

**LEARNER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



ADM.TEC 020.1

Identify Information Management
Tools and Services



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

IDENTIFY INFORMATION MANAGEMENT TOOLS AND SERVICES

ADM.TEC.020.1

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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ASCEND Programme and
Toolbox:

Introduction



ASCEND

1.1

The ASCEND Programme

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

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

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

1.2

The Objectives of ASCEND

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

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

1.3

Advantages and Benefits of an ASCEND Certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

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

1.4

The ASCEND Toolbox

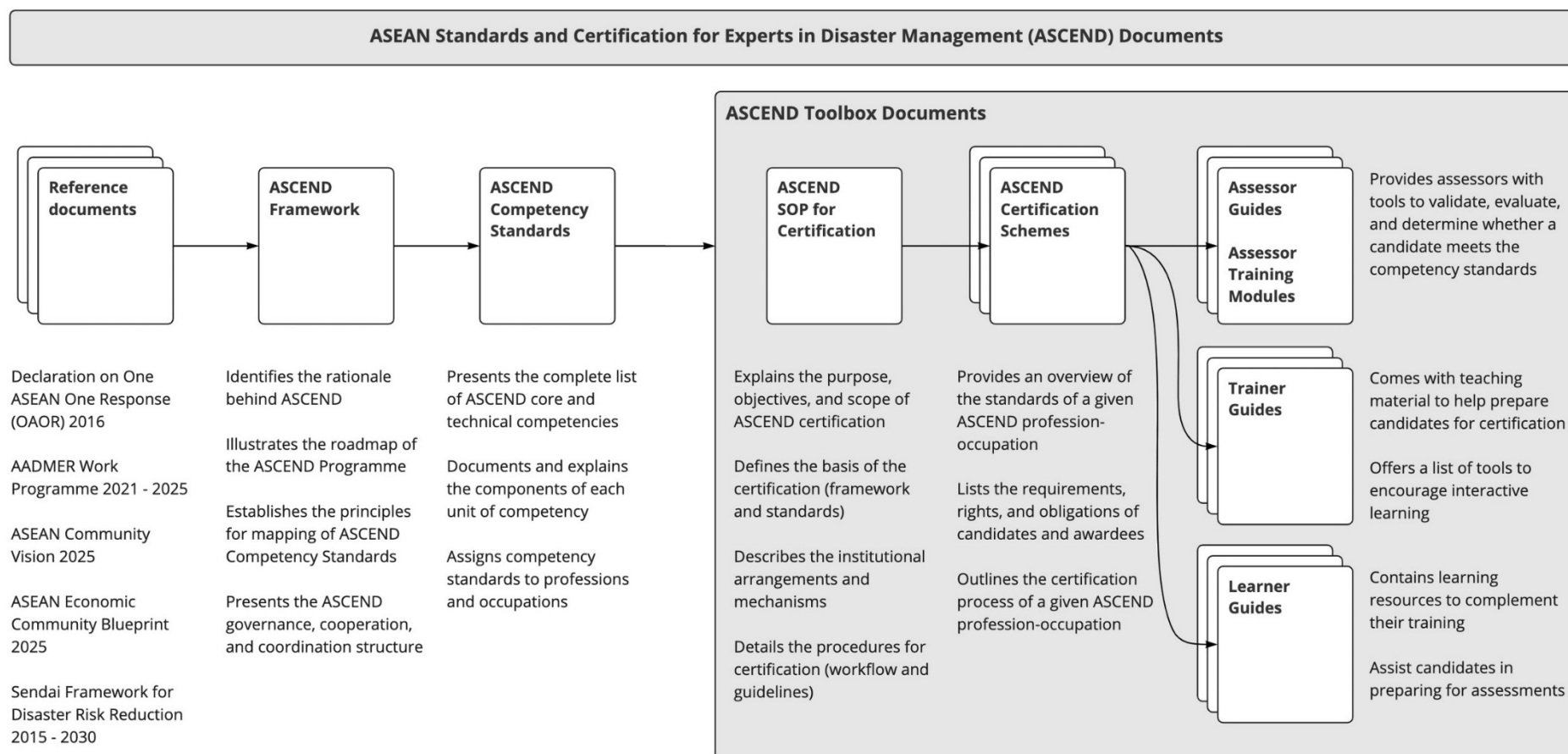
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

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

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

Figure 1: Overview of ASCEND Toolbox Documents





Learner's Guide

Introduction for

Candidates



ASCEND

Welcome and thank you for your interest in pursuing an ASCEND certification. This Learner Guide is for you to read. It contains learning resources and helps you prepare for the required assessments: oral interviews, written tests, and observation checklists.

