What Evaluators See

Lessons from 100 Erasmus+ proposals

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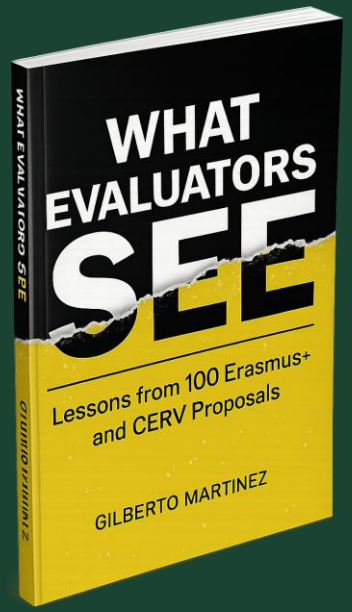
AI in Education: From Best Practices to Erasmus+ KA2 Partnerships Contact seminar



About this session

> *"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 (TeachAI+) 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

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 help secondary STEM teachers integrate AI tools into their teaching."

2

Evidence Base

81% of secondary STEM teachers have received no formal AI tools training (survey, n=124). 14% of secondary curricula include AI integration guidelines.

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.

Need	What gap exists, and why does it require project-level intervention?
Objective	What will the project achieve?
Activities	How will you reach the objective?
Results	What tangible outputs emerge?
Impact	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.

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

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. For AI projects: explain how AI transforms pedagogical practice, not just that AI tools are listed.

Environment & Sustainability

Green practices embedded in project design and outputs — not just a topic.

Participation & Democratic Life

Active citizenship, civic engagement, learner voice. Stronger for youth calls but relevant in school education 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.

01

Relevance

Where proposals fail before design even matters

Relevance — What evaluators look for

1. **Documented need:** Cite surveys, official reports, or partner audits. Include dates, sample sizes, and percentages.

2. **Specific target group:** Named, counted, located. Not ‘teachers' — '45 secondary STEM teachers in mathematics, science, and technology 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

TeachAI+

WHAT WAS WRITTEN

Secondary STEM teachers across Europe lack the skills to integrate AI tools into their teaching practice. This is an urgent need that TeachAI+ will address.

WHAT EVALUATORS WANT TO SEE

DigiLearn Estonia survey (Jan 2025, n=124 secondary STEM teachers): 81% had received no formal training on AI tools for classroom use.

Spain — Ministry of Education Digital Competence Report 2024: only 14% of secondary STEM teachers feel confident integrating AI tools into lessons.

SchoolLab NL internal audit (Sept 2024, n=38 STEM teachers): AI tool integration is the top professional development gap for 76% of staff.

R2 — Target group not defined

TeachAI+

WHAT WAS WRITTEN

The project targets secondary STEM teachers and students who are interested in new technologies.

WHAT EVALUATORS WANT TO SEE

Primary target: 45 in-service secondary STEM teachers from partner institutions (Estonia 18, Spain 15, Netherlands 12) teaching mathematics, science, and technology at ISCED 2-3 level.

Secondary target: 90 secondary learners aged 13-18 enrolled in these teachers' classes, who will participate in AI tool pilot activities in WP3 (months 10-12).

R3 — EU dimension claimed, not argued

TeachAI+

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 teachers in one country's curriculum framework only. TeachAI+ compares AI integration approaches across 3 national secondary curricula (Estonian digital curriculum, Spanish LOMLOE framework, Dutch SLO framework), producing a cross-validated teacher training model. Estonia contributes a strong national digital infrastructure and existing AI policy; Spain brings scale in Mediterranean secondary systems with high teacher variability; Netherlands contributes established school-based professional development structures. This cross-validation is not possible at national level.

02

Design & Quality

Vague deliverables are the most fixable scoring gap

Design & Quality — What evaluators look for

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

TeachAI+

WHAT WAS WRITTEN

The project will produce training materials on AI tools for secondary STEM teachers.

