

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
007.1**

Manage Humanitarian Logistics



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

MANAGE HUMANITARIAN LOGISTICS

ADM.TEC.007.1

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.

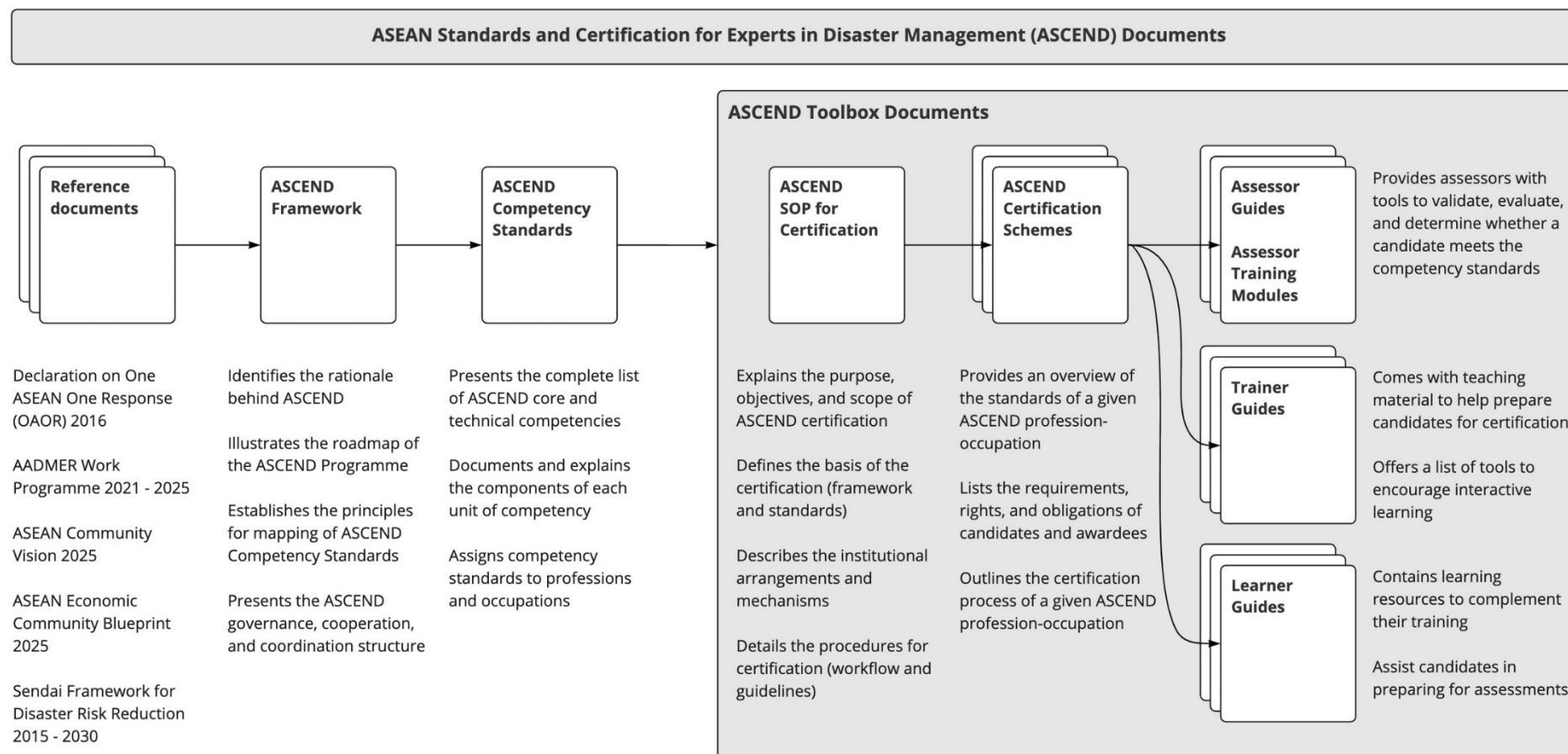
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor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

Unit number : **ADM.TEC.007.1**

Unit description : This unit deals with the skills and knowledge required by a logistics manager to manage the humanitarian logistics operation efficiently and effectively.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Identify logistics element and resources</p> <p>1.1 Identify the resources required to manage an emergency operation</p> <p>1.2 Identify important variables: Plan – Execute – Response to manage Operational Management, controlling on variance analysis, corrective actions</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>This unit provides comprehensive knowledge on the responsibilities of a manager during the operational phase, Management elements: Planning – Execute – Manage will be described here.</p> <p>In Operational Planning & Concept of Operation, the participant should be able to identify logistics elements and the required resources, such as funding, human resources and other operational support activities (sourcing, transport, storage, inventory, distribution and reporting).</p> <p>During the implementation, the participant should initiate the deployment of logistics resources, including producing the transport, storage and distribution plan.</p>
<p>Element 2. Initiate logistics resource mobilisation</p> <p>2.1 Produce transport, storage and distribution plan</p> <p>2.2 Ensure the resources are being deployed</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 scope of planning, execute and manage • Ability to produce transport plan



2.3 Ensure logistics response plan being implement

- Ability to produce storage plan
- Ability to coordinate the distribution plan with relevant partners
- Ability to manage the deployment of logistics resources
- Ability to monitor the timeline of a logistics response operation

