and content clarity (26). A further 160 entries were general feedback, while the remaining entries covered other themes. Overall, the feedback validates the relevance and usefulness of the training and points to proportionate improvements, not redesign.

The table below traces seven typical comments, quoted without names, to the response that followed.

What learners and trainers told us	Module	What the project did
"The presentations contain too much information, which is difficult to take in."	Retail Customer Experience; Supply Chain Fundamentals	Depth kept so trainers can adapt it, with layouts, diagrams and visuals improved. Selected Supply Chain slides simplified.
"It would be useful to include brief teacher's notes with suggested	Retail Customer Experience	Trainer notes and discussion questions added throughout the course.

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questions to stimulate discussion on specific slides."		
"...in places the translation is not particularly successful, so it is not always easy to grasp the information."	Introduction to Sustainability in Retail	Slides, Learner Handbook and Facilitator Handbook proofread, with consistent EU regulatory terminology. Country partners correct translations elsewhere.
"The definition of sustainability is unclear."	Introduction to Sustainability in Retail	Call-out boxes and glossary prompts added. Glossary slides added for Digital Marketing; terminology chapter agreed for E-Commerce.
Examples leaned towards hospitality and hotels; participants asked for fashion, sales and staff development.	Retail Workforce Management	Tutors asked to use more retail-specific examples.
"Give examples relating to the market in a specific country or to internationally renowned companies."	Retail Customer Experience	Partners adapt examples and case studies to their national retail sector.
"It is recommended that 2-3 reflection questions be added at the end of each topic."	Introduction to Sustainability in Retail	Existing reflection activities and Mentimeter quizzes kept; "Pause and Reflect" prompts considered at key transitions.

Across all modules, the feedback fell into seven themes:

Theme	What the feedback said	Action Plan
Practical application	Requests for realistic retail examples, tasks, case studies, group work, role-play and projects. Applied examples helped link theory to work.	Effective activities kept. Short retail examples added where agreed (Supply Chain, Sustainability, Digital Marketing). Partners and trainers adapt examples to national retail contexts.
Content clarity and density	Some materials were text-heavy; terminology and theory were hard to absorb.	Selected slides simplified. Glossaries or terminology content added for Digital Marketing, E-Commerce and Sustainability.
Retail relevance	Concrete company examples were valued. Workforce Management used hospitality-oriented examples, and broader retail contexts were requested.	Tutors asked to use more retail-specific examples in Workforce Management. Delivery partners add national examples.
Visual presentation	Weak visual hierarchy, images, diagrams, infographics and slide readability.	Layouts and visuals improved in Customer Experience, AI in Retail, Supply Chain and Sustainability.
Trainer usability and pacing	Pacing and learner-focus difficulties; some slides read as trainer notes; concise teacher notes and discussion prompts requested.	Trainer notes and discussion prompts added to Customer Experience. Facilitator prompts placed in Sustainability slide notes.

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Language and localisation	Complex terms, translation and sentence issues; value of country-relevant examples.	English masters proofread. Country partners correct translations and localise.
Assessment and reflection	Suggestions for short reflection questions and better consolidation of learning.	Existing reflection activities and quizzes retained in Sustainability; "Pause and Reflect" prompts considered at key slide transitions.

6. Module-by-module feedback, decisions and status

Revised materials are complete for seven of the ten modules, and three modules are retained without substantive change. Priority reflects the nature and likely impact of the feedback, not the scale of redevelopment.

Retail Customer Experience, designed by the University of Bucharest, had the largest recorded feedback set. Comments cover practical application, clarity, visual presentation, trainer usability and localisation.

For Introduction to Sustainability in Retail, designed by 20Fifty Partners, the core content, learning outcomes and approved lesson plans were preserved. The slides were redesigned for clarity (4–5 bullets or visual cards per slide, infographics, call-out boxes and glossary prompts), handbook case studies were integrated into topic slides, and slides and handbooks were proofread with consistent EU regulatory terminology.

Supply Chain Fundamentals and AI in Retail, designed by the University of Bucharest, were revised to improve understanding and application. Supply Chain slides were simplified, visuals were added, and short retail examples were introduced on replenishment, stock availability, distribution flows and operational efficiency. AI in Retail was reviewed to reduce text and add selected visuals; its existing activities, case studies and retail examples were retained, and tutors add local examples in delivery.

Retail Workforce Management, designed by Retail Ireland Skillnet, received positive feedback overall, including a reported average rating of 4.59/5 in the additional JA Malta pilot feedback and improvement across the assessed learning areas. The main refinement identified concerns contextual fit: some examples were oriented towards hospitality and hotels, while participants would benefit from retail contexts such as fashion, sales, staff development and different retail formats. Tutors were asked to use more retail-specific examples.

E-Commerce and Digital Marketing, designed by the University of Bucharest, have undergone targeted revisions, and the revised materials are complete. Coaching, Mentoring & Performance Management feedback was positive overall. Leadership in the Experience Economy has limited feedback, including positive comments on exercises and a note about trainer-note-style slides. Leading with Integrity has only one recorded entry; conclusions about overall learner experience must therefore remain cautious.

