

1st Edition

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



ADM.TEC 006.1

Design Strategic Logistics Plan



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

DESIGN STRATEGIC LOGISTICS PLAN

ADM.TEC.006.1

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.

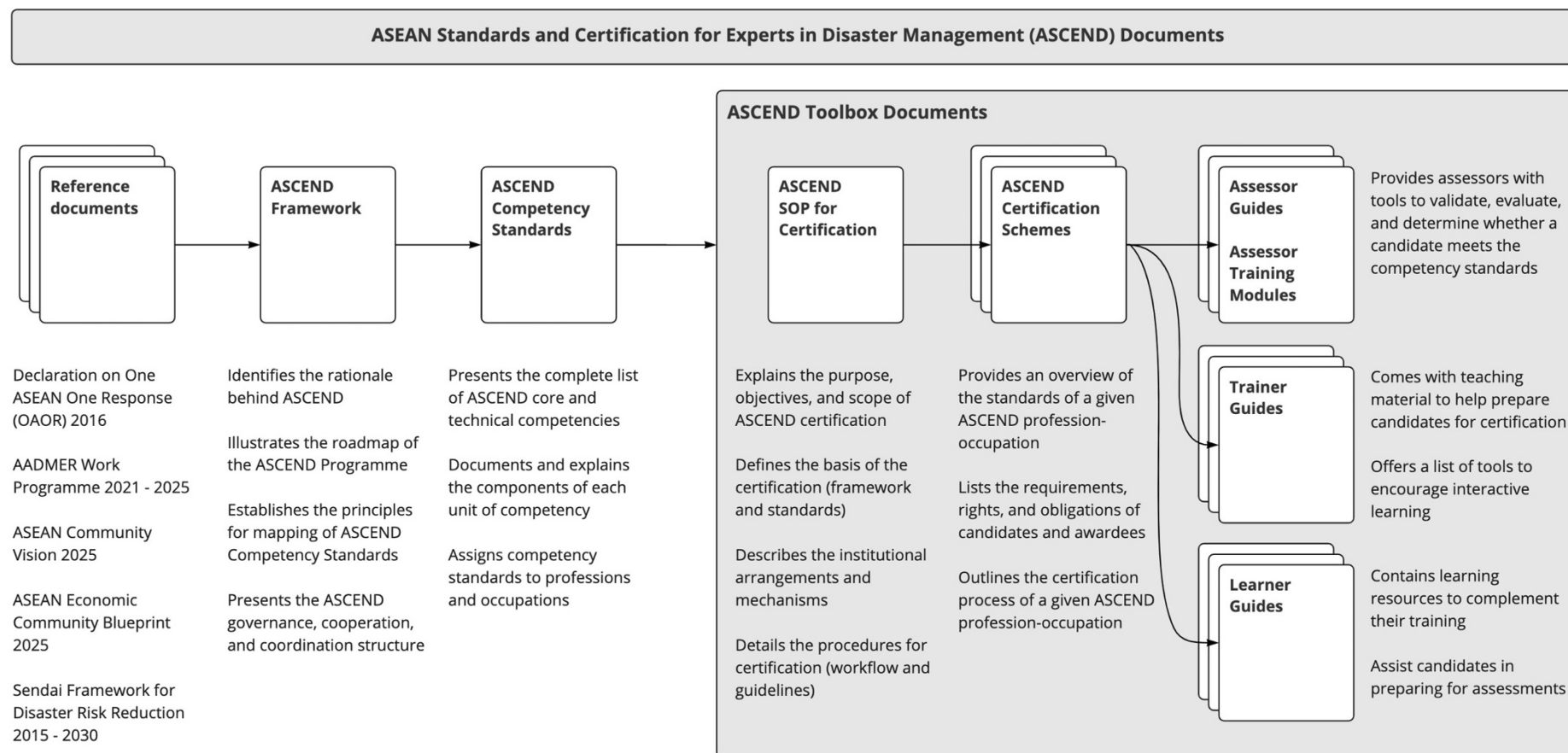
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor 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 (pp. 36-40), 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 : **Design Strategic Logistics Plan**

Unit number : **ADM.TEC.006.1**

Unit description : This unit deals with skills and knowledge required by a logistics manager to comprehensively execute the logistics planning and response process, identify its challenges, and set up logistics response operations

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Establish effective networking with relevant stakeholders</p> <p>1.1 Identify logistics actors in emergencies</p> <p>1.2 Analyse logistics data and information</p> <p>1.3 Initiate sharing information mechanism with other actors</p>	<p>Unit Variables</p> <p>This unit provides advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>The objective of this unit is to ensure the participants are able to coordinate with relevant stakeholders, list the different actors with whom they may sit in a coordination meeting, share the challenges, map the capacities, understand the perspective and motives of the major actors, outline the relationship among AHA Centre and international community.</p> <p>Meanwhile, the participants should have a broader knowledge on designing a logistics planning process starting from preparedness to response phase, starting from conducting emergency logistics rapid assessment, producing logistics concept of operation and developing an action plan to address the operation.</p>
<p>Element 2. Design logistics planning and response</p> <p>2.1 Direct emergency logistics rapid assessment</p> <p>2.2 Produce logistics concept of operation</p> <p>2.3 Ensure logistics response plan being implement</p>	<p>Assessment Guide</p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> Ability to identify phases of response (Preparedness, Response & Recovery)



- Ability to apply logistics planning & response mechanism
- Ability to identify the humanitarian actors and what they do
- Ability to identify the challenge in coordination
- Ability to collect and analyse the relevant data
- Ability to direct emergency logistics rapid assessment
- Ability to develop concept of operation and logistics action plan

Linkages to other Units

This unit is a technical unit for a Logistics Manager and must be delivered with other technical competencies of Logistics Manager. Some aspects of this unit also related directly to the technical unit of Logistics Coordinator.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated commitment to identify the stressful situation in the field
- Demonstrated commitment to identify and manage conflict
- Demonstrated commitment to identify partners in an objective, transparent and consistent manner, maps the capacity of available current and potential partners.
- Demonstrated commitment to update regular reports, establishing reporting mechanisms with partner agencies as an integral part of their reporting, adopting standard format, and covering agreed issues consistently.
- Demonstrated to carry out a real-time evaluation of an emergency operation or humanitarian response improves operational decision-making.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and assesses either in the workplace or through a simulation activity,



supported by various methods to assess underpinning knowledge.

