JANUARY 2018

CREATIVE PROBLEM SOLVING IN SCHOOLS

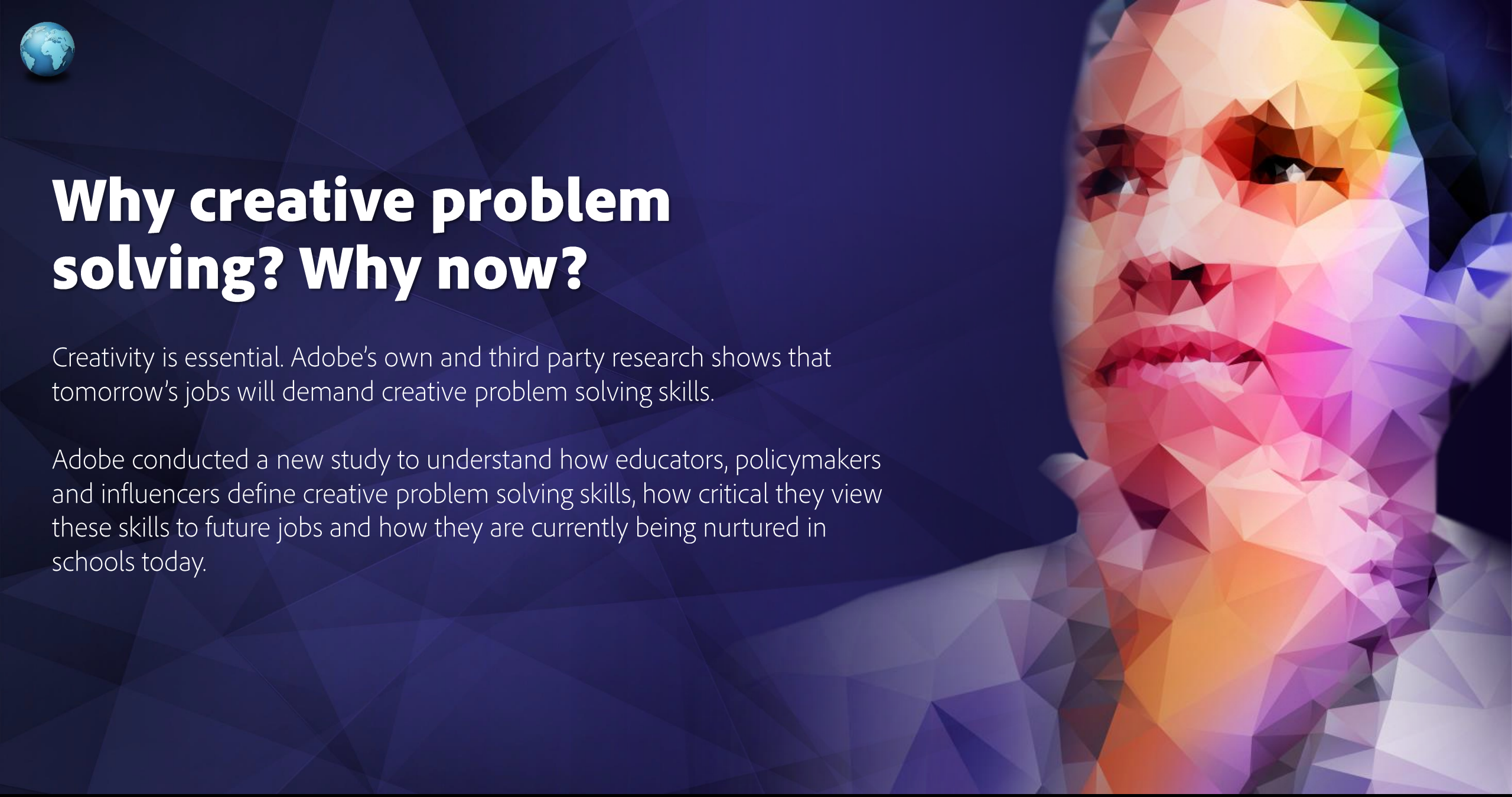
Essential Skills Today's Students Need for Jobs in Tomorrow's Age of Automation

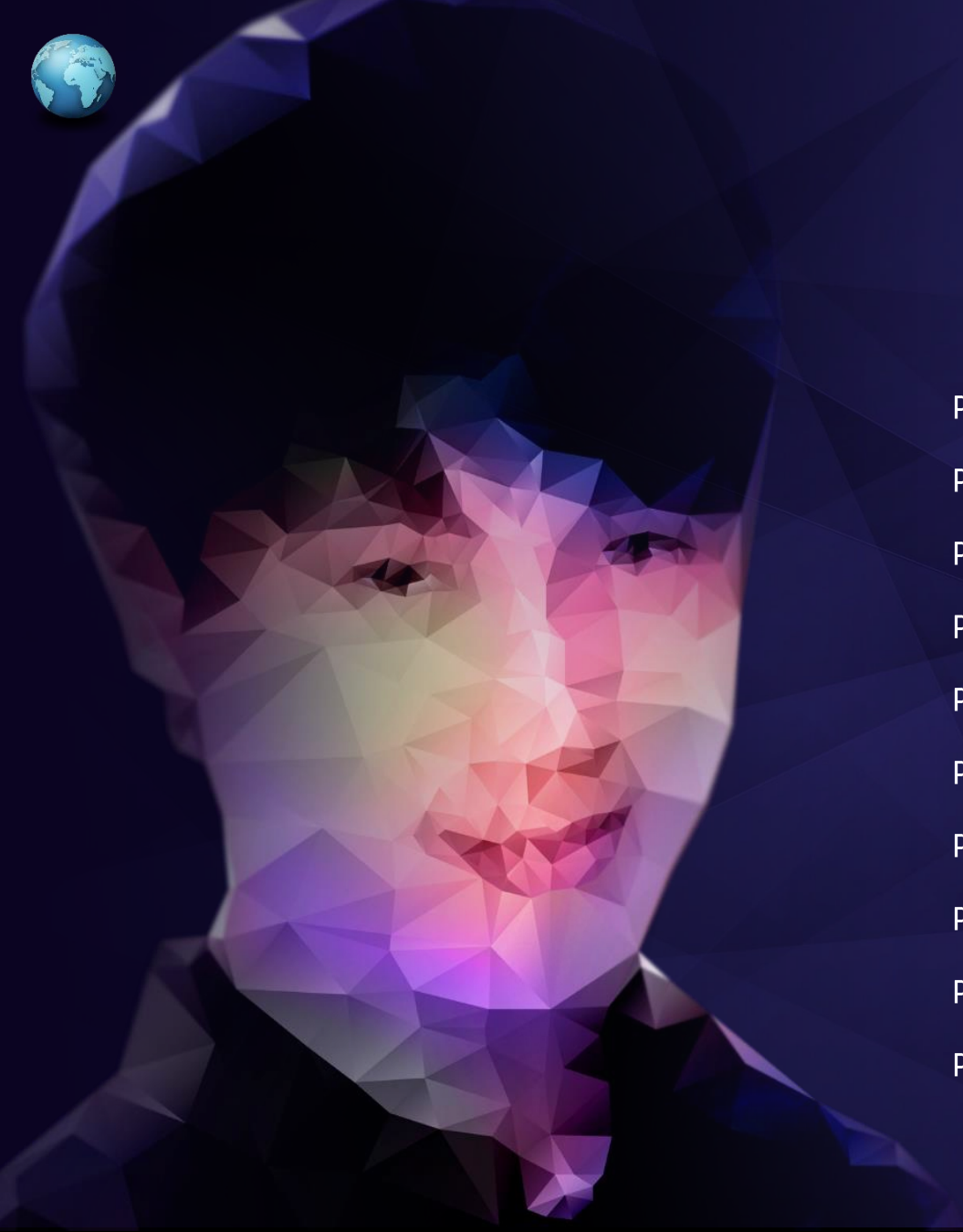
A global study fielded by Adobe

Why creative problem solving? Why now?

Creativity is essential. Adobe's own and third party research shows that tomorrow's jobs will demand creative problem solving skills.

Adobe conducted a new study to understand how educators, policymakers and influencers define creative problem solving skills, how critical they view these skills to future jobs and how they are currently being nurtured in schools today.





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Methodology

How	Who	How Many	When
ONLINE SURVEY	**EDUCATORS** Primary/Secondary (students ages 11-18) and Post-Secondary teachers, instructors and professors in the **UNITED STATES** (US), the **UNITED KINGDOM** (UK), **GERMANY** (DE) and **JAPAN** (JP).	n=1,600 Educators MOE = +/- 2.5% (n=400 per market, split n=200 Primary/Secondary (students ages 11-18) and n=200 Post-Secondary per market)	Oct 2017
	POLICYMAKERS and INFLUENCERS Those working in roles that directly or indirectly influence education policy in the United States (US), the United Kingdom (UK), Germany (DE) and Japan (JP).	n=400 Policymakers and Influencers MOE = +/- 4.9% (n=100 per market)	

EDUCATORS

POLICYMAKERS & INFLUENCERS

Executive Summary

Executive summary

Adobe believes that creative problem solving skills are essential for today's students to learn in school to prepare them for their future jobs in tomorrow's age of automation. This belief is based on the following research findings:

Insight	Supporting Data Point
Creative problem solving is critical to students' future career success in an age of automation.	74% of educators and 76% of policymakers and influencers say professions that require creative problem solving are less likely to be impacted by automation.
However, creative problem solving is not emphasized enough in schools today.	69% of educators and 61% of policymakers and influencers say today's curricula does not place enough emphasis on creative problem solving.
The barriers to teaching creative problem solving in schools today are wide-ranging – from budgets to outdated testing requirements.	Educators say top barriers include: lack of time to create (79%); lack of educator training (77%); lack of student access to software – both at home and at school (73%); and outdated testing requirements (72%).
Current policies are also not always working in favor of educators and students.	72% of educators and 62% of policymakers and influencers say that current education policies hurt more than help educators' ability to nurture creative problem solving.
There are many ways – small and large – to nurture creative problem solving – from new projects to structural changes.	Educators say top solutions include: more professional development (85%); revising testing requirements (76%); more budget for technology (75%); more local control of curricula (73%); and prioritizing technology access for underprivileged students (71%).
Adobe is committed to working with educators, policymakers and the broader industry to help students develop critical skills to prepare for the future workforce.	Four in five educators familiar with Adobe Creative Cloud believe it could help develop students' creative problem solving skills both inside and outside the classroom (81% and 80%, respectfully).

Defining creative problem solving

We asked educators, policymakers and influencers to talk to us about creative problem solving based upon the following definition:

Creative problem solving is the process of redefining problems and opportunities, coming up with new, innovative responses and solutions, and then taking action.

INSIGHT 1

Creative problem solving is critical to students' future career success in an age of automation

- Studies from several third parties, including the US Department of Education, World Economic Forum and Bloomberg show that tomorrow's jobs will demand creative problem solving skills.
- Educators, policymakers and influencers feel creative problem solving is important for students to learn to prepare them for higher-earning job opportunities in the future that are less likely to be impacted by automation.
- Of the global markets surveyed, the most important creative problem solving skills for students to learn in school today are:

1. Independent learning
2. Learning through success and failure
3. Working within diverse teams
4. Self-expression and dialogue
5. Persistence, grit and entrepreneurial spirit
6. Accepting challenges and taking risks
7. Conflict management and argumentation
8. Innovative thinking

INSIGHT 2

However, creative problem solving is not emphasized enough in schools today

- Educators, policymakers and influencers worldwide agree that there is not enough emphasis on creative problem solving in today's curricula.
- Both audiences believe that creative problem solving should be integrated across all courses; however, it currently does not play a frequent role in the classroom.
- There is a lack of emphasis on all of the most important creative problem solving skills in curricula today.

INSIGHT 3

The barriers to teaching creative problem solving in schools today are wide-ranging, from budgets to outdated testing requirements

- When asked what the main barriers were to nurturing creative problem solving skills in the classroom, educators cited several, including a lack of time to create and outdated standardized testing requirements.
- School budget restrictions and a lack of educator training and professional development opportunities also keep educators from getting the knowledge and training they need to develop students' creative problem solving skills.
- Many educators do not have the tools, knowledge and training they need to nurture creative problem solving.

