

**LEARNER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



ADM.TEC 015.1

Develop Information
Management Strategy



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

DEVELOP INFORMATION MANAGEMENT STRATEGY

ADM.TEC.015.1

Learner's Guide



ONE ASEAN
ONE RESPONSE



Project Sponsors:



The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam. The ASEAN Secretariat is based in Jakarta, Indonesia.

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ASCEND Programme and
Toolbox:

Introduction



ASCEND

1.1

The ASCEND Programme

Southeast Asian governments, through the ASEAN Committee on Disaster Management (ACDM), continue to invest in strengthening disaster management systems for a more secure and resilient region. However, the compounding risks and increasing uncertainty of disasters in our new climate reality threaten to set back the socioeconomic development gains of ASEAN societies. Widespread and recurring disaster damages and losses can overwhelm national capacities and worsen regional transboundary effects.

The Declaration on One ASEAN One Response (OAOR) at the 2016 ASEAN Summit in Vientiane, Lao PDR, reaffirms ASEAN's vision to move towards faster and more integrated collective responses to disasters inside and outside the region. However, ASEAN's past experiences responding to large-scale disasters showed that realising the OAOR can be challenging. Various responders from different countries, institutions, organisations, and companies seek to contribute to the overall response. Their goodwill is appreciated, and several provide much-needed assistance. But ASEAN and affected Member States sometimes found it challenging to determine what knowledge and skills responders have and how they can effectively contribute to national and regional efforts.

Learnings from past experiences and shared commitment to realising the OAOR vision increased the need to develop regionally recognised Competency Standards and a certification process for disaster management professionals. The increased support led to initiatives that eventually created the ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Programme. ASCEND is now part of Priority 5: Global Leadership of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025, a programme that envisions ASEAN as a global leader in disaster management.

1.2

The Objectives of ASCEND

- To enhance the capacity of the ASEAN countries in the implementation of ASCEND.

- To establish regionally recognised Competency Standards and assessment processes covering five professions in disaster management.
- To improve the capacity of the AHA Centre to serve as the ASCEND Secretariat.
- To promote understanding of the ASCEND Framework among the ASEAN Member States (AMS) and other ASEAN sectors in preparation for the inclusion of ASCEND into the ASEAN Mutual Recognition Arrangement (MRA).

1.3

Advantages and Benefits of an ASCEND Certification

For ASEAN

The ASCEND certification can assist Member States in ensuring that competent disaster management professionals handle emergency assistance and disaster relief across the region. It also supports mutual recognition of disaster management competencies to facilitate acceptance of external aid and faster response.

For AHA Centre

ASEAN, a rapidly developing and hazard-prone region, will need more competent disaster management professionals. The ASCEND certification can narrow current knowledge and skills gaps. It can also enable stronger cooperation and interoperability between disaster managers in their home countries and across regions.

For disaster management professionals

Disaster management professionals can use their ASCEND certification to promote themselves professionally and serve as evidence of their experience and qualifications. It can also make it easier for organisations to determine the ability of certificate holders to perform critical work functions of specific occupations in the disaster management sector.

These ASCEND toolbox documents support the ASEAN Member States in identifying, building the capacity of, and mobilising competent disaster managers across Southeast Asia that are highly capable of contributing to reducing disaster risks and disaster losses in the region through timely and effective response.

