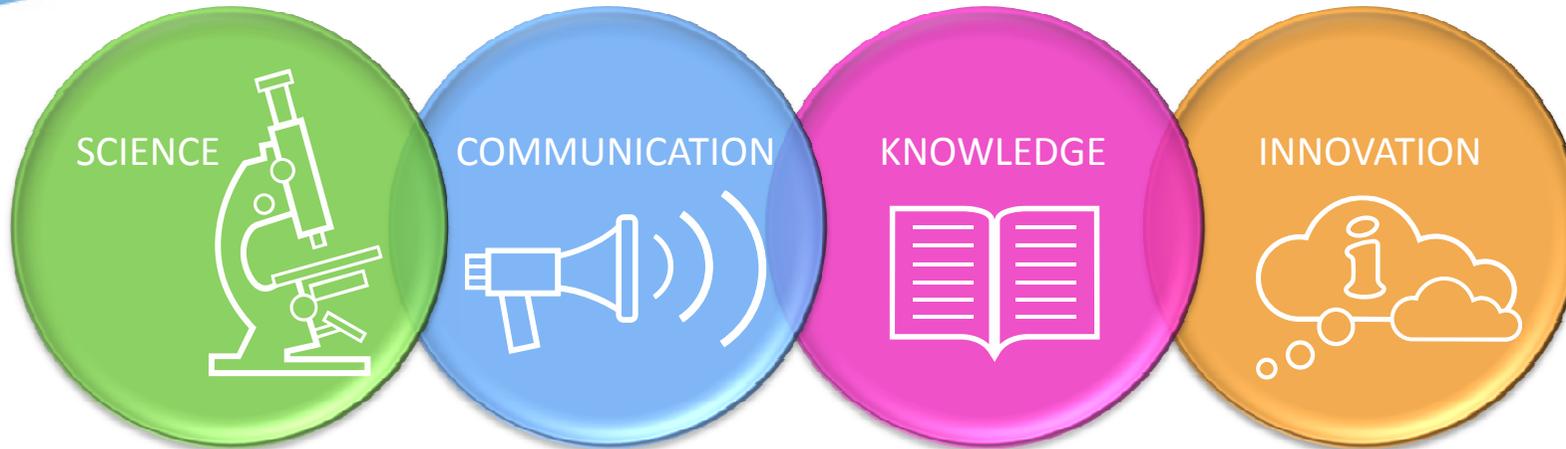


AquaTT Experiences in Knowledge Transfer Initiatives

Marieke Reuver, RTD Programme Manager





EXPERIENCE

- We were founded in 1992 under the EU COMETT programme as a University Enterprise Training Partnership (UETP) to bridge the gap between academia and industry
- We are a not-for-profit foundation, no direct funding source
- We are specialists in capturing, channelling and distributing knowledge to realise its full potential
- We do a significant amount of work in scientific knowledge transfer

A photograph of a jellyfish with a yellowish-brown bell and numerous purple spots, floating in clear blue water. The jellyfish is positioned on the left side of the frame. The background is a deep blue gradient with some light rays and small white specks, suggesting an underwater environment. A thin white horizontal line is visible across the middle of the image, separating the jellyfish from the text below.

KNOWLEDGE TRANSFER DISSEMINATION

EDUCATION & TRAINING
STAKEHOLDER ENGAGEMENT
PROJECT MANAGEMENT

A close-up photograph of a fisherman's hands, wearing a dark sweater, holding a small, silvery fish. The fish is being held over a large, tangled fishing net that is overflowing with many similar fish. The background is a blurred view of the ocean. The text 'AQUACULTURE FISHERIES ENVIRONMENT ENERGY MARINE FOOD' is overlaid in white, bold, sans-serif font in the upper right corner of the image.

