



# TABLE OF CONTENTS

<b>PROGRAM OVERVIEW</b>	<b>5</b>
Go Digital ASEAN Overview	6
Module Summaries	8
<b>TRAINER'S GUIDE</b>	<b>9</b>
Digital Tools for Jobseekers	10
Overview	10
General Objectives	10
Module Duration	10
Topics	10
General Module References	11
Workshop Session Checklist	11
<b>PROGRAM OPENING AND OVERVIEW</b>	<b>16</b>
<b>TOPIC 1.1 THE INTERNET AND ME</b>	<b>18</b>
Overview	19
Topic Duration	19
Specific Objectives	19
Key Concepts	19
Method	19
Delivery Guidelines and Key Messages	20
Reference Materials	22
<b>TOPIC 1.2 BASIC INTERNET TOOLS</b>	<b>23</b>
Overview	24
Topic Duration	24
Specific Objectives	24
Key Concepts	24
Methods	24

# TABLE OF CONTENTS

Delivery Guidelines and Key Messages	25
Reference Materials	30
<b>TOPIC 1.3 THE JOBSEEKER'S TOOLKIT</b>	<b>31</b>
Overview	32
Topic Duration	32
Specific Objectives	32
Key Concepts	32
Methods	32
Delivery Guidelines and Key Messages	33
Reference Materials	38
<b>TOPIC 1.4 ONLINE JOB PORTALS</b>	<b>40</b>
Overview	41
Topic Duration	41
Specific Objectives	41
Key Concepts	41
Methods	41
Delivery Guidelines and Key Messages	43
Reference Materials	46
<b>TOPIC 1.5 THE JOB INTERVIEW</b>	<b>48</b>
Overview	49
Topic Duration	49
Specific Objectives	49
Key Concepts	49
Methods	49
Delivery Guidelines and Key Messages	50
Reference Materials	52

# TABLE OF CONTENTS

<b>TOPIC 1.6 ONLINE SAFETY AND PROTECTION</b>	<b>53</b>
Overview	54
Topic Duration	54
Specific Objectives	54
Key Concepts	54
Methods	54
Delivery Guidelines and Key Messages	56
Reference Materials	59
<b>PROGRAM CONCLUSION AND CLOSING</b>	<b>60</b>
<b>POLICIES AND PRINCIPLES</b>	<b>62</b>
Preventing Sexual Exploitation, Abuse, and Harassment Policy	63
Preventing Sexual Exploitation, Abuse, and Harassment Code of Conduct	65
The Asia Foundation Child Protection Code of Conduct	67



# PROGRAM OVERVIEW

# GO DIGITAL ASEAN OVERVIEW

ASEAN, the world's fifth-largest economy, is moving towards greater economic integration yet is severely constrained by an expanding digital divide. This divide will only deepen in the COVID-19 pandemic and severely impact ASEAN's micro, small, and medium enterprises (MSMEs). Today, MSMEs account for 99% of businesses in key sectors of most ASEAN economies. MSMEs and underemployed workers are closely connected. To be successful, MSMEs need access to more digitally literate workers. For underemployed workers from rural areas and recent graduates, MSMEs are their best option for future employment.

Targeting disadvantaged communities across ASEAN, the Go Digital ASEAN initiative is designed to equip MSMEs and the emerging workforce, particularly those in rural and isolated areas, with digital skills and tools; expand economic opportunity across ASEAN countries; and minimize the negative impact from the COVID-19 crisis. The project will reach up to 200,000 underserved people and rural micro-enterprises across the region, including 60% women and 40% youth (ages 15–35). Leveraging The Asia Foundation's on-ground networks, the initiative will bring critical digital skills training directly to those who need it the most.

## RESPONSE TO COVID-19

COVID-19 is a significant threat to enterprises across ASEAN. The disruption of business operations and supply chains, along with the slowdown in sectors such as tourism, is putting MSMEs at severe risk. Digital capacity will be vital to helping small-scale entrepreneurs stay in business, providing access to wider markets, information, and previously unavailable services.

Go Digital ASEAN |  The Asia Foundation

With support from  


# GO DIGITAL ASEAN OVERVIEW

## A COMMUNITY APPROACH

Working with governments, local partners, and youth volunteers across the 10 ASEAN countries, Go Digital ASEAN delivers trainings for beneficiaries in villages and secondary cities, equips MSME owners and workers with the capacity to engage in the digital economy, and provides information on COVID-19 assistance.

The local partners have deep-rooted experience working with rural, poor, and disadvantaged communities, including women, youth, ethnic minorities, and people with disabilities. These partners were also selected for their expertise in the informal sector or in target industries such as agriculture, tourism, and handicrafts.

## FUNDAMENTALS OF DIGITAL LITERACY & ONLINE SAFETY AWARENESS

Go Digital ASEAN provides customized training and tools to help people succeed in the digital economy. With increased Internet access comes an added layer of vulnerability from online threats. The initiative addresses these issues by cultivating online safety awareness to help ensure a safe and secure digital footprint.

## TOWARDS ASEAN'S DIGITAL INTEGRATION FRAMEWORK

New technologies are creating pivotal shifts in the way people live, work, and interact, and governments want to ensure their countries are not left behind. In response, Go Digital ASEAN supports the digital talent and entrepreneurship objectives of the ASEAN Digital Integration Framework (ADIF), set out by the ASEAN Coordinating Committee on MSMEs. The activities will also contribute to the ASEAN Strategic Action Plan for SME Development (2016-2025). The project is working with both MSME owners and underemployed workers to improve their digital literacy, as the future success of each group will be mutually reinforcing.

## CONTACT US

 [hello@godigitalasean.ph](mailto:hello@godigitalasean.ph)

 [www.godigitalasean.ph](http://www.godigitalasean.ph)

 [GoDigitalASEANPhilippines](https://www.facebook.com/GoDigitalASEANPhilippines)

# MODULE SUMMARIES

## MODULE 1: DIGITAL TOOLS FOR JOBSEEKERS

---

This course aims to equip learners with basic internet tools and skills to allow them to seek employment opportunities online. It emphasizes the abundance of tools and opportunities available, as well as the new landscape for freelance and formal employment. This class covers essential tools such as email, videocalls, and cloud storage, focusing on how these can be used to obtain employment opportunities. The class includes a guided activity for participants to write their own resumes and cover letters using readily available online resources. It also provides a brief overview of the different job portals available and a guided activity to set up their own profile on a professional social media network. Participants are also provided with concrete ways to help prepare them for job interviews.

## MODULE 2: HARNESSING SOCIAL MEDIA TO EXPAND YOUR BUSINESS

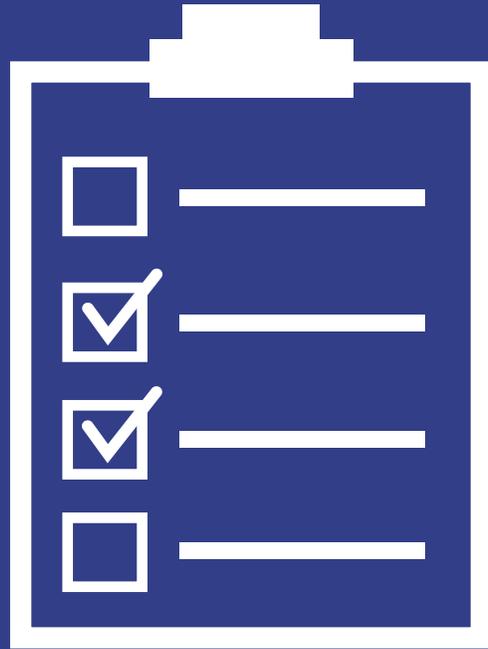
---

This course aims to provide micro-, small-, and medium-enterprises with the tools and skills to create, access, and maximize an online and social media presence. Topics in this class cover the conceptual aspects and practical tools that can help enhance and widen a small business' reach to effectively participate in the digital economy. The importance and fundamentals of creating effective content, online marketing (including the basics of branding and branding tips), and customer service concepts are also discussed. It also includes detailed discussion on the essentials of content management.

## MODULE 3: GETTING YOUR BUSINESS ONLINE

---

This course aims for micro-, small-, and medium-enterprises in the agri-tourism sector to access and maximize online resources for business growth. Topics in this class cover both the conceptual aspects and practical tools that can help enhance an agri-tourism enterprise's development and operation. It provides an overview of emerging trends, best practices, and key considerations in developing agri-tourism products, particularly in the digital economy. Other topics include tools for product or experience promotion, key social media platforms, linkages with current government programs, basic online customer service practices, and fintech.



# TRAINER'S GUIDE

## MODULE 1

# DIGITAL TOOLS FOR JOBSEEKERS

### OVERVIEW

This course aims to equip learners with basic internet tools and skills to allow them to seek employment opportunities online. It emphasizes the abundance of tools and opportunities available, as well as the new landscape for freelance and formal employment. This class covers essential tools such as email, videocalls, and cloud storage, focusing on how these can be used to obtain employment opportunities. The class includes a guided activity for participants to write their own resumes and cover letters using readily available online resources. It also provides a brief overview of the different job portals available and a guided activity to set up their own profile on a professional social media network. Participants are also provided with concrete ways to help prepare them for job interviews.

### MODULE DURATION

Day 1	2 Hours 30 Mins
Day 2	2 Hours 15 Mins

### GENERAL OBJECTIVES

At the end of the module, participants will be able to:

1. Identify the importance of a professional email address
2. Start and join videocalls
3. Upload and share files on a cloud
4. Write an effective resume using online tools
5. Write an effective cover letter using online tools
6. Identify the largest and most popular professional social media networks
7. Create profile and upload a resume on a professional social media platform
8. Apply for jobs via a professional social media platform

### TOPICS

TOPIC NUMBER	TOPIC TITLE	DURATION
1.1 - Day 1	The Internet and Me	10 Minutes
1.2 - Day 1	Basic Internet Tools	50 Minutes
1.3 - Day 1	Jobseeker's Toolkit	90 Minutes
1.4 - Day 2	Online Job Portals	60 Minutes
1.5 - Day 2	The Job Interview	45 Minutes
1.6 - Day 2	Online Safety and Protection	30 Minutes

**GENERAL MODULE REFERENCES**

Online Courses for Job Seekers & Professionals	Grow with Google
Google Job Seekers Course and Guides	Grow with Google

# WORKSHOP SESSION CHECKLIST

Complete this checklist for each conduct of a workshop session. Mark the first column with an **X** if items/tasks have been accomplished.

