



ANNUAL IMPACT REPORT

2020

A little effort, a little better.



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WE ARE A TRIBE

Education forms the bedrock of personal freedom, national productivity and economic growth; TRIBE exists because our education system fails to deliver fully on this promise.

We are building a movement to reimagine secondary education. We want to inspire a new generation of purpose-driven young problem-solvers, entrepreneurs, innovators, and storytellers through research, design, technology solutions and innovative programs.

Since our launch in late 2019, we have been investing our time, efforts and limited resources in understanding the unproductivity complex of teaching and learning for secondary students. We believe the insights we are gathering from our research will inform our solution designs to improve learning outcomes by reimagining learning frameworks and developing Liberia and, ultimately, Africa's entrepreneurial ecosystem for young aspiring intrapreneurs and entrepreneurs.

Due to limits in education, Liberian schools and society are failing to prepare young people with adequate and relevant skills, tools, and resources to succeed in the contemporary workforce, creating a large cohort of unemployed or underemployed young adults.

Our insights and experiences throughout 2020 make us believe that this is an urgent problem!

We are acting now, so that the next generation of change-makers will have a foundation to further develop and expand this impact.

At TRIBE, we believe the core of a strong education system is quality, relevance, and access. More importantly, it is an education system that holds a substratum for structure, productivity, and impact. This belief is why we focus on high schools, equipping young students with the relevant skills, tools, and resources to be prepared on day one for the workforce: job-ready, venture-ready, or college ready!

We have been leading this change through extensive assessments and short-term validation programs to firstly shift the mindset of entrepreneurial education for youths while creating meaningful experiences for our students, parents, and partners. We are now taking these learnings into a new era of designing meaningful, impactful and sustainable programs that will shift the way we teach and prepare high school students for the real world.



Purpose

To inspire a new generation of purpose-driven young problem solvers, entrepreneurs, innovators and storytellers.

Vision

Our vision is to create an ecosystem in which Liberian enterprises are continuously accessing the tools to grow and expand their operations and impact, and students are being equipped with the relevant entrepreneurial and technological skills and tools to become independent and self-reliant.

Mission

We are on a mission to create innovative programs and digital solutions to improve learning outcomes and prepare young high school students for the future of work.

**We are currently rebranding and will be unveiling our new mission and vision statements in the second quarter of 2021.*

Letter from our CEO

Building a Tribe and the Odyssey of sustainable impact

Dear Friends,

Welcome to the first edition of our annual impact report.

In 2017, I pitched the initial idea of TRIBE to my mentor, Mahmud Johnson, through a WhatsApp chat. His acknowledgement of the unpolished idea and the connection he made of its relevance to the entrepreneurial ecosystem and development of Liberia was the initial validation that this founding idea could be the birth of a sustainable venture.

Four years since that WhatsApp pitch, through a series of learnings, brainstormings, formings, researching, testing and iterations, I am happy to pitch to you—a much larger audience than one mentor and a few initial founding members—the story of how that idea has morphed into a social enterprise on a mission to inspire a new generation of purpose-driven young problem solvers, entrepreneurs, innovators and storytellers.

In this report, we introduce our founding purpose and organizational development during our first official year of operations. More importantly, we focus on articulating our vision and plans for the years ahead.

In 2020, the world encountered a transformational phenomenon—the Coronavirus pandemic—that would send us into a deep shock, requiring a thorough reassessment of humanity's fate and setting a new direction for global and personal actions in nearly every aspect of our lives. Though conceived over four years ago, it wasn't until late 2019 when we formally launched the beta version of TRIBE to the public. Only a few months before the pandemic erupted!

We were founded on the principle that an empowered young person with access to relevant tools and resources can create significant change and impact.

Though confronted by the excruciating realities of the year, we were given an opportunity to demonstrate to the universe that our idea deserved a place in its plan. Being less hesitant to embrace the challenge, our team, and all of you, our stakeholders, inspired the efforts we made to have been embraced by the communities in which we sought belonging. We are grateful that one year later, we remain unwavering in our commitment to our mission, a demonstrated evidence of the need for the work we do.

Since we are a progressive world, I believe there is no period more than now, when the scrutiny of the fate of our progress across every sector, industry, and institution is relevant. A stark realization was made in our education systems – the current design is challenged by the unrelenting demands and forces of the 21st century. It requires a reimagination! This truth is more applicable in some geographies and systems than others, where the most advanced technologies and rapid responses could not save the true essence of education to the majority of its learners. The future of students, particularly the vulnerable secondary learning communities, is making a call to action to which we have signed TRIBE up.

Over the past year, we saw incremental progress in our approach to understanding, designing and delivering small-scale learning solutions for students. As we work to build a human-centered, data-driven venture, our work and approach form on a simple Theory of Change: *the combination of insights and innovation can improve learning outcomes*. We were founded on a series of research efforts covering workforce development and learning frameworks, underscoring the importance of strengthening secondary education to achieve a productive workforce.

We launched and executed four major programs in 2020, impacting a combined number of 45 students

representing about 25 schools across two counties in Liberia. Our most profound moments came through the support from parents of our learners along with major stakeholders in the ecosystem including the Ministry of Youth and Sports and our corporate partners. Our education and learning framework report was presented at the 2020 Said Business School, University of Oxford's Map The System global research program.

We grew our team to eight members, set up our inaugural Board of Directors, and launched the framework for an annual fellowship and internship program, initiating partnerships with local enterprises and a US College for the recruitment of student interns. Our model received validation through a number of platforms including being a finalist in the Acumen-Rockefeller Foundation Student Social Innovation Accelerator, finalist of the inaugural class of The Futures Project in Germany and finalist of the Orange Social Venture Prize Competition in Liberia. Our work was featured on the ABC WPBS Channel 25, a PCDN social change podcast and a Portulans Institute innovators series.

We are determined to take all of our learnings and progress of 2020 to build TRIBE one step further in 2021, mobilizing the resources we need to operationalize, evangelizing momentum around our work, and creating the framework for sustainable impact. We aspire to develop into an incubator that will catalyze innovations and solutions to continuously improve secondary education and prepare young students to succeed in the workforce.

As we look ahead, we have outlined a number of goals: building a network of schools and students that will be powered by the TRIBE model, forming strategic alliances to influence major program and policy decisions for secondary education, and creating solutions to strengthen the education weaknesses for students.

We hope you will join us in this effort to reimagine secondary education!

