

**TRAINER'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

## Trainer'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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The ASCEND Programme and  
Toolbox Development:

# Overview



**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 of 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 of 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

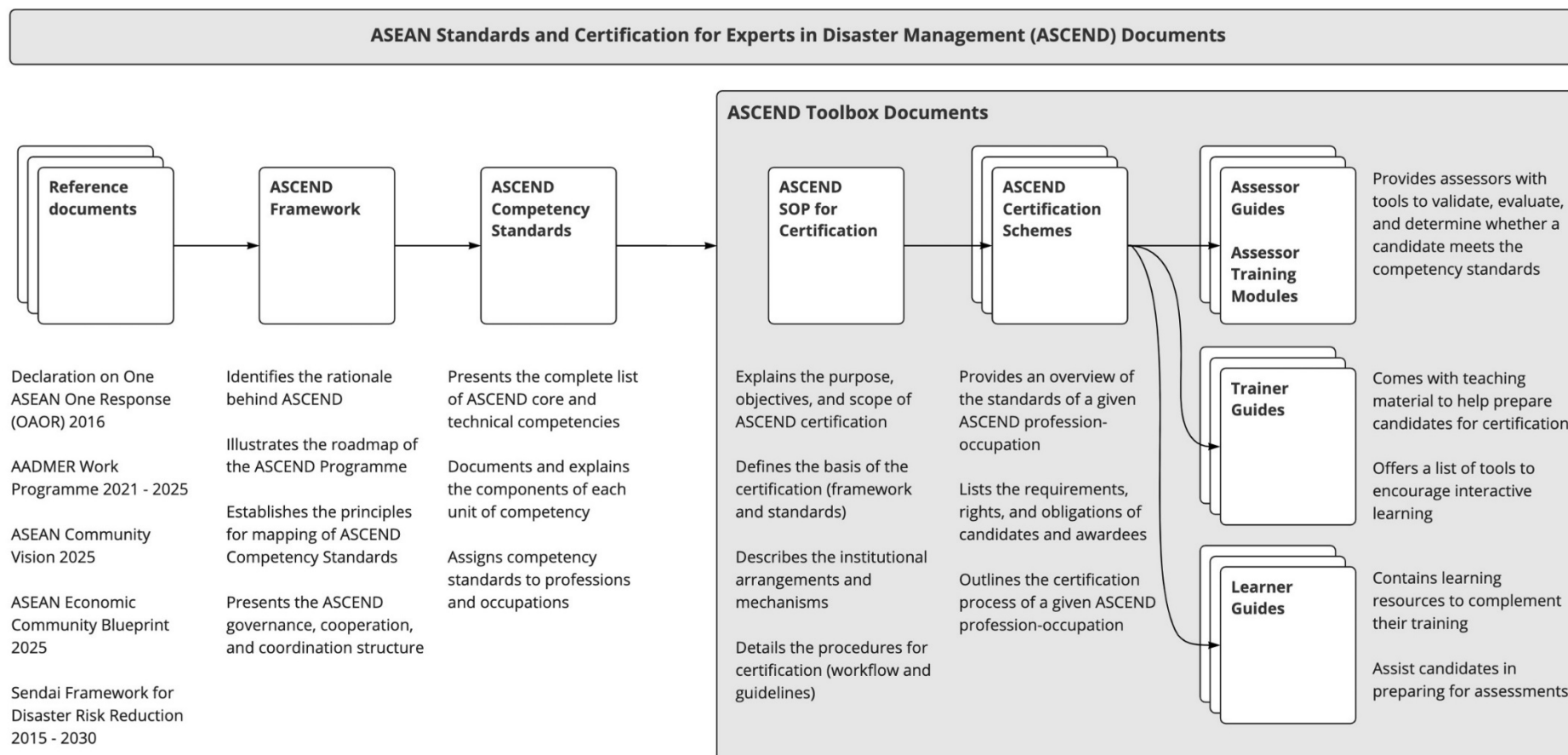
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management 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, is 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 presents 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 provides 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 that 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 that can 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*







# Competency-based Training (CBT): Introduction for Trainers



## ASCEND

**Important:** Training is not a mandatory activity of the ASCEND certification process. Applicants or prospective candidates are expected to prepare themselves before the assessment by self-studying the Learner Guides provided to them when accepted for ASCEND certification.