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 ability to identify scope of planning, execute and manage
- Demonstrated ability to produce transport plan
- Demonstrated ability to produce storage plan
- Demonstrated ability to coordinate the distribution plan with relevant partners
- Demonstrated ability to manage the deployment of logistics resources
- Demonstrated ability to monitor the timeline of a logistics response operation

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include a practical demonstration of managing and mobilising the resources through a simulation activity, supported by various methods to assess underpinning knowledge.
- Assessment must relate to the individual's work 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	Data of logistics resources
Communicating ideas and information	3	Internal communication with Logistics Coordinator
Planning and organising activities	3	Develop storage plan, transport plan, etc.
Working with others and in teams	3	Internal coordination with other units (programme)



Using mathematical ideas and techniques

2

Analysing data

Solving problems

3

Ability to solve the coordination problem with other partners

Using technology

2

Familiar with computer software, smartphone, etc.





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.

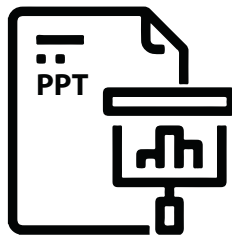
<https://www.google.com/forms/about/>

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 welcome students to class.



Image 2: Slide 2

Elements of this Competency Unit

- 1** Element 1.
Identify logistics element and resources
- 2** Element 2.
Initiate logistics resource mobilisation



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****Identify logistics element and resources****Performance Criteria**

- 1.1 Identify the resources required to manage an emergency operation
- 1.2 Identify important variables: Plan-Execute – Response to manage Operational Management, controlling on variance analysis, corrective actions

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

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



Image 4: Slide 4



Identify the resources required to manage an emergency operation

1.1

Introduction

When a disaster strikes, activities like mobilising search and rescue, setting up field hospitals, delivering food and relief packages, immediately follow.



Organisations supporting response operations face many challenges in delivering aid like limited time, scarce resources, and infrastructure damages.



A robust yet flexible logistics system is needed to help map, source, allocate and provide available resources to meet humanitarian needs.



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Slide No. **4**

Trainer Notes

- Managing response to natural, man-made and technical disasters becomes increasingly important in the light of climate change, globalisation, urbanisation, and protracted conflicts.



Image 5: Slide 5



Identify the resources required to manage an emergency operation

1.1

Before identifying the resources needed for response, it is important to agree on the following first:


The objectives of the organisation

The geographical area to operate in

The humanitarian needs to prioritise

The timeframe of operation

The capacity of the organisation to carry out these operations



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Slide No. 5

Trainer Notes

- Emergency logistics is a complex dynamic process that consists of many interrelated tasks with different objectives and constraints.
- For example, after a large-scale disaster, the primary task of logistics is to collect and distribute emergency resources to the affected areas. But it is not straightforward.
- Things like who holds emergency resources, where can one get the emergency resources, who delivers the emergency resources to the affected areas, need to be addressed.
- A logistics emergency assessment results can be the basis for choosing among different resource provision, storage, delivery, and distribution options.



Image 6: Slide 6




Identify the resources required to manage an emergency operation

1.1

Source of Supplies

Questions to ask before processing of accepting donations, international in-kind contributions, and free services:	Logistics managers
<ul style="list-style-type: none"> • Does the organisation have an emergency procurement mechanism that allows faster and easier processing of procurement than those used in non-disaster situations? • Is the import duty exemption mechanism enforced? • What is the process of the customs mechanism in force in that country? • Are the staff knowledgeable and trained to navigate the customs clearance process? 	<ul style="list-style-type: none"> • Carefully plan orders, regular supply, and storage of emergency resources to prevent misuse of funds and instances where stock runs out before replenishment arrives.



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Slide No. 6

Trainer Notes

Human Resources

- The relief organisations need to train and retain competent humanitarian logistics personnel. The efficiency of humanitarian logistics organisations often depends on their staff's knowledge, skills, experience, and professional networks.
- But this is an understudied area, and there is a need for more research into how to strengthen humanitarian logistics staff's capacity and competencies.

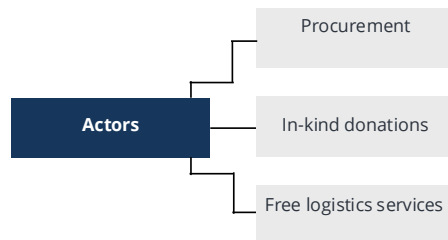




Identify the resources required to manage an emergency operation

1.1

There are three (3) sources of resources that emergency logistics operations draw from:



Challenges in procurement in emergency setting:

- Redundant resource acquisition
- Information sharing
- Different preparedness approaches
- Needs assessment
- Artificial price inflation



