

**LEARNER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
019.1**

Identify Source of Humanitarian
Data and Information



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

IDENTIFY SOURCE OF HUMANITARIAN DATA AND INFORMATION

ADM.TEC.019.1

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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For inquiries, please contact:

The AHA Centre

Graha BNPB, 13th floor Jl. Raya Pramuka Kav. 38 East Jakarta 13120 Indonesia
Phone: +62 21 21012278 Fax: +62 21 21012287 Email: info@ahacentre.org

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ASCEND Programme and
Toolbox:

Introduction



ASCEND

1.1

The ASCEND Programme

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

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

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

1.2

The Objectives of ASCEND

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

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

1.3

Advantages and Benefits of an ASCEND Certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

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



1.4

The ASCEND Toolbox

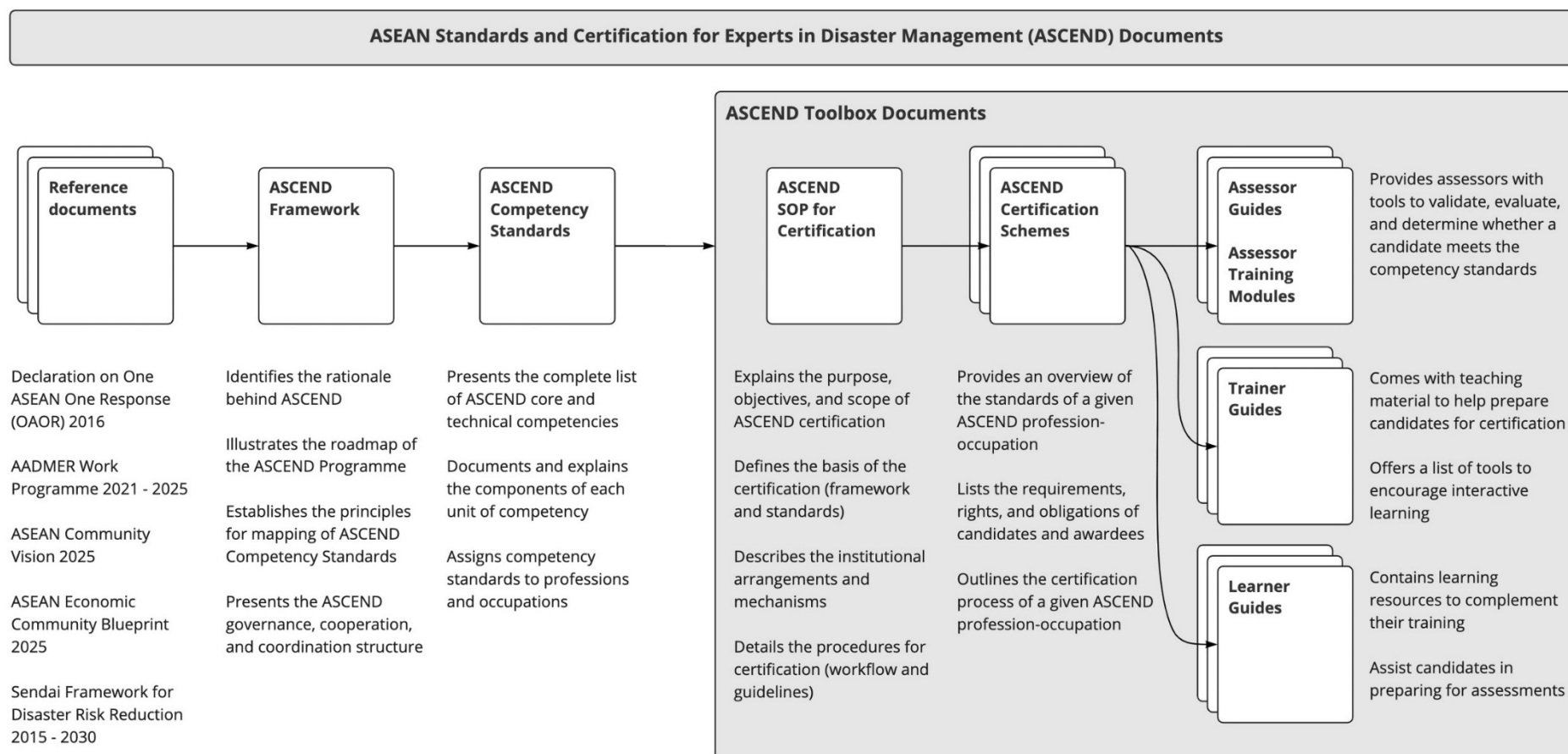
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

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

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

Figure 1: Overview of ASCEND Toolbox Documents





Learner's Guide

Introduction for

Candidates



ONE ASEAN
ONE RESPONSE

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 to complement the training you attend and helps you with the required assessments: oral interviews, written tests, and observation checklists.

