



Collection of Knowledge Transfer Activities

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Work package 4

Name of Institution: _____

Country: _____

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1 Knowledge Transfer Actors

(Please indicate names of all participating actors¹ of GenderTime knowledge transfer in your institution)

Name	Role of GenderTime members					Active years ³
	Team leader	Transfer Agent	Team member	WP-Leader	Other ²	

¹ According to WP3's 3rd monitoring tool, all actors can – according to their actions – be seen as **change agents** (within the organisation) or, as we named them in WP4, **multipliers** (beyond the own organisation). In the following table we want to focus on roles we have indicated in our GenderTime proposal.

² If you have further roles in GenderTime, please indicate them.

³ GenderTime spans 2013 to 2016 but some team members and transfer agents left at an early stage or joined the project further along the line. Please indicate the years in which each of the listed actors joined/exited GenderTime (disregarding their roles and whether they changed roles in the course of the project – we are mostly interested in the timeframe of active change agents and multipliers).

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2 Knowledge Transfer Activities

2.1 GenderTime meetings and transfer agent workshops

2.1.1 Participation in GenderTime meetings and transfer agent workshops
(Name of actors refers to members of your GenderTime team)

Names	Activity (Meetings, workshops)	Date
Names of actors	Activity 1	
Names of actors	Activity 2	
	...	

2.1.2 Reflexion about knowledge transfer effect in GenderTime meetings and transfer agent workshops

Please reflect on the effects of the knowledge transfer activities on your team and/or institution (What did you learn? What became clearer? What could you tell others? Which setting helped you to exchange knowledge? Which setting of knowledge transfer within meetings had the most impact (in terms of learning from others, exchanging knowledge etc.)? ...)

Activity 1:

Activity 2:

Activity 3:

...

2.2 Internal knowledge transfer activities

Internal knowledge transfer refers to activities within your own institution, with members of your organisation.

2.2.1 Overview of internal knowledge transfer activities

Please list internal knowledge transfer activities organised since the beginning of the project.

(Name of actors refers to members of your GenderTime team; target group means role(s) of addressed persons)

Name	Activity (Meetings, workshops, internal presentations, etc.)	Aim of the activity	Target group
Names of actors	Activity 1		
Names of actors	Activity 2		
	...		

2.2.2 Reflexion about internal knowledge transfer activities

Please reflect on

- a) hindering and supporting factors you have experienced in the context of these activities. You may find the information you collected for the third monitoring tool of WP 3 useful for answering this.
- b) the effects of the knowledge transfer activities on your team and/or institution.

Activity 1:

- a.
- b.

Activity 2:

- a.
- b.

Activity 3:

- a.
- b.

...

2.3 On-site visits at other GenderTime institutions

2.3.1 Overview of on-site visits at other GenderTime institutions

Please list the on-site visits at institutions WITHIN the GenderTime consortium you have made so far.

(Name of actors refers to members of your GenderTime team)

Name	Institution visited	Date
Names of actors	On-site visit 1	
Names of actors	On-site visit 2	
	...	

2.3.2 Description and reflections about on-site visits at other GenderTime institutions

Please

- a) insert a short report on the respective on-site visit.
- b) reflect on the effects of the on-site visits on your team and/or institution (reflect also on the effect of different settings of on-site-visits – what worked best?).

On-site visit 1:

- a.
- b.

On-site visit 2:

- a.
- b.

On-site visit 3:

- a.
- b.

...

2.4 On-site visits at institutions outside the GenderTime consortium

2.4.1 Overview of on-site visits at other institutions

Please list the on-site visits at institutions OUTSIDE the GenderTime consortium you have made so far.

(Name of actors refers to members of your GenderTime team)

Name	Institution visited	Date
Names of actors	On-site visit 1	
Names of actors	On-site visit 2	

2.4.2 Description and reflections about on-site visits at other institutions/organisations

Please

- a) insert the report on the respective on-site visit.
- b) reflect on the effects of the on-site visits on your team and/or institution (reflect also on the effect of different settings of on-site-visits – what worked best?).
- c) describe the feedback you got from members of the other institutions (what kind of effect can be assumed?).

On-site visit 1:

- a)
- b)
- c)

On-site visit 2:

- a)
- b)
- c)

On-site visit 3:

- a)
- b)
- c)

...

2.5 Further multiplying activities

2.5.1 Overview of main further multiplying activities

Please list the most important activities where relevant knowledge transfer took place – either by you to other institutions/stakeholders or by other good practice cases for you:

- conferences, workshops etc. where a presentation about GenderTime has been given;
- academic or non-academic publications about GenderTime;
- other networking activities e.g. with other “GenderTime-sister”-projects;
- GenderTime related lectures or university courses;
- political networking activities;
- important GenderTime media activities.

(You find most of the information on this in what you have done for WP 7.)

(Name of actors refers to members of your GenderTime team; target group / networking partners – the persons/type of audience you exchanged knowledge with; they do not have to be named individually but categorised, e.g. whether they are researchers from a “GenderTime-sister”-project or policy stakeholders, politicians, students, non-academic audience etc.)

Name	Activities	Target group / Networking partner	Date
Names of actors			
Names of actors			

2.5.2 Reflexion about main further multiplying activities

Please reflect

- a.) on the effects of these activities on your team and/or institution (What did you learn? ...)
- b.) on the effects of these activities on your target group/ networking partners (Which feedback did you receive (e.g. feedback on GenderTime knowledge; invitations to further activities)? Could you indicate changes on a policy level (e.g. changes in practice, new rules, institutionalisation of new practices/rules)? etc.)

Activity 1:

- a)
- b)

Activity 2:

- a)
- b)

Activity 3:

- a)
- b)

...