Competency-based Learning and Assessment

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

Table 1: Competency areas and descriptions

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

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

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

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

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



ASCEND Competency Standards and Unit Descriptor



ASCEND

3.1

Competency Standards

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

3.2

ASCEND Competency Standards

The ASCEND Competency Standards identify the key features of work in selected disaster management professions and performance standards professionals need to meet to be deemed competent. It also provides the list of the forty-three (43) core and technical competencies that serve as the basis for defining the regionally recognised disaster management qualifications across the ASEAN Member States. The five (5) professions covered by the ASCEND Competency Standards include Rapid Assessment, Humanitarian Logistics, Information Management, WASH, and Shelter Management. Under these professions are five (5) categories of occupations: Manager, Coordinator, Officer, Promoter, and Engineer. Overall, there are fifteen (15) profession-occupation combinations (e.g., humanitarian logistics manager, information management coordinator, WASH promoter).

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. There is one SOP that 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 Information Management Tools and Services

Unit number: ADM.TEC.020.1

Unit description: This unit deals with the skills and knowledge required to identify and classify credible and accurate sources of information.

Element 1.

Identify information management tools

Performance Criteria

- 1.1 Identify information management
- 1.2 Identify common information management tools in humanitarian response operations
- 1.3 Aware of Information Management requirements

Element 2.

Identify information management services

Performance Criteria

- 2.1 Identify technical services
- 2.2 Services to help the coordination among stakeholders
- 2.3 Other services based on the needs and requirements

3.4

Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
ASEAN-ERAT	ASEAN-Emergency Response and Assessment Team
IASC	Inter-Agency Standing Committee
IM	Information Management
NDMOs	National Disaster Management Organisations
OCHA	Office for the Coordination of Humanitarian Affairs



Unit Readings and Activities



ASCEND

4.1

Element 1. Identify information management tools

1.1 Identify information management

A. Introduction

The mantra of informatics is “getting the right information to the right people at the right time.” The questions are: What is the right information? Who are the right people? And when is the right time?

The most important decisions require everyone to agree on the anticipated risk and benefit and the expected scope of information system use.

The term ‘information management’ covers ‘the various stages of information processing from production to storage and to retrieve dissemination towards the better working of an organisation; information can be in any format from internal or external sources (Association of Information Management, 2005).

Managing information during a humanitarian emergency is a crucial part of any operation. The humanitarian community recognises the importance of gathering reliable data on the locations of people in need, what they urgently need, who’d be the best placed to assist them, and the value of this information for effective and timely humanitarian assistance.

A robust information management network that supports emergency coordination requires processes to collect, analyse, and share information about the situation among the various organisations involved and ensure the coordination system runs efficiently. The network includes people affected by the emergency and relief organisations, governments, and media. Often the information is presented in an easy-to-use format, such as maps or tables, to support swift decision-making at all levels

B. Information Management

The four integral parts of Information Management include collection, processing, analysis and dissemination.



Collection refers to those technical and non-technical activities that lead to the establishment of a body of data or information. In the context of NDMO's mandate as a coordination body, this may include advocacy for inter-agencies and/or multi-agencies collective efforts and/or the coordination of partners in such a data collection or information-gathering exercise.

Processing consists primarily of technical processes that transform raw data (i.e. numbers) into a format that can be easily manipulated or combined with other data in preparation for further analysis. Such processing includes activities such as data cleaning, compiling from various sources, and using established storage and archiving structures.

Analysis is the process by which data or information is aggregated and summarised for presentation. Data Analysis is carried out at two levels. The first level involves fundamental statistical or spatial analysis using graphs, charts or maps to display the basic information. Adding background, context or technical (subject) expertise is the second level of analysis.

Dissemination is the last step of the chain, putting information products into the hands of policy-makers and planners at various levels. Dissemination may be to a general audience or a targeted group of key decision-makers, in various formats and through various mechanisms.

Special Note:

Data Responsibility - there is a growing recognition of the importance of data responsibility in humanitarian operations. Data responsibility in humanitarian action is defined in the Inter-Agency Standing Committee (IASC) guidance regarding the Safe, Ethical and Effective management of personal and non-personal data for the operational response. It is a critical issue for the humanitarian system to address, and the stakes are high.

Feedback Mechanism - the need to have a feedback mechanism in data and information management is essential. In some large organisations, the feedback mechanism is carried out by a separate unit and focuses on efforts to obtain feedback through different methods according to the needs and context in the field. Information management personnel, in some cases, are tasked with helping process and analyse the data and information generated to gain insight and knowledge that can be used for planning and implementing programs and work better and more efficiently.

