TRibe
Improving Learning Outcomes

THE VIRTUAL ENTREPRENEURSHIP PROGRAM (VEP)

The blueprint for reimagining learning.
-VEP FACILITATOR

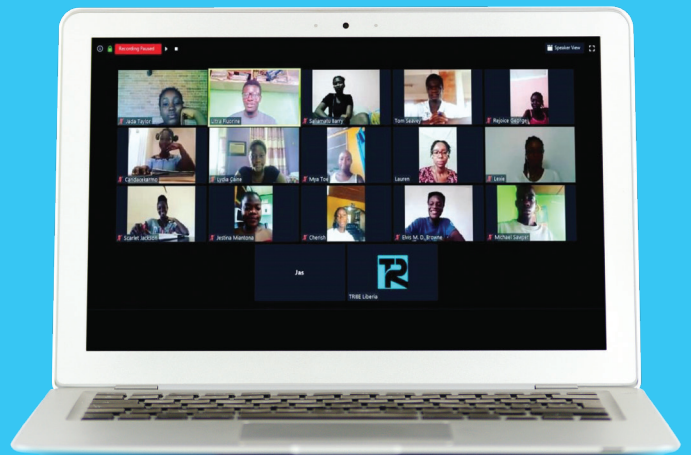# IMPACT AND QUARTER REPORT
JUNE 2020

IN PARTNERSHIP WITH

PEACE FIRST

CONTENTS

FOREWORD

Dear Friends,

I am pleased to present the first of many of our institution's programmatic reports. As I write this note, I am filled with so many mixed emotions, primarily fueled by the high degree of uncertainty, possibly even existing at the climax of this note.

In the first of a series of monthly community updates we began sharing last month, I noted that the power our shared humanity embodies is profound: the depth of our resilience and the consciousness of our courage to act rightly. As we all navigate these challenging periods, where we know only what has happened, not what is or what will be, I believe this power is what keeps us going.

The broader global economic indicators showing the impact of the COVID-19 is devastating, but the failed systems and many socio-economic injustices that are being exposed are overwhelmingly depressing. All across the world, and locally, communities have been responding to the call for action. At TRIBE, we also connected to this cause. In late-March, we created the virtual entrepreneurship program to mitigate some of these injustices, albeit insignificantly.

Globally, we quickly saw the shutdown of educational institutions as a measure to limit physical convening in an attempt to curb the virus. In most developed places, academic institutions, particularly higher education institutions, responded quickly with various kinds of online or virtual learning programs in continuation of their academic periods.

Unfortunately for Liberia, these "basic" services are a privilege for higher education institutions. Worse still, there are little to no infrastructures put in place to respond to high school students. As the pandemic territory expanded to Liberia, our team made a crucial decision to create and launch a rapid response program to bridge the learning gap for a few high school students.

With all hands-on deck from every team member, a portion of our institutional savings, and a mini grant from some of our partners, we funded the program. I must admit that this directional shift created a significant inconvenience for our programs and strategies, but the satisfaction from acting rightly, and the profound lessons we learned during this period are unrivaled. This experience is quintessential to our growth in the coming months.

Though with extant crucial challenges, I am happy to report on the successful completion of the first phase of the program. As you will read in this impact report, we cannot continue to underscore the need for better learning frameworks, and it is during moments like these when we can dare to bring a new narrative to the current ecosystem.

We are determined, with all of our grit, to take this leap and continue to create innovative programs and solutions to improve learning outcomes for students across Liberia, and beyond.

Join us as we inspire and empower a new generation of purpose-driven young entrepreneurs, innovators, and storytellers.

I hope you will enjoy reading and sharing this report as I have. Thank you.

Cheers!

Wainright Acquoi
Co-founder & CEO

To our community:

I remember the day we cancelled TRIBE's team bonding at the then newly opened Pinkberry upon hearing the news of Liberia's first coronavirus case. We had concluded primary data collection for our Map the System research and had chosen March 16 to celebrate our achievement.

I was looking forward to meeting with team members and discussing our experiences with the high school students we interviewed during the research. But the news of Liberia's first Coronavirus case cancelled our long-awaited encounter.

Our Co-founder, James Kollie, called me sounding troubled on the phone as we all were afraid about what this news meant for Liberia. The pandemic posed significant setbacks to our team and operations. Nevertheless, we identified an opportunity to co-create, develop and evaluate a program that would connect, inspire and empower our students during these moments. After a few long virtual meetings, our team shared the same sentiments to create a program that would foster connection, collaboration and entrepreneurship.

We had a clear, simple and bold message: we were creating a nurturing platform for high school change leaders to meet, collaborate, and build live-long friendships while creating social impact projects together. Our overarching goal as an EdTech institution is to test a new approach to learning and introduce Liberian high school students to 21st century skills.

Initially, we received overwhelming acceptance from all of our facilitators, without whom we would not have had a successful and transformative program for our students.

During our meet and greet on WhatsApp before the program orientation, I could not but appreciate the teamwork we had put in place to connect these amazing students, albeit everyone working remotely. All the students sounded happy and were ready to have a new learning experience with us.

Though we recruited 19 out of a 25-student target, we began classes with 18 students during the first week. One of the students did not have a smartphone and had to go selling for his parents during the scheduled class time. He had applied in high hopes of a new experience, but his situation was quite a challenge. His story is the story of many other students who long for opportunities like our VEP. As the program progressed, we saw the decline in retention as a result of difficulties our students faced with their gadgets and connectivity to continue the program.

From students participating in the WhatsApp conversations, to Zoom meetings, peer evaluation, mentorship sessions and one-on-one conversations with our CEO, we created an effective communication mechanism that, we believe, offered significant
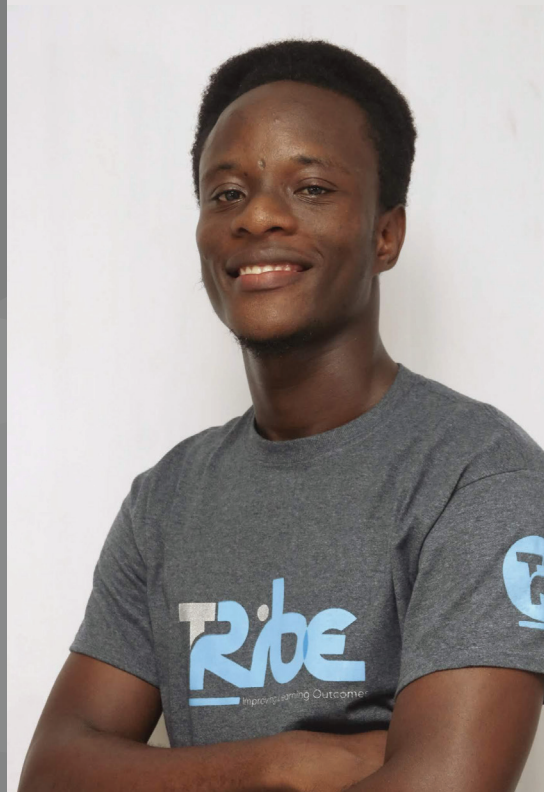
benefits to our program, and would for other programs as ours. This process was vital to the program's success.

From cancelling our team bonding, to brainstorming about a program that breeds connection to marketing, recruiting, co-creating and watching our students present their social impact projects, I am pleased to have been part of this incredible journey.

As an undergraduate student who cannot attend classes because of the Coronavirus pandemic, I felt it was a humbling and national duty to lead the program from its very inception. For a period of about two months, I worked with an amazing team of young people from diverse backgrounds to achieve this feat. Our sleepless nights and tiring days will never be forgotten.

I cherish these moments so dearly. It was a true honor guiding students who had a burning passion to learn and develop entrepreneurial mindsets. Thanks so kindly for reading this statement and I hope you will enjoy reading this report and share your thoughts with us.

