



Learning in Europe
Observatory on National and International Evolution

Leonie Delphi survey
Final report



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Executive summary

The LEONIE project aims at defining scenarios of likely future developments of education and training in Europe over the next ten years. For that purpose the Leonie consortium has conducted preliminary desk research on the issue of change into European learning systems and, on this theoretical basis, it has elaborated an enquiry relying on the Delphi methodology.

This enquiry had the purpose to forecast the likely evolution of education and training in Europe over the next ten years and build consensus among policy makers on the policies reckoned more likely and appropriate to face the challenges brought by the innovation processes that are taking place within education and training systems.

This report illustrates the main features of the Delphi methodology and provides a critical analysis of the Leonie DELPHI survey final outcomes.

The participants of the survey are European experts in the field of Education and training. They were selected by every project partner on the basis of the position they occupy with regards to Education and training development in Europe.

A list of trends of change affecting Education and Training in Europe has been proposed to them. They have been divided into **exogenous/external** trends (i.e. taking place in European politics, technology, economy, and society and having an impact on education and training), and **endogenous/internal** trends, shaping "from inside" the evolution of E&T.

Respondents were required to rate their influence in shaping European learning systems in the future. They had also the option to suggest other possible trends of change.

The second part of the questionnaire dealt with policies affecting European learning systems. In this respect, respondents were requested to indicate, for each of the policies proposed, to what extent they consider them likely to be implemented over the next ten years and to what extent they consider them appropriate for the positive development of the European learning systems.

To sum up, the main findings of the Leonie Delphi survey are as follows:

- The scenario emerging from the answers of the experts, although not definable in an univocal way, is one in which European E&T is more and more plural in a society more and more plural, more attentive to individual needs, and therefore reflecting the diversification of learning and living patterns in Europe, more open to cross-cultural/national initiatives and, finally, more and more evolving in accordance with economic macro-trends such as the rise of the knowledge economy, the internationalisation of exchanges and flexibility of companies and individuals. This last development might also imply the massive entry of market paradigms into E&T, according to respondents.
- in many respects, the results of the 2nd part of the questionnaire (i.e. the one referring to policies) corroborate the ones of the first part (referring to trends), an example of it being the high importance attributed to information technologies within and outside education and training, with relevant implications for the policies to be implement by decision-makers
- the issue of contextualising the trends in a specific time-scale or a defined spatial context or even in a certain segment of European learning systems (education, training, and, at a further level of

granularity, higher education, corporate training...) is fundamental. The experts seems to point out that *one size fits all* hypotheses are not appropriate to tackle a complex issue such as the future evolution of education and training in Europe.

- Nevertheless, political initiatives aimed at spurring the developments of European E&T in the same directions are considered as moderately likely and appropriate, as the outcomes of the second part of the questionnaire show. On the other hand the experts are somehow cautious in attributing high levels of likelihood to policies, in an economic conjuncture in which the average level of investment into education and training is decreasing worldwide.
- In relation to these outcomes, that pinpoint the importance of the dialectic convergence/divergence for the future of European learning system, an interesting issue for the next stage of the project is whether divergence or convergence will prevail in the future.

1. Introduction

The **LEONIE** project, SOCRATES programme-action 6.1 "General activities of observation and analysis" aims at defining scenarios of likely future developments of education and training in Europe over the next ten years. For that purpose the Leonie consortium has conducted preliminary desk research on the issue of change into European learning systems and, on this theoretical basis, it has elaborated an enquiry relying on the Delphi methodology.

In accordance with the overall aims of the Leonie project, this enquiry, addressed to deeply knowledgeable European experts in the field of education and training in the form of a three round questionnaire, had the purpose to:

- forecast the likely evolution of education and training in Europe over the next ten years through the identification the developments in European economy, politics and society affecting learning systems and the major trends and drivers of change internal to European E&T systems
- Build consensus among policy makers on the policies reckoned more likely and appropriate to face the challenges brought by the innovation processes that are taking place within education and training systems.

This report illustrates the main features of the Delphi methodology and provides a critical analysis of the Leonie DELPHI survey final outcomes.

2. The DELPHI Methodology

The DELPHI methodology has been adopted to run the survey, with the aim to gather, through three consecutive rounds of questionnaires, the opinions of European experts in the field of Education and training.

The Delphi process requires that experts consider the issues under investigation and make predictions about future developments. Developed by the Rand Corporation for the U.S. Air Force in the late 1960s, Delphi is a method of forecasting and consensus building based on independent inputs regarding future events.

The Delphi method is therefore dependent upon the judgment of experts. This is a particular strength because, in addition to quantitative factors, predictions connected to policy decisions are influenced by personal preferences and expectations. Delphi forecast methods reflect these personal factors. Furthermore, the respondents are often in a position to influence events and, thus, make their forecasts come true.

The LEONIE Delphi survey utilizes three on-line rounds of questioning, including feedback of earlier-round responses, in order to take advantage of group input while avoiding the biasing effects possible in face-to-face panel deliberations.

In fact, panelists respond anonymously, preventing the identification of a specific opinion with any individual or company. This anonymity also provides the comfort of confidentiality, allowing panelists to freely express their opinions, and enabling previous responses to be revised in subsequent rounds.

The questions proposed in this survey calls for a response in the form of a number or a text option. On the basis of the aggregate outcomes, the IQR (Inter-quartile range) per every item rated by respondents is calculated. The IQR is the range bounded at the low end by the 25th-percentile value, and at the high end by the 75th-percentile value of the aggregate answers. The minor or major extension of the inter quartile range provides an indication of the lower or higher degree of uncertainty among respondents.

The revisions take place when the answers of an expert are diverging compared to those-aggregated-of the other experts, i.e. they are out of the IQR: in this case the expert is requested to review the answers provided in the former round, thus re-entering in the inter-quartile range or confirm their divergent answers and, in this case, explain why.

The results of such a process fed the second round and the third round cycle, in which the aim is to obtain progressively a general convergence of answers (i.e.: the majority of respondents re-positioned themselves within the IQR).

