



# IMPACT REPORT

September 2020

# WE ARE A TRIBE



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## OUR PARTNERS







Education forms the bedrock of national productivity and economic growth, TRIBE exists because our education system has failed to deliver on this promise.

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

We officially launched in late 2019. Ever since then, we have been investing our time, efforts and limited resources in research and designs that will improve learning outcomes by reimagining learning frameworks and developing Liberia's entrepreneurial ecosystem for young aspiring intrapreneurs and entrepreneurs.

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

Our insights and experiences in the last few months make us believe that this is an urgent problem! We are acting now, so that the next generation of change-makers would have a foundation to further develop and expand the impact.

At the core of a strong education system is quality, relevance, and access. More importantly, it is an education system that holds strong roots upon which the foundation and structure are built. This is why we focus on high school, 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 research and short-term validating programs to firstly shift the mindset of entrepreneurial education for young students and creating meaningful experiences for our students, parents, and partners. We are now taking these learnings into a new era of designing meaningful and impactful but sustainable programs that will shift the way we teach and prepare high school students for the real world.





## ASPIRATIONAL GOAL

We are building the ecosystems necessary to create 25,000 quality jobs by 2035.

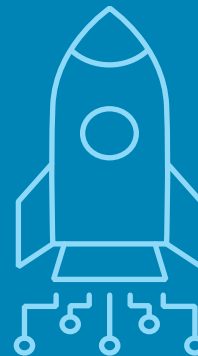


## VISION

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.

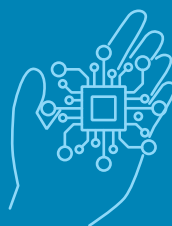


## THE DECADE PLAN

As we work to develop into a financially sustainable and impact-driven social venture in the coming years, we have designed our ten-year strategic plan to launch our TRIBE Campus -- a high-tech innovative community to host our three main institutions:



TRIBE Academies



TRIBE Technologies



TRIBE Media



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# Foreword



Dear Friends,

I am pleased to present the 2020 Young Entrepreneurs Boot Camp impact report. I write this note with so much ecstasy.

This feeling is not only because I think we implemented yet another successful program, but it reminds me that an idea, no matter how far-fetched and ambiguous it may be, when empowered, guided and directed, can develop into a tangible, real-world solution.

Though envisioned over two years ago, it was only six months ago when we first began developing the concept for the boot camp. Originally, we wanted to convene our students for five weeks of in-person camp, bringing in practitioners who would equip them with essential skills, connections, and resources to develop entrepreneurial ideas and venture concepts. But COVID-19 happened!

As disturbed and uncertain as we were, we decided that the onus was upon us to define the scope of our optimism, while scaling the hope of our vision.

We created a model that we could validate, by creating an experience that would begin shifting mindset, and building synergy among the key stakeholders for whom we are, and

who will support our mission. The power in partnership and collaboration, we believe, is what will build the foundation for a sustained effort of reimagining education across Liberia and beyond.

We are grateful for all of the support we received from our community. And we are bothered! We are bothered because there are at least a million young students who cannot express this gratitude, and many more who may not if we do not become aware of—and care—for their needs.

As we move into the next phase of innovating for students across Liberia and beyond, we are truly inspired by the awakening sense of passion, resilience and optimism each one of our partners possess, and the extensive dedication they have shown towards co-creating this future together with us.

The Young Entrepreneurs Boot Camp is personally close to my heart. Even more inspiring is how meaningful the students informed us that the program is to them, and their desire to see many more young people having the exact, or an even better experience.

To all of our partners, students, team, and community members, we are thankful and grateful for your support



and involvement.

2020 has been a difficult period for each of us.

As TRIBE grows into a movement to empower the inspiration of our young generation of students, we count on your commitment to caress these new opportunities.

I hope you enjoy reading this report and sharing the same or greater sentiments as we did.

With renewed optimism together as a TRIBE,

**WAINRIGHT ACQUOI**  
CEO

# Statement from the Program Manager



In the midst of an uncertain economic and political climate, coupled with several internal and external challenges, I personally believe that TRIBE's development as a leading edutech social enterprise has been particularly remarkable over the past few months.

As a TRIBE, we are characterized by unwavering commitment and a pervasive spirit of enthusiasm, qualities that have captivated me since I joined the team in 2019.

Championing a trigger-up approach to workforce development, I believe in the vision of TRIBE to facilitate equal opportunities that will enable young students to acquire the relevant knowledge and skill sets needed to serve their families and communities, hence inspiring sustainable change and dignity.

This report reflects an intensive yet rewarding six months of tireless preparations, time demanding sacrifices, persistent networking and following through, from the day the YEBC concept was developed to the closing program.

We cover the motivation behind the training model used for the program and what inspired the team to believe in its application to Liberian students. The report also demonstrates the growing demand



for such educational initiatives and how impactful it could be for high school students all over the country if adequately scaled up.

During the design phase, our team had several questions pertinent to the feasibility of the concept. I remember the debates during regular weekend meetings on issues regarding mentorship for the students, funding, collaborations, partnerships, workspace and logistics. Nevertheless, we realized that we already had all that was needed to make the program a success – ourselves and our community. Today, we still face all of these challenges, and yet they did not prevent us from making the YEBC a success. These challenges only made us realize that with persistence and hard work, nearly everything is possible.

It is sad to admit that students still graduate from high schools today with little to no computer literacy or entrepreneurship training, which is a real and scary thought to process. At this stage in our history as a nation, we have to make the conscious decision to move forward, and I strongly believe that the best place to start and make a meaningful impact is by ensuring that our high school students are provided well rounded, up-to-date education and learning experiences. Through this, we are not only preparing them for the future of work, but also positioning them to better steer Liberia forward.



As I close, I want to extend my deepest thanks and appreciation to all our partners, sponsors, facilitators, and our amazing and dedicated team for transitioning an amazing idea to a life-changing experience for all of us.

Your commitment to our dream as an institution continues to fuel our drive and dedication to this cause. You make us believe in ourselves, but most importantly, you reinforce our vision for the future of education in Liberia.

Humbly,

A handwritten signature in blue ink, reading "Solomon Galvin Mahn".

**Solomon Galvin Mahn**  
Program Manager, YEBC

# Executive Summary

The negative impact of the CoronaVirus pandemic on global and local economies cannot be overstated. For Liberia specifically, the pandemic further exposed the obvious challenges to development and the struggling education system. Social mobilities were restricted. While the government and corporations rationed individuals and institutions as essential and nonessential, schools were shut down indefinitely. The gap created due to the closure of schools was alarming.

High schools in Liberia have little to no resources to effectively use digital or e-learning tools for continued learning and collaboration during periods of crisis. During the earlier stages of the pandemic, while other

institutions in the ecosystem organized programs for youth and students, only a few might have been designed for high school students, and almost none focused on an enriching entrepreneurial learning experience for these students. This gap inspired us to launch our VEP (Virtual Entrepreneurship Program) in March 2020, while testing our novel learning model for Liberian high school students.

As highlighted in our VEP impact report, we worked within the existing moments and constraints to build awareness of the pandemic through our Global Citizenship and Civil Leadership tracks as well as build the entrepreneurial leadership skills of students through the Personal Development and Social

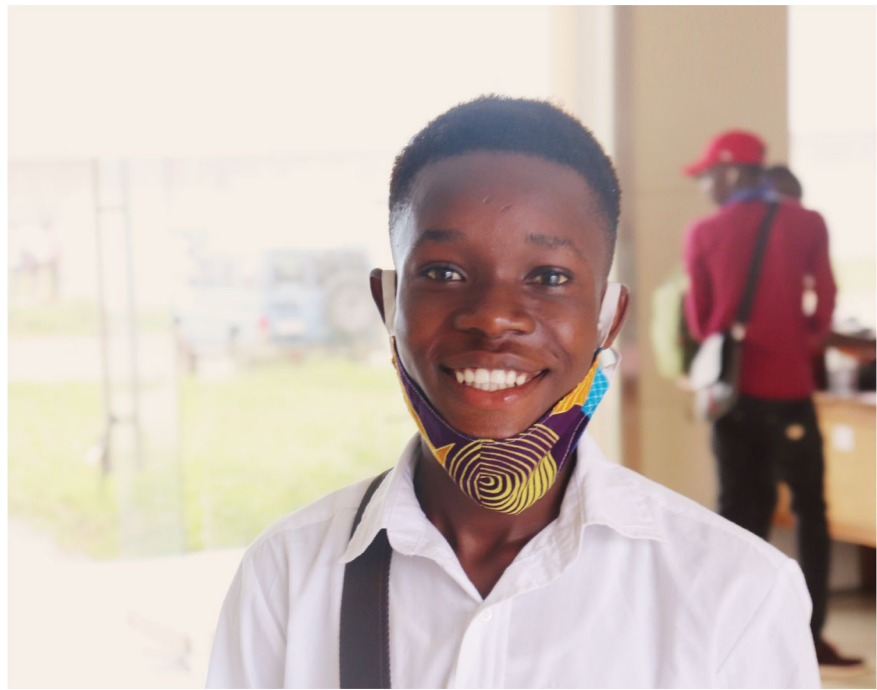


Entrepreneurship tracks. We appreciate the VEP partly because the learning experiences and overall program model validated our assumptions and insights about Liberia's dysfunctional education system.

Secondary learning has been about rote memorization and regurgitation, not critical thinking and problem-solving. However, we remain hopeful that while there are inefficiencies in the system, there is brilliance. Liberian students are brilliant and with the right skills, network and resources, they can become empowered to pursue groundbreaking ideas.

