



REVIEW OF THE WHO GLOBAL LANGUAGE PROGRAMME

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Executive summary

Introduction

The WHO currently provides language training for staff across the organization; the Global Language Programme (GLP) an online learning programme delivered by Berlitz which consists of two programmes, the Berlitz Virtual Classroom and the Berlitz Blended Learning course. In 2013, face to face language classes (provided by The Bell School, Geneva) were gradually replaced by this online training. The decision to move to the online programme was made to address, among other concerns, inequality, low attendance of staff at face to face classes and a disproportionately high cost for the services provided. The purpose of this review is to examine the successes and challenges of the current programme from the viewpoint of accessibility, quality and sustainability to assist Senior Management in providing to all staff across the Organization the best possible language training, benefiting the highest possible number of staff in the most efficient way.

Methodology

The aim of this review is to:

- Assess the extent to which the training responds to stakeholders' expectations regarding the accessibility and quality of training
- Assess the extent to which the training meets the Organization's expectation regarding equitable access, quality and sustainability
- Make relevant recommendations for the way forward.

This review is based on a mixed-method approach, including a desk review of key documentation, the results of two surveys for WHO staff (one for those who had taken a GLP course, and one for those staff who had not), and remote interviews with different stakeholders to understand different perspectives and perceptions of those involved with the programme.

Findings

The current GLP performs well against the organizational objectives: accessibility, quality and sustainability.

The current GLP delivered by Berlitz provides good equity of access to staff in all offices, although there are still challenges to overcome related to technical issues, capacity and time for learning during a working day, digital literacy, the time BVC classes are held, and general awareness of the GLP programme.

Technical issues emerge as an overarching challenge for access, however the timing of BVC sessions and dedicated time in the day for learning appear to be more of a factor for those unable to complete a course. These technical issues fall into three categories: technical problems with internet or communication systems / equipment, challenges with the Berlitz platform and levels of digital literacy. Digital literacy was particularly identified in the interviews with SA & SDL representatives, Berlitz and other UN agencies; i.e. the necessary level of digital literacy needed to effectively engage with online learning, and the varying levels amongst the staff.

The number of staff able to access courses is significantly higher than the previous face to face programme, and the current programme offers access to staff in all major offices. There are specific issues related to different regions and offices (e.g. the time classes are scheduled, technical capacity and dedicated time for learning) that should be explored in more depth. Of

those survey respondents who had not taken a course, 49% reported needing more information about the courses available in order to understand what is on offer and how to enroll on a course.

The flexibility of ongoing enrolment, reduced selection criteria and few restrictions in numbers of places available to staff ensure staff can engage with a course when most appropriate for their individual circumstances. However, there is a question around equity in regards to those who are using their personal time to attend classes rather than allocated time within their working day.

The average attendance levels for the Berlitz programme are slightly lower than those recorded for the previous face to face programme, however this may be affected by the nature of recording attendance for online programmes. A key theme that emerges connected to attendance is the time and capacity needed within the working day to effectively engage with the learning programmes. This includes challenges of managing workload, scheduling and ringfencing time in office hours, support to spend dedicated time on learning and a suitable environment for learning.

The online programmes offered by Berlitz provides a level of interactive learning not provided by the other main supplier of online programmes to UN agencies interviewed, Speex. In particular the GLP provides ongoing access to a live tutor via a virtual classroom in the BVC programme, and a live 1-2-1 tutor via phone or skype in the Blended programme, and learners are facilitated through a formal structure of lessons rather than self-led sessions. In addition, the lack of a selection process, no cost required from staff and the ongoing enrollment process allows a very high level of equity across the Organization. The GLP also offers a broader learning offer than other agencies interviewed, with a wider range of languages available at all levels.

The results show good levels of satisfaction with the quality of the programme, the overall learning experience and individual progression. There is quite a marked difference between different levels of satisfaction between WHO HQ and other offices which suggest the need for more advocacy to improve understanding of the purpose and expectations of the online learning programmes.

Going forward, areas for further consideration internally include (i) reviewing and strengthening the organizational strategy for career development and learning, highlighting the importance and value of language learning for WHO, and providing more support for staff to take courses in their working day (ii) advocacy around the courses particularly in HQ to promote the value of the GLP to staff (iii) a regional approach to improving engagement focusing on the particular issues identified above in relation to different regions and offices (iv) strengthening the communication strategy and capacity for disseminating information about the GLP courses available to staff.

In addition other areas for consideration include (i) working closer with Berlitz to tailor the GLP to the needs of WHO staff (e.g. scheduling of BVC classes, more focus on technical language, extra support for those who feel they are in the wrong learning level, preparation for the UN exam) (ii) a more coordinated approach between WHO and Berlitz to address technical challenges across the board and on a regional basis (iii) developing strategies to improve general digital literacy for learning across the regions (v) more detailed reporting on learners perspectives on quality, accessibility and enjoyment of the programmes.

Recommendations

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
2. Develop and implement an effective ongoing communication strategy for regularly disseminating information about the courses on offer to all staff globally
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
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)
5. Develop an ongoing coordinated approach between Berlitz, and WHO headquarters and regional technical teams to address general and contextual technical issues
6. Work with Berlitz to develop targeted resources and support mechanisms aimed at addressing basic digital literacy
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
8. Establish an internal yearly survey aimed at current GLP participants to annually review the accessibility and quality of the programme.

1. Introduction

The WHO provides language training for staff in all global offices; the Global Language Programme (GLP). Prior to 2014 language training was provided for staff in WHO Headquarters (HQ) in Geneva through the Bell Language School, a locally-based language school. This programme offered termly face to face, classroom-based teaching sessions to Geneva-based staff. Staff in the Copenhagen office were also able to access face to face training through joint provision with other UN agencies. In 2013 WHO decided to change the format of the language training to an online model, to ensure that more staff across the organization had equitable access to the programme, and to achieve a more cost-effective and sustainable solution for all staff training.

The current programme provides courses for the six official UN languages plus German and Portuguese and at all levels, and WHO is committed to allowing staff to select which language they wish to learn as part of their wider professional development rather than restricting access based on organizational or strategic requirements. In addition, there is no financial contribution expected from staff allowing equity across different personal financial circumstances (financial contribution is only requested at the discretion of WHO when staff show significantly low attendance and progress in their course, at which point they can choose to continue if they wish to contribute financially).

The current GLP provides 2 online Berlitz programmes available to staff:

The Blended e-learning programme (Blended): this programme offers English, German and Spanish at all levels, and French starting at A2¹ and consists of six months unlimited access to an e-learning online platform, 24 individual customized phone lessons of 30 minutes each with a dedicated tutor and access to online support materials.

The Berlitz Virtual Classroom (BVC): this programme offers French for beginner level A1, and Arabic, Chinese, Portuguese and Russian for all levels and consists of 20 online Live Virtual Classes with an instructor and a group of (min 4) students. Classes are 135 mins in duration and take place once a week over a period of five months². In addition, there are online support materials and a recording functionality which allows students to catch up on any classes they may miss.

By July 2018 8169 individual courses have been delivered since the start of the programme in 2013; 4946 Blended courses and 3223 BVC.

2. Background to the review

In 2013, face to face language classes were gradually replaced by online training, including access to a platform of learning, individual conversations with a teacher and virtual classrooms. The aim of the changes was to address, among other concerns, inequality, low attendance of staff at face to face classes and a disproportionately high cost for the services provided. The Staff Committee and Senior Management agreed that it is good organizational practice to review the impact of the training offered to staff with the aim of improving it for end users so that they are better equipped to deliver the work of the Organization.

¹ This will change from December 2018 with all French courses offered as Blended e-learning

² This format changed in September 2018

The purpose of the review is to assist Senior Management in providing to all staff across the Organization the best possible language training, benefiting the highest possible number of staff in the most efficient way.

The aim of this review is to:

- Assess the extent to which the training responds to stakeholders' expectations regarding the accessibility and quality of training
- Assess the extent to which the training meets the Organization's expectation regarding equitable access, quality and sustainability
- Make relevant recommendations for the way forward.

To achieve this the review aims to explore how staff rate a number of elements; the **user friendliness and access** of the online programme including why staff take a GLP course, how easy it is to find out about and enroll on a course, using the online platform and challenges encountered in completing classes; the **quality** of the learning experience including views on the content, structure and facilitation of courses; and the **impact** of the programme on staff language skills and wider professional development.

The review also examines views of organizational stakeholders including Staff Associations (SA) and Staff Development and Learning representatives within WHO to gauge the GLPs performance against internal expectations.

The scope of this review is to explore these factors within the Berlitz programme, particularly focusing on learner perspective, with a view to make recommendations for improvement. As part of this, observations and perspectives have been included from interviews and survey responses around the similarities, differences, challenges and benefits of the current programme and of the previous face to face programme. However, the scope of this report is not to make a direct comparison between the two, or definitively rate the two programmes against each other.

3. Methodology

This review was conducted by an external consultant. The objectives of the review were to build a picture of the overall outputs and outcomes of the course and general trends in the learning quality, experience and accessibility of the online programme. To achieve this, the review was conducted as a mixed-method approach using a combination of document review, key informant interviews and an all-staff online survey.

The desk review includes reporting data from Berlitz, background documentation on the GLP programme, and existing reporting data from the Bell School programme.

Two surveys were deployed to all WHO staff which allowed self-selection of the most appropriate for the respondents; a survey for staff who had taken one or more online courses (i.e. BVC or Blended), and a survey for those who had not taken a course. These different surveys were developed to ensure that all staff were able to input into the review and to achieve the most representative sample as possible. The survey for those who had not taken a course consisted of 10 questions that explored the why staff hadn't taken a course, and what could be done to engage them more effectively; these respondents did not answer questions on the experience or quality of the programmes.

The survey, in English and French, was deployed on 4th September 2018 and closed on 19th September 2018, with a reminder sent on 17th September. There were 1723 responses to the survey, giving a 95% confidence level and 2% margin of error.

Most of the respondents to the survey were from HQ 32%, and the AFRO region 21% (overall, 30% of all WHO staff are located in AFRO and 30% in HQ), with 12% having moved office in the last 6 months. 55% of respondents were Female, 44% male, 1% preferred not to say (overall staff profile is 48% female and 52% male) with most respondents working at the Professional level 53% and at General service level 40%, with 5% ungraded staff and 2% director level (37% of WHO staff work at Professional level and General service staff represent 48% of the total workforce). Almost half of those who responded to the survey had not taken a GLP course (49%), 28% had taken a BVC course, 15% a Blended learning course, and 8% had taken both a Blended and BVC course. Of all WHO staff who are taking a language course (not just those who responded to the survey) 61% have taken a Blended course and 39% a BVC.

A list of the survey questions, and more detailed survey results are detailed in Annexes 2 and 3 respectively.

In addition, remote interviews were undertaken with different stakeholders to understand different perspectives and perceptions of those involved with the programme: representatives from the Staff Association and Staff Development and Learning from the WHO regional offices, other UN agencies who also offered language training to their staff, the Key Account Manager from Berlitz, and staff from HQ Geneva who had experience of both the current GLP and the previous face to face training programme.

Limitations of the review

There are a number of limitations in the data used in this review which need to be considered when viewing the results, analysis and observations below.

- **Interviews**

Some staff who had experienced both the previous face to face programme and the current online programme were interviewed to gain a background understanding of how these stakeholders viewed the different programmes. These staff were randomly selected and all were based in Geneva HQ, therefore no comparable representative sample from other offices is represented in this review.

- **Berlitz data**

Berlitz gather ongoing high-level data on course statistics which provides an overview of each learning record. There are limitations to this data because of the design of the online programme and challenges with recording data related to online learning.

Attendance figures for the BVC courses are recorded as the amount of time / frequency that a learner logs into the virtual classroom platform. The design of this programme allows students to catch up with any classes they missed by accessing the recorded class. This is to ensure maximum flexibility and accessibility however it is not possible to record when students access these catch-up recordings, therefore the attendance figures may not be completely representative of the time users are spending on their learning.

