



**FIRST ANNOUNCEMENT OF THE 8th INTERNATIONAL CONFERENCE ON
ETHNOMATHEMATICS**

August 2–7, 2026

National University of San Antonio Abad del Cusco

DECOLONIZATION AND ETHNOMATHEMATICS

INTRODUCTION

A new academic field is recognized as established when it has a considerable output of research and publications, an organized community, a journal, and regular courses, seminars, conferences, and congresses. Scientific production in Ethnomathematics as a field of research in the history and philosophy of mathematics, as well as its pedagogical implications, has steadily increased.

The Ethnomathematics research program was pioneered by Ubiratan D’Ambrosio of Brazil, considered by many to be the intellectual father of Ethnomathematics. He defined and popularized the term as “the set of modes, styles, arts, and techniques (technés or ticas) for explaining, learning, understanding, and dealing in/with (matemá) the natural, social, cultural, and imaginary environments (ethnos) of a culture; that is, Ethnomathematics is the ethics of math in a given ethno” (D’Ambrosio, 2014, p. 103). Subsequently, in 1985, the International Study Group on Ethnomathematics – [ISGEm](#) was formed, which promoted the study of the sociocultural context of mathematics in its teaching and learning and launched ethnomathematics internationally.

Since 1998, seven international conferences on Ethnomathematics have been held on five continents. In 2024, ISGEm was admitted as a thematic organization affiliated with the International Commission on Mathematical Instruction - [ICMI](#). Regarding the impact of Ethnomathematics, a current Google Scholar search for the term "Etnomatemáticas" reveals more than 16,200 results, and a search for the term "ethnomathematics" yields more than 25,200 publications, demonstrating the significant

scientific output of Ethnomathematics. The aforementioned aspects underline the need to promote the study of Ethnomathematics in various geographical areas.

In this context, the International Study Group on Ethnomathematics and the Faculty of Chemical, Physical and Mathematical Sciences of the National University of San Antonio Abad del Cusco have decided to promote the holding of the 8th International Conference on Ethnomathematics, an event that will take place from August 2 to 7, 2026, in the city of Cusco, Peru.

OBJECTIVES

General

To promote the dissemination, study, and development of research projects in ethnomathematics by mathematicians, mathematics educators and educators in general attending the event, to integrate the cultural knowledge of indigenous peoples and other minority groups into the theory and practice of mathematics, as well as its teaching, as part of the process of epistemological decolonization.

Specifics

- To encourage the production of research projects in Ethnomathematics by faculty and students from the various universities attending the event.
- To create national and international collaboration networks for the development of joint research projects with representatives of the institutions participating in the conference.
- To foster opportunities for contact between academics from the participating institutions to discuss topics related to Ethnomathematics.
- To offer undergraduate and graduate students in Mathematics and Mathematics Education the opportunity to interact with international researchers in Ethnomathematics.
- To promote academic production and scientific publications in the field of Ethnomathematics.
- To create a link of scientific cooperation among participating researchers.
- To present innovative experiences for the teaching and learning of mathematics.
- To disseminate mathematics teaching and learning practices based on a sociocultural approach.
- To disseminate the contributions of specific didactics of Ethnomathematics and share ways of mediating mathematics learning using various techniques and strategies.
- To expand the Ethnomatematics perspective to response to the current issues/problems.

TOPICS AND AREAS OF INTEREST

Decolonization and Indigenous Mathematics: How can Ethnomathematics contribute to the decolonization of the sciences? How does Ethnomathematics overcome epistemological obstacles that impede mathematical learning achievements in basic and higher education? What differences exist between the philosophical paradigm that underpins Western culture and the philosophical paradigms that underlie the worldviews of Indigenous peoples? How can Ethnomathematics contribute to substantiating the cultural diversity that exists in the way peoples have constructed their knowledge throughout the history of humanity and in diverse geographical spaces, that is, substantiate the validity of the epistemologies of the South (Bonilla-Tumialan, 2023) as part of a process of epistemological decolonization (Dussel, 2025)? Taking into account the social and political dimensions of Ethnomathematics, what conditions would allow for an epistemological dialogue between the diverse Western and non-Western knowledge systems, in a way that respects the self-determination and sovereignty of peoples?

