

Data-driven services to increase the training outreach of the Centre by promoting free self-guided distance learning courses

Study of Freemium participants



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Executive summary

This paper is part of the Data Driven Services (DDS) experiments to extend the training outreach of the Centre and, in particular, to “harness the data streams generated during past and ongoing service transaction processes to identify, by way of causal inference, individuals and institutions with a high demand and need for the Centre’s services (...).”¹

The overall objective of the study was to contribute to achieving the outcomes of the 2022–23 ITCILO Programme and Budget. The **immediate objective** was to strengthen the capacity of the Training Department’s Technical Programmes to reach a larger number of people in the world of work with the right services at the right time, in this case by investigating the existence of a causal link between free and fee-paying participants reached by promotional activities informed by marketing data analytics. The intermediate beneficiaries of the study were the Technical Programmes of the Centre’s Training Department. The ultimate or intended beneficiaries were all people in the world of work represented through the ILO constituency and other ILO development partners. The **scope** of the study was limited to people who first enrolled on a free self-guided distance learning course and later went on to enrol for the Centre’s fee-based courses (so-called “freemium” participants).

The study was one of a series of experiments performed in 2022 to boost uptake of the Centre’s training services by undertaking more systematic digital marketing of free self-guided distance learning courses. The study comprised two experiments investigating freemium customers reached in June-August 2022 and November 2022-January 2023 as a direct result of promotional campaigns delivered via social media and email. In particular, the study investigated the actual conversion rate from free to fee-based courses and the return on marketing investment from free self-guided distance learning courses in the short term. The study also investigated the product choices of freemium customers.

The results of the study showed that on average two per cent of participants in free self-guided distance learning courses later enrolled in fee-based learning activities. It was notable that these fee-based learning activities were not necessarily thematically linked to the original free self-guided distance learning courses.

It is concluded that the promotion of free self-guided distance learning courses helps increase the uptake of fee-based courses, with a positive return on investment for the Centre, though not necessarily for the Technical Programme that financed the campaign.

It is recommended to promote free self-guided distance learning courses, as well as interaction and engagement with CRM contacts. Since participants in free courses are interested in courses in different topic areas and vice versa, it is recommended to promote the entire ITCILO course portfolio be promoted to all contacts in the CRM. Finally, it is recommended that this learning journey be studied over a longer period of time and that participants be asked directly what they want to learn next.

¹ ITCILO Programme & Budget 2022–23, p.37

1. Overview and references to the main experiments

The experiments described in the following paragraphs were designed and implemented in the context of this biennial work plan. In particular, this paper is an in-depth study of two previous experiments, “Data-driven services to increase the training outreach of the Centre by promoting free self-guided distance learning courses, experiments 1 and 2”, undertaken to investigate possible connections between participants in free and paid courses, their characteristics and the potential return on investment.

The first experiment (June-September 2022) sought answers to three research questions: 1) whether digital marketing has the potential to increase uptake of free self-guided distance learning courses, 2) whether targeting potential learners with characteristics similar to the profiles of past learners can further enhance uptake, and 3) whether there is a causal link between the growing numbers of learners on free self-guided distance learning courses and the increasing enrolment in fee-based courses.²

The second experiment (October-January 2023) investigated whether using a marketing funnel system to promote selected free self-guided distance learning courses through different channels, one by one and all together, has the potential for extending training outreach.³

2. Objectives of the study

The overall objective was to contribute to achieving the outcomes of the ITCILO Programme and Budget 2022-23. The immediate objective of the experiment was to strengthen the capacity of the Training Department’s Technical Programmes to reach a larger number of people in the world of work with the right services at the right time, in this case by studying a causal link between free and fee-based courses participants reached by promotional activities informed by marketing data analytics.

3. Target groups

A distinction was drawn between the intermediate and ultimate beneficiaries of the experiment. The intermediate beneficiaries were the Technical Programmes of the Centre’s Training Department. The ultimate or intended beneficiaries were all people in the world of work represented through the ILO constituency and other ILO development partners.