<b>PRIOR TO A SESSION</b>	
<b>PARTICIPANTS LIST</b>	
	Ensure training team is provided with list of session-specific participants
<b>TEAM ROLES AND FUNCTIONS</b>	
	Team members have agreed on functions (if applicable, may change per topic)
	<ul style="list-style-type: none"> <li>1 lecturer to deliver the topic/module content and share content on screen</li> </ul>
	<ul style="list-style-type: none"> <li>1 facilitator to monitor and manage Zoom session and provide back-end assistance (including Zoom and attendance management, and monitoring questions or concerns from audience)</li> </ul>
<b>WORKSHOP MATERIALS</b>	
	<ul style="list-style-type: none"> <li>Program overview and welcome presentation</li> </ul>
	<ul style="list-style-type: none"> <li>Trainers' Guides</li> </ul>
	<ul style="list-style-type: none"> <li>Learners' Guides</li> </ul>
	<ul style="list-style-type: none"> <li>Module Presentations</li> </ul>
	<ul style="list-style-type: none"> <li>Videos and other visual materials</li> </ul>
	<ul style="list-style-type: none"> <li>Links or online references used in modules</li> </ul>

# WORKSHOP SESSION CHECKLIST

Complete this checklist for each conduct of a workshop session. Mark the first column with an **X** if items/tasks have been accomplished.

PRIOR TO A SESSION	
INTERNET CONNECTION AND HARDWARE	
	<ul style="list-style-type: none"> <li>Conduct speed tests and troubleshooting measures to ensure content delivery is not disrupted</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct these tests with the anticipated tools running and on a similar day and time (e.g. weekday afternoon) to simulate the bandwidth on training day</li> </ul>
	<ul style="list-style-type: none"> <li>Test communication platform (Zoom, Google Meet, etc.), screen share capabilities, cameras, microphones, applicable software or webpages</li> </ul>

# WORKSHOP SESSION CHECKLIST

Complete this checklist for each conduct of a workshop session. Mark the first column with an **X** if items/tasks have been accomplished.

<b>STARTING DAY 1</b>	
<b>PROGRAM OPENING AND OVERVIEW (5 MINUTES)</b>	
	Flash welcome slide upon opening the meeting room for people to read Zoom instructions upon entry to the session
	<ul style="list-style-type: none"> <li>Provide a brief introduction to the program using the packaged slides and key messages (also in the <b>Program Opening and Overview</b> guide attached at the start of the slide guide and below)</li> </ul>
	<ul style="list-style-type: none"> <li>Overview can be conducted in 5 minutes or less by one of the trainers</li> </ul>
<b>DISTRIBUTION OF LEARNER'S GUIDES</b>	
	<ul style="list-style-type: none"> <li>Access the link to the specific Learner's Guide on the page below and share the guide link with the participants: <a href="https://godigitalasean.ph/learners-resource-page/">https://godigitalasean.ph/learners-resource-page/</a></li> </ul>
	<ul style="list-style-type: none"> <li>Send as attachment on group chat</li> </ul>
<b>PRE-TRAINING QUESTIONNAIRE (10 MINUTES)</b>	
	<ul style="list-style-type: none"> <li>Instruct learners to fill out the pre-training questionnaire (<a href="https://bit.ly/2EoAKRK">https://bit.ly/2EoAKRK</a>)</li> </ul>

# WORKSHOP SESSION CHECKLIST

Complete this checklist for each conduct of a workshop session. Mark the first column with an **X** if items/tasks have been accomplished.

CONCLUDING DAY 1	
SESSION REMINDERS	
	<ul style="list-style-type: none"> <li>Emphasize start time for Day 2</li> </ul>
	<ul style="list-style-type: none"> <li>Reiterate to continue any take-home work, especially those that will be used in Day 2</li> </ul>

STARTING DAY 2	
SESSION OPENING, RECAP, AND OVERVIEW	
	<ul style="list-style-type: none"> <li>Flash welcome slide upon opening the meeting room for people to read Zoom instructions upon entry to the session</li> </ul>
	<ul style="list-style-type: none"> <li>Recall discussions from the previous days and ask participants to bring up what they remember; solicit feedback from participants; ask participants to share their output (if applicable)</li> </ul>

# WORKSHOP SESSION CHECKLIST

Complete this checklist for each conduct of a workshop session. Mark the first column with an **X** if items/tasks have been accomplished.

## CONCLUDING DAY 2

### POST-TRAINING QUESTIONNAIRE (10 MINUTES)

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Use the closing slides built into the end of the module presentation. Use the talking points in the <b>Program Conclusion and Closing</b> guide attached below and merged as the last slides of the last topic</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Using concluding slides, instruct learners to fill out the post-training questionnaire (<a href="http://bit.ly/GoDigiPost">http://bit.ly/GoDigiPost</a>)</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Direct participants by sharing the link on the chat, or using the information on the provided slide</li> </ul>  |

### POST TRAINING COMMUNITY ENGAGEMENT

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Encourage participants to join the Go Digital ASEAN – Philippines Community on Facebook (<a href="http://facebook.com/groups/GoDigitalASEANPhilippines">http://facebook.com/groups/GoDigitalASEANPhilippines</a>)</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Announce any upcoming special events to invite participants (e.g. Go Digital Summit, Webinars, etc.), if any/applicable</li> </ul>   |

### TRAINER ACCOUNTABILITY FORM

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Trainer should fill out form here (<a href="https://bit.ly/31yZss4">https://bit.ly/31yZss4</a>) immediately after the conduct of the training</li> </ul> |
|--|---|

# PROGRAM OPENING & OVERVIEW

Refer to PPT file “Go Digital ASEAN - Program Opening and Overview”

SLIDE	DESCRIPTION	TRAINERS NOTES AND KEY MESSAGES
1	Welcome Slide	Flash this slide with Zoom instructions upon starting/opening of meeting room.
2	Go Digital	<p><b>KEY MESSAGES:</b></p> <ul style="list-style-type: none"> <li>▪ Welcome everyone and thank you for joining us and helping us in our goal to increase access and inclusion to the digital economy.</li> <li>▪ We’re very happy to welcome you to Go Digital ASEAN in the Philippines. Before we begin our workshop, please allow us to give you a quick overview of our program.</li> </ul>
3	Goal and Objectives	<p><b>KEY MESSAGES:</b></p> <ul style="list-style-type: none"> <li>▪ Go Digital ASEAN aims to expand economic opportunity throughout Southeast Asia by equipping learners with the necessary digital skills and tools to <b>effectively</b> participate in the online economy.</li> <li>▪ We aim to do this by increasing the abilities of MSMEs to utilize digital tools to grow their business and expand their markets, as well as equip underemployed youth with basic digital tools to help them secure economic opportunities.</li> <li>▪ In the Philippines, Go Digital aims to reach jobseekers and MSMEs from developing areas in the country</li> <li>▪ An increasing number of Filipinos are now online, especially with the effects of the pandemic. Though many Filipinos are familiar with the social and entertainment capabilities of the internet such as Facebook, YouTube, and the like, Filipinos have yet to fully harness how these basic internet tools can be utilized to translate into economic opportunity.</li> <li>▪ There remains a large potential pool of users who stand to gain by participating in this digital economy, especially because the population has been thrust online in the last few months.</li> <li>▪ This program is implemented by The Asia Foundation with support from Google.org, Google’s philanthropic arm.</li> </ul>

# PROGRAM OPENING & OVERVIEW

Refer to PPT file “Go Digital ASEAN - Program Opening and Overview”

SLIDE	DESCRIPTION	TRAINERS NOTES AND KEY MESSAGES
4	Curriculum	<p><b>KEY MESSAGES:</b></p> <ul style="list-style-type: none"> <li>▪ The project has developed modules which will cover three main topics:               <ul style="list-style-type: none"> <li>▪ Digital Tools for Jobseekers</li> <li>▪ Harnessing Social Media for MSMEs to broaden their market</li> <li>▪ Getting a business online</li> </ul> </li> <li>▪ Learners are welcome to participate or take up any of these modules by simply registering and reserving their slots.</li> </ul>
5	Pre-training Questionnaire	<p><b>KEY MESSAGES:</b></p> <ul style="list-style-type: none"> <li>▪ Before we get started, we’d like to ask you to fill out this pre-workshop questionnaire to help us understand your current internet skills.</li> <li>▪ This will help us better understand how we can more effectively train our participants.</li> <li>▪ Please access the questionnaire by typing the link on the screen, scanning the QR code with your smartphone’s camera, or clicking the link provided on your Learner’s Guides.</li> </ul> <p><b>PROMPTS:</b></p> <ul style="list-style-type: none"> <li>▪ Also provide the link through chat box for convenience (<a href="https://bit.ly/2EoAKRK">https://bit.ly/2EoAKRK</a>)</li> <li>▪ Before heading into the module content, facilitators should distribute the Learner’s Guides for Day 1.</li> </ul>



# THE INTERNET AND ME

## TOPIC 1.1

# THE INTERNET AND ME

### OVERVIEW

This module is a brief introduction about the internet and the opportunities the *net* provides. It aims to re-introduce the internet using the learner's current use of the internet and understanding of what it means to be online. It establishes that while Facebook and YouTube are powerful platforms, there are other solutions and innovations online that can help users participate in the digital and gig economies. This topic lays the foundation to understand the other professional tools covered in this module. The overarching principle of this introductory topic is to emphasize how digital tools have transformed key activities, such as job seeking or business operations, and how the skills and literacy in these basic tools can help job seekers, enterprises, and the youth maximize opportunities.

### TOPIC DURATION

10 Minutes

### SPECIFIC OBJECTIVE

At the end of the module, participants will be able to:

1. Understand the new opportunities made possible through digital tools to partake in the digital and gig economies

### METHOD

Brief lecture with questions prompted to learners for reflection/interaction.

### KEY CONCEPTS

#### INTERNET

The internet, or simply “the Net”, is a global system of computer networks providing a variety of information and communication facilities.

#### DIGITAL ECONOMY

The internet and technological innovations paved the way for what we call the “Digital Economy”. This is the result of billions of everyday online connections among people, consumers, businesses, devices, data, and processes. The term refers to all economic activities that occur over the vast network of stakeholders. This may come in the form of transactions, trade, and the like.

#### GIG ECONOMY

In a gig economy, temporary, flexible jobs are commonplace, and companies tend toward hiring independent contractors and freelancers instead of full-time employees. A gig economy undermines the traditional economy of full-time workers who rarely change positions and instead focus on a lifetime career.