To our Tribe,

Wain



Our Tribe

BOARD OF DIRECTORS



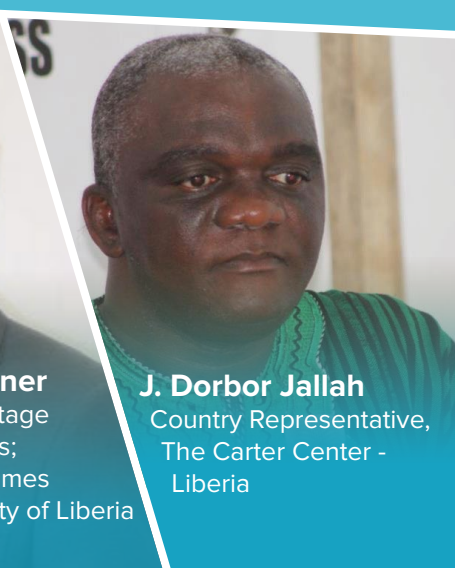
Dr. Robtel Neajai Pailey
Chairperson
Assistant Professor,
London School of Economics



Judge Eva Mappy Morgan
Vice Chairperson
Judge, Commercial Court of
Liberia



Cllr. Negbalee Warner
Managing Partner, Heritage
Partners and Associates;
Dean, Louise Arthur Grimes
School of Law, University of Liberia

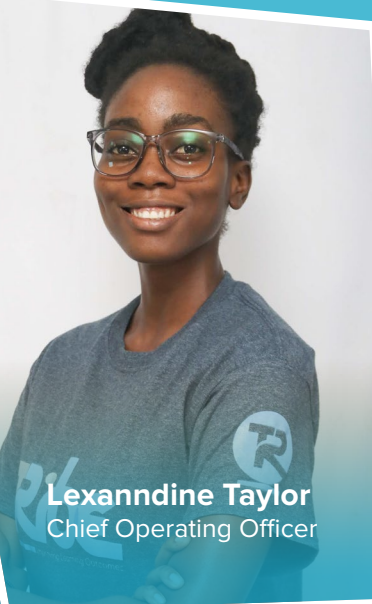


J. Dorbor Jallah
Country Representative,
The Carter Center -
Liberia

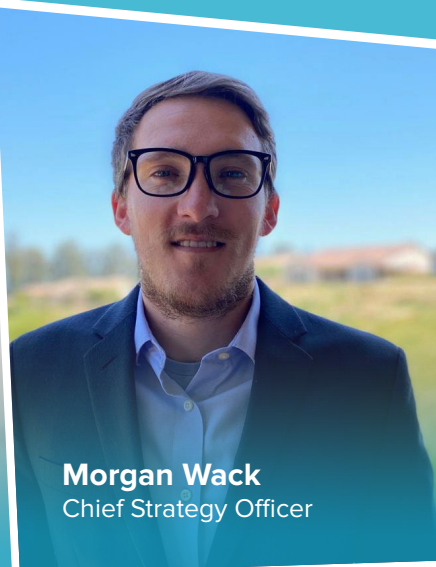
TEAM



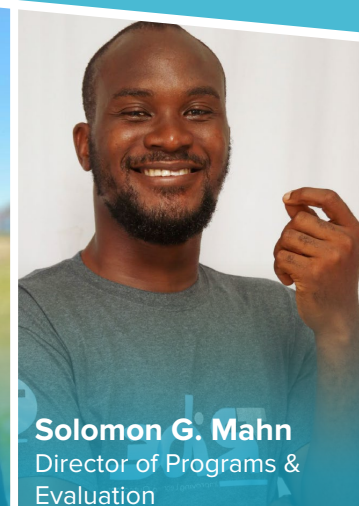
Wainright Acquoi
Co-founder & CEO



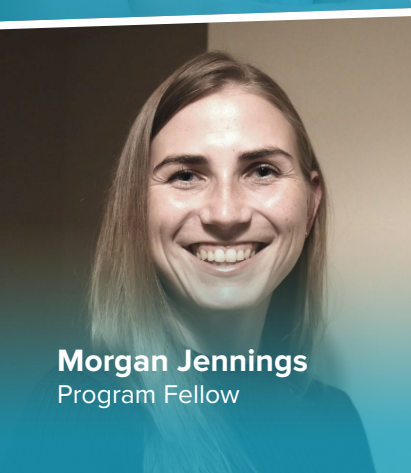
Lexanndine Taylor
Chief Operating Officer



Morgan Wack
Chief Strategy Officer



Solomon G. Mahn
Director of Programs &
Evaluation



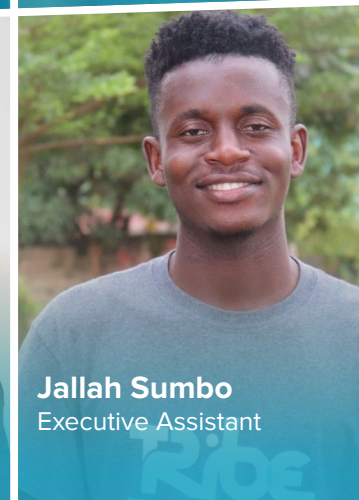
Morgan Jennings
Program Fellow



Demitria Wack
Development Fellow



Elvis M. D. Browne
Operations Associate



Jallah Sumbo
Executive Assistant

2020

Impact and Outreach in Perspective



25

High schools represented



2

Counties



5

Partnerships

10

Media features



45

Students impacted

4

Impact reports



1.2K

Unique website visits



4K

combine social media following



182K+

social media engagements

Finalist (1 of 18 winners), The Futures Project Inaugural Accelerator Program

Finalist, Acumen-Rockefeller Foundation Student Social Innovation Challenge

Finalist, Orange Social Venture Prize

Global Finalist, Said Business School, University of Oxford Map the System Research Competition

Second Place Winner, Prepr Beyond COVID-19 Global Education Innovation Challenge

Semi-finalist, The Tools Competition, Learning Engineering

Semi-finalist, Alibaba GET Competition

Semi-finalist, UN Global Impact Challenge

Semi-finalist, Ignite Africa Innovation Challenge 2020



MEDIA + PARTNERSHIPS



Introducing *Tribe's Impact Theory*

Impact will not be an effect of our work, but the driver of all of our pursuits.

In the past year, our goal has been to create the framework for an institution that is formed on a mission to achieve two objectives: to reimagine secondary education by offering an alternative model, and to be a repository of insights for improving learning outcomes.

We are yet to fully achieve, or operationalize this goal, but we have failed into learning some of the elements of a functional approach. Here's our argument: with access to relevant and accurate data, an up-to-date curriculum, effective systems and productive learning tools that prioritize the development of entrepreneurship, technology and leadership as crucial aspects of workforce development, the secondary education model can offer higher value to students and the workforce.

We are setting out to address this overarching systemic challenge by firstly understanding, and then addressing three main issues.

Poor Learning Framework and Outcomes

Students are often challenged by the limitations of learning essential skills to succeed in the 21st century. Some schools usually do not measure learning outcomes, along with curricula that are often outdated or under-developed to match the contemporary workforce demands.

Unproductive Systems

Learning standards mostly do not guarantee students a successful transition to higher education and employment, given the focus on testing and examinations rather than skills and workforce preparations.

Inadequate School Structures

Schools are often challenged by the lack of adequate resources, such as technology equipment, in supporting student exposure and skill development, or are unable to facilitate the utilization of available equipment and resources.

