



THE AFRICAN EDUCATION FOUNDATION

*The Vision and Strategy for Establishing the First
Land-Grant University in Sub-Saharan Africa*

UNIVERSITY OF WEST AFRICA



College of Nursing

Liberia

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Executive Summary

The African Education Foundation, a Michigan based non-profit, tax exempt, public charitable foundation seeks to facilitate access to affordable and quality education in West Africa by developing partnerships and collaborations with donors, governmental and nongovernmental institutions in the West in order to leverage resources to establish a land grant regional nursing college for West Africa in Liberia.

The vision has gained traction by the full support of the Liberian government and by the donation of thousand (1000) acres of coastal land and a seventy five (75) bed unfinished hospital that sits on an additional 10 acres. .

The vision is to establish a nursing college to address the shortage of trained nurses in Liberia and in the West African region. The goal is to prepare students to solve some of the intractable problems facing the country such lack of healthcare for rural women, infant and maternal mortality..

The development of the college is divided into three phases, each lasting for about a period of three to four years. The first phase entails the renovation of a 75-bed (30k sq ft) hospital to be used in launching the nursing college to service 150 students.

The second phase involves building a permanent campus to host and service up to seven thousand (7,000) students and establishing professional programs. This phase is a multi-year plans that include the construction of a full university campus, and the development of outreach programs for the university.

The third phase will lead to the development of a teaching hospital for the university, positioning the university as a major research university in Sub-Saharan Africa.

Startup capital for the project is expected to come primarily from the West. However, the college shall develop programs to generate income from various enterprises in order to diversify its sources of come, becoming fiscally solvent and sustainable.

A vision of a land-grant college in Sub-Saharan Africa is a call to respond to the need of the continent in new and creative ways. It is a call to develop a response to human needs in ways that are comprehensive, integrative and responsive to pressing needs of a community.

I Background and Context

Liberia is emerging from a civil war that lasted close to fifteen years. It is estimated that over 250,000 people were killed and countless others mutilated between 1990 and 2003 (250,000 dead out of a population of 3,000,000 is about 8 percent - if similar scale events occurred in the United States, over 30,000,000 people would have perished). More than human lives were destroyed. Almost every building in the country was damaged, if not rendered completely useless, power supply in all cities was destroyed, communications systems were wiped out, roads were not maintained, the national port was demolished and government systems were devastated. Young and old alike were subject to psychological scarring that cannot be understood by anyone who did not experience it. Even today, after six years of relative stability, people continue to be very risk adverse, although less so each day. New and promising ways of improving things are viewed with skepticism. An attitude of taking what one can now, because everything may fall apart later, persists.

The war spilled over into neighboring countries, disrupting stability in the region, and playing a part in weakening governance in neighboring states. It is in the United States' and the region's interest to ensure that stability continues and that there is no return to conflict. A secure Liberia is the key to a better life for Liberian citizens and to the stability of West Africa.

While Liberia has remained secure and stable since 2003, and confidence increases little by little, the standard development statistics underscore the difficulty that its citizens face. The average annual income is only \$290 (World Bank PPP GNI, 2007), life expectancy is 45 years and imports are three times as great as exports (World Bank, 2007). Transparency International's consolidated Corruption Perceptions Index ranks Liberia 138th (out of 180), scoring 2.4. Maternal mortality rates are close to the highest in the world. Reports of widespread gender-based violence persist. The adult literacy rate is 62% (*Ibid*) and relatively few girls complete elementary school. Security is maintained by the United Nations. The global financial crisis of 2008-2009 has been a significant impediment to growth and job creation. Weak world markets have stopped exports of timber; two international companies have halted large mining concessions; and expatriate remittances, which never were very big, have decreased. In early summer 2009, the government reported a revenue shortfall jeopardizing basic services, particularly in health and education.