Identifying average progression within the Berlitz programme is also challenging. Due to the nature of the online programme the final test (to log individual learner progression) is not compulsory for all courses. This means that there are gaps in the data where students may have made progress but failed to log this via the final test. In addition, the nature of the Common European Framework of Reference for Languages (CEFR) levels (by which learners proficiency of language is measured) mean that progression through the lower or beginner levels is quicker in comparison to the higher or more advanced levels: progression from one level to another becomes more challenging as the level of language becomes more complex. Therefore, a student may show less progression through the higher CEFR levels, but this may not reflect the actual amount of learning taking place. It should also be noted that the learning time of the Berlitz programmes and the Bell course differ – for example, a term of face to face classes consists of approximately 67.5 hours of in class learning, whereas the Berlitz programmes vary in length depending on the need and selection of the learner.

- **Bell data**

There is very little data available on the previous Bell School programme – for example there is only data from 1 term on exam pass rates, and over only 1 year for attendance rates. Therefore, this should not be seen as representative of the whole programme, rather an illustrative example of results from the programme.

- **Cost analysis**

It was not possible to undertake a cost analysis of the two programmes. This is because the financial information available from the previous Bell School programme is very limited and does not provide the full cost to WHO and staff of delivering the programme. Additionally, the information that is available is from 2012 and therefore does not reflect what the actual cost would be in 2018 and is also only applicable to Geneva so does not reflect equivalent costs in regional offices.

4. Findings

4.1 Coverage

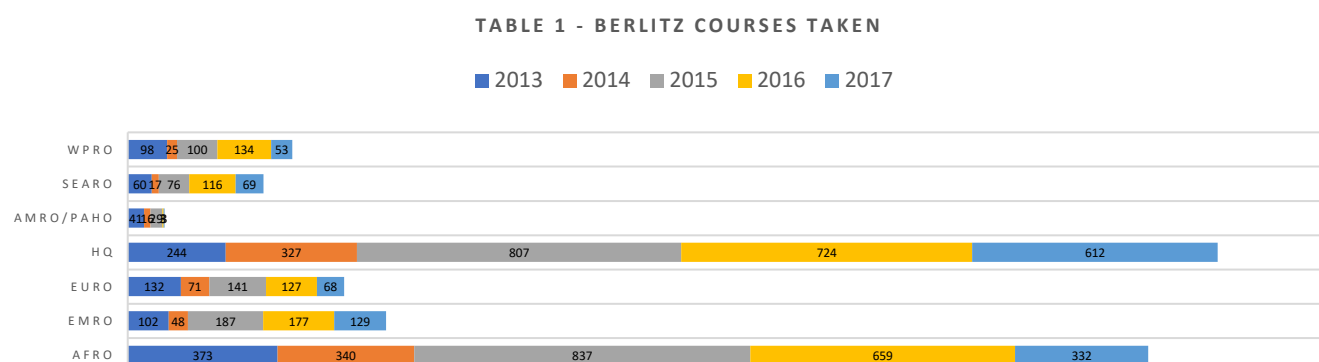
This section examines factors that determine the number of staff taking GLP courses including why staff take a language course, whether the courses allow them to achieve their aims, and the number of staff taking courses in different regions. In addition, the review looks into reasons why staff couldn't join or complete a course. Barriers to engagement in this section are defined as factors that stop a staff member taking or completing the GLP course they are enrolled on.

One of the main benefits of the current GLP is the equity of access for all staff regardless of location or context; the results below show that all major offices are accessing the courses (in particular HQ and AFRO), with the most popular languages being English and French. There are some challenges with access (52% report experiencing an issue) however only 10% of these directly resulted in being unable to complete the course. The level of completion varies slightly depending on the region, with AFRO showing as the most challenging region for completion.

All UN agencies interviewed offered French, Spanish and English courses (except UNHRC who don't offer English) with other languages offered depending on available resources for additional

learning programmes and staff demand. The WHO programme offers staff the opportunity to learn 8 languages, with the only limitation occurring if there is limited interest in a language so the minimum numbers of students required to facilitate a BVC class aren't met.

Data from the Berlitz course statistics show that HQ and the AFRO region have the highest take up of courses:



When the numbers of individual courses are compared to the amount of staff in each region, the highest percentage of take up is in HQ (average 24%) and EURO (22%), followed by AFRO (20%). Other regions show lower take up (between 13-9%).

The results from survey respondents who have not taken a GLP course show that 72% would like to. The main barriers in engaging these staff are reported as no time or availability in the working day (i.e. capacity) to spare for learning, and a lack of awareness and information on courses available.

The results from the survey show that the average number of courses taken by respondents is between 3-5 and the most common languages studied were French, English and Spanish.

All UN agencies interviewed offered an online option for staff, with all agencies providing self-led online programmes via Speex. The Speex programmes offer lower levels of tutor interaction than those offered by WHO (see below). No other agency was able to provide the same learning opportunities to all staff globally, and many required a financial contribution from staff or selection process to access the online courses.

	Face 2 face	Online	Restricted limited access/ selection process	Both options Open to all staff	Supply meets demand	Financial Contribution From staff	Restricted start date (1-2 times a year)	Staff numbers per year
WHO	N	Y	N	N/A	Y	N	N	844-2177
IOM	Y	Y	Y	N	N	N	Y	200
UNHCR	Y	Y	Y	N	N	Y	Y	700-800
ILO	Y	Y	Y	N	N	Y	Y	400
FAO	Y	Y	Y	N	Y	N	Y	800+

All interviewees felt that language training was of vital importance for staff within the UN, and many experienced a good level of demand for language training. Some agencies have experienced higher demand with the introduction of the new mobility scheme. Those interviewed reported that staff who had experienced both formats preferred traditional face to

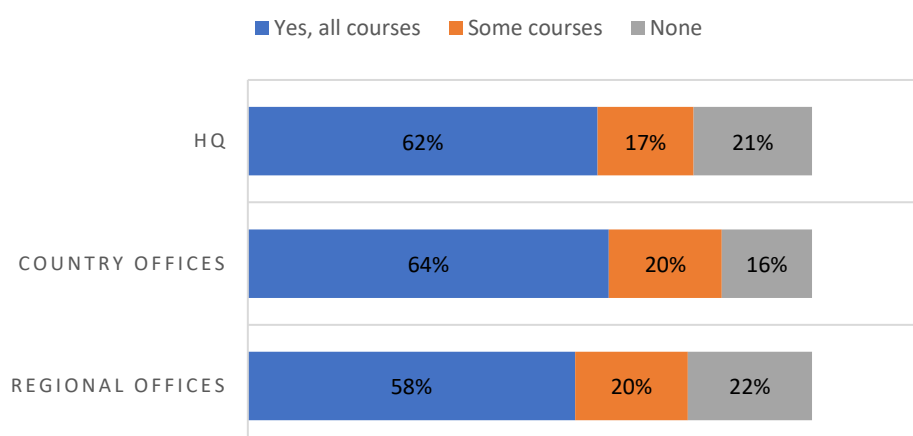
face classes to online learning similar to WHO HQ staff, but also highlighted the challenges of sustainability, cost and equity in making face to face classes available to staff who were in different geographical contexts. All agencies saw online learning as essential for providing training to staff in more challenging circumstances; some interviewees felt that online learning would continue to increase in importance and highlighted the importance of supporting staff to value and engage with online learning more fully, moving away from traditional face to face formats as they will become unsustainable. WHO has already achieved this transition with the current GLP.

All of the UN agencies interviewed provide access to both face to face and online training, however not all staff have access to these programmes with face to face limited to HQ or HQ and Country Offices depending on resources available for staff learning. No agency was able to demonstrate the equity of offer of the WHO programme, and WHO provides training for more staff per year than those agencies interviewed. UNHRC, ILO and FAO have a language center where courses are either administered by the agency or by a contractor. Others provide face to face programmes via other UN agencies through joint contracts, or staff have access to face to face courses within the UN family that they pay for themselves (e.g. UNICEF). Most agencies interviewed required some form of financial contribution for both online and face to face learning to increase the resources available for learning and to ensure staff commitment to completing the course. WHO does not require a financial contribution from staff members to access the GLP (except in the circumstances stated previously).

In the survey results 62% of staff who had taken a BVC course were able to complete all the courses they took, 17% could only finish some courses, and 21% were unable to finish any of the courses. The completion results for Blended courses were slightly more positive, with 65% reporting they were able to finish all courses, 21% able to finish some, and 14% unable to complete any of the courses they took.

There is slight variation in these results across Regional Offices, Country Offices and HQ, with 42% of those in Regional Offices reporting issues with completion, as compared to 36% in Country Offices and 38% in HQ. The different barriers to engagement are explored below.

TABLE 2 - WERE YOU ABLE TO COMPLETE THE COURSES YOU TOOK?



The Offices that reported the least difficulty in completing the courses were SEARO Regional Office, and EMRO Country Office. The main barrier to completion reported for the Regional

Offices were making time during the day for learning (AFRO, EURO and WPRO), the times classes were scheduled (EMRO, SEARO and HQ other offices) and connection issues (WPRO).

It is not possible to draw direct comparisons between attendance levels of the previous face to face programme run by The Bell School, and the current online programme for two reasons:

- the lack of data from the previous face to face programmes
- the different nature of the data collected for the current online programme.

As described previously, there are a number of limitations to the Berlitz data due to the design of the programme. Therefore, the following should not be viewed as a direct comparison, rather an illustration of the different achievements of the two programmes.

Berlitz GLP		Bell School programme	
Average students per year	1455	Total number of students (Sept 12 - June 13)	954
Average over the programme	28% drop out (no end test result OR less than 30% attendance)	Results over 1 term	18% drop out rate (no end test result)
Average attendance over the programme duration	BVC 53% (n.b. challenge of recording attendance as above) Blended 61% attendance	Average attendance over 1 year (Sept 12 – June 13)	67% attendance

Motivations

When asked about main motivations for taking a GLP course, the overall results show that most respondents are interested in improving language skills for their current role (33%) and to improve their language skills to impact on their future career progression (32%). 80% of respondents felt that the course they took allowed them to achieve this to some level, however 20% felt they hadn't achieved their aims at all. Interestingly the survey responses around impact on professional development (Table 4) was mixed, with only 27% Blended and 30% BVC reporting a significant or fairly significant impact on skills for their current role, and 35% Blended and 27% BVC on skills for their future career. 89% responded that they are planning to, or may take another language course, with only 11% definite that they would not.

When these results are divided into HQ respondents and respondents from other offices it shows a significant difference in responses, with only 49% of HQ responders reporting they will definitely take another course, as opposed to 72% in other offices.

Of those survey respondents who **hadn't taken** a GLP course, a large percentage (72%) reported that they would be interested in taking a course in the future. When asked about their motivations there is a more even split between professional benefits of learning a new language, and a more general interest in language learning

Barriers to engagement

Many UN agencies had limited spaces on their online training programmes with an annual or bi-annual application and selection process in place to ensure that allocation was needs led. For example, some agencies provided a certain number of online licenses to Regional offices who then selected participants on a needs basis following set criteria, while others had centralized processes - “We don’t have the capacity or resources to support every learning ‘wish’ from individuals, we need to be more strategic”. The WHO programme allows all staff who wish to engage with the programme access to courses; the only exception to this rule is at the discretion of WHO that may choose to limit access to a staff member who has consistently shown little or no engagement with previous GLP online courses taken. Staff are also able to enroll on a Blended course in any month of the year, with no selection criteria to limit access. This provides a high level of accessibility and autonomy for staff learning across the Organization.