In case Authorised/Licensed National Certification Institutions decide to conduct training on material related to ASCEND, their trainers can use the contents of this guide to develop their courses or programmes. Candidates seeking certification may also use the “PowerPoint slides and presenter notes” section of this guide for self-study.

## Competency-based learning and assessment

**Competency** is the characteristic and ability to use or apply 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.

**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 training (CBT)** is a teaching strategy that aims to develop the candidate's knowledge, skills, and attitudes to become qualified and competent to perform in a particular occupation. CBT builds on the candidate's experience and uses different modes of instruction to assist them in meeting the standards and performance criteria defined in a unit of competency.

## What do trainers do?

A trainer is someone who structures and facilitates the training of candidates to develop or increase their ability to communicate or demonstrate that they are competent in a specific unit of competency.

The role of trainers is to:

- interpret the scope and adapt the ASCEND competency standards to fit the context of where the training is taking place,
- adjust the training method and delivery of material to cater to learner diversity and needs, and
- assist candidates in preparing for competency-based assessments with the learning resources available.

## Using the trainer's guide

The material in this trainer guide is designed to assist trainers in conducting learner-centric activities that recognise prior experience, maximise engagement, teach for understanding, and build on learner strengths. The guide provides suggestions on how to prepare training sessions that enhance candidate participation and minimise disruptions during the session. It also offers a list of equipment and tools that trainers may use to encourage interactive learning and supplement traditional methods like lectures, case discussions, demonstrations, group exercises, simulation games, role-playing, and independent research. Finally, it includes a copy of PowerPoint presentation slides and presenter notes to guide trainers on what key messages to highlight during sessions.

**Remarks:** *Trainers also need to consider the diverse backgrounds (e.g., cultural, linguistic, social) and needs of candidates when planning and delivering the training. Trainers may have to adapt their training style to suit student preferences, use alternative activities for different levels of ability, and provide opportunities for various forms of participation.*



# ASCEND Competency Standards



## 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 identifies 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. 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 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. 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. 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.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.</li> <li>• 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.</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.
<b>Unit variables</b>	Advises on how to interpret the scope and context of this unit of competence.
<b>Assessment guide</b>	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
<b>Linkages to other units</b>	Explains the connection of the competency standard to other units of competency.

<b>Critical aspects of assessment</b>	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
<b>Context of assessment</b>	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
<b>Resource implications</b>	Identifies the resources needed to conduct the assessment.
<b>Assessment methods</b>	Describes the different assessment methods to assess the competency of candidates in the specific unit.
<b>Key competencies</b>	Presents the specific knowledge, skills, and attitudes related to the unit of competency that assessors need to evaluate to confirm whether the candidate for certification is qualified and competent.



### 3.3

## Unit of Competency

**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 AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p><b>Element 1.</b> <b>Identify information management products during humanitarian operation</b></p> <p>1.1 Identify data and information to be used.</p> <p>1.2 Identify information products needs</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence. How to analyse and produce information management products.</p> <p>These units may include an introduction of information products that can be produced during the humanitarian response:</p> <p><i>Risk profiling</i> To identify where crises requiring assistance could occur and analyse this risk to enhance humanitarian preparedness.</p> <p><i>Humanitarian gap analysis</i> To identify the differences between the desired state and the actual state, in order to determine if corrective action needs to be taken</p> <ul style="list-style-type: none"> <li>• Prioritising ranking should align with assessment efforts.</li> <li>• Identifying geographic areas that need priority in terms of response and aid distribution.</li> <li>• Mapping the most affected areas to provide humanitarian responders with accurate objectives.</li> <li>• Producing catalogues and standards. The information management product/service catalogue is a preparedness template to record tools and services, data and files/templates.</li> </ul>
<p><b>Element 2.</b> <b>Identify information management products during non-humanitarian operation</b></p> <p>2.1 Identify data and information to be used.</p> <p>2.2 Identify information products needs</p>	

Compile and identify standard products to ensure and be used by partners and clients

## Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify the information products for different phases of emergency
- Ability to identify the data and information
- Ability to use technology, including hardware and software, for data analysis
- Ability to build product standardisation that meets the high standard of information products

## Linkages to other Units

This unit underpins effective performance in all other units related to Emergency Operation Centre (EOC). Combined training and assessment may be appropriate.

## Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply technical skills in information management works related issues.
- Demonstrated ability to analyse data using current technology (including hardware and software).
- Demonstrated the knowledge of standard information management products of humanitarian response.
- Demonstrated capability to develop information management products based on information product standards.

## Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of analysed capabilities and products standardisation
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills

## Resource Implications



Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

### Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participant
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work

### Key Competencies in this Unit

**Level 0** = irrelevant, not to be assessed

**Level 1** = competence to undertake tasks effectively

**Level 2** = competence to manage tasks

**Level 3** = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	2	Identify data and information to be used
Communicating ideas and information	1	Developing information product understandable
Planning and organising activities	1	Identifying information products needs
Working with others and in teams	1	Collaborating with information management human resources
Using mathematical ideas and techniques	0	Identifying data and information gaps

Solving problems	1	Analysing humanitarian gaps
Using technology	1	Using telecommunication technologies





Preparing for Training Sessions:

# Equipment, Material, and Tools



**ASCEND**

## 4.1

## Onsite training

Please refer to the checklist and table below when conducting onsite training.

<b>Checklist</b> Tick box (✓) when completed	<b>Training resource requirements</b> Equipment and material
<input type="checkbox"/>	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
<input type="checkbox"/>	Gain access to a stable internet connection and printer, if needed.
<input type="checkbox"/>	Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.
<input type="checkbox"/>	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
<input type="checkbox"/>	Request a list of confirmed attendees (candidates) and their contact details.
<input type="checkbox"/>	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, training venue, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).
<input type="checkbox"/>	Print out copies of the Trainee Manual, if needed.

## 4.2

## Online training

Please refer to the checklist and table below when conducting online training (remote).

<b>Checklist</b> Tick box (✓) when completed	<b>Training resource requirements</b> Equipment and material
<input type="checkbox"/>	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
<input type="checkbox"/>	Gain access to a stable internet connection.
<input type="checkbox"/>	Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).
<input type="checkbox"/>	Reserve a dedicated workspace (large desk and chair with back support).
<input type="checkbox"/>	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
<input type="checkbox"/>	Request a list of confirmed attendees (candidates) and their contact details.
<input type="checkbox"/>	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, Zoom log-in details, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).

The list below recommends apps and tools that trainers may find helpful when planning and delivering the training. Trainers need to register and create their accounts before they can use the apps and tools.

<b>Apps and tools</b>	<b>Description</b>
<b>Zoom</b>	Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools

useful in planning and delivering online training sessions like calendar integration, group chat, screen sharing, breakout rooms, and whiteboard functions.

<https://zoom.us/>

### For collaboration, group exercises, lectures, and demonstrations.

#### Lucidspark

Lucidspark is a virtual whiteboard where training attendees can come together to create, develop, and present their ideas. It can be used for brainstorming, group presentations, and organising notes.

<https://lucidspark.com/>

#### Ziteboard

Ziteboard is a collaboration software ideal for discussing topics visually and online real-time tutoring. It works seamlessly on different devices (laptops, tablets, and mobile devices) and web browsers (Apple Safari and Google Chrome).

<https://ziteboard.com/>

### For activities that test student understanding (quizzes) and decision-making (simulation games)

#### Kahoot

Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.

<https://kahoot.com/>

#### Quiz It! Live

Quiz It! Live is an app similar to Kahoot that allows users to create and host live quizzes for groups. It also comes with automated timing, scoring, and marking.

<https://www.quizit.net/>

### For gathering feedback, ideas, or responses

#### Google Forms

Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

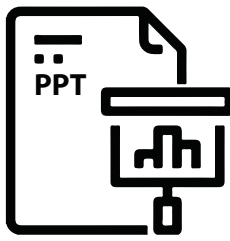
<https://www.google.com/forms/about/>

#### Survey Monkey

Survey Monkey is the world's most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires.

<https://www.surveymonkey.com/>





# PowerPoint Slides and Presenter Notes



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## 5.1

# Instructions for using PowerPoint presenter

The PowerPoint **Presenter View** allows you to view your presentation together with the presenter notes on your computer's monitor, while attendees view the note-free presentation on another monitor. It allows you to move the slides, control the pace of the presentation, see the elapsed time of your presentation, and use a tool to draw on point or highlight parts of the presentation.