Experts had also the option to suggest trends of change or policies in addition to those proposed in the Delphi questionnaire. Some of them, i.e. those that did not overlap with the ones already included, have been rated by panelists in the following round, therefore enriching the analytical basis of the research.

3. The sample

A list of 262 European experts in the field of Education and training has been elaborated for the survey. Members were selected by every project partner on the basis of the position they occupy with regards to Education and training development in Europe.

Among them, 92 have participated in the first round of the Delphi survey. The following graph illustrates the composition of the sample as far as the field of expertise of respondents is concerned. The respondents' background is mainly related to education and training, whereas the business, research and policy-makers are less represented.

However, a significant percentage of respondents (17%) has declared to belong to more than one field of expertise.

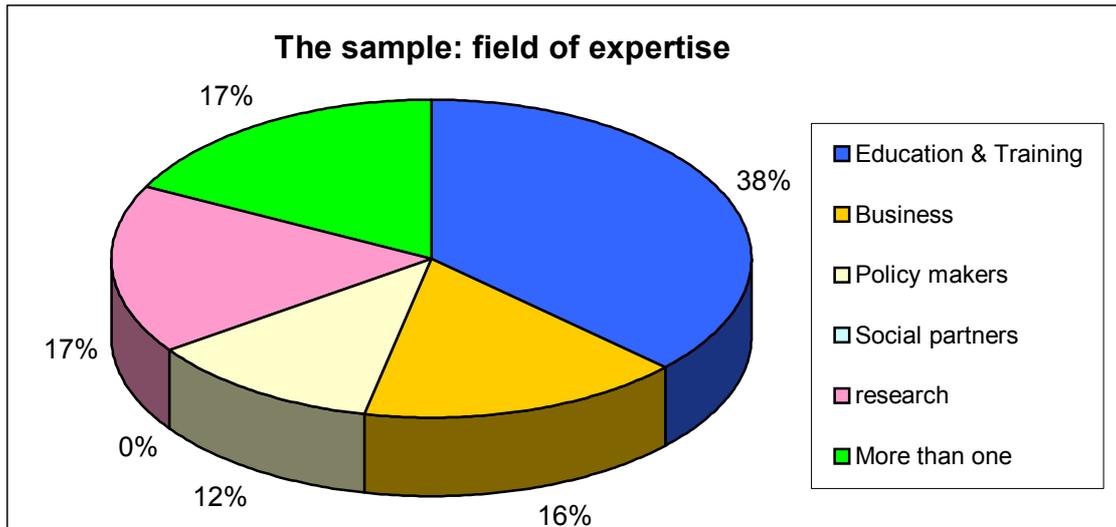


FIG 1

The granularity of the sample in terms of country of origin of respondents is represented in the following graph. With regards to that it is important to point out that all the countries involved in the project are represented, pre-accession countries such as Hungary and Romania being slightly more represented than others.

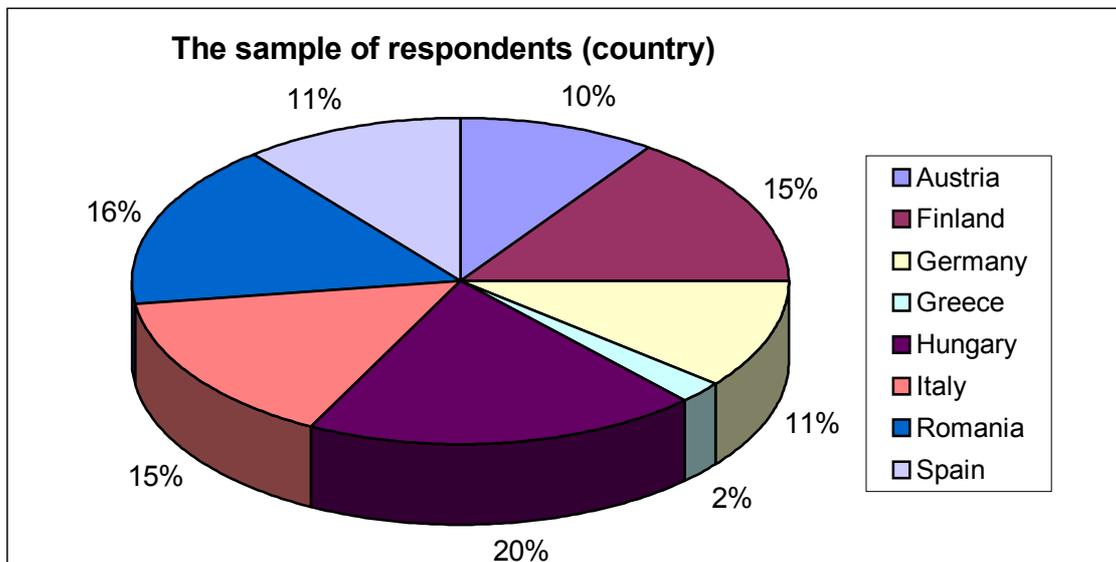


FIG 2

A drop in the participation to the survey has been registered in the second and third round: 35 experts ensure their collaboration during all the stages of the Delphi enquiry, 58 experts took part in second and first round, out of the 92 which have taken part in the first round. This is by some means physiologic, since the willingness to answers of experts, often in strict time constraints, is usually higher at the beginning of the Delphi survey than at its subsequent stages.

4. The outcomes of the research

Before providing an overview of the outcomes of the Delphi survey, it is important to remind the structure of the questionnaire.

Following the preliminary desk research conducted by the Leonie consortium on the issue of change into European learning systems, four driving forces of change external to the European learning system, but with a significant impact on it have been identified, namely **globalisation, shifts in values, the ICT revolution and demographic change**.

In relation to the above-mentioned driving forces, a list of trends of change affecting Education and Training in Europe has been elaborated. They have been divided into **exogenous/external** trends (that is to say taking place in European politics, technology, economy, and society and having an impact on education and training), and **endogenous/internal** trends, shaping "from inside" the evolution of Education and Training in Europe.