Some agencies were able to meet the staff demand for learning, while others were unable to with limited numbers of online licenses or class spaces, for example UNHRC provides 500 online licenses per year for staff in deep field locations and have approximately 900 applications. WHO provide more online training opportunities for staff than any agency interviewed. Some agencies found that there were high levels of enquiry from staff for courses, but attendance and completion rates did not match this expectation. Similarly, the WHO language programme also identifies attendance and completion rates as a challenge, this is acknowledged as one of the key challenges for online learning programmes across all agencies interviewed. The common practice in other UN agencies is to grant staff a license for a full year with attendance rates monitored, and in some cases, licenses are transferred if there are significant issues with attendance or engagement.

The results from the survey show that access challenges that result in non-completion of a course are less related to technical issues and are more associated with the learning culture and environment of the Organization; key issues include scheduling and ringfencing time in the working day to complete classes, managing workloads to allow capacity for learning, and finding a suitable environment for learning. Feedback from both the interviews and survey suggest the need for a more high-profile organizational strategy to promote language learning, including highlighting the importance of language learning for staff development, and ensuring language learning is prioritized in the working day.

The main barrier to completion that respondents reported in the survey was around capacity, i.e. being unable to allocate sufficient or availability time within the working day to focus on the courses, either because of workload, travel or changing priorities at work; connection problems came out as less of an issue. Not enjoying the course came out as more of an issue for HQ than for other offices. Interestingly ‘not learning enough in the course’ came out as more of an issue for those taking BVC courses which may reflect the more individual approach of the Blended learning, and the time learning sessions (i.e. classes or lessons) were held was also more of an issue for BVC courses than for Blended courses again potentially reflecting the more personal approach in selecting and managing time for learning of the Blended courses.

The qualitative responses to why people were unable to complete their course included a number of themes including respondents being in the middle of their course so not having completed it at this point in time, their current workload or travel commitments meaning little

time available for learning, personal issues such as illness and not enjoying the experience of learning online.

Many of these issues were also reflected in the interviews; all interviewees reported staff time and capacity as a barrier to engagement. Many SDL and SA representatives interviewed highlighted the need for more support for staff to ensure appropriate time and capacity for learning within their working day, including a stronger organizational impetus to promote staff learning as an important part of working with WHO, and developing Supervisor's awareness of the value of language training and what was needed to be in place to allow staff to learn effectively (e.g. scheduled and undisturbed time). It is useful at this point to note that only 3-5% of survey respondents reported they didn't have support from their Supervisor (see below), which suggest an intention to support learning but a lack of understanding of what this support needs to look like.

Another challenge is related to staff provision for learning within the working day. A key theme that emerges from the review is the challenge of capacity, time and environment for learning. This means that some staff opt to use their personal time for courses rather than the learning time allocated to each staff member for professional development.

HQ staff that were interviewed also highlighted the issue of the office environment being unconducive to learning because of numerous distraction, a lack of privacy and also the 'stigma' of doing non-work-related tasks in the office.

In some regions there was concern around internet connections and technical requirements for taking the courses, and the impact these issues had on completion rates. Another challenge which differed across regions was the varying levels of digital literacy among staff. "some of our staff are very comfortable working in the digital world whereas some find it difficult to open skype, it can be intimidating for people not used to working like this". These challenges were reflected in the interview with Berlitz; i.e. the challenge of variation in digital literacy (particularly relevant to new users and those less used to working in the digital environment), and the challenge of coordinating technical support between Berlitz and WHO HQ or regions. A number of strategies have been put in place by Berlitz to tackle this issue (e.g. user guides, set-up information, support team contacts).

In addition, capacity issues and allocating time for learning came out as the most significant reason for those who **had not taken** a GLP course, with 29% identifying this as their main barrier. Interestingly, the next most significant barrier for staff who hadn't taken a course was a lack of awareness of the courses on offer (24%), which suggests providing more information may increase take-up. This is also reflected in the responses for what could be done to encourage staff to take a course, where the most significant response (49%) indicated a desire for more information.

Qualitative responses to the question of what could be done to encourage people to take a course included providing more allocated time for learning, addressing capacity or workload issues, providing courses in a different format (i.e. face to face) to suit learner styles, improving personal motivation for learning and providing courses of shorter duration.

4.2 Accessibility and impact

Four areas are examined in this section to define ‘best possible language training’:

- accessibility i.e. how easy staff found it to use the programme and issues identified in their ability to take part in classes,
- staff perspectives on the quality of the learning (content, tuition, progression),
- how staff felt about the experience of learning online (i.e. whether they were satisfied with their learning, what they found the most / least challenging elements of the experience, what could be improved, and whether they would recommend the courses to others), and
- what learners felt were the impacts of their learning (i.e. did it improve their confidence in the language or provide them with the professional skills they required).

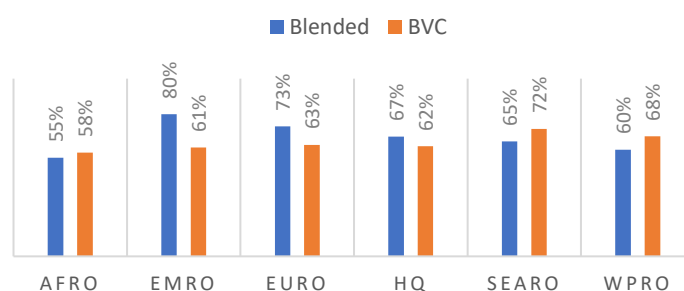
Accessibility

Across all internal and external interviews conducted the need for equity of access was acknowledged. Access was of particular interest for the SDL and SA representatives interviewed and the feedback was generally positive about the accessibility of the courses to staff. The opportunity provided by the current programme of language learning for all staff regardless of context was highlighted as significantly positive.

The challenge of different levels of technical capabilities emerged in the interviews with other UN agencies and with Berlitz as a common issue with online learning globally. The Berlitz representative identified 4 levels of technical challenges to access; individual digital literacy, local context, internal organizational (e.g. WHO) coherence and capacity for IT programmes, and technical issues with the Berlitz platform (e.g. an historic issue with a bad Adobe patch). They have a number of solutions in place to deal with some of these levels (e.g. help / technical / set-up resources for individuals, internal technical teams within Berlitz, and technical support assistance for users), however the challenge of local context and organizational capacity to deal with internal IT issues are more challenging to approach as an external provider.

In the survey results there is some variation in access and completion across different regions, in particular the AFRO region, which is interesting to consider in conjunction with the fact that this region also has one of the highest enrolment rates.

TABLE 3 - PERCENTAGES FROM EACH REGION
ABLE TO COMPLETE ALL THEIR COURSES



In addition to reasons why people were **unable to complete** a course (detailed in the previous section), respondents were also asked more generally about access issues they experienced throughout their course. Only 10% (BVC) and 9% (Blended) reported that they experienced access problems that meant they could not complete the course, with 48% from both courses reporting no problems.

The survey aimed to explore what general access issues staff encountered (as distinct to barriers to completion). Technical problems emerged as main themes in these responses (internet speed, communication issues) as did capacity and time to do the sessions. Technical problems came out as the main theme for AFRO, EMRO, SEARO and WPRO, with time available for learning more of an issue for EURO and HQ. This is interesting when compared to the above issues that stopped people completing a course, where technical issues did not emerge as the main barrier to completion, rather time for learning (in AFRO, EURO and HQ) and time classes were scheduled (SEARO, WPRO and EMRO) were reported as main reasons.

Many of the qualitative responses in the 'other' category reflected these themes; many had technical issues or experienced ongoing delays in classes because of other learners' technical problems, some noted time within the day, scheduling between different time zones and workload as a problem, a few also noted the office environment, and also the learning format (i.e. preferring face to face rather than online learning).

Learner perspective - Quality of learning

To understand the quality of the courses, respondents rated tutor facilitation and feedback, the content and structure of the classes, whether the learning objectives were clear through the course (i.e. whether staff understood what they were learning in each session), and how well they could track the development of their language skills.

Overall, the survey responses show a good level of satisfaction with the quality of learning, with little difference recorded between the two programmes. When survey respondents were asked their opinion of different elements of their learning experience the results show positive results related to the tutors - 76.5% of responders agreeing that the quality of class content was good, and 75% agreeing the structure of classes was good, and similar levels of feedback on tutor quality, i.e. facilitating classes effectively and providing good feedback and support.

In the interviews with HQ staff who had experienced face to face and online programmes it was felt that the lack of in-person interaction in the online programmes meant that the quality of teacher support and feedback was reduced. Many valued the responsive nature of face to face learning and felt the online programmes reduced the quality of student-teacher interaction. This was also highlighted by the HQ SA interview that highlighted concerns that the quality of learning available to staff in HQ had reduced by moving to an online approach.

All UN agencies interviewed used Speex as the provider of their online programmes, with UNHCR also providing self-led online learning from Rosetta Stone in Russian and Chinese. The main licenses used were the Basic, Coach and Live programmes. The Basic programme is totally self-led with no interaction from a tutor, the Live version includes virtual classroom learning with a tutor (participants were other Speex users, not just agency or UN staff), and the Coach version

includes an initial session with a tutor and feedback on assignments and questions available via email throughout the course. Unlike WHO, no agency interviewed offered online programmes providing one to one tuition with a dedicated tutor, and (as above) licenses were allocated through an application process and last one year. The two online programmes offered by WHO provide a more individual and in-depth experience with interaction with a live tutor available in all learning sessions and virtual classroom groups made up of WHO colleagues.

Some issues about structure and content that came out in interviews include classes feeling repetitive, and the lack of a tutor who was a native speaker of the language they were teaching meant the some felt the quality of the language they were learning was not as high as required. Although a number of interviewees mentioned this issue, it should be noted that Berlitz only work with native speakers or bilingual speakers (i.e. those who have grown up with 2 or more languages) as tutors, so this may be due to difficulty in adapting to specific accents.

Interestingly the responses linked to understanding the learning objectives show as fairly positive (again with a slight bias towards the BVC programme) however the ability to track personal progression came out as the least positive. Again, this was reflected in HQ staff interviews who reported finding it difficult to assess how well they were progressing particularly in the Blended learning programme because of the one to one nature of the learning and found this demotivating as a result.

Identifying average progression within the online programmes is complex; 1 Berlitz language level is equivalent to moving from A2.1 to A2.2 in the CEFR levels (for example), however as mentioned previously the amount of learning and work needed to move between these levels varies as a student moves up the scale, so this should be seen as illustrative rather than definitively representing average learner progression.

Berlitz		Bell School programme		
Blended average progression	1.2 Berlitz language levels	Final exam rate (1 term)	term pass	53% pass 47% fail
BVC progression – 16 lessons	0.3 Berlitz language levels			
BVC progression – 60 lessons	0.75 Berlitz language levels			

It should also be noted here that the above results are connected with different lengths of learning (i.e. the Bell results relate to 1 terms progression, whereas the Berlitz courses are of different duration, not necessarily 1 whole terms worth of learning).

The learner experience

There is quite a difference in the responses to learner experience of HQ staff and other offices, both in the survey results and interview responses. For example, the average response to ‘how much did you enjoy your learning experience’ on a 1-5 scale from the regions was 3.36, whereas from HQ it was 2.91. This difference in regional responses was also reflected when asked if

people would recommend courses to other colleagues. Overall, 75% of survey respondents who had taken a GLP course would recommend them to other colleagues; only 58% of HQ staff would recommend courses as compared to 87% in other offices.

The type of course respondents took does not seem to have a significant impact on whether people would recommend it with the results being almost identical. An issue that emerged in interviews and some qualitative responses in the survey was the lack of contextualization for the WHO work context (including support in preparing for the UNLP exam). It should be noted at this point that in the interview with Berlitz staff, the question of contextualization and the UNLP was discussed and historically had been an element of the programme, however the decision to move to more general language skills was taken (Berlitz were happy to revisit this, and work with WHO to look at developing programme elements to support the UNLP exam). It should also be noted that not all UN agencies provide contextualization or preparation for the UNLP exam and recognize other external language qualifications.

Almost two thirds of learners' report being happy with the progress they made in the course; the responses are slightly less positive for the BVC courses which again may reflect the individualized approach to learning in the Blended courses. The responses from HQ show a lower level of satisfaction than other offices, with just over half agreeing that they were happy with the progress they made.

