



# Detailed Discussion of Logical Framework Content

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# Remember.....

## KEY OBJECTIVES ('MHE 2.0)

- Promote Competence Based Education:** Validating competence-based teaching, learning and assessment;
- Advance Digital Transformation:** Expanding digital competences and encouraging the creation and use of open access digital educational resources
- Increase International Attractiveness:** Increasing the attractiveness of Bulgarian universities for foreign students
- Foster Interdisciplinarity:** Strengthening the interdisciplinary approach in the training of students

## Evidence Based (Grounded)



- Policy
  - Higher Education
  - Sustainability
  - Technology
  - Employer
  - Government
  - Research
  - Future Skills
- Stakeholders
  - Industry Involvement
  - Representative Bodies
  - Academics (All domains)
  - National, European and International Trends

**Themes:**

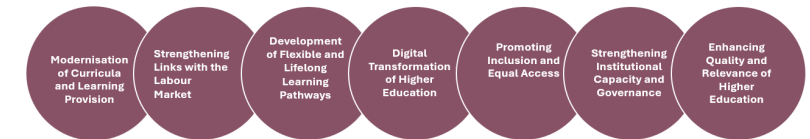
- Skills relevance and labour market alignment
- Digital and green transitions
- Lifelong learning and flexible provision
- Inclusion and widening participation
- Quality assurance and system modernisation
- Evidence-based and performance-driven funding



## KEY AREAS OF FOCUS FOR ACTIONS

### Horizontal Results for the Professional Fields

- Expansion of bachelor's and master's programs with competence profiles;
- At least 50% of students' grades should be formed from current assessment;
- Creation and implementation of a system for current assignment of tasks for independent preparation of students.



Supporting System-Level Reform and Sustainability

# What Evaluators Are Looking For



**Evidence-based  
problem  
definition**



**Alignment  
with policy  
and labour  
market  
needs**



**Clear logic  
(inputs →  
impact)**



**Measurable  
results  
(indicators)**



**Feasible  
delivery and  
strong  
governance**



**Sustainable,  
system-level  
impact**

*Remember Evaluators have challenges too!*

# Log Frame AIM: Long-Term System Change

Impact	Intervention Logic	Indicators of Success	Means of Verification	Assumptions	Risks and Considerations	Evaluator Focus	
Long-term system change	Improved quality and relevance of Higher Education aligned to labour market needs	- Graduate employability rates	- National statistics	- Policy continuity	Policy misalignment - Changes in national/EU policy reduce relevance	Does proposal show adaptability?	Does this project create meaningful, scalable, and sustainable change in the higher education system?
		- Alignment with national priorities	- HE ranking systems	- Labour market stability	Labour market shifts - Skills demand changes	Are future skills embedded?	Key Question: Will the system be different because of this project?
		- Increased participation in priority fields	- Labour market reports		System fragmentation - Project remains pilot-level	Is there scaling strategy?	

- Does this project create meaningful, scalable, and sustainable change in the higher education system?
- Key Question: Will the system be different because of this project?

# Let's look at each area specifically

Thematic Area	
1	General Objectives
2	Participating Organisations
3	Challenges
4	Solutions/Decision
5	Activities
6	Target Groups
7	Project Plan
8	Management
9	Financial Resources
10	Key Performance Indicators

# 1. General Objectives Checklist

1. Are objectives clearly aligned to policy and needs?
2. Are objectives SMART and feasible?
3. Are the objectives strategically relevant, clearly defined, and capable of delivering impact?
4. Is there a strong evidence base?
5. **Key Question: Do the objectives clearly define what success looks like?**

