

TRAINER'S TOOLKIT

# GETTING YOUR BUSINESS ONLINE



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# **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

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

# MODULE SUMMARIES

## MODULE 1: DIGITAL TOOLS FOR JOBSEEKERS

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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

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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

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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 3

# GETTING YOUR BUSINESS ONLINE

### OVERVIEW

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.

### GENERAL OBJECTIVES

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

1. Identify potential agri-tourism sites, products, or experiences that participants can market;
2. Create an online presence for an agri-tourism business or product; and
3. Utilize digital tools to enhance their online presence.

### TOPICS

TOPIC NUMBER	TOPIC TITLE	DURATION
3.1 - Day 1	Identifying Agri-tourism Products	90 Minutes
3.2 - Day 1	Putting Your Business on the Map	90 Minutes
3.3 - Day 1	Interacting with Clientele	60 Minutes
3.4 - Day 2	Collaborative Business Tools	60 Minutes
3.5 - Day 2	Basic Fintech	60 Minutes
3.6 - Day 2	Necessary Offline Linkages	15 Minutes
3.7 - Day 2	Online Safety and Protection	30 Minutes

### MODULE DURATION

Day 1	4 Hours 30 Mins
Day 2	3 Hours 45 Mins

**GENERAL MODULE REFERENCES**

World We Want: Building an inclusive farming model in Aklan
ATI: Learning Site for Agriculture
Agriculture Monthly: OFW Earns More from Tourism Site in Laguna
Agriculture Monthly: Partners Left the Corporate World to Pursue a Successful Agricultural Social Enterprise

# 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"> <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>
WORKSHOP MATERIALS	
	<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>
	<ul style="list-style-type: none"> <li>Direct participants by sharing the link on the chat, or using the information on the last slide of the welcome presentation</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.

<b>CONCLUDING DAY 2</b>	
<b>POST-TRAINING QUESTIONNAIRE (10 MINUTES)</b>	
	<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>
<b>POST TRAINING COMMUNITY ENGAGEMENT</b>	
	<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>

<b>TRAINER ACCOUNTABILITY FORM</b>	
	<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 better 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, by scanning the QR code with your smartphone’s camera, or by 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>



# IDENTIFYING AGRI-TOURISM PRODUCTS

**TOPIC 3.1**

# IDENTIFYING AGRI-TOURISM PRODUCTS

## OVERVIEW

This topic provides an introduction to the concept of agri-tourism products and its different types of experiences. It highlights the value of agri-tourism in providing new types of experience for customers, while benefiting local communities. This session solicits participation from learners and requires the ideation of a product or experience, which will serve as a basis for the following activities.

## TOPIC DURATION

Lecture	30 Mins
Ideation: Breakout Session	45 Mins

## SPECIFIC OBJECTIVE

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

1. Identify potential or existing agri-tourism products in their localities
2. Create a value proposition for the identified agri-tourism product or experience

## METHODS

The method for this topic is a mix of interactive discussions, viewing short clips, and interacting with the audience about key points.

There is a break-out session which is designed to encourage groups to work together using an ideation process. Each group will be asked to share (3 mins. each) their agri-tourism business idea using an ideation template or worksheet

## KEY CONCEPTS

### AGRI-TOURISM

The business of attracting visitors to farm or agricultural areas for educational and recreational purposes, which encourages economic activity that provides both the farm and community additional income.

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 **KEY CONCEPTS**

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**WHY AGRI-TOURISM?**

- Tourism as a product and service-oriented industry can generate widespread benefits for the economy and society. One of the government's programs, It's More Fun in Philippine Farms, aims to spotlight farm tourism, which is becoming popular among travelers.
- There is vast untapped potential in agri-tourism. Experiences can range from selling produce directly from the farm to immersive and hands-on experiences, such as teaching people how to farm.
- Agri-tourism complements both the tourism and agriculture sectors and supports the income of major and direct stakeholders, such as farm workers themselves.

**TYPES OF AGRI-TOURISM**

- **Direct Market** – If you've ever seen a roadside produce stand, you've seen direct-market agri-tourism in action. Direct market usually sources products from a local farm or producer. This adds to the appeal of the product, especially if it is organic, fair trade, or all-natural.
- **Education** – The Learning Site for Agriculture (LSA) is a farm practicing applicable agricultural technology, utilizes doable farming strategies, and operates successfully, thus making it worthy of emulation. The farmer/farm family-owner is relatively advanced compared to other farmers. Anchored on the agriculture value chain, the LSA also includes successful agri-products/by-products processing enterprises owned by a processor who is not necessarily a farmer/farm family. The farmer/

**KEY CONCEPTS**

farm family-owner and agri-products/by-products processor together with their farm/processing enterprise will be certified by the Agricultural Training Institute as LSA after a thorough evaluation and more importantly, acceptance of responsibility by the owners.

- **Experiential** - Fun farm tourism is an activity which provides tourists with an experiential immersion centered on farming. Farmers typically provides an orientation, share their experiences, and demonstrate how to farm.
- **Events and Recreation** - This category involves using farmland for other marketable purposes. For example, a farmland may have multiple agri-tourism activities or experiences. Examples of activities which draw heavily on the farm’s atmosphere include harvest festivals, family playgrounds, country or farm weddings, camping, archery, hiking, trekking, or horseback riding.

