ANNUAL REPORT

2025



MATH THAT MATTERS

Mathkind



OUR WORK IN ACTION

MISSION

We build quality math education programs through collaborative partnerships that drive greater social justice.

VISION

We envision a just, equitable world shaped by quality math education.

SOLUTION

Traditional education systems limit students' power to change the world. With the right support, teachers can unleash it.



HOW IT WORKS

Through grassroots partnerships, we create spaces where teachers are equipped with world-class teaching strategies. Through coaching and continuing education opportunities, teachers gain the courage and confidence to apply what they learn as they prepare their students for the real world. Teachers become leaders who share their skills and knowledge with other teachers in their communities—impacting critical thinking and problem-solving for students far beyond their own classrooms.

LEARN–APPLY–LEAD

- We invite teachers to explore effective teaching strategies in mathematics to equip students with critical-thinking skills for the real world.
- Our coaching strategies lay the groundwork for teachers to grow their own skills as they apply evidence-based best practices in their classrooms.
- Local teacher-leaders build professional networks that advance educational instruction and inspire broad transformation.

FROM THE BOARD PRESIDENT



MARK OTTER

Managing Partner
Community Works Collective

This past year marked an important inflection point for Mathkind. As we navigated an executive leadership transition, the Board focused intentionally on strengthening the organization's foundation—reinforcing governance, advancing our search for new leadership, and ensuring the financial stewardship that positions Mathkind for long-term sustainability. Periods of transition are defining moments, and throughout this one, our commitment to Mathkind's mission remained unwavering.

That mission has never been more urgent. Across Latin America, educators continue to operate in complex and uncertain funding environments. Political shifts and budget pressures threaten the very programs that communities depend on. Yet the need for strong mathematical thinking—for students who can reason critically, solve problems, and lead thoughtfully—has only intensified.

Mathkind's model remains powerful because it invests in people. By equipping local educators with research-based tools, practical methods, and collaborative support, we create durable impact within communities. Prepared teachers build confident learners—and confident learners shape stronger societies.

In an environment where public funding for international education is increasingly uncertain, your support matters more than ever. Your partnership ensures that dedicated educators receive the training they deserve and that students in rural, Indigenous, and historically marginalized communities have a fair shot at the education—and the future—they've earned.

On behalf of the Board of Directors, thank you for your continued trust in Mathkind. The next chapter is already underway.

With appreciation,

Mark J Otter

Mark Otter
Board President

FROM THE EXECUTIVE DIRECTOR



MANUELA CEA-POBLETE

Interim Executive Director
Mathkind

Through a year that held funding challenges, shifts in leadership, and an ever-changing political landscape, I am so proud of how Mathkind not only fulfilled its programmatic commitments but introduced new, exciting opportunities and partnerships, reaching a wider range of educators and deepening the content of our programs.

As someone who has seen Mathkind's growth almost since its inception, I was honored to take on the position of interim executive director as we work to find the best possible replacement for Kim Glenn, who has remained dedicated to Mathkind both as a donor and a mentor. Read more about her on page 11.

In addition to our scheduled work for the year, we had a number of significant new developments. Our team was accepted to present at international conferences in Colombia and the Dominican Republic, bringing our Global Math Stories and culturally relevant approach to education to over 2,100 colleagues across Latin America. These opportunities led not only to new connections but also to an invitation to represent Guatemala nationally.

We were also able to expand our work in Santiago Atitlán, Guatemala, by integrating a new math coach who helped launch our first Girls STEM Club in the area. For one week in August, this club ran in parallel with a club in the Amazon region led by our Ecuadorian team, allowing both to be adapted in real time across distinct settings and participants.

Our partnerships continued to grow with the launch of a new study-abroad program in Ecuador, developed with the University of Maryland and Universidad de San Francisco de Quito. We also welcomed leaders from the National Council of Supervisors of Mathematics and the Wisconsin Math Council to our Teacher Trips in Guatemala. Their insights helped shape a cross-cultural experience where visiting and local teachers could share practices and learn from each other.

