

**LEARNER'S  
GUIDE**



**TECHNICAL COMPETENCY UNIT**



# **ADM.TEC 017.1**

Conduct Information  
Management Continuum



## **ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# CONDUCT INFORMATION MANAGEMENT CONTINUUM

ADM.TEC.017.1

### 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.

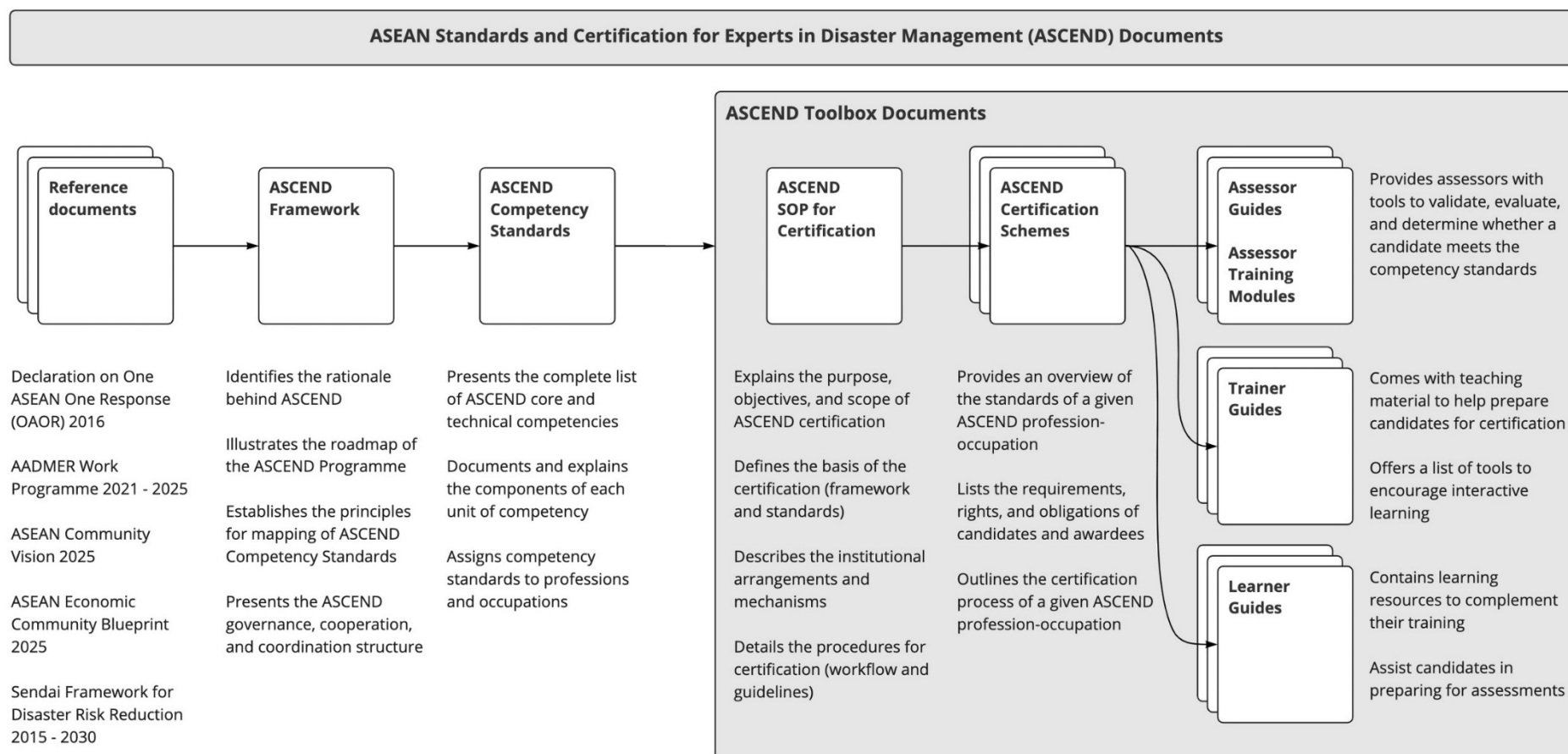
The SOP defines the basis of ASCEND, describes the institutional arrangements and mechanisms, and details the certification procedures. Certification Schemes present an overview of the standards of each profession-occupation and certification requirements, the rights and obligations of candidates and 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*