**DELIVERY GUIDELINES AND KEY MESSAGES**

Reminders	<ul style="list-style-type: none"> <li>▪ <b>Prior to the session, the trainer should divide the class into power groups and indicate the groupings on Slide 2. Each group should have at least 3-4 participants. When breakout groups are initiated, a trainer must be included in each power group.</b></li> <li>▪ <b>Upon the start of the session, verify if all participants listed on Slide 2/power groupings are present.</b> If there are additional or missing participants, adjust groupings and names on the slide as necessary.</li> </ul>
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<p>Reminders</p>	<ul style="list-style-type: none"> <li>▪ Ice breaker activity at the start of this module uses introductions as an ice breaker. <b>Trainers must be aware of the time to keep this within 10 minutes.</b></li> <li>▪ Sessions encourage discussion and <b>interaction between the facilitators and the participants and among the participants based on their own experiences.</b> However, the discussion and interaction should be managed well to ensure that the session does not go overtime.</li> <li>▪ Online conduct of this course may gather participants from different geographic areas. As a result, a vast mix of potential “products” may be identified in the ideation stage. Trainers should get the members of the group to <b>agree on the product the group will use in the activities for this topic. The product will also be used in succeeding topics.</b></li> <li>▪ Due to time constraints, <b>not everyone will be able to present but the intention is to let everyone experience the ideation process.</b></li> </ul>
<p>Training Instructions</p>	<p><b>ICEBREAKER AND POWER GROUPINGS (10 MINUTES; SLIDES 1-3)</b></p> <p>Prior to the start of the session, the trainer divides the group into smaller power groups. These groupings will be retained for the rest of the module. Each group needs at least 3 participants. There will be from 3-5 groups, depending on the class size. Power group members are shown on Slide 2, which can be used to determine the flow of introductions from participants. Group members will choose their roles (Tourist, Entrepreneur, or Guide).</p> <p>Trainer welcomes the participants to the session and may ask for a show of hands as he/she surveys the participants’ backgrounds (i.e., how many are from MSMEs, the youth, freelance workers, etc.).</p> <p>The transition to the power groupings on Slide 2 can serve as an icebreaker, where the trainer asks all participants to introduce themselves according to the order on the slide. Trainers need to watch the time as this should take no longer than 10 minutes.</p>

Training Instructions

Immediately after the ice breaker, trainer introduces the roles of each member of the power groups. These roles will be useful for activities in the coming topics.

Using Slide 4, trainer briefly discusses the topic outline and key learning outcomes expected after the session.

**STATE OF TOURISM IN THE PHILIPPINES (10 MINUTES; SLIDES 5-7)**

Trainer proceeds to discuss the state of tourism in the Philippines and emphasizes the opportunities that the 2020 DOT data shows. This is to encourage the participants to see more possibilities for agri-tourism in their localities.

Trainer asks participants to “pin” their location on the Philippine map and to think of an agri-tourism product or service that best represents their municipality or province (see Slide 7).

**AGRI-TOURISM (30 MINUTES; SLIDES 8-14)**

Trainer defines and expounds on the definition and concept of Agri-tourism. Trainer can reference Candi-isán Diversified Farm as a success story to help explain the concept of Agri-tourism.

Candi-isán Diversified & Integrated (CanDI) Farm is located at Sitio Candiisan, Barangay Can-ayan, Malaybalay City, Bukidnon. This diverse farm was an idle land and development started in June 2015. It integrates different crops, fruit trees, and forest trees. The crops include cacao, coconut, lacatan banana, and coffee. Fruit trees planted are durian, lanzones, rambutan, and pomelo. Lastly, forest trees cover abaca, brazillian and white falcata trees. Some of these harvested crops are already processed into tablea, nibs, cocoa powder and other baked products that are sold locally. It is with high hopes that Candi Farm’s vision of “Shelf to table and to plate” in the Upland/Hilly Land Development will soon be fulfilled. For now, the farm has evolved into farm tourism as accredited by the Malaybalay City Tourism Office.

Training  
Instructions

Trainer proceeds to ask participants, “What is the main product of agritourism?” and encourages participants to reflect and share. Using the following slides, trainer can build on emphasizing the direct-to-market, educational, and experiential value of agri-tourism to drive to the point of providing meaningful experiences to people.

**ACTIVITY - SHORT IDEATION (30 MINUTES; SLIDES 15-16)**

The objective of this activity is to facilitate ideation and brainstorming to identify a new or existing product. The power groups may use this product for the duration of the workshop.

Using the groupings indicated on Slide 2, trainer sends participants into respective breakout groups. Groups are given a few minutes to “go back home” and brainstorm agri-tourism experiences or products that have value, identify the challenges people face in developing these sites or products, and determine the possible solutions and “if-onlys”.

In breakout groups, trainer ensures the smooth flow of discussion and allows participants to introduce themselves. Trainer may use a short icebreaker to stimulate smoother discussions.

- Within the breakout groups, trainers encourages each group to ideate or brainstorm on the following:
  - Existing or new agri- or agri-tourism products
  - Current or possible challenges with identified
  - Ways to resolve challenges identified
- Trainer emphasizes that this is an ideation and brainstorming session. This activity does not aim to solve problems or perfect the product, but only to brainstorm.
- The output of the exercise is a “product” that will be discussed in an elevator pitch. This “product” will also be used for exercises in the next lesson.

Upon returning to the main meeting room from breakout groups, the trainer selects 1 or 2 groups to quickly present their product through an



<p>Training Instructions</p>	<p>an elevator pitch. Following each pitch, open the floor for input or discussion, but limit the feedback in consideration of time constraints.</p> <p>Trainer briefly recaps the key messages using Slide 17 and ends the session.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ Were you able to come up with or identify an agri-tourism product?</li> <li>▪ What were the challenges you faced while brainstorming your product?</li> </ul>
<p>Frequently Asked Questions</p>	<p><b>HOW CAN OUR TOWN BE CONSIDERED AN AGRI-TOURISM SITE IF TRANSPORTATION IN OUR AREA IS DIFFICULT?</b></p> <p>Is it accessible by foot? The trek may be an experience in itself.</p> <p><b>THERE IS AN AGRI-TOURISM PRODUCT SPECIALLY MADE BY A CERTAIN TRIBE IN OUR AREA. CAN WE USE IT AS THE “PRODUCT” FOR THE ACTIVITY?</b></p> <p>Yes, that’s a good idea! We will talk more about linkages towards the end of the module.</p>

 REFERENCES MATERIALS

Department of Tourism: Tourism Demand & Statistics

Video: Wake up in Northern Mindanao

It’s More Fun in Philippine Farms



**PUT YOUR  
BUSINESS ON  
THE MAP**

## TOPIC 3.2

# PUT YOUR BUSINESS ON THE MAP

### OVERVIEW

This topic focuses on the value of putting your business on the map by registering on Google My Business. It highlights advantages of registering, such as increased market reach and the increased potential for customers to contact the business. It also covers how customers businesses in the age of technology and the lessons learned in the wake of a pandemic.