Unlike the VEP, the YEBC (Young Entrepreneurs Boot Camp) concept was designed a few months before the pandemic. We anticipated the 'perfect' moment to market and launch the program, then COVID-19 erupted. There was internal excitement and high momentum until the sudden outbreak of the CoronaVirus pandemic. Even with the pandemic, we hoped that our original full in-person concept for the YEBC would have worked. However, the prevailing health situations, time and limited resources scaled down the YEBC to a hybrid program.

The YEBC hybrid model was tailored to bridge some of the gaps highlighted in the VEP report with more focus on entrepreneurship and digital literacy. Through an experiential learning process



consisting of virtual and in-person classes, skills workshops, masterclasses, on-site visits, career-talk with entrepreneurs, and social impact project designs, we attempted to inspire confidence and built the competence of students who were passionate to learn amidst all of the extant challenges.

In this report, we share the original YEBC concept, provide thrilling reflections through human interest stories about our experiences, with relevant insights from data we collected over the course of the program. We also make a comparative analysis between the VEP and the YEBC, sharing our challenges and lessons learned from the YEBC. These insights and lessons inform our next strategy to combine the emotions we share with a logical framework to continue innovating as we work to reimagine secondary education for young Liberian and African students.



# Introduction



For entrepreneurs, those who bring ideas to life, and non-entrepreneurs, those who support or love seeing people bring ideas to life, there is a common denominator – the love and passion for innovation and change.

For some of us, we love Shark Tank, or any platform that demonstrates true entrepreneurial genius, defining the scale of hope while inspiring new ideas and change. From older entrepreneurs pitching their ideas to attract investments for their businesses, to young students seeking starting capital to further develop their ideas, entrepreneurship gives us life – it gives us a renewed sense of optimism and fate in the power of having an idea and acting upon it.

Imagine Shark Tank for a second, and imagine how similar platforms have given opportunities to aspiring or existing entrepreneurs to realize their big dreams. Now, imagine a young high school student with a brilliant idea pitching in front of would-be investors or mentors so confidently and inspiring a large audience whose faith in the power of an empowered young person was just made whole.

For another moment, imagine, that same young high school student had just completed a five-week intensive entrepreneurship program and acquired the skills, tools, resources and mentorship to develop their idea and build a concept. A concept that would be nurtured into a real-world

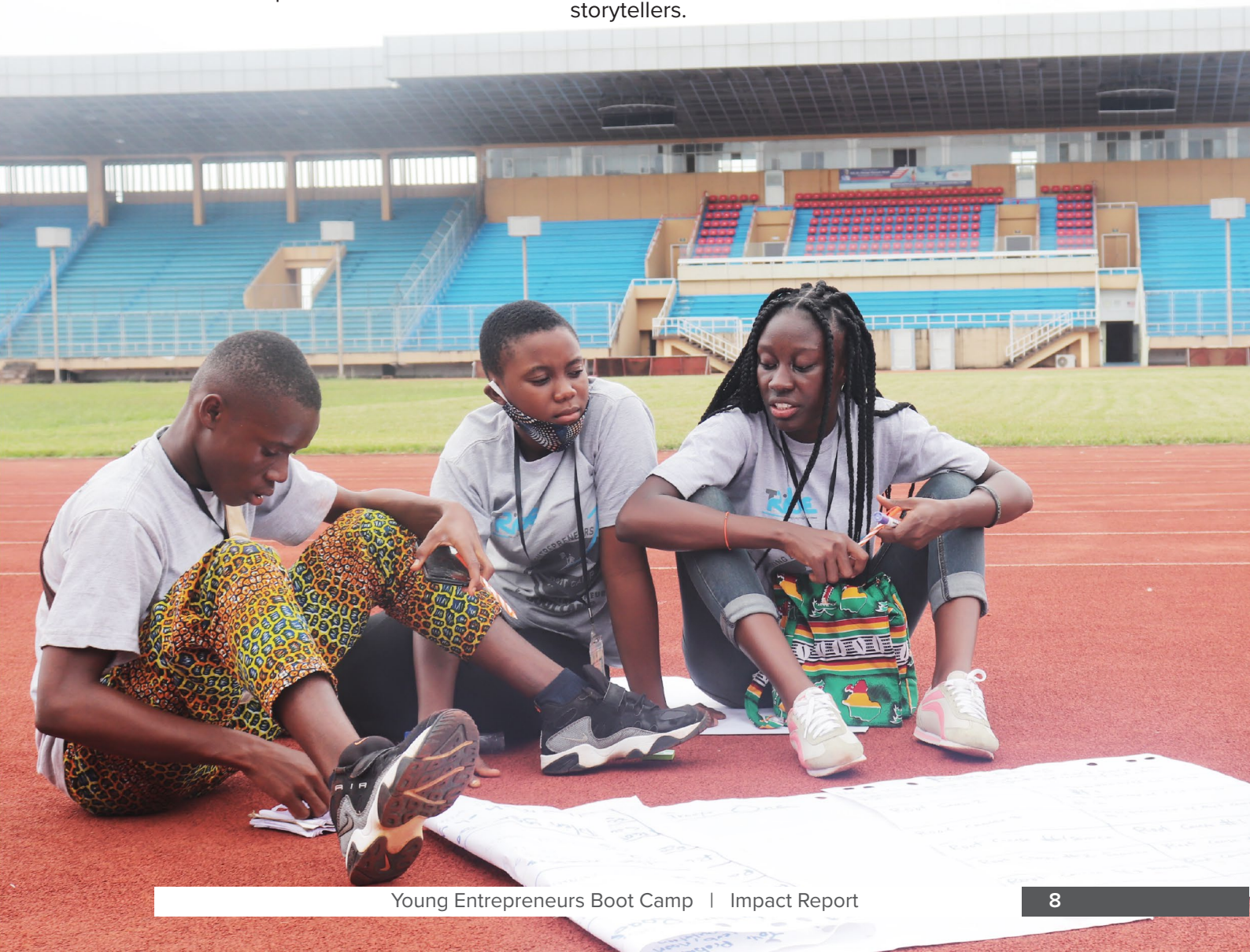
venture seeking to solve a particular social, economic or technological problem.

Now, let's imagine several hundreds of this young person, from various ages, class, gender, and backgrounds, pitching multiple ideas and eventually following through with these ideas. We are quite aware of the failure rates of ideas that recently transitioned into ventures, but imagine the impact if only 1% of several thousand of these ideas finally succeed: job opportunities, income, economic development and so much more. For those who do not succeed? That's an incredible amount of skills and experiences that chart a new path for them.

This is TRIBE's annual Young Entrepreneurs Boot Camp in the next few years. But why not now? What stopped us? And what will it take us to get there? We attempt to answer these questions and more in this report.

TRIBE was founded on the simple principle that when young people are empowered, they can create sustainable, transformational and scalable change, leading to national development and economic growth.

This principle inspires us to empower a new generation of purpose-driven young problem-solvers, entrepreneurs, innovators, and storytellers.



# The Young Entrepreneurs Boot Camp



Data from our virtual learning series<sup>1</sup> showed a 40% decrease in completion to enrollment of our students. Among various factors from demanding home chores, lack of device, limited access to electricity and internet data or network constraints, our students reported that the ‘virtual’ program creates barriers and constraints to their active participation and engagement.

As a result, we wanted to create an experience that would be engaging, collaborative, and transformational for our students.

More importantly, we wanted to co-create the experience together with them as a pioneering cohort, while validating the needs and demands of the program. Due to COVID-19, we could not roll out a full non-virtual program, but we also could not execute the program using the same approach and model as with the virtual entrepreneurship program.

The 2020 Young Entrepreneurs Boot Camp was a hybrid program consisting of virtual learning and in-person activities, specifically

targeting ninth to 12th grade students in high school. Primarily, the program was designed to inspire the students confidence while building their competence and cultivating their entrepreneurial consciousness to give them the fundamentals for academic excellence and workforce success.

This year, the program focused on experience, rather than tangible outcomes. For two reasons: COVID-19 disrupted the way we could execute the program; the concept of entrepreneurial education and digital literacy is mostly new to high school students, and will firstly have to be nurtured to garner the necessary appreciation before being normalized. As a long-term goal of the boot camp, which will be implemented annually, we will design and employ practical innovative curriculum to empower aspiring entrepreneurs with entrepreneurial skills to launch ventures or social impact projects. We want to teach high school students life skills and facilitate them to navigate small business and social enterprising.

<sup>1</sup>The virtual learning series consists of our previous two programs: the virtual entrepreneurship program and the virtual learning program, created as COVID-19 rapid response projects.



**This year's boot camp was designed with the following objectives<sup>2</sup>, which will inform the long-term strategy of the program :**

- 1** Using innovative curriculum to teach 21st century entrepreneurial skills and create an engaging and collaborative learning experience to bridge some of the learning gaps identified within Liberia's current High School curriculum and learning framework.
- 2** Introducing high school students to digital learning and digital literacy, aiming to enhance their skills in navigating, exploring and utilizing digital learning tools and platforms for real-world functionalities.
- 3** Connecting students and facilitating their collaboration to learn and create meaningful impacts in their communities through entrepreneurial endeavors or social change projects.
- 4** Increasing students' chance of quality employability through the acquisition of relevant skills and social networking.

<sup>2</sup> The objectives outlined above are discussed further against the outcomes of the boot camp under 'Our Impact and Evaluation' section of the report.



# The Model

The YEBC modeled insights and lessons learned from the VEP, incorporating implementable structures of the original concepts while adapting to the current realities.

## PROGRAM TRACKS

Findings from our data analysis in the VEP showed low performance from students in some of the tracks. As we decided upon the learning tracks for the boot camp, we tested two assumptions based on our insights:

- (1) the non-entrepreneurial tracks were not as engaging for a 'virtual' program, and
- (2) four tracks were a lot to cover in a four-week program. As a result, we focus the program on two tracks: entrepreneurship and digital literacy.

