

**TRAINER'S  
GUIDE**



**TECHNICAL COMPETENCY UNIT**

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**ADM.TEC  
016.1**

Operationalise Information Management  
Strategy for Emergency Operation



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# OPERATIONALISE INFORMATION MANAGEMENT STRATEGY FOR EMERGENCY OPERATION

ADM.TEC.016.1

### Trainer's Guide



ONE ASEAN  
ONE RESPONSE



#### Project Sponsors:



The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam. The ASEAN Secretariat is based in Jakarta, Indonesia.

The “ASEAN Standards and Certification for Experts in Disaster Management (ASCEND)” is under Priority Programme 5: Global Leadership of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025 that envisions ASEAN as a global leader in disaster management.

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The ASCEND Programme and  
Toolbox Development:

# Overview



**ASCEND**

**1.1**

## The ASCEND Programme

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

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

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

**1.2**

## The objectives of ASCEND

- To enhance the capacity of the ASEAN countries in the implementation of ASCEND.
- To establish regionally recognised Competency Standards and assessment processes covering five professions in disaster management.

- To improve the capacity of the AHA Centre to serve as the ASCEND Secretariat.
- To promote understanding of the ASCEND Framework among the ASEAN Member States (AMS) and other ASEAN sectors in preparation for the inclusion of ASCEND into the ASEAN Mutual Recognition Arrangement (MRA).

## 1.3

# Advantages and benefits of an ASCEND certification

### For ASEAN

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

### For AHA Centre

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

### For disaster management professionals

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

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

**1.4**

## The ASCEND Toolbox

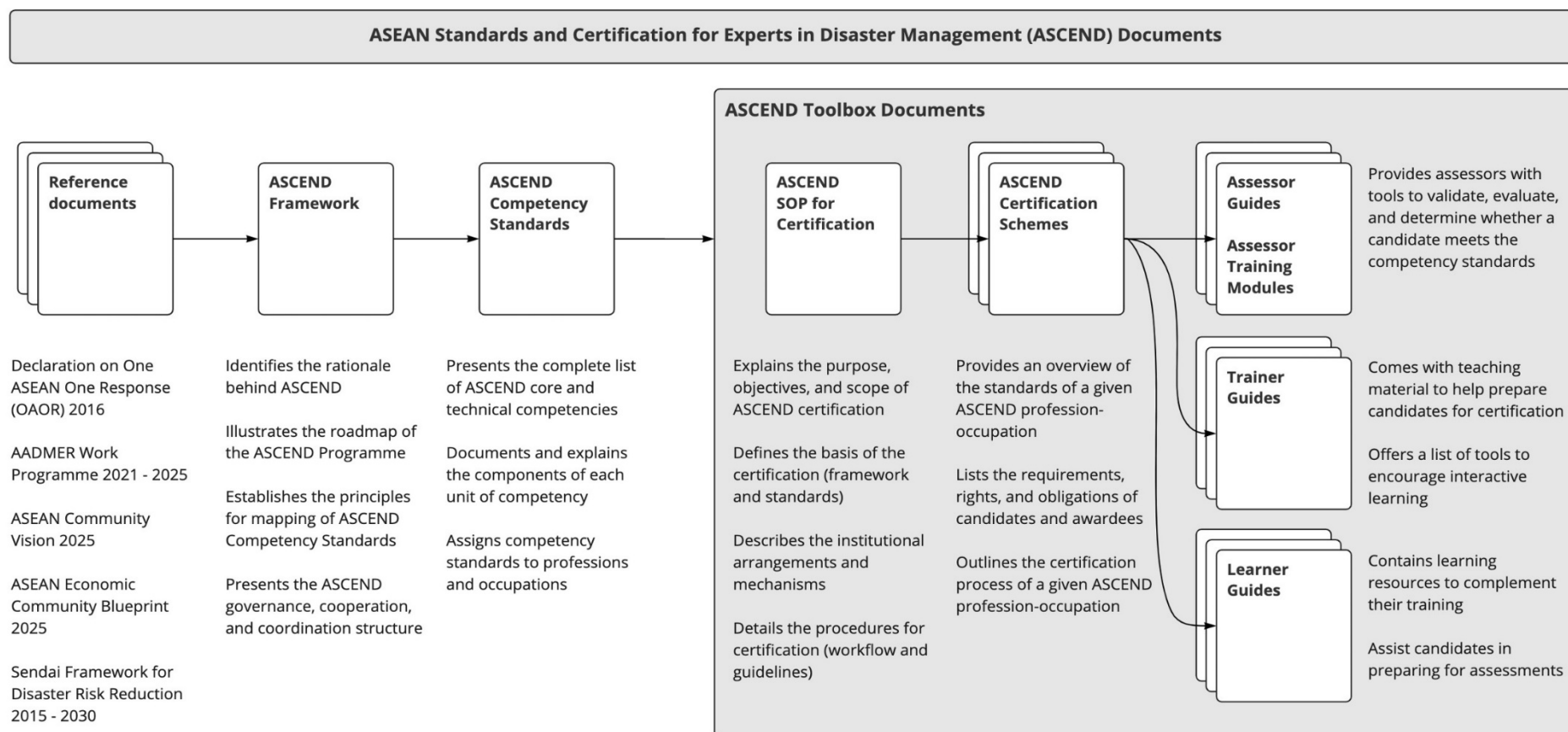
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

