



Digital Pedagogy  
in the Age of AI

# From Ideas to Impact: Erasmus+ Projects for the Twin Transition Contact seminar

## IMPACT workshops

Joost Overwater & Virginia van der Ster-van der Wel

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# Who are we?



**Virginia van der Ster-van der Wel**

Policy officer / Priority coordinator Digital & Green



**Joost Overwater**

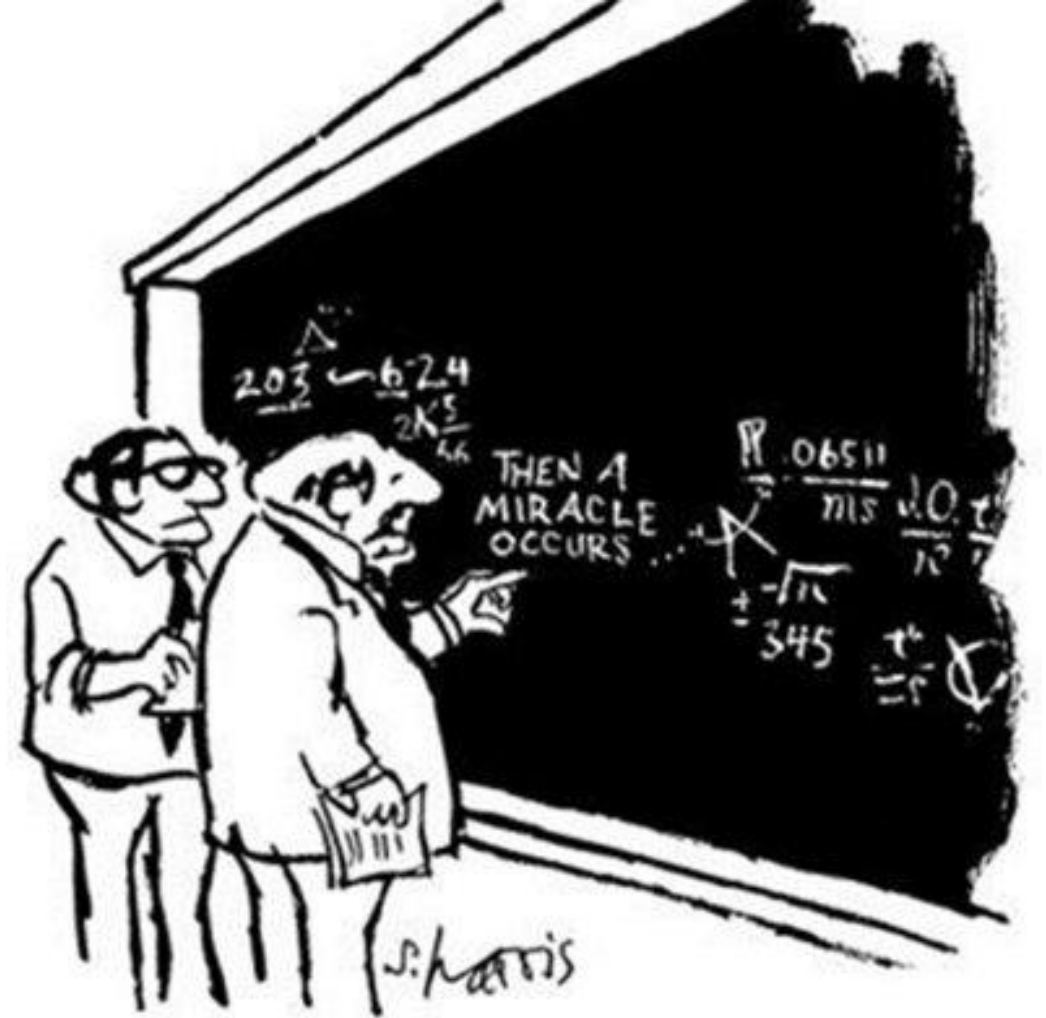
Program officer KA2 VET



# Impact

Only when all stakeholders support the process,  
lasting and durable change will be achieved.

