

## 2.4 Votes for research questions and arguments

In the third step of the online consultation, participants chose minimum of two pre-defined research questions and two pre-defined arguments per programme or eventually added their own new ones (four programmes per each of the two selected themes/needs = 8 programmes). In the following tables (Table 5, Table 6) we present results of this selection. In this case we report the sums of given votes to a question or to an argument. The values (in contrast to previously used average scores) are not comparable at all across themes<sup>3</sup>, and even within programmes we use them first of all for ranking the respective questions or arguments.

The tables are divided in 12 sub-tables by themes/needs ranked by their popularity starting with the most popular theme/need. The sub-table is coloured according to the five groups defined in Figure 3. In the top part, we present the most important programme and its most valued question or argument – all are in bold letters and the cells are filled in the (light) colour of the group (according to Figure 3). The other programmes of the theme and the other questions or arguments are simply left black and white. The questions and arguments with the sum of votes exceeding the average votes of all questions or arguments of the corresponding programme by more than 15% are highlighted in green and bold.

It is worth mentioning that among arguments, the “warning”/ negative ones received substantially less votes than the other (positive) arguments - e.g.:

- Higher prices due to new productions models (of Sustainable Economy, Production Awareness) – 16%
- Digital = control of others? (of Citizenship Awareness and Participation, Empowered Citizens) – 20%
- The innovation process will slow down if more citizens and stakeholders are involved (of Harmony with Nature, Transforming technologies for planet and people) – 14%

The percentages are in respect to the number of respondents in the respective theme/need. The low appraisal of warnings might mean that citizens - respondents undervalue the risks or do not fully understand the offered arguments.

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The comparability across the themes is generally very limited, because different people chose two different themes/needs.

Table 5 Evaluation of research programme question (12 sub-tables by needs/themes)

Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Sustainable Economy	1	Consume less, enjoy more	1 (4.05)	What kind of incentives/enablers do we need to implement for consumers to make more responsible/sustainable purchasing decisions?	747
				How do we ensure the quality of the information that companies provide regarding how a good is produced?	521
		Production awareness	2 (4.03)	How can we ascribe value beyond money to some aspects of sustainable production awareness that are not easily quantifiable in monetary terms?	579
				How can we assess and account for the full cost of the value chain?	363
				What role can “good” companies play in spreading sustainable best practices to the rest of the value chain?	352
		From Wall Street to Main Street	3 (3.99)	Which are the main changes that regulations and the system need to go through in order to foster sustainable and responsible investments?	704
				How can we incentivise the business and financial community to shift their thinking towards long-term investment and gain?	601
		Learning for society	4 (3.79)	How can we make people think about the individual as well as the collective impact of their actions?	637
				How could environmental and inter-generational ethics be made central to lifelong learning?	396
				How do individuals value personal gains/losses as opposed to collective gains/losses in their decisions?	355

Blue filling – the most preferred track

Green bold text – the votes exceed the average by more than 15% (the top question is highly preferred within the programme)

Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Equality	2	Balanced work-life model	1 (4.04)	How to increase flexibility at work without increasing financial instability and uncertainty?	574
				How should such non-traditional modes of work be valued and compensated?	341
		Social Economy	2 (3.9)	What types of support infrastructures are needed to ensure the success of such new models of economic collaboration?	453
				How to establish a good equilibrium between more traditional public services and social economy activities?	398
				How would a platform look like where new actors of a social economy can	337
		Empowering diversity in communities	3 (3.85)	What are success factors for establishing diversity in communities?	491
				How should a platform look like in order to attract very different actors in collaboration?	380
		Digital inclusion	4 (3.67)	How can we enable equal access to educational resources for all citizens independently of geographic, language and other restrictions?	663
				How can we create a more favourable environment for a really distributed information-communication system?	251

