

TRAINER'S TOOLKIT

HARNESSING SOCIAL MEDIA TO EXPAND YOUR BUSINESS



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**GO DIGITAL
ASEAN
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

 www.godigitalasean.ph

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

MODULE SUMMARIES

MODULE 1: DIGITAL TOOLS FOR JOBSEEKERS

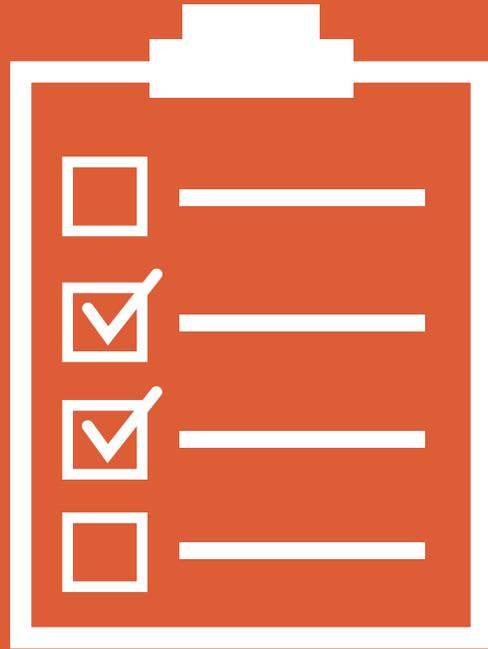
This course aims to equip learners with basic internet tools and skills to allow them to seek employment opportunities online. It emphasizes the abundance of tools and opportunities available, as well as the new landscape for freelance and formal employment. This class covers essential tools such as 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 2

HARNESSING SOCIAL MEDIA TO EXPAND YOUR BUSINESS

OVERVIEW

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 DURATION

Day 1	4 Hours 51 Mins
Day 2	4 Hours 57 Mins

GENERAL OBJECTIVES

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

1. Understand the importance of creating a social media presence
2. Learn how to create or enhance online presence for business, products, or services through effective branding to engage customers
3. Develop basic knowledge of tools for posting online content on the top social media platforms in the Philippines
4. Measure the impact of content created on business pages
5. Understand how to manage a social media page for business purposes

TOPICS

TOPIC NUMBER	TOPIC TITLE	DURATION
2.1 – Day 1	The Basics Of Branding	2 Hours 15 Mins
2.2 A – Day 1	The Basics of Social Media (Part 1)	2 Hours 36 Mins
2.2 B – Day 2	The Basics of Social Media (Part 2)	1 Hour 54 Mins
2.3 – Day 2	Content Planning and Strategy	3 Hours 2 Mins
2.4 – Day 2	Online Safety and Protection	1 Hour

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	
PARTICIPANTS LIST	
	Ensure training team is provided with list of session-specific participants
TEAM ROLES AND FUNCTIONS	
	Team members have agreed on functions (if applicable, may change per topic)
	<ul style="list-style-type: none"> 1 lecturer to deliver the topic/module content and share content on screen
	<ul style="list-style-type: none"> 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)
WORKSHOP MATERIALS	
	<ul style="list-style-type: none"> Program overview and welcome presentation
	<ul style="list-style-type: none"> Trainers' Guides
	<ul style="list-style-type: none"> Learners' Guides
	<ul style="list-style-type: none"> Module Presentations
	<ul style="list-style-type: none"> Videos and other visual materials
	<ul style="list-style-type: none"> Links or online references used in modules

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">Conduct speed tests and troubleshooting measures to ensure content delivery is not disrupted
	<ul style="list-style-type: none">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
	<ul style="list-style-type: none">Test communication platform (Zoom, Google Meet, etc.), screen share capabilities, cameras, microphones, applicable software or webpages

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.

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

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

STARTING DAY 2	
SESSION OPENING, RECAP, AND OVERVIEW	
	<ul style="list-style-type: none"> 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"> 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)

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"> Use the closing slides built into the end of the module presentation. Use the talking points in the Program Conclusion and Closing guide attached below and merged as the last slides of the last topic.
	<ul style="list-style-type: none"> Using concluding slides, instruct learners to fill out the post-training questionnaire (http://bit.ly/GoDigiPost)
	<ul style="list-style-type: none"> Direct participants by sharing the link on the chat, or using the information on the provided slide
POST TRAINING COMMUNITY ENGAGEMENT	
	<ul style="list-style-type: none"> Encourage participants to join the Go Digital ASEAN – Philippines Community on Facebook (http://facebook.com/groups/GoDigitalASEANPhilippines)
	<ul style="list-style-type: none"> Announce any upcoming special events to invite participants (e.g. Go Digital Summit, Webinars, etc.), if any/applicable

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

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>KEY MESSAGES:</p> <ul style="list-style-type: none"> ▪ Welcome everyone and thank you for joining us and helping us in our goal to increase access and inclusion to the digital economy. ▪ 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.
3	Goal and Objectives	<p>KEY MESSAGES:</p> <ul style="list-style-type: none"> ▪ Go Digital ASEAN aims to expand economic opportunity throughout Southeast Asia by equipping learners with the necessary digital skills and tools to effectively participate in the online economy. ▪ 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. ▪ In the Philippines, Go Digital aims to reach jobseekers and MSMEs from developing areas in the country ▪ 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. ▪ 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. ▪ This program is implemented by The Asia Foundation with support from Google.org, Google's philanthropic arm.