INSIGHT 4

Current policies are also not always working in favor of educators and students

- Educators, policymakers and influencers think current education policies hurt more than help educators' ability to nurture creative problem solving.
- In fact, both audiences feel that education policies for nurturing creative problem solving have not improved over the past five years.
- Education audiences say we need to integrate creative problem solving into current curricula and reform curricula to better nurture these skills.

INSIGHT 5

There are many ways – small and large – to nurture creative problem solving, from new projects to structural changes

School administrations and all levels of government can play a role in enhancing creative problem solving in today's classrooms:

REVISITING STANDARDS

Revisiting standardized testing requirements

REFOCUSING CONTROL

Encouraging more local control of curriculum and educator control over lessons

INCREASING TRAINING

Providing more educator training and professional development opportunities

FUNDING TECHNOLOGY

Allocating budget to ensure access to technology at school and at home

BRIDGING THE GAPS

While technology alone is not the answer, it plays a key role. Adobe is committed to working with educators, policymakers and the broader industry to help students develop the critical skills to prepare for the future workforce

- Educators are interested in various potential Adobe Education initiatives to help foster creative problem solving, such as offering free lesson plans and "case studies" for educators.
- Both audiences believe that Adobe Creative Cloud could help nurture creative problem solving inside and outside the classroom.
- Specifically, educators say that Adobe Creative Cloud would be effective in helping students develop each of the most important creative problem solving skills.
- Compared to educators overall, those who have used Adobe Creative Cloud report that their students are more prepared to use creative problem solving skills in their future jobs.

> *Adobe Creative Cloud could encourage students to be more independent and help them learn more important skills that could help them build a great career.*
> –US Educator, Higher Ed

Creative problem solving by country

Regional differences

UNITED STATES	UNITED KINGDOM	GERMANY	JAPAN
Most frustrated with current education policies and standardized testing requirements.	Very frustrated with standardized testing requirements.	Educators have the greatest difficulty integrating curricula changes.	Greatest need for tools, training and knowledge to foster creative problem solving.
Most likely to feel there is not enough emphasis on creative problem solving in today's curricula.	Especially interested in encouraging local control over curricula.	Slightly less access to technology than the US and UK; access to software and hardware are major barriers.	Strong interest in case studies and free lesson plans on using Adobe Creative Cloud.
Most likely to feel that education policies hurt educators' ability to nurture creative problem solving.		Greatest need for more budget for educator training.	College entrance tests are especially influential.

United States

STATE OF CREATIVE PROBLEM SOLVING

There is not enough emphasis on creative problem solving

84% **68%**

Education policies mostly hurt educators' ability to nurture creative problem solving

80% **61%**

I don't have the _____ I need to nurture creative problem solving

Tools **47%**

Knowledge/Training **76%**

EDUCATORS

POLICYMAKERS & INFLUENCERS

TOP CREATIVE PROBLEM SOLVING SKILLS

1. Learning through success and failure
2. Working within diverse teams
3. Independent learning
4. Accepting challenges and taking risks
5. Innovative thinking
6. Processing and investigating
7. Persistence, grit and entrepreneurial spirit
8. Leadership and delegation

TOP BARRIERS TO CREATIVE PROBLEM SOLVING

1. Lack of time to create
2. Outdated standardized testing requirements
3. Lack of student access to software at home
4. Lack of educator training for new software

TOP SOLUTIONS FOR CREATIVE PROBLEM SOLVING

1. Additional professional development for educators
2. More parent support creating creative problem solving environments
3. Prioritizing access to technology for underprivileged students
4. Revisiting standardized testing requirements

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United Kingdom

STATE OF CREATIVE PROBLEM SOLVING

There is not enough emphasis on creative problem solving

72% **54%**

Education policies mostly hurt educators' ability to nurture creative problem solving

74% **60%**

I don't have the _____ I need to nurture creative problem solving

Tools **53%**

Knowledge/Training **52%**

EDUCATORS

POLICYMAKERS & INFLUENCERS

TOP CREATIVE PROBLEM SOLVING SKILLS

1. Independent learning
2. Learning through success and failure
3. Accepting challenges and taking risks
4. Innovative thinking
5. Working within diverse teams
6. Persistence, grit and entrepreneurial spirit
7. Self-expression and dialogue
8. Processing and investigating

TOP BARRIERS TO CREATIVE PROBLEM SOLVING

1. Lack of time to create
2. Lack of educator training for new software
3. Outdated standardized testing requirements
4. Lack of student access to software at home

TOP SOLUTIONS FOR CREATIVE PROBLEM SOLVING

1. Additional professional development for educators
2. Allocating more budget to schools for technology
3. Encouraging more local control of curricula
4. Prioritizing access to technology for underprivileged students

Adobe

Germany

STATE OF CREATIVE PROBLEM SOLVING

There is not enough emphasis on creative problem solving

72% **69%**

Education policies mostly hurt educators' ability to nurture creative problem solving

66% **64%**

I don't have the _____ I need to nurture creative problem solving

Tools **53%**

Knowledge/Training **49%**

TOP CREATIVE PROBLEM SOLVING SKILLS

1. Independent learning
2. Self-expression and dialogue
3. Working within diverse teams
4. Conflict management and argumentation
5. Learning through success and failure
6. Persistence, grit and entrepreneurial spirit
7. Innovative thinking
8. Accepting challenges and taking risks

TOP BARRIERS TO CREATIVE PROBLEM SOLVING

1. Lack of educator training for new software
2. Lack of access to software in classrooms
3. Lack of time to create
4. Lack of access to hardware in classrooms

TOP SOLUTIONS FOR CREATIVE PROBLEM SOLVING

1. Allocating more budget to schools for technology
2. Additional professional development for educators
3. Revisiting standardized testing requirements
4. Local implementation of federal changes in digital capability programs

 **EDUCATORS**

 **POLICYMAKERS & INFLUENCERS**

Adobe

Japan

STATE OF CREATIVE PROBLEM SOLVING

There is not enough emphasis on creative problem solving

EDUCATORS	POLICYMAKERS & INFLUENCERS
49%	53%

Education policies mostly hurt educators' ability to nurture creative problem solving

EDUCATORS	POLICYMAKERS & INFLUENCERS
68%	61%

I don't have the _____ I need to nurture creative problem solving

	EDUCATORS
Tools	79%
Knowledge/Training	71%

TOP CREATIVE PROBLEM SOLVING SKILLS

1. Learning through success and failure
2. Independent learning
3. Self-expression and dialogue
4. Working within diverse teams
5. Persistence, grit and entrepreneurial spirit
6. Accepting challenges and taking risks
7. Conflict management and argumentation
8. Processing and investigating

TOP BARRIERS TO CREATIVE PROBLEM SOLVING

1. Lack of time to create
2. Lack of educator training for new software
3. Lack of access to software in classrooms
4. Lack of access to hardware in classrooms

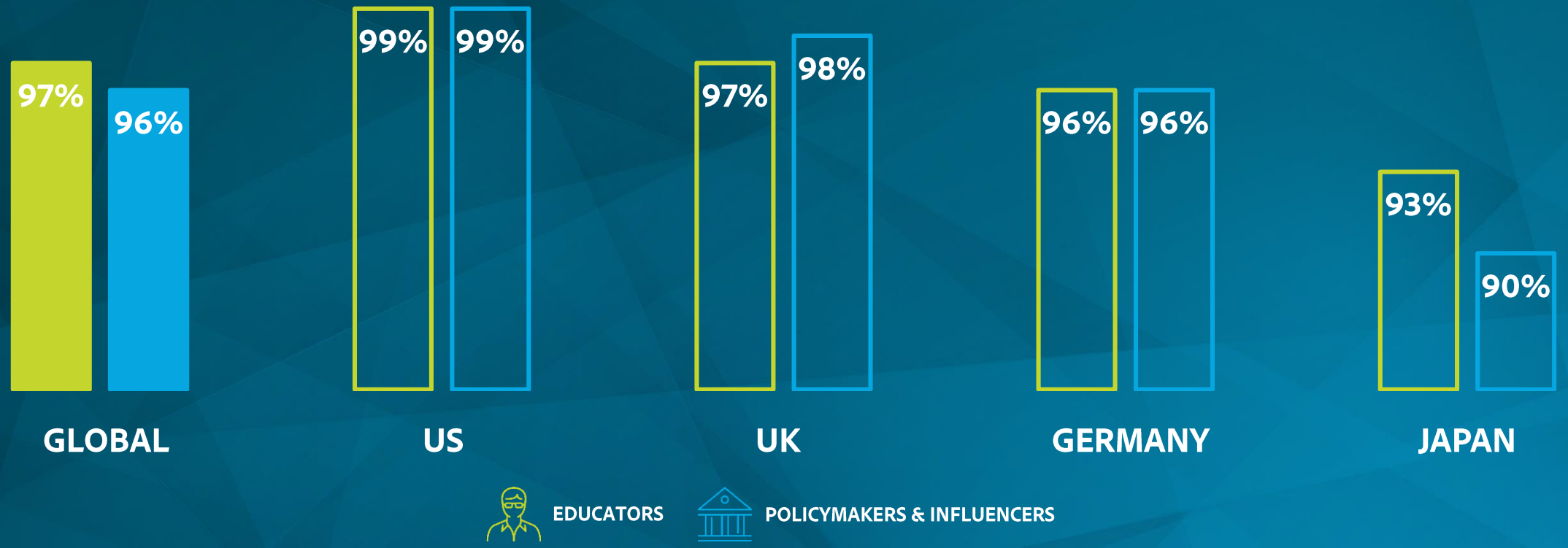
TOP SOLUTIONS FOR CREATIVE PROBLEM SOLVING

1. Additional professional development for educators
2. Encouraging more local control of curricula
3. College entrance tests
4. Revisiting standardized testing requirements

Creative problem solving skills are critical in the age of automation

Educators, policymakers and influencers agree that creative problem solving is important for students to learn in school

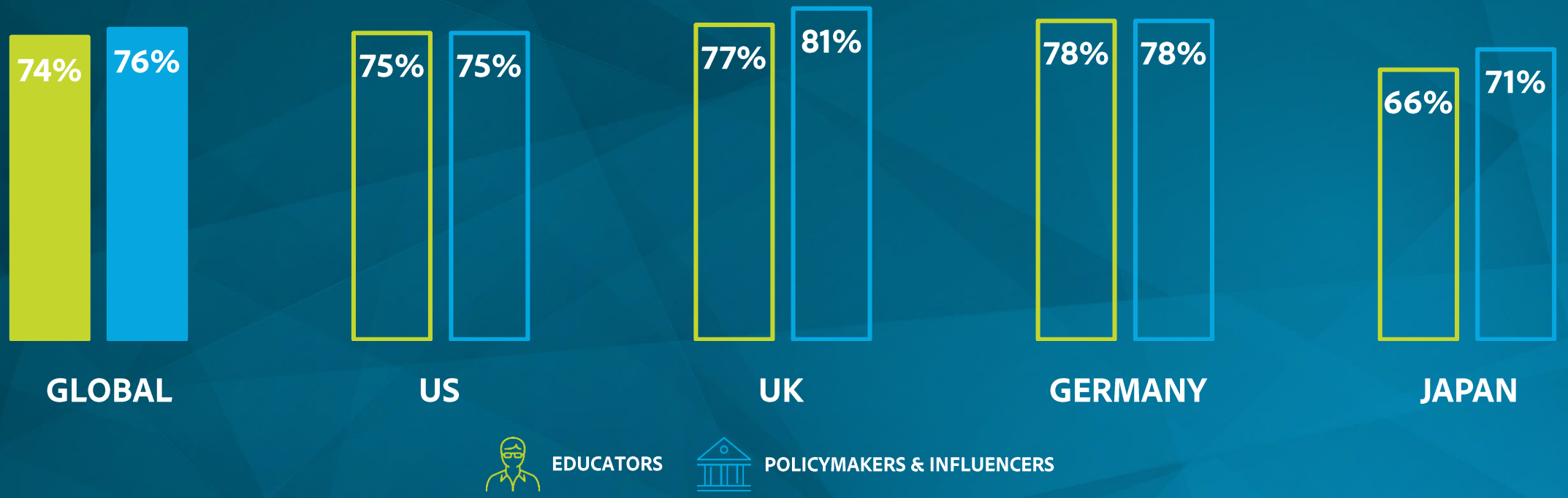
It is **IMPORTANT** for students to learn creative problem solving skills in school