Slide No. 7

Trainer Notes

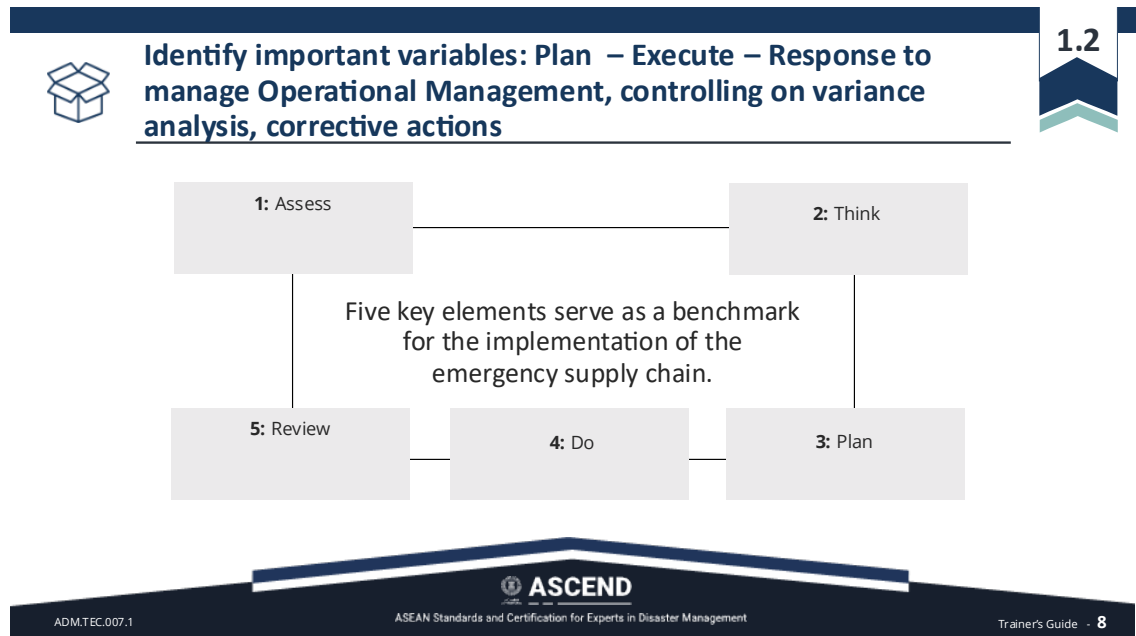
- There are three (3) sources of resources that emergency logistics operations draw from:
- **Procurement:** Procurement is the purchase or lease made by an organisation to obtain certain goods or services. In disaster response, the procurement of relief goods in the correct quantity, quality, and at the right price is of utmost importance. Operations performed during this phase aim to respond flexibly and quickly to emerging humanitarian needs and demand patterns of disaster-affected populations in the most cost-efficient way possible.
 - Changing procurement trends in the aid sector seek to create more opportunities for local enterprises to participate. The goal is to support local economies and boost local market capacity and job growth. The general recommendation is for aid organisations to procure locally rather than importing relief goods whenever possible. Doing so can reduce costs for the aid organisation, encourage regional trade, and improve the skills and expertise of the local workforce. It is considered one of the ways to lessen the dependence of developing countries on international aid.
 - Although there is an increasing propensity towards aid localisation and local sourcing, there are challenges and risks associated with local procurement. These challenges include lower than acceptable quality goods and limited production and warehousing capacities. As a result, there is



- a need to split purchase orders among multiple suppliers. So the product quality and lead times vary.
- The risks of local procurement include corruption and security challenges, especially in places where a complete tendering process is missing, and emergency procurement is not enforced. International procurement also carries risks. It is challenging to pinpoint delivery times accurately because it has to go through the customs process of the recipient country. The goods purchased may also not be acceptable to the culture and customs of affected communities.
 - **In-kind Donations:** Appropriate in-kind donations in the initial stages of a response can help organisations stretch their limited funds to help more disaster-affected communities. However, finding the few appropriate contributions among a vast sea of inappropriate offers is a frustrating and time-consuming exercise for an organisation already hard-pressed in emergencies.
 - Many organisations have to decide: whether to continue assigning limited human resources to sift through in-kind offers in the hope of finding appropriate donations or avoiding in-kind donations altogether and focus their limited workforce on purchasing the required supplies with the funds available.
 - Accepting in-kind donations is essential for organisations to maintain relationships with corporate donors. Rejecting a donation offer can weaken the relationship with a donor and put future contributions, including cash donations, at risk. One possible motivation for an organisation to accept less than appropriate in-kind donation offers is to build pathways for obtaining other (cash) grants in the future.
 - Unsolicited in-kind donations pose severe logistics challenges for large scale international relief operations. Local customs often hold donated materials in international disaster relief for extended periods because they lack proper documentation and permits, which many aid organisations and their donors fail to provide. And these efforts, in most cases, yield no beneficial results because, in the end, the donations are either inappropriate for the response or arrive too late to be helpful.
 - **Free Logistics Services:** In several emergency response operations, the logistics clusters, usually led by WFP, provide logistics services that can be accessed free of charge by aid organisations and governments. It includes vehicle services, trucks and ships, storage facilities, and cargo handling services.
 - Services like this are helpful for organisations with limited budgets because they can allocate their transportation and storage facility budgets to implement programs that directly deal with the beneficiaries.
 - However, the distribution and storage services of smaller local organisations can be highly dependent on the availability of the cluster.



Image 8: Slide 8



Slide No. 8

Trainer Notes

- Five key elements serve as a benchmark for the implementation of activities in the emergency supply chain:
 - Assess:** What is the current situation?
 - Think:** What caused it? Who is involved? What are we going to achieve?
 - Plan:** How are we going to do it? To whom and when? With what resources?
 - Do:** Get it done. How is it going? Do we need to adapt?
 - Review:** What went well/badly? What can we learn from the experience?
- Project cycle management (PCM)** is the term used to describe the management of an emergency intervention through a sequence of five phases, also known as the project cycle. These phases are:
 - Assessment also referred to as Situation Analysis
 - Strategic Response Planning
 - Implementation
 - Monitoring
 - Evaluation and Learning
- In this section, we will only focus on the first four steps related to material needs.