### ENTREPRENEURSHIP

The Entrepreneurship course was designed to teach students problem-solving, basics of entrepreneurship, and social-change storytelling.

### DIGITAL LITERACY

The Digital Literacy course was designed to develop the skills and knowledge that high school students need to make responsible and safe use of the internet and digital productivity tools.

<sup>3</sup>We measure level of engagement through active listening, asking and answering questions during the virtual sessions, turning cameras on and being attentive, participating in group discussions and completing assignments on time and without reminders.

# TOPICS

## ENTREPRENEURSHIP



Data for decision-making for teens



Identifying and understanding the problem



Identifying a business opportunity



Personal and business finance



Research for teens



Storytelling



Social media marketing for teens



Understanding entrepreneurship

## DIGITAL LITERACY



Digital storytelling and etiquette



Internet safety and security for teens



Microsoft Word / Google Doc



Microsoft PowerPoint / Google Slides

## FACILITATION

Initially planned for four weeks, and eventually lasting five weeks due to logistical challenges, students participated in both virtual classrooms and in-person activities. During the VEP, we brought in practitioners and professionals who facilitated all of the sessions. We realized that the model limited students' engagement and interaction with these facilitators after their sessions, and it was also difficult keeping track of assignments they assigned.

Against this backdrop, we designed the boot camp model so that we

could have a permanent facilitator leading the tracks throughout the entire program and staying engaged with the students for one-on-ones, questions and answers, creating an effective feedback loop, as well as providing guidance along with their group mentors. Practitioners and professionals were then brought in for Master Classes to facilitate specific topics of their expertise, without being given further tasks to complete. These sessions were not tied to the core learning sessions upon which the students' evaluations were made.



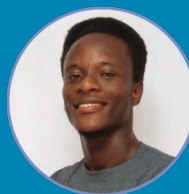




## FACILITATORS



**Lead Facilitator**  
**WAINRIGHT ACQUOI**  
CEO,  
Tribe



**Co-facilitator**  
**ELVIS M. D. BROWNE**  
Communications and Marketing  
Associate,  
Tribe

## Entrepreneurship



"Starting a  
Social Venture"  
**AHMED KONNEH**  
Co-founder  
SMART Liberia



"Personal Development  
for Teens"  
**MARCELLE G. YHAP**  
Executive Creative Director,  
Yhap Education Services



"Storytelling and  
Communications Etiquette"  
**JEFFERSON KRUA**  
CEO,  
The Bush Chicken



"Internet Security and  
Safety for Teens"  
**ONESIMUS BORKUAH**  
Associate IT Officer,  
UN DRC Mission



"Data for Decision-making  
for Teens"  
**MORGAN WACK**  
Executive, Research  
& Strategy,  
TRIBE



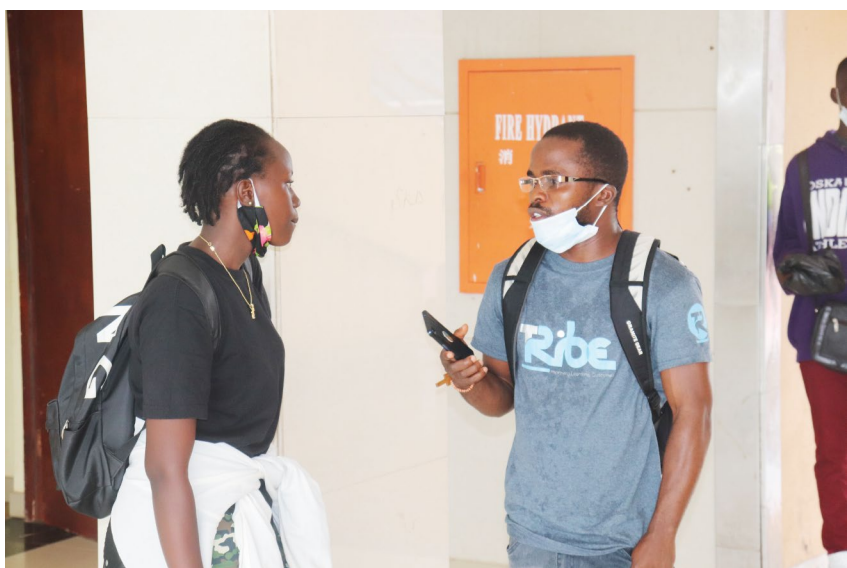
"Social Media Marketing  
for Teens "  
**SHOANA CACHELLE**  
Creative Director,  
Cachelle International



"Introduction to Microsoft  
Office and Google Slides"  
**PIUS NOBLE NKRUMAH**  
ICT Freelancer

## TEAMS AND MENTORSHIP

Students were placed in teams of four and five, and assigned one member of our team as a mentor. Mentors conducted one-on-one support sessions with the students, guided the teams throughout the program while facilitating them to develop their final group project.



## SESSIONS

Students participated in both virtual classrooms and in-person activities. They were taught via Zoom and Google Classroom every Monday and Wednesday. Tuesdays and Thursdays were set aside for group collaboration and team projects through their various WhatsApp groups. In-person sessions were held every Friday. Our team, students, and facilitators convened at the Youth Connekt Innovation Lab at the Samuel Kanyon Doe National Sports Complex for these sessions. Students participated in an array of leadership building exercises, entrepreneurial activities, teamwork, intellectual games and fun activities.





## THE ON-SITE VISITATIONS

We introduced a new component to the program, the on-site visitation. Two of the four Fridays, students were taken to local Liberian enterprises to learn about skills demanded in the real world as well as to understand the functioning of enterprises while engaging with leaders of these institutions. Insights from our workforce study and students' feedback informed us that the traditional learning does not often, if at all, encourage the incorporation of real-world lessons and experiences into the learning curriculum. 61.5% of our students reported that the on-site visitation was their favorite activity during the program. The activity did not only

expose them to cool innovations like J-Palm's palm kernel manufacturing plant and the Atlantic Foods Company bottling and oil machineries, students listened to how CEOs like Roland Washington's current career trajectory differs from his college major. The experiences introduced them to learning about, and creating a framework for qualities including grit, courage, resilience, and hard work.



I looked forward to Friday on-site visits with a lot of excitement. It was not just because of the nice food. For me, 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.

Lauretta Birane Cisse,  
Participant







We need more young people who are interested in entrepreneurship, who can go out and solve some of Liberia's big challenges.

Mahmud Johnson  
Founder & CEO,  
J-Palm Liberia



On Friday, August 7, we launched the on-site visitations at J-Palm Liberia's manufacturing factory in Duport Road, Paynesville. We toured the facilities, learning how J-Palm collects and transports their palm kernels, the manufacturing, as well as the production of these kernels into the hair and skin care products the company markets and sells. Following the factory tour, we visited the administrative office where the CEO, Mahmud Johnson, led a career conversation with the students in addition to a tour of the office.







The need for talent is very high,  
don't be average.

Roland Washington,  
CEO, The Kreative Zone



Following J-Palm Liberia, we visited The Kreative Zone, a print and media company in Monrovia. The CEO, Roland Washington, led a career conversation with the students. He discussed how his current career in prints, graphics and media differs from his college major in Biology, his inspiration to build his company, his vision as well as the qualities that have supported his venture's growth. Students were inspired by his story as a few of them are currently caught in the conundrum of pursuing their personal passion against what their parents believe is 'best' for them.







## *Atlantic Foods Company*

On Friday, August 14, we visited the Atlantic Foods Company along the Marshall Road, Robertfields Highway in Margibi. The CEO, Amin Modad, gave the students and our team a tour of the factory. From the bottle processing machine to the oil machinery, he presented his company's innovations and stressed the need for more entrepreneurial value-added interventions. Modad ended the tour with a career conversation, sharing the story of his entrepreneurial journey and the qualities that made him successful.



I was amazed visiting a 15 million Liberian-owned company for the first time. It was an eye-opening and golden opportunity for me.

Jallah Sumbo  
Executive Associate,  
TRIBE





“

The on-site visits were tremendous and exciting for me. I went to places I had only heard about, and I got a better understanding of how things can be done in those areas. For example, at J-palm, watching how the palm kernels are transformed was a very exciting moment for me. I can now explain to someone how kernel oil is prepared, and each part of the kernel process and its importance. Also, before visiting the Atlantic Food Center, if anyone told me about bottle expansion and palm oil preparation, I would have doubted it. But after seeing the process firsthand, I now understand machines can do almost anything.

Agnes Nagbe,  
Participant









# The Pioneering Cohort

27 high school students enrolled into the program. Students were divided into groups of four and five, and elected a group leader who worked along with the group mentor to manage the affairs of each group.



