D4.1: RRI Toolkit Training programme

Smallman, M; Miller, S. UCL.
## Document description

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<th>RRI Toolkit Training Programme</th>
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1. **Executive summary**

This document provides an overview of the RRI Toolkit training programme that has been developed by the RRI Tools project consortium, outlining the training materials developed and overall approach and detailing progress to date in implementing the programme, as well as planned activities over the remainder of the project.

2. **Introduction**

The document sets out the RRI Toolkit’s training programme and instruments. As outlined in the DOW, the programme has the objective of encouraging the use and dissemination of the RRI Toolkit within the maximum EU Member States, as well as Associated Countries.

Specifically, the WP4 training programme set out to cover:

- a) The development of materials for different formats of training modules
- b) The implementation of an intensive training course to train trainers and
- c) The implementation of trainings in the different countries, organized by the hubs.

The training programme aims to target all of the key stakeholders, with policymakers in particular supported by an additional advocacy strategy (detailed in D4.2).

3. **Objectives and learning outcomes**

Learning outcomes for each stakeholder group as well as learning outcomes common for all stakeholders groups have been developed to form the objectives of each of the training workshops (Appendix 1). All materials developed are targeted at delivering these objectives.

Wherever possible, the project has aimed for the learning outcomes to be action and agency focused – aiming to enable trainees “to act as a result of the training” rather than simply “know more”.

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While there will be stakeholder specific outcomes, as a result of the training, the project is aiming for all stakeholders to be able to:

1. Explain the concept of RRI, and its component parts, and
2. Identify the opportunities offered by RRI and make the case to others why it is a useful approach to adopt
3. Identify the possible obstacles and conflicts that might make it difficult to implement RRI and know how to create arguments or plans to address them
4. Map out the issues in their own work that would benefit from RRI, be able to identify what in their own practice would need to change as a result of RRI and be able to plan for implementing these changes when they return to work
5. Map out the stakeholders that need to be involved and have developed contacts (or know how to find them) amongst other stakeholder groups who can help deliver RRI
6. Use the RRI Toolkit effectively to support their RRI goals.

4. Training materials

A suite of training materials have been developed (and continue to be developed) to support these learning objectives. Throughout, the aim has been to develop the training resources for and with the hubs and the community of practice the project has been growing throughout its life. As such, they are subject to continual testing, feedback and updating to improve the quality and to help reflect local circumstances. Importantly, the material also aims to avoid the traditional “teacher in front with listening audience” situation, instead focusing on real-life case studies and working in an interactive way. Wherever possible the material aims to allow participants to find a solution of their own, with the role of the training being to guide the participants through the process and no to deliver ready-to-use-solutions.
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The materials and proposed activities fall into the following categories:

4.a. Explaining the concept of RRI

Responsible research and innovation embraces many agendas and socially desirable outcomes, to be reached via a series of processes engaged in by multiple stakeholder groups. RRI Tools has carried out a great deal of work under WP1 to define and to analyse what RRI entails. Based on this work, and Deliverables 1.1 and 1.2, the training materials for this section include:

- A project briefing note for participants
- Two example explanatory presentations
- An activity to enable participants to practice explaining RRI

4.b. Why is RRI important and valuable?

In Year 1, RRI Tools also carried out a great deal of work under WP2 to understand the opportunities and challenges involved with RRI from the standpoint of the project’s five given stakeholder groups. This resulted in the D2.2 Report. Based on this work, the training materials for this section include:

- An “opportunities and challenges” brainstorm activity
- An “opportunities and challenges” presentation

4.c. Using the RRI Toolkit

The RRI Tools Toolkit v1.0 has been launched, it is still a beta version that is being continuously updated. As of today the RRI Toolkit contains 400+ resources. These include:

- **Tools**: manuals, guidelines, catalogues and online databases of resources.
- **Inspiring practices**: RRI success stories across Europe for all to inspire from.
- **Projects**: Other European projects that developed RRI resources.
- **Library**: background documents, articles, reports, cross-analyses
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In addition to these resources identified by RRI Tools and developed by other actors, the project has created a Self-Reflection Tool for users to reflect on their own professional practices and determine how RRI they are.

In addition, on each stakeholder or policy agenda landing page users will find series of how-tos to guide them through the implementation of RRI in different contexts.

