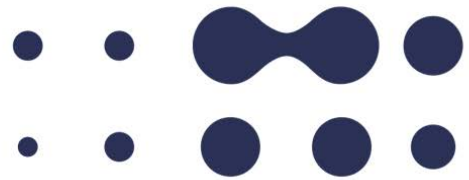


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for Research on Cancer



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**BIENNIAL REPORT ON
IARC EDUCATION AND TRAINING ACTIVITIES
2020–2021**

Learning and Capacity Building Branch (LCB)
(Branch Head: Ms A. Berger)

Lyon, December 2021

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A. Introduction and structure

1. Education and training in cancer research is one of the statutory functions of the Agency. For five decades, IARC's Education and Training programme has made a substantial contribution to the development of capacity building for cancer research in many countries with special emphasis on low- and middle-income countries (LMICs), through the training of cancer researchers, in particular in the fields of cancer epidemiology and mechanisms of carcinogenesis.

2. The Education and Training (ETR) Group was initially established by the former Director in 2010 in order to enhance strategic developments in capacity building for cancer research and to create a focal point for all related activities across the Agency. A new professional position was created to lead the Group. With the restructuring linked to the implementation of the IARC Medium-Term Strategy 2021–2025, the ETR Group became a Branch within the IARC strategic Knowledge Dissemination Pillar and was renamed Learning and Capacity Building (LCB). The LCB Head was nominated co-coordinator of the Pillar and a member of the IARC Senior Advisory Team on Management (SAT).

3. In addition to the Education and Training Officer leading LCB, two regular budget (RB)-funded Senior Programme Assistants manage the fellowship and courses programmes, with support from a Group Secretary and in close collaboration with the Fellowship Scientific Officer, Scientific Directors of the Summer School modules, as well as all colleagues supervising Early Career Scientists (ECS) and/or organizing courses. In October 2017, following the retirement of the Head of the Laboratory Services and Biobank (LSB), a project Assistant moved from LSB to LCB (ETR at the time) to work specifically on an EU-funded project aiming at building biobanking capacity. This position has been maintained to develop eLearning activities, on extrabudgetary resources and with budget from the Director. In 2020–2021, and in view of the increase in activities, a short-term project Assistant position was created to manage a new EU-funded project, a consultant in multimedia was hired to work on eLearning modules, and a short-term clerical-secretarial position was created to support the activities of the IARC Research Training and Fellowship Programme. All additional personnel are funded through extrabudgetary resources. The current LCB organigramme is shown in [Appendix 1](#).

4. The LCB activities and new initiatives have followed the strategy presented and discussed during the 49th Session of the Scientific Council in January 2013 (available on the IARC Governance website, see [Document SC/49/7](#)). Driven by the research priorities and training mandate of the Agency, the strategy has guided the evolution of IARC Education and Training activities towards the increasing use of eLearning tools, close liaison from LCB with IARC scientific Branches for advice and coordination, as well as developing partnerships with external organizations sharing the same dedication to capacity building in order to leverage additional support to training initiatives.

5. Suggestions from the previous review by the Scientific Council were taken into account while shaping the activities of the programme, such as, for example, to set-up a mentoring programme, to continue and expand the offer of webinars, or to evaluate the outcomes of courses.

6. The following paragraphs present the key achievements of the IARC's Education and Training programme in 2020–2021.

7. It should be noted that whereas LCB oversees activities of the Agency in these matters, several initiatives are led by the scientific Branches.

B. IARC Research Training and Fellowship Programme

a) Objectives

8. The main objective of the Research Training and Fellowship Programme is to provide opportunities to researchers at different levels of their career (collectively referred to as Early Career and Visiting Scientists [ECVS]) to get trained at IARC in fields of research closely associated with the Agency's mission and research activities, as well as the participation in collaborative research projects. ECVS are supported either by project funds from IARC Branches or by IARC Fellowships.

9. The specific aims of the Programme are as follows:

- To provide postdoctoral scientists, from any country, with training at IARC in those aspects of cancer research related to IARC's mission, in order to build a new generation of cancer researchers and reinforce cancer research worldwide, especially in LMICs.
- To contribute to pre-doctoral training within specific agreements with Lyon Universities or other institutions at national or international level.
- To attract top international cancer researchers to spend various periods of time contributing to the Agency's programmes and to making IARC an ideal environment for education, training and exchange.
- To develop new opportunities for further professional development for ECS and other public health professionals in order to support and promote the development of cancer research and prevention, especially in LMICs.
- To ensure the quality of the training/hosting environment for trainees, students, postdoctoral and visiting scientists.

b) Activities and results

10. As presented in [Table 1 of Appendix 2](#), a total of 254 ECVS from 58 different countries joined IARC during the biennium. This represents a 13.9% decrease as compared to the former biennium, which is explained by the sanitary situation of the COVID-19 pandemic, with reduced mobility due to visa/entry and travel restrictions (the Agency suspended new onboardings of ECVS [March–September 2020]). Despite this overall decrease of ECVS hosted at IARC during the biennium, (1) the number of postdoctoral scientists and doctoral students, priority target audience of the programme, has remained stable as compared to the previous biennium, (2) there was an overall 20.59% increase of new ECVS onboardings in 2021 compared to 2020: 68 new arrivals in 2020; 82 new arrivals in 2021, with an increase of new arrivals during the second half of the year. This indicates that the rates of previous years (i.e. approx. 90 new arrivals

per year) will certainly be reached again or even surpassed in the next biennium, even if the crisis is still not resolved globally.

11. As presented in [Figure 1 of Appendix 2](#), during the biennium approximately 75% of ECVS came from IARC Participating States and approximately 30% from LMICs. Approximately 25% of the total arrivals are from our host country, France, alone, thanks to collaborations with local universities for the hosting of students.

- **Quality of the training/hosting environment**

12. With the growing demand for training opportunities at IARC, a crucial objective of the Agency has been to continue to strengthen the Programme in all its dimensions (policy, procedures, training experience), thus consolidating the quality of the training and environment.

13. LCB is responsible for all administrative procedures relating to ECVS arrival, hosting and departure from IARC. As one person's stay can be extended one or several times, the total volume of agreements handled by LCB each year (new + extensions) was approximately 200, with related relocation/administrative support. This corresponds to a 15% increase compared to the previous reporting period. Given the increasing administrative burden on LCB, a system to streamline administrative procedures through e-workflows was jointly designed/developed with the Information Technology Services (ITS) and was launched in December 2021. LCB has also taken part in initial scoping meetings for the development of the future IARC IT-based management system developed with WHO.

14. Relationships between LCB and other key contacts involved in the administration of ECVS at IARC continued to be strengthened during the reporting period. In particular, regular meetings were set-up with the following stakeholders to review common issues and identify opportunities for improvement of the programme: Relocation Assistant, Human Resources Officer (HRO), Staff Physician, Director of Administration and Finance (DAF) and his Office. This has been particularly important in view of the COVID-19 pandemic. In this regard, LCB Head has been part of all discussions of the Business Continuity Management Team activated in crisis mode since March 2020. Support to ECVS and their supervisors/colleagues has been provided as needed.