PROGRAM OPENING & OVERVIEW

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

SLIDE	DESCRIPTION	TRAINERS NOTES AND KEY MESSAGES
4	Curriculum	<p>KEY MESSAGES:</p> <ul style="list-style-type: none"> ▪ The project has developed modules which will cover three main topics: <ul style="list-style-type: none"> ▪ Digital Tools for Jobseekers ▪ Harnessing Social Media for MSMEs to broaden their market ▪ Getting a business online ▪ Learners are welcome to participate or take up any of these modules by simply registering and reserving their slots.
5	Pre-training Questionnaire	<p>KEY MESSAGES:</p> <ul style="list-style-type: none"> ▪ 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. ▪ This will help us better understand how we can more effectively train our participants. ▪ 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. <p>PROMPTS:</p> <ul style="list-style-type: none"> ▪ Also provide the link through chat box for convenience (https://bit.ly/2EoAKRK) ▪ Before heading into the module content, facilitators should distribute the Learner’s Guides for Day 1



IMPORTANCE OF SOCIAL MEDIA FOR BUSINESS

TOPIC 2.1

IMPORTANCE OF SOCIAL MEDIA FOR BUSINESS (BRANDING BASICS)

OVERVIEW

This topic tackles the basics of branding. It emphasizes that in the age of the internet and social media, branding needs to be viewed as a tangible story that people can grasp and relate. It is not the mere visual elements such as names or logos. Concrete examples of existing brands are presented and discussed, particularly how each example managed to build an effective and successful story and image.

SPECIFIC OBJECTIVE

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

1. Understand the need for MSMSEs to maintain and engage in social media presence
2. Determine the basic concepts and understand the value of branding, its role and impact to business
3. Gain practical knowledge on how to improve or rework their current branding strategies

METHODS

Lecture-discussion

Individual activity

The overall delivery is a mix of presentation, discussion, viewing short clips, and interacting with the participants. The trainer is encouraged to be very engaging, particularly in facilitating individual work and in the plenary discussions and debrief sessions.

KEY CONCEPTS

IMPORTANCE OF SOCIAL MEDIA TO BUSINESSES

Studies have determined that the Philippine ranks as the leader in terms of hour spent on social media per day clocking in about four hours per user per day in a January 2021 study conducted by We Are Social in partnership with Hootsuite. When you consider that as of January 2021 there were 89 million social media users in the country who were actively purchasing goods and

TOPIC DURATION

Lecture	1 Hour 45 Mins
Open Forum / Discussion	35 Mins

KEY CONCEPTS

services online and consuming social media ads as much as traditional television ads – this is a whole audience that micro-, small- and medium-enterprises can tap into. Businesses need to build and enhance their social media presence, as the potential for growth is present, and growing.

WHY BRANDING FOR BUSINESSES?

For businesses to successfully thrive in the social media environment, businesses need to reassess their concept of what branding is and how well they execute this concept. Branding is more multifaceted than a name or logo – it involves communicating a story for your targeted audience to take stock of and invest in. This is vital in the competitive online environment of social media. Influence of consumerism has largely shifted from the traditional tri-media (radio, television, print) to social media. As a result, brands are better able to target and expand their markets. This is why social media has also shifted from only being a nice-to-have to a vital element that a brand needs to compete and succeed.

DELIVERY GUIDELINES AND KEY MESSAGES

<p>Reminders</p>	<ul style="list-style-type: none"> ▪ Session is designed to offer concrete examples on branding so that the topic is grounded and relatable. Speaker is expected to focus on these examples (including from the participants) as a way of driving the message and fostering interaction between the facilitators and the participants. ▪ Timing is crucial to be able to deliver the key messages. Speaker needs to be mindful of the time and his/her delivery. Refer to the slide guide for the recommended time allotment per slide.
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Training Instructions

INTRODUCTION (3 MINUTES; SLIDES 1-3)

Trainer starts with an overview of what to expect and a brief discussion on why social media is now an important aspect of running an enterprise, particularly in the new normal. Speaker starts by emphasizing that engaging in social media is not necessarily an expensive undertaking if you know the basics. He/she may use slides 1-3 to facilitate the topic introduction.

IMPORTANCE OF SOCIAL MEDIA (15 MINUTES; SLIDES 4-17)

Slides 4 to 17 cover the first topic and should run for about 15 minutes. Trainer emphasizes that consumers are now using social media more than ever. With the impact of COVID19, having business presence and visibility on social media is a great plus.

BRANDING EXAMPLES (20 MINUTES; SLIDES 18-33)

The first part of this section covers the initial discussion on branding. It is important to note that the images on these slides have been carefully chosen to emphasize the points and messages that we want to emphasize to the learners. Refer to the Slide Guide for the suggested scripts as you go along each of the slides, but use it only as an overview

- SLIDE 29 (The Twins) – illustrates that specific branding attributes help define and differentiate similar or competing products
- SLIDE 30 (The Kimono) – illustrates the power of product uniqueness as an effective branding strategy
- SLIDE 31 (The Red Lips) – illustrates how the effective use of imagery (color, contrast, layout) is a great branding tool
- SLIDE 32 (The Superman) – illustrates the power of instant recall as an effective branding tool
- SLIDE 33 (The Grandparents) – used to illustrate the power of relatability in establishing your brand, and how consumers respond to a relatable story

CASE STUDY (10 MINUTES; SLIDES 34-45)

This is followed by Slides 34-45 which expound on branding as effective storytelling and emphasize relatability, by showing how the Jollibee brand has put in place a strong story that speaks to its core market: Filipino families.

Training Instructions

- Slides 41-45 acts effectively as a recap for the previous slides and drives the following points:
 - That branding is not an overnight process – branding requires re-thinking, planning, and a clearly defined purpose
 - That branding speaks to long term goals: brand recognition, and brand loyalty.
 - That when branding is done correctly, it contributes greatly to a product’s longevity and competitiveness in the marketing

BASICS OF BRANDING (55 MINUTES; SLIDES 49-78)

The sections after the break are designed to be engaging from a group perspective, with the trainer encouraging all learners to contribute their ideas and examples using the chat box. The sections also have a strong retrospective component – with the expected participants, composed of business owners, given individual exercises to assess the current status of their business branding, as well as their own understanding of branding as a concept.

ACTIVITY 1: SLIDE 52 – 5 MINUTE QUICK ACTIVITY

This is the first activity built into Lesson 2.1 and follows immediately after Slides 50 and 51. The goal of this activity is to have the learners (business owners) assess for themselves if they know the strengths and weaknesses of their own product/product lines. Please use the following guidelines for this activity:

- Upon reaching Slide 52, first discuss the mechanics of the activity: this is a self-assessment and will require individual work. Learners will need either a pen or paper, or they can use the Notepad tool on their computers, or a blank MS Word document for them to write their answers.
- Go back to Slide 51 and utilize the Freeze Screen Share function on Zoom, so that the learners can refer to this slide as they go through the exercise.
- The instructions are simple: ask the learners to write down their answers to the four questions on Slide 51. Ask them to be on mute for five minutes, while they answer these questions. You may play soft background music to avoid dead air for this section.