Blue filling –the most preferred track

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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Strengths-Based Education and Experiential Learning	3	Rethinking (the new) “job market needs”	1 (4.09)	How can the educational ecosystem be reconciled with the ever-changing demands of the job market to produce up-to-date knowledge, ethical	410
				How to favour the acquisition of updated practical knowledge through custom-made educational training complementing theoretical knowledge, with the aim of responding to a continuously evolving job market?	381
				Develop a qualification framework [recognized criteria of excellence, measures of success, rewards] for practical knowledge, and informal education.	216
		Educational ecosystem as a driver of social innovation and local development	2 (4.08)	How could cooperation boost collective intelligence, counteract the deterioration of the social value of learning and foster critical thinking?	435
				What are models for improved learning initiatives, ecosystems and processes designed to recover the centrality of the schools and capitalize on their diffusion throughout the area?	295
				How could local hubs be integrated into more cooperative networks to favour a harmonious and equal growth all over Europe, with access to all kinds of resources?	217
		Design literacy and life skills for all	3 (3.99)	How do we design learning activities, settings and processes to foster the acquisition of design literacy and life skills?	426
				How to integrate these settings and processes in the curricula and, simultaneously, rethink limitations of existing curricula?	404
		SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment	4 (3.88)	How to develop critical thinking and foster adoption of effective technologies in education for learners' benefits?	545
				How to foster understanding of differences between technological and human “smartness” (intelligences)?	226

Brown dotted filling – most preferred track

**Green bold text** – the votes exceed the average by more than 15% (the top question is highly preferred within the programme)



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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Citizenship Awareness and Participation	4	Empowered citizens	1 (4)	How can citizens play an active part in designing, producing or running public services as well as democratic processes?	496
				Who benefits or loses from digitization of public services and processes of decision-making and what are the factors that affect this?	241
		The transparency toolbox	2 (3.94)	What are the barriers, enablers, benefits and problems of transparency in diverse society contexts?	402
				What drives people to participate and to continue this participation?	361
		Data for all – Share the power of data.	3 (3.85)	How can data become assets and tools to allow non-specialists to take more active part in decision making as well as in the design and production of	435
				What are the risks and limitations of data-driven collective decision making?	306
				What are barriers of open data on the side of supply as well as demand?	152
		"Snakes and Ladders". Connecting scales of issues and actors.	4 (3.73)	What are the effective models and mechanisms for exchange of knowledge and evidence across scales and across issues between citizens and powerful global players?	406
				How do we connect distributed actions in response to shared challenges?	307
				How do we evaluate the impact of such activities?	191

Brown dotted filling – the most preferred track

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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Harmony with Nature	5	Top trending: at one with nature	1 (4.28)	How to switch perception from consumption being trendy to ecological living being trendy?	404
				How would including the rights of nature in constitutions and other legislation impact the adoption of ecological lifestyles?	269
		Ecological future education	2 (4.2)	How do we ensure that sustainability and future-thinking education has a long-term and lasting impact on key stakeholders?	392
				What are the best ways to translate and transfer academic knowledge to	284
		Transforming technologies for planet and people	3 (3.93)	What are the best ways of preserving knowledge and skills of more sustainable technologies (e.g. closed-loop farming, repair, reuse) and	414
				What different models to use for involving citizens in technology assessment?	205
		Urban-rural symbiosis	4 (3.82)	How do we update the smart city concept to link the urban and the rural?	330
				How do we integrate urban and rural planning at different levels?	285

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<i>Need</i>	<i>Pref. Rank</i>	<i>Programme</i>	<i>Rank (score)</i>	<i>Question</i>	<i>Votes</i>
Holistic Health	6	Access to equal and holistic health services and resources for all citizens	1 (4.11)	What kind of strategy/regulation could be implemented to adopt and develop a common standard of high quality care across Europe that	389
				How to integrate administrative and clinical data, standards of care and scientific and clinical knowledge across Europe?	319
		Quantitative person-centred health	2 (4.1)	Which models can be used to manage, process and interpret large data sets for personalization of healthcare and promotion of healthy lifestyles?	326
				How to overcome fragmentation of health data by involving citizens, experts, professionals and policy makers?	254
		Finding a balance in a fast-paced life	3 (4.09)	How can we identify practices within cultural traditions that would empower citizens to take on board healthy lifestyles?	338
				How does the rise of virtual relationships affect physical and mental health?	283
		Promoting well-being through relating environments	4 (3.89)	What are the “relatable environments” that best promote physical and mental health and how they can be built in workplaces and beyond?	452
				What technologies could underpin a responsive environment that identifies	209