Technology is enabling gig economy workers to take on extra or freelance work from anywhere in the world.

Driven by digital technology and high Internet penetration, more Filipinos are choosing to freelance. According to PayPal’s 2018 Global Freelancer Insights Report, at least 2% of the Philippines’ population is said to be freelancers. The report also found that 84% of freelancers use a freelancer online platform, such as Upwork and Freelancer. Some of the many types of works Filipino freelancers are engaged with are data entry/internet research (34%), virtual assistance (13%) and customer service (8%). PayPal’s survey revealed that digital platforms provide ease and convenience for freelancers to receive payments from clients overseas.

 DELIVERY GUIDELINES AND KEY MESSAGES

<p>Reminders</p>	<ul style="list-style-type: none"> <li>▪ Ensure <b>Learners’ Guides for Day 1</b> have been distributed after providing the program overview and prior to going through them module’s first day. This can be shared via link or attachment on the chat.</li> <li>▪ This topic is foundational and should prompt reflection and analysis for the learners to assess how (or if) they utilize digital tools to its full extent. It’s important to <b>take off from the current context and understanding of the learner</b> for them to relate to the skills and tools in the module.</li> <li>▪ When prompting questions, <b>allowing learners to respond or interact will help with the flow of the discussion while maintaining their interest</b> as you go through the tools and skills.</li> </ul>
<p>Training Instructionns</p>	<p><b>OVERVIEW AND INTRODUCTION (5 MINUTES; SLIDES 1-5)</b>                  Trainer welcomes participants to the module discussions and provides them with an overview of the topics and lessons are included in the module. Establish house rules to ensure minimal disruption and a smooth flow of discussions.</p>

<p>Training Instructionns</p>	<p>Briefly introduce the program to the participants before going into the module and its objectives. Emphasize that the internet may be used in other ways than social media or video streaming and that the aim is to go through how simple tools will help people boost their businesses or gain employment opportunities. Trainer asks the audience how they use the internet and solicits a few responses. Proceed to show a the most common webpages and explain specific functions (from various social media types, e-commerce, and video streaming) and solicit other uses of the internet not listed. This will help transition to introduce the concept of the Digital Economy.</p> <p><b>DIGITAL ECONOMY AND GIG ECONOMY (5 MINUTES; SLIDES 6-9)</b></p> <p>Define what the Digital Economy is for the learners. Ask them to name other activities that they think falls under the digital economy.</p> <p>More importantly, focus on the opportunities and the entire industry that has come up from the Digital Economy and. Focus on the jobs it has created, how average people can come up with income, especially those that comprise or rely on the Gig Economy as their livelihood.</p> <p>Trainer should make te learners understand that they can be a part of the Digital Economy, even with the most basic tools and skills. Use this to lead into the next topic – Basic Internet Tools (Topic 1.2)</p>
<p>Suggested Debrief Questions</p>	<p>N/A (this topic is expected to serve as overall introduction and lead to next topic)</p>
<p>Frequently Asked Questions</p>	<p><b>IS IT POSSIBLE FOR SOMEONE LIKE ME TO PARTICIPATE IN THE GIG ECONOMY?</b></p> <p>Yes, it is! The discussions in this section and succeeding topic aim to equip you with the tools you need to seek employment opportunities in the Digital Economy.</p>

<p>Frequently Asked Questions</p>	<p><b>AM I REQUIRED TO BE A GRADUATE OR HAVE A DEGREE TO PARTICIPATE IN THE DIGITAL ECONOMY?</b></p> <p>A degree or any certification is an advantage, but not always a requirement, especially if you are able to demonstrate the you have the skills needed to fulfil a certain position</p>
-----------------------------------	--

 **REFERENCES MATERIALS**

<p>Gig Economy</p>	<p>Investopedia</p>
<p>Gig Economy</p>	<p>The ASEAN Post</p>
<p>Gig Economy</p>	<p>Investopedia</p>
<p>PH Gig Economy</p>	<p>The ASEAN Post</p>
<p>Resume Writing Guide</p>	<p>Jobscan</p>
<p>Job Application Letter Format</p>	<p>Balance Careers</p>
<p>Technology Etiquette Tips</p>	<p>Work Chron</p>



# BASIC INTERNET TOOLS

## TOPIC 1.2

# BASIC INTERNET TOOLS

### OVERVIEW

This topic aims to introduce basic internet tools – particularly email, video calls, and cloud storage. This module assumes that the learner is aware of the tools but not its value or how to operate these for employment seeking purposes. Hence, the tools and its demonstration are geared towards professional and job seeking purposes.

### TOPIC DURATION

50 Minutes

### METHODS

Brief lecture

Presentation of tools with guided demonstration

Group activities for participants to experience the tools and collaborate with each other

### SPECIFIC OBJECTIVES

At the end of the module, participants will be able to:

1. Understand the importance of using a professional email address
2. Start and join videocalls on Google Meet
3. Upload, share, and collaborate on cloud files

### KEY CONCEPTS

#### EMAIL

Short for electronic mail, “e-mail” or “email” is information stored on a computer that is exchanged between users over the internet. More plainly, e-mail is a message that may contain text, files, images, attachments, or other information sent through a network to a specified individual or group of individuals. In the professional setting, a person’s email says a lot about them. This is why it’s important to emphasize that email usernames should focus on the usernames and avoid alter egos and unprofessional usernames like slay3r01.

#### VIDEO CALL

A video call is a call using an internet connection that utilizes video to transmit live pictures between users. Video calls are made using a computer’s webcam or other electronic devices with a video-capable camera, like a smartphone, tablet, or video-capable phone system.

#### CLOUD STORAGE

The Cloud is a term used to describe services provided over a network by a collection of remote servers. This abstract “cloud” of computers provides massive,

distributed storage and processing power that can be accessed by any Internet-connected device running a web browser.

**ONLINE COLLABORATIVE WORKING**

Online collaboration is the process of connecting users digitally to communicate or work in an online space. Online collaboration is usually supplemented using a software system that lets team members chat using video, audio, or text. It is mainly a way for companies to improve communication and bolster project efficiency.

 **DELIVERY GUIDELINES AND KEY MESSAGES**

<p>Reminders</p>	<ul style="list-style-type: none"> <li>▪ When delivering this module online, it’s likelier that most participants are familiar with some tools but lack the skill to use this for job seeking purposes. Therefore, it <b>emphasizes a job seeker or professional’s perspective</b> when discussing the tools.</li> <li>▪ The Google Drive discussion is followed by a live demonstration to show the features in real time. <b>Ensure that a Google Drive account is set-up and on standby to provide a live demonstration to participants.</b></li> <li>▪ Monitor the chat box for incoming questions and concerns from learners.</li> </ul>
<p>Training Instructions</p>	<p><b>OVERVIEW (2 MINUTES; SLIDES 9-10)</b></p> <p>From the previous module, the trainer introduces the basic concepts and workings of online tools. Provide an overview of the tools with a brief description of what these are. Explain that in the next few sections, the discussion will focus on how these tools are helpful and demonstrate how to use these.</p> <p>For the following sections, refer to the slide guide for detailed instructions, keeping in mind the pace and hardware (on laptop or smartphone) of learners.</p>

Training  
Instructions**EMAIL (10 MINUTES; SLIDES 11-16)**

Provide context as to what email is and describe why it is a trusted business or professional tool. When conducting this module online, it's likely that participants may already have email addresses, therefore it's important to contextualize this discussion in the **professional setting and jobseeker's perspective**, rather than as just a run through on email in general. Trainer focuses on the essential sections and components of writing a professional email.

Emphasize how one email account with Google can also help users maximize other online tools. Refer to the slide guide for detailed instructions, keeping in mind the pace and hardware (on laptop or smartphone) of learners.

Also emphasize the importance of using a strong and secure password, particularly at the slide/step that discusses password strength. Also advise users to opt for two-step verification to strengthen the security of their log in procedure.

**VIDEO CHAT/CONFERENCING (10 MINUTES; SLIDES 17-45)**

Describe how video conferencing has been particularly helpful during the pandemic, and how it allows users to stay connected, even if physical meetings are not possible. In showing the different platforms, show how Google Meet has upgraded its features for free users and how it's easily linked to the new/existing Google account of the learner.

This section not only emphasizes the importance of video calls but also focuses and runs through how to create a Google Meet call. It also details the three main ways for participants to join a call: through email invite, call links, and call codes. It also emphasizes other reminders, such as not recycling call links, as each link is specific to a meeting, and why there is a **Waiting Room** for calls.

Instruct participants to go through the steps as you explain and demonstrate. This will allow them to experience creating their own

Training  
Instructions

accounts. Though these slides have a detailed step-by-step process and explanation, it would be a better idea to use a live demonstration. Instruct participants to go through the steps as you explain and demonstrate. This will allow them to experience creating their own accounts. Though these slides have a detailed step-by-step process and explanation, it would be a better idea to use a live demonstration.

**CLOUD STORAGE AND COLLABORATION (10 MINUTES; SLIDES 46-50)**

Compared to the other tools, this may be the most unfamiliar to most learners. Because of the many ways to execute different actions or processes, trainers must really take the time to demonstrate the use of the cloud and its functions (creating, uploading, organizing files) slowly to make sure all learners can keep pace.

The introduction of this section discusses the concept of the cloud and its general use. The introduction lists various cloud storage options available to the market. Trainers may solicit suggestions or other brands from the participants to make this section interactive. This part also emphasizes why Google Drive is a powerful tool because of its features.

It also introduces the concept of Online Collaborative Working. When describing this section, try to take off from the learner’s perspective and give examples of how this tool can be particularly relevant to them.

Immediately after discussing ways to access Google Drive, Trainer goes into a live demonstration of how to use Google Drive. Trainer should share screen as s/he demonstrates the following features:

- Access of Google Drive from inbox or Google home page
- Preview of what Google Drive looks like
- Creating files from within Google Drive
- Using Google Doc and Sheets templates
- Uploading files and folders
- Navigating and moving files from within Google Drive
- Sharing files with contacts/emails from within Google Drive

Training  
Instructions

- Sharing files via link
- Differentiating permission types (viewer, commenter, editor)

**RECAP (5 MINUTES; SLIDES 52-56)**

This section briefly runs through the different concepts and tools introduced in this topic. From the concept of the digital economy, uses of email, video chat, and the value of cloud storage.

It is advisable to solicit insights and reactions from participant to ask them to explain these concepts in their own words. Trainer should monitor the chat box for any questions, ideas, or clarifications from learners. Slide 56 explicitly calls for an open forum and draws out any other questions or concerns from the class.