1.4

The ASCEND Toolbox

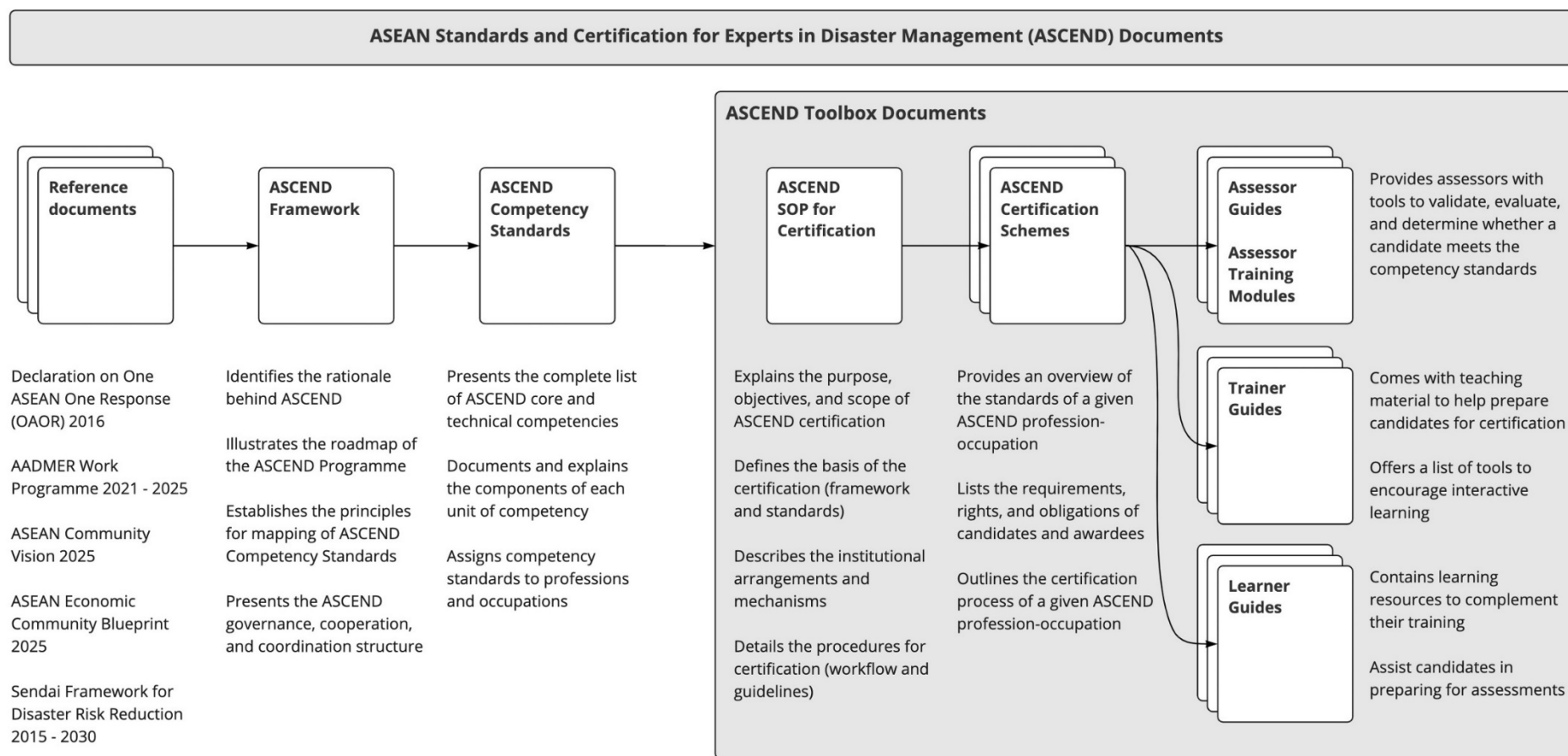
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management professions. The Competency Standards outline the work elements and performance criteria that guide for certification of disaster management professionals across the region.

Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor Guides, Trainer Guides, and Learner Guides. The ASCEND Competency Standards, approved by the ASEAN Committee on Disaster Management, are the primary basis of the Toolbox documents.

The SOP defines the basis of ASCEND, describes the institutional arrangements and mechanisms, and details the certification procedures. Certification Schemes present an overview of the standards of each profession-occupation and certification requirements, the rights and obligations of candidates and certificate holders, and general guidelines on the certification process. Assessor Guides provide assessors with tools to validate, evaluate, and determine whether a candidate meets the Competency Standards. Trainer Guides come with PowerPoint slides and presenter notes to help trainers prepare candidates for certification. It also offers a list of tools trainers may use to encourage interactive learning. Learner Guides assist candidates preparing for ASCEND certification in their chosen disaster management profession and occupation. It contains learning resources and complementary readings to help prepare them to undergo the required assessment.

The ASCEND Toolbox documents can assist the ASEAN Member States to identify, build the capacity of, and mobilise competent disaster managers across Southeast Asia to help reduce disaster risks and disaster losses in the region through timely and effective response.

Figure 1: Overview of ASCEND Toolbox Documents





Learner's Guide

Introduction for Candidates



ASCEND

Welcome and thank you for your interest in pursuing an ASCEND certification. This Learner Guide is for you to read. It contains learning resources and helps you prepare for the required assessments: oral interviews, written tests, and observation checklists.

Competency-based Learning and Assessment

Competency is the attitude and ability to use or apply one's experience, knowledge, and skills-sets to perform critical job functions in a defined work setting.

Table 1: Competency areas and descriptions

Competency area	Description
Experience	Refers to the qualifications of the candidate that make them eligible to pursue certification. It includes the candidate's formal education, work experience, professional training, and job-relevant life experiences.
Knowledge	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
Skills	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
Attitudes	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.