- Assessment must relate to the individual's work area or area of responsibility.

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	3	Respond to the related parties about problems occurring in the field
Communicating ideas and information	3	Provide direction on the work plan to staffs
Planning and organising activities	3	Make an outline of a project



Working with others and in teams	3	Coordinating with related stakeholders
Using mathematical ideas and techniques	2	Preparing project progress reports
Solving problems	3	Provide solutions when misunderstandings occur
Using technology	2	Use communication tools when coordinating with staff





Preparing for Training Sessions:

Equipment, Material, and Tools



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ASCEND

4.1

Onsite training

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

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

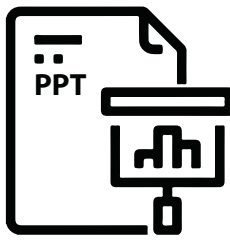
<https://www.google.com/forms/about/>

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



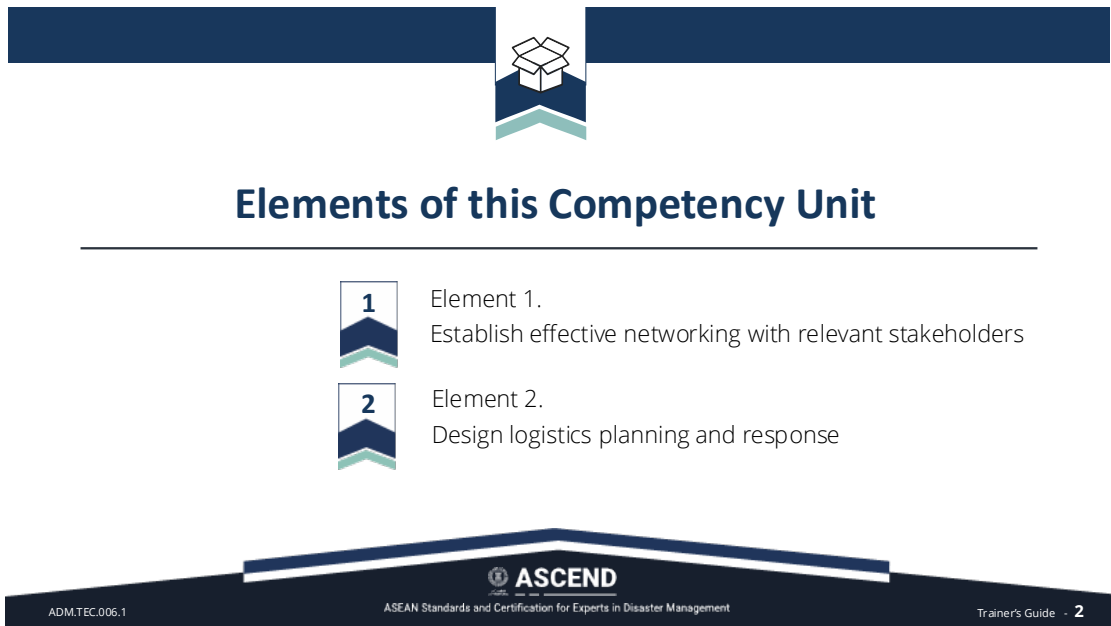
Slide No.

1

Trainer Notes

Trainer welcomes students to class.



Image 2: Slide 2

The slide features a dark blue header with a white box icon in the center. Below the header, the title "Elements of this Competency Unit" is displayed in a bold, dark blue font. The content area lists two elements, each preceded by a numbered icon (1 and 2) inside a blue and white chevron shape. The footer is a dark blue banner with the ASCEND logo and text in the center, and the slide number "2" on the right.

Elements of this Competency Unit

- 1 Element 1.
Establish effective networking with relevant stakeholders
- 2 Element 2.
Design logistics planning and response

ADM.TEC.006.1 **ASCEND** ASEAN Standards and Certification for Experts in Disaster Management Trainer's Guide - 2

Slide No. 2

**Trainer
Notes**

Read the “Competency Unit” in the Trainer Guide and introduce the elements of the competency unit to learners.

- 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****Establish effective networking with relevant stakeholders****Performance Criteria**

- 1.1** Identify logistics actors in emergencies
- 1.2** Analyse logistics data and information
- 1.3** Initiate sharing information mechanism with other actors

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

Briefly talk about the sub-elements of Element 1 and why Humanitarian Logistics professionals need to know these.





Identify Logistics Actors in Emergencies

1.1

Introduction

Emergency operations are complex operations that involve numerous organisations, individuals, systems, techniques, and methods.



Decisions and responses in an emergency require the effective coordination of multiple stakeholders from different sectors and disciplines.



Various individuals, groups, organisations, and jurisdictions must align their decisions and coordinate their actions to conduct effective emergency response operations.



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ASEAN Standards and Certification for Experts in Disaster Management

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Slide No. 4

Trainer Notes

- As social systems become increasingly connected to physical and technical systems, the range of possible interactions among individuals, groups, and organisations also increases. The number of factors that potentially can influence decisions and actions also grows.
- This interconnectedness between the different elements of these systems could lead to cascading consequences. The disruption of one component of a system (e.g., an infrastructure) can affect other elements and create compounding effects in the entire system. The extent of these effects and the gravity of their impact depends on how tightly coupled the components of the system are, how strong is the original cause, and whether or not adequate countermeasures are in place.
- Making decisions and implementing actions in this highly complex and dynamic environment often exceeds the capacity of a single actor, no matter how centralised it is. No single entity can completely control the various multi-scale and interactive networks in real-time. Traditional emergency management approaches that rely on rigid institutional structures, top-heavy decision-making models, and protocol-driven actions are no longer sufficient.





Identify Logistics Actors in Emergencies

1.1

Types of Coordination

Horizontal Coordination

- Involves the internal relationship, the partnership inside an organisation or a community, or the collaboration of an organisation with competitors and non-competitors.
- There are three (3) types of horizontal coordination, depending on the level of integration (single to more tasks, over short-term to long-term).

Vertical Coordination

- Refers to the connections between two or more organisations that share their responsibilities, resources, and performance information to serve relatively similar beneficiaries.
- Power distribution, trust, planning difficulty, and communication influence vertical coordination. This type of coordination occurs in upstream or downstream activities.



