TRIP REPORT
Global Agriculture Classroom in Liberia
May 31 – June 9, 2019

UMD Travelers
Taryn Devereux, Faculty Specialist, UMD-Extension and AGNR-AREC
R. David Myers, Principal Agent, UMD-Extension and ROOTS Faculty Advisor
Cedric Nwafor, Faculty Assistant, AGNR-AREC, and ROOTS co-founder

Local Partner
Anna Glenn, Professor and Director of the School of Agriculture
Liberia International Christian College (LICC)
Hope in the Harvest Mission International
TRIP OBJECTIVE

The Liberia trip was originally intended as the education abroad component of AREC 360: Global Agriculture: Developing Extension Education & Agriculture Technologies in Africa. AREC 360 began spring 2019, and as part of the project-based learning approach, the course was designed to include an opportunity for enrolled students to travel to Liberia at the end of the semester. During this trip, UMD students would work directly with their student counterparts at the Liberian International Christian College (LICC) to implement their group projects for local farmers.

Unfortunately, growing civil unrest in Liberia developed into an opposition protest movement scheduled to culminate during the same week as the student trip. Two weeks prior to the departure date, the Office of International Affairs (OIA) Risk Management team recommended that given the variability of the situation, undergraduates should not travel at this time.

The three UMD-AGNR employees decided to continue the trip without the students, and each team member developed a mission for the week that connected to the UMD and LICC student activities, offered capacity-building at LICC, expanded the UMD-Extension international portfolio, and strengthened our local partnerships by meeting with different stakeholders.

PROGRAM BACKGROUND

AREC 360: Global Agriculture was created through the OIA Global Classroom Initiative (GCI), with additional support from UMD-Extension, the Department of Agricultural and Resource Economics (AREC), AGNR Academic Programs, and the office for International Programs in Agriculture and Natural Resources (IPAN).

The course grew out of the AGNR student-led organization, ROOTS Africa, which focuses on re-igniting passion and profitability surrounding agriculture for youth in Africa. Following a successful trip over spring break 2018, Taryn Devereux and Cedric Nwafor connected and sought out a means to provide more structure and institutional support for the ROOTS mission.

The OIA recommended the GCI, which supports project-based, experiential and global learning opportunities for students at UMD. Global Classrooms partner with higher education institutions abroad, and students learn and work together within the course.

AREC 360: Global Agriculture partnered with the Liberia International Christian College (LICC) located in Ganta (Nimba County), Liberia. LICC had hosted the UMD ROOTS student club the previous year, and Anna Glenn, Professor and Director at the LICC School of Agriculture, already teaches a required upper-level course on Global Agriculture. Taryn Devereux, Anna Glenn, and
Cedric Nwafor developed the curriculum for both groups of students with respect to academic schedules, class make-up, learning levels, and topics of interest.

The course was submitted and approved for three semesters, starting spring 2019. AREC 360 is AGNR’s first Global Classroom and as such, the first semester was implemented as a pilot course. The course was hosted by the Department of Agricultural and Resource Economics (AREC) as part of their Global Poverty minor. Co-instructors Taryn Devereux and Anna Glenn (LICC) are conducting IRB-approved research on the efficacy of the Global Classroom model in integrating extension, research and academics within Colleges of Agriculture, and to evaluate how this course can be better designed and administered in future semesters.

AREC 360 was held once a week, and each unit offered a special topic related to Global Agriculture: African crop production, agricultural technology, nutrition, gender, farming as business, and more. The course invited over twenty guest speakers from both the U.S. and Liberia, including the current director of the National Institute of Food and Agriculture (NIFA), Dr. J. Scott Angel. These guest speakers provided expert knowledge on their given specialization and spoke to specific issues, offering students real-world examples of Global Agriculture applied through research and extension.