### TOPIC DURATION

90 Minutes

### METHODS

The start of the module uses a mix of discussion, viewing of short clips, and audience interaction on key points.

The Google My Business is a guided demonstration, wherein participants are expected to go through the process themselves.

### SPECIFIC OBJECTIVES

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

1. Appreciate the importance of online presence for post-pandemic recovery and business growth
2. Create appropriate listing and/or profile on Google My Business

### KEY CONCEPTS

#### **STATISTICAL EVIDENCE STRENGTHENING THE NEED FOR AN ONLINE PRESENCE**

Nearly 60 percent of the world's population is already online and the latest trends continue to see more people utilizing online tools. Of the 7.9 billion global population as of 2021, 4.66 billion are active internet users. Agri-tourism sites that are not on the digital map would miss the opportunity of reaching out to potential visitors. In the context of the “new normal”, people are more hesitant to take a trip without thorough information from your site.

#### **LESSONS LEARNED FOR BUSINESSES IN THE NEW NORMAL**

To prevent possible reescalation of COVID-19 cases, law enforcers as well as business owners may consider continuing to implement more well-organized protocols. Even the Department of Tourism is implementing stricter protocols, working with various government agencies at the national and local levels, as it promotes domestic travel. E-commerce and online tools have never been more in-demand globally. Now more than ever, there is a clear need for businesses to create an

online presence as the economy rapidly shifts online.

Many areas and localities continue to observe quarantine and social distancing measures, and tourism is among the sectors that has suffered significant economic losses due to restricted movement of tourists. Though restrictions are in place, this period may serve as an opportunity for businesses and tourism-driven economies to reassess and recalibrate their approach in order to attract wider markets in the future.

 **DELIVERY GUIDELINES AND KEY MESSAGES**

Reminders	<ul style="list-style-type: none"> <li>▪ When possible, <b>it is better to provide a live demonstration</b> of the My Business registration procedure to ensure participants can follow the process.</li> <li>▪ This module is more of a <b>hands-on exercise</b>. The trainer will guide the groups and/or attendees in using Google My Business app.</li> <li>▪ The slides and discussion provide a walkthrough of the registration procedure for Google My Business. It is <b>advisable for trainers to advise participants to go through the steps themselves</b>, especially for those with existing products/businesses.</li> <li>▪ Anticipate possible issues or questions from participants during the walkthrough. Ensure that fellow <b>trainers are able to address these concerns</b> to keep the class participants at the same pace.</li> <li>▪ This topic uses 3rd party videos to provide overviews on each tool. <b>In the case of unstable internet connection, provide the link to the official site or video on repository for participants to view using their own connection within a reasonable time during the workshop.</b> (i.e. the participant will play the video simultaneously with the class but on their own device/connection as the trainer uses Screen Share to show the rest of the class)             <ul style="list-style-type: none"> <li>▪ Video on Slide 24: <a href="https://youtu.be/GxWu9W0g0Kw">https://youtu.be/GxWu9W0g0Kw</a></li> </ul> </li> </ul>
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<p>Training Instructions</p>	<p><b>VALUE OF PUTTING A BUSINESS ONLINE (30 MINUTES; SLIDES 20-28)</b></p> <p>The trainer highlights the importance of bringing businesses online by sharing statistical data on the use of the internet and its reach. Trainer also provides insights on the shift of the business community in the wake of the pandemic. From there the trainer shifts to emphasizing the value of having a business on the map and how this has helped businesses cope with the pandemic. A video is shown on Slide 24 which lasts approximately 5 minutes.</p> <p>The trainer discusses the advantages of going online using Google’s free tools. At Slide 24, the trainer identifies specific fields of information needed to register a business on Google before going into a quick break. Trainers need to remind participants to be back before the end of the break.</p> <p><b>REGISTERING A BUSINESS ON GOOGLE MY BUSINESS (60 MINUTES; SLIDES 31-45)</b></p> <p>After the break, the trainer provides a step-by-step guide on the process of registering a business on Google. Trainer should note some of the frequently asked questions in the section below as these may come up in the walkthrough. <b>As this section is a walkthrough, other facilitators should be on standby to provide support to the participants to keep the pace of the class.</b> At the end of the walkthrough (Slide 46), trainer provides a recap of the discussions in this topic and may ask the suggested debrief questions below.</p> <p>This section finishes with a quick coffee break before heading into Topic 3.3.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ What are the challenges in setting up Google My Business?</li> <li>▪ What contact details and information do you need to secure before setting up?</li> </ul>

<p>Frequently Asked Questions</p>	<p><b>WHAT IF MY BUSINESS IS NOT YET REGISTERED WITH THE DTI OR SEC? CAN I STILL CREATE A GOOGLE MY BUSINESS LISTING?</b>          Yes, you can. We recommend that you register your business in order to build credibility and trust right away (i.e. you can issue receipts, transact in local chambers of commerce, etc.)</p> <p><b>WHAT IF I DO NOT HAVE A PHYSICAL LOCATION FOR MY STORE? CAN I REGISTER USING MY HOME ADDRESS?</b>          Yes, you can use your home address (not a P.O. Box)</p> <p><b>I USUALLY ENCOUNTER DIFFICULTIES WITH RECEIVING POSTAL/ SNAIL MAIL. WILL MY VERIFICATION PROCESS BE DISRUPTED IF I GET MY VERIFICATION CODE VIA MAIL LATER THAN ANTICIPATED?</b>          There are cases where the verification has exceeded the validity period by the time it has reached the business owner. Google is continuing to work on and improve its verification process and is planning to migrate from a snail mail-based verification process to a more centralized digital process.</p>
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 **REFERENCES MATERIALS**

- [Global Population 2021](#)
- [Business World: What to expect in a post-Covid19 society](#)
- [Podium: Why does Google My Business still matter?](#)
- [Google My Business Video Tutorial](#)
- [Facebook Pages](#)
- [Active Internet Users in 2021](#)
- [Add or claim business listing](#)
- [Google Verification Without Postcard](#)



# **INTERACTING WITH CLIENTELE**

## TOPIC 3.3

# INTERACTING WITH CLIENTELE

### OVERVIEW

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This topic emphasizes the importance of knowing how businesses should properly interact with clients and customers online. It draws from experiences of participants in their personal encounters in interacting with businesses, whether from the business owner side or customer side. This topic also summarizes best practices for business owners to employ as they interact with customers, whether through social media, rating sites, or other online platforms, as well as how to deal with positive or negative responses or ratings.

