

**LEARNER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
018.1**

Produce Information
Management Products



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

PRODUCE INFORMATION MANAGEMENT PRODUCTS

ADM.TEC.018.1

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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Table of Contents

ASCEND PROGRAMME AND TOOLBOX: INTRODUCTION	1
1.1 The ASCEND Programme	2
1.2 The Objectives of ASCEND	2
1.3 Advantages and Benefits of an ASCEND Certification	3
1.4 The ASCEND Toolbox	4
LEARNER GUIDE INTRODUCTION FOR CANDIDATES	6
ASCEND COMPETENCY STANDARDS AND UNIT DESCRIPTOR	9
UNIT READINGS AND ACTIVITIES	14
4.1 Element 1. Identify information management products during humanitarian operation	15
4.2 Element 2. Identify information management products during non-humanitarian operation	18
SELF-ASSESSMENT CHECKLIST	20
ORAL INTERVIEW AND WRITTEN TEST GUIDE	22
RECOMMENDED READINGS	25
TRAINING EVALUATION SHEET	27



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

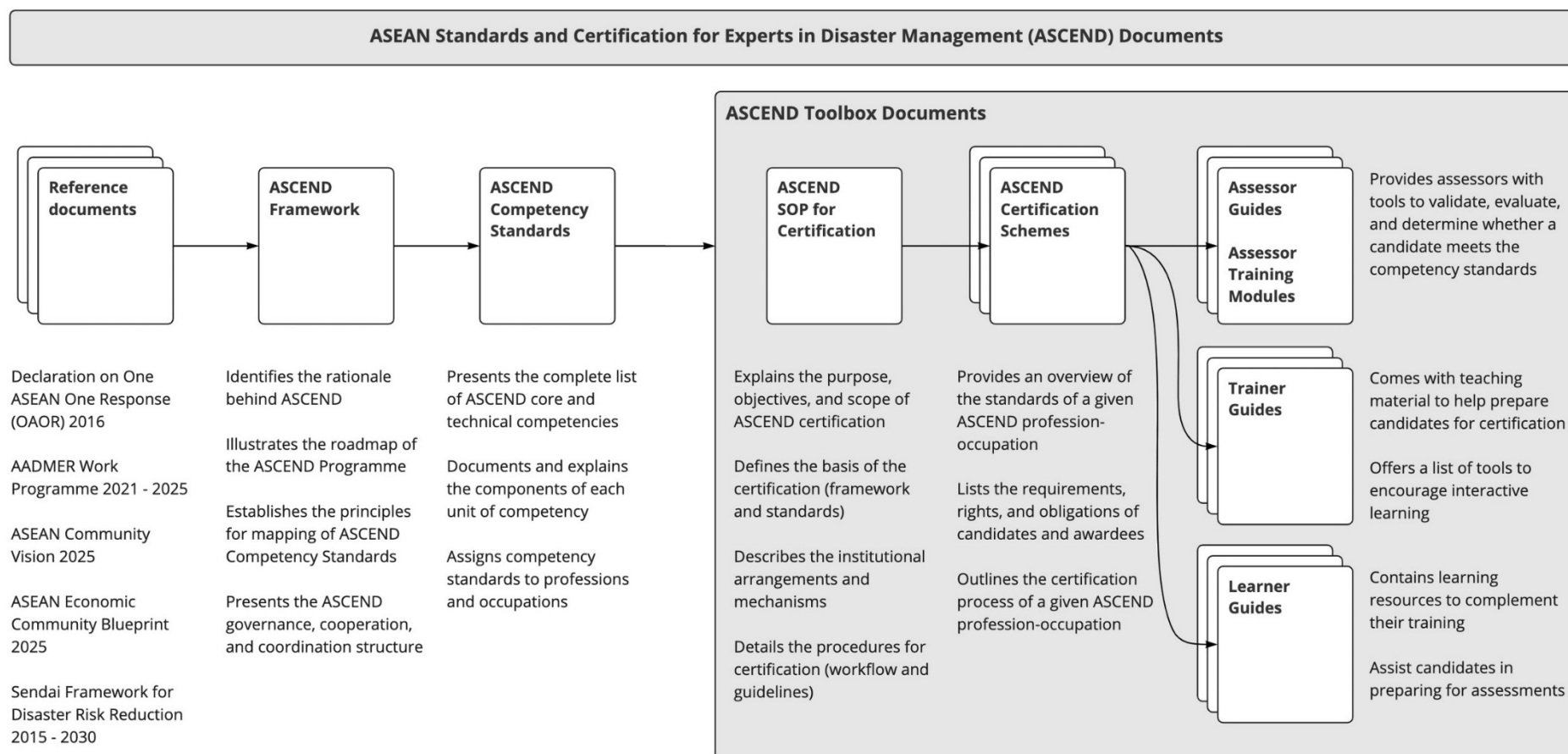
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management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

Unit number : **ADM.TEC.018.1**

Unit description: This unit deals with the skills, knowledge, and ability to analyse and produce information management products.

Element 1.

Identify information management products during humanitarian operation

Performance Criteria

- 1.1 Identify data and information to be used
- 1.2 Identify information products needs

Element 2.

Identify information management products during non-humanitarian operation

Performance Criteria

- 2.1 Identify data and information to be used
- 2.2 Identify information products needs

3.4

Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
AHA Centre	ASEAN Coordinating Centre for Humanitarian Assistance on disaster management
FAO	Food and Agriculture Organization
HDX	Humanitarian Data Exchange
NDMOs	National Disaster Management Organisations
WFP	World Food Programme



Unit Readings and Activities



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4.1

Element 1. Identify information management products during humanitarian operation

1.1 Identify data and information to be used

A. Introduction

Data and information are crucial components of humanitarian response operations. In the initial phase of a response operation, the host (and affected) government might determine what happened and addresses the urgent humanitarian needs. The host government can inform what happened based on available sources.

