

**TRAINER'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

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

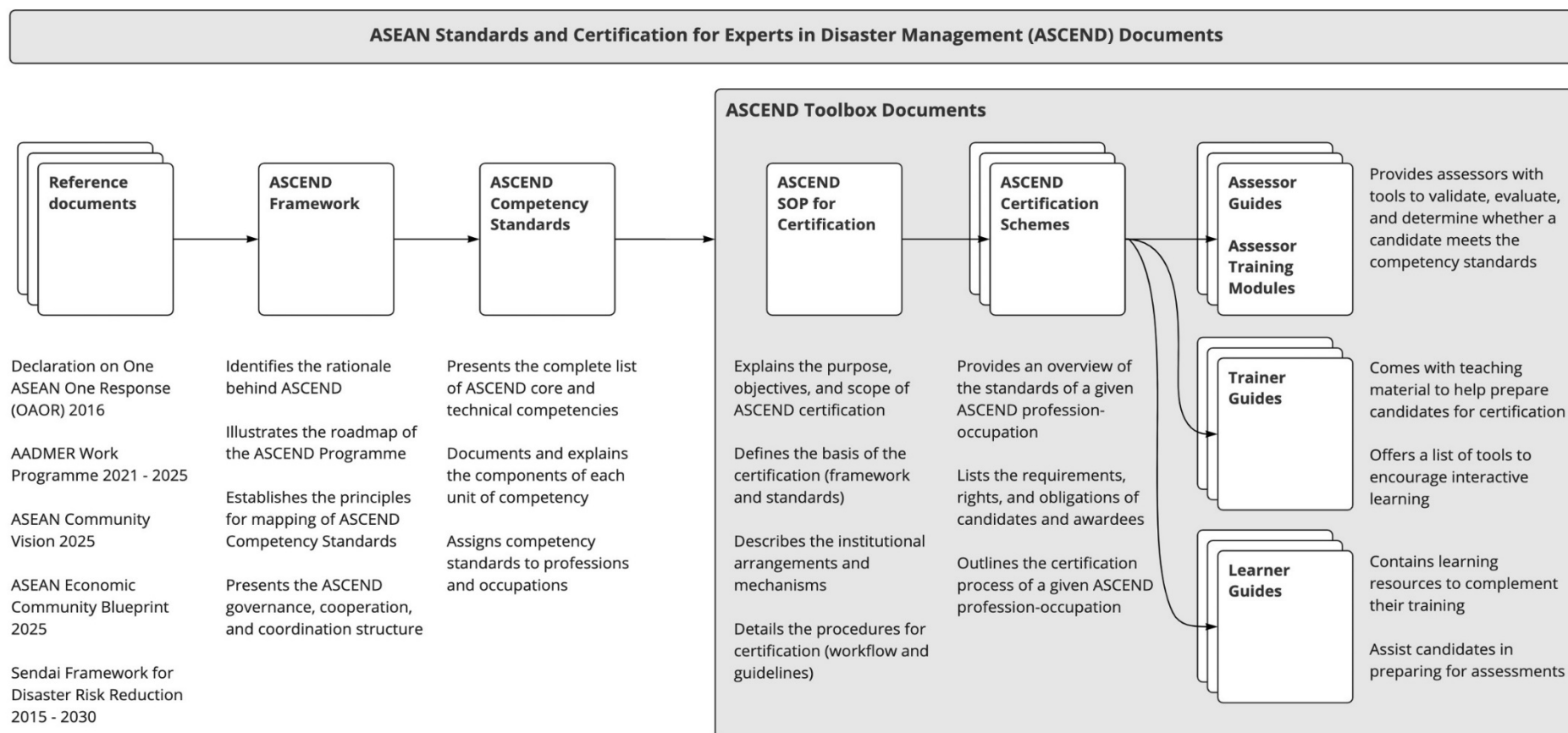
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

Critical aspects of assessment	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
Context of assessment	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
Resource implications	Identifies the resources needed to conduct the assessment.
Assessment methods	Describes the different assessment methods to assess the competency of candidates in the specific unit.
Key competencies	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 : **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 what is information management tools and services to support humanitarian response and preparedness coordination.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Identify source of data and information</p> <p>1.1 Identify the global sources of data and information.</p> <p>1.2 Identify the regional sources of data and information.</p> <p>1.3 Identify the countries sources of data and information.</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to identify the source of humanitarian data and information. Access current and curated information tools, services, and systems to support humanitarian response and preparedness coordination. It's the authoritative reference for EOC, information management tools and systems.</p> <p>Information management continuum consists of the collection, analysis and dissemination of data and information.</p> <p>The tools and services are an essential part of every Information.</p>
<p>Element 2. Identify data on preparedness and early warning</p> <p>2.1 Identify on early warnings system.</p> <p>2.2 Identify preparedness datasets on country and regional levels.</p> <p>2.3 Identify information management products</p>	<p>Management Officer's packing list - for all phases of humanitarian response and preparedness work. It relates to the unit as a whole and facilitates holistic assessment, and may include:</p> <p>Common and Fundamental Operational Datasets:</p> <ul style="list-style-type: none"> The Common Operational Datasets (CODs) are critical datasets used to support humanitarian actors' work across multiple sectors. They are considered a de facto standard for the humanitarian community and represent each theme's best available datasets.