A specific module has been developed for trainees to learn how to use efficiently the RRI Toolkit. The training materials for this section include:

- An RRI Toolkit training module
- Activities to help people get to know the resources on the toolkit website

4.d. Bringing RRI to life

To help to bring RRI to life in a concrete way, the project is developing a series of “showcases”, which give detailed descriptions of examples of RRI in practice. In particular, the showcases detail the mechanics of how particular institutions implemented aspects of RRI, aiming to provide enough detail to allow participants to replicate these activities in their own situations. The showcases are accompanied by activities that help participants think through the steps and resources involved in making RRI happen. The project’s initial choice of showcases is based on the Catalogue of Promising Practices (D1.4). The eight showcases currently being developed are:

- The Social Innovation Factory, based in Belgium
- The Novo Nordisk “Blueprint for Change”, based in Denmark
- The Knowledge for Climate (KvK) project, based in the Netherlands
- The Fishery Benchmarking project of the IPMA, based in Portugal
- The Xplore Health project, based in Spain
- The Challenge Driven Innovation scheme, based in Sweden
- The EPSRC’s “Framework for Responsible Innovation”, based in the UK.
- The Hao2 company, based in the UK
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5. Train the trainers

5.a. First train the trainers

A three-day workshop to train the trainers was held in London in February 2016 under the lead of UCL. See programme in Appendix 2. This workshop aimed to produce future trainers with an immersion experience where they were able to try out the various training materials and the RRI Toolkit, and to network with other trainees to gain peer-support. See some pictures of the workshop in https://www.flickr.com/photos/130674936@N05/albums/72157664776444562.

More than 50 participants attended, drawn from across the hubs and reflecting the full geographic spread of the project. The complete list of participants in the workshop is included in Appendix 3. The workshop was evaluated as part of the RRI Tools evaluation strategy, and the evaluation report is included in Appendix 4.

5.b. Second train the trainers

A second train the trainers workshop will take place in Barcelona in July 2016.

6. Training plans

Each Hub is required to organise at least two major dissemination and training workshops. Those events will be at a national level, and eventually cover other neighbouring countries. Each Hub will be responsible for organising the event and recruiting participants. Key participants will have been identified in the stakeholder mapping exercise (WP2) and the events will aim to maximise attendance, multiplying the potential stakeholders at each event. Hubs are currently developing their training programmes, but at least one event in each Hub is being planned before July 2016, with further workshops happening subsequently.

Table 1. Training activities: train the trainers and training workshops by the hubs

<table>
<thead>
<tr>
<th>1st Train the Trainers (under the lead of UCL)</th>
<th>17-19 February 2016, London</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Hub-run Training Workshops</td>
<td>March – June 2016</td>
</tr>
<tr>
<td>2nd Train the Trainers (under the lead of UCL)</td>
<td>4-6 July 2016, Barcelona</td>
</tr>
<tr>
<td>2nd Hub-run Training Workshops</td>
<td>July – November 2016</td>
</tr>
</tbody>
</table>
D4.1: RRI Toolkit Training programme

A specific training workshop for European Commission officers will be organized (to be held in Brussels - concrete dates to be decided). In addition, the project is also delivering a number of international training events to multiplier organisations.

Table 2. International training events to multiplier organisations (*)

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCTS 2016 – 14th Public Communication of Science and Technology Conference</td>
<td>26-28 April 2016, Istanbul</td>
</tr>
<tr>
<td>Training workshop on Monday, April 25th</td>
<td></td>
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<tr>
<td>Working session on Saturday, May 21st – “Exploring the opportunities and challenges: citizen science and responsible research and innovation”</td>
<td></td>
</tr>
<tr>
<td>Training Workshop for National Contact Points in the context of SisNet (Network of NCPs for Science with and for Society in Horizon 2020)</td>
<td>13-16 June 2016, Prague</td>
</tr>
<tr>
<td>Ecsite Annual Conference 2016– “Colours of cooperation”</td>
<td>9-11 June 2016, Graz</td>
</tr>
<tr>
<td>Training workshop “Putting RRI into practice” – June 7th</td>
<td></td>
</tr>
<tr>
<td>Round table – “Towards Responsible Research and Innovation: practical experiences” – June 10th</td>
<td></td>
</tr>
<tr>
<td>EARMA Annual Conference</td>
<td>20-22 June 2016, Luleå, Sweden</td>
</tr>
<tr>
<td>Training activity still to be decided</td>
<td></td>
</tr>
<tr>
<td>Living Knowledge Conference – “Inspire – Integrating community based partnership into learning and teaching for responsible research and innovation”</td>
<td>22-24 June 2016, Dublin</td>
</tr>
<tr>
<td>Training workshop at the conference</td>
<td></td>
</tr>
<tr>
<td>ESOF –“Science as a Revolution: from Cottonopolis to Graphene City”</td>
<td>23-27 July 2016, Manchester</td>
</tr>
<tr>
<td>Training workshop + other sessions on RRI</td>
<td></td>
</tr>
<tr>
<td>IAU 15th General Conference - “Higher Education: a catalyst for innovative and sustainable societies”</td>
<td>14-17 November 2016, Bangkok</td>
</tr>
<tr>
<td>RRI Tools has been invited to participate with a session presenting the RRI Toolkit</td>
<td></td>
</tr>
</tbody>
</table>
D4.1: RRI Toolkit Training programme

(*) This is the calendar of international training events to multiplier organisations foreseen until now, the project is currently exploring new possibilities such as having specific training sessions at the OECD – Washington (September 2016), the 25th EBN Congress (October 2016), the EUN Annual Conference EMINENT (November 2016), etc.