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Module	Priority	Main feedback	Action Plan	Status
Retail Customer Experience	High	Visual density, trainer usability, localisation, practical application, clarity. JA Malta feedback confirmed practical relevance and raised language barriers and difficult customer situations.	Text volume kept on purpose so trainers can adapt delivery to different learner levels; layouts, diagrams, images and infographics improved. Trainer notes and discussion questions added. Partners proofread translations and adapt examples; selected terminology reviewed.	Revised materials complete
Introduction to E-Commerce	Medium	General feedback, clarity and practical application.	Chapter added to clarify e-commerce terms. Each partner adds country-specific examples and details of local legislation.	Revised materials complete
Digital Marketing	Medium	Mainly general feedback, with practical activity and clarity themes.	Exercises, case studies and examples enhanced. Key concepts drawn out on separate glossary slides.	Revised materials complete
Introduction to Sustainability in Retail	High	Practical application, visual density, clarity, reflection, language and localisation, trainer usability.	Core content, learning outcomes and approved lesson plans kept intact. Slides redesigned (4–5 bullets or visual cards per slide, infographics, call-out boxes, glossary prompts); handbook case studies integrated into topic slides; placeholder text removed; slides and handbooks proofread with consistent EU regulatory terminology; facilitator prompts added to slide notes.	Revised materials complete
Supply Chain Fundamentals	High	Visual density and practical application.	Selected slides simplified and a few clear visuals added. Short retail examples added on replenishment, stock availability, distribution flows and operational efficiency. Structure and content unchanged; trainers adapt national examples.	Revised materials complete
AI in Retail	High	Visual density and practical application.	Presentation reviewed to reduce text and add selected visuals. The module already holds many activities, case studies and retail	Revised materials complete

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			examples; tutors add local examples in delivery.	
Retail Workforce Management	High	Strongly positive: rated 4.59/5 in JA Malta feedback, with improvement in every assessed learning area. Some examples were hospitality-oriented; participants asked for fashion, sales, staff development and other retail contexts.	Content already reviewed by subject experts, including two panel reviews. Tutors asked to use more retail-specific examples.	Revised materials complete
Coaching, Mentoring & Performance Management	Medium	Largely positive, with a few comments on clarity, activities and trainer delivery.	No substantive change to core content, outcomes or structure. Local examples handled through delivery and localisation; detailed trainer guidance already sits in the lesson plans.	Retained
Leadership in the Experience Economy	Medium	Positive on exercises and cases; some Mentimeter settings unavailable; some bullet slides read as trainer notes.	Material judged clear and concise. Partners add country-specific content, and learners share their own experience in workshops. No substantive revision.	Retained
Leading with Integrity	Medium	One entry; evidence very limited.	Content already reviewed by subject experts, including two panel reviews. No substantive revision.	Retained

Country-specific examples and case studies are adapted by delivery partners and trainers, as agreed with the providers, and are not written into the master materials.

7. Next steps

The next phase takes the ready-to-use package to more learners and education providers and into new countries, while the Alliance turns training into workplace opportunities.

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Next step	What happens	Starting point
Onboard more providers	Education and training providers adopt the package and deliver the modules with the trainer guidance and handbooks.	18 education providers
Reach more learners	More employees upskill or reskill, and more people preparing to enter retail complete the modules.	1,477 learners
Expand to new countries	English masters are approved first; country partners then translate and localise them and add national examples.	8 pilot countries
Create workplace opportunities	By August 2027, the targets are 75 placements per country, at least 50 employers engaged and at least 40 retail companies supported.	263 placements and internships and 120 work-based learning opportunities reported
Track outcomes	Collect evidence of skills gain, employer feedback and transitions into work, and keep the trainer and learner feedback loop open in every new delivery.	Pilot evidence covers reach and outputs

8. Finalisation and publication pathway

Module-level decisions have been recorded, and targeted revisions have been completed for seven modules. The remaining activities focus on finalising the supporting rollout resources, translating the materials into six languages and publishing the training package on the Skills4Retail website, planned for November 2026.

Step	Lead	Output	Status
Confirm module decisions	WP3 & Content leads	A decision for each proposed action, with rationale	Recorded for all ten modules
Implement targeted revisions	WP3 & Content leads	Updated English master files	Completed
Content and editorial QA	WP3 & Content leads & WP4	Proofreading, terminology, consistency and visual checks; alignment with outcomes and handbooks	Completed
Design and publication requirements	WP4 with WP5 lead and providers	Agreed template and branding; EU disclaimer; AI Act statement where AI is used; accessible PDFs	Completed
English master and localisation	WP4 partners	English master first, then translated and localised versions with checks	English master completed; translations to follow
Supporting rollout assets	WP4 & WP5	Trainer guides, activities, assessment and support resources, rollout guidance, promotional assets	Ongoing
Website publication	WP4 & WP5	Published materials and stable links	Planned for November 2026

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Final D4.3 report	WP4	Narrative, evidence, decisions, actual changes, final outputs and publication links	Submission planned for November 2026

9. Dissemination

Dissemination is an ongoing process. The package will reach education providers, employers and learners through the project website, the Large-Scale Skills Partnership (LSP) for the Retail Ecosystem and the wider European retail skills ecosystem. Activities and results will be reported as they are completed.

