CABEP REPORT ON THE TRAINING OF 1ST BATCH OF MASTER TRAINERS IN THE GATEWAY ENTREPRENEURSHIP PROJECT (GEP)

August 2026

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Head Office: Bamenda, North West Region, Cameroon.

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INTRODUCTION

The Gateway Entrepreneurship Project (GEP) is CABEP Cameroon's flagship school-based entrepreneurship education programme; a structured, bilingual, age-appropriate curriculum spanning eight levels (GEP 1-8) for Cameroonian children aged 3 to 17. In August 2026, CABEP launched the most ambitious phase of the GEP's development: a ten-year national rollout programme designed to reach every primary and secondary school in Cameroon.

The project document presents the complete programme architecture, beneficiary framework, operational strategy, and financial plan for the GEP 10-Year National Programme: Change Makers for Cameroon (September 2026 - December 2036). The programme targets:

- 15,000,000+ Primary and secondary school pupils to receive a complete GEP education across the 10 regions.
- 50,000+ Schools participating primary and secondary, public and private, Anglophone and Francophone.
- 20,000+ Teachers trained and certified in GEP delivery, and
- 1,000,000+ Parents and guardians actively engaged in GEP school activities each year

The total 10-year programme cost is estimated at approximately XAF 1,657,500,000,000 (approximately USD 2.76 billion), based on a per-child total programme cost of XAF 110,500 across 13 years of study (primary and secondary), equivalent to XAF 8,500 per child per annum. This investment will be financed through a diversified model combining international grants (35%), Government of Cameroon budget allocation (25%), private sector CSR contributions (20%), school and community contributions (10%), and CABEP commercial services (10%).

The programme is structured in four phases: Establishment (2026-2028), Expansion (2028-2030), Consolidation (2030-2033), and Universal Access (2033-2036). By December 2036, the GEP will be handed over to be administered by MINEDUB and MINESEC in partnership with CABEP, and delivering measurable improvements in youth financial literacy, entrepreneurial confidence, and economic participation across all ten regions of Cameroon.

On the 11th – 15th of August 2026, A Master Trainers training session was held as a progressive training process through which participants were expected to acquire the knowledge, practical skills and facilitation competencies required to support the implementation of the Gateway Entrepreneurship Project (GEP). The training was conducted in the city of Bamenda with Ten (10)

participants and 2 Facilitators. The progression of the training moved from understanding the fundamentals of business and business planning, to developing training and facilitation competencies, and finally to the practical application of the GEP curriculum, tools and Business Game. This Report gives a detailed account of the 5-day training; from the project planning and marketing, right up to the last day of the training.

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.

Cameroon's young people face a structural employment crisis that no amount of traditional education will resolve. The nation's universities produce graduates trained to seek employment in an economy that cannot absorb them. The informal sector; where 85% of Cameroonians actually earn their living, is populated by entrepreneurs who succeed or fail based on skills and knowledge that the education system has never seen fit to teach them.

The result is a profound gap between Cameroon's educational output and its economic need. Vision 2035 identifies human capital transformation as one of its four strategic pillars, yet the national primary school curriculum allocates zero hours to entrepreneurship education. The National Development Strategy 2020-2030 (SDS-30) explicitly requires entrepreneurship competencies at all educational levels, yet no structured programme exists to deliver them.

The Gateway Entrepreneurship Project GEP exists to close this gap; not with another project, but with a permanent, curriculum-integrated national programme that reaches every Cameroonian child at the most critical developmental stage of their lives: primary and secondary school.

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.

On 7th August 2026 a meeting was organized by CABEP at MINAC Hall, Up Station, Bamenda, bringing together key players and prospective stakeholders of the GEP in the North West Region such as the Governor's Office represented by The Head of Economic, Social, and Cultural Affairs Division, Regional Delegation (Rep) MINEDUB, Regional Delegate (Rep) MINPMEESA, Regional Delegate (Rep) MINEPAT, Regional Delegate MINADER, Regional Delegate MINAC, PLAN Cameroon, the International Labor Organization (ILO), Grace Charitable and Rehabilitation Organization (GRACARO), Director (Rep) CAMTEL Blue, and CABEP Team. The meeting served as a platform to further build on the project proposal as the vision, mission, and methodology of GEP was presented to the prospective stakeholders. Their endorsement of the concept confirmed strong institutional support for the project, and a suggestion came from the Head of Economic, Social, and Cultural Affairs Division; Governor's Office that the concept also be developed for secondary schools; giving an opportunity for GEP's reach and impact to be extended beyond primary education. Following this consultation, all Ten Regions of Cameroon were selected for the project's implementation, reflecting its intended scale and national relevance.