### TOPIC DURATION

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60 Minutes

### METHODS

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Breakout group activity for sharing and discussion

Lecture on best practices

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### SPECIFIC OBJECTIVES

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

1. Recognize the importance of proper interaction with clients through customer service
2. Identify best practices in interacting online with clientele
3. Apply some best practices of online client interaction through a group exercise

### KEY CONCEPTS

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#### 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 their knowledge 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, in order to keep them on their toes and help them ensure 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"> <li>▪ This topic includes breakout sessions. It would be useful to ensure <b>breakout rooms on Zoom are arranged beforehand.</b></li> <li>▪ This session begins by soliciting input from participants to drive the discussion. It is essential that <b>trainers stimulate discussion to capture the participants’ attention and interest</b>, especially since this is the last topic for Day 1 and participants may begin to feel some strain or fatigue.</li> <li>▪ During the discussion, it would be helpful to <b>let participants share their insights and encounters to contextualize</b> the best practices, and for others to see how these practices play out in real-life scenarios.</li> <li>▪ Retention of business is as important as acquisition of new business (80-20 rule)</li> </ul>
<p>Training Instructions</p>	<p><b>ACTIVITY - GROUP SHARING ON PARTICIPANTS’ EXPERIENCES (10 MINUTES; SLIDE 48)</b></p> <p>Trainer begins the module by asking the participants about their most memorable customer service experience (whether positive or negative) and helps them focus on why they consider an experience good or bad. These insights will help fuel discussions and inform the breakout activity in the latter part of this topic.</p> <p>This interactive discussion session focuses on understanding the perspective of a customer or client. Taking off from participant experiences, trainer may transition into a discussion on tips and best practices for interacting with customers and clients online.</p> <p>The main objective of this activity is for participants to recall customer service experiences that will feed into the discussions in the succeeding section and serve as a basis for the breakout group activity.</p>

Training  
Instructions

**BEST PRACTICES (15 MINUTES; SLIDES 49-52)**

Trainer elaborates on the tips and best practices for interacting with clientele online. To help contextualize discussion, it would be helpful for trainer to draw from experiences shared in the previous section or let participants share their own experiences (whether as business owner or customer). Trainer emphasizes effective professional or business communication.

Trainer closes the session by summarizing all tips and best practices for interacting with customers before transitioning to the next activity.

**BREAKOUT GROUP ACTIVITY (30 MINUTES; SLIDE 53)**

The objective of this activity is to simulate responding to positive and negative feedback from customers and clients.

Trainer explains the mechanics of this activity using instructions on Slide 53 and then sends participants back to their power groups. Discussions take off from the memorable experiences identified by participants in the earlier part of the topic. In this activity, learners will take on the point of view of the business owner who has to respond to those positive or negative experiences.

**Activity Instructions:**

1. Within the power groups, trainers will ask group members to share their positive or negative memorable experience for discussion.
2. The group will select two experiences (one positive, and one negative) to use as a basis for the activity to come up with two outputs per power group.
3. Within their power groups, participants should work on responses to the negative experience/comment and positive experience/comment, from the point of view of a business owner.
4. Trainers should steer the discussions and help participants identify specific points to address or mention in the response. Trainers should help show how to frame the responses, while reminding learners of the best practices and tips discussed.

<p>Training Instructions</p>	<p>5. Trainers should also encourage participants to work collaboratively within their breakout groups to draft a response to the positive and negative feedback.</p> <p>6. Upon return to the main meeting room, participants will be asked to share at least one of the outputs from the activity.</p> <p><b>Closing Day 1 (5 minutes)</b></p> <p>Recap highlights of the day to emphasize key concepts. Remind participants that key lessons for the first day will be used to in second half of the module on Day 2.</p> <p>Before ending Day 1, trainer should refer to checklist. Trainer reminds participants on the the start time of Day 2.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ Should you answer the negative feedback on the chat exchange (for social media)?</li> <li>▪ How are you supposed to respond to a positive review on your website or about your service?</li> </ul>
<p>Frequently Asked Questions</p>	<p><b>FOR IRATE, UPSET OR DISSATISFIED CUSTOMERS, SHOULD YOU PACIFY THEM BY OFFERING A DISCOUNT OR A REFUND?</b></p> <p>Listen to what the customer is requesting or asking for and find a solution that does not put your business at risk of losing money due to refunds.</p> <p>The best practice is to identify the root cause of the problem and probe possible options to repair the damage without offering the full refund right away. If it is a recurring issue, you may have to revisit your refund and returns policies and have future customers understand and accept the terms. This way you are able to control and prevent unnecessary business losses.</p>

 **REFERENCES MATERIALS**

Soft Skills for Customer Service

PNA: Tourism and the New Normal



# COLLABORATIVE BUSINESS TOOLS

## TOPIC 3.4

# COLLABORATIVE BUSINESS TOOLS

### OVERVIEW

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This topic discusses the use of online collaborative tools available for businesses under a free Google account. It provides an overview of each tool and its function through a quick video and includes a hands-on group activity to simulate the use of collaborative tools in breakout groups. The hands-on activity will help simulate use of the tools for the business idea from the ideation stage at the start of the module. This will demonstrate to participants how efficiencies are achieved through collaborative tools when managing a business or team of employees.

### TOPIC DURATION

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60 Minutes

### METHODS

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Lecture

Instructional and Collaborative Group Activity

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### SPECIFIC OBJECTIVES

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

1. Simulate online collaborative working through the group activity
2. Simulate the use of online tools in a business or professional context

### KEY CONCEPTS

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#### **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 with the use of 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.

A prime example of collaborative working is when different users access and work on a single file or document. Tools such as Google Drive, Docs, Sheets, Calendar, and Meet make it possible to collaborate with friends or colleagues for free.