Our Theory of Change

The combination of insights and innovation can improve learning outcomes

Input

We can reimagine secondary education by:

- Designing, building and running innovative programs and digital solutions;
- Powering schools and building the entrepreneurial, digital literacy and socio-emotional skills of high school students;
- Connecting students to academic and career opportunities

Assumptions

Programs and solutions should be informed by research on learning frameworks, skills gaps and skills demanded in the workforce. As a result, students will develop interest in building skills that will enable them to obtain a quality college education and thrive in the workforce.

Output

A balanced and sustained input can ensure schools have improved and efficient systems and impactful programs to ensure students obtain 21st century entrepreneurial and work skills, along with college enrolment prerequisites.

Assumptions

Students will develop new mindsets to pursue entrepreneurial careers and tech ventures, while start-up companies will be willing to partner and recruit students for academic and career opportunities. Schools will utilize the solutions to improve their systems and frameworks for students' development.

Outcomes

Students will obtain internships, college opportunities, employment, and launch entrepreneurial ventures.

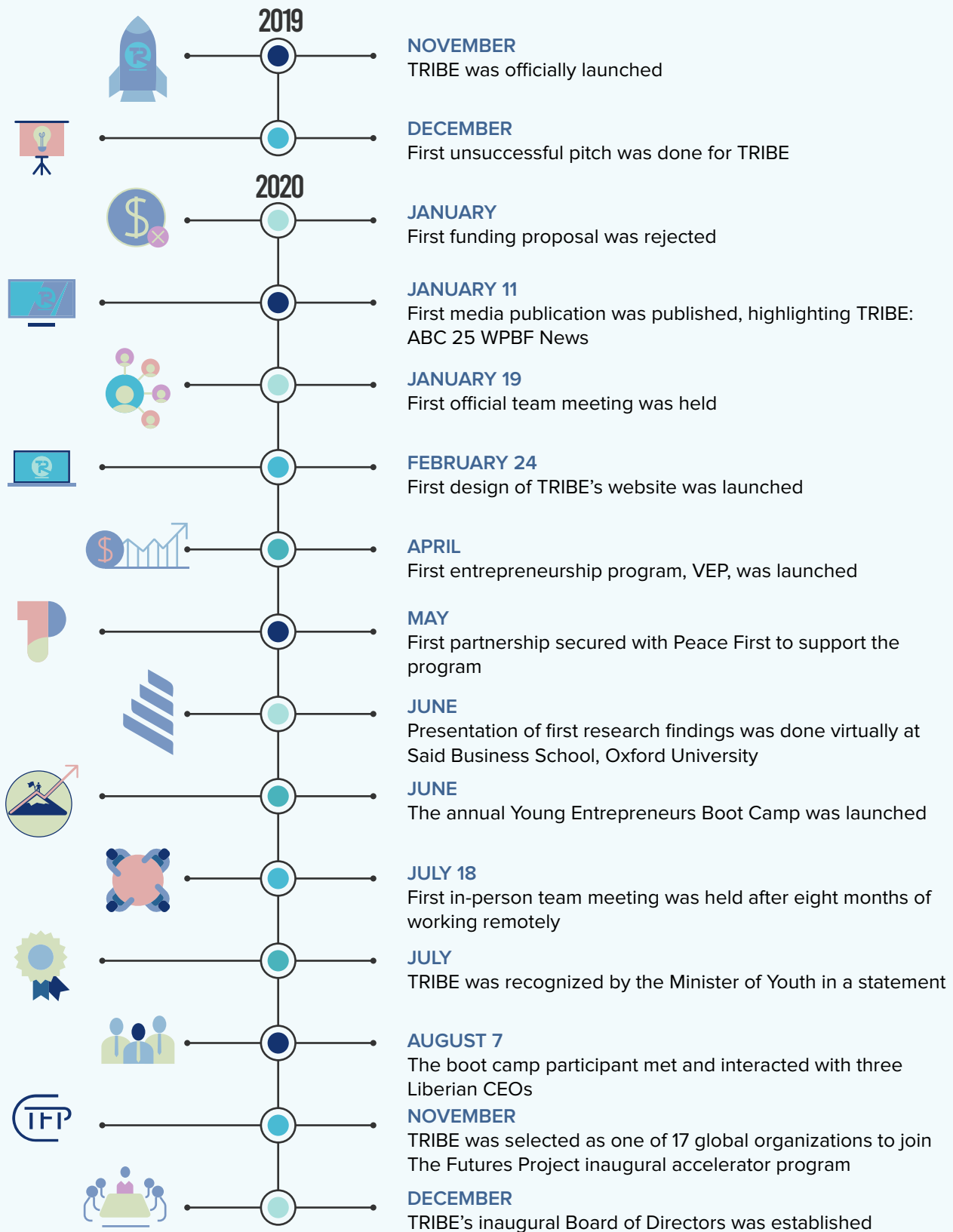
Assumptions

Colleges and employers will be willing to partner and enrol high school students into their academic programs and employment pools while students will identify entrepreneurial opportunities and pursuits.

Impact

By acquiring relevant skills and academic opportunities, we will contribute to the increase in quality employment opportunities and college enrolment among high school graduates. Furthermore, students will launch entrepreneurial ventures and create job opportunities.

Notable Moments



“Students at both secondary and college levels do not come out of Liberian schools with skills necessary to succeed in the modern workforce.”

Mahmud Johnson
CEO, J-Palm Liberia



“TRIBE has been an outstanding venture with an absolute sense of mission for grooming young minds to understand the concept of entrepreneurship in the Liberian context of current realities.”

Catherine Karmo
Parent



“I had the opportunity to learn things I may not have learned at my school.”

Hope Kiazolu
Virtual Entrepreneurship
Program participant





Building a Momentum with Innovative Programming

Mapping the System

As part of a global competition organized by the Said Business School at the University of Oxford, the “Map the System” research was conducted late 2019 through to early 2020, in collaboration with Lynn University. The program asked researchers to critically think of a social or environmental issue and identify the wider context of the problem. We conducted the study to learn more about the education system and learning framework of schools in Liberia, as well as the workforce development within the country. Our findings revealed a need within the sector to provide students with skills that more closely align with the needs of employers and universities. Results provided empirical evidence for the justification of the Youth Entrepreneurs Boot Camp and, ultimately, for TRIBE’s workforce development model.

Virtual Entrepreneurship Program

The Virtual Entrepreneurship Program offered a five-week online learning program for 19 students from class nine to twelve in Liberia. Four areas of focus guided the learning, including: a) global citizenship, b) civic leadership, c) personal development, and d) social entrepreneurship. Understanding of these topics were

enhanced with the partnership of professionals in the field who provided their personal insights and knowledge in their respective field to students. The culmination of the program commenced with the final presentation in which students applied the skills they gained to the development of a project they identified with their mentor. Through the program, students were provided an educational outlet during a time of uncertainty as the world was suffering from the pandemic, however, it also revealed a lack of digital competency among secondary students. Many students have little to no digital learning experience or prior knowledge of entrepreneurial studies, which demonstrates a clear gap in the educational system. Challenges such as connectivity, access to technology and time were key hurdles in making sure each student was adequately equipped during the program. Data access was granted; however, limited funds did not allow for free computers. Following the completion of the program, the participants as well as facilitators voiced their opinions about the VEP as: insightful, enriching and inspiring.

