

**TRAINER'S  
GUIDE**



**TECHNICAL COMPETENCY UNIT**

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**ADM.TEC  
009.1**

Coordinate Logistics Response Plan



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# COORDINATE LOGISTICS RESPONSE PLAN

ADM.TEC.009.1

### 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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# Table of Contents

THE ASCEND PROGRAMME AND TOOLBOX DEVELOPMENT: OVERVIEW	1
1.1 The ASCEND Programme	2
1.2 The objectives of ASCEND	2
1.3 Advantages and benefits of an ASCEND certification	3
1.4 The ASCEND Toolbox	4
COMPETENCY-BASED TRAINING (CBT): INTRODUCTION FOR TRAINERS	6
ASCEND COMPETENCY STANDARDS	10
PREPARING FOR TRAINING SESSIONS: EQUIPMENT, MATERIAL, AND TOOLS	17
POWER POINT SLIDES AND PRESENTER NOTES	21





The ASCEND Programme and  
Toolbox Development:

# Overview



## ASCEND

## 1.1

# The ASCEND Programme

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

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

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

## 1.2

# The objectives of ASCEND

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



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

**1.3**

## Advantages and benefits of an ASCEND certification

### For ASEAN

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

### For AHA Centre

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

### For disaster management professionals

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

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



**1.4**

## The ASCEND Toolbox

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

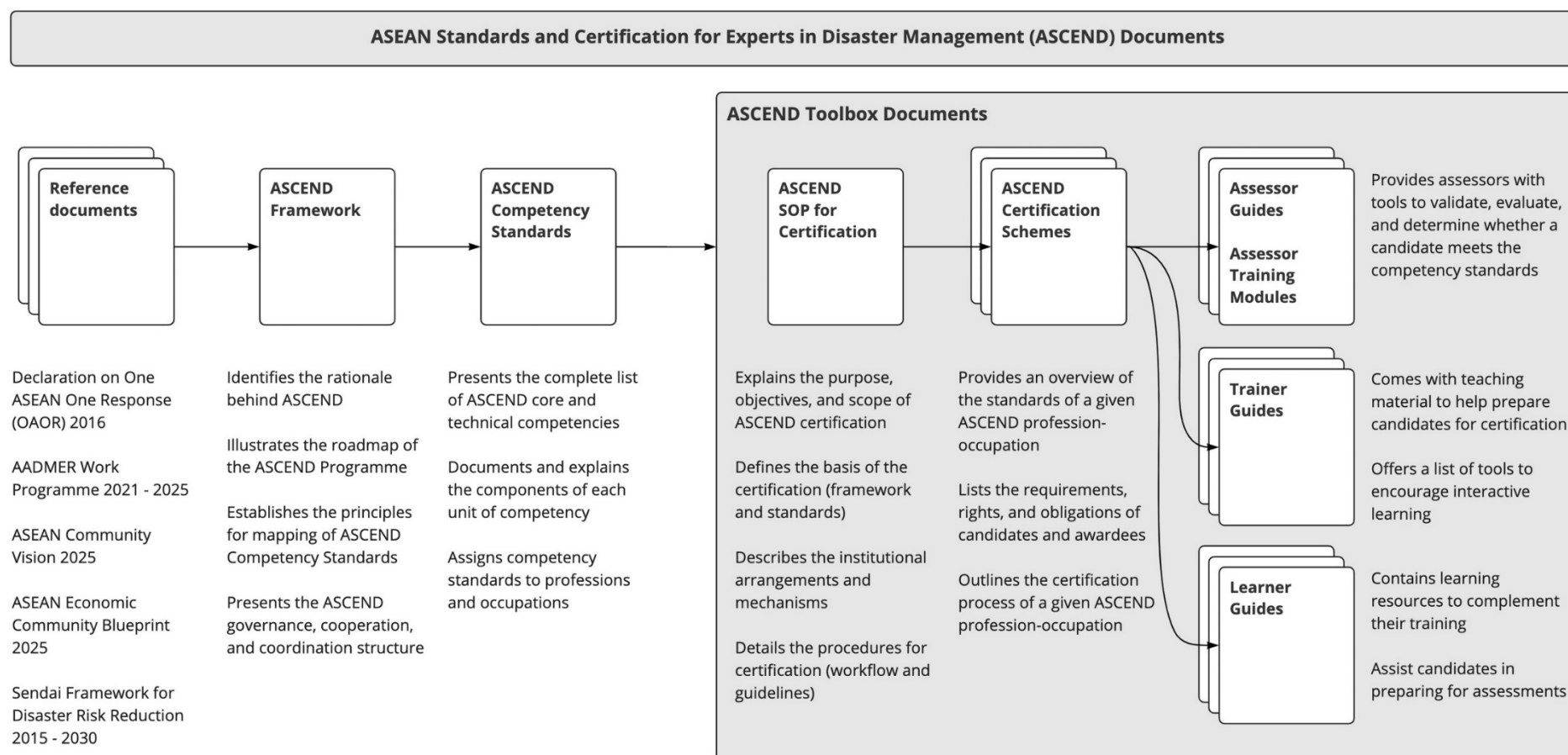
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor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