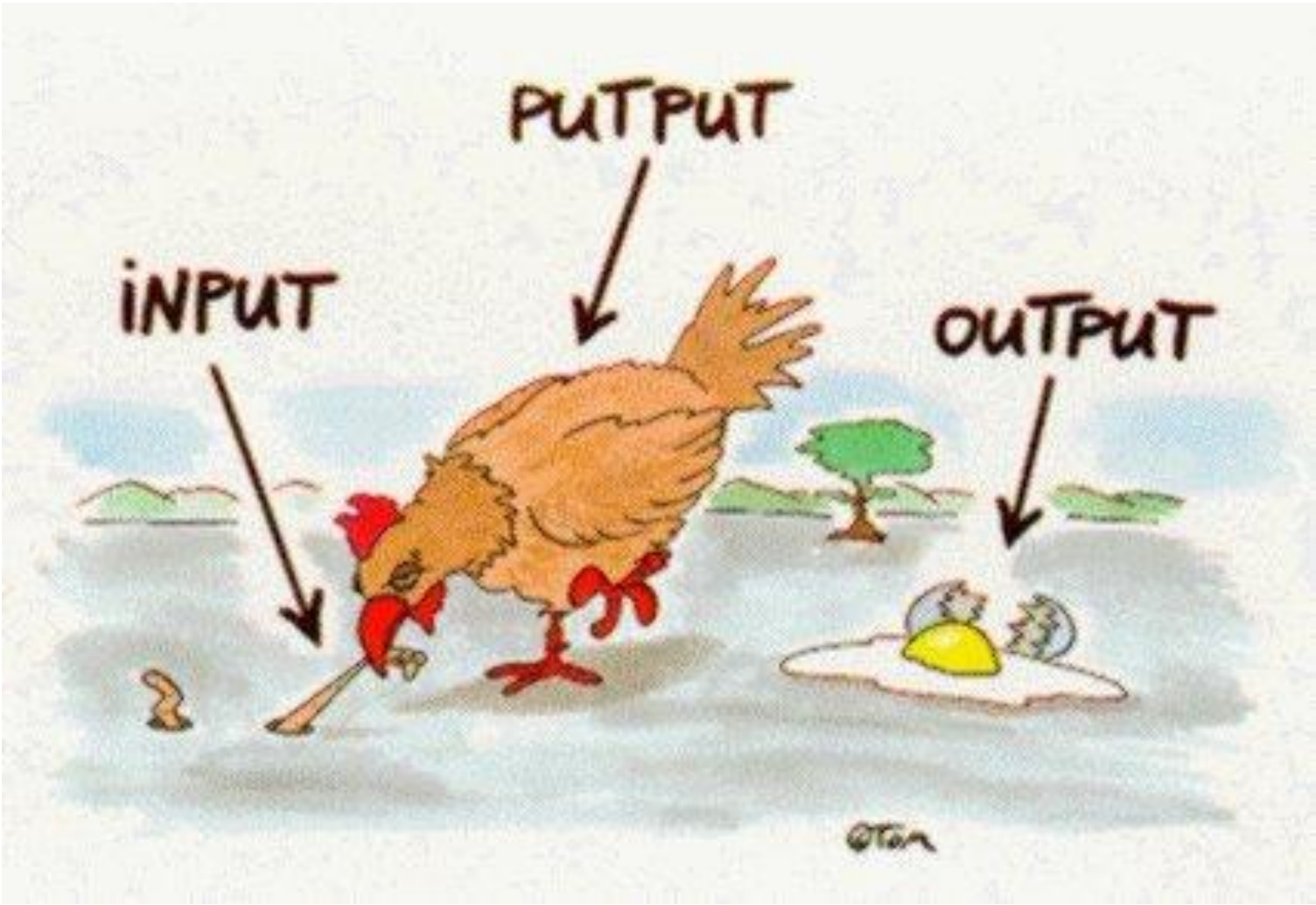
# Understanding impact



**"I think you should be more explicit here in step two."**



# The issue with many projects



# Understanding impact

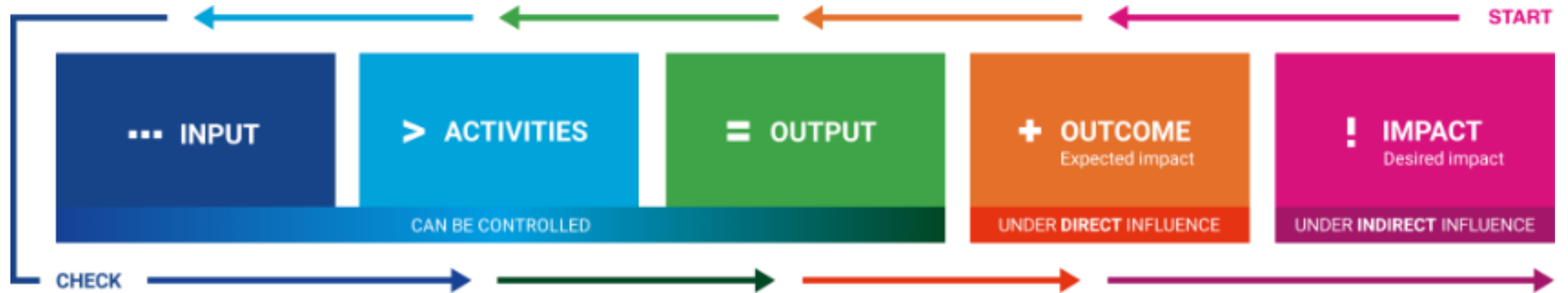
## Starter question: what is a result?

- The broader, long-term effects of the project on individuals, organisations, society, or systems. These are the changes a project intends to contribute to. These types of results are called **impact**.
- The use or adoption of these project outputs by the target group (or direct beneficiaries), such as students, teachers, learners, parents, or organisations. These types of results are called **outcomes**. Outcomes are about behavioural change!
- The deliverables, products or services or other results that directly result from a project, these are called: **outputs**.

