



**Asia-Pacific
Economic Cooperation**

Advancing Free Trade
for Asia-Pacific **Prosperity**

Training Package: Gender Power in Online Marketing

APEC Human Resources Development Working Group

March 2022



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Unit 1: Introduction

About WEDU Project

In view of the transformation in digital technology and demographic shifts, industrial development and human resources are already at a turning point. Cultivating suitable talents and developing skills needed for the future depend on formulating effective policies to create full, free, and dignified opportunities. The International Labour Organization (ILO) launched the "The future of work centenary initiative" in 2015, which clearly pointed out the current changes in the world, including: technological innovation driven by intelligence and digitalization, globalization and supply chain management, the transformation of employment relations, vulnerable people's participation in the labour market, and the gender gap derived from the market mechanism.

Taking this as a starting point, APEC Human Resources Development Working Group (HRDWG) focused on strengthening the training and application of digital technology/innovation capabilities, promoting industry-academia cooperation that contribute to economic and social growth, and coping with the opportunities and challenges that come with transformation of labor market. In 2019, Chinese Taipei launched the project entitled "Women's Economic Empowering, New Media Digital Upskilling (WEDU)" aims at strengthening human resources development through technical and vocational training, up-and re-skilling to enhance workers' capacity, mobility, and preparedness for the digital age. The definition of new media in the WEDU project is "an innovative model generated by the application of digital technology in information and media." Furthermore, the project took the retail industry as an entry point to observe the impact of digital technology on business models and training models, and the functions integrated new media and gender perspective for promoting communication and value creation.

The “Training Package of Gender Power in Online Marketing” combined with the elements of digital technology, marketing strategy and gender perspective, which is including three parts: (1) reviewing current markets, goals, and audience personas, (2) rebuilding the marketing strategy, and (3) measuring digital marketing effectiveness. It would seek to deepen trainees’ understanding of gender dynamics and provide practical suggestions and techniques that can support more inclusive participation for the female and male entrepreneurs in digital marketing.

Digital Marketing with Gender Perspective

A gender perspective is a link between talent training and digital technology. This training package will play an active role and can improve the skills of marketing personnel or help change marketing style. The integration of gender perspectives in digital marketing activities is to create a connected process from brainstorming to presentation, thus forming a long-term, detailed way of thinking:

- A. Product Policy: Includes the whole process of product design and is at the core of marketing activities. It is critical to the outcome. Therefore, the character of the target audience and other customers must be considered. For example, age, location, lifestyle, etc. It is not just limited to product purposes, but also accurately grasping what different genders/people groups think about the product, what they imagine it to be, and their hidden needs. This can prevent us from understanding the gender makeup of target customers at a very shallow level.
- B. Role Definition: Sometimes, the positive image deliberately depicted in marketing activities may not have a good effect. Reality can be quite the contrary. Some reasons include long-term build-up and subtle unconscious bias. It is true that in everyday life, prejudice exists in different genders. But under the normalization of our social construct, the true personalities and diversity of women especially, have been limited or diminished. We must utilize a variety of situations or cases, and practice to stay sensitive, learn how to accurately pick out prejudice in marketing content, and feel and understand the differences on a deeper level. Only then can we depict images that are acceptable to different target audiences.
- C. Storytelling Method: The presentation of marketing content (whether text, image, or media) must take the truth and objective statistics into account to form meaningful bonds between the target audience and the specialties of the product. Also, during the ad placement stage, we must assess the gender

structure of our actual target audience, and how effective our promotion platforms are. Then we must optimize the marketing strategy based on this information. For that to happen, besides training marketing skills, we must also build scientific and practical indicators. The purpose is to eliminate prejudice and see the outcomes from related data. This will have the effect of equality among all genders.

In summary, the long-term goals of this training package can be divided into :

- Breakthrough the collective gender stereotype in marketing materials. Also, besides striving for innovation and profit, social justice matters can be included in marketing goals. Proactively caring about social issues can gain the agreement of consumers and broaden customer sources.
- Encourage women to strengthen analytical skills during skills training and gain the ability to check key statistics. This will make the decision process more professional and trackable, in response to the labor market's demand for digital marketing talent.

Unit 2: Key Points of Action

Target Audience

Mid to high-level employees of online marketing/digital content-related industries or public associations are a priority

Trainers' Qualification

- 6+ years job experience in a course-related industry and 3+ years teaching experience.
- 3+ years job experience in a course-related industry and 2+ years work experience in gender equality-related sectors

Training Method

Taking learning quality and outcome into consideration, in-person participation will be a priority. The total number of participants will not exceed 30 people. Learners must prepare a computer, video call equipment, and complete tasks following course instruction. Depending on the teaching materials, situations, and the need for interaction, the following teaching methods can be utilized with flexibility :

1. Instructional: Support the teacher's oral expression with additional materials. Learners listen to lectures and read related materials.
2. Modeling: The teacher physically goes through a process or a series of actions, so learners can understand the phenomena or theory behind the teaching material. This usually includes actions, processes, techniques, and

knowledge. Teachers can work with equipment or assistants when they see fit.

3. **Small-Group Discussion:** Break learners into small groups of 4~6 people. Given that everybody participates equally, students share their opinions through listening, expressing, and observation, etc. Prioritize differences in small group members. For example, mix students of different races, cultures, genders, and backgrounds. This helps with diverse thinking and interaction.
4. **Hands-On Practice:** In a natural or established situation, learners are asked to perform or handle a certain task to show learning outcomes of knowledge and skill. The teacher will observe and evaluate how the learners react, to decide whether they have met training goals or not.

Training Goals and Course Outline

Course Unit Name	Digital Marketing Market Analysis
Field	Marketing and Sales/Marketing Communication
Unit Competency Level	4
Teaching Hours	<p>6 hours total. Divided as follows:</p> <ul style="list-style-type: none"> I. Market Analysis for Online Marketing Integrated with Gender Perspective. (3 hours) II. Developing Market Position with Innovative Gender Concepts. (3 hours)
Training Goals	<ul style="list-style-type: none"> I. Market Analysis for Online Marketing Integrated with Gender Perspective <ul style="list-style-type: none"> A. Be able to describe the purpose of market analysis, related laws and regulations, and methods to acquire statistics. Also, be able to point out gender hypotheses for products with a clear gender consumer pool. B. Be able to collect market data based on organizational goals, and complete preliminary data processing. II. Developing Market Position with Innovative Gender Concepts <ul style="list-style-type: none"> A. Be able to use appropriate analysis methods to collect and analyze data. B. Be able to integrate results of statistical analysis and produce market analysis reports based on organizational strengths and product market positioning. C. Develop the product's market position by creating a connection between the product and the new

	gender-specific consumer pool.
Tasks and Behavioral Indicators	<p>I. Market Analysis for Online Marketing Integrated with Gender Perspective</p> <p>A. Be sure of the purpose, needs, and methods for market data collection.</p> <p>B. Collect market information that complies with related laws and regulations based on product positioning and analysis needs of the organization. Also, be able to decipher the appropriateness and usability of the collected data.</p> <p>C. Collect historical data of online marketing events (e.g. website traffic and sales numbers, etc.).</p> <p>II. Developing Market Position with Innovative Gender Concepts</p> <p>A. Use appropriate analysis methods to collect and analyze data.</p> <p>B. Look for advantages and disadvantages of the organization's internal operations to decide the market position of the proposed product to be marketed.</p> <p>C. Sum up the advantages and disadvantages of the organization and the opportunities and threats they face. Sure up competitive strategies and find relatively advantageous products to market.</p> <p>D. Find potential customers based on the market position of products and make sure what the preferences and needs of the customers are.</p>
Competency Content (K=Knowledge)	<p>I. Market Analysis for Online Marketing Integrated with Gender Perspective</p> <p>A. The current state of the industry and development trends.</p>