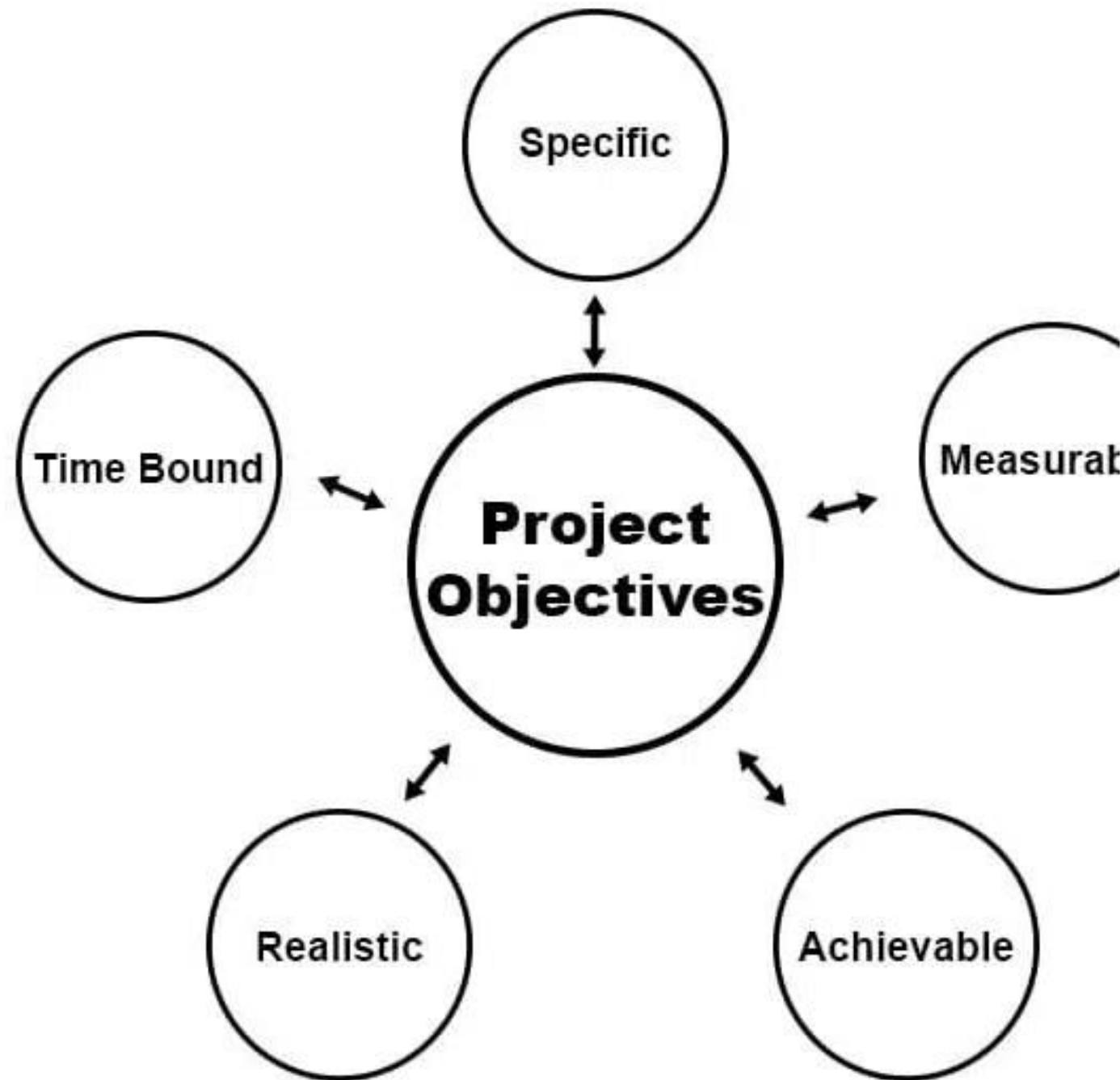
# General Objectives Expect – *reference to:*

- National, EU, and institutional priorities,
- **The relevance of the work package** in addressing systemic challenges (e.g. skills mismatch, demographic pressures, labour market needs)?
- **Objectives (their rationale)**, evidence-based, forward-looking, and aligned with modern educational practices and future skills needs?
- **Relevant performance indicators (KPIs - SMART)** and supported by appropriate risk identification and mitigation strategies?
- **Activities** that directly support the stated objectives and funding priorities (For each WP)?
- Evidence that the proposal will **enhance teaching quality, student engagement**, learning environments, and competency-based education aligned with modern pedagogical principles?
- How the effective **integration of future skills, industry collaboration**, and innovative technologies to enhance employability and real-world relevance is met?