**Abraham M. Swaray**  
Recent High School Graduate,  
Christian Missionary Fellowship International Bilingual High School  
Career ambition: Pharmacy



**Christian Cornelius Shane**  
11th Grade,  
Bishop Norwood High School  
Career ambition: Agriculture



**Agnes Ceodeweh Nagbe**  
Recent High School Graduate,  
Sister Shirley Kolmer Memorial Catholic School  
Career ambition: Medicine



**Elizabeth Nateh Bayeh**  
9th Grade,  
Holy Sister Catholic School  
Career ambition: Entrepreneur



**Amanda Dora Davis**  
10th Grade,  
St. Teresa Convent High School  
Career ambition: Architecture Engineering



**Gabriel Nyepan Barjibo**  
12th Grade,  
E. Jonathan Goodridge Memorial High School  
Career: Information Technology



**Andrew Siafa**  
High School Graduate,  
Adventist High School  
Career ambition: Forestry



**Harriette A. M Jacobs**  
9th Grade,  
School of Prime Systems  
Career: Fashion Design



**Benetta Aquila Kollie**  
10th Grade,  
B. W. Harris Episcopal High School  
Career ambition: Aviation and Entrepreneurship



**Jada G Taylor**  
11th Grade  
J J Roberts United Methodist School  
Career: Veterinarian



**Blayon B. Natt**  
11th Grade,  
Spiritan  
Career ambition: Accounting



**James Nyema Appleton**  
10th Grade  
Christian Missionary Fellowship International Bilingual High School  
Career: Journalism





**Jestina Zhanner Miantona**  
11th Grade,  
Firestone Senior High School  
Career: Journalism



**Ujae Tarr**  
9th Grade,  
Highway Christian Academy  
Career: Law



**Laurretta Birane Cisse**  
High School Graduate,  
D. Twe Memorial high school  
Career Ambition:  
Journalism



**Wonder B Barchue**  
11th Grade,  
Carver Mission Academy  
Career Ambition:  
Information Technology



**Lydia Prayer Caine**  
11th Grade,  
Ricks Institute Dormitory School  
Career: Journalism



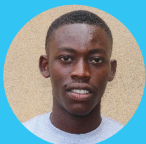
**Abibatu J. Duworko**  
10th Grade,  
SR . Kathleen McGuire Memorial Catholic High School paynesville city  
Career Ambition:



**Michael Krug Sawyer**  
9th Grade,  
ELWA Academy  
Career Ambition: Finance and Entrepreneurship



**Candace Leela Karmo**  
10th Grade,  
Light International School System  
Career Ambition: Literature



**Peter Bayor Bishop**  
12th Grade,  
Carver Mission Academy  
Career Ambition:  
Entrepreneur



**Charlvia Unique Johnson**  
11th Grade,  
St. Theresa Convent  
Career Ambition: Law

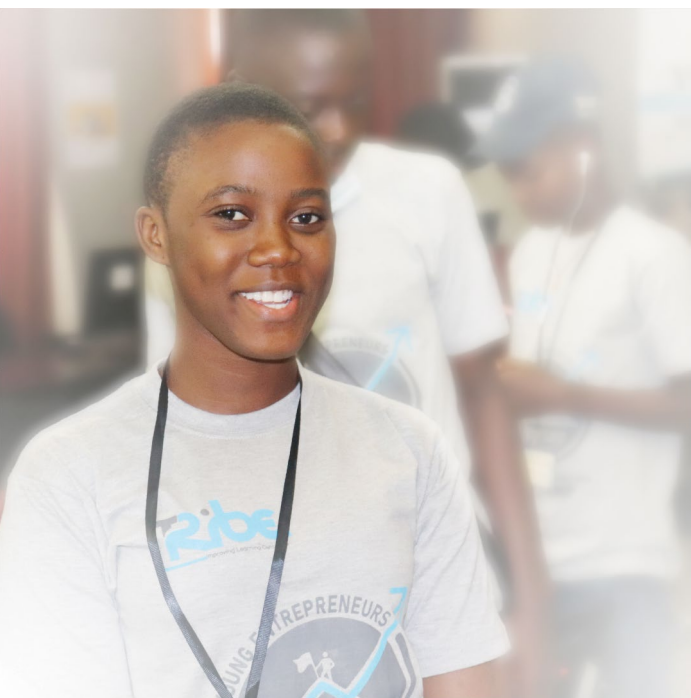


**Ryan Watson**  
9th Grade,  
Light International School  
Career: Entrepreneur



**Jemoi Massa Sicarr**  
12th Grade,  
St. Teresa Convent Catholic High School  
Career Ambition: Civil Engineering

# Our Impact and Evaluation



This section covers the training cycle, program model and method of evaluation employed for the Young Entrepreneurs Boot Camp. It presents key findings on specific student performance matrices, the key areas we used to assess the experiential impact as well as the potential value of the program. Using internal and external data, the evaluation consists of a continual and systematic process, adequately assessing the following vital areas:

- (a) The program model,
- (b) The program objectives, and
- (c) The overall program experience.

## THE PROGRAM MODEL

The training cycle used for the YEBC consisted of four steps:

### NEED ASSESSMENT

We designed our intervention based on proof of existing knowledge and skills gaps that were identified for our target group, hence informing a justifiable conclusion on the key program needs in relations to our thematic areas. Between late 2019 and early 2020, we conducted a “Map the System” research of the workforce and learning framework. Findings from this study combined with results from our recent Virtual Entrepreneurship Program informed our validation of the needs and relevance of the YEBC as well as TRIBE’s long-term programmatic interventions.

### DESIGN

The YEBC concept was developed with specific objectives to address the learning gaps of high school students based on insights from data we collected and analyzed during our study. Primarily, the boot camp was designed as an experiential learning program, aiming to inspire students’ confidence while building their competence with the fundamentals they can apply to their academics and professional life.

### IMPLEMENTATION

The program was implemented using a hybrid approach over a five-week period. 27 high school students were recruited to form part of the

pioneering cohort, out of which 24 completed.

## EVALUATION

We measured the program outcomes on individual and group performances using the following matrices:

- Entrepreneurship
- Digital Literacy
- Social Impact Project
- Leadership
- Google Classroom Discussion
- Class Attendance
- Participation
- Final Evaluation

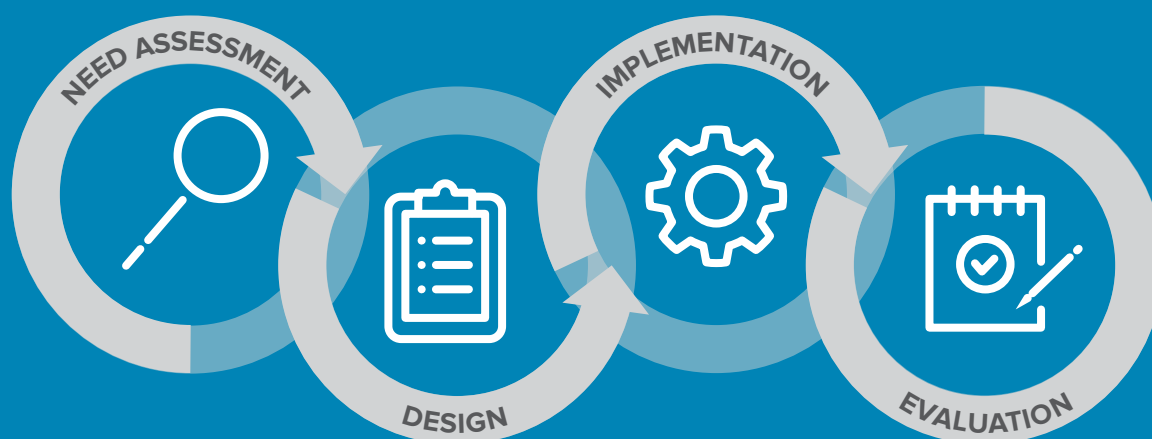
Additionally, the process observed specific changes in knowledge areas, skills, attitudes and behaviors. External and internal experiences and feedback were provided from partners, facilitators, and parents on the quality and impact of the program.

## METHODOLOGY

Against the objectives discussed under the boot camp, our evaluation used a mixed methodology of quantitative and qualitative research tools in an integrated design to augment the evaluation process. We intend to provide our audience with a more insightful understanding of the program. This approach dispenses a comprehensive understanding of the quality and achievements of the program while accounting for lessons learned.

Data were collected throughout the program. Participants completed a pre-evaluation survey and tests to assess their levels of understanding in the various tracks offered by the YEBC. We compared and analyzed the data against the mid-evaluation and final evaluation to measure our progress (impact) against the defined objectives. In addition to the specific students and groups performance matrices, partners and stakeholders provided qualitative perception and recommendation feedback on the experiential design of the program.