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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 5

Slide No. **5**

Trainer Notes

- Coordination is often referred to using two categories: horizontal and vertical coordination.
- Three types of horizontal coordination:
- **Type I** - partners coordinate on a single task or a limited extent over a short-term period. In the humanitarian context, type I coordination among humanitarian organisations includes sharing information about the disaster situation, the affected population, or the availability of resources. In addition, humanitarian organisations coordinating with type I initiatives jointly develop and pursue immediate solutions for common problems.
- **Type II** - partners jointly execute several tasks, or several departments of organisations work together over a medium-term period. Type II coordination in the humanitarian context is often disaster (or event) oriented, focusing on joint planning, joint context and capacity analysis, or joint identification of critical issues (e.g., locations of supply chain disruptions or bottlenecks). The purpose of type II coordination efforts in the humanitarian context are to close gaps, avoid unnecessary duplication of efforts, efficient use of available resources, and performance evaluation.
- **Type III** is known as a strategic alliance. The organisations combine or integrate their operations to a significant degree. Partners focus on building long-term relationships and consider others as the extension of themselves. This type of coordination involves long-term joint planning and more integrated supply chain processes across functions and organisations. Arranging a formal contract among partners becomes necessary as the level of integration increases.



There are emerging initiatives for applying type III coordination in the humanitarian context, such as the Sphere Project or the International Alliance against Hunger.

- An example of this would be the coordination between national or local authorities, including state organisations, local civil society, and other relevant organisations like NGOs and private logistics providers. This kind of coordination ensures that humanitarian responses build on existing capacities at different levels of governance and facilitate information exchanges between them.





Identify Logistics Actors in Emergencies

1.1

Obstacles and challenges of humanitarian logistics coordination

Large Number and
Diversity of
Participants

Urgency of
Humanitarian Relief
Response and Limited
Time to Establish
Coordination

Limited Information
Sharing and
Communication

Allocation of Costs,
Benefits and Risks

Limited Personnel
Dedicated to Logistics
and Coordination



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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 6

Slide No. 6

Trainer Notes

- There has been considerable effort to enhance the logistical coordination between different stakeholders in humanitarian aid and disaster relief. Some efforts are more successful than others. There are still unrealised benefits and a need for further improvement in coordination.
- **Large Number and Diversity of Participants:** A range of actors participate in disaster response - governments, inter-governmental organisations including UN agencies, NGOs, commercial partners, local civil society associations and communities. These actors widely differ in their organisational structures, operational policies, missions, and logistical capacities. These differences contribute, to varying degrees, to making humanitarian coordination challenging, especially when roles and responsibilities are not clearly defined.
- **The urgency of Humanitarian Relief Response and Limited Time to Establish Coordination:** It is tough to get accurate and timely information required for relief operations in a chaotic environment following a disaster. The extreme conditions make it difficult for responding organisations to communicate and coordinate with other actors. Consequently, NGOs must make complex strategic and operational decisions in a short time when an insufficient response could cause additional suffering and damages.
- **Limited Information Sharing and Communication:** Accurate and current information about the disaster-affected area, including damages and needs assessment, is essential to emergency relief efforts and logistical coordination. Unfortunately, the chaotic nature of a disaster makes information sharing a challenging task. Without



information about the specific needs and available resources, coordination between relief organisations become a significant challenge.

- **Allocation of Costs, Benefits and Risks:** Due to the non-profit nature of humanitarian work, the mechanisms and tools used by the commercial sector to facilitate logistical coordination, such as no-show penalty fees and overbooking, cannot be directly implemented humanitarian logistics. The absence of formal agreements and standard contracts customised to humanitarian relief operations create many challenges.
- **Limited Personnel Dedicated to Logistics and Coordination:** Smaller responding organisations with limited human resources face more significant challenges in coordination because they lack the available staff to facilitate exchanges with other responding organisations.

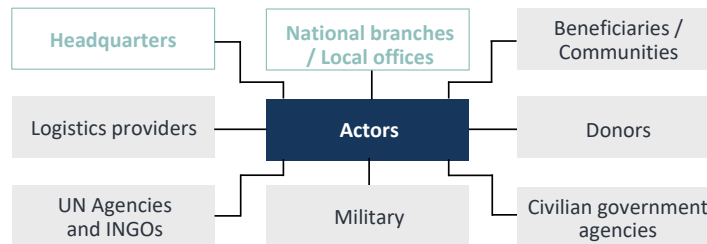




Identify Logistics Actors in Emergencies

1.1

Actors in emergency response



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Trainer Notes

- Give examples of each group of actors
- Those in green circles are internal stakeholders of an aid and relief organisation.
- Those in blue circles are external stakeholders of an aid and relief organisation.



Image 8: Slide 8



Analyse logistics data and information

1.2

Introduction


The information generated from assessments is used to make various decisions like where to conduct humanitarian action, whom to assist, what activities to undertake and when, etc.

➤

Such information can also be the basis for modifying existing projects and activities and recommendations for the future.

➤

Methods for acquiring and analysing data must be reliable and efficient. Good information is the basis for making evidence-based and sound decisions.



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Trainer Notes

On information from social media

- Information about a disaster is often shared on the internet through social media like Facebook, Twitter, humanitarian websites and mailing lists.
- But online information about a disaster varies widely. It depends on the type of hazards (e.g., path and time of a typhoon's landfall is more predictable than pinpointing the exact location and timing of earthquakes), availability of information technology, and level of involvement of national and local governments.