Image 9: Slide 9



Identify important variables: Plan – Execute – Response to manage Operational Management, controlling on variance analysis, corrective actions

1.2

Initiate Emergency Logistics Rapid Assessment




Slide No. 9

Trainer Notes

- **Project cycle management (PCM)** is the term used to describe the management of an emergency intervention through a sequence of five phases, also known as the project cycle. These phases are:
 - Assessment also referred to as Situation Analysis
 - Strategic Response Planning
 - Implementation
 - Monitoring
 - Evaluation and Learning
- In this section, we will only focus on the first four steps related to material needs.



Image 10: Slide 10





Identify important variables: Plan – Execute – Response to manage Operational Management, controlling on variance analysis, corrective actions

Assessment and Situation Analysis

Needs Assessment		
Rapid situation analysis	Detailed situation analysis	Continual situation analysis
<ul style="list-style-type: none"> Provides an overview of the situation on the ground and the availability of capacities and resources to meet humanitarian needs at the soonest time possible. 	<ul style="list-style-type: none"> Gathers more specific and comprehensive information on the emergency and the proposed response. 	<ul style="list-style-type: none"> Involves regularly updating information on the situation and seeking relevant feedback from beneficiaries to facilitate decision-making on long-term activities.

1.2





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Slide No. 10

Trainer Notes

- Needs assessments provide the evidence base for designing humanitarian response. The intended result of a joint assessment is a comprehensive situation analysis that provides information needed to develop common strategic objectives and operational planning.
- The purpose of a situation analysis is to understand the context, needs, and vulnerabilities of affected communities and the available capacities and resources.
- It is used to inform the design of an intervention or project to address communities' needs while facilitating response operations.
- A situation analysis aims not to identify an intervention but to determine whether it is needed or not. It is, therefore, a process that supports and informs decision-makers.
- Just like assessments, a situation analysis also consists of three (3) phases: **Rapid situation analysis, Detailed situation analysis, Continual situation analysis**
- The assessment and situation analysis process are: **Planning and designing the situation analysis --> Collecting data --> Processing and analysing data --> Report drafting.**

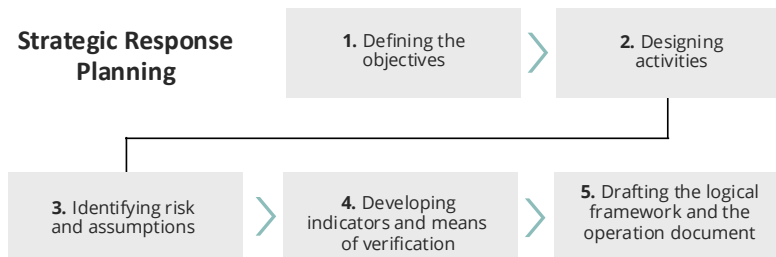


Image 11: Slide 11



Identify important variables: Plan – Execute – Response to manage Operational Management, controlling on variance analysis, corrective actions

1.2



Slide No. 11

Trainer Notes

- Strategic response planning enables an organisation to respond to the needs of the affected communities more effectively.
- Senior management leads the process, defines activities, identifies needed resources, and helps ensure that all stakeholders are working towards a common goal.
- The decisions made in response planning guide the collective response by setting strategic objectives and developing a harmonised approach to achieving these goals.

Important variables:

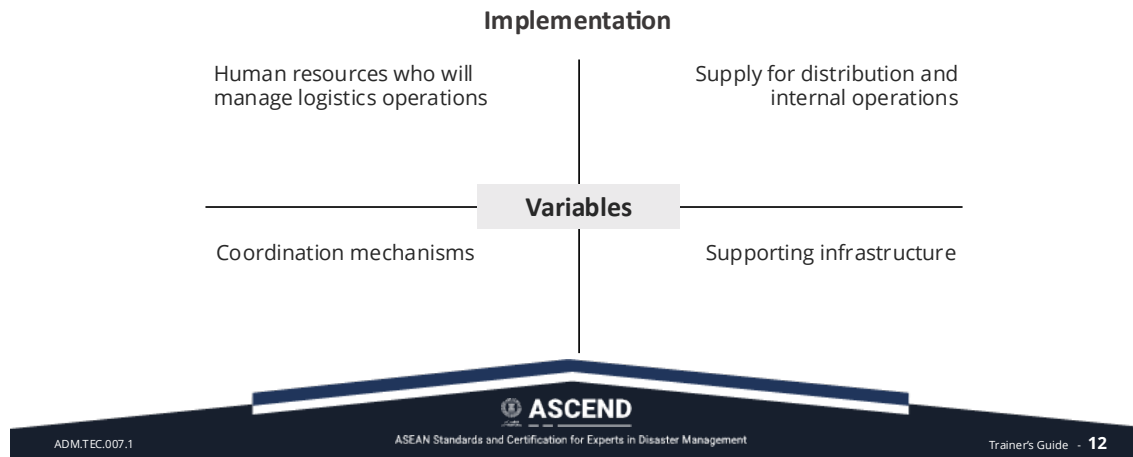
- Once the objectives of the intended project are defined, activities are designed around the expected results. This step is all about the change you want to see.
- The difference between a risk and an assumption is this. A risk is a negative statement about what might go wrong. An assumption is a positive statement about conditions and factors already in place to achieve specific results.
- Indicators and means of verification enable an organisation to follow up on, monitor and evaluate the operation.
- Consider the following: cost, timeliness, feasibility, cultural sensitivity, gender, child safeguarding when defining means of verification.