# Programme results Erasmus+

Erasmus+ identifies results at 2 levels:

- Impact (**desired** impact)
- Outcome (**expected** impact)



# Understanding impact

IMPACT TOOL	PROGRAMME GUIDE	ALTERNATIVE TERMS
impact	desired impact	goal, overall objective, general objective
outcome	expected impact	specific objective, project purpose, strategic objective
output	output, deliverable, milestone	results, intermediate results
activities	activities	activities
input	input	recources



# What is the Erasmus+ Impact Tool?

*AIM: low threshold to support Erasmus+ applicants*

The impact-tool helps applicants in planning a programme from a results-based perspective. Guiding questions provide reflection on project planning.

[www.impacttool.nl](http://www.impacttool.nl)

The screenshot displays the Erasmus+ Impact Tool interface. The top part shows a flowchart with several boxes representing outcomes and impacts, such as 'Students are better able to support themselves financially/economically', 'Pupils responding better to changing circumstances in life', and 'Pupils feel part of European society'. Below this, a navigation menu is visible with the following items: IMPACT, OUTCOME, OUTPUT, ACTIVITIES, and INPUT. The main content area features the Erasmus+ logo and the title 'Impacttool'. Below the title, there is a paragraph explaining the concept of impact: 'Anyone who is familiar with Erasmus+ will also be familiar with the term "impact". This term also gives rise to many questions, however. What exactly does it mean for your project? How can you ensure that a project has the largest impact possible? We would like to help you achieve this result.' A diagram below the text illustrates the flow from INPUT to ACTIVITIES to OUTPUT to OUTCOME to IMPACT, with arrows indicating the direction of flow and labels for 'CHECK', 'CAN BE CONTROLLED', 'UNDER DIRECT INFLUENCE', and 'UNDER INDIRECT INFLUENCE'. The bottom of the screenshot shows a Windows taskbar with various open applications and the system clock.



# Pathways of change

A Maritime VET school sets up a European network for curriculum development for AR/VR practical education.

European network develops innovative teaching method for remote support for maintenance using AR

Educational organizations include innovation in the curriculum

The European network of Maritime VET schools offer relevant and modern education that meets the requirements of the sector

Students are digitally competent and use digital skills that fit the use of VR / AR.

Participants have professional skills in the field of VR / AR

Employees apply VR / AR in maintenance and repair.

Skills of older employees are updated

**Activities**

**Output**

**Outcomes**

**Impact**



# What are we going to do in the upcoming days?

Form groups 

Choose your Twin Transition topic



Define your target group: short exercise



Define your goals through a GAP-analysis: from problems to concrete goals

Translate your goals to activities: Activity mapping

Room for preparing your pitch

Pitching your project

## Lunch assignment!

Choose a target group and link it with your chosen topic

Create a tagline, ie:  
*Improving digital and green skills of learners*

# Impact workshop GAP-analysis

# Impact workshop: GAP-analysis

Form groups 

Choose your Twin Transition topic 

Define your target group: short exercise 

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# What is a GAP analysis?



*Key steps to bridge*



Impact (desired)

Outcomes (expected)