Connect your computer (desktop or laptop) to a projector. Double click on the PowerPoint presentation to open the file. In PowerPoint, click on the **Slide Show** tab and select the **Use Presenter View** checkbox. Choose which monitor to display Presenter View **ON**. Finally, select **From Beginning** or press f5.

For more information, visit the Microsoft PowerPoint help & learning website:  
<https://support.microsoft.com/en-us/powerpoint>

A video tutorial is available here:  
<https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7>

## 5.2

## PowerPoint slides and presenter notes

*Image 1: Slide 1*



**Slide No.**

**1**

**Trainer Notes**

Trainer welcomes students to class.

*Image 2: Slide 2*

## Elements of this Competency Unit



Element 1.

Identify information management products during humanitarian operation



Element 2.

Identify information management products during non humanitarian operation



**Slide No. 2**

### Trainer Notes

Trainer explains to participant that this unit comprises of two elements, with detail as follow:

- Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail
- Participants can obtain more detail from their Learner's Guide
- At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, workplace practices, standards, policies, and procedures must be observed.

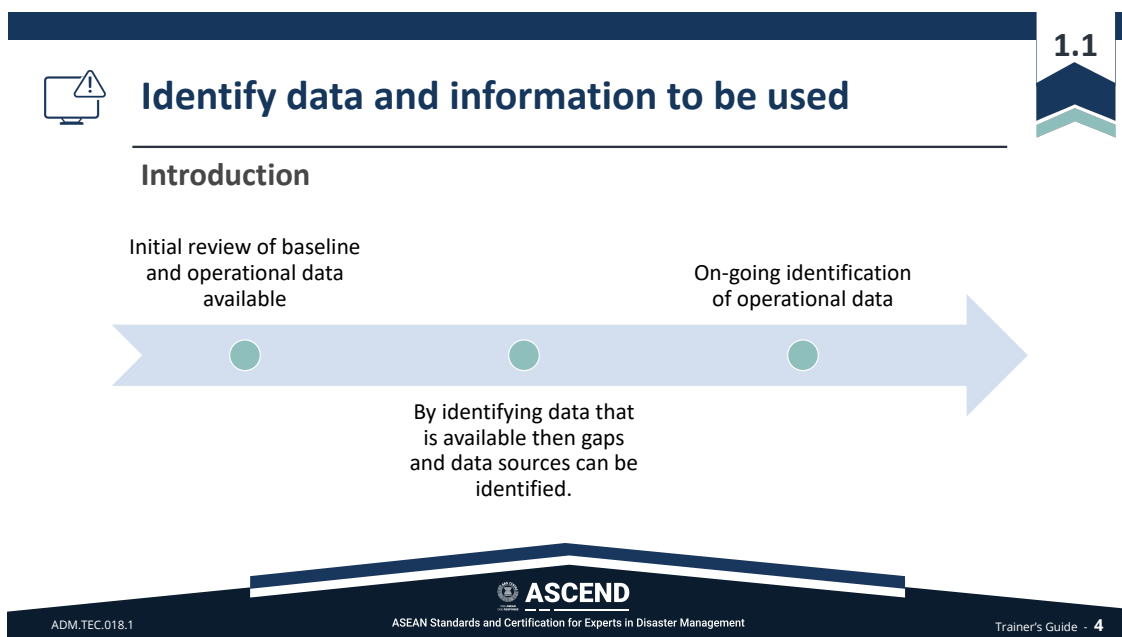
*Image 3: Slide 3***Element 1****Identify component of information management strategy****Performance Criteria**

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

**Slide No.      3****Trainer Notes**

Trainer identifies the Performance Criteria for this Element for participants, as listed on the slide.

Image 4: Slide 4




**Slide No. 4**

**Trainer Notes**

Data and information are crucial components of humanitarian response operations. Ideally, in the initial phase of a response operation, the (host or affected) government determines what happened and addresses the urgent humanitarian needs.

An initial review of available baseline and operational data is required to develop a 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, missing datasets can be identified and found/created (data needs change throughout an emergency).

