



## INSTRUCTIONS FOR COMPLETING THE PROPOSAL TEMPLATE OF CIMPA SCHOOL

We provide below tips for completing the document [CIMPA\\_CS\\_APP\\_en.odt](#). You can also take a look at an example of a fully completed document CIMPA ([CIMPA\\_CS\\_APP\\_EX\\_en.pdf](#)) on the CIMPA website.

Please, let us know that you are preparing a project of CIMPA School for 2022 by writing to the Director of CIMPA at [director\\*cimpa.info](mailto:director*cimpa.info) (where \* has to be replaced by @). It is also essential that you get in touch with one of the [scientific officers](#) of the geographical area of the school, she/he will be able to help you to prepare your application.

### I. General Information

The CIMPA School title should be representative of the scientific content of the school with no more than 75 characters.

The official language of the school (English, French or Spanish) is the language used in the title and in most of the scientific activities.

The host country must be a developing country.

The host institution where the school will take place must be within an academic environment (university or equivalent).

Two ranges of dates (dates option A and dates option B) must be proposed by the organizers in the format dd/mm/yyyy – dd/mm/yyyy.

### II. Administrative and scientific coordinators

The local coordinator must hold **an academic or research position in the country where the school is held** and must have established strong contacts with the host institution of the school. The external coordinator must hold a position in one of the partner countries of CIMPA (France, Norway, Spain and Switzerland presently, other countries may join CIMPA by 1 January 2021 thus becoming eligible).

### III. Description of the project

The part « Scientific content » should explain in few lines the format of the activities, the content of the possible courses and the pedagogical and scientific objectives of the school project.

In the part « Host institution and local context in mathematics » you should describe in a few lines the located institution and its main teaching and research topics in mathematics.

In the part « Prior work related to the project and/or work combined with the project », you should describe the related scientific work and training already carried out locally and in the region. If the school is seen as part of a broader project, using other CIMPA tools (CIMPA courses, Schools in Partnership, CIMPA Fellowships) or other means (from an academic, government or private institution), please do mention it here. CIMPA promotes this type of program and may help you to implement it.

In the part « Expected impact of the project », you should explain what impact is expected in terms of mathematical development at local and regional level. Here as well, it would be nice to see how the coordinators may intend to sustain the benefits of the CIMPA School in the country or the region.

In the part « Infrastructure », you should describe briefly the infrastructure of the place where the CIMPA School will take place and how you will arrange the accommodation and meals for speakers, local participants and « CIMPA participants ». The latter expression refers to the participants from neighboring developing countries whose accommodation and/or travel expenses are covered by the CIMPA funding; this expense line should represent at least 2/3 of the total CIMPA financial support. Whenever possible, accommodation of teachers and students in the same place should be preferred.

In the part « Expected participants », give an estimate of the number of participants and CIMPA participants you expect. If your proposal is accepted, you must pay attention to the percentage of women among the participants.

#### IV. Scientific Committee

Please list the members of the scientific committee, from 4 to 6 persons. Most of them should participate in the school, for example as a teacher. For each member indicate his/her role in the setting up of the project (as a teacher, lecturer or expert for example).

With regard to gender balance, a minimum of 30% of men and 30% of women is required. Please give the percentages.

Note that all names (meaning surname or last name or family name) given in the document must be written in uppercase letters.

#### V. Organizing committee

Please list the members of the organizing committee (from 4 to 6 persons) and indicate the role of each of them.

With regard to gender balance, a minimum of 30% of men and 30% of women is required. Please give the percentages.

## VI. Scientific program

Please split the list of all activities into three categories: interactive activities, introductory or advanced courses and training sessions. We remind you that CIMPA wishes to maximize the active participation of the students during the School.

For the interactive activities, various formats exist: small research groups, flipped classes, etc. Necessary background may have been provided before the School thanks to online resources. These formats will give the participants time to integrate the various concepts which is often very challenging during a marathon of lectures as may be a two week School! Several examples of formats are given in the appendix. For each activity, please give some details on how you will implement it, who the teachers are and its duration. CIMPA is aware of the extra effort generated by the organization of such activities but feels that this effort is at the level of the positive impact on the audience. It will enable the participants to be more involved, to work together and it will break isolation for some of them. It will also favor fruitful contacts between the teachers and the participants and enable to identify some talents that CIMPA could support in the future.

Introductory and advanced courses: for each course, please indicate the level (introductory or advanced) and provide a summary. The level of the courses must be adapted to the local environment and the audience. Each course must be combined with several sessions of exercises or training.

The training sessions can be attached to a course as mentioned or be independent.

With regard to gender balance, a minimum of 30% of men and women among lecturers of courses is required.

