Hopeful Voices: Reflective Perspectives on Ways to Advancing Higher Education Development in Post-Civil War Liberia

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HOPEFUL VOICES: REFLECTIVE PERSPECTIVES ON WAYS TO ADVANCING

HIGHER EDUCATION DEVELOPMENT IN POST-CIVAL WAR LIBERIA

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Abstract

Liberia's recent civil war that end in 2003 negatively impacted the higher education system of Liberia, which is now in the process of further development. In the summer of 2016, a qualitative phenomenological case study was conducted consisting of eighteen interviews with administration, faculty, and students from four Liberian universities: Liberia International Christian College (LICC) (8), University of Liberia (UL) (7), Stella Maris Polytechnic (1), and Cuttington University (1). Furthermore, a National Commission of Higher Education (NCHE) advisor was interviewed. The hope is for this research into Liberian higher education development following the civil war to inspire Liberians, nongovernmental organizations (NGOs), and higher education practitioners to understand further what happened, how development is occurring, and what still needs to be done in order to provide effective solutions in post-conflict nations. The research revealed the impact of the civil war upon faculty, students, and institutional structures. Additionally, the research explored the development of the University of Liberia and Liberian International Christian College since the war. The findings present proposed solutions and implications for higher education development within Liberia.

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"All labor that uplifts humanity has dignity and importance and should be undertaken

with painstaking excellence." –Martin Luther King Jr.

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Chapter 1

Introduction

Higher Education as a Form of Development

Improving education is key to developing a country. Development is the

cultivation of people's capabilities and the removal of major sources of inequality in order

to transform people and society into a place of modernity (Sen, 1999). The former

president of the University of Liberia, Marie Antoinette Brown Sherman (1993) said,

"Higher education is linked to the social problems of a society," indicating the

university's role in providing change and growth in the nation (p. 3). According to Beck

and Cassell (2016), "Development experts have determined that a large educated class is

necessary for full recovery in a post-conflict situation" (p. 1). The aim of education is

that all classes of people become highly knowledgeable and skilled citizens within their

nation (Sherman, 1969).

Education is recognized as an individual's right and a crucial aspect of freedom.

The creation of educational opportunities within nations "makes a direct contribution to

the expansion of human capabilities and the quality of life" (Sen, 1999, p. 144). Human

development enhances the standard of life and increases people's production, thus

strengthening economic growth. When various populations are not given the right to

receive an adequate education within their nation, they are "deprived not only in terms of

well-being, but also in terms of the ability to lead responsible lives, which are contingent

on having certain basic freedoms" (p. 284). Education helps humans lead the lives they want and enhances their choices of employment. Skilled citizens add to the value of production in an economy and to the personal income of the individual. Viewing education as a form of development allows one to build a framework for the possibilities of what can be done in advancing a nation. Education as a form of development is the primary guiding principle that frames this research study on higher education in Liberia.

Liberia

Located on the West African coast, Liberia is bordered by Sierra Leone to the west, Guinea to the north, and the Ivory Coast to the east. Liberia, meaning "Land of the Free," was established in 1822 by African American freed slaves and declared independent in 1847 from the American Colonization Society, which has no affiliation with the United States government. From 1904 to 1980, Liberia was a one-party state Republic and was considered the only African Republic to have independence without a revolt while separating from a nation (Levitt, 2005). Although the beginning of Liberia's history was considered peaceful, political tensions began to rise in the 1970's and specifically in 1980, when a coup d'état overthrew the Republic. The coup eradicated the former Republic, while several military regiments gained leadership in the land and fighting continued to rise. From 1989 until 2003, two civil wars occurred, and to this day, the country continues to rebuild since the end of the war.

Civil war and higher education. When the war ended in 2003, the conflict left over 250,000 people dead and a third of the population had fled the country (BBC News, 2016). Before the civil war, universities represented independence and economic growth. Those fortunate enough to attend university "served in the government and universities

and high-skilled professions" (Sherman, 1990a, p. 9). The university was "considered a vital part of the national development effort" (p. 11). During the war, a large amount of the school system—including elementary, secondary, and higher education—was destroyed. Because of the conflict, an entire generation of Liberians grew up with little to no education unless they lived in an area where schools remained open or in refugee camps that provided schooling (Buor, 2009). Because the civil war destroyed the infrastructure, Liberia has a high unemployment rate, and the citizens are asking the government to help higher education become more accessible, affordable, and relevant I order for Liberia to develop as a nation (The World Bank, 2010).

Higher education in Africa. Over the years, African society has struggled to modernize. African higher education feels the tension of embracing both the values and beliefs of its indigenous people groups and the beliefs of the Western world. The African university can bridge the gap between people groups, for universities serve as places that provide education to all sectors of society whether the people are from the modern or indigenous groups within Africa (Sherman, 1977).

Although the overall African higher education system enrollment has increased since the mid-1990s, African countries still have the lowest enrollment numbers in the world (Juma, 2010). Most African institutions are known for financial crises, lack of resources, and little research and data collection (Atteh, 1996). In order to end poverty within Africa, higher education institutions need to educate people in a wide range of disciplines so that they can produce more economic revenue through the creation of jobs (Materu, 2007).

Within these African nations, policy reform must exist in order to guarantee equal access to education for all citizens. Education policies give a "framework for the rights and obligations" of the people that the government needs to follow to implement quality education (Right to Education Project, 2012, p. 3). Universities must make their curriculum relevant to the country's demand for development.

Specifically, Liberia's education goals stated from the Ministry of Education include training teachers, creating new curriculum, and improving higher education through expansion (The World Bank, 2010). Liberia has a great obligation for "collaborative efforts between communities, government, and universities" (Juma, 2010, p. 132). Educational policies must be developed and implemented in order to have effective higher education systems within Liberia and other African nations (Right to Education Project, 2012). In light of the higher education systems in Africa and specifically in Liberia, the University of Liberia and Liberia International Christian College were used to research post-civil war development of higher education in Liberia.

The University of Liberia. The first main university used in the current study was the University of Liberia (UL), formally named Liberia College, founded and located in the capital city Monrovia. The UL was the first effort by Americans to establish Western higher education in Africa during the nineteenth century (Sherman, 1990b). Before the Liberian civil war, the university was known for producing the best leaders of Liberia (Beck & Cassell, 2016). Emmet Dennis, the current president of the University of Liberia, described a "model of collaboration between institutions in the developed world and in the developing world" being used to rebuild the university (The Trustees of Indiana University, 2011, para. 10). The UL is a government-funded, public university

and differs in various ways compared to the other main institution used in this study: Liberia International Christian College.

Liberia International Christian College. The second main university studied was Liberia International Christian College (LICC), founded after the civil war in 2009 as "an interdenominational Christian college located on 20 acres of land in the city of Ganta, Nimba County, Liberia" (LICC, 2016, para.1). LICC is a private, Christian university built after the civil war with a vision to help redevelop the nation through forming highly educated, values-driven leaders. Today, LICC offers Associate Degrees in Agriculture, Education, Business Management, and Religious Studies. The college is working with the Ministry of Education to gain certification for bachelor degrees.

Research

According to economist and philosopher Amartya Sen (1999), "Education cannot yield a view of development that translates readily into some simple 'formula' to fix a nation" (p. 297). The rebuilding of Liberia's higher education system is a journey of discovering the complex needs of a nation that has endured immense conflict. Further research is needed because very little data exists concerning the Liberian higher education system since the civil war.

The purpose of this study was to give a comprehensive picture of the effects of civil war on Liberia's higher education system, specifically the University of Liberia and Liberia International Christian College, and to address the current needs for development within the Liberian higher education system. The overarching goal of this research on the development of Liberian higher education post civil war was to inspire future Liberians, Africans, NGOs, and educators to research higher education development

within post-conflict nations and, specifically, to discover effective solutions that will

help foster growth in Liberian higher education. With this goal in mind, three questions

guided the present study:

- What happened to the faculty, students, and institutions during the civil war?

- How are the UL and LICC being developed post civil war?

- What still needs to be accomplished in order to develop the UL, LICC, and the

  overall higher education system of Liberia?

Chapter 2

Literature Review

Nelson Mandela, former president of South Africa, voiced, "Education is the most powerful weapon which you can use to change the world" (Strauss, 2013). Education is a possible key to stopping violence and fostering progress within a nation as its people become highly skilled citizens. Liberia, in Sub-Saharan West Africa, has faced civil war, oppression, and poverty throughout its recent history (The World Bank, 2010). As education is reestablished, the nation must take strategic steps in order to facilitate the flourishing of Liberian higher education.

Within Liberian higher education, the University of Liberia symbolizes the country's history, while Liberia International Christian College represents the nation's growth of newly developed higher education. The two universities are currently being constructed internally and externally to provide education for the future leaders of Liberia. To understand the bigger picture of the development of the UL and LICC within Liberia, the following literature review explores the history of Liberia, higher education in Africa and in Liberia, educational policies and government laws, the history of the University of Liberia, and the development of higher education post conflict.

History of Liberia

During the nineteenth century, many North Americans believed whites and people of color could not live in the same country as equals (Clegg, 2004). The American

Colonization Society, which was not organized by the U.S. government, began an

initiative to send former slaves who descended from African nations back to their original

continent. From 1822 to 1867, over 12,000 freed slaves voluntarily moved to Liberia to

begin their "own nation" (Moran, 2008, p. 19). The movement of freed slaves to Liberia

resulted from racism towards Blacks at the time, as well as the returning of negroes to

Africa to "civilize" and "Christianize the continent" (Sherman, 1969, p. 34). The

African-American freed slaves were known as settlers, while the rest of the country

consisted of 16 tribal groups commonly named indigenous Liberians (Dunn & Tarr,

1988; Moran, 2008).

