CABEP REPORT ON THE TRAINING OF 1ST COHORT OF GEP TEACHERS FROM TWO PARTNER SCHOOLS IN THE GATEWAY ENTREPRENEURSHIP PROJECT (GEP) IN BAMENDA; NORTH WEST REGION

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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.

This training was the second step in preparing teachers to deliver that curriculum. It followed the official five-day residential structure set out in the GEP Teacher Capacity Building Training Manual, and covered all seven training modules: from understanding entrepreneurship and the GEP itself, through the curriculum and child-centred teaching methods, to lesson planning and practice teaching, organizing Mini Market Fairs, assessing pupil's progress, and engaging families and communities. Teachers who completed the training were certified as GEP Teachers, ready to take the curriculum into their classrooms and champion entrepreneurship learning in their schools.

The training took place from **Tuesday 1 to Saturday 5 September 2026** and brought participating teachers through a carefully sequenced programme: building foundational understanding early in the week, developing practical teaching methods and lesson-planning skills mid-week, practicing real market-based facilitation and assessment skills, and closing with family and community engagement, action planning, live micro-teaching practice and certification. This report documents the training day by day, drawing on the structure and content of the official GEP Teacher Capacity Building Training Manual, and closes with evaluation progress assessment, feedback forms, attendance sheets, the Business Model Canvas (BMC), key takeaways, observations and recommendations to guide future training cohorts.

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 first Cohort of GEP Teacher Capacity Building Training covered in this report was the practical third step towards the long-term objective; the second step being the training of Master Trainers.

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.

Building on this, a stakeholder meeting was held on 7 August 2026 at MINAC Hall, Up Station, Bamenda, bringing together key players in the North West Region such as The Head of Economic, Social, and Cultural Affairs Division; Governor's Office, Regional Delegation (Rep) MINEDUB, Regional Delegate (Rep) MINPMEESA, Regional Delegate (Rep) MINEPAT, Regional Delegate (Rep) MINADER, Regional Delegate MINAC, PLAN Cameroon, the International Labor Organization (ILO), Grace Charitable and Rehabilitation Organization (GRACARO), Director (Rep) CAMTEL Blue, 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 to 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 that will be given the responsibility to train school teachers in the GEP.

From the **11th – 15th of August 2026**, A Master Trainers training session was held as part of the process to implement the Gateway Entrepreneurship Project (GEP) by training Master Trainers who will train Teachers in the GEP Methodology. The training was conducted in the city of Bamenda with Ten (10) participants (Business Coaches) were trained as GEP Master Trainers ready to be deployed to train Teachers in both Primary and Secondary Schools in the GEP Methodology.

3. Objectives

Main Objective

To build the capacity of teachers from GEP Partner Schools to understand, plan and deliver entrepreneurship education to primary school pupils and secondary school students through the Gateway Entrepreneurship Project (GEP) method, and to prepare them to organize market-based learning events and support entrepreneurship learning within their schools, families and communities.

Specific objectives

- Help teachers understand what entrepreneurship means, why entrepreneurship education matters for Cameroonian children, and how the GEP is structured.
- Build teachers' knowledge of the GEP curriculum series; its levels, structure and characters; and how to use the Teacher's Guide.
- Develop teachers' child-centred teaching methods for entrepreneurship, moving away from purely teacher-led instruction.
- Equip teachers to plan and deliver a complete GEP lesson, and to practice this through live micro-teaching.
- Prepare teachers to organize and facilitate Mini Market Fairs in their schools.
- Introduce teachers to the GEP assessment framework and the monitoring and evaluation (MEL) forms they are responsible for.
- Strengthen teachers' ability to engage families and the wider community in supporting entrepreneurship learning at home.

4. Major Activities

- Understanding entrepreneurship and the GEP
- Introduction to the GEP curriculum, levels, structure and content
- Training on child-centred teaching methods
- Lesson planning and delivery using the Engage, Explore, Explain, Apply, Reflect approach
- Classroom Market simulation and practical learning activities
- Training on organizing and facilitating Mini Market Fairs
- Training on assessing pupils' progress and completing MEL forms
- Business games for practical understanding of entrepreneurship
- Family and community engagement training

- Micro-teaching practice by participants
- Development of personal GEP action plans
- Certification of participants as GEP Teachers

5. Beneficiaries:

The immediate beneficiaries of the training were teachers from GEP partnering schools who were trained and certified as GEP Teachers. The wider beneficiaries of the GEP program are primary school pupils, secondary school students, parents and guardians, families, and communities who will benefit from improved entrepreneurship education and learning opportunities.

6. Expected Result

Immediate results (by the end of the training)

- Teachers from GEP partner schools understand what entrepreneurship means, why it matters for Cameroonian children, and how the GEP is structured.
- Teachers know the four GEP curriculum levels (Foundation, Level 1, Level 2 and Level 3), their three-term structure and characters, and can use the Teacher's Guide and pupil textbook.
- Teachers can apply the five child-centred teaching methods: story-based learning, role play and market simulation, problem-based learning, cooperative group work, and reflection and journaling.
- Teachers can plan and deliver a complete GEP lesson using the Engage, Explore, Explain, Apply and Reflect approach, and have demonstrated this through live micro-teaching.
- Teachers can organize and facilitate a Mini Market Fair, from preparation to the four-question debrief.
- Teachers understand the GEP Assessment Framework (knowledge, attitudes and skills) and know how to complete the weekly, end-of-term and post-fair MEL forms.
- Teachers can mount and facilitate the GEP Business Game with pupils in the classroom.
- Teachers can engage families and the wider community using the Teacher/Guardian Toolkit.

- Each participant has a personal GEP Action Plan with a first lesson date, a first Mini Market Fair date and the first teaching method they will try.
- All participants are certified as GEP Teachers.

Short-term results (first school term after the training)

- Teachers begin delivering GEP lessons in their classrooms according to their Action Plans.
- Each partner school holds its first Mini Market Fair at the end of Term 1 or Term 2.
- Teachers submit their MEL forms regularly to the CABEP Field Officer.
- Classrooms begin to show entrepreneurial features such as an idea wall, pupil work on display and consistent use of key vocabulary.

Medium- to long-term results

- Pupils develop entrepreneurial knowledge, attitudes and skills such as initiative, creativity, resilience, pricing and presenting.
- Parents and guardians take part in entrepreneurship learning at home through the family activities.
- The trained teachers become school-level champions for entrepreneurship education and can support colleagues in their schools.
- The feedback and lessons from this cohort improve the design of future training cohorts and their expansion to more schools and regions.
- The GEP contributes to a culture of entrepreneurship among young Cameroonians, in line with Vision 2035 and the Sustainable Development Goals.

7. Implementation

The CABEP Training of the first Cohort of Teachers in the GEP that took place in Bamenda from the **1st -5th of September 2026** at CABEP Head Office. Prior to the training was a series of Preparatory meetings and activities initiated by Dr. Lemuel Azibo (Executive Director for CABEP) and Mrs. Ngoh Vivian (The National Coordinator for the GEP) such as planning meetings, call for applications, and preparation of logistics for the training. An open call for applications was published through a flyer that was designed and shared on social media and in a WhatsApp group of Head Teachers and Proprietors in some private primary schools in Bamenda. A date limit was given for the application which two schools respected the date limit and applied for the training. After fulfilling the preliminary conditions to be part of the training, a total of 8 Teachers took part in the training.