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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Personal Development	7	(Business) Models for balancing time	1 (3.99)	What are the personal, social and economic implications of increasing the time autonomy of individual workers?	374
				How do individuals use additional free time?	248
		Personal and organisational choice management	2 (3.91)	How can life-long learning better address the underlying causes of increased uncertainty in people's lives?	352
				What are the specific responsibilities of the state, the community and the individual in various domains of life?	250
		Technology as a means of well-being	3 (3.86)	How does using personal technology affect our social and emotional relationships?	345
				How can we use personal technology devices responsibly in everyday life?	307
		Meaningful research for society	4 (3.74)	How to involve citizens more actively in research in order to prove its relevance to everyday life?	387
				Which social criteria or standards should be used in the selection of research projects?	253

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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Sustainable Energy	8	Beyond energy efficiency: reduce consumption through structural design and behaviour	1 (4.16)	Which technologies are capable of replacing other energy consuming technologies by providing comparable services (e.g. telepresence replacing	253
				Identify and assess behaviours that have a structural impact on reducing energy consumption	223
				How to design tools (awareness tools, information tools, stimulation tools)	193
				What planning methods are efficient in reducing energy consumption?	146
				<b>How to improve small-scale technologies and make them convenient and affordable?</b>	323
		Enabling a market for energy prosumers	2 (4.11)	Which incentives for energy prosumption have proved effective?	235
				Which is the impact of existing regulations (on regional, national, EU level)?	126
				<b>Which are the barriers to and success factors for such governance models?</b>	250
		Smart energy governance	3 (4.05)	Which are the experiences of bottom-up, multi-layered energy governance systems in EU and other countries?	222
				What is the structure of data needed for supporting efficient multi-layered	165
		Interconnected open systems	4 (3.89)	<b>How to integrate energy system design into rural/urban planning (including social dimension)?</b>	303
				How to integrate urban/regional systems optimally (optimisation models based on multi-disciplinarity)?	232
				What are suitable prediction tools, infrastructure for access and protocols of	181

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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Unity and Cohesion	9	Alternative economic model	1 (3.99)	What are the existing alternative economic models?	337
				What would be needed to scale these models up to the European level?	188
				How can these models be evaluated?	154
		Community building infrastructures	2 (3.82)	What are the social mechanisms that enable the rapid development of diverse and inclusive communities?	326
				What kind of digital tools and physical spaces can underpin the long-term development of such communities?	203
		Evidence-based community building	3 (3.7)	How can communities be transformed by knowledge?	224
				What are successful practices of evidence-based community building?	224
				What were the tools and enabling practices used in these processes and how	216
		Universal basic income – so no-one is left behind	4 (3.61)	What are the implications of introducing a universal income model in different European regions?	287
				What are the best available models of a universal basic income?	247

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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Sustainable Food	10	Good food research	1 (4.18)	How can we close the information gap between researchers, on the one hand, and consumers, governments and producers, on the other?	219
				What is the impact of food control standards on economic and local level development, quality standards and sustainability?	199
				What is nutritious food for the individual, the community, and society?	195
		Responsible use of land	2 (4.09)	What is the role of territorial governance for responsible use of land and resources?	272
				How to adapt production processes to climate change?	259
		Good quality food for all	3 (4.03)	<b>What are the social, behavioural and economic mechanisms generating food access inequalities?</b>	271
				How can access to high-quality food facilitate social and economic cohesion?	187
		Evolving food culture in growing cities	4 (3.76)	What are the impacts of evolving urban food cultures on sustainable food provision?	264
				Which are the best economic configurations for working local food systems?	259