Channel	What is shared	Audience	Status
Project website	The package, trainer guidance, rollout resources and stable links	Education providers, trainers, employers, learners	Planned for November 2026
Skills4Retail Alliance	Pilot results, practical tools and good practice; requests for placements and employer commitments	Alliance member organisations	Ongoing
Advisory Board	Pilot results, targets and requests for support	Advisory Board members	Ongoing
Large-Scale Skills Partnership for the Retail Ecosystem	Connects the delivery network with the European retail skills ecosystem and turns shared skills priorities into employer engagement	Retail employers and workers' representatives (EuroCommerce and UNI Europa)	Proposed way of working, not a formal governance structure
Rollout and promotional assets	Guidance and promotional materials for new providers and countries	Education providers and partners	Ongoing

10. Conclusion

The pilot and feedback review support targeted refinement of the ten Skills4Retail modules, not wholesale redevelopment.

The clearest revisions concern Retail Customer Experience, Introduction to E-Commerce, Digital Marketing, Introduction to Sustainability in Retail, Supply Chain Fundamentals, AI in Retail and Retail Workforce Management, and revised materials are complete for all seven. Three Pathway 2 modules are retained, because available evidence does not justify assuming substantive redevelopment.

The review provides a traceable basis for the finalisation of the training package. The module-specific findings and proposed adjustments in this report should be read alongside the relevant training materials and supporting feedback records.

Every change stays within the approved learning outcomes and the scope confirmed by each provider. The remaining work focuses on finalising the supporting rollout resources, translating the materials and publishing the package on the Skills4Retail website, with stable links, in November 2026.

Once published, the package will support the onboarding of additional providers and learners and the expansion of delivery to new countries, helping more employees and new entrants develop the digital, green and resilience skills needed across the retail and wholesale sectors.

