



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Math mobilization

2. Country or countries where the practice is implemented \*

Turkey

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

Ministry Of Education

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Make pupils like the math and to make the subject of math easier more understandable.

6. What makes it a best practice? \*

This is a wide-ranging project to make students make a connection between life and math and to make students like math.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

With the mathematics mobilization initiated by our Ministry, it is aimed to remove mathematics from being an abstract course and adapt it to daily life skills, and to ensure permanent and loving learning. In this direction, it is planned to develop activities for the effective use of mathematics materials distributed to schools in classrooms and to create an activity guide. It is aimed to improve math skills and sufficiency through pre-school to universities; to help pre-school and primary school students learn through playing and having fun; to support the professional development of our teachers at all levels in the field of mathematics. Mathematics mobilization will be aimed at both our students, parents and teachers. Our aim is not to limit mathematics to the curriculum only, but to present the rich and colorful world of mathematics to our students in an active and dynamic environment by bringing together content related to mathematics outside the curriculum. There will be content for pedagogical content knowledge that we will prepare for our teachers with the support of our academicians, worksheets that they can use in the course, and resources such as material guides.

- a) Pupils, parents and teaching professions
- b) The insufficient success at mathematics due to the negative attitude, prejudices and fear.
- c) Material Development and Preparation of Activity Guides are and In-Service Teacher Training studies are continuing. The process of the work continues

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

\*

a-

1. Digital Mathematics Education Platform will be established
2. Material Development and Preparation of Activity Guides
3. In-Service Teacher Training studies have started
4. Studies on Mathematics Workshops (dance, music, origami, etc. intertwined with art, drama, technology, modeling, and intelligence games) were started.
5. Mathematics Games/Mobile Application studies will be started
6. The Corpus of Mathematics Education will be published
7. Mobile and Virtual Mathematics Museum will be established
8. Summer schools for mathematics will be established.

b- Math mobilization has started with the introductory ceremony in Turkey on 17/06/2022. The process of the work continues.

c-TUBITAK and universities

d- Each general directorate of our ministry makes the expenditures for this comprehensive project

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

A) Since the day we announced the Mathematics Mobilization in May, there has been a visible increase in the studies carried out on the subject in our provinces. Mathematics corridors and mathematics classrooms were created in schools. These steps have been taken regarding mathematics festivals for students, conferences and exhibitions for sharing good examples in mathematics education, and mathematics workshops. Necessary support was given to the mathematics mobilization in education policy. Activities and materials related to the process were prepared. As a result of the studies carried out, positive effects on children began to be seen. Trained teachers added color to the process by reflecting what they learned to the right. Teachers, students and parents will be able to benefit from the contents of the digital mathematics education platform that is planned to be established.

B) Mathematic corridors and classes have been established in schools. Steps have been taken regarding mathematics festivals for students, conferences and exhibitions for sharing good examples in mathematics education, and mathematics workshops. Workshops and similar studies were quickly put into practice in Ağrı, Ankara, Eskişehir, İzmir, Konya, Muğla, Nevşehir and many other provinces.

C) The process of the work continues. The evaluation will be made according to the progress of the process

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

A) Removing mathematics from being an abstract course and adapting it to daily life skills, ensuring permanent and loving learning. Studies on "Parent Education" are also carried out, and it is aimed to raise awareness of the intertwining of mathematics with daily life and to support the mathematics education given in formal education, instead of providing parents with an education on how to teach mathematics subjects. Again, school-home cooperation will be encouraged with "Mathematics Awareness Trainings" to be organized in our Public Education Centers for special parents for different education levels, and families will be more interested in mathematics and support their children in a healthier way.

B) Teachers discovered ways to teach mathematics in a more practical way. With the trainings given to the parents, the aim was to raise awareness of the intertwining of mathematics with daily life and to support the mathematics education given in formal education. Students loved math

C) The project has just started, no negative impact has been observed yet.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

It is a large-scale study covering the whole country, it contains various activities, it appeals to many segments with its effect, and it is a joint study with different institutions on an important subject such as Mathematics. Our Ministry can support those who want to do similar studies and share information. Everyone can benefit from the activities transferred to the digital environment regarding the project.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

<https://www.meb.gov.tr/bakan-ozel-okullarda-baslatilacak-matematik-seferberliginin-detaylarini-acikladi/haber/26191/tr>

<https://www.meb.gov.tr/matematik-materyalleri-etkinlik-yazim-calistayi-basladi/haber/25732/tr>

<https://tegm.meb.gov.tr/www/matematik-seferberligi-ve-temel-egitimde-10000-okul-projesi-kapsaminda-kizilcahamamda-calistay-duzenlendi/icerik/758>