From 8th-12th August 2026, a need assessment was conducted with some private schools in the North West Region and from the results; all participating schools in the survey indicated a high need for a specialized curriculum on entrepreneurship to be developed for their schools. This called for the need

for the program to move to a pilot phase giving rise for the need to train Master Trainers in the GEP methodology who will be given the responsibility to train school teachers in the GEP.

General Objective

The overall objective of the training was to train the first batch of Master Trainers who will be responsible for the training and certification of GEP Teachers based on the GEP curriculum.

Specific Objectives

- To build participants' understanding of the GEP project, including the vision, mission, curriculum levels and implementation approach.
- To strengthen participants' entrepreneurship knowledge and skills.
- To equip participants with effective training and facilitation skills in respect to the GEP methodology and the GEP Business Game.
- To equip participants with skills on how to pitch, promote, and market the GEP, and on how to mobilize schools and stakeholders to be part of GEP.
- To equip participants with skills and tools to monitor and evaluate the GEP Project and Teachers/Pupils progress in the project.

Beneficiaries

The beneficiaries of this training were Professional Business Coaches selected through a call for applications.

Expected Result

- 5 days training successfully carried out in Bamenda
- 10 Business coaches successfully trained and equipped with the GEP methodology and tools.
- 10 Business coaches certified as GEP Master Trainers
- 10 Business Coaches ready to train Teachers in the GEP and do effective M&E

IMPLEMENTATION

The CABEP Training of Master Trainers in the GEP that took place in Bamenda from the **11th -15th of August 2026** began with a series of Preparatory meetings initiated by Dr. Lemuel Azibo; the Director of CABEP and Mrs. Ngoh Vivian; The National Coordinator for the GEP. The team made an open call for applications for participants to apply for the training. The call for applications was through Social Media with the aid of a flyer.



Planning meeting to prepare for GEP Trainings

DAY 1; Tuesday 11th August 2026

Day one started with Facilitators arriving the training ground at about 7:00am to ensure that everything was in other before the Trainees arrive. The Facilitators also ensured all logistics were put in place before the start of the training. By 8:00am the trainees were present at the conference hall and attendance was taken. The participants went for breakfast and by 8:30am, the session commenced with a word of prayer from Madam Sheila, followed by an introduction of the Facilitators who were Dr. Lemuel Azibo and Madam Vivian. This was followed by self-introduction of the participants. The Facilitator; Dr. Lemuel Azibo began the training with special focus on Business Idea Generation; covering the field of business, the different types of businesses, and how to select a good business idea. By 1:00pm, participants went for lunch break.

The Afternoon training session began at 1:45pm with an Ice Breaker which stimulated the participants to continue with the lessons. This session was conducted by Ngoh Vivian; GEP National Coordinator who introduced a new course; “How to Develop a Good Business Plan”. The facilitation went on with a lot of real life examples to facilitate the learning process. Participants completed several short exercises in the course of the session. The Facilitator went on to give a detailed marketing plan using the GEP project as an example. The day ended with participants given an assignment to prepare a detailed Marketing Plan for their real life businesses. The session closed at 4:30pm with the distribution of the Daily Feedback Sheets to the 10 participants at the end of the day and an attendance sheet was passed round for the participants to fill.







Excerpts of Day 1 Training

Day Two: Wednesday, 12 August 2026

By 7:45 both trainers and trainees were present and little warm exercises with participants conducted by Trainers. This was followed by reading of the daily evaluation sheet which the participants read out and the Facilitators re-explained points on the previous day's lessons that the participants indicated on the Daily Feedback Forms that did not understand. This was followed by the reading of the previous day's report of activities by one of the participants. This was followed by breakfast. The session continued with focus on the topic "STAFFING" with Mrs. Ngoh Vivian as the lead facilitator of the day. She gave a broad overview and explanation on Staffing in an enterprise. This was followed by the topic 'Forms of Business and Registration", "The Differences between Partnership and Public Limited Company", "Things to Buy for Your Business", and "Why Do I Want to Invest In This Area Of Business." By12:30pm, the participants went for lunch after attendance for the morning session was taken.