## VII. Recording the courses and complementary activities

If courses are given, we wish that they may be recorded with the lecturer's agreement. CIMPA will take care of putting them online on [carmin.tv](https://carmin.tv) and giving a copy to the lecturers if they wish. These videos will be useful to people who could not attend the event and will serve as basis for future activities.

CIMPA also wishes that complementary activities be organized during the School in order to maximize the local interactions. Several formats exist: round tables on gender issues or on publishing models, etc. Activities can also be in direction of other audiences, for instance high school students or teachers in order to introduce them to the world of academic research.

## VIII. Tentative schedule

Provide a tentative schedule including for each day the planned activities with no more than six hours each day. Normally some afternoon as well as week-ends are free. A table planning is better. See [CIMPA\\_CS\\_APP\\_EX\\_en.pdf](#).

### IX. Provisional budget (expenses)

In this section, the provisional budget of the school for each type of expense must be detailed.

We recall that at least  $\frac{2}{3}$  of the CIMPA financial support must be used for travel and /or lodging of CIMPA participants (those participants from neighboring developing countries whose accommodation and/or travel expenses are covered by the CIMPA financial support). A participant supported for the travel will get his/her accommodation and meals automatically covered (whether this is with CIMPA funding, local support or other fundings). Travel costs of more than 600 euros will only be exceptionally considered. The remaining part of the CIMPA support can be used to cover other organization costs such as meals, coffee breaks, etc.

Accommodation and travel expenses of the lecturers/instructors will be covered by CIMPA support only under exceptional circumstances. In particular, the CIMPA financial support shall not be used to cover travel expenses of lecturers/instructors affiliated in developed countries. Coordinators have to make sure as soon as they start inviting them that the lecturers/instructors are ready to use their own resources to pay for their travel, helping in this way the finances of the School. If they cannot, the coordinators may use other sources (embassies, ..). In any case, it is important to include all costs of lecturers/instructors in the budget.

It is also important to write down all expenses, including those which are supported by the host institution. The amount must be indicated (or say that they are offered). The host institution will make explicit its material and financial support in its letter of support.

Indicate all type of transportation that will be used. The expenses for accommodation and meals shall be given as multiplication of the price per person x days x number of people. If there are coffee breaks, please indicate their cost in the same way.

Please, remember that under no circumstances:

- It is possible to ask for registration fee;
- It is possible to give honorariums to teachers or lecturers whatever the source of funding.

### X. Anticipated funding (resources)

Please give here a detailed list of expected funding. For each of them, make clear if this funding is confirmed or only expected.

We call that the financial support provided by CIMPA should not represent more than  $\frac{1}{3}$  of the total budget of the CIMPA School. So the coordinators must seek to secure diversified sources of funding at the local and international as early as possible. Several possibilities of international funding are listed in the document [CIMPA\\_CS\\_FUNSOL\\_en.pdf](#).

### XI. Support and involvement of local institutions

Please highlight the efforts made at local level to support the organization of the school: free use of classrooms for lectures and participative activities, IT resources, reduced workload for the local organizers,... An accommodation at the same location for all participants is recommended. Also, it is better if all participants can have meal together, at least at lunch time. As mentioned above, it is asked that the host institution indicates its material and financial support in its support letter.

### XII. Additional remarks and comments

Add any information relevant for your project and not given previously.

### XIII. Appendix

Some examples of interactive activities that can be implemented during your School:

1) Several small groups working on a « research topic » under the supervision of one or several instructors. For an example look at

<https://www.dpmms.cam.ac.uk/~hk439/wine3groups.html>

The topic may be a truly open question, or a variation around a case done in a paper or even a long interesting homework. Participants are divided in groups before the School and some literature is sent to them in advance. At the beginning of the School, some short courses may be taught to the group and some research is done together. At the end of the School, talks are given by the groups in front of all participants to present the topic and what has been achieved. Depending on the level, the amount of material that one can find online, this format can include some lectures for everyone during the first week. After the School, a successful work may be continued online, lead to a publication or a PhD thesis.

2) Variation of this format <https://arxiv.org/abs/1612.03539v1>

3) Flipped classes: the instructors send pdf of course(s) (or links to videos of lectures) to the students and distributes the sections/chapters between them (possibly as small groups). During the first week of the school (and before if necessary), the instructor can answer questions, gives some exercises to check that the content is mastered and helps preparing talks that will be given during the second week by the students: they will present their part of the course to all participants.

Note that these formats have their specificities: material (for instance the necessity to have several classrooms) but also mathematical (the level of what can be expected may be lower than what a lecturer could do alone). However, the pedagogical benefits of such formats largely compensate the organization constraints.