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

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



*Figure 1: Overview of ASCEND Toolbox Documents*







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



## ASCEND

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

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

## Competency-based learning and assessment

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

**Table 1:** Competency areas and descriptions

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



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

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

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

## What do trainers do?

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

The role of trainers is to:

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



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



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





### 3.3

## Unit of Competency

**Unit title** : **Coordinate Logistics Response Plan**  
**Unit number** : **ADM.TEC.009.1**

**Unit description** : These units deal with skills and knowledge required for a logistics coordinator to coordinate the implementation of logistics response plan through engagement with logistics stakeholders and ensure the execution of Concept of Operation.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p><b>Element 1.</b>  <b>Apply logistics partnership</b></p> <p>1.1 Identify actors in emergency operations</p> <p>1.2 Coordinate with internal and external actors</p>	<p><b>Unit Variables</b></p> <p>The unit variables provide advice to interpret the scope and context of this unit of competence. The participant is expected to know how to identify the logistics actors (Government authority, UN agencies, local/INGO, commercial logistics providers, etc.), initiate the engagement, and establish a coordination mechanism.</p> <p>The participant for this unit should be able to apply the concept of operation that includes initiating emergency logistics rapid assessment, developing a logistics action plan and initiating logistics operation.</p>
<p><b>Element 2.</b>  <b>Apply Concept of Operations</b></p> <p>2.1 Initiate emergency logistics rapid assessment</p> <p>2.2 Develop a logistics action plan</p> <p>2.3 Initiate logistics operation</p>	<p><b>Assessment Guide</b></p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• Ability to engage the logistics actors</li> <li>• Ability to coordinate logistics stakeholders</li> <li>• Ability to conduct emergency logistics rapid assessment and analyse the findings</li> <li>• Ability to transform the concept of operation into the logistics action plan</li> <li>• Ability to initiate the logistics operation</li> </ul>

### 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 in this unit also related directly to technical unit of Logistics Coordinator.

### **Critical Aspects of Assessment**

Evidence of the following is essential:

- Demonstrated ability to engage the logistics actors
- Demonstrated ability to coordinate logistics stakeholders
- Demonstrated ability to conduct emergency logistics rapid assessment and analyse the findings
- Demonstrated ability to transform the concept of operation into the logistics action plan
- Demonstrated ability to initiate the logistics operation

### **Context of Assessment**

This unit may be assessed on/off the job

- Assessment should include practical demonstration of coordination function, planning and execution of logistics operation
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills.

### **Resource Implications**

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

### **Assessment Methods**

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

- Case studies
- Observing of practical performance by participant
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays



- Third-party reports completed by a supervisor
- Project and assignment work

## Key Competencies in this Unit

**Level 0** = irrelevant, not to be assessed

**Level 1** = competence to undertake tasks effectively

**Level 2** = competence to manage tasks

**Level 3** = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	<b>2</b>	Collecting data from rapid assessment
Communicating ideas and information	<b>2</b>	Coordinate with internal unit
Planning and organising activities	<b>2</b>	Develop action plan
Working with others and in teams	<b>3</b>	Coordinate with Humanitarian Logistics Managers and Officers
Using mathematical ideas and techniques	<b>2</b>	Data of relief items
Solving problems	<b>2</b>	How to solve the logistical challenges
Using technology	<b>2</b>	Familiar with computer software, smartphone, etc.