Identify important variables: Plan – Execute – Response to manage Operational Management, controlling on variance analysis, corrective actions

1.2



Slide No. 12

Trainer Notes

- Implementation processes establish procurement, warehousing, inventory management and distribution of supplies in cooperation with partners working in response operations.
- The acquisition and distribution of the aid and the transportations services need to be managed simultaneously. The procurement planning and delivery of humanitarian assistance to disaster-affected communities require efficient and structured processes.
- **Important variables:**
 - Human resources who will manage logistics operations: It is essential to get a team to handle complex logistics processes during an emergency response. The market during an emergency response is extra challenging and competitive.
 - Supply for distribution and internal operations: The procurement or donation process must be carried out correctly in a supply shortage. Making an emergency procurement protocol is one of the most practical solutions because it makes the procurement process less bureaucratic. However, it is still at high risk of irregularities.
 - Supporting infrastructure: Storage facilities, offices, lodging, telecommunications, electricity, clean water, and distribution lines are essential elements that have to be in place during the implementation phase.
 - Coordination: Coordination with clusters or other stakeholders is necessary because technical support such as mapping avoid market competition, gaps, and overlaps in the field.





Identify important variables: Plan – Execute – Response to manage operational management, controlling on variance analysis, corrective actions

1.2

Monitoring

Timely and reliable monitoring provides information to:

- Uphold accountability, transparency, and compliance
- Support project implementation by informing decision making
- Provide opportunities for stakeholder participation and empowerment, especially for project beneficiaries, partners and actors
- Enhance the impact of our work and uphold our advocacy initiatives
- Contribute to organisational learning and knowledge sharing
- Promote our work by highlighting our accomplishments and achievements



Slide No. 13

Trainer Notes

- Monitoring involves collecting, analysing, and using data concerning events and processes related to a project's progress. Its purpose is to assess a project's progress and ensure it is on the right track to achieve the expected results. Monitoring is also helpful for observing and understanding gaps, difficulties, or even new opportunities.
- In the context of humanitarian emergencies and disasters, a well-functioning monitoring system is a critical part of ensuring accountability, quality, and effective project management.
- Compared to development projects, monitoring systems in emergencies and humanitarian crises must take into consideration the following unique characteristics:
 - The short timeframe for action.
 - The high number of vulnerable beneficiaries.
 - The rapidly changing context and evolving needs.
 - Multisector interventions and the diversity of actors.
 - High turnover of staff.
 - Access restriction and security measures.
 - Information systems in place that may have collapsed and infrastructures damaged or absent.
- In addition, monitoring during humanitarian emergencies and after disasters may occur in highly volatile or violent conflicts settings. There are some considerations to ensure that no harm is caused while implementing and monitoring project activities.



Image 14: Slide 14

Element 2

Initiate logistics resource mobilisation

Performance Criteria

- 2.1 Produce transport, storage and distribution plan
- 2.2 Ensure the resources are being deployed



Slide No. **14**

**Trainer
Notes**

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



Image 15: Slide 15



Produce transport, storage and distribution plan

2.1

Introduction

All aspects of logistics operations (locating, transporting, distribution, warehousing) are closely interconnected.

Mismanagement in one area may have adverse effects on the whole logistics operation.



The timely delivery of disaster relief goods is critical to meet the needs of disaster-affected communities. Any delay may result in more casualties and more complex response operations.



The transport, storage, and distribution plans are part of a larger logistics operation plan designed based on an emergency logistics assessment.



Slide No. 15

Trainer Notes

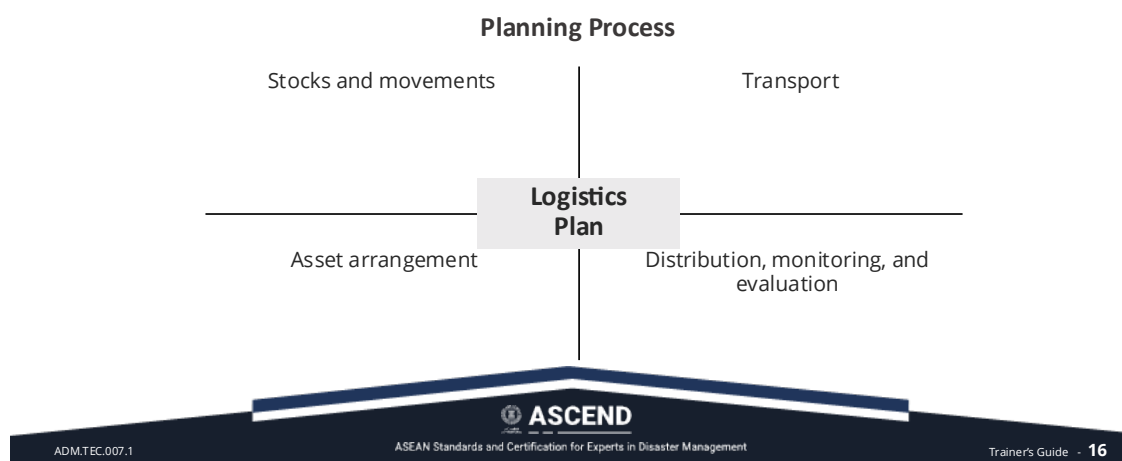
- The basic principle of logistics includes Responsiveness, Simplicity, Flexibility, Economy, Attainability, Sustainability, Survivability.
- These principles are not the sole responsibility of one actor. The logistics process requires different distribution points, suppliers, manufacturers, and actors to work together.





