

1st Edition

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
017.1**

Conduct Information
Management Continuum



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

CONDUCT INFORMATION MANAGEMENT CONTINUUM

ADM.TEC.017.1

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

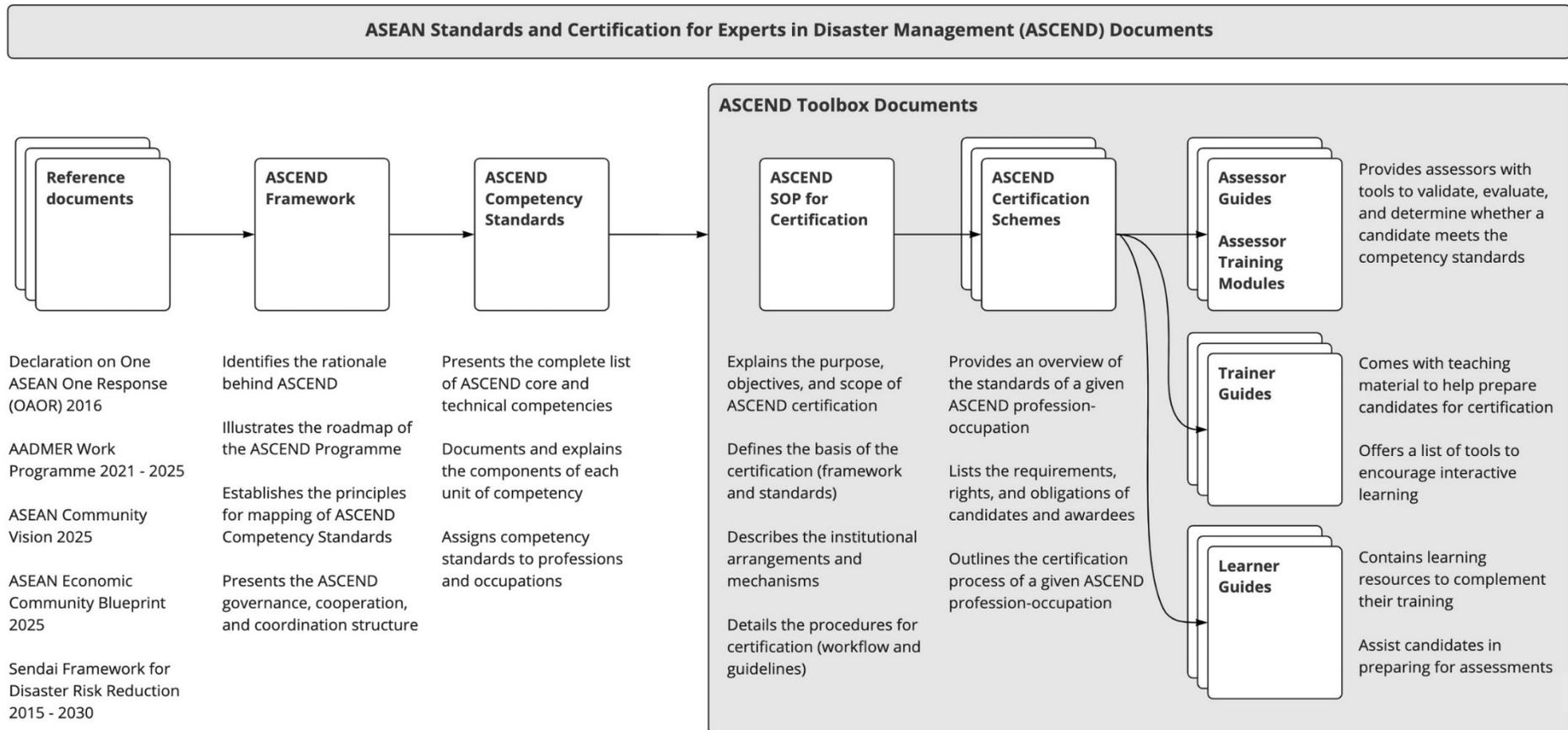
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

Unit number : ADM.TEC.017.1

Unit description : This unit deals with the skills, knowledge, and ability to conduct information management continuum.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Identify information management continuum</p> <p>1.1 Collect and maintain data.</p> <p>1.2 Apply policy and standards on data processing.</p> <p>1.3 Conduct analysis</p> <p>1.4 Dissemination of data and information products.</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence. How does the information continuum feed into reporting and public information?</p> <p>This unit may include:</p> <ul style="list-style-type: none"> • The methods and sources of collection • Works behind the processing and collation of data • Steps in analysis • Disseminate the information <p>Assessment Guide</p>
<p>Element 2. Identify roles and responsibilities of humanitarian actors related to information management</p> <p>2.1 Identify roles of responsibility of AHA Centre.</p> <p>2.2 Identify roles and responsibilities of NDMOs.</p>	<p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • Ability to collect and maintain data in a different format • Ability to use the available resources to build and maintain high-quality standards on data processing and data analysis • Ability to identify the need(s) of others in terms of data and information collation. • Ability to apply internal and global standards on the information management continuum