Flyers used for Call for Applications for the GEP Teacher Training

Day 1; Tuesday 1st September 2026

Day 1 started by 7:45am and all the Facilitators and the Participants were present and set for the training. The day started with introductions, followed by an expectations exercise and attendance. Participants then set their own rules on how the training would run. This was followed by breakfast after which the Facilitators (Dr. Lemuel Azibo and Mrs. Ngoh Vivian) continued with the main objectives of the day.

Dr. Lemuel Azibo introduced **Module 1;** "**Understanding Entrepreneurship in the GEP**" Participants were first asked to think of someone in their own community they consider an entrepreneur, and to describe what makes that person entrepreneurial. The answers varied; some described an entrepreneur as someone who comes up with an idea and enjoys the profit from it, others linked the word to risk-taking. The trainer went ahead to introduce the GEP definition of Entrepreneurship as the ability to identify opportunities, create value, take initiative, manage resources wisely, and solve problems, whether in business, in the community, or in everyday life. This definition does not require money, a shop, or a registered business, a child who organizes a community clean-up or solves a small problem at school is already showing entrepreneurial behaviour.

A key message was that an entrepreneur is not defined by owning a big company, but by mindset, knowledge and attitude. Teachers explored the entrepreneurial mindset; curiosity (asking why, what, how and when), creativity, resilience (bouncing back after a fall), initiative (the ability to take action without being told), resourcefulness (doing more with less) self-confidence, and risk awareness alongside the entrepreneurial skills of communication, problem-solving, financial literacy, teamwork, planning and customer awareness. Participants were also asked to research two named entrepreneurs, Rebecca Enochchong and Cecile Njelbet, as a take-home task.

The module closed by situating the GEP within Cameroon's development priorities, and by walking teachers through the project's own theory of change: a trained teacher delivers engaging lessons, which grow pupils' entrepreneurial knowledge, attitudes and skills, building a culture of entrepreneurship in the school and, over time, contributing to a new generation of entrepreneurs in Cameroon.

Another important lesson taught was on **"Seeing Opportunities and Idea Generation**." From the lesson, participants learned that every good Business Idea must have five parts: the Problem or Need being solved, the Solution (product or service), the Customer (who it will be sold to), the Market Strategy (how it will be sold), and its Environmental Impact. Opportunities comes from gaps in the market, problems people face, changing trends, a person's own skills and knowledge, and community needs.

Participants were further trained on **"Idea Generation"** using the **SCAMPER**; a method used for shaping a business idea by either Substitute, Combine, Adapt, Modify, put to another use, Eliminate, and Reverse (looking at how things used to be done). A practical lesson on **Wants versus Needs** was delivered through an exercise in which participants were given cards containing items and were asked to separate them into wants and needs. Some got almost everything right, others struggled, but the exercise was well received. By 12:30pm, the participants went for a 30 minutes lunch break.

The afternoon session continued with **Module 2**; "**The GEP Curriculum, Levels, Structure and Content**." Teachers were introduced to the four progressive levels of the GEP curriculum, each matched to a stage of a child's development; **The Foundation level**; '**Little Helpers and Sharers**' which focuses on sharing, helping and cooperation for the youngest learners i.e. Nursery 1&2. Level 1; '**Little Business Stars**' focuses on introducing Goods, Services, and simple transactions for children in primary 1&2. Level 2; '**Young Traders'**, focuses on introducing the pupils to Markets, Pricing and Basic Financial Literacy for children in Primary 3&4; and Level 3; **'Future Founders'**, focuses on Business Planning, Innovation and Leadership for older pupils i.e. Primary 5&6.

Teachers learned that every level follows the same three-term structure used across Cameroonian schools: Term 1 introduces concepts and builds vocabulary, Term 2 deepens understanding through activities and stories, and Term 3 applies that knowledge to a real project leading into the Grand Market Day. They were introduced to the recurring GEP characters who carry the story across lessons including; Nkem and Tabi, Mami Grace, Pa Ndi, Forchu, Asheri, Mr Tanyi, Ma Comfort and Pa John and were shown how to use the Teacher's Guide and the structure of the pupil textbook, which moves from a story, to key vocabulary, to the main lesson content, to a hands-on activity, and finally a short learning-

journal reflection. The day ended by 4:45pm with participants filling the Daily Evaluation Sheet and Attendance Sheet.









Excerpts of Day 1 of the training of GEP teachers with Dr. Lemuel Azibo; CABEP's Executive Director facilitating on Entrepreneurship and the GEP Curriculum.

Day 2; Wednesday 2nd September 2026

The training began by 8:12am with all the Facilitators and Participants present. The day began with morning warm-up exercises, followed by feedback from the Daily Evaluation Sheets and the report of day 1. Interventions came from the Facilitators on portions of the previous day's lessons that were not clear to the learners. This was followed by breakfast and attendance. The Participants were introduced to **Marketing** with marketing defined as communicating a product, producing something and making it known to people. The four Ps of marketing were covered: Product, Price, Place and Promotion, alongside building a customer profile and pricing strategy (for example, penetration pricing and premium pricing).

The participants were further introduced to **Green Entrepreneurship** with emphasis that a business should give people life, not take lives. Teachers compared the Linear Economy Model with the Circular Economy Model, and discussed whether a business is environmentally good and truly makes lives better. Business ethics was also covered: honesty, keeping to time, keeping to agreed prices, community responsibility and environmental responsibility. A common cause of business failure discussed was mixing business money with personal money.

The Facilitator introduced another topic; "**Entrepreneurial Attitude and Facilitation**" with special focus on attitude which was linked to initiative; doing something without being told, and to communication skills. A Teaching Observation Checklist was given out, and teachers reviewed types of entrepreneurship; social, technological, silver, and green entrepreneurship. By 12:30pm, participants went for Lunch break.

After the Lunch Break, Participants were introduced to **Module 3**; **Child-Centred Teaching Methods for Entrepreneurship**. The session was introduced by comparing traditional, teacher-led instruction with the GEP's child-centred approach, in which pupils think, discuss, create and learn from mistakes rather than simply listening and memorizing. Teachers practiced five active learning methods; Story-Based learning using the GEP characters, Role Play and Market Simulation; including a hands-on 'Classroom Market' exercise in which teachers divided into sellers and buyers, made simple paper products, set prices, and traded with pretend money before reflecting on what worked, Problem-Based learning; starting from a real community problem and guiding pupils from open brainstorming to realistic evaluation, Cooperative Group Work with clearly assigned roles, and Reflection and

Journaling; using the pupil textbook's 'My Learning Journal' as a thinking tool rather than a marking exercise.

Teachers also discussed how to adapt these methods to their own classroom realities large classes, limited materials, multilingual pupils, mixed-age groups and shy learners and how to build an entrepreneurial classroom environment through displayed pupil work, an '**idea wall'**, consistent use of key vocabulary, and by celebrating creative failure rather than punishing it. The day ended by 5:00pm with participants filling the Daily Evaluation Sheet and Attendance Sheet.








Excerpts of Mrs. Ngoh Vivian (GEP National Coordinator) facilitating in Day 2 of Training of Teachers in the GEP in Bamenda

Day 3; Thursday 3rd September 2026

Day 3 started at 8:09am with morning warm-up exercises, followed by feedback from the Daily Evaluation Sheets and the report of day 2. Interventions came from the Facilitators on portions of the previous day's lessons that were not clear to the learners. This was followed by breakfast and attendance. The next activity that followed was the introduction of **Module 4**; **Planning and Delivering a GEP Lesson**. Teachers were introduced to the five-stage structure that every GEP lesson follows:

- **Engage**; to hook pupils into the lesson through a story or question
- **Explore**; where pupils investigate a concept through a game or activity while the teacher facilitates rather than tells
- **Explain**; where the teacher clarifies the core concept using GEP characters and community examples
- **Apply**; where pupils use the new concept in a task, and
- **Reflect**; where pupils record or share what they learned.