Where you are now



Your dream for your project



Action plan

Output

Activities

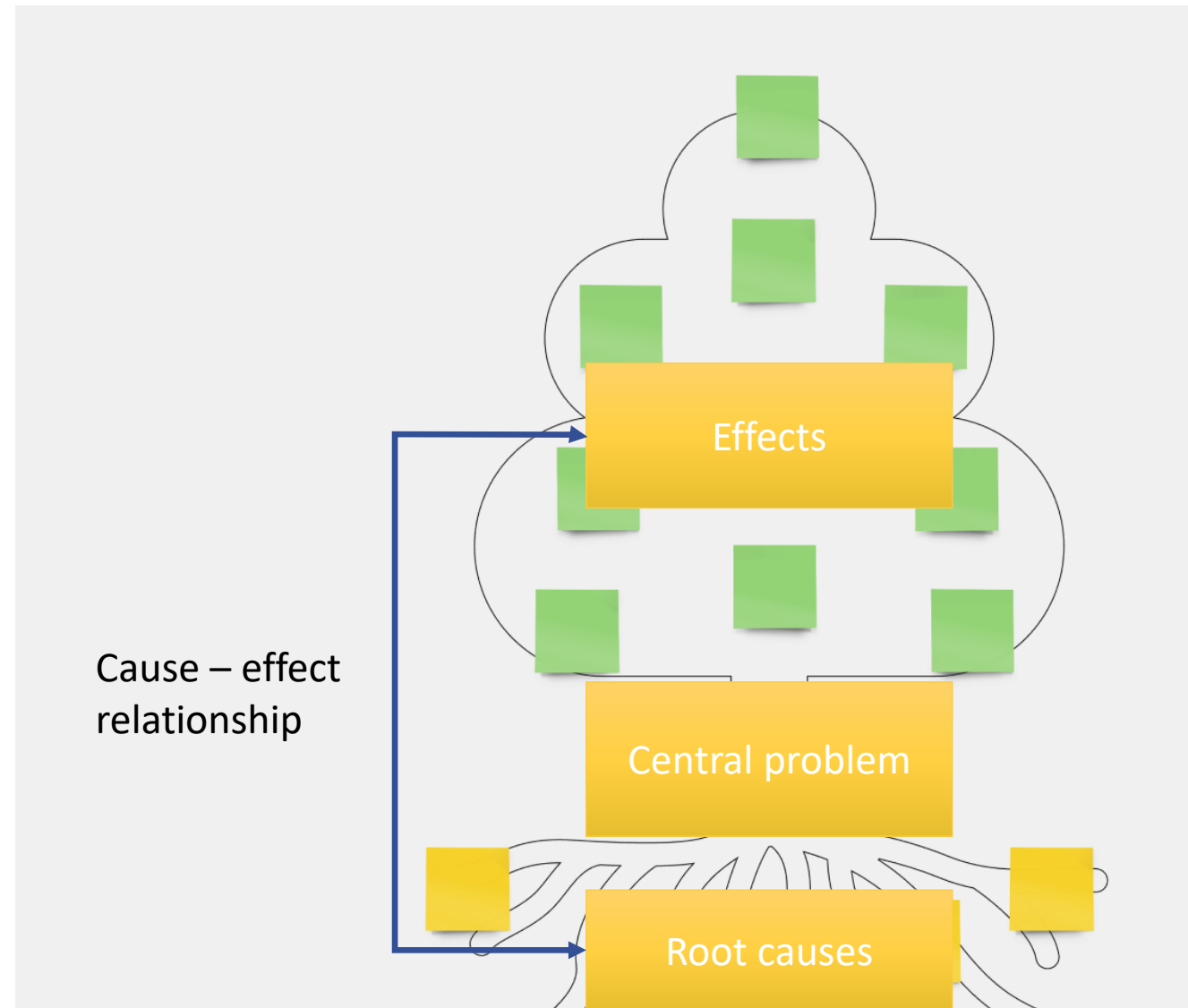


# Problem tree

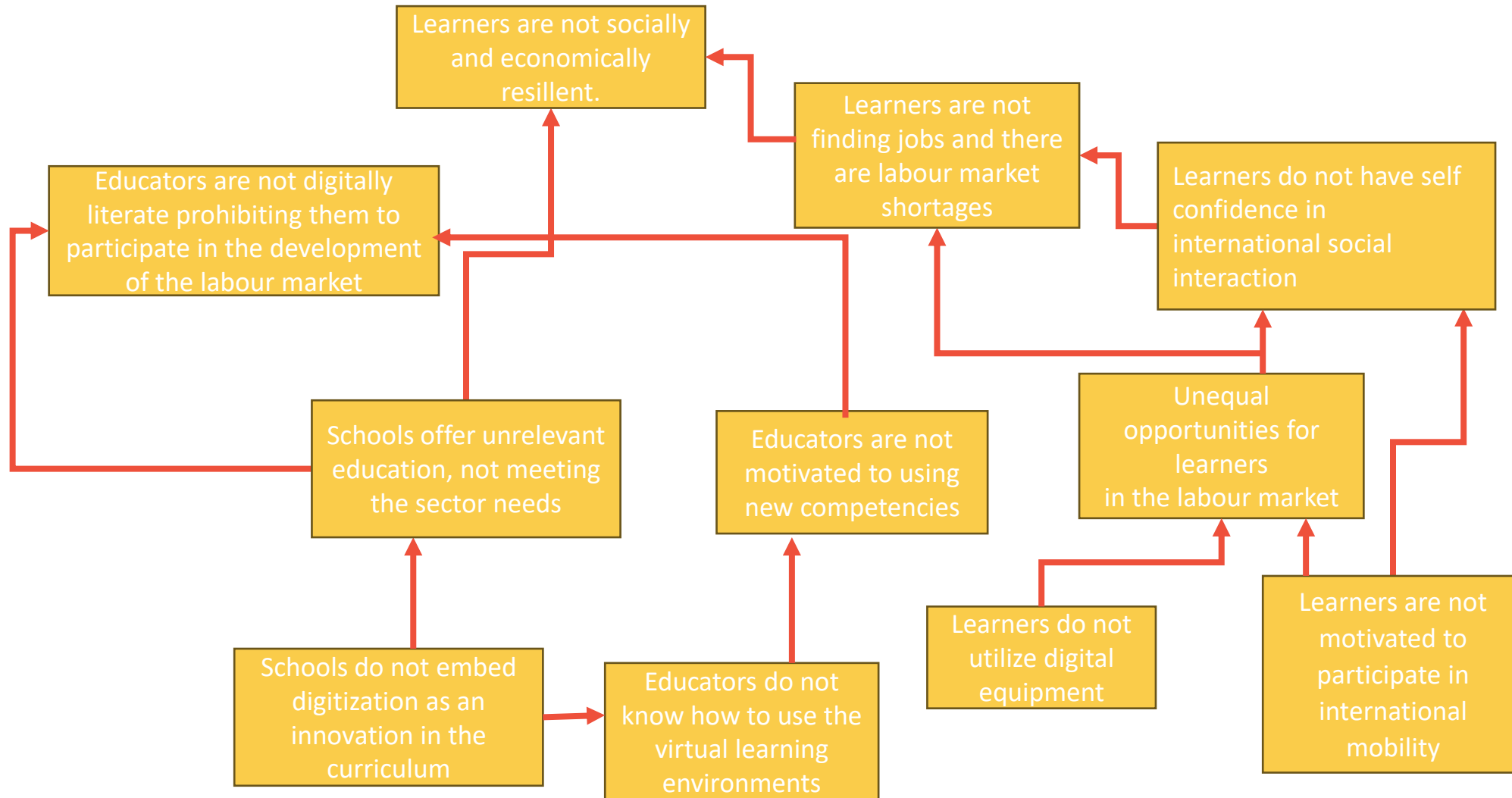
**Step 1:** draw a tree like this

**Step 2:** Individual exercise:  
Write down max. 5 problems you see related to your topic.

**Step 3:** Group exercise:  
Share “your problems” with the group and cluster them in root causes-central problem and effects



