



Math Saves the World

Final Project Report

Project

Aim: With Math Saves the World (MSW), we aim to provide students around the world with math problems relevant to real life situations, considering SDGs and the way they are addressed in various countries. This is achieved through researching and writing math problems that are to later be implemented via:

- Class activities/workshops
- A MSW textbook

SDGs Addressed: Main: SDG 4. Complementary: SDGs 1, 2, 3, 7 (currently)

Members (& responsibilities):

Team Leader: Camilo Becerra

Lead Teacher: Carlos Benavides

Senior Members: Isabela Neyva, Manuela Recio, Camila Ángel

Members: Natalia Rojas, Alejandro Barrera, Mariana Pinzón, Santiago Neyva

Support Teachers: Doris Álvarez, Beatriz Giraldo



Advancements



Experience highlights: To advance the project, we have been working with schools in Colombia, Japan, and Canada. For schools in Colombia, we hoped to engage with public schools in the “Alianza Educativa.” The problem was that they were just reopening because of COVID-19. The same was happening in Canada, so our work with them was also halted. Regardless of their complications, these schools are very open to participate in the future. This left us to look for new options for advancements in our project, and we wanted to have an

especially strong impact in our local Colombian community.

1. We decided to do this by inviting 2 schools (La Montaña and Los Portales) to participate in an activity where we worked on a problem we had already written.
2. In doing so, we would hope for the other schools to recreate what we had done at our school and become participating teams for our project.



Funds, donors secured: No funds have been secured, although many collaborating schools are being involved in the project, namely: Colegio Bolivar de Cali, Junior & High School of Kogakuin, Gimnasio La Montaña, Gimnasio Los Portales, and Appleby College.

Outcomes and impacts: In terms of reach, in total, we have:

- 45 students involved
- 5+ participating schools
- 3 participating countries
- 4+ participating cities
- 25-30 hours dedicated



Regarding content:

- 3 written workshops based on Colombian context
- 3+ problems (workshops) currently being written, based on different contexts and situations
- Implementing activities in 3 schools

A great amount of work is being done with the project, with many sub-groups working on different activities (i.e., Tokyo, Bogotá, Cali). The greater impact achieved with this project is notable when looking at the activity with Los Portales and La Montaña mentioned. When presenting one of our workshops, not only did we create conscience about SDGs, but provided a fun and different way for them to learn mathematical concepts they were not familiar with.

Conclusions

Knowledge gained: With the developed collaborations with other schools, we have gained a greater perspective about our generation's willingness to change the world. Students around the world are excited to help and dedicate their time to work on the project voluntarily. After our workshop with local schools, we also had a greater sense of what SDG 4 really means. This was seen in two main examples:

1. Younger students from our school taught mathematical concepts to older ones from other schools. With this, we learned there are great disparities in education even between schools in the same socioeconomic context.
2. Public schools in our city are only just reopening. Meanwhile we have been going fully in-person for the past year, showing how education may be affected negatively with the pandemic and how drastic inequality in Colombia is.

Skills gained: We also gained some abilities after working with our group and other groups. Particularly:

- How to lead large groups of people.
- How to plan and organize workshops and activities.
- How to grow a project and make it have a greater reach.
- How to contact people to pitch them ideas.
- How to summarize and report the development of our project effectively.