2.3 Identify roles and responsibilities of clusters

Linkages to other Units

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

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply technical skills in information management works related issues
- Demonstrated ability to use standards and policies through the information management continuum
- Demonstrated ability to understand and be familiar with global and regional standards on data and information.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of information management continuum related issues speciality related to policy and guidelines available
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills

Resource Implications

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

Assessment Methods

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

- Case studies
- Observing of practical performance by the 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	Information management continuum
Communicating ideas and information	2	Dissemination of data and information products
Planning and organising activities	2	Roles and responsibility of humanitarian actors related to Information management
Working with others and in teams	1	Apply policy and standard on data processing
Using mathematical ideas and techniques	0	n/a
Solving problems	1	Conduct analysis
Using technology	1	Using telecommunication equipment



Preparing for Training Sessions:

Equipment, Material, and Tools



ASCEND

4.1

Onsite training

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

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 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.
<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/>

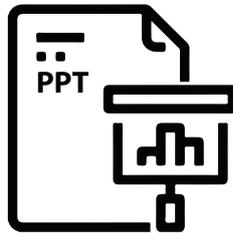
For gathering feedback, ideas, or responses

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 Information Management Continuum



Element 2.
Identify roles and responsibility of humanitarian actors related to information management



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** Collect and maintain data
- ▣ **1.2** Apply policy and standard on data processing
- ▣ **1.3** Conduct analysis
- ▣ **1.4** Dissemination of data and information products

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Slide No. **3**

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

Image 4: Slide 4

1.1

Collect and maintain data

Introduction

REVIEW

- Did the process work?
- What could be improved?
- Did decision makers use it?

COMMUNICATION

- How to share?
- map, table, report, graphic
- print or on-line
- raw vs final data
- Where to share?
- Confidentiality?

ANALYSIS

- What can we say with this info?
- Does the info meet the need?
- Who needs to participate?
- Can we share the analysis?
- What can we NOT say with this info?

PLANNING & DIRECTION

- What decisions need to be made? Operational or strategic?
- What info do we need?
- Given available time and resources:
 - Which sources will we use?
 - What level of accuracy is acceptable?

COLLECTION

- Methodology?
- How much time do we have?
- Does the data already exist?
 - What tool will we use?
 - Who will collect?

PROCESSING

- What is the quality of the data?
- Can we use the data?
- What is the best tool to use?
- What is the best way to organize?

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Slide No. **4**

Trainer Notes

Information management (IM) is an integral part of the information continuum.

The four main processes of IM are **collection, processing, analysis and dissemination** of information. Humanitarian IM is the systematic process for **planning, collecting, collating, storing, processing, verifying, and analysing data and information** from one or more sources. It also involves disseminating relevant data and information to humanitarian stakeholders to support effective and timely decision-making and humanitarian action.



Collect and maintain data

1.1

Data Collection

The common types of data that are collected and used by different stakeholders on the ground during an emergency response include:

Geospatial data	Operational data	Survey and perception data	Administrative data	Digital data
<ul style="list-style-type: none"> GPS locations, aerial images, satellite observations, etc. 	<ul style="list-style-type: none"> data that informs humanitarian operations (e.g., funding flows, logistics information such as procurement processes, number of people affected) 	<ul style="list-style-type: none"> data collected directly from beneficiaries of humanitarian assistance to assess needs and concerns 	<ul style="list-style-type: none"> data collected from official government sources (e.g., administrative and jurisdictional boundaries) 	<ul style="list-style-type: none"> web-based portals, biometrics, SMS-based surveys, etc.

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Slide No. **5**

Trainer Notes Data collection refers to technical and non-technical activities involved in establishing a body of data or information.

Image 6: Slide 6

1.1



Collect and maintain data

Summary

- The four main processes of IM are collection, processing, analysis and dissemination of information.
- Data collection is the systematic approach to gathering and measuring information from various sources to get a complete and more accurate picture of an area of interest.