² For more information: <https://www.itcilo.org/sg-promotion>

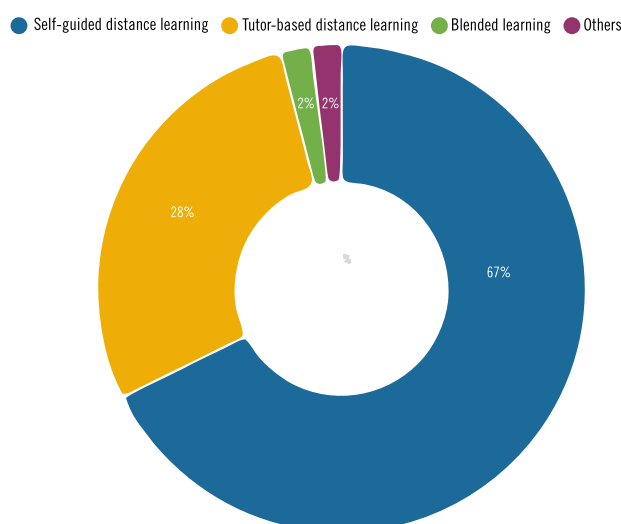
³ For more information: <https://www.itcilo.org/data-driven-services-increase-centres-training-outreach-promoting-free-self-guided-distance>

4. Scope

The scope of the analysis was limited to freemium customers who had first enrolled in free self-guided distance learning courses and then gone on to enrol in a fee-based course shortly afterwards. The scope was further limited to freemium participants who enrolled as a direct result of two digital marketing campaigns delivered in mid-2022 (Experiment 1) and at the end of 2022 (Experiment 2) via Facebook, LinkedIn and email.

In 2022, free self-guided distance learning courses accounted for 67 per cent of all participants reached via distance learning.⁴ These courses cover core ILO policy topics and are available 24/7, free of charge, in the official ILO languages, this constituting the Centre's most widely and democratically accessible learning modality. The focus on these free self-guided distance learning modules reflects the primary emphasis of the experiment on boosting outreach (not income) through data analytics.⁵

UNIVERSE OF ONLINE LEARNERS BY TYPE OF DISTANCE LEARNING (2022)



During Experiment 1, the study considered the participants enrolled on the following free self-guided distance learning courses:

- 1) Introduction to International Labour Organization (ILSGEN)
- 2) Introduction to Project Cycle Management (ODPS)
- 3) Business and Decent work (SEE)

During Experiment 2, the courses concerned were:

- 1) Continuing Legal Education 1 – Introduction to International Labour Standards (ILSGEN)
- 2) Introduction to Project Cycle Management (ODPS)
- 3) Social Dialogue and Industrial relations: a self-guided induction course (SPGT)
- 4) The Future of Work in the Rural Economy (SEE)

⁴ IBI database

⁵ The Centre's free self-guided distance learning courses effectively constitute the first point of contact between many people in the world of work and the Centre. Participants in free self-guided distance learning courses might then decide to enrol in other learning activities run by the Centre, whether free or fee-based.

- 5) Digital Facilitation in Synchronous Events (LIP)
- 6) MOOC on Quality Apprenticeships (EPAP)
- 7) Trade Union eLearning course on UNSDCF and the Decent Work Agenda (ACTRAV)

The analysis was limited to freemium participants,⁶ in other words participants enrolled first in free self-guided distance learning courses and shortly afterwards in fee-based courses. The focus was on those who enrolled thanks to the promotion of the free self-guided distance learning courses through digital marketing channels, in particular Facebook, LinkedIn and email campaigns, conducted during the two experiments described above.

5. Research framework

5.1 Research questions

The experiment sought answers to two research questions (RQs):

RQ 1: Is there a causal link between the growing numbers of learners on free self-guided distance learning courses and the growing numbers on fee-based courses?

RQ 2: What are the buying choices of freemium participants, in particular do they enrol on fee-based learning activities thematically linked to earlier free self-guided distance learning courses?

5.2 Key Performance Indicators

The Key Performance Indicators (KPI) adopted to measure the results of the experiment were:

Research question (RQ)	KPI ⁷	Target	Source of verification
Can a causal link be established between the growing numbers of learners on free self-guided distance learning courses and the growing numbers of learners on fee-based courses?	Share of participants in fee-based courses citing prior participation in a free self-guided distance learning course as reason for enrolment	2% conversion rate free to fee-based ⁸	Online survey
	Return on marketing investment (ROMI)	ROMI = 1:5	Online survey
What are the buying choices of freemium participants, in particular do they enrol in fee-based learning activities thematically linked to the earlier free self-guided distance learning courses?	Share of participants in fee-based courses who applied for a fee-based course on a related topic.	50% conversion rate fee-based courses on a related topic on the part of freemium participants	Online survey, MAP, eCampus

⁶ Freemium participants are defined as those who first participated in a free course and then applied to a fee-based course.