As we continue to explore avenues through which we can introduce amazing programs in the near future, we count on your support.

Best regards,

Elvis M. D. Browne

WE ARE A TRIBE

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

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 solutions to improve learning outcomes and prepare young Liberian high school students for the future of work.

FORMATION

TRIBE is a registered Liberian education social enterprise. Founded in 2017 and officially launched in 2019, the co-founders founded the organization based on a shared frustrations and discouragement of the Liberian education system, youth development, entrepreneurial ecosystem, and the limitations of opportunities for young people. 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 young adults.

RESEARCH & DATA

EDTECH & ENTREPRENEURIAL LEADERSHIP

THEMATIC FOCUS

MEDIA & ENTERTAINMENT
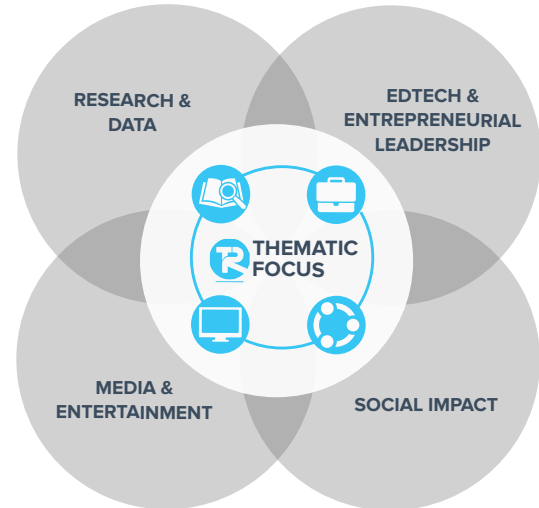
SOCIAL IMPACT

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 three main institutions.

ℛꞮꞵℰ ACADEMIES

ℛꞮꞵℰ TECHNOLOGIES

ℛꞮꞵℰ MEDIA

PROGRESS

Since our rebranding in late 2019, we have launched a workforce development and education skills gap research to investigate Liberian schools' curricula framework for students in order to develop a framework for practical education planning. In collaboration with Brima Bangura, CEO of Zimble, and Lima Sarhadi, Founder and CEO of Afghan Female Empowerment Center, we are presenting our report at this year's SAID Business School, Oxford University's Map the System Global Program in June. Following the completion of our series of virtual learning programs and research publication, we are launching our series of five-week summer entrepreneurial boot camps, and subsequently RE-Novate - our flagship national high school digital EdTech and entrepreneurship program.

Global finalist	*Finalist*
Oxford University Map the System Research Competition June 2020	**Elea Foundation Pitch Competition, Liberia** March 2020
Acumen-Rockefeller Student Innovation Challenge June 2020	**Alibaba/ALU GET Africa Digital Challenge** June 2020
Semi-finalist **Ignite Africa Social Change Challenge** June 2020	*Semi-finalist* **United Nations Global Impact Challenge** December 2019

EXECUTIVE SUMMARY

In this fourth industrial revolution, the rapid acceleration of technology is ubiquitous. Every sector, every industry, every organization, is capitalizing on its strength to improve the efficiency of their operations while offering an effective and satisfying service to their customers. The current pandemic further emphasizes the truth of this growing concern, and the urgency to act now, and rightly, ensuring young students can be adequately prepared to thrive in this dispensation.

As the world battles the novel Coronavirus pandemic, economies are crumbling, schools are closed, physical convenings are restricted - and in some places, unallowed. However, there is still a human need for a shared social connection, and the continuation of knowledge sharing. Regrettably, due to the limited access to technology, particularly in the education system of Liberia, this desired human need faces severed headwinds, resulting in the disruption of students' growth and development.

In Liberia, all educational facilities were ordered closed with little or no technology to bridge the learning gap. Unlike students in other developed educational systems, students in Liberia are idle due to the indefinite closure of schools and limited resources to aid their learning.

As a social venture utilizing research and technological tools to improve learning outcomes, we were inspired by the challenges Liberian students face during this period. Therefore, we developed a virtual personal development program to achieve the following objectives:

|			
bridge the learning gap for students during the pandemic	connect students and facilitate their collaboration to learn and create meaningful projects	teach students the foundation of entrepreneurship and social impact to help them lead meaningful social change projects upon returning to school and in their communities	launch a movement to expose and prepare Liberian high school students for the workforce

In this report, we highlight our approach to executing this program, particularly presenting the mainstream and underpinning challenges, our impact, the lessons we learned as well as our strategies for *Looking Ahead*. All this effort is an attempt to improve learning outcomes for Liberian students and prepare them for an uncertain future of work.

THE VIRTUAL ENTREPRENEURSHIP PROGRAM
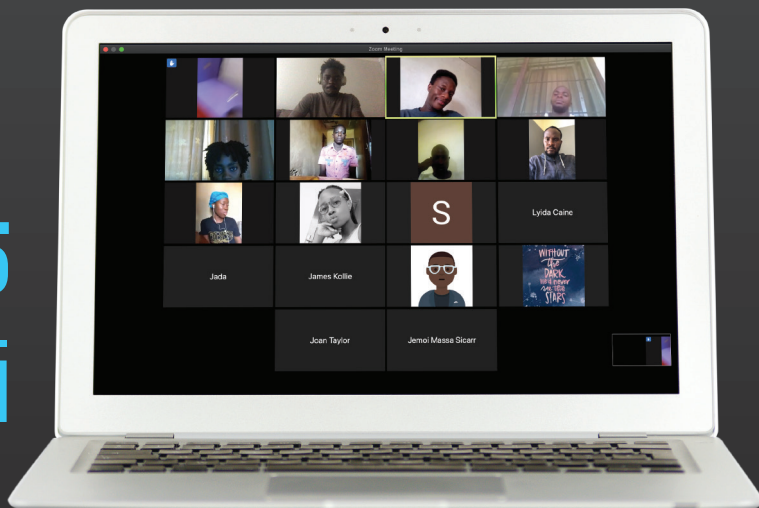
OUR APPROACH

We created simple learning tools and offered short-term online programs to teach students relevant skills and keep them engaged and collaborating during and beyond the period of the COVID-19.
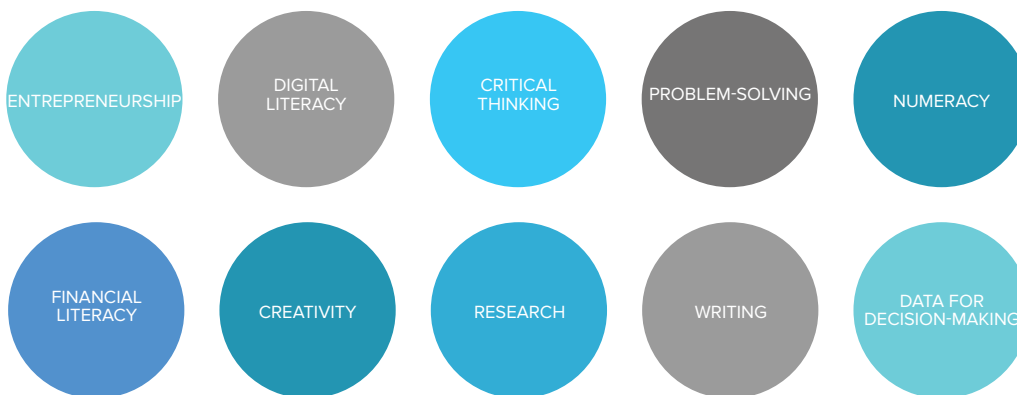
19 students were recruited to participate in the five-week online program, where they were equipped with basic life skills and competences for the real world. Through group discussions and mentorship from our team members, the students were guided throughout the program, building their confidence, guiding them with their assignments, ensuring they are well and active in class while preparing them for their social impact projects.