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

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

*Figure 1: Overview of ASCEND Toolbox Documents*







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



## ASCEND

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

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

## Competency-based learning and assessment

**Competency** is the characteristic and ability to use or apply knowledge and skills-sets to perform critical job functions in a defined work setting.

**Table 1:** Competency areas and descriptions

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

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

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

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

## What do trainers do?

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

The role of trainers is to:

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



# ASCEND Competency Standards



## ASCEND

## 3.1

## Competency standards

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

## 3.2

## ASCEND Competency Standards

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

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. One SOP applies to all profession-occupation combinations covered by the ASCEND certification. The Certification Schemes, one for each of the profession-occupation combinations. Both these documents align with the AQRF Level Descriptors, Section 4: Guiding Principles and Protocols for Quality Assurance of the AGP, and ASEAN Disaster Management Occupations Map. The Certification Schemes also outline the ASCEND competencies under selected professions and occupations, eligibility criteria, basic requirements and rights of candidates, and obligations of certification holders. Assessor Guides describe the components of particular competency standards and offer tools to determine the candidate's qualifications. Trainer and Learner Guides expound on a given competency standard's elements and performance criteria for learning and assessment preparation purposes.

The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes

in the disaster management profession and remains relevant. The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. Table 2 describes its main components.

**Table 2:** *Components of the ASCEND Competency Standards*

Component	Description
<b>Unit title</b>	Describes the critical work function to be performed in an occupation.
<b>Unit number</b>	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> <li>• ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures.</li> <li>• ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.</li> </ul>
<b>Unit description</b>	Provides information about the critical work function covered by the unit.
<b>Elements</b>	Presents the occupational tasks required to perform the critical work function in the unit.
<b>Performance criteria</b>	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
<b>Unit variables</b>	Advises on how to interpret the scope and context of this unit of competence.
<b>Assessment guide</b>	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
<b>Linkages to other units</b>	Explains the connection of the competency standard to other units of competency.

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

### 3.3

## Unit of Competency

**Unit title** : **Operationalise Information Management Strategy for Emergency Operation**

**Unit number** : ADM.TEC.016.1

**Unit description** : This unit deals with the skills, knowledge, and ability to operationalise information management strategies for emergency field operations.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p><b>Element 1.</b> <b>Identify information management capacity</b></p> <ul style="list-style-type: none"> <li>1.1 Agreed terms of reference.</li> <li>1.2 Identify related skills needed.</li> <li>1.3 Availability of human resources.</li> </ul>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence on how to operationalise information management strategy for emergency field operations.</p> <p>This unit may include:</p> <ul style="list-style-type: none"> <li>• Information management unit core functions</li> <li>• Roles and responsibilities</li> <li>• Skillsets</li> <li>• Tools and services</li> <li>• Product</li> </ul>
<p><b>Element 2.</b> <b>Managing data and information</b></p> <ul style="list-style-type: none"> <li>2.1 Identify the Information system.</li> <li>2.2 Identify information flow.</li> <li>2.3 Aware of product cycle within the humanitarian system</li> </ul>	<p><b>Assessment Guide</b></p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• Ability to identify the needs and capacity of Information unit based on situation and capacities on the ground</li> <li>• Ability to use the available resources to build and maintain high-quality standards on information management continuum process</li> <li>• Ability to identify the information management system and products needed</li> </ul>



## 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 effective data and information management skills to build products and communicate the results to others
- Demonstrated ability to manage a team and design an information system

## Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of information management continuum, the use of tools and services, managing team, design the information system and the strategy
- Assessment on the knowledge related to information management (including policy, guidelines and best practices on global and regional)
- 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	<b>2</b>	Identifying information flow
Communicating ideas and information	<b>2</b>	Identifying related skills needed
Planning and organising activities	<b>1</b>	Agreeing terms of reference
Working with others and in teams	<b>1</b>	Collaborating with other informatics personnel
Using mathematical ideas and techniques	<b>0</b>	n/a
Solving problems	<b>1</b>	Identifying the information system
Using technology	<b>1</b>	Using telecommunication equipment