	<ul style="list-style-type: none"> B. Introduction to online marketing C. Related laws of digital marketing D. Organizational policies and processes E. Market analysis range and structure F. Market analysis method G. Financial statement concepts <p>II. Developing Market Position with Innovative Gender Concepts</p> <ul style="list-style-type: none"> A. Statistical methods B. Analysis of the organization's products and competitor products C. Consumer behavioral patterns
<p>Competency Content (S=Skills)</p>	<ul style="list-style-type: none"> I. Market Analysis for Online Marketing Integrated with Gender Perspective <ul style="list-style-type: none"> A. Ability to collect and decipher data. II. Developing Market Position with Innovative Gender Concepts <ul style="list-style-type: none"> A. Data analysis ability B. Data collection and analysis ability C. Market positioning ability D. Consumer analysis ability
<p>Summary of Course Content</p>	<ul style="list-style-type: none"> I. Market Analysis for Online Marketing Integrated with Gender Perspective <ul style="list-style-type: none"> A. Introduction to business development, online marketing, and laws B. Introduction to organization policy and market analysis C. Introduction to gender awareness D. Customer group analysis method (gender, area, age) E. Case study: Use products that have clear differing

	<p>gender consumer pools as discussion topics, for example, gender analysis of cars/bicycles, athletic footwear, and face wash markets.</p> <p>II. Developing Market Position with Innovative Gender Concepts</p> <p>A. Product value proposition and customer positioning (gender, area, age)</p> <p>B. Competitor product analysis techniques</p> <p>C. Product case study of new gender-specific consumer pool development. For example, the market position of cars or athletic footwear catered towards women, or face wash catered towards men.</p>
Suggested Evaluation Design	<p><u>Evaluation Proof</u></p> <p>A. Understand the digital marketing ecosystem</p> <p>B. Utilize the appropriate market analysis method based on organizational needs</p> <p>C. Draft the organization’s product market placement based on market analysis data</p> <p>D. Follow digital marketing laws, copyright laws, personal information protection laws, and other related laws and regulations</p> <p><u>Resources and Evaluation Setting</u></p> <p>A. Workplace setting simulation and questions</p> <p>B. Restrictions of related laws</p> <p>C. Related software and hardware equipment</p> <p><u>Evaluation Method</u></p> <p>A. The evaluator will provide a market setting. The participant will perform statistical analysis and present a market analysis report on product positioning, etc.</p>

Course Unit Name	Online Marketing Strategy Planning
Field	Marketing and Sales/Marketing Communication
Unit Competency Level	4
Teaching Hours	6 hours total. Divided into the following: I. Gender-Aware Marketing Strategy Planning (3 hours) II. Gender-Aware Development of Marketing Strategies (3 hours)
Training Goals	I. Gender-Aware Marketing Strategy Planning A. Be able to make an inventory of and analyze the available resources inside and outside the organization, set annual marketing goals, and plan gender-aware online marketing campaigns. II. Gender-Aware Development of Marketing Strategies A. Be able to describe annual marketing plans and gender-aware marketing methods. B. Be able to utilize resources in and outside of the organization, organize online marketing campaigns, and produce gender-aware online marketing event proposals.
Tasks and Behavioral Indicators	I. Gender-Aware Marketing Strategy Planning A. Set annual marketing goals based on organizational policies, the market position of advantageous products, and customer needs. B. Make an inventory of and analyze resources available inside and outside the organization based on annual marketing goals and clarify resource distribution priorities. C. Plan annual budget based on annual marketing goals. And make online marketing plans that follow

	<p>related rules and regulations.</p> <p>II. Gender-Aware Development of Marketing Strategies</p> <p>A. Develop a marketing strategy and choose an online marketing platform that fits the marketing goals based on the marketing plan and available resources.</p> <p>B. Delegate organization personnel and utilize strategy analysis methods to plan an online marketing event proposal that fits marketing strategies and is gender-aware. Also, supervise involved personnel to execute according to plan.</p>
Competency Content (K=Knowledge)	<p>I. Gender-Aware Marketing Strategy Planning</p> <p>A. Concept of cost</p> <p>II. Gender-Aware Development of Marketing Strategies</p> <p>A. Methods of strategy analysis</p> <p>B. Online marketing platforms/tools</p>
Competency (S=Skills)	<p>I. Gender-Aware Marketing Strategy Planning</p> <p>A. Data analysis ability</p> <p>B. Proposal writing ability</p> <p>C. Ability to make an inventory of and analyze resources</p> <p>D. Budget planning ability</p> <p>II. Gender-Aware Development of Marketing Strategies</p> <p>A. Strategy planning ability</p> <p>B. Proposal planning ability</p> <p>C. Communication and negotiation skills</p>
Summary of Course Content	<p>I. Gender-Aware Marketing Strategy Planning</p> <p>A. Strategy Planning Tools and Budget Management</p> <p>B. Marketing Plans that Break Gender Stereotypes</p> <p>C. Marketing Plans that Promote Female Empowerment</p>

	<p>D. Marketing Plans that Integrate Values of Diversity and Inclusion</p> <p>E. Group Discussion</p> <p>II. Gender-Aware Development of Marketing Strategies</p> <p>A. Strategy Analysis Method and Proposal Planning</p> <p>B. Online Marketing Tools</p> <p>C. Case Study: Brainstorm Marketing Strategies that Break Gender Stereotypes, Promote Female Empowerment, and Integrate Values of Diversity and Inclusion</p>
Suggested Evaluation Design	<p><u>Evaluation Proof</u></p> <p>A. Propose an online marketing plan based on organizational needs and market analysis data.</p> <p>B. Understand online marketing platforms to draft options for online marketing activities.</p> <p>C. Communicate and delegate resources inside and outside of the organization to meet online marketing goals.</p> <p>D. Follow digital marketing laws, copyright laws, personal information protection laws, and other related laws and regulations.</p> <p><u>Evaluation Setting and Resources</u></p> <p>A. Experience the workplace or a simulation of its environment.</p> <p>B. Available resources inside and outside the organization.</p> <p>C. Internet market information, such as the preference of competitors and consumers.</p> <p><u>Evaluation Method</u></p> <p>A. The evaluator will provide a market setting. The participant will perform a market analysis and</p>

	<p>propose an online marketing strategy. The evaluator will observe his/her ability to present outcomes and the competency contents that he/she should have.</p> <p>B. Participant still has the problem-solving ability and the ability to work individually in unforeseen situations.</p>
Course Unit Name	Internet Marketing Outcome Analysis
Field	Marketing and Sales/Marketing Communication
Unit Competency	4
Teaching Hours	<p>24 hours total. Divided into the following sections:</p> <p>I. Introduction to Online Marketing Outcome Analysis (3 hours)</p> <p>II. Internet Marketing with Gender Perspective -- Evaluation and Indicators (3 hours)</p> <p>III. Traffic Analysis Used in Marketing Strategies with Values of Gender Equality (6 hours)</p> <p>IV. Gender-Sensitive Presentations and Information Analysis (6 hours)</p> <p>V. Gender Meaning Case Study Discussion, Analysis, and Outcome Presentation (6 hours)</p>
Training Goals	<p>I. Introduction to Online Marketing Outcome Analysis</p> <p>A. Be able to describe big data information and financial report concepts.</p> <p>B. Be able to utilize Google traffic analysis tools to analyze traffic sources per organization policy and processes and be able to organize findings into outcome analysis report overviews.</p> <p>II. Internet Marketing with Gender Perspective -- Evaluation and Indicators</p> <p>A. Be able to describe a gender-aware evaluation</p>

	<p>process.</p> <p>B. Be able to list gender-awareness analysis indicators for textual content.</p> <p>III. Traffic Analysis Used in Marketing Strategies with Values of Gender Equality</p> <p>A. Be able to choose the appropriate traffic analysis tool and what data to record.</p> <p>B. Be able to use Google traffic analysis tools in marketing strategies with gender meaning, understand customer acceptance by analyzing traffic, can complete traffic analysis reports, and tweak or reinforce the original marketing structure.</p> <p>IV. Gender-Sensitive Presentations and Information Analysis</p> <p>A. Be able to use visual aids to present traffic analysis data reports</p> <p>B. Texts and images used in PowerPoint design display gender sensitivity.</p> <p>V. Gender Meaning Case Study Discussion, Analysis, and Outcome Presentation</p> <p>A. Be able to make cost-benefit analysis reports based on data analysis results.</p> <p>B. Be able to explain data analysis results with a PowerPoint presentation and bring up proposals to improve upon issues.</p>
<p>Tasks and Behavioral Indicators</p>	<p>I. Introduction to Online Marketing Outcome Analysis</p> <p>A. Utilize traffic analysis tools to record and organize website traffic and other related data.</p> <p>B. Analyze the characteristic of traffic sources. Complete traffic analysis reports based on what type of people group site visitors belong to, what</p>