Training Instructions

Learners can use the Chat Box function of Zoom if they have questions.

- At the end of five minutes, pick out two to three learners (focus on actual business owners, if there are any) to turn on their audio and share their answers to the four questions.
- You may do a short debrief to process all the insights and answers shared after all the chosen learners have spoken.
- You have a total of 15 minutes for this exercise: Five minutes for the learners to answer the questions, and 10 minutes max for the two to three learners to share their answers, and for the quick debrief that follows.

ACTIVITY 2 - SLIDE 56 - ANOTHER 5 MINUTE QUICK ACTIVITY

This is the second activity built into Lesson 2.1, and follows immediately after Slides 54 and 55. The goal of this activity is to have the learners (business owners) assess for themselves if they understand who their customer persona is. Please carry out this activity with the following guidelines:

- Upon reaching Slide 56, first discuss the mechanics of the activity: this is a self-assessment and will require individual work. Learners will need either a pen or paper, or they can use the Notepad tool on their computers, or a blank MS Word document for them to write their answers
- Go back to Slide 55 and utilize the Freeze Screen Share function on Zoom, so that the learners can refer to this slide as they go through the exercise.
- The instructions are simple: ask the learners to write down their answers to the eight questions posted on Slide 55. Ask them to be on mute for five minutes, while they answer these questions. You may play soft background music to avoid dead air for this section. Learners can use the Chat Box function of Zoom if they have questions.
- At the end of five minutes, pick out two to three learners (focus on actual business owners, if there are any) to turn on their audio and share their answers to the eight questions.
- At the end of five minutes, pick out two to three learners (focus on actual business owners, if there are any) to turn on their audio and

<p>Training Instructions</p>	<p>share their answers to the eight questions.</p> <ul style="list-style-type: none"> ▪ You may do a short debrief to process all the insights and answers shared after all the chosen learners have spoken. ▪ You have a total of 15 minutes for this exercise: 5 minutes for the learners to answer the questions, and 10 minutes max for the two to three learners to share their answers, and for the quick debrief that follows. <p>OPEN FORUM AND DEBRIEF (10 MINUTES; SLIDES 79-80)</p> <p>A Q&A will then cap the lesson. Trainer should encourage and draw out questions from the participants. See section on Frequently Asked Questions below for a view of potential responses that will help you prepare for the session. This Q&A is expected to run for a maximum of 10 minutes. Refer to the Slide Guide (Slide 79) for directions on how to proceed in case there are questions the trainer is unable to answer, or if the trainees are not participative and there is noticeable dead air and reluctance.</p> <p>A short break follows the Q&A. This closes the session and helps with the transition to the next topic.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> ▪ Are you now able to see the benefits and importance of social media for your businesses? ▪ Has your original concept of branding changed and expanded? How? ▪ What concrete steps will you take to apply all this knowledge for your own businesses?
<p>Frequently Asked Questions</p>	<p>IS BRANDING APPLICABLE TO SMALL BUSINESSES LIKE MINE?</p> <p>Yes, for two reasons. One – no matter how small, branding brings about a certain level of quality improvement, which you customers will appreciate. And two – no matter how small, you will still have competition, and branding can help you stand out and perform better.</p> <p>IS BRANDING EXPENSIVE?</p> <p>It does not have to be. Later in the module, we will discuss free tools that you can use to brand your products more effectively. The most important cost will be the investment of time to learn how to maximize these tools.</p>



THE BASICS OF SOCIAL MEDIA (PART A)

TOPIC 2.2A

THE BASICS OF SOCIAL MEDIA (PART A)

OVERVIEW

Topic 2.2A discusses the important role of social media in business, particularly for MSMEs, in the context of the new normal. It focuses on the key social media platforms for business in the Philippines, including their brief history and relevant statistics. The topic also covers important tips on using social media for business, such as what and when to post.

TOPIC DURATION

2 Hours 30 Mins

METHODS

Lecture-discussion

Individual activity

SPECIFIC OBJECTIVES

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

1. Identify the impact and need to create Business / Professional / Creator profiles on Facebook and Instagram
2. Understand how insights and performance numbers of social media business pages contribute to the impact and reach of a business
3. Navigate through the insights and business tools on Facebook and Instagram
4. Identify and apply best-practices and hacks to create images for FB and IG business pages
5. Grasp the importance of effective planning, scheduling and timing of social media posts

KEY CONCEPTS

- Brief history of Facebook and Instagram
- Top 5 Key Takeaways on overall social media usage in the Philippines
- Top 7 Tips for Posting On Social Media
- Image Hacks for Facebook
- Image Hacks for Instagram

 DELIVERY GUIDELINES AND KEY MESSAGES

<p>Reminders</p>	<ul style="list-style-type: none"> ▪ Sessions would benefit from a discussion and interaction between the facilitators and the participants based on their own experiences. However, this must be done briefly so that the session does not go overtime. ▪ Timing is crucial to deliver the key messages given the timeframe for delivery. So, the speaker needs to be mindful of the time and his/her delivery. Refer to the Slide Guide for the recommended time allotment per slide.
<p>Training Instructions</p>	<p>INTRODUCTION (2 MINUTES; SLIDES 83-88) The Trainer starts by introducing social media for business using Slide 83. He/she then discusses the objectives and coverage of Topic 2.2 using slides 83-88.</p> <p>HISTORY AND THE IMPORTANCE OF FACEBOOK AND INSTAGRAM (7 MINUTES; SLIDES 89-94) Using Slide 89, Trainer transitions to the next part of the topic by showing a picture and asking participants to identify who is in the picture. Trainer then proceeds to discuss Facebook – its founder, beginnings, and development (see slides 90).</p> <p>Trainer then transitions the discussion to Instagram by asking participants how many among them have an Instagram account using slide 91. Trainer then proceeds to discuss Instagram and its key features using slides 92.</p> <p>Using Slide 93, Trainer asks participants why learning the history of Facebook and Instagram is important. With Slide 94, he/she then emphasizes how these two companies started as small ideas.</p> <p>SOCIAL MEDIA IN THE PHILIPPINES / TOP 5 TAKEAWAYS (10 MINUTES; SLIDES 95-110) From a global perspective, Trainer transitions the topic to the Philippine context. Using Slides 96-97, he/she provides relevant statistics on the</p>