# Example Problem tree:

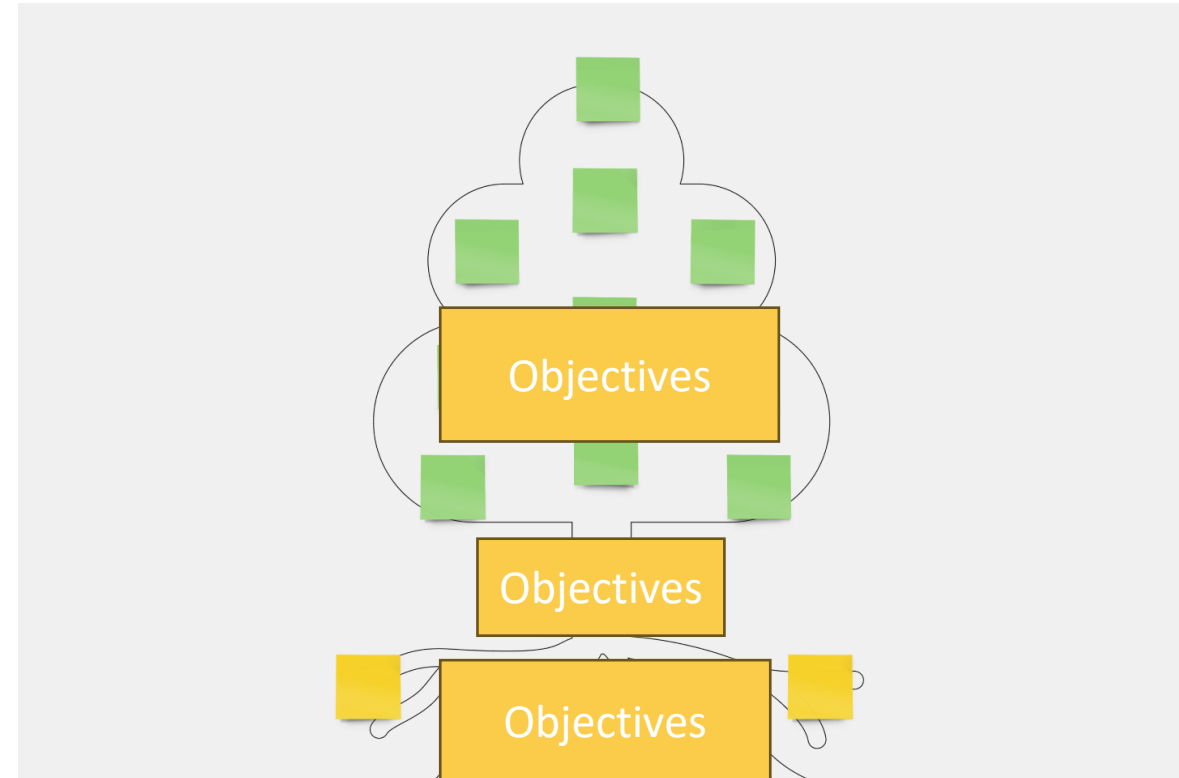


# From problems to objectives

## Objective tree

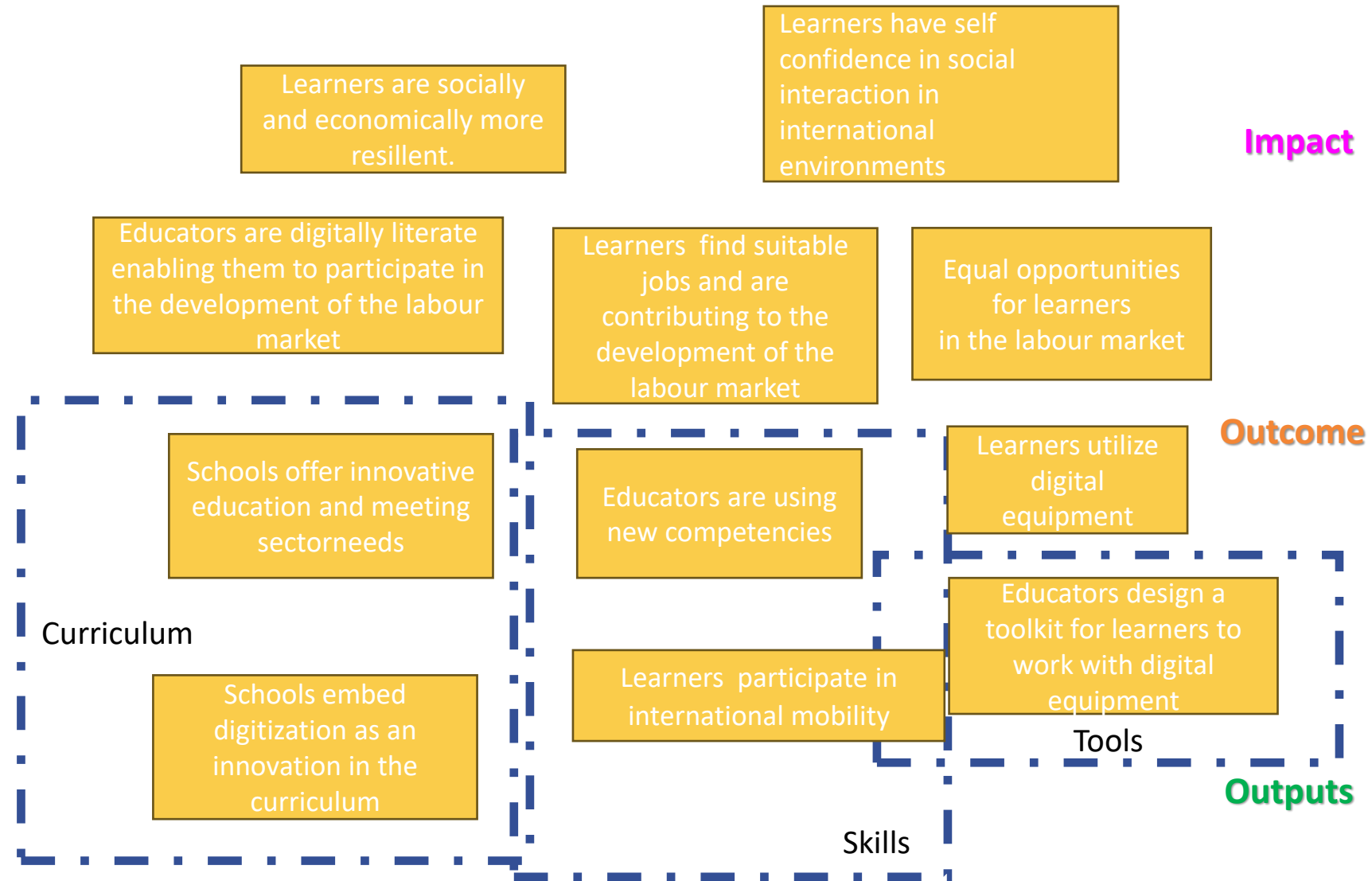
- the text of the objective is as close as possible to the text of the problem;
- the logic is preserved;
- the objective is real.

For example: reformulating the problem 'learners have no skills' in the objective: 'learners have all skills needed ' is perhaps too ambitious. A better objective would be 'learners have improved digital and green skills'



# Clustering of objectives

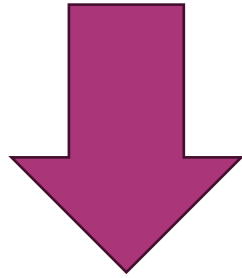
- Start at the bottom of the tree. Highlight any objectives that need the same type of expertise by putting a dotted line around them;
- Name each cluster, write it on a pink post-it, and place it within the cluster;
- Repeat these steps until all the objectives are clustered up to the top of the tree;



# Now you will have to cluster & translate them into outputs (max 3 outputs)

The example Objective Tree has the following clusters in the project design:

- Curriculum
- Tools
- Skills



Output examples:

- 1. Schools embed digitization as an innovation in the curriculum.*
- 2. Learners are developing life skills by taking part in international mobility.*
- 3. Educators design a toolkit for learners to work with digital equipment.*



# Impact workshop: map your activities

Form groups 

Choose your Twin Transition topic 

Define your target group: short needs analysis exercise 

Define your goals through a GAP-analysis: from problems to concrete goals 

Translate your goals to activities: Activity mapping

Room for preparing your pitch

Pitching your project



# Purpose of mapping activities

- Today we turn your Objective Tree into a concrete activity plan.
- We will use a simple and visual tool: the Gantt schedule.

