



TSG 33 Equity in mathematics education (including gender)

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Topic Study Group 33 at ICME-13 aims to organize researchers and practitioners from different countries who are passionate about issues of equity and are working in their individual settings toward mathematics for all. While the equity agenda has changed over the last several ICME conferences, we envision this TSG as an all-encompassing group in which we can discuss issues that traditionally have been included under labels such as inclusive education or diversity as well as equity and social justice. Certainly variations exist among countries in the terms used and the categories pertinent to the local educational setting. Indeed, our understanding of the complexity of issues related to opportunity to learn, participation in, and achievement in mathematics have also changed as new theoretical models have informed our work.

Gender is a special category in both the title and the functioning of the TSG to acknowledge the past work of researchers and activists on issues of gender, and to focus on the continuing imbalance in many countries in achievement and participation in mathematics of girls and women. The group will also provide opportunities to discuss contemporary theorizing in gender and mathematics education that goes beyond the binary understanding of gender and beyond the mere gaps in achievement and participation. We are especially interested in work that examines equity issues as they relate to other social constructs, such as socioeconomic status, ethnicity, culture,

language minority status, alternative physical and mental abilities and sexual identities and orientations.

Aims of TSG 33 sessions include, but are not limited to, the following:

- To problematize the equity agenda itself, as increasing and sometimes competing demands for social justice from different groups require attention;
- To examine new theoretical frameworks that help us understand and study equity;
- To consider the prevalence of (in)equity around the world;
- To analyze intervention programs around the world with an eye to identifying characteristics of successful interventions that may transfer to different cultural settings; and,
- To query equity in participation in mathematics and mathematics education research, with a focus on who is excluded from participation.

We especially encourage participants from less affluent countries to propose a contribution to the work of the TSG.