Management Response

Evaluation Title	Review of the WHO Global Language Programme (GLP)
Commissioning Unit	WHO Staff Committee and Senior Management
Link to the evaluation	https://www.who.int/docs/default-source/documents/evaluation/review-global-language-programme-2018.pdf?sfvrsn=e451728b_2
Evaluation Plan	Organization-wide evaluation workplan for 2018-2019
Unit Responsible for providing the management response	HRT/TAM

Overall Management Response:

WHO welcomes the comprehensive report on the review on the WHO Global Language Programme (GLP) and fully accepts the recommendations. WHO acknowledges the high value of the data collected in a strong and transparent process. WHO is pleased with the overall finding that, despite the technical issues in certain regions, "the current GLP delivered by Berlitz provides good equity of access to staff in all offices" Other key positive findings include:

- Accessibility: The number of participants able to access language courses is significantly higher than the previous face to face programme.
- Flexibility: both the enrolment process and learning solutions offered adapt better to individual circumstances.
- Satisfaction: results show good levels of satisfaction with the quality of the programme, the overall learning experience and individual progression.

Following the inception of the external review, WHO took the following actions:

1. Designed and implemented a new communication system with involved more clear information documents for participants and supervisors: flyers, registration forms, course description in ilearn, etc.
2. Set up and implemented a new monitoring and evaluation system following the Kirkpatrick model in ilearn.
3. Increased the offering of language courses, learning solutions and pedagogical approaches.
4. Improved the offering of the less demanded languages (Arabic, Chinese and Russian) by creating intensive courses and reviewing critical courses when needed.
5. Started a process of modification and update of WHO policy regarding the organization language scheme and language incentives.

WHO acknowledges that the review also identified a number of areas for improvement to strengthen the Global Language Programme. WHO continues to implement the recommendations of the external evaluation report as detailed on the following sections.

First Management Response Status: *In progress*	Updated Management Response Status: *In progress*
First Management Response Date: April 2020	Updated Management Response Date: 11 May 2021
Overall update on the actions taken since September 2020	The GLP has been ongoing with no disruption. New courses and delivery formats have been piloted and implemented to better meet WHO staff needs. In addition, Berlitz has implemented a new platform aiming to facilitate navigation and accessibility for the users and removed Adobe Flash Player as a technical requirement.

Recommendations and Action Plan

Recommendation 1: Redesign the current WHO organizational strategy for career development and learning as related to the GLP to ensure the following elements are developed or embedded into the learning culture of the organization: a. Increased awareness of the value of language learning within the WHO b. Increased understanding of the importance WHO places on providing language learning to all staff c. Promote and advocate online learning as an organizational approach.					
Management response	Accepted. Since the review was received, WHO has taken several actions to increase awareness of the value of languages and of the importance of Multilingualism in WHO. Online learning possibilities has also increased with better resources and state-of-the-art online learning tools, such as LinkedIn Learning. As the WHO Academy is put in place, a new learning strategy is being developed and language learning will be part of it.				
Status	*In progress*				

Key actions	**Responsible**	**Timeline**	**Status**	**Comments**	**Update since April 2020**
Provide information and details about the GLP to the UN Joint Inspection Unit (JIU) for their Review on Multilingualism	Juan Garcia-Araez (TAM)	by July 2019 / on demand of the JIU	*Implemented*	The WHO position towards Multilingualism has been described in many internal official documents. The current JIU review "A.445: Multilingualism in the United Nations system" aims to describe different approaches and implementation status of multilingualism across UN organizations. Update on Multilingualism in WHO (including the GLP) was provided to the JIU for this review.	No Update Required
Enhance and promote online learning	Jennifer Velev (TAM)	by 2020	*Implemented*	WHO has integrated into ilearn the online training offer provided by LinkedIn Learning. WHO staff (and non-staff) have access via our LMS to a wide offer of online trainings via both their desktop and mobile.	No Update Required
New policy on WHO language scheme and language allowances	HRT TAM/HPJ	by December 2020	*In Progress*	GLP includes facilitating the participation to different language proficiency examinations. Those are required when applying for a language allowance. The policy needs to be updated and amended in order to ensure coherence and equality among regions.	In progress
Ensure that the new WHO Learning Strategy includes language learning.	HRT WHO Academy	By December 2020	*In Progress*	Language learning should be an important component of the new learning strategy associated with the WHO Academy.	In progress