AQUACULTURE
FISHERIES
ENVIRONMENT
ENERGY
MARINE
FOOD

AQUATT FIGURES 2009-2013

PROJECTS

- 25 EC Projects
- 1 National

STAFF

- 17 Staff

(backgrounds in
Science/Industry
& Communications)



AQUATT PROJECTS

Marine IT



Marine Genomics 4 EUSERS



COEXIST
Interaction in coastal waters



aqua.tnet



HEALTHY FUTURES



AQUATT PARTNERS



>250
INSTITUTIONS

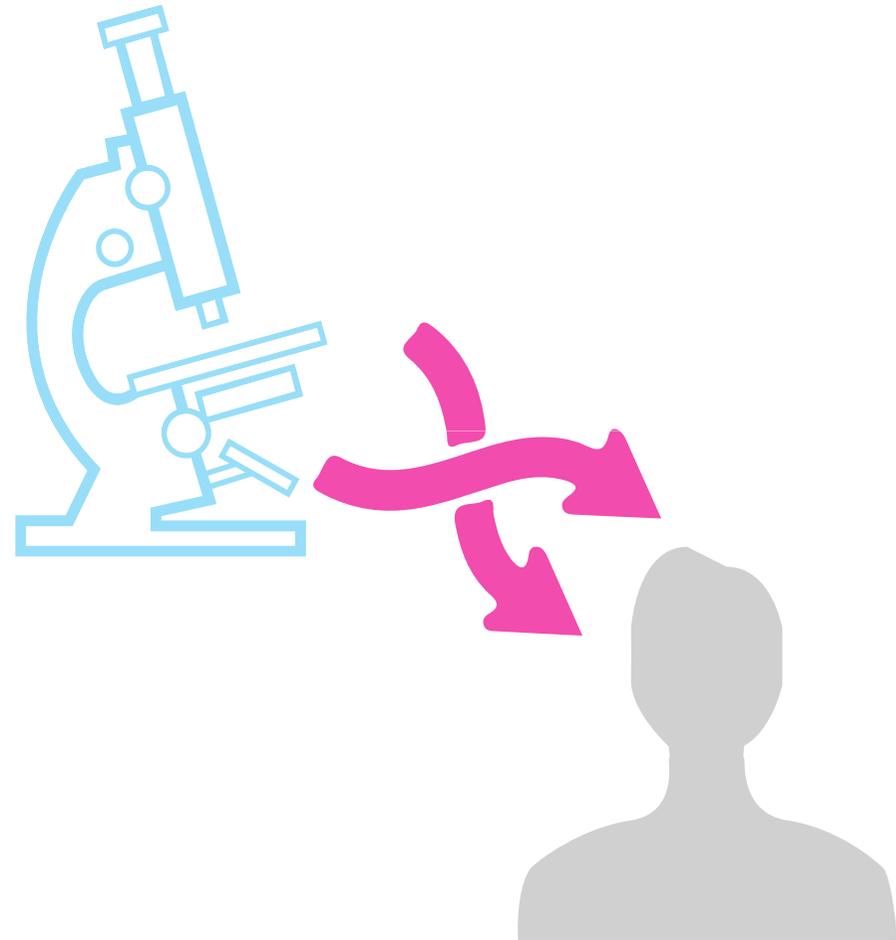
TERMINOLOGY



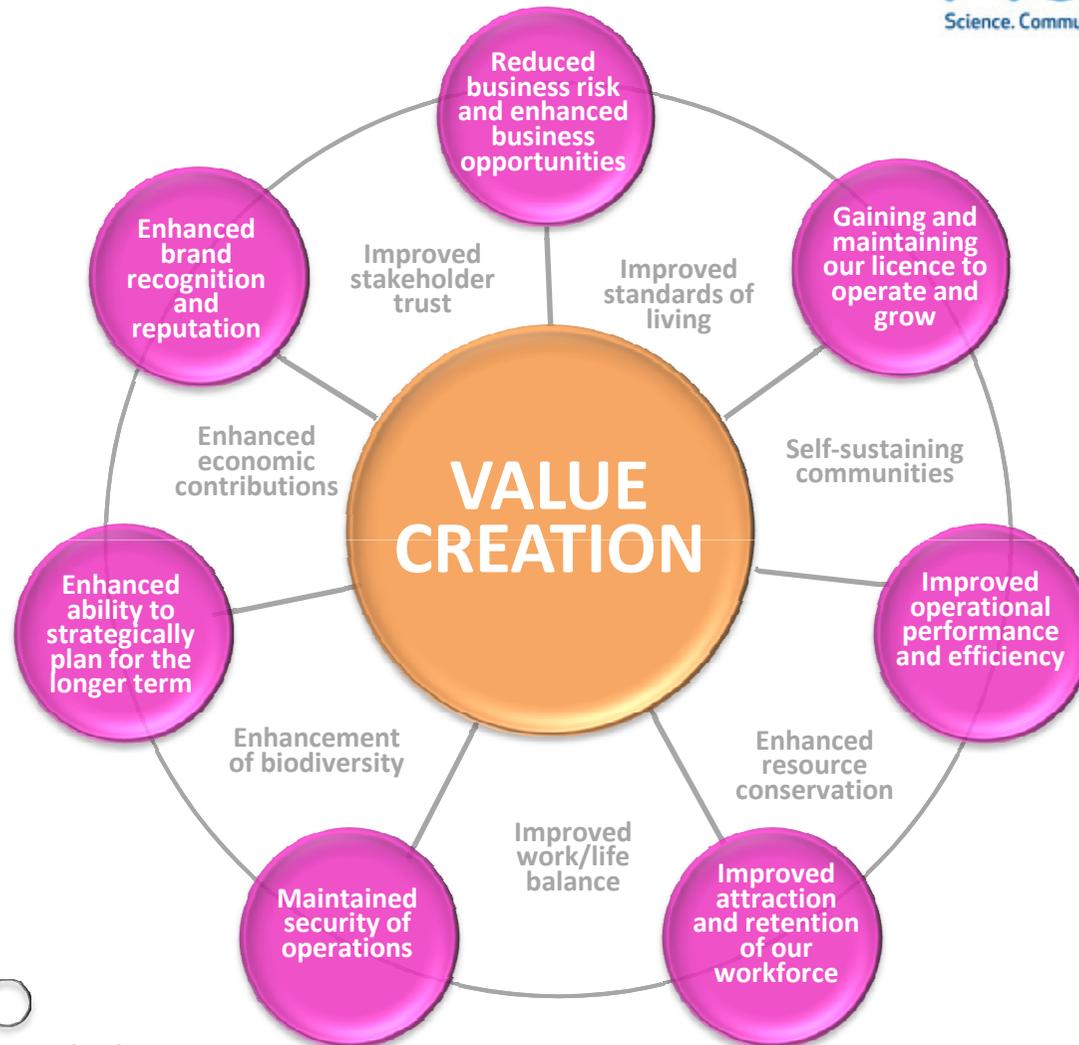
KNOWLEDGE TRANSFER

Describes how knowledge and ideas move between the knowledge sources to the potential users of knowledge.

It consists of a range of activities which aim to capture, assess and transmit knowledge, skills and competence from those who generate them to those who will utilise them.



VALUE CREATION



Organisational value



Societal value

Image adapted from <http://eriassumarna.wordpress.com/tag/value-creation>

OUR APPROACH

AQUATT APPROACH –

- Development & Testing new methodologies
- Knowledge Management leader in projects



1ST STEP = COLLECTION



KNOWLEDGE OUTPUT DEFINITION

A "**Knowledge Output**" is the term used to describe a unit of knowledge that has been generated during a scientific project.

It is not limited to de-novo or pioneering discoveries but may also include new methodologies/ processes, adaptations, insights, alternative applications of prior know-how or knowledge.

2ND STEP = UNDERSTANDING AND ANALYSIS OF YOUR “KNOWLEDGE OUTPUT”

A clear & concise **Knowledge Output** contains:

- A **full profile** of the knowledge (type, detailed description, IP ownership, completeness)



- Assessment of the **market readiness**
- Identification of possible **applications**
- Identification of potential **users**

3RD STEP = TRANSFER

- Define messages, channels, medium's and language
- Carry out transfer activities
- Identify indicators of metrics to assess transfer success

An aerial photograph of a boat on a body of blue water. The boat is equipped with various instruments and has a yellow flag. A blue text box is overlaid on the right side of the image. The background shows the water's surface with some reflections and a dark, leafless tree branch in the lower right corner.

TAKE HOME MESSAGE:

Effective knowledge transfer relies on a clear understanding of the Knowledge Output, the target user(s), the application(s) and the pathway(s)

KNOWLEDGE OUTPUT PATHWAY

A potential sequence of steps connecting researcher's Knowledge Output(s) with its ultimate impact.

