

WHY MATH?

- Mathematics knowledge is inborn and research shows that infants have an inherent number sense (Dehaene, 1997, Devlin 2010, and Sousa, 2008). Research, however, also shows that children cannot learn advanced mathematical skills, such as working with large numbers, multiplication, division, or fractions, purely by intuition.
- Unfortunately this inherent number sense is not being leveraged because 3 out of 10 youth in developing countries cannot do basic arithmetic.
- A strong foundation in mathematics during the early grades is crucial for future success in mathematics. Ensuring that students develop basic mathematics competencies in the early grades is essential for a country to build a strong foundation for every day and applied mathematics, as well as science and technology.

WHAT ARE THE CHALLENGES?

- Many of our partner developing countries, unfortunately, perform poorly in international comparisons because of challenges they face in providing early grade math education to children. Challenges include, but are not limited to:
 - Current assessments do not sufficiently progressively or incrementally measure a child's understanding of early grade math. Large scale studies, such as data from large, cross-national mathematics studies that have included developing countries (i.e.TIMMS), do not offer sufficient information as to where the problem starts in early grades.
 - Lack of contextually appropriate resources or interventions. Recent studies that have focused on assessing foundational competencies in mathematics have demonstrated that students' poor performance is often rooted in a failure to master basic math competencies in the early grades.



WE NEED TO INVEST IN:

- Early grade mathematics assessments
- Early grade mathematics interventions
- Teaching math in local languages
- Teacher Training in early mathematics instruction
- Parents/community education around mathematics education

The Global Math Agenda for 2015

Facilitate research on which to base evidence-based policy decisions and to develop evidence-based practice in developing countries.



Encourage development of early grade mathematics assessments and interventions & improvement of teacher training and the quality of instruction in early grade mathematics.



LEADING TO GLOBAL LEARNING GOALS



THE GLOBAL PARTNERSHIP FOR EDUCATION

- There is a **situation**: 67 million children are out of school and 200 million children are in school but not learning.
- The Global Partnership for Education is a global partnership devoted to getting all children everywhere into school for a quality education.
- The Global Partnership's strategies are: increasing access to schooling, increasing support for fragile states, improving learning outcomes and quality of education, and supporting girls' education.
- It currently comprises of 46 developing countries; more than 30 bilateral, regional and international agencies; development banks; the private sector; teachers; and local and global civil society groups.
- It has provided US\$2.2 billion to date in multilateral funding, and 6% annual increases in domestic financing.

DESIRE TO SUPPORT EARLY GRADE MATH EDUCATION

- Under the strategic priority of improving learning outcomes and the quality of education, the Global Partnership recognizes that basic numerical and mathematical skills play a critical role in determining an individual's life success and that low numeracy skills are associated with substantial costs to society at large.
- This is consistent with the Global Partnership's desire to work with partners, not just on early grade literacy, but on early grade mathematics as well.
- Our desire to work on early grade math is noted in our Global Partnership for Education policy pledge, our quality strategy paper (presented to the Board in November 2011), and in the Global and Regional Activities (GRA) program.

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INVESTING IN EARLY GRADE MATHEMATICS EDUCATION