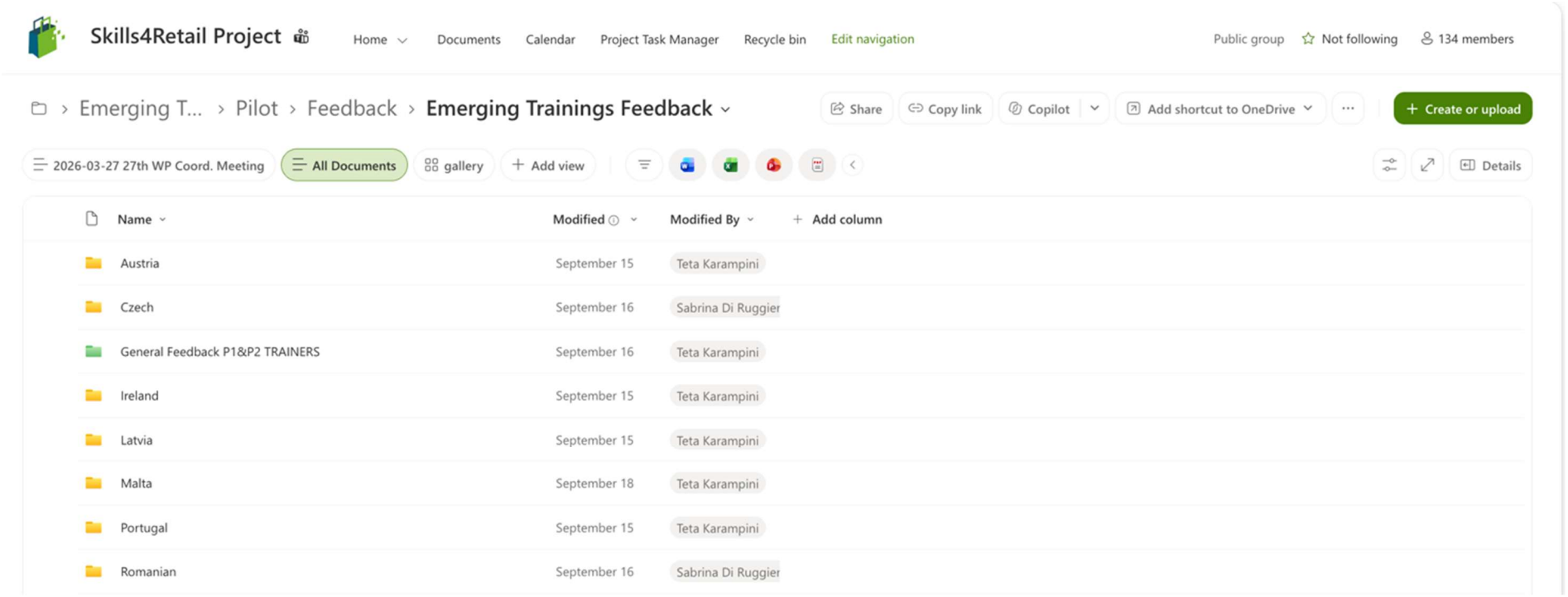
Annex A. Source register

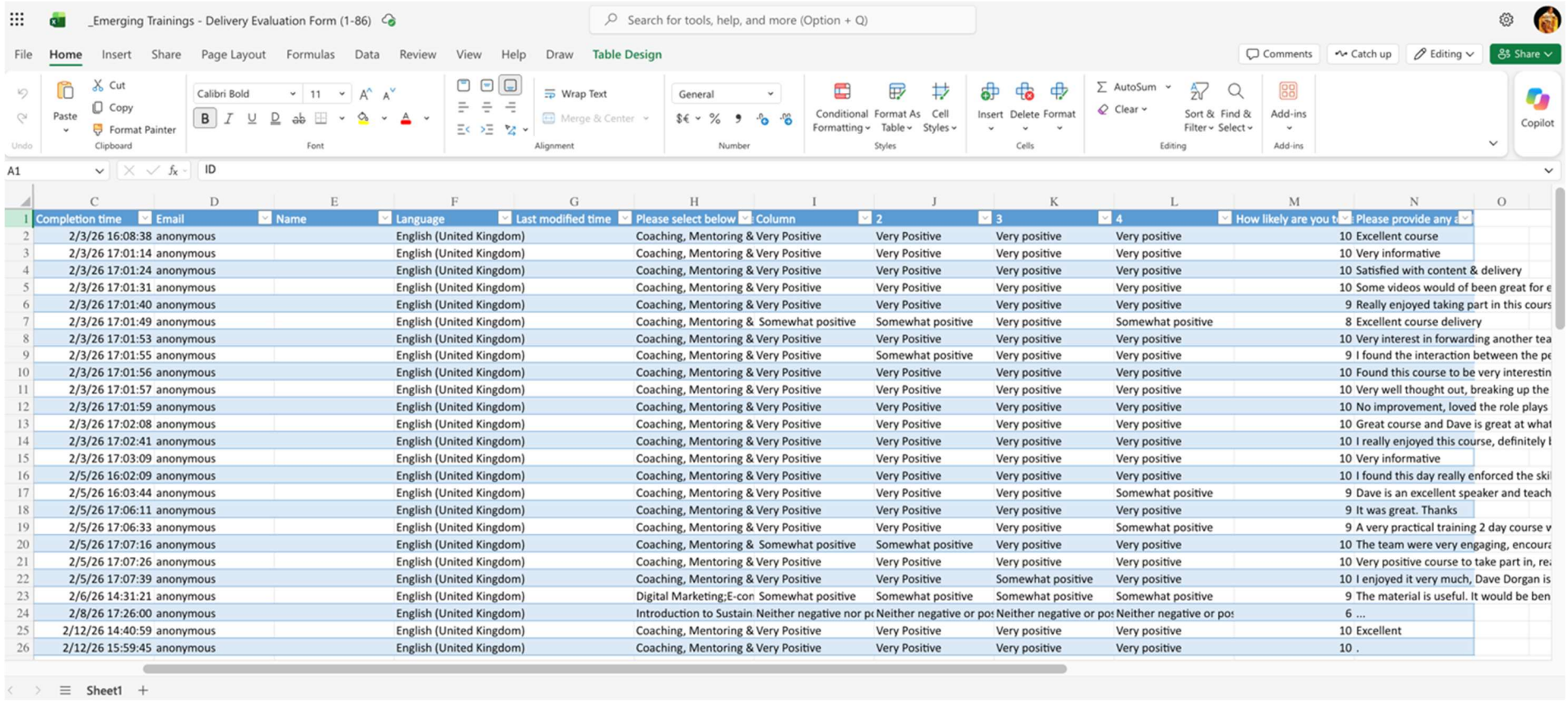
The 24 source files below form the audit trail for the findings in this report.

Source file	Scope
P1 Feedback_Students_EN.docx	Austria learner feedback
P1 Feedback Trainer WKO-WIFI Skills4Retail_EN.xlsx	Austria trainer feedback
P2 Participants.xlsx	Austria Pathway 2 participant feedback
P2 Feedback Trainer WKO-WIFI Skills4Retail_EN.xlsx	Austria Pathway 2 trainer feedback
20Fifty_Partners_S4R Trainee Feedback Forms (collated responses).xlsx	Ireland trainee feedback
Skills4Retail - Trainer Feedback.xlsx	Trainer feedback
Trainers Skills4Retail – Feedback formatori.xlsx	Trainer feedback
Tariners Skills4Retail – Feedback formatori.xlsx	Trainer feedback
Coaching and Mentoring.xlsx	Coaching, Mentoring & Performance Management feedback
JAI_Feedback 202526 Digital Marketing.xlsx	Digital Marketing feedback
S4Retail_Students_Pilot_2025_26_Feedback_14_09_2026_EN.xlsx	Portugal learner feedback
S4Retail Portugal_Trainers_Feedback_14_09_2026_EN.xlsx	Portugal trainer feedback
_Emerging Trainings - Delivery Evaluation Form - Latvian(1-355).xlsx	Latvia delivery evaluation
_Emerging Trainings - Delivery Evaluation Form Czech(1-92).xlsx	Czech Republic delivery evaluation
_Emerging Trainings - Delivery Evaluation Form (1-86).xlsx	Emerging Training delivery evaluation
_Emerging Trainings - Delivery Evaluation Form - Romanian(1-64).xlsx	Romania delivery evaluation
AI4Retail.docx	AI in Retail feedback
E-commerce.docx	E-Commerce feedback
Introduction to sustainability in Retail.docx	Sustainability feedback
Retail Customer experience.docx	Customer Experience feedback
Retail Supply Chain Management.docx	Supply Chain feedback
Introduction to Sustainability in Retail Feedback Report..docx	Consolidated Sustainability feedback
ECP 11º Curso Tec. Comercial Feedback_Experiência_clientes_retalho_EN.pdf	Portugal Customer Experience feedback
Feedback x JA Malta piloting.pdf	Malta Pathway 2 pilot feedback: Customer Experience and Workforce Management

