

TOWARDS WHICH FUTURE FOR SCHOOLS OF GOVERNMENT?



2022 Annual Meeting of the OECD
Global Network of Schools of Government

Towards Which Future for Schools of Government? Results of the Survey of Schools of Government

This report presents the results of a short survey conducted by the Brazilian National School of Public Administration (ENAP) and the Organisation for Economic Co-operation and Development (OECD) of members of the OECD Network of Schools of Government (NSG) from 21 November 2021 through 24 January 2022. The objectives of the survey were to identify current and future trends in the content and form of the training delivered by Schools of Government (SoGs) as well as their own management structures and governance. The survey is not meant to be empirical, but rather to raise questions and generate provocative insights to underpin discussions within the NSG. The survey was responded to by officials from 33 SoGs spanning all continents.

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Towards which Future for Schools of Government?

Introduction

This report presents the results of a short survey conducted by the Brazilian National School of Public Administration (ENAP) and the Organisation for Economic Co-operation and Development (OECD) of members of the OECD Network of Schools of Government (NSG) from 21 November 2021 through 24 January 2022. The objectives of the survey were to identify current and future trends in the content and form of the training delivered by Schools of Government (SoGs) as well as their own management structures and governance. The survey is not meant to be empirical, but rather to raise questions and generate provocative insights to underpin discussions within the NSG. The survey was responded to by officials from 33 SoGs spanning all continents.

This report is structured as follows: Part I looks at the future intentions of SoGs in terms of the learning opportunities offered and their future vision for their Schools. Part II looks at the present and the future of teaching methods and strategies. Part III looks at how SoGs' current structures could improve their performance going forward. By way of conclusion, the paper puts forward a series of key questions that all SoGs should consider to prepare for the future.

PART I – Schools of Government responding to the digital and reskilling revolutions

This section looks at SoGs' current and future views about programmes and staff and their intentions for the near future. This is illustrated by word clouds detailing the results of four open-ended questions, with larger words indicating a greater frequency in total responses¹. Differently colored words do not indicate any differences in responses.

Question 1 asked respondents if they could add three more programmes to their portfolios, what those would be (Figure 1). The top priority for Schools is to implement management skills courses, followed by programmes for digital skills. This reflects priorities for leadership development and digital skills given the growing use of automation and digitisation across government functions and services. Indeed, many public services facing difficulties in attracting and recruiting highly demanded digital skills in the labor market are choosing to upskill in-house. Digital skills are also often at the forefront of current reskilling and upskilling efforts in response to anticipated automation which makes some tasks redundant. In terms of prioritised policy areas, it is not surprising that climate, health and social development rate highly given the recent COVID-19 pandemic and focus on sustainability in many countries.

Figure 1. Additional educational programmes

Survey question: If you could add 3 more educational programmes to your school's portfolio, what would they be about?



Note: The word "none" was reported 12 per cent of the time and was excluded from the cloud for visualization purposes. Source: OECD (2022), Survey of the Schools of Government

Questions for further exploration:

- Digital training programmes already are in place in most SoGs, so what in particular is new about these fields that should be added?

¹ Similar words were grouped together in order to ensure coherence

- How specifically are training programmes and curricula being adapted to response to growing concerns for sustainability? What aspects of sustainability are SoGs focusing on?

The survey also asked respondents which three programmes they would cancel given the choice. Perhaps the most important result was the number of respondents reporting that they would not cancel **any** programme: the word “none” was reported 55% of the time suggesting that SoGs are satisfied with the programmes they offer, and are focused on expansion and a more varied offering rather than reductions. Aside from this, as can be seen in Figure 2, the most common programmes cited to be removed were related to human resources and project management. It is interesting to see that management skills (and HR) was one of the most demanded in the previous question, revealing that SoGs are not all in agreement regarding the intention to offer HR programmes. This finding raises interesting questions around the concept of “management skills” in general, and HR/Project management more specifically, and whether the focus is shifting towards more comprehensive programmes around management skills in general, and what those should include.

Figure 2. Cancellation of existing educational programmes

Survey question: If you had to cancel 3 existing educational programmes of your School's portfolio, which would you cancel?



Note: The word “none” was reported 55 per cent of the time and was excluded from the cloud for visualization purposes.
Source: OECD (2022), Survey of the Schools of Government

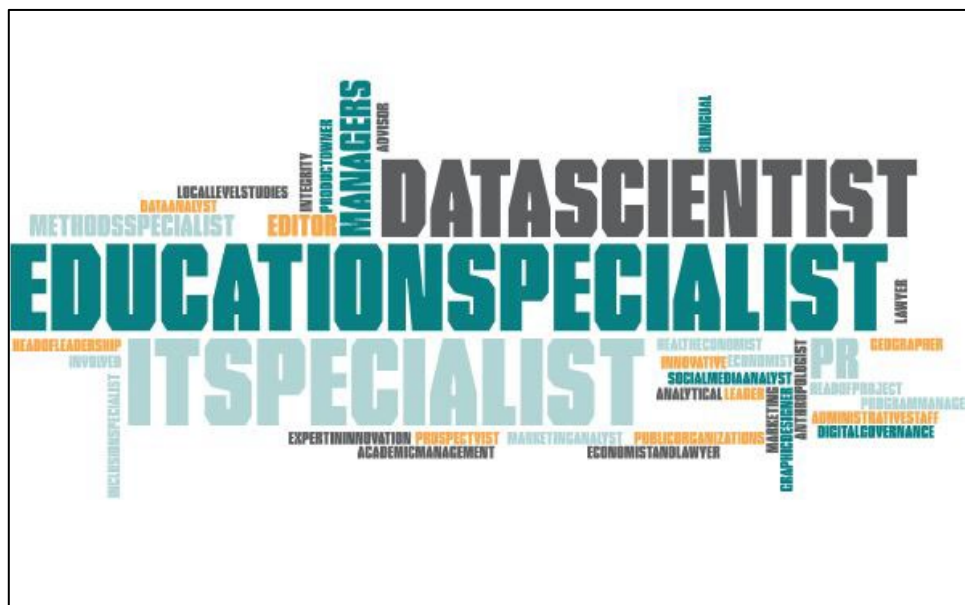
Questions for further exploration:

- How do SoGs assess the relevance of their programming? How do they determine which programmes are under-performing, or are less relevant for the future?
- Why the declining emphasis on human resources and project management skills? Given that management skills was identified as a priority in an earlier question? Is it that these skills are less relevant, or rather than they are being taught in more integrated fashion through new styles of management training?

Question three asked respondents about the professional profiles they would target if they could hire three new staff members (Figure 3). The focus on digital skills is once again apparent with data scientists and IT specialists ranking highly. However, the greatest demand was for education specialists, reinforcing the current focus on reskilling and upskilling in many public services and the need to reinforce the learning and development function. Education specialists (or often referred to as learning specialists) are responsible for curriculum design, and often oversee the content and development of courses. However, as SoGs continue to position themselves for success in a post-pandemic digital world, they recognise the need for profiles that can develop and implement new educational strategies, apply new teaching methods, in this changed context.

Figure 3. Hiring new staff

Survey question: If you could hire 3 new staff members, what profiles would they have?