 DELIVERY GUIDELINES AND KEY MESSAGES

<p>Reminders</p>	<ul style="list-style-type: none"> <li>▪ This topic uses a video that provides an overview of online tools. In case of unstable internet connect, <b>it may be advisable to ask participants to view the videos on their own</b> by accessing the link on their learner’s guides.</li> <li>▪ The group activity and simulation in this topic utilizes the same grouping established at the start of the session. It is important that <b>each trainer is able to facilitate a functional dynamic in the breakout groups</b>.</li> <li>▪ In a worse-case scenario, trainers should also <b>be prepared to reshuffle or address any grouping concerns, should participants drop out of calls or encounter difficulty</b> with internet connection that prevents them from rejoining the workshop.</li> <li>▪ This topic is the first topic of Day 2 under Module 3. A <b>recap of discussions and highlights of Day 1</b> will help to stimulate discussions and regain momentum.</li> <li>▪ Trainers should also remember <b>to flash the welcome slide (Slide 1 of the welcome slides) upon opening the meeting room</b> before the session commences.</li> <li>▪ This topic uses 3rd party videos to provide overviews on each tool. <b>In case of unstable internet connection, provide the link to the official site or video on repository for participants to view using their own connection within a reasonable time during the workshop.</b> (i.e. participant will play video simultaneously with the class but on their own device/connection as the trainer uses Screen Share to show the rest of the class)</li> </ul>
<p>Training Instructions</p>	<p><b>OVERVIEW OF COLLABORATIVE BUSINESS TOOLS (25 MINUTES; SLIDES 57-59)</b></p> <p>Trainer introduces the topic by contextualizing the value of online collaboration for business and gives participants an overview of the basic apps available on the Google Suite or Apps for Business. Facilitators should ensure that participants have internet connection</p>

and can open browsers. In case internet connection is not favorable, trainer may ask participants to access the video through a link on their Learner’s Guides. This activity is better performed using a laptop or a desktop.

Trainers may use this section to provide a quick recap or to reference discussions on Day 1.

**GROUP COLLABORATION ACTIVITY (30 MINUTES; SLIDES 60-61)**

This is a 20+10 Working Group Activity where the trainer will either conduct a live demonstration (should participants have trouble with the internet) or flash a set of instructions composed of 3 steps to ensure that the participants understand the principle and concept of real-time collaboration and file-sharing between users. Slide 61 contains the instructions on the group activity. The instructions provide 20-minutes for the activity, with a possible 10-minute extension (for a total of 30 minutes).

The objective of this activity is to allow participants to experience online collaboration as they work together on a single document through Google Drive.

**Activity Instructions**

1. Create a Project Folder in Google Drive  
Folder Name: ‘(Your Agri-Business Name)’ (from the Hash-Mash Exercise)
2. Using Google Sheets, create a task list with the following columns:  
(Date Due, Task Owner, Notes)
3. Using Google Docs, indicate the following:
  - Province or City Featured
  - ‘Your Agri-Business Name’ with a link to your Google My Business Page
  - Group Members and Job Titles (Entrepreneur, Guide, Tourist)
  - Agri-Business Tagline

<p>Training Instructions</p>	<ul style="list-style-type: none"> <li>▪ Agri-Business Hashtag/(s)</li> <li>▪ Share the folder with (PROVIDE TRAINER EMAIL)</li> </ul> <p>If time permits, one or two groups may be asked to present their output. Ensure screen sharing is enabled.</p> <p>Cap off the activity by briefly showing examples of how templates from Google Drive can be used and accessed for business purposes.</p> <p><b>OPEN FORUM (5 MINUTES)</b></p> <p>The topic closes with an open forum and debrief on participants' experience. Trainers may use the suggested questions below.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ As a business manager or owner, which tools did you find particularly helpful?</li> <li>▪ Which tools do you think you will be able to apply in managing your business or getting your business online?</li> <li>▪ Which tools or part of the process did you find difficult?</li> </ul>
<p>Frequently Asked Questions</p>	<p><b>DO RECIPIENTS I WANT TO SHARE FILES WITH NEED TO HAVE A GMAIL ACCOUNT, OR CAN THEY USE OTHER EMAIL ACCOUNTS?</b></p> <p>You can use any working email account, but Google usually asks you to verify if you want to share the file with a person outside of Gmail or your domain.</p> <p><b>WHAT DO I DO IF THE FILE IS CONFIDENTIAL? CAN I STORE AND SHARE THE FILE WITH A LIMITED OR SELECT NUMBER OF PEOPLE?</b></p> <p>If the file is confidential you can still share and use the various file accessibility options given by Google (View Only, Editor, Owner); You can select and share files with only those people who you want to grant access to. You do not have to share the file with everyone or make files public all the time.</p>



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 REFERENCES MATERIALS

G Suite Learning Center

File Storage, Collaboration, and Documents - G Suite Learning Center

Meeting and Scheduling – G Suite Learning Center

G Suite Tools

Statista: Facebook Users in the Philippines

Smartsheets: Google Docs and Sheets Templates

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# BASIC FINTECH

## TOPIC 3.5

# BASIC FINTECH

### OVERVIEW

This topic covers the basic fintech options available for businesses and their customers. Demographic and statistical information will be presented to draw attention to the value, potential, and opportunities that fintech tools can provide MSMEs. This topic is designed as an overview of the most popular and trustworthy fintech options in order to provide participants with a better understanding of how these work, from a basic set-up to how they can be used for a small business. The aim is to discuss the essential features of fintech from the perspective of a business owner. Participants may be interested in the topic but may also be unfamiliar with the use of fintech tools. Because of this, it is likely that there will be in-depth discussion and many questions. Paid and premium fintech services are not included in this module, but trainers are not discouraged from discussing these services if they have the knowledge or capacity to do so.

### TOPIC DURATION

60 Minutes

### SPECIFIC OBJECTIVES

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

1. Identify specific fintech tools they can utilize
2. Understand the value of fintech for MSMEs
3. Understand how fintech tools work for personal or MSME use
4. Operate basic functions of widely available fintech tools

### METHODS

Brief lecture on value and usage statistics in the Philippines

Short (3rd party) videos and discussion to provide an overview on each tool

Guided demonstration on the set-up of some tools (since this uses personal information)

### KEY CONCEPTS

#### FINTECH

Financial Technology, or Fintech, is a basic ecommerce and cashless necessity in today's businesses. Financial technology software and applications make business transactions easier and more convenient. Because of the rate of mobile phone usage in the country, fintech makes transactions accessible to many people. The Bangko Sentral ng Pilipinas (BSP) continues to push for the development and integration fintech payment systems in the country. These would allow cashless

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**KEY CONCEPTS**

transactions not only between users, but between merchants and users as well. Business owners can equip themselves with more advanced processes of transacting with customers with the convenience of these free and secure digital tools.