Analyse Logistics Data and Information

1.2

Data Quality Measures
Purpose (Data Format)

Relevance	Timeliness	Generalisability	Accuracy
<ul style="list-style-type: none"> Logistical content Logistics performance index Primary purpose Outlet type 	<ul style="list-style-type: none"> Update type Update frequency Update timeline Retention time 	<ul style="list-style-type: none"> International vs Local establishment Disaster properties Local factors 	<ul style="list-style-type: none"> Establishment type Coordination level Completeness



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**Trainer
Notes**
Data quality measures

- Data quality measures' importance and applicability depend on the user's purpose (e.g., for research purposes, situational awareness, operational decision-making).
- A critical attribute for analysis, the data format reflects the user's purpose and what type of humanitarian logistics modelling they need.
- **Relevance:** Relevance is determined by whether the data meets its users' current and future needs and logistical modelling requirements.
- Timeliness is the gap between when the data is collected and when information becomes available and accessible. Timeliness is generally considered the most important characteristic of data by humanitarian responders. Humanitarian data must also be kept up to date.
- **Generalisability:** Generalisability indicates how applicable the information drawn from the data on a particular disaster or other disaster is. The information is used for humanitarian logistics preparedness, analysis, lessons learned, and evaluation.
- Accuracy measures how credible and reliable datasets or a piece of the given information is. According to the Humanitarian Data Exchange Quality Assurance Framework, the accuracy of the data is defined as "the degree to which the information correctly describes the phenomenon it was designed to measure".





Analyse Logistics Data and Information


1.2

Data Quality Measures

Purpose (Data Format)

Relevance	Timeliness
<ul style="list-style-type: none"> Logistical content Logistics performance index Primary purpose Outlet type 	<ul style="list-style-type: none"> Update type Update frequency Update timeline Retention time

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**Trainer
Notes**

Data quality measures

- **Relevance:**
 - **Logistical Content:**
 - **Demand:** Identifying the location, quantity, and types of supplies needed in the disaster-affected area can enable more effective relief efforts.
 - **Supply:** Information about pre-existing relief equipment, supplies, and workers available after a disaster.
 - **Infrastructure:** To facilitate the distribution of supplies according to the demand, understanding the state of infrastructure (e.g., roads, airports, seaports and their post-disaster conditions) is needed first.
 - **Logistical Performance Index:**
 - The World Bank Logistics Performance Index (LPI) measures the "friendliness" of a country based on six factors: customs, infrastructure, services quality, timeliness, international shipments and tracking/tracing. Logistics Performance Index is one of the four factors impacting logistical preparation and response. LPI indicates the relevance of a given data for logistical modelling
 - **Primary Purpose:**
 - Refers to the focus of the information posted in the outlet or the organisation's role in providing the information, like assessments and maps. Data



relevance depends on whether there is a close alignment between the data source and the goals of logistics modellers.

- **Outlet Type:**
 - There are usually two types of information outlets relevant to humanitarian logistics: primary information outlets and aggregator information outlets. Primary information outlets are the organisational websites that provide data and information and data collected and analysed by that organisation. Aggregator information outlets are online sources of organisations that disseminate information collected and analysed by primary information outlets.
- **Timeliness:**
 - **Data Update Type (new update/incremental vs. overwrite):**
 - Data update type refers to how the status updates are provided after the initial file upload. "Incremental updates" indicate that the new information described is in a new file. "Overwrite updates" indicate that additional information is being appended to the existing file containing the original information.
 - **Update Frequency:**
 - Due to the nature of humanitarian operations and the impact of time on the output, the humanitarian community benefits from timely and frequently updated data. Update frequency refers to the regularity with which data is updated. Update frequency can be by the minute, hour, day, month, etc..
 - **Data Update Timeline and Retention Time:**
 - While data "update timelines" and "retention times" are associated with the timeliness of data, they are pretty different. "Update timelines" refer to the lapse between the initial time the data are uploaded and the last time data are uploaded. "Retention times" refer to when data will be made available for public use.





Analyse Logistics Data and Information

1.2

Data Quality Measures

Purpose (Data Format)

Generalisability

- International vs Local establishment
- Disaster properties
- Local factors

Accuracy

- Establishment type
- Coordination level
- Completeness



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Trainer Notes

Data quality measures

- **Generalizability**
 - **Local/ National vs. Global/International:**
 - Refers to the source of information and whether it is administered by an international organisation or a local government/organisations where the disaster occurred. It signifies the level of involvement of local government or organisations in disaster response operations.
 - **Disaster Properties:**
 - As the name suggests, this attribute describes the main characteristics of a disaster. Some examples are the time available for action (disaster onset), the intensity of the disaster, the scale and magnitude of its impact, and more.
 - **Local Factors:**
 - This measure is similar to LPI. It indicates the local characteristics of the area where the disaster struck. LPI focuses on factors that impact logistical performance, such as infrastructure. It considers broader socio-political, political, security, and environmental (built and natural) factors interacting with disaster risk, vulnerabilities, and capacities of local populations. However, local factors refer to metrics related to the local environment.
- **Accuracy**



- **Establishment Type:**
 - Establishment type denotes whether the data presented in an outlet (e.g., website or assessment reports) is about a specific disaster only or it refers to multiple disasters.
- **Coordination Level**
 - This attribute refers to the coordination level between different actors in disaster response. It indicates how efficient relief efforts are in addressing gaps and minimising overlaps in multi-stakeholder operations. Coordination may occur horizontally and vertically, within or outside an organisation.
- **Completeness:**
 - Completeness refers to whether there is missing information. Examples of incomplete information might be the absence of reports on the status of certain roads or the damage levels of buildings.





Initiate Sharing Information Mechanism with Other Factors

1.3

Introduction

Humanitarian logistics activities occur across the disaster management cycle. It also represents a range of activities within humanitarian organisations participating in relief efforts.



These humanitarian logistics activities are also components of a broader humanitarian supply chain - the different interconnected networks involved when providing physical aid to beneficiaries.



Humanitarian logistics information systems improve information flows, integrate logistics units more efficiently with non-logistics units within humanitarian supply chains, and enable more effective response operations.


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Trainer Notes

- Humanitarian logistics involves procuring, storing, and distributing supplies needed to assist beneficiaries.
- For humanitarian logistics to function smoothly, different actors must coordinate throughout the lifespan of humanitarian operations.
- This section will explore how humanitarian logistics information systems can improve or open pathways to better coordination between humanitarian organisations.



Image 13: Slide 13



Initiate Sharing Information Mechanism with Other Factors

1.3

Humanitarian Logistics Information System (HLIS)

Provides timely access to comprehensive, relevant, and reliable information critical to humanitarian operations. A tool for analysing that state of response at the tactical, operational, and strategic levels.

Archives information about the different aspects of a created event/incident. It can also generate what-if scenarios, statistics, and other reports relevant to future response planning.