15. The improvements of the terms and conditions under which ECVS undertake activities while at the Agency, summarized in the Handbook of the Programme published in November 2017, based on the recommendations of the 2016–2017 "Internal Working Group (WG) on ECS Supervision and Policy", have been monitored by LCB, in close collaboration with the above-mentioned key players. Those enhancements included the possibility for ECVS to have two-year duration training periods (funding permitting), to be named on grants as co-PI (under certain circumstances as PI), and to have 16 weeks of maternity leave. Stipends of postdoctoral scientists were increased. Annual and sick leave conditions were also clarified. During the reporting period, the following enhancements were made: four-week paternity leave set-up, endorsement of compassionate leave, contribution by IARC to ECVS insurance premiums costs streamlined, with the creation of a health insurance allowance for fully funded doctoral

students and postdoctoral scientists; dependence allowance increased; email addresses harmonized.

16. The IARC Postdoctoral Fellowship Charter, launched in September 2011 in order to allow a more structured approach to postdoctoral training at IARC, continued to be implemented. The Charter is presented to all Postdoctoral scientists (including IARC Fellows). Entrance and exit interviews have been conducted with all postdoctoral scientists. Entrance interviews (~4–6 months after arrival) are an excellent opportunity to discuss potential issues and provide support as needed. Exit interviews allow identification of lines of improvement for the programme and/or feedback on planned activities, as described above. Based on the feedback received during those exit interviews, intermediate meetings have been also offered as an additional support option. Based on the evaluation of the charter conducted in former years, an internal working group was set-up at the end of 2021 to review recommendations, suggest additional areas for improvement and implement some of the proposed changes. Besides LCB members in charge of the IARC Training and Fellowship Programme, the group is composed of three postdoctoral scientists, two IARC scientists with experience in supervision at the postdoctoral level, and the IARC Fellowship Scientific Officer. The work is planned to take place in the first quarter of 2022, with changes to be implemented over the next biennium in order to reshape the charter into a tool that will support discussions between postdoctoral scientists and their supervisors about mutual expectations and career prospects.

17. LCB recognized that there were also ad hoc requests for support from ECS on non-scientific matters. Despite being able to ask for assistance from LCB, HRO and the Staff Physician, a need was identified for additional external help to provide support for conflict prevention and management. Related work initiated in the previous biennium continued through 2020–2021, as part of the Workplace Well-being Initiative (WWIn) and subsequently of the wider IARC Quality of Work Life Plan coordinated by a team with representatives of the IARC Staff Association, IARC Early Career Scientist Association (ECSA), HRO, LCB and chaired by the DAF. In 2020, support to ECVS was quite exclusively focused on COVID-19 related matters (for example psychological training and coaching sessions facilitated by the IARC and WHO medical services). From 2021 onwards, new initiatives were set-up, such as the IARC mentoring programme (see also below). The terms of reference of WWIn were reviewed and updated, to gather input from IARC personnel on how to improve well-being at IARC and to coordinate the network of focal points who provide support if difficult situations arise (e.g. conflict, long-term sick leave, etc.). LCB has also been involved in the IARC Equity and Diversity Advisory Group (EDAG) (formerly Women in Science Advisory Group) to improve equity and diversity at IARC.

18. Based on the recommendations of previous reviews, additional support for career development was provided. The importance of the supervisor's guidance on the project(s), but also on career prospects was reiterated and is clearly mentioned in the Handbook, as an essential element of a successful doctoral or postdoctoral experience. The "job application clinic" available through the Career Prospects Portal continued to be offered by LCB. As part of the Supervisory, managerial and Leadership Training Plan, led

by HRO in collaboration with LCB, a series of webinars were organized for supervisors to initiate and facilitate meaningful career conversations with team members, and for team members to reflect on their career. As a complement to enhancing the skills of supervisors to discuss career aspiration with the ECS under their supervision, and as recommended by the Scientific Council, the Agency has developed a mentoring programme. In view of the limited available resources, a group of volunteers representing the variety of IARC personnel and led by LCB Head was set-up as part of the IARC Quality of Work Life Plan. A needs assessment survey established and open to all IARC personnel in 2020 allowed the design and set-up of a programme adapted to the needs, resources and expectations of IARC personnel. Based on those results, it appeared that, besides postdoctoral scientists and doctoral students, all IARC personnel would benefit from such a programme. An IARC-wide call for volunteer mentors was therefore launched and over 40 colleagues expressed interest to support their colleagues in sharing knowledge, skills, network, information and perspectives to enhance personal and professional growth, as well as learn themselves through the process. A list with short description of all mentors is available through the Career Prospects Portal, together with guidance and tools to set-up mentoring relationships. The programme was launched in Summer 2021 as a one-year pilot and a first “IARC mentorship discussions” session was organized in October 2021. Surveys and discussions are planned to monitor the uptake of the programme and to allow refinement of its design and organization.

19. As a complement to the experience and competence acquired through the scientific projects and as part of the IARC Postdoctoral Fellowship Charter, LCB continued to develop the programme of internal generic skills courses. The close collaboration with HRO was pursued within the framework of the IARC Staff Learning and Development Framework developed in 2015. Thirty courses were offered in 2020–2021 that were attended by more than 200 ECVS ([Table 2 of Appendix 2](#)). In view of the COVID-19 crisis, the offer was reduced to priority events only and organized online. In addition, ECVS accessed 97 learning resources from the WHO learning ilearn platform. Continuing dialogue with ECSA has enabled the offer to be refined in order to address the needs of the beneficiaries of the IARC Research and Training Programme.

20. The Agency continued to support ECSA, which was created in 2013. ECSA is open to all students/postdoctoral scientists at IARC and works in collaboration with LCB to promote opportunities for training, career development, social activities, and regular dialogue between ECS, and with LCB and IARC management. Coordination meetings have taken place between LCB and ECSA. Among other activities, ECSA successfully held several online events: Career Day, that included a career panel and a seminar on working efficiently from home, and a Scientific Week, where students and postdoctoral scientists presented their work in front of their peers from IARC, the Cancéropôle Lyon Auvergne Rhône-Alpes, the US National Cancer Institute, and the German DKFZ.

21. To help document the outcomes as well as to identify areas of improvements of the IARC Research Training and Fellowship Programme, a survey was conducted in Autumn 2021 targeting the 123 doctoral students and postdoctoral scientists (including IARC postdoctoral Fellows) who benefited from the Programme between 2017 and 2021. 52% completed the survey (n = 64). From all respondents, 66% spent the major part of their training period at IARC as Postdoctoral Scientists (out of which 56% were IARC postdoctoral fellows selected as part of the regular IARC call for Postdoctoral Fellowships) and 34% as Doctoral students. 54% respondents were from LMICs (out of which 19% have their current residency in LMICs), and 81% are from IARC Participating States. Overall, 81% continue to work in the public sector, of which 61% are still active in cancer research.

22. We placed a specific attention at our former IARC Postdoctoral Fellows, to see what they did immediately after their fellowship:

- 35% took up a position in a high-income country (HIC), which is not their home country;
- 22% returned immediately to their home country (LMIC) to take up a position;
- 22% are currently still at IARC (extended as postdoctoral scientists on the Branch's budget);
- 9% became an IARC scientist;
- 8% returned after an extension funded by the IARC host group; and
- 4% returned without a position.

23. Of those IARC postdoctoral fellows who obtained an IARC Return Grant, 50% considered its benefit significant, and 50% moderate. The benefit was above all for publications and other grant/funding opportunities in the future. Most awardees did not consider the amount of the return grant sufficient (which is a maximum of €10 000).