I had a transformational experience participating in the program. I learned new skills and tools that would enhance my productivity and facilitate my personal and academic growth. My introduction to entrepreneurship and its impact and application to my life has given me a new meaning, hence strengthening my desire to not only pursue a career as a veterinarian, but to build a successful business out of it. These skills, particularly entrepreneurship, are not ordinarily taught in high schools.

Jada Taylor
11th Grade, Joseph Jenkins Roberts United Methodist School

The Virtual Entrepreneurship Program facilitation allowed students to develop these basic life skills and competences for the real world.

ENTREPRENEURSHIP   DIGITAL LITERACY   CRITICAL THINKING   PROBLEM-SOLVING   NUMERACY

FINANCIAL LITERACY   CREATIVITY   RESEARCH   WRITING   DATA FOR DECISION-MAKING

Methodology

The students ranged from grade nine to twelve, built into five teams to learn, complete group assignments, and create team projects. We provided a weekly data package to aid the students in their online connections and attendance of classes. By the end of the program, each team developed a final report and pitched their final team project. The two winning teams were selected to receive funding and mentorship to implement their post-COVID-19 projects.

PLATFORMS USED IN CONDUCTING ALL COURSEWORK

VIRTUAL LEARNING SESSION	FACILITATION OF THE LEARNING MATERIALS	GROUP COLLABORATION, ENGAGEMENT AND TEAMWORK
zoom	**Google Classroom**	**WhatsApp**

Mentorship

MENTOR'S FUNCTIONS

- SUPPORT STUDENTS PARTICIPATION
- HELP STUDENTS NAVIGATE THE PROGRAM
- PROVIDE SPECIALIZED SUPPORT

Each of the four teams was assigned one member of our team to serve as a mentor. On days where there were no sessions, our team worked with each group on their extra practice work, group assignments, and team projects. Additionally, the mentors provided feedback and were available for one-on-one sessions with interested participants to provide feedback or personalized support.

Program Tracks

Four tracks were facilitated during the program. All four tracks were developed to give students the basis upon which they could further develop and thrive in their academics and personal growth post-COVID-19. Each course was designed to complement the previous module, feeding into the final course presentation by the students.

GLOBAL CITIZENSHIP
Designed to enhance students' understanding of how the world is connected, the Sustainable Development Goals, particularly SDG 3 (Good Health and Well-being) with focus on the COVID-19. The students were particularly facilitated to understand how the SDGs relate to them in order to inspire them to think and act in ways that are not limited to Liberia.

CIVIC LEADERSHIP
Designed to enhance students' understanding of their basic fundamental rights and responsibilities as citizens. Additional facilitation was offered to help students understand the challenges, structural relevance and historical relevance of the Liberian State in order to inspire them to be change-leaders in their schools and communities.

PERSONAL DEVELOPMENT
Designed to give students key tips to enhance their personal growth, particularly emphasizing skills, opportunities, and network. The model informed students how to leverage opportunities for growth to be change-leaders in their schools and communities.

SOCIAL ENTREPRENEURSHIP
Designed to teach students problem-solving, entrepreneurship basics, and social change storytelling. Students were taught to demonstrate their understanding of apprenticing with the problem by identifying a solution to a social change problem and show their enhanced entrepreneurial abilities through their developed project concept. We ensured they demonstrated their knowledge of teamwork, time management, and problem-solving through group submissions and participation, and the art of storytelling through their final project pitches.

Our personal development class helped me to identify the importance of strategic planning, to-do list and having an accountability partner. I also learned the concepts of global citizenship and civic leadership, and how my personal actions and inactions have an effect on the world. The entrepreneurship track was an eye opener to me as I am beginning to think critically about solutions that affect me and the society in which I live.

Gabriel N Barijbo
12th Grade, E. Jonathan Goodridge Memorial High School

Facilitation

Partnerships were built with individuals who are working professionals in the learning tracks to facilitate each of the courses. Each week, the master course teachers (facilitators) conducted skills workshops for participating students through the virtual sessions. The program hosted six external facilitators and four internal facilitators.

ATTY. JOSHUA KULAH
Legal and Organizational Consultant
Adjunct Lecturer, United Methodist University
Juris Doctorate, John Marshall Law School

FINNEY OJONG
Healthcare Entrepreneur
Co-Founder, Educate Liberia Initiative
Medical Student, A. M.
Dogliotti College of Medicine

ATTY. MMONBEYDO JOAH
Educator
Executive Director, ORWOCH
LLB, Louis Arthur Grimes School of Law

CIVIC LEADERSHIP

GLOBAL CITIZENSHIP

JOYCE JARWOLO
Public Health Professional (MSc.)
Executive Director,
Public Health Initiative Liberia
2015 Mandela Washington Fellow

MAHMUD JOHNSON
Entrepreneur
Founder and CEO, J Palm Liberia
Business Management,
Tuck School of Business, Dartmouth

SOCIAL ENTREPRENEURSHIP

PERSONAL DEVELOPMENT

MORGAN WACK
Researcher
Research & Strategy Executive, TRIBE
PhD Candidate, University of Washington

SELE MAX FUAH
Social Worker
Co-Founder, Smiling Faces International
Post Graduate Certificate, Lund University, Sweden

LEXANNDINE TAYLOR
Director of Strategy & Development, TRIBE
BSc., Accounting, University of Liberia

LAUREN SESAY
Director of Finance, TRIBE
BSc., Economics, Stella Maris Polytechnic

The session provided an excellent opportunity for young Liberians to explore the various facets of starting and running a business.

VEP FACILITATOR

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Final Presentation

The remaining students in the program were grouped into three teams for the final pitch presentations. Below is a summary of each team and their project idea.

INJURED LIFE, RUINED LIFE

Cherish Nyakooon, *Project Lead*
Candance Karmo, *Researcher*
Lydia P. Caine, *Researcher*
Michael Sawyer, *Researcher*

COVID-19 SENSITIZATION CAMPAIGN
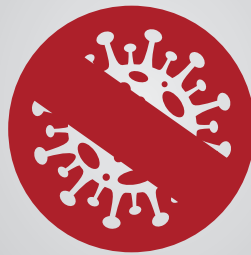
BE THE CHANGE TEAM
Benetta Kollie, *Project Lead*
Tom Seavey, *Project Assistant*
Jewel K. Acquoi, *Researcher*
Gabriel Barjibo, *Researcher*
Salimatu Barry, *Researcher*

ADDRESSING THE IDLENESS OF HIGH SCHOOL STUDENTS AMIDST COVID-19

DREAM TEAM
Hope Kiazolu, *Project Lead*
Jestina Maintona, *Speaker*
Jemoi Sicarr, *Secretary*
Jada Taylor, *Researcher*

A project that focuses on drug prevention and awareness in Liberian High Schools. By working with education stakeholders, NGOs, drug enforcement agencies, and high schools we bridge the gap of substance abuse through advocacy, the establishment of health clubs in high schools, peer review and community and school-based awareness.

Conduct social media campaigns to sensitize the community dwellers on the prevention of COVID19. Key emphasis will be placed on: social distancing practices, personal hygiene, stigmatization, importance of hand washing and usages of face mask. Visual contents will be developed for online campaigns as well as online conversation surrounding CoronaVirus prevention.

The project seeks to buttress government and NGOs' current rapid response education initiative through fundraising and the contribution of school items to less-privileged Liberian students.

The PIONEERING COHORT

Originating from two counties and 14 high schools, 19 students were welcomed into the first cohort. Here are some of their profiles.