UMD and LICC students divided into three groups and each group developed their own agricultural extension project for local farmers and stakeholders in the Ganta region.
Group 1: Develop an agriculture radio program for farmers  
Group 2: Connect LICC to local high schools to build youth engagement in agriculture  
Group 3: Build capacity of the LICC laboratory to become a stronger resource to farmers

Students went through several rounds of proposals, including a final presentation to a panel of specialists to workshop their project concepts.

The semester was built around the UMD students ultimately implementing these activities on the ground with their LICC counterparts following the end of the spring semester. For that reason, the course took on multiple fundraising initiatives to support in-country activities for the students, together raising almost $2,500.

Despite several years of relative peace, following the election of President Weah in 2017, the country has experienced a sharp economic downturn, resulting in a growing opposition movement. This loose coalition of opposition parties scheduled their national protest the same week that the UMD group would be in-country. The Office of Risk Management expressed concern about bringing students to an unstable region where mobility – especially surrounding the airport in Monrovia – might be limited, and recommended that the students not travel.

Although the students were unable to travel, Taryn Devereux, Cedric Nwafor and Dave Myers decided to continue with the trip as UMD employees and representatives for AGNR.

Photo 1: Cedric Nwafor, Dave Myers & Taryn Devereux en route to Liberia. The trip from DC to Monrovia and back included stops in Addis Ababa (Ethiopia), Accra (Ghana) and Dublin (Ireland)
TRIP PROGRAM

Friday, May 31, 2019
11am – Team departs from IAD.

Saturday, June 1, 2019
4pm – Team lands in Monrovia and is met by Anna Glenn. The group makes a 30-minute drive to the Hope to Liberia Mission Guest House located outside Monrovia for the night. “Hope To” is a partner organization to Hope in the Harvest, the faith-based organization that supports LICC.

Sunday, June 2, 2019
8am – The team leaves for Ganta, a 4-5 hour drive streamlined on easy Sunday roads.

12pm – Team arrives and gets a tour of the LICC School of Agriculture. The campus is beautiful and well-maintained, with extensive demonstration sites set up for students and locals to learn from. The grounds include demonstration plots for maize, eggplant, okra, melon, and other popular local varieties, as well as livestock areas (ducks, chicken, goats, pigs, rabbits, etc.). The campus is also home to a small wildlife zoo, with monkeys, crocodiles, foxes, and other local wildlife used for educational purposes and to engage young people visiting the campus.

2pm – After lunch, eight of the Global Classroom students come to campus to meet us for an introduction. We’re given a thorough overview of LICC, the School of Agriculture, and Higher Education in the region (see LICC School Profile in the Appendix). Many students come from farming backgrounds, and almost all expressed interest in continuing their education into graduate school to become more proficient – and ultimately more profitable – in the agriculture field.

We ask the students about the upcoming protests scheduled to take place in the capital at the end of the week. Both women and men students are open and vocal about their opinions on the matter. Most students question the motives of the opposition leaders, who are mostly wealthy but reportedly not themselves doing any economic development in the country. These leaders are also thought of as having their own corruption issues, despite their anti-corruption position within the government.
Yet many of the students also expressed that the protests can “bring a lamp to the government.” It’s a wake-up call to a disappointing administration. Since President George Weah’s election in 2017, in which he ran on an anti-poverty ticket, the country has seen a precipitous economic downturn. In the last couple of years, Liberia has experienced a massive currency devaluation, a lack of accountability and transparency amongst its leaders, and the theft of hundreds of millions of dollars of printed currency, at the same time as the international rubber market sharply devalued (rubber is one of Liberia’s primary exports).

The students did not fear war breaking out, and stated that the protest is intended to speak to government about the suffering going on across the country – many Liberians are out of work or not being paid for the work they are doing. LICC has been unable to pay its professors since January 2019. We learn that there are 20 UN security force “witnesses” in-country for the Protests, plus the government will have many security forces of its own present on the day of the protest. The opposition movement will present a list of demands on June 7.