Therefore, in its first part, respondents were required to rate, on a scale of one to seven, the influence of several trends of change, both endogenous and exogenous, in shaping the European Education and Training systems over the next ten years. The experts had also the option to consider the trend as not existing and suggest other possible trends of change. Some of the suggestions of respondents, i.e. those that did not overlap with the ones already included, have been rated by the surveyed in the subsequent stage of the enquiry.

The second part of the questionnaire dealt with policies intended to influence education and training over the next 10 years. Respondents have been invited to read a list of policies intended to cope with the changing learning system in Europe and to spur its developments. In this respect, respondents were requested to indicate, for each of the policies proposed:

- a) To what extent they consider them likely to be implemented over the next ten years by the EU and the member states
- b) To what extent they consider them appropriate for the positive development of the European learning systems over the next ten years

4.1 Trends of change affecting European learning systems

The table presented below provides a synoptic representation of the average influence on Education and training of all the trends of change proposed, according to respondents. The trends of change suggested by respondents (displayed in *italic*) and those proposed by the Leonie consortium are ranked together. As mentioned above, trends were subdivided into exogenous and endogenous. Whereas the first column illustrate the relative "ranking" of every trend, the second one shows the Interquartile range of the answers related to every trend. This is an indicator of the remaining degree of uncertainty after that respondents have been requested to converge: the narrower the range it is, the higher is the number of respondents who have chosen the same answer or close answers. ¹

¹ As mentioned above, respondents had also the option to consider a trend as not existing. However, there are few cases in which the surveyed have persisted in indicating a trend as not existing in the subsequent steps of the research. In order to avoid overloading of data the following table, the number of "no trends" have not been included

Exogenous/external trends affecting education and training	Average rating	IQRs
Rise of knowledge economy	5,22	5-6
Internationalisation: growth of international exchanges	5,16	4-6
IT infrastructure: broadband interoperable networks	5,05	4-6
Diffusion of new media	4,93	4-6
Flexibility	4,91	4-6
Polarisation of incomes	4,84	4-6
<i>Reduced security of citizens and workers</i>	4,83	4-6
Digital divide	4,79	4-6
Reduction in welfare provisions	4,77	4-6
Organisational change inside companies	4,71	4-6
Slowdown of economic growth	4,64	4-6
<i>Networking through the web becoming a community power</i>	4,58	4-5
Deregulation	4,45	4-5
New technological perspectives: ubiquitous computing...	4,41	3-6
Outsourcing	4,19	3-5
Persisting high level of unemployment	4,17	3-5
Increasing public-private partnerships	4,16	3-5
Increasingly diversified social patterns	4,16	3-5
Diffusion of multiculturalism	4,12	3-5
New policy agenda, reflecting concerns for security...	3,83	3-5
New actors emerging, e.g NGOs...	3,79	3-5
Mergers and acquisitions on the rise	3,61	3-5
New gender roles attribution and definition	3,60	2-5
<i>Defence by social groups for their equal right to maintain their differences at the same time as achieving equal social achievements</i>	3,48	3-4
Regionalisation: pushes towards localism	3,47	2-5
Increasing financial volatility	3,47	2-5
Crisis of legitimacy of political institutions	3,31	2-5
Change in social structure: rise of middle class vs. elite system	3,30	2-4
Corporate social responsibility	3,18	2-4

Endogenous/internal trends affecting education and training	Average rating	IQRs
Increased integration of formal and informal learning	5,14	4-6
Growing concern for cost-effectiveness of learning provisions	5,07	4-6
Increase of Internet-based materials and products for E&T	5,02	4-6
Learning systems guaranteeing a match between E&T provision	4,97	4-6
Increasing importance of value added services in E&T	4,97	4-6
Diffusions of new learning materials	4,97	4-6
<i>Increasing commodification (marketisation) of education</i>	4,94	4-6
Increasing Local/national/international networking initiatives	4,88	4-6
Increasing number and variety of actors in E&T	4,88	4-6
Shortening educational products/services lifecycles	4,88	4-6
Lifelong learning/continuing E&T diffusion	4,86	4-6
<i>Increasing competitiveness among educational institutions within/outside the EU</i>	4,82	4-6
Structural changes in education institutions	4,79	4-6
Increasing allocation of resources for ICT in learning	4,78	4-5
Quality of learning provisions increasingly important	4,75	4-6
<i>Growing importance of social skills, as structures are eroding and positions no longer last for a lifetime</i>	4,74	4-6
Multiplication of learning occasions/spaces	4,71	4-6
New competence model	4,71	4-6
Loss of central role of school in transmitting culture	4,68	3-6
Increasing importance of evaluation of learning	4,67	4-6
Shift from a teacher/trainer-centred to a learner-centred paradigm	4,67	4-5
Increasing access to E&T by new segments of population	4,59	4-6
Risk of "skills gap" between learners	4,56	4-6
New accreditation schemes and new assessment standards	4,54	4-6
Diffusion of business-oriented models into E&T institutes	4,43	4-5
<i>Collaborative/peer to peer learning expected to spread</i>	4,43	3-5
Increasing personalisation of learning provisions	4,34	4-6
Decrease of public funding in formal education	4,33	3-6
Increasing public-private partnerships in E&T	4,31	4-5
<i>Diffusion of digital portfolios and other learner-driven assessment methods</i>	4,27	3-5
<i>Mobile learning or mobile support to learning. Especially in informal learning areas</i>	4,25	3-5
Rise of teachers and trainers training	4,21	3-6
Policies for broadening access and social inclusion to E&T	4,14	3-5
Growing focus on emotional dimension/motivation of learning	4,12	3-5
Formal education increasingly open to stakeholders	4,03	3-5
Investment on guidance and support services on the rise	4,00	3-5
Less face-to-face communication	3,84	2,5-5
General turnover of teachers and trainers on the rise	3,79	3-5
<i>Decline of the professional and socio-economic status of teaching staff</i>	3,65	3-5
<i>Shift in education from the general to the specialization on the narrow part of any skillhood</i>	3,65	3-5
Increasing duration of compulsory formal education	3,43	3-5
Fewer students per class in compulsory education	3,19	3-4