Q1: How important is it for students to learn creative problem solving skills in school? Shown: Top 2 Box (Important)

Educators say today's students need to develop creative problem solving skills to prepare for careers in the age of automation

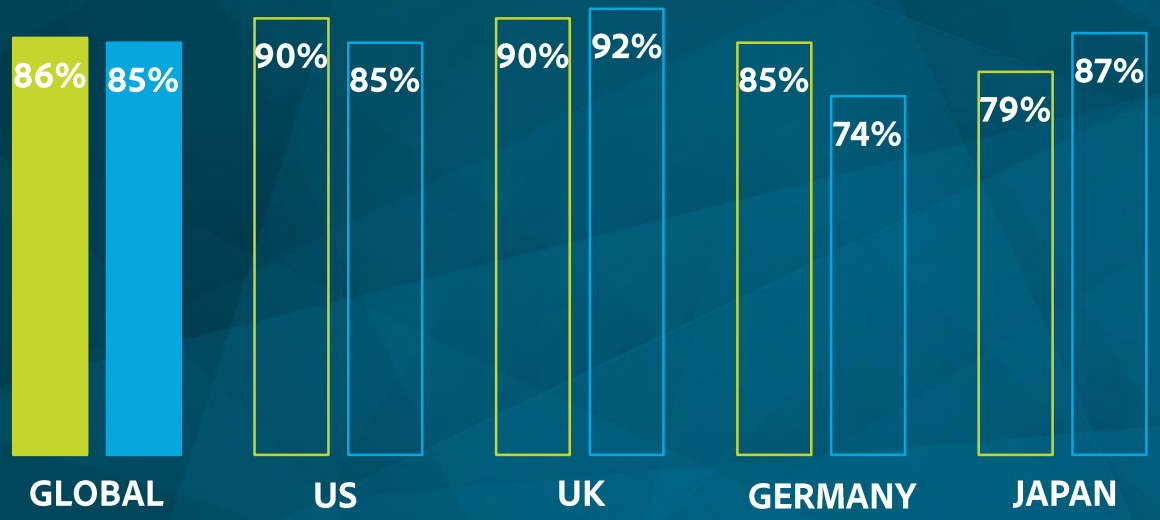
Professions that require creative problem solving are **LESS LIKELY TO BE IMPACTED BY AUTOMATION** in the future



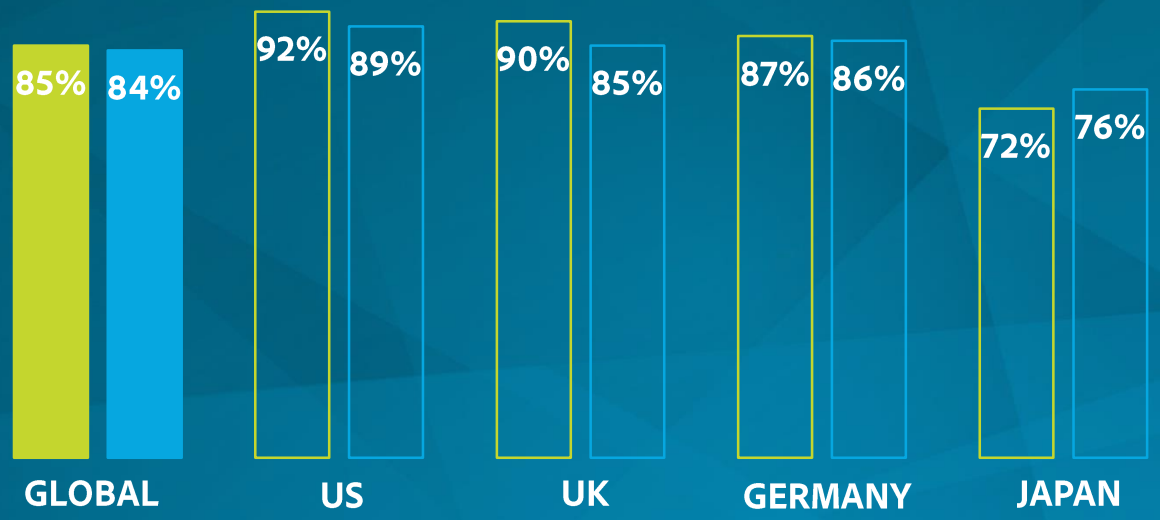
Q8: How much do you agree or disagree with the following statements? Shown: Top 2 Box (Agree)

Creative problem solving skills have tangible benefits for students' career success after school

Students who excel at creative problem solving will have **HIGHER-EARNING JOB OPPORTUNITIES** in the future



Creative problem solving skills are in high demand by today's employers for **SENIOR LEVEL/HIGHER-PAYING CAREERS**



EDUCATORS

POLICYMAKERS & INFLUENCERS

Q8: How much do you agree or disagree with the following statements? Shown: Top 2 Box (Agree)

Educator perspective

> *Make students do more practical lessons which include team building and creative thinking which leads to a lot of skills being learned.*
>
> –UK Educator, Secondary

> *First of all, you should demonstrate the possibilities of creative problem solving on very different examples and then ask the students corresponding tasks and gradually increase the complexity.*
>
> –German Educator, Secondary

Resourcefulness, communication, collaboration and abstract thinking skills are critical to creative problem solving

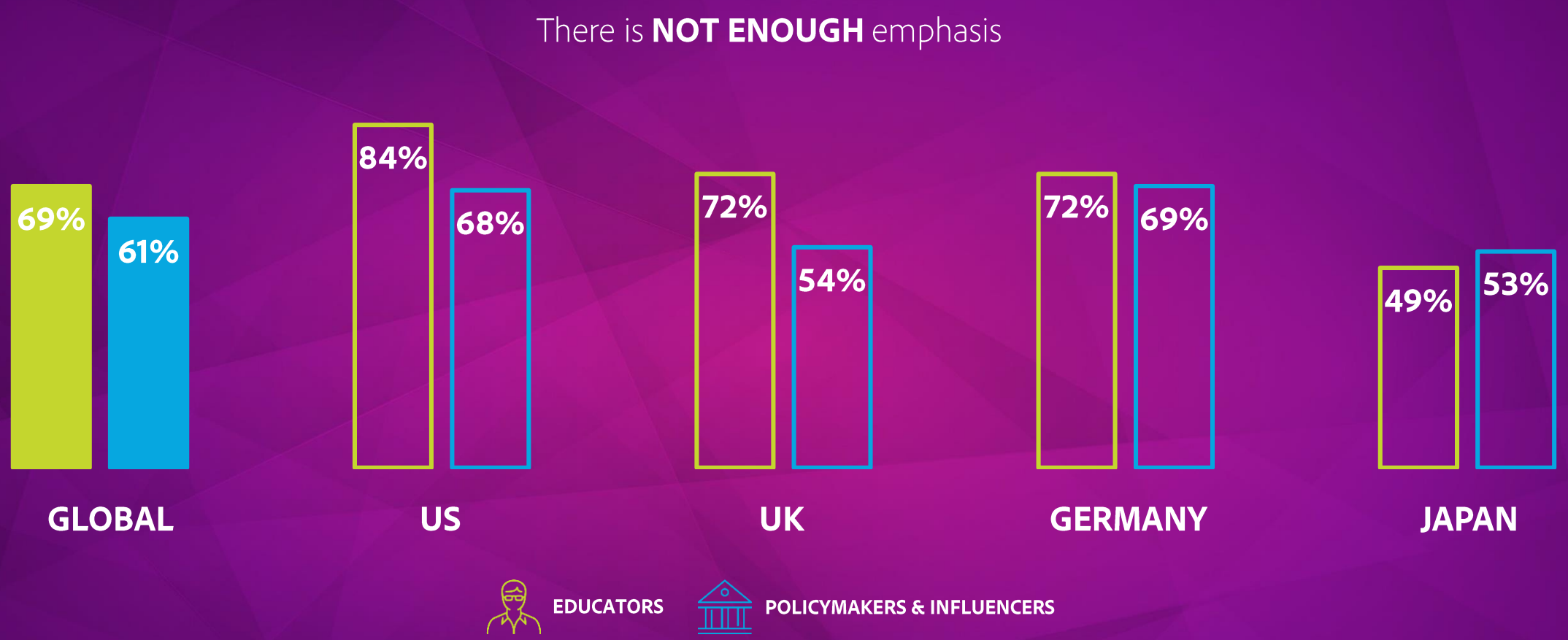
Most important skills to learn in school

GLOBAL		EDUCATORS	POLICYMAKERS and INFLUENCERS
1	Independent learning	67%	56%
2	Learning through success and failure	61%	64%
3	Working within diverse teams	60%	55%
4	Self-expression and dialogue	57%	57%
5	Persistence, grit and entrepreneurial spirit	55%	49%
6	Accepting challenges and taking risks	55%	51%
7	Conflict management and argumentation	52%	51%
8	Innovative thinking	48%	55%

Q4: How important is it for students to learn each of the following skills in school today? Shown: Rank Top 8, Top Box Only (Very Important) NOTE: Top 8 skills determined by ranking the average score of each skill among global educators, policymakers and influencers; Top skills are shown ranked in order of global educators scores.

Creative problem solving skills are not being nurtured in schools today

Both educators, policymakers and influencers agree that there is not enough emphasis on creative problem solving in today's curricula



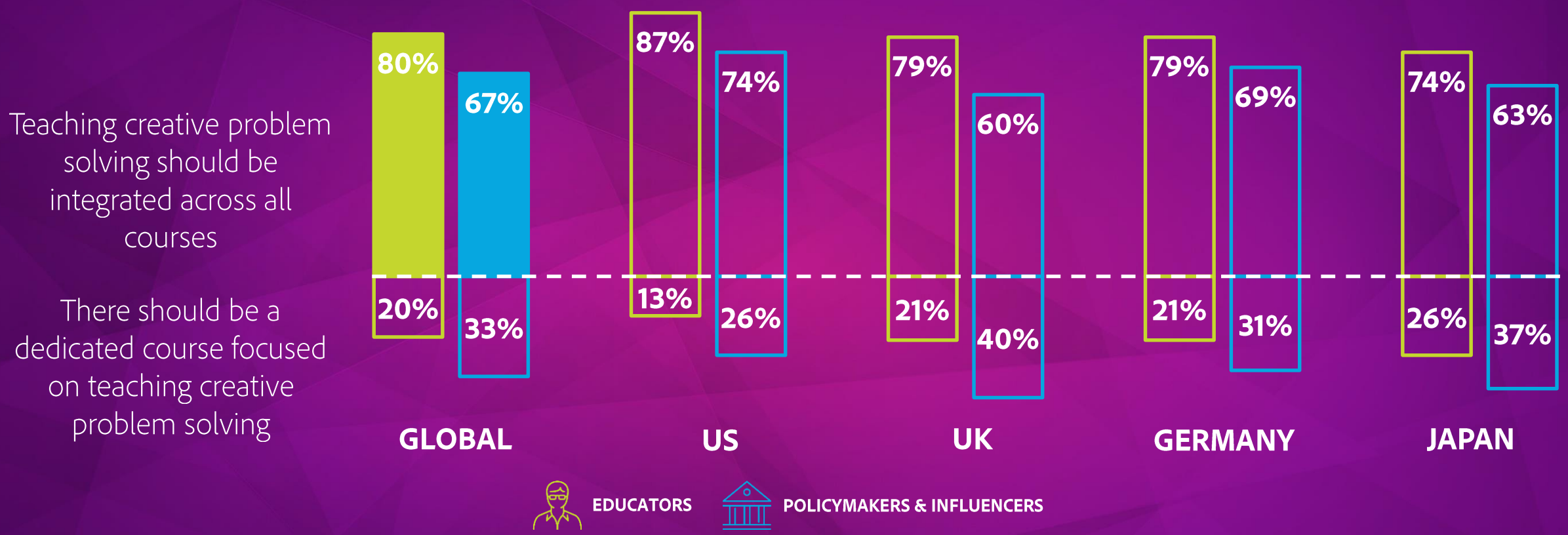
Q9: Which of the following best describes your feelings on the emphasis today's school curriculums place on creative problem solving? Shown: Not enough emphasis

