"IFIP Summerschool" as a new type of IFIP event.

The TA is of the opinion that "IFIP Summerschool" should be established as a new type of IFIP event and should be included in the IFIP Event Guidelines. Summerschools are emerging in many different areas and this type of event is an excellent opportunity to involve young students in the work of IFIP and in this way create the volunteers of the future, besides adding value to the development of computer science and information technology.

Given the specific aims and setup of a summerschool and the specific group of participants, the following guiding principles are applicable to an IFIP summerschool:

- duration of the event typically is one or two weeks;
- a summerschool usually focuses on an area that lies within one technical committee (or at least a limited number of them);
- if a summerschool is in an area of more TC's, the TC-chairs involved will decide on a "parent" TC (obviously the TC that is involved in the largest part of the program);
- summerschools that want to obtain the IFIP approval have to provide the aims and intentions and the program to the "parent" technical committee; the chair of the "parent" TC approves the application (similar to conferences and working conferences);
- it is advised that TC´s establish a small "Summerschool committee" that warrants consistency and continuity in the quality of the schools (an alternative is to have a working group carry the responsibility for this) and advises the TC-chair on an application for an IFIP Summerschool; the TC is ultimately responsible for the quality and reputation of a summerschool in the field of the TC;
- the IFIP proceeds should be very low because it is mainly aiming at PhD students, e.g. Euro 2 per day per participant (no distinction is made between the participants, whether they are lecturers or students);
- there is no obligation to propose the publication of papers / proceedings to the official IFIP publisher, it is up to the organizers and the "parent" TC to decide on this per case (an issue to consider in this respect is also the wish to have the papers remain under the strict property right of the PhD student (most often a part of his/her thesis). (On this issue, TCs and organizers can discuss best practices to investigate whether some general model is possible or not)(In the future, a digital library may be helpful in this respect as well)

An example of the aims and intentions of a summerschool is the following (provided by TC-9, drafted by Jan Holvast, Penny Duquenoy and Diane Whitehouse):

The principal aim of a summer school is that all the participants are introduced to both the theory and practice of social implications of IT through the school's content and process. The school provides a week of intensive study and discussion, and is interdisciplinary in character. We aim for a school to encourage young people in particular to put forward their developing ideas in an informal, and supportive, setting.

The "Social implications of IT" concerns the rights and responsibilities of citizens and the relationship of these rights and responsibilities to questions of access, empowerment, and a sense of responsibility for the public good. Not only should summer schools aim to explore and expand the conceptual framework underpinning the notion of social implications but the organisation of a school should also be sufficiently flexible for the participants to experience social implications in the making. Hence, considerable emphasis is placed on the opportunity for involvement in both the structure and the process of the school. Far from looking for consensus, summer schools seek to create discussion, dialogue, and debate.

Summer schools explore a wide range of issues covering both how citizens and citizenship can benefit from the use of information technology, and how the technology can be made more responsive to the needs and concerns of citizens. A school aims to cover all aspects of social citizenship concerned with informatics, whether at the individual, local, national, regional or global level.

A summer school should strive for balanced excellence. It is intended to bring together young doctoral students, research assistants, and young academics alongside leading researchers in the field of informatics and society. It is resolved that, as far as possible, there should be an equal number of men and women involved at all levels within the summer school and that the school will attract participants from a wide range of cultural and national backgrounds. The attendance fee is kept as low as possible in order to enable participation from the widest possible community.

The summer school is further supported in its aims by the decision of TC 9 to establish an Affirmative Action policy. The group now aims to increase the participation of groups formerly underrepresented by gender, region, and occupation in its working groups, task forces, conference committees and conference sessions. AII the relevant chairpersons are actioned to make special efforts to seek and encourage suitable participants, and to report to the appropriate committees on their efforts to increase participation and the results achieved. It is this kind of policy that we feel will continue to encourage balanced excellence in all of Technical Committee 9's events.

(Based on Colin Beardon and Diane Whitehouse [Eds.], Computer and Society, 1993, p.157/158)