We're excited about these next steps and, as always, grateful for the support of our donors and partners that make this all possible.

Saludos,



Manuela Cea-Poblete
Interim Executive Director

PARTNERS IN PRACTICE

Mathkind's partnership with the Luis von Ahn Foundation began in 2024 through a shared commitment to equity and collaboration, with a focus on investing in local leadership. Both organizations approach education by listening first and working alongside communities in Guatemala to strengthen learning in sustainable ways.



> **From our perspective, the partnership between the Luis von Ahn Foundation and Mathkind is especially meaningful because of the strong alignment between our missions. We are committed to supporting local organizations focused on improving the quality of education in Guatemala, with a particular emphasis on gender equity.**
>
> **Mathkind's focus on teacher training in mathematics and on promoting STEM opportunities for girls strongly resonates with us. The strength of Mathkind's local team, with its deep understanding of the Guatemalan context, allows the work to be relevant and sustainable.**
>
> *Julianne Carlson*
> *Interim Executive Director*
> *Luis von Ahn Foundation*

The Foundation's support and network connections helped launch a new collaboration that allows us to work directly with school principals to strengthen math instruction across entire school communities. We're grateful for the opportunity to continue expanding this work in Guatemala.

PROGRAM IMPACT

In 2025, educators across Ecuador and Guatemala strengthened their math instruction through ongoing coaching and collaborative learning. Teachers introduced new strategies in their classrooms and reflected with peers to refine their practice. These changes allowed students to engage more fully in problem-solving and critical thinking. This sustained work is building long-term capacity in schools and cultivating local leadership within education systems. The impact continues to grow from classroom to community.



Teachers

4,157

Students

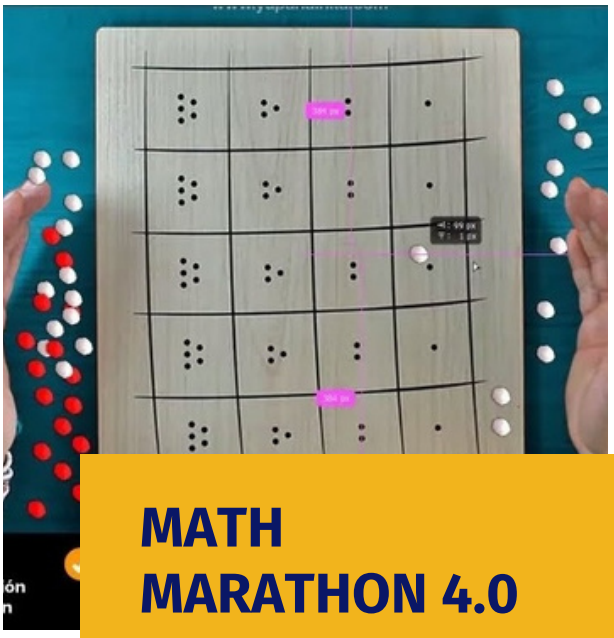
60,825

Schools

462

YEAR IN REVIEW

CROSSING BORDERS



- Through hands-on workshops and collaboration, educators gained practical strategies and left with tools they could immediately apply in their classrooms.
- Participants rated the experience 9.5 out of 10 overall, with 95% saying they would like to participate again, reflecting strong engagement and relevance.

MATH MARATHON 4.0

Ecuador and Latin America

Educators Engaged	Students Reached
1,048	50,021



- Through collaborative STEM activities, girls strengthened their confidence and saw mathematics as connected to real-world problem solving.
- Teachers completed structured cycles of planning, application, and reflection, with average ratings of 3.48 out of 4 across six evaluation categories.

GIRLS STEM CLUB

Guatemala and Ecuador

Educators Engaged	Students Reached
7	27

YEAR IN REVIEW

GROWING LEADERS



- Two teachers from partner communities in the Amazon traveled to a national education conference to exchange ideas with university faculty.
- Returning home, they committed to applying new practices in their schools, modeling how sustained support helps educators grow into leaders.