Produce transport, storage and distribution plan

2.1



Slide No. 16

Trainer Notes

For purposes of planning purposes, estimates and assumptions on the following are needed:

- The number of people in specific areas and population groups who need particular types/levels of assistance
- The expected evolution of the situation (the planning hypothesis)
- Expected logistics assistance to be provided to other sectors
- Possible contingencies (and are to be covered by contingency planning)
- How and at what intervals progress and plans will be reviewed and revised if needed
- The humanitarian and operational principles that guide the whole humanitarian assistance operation
- Every organisation or institution has a different planning format, but what is described below are the essential points that must be included in plans and templates.

Logistics plan

- Stocks and movements:
 - Movement schedule to meet program requirements
 - Commodity pre-positioning and operational stock requirements
 - Warehousing plan – table showing storage facilities, capacities, areas and numbers of beneficiaries to serve, planned throughput, desired operating stock
 - Port operations, including handling equipment/operations
 - Land-frontier operations, including handling equipment/operations



- Warehouse facilities and management
- Transport:
 - Table showing routes, modes, travel time, capacity, planned throughput, notes (e.g., actions designed to reduce bottlenecks/increase efficiency)
 - Road transport: use and management of commercial and government and other relief fleets
 - Air/water transport
 - Fuel and maintenance for transport units
- Distribution, monitoring and evaluation:
 - Plan and resources for the implementation of distribution (when organisation is directly responsible)
 - Plan and resources for the phased implementation of monitoring
 - Plan and resources for periodic self-evaluations and external evaluations
- Asset arrangement:
 - Determine which assets belonging to the organisation will be used for operations.
 - Ensure the readiness of assets to be used, completeness (battery, charger, etc.), condition of assets and the time required to allocate assets.
 - Ensure that staff will be responsible for the supervision of onsite assets.





Produce transport, storage and distribution plan

2.1

Transport Plan



Slide No. 17

Trainer Notes

When designing a transport plan, there are several things to consider:

- The nature of the supplies to be transported
- The weight and volume of the load: including the space occupied by the packages depending on their shape and size)
- The destination: distance, access to the delivery point (by air, water, land), and the condition of the access routes
- If vehicles have different load capacities, each vehicle should recalculate the estimate. Similarly, if the supplies go to different destinations, each destination requires its own calculation.
- The urgency of the delivery

What should be in the Transport Plan:

- The distribution channel to be selected is based on the emergency logistics assessment analysis results. It should be mapped out completely.
- If vehicles are rented from vendors, it should note the contract details, contact persons, and vehicle list. It also needs to detail information such as vehicle numbers, engine numbers, and frame numbers.
- When using the free service provided by the government or other organisations, add details of the procedure and contact person.
- Detailed delivery schedule or trip to the location.
- Document templates used, such as Vehicle Logbook, Waybill, etc.

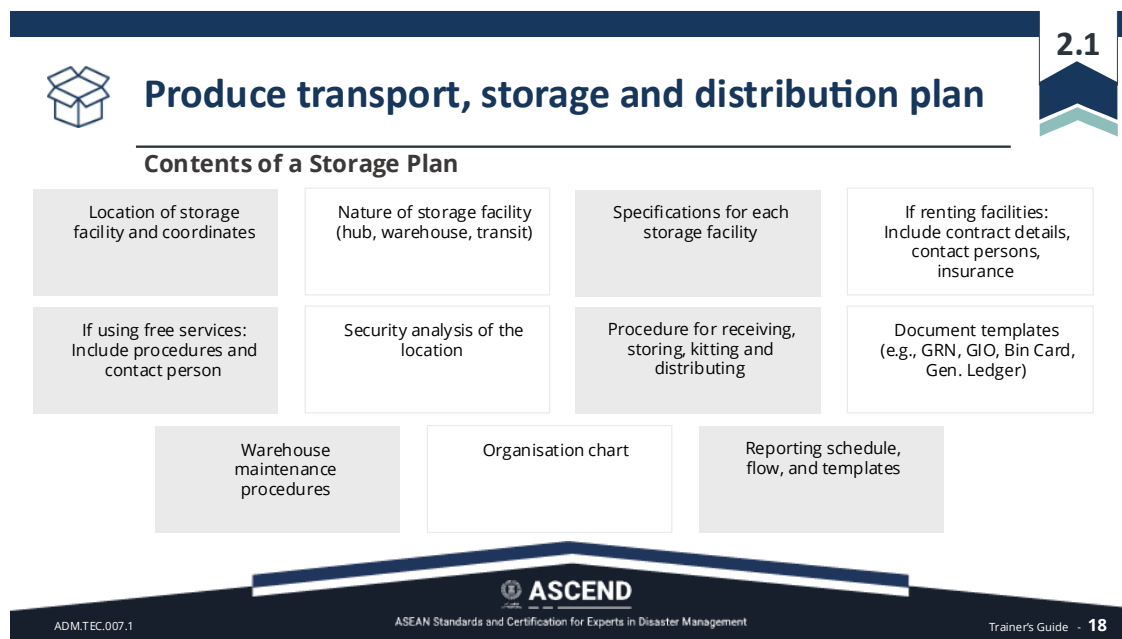


- Vehicle control procedures, both daily and monthly.
- Vehicle maintenance schedule and document extension (if any).
- Organisation chart
- Reporting schedule, flow, and templates.