The civil war and government mismanagement destroyed much of Liberia's economy, especially the infrastructure in and around the capital, Monrovia. Many businesses fled the country, taking capital and expertise with them, but with the conclusion of fighting and the installation of a democratically-elected government in 2006, several have returned. Liberia has the distinction of having the highest ratio of direct foreign investment to GDP in the world. Richly endowed with water, mineral resources, forests, and a climate favorable to agriculture, Liberia had been a producer and exporter of basic products - primarily raw timber and rubber. Local manufacturing, mainly foreign owned, had been small in scope. President JOHNSON SIRLEAF, a Harvard-trained banker and administrator, has taken steps to reduce corruption, build support from international donors, and encourage private investment. Embargos on timber and diamond exports have been lifted, opening new sources of revenue for the government. The reconstruction of infrastructure and the raising of incomes in this ravaged economy will largely depend on generous financial and technical assistance from donor countries and foreign investment in key sectors, such as infrastructure and power generation.

II THE NEED FOR A NURSING COLLEGE

The need for a nursing college in Liberia, West Africa, arises out of the lack of access to quality higher education and the shortage of healthcare workers. The shortage of health care workers is hampering the delivery of healthcare which negatively affects the ability of millions of people to have access to quality healthcare. Of the handful of trained physicians, nurses and midwives, majority has migrated to Europe and to North America (U.S. and Canada), leaving the region with very few trained providers. U.S. Government's recent assessment of the human resource need of Liberia reveals the following:

"Liberia currently lacks the level and mix of human capital needed to achieve many core development objectives:

- *Businesses and prospective investors, including those interested in infrastructure development and equipment leasing, highlight the need for better trained mechanics, electricians, and engineers.*
- *Non-governmental organizations struggle to find individuals with the knowledge and skills needed to work with rural communities to strengthen agricultural production or foster community forestry.*
- *Health care institutions face sobering shortages in health care professionals and appropriately skilled administrators and staff.*
- *Educational institutions at all levels need better qualified teachers and administrators.*
- *Public ministries lack adequately trained personnel capable of effectively implementing and managing various government programs, including programs aimed at strengthening the institutional capacity of such ministries and other institutions in Liberia."* USAID/Liberia RFA 669-1--019

This shortage has adversely affected the effort of public health to fight HIV/AIDS infection, child and maternal mortality. Each year, thousands of women die of pregnancy and childbirth complications. The direct causes of maternal deaths are hemorrhage, sepsis (infections on a massive scale), obstructed labor, hypertensive disorders of pregnancy and complications of unsafe abortion. According to United Nation's Children Fund (UNICEF), maternal mortality is by far the largest difference between poor and rich countries of any health indicator. Injuries, infections and disabilities are usually untreated or ignored due to the lack of gynecological and obstetrical care. An estimated 30-40% of the women in sub-Saharan Africa have sustained problems in pregnancy and childbirth that have profoundly affected their lives.



Time Magazine reports "Death in childbirth is not just something you find in a Victorian novel. Every year, about 536,000 women die giving birth. In some poor nations, dying in childbirth is so common that almost everyone has known a victim. Take Sierra Leone, a West African nation with just 6.3 million people: women there have a 1 in 8 chance of dying in childbirth during their lifetime", Time Magazine –Sept. 18, 2008.

III The Vision and Strategy

1. The Vision

Our vision is to establish a style regional land-grant nursing college in Liberia that advances the delivery of quality healthcare and provide skills needed to create, maintain, and deliver health services that are comprehensive, culturally responsive to the needs of the people, and economically affordable . As a *regional university*, it shall provide a critical resource link with other educational institutions and draw students from the entire West African region. As a *land-grant university*, it will provide programs that seriously attend to human ecology - addressing pressing needs in community health, and health delivery system and access. The college will create a foundation for nurturing and developing leadership in the field of healthcare systems. It shall provide leadership through scientific research, pre-service education and continue education for the healthcare industry of the West African region.