The screenshots included in this section provide indicative evidence of the feedback collected and considered during the review and refinement of the training modules.

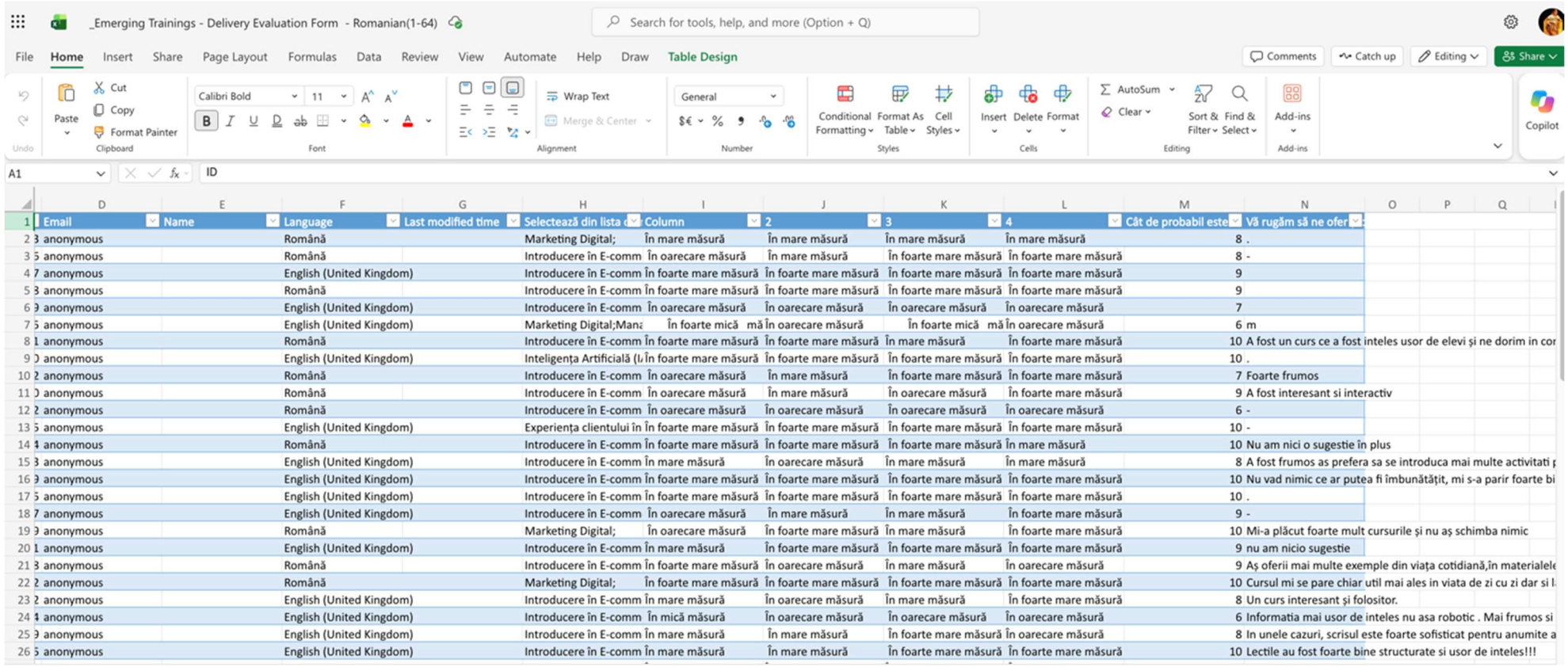
The full set of feedback records and supporting documentation is retained by the project consortium and can be made available upon request.