	<p>time and space they come from, and what types of interests they have.</p> <p>C. Write outcome analysis reports based on related outcome analysis results.</p> <p>II. Internet Marketing with Gender Perspective -- Evaluation and Indicators</p> <p>A. Utilize traffic analysis tools to record and organize website traffic and other related data.</p> <p>B. Analyze the nature of traffic source, people group demographic, time, space, and interest variables of site visitors, and complete traffic analysis reports.</p> <p>III. Traffic Analysis Used in Marketing Strategies with Values of Gender Equality</p> <p>A. Utilize traffic analysis tools to record and organize website traffic and other related data.</p> <p>B. Analyze the nature of traffic source, people group demographic, time, space, and interest variables of site visitors, and complete traffic analysis reports.</p> <p>C. Organize and analyze total sales revenue and sales difference of marketed products within a designated time limit and complete a sales data analysis report.</p> <p>IV. Gender-Sensitive Presentations and Information Analysis</p> <p>A. Write outcome analysis reports based on related data analysis results.</p> <p>V. Gender Meaning Case Study Discussion, Analysis, and Outcome Presentation</p> <p>A. Write outcome analysis reports based on related</p>
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	<p>data analysis results.</p> <p>B. Present data analysis results to related personnel and come up with proposed ways to improve.</p>
Competency Content (K=Knowledge)	<p>I. Introduction to Online Marketing Outcome Analysis</p> <p>A. Financial report concepts.</p> <p>B. Concept of big data information.</p> <p>C. Organization policy and processes.</p> <p>II. Internet Marketing with Gender Awareness -- Evaluation and Indicators</p> <p>A. Concept of big data information.</p> <p>III. Traffic Analysis Used in Marketing Strategies with Values of Gender Equality</p> <p>A. Knowledge of traffic analysis tool usage.</p> <p>IV. Gender-Sensitive Presentations and Information Analysis (No designated competency content)</p> <p>V. Gender Meaning Case Study Discussion, Analysis, and Outcome Presentation (No designated competency content)</p>
Competency Content (S=Skills)	<p>I. Introduction to Online Marketing Outcome Analysis</p> <p>A. Data analysis ability.</p> <p>II. Internet Marketing with Gender Awareness -- Evaluation and Indicators</p> <p>A. Data analysis ability.</p> <p>III. Traffic Analysis Used in Marketing Strategies with Values of Gender Equality</p> <p>A. Data collection and analysis ability.</p> <p>B. Ability to apply traffic analysis tools.</p> <p>IV. Gender-Sensitive Presentations and Information Analysis</p> <p>A. Visual aid PowerPoint-making ability.</p>

	<p>V. Gender Meaning Case Study Discussion, Analysis, and Outcome Presentation</p> <p>A. Report writing ability.</p> <p>B. Presentation ability.</p> <p>C. Problem-solving ability.</p>
<p>Summary of Course Content</p>	<p>I. Introduction to Online Marketing Outcome Analysis</p> <p>A. Organization Policy and Marketing Big Data</p> <p>B. Google Analytics Traffic Analysis Tool</p> <p>C. Commonly Used Analysis Dimensions</p> <p>D. Analysis of Customer Base and Interest Dimensions</p> <p>E. Interpretation and Correction of Ad Text with Gender Meaning</p> <p>F. Report Application</p> <p>II. Internet Marketing with Gender Awareness -- Evaluation and Indicators</p> <p>A. Gender-Aware Evaluation Process</p> <p>B. Quantitative Statistical Analysis on Gender Issues</p> <p>C. Gender Awareness Indicators for Textual Content Analysis</p> <p>D. Case Study</p> <p>III. Traffic Analysis Used in Marketing Strategies with Values of Gender Equality</p> <p>A. Basic Analysis Concepts</p> <p>B. Google Analytics Report Tool Settings</p> <p>C. Advanced Applications</p> <p>D. GA Report Application</p> <p>E. Organic Traffic Analysis</p> <p>F. Benefits Analysis</p> <p>IV. Gender-Sensitive Presentations and Information Analysis</p>

	<ul style="list-style-type: none"> A. Presentation Fundamentals B. Gender-Sensitive PowerPoint/Presentation Design C. Presentation Animation Skills D. Visual, Textual Excellence and Typesetting E. Useful PowerPoint Add-Ons F. Traffic Analysis Data Report Presentation Practicum <p>V. Gender Meaning Case Study Discussion, Analysis, and Outcome Presentation</p> <ul style="list-style-type: none"> A. Marketing Strategy Case Study Discussion B. Writing Result Analysis Reports C. Group Presentations D. Teacher/Lecturer Feedback E. Action Plan Proposal
Suggested Evaluation Design	<p><u>Evaluation Proof</u></p> <ul style="list-style-type: none"> A. Utilize traffic analysis tools based on the needs of the organization to complete a traffic analysis and determine the outcome of internet sales. B. Draft outcome analysis reports and create PowerPoint presentations based on data such as traffic analysis, etc. C. Follow digital marketing laws, copyright laws, personal information protection laws, and other related laws and regulations. <p><u>Evaluation Setting and Resources</u></p> <ul style="list-style-type: none"> A. Experience the workplace or a simulation of the environment. B. Internet marketing traffic analysis tools. C. Related software and hardware equipment. <p><u>Evaluation Method</u></p>

	<ol style="list-style-type: none"><li data-bbox="635 215 1396 600">1. The evaluator will create a situational setting. The participant will apply internet marketing traffic analysis tools to write an internet marketing outcome analysis report and make an oral presentation. The evaluator will observe whether the participant's ability to present outcomes meets the competency content he/she should have.<li data-bbox="635 622 1396 777">2. Participant still has the problem-solving ability and the ability to work individually in unforeseen situations.
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Training Outcome Evaluation Method

In order to make sure the participant has successfully integrated gender perspectives and digital skills and can use them in marketing strategies and plans, other evaluation methods can be used if needed. Some suggestions are as follows:

Evaluation Method	Description	Timing	Basic Documents
Spotting mistakes	Provide an example and ask the participant to analyze the mistakes or find issues.	For Example: ask the participant to <ul style="list-style-type: none"> • Point out materials that lack gender perspectives. • Find the mistakes in data information collection and make corrections. 	<ul style="list-style-type: none"> • Evaluator observation checklist. • Participant checklist.
Oral Test	The evaluator will ask questions about necessary knowledge and emergency problem-solving ability.	To understand the extent of the participant's understanding of gender perspectives.	<ul style="list-style-type: none"> • Real-life example question bank • Key hints for analyzing events.
Presentations	Set a topic and give the evaluator time to prepare. Then have the participant present his/her research	To understand whether the participant has basic topic research and communication/ex	<ul style="list-style-type: none"> • Presentation instructions. Includes key discussion points. • Evaluator

	results, arguments, or evidence, and take questions from the evaluator.	pression ability.	checklist/rubric
Make a Video	The participant will complete the basic structure of the script. Then film and edit course-related knowledge and skills into a video.	Most suitable for topics that need more time to prepare. Discussion or feedback sessions should be scheduled as well.	<ul style="list-style-type: none"> • Video-making instructions. Includes topic, format, and related resources. • Evaluator's checklist/rubric.
Test	Short answers, multiple-choice, true or false, etc.	<ul style="list-style-type: none"> • Short answer: The participant will have to use his/her knowledge and skill to answer questions based on hints, situational content, description, etc. • Multiple-choice, true or false: More suitable for tasks or knowledge that can be clearly defined. 	<ul style="list-style-type: none"> • Question bank • Grading rubric
Project Planning/Execution	The evaluator will set a topic related to the participant's workplace, including goals,	Most suited when the participant has a high level of independence and can show a wide	<ul style="list-style-type: none"> • Instructions that clearly express expectations, desired results, time scheduling,

	problem-solving, etc. The participant has to complete the task on time and check or follow up on the results.	range of skills and knowledge application through the execution of the project.	etc. • Grading rubric.
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3: Example/ Good Practice