⁷ Glossary:

ROMI: Return on marketing investment.

Conversion rate: calculated by dividing the total number of free enrolments by the total number of fee-based enrolments.

⁸ A 2% to 5% free-to-paid conversion rate is considered good industry practice. Source: <https://www.appcues.com/product-adoption-academy/free-to-paid-conversion/what-is-free-to-paid-conversion>.

5.3 Description of the dataset

The Centre's data warehouse stores information from a number of in-house ITCILO databases and from data sources in the transactional and external environment. These databases provide information about the beneficiaries of the Centre's distance learning offerings as they move through the marketing funnel and convert into participants.⁹

Two datasets were considered and then cross-referenced:

- the first was eCampus, from which a list of the email addresses of all participants in the free courses promoted during the two experiments was extracted;
- the second was MAP, i.e. the ITCILO database in which the email addresses of all participants in our paid courses (open, tailor-made, self-guided, master) are recorded.

To identify the freemium participants, the email addresses of the participants enrolled on the promoted free self-guided distance learning courses¹⁰ were cross-referenced with those of the participants enrolled on the fee-based courses.¹¹ Those who stated in the survey that the paid course led them to enrol on a free course were then excluded.

5.4 Description of the participant sample

The analysis drew on two participant samples, one for each experiment.

The first participant sample relates to the first experiment (June-September 2022). During this experiment, three self-guided distance learning courses were promoted via two different marketing channels:

- The CRM email marketing campaigns were launched in three waves, one wave per course, on 30 June (Business and Decent Work), 14 July (ILS) and 18 July (PCM).
- The social media campaigns via Facebook Ads were also implemented in three waves, one for each course. To test good practice, the "Introduction to ILS" and "Business and Decent Work" courses were promoted in Spanish and French, as well as in English. The PCM course, on the other hand, being available only in English, was promoted exclusively in English. The duration of each campaign was one week.

As a direct result of the campaigns,¹² the Centre registered 7,398 new enrolments on the three free self-guided distance learning courses. For this analysis, the list of 7,398 email addresses was considered.¹³

⁹ For more information on the dataset, refer to the experiment *Data-driven services to extend the training outreach of the Centre by promoting free self-guided distance learning courses*: <https://www.itcilo.org/sg-promotion>

¹⁰ Source: eCampus, internal ITCILO database including all participants enrolled on ITCILO courses and/or accessing the eCampus (including participants in free and paid courses).

¹¹ Source: MAP, internal ITCILO database including all participants enrolled and pre-enrolled on open/master/academy/tailor-made courses. The databases were exported one and two months after the end of the promotions associated with, respectively, the first and second experiments.

¹² Considering only those who enrolled when the promotional campaigns were active.

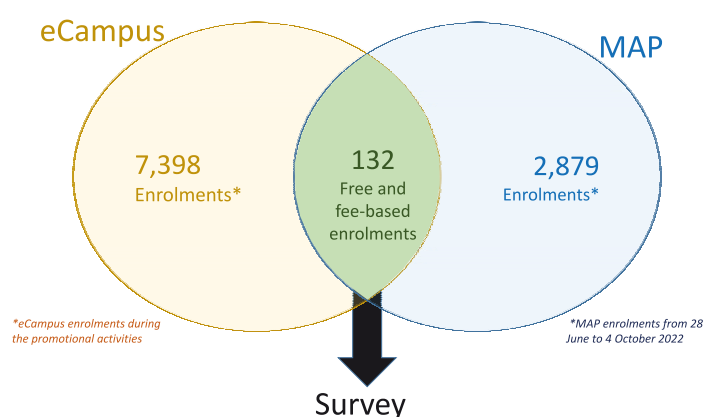
¹³ To access the excel file used in preparing this chapter, click **here**.

