

**LEARNER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



ADM.TEC 016.1

Operationalize Information Management
Strategy for Emergency Operation



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

OPERATIONALISE INFORMATION MANAGEMENT STRATEGY FOR EMERGENCY OPERATION

ADM.TEC.016.1

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.

The “ASEAN Standards and Certification for Experts in Disaster Management (ASCEND)” is under Priority Programme 5: Global Leadership of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025 that envisions ASEAN as a global leader in disaster management.

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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 the 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

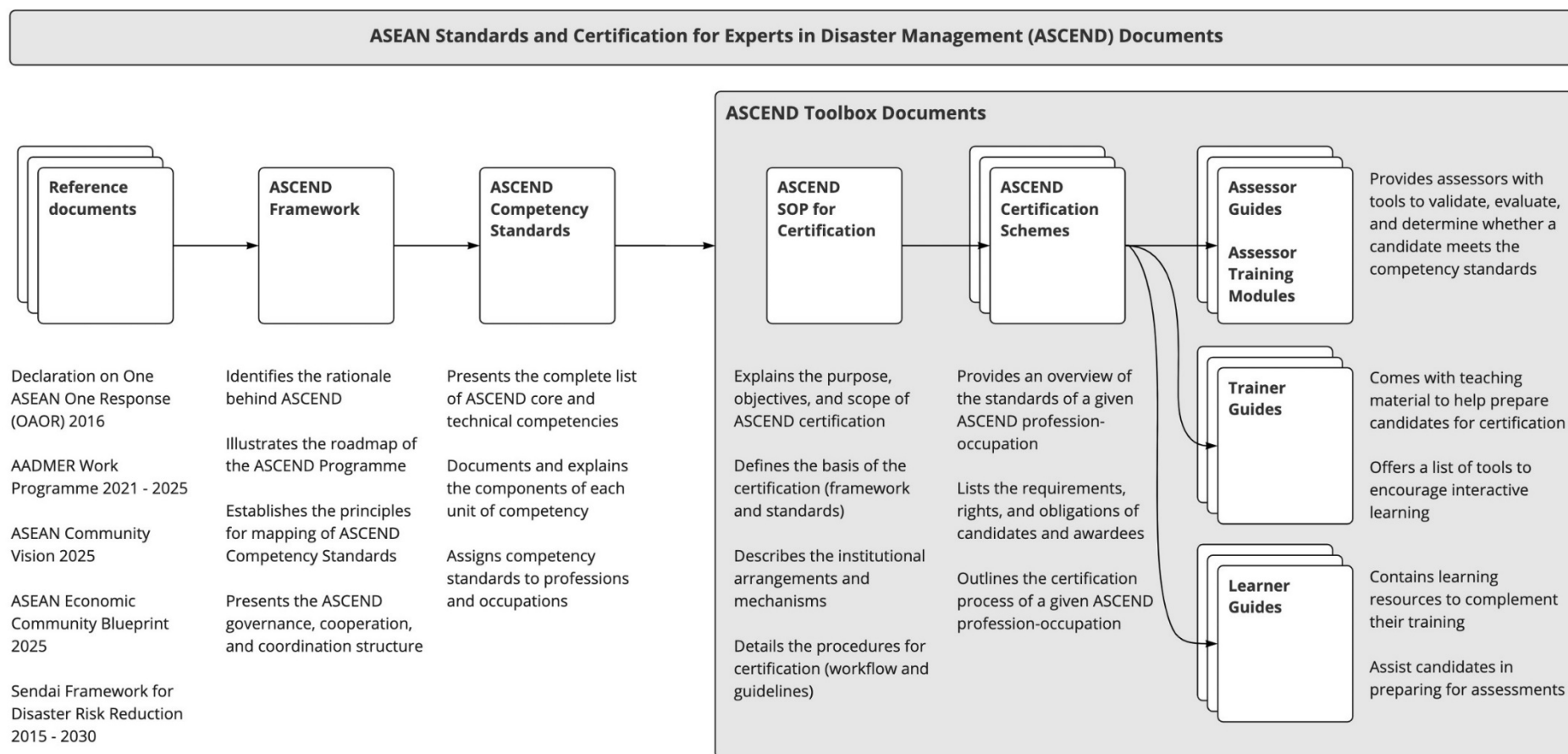
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management 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 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: **Operationalise Information Management
Strategy for Emergency Operation**

Unit number: **ADM.TEC.016.1**

Unit description: This unit deals with the skills, knowledge, and ability to operationalise information management strategies for emergency field operations.