Using the standard GEP lesson plan template, teachers practiced writing complete lesson plans for their assigned class, and were introduced to four levels of classroom questioning**: recall, explain, apply,** and **create and evaluate** to progressively deepen pupil's entrepreneurial thinking.

The participants were further introduced to **Module 5**; **Mini Market Fairs, Organizing and Facilitating.** Teachers learned that a Mini Market Fair is a school-level, non-competitive practical learning event held at the end of each of the first two terms, in which pupils apply what they have learned by making, pricing and selling simple products or services to classmates, parents and the community. The session walked teachers through the full preparation timeline, from confirming the date and venue weeks in advance, through helping pupils plan their products and prices, to the teacher's role on the day itself: facilitating, observing and documenting rather than managing every transaction. Much of the day was spent in hands-on practice, working through staged market simulation exercises so that teachers could experience, in stages, the flow of a real Mini Market Fair before running one with their own pupils. The module closed with the structured four-question debrief every fair should end with: **What happened? What worked well? What was hard?** And **what is to be done differently next time?** Participants went for lunch break by 12:30pm.

After the break, the Facilitator continued with **Module 6; Assessing Pupil Progress and Completing MEL Forms**. Teachers were introduced to the GEP Assessment Framework; built around three broad domains of pupil growth: Knowledge of entrepreneurship concepts, Attitudes such as confidence and initiative, and Skills such as selling, pricing and presenting. Teachers practiced using professional judgments, rather than pass-or-fail testing, to assess pupils in each domain based on classroom observation. They were also introduced to the monitoring, evaluation and learning (MEL) forms that every GEP Teacher is to fill weekly; a short weekly teacher progress log, an end-of-term pupil learning assessment, and a report to be completed after every Mini Market Fair, all submitted to the CABEP Field Officer. Lastly for the day, the participants were introduced to the GEP Business Game Module 1 &2 which they played. The day ended by 5:00pm with participants filling the Daily Evaluation Sheet and Attendance Sheet.



Excerpts of Day 3 with Participants being introduced to the GEP Business Game

Day 4; Friday 4th September 2026

Day 4 started at 8:00am with morning warm-up exercises, followed by feedback from the Daily Evaluation Sheets and the report of day 3. Interventions came from the Facilitators on portions of the previous day's lessons that were not clear to the learners. This was followed by breakfast and attendance. The day was dedicated for the GEP Business Games. Teachers played the various modules of the GEP Business Game; moving through Level 1, Level 2 and Level 3. This helped to build their practical understanding of business and GEP concepts through play and market simulation. By midday, participants went for lunch break.

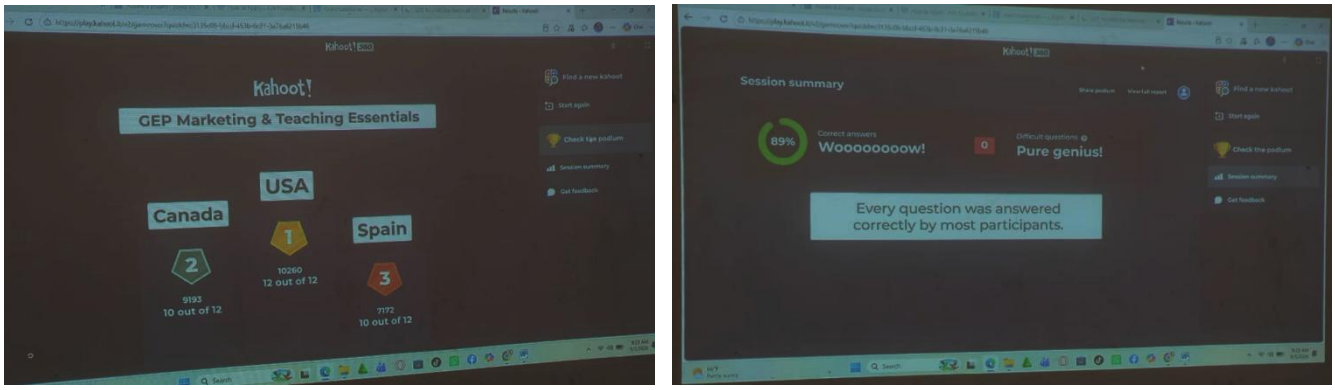
The afternoon session focused more on how to mount and play the Business Game with pupils in the classroom which the Teachers were guided to how to play the Business Game in the classroom with the pupils. The Teachers were also given the opportunity to mount the Game which some corrections were made at the end of the day. The day ended by 5:00pm with participants filling the Daily Evaluation Sheet and Attendance Sheet.



Excerpts of Day 4 with Participants demonstrating skills acquired in the training

Day 5; Saturday 5th September 2026

Day 5 being the final day began with the usual warm-up exercises, followed by feedback from the Daily Evaluation Sheets and the report of day 4. Interventions came from the Facilitators on portions of the previous day's lessons that were not clear to the learners. This was followed by breakfast and attendance. The Participants played the Kahoot Game (Digital Assessment) was played which the participants played in 3 teams and has a cumulative score of 89%. This proved that majority of the concepts taught were well understood.



Picture showing the score of participants after playing the Kahoot in 3 teams.

After the Kahoot, the Facilitator went ahead to introduce **Module 7; Family and Community Engagement in the GEP**. Teachers discussed on the importance of entrepreneurship learning being strengthened through community engagement; for the school to the community and homes. The teachers were also introduced to the GEP Teacher/Guardian Toolkit and the family activities involved, such as interviewing a family entrepreneur, accompanying a parent to the market, and setting a simple savings goal. They discussed how to run a parent orientation session at the start of the school year, how to respond to common concerns by parents about the programme, and how to invite local entrepreneurs, such as traders, farmers or artisans, into the classroom as guest speakers.

The Facilitator further went introduced the Micro-teaching Practice Session in which every participant had to deliver a short micro-teaching session using the GEP Method; **Engage, Explore, Explain, Apply and Reflect method**. Topics presented were:

Discount

Trader

My Body

Sharing

Making Correct Change

Sharing What We Have

Needs

From the Farm to the Factory to the Shop

Key facilitation lesson: facilitators should not ask a child to state the topic outright, but should instead introduce the topic themselves and let the lesson unfold through engagement.

Each participant also completed a personal GEP Action Plan, committing to a first lesson date, a first Mini Market Fair date, and one teaching method they would try first in their own classroom.



Excerpts of Day 5 with Participants demonstrating through micro-teaching new teaching (facilitation) skills acquired in the training

After the Micro Teaching, the participants were introduced to The Johari Window; a method of feedback; The Johari Window is a self-awareness tool that divides knowledge about a person into four areas:

1. **Open Area;** Known to you and known to others	2. **Blind Area;** Not known to you but known to others
3. **Hidden Area;** Known to you but not to others	4. **Unknown Area;** Not known to you and not known to others



Excerpts of Mrs. Ngoh Vivian (GEP National Coordinator) presenting the Johari Window

After the presentation of the Johari Window, the Participants requested for opportunity to be given to mount the Business Game again in order to be sure of their mastery of the Business Game which they were given the opportunity to mount the Business Game again for the third time. This time they did it correctly which left the facilitators very satisfied which their quick mastery of the GEP concepts and tools.



