



FIRST ANNOUNCEMENT

The International Congress on Mathematical Education (ICME) is the world's largest international gathering devoted to mathematics education. Held every four years under the auspices of the International Commission on Mathematical Instruction (ICMI), it brings together people from across the mathematics education community to share research, teaching practices, experiences and perspectives, and to discuss current and emerging issues.

ICME-16 will take place in Prague, Czech Republic, July 9–16, 2028. We warmly invite researchers, teachers, teacher educators, mathematicians, curriculum writers, policymakers, educational leaders, students and all others interested in mathematics education to join us. The Congress will address mathematics education across a wide range of educational contexts, from early childhood and primary education to secondary and university education, teacher education and lifelong learning. It will provide opportunities to explore research and teaching, curriculum and assessment, teacher education, educational policy, learning resources and many other dimensions of mathematics education.

The ICME-16 program will combine opportunities to engage with leading international research and perspectives with opportunities for active participation, discussion and collaboration. Through Plenary lectures and Panels, Invited lectures, Topic study groups, Discussion groups, Workshops

The International Commission on Mathematical Instruction is a commission of the International Mathematical Union devoted to the development of Mathematics Education worldwide. Established in 1908, ICMI serves as a platform for international cooperation and exchange in mathematics education. It promotes reflection, research, and collaboration on issues related to the teaching and learning of mathematics and supports the development of mathematics education across diverse educational and cultural contexts.

and other activities, participants will be able to explore both established areas of mathematics education and questions that are emerging in response to changes in education and society. The language of the Congress is English.

Prague offers a fitting setting for such an international meeting. Situated in the heart of Europe, the city has long been a place where different intellectual, cultural and educational traditions have met. ICME-16 will build on this setting by creating opportunities for participants to discover the rich and diverse history of mathematics education in Central and Eastern Europe. A special feature of the Congress will be the Regional Focus program, which will explore the development of mathematics communities, curricula and teaching in the 1970s and 1980s, the transformations of the 1990s, and the situation today. Researchers from countries across the region are already collaborating to bring together their perspectives.

ICME-16 will be more than a place to present and learn about mathematics education. We hope it will be a place to meet colleagues, encounter new perspectives, develop collaborations, question established ideas and create new ones. We look forward to welcoming the international mathematics education community to Prague in July 2028 and to making ICME-16 a stimulating and memorable Congress for all its participants.

On behalf of ICME-16 IPC



Prof. Naďa Vondrová, Convenor, Faculty of Education, Charles University, Prague

Draft Program

Sunday July 9	Monday July 10	Tuesday Friday July 11-14	to	Saturday July 15	Sunday July 16
Early Career Researcher Day ICMI General Assembly	Registration Opening Ceremony Scientific program Welcome Reception	Scientific program		Scientific program Closing Ceremony	Excursions

Key dates

Proposals for National Presentations*	now open until December 31, 2026
Proposals for Discussion Groups*	now open until November 30, 2027
Proposals for Workshops*	now open until November 30, 2027
Submissions of TSG Papers and Posters	March 1, 2027 – August 18, 2027
Second Announcement	May 30, 2027
Congress Registration	June 1, 2027 – May 31, 2028
Solidarity Fund applications	June 1, 2027 – November 30, 2027
<i>*See the links to submission below.</i>	