DIGITAL MARKETING MIX: CAMPAIGNS RUN FROM JUNE TO SEPTEMBER 2022

Course title (TP)	No. of new enrolments
Introduction to Project Cycle Management (ODPS)	1,483
Introduction to International Labour Organization (ILSGEN)	2,966
Business and Decent Work (SEE)	2,949
Total	7,398

Of the 7,398 new participants who enrolled in the free self-guided distance learning courses promoted, 132 later went on to enrol on the Centre's fee-based courses and were contacted by survey (see Annex 1 for the survey template). The objective of the survey was to exclude eventual non-freemium participants and to shed light on the sources of the promotional activity from which they learned about the free self-guided distance learning course.

IDENTIFICATION OF SURVEY SAMPLE (EXPERIMENT NO. 1)



The second participant sample relates to the second experiment (October 2022-January 2023). During this experiment, seven self-guided distance learning courses were promoted via two different marketing channels:

- The CRM email marketing campaigns were launched in one wave on 7 December 2022, promoting the seven courses and the overall portfolio of free SG courses.
- The social media campaigns via Facebook, LinkedIn and Instagram were again implemented in several waves:
 - Paid posts, via Facebook Ads and LinkedIn Ads, were implemented in seven waves, one for each course. Considering the results of the previous experiment, the courses were promoted in English. The duration of each campaign was one week.
 - Organic posts, via the ITCILO Meta pages (Facebook and Instagram) and the ITCILO LinkedIn page, were implemented in two waves: one post per day for one week simultaneously on the three channels (LinkedIn, FB, IG) from 30 November to 6 December 2022. In addition, on 15 November 2022 one social media post was published on the ITCILO Facebook and Instagram pages, promoting all free courses together.

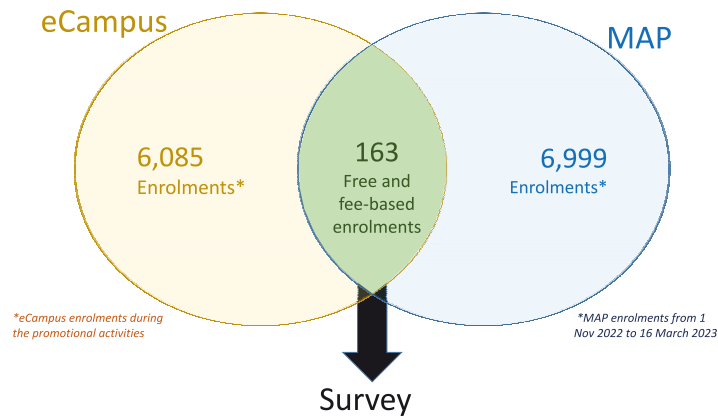
As a direct result of the campaigns, the Centre registered 6,085 new enrolments on the seven free self-guided distance learning courses. For this analysis the list of 6,085 email addresses was considered.¹⁴

DIGITAL MARKETING MIX: CAMPAIGNS RUN FROM 31 OCT'22 TO 22 JAN'23

Course title (TP)	No. of new enrolments
Introduction to Project Cycle Management (ODPS)	2,677
Continuing Legal Education 1 – Introduction to International Labour Organization (ILSGEN)	831
Digital Facilitation in Synchronous Events (LIP)	677
The Future of Work in the Rural Economy (SEE)	624
Trade Union eLearning course on UNSDCF and the Decent Work Agenda (ACTRAV)	538
Social Dialogue and Industrial Relations: a self-guided induction course (SPGT)	448
MOOC on Quality Apprenticeships (EPAP)	290
Total	6,085

Of the 6,085 new participants who enrolled on free self-guided distance learning courses, 163 later went on to enrol on the Centre’s fee-based courses and were contacted by survey (see Annex 1 for the survey template). The objective of the survey was to exclude eventual non-freemium participants and to shed light on the sources of the promotional activity from which they had learned about the free self-guided distance learning course.

IDENTIFICATION OF SURVEY SAMPLE (EXPERIMENT N. 2)



This study focused on participants who had first enrolled on a free self-guided course and later went on to enrol on fee-based courses run by the Centre while the promotional campaigns were under way.

¹⁴ To access the excel file used to prepare this chapter click [here](#).