HLIS

Scalable to manage a large number of suppliers and the high diversity of supplies across the disaster management cycle phases

Operates across the disaster management cycle (mitigation, preparedness, response, recovery phases)



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Trainer Notes

- Humanitarian Logistics Information Systems (HLIS) facilitate information sharing between humanitarian organisations coordinating logistics operations during a response.
- In the preparation phase, HLIS is used to record what emergency response supplies are available at the onset of the disaster. Trained logisticians use these information systems and simulations to prepare for disaster responses.
- HLIS can eliminate the need for duplicate data entry in the response phase and offer more timely and accurate information. HLIS enables organisations to know what supplies were distributed and what supplies remain during the transition to the recovery phase. This allows humanitarian logisticians to utilise surplus supplies in recovery activities and to better plan for the next disaster response.





Initiate Sharing Information Mechanism with Other Factors

1.3

Humanitarian Logistics Information Systems (HLIS) can:

- Enhance needs assessments by informing field staff about what supplies are available for beneficiaries in local warehouses, pre-positioned emergency stocks, or local and international markets.
- Share lists of supplies available in local and international markets, including prices and lead times, to assist program staff in planning their procurement activities.
- Inform program staff about procurement activities and the constraints faced by logisticians. It can help create trust between teams.
- Provide budget holders with more accurate financial information regarding funds committed to the procurement process. It helps users of funds to avoid the over or underspending of budgets.
- Provide warehouse inventory reports to program staff so they can utilise supplies better.
- Share information on the distribution of supplies to avoid the need for duplicate record keeping between logistics and program teams.
- Accurately divide logistics overhead costs such as warehouse rental, transportation, and logistics staff wages into program budgets according to the activities that logistics is supporting.



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Trainer Notes

- Information systems can help encourage program units to become more active consumers of logistic services. Improving the information flow from humanitarian logistics information systems can contribute to the overall effectiveness of a humanitarian operation.
- Humanitarian supply chains could be viewed more widely to include the multiple organisations providing physical aid to beneficiaries in the same region.
- Humanitarian logistics information systems facilitate better information sharing between organisations, enhancing humanitarian operations.
- One area in which information systems could improve is local procurement. Procurement is vulnerable to corruption through collusion between organisation staff and vendors and bribes when choosing specific vendors.
- An analysis of procurement data can reveal trends and irregularities indicative of corruption, such as consistently purchasing from particular vendors or certain purchasers constantly receiving higher than average quotes. This analysis would be more effective when using procurement data from different humanitarian organisations in the same region because prices can be compared. This enables logisticians to monitor if one organisation pays significantly more for similar items.



Image 15: Slide 15

Element 2

Design Logistics Planning and Response

Performance Criteria

- 2.1 Direct emergency logistics rapid assessment
- 2.2 Produce logistics concept of operation
- 2.3 Ensure logistics response plan being implement



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Slide No. **15**

Trainer Notes Briefly talk about the sub-elements of Element 2 and why Humanitarian Logistics professionals need to know these.





Direct Emergency Logistics Rapid Assessment

2.1

Introduction

There are several challenges when directing a logistics assessment during an emergency



Limited **time** so the initial assessment may not cover all aspects of an emergency at once

Limited **resources**, such as staff, staff capacity, funds, equipment, and supplies

Limited **knowledge** about the intervention area and the local community



Careful planning is essential to the success of emergency logistics rapid assessments.


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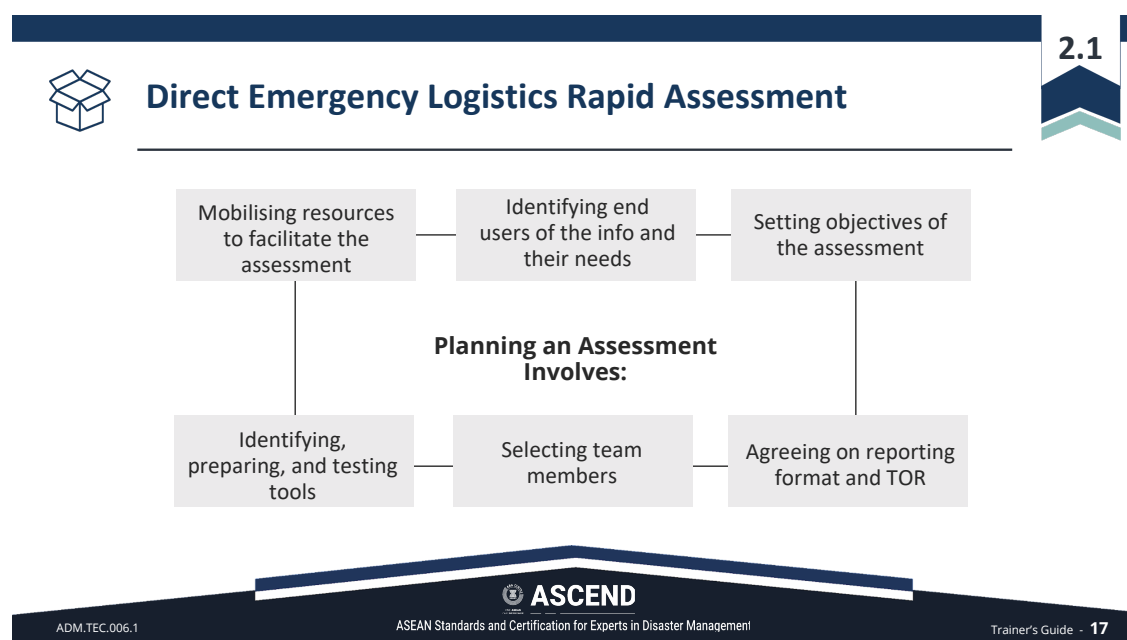
Slide No. **16**

Trainer Notes

When directing a rapid emergency assessment, humanitarian logisticians face limited time, limited resources, and limited knowledge. Careful planning is essential to the success of emergency logistics rapid assessments.