Preparing for Training Sessions:

# Equipment, Material, and Tools



**ASCEND**

## 4.1

## Onsite training

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

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



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

<https://zoom.us/>

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

#### Lucidspark

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

<https://lucidspark.com/>

#### Ziteboard

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

<https://ziteboard.com/>

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

#### Kahoot

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

<https://kahoot.com/>

#### Quiz It! Live

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

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

### For gathering feedback, ideas, or responses

#### Google Forms

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

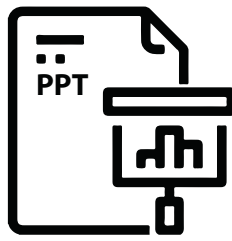
<https://www.google.com/forms/about/>

#### Survey Monkey

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

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





# PowerPoint Slides and Presenter Notes



**ASCEND**



## 5.1

# Instructions for using PowerPoint presenter

The PowerPoint **Presenter View** allows you to view your presentation together with the presenter notes on your computer's monitor, while attendees view the note-free presentation on another monitor. It allows you to move the slides, control the pace of the presentation, see the elapsed time of your presentation, and use a tool to draw on point or highlight parts of the presentation.

Connect your computer (desktop or laptop) to a projector. Double click on the PowerPoint presentation to open the file. In PowerPoint, click on the **Slide Show** tab and select the **Use Presenter View** checkbox. Choose which monitor to display Presenter View **ON**. Finally, select **From Beginning** or press f5.

For more information, visit the Microsoft PowerPoint help & learning website:  
<https://support.microsoft.com/en-us/powerpoint>

A video tutorial is available here:  
<https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7>



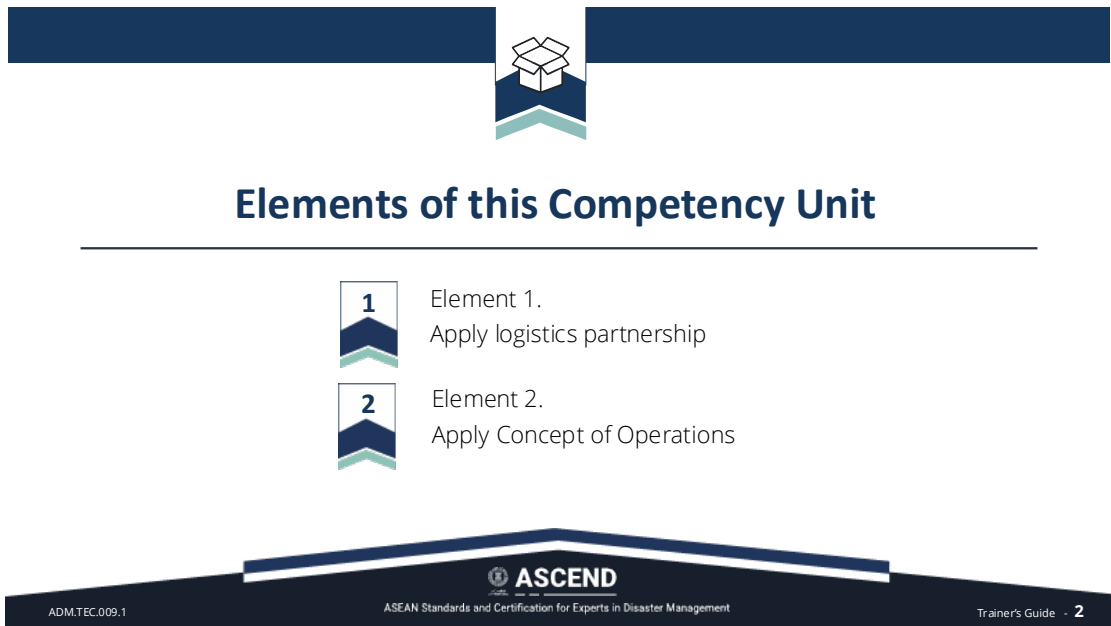
**5.2**

## PowerPoint slides and presenter notes

*Image 1: Slide 1***Slide No.****1****Trainer Notes**

Trainer welcome 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. Underneath the title, there are two numbered elements, each with a blue and white chevron icon to its left. Element 1 is "Element 1. Apply logistics partnership" and Element 2 is "Element 2. Apply Concept of Operations". The slide footer is dark blue and contains the ASCEND logo, the text "ASEAN Standards and Certification for Experts in Disaster Management", and the page number "2" in the bottom right corner.

## Elements of this Competency Unit

- 1 Element 1.  
Apply logistics partnership
- 2 Element 2.  
Apply Concept of Operations

ADM.TEC.009.1 **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.