Committees

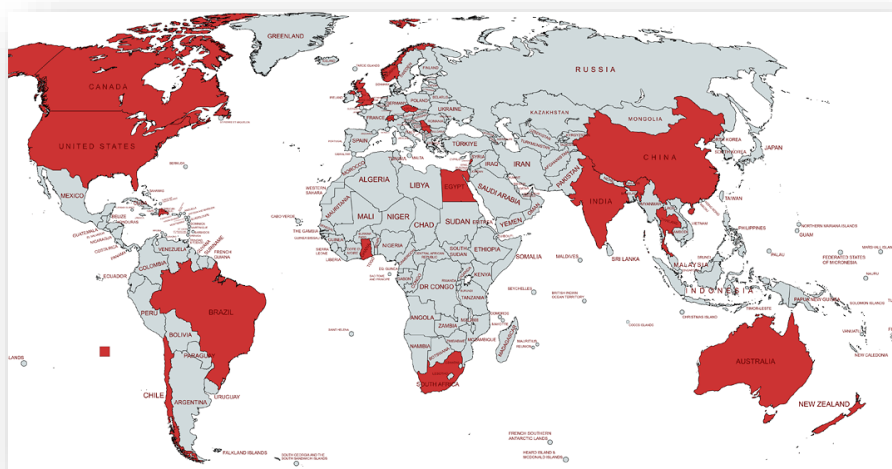
International Program Committee

Naďa Vondrová (IPC chair/Convenor)
David Janda (LOC co-chair)
Ladislav Kvasz (LOC co-chair)
Lisa Lunney Borden (Canada)
Soledad Estrella (Chile)
Alessandro Ribeiro (Brazil)
Sarah González de Lora (Dominican Republic)
Xiaoli Lu (China)
Maitree Inprasitha (Thailand)
Jayasree Subramanian (India)
Mariam Makramalla (Egypt)
Forster D. Ntow (Ghana)
Anthony Essien (South Africa)
Arne Jakobsen (Norway)
Jenni Ingram (United Kingdom)
Iman Osta (Lebanon)

Lisa Darragh (New Zealand)
Solomon Friedberg (USA, IMU Nominee)
Jasmina Milinković (Serbia)
Merrilyn Goos (Australia, ICMI President)
Jean-Luc Dorier (Switzerland, ICMI 2025–
2028 Secretary-General)
Kim Beswick (Australia, IPC Chair ICME-15)

Local Organizing Committee

David Janda – Co-chair
Ladislav Kvasz – Co-chair
Naďa Vondrová
Antonín Jančařík
Michal Zamboj
Radka Havlíčková
Jakub Michal
Jana Slezáková



Congress Secretariat

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The Scientific Program of ICME-16

Plenary Lectures

The plenary lectures will bring together leading scholars whose work has made substantial and continuing contributions to mathematics education.

Marcelo Borba (Sao Paulo State University, Brazil)



Marcelo C. Borba is a professor in the Graduate Program in Mathematics Education at São Paulo State University (UNESP), Brazil, where he coordinates the Research Group on Informatics, Other Media, and Mathematics Education (GPIMEM). He is also a professor in the Graduate Program in Teaching and Formative Processes at the same university. His research focuses on the use of digital technologies in mathematics education, videos produced by teachers and students, modeling as a pedagogical approach, ethnomathematics, and qualitative research methodology. He coordinates Trends in Mathematics Education, a book series published in Brazil that currently comprises 37 volumes. He has authored more than 100 scientific articles and authored or edited over 25 books in English, Portuguese, and Spanish. He has supervised more than 60 master's theses, doctoral dissertations, and postdoctoral research projects. From 2011 to 2023, he served as an associate editor of ZDM – Mathematics Education. From 2009 to 2022, he served on committees of Brazil's two main research funding agencies, CNPq and CAPES. He was a member of the CNPq Advisory Committee from 2009 to 2011. He has delivered keynote and plenary presentations at several major international events, including PME-44, the 44th Conference of the International Group for the Psychology of Mathematics Education, held virtually in 2020; a plenary panel at ICME-14, the 14th International Congress on Mathematical Education, held in hybrid format in China in 2021; and ICM-22, the 22nd International Congress of Mathematicians, originally scheduled to take place in Russia but held virtually in 2022. In 2024, he delivered an invited lecture on Ubiratan D'Ambrosio at ICME-15, held in Australia. He served on the scientific committee of ICMI Study 27, on Socioecological Mathematics Education, held in the Philippines in 2025, and on the scientific committee of the 2nd Annual GRIFE Conference, held in Hong Kong in 2025. In recognition of his impactful outreach and extension activities in mathematics education, he received the 2023 Dorothy Stang Award. His current research investigates videos produced by Indigenous peoples in Brazil. Beyond his academic work, Marcelo is actively involved in tree planting through reforestation projects.