A quick review of the outcomes related to the exogenous trends of change rated as most influential by the surveyed demonstrate that these are mainly connected to economy (both at macro level and at the level of companies) and technology. The respondents draw a picture of Europe within a highly interdependent world, thanks to the Information technologies and a globalised economy, in which knowledge circulate in *real time* through broadband interoperable networks, thus facilitating the growth of international exchanges, be them economic, cultural² or a mixture of them. One of the key messages arising from these outcomes is that every scenario of education and training will have to be confronted with these contextual forces. However, these forces won't have the same impact on all citizens and individuals, as the high prioritisation of such trends as the "digital divide", "reduction in welfare provision" and "polarisation of incomes" demonstrates. Neither they are perceived as necessarily positive: the high rating of the trend "reduced security of citizens and workers" is a clear demonstration of it.

As far as the endogenous/internal trends of change affecting Education and Training in Europe over the next 10 years are concerned, the average influence of these general trends in shaping E&T is higher than in the case of the exogenous/external trends, as it was foreseeable.

Four most visible set of changes within learning systems have been identified by the participants of the survey:

- the multiplication of learning occasions/spaces/materials (with particular regards to Internet based materials, therefore corroborating the high importance attributed to new technologies in the previous question) associated with related value added services (counselling, tutoring, mentoring...)
- the multi-directional, multi-versus integration of E&T systems (in terms of informal and formal learning, Education, training and labour market...).
- the lifelong learning perspective, that embraces both the aforementioned set of changes taking place within education and training systems
- the entry of market paradigms within education and training (as the trends "Increasing commodification (marketisation) of education", "Growing concerns for cost-effectiveness" and "Increasing competitiveness among educational institutions within/outside the EU"

Fruitful indications may also arise from the analysis of the less prioritised trends. It is interesting to note that the "decrease of public funding into formal education" has not been reckoned as influential, whereas the trend "shrinking of welfare provisions", external to E&T, is among the most important, according to the respondents. Therefore, the image of future learning systems that seems to emerge is one in which, despite a context in which social services are at least partially left to market forces, formal education remains a space for public authorities to play their role, although not impermeable to market logics and approaches.

Another interesting indication coming from the participants of the survey is that such trend as "less face to face communication" has not at all been prioritised even though the role of new technologies has been considered as fundamental. Therefore it has to be assumed that respondents don't see technologies for learning purposes as a source of insulation.

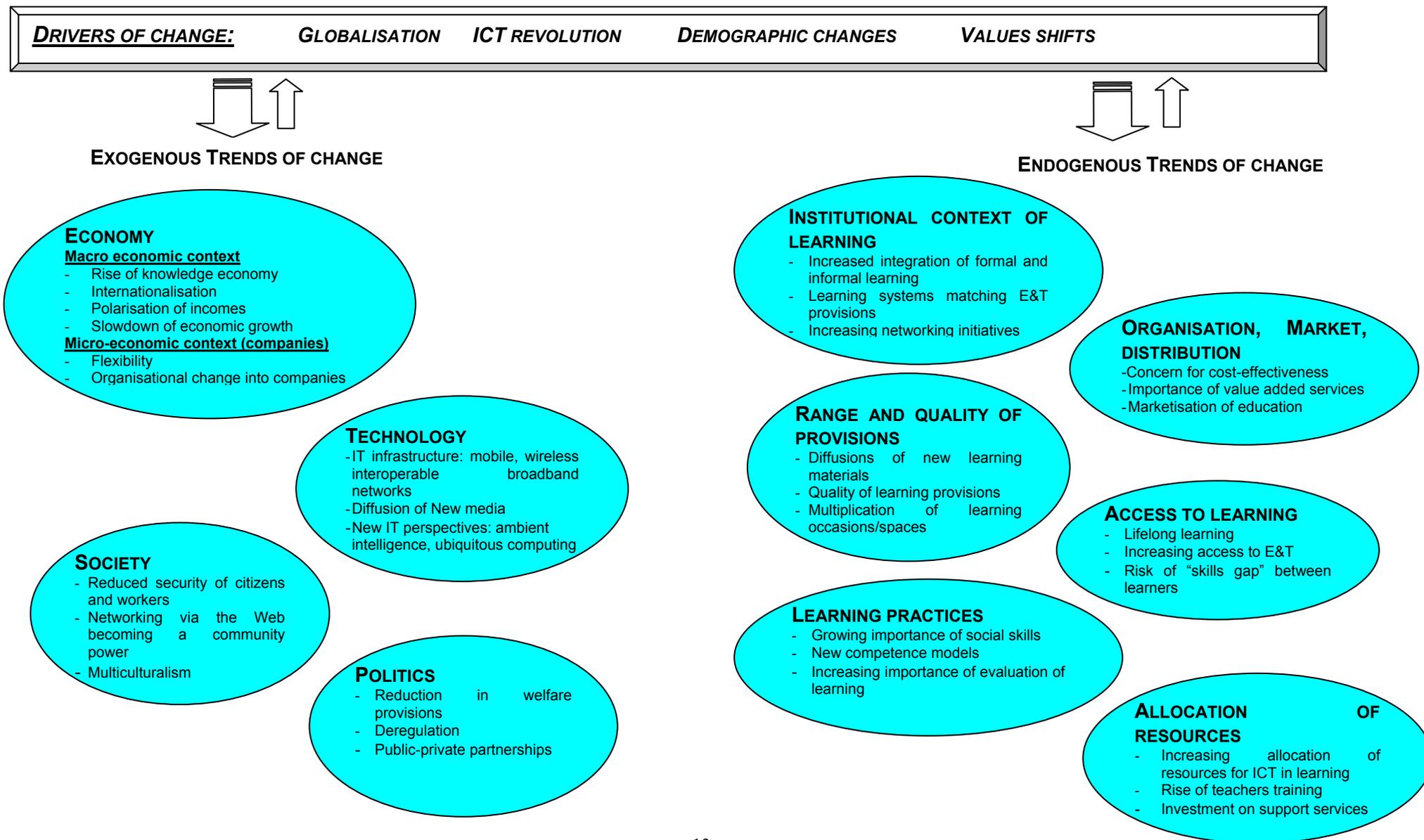
² The cultural dimension of exchanges has been added since the first "societal" trend in the ranking is "diffusion of multiculturalism