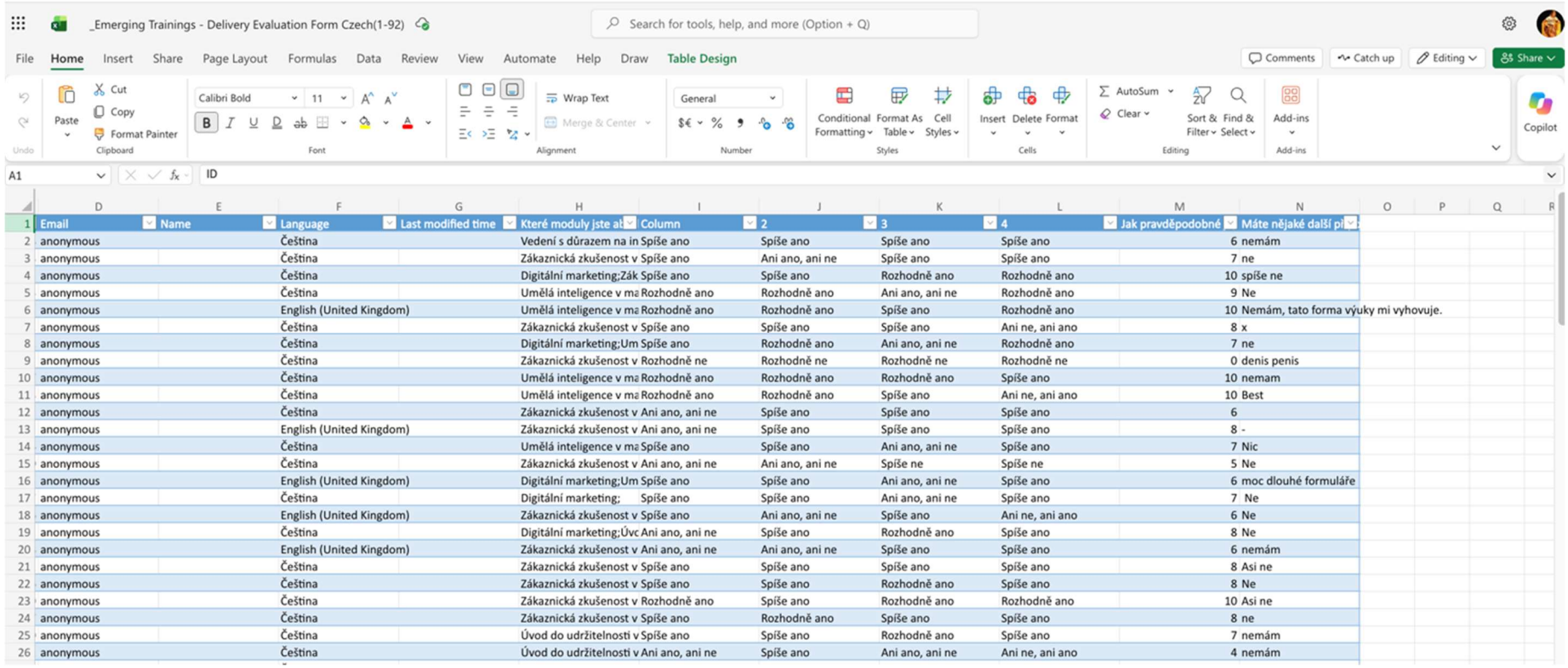
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2	2/3/26 16:08:38	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Excellent course
3	2/3/26 17:01:14	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Very informative
4	2/3/26 17:01:24	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Satisfied with content & delivery
5	2/3/26 17:01:31	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Some videos would of been great for e
6	2/3/26 17:01:40	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	9	Really enjoyed taking part in this cours
7	2/3/26 17:01:49	anonymous		English (United Kingdom)		Coaching, Mentoring &	Somewhat positive	Somewhat positive	Very positive	Somewhat positive	8	Excellent course delivery
8	2/3/26 17:01:53	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Very interest in forwarding another tea
9	2/3/26 17:01:55	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Somewhat positive	Very positive	Very positive	9	I found the interaction between the pe
10	2/3/26 17:01:56	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Found this course to be very interestin
11	2/3/26 17:01:57	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Very well thought out, breaking up the
12	2/3/26 17:01:59	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	No improvement, loved the role plays
13	2/3/26 17:02:08	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Great course and Dave is great at what
14	2/3/26 17:02:41	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	I really enjoyed this course, definitely l
15	2/3/26 17:03:09	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Very informative
16	2/5/26 16:02:09	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	I found this day really enforced the skil
17	2/5/26 16:03:44	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Somewhat positive	9	Dave is an excellent speaker and teach
18	2/5/26 17:06:11	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	9	It was great. Thanks
19	2/5/26 17:06:33	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Somewhat positive	9	A very practical training 2 day course v
20	2/5/26 17:07:16	anonymous		English (United Kingdom)		Coaching, Mentoring &	Somewhat positive	Somewhat positive	Very positive	Very positive	10	The team were very engaging, encoura
21	2/5/26 17:07:26	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Very positive course to take part in, rea
22	2/5/26 17:07:39	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Somewhat positive	Very positive	10	I enjoyed it very much, Dave Dorgan is
23	2/6/26 14:31:21	anonymous		English (United Kingdom)		Digital Marketing;E-con	Somewhat positive	Somewhat positive	Somewhat positive	Somewhat positive	9	The material is useful. It would be ben
24	2/8/26 17:26:00	anonymous		English (United Kingdom)		Introduction to Sustain	Neither negative nor po	Neither negative or pos	Neither negative or pos	Neither negative or pos	6	...
25	2/12/26 14:40:59	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	Excellent
26	2/12/26 15:59:45	anonymous		English (United Kingdom)		Coaching, Mentoring &	Very Positive	Very Positive	Very positive	Very positive	10	.