Akshay Venkatesh (The Institute for Advanced Study in Princeton, USA)



Akshay Venkatesh is Robert and Luisa Fernholz Professor in the School of Mathematics at the Institute for Advanced Study, Princeton. He received the Fields Medal in 2018 for his research joining number theory, dynamics, topology, and representation theory. He was born in India, grew up and went to college in Australia, and received his PhD from Princeton. In recent years he has studied parallels between number theory and quantum field theory. He is also interested in the history and philosophy of mathematics.

(Photo: Maria O'Leary)

Mellony Graven (Rhodes University, Makhanda, South Africa)



Mellony Graven is the South African Numeracy Chair and Professor in Mathematics Education at Rhodes University in Makhanda, South Africa. She is also an Adjunct Professor at Griffith University, Australia. Her work focuses on research and development with teacher educators, teachers, parents and learners in primary schools. She is a past President of the Southern African Association for Research in Mathematics, Science and Technology Education; has served as a member of several international conference committees (including ICME) and as editor for multiple books and journals (including Educational Studies in Mathematics [ESM]). Active citizenship and community engagement are key drivers of her work and guide the mentoring of her large post-graduate team. Her long-term work on the Mental Starters Assessment Project with Professor Hamsa Venkat is being rolled out nationally in South African primary schools and use of the resources in pre-service teacher education in Southern African institutions is continually expanding. Her after-school “Maths Clubs” model has been taken up by NGOs across South Africa as a key intervention model to support primary mathematics learning in under-served contexts.

Hana Voňková (Faculty of Education, Charles University, Czech Republic)



Hana Voňková is Professor of Educational Sciences at Charles University in Prague and a fellow researcher at the Center for Economic and Social Research (CESR), University of Southern California, and the Department of Education Reform, University of Arkansas. She holds PhDs in Educational Sciences from Charles University and in Econometrics from Tilburg University, the Netherlands, and degrees in Mathematics and Mathematical Statistics and Mathematics Teaching. Her research focuses on educational measurement and the comparability of student-reported non-cognitive skills across countries and different groups of students, particularly socioeconomic groups. A major contribution of her work has been introducing and advancing methods for identifying differences in students’ reporting behaviour in educational research, including anchoring vignettes, response styles, overclaiming and response-time analysis. Her research uses international large-scale assessments such as PISA and addresses student motivation and other socioemotional characteristics, foreign language learning and teaching, and ICT skills. She has published in leading journals, including the *Journal of Educational Measurement*, *Computers & Education* and *Journal of the Royal Statistical Society: Series A*, and leads the Anchoring Center for Educational Research at Charles University. Her work has received several research and publication awards. She has chaired the Czech Science Foundation evaluation panel for Psychology and Education and currently serves as Vice-Chair of the national Commission for the Evaluation of Research Organizations and on the Board of the National Accreditation Bureau for Higher Education.

Plenary Panels

Plenary panels are opportunities to promote understanding between different communities of mathematics educators through debate around contested issues. The IPC has agreed on two plenary panels for ICME-16. (Note that the abstracts may be revised closer to the congress.)

Plenary Panel 1: Mathematics education in the era of AI: Reimagining aims, competencies, and professional development

Coordinated by Paul Drijvers (Freudenthal Institute, Netherlands).

Members of the panel: Oi-Lam Ng (Faculty of education, The Chinese University of Hong Kong), Chantal Buteau (Department of Mathematics and Statistics, Brock University, Canada), Luc Trouche (École Normale Supérieure de Lyon, France)



Generative AI drastically impacts society, including scientific, professional, and educational practices. Due to this paradigm shift, mathematics education is faced with fundamental and puzzling questions. What should school mathematics aim to cultivate? What new competencies should be valued in mathematics learning in the AI era, and how does this impact curricula? How can agency and responsibility be negotiated, and how can collective work, for both students and teachers, contribute to developing a critical distance towards AI? What distinctive role can mathematics education play in enabling learners to understand and engage with a world increasingly shaped by computational and AI models? What are corresponding teaching practices and what does this mean for teachers' professional development? As a first step towards addressing these questions, the panel will sketch a global overview of the topic. Next, we will dive in more depth into some of these 'what & how' questions, using both research literature and examples from real teaching and learning episodes across different levels of education. The audience will be invited to take part in the debate.