The “Pathway” principle that can apply to any knowledge for any target user group.

What do you want the **ultimate impact** to be?

There is **no standard route** & it can take a **significant amount of time** to go from KO to full application and impact.



THE KNOWLEDGE OUTPUT PATHWAY

EXAMPLE: MG4U workshop (potential of MG tools)

DNA Barcoding

Common Fisheries Policy: Assessment of fish stocks

Step A: What is the ultimate application of the tool?

Application	Assessment of the relative abundance of fish gametes as part of the Stock assessment of fish species under the CFP.
Activity	Set formal method for assessing planktonic fish species (designated in legislation) which provides information on relative abundance.
Actors	National Fisheries Institutes/Governmentally mandated organisations
Outcome	Faster, Cheaper, More accurate method requiring less technical expertise in gametes (fish).

2010

2013

2015

2018

2020

2023

2025

2028

2030

DNA Bar-coding

CFP

Prediction

Reality

MG4U WORKSHOP EXERCISE

STAGE	OUTCOME	TIMELINE
RTD	Identify the genes that show biomass	2-4 years
RTD	<ul style="list-style-type: none"> • Reliable test for biomass and identification • SOP 	4-6 years
Other	Official declaration of benefits compared to traditional methods	>1 year
RTD	A robust test officially recognised by technical community	1 year
Policy	Accepted into official monitoring programmes on a Member State level	1-5 years +
Education	Ultimate application: Official use as the designated method for the assessment of the relative abundance of fish gametes as part of the Stock assessment of fish species under the CFP.	1-2 years

The background of the slide is a photograph of a coastal area. In the foreground, there is a body of blue water with several wooden structures, likely part of a fishing or aquaculture operation, extending into the water. In the middle ground, there are more wooden structures and a small building. In the background, there are mountains under a clear blue sky. A large, semi-transparent pink callout box is overlaid on the right side of the image, containing text. The text is in white, bold, sans-serif font. The callout box has a jagged, torn-edge effect on its right side. The overall aesthetic is clean and professional, with a focus on the key message.

KEY MESSAGE:

It can take a significant amount of time to go from new knowledge to full application and impact.

Responsibility for taking knowledge down the full KOP is not always clear.