To Micro, Small & Medium Enterprises (MSMEs), the motivation for adopting digital marketing is largely to perceive changes in the business environment and customer preferences externally and form an urgent digital transformation during the COVID-19 crisis internally. This is reflected in: (1) Not knowing how to cultivate talent and choose suitable digital marketing tools; (2) Difficulty in setting clear goals on transformation and allocating resources; (3) Lack of indicators for assessing long-term benefits; Different economies in the Asia-Pacific region also adopt various policy measures to meet the needs as follows,

A. Introducing the concept of digital transformation through public-private partnerships or cooperation with industry associations and tailor recommendations for talent training : (1) Australia/Australian department of Education, Skills and Employment: The Entrepreneurs' Programme helps transform Australian businesses by providing enterprises access to expert advice and financial support through grants to help businesses progress their goals. Partnering with a range of private sector organizations to help transform businesses with specialist digital, technology and design facilitators; (2) The Philippines/Department of Labor and Employment - Bureau of Local Employment: collaborating with the Philippine Exporters Confederation, Inc. and other stakeholders to upgrade MSMEs towards digital operations through information sessions, knowledge, and experience sharing, and participation in the surveys and development of a roadmap; (3) Singapore/ Skillsfuture Singapore: partnerships with key industry players/market leaders who help to train the rest of the industry. Under the National Centre of Excellence for Workplace Learning (NACE) initiative, the institution also works closely with enterprises to enable digital transformation that leads to increased productivity and innovation.

B. Responding to the impact of the pandemic on informal workers : (1) Indonesia/ Ministry of Manpower: expanding employment opportunities for workers / labors affected by COVID-19 in the form of labor-incentive and entrepreneurial programs for women, including village community activity actors, victims of layoffs and workers returned home because of the lockdown placement; (2) Singapore/Infocomm Media Development Authority (IMDA) & Enterprise Singapore (ESG): several initiatives has taken included an on-going review of the Personal Data Protection Act, launch of the Model Artificial Intelligence (AI) Governance Framework, digital manpower related initiatives (e.g. training and placement efforts under the TechSkills Accelerator for mid-career professionals), economy wide E-Invoicing network, and ramping of SMEs Go Digital initiatives, especially at the peak of COVID outbreak.

C. Infrastructure and resource subsidies: (1) Indonesia/ Ministry of Manpower: ensuring infrastructure and access for all, providing digital job market called Sisnaker (Employment Information System), and building network with companies in providing digital job vacancy information; (2) The Philippines/Technical Education and Skills Development Authority: Establishment of Regional TVET Innovation Centers, strategically aims to provide the TESDA Technology Institutions with the platform for authentic learning application, innovations and entrepreneurial learning, as well as the scholarship programs seek to address the needs of prospective beneficiaries from industries, communities, and the special clients including women; (3)Singapore/Skillsfuture Singapore: developing centers that provide skills and career advisory in both online and offline formats to a wide range of audiences, such as the Lifelong Learning Exploration Centre.

Learning Map

Search Engine Optimization	UI/UX Design
Social marketing	Affiliate marketing
Media Buy	Re-marketing
Web Traffic Analytics	eDM Optimization
Landing Page Optimization	Dashboard & Data Visualization

+ Gender Awareness

Taking Media Buy for instance, both Google and Facebook have relevant courses/certification, which could develop the skills and knowledge in the fields of digital marketing. With the improvements of gender equality, gender perspective should also be integrated into the marketing campaign, as well as increase public understanding of what human rights are and the positive value they bring. Most important of all, it is worthy to compile a list of best practices for accumulating knowledge, skills and how-to that contribute to the planning of diverse and inclusive marketing content.

Conclusion

A. Training Needs

1. The needs of digital marketing in enterprises could be observed in three dimensions, including: the proportion of online revenue, whether full-time online marketing fellowship is allocated, whether a fixed annual marketing budget; Large portion of MSMEs need to be systematically trained to enhance digital marketing capabilities and reform existing business models.
2. The existing female employees could become digital marketing talent through reskilling and upskilling. Digital marketing is a starting point for

women to participate in the digital economy, change career path, enhance communication efficiency, demonstrate innovation capabilities, and integrate technology into the product/service itself, whether they are self-employed or business owners.

3. The average age of digital marketer is under 30 years old. They need to quickly collect and respond to the ideas of the younger generation, as well as analyze and convert marketing results. In terms of training project, the theme-based courses should be appropriate and covered cross-cutting trends.

B. Training trends

1. Not only to reduce the digital gender gap, but we should also encourage diverse groups such as women and younger generation to contact digital marketing skills, create experiences integrated digital technology into all areas of business with new media, and revise the job content.
2. At present, there is still no precise definition and competencies of digital marketers. Schools and training institutions could incorporate digital marketing tools into the course or training mechanism through competitions. Furthermore, “basic knowledge and skills that would be mastered” and “the skills that could respond to the long-term needs of industries” should be taken into consideration at the same time.
3. Compared with skills development, digital marketing training places more emphasis on soft power such as design thinking and logical decision-making. Train planners and human resources departments are encouraged to make good use of existing advantages with social observation and management methods, which cover the major elements of different industries.

C. Gender perspective

1. With the increasing of digitalization on the industrial enterprise’s activities, and the demand for labour will shift following the change. Instead of

separating digital technology, gender perspective, and marketing strategies into three parts, it is recommended to incorporate gender awareness into the planning stage, such as curriculum design, training for trainers, and knowledge interpretation.

2. Promoting women, younger generation, and people from diverse backgrounds to become new media talents, so that they could contact and harness digital technology to contribute ideas for refreshing marketing campaigns or incorporate their life experience into product/service design planning. Capacity building could support middle and high-level marketing managers clarify the connection between products/services and gender perspective, expand the target audience, identify whether the gender perspective integrated in the marketing content is reasonable, and effectively analyze consumer feedback.

3. When operating marketing campaigns, it is suggested to take consumer behavior into consideration: (1) Whether the assumptions to the target audience with different motives, perspectives, rationales, and considerations are correct; (2) identifying gender-specific tendencies but not stereotypes; (3) adjusting information and communication strategies aimed at for different genders, and (4) deepening target audiences' viewpoint of gender equality through brand culture.

Appendix I

Indicators: Digital marketing integrated gender perspective

For the three fields of "Market Analysis for online marketing," "Strategic Planning for online marketing," and "Effectiveness Analysis for online marketing", establish universal evaluation indicators to examine whether they are gender-responsive.

A. Identifying whether the content of online marketing analysis or strategic planning is combined with gender perspective

(a) What are the gender issues in the analysis or strategic planning of online marketing content?

(b) Integration of gender in the following process steps

1. Regarding Market Analysis for online marketing integrated gender perspective, data collection is including

(1) Whether the online marketing thinking of the product/service integrated gender perspective

(2) Whether the online marketing method of the product/service, including channel or platform, mainly aims at the functions for single-sex

(3) Whether the audience and market of the product/service have gender differences

2. Attention should be paid to the quantitative statistical items in each analysis

(1) Whether it considers people of diverse different genders, sexual orientations, gender traits or gender identities

(2) Using gender as a variable in the cross analysis, and it should not be regarded as an independent item in the statistics

(c) Addressing gender issues in various analysis and strategic planning cases of online marketing

1. Are there any issues on sex segregation, lack of friendliness, and insufficient participation?
2. Whether pay attention to the opportunities, needs or situations of gender disadvantaged and vulnerable groups
3. Whether to consider the rights and interests of people of diverse different genders, sexual orientations, gender characteristics and gender identities
4. Assist in the establishment of gender equality and avoid the traditional social and cultural norms that enhance the reproduction of gender prejudices of gender disadvantaged and vulnerable groups

B. Indicators for improving gender perspective in the three major areas

(a) Market Analysis for online marketing

1. Understanding the gender differences in customer analysis items (e.g., region, age, ethnic group, educational attainment, etc.), such as elderly women, new immigrant, and collect basic statistical data.
2. Understanding the actual needs of different genders/customer bases and increasing the possibility of expanding the market.
3. Attempting to construct competitive strategies based on gender issues and find advantageous targets to highlight market differentiation.