TEACHER LEADERSHIP

Ecuador

Educators Engaged	Students Reached
2	369



- Four team members facilitated presentations at two international conferences, sharing practical strategies for integrating Global Math Stories.
- This contribution to the global exchange of ideas advanced shared knowledge and strengthened real-world, equitable math education.

GLOBAL CONFERENCES

Colombia and the Dominican Republic

Educators Connected
2,100



Dr. Nathan Ryan (second from left), one of many expert educators supporting our programs, shares how his connection to our work has grown through collaboration.

CONNECTED BY MATH

As part of Mathkind's global educator network, my involvement brings together important parts of my professional and personal life. I am a mathematician who loves teaching. I grew up in Argentina, Venezuela, and Panama, and have taught at universities in Ecuador, Uruguay, and Costa Rica. I believe mathematical potential exists in every community and culture. I also believe math can be used to promote justice and protect democracy.

SHARED COMMITMENTS

I met Paola Castillo at Universidad San Francisco de Quito, where we co-organized a pedagogical seminar for colleagues in the math department. Through that collaboration, we discovered we shared many of the same mathematical and pedagogical commitments. After Pao joined Mathkind, she invited me to present at the first Math Marathon virtual conference in 2020, and I have presented at every one since.

In 2023, I had the pleasure of working with Jorge Gutiérrez, an education program specialist based in Quito, Ecuador, and at that time a new member of Mathkind. Co-creating a presentation designed to engage math teachers strengthened a collaboration that has continued to grow. I was especially glad to meet Jorge in person at the Math Marathon 3.5 in 2024.

Supporting Mathkind allows me to stay connected to the communities and values that first inspired me to teach mathematics.

Dr. Nathan Ryan is a professor of mathematics at Bucknell University.

FROM LEADING TO GIVING



Former Executive Director Kimberly Glenn (center) reflects on her time with Mathkind and her continued support as a donor.

> **I wanted to remain connected to the mission and continue supporting the educators who are doing important work. Becoming a monthly donor is a simple but meaningful way to stay involved and help sustain programs that make a real difference for teachers and students.**

LOOKING BACK, WHAT STANDS OUT FOR YOU?

During my years as executive director, one of the most meaningful parts was hearing from teachers about how collaboration helped them approach math instruction in new ways. When educators can share ideas, learn from one another, and feel supported, the impact reaches every student they teach. I especially remember teachers in Ecuador who shared that they had never experienced professional development before, a moment that underscored how powerful these opportunities can be. It reinforced my belief that investing in educators has a ripple effect across classrooms, schools, and communities.

WHAT DO YOU HOPE FOR IN THE YEARS AHEAD?

I hope Mathkind will continue to create opportunities for educators to learn from one another, share their experiences, and feel part of a global community committed to strengthening math education. Teaching can sometimes feel isolating, and networks like this remind educators that they are part of something bigger. Ultimately, when educators are supported and inspired, students benefit; that is where the real impact lies.

FINANCIALS

REVENUE

	Total	Percentage
Individual Donors	$388,961	73.09%
Programs	$97,503	18.32%
Foundations and Grants	$26,385	4.96%
Corporate Sponsorships	$16,800	3.16%
Investments	$2,549	0.47%
Grand Total	**$532,198**	**100%**

EXPENSES

	Total	Percentage
Programs	$238,539	53.00%
Administrative	$164,829	36.63%
Fundraising and Marketing	$46,662	10.37%
Grand Total	**$450,030**	**100%**

Team

Miguel Ajtzip
Math Coach, Guatemala

Paola Castillo, MEd
Director of Education, Ecuador

Manuela Cea-Poblete, MS
Interim Executive Director

Hans del Cid
Operations Manager

Jorge Luis Gutiérrez, MSc
Education Program Specialist, Ecuador

Saúl Mendez
Education Program Specialist, Guatemala

Liz Merritt
Development Manager

Fátima Santos
Math Coach, Guatemala

Mayra Segarra Villacís
Math Coach, Ecuador

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