**MOBILE WALLET**

A mobile wallet protects the user's money in an entirely secure way. It stores payment details, credit or debit cards, and cash balances, which can then be used to make payments. Though 85% of monetary transactions are still made in cash, mobile or e-wallets, as they are popularly known, are slowly transforming the way people pay for things. Like a traditional wallet, a mobile money wallet stores currency for the user to make payments and purchases. Most importantly, for those interested in using a mobile wallet for remittance, it can receive money from others.

**GCASH, PAYMAYA, COINS.PH, GRABPAY**

In the Philippines, popular and trusted mobile wallets include GCash, Paymaya, Coins.ph, and Grabpay, among others. These mobile wallets are regulated by the BSP and provide users with convenience for users to issue or receive payments. The popularity and use of these have soared in the country in recent years and especially in the wake of the pandemic. These apps help facilitate secure transfer of funds between fellow users of the mobile wallet. The use of QR codes for merchants to collect payment through the scanning of a QR or bar code to comply with contactless payments has also helped increase the popularity of the apps. The option to pay for government services, such as SSS and Pag-Ibig, as well as for bills and utilities, such as electricity, telecom, or water have been integrated into their services as well. Users may opt to load their mobile wallets through credit or debit card, as well

**KEY CONCEPTS**

as through mobile banking options. A significant feature of mobile wallets is that it also allows users to transfer to specific bank accounts without transaction fees using the BSPs secure PesoNet or Instapay.

**PESONET, INSTAPAY**

Simply put, both PesoNet and InstaPay facilitate electronic fund transfers between or among people and/or businesses. The major difference between the two is that PesoNet uses batch processing, whereby funds will be received by the recipient in full within the same banking day if processed before a cut-off time, whereas Instapay facilitates real-time transactions. These technologies are spearheaded and regulated by the National Retail Payment System of the Bangko Sentral ng Pilipinas and used by mobile wallets and banking institutions.

**DELIVERY GUIDELINES AND KEY MESSAGES**

<p>Reminders</p>	<ul style="list-style-type: none"> <li>▪ The demonstration will require users to input personal information to install apps and create accounts. <b>Ensure that the demonstration does not spotlight any private or personal information and only focuses on the steps to set-up these accounts.</b></li> <li>▪ Emphasize <b>cyber safety tips and measures in setting up</b> accounts or apps, especially because these use personal and private information.</li> <li>▪ This topic is interesting to many participants but is also very technical. Though materials and concepts are in English, discussions in <b>mother tongue or local language are highly encouraged to explain the topic content well.</b></li> </ul>
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<p>Reminnders</p>	<ul style="list-style-type: none"> <li>▪ <b>Paid and premium fintech services are not covered in this module, but trainers are not discouraged from discussing these services</b> if they have the knowledge or capacity to do so.</li> <li>▪ <b>Prior to the session, the trainer is expected to have gone through the registration and account set-up process for all fintech apps</b> mentioned to properly aid participants in their account creation experience and address potential questions that may come up, especially in the verification process.</li> <li>▪ Even within the power groups, do not solicit personal or sensitive information from the participants when setting up fintech apps. <b>Also remind participants that these discussions are intended to aid the account creation process and they should not share any sensitive information (e.g. IDs, birthdates, addresses, contact info, verification codes, etc.)</b></li> </ul>
<p>Training Instructions</p>	<p><b>TOPIC OPENING (5 MINUTES; SLIDES 64)</b></p> <p>Facilitators confirm that participants have smart phones and access to stable internet, as the demonstration/activity is dependent on the ability of learners to install apps from Google Play or App Store.</p> <p>Trainer opens the discussion by emphasizing <b>how the internet shapes business transactions</b>. Instructor cites one agribusiness, or any example on social media, selling during the pandemic, such as online food deliveries, courier services, or online retail (Lazada, Shopee, etc.) <b>and emphasize how cashless solutions made it possible to conduct contactless payments</b>. The idea is to show how fintech apps allowed online businesses to continue or possibly even flourish in recent years. Trainer then transitions to an overview of the Fintech landscape in the Philippines.</p> <p>To stimulate discussions and interaction with participants, trainer may survey participants on their familiarity with fintech companies mentioned. This will provide a pulse check on whether there needs to be a deeper introduction.</p>

**MARKET OVERVIEW (10 MINUTES; SLIDES 65-73)**

Trainer runs **through demographic statistics to emphasize the potential reach of businesses that use fintech and online tools. After this, the trainer highlights how fintech tools** provide greater ease-of-doing-business and more convenient customer transactions, and encourages learners to set up their fintech accounts to support the growth of their business.

**FINTECH IN THE PHILIPPINES AND IN THE NEW NORMAL (15 MINUTES; SLIDES 73-78)**

Prior to the session, trainers should read up on at least one or two recent news updates about fintech in the Philippines. This will help trainers familiarize themselves with the topic and share up-to-date news. **The focus of this section is to contextualize fintech and its use in the Philippines.** This goes into the specifics of showing how QR codes or mobile wallets have facilitated contactless transactions and helped businesses during the pandemic.

**FINTECH APPS AND USES (25 MINUTES - INCLUDING A FIVE-MINUTE BREAK; SLIDES 80-96)**

Trainer runs through the features of some of the most popular fintech apps in the country and emphasizes that the few apps on the presentation are some of the most popular and trusted. This is a brief run through of the apps, their uses, features. **If time permits**, trainer can help provide general guidance on the sign up and account set-up.