2. The strategy

Our strategy for developing the college includes, but is not limited to the following:

- a) *Develop broad base support from community leaders in Liberia.*
- b) *Seek domestic and international donors for infrastructural development and operation.*
- c) *Develop collaborations and partnerships with U.S. and Canadian institutions of higher education.*
- d) *Develop income generating enterprises that will create employment for students and generate income for the college.*
- e) *Recruit professors from the western universities to volunteer to teach at the college.*

IV The Mission and Values of the College

1. The Mission

The mission of the University of West Africa, as a regional land-grant institution is *to provide an affordable, rigorous education to students in an environment that enhances human dignity, academic freedom and creativity in order to prepare students to provide needed services, renew African societies, generate economic growth and to prepare the cultural landscape for the spread of democracy and free market economy*. The College of Nursing shall demonstrate a strong commitment to quality educational programs and shall invest in dedicated faculty and staff to deliver them. The delivery of these programs shall employ traditional and innovative means, supported by strong student support services. All programs shall be designed to promote the spiritual, intellectual, personal, ethical, and cultural development of students.

2. Philosophy and Values

The College of Nursing shall be governed by a philosophy and policies that affirm academic freedom, the rights and dignity of the human person, and service to the needed. The college shall foster a spirit of service, with sensitivity to the women's education, the poor and the marginalized. The college shall further demonstrate its commitment to improving human ecology by promoting programs and policies that facilitate the resolution of political, religious and ethnic conflicts in the region.

V The Location and Land of the University



1. The Town

The university will be located near the town of *Robertsport* in western Liberia, 10 miles from the Sierra Leone border, 120 miles west of Monrovia, Liberia's capital city. The town is named after Joseph Jenkins Roberts, the first president of Liberia. It is the capital of Grand Cape Mount County, one of 13 counties in Liberia.

The Vai tribes are the indigenous inhabitants of the area. In the mid-1400s, the Portuguese navigator Pedro de Sintra reached the cape, a mountain that was created by ancient volcanic explosion, which he named Cabo do Monte (Cape Mount). In the early 1800s, a colony of African American freed slaves settled the town. During the World War II, the area was used as a U.S. and British RAF naval base. Today, Robertsport is a seaside resort town with a population of about 4000 which make most of their living from fishing.



2. The University Campus Land (Site of the University)

The main campus land for the university is on a coastal beachfront property, approximately a thousand (1000) acres. The property is a land-grant from the Vai tribe to the university.



View of land given to the University

The land borders the west by the Atlantic Ocean, on the east by a mountain covered in tropical rainforest, and on the north by the town of Robertsport and on the south by a pristine coastal mangrove forest. Along the beach, the ground is covered by a coconut grove. The land contains waterfalls, brooks, ponds, lagoon; and is elevated above the ocean by a landscape that has been shaped by an ancient volcanic explosion.

The beaches are pristine, untouched, covered with white sands glittering in their natural state. As the mountain slopes into the sea, it creates a landscape of spectacular grandeur. The natural beauty of the property cannot be overemphasized. The land and the environment evoke a sense of peace, quiet, reflection and beauty.



The Photographs are of the land given to the university

3. Buildings Donated to the University

The government of Liberia, through the help of Grand Cape Mount County caucus in the Liberian legislature and the citizenry of that county has donated a 75 bed (30k sq.ft) unfinished hospital to be renovated to jumpstart the University of West Africa. The hospital was almost completed when the civil war broke out. The building was looted and vandalized. The government does not have the funds to resurrect the building; therefore, it has donated the building and the land on which it sits for the university project. The hospital is about 2 miles outside the town of Robertsport overlooking Lake Piso, Liberia's largest lake and is about 5 miles from the site of the future campus of the university on the Atlantic Ocean. When renovated, the facility will have ample space to host up to 300 students, and provide additional space for library, classrooms, and faculty offices. It is the plan of the university to use this facility to begin offering classes and delivering services while a permanent campus is built on that Atlantic Ocean. Upon the completion of the new campus, the building will revert to being used as a hospital as it was originally intended under the university as a teaching hospital.