Tom Seavey
12th Grade, St. Pius Catholic School

Career Ambition:
Medical Doctor

Favorite Tracks:

SOCIAL ENTREPRENEURSHIP | GLOBAL CITIZENSHIP
CIVIC LEADERSHIP | PERSONAL DEVELOPMENT

Lydia P. Caine
12th Grade, Ricks Institute

Career Ambition:
Journalist

Favorite Tracks:

SOCIAL ENTREPRENEURSHIP | GLOBAL CITIZENSHIP
PERSONAL DEVELOPMENT

Jestina Z. Miantona
12th Grade, Firestone Multilateral High School

Career Ambition:
Journalist

Favorite Track:

PERSONAL DEVELOPMENT

Hope T. Y. Kiazolu
12th Grade, Best Brains Academy

Career Ambition:
Corporate Lawyer

Favorite Track:

PERSONAL DEVELOPMENT

Jewel K. Acquoi
12th Grade, Best Brains Academy

Career Ambition:
Surgeon

Favorite Track:

SOCIAL ENTREPRENEURSHIP

Jemoi M. Sicarr
12th Grade, St. Theresa Convent

Career Ambition:
Engineering, Technology & Waste Management

Favorite Track:

SOCIAL ENTREPRENEURSHIP

Micheal Sawyer
9th Grade, ELWA Academy

Career Ambition:
Banker

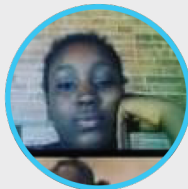Favorite Track:

SOCIAL ENTREPRENEURSHIP

Benetta A. Kollie
10th Grade, B. W. Harris Episcopal High School

Cherish S. H. J. Nyankoon
12th Grade, Isaac A. David Sr. Memorial High School
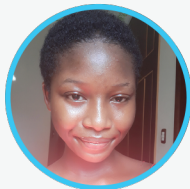
Career Ambition:
Environmentalist

Favorite Track:

PERSONAL DEVELOPMENT

Jada G. Taylor
11th Grade, J. J. Roberts United Methodist School

Career Ambition:
Veterinarian

Favorite Track:

PERSONAL DEVELOPMENT

Candance L. Karmo
10th Grade, Light International School System

Career Ambition:
Writer

Favorite Track:

PERSONAL DEVELOPMENT

Saliamatu Barry
10th Grade, J W. Harris High School

Gabriel Barjibo
12th Grade, E. Jonathan Goodridge Memorial High School

Career Ambition:
IT specialist

Favorite Track:

GLOBAL CITIZENSHIP

OUR IMPACT & EVALUATION

During the earlier stages of the VEP, an initial small-scale evaluation was designed and conducted to provide feedback on the progress of the VEP against the program goals and objectives. The results largely informed the approaches we adopted throughout the program. A final program evaluation was conducted to obtain feedback on the general perception of the program, the management team, participating students, internal and external facilitators as well as the mentors.

The program was built two weeks prior to its launch in March. Applications and recruitment ran for one week requiring interested candidates to write an essay about why they are interested in the program, what they expected to learn, as well as their access to a device that could enable them to participate in the virtual sessions. 19 candidates were accepted into the program, expressing key interest and excitement for the online training opportunity. However, after the vetting process, 18 students were qualified, meeting all the logistical, personal and academic requirements as explained in the VEP manual. Primarily, the student who dropped did not have access to devices to participate in the program. Of those that were successful during the application phase, five students were unable to continue the virtual training due to reasons such as lack of personal computer, smartphones, time-demanding domestic chores, and inexperience with the use of some online platforms used during the VEP.

GENDER DISTRIBUTION

79%
FEMALE

21%
MALE
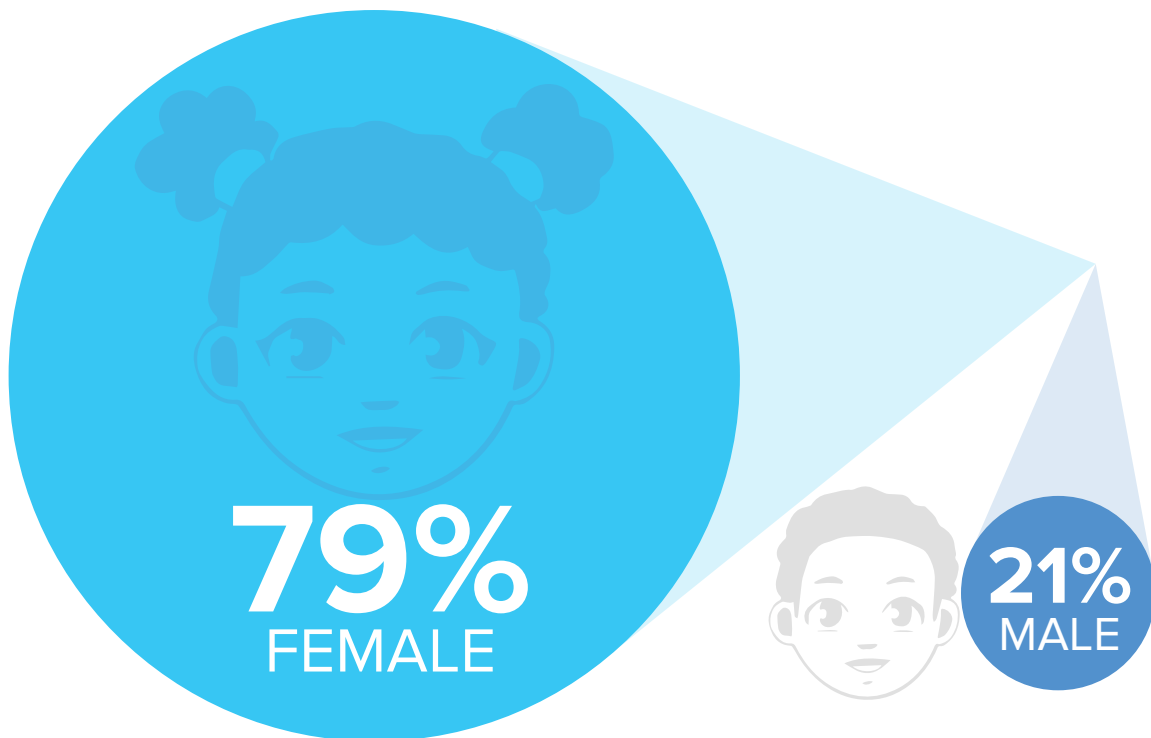
79% of the participants were female emphasizing our effort to ensure an increased women participation in the education space and workforce. The student performance indicator matrices showed that female students were the most engaged and highest performing of the program.

I can't participate in the VEP because...