Note: The word "none" was reported 8 per cent of the time and was excluded from the cloud for visualization purposes.
Source: OECD (2022), Survey of the Schools of Government

Questions for further exploration:

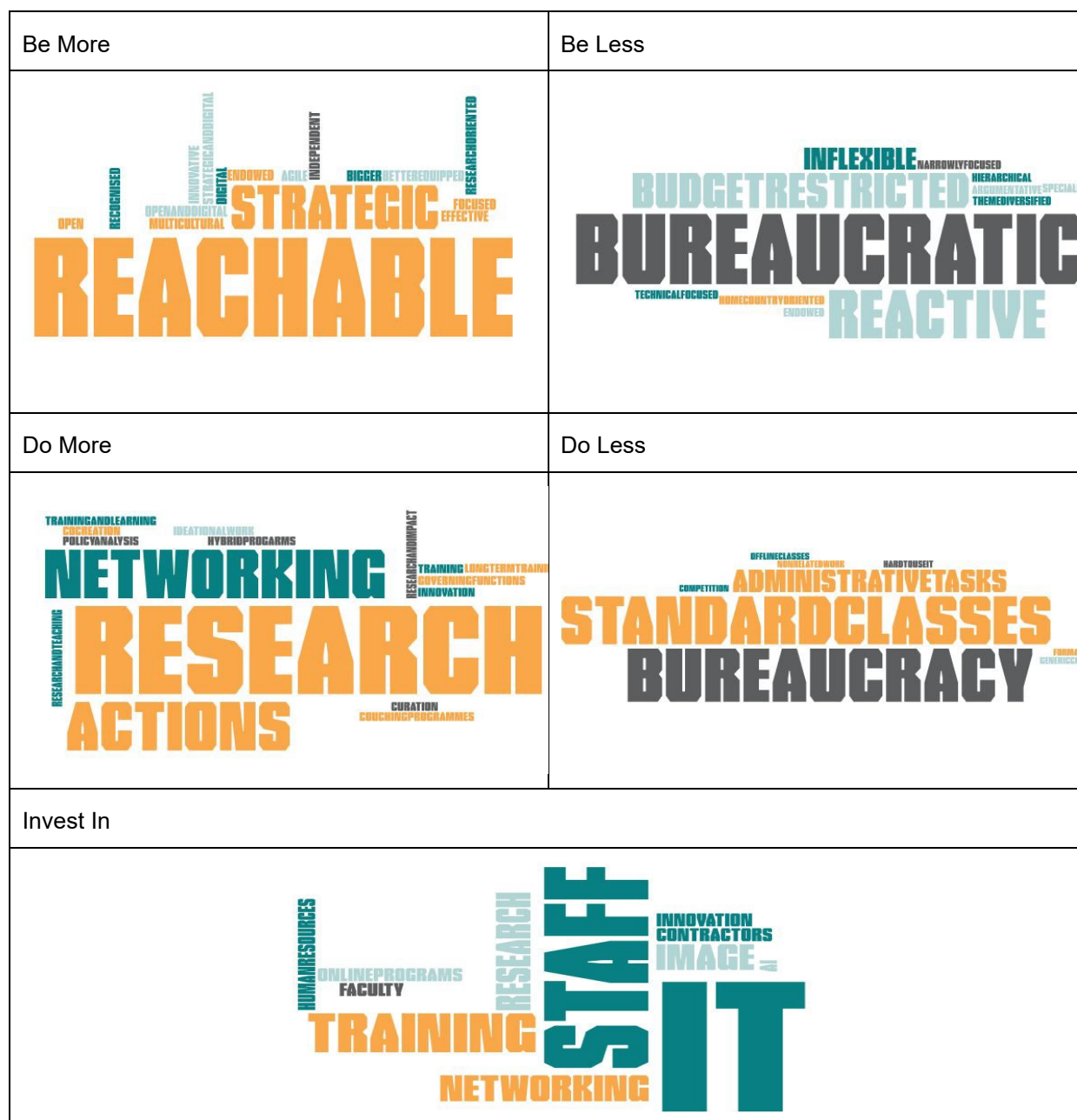
- How are data scientists and IT specialists being used in the SoGs themselves? As teaching methods change, how can they work best to complement the work of education and learning specialists?
- How are changes to ways of teaching being reflected in the types of education specialists that are needed? What kind of education specialists are needed? Is there a particular sub-set of skills that would define the education specialist of the future?

Finally, question four asked respondents to project 5 years into the future and predict how their SoG will change. As Figure 4 indicates, respondents predict that SoGs will be more reachable and strategic; less bureaucratic, more reactive, and budget restricted; do more research and networking; offer fewer standard classes; and invest more in staff and IT, image, training, and networking. An interesting observation is that many SoGs are trying to move beyond just offering professional training to students and grow their capacity

to conduct research. However it's interesting to note that SoGs want to do more research but do not intend to hire more researchers. By looking at the answers more specifically, some respondents stated that they would like to do more collaborative research and implementation of programmes with other institutions which may explain this apparent contradiction. Additionally, the intention of doing more networking shows SoGs' inclination to use maximize their partnerships for greater impact and results.

Figure 4. SoGs looking forward

Survey question: Please complete the following sentences: In 5 years, I expect the school to be...



Note: The word "none" was reported 13 per cent of the time and was excluded from the cloud for visualization purposes.

Source: OECD (2022), Survey of the Schools of Government

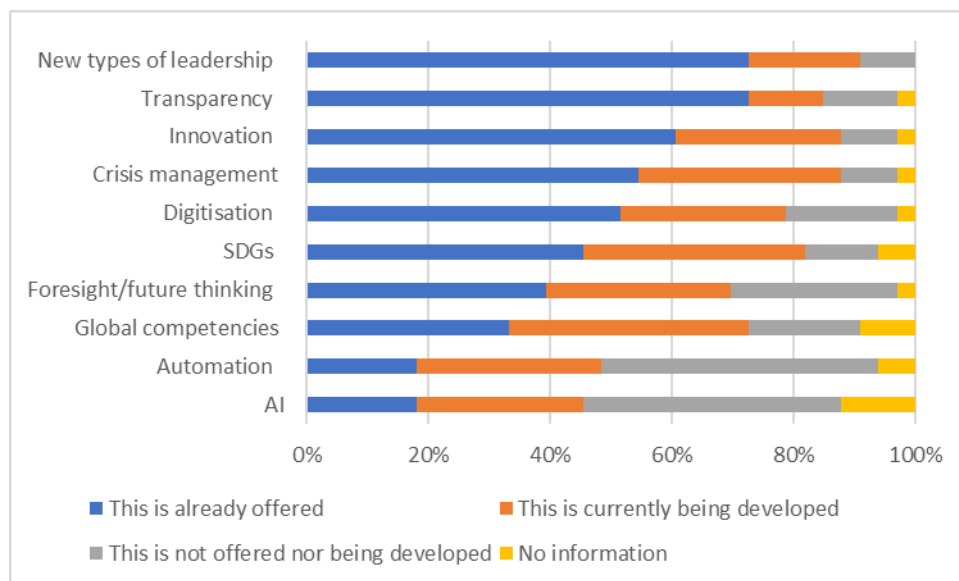
Questions for further exploration:

- What kind of research are Schools of Government best positioned to conduct? How can they differentiate their research from those of universities, think tanks and consultants in these areas?
- How can SoGs better leverage partnerships to maximize impact? What types of new partnerships can they forge and leverage?

The following two charts present the result of questions which asked SoGs to identify to what extent a subject area is currently offered and to what extent it is a priority for the near future. Figure 5 below shows to what extent programs on some topics are delivered by their school.

Figure 5. Programmes offered and developed by SoGs

Survey question: Please indicate to what extent programmes on the topics below are currently delivered by your school.