The training closed with the presentation of certificates to participants, recognizing them as GEP Teachers. Following the certification, a word of appreciation was given by one of the participants on behalf of the group. Closing remarks were then delivered by the Director, the Deputy Director, the Marketing Director, and the Monitoring and Evaluation (M&E) Officer and Coordinator of GEP.



Excerpts of Day 5 with Participants receiving their Certificates of Completion of Training

8. Evaluation

The training achieved its main process milestones: participants were welcomed, CABEP and the GEP were introduced, the Teacher's Guide was presented, the five child-centred teaching methods were taught, the right methodology in facilitating the GEP, participants were shown how to mount the games, methods of choosing a business idea were taught, and daily evaluation forms were completed by all participants throughout the week.

9. Impact

- Teacher capacity. Eight teachers from two partner schools completed the full five-day, seven-module programme and were certified as GEP Teachers. This is the second step in the GEP delivery chain, after the Master Trainers, and it produced the first group of school-based teachers able to take the curriculum into classrooms.

- Practical readiness. Teachers did more than receive content. Each of the eight delivered a micro-teaching session using the Engage, Explore, Explain, Apply and Reflect method. Topics ranged from Sharing and My Body for younger learners to Discount, Making Correct Change and From the Farm to the Factory to the Shop for older ones. Each participant also completed a personal GEP Action Plan, committing to a first lesson date, a first Mini Market Fair date, and the teaching method they will try first.

- Knowledge gained. The group scored 89% overall in the Day 5 Kahoot quiz on marketing and teaching essentials. Daily evaluation forms show the teachers could name what they had learned, including:

the entrepreneurial mindset habits

the stages of a GEP lesson

the four Ps of marketing

the Mini Market Fair process

the child-centred methods

Several noted that they could now present a real GEP lesson. One described discovering how much easier and more interesting lessons become with this method, and another said their classroom management, especially lesson presentation, had improved.

- **Mastery of the Business Game.** Teachers moved from playing the game to mounting it themselves. After corrections on Day 4, they asked to mount it again on Day 5, and on the third attempt they did it correctly. This shows they can facilitate the game independently.
- **Personal and professional benefit.** Some participants said the training helped them identify and correct mistakes in their own businesses. Others said it gave them a new understanding of failure as "data" to learn from. This matters because teachers who model the entrepreneurial mindset are better placed to pass it on to pupils.
- **Institutional value.** The training tested the full delivery model (call for applications, five-day residential training, certification, MEL reporting lines) and produced feedback for improving future cohorts. It also gives CABEP a first group of Teachers who can demonstrate the GEP approach in Bamenda.

9. Challenges Encountered

- **Low uptake of the open call.** The call for applications went out through a flyer on social media and a WhatsApp group of Head Teachers and Proprietors. Only two schools applied before the deadline, giving a cohort of eight teachers. This is well below the reach envisaged for the project. Some schools indicated their interest to take the training but complained they were not ready financially to sponsor their teachers for the training.
- **Time management.** The flyer announced sessions from 8:00am to 3:00pm, but days actually closed at about 4:45pm (Day 1) and 5:00pm (Days 2 to 4). Day 1 ran late because of a late start, and Day 2 also began after 8:00am. Participants raised this repeatedly, saying lessons were too long, time was not respected, and they feared being caught in the rain on the way home.
- **Heavy content load.** Seven modules, the Business Game and micro-teaching were compressed into five days. Participants described the programme as "too loaded" with too little time, and some found the number of exercises tiring. Suggestions for a longer duration ranged from two weeks to two months.
- **Balance of theory and practice.** Several teachers asked for more practical work and fewer theory sessions. They also wanted sample GEP classroom presentations, especially for nursery level, and a practical teaching session earlier in the week rather than on Saturday.
- **Business and financial concepts.** Some participants found certain financial topics unclear, particularly gross profit calculation, pricing strategy, fixed and variable costs, record-keeping and completing the business cycle and planning templates. Some of this content (personal

business planning, the Business Model Canvas) goes beyond the GEP classroom content, and it competed for time with the core teaching methodology.

- **Business Game facilitation.** One participant found the game unclear on Day 4, and the group needed three attempts to mount it correctly. Setting up the game (charts, materials, roles) is a skill that needs more rehearsal time.
- **Logistics and facilities.** Participants noted the lack of water in the toilets and hygiene concerns, the lack of water for hand washing, and requests for table napkins. Rainy-season weather also affected participants' travel home after late closes.
- **Reporting gaps.** No pre-training baseline was taken, so the Kahoot score cannot yet be measured against starting knowledge. The evaluation section also lists process milestones but no measured outcomes.

10. Points of Attention

- **Protect the core.** The GEP methodology (lesson structure, child-centred methods, Mini Market Fairs, MEL forms) is what teachers must leave with. Personal business-planning content should not crowd it out.
- **Follow-up is where the impact will be realised.** Certification alone does not guarantee classroom delivery. The Action Plans (first lesson date, first Mini Market Fair date) and the weekly and end-of-term MEL forms submitted to the CABEP Field Officer are the main tools for tracking whether teachers actually implement the GEP.
- **Support for lower levels.** Teachers asked for concrete examples for nursery classes, so Foundation and Level 1 teachers may need extra demonstration support.
- **Clarity on unresolved topics.** Gross profit, pricing strategy, the business cycle form and record-keeping were flagged as unclear by multiple participants and should be revisited in follow-up sessions.
- **Extension to secondary schools.** The Governor's Office and the Regional Assembly proposed developing GEP for secondary schools, and the report already refers to secondary students. Future cohorts and materials should be planned with this in mind.
- **Facility standards.** Water and sanitation are basic requirements for a residential-style training and should be checked before each cohort.

11. Conclusion and Recommendations

The first cohort training was a successful proof of delivery for the GEP's teacher-training component. Within five days, eight teachers from two partner schools were taken through all seven modules, practiced the GEP method through micro-teaching, and were certified as GEP Teachers. Their 89% Kahoot score, their action plans, and their ability to mount the Business Game independently show that they understood the content and gained practical skills. Participants' feedback was consistently positive about the interactive facilitation, the games and the practical sessions.

The challenges were mainly about logistics and programme design, not about the value of the training: too much content for the time available, sessions running past their announced hours, limited uptake of the call, and basic facilities. These are manageable and can be addressed before the next cohort. With stronger follow-up and structured monitoring, this cohort can become the first group of school-level champions for the GEP in Bamenda.

Recommendations

- **Review the programme duration.** Extend the training (for example to two weeks, or split into two blocks) or reduce content per day, since this was the most frequent participant suggestion.
- **Enforce the schedule.** Set fixed start and closing times, publish them accurately on the flyer, and end early enough for participants to travel safely, especially in the rainy season.
- **Rebalance the content.** Move toward practical sessions and keep personal business-planning content secondary to the GEP methodology. Introduce practice teaching earlier in the week.
- **Strengthen the finance component.** Add short practical exercises on gross profit, pricing, costs and record-keeping, with take-home exercises, or move these to follow-up sessions.
- **Provide model lessons.** Include sample GEP classroom presentations, particularly for nursery and lower primary, before participants prepare their own.
- **Give more rehearsal time for the Business Game.** Build in guided practice on mounting and running the game, including a role-play in which everyone plays the same version.
- **Follow up in schools.** Conduct classroom visits and monitoring by the CABEP Field Officer, confirm that Action Plan dates are met, and collect the first MEL forms.