6. Findings

6.1 RQ 1: The causal link between learners on free self-guided distance learning courses and fee-based courses

The aim of the first research question was to investigate whether there is a causal link between the growing numbers of learners on free self-guided distance learning courses and the growing numbers on fee-based courses. The KPIs identified were the conversion rate (CR) and the return on marketing investment (ROMI).

To check for a causal link, the experiment focused on freemium participants. To investigate the source/medium, freemium participants were contacted by survey to:

- discover whether some of them had learned about the free course when participating in a fee-based course (in order to exclude them from the analysis);
- investigate whether they had learned about the free course as a result of the promotional campaign run during the two experiments.

FREEMIUM¹⁵ PARTICIPANTS TABLE

Freemium	Experiment 1	Experiment 2
New enrolments in free SG DL courses	7,398	6,085
Participants in free and fee-based courses	132	163
Respondents: <i>not freemium*</i>	-12	-23
Freemium	120	140
Conversion rate (CR)	1.6%	2.3%

**Respondents who answered "The paid course led me to explore free courses"*

Results of the survey	Experiment 1	Experiment 2
Participants in free and fee-based courses (recipients of the survey)	132	163
Survey respondents	41	58
Freemium: source e-mail	17	18
Freemium: source social media	7	5
Freemium: other sources (e.g. ILO, website, friends)	4	12
Respondents: not freemium*	13	23

**Respondents who answered "The paid course led me to explore free courses"*

¹⁵ Freemium participants are defined as those who participated in a free course and later applied for a fee-based course.

To express the financial potential of conversion, the ROMI has been calculated taking into account confirmed freemium users (final enrolled participants who completed the survey). The investment includes the cost incurred by the ITCILO in running the social media Ads (Facebook/LinkedIn), while the income includes the cost of the course of one participant.¹⁶

The ROMI for Experiment 1 was 1:8, i.e. €15,675 revenue divided by €1,900 expenditure (costs of paid Facebook campaigns), while for Experiment 2 the ROMI was 1:15, i.e. €25,685 revenue divided by €1,680 euro expenditure (costs of paid Facebook and LinkedIn campaigns).

KPI	Target	Combined result	Reached
Conversion rate	2%	2%	yes
ROMI	1:5	1:11	yes

Considering the two experiments together, the conversion rate was 2 per cent, roughly three quarters of which resulted from the email campaigns promoting the free self-guided distance learning courses.

It therefore emerges that social media is the most effective channel for generating leads in respect of free courses, boosting CRM and expanding the contact universe. Subsequently, ITCILO can interact and engage with these contacts by email, which can then lead to free-to-fee conversion.

To increase awareness of ITCILO training opportunities, it may be good practice to send ad hoc emails to potential beneficiaries recorded on the ITCILO registration form (OARF) and to newsletter subscribers, promoting the free self-guided distance learning courses and also indicating other courses offered by the ITCILO.

6.2 RQ 2: the buying choices of freemium participants: enrolment in fee-based learning activities thematically linked to an earlier free self-guided distance learning course

The second research question sought to shed light on the learning paths of freemium participants.

In particular, it investigated whether participants in free self-guided distance learning courses were more likely to take courses in the same or in different thematic areas.

The hypothesis was that the majority of freemium participants take courses on a related topic, starting with a free course and then enrolling on a paid course in the same field.

In order to test this hypothesis, all freemium participants in fee-based courses recorded in MAP were considered. In this case, therefore, the study was not limited to survey respondents.¹⁷

¹⁶ Both paying participants and those benefitting from a scholarship are included. Furthermore, as the survey was anonymous, only the cost of identifiable courses was considered in calculating the ROMI.