*Figure 2: 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
<b>Experience</b>	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.
<b>Knowledge</b>	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
<b>Skills</b>	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
<b>Attitudes</b>	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
<b>Unit title</b>	Describes the critical work function to be performed in an occupation
<b>Unit number</b>	<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"> <li>ADM.<b>COR</b>.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.</li> <li>ADM.<b>TEC</b>.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.</li> </ul>
<b>Unit description</b>	Provides information about the critical work function covered by the unit.
<b>Elements</b>	Presents the occupational tasks required to perform the critical work function in the unit.
<b>Performance criteria</b>	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.

**3.3**

## Unit descriptor

**Unit title** : **Conduct Information Management Continuum**

**Unit number** : **ADM.TEC.017.1**

**Unit description:** This unit deals with the skills, knowledge, and ability to conduct information management continuum.

### Element 1.

#### **Identify Information Management Continuum**

##### **Performance Criteria**

- 1.1 Collect and maintain data
- 1.2 Apply policy and standard on data processing
- 1.3 Conduct analysis
- 1.4 Dissemination of data and information products

### Element 2.

#### **Identify roles and responsibilities of humanitarian actors related to information management**

##### **Performance Criteria**

- 2.1 Identify roles of responsibility of AHA Centre
- 2.2 Identify roles of responsibility of NDMOs
- 2.3 Identify roles and responsibilities of Clusters

## 3.4

# Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
<b>AHA Centre</b>	ASEAN Coordinating Centre for Humanitarian Assistance on disaster management
<b>GPS</b>	Global Positioning System
<b>IASC</b>	Inter-Agency Standing Committee
<b>IM</b>	Information Management
<b>ISO</b>	International Organization for Standardisation
<b>NDMOs</b>	National Disaster Management Organisations
<b>SMS</b>	Short Message Service
<b>UN</b>	United Nations
<b>WASH</b>	Water, Sanitation and Hygiene





# Unit Readings and Activities



**ASCEND**

## 4.1

# Element 1. Identify Information Management Continuum

## 1.1 Collect and maintain data

### A. Introduction

Information management (IM) is an integral part of the information continuum. Four main processes of IM in disaster and crisis include collection, processing, analysis and dissemination of information.

Humanitarian IM is the systematic process for planning, collecting, collating, storing, processing, verifying, and analysing data and information from one or more sources. It also involves disseminating relevant data and information to humanitarian stakeholders to support effective and timely decision-making and humanitarian action.

*Figure 3: The information management process*



## B. Data collection

Data collection refers to technical and non-technical activities involved in establishing a body of data or information. The common types of data that are collected and used by different stakeholders on the ground during an emergency response include:

- Geospatial data – GPS locations, aerial images, satellite observations, etc.
- Operational data – data that informs humanitarian operations (e.g., funding flows, logistics information such as procurement processes, number of people affected)
- Survey and perception data – data collected directly from beneficiaries of humanitarian assistance to assess needs and concerns
- Administrative data – data collected from official government sources (e.g., administrative and jurisdictional boundaries)
- Digital data – web-based portals, biometrics, SMS-based surveys, etc.

## C. Summary

- The four main processes of IM are collection, processing, analysis and dissemination of information.
- Data collection is the systematic approach to gathering and measuring information from various sources to get a complete and more accurate picture of an area of interest.

# 1.2 Apply policy and standards on data processing

## A. Introduction

Several standards and indicators related to IM are used in the global humanitarian emergency response system, such as those developed by Sphere, Inter-Agency Standing Committee (IASC), ISO, and national governments. What is essential is to ensure that IM activities are transparent, seek diversity in data sources, provide data protection, and adopt the "do no harm" principle.



## B. Data Processing

Processing consists of technical processes that transform raw data (i.e. numbers) into a format that can be easily manipulated or combined with other data in preparation for further analysis. Some data processing follows uniform procedures, while others require advanced and customised operations. The amount of work required in data processing is often underestimated.