(b) Strategic Planning for online marketing

1. Marketing campaigns should break gender stereotypes and avoid gender discrimination.
2. Increasing the content of empowerment of disadvantaged gender and boosting the sense of self-worth.
3. Integrating the value of diversity and inclusiveness into marketing campaign and see the needs of different ethnic groups.

(c) Effectiveness Analysis for online marketing

1. Whether the gender consciousness in marketing and advertising increased effectiveness, including:
 - (1) Browsing traffic or participation
 - (2) Exposure
 - (3) Number of transactions, number of registered accounts
 - (4) Profit margin
2. Analyzing visitor behavior and understanding their acceptance of gender consciousness in marketing and advertising.
3. Modifying or strengthening the gender consciousness in the marketing structure based on the feedback from the online marketing effectiveness analysis tools.

Appendix II

Test Question Examples

【 True or False 】

1. Simply paying attention to the gender ratio in statistics can effectively achieve gender-aware internet marketing. X
2. GA is a common tool used to determine qualitative marketing results. X
3. Effective methods are good methods. Attracting male customers with hot girls and female customers with buff guys can usually grab attention and rack up clicks. Therefore, to gain a higher profit, we should use this type of marketing strategy more often. X
4. The purpose of marketing is product sales. The product is gender-neutral, therefore, selling products has nothing to do with gender equality. Services, however, involve people, so only industries that provide services should consider issues of gender equality. X
5. Simply integrating a gender perspective during the execution of a marketing plan will prevent any gender prejudiced marketing activity. X
6. The main purpose of content marketing is to create an image and start conversations. The gender of a social media manager can be a factor that influences the perspective of the content. O
7. All stages of a marketing strategy must include a gender perspective. Be it planning, decision-making, execution, evaluation, debriefing, suggestions, etc. O
8. Content analysis is a method where qualitative data is transformed into quantitative data, then analyzed. As long as gender sensitivity is incorporated when coding, then any subjective gender prejudice will be completely avoided. X
9. Although the diversity and inclusion of genders have been discussed on the global stage for a long time, currently, there is still no discussion or

practice that combines ESG or CSR with gender issues. X

10. Gender equality protects the human rights of women, and gender equality values are a type of self-actualization. It has nothing to do with a company's value. X

【Gender Perspective】

11. Which of the following is not a step-in gender data collection and analysis?

- B
- A. Check the problem and issue
 - B. Execute the decision forcefully
 - C. Analyze and give suggestions
 - D. Develop and choose options

12. The value of diverse gender inclusion has become an important CSR indicator. Which of the following is false? C

- A. The "LGBTQ100 ESG Index is the world's first index specifically designed for gender diversity issues.
- B. The Gender-Equality Index (GEI) published by Bloomberg tracks how companies on the market support gender-equal financial practices by transparent management, policy-making, etc.
- C. According to foreign research, companies that incorporate LGBTQ-embracing management policies cause more conflicts within the organization.

13. Evaluating factors of gender influence in a marketing strategy, which of the following is a method of execution? C

- A. Seeing gender
- B. Responding to gender needs and gaps
- C. All of the above

14. Which of the following statements is correct? B

- A. When the decision-makers of a marketing strategy are all one gender, as long as they subjectively believe they have gender sensitivity, gender prejudice can be completely avoided
- B. Career gender segregation will affect the ability of males and females to find a job and thrive in non-traditional gender sectors
- C. When evaluating the effect marketing strategies have on gender concepts, one only has to focus on the target audience or user. No need to consider the gender disparity of service providers.

15. Which of the following research methods are not needed for gender analysis? D

- A. Collect and utilize gender statistical data
- B. Analyze the historical social culture
- C. Establish gender-sensitive indicators
- D. Take a gender-neutral perspective

16. Which of the following statements about gender statistics and analysis are false? B

- A. Cross-examining gender with other aspects such as age and people group helps understand what the customer truly looks like under the combinations of factors.
- B. When gender statistics and analysis data are lacking, there is no need to consider gender factors in the marketing strategy.
- C. Gender statistics and analysis should try to include different genders, sexual orientations, gender traits, and gender identities. And find out whether their situations or needs are different.

17. If there is no difference between genders when purchasing a certain product, this means gender doesn't meet which of the following market differentiating conditions? C

- A. Measurable

- B. Accessible
- C. Differentiable
- D. Substantial

18. ESG stands for environmental, social, and governance. Which of the following statements about the roles of gender in ESG is true?

- A. ESG is an issue on a company's level. Gender is an issue at the individual's level. There is next to no relationship between the two.
- B. Valuing gender equality can effectively improve the company's ESG outcome and show inclusion.
- C. In ESG, gender equality fits with the "S" portion, but has nothing to do with "E" and "G."

19. Which of the following statements about the pros and cons of content analysis is true? A

- A. The act of measuring will not interfere with the measurements. The one being observed does not notice he/she is being observed, so reactions will not be unstable.
- B. Combines quantitative and qualitative analysis, so research costs are higher.
- C. The meaning is clear. So coding is easy.

20. Which of the following is most important for the achievement of marketing strategies with values of gender equality? A

- A. Top (higher up managers) to bottom connection of values.
- B. Gender sensitivity of the executer.
- C. Market sensitivity.

21. Which of the following is NOT a goal the "Gender Power Digital Marketing" wants to achieve? C

- A. Create a connection between product and new gender customer

groups and develop a unique market position.

- B. Improve SEO and data monitoring and analysis skills to reach target customers accurately.
- C. Establish the product's connection with the "Tough male, gentle female" traits to maintain existing customer groups.
- D. Improve the ability to produce gender-equal marketing content and strengthen the brand's image of diversity and inclusiveness.

22. Which of the following statements about social media or digital marketing is false? A

- A. Currently, the user demographic of YouTube, LINE, and other social media platforms are mainly young people. Users above 40 are still uncommon.
- B. Compared to traditional media, social media interactions are more immediate. Sexist or mocking marketing content is more easily spread and can cause more harm.
- C. Customer groups of many products no longer show a clear difference between genders. When planning digital marketing strategies, the priority doesn't necessarily have to be physical gender.
- D. According to Google's 2019 research report, women appeared less and spoke less than men in YouTube ads.

23. Which of the following are concepts with values of equality? C

- A. Women are more suitable when there is an infant in the family that needs to be taken care of.
- B. Jobs with long working hours and frequent business trips are tougher. It should be given to men first.
- C. Women and men are equally suitable for high-end manager positions.
- D. All of the above.

24. Which of the following social media marketing slogans can best break

gender stereotypes? B

- A. Even when you're a 32-year-old adult, your mom still wants to wash your clothes.
- B. She loves driving and is confident and independent, she won't give up her hold on life's steering wheel.
- C. 100% of women think their skin is very fragile. Even light bulbs give them tans.
- D. I went 1-on-5 back then. I like to talk about the good old days. Just like a dad.

25. Which of the marketing strategies related to current events show values of diversity and inclusiveness? D

- A. After CDC officials put on pink masks to show "colors don't have gender," many public and private organizations made their Facebook profile pictures pink in response.
- B. Before the marriage equality referendum, Kimlan Soy Sauce posted a video titled "the Versatile Taste of Joy," expressing the fact that, "different families have different tastes. Some are more special."
- C. Colgate invited Golden Melody's best album and best aboriginal album award winner 阿爆 (ABAO) to film an ad to show, "even though you are a minority that is often overlooked, your smile can be the most powerful strength in your heart."
- D. All of the above.

【 Basic Marketing Concepts 】

26. Why do we need "qualitative research" and "quantitative research" for website analysis? B

- A. To better evaluate ad effectiveness and understand the benefits the advertisement brings.
- B. Because the purpose of quantitative and qualitative research is different. Qualitative research can help us understand the customers' feelings.