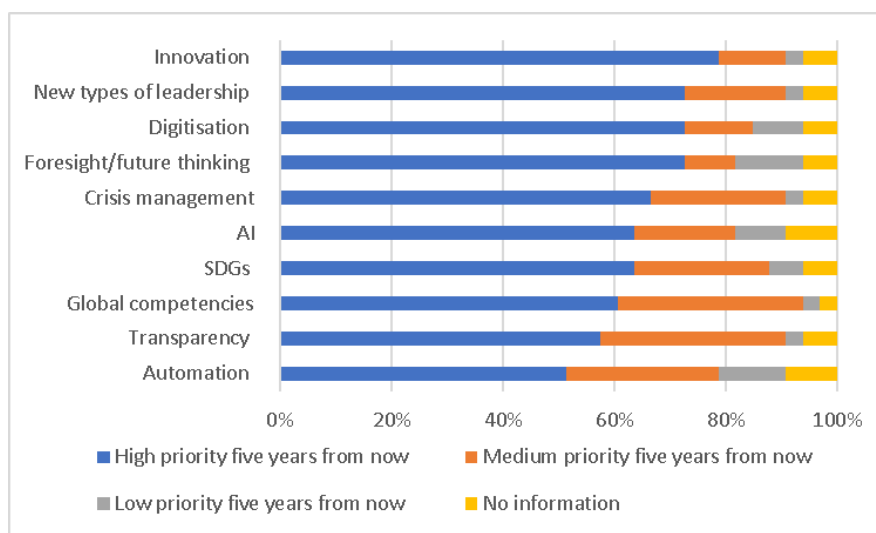
Source: OECD (2022), Survey of the Schools of Government

According to Figure 5, a majority of responding schools offer programmes on new types of leadership and management, transparency and innovation, and about half offer programmes on crisis management, digitalization and SDGs. Programmes on artificial intelligence and automation, remain rare, and appear to be so into the future. These findings will be better understood after a look at Figure 6 and Figure 7.

Figure 6 shows to what extent programs on the same ten previous topics will be a priority in the next five years. All of the topics were regarded as high priority by a majority of respondents.

Figure 6. Priority programmes in the next 5 years

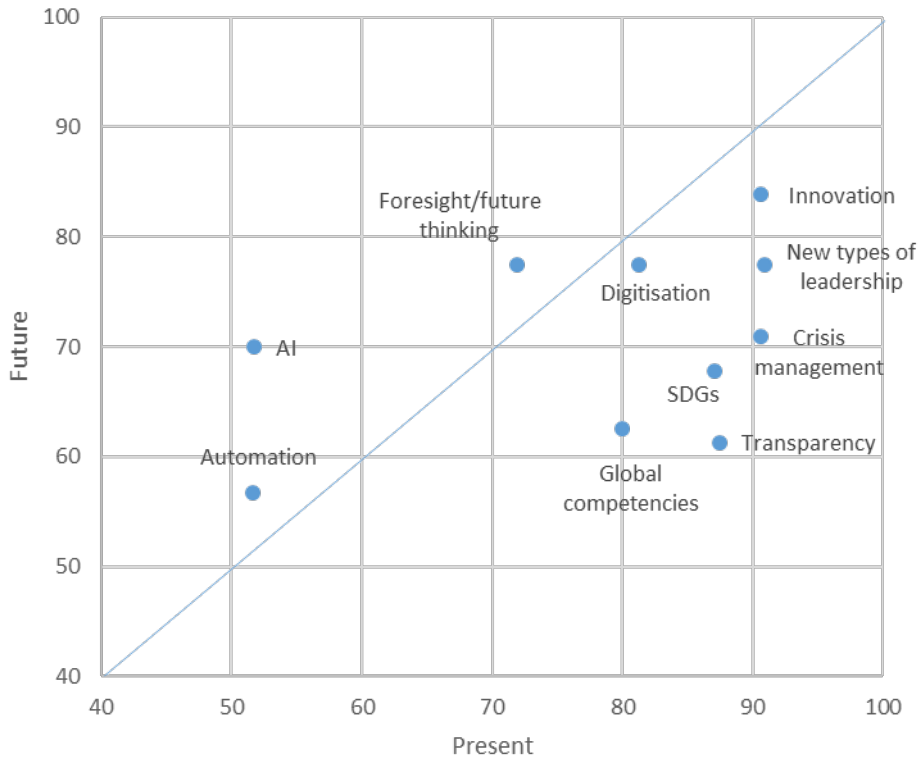
Survey question: Please indicate to what extent programmes on such topics will be a priority 5 years from now.



Source: OECD (2022), Survey of the Schools of Government

Figure 7 merges data from figures 5 and 6. The axis “Future” comprises the percentage of answers considering a programme a high priority in the next five years while the axis “Present” comprises the percentage of answers stating that a programme is already offered or being developed. Points located upper left side of the graph indicate future priorities not yet delivered, while points in the upper right indicate programmes that are both high priorities in the future and already delivered. Points on the lower right side indicator programmes currently delivered that will be lower priorities in the future.

Figure 7. High priority programmes currently being developed or already offered



Note: Future and present measured in percentage of answers. “Future” is the percentage of schools considering said programme a high priority in the next five years. “Present” is the percentage of schools stating that a programme is already offered or being developed.
 Source: OECD (2022), Survey of the Schools of Government

As Figure 7 shows, most programmes that are considered high priorities in the future are also currently being offered, although their scale may be limited. Meanwhile, Automation and AI are located above the 45° line implying that SoGs identify those programmes as future priorities but are not yet fully implementing them. The data raises questions about how SoGs are preparing themselves in the present for future concerns regarding artificial intelligence and automation programmes, which appear as a relatively lower priority overall.

Finally, when asked to freely comment about programmes they consider important and a priority, some schools reported that if they could, they would like to add training in public policy evaluation, learning collaborative attitudes, and a programme connecting learning and virtual reality. To them, these programmes seem essential to face the future.

Questions for future exploration:

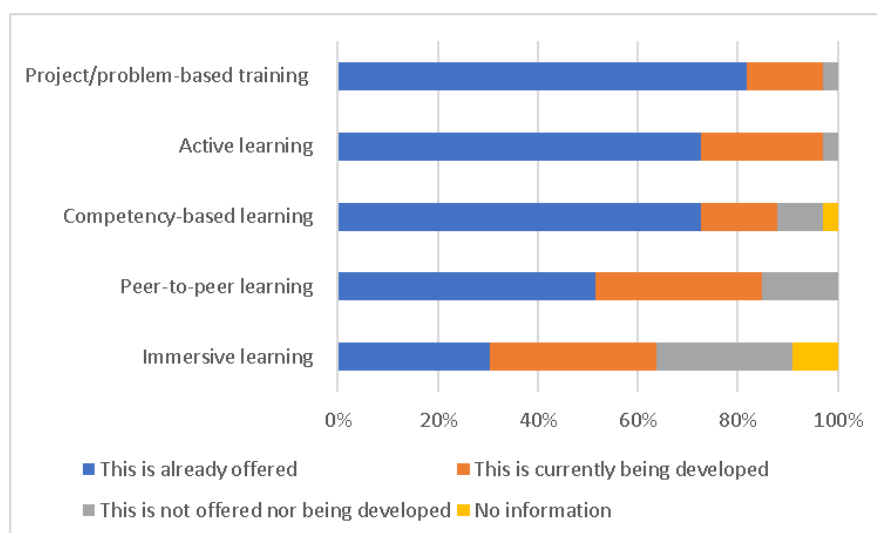
- How can SoGs improve their own capacities for strategic foresight to better anticipate training needs? What evidence and methods are used to stay abreast of learning demands?
- SoGs appear to offer many of the high-priority subjects of the future, but how can and should they adapt such programmes for the demands of the future? Or how could these be scaled up?
- In light of the covid pandemic, how have programmes on areas such as leadership, innovation, crisis management and SDGs being reconsidered and viewed?

PART II – Schools of Government adapting teaching methods to leverage digital and improve the impact of learning

The second part of the survey asked respondents to indicate to what extent a list of methods and strategies of teaching and learning was currently in place in their SoG as well as their respective levels of priority.

Figure 8. Teaching/learning methods in place

Survey question: Please indicate to what extent the following methods of teaching/learning are currently in place.



Note: The terms used are defined in the glossary, than can be found in Annex B.

