# CABEP REPORT ON THE TESTING OF THE GATEWAY ENTREPRENEURSHIP PROJECT (GEP) IN BAMENDA BY SOME 4 SELECTED SCHOOLS

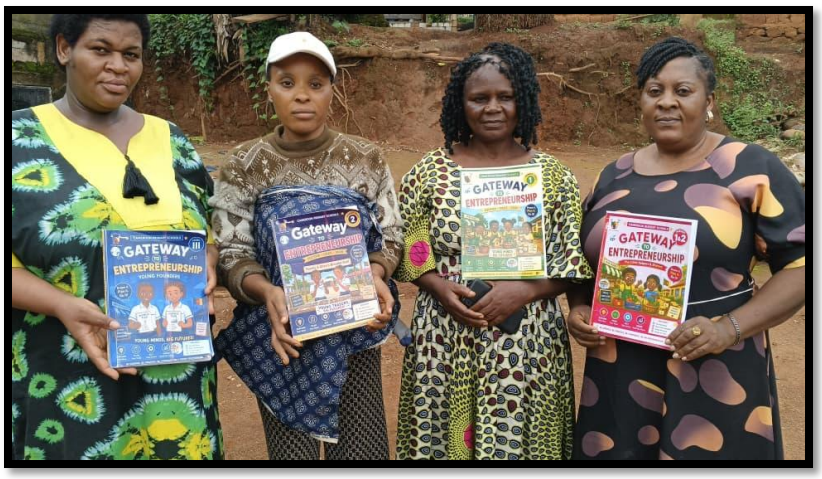
## July 2026

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# 1. INTRODUCTION

This report presents a detailed account of the first Teacher Capacity Building Training organized under the Gateway Entrepreneurship Project (GEP) with GEP partnering schools. The GEP is a long-term initiative of the Cameroon Association of Business and Economy Promoters (CABEP Cameroon), working in partnership with the Ministry of Basic Education (MINEDUB), Ministry of Secondary Education (MINESEC) to embed entrepreneurship education into basic and secondary schooling in Cameroon. The project introduces age-appropriate entrepreneurial thinking, skills and habits into the classroom, beginning with the North West and South West Regions, through a structured curriculum series, a Teacher's Guide, a Teacher and Guardian Toolkit, and a dedicated Teacher Capacity Building Training Manual.

From June-July 2026, The Gateway Entrepreneurship Project (GEP) conducted a test phase during which the concept was tested in four schools: Gratitude Bilingual Nursery and Primary School, Saint Benedicta Bilingual Nursery and Primary School, Vessels of Honor Bilingual Nursery and Primary School, and The Kings Kids Bilingual Nursery and Primary School. The results of this test demonstrated the relevance and feasibility of embedding entrepreneurship education within the basic education system, and provided the justification for moving the project to the next phase.

# 2. Context and Justification

Within the framework of the United Nations Sustainable Development Goals (SDGs), the African Union's Agenda 2063, and Cameroon's Vision 2035, the Gateway Entrepreneurship Project (GEP) is anchored in the country's broader goals for growth and development. Vision 2035 sets out the country's ambition to become an emerging economy, with medium-term objectives centred on reducing poverty, reaching middle-income status, becoming a newly industrialized country, and consolidating democracy and national unity while respecting the country's diversity. This long-term vision is supported by the Government's Strategy for Growth and Employment (Document de Stratégie pour la Croissance et l'Emploi, or DSCE), which places employment at the centre of the national development agenda.

Among the key challenges identified for the country's development are unemployment and weak productivity, especially among young people. Meeting these challenges calls for making entrepreneurship a culture, stronger formal and informal employment opportunities, built through better human development and a generation of young people equipped early with entrepreneurial knowledge, skills, and the right attitude. Cameroon's basic education system does not currently provide structured entrepreneurship education, and children often

graduate without the mindset, vocabulary, or foundational skills to participate confidently in economic life, whether as employees or as creators of their own opportunities.

It is within this context that CABEP Cameroon conceived the Gateway Entrepreneurship Project: to bring entrepreneurship education into schools by first equipping teachers with the mindset, tools and facilitation skills needed to nurture entrepreneurial thinking in their pupils. By training teachers in the GEP, the project aims to reach a wide base of young learners, helping to build a generation of problem-solvers, job-creators and resourceful thinkers, who can contribute to Cameroon's growth and development goals. This test phase of the GEP covered in this report was the first step towards the long-term objectives of the GEP.

## 3. GENERAL OBJECTIVE

To introduce and test the GEP by equipping teachers with some knowledge, skills, and teaching methods required to deliver entrepreneurship education to primary school pupils using the GEP Entrepreneurship Manual and Teachers' Guide.

