LINKING CULTURE AND LEARNING IN TEACHING OF MATHEMATICS

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Sustainable Development Goals address global citizenship education by advocating for universal literacy and numeracy. One of its goals is to ensure that all youth and a substantial portion of adults, both men and women, achieve literacy and numeracy.

Universal literacy and numeracy are relevant to the realization of the 2030 Agenda for Sustainable Development. In the Philippines, the Department of Education urged schools to prioritize literacy and numeracy in early learners. Professors at the country consistently pointed out the importance of improving the reading and math skills of students. This is a response to international assessments which revealed that Filipino learners are lagging behind counterparts abroad. In 2019, a World Bank report also pointed out the Filipino students ranked low in learning assessments in math, reading, and science.

It is but high time to reconsider decision making pertaining to mathematics education and instruction given the importance of mathematics and critical thinking. As such, researchers noted that mathematics learning is shaped by the shared understanding of one's culture. It is evident that it is very difficult to separate issues of culture and learning. For instance, in our society, language and culture have a tremendous impact on the way a learner learns to count. Using the social lens in solving educational cue is rare as others think it is not pragmatic; however, studies reveal that education is being affected by society and culture.

First, there should be equity in mathematics education. Second, the link between culture and learning must be examined.

Equity in mathematics education pertains to issues as they appear all the way from elementary school to doctoral level. School of Education and Social Policy assistant professor Edd Taylor stated that math education doctoral programs must change so that graduates, math teachers, and math educators comprehend the content knowledge and methods that are appropriate for all

learners. One solution for this is to diversify the workforce with consideration to the rich diversity of students in public school classrooms.

Moreover, teachers should take note of the students' cultures in order to reach them and understand them. They should also understand how culture impacts plan instruction and learning. Education policymakers should see the importance of linking culture and learning. Studies pointed out the relevance of understanding learners as part of a larger community and that the connection between culture and learning must be resolved if mathematics is truly to become accessible to all students. Taylor further elucidated that success depends on both smaller-scale factors such as student-teacher interaction and curriculum options as well as larger factors.

To cite again, issues related to the poor performance stated early on when they were young. Both these smaller issues and larger structural issues matter in the development of students.

Numeracy is important in the development of learners because learning math early on translates to better chance of success in life and school. Numeracy is also a vital skill as it directly involves critical thinking skills. Therefore, research about culture and mathematics must be propagated and given importance.

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