Image 17: Slide 17



Slide No. 17

Trainer Notes

Essential considerations for post-disaster logistics assessments:

- Be sensitive to local culture and customs
- Identify existing local capacities and resources
- Take account of the responsibilities, response, and legal requirements of national and local authorities
- Consider the requirements of different sectors involved and the response of other agencies to avoid duplication
- Define terms of reference and specific information needs. Define the purpose and scope of each assessment mission clearly and specify appropriate report headings.
- If possible, agree on standard definitions, methods, and data collection formats so that information from different teams will be comparable
- Coordinate and work with others. Form multi-disciplinary teams with government and other humanitarian organisations whenever possible.
- Select sources of information carefully to ensure that they are reliable and up to date
- Use standardised assessment methods and tools
- Consider the accuracy, margin of error, and effect on conclusions drawn from it. Specify ranges rather than absolute figures if data is only approximate. Be sure to highlight any information that may misrepresent a situation.
- Be sensitive to possible biases in people's perceptions and reports (including the assessment team's). Information for emergency assessments must come from different sources to provide a balanced assessment of the situation.



- Be cautious about generalising. The situation and needs may vary considerably over short distances within the affected area and different locations.
- Continuously re-assess findings based on the changing context and needs
- Share information to enable effective coordination and rapid response
- To speed up the assessment, avoid reporting on data or information already available.
- Include a status report on some of the critical factors required to enable a successful response:
 - Financial resources available and any restrictions or provisions pegged to it
 - Staffing, numbers of those involved and their skills
 - The extent of coordination with other stakeholders also conducting assessments
 - The nature of the emergency, whether a slow onset, rapid onset or complex emergency. This determines the assessment type and speed of the response.





Direct Emergency Logistics Rapid Assessment

2.1

Orientation Process



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Trainer Notes

Orientation process

- Some organisations require an orientation process for personnel before deployment and the rapid assessment process. The orientation process usually includes:
 - **Purpose.** The purpose of this orientation is to:
 - Introduce personnel to assessment concepts, plans, and procedures
 - Help personnel recall assessment concepts, plans, and procedures
 - Update personnel on changes to assessment plans and procedures
 - **Contents.** The orientation must include:
 - Rapid assessment concept of operations
 - Rapid assessment roles and responsibilities
 - The location of the affected area and community profile
 - Risk assessment approaches, methods, and tools
 - Activation procedures, such as call up procedures, agency deployment/unit assignments, interagency coordination, communication protocols, data recording/reporting, and data management/recordkeeping
 - When and how to request additional resources
 - Step-down procedures
 - **Personnel involved.** Who needs to attend and participate in the orientation
 - **Allotted time for orientation and delivery method.**





Direct Emergency Logistics Rapid Assessment

2.1

Initiate emergency logistics rapid assessment



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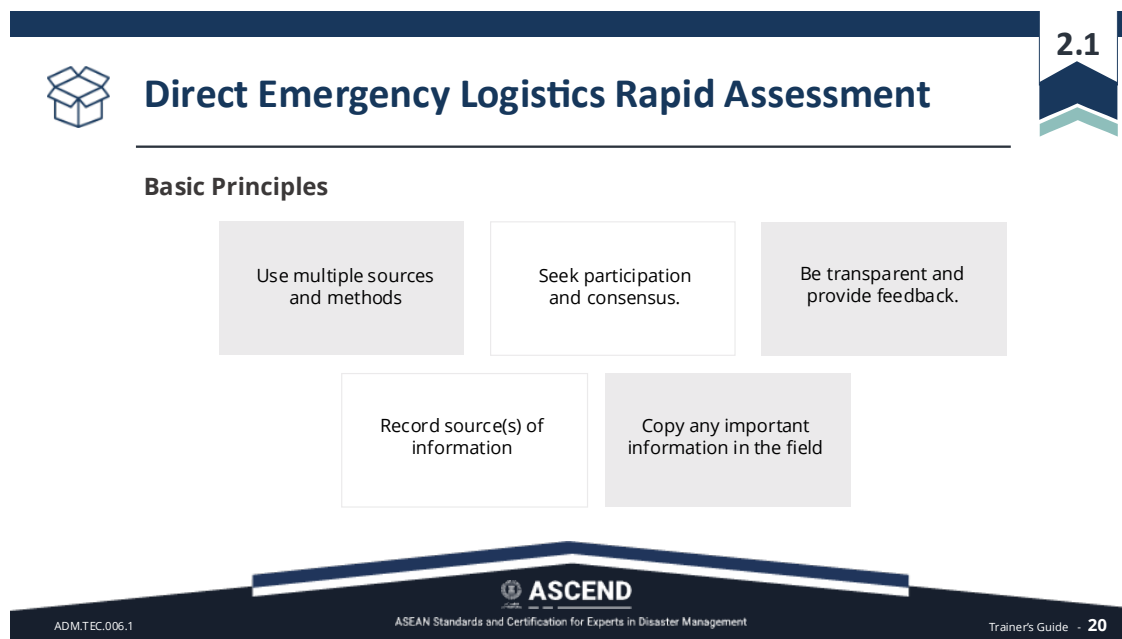
Initiate Emergency Logistics Rapid Assessment

- As soon as a team is deployed onsite, an emergency logistics rapid assessment must be carried out immediately. The assessment involves verifying the information obtained before departure and getting an immediate picture of the current condition. The goal is to collect data and valuable information for the decision-making and planning of response operations.
- a. **Initiating an assessment:** It is important to make these preparations before sending out the field team:
 - **Analyse existing data.** Rapidly collate and analyse available information. For example, use existing knowledge to anticipate the likely effects on food security and determine areas where data collection should focus.
 - **Prioritise the areas to be visited.** Decide where the field team can get a good overview of the situation and gather information about urgent needs.
 - **Coordinate and work with others.** Whenever possible, form multi-disciplinary teams with government, UN Agencies, and NGO partners. Coordinate efforts to get information from as many localities as possible and quickly as possible. Agree on standard definitions, methods, and data collection formats, if possible, so that information from different teams will be comparable.
 - **Define terms of reference and specific information needs.** Define the purpose and scope of each mission clearly, and specify the required contents of a report.
 - **Design specific data collection formats** for large-scale assessments.



- **Ensure the transport and other practical arrangements** necessary for field survey operations.
- When information is already available on a specific aspect of the emergency, the assessment will not need to report on that aspect.