A complete report on the implementation of the training and advocacy programmes will be produced by the end of the project (month 36) – including the full list of training activities carried out (D4.3).

7. Support for Hubs

The training workshops are one of the project’s key outputs and their impact will determine the project’s legacy as well as its immediate value. In recognition of this, beyond the provision of the training materials, we have put in place a number of measures to support the hubs in ensuring the success of their training workshops:

1. The 1st train the trainers (T3) workshop will be followed up with a further T3 workshop in July 2016, which will take place after their first training sessions and will allow reflection on their experiences to date as well as peer-learning from what went well

2. A regular series of “hub-chats” which are skype calls in which groups of hubs “meet” with the hub-coordination team (CVIVA) and the training team (UCL) to discuss any issues that are arising in their programmes and to share successes

3. Clear guidelines on what the hubs should be aiming to achieve and where to find help to achieve that (appendix 6).

4. Regular monitoring and one to one feedback and advice on their training plans

8. Evaluation and feedback

Evaluation material has been developed as part of WP5 to enable hubs to evaluate their workshops. These evaluations will be reviewed by the project overall, as
D4.1: RRI Toolkit Training programme

outlined in D5.2, in particular in discussion at the second T3 workshop, with a view to amending the training plans and materials to reflect the insight gained in these evaluations. The workshop evaluation form is given in appendix 6.

9. Schedule for further development of training materials

All of these materials listed in Section 4 have been supplied to the European Commission before and after the 1st Train the trainers workshop in London as works in progress, as the project aims to learn from doing. Over the next few months however, following initial feedback from workshops, the material will be documented more fully and shared on the RRI Toolkit. A specific training webpage is currently being developed.

The materials listed under 4a (“Explaining the concept of RRI”) and 4b (“Why is RRI important and valuable?”) will be turned into RRI Tools - compliant Training Modules by mid-June, and the current version of the “RRI Toolkit Training Module” (4c) will be updated, as required. By mid-May, all of the current suite of eight “Showcases” (4d) will have been completed as beta-versions. They will be sent out to referees for comments for the end of May, and these will incorporated, along with a summary of all the showcases, into final Training Modules by mid-June. This will make them available to the Hub trainers so that they can familiarise themselves with them in time for the workshop.

The period following the second T3 workshop has yet to be mapped out in terms of developing any new materials, and will depend on resources. Possible developments include: video material to illustrate the eight showcases, new showcases, incorporation of presentations made at Hub workshops, and the creation of online self-learning resources.
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Appendix 6: Training workshops evaluation questionnaire
APPENDIX 1: Learning outcomes
Learning Outcomes

Smallman, Melanie; Bouwers, Marjolein; Miller, Steve

University College London (UCL)
# Document description

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<td>Revision</td>
<td>4</td>
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<td>Revision Date</td>
<td>06-01-2016</td>
</tr>
<tr>
<td>Author(s)</td>
<td>M. Smallman, M. Bouwers, S. Miller</td>
</tr>
<tr>
<td>Additional Contributions</td>
<td>Attendees at RRI Tools Management Board Meeting, 22-23 September, 2015</td>
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<td></td>
<td>Attendees at UK-UCL Hub Advisory Group meeting, 9 November, 2015</td>
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<td>Attendees at RRI Tools Consortium Meeting, 17 November 2015</td>
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1 Introduction

RRI Tools is delivering training in responsible research and innovation to five key stakeholder groups – policy makers, the research community, business and industry, civil society organisations and science educators. This document sets out the learning outcomes that we might hope to achieve with our stakeholder groups as a result of the training we deliver.

Understanding learning outcomes will also help advise Hubs on whom to target within each stakeholder group for the training. This document identifies training outcomes common to all stakeholders, whilst adding some stakeholder-specific outcomes, which will need to be addressed with specific sessions / tools / modules, depending on how the training is delivered.
# Table of Learning Outcomes by Stakeholder Group