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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Green Habitats	11	Moving together (more collective transports)	1 (3.96)	How can we intensify the use of existing infrastructure: more trains on railways and collective sustainable transport motorways?	150
				How can we go beyond the current common understanding of “collective transport”, i.e., reduce the need for infrastructure, rely more on flexible	148
				Design small/individual units that are able to temporary aggregate and	101
		Freedom to choose where we live	2 (3.76)	How to achieve fluid integration of diverse transportation means in local hubs that serve local diffusion and long distance transport alike in a quick	172
				What are the new solutions for the organisation/distribution/scheduling of transport means between homes and workplaces?	172
				How do we design good, reliable, instantaneous inter-modal transport	93
		Distributed living	3 (3.68)	How to design/produce “distributed living” in technological, organisational, environmental, behavioural terms?	207
				How to design/produce “distributed connectivity” for occasional transport infrastructures adapted to “distributed living”?	131
		The bigger (the cities) the better	4 (3.6)	How to collect good practice examples of cities’ governance and maintenance and how to adapt them to different cultural and territorial contexts?	174
				How to preserve the “city desirable mix” during and at the end of transformations?	123

Yellow filling – the most preferred track

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Need	Pref. Rank	Programme	Rank (score)	Question	Votes
Life-Long Processes	12	Deconstruction of age	1 (4.05)	What are the neurobiological underpinnings of learning throughout life-time? How can we preserve neuroplasticity (ability to learn) for a long time?	148
				How does society deal with cultural and societal conflicts emerging when people live and remain active for a longer time?	121
				What are the societal and economical impacts of the melting of socio-cultural	116
		Health empowerment through "Everyone's science"	2 (3.98)	How to communicate the results of validated scientific research to the general public in an effective way?	175
				Does more knowledge mean more happiness and capacity to act in the "right" way?	113
		I'm empowered to lead my changes	3 (3.91)	How can individuals build their capacity to embark on alternative pathways and acquire new skills?	176
				How can the effectiveness of the alternative paths to education/skills be assessed?	147
		Here, there and everywhere	4 (3.65)	What are the long-term effects of virtual mobility (the use of virtual reality) on brain and body, on social interactions and identity?	186
				How will physical and virtual mobility interact?	138

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Table 6 Appraisal of programmes' arguments (12 sub-tables by needs/themes)

Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Sustainable Economy	1	Consume less, enjoy more	1 (4.05)	This will enable consumers to make more informed decisions	700
				This will have a positive effect on work-life balance and personal well-being	502
				This will lead to difficult transitions for businesses.	158
		Production awareness	2 (4.03)	This will boost environmental choices.	604
				This will minimize waste.	456
				Higher prices due to new productions models.	111
		From Wall Street to Main Street	3 (3.99)	This will foster sustainability.	670
				This will encourage more ethical investments.	657
				This will lead to lower capital gains for financial companies and investors.	170
		Learning for society	4 (3.79)	This will contribute to more collective thinking and enable common goals.	686
				This will enable a more balanced awareness of the individual and the	635
				This can lead to practices that rely too much on outside control.	140

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Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Equality	2	Balanced work-life model	1 (4.04)	This will improve the overall quality of life and help balance the demographic gap.	502
				This will enable people to take care of their loved ones when needed and to pursue personal fulfilment.	501
				Enterprises may demand extreme flexibility for their own profit, which may	240
		Social Economy	2 (3.9)	Mainstream economy cannot cope with current challenges (ageing, poverty, If the state is “disempowered”, social services may be affected and equality	676
				Many activities are already under way – we only need to catalyse this energy	224
					180
		Empowering diversity in communities	3 (3.85)	This would strengthen equal rights for all societal groups.	535
				This would lead to more tolerant and vibrant communities.	531
				If communication on such platforms fails, it may create additional tensions	191
		Digital Inclusion	4 (3.67)	The ongoing digitalization of every-day-life provides great opportunities to enable equal conditions for all – this will allow us to seize these opportunities.	507
				This will empower people to take education in their own hands and become	326
				Controlling the content of the internet in order to protect some groups will restrict civil freedoms.	146

