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State Education  
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Republic of Latvia



Digital Pedagogy  
in the Age of AI



# What Evaluators See: Lessons from 100 Erasmus+ proposals

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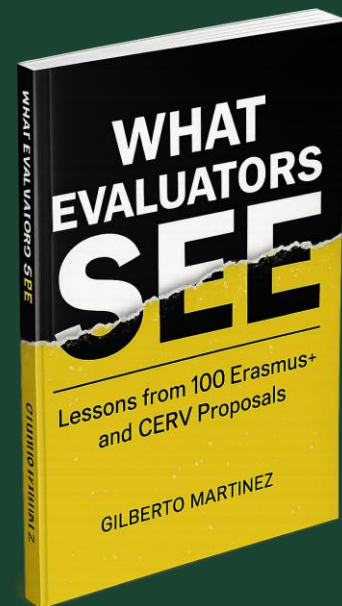
# What Evaluators See

Lessons from 100 Erasmus+ proposals

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Gilberto Martinez · Riga, 21 April 2026

TCA: From Ideas to Impact — Erasmus+ Projects for the Twin Transition



# About this session

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*"How an application looks from the evaluator's perspective — what evaluators look for, what is particularly valued, and where points are often lost."*

This session covers:

- 1 How to build a strong concept:** from raw idea to structured, fundable proposal — using the logic chain.
- 2 The most common mistakes:** across all four evaluation criteria, with real examples from the dataset.
- 3 What the strong versions look like:** using a single project (GreenSkills+) as the running example throughout.

# The data behind this session

100

real evaluation  
reports

Erasmus+ and CERV  
Real scores · Real evaluator comments

56

proposals  
rejected

Average score: 59.2  
Below the 70-point threshold

44

proposals  
passed

Average score: 78.1  
Above the eligibility threshold




*Not theory. Documented patterns from actual evaluations.*

# How evaluators read a proposal

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**We can only reward what we can verify.**

What this means in practice:

-  **A claim is not evidence.** Saying 'youth face challenges' is not a needs analysis. It is background noise.
-  **A channel is not a strategy.** 'We will use social media and newsletters' tells us nothing we can score.
-  **A partner name is not proof of capacity.** 'Extensive experience' without a named project is an assertion, not a credential.

# From idea to concept

1

## Raw Idea

"We want to do something about green skills in VET."

2

## Evidence Base

79% of VET teachers lack green training (survey, n=124). 12% of VET curricula include sustainability.

3

## Structured Concept

Need documented. Target group defined. Objectives SMART. EU dimension argued.

4

## Fundable Proposal

Logic chain complete. Each criterion addressed. Every claim verifiable.

**Evaluators don't fund ideas. They fund documented needs with structured, verifiable responses.**

# The Logic Chain

*The backbone of your proposal — evaluators use it to check consistency in every section.*

<b>Need</b>	What problem exists in the VET sector?
<b>Problem</b>	Why does this situation require intervention?
<b>Objective</b>	What will the project achieve?
<b>Activities</b>	How will you reach the objective?
<b>Results</b>	What tangible outputs emerge?
<b>Impact</b>	What lasting change occurs?

*"Every element must reinforce the next. Evaluators trace this path forwards and backwards. Any gap or inconsistency raises red flags."*

**If one link is weak, the whole chain collapses — and so does your score.**

# Four criteria. One principle.

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## 01 RELEVANCE

Is the need real and documented?  
The first filter. The biggest scoring gap.

## 02 DESIGN & QUALITY

Are outputs defined and feasible?  
Where vague deliverables lose points.

## 03 PARTNERSHIP

Is partner capacity proven?  
Not claimed — documented with names and dates.

## 04 IMPACT

Will results outlast the project?  
Dissemination + sustainability.

# Horizontal priorities – they are scored, not optional

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Every Erasmus+ application is assessed against the award criteria AND the programme's horizontal priorities. They are not decorative — they affect your Relevance score directly.

