

EASCO training



European Association for Scientific Career Orientation

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EASCO is a non-profit association created in 2007 by a group of life science scientists to develop an educational program aiming at enriching the researchers by imparting them new scientific, technical and management skills. These colleagues have in fact organized since 2001 several workshops that gathered > 2000 researchers who updated their scientific culture and, among them, ~200 PhD students and post-docs who acquired high level hands-on experience with the practical courses.

The EASCO members work thus to help researchers to produce scientific excellence with new ideas and approaches and good management practices. Hence, new responsibilities emerge for researchers to become bio-entrepreneurs in converting basic science into applications. Thus, new training approaches, that combines scientific and management skills, are necessary to achieve scientific innovations as source of growth in the society. Such an approach has not been developed in the universities in Europe, where research suffers from the absence or poorness of dialogue between academic institutions and industries, and basic and applied science remain separated from each other. Furthermore, the recent budget reduction discourages new educational strategies in the universities and, even when funds for joint programs between universities and enterprises exist, such programs have often difficulties to be implemented, due to unavailability of teachers and/or insufficient infrastructures.

In this context, EASCO contributes to overcome the above issues in (i) offering to researchers a multidisciplinary training as a complement of the current programs of the universities and (ii) by mobilizing funds from public and private organizations to develop this program and support the mobility of researchers.

Therefore, EASCO develops three kinds of actions:

1: Organization of symposiums and workshops to spread scientific and technical skills to researchers. Since 2001 EASCO members organize international symposiums and practical courses on gene therapy vectors in Paris, Evry, (France), Bellaterra (Spain) and Kuopio (Finland). The participants have benefited of new knowledge and techniques on vectorology, animal experimentation and good practices, and have developed their career in this domain.



2001 GVPN conference



Gene vectors EMBO Eurolabcourse



Industrial vector production methods



Towards clinical gene therapy



Lentivirus labcourse



Non-viral vectors labcourse



2010 EMBO Kuopio labcourse

2: Training on complementary skills and career development. We started this training on 2008 at the university of Bologna and, since then, we deliver courses and workshops for PhD students and post-docs in Paris area (University of Paris XIII, EASCO centre and Genopole). The topics of this training are on the management of research projects and laboratory daily life, scientific communication (writing papers and grant applications), entrepreneurship (intellectual property, patenting, business development...) and career issues (CV, motivation letters, research papers, grant applications, exercises for job interviews...). So far, we follow >200 student and post-docs for any needs of their career.



Switching career from / to academia or industry

3: Foster research networks and mobility of researchers, by writing proposals for research grants and fellowships of the programs of the European Commission and other granting organizations. EASCO helps individual researchers and institutions in setting up networks, design projects, foresee budget etc to implement the proposals, as well as negotiate the contract and take care of the management tasks and of the overall plan of training and



ADVance ITN

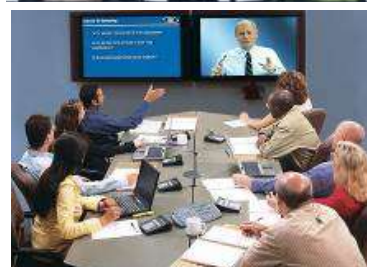
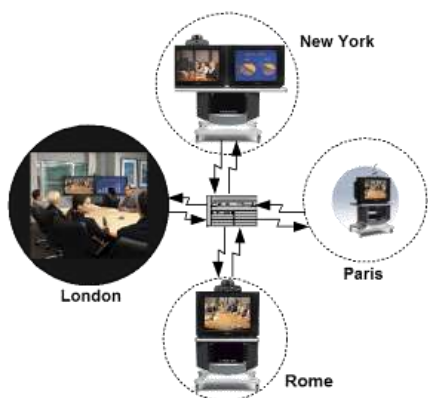


BrainVectors IAPP

dissemination activities.. So far, EASCO is involved in two networks in the frame of Marie Curie program the *ADVance* ITN and *BrainVectors* IAPP. Furthermore, EASCO helps students and post-docs for their mobility projects in preparing Marie Curie fellowship applications. In addition to these activities, some EASCO members work for the Commission as evaluators for Marie Curie, Cooperation and Idea programs, while other members help the EC officers in setting up/optimizing the instruments of the ongoing and future framework programs.