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| All Stakeholders     | 1. Be able to explain the concept of RRI, and its component parts;  
                      2. Be able to identify the opportunities offered by RRI and make the case to others why it is a useful approach to adopt;  
                      3. Be able to identify the possible obstacles and conflicts of interest that might make it difficult to implement RRI and know how to address them;  
                      4. Be able to map out the issues in their own work that would benefit from RRI, be able to identify what in their own practice would need to change as a result of RRI, and be able to plan for implementing these changes;  
                      5. Be able to map out the stakeholders that need to be involved and how to develop contacts amongst other stakeholder groups who can help deliver RRI;  
                      6. Be able to use the RRI toolkit effectively to support their RRI goals.                                                                                                                                  |
| Policymakers         | 1. Be able to advocate on RRI, so that they can fulfil their role in providing leadership in RRI;  
                      2. Be able to identify and evaluate policy levers available to help implement RRI;  
                      3. Appreciate their role in facilitating and building partnerships that can lead to RRI.                                                                                                                                 |
| Researchers          | 1. Appreciate why RRI needs to be built into the early stages of research planning and know how to prioritise RRI in research proposals;  
                      2. Be able to apply RRI principles throughout the cycle of a research project;  
                      3. Appreciate the benefits of research teams being
| Learning Outcomes | inclusive and diverse in their composition, and of female viewpoints being incorporated, and be able to put in place plans to improve the diversity of their team/institution; 4. Be able to reflect on their own values and assumptions about the kind of world that they wish to create with science, and understand why it is important to incorporate wider perspectives; 5. Appreciate their responsibility within science and be able to identify ways to influence innovations that may flow from their research to ensure that this is societally responsible; 6. Be able to identify ways in which their institution can support them in delivering research that is responsible and responsive to societal needs. |
| Industry | 1. Appreciate innovators’ responsibilities beyond profit alone; 2. Be able to identify potential contradictions between commercial success and societally responsible product and service development and delivery and be able to plan to address these; 3. Appreciate the importance of innovation teams being inclusive and diverse in their composition and be able to develop strategies to implement this in their workplace; 4. Be able to reflect on their own values and assumptions about the kind of world that they wish to create with science, and understand why it is important to incorporate wider perspectives. |
| Science Educators | 1. Appreciate the role of education in RRI, in sensitising the next generations of researchers, innovators and entrepreneurs to the importance of being sensitive to their own |
### Learning Outcomes

| | values and the needs of society, locally and globally;  
1. Be able to argue for curriculum changes so that the way in which science is presented to students is more reflexive and acknowledges the values that science and society brings to research and innovation, as well as the role of science and technology in shaping our world;  
2. Be able to develop teaching and curriculum material that help deliver an understanding of science that is more reflexive and acknowledges the values that science and society brings to research and innovation, as well as the role of science and technology in shaping our world. |
|---|---|
| **Civil Society Organisations** | **1. Be able to articulate the unique and societally insightful perspectives CSO can bring to the research and innovation processes;  
2. Be able to identify opportunities to be involved with the processes of research and innovation and understand how their perspectives can add value;  
3. Be able to identify opportunities to work with researchers at the proposal stage and to put forward new research projects or ideas for products or businesses other stakeholders.** |
3  Key issues for Trainers

3.1  Ambition
This document presents an ambitious list possible learning outcomes that the RRI Tools project could wish for or effect. But it is not exhaustive, and other outcomes may emerge as training is carried out and as new challenges arise for the research and innovation community and their (potential) partners in the worlds of policy, education and civil society.

3.2  Limitations of training resources
The time and resources available for training in RRI is an important consideration. Trainers will need to consider what they can realistically deliver and whether it is better to prioritise certain outcomes and deal with them in depth, or to try to cover all aspects in less detail. In which case, just which outcomes to prioritise should depend on the particular situation – local, social and political – in which training in RRI is felt to be needed.
Learning Outcomes
APPENDIX 2: Programme of the 1st train the trainers workshop
RRI Tools First Train-the-Trainers Workshop
Programme: February 17-19, 2016

University College London
Gower Street
London WC1E 6BT, UK

The UCL Team
1 Introduction

During the third and final year of the RRI Tools Project, each of the Hubs are committed to deliver two training sessions to a cross section of stakeholders. In preparation for this, the RRI Tools Train the Trainers workshop is taking place at University College London from **2pm on 17th until 4pm on the 19th of February, 2016**.

The purpose of the train the trainers workshop is to allow those who will be developing, organising and delivering the training in your hub to:

- Discuss and get to grips with the learning outcomes that the project seeks to achieve through the training programme
- Get to know the RRI toolkit
- Work through a number of the modules designed to deliver capacity and understanding in RRI
- Find out more about the Showcases that have been developed to date, how they can be used in the training and how you will be able to develop your own country-specific material
- Share inspiration and practical advice on organising training and attracting participants
- Consider how the training materials can be used in your Hub’s advocacy programmes.

A second RRI Tools Train the Trainers workshop is being organised in Barcelona from **4th until 6th of July**. More details on this will follow.

If you have any queries, please send them to Marjolein Bouwers - marjolein.bouwers.14@ucl.ac.uk.

RRI Tools acknowledges and thanks the Wellcome Trust for hosting the Friday sessions and for providing refreshments.
2 Programme

Day 1 – UCL Haldane Room

Wednesday, February 17: REGISTRATION 1pm-2:00pm

Session 1 – 2pm-3:00pm: INTRODUCTION

• Welcome from the RRI Tools Project – La Caixa Foundation (10 minutes)
• Welcome from the European Commission – (10 minutes)
• Introduction to the Train-the-Trainers Workshop – UCL (10 minutes)
• Introduction to Learning Outcomes – UCL (15 minutes)
• Discussion – all participants (15 minutes)

Tea / coffee break – 3:00pm-3:15pm

Session 2 – 3:15pm-4:30pm: EXPLAINING RRI

• What is RRI and how to explain it – ATHENA (15 minutes)
• RRI’s key agendas – La Caixa coordination team (15 minutes)
• Now you explain it – 2 minutes’ talking to a partner – all participants (30 minutes, swapping pairs)
• Discussion – ALL (15 minutes)

Tea / coffee break – 4:30pm-4:45pm

Session 3 – 4:45pm-6:30pm: WHAT CAN WE GET FROM RRI?