By 1:15pm, the afternoon session began with a short ice-breaker and energizer. This was followed by a presentation on the topic; "Costing Techniques and Cost Plan" which covered the afternoon session. The training ended at 4:15pm with participants filling the Daily Feedback Form and Attendance Sheet.





Day Three: Thursday, 13 August 2026

Activities for the day started at 7:45am with warm-up exercises with participants conducted by Trainers. This was followed by reading of the daily evaluation sheet which the participants read out and the Facilitators re-explained points on the previous day's lessons that the participants indicated on the Daily Feedback Forms that did not understand. This was followed by the reading of the previous day's report of activities by one of the participants. Participants were encouraged by the Trainers to air out their minds freely as it will go a long way to improve the quality of the training. The session began with Andragogy; which is the main model of training to be used by the Master Trainers. The Facilitator then introduced and explained the seven-step training cycle, describing training as a structured process rather than a single activity. This was followed by a discussion on "Designing a Training Intervention", while making sure the necessary resources are available. Three practical guidelines for Adult Learning were shared with emphasis on time consciousness. Participants went for break by 12:00pm.

The afternoon session began at 12:45 with Participants trained on how to develop a good Session Plan for training sessions. Participants were also introduced to "The Johari Window" emphasizing on the importance of feedback to become a better facilitator. Participants were paired in 5 groups of 2 to do presentations on the last day of the training. The day ended at 3:44pm filling of feedback forms and attendance sheet.







Day Four: Friday, 14 August 2026

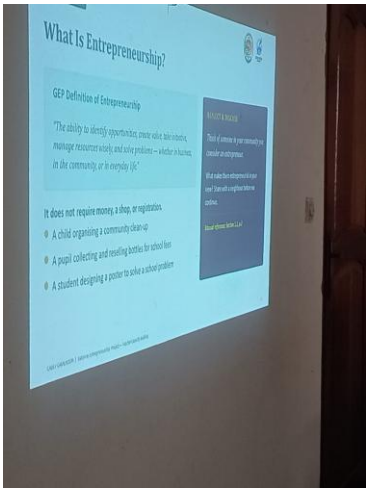
Day was a practical session for the Trainees to witness a typical GEP sensitization champagne that was held at MINESEC Hall and Bamenda Up Station. The champagne drew Head Teachers and Proprietors of over 40 private Primary Schools in Bamenda who came for a briefing on the GEP. The sensitization was conducted by Dr. Lemuel Azibo with the assistance of the GEP National Coordinator; Mrs. Ngoh Vivian. The GEP was introduced to the participants who at the end of the presentation posed so many questions which were all answered. By 11:30am, the seminar ended and the participants went back to CABEP office for the continuation of their training.

The afternoon session focused more on the Strategies and Methods to Market the GEP. The Trainees learned a number strategies and methods to market the GEP such as the Distribution of flyers, School need assessment, community mobilization, etc. Participants were then introduced to the GEP Business Game which they played the played the Business Game and were also taught on how to conduct the Business Game. Participants requested for more time to be given to prepare for the presentations of the next day which was granted. For that reason, the day ended at 2:30pm with participants filling the Daily Feedback Form and Attendance Sheet.













Day Five: Saturday, 15 August 2026

By 7:45 both trainers and trainees were present and little warm exercises with participants conducted by Trainers. This was followed by reading of the daily evaluation sheet which the participants read out and the Facilitators re-explained points on the previous day's lessons that the participants indicated on the Daily Feedback Forms that did not understand. This was followed by the reading of the previous day's report of activities by one of the participants. This was followed by breakfast. The session began with introduction to the "Masters Training Guide" with both Facilitators. The Trainees were then given room to do short presentations to prove their understanding of the GEP lessons and methodology. By 1:00pm, all the participants were done with their presentations and a general review on the presentations was down by both the Facilitators and Trainees.

The day ended with refreshment and participants given the mandate to go and market the GEP.









IMPACT

The training of the first batch of Master Trainers produced immediate and visible results, both for the participants and for the Gateway Entrepreneurship Project (GEP).