In 1847, the First Republic of Liberia was established through the Liberian

Declaration of Independence (Sherman, 1990a). From the founding of Liberia, the small

group of settlers marginalized the indigenous Liberians and led the government from

1847 to 1980 (Dunn, Beyan, & Burrowes, 2001). The indigenous Liberians had to pay

taxes to the government without receiving citizenship at the time (Quaynor, 2015).

For over a century, the small group of settlers operated an oligarchical

government that ruled the tribal groups (Levitt, 2005). The years leading up to the civil

war were marked by the disenfranchisement of the indigenous Liberians by the settlers.

The division between the two groups led to great frustration and eventually a revolt by

various rebel troops (Nyemah, 2009). On April 12, 1980, Sergeant Samuel Doe, a

descendant of the Krahn tribal group, led a military coup d'état and killed President

Tolbert, a Liberian of settler decent. The coup was attributed to the continuous years of

settler domination over the indigenous people of Liberia and ended the First Republic of

Liberia, leading to years of unrest and civil war (Barclay, 2002; Levitt, 2005).

The first civil war (1989-1997). After the overthrow of the First Republic,

Sergeant Doe quickly became aggressive towards anyone who opposed his leadership.

His military group shed more "Liberian blood in five years than deadly conflict between

settler and indigenous Liberians had in the 158 years that preceded his rise to power"

(Levitt, 2005, p. 199). In the 1985 elections, Doe ran for president and barely won over

half of the popular vote amid widespread rumors of a rigged election. On January 6,

1986, he took office as the 20th Liberian president of the National Democratic Party of

Liberia (NDPL); he barely knew how to read, let alone lead a country. The oppressive

government was seen as a military autocracy that would murder, imprison, and exile all

who questioned Doe's leadership (Levitt, 2005; Sawyer, 2005). The only way for Doe's

government to be stopped was with another upheaval.

On December 24, 1989, Doe's former general, Charles Taylor, took over the

government with the National Patriotic Front of Liberia (NPFL) (Ellis, 1995). Taylor's

army began the first civil war, lasting from 1989 to 1997. By the end of the first year,

thousands of people had fled the country, and tens of thousands were killed in the

fighting (Levitt, 2005). In July 1990, Prince Y. Johnson, a former general for Taylor,

broke away from Taylor's army and formed the Independent National Patriotic Front of

Liberia (INPFL) (Ellis, 1995). On September 9, 1990, Johnson and his rebel group

murdered President Doe, continuing the civil conflict (Nyemah, 2009). Johnson's and

Taylor's armies fought against each other to take over the government.

As multiple groups fought each other in Liberia, the international community

attempted to find resolution. The United Nations Security Council (UNSC) developed

"fifteen resolutions and its president issued nine statements directly relating to the

situation in Liberia" (Levitt, 2005, p. 209). Also, members of the Economic Community of West African States (ECOWAS) came together to create the Economic Community Monitoring Group (ECOMOG) to help restore order. These forces consisted of over 4,000 troops and were involved in having Taylor and Johnson sign a peace treaty to stop the war. Moreover, the Abuja Accord of 1996 ended the first civil war; a cease-fire was given to all the groups involved, and a new Liberian government was installed.

The number of casualties from the first civil war totaled at least 150,000 Liberians, which took a tremendous toll on the two-and-a-half million population of Liberia; almost every citizen lost a family member or neighbor (Ellis, 1995). Up until the 1980s, Liberia had been seen as a prosperous, amicable nation with overall national peace and good international relationships. At the end of the first civil war, the Republic of Liberia was completely devastated and in need of repair in all sectors of society.

The interwar years (1997-1999). The years of 1997 to 1999 were considered to be interwar years of "fragile peace" (African Women and Peace Support Group, 2004, p. 5). On July 19, 1997, general Charles Taylor was elected president due to the people's intense fear of his wrath if not elected. A nation fatigued by war revealed what it would do in the hopes of stopping conflict through electing a president out of fear (Norwegian Refugee Council, 2005). By April 1998, Liberia's political climate became tense again due to Taylor building his security forces against the will of the cease-fire group, ECOMOG (Levitt, 2005).

Under the Abuja Accord, the ECOMOG mandate was to rebuild the national army of Liberia. However, Taylor was illegally building a national army of "21,000 guerilla fighters, 4,000 of whom were child soldiers" (Levitt, 2005, p. 215). Children were

known to be Taylor's most loyal recruits, forced to perform the most vicious crimes due to the intimidation of their older leaders (Honwana, 2007). Taylor was thought to be similar to former president Doe for his "corruption, intimidation, threats, torture, and terrorist acts against his population" (p. 216).

The second civil war (1999-2003). In April 1999, the second civil war began as conflict arose at the border of Guinea and Liberia. Two main rebel groups named the Liberian United for Reconciliation and Democracy (LURD) and the Movement for Democracy in Liberia (MODEL) fought to take over Taylor's government (Nyemah, 2009). The fighting continued until the international community named the Liberian civil war "a huge humanitarian crisis" (Levitt, 2005, p. 226). The Liberian government signed the Accra Accord, a cease-fire agreement with the rebel groups, on June 17, 2003. As fighting continued, George W. Bush forced Charles Taylor to leave the country, and, on August 18, 2003, Taylor's government signed the final peace agreement with LURD and MODEL in Accra, Ghana (p. 238). The Accra Comprehensive Peace Agreement immediately demobilized combatants and began to reconstruct the democratic government with the reestablishment elections in 2005 (Salih, 2012).

Charles Gyude Bryant, Liberian politician and businessman, was chosen to lead the National Transitional Government of Liberia (NTGL) during the two years before the new elections in 2005 (Nyemah, 2009). Bryant declared, "Let us now work together to move our country forward into an era of sustainable peace and human development" (Levitt, 2005, p. 242). The NTGL led the country until the presidential elections took place on November 8, 2005, when Ellen Johnson Sirleaf became the first female

president of Liberia (Nyemah, 2009). Although the civil war had settled down, the people of the nation were deeply affected by the wartime crimes.

Wartime crimes. The death toll from both civil wars was over 250,000 Liberians or 8% of the population (Norwegian Refugee Council, 2005). According to Dr. Sei Buor (2009), former president of LICC, "Thousands of Liberians sought refuge in various countries, primarily Ivory Coast, Guinea, and Sierra Leone" (p. 94). Moreover, rape and other sexual violence were common weapons of warfare (Norwegian Refugee Council, 2005). In addition, cannibalism, "child soldiers, warlords, and blood diamond politics" were used in the war (Moran, 2008, p. 5). During and after the war, Liberia's citizens suffered from high mortality rates due to unsafe drinking water, poor sanitation, and other harsh conditions (Norwegian Refugee Council, 2005). As Liberia's people were stripped of literally everything, they were in desperate need of resources, including education.

Current state of Liberia. In 2009, Liberia was number "169 out of [the] 182" poorest countries in the world (The World Bank, 2012, p.1). During the 14 years of civil war, Liberian education as a whole barely survived. Today, the current population of Liberia totals 3.5 million, and "33.2 percent have had no education, 31.1 percent have had only primary education, while 34.7 percent have had secondary and tertiary education" (Ministry of Education-Liberia, 2015, p. 5). High unemployment continues to bring unrest throughout the country as many Liberians cannot find sufficient jobs even after receiving an education. With the current economic state of Liberia, higher education must be a part of the nation's development. In order to understand Liberia's higher education system more thoroughly, the following review of higher education in Africa is provided.

Higher Education in Africa

African higher education includes "universities, vocational institutions, technical institutions and polytechnics, and teacher education institutions" (Samoff & Carrol, 2003, p. 17). Africa consists of 54 nations and is considered "the least developed region in terms of higher education" compared to other continents (Teferra & Altbachl, 2004, p. 22). The African universities have both Western and African influences, as they were founded through colonialism yet "embedded are the roots of African culture and civilization" (Sherman, 1990b, p. 371).

The Universal Declaration of Human Rights states, "Everyone has the right to education," and "Higher education shall be accessible to all" (Brock-Utne, 2003, p. 34). According to a report by the UNESCO Regional Office for Education in Africa (1999), "Higher education in Africa in the years to come has to be guided by national policies, which are understood and accepted by the populations it is supposed to serve" (p. 549). As many African nations have endured war and national upheavals, institutions must serve as model environments for conflict resolution and human rights activism (Bloom, Canning, & Chan, 2006).

For a decade, the World Bank, the main financial supplier for education in Africa, cut funding for tertiary education and focused solely on primary and secondary education. However, through current research data, the World Bank realized "higher education is essential for the survival of the nation" (Brock-Utne, 2003, p. 39). As African countries produce educated citizens, they naturally increase economic growth, which ultimately develops the nation (Gyimah-Brempong, Paddison & Mitiku, 2006).

Since 1985, "Most African universities have been characterized by perpetual student unrest, financial crisis, deteriorating work conditions, and slow progress in science" (Atteh, 1996, p. 37). Although universities are seen as model institutions for society, multiple issues found within African higher education must be addressed (Yeakey, Hopson, & Boakhari, 2008).

First, the management of universities is commonly corrupt and led by "poorly trained and poorly qualified" staff (Teferra & Altbachl, 2004, p. 31). The lack of qualified staff is due to "brain drain" meaning the departure of scholars who found better pay or academic freedom in other nations (Barclay, 2002, p. 42). Second, most African institutions have limited financial resources, which leads to lower educational quality. As the massification of education rises, African nations cannot finance all the needs for higher education development due to their national debt; most African countries do not have funding for research and publishing unless obtained from outside resources (Teferra & Altbachl, 2004). The former president of the University of Liberia, Marie Antoinette Brown Sherman (1990b), communicated the need for a shift from African governments looking for foreign aid for development to focusing instead on African institutions to find economic solutions. Overall, a brief review of the state of higher education in Africa gives a more context holistic for understanding Liberian higher education.