Plenary Panel 2: What is lost and what is gained in interdisciplinary ME?

Coordinated by Alf Coles (University of Bristol, United Kingdom).

Members of the panel: Susana Carreira (University of Algarve, Portugal), Rochelle Gutierrez (University of Illinois, Urbana-Champaign, USA), one additional panel member to be confirmed

To be completed.



Awardee Lectures

The International Commission on Mathematical Instruction (ICMI) grants three awards recognizing outstanding achievements in mathematics education, which are awarded every four years at the Opening Ceremony of ICME. The Felix Klein Award, named after the first president of ICMI (1908–1920), honors lifetime achievements. The Hans Freudenthal Award, named after the eighth president of ICMI (1967–1970), recognizes a major cumulative program of research. The Emma Castelnuovo Award, named after the Italian mathematics educator (1913–2014), recognizes outstanding achievements in the practice of mathematics education.

One-hour lectures will be presented by the scholars who receive ICMI Awards at ICME-16. These include the Felix Klein Award, the Hans Freudenthal Award, and the Emma Castelnuovo Award.

[ICMI AMOR - International Commission on Mathematical Instruction Awardees Resources](#)

Based on the research and work of the ICMI Awardees, this project aims at building online resources reflecting highly significant and influential research in mathematics education at an international level, that could serve as a reference not only for researchers in the field, but also for educators, teachers, curriculum writers, policymakers, and other agents in the field. In particular, the project could serve as a basis for a PhD training program and introduction into mathematics education research.

For more information, see [The ICMI Awards – Excellence in Mathematics Education](#).

Survey Team Reports

The IPC has commissioned teams to survey developments and progress on important themes that have arisen in recent years. Each team will report their findings and recommendations at the Congress.

Survey Team 1: Mathematics Teacher Educator (MTE): How does one become an MTE around the world?

Coordinated by Ronnie Karsenty (Weizmann Institute, Israel).

Members of the team: Miguel Ribeiro (University of Campinas, Brazil), Yingkang Wu (East China Normal University, China), Michael Jarry-Shore (NC State University, College of Education, USA), Zaheera Jina Asvat (University of the Witwatersrand, South Africa), Margaret Marshman (University of the Sunshine Coast, Australia), Lars Holzäpfel (University of Education Freiburg, Germany).



Over the past 25 years, research on Mathematics Teacher Educators (MTEs) has grown steadily, reflecting increasing recognition of the crucial role MTEs play in the continuous learning of both prospective and practicing mathematics teachers. Research has addressed topics such as the knowledge and skills required by MTEs, their evolving practices, and their professional learning and development. This survey focuses on various pathways of becoming MTEs, i.e., the

circumstances under which professionals assume the role of MTE and how their trajectories may be characterized.

Existing literature already points to considerable differences among MTEs in terms of their backgrounds, responsibilities, educational settings and working conditions. However, these differences have not yet been systematically compared across diverse international contexts, and the current survey is a first step in this direction. Through the use of a questionnaire, as well as analyses of contemporary literature from a range of countries, the Survey Team aims to shed light on becoming MTEs in different places. The survey examines issues such as individual motivations for undertaking MTE roles, official vs. unofficial preparation for novice MTEs, identity formation, recognition and visibility, access to resources and channels of support.

Survey Team 2: Landscape of recruitment and retention of secondary mathematics teachers: Challenges and opportunities.