24. According to several respondents (any category), more attention should be given to the quality of supervision for ECS hosted at IARC. Suggested improvements include more career discussions and the possibility to allow for more than one supervisor and to promote training across different Branches. Dual supervision, mostly in different Branches, have been put in place for the IARC postdoctoral fellows awarded in 2021. Furthermore, a mentoring programme is suggested by several respondents, which has been implemented at IARC as reported above. Finally, the respondents suggest the revision of IARC's postdoctoral charter and an implementation of a mandatory training plan for doctoral students. A working group has been set up for this purpose.

25. Based on our alumni, IARC's impact on their career has been decisive (53%) or helpful (44%), and 65% have developed transferable skills during their training/learning experience at IARC, which are now applied in their current positions. The most significant career impacts were IARC science, IARC people, IARC multidisciplinary and multicultural scientific environment, IARC opportunities for international collaborations and IARC being a UN/WHO agency.

26. To conclude, although of small scale, the results of the outcome survey are consistent with data collected in 2012, 2015, 2017, and 2019 documenting outcomes of

the IARC Research Training and Fellowship Programme as a fantastic opportunity for ECS to assemble complementary skills in preparation for a high-level scientific career and a springboard to become future leaders of cancer research, contributing to the production of evidence that may lead to the adoption of cancer prevention and control measures.

27. Relations with Universities have been further strengthened in order for IARC to be recognized as a host institute for PhD and Master's students. At the local level, the links developed with two doctoral schools of Lyon University have been nurtured, to improve day-to-day communication. In addition, LCB is still serving on the Administration Board of the Lyon University Human Biology Department, on the Board of one of the doctoral schools (EDISS) and as a member of the Education Board of the "Cancerology School", entity set-up by the Cancéropôle Lyon Auvergne-Rhône-Alpes, to coordinate the efforts of relevant stakeholders at the regional level. Partnerships to set up joint face-to-face courses, suspended during the pandemic, will be resumed during the next biennium. At the international level, an agreement was signed with the Italian ISS for the joint supervision/hosting of three PhD students. A host agreement with the Erasmus Charles University in Prague was also extended. IARC was also invited to partner with the German DKFZ for the development of a Cancer Prevention Graduate School.

- **IARC Postdoctoral Fellowships**

28. As presented in [Table 3 of Appendix 2](#), the Agency awarded seven Fellowship extensions in 2020, six funded by the IARC regular budget and one by the Terry Fox Foundation. No new Fellowships were awarded that year as the Call 2019 was suspended due to budgetary constraints.

29. In order to maintain an effective programme while pursuing alternative funding, the Agency had restricted the award of IARC Fellowships to candidates from LMICs during the previous biennium. This measure is of particular importance as the focus on LMICs is central to the mission of IARC, especially regarding education and training. It is important to note that although the majority of postdoctoral scientists at the Agency are supported by funds from competitive grants (64/86 as at 1 December 2021 who did not initially come through an IARC Postdoctoral Fellowship), 44 of these are from HIC (68.75%).

30. The call for applications for IARC Postdoctoral Fellowships launched end 2020 led in 2021 to the award of seven fellowships to LMIC candidates, funded on the regular budget. Projects are in line with IARC's emerging priorities (Evolving cancer risk factors and populations in transition; Implementation research; Economic and societal impacts of cancer) or on the relation between cancer and COVID-19. These awards were granted after a selection process among 81 applications, 72 of which were eligible to be considered and 23 recommended for final selection.

31. Fund raising efforts initiated in previous years started to pay off. Negotiations with Children with Cancer UK led to an ad hoc call for IARC Postdoctoral Fellowships targeting scientists wishing to carry-out research on paediatric cancers or teenagers and young adults' cancers. Two Fellowships were awarded in 2020.

32. In 2020–2021, modest research return Grants of €10 000 were also awarded to three Fellows from LMICs, contributing to establish their research activity in their own country.

33. As mentioned above, in view of IARC's ineligibility to apply for EC MSCA COFUND calls under the H2020 framework (as reported in previous years) and IARC budgetary constraints, the call for IARC Postdoctoral Fellowships was suspended in 2019 and no new Fellowship was awarded in 2020 (only extensions). Maintaining the same level of funding as previous years is critical for the IARC Fellowships Programme to keep on training future generations of cancer researchers, in particular from LMICs. In collaboration with the Resource Mobilization and Grant Office, fund raising efforts continued. This led in 2020 to a new partnership with Children with Cancer UK and the award of two fellowships as reported above. Unfortunately, some former or potential partners were hit by the COVID-19 pandemic and could not extend/confirm their support to the Programme. The eligibility of IARC to apply for EC MSCA COFUND calls under the Horizon Europe was confirmed in 2021 and the Agency is getting prepared to apply again early 2022.

34. The Scientific Council members are kindly requested to share their experience so that LCB can explore additional potential funding support avenues for IARC Postdoctoral Fellowships.

- **IARC Visiting Scientists Award**

35. As described in the [IARC Director's report to the Governing Council](#) and in the [IARC Medium Term Strategy 2021-2025](#), it was decided in 2020 to discontinue the IARC Senior Visiting Scientist Award. In view of the limited resources of the Agency and of the capacity building mission of the Agency, it was indeed considered more cost efficient to convert this award into several shorter awards targeting mid-career scientists from LMICs and/or Participating States, to develop collaborative research projects with IARC, and contribute to enhancing their career prospects and build the capacity of their instruction through longer term collaborations initiated/strengthened through the Fellowship.

36. It is foreseen that one 12-month Senior Scientists Award can be converted into three six-month Mid-career Visiting Scientist Awards (or more awards of shorter duration). A draft announcement is shared in [Appendix 3](#) of this document.

37. The IARC Senior Visiting Scientists Award being funded through the Special Account for Undesignated Voluntary Contributions as per Resolution GC/34/R9, reallocation of funding will have to be formalized. The Scientific Council members are kindly requested to provide feedback on this proposal so that the matter can be brought attention of the 64th Session of IARC Governing Council in May 2022.

- **IARC short-term Fellowships**

38. In collaboration with the Union for International Cancer Control (UICC), the UICC–IARC Development Fellowship set-up in 2012 enables a selected number of participants of the IARC Summer School to return to IARC for a period of one month for further training and collaborative work. In 2021, this Fellowship was awarded to seven researchers from LMICs, as detailed in [Table 4 of Appendix 2](#). Three fellowships were funded by UICC and four by IARC.

- c) **Conclusion and future perspectives**

39. The IARC Research Training and Fellowship Programme continues to demonstrate its relevance and efficiency in providing opportunities for deserving ECS from all around the world to acquire excellent training and experience in an exceptional multicultural and international environment, enhanced by the hosting of Visiting Scientists.

40. In the coming years, and in addition to maintaining the programme at its current level of quality, and onboarding/supporting ECVS and their host team on a daily basis, the focus of LCB will be to:

- further implement the terms contained in the Programme’s Handbook and monitor the need for any modifications;
- continue to develop and sustain initiatives to contribute to enhance the training experience/career prospect of ECS, in particular doctoral students and postdoctoral scientists;
- continue to interact and support ECSA;
- identify additional resources to maintain or expand training opportunities for Postdoctoral Fellowships; and
- strengthen the links with local and international stakeholders.

C. IARC Courses Programme

- a) **Background**

41. As one of its core functions, and since its inception, IARC has been holding courses globally to contribute to lifelong learning to improve theoretical and practical skills of cancer investigators, with emphasis on researchers from LMICs. These initiatives have also stimulated collaborations with IARC.

