

e. State-of-the-art on science education

The aim is understanding the presence of an RRI orientation in the field of science education, also including the education to responsible research. In this section, the contribution of the organisation in better equipping citizens with the necessary knowledge and skills so they can participate in R&I debates and in promoting scientific vocations is considered.

e.1. INTERNAL DEBATE ON SCIENCE EDUCATION. Has science education been or is an issue dealt with in the organisation? We can refer to, e.g., internal debates, single events, research projects, conferences, publications, agreements, etc. If so, do you think that these initiatives have had some impacts? And how do you think GRACE could leverage on them?

e.2. GOVERNANCE STRUCTURES ON SCIENCE EDUCATION. Are there governance structures (e.g., officers, offices or other kind of structures, etc.) dealing with education activities oriented to RRI and/or education activities targeting secondary students, citizens, and external actors? We also consider less formal structure such as informal networks or working groups?

e.3. SCIENCE EDUCATION IN SECONDARY SCHOOLS. Are there or have there been in the past initiatives or programmes for promoting science education in secondary schools (being they also concerning RRI or not)?

e.4. SCIENCE OUTREACH. Are there or have there been in the past initiatives of science outreach? We consider the concept of outreach in the broadest sense as possible to encompass any education and teaching initiatives targeted on citizens, group of citizens, entities of any kind (for example, civil society organisations, industries, or local authorities). Science outreach also concerns lifelong learning programmes or initiatives and cooperation with science centres and science museums.

e.5. INTERNAL SKILLS ON SCIENCE EDUCATION. Are there staff members, within the organisation, which have experiences or competences pertaining to science education? Please, analyse who are they, their experiences and competences and if and how they can be involved with the design and implementation of the GAs.

e.6. EXTERNAL RELATIONS ON SCIENCE EDUCATION. Is the organisation institutionally in contact with external entities at local, national, or European level (other research organisations, funding organisations, governmental organisations, networks and associations), with the aim of promoting science education?

Please, consider any further issue you think as relevant. The analysis of the above issues should allow to reflect on the **critical issues** requiring specific actions, to sketch, as far as possible, a **diagnosis** of the situation and to start envisaging **policy orientations** concerning science education, also collecting opinions from stakeholders or key actors.