Higher Education in Liberia

The history of Liberian higher education began in 1851 with the University of Liberia, formerly named the College of Liberia (Sherman, 1990a). The university was structured to meet the objectives of "intellectual, moral, and religious needs," yet there was no consideration for the country's culture or environment in its development (p. 364).

During the 1950s to1970s, when most African countries gained independence from European powers, universities began to educate citizens. Although several universities educated a small group of Liberians citizens, they still needed help "to sustain [themselves], facilitate progress, and provide for further expansion" (p. 370). When military rule took over, by 1984, the universities were the most politically attacked areas of the country due to the higher education professionals' fight for academic freedom and democracy (Seyon, 1997). During the civil war, the majority of universities experienced in great financial distress and were used as war zones or even completely shut down.

Once the civil war ended in 2003, Liberian higher education increased from three tertiary institutions in 1980 to 33 by 2014 (NCHE, 2014). Although institutions grew, they did not necessarily provide quality education to Liberian citizens, as Liberia is known to have one of the weakest higher education systems in West Africa due to its limited financial resources (Powell, 2007). As of 2012, 14% of government spending went to education, which is less than the surrounding impoverished countries (Right to Education Project, 2012). One of the key ways Liberia tries to reduce poverty is by giving citizens access to education, as the war destroyed 70% of the educational infrastructure (The World Bank, 2010). Students who live in rural areas find it difficult to attend college, as many institutions are near the capital city, Monrovia. Also, not many students can afford a college education (Wodon, 2012).

Hope for economic growth and development increases as more Liberians graduate from college (Gbollie & David, 2014). Liberian President Ellen Johnson Sirleaf (2012) announced, "We must not lose sight of the importance of quality education, around which every aspect of the planning of our vision for a new Liberia must evolve" (p. 2). As

universities grow, citizens become concerned about the quality of education provided without enough resources and qualified professors. Quality is enhanced by teacher and staff training as well as curriculum that conforms to national and international requirements (Collins, 1998). Reform and development will take place with the creation of educational laws and policies to support the nation's higher education system.

Education Policies and Government Laws

Educational policies and government laws are the framework upon which Liberia's education system is built. Likewise, improved government laws and policies prove essential in the development of Liberian higher education. Known examples of corruption occur within colleges as students bribe their professors with money to receive a better grade (Gbollie & David, 2014). These types of corrupt bribery practices lower the standard of quality education. The nation "needs clearly defined higher education laws relative to processes of settings and operations of colleges and universities in the country" (p. 147). Development in Liberia's economy requires investment in high quality education and training (Jones & Mathias, 2005).

The new Liberian constitution for the second Republic was written in 1986 and is the highest level of law within Liberia. However, the constitution has only two areas focusing on education. One part in Article 6 states that Liberia should "provide equal access to educational opportunities and facilities for all citizens to the extent of available resources" (Right to Education Project, 2012, p. 4). The second part in Article 15(b) says every citizen is given "the right to hold opinions without interference and the right to knowledge." The Minister of Education interprets this phrase as "the right to education"

for all citizens (p.4). The constitution's lack of support for higher education needs to change for higher education to become a priority amidst the laws and policies.

Currently, the Ministry of Education and the National Commission for Higher Education (NCHE) revises the education system and implements educational policies under the leadership of the government (The World Bank, 2010). First, the Ministry of Education is "directly responsible for the supervision of all public schools and higher learning institutions as well as policy formulation, regulation, and chairing all relevant national advisory boards" (p. 7). The Ministry of Education overseas fifteen county offices with the goal of decentralizing the education system. Second, the NCHE was created in 2000 as the overseer for the country's higher education system. The NCHE is responsible for accreditation, government subsidies, and admission standards for students, determining the standard for academic excellence among the universities in Liberia (Materu, 2007). In 2007, the NCHE shut down 28 of 51 colleges when they found these 28 colleges did not provide quality education to their students (Gbollie & David, 2014). In order for universities to grow to their full potential, these government organizations must implement educational policies.

Moreover, the Liberian government established several laws to enforce educational reform. The Education Act of 2002 provided free and compulsory primary education for all Liberians who wanted schooling, no matter how old (Right to Education Project, 2012). This law passed to give educational access to all of Liberia's population. Equally important, the National Policy on Girls' Education of 2006 was founded by the Minister of Education to promote education for females through different measures, such as providing counseling for girls, establishing clubs, and recruiting more female teachers.

In addition, the Liberia 2008 Poverty Reduction Strategy (PRS) strove to remove poverty and increase education by rebuilding the school systems and giving education to all citizens (Right to Education Project, 2012).

Correspondingly, the Education Sector Plan of 2010 works with the PRS to outline exactly how to rebuild education in Liberia in order to develop institutions after war. The Education Reform Act of 2011 reestablished free primary education and aims to decentralize the education system (Right to Education Project, 2012). For these policies to reach their full effectiveness in Liberian education, the government and Ministry of Education must hold education institutions accountable.

As the universities expanded quickly post civil war, they give sub-standard education and do not properly educate students, as the government provides little quality control (Gbollie & David, 2014). The relevance of educational training is very low; many individuals still lack necessary skills and knowledge for the job market after finishing university (The World Bank, 2010). Changes and implementation of educational policy and governmental laws are crucial for equipping Liberian college graduates for success in the job market and seeing the nation's education system flourish.

History of the University of Liberia

For a broad understanding of the history of western higher education in Liberia, a history of the University of Liberia (UL) is provided. The UL originated in 1851 as Liberia College in the capital city of Monrovia (Irvine, 2010; Sherman, 1990a). An American organization, the Trustees of Donations for Education in Liberia, wanted to build a university to sustain a free Republic for the country. In 1862, Joseph Jenkins

Roberts became the first President of the college when the doors opened in 1863 with seven Liberian students (Irvine, 2010; Sirleaf, 2012).

The UL was made to operate like any U.S. college, yet disunity among college faculty who preferred Western education versus indigenous education prevailed because the curriculum was not relevant to the demands of Liberia. From 1864 to 1903, only 11 students graduated with degrees, and only several dozen enrolled (Lulat, 2005; Sherman, 1969). At the time, only students from privileged communities attended the college. Furthermore, a major fire burned Liberia College to the ground, and the campus did not reopen until 1951 as the University of Liberia (Lulat, 2005).

Pre-civil war (1951-1989). From the 1950s to the 1970s, Africa transitioned from colonialism to political independence with a new government that financially supported higher education and formed partnerships with universities. Before the civil war, the University of Liberia was known for producing highly intelligent Liberian professionals (Barclay, 2002). Many leaders of the nation graduated from the UL, including former Liberian President William R. Tolbert and Foreign Minister Rocheforte L. Weeks (Sirleaf, 2009). The university was viewed as "society's collective conscience," speaking against issues of "violation and abuse of fundamental human rights; corruption and mismanagement; and social justice" (Seyon, 1997, p. 17). The UL was a key factor in Liberian development through its many successful graduates who made significant contributions to the Republic of Liberia (Sirleaf, 2009).

According to Marie Antoinette Brown Sherman (1990b), President of UL from 1978 to 1984, the university was "considered a vital part of the national development effort" (p. 11). For a period of time before the military coup of 1980, the university and

the government partnered in expansion efforts. The university mainly focused on increasing the number of researchers, doctors, and governmental leaders who could help lead the nation in economic advancement (Sherman, 1973).

In the 1970s, before the beginning of the uprisings, the government funded university students with financial aid and scholarships. Because the university was viewed as a place of reform, different research initiatives were launched. For example, in 1969 to 1970, the United States Agency for International Development (USAID) in Liberia funded ten Liberians from UL to perform research on agricultural production. Prior to that point in time, research proved rare due to lack of finances and technology (Sherman, 1973). In 1972, a science education center was completed for research that would benefit national development. President Sherman also wanted to develop an agrarian movement by improving traditional ways of production to revolutionize the nation's agricultural. The former UL president saw the university as a way to contribute solutions to the nation's societal problems (Sherman, 1993).

The relationship between the government and the university deteriorated as military regimes took over the nation. In 1984, Samuel K. Doe launched an assault on the University of Liberia for encouraging freedom of speech and promoting activism against the injustices of his oppressive military rule. On August 22, 1984, a "number of persons were killed, more than one hundred wounded, and there was considerable damage to property" (Sherman, 1990b, p. 370). During this time, all faculty were fired, and the university was closed. With the government in turmoil, the university could no longer rely on governmental funding and sought outside sources such as the World Bank, non-governmental organizations, and other nations in order to reopen.

During the civil war (1989-2003). In July 1990, the campus became a battlefield as Charles Taylor and his army took over Monrovia. The combatants were determined to destroy Liberia as well as "its mind and soul as embedded in and symbolized by the university" (Seyon, 1997, p. 17). In March 1992, the campus reopened during the war as a way to end violence (Dunn et al., 2001). The university had several new goals: to provide food for Liberians, decrease illiteracy, and improve quality of life (Seyon, 1997).

During the institutional reopening, 4,000 students enrolled, a quarter of whom were former combatants (Seyon, 1997). Immediately, bombed buildings were turned into classrooms, and trauma counseling was offered to students. Throughout the war, enrolled students spent one third of their school year serving a designated area of Liberia. For example, "Engineering students would design and construct non-mechanical irrigation systems, sink wells for safe drinking water, and build local houses" (p. 18). Also, higher education as a whole lost the majority of their student population to warfare, exile, or death. Many of the war combatants used to be college students (Lulat, 2005).