In collecting data in the field, whether it is done for the benefit of the feedback mechanism or other things, it is hoped that the data collection method is carried out directly to the community or the affected community and takes into



account the consent factor where the parties involved in it understand their respective rights and responsibilities.

C. Summary

- Information management forms an integral part of the information continuum.
- The four integral parts of Information Management include collection, processing, analysis and dissemination

1.2 Identify common information management tools in humanitarian response operations

A. Introduction

The tools and services are essential to every Information Management Officer's packing list - for all phases of humanitarian response and preparedness work. It relates to the unit as a whole, facilitates holistic assessment, and may include:

B. Website or portal for sharing data and information products

Websites and portal can be used to gather, store, and disseminate data and information. This type of website or portal is an important tool for humanitarian response operations. While it is good to have your own tools for this, there are already recognised tools within the humanitarian community that you can use for your operation if needed.

C. Geographic Information System

A Geographic Information System is a system designed to capture, store, manipulate, analyse, manage, and present spatial or geographic data. It is an integrated collection of: (i) computer software; (ii) spatial data and related information. And (iii) infrastructure needed to support disaster responses.

D. Data Collection Tool

There are several open-source technology or services provided by organisations or universities that you can use. Besides the online version, you can also build a simple one using excel (for a data entry interface with a printed questionnaire). This type of tool is suitable to support the assessment on the ground.

E. Assessment registry

Assessment registry provides a way for organisations to share the details and results of humanitarian assessments. It can be done online or offline. The Assessment Registry provides this service so agencies can discover assessments that have already been undertaken and avoid unnecessary survey fatigue.

F. ERAT

ASEAN-Emergency Response and Assessment Team (ASEAN-ERAT) is a rapidly deployable response team to support the affected ASEAN Member States during major sudden and slow-onset disasters. The members of ASEAN-ERAT come from ten ASEAN Member States and are managed by the AHA Centre. The ASEAN-ERAT is designed to support National Disaster Management Organisation (NDMO) of the affected country during the first phase of disaster emergency at very short notice.

G. Summary

- During an emergency response, a set of tools and services with a minimum set of predictable standardised information products need to be produced.
- These tools require information to be managed by different stakeholders at different levels.

1.3 Aware of Information Management requirements

A. Introduction

Recognising a need to establish global standards to guide information management and exchange in humanitarian action similar to those that govern humanitarian action as a whole, participants at the 2002 OCHA-sponsored Symposium on Best Practices in Humanitarian Information Management and Exchange identified ten guiding principles for anyone engaged in any aspect of humanitarian information management. This list was expanded at the 2007 Global Symposium+5 to reflect the importance of information in humanitarian action.

B. Accessibility

Humanitarian information and data should be accessible to all humanitarian actors by applying easy-to-use formats and translating information into common or local languages. Information and data for humanitarian purposes should be made widely available through various online and offline distribution channels, including the media.

C. Inclusiveness

Information management and exchange should be based on collaboration, partnership and sharing with a high degree of participation and ownership by multiple stakeholders, including national and local governments and, especially, affected communities whose information needs should equally be considered.

D. Interoperability

All shareable data and information should be made available in formats that can be easily retrieved, shared and used by humanitarian organisations.

E. Accountability

Information providers should be responsible to their partners and stakeholders for the content they publish and disseminate.

F. Verifiability

Information should be accurate, consistent and based on sound methodologies, validated by external sources and analysed within the proper contextual framework.

G. Relevance

Information should be practical, flexible, responsive and driven by operational needs in support of decision-making throughout all phases of a crisis. Data that is not relevant should not be collected.

H. Impartiality

When collecting and analysing information, information managers should consult various sources to provide varied and balanced perspectives for addressing problems and recommending solutions.

I. Humanity

Information should never be used to distort, mislead, or cause harm to affected or at-risk populations and should respect the dignity of victims.

J. Timeliness

Humanitarian information should be collected, analysed, disseminated efficiently and kept current.

K. Sustainability

Humanitarian information and data should be preserved, catalogued, and archived to be retrieved for future use, such as for preparedness, analysis, lessons learned, and evaluation. When possible, post-emergency data should be transitioned to relevant recovery actors and host governments and training should be provided on its use. Open-Source Software should be promoted to further enhance access to information by all stakeholders in a sustainable way.

L. Reliability

Reliability is a prerequisite for ensuring validity and verifiability. Users must be able to evaluate the reliability and credibility of data and information by knowing its source and method of collection. Collection methods should adhere to global standards where they exist to support and reinforce credibility.

M. Reciprocity

Information exchange should be a beneficial two-way process between the affected and the humanitarian communities, including affected governments.