- C. Because the purpose of quantitative and qualitative research is different.
Quantitative research can help us understand the customers' feelings.
- D. All of the above.
27. Which of the following statements about "digital marketing" is false? D
- A. "Data analysis" is an important part of digital marketing. It can help us understand if there is anything wrong with our marketing direction.
- B. Besides publicity jobs like SEO and search engine marketing, the quality of the website itself is very important as well. The website is essentially the face of the company.
- C. Marketing is a teamwork job. If people from different fields can work together, the work will be more effective.
- D. All of the above.
28. Which of the following statements about competitor analysis is true? D
- A. Understand the competitor's strategy and learn from it.
- B. Understand the advantages and market position of your product.
- C. Discover search engine strategies and understand how to use SEO or search engine marketing.
- D. All of the above.
29. Which of the following is NOT something you have to pay attention to when running a website? D
- A. Website speed and effectiveness.
- B. Site security.
- C. Mobile version.
- D. The website must be able to play videos.
30. What are the disadvantages of using "website hosting platforms?" (e.g. SHOPLINE, 91APP) C
- A. Relatively lower cost.

- B. Website speed is faster.
- C. Optimization flexibility is relatively lower.
- D. Future maintenance is easier.

【 Basic Knowledge of Specific Topics 】

31. Which of the following statements about “Google Ads Policy Regulations” are false? D
- A. Advertising counterfeits is forbidden.
 - B. Advertising dangerous products or services is forbidden.
 - C. Advertising racism or hate is forbidden.
 - D. Advertising 18+/R rated content is forbidden.
32. Which of the following statements about “search engine marketing” is correct? A
- A. The advantage of search engine advertising is that it can accurately reach customers.
 - B. For it to be effective, search engine advertisements should have a budget of more than \$NT 2,000 per day.
 - C. The advantage of search engine advertisements is they have better “imaging ability” and can touch consumers with pictures.
 - D. Search engine advertisements should focus on Google. Working with Yahoo or Baidu is not suggested.
33. Which of the following is an advantage of “search engine advertisement” D
- A. Can get in touch with specific customers.
 - B. Flexible budget.
 - C. Full re-marketing ability.
 - D. All of the above.
34. Which of the following statements about “Facebook’s advertisement policy

regulation” is correct? D

- A. Ads about dating products are not allowed.
- B. Medical/medicinal products are not allowed.
- C. “Illegal products” need to be verified before they can be advertised.
- D. Facebook can change the platform’s policy whenever they wish.

35. Which of the following statements about “SEO” is true? B

- A. SEO needs to be paired with key phrase/search engine advertisement to be effective.
- B. It is a type of website optimization technique. Gaining search engine publicity by optimizing the website, and improving the product’s performance.
- C. SEO is impossible if a website hosting platform is being used.
- D. All of the above.

【 Data Knowledge 】

36. Which of the following statements about “website data analysis” is true?

C

- A. Simply doing either one of qualitative or quantitative studies will yield good outcomes.
- B. Currently, Google Analytics is the most mainstream tool. Other tools are less common in the workplace.
- C. One must have clear marketing goals and analysis strategy first. Only then can analysis be done well.
- D. All of the above.

37. Which of the following is a competitor analysis tool? D

- A. SimilarWeb
- B. Ahrefs
- C. Alexa
- D. All of the above

38. The feature of a competitor analysis tool is: A
- A. Search for a competitor's traffic structure.
 - B. Search for competitors' financial statements.
 - C. Search for the scope of a competitor's company.
 - D. Search for the address of a competitor's company.
39. Which of the following statements about "marketing tools" is correct? A
- A. The most common reports on "behavior analysis tools" are heat charts and video recording features.
 - B. The most common features of "competitor analysis tools" include checking competitors' financial statements, business situation, and company size/scope.
 - C. The mainstream "SEO tools" are SimilarWeb, Search Console, and Google Analytics.
 - D. All of the above.
40. Which of the following statements about "Google Analytics" is correct? D
- A. Must install a tracking code to use it.
 - B. Although there are many types of reports, just learning the ones you will use would suffice.
 - C. The strengths of GA are e-commerce analysis and traffic source tracking.
 - D. All of the above.

Appendix III

Summary report: Innovation, Inspiration, Inclusion : Women's Economic Empowering, New Media Digital Upskilling (WEDU) Seminar

Due to the global pandemic storm, digital technology marketing has become the new favorite of the economic market. In order to gain insights into the development of skills in digital marketing and gender trends, Chinese Taipei has organized the "Innovation, Inspiration, Inclusion : Women's Economic Empowering, New Media Digital Upskilling (WEDU) Seminar" from 30 November to 2 December 2021. Through online virtual event, experts and representatives from APEC member economies who are in relation to gender perspective, digital technology and marketing strategies have been gathered to explore the approaches to reskill and upskill digital marketing talents and demonstrated some important observations about future trend.

In this seminar, representatives from both public and private sectors recognized digital marketing is the meeting point of ideas, technical ability, business nous, and strategic thinking which offers wide scope for women. In addition, the integration of gender perspective in digital marketing will be able to break geographical boundaries and stereotypes, provide better employment opportunities for women and other disadvantaged workers.

Digital technology is reshaping the face of marketing. And the gender perspective is not only stimulating creativity, but also driving the demand for non-traditional talents, which would cause an unprecedented impact on the connotation and objective of vocational training. Through public-and-private partnership, Chinese Taipei will continue to strengthen vocational training system to stay abreast of advancements, as well as share novel and practical cross-cutting skills with APEC economies.

Day 1: November 30

Opening and Welcome Remarks

Meng-Liang Tsai – Director General, Workforce Development Agency, Ministry of Labor

Director-General Tsai started by expressing his gratitude to all the participants, delegates, and keynote speakers. He went on to give some brief background information about the WEDU project. In a highly digitalized world, he hopes the WEDU project will help train a workforce that meets the demands of the labor market. Director-General Tsai also mentions the development of “The Power of Gender in Digital Marketing Training Package.” The training package will integrate a gender perspective and high-end digital marketing skills. He hopes the training package development will contribute to building a sustainable, inclusive, and integrative workforce.

Dong Sun Park – Lead Shepherd, APEC Human Resources Development Working Group

In his speech, Mr. Park expresses the importance of gender equality and gender empowerment. And acknowledges the emphasis APEC puts on empowering and integrating women. For instance, AEPR 2020 report addresses the issues of reconstruction of gender empowerment and make women’s fully participation in economy could create stronger economy and inclusive society and have bigger opportunity. He lists off some past APEC projects that were working for the inclusion and empowerment of women and fighting for equal opportunities for women. Mr. Park also said that he trusts that the WEDU project will greatly contribute to female-empowering in digital marketing and new media. In closing, Mr. Park expressed his gratitude and appreciation to Chinese Taipei for hosting the seminar and the APEC Secretariat for funding the WEDU project.

Renee Graham – Chair, APEC Policy Partnership on Women and the Economy

In her speech, Ms. Renee thanks Chinese Taipei for organizing the event and their ongoing support and commitment to PPWE. She then states that the

overall economy benefits when women are empowered and included, which is why one of New Zealand's APEC priorities for 2021 is to make sure the contribution of all groups is included and appreciated. However, due to the pandemic, women were disproportionately affected. Digital transformation provides new avenue of economic empowerment of women and contribute to get gender equality. We need to seize the opportunity to achieve greater gender equality in the labor market both economic growth and build a more inclusive digital world. So, there must be targeted efforts to integrate and empower them. Ms. Renee goes on to say that the advancements in the digital economy have created a new avenue for women to participate and contribute to the economy. Going forward, she hopes women will have access to good digital skills training, education, and leadership roles.

Rosanna Urdaneta – Coordinator, Capacity Building Network, APEC Human Resources Development Working Group

Ms. Rosanna expresses her gratitude to the Chinese Taipei CBN team for hosting the event, and acknowledges the importance of training, reskilling, and upskilling in the digital age. Strengthening human resources development through technical reskilling and upskilling to enhance capacity and preparedness in digital age is crucial now more than ever. As everything in life is becoming digital, we must realize it is also important to integrate gender perspective into digital marketing, as well as promote gender-responsive skill development to encourage the participation of women in digital economy. She also expresses the importance of including a gender perspective in digital marketing, as well as providing training to encourage women's increased participation in the digital economy. She goes on to express how the WEDU seminar can help women find a wider range of career pathways as the world gets used to the new normal. In closing, Ms. Rosanna speaks about the CBN strategic roadmap and what it is doing to upskill/reskill for people to meet the demands of the new age.