**ACTIVITY - LET’S COLLABORATE! (10 MINUTES; SLIDE 57)**

This simple activity aims to capture and apply some key concepts discussed in this module. Participants’ instructions are provided on the slide and Learner’s Guide. The activity aims to 1) allow participants understand how link sharing works by accessing call and document links; 2) experience efficiency of collaborative working (for Google Doc activity); and 3) allow participants to navigate and operate the digital tools.

**Trainer Instructions:**

1. Share screen for participants to see live demonstration of the Google Meet call and Google Doc sharing set-up.
2. Trainer sets up a Google Meet call and provides the call link to participants on the chat box.
3. Advise participants that turning on their cameras and microphones is optional in this exercise and the objective is just to join a video call. (This will also prevent technical difficulty is participants’ devices are unable to simultaneously use cam and mic while on the workshop Zoom call).
4. Admit participants into Google Meet call. Participants complete the activity if they can access the call.

<p>Training Instructions</p>	<ol style="list-style-type: none"> <li>5. Before reaching this exercise, trainer should have a Google Doc on standby.</li> <li>6. Ensure the document is not restricted and can be accessed publicly via link.</li> <li>7. Share the link with the participants to input names and the date simultaneously.</li> <li>8. Total activity time should be no longer than 10 minutes.</li> </ol> <p><b>BREAK (5 MINUTES; SLIDE 58)</b></p> <p>The workshop will head into a 10-minute break. Trainers need to remind participants of what time they should be back. Upon return, discussions on the next topic can begin. Also remind participants that they do not need to leave the meeting room: it is more convenient for them to stay in the meeting room and just mute their microphones.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ Which among these tools do you find most helpful?</li> <li>▪ How do you plan to use these tools to address some of your everyday needs?</li> </ul>
<p>Frequently Asked Questions</p>	<p><b>WHY IS TWO-STEP VERIFICATION NECESSARY?</b></p> <p>As part of the improved and proactive security measures of various websites and apps, not only are users required to create a strong password, the processes of using two-step verification also ensures that any log-in attempt is made only by the account owner. This is why using other means to receive a code or pin, such as through SMS text, allows Google or whatever other websites to confirm through other methods that it indeed you who is trying to access your account.</p> <p><b>WHY IS THERE A WAITING ROOM BEFORE YOU CAN ENTER GOOGLE MEET CALLS?</b></p> <p>This is part of the enhanced security features of video chat platforms. In case other uninvited users try to access the meeting link or code, the Administrator will have control over whether or not these participants are able to access the room or not.</p>

<p>Frequently Asked Questions</p>	<p><b>WHAT OTHER COMMUNICATIONS PLATFORMS CAN WE USE?</b></p> <p>There are a lot of communications platforms out there. Some of them include the most common such as FaceBook Messenger, Viber, WhatsApp, and Zoom. Although some of these platforms are household names, there are also brands like Microsoft Teams and Slack, which are popular with for professionals. There are many other platforms with unique features out there that you can try.</p> <p><b>ARE THERE LIMITS FOR THE NUMBER OF PARTICIPANTS FOR GOOGLE MEET CALLS?</b></p> <p>Under the free version, you can include up to 100 participants in your call. For now, the time limits under the free accounts are up to 24 hours.</p>
-----------------------------------	---

 **REFERENCES MATERIALS**

Email	Computerhope.com
Video Calling	Computerhope.com
Cloud Computing	Computerhope.com
Online Collaborative Working	Canto
Star or Join a Video Conference with Google Meet	Grow with Google

**GMAIL**

Google Account Help	Gmail
---------------------	-------

**GOOGLE MEET**

Google Meet in Gmail Quick Start	Google Meet
Google Meet Video Tutorials	Google Meet

**GOOGLE DRIVE**

Organize and Share Files on Google Drive (Video Tutorial)	Google Drive
Google Drive Video Tutorials	Google Drive
Google File Storage, Collaboration, and Docs	Google Drive



# THE JOBSEEKER'S TOOLKIT

## TOPIC 1.3

# THE JOBSEEKER'S TOOLKIT

### OVERVIEW

This topic aims to help learners understand the basic requirements when applying for a job – a resume and a cover letter. This aims to show participants why these basic tools are essential and how to write these tools to make sure they contain the core elements that will attract and engage potential employers. This will help lead into the next topic (which focuses on putting this into an online profile).

### TOPIC DURATION

90 Minutes

### METHODS

Lecture on definition and elements of each tool

Workshop activities to draft Resume and Cover Letter at the end of the topic

### SPECIFIC OBJECTIVES

At the end of the module, participants will be able to:

1. Identify the essential tools in the jobseeker's toolkit
2. Understand the elements of each tool
3. Use digital tools to draft or update their resumes and cover letters
4. Conduct a thorough Self-Skills-Assessment and SWOT Analysis using a template.

### KEY CONCEPTS

#### RESUME

A short document used to summarize a job seeker's experience and qualifications for a prospective employer. It includes contact information, work experience, education, and relevant skills or certifications in support of a job application. A Curriculum Vitae, or CV, contains a thorough listing of your professional, academic, and other experiences. A resume is up to 2 pages at most while a CV can be longer.

#### Elements of a Resume

- **Header & Contact Information** - Allows potential employers to easily see your name and contact details
- **Professional Summary** - Brief description describing your professional profile and why you're perfect for the position
- **Skills** - Clearly lists your qualities and capacities relevant to the position
- **Work Experience** - Details your career history or academic achievements for employers to match your career experience with what they are looking for

- **Education** – Lists your academic credentials and achievements
- **Additional Experience** - Optional, but potentially a valuable summary of other relevant credentials, certifications, interests, or achievements

**Resume Styles**

- **Chronological** – lists work experience chronologically with most recent experience first and shows progression
- **Functional** – Features skills and should only be used when you’re just beginning your career, changing careers, if you have gaps in your work history, or when you’ve frequently changed jobs
- There are also other resume writing styles and formats, such as a combination of the formats above, infographic and video resumes, but this module will focus on the more widely used versions.

**COVER/APPLICATION LETTER**

A job application letter (also known as a cover letter) is a letter sent with a resume to provide information on the applicant’s skills and experience. This letter is the applicant’s chance to “sell” him or herself to an employer, explaining why the applicant is an ideal candidate for a position.

 **DELIVERY GUIDELINES AND KEY MESSAGES**

<p>Reminders</p>	<ul style="list-style-type: none"> <li>▪ Some elements under this topic may be familiar to most learners, therefor it may be better to emphasize on the <b>best practices to avoid common mistakes</b>.</li> <li>▪ Anticipate that whatever time allocation for Resume and Cover Letter drafting may not be sufficient. In this case, <b>these activities may serve as homework or post-workshop activities</b> that can help learners apply concepts and principles taught with the help of digital tools.</li> <li>▪ In relation to the previous topic, it would be best to <b>advise learners to draft and store these documents on their cloud drives</b> for them to fully appreciate how dynamic and versatile the tools are.</li> </ul>
------------------	--

**INTRODUCTION (1 MINUTE; SLIDE 59)**

Upon return from the break, the trainer welcomes the participants back and focuses on the current momentum gained by introducing digital tools. Guide the discussion to how these tools can be used for a job seeker, which this topic aims to discuss.

**THE JOBSEEKER’S TOOLS (3 MINUTES; SLIDES 60-61)**

This section provides an overview of the definitions of the jobseeker’s toolkit and clarifies common misconceptions on the tools. In particular, it clarifies the distinctions of the Resume and Curriculum Vitae.

**RESUME (30 MINUTES; SLIDES 62-77)**

This section discusses the elements of a resume and what to consider in drafting an effective resume. In delivering this section, Trainer should also consider the context of the audience. This section was designed to accommodate job seekers, most of whom may not have work experience yet, or whose job searching skills are severely outdated. Trainers should keep this specific audience in mind in contextualizing the content to ensure the appreciation and effective participation of the audience. The distinction is made clearer when comparing the target audience to an audience of seasoned professionals, in which case the content would be taught differently.

This section includes key concepts such as what information to reflect on a resume if a job seeker does not have work experience yet or how to make a resume stand out. It also discusses resume format styles and when to use a particular style depending on the purpose are included in this section. Common resume mistakes are also discussed.

This section ends with a recap and a quick open forum. Trainers may refer to the frequently asked questions below for guidance on some potential questions that may be asked.

**ACTIVITY - IMPROVING A RESUME (10 MINUTES; SLIDE 78)**

Trainer goes through the group activity mechanics on the screen and

Training  
Instructions

instructs participants to refer to the attached sample resume on the Learner’s Guide. Flash the referenced sample resume on the screen.

Refer to the “Sample Resume” file on the Learner’s Guide. The trainer asks the participants to quickly go over the resume and identify mistakes. Trainer should ask why these are considered errors, and what could be done to address the resume mistakes.

**Trainer Instructions:**

1. Flash the document on the screen.
2. Ask participants to identify mistakes, why this is a mistake, and what they think would be a better way to write the resume.
3. When discussing each mistake, emphasize how improvements can be made to for the learners to understand how to transform their own resumes into effective resumes.
4. Activity should be done within 10 minutes.

Trainer emphasizes additional resources and reference to help them conduct their self analysis using SWOT, skills mapping, and scenarios that available on the learner’s guide.

These materials may be added to help enhance discussions.

The activity ends with a 5-minute break.

**THE COVER LETTER (20 MINUTES; SLIDES 80-91)**

After a quick break, the trainer begins this section by quickly revisiting the definitions of the tools in the jobseeker’s toolkit, then focuses discussions on the second tool – the cover letter. This section discusses the purpose and value of the cover letter as well as the elements of an effective cover letter. It then heads into tips to remember to write an effective cover letter and ends with an open forum.

**INDIVIDUAL ACTIVITY – USING GOOGLE DOCS TEMPLATES TO START YOUR RESUME(20 MINUTES; SLIDE 92)**

Training  
Instructions

This culminating activity consolidates the learnings from this session and applies the basic digital tools from the previous topic to create a jobseeker's toolkit. Refer to the activity linked on the Learner's Guide. The video tutorials guide each participant on how to write an effective resume using Google Docs templates and tools on Google Drive. Provide support and address questions as needed.

Participants do not need to finish their outputs within the session.