Partial exterior view unfinished hospital



Partial interior view of unfinished hospital



Team of engineers & builders from Michigan inspect site



A builder from Michigan takes measurements as a local boy assists.



View of the horizon from the donated hospital



VI The Academic Programs

The mission of the nursing program is to develop a competent workforce of nurses to serve in the healthcare delivery system. The healthcare delivery system in Liberia and Sierra Leone chronically lacks trained staff. The lack of competent healthcare workers is one of the primary causes of premature deaths in sub-Saharan Africa. In order to provide quality education in this area, and at the same time provide services, the university shall establish community clinics as educational and service facilities in various communities, mostly rural areas. Ultimately the School of Nursing shall be developed into the College of Human Medicine in the third phase of development.

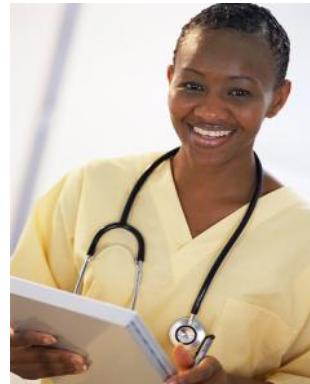
Degree programs

The college will offer four and two-year's degrees respectively.

Bachelor of Science in Nursing (BSN)

Areas of specialization:

- Obstetrical and Gynecological Nursing
- Pediatric Nursing
- Geriatric Nursing
- Psychiatric Nursing
- Public Health



Bachelor of Science (BSC)

- Environmental Health
- Pharmacy
- Medical Technology
- Dental Hygiene
- Dental Assistant
- Healthcare Administration

Midwifery Education and Certification

THE UNIVERSITY OF WEST AFRICA

Bachelor of Science in Nursing (BSN)

YEAR ONE

| <u>COURSES</u> | <u>FIRST SEMESTER</u> | <u>CREDITS</u> |
|-----------------------|--|-----------------------|
| HIST 101* | Introduction to West African History | 3 credits |
| BIOL 114 | Human Anatomy and Physiology I | 4 credits |
| BTH 111 | Biblical Foundations | 3 credits |
| COM 101 | Introduction to Computer Applications | 3 credits |
| ENG 101 | College English: Composition | 3 credits |
| *HIST 102 | Introduction to History of Liberia (alternate) | 16 hours |
| <u>COURSES</u> | <u>SECOND SEMESTER</u> | <u>CREDITS</u> |
| BTH 120 | Theological Foundations | 3 credits |
| BIO 117 | Human Anatomy and Physiology II | 4 credits |
| NURS 201 | Introduction to Health Care and Nursing | 3 credits |
| CHEM 104 | Fundamentals of Chemistry | 3 credits |
| ENGL 110 | College English: Introduction to Literature | 3 credits |
| | | 16 hours |

9.2

YEAR TWO

| <u>COURSES</u> | <u>FIRST SEMESTER</u> | <u>CREDITS</u> |
|-----------------------|--|-----------------------|
| PSYC 121 | General Psychology | 3 credits |
| COMM 203 | Rhetoric: Fundamental of Public Speaking | 3 credits |
| SOC 210 | Sociology of Marriage and Family in Africa | 4 credits |
| BIOL 202 | Environmental Science | 3 credits |
| NURS 205 | Nutrition | 3 credits |
| | | 16 hours |
| <u>COURSES</u> | <u>SECOND SEMESTER</u> | <u>CREDITS</u> |

| | | |
|----------|---|-----------|
| MATH 201 | Statistics | 3 credits |
| PSYC 215 | Developmental Psychology | 3 credits |
| NURS 211 | Community Health Assessment and Promotion | 4 credits |
| NURS 209 | Fundamentals of Nursing | 3 credits |
| NURS 260 | Pharmacology | 4 credits |