## C. Summary

- What is important is to ensure that IM activities are transparent, seek diversity in data sources, provide data protection, and adopt the "do no harm" principle.
- Data processing turns data into a useable format needed by an agency or organisation.

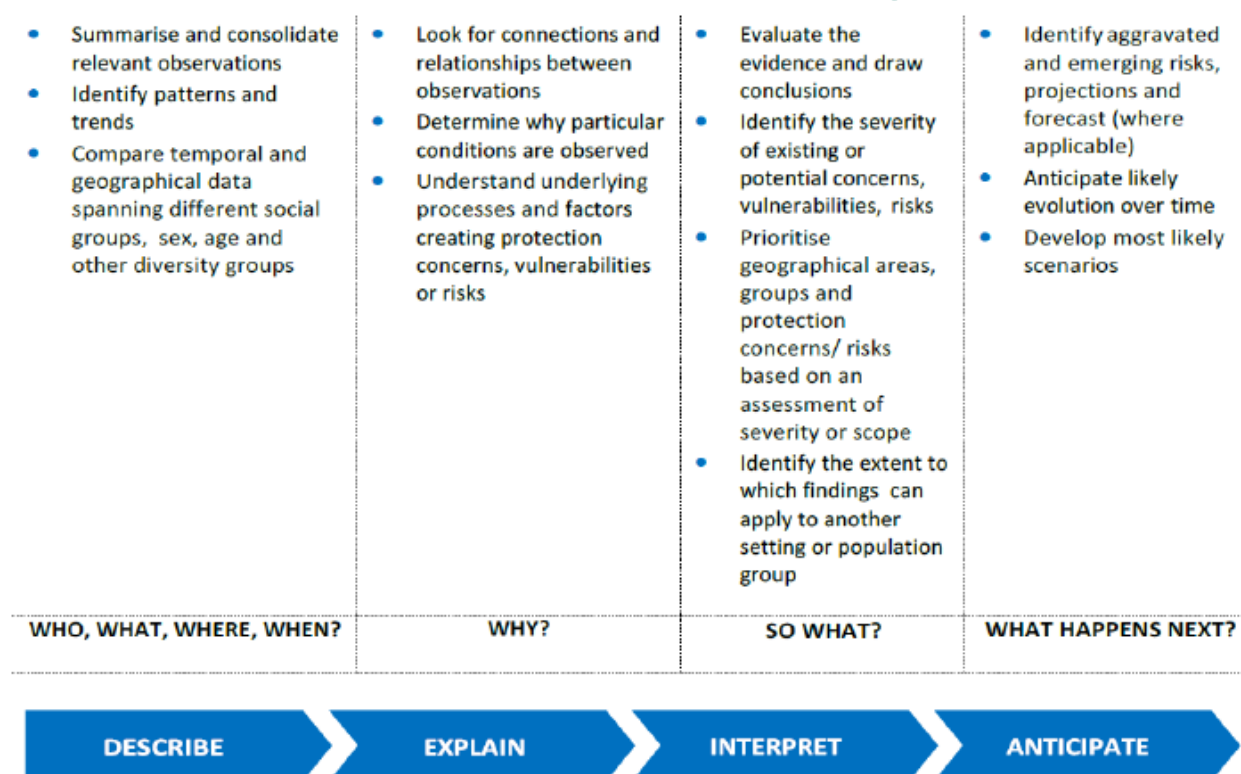
## 1.3 Conduct analysis

### A. Introduction

Conducting analysis involves three steps: summarising, prioritising, and learning. An effective analysis process draws out relevant information and brings them together to inform the decision-making.

### B. Analysis

An analysis is conducted at two levels. The first level involves fundamental statistical or spatial analysis using graphs, charts or maps to display the standard information. Adding background information, contextual details, and other technical (subject) aspects is the second level of analysis.

