

## RRI Dimensions and related Key Performance Indicators

### Science Education - General Description

The EC explains the dimension of science education in the following way:

“Europe must not only increase its number of researchers, it also needs to enhance the current education process to better equip future researchers and other societal actors with the necessary knowledge and tools to fully participate and take responsibility in the R&I process. There is an urgent need to boost the interest of children and youth in math, science and technology, so they can become the researchers of tomorrow, and contribute to a science-literate society. Creative thinking calls for science education as a means to make change happen,” (Strand et al., 2015, p. 29).

Science education is executed in several ways: educating (especially young) citizens about scientific facts, the norms of science and the way science is 'done', as well as conveying a positive 'image' of sciences. It also provides the opportunity to reflect and question science and the 'truths' it produces critically.

Process indicators in this area include the requirement for RRI-related training in research programs and capacity building for RRI-related training. Outcome indicators include RRI subjects in lower and higher education qualification frameworks, training courses in RRI, and requirement for RRI training for young researchers in R&I projects. Perception indicators refer to the degree that R&I actors and stakeholders are knowledgeable and sensitive to the EU values and the needs and concerns of the citizens (Strand et.al., 2015, pp. 29-30).

## Science Education – List of Indicators

Criteria	Type	Indicator
Science Education	Process	Capacity building initiatives at the organizational level & organizational infrastructure (facilitators training, sources, guidance, content, resources, learning plans/methodologies/procedures)
		Strategies for science-learning outcomes at events (approaches, methodologies for SL, recognition of participants existing skills)
		Funding allocated for science education activities
		Science communication culture
	Outcome	Skills gained by event participants
		Evolution of methods for science education at organizational level
		Science/RRI training events/components
		Percentage of projects/collaborations developed as a result of HubIT that involve a science education dimension
	Perception	Attitudes towards science education
		Understanding of science, attitudes towards science, attitudes towards their own abilities