



COMPARATIVE EDUCATION SOCIETY OF INDIA

RIG 15: Mathematics Education

invites you to a webinar on

Critical Early Numeracy Outcomes: Supporting Progress in Low Attainment Contexts



Speaker: **Prof. Hamsa Venkat**
Dublin City University, Ireland

Discussant: **Dr Arindam Bose**
Tata Institute of Social Sciences, Mumbai



22 September 2025, Monday



1400 hours IST



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RIG Convenor: **Dr Shikha Takker**
Mahindra University, Hyderabad

Please direct your thoughts and queries to rig.mathseducation@gmail.com

About the Speaker

Prof. Hamsa Venkat holds the Naughton Chair in Early Years/Primary STEM Education at Dublin City University, Ireland. Her work involves research and development activities, teaching and postgraduate supervision, and national/international advocacy for disciplinary and integrated STEM education. This work builds on Hamsa's earlier experiences in South Africa developing, implementing and studying the outcomes of contextually-sensitive interventions to improve primary mathematics outcomes. Hamsa has published extensively in mathematics education and sits on several journal editorial boards. Her work remains centred on interventions that improve mathematical outcomes in ways that promote equity, and the possibilities for making progress on achieving these outcomes at scale.

Abstract

Global estimates continue to point to very low levels of attainment of core grade-level learning outcomes in some parts of the world. In forthcoming writing with Jill Adler, I have described such contexts as 'majority marginalised' - settings in which the majority of children struggle to attain core grade-level outcomes (Venkat & Adler, forthcoming). In this seminar, I focus on one axis of contribution to supporting progress on this situation - the recent development of 'Critical Early Numeracy Outcomes' (Venkat et al., 2025). The Critical Early Numeracy Outcomes represent a subset of mandated national or regional curricula in most majority marginalised settings. They are focused on supporting the attainment of broad and deep understanding of early number concepts for foundational learning in the early grades.