*Image 3: Slide 3*

### Element 1

## Apply logistics partnership

### Performance Criteria

- 1.1 Identify actors in emergency operations
- 1.2 Coordinate with internal and external actors



**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 actors in emergency operations

1.1

---

### Introduction

Multiple stakeholders from different sectors, disciplines, and organisations must work together to make decisions that will affect the joint response and overall aid efforts.

>

Decision-making and the implementation of decisions require effective coordination.

The various connections, interactions, and relationships of actors in an emergency response need to be managed and directed.

>

Without proper coordination, many gaps and overlaps in activities will emerge.

But before coordination can take place, those entrusted with this important task need to understand who the actors are and their role in an emergency operation.



ADM.TEC.009.1      ASEAN Standards and Certification for Experts in Disaster Management      Trainer's Guide - 4

**Slide No.**      **4**

**Trainer Notes**      All the needed information is in the slide.

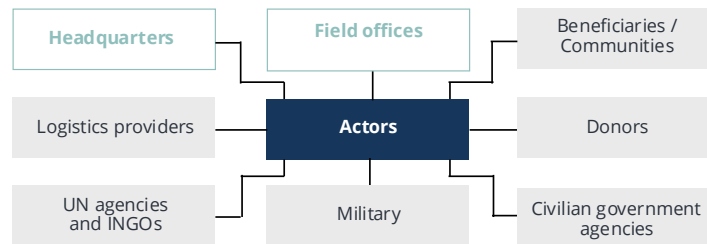




## Identify actors in emergency operations

1.1

### Actors in emergency response



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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 5

**Slide No. 5**

### Trainer Notes

Actors in an emergency operations

The actors usually involved in an emergency operation are:

#### a. Internal Actors

##### • Headquarters

In centralised supply chains, power can be concentrated in the headquarters of humanitarian organisations. This is a trade-off between cost efficiency and immediate, specific action. Stakeholders in headquarters are the main line of contact to donors and other funders. They also usually decide how to allocate the funds needed for humanitarian logistics. Although they are far away from the realities in the field, they also have legitimate and urgent claims, making them key stakeholders.

##### • Internal organisation at country / provincial level

As part of a more extensive humanitarian operation, the logistics function depends on other departments/units such as programs, finance, administration, and more. The decisions or directions given by these departments/units will shape the conduct of logistics operations.

#### b. External Actors

##### • Beneficiaries / Communities

At-risk groups and the affected community members are key stakeholders in disaster management. The ultimate goal of all humanitarian operations is to save lives and fulfil the needs of survivors while maintaining their dignity.

##### • Donors (foreign government, individuals, foundations, UN agencies, and private sector companies)

Many responding actors come from not-for-profit organisations. Their operations largely depend on the availability of funds or goods provided by donors. Therefore, donors play an essential role in logistical operations as



support for humanitarian operations because they can determine the direction of such operations.

- **Government Agencies**

The government holds considerable power when it has control of political and economic conditions that influence supply chain processes and decisions around them, such as the customs clearance process for humanitarian relief goods that will enter from overseas. In addition, coordination with the government is needed to minimise gaps and overlaps in implementing humanitarian activities. Governments are still the primary implementer of every humanitarian operation. The task of other stakeholders is to support these activities.

- **Military**

Civilian actors are usually the ones primarily responsible for disaster response. But militaries are often tapped because they have the personnel, equipment, training, and organisation to mobilise relief efforts right after large-scale disasters rapidly. Therefore, militaries are also significant stakeholders that humanitarian actors need to engage with. They get involved especially in logistical operations that require strategic assets and resources such as delivering goods to inaccessible areas using helicopters, construction of emergency bridges to reach isolated locations, etc.

- **Other NGOs and UN Agencies**

Different NGOs and UN Agencies need to coordinate for humanitarian logistics to prevent gaps and overlaps in implementing their activities. Information exchange about logistical needs (vendors, infrastructure, etc.) enables resource exchange such as borrowing of warehouse space and vehicles near or in the area of operations.

- **Logistics Providers**

The various organisations that supply goods and services for operations and programmes are key stakeholders in logistics operations. The main challenge humanitarian organisations face when working with the private sector is ensuring accountability and transparency in their transactions.



Image 6: Slide 6



## Coordinate with internal and external actors

1.2

### Introduction

Various barriers can limit coordination efforts among different responders, such as an absence of a common goal, unestablished cross-sector mechanisms, lack of standard concepts, trust issues, competitive practices, and more.