Source: OECD (2022), Survey of the Schools of Government

The three most established methods of teaching/learning are Project/problem-Based Training², Active Learning Methodologies³, and Competency-based Learning⁴ while Immersive Learning⁵ is the least used. What we see is that almost ten schools are not concerned at the present time with immersive learning, perhaps because this method does not fit to their needs or maybe because they lack the capacity to implement it, thus focusing more on core teaching methods like active learning and problem-based training.

Regarding the levels of priority of each one of the same five methods of teaching/learning discussed above, respondents answered that mainly Active Learning, Project/problem-Based Training and Competency-Based learning are regarded as a top priority in the next five years (Figure 9).

² Problem-based training is a student-centred approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

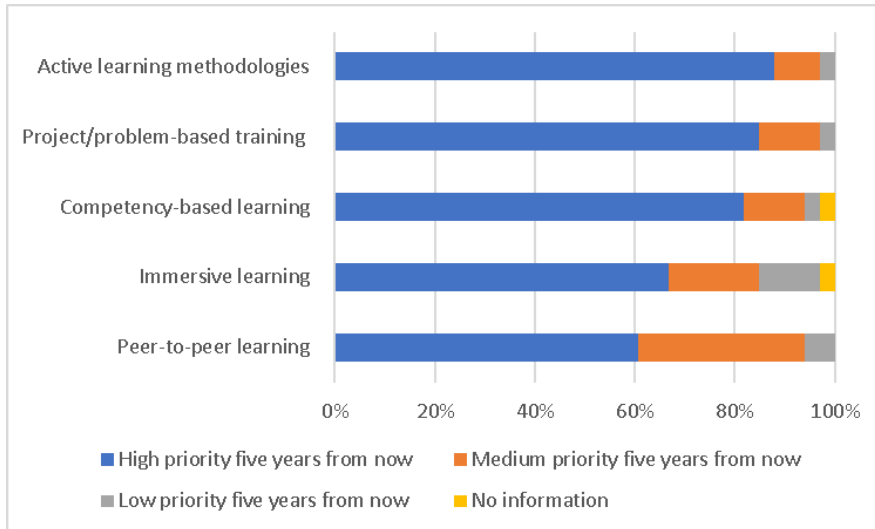
³ Active learning methods ask students to engage in their learning by thinking, discussing, investigating, and creating. Learners solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion.

⁴ Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

⁵ Immersive Learning is an experiential training methodology that uses Virtual Reality (VR) to simulate real-world scenarios and train employees in a safe and engaging immersive training environment.

Figure 9. Priority teaching/learning methods in the next 5 years

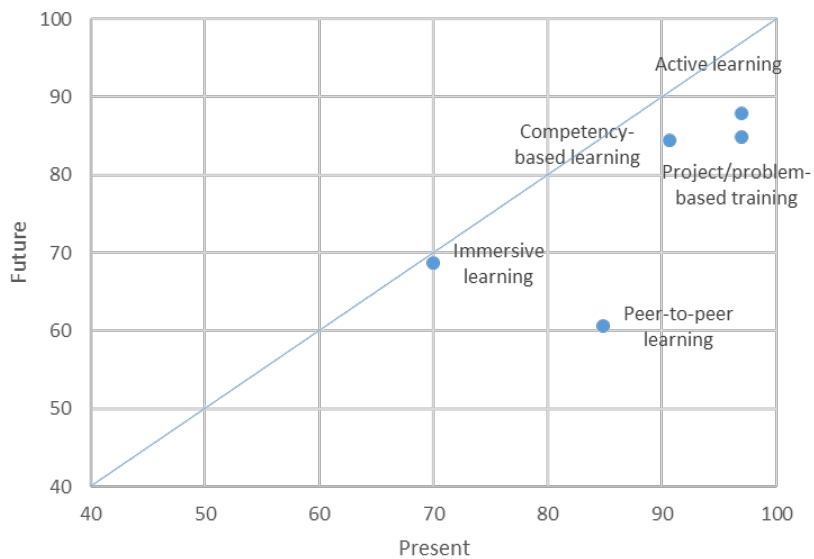
Survey question: Please indicate to what extent the following methods of teaching/learning will be a priority 5 years from now.



Note: The terms used are defined in the glossary, than can be found in Annex B.
 Source: OECD (2022), Survey of the Schools of Government

Figure 10 merges the data of figures 8 and 9 and shows that all five teaching methodologies are located in the upper-right corner – high priorities are being delivered at the rate expected.

Figure 10. High priority teaching/learning methods currently being developed or already offered



Note: Future and present measured in percentage of answers. “Future” is the percentage of schools considering said method a high priority in the next five years. “Present” is the percentage of schools stating that a method is already offered or being developed.
 Source: OECD (2022), Survey of the Schools of Government

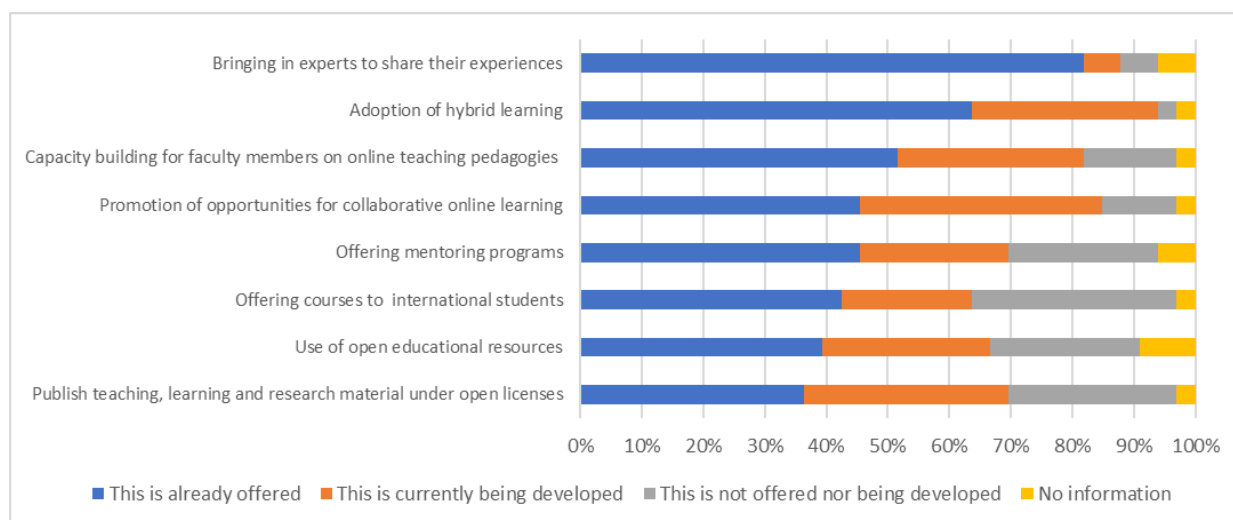
On the job learning is a common way to incorporate these practical learning approaches. And SoGs can play a growing role in promoting on the job learning. For example, Brazil’s National School of Public Administration (ENAP) has led an original initiative aimed at improving evidence-based decision making, including regulatory design. Through its “*Evaluation Advisory*” initiative, ENAP partners with agencies and provides technical support to evaluation projects, adopting active teaching methodologies, so that teams are able to carry out the process independently and autonomously in the future. Furthermore, ENAP also offers “*Evidence Express*”, in which rapid response is provided - around 4 weeks - based on research and data science methodologies. While placing public officials as protagonists of the learning process, ENAP leverages on the job learning to also build a culture of evidence in the public sector.