Figure 1 | The Training Cycle





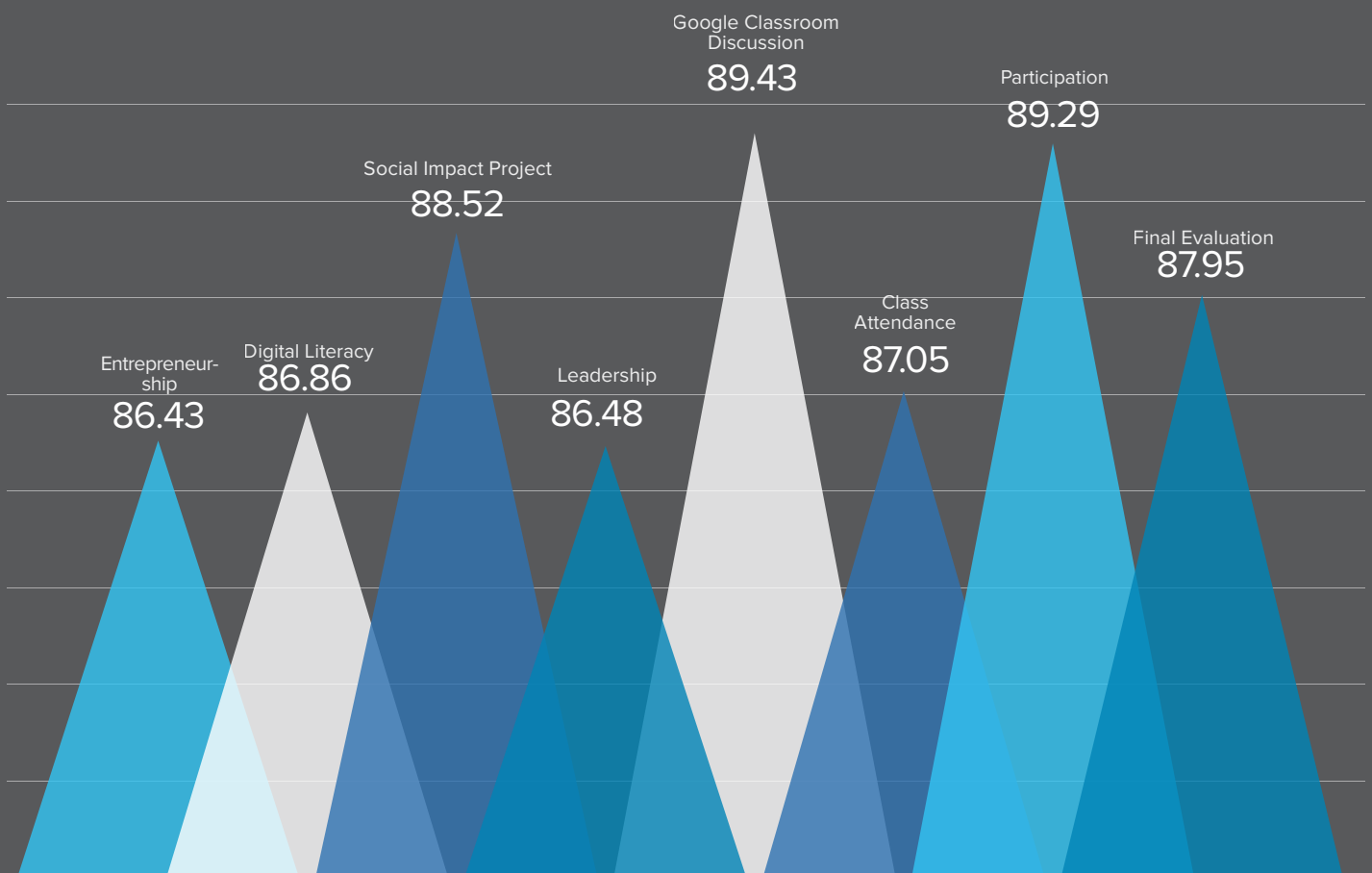
## THE PROGRAM OBJECTIVES

### Objective 1: Collaborative and Engaging Entrepreneurial Learning

Achieved by about 80%, over 90% of our participants acknowledged they had an overall collaborative and engaging learning experience, especially with the addition of the on-site visitations and in-person master classes. Based on the individual and overall performance scorecard, participants demonstrated significant improvement compared to data collected from the pre- and mid-evaluations.

On average, students' performance indicators in the entrepreneurship track ranked the lowest, followed by the digital literacy and leadership components. Compared to other indicators such as attendance, participation, Google classroom discussion and social impact project, which ranked the highest, we conclude that students are willing and eager to learn, but they have a current low knowledge and skill capacity. Students need more time, structured curriculum and innovative practices to meet their learning needs.

Figure 2 | Students Performance Outcome



## Objective 2: Digital Learning

During the pre-evaluation of the program, over 88.7% of our students reported to be familiar with WhatsApp, compared to less than 30% on average who were familiar with using Zoom, Google Classroom, and Gmail (Google Suite). Furthermore, about 78% used WhatsApp for non-professional and work-related purposes, but social reasons.

The YEBC model integrated all of these platforms for the training purposes, requiring students to create a personal email account, as well as utilizing the virtual learning platforms for learning materials, class discussions, submission, instructions and assessments. This method significantly increased students' knowledge of these platforms. By the close of the program, 84.6% of students reported that their digital learning knowledge and skills had increased during the program.

A crucial factor that greatly influenced the success of students and the program as a whole was the time allocation and level of interaction between students, mentors and facilitators. Despite the program duration of five weeks, students were engaged throughout the program by their mentors, who were part of their individual WhatsApp groups where regular group discussions and plans were made. When questioned on their satisfaction with the time allotted for each component of the program, 69.2% participants were satisfied with an additional 15.4% unsure about the time allotment.

Figure 3 | Students' use of Online Platforms before the YEBC

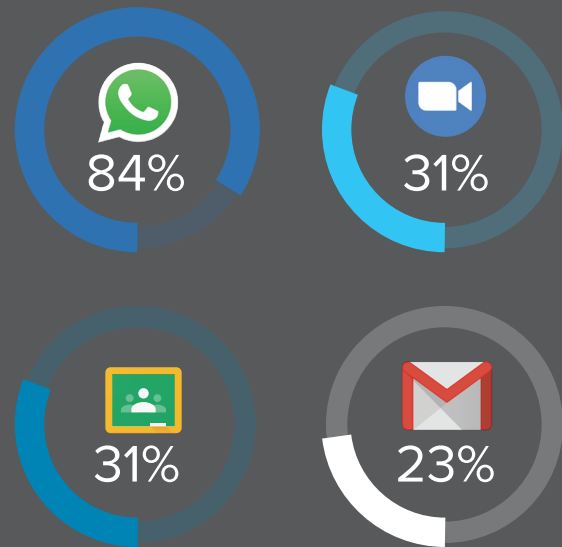


Figure 4 | How has your knowledge or skills on the use of these online platforms improved since joining the YEBC?

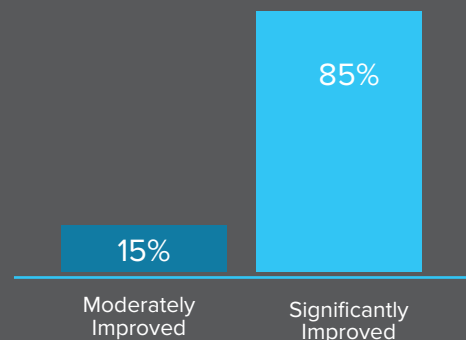
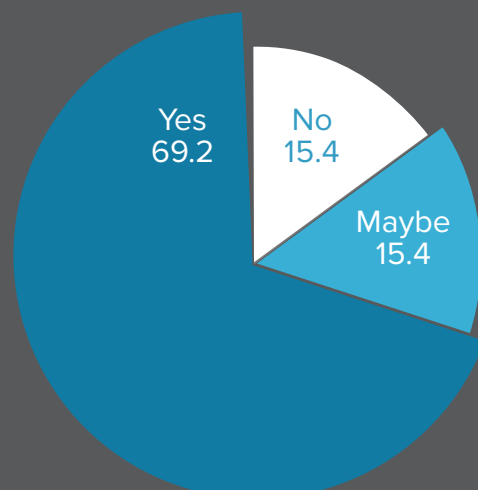


Figure 5 | Did you have enough time allocated to complete the training?



### Objective 3: Social Impact Project

To assess students' level of growth during the program as a result of their collaboration, teamwork and learnings, we provided a unique opportunity for students innovation. Students were required to collaborate in their respective groups and design a social impact project for an issue within their communities or beyond. These projects were measured on originality, feasibility, thoroughness, innovation, and the team's understanding of the problem

and solution. All teams participated in a competitive pitching process to compete for the winning spot. With the supervision of internal group mentors, students met virtually over the course of the week to work on their project concept development using a predefined project template developed by TRIBE. The process of collaborating using virtual meetings provided students with first-time experience completing professional work virtually.

---

## GROUP 1

### Creating Sustainable Clean Communities

Managing communities waste as a resource: promoting sustainable, environmentally sound and cost effective practices through integrated systems of waste reduction, recycling, innovation, technology, customer service and education.

#### Team Members

Ujae George Tarr, *CEO*  
Agnes Ceodeweh Nagbe, *CCO*  
Gabriel Barjibo, *IT Specialist*  
Abi Duworko, *Financial*  
Janet Neufville, *Executive Assistant*  
Andrew Siafa, *Researcher*  
Elizabeth Bayeh, *Chief Strategist*  
Lexanndine Taylor, *Mentor*



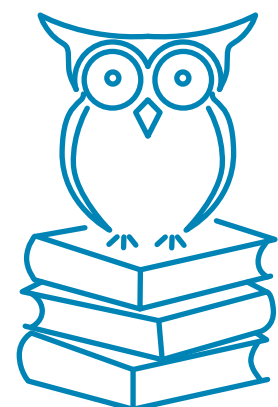
## GROUP 2

### Refresher Education Program

Less fortunate High School students in Nasscorp Village are not doing well in school or doing assignments due to lack of books, how they live and where they live. The Refresher Education Program seeks to bridge the gap between students and their academic performance through tutorship and provision of resources.

#### Team Members

Charlvia Unique Johnson  
Abraham M. Swaray  
Amanda Dora Davis  
Ryan Watson  
Blayon B. Natt  
Harriette A. M. Jacob  
Lauren Sesay & Jallah Sumbo, *Mentors*





## GROUP 3

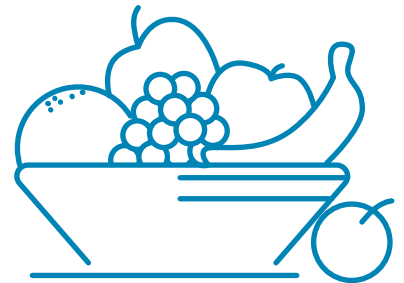
### Food Preservation in Liberia

Provision of storage facilities to aid farmers and vegetable dealers in preserving commodities. The company would build storage facilities, store and preserve vegetables for dealers, and in return farmers would pay a minimum fee. By this, the company would not only be easing the burden of vegetable shortages on the Liberian market, but would also be helping farmers to

maximize profits whilst also realizing ROI (return on investment).