## TCA Twin Transition KA2-PROJECT:

<b>Group:</b>	<<name>>	<b>Legend:</b>	<span style="background-color: green; color: white; padding: 2px;">On track</span>	<span style="background-color: cyan; color: white; padding: 2px;">Delayed</span>	<span style="background-color: blue; color: white; padding: 2px;">Early</span>	<span style="background-color: purple; color: white; padding: 2px;">Postponed</span>														
<b>Project title:</b>	<<name>>																			
<b>Project start date:</b>	27-3-2026																			
		<b>april</b>																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
		w	d	v	z	z	m	d	w	d	v	z	z	m	d	w	d	v	z	
<b>Milestone description</b>	<b>Category</b>	<b>Assigned to</b>	<b>Progress</b>	<b>Start</b>	<b>Days</b>															
<b>OUTPUT 1</b>																				
Task 1		<<name>>	0%	<<date>>																
Task 2		<<name>>	0%	<<date>>																
Task 3		<<name>>	0%	<<date>>		1	2													
<b>OUTPUT 2</b>																				
Task 1		<<name>>	0%	<<date>>				3	4	5	6	7	8	9	10	11	12	13	14	
Task 2		<<name>>	0%	<<date>>				4	5	6	7	8	9	10	11	12				
Task 3		<<name>>	0%	<<date>>						9	10	11	12	13	14	15	16	17	18	
<b>OUTPUT 3</b>																				
Task 1		<<name>>	0%	<<date>>								11	12	13	14					
Task 2		<<name>>	0%	<<date>>												14	15	16	17	18
Task 3		<<name>>	0%	<<date>>																

➤ **Identify key activities**

- Review your Objective Tree
- Brainstorm: write down 3 activities per output (1 per post-it).

➤ **Determine the logical sequence of activities**

- Which task must happen first?
- Which depend on others being completed?
- Which activities can run in parallel?

➤ **Estimate the duration of each task**

- Agree with each other on a realistic timeframe



# Step 4: Reflection & Adjustments

- Are the activities realistic?
- Is the timing achievable?
- Are resources balanced across the project?





# Bringing it all together

Form groups 

Choose your Twin Transition topic 

Define your target group: short need analysis exercise 

Define your goals through a GAP-analysis: from problems to concrete goals 

Translate your goals to activities: Activity mapping 

Room for preparing your pitch

**Now it's time to connect the dots.**

Pitching your project



# A strong project tells a logical story

Ask yourselves:

- Why does this project need to exist?
- Who is the project really for?
- What will change because of it?
- How do your activities lead to results and impact?

👉 Your pitch should tell this story clearly and convincingly.

# Impact Thinking Reminder: Outputs, Outcomes, Impact

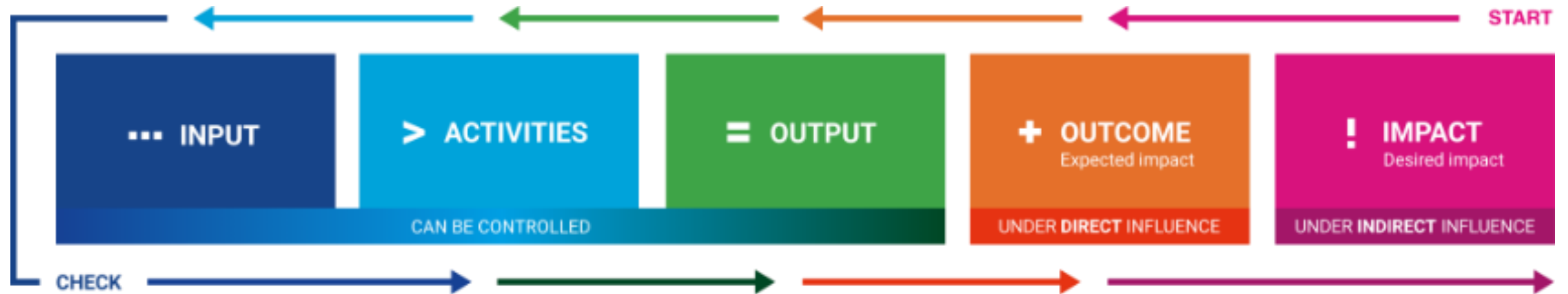
*Before pitching, check:*

**Outputs:** What will you concretely produce?

**Outcomes:** What changes in behaviour or practice?

**Impact:** What long-term difference does this make?

Experts will listen especially for: “What changes because this project exists?”



# Preparing your pitch – your mission now

## Time for groupwork:

- Select a speaker (or divide roles)
- Decide on your key message
- Make sure everyone understands the project logic
- Decide what is essential to explain, tip: agree on 2–3 strong arguments
- Leave out details that do not support your main message

## Suggested pitch flow (5–7 minutes)

- The problem / gap
- The target group & key needs
- The main objective
- Key activities
- Expected outcomes & impact
- Why this project matters (European added value)

**Tip:** If someone outside your group wouldn't understand it



Refine it!