Respondents who had taken a GLP course were asked to rate different elements of their learning journey, from finding information about the courses on ILearn to interacting within the online classes. The results show that the initial process for finding out about and joining a course (on both ILearn and the Berlitz platform) do not present a significant challenge for people.

The most challenging element of the process comes out as the learning process itself, however gaining language skills also came through as the most enjoyable element of the programme suggesting a good level of learning that is both challenging and enjoyable for most learners. The theme of managing and allocating time for learning emerges here as well – half of those taking the Blended courses, and just less than half of those taking BVC, rate the importance of being able to manage their own learning time as a positive element. This is interesting when compared to the main barriers to learning (above), which again highlight the importance of, and need for dedicated time.

The flexibility of the courses is cited as positive in both the interviews and survey responses, particularly in allowing staff to manage their own time for learning – almost half of respondents site this as something they enjoyed most about the experience. Some feedback site the length of classes as a challenge, however other results show this is a lower priority for people and may be more related to the issue of capacity mentioned above, rather than the length of the classes being inappropriate.

The response levels for the question of what learners enjoyed least were significantly lower than the previous question. The top response was the lack of in-person interaction, with 35% of those who took Blended courses and 37% of those taking BVC selecting this as something they enjoyed least. This was also reflected in the interviews with HQ staff and HQ SA, where the main issue was the difference in experience of the previous face to face courses and the current online learning.

Berlitz noted this as an ongoing challenge in interview and had approached this challenge by introducing a number of tools to provide more personal interaction in their programmes, such as a one to one tutor in the Blended programme, and a live tutor in the virtual classrooms. This differed significantly to other UN agencies' online programmes, where the Basic license provided by Speex is completely self-led with no personal interaction with an online tutor, and the Coach / Live licenses have low levels of interaction.

Internet and communication issues also came out strongly; it is useful to note previous results (above) where a good percentage reported no access issues (48%), and only 10% (BVC) and 9% (Blended) reporting problems that meant they could not complete the course, which suggests that access issues are a frustration for some learners but not significant enough for the majority to disengage.

The qualitative results to the survey question 'How could the course be improved' came out with two main themes, similar to those identified in previous results; changing or combining different learning formats – i.e. providing some face to face interaction; reducing the pressure of time or capacity on staff to allow them to take the courses – i.e. more flexibility in the timing of classes, ensuring dedicated time within the work day for learning, more support from Supervisors to allow capacity for classes.

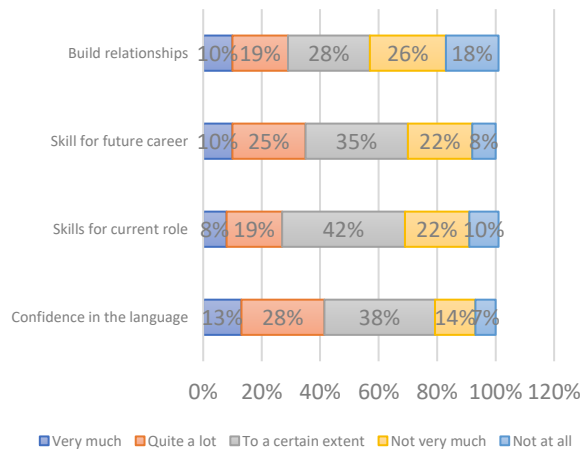
Impact of learning

In the survey respondents were asked to rate what effect the language programme had on their language confidence, their wider profession development and whether the language course supported relationship building with other staff.

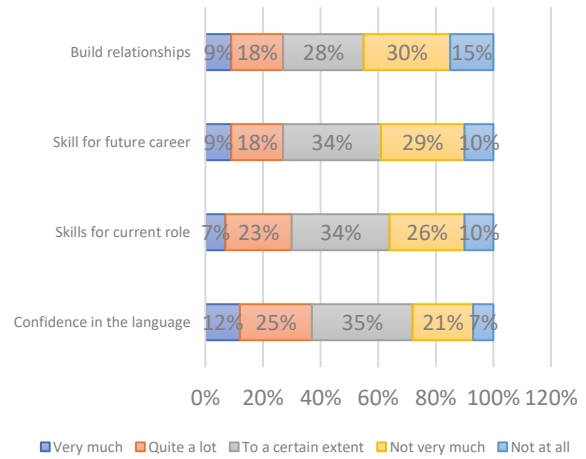
As may be expected, the biggest impact respondents recorded was on their confidence in the language with less of an impact on respondents' skills for their current or future career, which is interesting to note when compared with the main motivations of people for taking the course. In the interviews with SA and SDL representatives the importance of language learning as part of staff professional development was a key theme, and the need to increase awareness and understanding of how language learning can impact positively on learners current and future career was also highlighted.

The lowest impact reported in the survey was on relationships built with other staff. The importance of the face to face classes as a platform for staff to develop relationship with other colleagues was of key concern to HQ SA and HQ staff in the interviews, and the lack of opportunity the online programmes offer for this was seen as a significant issue.

Table 4 To what extent do you feel the course helped you develop: (Blended)



To what extent do you feel the course helped you develop: (BVC)



5. Conclusion

The current GLP performs well against the organizational objectives stated at the start of this report: accessibility, quality and sustainability.

The current GLP delivered by Berlitz provides good equity of access to staff in all offices, although there are still challenges to overcome related to technical issues, capacity and time for learning during a working day, digital literacy, the time BVC classes are held, and general awareness of the GLP programme.

Technical issues emerge as an overarching challenge for access, however the timing of BVC sessions and dedicated time in the day for learning appear to be more of a factor for those unable to complete a course. These technical issues fall into three categories: technical problems with internet or communication systems / equipment, challenges with the Berlitz platform and levels of digital literacy. Digital literacy was particularly identified in the interviews with SA & SDL representatives, Berlitz and other UN agencies; i.e. the necessary level of digital literacy needed to effectively engage with online learning, and the varying levels amongst the staff.

The number of staff able to access courses is significantly higher than the previous face to face programme, and the current programme offers access to staff in all major offices. There are specific issues related to different regions and offices (e.g. the time classes are scheduled, technical capacity and dedicated time for learning) that should be explored in more depth. Of those survey respondents who had not taken a course, 49% reported needing more information about the courses available in order to understand what is on offer and how to enroll on a course.

The flexibility of ongoing enrolment, reduced selection criteria and few restrictions in numbers of places available to staff ensure staff can engage with a course when most appropriate for their individual circumstances. However, there is a question around equity in regards to those who are using their personal time to attend classes rather than allocated time within their working day.

The average attendance levels for the Berlitz programme are slightly lower, however this may be affected by the nature of recording attendance for online programmes. A key theme that emerges connected to attendance is the time and capacity needed within the working day to effectively engage with the learning programmes. This includes challenges of managing workload, scheduling and ringfencing time in office hours, support to spend dedicated time on learning and a suitable environment for learning.

The online programmes offered by Berlitz provide a level of interactive learning not provided by the other main supplier of online programmes to UN agencies interviewed, Speex. In particular the GLP provides ongoing access to a live tutor through an online platform in the BVC programme, and a live 1-2-1 tutor via phone or skype in the Blended programme, and learners are facilitated through a formal structure of lessons rather than self-led sessions. In addition, the lack of a selection process, no cost required from staff and the ongoing enrollment process allows a very high level of equity across the Organization. The GLP also offers a broader learning offer than other agencies interviewed, with a wider range of languages available at all levels.

The results show good levels of satisfaction with the quality of the programme, the overall learning experience and individual progression. There is quite a marked difference between

different levels of satisfaction between WHO HQ and other offices which suggest the need for more advocacy to improve understanding of the purpose and expectations of the online learning programmes.

Going forward, areas for further consideration internally include (i) reviewing and strengthening the organizational strategy for career development and learning, highlighting the importance and value of language learning for WHO, and providing more support for staff to take courses in their working day (ii) advocacy around the courses particularly in HQ to promote the value of the GLP to staff (iii) a regional approach to improving engagement focusing on the particular issues identified above in relation to different regions and offices (iv) strengthening the communication strategy and capacity for disseminating information about the GLP courses available to staff.

In addition other areas for consideration include (i) working closer with Berlitz to tailor the GLP to the needs of WHO staff (e.g. scheduling of BVC classes, more focus on technical language, extra support for those who feel they are in the wrong learning level, preparation for the UN exam) (ii) a more coordinated approach between WHO and Berlitz to address technical challenges across the board and on a regional basis (iii) developing strategies to improve general digital literacy for learning across the regions (v) more detailed reporting on learners perspectives on quality, accessibility and enjoyment of the programmes.

6. Recommendations

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
2. Develop and implement an effective ongoing communication strategy for regularly disseminating information about the courses on offer to all staff globally
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
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)
5. Develop an ongoing coordinated approach between Berlitz, and WHO headquarters and regional technical teams to address general and contextual technical issues
6. Work with Berlitz to develop targeted resources and support mechanisms aimed at addressing basic digital literacy
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
8. Establish an internal yearly survey aimed at current GLP participants to annually review the accessibility and quality of the programme.

Annex 1: Learning levels

Common European Framework of Reference for Languages (CEFR)

The advancement of multilingualism and the definition of learning goals and language levels is a central concern of the Council of Europe's policy on languages. The Council of Europe released recommendations on this topic, which were outlined specifically and in detail in the "Common European Framework of Reference for Languages: Learning, teaching and assessing". The "Common European Framework of Reference" suggests 6 levels for language learning. The chart depicts the correspondence to the levels typically reached after finishing a Berlitz program.

Berlitz Level 1 | CEF Level A1

You can understand and use familiar, everyday expressions and simple sentences. You can introduce yourself and ask other people simple questions about themselves - for example, where they live, how they are or what things they like and you can also give your own answers to these types of questions. You can take part in a simple conversation if the person you are conversing with talks slowly and helps you by repeating things.

Berlitz Level 2 | CEF Level A2.1

You are able to understand and communicate general, simple messages. You can cope with information that is expressed clearly, and hold simple conversations. You are able to describe daily activities at home and at work using a range of simple expressions and sentences. You can ask for and understand information relating to daily activities, such as shopping or booking a holiday or hotel.

Berlitz Level 3 | CEF Level A2.2

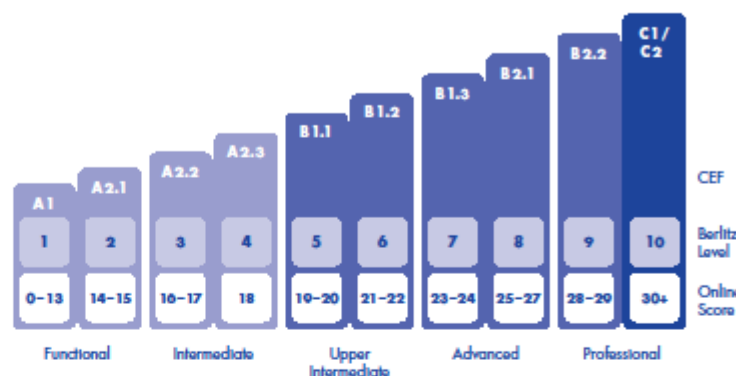
You can understand the general essence of a conversation on familiar topics, both in social and business situations. You can initiate, maintain and end a conversation. You are able to take part in simple discussions, give simple professional instructions, highlight a problem and present a solution. You can express congratulations, agreement or rejection, or make complaints.

Berlitz Level 4 | CEF Level A2.3

You are able to understand information on familiar topics in the relevant context and to hold a conversation about general topics. You are able to make professional contacts, give your advice and make suggestions. You can carry out more complex activities, such as exchanging goods or cancelling orders. You can write notes, messages and personal letters, for instance, to say thank you for something.