Philippines and internet use. Trainer further explains the implications of these numbers and data to the Philippines particularly for MSMEs (see Slides 98-110). Session goes into a short break after this section (Slides 112-113)

TOP 7 TIPS: SOCIAL MEDIA POSTS FOR BUSINESSES (2 HOURS; SLIDES 116-194)

Before resuming the session, Trainer provides a quick recap using Slide 114. Using the next slide (115), Trainer transitions to the next session by asking what and when to post on social media if you have a business. Trainer then discusses each of the seven tips on what to post on social media for your business using Slides 116-194, taking brief breaks in between sessions.

ACTIVITY 3: ONE MORE 5 MINUTE QUICK ACTIVITY (THE CUPCAKE ACTIVITY) (7.5 MINUTES, SLIDES 171-176)

This is the first activity built into Lesson 2.2A, and follows immediately after Slide 170. The goal of this activity is for the learners to understand the concept of Hashtag Saturation, and to learn how to search for the appropriate hashtag to use for an Instagram post based on the appropriate hashtag saturation number. Please carry out this activity with the following guidelines:

1. When reaching Slide 170, first discuss the mechanics of the activity: this is a self-paced exercise, and will require individual work. Learners will simply need to answer the questions posed directly on the chat box inside Zoom. There will be a short, quick-fire Q&A, and they will need to use their microphones to speak up, when called upon by the trainer.
2. Go to Slide 172 and utilize the Freeze Screen Share function on Zoom, so that the learners get to refer to this slide as they go through the exercise. Ask the question, and allow a maximum of five minutes (cap) for the learners to answer in the chatbox.
3. Refer to the Slide Guide for the slide prompts and recommended spiels for Slides 173 to 176.

Training
Instructions

4. You are given a total of 7.5 minutes for this section of Module 2. Go to slide 171-176.

ACTIVITY 4: ONE MORE 5 MINUTE QUICK ACTIVITY (BEBE’S BAKESHOP / CROCHET YOU STAY / SANTINO RICE BOWL)

The goal of this activity is to have the learners (business owners) conduct a thought experiment and visualize social media content designed around their specific products, incorporating the learnings from the previous slides. Please carry out this activity with the following guidelines:

1. When reaching Slide 190, first discuss the mechanics of the activity: this is a self-paced exercise, and will require individual work. Learners will need either a pen or paper, or they can use the notepad tool on their computers, or a blank MS Word document for them to write their answers on.
2. Before the start of this module, download the following PNG files (see links below) and save it in your desktop. Depending on the size of your training class, group the learners into 3, and assign one PNG file to each group. You may send it directly via the chat function on Zoom.
 - SLIDE 191: BEBE’S BAKESHOP - <https://drive.google.com/file/d/1vhlrQq436vmxhW9w4RZdgupeeuvMK4H/view?usp=sharing>
 - SLIDE 192: CROCHET YOU STAY - https://drive.google.com/file/d/12wFaA3Z_emoEGUip04TJiuVjH3330wly/view?usp=sharing
 - SLIDE 193: SANTINO RICE BOWL - <https://drive.google.com/file/d/1Ofnb7fIPXIU46ZMrAUzi2hSWgyukQRZa/view?usp=sharing>
3. The instructions are simple: ask the learners to write down their ideas for possible social media posts for each of the fictional businesses. Ask them to be on mute for 5 minutes, while they answer these questions. You may play soft background music to avoid dead air for this section. Learners can use the Chat Box function of Zoom if they have questions.

Training Instructions

<p>Training Instructions</p>	<ol style="list-style-type: none"> 4. At the end of five minutes, pick out 2-3 learners (focus on actual business owners, if there are any) to turn on their audio and share their social media post ideas for Bebe’s Bakeshop. 5. You may do a short debrief to process all the insights and answers shared after all the chosen learners have spoken. Refer to the Lesson 2.2 A tab for a full list of possible social media posts ideas that you can also share to the team. 6. You are given a total of 10 minutes for this exercise: 5 minutes for the learners to answer the questions, and 5 minutes max for the 2-3 learners to share their answers, and for the quick debrief that follows. <p>YELLOW SECTIONS OF THE SLIDE GUIDE</p> <p>Note that certain sections of the Slide Guide, Lesson 2.2 A tab are colored yellow. These slides call for the trainer to call on select students to read out loud what is shown on the slides, and for the trainer to follow-up on with either a commentary, or additional probing questions for the reader. This is intended to mix-up the dynamics, keep the learners awake and alert, and encourage critical thinking. Please refer to the Slide Guide for the time allotted for these particular slides.</p>
<p>Suggested Debrief Questions</p>	<p>Because this is just the first part of Lesson 2.2, there is no debrief session yet. However, there is a section of slides that instruct the learners to do some preparatory work for Day 2, which is the continuation of Lesson 2.2.</p> <ul style="list-style-type: none"> ▪ Slide 195 – Acknowledge that all this new information might be overwhelming, but assure the learners that while it does take time to master and absorb all these concepts and ideas, you have prepared instructional videos and infographics that they can access during their free time to gain more knowledge, insights, and how-to’s. The supplemental materials can be found on the links below: <ul style="list-style-type: none"> ▪ Module 2 Video Tutorials ▪ Module 2 Infographics