Remember: Information must be updated whenever changes occur.



Image 18: Slide 18



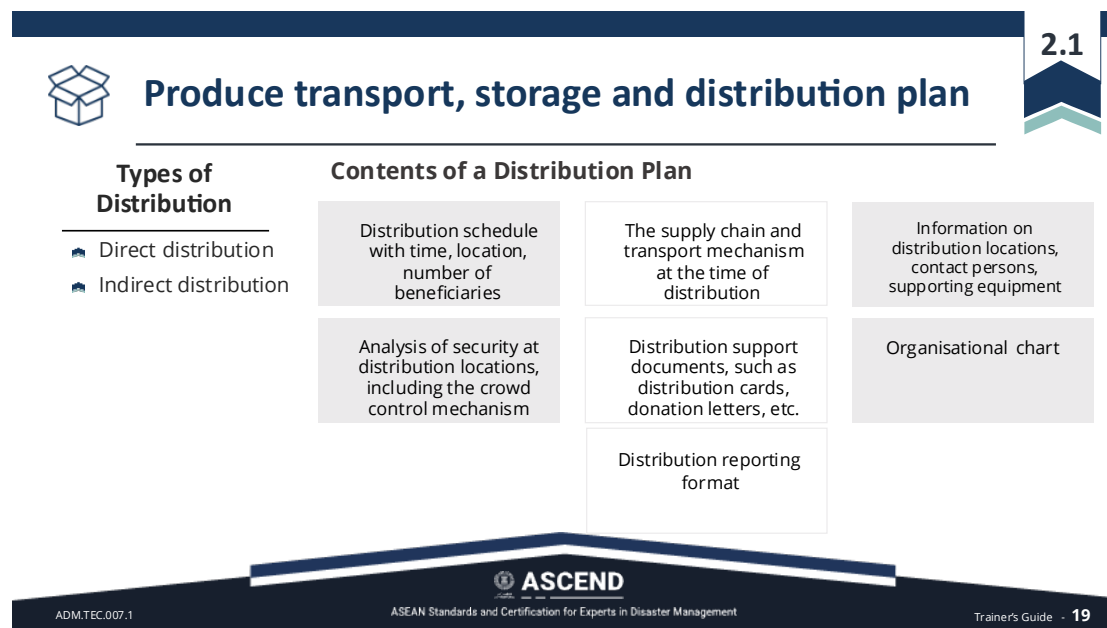
Slide No. 18

Trainer Notes

- Emergency supplies are stored until they can be distributed or used. However, finding a warehouse large enough to accommodate the shipments is not simply a matter of finding a warehouse. An organised system must be in place to keep track of the type and quantity of supplies and their location in the warehouse, including reserve stockpiles for future needs.
- The entire storage process protects emergency supplies until hand-over to recipients. Organising a warehouse to function correctly involves complying with current standards to safeguard the quality and security of the products shipped.
- While applying the following warehouse management standards and procedures precisely as presented may not be possible, they should guide the storage process. The standards and procedures apply to warehousing facilities built primarily for emergency response operations or those retrofitted to support aid and relief efforts.



Image 19: Slide 19



Slide No. 19

Trainer Notes

- The main objective of humanitarian logistics is to assist the people affected by a disaster or organisations managing the disaster response. Delivery of assistance must be proportionate to needs, equitable, and controlled to avoid abuse and waste.
- Distribution cannot be generalised and indiscriminate. On the contrary, it must be proportional and managed. While every organisation has its policies and motivations for assisting disaster-affected communities, there are specific standards to adhere to at all times to create a more effective distribution.
- The distribution of humanitarian assistance is a highly complex activity that demands a great deal of expertise. A poorly run operation can harm the very population it is meant to serve. Before engaging in the distribution of relief, it is vital to have a clear picture of the responsibilities it entails. Equally important is knowledge of the standards that govern the distribution of the aid to ensure that it will positively change the living conditions of the affected population.
- The distribution of humanitarian assistance should not occur until the capacity to meet the organisational requirements of such an operation is in place. The criteria for selecting the beneficiaries, the distribution procedures, and methods, must be defined in advance in as much detail as possible.
- **Direct Distribution:** Engaging indirect distribution requires an excellent working knowledge of the affected population and the physical and social environment. It also calls for logistical, administrative, and infrastructural capabilities. Direct distribution can provide greater control over the use of donations. However, it can



prove highly challenging if experienced personnel or the capabilities mentioned are not available.

- **Indirect Distribution:** When working in unfamiliar places, it is difficult for an organisation to distribute supplies equitably and adequately in the short time available. In some cases, the operative functions of an organisation do not include handling direct distribution. It is essential to find a local, trustworthy counterpart that knows the population and the place and can handle distribution in these circumstances. However, the distribution of the goods to their recipients must be carefully monitored to ensure fairness and proportionality. Another drawback is that it diminishes the visibility of an organisation, something that may be undesirable.





Ensure the resources are being deployed

2.2

Introduction

Emergency supplies will have to follow a route and a series of stages from the point of entry or reception until they reach end-users, the disaster-affected population.