Berlitz Level 5 | CEF Level B1.1

You can hold conversations on a range of situations and topics. You can explain or describe things in context. You can ask and respond to questions in the workplace. You find it easy to give general instructions for work processes. You feel comfortable in familiar situations with people or in a professional environment. You can discuss the quality of a product or a service, for example.



Berlitz Level 6 | CEF Level B1.2

You can communicate competently and effortlessly in many professional and personal situations, and can find different ways of expressing the same thing. You can deal with a variety of topics in the appropriate manner. You can easily take part in conversations with several native speakers. You can discuss a project and express suggestions, opinions or ideas, for example. You can conduct long telephone conversations or make travel arrangements effortlessly.

Berlitz Level 7 | CEF Level B1.3

You can express different points of view and can defend your ideas in a discussion. You can understand native speakers' proverbs. You are able to master challenging situations or, for example, settle any differences of opinion. You use the correct vocabulary and can cope in the majority of professional situations. You can give presentations, summarize facts and also use the given language in complex situations.

Berlitz Level 8 | CEF Level B2.1

You can communicate efficiently and correctly in challenging activities and situations. You can effortlessly take part in all conversations in a social and professional environment. You are, for instance, able to give a professional presentation in a meeting or a sales presentation. You can express yourself with ease using different nuances and can also understand speeches on challenging topics well.

Berlitz Level 9 | CEF Level B2.2

You can communicate efficiently with various audiences on a wide range of familiar and new topics and fulfill all language requirements whilst doing so. You take part in discussions and meetings confidently and competently, can express different points of view and can defend your ideas. You use correct, detailed expressions. You write all texts, such as emails or business letters, without any errors.

Berlitz Level 10 | CEF Level C1/C2

CEF Level C1 - You can express yourself spontaneously and fluently, without searching for words. You understand challenging texts effortlessly and can grasp complex terms and connotations. You can use and implement the language effectively and flexibly in your social and professional life. You express yourself clearly, in a structured manner and in detail with regard to complex and difficult matters.

CEF Level C2 - You understand everything that you read or hear, effortlessly. You express yourself very spontaneously, fluently and accurately. You make subtle nuances of meaning clear even in complex circumstances. You can produce challenging reports, articles or specialist texts. Your language skills largely correspond to those of an educated native speaker.

Annex 2: Survey questions

WHO GLP SURVEY

QUESTION	Answer choices
Q1. PLEASE TELL US WHERE YOU ARE BASED?	AFRO Country Office
	AFRO Regional Office
	EMRO Country Office
	EMRO Regional Office
	EURO Country Office
	EURO Regional Office
	HQ Geneva
	HQ Kobe
	HQ Kuala Lumpur
	HQ Lyon
	AMRO/PAHO Country Office
	AMRO/PAHO Regional Office
	SEARO Country Office
	SEARO Regional Office
	WPRO Country Office
	WPRO Regional Office
	Other (please specify)
Q2. HAVE YOU MOVED OFFICES WITHIN THE LAST 6 MONTHS	Yes
	No
Q3. ARE YOU	Male
	Female
	Prefer not to say
Q4. WHICH ROLE LEVEL DO YOU CURRENTLY WORK AT	General Service
	Professional Level
	Director Level
	Ungraded staff
Q5. WHICH ONLINE COURSE(S) HAVE YOU ENGAGED WITH?	I have not taken an online language course
	Berlitz Virtual Classroom (BVC)
	Blended E-Learning
	Both
Q6. HOW MANY ONLINE BLENDED E-LEARNING COURSES HAVE YOU TAKEN? (PLEASE LEAVE BLANK IF YOU HAVEN'T TAKEN ANY)	English
	French
	German
	Spanish
Q7. HOW MANY BERLITZ VIRTUAL CLASSROOM COURSES HAVE YOU TAKEN? (PLEASE LEAVE BLANK IF YOU HAVEN'T TAKEN ANY)	Arabic

	Chinese
	English
	French
	German
	Portuguese
	Russian
	Spanish
Q8. WERE YOU ABLE TO FINISH THE COURSE(S) YOU TOOK?	Yes - I finished all the courses I took
	I finished some of the courses I took
	No, I didn't finish the course(s) I took
Q9. WHY WERE YOU UNABLE TO FINISH YOUR COURSE(S)?	The time of the classes meant I couldn't attend
	I wasn't able to make time during office hours to attend the classes
	I couldn't connect to the platform
	I didn't enjoy the classes
	I didn't feel I was learning enough in the classes
	The classes were too challenging
	Other (please specify)
Q10. WHAT WERE MAIN YOUR REASONS FOR TAKING A GLP COURSE	I wanted to improve my language skills in order to perform my current role more effectively
	I want to take advantage of the mobility scheme in the future
	I wanted to develop my language skills to improve my future career potential
	The language I studied will be useful in my personal life
	A general interest in developing language skills
	Other (please specify)
Q11. DID THE COURSE ALLOW YOU TO ACHIEVE THIS?	Yes completely
	Yes, to a certain extent
	Not at all
Q12. OVERALL, HOW MUCH DID YOU ENJOY YOUR LEARNING EXPERIENCE?	1 to 5 scale
Q13. ARE YOU PLANNING TO TAKE ANOTHER LANGUAGE COURSE IN THE FUTURE?	Yes
	No
	Maybe
Q14. DID THE COURSE MEET YOUR EXPECTATIONS AS A LEARNING EXPERIENCE?	1 to 5 scale
Q15. HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENTS?	The learning objectives for each class were clear and understandable
	The structure of each class was good
	The content of each class was of a high quality
	My tutor facilitated classes well
	My tutor provided good support and feedback
	I could track my learning progression through each class

Q16. ARE YOU HAPPY WITH THE PROGRESS YOU MADE IN THE COURSE?	Yes
	No
Q17. HOW EASY DID YOU FIND IT TO:	Find information about the courses on ILearn
	Register on the course with ILearn
	Join the class with Berlitz
	Navigate the Berlitz online platform
	Use the online tools for booking sessions (if applicable)
	Use the online platform during a session (if applicable)
	Find the learning resources and materials
	Keep up with the learning in classes
Q18. DID YOU EXPERIENCE ANY ISSUES ACCESSING THE COURSE(S)?	Yes, and they stopped me completing the course
	Yes, I had issues but they didn't stop me completing the course
	No, I had no issues
Q19. WHAT ACCESS ISSUES DID YOU ENCOUNTER?	Internet speed meant I couldn't connect properly
	I couldn't hear my tutor
	My tutor couldn't hear me
	I didn't have the right equipment
	I didn't have enough available time to do the sessions
	The time sessions were held meant I couldn't join in
	I didn't have the support of my supervisor
	Other (please specify)
Q20. TO WHAT EXTENT DO YOU FEEL THE COURSE(S) YOU TOOK IMPROVED YOUR CONFIDENCE IN THE LANGUAGE?	Very much
	Quite a lot
	To a certain extent
	Not very much
	Not at all
Q21. TO WHAT EXTENT DO YOU FEEL THE COURSE DEVELOPED SKILLS YOU NEED IN YOUR CURRENT ROLE?	Very much
	Quite a lot
	To a certain extent
	Not very much
	Not at all
Q22. TO WHAT EXTENT DO YOU FEEL THE COURSE HELPED YOU DEVELOP SKILLS FOR YOUR FUTURE CAREER PROGRESSION?	Very much
	Quite a lot
	To a certain extent
	Not very much
	Not at all
Q23. TO WHAT EXTENT DO YOU FEEL YOUR NEW LANGUAGE SKILLS HELPED YOU BUILD NEW	Very much
	Quite a lot

RELATIONSHIPS WITH COLLEAGUES FROM OTHER OFFICES IN YOUR WORK/OUTSIDE CLASSES?	To a certain extent
	Not very much
	Not at all
Q24. IF YOU TOOK A BVC COURSE, HOW MUCH DID LEARNING WITH COLLEAGUES IN AN ONLINE ENVIRONMENT HELP YOU BUILD NEW RELATIONSHIPS (PLEASE TICK N/A IF YOU DID NOT TAKE A BVC COURSE)	Very much
	Quite a lot
	To a certain extent
	Not very much
	Not at all
Q25. WHAT DID YOU ENJOY MOST ABOUT YOUR LEARNING EXPERIENCE?	Gaining language skills
	The experience of learning online
	Receiving a qualification
	Being able to manage my own time for learning
	Connecting with new colleagues within classes
	Communicating better with colleagues outside classes
	Learning about new countries / cultures
	Other (please specify)
Q26. WHAT DID YOU ENJOY LEAST?	Not being able to access the courses because of internet / communication issues
	I didn't enjoy the experience of learning online
	The time it took to attend the sessions
	The difficulty of the sessions
	The lack of challenge in the sessions
	Not being able to meet my tutor / fellow students face to face
	Other (please specify)
Q27. WOULD YOU RECOMMEND THE ONLINE LANGUAGE COURSES TO A COLLEAGUE?	Yes
	No
Q28. DO YOU HAVE ANY FURTHER SUGGESTION OF HOW CAN WE IMPROVE THE COURSES ON OFFER?	

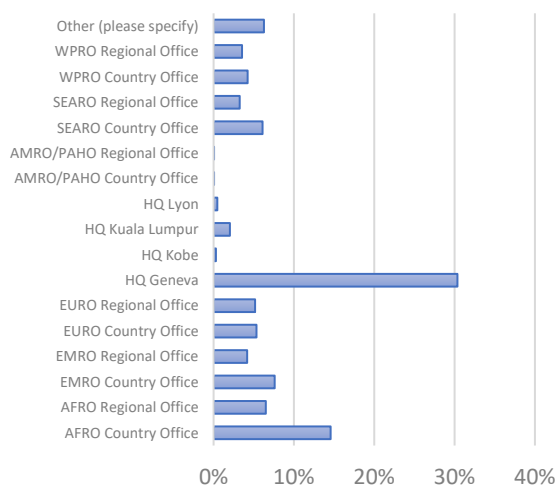
WHO GLP SURVEY – NO GLP COURSE TAKEN

Q1. PLEASE TELL US WHERE YOU ARE BASED?	AFRO COUNTRY OFFICE
	AFRO Regional Office
	EMRO Country Office
	EMRO Regional Office
	EURO Country Office
	EURO Regional Office
	HQ Geneva
	HQ Kobe
	HQ Kuala Lumpur
	HQ Lyon
	AMRO/PAHO Country Office
	AMRO/PAHO Regional Office
	SEARO Country Office
	SEARO Regional Office
	WPRO Country Office
	WPRO Regional Office
	Other (please specify)
Q2. HAVE YOU MOVED OFFICES WITHIN THE LAST 6 MONTHS	Yes
	No
Q3. ARE YOU	Male
	Female
	Prefer not to say
Q4. WHICH ROLE LEVEL DO YOU CURRENTLY WORK AT	General Service
	Professional Level
	Director Level
	Ungraded staff
Q5. WHICH ONLINE COURSE(S) HAVE YOU ENGAGED WITH?	I have not taken an online language course
	Berlitz Virtual Classroom (BVC)
	Blended E-Learning
	Both
Q6. WHY HAVEN'T YOU TAKEN AN ONLINE LANGUAGE CLASS?	I wasn't aware of the courses on offer
	I don't need additional language skills
	I don't have the right equipment / internet connection
	I don't have the time in my working day
	I don't like learning online
	I couldn't find out how to join a course
	I'm unsure how to use an online learning platform
	I don't have the support of my supervisor
	The courses are too long for me to commit to
	Other (please specify)

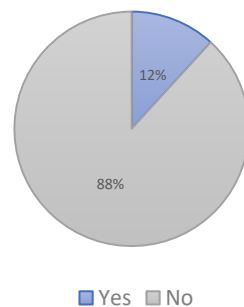
Q7. WOULD YOU BE INTERESTED IN TAKING AN ONLINE LANGUAGE COURSE IN THE FUTURE?	Yes
	No
	Maybe
Q8. WHAT INTERESTS YOU IN TAKING AN ONLINE LANGUAGE COURSE?	I want to take advantage of the mobility scheme in the future
	Improving my language skills would benefit me in my current role
	I would like to improve my language skills to further my future career
	I am generally interested in learning new languages / a new language
Q9. WHAT COULD BE DONE TO ENCOURAGE YOU TO TAKE A COURSE?	Providing more information about the courses available
	Provide courses in a different format
	More support from your Supervisor
	Other (please specify)
Q10. DO YOU HAVE ANY FURTHER SUGGESTION OF HOW CAN WE IMPROVE THE COURSES ON OFFER?	