Additionally, the program revealed that there is a clear need for the integration of technology into high schools.



Digital literacy and an entrepreneurial mindset cannot be ignored in this age as they are extremely relevant in the professional world and daily life. This demonstrates how the system makes the school system to fail in equipping students with the necessary skills for employment. These gaps in the educational system further show the need for a redesigned learning structure as TRIBE has envisioned.


Virtual Learning Series

The Virtual Learning series was a five-week webinar series that engaged 19 high school students in an interactive learning experience once a week for the duration of the program. The series titled “iLearn, iAM,” encouraged the development of students’ entrepreneurial skills, along with key tools valuable in the transition from high school to college or the workforce. TRIBE invited subject-matter practitioners and experts to facilitate various learning sessions with students. Data packages were not provided for the series. We also tested what challenges students faced and what incentives would enable them to join. Knowledge gained from developing entrepreneurial abilities is valuable for a progressive mindset that allows individuals to adapt to the constantly changing world. However, barriers were identified in terms of active participation and revealed that student participation declined in this program from the previous Virtual Entrepreneurship program, as 25 seats were created but not all were filled, while only 12 students completed the program. Lessons learned from this program were incorporated into the development of the Young Entrepreneurs Boot Camp and to the recognition that students could not afford mobile data needed.

Young Entrepreneurs Boot Camp

The Young Entrepreneurs Boot Camp is an annual entrepreneurship and digital literacy program for high school students. In 2020, we organized the program using a hybrid online and in-person model. The five-week program recruited students from ninth to 12th grade focusing on entrepreneurship and digital literacy. We aim to implement an innovative curriculum to teach entrepreneurial skills in an engaging and collaborative way to fill identified gaps in Liberia’s high school curriculum, introduce and improve digital literacy, connect students to facilitate meaningful community impacts and to increase students’ chance of employability through the acquisition of relevant skills. 27 students were enrolled and placed into teams with a mentor assigned to advise them during the program and throughout their project development. The boot camp consisted of virtual classroom sessions twice a week, group work twice a week and one day of in-person activities promoting skill development. Also incorporated into the in-person sessions were on-site visitations to local entrepreneurial businesses where students had an open discussion with the CEOs, including J-Palm Liberia, The Kreative Zone, and the Atlantic Foods Company. The exposure to new ideas, skills and people facilitated the development of their group project, which encouraged students to apply their newly-learned skills.

Students worked with their mentors to identify a topic for their final presentation. Despite the challenges facing the world with the pandemic and a lack of resources in terms of a physical work space and financial means, the program was a needed educational venture for students



“The onsite visits were not just inspiring and motivating, they were also challenging a vicious cycle of thinking inside the box, a practice that needs to be broken.”

Laurretta Birane Cisse
Young Entrepreneurs Boot
Camp participant

“I interacted with all of the students. Sharing my story was awesome because I felt safe and empowered at the same time.”



Jada Taylor
Virtual Mentorship
Program participant

“Sharing my story gave me a deep understanding of the education sector in Liberia, the challenges that exist, and how the learning environment needs to be reinvented and transformed.”

Ruth Farkollie
Virtual Mentorship Program
Guest Facilitator

to explore a new subject and begin to think critically about the world. Through this project, it was revealed that the incorporation of all relevant stakeholders into program planning and execution is important. These would include parents, partners, and program facilitators. Parents and guardians proved to be particularly influential in the students' learning experience, as they can aid in maintaining program involvement.

Integrating real-life experiences through the on-site visitations proved to be a key learning outcome. Students reported on having a positive and impactful experience while parents highlighted important changes within their children as beneficial effects of the program in their home life. This successful execution as reported by our stakeholders validated the need to organize the boot camp as an annual program for TRIBE to impact as many students as possible.

Virtual Mentorship Program

The Virtual Mentorship Program was a month-long personal development program for 29 high school students. The students were organized into three career groups: a) entrepreneurship; b) science, technology, engineering and mathematics (STEM); and c) arts. In each group they engaged with guest speakers in panel-styled lecture forums, joined weekly group career discussions, and had individual mentoring opportunities. The program concluded with a historical field trip to Unity Conference Center, a location of significance to the founding of the African Union (formerly Organization of African Unity). Students in the program were previously in TRIBE's entrepreneurship and digital literacy programs. The continued engagement is a part of our programming goal to maintain the connection and guidance developed in these sessions. The program impact proved to be immense on students' leadership growth and career orientation.

Data collected from the program provided insight on the areas of most interest to students and revealed a prominent interest in STEM careers despite the poor performance in regional testing, suggesting a need to better prepare students in the educational system and for examinations. The Virtual Mentorship program was a trial-run of an international advising and guidance program for students lacking proper counselling and career support. It proved to have met the program objectives, despite the challenges in a lack of resources, and demonstrated a strong need within high schools to better connect and guide students in Liberia.

The stories that tell

At TRIBE, we believe in the power of storytelling to inspire curiosity, interest and actions. Furthermore, it is a way to communicate the emotions that are generated through our work. In the following stories, we feature three of our past program participants to learn about their experiences participating in previous TRIBE programs and what their next steps are for personal and career development.



Tom: I am going to college

Tom participated in the VEP and VMP and shared how these programs helped prepare him for college. Does he feel confident/ prepared for college? How did TRIBE inspire his dreams and career?

Tom Seavey is one of our pioneer students. He joined the Virtual Entrepreneurship Program during the Covid-19 lockdown and attended the virtual learning activities from his residence in Firestone, Margibi county, about 75km away from Monrovia. While many of his peers were indoors with limited opportunity to network and learn new skills, Tom took-on the VEP with enthusiasm and a sense of purpose. For him, the VEP was an avenue to explore, develop entrepreneurial pursuits and express his hidden thoughts. Like his peers, the VEP introduced Tom to an unconventional learning experience designed for self-evaluation and entrepreneurial enlightenment. Tom would participate in every activity and regardless of the topic and the seniority of the facilitator, he always came forth with a question, a story, or an insight to the discussion.

One would say he was more confident or eloquent than his peers, but for Tom, he felt embraced and comfortable and found a place to harness his potential. Unlike his high school curriculum, he believed the VEP gave him a taste of the real world and he was ready to explore every bit of it.

Tom also attended our Virtual Learning Series, but could not attend the Young Entrepreneurs Bootcamp due to his school engagements. When he heard about the Virtual Mentorship Program, he was excited to join the science group. In this group, he explored his passion for medicine, networked with his colleagues and used every opportunity to serve his inquisitive spirit.

Tom is hoping to study Biology and Chemistry at the University of Liberia. Despite being aware of the challenges he will face at the university, he is not deterred. He has seen a glimpse of the real world through his experiences with TRIBE and he's confident in his capabilities and ambition to, one day, excel in college.