*Figure 4: Levels of analysis*

## C. Summary

- Data analysis is a process of inspecting, cleansing, transforming, and modelling data to produce meanings (useful information) and inform decision-making.
- An analysis is conducted at two levels. The first levels involve operations that bring out the general patterns in the data. The second level involves activities contextualising the results and findings of the first level of analysis.

## 1.4 Dissemination of data and information products

### A. Introduction

Dissemination, the last step of the IM chain, involves activities that bring attention to information products and place them into the hands of stakeholders and partners. Dissemination of information may involve a general audience or a targeted group of key decision-makers. Various formats and a range of mediums are used based on the audience.



The timely distribution of information products is an integral part of information exchange. It not only facilitates informed planning and efficient operations but also demonstrates the value-add of an IM service provider. Late information is of little use in emergency response, even if it is more comprehensive.

It is better to conduct dissemination processes around basic technology systems. In the early days of a disaster, agencies or organisations do not always have access to resources like the internet or the capacity to operate sophisticated tools. Platforms like websites should be designed with general users in mind.

## B. Summary

- Dissemination is the distribution or transmission of data or information to end-users.
- There are many ways agencies or organisations can disseminate their data and information to the public. The correct format and medium will depend on the audience.

## 4.2

# Element 2. Identify roles and responsibilities of humanitarian actors related to information management

## 2.1 Identify roles of responsibility of AHA Centre

### A. Introduction

Providing information management services involves the following:

- a virtual or physical space where the humanitarian community can access the information resources
- contacts, schedules, agendas and minutes of sectoral coordination meetings, and



- a working group to coordinate stakeholders and their information management activities

## 2.2 Identify roles of responsibility of NDMOs

### A. Introduction

NDMOs are usually expected to provide the following information management services:

- Geospatial data and analysis
- Maintenance of common datasets
- Survey design for needs assessments or other significant external data collection exercises
- Management of the collection and dissemination of information
- Advocacy for data and information sharing within the humanitarian community and the adoption of global and in-country data standards

## 2.3 Identify roles of responsibility of Clusters

### A. Introduction

Clusters are groups of organisations, both UN and non-UN, that coordinate the main sectors of humanitarian action (e.g. logistics, shelter, WASH). Cluster leads are designated by the Inter-Agency Standing Committee (IASC) and have clear roles and responsibilities.

The Cluster Approach aims to add value to humanitarian coordination through:

- **Increased transparency and accountability:** Greater transparency in resource allocation, co-leadership, and operational performance leads to greater accountability.
- **Enhanced predictability:** Sector and thematic responsibilities are clearer, and formal mechanisms exist to clarify those areas where they are not, both at the national and international levels.

- **Engagement with national and local authorities:** Having a single person to call within the international humanitarian architecture speeds up the resolution of issues and allows greater access for the non-governmental community to government and UN decision-makers.
- **Inclusion of affected communities:** Tools and services developed through the Cluster Approach ensure that those who know the most appropriate solutions to their problems be engaged in formulating the response. It also gives those affected by crises access to the government and other decision-makers.
- **More effective advocacy:** Clusters, singly or collectively, speak with one voice on issues of common concern.
- **Joint strategic and operational planning:** The formal process of coordination within and between clusters enhances efficiency while improving effectiveness.

Cluster/Sector leads at the country level should aim that information management (IM) activities support national information systems and standards, build local capacities, and strengthen links with relevant state and local authorities. Cluster/Sector leads should thus seek to enhance, not replace or diminish national efforts, including those not part of the cluster or the government.





# 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.

<b>Instructions</b> Please tick (✓) the box if your answer is yes	<b>Questions</b>
<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 others' 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

IASC. (2021). *Operational Guidance: Data responsibility in humanitarian action. Result Group 1 on Operational Response*. Accessible [here](#).



## Learning Resources

For more information about the cluster approach, please visit:  
UN OCHA. (n.d.). *What is Cluster Approach*. Accessible [here](#)





# Training Evaluation Sheet



**ASCEND**





## Training Evaluation Sheet

**Name of Training**

**Competency unit title and number**

**ADM.TEC.017.1 Conduct Information Management Continuum**

**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?**



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**Other comments and feedback:**

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**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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