42. The specific aims of the IARC Courses Programme are as follows:

- To stimulate research in cancer by developing individual and institutional expertise in areas of IARC competence through learning events (courses and webinars).
- To bring IARC learning and teaching resources closer to their target audiences, by developing eLearning material and initiatives, including in various languages.

b) Activities and Results

• Learning events

43. During the reporting period, IARC has continued to organize learning events in areas of IARC competence, in particular targeting individuals and institutions in LMICs. In view of the global health crisis, courses were organized online and were redesigned to combine live sessions with facilitated self-learning. The IARC online teaching and learning infrastructure developed over previous years allowed to adapt rapidly to the situation and to offer tools for IARC Branches and their collaborators.

44. Overall, during the reporting period, the Agency organized 37 courses and webinars targeting researchers and health professionals (see [Table 6 of Appendix 2](#)).

45. As presented in [Table 5 of Appendix 2](#), the Summer Schools as well as IARC courses and webinars contributed to lifelong learning of around 2700 scientists and health professionals from many countries, in particular LMICs, during the reporting period. The number of scientists and health professionals trained through IARC initiatives was comparable to the previous reporting period. This reflects IARC's sustained commitment to teaching, including through innovative methods and effective partnerships to meet the increasing demand for courses in LMICs.

46. Several courses have been associated with collaborative research projects, where IARC is transferring skills needed to conduct the projects and to enable the subsequent implementation of the research findings in the countries concerned. Courses were either organized jointly between a scientific Branch and LCB or were primarily organized by a scientific Branch with the support of LCB (course design, creation of dedicated online learning space for the course, development of online activities, guidance on conducting online activities, etc...). Different course models were designed, according to needs and lasted between a few days to several months.

Examples of online courses

47. Co-organized by the Early Detection, Prevention and Infections (EPR) and LCB Branches, the CanScreen5 (Cancer Screening in Five Continents) master trainers course for African countries aimed at training selected master trainers in implementing, monitoring, evaluation, and continuous quality improvement of a cancer screening programme. Due to the pandemic the initial design of a blended approach, combining short eLearning and a 3½-day face-to-face session at IARC was revised and adapted to have a stronger online eLearning component for seven months: dedicated online learning space; pre/post-course test; four online self-learning modules (see below – learning resources); six interactive live sessions; three assignments. A total of 32 participants from 17 African countries were trained. They have become part of the CanScreen5 network and have initiated the process of sharing information and data from their respective cancer screening programmes. The data is being checked, validated and uploaded to the project web portal (<https://canscreen5.iarc.fr>). These master-trainers will in turn train different levels of health providers in their country/region. Subsequent similar

courses were organized targeting English and Spanish speaking countries from Latin America and the Caribbean.

48. As part of the ChildGICR programme (<https://gicr.iarc.fr/child-gicr>), a collaboration between the IARC Cancer Surveillance (CSU) Branch and St. Jude Children's Research Hospital, which seeks to expand the global capacity in production of quality population-based data on childhood cancer, especially in LMICs, a new train-the-trainer course on paediatric cancer registration was designed and successfully conducted with participants from the six GICR (Global Initiative for Cancer Registry Development) world regions. The ChildGICR Masterclass was organized online, in two time zones. Each participant was allocated to two working groups (WGs), each focused on a different course topic, and was expected to review draft learning content of all other topics. Eighteen plenary live sessions were held over a three-month period (nine sessions in each time zone). Within 14 self-organized WGs, the 22 target participants contributed to standardized content and developed a training course template to be delivered to an identified audience in their respective regions. The collected feedback indicated the perceived benefit and appreciation of this hands-on learning experience.

49. The EPR Branch organized a five-week online course on scientific writing for peer-reviewed publication targeting local collaborators from the ESTAMPA (Latin America) and CESTA (Africa) studies. The course included self-learning recorded lectures available from the IARC learning infrastructure, as well as live sessions (lectures and practical) organized in two different time frames: UTC+1 and UTC-5/6 to allow participants to join according to their time zone. The strong facilitation component tailored to each participant allowed the drafting of six manuscripts, and a second phase planned for early next year will add eight other drafted manuscripts. This course allowed researchers from collaborative projects in Latin America and Africa to use locally collected data to publish scientific results in high impact journals, facilitated further scientific production and, at the same time, supported the creation of South-to-South collaborative research networks.

50. Organized as part of GICR by the CSU Branch in partnership with WHO EMRO, a Data Quality Course was organized online over four days to build the capacity to assess the cancer registry data across the four data quality dimensions and identify best practices for enhancing data quality in the participating registries. Twenty staff working on an operational population-based cancer registry in one of the Eastern Mediterranean countries benefited from the course, which was taught by CSU staff, GICR regional hub experts and regional GICRNet trainers who had previously attended a trainers masterclass on the topic. The course blended self-study (materials and assignments available from a dedicated online learning space) and live online sessions (interactive lectures, Q&A sessions, exercises, group work in online breakout rooms). The course was positively evaluated by participants and faculty and will contribute to improve the quality of cancer registries data in the region, a key component of the comprehensive cancer control planning.

An IARC flagship course – the IARC Summer School

51. As a major, flagship course, the IARC Summer School in Epidemiology aims to improve the methodological and practical skills of cancer researchers and health professionals. With the COVID-19 crisis, the 2021 course was entirely redesigned and conducted 100% online, with a priority to maintain what makes the IARC Summer School so unique: fostering international collaboration, offering multiple opportunities for interactions, as well as delivering high-quality multidisciplinary lectures and practical activities to facilitate the learning process of the participants. A blended learning approach was adopted for both modules: four weeks of self-paced activities (recorded lectures and assignments punctuated by 2/3 live sessions and networking events), followed by two weeks of daily live sessions, and group work activities. The number of participants was limited in each module to ensure both management and quality of the training and that the format would remain as interactive and practical as possible. Two modules were held “Introduction to Cancer Epidemiology” and “Implementing Cancer Prevention and Early Detection”.

52. Participants were granted access to dedicated learning spaces to perform the planned learning activities, access all the teaching documentation as well as a library with additional learning resources. They were also invited to introduce themselves to their fellow participants, to exchange with each other and to request assistance when needed. Participants were accompanied all along their six-weeks’ programme by facilitators recruited among IARC ECVS. Facilitators ensured that the Group Work activities progressed as expected and that each member could contribute. Specific meetings with topic experts and course director’s faculty were scheduled with each group, allowing the group members to prepare their questions and benefit from IARC scientists’ expertise and guidance into the preparation of their final presentation. Other networking opportunities such as “meet the scientists” sessions between participants and our colleagues were coordinated to ensure that the 110 requests be met, resulting in 22 Zoom group calls between IARC scientists and the participants of both modules.

53. Some 30 lectures were developed, pre-recorded, and made available to the participants early in the modules and an additional 44 lectures delivered during the online live sessions were recorded. The material of the Summer School 2021 has been shared widely via the IARC Learning portal (<https://learning.iarc.fr>) and advertised during and after the event via Twitter.

54. Overall, 73 cancer researchers and health professionals from over 45 countries benefitted from this unique opportunity, in vast majority from LMICs. Participants were invited to record their impressions and experience as participants of the 2021 edition. Those testimonials illustrate well the spirit of the IARC Summer School: experience sharing, learning and international networking for cancer prevention across nations. The feedback from participants and the assessment from the course directors and main players of this edition will provide a good ground for the design of future editions of the IARC Summer School and other similar events, to make sure that, when permitted, potential onsite components of courses will be even more focused on practical and networking aspects.