Trainers should encourage learners to continue working on this outside session to create their Jobseeker's Toolkits. The purpose of this activity is for them to get a better sense of how to operate the tools and get the support from trainers while in session, but **actual completion or submission of the outputs is not required nor advised. It is also discouraged to ask participants to share their Resume, as this contains sensitive data other participants should not see.**

**Trainer Instructions:**

1. Tell participants that for the next few minutes, they will start working on their new resume and cover letter using online tools. Trainer informs participants that they will be able to access a guided activity through the link on the learner's guide.  
**Link:** Resume Writing (<https://bit.ly/2FGoX1W>)
2. Ensure link is also provided on chat box.
3. Tell participants to follow the instructions on the video tutorial to see how they can use online tools to come up with their jobseeker's toolkit.
4. Trainers should be available to address questions or concerns.
5. Facilitator's should be on standby to assist should there be questions or concerns.
6. Activity will run for 20-30 minutes.
7. At the end of the activity time, call all participant to wrap up the session.
8. Remind participants that this activity does not need to be finished within session and they can continue to work on it outside of session.

<p>Training Instructions</p>	<p><b>SESSION RECAP AND WRAP UP (10 MINUTES; SLIDES 93-95)</b></p> <p>Trainer reviews the session by asking participants to recap some of the discussions. From the jobseeker’s tools, ask about the various elements and tips to remember when writing an effective jobseeker’s toolkit, as well as their experience in using digital tools to come up with their toolkit.</p> <p>Before ending the session, use the last slide to remind participants what time to join the session for Day 2. Also share contact details should there be any questions or concerns.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ Were the tips helpful in helping you write or rewrite your toolkit?</li> <li>▪ Were the digital tools helpful in preparing your toolkit?</li> <li>▪ What are some of the challenges you encountered while crafting your toolkit?</li> </ul>
<p>Frequently Asked Questions</p>	<p><b>ARE THERE OTHER WAYS OR STYLE TO CREATE A RESUME?</b></p> <p>Yes, there are a lot of other ways and tools that can be included in the job seekers toolkit. Apart from the Chronological and Functional styles of writing a resume, you may opt for a combination of the two, or with other styles as well. Other tools such as infographic resumes are also gaining popularity as it makes it easier to digest the information.</p> <p><b>ARE THERE OTHER WAYS OF SENDING IN APPLICATIONS?</b></p> <p>Professional platforms now make it easier for applicants to apply for job postings. Of course, applicants need to set up their profile, upload your resume, or include important information on your profiles. After setting all of this up, resumes make it simple with just a click of the button for you to apply for certain job postings after setting up your profile and uploading your resume.</p> <p><b>CAN YOU SEND THE COVER LETTER AS THE EMAIL YOU USE TO ENDORSE YOUR RESUME?</b></p> <p>Yes, you may. Although there are some formatting differences when using the cover letter in the text of your email. Unlike when on a word document or attachment, your contact details come after your signature.</p>

Frequently Asked Questions

**CAN I ASK ABOUT THE SALARY AMOUNT IN THE APPLICATION STAGE?**

When sending applications or responding to job ads via email, LinkedIn, social media, or other online channels, remember that it is not best practice to reply with a question regarding salary amounts at this stage. Employers who intend to publish this information will already do so if they prefer.

**SHOULD I HAVE A PHOTO OR HEADSHOT ON MY RESUME?**

Ordinarily, it’s not advisable to include your photo or headshot on your resume. In fact, most would advise against doing so. This also helps assure that there are no biases from the hiring manager and assessments are kept solely on the merit of the candidate’s merits.

**SHOULD I INCLUDE REFERENCES ON MY RESUME?**

Most professionals would caution against putting references on your resume, unless it’s an explicit requirement of the employer. References are usually provided upon request in a separate sheet.

**HOW LONG ARE COVER LETTERS SUPPOSED TO BE?**

Cover letters should not be more than one page long.

**REFERENCES MATERIALS**

RESUME WRITING	
Resume	Jobscan
Resume Templates and Builders	The Balance Careers
Anatomy of the Perfect Resume	Glassdoor
How to Write a Resume	Glassdoor
The Anatomy of a Perfect Resume	Top Resume
Resume Summary Examples	The Interview Guys

**REFERENCES MATERIALS**

What Kind of Skills to Include in a Resume	The Balance Careers
Resume Guide	The Balance Careers

**RESUME STYLES**

Chronological Resumes	The Balance Careers
Functional Resumes	The Balance Careers
Combination Style Resume	The Balance Careers

**RESUME WRITING MISTAKES**

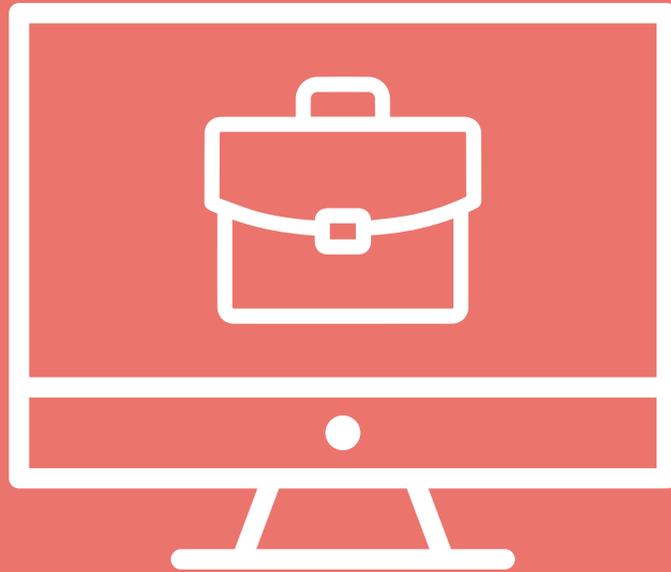
Resume Writing Mistakes	Novo Resume
10 Resume Writing Mistakes	Monster

**COVER LETTER**

Cover Letter	The Balance Careers
Cover Letter Writing Guide	The Balance Careers
Cover Letter Formats	The Balance Careers
Cover Letter Writing Best Tips	The Muse

**GUIDED ACTIVITIES**

Resume Writing Guided Activity	Grow with Google
Cover Letter Writing Guided Activity	Grow with Google



# ONLINE JOB PORTALS

## TOPIC 1.4

# ONLINE JOB PORTALS

### OVERVIEW

In this topic, the value and functions different types of job portals are presented and discussed. The topic aims to introduce a series of options that participants may explore and introduce the value added of using and enhancing a LinkedIn profile. The module utilizes lectures and discussions that lead into a presentation on techniques to enhance participants' LinkedIn profiles. The topic ends with a hands-on activity to set-up LinkedIn accounts applying the best practices discussed.

### TOPIC DURATION

90 Minutes

### METHODS

Most part of this modules will be delivered through a lecture

There is a quick hands-on activity to set-up LinkedIn accounts in the middle of this module

### SPECIFIC OBJECTIVES

At the end of the module, participants will be able to:

1. Identify the importance of job portals
2. Set-up a LinkedIn account
3. Apply tips and best practices to enhance their LinkedIn profiles
4. Conduct necessary prospecting activities when applying for jobs

### KEY CONCEPTS

#### ONLINE JOB PORTAL

An online platform dedicated to help find jobs for applicants and aid employers in the quest to find suitable candidates for job postings.

#### Why use job portals?

- **Efficient** – From job searches, to collating or updating information or your career history, all of this can be done within the job portal
- **Tailored Job Searches and Alerts** – Unlike previous ways of looking for a job, you now have the opportunity to go through job listings that you feel are relevant to you.
- **More Opportunities** – Posting jobs on an online platform is beneficial for both the employer and jobseeker, which is why many more companies are using online methods to post their job opportunities. This means that it is easier for you to search for jobs from different companies on just one platform
- **Cost-Effective** – Unlike the old-fashioned way of looking for jobs wherein you have to print your resume and mail your resume, or physically head

---

**KEY CONCEPTS**

to the employer to seek job opportunities, most, if not all services on a job portal are free for jobseekers

**Job Portal Types**

- **Formal/Full-time employment Job Portals** generally help match jobseekers and employers with ideal candidates for certain positions. These portals are usually and generally free for jobseekers
- **Freelance Job Portals** are dedicated job sites that work in similar ways to formal job portals but cater to a needs-based market. Unlike the full-time job portals these sites may charge a small fee, either to the client or freelancer, or both, depending on the site.

**LINKEDIN**

The pioneer and of the largest online professional social network and job portal that brings companies, experts, employers, organizations, and job seekers together.

**Why LinkedIn?**

- A LinkedIn profile serves as a record of your skills, expertise, academics, and other accomplishments and experiences. Hiring managers heavily rely on LinkedIn when looking for candidates for a job. And yes, people look at LinkedIn profiles even if you applied through another method.
- Some of the best companies are on LinkedIn. Not only do they post job announcements on LinkedIn, they also screen the suitability of candidates based on information on their LinkedIn profile. Apart from this, LinkedIn also serves as a great research tool for a jobseeker to read more on a company or position before applying or to prepare for an interview.
- Keeping in touch with your network is more manageable and more convenient. This platform lets you connect with

- friends in colleagues in a professional setting.
- Your LinkedIn profile can be enhanced by recommendations you receive from colleagues and people from your network. This allows hiring managers to affirm the information on your resume or profile when they consider you for a job.

**Ways to Enhance Your LinkedIn Profile**

- Use a professional photo
- Write a good profile summary
- Create and enrich your experience profile
- Include your education and other accomplishments
- Grow your network
- Include your profile address on your resume
- Search and follow company profiles
- Apply for Jobs

**DELIVERY GUIDELINES AND KEY MESSAGES**

<p>Reminders</p>	<ul style="list-style-type: none"> <li>In starting Day 2, try to <b>regain the momentum from the previous session</b> in the opening of the session and recap</li> <li>The concepts and tools in this module may be new and of particular interest of some participants. <b>Anticipate more questions but ensure co-facilitators (if any) are able to capture and consolidate these questions</b> for a more efficient open forum.</li> <li>Ensure the <b>welcome slide with house rules is flashed upon entry</b> into the meeting room. This slide has the photo of three people with coffee down stairs in it.</li> </ul>
<p>Training Instructions</p>	<p><b>WELCOME, INTRODUCTION, AND RECAP (10 MINUTES; SLIDES 1-4)</b>                  Upon returning to the session, trainer makes sure the welcome slide is flashed for people to remember basic Zoom reminders. Trainer welcomes the participants back and re-introduce the trainer team.</p>

Training  
Instructions

Provide a quick overview of the lessons to come and briefly go through the house rules. From here, do a recap of Day 1 and solicit some highlights or lessons that the participants remember. This should be an interactive discussion to help build on the momentum of the previous day.