**SPECIFIC OBJECTIVES**

- To introduce CABEP and the Gateway Entrepreneurship Project (GEP) to participating schools.
- To guide teachers on the use of the GEP Teachers' Guide and Entrepreneurship Manuals.
- To distribute GEP textbooks to participating schools.
- To explain how the textbooks are to be utilized in classroom teaching.
- To assess the implementation of the GEP through feedback from the selected schools at the end of their holiday classes.

## 4. Implementation

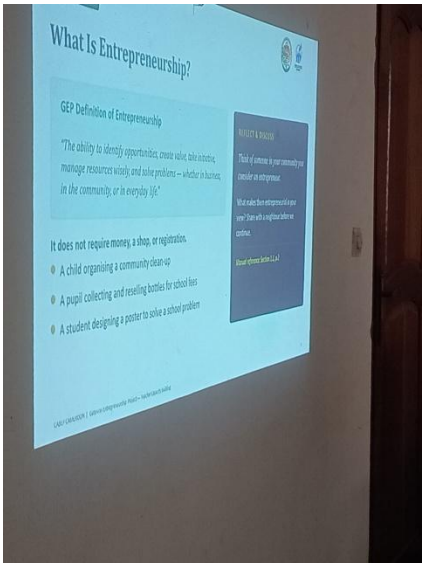
On 18th June 2026, a 1-day training was held on the Gateway Entrepreneurship Project (GEP) for teachers in some primary schools in order to test the GEP during their holiday classes in July. The training brought together 13 participants from four primary schools: King's Kids (BNPS), Vessel of Honor, St. Benedicta Academy, and Gratitude (BNPS).

The session began with the arrival of participants, a welcome address from CABEP Coordinator; Dr. Lemuel Azibo, and introductions by all participants. Participants were asked to sign the GEP Project Non-Disclosure and Non-Compete Agreement before the start of the training.

Dr. Lemuel Azibo introduced CABEP and explained the purpose and scope of the GEP. A brief introduction was also given on the GEP Teachers' Guide, designed to train teachers on how to use the Entrepreneurship Manual to teach entrepreneurship to pupils.













**Excerpts of the One-Day Training organized for some four selected schools to test the GEP**

Teachers were trained on the five GEP teaching methods:

1. Story-based learning
2. Role play and simulation
3. Problem-based learning
4. Cooperative group work
5. Reflection and journaling

Each school received four textbooks:

- Little Helpers & Sharers; Nursery 1 & 2
- Little Business Stars; Class 1 & 2
- Young Traders; Class 3 & 4
- Future Founders; Class 5 & 6

This was followed by guidance on how the books should be used. Participants took a short snack break, completed the daily evaluation form, and the training ended at 4:00pm.

## 5. Participants Appreciation

Participants expressed appreciation for the GEP initiative and thanked CABEP for the training. Many noted that the program had impacted them positively and had given them new knowledge on entrepreneurship and classroom methodology. They appreciated the step-by-step explanation, the practical approach, and the vision of raising children with an entrepreneurial mindset, skills, and confidence. Several participants requested follow-up and continued support to ensure effective implementation in schools.

## 6. IMPACT

- Teachers gained some knowledge and understanding of entrepreneurship education.
- Teachers were introduced to the five active teaching methods for delivering GEP lessons.
- Participating schools received GEP textbooks for Nursery 1 to Class 6.
- The training contributed to a mindset shift toward job creation, self-employment, and entrepreneurial thinking.
- The program created awareness among teachers and schools about the importance of early entrepreneurship education.

## 7. CHALLENGES ENCOUNTERED

- Late start of the training, which affected full achievement of objectives.
- Facilitator was considered too fast by some participants.
- Lengthy sessions caused tiredness and reduced assimilation.
- Distractions from phones and movements during the session.

- Projector failure due to lack of light.
- Unclear benefits to schools after subscription, apart from the grand market day award.
- Lack of textbooks for pupils during holiday classes.

## 8. EVALUATION

### Progress Assessment

The training achieved its main process milestones: participants were welcomed, CABEP and GEP were introduced, the Teachers' Guide was presented, the five teaching methods were taught, textbooks were distributed, and daily evaluation forms were completed. At the end of the training, participants gave their feedback about the training and the project (see Annex 1).

### Final Evaluation

All participants completed the daily evaluation form. Overall, the training was positively received. Many participants described GEP as interesting, impactful, and relevant for pupils, teachers, and individuals. However, some participants noted that the training started late and that not all objectives were fully achieved within the available time. Some concepts were well explained, while others require further clarification and follow-up.

