



Crisis-Driven Education Reform Models' Impact on Dropout Rates in Post-Civil War Liberia: An Access Index Analysis

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Abstract

Post-Civil War Liberia has faced significant educational challenges due to war-related disruptions and socio-economic instability. Qualitative research methods were employed, including semi-structured interviews with stakeholders such as teachers, parents, and community leaders. Educational Access Index data was also analysed to assess educational inclusivity. The analysis revealed that dropout rates varied significantly across different regions of Liberia, with a notable trend towards higher dropout in rural areas compared to urban centers. Crisis-driven education reform models have had mixed results in reducing dropout rates, highlighting the need for targeted interventions. Future reforms should prioritise inclusive educational access indices and community engagement strategies to address regional disparities effectively.

Keywords: *Crisis Management, Educational Policy, Access Index, Qualitative Research, Post-Conflict Development, Socio-Economic Factors, Community Engagement*

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