

The Stockholm Declaration

Mathematics for the 21st Century

Whereas the 21st century demands of individuals and societies new, expanded and diverse capabilities,

Whereas such a century requires deeper-than-ever understanding of Science, Technology, Engineering and Mathematics (STEM), along with the Humanities, for both employability and citizenry,

Whereas Mathematics are an essential foundation of such a deep understanding,

Whereas all students must develop the mathematical models and processes, knowledge, skills, and character necessary to become mathematically literate adults,

Therefore,

We call for a far deeper and reconceptualized understanding of Mathematics by the entire population as a critical right, requiring:

- a new vision of mathematics education that anticipates needs and reinforces the role of mathematics in society, economies, and individuals, and strengthens gender equity,
- changes to existing Mathematics standards as presently conceived, through a significant rethinking of what branches, topics, concepts and subjects should be taught in Mathematics for human, economic, social and career development,
- more inclusive assessments, including for example, cross-curricular competencies at the global (PISA, TIMMS), academic entrance (SAT, ACT, etc.), local (jurisdiction-specific) and classroom-level (formative and summative) levels, and providing data and information that can be used to help improve mathematics education at global and local levels.
- mobilization of public awareness through the media, and involvement of private and public sectors, governmental bodies, students, international organizations, and others in strengthening partnerships and networks for mathematics education, and in improving mathematics education globally.

Signed,