The Mathematics Teacher Training Program at AIMS is a 5 year pilot program in partnership with the MasterCard Foundation, AIMS, ADEA and the government of Cameroon to improve the quality of secondary schools math education by training math lecturers, inspectors and experienced teachers as master trainers who will in turn train secondary school math teachers. This is intended to strengthen the content and delivery of mathematics at the secondary school level across Cameroon, which will contribute to build and strengthen the pipeline of students continuing into STEM fields at the tertiary level.
Community of Practice:
• We provide support and resources through an Information and Communication Technology platform to groups of math teachers who share a concern or a passion for mathematics and mathematics teaching and learning.
• We organize annual national and regional teacher conferences, and develop teaching kits and tools.

National Award Program:
• We recognize the best math students (in the final years of secondary and High school), teachers and schools by awarding prizes to reward performance, sustain motivation and raise public awareness of the importance of mathematics.

Math curriculum upgrade:
• We update and standardize curriculum content by ensuring consistent quality control of teacher qualification and assessment criteria, an increased investment in teacher training.

Policy Advocacy:
• We advocate for math education by working with relevant government ministries (Higher Education, Secondary Education, Public Service, Finance, Information Technology), regional bodies like ADEA, UNESCO, and other stakeholders. We document the pilot into a toolkit working with ADEA that can be replicable through the African Ministerial conferences.

Training:
• A “train-the-trainer” cascade approach that enhances the pedagogical expertise of all mathematics lecturers at the three Higher Teacher Training Colleges (HTTCs) and mathematics lectures of the University of Buea, forming a core pedagogical team that provides training to soon-to-be-qualified teachers, and facilitates access to additional skills for existing in-service teachers, inspectors and principals.
Training Framework

Pedagogical Core

National and International Lecturers

Master Trainers

At ENS Yaounde

Inspectors, Principals, in-and pre-service teachers

At the training units

Practices in teaching simulation labs and classrooms
We believe that the Mathematics Teacher Training Program at AIMS will increase the transition rates between educational levels in science and mathematics - especially for girls - and contribute to more careers in STEM which will allow Africa to gain its rightful place in the global knowledge economy.

Why is it important?

The better trained secondary school math teachers are

The more students will find math interesting and engaging

The more viable it will become as an option for their continued education at the tertiary level

What the Program will achieve

Increase the pipeline of students at tertiary level in Cameroon who are studying courses in Science, Technology, Engineering and Mathematics (STEM).

Upscale educational resources.

Increase the number of male and female students graduating with high levels of proficiency relative to international benchmarks, and maximum interest and/or opportunity to pursue STEM subjects at the tertiary level.

Increase the quality of STEM education in Cameroon.

Increase the number of qualified mathematics teachers in Cameroon.

Expose students graduates at all levels to the span career choices related to knowledge and sound mathematics skills.

Popularize, demystify and demonstrate the relevance of mathematics as the backbone of STEM and source of solutions to daily challenges.
Advantages for stakeholders

Government
Capacity building of math teachers in the country is reinforced: 50 master trainers, 50 inspectors, 1200 pre- and 1920 in-service teachers and around 400 principals trained to reach math students

Business Sector
Active stakeholders by contributing to education

Public
General knowledge on maths

Civil society
Engaging the public

Education community
More practical knowledge and information on math leading to more students in STEM fields.

Principals
Tools and skills to working with and manage teachers with new teaching skills

Pre-service teachers
New skills and teaching methods; learn how to produce mathematical resources and teaching kits; access to online resources; join and participate in mathematics teacher networks or communities

In-service teachers
New skills and teaching methods; learn how to produce mathematical resources and teaching kits; access to online resources; join and participate in mathematics teacher networks or communities

Inspectors
Enhanced supervising skills
### Training period start dates

<table>
<thead>
<tr>
<th>January 2016</th>
<th>February 2016</th>
<th>March 2016</th>
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<tbody>
<tr>
<td>Master Trainers</td>
<td>Pre-service teachers</td>
<td>Inspectors</td>
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<td></td>
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<td>Principals</td>
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### Get involved

<table>
<thead>
<tr>
<th>Inspectors</th>
<th>Pre-service Teachers: (HTTC Bamenda and Maroua part of core curriculum and at HTTC Yaoundé elective)</th>
<th>Principals</th>
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<tbody>
<tr>
<td></td>
<td><strong>Automatic participation</strong></td>
<td>In-service Teachers</td>
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<td><strong>Through an application process</strong></td>
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