The Liberian constitution is closely modeled on the U.S. constitution, and citizens have a protected right to protest. There is a ban on government employees from traveling internationally this week.

When asked what President Weah could do to address the population’s concerns, the students responded that he should go to the U.S. and the larger international community for support and council. There is also the option of consulting the West African Economic Counsel, which provides some financial oversite to the region.

We also discussed rural development in agriculture and food security in the provinces – the students emphasized the need to reduce dependence on imports (currently 90% of food is imported) and stated that the government should invest in technology and innovation on behalf of the people (such as a regional rice processor).

6pm – Dinner and Team Debrief
Monday, June 3, 2019

7am – Every weekday, **Hope in the Harvest** provides breakfast to Anna Glenn and her husband, Nathan, the College of Agriculture staff, and any visitors, followed by a devotions session.

9am – Taryn leads Session 1 of 3 for a workshop on **How to Conduct Qualitative Research with Farmers**. Today’s session covered an overview of qualitative research and how this data can be used to develop more targeted extension programming and support for farmers.

11:45 am – During the week, LICC hosts a daily Chapel meeting for devotions, local news, and other community updates. Hope in the Harvest employees and guests then have lunch on campus.

1pm – Along with some of the Global Classroom students, Taryn, Dave and Cedric go with Anna to visit some of the students’ farmers.

First stop is **Tiwans’s farm** where’s he’s focused on **cabbage production**. He tells us it costs $250-300 to manage a 2-acre farm per season, which includes rent and inputs. He has a seed sponsor in Monrovia who provides the inputs up front, and he also purchases the spray upfront, reimbursing both at the end of the season. Typically, the total sale of his product is around 300,000 LDS, which means a 20,000-25,000 LDS profit (approx. $130-$150).

Next we visit **Titus’s cocoa nursery**. This is his first year and he’s set up on his sister’s land, reducing his overhead. The project has gone exceedingly well, and he’s hoping to expand next year.
On our way back to campus, we visit the **Ganta Market**, which offers produce, meats and fish, fabrics, household goods, and pretty much anything else you need.

**6pm – Dinner and Team Debrief**

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**Tuesday, June 4, 2019**

**7am** – Breakfast & Devotions

**9am** – The team sets out to visit two local high schools, joined by some of the Global Classroom students. Our first stop is **MaWeah Public School**, a secondary school known locally as “Child Friendly.” There are about 720 students, half of which come from poor, inland farming communities. We meet with the Principal for an informative discussion and campus tour, centered on the question: How do we best engage students in agriculture? The Principal believes that agriculture can offer economic independence and that “**no country will survive if they can’t feed themselves**.” He tells us there are about 40 students interested in getting involved, and the LICC Global Classroom students explain their goal and proposed
activities to engage students and get them excited about agriculture as a field of study and work that can support them and their families.

The next secondary school we visit is the United Liberia Inland Church Academy, which has 544 students from 4th to 12th grade. The United Liberia Inland Church (ULIC) is the predominate denomination in the region and the church is one of the supporters of LICC. We meet with the Principle to discuss the Global Classroom student initiative. Unlike Child Friendly, the ULIC Academy doesn’t have extensive outdoor space on campus to develop a demonstration plot, so we discuss bringing the students to the LICC campus, using alternatives like container gardening at the ULIC Academy, and potentially hiring an Agriculture Teacher for the following school year. Most of these students also come from farming backgrounds.

11:45 am – Devotions & Lunch

1pm – Breakout Sessions with GC and ROOTS students. Students organize into the groups created over the semester, with a team leader guiding each group activity and discussion.

