

Ethnomathematics and Mathematical Literacy

Tine Wedege, School of Teacher Education, Malmö University

Abstract. In mathematics education research, two of the problem complexes stem from people's cognitive, affective and social relationships with mathematics in two contexts: a culture (cultural group) and a society (political and economic system). Ethnomathematics and mathematical literacy are two central ideas about people's competences developed in and for a culture respectively a society. The notion of *ethnomathematics* paved the way for studying mathematics outside school – as informal knowing, learning and teaching – within the field of mathematics education research. While ethnomathematics stresses people's competence developed in different cultural groups in everyday life, the different concepts of mathematical literacy mainly focus on the mathematical and societal requirements to people's competencies – or rather to their qualifications. Starting with a critical – and constructive – view on ethnomathematics and on mathematical literacy, I suggest *sociomathematics* as an analytical concept which encompasses the studies of these two competences in a single term on condition that they take the societal context seriously into account.