# After the pitch: feedback & reflection

- Listen to:
  - Expert feedback
  - Questions and clarifications
  - Suggestions for improvement
- Ask yourself:
  - What worked well?
  - What needs sharpening?
  - What would we do differently next time?

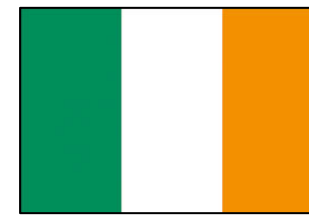
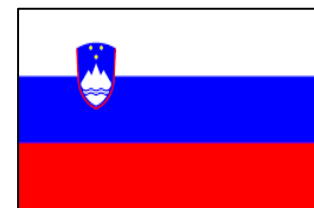
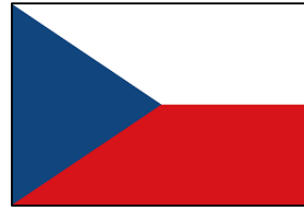
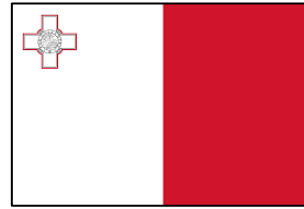




# LTA Impact

Since 2022

Coordinator Netherlands  
12 partners



# Materials produced and what's to come

[Impacttool mobility | Erasmus+](#)

[Impact Toolkit for Beneficiaries](#)

[Impact Handbook in 8 languages](#)

[Impact folder in 23 languages](#)

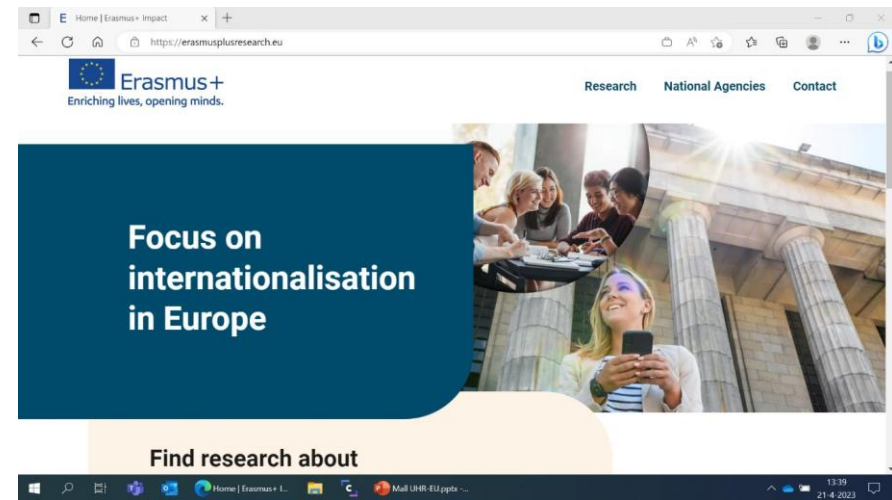
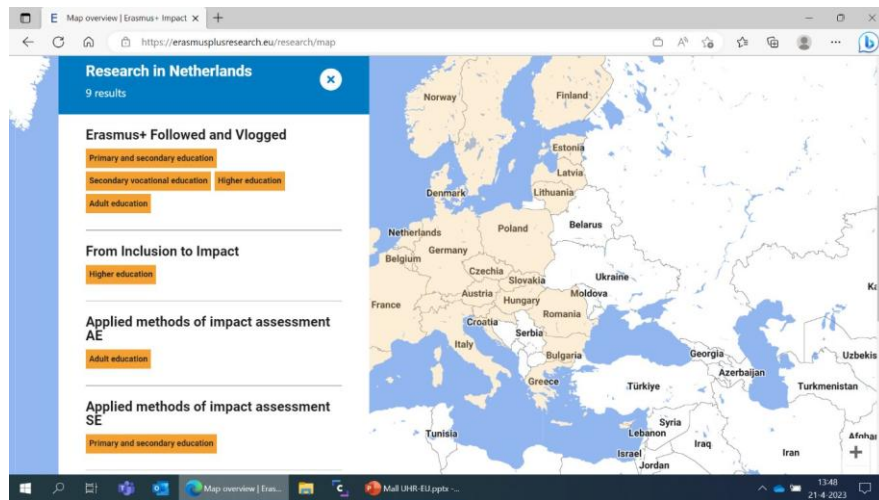
NEXT: Online learning platform



# Studies on Erasmus+ (impact)

- Studies with a specific focus on the programme Erasmus+ are relatively scarce and hard to find
- National level studies can provide important insights in impact results and policy decisions taken by NA's for researchers, applicants and other NA's

*The LTA impact developed an online platform for publication and dissemination of translated national E+ publications, open to all NA's: [www.erasmusplusresearch.eu](http://www.erasmusplusresearch.eu)*





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**Thank you!**