Revaluation and Recovery of Knowledge from Non-Western Cultures: What processes can be developed to recover and revalue the mathematical knowledge of non-Western cultures? How does Ethnomathematics promote the transformation of national educational systems, making them pertinent

for all the students through the integration of cultural knowledge? How can Ethnomathematics contribute to the transition of educational systems from an exclusionary to an inclusive approach? Why is Ethnomathematics important in reaffirming indigenous cultures?

Ethnomathematics and Social Justice: What role does Ethnomathematics play in achieving the social and epistemic justice (Bonilla-Tumialan, 2023) essential for building a culture of respect, peace and dignity that accepts the sociocultural diversity of peoples, as well as the understanding of cultural differences through dialogue, respect and tolerance?

Ethnomathematics and Teacher Education: What achievements have been made with Ethnomathematics in initial and continuing teacher education? Which is the importance of Ethnomathematics for teachers' professional development? What difficulties have arisen with Ethnomathematics in initial and continuing teacher education? What disciplines [or bodies of knowledge] should be considered, from the holistic perspective of Ethnomathematics, in teacher training at different levels and modalities of education (elementary, higher, special, bilingual, etc.)?

Ethnomathematics and Critical Mathematics Education: From a political perspective, how can Ethnomathematics be articulated with Critical Mathematics Education to analyze social, cultural, and political aspects related to the origins of inequality, inequity, and exclusion in the field of education?

Ethnomathematics and the Ethics of Diversity: How does Ethnomathematics contribute to the mathematical practice of out of mainstream groups and minority sociocultural groups, determined by social, occupational, cultural, generational, geographic (rural or urban), functional (disabilities such as blindness, muteness, deafness, etc.), gender, sexual, and neurological (ADHD, autism, etc.) diversity? How does Ethnomathematics facilitate access to diverse bodies of knowledge, given that each type of diversity provides unique perspectives and contributes to the cultural enrichment of society?

Ethnomathematics and Sociocultural Modelling: How does Ethnomathematics reveal the original way in which each human group mathematizes their cultural practices that are used to solve everyday problems? What advances have been achieved in ethnomodelling as a result of the cultural mathematization process, and what does reality represent for studying it to predict and transcend its behavior?

Ethnomathematics and the Linguistic Dimension. How does Ethnomathematics contribute to research on linguistic terms that signify mathematical notions, properties, and objects in each language?

Ethnomathematics and the Socioecological Dimension. What is the contribution of Ethnomathematics to research on social, political, and ecological issues related to climate change, health crises, and their impact on poverty, inequality, discrimination, and marginalization? How can the results of this interdisciplinary socioecological research contribute to improving mathematics education?

ICEm 8 HEADQUARTERS

National University of San Antonio Abad of Cusco.

Address: 733 De la Cultura Avenue. Cusco, Peru.

Parainfo in the Plaza de Armas of Cusco

<https://www.unsaac.edu.pe/>

icem8.informes@gmail.com

WEBSITE

8va Conferencia Internacional de Etnomatemáticas/ 8th International Conference on Ethnomathematics/ 8a Conferência Internacional de Etnomatemática

<https://www.even3.com.pe/e/ICEm8-632441>

TARGET AUDIENCE

Researchers in Ethnomathematics, mathematicians, Ministry of Education officials, primary and secondary school mathematics teachers, intercultural bilingual education teachers, mathematics students, and teacher education students at the primary and secondary levels, as well as interested members of the public.

Faculty and students from the Universidad Nacional San Antonio Abad del Cusco will have free admission to ICEm 8.

MODALITIES OF PARTICIPATION

Plenary or parallel presentations, by prestigious invited expert researchers on a specific topic, lasting one hour.

Roundtables, debates that bring together a group of participants, without distinctions or hierarchies, to present and develop their opinions and points of view on a specific subject related to areas of interest in Ethnomathematics.

Oral presentations, may report on research results, applied learning experiences in the classroom, or the diffusion of knowledge from indigenous peoples. The presentation lasts twenty minutes.