- Fundamental datasets are Datasets that are relevant to a humanitarian operation. More specific to a particular sector or is not part of COD.
- Geographic Information System
- Geographic Information System is a system designed to capture, store, manipulate, analyse, manage, and present spatial or geographic data.
- Mapping products
- Different types of mapping products

Contact Lists:

- Managing contact list. The contact list can provide an overview of the organisational presence and allow individuals and groups to connect and coordinate.
- Meeting Schedule
- Meeting schedule is an essential and important tool for humanitarian response coordination. It is an essential service that can enable and provide a way to exchange information, identify partnerships and move ahead with the response.
- Who Does What Where (3W)
- The purpose of 3W is to show our outlined operational presence by sector and location within an emergency. It can enable organisations to help identify potential partners, understand an ongoing response, and identify potential overlaps or gaps in response.
- Assessment registry
- Assessment registry provides a way for organisations to share the details and results of humanitarian assessments. The Assessment Registry provides this service so agencies can discover assessments that have already been undertaken and avoid unnecessary survey fatigue.

Aware of information management requirements and contribution for supporting the response and decision-making process.

Information management service is divided into two: technical services through the information management continuum and non-technical services.

Assessment Guide

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



- Ability to apply the principles of an effective information management continuum
- Ability to identify the need(s) of others in terms of data and information collation
- Ability to understand and differentiate the use of information management tools and services
- Ability to identify and maximise the use of tools and services provided

Linkages to other Units

This is a core unit that underpins effective performance in all other units. 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 use effective data and information management skills to help make products and communicate the results to others
- Demonstrated ability to explain and understand the information management tools to stakeholders
- Demonstrated ability to communicate the results and the products with other stakeholders
- Demonstrated commitment to provide services to other stakeholders
- Demonstrated ability to identify data and information management requirements during crisis and preparedness

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of information management continuum and the use of tools and services, supported by a range of methods to assess underpinning knowledge
- 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 an actual 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	3	Identifying information management
Communicating ideas and information	2	Services to help the coordination among stakeholders
Planning and organising activities	2	Identifying common IM tools in humanitarian response operations
Working with others and in teams	1	Collaborating with other services based on the needs and requirements

Using mathematical ideas and techniques	0	n/a
Solving problems	0	Identifying the most appropriate solutions
Using technology	1	Technical services



Preparing for Training Sessions:

Equipment, Material, and Tools



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4.1

Onsite training

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

Checklist Tick box (✓) when completed	Training resource requirements 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).

Checklist	Training resource requirements
Tick box (✓)	Equipment and material
when completed	
<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 using the apps and tools.

Apps and tools	Description
Zoom	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

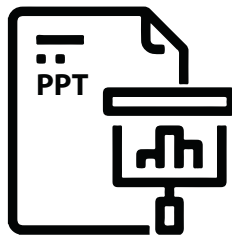
Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

<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



ASCEND

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.