Coordinated by Ana Leticia Losano (University of Sorocaba, Brazil)

Members of the team: Jorge Daniel Mello-Román (National University of Concepción, Paraguay), Naomi Ingram (University of Otago, New Zealand), Rosalyn Hyde (University of Southampton, United Kingdom), Trena L. Wilkerson (Baylor University, USA)



One central factor in meeting the challenge of providing meaningful mathematics education for every child at school age is having an appropriate number of qualified secondary mathematics teachers. One area that impacts this goal is a growing shortage of well-qualified teachers. This is a growing problem in many countries, with similarities and differences within and across national contexts, raising international concern. Declining student enrolment in mathematics education programs and rising percentages of teachers who leave the profession have been associated with issues such as school working conditions, educational reforms, the low status of the teaching profession, and changing modes of initial teacher education, among others. On the other hand, many mathematics teachers continue their work and show high job satisfaction, developing professional identities to cope with difficult tasks, resilience to stress, and autonomy in school cultures that balance individual and institutional values. In this complex and contrasting landscape, diverse educational policies have been implemented worldwide with different impacts and results. This survey will examine research focused on the recruitment and retention of mathematics teachers, seeking to: a) build an overview of this issue in different countries; b) explore the factors and dimensions involved in recruiting and retaining mathematics teachers; and c) describe educational policies and promising practices implemented to address the issue and its impacts.

Survey Team 3: The links between research, practice and policies in mathematics education

Coordinated by Mark Boylan (Sheffield Institute of Education, United Kingdom)

Members of the team: Fiona Ell (University of Auckland, New Zealand), Paola Valero (Stockholm University, Sweden), Xingfeng Huang (Shanghai Normal University, China), Chaareen Han (Jeonju National University of Education, South Korea).

To be completed.

Invited Lectures

The invited lecturers represent a wide range of geographical contexts, research traditions and areas of mathematics education.

Please refer to [the ICME-16 website](#) for the list of scholars who have accepted invitations from the IPC. Titles and abstracts of their lectures will be added to the website.



Topic Study Groups

The IPC has identified 58 Topic Study Groups (TSG) for ICME-16. Each TSG focuses on a distinct area of contemporary mathematics education. The selection balances established and emerging topics without aiming to cover the entire field. The compositions of the teams were proposed by the IPC in September 2025. The composition deliberately involves rotation, with some members continuing and others making room for new colleagues, in order to broaden participation and introduce fresh perspectives.

ICME-16 participants can submit their work to one TSG in Strand A and one in Strand B.



The topics for TSGs at ICME-16 follow. Please refer to [the website for the team composition and description papers](#) which provide an overview of the TSG focus.

Strand A	Strand B
1.1: Teaching and learning of number and arithmetic	1.2: Teaching and learning of early algebra
1.3: Teaching and learning of algebra at secondary and tertiary levels	1.4: Contemporary directions in the teaching and learning of geometry
1.5: Teaching and learning of measurement	1.6: Teaching and learning of probability
1.7: Teaching and learning of statistics	1.8: Teaching and learning of calculus
1.9: Teaching and learning of computational thinking	1.10: Teaching and learning of discrete mathematics
2.1: Mathematics education for students with specific learning needs	2.2: Mathematical competitions; mathematical challenge
2.3: Research on mathematical promise and giftedness	2.4: Culture, languages and ethnicity in mathematics education
2.5: Gender, sexuality and intersectionality in mathematics education	2.6: Mathematics education in under-resourced contexts
2.7: Indigenous mathematics and mathematics education	2.8: Ethnomathematics and mathematics education
3.1: Mathematics education at tertiary level	3.2: Mathematics education at early childhood and primary level
3.3: Problem posing and solving in mathematics education	3.4: Mathematical applications and modelling in mathematics education
3.5: Visualization and embodiment in mathematics education	3.6: Reasoning, argumentation and proof in mathematics education
3.7: The role and the use of technology in the teaching and learning of mathematics at primary and lower secondary levels	3.8: Research on mathematics classroom practice at primary level
3.9: The role and the use of technology in the teaching and learning of mathematics at upper secondary and tertiary level	3.10: Research on mathematics classroom practice at secondary level
3.11: Task design and analysis	3.12: Research and development on textbooks and resources for learning and teaching mathematics
3.13: Language, interaction and communication in the mathematics classroom	3.14: Research and development in testing and evaluation (national and international) in mathematics education
3.15: Assessment in mathematics classrooms	3.16: Data science teaching and learning
3.17: E-teaching and learning/blended teaching and learning	
3.18: Mathematics and interdisciplinary education/STEM education	
4.1: Preservice mathematics teacher education for the early childhood/primary level	4.2: Preservice mathematics teacher education for the secondary level
4.3: In-service mathematics teacher education and mathematics teacher professional development for secondary level	4.4: In-service mathematics teacher education and mathematics teacher professional development for primary level