Annex 3: Results from the online survey

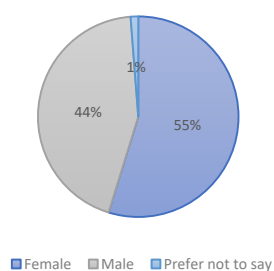
1. Please tell us where you are based?



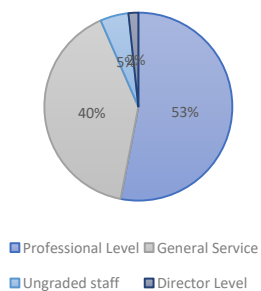
2. Have you moved offices within the last 6 months?



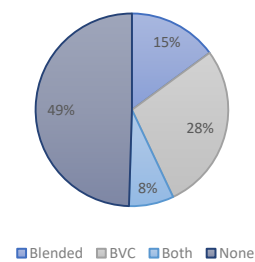
3. Are you:



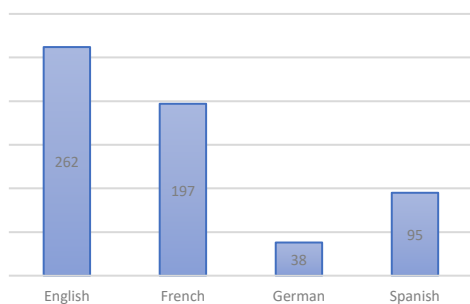
4. Which role level do you currently work at?



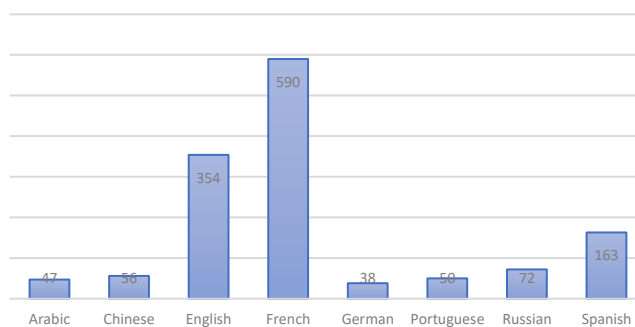
5. Which courses have you engaged with?

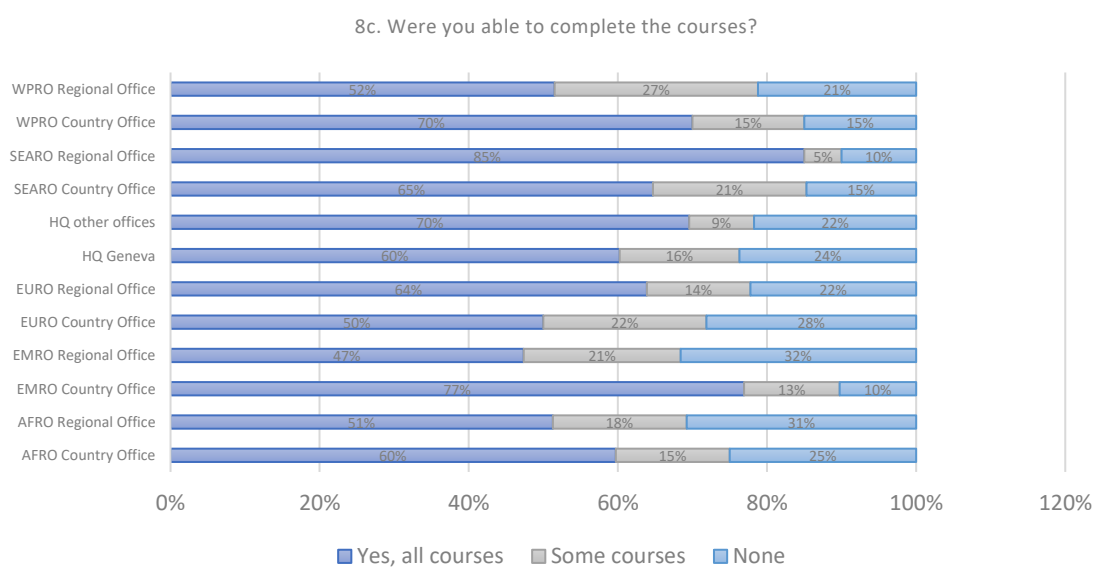
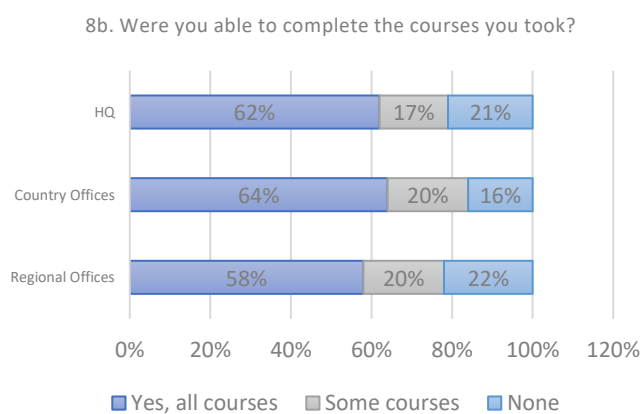
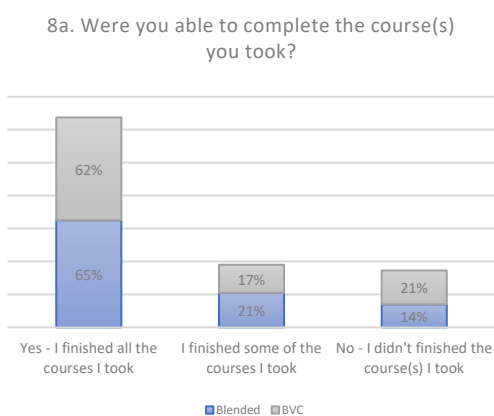
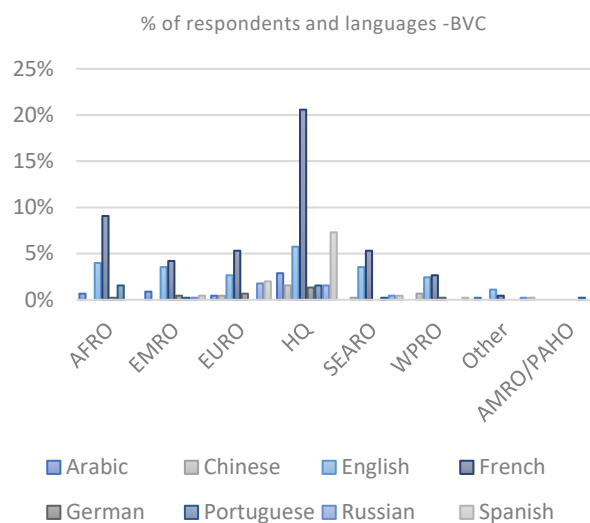
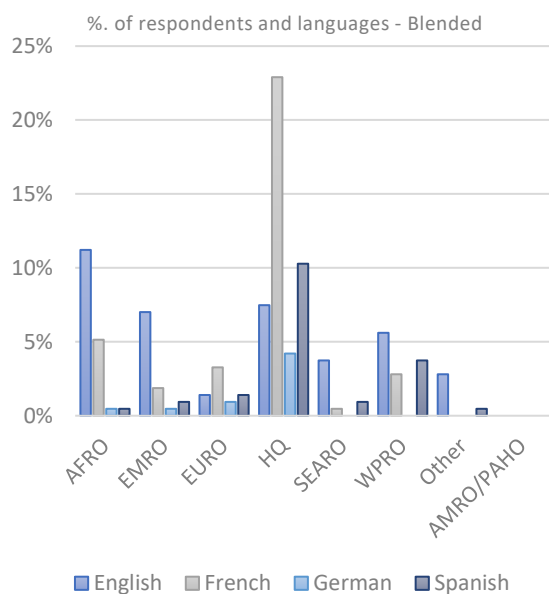


6. How many Blended E-Learning courses have you taken?

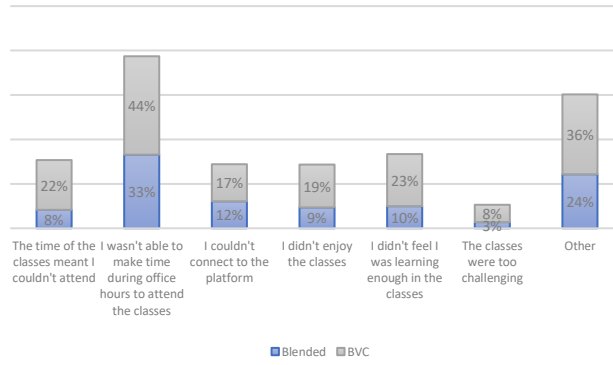


7. How many BVC courses have you taken?

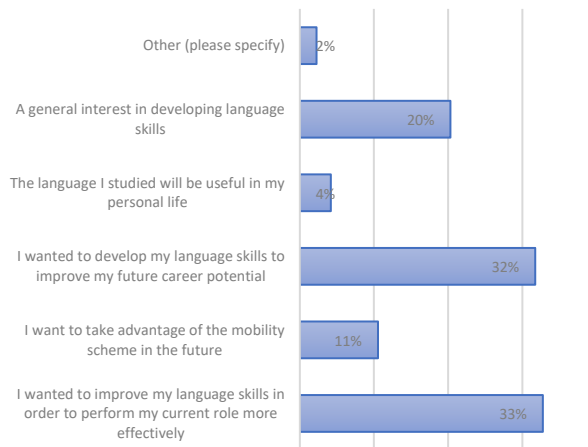




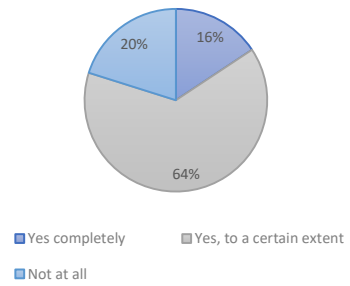
9. Why were you unable to complete your course(s)?



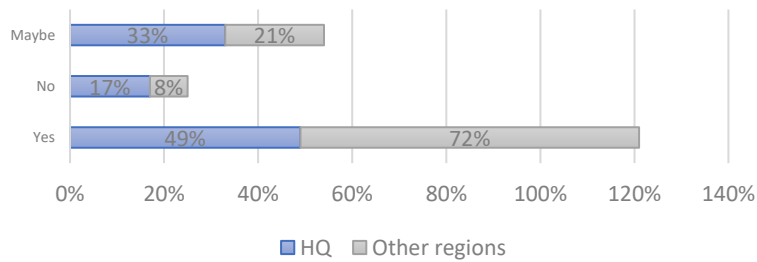
10. What were your main reasons for taking a GLP course?