N. Confidentiality

The processing of any personal data shall not be done without the prior explicit description of its purpose. It will only be done for that purpose and after the informed consent of the concerned individual. Sufficient safeguards must be put in place to protect personal data against loss, unauthorised processing and other misuses. If sensitive information is publicly disclosed, the sources of such information will not be released when there is a reasonable risk that doing so will affect the security or integrity of these sources.

Source: Guidelines for OCHA Field Information Management. Accessible [here](#)

O. Summary

- Principles of Humanitarian Information Management and Exchange were established to ensure the global standards to guide the information management and exchange in humanitarian action.

4.2

Element 2. Identify information management services

2.1 Identify technical services

A. Introduction

While there are some standard services and products, each crisis context is different, and an assessment will give a clear idea of particular needs. This may involve adapting existing products and services for new roles or creating new products or services for specific purposes.

B. Technical Services

The minimum technical Information management services to be provided or made available are: Maintenance of common datasets; Geospatial data and analysis relevant to inter-sector decision making; Management of the collection and dissemination of information; Advocacy for data and information sharing within the humanitarian community as well as the adoption of global data standards; Survey design for needs assessments or other significant external data collection exercises

C. Summary

- The technical service needed within the response is tied up with the workloads and products.

2.2 Services to help the coordination among stakeholders

A. Introduction

Services to help coordinate stakeholders focus on providing an essential service for information exchange and dissemination.



B. Services to help the coordination among stakeholders

The minimum Information management services to be provided or made available include:

- A virtual or physical space where the humanitarian response community can access information resources;
- Access to contacts, schedules, agendas and minutes of sectoral coordination meetings
- Establish a working group to coordinate stakeholders' information management activities

C. Summary

- Part of the services as a coordinator is responsible for providing a service that could support the partners on information exchange and information dissemination.

2.3 Other services based on the needs and requirements

A. Introduction

All products and services should be developed to improve the quality and effectiveness of a coordinated humanitarian response. Part of this activity is the responsibility of the government or the designated coordination body.

B. Services based on the needs and requirements

Given that many humanitarian partners and organisations have their own websites and post content exclusively on their sites, a significant value-added for the IM team or personnel is to regularly review a core set of sites and products for distribution through; MailChimp; Printing Products; Briefing Packages and Other distribution channels.

C. Summary

- One of the tasks of information management in response is to provide the services to improve the distribution of different core datasets from different sources and different information products



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: through observation, oral interview, and written test. The assessor will determine the final assessment methods and tools depending on several factors like the local context, professional needs, and the like.

On observations

Assessors will observe the candidate over a period of time to collect evidence of their capability to meet the required standards and performance criteria. Assessors may attend selected learning sessions, if any, to witness how candidates complete their activities and participate in exercises. In doing so, assessors can get a sense of the candidate's key strengths and areas for improvement concerning the unit of competency. It will benefit candidates to ensure their work is always complete and presentable.

On oral interview

Assessors will conduct oral interviews to confirm and evaluate the candidate's experience, knowledge, skills, and attitudes regarding the unit of competency under assessment.

Please review the Unit Readings and complete the Self-assessment Checklist in this document. It may include verification questions about what you learned from the training content and material. It may also include competency questions about your knowledge and skills. Assessors may ask you what knowledge or skill you will use or apply to address a specific occupational issue or problem. Candidates need to think about how they will carry out their critical job functions in a defined work setting.

Finally, the interview may also include behavioural questions that focus on attitudes. Assessors may ask for examples of what you will do when a particular situation happens or when circumstances change. Candidates will need to support their answers with reflections on their own or others' experiences and 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

Bonino, F. with Jean, I. and Knox Clarke, P. (2014). *Humanitarian feedback mechanisms: research, evidence and guidance*. ALNAP Study. London: ALNAP/ODI. Accessible [Here](#)

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OCHA. (2009). *Data responsibility guideline. A Working Draft, Center for Humanitarian Data*, OCHA. Accessible [Here](#)

OCHA. (n.d.). *Information Management and the Humanitarian Context*. OCHA IM Guidelines_ Ver. 2.1_draft0.1. Accessible [Here](#)



Learning Resources

Association for Information Management. (2005). Accessible [here](#)

Centre for Humanitarian Data. (n.d.) *Guidance Notes on data responsibility*. Accessible [here](#)

CDA. (2011). *Feedback Mechanisms in International Assistance Organizations, Collaborative Learning Project*. Accessible [Here](#)





Training Evaluation Sheet



ASCEND



Training Evaluation Sheet

Name of Training

Competency unit title and number

ADM.TEC.020.1 Identify Information Management Tools and Services

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.**



ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

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