• Opportunities, Obstacles and Needs (OON) – UCL (15 minutes)
• A run through the OON Exercise - Groups – participants (45 minutes)
• Discussion – ALL (up to 45 minutes)

Workshop dinner at The Swan Restaurant – 8:15pm for 8:30pm at the restaurant – provided and paid for by UCL RRI Tools.
Day 2 – UCL Main Quad Pavillion

Thursday, February 18:

Session 4 – 9am-10:30am: THE TOOLKIT

- Understanding the Toolkit – La Caixa Foundation (30 minutes)
- Explaining the Toolkit training exercises – IRSI-Caixa (30 minutes)
- Questions and Discussion – all participants (30 minutes)

Tea / coffee break – 10:30am-11am

Session 4 continued – 11am-1pm

- Toolkit training exercises – group sessions (90 minutes)
- Feedback – all participants (30 minutes)

Sandwich lunch – 1pm-1:45pm – provided and paid for by UCL RRI Tools

Session 5 – 1:45pm-3:45pm: RRI IN ACTION

- Training with Showcases – introduction – UCL (30 minutes)
- Showcase training 1 – group sessions with various leads (90 minutes)
- KNOWLEDGE FOR CLIMATE, SOCIAL INNOVATION FACTORY, CHALLENGE DRIVEN INNOVATION, HAO2

Tea / coffee break and swap showcase groups – 3:45pm-4pm

Session 5 continued – 4pm-6pm

- Showcase training 2 – group sessions with various leads (90 minutes)
- BLUEPRINT FOR CHANGE, XPLORE HEALTH, COLLABORATIVE SOLUTIONS … FOR FISHERIES SYSTEMS, EPSRC
- Feedback – all participants (30 minutes)

Curry buffet supper at UCL – 6:30pm-8:30pm – provided and paid for by UCL RRI Tools – PLUS your two minutes on camera

NOTE: there will be a short Project Management Board meeting from 6pm-7pm: some members will Skype in
Day 3 – Wellcome Trust, 215 Euston Road – Darwin Room

Friday, February 19

Session 6 – 9am-10:30am: TRAINING ISSUES

• Training “Show & Tell” – leads ECSITE, EUN, Science-shop Bonn, EBN, CPN Serbia, CARIPLO Italy (60 minutes)
• Discussion – all participants (30 minutes)

Tea / coffee break – 10:30am-11am

Session 7 – 11am-1pm: ADVOCATING AND REFLECTING

• Engaging with policy makers – Nicola Perrin, Head of Policy, Wellcome Trust (30 minutes)
• Discussion – all participants (30 minutes)
• Self-Reflection Tool – ZSI (60 minutes, including discussion)

Buffet lunch – 1pm-1:45pm – provided and paid for by Wellcome Trust

Session 8 – 1:45pm-3:45pm: RUNNING YOUR OWN WORKSHOPS

• Organising your workshop and getting people to it – leads Ciencia Viva / UCL (45 minutes)
• Evaluating workshops and other help – ZSI (30 minutes)
• Disseminating RRI – EuroScience (30 minutes)
• Final discussion and summary – lead La Caixa Foundation (15 minutes)

Tea / coffee break and farewells – 3:45pm-4pm

Workshop ends – 4pm
Workshop venues

These are marked on the UCL Campus map that follows. For the first two days, the easiest access is through the UCL Main Gate off Gower Street. For Day 3, the Wellcome Trust building is accessed directly off Euston Road.

MAP 1: UCL in London
MAP 2: UCL Campus and Wellcome Trust
MAP 3: UCL to Swan Restaurant

Walk North up Gower Street to Euston Square Tube 1
Take any line East to Farringdon 2
Change onto the railway going South to Blackfriars Bridge 3
Get off on South Bank of Thames and walk East (past Tate Modern) to Swan Restaurant/Globe Theatre 4
3 Accommodation suggestions

Please find below details of hotels that UCL has negotiated special prices with. Please be advised to mention “UCL” in your booking to be eligible for those special rates.

http://www.grangehotels.com/

http://www.imperialhotels.co.uk

www.theacademyhotel.co.uk


http://www.montaguehotel.com/

We would also like to suggest that it might be worth having a look at other websites such as Expedia or Booking.com as they might offer better deals. UCL is near to Euston, Euston Square, Warren Street and Russell Square tube stations (see the UCL maps). Any hotels in Bloomsbury, Euston or Kings Cross areas will be within walking distance, while most other areas will be an easy tube ride. Hotels in Central London are expensive and so anything under £100 a night would not be recommended. Please do not hesitate to contact Marjolein Bouwers – marjolein.bouwers.14@ucl.ac.uk - if you have any questions or need any help with your booking.
APPENDIX 3: List of participants of the 1st train the trainers workshop
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Name</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHHAA</td>
<td>Matti</td>
<td>Orav</td>
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APPENDIX 4: Evaluation report of the 1st train the trainers workshop

The survey comprised 10 closed questions and 1 open-ended question. For the closed questions the workshop participants were asked to rate on a 5-point-likert scale from ‘strongly disagree’ to ‘strongly agree’.