## Inclusion & Diversity

Equal access and participation for disadvantaged groups. Must be built into methodology, not mentioned in passing.

## Digital Transformation

Beyond using digital tools. Show how digital skills are developed or how technology changes practice.

## Environment & Sustainability

Green practices embedded in project design and outputs — not just a topic. Especially relevant for Twin Transition.

## Participation & Democratic Life

Active citizenship, civic engagement, learner voice. Stronger for youth calls but present in VET too.

**Priority-washing:** listing priority numbers in a checkbox. Evaluators see it immediately and it scores nothing.

**What scores:** explaining which specific activity fulfils which priority, what it produces, and how.

# Relevance

Where proposals fail before design even matters

01

# Relevance – What evaluators look for

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- 1 Documented need:** Cite surveys, official reports, or partner audits. Include dates, sample sizes, and percentages.
- 2 Specific target group:** Named, counted, located. Not 'youth' — '45 VET teachers in construction, agriculture, and hospitality across 3 partner countries'.
- 3 Objectives connected to the need:** Each objective traces back to a documented problem — not to aspirations or programme priorities alone.
- 4 EU dimension justified:** Complete this: 'A national project achieves X, but transnational cooperation allows Y, because Z.' Argue it. Don't claim it.

Projects scoring below 15/30 on Relevance average 48 total points. No excellence elsewhere can compensate. The evaluator effectively stops here.

# R1 – Needs analysis without data

## WHAT WAS WRITTEN

VET teachers across Europe lack the skills to integrate sustainability topics into their teaching. This is an urgent need that GreenSkills+ will address.

## WHAT EVALUATORS WANT TO SEE

EcoVET Latvia survey (Jan 2025, n=124 VET teachers):  
79% had received no formal green competency training.

Spain — Ministry of Education VET Report 2024: only  
12% of VET curricula include sustainability modules.

GroenWerk NL internal audit (Sept 2024, n=38 trainers):  
green pedagogy is the top skills gap for 74% of staff.

# R2 – Target group not defined

## WHAT WAS WRITTEN

The project targets VET teachers and students who are interested in sustainability.

## WHAT EVALUATORS WANT TO SEE

Primary target: 45 in-service VET teachers from partner institutions (Latvia 18, Spain 15, Netherlands 12) in construction, agriculture, and hospitality sectors.

Secondary target: 90 VET learners aged 17-22 enrolled in these teachers' classes, who will pilot the modules in WP3 (months 10-12).

# R3 – EU dimension claimed, not argued

## WHAT WAS WRITTEN

A European partnership will ensure the project has added value and broader impact across EU member states.

## WHAT EVALUATORS WANT TO SEE

A national project could train VET teachers in one country only. GreenSkills+ benchmarks green competency standards across 3 national VET frameworks (NQF levels 4-5), producing a model validated in contrasting contexts: a Central European green economy (NL), a Baltic VET system (LV), and a Southern European VET sector with high youth unemployment (ES). This cross-validation is not possible at national level.

# Design & Quality

# 02

Vague deliverables are the most fixable scoring gap

# Design & Quality – What evaluators look for

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- 1 Defined deliverables:** Format, volume, responsible partner, deadline. Not 'training materials' — '4 modules, 3 hours each, facilitator guide, D2.2, month 10'.
- 2 Methodology that explains WHY:** Not just a sequence of activities. The logic connecting input to output to outcome must be visible.
- 3 Activities tied to objectives:** Each activity must map to a specific objective. If you can't trace the link, evaluators can't either.
- 4 Risk acknowledged:** At least one real risk with a mitigation measure. 'No risks foreseen' is an instant credibility loss.

Vague deliverables appeared in 63% of rejected proposals versus 39% of passing ones. The fix is not better writing. It is better description.

# D1 – Vague deliverables

## WHAT WAS WRITTEN

The project will produce training materials on green competencies for VET teachers.

## WHAT EVALUATORS WANT TO SEE

D2.2: 4 Training Modules on Green Competencies (month 10).

Format: 45 slides + facilitator guide per module (PDF + editable PPTX).