### Conclusion

The one-day GEP testing-phase training successfully introduced the Gateway Entrepreneurship Project to 13 teachers from four primary schools. Participants were trained on the GEP Teachers' Guide, the five teaching methods, and the use of the provided textbooks. The training was generally well received, and participants acknowledged its value in promoting entrepreneurship among pupils.

However, feedback showed that some areas require clarification and improvement, especially concerning subscription fees, school benefits, implementation steps, materials for the grand market day, training timing, and follow-up support. The holiday class feedback also showed that pupils gained basic entrepreneurial knowledge, but faced challenges due to lack of textbooks, difficult methodology, and limited time.

Overall, GEP has strong potential to build an entrepreneurial mindset among children, but its success will depend on clear communication, adequate materials, teacher support, and effective follow-up.

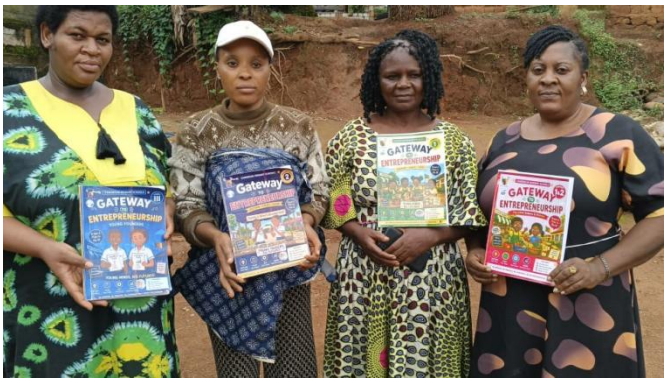
## 9. FIELD REPORT

The four schools tried to implement the GEP in the schools during their one month holiday classes. The following feedback was brought from the field:

i. Most of the teachers found it difficult to implement the program due to their limited understanding of Entrepreneurship and the GEP approach.
ii. Many pupils did not fully understand entrepreneurship because the teachers lacked the capacity to teach it properly.
iii. The pupils did not have the GEP manuals to facilitate the learning process which made teaching difficult for the teachers and understanding difficult for the pupils.
iv. There was no room to practice some the concepts in the manual due to lack of the Teachers Toolkit which contained the Business Game that the children could play to facilitate their understanding.

**Achievements**

- Children gained some awareness about entrepreneurship.
- Some parents also became aware of Entrepreneurship as a subject to be taught in the coming academic year.





**Pictures taken in the field during summer holiday classes with test schools holding copies of GEP Materials**

## 10. GENERAL IMPACT

The test phase showed that entrepreneurship education can work in Cameroonian primary schools. Thirteen teachers from four schools were trained on 18 June 2026, and each school received the four GEP textbooks covering Nursery 1 to Class 6.

- **Teacher knowledge and mindset:** Teachers gained a new understanding of entrepreneurship. Several saw that it is not only about money, that it is child-centred and practical, and that it can be taught from Nursery level. Some said it changed how they see their own potential for self-employment.
- **Teaching methods:** Teachers were introduced to the five active methods (story-based learning, role play and simulation, problem-based learning, cooperative group work, and reflection and journaling). Several said these were new to them.
- **Attitude to mistakes:** Teachers learned that pupils' mistakes should be treated as learning opportunities, not punished.
- **Pupils:** During the July holiday classes, children gained basic awareness of entrepreneurship.
- **Parents and community:** Some parents learned that entrepreneurship will be taught as a subject in the coming academic year, which creates early community awareness and buy-in.
- **Demand for continuity:** Participants strongly supported the vision of raising job creators rather than job seekers. They asked for follow-up, for extension to secondary schools, and for continued support for pupils.

## 11. CHALLENGES ENCOUNTERED

**During the training (18 June 2026)**

- The training started late, so not all objectives were fully achieved.
- Some participants found the facilitator too fast. Sessions were long, which caused fatigue and reduced assimilation.
- Phones and movement in and out of the room distracted participants.
- The projector failed because of a power outage.

**Communication and programme design**

- The benefits to schools after subscription were unclear beyond the grand market day award.
- Some participants felt the subscription fee was too high. They also questioned why proceeds from the market day would go to the school and not to teachers or pupils.
- There was concern that the proposed five consecutive training days would take teachers away from their classes.

- Teachers were unsure which materials to use for the grand market day.

