GRACE

f. State-of-the-art on RRI in general

This subsection concerns the situation of RRI in general, i.e., not pertaining to the single RRI keys. The aim is understanding if there is a favourable environment for activating a debate on RRI, which are the measures and actions which GAs may be based on and which is the impact that, in case, these measures and actions have been in the concerned organisation.

f.1. **RRI-RELATED INTERNAL DEBATE**. Has RRI been or is an issue significantly dealt with in the organisation? We can refer to, e.g., internal debates, single events, research projects, conferences, publications, agreements, etc. If so, evaluate the impact of these initiatives and how the GRACE project can leverage on it.

f.2. **RRI-RELATED MEASURES AND PROGRAMMES**. Are or have been there initiatives or programmes connected to RRI in general, including those promoted, not directly by the organisations, but by individual researchers or single units? Or are or have RRI been a subject of study, research programmes, teaching and training initiatives?

f.3. **RRI GENERAL STRUCTURES**. Are there structures (of any kind: units, officers, norms, website page, procedures, guidelines, etc.) in the organisation which are devoted to RRI in general? If so, analyse these structures, including their nature, history, aims, achievements, and impacts.

f.4. **RRI-RELATED INTERNAL SKILLS**. Are there staff members, within the organisation, which have experiences or competences pertaining to RRI in general? Please, analyse who are they, their experiences and competences and assess if and how they can be involved with the design and implementation of the GAs.

f.5. **EXTERNAL RELATIONS ON RRI**. Is the organisation not occasionally 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 RRI?

f.6. **RRI IN TEACHING CURRICULA**. Are there programmes, measures, or procedures for embedding RRI in higher education curricula (e.g., specific courses on responsible education, teaching modules, conferences and special events, etc.)? Please, consider teaching initiatives pertaining to not only RRI in general, but also RRI keys (even when they have been mentioned in the previous sub-sections) or RRI-related contents (e.g., forecasting and anticipation, inclusiveness, reflexivity in research, etc.).

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 possible **policy orientations** concerning RRI in general, also collecting opinions from stakeholders or key actors.