Policymaker perspective

> *In schools today there are tasks, but no value is placed on creative solutions – only on the fact that the tasks are executed correctly. Creative problem solving and more independent work would have to be integrated into the curriculum for all subjects at an early stage.*
>
> German Policymaker

> *The specifics of individual curricula do not allow space for the integration of creative problem solving.*
>
> Japanese Policymaker

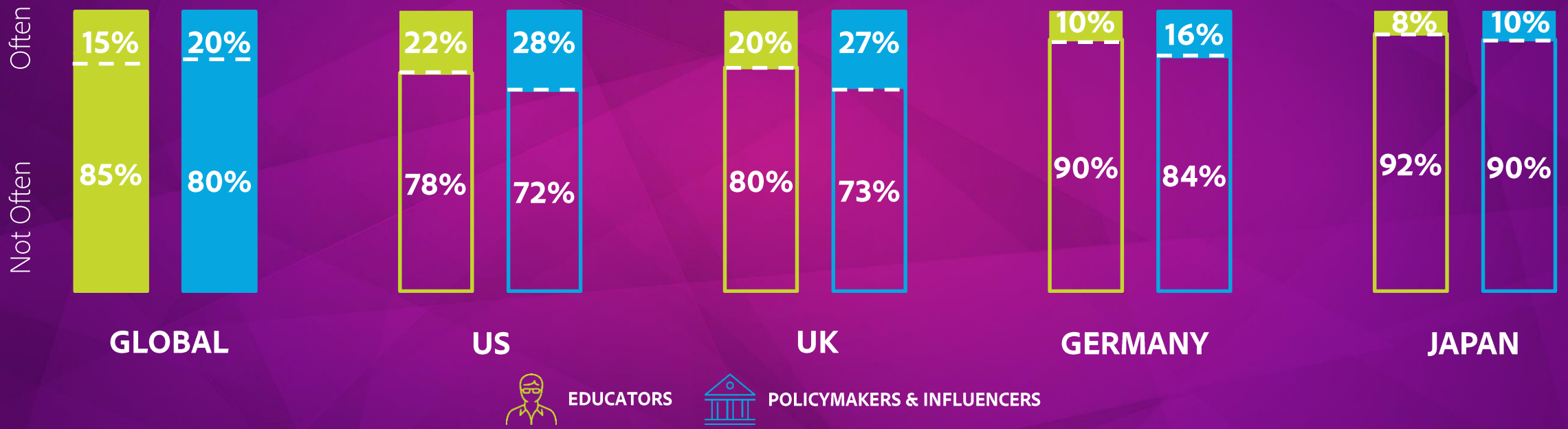
Both audiences believe creative problem solving should be integrated across all subjects



Q8B: Which statement comes closest to your opinion?

However, creative problem solving does not frequently play a role in the curricula

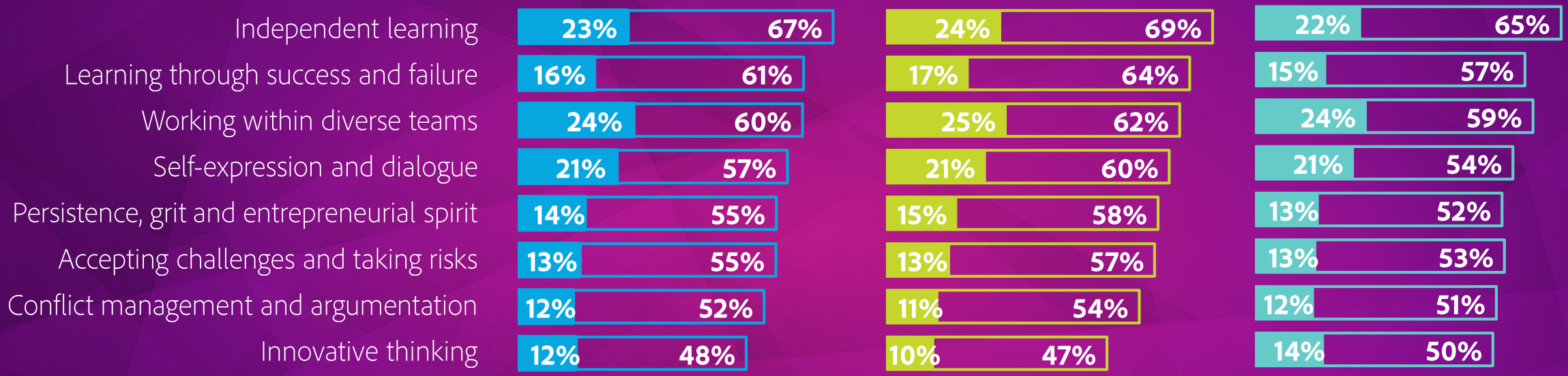
Creative problem solving currently **DOES NOT OFTEN PLAY A ROLE** in most school curricula



Q2: How much of a role do you feel creative problem solving plays in most school curricula? Shown: Top Box Only (Often)

There is a lack of emphasis on the most important creative problem solving skills in the classroom

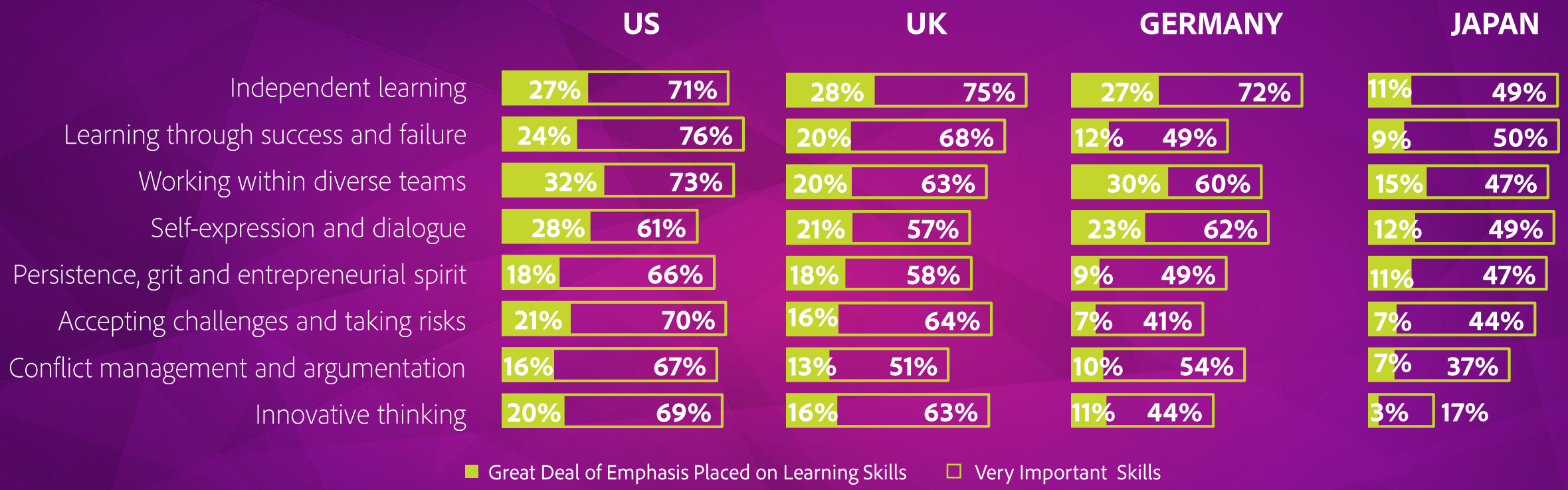
Skills importance vs. Emphasis in curricula today



Q4: How important is it for students to learn each of the following skills in school today? Q6: And how much of an emphasis is there on each of the following skills in school curricula today? Shown: Top Box Only (Very Important, Great Deal of Emphasis), Educators

The skills gap exists around the world

Skills importance vs. Emphasis in curricula today, according to Educators

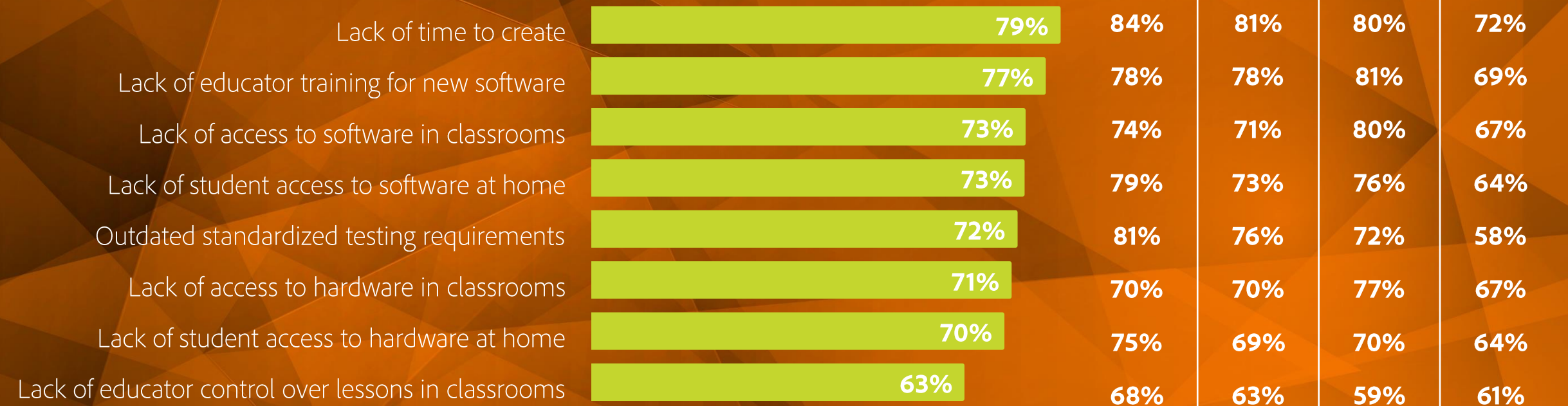


Q4: How important is it for students to learn each of the following skills in school today? Q6: And how much of an emphasis is there on each of the following skills in school curricula today? Shown: Top Box Only (Very Important, Great Deal of Emphasis), Educators

Understanding the many barriers to nurturing these skills

Lack of time to create, lack of educator training, access to technology and outdated testing requirements limit creative problem solving

Barriers to nurturing creative problem solving



Q36: How limiting are the following barriers to nurturing creative problem solving? Shown: Top 2 Box (Limiting), Educators

Educator perspective

Focus on exam results has gotten worse over time and with budget cuts, this means there isn't enough time and there aren't enough resources available to do this.
UK Educator, Secondary

The budget for the school is not enough, we have the worst, outdated technology [in school] and no technology at home for the students.
German Educator, Secondary