*Overall want  
to see .....*

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*A coherent, well-justified, and  
strategically aligned set of  
objectives with strong potential for  
impact.*



## 2. Participating Organisation Checklist

1. Are roles clearly defined?
2. Is expertise justified?
3. Are employers actively involved?
4. Is the partnership credible, complementary, and capable of delivering the project?
5. **Key Question: Why these partners—and do they add real value?**

## 2. Participating Organisation Expect – *reference to:*

- The extent the proposal clearly **defines the partnership structure**, demonstrates strong synergies and added value
- Identity of all participating organisations, and **demonstration that each partner brings relevant expertise** and value to the project? (*Complementary and non-overlapping*)
- A **well-designed and operational collaboration model**, with clear purpose, and **strong synergies**,
- Effective **mechanisms for Joint delivery** and **sharing resources and expertise** among partners?
- Extent the proposal demonstrates that the partnership has the **capacity, planning, and resources to deliver** the project effectively and realistically?

# Overall want to *see.....*

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*The partnership is coherent, credible, and highly capable of delivering the project, with strong added value and effective collaboration.*



## 3 Challenges Checklist

1. Are challenges evidence-based?
2. Is there stakeholder consultation?
3. Are challenges specific and relevant?
4. Does the proposal demonstrate a deep, evidence-based understanding of the problem?
5. ***Key Question: Is this a real, proven problem—or just an assumption***

### 3 Challenges Expect – *reference to:*

- Why the work package is necessary now (*Clear explanation*)
- To what extent does the proposal demonstrate a clear, **evidence-based understanding of the current challenges, justify the need for the work package(s), and explicitly link identified problems to the proposed interventions?**
- To what extent are the identified **challenges supported by robust, credible, and relevant evidence demonstrating** a clear and validated need for intervention? (*data, sources, benchmarking, and depth of analysis*) - Labour market data , Skills gaps , Demographic or system challenges
- Does the proposal demonstrate a **deep understanding of the underlying causes** of the challenges, rather than just describing surface-level issues? (Systemic issues)
- To what extent is there a **clear and coherent alignment between identified challenges and the proposed solutions** or work package activities?
- Are the identified **challenges validated by relevant stakeholders**, particularly employers and labour market actors, ensuring real-world relevance?
- Does the proposal clearly demonstrate the scale, urgency, and **strategic importance of the identified challenges including the risks** and consequences of failing to address the identified challenges?
- Strong alignment between: Identified challenges → Objectives → Activities → Outcomes

# Overall want to see.....

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*The proposal presents a clear, well-evidenced, and compelling analysis of challenges, forming a strong foundation for the project.*



## 4. Solutions Decisions Checklist

1. *Institutional readiness*
2. *Is there clear alignment?*
3. *Are solutions innovative?*
4. *Is capacity clearly addressed?*
5. *Do the proposed solutions directly address the challenges in a feasible and innovative way?*
6. ***Key Question: Will this solution actually solve the problem?***

## 4. Solutions/Decisions Expect – *reference to:*

- The extent the proposal presents a **clear, evidence-based and convincing solution** that directly addresses the identified challenges and demonstrates a strong rationale for intervention/WP?
- **Why the choice of specific Programmes**, Short (Micro Cred, Bachelors and Postgraduate are relevant)
- **Preparedness of academic governance, systems**, and institutional processes and capability to support implementation.
- **The extent the proposal enhances teaching, learning, and student experience** through innovative, student-centred and competency-based approaches?
- The extent the proposal demonstrates **forward-looking innovation**, including the use of new technologies (AI, digital tools, simulations, blended learning) and responsiveness to evolving learner and societal needs (Student-centred and interdisciplinary approaches)
- The extent the proposal **responds to identified systemic challenges** using data and demonstrates measurable impact on employability, quality, and internationalisation - *Labour market needs and data (e.g. employability, skills gaps) Employer engagement and co-design*
- The extent the proposal **demonstrates strong engagement with employers and external stakeholders** in design and delivery? Depth and quality of collaboration with employers and external stakeholders.