To prevent losses, diversions and ensure more efficient use of resources, tools to monitor the status of the supplies as it passes through the various stages are required.



These controls should indicate what types of supplies were mobilised, in what quantity, and in what condition. They should also identify the parties involved in the process.



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Slide No. 20

Trainer Notes

- Documentation and reporting tools that enable control and follow-up procedures should be agreed upon and designed during the preparation phase of operation planning. It is also essential to define who will be responsible for control at each stage.



Image 21: Slide 21

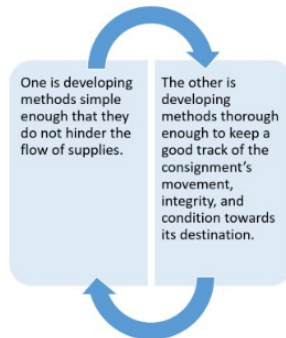


Ensure the resources are being deployed


2.2

Monitoring: Control and Follow-up Procedures

Defining control and follow-up procedures is a difficult task that involves finding a balance between two things.



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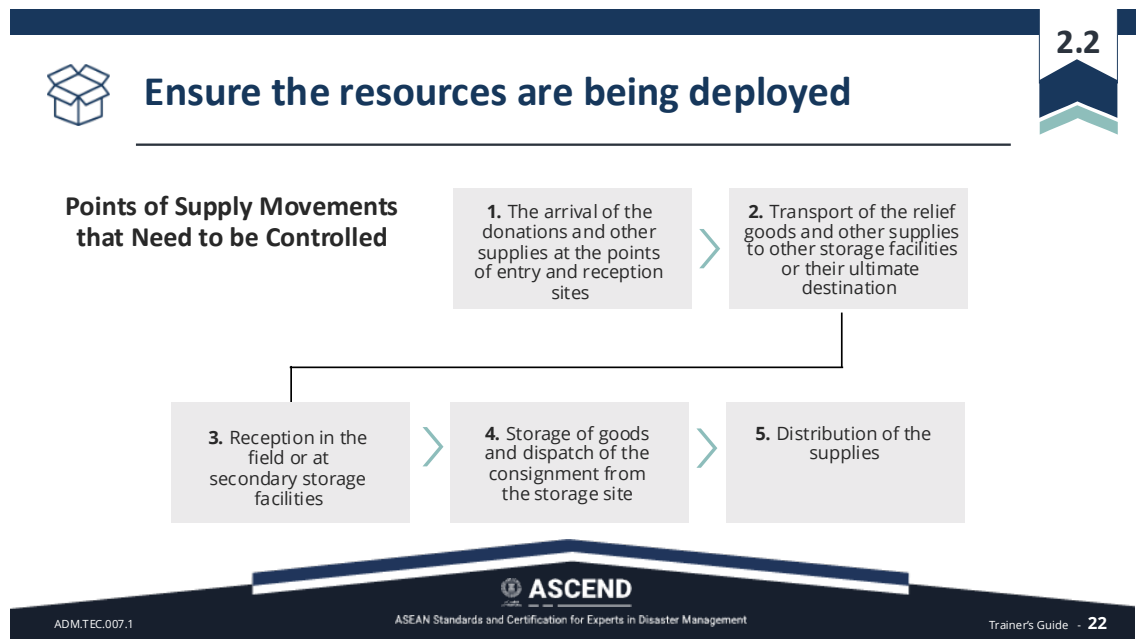
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Slide No. **21**

Trainer Notes

- The goal is to ensure that all the people in charge are familiar with the different types of control and follow-up procedures and supervise the various activities and personnel involved.





Slide No. 22

Trainer Notes

Control should be placed at each stage of the movement of supplies within the affected country or region:

The arrival of the donations and other supplies at the points of entry (ports, airports, borders) and the reception sites (collection centres, institutional warehouses, and so on) includes the following:

- Arrival and registry of the goods
- Temporary storage
- Dispatching of supplies (delivery to recipients for their use or distribution, delivery to authorised carriers for sending to other storage facilities)

Transport of the relief goods and other supplies to other storage facilities or their ultimate destination in the field includes:

- Loading of the supplies
- Notifying recipients of the delivery of the load
- Transport the supplies (including transshipments)
- Offloading of the supplies

Reception in the field or at secondary storage facilities requires:

- Physical and documentary verification of the consignment (quantity, weight, quality)



- Registration of incoming goods
- Notifying recipients of the arrival of the load

Storage of goods includes these activities:

- Record of the arrival of the supplies
- Inventory and stock control
- Sanitary and safety measures in the storage facility
- Records of expiry dates and rotation of stocks
- Servicing and maintenance of equipment (e.g., water pumps, electrical generators, etc.)
- Records and certification of the loss or destruction of items
- Records of the dispatch of the supplies to the final or intermediate recipient

Dispatch of the consignment from the storage site (deliveries for final use or for sending to distribution points) requires:

- Loading the goods
- Notifying recipient of the delivery
- Transportation (including transshipments)
- Offloading goods

Distribution of the supplies includes:

- Record of the supplies that arrive at the distribution points
- Storage
- Records and identification of beneficiaries.
- Records of the delivery of the goods to the beneficiaries.
- Inventory and stock control
- Daily distribution report



Image 23: Slide 23



Slide No. **23**

Trainer Notes Close presentation and thank the participants.





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