

**TRAINER'S  
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC  
015.1**

Develop Information  
Management Strategy



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# DEVELOP INFORMATION MANAGEMENT STRATEGY

ADM.TEC.015.1

## 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

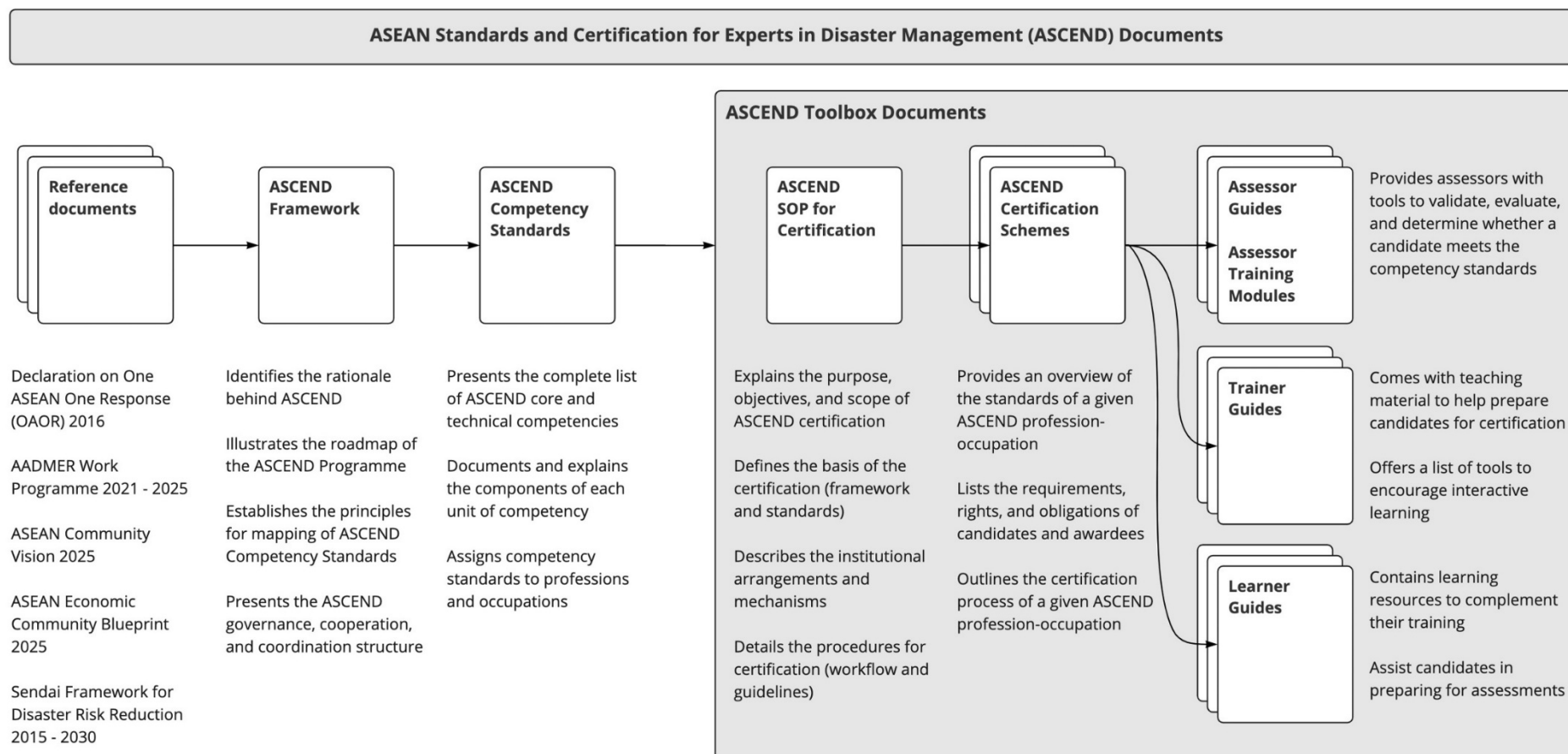
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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



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## 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.