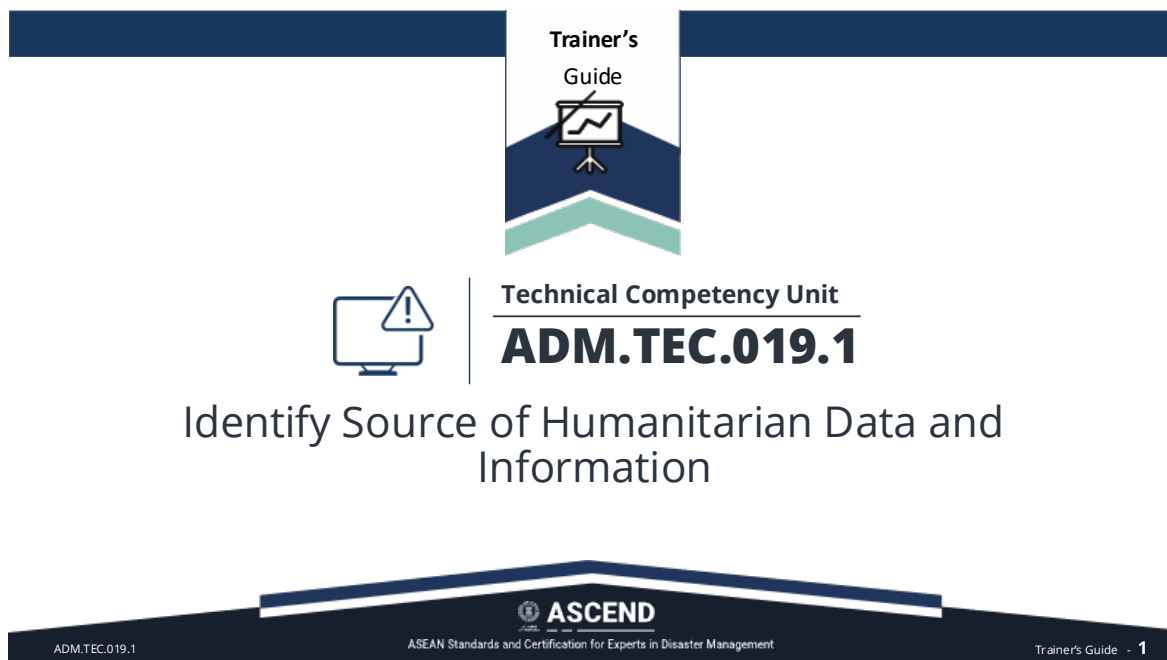
Connect your computer (desktop or laptop) to a projector. Double click on the PowerPoint presentation to open the file. In PowerPoint, click on the **Slide Show** tab and select the **Use Presenter View** checkbox. Choose which monitor to display Presenter View **ON**. Finally, select **From Beginning**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



Element 2.

Identify data on preparedness and early warning



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 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

**Slide No. 3****Trainer Notes**

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



Identify the global sources of data and information

1.1

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
- It **aims** to : reduce the effects of information overload, while ensuring the quality that required in the development of, and adherence to, standards for information collection, exchange, security, attribution and use.



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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 4

Slide No. 4

Trainer Notes

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



Image 5: Slide 5



Identify the global sources of data and information

1.1

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/>)

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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 5

Slide No. 5

Trainer Notes

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.



Image 6: Slide 6

Identify the global sources of data and information

1.1

Summary

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

**Slide No. 6****Trainer Notes**

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



Image 7: Slide 7



Identify the regional sources of data and information

1.2

Introduction

- Regional data sources of data and information is mainly focusing on **platform and website that covering the ASEAN countries.**
- It provides data and information and a platform for coordinated communication and information sharing.

**Slide No. 7**

Trainer Notes

In this instance, regional data and information sources 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



Image 8: Slide 8



Identify the regional sources of data and information

1.2

Link to the web portal

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)

**Slide No. 8****Trainer Notes**

Some examples of web portal include:

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



Image 9: Slide 9

Identify the regional sources of data and information

1.2

Summary

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




Slide No. **9**

Trainer Notes

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



Image 10: Slide 10




Identify the countries sources of data and information

1.3

Introduction

- Country data sources of data and information mostly coming from in-country.
- The details of the data should be as much as possible collected in lower details (village).



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Trainer Notes

The country data sources could be coming in a local language and sometimes with the standard format that applies within the country or specific government standards.

Image 11: Slide 11



Identify the countries sources of data and information

1.3

Sources of Data

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



Slide No. 11

Trainer Notes

Examples of country data sources

- Country – Bureau census
- Country – Government offices
- Country – NDMO at the national level
- Country – LDMO at the local level
- Country – Health Office
- Media

Activities:

Visit your country website above and identify the availability of the data.



Image 12: Slide 12

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 on information management products




Slide No. **12**

Trainer Notes

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

Image 13: Slide 13



Identify on early warning system

2.1

Introduction


Early warning systems may include four interrelated key elements

Disaster risk knowledge based on the systematic collection of data and disaster risk assessments

Detection, monitoring, analysis and forecasting of the hazards and possible consequences

Dissemination and communication, by an official source of authoritative, timely, accurate and actionable warnings & associated information on likelihood & impact

Preparedness at all levels to respond to the warnings received.



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Trainer Notes

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.**


The four interrelated components need to be coordinated within and across sectors and multiple levels for the system 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

Image 14: Slide 14




Identify on early warning system

2.1



Early Warning Source

International Crisis Group	Flood Observatory at Dartmouth University
International Alert	PTWC: Pacific Tsunami Warning Centre
National Oceanic & Atmospheric Administration	Indonesia Tsunami Early Warning System
Smithsonian Institute	The Indian Tsunami Early Warning Centre
United States Geological Survey	Joint Australian Warning Tsunami Centre
World Meteorology Organisations	Global Fire Monitoring Centre (GFMC)
FAO's Global Information and EWS	



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Trainer Notes

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)



Image 15: Slide 15



Identify on early warning system

2.1

Early Actions

Early actions are the core of anticipatory action.

They are the activities that organisations implement in response to a forecast or early warning, before a disaster has occurred, in order to reduce the impact of the predicted event.