<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> Slides 196-197 – before concluding Day 1 of Module 2, instruct the learners to login to www.canva.com to create their own Canva accounts (signing up is free of charge). If time permits, and there are no bandwidth issues, you can also share your screen and show a quick demonstration of how to create an account.
<p>Frequently Asked Questions</p>	<p>Majority of the frequently asked questions at this point will center on how to use and login to the different aspects of Facebook or Instagram business and professional profiles. Direct them to self-learning and self-study by explaining that we have prepared a selection of explainer and tutorial videos in Google Drive – see above for the links to these files.</p> <p>The supplemental materials include videos tutorials on:</p> <ul style="list-style-type: none"> Instagram for Business Basic Canva Tutorials Facebook For Business (including how to setup a Facebook business page)

 REFERENCES MATERIALS

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

GMAIL

<p>Google Account Help</p>	<p>Gmail</p>
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 REFERENCES MATERIALS

GOOGLE MEET

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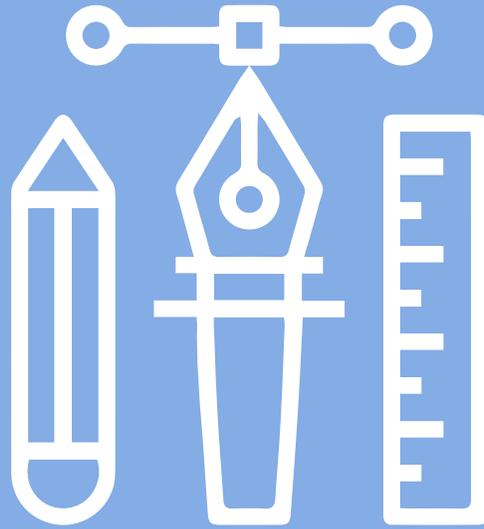
Google Meet Video Tutorials	Google Meet
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GOOGLE DRIVE

Organize and Share Files on Google Drive (Video Tutorial)	Google Drive
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Google Drive Video Tutorials	Google Drive
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Google File Storage, Collaboration, and Docs	Google Drive
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THE BASICS OF SOCIAL MEDIA (PART B)

TOPIC 2.2B

THE BASICS OF SOCIAL MEDIA (PART B)

OVERVIEW

Topic 2.2B is a continuation of Topic 2.2A. It focuses on the tool Canva – what it is and how it can be used for business. The topic also discusses the importance of Canva in the context of the social media and marketing/ branding principles discussed in the previous topic.

TOPIC DURATION

1 Hour 50 Mins

METHODS

This section of Module 2 will primarily have a demo-teach section (refer to the Orange Section of the Slide Guide)

If bandwidth and connectivity issues prevent from effective demo-teach, Slide 213 can be used instead – this is a video presentation showing the basics of using and navigating through Canva.

The rest of Module 2.2 B are basic lecture slides.

SPECIFIC OBJECTIVES

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

1. Understand how to utilize Canva as a tool to create images for social media posts
2. Familiarize themselves with the basic sections of Canva
3. Identify portals from which to source royalty-free images to use to create social media content

KEY CONCEPTS

EXPLAINER VIDEO

A brief overview of Canva and how to navigate through the tool

DEMO-TEACH EXERCISE

This will form a huge chunk of the time allotment for this part of the training. See below for the specific instructions on how the demo-teach will be conducted.

 DELIVERY GUIDELINES AND KEY MESSAGES

<p>Reminders</p>	<ul style="list-style-type: none"> ▪ The bulk of this section of Module 2 will be the demo-teach exercise for Canva. Trainer is encouraged to prepare the materials ahead of time and have them ready, preferably in your desktop (downloaded in advance). ▪ The materials for the demo-teach are accessible through this link: https://app.box.com/s/5vv6m3u3vl91ec22tessr6y6kcr4l3f4, which contains the following files: <ul style="list-style-type: none"> ▪ CANVA EXERCISE_DOG.jpg ▪ CANVA EXERCISE_CUPCAKE.jpg ▪ CANVA HAPPYTAILS_LOGO.png ▪ CUPCAKE_SAMPLE 1.png ▪ CUPCAKE_SAMPLE 2.png ▪ BAKUNA_SAMPLE 1.png ▪ BAKUNA_SAMPLE 2.png ▪ For easy access during the delivery of Topic 2.2B, trainer is encouraged to download and save files before the training. ▪ Trainers are also advised to prepare and open www.remove.bg in advance, and to be familiar with uploading, editing, and extracting an image from remove.bg ▪ Third-party videos are used extensively in this topic. Trainer is encouraged to provide the link to the official site or video repository for participants to access.
<p>Training Instructions</p>	<p>SLIDE 210 CANVA VIDEO</p> <p>This is a 12 minute explainer video on how to create an graphic image and navigate through Canva. If the bandwidth is not strained and connection is good, please play this video, and then continue on with the Demo-Teach exercise. A separate copy of the video can be downloaded from this folder: https://drive.google.com/file/d/1S0mbrt2AsPeZaF2Tyux-EQSQhmjRznYm/view?usp=sharing</p>

SLIDE 211 CANVA DEMO TEACH

In this slide, you are given 1 hour to complete a demo-teach exercise, focusing on how to use Canva and basic navigation through the tool. The demo-teach is divided into two parts:

1. EXERCISE 1 – For this part, the trainer performs the demo and shares his screen so that the learners can see the entire process. This graphic design will be using the Facebook-sized blank template. Exercise 1 will focus on creating a post for Happy Tails Philippines (which is a callback to the examples provided in Day 1 – this should help strengthen the connection between the different topics discussed per day). A sample completed graphic is provided for the trainer’s reference (BAKUNA SAMPLE 1 and 2) – try to recreate this as closely as possible.
2. EXERCISE 2 – For this part, the trainer acts as the guide, and a learner will perform the demo. Please make sure to change the learner’s status in Zoom as the host so that the learner can share his/her screen. After the activity, ask the learner to stop sharing his/her screen, and click the ‘Reclaim Host’ button so that the trainer goes back to being the host. Same as Exercise 1, a sample completed graphic is provided for reference (CUPCAKE SAMPLE 1 and 2)
3. It is expected that for some of the learners, this would be their first time to encounter Canva – trainers are encouraged to be patient and really walk the learners through the step-by-step demo. Throughout the activity, please make sure to check in with the learners to see if anything was done too fast, or if they are sleepy, or if they are still able to follow the exercise.
4. Cap the activity by encouraging them to try and do the same exercise for themselves. Canva can also be used for personal social media posts, so encourage them to be creative and create fun graphics for their personal pages.\
5. Full details, instructions and particulars for this exercise is found on the Slide Guide. Look for Slide 211, Lesson 2.2B tab (in orange)

The rest of the slides are standard lecture slides. Please follow the suggested prompts, and maintain upbeat energy throughout.