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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

1.2

Apply policy and standard on data processing

Introduction

There are already **several standards and indicators related to IM** that are used in the global humanitarian sector, such as those developed by **SPHERE, Inter-Agency Standing Committee (IASC), ISO, and national governments.**



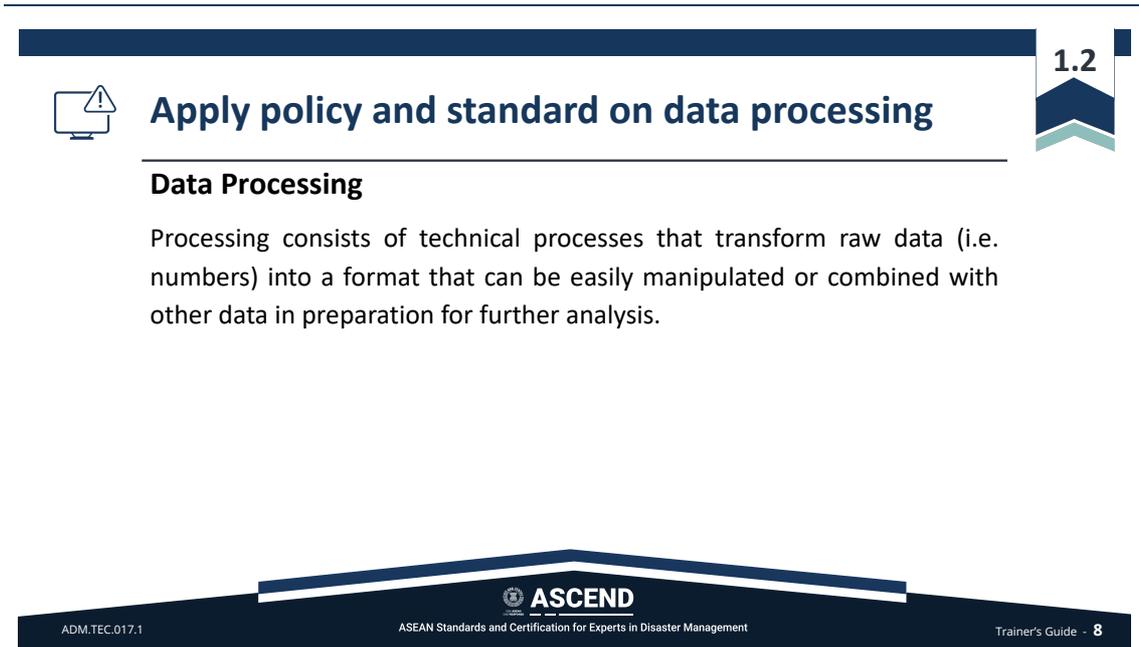
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Slide No. **7**

Trainer Notes

What is **essential** is to **ensure that IM activities** are **transparent, seek diversity** in data sources, **provide data protection**, and adopts the "**do no harm**" principle.



The slide features a dark blue header with a white warning icon on the left and a white '1.2' badge on the right. The main title 'Apply policy and standard on data processing' is in white. Below it, the sub-header 'Data Processing' is in bold. The text describes data processing as technical processes that transform raw data into a manipulable format. The footer contains the ASCEND logo, the text 'ASEAN Standards and Certification for Experts in Disaster Management', and the page number '8'.

Apply policy and standard on data processing

Data Processing

Processing consists 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.

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Slide No. 8

Trainer Notes

Some data processing follows uniform procedures, while others require advanced and customised operations. The amount of work required in data processing is often underestimated.

Image 9: Slide 9

1.2

Apply policy and standard on data processing

Summary

- What is important is to ensure that IM activities are transparent, seeks diversity in data sources, provides data protection, and adopts the "do no harm" principle.
- Data processing turns data into a useable format needed by an agency or organisation.


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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

1.3

Conduct analysis

Introduction

Conducting analysis involves three steps



```
graph LR; A[summarising] --> B[prioritising]; B --> C[learning]
```



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Slide No.	10
Trainer Notes	An effective analysis process draws out relevant information and brings them together to inform the decision-making.

Image 11: Slide 11

1.3

Conduct analysis

Analysis

- Summarise and consolidate relevant observations
- Identify patterns and trends
- Compare temporal and geographical data spanning different social groups, sex, age and other diversity groups

- Look for connections and relationships between observations
- Determine why particular conditions are observed
- Understand underlying processes and factors creating protection concerns, vulnerabilities or risks

- Evaluate the evidence and draw conclusions
- Identify the severity of existing or potential concerns, vulnerabilities, risks
- Prioritise geographical areas, groups and protection concerns/ risks based on an assessment of severity or scope
- Identify the extent to which findings can apply to another setting or population group

- Identify aggravated and emerging risks, projections and forecast (where applicable)
- Anticipate likely evolution over time
- Develop most likely scenarios