EPA RESOURCE KIT:
BRIDGING THE GAP BETWEEN
SCIENCE AND POLICY

Resource 3 – BRIDGE: Briefs for
environmental policy sectors

STRIVE
Report Series No. TBC

Developed by
Professor Anna Davies
Dr. Joanne Rourke
Trinity College Dublin

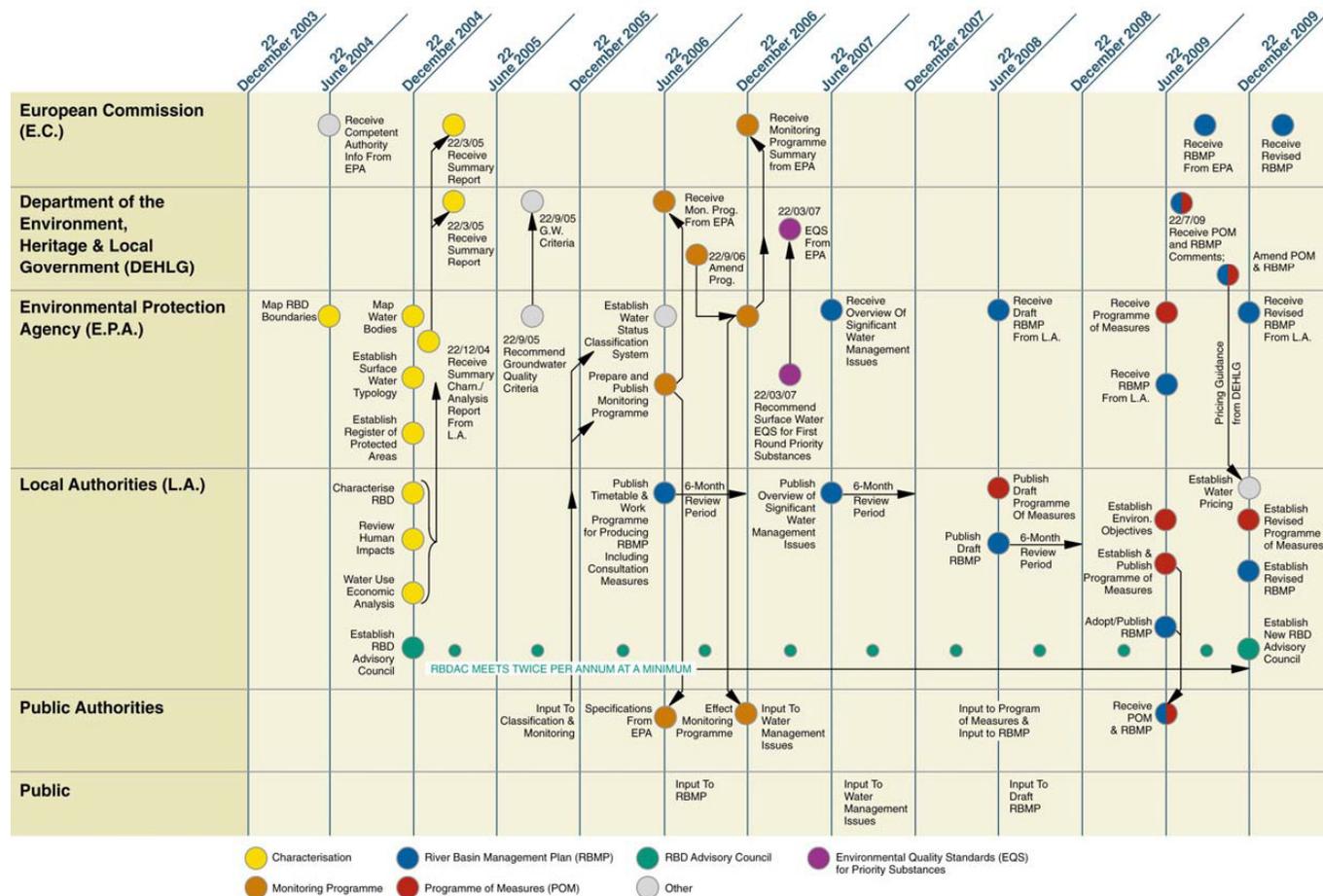


AquaTT Study funded by Irish Environmental Protection Agency (EPA)

Science to Policy: A Step by
Step Guide for Researchers

To be published Nov. 2013

TIMELINE AND INTERACTIONS FOR IRISH WFD IMPLEMENTATION



An underwater photograph of a coral reef. The water is a deep, dark blue. In the foreground, there is a large, vibrant red coral structure. A diver is visible in the upper left, partially obscured by the coral. The scene is lit with a blue light, creating a serene and somewhat ethereal atmosphere. A light blue, semi-transparent rectangular box is overlaid on the left side of the image, containing white text.

In order to bridge the gap, a process approach is needed that ensures communication actions are tailor-made.



CONSIDERATIONS FOR FUNDING BODIES

CHALLENGE

There are significant barriers and challenges preventing successful knowledge transfer (KT) from being implemented by Researchers. These include a lack of understanding of the concepts and processes to carry out KT; a lack of time and resources; no clear mandate or incentives to carry it out.

JUSTIFICATION

Through AquaTT work, it is clear that the infrastructure and culture in the research community needs to change to better focus on ensuring knowledge generated using public funding is converted into demonstrable value creation.