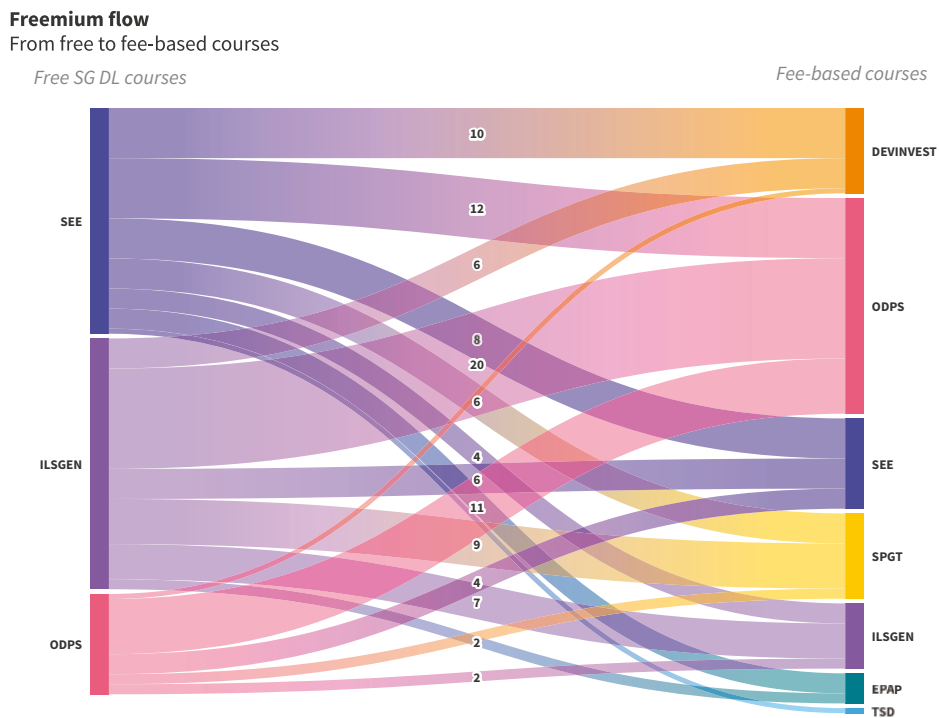
¹⁷ This analysis investigates the flow of participants regardless of whether or not they learned about the free self-guided distance learning from the promotional activities run for this specific experiment.

In the case of Experiment 1, of the 132 freemium participants identified (those who first enrolled for a free course and then for a fee-based course), 115 were taken into account for the purposes of this analysis:¹⁸

- 45 who first enrolled on the free SG course “Business and Decent work” (SEE)
- 50 who first enrolled on the free SG course “Introduction to ILS” (ILSGEN)
- 20 who first enrolled on the free SG course “Introduction to PCM” (ODPS)

As the flow chart below shows, interest in the course topics was very “holistic”: in other words, many participants in free self-guided courses subsequently enrolled for fee-based courses in different areas of expertise. Notably, 11 out of 20 participants who first took the course “Introduction to PCM” applied to a course-related topic. One peculiarity of this course, compared to the other two analysed, is that at the end of the course participants are encouraged to start a learning journey involving four fee-based learning activities that eventually lead to the award of a diploma in project cycle management.

EXPERIMENT 1



Source: <https://public.flourish.studio/visualisation/13821406/>

In the case of Experiment 2, of the 163 freemium participants identified (those who first enrolled in a free course and then in a fee-based course) 126 were taken into account for the purposes of this analysis:¹⁹

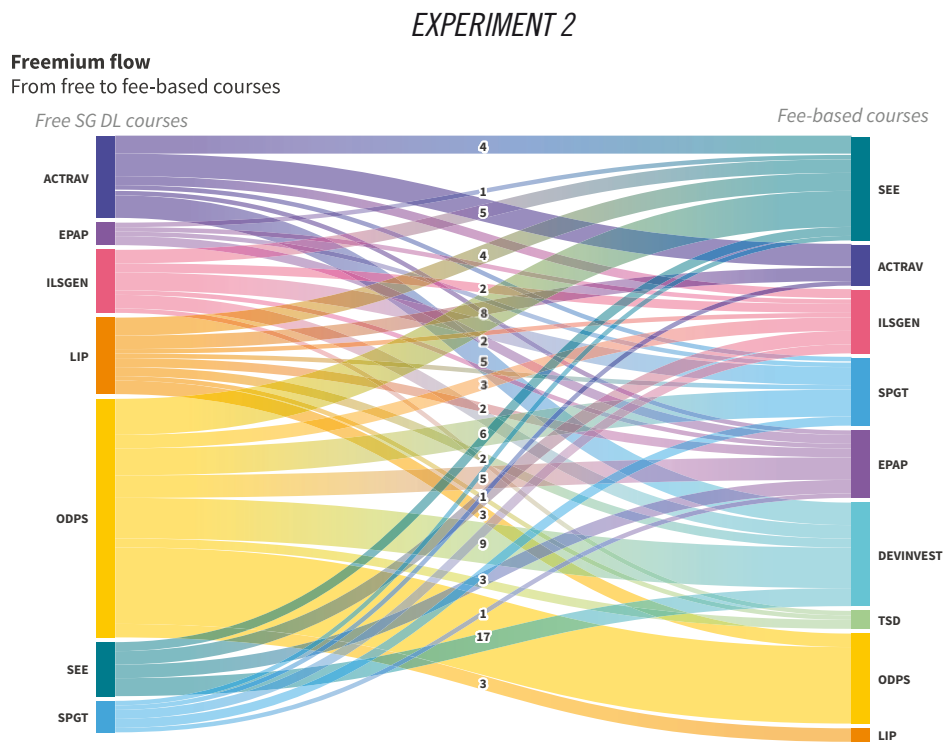
- 14 who first enrolled on the course “CLE 1 – Introduction to ILS” (ILSGEN)