Recommendation 2: Develop and implement an effective ongoing communication strategy for regularly disseminating information about the courses on offer to all staff globally.					
Management response	Accepted. Fluid and effective communication with participants, supervisors and service providers is crucial in the GLP. The number of actors regularly involved in the GLP is very large and dissemination of unclear or misleading information about the programme could generate frustration and eventually lead to drop outs.				
Status	*Implemented*				
Key actions	**Responsible**	**Timeline**	**Status**	**Comments**	**Update since April 2020**
Design and implement new internal communication strategy.	Juan Garcia-Araez (TAM)	by March 2019	*Implemented*	Excessive communication with participants via email created confusion and misinterpretation of the resources available for participants. Berlitz has been asked to reduce the number of emails during the duration of the language training and reminders via ilearn has been set up to provide direct links in crucial moments. A new notification system using ilearn has been established including reminders and direct links to the registration form. New flyers to be included in crucial communications with participants have been also designed.	No Update Required
Request Berlitz to create new and friendlier learning guides and course descriptions	Juan Garcia-Araez (TAM)	by March 2019	*Implemented*	The analysis of recurrent issues and common participants' demands helped to identify the key information that was missing in the existing learning guides and course descriptions. After several versions, the provider's proposal was validated by WHO and included in the introductory message that participants received at the beginning of each course. Blended courses include also a virtual guide accessible in Berlitz e-learning platform.	No Update Required
Improve intranet announcements and update regional focal points on the GLP.	Juan Garcia-Araez (TAM)	by March 2019	*Implemented*	A template in HTML has been created and shared with focal points to be adapted in their regional intranets. Focal points were informed about the learning solutions provided in the GLP, administrative mechanisms, eligibility, etc. Special emphasis was made about key aspects such as enrolment system and the learning solutions and regional focal points are regularly contacted with updates and/or provided with regional GLP reports if requested.	No Update Required

Recommendation 3: Provide support or guidance for Supervisors to increase understanding of the needs of staff taking GLP courses with WHO, including time management for learning.					
Management response	Accepted. WHO accepts that enhanced communications with supervisors on GLP course formats and requirements will be beneficial and has already taken steps. The revised communication approach to involve more supervisors has been implemented as part of the ongoing GLP communication strategy. It is worth to point out that a number of Information notes and policies on training and WHO language schemes were already available for supervisors (Resolution WHA71.15 on Multilingualism, Corporate Framework for Learning and Development 2014-2020 or the Multilingualism report by the Director-General EB144/38, among others).				
Status	*In progress*				
Key actions	**Responsible**	**Timeline**	**Status**	**Comments**	**Update since April 2020**
Communicate supervisors key information about the GLP.	Juan Garcia-Araez (TAM)	by January 2019	*Implemented*	Intranet announcements include information about the conditions of participation in the GLP. In the new enrolment process, both supervisors and participants are notified about the language course request and informed about the course, duration, commitments, requirements, etc. Supervisors are also reminded that language training needs to be agreed with the participant and reflected in the staff member's PMDS.	No Update Required
New policy on WHO language scheme and language allowances	HRT TAM/HPJ	by December 2020	*Not initiated*	The policy needs to be updated and it should include a reference to the WHO training and professional development framework.	Not initiated

Recommendation 4: Ensure that joint planning sessions with Berlitz and WHO staff take place regularly to identify potential areas for development within the current GLP programmes (e.g. technical language sessions, more appropriate class scheduling for regional time zones, UN exam preparation, facilitated 'online conversation sessions' on organizational topics as separate to classes).	
Management response	Accepted. Since October 2018, several meetings have been arranged with Berlitz to address topics related to effective communication with participants, new intensive courses in several languages, deal with technical / connectivity issues, syllabus design and other related pedagogical issues.

	External experts and GLP participants were invited to some of the meetings. The outputs of these sessions include a reviewed Arabic programme, communication solutions for one-to-one lessons in remote duty stations or countries with phone/skype limitations or measures to tailor courses to WHO staff specific needs.				
Status	*Implemented*				

Key actions	**Responsible**	**Timeline**	**Status**	**Comments**	**Update since April 2020**
Organize regular update sessions with Berlitz	Juan Garcia-Araez (TAM)	Ongoing	*Implemented*	GLP focal point and Berlitz representatives have updating sessions via phone or teleconference at least once a week to address individual requests, schedule conflicts, platform related issues and other urgent administrative matters.	No Update Required
Organize GLP evaluation meetings with Berlitz and external experts.	Juan Garcia-Araez (TAM)	Ongoing	*Implemented*	At least twice a year, Berlitz presents GLP results and provides information about the situation to assess the programme and address challenges.	No Update Required
Find solutions for poor communication cases and access to learning materials.	Juan Garcia-Araez (TAM)	By March 2019	*Implemented*	A number of participants were unable to follow the one-to-one lessons due to communication restrictions in their respective duty stations. As requested by WHO, Berlitz was able to find alternative solutions for those cases.	No Update Required

Recommendation 5: Develop an ongoing coordinated approach between Berlitz, and WHO headquarters and regional technical teams to address general and contextual technical issues.					
Management response	Accepted. WHO accepts that a coordinated approach between Berlitz, HQ and regions is crucial for an effective and consistent development of the GLP. Also, HQ Staff Union representatives have been involved in important decision-making processes regarding the GLP.				
Status	*Implemented*				