With these activities we implement the scientific culture and the dynamism of the institutions, by:

- **Implement management skills of young researches.** Indeed, young researchers will be part the organization teams in planning and monitoring, negotiating task distribution, participate in the grant applications, writing SOPs, reports, papers etc. They will participate in the organization of the meetings and symposiums in (i) suggesting the scientific topics; (ii) participating in the publicity/dissemination campaign before and after the events by spreading the information through their own networks and (iii) implementing the e-learning platform by producing pedagogic materials, spreading the information and organizing the webcasted courses (see below). We stress the importance of the participation of young researchers in the organization of training events because this will improve their organizational and communication skills, amplify the dissemination of information outside the consortium and, finally, increase the visibility of the *BrainVectors* IAPP which allows to mobilize more funds from international and/or local institutions to support our activities.
- **Fostering career development.** Because EASCO has developed many training modules on career development, specific course coupled with exercises and coaching sessions are delivered on: (a) writing scientific articles and grant/fellowship applications as well as their oral presentation; (b) setting up career plans and training on how to address any career needs (job applications, recruitment interview etc.); (c) academia-industry cross-mobility and entrepreneurship by delivering courses on how research works in the two environments, the careers stakes, profiles and obstacles, regulations, jobs/fellowships/grant opportunities, dossiers for the creation of a start up etc. Furthermore, The scheduled secondments over the whole duration of *BrainVectors* will enhance the entrepreneurial personality of our young researchers.
- **Implement the web-based training-networking platform.** This will allow to connect the web community to the *BrainVectors* activities through videoconferencing.



Remote co-operational training :

- tutorial courses
- personalized courses
- individual coaching
- access to databases
- links to learned GT societies

Indeed, each web user will be allowed to:

- (a) follow the **tutorial courses** from everywhere worldwide.
- (b) Attend **training sessions** on specific topics of the *BrainVectors* program. These sessions should be for classes of 5-15 persons with *à-la-carte* program that will be established according to their specific needs on research and career. For this, the researchers will fill up a questionnaire where they will give specific information about their research and career (see the questionnaire in the last section).
- (c) Benefit of **individual coaching sessions** on specific issues of career development during: (i) their stay in the recruiting institution, e.g. issues concerning the best practices and IP concerns especially during the secondments, in order avoid/manage conflicts and (ii) for the post-tenure phase, e.g. how to

transfer their new knowledge to their institution of origin, and/or looking for a second post-doc, how to become independent, how to create her/his company etc.

(d) Share experiences and documents with the mentors and other colleagues inside and outside the consortium. Individual coaching is performed to evaluate the skills case by case, stimulate the co-operational learning and solve specific individual problems related to their projects and career.

(e) Furthermore, the platform will be implemented with a **database** of institutions and individual researchers involved in biomedical research, scientific materials (abstracts, articles etc.), pedagogic materials, (conference books, manuals of practical courses, information brochures etc.) for specialist and non-specialist users.

(f) The platform will be linked **with the web sites** of learned societies on gene therapy (and on other related fields) worldwide and with those of EC-funded consortia and other Marie Curie networks. Collectively, the e-learning platform will act synergistically with other organizations and consortia by integrating more training/dissemination initiatives in a coordinated multidisciplinary program in order to amplify its training impact. This synergy will facilitate the participation of researchers in the international conferences, such as the ASGT, ESGCT annual meetings and other national/international workshops to present their data and meet other researchers.

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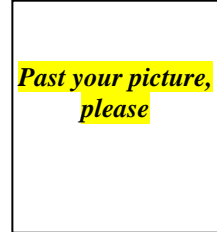
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BrainVectors QUESTIONNAIRE

for profiling BrainVectors researchers and identifying their needs on career development. This questionnaire concerns only **recruited researchers** and **staff members involved in the secondments**



Family name: First name:
Date of birth: ... / ... / ... (day / month / year) Nationality:

E-mail: phone: cell phone:.....
Address:
Postal code: City: Country:
Host institutiondate of employment: .../..... (mm / yyyy)

SECONDMENTS (past, ongoing or foreseen)

	Visited institution(s) (or to visit)	Starting / Ending dates (... / ... / ...)
SC n° 1		
SC n° 2		
.....		

Please, provide, in a separate file, a full description of the secondment(s), i.e. title, rationale, exp. approaches, results (expected or obtained) and benefit of the secondment to both sending and receiving institution.

LEVEL OF EDUCATION:

- Masters Ph.D. (year of the thesis :.....) Title of the highest level diploma obtained :
- Others:

PROFESSIONAL / FUTURE PROJECT:

- Further education Apply to academic position Apply to industry
- No clear idea for the moment Other:

Briefly describe your professional objectives (add a page if necessary)

.....

SELF EVALUATION OF THE SKILLS

- How your overall scientific and technical skills are?

- excellent good average to be improved

- How important are the complementary skills (research management, career development, communications....) for your scientific culture and future career?

- indispensable important good to have non-relevant I don't know

WHICH MODULE(S) ARE YOU INTERESTED IN?

please, indicate your priority interest with 1, 2, 3, 4, 5 (1= highest and 5 = lowest priority)

- Career tools (CV, motivation letter, job interviews....)
- Entrepreneurship (IPR, patenting, business plan...)
- Human resources management (team building/leading, conflicts, negotiations...)
- Writing/communicating science (report, thesis, research paper, grant applications...)
- Research management (project designing, budget, collaborations...)
- Research ethics and integrity
- Other(s) indicate the topic(s) here:.....

Please, fill in the questionnaire and send it, with the attachments (*) to: mezzina@easco.org

(*) CV, research resume in your host institution and description of foreseen secondment(s)