55. In 2021, a survey was carried-out to assess the outcomes of the IARC Summer School programme between 2017 and 2019, as a follow-up to the evaluation conducted in 2017. An online questionnaire was sent to 163 former participants. After the initial message and one reminder, 44% of former participants completed the questionnaire (n=73). Approximately 74% of respondents remain active in cancer research, and 77% work in public institutions; 93% of respondents have been able to apply what they have learnt, in the job they had at the time when they took the course and/or since then (i.e. if they changed position). Almost all participants reused material for their own learning and 50% used it to train others. More than 73% of the respondents developed collaborations with IARC scientific Groups and a significant number (46%) developed collaborations with other course participants, which in majority are still active. The majority of respondents considered that the Summer School has been either helpful (72%) or decisive (27%) to their career (other choices being, minimal 1%, or adverse 0%). Data are consistent with those obtained in 2017 and 2012.

Webinars

56. As commented during the 53rd Scientific Council session in January 2017, webinars are a powerful way to reach out to a diversified audience. Building on former internal experience, the organization of webinar series was intensified, targeting an increasing number of professionals worldwide. Besides leading and managing some webinar series, such as the one of the World Cancer Report Update Learning platform (see below), LCB is the focal point for the organization of events and provides advice and Agency-wide support. Webinars were organized on the following topics: Running 8-HPV Type OncoE6/E7 Cervical Test for the ESTAMPA study (EPR Branch); Biobank ethics and governance, as well as safe handling of biological samples for BCNet members (NME/LSB Branch); “Bouger contre le Cancer” and “Mieux manger pour ma santé” (NME Branch, in partnership with the Centre Léon Bérard, Lyon).

57. Overall, and together with the World Cancer Report Update Learning webinar series, these events contributed to lifelong learning of approximately 2000 researchers and public health professionals.

- **Learning and teaching resources**

58. The Agency recognized a key strategic opportunity to increase its reach in education through eLearning and multi-lingual approaches. As detailed in this section of the report, an important step towards the achievement of this goal has been the further development of the infrastructure allowing the production and dissemination of an increased amount of online learning/teaching resources and hosting of learning events. In parallel, online learning and teaching resources were produced.

59. The current online learning and teaching infrastructure has been built from the experience gathered through the set-up of the learning management system from 2016, allowing the design and deployment of online spaces for course participants to have access to practical information and learning resources before, during and after a training event (<http://elearning.iarc.fr>), as well as from the Biobank Learning platform developed in the frame of the B3Africa project (<https://learning.iarc.fr/biobanking/>). Launched end

2019, the IARC Learning Portal (<http://learning.iarc.fr>) developed by LCB and ITS, has a modern design and extended functionalities (easily searchable repositories of resources, centralized user management, decentralized content management, enhanced technical and financial accessibility).

60. The IARC Learning portal is the entry door to three free thematic learning platforms (Biobanking, Cancer Prevention and Early Detection and World Cancer Report Updates). It also links to the IARC WebTV (see below), including the Summer School video channel, as well as to the websites from other IARC-led projects providing information and learning material on Cancer Surveillance and on the Exposome (see below). Several learning programmes and related material were designed and launched during the reporting period.

61. The eLearning material developed by EPR and LCB as part of the CanScreen5 master trainers course described above, was packaged and launched as a CanScreen5 self-paced programme in February 2021. The six-hour online programme consists of four eLearning modules, including exercises and quizzes, that may be completed in an autonomous and modular way. A certificate of completion is awarded when all modules are completed, and the final evaluation is passed with an above-80% score. The self-paced programme has been translated into Russian and is in the process of being translated into Spanish. The webpage of this course is by far the most popular page on the IARC Learning portal, having attracted 7351 visits (hits) since its launch. 325 platform users enrolled in the course, and 47 (14%) completed all steps with success.

62. Developed by the Environment and Lifestyle Epidemiology (ENV) and LCB Branches, the Cancer Prevention Europe programme on the European Code Against Cancer (ECAC), proposes eLearning modules on each of the 12 recommendations from the ECAC, as well as a 13th module on the ECAC methodology. These 10–20-minute modules may be followed in an autonomous and flexible way. In addition, a series of 12 shorter modules were launched in November 2021 and entitled “Latest evidence, myths, and controversies” on cancer prevention. These 5–15-minute modules focus on the latest evidence that has emerged since the 4th edition of the European Code Against Cancer was published in 2014, and tackles some myths and controversies related to the topics addressed by the 12 recommendations of the European Code Against Cancer, 4th edition. The resources are being translated into French, Spanish, Hungarian and Polish. The CPE programme has also generated great interest, with 2932 visits (hits) since its launch. 130 users have enrolled in the programme, and 54 completed at least one module.

63. The World Cancer Report Updates Learning Platform project was launched in November 2020, with the support of, and in collaboration with, the European Society for Medical Oncology, with the aim to provide learning resources and opportunities related to selected content from the 2020 World Cancer Report, as well as current developments in cancer research for cancer prevention. Five live webinars provided the opportunity to 2008 researchers and health professionals from 140 countries to exchange with international experts in cancer research for cancer prevention (number of unique registrants). Four eLearning modules were created from the webinar recordings, including short video teasers, quizzes, questions and answers and certificates.

64. The CSU Branch, in collaboration with the GICR regional hubs and with the support from Bloomberg Philanthropies, has been developing a series of 14 online self-learning modules on the following topics: Introduction to disease surveillance; Measuring cancer incidence, mortality and prevalence; An introduction to cancer registration; Variables; Classification and coding; Case finding; Staging; CanReg; Treatment and Follow up; Data quality; Data analysis and presentation; Data entry; Confidentiality; and Registry uses. Once completed in the first quarter of 2022, these learning resources will be translated into French and Spanish modules and will be made available through the GIRC website site and through the IARC Learning portal.

65. The IARC Learning Portal attracts a growingly increasing audience. Since November 2019, 1554 persons (1423 in 2020–21) from 153 countries have created an account on the portal to freely access the learning programmes and modules. The increase in registration is particularly important on the Cancer Prevention and Early Detection platform, where two comprehensive self-paced eLearning programmes were developed and proposed in the last biennium. The more recently launched (November 2020) World Cancer Report Updates learning platform have also attracted a significant number of new users.

66. The IARC Learning Portal also provides a direct link to the IARC WebTV (<http://video.iarc.fr>), which was developed, based on the video management system that the Agency set-up during the previous reporting period. The WebTV currently comprises six channels: Media communication, IARC Seminars, IARC Summer School, Cancer Early Detection and Prevention, Cancer Surveillance, and Biobanking. Since 2017, a coordination between the IARC Seminar Committee, ITS and LCB was set-up to ensure that IARC monthly seminars were recorded and published. Some of the courses were also recorded, such as the IARC Summer School 2021 (<https://video.iarc.fr/channels/2021IARCSummerSchoolEPI/>; <https://video.iarc.fr/channels/2021IARCSummerSchool/>). During the reporting period, videos hosted within the WebTV attracted all together over 160 000 visits, corresponding to over 200 visits per day. The website of the IARC Screening Group (<https://screening.iarc.fr/>) is the internal most frequent referral source, followed by the IARC website (<https://www.iarc.who.int/>).

67. The former learning management system mentioned above (<http://elearning.iarc.fr>) has still been used during this transition period, with eight learning spaces set-up by LCB, to support courses on cancer epidemiology, cancer early detection and prevention or cancer registration.