Teaching methods are crucial tools for schools to achieve their goals. Having in mind the challenges of the future and the results of Part I, an analysis about the current situation in SoGs regarding their methods of teaching and how they are adapting to the future would seem to be pertinent. The OECD is undertaking work on Learning Cultures in the public service, which will look not only at the provision of formal training, but also the way that everyday work provides opportunities for learning and growth. Central to this concept is the idea that just one method of teaching/learning will not be enough for a complete learning experience. The linkage of all these methods with on-the-job learning and peer-to-peer support would seem to be the objectives of the future, and this raises interesting questions around the role of schools in developing learning cultures that extend beyond the boundaries of their institutions and permeate the whole public service workplace.

Figure 11 shows to what extent various strategies of teaching and learning are currently in place or not in responding schools.

Figure 11. Teaching/learning strategies in place

Survey question: Please indicate to what extent the following strategies of teaching/learning are currently in place.



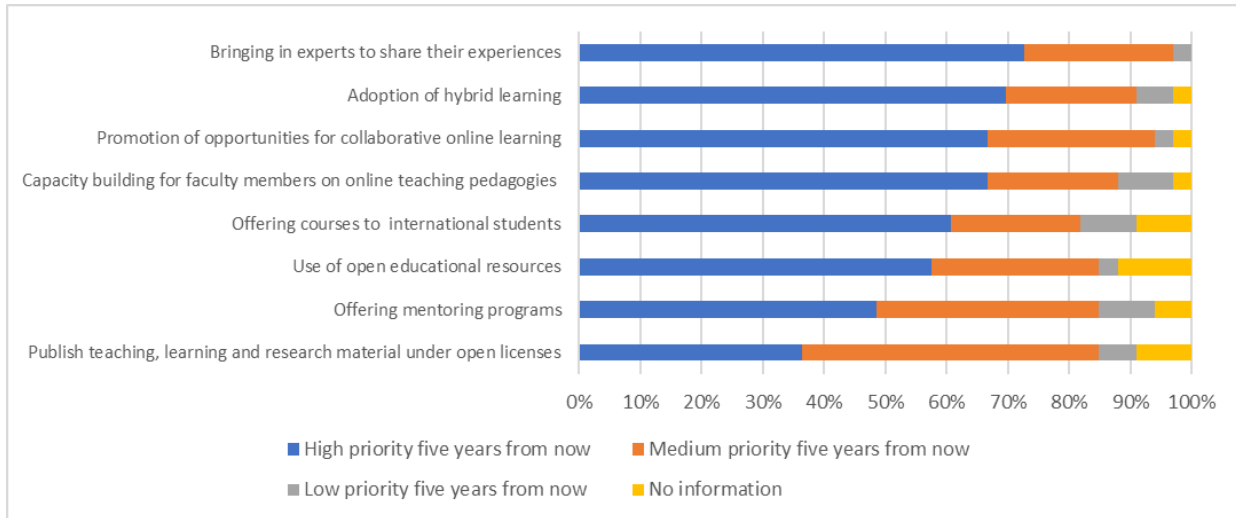
Note: Some terms used are defined in the glossary, than can be found in Annex B.
 Source: OECD (2022), Survey of the Schools of Government

The data show that over 80 per cent of respondents bring in experts to share their experiences with public servants. On the other hand, only a minority of respondents offer mentoring programs, and courses to international students, use open educational resources and publish material under open licenses.

Figure 12 indicates to what extent the same strategies of teaching and learning will be a priority in the next five years. Again, the use of experts and hybrid learning are at the top of the list.

Figure 12. Priority teaching/learning strategies in the next 5 years

Survey question: Please indicate to what extent the following strategies of teaching/learning will be a priority 5 years from now.

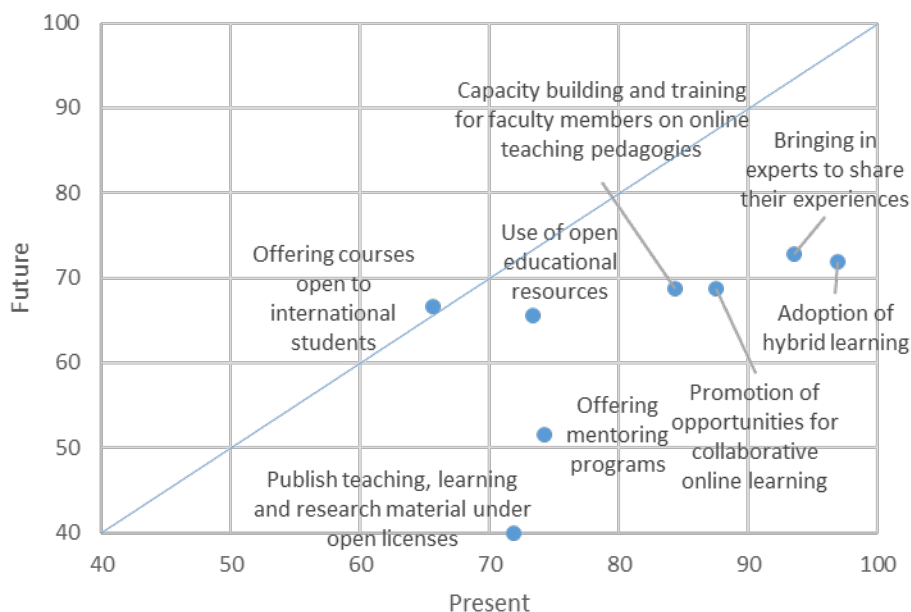


Note: Some terms used are defined in the glossary, than can be found in Annex B.

Source: OECD (2022), Survey of the Schools of Government

Figure 13 merges the two charts above and shows that schools' offerings and predictions about future priorities are mostly aligned. Offering courses open to international students is one area that is perhaps under-developed in some schools, and therefore a future priority for investment. The position of offering courses to international audiences slightly indicates that schools are trying to prepare themselves for more networking in the future. On the other hand, the relative lower priority of publishing teaching and research material using open licenses raises questions about the openness of schools and their willingness to share and network with each other. The use of online tools is clearly both a high priority for the future and also used significantly today, or under development. This reflects the experience of the pandemic. It is interesting to note, however that capacity building for teachers to manage in an online environment is perhaps slightly less used than the other online elements (hybrid learning and collaborative online learning). This raises questions about what kind of preparation trainers need to manage in an online/hybrid environment.

Figure 13. High priority teaching/learning strategies currently being developed or already offered

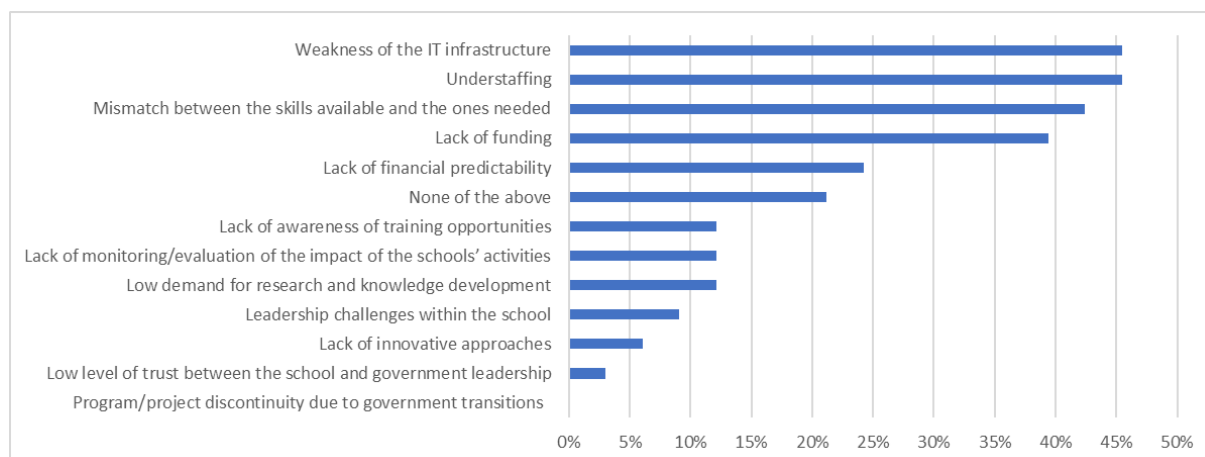


Note: Future and present measured in percentage of answers. “Future” is the percentage of schools considering said strategy a high priority in the next five years. “Present” is the percentage of schools stating that a strategy is already offered or being developed.
 Source: OECD (2022), Survey of the Schools of Government

The last analysis in this part tried to identify which obstacles are most likely to have to be overcome by SoGs to reach their goals in the next five years (Figure 14). Respondents were allowed to pick up to three answer choices.