**ONLINE JOB PORTALS AND LINKEDIN OVERVIEW (10 MINUTES; SLIDES 5-14)**

This section discusses the value and benefits of using job portals. This section also provides a brief run through of some of the largest or popular job portals in the industry today. There is a series of job portals provided, but, as this is only serves as a list or run through, each portal is only expected to be mentioned, and not discussed in greater detail.

This section also recognizes the increasing trend towards freelance jobs or participating in the gig economy. It provides greater distinction as to the two general types of job portals and a brief discussion on the difference between formal employment portals versus freelance portals. Freelance portals may have small processing fees (either on the freelancer or client’s part) depending on the site.

From the discussion of the concept and value of job portals, the module starts to weigh in on LinkedIn to introduce its versatility as a job seeking tool, not just as a job portal, but as a professional social media network as well. Some features of LinkedIn are discussed answering the question “Why LinkedIn?”.

**ENHANCING YOUR LINKEDIN PROFILE (30 MINUTES; SLIDES 15-25)**

This section will discuss ways to create effective LinkedIn profiles. The discussion will go through a series of best practices, starting from more basic functions, down to applying for jobs on the platform. Trainer should feel free to entertain questions as you discuss to make sure people are able to keep up, but be mindful of the time limit. At the end of this section, ask participants to go over some of the best practices.

Towards the end of this section, the trainer shows some examples of highly effective LinkedIn profiles through the links below:

- <https://klaxos.com/best-linkedin-profile-examples/college-student/>
- <https://klaxos.com/best-linkedin-profile-examples/k12-higher-education/>

### **OPEN FORUM (5 MINUTES; SLIDE 26)**

In anticipation of questions, the session includes a short open forum at this point before leading into an activity.

### **ACTIVITY – CREATING AND ENHANCING YOUR LINKEDIN PROFILE (20-30 MINUTES; SLIDES 27-28)**

This activity allows users to work on their LinkedIn profiles for 20-30 minutes while facilitators are online to provide support to questions or concerns.

The objectives of the activity include:

1. creating or enhancing profiles of participants;
2. applying best practices and tips from discussions to create an effective LinkedIn profile; and
3. familiarizing participants with the use, features, and navigation of LinkedIn.

Remember to provide a time check before time is up. If participants need more time, the trainer may provide a 10-minute extension.

At the end of the activity, ask if any of the participants would like to share his or her profile to the group. Request for the link to be able to show the profile on screen. Remind participants that if they are not finished, they may continue to work on this outside of session.

### **QUICK RECAP AND DEBRIEF (5 MINUTES; SLIDE 29)**

At this point, the trainer can check to see how participants were able to apply some of the best practices shared earlier in the session.

Training  
Instructions

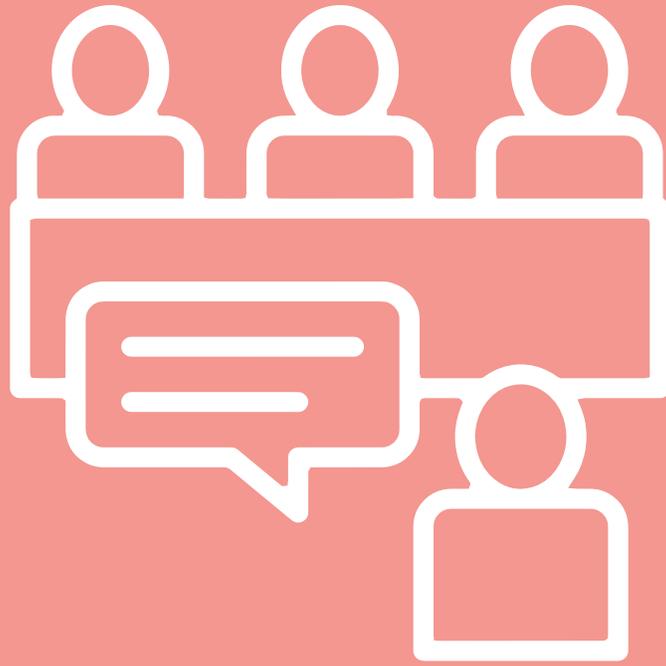
<p>Training Instructions</p>	<p>Solicit feedback and experiences of the participants. Use the questions below to stimulate discussion.</p> <p>This session ends with a 5-minute break.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ Did you encounter some companies or job postings that you're interested in?</li> <li>▪ What were some of the features you found most useful?</li> <li>▪ What do you need more help with in setting up your LinkedIn account?</li> </ul>
<p>Frequently Asked Questions</p>	<p><b>WHAT KIND OF CONTACT INFORMATION DO I PUT ON MY LINKEDIN PROFILE?</b></p> <p>LinkedIn has its own messaging service and companies or professionals may contact you from within the site, but considering your LinkedIn profile is somewhat a public record, only include the necessary information such as your email address and city (not complete address).</p> <p><b>IS LINKEDIN A PAID SERVICE?</b></p> <p>You'll be able to enjoy most of LinkedIn's most powerful features with a <b>free account</b>. They do have a paid premium membership subscription that has other features, but the free account already has a lot of capabilities that you can take advantage of.</p>

 **REFERENCES MATERIALS**

<p>5 Reasons You Should Use LinkedIn</p>	<p>Career Sidekick</p>
<p>7 Benefits of Using LinkedIn</p>	<p>Sarah Rycraft</p>
<p>How to Use LinkedIn Effectively</p>	<p>The Balance Careers</p>
<p>How to Write a Good Profile Summary</p>	<p>The Balance Careers</p>
<p>How to Avoid LinkedIn Scams</p>	<p>The Balance Careers</p>

 REFERENCES MATERIALS

INTERVIEW TIPS	
15 Toughest Interview Questions and Answers	WomenCo. Lifestyle Digest
Top 10 Interview Questions for 2021 and How to Answer Them	The Interview Guys
50 Common Interview Questions and Answers	Mind Tools
50 Most Common Interview Questions and Answers in HR Round	Career Guru 99



# THE JOB INTERVIEW

## TOPIC 1.5

# THE JOB INTERVIEW

### OVERVIEW

---

This topic helps participants better understand the kind of preparations they need to undertake prior to a job interview. It starts with a teaser activity to help drive discussion and draw lessons from in elaborating best practices through a group discussion.

### TOPIC DURATION

---

45 Minutes

### METHODS

---

Overview of best practices and tips to prepare for job interviews

Individual and group activities to practice delivery of elevator pitch

---

### SPECIFIC OBJECTIVES

---

At the end of the module, participants will be able to:

1. Prepare an elevator pitch
2. Understand key principles and practices in preparing for a job interview

### KEY CONCEPTS

---

#### WAYS TO PREPARE FOR THE JOB INTERVIEW

- Review the job description
- Research the job and company
- Prepare to talk about specific accomplishments
- Practice answers to common interview questions
- Dress for the job or company
- Practice good nonverbal communication
- Use appropriate language
- Prepare smart questions for your interviewers
- Send a thank you letter after the interview

#### ELEVATOR PITCH

A brief, persuasive speech that you use to spark interest in listeners. In a job interview context, it's not the full-length interview, but an important part wherein you introduce yourself and talk about why you're a good fit for the job in a minute or less. This part of the interview is usually done somewhere at the start and can set the tone for the rest of the interview.

 DELIVERY GUIDELINES AND KEY MESSAGES

<p>Reminders</p>	<ul style="list-style-type: none"> <li>▪ Though there is time allocated for an open forum, <b>anticipate questions during the discussions but ensure facilitators are able to capture and consolidate these questions</b> for a more efficient open forum.</li> <li>▪ Though all participants are instructed to prepare an elevator pitch at the start of the activity, only around 2-4 participants will be able to deliver this. This serves as introductory activity.</li> </ul>
<p>Training Instructions</p>	<p><b>INTRODUCTORY ACTIVITY – ELEVATOR PITCH (15 MINUTES; SLIDES 31-32)</b></p> <p>This section simulates an actual job search and preparations for an interview. It also aims to provide constructive feedback from trainers and peers on the participants’ elevator pitches.</p> <p>Mechanics are elaborated on the slide guide and learner’s guides. Trainer emphasizes that this is not a simulation of the full interview process, but rather that the activity provides an idea of what the environment is like during an interview.</p> <p><b>Individual activity (15-20 minutes)</b></p> <p>Trainer instructs participants to use their LinkedIn accounts to search for a job post and take note of the link for reference in the group activity. Advise learners to refer to their workbooks for how to create their elevator pitches. Not all participants have to be called to deliver their pitches as this activity serves as an introductory activity and quick exercise on interview preparation. The objectives of this activity include 1) allowing participants to experience the job search functions of LinkedIn; 2) exercise participants’ interview skills; and 3) inform succeeding discussions on best practices and tips.</p> <p><b>Trainer Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Instruct participants to navigate to the Job search section of LinkedIn to search for a position they would apply for as the basis for the elevator pitch.</li> </ol>

<p>Training Instructions</p>	<p><b>Trainer Instructions:</b></p> <ol style="list-style-type: none"> <li>2. Emphasize guide questions to help craft elevator pitches.</li> <li>3. Remind participants that this pitch should be delivered in less than 60 seconds.</li> <li>4. Start timer for 10 minutes. Trainers are expected to provide support to participants for elevator pitch drafting.</li> <li>5. Call on a 2-4 volunteers, or volunteer people, to deliver pitches.</li> <li>6. Not all participants are expected to deliver pitches.</li> </ol> <p>Activity outcomes may serve as basis and examples which trainers may refer to in discussing the next section which focuses on best practices and tips.</p> <p><b>BEST PRACTICES AND TIPS (30 MINUTES; SLIDES 33-41)</b></p> <p>This section discusses best practices and tips to prepare for a job interview. In relation to the participants efforts to land a job in previous topics, this topic will culminate the training by equipping the job seeker with ways s/he can prepare for the job interview.</p> <p>Each tip has its own slides with talking points on the PPT file and slide guide. Anticipate and accommodate questions during the run-through. Strive to keep the discussion of interview tips and open forum within 20 minutes to provide enough time for the activity.</p> <p><b>OPEN FORUM AND RECAP (5 MINUTES; SLIDES 42-43)</b></p> <p>Ask participants if they have any questions. Trainers may use the suggested debrief questions below to help close the topic.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ What tips did you find most useful in preparing for your elevator pitches?</li> <li>▪ Did your pitch go as you intended it?</li> <li>▪ Were you able to identify areas or parts in your elevator pitch that you think you can improve?</li> </ul>

 REFERENCES MATERIALS

**INTERVIEW TIPS**

Powerful Job Interview Tips from a Recruiter	Career Sidekick
Job Interview Tips to Make a Great Impression	Indeed

**ELEVATOR PITCH ACTIVITY**

Elevator Pitch Activity	Adapted from “The Perfect Elevator Pitch to Land a Job – Nancy Collamer, Forbes.com
-------------------------	---

**ADDITIONAL INDIVIDUAL ACTIVITY**

Preparing for an Interview	Grow with Google
----------------------------	------------------



# ONLINE SAFETY AND PROTECTION

## TOPIC 1.6

# ONLINE SAFETY AND PROTECTION

### OVERVIEW

This topic aims to emphasize the importance of practicing online safety principles to ensure that participation online doesn't leave users vulnerable. It provides context to technical terms such as spoofing and phishing, together with other terms, and shows how these practices collect peoples' information to be used maliciously. Moreover, this topic discusses ways and best practices to stay online and avoid vulnerability.