Preparing for Training Sessions:

# Equipment, Material, and Tools



ONE ASEAN  
ONE RESPONSE

## ASCEND

## 4.1

## Onsite training

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

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

## 4.2

## Online training

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

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

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

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

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

<https://zoom.us/>

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

#### Lucidspark

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

<https://lucidspark.com/>

#### Ziteboard

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

<https://ziteboard.com/>

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

#### Kahoot

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

<https://kahoot.com/>

#### Quiz It! Live

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

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

### For gathering feedback, ideas, or responses

#### Google Forms

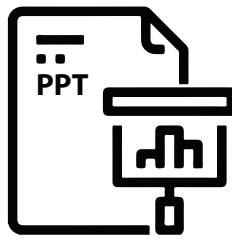
Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

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

#### Survey Monkey

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

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



# PowerPoint Slides and Presenter Notes



**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 capacity .



Element 2.

Identify related skills needed



**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** Agreed terms of reference
- ☐ **1.2** Identify related skills needed
- ☐ **1.3** Availability of human resources

**Slide No.      3****Trainer Notes**

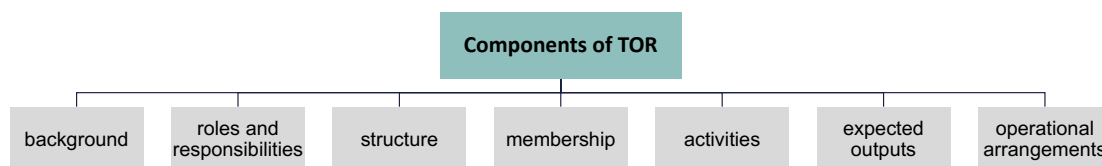
Trainer identifies the Performance Criteria for this element for participants, as listed on the slide.



## Agreed terms of reference

### Introduction

Terms of reference (TOR) define the purpose and structures of a project, committee, meeting, negotiation, or any similar collection of people who have agreed to work together to accomplish a shared goal




## Slide No. 4

### Trainer Notes

A common problem when creating a TOR arises when drafting of the document occurs before **clarifying the issues** it seeks to address. It can lead to a TOR with too broad a scope and loosely connected objectives. A good practice to overcome this challenge is to **specify the deliverables** to outline the specific outputs the group needs to deliver and the timeframe to undertake the work. It is also helpful to **clarify how decisions will be made** so that team members can distinguish between decision-makers responsible for taking action versus those accountable for the day-to-day operations. Other people may only contribute in an advisory capacity and **focus on particular issues**.




Image 5: Slide 5



## Agreed terms of reference

1.1



---

### Expected Outputs


May include the following:

Creation of **reports, statistics, maps, needs assessments** and other information products

Establishing and managing **information and monitoring systems**

Coordinating **forums** to discuss data collection methodologies, data quality concerns, and technical issues

Promoting the **harmonisation of codes and standards** related to IM processes



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**Slide No.**      **5**

### Trainer Notes

The expected outputs section of a TOR indicates how to systematically share information internally within an agency or organisation or externally with partners.

Promoting the harmonisation of codes and standards related to IM processes (e.g., locations, population types, and other datasets to facilitate comparison of data from various sources).

*Image 6: Slide 6*




## Agreed terms of reference

### Summary

- A term of reference (TOR) is a document that articulates the scope of work and how the people collaborate to achieve a common goal.
- An information management TOR for crisis and disaster situations ensures that information management activities are needs-based, targeted, and coordinated.

1.1

  
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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.

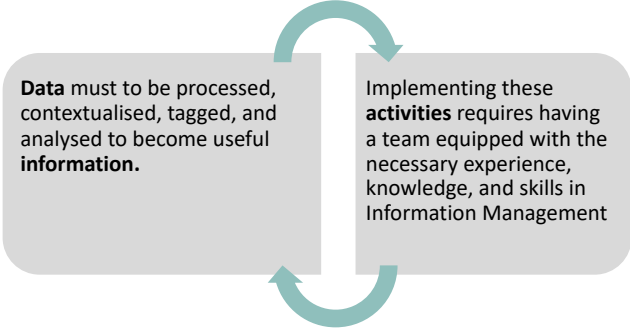
Image 7: Slide 7



## Identify related skills needed

1.2

### Introduction



**Data** must be processed, contextualised, tagged, and analysed to become useful **information**.

Implementing these **activities** requires having a team equipped with the necessary experience, knowledge, and skills in Information Management



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Slide No.      7

Trainer Notes	Data also needs to be adequately protected from unnecessary access and misuse.
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Image 8: Slide 8



## Identify related skills needed

1.2

### Skillsets

- The skills required of an IM workforce depends on the IM products and processes that an agency or organisation is producing or supporting.
- **The skills needed** in IM coordination include: planning, management, analysis, report writing, and communication.
- **Technical skills in core products** like advanced MS Excel and GIS are needed for designing and building databases or web pages.