Lauretta is a YEBC and VMP participant. She shares with us her experiences in the programs and how TRIBE inspired her passion for vlogging and journalism. What are her plans? Are they entrepreneurial?

At age 17, Lauretta is stretching her limits and unapologetically sharing unfiltered stories through prose and poetry. Before joining the YEBC, she attended the Peter Quaqua School of Journalism and then began her journalism career as an intern with the Women's Voices Newspaper. Her passion for journalism has led to her covering political stories at the Liberian National Legislature and capturing advocacy activities at the famous 'End Rape in Liberia' protest.

Lauretta's participation in the YEBC introduced her to the power of entrepreneurship and unconventional thinking. As a participant, she led a team of passionate high school students in the design of a media project geared towards revolutionizing and elevating the standards of blogging in Liberia. Lauretta and her team won the YEBC's social impact challenge competition.

Lauretta's entrepreneurial spirit fueled her burning-passion for storytelling and inspired her to launch her youtube channel.

"I want to build my own TV station someday and I believe vlogging is an awesome starter. I am using my vlog to help my peers and colleagues find their power and share their stories."

Like many creatives, Lauretta had a rough start with her vlog. She needed high-quality gadgets to produce her top-notch contents, but one would say, she needed Shoana Cachelles¹ story to reinvent herself.

"I was inspired by the story Shoana shared in our Marketing for Teens class. And as an ardent admirer of her brand, I saw myself through her story."

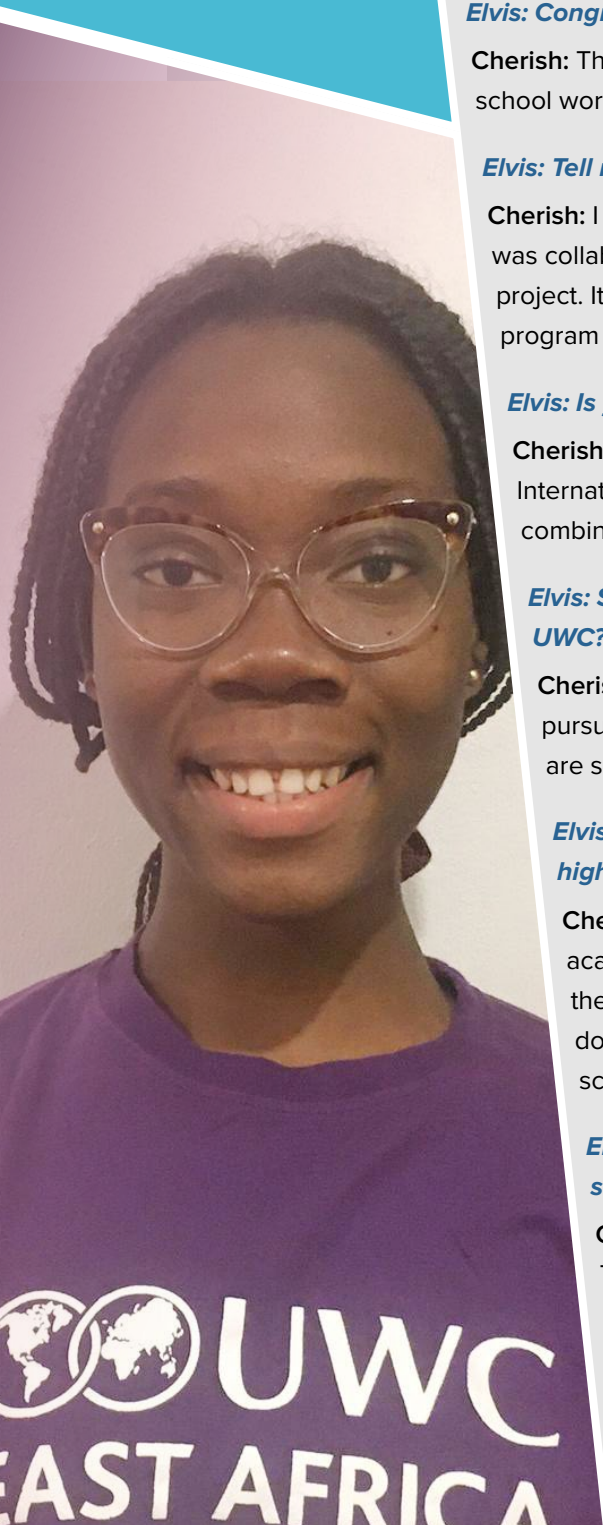
A little effort, a little better: Lauretta is climbing the ladder and paving her own way to an exciting career in journalism and marketing. She is a Mass Communications major at the African Methodist Episcopal University and a 2020 Young Political Leadership School Fellow. Her story is testament that with the requisite resources and an enriching community, young people can aspire for and do great things.

¹ Shoana is a brand consultant and Founder and Creative Director of Cachelles International. She facilitated a "Marketing for Teens" class at TRIBE's Young Entrepreneurs Boot Camp and taught the concept of reinventing yourself to pursue one's passion and thrive in their field.

Lauretta: TRIBE inspired me to start my vlog and be confident



Cherish: Pioneer VEP student joins UWC East Africa



We recognized Cherish as a rising star during the VEP (Virtual Entrepreneurship Program). She took every class with keen interest. She led her team in designing a drug awareness program during the VEP's social impact challenge and her team won the competition. At school, initiating impact-driven projects excited her. As the president of the Isaac A. David High School's student council government, Cherish demonstrated impactful leadership.

About a month after the VEP, Cherish got accepted into the United World College East Africa for a two-year International Baccalaureate Program. In this interview feature², Elvis M. D. Browne highlights Cherish's experiences:

Elvis: Congratulations on your UWC Tanzania's acceptance, Cherish. How has it been?

Cherish: Thank you, Elvis. I am doing very well - combining work and fun. A break from school work is needed at times.

Elvis: Tell me about your VEP fondest memory. Did the program inspire you?

Cherish: I appreciate every moment of the program. However, my fondest moment was collaborating with my colleagues and mentor, Lexie³, to develop our social impact project. It was inspiring to observe other teenage students fully engaged in the program and learning about personal development, global citizenship and [ideation].

Elvis: Is your study abroad experience exciting or challenging?

Cherish: Studying in another country is different from Liberia. Moreover, studying the International Baccalaureate is challenging. The learning gets me excited, because it combines academics with extracurricular activities.

Elvis: Sounds interesting. What are some of the extracurricular activities at UWC?

Cherish: There are many engaging activities available to students from outdoor pursuits like hiking (mountains and flatland), mountain biking and sports. There are school clubs including journalism, debate, coding, yoga, piano and dance.

Elvis: Do you think school authorities should introduce these activities in our high schools?

Cherish: I think it would be great. They give students a lot of exposure beyond academics. It also enables students to explore other areas that might interest them and shape their mindset. However, I think some schools in Liberian are doing well with extracurricular activities. It does not have to be the same as schools abroad, but the willingness to do the little things matter.