- **Group 1: Radio Program** – Led by Taryn, focused on combining the efforts of the GC and ROOTS Students, developed a plan of action for the next few months, and looked at existing agriculture radio programming and resources online.
- **Group 2: High School Outreach** – Led by Cedric, this group also focused on combining efforts of the GC and ROOTS Student to develop a comprehensive high school outreach program. The program seeks to promote agriculture to high school students in Ganta as a way of life, not just the result of their socio-economic conditions.
- **Group 3: Laboratory Capacity Building** – Led by Dave, this group assembled in the LICC Laboratory to perform simple colorimetric soil tests, study the diagnostic method, and learn the importance of proper laboratory protocol. Students discussed the thirteen essential mineral elements for plant growth, and Herr Liebig’s law of the minimum nutrient. They also learned the importance of cation exchange capacity, organic matter, and fertilizing with primary, secondary, and micronutrients for balanced plant nutrition. Students examined some plant samples provided by local farmers for signs and symptoms of disease, insect damage and deficiency symptoms.

Photo 8: Dave Myers leaving the ULIC Academy, drawing a crowd
Following the breakout session, we reconvene as one group and review the small group discussions, and the plan of action moving forward. Group leaders also considered how the three groups can be more integrated and mutually supportive.

6pm – Dinner and Team Debrief.

**Wednesday, June 5, 2019**

7am – Breakfast & Devotions

9am – Taryn led Session 2 of 3 for a workshop on **How to Conduct Qualitative Research with Farmers**. During today’s session, the students broke into their respective groups and began to develop their own qualitative survey instruments, and the class discussed enumeration approaches in the field.

10:30 am – The team visits a third secondary school, **Barry A. Wallace Baptist High School**. This is a private school with about 130 high school level students. We meet with the Principle, who was a member of 4H and is open to the idea of a youth engagement initiative. At the end of the visit, our team visits an auditorium of students and holds an impromptu rally talking about why agriculture is an important and exciting career path.

11:45 am – Devotions & Lunch

1pm – During the regularly scheduled Global Agriculture Class, **Dave Myers** gives a lecture on the global importance of “**Every Farmer a Better Farmer.**” With the human population and food demands increasing around the world, our industry must adopt the latest and best agronomic science. This lecture discussed how to meet the demands of the future through IPM tactics and GMO adoption. As we continue to plant more land, we can at the same time reduce
tillage, use cover crops, and improve soil resources to ensure long-term sustainability.

3pm - “Wednesday Wisdom” session for LICC staff and faculty, led by Dave. This session covered the importance of adopting appropriate agronomic practices for Liberia and presented no-tillage and reduced tillage revolutionary soil-building tactics. Dave highlighted why the world is now demanding higher production levels from agriculture, and why systems of production must properly be determined for the soils of each region worldwide. Like all farmers, Liberian farmers need to adopt the scientific advancements in agriculture that increase yields and simultaneously improve soils. The LICC faculty, staff and students will need to become leaders in agricultural science for their community.

6pm – Dinner and Team Debrief

Thursday, June 6, 2019
7am – Breakfast & Devotions

8:15 am – Meeting with Dr. Kiamu, President of LICC. As part of their ongoing research of the efficacy of the Global Classroom model, Taryn and Anna conducted a semi-structured interview with him as a stakeholder in the initiative. Dr. Kiamu has been a supporter of the Global Agriculture Classroom at LICC and is seeking to build the long-term capacity of the university.

9:30 am – Meeting with George Meleah, a local District of Officer with the Ministry of Agriculture. Taryn and Anna conducted a semi-structured interview with him as a local stakeholder in agriculture and the team learned about the regional extension system and how it can connect to LICC.

11:45 am – Devotions & Lunch

1pm – Breakout Sessions with GC and ROOTS students. Students organize into the groups created over the semester, with a team leader guiding each group activity and discussion.

**Group 1: Radio Program** – Led by Taryn, the team solidified a plan of action, discussed the kinds of programming they want to offer, and assigned individual roles and responsibilities along with deadlines for beginning the radio program in September, coinciding with the start of the semester.
Group 2: High School Outreach – Led by Cedric, the team worked on three key components of the high school project: in-class presentations and lectures, hands-on school garden training, and a mentorship program. Both the GC and ROOTS students volunteered for specific roles and developed plans for execution.