Element 1.

Identify information management capacity

Performance Criteria

- 1.1 Agreed terms of reference
- 1.2 Identify related skills needed
- 1.3 Availability of human resources

Element 2.

Managing data and information

Performance Criteria

- 2.1 Identify the information system
- 2.2 Identify information flow
- 2.3 Aware of product cycle within the humanitarian emergency system

3.4

Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
3Ws	Who does what and where
AHA Centre	ASEAN Coordinating Centre for Humanitarian Assistance on disaster management
AIM-Net	AHA Centre Information Management Network
ASEAN-ERAT	ASEAN-Emergency Response and Assessment Team
CODs	Common Operational Datasets
EOC	Emergency Operation Centre
GIS	Geographic Information System
IM	Information Management
MS	Microsoft (Office)
TOR	Terms of Reference
V&TCs	Volunteers and Technical Communities



Unit Readings and Activities



ASCEND

4.1

Element 1. Identify information management capacity

1.1 Agreed terms of reference

A. Introduction

Terms of reference (TOR) define the purpose and structures of a project, committee, meeting, negotiation, or any similar collection of people who have agreed to work together to accomplish a shared goal¹. A TOR document should ideally include the following components: background, roles and responsibilities, structure, membership, activities, expected outputs and operational arrangements (OCHA 2011).

A common problem when creating a TOR arises when drafting the document occurs before **clarifying the issues** it seeks to address. It can lead to a TOR with too broad a scope and loosely connected objectives. A good practice to overcome this challenge is to **specify the deliverables** to outline the specific outputs the group needs to deliver and the timeframe to undertake the work. It is also helpful to **clarify how decisions will be made** so that team members can distinguish between decision-makers responsible for taking action versus those accountable for the day-to-day operations. Other people may only contribute in an advisory capacity and **focus on particular issues**.

An information management TOR for crisis and disaster situations ensures that information management activities are needs-based, targeted, and coordinated. It outlines conditions for sharing IM tools (databases, maps, 3Ws, websites, Common Operational Datasets (CODs) etc.), steps for developing and utilising IM technologies, and ensuring that a core set of IM standards are in place for collecting, storing, protecting, and sharing data. It also guides support assessment activities such as managing information from ongoing humanitarian assessments and facilitating IM tools and coordination mechanisms used by agencies and organisations in assessment areas.

¹ Wikipedia: https://en.wikipedia.org/wiki/Terms_of_reference

B. Expected Outputs

The expected outputs section of a TOR indicates how to systematically share information internally within an agency or organisation or externally with partners. Expected outputs may include the following:

- Creation of reports, statistics, maps, needs assessments and other information products
- Establishing and managing information and monitoring systems
- Coordinating forums to discuss data collection methodologies, data quality concerns, and technical issues
- Promoting the harmonisation of codes and standards related to IM processes (e.g., locations, population types, and other datasets to facilitate comparison of data from various sources).

C. Summary

- A term of reference (TOR) is a document that articulates the scope of work and how the people collaborate to achieve a common goal.
- An information management TOR for crisis and disaster situations ensures that information management activities are needs-based, targeted, and coordinated.

1.2 Identify related skills needed

A. Introduction

In a nutshell, information management (IM) ensures that the right people have the information they need at the right time. IM activities, therefore, determine how people in agencies and organisations use and work with information. Agencies and organisations need to weigh up the practicalities of handling large amounts of information and consider any ethical considerations required for private or sensitive information. Data must be processed, contextualised, tagged, and analysed to become valuable and meaningful. It also needs to be adequately protected from unnecessary access and misuse. Implementing these activities requires having a team equipped with the necessary experience, knowledge, and skills in IM.