Post-civil war (2003-present). After the war, the majority of the university's infrastructure was completely destroyed or in need of repair (Gbollie & David, 2014). For instance, "More than three-fourths of its library collections of about 2 million volumes of texts, periodicals and rare books were ruined" (Sirleaf, 2009, p. 13). With the war, two full generations of Liberians barely received any formal education.

In 2008, when Charles Reafsnyder, an Indiana University Liberian scholar visited, the UL medical campus only graduated one to two doctors per year (personal communication, October 23, 2015). In 2009, 18,000 students were enrolled at the

University of Liberia, yet the majority did not have proper higher education requirements (Sirleaf, 2009). Although the university students experienced horrific trauma due to war, only one counselor served the campus (Dr. Reafsnyder, personal communication, October 23, 2015). In addition, many faculty resented those who left the country during the war and returned afterwards, creating division among the school administration.

From 2011 to 2012, the Chinese government donated $22 million to build a complex on the university's Fendell campus. The Chinese government used this project as a way to expand their influence and promote development in post-conflict nations. As of 2016, the Fendell building still lacked necessary resources to function, such as electricity and running water (Dr. Reafsnyder, personal communication, October 23, 2015). The Fendell campus gave a picture of the demand for further development of physical facilities at the university.

After the war, the university needed reform in training, education, resources, and national policy (Dr. Reafsnyder, personal communication, October 23, 2015). The UL accounted for "56 percent of university students" in Liberia but "has just 18 percent of lecturers" located in the country (The World Bank, 2010, p. 18). Most households could not afford to send their children to university, as they would have to "devote 310 percent of total family spending to do so, compared with 30 percent for wealthier families" (p. 18). Currently, the UL consists of "six colleges, three professional schools, and three graduate programs that provide education for 36,000 students" (Beck & Cassell, 2016, p. 2). Furthermore, one of the greatest disparities in the state of the university is the migration of the most highly educated individuals due to brain drain.

Brain drain at the University of Liberia. With the civil war, massive brain drain occurred, defined as the departure of university-trained and highly educated people (Barclay, 2002). Human capability, which is the educational qualifications and skills individuals acquire, is lost during brain drain. Human capability is necessary for rebuilding education in Liberia, for educated people are the driving force behind innovation and economic growth. Unfortunately, the civil war either killed or forced university scholars to leave.

With the university weakened by brain drain, educated professionals must return for the university systems—including UL—to develop. Still, many reasons explain why highly intellectual people did not come back to Liberia to work in higher education: inadequate facilities and technology, campus violence, and lack of finances. Compared to the salary for university staff in 2002, "In 1979-1980 period general salary levels were about 85 percent higher" (Barclay, 2002, p. 44). Prior to the war, the university had a staff of 1,400; after the war, there remained only 307 (Sirleaf, 2009). Considering the civil war's effect on Liberia's higher education system leads to a comparison of multiple institutions that endured the conflict.

Development of Higher Education Post Conflict

In order to offer a comparison of the development of Liberia's higher education system after civil war, four university case studies are presented. These university case studies illuminate the complexities that arise in the development of institutions post war. Various issues and requirements occur while reconstructing higher education systems. The similarities among the four universities include civil war in the recent decades, a need for resources, and strategic partnerships with various groups and organizations.

The University of Liberia. The first studied university was the UL. On October 31, 2011, the UL, Indiana University (IU), and the University of Massachusetts Medical School received a grant from the United States Agency of International Development (USAID) for $7.2 million to address the shortage of healthcare workers in Liberia. The partnership formed to develop the Center for Excellence in Health and Life Sciences at the UL, with the goal of developing new academic and research programs in "biotechnology, public health, nurse-midwifery and pre-clinical training in medicine and pharmacology" (The Trustees of Indiana University, 2011, para. 2). Current UL President Emmet Dennis viewed the partnership to be "between institutions in the developed world and in the developing world" (para. 10). All partners worked together to rebuild the UL's capacity for education and training in the health sciences.

The project sought to create a two-year undergraduate core health and life science program and a four-year bachelor degree in biotechnology. The group also worked to improve "classroom and laboratory instructional equipment and supplies in UL's Natural Sciences Building in support to enhance teaching and learning" (The Trustees of Indiana University, 2011, para. 15). Moreover, IU staff went in the summer of 2016 to develop the UL Medical School further.

In addition, the University of Michigan received a USAID grant of $18.5 million to progress Liberian universities. The grant focused on funding centers in engineering and agriculture. Some of the grant went to various collaborations between UM faculty and students to train and partner with UL faculty and students (Moore, 2011). All of these partnerships with the University of Liberia advanced the growth of UL.

Liberia International Christian College. Second, Liberia International

Christian College (LICC) has a unique history, built several years after the end of the

Liberian civil war. Dr. Sei Buor and other Liberian refugees founded United Liberia

Inland Church Associates and Friends (ULICAF), the parent organization of LICC.

When Dr. Buor had a vision in 2002 to establish a Christian college in Liberia, the

members of ULICAF collaborated to build the institution. Multiple groups partnered

with the school to help build the college, including Grace Community Church in

Noblesville, IN; Village Bible Church in Sugar Grove, IL; and Hope in the Harvest

Missions International (HITHM).

From 2007 to 2008, the first classroom building was constructed. In 2008, LICC

received accreditation from the Liberia Ministry of Education to begin the college, and,

in 2009, LICC enrolled over 70 students (LICC, 2016). In 2012, the first graduating class

(52 students) received their Associate degrees. In 2016, an agricultural research center

was constructed in order to facilitate the newly developed Agriculture Associates Degree.

A Christian-based institution, LICC (2016) "believes it is also important to extend to

them (students) the dignity, respect, and affirmation they deserve as young men and

women created in the image of God" (para. 3). The college is known as accessible,

affordable, and eager to provide work study programs. The university plans to develop

bachelor degree programs in areas such as Biblical Counseling, Agriculture, and Nursing.

University of Rwanda. The third university reviewed in the current study is the

University of Rwanda. In 1994, a civil war erupted in this Central African nation. Within

three months, more than "800,000 Tutsi and moderate Hutu were killed by Hutu militia

groups" (Bridgeland, Wulsin & McNaught, 2009, p. 6). The University of Rwanda was

attacked during that time, and only one fifth of the staff remained after four years.

Today, the government holds the expansion of Rwandan education as a main priority. In

2006, the Rwandan government spent $117 million on education and planned to increase

funding levels to $400 million by 2015 (Bridgeland, et al., 2009).

In September 2013, the University of Rwanda (UR) was established (Koenig,

2014); the government of Rwanda merged seven public institutions to create one national

university. The merger intended for institutions to "combine their resources and the one

university would be branded as a "world-class" higher learning Rwandan institution

(Kwizera, 2013, para. 3). The government wanted to improve quality and efficiency

within the higher education system. Six colleges were formed with eighteen specialized

schools, all with the direction of deans and department heads. The merging of the

Rwandan colleges underwent a two-year transition from 2013 to 2015. The first cohort

of the new university received new admissions processes to ensure academic quality

among students (Koenig, 2014).

Juba University. Finally, Juba University located in South Sudan is the final

university used as a case study in the present research. Sudan is known for its

involvement in a civil war that has lasted over 50 years. During these years, the country's

education system was completely destroyed. In 2011, Virginia Tech received a grant

from USAID of $1.47 million to work with the University of Juba to create a new

agricultural education program. The grant aimed to create research programs for

agriculture, rewriting the curricula and beginning graduate programs (Robinson, 2012).

The program was constructed and scheduled to be finished within five years. Virginia

Tech collected thousands of textbooks to ship over to Sudan. Unfortunately, in 2013,

conflict broke out in South Sudan, postponing the project until peace returns to the country (U.S. Agency for International Development, The American Council on Education, & Office of Higher Education for Development, 2014).

Although the four universities stated above are in various locations with different needs, the institutional overviews present the development of African higher education post civil war. The University of Liberia, Liberia International Christian College, University of Rwanda, and Juba University all provide insight into how university development begins after civil war. These universities exemplify the complexities that arise when restoring higher education.

Summary

When President Sirleaf (2009) asked Liberian children what they hoped to do after the war, many said, "I want to learn. I want to go to school. I want an education" (p. 277). With Liberia devastated by civil war, higher education signifies hope for the nation. At the present time, many organizations are partnering together to help develop Liberia further. Due to the war and lack of education, hardly any data has been collected about the higher education system in Liberia, specifically the University of Liberia and Liberia International Christian College. As revealed, the literature gives a rich background of Liberia in order to clarify the context for development of higher education in Liberia post civil war.

Chapter 3

Methodology

Owing to 14 years of civil war and years of unrest, higher education development is an ongoing process throughout Liberia. Post civil war, the University of Liberia (UL) and Liberia International Christian College (LICC) are two higher education institutions in the process of improving all areas. As UL and LICC are growing institutions, this study specifically focused on the experiences of administration, faculty, and students within their respective colleges post civil war.

A phenomenological case study, the current research sought to discover "the common meaning for several individuals of their lived experience" (Creswell, 2013, p. 76); in this case, the lived experienced entailed the participants' personal understanding of the impact of civil war and development of the UL and LICC. The purpose of the phenomenological case study was to collect themes from UL and LICC administration, faculty, and students who described the "what" and "how" of their shared experiences (p. 76). An in-depth data collection was drawn from multiple sources, including the different UL and LICC participants and observations made by the researcher on sight (Creswell, 2013). The stakeholders included in this research were UL, LICC, additional Liberian Universities, Liberian scholars, policy makers, and NGO's.