In total 40 participants answered the questionnaire.

**The workshop in general:**

All questions were rated mainly positively. The workshop met the expectations of 72,50% of the participants answering the survey. However, for 10% (4 persons) the workshop did not meet their expectations. Also the other questions about content, objectives and aims, and organisation were rated throughout positively. Regarding the organisation of the workshop 52,5% (21 persons) strongly agreed and 35,00% (14 persons) agreed that the workshop was well organised and planned.
T3 workshop for national needs...

The questions regarding the organisation, content, material, and ideas of/for the national trainings were also rated relatively positively. Most participants agreed to all 6 questions. However, only a few strongly agreed. Regarding question 5, if the T3 workshop allowed the participants to develop ideas on how to attract participants, 22.5% (9 persons) disagreed, and 1 person even strongly disagreed. Also regarding the question if sufficient material and supporting documents were provided during the T3 workshop 7 people disagreed (17.5%) and 1 person strongly disagreed. However, 75% of the workshop participants agreed to the statement “The T3 workshop clarified the aims and goals of my own national workshop”.

[Bar chart showing the distribution of responses for each question]

- **... clarified the aims and goals of my own national workshops**
- **... supported me on how to develop my national workshops adapted to my target group.**
- **... clarified the content I shall transport.**
- **... inspired me and gave practical advice on organising the trainings.**
- **... allowed me to develop ideas on how to attract participants.**
- **... provided me with sufficient material and supporting documents.**
Do you have any suggestions or additional comments about this meeting?

21 workshop participants (53.5%) answered this question.

Positive comments:

17 statements were positive. The participants mainly spoke in high terms...

• ... of the organisation of the workshop, including food, timing, tea breaks and the atmosphere in general.
• ... of the exchange between the hubs coming up with new ideas was emphasised as well as that UCL listened to the Hubs’ suggestions and comments, and that they implemented the programme accordingly to those suggestions and comments.
• ... and of an inspiring training.

Negative comments:

7 comments were negative. Participants criticised:

• Time schedule: “3 days is too long, make it shorter!”
• Work in progress for the toolkit and self-reflection tool.
• The showcases were not really discussed.
• On Thursday were too many people at one place for multiple workshops.
• “More practical activities – too much theory”.
• “I got many useful information but still miss the eager picture”.
• “The self-reflection tool is the most important part of the toolkit and it (in my opinion) does not meet expectations of the main target group researchers.”

Wishes and suggestions:

Most of the comments and statements outline wishes or suggestions to improve the workshop.

• Participants were asking for more practical info or guidelines, such as: “I would have liked more practical info (and training) on how to use certain documents/tools we have, such as the showcases for example. An overview document would be useful with all the things we have and can use in the trainings and then indicate how to use them.” “What we need now is a modular ‘Lego’ training toolkit to assemble and adjust the content to the SHG (...)” “It would be helpful to get some guidelines for the single methodologies to use at the national workshop.”, I think more practical info could have been useful. E.g. how many people we should invite / what stakeholder group”
• Exchange about hubs workshops such as: “I will need information about other Hub workshops organization”, “Sharing what others have done and what is the best working will be very useful to improve our work. Perhaps in the basecamp or on RRI Tools platform”, “sharing workshop programmes and material / format” on basecamp” ...
• Participants also suggested designing the workshop more practically: “It would be nice to have more practical parts of the workshop, where we could have and try practical actions”, “I
would like more specific and concrete activities”, “I would like more practical activities – too much theory”. ...

Further suggestions have been:

• “It would be good for the trainers to show their experiences after doing their first trainings, show what has worked and what not.”
• “I think more practical info could have been useful. E.g. how many people we should invite / what stakeholder group etc.”
• “More discussion on RRI as such is needed.”
• “I’d like to learn more about the self-reflection tool”
• “I would skip the introductory part and work more with the toolkit”
• I think we should be more flexible in terms of the workshop’s format.
Briefing for Hubs on Training Workshops and Advocacy

Following the T3 workshop, we promised to clarify many of the issues raised about the shape and format that hubs workshops should take in the months ahead. This note aims to clarify many of these questions and to outline the management team’s expectations of the workshops.