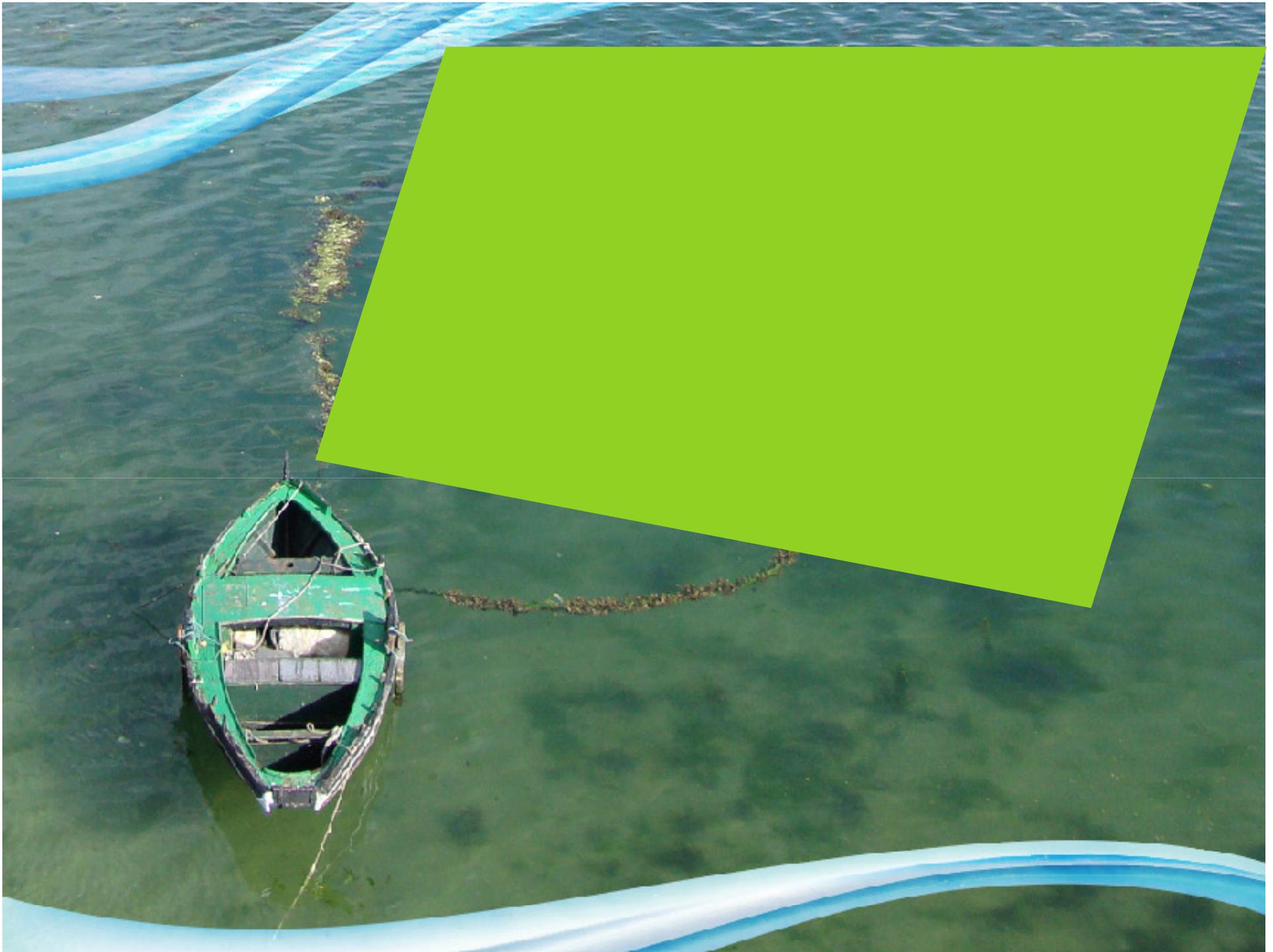
RECOMMENDATIONS

As funding agencies you can make adaptations to your funding programmes that require Researchers to carry out effective Knowledge Transfer.

- **Adjustments to each stage of the research cycle (funding priorities, calls, application procedure, monitoring, final evaluation, etc) in order to embed the best practice principles of KT into the system.**
- There are many models of designating responsibility for Knowledge Transfer (e.g. solely researchers, solely funding agencies, a combination of both, or third party intermediaries). A clear model should be selected and rolled out.
- **Appropriate financial resources to projects and a support structure should be created to facilitate KT activities.**

RECOMMENDATIONS (CONTINUED)

- **A Knowledge Management System should be set up within the funding programme to ensure better management and monitoring of knowledge and knowledge transfer**
- Training should be provided to researchers on effective KT. This training could also be provided to other stakeholders.
- **It is important to highlight best practice in Knowledge Transfer as well as case studies that demonstrate effective uptake of science resulting in tangible value creation.**



THANK YOU

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