- Capacity created for the national rollout. Ten Professional Business Coaches were trained on the GEP methodology, curriculum and tools. They are now equipped to train and certify teachers in Bamenda and beyond, which is the first link in the delivery chain of the ten-year national programme.

- Strengthened entrepreneurship and business planning skills. Participants were taken through business idea generation, marketing, staffing, forms of business and registration, costing, and the sales, cost, profit and cash flow plans. The daily feedback forms show that many participants singled out costing and financial planning as what they learned best. Several described the calculations as clearly explained and said they now understand a business plan from start to finish.

- Facilitation competencies acquired. Participants learned andragogy, the seven-step training cycle, how to design a training intervention, how to write a session plan, and how to use the Johari Window to give and receive feedback. Their presentations on the last day showed that they could apply these skills. Feedback forms repeatedly named the training cycle, andragogy and session planning as key takeaways.

- Practical exposure to the GEP. On Day 4, participants attended a live GEP sensitization session at MINESEC Hall for Head Teachers and Proprietors of over 40 private primary schools in Bamenda. They saw how the project is presented to school leaders and how questions from stakeholders are handled. They also learned marketing strategies such as flyer distribution, school needs assessment and community mobilization.

- Ownership of the GEP Business Game. Participants played the Business Game and learned how to conduct it. They rated it one of the most engaging parts of the training and said it helped them understand money management, spending and investment.

- Mobilization of a first field team. The training ended with the trainees mandated to go out and market the GEP. This turned the participants into active promoters of the project in their communities and networks.

Positive participant feedback. The feedback forms were largely positive. Participants praised the practical approach, the organized slides and manuals, and the patience and clarity of the facilitators. Several asked for more trainings of this kind.

CHALLENGES ENCOUNTERED

- Limited time for practice. The five-day schedule was tight for the amount of content. Some participants said time was not enough to learn more, especially for practicing the Business Game. The presentation slots on the last day were short, and some participants felt the evaluation was too brief for demonstrating the full methodology.

- Uneven readiness among participants. A few participants were nervous during the practical presentations. One participant found the language of the business plan course for business coaches somewhat difficult.

- Theory versus practice balance. Several participants asked for more practical exercises, in particular for the Business Game, so that theoretical knowledge could be turned into skill.

- Schedule adjustments. The programme had to be adjusted to give participants more time to prepare their presentations. Day 4 therefore ended earlier than planned, at 2:30pm.

- Parallel activities in a compressed programme. The sensitization session on Day 4 was valuable but used part of the day. Fitting it in with the training on the Business Game and marketing put extra pressure on the schedule.

- Volume of content. The programme covered business planning, financial planning, training methodology, marketing and monitoring in five days. This was intensive for participants, who also had to complete daily assignments and prepare presentations.

POINTS OF ATTENTION

- Practice before certification. Master Trainers should get more practice sessions, including regular Business Game sessions, before they train teachers on their own. Participants suggested playing the game weekly.

- Support for less confident trainers. Participants who were nervous or less prepared should receive coaching, and a follow-up practice session or mentoring by the lead facilitators is recommended.

- Longer training for the next batches. The duration should be reviewed or split into modules, with more time for practical work, presentations and feedback.

- Simpler materials. The course language should be checked so that it is accessible to all participants. The Master Trainers' Guide and the session plan templates should be simplified where needed.

- Quality assurance. Master Trainers should follow the GEP curriculum and methodology consistently when training teachers. Monitoring and evaluation should start early, with clear reporting formats and follow-up visits.

- Monitoring the marketing mandate. Participants have been asked to promote the GEP, so the number of schools reached and the follow-up of interested schools should be tracked and reported.

- Alignment with national rollout targets. Ten Master Trainers cannot serve the targeted 50,000+ schools and 20,000+ teachers. Further batches, including for the other regions and the French-speaking sub-system, need to be planned in line with the programme phases.

- Sustainability. Clear terms of engagement, motivation and remuneration for Master Trainers, and a plan for refresher trainings, will help keep the trainers active and committed.