### TOPIC DURATION

30 Minutes

### METHODS

Brief lecture to define terms and cyber threats

Overview of best practices and tips to prepare for job interviews

Group activity to simulate an online scam scenario

### SPECIFIC OBJECTIVES

At the end of the module, participants should be able to:

1. Understand various and common cyber threats
2. Identify ways to avoid falling victim to cyber threats

### KEY CONCEPTS

#### **DATA PRIVACY**

Data privacy is the right of individuals to have control over how their personal information is collected and used. Many consider data privacy to be the most significant consumer protection issue today. Growing technological sophistication and the resulting types of data collected contribute to the need for a greater focus on data privacy.

#### **SPOOFING**

Cyber criminals impersonating an email, website, company, or person. Phishing attacks usual start through a spoofed email or communication to the victim.

#### **PHISHING**

Cyber criminals or hackers attempt to lure people into opening a link or attachment to launch harmful content on your device.

#### **CYBER SAFETY**

The principle of Cyber Safety in the context of fintech revolves around the proactive effort of users to ensure they keep their data and information safe. Although safety features are enhanced and frequently updated to keep digital tools, from emails to fintech apps, safe from

## KEY CONCEPTS

threats, an important principle of cyber safety is that users themselves take steps to ensure they do not leave sensitive data vulnerable. This includes ensuring passwords used are strong and up to date, not sharing personal information, such as birthdays, account numbers, or other personal information, and ensuring validation codes or PINs (including One Time PINs or OTPs) are not shared with anyone, so as not to compromise the safety of users. Users must also be on guard against phishing attempts or attempts to steal such information through dubious or suspicious means. This may include the use of seemingly legitimate text messages, emails, calls, or other forms of communication that mimic or impersonate legitimate institutions to collect sensitive information from users in order to commit cybercrimes.

## REPORTING A CYBERCRIME

Though we all hope we would never have to do so, there are agencies where you can report cybercrimes if you feel that you are in danger or if you feel threatened. The threat can come in many forms. It may not be in terms of fintech, or scams, but a threat is still a threat. If necessary, you can file a report through the PNP Anti-Cybercrime Group's website, Facebook page, or mobile number to seek the assistance of the authorities. Make sure you have as much information on your case as possible. This includes dates, names, numbers, screenshots, emails, communications, photos, and any other piece of evidence or information that you feel will be helpful in filling your complaint.

 DELIVERY GUIDELINES AND KEY MESSAGES

<p>Reminders</p>	<ul style="list-style-type: none"><li>▪ Though time is allocated for an open forum, <b>anticipate questions during the discussion, but also ensure facilitators are able to capture and consolidate these questions</b> for a more efficient open forum.</li><li>▪ This is the last topic in this module. <b>Concluding slides are attached at the end of the presentation. Talking points are also placed on the slide.</b></li><li>▪ Before concluding, <b>trainer should check the training checklist for talking points and instructions before ending the session.</b> This includes requesting participants to take the <b>post-training survey</b>, social media engagement, and others.</li></ul>
<p>Training Instructions</p>	<p><b>KEY CONCEPTS (5 MINUTES; SLIDES 45-46)</b></p> <p>Trainer introduces the topic emphasizing that it is not enough to know how to use online tools. Users must also know how to stay online safely. The introduction starts with the definition of Data Privacy and why the term has recently become a buzzword.</p> <p>This section does not go into the technical details, such as malware, trojan horses, or the like. Instead, it focuses on the need to determine where these threats usually come from, such as spoofing emails/ communication with malicious attachments or links, or phishing attempts.</p> <p>From here, the trainer then proceeds to share basic proactive ways to stay safe online. Essentially, trainer shares how to determine if communications are suspicious by checking the source, looking for warning signs, inconsistencies, never using public WiFi when accessing sensitive data, etc. A couple of examples are provided from Slides 57 to 60.</p>

Training  
Instructions

**HOW TO AVOID CYBER THREATS (15 MINUTES; SLIDES 47-53)**

This section emphasizes basic safety tips and strategies to avoid vulnerability online. Trainers should seek input and personal insights from the audience to effectively contextualize this discussion for learners. Apart from the tips on the slides, one of the key takeaways for learners is the need to stay vigilant as threats come in different forms. Trainer should encourage the learners to participate actively in the discussion.

The latter part of this section emphasizes the institutionalized reporting channel that internet users may access to reporting complaints. Other than cybercrimes related to the tools discussed, it is vital to reiterate that this reporting mechanism can be used for other forms of online threats (such as those listed on the slide). Trainer should encourage participants to stay vigilant and maintain a safe online environment to make the most out of the internet.

Trainer ends with a quick open forum to accommodate questions. Trainer may also ask the suggested debrief questions on the section below.

**MODULE WRAP-UP (10 MINUTES; SLIDES 54-56)**

Prior to closing the module, the trainer should check the workshop checklist for concluding and closing instructions.

Trainer wraps up the session and thanks participants for participating. Before dismissing the group, the trainer requests participants to fill out a quick post-training survey, which should not take more than 3 minutes to fill out. The link to the survey is on the slide (accessible by link or QR code) and is available on the Learner’s Guide.

On the last slide, participants are invited to join the exclusive Facebook group for Go Digital ASEAN in the Philippines.

Trainer requests participants to turn on their cameras for a class photo before dismissing the group.

<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ Did you find the online safety exercise useful?</li> <li>▪ What made you realize that you were dealing with a scam?</li> </ul>
------------------------------------	---

<p>Frequently Asked Questions</p>	<p><b>DOES MY PASSWORD HAVE TO BE SO COMPLICATED?</b></p> <p>It shouldn't be so complicated that even you can't remember it. At the very least, your password shouldn't be easy to guess. It should not be something obvious like your birthday, kids' names, or current cellphone number. You may use something like your pet's name mixed with your favorite city, together with a couple of digits, special characters and upper- and lower-case characters.</p> <p><b>HOW DO I KNOW IF MY PASSWORD IS STRONG ENOUGH?</b></p> <p>When you create an account and are prompted for a password, the website registration page would usually have a set of requirements to strengthen your password. Some sites even have a live meter showing how strong your password is as you type.</p> <p><b>CAN I NOT SHARE VERIFICATION CODES OR PINS EVEN WITH MY MOST TRUSTED CONTACT OR FAMILY?</b></p> <p>The rule of thumb is that you should not share your password, pins, or verification codes with anyone at all. If you feel that you may need to access your account through other methods, you're highly encouraged to use two-factor or two-step verification to secure your account.</p> <p><b>WHY IS TWO-STEP OR TWO-FACTOR VERIFICATION IMPORTANT?</b></p> <p>Using an additional step or factor to authenticate your log in or account access provides websites and applications an extra layer of security to ensure that a log in attempt is genuine. Ordinarily, this is done by sending a verification code to the user's mobile number (usually without messaging charges to the user), but there are also other methods, such as using an authenticator app.</p>
-----------------------------------	--

<p>Frequently Asked Questions</p>	<p><b>WHAT DO I DO IF I FALL FOR A PHISHING SCAM?</b></p> <p>First, change your password and log in credentials <b>immediately</b> to lock the hacker out of your account. The next step would be to contact the website or app that was compromised. If this was a bank account, contact your bank. If it was your email, reach out to Google through its <a href="#">help page</a>. If the threat persists or worsens, you may want to consider reaching out to the proper authorities.</p> <p><b>HOW DO I REPORT CYBERCRIMES TO THE PROPER AUTHORITIES?</b></p> <p>You may reach out to the Philippine National Police Anti-Cybercrime Group (PNP ACG) through their website and other communication channels <a href="#">here</a>. If you need to file a complaint, you may access their e-complaint portal <a href="#">here</a>.</p> <p><b>DOES THE PNP ACG ONLY ACCOMMODATE HACKERS OR FINTECH CRIMES?</b></p> <p>No, they respond to other forms of cybercrimes as well. If the crime is conducted on the internet, this is under their jurisdiction. This may include crimes such as harassment, sextortion, cyber libel, or other online threats.</p>
-----------------------------------	--

 REFERENCES MATERIALS

<p><a href="#">Data Privacy</a></p>	<p>Emotiv</p>
<p><a href="#">Digital Safety and Citizenship Curriculum</a></p>	<p>Be Internet Awesome (Google)</p>
<p><a href="#">Google Account Help</a></p>	<p>Google</p>

**ADDITIONAL INDIVIDUAL OR GROUP ACTIVITY**

<p><a href="#">How to Avoid Scams – Guided Activity</a></p>	<p>Grow with Google</p>
---	-------------------------

**PHILIPPINE NATIONAL POLICE – ANTI-CYBERCRIME GROUP**

<p><a href="#">PNP ACG Homepage</a></p>	<p>PNP ACG</p>
<p><a href="#">E-Complaint Portal</a></p>	<p>PNP ACG</p>

# PROGRAM CONCLUSION & CLOSING

Relevant PPT Slides have been attached at the end of module presentation decks.