<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> ▪ Do you see yourself using Canva for your own social media posts (personal or business)? ▪ Are you now able to appreciate what Canva can do, and do you think it would be helpful for any business? ▪ Going back to what was discussed on Day 1 – do you now have a better appreciation for what social media can do to expand your businesses? ▪ Do you now have a better appreciation for the data and reporting that can be found inside Facebook and Instagram business? ▪ Do you now have a better understanding and appreciation for the best-practice tips and hacks for creating images and videos for social media? ▪ Do you now have a better understanding and appreciation for the importance of effective planning, scheduling, and timing of social media posts? ▪ Do you now have a better understanding and appreciation for the use of hashtags and how they can be effectively utilized for business posts? ▪ Do you now have a better understanding and appreciation for the importance of effective planning and laying out of a variety of social media posts?
<p>Frequently Asked Questions</p>	<p>I'M NOT GOOD AT ARTS / NOT ARTISTIC, WILL I STILL BE ABLE TO USE CANVA?</p> <p>Canva is designed so that it is easy to navigate and use; even if you are not artistic or artistically-inclined. There are templates that you can use to help you through your first initial designs.</p> <p>You can also read through the FAQs on these links:</p> <ul style="list-style-type: none"> ▪ https://www.canva.com/button/faq/ ▪ https://www.youtube.com/c/canva/videos

REFERENCES MATERIALS

<https://www.youtube.com/c/canva/videos>

<https://www.canva.com/learn/a-step-by-step-guide-to-designing-from-scratch/>

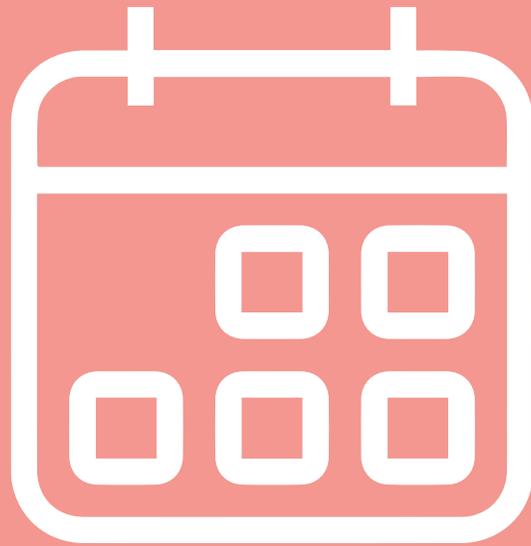
<https://blog.hubspot.com/marketing/how-to-use-canva>

<https://www.howgreatmarketingworks.com/how-to-use-canva/>

<https://medium.com/digital-marketing-lab/how-to-use-canva-7c15b3cfe06a>

<https://buffer.com/library/free-images/>

<https://blog.snappa.com/free-stock-photos/>



CONTENT PLANNING AND STRATEGY

TOPIC 2.3

CONTENT PLANNING & STRATEGY

OVERVIEW

Topic 2.3 is designed to tie together all the previous topics. In this section, discussions focus on how a business can manage and maintain a social media business page through the use of Creator Studio inside Facebook. This topic will also cover how to handle negative and positive comments or reviews from customers on social media.

TOPIC DURATION

1 Hour 56 Mins

METHODS

Lecture-discussion

Use of instructional videos

The overall delivery consists of a mix of interactive discussions, use of instructional videos and analysis of actual examples on social media

SPECIFIC OBJECTIVES

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

1. Understand the value of curating content on social media
2. Determine ways to efficiently manage social media content
3. Employ methods and best practices to respond to negative and positive feedback from clientele

KEY CONCEPTS

SOCIAL MEDIA CHECKLIST

This list of items refers to the essential elements that a social media account should have in place for it to be effective in helping a brand stand out and gain a greater following. It requires consistency with the brand that the social media page aims to promote and other elements from logos, taglines, hashtags, and the like to create effective branding.

USING A SCHEDULER (FACEBOOK CREATOR STUDIO)

A social media scheduler, or scheduling tool is used to help manage the posting sequence and timing of created content on a social media page. As the name suggests, it primarily helps line up scheduled content for social media pages to automate its content release. This can help managers ensure content is released according to the preferred time and frequency to maximize the optimal posting time or day for followers. Ultimately, using this tool can help garner clout or a greater following because of properly managed post sequences.

KEY CONCEPTS

INTERACTING WITH CLIENTELE (SOFT SKILLS FOR CUSTOMER SERVICE)

Customer-centric business orientation is a mission-critical element in running a successful business of any size. Most business owners and service providers would do well to refresh themselves on the importance of customer service in their overall business plan and execution. This module aims to provide the learners with an overview of the various areas of customer service areas to keep them on their toes in ensuring an excellent customer experience. It is important that each time you interact with a customer or client, you establish a connection and build a meaningful relationship. This can be done in person, or virtually during client inquiries, but be sure to stay consistent with your customer interactions. Once you set your standard, you'll have customers choosing you every time.