**During implementation (holiday classes)**

- Teachers found implementation hard because their understanding of entrepreneurship and the GEP approach was still limited after one day.
- Pupils did not have their own textbooks, which made teaching harder for teachers and learning harder for pupils.
- Many pupils did not fully grasp the concepts, partly because teachers lacked the capacity to teach them properly.
- Without the Teacher and Guardian Toolkit, there was no Business Game, so some concepts could not be practiced.
- Holiday classes were too short to cover the content.

## 12. POINTS OF ATTENTION

1. **Teacher capacity.** One day of training was not enough to prepare teachers to deliver the programme confidently. Teachers asked how to begin applying GEP in the classroom and for guidance on the activities expected in each lesson.
2. **Teaching and learning materials.** Pupils need their own textbooks, and teachers need the Toolkit and Business Game. Without them the practical, learning-by-doing approach cannot work.
3. **Clarity on fees and benefits.** Subscription costs, what schools receive in return, and how Market Day proceeds are used must be explained clearly and early. This is essential for trust and for school participation.
4. **Selection and fairness.** The criteria for choosing participating schools should be transparent, since some teachers worry that schools in real need may be left out.
5. **Training design and timing.** Programme length, daily schedule, pacing, and the time of year all affect participation and learning. Teachers cannot easily leave class for five consecutive days during term.
6. **Follow-up and mentoring.** Teachers asked for ongoing support, including a channel for questions once they start teaching.
7. **Guidance for pupils' practice.** Teachers raised a concern about what happens if a child applies entrepreneurship concepts wrongly. This calls for clear guidance on safe, age-appropriate practice.
8. **Parent and community involvement.** The Mini Market Fair and Grand Market Day depend on parent and community participation, so these stakeholders need clear information.
9. **Logistics.** Punctuality, phone discipline, and backup arrangements for power and equipment need planning.

# 13.CONCLUSION AND RECOMMENDATIONS

## Conclusion

The test phase confirmed that the Gateway Entrepreneurship Project is relevant, welcome, and feasible in basic education. The one-day training reached its main milestones. Teachers were introduced to the GEP, the Teachers' Guide and five teaching methods were presented, and textbooks were distributed to all four schools. Feedback was largely positive, and teachers valued the vision and the practical approach.

The field experience also exposed gaps. One day of training was insufficient, pupils lacked textbooks, the Toolkit was missing, and the time available was short. Participants also had unanswered questions about fees and school benefits. The project has strong potential, but its success will depend on clear communication, adequate materials, stronger teacher support, and effective follow-up.

## Recommendations

### 1. Strengthen teacher training

- Extend or restructure training into a multi-session programme with practical demonstrations, lesson practice, and micro-teaching, delivered in shorter daily blocks to reduce fatigue.
- Schedule training during school holidays, or in split sessions that do not take teachers away from class for five consecutive days.
- Slow the facilitation pace and build in regular questions and recap. Start on time and set ground rules on phones and movement.

### 2. Provide complete materials

- Supply pupil textbooks, or an affordable plan for getting them to pupils, before classes begin.
- Provide the Teacher and Guardian Toolkit with the Business Game to every participating school.
- Provide lesson-by-lesson guidance on the activities expected in each lesson. Give clear instructions on materials for the grand market day.

### 3. Communicate transparently

- Prepare a written summary of subscription fees, what schools receive, selection criteria, and how market day proceeds are used. Share it with schools before registration.
- Review the subscription model, possibly through phased or reduced fees at the pilot stage, so that cost does not exclude schools that need the programme most.
- Apply clear and fair criteria for choosing schools.

**4. Build a follow-up system**

- Set up a support channel, such as a WhatsApp group or online Q&A, where teachers can ask questions during implementation.
- Carry out regular school visits or mentoring and monitoring, with periodic review meetings.
- Offer refresher sessions to address concepts that teachers found unclear.

**5. Involve parents and the community**

- Hold orientation sessions for parents and guardians. Plan the Mini Market Fair and Grand Market Day with them, with clear roles.
- Give teachers guidance on safe, age-appropriate practice, so that children's early business activities stay supervised and educational.

**6. Plan for scale and logistics**

- Use the lessons from these four schools to refine the training, materials, and costing before expanding to more schools.
- Explore how the programme could be extended to secondary schools, as participants suggested.
- Prepare backup arrangements (generator or battery power, printed copies of slides) for venues with unreliable electricity.