Competency-based Learning and Assessment

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

Table 1: Competency areas and descriptions

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

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

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

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

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



ASCEND Competency Standards and Unit Descriptor



ASCEND

3.1

Competency Standards

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

3.2

ASCEND Competency Standards

The ASCEND Competency Standards 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. 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 : **Identify Source of Humanitarian Data and Information**

Unit number : **ADM.TEC.019.1**

Unit description: This unit deals with the skills and knowledge required to understand information management tools and services to support humanitarian response and preparedness coordination.

Element 1.

Identify source of humanitarian data and information

Performance Criteria

- 1.1 Identify the global sources of data and information
- 1.2 Identify the regional sources of data and information
- 1.3 Identify the countries sources of data and information

Element 2.

Identify data on preparedness and early warning

Performance Criteria

- 2.1 Identify on early warnings system
- 2.2 Identify preparedness datasets on country and regional level
- 2.3 Identify information management products

3.4

Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
ACAPS	Assessment Capacities Project
AHA Centre	ASEAN Coordinating Centre for Humanitarian Assistance on disaster management
ASEAN	Association of South East Asian Nations
DMRS	Disaster Monitoring and Response System
FAO	Food and Agriculture Organization
GDACS	Global Disaster Alerting and Coordination System
GFMC	Global Fire Monitoring Centre
GIEWS	Global Information and Early Warning System
HR.info	Humanitarianresponse.info
HDX	Humanitarian Data Exchange
LDMOs	Local Disaster Management Organisations
NDMOs	National Disaster Management Organisations
NOAA	National Oceanic and Atmospheric Administration
PDC	Pacific Disaster Centre
SOPAC	South Pacific Applied Geoscience Commission
TSR	Tropical Storm Risk
UNDRR	United Nations Office for Disaster Risk Reduction
UNOSAT	United Nations Satellite Centre
USGS	United States Geological Survey



Terms and abbreviations	Descriptions
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WMO

World Meteorological Organization



Unit Readings and Activities



ASCEND

4.1

Element 1. Identify source of data and information

1.1 Identify the global sources of data and information

A. Introduction

In identifying a source of data and information, the data and information itself should meet the defined needs of users and decision-makers and aims to reduce the effects of information overload while ensuring the quality required in the development of, and adherence to, standards for information collection, exchange, security, attribution and use.

Achieving humanitarian objectives using technology is not primarily a question of hardware and software but rather of cost-effectiveness and appropriateness for achieving desired humanitarian outcomes with information management systems that encourage openness, inclusiveness and sharing.

Global data sources and information within the humanitarian sector are mainly web portal that provides reliable and timely information from different sources. These portals host different data, reports, evaluations, guidelines, assessments, maps and infographics. The level of the data varies from country to province or city.

B. Link to the web portal

1. ReliefWeb (<https://reliefweb.int/>)
2. GDACS (<https://vosocc.unocha.org/>)
3. HR.info (<https://www.humanitarianresponse.info/>)
4. HDX (<https://data.humdata.org/>)
5. Inform (<https://drmkc.jrc.ec.europa.eu/inform-index>)
6. ACAPS (<https://www.acaps.org/>)
7. UNOSAT(<https://www.unitar.org/sustainable-development-goals/united-nations-satellite-centre-UNOSAT>)
8. OpenStreetMap (<https://www.openstreetmap.org/>)

C. Summary

- Different web portals provide you with different data points and needs.

1.2 Identify the regional sources of data and information

A. Introduction

In this instance, regional data sources and information mainly focus on platforms and websites covering the ASEAN countries. It provides data and information and a platform for coordinated communication and information sharing. Some of these platforms are not publicly accessible.

B. Link to the web portal

Some examples include:

1. WebEOC (<http://webeoc.ahacentre.org>)
2. AdiNET (<http://adinet.ahacentre.org/>)
3. Sentinel Asia (global.jaxa.jp/article/special/sentinel_asia/index_e.html)
4. AHA Centre – Disaster Monitoring and Response System (DMRS)
5. ASEAN Plus Three Food Security Information System for drought and flood early warning system – (<http://www.aptfssis.org/>)
6. ASEAN Plus Three Emergency Rice Reserve (<https://www.apterr.org/>)

C. Summary

- Regional data sources are mainly focusing on ASEAN countries
- The platform is not always open and accessible to everyone
- Part of the tools is to support the coordination, communication and information sharing

1.3 Identify the countries' sources of data and information

A. Introduction

Country data sources of data and information mostly come from in-country. It could come in a local language and sometimes with the standard format within the country or specific government standards. The data details should be collected in detail (village) as much as possible.

B. Sources of data

1. Country – Bureau census
2. Country – Government offices
3. Country – NDMO at the national level
4. Country – LDMO at the local level
5. Country – Health Office
6. Media

C. Activities

Visit your country's websites above and identify the availability of the data.

4.2

Element 2. Identify data on preparedness and early warning

2.1 Identify an early warnings system

A. Introduction

An integrated system of hazard monitoring, forecasting and prediction, disaster risk assessment, communication and preparedness activities systems and processes enables individuals, communities, governments,

businesses and others to take timely action to reduce disaster risks in advance of hazardous events.

