Pressure for Future Reforms

In conclusion, despite a challenging political and socioeconomic environment, some important steps for higher education reform have been taken. The Bologna process has become an important reference point, as Moldova aims to integrate further into the EHEA. The structural reforms that have been implemented have enhanced the international comparability as well as compatibility of the Moldovan higher education system and provided a foundation to enhance internationalization. However, while formal and structural changes have been made, challenges remain.

One of the most pressing issues for the Moldovan higher education system is undoubtedly the nation's demographic development: the declining student population makes it clear that a reorganization of the large higher education system is required in order to ensure its sustainability. Under these circumstances, increasing competition between HEIs appears likely. Investments into enhanced quality and relevance of higher education can strengthen the position of HEIs and thus their ability to survive the coming changes. However, it cannot be excluded that some HEIs will disappear from the higher education landscape in this process. ∎

Evaluating Institutional Grants at African Universities

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Since Africa's earliest modern public universities were established on the continent in the 1940s, these institutions have struggled to generate adequate and sustainable funding. They depend mainly on subventions from national governments, grants, donations from the international donor community, and cooperation with industry to fund their learning, teaching, and research activities.

The new missions of African universities—coping with massification, becoming research intensive, and attaining world-class status—require tremendous amounts of funding. Most African governments have chosen to give their public universities autonomy to secure foreign grants from national governments, universities in developed countries, the international donor community (in particular, the World Bank), and philanthropic organizations (e.g., the Gates and Templeton Foundations). To give a few examples, in 2015–2016, the Office of Research and Development at the University of Ghana received US$32 million from nine international donor agencies. In 2010, the website of the University of Ibadan in Nigeria revealed that the university had 106 grants (101 from international donors), for an amount of over US$17 million. At the University of Nai-

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robi in Kenya, only one of the 16 donors mentioned on the university's website is local. In 2016–2017, the government of South Africa earmarked US$46 million as Teaching Development Grants (TDG) for universities to improve their teaching, and US$14.8 million as Research Development Grants (RDG) to improve their research. Most recently, the University Capacity Development Grant (2018–2020) seeks to address the issue of inequality and promote the recruitment of black academics into the South African higher education system.

Limited Capacity for Evaluation

While international donors have systems to evaluate the use and impact of their grants, the internal self-assessment mechanisms of African universities generally do not monitor the use of external grants. In the past 15 years, many of the continent's universities have established grant offices whose role is to develop strategies and attract external funding. However, in most cases, these offices do not have clear grant policies to guide their operations or the use of funding received by the institution. This lack of policies prevents universities from properly evaluating the impact of externally funded programs, which in turn limits their ability to determine whether these programs are actually of benefit

to the institution.

A strong program evaluation mechanism would review activities outlined by the terms of each grant; deliverables; performance indicators; and outcomes achieved. Currently, most universities simply measure the success of programs in terms of proper financial auditing and the achievement of expected outputs and outcomes according to indicators set by the donors. For instance, in the first cycle of South Africa's TDG and RDG, the department of higher education and teaching (DHET) did not request any narrative report from institutions that had received funding from the programs. Nor did recipient universities conduct any post-program evaluations. This absence of data makes it extremely difficult to assess the impact of these two grant programs on the operations of the recipient universities.

Benefits and Challenges of a Framework to Evaluate Institutional Grants

A basic program evaluation framework is a detailed tool used to organize and link together evaluation questions, outcomes or outputs, indicators, data sources, and data collection methods for any given project or program. Such a framework at the institutional level should focus on improving policy and practice in the utilization of all grants awarded to the university. The design of the framework should include a detailed definition of activities, inputs, performance indicators, deliverables, means of verification, and outcomes/outputs/results expected from the use of the grants. Most importantly, the framework should be aligned with the broader vision and core mission of the respective universities in terms of teaching, research, and community engagement; their mid- to long-term strategic plans; and the expectations of the universities' regional councils.

Establishing such a formal grants evaluation framework at the institutional level would benefit African universities in several ways. It would ensure that donor grants are properly used. It would improve accountability within universities and restore trust among university staff and donors. It would also provide impact pathways for organizational learning and prepare the ground for future impact studies and grants assessments. Some efforts are already being made to address this issue. For instance, through DHET, the Centre for Research Evaluation on Science and Technology (CREST) at Stellenbosch University in South Africa is assisting the country's universities to monitor activities related to government grants by helping them set up logical frameworks to guide their program implementation.

However, universities may face several challenges in their efforts to establish such a framework. These include the lack of a critical mass of higher education experts in monitoring and evaluation or with a background in managing institutional operations. The lack of an appropriately standardized methodology for institutional evaluation will also be an obstacle at most universities. However, an institutional commitment from universities to properly evaluate the results, outcomes, and wider impact of the use of their grants will be a first step toward ensuring that externally funded grants truly benefit African universities. ∎

NEW PUBLICATIONS

(Editor's note: We welcome suggestions from readers for books on higher education published especially outside of the United States and United Kingdom. This list was compiled by Jean Baptiste Diatta, graduate assistant at CIHE.)

Brennan, Jason, and Phillip Magness. *Cracks in the Ivory Tower: The Moral Mess of Higher Education.* New York, NY: Oxford University Press, 2019. pp. 336. Website: https://global.oup.com/academic/product/cracks-in-the-ivory-tower978019084628 2?cc=us&lang=eng

Cannizzo, Fabian, and Nick Osbaldiston, eds. *The Social Structures of Global Academia.* New York, NY: Routledge, 2019. pp. 240. Website: https://www.routledge.com/The-Social-Structures-of-Global-Academia/Cannizzo-Osbaldiston/p/book/9781138610125

Finkelstein, Martin J., and Glen A. Jones, eds. *Professional Pathways: Academic Careers in a Global Perspective.* Baltimore, MD: John Hopkins University Press, 2019. pp. 301. Website: https://jhupbooks.press.jhu.edu/title/professorial-pathways

Higgs, Joy, Geoffrey Crisp, and Will Letts, eds. *Education for Employability: The Employability Agenda.* Leiden, Netherlands: Brill Sense, 2019. pp. 231. Website: https://brill.com/view/title/55064?rskey=jrz0ym&result=14

Kövér, Ágnes, and Lorand Eötvös, eds. *University and Society: Interdependencies and Exchange.* Northampton, MA: Edward Elgar Publishing, 2019. pp. 320. Website: https://www.e-elgar.com/shop/university-and-society

Leonard, Jacqueline, Andrea C. Burrows, and Richard Kitchen, eds. *Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation.* Boston, MA: Brill Sense, 2019. pp. 390. Website: https://brill.com/abstract/title/54979?rskey=mmPJ4K&result=6

Neubauer, Deane E., Ka Ho Mok, and Jin Jiang, eds. *The Sustainability of Higher Education in an Era of Post-Massification.* New York, NY: Routledge, 2019. pp. 148. Website: https://www.routledge.com/The-Sustainability-of-Higher-Education-in-an-Era-of-Post-Massification/Neubauer-Mok-Jiang/p/book/9780367272784

Paksuniemi, Merja, and Pigga Keskitalo, eds. *Introduction to the Finnish Educational System.* Leiden, Netherlands: Brill Sense, 2019. pp. 157. Website: https://brill.com/abstract/title/54458?rskey=DeqY3L&result=27