The researcher conducted semi-structured interviews onsite at the University of Liberia in Monrovia and Liberia International Christian College in Ganta in Nimba

County. Donald Cassell, Senior Fellow and Director of the Liberian Initiative at Sagamore Institute in Indianapolis, IN, and additional Liberian-scholar contacts helped set up meetings at the two universities before the researcher arrived in Liberia.

Participants

This qualitative research study was conducted in the summer of 2016 and consisted of 18 interviews of faculty, students, and administration from 4 universities: Liberia International Christian College (LICC) (8), University of Liberia (UL) (7), Stella Maris Polytechnic (1), and Cuttington University (1). Additionally, one advisor from the National Commission on Higher Education (NCHE) was interviewed. Interviews involved ten men and eight women from a variety of backgrounds, academic disciplines, educational histories, and positions within the universities. Gender and ethnicity were considered in order to have a representative sample. The main goal in selecting a representative group of faculty, administration, and students was to obtain multiple perspectives and voices about the development of the two institutions and post-civil war Liberian higher education as a whole (Creswell, 2014).

Procedure

Donald Cassell volunteered to be involved in a pilot interview, as he is Liberian and very knowledgeable about Liberia. The pilot interview helped the researcher shape interview questions appropriate and useful for addressing the research questions. A 30-to-60-minute semi-structured interview took place with each participant, with the length depending on the detail of participant responses. For each interview, the researcher described the interview protocol, presented an informed consent, and conducted the interviews. All interviews were taped by two audio recorders. The semi-structured

interview consisted of several open-ended questions (Appendix B), allowing the participant to answer freely. As a result of cultural differences, the researcher had an additional person in the room while interviewing any male Liberians.

Analysis

Following the interviews, the data was transcribed, and the information was coded by the "process of segmenting and labeling text to form descriptions and broad themes in the data" (Creswell, 2014, p. 243). The researcher spent time reading over the narratives of the participants and found common threads that formed into themes best answering the research questions.   Although the researcher studied the history of Liberia and met several American-Liberians prior to the research, biases may have occurred due to the researcher's limited knowledge and experience of the Liberian culture and understanding of the higher education system.

Benefits of Study

In light of limited research about the universities in Liberia, particularly the UL and LICC, crucial information about the rebuilding and development of a nation torn apart by war was discovered. The researcher hoped the findings would reveal significant insights regarding the impact of the civil war on higher education. In addition, the goal was for this research to identify the key issues that would assist the Liberian higher education institutions to foster improvement and growth in all areas. This information provided insights regarding how higher education can play an instrumental role in developing the socio-economic and physical well being of Liberia and its people. Furthermore, the researcher desired to gain a framework for how to develop universities and address issues in the building of institutions in nations torn apart by civil unrest.

Chapter 4

Results

The following results emerged from the voices of 18 participants who answered

questions focused on how civil war impacted their Liberian higher education (Appendix

B). The questions aimed to learn from the perspectives of higher education

administrators, faculty, and students on the civil war and the development of higher

education. Three main themes (with multiple subthemes): (a) the impact of the civil war;

(b) the development after the civil war; and (c) problems and needs. Next to every

subtheme is the number of participants who voiced these themes in their interview.

How did the Civil War Impact Liberian Higher Education?

The education system in Liberia looked quite different prior to the civil war and

changed significantly during and after the conflict. A UL faculty member described the

state of the Liberian people due to the war by saying, "Everybody was just traumatized,

that is the word . . . traumatized." The first theme is *the impact of civil war on the*

Liberian higher education system with three sub-themes: (a) administration and faculty;

(b) students; and (c) institutional structures.

Administration and faculty (18/18). Before the coup in 1980, the majority of

administration and faculty were well educated with both master's and doctoral degrees.

Once the civil war began, a brain drain occurred as higher education professionals who

could afford to flee left for positions in other nations. A University of Liberia (UL)

student recalled, "It was difficult to find an instructor anywhere." A LICC faculty member shared, "What happened again is something like brain drain happened in Liberia because many of the qualified staff . . . some traveled . . . some were killed, and when universities reopened it was a little difficult to get qualified staff to teach."

During the war, many higher education professionals who stayed in Liberia were killed, and others fled to refugee camps. The majority found it difficult to work in the institutions as administration and faculty were overloaded and paid little, if at all. The UL faculty who remained during the war took a vow not to close the school even when surrounded by fighting. Throughout the war, resources were scarce, yet professors taught with what limited resources they had. Overall, the universities operated sporadically throughout the war, which greatly impacted the students' education.

Students (18/18). Students were unfavorably affected by the civil war, as many chose to fight and lost their lives. Thousands left the country, and the fortunate ones were educated in other nations. Great numbers of Liberian students left higher education and never returned. Before the war, students desired studying, but after the war, many Liberian students felt too old to return or too far behind in their education. A student indicated, "Some students believe, 'Okay, the civil war left them behind, so they feel too old to come back to the university.'" A UL faculty member communicated,

[Students] wasted too much time, so they don't want to spend time, you know a lot of the students are a little older, they have missed a lot, a huge portion of their life behind the war, so now they are in a hurry.

Due to the intermittent closure of universities during the war, it took many students eight to ten years to finish their bachelor of science (BSC). One UL professor

stated it took him 11 years to get a bachelor's degree, compared to when he lived in America, when he received two master's degrees and a doctoral degree within 9 years. Furthermore, a large age gap exists in the universities, as people ages 30-60 are now attending university. Not only were the administration, faculty, and students impacted by the war, but so also were the institutional structures.

Institutional structures (18/18). A LICC faculty member stated, "Universities . . . what happened is they were completely broken down. Yes, they were completely broken down. Books were all stolen away, some were burned, and office equipment all damaged." As the civil war started at the Liberian border, universities located toward the coast in Monrovia remained unaffected until rebel activity swept across the country toward these institutions. Participants shared that various institutions were used as refugee camps and military barracks. The universities were convenient places for warfare as their structures were easy to loot for resources.. Cuttington University, the oldest private Liberian university, became a military barrack for rebel forces. When the rebels came, they killed most of the professors and damaged the majority of buildings. Additionally, as stated above, universities were sporadically open: Cuttington and Stella Maris Polytechnic University closed during the war and Liberian International Christian College (LICC) was founded afterward.

Much the same occurred at UL. Toward the end of the war, it became a fighter camp for a few months. In the course of the war, the UL faculty would delay classes a few months before resuming, waiting until the fighting was under control. Prior to the war, new labs were placed in the science building on the UL Fendall campus, but during the war, the Fendall campus became a refugee camp for fleeing civilians. A UL faculty

member shared, "So you had like, five or six thousand people living in the Science building, and of course, they just totally trashed it, you know . . . so all those brand new tables, labs, and everything that had just been built were destroyed." These stories reveal snapshots of how, by the end of the war, the higher education system was in shambles and in great need of development. The government, international aid, and the people of Liberia are presently working to restore the higher education system.

Development of the Higher Education System Post Civil War

When asked how higher education is presently developed in Liberia, an LICC student replied, "It's a gradual process, it does not happen, 'Boom!', gradually it is happening." As of 2015, Liberia was the fourth poorest nation in the world based on Gross Domestic Product (Gregson, 2017). After the war, multiple efforts started to develop the university system further. The second theme found was *the development of higher education post civil war*, with six sub-themes, including (a) restructuring; (b) increased human capability; (c) international partnerships; (d) Liberian government involvement; and (e) desire for higher education.

Restructuring (17/18). Seventeen of eighteen participants shared about the gradual renovation and rebuilding of universities taking place throughout Liberia. In 2008, Chinese government representatives and workers came to Liberia and spent $21 million on the renovation of UL's Fendall campus. The United States and South Africa donated finances for an e-learning laboratory at UL to serve medical students who live in rural areas. Other modest changes are continuing to occur, such as in 2013, when UL began to switch from using a chalkboard to whiteboard while decreasing the size of classrooms from 200 students to 100 students per professor.

In comparison, LICC was built in 2009 through donations from Liberian refugees in America and other American partners, and LICC has built an agricultural research center that is increasing its student enrollment. Different nongovernmental organizations (NGOs) and universities in the United States partnered with Liberian universities to help rebuild these institutions through donations of various resources. An administrator at UL shared how they were implementing new organizational governance with a Board of Trustees and deans over every school. The administrator stated,

> So that entire structure never existed that has been introduced basically along
> American university lines, and it has taken root and for me it has caused a great
> deal of transformation of the university of Liberia compared to what it used to be.

Both UL and LICC restructured their organizational governance to look more like institutions in the United States in hopes of furthering human capability

Human capability (17/18). Sen (1999) referred to human capability when he offered, "Through education, learning, and skill formation, people can become much more productive over time," which "contributes greatly to economic expansion over time" (p. 293). Human capability allows for people to develop holistically as human beings and enhance the choices they have through development.

Seventeen participants mentioned the growth of human capability after the war. For instance, Liberian professors are furthering their education by studying in other countries such as China, the United States, and Europe. Individuals who go to other countries are expected to return and use their learning to further their institution's knowledge and growth. One professor at UL received a PhD in the United States, came back to UL, and rewrote a course in biology with his new training. Additionally, the

professor oversees the Ebola survival service where he supervises thousands of people as a result of his increased human capability. Moreover, UL recently reached the largest number of PhDs serving on its faculty than at any point in its history. In contrast, LICC increased its human capability through building the university in a rural area where no one previously had the opportunity to attend college. Both universities are also increasing their human capability through international partnerships.