There is one Learner Guide for each unit of competency. The Competency Standards and Unit Descriptor section of this document outlines the content you will be studying – broken down into elements and performance criteria that will be covered during training and assessed using competency-based methods. This guide contains a glossary of terms, a list of abbreviations, readings and activities, a self-assessment checklist, and information about the oral interviews and written tests.

Competency-based methods help ensure that the ASCEND certification process is relevant, valid, acceptable, flexible, and traceable – in alignment with the ASEAN Guiding Principles.

The relevance principle confirms that the ASCEND certification reflects the current professional needs in the disaster management sector. The validity principle relates to the consistency and equitability of the assessment process. The acceptability principle is about aligning the ASCEND certification to other disaster management professional standards and good practices. The flexibility principle refers to the responsiveness of the ASCEND certification to changes or differences in disaster management work settings and job requirements. The traceability principle ensures that evidence is sufficient to grant the ASCEND certification.

Competency-based assessment (CBA) is the process for evaluating whether a professional is qualified and competent to perform in a particular occupation. CBA is used to determine if the candidate's experience, knowledge, skills, and attitudes meet the standards and performance criteria defined in a unit of competency.



ASCEND Competency Standards and Unit Descriptor



ASCEND

3.1

Competency Standards

Competency standards are a set of industry-accepted benchmarks that defines the experience, knowledge, skills, and attitudes professionals need to perform well in an occupation. It also reflects the requirements of work settings and considers the developments in the disaster management profession.

3.2

ASCEND Competency Standards

The ASCEND Competency Standards identify the key features of work in selected disaster management professions and performance standards professionals need to meet to be deemed competent. It also provides the list of the forty-three (43) core and technical competencies that serve as the basis for defining the regionally recognised disaster management qualifications across the ASEAN Member States. The five (5) professions covered by the ASCEND Competency Standards include Rapid Assessment, Humanitarian Logistics, Information Management, WASH, and Shelter Management. Under these professions are five (5) categories of occupations: Manager, Coordinator, Officer, Promoter, and Engineer. Overall, there are fifteen (15) profession-occupation combinations (e.g., humanitarian logistics manager, information management coordinator, WASH promoter).

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. Only one SOP applies to all profession-occupation combinations covered by the ASCEND certification. The Certification Schemes, one for each of the profession-occupation combinations. Both these documents align with the AQRF Level Descriptors, Section 4: Guiding Principles and Protocols for Quality Assurance of the AGP, and ASEAN Disaster Management Occupations Map. The Certification Schemes also outline the ASCEND competencies under selected professions and occupations, eligibility criteria, basic requirements and rights of candidates, and obligations of certification holders. Assessor Guides describe the components of particular competency standards and offer tools to determine the candidate's qualifications. Trainer and Learner Guides expound on a given competency standard's elements and performance criteria for learning and assessment preparation purposes.

The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes in the disaster management profession and remains relevant. Table 2 describes its main components.

Table 2: *Components of the ASCEND Competency Standards*

Component	Description
Unit title	Describes the critical work function to be performed in an occupation
Unit number	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.

3.3

Unit descriptor

Unit title : **Develop Information Management Strategy**

Unit number : **ADM.TEC.015.1**

Unit description: This unit deals with the skills, knowledge, and ability to develop an information management strategy.

Element 1.

Identify component of information management strategy

Performance Criteria

- 1.1 Apply data management into the strategy
- 1.2 Include data governance as part of strategy

Element 2.

Identify resources and capacity of information management unit

Performance Criteria

- 2.1 Identify information management unit activities
- 2.2 Determine the time periods for the activities

3.4

Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
IM	Information Management
IMS	Information Management Strategy
IT	Information Technology
TOR	Terms of References



Unit Readings and Activities



ASCEND

4.1

Element 1. Identify components of information management strategy

1.1 Apply data management into the strategy

A. Introduction

A challenge commonly encountered in the data collection process is that large amounts of data are collected but not stored, analysed, presented or shared in a way that maximises its value. Incompatible, duplicate or missing data from unreliable sources or undocumented data-related activities can consume time and resources but do not contribute to the organisation's overall goal and objectives. Disasters and crises cannot be an excuse to ignore the importance of data management strategy.

Crisis information management (IM) managers need to ask the right questions: How can they produce data and information that support their agency's or organisation's mandate or goals? Agencies or organisations that use data usually have tools and processes for managing data. But not all these tools and processes are integrated and shared, so there may be data gaps and overlaps. Their overall data management may not be as efficient and effective as needed.