Trainer proceeds to share real life scenarios and uses of some of the apps:

- Slide 88 - GCASH Real Life Scenario - An isaw vendor accepting GCASH enjoys the benefit of fintech app which helps her become more efficient in her business. She no longer has to
- Slide 89 - TWWA (Tagolwanen Women Weavers Association) showroom located away from downtown Malaybalay City. The items in the showroom are really impressive. Because they

<p>Training Instructions</p>	<p>enabled accepting payments through fintech apps and bank transfers, they have seen an increase in sales onsite and from their websites as well.</p> <ul style="list-style-type: none"> <li>▪ Slide 90 - Paymaya &amp; DSWD - Paymaya is the first fintech startup to become part of disseminating the Social Amelioration Program funds to its beneficiaries.</li> <li>▪ Slide 91 - Bank transfers</li> </ul> <p>The bank transfers slide allows the trainer to transition to InstaPay and PesoNet discussions. Trainer cites that bank transfers between respective bank apps or using some of the featured mobile wallets is now possible and can be conveniently transacted through fintech apps. This section focuses on defining and differentiating what InstaPay and PesoNet are to ensure that participants learn what these are when they hear or encounter these names. Using the slides and descriptions on the toolkit, the trainer focuses on the convenience, reliability, and security that these initiatives offer to allow them to transact or receive payments from clients or partners.</p> <p><b>RECAP AND OPEN FORUM (5 MINUTES; SLIDE 97)</b></p> <p>The section ends with a recap of the tools and safety principles discussed under this topic. Trainer may ask some participants to recap some of these and solicit follow up questions from the class.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ What are the steps you need to take in order to avoid scams?</li> <li>▪ How do you think these fintech tools will be useful for your business?</li> </ul>
<p>Frequently Asked Questions</p>	<p><b>WHERE ARE SCAMS OR OTHER ONLINE THREATS REPORTED?</b></p> <p>NBI, BSP, Telco, local banks. You may also report any form of cyberthreats (whether fintech related or not) to the PNP Anti-Cybercrime group (<a href="http://acg.pnp.gov.ph/">http://acg.pnp.gov.ph/</a>).</p>



<p>Frequently Asked Questions</p>	<p><b>WHAT ARE SOME OF THE REPUTABLE SOURCES OF ADVISORIES?</b>                  Your local banks, Bangko Sentral ng Pilipinas, NBI, and trusted news outlets are reliable sources of information. Sometimes, telecommunications companies give alerts to their subscribers whenever a scam is flagged.</p>
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 **REFERENCES MATERIALS**

<p>Investopedia: What is Fintech?</p>
<p>What is a mobile wallet and how does it work? - Xpressmoney</p>
<p>Mobile wallets in the Philippines – Moneysmart.ph</p>
<p>PesoNet and Instapay – Bangko Sentral ng Pilipinas</p>
<p>Fintech News Singapore: Fintech Startups in the Philippines</p>
<p>NIKKEI Asian Review: Fintech startups throw financial lifeline to Philippines' unbanked</p>
<p>Bangko Sentral ng Pilipinas – 2019 Financial Inclusion Survey</p>
<p>Statista – Smartphone users in the Philippines</p>
<p>Dataraportal – Digital 2020: The Philippines (We Are Social)</p>
<p>The startup that wants to build a cashless economy in the Philippines</p>
<p>PayMaya: Quick Guide</p>
<p>PayMaya QR</p>
<p>PPMI - Philippine Payments Management Inc</p>
<p>Coins.PH</p>
<p>GCash: Getting Started</p>
<p>Barriers to Account Opening: BSP</p>

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 **REFERENCES MATERIALS**

Flilipinos with smartphones, Statista 2021

Isawan Accepting GCASH

PAYMAYA & DSWD

Tagolwannen Women Weaver's Association

TWWA Online Shop



# NECESSARY OFFLINE LINKAGES

## TOPIC 3.6

# NECESSARY OFFLINE LINKAGES

### OVERVIEW

This topic focuses on the necessary offline linkages an agri-business will need. This includes the importance of compliance with government standards and protocols that can help boost the reputation, viability, and marketability of a business. The topic also aims to emphasize that as the entire business community and tourism sector aims to recover from the losses of the pandemic, it is important for small businesses to align with government programs and initiatives.

### TOPIC DURATION

15 Minutes

### METHODS

Brief lecture

### SPECIFIC OBJECTIVES

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

1. Identify the essential government agencies and stakeholders relevant to agri-tourism or agri-product businesses
2. Identify external stakeholder initiatives, programs, or incentives essential to agri-tourism or agri-product businesses
3. Understand the value of collaborating with government and other stakeholders

### KEY CONCEPTS

#### **COLLABORATION WITH RELEVANT GOVERNMENT UNITS AND STAKEHOLDERS**

With businesses and tourism being among the most severely affected by the pandemic, various government departments continue to drive initiatives and programs to provide support to these and other sectors. Though this section only covers a few departments and their programs, there may be other government units, chambers of commerce, or stakeholders that are relevant, depending on the type of business and/or its location.

#### **DEPARTMENT OF TOURISM**

In the tourism sector, although the hospitality industry took a hit as a result of the pandemic, the intermediate response was to align safety and sanitary standards

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**KEY CONCEPTS**

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to provide hotels with accreditation to serve as quarantine facilities for visitors and locals arriving in the country. This has helped businesses in the hospitality industry stay afloat during the months under severe quarantine restrictions. The DOT continues to involve stakeholders and businesses from around the country to inform recovery plans for the tourism sector. Tourism accreditation remains an integral component of government recognition, promotion, and assistance, as the department foresees domestic travel as the primary driver of recovery for the country's tourism sector. The DOT has also supported initiatives for the new normal. A tie-up with Grab was announced, supporting the delivery of fresh produce using the latter's courier services to support MSMEs participating in the DOT's Harvest online trade fair. More recently, the department partnered with Cloud Panda PH to launch a dedicated e-commerce site allowing buyers to support local businesses.

**DEPARTMENT OF TRADE AND INDUSTRY - NEGOSYO CENTER**

The Department of Trade and Industry (DTI) supports micro, small, and medium enterprises through development services offered in its Negosyo Centers. The Negosyo Center is an important first stop in doing business. Whether enterprises are just starting out, or want to improve their business, there are Business Counsellors available in the Negosyo Centers to assist you. Negosyo Centers conduct and link micro-, small-, and medium-enterprises (MSMEs) to seminars, trainings, and programs related to setting-up a business, marketing, financial literacy and more. Furthermore, MSMEs may avail of advisory services tailored to their business needs and assistance in the processing and documentation of necessary requirements, among others.