Elvis: Thank you for chatting, Cherish. Our team wishes you well. Please stay in touch.

Cherish: Thank you, Elvis, and my regards to everyone at TRIBE. I hope TRIBE continues to help more Liberian students in figuring out their paths to be better for Liberia and the world-at-large.

² The interview transcript was edited and shortened for brevity.

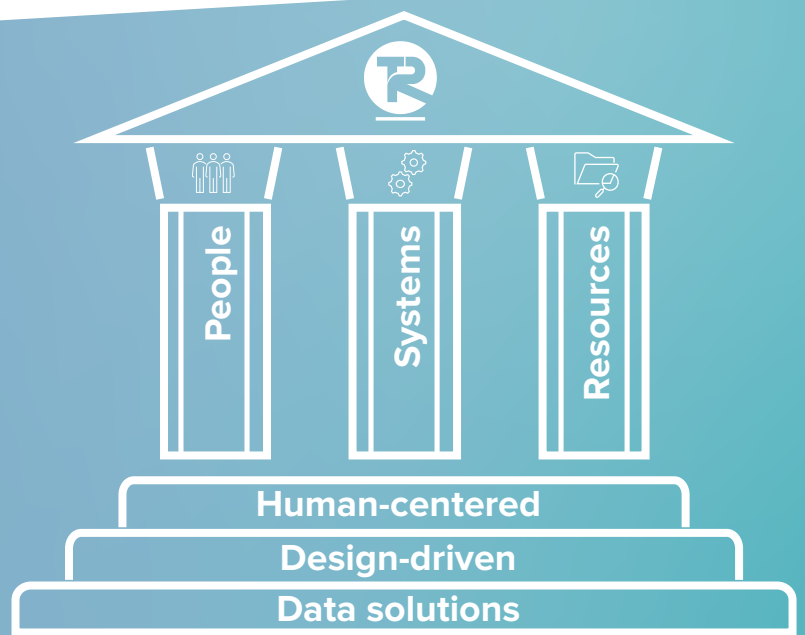
³ Lexie (Lexandine Taylor) is TRIBE's Chief Operating Officer who also served as a mentor in the program.

Embracing a new beginning

Reimagining education, we believe, requires more than intolerance for the current system and new ideas for an ideal approach. At TRIBE, we firstly employ a deep understanding and reframing of the current system. This process leads us to uncovering new insights for improvement and action.

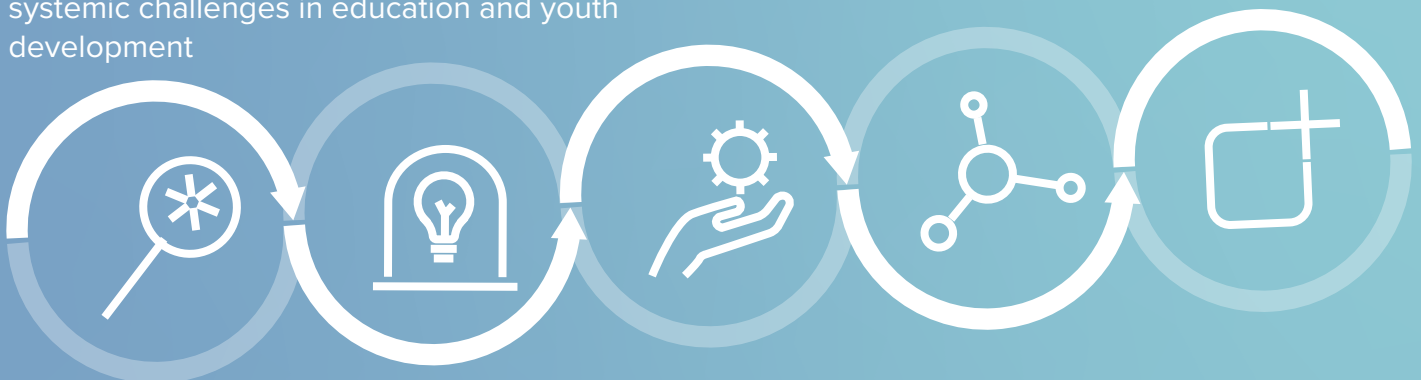
Our Process

Our approach comprises three main pillars: people, systems, and resources – the combination and direction of human-centered, design-driven, data solutions,



Unleashing the TRIBE model

Our five-stage approach to addressing systemic challenges in education and youth development



IDENTIFY

opportunities within challenges.

INCUBATE

young people identified with talents and solutions.

EQUIP

young potentials with skills, tools, and resources to be confident and act.

CONNECT

talents and solutions to opportunities for further growth and impact.

CREATE

solutions to challenges and create opportunities for more young people.

Our approach to reimagining secondary education

01

SCHOOL PORTFOLIO

Building a network of schools driven by one mission: to reimagine secondary education for their students.

02

SCHOOL EMPOWERMENT

Empowering schools with relevant tools to equip them in raising a new generation of young problem-solvers, entrepreneurs and innovators.

03

ORGANIZATIONAL DEVELOPMENT

Building institutional capacities to address educational challenges and create an effective employment model for young people.

04

STUDENT DEVELOPMENT

Equipping students with relevant skills and resources to thrive in the 21st century workforce.

05

EDUCATION CONSULTING

Generating insights and creating solutions to build relevant learning models for the 21st century.

Strategic priorities



**ENTREPRENEURIAL
PROGRAMS**



**RESEARCH,
COMMUNICATIONS
AND DEVELOPMENT**



**STRATEGIC
PARTNERSHIPS**



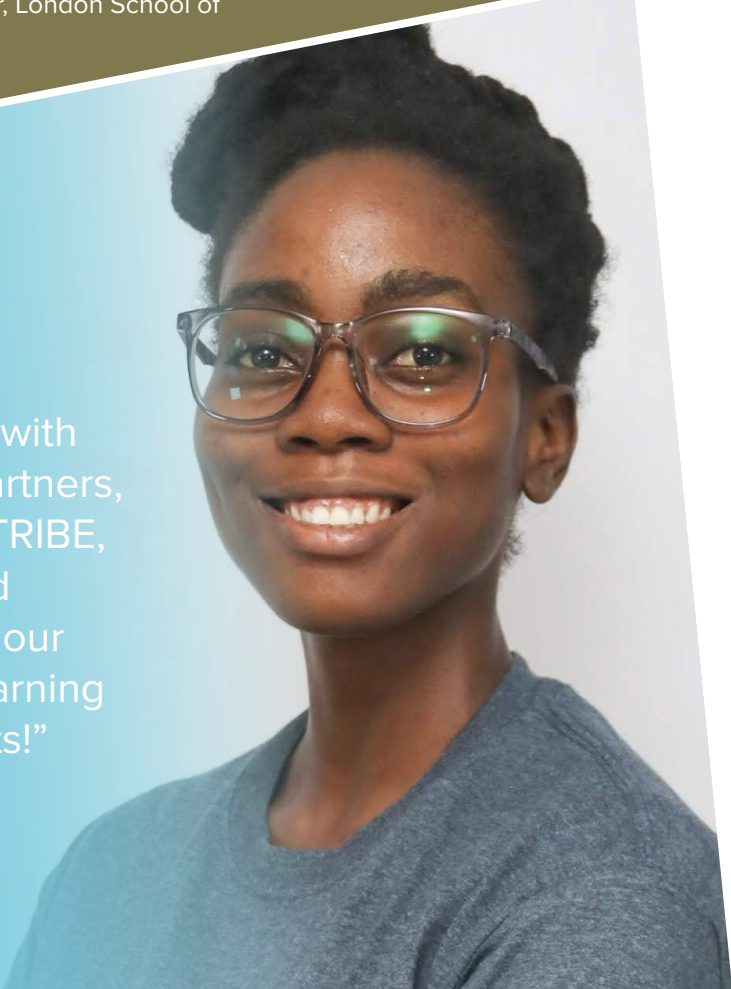
“The YEBC program has shown me and reaffirmed that we have smart and talented young students that are willing and capable of stepping up to the many challenges we have as a country.”