Designing and implementing a data management strategy can help ensure that data processing enhances the agency's or organisation's capabilities to carry out its work and meet its objectives. In other words, it allows users to benefit from their data and data assets. The strategy can also support internal data governance, security, and quality systems. It helps guide agency and organisational processes to monitor, control, and secure data. For instance, data management strategies assist agencies and organisations in collecting and categorising data according to standardised classifications and quality frameworks and how to store and protect it from inappropriate access and use.

B. Data Management

Data management is the practice of collecting, organising, storing, and protecting an agency's or organisation's data primarily for informed decision-making. Data management involves designing and implementing policies and



processes to help minimise errors and gaps in data-related activities and prevent data misuse. Effective data management contributes to establishing reliability in data and building trust among its users.

C. Information Management Strategy

Information is processed data that fulfils a user's particular purpose or requirement. The aim of designing and implementing an Information Management Strategy (IMS) is to support the work of an agency or organisation by enabling an environment where sourcing, exchanging, using, and sharing information with other actors are as efficient and effective as possible.

D. Summary

- Data management is essential to an information management strategy because access to helpful information largely depends on data availability, reliability, and quality.
- Applying good data management practices to an IM strategy will help an agency or organisation to gain more benefits from their data and data assets.
- Disasters and crises are not an excuse to ignore the importance of data management strategy.

1.2 Include data governance as part of strategy

A. Introduction

Data governance is part of the overall management of data. Data governance ensures that the correct data is available to the right people when they need it. It creates accountability and enables, rather than restricts, user access to secure and trusted content. Data governance establishes the policies and processes for the effective and responsible use of data. Data management seeks to enact those policies and processes as efficiently as possible to support informed decision-making. Data governance without a strategy for implementation is just documentation.

Data governance involves:

- Bridging data silos.
- Addressing data inconsistencies.



- Preventing data errors.
- Blocking the potential misuse of personal data and other sensitive information.
- Improving data legitimacy to inform decision making

Accomplishing these requires creating uniform policies on the use of data, along with processes to enforce the policies and monitor data usage.

B. Data Governance

Data governance helps answer questions like:

- Who owns the data?
- Who can access what data?
- What (approved) data sources are cleared for use?
- How much of the data is compliant with policies and regulations?
- What are the security measures in place to protect data and privacy?

C. Summary

- Data governance requires a lot of planning, decision-making, implementation, and monitoring activities.
- Different agencies or organisations will have different data governance systems and practices.

4.2

Element 2. Identify resources and capacity of information management unit

2.1 Identify information management unit activities

A. Introduction

Developing a plan for unit activities is essential in determining the effort and time required to collect, process, analyse, and disseminate information products. Information management (IM) unit's activities can vary widely; some activities are done infrequently but take so many hours of work, whereas others are frequent but take little time. An agency or organisation can estimate

the expected work effort and processing time of unit activities based on their experience.

Information management unit activities revolve around collecting, processing, analysing, and disseminating data and information. The following actions should be undertaken during the planning stage and before identifying the activities.

- **Develop terms of reference (TOR)** to ensure everyone understands the nature of the work and expected outcomes.
- **Build your team and the skills needed** to create products and manage product cycles.
- **Design the information flow** to provide clarity and responsibility in data sharing among agencies and organisations.

Information management managers can determine and plan the unit activities based on the abovementioned actions.

B. Unit Activities

Human resources are a vital component of information management unit activities. Every information management unit activity should:

- Clearly define and assign duties and responsibilities to specific staff members or job positions for creating, maintaining, reporting and storing designated types of information
- Establish methods for ensuring that personnel are qualified and adequately trained for the duties and responsibilities assigned to them

C. Summary

- Unit activities will depend on the needs and requirements
- The focus of unit activities largely depends on the availability and capabilities of human resources.



2.2 Determine the time periods for the activities

A. Introduction

Each information unit usually involves various processes and several products. The work effort and processing time required to run the processes and develop the products can be estimated based on their experience. The information unit will need to continue producing weekly and monthly products throughout the year, with several ad-hoc activities ranging from IT support to preparing presentations.

B. Goals of Activities

Due to the dynamic nature of humanitarian work, it is advisable to divide the IM work into short-term and long-term activities.

- **Short term:** Focuses the efforts of the unit on fundamental tasks that will lay the foundation for a more detailed collection of information
- **Long-term:** Are activities that are important but not that urgent and take more time to complete

C. Timeline

Setting up standard IM reporting and product cycle timelines helps make IM activities more predictable and reduces ad-hoc requests. It is good practice for IM managers to engage stakeholders and clients to agree on a calendar of activities for information products before work starts.

D. Summary

- IM work can be divided into short-term and long-term activities.
- Standard IM reporting and product cycle timelines help make IM activities more predictable and reduce ad-hoc requests.