4.5: Mathematicians in mathematics education	4.6: Affect, beliefs, and identity of mathematics teachers
	4.7: Knowledge and practice of mathematics teacher educators
5.1: Students' identity, motivation and attitudes towards mathematics and its study	5.2: Cognition, learning sciences, and neurosciences in mathematics education
5.3: Mathematical literacy	5.4: Social and political dimensions of mathematics education
5.5: Research and development on mathematics curriculum	5.6: Mathematics education in and for work; lifelong mathematics education including adult education
5.7: The role of the history of mathematics in mathematics education	5.8: Theories in mathematics education
5.9: Philosophy of mathematics and mathematics education	5.10: International cooperation in mathematics education
5.11: Methods and methodologies in mathematics education research	5.12: Popularization of mathematics
5.13: Socio-ecological issues in mathematics education	5.14: History of mathematics education
	5.15: Recreational mathematics

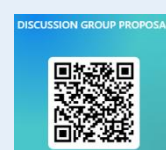
Discussion Groups

Discussion Groups gather delegates wishing to discuss a challenging, controversial, or emerging issue or dilemma of interest with an international or regional audience in a genuinely interactive way. The IPC considers Discussion Groups to be integral to fostering international collaboration.

The IPC expects that Discussion Groups will be proposed by a group of scholars from at least **three different countries in at least two different regions** of the world, ensuring that Discussion Groups appropriately promote discussion and sharing between mathematics educators from different countries. The regions are: USA and Canada, Latin America and the Caribbean, Oceania, Middle East, Europe, Asia, and Africa. Proposals should include information about the Coordinators of the Discussion Group, the name of the Discussion Group as it should appear in the ICME-16 program, and a description of the theme, anticipated aims and a rationale. The focus of a Discussion Group should not repeat the broad areas covered in the Topic Study Groups. There will be two 90-minute sessions devoted to Discussion Groups at ICME-16. They do not involve invited speakers, or a call for papers.

Coordinators of Discussion Groups will get the ICME-16 Guidelines to plan the sessions and prepare information about the group for the ICME-16 Program. During the Congress, the Coordinators will facilitate the work. Following the Congress, the Coordinators will provide a short report of the sessions held, the outcomes, and any recommendations that emerged. The report will be included in the Post-Congress Proceedings of ICME-16. Coordinators may also consider whether and how the Discussion Group might work towards a publication (paper, journal article, monograph etc.), for which they will be fully responsible.

Fill in the form to suggest a [Discussion Group](#).



Workshops

Workshops provide hands-on experience to Congress delegates interested in learning or trying out something through active participation. Workshops have a well-defined theme that enables delegates to share practical strategies and approaches to their work as researchers and as teachers. Workshops are proposed by Congress delegates, with proposers assuming responsibility for organizing a 60- or 90-minute Workshop during ICME-16, including supplying any materials or equipment needed. There is no formal publication of ICME-16 Workshop materials.