¹⁸ Those who stated in the survey that the paid course led them to enrol for the free course were excluded.

¹⁹ Those who stated in the survey that the paid course led them to enrol for the free course were excluded.

- 7 who first enrolled on the course “Social Dialogue and Industrial relations: a self-guided induction course” (SPGT)
- 53 who first enrolled on the course “Introduction to PCM” (ODPS)
- 12 who first enrolled on the course “The future of work in the rural economy” (SEE)
- 17 who first enrolled on the course “Digital Facilitation in Synchronous Events” (LIP)
- 5 who first enrolled on the course “MOOC on Quality Apprenticeships” (EPAP)
- 18 who first enrolled on the course “Trade Union eLearning course on UNSDCF and the Decent Work Agenda” (ACTRAV)

The flow chart below shows similar holistic interests on the part of the ITCILO participants in free self-guided distance learning courses. In fact, only 24 per cent of them subsequently moved to a fee-based course on a related topic, while 76 per cent moved to a fee-based course run by a different technical programme.



Source: <https://public.flourish.studio/visualisation/13891560/>

Considering the results of the “eCampus Quick Survey” conducted in 2022, for the second experiment three links were added to almost all the free self-guided distance learning courses: 1) to the webpage of courses related to the topic; 2) to other free self-guided distance learning courses; 3) to the webpage of ITCILO courses. The fact is that participants who have already interacted with the eCampus may be familiar with its use without being aware of the ITCILO webpage, and so the eCampus can be regarded as an effective digital channel for promoting the learning journey.

A CLOSER LOOK AT FREEMIUM²⁰ PARTICIPANTS

Participants enrolled for one of the three free SG promoted courses:	Experiment 1	Experiment 2
Freemium participants (final enrolments)	115	126
Courses on a related topic	22% (26) ²¹	24% (30) ²²
Any other ITCILO course (Open/Master/Academy)	78% (89)	76% (96)

It can therefore be concluded that most of the ITCILO participants who have converted from free to fee-based courses are interested in different topics and are more likely to enrol in an unrelated course.

Free self-guided distance learning courses are an effective channel for showcasing the ITCILO's training portfolio, linking the course not only to courses on related topics but also to the Centre's other training activities, both free and fee-based, forming part of a learning journey. People interested in free courses can register for fee-based courses in different areas of expertise.

7. Conclusions and Recommendations

7.1 Conclusions

The first conclusion is that there is a flow of participants who first register for free courses and then for fee-based courses. Promoting free self-guided distance learning courses therefore helps to extend the outreach of both free and fee-based courses.

The second conclusion is that there is a return on investment after investing in the digital marketing of free self-guided distance learning courses, as there is a group of people willing to take the next step and move to fee-based courses. Investment in promoting free SG distance learning courses may result in a fivefold increase in enrolments in paid courses.

The third conclusion is that engaging via email is very effective in securing conversions. Whereas social media is the most effective channel for generating leads in respect of free courses, boosting CRM and expanding the contact universe, subsequently interaction and engagement with these contacts via email can result in a free-to-fee conversion rate of 2 per cent or more.

The fourth conclusion is that most of the people enrolled in free courses apply for fee-based courses in different areas of expertise. Free self-guided distance learning courses are therefore an effective channel for making the participants aware of other training opportunities.