Thematic Session 1: An Overview of WEDU Project

Francesca I-Ku Chen – Researcher, Foundation for Women's Rights Promotion and Development

Launched in 2019 by the Workforce Development Agency, the WEDU project aims to help non-traditional workers complete successful workforce transition in the digital age. The term “non-traditional workers” in WEDU project is including three aspects: (1) people who may not meet traditional job requirements when it comes to education background, (2) people who may be returning to the workforce after some time away, or (3) people who may be self-taught, having picked up job skills through work experience. Women are at the center of these non-traditional workers, and reskilling is more important than ever during the COVID-19 pandemic. Through interviews, focus group discussions, and online questionnaires, the project found out how and when women enter the marketing sector and potential problems. The findings of this research then became the center of the training package. The training package aims to combine marketing strategy, digital technology, and gender perspective. It will include units on market analysis, strategic planning, and performance analysis.

Thematic Session 2: Integrating a Gender Perspective into New Media

Dan-Dan Zhang – Executive Director, Feminist Leadership And Mobilisation on the Edge (FLAME)

Dan-Dan is the executive director of a local feminist organization FLAME (Feminist Leadership and Mobilisation on the Edge). The organization focuses on three areas, access to information technology, long-term care technology, and agricultural technology. Dan-Dan starts her speech by explaining the role digital technology plays in empowering women, as it provides a new career path for them. She then gives two examples of how digital technology has changed the lives and businesses of women. Then she points out the existing digital gender gap. Although digital technology has the potential to empower women, many of them are still barred entry due to gender stereotypes. She especially highlights the needs of elderly women, who are even more marginalized in the digital age. Lastly, she gives some recommendations to promote equal access to technology and empower women to participate in designing, building and leading our shared digital future.

Other viewpoints are about the definition of new media. People usually compare

it to traditional media, and how new media has changed marketing and the spread of information. The way digital technology could help empower women. Giving them the flexibility and power to start and run their businesses and remain in the labor force. Furthermore, the influence of new media is so effective and far-reaching, people could use statistics and charts to show the very real wide reach of new media. Many case study examples of advertisements that portray women as lesser than men, reinforce gender stereotypes and gender roles, or objectify women. Observing the percentages of gender stereotypes in advertisements could highlight the importance of having a gender perspective in the marketing and new media sector.

Day 2: December 1

Thematic Session 3: An Introduction to the Training Package “The Power of Gender in Digital Marketing”

Shih-I Yen – Supervisor, Foundation for Women’s Rights Promotion and Development

With the increased use of social media, online marketing has become more important than ever. At the same time, gender equality has become an issue that is emphasized by more and more organizations. We can see this from organizations like Bloomberg coming up with the Gender-Equality Index to assess corporations. Born under APEC HRDWG guiding principles, the purpose of the training package is to build capacity for gender-aware online marketing and analysis. We hope that the training package will contribute to decreasing the amount of marketing content that utilizes gender discrimination, stereotypes, and objectification of women. Another expected benefit is that women and men will have the same opportunities to gain online marketing skills, foster gender-sensitive brand identity, and promote a more equal and inclusive future. The training package will feature three courses: market analysis, strategy planning, outcome analysis.

Thematic Session 4: Broadening Career Opportunities for Women in the Field of Digital Marketing

Mei Chang – Managing Partner, Wunderman Thompson

In her speech, Mei Chang described what it is like for a woman to work in the digital marketing sector from her personal experience. Mei Chang has more than twenty years of experience working in digital marketing. She has spent time working from both the advertiser side and client side and has spent time overseas in Hong Kong, China. As a woman, she had the experience of taking time off from a relatively successful career to undergo fertility treatment, which allowed her to get pregnant and have her second child at an older age. In conclusion, Mei Chang emphasized the importance of lifelong learning and focusing on what can be done, instead of focusing on what cannot be changed.

Sonia S. Lipio – Executive Director of the Partnerships and Linkages Office, Technical Education and Skills Development Authority (TESDA), The Philippines

As an executive director of a Filipino government agency, director Lipio points out that in the process of empowering women, the government cannot do it alone. They need the help and partnership of industries, which is exactly what is happening in the Philippines with the STAR program. In this program, TESDA has partnered with Coca-Cola to help empower women in the micro-retail sector. In the Philippines, micro-retail takes the form of small shops called sari-sari stores. A large percentage of sari-sari store owners are women. The STAR program has targeted these female owners and provided resources to help them sustain their businesses. Available resources include financial loans, management training, and peer mentoring. Director Lipio also goes on to state plans and other resources provided in the STAR program, which includes online courses and networking assistance.

Hikari Ishido – Professor, APEC Study Center Japan, and Chiba University Japan

Professor Hikari starts by displaying charts that show fixed costs for foreign business expansion. He says these fixed costs are one of the biggest factors restricting females. To expand career options for them, these fixed costs must be lowered. Professor Hikari goes on to provide a possible solution that would expand opportunities for micro and small enterprises. Digital solutions like

blockchain technology are viable options for women entrepreneurs who want to expand their businesses. Besides eliminating some restrictions and barriers for small enterprises, blockchain technology plans to have its own rating system sometime soon. This will be very helpful for business owners that lack person-to-person networking. Some human factors that challenge women in this field can be reduced as well. For example, digital ratings will qualify a business owner, so they will no longer be judged by their gender.

Day 3: December 2

Thematic Session 5: An Introduction to the Pilot Scheme “The Power of Gender in Digital Marketing”

Ching-Shun Lee – Consultant, Atalent Consulting Co., Ltd

Consultant Lee starts by giving an overview of the pilot scheme and its five aspects, ADDIE, which stands for analyze, design, develop, implement, and evaluate. He goes on to describe the process of designing the courses. From identifying the target audience to finding out what capabilities and skills must be included in the training courses. At the time of the seminar, the course was still ongoing. Consultant Lee then ran through some of the units in the course and gave examples of pre-test questions attendees have to pass before they can move on to more advanced courses. He wraps up by going through the qualifications of teachers for this course, and methods of evaluation for course attendees.

Thematic Session 6: Promoting Skills Development and Training in Digital Marketing through Cross-Functional Collaborations

Holmes Mao-Hung Chen – Principal Consultant, Swem MarTech Consultancy

After a brief introduction, Holmes dived into his speech by mentioning that we are currently in marketing 5.0, which is a digitalized age of marketing. He then goes on to describe how marketing now is different from the past and what brands can do to maximize brand value. He speaks about the importance of creating a closed data loop and how monitoring the consumer journey can help brands create more revenue. He wraps up by listing key marketing technology skills needed in marketing departments and different talents in demand right now. He goes on to list courses SWEM has developed through the years that can help graduates learn these necessary MarTech tools and apply them immediately.

Tara Brock – Educational Team Leader, Faculty of Applied Science and Business, TAFE Queensland Brisbane, Australia

Tara and Petra did their presentation together. In her section, Tara started by

laying down the philosophy she takes when designing training courses. She describes all the different steps in building a training program, which includes determining the target audience, determining key objectives of the program, creating content through industry consultation, educational and instructional design, resourcing, test and review, and alumni and pathways to further learning. She also emphasizes the importance of deep learning for adults and how important it is that their course materials are directly applicable to the workplace. The presentation was then handed over to Petra after an introduction to her background.

Petra Zink – Lecturer, Digital/Communication & Social Media, TAFE Queensland Brisbane, Australia

Petra starts by mentioning how fast the pace of change has become. Mainly due to the COVID-19 pandemic, the pace of change has been greatly accelerated. In this digital age, consumers are getting smarter because they have access to more information. This in turn will change the way we market. Reskilling and upskilling are becoming more and more important. Petra describes how current marketing is more like creating conversations and building relationships with consumers, instead of pushing them to buy. With information so easily accessible, the job of marketing is to educate consumers about products and their potential needs for them. Petra then goes on to explain how social media marketing works. Emphasizing the fact that social media content is meant to create conversations, not direct transactions. In closing, she describes some future trends. This includes influencer marketing, short-form advertising, voice-search, etc.