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Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Strengths-Based Education and Experiential Learning	3	Rethinking (the new) “job market needs”	1 (4.09)	Tailor made vocational training will enable people to find jobs appropriate for their skills and interests.	440
				This is more a question of educational reform than research	254
				Mostly, the benefits from partnerships between academia and industry don't accrue to the students or faculty, but to the corporation.	168
		Educational ecosystem as a driver of social innovation and local development	2 (4.08)	Greater focus on local communities—and their needs—can bring about continuous social innovation and lead to local development (economy and	426
				This will foster cohesion and inclusion, support capacity building and the	398
		Design literacy and life skills for all	3 (3.99)	There are geographical barriers/difficulties to reach different regions/localities where there are relevant institutions	164
				Meta-design skills will enable people to re-define processes on the fly in response to changing framework conditions and foster self-development to	417
		SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment	4 (3.88)	In organisations this will help build the expertise needed to ensure a more human-centred, sustainable technology-enabled future.	371
				There is a danger of developing a fragmented education and of ignoring basic knowledge.	188
				This will improve the educational ecosystem into a viable, attractive, sustainable, human-centred setting which enables individual and collective well-being and development.	428
				This is important because there is still insufficient understanding of the	314
				There is a danger technology is being used to replace experts and even education.	195

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Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Citizenship Awareness and Participation	4	Empowered citizens	1 (4)	<b>This will underpin each citizen's personal responsibility in decision making.</b>	444
				This will support a democratic society with REAL equal opportunities.	299
				Digital=control by others?	118
		The transparency toolbox	2 (3.94)	<b>This will increase the transparency of decision making</b>	424
				This will make governance processes accessible for all	261
				The transparency tool box could be misused by governments for showing off participation without actually implementing it (fake participation).	199
		Data for all – Share the power of data.	3 (3.85)	<b>This will allow citizens to participate more in the production of knowledge and have more meaningful discussions on common issues.</b>	434
				In this way, more data-based knowledge and decisions do not broaden the gap between specialists and non-specialists, or between people and	262
				We are already turning everything into numbers; we need qualitative data.	189
		"Snakes and Ladders". Connecting scales of issues and actors.	4 (3.73)	<b>This will enable citizens to have influence on a global level, and global players to have experience on a local level.</b>	382
				Long-term commitment can produce more results (if you do it just for a year	285
				This will build the agency of local actors and the empathy of global players.	246

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Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Harmony with Nature	5	Top trending: at one with nature	1 (4.28)	<b>This is imperative to ensure the rights of future generations.</b>	381
				Including the rights of nature in legislation is important for the transition of ecological lifestyles.	349
				This will threaten economic progress, for example by increasing	61
		Ecological future education	2 (4.2)	<b>This will increase respect and understanding for people, the environment</b>	397
				This will enable more thinking ahead by governments and citizens on	362
				Politicians might not support this as it threatens their power.	125
		Transforming technologies for planet and people	3 (3.93)	<b>This will foster technology designed for durability, biodegradability, repair</b>	450
				This will enable ecological and social impacts and long-term effects to be	362
				The innovation process will slow down if more citizens and stakeholders are	79
		Urban-rural symbiosis	4 (3.82)	<b>This will ensure access to culture for rural dwellers and access to country for city dwellers (e.g. green spaces, community gardening).</b>	344
				This will encourage cultural exchange and mutual respect of rural and urban	307
				This will not work as decision making in urban and rural planning is separate.	97

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Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Holistic Health	6	Access to equal and holistic health services and resources for all citizens	1 (4.11)	<b>This will allow available, effective and innovative healthcare.</b>	366
				It will respond to widespread citizen concern that not all EU-citizens receive the same quality of healthcare.	282
				This is a policy issue more than a research question	164
		Quantitative person-centred health	2 (4.1)	<b>This will enable effective use of data for personal health</b>	342
				This will help individuals to take care of themselves	296
				There are ethical, legal, business, privacy, data protection and security concerns	221
		Finding a balance in a fast-paced life	3 (4.09)	<b>This will improve peoples' health</b>	392
				The quality of life of European citizens will rise	347
				This is more a matter of work regulation than of research	113
		Promoting well-being through relating environments	4 (3.89)	<b>This will promote the physical and mental health of employees and citizens in general.</b>	393
				Responsive environments will greatly improve quality of life.	317
				Some relatable environments exist only to serve business interests, i.e., keep employees working long hours.	144