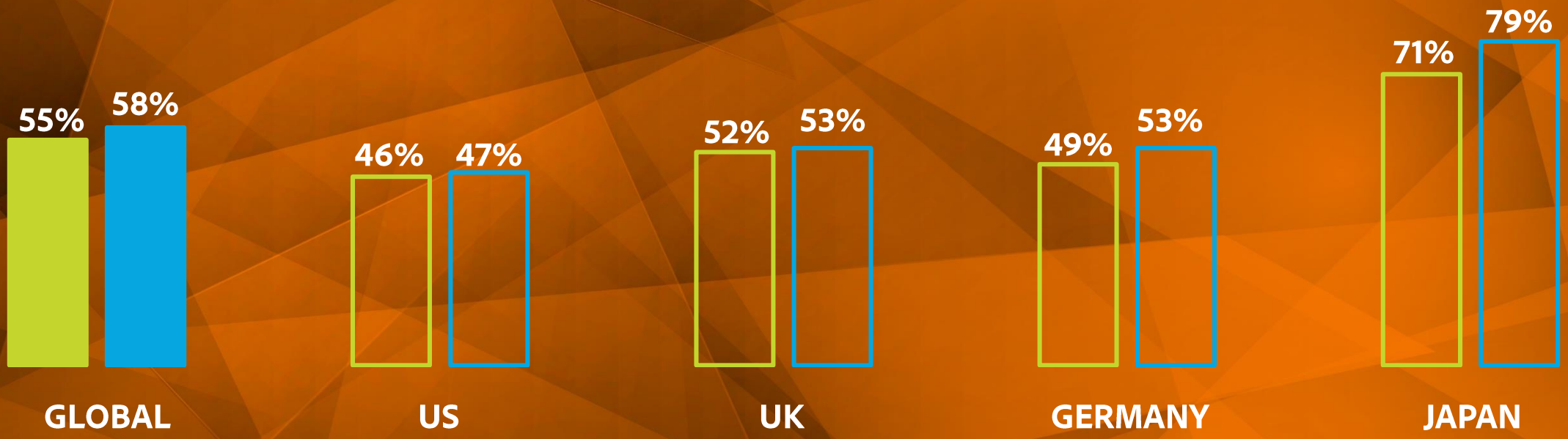
Teachers have precious little time to understand new policies and implement them effectively. We need to be given dedicated (paid) time to undertake training, not just asked to get on with it on top of already ridiculous workloads.
US Educator, Secondary

A lot of teachers' time is devoted to entrance examination work and document preparation. Time to work face-to-face with students is too scarce.
Japanese Educator, Post-Secondary

Today, half of educators do not have access to the tools and training they need to nurture creative problem solving

Barriers to nurturing creative problem solving

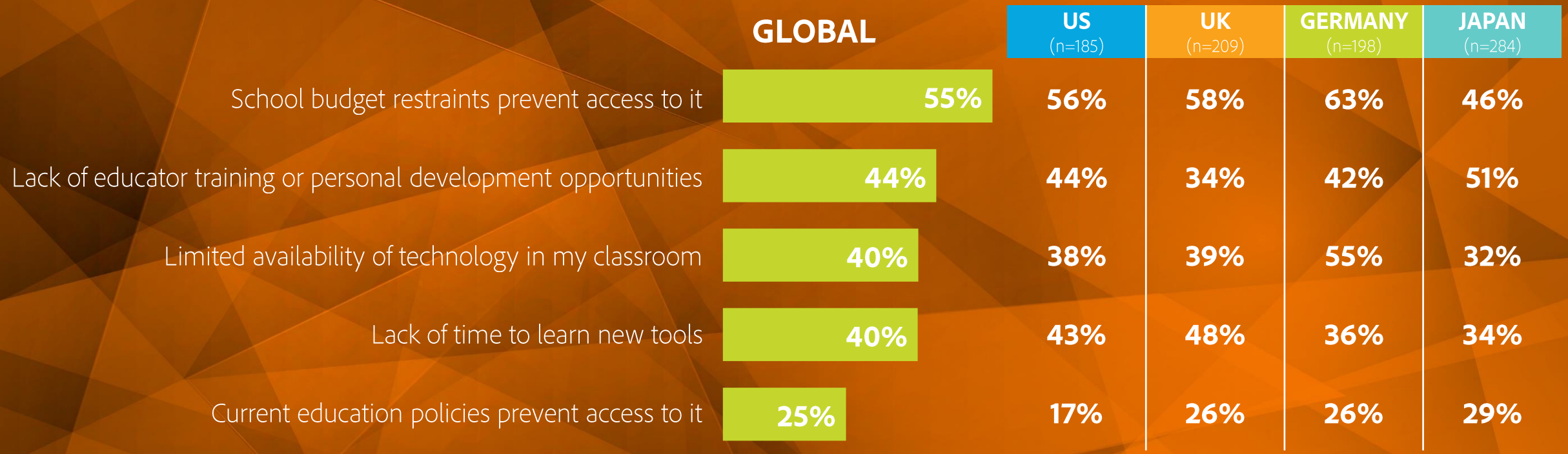
- Do not have access to all the **TOOLS** they need to nurture creative problem solving
- Do not have access to all the **KNOWLEDGE and TRAINING** they need to nurture creative problem solving



Q26: How much do you agree or disagree with the following statements? Shown: Bottom 2 Box (Disagree), Educators

School budget restraints and a lack of time, technology and training keep educators from getting the knowledge they need

Barriers to knowledge and training

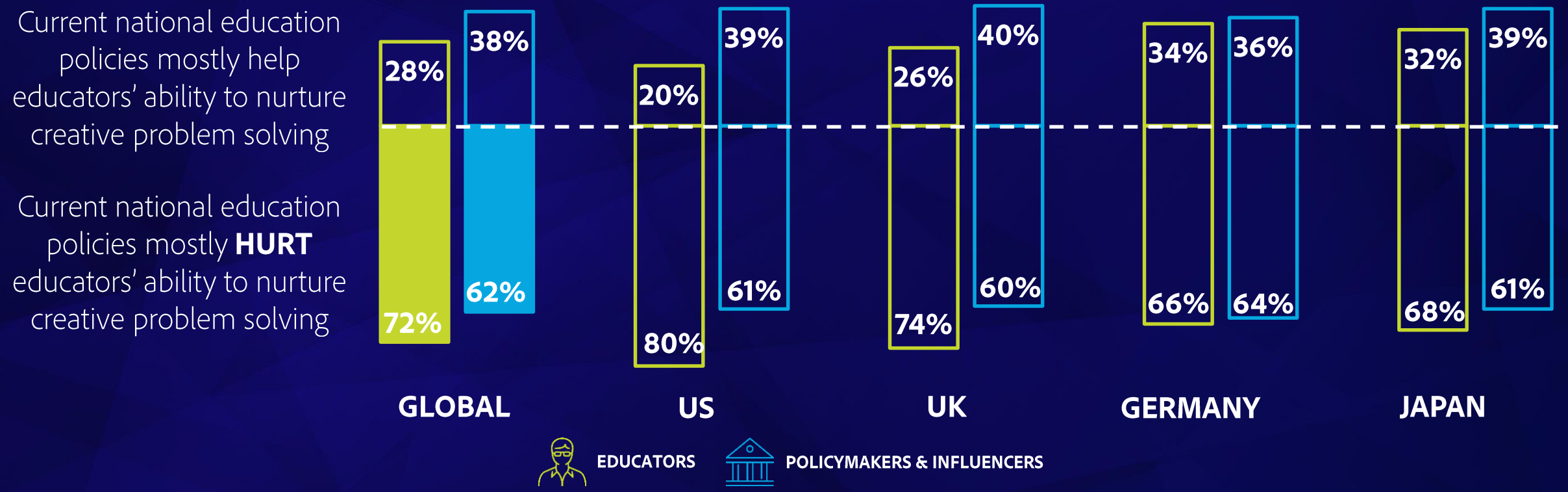


Q27: Which of the following reasons explains why you do not have access to all the knowledge and training that you need to nurture creative problem solving? (Asked if do not have access to knowledge and training needed) Shown: Top 5 Among Educators Without Knowledge and Training (n=875)

Today's education policies are also a barrier

Both audiences feel that today's national education policies hurt more than help educators' ability to nurture creative problem solving

Impact of current national education policies



Q11: Which statement comes closest to your opinion?

Educator perspective

With standardized testing and learning objective protocol that most primary and secondary schools in the public sector are legally bound to, it doesn't leave time or freedom for new teachers that are being taught innovative learning strategies to incorporate them into the classroom.

US Educator, Secondary

Today's courses are more oriented toward standardized knowledge that can be tested well. However, this teaching leaves less room for developing creative solutions.

German Educator, Post Secondary

The policies are too restrictive in what they ask teachers to teach - it is harder for us to build well-rounded students.

UK Educator, Secondary

Policy to promote creative problem solving has not changed from 5 years ago, and it does not feel different at all.

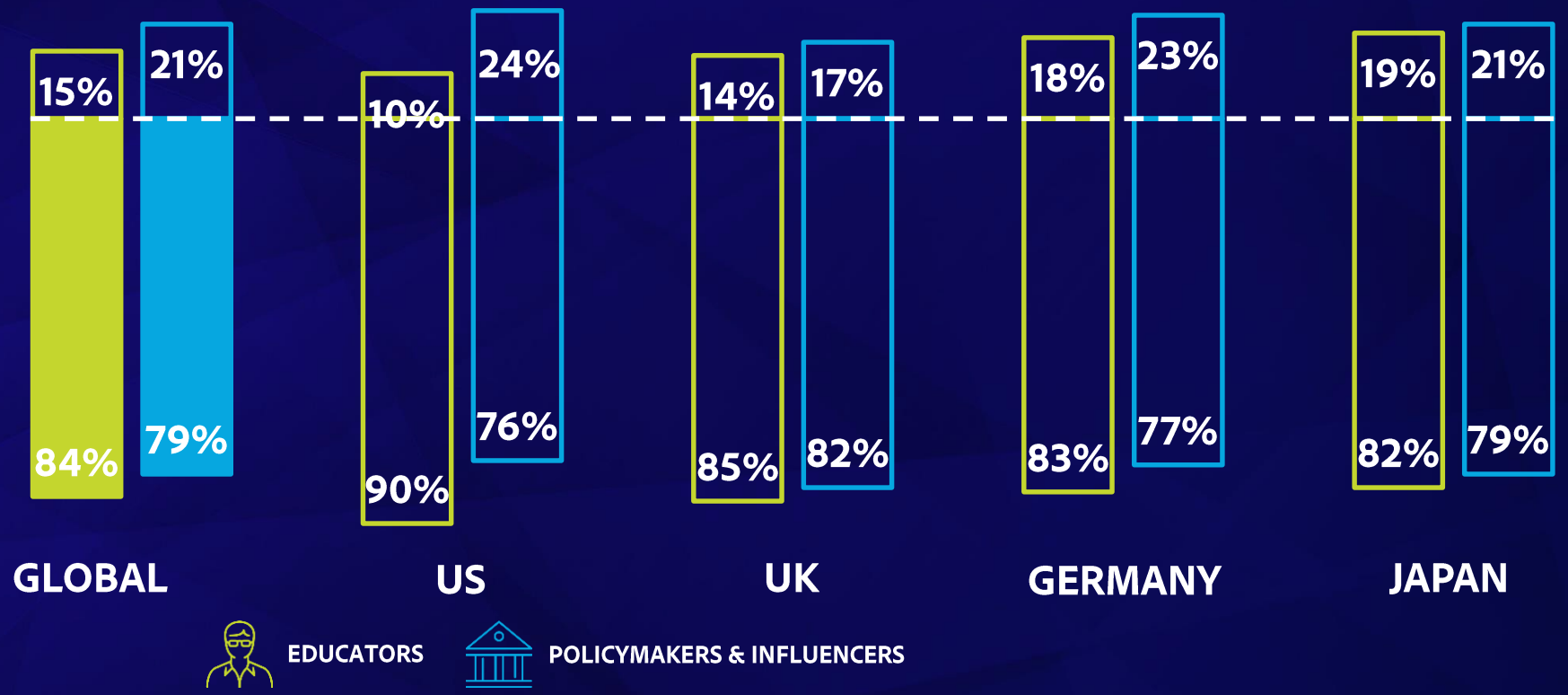
Japanese Educator, Secondary

Both audiences feel that education policies have not improved over the past five years for nurturing creative problem solving

Comparative perceptions of current education policies

Current policies are **BETTER** for nurturing creative problem solving than they were five years ago

Current policies are **ABOUT THE SAME** or **WORSE** for nurturing creative problem solving than they were five years ago



Q14: Compared to five years ago, which of the following best describes the state of education policy today?