Figure 14. Obstacles to overcome in the next 5 years

Survey question: Which obstacles are most likely to have to be overcome to reach your goals in the next 5 years (pick the top 3)?



Note: Values reported in percentage. Pick the top 3.
 Source: OECD (2022), Survey of the Schools of Government

Figure 14 shows that the main issues identified are related to inputs: weakness of the IT infrastructure, understaffing and skills mismatch, as well as underfunding. The demand-side elements (awareness, demand for research, etc.) were less often identified as problems.

Questions for further exploration:

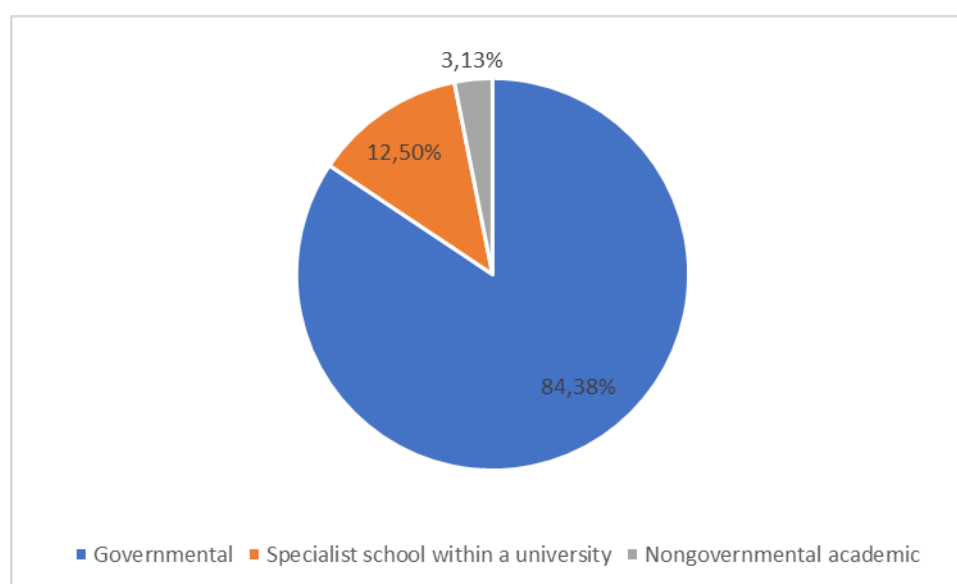
- What kind of teaching methods are and should be invested in, and how are these changing? The data show that active learning, project/problem based learning, and competency based learning are the more common methods, and also predicted to be high priorities in the future. What steps will schools need to take to ensure their scalability and relevance into the future?
- Is peer to peer learning less of a priority in the future? While most countries still see it as a priority, it appears to be relatively lower than others. However a future of digital networking can open up great opportunities to connect peers and learn from each other. The use of wikis and crowd sourcing for learning is only growing and the cost is relatively low. What opportunities are there to embed this kind of learning in SoGs' operations to support a broader learning culture in the public service?
- The future is also, likely, more open and networked, and therefore some of the low rankings around the use of open source material could suggest a lack of preparation among schools. What opportunities are there for more sharing of resources across borders and the development of learning material for the broader global civil service community?

PART III – Schools of Government adapting themselves to meet new demands

This third part asked questions about general SoGs characteristics. The first question identified the kind of institutions. Figure 15 shows that most respondents are governmental SoGs, followed by specialist schools within public universities like the College of Public Policy in Qatar and the *Facultad de Derecho e Ciencias Sociales* in Paraguay, and finally by private academic institutes or universities.

Figure 15. Type of school of government

Survey question: Please specify for 2020 (or the latest year available) the type of institution

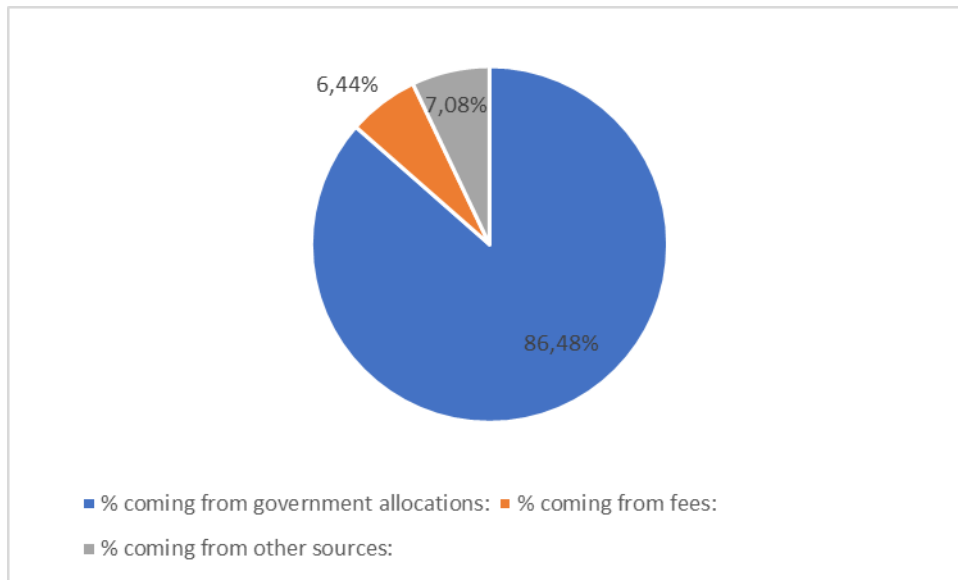


Note: N=32

Source: OECD (2022), Survey of the Schools of Government.

Given the results of Question 15, it is not surprising that the majority of funding for Schools originates from governmental sources: this was the case in 86% of respondents (Figure 16 below).

Figure 16. Total operating budget

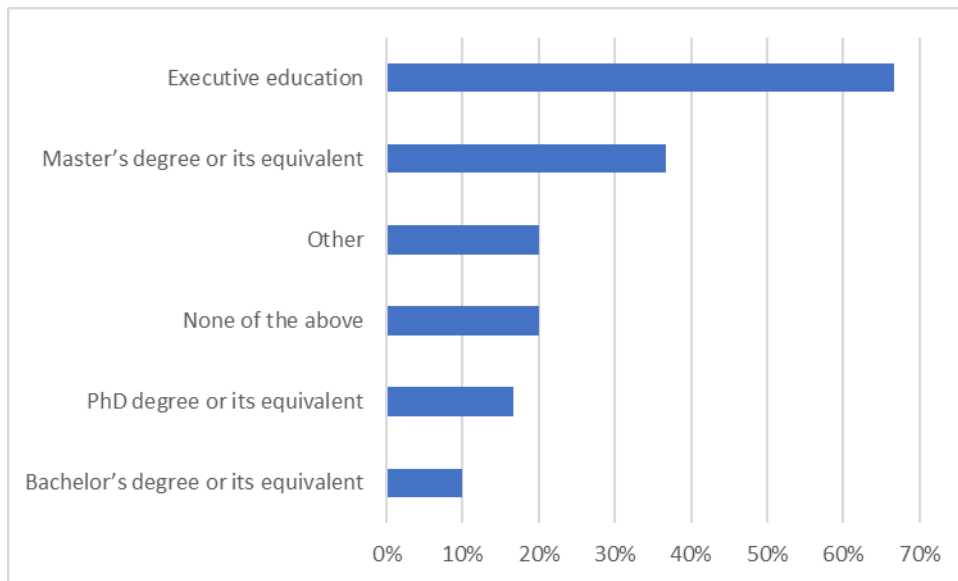


Note: N=25
 Source: OECD (2022), Survey of the Schools of Government

Regarding the degrees granted by SoGs, Figure 17 below shows that the most common are executive education, followed by master’s degrees.