25%
Demanding home chores

6% Other reasons

21%
Lack of electricity

16%
Lack of electronic device

23%
Data/Network constraint

9%
Limited knowledge on the use of virtual learning platforms
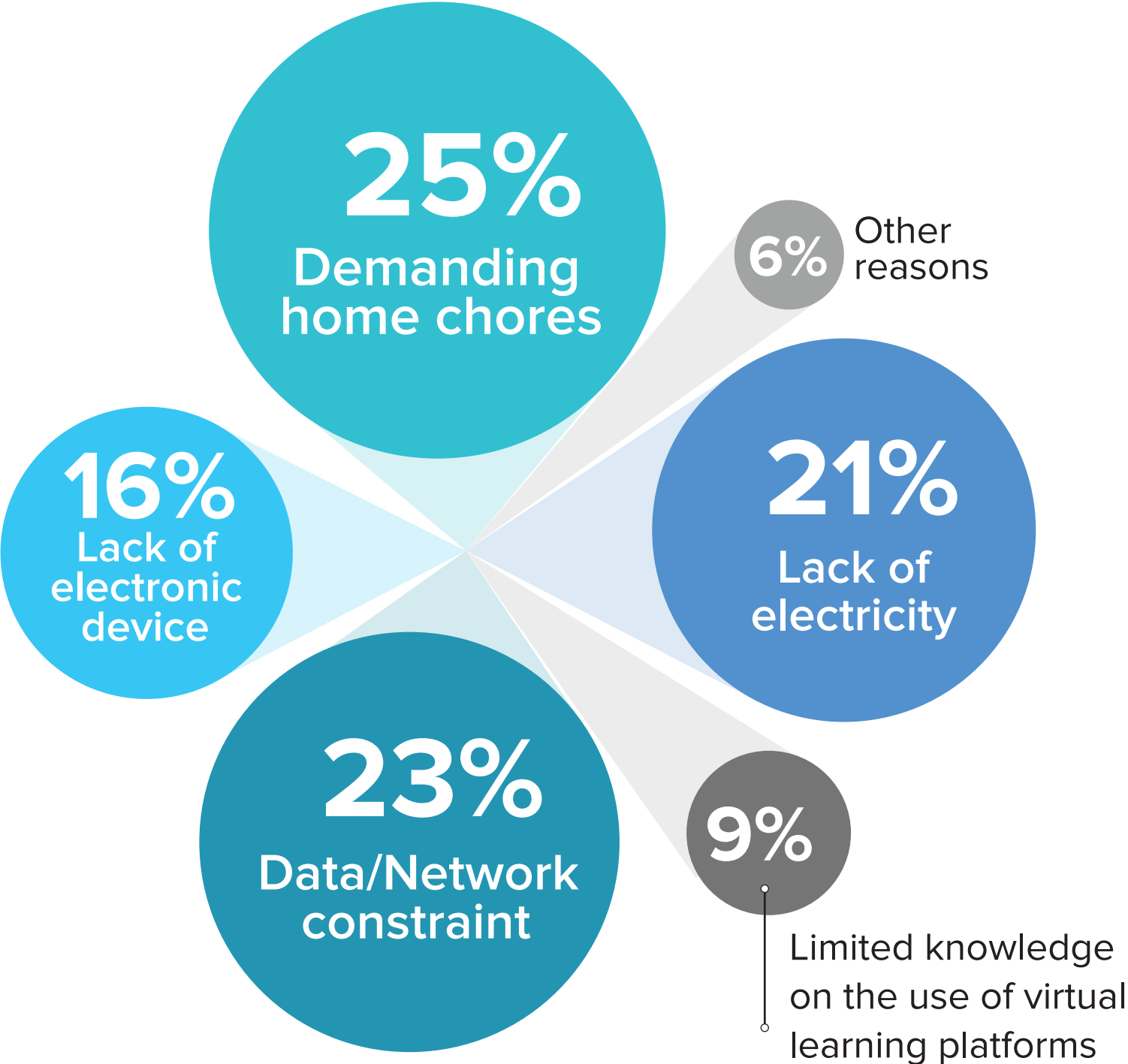
Listed by the students as reasons constraining their participation in the VEP during the application and program phases

REPRESENTED SCHOOLS, NUMBER OF STUDENTS AND GRADE LEVELS

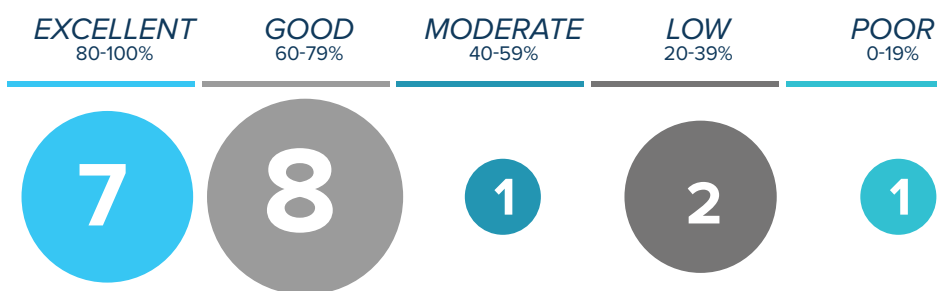|	
B. W. HARRIS EPISCOPAL HIGH SCHOOL 3 students 10th & 12th Grades	**BEST BRAINS ACADEMY** 2 students 12th Grade
DR HENRY M. REEVES HIGH SCHOOLS 1 student 12th Grade	**E. JONATHAN GOODRIDGE MEMORIAL HIGH SCHOOL** 1 student 12th Grade
ELWA ACADEMY 3 students 9th & 12th Grades	**FIRESTONE LIBERIA SENIOR HIGH SCHOOL** 1 student 12th Grades
JOHN LEWIS MORRIS MEMORIAL UNITED METHODIST SCHOOL 1 student 10th Grade	**ISAAC A. DAVID SR. MEMORIAL SCHOOL** 1 student 12th Grade
RICKS INSTITUTE 1 student 11th Grade	**ST. TERESA CONVENT** 1 student 12th Grade
WILLIAM VS TUBMAN SILVER JUBILEE 1 student 11th Grade	**JOSEPH JENKINS ROBERTS** UNITED METHODIST SCHOOL 1 student 11th Grade
LIGHT INTERNATIONAL SCHOOL SYSTEM 1 student 10th Grade	**ST. PIUS CATHOLIC SCHOOL** 1 student 12th Grade

STUDENTS REPRESENTATION BY COUNTY

MONTSERRADO **76%**

MARGIBI **24%**
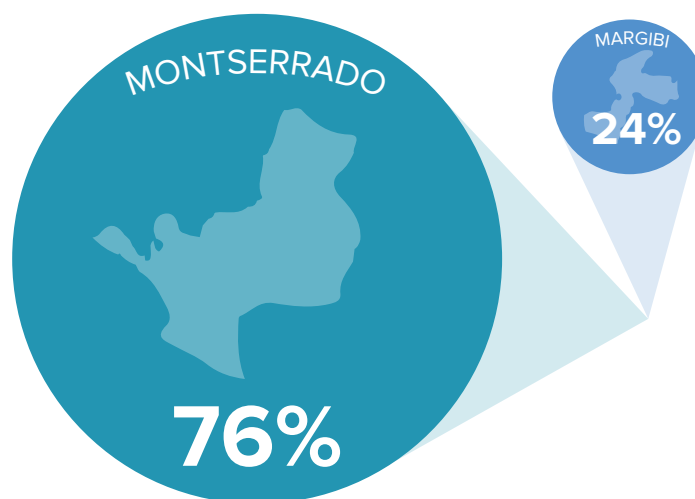
NUMBER OF STUDENTS and their overall performance rating