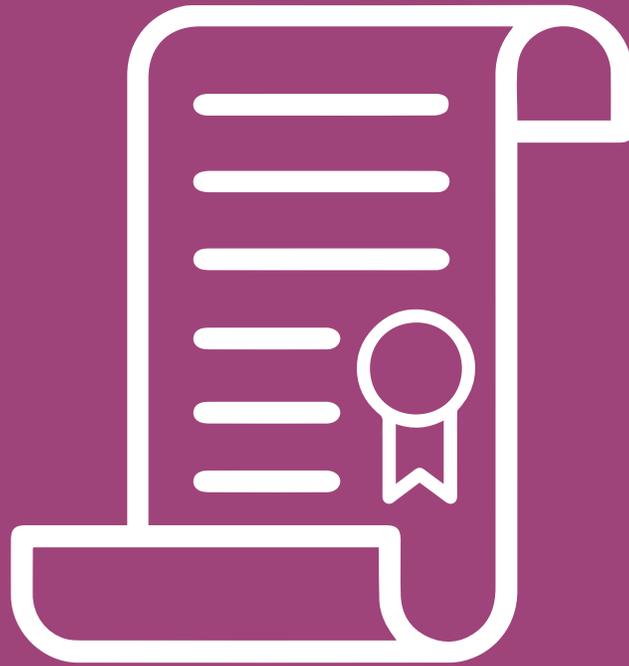
DESCRIPTION	TRAINERS NOTES AND KEY MESSAGES
That's a wrap!	<p><b>KEY MESSAGES:</b></p> <ul style="list-style-type: none"> <li>▪ This concludes our module! Thank you very much for joining us and we hope it was as fun and interactive for you as it was for us.</li> <li>▪ Before we end, we have a couple of reminders to share.</li> </ul>
Post-training Survey	<p><b>KEY MESSAGES:</b></p> <ul style="list-style-type: none"> <li>▪ We'd like to ask you to fill out a quick survey to help us assess the effectivity of our activities. This will help us better understand how we can more effectively train our participants in the future.</li> <li>▪ Please access the questionnaire by typing link on the screen, scanning the QR code with your smartphone's camera, or clicking the link provided on your Learner's Guides.</li> </ul> <p><b>PROMPT:</b></p> <ul style="list-style-type: none"> <li>▪ Also provide link through chat box for convenience: (<a href="http://bit.ly/GoDigiPost">http://bit.ly/GoDigiPost</a>)</li> </ul>

# PROGRAM CONCLUSION & CLOSING

Relevant PPT Slides have been attached at the end of module presentation decks.

DESCRIPTION	TRAINERS NOTES AND KEY MESSAGES
Let's stay connected!	<p><b>KEY MESSAGES:</b></p> <ul style="list-style-type: none"> <li>▪ We'd like to invite to our Go Digital ASEAN community in the Philippines. Join our Facebook group exclusive to learner's who've completed the program. (<a href="http://facebook.com/groups/GoDigitalASEANPhilippines">http://facebook.com/groups/GoDigitalASEANPhilippines</a>)</li> <li>▪ This will help us stay connected as we share updates and invitations to future special events and networking opportunities.</li> <li>▪ When posting on social media, please don't forget to use the hashtag <b>#GoDigitalASEAN</b></li> <li>▪ You may also follow The Asia Foundation on Facebook, Instagram, and Twitter. Feel free to contact us at <a href="mailto:hello@godigitalasean.ph">hello@godigitalasean.ph</a></li> <li>▪ Lastly, we invite everyone to take a class photo before we go.</li> </ul> <p><b>PROMPT:</b></p> <ul style="list-style-type: none"> <li>▪ As necessary and appropriate, invite all participants to turn on their cameras for a class photo.</li> <li>▪ Prior to taking screenshots, announce to participants that you will be taking the photo.</li> </ul>

Trainer should fill out form here (<https://bit.ly/31yZss4>) immediately after the conduct of the training



# **POLICIES AND PRINCIPLES**

# PREVENTING SEXUAL EXPLOITATION, ABUSE, & HARASSMENT POLICY

As a Trainer, you will have to adhere to The Asia Foundation's commitment to providing a work environment free from sexual exploitation, abuse, and harassment in any form as well as preventing the same in the implementation of all its activities.

## PROHIBITED CONDUCT

**Sexual exploitation:** Any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes. It includes transactional sex, profiting monetarily, socially, or politically from sexual exploitation of another.

**Sexual abuse:** The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. It covers sexual offences including but not limited to: attempted rape (which includes attempts to force someone to perform oral sex), and sexual assault (which includes non-consensual kissing and touching). All sexual activity with someone under the age of consent is considered sexual abuse.

**Transactional Sex<sup>1</sup>:** The exchange of money, employment, goods or services for sex, including sexual favors.

**Sexual harassment:** A person sexually harasses another person if they make an unwelcome sexual advance or an unwelcome request for sexual favors or engage in other unwelcome conduct of a sexual nature. This applies to all circumstances in which a reasonable person would have anticipated the possibility that the subject of the request or conduct would be offended, humiliated or intimidated.

---

<sup>1</sup> Engagement contract includes appropriate clauses prohibiting transactional sex while engaged in the delivery of business with TAF.

# PREVENTING SEXUAL EXPLOITATION, ABUSE, & HARASSMENT POLICY

## PROHIBITED CONDUCT

**Harassment** includes any unwelcome verbal, physical, or visual conduct that denigrates or shows hostility or aversion toward an individual or their relatives, friends, or associates. Harassment may also have the purpose or intention to interfere with an individual's work performance by creating an intimidating, hostile, or offensive working environment, or otherwise affect an individual's employment status or opportunities.

**Fraternization<sup>2</sup>**: Any relationship that involves, or appears to involve, partiality, preferential treatment or improper use of rank or position including but not limited to voluntary sexual behavior. It could include sexual behavior not amounting to intercourse, a close and emotional relationship involving public displays of affection or private intimacy and the public expression of intimate relations.

This engagement and any affiliated certifications obtained may be terminated when the contractor fails to comply with the preventive measures against sexual exploitation, abuse, and harassment in any form.

---

<sup>2</sup> Engagement contract includes clauses prohibiting fraternization for all non-national personnel.

# PREVENTING SEXUAL EXPLOITATION, ABUSE, & HARASSMENT CODE OF CONDUCT

I acknowledge that I have read, understand, and will comply with the Preventing Sexual Exploitation, Abuse, and Harassment Policy.

I agree that in the course of my work as a Trainer, I must:

1. Treat everyone with respect regardless of race, color, gender, sex, language, religion, political or other opinion, national origin, ethnicity or social original, disability status, or social or other status;
2. Not use language or behavior that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate;
3. Not abuse or attempt to abuse anyone who is vulnerable, or over whom I exercise power or confidence over, for sexual purposes;
4. Not engage anyone under the age of 18<sup>3</sup> in any form of sexual intercourse or sexual activity, including paying for sexual services;
5. Not engage in any form of sexual intercourse or sexual activity with any adult without their free and express consent;
6. Never use any computers, mobile phones, video cameras, cameras or social media to sexually exploit, abuse, or harass anyone;
7. Not engage in any conduct which could be construed as sexual harassment:
  - staring or leering;
  - unnecessary familiarity, such as unwelcome affection or touching;

<sup>3</sup> Engaging in any form of sexual intercourse or sexual activity with anyone under 18 years of age is a violation of the Child Protection Policy.

# PREVENTING SEXUAL EXPLOITATION, ABUSE, & HARASSMENT CODE OF CONDUCT

- suggestive comments or jokes;
  - insults or taunts of a sexual nature;
  - intrusive questions or statements about your private life;
  - displaying images/photos of a sexual nature;
  - sending sexually explicit emails or text messages;
  - inappropriate advances on social networking sites;
  - accessing sexually explicit internet sites;
  - requests for sex or repeated unwanted requests to go out on dates; and
8. Comply with all domestic laws on sexual exploitation, abuse and harassment;
  9. Immediately report concerns or allegations of sexual exploitation, abuse and harassment and non-compliance with this policy in accordance with appropriate procedure;
  10. Immediately disclose all charges, convictions and other outcomes of an offence that relates to sexual exploitation, abuse and harassment, including those under traditional law, which occurred before or occurs during association with my role as Trainer.
  11. Be aware of behavior and avoid actions or behaviors that could be perceived by others as sexual exploitation, abuse and harassment.

# THE ASIA FOUNDATION CHILD PROTECTION CODE OF CONDUCT

I acknowledge that I have read, understand, and will comply with The Asia Foundation's Child Protection Code of Conduct, and agree that in the course of my work or association with The Asia Foundation, I must:

1. Treat children with respect regardless of race; color; gender; sex; language; religion; political or other opinion; national, ethnic or social origin; property; disability; birth or other status;
2. Not use language or behavior towards children that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate;
3. Not engage children in any form of sexual activity or acts, including paying for sexual services or acts;
4. Wherever possible, will ensure that another adult is present when working in the proximity of children;
5. Not invite unaccompanied children into one's home, unless they are at immediate risk of injury or in physical danger;
6. Not sleep close to unsupervised children unless absolutely necessary, in which case I must obtain my supervisor's permission and ensure that another adult is present, if possible;
7. Use any computers, mobile phones, social media, or video and digital cameras appropriately and never exploit or harass children or access child exploitation materials through any medium;

# THE ASIA FOUNDATION

## CHILD PROTECTION CODE OF CONDUCT

8. Not use physical punishment with children;
9. Not hire children for domestic or other labor which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury;
10. Comply with all relevant U.S. and local legislation, including labor laws in relation to child labor;
11. Immediately report concerns or allegations of child abuse or exploitation in accordance with the Foundation's Child Protection Policy;
12. Immediately disclose all charges, convictions, and other outcomes of a child exploitation or abuse offense which occurred before or occurs during the association with The Asia Foundation.
13. Understand that the onus is on me, as a person associated with The Asia Foundation, to use common sense and avoid actions and behaviors that could be construed as child exploitation and abuse.

# THE ASIA FOUNDATION

## CHILD PROTECTION CODE OF CONDUCT

When photographing or filming a child or using children's images for work-related purposes, I must:

1. Assess and endeavor to comply with local traditions and restrictions for reproducing personal images;
2. Obtain informed consent from the child and parent or guardian of the child before photographing or filming a child, and explain how the photograph or film will be used;
3. Ensure photographs, films, videos, and DVDs present children in a dignified and respectful manner, and not in a vulnerable or submissive manner. Children should be adequately clothed and not portrayed in poses that could be seen as sexually suggestive;
4. Ensure images are an honest representation of the context and the facts; and
5. Ensure file labels, meta data, or text descriptions do not reveal identifying information about a child when sending images electronically or publishing images in any form.

Go Digital ASEAN |  **The Asia Foundation**

With support from



 [www.godigitalasean.ph](http://www.godigitalasean.ph)

 [hello@godigitalasean.ph](mailto:hello@godigitalasean.ph)

 [GoDigitalASEANPhilippines](https://www.facebook.com/GoDigitalASEANPhilippines)