68. In parallel to activities described above, the role of LCB as a focal point providing guidance and support, in particular regarding innovative approaches to teaching, has been strengthened. As described above, several IARC scientific Branches are engaged in training activities through their collaborative research projects. LCB recognized an opportunity to add value to these initiatives by bringing its expertise on training design and eLearning. As a result, and as described above, LCB has been involved in part of courses led by scientific Branches in different ways, ranging from advice/support on learning needs assessment, instructional design, organization,

development/administration of online evaluation surveys and/or through the development of online spaces on the learning infrastructure. LCB has also contributed to some of the Groups' initiatives where there is a training component embedded within a broader project and has collaborated with scientific Branches for the development and running of projects. Besides the Canscreen5 and CPE projects described above, a good example of such collaborations has been the EU-funded Human Exposome Assessment Platform project, which started in January 2020 for five years. Building on the success of the former B3Africa project, IARC has been part of the project consortium coordinated by the Karolinska Institute, Stockholm, Sweden, with the IARC LCB and NME/LSB Branches leading the Education and Dissemination work package. The work includes a learning needs assessment, the design of the knowledge and information-sharing plan, the setup and maintenance of project's websites and social media (which are available through the IARC Learning Portal - <https://heap-exposome.eu/>), the organization of webinars series and workshops, as well as the development of learning material.

69. In addition to nurturing partnerships set up in previous years to develop/deliver eLearning materials and courses, IARC has been involved at several levels in the planning of the WHO Academy launched in 2019 by the WHO Director-General and the President of France. Besides its engagement with key stakeholders in WHO and at the local and national levels, in particular regarding governance, infrastructure and learning design aspects, IARC also applied for and was selected as part of the development of the 20 first courses of the Academy. The Comprehensive Learning Programme on Screening, Diagnosis and Management of Cervical Precancer will therefore be developed by a consortium of WHO HQ and the six Regional Offices coordinated by the EPR Branch of IARC. The development of the Managing Infrastructure for Medical Research Learning Programme is being led by the NME/LSB Branch.

70. An audit of the current online learning and teaching infrastructure described above will be carried out in 2022, to identify development/maintenance options for the future considering the current/future technical environment, IARC environment and those of its partners (including the WHO Academy). This work will also be fed by the result of an IARC-wide discussion initiated in December 2021 on the strategic orientations of the IARC learning programme (events and resources), related partnerships and funding options.

71. With an average of approximately 1300 visitors per day to the IARC home page, a similar number of visitors to the SCR webpage (<http://screening.iarc.fr>), and more than 20 000 downloads per year of the textbook "Cancer Epidemiology: Principles and Methods" (still very popular download even after two decades), eLearning resources produced by the Agency have the potential to reach an increasingly high number of professionals around the world. Besides monitoring the use of the newly developed resources described above, it will be important to keep increasing the visibility of the IARC Learning programme.

72. As a complementary dissemination tool to the IARC Education and Training website redesigned in 2014 and being maintained throughout the reporting period (<http://training.iarc.fr>), the IARC Education and Training Newsletter launched in 2014 was merged with the one initiated by the Resource Mobilization team. This resulted in a new crosscutting coordinated effort led by the two teams, with the collaboration of the Communications Team, the Director Office and all scientific Branches, to issue the IARC Newsletter (<https://www.iarc.who.int/iarcnewsletter/>). Four editions are prepared and published each year, focusing on the fundamental or emerging priorities of the Agency. Four thousand one hundred and seven persons have registered to the IARC Newsletter. On average, each edition of the newsletter is opened by 41% of recipients.

73. The development of an IARC Alumni community for former IARC Staff, ECVS and course participants has been assessed through the two outcome surveys described above (IARC Research Training and Fellowship Programme and IARC Summer School). In both surveys, the vast majority of respondents (approx. 75%) are interested in joining an IARC Alumni community for the following reasons:

- opportunities for networking/collaboration;
- opportunity for updates of former IARC colleagues and current IARC research activities;
- interest in taking part in the mentoring programme, and to give back to the IARC community;
- access to IARC online learning activities; and
- provide career advice to ECS.

74. Regarding how they may contribute to such a community, the majority (approx. 55%) are interested in sharing job offers, participating in events as co-hosts and/or speakers/faculty alumni networking community events, and mentoring ECS through the recently launched IARC mentoring programme.

75. Resources needed to setup and maintain such an Alumni community will be further assessed in the coming biennium.

c) Conclusion and perspectives

76. During the reporting period, IARC continued to organize and successfully run initiatives that both stimulated capacity building for research on cancer globally and contributed to developing local expertise in cancer epidemiology and prevention, particularly in LMICs.

77. The shifts initiated in the previous years were amplified, in emphasis, towards the increasing use of online learning and the development of eLearning resources, close liaison with IARC scientific Branches for advice and coordination, as well as developing partnerships with external organizations sharing the same dedication to capacity building in order to leverage additional support to training initiatives.

78. In the coming years the focus of LCB will be to:

- conduct a review of both the IARC Learning strategic directions and technical infrastructure;
- identify resources to consolidate the IARC Learning portal and to increase the production/publication of eLearning material in English and other languages;
- stimulate and support the organization of webinar series, with recorded sessions and material posted on the IARC website for free access;
- monitor the use of eLearning resources;
- identify funding resources to continue to run the IARC Summer School on a regular basis, as well as to set-up online courses expanding its target audience;
- develop more specialized and advanced modules in areas of IARC competence; and
- pursue collaboration with and support to Branches for the design, development, organization and/or evaluation of education and training materials, courses or programmes.