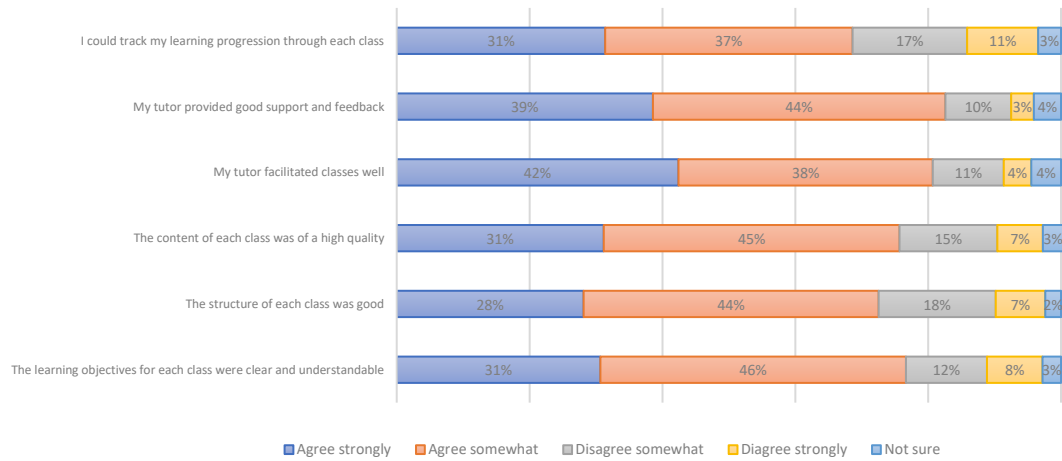
11. Did the course allow you to achieve your aims?



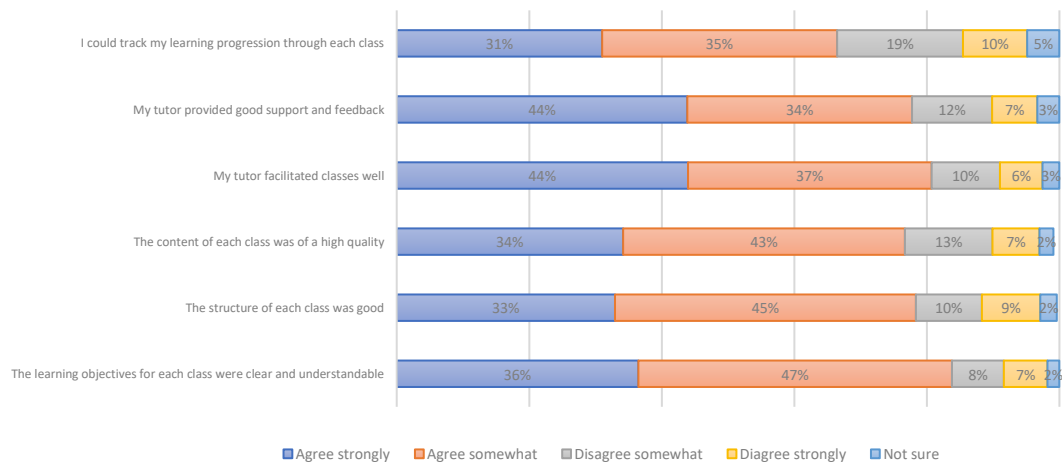
13. Are you planning to take another language course in the future?



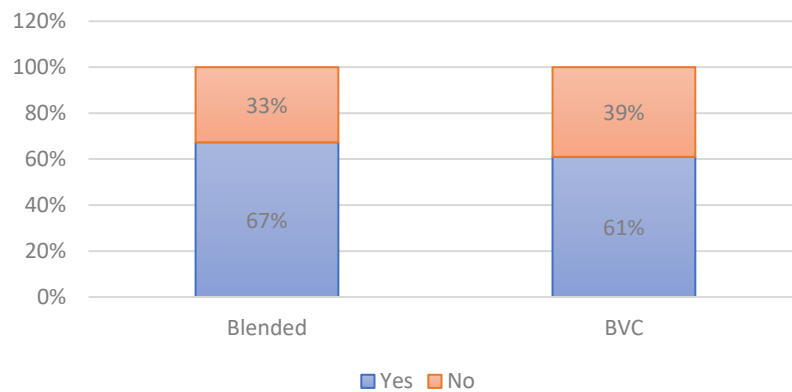
15a. How much do you agree with the following statements? (Blended)



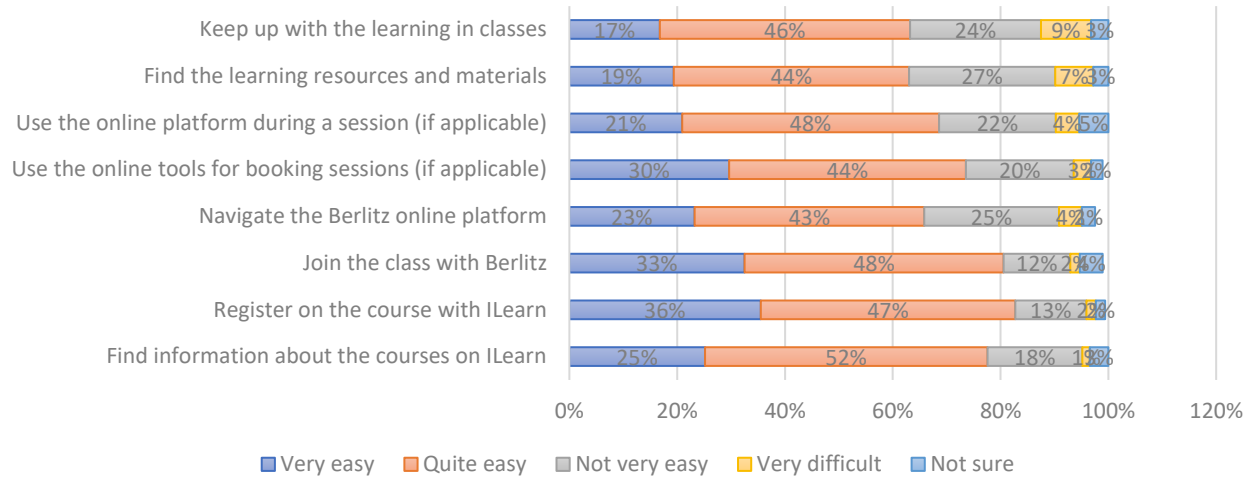
15b. How much do you agree with the following statements? (BVC)



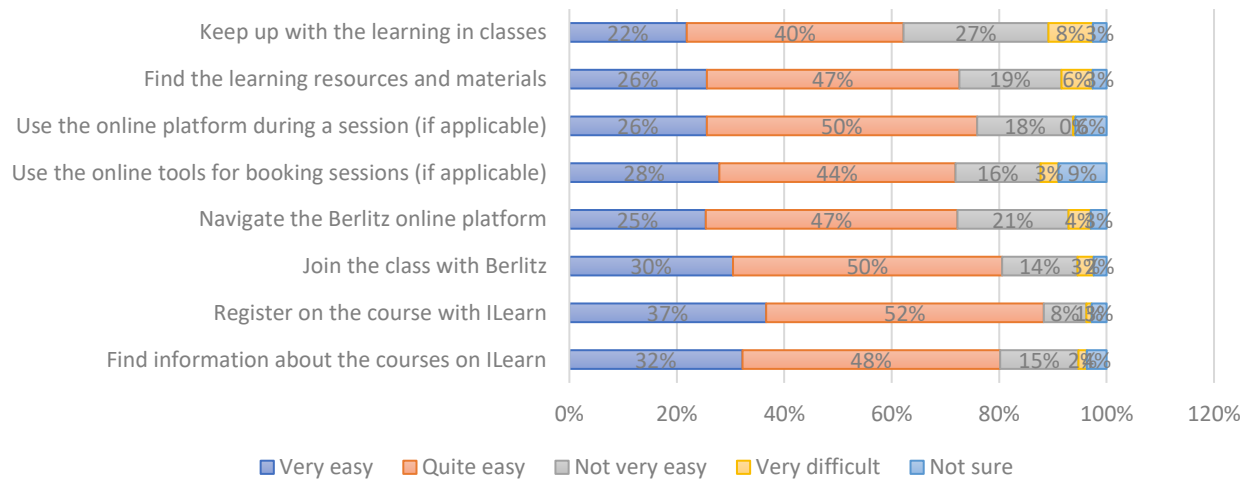
16. Are you happy with the progress you made in the course?



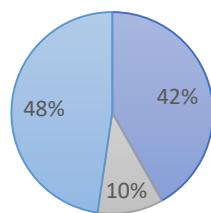
17a. How easy did you find it to: (Blended)



17b. How easy did you find it to: (BVC)

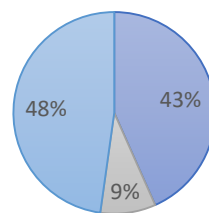


18a. Did you experience any issues accessing the course(s)? BVC



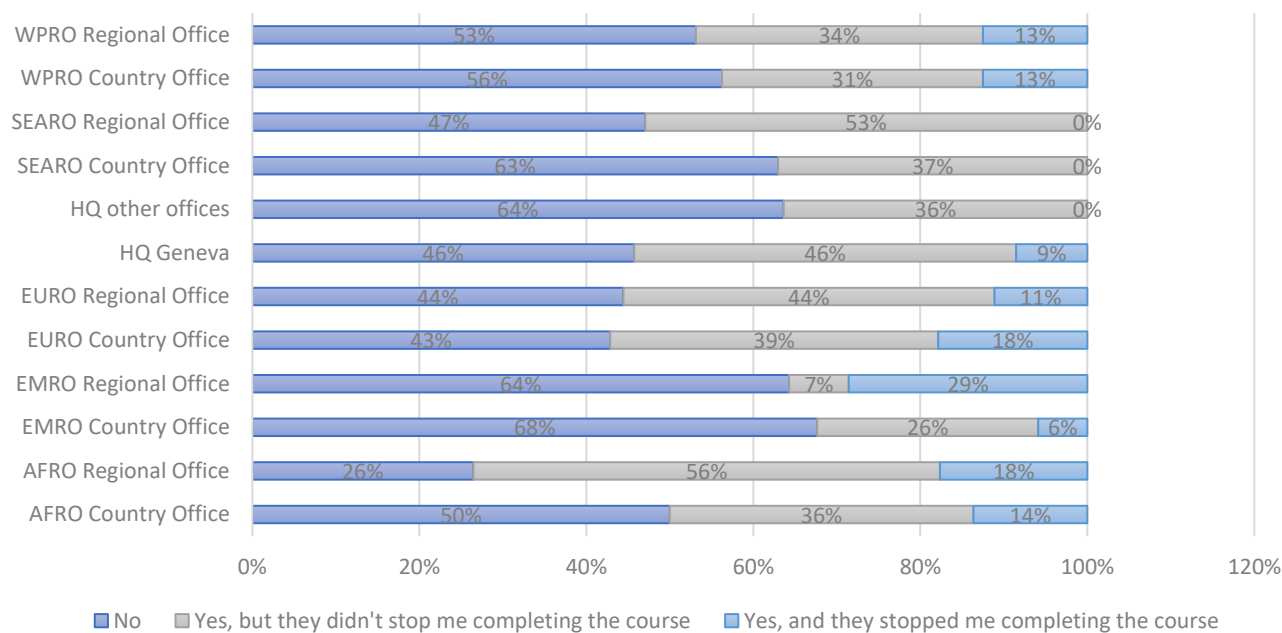
- Yes, I had issues but they didn't stop me completing the course
- Yes, and they stopped me completing the course
- No, I had no issues