- **Create a teachers' network.** Set up a WhatsApp group or forum for Teachers to share ideas and ask questions, as participants suggested.
- **Widen outreach.** Reach more schools through direct visits, the Regional Delegation of MINEDUB, school proprietors' associations and the schools from the test phase, and set application deadlines early enough to allow for that.
- **Measure results.** Introduce a short pre- and post-training test, and report the Kahoot scores with a comparison against baseline to demonstrate learning gains.
- **Improve** facilities. Ensure running water, functional and hygienic toilets, hand washing water and basic supplies at the venue before each cohort.

ANNEXES

Annex 1. Participant Feedback from the Daily Evaluation is Summarized Below.

DAILY EVALUATION FEEDBACK					
SN	**What I Liked**	**What I Learned**	**What I Did Not Liked**	**What Is Still Not Clear**	**My Suggestions**
Day 1; 1st September 2026					
1	I liked the presentation, warm ups, the food, and the seminar as a whole! I applaud the warm welcome too.	-five mindset habits of an entrepreneur - I learned how to scan a business idea and opportunities. - I also learned a lot on financial literacy	It was too lengthy Time was not respected.	All good	Make the lessons shorter, it will be easier to understand and store.
2	The simplicity in the explanations. The relaxed environment The launch offered	The full understanding of an entrepreneur; The mindsets to must have, Financial Planning, the Business Model and Planning	Late start, which I understand the reason for today	**Profit calculation**	**Closing earlier (already mentioned)** **Little exercises after each module**
3	The orderliness during the teaching and learning process.	a lot about entrepreneurship	The much numbers of hours allocated for the training	-	Should close early so people won't be stacked by rain
4	The way the lessons were taught Giving exercises every time it became bored The launch given The game after the lessons also helps us reflects.	I learn what is all about entrepreneurship I learn who is an entrepreneur How I can go about a business plan All what it takes to start a business	The time was too long	How to break this lessons into teachable lessons	Should not take too long.
5	A friendly environment and conducive and clear explanations	How to grow myself and others in business	Late close which maybe was caused by late start	How to calculate gross profit	Keep to time
Day 2; 2nd September 2026					
1	The seminar was interesting, playful	I learned how to come up with a real	Water for hands and rest	How to come	Provide water for the rest

	and very enriching at the same time. The food was good. I really appreciate. I love the fact that it was lively	and good business plan How to present lessons as a GEP teacher. Learned a lot on product, price, place and people.	room	up with a financial plan effectively	room please! Table napkins too, if possible please. T.Y.
2	I like the way the class was interactive. And the practical section it makes me to understand perfectly.	I learned that every failure is data, I also learned the various stages of a GEP lesson note which was one of the things I wanted to know from the first day I came here.	-	The pricing strategy is not yet clear for me	I would like that tomorrow we do more of practical than theory.
3	I liked the fact that the facilitators explain everything to the simplest enabling me fit myself into a real life situation. I also liked the fact that I was able to figure out my mistakes I made in my own business and can now go and correct them.	How to calculate gross profits. The difference between marketing and advertisement (marketing is not advertisement) The customer's profile.	All good	All good	More exercise both during the lessons and others to take home
4	The improved punctuality of today was better The practical sessions of today made it lively The food during launch	I learned a little more on gross profit calculation Business planning and ethics How to teach entrepreneurship The new method of teaching which is interactive	None for today	The points and modules are not clear, I just need to stay on them to master and live with them.	It's for the next session. The course is too loaded and so should or can be a two week course.
5	I like the brainstorming, facilitating method, the active participation of the participants	I learned about how to teach entrepreneurship, business model canvas (BMC) and how to write a business plan.		The entrepreneur lesson plan	I suggest we carry out a practical topic on the entrepreneurship lesson plan
6	The practical session of today's	How to apply/teach entrepreneurship			The trainers should

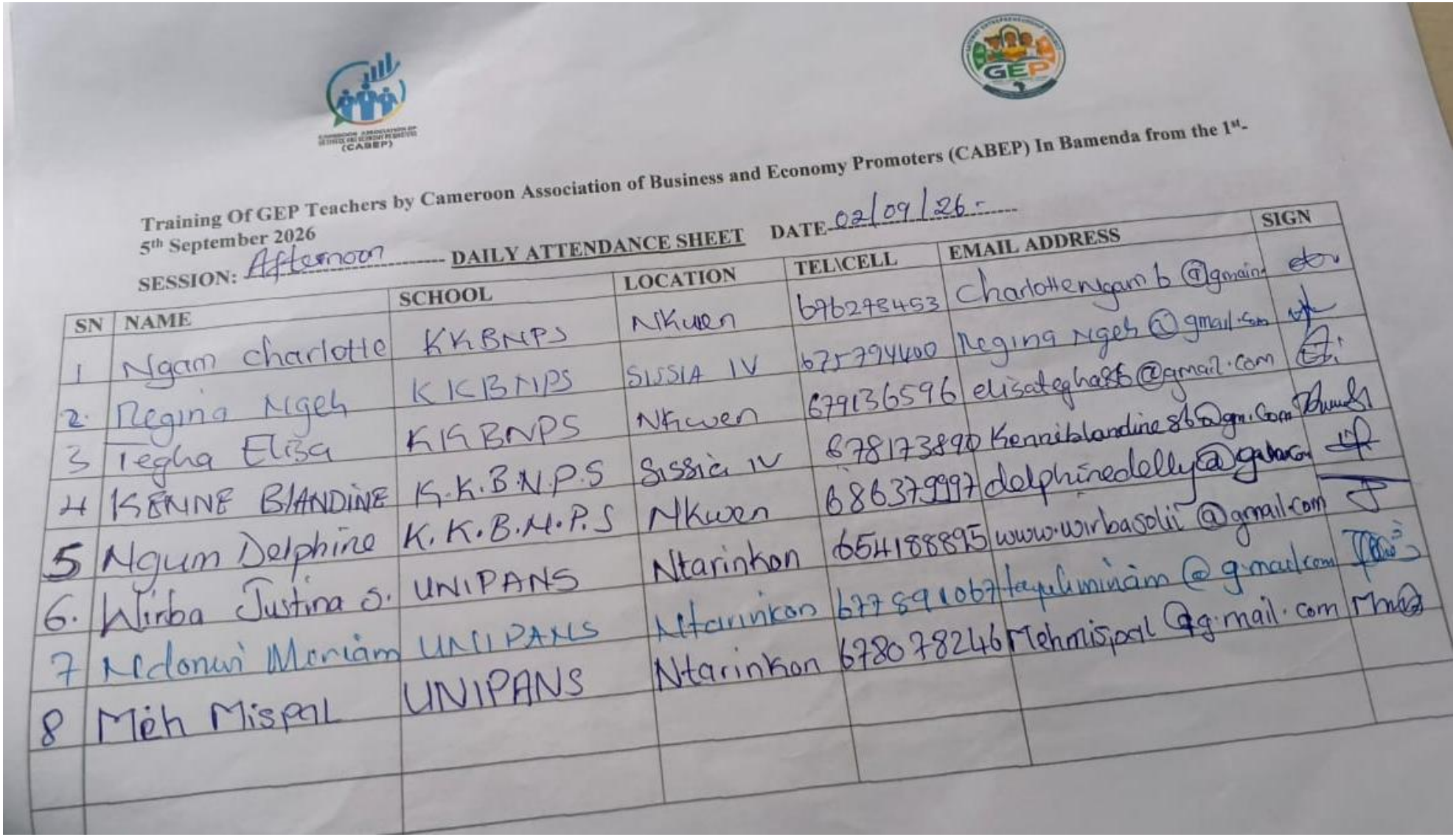
	session				follow up the trained teachers in their various schools
7	The fluency and mastery of the subject matter of the facilitator Lively lessons	Stages of a GEP lesson stages.		Definition of concepts e.g. variable, fixed cost, overhead, net cost and gross profit	Do a practical teaching in a GEP classroom.
8	I like the fact that I was taught and it help me to know the meaning of entrepreneurship and the different module	I learned that an entrepreneur is someone who sees a problem and provide a solution. And that an entrepreneur is known by his skills, knowledge and attitude.	Everything was good because there are things I was not expecting	Is how to use the entrepreneurs hip in my day today's life	I suggest that we do more of practical than theory because there are some theme that makes me to be discourage.
Day 3; 3rd September 2026					
1	Interesting games that made the lesson interesting.	How to carry out a monthly business cycle	Closing time was not respected	Filling the business cycle form	An example of a real GEP classroom presentation especially in the nursery
2	All the practical lessons that were carried on	How to carry on my monthly business activities	None for today	nothing	
3	The class was very interactive making everyone participate fully The manner in which the trainer react to responses during the lesson ie she sees into it that everyone received a satisfied response to the question he or she asked.	I learned how to manage my business correctly putting into consideration how I spend and manage my money.	The exercise where a bit too many which made ones headache	All good	
4	I like the way lessons are taught practically. The interactive method	I learned how to operate a business practically	nothing	All was good	More practical exercises
5	I liked the fact that all my questions	I learned that in a classroom, if a		The business	I think we can do a