Group 3: Laboratory Capacity Building – Led by Dave, the second agronomic training session was in the field, using simple tools: a soil knife, hand lens, sweep net, and tape measure. The team immersed their minds into the mathematical and precise models of IPM, learning the skills of pest monitoring, and sampling procedure. For the armyworm infestation in the corn, they ascertained 90% of the true pest mean. Using IPM pest density thresholds, the team discussed pest management tactics.

Following the breakout session, we reconvene as one group and review what we discussed as small groups, and the plan of action moving forward. Group leaders also considered how the three groups can be more integrated and mutually supportive. Because this was the last breakout session, our team emphasized sustainability and keeping continuity going through the summer and into the next semester.

6pm – Dinner and Team Debrief

Friday, June 7, 2019

The Day of the Protest – We notice today that almost all social media has been blocked (Facebook, Instagram, and Twitter) though we are able to make and receive phone calls and emails.

7am – Breakfast & Devotions

9am – Taryn leads Session 3 of 3 for a workshop on How to Conduct Qualitative Research with Farmers. The group begins with a role-playing activity to practice enumeration with the survey instruments developed the session prior, and then students broke into pairs joined by a faculty adviser to visit local farmers and test the pilot survey. The student pairs interviewed about 10 farming households each, with each student getting the opportunity to lead the survey implementation. After each interview, the small groups debriefed and reviewed any interesting findings. When all the groups re-joined back at LICC, Taryn gave a brief lecture on how to start coding and analyzing qualitative data for interesting and revealing patterns, and what that information means for program design.

12pm - Small Thank You Ceremony from the Global Classroom Students, followed by lunch. Gifts are exchanged, hugs are given, songs are sang, and speeches are made. The relationship between UMD and LICC is a special one and this feels less like a “Goodbye” and more of a “Until we see you again.”
2pm – Administration meeting for the team leads.

6pm – Dinner and Team Debrief

Saturday, June 8, 2019
7am – Breakfast & Devotions

8am – The Team leaves Ganta for Monrovia.

10am – Along the way, we stop and meet with AgriCorps Founder Trent McKnight and 4H Liberia Executive Director, Umuru Sheriff. Professor Anna Glenn began her career in Liberia as an AgriCorps Fellow with her husband, Nathan. AgriCorps is focused on building capacity in West Africa to engage youth in agriculture, and is currently developed a large-scale randomized control trial of local high schools.
1pm – Arrive at Libassa, a local EcoLodge and animal sanctuary, and spend the afternoon enjoying the ocean, the wildlife and cold drinks.

7pm – Checked into the Hope to Harvest guesthouse for the final night.

Sunday, June 9, 2019
4:30am - Leave the Hope To Harvest guesthouse early and depart from ROB at 8am for Accra (Ghana).
DELIVERABLES

Taryn Devereux

- Developed a 3-part workshop series on “Qualitative Research with Farmers”
  1. Reviewed the differences between qualitative and quantitative research, how to develop a research question in connection to a development project, and what qualitative data can tell us about our intended program beneficiaries;
  2. Guided the students through qualitative research instruments and had them break into their own student groups to build out a survey questionnaire based on the information they needed to finalize their projects.
  3. Each group role-played researcher and farmer to practice their respective surveys, and then we broke up into groups and went out into the community to survey the farmers using the pilot survey instrument.
- Led two breakout sessions with Student Group 1: Agriculture Radio Program for Farmers, facilitating strategic visioning for the project, creating a budget and a plan of action, reviewing current radio programs for farmers in Africa and other resources, and having the students practice hosting a radio show.
- Conducted semi-structured interviews with LICC stakeholders as part of an ongoing research project on the Global Classroom model.
- Visited 3 local high schools, a farmers market, an LICC student farm, and an LICC student nursery. Multiple stakeholder meetings.