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	Email	Name	Language	Last modified time	Selectează din lista d	Column	2	3	4	Cât de probabil este	Vă rugăm să ne ofer
2	3 anonymous		Română		Marketing Digital;	În mare măsură	În mare măsură	În mare măsură	În mare măsură	8	.
3	5 anonymous		Română		Introducere în E-comm	În oarecare măsură	În mare măsură	În foarte mare măsură	În foarte mare măsură	8	-
4	7 anonymous		English (United Kingdom)		Introducere în E-comm	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	9	
5	3 anonymous		Română		Introducere în E-comm	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	9	
6	9 anonymous		English (United Kingdom)		Introducere în E-comm	În oarecare măsură	În oarecare măsură	În oarecare măsură	În oarecare măsură	7	
7	5 anonymous		English (United Kingdom)		Marketing Digital;Mana	În foarte mică mă	În oarecare măsură	În foarte mică mă	În oarecare măsură	6	m
8	1 anonymous		Română		Introducere în E-comm	În foarte mare măsură	În foarte mare măsură	În mare măsură	În foarte mare măsură	10	A fost un curs ce a fost inteles usor de elevi și ne dorim in cor
9	0 anonymous		English (United Kingdom)		Inteligența Artificială (I	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	10	.
10	2 anonymous		Română		Introducere în E-comm	În oarecare măsură	În mare măsură	În foarte mare măsură	În foarte mare măsură	7	Foarte frumos
11	0 anonymous		Română		Introducere în E-comm	În oarecare măsură	În mare măsură	În oarecare măsură	În foarte mare măsură	9	A fost interesant si interactiv
12	2 anonymous		Română		Introducere în E-comm	În oarecare măsură	În oarecare măsură	În oarecare măsură	În oarecare măsură	6	-
13	5 anonymous		English (United Kingdom)		Experiența clientului în	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	10	-
14	4 anonymous		Română		Introducere în E-comm	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	În mare măsură	10	Nu am nici o sugestie în plus
15	3 anonymous		English (United Kingdom)		Introducere în E-comm	În mare măsură	În oarecare măsură	În mare măsură	În mare măsură	8	A fost frumos as prefera sa se introduca mai multe activitati p
16	9 anonymous		English (United Kingdom)		Introducere în E-comm	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	10	Nu vad nimic ce ar putea fi îmbunătățit, mi s-a parir foarte bi
17	5 anonymous		English (United Kingdom)		Introducere în E-comm	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	10	.
18	7 anonymous		English (United Kingdom)		Introducere în E-comm	În oarecare măsură	În mare măsură	În mare măsură	În foarte mare măsură	9	-
19	9 anonymous		Română		Marketing Digital;	În oarecare măsură	În foarte mare măsură	În mare măsură	În foarte mare măsură	10	Mi-a plăcut foarte mult cursurile și nu aș schimba nimic
20	1 anonymous		English (United Kingdom)		Introducere în E-comm	În mare măsură	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	9	nu am nicio sugestie
21	3 anonymous		Română		Introducere în E-comm	În foarte mare măsură	În oarecare măsură	În mare măsură	În oarecare măsură	9	Aș oferii mai multe exemple din viața cotidiană,în materialele
22	2 anonymous		Română		Marketing Digital;	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	În foarte mare măsură	10	Cursul mi se pare chiar util mai ales in viata de zi cu zi dar si l
23	2 anonymous		English (United Kingdom)		Introducere în E-comm	În mare măsură	În oarecare măsură	În mare măsură	În foarte mare măsură	8	Un curs interesant și folositor.
24	4 anonymous		English (United Kingdom)		Introducere în E-comm	În mică măsură	În oarecare măsură	În oarecare măsură	În oarecare măsură	6	Informatia mai usor de inteles nu asa robotic . Mai frumos si
25	9 anonymous		English (United Kingdom)		Introducere în E-comm	În mare măsură	În mare măsură	În foarte mare măsură	În oarecare măsură	8	In unele cazuri, scrisul este foarte sofisticat pentru anumite a
26	5 anonymous		English (United Kingdom)		Introducere în E-comm	În mare măsură	În mare măsură	În foarte mare măsură	În foarte mare măsură	10	Lectile au fost foarte bine structurate si usor de inteles!!!