Policymaker and educator perspectives

In many federal states, education policy has not yet woken up, opening up to new concepts only slowly and sluggishly.
German Policymaker

The whole education system has been in a downward spiral since NCLB was implemented and it took a turn for the worse with Common Core.
US Educator, Higher Ed

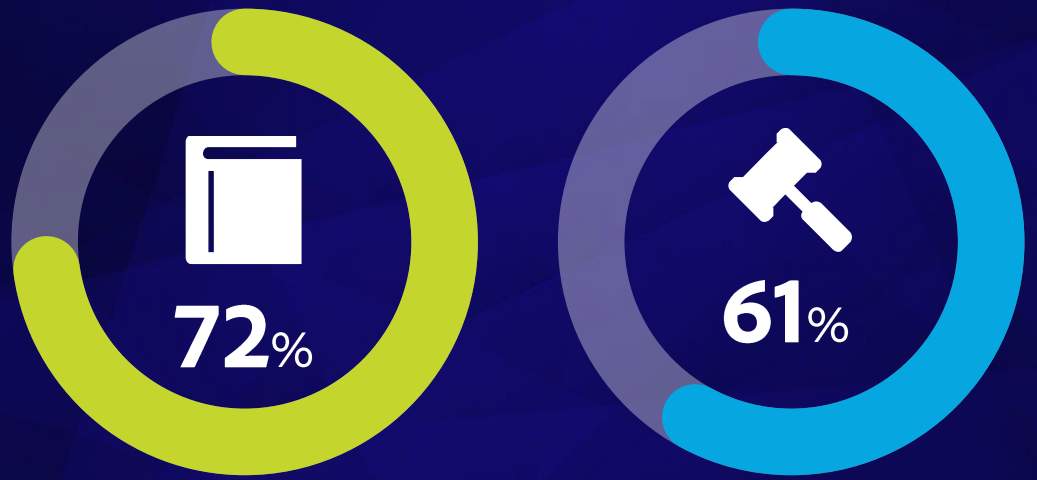
The emphasis on exam pass rates remain the same.
UK Policymaker

Cuts in funding have made nurturing creativity in students worse. There is also a larger amount of material the students need to learn for the exams than ever before, so the tutors spend time on teaching set facts.
UK Educator, Post-Secondary

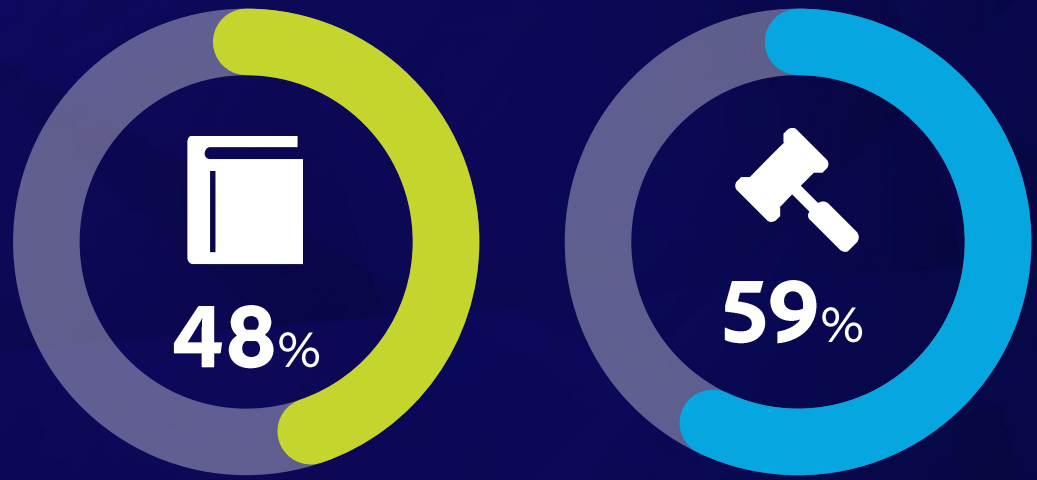
While policymakers and influencers value creative problem solving, there is a gap in understanding the realities of the classroom

GLOBAL

Difficulty of integrating curriculum changes to nurture creative problem solving



Today's student preparedness to use creative problem solving in future workforce



EDUCATORS POLICYMAKERS & INFLUENCERS

Q17: How difficult is it for teachers today to integrate each of the following into the classroom? Shown: Top 2 Box (Difficult)
Q3B: How prepared do you think today's students in general will be to use creative problem solving skills in the future workforce after they finish school? Shown: Top 2 Box (Prepared)

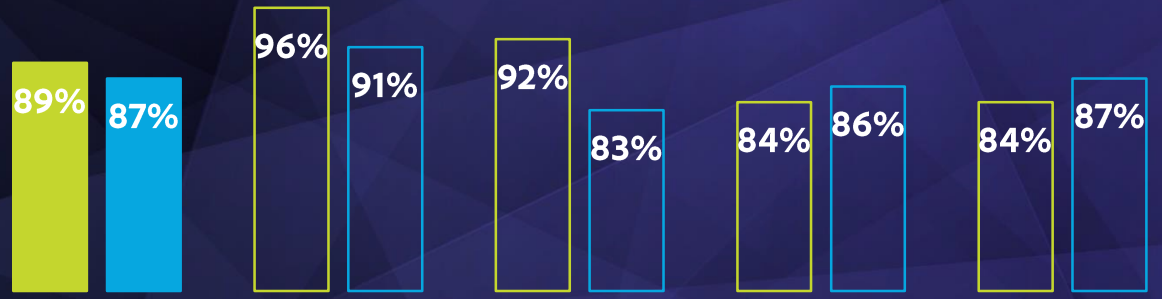
What it will take to bridge the skills gap

There is consensus that we need to both reform curricula and find ways to integrate creative problem solving into the classroom today

Means to better nurture creative problem solving in the classroom

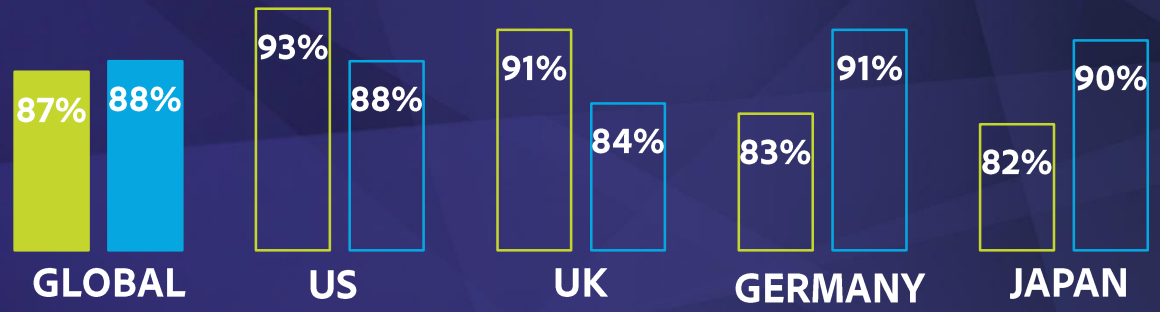
We need to find ways to better **INTEGRATE** creative problem solving into **EXISTING SCHOOL CURRICULA**

Primary/Secondary: 89%
Post-Secondary: 89%



We need to find ways to **REFORM THE CURRENT CURRICULA** to better nurture creative problem solving in the classroom

Primary/Secondary: 87%
Post-Secondary: 87%



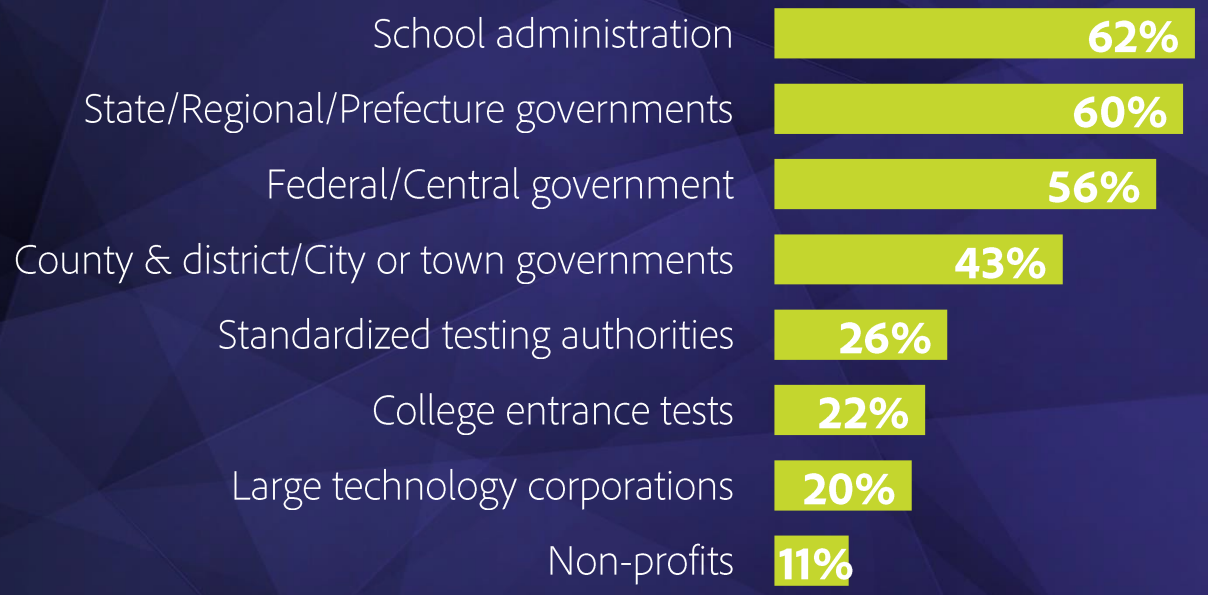
EDUCATORS

POLICYMAKERS & INFLUENCERS

Q18: How much do you agree or disagree with the following statements? Shown: Top 2 Box (Agree)

Governments and school administrations are considered most influential for bringing about change in today's classrooms

Means to better nurture creative problem solving in the classroom

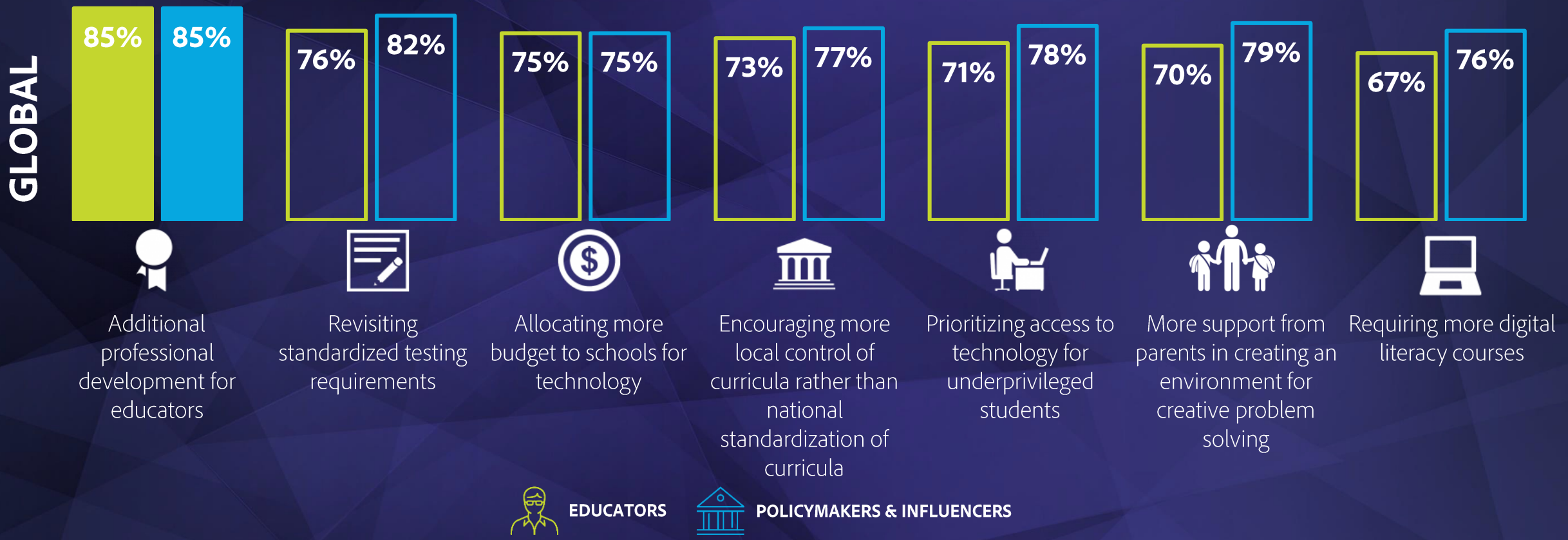


	US	UK	GERMANY	JAPAN
School administration	71%	49%	63%	66%
State/Regional/Prefecture governments	67%	57%	74%	43%
Federal/Central government	37%	71%	53%	64%
County & district/City or town governments	59%	48%	36%	26%
Standardized testing authorities	19%	26%	26%	31%
College entrance tests	8%	15%	18%	48%
Large technology corporations	20%	23%	22%	17%
Non-profits	20%	11%	8%	5%