#### Team Members

Christain Shane, *CEO*  
Lydia Caine, *Senior Researcher*  
Wonder B. Barchue, *Assistant Project Manager*  
Michael Sawyer, *Coordinator*  
James B. Kollie, *Mentor*



## GROUP 4

### Meraki

Liberia's national image has been defined by foreign correspondents since it was first founded as an independent republic. Today, Liberians are able to tell their own stories to an international audience by taking advantage of participatory media tools like blogs and photo-sharing sites. However, there is usually a low quality and standard in how these information are presented. Maraki will establish a blog to bridge the gap by providing

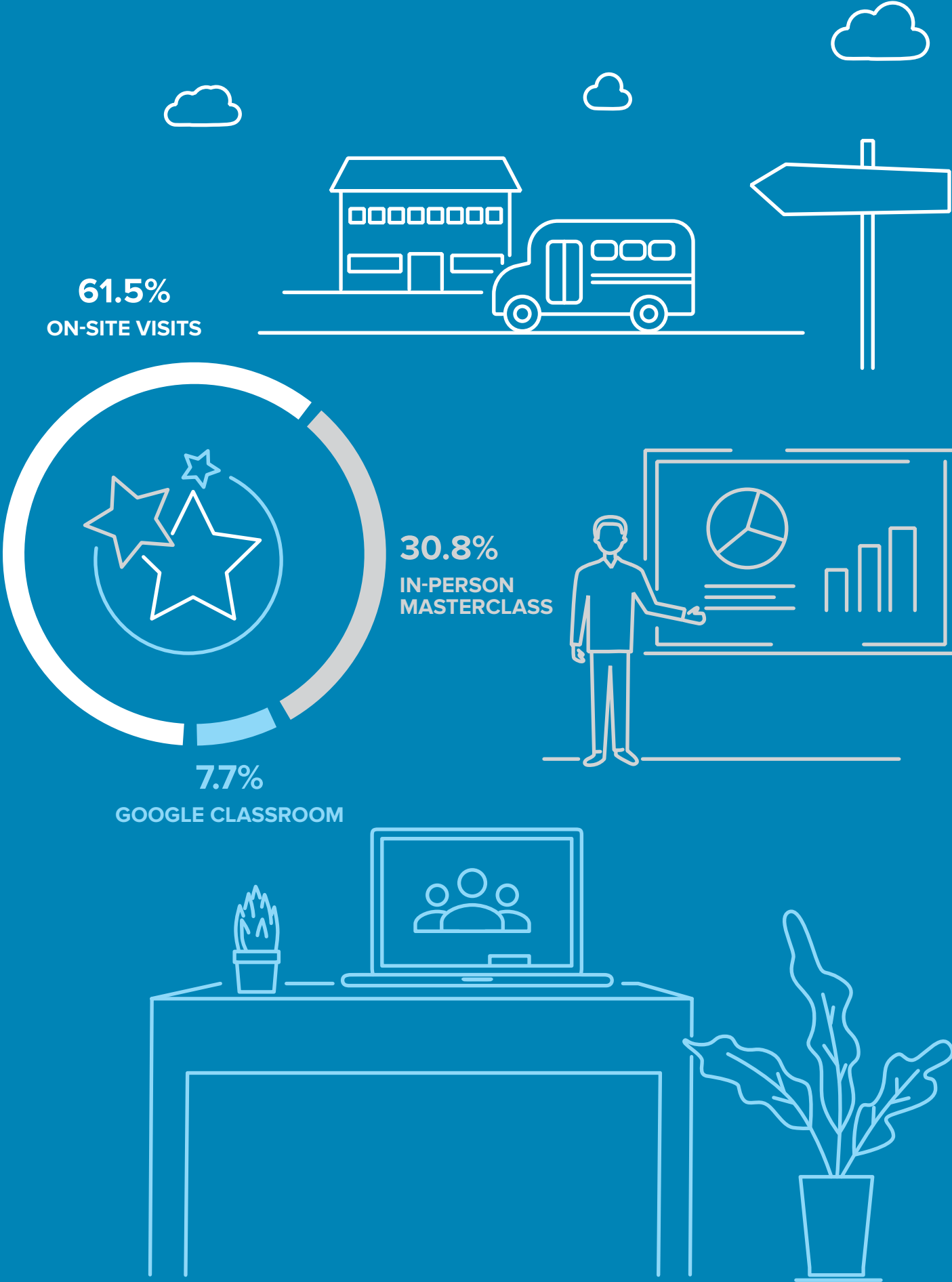
quality entertainment content, sharing the positive Liberian culture and presenting economic development opportunities.

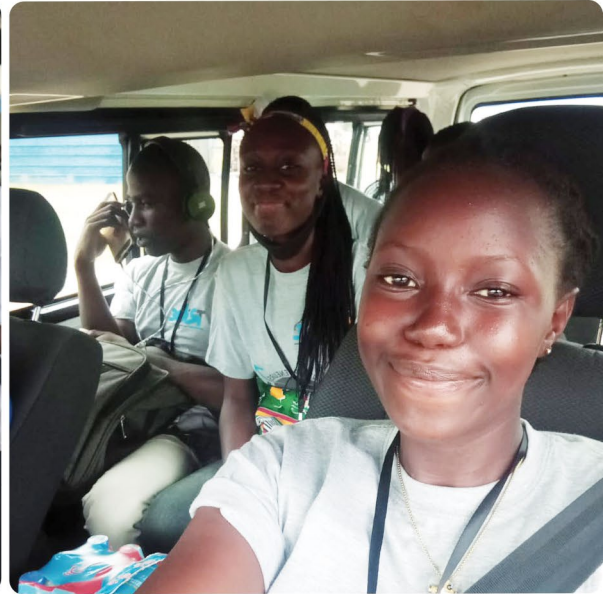
#### Team Members

Lauretta Birene Cisse, *CEO*  
Jada Taylor  
Jestina Miantona  
Peter Bishop  
James Appleton  
Jacob Doe, *Mentor*



Figure 6 | **Students' favorite parts of the YEBC Program**







## THE PROGRAM EXPERIENCE

### PARENTS EXPERIENCE

During the course of the program, we sent a weekly update to all parents about every part of the program experiences. Additionally, twenty-five parents were surveyed to gather insights into their own experience with the YEBC. The survey qualitative questionnaire consisted of carefully designed questions intended to capture their own experiences and expectations for the program. From responses gathered from the parents, 88.7% of respondents stated that they were extremely impressed with TRIBE's mission and the overall boot camp model. Over 90% of respondents were satisfied with the method of teaching adopted for the YEBC.



There is a need for more innovative programs of these kinds for high school students.

Mrs. Joan Taylor



Information sharing from students to parents (77.8%) and social media (11.1%) were the most effective external medium for information dissemination about the program besides our weekly email updates. 77.8% of our parent respondents acknowledged that the program was unconventional and they felt a part of the experience throughout the five weeks. 98% of parents reported high satisfaction with the program model and acknowledged the significance of entrepreneurial education for teen's development.

In addition to the Entrepreneurship and Digital Literacy track that formed the basis of the YEBC, parents and guardians were also asked to suggest other areas that they thought were crucial to their children's development. Of the responses analyzed, the following training areas were recommended by the majority of parent respondents as being equally as important as entrepreneurship and digital literacy training, recommending future programs to incorporate them into their program curriculum structure.

89% of parent respondents reported that they will definitely or most likely pay fees for their children's participation in future programs offered by TRIBE. We asked this question to assess the extent to which parents were motivated and interested in the program and found it valuable.

Figure 7 | **How did you get to know about our Young Entrepreneurs Boot Camp Program?**

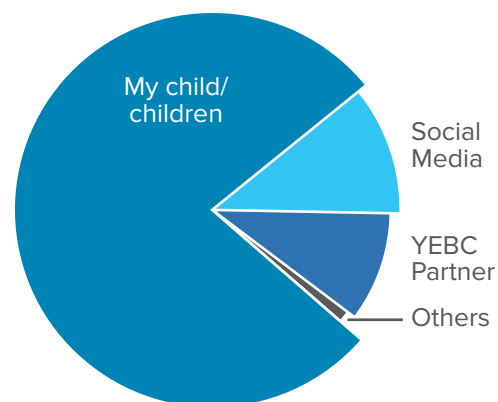


Figure 8 | **Other areas of training that high school students should be exposed to prior to graduation**

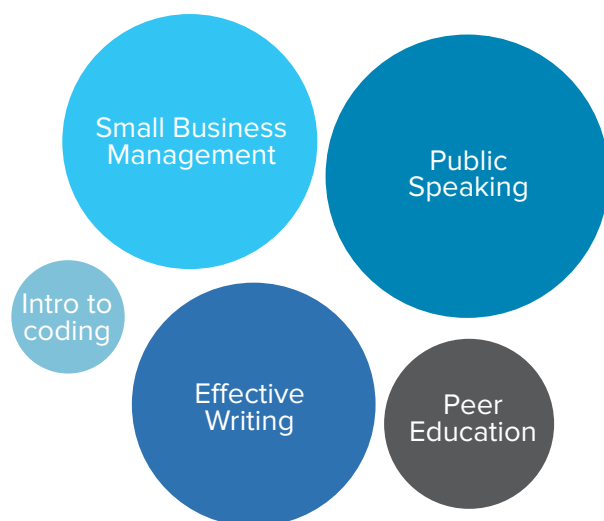


Figure 9 | **Parents and Guardians willingness to be charged for future programs**





# Challenges

We experienced and reported on four major challenges from the VEP: Connectivity, Culture of rote memorization and test scores as the Basis of learning, Lack of exposure to real-world/21st century skills, and students' limited to no understanding of functional digital tools.

During the YEBC, we endeavored through intentional strategies to address these four challenges; unfortunately, due to logistical as well as circumstantial challenges, we did not fully succeed in our efforts.