The following graph represents an attempt to visualise the outcomes of the Delphi survey as far as the trends of change affecting European learning systems are concerned, in a way consistent with the preliminary desk research on trends and drivers of change. The upper part illustrates the drivers of change, i.e. those forces which are so influential on European learning systems (represented by the set of "endogenous trends" below) as well as European societies, economies, technology and politics (represented by the set of "exogenous trends") that could be considered as "truisms": consequently they have not submitted to the rating of Delphi participants.

The trends of change (both endogenous and exogenous to education and training) rated by the participants to the Delphi survey, have been clustered according to the analytical dimensions identified in the preliminary desk research (Economy, Institutional context of learning, learning practices...). Per every cluster, represented by a "bubble", only the 3-4 trends reckoned as most influential by respondents have been included. The order of the clusters is not neutral: on the whole, the trends belonging mainly to the dimension named "institutional context of learning" have been considered as more influential than the trends related to the dimension "organisation, market and distribution" and so forth.

It might indeed be true that this taxonomic approach could be questioned, or considered too rigid (it is indeed difficult to classify dynamic multi-faceted forces such as trends of change). Nevertheless, one cannot deny that this representation allows appreciating visually the positioning of respondents, after a request to converge, on the key dimensions of change considered. For instance, an element that is observable in the graph is that Delphi panelists consider the evolution of education and training over the next years as being featured by institutional and organisational changes, more than pedagogic ones.

DRIVERS AND TRENDS OF CHANGE AFFECTING EUROPEAN LEARNING SYSTEMS: SYNOPTIC SCHEME



Interesting indications come also from the participants of the different stages of the Delphi survey that have decided to maintain their divergence and have commented their choice.

The set of commentaries can be divided in two parts, on the basis of their different ratio:

- The comments defending a position below the IQR, indicating a lower rating than the one resulting from the aggregate results, or even acknowledging the trend as not existent
- The comments explaining a position above the IQR, indicating a higher rating than the one resulting from the aggregate results

Considering the first set of comments, some of them question the very existence of the trends of change identified and often provide arguments to justify their position. However the most frequent remarks do not discuss the existence of the trend proposed: what is questioned is its influence on education and training or its likelihood to take place over the next years. These last set of comments often propose also different time span (e.g. the next 20-50 years) pointing out dynamics of change taking place at a slower pace than the one identified.

Not only the temporal dimension is questioned, but also the spatial dimension is the object of many commentaries, which argue that in their countries the trend proposed does not exist. These commentaries are either self explanatory (the trend does not exist in their country of origin) or can be interpreted with the fact that the level of expertise of the participants to the research does not cover all of Europe. In general terms, perhaps, not all experts are used to think about trends of change at European scale.

But the issue of contextualisation is important also in another respect: some commentaries are focused on the argument that the proposed trend of change won't take place evenly in the whole of Education and training systems but will affect mainly or solely a segment (education, training, and, at a further level of granularity, higher education, corporate training...)

Furthermore, some comments are aimed at questioning the improper or too vague formulation/description of the trend of change proposed.

Finally, with regards to controversial or critical issues such as the digital divide, broadly debated in the European and national arena, experts often provide also statistical indicators and "hard facts" to corroborate their views.

When it comes to the second set of comments, the "confirmatory" ones, experts express a higher level of agreement than the one emerging from the aggregate results.

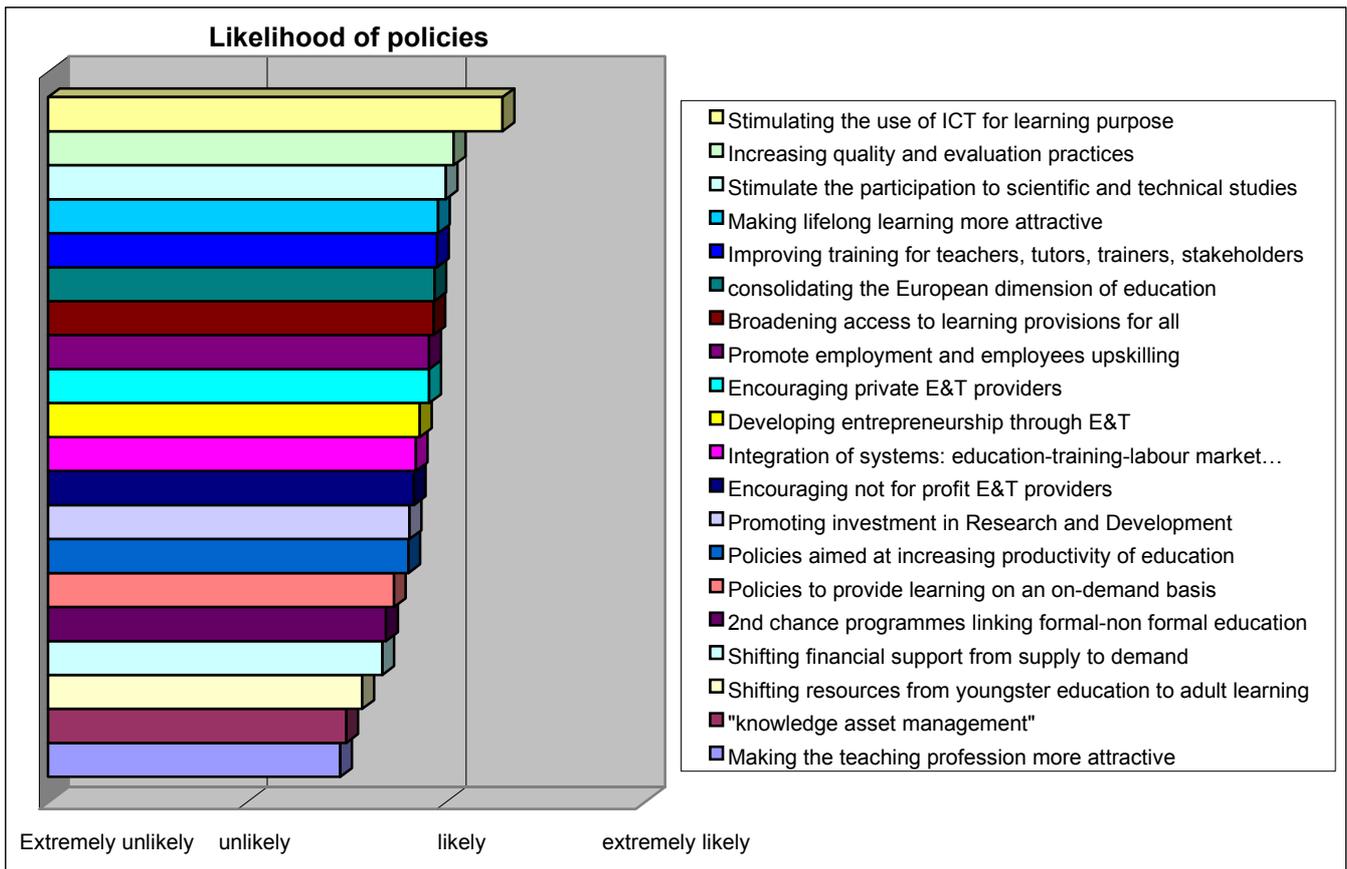
It is important to point out that they represent a minority of commentaries. However, also in these circumstances experts often provide arguments or statistical indicators to corroborate their views.