Image 5: Slide 5



## Identify data and information to be used

1.1


### Primary Datasets

- 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:

Direct observation

Key informant interview

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## Slide No. 5

### Trainer Notes

- Direct observation** is where the observer looks for a specific behaviour, object or event, or, conversely, its non-existence. For example, the observer is looking to see whether or not the population uses soap before and after meals. To guide a structured observation, a checklist is usually developed to function both as a reminder and a structured recording tool.
- 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 essential 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

Image 6: Slide 6



## Identify data and information to be used

1.1

### Secondary Datasets

- Secondary data refers to data that is collected by someone other than the primary user. It contains second-hand information collected prior to and following the occurrence of the event.
- There are two types of secondary information:

In-crisis secondary  
information

Pre-crisis secondary  
information


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**Slide No. 6**

### Trainer Notes

Secondary data plays a crucial role in the early stages of an emergency when collecting primary data is limited by human resources, time and access constraints.


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. 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.





Image 7: Slide 7




## Identify data and information to be used

**1.1**

### 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
- The identification of the use of data and information should be based on the needs and purpose.

  
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**Slide No. 7****Trainer Notes**

Trainer provides a recap of the Element, asking questions to check participants understanding and responding to questions from participants, as required.

Image 8: Slide 8




## Identify information products needs

1.2

---

### Introduction

- Operational products should be **produced in different ways and procedures** with the one that intended to address broader audience.
- Making sure each product **is different and documenting them** will help the team and management better in understanding the different visual quality/style of products.



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**Slide No.**      **8**

### Trainer Notes

In any emergency, there will be a demand to produce information products. The products can vary from particular 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.

Image 9: Slide 9



## Identify information products needs

1.2


---

### 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

<b>Contact List &amp; Meeting Schedule</b>
<b>Maps (including infographics)</b>
<b>Situation analysis</b>
<b>Response capacities</b>



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### Trainer Notes

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 of information about the agency resources and their responders' capacities, including their skills and the location of works.

*Image 10: Slide 10*



## Identify information products needs

**1.2**

### 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.

  
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**Slide No. 10****Trainer Notes**

Trainer provides a recap of the Element, asking questions to check participants understanding and responding to questions from participants, as required.


*Image 11: Slide 11***Element 2****Identify information management products during non-humanitarian operation****Performance Criteria**

- 2.1 Identify information products needs
- 2.2 Identify information products needs

**Slide No. 11****Trainer Notes**

Trainer identifies the Performance Criteria for this Element for participants, as listed on the slide.

Image 12: Slide 12



## Identify information products needs

2.1

---


### Introduction

- 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 is a predominately secondary dataset. There are three actions on this stage:
 

Sourcing

Gathering

Collating and analysing data




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**Slide No.**      **12**

**Trainer Notes**      During a non-humanitarian operation, data preparedness activity becomes a priority.

Image 13: Slide 13



## Identify information products needs

2.1



### The Source of Data

The datasets include

the censuses

demographic data

population projections

area profiles, demographic and household surveys


country hazard profiles

political and security profile

administrative sources

sector fact sheets

previous lessons learned



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### Trainer Notes

- As the data sources are predominately secondary, it is essential to know where to find those datasets and who the data sources are.
- The source could come from the Bureau census, Line minister offices, NDMO at a local level, Media, AHA Centre, HDX, ReliefWeb, etc.

*Image 14: Slide 14*

## Identify information products needs

**2.1**

### Summary

- Secondary data is one of the main sources of data and information during non-humanitarian operations
- It is important to conduct the secondary data analysis to identify where the data gap and where to find it


**Slide No. 14****Trainer Notes**

Trainer provides a recap of the Element, asking questions to check participants understanding and responding to questions from participants, as required.






Image 15: Slide 15



## Identify information products needs

2.2



---

### 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

→


Analyses

→

Response Planning

→

Implementation



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**Slide No.**      **15**

### Trainer Notes

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).

Image 16: Slide 16




## Identify information products needs

**2.2**

### Type of products

Derived products that can be also produced, including:

Base Maps	Country or Area profile	Report	Briefing packs
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**Slide No.**      **16**

**Trainer  
Notes**

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

*Image 17: Slide 17*

## Identify information products needs

**2.2**

### Summary

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

**Slide No. 17****Trainer Notes**

Trainer provides a recap of the Element, asking questions to check participants understanding and responding to questions from participants, as required.



*Image 18: Slide 18*

**Slide No.**      **18**

**Trainer  
Notes**

This remarks the end of the training.

Trainer may advise learners with additional materials references or give a sharing session related to the training materials.  
Trainer gives closing statements.



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