We faced a two-fold connectivity challenge during the VEP: limited internet data and lack of- or dysfunctional smart devices. We continued providing weekly data packages for all of our students.<sup>4</sup> However, we were unable to address the challenges of some students who eventually faced issues with their devices. Due to the lack of- or damage of students' devices, participation rates dropped by about 14.8%<sup>5</sup>, and eventually lowered performance rates.

We evaluated students' performances on matrices that did not include test taking or memorization, rather critical thinking and problem-solving, in addition to expressiveness and personal drive.<sup>6</sup>

Due to internal capacity challenges, we were unable to provide immediate feedback to students' submissions. By the close of the program during the final evaluations, we found that some of the students had plagiarized their written submissions. For reflections and submissions that required responses to particular general questions, we found direct answers from Wikipedia or other public information sites. This practice reflects the culture of rote memorization and test scores as the basics for students' performances, prompting students to cheat and obtain high scores in fear of failing, rather than prioritizing learning. As we design future programs, we will ensure that we teach students the basis of research that also includes citations and referencing. More importantly, incorporate into our curriculum ethics and academic discipline.

We designed only two tracks for the program, in hopes of enabling students to learn more from a few tracks, than learning less from many tracks. Nevertheless, at least 70% of our students had little or no prior knowledge of the various skill sets we taught, nor the fundamentals of these skill sets, creating a difficulty to fully achieve the curricula outcomes of the program.

We made routine changes to accommodate at least most of the students in the program.

<sup>4</sup> We provided a weekly \$3 data package for each student to participate in online classes and collaborative group sessions.

<sup>5</sup> We measured participation in this case by students logging into the Zoom session and staying up to 90% of the class time.

<sup>6</sup> The evaluation matrices included entrepreneurship, digital literacy, participation, leadership, google classroom discussion, social impact project and class attendance. Further details are provided in the evaluation section above.



In a particular instance, our Microsoft Office facilitator had come to present a master class to teach students how to develop professional documents, while developing their project concepts and proposals. At least 50% of the students had never used a computer, while only about 25% had functional skills to work in Microsoft Office. In this regard, we remodeled the session to firstly accommodate students who lack basic knowledge, before bringing everyone up to the pace for the final submission. We lost time that we did not fully recover during subsequent sessions. Additionally, the program was extended by another week to accommodate some of the final and vital components of the program given the slow adaptability (considering time as a major factor) of students to utilize the digital tools for their final projects.

The challenges referenced above reflect a cross-analysis of the VEP and YEBC. As we implemented the YEBC, however, we encountered a

fair share of challenges, categorized by internal and external<sup>7</sup>, that impacted the overall program execution.

## INTERNAL CHALLENGES

### REMOTE FUNCTION AND LACK OF PHYSICAL WORK SPACE

Currently, we operate a 100% remote team.

While this mechanism was relatively efficient for the team and effective under the existing circumstances, we outgrew our performance capacity with the low level of resources at our disposal.

As an organization primarily creating programs for students, an equipped office space, training hall, and equipment are among resources that are crucial to our operations. Due to the team's dispersion, resources had to be shared, causing us to not obtain optimum efficiency per person. Additionally, due to unstable electricity and internet, we were

<sup>7</sup> Internal challenges consist of challenges encountered by our team while external challenges were experienced by or because of our students, partners, or general economic and political situations.



compelled to work from whatever venue we found ourselves: restaurants, hotels, random offices, sometimes causing distractions to our virtual sessions.

## LOGISTICS

The lack of a physical work space creates natural logistical barriers to running an in-person program. The need for procurement, lack of appropriate storage, and need to transport the procured resources presented constraints to the effectiveness of how we deliver on the various program components.

## MANAGERIAL RESOURCE CONSTRAINTS

We launched and executed the program without securing full budget and resources. We based our projections on meager savings, as well as optimistic partnership outreach. Though these efforts eventually translated into the mobilization of resources that enabled us to run the program, improvisation and overlapping of functions were mostly implored. At first, we defined the scope of the program, clearly identifying our indicators of performance along with a timeline. As we were faced with resource constraints, we sometimes shifted our focus from planning to resource mobilization, or from execution to logistical management.

These constant shifts, in addition to the stress of running the program under the given circumstances, created periodic burnout and exhaustion for some of our team members.

On one occasion, our program manager had to serve as a bus driver for one of our on-site visitations. The bus we arranged to transport students had low capacity to the number of students present, and while we were able to arrange an additional bus for transportation, there was no driver available. On another occasion, our ceo experienced burnout from having to manage stress from multiple competing priorities all at once, including internal management and external partnerships. On two occasions, our communications associate had to proxy during the last minute to facilitate the virtual sessions because of an impromptu engagement our program manager and lead facilitator were called upon to attend to.



## EXTERNAL CHALLENGES

### IRREGULAR STUDENT ATTENDANCE AND PARTICIPATION

For various reasons, in addition to device malfunctioning and inaccessibility, we observed and recorded routine irregularities in student attendance and participation. Our records show that these reasons vary from home engagements (chores) to personal engagements. On various occasions, students received their data packages and failed to attend classes without prior notices. We created a self-regulated feedback loop for our students, to ensure we are constantly incorporating insights from their experiences into the program. However, we observed that students are not familiar with or confident to express themselves when they face certain issues. In this regard, we redefined the process to follow up with them instead through one-on-one conversations and mentor meetings rather than having them reach out to us. Additionally, we instituted various consequences from not receiving weekly data packages for inactive students to withholding certificates for students who did not meet certain requirements. Though not significantly, this process improved the rate at which they attended and participated in classes.<sup>8</sup>



### SCHOOL RESUMPTION

When we launched the boot camp, schools were shut down indefinitely. Though with uncertainties, we design the program in hopes that an ‘abrupt’ resumption of school would not impact us. Unfortunately, a few days into marketing the program, the Ministry of Education published the timetable for the national exams for senior students. Senior students could not sign up for the boot camp, and of the three that did, two completed the program. During the final two weeks of the program, the Ministry of Education announced the resumption of classes for 12th and 9th grade students. Due to time conflicts, a few students missed out on the final virtual classes.

However, for the in-person classes, at the request of the students, we wrote their respective high schools on their behalf and asked for permission so that they could complete the program. We were successful in this effort.

<sup>8</sup> Irregular attendance and participation applied mainly to virtual classes. We had almost full attendance (90%) for every in-person class.



# Lessons Learned

This section highlights lessons learnt during the course of implementing and evaluating the YEBC. From analysis of data gathered from participants, parents, facilitators and partners, we obtained relevant insights that we believe could be useful in the design and execution of potential initiatives for TRIBE, and for other institutions working on the same or similar mission. Additionally, we compiled our 'expert' view on the planning and management of entrepreneurship training programs for Liberian students.

We believe insights from our experiences pioneering entrepreneurial education for high school students offer general actionable recommendations as well as specific recommendations, particularly from the YEBC, which incorporates the roles of relevant stakeholders.

Our evaluation presents the following key lessons:

## **INTEGRATION OF REAL-WORLD LEARNING EXPERIENCES**

Incorporating the on-site visit into our program model greatly influenced how smoothly and effectively we ran the YEBC amidst the various challenges with virtual learning. Over 60% of the participants reported that the on-site visitation was their

favorite component of the program, with an additional 76% recommending that more in-person activities be included in future programs. In spite of the significance of digital literacy: learning how to navigate modern digital tools and platforms especially during such period, the in-person master classes was ranked the second most interesting component of the YEBC.

This result reflects that students are more interested in learning together in-person, engaging and collaborating in a fun and inspiring way compared to running a purely virtual entrepreneurship training program in Liberia.

## **PARENTS' INVOLVEMENT INFLUENCES LEARNING OUTCOMES**

We observed that incorporating parents and guardians as a central part of an education or training intervention positively impacts the program's learning outcomes,

compared to when working with only the students. Through strong observations and recommendations from parents of the YEBC participants, we saw how the intervention affected the daily routine of the students and how interested and amazed parents were with these new developments. Some of these parents monitor their children's participation as they were aware of the particular activities, they encourage their kids to attend Friday

sessions when some of them did not want to, and they provided specific feedback on the impact as well as recommendations for improvements. Establishing tangible impact from a long-term education program can be a daunting task considering the limited amount of time the students spend in the program. However, when parents and guardians are included as part and parcel of the project, observational evaluation becomes an explorable option that has become for us, a proven highlight of the YEBC.

## **PLANNING INTO THE FUTURE IS CRUCIAL**

When planning an effective education program, particularly for teens and high school students, it is crucial to plan ahead. Working with young students presents several unforeseeable challenges and variable costs. It is therefore wise to apportion the necessary time for detailed planning specifically with internal management, recruitment, admissions, partnerships, logistics, financing, etc. The YEBC was an amazing success based on our data and findings against our planned outcomes, but it came at the cost of stress from multitasking on multiple priorities, burnout, unplanned financial as well as material resources.



## **EDUCATION PROGRAMS SHOULD CREATE OR SERVE A PIPELINE**

One of the failures of some traditional education programs is that it prepares students with no specific outcomes: employment, enrollment, funding, or transformational experience. As a result, people are trained with unusable skills or untapped potential. Only a few schools and programs follow up where their students end up when they leave their programs.

We Identified the need of linking trainees through a pipeline of potential sponsors, partners or institutions that absorb them.

In case of entrepreneurial outcomes, connecting students to access startup capital in case a particular project or business concept needs more development or immediate launching.

## **ACCOUNTING FOR KEY STAKEHOLDERS**

The model used in the YEBC ensures that all relevant parties including parents, partners and facilitators are part of the learning process.

However, data gathered from the final evaluation of the YEBC, parents admitted to not being fully engaged with the learning process when asked “How engaged would you say you were with your child or children during the YEBC activities and homework?” About 55.6% of the parents responded to being moderately involved with their kids' YEBC activities.