4.2 Policies intended to cope with changing learning system in Europe

The second part of the questionnaire invited respondents to read a list of policies intended to cope with the changing learning system in Europe and to spur its developments. In this respect, respondents were requested to indicate, for each of the policies proposed:

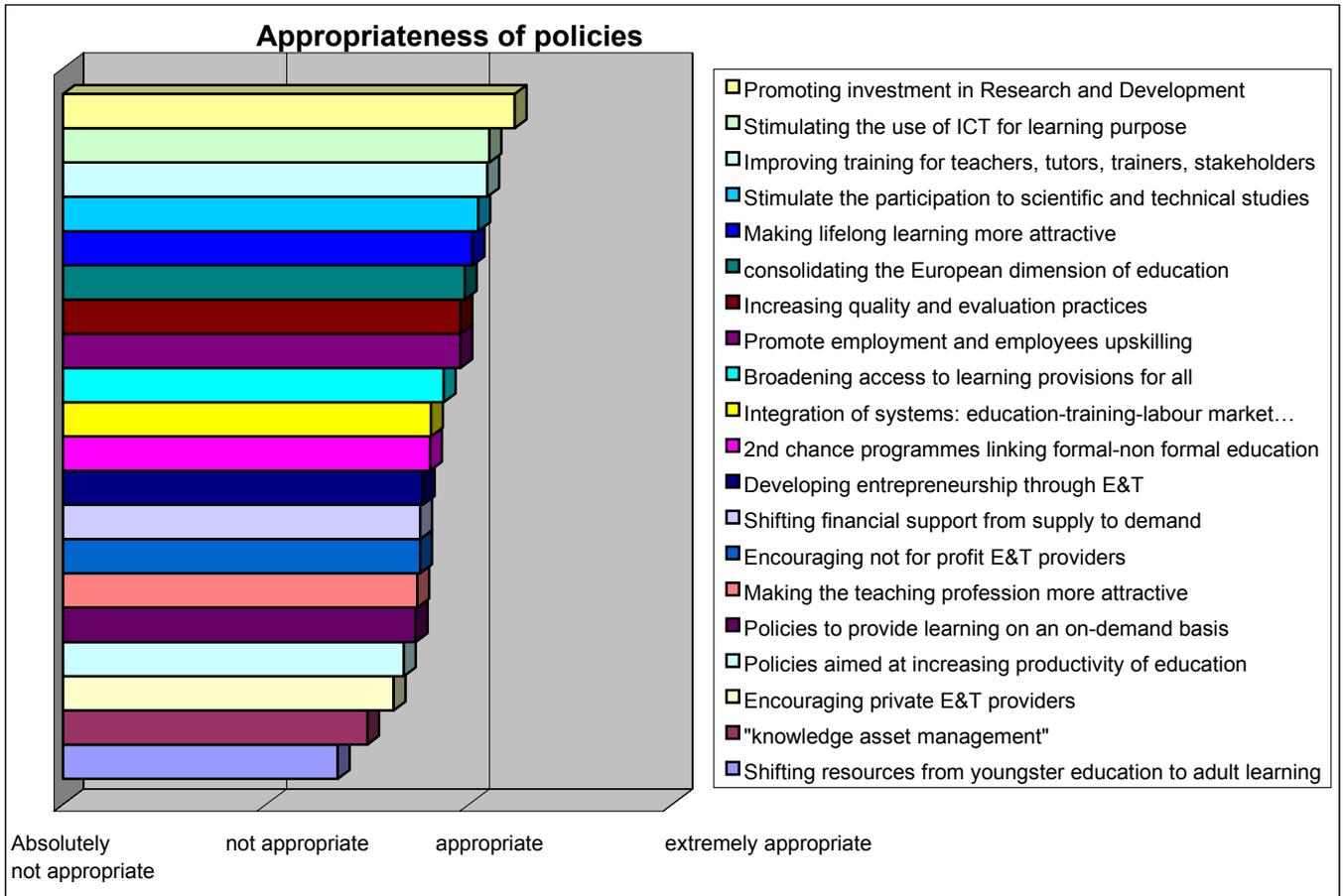
- a) To what extent they consider them likely to be implemented over the next ten years by the EU and the member states
- b) To what extent they consider them appropriate for the positive development of the European learning systems over the next ten years

The graph below illustrates the ranking of policies on the basis of the average likelihood to be implemented over the next 10 years, according to the sample of respondents.