DELIVERY GUIDELINES AND KEY MESSAGES

<p>Reminders</p>	<ul style="list-style-type: none"> ▪ Session is designed to discuss access to social media tools. Trainer is expected to be familiar with and know how to access the tools that are covered in the topic. ▪ For training and demo purposes, reach out to the team to have access or set-up dummy accounts. ▪ It is highly recommended to do a live quick demo on how to access and navigate through the Facebook Creator Studio. This section also includes screenshots of the process for creating and scheduling a post using the Facebook Creator Studio, and is designed to be used if bandwidth and connection issues prevent you from doing a live demo. If your bandwidth and internet speed is not an issue, it is recommended that you do a quick demo on how to access and navigate through Facebook Creator Studio. If overall connectivity is an issue, the module includes screenshots imbedded into the actual slide.
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Training
Instructions

- **Slide 221-225** – These are the introductory slides to set the tone of Module 2.3 ; keep in mind that this is the last section of Module 2 – while the Slide Guide will give you the prompts and suggested spiels per slide, please make sure to keep an upbeat tone to keep the momentum and trainer engagement up
- **Slides 226-241** – These slides cover the discussion on why planning and scheduling social media posts is a must and a big help for MSMEs. While we are introducing the topic of scheduling in advance, this slide also calls back everything that was discussed and covered in the previous slides.
- **Slides 242-247** – These slides cover the walkthrough using screenshots of Facebook Creator Studio. If bandwidth and internet strength is not an issue, trainer may opt to do a live demo-teach of how to schedule a post using the tool. For continuity, use the sample graphics created for the Canva section and schedule them. The goal here is to have the learners see how it is done – we encourage them to try scheduling social media posts after the training, using their own social media accounts.
- **Slides 251-278** – After the break, these slides cover the topic on how to handle positive and negative comments on social media. It also features slides designed to get the learners to use their critical thinking skills and practice how to respond and handle these comments. As always, refer to the Slide Guide for the prompts per slide.
- **Slides 279-281** – These are the closing slides for the entire module; including space for debrief and processing.

Refer to the **Slide Guide** for the full details, slide prompts and discussion points. Take note of the following color-codes as well:

A. YELLOW SECTIONS OF THE SLIDE GUIDE

Note that certain sections of the Slide Guide, Lesson 2.3 tab are colored yellow. These slides call for the trainer to call on select students to read out loud what is shown on the slides, and for the trainer to follow-up on with either a commentary, or additional probing questions for the reader. This is intended to mix-up the dynamics, keep the learners awake and

<p>Training Instructions</p>	<p>This is intended to mix-up the dynamics, keep the learners awake and alert, and encourage critical thinking. Please refer to the Slide Guide for the time allotted for these particular slides.</p> <p>B. BLUE SECTIONS OF THE SLIDE GUIDE</p> <p>These are the activity slides. For Lesson 2.3, the activity is simply a short Q&A, and the question prompts are built into the slide, and the Slide Guide.</p> <p>C. GREEN SECTIONS OF THE SLIDE GUIDE</p> <p>These are slides for breaks.</p> <p>D. SLIDE 242-247 FACEBOOK CREATOR STUDIO</p> <p>The slides are originally designed to be a quick run-through with screenshots for the step-by-step process, but it is colored orange – if bandwidth and internet speed is not an issue, it is recommended that you do a quick demo on how to access and navigate through this tool.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> ▪ Are you now able to appreciate and understand the need to plan social media posts ahead of time? ▪ Are you now able to appreciate and understand how to use social media tools to schedule posts ahead of time? ▪ Do you now understand and appreciate how to deal with social media comments, both positive and negative? ▪ Do you now understand and appreciate the basics of how to create a social media ad on Facebook? ▪ Are you now able to appreciate and understand the benefits of GCASH and PayMaya? ▪ Are you now able to appreciate and understand the importance of creating a strong and secure password for online tools?
<p>Frequently Asked Questions</p>	<p>Most of the anticipated questions will center around the usage of the tools discussed in this module. For majority of these questions, the answers are already embedded into the talking points and prompts per slide.</p>



ONLINE SAFETY AND PROTECTION

TOPIC 2.4

ONLINE SAFETY & 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 session, the 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, shapes, or ways. 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"> ▪ Though time is allocated for an open forum, anticipate questions during the discussion, but also ensure facilitators are able to capture and consolidate these questions for a more efficient open forum. ▪ This is the last topic in this module. Concluding slides are attached at the end of the presentation. Talking points are also placed on the slide. ▪ Before concluding, trainer should check the training checklist for talking points and instructions before ending the session. This includes requesting participants to take the post-training survey, social media engagement, and others.
<p>Training Instructions</p>	<p>KEY CONCEPTS (5 MINUTES; SLIDES 45-46)</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"> ▪ Did you find the online safety exercise useful? ▪ What made you realize that you were dealing with a scam?
<p>Frequently Asked Questions</p>	<p>DOES MY PASSWORD HAVE TO BE SO COMPLICATED?</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>HOW DO I KNOW IF MY PASSWORD IS STRONG ENOUGH?</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>CAN I NOT SHARE VERIFICATION CODES OR PINS EVEN WITH MY MOST TRUSTED CONTACT OR FAMILY?</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>WHY IS TWO-STEP OR TWO-FACTOR VERIFICATION IMPORTANT?</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>

Frequently
Asked
Questions

WHAT DO I DO IF I FALL FOR A PHISHING SCAM?

First, change your password and log in credentials **immediately** 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 [help page](#). If the threat persists or worsens, you may want to consider reaching out to the proper authorities.

HOW DO I REPORT CYBERCRIMES TO THE PROPER AUTHORITIES?

You may reach out to the Philippine National Police Anti-Cybercrime Group (PNP ACG) through their website and other communication channels [here](#). If you need to file a complaint, you may access their e-complaint portal [here](#).

DOES THE PNP ACG ONLY ACCOMMODATE HACKERS OR FINTECH CRIMES?

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.

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>KEY MESSAGES:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Before we end, we have a couple of reminders to share.
Post-training Survey	<p>KEY MESSAGES:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. <p>PROMPT:</p> <ul style="list-style-type: none"> ▪ Also provide link through chat box for convenience (http://bit.ly/GoDigiPost)

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>KEY MESSAGES:</p> <ul style="list-style-type: none">▪ 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. (http://facebook.com/groups/GoDigitalASEANPhilippines)▪ This will help us stay connected as we share updates and invitations to future special events and networking opportunities.▪ When posting on social media, please don't forget to use the hashtag #GoDigitalASEAN▪ You may also follow The Asia Foundation on Facebook, Instagram, and Twitter. Feel free to contact us at hello@godigitalasean.ph▪ Lastly, we invite everyone to take a class photo before we go. <p>PROMPT:</p> <ul style="list-style-type: none">▪ As necessary and appropriate, invite all participants to turn on their cameras for a class photo.▪ Prior to taking screenshots, announce to participants that you will be taking the photo.