Dave Myers

- Worked with LICC GC students in Student Group 3: Laboratory Capacity-Building, and led an in-depth Agronomic Laboratory Training breakout session.
  1. Highlighted the importance of laboratory protocol for achieving accurate and repeatable results for soil and plant tissue tests.
  2. Discussed the nature of soils for optimum plant growth, emphasizing the importance of cation exchange capacity, organic matter, fertilizing with primary, secondary, and micronutrients for plant nutrient balance, intertwined with the role of soil pH and availability.
  3. Instructed students how to diagnose plant problems using a deliberate examination process on plant samples provided by the local farming community. After determining the biotic or abiotic causes of plant damage, the students were compelled to offer a solution for the problem.
- Worked with LICC GC students in Student Group 3: Laboratory Capacity-Building and led an in-depth Agronomic Field Training session.
  1. Brought students into the field, with simple tools – a soil knife, hand lens, sweep net, and tape measure – to learn the science of integrated pest management (IPM).
  2. Taught the importance of pest identification, monitoring, and sampling in order to effectively use pest density thresholds to implement control tactics.
3. Taught various IPM pest management tactics including: host plant resistance, habitat alteration, and cultural, mechanical, biological and prescriptive pesticide usage.
   - Gave a lecture during the regularly scheduled Global Agriculture class on the importance of “Every Farmer a Better Farmer.”
   - Led the regular “Wednesday Wisdom” session offered to LICC staff and faculty, focusing on the importance of adopting appropriate agronomic practices for Liberia.
   - Worked directly with the LICC Lab Technician, Peter, to build capacity and expand the resources available at the facility.
   - Visited 3 local high schools, a farmers market, an LICC student farm, and an LICC student nursery. Multiple stakeholder meetings.

**Cedric Nwafor**

- Led a breakout session with GC and ROOTS students and developed a program schedule for **Student Group 2: High School Engagement in Agriculture**.
- Established a new **mentoring program** between LICC students and the high school students as part of the Group 2 mission.
- Developed a budget and a strategic plan for the **ROOTS Compost Project** that will help support the High School Engagement program.
- Built on existing partnerships with local Ganta high schools to ensure program sustainability.
- Visited a farmers market, an LICC student farm, and an LICC student nursery. Multiple stakeholder meetings.

*Photo 14: Cedric and Dave taking a quick stretch during the drive between Monrovia and Ganta.*
LOOKING FORWARD

The University of Maryland has found a strong partner in the Liberia International Christian College. The relationship between Maryland and Liberia goes back almost 200 years – the Maryland State Colonization Society led the repatriation efforts of freed slaves to Liberia starting in the 1830s, to what was then known as the “Republic of Maryland.” Maryland was later incorporated as a county in southern Liberia, and despite this dark and shameful history of American slavery and colonization, today most Liberians express positive feelings towards the United States and especially, the state of Maryland, seeing the U.S. as a “Big Sister.” Identifying ourselves as UMD employees carried a lot of currency, and made this international relationship particularly special.

Although the UMD students were unable to travel this summer, we believe that next year this trip will be both possible and successful. Having a practical, hands-on global experience is the perfect accompaniment to the Global Agriculture course, and one that is increasingly in demand by UMD undergraduates. For 2020, the trip will be separated out as a Study Abroad program run through the Office of International Affairs. This will formalize the trip, enable students to earn credit hours, and relieve the administrative burden on AREC-AGNR.

LICC is supported through Hope in the Harvest, a faith-based non-profit. Yet the national economic crisis has affected Ganta, and the College is struggling to stay afloat. By building capacity here, we can help attract more students and funding for the long-term.

The School of Agriculture at LICC teaches 25 classes per semester, however, their focus is on entrepreneurship in agriculture: how can farming and post-harvest processing and marketing become a lucrative source of income for farming households in this region? Many people spoke of the shift in perception that’s needed to see farming not as a last resort for the poor, but as an opportunity to grow a business and support one’s family and community.