CONCLUSION

The five-day training of the first batch of GEP Master Trainers, held in Bamenda from 11th to 15th August 2026, achieved its objectives. Ten Professional Business Coaches were introduced to the GEP vision, curriculum and tools. They strengthened their entrepreneurship and business planning skills, acquired training and facilitation competencies, and learned how to promote the GEP and mobilize schools. By the last day they were able to demonstrate what they had learned through presentations, and they were given the mandate to go and market the GEP.

The feedback from participants confirmed the relevance and quality of the training. They especially valued the practical approach, the Business Game, and the clear teaching of costing, financial planning, andragogy and the training cycle. Their main concerns were the limited time for practice and the wish for more practical sessions.

This training is an important step in the move from the pilot phase to wider implementation of the GEP. It follows the successful test in four schools, the stakeholder meeting of 7th August 2026, and the school needs assessment, and it provides the trainers needed to train teachers. Practice sessions, follow-up support, and further batches of Master Trainers will be needed to sustain this momentum. With these in place, CABEP is well placed to move on to the training and certification of GEP teachers and to the implementation of the GEP in schools, in line with the ten-year national programme, Change Makers for Cameroon.

ANNEXES

Annex 1. Daily Feedback from Participants

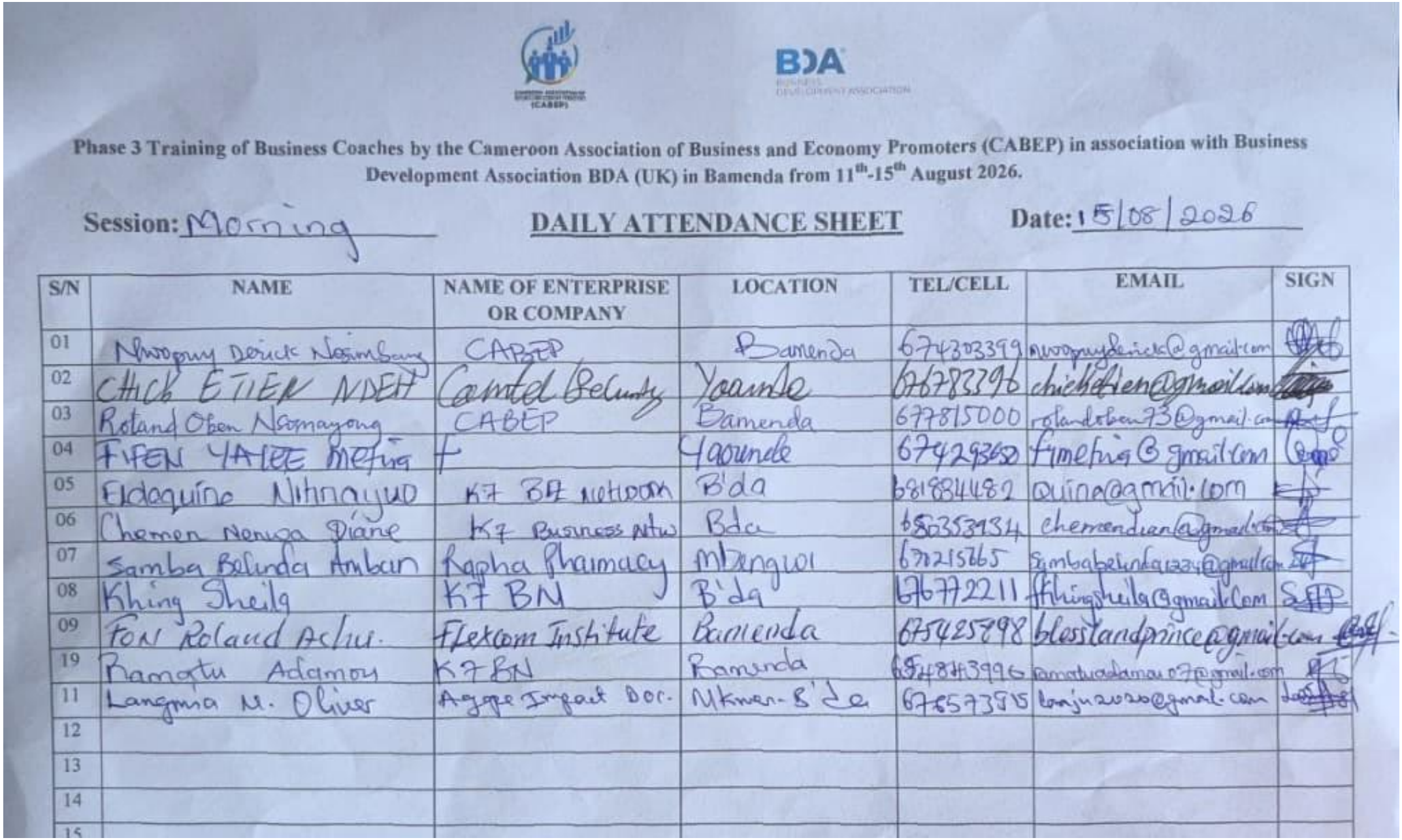
What I liked	What I learned	What I did not like	What is still not clear	My suggestion
everything	everything	/	/	There is a need for the business game to be mastered. We should create a time to play the game
The practicality of the lesson	The GEP methodology in the light of practical thinking in business. The need to prepared a concise session plan to follow	\	\	\
The flexibility of the business game	Basic spending and investment tactic	\	\	\
Everything that was taught	How business game is carried out and how it is played. In fact the session as a whole was impactful	\	\	\
The slide were organized	Taking in to consideration soft sport in staffing and financial plan	\	The session was well delivered	\
The manual were well summarize	The business game	It took a lot of time	\	More practical especially In the business game
I like how the training was	I learned about the GEP project and	\	Everything was clear	I suggest we always