Q21: Please rank the following in terms of their potential to improve creative problem solving skills in today's classrooms. Shown: % Ranked Top 3, Educators

Educators, policymakers and influencers alike believe it will take a variety of solutions to better nurture creative problem solving

Effectiveness of methods to increase emphasis on creative problem solving

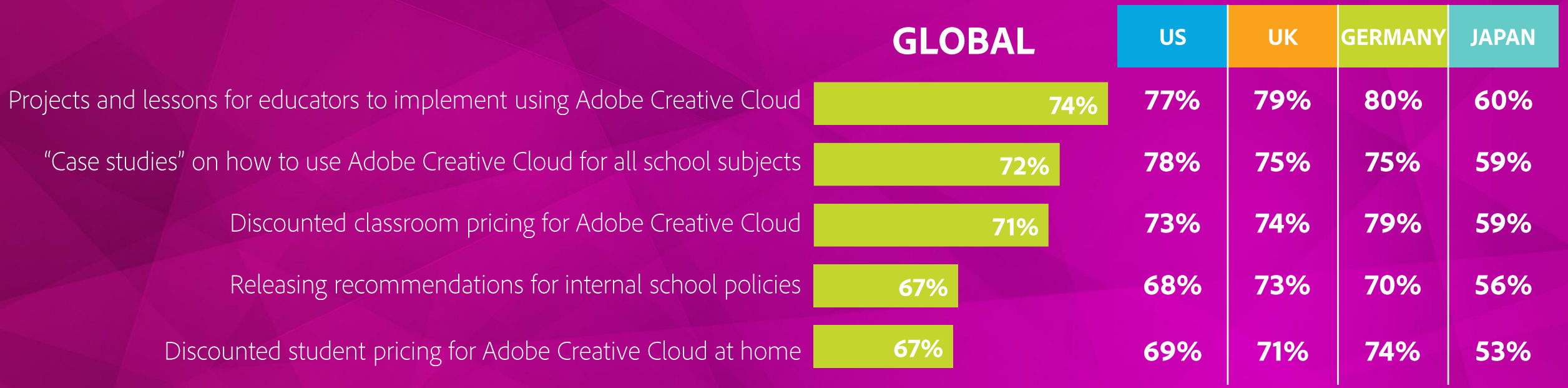


Q19: How effective would each of the following be in increasing the emphasis on creative problem solving skills in the classroom? Shown: Rank Top 7, Top 2 Box (Effective), Country-specific response options not included

Technologies like Adobe Creative Cloud can give students an advantage

Educators are highly interested in education offerings and support from Adobe, especially free lesson plans and case studies

Of-interest Adobe education offerings

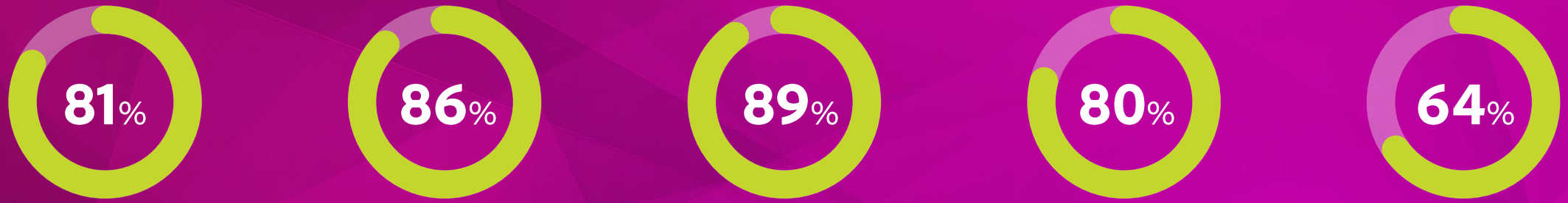


	GLOBAL	US	UK	GERMANY	JAPAN
Projects and lessons for educators to implement using Adobe Creative Cloud	74%	77%	79%	80%	60%
"Case studies" on how to use Adobe Creative Cloud for all school subjects	72%	78%	75%	75%	59%
Discounted classroom pricing for Adobe Creative Cloud	71%	73%	74%	79%	59%
Releasing recommendations for internal school policies	67%	68%	73%	70%	56%
Discounted student pricing for Adobe Creative Cloud at home	67%	69%	71%	74%	53%

Q35: Below is a list of different things that Adobe could do to help teachers nurture creative problem solving in the classroom. How interested would you be in each of the following? Shown: Top 2 Box (Interested), Educators

Educators believe technologies like those in Adobe Creative Cloud can help develop students' creative problem solving skills

Adobe Creative Cloud could help develop students' creative problem solving skills **IN THE CLASSROOM**



Adobe Creative Cloud could help develop students' creative problem solving skills **OUTSIDE THE CLASSROOM**

(n=854)	(n=228)	(n=223)	(n=223)	(n=180)
GLOBAL	**US**	**UK**	**GERMANY**	**JAPAN**

Q35: Below is a list of different things that Adobe could do to help teachers nurture creative problem solving in the classroom. How interested would you be in each of the following? Shown: Top 2 Box (Interested), Educators

Educator perspective

The incorporation of innovative yet user friendly platforms like Premiere Pro into the students' projects creative problem solving fosters their understanding of all non linear editing software and other Adobe Creative Cloud applications.

US Educator, Post-Secondary

Adobe Illustrator is ideal for visualizing data in the form of diagrams.

German Educator, Secondary

Adobe provides industry-relevant applications which allow students to build relevant skills. In the classroom, this allows them to make and learn from mistakes, as well as come up with solutions to achieve outcomes.

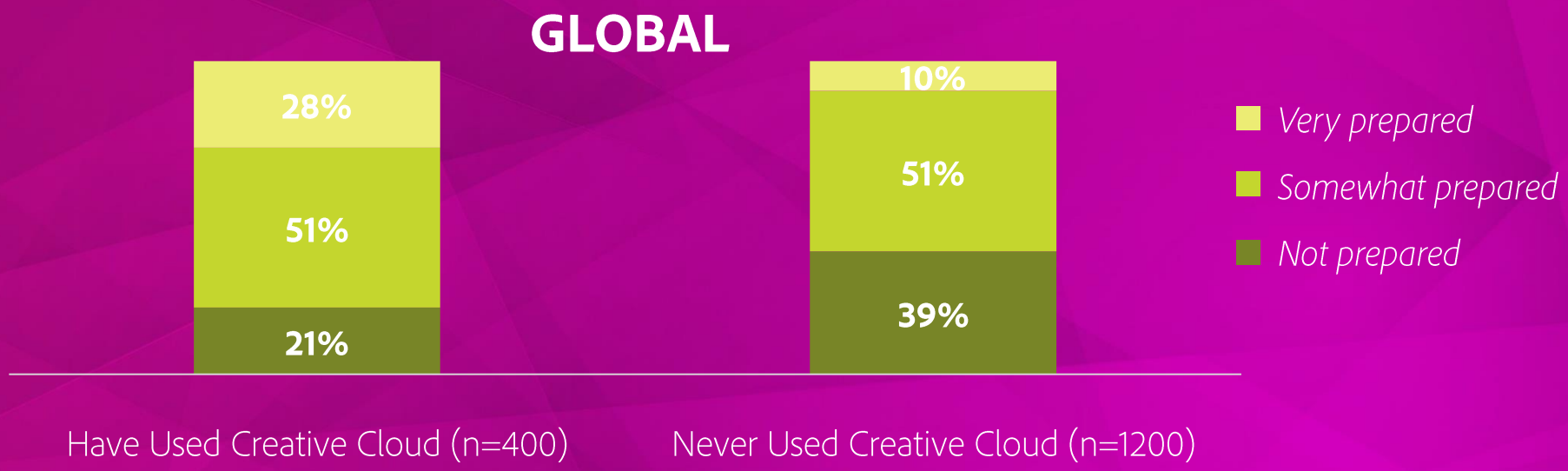
UK Educator, Post-Secondary

In an exercise [using Adobe Creative Cloud], each individual student is asked to report their analysis vision, analytical method, data analysis, etc. and thoroughly discuss with the faculty to clarify the problem and develop a creative viewpoint.

Japanese Educator, Post-Secondary

Educators that have used Adobe Creative Cloud say creative problem solving often plays a role in school curricula and their students are more prepared

Your students' preparedness for using creative problem solving skills

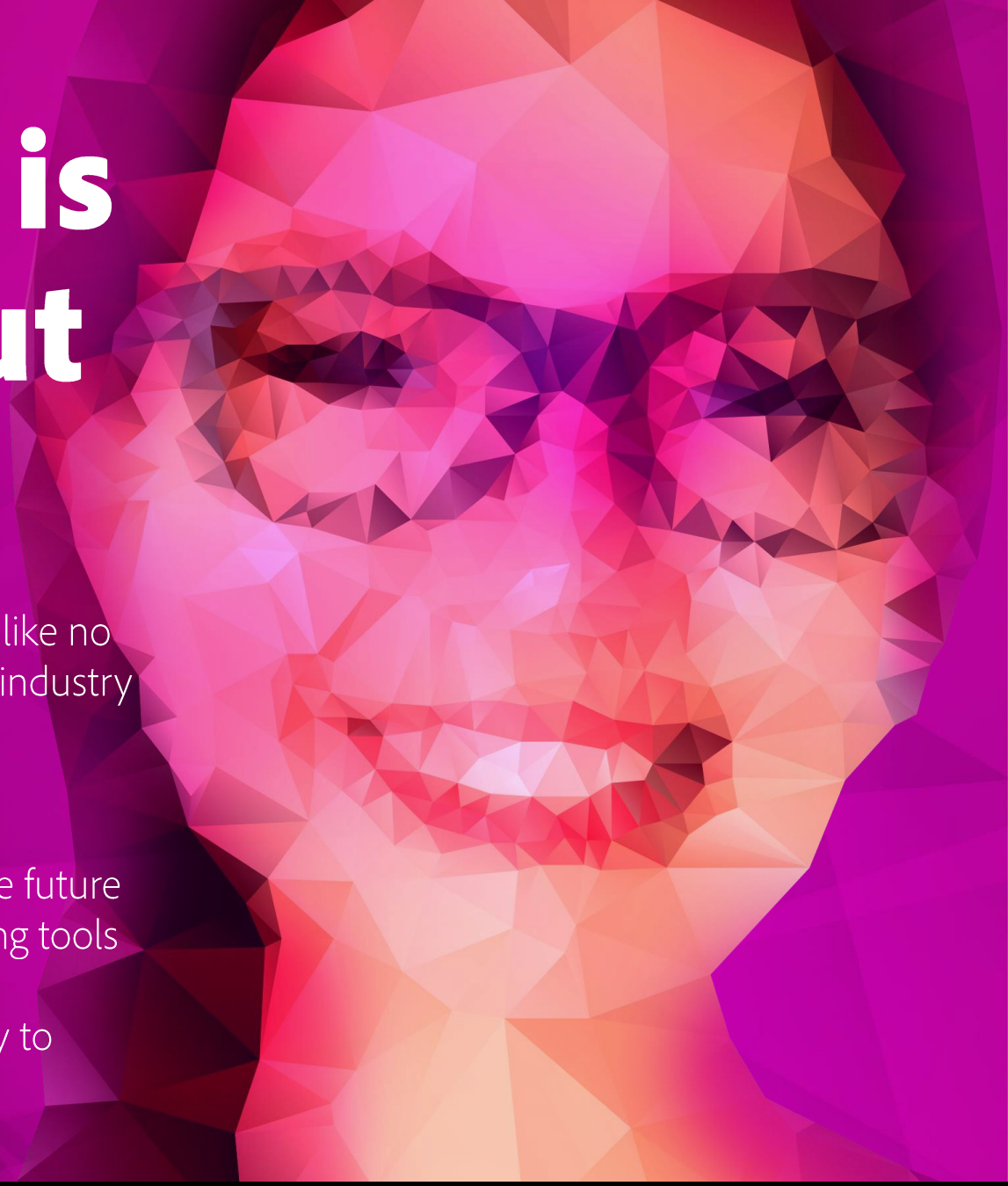


Q3A: How prepared do you think your students will be to use creative problem solving skills in the future workforce after they finish school? Shown: Educators

Educators believe Adobe Creative Cloud could help students develop all the most important creative problem solving skills

Q34: How effective would Adobe Creative Cloud for education be at helping students develop each of the following skills? Shown: Top 2 Box (Effective), Among Educators Aware of Adobe Creative Cloud (n=845)

Technology alone is not the answer, but it plays a key role



Today's students and tomorrow's workforce are facing a sea change like no other, and Adobe is answering the call. Working with educators, the industry and students to help them develop these essential skills.

