



In many parts of Africa, a significant number of children face challenges in developing basic numeracy skills. A UNESCO (2017) report indicates that in sub-Saharan Africa, 80% of children up to the early adolescent age range fail to achieve minimum proficiency in numeracy across the relevant grade levels in mathematics.

RESEARCH PROJECT

Investigating the outcomes of professional development linked to the Mental Starters Learner Workbooks for Early Number Learning at pre- and in-service teacher education levels

IMPLEMENTING PARTNERS

Dublin City University;
Rhodes University;
Abubakar Tafawa Balewa
University

KEY THEMES

foundational numeracy learning
pedagogical skills

PROJECT BUDGET

€ 468 803

COUNTRIES OF IMPLEMENTATION

South Africa- Malawi- Nigeria

PROJECT DURATION

18 months

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Pedagogy for foundational learning

This project focuses on pre- and in-service teacher development programmes using the Mental Starters Learner Workbook. The aim is to generate evidence on how the materials improve the teaching and learning of key mental maths skills in South Africa, Malawi and Nigeria.

Key objectives

- Generate evidence on effective teacher education policies and practices for foundational numeracy, through collaborative research.
- Share research findings with policy and practitioner audiences while strengthening Europe-Africa and inter-African partnerships for improving numeracy through teacher education.

Methods

- Eight pre-service studies in South Africa, Nigeria, and Malawi will use qualitative and quantitative measures to assess teacher learning through the Learners Workbook.
- In South-Africa, an in-service project will use pre- and post-tests to assess how the Learner Workbook improves mental maths in primary schools.

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