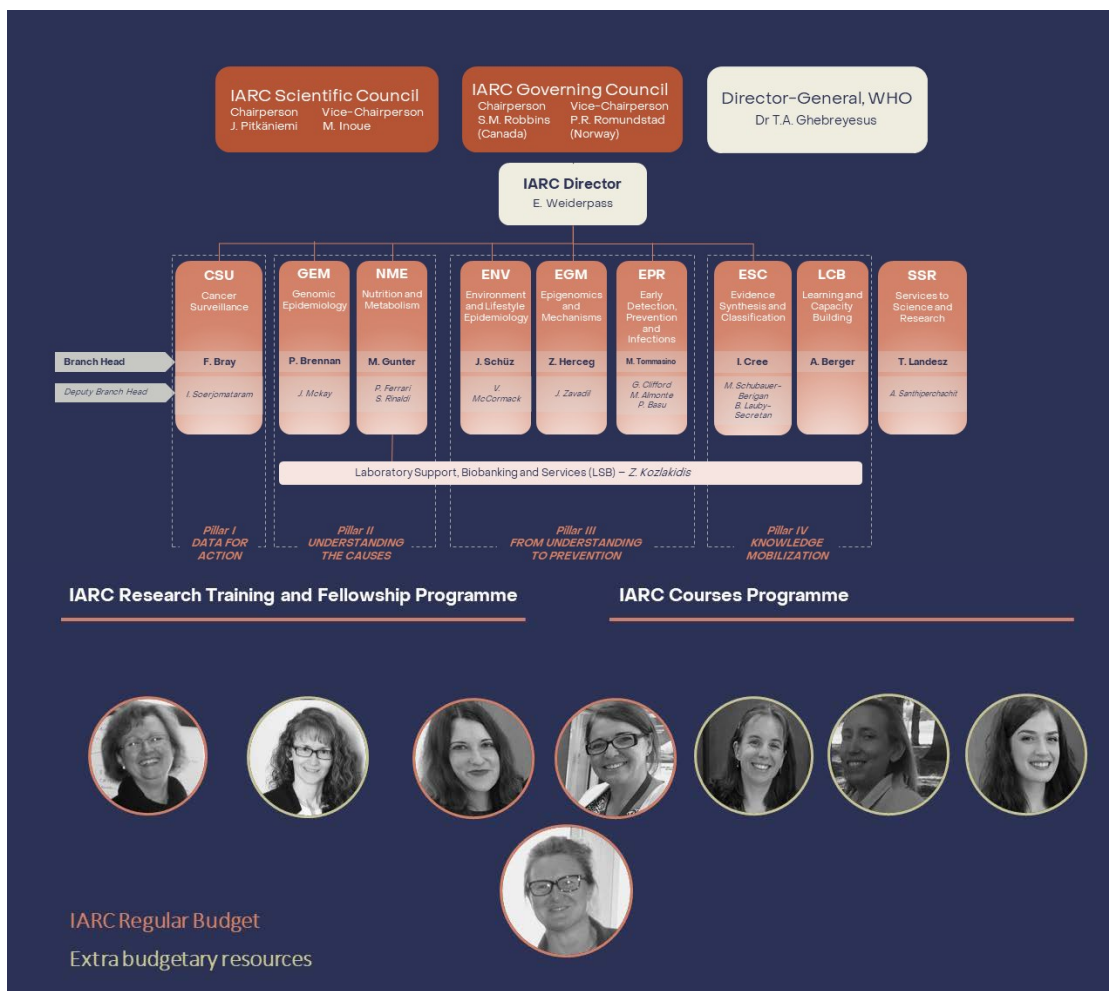
D. Questions to the Scientific Council

79. This report has described key achievements of the IARC Education and Training programme in 2020–2021, based on the strategy presented and discussed during the 49th Session of the Scientific Council in January 2013. The Scientific Council is asked to comment on the activities and achievements of the programme as well as suggesting areas for further enhancement or which may be reduced in emphasis.

80. The maintenance of the programme and part of future developments are dependent on the mobilization of funding resources. The Scientific Council is therefore asked for advice on seeking additional resources from, for example, Participating States and Foundations, in order to finance the maintenance and expansion of Education and Training.

Appendix 1 – Structure

LCB organigramme



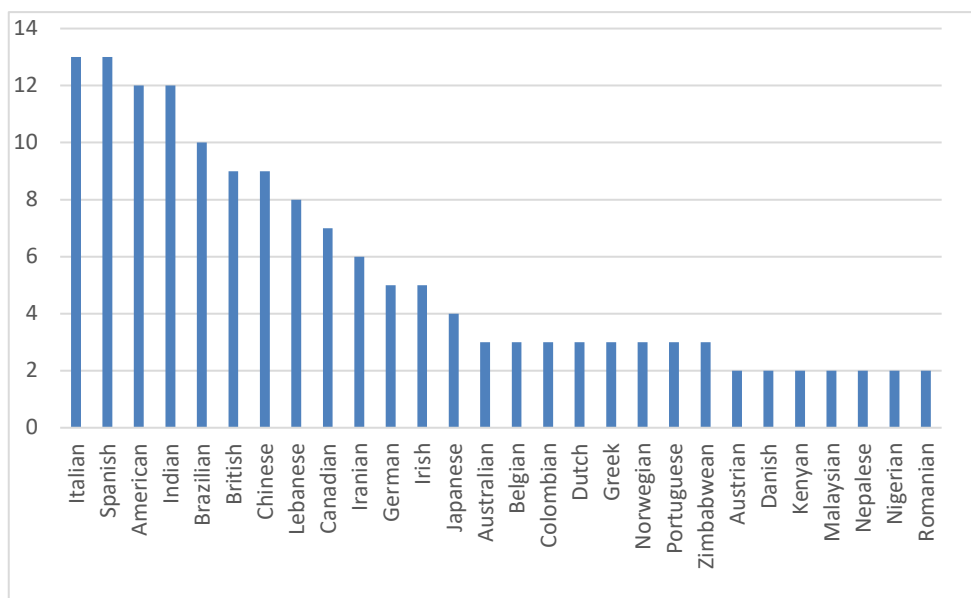
Appendix 2 – Key Performance Indicators and other relevant data

Table 1: Number of trainees, students, postdocs or visiting scientists, beneficiaries of the IARC Research Training and Fellowship Programme, 2020–2021, by category*

Category	Number 2018–2019	Number 2020–2021
Studentships, of whom:	73	44
<i>Trainees at the pre-bachelor level</i>	22	8
<i>Master's students</i>	51	36
Continuing professional development trainees	35	22
Doctoral students	43	45
Postdoctoral scientists (including IARC Fellows)	82	86
Visiting Scientists	35	32
Senior Visiting Scientists	27	25
Total, all categories	295	254

* As of 1 December 2021

Figure 1: Nationalities of ECVS mostly represented within the IARC Research Training and Fellowship Programme, 2020–2021*



*With over 60 ECVS, French nationality was not represented in the graph, in order to keep a readable scale.

Table 2: Generic courses for Early Career Scientists (ECS), 2020–2021

Research Skills Development	Writing Skills
Multivariate analysis for -omics data integration: principles and applications Tidyverse Fundamentals with R	Copyright Issues (twice) Effective Scientific Posters Publications catch-all / catch-up Publishing in Scientific Journals PubMed Workshop: search efficiently Systematic Reviews Search Methodology
IT Skills	Communication Skills
Electronic Laboratory Notebook REDCap for data collection REDCap for surveys	Effective Interpersonal Communication techniques (four times) Social media
Career Management / Development	Leadership and Management
Career Compass webinar Career Compass follow-up webinar Confident Career conversations Creating & Maintaining High Performance Giving and receiving feedback (twice) Motivation and Focus (twice)	Efficient communication between team member and supervisor: Being on the same page Research Leadership Training Course (twice) Task Management Teamwork and collaboration

Table 3: IARC Fellowships, 2008–2021

Year	No. of IARC Fellowships awarded*	No. Fellows from LMICs
2008**	11 (6 + 5)	11
2009	8 (4 + 4)	8
2010	10 (6 + 4)	6
2011	13 (8 + 5)	5
2012	19 (12 + 7)	11
2013	18 (10 + 8)	11
2014	21 (13 + 8)	12
2015	22 (10 + 12)	13
2016	17 (7 + 10)	10
2017	14 (7 + 7)	12
2018	7 (0 + 7)	6
2019***	7 (7 + 0)	7
2020***	7 (0 + 7)	7
2021***	7 (7 + 0)	7

*Post-doctoral Fellowships (new + second year renewals), including IARC–Australia and IARC–Ireland Fellows (2011–2014)

**In 2008 and 2009, only candidates from LMICs were eligible to apply. From 2010, candidates from LMICs or with research projects benefitting to LMICs have been able to apply.