18b. Did you experience any issues accessing the course(s)? Blended

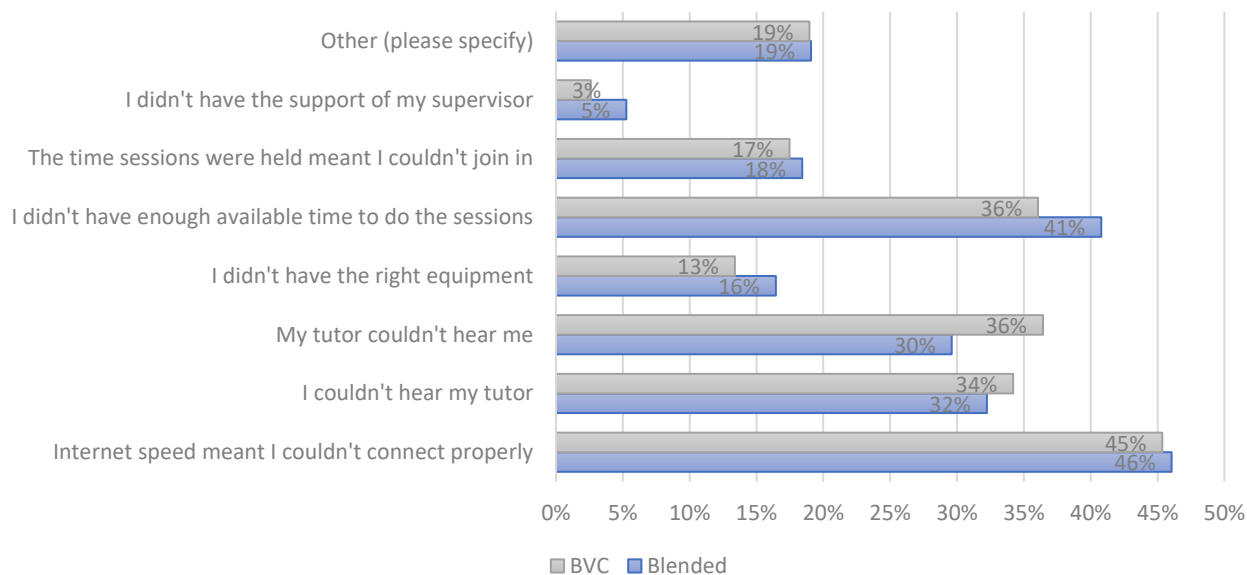


- Yes, I had issues but they didn't stop me completing the course
- Yes, and they stopped me completing the course
- No, I had no issues

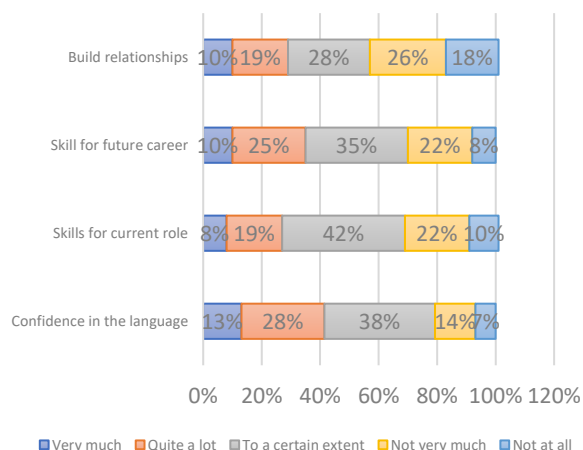
18c. Did you encounter issues accessing the course(s)?



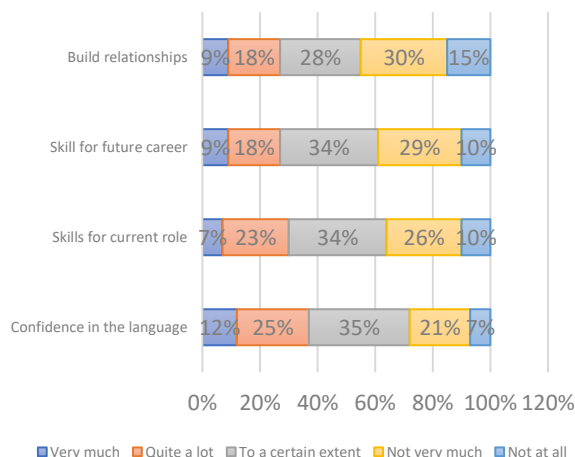
19. What issues did you encounter?



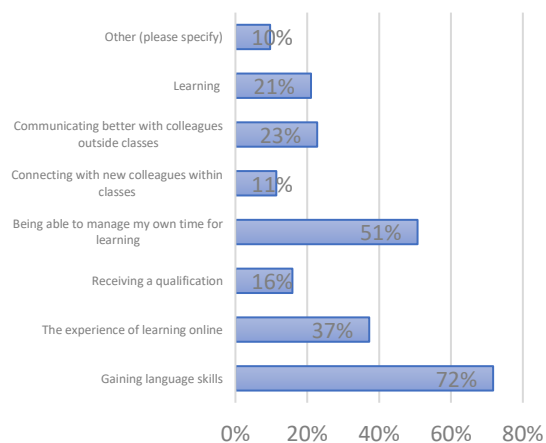
20a. To what extent do you feel the course helped you develop: (Blended)



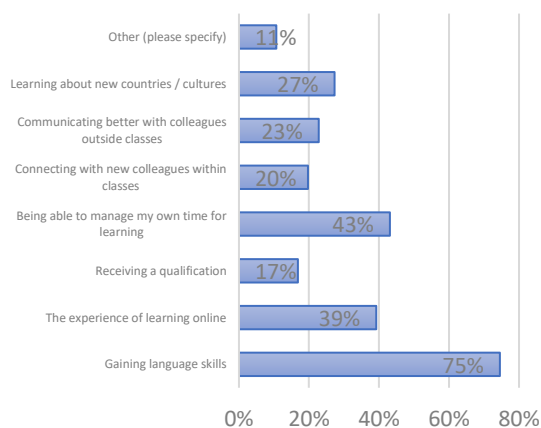
20b. To what extent do you feel the course helped you develop: (BVC)



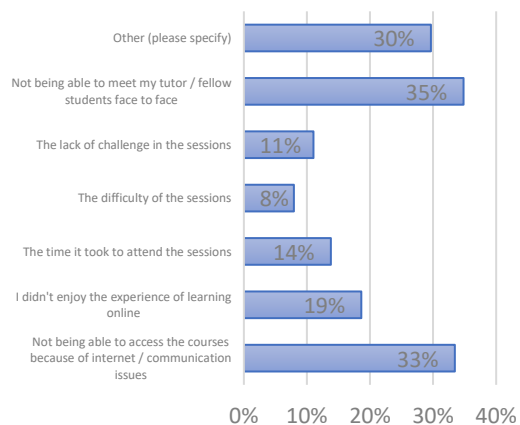
What did you enjoy most about your learning experience? (Blended)



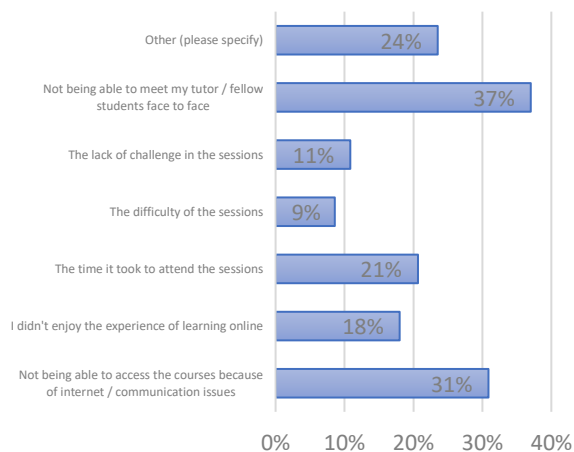
What did you enjoy most about your learning experience? (BVC)

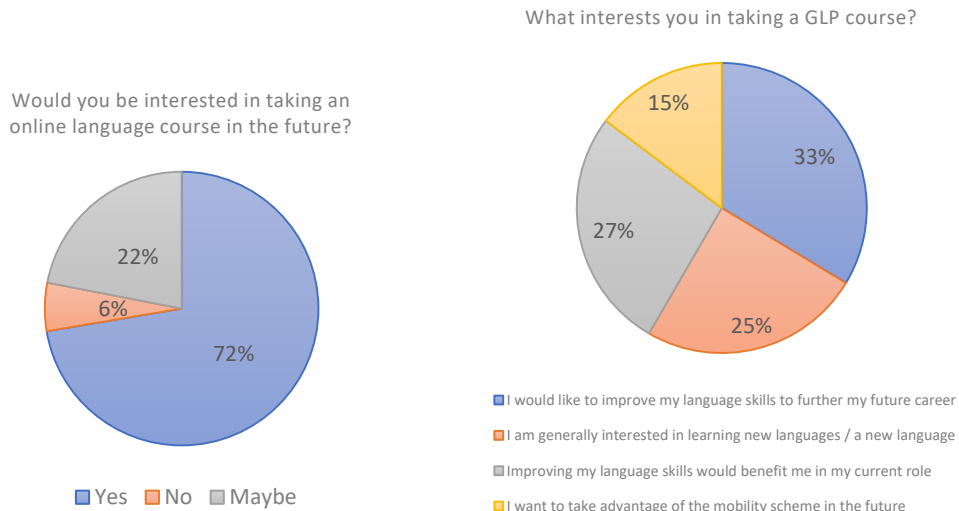
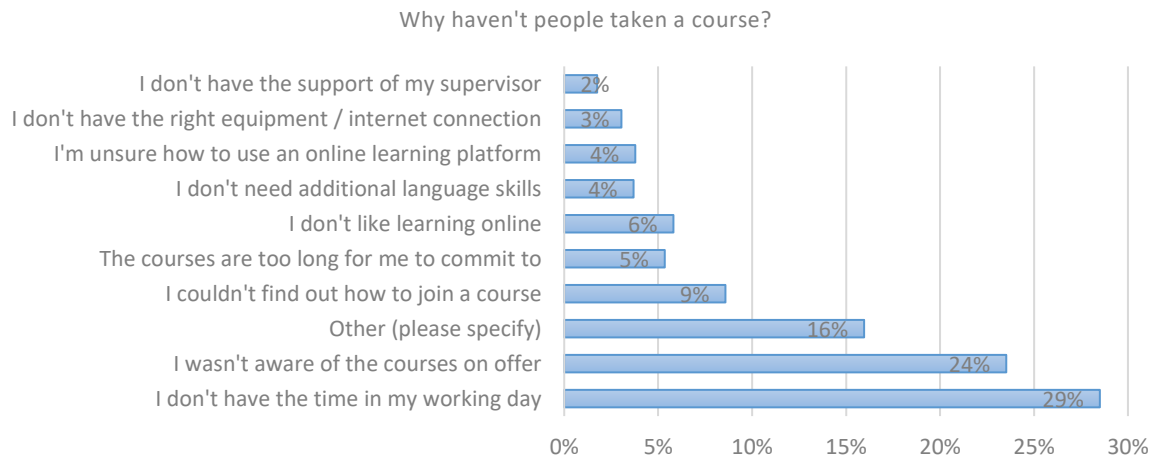
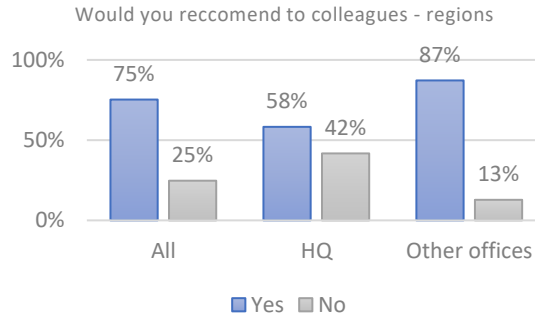
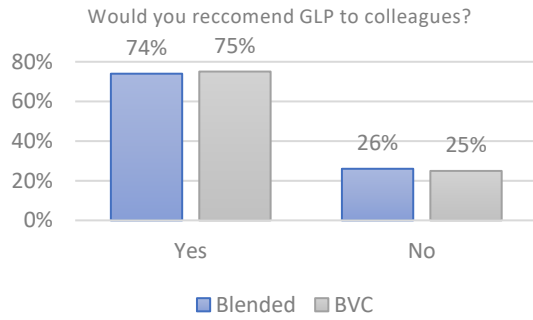


What did you enjoy least? (Blended)

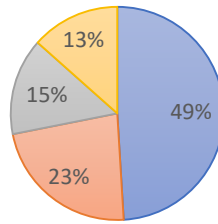


What did you enjoy least? (BVC)





What could be done to encourage you?



- Providing more information about the courses available
- Provide courses in a different format
- Other (please specify)
- More support from your Supervisor