Some of the challenges to parents involvements according to the survey included preoccupation with work or personal interests or concerns, lack of time, resources to fully commit, illiteracy, poor communication between parents and children, family pressure and stress having to take care for a large family of more than two kids.

Education programs that intend to incorporate parents into their training process need to take into consideration some of these factors prior to launching initiatives with such a model. In our case, some parents were accountable for other kids whose parents were either busy or preoccupied with work or personal engagements.



# Rethinking Entrepreneurship Education for Students

As the Young Entrepreneurs Boot Camp closes, TRIBE is seizing active programming for 2020. We are reverting to rethinking next steps for our programs and operations. TRIBE was set up to be a research-based and data-driven education enterprise, creating innovative programs for high school students.

One major lesson we are taking into the future to reimagine education and improve learning outcomes is putting human-centered design at the forefront of our research and data to inform our innovation.

This process, however, requires significant resources, efficient systems, and strong partnerships in addition to an enhanced capacity. We will be spending the next few months mobilizing these resources, building and strengthening these systems, and enhancing our capacity as we launch a new approach to radical change in Liberia's education system.

## FOCUS

To expand the scope of our impact, we want to account for major stakeholders in our ecosystem.



High Schools Partnerships



Corporate Engagements



Institutional Collaborations



# Financial Overview

The YEBC budget amounted to \$6,085.00. Our first major challenge was losing our initial sponsorship commitment for the boot camp. In this regard, we were challenged with designing creative ways to mobilize the resources for the program. We launched an initial fundraising outreach that failed. We later realized that we overestimated our approach. Following that experience, we launch a personal fundraising outreach, sharing stories of why we do the work we do, and inviting individuals to make donations as little as US \$5.00 to sponsor students into the program.

We also launched a partnership outreach to corporate institutions, two of which responded to our call for sponsorship: The Kreative Zone and J-Palm Liberia. Subsequently, we secured implementing partnership with Youth Connekt, Liberia at the Ministry of Youth and Sports, as well as the Mano River Union Youth Parliament, Liberia Chapter. These institutions provided venue and transportation for our sessions, and on-site visitations, respectively.

The program charged a fee of US \$50.00 for participation, utilizing a cross-subsidizing model. Participants who could afford paid the cost of participation, while other participants

applied through our scholarship drive and were vetted and awarded scholarships to participate in the program.

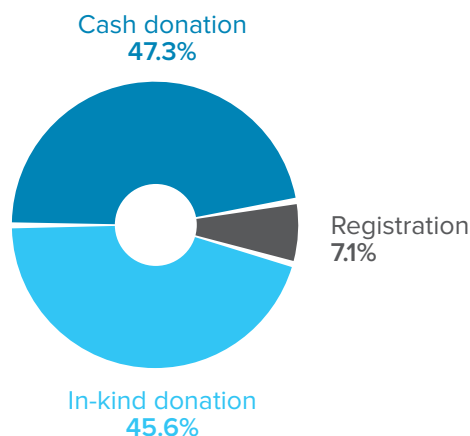
## REVENUE (USD)

\$4,220	\$855
YEBC	VEP

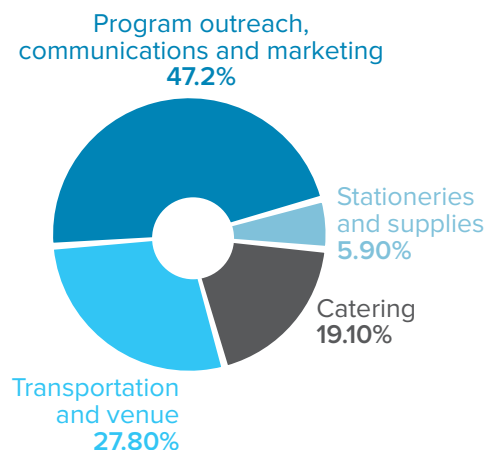
## EXPENSES (USD)

\$3,413.14	\$599
YEBC	VEP

## FUNDING SOURCES



## EXPENSE ALLOCATIONS



# Partners

TRIBE is redefining what grants, donations, and sponsorship mean for impact.

We value the people who approve and provide us resources as much as we need the resources to get our work done.

At TRIBE, each one of these people are our partners, people we want to work with because they believe in our mission. People who care deeply about every process of the work we do, the pains and the struggles, the stories as much as the gains and the accomplishments.

During the YEBC, some of these partners facilitated some of the learning sessions, followed our live social media sessions, shared our stories, received and responded to our updates, filled our surveys and sent us their warm wishes and feedback.

These partnerships helped some of our students experience what they called a life-changing program, and they made our dream of reimagining secondary education valid by facilitating us to take the first significant step.

We are inviting individuals and institutions who believe in reimagining education to improve learning outcomes for students to thrive in the future of work to join us as partners. Learn more about our partnerships at: [bit.ly/partnerwithTRIBE](https://bit.ly/partnerwithTRIBE).

## PARTNERS TO THE YEBC

### INSTITUTIONAL PARTNERS

The Kreative Zone

J-Palm Liberia

Youth Connekt - Liberia

Mano River Union Youth Parliament -  
Liberia

### INDIVIDUAL PARTNERS

Ben Virdee-Chapman

Bernard Benson

Blessing Caine

Bookman Muapoe

Charles Koenig

Cordelia Capehart

Cornelia Kruah-Togba

Delton Domah

Dino Juklo

Gboko Stewart

Hilary Allen

James Kiawoin

Luther Jeke

Mahmoud Koroma

Mary Appleton

Mmonbeydo Harrell

Oliver Siafa

Olive Siafa

Richard Gaye

Robtel Neajai Pailey

Ruth Farkollie

Salma Moran



“

Today is a first step partnering with TRIBE Liberia and other partners towards ensuring that high school students are provided with entrepreneurship and digital literacy training to inspire the confidence and build the competence of future Liberian entrepreneurs.

**Hon. D. Zeogar Wilson**  
Minister, Ministry of Youth and Sports



”

Tribe has shown me what I missed out on during high school, but more importantly, 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. That's why The Kreative Zone is investing in their development.

**Roland Washington**  
Founder & CEO, The Kreative Zone



“

Any donors out there, potential funders who are thinking about where to spend their money, 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



”

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. Kudos to the young and vibrant team!

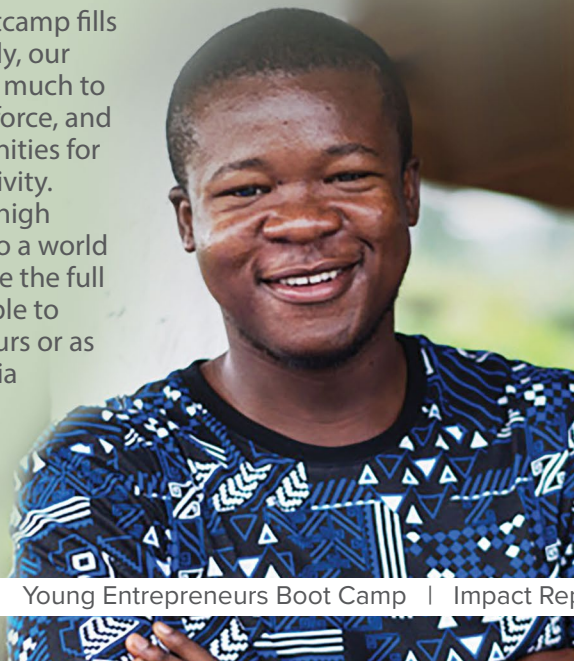
**Catherine Karmo,**  
Parent



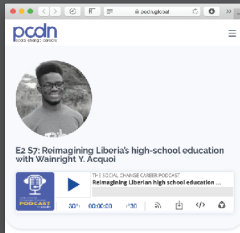
“

The Young Entrepreneurs Bootcamp fills a huge void in Liberia. Currently, our education system does not do much to prepare students for the workforce, and provides very limited opportunities for students to explore their creativity. Through this program, young high school students get exposed to a world of opportunities, and get to see the full range of career options available to them - whether as entrepreneurs or as employees. We at J-Palm Liberia are extremely proud to support TRIBE on such a worthwhile initiative.

**Mahmud Johnson**  
Founder & CEO, J-Palm Liberia



## MEDIA FEATURES

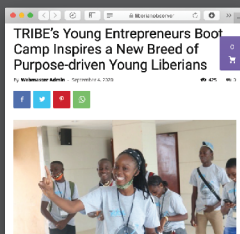


### Social Change Career Podcast

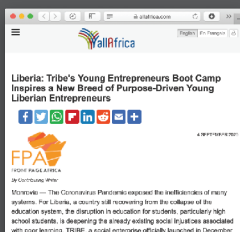
Wainright Acquoi on Reimagining Secondary Education in Liberia



### Frontpage Africa 25 Students Graduate from TRIBE's Young Entrepreneurs Boot Camp



### Liberian Observer TRIBE YEBC Inspires A New Breed of Purpose-driven Young Liberians



### All Africa TRIBE YEBC Inspires A New Breed of Purpose-driven Young Liberians

## OUR TRIBE

### Morgan Wack

Executive, Research, Strategy & Development

### Wainright Y. Acquoi

Co-founder & CEO

### Lexanndine T. Taylor

Director of Strategy & Development

### Solomon G. Mahn

Director of Programs and Evaluation

### Jacob K. Doe

Programs Associate

### Dr. George R. Obiado

Executive, Tech & Digital Learning

### James B. Kollie

Co-founder & Director of Administration

### Lauren N. Sesay

Director of Finance

### Elvis M. D. Browne

Communications and Marketing Associate

### Jallah Sumbo

Executive Associate







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