UMD-Extension is home to a diverse group of specialists who have tackled this issue right at home. The Global Classroom model helps connect faculty, students, and extension specialists in Maryland to partners abroad – a relationship that benefits everyone.
ADDITONAL INFORMATION

**Liberia International Christian College (LICC)**
Established in 2009 by the United Liberian Inland Church (ULIC). The Agricultural Research Center located on the LICC campus is a joint project between the school and Hope in the Harvest, and is used as a teaching, demonstration, and research facility for students in the agriculture department. Hope in the Harvest is a faith-based non-profit organization based in the United States.

**Website:** [https://www.hopeintheharvest.org/liberia-international-christian-college-licc/](https://www.hopeintheharvest.org/liberia-international-christian-college-licc/)

**OIA Global Classroom Initiative**
The OIA is in charge of coordinating international activities within the university’s seven colleges and five schools, advancing a strategic plan for internationalization, fostering and nurturing international partnerships, as well as developing innovative programming for faculty and students that will facilitate their development as global leaders committed to the improvement of the common good.

The Global Classrooms Initiative provides financial support to faculty to develop innovative, project-based courses that bring together UMD students and students from partner universities around the world using various digital technologies. These exciting new courses aim to provide our students with international experiences that mirror the kind of work they will encounter throughout their lives: cross cultural, project-based and virtual.

**Website:** [https://globalmaryland.umd.edu/offices/office-international-affairs/global-classrooms-initiative](https://globalmaryland.umd.edu/offices/office-international-affairs/global-classrooms-initiative)

**ROOTS Africa Student Club**
ROOTS seeks to make agriculture more appealing to young entrepreneurs both at the University of Maryland and globally. We believe creating a common international platform where youth can share agricultural ideologies, discuss challenges faced in this field, and work towards finding possible solutions to these issues without any boundaries will be a great starting point towards making agriculture fun and more inclusive for youth. Founded by AGNR students Cedric Nwafor and Mandela Jones, ROOTS Africa was established in 2017.

**Website:** [www.rootsafrica.org](http://www.rootsafrica.org)
**Video:** AGNR ROOTS Africa project connects Terps with students in Liberia [https://www.youtube.com/watch?v=VbymoSkuMmo](https://www.youtube.com/watch?v=VbymoSkuMmo)

Report Prepared by Taryn Devereux, with contributions from Dave Myers, Cedric Nwafor, and Anna Glenn (August 2019).
**Liberia International Christian College (LICC) School Profile**

LICC was founded in **2009** by the **United Liberian Inland Church (ULIC)**.

The **School of Agriculture** and the **Agricultural Research Center** on the LICC campus was founded in **2014** as a joint project between LICC and the faith-based NGO, **Hope in the Harvest**.

LICC has **4 degree tracks**: **Agriculture**, **Education**, **Business**, & **Theology**.

The LICC **School of Agriculture** currently has **80 students** and **20 courses** offered each semester. There are **6 active professors**.

Due to the ongoing economic crisis, LICC has been unable to pay full salaries since January 2019.

To date, there have only been Associates (AA) degree graduates in Agriculture.

The first group of BSc degrees are expected to matriculate in December 2019.

**LICC is located in Ganta (aka Gompa City) in Nimba County, about 200 miles North from Monrovia.**

Many LICC students alternate semesters with working to support their schooling.

Almost every Global Classroom student wants to continue onto **graduate school in agriculture**. However, there is currently no agriculture graduate degree program in Liberia, and most students go to Ghana to pursue this field of study.

In Spring 2019, LICC joined UMD to co-instruct the first **Global Agriculture Classroom** at both institutions. **21 students** spent the semester collaborative learning and working together on **critical agriculture extension issues**.

LICC is a **private university**. In Liberia, private universities can cost anywhere from $5 - $50/credit hour/semester. Public universities cost about $3/credit hour/semester.