Workshops, a planned and structured learning process that requires active participation and has a specific purpose. It lasts one and a half hours.

Posters, may be shown in hard copy or other material. Posters may not be proposed by persons giving oral presentations or workshops.

Exhibition of materials, UNSAAC will provide a space for the exhibition of books and materials related to Ethnomathematics, Mathematics, and Mathematics Education.

GUIDELINES FOR ACADEMIC PROPOSALS

Further information such as dates and guidelines for preparing contributions (oral presentations, workshops, posters) will be given later on the website. These proposals will be reviewed and participants will be notified whether their contribution will be incorporated into the program.

PROGRAM

Hours	Sunday 02 August	Monday 03 August	Tuesday 04 August	Wednesday 05 August	Thursday 06 August	Friday 07 August	
08:00 - 08:30		Registration	Registration	Free day Visit to a Bilingual Intercultural Education institution	Registration	Registration	
08:30 - 09:30		Opening Ceremony	Plenary Lecture		Plenary Lecture	Plenary Lecture	
0930 - 10:30		Opening plenary session	Parallel lectures		Parallel lectures	Parallel lectures	
10:30 - 11:00		Morning tea			Morning tea		
11:00 - 12:30		Roundtable on Peruvian Andean- Amazonian communities	Roundtable on Latin- American communities		Roundtable on teacher education	Roundtable	
12:30 - 14:00		Registration and delivery of materials	Lunch		Lunch		
14:00 - 16:00		Offering to Pachamama. Welcome reception	Oral presentations		Oral presentations Posters	Oral presentations	Oral presentations
16:00 - 16:30			Afternoon tea		Afternoon tea		
16:30 - 18:00		Workshops	Workshops	ISGEm Assembly	Ethnomathematics Study Group Meetings		
18:00 - 19:00		Cultural night		Dinner	Closing Plenary		
19:00 – 22:00							

SCIENTIFIC COMMITTEE

María del Carmen Bonilla Tumialan – International Study Group on Ethnomathematics - Peru

Milton Rojas Gamarra - Universidad Nacional de San Antonio Abad del Cusco - Peru

Jaime Zarate Dalens – Universidad Nacional de San Antonio Abad del Cusco - Peru

Armando Aroca Araujo – Universidad del Atlántico – Colombia

María Elena Gavarrete Villaverde – Universidad Nacional de Costa Rica - Costa Rica

Olenêva Sanches Sousa - EtnoMatemaTicas Brasis - Brazil

Kay Owens – Charles Sturt University – Australia

Jaya Bishnu Pradhan - Tribhuvan University – Nepal

Charoula Stathopoulou - University of Thessaly – Greece

Mogege Mosimege – University of the Free State – Republic of South Africa

Rully Charitas Indra Prahmana - Universitas Ahmad Dahlan - Indonesia

ORGANIZING COMMITTEE

María del Carmen Bonilla Tumialan – International Study Group on Ethnomathematics - Peru

Milton Rojas Gamarra. UNSAAC Academic Department of Physics.

Gino Gustavo Maqui Huaman. UNSAAC Department of Mathematics and Statistics.

Morane Almeida de Oliveira. Instituto Federal do Acre – IFAC. Brazil.

Luciano de Santana Rodrigues. Universidade Federal de Ouro Preto - Brazil

Lucas Junior Paixão. Universidade Federal de Ouro Preto – Brazil

Gilberto Chavarría Arroyo. Universidad Nacional de Costa Rica - Costa Rica

Kamilo Andres Manchego Palacio. Universidade Federal de Ouro Preto – Brazil

Jason Johnson. Emirates College for Advanced Education - United Arab Emirates

Ymelda Sarayasi Alencastre. Universidad Nacional de San Antonio Abad del Cusco, Canas, Peru