Topics: (1) circular economy, (2) energy efficiency, (3) sustainable agriculture, (4) green construction.

Responsible: FormaPro Spain (lead) + GroenWerk NL (review). Each module piloted by 3 VET teachers per country before final release.

# D2 – Methodology without logic

## WHAT WAS WRITTEN

Partners will collaborate to develop the training modules and then test them with VET teachers and students.

## WHAT EVALUATORS WANT TO SEE

Module development follows 3 validated phases:

- (1) Needs mapping (M1-3): each partner surveys VET teachers using a shared instrument to map content gaps by sector.
- (2) Co-design (M4-9): cross-national working groups draft modules; each partner validates drafts against their national NQF criteria.
- (3) Pilot and revision (M10-12): 3 teachers per country (9 total) test each module; pre/post competency test; final version released M14.

# D3 – Activities disconnected from objectives

## WHAT WAS WRITTEN

The project will organise 2 training workshops, develop a toolkit, and host a final conference to share results.

## WHAT EVALUATORS WANT TO SEE

WP2 Training Workshops (M4-6): 2 cross-national workshops (LV + ES, 15 teachers each) address Objective 1 directly — build green competency for 45 VET teachers.

WP3 Toolkit Development (M7-10): 4-module package delivers Result R1, tied to Objective 2 (integrate green skills into VET curricula).

WP4 Dissemination Event (M17): final online showcase targets 200 VET professionals, fulfilling Objective 3 (extend reach beyond partners).

Each activity maps to a specific objective in the logical framework (Annex 3).

# Partnership

The difference between claiming capacity and proving it

03

# Partnership – What evaluators look for

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- 1 Prior experience documented:** Name the projects. List years and grant references. One project name is worth more than three paragraphs of claimed experience.
- 2 Roles tied to deliverables:** Not 'Partner B will contribute expertise' — 'Partner B develops D2.1 and D2.3, leads WP2, 0.3 FTE months 4-10'.
- 3 Balanced task distribution:** Does the workload split reflect each partner's actual capacity? A coordinator doing 80% of the work raises flags.

Partnership concerns appeared in 81 of 100 evaluations — in proposals scoring 95 and in proposals scoring 45. Comments alone do not predict failure. What kills scores is undocumented expertise and roles with no deliverables attached.

# P1 – Undocumented partner expertise

GreenSkills+

## WHAT WAS WRITTEN

FormaPro Spain has extensive experience in VET teacher training and EU project management, making them an ideal partner for this project.

## WHAT EVALUATORS WANT TO SEE

FormaPro Spain has led or co-led 4 Erasmus+ VET projects since 2019:

TeachGreen (KA2, 2019-1-ES01-KA202-064781, 2019-2022)

DigitalVET Plus (KA2, 2021-2023)

SkillsForward (KA2, coordinator, 2022-2024)

VETBridge (KA2, ongoing, 2023-2025)

Staff CVs (Annex 4): 3 trainers with GreenComp certification (2023).

# P2 – Roles without deliverables

## WHAT WAS WRITTEN

GroenWerk Netherlands will contribute their expertise in green vocational education and support the project development and dissemination activities.

## WHAT EVALUATORS WANT TO SEE

GroenWerk NL: leads WP3 (Pilot and Evaluation).  
Responsible for D3.1 (Evaluation Report, 20pp, month 13).

Coordinates pilot delivery across all 3 partner sites.

Staff: 1 project coordinator (0.2 FTE, M1-18) + 3 VET teachers for module testing (WP3, M10-12).

Financial contribution: 12,500 EUR (travel, staff, dissemination events).

# P3 – Coordinator doing everything

## WHAT WAS WRITTEN

EcoVET Latvia as coordinator will lead all workpackages and manage all project activities, with partners providing support where needed.

## WHAT EVALUATORS WANT TO SEE

EcoVET Latvia (coordinator): leads WP1 (Management) and WP2 (Training Design), 0.4 FTE. Budget share: 38%.