17 hours

Bachelor of Science in Nursing (BSN)

YEAR THREE

COURSES

BIOL 250

NURS 306

NURS 309

NURS 315

Elective

FIRST SEMESTER

Biology of Microorganism

Health Assessment and Awareness

Concepts of Health Care and Traditional Beliefs

Maternal and Women's Health Nursing

CREDITS

3 credits

3 credits

3 credits

5 credits

3 credits



17 hours

COURSES

NURS 317

NUES 325

NURS 360

NURS 365

Elective

SECOND SEMESTER

Pathophysiology

Pediatric Nursing

Psychiatric Mental Health Nursing

Advanced Skills in Nursing

CREDITS

3 credits

4 credits

4 credits

3 credits

3 credits

17 hours

YEAR FOUR

COURSES

NURS 401

NURS 409

NURS 412

Elective

FIRST SEMESTER

Adult Nursing Theory and Practicum

Nursing Research in Sexual Health

Medical Technology in Nursing

CREDITS

5 credits

4 credits

3 credits

4 credits

16 hours

COURSES

NURS 420

NURS 430

NURS 211

NURS 460

NURS 480

SECOND SEMESTER

Gerontological Nursing

Nursing Management

Family Health Nursing

Disaster Management Nursing

Nursing in Rural Communities

CREDITS

4 credits

3 credits

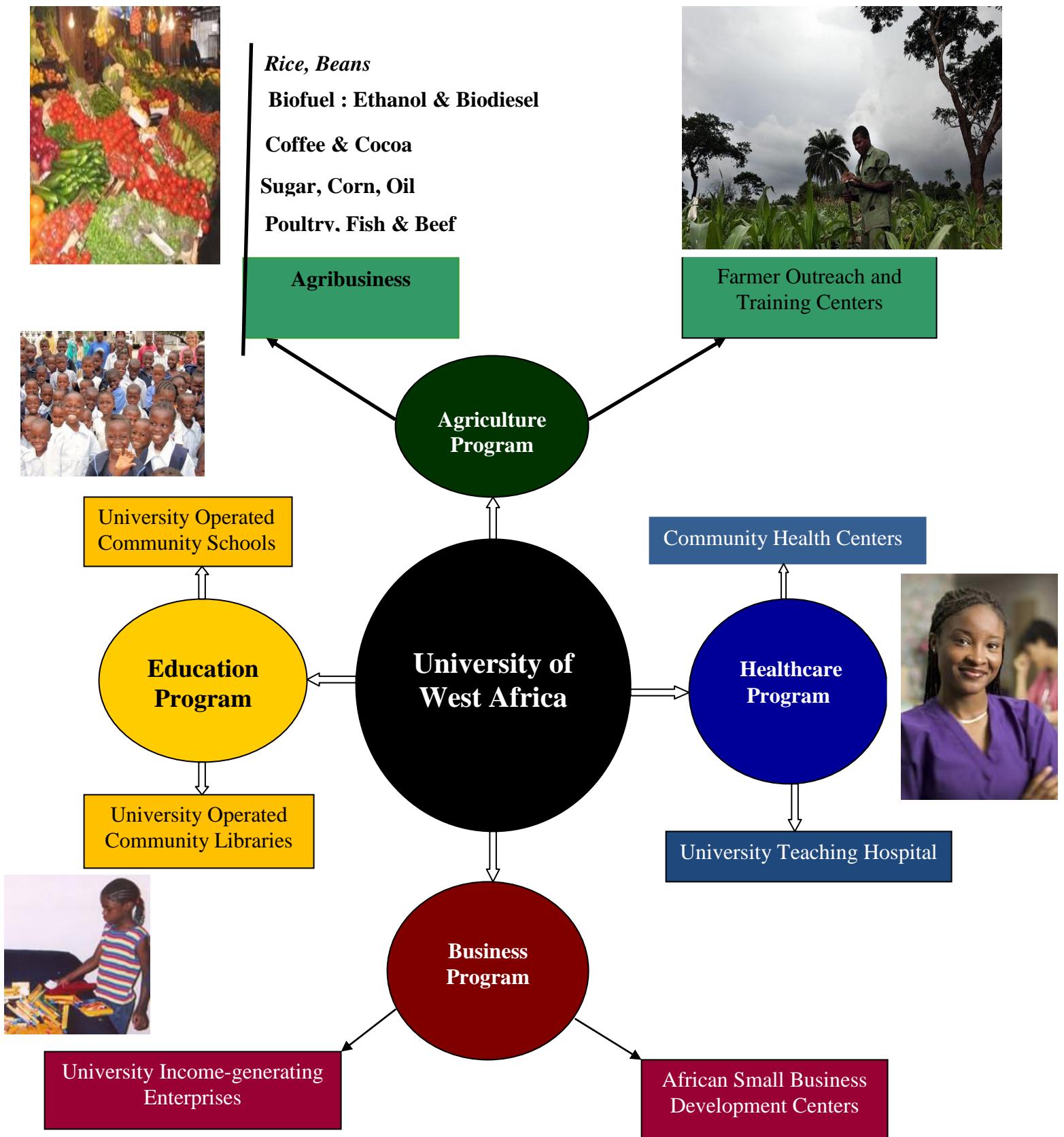
3 credits

3 credits

4 credits

17 hours

Diagram of Programs and Outreach Services of the University



VIII

PHASES OF DEVELOPMENT

| | |
|-------------------|---|
| Phase | A) Renovate Abandoned Hospital to Setup Clinic and Educational Facility (Year 1-5) |
| Goal: | To start providing healthcare services and training nurses using the renovated hospital. To begin offering continue education to the current healthcare workers in the country. |
| Objective: | To secure funding for renovating the 75 bed hospital, equipment, and operating expense for the phase of development. |
| Cost: | 1.5 Million dollars is needed for startup capital. |
| Phase | B) <u>Building a Permanent Campus (Year 5 - 7)</u> |
| Goal: | The University to build a permanent campus, which will be able to serve up to seven thousand students and support staff. This phase is to expand the health education programs granting various degrees and working effectively with existing clinics and hospitals in the country. |
| Objective: | To secure funding to develop and build on the 1000 acres of coastal land to be the home of the university. |
| Cost: | To be determined. |
| Phase | C) <u>Upgrade Campus Clinics to Hospital (Year 8 – 9)</u> |