B. Skillsets

The skills required of an IM workforce depend on the IM products and processes that an agency or organisation is producing or supporting. The skills needed in IM coordination include planning, management, analysis, report writing, and communication. Technical skills in core products like advanced MS Excel and GIS are needed for designing and building databases or web pages. Besides coordination and technical skills, An IM workforce must also be skilled at stakeholder engagement, building partnerships, coordination, leading teams, data storytelling, and delivering presentations.

C. Summary

- IM activities are not just about technical work. Besides technical skills, IM team members need to have coordination and soft skills.
- The skills required of an IM workforce depend on the IM products and processes that an agency or organisation is producing or supporting.

1.3 Availability of human resources

A. Introduction

One of the most significant challenges in aid and relief operations is human resource availability and allocation. Agencies and humanitarian groups consistently face the challenge of building, strengthening, and maintaining the organisational capacity to effectively respond to crises and disasters due to the scarcity of sufficiently experienced, knowledgeable, and skilled personnel.

Furthermore, determining the appropriate number of IM staff to be deployed in an emergency is not straightforward. Ideally, the skills of IM staff should align with the information products and processes that the unit is producing or supporting. During emergencies, people on the ground to ensure that standards and regulations on data collection and processing are applied and adhered to are needed. Furthermore, if multiple geographic locations are affected, IM capacity has to be adequately allocated based on the scale of the area and the information needs.

B. Expand the team

We are witnessing a digital revolution that is driving significant changes. The world is becoming more connected as more people go online to seek information and use tools to magnify their views. In this ever-changing environment, humanitarian organisations adapt to the new opportunities provided by the Internet and other digital technology to manage difficulties and create innovative solutions. Since 2013, several non-governmental organisations (NGOs) have expanded their team by collaborating with volunteers and technical communities (V&TCs) to leverage [digital technologies](#) to enhance humanitarian response. These people or groups can help organisations remotely by providing technical support and expert guidance. Some of the usual tasks that V&TCs conduct include **data collection** and **data visualisation**.

Agencies and organisations operating in Southeast Asia may seek support and guidance through **The AHA Centre Information Management Network (AIM-Net)**. AIM-Net is a regional forum where ASEAN Emergency Operation Centre (EOC) practitioners can coordinate and cooperate to strengthen EOC capacities, capabilities, and practices for Disaster Information Management and Information Systems Interoperability.

C. Summary

- Human resources availability and allocation are among the managers' most significant challenges when supporting or leading aid and relief operations.
- Agencies and organisations can seek the technical support and expert guidance of V&TCs if willing and whenever appropriate.

4.2**Element 2. Managing data and information****2.1 Identify the information system****A. Introduction**

Information systems are interrelated components that work together to collect, process, store, and disseminate information to support decision-making, coordination, control, analysis, and visualisation. The five main components of an information system include hardware, software, data, people, and processes. Hardware, software, and data fall under technology and involve applying scientific knowledge for practical purposes.

People must be central to the overall information system ranging from data entry, systems analysis, programming, and overall data and information management.

IM processes are a series of steps undertaken to achieve a desired outcome or goal. Information systems transform data into relevant information to enhance organisational knowledge and response.

There are two types of information systems. General information systems apply tools for fundamental data analysis using standard formulas to find relationships among the data. It may involve using an electronic spreadsheet to calculate averages for a set of values or plot a value trend over time. Specialised information systems are customised to support a particular process within an agency or organisation or carry out particular analysis tasks. It may involve using a geographic information system (GIS) to manage and analyse all types of geographical data.

B. Disaster Management System

Several information systems support emergency and disaster management activities. Depending on the data and information they can process, these systems can support only one phase or more than one phase. It is common to use general information systems to support data collection analysis during emergency response operations. More information about disaster management information systems can be accessed [here](#).



C. Summary

- There are five components: people, hardware, software, data, and process.
- It is essential to understand the purpose and capacity of information systems and how they can be of use in certain phases of disaster management.
- Different phases of disaster management will have varying information system needs and requirements.