International partnerships (12/18). International partnerships look quite different within each college. As mentioned above, many NGOs and institutions in the United States partner with Liberian universities to help rebuild sectors of the institutions. Indiana University received a grant from U.S. Agency for International Development (USAID) to help develop the public health programming for Liberia through UL. USAID is also known for giving various scholarships to students to attend college. LICC was built by donations from United Liberia Inland Church and Friends (ULICAF), an organization of Liberian refugees in the United States. This organization sponsored dozens of students to attend LICC. For example, in 2012, donors wanted to promote women attending LICC, so a number of women received sponsorships.

Various NGOs and international agencies such as the United Nations work in Liberia to help institutions thrive. As the majority of NGOs and other humanitarian aid agencies are based in Monrovia, rural areas do not receive adequate assistance with their education compared to the institutions based near the capital. Organizations from around the world donate resources to help rebuild higher education after the war. For instance, a LICC professor shared, "There are donors who, who give some support in terms of materials to the school, some computers, some books, donation, some desks, and all those

things are what we have here to use to develop the institution." In addition, professors

are known to come from abroad to teach higher level courses. An LICC professor stated,

> The world is becoming just a group village, Liberians students are not just being
>
> taught by Liberian professors, so we have people coming from all walks of life,
>
> all areas of the earth like the Philippines and other places and they even use
>
> whatever good things they are learning from the places, we are copying.

These professors continue to bring positive connections to university settings, thus

furthering international relationships.

Liberian government (16/18). Although international relationships provide one

aspect of funding, the Liberian government is another major provider for the universities

through various subsidies. Specifically, UL gets 60-70% of its finances from the

government. The rest of the finances for UL come from philanthropic partnerships,

NGOs, and partnerships with other international universities. Though the government

gives a certain amount toward each university, many financial difficulties still exist.

Government-owned UL tried to raise tuition in 2015 to US $5.00 per credit hour,

but the tuition increase resulted in rioting. One administrator shared,

> With this [increase], only 1,000 [students] registered for the second semester of
>
> this year out of 36,000 due to protest about the cost, which US$5.00 is not even
>
> 1/10 of what other countries are paying in their region (for their credit hours).

Compared to other West African colleges, UL is the least expensive institution, with

students only paying about $50 per semester. However, higher education is still

underfunded. For example, in 2015, UL asked for $29 million from the government and

received just $15 million. The government is helping, but there must be more finances given in order for each institution to expand to sufficient levels of quality.

Despite a history of civil war and corruption within the government, sentiment toward the government among the interviewed individuals proved positive due to the improvement in the nation since 1980, however miniscule. A UL student stated, "The government has been trying their best especially by giving funds to the administration." Furthermore, the government partners with the Commission on Higher Education, the entity responsible for monitoring universities around the country to make sure each institution offers quality education. Historically, the Liberian government supported higher education almost completely, as the majority of students received governmental scholarships of some type. Today, there is an increased demand and desire from citizens to receive higher education.

Desire for higher education (18/18). During the war, many individuals did not care about higher education, focusing instead on survival at that time. Today, thousands long to further their education, as all 18 participants revealed. Liberians see higher education as crucial to the development of the country, yet they often lack the finances. One student at UL expressed, "You see more people in higher education than previous. People did not take education serious before the war, but due to the outside exposure, people now has seen as education as the way, as the light." More people want a college degree to help move the country forward and to further their own personal growth and education. If given the opportunity, Liberians will leave the country to study at other international institutions. Among all the ways universities are gradually developing, many issues must still be addressed.

Problems and Needs of the Higher Education System

Although development is occurring within university systems, the third theme reveals that *problems and needs among the higher education* institutions continue to persist. The six sub-themes found were (a) lack of finances; (b) limited resources; (c) bribery and corruption, (d) unqualified staff; (e) substandard higher education; and (f) gap in the learning process.

Lack of finances (18/18). The poverty rate in Liberia is approximately 82%; the majority of Liberians cannot afford university without financial aid (UNDP, 2012). All 18 participants expressed the financial difficulties attached to the higher education system. A UL student shared,

> A lot of people don't have (access to higher education) because a lot of people who cannot afford, so there are a lot of children in Liberia (not in school) because parents do not have money to send them to school. Some people do not have jobs.

Furthermore, the government subsidizes the universities, but budgetary problems always exist because not all expenses are covered. Universities are generally long distances from many rural areas, so people living in rural areas need to leave their homes and families in order to receive an education. Many are not financially equipped to move to cities such as Monrovia, given their family responsibilities and limited resources.

Hundreds of students apply for limited scholarships, and most do not receive financial aid. Students often pay their own tuition but must drop out or work for a few years to save up money, sometimes never returning to the university. Also, faculty members are often underpaid or receive irregular salaries. Ascribed to limited finances,

faculty often do not excel in their practice, since they cannot afford further education. A UL faculty communicated, "There is a lacking of committing finances to higher education in the country." With such financial pressure, college resources remain scarce.

Limited resources (18/18). All 18 participants mentioned the universities having limited resources. The majority of universities do not provide free Internet, hindering students from effectively doing research. If students want to access the Internet, they pay an additional fee. A UL student said, "The students at the university, some of them cannot even afford the transportation, fare, or something, so even to Google is difficult." Libraries often do not carry up-to-date textbooks or are limited in the number of resources available. A student at LICC said, "For the student, we need more agriculture books because sometime we [are] given assignments, come in the library and check, [and] we can't find [any books]." Furthermore, even students who live in a city may still live some distance from the university and struggle to afford transportation. For UL students, for example, the Fendell campus is over 20 minutes away from the main UL campus, so they pay for bus fare, which is often financially burdensome.

In terms of research facilities, no laboratories are up-to-date, and computer labs are limited. A UL student said, "You will notice that students don't have mere equipment; like those in the science college, they don't have equipments to be able to conduct what they are doing." With the lack of resources, students expressed how they form groups to share resources and ideas. An advisor shared his thoughts about how certain majors are supposed to get adequate training without resources:

Think of a biology lab for freshman students; for sophomore students they have 1,000 of them, how many biology labs would you need at 70,000 U.S. a month?

UL has a chance, but you have all these other 32 institutions, so you have no

chance. This is why things like accounting, management, and public

administration is so popular because there are no raw materials.

Moreover, an LICC administrator shared how small schools like LICC are limited in their

selection of majors due to their restricted finances. LICC only has five majors:

education, theology, business, accounting, and agriculture. Compounding these financial

challenges, both UL and LICC do not maintain regular water facilities or electricity and

are in need of other structural maintenances.

Structure. A UL student indicated, "The structure is so small, we need books,

[the] library needs assets." UL faces an issue of overcrowding, as one staff member

claimed, "You have 30,000 students, you know, for a school that was basically built for

4,000." Several years ago, classrooms at UL held 200 students per instructor without

even enough chairs for students. When President Dennis came to UL in 2011, he sought

to reduce the student-faculty ratio to 100 to 1, yet the buildings still do not efficiently

accommodate all the students.

Accreditation. A specific issue at LICC that 6 out of the 8 participants mentioned

is the desire for institutional accreditation. At present, LICC only gives associate degrees

(AA) on account of their demand for more qualified staff and finances. After students

receive their AA degree, they must transfer to another college to obtain a bachelor of

science (BSC) degree. Liberians want to enroll at LICC, but they also want to earn a

four-year degree. To do so, students must move after finishing their AA degree to either

Monrovia or other colleges that might be more expensive and far away from family.

Also, multiple students and faculty at LICC mentioned how moving to Monrovia is too expensive with transportation, housing, and various living expenses. One student was financially supported to transfer to another private university to get his BSC after he received his AA at LICC, though this occurrence is rare. A faculty member at LICC said, "For LICC to be ascended to full degree, then of course it will be a help for my brothers and sisters nationwide." In order for LICC to become accredited for BSC, the Commission of Higher Education must approve LICC once the school obtains sufficient finances and enough qualified staff.

Bribery and corruption (9/18). Although bribery and corruption might not occur in every area of higher education, 9 of 18 participants shared stories involving this practice. A student noted, "Teachers are not being paid well, so they ask students for money, and they will not pass students unless they are given money to pass." As teachers need money owing to low or irregular salary payments, the students will pay for good grades. Two interviewees told of students having sexual intercourse with professors for better grades. These corrupt habits lead to learning ineffective for students, as they believe they do not need to work for their grades when they could pay for their grades in demoralizing ways. This mentality lowers the educational standard across the country.

Moreover, accountability is lacking in relation to for-profit institutions and online courses proliferating throughout the country and, in turn, scamming people. Also, people are known to return to Liberia with fake credentials, which often go unnoticed unless someone has the ability to verify credentials. These issues of bribery and corruption represent deep moral issues within the college staff, and these problems must be addressed for fruitful development to take place within Liberian higher education.

Unqualified staff (18/18). Due to brain drain from the civil war, professors who remain become overworked and underpaid. One administrator said, "We are terribly understaffed." Instructors in these conditions are spread thin and do not sufficiently prepare for their classes. Often, faculty work in multiple institutions or other areas of business. A UL student, for example, claimed,

> Almost all of them have outside jobs. Because of that they put in less time, and that process in which you think instructors are going into extra research, study, you know that intense study before you go to the classroom, it is actually lacking because they are spending most of their time in the outside with their jobs.

Professors thus often do not come to class on time or do not come at all. Students will travel considerable distances to attend class and then are discouraged when the instructors do not show up to teach.

Compounding that challenge, LICC staff shared many professors are not qualified or competent, and very few have graduated from the university. A UL student expressed, "We do not have experience. They just continue to teach. So they teach this course they teach these notes for four, five, ten years, no change. Because we don't have outside experience, nowhere to excel for high level education." An administrator at UL shared how no faculty and staff were evaluated in the medical school from 1968 to 2008, and professors taught the same curriculum over that period of time.