Early action should not be seen as only for prevention or preparedness, but rather, as supporting or promoting quick impact emergency response activities.



Slide No. 15

Trainer Notes

The key term here is “emergency response” prompted by an “expected” crisis necessitating the humanitarian partners to act through appropriate interventions –both in terms of the timing and approach- to avert a potentially larger disaster.



Image 16: Slide 16

Identify the regional sources of data and information

2.1

Summary

- 4 key elements in early warning are Risk knowledge, Monitoring and Warning Service, Dissemination and Communication and Response capability
- Good 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 clearly suffering.



Slide No. 16

Trainer Notes

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



Image 17: Slide 17

Identify preparedness datasets on country and regional level

2.2

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.**



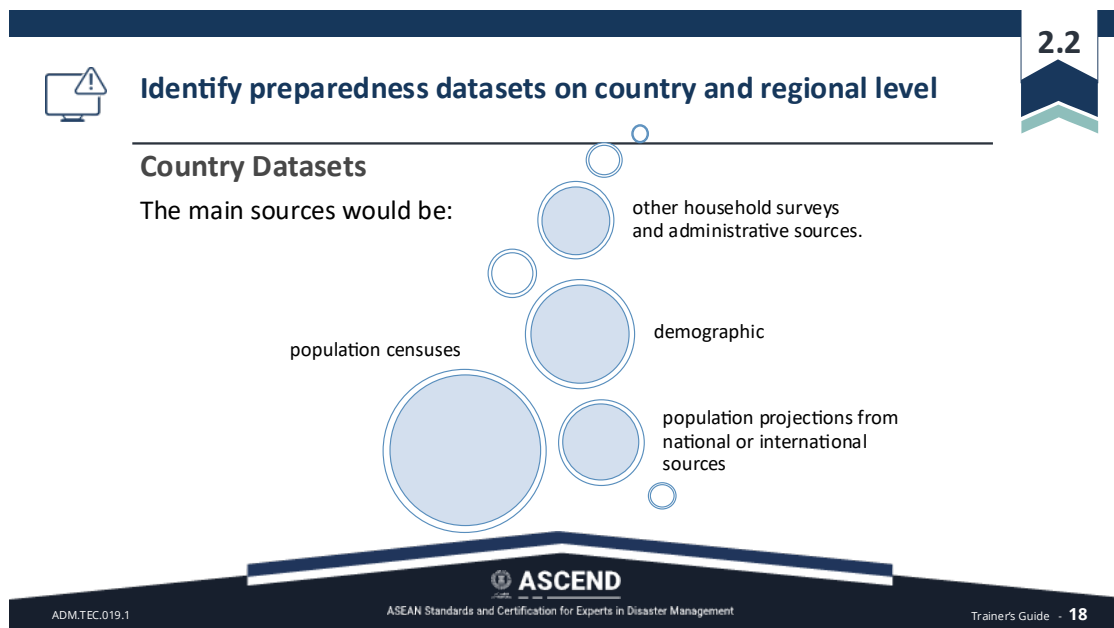
Slide No. **17**

Trainer Notes

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



Image 18: Slide 18



Slide No. 18

Trainer Notes

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

Image 19: Slide 19

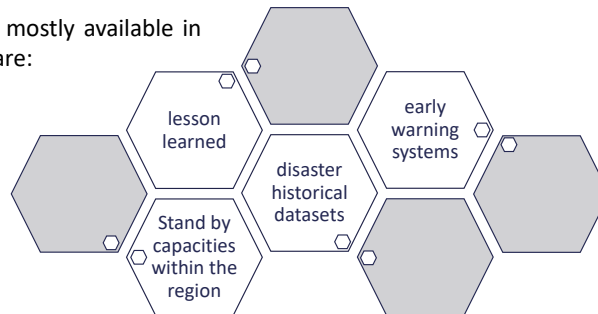


Identify preparedness datasets on country and regional level

2.2

Regional Datasets

The datasets that are mostly available in the regional datasets are:



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Trainer Notes

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



Image 20: Slide 20

Identify preparedness datasets on country and regional level

2.2

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

**Slide No. 20****Trainer Notes**

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




Image 21: Slide 21



Identify on information management products

2.3




Introduction

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

Contingency Plan

Country Profiles

Reports



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Slide No. **21**

Trainer Notes

- **Contingency Plan**, developing a contingency plan involves making decisions in advance about managing 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 for this kind of product. It can be coming 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.

Image 22: Slide 22

Identify on information management products

2.3

Summary

- Information products on preparedness phase are focusing on reviewing and analyzing the secondary data
- The products can be generic or focus in certain topics or sectors
- 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 the range of technical and logistical responses.

**Slide No. 22****Trainer Notes**

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



Image 23: Slide 23

Slide No. **23**

**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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