2.2 Identify information flow

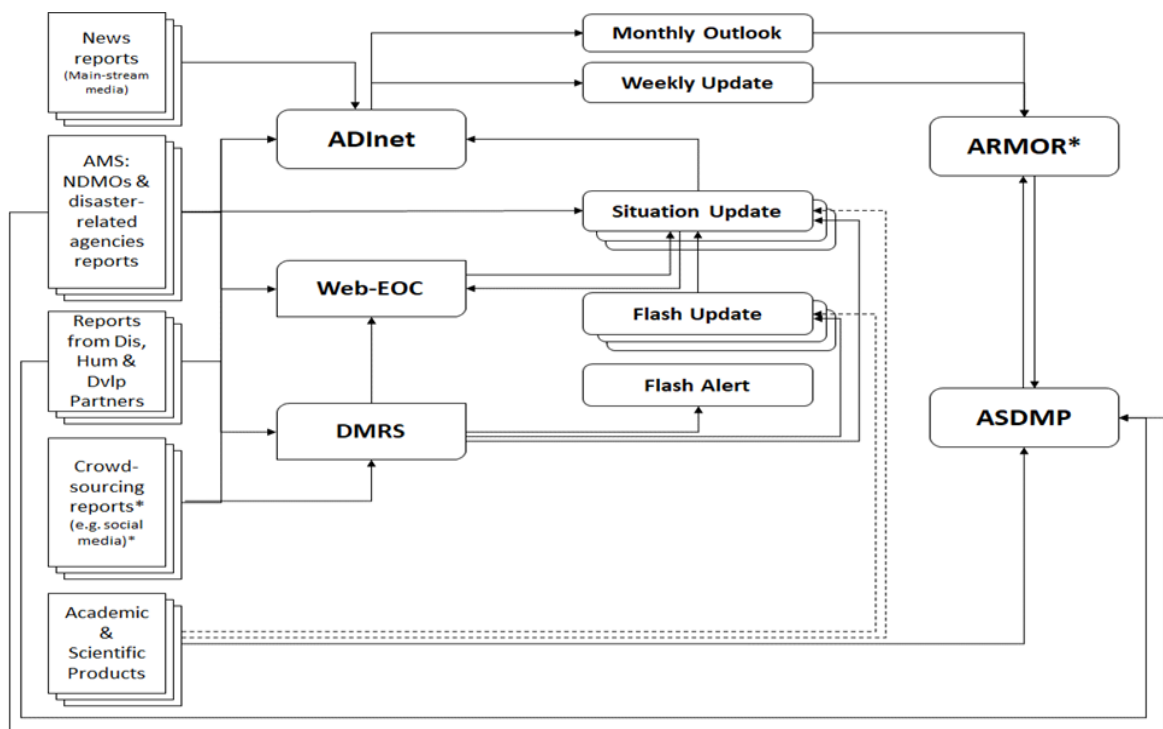
A. Introduction

Different stakeholders, including governments, disaster management authorities, humanitarian organisations, supporting sectors, and the general public, are involved in disaster response operations. They rely on information flows to network, make decisions, coordinate the overall response, and share updates. Information passes through various mediums depending on the sender, message, and receiver. For example, communication between headquarters and the field team could be via phone or video calls or document and email exchanges. Managing information starts with clearly defining roles and responsibilities among actors and determining the appropriate lines of communication between them. It is ideal to agree on the information flow before a disaster. But if not, at least at an early stage in the emergency response.

B. AHA Centre Information Flow

The flow of data and information sources to and from the AHA Centre is shown in the diagram below. It presents the sources of data, the information systems where data is processed, and the information products.

Figure 2: AHA Centre Flow of Data and Information Sources



C. Summary

- Managing information starts with clearly defining roles and responsibilities among actors and determining the appropriate lines of communication between them.