| Goal: | The primary purpose of this phase is to upgrade the campus clinic to a teaching hospital provides service to a population of half million in a geographical area of 100 miles radius. The university will also build clinics in outpost communities as a health outreach centers, further creating opportunities for students' placement. |
| Objective: | To Secure funding to upgrade and build additional facilities for hospital services. Hire doctors, nurses and other healthcare providers to staff the hospital, clinics and teach at the university. The university shall begin undertaking major research projects in the health sciences. |
| Cost: | <i>To be Determined.</i> |

IX The Impact of the College on the Region

The Impact on Human Capital Development: The University will produce the human capital that is needed to establish functioning governments, to grow economies, and to provide the homegrown expertise needed to provide services. The university will build human capacity to meet the challenges of Africa to create opportunities for broad-based development and to prepare the political and cultural landscape for democracy and free market economy.

Impact on Women: The University shall encourage female enrollment and will strive to be a safe place for women to get an education, an environment free of sexual harassment. The University's commitment to women's education shall provide the means through which women can achieve positions of leadership and enhance economic mobility, thereby having a long-term impact on equality of opportunity for women in sub-Saharan Africa.



Impact on Healthcare: Millions of people in West Africa cannot access basic health services either because they cannot afford them or because quality services simply do not exist in their communities. Each year, thousands of women die of pregnancy and childbirth complications. According to United Nation's Children Fund (UNICEF), maternal mortality is by far the largest difference between poor and rich countries of any health indicator. Injuries, infections and disabilities are usually untreated or ignored due to the lack of

gynecological and obstetrical care. An estimated 30-40% of the women in sub-Saharan Africa have sustained problems in pregnancy and childbirth that have profoundly affected their lives.