***In 2019 and 2021, only candidates from LMICs were eligible to apply.

Table 4: UICC–IARC Development Fellowships, 2021

Name	Country	Project	IARC Branch
Dr Mehmetbeyli	Azerbaijan	Oil production and risk of cancer in Azerbaijan	ENV
Dr Skhirtladze	Georgia	Enhancing Screening Services for Early Detection of Cervical Cancer in Georgia	EPR
Dr Osman	Egypt	Establishment of an Electronic based Alexandria Cancer Registry, Egypt	CSU
Dr Rana	Nepal	Designing a prospective study to assess the delays in cancer care pathway in Nepal and to identify multi-level factors responsible for the delay	EPR
Dr Lumbwe	Zambia	Determining barriers that prevent women with positive CIN2/3 LEEP margins from returning to the clinic for a repeat LEEP and identifying strategies to address this low adherence to follow	EPR
Dr Sakthivel	India	Designing a pre-post intervention trial to assess the impact of community health worker-led counselling and navigation on the uptake of colposcopy among non-compliant women screened positive in a community-based screening program	EPR
Dr Coelho Soares Lima	Brazil	The impact of socioeconomic status on the molecular epidemiology of oesophageal cancer	NME

Table 5: Learning events (courses and webinars) 2020–2021

Course title	Location	Number of participants	External collaborations
Cancer Surveillance			
Cancer Registration: Basic Principles and Methods for the Organisation of Eastern Caribbean States	Online	46	IARC Caribbean Cancer Registry Hub – Martinique Cancer Registry – OECS Health Unit Joint Virtual Caribbean Course
GICR Childhood Cancer	Online	25	St. Jude Children’s Research Hospital (SJCRH)
GICR WHO EMRO Basic Registration Course	Online	45	WHO EMRO
GICR EMRO Data Quality Course	Online	20	WHO EMRO

Course title	Location	Number of participants	External collaborations
GICR Staging and Essential TNM Course	Online	15	UICC
IARC–KNCC Joint Summer School on Cancer Registration: Principles and Methods	Online	32	GICR, Korean National Cancer Center (KNCC) and its Graduate School of Cancer Science and Policy (GCSP)
Cancer Prevention and Early Detection			
CanScreen5 – Train the Trainers – African Region	Online	32	American Cancer Society (ACS), UK Medical Research Council (MRC)
CanScreen5 – Train the Trainers–PAHO – CELAC Countries (3 sessions)	Online	79	ACS, CHAIN
IARC–CLB Série d'échanges – Bouger contre le Cancer	Online	220	Centre Léon Bérard, Lyon, France
IARC–CLB Série d'échanges – Mieux manger pour ma santé	Online	121	Centre Léon Bérard, Lyon, France
IARC Summer School: Implementing Cancer Prevention and Early Detection	Online	34	UICC
Precision Oncology	Online	40	ESI – European Scientific Institute, University of Grenoble
Prevention and screening to control chronic diseases: an illustration with Cancer – Master of Public Health: Epidemiology of Chronic Diseases	Online	15	French National School of Public Health
Projet Care4Afrique – IVA et Thermo-coagulation (Benin)	Online	17	
Running 8–HPV Type OncoE6/E7 Cervical Test for ESTAMPA (2 series)	Online	8	
Stakeholder analysis of barriers to cancer screening	Online	25	WHO PAHO
The contribution of the Joint Action on Innovative Partnership for Action Against Cancer (iPAAC JA) to building capacity for cancer prevention	Online	87	Cancer Society of Finland and the European Cancer Leagues
World Cancer Report (WCR) Webinar Series – HPV Vaccination	Online	288	European Society for Medical Oncology (ESMO)
World Cancer Report (WCR) Webinar Series – Obesity and Cancer	Online	351	ESMO
World Cancer Report (WCR) Webinar Series – Social Inequalities and Cancer	Online	282	ESMO

Course title	Location	Number of participants	External collaborations
World Cancer Report (WCR) Webinar Series – Covid and Cancer: Opportunities and Challenges	Online	391	ESMO
World Cancer Report (WCR) Webinar Series – Primary cancer prevention: future challenges and opportunities	Online	261	ESMO
Cancer Research Infrastructure and Methods			
Biobank ethics and governance for BCNet members (2 webinars)	Online	27	NCI/CGH
Human Exposome "Bring your own data workshop" for HEAP consortium	Online	20	HEAP consortium members
IARC Summer School: Introduction to Cancer Epidemiology	Online	39	UICC
Multivariate analysis for -omics data integration: principles and applications	IARC Lyon	30	Swiss Institute of Biostatistics
Safe handling of biological samples for BCNet members (4 webinars)	Online	55	NCI/CGH
Scientific writing for peer-reviewed publications for scientists from African and Latin America countries	Online	16	
UiT Winter School on Cancer Epidemiology	Norway and online	43+40	The Arctic University of Norway (UiT)
Leadership and Management			
Research Leadership Training Programme (2 series)	Online	15	Mobilize Strategy Consulting

Table 6: Learning events (courses and webinars) organized by IARC 2012–2020 (including Summer School)

Year	No. courses organized	No. different countries where courses held	No. courses in LMICs	No. participants
2012	9	4	3	312
2013	12	7	6	425
2014	17	14	12	576
2015	24	14	11	647
2016*	36	23	19	1410
2017	32	16	15	1324
2018	26	14	11	763
2019	28	18	15	1083
2020	16	**	**	868
2021	21	**	**	1851

*Note: Figures from 2016 slightly differ from those provided in the Director's report to the Governing Council (Document GC/59/2), as some updates were received by Groups in the meantime.

**Note: Those indicators cannot be measured as the vast majority of IARC courses and events was conducted online during 2020–2021.

Appendix 3 – Draft announcement for Mid-career Visiting Scientist Awards

International Agency for Research on Cancer



MID-CAREER VISITING SCIENTIST AWARD

The International Agency for Research on Cancer (IARC) is the specialized cancer Agency of the World Health Organization (WHO). Based in Lyon, France, IARC is inter-disciplinary, bringing together skills in epidemiology, laboratory sciences and biostatistics to identify the causes of cancer so that preventive measures may be adopted, and the burden of the disease and associated suffering reduced. It provides a unique career development environment for junior and senior scientists, with the opportunity to gain experience in research from a truly global perspective through its Fellowships.

The Agency is offering the exciting opportunity of an IARC mid-career Visiting Scientist Award. This Award is for a qualified and experienced mid-career investigator who has more than 5 years of experience post-PhD, with recent publications in international peer-reviewed scientific journals and who wishes to come to IARC and be involved in a collaborative project in a research area related to the Agency's programmes, for a period of four, six, eight or 12 months. The major areas of activity are focused on understanding cancer etiology (including infections, nutrition, lifestyle, environment, radiation, genetics), developing strategies for cancer prevention (primary prevention, screening, implementation research) and elucidating the underlying mechanisms of carcinogenesis through studies of molecular and cell biology, molecular genetics, epigenetics and molecular pathology. The Agency also has strong programmes dedicated to describing the global cancer burden and to the evaluation of carcinogenicity or preventive interventions through its Monographs and Handbooks of Cancer Prevention respectively.

Candidates are requested to contact the relevant Scientific Branches in order to set up a collaborative project. Contact with the Branch Heads can be made through the Agency's web site (the research conducted by different IARC Branches and respective contact details can be viewed here: <https://www.iarc.who.int/branches>). As the Agency has a particular interest in conducting research in low and middle-income countries (LMICs) through partnerships and collaborations, applicants with a research focus on these regions are encouraged. Applicants must belong to the staff of a university or a research institution and should provide written assurance of a post to return to at the end of the period of Award.

The monthly stipend will be 2,820 euros. The cost of travel for the Awardee, and in certain circumstances for dependants, will be met. The Award should be taken up **no later than 30 Nov 2023**.

More detailed information is available from:

[Fellowship Office](#)

INTERNATIONAL AGENCY FOR RESEARCH ON CANCER

150 cours Albert-Thomas, 69372 Lyon Cedex 08, France

e-mail: fel@iarc.fr; Internet: <https://www.iarc.who.int/>

Applications are to be **submitted on-line here (link to form)** by: **30 Nov 2022**.

Successful candidates will be notified of the outcome by April 2023.