Overall, alongside the Toolkit, the training workshops and advocacy meetings are one of the project’s main outputs. The impact of the workshops will also determine the project’s legacy – whether or not we make a lasting change in our countries. This is a significant undertaking and we therefore want to be ambitious in our plans for the sessions:

- We should be targeting stakeholders at the highest level
- We should be aiming for training workshops that bring stakeholders together and add value by providing networking opportunities, not just information transfer
- Our advocacy programme supports the training workshops, but delivering information and informal training on the toolkit and RRI to stakeholders who are hard to attract to workshops
- We are well resourced to deliver a significant programme of training and advocacy, so we should be aiming to do considerably more than we are contractually required to do
- As the only project currently funded by the European Commission to develop and deliver RRI training, we should be confident that we are the right people to be delivering this.

Contractual requirements
The description of work specifies that each Hub should deliver:

“At least two major dissemination and training workshops. Those events will be at a national level, and eventually cover other neighbouring countries. Each Hub will be responsible for organising the event and recruiting participants. Key participants will have been identified in the stakeholder mapping exercise (WP2) and the events will aim to maximise attendance, multiplying the potential stakeholders at each event. Local requirements could show the need to focus on specific stakeholders and/or RRI key components; the Hubs are in charge of identifying this profile and adapting the training modules suitable for it with the help of WP4.

“Each Hub will organise and implement the advocacy programme in parallel to the trainings on the RRI Toolkit, looking towards a constructive synergy, concentration of efforts and focus of attention in a rather short period of time, with the aim of maximising impact at all levels and thus ensuring the future sustainability of the
project. The advocacy programme would comprise at least the following characteristics, all of them specifically addressed to policy makers: specific, skill-training, modules for pre-existent or new formal training courses; a campaign to raise awareness on RRI in national government bodies and public institutions; specific actions directed to develop trust in the results that might arise from their implementation and use of the RRI Toolkit at a European level; specific action directed to validate the RRI Toolkit and outcomes at a decision-making level; high-level meetings with representatives of the most relevant policy making institutions.”

Training Format
At the T3 workshop, we delivered material that we felt could form a useful basis of a training workshop. It is up to you how you use them. The workshops should however be aiming to deliver the learning outcomes agreed in the learning outcomes document.

You will be best placed to decide how to organise these sessions. Things you might want to consider:

- We asked stakeholders what they wanted out of the training during the initial stages of the project, as part of our November 2014 workshops. These needs are documented in D2.2 and could provide useful information when planning your workshops.
- You are free to decide whether to deliver training in stakeholder groups or across stakeholders – or you could use break out groups to deliver to a combination of the two. If you decide to train in stakeholder groups, you might want to consider what additional activities will you need to programme to make sure that you are also building a community of practice in your country, and to address the ‘need’ identified in D2.2 for networking opportunities.
- Do you want to focus your training on particular topics? The European Commission’s Grand Challenges might help you identify topics.
- Do you want to deliver repeat training sessions that develop over time to a ‘core’ of trainees, or are you aiming at new people each session. If you work with the same group, how can you use the time in between sessions to help develop trainees thinking?
- Can the self-reflection tool help you focus training for particular groups? Can it help monitor progress?
- The Showcases presented at T3 were developed around projects that had been identified as the most ‘promising practices’ during WP1. They were rigorously selected via the criteria that Athena developed during years one and two of the project. While there are other projects featured on the toolkit, and undoubtedly others in your own country, the Showcases have been carefully selected to help spread good practice. They have also been documented in detail (shared on Basecamp), with the aim of enabling you to feel authentic in delivering them, without first hand interactions with the projects being described – this is not an unusual way of delivering training.
Advocacy

Alongside the training workshops, task T4.2 of the RRI Toolkit Project aims to develop an advocacy programme. The purpose of this programme is to bring the toolkit to hard-to-reach stakeholders – specifically policymakers, who have previously been identified as a stakeholder group that is less likely to attend the training and workshops organised by the project.

Last year we asked each hub to develop an advocacy plan to fill this gap – to help hubs maintain communication with stakeholders already identified, to build a ‘community of practice’ as well as to build relationships with harder to reach stakeholders. Over the past year, a number of activities have been taking place in response to this plan. As the project moves into the final year however, it is time for the advocacy plan to also move to a new phase, in order to engage policymakers further in the material and ideas being produced by the project.

1. To build knowledge of the Responsible Research and Innovation (RRI) Toolkit amongst relevant policymakers
2. To help policymakers understand their roles within RRI and enable them to know how to act
3. To encourage policymakers to engage with their local hubs on RRI issues
4. To involve policymakers in the community of practice being developed by the hubs and to join the online forum, with a view to securing the life of the hub/community of practice after the project funding.