*Overall want to see.....that*

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*The proposal presents robust, innovative, and well-aligned solutions that directly address identified challenges and demonstrate strong potential for impact.*



## 5. Activities Checklist

1. Are activities clearly structured?
2. Are they feasible? Are Resources available?
3. Are future skills integrated?
4. Are the activities coherent, realistic and capable of delivering the intended outcomes?
5. **Key Question: Can this realistically be delivered as planned**

## 5 **Activities Expect – *reference to:***

- The extent the proposed activities (*Programme Design, Rationale*) are clearly defined, logically structured, realistic, and aligned to addressing the identified challenges? **Activity Design and Coherence**
- The extent roles, responsibilities, and implementation arrangements clearly defined and feasible across the partnership? **Feasibility, Planning and Roles**
- The extent the proposal incorporates modern, diverse, and student-centred teaching, learning, and assessment approaches? **Teaching, Learning and Assessment Design**
- The extent work packages clearly define, appropriately scope, and aligns with skills, competencies, and labour market needs? **Work Package Structure and Alignment**
- The extent the proposal implements a coherent competence-based approach to curriculum, teaching, and assessment? **Competence-Based Education**
- The extent the proposal demonstrates meaningful integration of digital technologies, resources, and skills development? **Digitalisation and Digital Competences**
- The extent the proposal includes meaningful mobility and internationalisation activities that enhance student outcomes? **Mobility and Internationalisation**
- The extent programmes are aligned with stakeholder needs and socio-economic priorities? **Stakeholder Engagement and Programme Relevance**

# Overall want to see.....that

*Activities are clearly structured, realistic, and strongly aligned with project challenges and objectives. They demonstrate innovation, strong planning, stakeholder engagement, and clear impact on skills, digitalisation, and labour market relevance.*

## KEY OBJECTIVES ('MHE 2.0)



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## KEY AREAS OF FOCUS FOR ACTIONS

### Horizontal Results for the Professional Fields

- Expansion of bachelor's and master's programs with competence profiles;
- At least 50% of students' grades should be formed from current assessment;
- Creation and implementation of a system for current assignment of tasks for independent preparation of students.



Supporting System-Level Reform and Sustainability

5

## 6. Target Groups Checklist

1. Are groups clearly defined?
2. Are incentives and access clear?
3. Are outcomes clearly defined?
4. Are the right beneficiaries identified, engaged, and supported to achieve meaningful outcomes?
5. *Key Question: Who benefits—and how do we know it will work for them?*

## 6. Target Groups Expect – *reference to:*

- To what extent are target groups clearly defined, appropriately segmented, and aligned with the objectives of the project, including inclusion and regional considerations (*ISCED levels , Disadvantaged and underrepresented groups, Regional considerations*) ? **Identification & Definition of Target Groups**
- To what extent are participation mechanisms, incentives, and expected outcomes clearly defined and realistic (*RPL, Incentives, Retention targets, Progression*) ? **Participation, Incentives & Outcomes**
- To what extent does the proposal demonstrate meaningful international engagement and mobility with clear outcomes? **Internationalisation & Mobility**
- To what extent are learner selection, entry requirements, and access mechanisms clear, fair, and inclusive? **Learner Selection, Access & Progression**
- To what extent does the proposal clearly define the impact on target groups and development of competencies? **Impact and Competence Development**
- To what extent are adequate supports, training, and resources provided for successful implementation? **Capacity Building and Resources**
- To what extent does the proposal enhance attractiveness and accessibility for international students? **Attractiveness for International Students**
- To what extent does the proposal support interdisciplinary learning aligned with future skills and labour market needs? **Interdisciplinary Education & Future Skills**

# *Overall want to see.....that*

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*Target groups are clearly defined, inclusive, and well-aligned with project objectives. Strong participation mechanisms, internationalisation, stakeholder engagement, and clear impact on competencies and employability.*



## 7. Project Plan Checklist

1. Is timeline realistic, with clear milestones? (No major Delays – consider risks and mitigation)
2. Are dependencies clear, with sub projects for collaboration institutions included?
3. Are risks and buffers included, with regular progress reports?
4. Is the project plan realistic, well-sequenced, and manageable?
5. ***Key Question: Does the timeline make sense—and is it achievable?***

# 7. Project Plan Expect – *reference to:*

- The extent the project timeline is realistic, well-structured, and feasible in relation to the scope and complexity of the proposed activities? **Timeline and Scheduling Realism**
- The extent all project activities are clearly identified, comprehensive, and aligned with the project objectives and work packages? **Activity Coverage and Planning Completeness**
- The extent the project plan clearly defines milestones, deliverables, dependencies and sequencing to ensure structured and trackable implementation? **Milestones, Deliverables and Dependencies**
- The extent the project plan anticipates risks and provides realistic mitigation strategies? **Risk Management and Contingency Planning**
- The extent the project includes mechanisms to monitor progress and evaluate implementation effectively? **Monitoring, Evaluation and Progress Tracking**
- The extent time, resources, and workload are appropriately aligned with planned activities? **Resource and Time Alignment**
- The extent the project plan is integrated with objectives, work packages, and expected outcomes? **Integration with Other Project Components**