	were answered.	pupil's family is over poor, I can tell them to use natural or recycled materials why waiting for support from the officers		cycle was not clear in the area of records	practical lesson before Saturday
6	The ice breakers The practical lessons The exercise for a recap	How to carry entrepreneurial activities in different classroom setting Organizing and facilitating a mini market fair	Nothing really	Everything is clear per time I know time will make it good	Repetition follow up from the office
7	I love the exercises (ice breakers) The lessons were related to real life situations which I really appreciate The food was good too.	GEP lesson plan and methods of presentation Different things to consider when managing a business, materials, quality checks, records etc.	nothing	How to present the GEP lesson	A sample presentation on a particular lesson will help a lot.
8	I like the way the lessons were taught. The warm reception and the down to earth explanation of lessons I like the interactive method of teaching.	I learned how to do a business plan I also learned that failure is a data to learned from it I learned new ways of teaching, the GEP method	The toilet does not have water and is not hygienically good.	Recycling and up-cycling	Keep water in the toilet
Day 4; 4th September 2026					
1	Business games that made the learning process interesting	A practical business game Lively methods of motivating trainees			The training should be given more time
2	I like the practical and group lessons taught	I learned how to present lesson in a GEP class I learned the 4 module learning objectives		How to present or facilitate a lesson in a GEP classroom	How to fill or enter the business planning template correctly
3	I liked how the game made me to be able to know some of the techniques in business	I learned that I must not sit in one place and wait for customers, I can also go in search of them.	The game was not really clear to me	How to prepare the lesson	I suggest that next time before we play a game, let's make it same for everyone and do a role

					play.
4	I like the facilitation methods Active participation from all participants	I learned the objectives of the various modules 1,2, and 3, and how to carry out a successful business like taking down every records			That we carry out more practical lessons
5	Everything on today's edition	Sales, marketing and proper recording			
6	The presentations were good, nourishing and lively All my worries were clarified The launch	The different learning objectives of each module Lesson planning and presentation			
7	The learning today was much more relaxed because it was filled with the market or business game The food	The extra needs to pay attention to record my figures properly. Proper marketing Customer care	None for today		
8	The fact that the facilitators were giving a lot and interesting exercise which were really necessary because they helped me to be active in class	I learned how to build myself as a very good and confident entrepreneur through the activities that were given. I also learned trying sometimes to give discount to your customers without checking your buying price.	All good	The lesson presentation as in GEP	A forum be created where all these group of trainees be added to share ideas when there is a need for
Day 5; 5th September 2026					
1	The presentations were good. I loved the evaluations and observations of the trainers and manner of approach to errors	The different stages of lesson presentation i.e. the methodology perfectly understood.	nothing	nothing	nothing
2	The games said it all, it touches every aspect of life e.g. business, banking, relaxation, feeding	I learned that when doing business, you need to borrow wisely and pay promptly. Be people, environment friendly and not only about profit	The program was very loaded and we were given a very short time	Record taking	More time should be given for the training, two months is good for me.
3	The practical lesson of facilitating a GEP classroom. This was the very experience and I liked it. I liked the	How to leave teaching and do facilitation. The Johari Window is another eye	Nothing really	It's left to me to work	

	corrections given	opener How to set the business game			
4	Everything about the whole training session	A lot about business Business plan Financial literacy ethics			The GEP should stop at nothing to see the project a successful one
5	I like the way the facilitators carried out this program. The practical lesson session really makes it to stick in the mind	I learned how to present or facilitate lesson in a GEP classroom. I learned how to place the charts for the business game	nothing		Next time this program should take at least 2 weeks
6	I liked the fact that I was privilege to be part of the training	I learned that in module 4 the game is about competition in the market because all the groups has only one product			Is that next time we should use at least 2 weeks for the training because I was so thence
7	I like the facilitating methods of all the facilitators I liked the active participation and the interactive nature of the session And how the content was understood because of their simplicity in content delivery	I learned about the mindset of an entrepreneur and how to successfully start a business. I also learned about the objectives of the various models			I suggest we carry out more rehearsals or more practical lessons
8	I liked the manner in which all the lessons were passed across. I also liked the fact that my knowledge about classroom management has been improve especially on lesson presentation	I learned how to present a real GEP lesson. And I also discovered how interesting and easier it is when using this method.	All good	Nothing for now	This program should live on until all parents and teachers see the need to adapt to it

Annex 2: Sample Attendance sheets



Training Of GEP Teachers by Cameroon Association of Business and Economy Promoters (CABEP) In Bamenda from the 1st-
5th September 2026