conducted with well explanation of what the GEP is all about	requirement needed to be a GEP partner. I equally learned about the business game and acquired more knowledge from the business game that is how to manage money and property		about this session and it was so interesting	play the business game every week in other to develop our business skill and also know were we are lacking an adjust them
The game	The technicality of the business game	\	\	\
Everything that was taught	The training circle and presentation	\	\	\
The practical learning of the GEP concept .ALL the exercise, the correction given after the practical exercise	andragogy	/	/	/
The practical training session	As coach you make used of the training material and you dress well as a facilitator	The fact that some coaches were scared and tensed	\	More practical training days
what like training circle andragogy and developing session plan	Training circle ,andragogy revised ,developing session plan and presenting the facilitation experientially	\	\	\
The training life cycle and mastery andragogy	The seven element of a training cycle and facilitation tips	\	\	\
The training session was so good and everything was well explained	I learned about the training cycle and the review of the seven p's of marketing which are product, price,process,people,promotion and physical evidence	\	\	I suggest practical exercise should be introduce more often in other to convert theoretical skill into practice

The way the presentation was carried out ,the way the andragogy and the session plan lesson were analyzed	The session plan and how to go about it, the training cycle and the Johari window model	\	\	More of such training should be carried out
The training cycle	The steps of the training cycle and session plan	The evaluation started like it was possible to implement all the learning and methodology within ten minutes of presentation	\	\
The presentation was good and educative	The training cycle ,the financial plan and training agenda	The language in the professional training course, business plan for business coaches was a little bit hard	\	\
Training methods	Business cycle both games for people	Time was not on our side to be able to learn more	\	More practical
The calculation and detailed explanation	Cost plan, profit plan ,cash flow plan and the various forms of business	\	\	\
I like all the training session was held and it provided more insight to financial planning	I learned about costing, cash flow and financial plan	\	\	Such training should be held more often
Everything that was taught today	Staffing ,forms of business ,costing and financial plan	\	\	More of such training

The way the two type of cost were explained and analyze and the four type of business. The way the financial plan was explained especially the calculation	He differences between the production cost and the non production cost. The calculation of sales plan ,cost plan and profit plan	\	\	\
The business game, the training practical of GEP the approach of the trainers to train.	How to use the GEP training materials to activate the entrepreneurial skills in Children	/	/	Lets look for a day to carry out practical exercises of the GEP game
The patience of trainers when explaining important concepts	How to prepare a sales plan, cost plan, profit plan, and a cash follow plan	/	/	/
Everything	Costing plan, Financial plan from to finish	/	/	/
/	The complete structure of a startup business plan	/	/	/
How to do Costing	/	/	/	/
Everything	Costing Plan, Financial Plan from start to finish	/	/	/

Annex 2: Sample Trainees Attendance Sheet



Phase 3 Training of Business Coaches by the Cameroon Association of Business and Economy Promoters (CABEP) in association with Business Development Association BDA (UK) in Bamenda from 11th-15th August 2026.