²⁰ Freemium participants: users converting from free to fee-based activities

²¹ Freemium participants choosing the same topic-related areas: SEE 8 (16%); ILSGEN 7 (14%), ODPS 11 (55%)

²² Freemium participants choosing the same topic-related areas: ODPS 17, SEE 2 LIP 0; ACTRAV 5, ILSGEN 2, SPGT 2, EPAP 2

7.2 Recommendations and future experiments

(To TDIR) it is recommended to promote free self-guided distance learning courses through digital marketing to increase awareness of ITCILO training activities among new audiences and convert the new audience into leads.

(To TDIR and TPs) it is also recommended to interact and engage by email with CRM contacts. This is because email contacts are the people most likely to enrol in ITCILO courses, having already demonstrated an interest in ITCILO activities by registering for the newsletter and/or filling in the registration form.

(To TDIR) it is also recommended to study the flow from free to fee-based courses over a longer period of time, particularly now that the ITCILO has added “Free courses” as an option to the question “Where did you learn about this training activity?” on the registration form (OARF).

(To TDIR and TPs) Since participants in free courses are interested in courses in different topic areas and vice versa, it is recommended to promote the entire ITCILO course portfolio to all contacts in the CRM once or twice a year and embed a link to the free-courses on the eCampus (e.g. “link to ITCILO free courses page”, “link to ITCILO courses portfolio”). To learn more about the future interests of ITCILO participants, Technical Programmes are invited to use the optional Marketing Question no. 2204 “Tell us what you want to learn next” in the ITCILO evaluation questionnaire.

(To TDIR and TPs) Finally, it is recommended to maintain the high quality of the free self-guided distance learning courses. In particular it is recommended to TDIR support the TPs by ensuring the quality compliance of the courses.

ITCILO, June 2023

Annex

Survey

Survey Experiment 1:

Three identical anonymous surveys were sent to the freemium participants, one for each free self-guided distance learning course. As an example, the survey relating to the “Introductory Course on ILS” is set out below. The other two surveys were exactly the same, but sent to the participants in the other two free self-guided distance learning courses.

Free course: Introduction to ILS

Dear Participant,

thank you for participating in this ITCILO survey that consists of 3 questions. Your feedback and input are greatly appreciated.

* 1. Did you learn about the course Introduction to International Labour Standards through social media or an ITCILO email?

- Yes Social Media (like Facebook)
- Yes e-mail
- No, I learned about it differently (please specify)


* 2. Did the free course lead you to get interested in other ITCILO courses? (For example, you took the free course and then enrolled in a paid course)

- Yes, the free course led me to explore paid courses
- No, the paid course led me to explore free courses

* 3. Can you write your email? (This information helps us understand the ITCILO courses you have attended)

Otherwise, please tell us the name of the courses you took after the free course.

Done

Powered by
 SurveyMonkey

Survey experiment 2: the same survey was sent to all freemium participants. They were asked to select the free self-guided distance learning course that had taken. The survey was anonymous.

Free course March 2023

Dear Participant,

thank you for participating in this ITCILO survey that consists of 4 questions. Your feedback and input are greatly appreciated.

* 1. What is the first free course you enrolled in?
(select one)

- Continuing Legal Education 1: Introduction to International Labour Standards
- The future of work in the Rural Economy
- ELearning Course on the United Nations Sustainable Development Cooperation Framework and the Decent Work Agenda (MOOC)
- Introduction to Project Cycle Management
- Social Dialogue and Industrial Relations
- MOOC on quality Apprenticeships
- Digital Facilitation in Synchronous Events

* 2. Did you learn about the free course through social media or an ITCILO email?

- Yes Social Media (like Facebook or LinkedIn)
- Yes e-mail
- No, I learned about it differently (please specify)

* 3. Did the free course lead you to get interested in other ITCILO courses? (For example, you took the free course and then enrolled in a paid course)

- Yes, the free course led me to explore paid courses
- No, the paid course led me to explore free courses

* 4. Can you write your email? (This information helps us understand the ITCILO courses you have attended)

Otherwise, please tell us the name of the courses you took after the free course.



INFO

**FOR FURTHER INFORMATION
PLEASE CONTACT**

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