INTERNATIONAL COMMITTEE

Milton Rosa – Universidade Federal de Ouro Preto – Brazil

Tod Shockey – University of Toledo – United States

Wilfredo V. Alangui – University of the Philippines Baguio – Philippines

Marcos Cherinda – UNESCO – Maputo Office – Mozambique

Iman Chahine – University of Massachusetts, Lowell – United States

Daniel Clark Orey - Universidade Federal de Ouro Preto – Brazil

First Announcement. Decolonization and Ethnomatematics

Hilbert Blanco Álvarez – Universidad de Nariño - Colombia

Domingo Yojcom Rocché – Universidad del Valle – Guatemala

Violorio Ayarza Díaz - Universidad especializada de las Américas – Panama

Pilar Peña Rincón – Pontificia Universidad Católica de Chile

Anahí Huencho – Universidad Católica de Temuco - Chile

Roxana Aucchuallpa – Universidad Nacional de Educación - Ecuador

Ana Patricia Vasquez – Universidad Nacional de Costa Rica

José Roberto Linhares De Mattos – Universidade Federal Fluminense – Brazil

Andréia Lunkes Conrado - Universidade Estadual Paulista Rio Claro - Brazil

Gelsa Knijnik - Universidade do Vale do Rio dos Sinos – Brazil

KEY DATES

Submission of proposals February 28, 2026.

Proposal evaluation returned..... April 20, 2026.

Submission of Ubiratan D’Ambrosio scholarship applications.....April 30, 2026.

Notification of Ubiratan D’Ambrosio scholarship applicationsMay 31, 2026.

REGISTRATION COST (IN US DOLLARS)

Category	Payment until June 15, 2026	Payment from June 16 to July 15, 2026	Payment from July 16 to August 2, 2026
Researchers and teachers in university	100	125	150
Master and Doctoral University students	70	85	100
Teachers of early childhood, primary and secondary schools; community, technical, adult and seniors’ educators	30	40	50
Undergraduate students	20	30	40
Members of Indigenous peoples, Afro-descendant communities, rural people and others groups.	15	20	30

INTERNATIONAL CONFERENCES ON ETHNOMATHEMATICS

Over the course of 27 years, the following Ethnomathematics conferences have been held:

- Primer Congreso Internacional de Etnomatemáticas. Granada, España - 1998

<https://www.ugr.es/~oliveras/ICEM1ES.html>

- Second International Conference on Ethnomathematics. Ouro Preto, Brazil - 2002
<https://www.scirp.org/reference/referencespapers?referenceid=2927045>
- Third International Conference on Ethnomathematics (ICEm-3). Auckland, New Zealand - 2006
<https://www.math.auckland.ac.nz/Events/2006/ICEM-3/1.Keynote/D%27Ambrosio-Plenary-prez..ppt>
- Fourth International Conference on Ethnomathematics. Towson, Maryland, USA - 2010
<https://journalofmathematicsandculture.wordpress.com/wp-content/uploads/2016/05/dambrosio-final-paper-icem4.pdf>
- 5th International Congress on Ethnomathematics. Maputo, Mozambique - 2014
<https://journalofmathematicsandculture.wordpress.com/wp-content/uploads/2016/05/icem5-vol-81-2014-proceedings.pdf>
- 6th International Conference on Ethnomathematics. Medellín, Colombia - 2018
https://www.etnomatematica.org/home/wp-content/uploads/2017/12/ICEm6_EN.pdf
- 7th International Conference on Ethnomathematics. Papua New Guinea, Philippines, Nepal and Indonesia - 2022
https://www.researchgate.net/publication/378902702_Proceedings_of_the_7th_International_Conference_on_Ethnomathematics_-_ICEm7_2022_online

References

- Bonilla-Tumialan, M. C. (2023). Ethnomathematics and Complexity: a study of the process of elaboration of a Peruvian Andean textile. In M. C. Borba & D. C. Orey (Eds.). *Ubiratan D'Ambrosio and Mathematics Education: Trajectory, Legacy and Future* (Advances in Mathematics Education), pp. 179-200. Springer.
<https://link.springer.com/book/9783031312922>
- D'Ambrosio, U. (2014). Las bases conceptuales del Programa Etnomatemática. *Revista Latinoamericana de Etnomatemática*, 7(2), 100-107.
- Dussel, E. (2025). *Hacia una teoría de la Modernidad/Colonialidad. La descolonización epistemológica*. Editorial Akal.