

## THOUGHTS FOR THE SYMPOSIUM

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Thoughts for the symposium

## REACHING THE MATHEMATICAL FRONTIER

**From the test results, it is clear children did not interact with the mathematics in any meaningful way**

Thoughts for the symposium

## OTHER REPORTS

Zambia - National Assessment for Learning Achievement: "Hardly any learning that society expects is taking place in our schools"

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## CURRICULUM ISSUES

- Most African countries adopted/adapted mathematics curricula from their colonising countries
- To what extent can we interface the mathematics children come with from home to that in the school?
- What help can we seek from *ethnomathematics*?

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## LANGUAGE ISSUES

- Children use the local language at home
- Medium of instruction in the first 3-4 years of school is a mix of English and the local language
- All mathematics books are in English
- Children **learning** English and **learning in** English
- Inadequately developed vocabulary in the local language for teaching mathematics
- To what extent are children reaching mathematics?

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## TEACHER FACTOR

- Focus on **teaching** rather than on **learning**
- To what extent are children's failures really the teachers'?

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## RESEARCH ISSUES

- Research based decisions
  - Curriculum issues
  - Language and instruction
  - Priorities: “Sort out language and the mathematics will fall in place”?

Thoughts for the symposium

## THANK YOU

Thoughts for the symposium