The University's health education program will strengthen healthcare delivery and access. The University will produce healthcare workers to address to the shortage of trained providers and will development innovative systems to provide access to quality care.

X PLANS FOR SUSTAINIBILITY

The University will strive to be sustainable using local resources. The success of the university as a private, non-state funded institution will depend on its effort at financial diversification.

Financial Diversification as our Strategy: Most African institutions of higher education lack financial diversification. The government is often the only source of income. They have limited experience, expertise and capacity in managing the challenges of financial diversification and resource mobilization. Decreases in public funding often put these institutions into a downward spiral. On the contrary, we intend to diversify the sources of revenue for the University of West Africa. The following areas have been identified as sources of revenue that would enable the university to educate and pull ahead of its competition for quality:

Tuition & Fees: The primary source for funding the University of West Africa shall be revenues from tuition. But tuition revenue shall only constitute up to 50% of the needed revenue for operating the university. The University shall also establish income-generating businesses throughout the country and beyond to subsidize its operating expenses. These income-generating enterprises shall also create work-study program for students. The incomes generating enterprises includes but are not limited to the following:

Agriculture/Agribusiness: The University intends to develop a large agricultural program through which it would operate farms. These will serve as demonstration farms and also produce products that can be marketed. Liberia and many West African countries are net importers of food, which can be grown domestically if agriculture was mechanized.

Hospitality: The University will develop hospitality programs, operate hotels and restaurants. These businesses will provide opportunity for students to learn on the job skills, while providing revenue for the university. Hospitality and tourism are untapped resources in West Africa.

Healthcare: Healthcare is one the four foundational programs for the university. The training of healthcare workers to provide basic services is primary. The university shall establish a hospital in its 3rd phase of development. The hospital shall be considered as teaching and research hospital. Revenues from the hospital

and its satellite clinics will provide new sources of revenue to sustain the services. Healthcare is often managed by the state, resulting into poor service. Private healthcare system will be the preferred choice and shall generate sufficient revenue to pay for itself.

Tourism: Tourism remains an underdeveloped industry in Liberia. The region of Cape Mount County has some of the most picturesque landscape in the country, if not in all of West Africa. There exists an untapped market for tourism. University operated tourist industry could specialize in designing facilities for the following:

- a) Local & expats weekend getaways
- b) International Eco-tourism
- c) International Surfing
- d) International Vacation
- e) Amusement Park/ Zoo
- f) Hotels and Convention Centers

Retail Store: The University will need a retail store to service faculty, students, staff and people in the community. The city of Robertsport doesn't have stores that are able to service a university community. The store will further service the nearby towns and villages.

Summary

The location of the university creates opportunities for variety of income generating enterprises. The University's ability to generate income from various sustainable sources is indispensable to the viability of the university itself. Thus the choice of site for the university is a down payment that guarantees success for its plans for sustainability.

XI Endorsement

- The World Bank:** “*You are trying to do the right thing the right way in developing higher education capacities especially in health and agriculture*”.
- The Heritage Foundation** “*A winning concept that shall surely attract persons of interest*”.
- The Nagel Institute**
At Calvin College “*Your plan is creative, and I deeply appreciate your vision for international higher education*.”
- Professor-Dordt College:** “*I definitely share the vision that you have for the African Education Foundation*.”
- Professor- University of Toledo:** “*This is a laudable effort and ought to be supported as much as possible*.”
- African Church Leader** “*This plan is about to bring the greatest achievement for the nation of Liberia*.”
- Professor – Michigan State University**
Department Head - African History: “*You have very ambitious plans indeed, for very important needs*.”
- The Liberian Senate** “*This Vision cannot fail because much hangs on it*”