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

GENERAL MODULE REFERENCES

IMPORTANCE OF SOCIAL MEDIA FOR BUSINESS

<https://marketinginsidergroup.com/content-marketing/why-social-media-is-important-for-business-marketing/>

<https://www.business2community.com/social-media/social-media-importance-5-reasons-your-brand-needs-to-embrace-it-02245735>

<https://hardenpartners.com/the-importance-of-social-media/>

<https://www.searchenginejournal.com/why-social-media-is-important/285809/>

BRANDING BASICS

<https://www.oberlo.com/ecommerce-wiki/branding>

<https://www.entrepreneur.com/encyclopedia/branding>

<https://www.madmarketingpro.com/blog/brand-strategies-that-work>

<https://www.jeffbullas.com/basics-of-branding/>

<https://www.entrepreneur.com/article/77408>

<https://www.graceandvinestudios.com/what-is-branding/>

<https://medium.com/@carlssonchee/understanding-the-fundamentals-of-branding-18b52a618e1c>

<https://medium.com/method-perspectives/brand-is-experience-experience-is-brand-b5b757d63628>

<https://www.thebrandingjournal.com/2015/10/what-is-branding-definition/>

<https://www.salesforce.com/blog/2012/05/what-is-branding.html>

<https://www.madmarketingpro.com/blog/brand-strategies-that-work>

<https://www.entrepreneur.com/encyclopedia/branding>

SOCIAL MEDIA AND CONTENT MANAGEMENT RESOURCES

<https://kimgarst.com/top-10-facebook-marketing-tips-when-you-have-no-budget/>

<https://goitalk.com/8-tips-for-the-perfect-facebook-post/>

GENERAL MODULE REFERENCES

<https://www.socialmediaexaminer.com/6-tips-to-improve-facebook-posts/>

<https://www.socialmediaexaminer.com/26-tips-for-better-facebook-page-engagement/>

<https://coschedule.com/blog/facebook-marketing-tips/>

<https://www.postplanner.com/7-no-brainer-tips-to-write-awesome-facebook-post/>

<https://blog.hootsuite.com/increase-facebook-engagement/>

<https://www.socialmediaexaminer.com/facebook-reach-guide/>

<https://buffer.com/library/optimal-length-social-media>

<https://sproutsocial.com/insights/social-media-character-counter/>

<https://blog.hootsuite.com/how-to-use-hashtags/>

<https://sproutsocial.com/insights/social-media-ideas/>

<https://www.inc.com/young-entrepreneur-council/videos-vs-images-what-should-you-be-promoting-on-social-media.html>

<https://sproutsocial.com/insights/social-media-image-sizes-guide/>

<https://sproutsocial.com/insights/how-to-take-good-instagram-photos/>

<https://www.socialmediaexaminer.com/how-to-improve-instagram-photos/>

<https://www.socialbeat.in/blog/managing-comments-on-social-media/#positive>

<https://www.socialpilot.co/blog/negative-comments-social-media>

<https://blog.hootsuite.com/social-media-advertising/#facebook>

<https://nealschaffer.com/twitter-user-statistics/>

<https://blog.contentstudio.io/10-twitter-trends-to-follow-for-social-media-marketing-in-2020/>

<https://nealschaffer.com/how-to-generate-leads-on-twitter/>

<https://nealschaffer.com/social-media-mistakes/>

<https://nealschaffer.com/fan-user-generated-content-instagram/>

TOPIC 2.1 REFERENCE MATERIALS

IMPORTANCE OF SOCIAL MEDIA FOR BUSINESS

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<https://www.business2community.com/social-media/social-media-importance-5-reasons-your-brand-needs-to-embrace-it-02245735>

<https://hardenpartners.com/the-importance-of-social-media/>

<https://www.searchenginejournal.com/why-social-media-is-important/285809/>

We Are Social report: Philippines tops internet and social media use in 2020

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<https://www.oberlo.com/ecommerce-wiki/branding>

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<https://www.graceandvinestudios.com/what-is-branding/>

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<https://medium.com/method-perspectives/brand-is-experience-experience-is-brand-b5b757d63628>

<https://www.thebrandingjournal.com/2015/10/what-is-branding-definition/>

<https://www.salesforce.com/blog/2012/05/what-is-branding.html>

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<https://www.entrepreneur.com/encyclopedia/branding>

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<https://kimgarst.com/top-10-facebook-marketing-tips-when-you-have-no-budget/>

<https://goitalk.com/8-tips-for-the-perfect-facebook-post/>

<https://www.socialmediaexaminer.com/6-tips-to-improve-facebook-posts/>

<https://www.socialmediaexaminer.com/26-tips-for-better-facebook-page-engagement/>

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<https://www.postplanner.com/7-no-brainer-tips-to-write-awesome-facebook-post/>

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<https://blog.hootsuite.com/how-to-use-hashtags/>

<https://sproutsocial.com/insights/social-media-ideas/>

<https://www.inc.com/young-entrepreneur-council/videos-vs-images-what-should-you-be-promoting-on-social-media.html>

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<https://nealschaffer.com/how-to-generate-leads-on-twitter/>

TOPIC 2.2 REFERENCE MATERIALS

<https://nealschaffer.com/social-media-mistakes/>

<https://nealschaffer.com/fan-user-generated-content-instagram/>

TOPIC 2.4 REFERENCES MATERIALS

Data Privacy	Emotiv
Digital Safety and Citizenship Curriculum – Be Internet Awesome	Google
Google Account Help	Google

ADDITIONAL INDIVIDUAL OR GROUP ACTIVITY

How to avoid scams – Guided Activity	Grow with Google
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PHILIPPINE NATIONAL POLICE – ANTI-CYBERCRIME GROUP

Homepage	PNP ACG
E-Complaint Portal	PNP ACG



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 Sex¹: 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.

¹ 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.

Fraternization²: 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.

² 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 18³ 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;

³ 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

 hello@godigitalasean.ph

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