WHO, WHAT, WHERE, WHEN?	WHY?	SO WHAT?	WHAT HAPPENS NEXT?
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DESCRIBE

EXPLAIN

INTERPRET

ANTICIPATE

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Slide No. **11**

Trainer Notes

An analysis is conducted at two levels:

- The first level** involves fundamental statistical or spatial analysis using graphs, charts or maps to display the standard information.
- The second level** is adding background information, contextual details, and other technical (subject) aspects



Image 12: Slide 12

1.3



Conduct analysis

Summary

- Data analysis is a process of inspecting, cleansing, transforming, and modelling data with the goal of discovering useful information, informing conclusions, and supporting decision-making.
- An analysis is conducted at two levels. The first levels involve operations that bring out the general patterns in the data. The second level involves activities contextualising the results and findings of the first level of analysis.



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Slide No. **12**

Trainer Notes

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

Image 13: Slide 13

1.4


Dissemination of data and information products

Introduction

- Dissemination, involves activities that bring attention to information products and place them into the hands of stakeholders and partners.
- The timely distribution of information products is an integral part of information exchange. **In an emergency response, late information is of little use, even if it is more comprehensive.**


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Slide No. **13**

Trainer Notes

Dissemination of information may involve a general audience or a targeted group of key decision-makers. Various formats and a range of mediums are used based on the audience.

It is better to conduct dissemination processes around basic technology systems. In the early days of a disaster, agencies or organisations do not always have access to resources like the internet or the capacity to operate sophisticated tools. Platforms like websites should be designed with general users in mind

Image 14: Slide 14



Dissemination of data and information products

1.4

Summary

- Dissemination is the distribution or transmitting of data or information to end-users.
- There are many ways agencies or organisations can disseminate their data and information to the public. The right format and medium will depend on their audience



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Slide No. **14**

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

Image 15: Slide 15



Element 2

Identify roles and responsibility of humanitarian actors related to information management

Performance Criteria

- ▣ **2.1** Identify roles of responsibility of AHA Centre
- ▣ **2.2** Identify roles of responsibility of NDMOs
- ▣ **2.3** Identify roles and responsibility of Clusters



Slide No. **15**

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

Image 16: Slide 16


Identify roles of responsibility of AHA Centre
2.1

Introduction

Providing information management services involves the following:

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



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Slide No. **16**

Trainer Notes Trainer explains the role of responsibility of AHA Centre in providing information management services.



Identify roles of responsibility of NDMOs

2.2

Introduction

NDMOs are usually expected to provide the following information management services:

- Geospatial data and analysis
- Maintenance of common datasets
- Survey design for needs assessments or other significant external data collection exercises
- Management of the collection and dissemination of information
- Advocacy for data and information sharing within the humanitarian community and the adoption of global and in-country data standards


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Slide No. **17**

Trainer Notes Trainer explains the role of responsibility of NDMO in providing information management services.





Identify roles and responsibility of Clusters

2.3

Introduction

- Clusters are groups of organisations, both UN and non-UN, that coordinate the main sectors of humanitarian action (e.g. logistics, shelter, WASH).
- Cluster leads are designated by the Inter-Agency Standing Committee (IASC) and have clear roles and responsibilities.
- The Cluster Approach aims to add value to humanitarian coordination through

Increased transparency and accountability	Enhanced predictability	Engagement with national and local authorities
Inclusion of affected communities	More effective advocacy	Joint strategic and operational planning

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Trainer Notes

- **Increased transparency and accountability:** Greater transparency in resource allocation, co-leadership, and operational performance leads to greater accountability.
- **Enhanced predictability:** Sector and thematic responsibilities are clearer, and formal mechanisms exist to clarify those areas where they are not, both at the national and international levels.
- **Engagement with national and local authorities:** Having a single person to call within the international humanitarian architecture speeds up the resolution of issues and allows greater access for the non-governmental community to government and UN decision-makers.
- **Inclusion of affected communities:** Tools and services developed through the Cluster Approach ensure that those who know the most appropriate solutions to their problems be engaged in formulating the response. It also gives those affected by crises access to the government and other decision-makers.
- **More effective advocacy:** Clusters, singly or collectively, speak with one voice on issues of common concern.
- **Joint strategic and operational planning:** The formal process of coordination within and between clusters enhances efficiency while improving effectiveness.



Cluster/Sector leads at the country level should aim that information management (IM) activities support national information systems and standards, build local capacities, and strengthen links with relevant state and local authorities. Cluster/Sector leads should thus seek to enhance, not replace or diminish national efforts, including those not part of the cluster or the government.

Image 19: Slide 19



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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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