## 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 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
<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** : **Develop Information Management Strategy**

**Unit number** : **ADM.TEC.015.1**

**Unit description** : This unit deals with the skills, knowledge, and ability to develop information management strategy.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p><b>Element 1.</b> <b>Identify components of information management strategy</b></p>	<p><b>Unit Variables</b></p>
<p>1.1 Apply data management into the strategy.</p> <p>1.2 Include data governance as part of strategy.</p>	<p>The unit variables provide advice to interpret the scope and context of this unit of competence. An information/data management strategy is a plan that defines the purposes, outputs, time frames and responsibilities for all operational information systems in an emergency.</p>
<p><b>Element 2.</b> <b>Identify resources and capacity of information management unit</b></p>	<p>The information/data management strategy will provide a broad overview of how information systems relate to one another and which organisations are stakeholders in which systems, allowing the Information Manager to better coordinate information.</p>
<p>2.1 Identify information management unit activities.</p> <p>2.2 Determine the periods for the activities.</p>	<p>The strategy will also help identify whether there are information gaps or redundancies between systems. These units may include:</p> <ul style="list-style-type: none"> <li>• Information management system that refers to the processing of information through computers and other devices</li> <li>• Information tools and services is an essential list of tools and services provided by information management unit/personnel — for all phases of humanitarian response and preparedness work</li> <li>• Information products are derived from tools and services provided.</li> <li>• Roles and responsibilities for information management during the humanitarian situation</li> </ul>



## Assessment Guide

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

- Ability to understand the component of information management strategy
- Ability to use the available resources to design and maintain the information management strategy
- Ability to identify the need(s) of information management strategy in different phases of situation
- Ability to communicate effectively on the information management strategy to a range of people relevant to position and role

## 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 design and implement the information management strategy to others
- Demonstrated ability to communicate the information management strategy to other stakeholders

## Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of design and planning the information management strategy
- 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 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>3</b>	Identify information management unit activities
Communicating ideas and information	<b>2</b>	Apply data management into strategy
Planning and organising activities	<b>3</b>	Determine the time activities
Working with others and in teams	<b>3</b>	Include data governance as part of strategy

Using mathematical ideas and techniques

**2**

Manage data governance

Solving problems

**3**

Manage redundancies between systems

Using technology

**2**

Using technology to support information management



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.

<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.

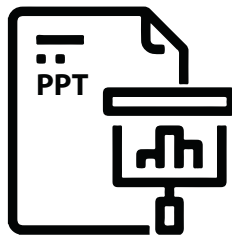
<https://www.google.com/forms/about/>

#### 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 component of information management strategy .



Element 2.

Include data governance as part of strategy



**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** Apply data management into the strategy
-  **1.2** Include data governance as part of strategy

**Slide No.      3****Trainer Notes**

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

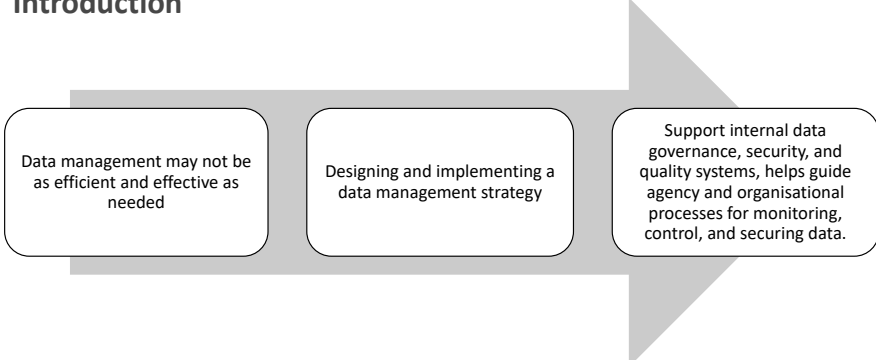
1.1




## Apply data management into the strategy

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### Introduction





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**Slide No.**      **4**

### Trainer Notes

A challenge commonly encountered in the data collection process is that large amounts of data are collected but not stored, analysed, presented or shared in a way that maximises its value.