Self-assessment Checklist



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Self-assessment Checklist

Please use the checklist below to help you determine whether you are prepared to be assessed in this unit of competency. The boxes without tick mark indicate that there may be some areas you need to work on to become ready for assessment.

Instructions Please tick (✓) the box if your answer is yes	Questions
<input type="checkbox"/>	Have I read the Learner Guide and understood its contents?
<input type="checkbox"/>	Have I attended, participated in, and completed all training sessions and activities?
<input type="checkbox"/>	Have I reviewed the learning resources to reinforce what I've learned in training?
<input type="checkbox"/>	Am I able to demonstrate my understanding of each element and performance criteria of this unit of competency by writing a summary in my own words?
<input type="checkbox"/>	Am I able to communicate how my experience, knowledge, skills-sets, and attitudes make me qualified and competent enough to perform the job related to this unit of competency?





Oral Interview and Written Test Guide



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Oral Interview and Written Test Guide

This section guides candidates on how to communicate, demonstrate, or present evidence, responses, and their work in a professional manner. There are three primary ways the candidates will be assessed: through observation, oral interview, and written test. The assessor will determine the final assessment methods and tools depending on several factors like the local context, professional needs, and the like.

On observations

Assessors will observe the candidate over a period of time to collect evidence of their capability to meet the required standards and performance criteria. Assessors may attend selected learning sessions, if any, to witness how candidates complete their activities and participate in exercises. In doing so, assessors can get a sense of the candidate's key strengths and areas for improvement concerning the unit of competency. It will benefit candidates to ensure their work is always complete and presentable.

On oral interview

Assessors will conduct oral interviews to confirm and evaluate the candidate's experience, knowledge, skills, and attitudes regarding the unit of competency under assessment.

Please review the Unit Readings and complete the Self-assessment Checklist in this document. It may include verification questions about what you learned from the training content and material. It may also include competency questions about your knowledge and skills. Assessors may ask you what knowledge or skill you will use or apply to address a specific occupational issue or problem. Candidates need to think about how they will carry out their critical job functions in a defined work setting.

Finally, the interview may also include behavioural questions that focus on attitudes. Assessors may ask for examples of what you will do when a particular situation happens or when circumstances change. Candidates will need to support their answers with reflections on their own or other's experiences and the lessons learned from those.



On written tests

Assessors will also present a written test to candidates to confirm whether candidates learned and understood the training content and material concerning the unit of competency under assessment.

Accuracy, brevity, and clarity are the ABCs of good writing. The first thing candidates are suggested to do is answer the questions as accurately as possible. It helps structure your response and sharpen your main points in an outline before writing them down. Candidates are advised to use short and simple sentences and paragraphs. The key messages and transitions between your sentences and paragraphs must be clear. Your answers need to be easy to read and understand. It includes removing and leaving out irrelevant material. Candidates are also expected to write coherently and logically so that readers can follow their thought.

Proofread and correct errors in your work before submitting it. How you format your work also matters. If you are using a computer, please check whether your indentions, margins, spacing, listings (bullets, numerical sequencing), and page numbers are in order.





Recommended Readings



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Recommended Readings

IASC 2008 *Guideline Responsibilities of Cluster/Sector Leads and OCHA Information Management*. IASC Task Force on Information Management. Accessible [here](#)



Learning Resources





Training Evaluation Sheet



ASCEND



Training Evaluation Sheet

Name of Training

Competency unit title and number

ADM.TEC.015.1 Develop Information Management Strategy

Location of training

Date of training

Instructions

Please tick (✓) your level of agreement with the statements below

Strongly Agree

Agree

Neither Agree or Disagree

Disagree

Strongly Disagree

Training content and facility

The training objectives were clearly defined and met.

☐
☐
☐
☐
☐

The training content was organised and easy to follow.

☐
☐
☐
☐
☐

The training material was relevant and useful to me.

☐
☐
☐
☐
☐

The training facility is adequate and comfortable.

☐
☐
☐
☐
☐

Training delivery and activities

The trainers/presenters were knowledgeable and well prepared.

☐
☐
☐
☐
☐


The trainers/presenters
were engaging and
helpful.

☐☐☐☐☐

The length of the training
was sufficient for learning.

☐☐☐☐☐

The pace of the training
was appropriate to the
content and attendees.

☐☐☐☐☐

The activities and
exercises encouraged
participation and
interaction.

☐☐☐☐☐

What did you like most about this training?

What parts of the training could be improved?



Other comments and feedback:

**Thank you for completing this training evaluation form.
Your response is appreciated.**



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ASEAN Standards and Certification for Experts in Disaster Management

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