2.3 Aware of product cycle within the humanitarian system

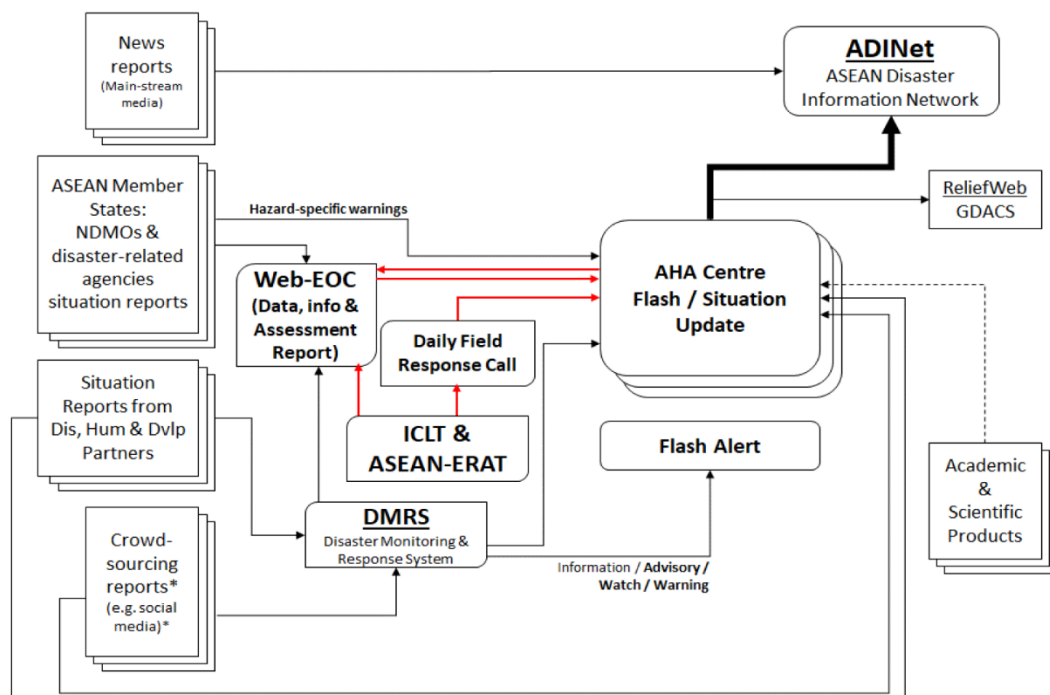
A. Introduction

Emergency response or humanitarian operations involve a coordinated series of actions to prepare for, manage and deliver humanitarian aid and disaster relief. Effectively managing information is crucial for linking different actors and facilitating the integration of various activities. Information is processed and used to conduct needs assessment and analysis, develop response and resource mobilisation plans, monitor and evaluate implementation, and conduct operational reviews. Therefore, it is essential to properly set up an IM reporting and product cycle to direct efforts. Standard product cycles create a

sense of predictability because stakeholders sharing information become aware of reporting periods and when to expect updates.

The figure below shows AHA Centre's information products, flow, and relationship with ASEAN-ERAT information management activities. It shows how data and information from other sources feed into and are processed by the AHA Centre's information systems before dissemination to other platforms.

Figure 3: AHA Centre's information products, flow, and relationship with ASEAN-ERAT information management activities



B. Summary

- Effectively managing information is crucial for linking different emergency response and humanitarian actors and facilitating the integration of various activities.
- Standard product cycles create a sense of predictability because stakeholders sharing information become aware of reporting periods and when to expect updates.



Self-assessment Checklist



ASCEND



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



ASCEND



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



ASCEND



Recommended Readings

Capelo, L., Chang, N. and Verity, A. (2012). *Guidance for Collaborating with Volunteers and Technical Communities*. Digital Humanitarian Network. Accessible [here](#)

UNOCHA. (2011). *Information Management Working Group (IMWG) - Terms of Reference*. Accessible [here](#)



Learning Resources

W3C. (2009). *EMS Systems*. Accessible [here](#)





Training Evaluation Sheet



ASCEND



Training Evaluation Sheet

Name of Training

**Competency unit
title and number**

ADM.TEC.016.1 Operationalize Information
Management Strategy for Emergency Operation

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.**



ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

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