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**Slide No. 8**

### Trainer Notes

Besides coordination and technical skills, An IM workforce must also be skilled at stakeholder engagement, building partnerships, coordination, leading teams, data storytelling, and delivering presentations.





Image 9: Slide 9



## Identify related skills needed

1.2

### Summary


- IM activities are not just about technical work. Besides technical skills, IM team members need to have coordination and soft skills.
- The skills required of an IM workforce depends on the IM products and processes that an agency or organisation is producing or supporting.

**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*



## Availability of human resources


1.3

---

### Introduction

- Ideally, the skills of IM staff should align with the information products and processes that the unit is producing or supporting.
- During emergencies, people on the ground to ensure that standards and regulations on data collection and processing are applied and adhered to are needed.
- Furthermore, if multiple geographic locations are affected, IM capacity has to be adequately allocated based on the scale of the area and the information needs.

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**Slide No.**      **10**

### Trainer Notes

**One of the most significant challenges in aid and relief operations is human resource availability and allocation.** Agencies and humanitarian groups consistently face the challenge of building, strengthening, and maintaining the organisational capacity to effectively respond to crises and disasters due to the scarcity of sufficiently experienced, knowledgeable, and skilled personnel

Image 11: Slide 11



## Availability of human resources

1.3


---

### Expand the team

- Some of the usual tasks that V&TCs conduct are

data collection

data visualisation
- Agencies and organisations operating in Southeast Asia may seek support and guidance through The AHA Centre Information Management Network (AIM-Net).



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## Slide No. 11

### Trainer Notes

Since 2013, several non-governmental organisations (NGOs) have expanded their team by collaborating with volunteers and technical communities (V&TCs) to leverage [digital technologies](#) to enhance humanitarian response. These people or groups can help organisations remotely by providing technical support and expert guidance.

Agencies and organisations operating in Southeast Asia may seek support and guidance through **The AHA Centre Information Management Network** (AIM-Net). AIM-Net is a regional forum where ASEAN Emergency Operation Centre (EOC) practitioners can coordinate and cooperate to strengthen EOC capacities, capabilities, and practices for Disaster Information Management and Information Systems Interoperability.

*Image 12: Slide 12*




## Availability of human resources

1.3

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**Summary**

- Human resources availability and allocation are among the managers' most significant challenges when supporting or leading aid and relief operations.
- Agencies and organisations can seek the technical support and expert guidance of V&TCs if willing and whenever appropriate.



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**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*

## Element 2

# Managing data and information

### Performance Criteria

- **2.1** Identify the information system
- **2.2** Identify information flow
- **2.3** Aware on product cycle within the humanitarian system



**Slide No.**      **13**

### Trainer Notes

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

Image 14: Slide 14



## Identify information management unit activities

2.1

### Introduction

Information systems		
to collect, process, store, and disseminate information to support decision making, coordination, control, analysis, and visualisation	5 main components of an information system include <b>hardware, software, data, people, and processes.</b>	There are 2 types of information systems  <b>General information</b> <b>Specialised information</b>



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**Slide No. 14**

### Trainer Notes

**General information systems** apply tools for basic data analysis using standard formulas to find relationships among the data. It may involve using an electronic spreadsheet to calculate averages for a set of values or plot a value trend over time.

**Specialised information systems** are customised to support a particular process within an agency or organisation or carry out particular analysis tasks. It may involve using a geographic information system (GIS) to manage and analyse all types of geographical data.



*Image 15: Slide 15*

## Identify information management unit activities

**2.1**

### Disaster Management System


Several information systems support disaster management activities. These systems can either support only one phase or more than one phase. It is common to use general information systems during emergency response operations to aid data collection analysis.

**Slide No. 15****Trainer Notes**

Human resources are a vital component of information management unit activities.



Image 16: Slide 16




## Identify information management unit activities

**2.1**

### Summary

- There are five components of an information system : hardware, software, data, people, and process.
- It is essential to understand the purpose and capacity of information systems and how they can be of use in certain phases of disaster management.
- Different phases of disaster management will have varying information system needs and requirements.

  
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**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.