EXCELLENT 80-100%	*GOOD* 60-79%	*MODERATE* 40-59%	*LOW* 20-39%	*POOR* 0-19%
7	**8**	**1**	**2**	**1**

The method used to evaluate individual students' performance adopted a weighted average approach and used a number of unconventional grading matrices to ensure that each student's performance was holistically captured during the program. Apart from assignment grades for each of the three assignments given for the four courses offered, (Entrepreneurship, Civic Leadership, Global Citizenship and Personal Development), students were also graded on their individual contributions during their Google Classroom discussions, grades were allocated for class Attendance, Class Participation, and Leadership ability which was measured by the number of time a student opted to take the lead or initiative of a particular classroom or session activity, among others. The Final Social Impact Project and an end of program Final Evaluation were also matrices averaged to capture students' overall performance. Each of the ten grading categories was independent (100%) and the grades allocated for each were added and averaged to obtain the student's final weighted mark.
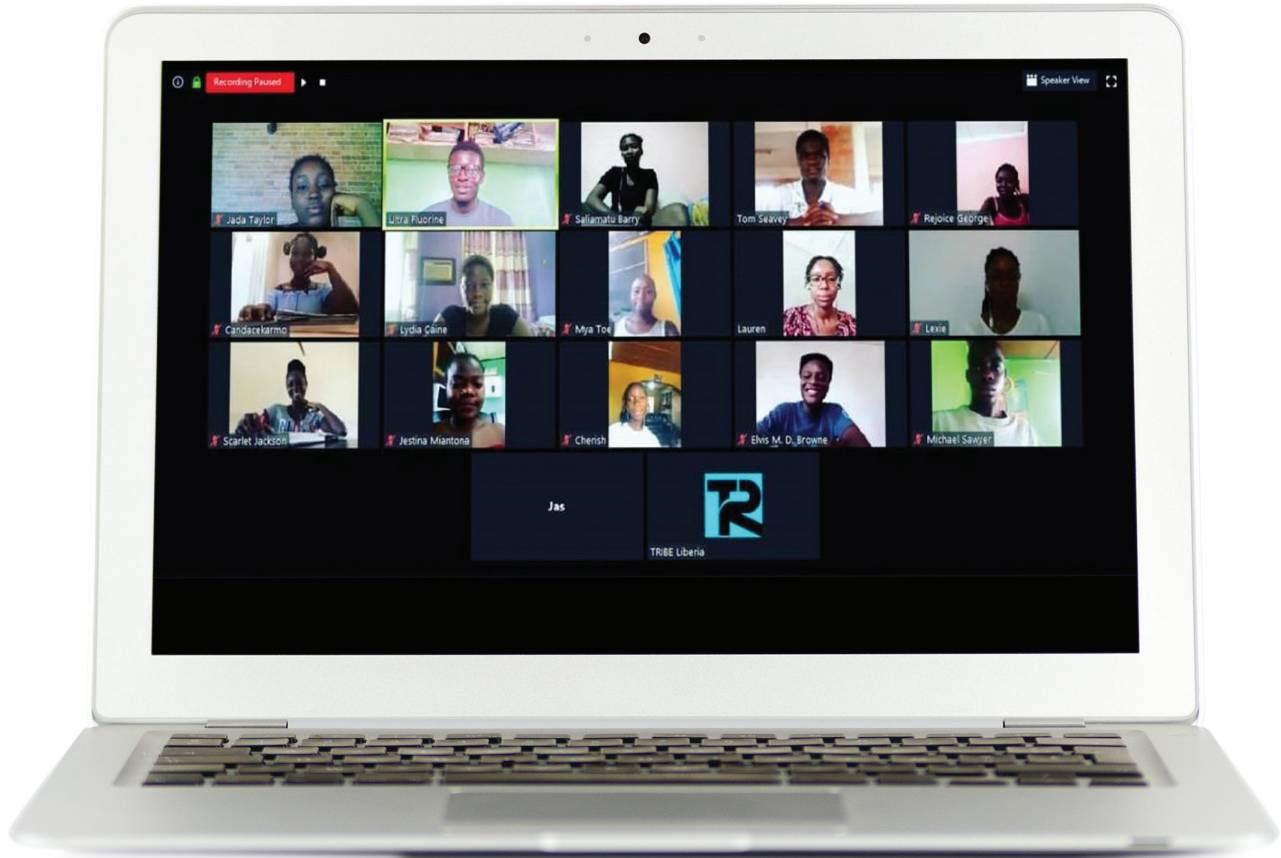
Overall Class Performance

36.8%	47.4%	15.7%
EXCELLENT	GOOD - MODERATE	LOW - POOR

The final outcome on student performance from the VEP shows that over 36.8% of students performed excellently over the course of the program. Students' low or poor performance (15.7%) during the program was attributed to their novelty of certain platforms used during the program and the overall inexperience level to virtual learning. Particularly, the low performance was attributed to the inaccessibility of devices to connect to the online content or continue the virtual classes.

STUDENTS FEEDBACK AND GENERAL IMPRESSION

HIGHLY IMPRESSED	MODERATELY IMPRESSED	NOT IMPRESSED

NEW SKILLS ACQUIRED

85.7%	12.9%

INTEREST IN ENTREPRENEURSHIP

100%

INTEREST IN PURSUING A CAREER IN ENTREPRENEURSHIP

85.7%	13%

CONFIDENCE

85.7%	13%

SATISFIED WITH DECISION TO APPLY

100%

OVERALL RATING OF THE VEP

90%	8.5%

Despite the numerous challenges with education due to the lockdown exercise, the VEP provided a platform for students to remain engaged with academic work. Overall, as a direct result of the engaging nature of the program, students saw an average of 6.85 hours spent on the program outside the virtual classroom sessions.

90%

Program participants who were likely to recommend TRIBE's programs to their peers and parents

88.9%

Participants agreeing to apply and participate in another of TRIBE's programs
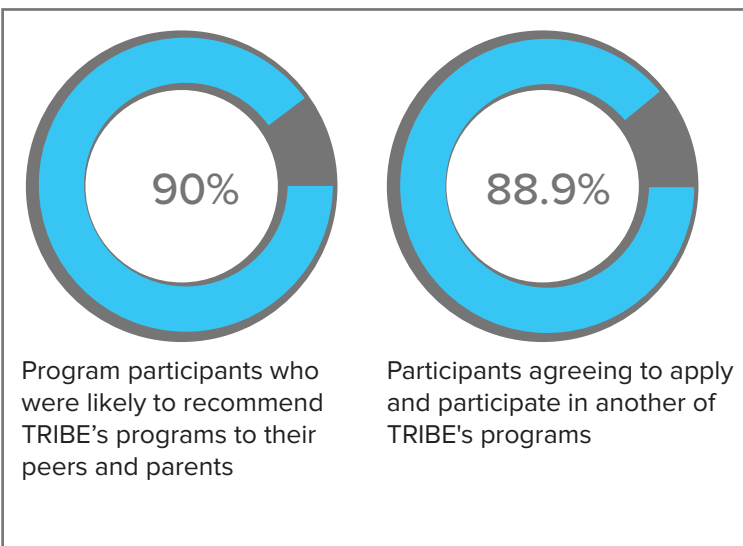
Through the course of the four weeks, I was able to learn how to manage myself and others, how to collaborate effectively, and how to be creative and proactive. This program brought about new things in my life. I have learned that my individual actions can have a negative or positive effect on the world around me. I also learned that taking initiatives like clean-up campaigns and health awareness are essential attributes of a good civic leader. The entrepreneurship track broadened my insights on how to identify and find solutions to problems in my school, community and society at-large.