Roland Washington
Founder & CEO, The Kreative Zone



“I encourage you to invest in TRIBE. I think this organization is on the cutting edge of social entrepreneurship in Liberia and we should all be rallying around it to make sure that it succeeds.”

Dr. Robtel Neajai Pailey
Assistant Professor, London School of Economics



“Together, along with you and all our partners, we continue as a TRIBE, fully committed and purposeful towards our goal of improving learning outcomes for students!”

Lexanndine T. Taylor
COO, Tribe

Partnership

Partnership lies at the core of how TRIBE learns and executes. In order to adequately address the deeply ingrained system barriers to education in Liberia, we are reliant on collaboration for direct services and inspiration.

We are proud to work with a range of partners around the world to provide quality services and tackle educational deficits in Liberia. We have seen a considerable increase in partners this year through creating sustainable and mutually beneficial relationships. With these relationships, we are committed to a community approach, involving all hands on deck, from practitioners and experts to corporate partners, academic institutions and students. This community approach has enabled us to engage with a diverse range of groups and individuals.

Partner Institutions



Individual Partners and Donors

Ben Virdee-Chapman	Faith Teah	Mmonbeydo Harrell
Bernard Benson	Gboko Stewart	Oliver Siafa
Blessing Caine	Hilary Allen	Olive Siafa
Bookman Muapoe	James Kiawoin	Onesimus Borkuah
Charles Koenig	James Okina	Richard Gaye
Cordelia Capehart	Korto Morgan	Robtel Neajai Pailey
Cornelia Kruah-Togba	Luther Jeke	Ruth Farkollie
Delton Domah	Mahmud Johnson	Rye Nacasi
Dino Juklo	Mahmoud Koroma	Salma Moran
Dorothy Acquoi	Mary Appleton	Wainright Acquoi

Facilitators

Abraham M. Barry	James Kiawoin	Morgan Wack
Ahmed K. Konneh	Jefferson G. Krua	Onesimus Borkuah
Atty. Joshua K. Kulah	Joyce Jarwolo	Pius Noble Nkrumah
Atty. Mmonbeydo Joah	Lauren N. Sesay	Satta Wahab
Dr. Robtel Neajai Pailey	Lexanndine T. Taylor	Sele Max Fuah
Elvis M. D. Browne	Mahmud Johnson	Shona Cachelie
Finney Ojong	Marcelle G. Yhap	

We invite more partners for our 2021 program and operations in areas covering institutional partnerships, direct funding, institutional capacity, equipment donation, and facilitation. Learn more about how to partner with TRIBE at bit.ly/tribepartnership. Together, we can substantially improve learning outcomes for students!

Financials

Crucial to TRIBE's mission and operation is ensuring that we align our activities with the values upon which we were founded. Transparency and accountability play an integral role in how we deliver on our mission.

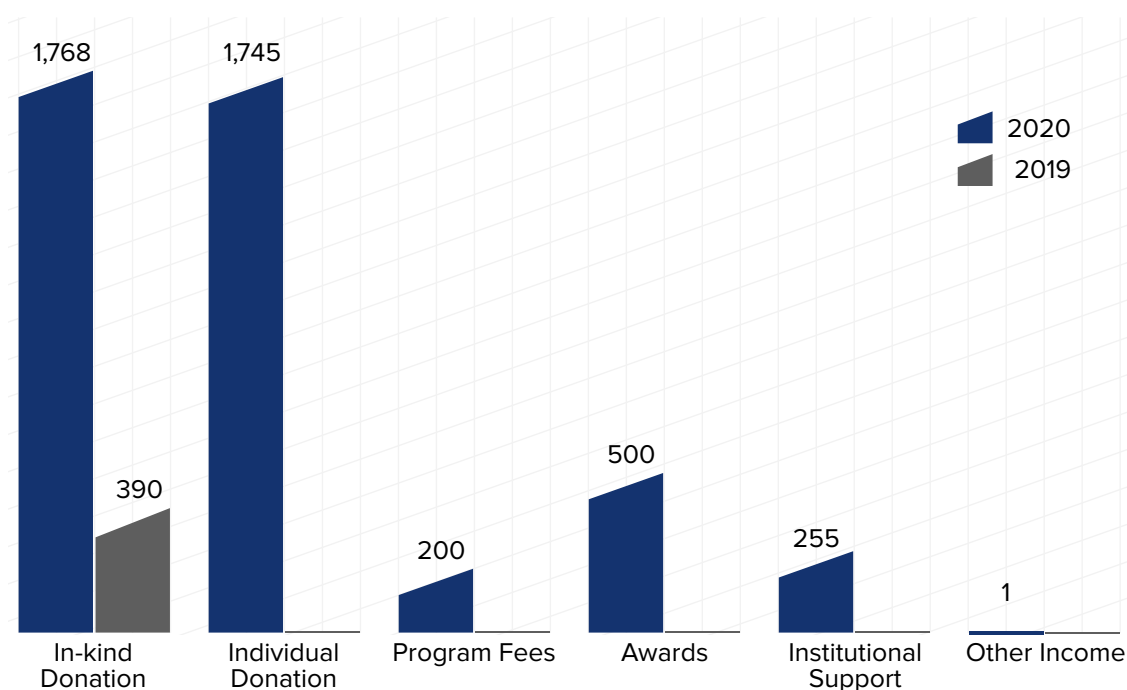
In 2020, we employed a mixed approach to fundraising and financial management that focused on a) finding the product-market fit, b) brand development and equity, and c) fundraising to finance programs and operations. Our fundraising efforts consisted of investment pitches, grant applications, fundraising campaigns and partnerships.

82% of our income was received through several unrestricted awards, including in-kind donations. We formed strategic partnerships, participated in competitions and received in-kind donations that

contributed to our fundraising and revenue-generating efforts. Fees raised from our programs totaled about 22% of total revenue (including restricted donations from individuals), and were intended to measure students' interests in our programs. Fees and retention rates were a part of validating our revenue and business models.