Congress delegates wishing to organize a Workshop at ICME-16 will need to submit a proposal. It should include information about the Workshop Leader and about any other people who will assist with running the Workshop, the name of the Workshop as it should appear in the ICME-16 program and a description of the Workshop, including its aims, the activities that will take place, and any other specific requirements, i.e., multimedia facilities. The LOC will let the proposers know in advance whether the requirements can be met. The IPC expects that Workshops will be designed to give delegates practical and interactive experience with a professional focus, not a commercial one. Workshops designed primarily to promote a particular product or service can only be delivered through sponsorship arrangements.

Once the Workshop has been accepted, the Leader will be provided with the ICME-16 Guidelines to help them plan the session and prepare information about the Workshop for inclusion in the ICME-16 Program. During the Congress, the Workshop Leader will conduct the Workshop session.

Fill in the form to suggest [a Workshop](#).



Posters

Participants at ICME-16 will have an opportunity to present an aspect of their work as a poster within a TSG. Time will be allocated in the program for the presentation and discussion of posters.

National Presentations

A small set of countries or regions will highlight their achievements and challenges in mathematics education by presenting a snapshot of important areas of scholarship and work, identified through an application process conducted by the IPC. These presentations typically consist of a series of oral presentations on different aspects of the country's approach to mathematics education and opportunities for those attending to question presenters and discuss the matters raised. The session time will be 90 minutes.

Applications to conduct a National Presentation should be submitted by the National Representatives of ICMI member states, or academic groups representing ICMI member states. Applications should be made using the proforma by December 31, 2026. The IPC will select the National Presentations for ICME-16 at the second IPC meeting in January 2027.

Fill in the form to suggest [a National Presentation](#).



ICMI Affiliate Organizations

Leaders of both the regional and thematic ICMI Affiliate Organizations are invited to use ICME-16 as an opportunity to create greater awareness of their work with colleagues attending the Congress. A 90-minute session will be dedicated to the Affiliate Organizations. Some organizations will also arrange more extensive satellite activities in association with ICME-16. The Conference Secretariat and the ICMI Secretary-General will contact the leaders of these Affiliated Organisations directly to support their presence in the ICME-16 program.

Regional Focus Program: Central and Eastern Europe

Building on the shared historical context of Central and Eastern European countries and their rich educational traditions, a group of ambassadors from the countries in this region jointly proposed to offer valuable insights to the international community by exploring how mathematics education has evolved across three significant time periods: the 1970s/80s, the 1990s, and the present day. Research teams from the participating countries have been formed and have been collaboratively preparing a diverse range of contributions – lectures, panel discussions, poster sessions, exhibitions, e-publications, and other events.

The contributions will address various aspects of mathematics education and culture, including mathematics research and the influence of the New Math movement; curriculum reforms and final school examinations; textbooks, teacher education and specialised schools; mathematics competitions and the development of gifted students; the popularisation of mathematics; the role of mathematical societies; and relationships between mathematicians and mathematics teachers.

The collective account presented within the Regional Focus Program will shed light on how mathematics education in Central and Eastern Europe has developed – often in contrast to Western European trends – shaped by unique sociopolitical conditions and limited international contact during much of the 20th century. Many of these stories and insights remain underrepresented in international discourse.

See the map for the participating countries.



Early Career Researchers

ICME-16 is pleased to offer a special activity for early career researchers who are attending ICME-16. The Early Career Researcher Day will directly precede the main ICME-16 Congress. Early career researchers attending ICME-16 are welcome to participate in this day. The aim of the day is to give early career researchers opportunities to develop their research competencies, establish contacts and build networks with one another, and meet and work with international experts in the field.

Further information about the Early Career Researcher Day will be made available in 2027.

Congress Material and Proceedings

The pre-congress material will be published on the ICME-16 website and will include the program of all ICME-16 activities and associated written contributions. Participants will also be able to access this information before and during the Congress through a smartphone app which they can use to create personalized daily schedules with links to abstracts of presentations, and the papers and posters relevant to sessions they attend.

The post-congress proceedings will be published open access on the ICMI website. The post-congress proceedings will include: Presentations at the Opening and Closing Ceremonies including the President's Address, the Secretary-General's Report, and the Awardee citations, Plenary Lectures and Plenary Panels, Survey Team reports, Invited Lectures, National Presentations and TSG papers and posters (if required by the authors and TSG leaders).