Furthermore, LICC struggles with finances to pay for professors with PhDs or even master's degrees, as it proves difficult to hire faculty members with such advanced educational levels who want higher pay than the college can afford. Additionally,

budgetary investment for the development of faculty members is rare. Echoing that concern, an LICC administrator-faculty shared,

> Even those students [who] were wanting to learn, [who were] very willing after the war to learn because they had experienced [education] in other countries, they had seen the importance of education, they have tasted what education meant, so when they came back to Liberia with that same [desire] to learn they find it a little bit disappointing entering into a college and then you see that your instructors are not up to the task.

Meanwhile, as a new generation of students enters university, these issues of unqualified staff often lead to substandard higher education.

Substandard higher education (18/18). Substandard higher education refers to a level of educational quality below the usual and required standard in Western Africa. The education problem starts from primary school and continues as students progress. When students arrive at university, they frequently prove ill-equipped. One UL faculty shared how she taught her college students what she taught ninth graders in the United States, and her Liberian students still could not grasp the concepts. The same administrator expressed not wanting to teach science majors in Liberia because they would not be equipped in their major, given the lack of resources and opportunities. From an international perspective, a LICC student from Sierra Leone stated,

> Compared to Sierra Leone, . . . for somebody to be in the university, . . . they read well, they can write well. What I see here, people can't really read well. . . . I am finding that most Liberians are poor in reading, poor in writing.

A UL student shared how students do not receive a meaningful education by international standards.

When educated individuals try to make changes in the educational culture in Liberia, those efforts are often met with resistance, as other Liberians sometimes feel threatened. A student at UL indicated, "People want instant degrees . . . rush education, and get the diploma and not learn. They are not given technical skills, and it is not preparing them for employment." Due to substandard primary and secondary education, students struggle to write, read, and think critically at the collegiate level.

Moreover, college scheduling fluctuates, and sometimes the length of the semesters is shortened, thus reducing the students' learning. The government believes everyone should go to school even when not equipped to do so. A faculty member at UL noted, "The government comes and says we cannot do this, we need to occupy students, we need to occupy kids, we need to get them off the street." While university should not be the sole place for students to get "off the streets," there remains little else for them.

For example, in 2013, approximately 25,000 college applicants took the UL entrance exam, and every individual failed. In 2014, only nine individuals passed. With constant demand for higher education, the university continues to admit students who are not qualified or financially able to attend.

Gap in the learning process (16/18). According to 16 of the 18 interviewees, students take years off between high school and university, and this gap puts Liberians behind in their learning. Now, following the civil war, all ages of people are returning or starting college. One student at LICC said she took 18 years off between high school and college. Many students sat out of school during the civil war. An older LICC student

stated, "We should have been out of college by this time but we are still college students because of the war." Another LICC administrator-faculty recalled, "So you see the older people now coming to the school, and we cannot reject them because we want to build them up, too."

***Ebola*.** In addition, during the Ebola crisis in 2014, universities closed for a year, and international donors pulled their funds because of the dangerous disease. This crisis proved a significant setback in the higher education process, as everything economically was delayed, and the top 21 doctors in the nation died from Ebola. The necessity for higher education to raise up educated Liberian citizens became even more critical after this set-back in human development.

Summary

In light of the myriad atrocious happenings during the civil war, further development is necessary to rebuild the Liberian higher education system effectively. Multiple partnerships, organizations, and the government are working to restore the university system of Liberia to a flourishing state. Although gradual changes are occurring, the university system of Liberia needs alternative solutions to become a place where administration, faculty, and students effectively grow.

Chapter 5

Discussion

A UL student stated, "I feel like the more people are educated, the more your society (is) graduating from the stage of poverty." From the 18 participants interviewed, solutions were voiced to help heal broken areas of the university system within Liberia. The researcher focused on incorporating the voices, ideas, and perspectives of the interviewees into the formation of the proposed solutions. Six main proposed solutions were discussed in relation to supporting effective development within the higher education system: *policies and standards, staff training, mentoring, increased human capability, decentralization, and international partnerships.* These solutions recommend various ways to bring the higher education system of Liberia to a flourishing state.

Solutions

Policies and standards. Transparent policies and standards are essential for accountability within the universities. Currently, a standard core curriculum of 46 hours is required for every university and college. For this curriculum to be enforced, the Commission on Higher Education is expected to hold the administrations accountable. Some participants, however, questioned if this form of accountability, along with other requirements, were taking place. According to an LICC staff member, "There seems to be a huge gap in the standards and expectations of people using the curriculum to teach."

As seen through the interviews, Liberia is responsible for policy management over the higher education system of Liberia. One LICC administrator said,

> Corruption is rampant all the way down into elementary schools. . . . it's a sad
> state of human behavior, but it's also a sad state of world behavior, NGO
> behavior, international partner behavior of not stopping putting the brakes on, and
> saying we just don't do things that way.

In essence, accountability must be implemented in all areas of higher education.

To begin, for corruption to stop, administrators need to be transparent with their practices to the Commission of Higher Education, the government, and other colleagues. When administrators are held responsible for their actions, the standard of accountability will flow into the rest of the university. If administrators monitor faculty efforts, quality control will increase within the universities. Moreover, schools that give adequate funding to their faculties will help stop corruption. To stop a culture of corruption, both governmental and academic authorities must enforce clear policies, and staff training is one of the ways to accomplish this goal (Altbach, 2016).

Staff training. A considerable number of professors do not have masters or doctoral degrees due to the lack of finances and opportunity. With the need for higher level learning, demand exists for professors to receive scholarships for advanced degrees. International partnerships, the government, and various NGOs and international agencies should collaborate to give scholarships to willing teachers who want to teach in the higher education system of Liberia. As colleges require their professors to receive masters or doctoral degrees, professors need access to funds for training either in their country or in institutions abroad. Professional development equips teachers to become

experts in their subject and further expand the knowledge economy in the universities. Also, training staff and increasing their pay will garner commitment to the university and faculty satisfaction. Adequately trained staff will naturally teach and mentor students.

Mentoring. Many Liberian interviewees described mentoring as a way of bringing change to the higher education system of Liberia. An LICC administrator shared the great necessity of mentoring in Liberia:

> Nineteen (is the) average age of all Liberians . . . those are babies, and babies that have no mentoring, they have no nurturing, they have no one to follow, no one to lead them, they are just figuring out on their own, . . . they are figuring out all in the wrong ways.

Liberians look for role models who do meaningful work in their nation.

Several Liberian interviewees visited high schools and encouraged students to apply for college. They tell high school students about the process of getting into college and inspire pupils to study diligently and apply. A UL student recalled,

> I encourage my friends and colleagues to come to university because the more you get higher education in Liberia, you can be able to contribute meaningful. So I encourage people to not be deterred by the financial situation, economic system, do everything you can to get higher education. . . . Education can develop a nation.

Moreover, another student stated, "They will see me as a role model to be motivated and say, 'So, oh, maybe I want to be like this girl, I like the way she takes her school seriously, so I want to be like her.'"

According to Myers (1999), "Transformation must be about restoring relationships" (p. 36), and the restoration of relationships to further education emerges through mentoring. Presently, the Gbowee Peace Foundation has committed to mentoring by helping educate boys, girls, and women in underserved communities. The expectation is for mentoring programs to spread across Liberia to raise up a highly skilled generation in order to increase human capability.

Increasing human capability. As stated before, human capability is developed "through education, learning, and skill formation, people can become much more productive over time," and this "contributes greatly to economic expansion over time" (Sen, 1999, p. 293). Human capability is much needed in Liberia due to the war-induced brain drain; plus, many people did not receive education throughout the years of unrest. Today, Liberians need to be intellectually developed through training and higher education. As technology grows across the world, Liberians need training in computers and other technology skills to stay up to date with the ever-changing economy. Also, training Liberians minimizes brain drain, especially when jobs are being provided within Liberia with the rise of human capability. A a first-generation college student from LICC profoundly stated,

> If you educate a woman, you educate a future, so as a girl, or as a woman, we
> need to focus on our lesson, we really need to know, more about … our country
> and also to learn something that will enable us tomorrow to sustain [us] and our
> family and our friends.

Higher education is thus part of the strategy to maintain, improve, and multiply human capability.

Universities could and should provide this "critical mass" of research personnel, facilities, and top-quality research to contribute to the international system (Altbach, 2016, p. 163). The Liberian institutions could develop human capability for specific national tasks through increased human development. Three sub-themes were found to enforce human capability: college preparatory courses, job creation, and increased resources.

College preparatory programs. Owing to the gap in learning and educational quality found in primary and secondary schools, college preparatory programs are a proposed solution for incoming college students. Such programs prove essential in order for students to come fully prepared for college. UL, in the past, offered the Rough Diamond-College preparatory program for Math and English; the students spent an extra year studying and reviewing foundational skills before entering the university. These college preparatory classes will help many students improve their basic reading, writing, and math comprehension before college. Although no current college preparatory program exists at either UL or LICC, the implementation of such programming would greatly benefit incoming college students who are not fully prepared.

Creation of jobs. The massification of higher education is straining budgets and human resource capacity across the country, as jobs are limited within a still fragmented, war-torn economy. A National Commission of Higher Education advisor stated, "There are not jobs for highly educated people, so there are front desk workers at hotels who have college degrees." University campuses are pivotal points of economic development for the rest of the community. An academic system is a possible tool for local and

national economic growth, raising human capability and creating jobs. Moreover, growth in wealth through industry will help finance further educational development.