SESSION: Afternoon ---------- DAILY ATTENDANCE SHEET DATE- 02/09/26-

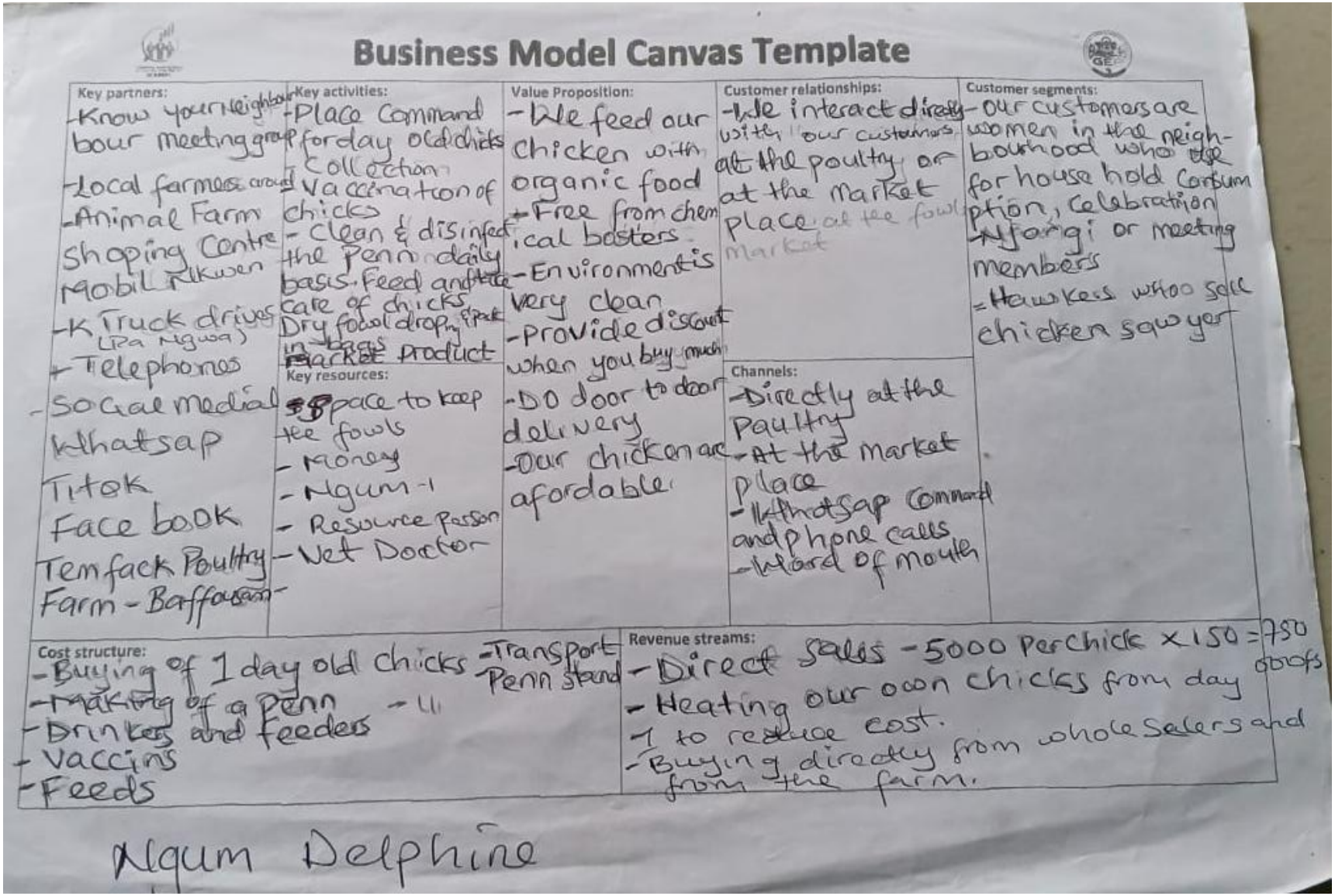
SN	NAME	SCHOOL	LOCATION	TEL\CELL	EMAIL ADDRESS	SIGN
1	Ngam charlotte	KKBNPS	Nkwen	676278453	Charlottengam b @gmail	
2	Regina Ngeh	KKBNPS	SISSIA IV	675794600	Regina Ngeh @ gmail.com	
3	Tegha Elisa	KKBNPS	Nkwen	679136596	elisateghass@gmail.com	
4	KENNE BLANDINE	K.K.B.N.P.S	Sissia IV	678173890	Kenneblandine86@gm.com	
5	Ngum Delphine	K.K.B.N.P.S	Nkwen	686379997	delphinedelly@gmail.com	
6	Wirba Justina S.	UNIPANS	Ntarinkon	654188895	www.wirbasolii @gmail.com	
7	Ndonwi Meriam	UNIPANS	Ntarinkon	677891067	tapuliniam @ g.mail.com	
8	Meh Mispal	UNIPANS	Ntarinkon	678078246	Mehmispal @g.mail.com	

Training Of GEP Teachers by Cameroon Association of Business and Economy Promoters (CABEP) In Bamenda from the 1st-5th September 2026

SESSION: MORNING DAILY ATTENDANCE SHEET DATE 4th September

SN	NAME	SCHOOL	LOCATION	TEL\CELL	EMAIL ADDRESS	SIGN
1	Ndonwi Miriam	UNIPANS	Ntarinkon	677891067	tayuhmeriam@gmail.com	
2	Meh Mispal	UNIPANS	Ntarinkon	678078246	Mehmispal@gmail.com	
3.	Wirba Justina	UNIPANS	Ntarinkon	654188895	wirbasolii@gmail.com	
4	Ngum Delphine	K.K.B.N.P.S.	Nkwen	686379997	delphinedolly@gmail.com	
5	Tegha Elisa	KKBNPS	Nkwen	679136596	elisateghas86@gmail.com	
6	Regina Ngeh	KKBNPS	Nkwen	675794400	Regina Ngeh@gmail.com	
7	Ngam charlotte	KKBNPS	Nkwen	676273453	charlottengam@gmail.com	
8	KENNE BLANDINE	K.K.B.N.P.S	Sissia IV	678173890	Kenneblandine86@gmail.com	

Annex 3: Sample Business Model Canvas (BMC) developed by Teachers during training



Business Model Canvas Template

Key partners:
- Know your neighbour bour meeting group
- Local farmers around
- Animal Farm
- Shoping Centre Mobil Nkwen
- Truck drivers (Lipa Ngwa)
- Telephones
- Social Media
- Whatsap
- Tiktok
- Face book
- Tenfack Poultry Farm - Baffoussam

Key activities:
- Place Command for day old chicks Collection
- Vaccination of chicks
- Clean & disinfect the Penn daily basis. Feed and take care of chicks
- Dry food dropping in bags
- Market Product

Key resources:
- Space to keep the fowls
- Money
- Ngum - I
- Resource Person
- Vet Doctor

Value Proposition:
- We feed our chicken with organic food
- Free from chemical bosters
- Environment is very clean
- Provide discount when you buy much
- DO door to door delivery
- Our chicken are afordable

Customer relationships:
- We interact directly with our customers at the poultry or at the market place at the fowl Market

Channels:
- Directly at the Paultry
- At the market place
- Whatsap Command and phone calls
- Word of mouth

Customer segments:
- Our customers are women in the neighbourhood who use for house hold Consumption, Celebration
- Njangi or meeting members
- Hawkers who sell chicken saw yer

Cost structure:
- Buying of 1 day old chicks
- Transport
- Penn stand
- Making of a Penn
- Drinkers and feeders
- Vaccins
- Feeds

Revenue streams:
- Direct sales - 5000 Per chick x 150 = 750 000fs
- Heating our own chicks from day 1 to reduce cost.
- Buying directly from wholesalers and from the farm.