For instance, data management strategies assist agencies and organisations in collecting and categorising data according to standardised classifications and quality frameworks and how to store and protect it from inappropriate access and use.

Image 5: Slide 5



## Apply data management into the strategy

**1.1**

### Data Management


- Data management is the practice of **collecting, organising, storing**, and **protecting** an agency's or organisation's data primarily for informed decision-making.
- **Effective data management** contributes to **establishing reliability** in data and **building trust** among its users

  
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**Slide No.      5****Trainer Notes**

Data management involves designing and implementing policies and processes to help minimise errors and gaps in data-related activities and prevent data misuse.

Image 6: Slide 6



## Apply data management into the strategy

1.1

---


### Information Management Strategy

The aim of designing and implementing an Information Management Strategy (IMS) is to **support the work of an agency or organisation**

by enabling an environment where

- **sourcing**
- **exchanging**
- **Using**
- **sharing**

information with other actors are as **efficient and effective** as possible.



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**Slide No.**      **6**

<b>Trainer Notes</b>	Information is processed data that fulfils a user's particular purpose or requirement.
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Image 7: Slide 7




## Apply data management into the strategy

**1.1**

---

**Summary**

- Data management is an essential aspect of an information management strategy because access to helpful information largely depends on data availability, reliability, and quality.
- Applying good data management practices into an IM strategy will help an agency or organisation to gain more benefits from their data and data assets.
- Disasters and crises are not an excuse to ignore the importance of data management strategy.



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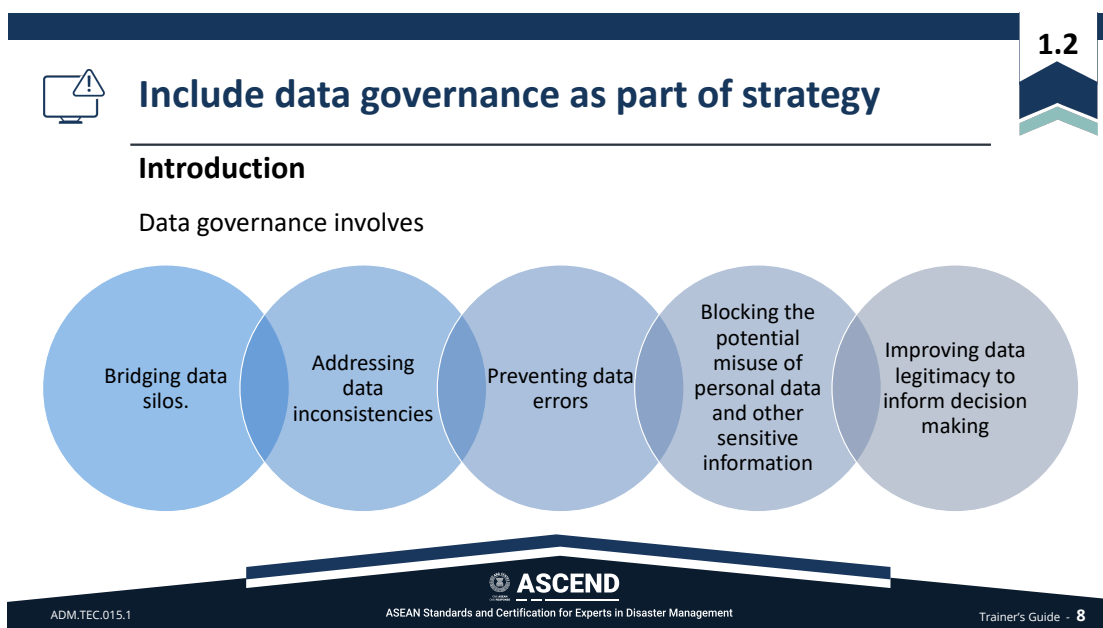
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**Slide No.**      **7**

**Trainer Notes**

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

Image 8: Slide 8




**Slide No. 8**

**Trainer Notes**

Data governance is part of the overall management of data.