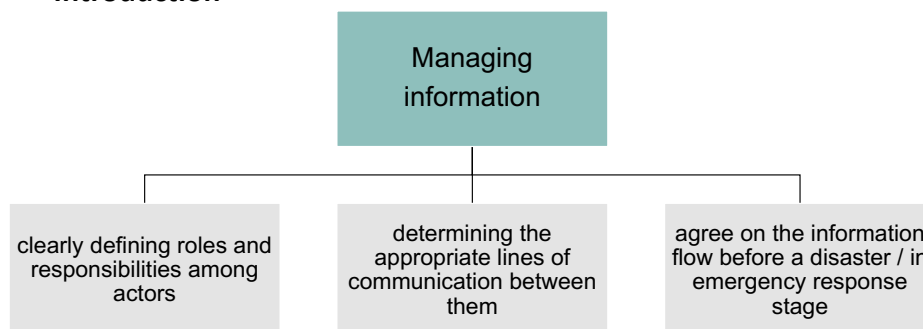




## Identify information flow

2.2

### Introduction



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**Slide No. 17**

### Trainer Notes

Different stakeholders, including governments, disaster management authorities, humanitarian organisations, supporting sectors, and the general public, are involved in disaster response operations. They rely on information flows to network, make decisions, coordinate the overall response, and share updates. Information passes through various mediums depending on the sender, message, and receiver.

Managing information starts with clearly defining roles and responsibilities among actors and determining the appropriate lines of communication between them. It is ideal to agree on the information flow before a disaster. But if not, at least at an early stage in the emergency response.



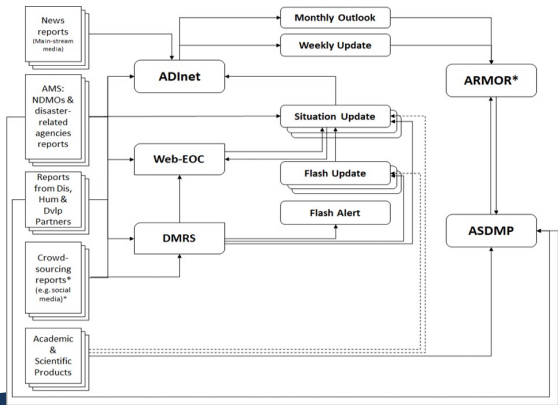
Image 18: Slide 18



## Identify information flow

2.2

### AHA Centre Information Flow



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Slide No. 18

### Trainer Notes

The flow of data and information sources to and from the AHA Centre is shown in the diagram in the slide. It presents the sources of data, the information systems where data is processed, and the information products that result.



*Image 19: Slide 19*

## Identify information flow

**2.2**

### Summary

- Managing information starts with clearly defining roles and responsibilities among actors and determining the appropriate lines of communication between them.

**Slide No. 19****Trainer Notes**

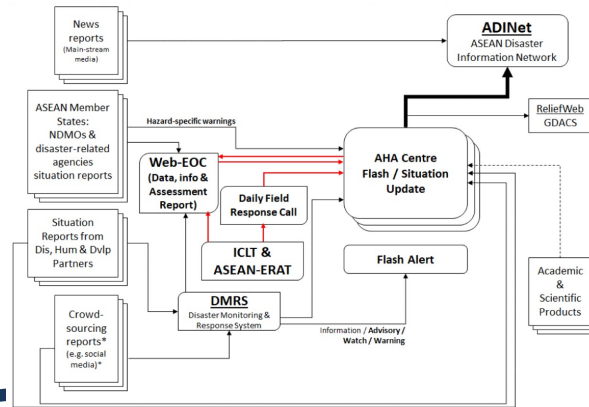
Trainer provides a recap of the element, asking questions to check participants understanding and responding to questions from participants, as required.





## Aware on product cycle within the humanitarian system

### Introduction



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## Slide No. 20

### Trainer Notes


The figure above shows AHA Centre's information products, flow, and relationship with ASEAN-ERAT information management activities. It shows how data and information from other sources feed into and are processed by the AHA Centre's information systems before dissemination to other platforms.

Effectively managing information is crucial for linking different actors and facilitating the integration of various activities.

Standard product cycles create a sense of predictability because stakeholders sharing information becomes aware of reporting periods and when to expect updates.




*Image 21: Slide 21*



### Aware on product cycle within the humanitarian system


2.3



---

**Summary**

- Effectively managing information is crucial for linking different emergency response and humanitarian actors and facilitate the integration of their various activities.
- Standard product cycles create a sense of predictability because stakeholders sharing information becomes aware of reporting periods and when to expect updates.



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**Slide No.**      **21**

**Trainer Notes**

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

*Image 22: Slide 22*

**Slide No.**      **22**

**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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