FormaPro Spain: leads WP3 (Pilot Delivery), responsible for D3.1-D3.3, 0.3 FTE. Budget share: 32%.

GroenWerk NL: leads WP4 (Evaluation and Dissemination), responsible for D4.1-D4.2, 0.3 FTE. Budget share: 30%.

No partner controls more than 40% of tasks or budget. Each partner has a named lead role and specific deliverables.

# Impact

Channels are not a strategy

04

# Impact – What evaluators look for

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- 1 Dissemination activities, not channels:** 'We will use social media' is not a plan. State who does what, for which audience, when, with what expected reach.
- 2 Measurable targets:** Not 'a wide audience' — '200 downloads within 6 months; 600 VET professionals reached via 3 national conference presentations'.
- 3 Sustainability that is structural:** Not a promise — a mechanism. Which institution integrates what, into which programme, with which decision attached?

Poor dissemination is the most fixable mistake in the dataset. It appeared in 17% of rejected proposals versus 2% of passing ones. The gap is almost entirely about specificity — not about how much effort the team planned to put in.

# I1 – Dissemination channels, not strategy

## WHAT WAS WRITTEN

The project will disseminate its results through social media, newsletters, conference presentations, and the project website.

## WHAT EVALUATORS WANT TO SEE

3 national VET conference presentations (Latvia VET Forum Apr 2026, FormaPro Annual Conference Jun 2026, Dutch VET Days Oct 2026): combined target audience 600 VET professionals.

All 4 modules published open-access on Erasmus+ Results Platform + 3 partner LMS platforms by M15.

LinkedIn: 12 posts over 6 months, target 1,500 reach per post.

Success indicator: 200 module downloads within 6 months of publication.

# 12 – Sustainability as a promise

## WHAT WAS WRITTEN

The project results will be sustainable because all partners are committed to continuing the work and sharing the materials after the project ends.

## WHAT EVALUATORS WANT TO SEE

Sustainability is structural:

- (1) All modules licensed CC BY 4.0, hosted on 3 partner LMS platforms (combined 4,200 enrolled learners/year).
- (2) EcoVET Latvia integrates the Green Competency Framework into its VET teacher induction programme (Director decision, Annex 7).
- (3) FormaPro Spain embeds 2 modules into its 2026-27 certified VET teacher training course (Spanish Ministry ref: 2025-VET-ENV-034).

# 13 – Impact without measurement

## WHAT WAS WRITTEN

The project will have a significant impact on VET education quality and green skills development across the partner countries.

## WHAT EVALUATORS WANT TO SEE

Impact indicators:

- (1) 79% of trained teachers (35/45) achieve Level B2+ on GreenComp framework — measured by pre/post assessment (tool in Annex 6).
- (2) 80% of piloted learners report increased confidence in applying green skills — post-pilot survey, M12.
- (3) At least 2 partner institutions formally adopt at least 1 module into their curriculum within 12 months of project end — confirmed by institutional letters (Annex 8).

# What projects scoring 80+ have in common

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## 1

**Every claim  
has a source**

Needs analysis, objectives, partner experience. Always cite data, dates, and sample sizes. If you know it, document it.

## 2

**Every role  
has a deliverable**

Partners are not 'contributors'. They are assigned to specific outputs with a format, a page count, and a deadline.

## 3

**Every target  
has a number**

Dissemination reach, sustainability indicators, pilot participants. Quantify. 'A wide audience' is not a target.

# Before you submit – four questions

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**R**

**RELEVANCE** Can I cite a source for every claim in my needs analysis?

**D**

**DESIGN** Does every deliverable have a format, a responsible partner, and a deadline?

**P**

**PARTNERSHIP** Can I name a prior project for each partner's stated expertise?

**I**

**IMPACT** Does my dissemination plan include targets, timelines, and measurement?

*If the answer to any of these is 'not sure' — fix it before submission.*

# Evaluators reward what they can verify.

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What Evaluators See: Lessons from 100 Erasmus+ and CERV Proposals

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