Tom Seavey
12th Grade, St. Pius Catholic High School

STUDENTS RATING OF INDIVIDUAL COURSES

SOCIAL ENTREPRENEURSHIP

44.4

PERSONAL DEVELOPMENT
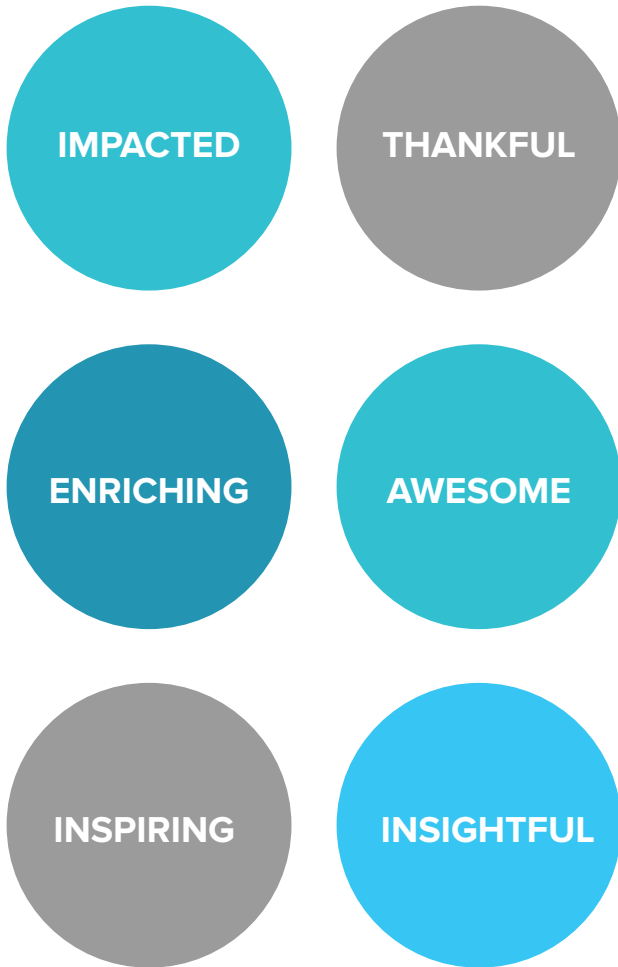
66.7

CIVIC LEADERSHIP

11.1
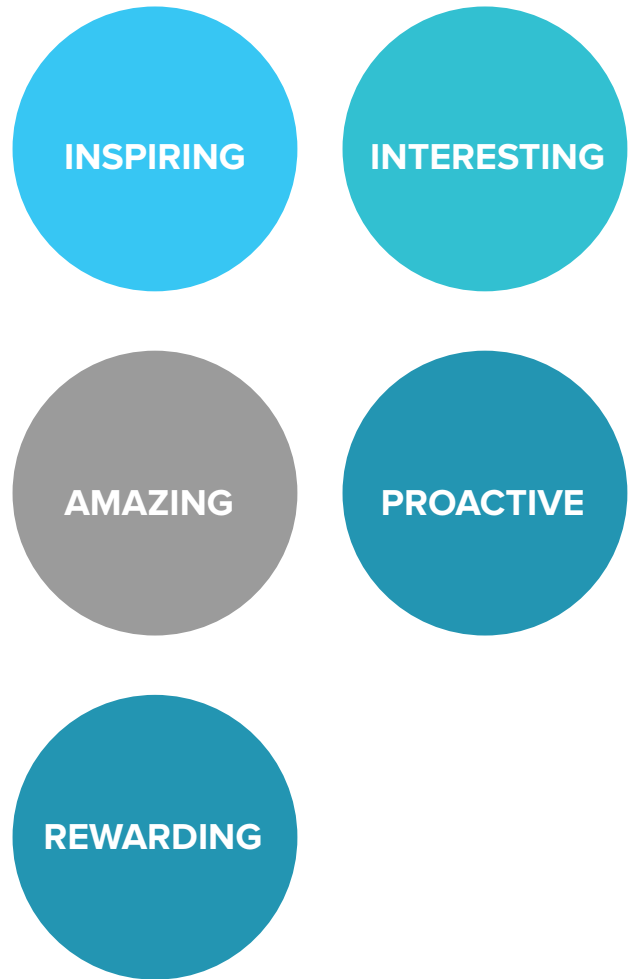
GLOBAL CITIZENSHIP

44.4

The evaluation allowed students to rate their overall impression of the four courses offered during the VEP. Of the four courses offered, students were most impressed and interested in the Personal Development course giving it a ranking of 66.7%. Global Citizenship and Entrepreneurship courses also received comparably high rankings. The lowest ranked course was the Civic Leadership course, which basically introduced students to their role in society and the setup and functions of a democratic system of government.

HOW DO YOU FEEL ABOUT THE PROGRAM?

STUDENTS

IMPACTED

THANKFUL

ENRICHING

AWESOME

INSPIRING

INSIGHTFUL

FACILITATORS

INSPIRING

INTERESTING

AMAZING

PROACTIVE

REWARDING

It was an incredible experience interacting with high school students via virtual learning.

VEP FACILITATOR

I had a great time learning and interacting with students from other schools. It was my first ever virtual learning experience and I am happy to have been a part of it. I learned tools for productivity that have helped me to be more organized in planning my daily activities.

Gabriel N Barijbo
12th Grade, E. Jonathan Goodridge Memorial High School

CHALLENGES

CONNECTIVITY

CULTURE OF ROTE MEMORIZATION AND TEST SCORES AS BASIS FOR LEARNING

TRIBE's Virtual Entrepreneurship Program was indeed a life changing experience. I had the opportunity to learn things that I may not have learned at my school. From developing a 300-word personal strategic growth plan as part of our Tools for Productivity to writing a 100-word reflection about the program, I can say it was a worthy experience.
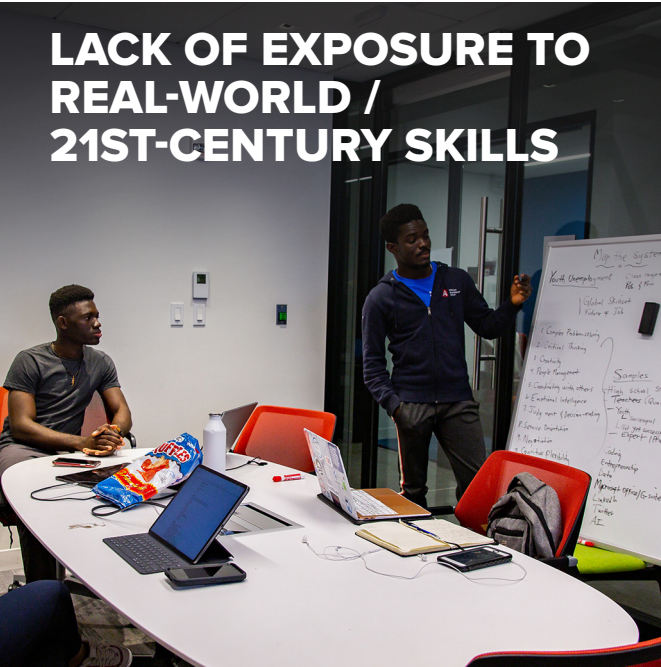
Hope Kiazolu
12th Grade, Best Brains Academy

From the program inception, students experienced challenges with participation due to technical difficulties with gadgets and limited internet data to access the program online. Our data shows that 100 percent of our students' dropout rate was due to the lack of gadgets to attend classes or complete their assignments. To ensure the active participation of students in the virtual classes, we transferred weekly data packages and recorded each session, ensuring that all students could have access and those who missed a particular class could watch the recording after the class was conducted.

Findings from research we conducted show that the education system in Liberia prioritizes rote memorization and evaluates student learning outcomes squarely on the basis of test scores. This culture was reflected in the students' conduct to assignments and virtual sessions during the first week. Through mentorship and one-one-one discussions, we communicated the importance of learning how to learn and encouraged them to leverage their inherent creativity, allowing them to boost their confidence and diminish their fear of failing. Some schools have done their best to continue engaging with their students; however, some of the efforts seem to be more of a requirement, and not as interactive and engaging with students,particularly during these periods. In our case, one particular student who had completed three weeks of training could not continue the fourth week due to the overwhelming assignments she received from her high school. We endeavored to retain the student by working flexibly with her to complete the program, but as a student, she was bogged down by her submissions. While we commend schools for creating ways to keep students engaged with their lessons, we believe these interventions should be tailored with a framework that improves learning outcomes for students, and not feel burdensome for them.

The VEP evaluation mechanism was designed to measure the students' leadership, creativity, proactivity, general participation and social impact project among other metrics, in addition to test scores that were given for assignments.

CHALLENGES

LACK OF EXPOSURE TO REAL-WORLD / 21ST-CENTURY SKILLS

The program model was designed to inspire teamwork, critical thinking, leadership, people management and entrepreneurship in students. Findings show that students in Liberian high schools are barely, if ever, introduced to these real-world skills. Encouraging students to nurture a problem-solving mindset and use data to develop their social impact project was a challenge for our team. We had to figure out a way to inspire them, instead. Teamwork was fostered through a grouping model, by ensuring that the student groups organized functional leaderships with unique team cultures. Mentors worked along with group members to complete weekly assignments and develop their social impact projects at their own pace. Special classes were conducted on productivity, storytelling and research, to enhance students' organization, research and critical thinking skills. The VEP convened practitioners and entrepreneurs who are leading social ventures and initiatives to give a reflection of the real world and mirror their daily experiences with the cohort of students.