Due to the pandemic and other reasons, we were unsuccessful in meeting our 2020 financial targets. As a result, we are further diversifying our income-generating efforts in 2021.

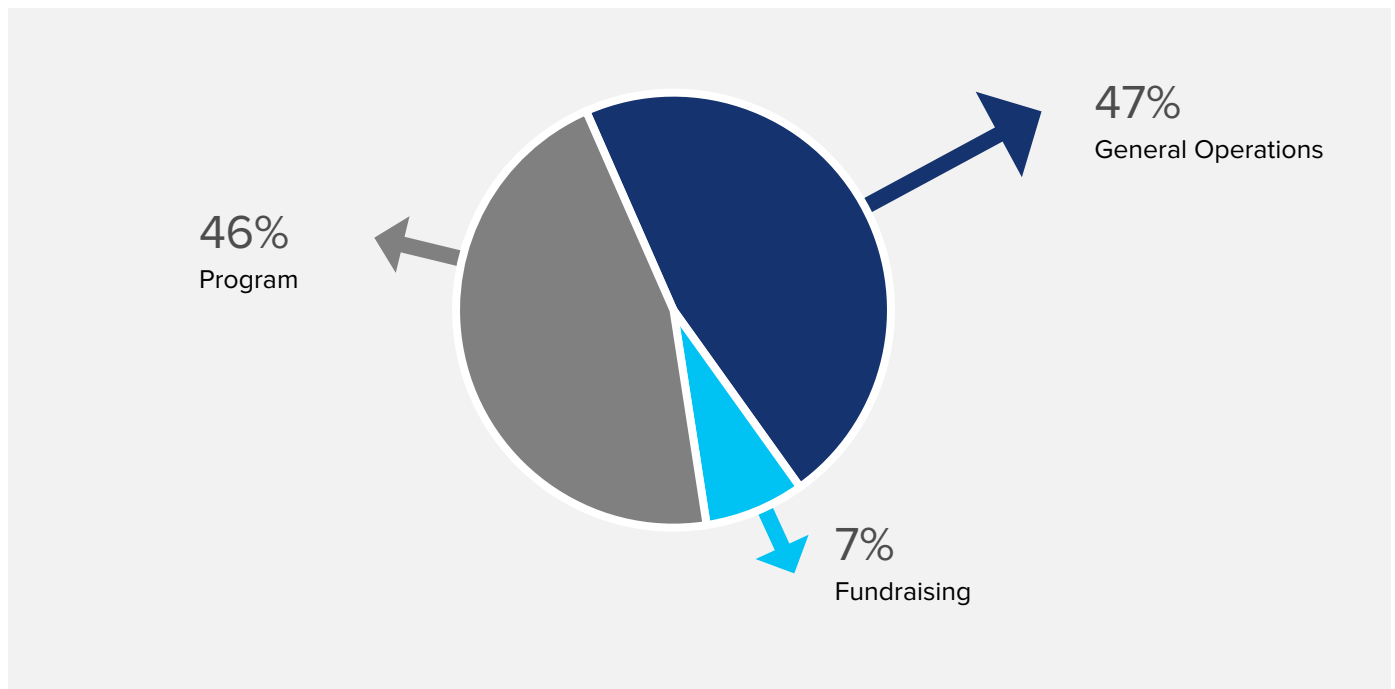
Where did the money come from?



	Without Restrictions	Restricted Income*
How we were to use it	3,669	800
What's left	1,453	0

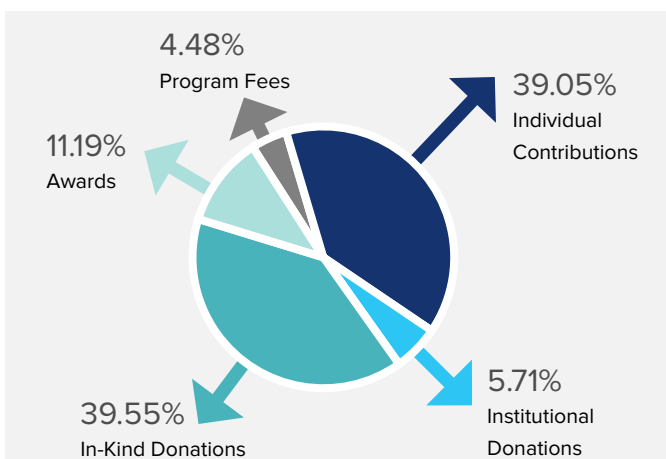
Fixed Assets acquired-in-kind was \$861 and cash equivalent is \$592.

Where did the money go?



Income

TRIBE received funding mostly from individual donations in the form of unrestricted funding.



Compared to 2019 wherein income was 100% in-kind, this year in-kind contributions totaled 40% of total income.

Expenditure

Due to the global pandemic, TRIBE incurred high overhead as most expenses spread over programs and general operations. Income was used to defray communications and marketing expenses incurred to run the programs and operations. Other expenditures were incurred on transportation and feeding of students who attended the Young Entrepreneurs Boot Camp and Virtual Mentorship Programs.

Reserve

At year-end, TRIBE had only general unrestricted reserves available to fund general operations and programs as was seen fit.

*Restricted income covered scholarship for well-deserving students in the programs.

Looking Ahead

Since TRIBE's inception, we have made a sizable impact with our extensive assessments and short-term validation programs. Looking ahead, we are focused on expanding our social influence by growing our current programs and creating new, innovative methods to improve learning outcomes and create opportunities that enable students to thrive in the workforce and advance in their career through educational opportunities. Particularly, we hope to expand our digital infrastructure to increase student participation, as well as generate more active and creative learning opportunities.

In order to achieve this goal, we plan to substantially increase our school partnerships and student outreach. Working with Universities, NGOs, and government entities, in Liberia and around the world, we are creating strategic partnerships focused on a number of areas covering funding, strategic initiatives, institutional development and execution. We are particularly excited about the inception of the TRIBE Fellowship Program, whereby individuals interested in nonprofit management, entrepreneurship, development and education, will receive career development opportunities through working and learning with TRIBE.

We are increasing our partners through our consultancy scheme. Our consultancy scheme consists of contracting with local high schools and development institutions to provide research and strategy services for how they can enhance their capacity and amplify their impact. These will each be important partners to scale our impact and obtain financial stability moving forward.





Additionally, in light of the coronavirus pandemic, TRIBE has reoriented outreach to capitalize on the increase in digital technologies and communications. This has enabled an increase in international support which is key to bringing in diverse perspectives and maximizing resources. We are committed to serving students from the roots, ensuring that TRIBE's mission and methods are driven wholly by Liberian needs, wants, and visions, and this same model will apply as we expand our geographic reach to other countries.



Through these efforts, our students will have the tools to achieve their academic and career goals, as well as a sense of how to create a better, more prosperous community at large.





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