*Overall want to see.....that*

*The proposal presents a robust, realistic, and well-integrated project plan, demonstrating strong delivery capability and effective management of complexity. Timeline and activities are fully aligned, comprehensive, and feasible.*



## 8. Management Checklist

1. Is governance clearly defined? Institutional support clarified for duration of project *and beyond*.
2. Is dissemination structured?
3. Is sustainability credible?
4. Is there a strong governance and management structure to ensure delivery and sustainability?
5. **Key Question: Who is responsible—and can they deliver this effectively?**

# 8. Management

## Expect – *reference to:*

- What extent is there a clear, well-defined management structure with appropriate leadership, roles, and coordination mechanisms across the partnership (oversight groups, clear decision making and reporting structures)? **Management Structure & Leadership**
- How roles and responsibilities across partners are clearly articulated, complementary, and well-coordinated ?
- What extent is there a clear, well-defined management structure with appropriate leadership, roles, and coordination mechanisms across the partnership
- How Administrative and institutional support is aligned/integrated ? (HR, finance, central services)
- To what extent does the project include a clear, structured, and impactful dissemination strategy for sharing results and innovations (*Interim dissemination, Conferences, Publications, Stakeholder engagement* )? **Dissemination and Communication**
- How success is defined for the project?
- The extent governance structures, administrative functions, and institutional supports are clearly defined and adequate? **Governance, Administration and Institutional Support**
- How the proposal (Management), will ensure sustainability and long-term integration of project results beyond the funding period? **Sustainability & Long-Term Impact**
- Are partnerships sustained beyond the project lifecycle (*Integration into institutional operations Long-term maintenance of outputs (e.g. digital resources), Continued industry collaboration*)? **Is continued cooperation with industry included?**

# *Overall want to see.....*

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*Clear, robust management structure with strong governance, dissemination, and sustainability planning. That the project is well-supported and likely to deliver long-term impact.*



## 9. Financial Checklist

1. Is governance clearly defined? Institutional support clarified for duration of project *and beyond*.
2. Is dissemination structured?
3. Is sustainability credible?
4. Is there a strong governance and management structure to ensure delivery and sustainability?
5. **Key Question: Who is responsible—and can they deliver this effectively?**

## 9. Financial Expect – *reference to:*

- Is the budget **realistic and proportionate** to the scale, duration, and complexity of the project?
- The extent that **costs are clearly justified** (staffing, equipment, delivery, overheads)?
- The extent that there is a clear link between budget lines and planned outputs/work packages?
- Whether there is evidence of **value-for-money in how resources are allocated?**
- The extent that there are opportunities for **cost-sharing, economies of scale, or reuse (e.g. digital resources)?**
- The extent that the project demonstrates **efficient use of resources?**
- A plan for **financial sustainability beyond project funding?**
- The extent that **robust financial management systems and governance structures are referred to?**
- Clarity on **budget ownership, monitoring, and reporting?**
- Whether **financial risks identified with mitigation strategies?**

# *Overall want to see.....*

*Are the financial resources well-planned, realistically costed, and managed by capable partners who can ensure effective and accountable delivery of the project?*



## 10. KPI Checklist

1. To what extent do the proposed KPIs directly align with the HE 2.0 priorities (competence-based programmes,  $\geq 50\%$  continuous assessment, and systems for independent student learning)?
2. *Are the KPIs clearly defined, quantifiable, and supported by credible baselines and targets?*
3. *Are the KPI targets realistic and achievable given the institutional capacity, resources, and implementation approach?*
4. Are there robust mechanisms to track, verify, and demonstrate progress and achievement of KPIs at both institutional and system level?
5. *Key Question: Do the proposed KPIs clearly align with HE 2.0 priorities, are they measurable and achievable, and will they credibly demonstrate meaningful and system-level impact?*