Key Points of Discussion

Q1: Marketers and advertisers may argue that their target audience is a specific gender and use that as a reason for gender stereotypes in their ads. How do you start a conversation about including a gender-equal perspective in marketing?

- The conversation should start in the classroom. Some people are simply unaware that what they are doing is objectifying women or enforcing gender stereotypes. The stereotypes of the traditional way of thinking must be broken down by educating people to think the right way.

Q2: What can be done to reduce the digital gap, especially when it comes to elderly women? How do we encourage them to learn digital skills?

- We must first create a friendly and comfortable environment for them. Help them break down stereotypes around technology and stop thinking it is too hard, or they are too old to learn new things. Some institutions provide training classes for the elderly, so they can learn these digital skills. Also, we must remind ourselves that the elderly didn't grow up with a lot of things that we take for granted. We should be more patient with them when it comes to new technology.

Q3: Suggestions to women as they overcome technical challenges?

- Stop enforcing harmful gender stereotypes in marketing. The pandemic is a good example when a harmful stereotype is that women are caregivers, but in reality, that is a role that anyone can play.
- Although most women know about digital technology, there is still a gender gap in digital literacy. This is mainly because most women over 30 simply don't have time to educate themselves on these new tools. Due to gender stereotypes and traditional gender roles, women at that age are expected to take care of their children and elderly parents, whereas men aren't expected to do that, so they have more time to learn how to use digital technology.

Q4: How can we promote gender equality in the commercial sector?

- It is important to teach women the necessary digital skills, especially during the pandemic. Learning these skills will open a new world for them, and make learning other skills more accessible as well, through online courses.
- Digital technologies can be the solution to broadening career options for women. Breaking cultural and time barriers and allowing women to work while taking care of children. The stigma of remote work or online work has to be removed.
- We could learn from other member economies and create indexes that judge how well a company is doing when it comes to gender equality. The public can then decide where to spend their money based on these scores or indexes. And we need to teach women digital skills. But governments cannot do it alone. Partnerships with industries are extremely important.

Q5: Although many companies recognize the increasing importance of digital marketing, necessary investments and resources in training and recruiting diverse talents are still insufficient. What are the possible reasons and the long-term impact?

- Companies will be left behind if they do not upskill. We need to make it clear to companies that digital marketing can be greatly beneficial for them and convince them to invest in digital marketing technology and talents.
- Traditionally, there are more women in marketing than men. But when it comes to digital marketing or the more technological side, there seem to be more men. But now that marketing technology is becoming easier to learn, hopefully, this will encourage and allow more women to join this field.

Agenda

Day 1: Tuesday, November 30, 2021

Time	Program
13:30~14:00	Registration
14:00~14:20	Opening and Welcome Remarks <ul style="list-style-type: none"> • Meng-Liang Tsai Director General, Workforce Development Agency, Ministry of Labor • Dong Sun Park (remote participation) Lead Shepherd, APEC Human Resources Development Working Group • Renee Graham (remote participation) Chair, APEC Policy Partnership on Women and the Economy • Rosanna Urdaneta (remote participation) Coordinator, Capacity Building Network, APEC Human Resources Development Working Group
14:20~14:30	Guest Introduction / Group Photo
14:30~14:45	Thematic Session 1: An Overview of WEDU Project <ul style="list-style-type: none"> • Francesca I-Ku Chen Researcher, Foundation for Women's Rights Promotion and Development
14:45~15:00	Tea Break
15:00~15:30	Thematic Session 2: Integrating a Gender Perspective into New Media <p><u>Moderator</u></p> <ul style="list-style-type: none"> • Ling-Hsiang Huang Vice President, Foundation for Women's Rights Promotion and Development <p><u>Speakers</u></p> <ul style="list-style-type: none"> • Dan-Dan Zhang Executive Director, Feminist Leadership And Mobilisation on the Edge (FLAME)

15:30~15:55	<p>General Discussion</p> <p><u>Moderator</u></p> <ul style="list-style-type: none"> • Ling-Hsiang Huang Vice President, Foundation for Women’s Rights Promotion and Development <p><u>Panelists</u></p> <ul style="list-style-type: none"> • ZhengDan-Dan Zhang Executive Director, Feminist Leadership And Mobilisation on the Edge (FLAME)
15:55~16:00	Wrap-up

Day 2: Wednesday, December 1, 2021

Time	Program
13:30~14:00	Registration
14:00~14:05	Introduction
14:05~14:20	<p>Thematic Session 3: An Introduction to the Training Package “The Power of Gender in Digital Marketing”</p> <ul style="list-style-type: none"> • Shih-I Yen Supervisor, Foundation for Women’s Rights Promotion and Development
14:20~14:30	Tea Break
14:30~15:30	<p>Thematic Session 4: Broadening Career Opportunities for Women in the Field of Digital Marketing</p> <p><u>Moderator</u></p> <ul style="list-style-type: none"> • Ying-Jun Lin Assistant Professor, School of Law, Chung Yuan Christian University <p><u>Speakers</u></p>

	<ul style="list-style-type: none"> • Mei Chang Managing Partner, Wunderman Thompson • Sonia S. Lipio (remote participation) Executive Director of the Partnerships and Linkages Office, Technical Education and Skills Development Authority (TESDA), The Philippines • Hikari Ishido (remote participation) Professor, APEC Study Center Japan and Chiba University, Japan
15:30~15:50	<p>General Discussion</p> <p><u>Moderator</u></p> <ul style="list-style-type: none"> • Ying-Jun Lin Assistant Professor, School of Law, Chung Yuan Christian University <p><u>Panelists</u></p> <ul style="list-style-type: none"> • Shih-I Yen Supervisor, Foundation for Women’s Rights Promotion and Development • Mei Chang Managing Partner, Wunderman Thompson • Sonia S. Lipio (remote participation) Executive Director of the Partnerships and Linkages Office, Technical Education and Skills Development Authority (TESDA), The Philippines • Hikari Ishido (remote participation) Professor, APEC Study Center Japan and Chiba University, Japan
15:50~16:00	Wrap-up

Day 3: Thursday, December 2, 2021

Time	Program
13:30~14:00	Registration
14:00~14:05	Introduction
14:05~14:35	Thematic Session 5: An introduction to the pilot scheme “The Power of Gender in Digital Marketing” <ul style="list-style-type: none"> • Ching-Shun Lee Consultant, Atalent Consulting Co., Ltd
14:35~14:45	Tea Break
14:45~15:25	Thematic Session 6: Promoting Skills Development and Training in Digital Marketing through Cross-Functional Collaborations <p><u>Moderator</u></p> <ul style="list-style-type: none"> • Han-I Chiang Section Manager, Market Intelligence & Consulting Institute, Institute for Information Industry <p><u>Speakers</u></p> <ul style="list-style-type: none"> • Holmes Mao-Hung Chen Principal Consultant, Swem MarTech Consultancy • Tara Brock (remote participation) Educational Team Leader, Faculty of Applied Science and Business, TAFE Queensland Brisbane, Australia • Petra Zink (remote participation) Lecturer, Digital / Communication & Social Media, TAFE Queensland Brisbane, Australia
15:25~15:45	General Discussion <p><u>Moderator</u></p> <ul style="list-style-type: none"> • Han-I Chiang Section Manager, Market Intelligence & Consulting Institute, Institute for Information Industry

	<p><u>Panelists</u></p> <ul style="list-style-type: none"> • Ching-Shun Lee Consultant, Atalent Consulting Co., Ltd • Holmes Mao-Hung Chen Principal Consultant, Swem MarTech Consultancy • Tara Brock (remote participation) Educational Team Leader, Faculty of Applied Science and Business, TAFE Queensland Brisbane, Australia • Petra Zink (remote participation) Lecturer, Digital / Communication & Social Media, TAFE Queensland Brisbane, Australia
15:45~15:50	Wrap-up