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_Emerging Trainings - Delivery Evaluation Form Czech(1-92)

	Email	Name	Language	Last modified time	Které moduly jste ab	Column	2	3	4	Jak pravděpodobné	Máte nějaké další p
2	anonymous		Čeština		Vedení s důrazem na in	Spíše ano	Spíše ano	Spíše ano	Spíše ano	6	nemám
3	anonymous		Čeština		Zákaznická zkušenost v	Spíše ano	Ani ano, ani ne	Spíše ano	Spíše ano	7	ne
4	anonymous		Čeština		Digitální marketing;Zák	Spíše ano	Spíše ano	Rozhodně ano	Rozhodně ano	10	spíše ne
5	anonymous		Čeština		Umělá inteligence v ma	Rozhodně ano	Rozhodně ano	Ani ano, ani ne	Rozhodně ano	9	Ne
6	anonymous		English (United Kingdom)		Umělá inteligence v ma	Rozhodně ano	Rozhodně ano	Spíše ano	Rozhodně ano	10	Nemám, tato forma výuky mi vyhovuje.
7	anonymous		Čeština		Zákaznická zkušenost v	Spíše ano	Spíše ano	Spíše ano	Ani ne, ani ano	8	x
8	anonymous		Čeština		Digitální marketing;Um	Spíše ano	Rozhodně ano	Ani ano, ani ne	Rozhodně ano	7	ne
9	anonymous		Čeština		Zákaznická zkušenost v	Rozhodně ne	Rozhodně ne	Rozhodně ne	Rozhodně ne	0	denis penis
10	anonymous		Čeština		Umělá inteligence v ma	Rozhodně ano	Rozhodně ano	Rozhodně ano	Spíše ano	10	nemam
11	anonymous		Čeština		Umělá inteligence v ma	Rozhodně ano	Rozhodně ano	Spíše ano	Ani ne, ani ano	10	Best
12	anonymous		Čeština		Zákaznická zkušenost v	Ani ano, ani ne	Spíše ano	Spíše ano	Spíše ano	6	
13	anonymous		English (United Kingdom)		Zákaznická zkušenost v	Ani ano, ani ne	Spíše ano	Spíše ano	Spíše ano	8	-
14	anonymous		Čeština		Umělá inteligence v ma	Spíše ano	Spíše ano	Ani ano, ani ne	Spíše ano	7	Nic
15	anonymous		Čeština		Zákaznická zkušenost v	Ani ano, ani ne	Ani ano, ani ne	Spíše ne	Spíše ne	5	Ne
16	anonymous		English (United Kingdom)		Digitální marketing;Um	Spíše ano	Spíše ano	Ani ano, ani ne	Spíše ano	6	moc dlouhé formuláře
17	anonymous		Čeština		Digitální marketing;	Spíše ano	Spíše ano	Ani ano, ani ne	Spíše ano	7	Ne
18	anonymous		English (United Kingdom)		Zákaznická zkušenost v	Spíše ano	Ani ano, ani ne	Spíše ano	Ani ne, ani ano	6	Ne
19	anonymous		Čeština		Digitální marketing;Úvc	Ani ano, ani ne	Spíše ano	Rozhodně ano	Spíše ano	8	Ne
20	anonymous		English (United Kingdom)		Zákaznická zkušenost v	Ani ano, ani ne	Ani ano, ani ne	Spíše ano	Spíše ano	6	nemám
21	anonymous		Čeština		Zákaznická zkušenost v	Spíše ano	Spíše ano	Spíše ano	Spíše ano	8	Asi ne
22	anonymous		Čeština		Zákaznická zkušenost v	Spíše ano	Spíše ano	Rozhodně ano	Spíše ano	8	Ne
23	anonymous		Čeština		Zákaznická zkušenost v	Rozhodně ano	Spíše ano	Rozhodně ano	Rozhodně ano	10	Asi ne
24	anonymous		Čeština		Zákaznická zkušenost v	Spíše ano	Rozhodně ano	Spíše ano	Spíše ano	8	ne
25	anonymous		Čeština		Úvod do udržitelnosti v	Spíše ano	Spíše ano	Rozhodně ano	Spíše ano	7	nemám
26	anonymous		Čeština		Úvod do udržitelnosti v	Ani ano, ani ne	Spíše ano	Ani ano, ani ne	Ani ne, ani ano	4	nemám

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JA inspires and prepares young people to succeed in a global economy.

Feedback – Piloting JA Malta

Malta piloted the Retail Customer Experience module and Retail Workforce Management module.

Feedback on both modules was strongly positive. Participants rated the Retail Customer Experience module an average of 4.68/5 and the Retail Workforce Management module 4.59/5.

The training also largely met participants' expectations:

- Retail Customer Experience: 4.71/5
- Retail Workforce Management: 4.51/5

Across both groups participants particularly valued the practical application of the content, the connection with situations they face at work, and the use of examples and discussion.

Feedback statement	Customer Experience	Workforce Management,
Content was relevant to day-to-day work	93.5%	83.8%
Training was practical and applicable	90.3%	89.2%
Learning could be applied immediately at work	96.8%	91.9%
Participants felt more confident after training	87.1%	91.9%
Session was engaging and interactive	90.3%	91.9%
Concepts were clear and understandable	93.5%	94.6%
Examples were relevant to the retail context	90.3%	91.9%

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Work Package No/Name	WP4
Deliverable Name	D4.3
Partner(s) involvement	D4.3 – Ready To Use VET Training Package for EU Rollout
Submission Deadline (As per Annual Work Plan)	**14.11.2026**

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	**JA Europe**				
Submission Date	**12/11/2026**				

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