Early warning systems may include four interrelated vital elements: (1) disaster risk knowledge based on the systematic collection of data and disaster risk assessments; (2) detection, monitoring, analysis and forecasting of the hazards and possible consequences; (3) dissemination and communication, by an official source, of authoritative, timely, accurate and actionable warnings and associated information on likelihood and impact; and (4) preparedness at all levels to respond to the warnings received. These four interrelated components must be coordinated within and across sectors and multiple levels to work effectively and include a feedback mechanism for continuous improvement. Failure in one component or a lack of coordination across them could lead to the failure of the whole system. (source: UNDRR)

B. Early Warning source

Among many, some of the global sources include:

- International Crisis Group – for conflict and war
- International Alert
- National Oceanic and Atmospheric Administration (NOAA)
- Smithsonian Institute
- United States Geological Survey (USGS)
- World Meteorology Organisation (WMO)
- FAO's Global Information and Early Warning System (GIEWS)
- Flood Observatory at Dartmouth University
- PTWC: Pacific Tsunami Warning Center
- Indonesia Tsunami Early Warning System
- The Indian Tsunami Early Warning Centre
- Joint Australian Warning Tsunami Center
- Global Fire Monitoring Centre (GFMC)

C. Early Actions

Early action matters to reduce the likely disaster impacts. Early actions are the core of anticipatory action, including the activities organisations implement in response to a forecast or early warning before a disaster occurs. Early action should not be seen only for prevention or preparedness but supporting or promoting quick impact emergency response activities. The key term here is “emergency response” prompted by an “expected” crisis situation necessitating the humanitarian partners to act through appropriate

interventions –both in terms of the timing and approach- to avert a potentially larger disaster.

D. Summary

- Four critical elements in the early warning are Risk knowledge, Monitoring and Warning Service, Dissemination and Communication and Response capability
- Sound early warning systems have strong linkages between the four elements.
- Early actions fill the gap between traditional disaster risk reduction, which seeks to reduce vulnerability to hazards over the long-term, and humanitarian response, which provides relief after an event has occurred and people are suffering.

2.2 Identify preparedness datasets at country and regional levels

A. Introduction

Data preparedness is the ability of organisations to be ready to responsibly and effectively deploy data tools before a disaster strikes.

Data preparedness aims to mitigate the negative data-related impacts by providing data collectors and users with the framework and network to be ready to work with the data. For example, being data-ready can prevent or mitigate the following data-related conditions that may occur during humanitarian operations.

B. Country Datasets

The main sources would be population censuses, population projections from national or international sources, demographic and other household surveys and administrative sources.

C. Regional Datasets

The regional datasets would be complementary datasets to the country one. Stand by capacities within the region, historical disaster datasets (e.g. time-

series data), lessons learned, and early warning systems are the datasets that are primarily available in the regional datasets.

D. Summary

- Data preparedness is about preparation, making sure your data is ready and can be used during peacetime and emergency phase
- Country and regional datasets can complement each other for preparedness activities

2.3 Identify information management products

A. Introduction

Potential information products that can be used as a source of information:

- **Contingency Plan**, developing a contingency plan involves making decisions in advance about the management of human and financial resources, coordination and communications procedures, and being aware of a range of technical and logistical responses.
- **Country Profiles**, there are many sources from Governments themselves, United Nations or Media news.
- **Reports**, Focus and specific on certain topics. Several organisations, companies, and media provide reports focused on humanitarian crises.

B. Summary

- Information products in the preparedness phase focus on reviewing and analysing the secondary data
- The products can be generic or focused on specific topics or sectors
- Developing a contingency plan involves making decisions in advance about managing human and financial resources, coordinating and communications procedures, and being aware of the range of technical and logistical responses.





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



ASCEND



Oral Interview and Written Test Guide

This section guides candidates on how to communicate, demonstrate, or present evidence, responses, and their work in a professional manner. There are three primary ways the candidates will be assessed: 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 their lessons.



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

Centre for Humanitarian Data. (2021). *Peer-Review Framework for Predictive Analytics in Humanitarian Response*. Accessible [here](#)

IFRC. (2021). *How to conduct a contingency planning process*. Accessible [here](#)

Harvard Humanitarian Initiative. (2011). *Disaster Relief 2.0: The Future of Information Sharing in Humanitarian Emergencies*. Washington, D.C. and Berkshire, UK: UN Foundation & Vodafone Foundation Technology Partnership. Accessible [here](#)



Learning Resources

Centre for Humanitarian Data. (2021). *Catalogue of Predictive Models in The Humanitarian Sector*. Accessible [here](#)





Training Evaluation Sheet



ASCEND



Training Evaluation Sheet

Name of Training

Competency unit title and number

ADM.TEC.019.1 Identify Source of Humanitarian Data and Information

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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THE AHA CENTRE

Graha BNPB, 13th Floor | Jl. Pramuka Kav. 38 Jakarta-13120 | INDONESIA

[f @ahacentre](#)

[t @AHACentre](#)

[i @ahacentre](#)

[v AHA Centre](#)