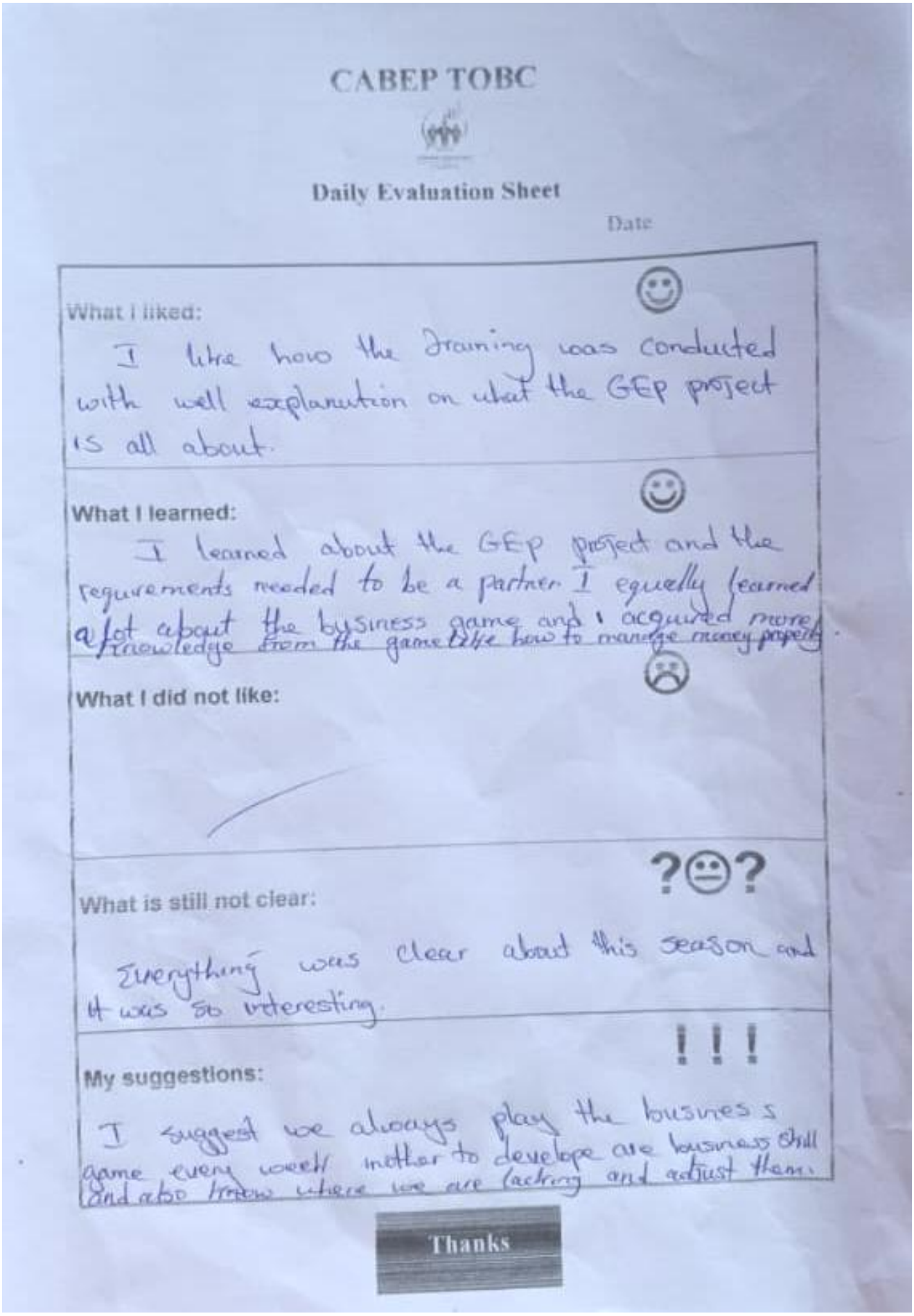
Session: Morning

DAILY ATTENDANCE SHEET

Date: 15/08/2026

S/N	NAME	NAME OF ENTERPRISE OR COMPANY	LOCATION	TEL/CELL	EMAIL	SIGN
01	Nwopmy Derick Nsimsang	CABEP	Bamenda	674303399	nwopmyderick@gmail.com	
02	CHICK ETIEN NDEH	Comted Security	Yaounde	67678396	chicketien@gmail.com	
03	Roland Oben Nsamayong	CABEP	Bamenda	677815000	rolandoben73@gmail.com	
04	FIFEN YAREE Mefing	F	Yaounde	67429360	fimefing@gmail.com	
05	Eldaquine Nithnajud	K7 BN network	B'da	681884482	quine@gmail.com	
06	Chemen Nenga Diane	K7 Business ntw	Bda	650353934	chemendiane@gmail.com	
07	Samba Belinda Amban	Rapha Pharmacy	Mbengwi	677215765	Sambabelinda1234@gmail.com	
08	Khing Sheila	K7 BN	B'da	676772211	Khingsheila@gmail.com	
09	FON Roland Achu.	Flexcom Institute	Bamenda	675425898	blessfandprince@gmail.com	
19	Ramatu Adamou	K7 BN	Bamenda	654843996	ramatuadamou7@gmail.com	
11	Langmia M. Oliver	Agape Impact Doc.	Nkwen-B'da	676573515	benju2020@gmail.com	
12						
13						
14						
15						

Annex 3: Sample Participants Feedback Form



CABEP TOBC

Daily Evaluation Sheet

Date

What I liked:

I like how the Training was conducted with well explanation on what the GEP project is all about.

What I learned:

I learned about the GEP project and the requirements needed to be a partner. I equally learned a lot about the business game and i acquired more knowledge from the game like how to manage money properly

What I did not like:

What is still not clear:

Everything was clear about this season and it was so interesting.

My suggestions:

I suggest we always play the business game every week instead to develope are business skill and also know where we are lacking and adjust them.

Thanks

Annex 4: List of Participants

S/N	Name	Sex	Role	Tel
01	Dr. Nangah Lemuel Azibo	M	Trainer	677746475
02	Mrs. Ngoh Vivian Tendong	F	Trainer	670698018
03	Ramatu Adamu	F	Trainee	654843990
04	Fon Roland Achu	M	Trainee	675425898
05	Khing Sheila	F	Trainee	676772211
06	Samba Belinda Amban	F	Trainee	670215665
07	Chemen Nenwa Diane	F	Trainee	650353934
08	Eldequine Nihnayuo	F	Trainee	681834482
09	Langmia N. Oliver	M	Trainee	676573915
10	Fifen Yayee Mefira	M	Trainee	674293650
11	Roland Oben Nsomayong	M	Trainee	677815000