As the data displayed above demonstrate, the surveyed are oriented, in general terms, at indicating a certain level of likelihood of the policies proposed, even though they are cautious in attributing high levels of likelihood. If, on the one hand, none of the policies is considered on the average as extremely unlikely, on the other hand only one of the policies proposed, "Stimulating the use of ICT for learning purpose" has obtained a rating included between "extremely likely" and "likely". The majority of the others policies reach a rating very close to "Likely" whereas two policies, "shifting resources from young people to adult education" and "making the teaching profession more attractive" are in a kind of "grey zone" between the options "likely and unlikely". The full set of results, including IQRs, is reported in the annex.

The graph below refers to the average level of appropriateness of the policies proposed for the positive development of the European learning systems over the next ten years.



As far as the appropriateness of policies is concerned, similar considerations could be done. The participants to the survey are oriented, in general terms, at reckoning the policies proposed as moderately appropriate.

Nonetheless, there are significant nuances. Considering the aggregate results, as far as the policy "Shifting resources from young people education to adult learning" is concerned, the experts have considered its appropriateness as relatively low. All the other policies are in the region comprised between "not appropriate" and "appropriate" with a tendency toward this second option. The policies "promoting investment in R&D" and "Stimulating the use of ICT for learning purpose" position themselves at the higher level of the ranking, between the option "appropriate" and "extremely appropriate".

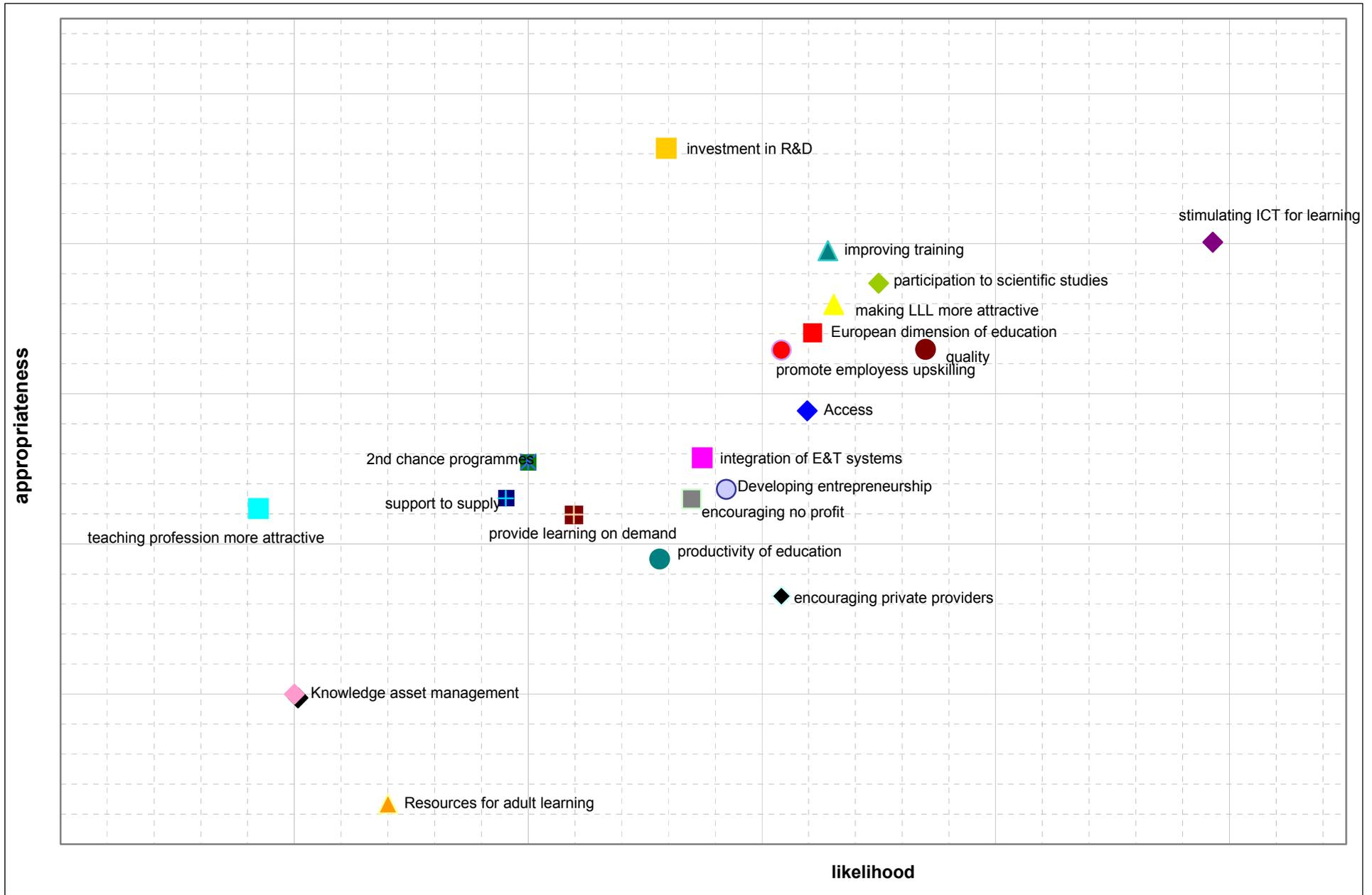
In general terms, the rankings of policies as far as their likelihood to be implemented and appropriateness are concerned present some similarities.

A possible interpretation is that there are basic policies, substantially not controversial, such as "Stimulating the use of ICT for learning purpose" or "Making Lifelong learning more attractive" considered so "desirable" that somehow are perceived also likely to take place.