## 9. KPIs Expect – *reference to:*

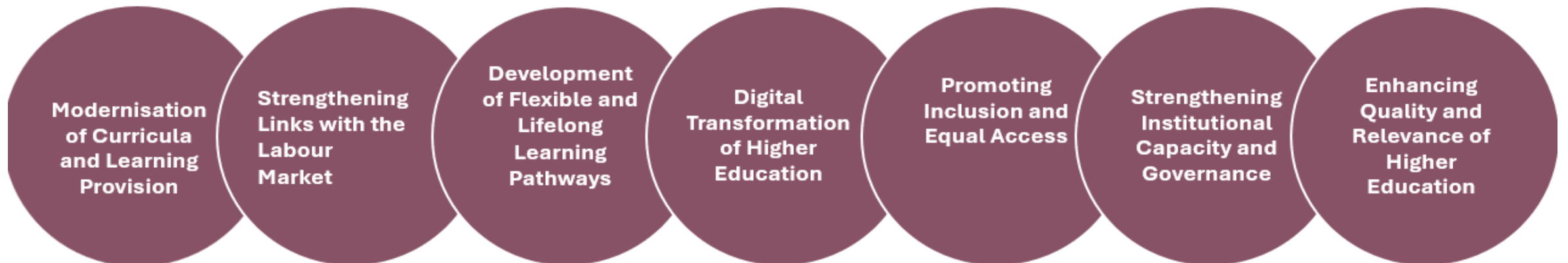
- The **project KPIs and how they explicitly reflect the required system-level indicators**: (Expansion of bachelor's and master's programmes with competence profiles; ≥50% of student grades derived from continuous/current assessment; Implementation of systems (digital) supporting continuous student task assignment and independent learning)
- **Evidence that the KPI's are embedded across relevant work packages** rather than treated as standalone outputs?
- How KPIs are **clearly defined with quantifiable targets** (e.g. number of programmes redesigned, % of courses adopting continuous assessment) and time bound?
- The extent that the proposed KPI targets **are realistic given institutional readiness**, staffing, and infrastructure?
- Evidence that **partners can operationalise KPI's**
- The extent that there exists **robust monitoring and evaluation mechanisms** to track KPI achievement?
- How the **evidence be systematically collected** (e.g. curriculum changes, assessment data, system usage metrics)?
- How the KPIs demonstrate potential for **long-term system change**, not just pilot-level outputs?

# *Overall want to see.....*

*“Do the project’s KPIs clearly, measurably, and realistically deliver on the HE 2.0 priorities, particularly:*

- programme expansion with competence profiles,*
- ≥50% continuous assessment, and*
- systems for independent student learning,*

*And, can partners credibly achieve these at scale?”*





*Overall : Not  
exhaustive - need to  
demonstrate*

- Available Resources (Human, Technical)
- Student Demand and engagement
- Stakeholder (Industry willingness)
- Academic engagement
- Interdisciplinary willingness
- Teaching and learning innovation
- Collaboration entities
- Programme ideas (Short, Bachelor, Postgraduate)
- Sustainability (ESG)
- System Change Desire
- Academic Agility

# *Overall Outputs and Activities (Checklist)*

- Are outputs clearly defined?
- Are the KPIs clearly defined?
- Is there integration into programmes?
- Are outputs transferable?
- Are the project outputs clearly defined, useful, and capable of being implemented and scaled?
- Will these outputs actually be used?
- Is planning realistic?
- Are resources aligned?
- Is coordination clear?
- Are the operational activities well-organised, resourced, and coordinated across partners?
- Is there a clear and workable delivery engine behind the project?

# Monitoring (Self Assessment)

## *... not exhaustive list - Ideas*

- Number Programmes (Short, Bachelor, PostGraduate delivered)
- Industry Engagement (ongoing) – How?
- Registered Students and backgrounds/Profile
- Number Graduates (Retention)
- Assessment methodologies (New)
- New Teaching and Learning Methodologies e.g. TBL
- Number International Mobilisation (Inward and Outward) Staff/ Students
- Competence Based Models integrated
- New Student Supports
- New Technologies
- Digital Infrastructure
- Widening participation (Access)
- Progression
- Employment (%)
- Risks to completion and mitigation
- Staff engaged and number trained
- Interdisciplinarity
- Dissemination and celebration of success
- System Change and how sustainable that is?

# KEY AREAS OF FOCUS FOR ACTIONS

## *Horizontal Results for the Professional Fields*

- Expansion of bachelor's and master's programs with competence profiles;
- At least 50% of students' grades should be formed from current assessment;
- Creation and implementation of a system for current assignment of tasks for independent preparation of students.