Ngum Delphine

Meh Mispal

Business Model Canvas Template

Key partners:
- parents, guardians and the Local community will be important partners in supporting enrolment and school development.
- Qualified teachers and educational professionals will support teaching and learning.
- private investors provide part of the required start-up capital.
- Government and Local educational authorities

Key activities:
- provides quality nursery and primary education to children approximately 3-12 years old.
- Teach core subjects including English, Arithmetic, computer skills and Entrepreneurship Marketing.
- Parents engagement
- Provide practical, child centered intergrated activ

Key resources:
- Qualified and experienced teachers, caregivers and administrative staffs
- school buildings, classrooms, furniture, teaching materials
- Computers and other educational technology
- start-up capital

Value Proposition:
- Provide affordable, quality and holistic education in a safe and supportive environment.
- Develop children academically while building computer, entrepreneurial, communication and practical life skills.
- Dedicated teachers with competente skills who give individual attention to pupils
- Provide regular updates on pupils' academic performance, behaviours and development.
- offer a competitive school fees while maintaining quality education

Customer relationships:
- Maintain strong and respectful relationship with Parents and guardians
- Provide regular updates on pupils' academic performance, behaviour and development
- organise parent-teacher Meetings.
- use feedback from parents to improve school services
- Build trust through transparency

Channels:
- Direct contact with parents in the Locality
- school signboard, flyers
- Social media platforms
- parent referrals from satisfied families.
- School open day

Customer segments:
- children aged approximately 3-12 years and their parents.
- families seeking affordable but quality nursery and primary education.
- Parents interested in computer skills, entrepreneurship and practical skills for their children.
- The school focus on the Local community
- Working parents who needs a safe well-managed school.

Cost structure: Start up capital is estimated à 10.000.000fcfa
- major cost include school facilities, furnitures, teaching materials.
- staff salaries and benefits
- projected operating expenses are approximately 500.000Fcfa in

specify each cost item and the amount.
Group vc and fc separate.

Revenue streams: School fees paid by pupils 45000frs
- 100 pupils in year 1

Annex 4: Comments by Participants and Facilitators.



The training was interactive, lively and enriching from the first day to the last. It was never a case of sitting and listening for hours. Whenever the lessons became heavy, the facilitators brought in a game, an ice breaker or a group exercise, and it woke everyone up again. The practical sessions, like the Classroom Market where we made paper products, set prices and traded, helped me understand ideas that would have stayed abstract if they had only been explained. What impressed me most was how the facilitators handled our responses. Whatever question or answer we gave, they made sure we received a satisfying reply, so nobody was left behind or made to feel foolish. ***Mme. Ngum Delphine, KKBNPS***



From the first day I came, I wanted to know how a GEP lesson note is put together, and this training answered that. I learned the five stages of every GEP lesson: Engage, Explore, Explain, Apply and Reflect. We then practiced writing complete lesson plans using the standard template, and we learned the four levels of classroom questioning, from recall to create and evaluate. Later, I delivered a micro-teaching lesson myself using these stages. Before, planning a lesson on entrepreneurship felt like guesswork. Now I know what to do at each stage and now I feel ready to teach it. ***Mme. Tegha Elisa, KKBNPS***



The facilitators explained everything in the simplest way and linked each topic to real-life situations, so it was easy to fit myself into the lessons. When we studied pricing, costs, records and business planning, I saw the mistakes I had made in the past, such as not recording my figures properly and not separating business money from personal money. I now know how to correct them. I came to learn how to teach entrepreneurship to children, and I am leaving with skills for the classroom and for my own life. A teacher who understands business from experience can teach it much better than one who only reads about it. ***Mme. Wirba Justina, UNIPANS***



One lesson that stayed with me is that every failure is data. I used to see mistakes as something to hide or be embarrassed about, and I am sure I passed that attitude to my pupils without knowing it. Now I understand that a failed attempt is information we can learn from. In my classroom, I want

to celebrate creative failure instead of punishing it. I plan to set up an idea wall and display pupils' work, including work in progress, so children see that trying, learning and trying again is how entrepreneurs grow. It is a simple shift in mindset, but I believe it can change how my pupils approach problems, school and life. ***Mme. Ngeh Regina KKBNPS***



The Business Game touches every aspect of life: business, banking, relaxation and even feeding. Through play and market simulation, I learned to borrow wisely and pay promptly, and to be friendly to people and the environment instead of thinking only about profit. I learned that I must not sit in one place waiting for customers, but should go out and look for them. I also learned the value of proper records, good customer care, and being careful about giving discounts without checking my buying price. These lessons are easy to remember because we lived them in the game instead of just hearing about them. We also learned how to mount the game and place the charts, and I am confident my pupils will enjoy playing it and learn a great deal from it. ***Mme. Ngam Charlotte KKBNPS***



Delivering my own micro-teaching session was the best part of the week for me. Standing before my colleagues, using the GEP method, and then receiving honest corrections from the trainers gave me real confidence to facilitate a GEP classroom. The trainers handled our errors with encouragement, not criticism, and that made me want to improve. I also learned an important facilitation lesson: do not ask a child to state the topic outright, but introduce it yourself and let the lesson unfold through engagement. The Johari Window was an eye opener. It showed me that there are things others see in me that I cannot see myself, and that giving and receiving feedback openly is a strength for a teacher and a colleague. ***Mme. Kenne Blandine, KKBNPS***



My knowledge of classroom management has improved, especially in lesson presentation. Before the training, I mostly taught by telling and expecting pupils to listen and memorize. Now I know how to hook pupils with a story or question, let them explore through an activity, explain the concept using examples from their own community, and guide them to apply and reflect on what they learned. I have also learned how to adapt these methods to real classroom conditions like large classes, limited materials, mixed-age groups and shy learners.

I discovered how much easier and more interesting teaching becomes with the GEP method, and I am excited to try it with my pupils. ***Mme. Meh Mispal, UNIPANS***



I am grateful for the warm reception, the friendly and relaxed environment, the good food and the way every facilitator made us feel valued. I felt privileged to be part of this first cohort. The facilitators showed great mastery of the subject and patience with us, and they never rushed past a question. I am leaving with a Teacher's Guide, an action plan, a certificate and, more importantly, the confidence to begin. The GEP should stop at nothing until it succeeds, and this programme should live on until every parent and teacher sees the need to adopt it. I look forward to follow-up visits from the trainers and to sharing ideas with the other Focal Teachers as we start in our schools. ***Mme. Ndownwi Miriam, UNIPANS***



Training the first cohort of GEP teachers was a milestone for us. It was the moment the Gateway Entrepreneurship Project moved from a well-designed curriculum to real teachers ready to take it into real classrooms. What stood out was the participants' openness. Some began the week thinking of entrepreneurship as owning a shop or making a profit. By the end, they could explain that it is a mindset of curiosity, initiative, resilience and resourcefulness that any child can show, whether by solving a small problem at school or organizing a community clean-up. They played the Business Game with enthusiasm, took the corrections we gave them with maturity, and asked to mount the game a third time to be sure of their mastery. When they got it right, we were very satisfied. Their feedback on time, workload and the balance between theory and practice was honest and constructive, and we will use it to strengthen the next cohort. I am proud of this group and confident that they will be strong champions for entrepreneurship education in their schools. ***Dr. Lemuel Azibo, Executive Director, CABEP***



It was a joy to work with this first cohort. The teachers came ready to participate, whether in the Classroom Market, the Mini Market Fair simulations or the live micro-teaching sessions on Saturday. I was impressed by how quickly they adopted the child-centred approach, moving from telling pupils what to think to guiding them through Engage, Explore, Explain, Apply and Reflect. Their micro-teaching lessons, on topics such as

Discount, Sharing, Making Correct Change and From the Farm to the Factory to the Shop, showed real creativity and confidence. They also welcomed feedback openly, which the Johari Window session helped to reinforce. Each teacher left with a personal Action Plan, a first lesson date and a first Mini Market Fair date, and I look forward to visiting their classrooms to see the GEP come alive with their pupils. This cohort has set a high standard, and I thank every teacher for their commitment throughout the week. ***Mrs. Ngoh Vivian, National Coordinator, GEP***