To learn more about:

- Why creative problem solving skills are so important to jobs of the future
- How Adobe is supporting educators, inspiring students and making tools more accessible
- And to hear directly from educators successfully using technology to teach creative problem solving skills in their classrooms

PLEASE VISIT CPS.ADOBEEDUCATE.COM

Thank you

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Appendix: Demographics

Demographics: Policymakers and influencers

CATEGORY	SUBCATEGORY	%
Gender	Male	48%
	Female	52%
Age	18-34	46%
	35-44	40%
	45+	15%
Region	Northeast	17%
	South	39%
	Midwest	19%
	West	25%
Education	4-year college degree	47%
	Postgraduate degree	53%

CATEGORY	SUBCATEGORY	%
Industry Experience*	Nonprofit association	52%
	Regional/Local government body	33%
	Law firm	24%
	Political consulting firm	24%
	Federal government body	21%
	Political action committee	15%
	Congress	13%
	Think tank	13%
	Nongovernmental/Multilateral org.	11%
	Lobbying firm	10%
	Trade association	9%
	White House/Executive Branch	6%
	Supreme Court/Judicial Branch	6%
	Paid member of political campaign/party	6%

CATEGORY	SUBCATEGORY	%
Policy Responsibilities*	Researching policy	75%
	Writing/drafting policy	34%
	Advising on policy	54%
	Lobbying for policy	29%
Policy Level*	Local	58%
	State	60%
	Federal	34%

NOTE: Some total values may not add up exactly to 100% due to rounding
*This category allowed multiple responses and will not add up to 100%

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Demographics: Educators

CATEGORY	SUBCATEGORY	%
Gender	Male	44%
	Female	56%
Age	18-34	33%
	35-44	27%
	45+	39%
Region	Northeast	20%
	South	35%
	Midwest	25%
	West	20%
Education	4-year college degree	31%
	Postgraduate degree	69%

CATEGORY	SUBCATEGORY	%
Subject Areas Taught*	English	26%
	Math	24%
	Social Sciences	22%
	Natural sciences	14%
	Business/Marketing	9%
	Arts and sciences/Liberal arts	9%
	Performing arts	6%
	Computer science/IT	6%
	Communications	6%
	Physical education/Health	4%
	Economics	4%
	Visual arts	3%
	Journalism	3%
	Engineering	3%
	Photography	2%
	Design	1%
	Architecture	1%

CATEGORY	SUBCATEGORY	%
Education Level Taught	Grades 6-12	50%
	Higher Education	50%
Length of Time in Education	Less than 6 years	25%
	6-10 years	24%
	11-20 years	27%
	More than 20 years	25%

NOTE: Some total values may not add up exactly to 100% due to rounding
*This category allowed multiple responses and will not add up to 100%

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Demographics: Policymakers and influencers

CATEGORY	SUBCATEGORY	%
Gender	Male	57%
	Female	43%
Age	18-34	60%
	35-44	23%
	45+	17%
Region	North east	7%
	North west	7%
	Yorkshire and the Humber	12%
	East Midlands	8%
	West Midlands	6%
	East of England	5%
	London	33%
	South East	12%
	South West	2%
	Wales	3%
	Scotland	6%
	Northern Ireland	1%

CATEGORY	SUBCATEGORY	%
Industry Experience*	Law firm	36%
	Regional or local government body	27%
	Non-profit association	27%
	Federal government body	26%
	Non-governmental, multi-lateral orgs	18%
	Trade association	17%
	Political action committee	17%
	Political consulting firm	16%
	Lobbying firm	15%
	Think tank	14%
	Paid member of a political campaign or party	13%
	Other government body	4%

CATEGORY	SUBCATEGORY	%
Policy Responsibilities*	Researching policy	58%
	Writing/drafting policy	38%
	Advising on policy	56%
	Lobbying for policy	36%
Policy Level*	County/district	45%
	Regional	46%
	Central	39%
Education	University Degree, Honours Degree	57%
	Post-Graduate Degree	43%

NOTE: Some total values may not add up exactly to 100% due to rounding
*This category allowed multiple responses and will not add up to 100%

Adobe

Demographics: Educators

CATEGORY	SUBCATEGORY	%
Gender	Male	50%
	Female	50%
Age	18-34	33%
	35-44	30%
	45+	37%
Region	North east	5%
	North west	10%
	Yorkshire and the Humber	7%
	East Midlands	8%
	West Midlands	9%
	East of England	9%
	London	15%
	South East	16%
	South West	6%
	Wales	4%
	Scotland	8%
	Northern Ireland	3%

CATEGORY	SUBCATEGORY	%
Subject Areas Taught*	Math	24%
	English	24%
	Social sciences	17%
	Computer science/IT	15%
	Natural sciences	15%
	Arts and sciences/liberal arts	10%
	Physical education/health	7%
	Communications	7%
	Business/marketing	7%
	Engineering	6%
	Design	6%
	Economics	6%
	Performing arts	5%
	Visual arts	3%
	Photography	2%
	Architecture	2%
	Journalism	2%

CATEGORY	SUBCATEGORY	%
Education Level Taught	Primary/Secondary	50%
	Post-Secondary	50%
Length of Time in Education	Less than 6 years	23%
	6-10 years	25%
	11-20 years	30%
	More than 20 years	21%
Education	University Degree, Honours Degree	41%
	Post-Graduate Degree	59%

NOTE: Some total values may not add up exactly to 100% due to rounding
*This category allowed multiple responses and will not add up to 100%

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Demographics: Policymakers and influencers

CATEGORY	SUBCATEGORY	%
Gender	Male	68%
	Female	32%
Age	18-34	41%
	35-44	31%
	45+	29%
Region	Baden-württemberg	9%
	Bayern	15%
	Berlin	15%
	Brandenburg	4%
	Bremen	0%
	Hamburg	4%
	Hessen	7%
	Mecklenburg-vorpommern	2%
	Niedersachsen	10%
	Nordrhein-Westfalen	24%
	Rheinland-Pfalz	3%
	Saarland	3%
	Sachsen	2%
	Sachsen-anhalt	1%
	Schleswig-Holstein	1%
	Thüringen	1%

CATEGORY	SUBCATEGORY	%
Experience	Regional or local government body	34%
	Non-profit association	24%
	Federal government body	23%
	Trade association	19%
	Political action committee	18%
	Political consulting firm	18%
	Law firm	14%
	Paid member of a political campaign or party	12%
	Non-governmental, multi-lateral org.	11%
	Think tank	8%
	Lobbying firm	8%
	Other government body	8%

CATEGORY	SUBCATEGORY	%
Policy Responsibilities*	Researching policy	58%
	Writing policy	45%
	Advising on policy	49%
	Lobbying for policy	32%
Policy Level*	Local	44%
	State	47%
	Federal	25%
Education	University Degree, Honours degree	63%
	Post-graduate degree	38%

NOTE: Some total values may not add up exactly to 100% due to rounding
*This category allowed multiple responses and will not add up to 100%

Adobe

Demographics: Educators

CATEGORY	SUBCATEGORY	%
Gender	Male	50%
	Female	50%
Age	18-34	38%
	35-44	25%
	45+	37%
Region	Baden-württemberg	10%
	Bayern	15%
	Berlin	8%
	Brandenburg	3%
	Bremen	1%
	Hamburg	3%
	Hessen	9%
	Mecklenburg-vorpommern	3%
	Niedersachsen	7%
	Nordrhein-westfalen	17%
	Rheinland-pfalz	5%
	Saarland	4%
	Sachsen	7%
	Sachsen-anhalt	2%
	Schleswig-Holstein	3%
	Thüringen	0%

CATEGORY	SUBCATEGORY	%
Subject Areas Taught*	Social Sciences	29%
	Natural sciences	29%
	Math	28%
	German	27%
	English	23%
	Economics	20%
	Computer science/IT	18%
	Physical education/Health	13%
	Arts and sciences/Liberal arts	12%
	Engineering	11%
	Communications	10%
	Visual arts	6%
	Business/Marketing	6%
	Performing arts	5%
	Design	5%
	Photography	4%
	Journalism	4%
	Architecture	3%

CATEGORY	SUBCATEGORY	%
Education Level Taught	Primary/Secondary	50%
	Post-Secondary	50%
Length of Time in Education	Less than 6 years	32%
	6-10 years	22%
	11-20 years	25%
	More than 20 years	21%
Education	University Degree, Honours degree	62%
	Post-graduate degree	38%

NOTE: Some total values may not add up exactly to 100% due to rounding
*This category allowed multiple responses and will not add up to 100%

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Demographics: Policymakers and influencers

CATEGORY	SUBCATEGORY	%
Gender	Male	80%
	Female	20%
Age	18-34	18%
	35-44	26%
	45+	56%
Region	Hokkaido	2%
	Tohoku	3%
	Kitakanto/Koshinetsu	9%
	Shutoken	41%
	Hokuriku/Tokai	11%
	Kinki	21%
	Chuugoku/Shikoku	8%
	Kyuushuu/Okinawa	6%

CATEGORY	SUBCATEGORY	%
Industry Experience*	Regional or local government body	41%
	Federal government body	30%
	Non-profit association	20%
	Think tank	14%
	Political action committee	14%
	Political consulting firm	14%
	Trade association	11%
	Lobbying firm	11%
	Paid member of a political campaign or party	11%
	Law firm	9%
	Non-governmental, multi-lateral organization	5%
	Other government body	5%

CATEGORY	SUBCATEGORY	%
Policy Responsibilities*	Researching policy	53%
	Writing/drafting policy	37%
	Advising on policy	51%
	Lobbying for policy	40%
Policy Level*	City or town governments	58%
	Prefecture governments	44%
	Central government	33%
Education	University Degree, Honours Degree	79%
	Post-Graduate Degree	21%

NOTE: Some total values may not add up exactly to 100% due to rounding
*This category allowed multiple responses and will not add up to 100%

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Demographics: Educators

CATEGORY	SUBCATEGORY	%
Gender	Male	74%
	Female	26%
Age	18-34	16%
	35-44	32%
	45+	53%
Region	Hokkaido	5%
	Tohoku	8%
	Kitakanto/Koshinetsu	9%
	Shutoken	23%
	Hokuriku/Tokai	13%
	Kinki	21%
	Chuugoku/Shikoku	12%
	Kyuushuu/Okinawa	9%

CATEGORY	SUBCATEGORY	%
Subject Areas Taught*	Natural sciences	20%
	Math	19%
	Social Sciences	17%
	Japanese	16%
	English	13%
	Other foreign language	12%
	Arts and sciences/liberal arts	11%
	Physical education/health	9%
	Computer science/IT	7%
	Engineering	6%
	Communications	4%
	Economics	4%
	Visual arts	2%
	Performing arts	1%
	Design	1%
	Business/marketing	1%
	Photography	1%

CATEGORY	SUBCATEGORY	%
Education Level Taught	Primary/Secondary	50%
	Post-Secondary	50%
Length of Time in Education	Less than 6 years	11%
	6-10 years	17%
	11-20 years	28%
	More than 20 years	43%
Education	University Degree, Honours Degree	55%
	Post-Graduate Degree	45%

NOTE: Some total values may not add up exactly to 100% due to rounding
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