WHAT EVALUATORS WANT TO SEE

D2.2: 4 Training Modules on AI Tools for STEM Teaching (month 10).

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

Topics: (1) AI-assisted lesson planning, (2) formative assessment with AI tools, (3) AI literacy for STEM students, (4) responsible AI use in the classroom.

Responsible: FormaTech Spain (lead) + SchoolLab NL (review). Each module piloted by 3 STEM teachers per country before final release.

D2 — Methodology without logic

TeachAI+

WHAT WAS WRITTEN

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

WHAT EVALUATORS WANT TO SEE

Module development follows 3 validated phases:

(1) Needs mapping (M1-3): each partner surveys STEM teachers using a shared instrument to map AI tool integration gaps by subject area.

(2) Co-design (M4-9): cross-national working groups draft modules; each partner validates drafts against their national secondary curriculum digital competence framework.

(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

TeachAI+

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 (EE + ES, 15 teachers each) address Objective 1 directly — build AI tool competency for 45 secondary STEM teachers.

WP3 Module Development (M7-10): 4-module package delivers Result R1, tied to Objective 2 (integrate AI tools into secondary STEM teaching practice).

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

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

03

Partnership

The difference between claiming capacity and proving it

Partnership — What evaluators look for

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

TeachAI+

WHAT WAS WRITTEN

FormaTech Spain has extensive experience in digital education and EU project management, making them an ideal partner for this project.

WHAT EVALUATORS WANT TO SEE

FormaTech Spain has led or co-led 4 Erasmus+ school education projects since 2019:

DigiClass (KA2, 2019-1-ES01-KA201-065392, 2019-2022)
FutureLearn Plus (KA2, 2021-2023)
STEMConnect (KA2, coordinator, 2022-2024)
ClassBridge (KA2, ongoing, 2023-2025)

P2 — Roles without deliverables

TeachAI+

WHAT WAS WRITTEN

SchoolLab Netherlands will contribute their expertise in school-based professional development and support the project development and dissemination activities.

WHAT EVALUATORS WANT TO SEE

SchoolLab 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 STEM teachers for module testing (WP3, M10-12).

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

P3 — Coordinator doing everything

TeachAI+

WHAT WAS WRITTEN

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

WHAT EVALUATORS WANT TO SEE

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

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

SchoolLab 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.

04

Impact

Channels are not a strategy

Impact — What evaluators look for

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 secondary educators 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

TeachAI+

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 education conference presentations (Estonia DigiEdu Forum Apr 2026, FormaTech Annual Conference Jun 2026, Dutch Education Days Oct 2026): combined target audience 600 secondary educators.

All 4 modules published open-access on Erasmus+ Results Platform + 3 partner school management 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.

I2 — Sustainability as a promise

TeachAI+

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 school platforms (combined 4,200 enrolled learners/year).

(2) EduDigit Estonia integrates the AI Teaching Competency Framework into its secondary teacher induction programme (Director decision, Annex 7).

(3) FormaTech Spain embeds 2 modules into its 2026-27 certified secondary teacher training course (Spanish Ministry ref: 2025-SCH-DIG-034).

I3 — Impact without measurement

TeachAI+

WHAT WAS WRITTEN

The project will have a significant impact on secondary education quality and AI tool adoption across the partner countries.

WHAT EVALUATORS WANT TO SEE

Impact indicators:

(1) 79% of trained teachers (35/45) achieve Level B2+ on DigComp Educator (AI strand) — measured by pre/post assessment (tool in Annex 6).

(2) 80% of piloted learners report increased confidence in engaging with AI tools in STEM — post-pilot survey, M12.

(3) At least 2 partner institutions formally adopt at least 1 module into their school professional development programme within 12 months of project end — confirmed by institutional letters (Annex 8).

What projects scoring 80+ have in common

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

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.

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

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Copies of the book for the first questions.

Raise your hand, ask your question — the book is yours.