**DELIVERY GUIDELINES AND KEY MESSAGES**

<p>Reminders</p>	<ul style="list-style-type: none"> <li>▪ As this topic focuses on encouraging businesses to align and partner with various government agencies, whether at the national or local level, trainers <b>should consider the varying contexts of participants</b>, especially if they are from different areas or regions.</li> <li>▪ If necessary, <b>trainers may seek assistance of implementing partners in gathering information and data from relevant government agencies, chambers of commerce, or other relevant legitimate institutions prior to the session</b> to share with participants. Make sure to provide the speaker enough time to discuss his or her content (trainer may adjust the length of this topic as necessary).</li> <li>▪ Content on this topic is aligned as best as possible with government initiatives. At the trainers’ own volition, <b>trainer may invite resource persons from the DTI, DOT, or other relevant departments. Before doing do, ensure that the resource person is an authorized representative of the agency to discuss the departments initiatives or programs.</b> Otherwise, there may be a risk of providing misleading, inaccurate, or worse, malicious information from resource persons not recognized by the relevant departments.</li> <li>▪ Because <b>supplemental information referred to in the bullet above may differ per area, this will not be readily available on the learners guides</b> and should therefore be provided separately.</li> <li>▪ This topic uses 3rd party videos to provide overviews of each tool. <b>In case of unstable internet connection, provide the link to the official site or video on repository for participants to view using their own connection within a reasonable time within the workshop.</b> (i.e. participant will play video simultaneously with the class but on their own device/connection as the trainer uses Screen Share to show the rest of the class)</li> </ul>
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<p>Reminders</p>	<p>class but on their own device/connection as the trainer uses Screen Share to show the rest of the class)</p> <ul style="list-style-type: none"> <li>▪ Video on slide 100: <a href="https://youtu.be/Pmf7YVK5Bus">https://youtu.be/Pmf7YVK5Bus</a></li> </ul>
<p>Training Instructions</p>	<p><b>INTRODUCTION AND OVERVIEW (10 MINUTES; SLIDES 98-104)</b></p> <p>Prior to running this module, trainer will need to consider points in the section above (practical considerations). If a resource speaker is invited, trainer will need to adjust the time of this topic as necessary.</p> <p>Trainer starts session by playing videos produced by the Department of Tourism to emphasize the idea that the country has high potential as a domestic tourist destination and that the various regions and areas can offer different tourist attractions. This leads into an overview highlighting points from the key concepts that elaborate on the importance of linking up with the Department of Tourism, especially as the country continues to adjust to employ a recovery strategy for Philippine tourism.</p> <p>For workshops with a significant number of participants from the agri-business sector, trainer should emphasize the need to link up with the Department of Agriculture for necessary accreditation, protection, registration, or others to help boost an agri-business’ potential. Trainer highlights the efforts of the Department of Agriculture’s push for stronger farm-to-market links to support local farms and farmers and to supply market demand, especially during the onslaught of the pandemic.</p> <p>Trainer then emphasizes that regardless of the nature of participants’ business, they may seek the assistance and support of the Department of Trade and Industry. Trainer highlights points from the key concepts section to elaborate on the support a business owner can get from the Negosyo Center, whether the business is in the concept stage or already well-established. The trainer also discusses some highlights of the DTI in the wake of the pandemic, such as those supporting e-commerce.</p>

<p>Training Instructions</p>	<p>Trainer closes the topic with a call to action to support local agri-businesses highlighting that this will be the primary way for the country to boost the economy, promote tourism, but most especially, to help its citizens.</p>
<p>Suggested Debrief Questions</p>	<ul style="list-style-type: none"> <li>▪ Are you aware of government programs that can help agri-businesses like yours?</li> <li>▪ Are there community initiatives in your area that you think can help your agri-business or other agri-businesses?</li> </ul>
<p>Frequently Asked Questions</p>	<p><b>HOW CAN I AVAIL OF THE NEGOSYO CENTER’S ASSISTANCE OR SERVICES?</b>  Visit <a href="http://www.dti.gov.ph/nc-directory">www.dti.gov.ph/nc-directory</a> to look for the Negosyo Center in your area. Just type in your region, province, and municipality to locate a center near you. The contact details of the Business Counsellors are also accessible.</p> <p><b>MAY I AVAIL OF THE DTI NEGOSYO SERVICES EVEN IF I DO NOT HAVE A BUSINESS OR BUSINESS REGISTRATION YET?</b>  Yes, you may. Part of the DTI Negosyo Center’s services is helping future business owners with registration, as well as assess the readiness of aspiring entrepreneurs to establish a business.</p> <p><b>HOW DO I REGISTER WITH THE DEPARTMENT OF TOURISM?</b>  The DOT has an online portal to help ease process of tourism accreditation. Applicants may visit <a href="http://accreditationonline.tourism.gov.ph/">http://accreditationonline.tourism.gov.ph/</a> to start the process.</p>



 **REFERENCES MATERIALS**

DOT, Grab partner to deliver fresh produce from MSMEs - DOT

DOT, Cloud Panda PH launches Harvest E-Commerce Site - DOT

DOT, FAO team up for sustainable farm tourism in PH

Fresh produce at your doorstep, courtesy of DOT-Grab tie-up

DOT Eyes Tourism Recovery as More Destinations May Reopen

Domestic travel to drive recovery of tourism industry, says survey

List of DTI Online Services

DTI Business Name Search

DTI Business Name Registration System (Online)



# ONLINE SAFETY AND PROTECTION

## TOPIC 3.7

# 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 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

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## KEY CONCEPTS

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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 discussions, 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 115-116)</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 117-123)**

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 124-126)**

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>
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<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>
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<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>
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 REFERENCES MATERIALS

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

**ADDITIONAL INDIVIDUAL OR GROUP ACTIVITY**

<a href="#">How to Avoid Scams – Guided Activity</a>	Grow with Google
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**PHILIPPINE NATIONAL POLICE – ANTI-CYBERCRIME GROUP**

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



# 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 #GoDigitalASEAN</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.

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<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.

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<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.

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