On the other hand, such policies as "Promoting investments in research and development" are reckoned as extremely appropriate but moderately likely. In this case one could argue that some policies could be perceived as more controversial, since they imply, for instance, a complex set of

political choices or substantial obstacles related to their implementation. Therefore the desirability factor is not strictly related to the likelihood one.

The graph below provides a cross tabulation of the average level of appropriateness and likelihood of policies, and confirm, in general terms, that high averages levels of likelihood correspond to high level of appropriateness, with the above mentioned exceptions.



5. Conclusions

To sum up, the main findings of the Leonie Delphi survey are as follows:

- The scenario emerging from the answers of the experts, although not definable in an univocal way, is one in which European education and training is more and more plural in a society more and more plural, more attentive to individual needs, and therefore reflecting the diversification of learning and living patterns in Europe, more open to cross-cultural/national initiatives and, finally, more and more evolving in accordance with economic macro-trends such as the rise of the knowledge economy, the internationalisation of exchanges and flexibility of companies and individuals. This last development might also imply the massive entry of market paradigms into E&T, according to respondents.
- in many respects, the results of the 2nd part of the questionnaire (i.e. the one referring to policies) corroborate the ones of the first part (referring to trends), an example of it being the high importance attributed to information technologies within and outside education and training, with relevant implications for the policies to be implement by decision-makers (stimulate the use of ICT for learning, broadening access...).
- the issue of contextualising the trends in a specific time-scale or a defined spatial context or even in a certain segment of European learning systems (education, training, and, at a further level of granularity, higher education, corporate training...) is fundamental. The experts seems to point out that *one size fits all* hypotheses are not appropriate to tackle a complex issue such as the future evolution of education and training in Europe. Different trends in different countries are taking place at a different speed and at different institutional levels: the variable geometry of European learning systems is therefore confirmed.
- Nevertheless, political initiatives aimed at spurring the developments of European E&T in the same directions are considered as moderately likely and appropriate, as the outcomes of the second part of the questionnaire show. On the other hand the experts are somehow cautious in attributing high levels of likelihood to policies, in an economic conjuncture in which the average level of investment into education and training is decreasing worldwide.
- In relation to these outcomes, that pinpoint the importance of the dialectic convergence/divergence for the future of European learning system, an interesting issue for the next stage of the project is whether divergence or convergence will prevail in the future.

ANNEX. Likelihood and appropriateness of policies: averages and IQRs

Policies likelihood	Average	IQR
Policies aimed at consolidating the European dimension of education: promoting mobility, a European qualification framework...	2,94	3-3
Policies related to the integration of systems: education-training, education-labour market-broader society, formal and informal learning...	2,85	3-3
Policies aimed at making lifelong learning more attractive	2,98	3-3
Policies aimed at making the teaching profession more attractive	2,48	2-3
Policies aimed at stimulating the use of ICT for learning purpose	3,29	3-4
Policies aimed at increasing quality and evaluation practices at all levels	3,04	3-3
Policies aimed at increasing productivity of education	2,81	2-3
Policies aimed at broadening access to learning provisions for all	2,94	3-3
Shifting financial support from supply (E&T institutions) to demand (learners and their families)	2,69	2-3
Encouraging the emergence and consolidation of private Education & Training providers (companies)	2,94	3-3
Encouraging the emergence and consolidation of not for profit Education & Training providers (NGOs, local communities...)	2,84	2-3
Shifting resources from young people education to adult learning	2,58	2-3
Developing entrepreneurship through education and training	2,88	3-3
Changing the "social policy approach" to a "knowledge asset management" policy approach dealing with the rural, handicapped, etc's communities education problems	2,52	2-3
Policies to promote employment and employees upskilling for the knowledge society	2,92	3-3
Policies to provide learning on an on-demand basis	2,75	2-3
2nd chance programmes etc. linking formal and non formal education	2,71	3-3
Improving training for teachers, tutors, trainers and education stakeholders	2,96	3-3
Stimulate the participation to scientific and technical studies	3,01	3-3
Promoting investment in Research and Development	2,83	3-3

Legend:

- 0 No opinion
- 1 Extremely unlikely
- 2 Unlikely
- 3 Likely
- 4 Extremely likely

Policies appropriateness	Average	IQR
Policies aimed at consolidating the European dimension of education: promoting mobility, a European qualification framework...	2,98	3-3
Policies related to the integration of systems: education-training, education-labour market-broader society, formal and informal learning...	2,81	3-3
Policies aimed at making lifelong learning more attractive	3,02	3-3
Policies aimed at making the teaching profession more attractive	2,79	3-3
Policies aimed at stimulating the use of ICT for learning purpose	3,10	3-3
Policies aimed at increasing quality and evaluation practices at all levels	2,96	3-3
Policies aimed at increasing productivity of education	2,71	2-3
Policies aimed at broadening access to learning provisions for all	2,91	3-3
Shifting financial support from supply (E&T institutions) to demand (learners and their families)	2,76	2-3
Encouraging the emergence and consolidation of private Education & Training providers (companies)	2,63	2-3
Encouraging the emergence and consolidation of not for profit Education & Training providers (NGOs, local communities...)	2,76	2-3
Shifting resources from young people education to adult learning	2,37	2-3
Developing entrepreneurship through education and training	2,78	3-3

Policies appropriateness	Average	IQR
Changing the "social policy approach" to a "knowledge asset management" policy approach dealing with the rural, handicapped, etc's communities education problems	2,52	2-3
Policies to promote employment and employees upskilling for the knowledge society	3,00	3-3
Policies to provide learning on an on-demand basis	2,79	2-3
2nd chance programmes etc. linking formal and non formal education	2,82	3-3
Improving training for teachers, tutors, trainers and education stakeholders	3,13	3-3
Stimulate the participation to scientific and technical studies	3,05	3-3
Promoting investment in Research and Development	3,26	3-4

Legend:

0 No opinion

1 Absolutely not appropriate

2 Not appropriate

3 Appropriate

4 Extremely appropriate