Sponsorship and Exhibition Opportunities

ICME-16 will bring together the international mathematics education community in Prague, providing a unique platform to share ideas and experiences, learn from one another and explore new opportunities for advancing mathematics education worldwide.

A successful Congress relies on the valued support of our sponsors and exhibitors. We invite your organization to become part of this exceptional event and connect with leading mathematics educators, showcase your expertise and strengthen your international network.

Join us as a sponsor or exhibitor at ICME-16 and discover the partnership opportunities available to your organization. Contact us today to discuss how you can be part of the Congress and maximize your visibility in Prague.

For sponsorship enquiries: vavra@guarant.cz

Venue: Prague and O₂ Universum



O₂ Universum is one of Prague's newest and most versatile congress and event venues, offering a unique combination of large plenary halls, numerous breakout rooms, exhibition areas and state-of-the-art technical facilities. Located next to the iconic O₂ Arena, it provides an ideal setting for a large-scale international congress such as ICME-16.

The venue offers 38 halls and spaces, ranging from smaller meeting rooms to a main hall accommodating up to 4,500–5,000 delegates. With a total capacity of up to 10,000 visitors, O₂ Universum can comfortably accommodate the diverse needs of a major international congress, including plenary sessions, parallel meetings, exhibitions and social events.

The scale and flexibility of O₂ Universum make it particularly well suited to the complex program of ICME-16. The venue can accommodate large plenary sessions alongside numerous parallel sessions, workshops, exhibitions and networking activities, all within one integrated congress complex.

Its spacious and adaptable layout will allow participants to move easily between different program areas and engage with colleagues from around the world, creating the connected and collaborative atmosphere that is central to the ICME experience. The extensive exhibition and meeting facilities will also provide an excellent platform for publishers, educational organizations, technology providers and other partners to engage directly with the international mathematics education community.

Located in Prague 9, directly next to the O₂ Arena, **O₂ Universum** benefits from excellent public transport connections and convenient access by car. The venue is approximately 10 minutes from Prague city center and around 25–30 minutes from Václav Havel Airport, depending on traffic.

Registration

Early-bird registration (until 31 March 2028)	590 EUR
Standard registration (until 31 May 2028)	650 EUR
Late registration	720 EUR
Accompanying person early-bird registration	90 EUR
Accompanying person standard or late registration	120 EUR
Early Career Researcher Day on July 9, 2028 (until 31 May 2028)	70 EUR

The Congress fee includes:

- Admission to ICME-16 from 9 to 16 July 2028
- Admission to the welcome reception, opening ceremony and closing ceremony
- Morning and afternoon tea during the Congress
- An excursion on July 16, 2028 (supplementary costs may be required for some options)
- Networking and social events run in conjunction with ICME-16

Registered accompanying persons are entitled to attend the Welcome Reception, Opening Ceremony, the Closing Ceremony, an excursion and other specified functions during ICME-16.

The IPC and LOC reserve the right to make changes to the program and arrangements in response to unforeseen circumstances.

ICME Solidarity Fund

One of the aims of the ICME congresses is to have a balanced representation of presenters and participants from all over the world. Since ICME-8, a 10% levy on all ICME registrations is allocated to the ICME Solidarity Fund.

The Solidarity Fund provides grants to participants from less affluent regions of the world to support and increase their participation in ICME congresses. Grants provide partial support with registration fees, accommodation and travel costs incurred in attending ICME-16.

Participants from eligible countries who are accepted to contribute to the Scientific Program of ICME-16 are eligible for support from the Solidarity Fund. Applications will be assessed by a sub-committee of the IPC and applicants will be informed of the outcome by 31 December 2027. Applicants are also advised to seek funding from other sources.

Contact and Follow ICME-16
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LOC Co-Chairs: David Janda and
Ladislav Kvasz –
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More information: icme16.org