Modernisation  
of Curricula  
and Learning  
Provision

Strengthening  
Links with the  
Labour  
Market

Development  
of Flexible and  
Lifelong  
Learning  
Pathways

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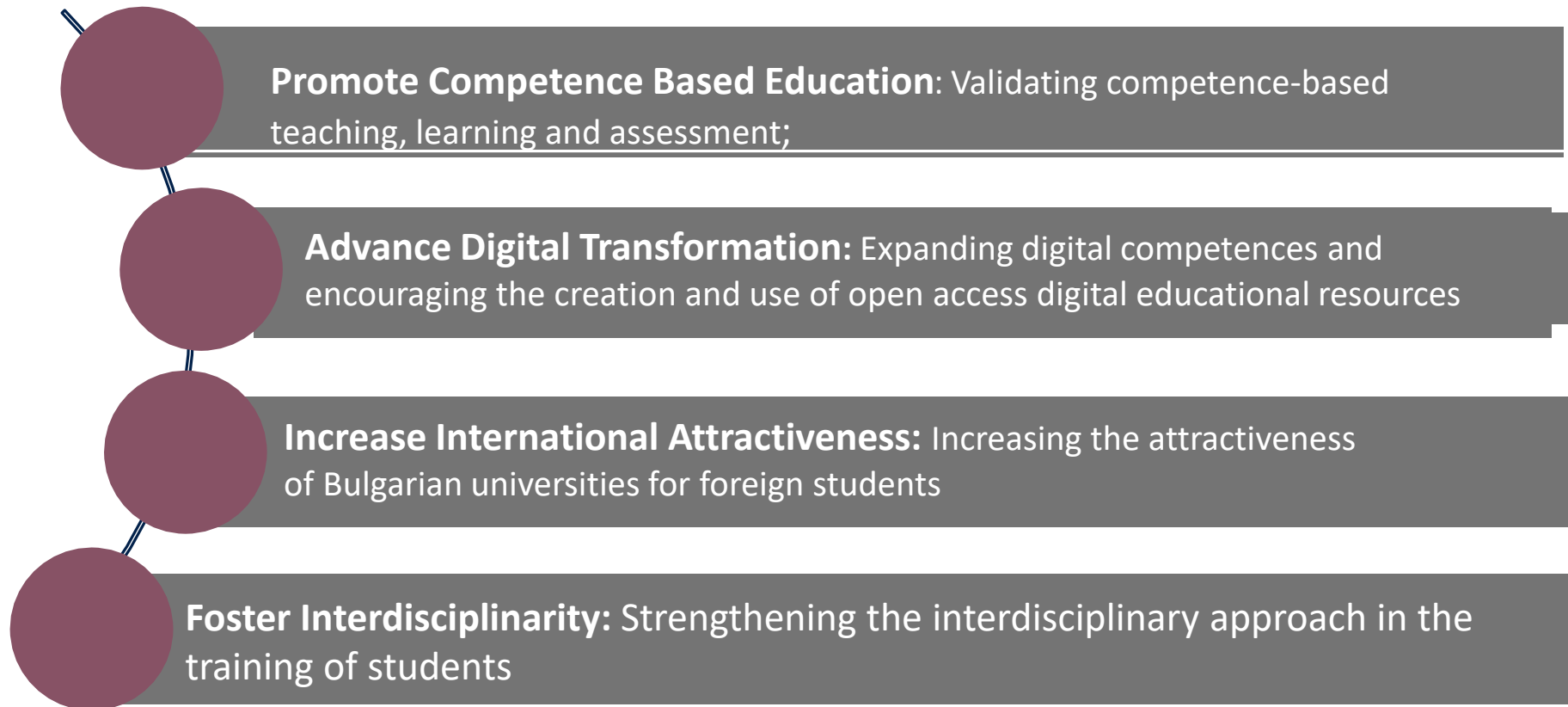
Promoting  
Inclusion and  
Equal Access

Strengthening  
Institutional  
Capacity and  
Governance

Enhancing  
Quality and  
Relevance of  
Higher  
Education

**Supporting System-Level Reform and Sustainability**

# KEY OBJECTIVES ('MHE 2.0')



# Thank You/ Благодаря (Blagodarya)

Questions/Въпроси  
(Vaprosi)