Figure 17. Degrees granted by schools

Survey question: Does your institution grant any of the following degrees:

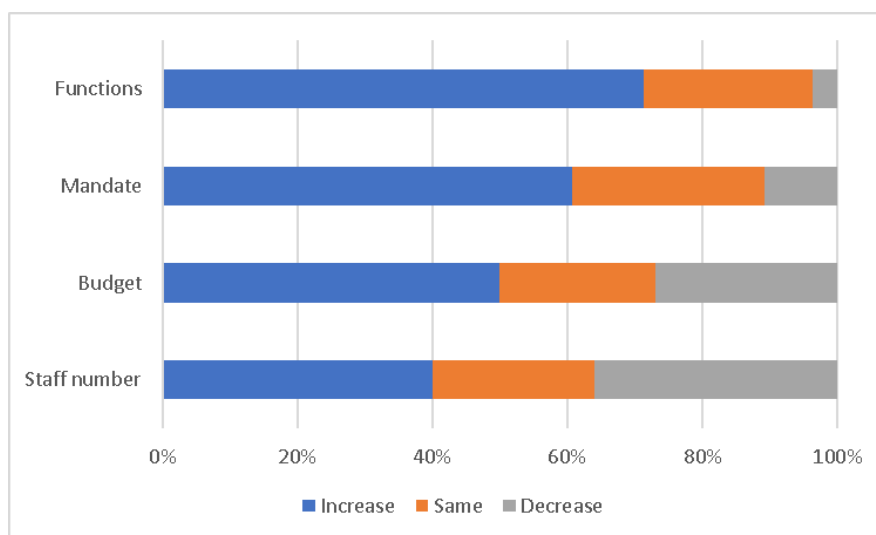


Note: N=30
 Source: OECD (2022), Survey of the Schools of Government

Assessing trends of growth and change, SoGs' members were invited to evaluate how their schools changed from 2014 to 2020 in terms of staff number, budget, mandate, and functions. Figure 18 shows that about 70% of respondents consider that their mandates and functions increased over this period, while only 50% saw their budgets increase, and only 40% increased their staff.

Figure 18. Structure changes of the schools

Survey question: Between 2014 and 2020, how has the School changed in terms of:

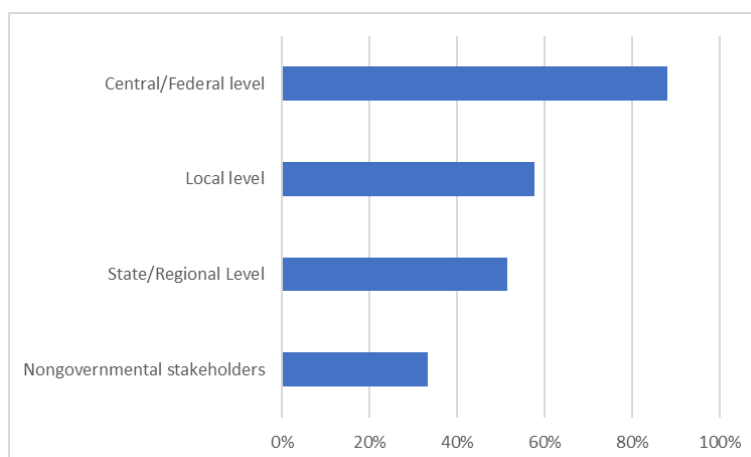


Note: 28 schools had information relative to functions, 28 to mandate, 26 to budget and 25 to staff number.
Source: OECD (2022), Survey of the Schools of Government

When SoG members were asked about the level of governmental training they are providing, most of them answered they provide training at the central/federal level, followed by those ones who provide training at the local level, then by those who provide training at the state or regional level, and finally, by the smallest share of those who provide training for nongovernmental stakeholders (Figure 19).

Figure 19. Level at which training and learning opportunities are provided

Survey question: Are you providing training and learning opportunities at:

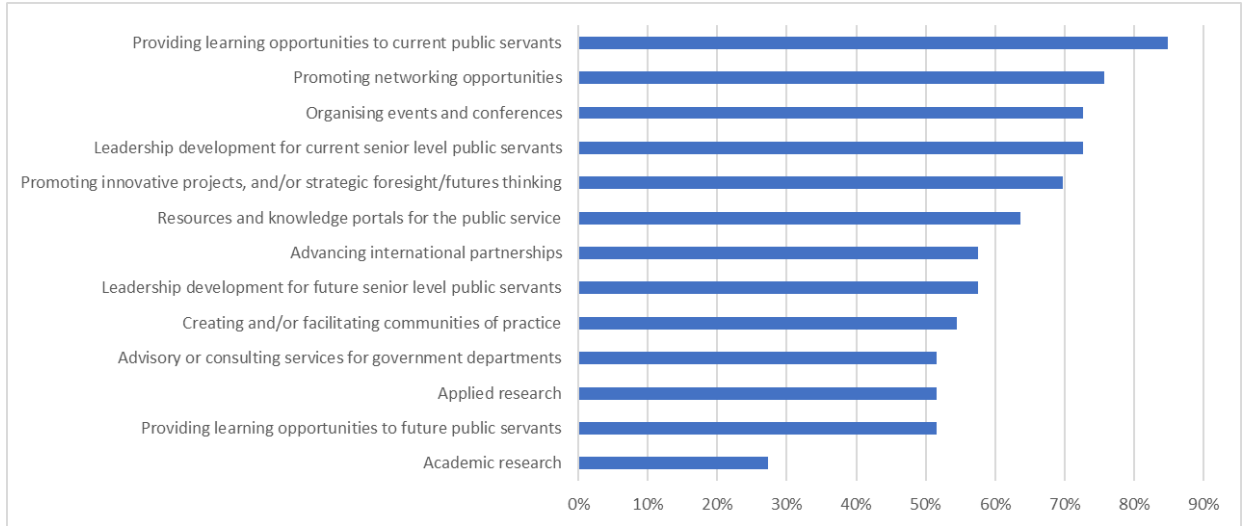


Note: Values reported in percentage.
Source: OECD (2022), Survey of the Schools of Government

Finally, most respondents' primary responsibilities are related to training and development of civil servants while many also organize events and conferences and promote innovative projects and networking opportunities. Fewer schools identify research as a primary responsibility, and when they do, they focus on applied research over academic research, which is not surprising given the hand-on and practical nature of most SoGs (Figure 20).

Figure 20. Primary responsibilities of SoGs

Survey question: What are the primary responsibilities of the school?



Note: Values reported in percentage.

Source: OECD (2022), Survey of the Schools of Government

PART IV - Questions SoGs need to ask themselves to prepare for the future.