12	Chick Etien Ndeh	M	Trainee	676783396

Annex 5: Comments from some Participants



"What I liked most about this training was how practical it was. We did not just listen to lectures. We took part in exercises during the sessions, and the corrections given afterwards helped me see where I could improve. Learning the GEP methodology through practical thinking in business made it easier to understand, and I now see how it can be applied in real situations. The lessons on preparing a concise session plan also showed me that good facilitation begins with good preparation." ***Fon Roland***



"The Business Game was the highlight of the training for me. It is flexible, engaging and easy to enjoy, yet it teaches serious lessons about how to manage money and property, and about spending and investment. Playing it and then being taught how to conduct it gave me the confidence to use it with teachers and pupils. I believe it will spark entrepreneurial thinking in children from an early age. I would encourage us to keep playing it regularly so that we master it and keep improving our own business skills." ***Fifen Yayee***



"Before this training, I knew about business, but I had not learned how to train others in a structured way. Andragogy, the seven-step training cycle and the development of a session plan showed me that training is a process and not a single activity. The Johari Window also taught me the value of feedback in becoming a better facilitator. Preparing and delivering my own presentation on the last day made me realize how much I had learned. I now feel more confident to take on the role of a GEP Master Trainer." ***Samba Belinda***



"The facilitators were patient and took the time to explain important concepts clearly, even those I found difficult. The slides were well organized and the manuals were well summarized, which made revision easier. The sessions on costing, the sales plan, the cost plan, the profit plan and the cash flow plan were especially helpful. Seeing the complete structure of a business plan from start to finish gave me a much better understanding of financial planning. The training was well delivered and impactful, and I would be glad to see more trainings of this kind held often." ***Ramatu Adamou***