During the social impact project feedback session, we asked our students thorough questions to inspire them to think and address the fundamental reasoning behind their projects.

LIMITED TO NO UNDERSTANDING OF FUNCTIONAL DIGITAL TOOLS

A decisive five-day extension was made to the program due to students limited or no understanding on how to use "basic" productivity tools, including Microsoft Office (Word or PowerPoint) or Google Suite (Google Doc or Slides) to prepare and present their social impact projects. We deferred from our original plan of having a social impact pitch in the same week (rapid prototyping) they were introduced to the social entrepreneurship track to planning a test-run session and scheduling the pitch for the following week.

The mentors went over the edge to guide students in conducting basic research, organizing long hours of group discussions, and preparing their PowerPoint presentations for final presentations.

THE NEED FOR A 21ST CENTURY EDUCATION IN HIGH SCHOOLS

I learned about the tenets of being a global citizen and local civic leader. I learned that Global citizens are sound decision makers who have an adverse effect on the world. My introductory lessons to entrepreneurship were very insightful. Unlike the past, I now have a broader understanding of how to address problems in my community and schools and find concrete solutions to them.

Hope Kiazolu
12th Grade, Best Brains Academy

Though Liberia struggles with limited infrastructure, workforce development, however, would require quality and efficient systems. Stakeholders need to reimagine the teaching models in high schools to bring it up to a standard that improves learning outcomes and comply with 21st century education models. The introduction and maintenance of technology and entrepreneurial education to develop students' problem-solving and innovation dexterity are crucial to this effort. We experienced mixed emotions working with the students. While they expressed joy learning through our program model and we leveraged digital tools to conduct our coursework, 100% of the students had no prior digital learning experience, and less than 10% had previously done any entrepreneurial or related course. This blatant lack of access to 21st century learning, exponentially, poses threats to our national growth and development. Upon this premise, our TRIBE is planning to lead discussions, develop programs and make solution-driven recommendations to bridge the learning gaps and prepare Liberian students for *the future of work*.

DIGITAL LEARNING IS RELEVANT

TRIBE was set up to be an edtech social venture, leveraging technology, research and innovation to improve learning outcomes. This decision has proven worthwhile, but not as profound as the lessons the COVID-19 pandemic taught us. We experienced a visceral understanding of the overarching relevance of digital learning in Liberia. We watched the proliferation of digital learning programs by other institutions in the ecosystem. These programs, like our VEP, did not only give young Liberians a taste of digital learning, but also alerted them about the absolute uncertainty of traditional learning. If current students must succeed in an uncertain future of work, we cannot continue to underscore this vital need.

This single experience justifies our theory of change: that with better insight and innovation, we can improve learning outcomes through technology.

SCHOOLS ARE FAILING TO TEACH STUDENTS RELEVANT SKILLS

Some of the findings from our recent study scheduled to be published in July 2020 about the education system and workforce development were mirrored in the VEP. Liberian education system is failing to equip students with relevant skills and tools needed to succeed in the contemporary workforce. The World Economic Forum recommends entrepreneurship, digital literacy, critical thinking, problem-solving, financial literacy, creativity, research and data for decision-making among other key skills set as crucial for the future of work.

The Virtual Entrepreneurship Program taught me skills and tools not ordinarily taught in high school. I am excited to have interacted and engaged with students from various schools to learn and work on real-world projects together, using the knowledge and skills we develop in social change, entrepreneurship, and global citizenship education."

Cherish Nyakoo
12th Grade, Isaac A. David, Sr. Memorial School

The experiences we gathered working with the students in the program has further inspired us to innovate programs that meet these contemporary workforce demands. We are making intentional efforts to design programs that will develop problem-solvers who are proactive, decisive and research-driven. More than 90% of the students who participated in our program had no prior training in entrepreneurship, no experience in project design and no knowledge on how to do basic research and presentation, even though they are students immediately transitioning from high school into college, and the real world. We are incorporating the lessons we learned in our short- and long-term programs, as well as documented recommendations for other institutions.

FINANCIALS

FUNDRAISING, PARTNERSHIP, AND EXPENSES

The total cost of the project was $569.00. $250.00 was raised through the Peace First, Inc. rapid response mini-grant program, $250.00 in donations, and we provided $350.00 from TRIBE's program budget.

	USD	LRD
INCOME		
FINANCIAL AID	$ 250.00	
MINI GRANT	250.00	
VEP REGISTRATION FEES		$ 9,330.00
OTHERS	350.00	
TOTAL INCOME	$ 850	$ 9,330.00
EXPENDITURE		
ADVERTISING	10.00	
TELEPHONE AND INTERNET	300.00	
PRINTING AND PUBLICATIONS	105.00	
ZOOM REGISTRATION	14.00	
CHARITABLE CONTRIBUTIONS	170.00	
TOTAL EXPENDITURE	$ 599.00	$ 0
FUND BALANCE	$ 251.00	$ 9,330.00

MEDIA FEATURES

OKFM

TheBush Chicken

Libpedia ...we dig deeper

allAfrica

Daily OBSERVER
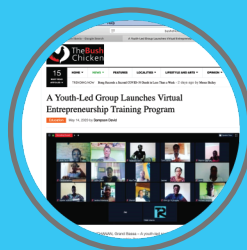
LOOKING AHEAD

As we concluded our Virtual Entrepreneurship Program, we launched two programs: The Virtual Learning Series (Webinar) and the Summer Entrepreneurship Boot Camp. These two programs will be followed by the launch of Re-novate - our digital, EdTech and entrepreneurship program for high schools.

WEBINAR SERIES

The webinar series is a five-week interactive and engaging learning experience for high school students. The program places emphasis on developing students' relevant skills set, entrepreneurial abilities, and providing them tools to facilitate their successful transition out of high school. We believe that by developing students' entrepreneurial mindset, we will empower them to learn and think in new ways that will allow them to adapt to the constantly changing world.

SUMMER ENTREPRENEURSHIP BOOT CAMP

The summer entrepreneurship boot camp is an intensive five-week digital learning and career development program that presents an opportunity for high school students to leverage the practical use of technology in advancing their entrepreneurial skills. Through our classroom as an incubator model, we are providing a safe and nurturing environment that contributes to the cognitive, socio-emotional and behavioral development of high school students. We would be teaching through in-person classes, practical skills workshops, soft skills work lab, excursions, and offering a one-week shadow internship to give students real-world experiences.

OUR TRIBE

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Executive, Research,
Strategy & Development

WAINRIGHT Y. ACQUOI
Co-founder & CEO

LEXANNDINE T. TAYLOR
Director of Strategy &
Development

SOLOMON MAHN
Director of Programs &
Evaluation

JACOB K. DOE
Programs Associate

DR. GEORGE R. OBAIDO
Executive, Tech & Digital
Learning

JAMES B. KOLLIE
Co-founder & Director of
Administration

LAUREN N. SESAY
Director of Finance

ELVIS M. D. BROWNE
Communications &
Marketing Associate

JALLAH SUMBO
Executive Associate

GET INVOLVED

We invite you to join us as we develop a new generation of purpose-driven young problem-solvers, entrepreneurs, innovators, and storytellers.

PARTNER OR COLLABORATE WITH US

We are seeking technical talents to help us in the following areas: **building out our financial system, designing our curriculum, setting up our legal services,** and **providing us technological support** to build our digital learning and record management platforms.

SUPPORT OUR TRIBE THROUGH RESOURCES AND FINANCIALLY

Access to resources and digital tools are preventing students from adequately learning and realizing their full potential. We are currently fundraising for **$250,000.00 to build our tech-equipped innovation space and digital working lab**. We invite you to make a donation or provide us logistical support to realize this space.

An investment in knowledge **[TRIBE]** pays the best interest.

Benjamin Franklin

Connect with us.

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