This short paper provided an analysis of this light survey and was intended to spark discussion within the OECD's Network of Schools of Government. This paper concludes with a series of resulting key questions that SoGs should consider in preparing for the future:

1. SoGs appear to offer many programmes related to **anticipated technological changes**, but the pace of change is relentless in this area. How is your school positioning itself to adapt quickly? What methods and capabilities are used in-house to strengthen foresight and adaptability? How are Schools balancing these new courses with existing curricula? What are the new things on the horizon that you need to be integrating today to remain relevant?
2. SoGs have long been key players in the field of public **leadership** development and management skills. But how are these changing today, in light of increasingly complex policy challenges, public sector reforms, and increased uncertainty? What does the public manager of the future need to be able to do? And how is your school ensuring that the right kind of leadership is being developed?
3. How does your school assess and **evaluate** the relevance of its programming? Against which standards and benchmarks? How do you determine which programmes are under-performing, or are less relevant for the future?
4. How does your school promote a **learning culture**, where all public servants are provide the tools and motivation to learn and grow throughout their careers? What kind of teaching methods are and should be invested in, and how are these changing? The data show that active learning, project/problem based learning, and competency based learning are highly delivered, and also predicted to be high priorities in the future. But what will change in the way these are delivered? What steps is your school taking to keep up with these changes and ensure relevance into the future?
5. **Teaching channels and methods are evolving**, and is clearly one aspect of the future that is highly prioritized. What are the lessons learnt from the pandemic, and before, regarding your Schools' experience of online learning and applying new teaching methods? How can Schools better pilot and adapt methods? What are the future opportunities to embed this in the "new normal" for your school?
6. How does your school enable **peer-to-peer learning**? While most countries still see it as a priority, it appears to be relatively lower than others. However new technologies can open up opportunities for this medium. The use of wikis and crowd sourcing for learning is only growing and the cost is relatively low. How is your school embedding this kind of learning in its operations to support a broader learning culture in the public service?
7. The future is also, likely, more **open and networked**. What opportunities are there for more sharing of resources between your school and others, across borders? How could your school contribute to and benefit from the development of open source learning material for the broader global civil service community? How does and should your school work with **partners**, such as other universities, to maximise impact? What are the value-added and respective roles in such partnerships?
8. What kind of **research** can and should your school undertake to add value to public administration reform and policy making? Where does your school fit in the public service information ecosystem? How is your research different to those of universities, think tanks and consultants in these areas?

9. How has your school been adapting its **funding and staffing strategies** to meet the new demands of the changing world? How is the profile of your staff shifting? How are you determining what profiles of employees you will need in the future and ensuring you provide an environment that attracts and retains them?

Annex A: Methodological considerations

The sample is widely spread across the globe and composed of 33 respondents. The number of responses per country is listed in Table 1 below. As one can see, with the exception of Brazil and Spain, each country in the sample had only one respondent.

Table 1. Sample distribution across countries

Country	Respondents
Australia	1
Brazil	4
Brunei Darussalam	1
Bulgaria	1
Canada	1
Costa Rica	1
Ecuador	1
Germany	1
Greece	1
Guatemala	1
Israel	1
Italy	1
Latvia	1
Lebanon	1
Luxembourg	1
New Zealand	1
Norway	1
Paraguay	1
Philippines	1
Poland	1
Portugal	1
Qatar	1
Republic of Korea	1
Serbia	1

South Africa	1
Spain	3
The Republic of Kazakhstan	1

Source: OECD (2022), Survey of the Schools Government

Regarding their positions, the respondents self-classified themselves according to Table Two. As noted below, most of the sample is composed of high-ranking officials from the selected SoGs. The sample includes three presidents and 16 directors in its composition.

Table 2. Position of respondents

Position	Respondents
Advisor/consultant	3
Manager	3
Director	16
Professor	5
President	3
Expert	1
Not applicable	2

Source: OECD (2022), Survey of the Schools Government

Annex B: Glossary

Specific terms used throughout the survey have been defined in a glossary.

Active Learning Methodologies: Active learning can be defined as the process of acquiring knowledge, skills, values and attitudes by any educational strategy that involves or engages students in the process by leading them to activities and debates, instead of just putting them in the position of passively listen to the information given by the teacher (Anastasiou & Alves, apud Konopka et al, 2015). This concept includes all practices that accomplish group exercises applied to real life situations and/or to new problems. Therefore, active learning encompasses a wide and varied set of techniques or methods that commonly require students to perform significant proactive activities by being aware and responsible for what is being done (Prince, apud Konopka et al, 2015).

Competency-based learning: Competency is “a combination of skills, abilities, and knowledge needed to perform a specific task”. Competency-based learning is the result of integrative learning experiences in which skills, abilities, and knowledge interact to form learning bundles that have currency in relation to the task for which they are assembled. “There are clear advantages for students in competency-based learning models. Because learning can be described and measured in ways that are apprehended by all parties, competencies permit the learner to return to one or more competencies that have not been mastered in a learning process rather than facing the unwelcome prospect of repeating one or more traditional courses. Competencies also provide students with a clear map and the navigational tools needed to move expeditiously toward their goals”. (Voorhees, 2001, p. 8)

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Global competences: Global competence is a multidimensional capacity. Globally competent public servants understand the interactions between local and global policy issues, understand and appreciate different (intercultural) perspectives and world views, interact successfully with others (including in international forums), and take responsible action toward sustainability and collective well-being.

Hybrid Learning: Hybrid or blended learning is any combination of in-person and remote learning. By no means is it something new. The approach has been implemented for years in education, especially with the disruption of digital technologies. Three distinctive features to categorize hybrid learning:

- Time (when): which can be synchronous (at the same time, also known as “real time”) or asynchronous (sequential, at different times) or it can have a bit of both.
- Space (where): which can be in person (also known as face-to-face, sharing the same physical location) or can be remote (two or more people in different physical locations).
- Interaction (how): which can be unpacked in terms of the direction of the communication (one-way; bi-directional or multi-directional) or type of engagement, from no-participation (an individual is learning alone without interaction with others), limited participation (where the interaction with others is limited, structured or controlled) and high participation (active and dynamic exchange with others is regular and essential). (Barron, 2021)

Immersive learning: Immersive learning is a method that makes use of artificial or simulated environments through which the learners can become completely immersed in the learning process. It has the potential to bring abstract learning scenarios to life, thus making real the very important, but difficult task of recreating interactions for the

learners. Immersive learning allows learners to control the outcomes by connecting them with real experiences, but in a safer environment. (Kumar, 2020). It includes gamification strategies, virtual and augmented reality, and any other strategy that immerses the student in a real or simulated learning environment.

Mentoring programmes: Mentoring is a process of personal learning and support for career development, applicable to all leadership, in which the mentor is a leader or a more experienced professional who invests time, shares knowledge and employs their efforts in order to support the life and career planning / development of his/her mentee, providing guidance, practical examples and challenges to enrich his/her way of thinking and develop his/her personal and professional potential. (Enap)

Open Educational Resources (OERs): Following UNESCO definition, Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. OER form part of 'Open Solutions', alongside Free and

Open Source software (FOSS), Open Access (OA), Open Data (OD) and crowdsourcing platforms: More information available at: <https://en.unesco.org/themes/building-knowledge-societies/oer>

Peer-to-peer learning: Peer to peer learning is when one or more students (or co-workers) teach other students (or co-workers), supporting each other throughout the learning process. In an educational setting, students learn from other students, usually through group activities and cooperative learning, engaging with one another as equals (Wooll, 2021) . Other peer-to-peer strategy is to engage people in communities of practice where they can share experiences and develop new skills.

Project / Problem-based learning: Problem- and project-based learning are methodologies based on the concepts of learning by doing. Problem-based learning methodologies can vary, but the essence is to provide students with cases based on real world problems or "simulated problems that students and teachers can explore collaboratively" (Barron et al, 1998, p. 277). "It is crucial to PBL that the problem raise compelling issues for new learning and that students have an opportunity to become actively involved in the discussion of these issues, with appropriate feedback and corrective assistance from faculty members". (Wikerson and Feleti, apud Albanese and Mitchell, 1993, p. 53). Project based learning normally offers activities centered in everyday stings with tangible outcomes. A relevant problem-based challenge can serve as a scaffold for more open-ended subsequent projects. (Barron et al, 1998, p. 277).