# ANNEXES

## Annex 1: Participants' Feedback from the One-Day Training

| DAILY EVALUATION FEEDBACK | | | | | |
|---|---|---|---|---|---|
| **SN** | **What I Liked** | **What I Learned** | **What I Did Not Liked** | **What Is Still Not Clear** | **My Suggestions** |
| 1 | The presentation approach was good | Children failures shouldn't be punishable, mistakes by pupils should be taken as learning sources | The facilitator was fast but for reason understood | Cannot really be understood till we start implementing the little knowledge acquired for the time being | Give room for questions online when the teachers start teaching the GEP exercises in school |
| 2 | The vision of GEP that is a Cameroon where every child grows up with the entrepreneurial mindset, skills and confident | The 5 active teaching methods which I didn't know; story base learning, role play and stimulation, problem base learning, cooperative group work and reflection and journaling | Nothing | Mini market fair involving parent and community | Involving the secondary school |
| 3 | The fact that entrepreneurship is not all about money and also that lessons could be taught even at the Nursery level | Entrepreneurship is child centered and mostly practical | The amount of money to be subscribe is cumbersome | When the 5 days training would be taking place since teachers cannot stay away from classes for five conservative days | Training should be done during summer holidays<br>Registration should be free at this beginning level<br>Do your best to see that this idea be included in the secondary school |
| 4 | The fact that I was privileged to attend the meeting of today and also | How to implement on entrepreneurship, and also on how to impact my children | The fact that the amount of money said to be subscribe is a little too | On how to drilled them on profit and debit making.<br>Like what if a child is been | I suggest we implement this thing during the holidays like a special class is being |

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| | what I learned. | and while not myself with knowledge on marketing and how to manage a business | much and why will the marketing purchasing go to the school not the teachers or the pupils | taught on entrepreneurship and he/she implement it wrongly | held to drilled them on it |
| 5 | Explicit explanation and time management | Definitions, terms and contents of GEP method of teaching | Distractions from various ends like phones, movements<br>Too fast in the lectures | Nothing | This program should be organized at the start of holiday classes |
| 6 | The GEP program entirely | How to drill learners, facilitate them on skill development, practice and enable them become entrepreneurs | The program started late and objectives have not been fully achieved | How to begin the application of the GEP program in the class room | Directives should be given on the particular activities expected to be carried on in each lesson |
| 7 | The GEP program has impacted me how to be an entrepreneur for myself and also how to educate the pupils base on entrepreneurship | On how to become an entrepreneur and also train the pupils hoe to become an entrepreneur using the five methods | the seminar started late, so participants needs to improve on their punctuality | I am somehow confused on the necessary items or materials that we can use especially on the grand market day | The GEP seminar has really impacted me with knowledge in so many ways especially on entrepreneurship |
| 8 | The entrepreneurship program to be introduce in the primary schools | The kids should be expose to real life experiences, their knowledge, skills and attitude should be tested | The time for the seminar was too lengthy when the brain gets tired, it is difficult to assimilate | How to teach the program effectively to the learners | This new concept should be taught gradually for assimilation |
| 9 | The program being introduce to primary school children | I have learned that if we as teachers implement entrepreneurial mindset in the nursery and primary pupils, they will grow up to be better | The time to teach the pupils is too short | What to really do so as to go through the lessons within the time given as far as the holiday's classes are concern | The association should continue to help our pupils so that they would learn and grow up to be self-employ in the future |

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| | | people in the future and not depending on others | | | |
| 10 | The way the program was handle and the step by step explanation making sure participants understood each stage | I learned a lot on entrepreneurship and how I will be able to drill my pupils on entrepreneurship | The fact that the projector disappointed us at the end due to no light and the school will benefit after being part of GEP was not well explained | What the GEP will give to the school after subscription apart from the award during grand market day which type of assistant would be given to the school | |
| 11 | GEP is a very interesting program and I like it because it centers more to train children, teachers and individuals business skills | I learned classroom methodology encouraging where every child grows up with entrepreneurship mindset, skills and confidence | Nothing | Everything is perfectly clear | Thank you CABEP for this initiative |
| 12 | The great initiative by GEP to train the young generation to become job creators rather than job seekers | A new a better meaning of entrepreneurship and the various ways in which entrepreneurial lessons can be handle in the classroom | Nothing | Every concept was well explained | I suggest the GEP follow-up the interested to make sure there is implementation of what they learned |

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| 13 | I liked the way the program was introduced and how it was made simply to understand that is breaking down and simplifying words using examples | Learning made simple to the best of my knowledge, I have discover how simply learning can become by using teaching method that was introduce to us | They must always be a but in everything despite how interesting the program was, I come to dislike the fact that the money was too high and the fact that at the end not all schools would be chosen | The fact that schools are really in need of help and then not chosen | Equal approval should be granted for the schools chosen for the seminar |

**Annex 2:** Attendance Sheet

**Annex 3:** Sample Daily Evaluation Sheet from a Participant