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Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Personal Development	7	(Business) Models for balancing time	1 (3.99)	<b>This will create more options to balance work, family and community life.</b>	418
				Shifting focus from work hours to work results will lead to more time autonomy.	285
				Shifting focus from work hours to work results can lead to less time autonomy and exploitation of workers.	105
				More work-time flexibility will promote free-riding.	61
		Personal and organisational choice management	2 (3.91)	<b>This enables individuals to be adaptable by continuously evolving their skills.</b>	423
				All types of organizations would benefit from more adaptable members.	242
				This shifts risks and responsibilities from the state and employer to (vulnerable) individuals.	127
		Technology as a means of well-being	3 (3.86)	<b>This will allow us to reap the benefits of digital devices without suffering negative consequences.</b>	363
				This will prevent our mood, health and time to suffer from always being connected.	261
				This is futile due to increasing levels of dependence on technology in all aspects of life.	113
		Meaningful research for society	4 (3.74)	<b>This will create a deeper sense of engagement in research among citizens.</b>	343
				This would return value to tax payers in terms of beneficial impacts.	233
				Important research might struggle to prove its relevance in early stages of maturity and be rejected.	172

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Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Sustainable Energy	8	Beyond energy efficiency: reduce consumption through structural design and behaviour	1 (4.16)	<b>Saving energy and resources will cause a reduction of environmental pollution and thereby improve citizens' health</b>	370
				This will allow us to reduce CO2 emissions and thus combat global warming	297
				Rebound effect may occur (e.g. reduce flight emissions, but people fly more)	93
		Enabling a market for energy prosumers	2 (4.11)	<b>This will increase energy efficiency and the share of low carbon energy in Europe.</b>	383
				This will make energy more democratic	232
				New kinds of monopolies may emerge	81
		Smart energy governance	3 (4.05)	<b>There are good examples but a cross-cutting analysis, based on a multidisciplinary approach, is needed urgently.</b>	295
				In a decentralised system it may be hard to define who is responsible for the overall energy security	232
				This may lead to responsibility being split too much.	84
		Interconnected open systems	4 (3.89)	<b>This will improve the balance between production and consumption of energy.</b>	318
				This will reduce the environmental and social footprint of energy systems	316
				Cost of infrastructure could be too high (no return on investment) if the current producers continue to sell cheap energy, which does not integrate	122

Brown filling – the most preferred track

**Green bold text** – the votes exceed the average by more than 15% (the top question is highly preferred within the programme)

Deliverable 4.2 – European Report on Online Consultation Results, consultation.cimulact.eu

Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Unity and Cohesion	9	Alternative economic model	1 (3.99)	There is a lot of relevant knowledge embedded in many local arrangements all over the world, but it is being ignored or wasted.	293
				This will support new forms of communities that will provide room and respect for all.	247
				History of communism in the eastern part of the E.U. shows that such optimistic solutions cannot work	67
		Community building infrastructures	2 (3.82)	By building activities, actions, platforms of engagement it is possible to create a sense of place and belonging.	347
				People will be in control of their life instead of the state	174
				Too expensive to maintain public spaces to be used for collectives	34
		Evidence-based community building	3 (3.7)	This will increase social cohesion	276
				This will help to make our society welcoming and inclusive	266
				Policy makers and professional politicians are too focused on short term results	169
		Universal basic income – so no-one is left behind	4 (3.61)	Establishment of a universal income will reduce poverty and increase equality.	258
				More people will be happy with their work because they could be more	206
				Countries don't have the budget to supply every person with a fixed income	146