Good data governance aims to ensure that the correct data is available to the right people when they need it. It creates accountability and enables, rather than restricts, user access to secure and trusted content. Data governance establishes the policies and processes for the effective and responsible use of data. Data management seeks to enact those policies and processes as efficiently as possible to support informed decision-making. Data governance without a strategy for implementation is just documentation.

Image 9: Slide 9




## Include data governance as part of strategy

**1.2**

### Data Governance

Data governance helps answer questions like

- Who owns the data?
- Who can access what data?
- What (approved) data sources are cleared for use?
- How much of the data is compliant with policies and regulations?
- What are the security measures in place to protect data and privacy?




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**Slide No.**      **9**


**Trainer Notes**      Trainer explains how data governance can address the required information

*Image 10: Slide 10*



## Include data governance as part of strategy


1.2



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**Summary**

- Data governance requires a lot of planning, decision-making, implementation, and monitoring activities.
- Different agencies or organisations will have different data governance systems and practices.



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**Slide No.**      **10**

**Trainer Notes**

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

*Image 11: Slide 11*

## Element 2

# Identify resources and capacity of information management unit

### Performance Criteria

- **2.1** Identify information management unit activities
- **2.2** Determine the time periods for the activities




**Slide No.**      **11**

### Trainer Notes

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

Image 12: Slide 12



## Identify information management unit activities

2.1

---

### Introduction

Actions should be undertaken during the planning stage and before identifying the activities

**Develop terms of references (TOR)**

- to ensure everyone understands the nature of the work and expected outcomes.


**Build your team and the skills needed**

- for creating products and managing the product cycles.

**Design the information flow**

- to provide clarity and responsibility in data sharing among agencies and organisations.

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**Slide No.**      **12**

### Trainer Notes


Information management unit activities revolve around collecting, processing, analysing, and disseminating data and information. The following actions should be undertaken during the planning stage and before identifying the activities.

Image 13: Slide 13



## Identify information management unit activities

2.1




---

### Unit Activities

Every information management unit activity should

Clearly **define and assign duties and responsibilities** to specific staff members or job positions for creating, maintaining, reporting and storing designated types of information

Establish **methods** for ensuring that personnel are **qualified and adequately trained** for the duties and responsibilities assigned to them




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**Slide No.**      **13**

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

*Image 14: Slide 14*




## Identify information management unit activities

**2.1**

### Summary

- Unit activities will depend on the needs and requirements
- The focus of unit activities largely depends on the availability and capabilities of human resources

  
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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*




## Determine the time periods for the activities

2.2

### Introduction

Each information unit usually involves various processes and several products.

The information unit will need to continue producing weekly and monthly products throughout the year, with several ad-hoc activities ranging from IT support to preparing presentations.

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

The work effort and processing time required to run the processes and develop the products can be estimated based on their experience.

Image 16: Slide 16



## Determine the time periods for the activities

2.2


### Goals of Activities

#### Short term

Focuses the efforts of the unit on fundamental tasks that will lay the foundation for a more detailed collection of information

#### Long term

Activities that are important but not that urgent and take more time to complete


  
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**Slide No.** 16**Trainer Notes**

Due to the dynamic nature of humanitarian work, it is advisable to divide the IM work into short term and long-term activities.

*Image 17: Slide 17*

## Determine the time periods for the activities

**2.2**


### Timeline

Setting up standard IM reporting and product cycle timelines help make:

Information Management Activities

more predictable

reduce ad-hoc requests



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**Slide No.**      **17**

**Trainer  
Notes**

It is good practice for IM managers to engage stakeholders and clients to agree on a calendar of activities for information products before work starts.

*Image 18: Slide 18*

## Determine the time periods for the activities

**2.2**

### Summary

- IM work can be divided into short term and long-term activities.
- Standard IM reporting and product cycle timelines help make IM activities more predictable and reduce ad-hoc requests

**Slide No. 18****Trainer Notes**

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



*Image 19: Slide 19*

**Slide No.**      **19**

**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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