We will therefore be supporting Hubs to develop their final year’s advocacy plan, to supplement the work being delivered in the training workshops. Specifically, the advocacy plan will target:

- Policymakers in national government bodies and public institutions
- Policymakers in European Commission

Things to think about when planning advocacy work:

- You should be aiming for around 10 advocacy meetings over the next 9 months. They can be as simple as one-to-one conversations with key policymakers over coffee.
- Do you need to update your target audience in light of your experience reaching people for training workshops?
- Dave Carr presented some useful tips for advocating with policymakers at the T3 workshop. His slides are on basecamp
- While you won’t want to run through the training activities, the showcases might offer useful case studies to bring the idea to life in your meetings
- You might also want to show people the Toolkit website and ask them to sign up to the community – you can do that there and then with a smartphone or tablet
• Think about how you can follow up the advocacy meetings – even a short email with a link to the toolkit will be helpful.

Resources and expectations
Each Hub has been allocated at least 7 person months for WP4 (Training on the toolkit and advocacy).

Practical organisation of each workshop should take no more than 20 days and advocacy meetings no more than three, which means that each hub should have the staff resources to organise and deliver up to 8-10 days of training workshops – or a combination of workshops, advocacy meetings and new training material. The contractual requirement of two workshops per hub should be a minimum target.

With those resources, we should be aiming to deliver training or advocacy to a minimum of 100 people per hub. You might, for example, break this down as:

- Two training workshops x 20 people = 40
- Ten group meeting x 4 people = 40
- Twenty individual meetings = 20

We are keen for Hubs to adjust their delivery plan as they see appropriate, but we hope that this provides a useful indication of the scale activity expected over the next 9 months.

Support
The next Train the Trainers workshop (T3.2) will be taking place in Barcelona on 4-6 July 2016. In this session we hope that Hubs will be able to share their experiences of what works and what doesn’t work from their first one or two training workshop and advocacy sessions.

In the meantime, we will be arranging a series of Hub Chats, to help you share lessons and support one another as you organise your first trainings. To help facilitate those, we would like to gather the information outlined in the form attached. The aim of gathering this information is to identify areas where we can provide advice and support, and link you up with other hubs having similar questions.

The existing training materials and showcases are currently on Basecamp here: https://basecamp.com/2325824/projects/4557072/attachments (all of the showcases are in the T3 sendout ZIP)
Over the next few weeks we will be cataloguing these materials more clearly and will update you further in due course.

The Showcases are also undergoing further development, with finalised versions being available mid-June.

We will also be developing advocacy materials over the next few weeks, including a letter of introduction from the project overall, which could be of use when contacting senior politicians. We will make sure that there is the opportunity to request any other particular advocacy material during the proposed hub-chats (below).

**Hubs Training and Advocacy Information Request**

1. What workshops do you have planned between now and July? (please give dates and locations)
2. Who are you targeting? How will you attract the trainees?
3. How do you plan to engage with them before and after the training?
4. What are your initial thoughts for the programme? (please give draft timetable)
5. Which of you will be delivering the training? Are you involving anyone else (outside the Hub)?
6. What questions/concerns do you have about this session?

**We would be grateful if you could share these details on basecamp (in the Hubs folder) by 18th April 2016.**
APPENDIX 6: Training workshops evaluation questionnaire
TRAINING WORKSHOP EVALUATION QUESTIONNAIRE

City:  
Country:  
Date:  

Please take 5 minutes to evaluate today's training.

1. Are you:

○ female  ○ male  ○ other

2. To which stakeholder group do you feel affiliated?

○ Civil Society  ○ Policymakers (incl. funding)
○ Education (formal, informal)  ○ Research
○ Industry or business  ○ Other: ________________

3. To what extent was attending this workshop worth your time?

○ not at all  ○ slightly  ○ moderate  ○ very  ○ extremely

4. How would you rate each of the following?

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5. How useful have the following topics been to you?

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RRI Tools | Fostering Responsible Research and Innovation
6. What did you like most about this training?

Why?

7. What did you like least about this training?

Why?

8. Which tool(s) presented did you like best?

Why?

9. Which tool(s) presented did you like least?

Why?
10. Please circle ONE rate for each ‘before’ and ‘after’ the training statements:

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<td>b. After the training?</td>
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<td>b) I know how to implement RRI in my daily working environment.</td>
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<td>a. Before the training?</td>
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<td>b. After the training?</td>
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<td>c) I know where to find the appropriate RRI tools and resources.</td>
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</tr>
<tr>
<td>a. Before the training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. After the training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d) More questions according to training concept</td>
<td></td>
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<tr>
<td>a. Before the training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. After the event?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

11. Are you planning to use the information gained in this training?

- ☐ Yes
- ☐ No

If yes, how?

12. Are you planning to use the RRI tools and resources presented in this training?

- ☐ Yes
- ☐ No

If yes, how?
13. Did this training make you change your attitude on RRI?
   ○ Yes          ○ No          ○ Don’t know

   If yes, how?

14. Would you be interested in participating in follow-up trainings:
   ○ Yes          ○ No          ○ Don’t know

15. My general comments and suggestions:

   Thank you for your time!
   Please return this questionnaire to your trainers!