Resources. At universities, "Books, journals, and websites are important elements of the knowledge communication process," where human capability will develop in the education systems (Altbach, 2016, p. 160). With the rise of globalization, understanding how to use technology is crucial for both educators and students. Every university needs computers and Internet systems for both faculty and students to gain knowledge in this technology economy. Furthermore, most people do not obtain the needed financial support to attend college, making scholarships imperative until the economy grows. An LICC professor stated, "I still have the mind to step higher, but I do not have that opportunity, that financial opportunity to move higher, this is not me alone, by the average Liberian you see." The more resources universities gain, the more opportunities students and faculty will have to improve the higher education system.

Decentralization. From the beginning of higher education in Liberia, most universities were built around Monrovia, far from the majority of Liberians living in rural areas. As Liberia has fifteen counties, the decentralization of universities is crucial for all to have equal access to higher education. The spread of universities to other counties will give larger numbers of people the opportunity to attend college at a more affordable price, instead of requiring students to move to Monrovia where costs are too high for the average Liberian. With universities built in every county, the cost of university would be reduced for students and faculty, as they could live at home and travel to a nearby university.

A clarifying point to make in the process of decentralization is for colleges to be strategic in where and when they are built. The goal is for the universities to be fully equipped to thrive in the county in which they are established; if there are not enough financial resources for the institution to thrive, it is best for a only a few universities to be developed until the economy grows.

International partnerships. Many of the universities are formed and growing due to international partnerships. These partnerships create networks and new research areas. For instance, with the 2014 Ebola crisis, IU Bloomington sent teams to UL to help with the research and development of the health care system. Also, international groups sponsor students and provide scholarships for them to attend foreign or Liberian colleges. International partnerships bring many advantages, such as accountability, transparency, management, and other resources for the flourishing of Liberian universities.

One LICC staff said, "[We] need to hold people accountable," and "to build Liberians right now, the only way is to be right there beside them." An international collaboration between different universities benefits all aspects of the university, as there is an exchange of ideas and best practices (Jacobs, 2016). International partnerships often include the development of funds, visiting staff, and resources that help the institution link to the international knowledge system and intellectually develop the students in the nation (Altbach, 2016). International partnerships with Liberian universities will help build the infrastructure of Liberian higher education.

Limitations

Various limitations exist within this research of the Liberian higher education system. First, the researcher is a white American woman who did not grow up in Liberia.

She never experienced civil war nor faced any type of suffering that the Liberians endured. In addition, the people of Liberia speak what is called "Liberian-English," which differs from the English spoken in the United States. Owing to these distinct accents, various moments of miscommunication occurred between the researcher and interviewee, necessitating the repetition or slight rewording of questions for comprehension purposes.

Moreover, varying distinctions in cultural backgrounds were present. The researcher grew up in the United States and only learned about the Liberian education system a year prior to conducting the research. The researcher is still learning about the complex history of Liberia and the recent state of the country. As another limitation, the researcher travelled in the country for only 21 days and visited only two universities: the University of Liberia (UL) and Liberia International Christian College (LICC). With limited time, the researcher only met several staff and students at UL. In contrast, she had more opportunity to meet almost all administration, faculty, and students at LICC, as she lived on the college campus for two weeks with faculty.

Implications

This research contributes to the limited amount of data concerning the Liberian higher education system post civil war. The information gives insight for higher education professionals, NGOs, policy makers, and government organizations. The goal for the results of the present study is for professionals to transfer these findings into their own framework of higher education development in other post-conflict nations. Moreover, voiced amid the analysis and discussion of the research are multiple

developmental themes for all Liberian higher education professionals to consider in their own institutional settings.

As a further matter, the research and analysis can help policymakers determine necessary development for effective higher education growth. Not only does the research reveal current changes, but it also proposes possible solutions for higher education. Recommendations are given as to how these changes may occur.

Future Research

With the proposed solutions voiced, there are several areas of further research to consider: (a) character development; (b) Christian teaching; and (c) curriculum development.

Character development. In light of the proposed ideas, character development is an area of further research for this study on higher education. According to Sen (1999), "The freedom to participate in critical evaluation and in the process of value formation is among the most crucial freedoms of social existence" (p. 287). Public discussion occurring inside the universities helps people realize a "capacity for a sense of justice and for a conception of the good" (p. 272). As Liberian citizens mature in character, natural ownership for their nation's education will hopefully emerge.

Education is a part of increasing the quality of Liberian citizenship participation. The university has a responsibility to develop character within their students and faculty. Character formation is the ability for one's worldview to be transformed in such a way that shapes their character (Jacobs, 2016). The formation of values within the university is cultivated through study, research, and dialogue. The study of character formation is crucial with forming educated citizens.

Christian teaching. The next area of further research is Christian teaching, a specific form of character development that has the potential to impact every sector of Liberian society. Several faculty from LICC talked about Christian teaching as a way of bringing change to the higher education system. A LICC faculty member expressed, "Mature Christians will not . . . go and shoot another person, even if they done something wrong to them, and because we do not have that foundation, we were prone to get into war against ourselves." Christianity is a possible resource in relation to securing peace and stability within the country, as it develops the minds of the people and educates others not to destroy life.

Additionally, Christian morals and principles teach students and faculty members how to serve and help one another (Malik, 1982). Christianity could bring cultural transformation through restored relationships with God, self, community, and the environment (Myers, 1999). One professor at LICC described transformation in higher education as moving their focus away from self and on to Christ. Research about infusing Christ's teachings into the education system could bring further "reconciliation, peace-building, and values formation" within the education sector of Liberia (p. 113).

Curriculum. The last proposed area of further research concerns curriculum development. Liberia must revise their entire educational process from elementary through higher education. A faculty member at UL shared, "I wouldn't say higher education, I would say we need to go back to the fundamentals, let's start with the elementary. Because we can't really do anything with the product that comes from high school." In Liberia, the students are taught how to memorize and often do not learn how to think critically or practically apply their knowledge from the classroom. With the

limited practical education, college students struggle with basic reading, writing, and math skills. Policies must be formed in order to strengthen the entire education system.

Conclusion

Higher education is not a quick fix to developing a nation, yet it proves integral to the formation of a society (Sen, 1999). Improving education is key to developing a country. Development is the cultivation of people's capabilities and the removal of major sources of inequality, transforming people and society into a place of modernity (Sawyer, 2005). Facilities are not the only sign of development, but they do represent resources needed for education (Sherman, 1973). Former UL president Sherman (1993) said, "Higher education is linked to the social problems of a society" (p. 3). The university provides change and equips a nation for economic growth (Sherman, 1990a).

The rebuilding of Liberia is a journey that will require taking hold of multiple sources and ideas to influence the restoration of the university system. As education, development, and peace are related, this research sought to create a framework for higher education building in post-conflict nations (Lulat, 2005). With the various solutions proposed, the development of Liberian higher education is a process of discovering an infusion of sources and ideas to impact the educational system of a nation that has endured immense conflict. The hope for this study is to empower, encourage, and support the people to find solutions for higher education systems in Liberia and other post-conflict nations.

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Appendix A

Informed Consent Agreement

The Development of Higher Education in Liberia After Civil War

The purpose of this research project is to answer three specific research questions:
- What happened to the institutions during civil war?
- How is the University of Liberia (UL) and Liberian International Christian College (LICC) being developed after civil war?
- What still needs to be done to build the UL and LICC into effective institutions?

For this research study, you will be asked a series of questions. The interview will last between 45-60 minutes. All interviews will be digitally recorded and transcribed. Your information is adding meaningful information for other scholars to use to improve the understanding of necessary development for the higher education systems in Liberia. You are free to leave this interview at any time or ask any questions when needed.

There are no foreseeable risks or ill effects from participating in this study. A counselor or pastor will be contacted prior to the interview in case of psychological or emotional pain caused by the discussed topics of civil war and the current state of the university.

Your participation in this study is voluntary and you are free to withdrawal from this study at any time for any reason without penalty or prejudice from the researcher. Please feel free to ask any questions before signing the Informed Consent Agreement and beginning the interview, and at any time during.

I,_____, agree to participate in this research project entitled, "The Development of Higher Education in Liberia After Civil War." I have had the study explained to me and all of my questions have been answered. I have read the description of this project and give my consent to participate.

If you have any further questions in the future regarding your participation in this study please contact myself Lauren Bournique (lauren_bournique@taylor.edu), Dr. Todd Ream (tdream@tayloru.edu), or the institutional review board at Taylor University, (irb@taylor.edu).

Participant's Signature:_____

Researcher's Signature:_____

Date:_____

Faculty Advisor:
Dr. Todd Ream
Taylor University
Upland, IN 46989
Email: tdream@taylor.edu

Appendix B

Interview Questions

1. Tell me your story of being at the university?
   a. What is your role?
   b. What do you do?
   c. How did you get here?
   d. What is a daily day at the university look like for you?
2. How was the education offered by the university effected by the civil war?
3. How has civil war affected the university?
   a. What happened to the structure?
   b. How were the students, staff, administration affected?
4. What is being done to develop the university? Examples: Physical campus, administration, faculty, curriculum, etc.
5. What are the greatest needs of your university currently?
6. What changes do you want to see happen at your university?
7. Is there anything you would have done differently with the rebuilding/building of your university?
8. How has civil war affected higher education in Liberia?
   a. Are Liberians receiving meaningful higher education?
   b. Do Liberians see higher education as useful to the development of their nation?
   c. Are Liberians able to get higher education?
9. What are the greatest needs of higher education currently?
10. How does the government impact higher education, specifically your university?
11. What changes do you want to see within higher education in your country?

APPENDIX C

Interview Protocol

Introduction
1. Welcome
2. Briefly explain research topic
3. Read & sign informed consent agreement

Interview Questions

Conclusion
1. Thank participant
2. Ask if they have any further questions
3. Give contact info for campus counselor or pastor