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**Trainer
Notes**

Some basic principles

- Use multiple sources and methods:
 - Use both qualitative and quantitative methods and information
 - Use both secondary data (existing reports) and primary data (new information specifically gathered for the assessment)
 - Compare (triangulate) information from different sources to get a more complete and balanced picture of the situation
- Seek participation and consensus. As much as possible, involve people from other groups in the community in the assessment process. Seek to build consensus at the onset on
 - Whose (short- and long-term) survival is most at risk
 - The objectives for any food assistance, the targeting/selection criteria to be adopted, and the procedures to be used
 - How and when assistance will be phased out.
 - Without such consensus at the outset, it will be difficult to effectively target the neediest households or facilitate a smooth transition to recovery and self-reliance.
- Be transparent and provide feedback. Ensure that community leaders, local officials, and other concerned stakeholders understand the data-collection process and the basis for the conclusions. Share tentative conclusions with these groups. Keep them informed about decisions concerning the allocation of food assistance.
- Record source(s) of information and the particular areas or groups to which different information relates.



- Copy any critical information from documents found in the field. Do not take the original copies away from their owners.



Image 21: Slide 21



Produce logistics concept of operation

2.2

Introduction

The Concept of Operations (CONOPS) explains, in very broad terms, the strategy and process involved in preparing, responding, recovering, and mitigating the impacts of hazards that humanitarian organisations can respond to.



In developing its strategy, the organisation must analyse potential threats and the operations that would result from them.

Each operation is further analysed to identify the vital functions needed in a joint response.



The CONOPS section will describe how these functions are applied and what activities enhance operational capability during each phase of emergency management.

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Trainer Notes

Key units, departments, and divisions with staff that possess the knowledge and skills necessary to perform these functions are assigned to primary or supporting roles in emergency operations.





Produce logistics concept of operation

2.2

Humanitarian Logistics Information System (HLIS)

Improving coordination by building a more targeted and structured exchange of information

Helping various actors to agree on a specific setup

Concept of operations assist in...

Making the best use of available logistics assets by matching them to the scale of an emergency and the scope of the required logistical services of a response

Outlining frameworks, roles, responsibilities, and procedures



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Trainer Notes

- The humanitarian logistics concept of operation helps organisations determine the logistics operation structure and processes that fit the context of the situation.
- Every logistical operation, especially in disaster response, is a "tailor-made" operation because each event is unique.
- But some things remain constant, like emergency purchasing protocols or warehouse documentation systems.
- Humanitarian logistics is central to all mobilisation activities because it serves as the bridge between disaster preparedness and response, procurement and distribution and headquarters and the field.
- A good concept of operation helps humanitarian logistics fulfil its "bridging" purpose because it assists in preventing waste, avoiding redundancy, focusing efforts where it matters, and minimising the overall operational duration and costs.

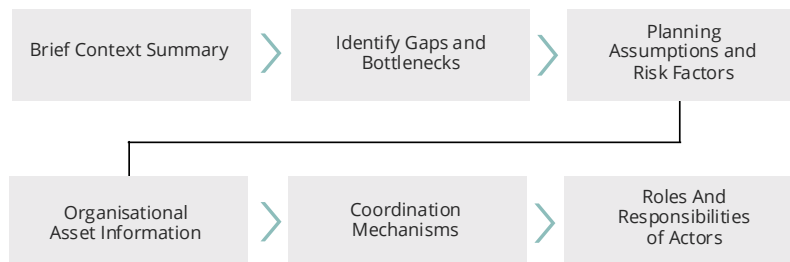




Produce logistics concept of operation

2.2

Humanitarian Logistics Concept of Operation Scope



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Trainer Notes
Humanitarian Logistics Concept of Operation Scope

- **Brief Context Summary**
 - Refers to a report that describes the disaster that occurred, its impact, the current situation. This information is often obtained from a rapid logistics assessment or third parties such as media, government briefs, etc. It usually includes maps and photographs of the affected areas, data on affected populations, damages to infrastructure, a list of urgent needs.
- **Identify Gaps and Bottlenecks**
 - On top of the list of urgent needs, information about where interventions gaps are and areas with bottlenecks are also critical. These bottlenecks include damages to airport runways that can hinder the process of sending relief from other regions, damages to telecommunications systems in affected areas, etc. This information will then become the organisation's justification for operating in the affected area.
- **Planning Assumptions and Risk Factors**
 - This section describes possible interventions based on available information, considering the risks of the operation. Supporting documents such as Risk Analysis is essential to have.
- **Organisational Asset Information**
 - Describes all the available assets of an organisation that can be quickly used to support this operation. This can be in the form of information on staff or specialists, available vehicles,



warehouses nearby affected areas, emergency supplies, among others.

- **Coordination Mechanisms**

- This section includes descriptions of how coordination partners with other stakeholders in affected areas, such as logistics clusters, local governments, custom offices. It also describes how coordination occurs within an organisation, such as reporting structures within teams and departments/units.

- **Roles And Responsibilities of Actors Involved**

- This section details the duties and responsibilities of personnel involved in response operation and the chain of command. Several organisations already have an SOP describing the functions and hierarchies during emergency response. A chain of commands can streamline the information flow within the organisation.





Produce logistics concept of operation

2.2

Logistics Concept of Operation Aspect

Emergency Logistics Assessment

- The process of gathering, analysing, and disseminating logistics-related information needed for responding to a disaster.
- Determines the extent of the impact and the logistical needs.

Risk Management

- Emergency response operations occur in unpredictable and unstable situations where people face profound risks
- Risks shape when, what, and how humanitarian actions and interventions are conducted.

Security Plan

- Security plans and their measures have three objectives.
- To eliminate or at least reduce security risks
- To limit the negative impact by using protective measures
- To limit adverse effects of security incidents

HLIS and Coordination Mechanism

- HLIS facilitate info sharing between organisations coordinating logistics operations
- Defined and clear roles and responsibilities, communication protocols and reporting structures help facilitate coordination.

Operation Plan

- Short-term plan is conducted a few days after a crisis or in the early stages of response to a sudden major disaster.
- Long-term plan conducted over several months or in response to a slow-onset crisis.



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Trainer Notes

Logistics Concept of Operation Aspect

- The Logistics Concept of Operation describes the aspects that will be part of emergency response until a detailed operation plan is produced.
- **Operation Plan:** A good operation plan must be able to answer the following questions
- Which tasks must be carried out? What are the correct sequences for carrying them out? How do they relate to other activities?
- Who will be responsible for performing such tasks? (rather than individuals, what must be identified here are teams, departments, units, or organisations)
- Who will be in charge of the overall coordination of the logistical system?
- What resources are needed? When, where, and how can they be procured?
- What alternative actions can be implemented if the logistical system is somehow disrupted?