Key actions	**Responsible**	**Timeline**	**Status**	**Comments**	**Update since April 2020**
Communication strategy for regional focal points update.	Juan Garcia-Araez (TAM)	by March 2019	*Implemented*	Focal points are informed regularly about the GLP, namely about inscription periods and deadlines, new course offering, administrative requirements and exceptional cases. Regional focal points can also access the GLP records in ilearn and request regional GLP reports.	No Update Required
Include regional focal points and Staff Union representatives in the RFP for distance language training in WHO.	Juan Garcia-Araez (TAM)	by February 2020	*Implemented*	The contract with the current provider finished in December 2020. Out of the five members of the Technical Evaluation, two are regional focal points and one is a member of the current Staff Union Committee.	No Update Required

Recommendation 6: Work with Berlitz to develop targeted resources and support mechanisms aimed at addressing basic digital literacy.					
Management response	WHO welcomes the recommendations and partially accepts them. WHO asked Berlitz to create and adapt resources to support participants less technologically aware or experiencing technical issues. The Terms of Reference in the contract with the provider, however, do not include other training than language and communication, but Berlitz has put into place several communication channels to address technical problems and navigation issues and provides individual solutions on demand.				
Status	*Implemented*				
Key actions	**Responsible**	**Timeline**	**Status**	**Comments**	**Update since April 2020**
Design and implement a friendlier registration system.	Juan Garcia-Araez (TAM)	by March 2019	*Implemented*	Ilearn is a strong LMS but the nature and flexibility of the current GLP required more elaborated system to reflect GLP results with accuracy. Staff members can submit their participation request using a Datacol form hosted in WHO intranet and embedded in ilearn. The form can be hyperlinked and directly accessed.	No Update Required
Request Berlitz to create new and friendlier learning guides and course descriptions	Juan Garcia-Araez (TAM)	by March 2019	*Implemented*	Recurrent technical requests from participants included navigation, access to certificates, session booking and enrolment issues. Berlitz included in the new learning guides clear and short instructions with the essential actions to be able to perform when participating in an online course.	No Update Required

Recommendation 7: Establish a formal network with other UN agencies language training focal points to share learning from the GLP and improve awareness of different approaches, practices and challenges of online learning across UN agencies.					
Management response	Accepted. WHO has identified and contacted language training focal points across UN system entities and has integrated existing training networks. This kind of environment facilitates exchanges of best practices and allows sharing administrative processes with language training providers.				
Status	*Implemented*				
Key actions	**Responsible**	**Timeline**	**Status**	**Comments**	**Update since April 2020**
Identify language training focal points in across UN System entities.	Juan Garcia-Araez (TAM)	by March 2019	*Implemented*	Communication has been established with language training focal points in UNHQ, UNOG, WIPO, FAO, WFP, ILO, OIM, UNHCR and other UN System entities.	No Update Required
Integrate the Geneva Learning Network	TAD members	By November 2018	*Implemented*	The Geneva Learning Network (GLN) is a forum open to UN professionals involved in learning, training and staff development. The GLN is an active community and a space for exchange of experiences and approaches in the field of learning in the UN system.	No Update Required

Recommendation 8: Establish an internal yearly survey aimed at current GLP participants to annually review the accessibility and quality of the programme.					
Management response	Accepted. Using ilearn WHO evaluates the GLP at levels 1 and 2 of the Kirkpatrick model. In addition, Berlitz collects feedback from participants straight after the completion of the course. The data collected from the above-mentioned sources is analysed and discussed with Berlitz on a regular basis. By monitoring the reaction of the participants, GLP managers can take immediate corrective actions so to improve the organization, format and content of future language courses.				
Status	*Implemented*				
Key actions	**Responsible**	**Timeline**	**Status**	**Comments**	**Update since April 2020**
Set up a Monitoring and Evaluation system.	Juan Garcia-Araez (TAM)	by October 2019	*Implemented*	The Global Learning and Development Committee (GLDC) requested the design and implementation of a Monitoring and Evaluation System for the Staff Development and Learning activities founded by the GLDC. Several questionnaires have been created in ilearn and have been activated for the GLP.	No Update Required
Collect and analyse data in order to assess the GLP and take the necessary corrective actions	Juan Garcia-Araez (TAM)	Ongoing	*Implemented*	In 2019 several improvements were made after analysis of the feedback collected from GLP participants. The main actions included the creation and diffusion of new learning guides, redefinition of the enrolment system, review of the Arabic programme (course materials, learning objectives, assessment…) and offering of new courses (intensive two-week courses in Arabic, Chinese and Russian, Writing for Professional Purposes offered in UNOG).	No Update Required