Brown filling – the most preferred track

Green bold text – the votes exceed the average by more than 15% (the top question is highly preferred within the programme)

Deliverable 4.2 – European Report on Online Consultation Results, consultation.cimulact.eu

Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Sustainable Food	10	Good food research	1 (4.18)	Information will be more accessible so consumers can make more informed food choices.	325
				This will promote food control standards that ensure sustainable and nutritious food.	266
				This is just a fashionable topic among the upper-middle and higher classes.	41
		Responsible use of land	2 (4.09)	Climate change makes current land use patterns and processes unsustainable.	217
				Governments need to address and solve problems of loss of agricultural	213
				We already know what effective land governance systems look like; the problem is simply one of practical implementation.	172
		Good quality food for all	3 (4.03)	This will help bridge the socio-economic gap between developed and underdeveloped regions.	245
				Unequal access to food will be worsened in the future because of a changing climate.	242
				Food is already high-quality and well-regulated in Europe, while other group or individual behaviours (pollution, physical exercise, stress, polluting) have	100
		Evolving food culture in growing cities	4 (3.76)	Locally grow-able food cultures will ensure sustainable food production in the future.	312
				This is important to effectively provide more sustainable food options.	277
				This kind of interventionism will upset the intimate relationship between food and culture.	39

Brown filling – the most preferred track

**Green bold text** – the votes exceed the average by more than 15% (the top question is highly preferred within the programme)



Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Green Habitats	11	Moving together (more collective transports)	1 (3.96)	The real challenge is to change individual behaviours, not come up with new technology.	177
				Connectivity on the final segment ("last-mile") is important to provide links to small cities and rural areas.	144
				Use of current infrastructure is already maxed out, so any improvement will be minimal.	45
		Freedom to choose where we live	2 (3.76)	This will increase the number of working places in non-urban areas	178
				This will decrease isolation of people in distant rural areas	162
				Cities, especially city centres, may become empty in the afternoon if they are treated only as a working place.	72
		Distributed living	3 (3.68)	This is important for sustainability	179
				This will increase social cohesion and quality of life within the local hubs	167
				This may lead to rural sprawl (people living everywhere)	85
		The bigger (the cities) the better	4 (3.6)	This will increase sustainability, e.g., by reducing the need for cars.	192
				This will foster vibrant cities both in terms of economic and cultural activities	155
				It is difficult to keep better cities affordable	74

Yellow filling – the most preferred track

**Green bold text** – the votes exceed the average by more than 15% (the top question is highly preferred within the programme)

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Need	Pref. Rank	Programme	Rank (score)	Argument	Votes
Life-Long Processes	12	Deconstruction of age	1 (4.05)	A better understanding of the ageing process, both physically and cognitively will allow overcoming the limitations induced by ageing process in learning and health, while keeping the advantages earned through experience.	191
				This will prepare our societies better for the huge challenge of demographic change ahead of us	154
				One cannot really control how an entire society views age.	51
		Health empowerment through "Everyone's science"	2 (3.98)	The health of people should be the priority (not economic or political interests).	166
				Successful uptake of innovations by citizens requires an open and early dialogue between scientists/innovators and the public on the innovation and its consequences.	156
		I'm empowered to lead my changes	3 (3.91)	This has a great potential to improve health and wellbeing	94
				Skill requirements are changing fast – people need to be empowered to deal with this in a proactive way	191
		Here, there and everywhere	4 (3.65)	This will finally allow society to unfold the full potential of all people	127
				This is not so much a matter of research but more an issue for reform of education programs	84
				With VR we are opening a very powerful reality and we do not know how it will affect self-identity, so research is needed.	146
				There are limits to our capacity for virtual life (addiction, emotional, affectional)	120
				This experiential learning will promote information exchange and connectedness and ultimately smooth out the borders between nationalities, gender, cultures etc., giving more choices to the individual and raising acceptance of diversity.	113

Yellow filling – the most preferred track

Green bold text – the votes exceed the average by more than 15% (the top question is highly preferred within the programme)

Figure 6 The number of proposed questions and arguments by needs/themes