Produce logistics concept of operation

2.2

Challenges in Emergency Logistics Operation

Problem scale and complexity

Different objectives and decision criteria

Multiparty coordination problem

Critical time requirement and real-time decision making

Allocation of scarce resource

Stochastic and scenario-based modelling

Logistics with damaged infrastructure



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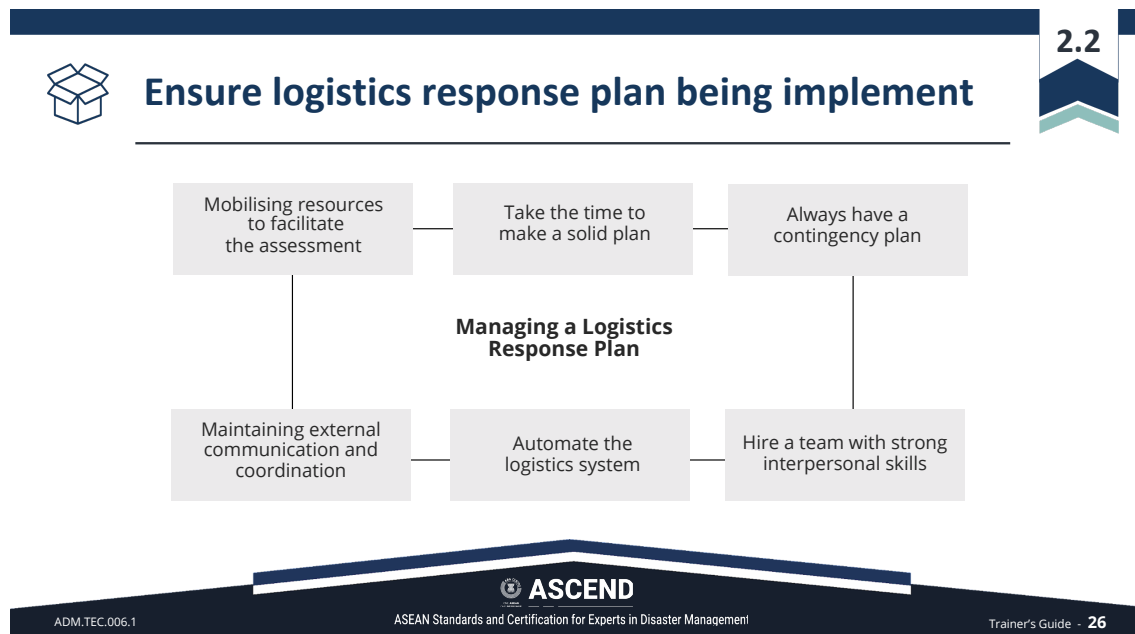
- Organising logistics operations during an emergency is a challenge because all aspects of logistics need to be carried out on time and targeted in an environment far from ideal and full of uncertainty.
- The more steps in the logistics response plan, the more efficient and flexible the logistical system. The larger the operation, the more difficult it is to manage.
- **Common challenges in planning and implementing a logistics operation during emergencies:**
- **Problem scale and complexity:** Logistic operations during a response involve damage assessments, demand estimation, resource distribution, and many more in a short amount of time. It also considers hard-to-measure factors like the unanticipated surge of local demand, transportation infrastructure damages, and the emergence of secondary hazards. Furthermore, operational activities are interconnected and cannot be solved individually without considering their mutual impacts. These features make problem structures in emergency logistics inherently complex.
- **Different objectives and decision criteria:** Different stakeholders, however, put different weights on these objectives and raise several conflicts in decision-making. For instance, prioritising lifesaving may conflict with damage control.
- **Multiparty coordination problem:** The different sectors, professions, organisational structures, cultures, and functions make multi-stakeholder coordination very complex. Various actors have different incentives and motivations, competing for limited resources.



- **Critical time requirement and real-time decision making:** Any delay in the aid and relief efforts may cause severe consequences and cascading effects. Therefore, timely response is crucial. We need to speed up the response operation, such as the quick transportation of humanitarian aid through better scheduling. We also need to speed up the decision-making process to reduce unnecessary delays.
- **Allocation of a scarce resource:** Setting up allocation principles and measuring resource allocation performance is not clear-cut and straightforward. It is a subject of much debate because, besides issues on efficiency and effectiveness, it involves questions of justice and fairness.
- **Stochastic and scenario-based modelling:** In large-scale disaster response, it is usually difficult to assess the damages and estimate the resource requirements accurately. Establishing a stochastic or scenario-based emergency logistics model can help humanitarian logisticians explore potential needs and prepare for eventualities.
- **Logistics with damaged infrastructure:** Large-scale disasters may cause extensive damage to communications, power supplies, and transportation infrastructures and make them unavailable for emergency relief operations.



Image 26: Slide 26



Slide No. 26

Trainer Notes

- The more steps in the logistics response plan, the more efficient and flexible the logistical system.
- **Take the time to make a solid plan:** Efficient logistic operations begin with proper planning—the fewer decisions that need to during the distribution process, the better.
- **Always have a contingency plan:** No matter how comprehensive a logistics response plan is, it's impossible to prepare for every possible eventuality. Therefore, a good logistics manager knows their job is far from done after the plan is made. They need to follow the supply chain at every point and resolve issues whenever they crop up.
- **Hire a team with strong interpersonal skills:** When a logistics response operation does not go according to plan, the person tasked with sorting out the problem must have excellent interpersonal skills.
- **Automate the logistics system:** These systems take the guesswork out of the planning of the supply chain by reporting the raw data.
- **Maintaining external communication and coordination:** Sometimes, after implementing a logistics response plan and the team starts to take on specific tasks, they will forget about regular coordination meetings or lose communication with other stakeholders. This should be avoided.
- **Learn from your mistakes:** Perhaps the most important thing organisation can do when optimising the supply chain is to learn from past mistakes. Regularly sitting down as a team and openly discussing the errors made in the past can help generate insights or solutions to ensure mistakes don't happen again.



Image 27: Slide 27

Slide No. 27

Trainer Notes Close presentation and thank the participants.





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