An initial review of available baseline and operational data is required to develop a data strategy and coordinate data sharing. By identifying available data, gaps and data sources can be identified. On-going identification of operational data is required, so improvements to datasets can be made, and missing datasets can be identified and found/created (data needs to change over the course of an emergency). There are two types of data, primary and secondary data.

B. Primary data

Primary data is in-crisis data collected by an assessment team in the field or by others using the same instrument. Primary data is collected through first-hand experience, using questionnaires, checklists, observations, interviews or other methods that involve direct contact with the respondents (adapted from WFP and the FAO).

There are two main methods to collect primary data:

1. Direct observation is where the observer looks for a specific behaviour, object or event, or, conversely, its non-existence. For example, the observer seeks information about whether or not an affected population uses soap before and after meals. A checklist is normally developed to function as a reminder and a structured recording tool to guide a structured observation.



2. Key informant interview, where an individual with prior knowledge of the affected community – typically a local leader, whether civil, government or religious – is questioned to gather key information on the impact of the disaster and priority community needs. Since community leaders and specialist key informants in the position of authority are generally men, it is important to ensure that a balanced number of women and men are interviewed so that the needs of both can be reflected, enhancing the accuracy and impartiality of the assessment.

Collecting primary data is limited by human resources, time and access constraints.

C. Secondary Data

Secondary data refers to data collected from second-hand information collected before and/or following an event's occurrence. While there are numerous amounts of data, we must consider time constraints and the purpose of our assessment.

Secondary data plays a crucial role in the early stages of an emergency. Once begun, secondary data collation, collection and analysis should be carried out rolling as new information becomes available.

There are two types of secondary information:

1. In-crisis secondary information includes all the information directly related to the disaster and not collected through the community-level assessment. It gives an accurate appreciation of the current crisis and, when compared with pre-crisis information, helps assess the impact of the disaster.
2. Pre-crisis secondary information is particularly important as it helps recognise pre-existing vulnerabilities and risks that may be exacerbated due to the disaster. This is practically desk-based research. Lessons learnt from similar past events – in terms of priority needs and interventions – are also valuable. Pre-crisis information can also serve as the baseline for assessing the impact of the disaster.

D. Summary

- Initial review of data and information will inform planning and the response
- There are two types of data, primary and secondary data, with different ways on how they could be collected
- Identifying data and information should be based on the needs and purpose.

1.2 Identify information products needs

A. Introduction

In any emergency, there will be a demand to produce information products. The products can vary from very specific products with the user's specific intent into very generic ones. All these products should be customised to meet the local and operational needs.

Operational products intended for responders to make rapid decisions should be produced in different ways and procedures with the one intended to address a broader audience.

Ensuring each product is different and documenting them will help the team and management better understand the different visual quality/styles of products.

B. Standard/Common Products

Set of standard/common products during humanitarian operations. This set of products aims to ensure an effective response during an emergency. The most standard and common products are **Contact List & Meeting Schedule, Maps (including infographics), Situation analysis, and Response capacities.**

Each of the products aims to fill the gap and address different needs. For example, the **Contact list** is intended to help address the needs for information about the agency resources and their responders' capacities, including their skills and the location of work.

C. Summary

- Products need to be customised to meet the local and operational needs.
- There are sets of standards/common products with different needs
- Each of the products should have a different visual quality/style.

4.2

Element 2. Identify information management products during non-humanitarian operation

2.1 Identify data and information to be used

A. Introduction

During a non-humanitarian operation, Data preparedness activity becomes a priority. Data preparedness is the ability of organisations to be ready to responsibly and effectively deploy data tools before a disaster strikes.

In preparedness, planning data sources are a predominately secondary dataset. This stage involves three actions: sourcing, gathering, collating and analysing data.

B. The source of data

As the data sources are predominately secondary, it is important to know where to find those datasets and who the data sources are. The datasets include the censuses, demographic data, population projections, area profiles, demographic and household surveys, country hazard profiles, political and security profiles, administrative sources, sector fact sheets and previous lessons learned.

The source could come from the census bureau, statistics bureau, Line minister offices, NDMOs, LDMOs, Media, AHA Centre, HDX, ReliefWeb, etc.



C. Summary

- Secondary data is one of the main sources of data and information during non-humanitarian operations
- Conducting a secondary data analysis to identify the data gap and source is crucial.

2.2 Identify information products needs

A. Introduction

The main activity of the preparedness phase or non-humanitarian operations is Contingency Planning. The main components of the contingency planning process include preparation (gathering relevant data and information, prioritisation and identification of likely triggers to be monitored), analyses, response planning and implementation (including updating).

B. Type of products

Based on the contingency planning, several derived products can also be produced, including **Base Maps, Country or area profile, Report** (Focused and specific on certain topics) and **Briefing Packs**

C. Summary

- There are standard/common products that should be reliably produced during non-humanitarian operations.
- These products require data and information to be managed and brought together to produce an insight that can be used for the response.



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 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

Raymond, N. and Al-Achkar. (2021). *Data preparedness: connecting data, decision-making and humanitarian response*. Harvard Humanitarian Initiative. Accessible [here](#).



Learning Resources





Training Evaluation Sheet



ASCEND



Training Evaluation Sheet

Name of Training

Competency unit title and number

ADM.TEC.018.1 Produce Information Management Products

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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