Organisational culture is another crucial factor to consider.

In an emergency, organisational culture shapes how responders from that organisation interpret the problems, view the situation, organise tasks, and interact with others.



Existing formal protocols for interaction largely ignore how cultural diversities, with specific reference to organisational culture, influence how different actors perceive their social network and its functions.

Consequently, this affects how they connect and relate to other entities.



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Trainer's Guide - 6


**Slide No. 6**

### Trainer Notes

- The complex and dynamic context further complicates how people work during an emergency.
- This section will discuss how to connect and interact with other actors to enable teams to work better together.








## Coordinate with internal and external actors

1.2

**Types of Coordination**

Coordination with internal actors	Coordination with external actors
<ul style="list-style-type: none"> <li>■ Internal coordination refers to connections and interactions within the same team/units/department or between teams/units/departments of an organisation or institution.</li> <li>■ The primary purpose of internal coordination is to ensure that different groups of an organisation or institution are working coherently to implement a unified plan or achieve a common goal.</li> </ul>	<ul style="list-style-type: none"> <li>■ Logistics service providers</li> <li>■ Cluster system</li> <li>■ Civil-military coordination</li> </ul>



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ASEAN Standards and Certification for Experts in Disaster Management
Trainer's Guide - 7

**Slide No.**      **7**

**Trainer Notes**

A humanitarian or disaster responding organisation needs to coordinate with three main categories of actors: internal actors, external actors including the private sector, and the military or armed forces.






Image 8: Slide 8



## Coordinate with internal and external actors

1.2

### Coordination with external actors

- 
**Logistics service provider:** Direct economic returns, noneconomic returns (e.g., corporate social responsibility). Asset-based services, non-asset based services
- 
**Cluster system:** Operations support. Information management. Coordination.
- 
**Civil-military coordination:** Opportunities working with the military. Challenges working with the military. Impact of military organisational culture to the response.


**ASCEND**

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Trainer's Guide - 8

**Slide No.**      **8**

**Trainer Notes**      Read section 1.2 of the Learner Guide for descriptions and examples.




*Image 9: Slide 9*

## Element 2

# Apply Concept of Operations

### Performance Criteria

- 2.1 Initiate emergency logistics rapid assessment
- 2.2 Develop logistics action plan
- 2.3 Initiate logistics operations

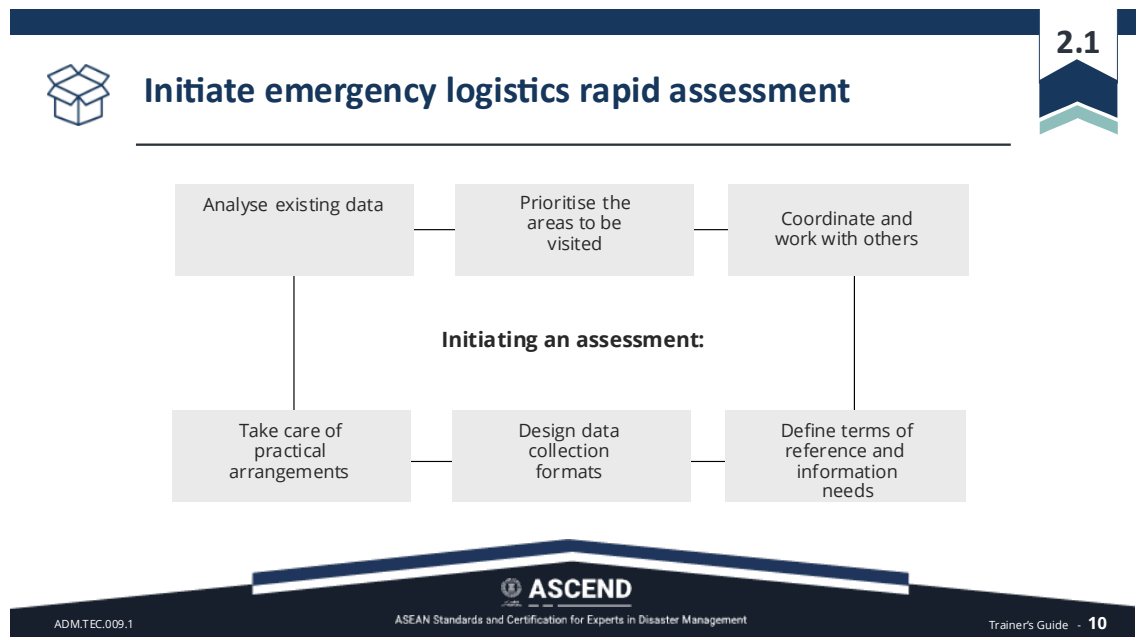


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**Slide No.**      **9**

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





**Slide No.      10**

**Trainer  
Notes**

**Some preliminaries**

Before sending the field team, it would be ideal for making these preparations:

- **Analyse** existing data. Rapidly collate and analyse available information. Thus anticipate the likely effects on food security and determine the areas on where information gathering efforts should focus.

- **Prioritise** the areas to be visited. Decide where to get a helpful overview of the most urgent situation and details of the most pressing needs.

- **Coordinate** and work with others. Form multi-disciplinary teams with government, UN Agencies and NGO partners whenever possible. Coordinate efforts to get information from as many localities as possible and quickly as possible. Agree to 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. Specify appropriate reporting headings (for example, whether one individual or team should concentrate on food security while another focuses on operational capacities and constraints).

- **Design** specific data collection formats for any large-scale assessment.

- **Ensure** the transport and other practical arrangements necessary for field survey operations.

When information is already available on a specific aspect, the assessment will not need to report on that aspect.





## Initiate emergency logistics rapid assessment

2.1

### Some principles to keep in mind



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Trainer's Guide - 11

**Slide No.** 11

### Trainer Notes

#### Some basic principles

a. **Use multiple sources and methods** to achieve an adequate and accurate understanding quickly and economically:

- 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) data from different sources to get as complete and balanced a picture as possible.

b. **Seek participation and consensus.** As much as possible, involve people from all groups in the community in the assessment process. Seek to build consensus at the outset 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 use
- 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 a smooth transition to recovery and self-reliance)

c. **Ensure transparency and feedback.** Ensure that the community leaders, local officials and other concerned agencies understand the information-gathering process and the basis for the conclusions. Share tentative conclusions with these groups. Keep them informed about decisions concerning the allocation of food assistance.

d. **Record source(s) of information** and the particular areas or groups to which specific information relates.

e. **Copy any important information** from documents found in the field. Please do not take the originals away from their owners.





## Develop logistics action plan

2.2

**The Planning Context: Kinds of Plan**

Short-term plan	Long-term plan
<ul style="list-style-type: none"> <li>■ A few days at a time in the early stages of response to a sudden major emergency.</li> </ul>	<ul style="list-style-type: none"> <li>■ For periods of several months later on or in response to a slow-onset crisis.</li> </ul>



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Trainer's Guide - 12

### Slide No. 12

#### Trainer Notes

- The development process of this action plan is more about designing a logistics operation after combining basic information held through assessment, secondary data, coordination, and internal information (e.g., financial information) with an objective program that the organisation or institution has determined.
- Keep in mind: action plans are subject to change and need to be reviewed regularly, especially in highly dynamic ecosystems such as large-scale and complex emergency response operations

#### The planning context

For planning purposes, seek agreement on current estimates and assumptions concerning the following:

- The numbers of people in specific areas and population groups who need particular types/levels of assistance
- The expected evolution of the situation (the planning hypothesis)
- The expected service to provide to related sectors
- Possible contingencies that can be anticipated (and are to be covered by contingency planning)
- How and at what intervals progress will be reviewed and plans revised if needed
- The humanitarian and operational principles that guide the whole humanitarian assistance operation, if and when possible, especially in a conflict situation



2.2



## Develop logistics action plan

**Aspects to plan internally within an organisation / institution**

Internal systems and capacity	Logistics plan
<ul style="list-style-type: none"> <li>• Responsibilities and reporting</li> <li>• Facilities and operational capacity</li> <li>• Staff and training</li> <li>• Information management</li> <li>• External relations</li> <li>• Procedures and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Stocks and movements</li> <li>• Transport</li> <li>• Distribution, monitoring, and evaluation</li> <li>• Security arrangements</li> <li>• Contingency plans</li> </ul>



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Trainer's Guide - 13

**Slide No. 13**

### Trainer Notes

#### Aspects of planning internally within an organisation/institution:

Internal plans allow organisations to fulfil their specific responsibilities. It usually involves planning the quantities of aid to be delivered, setting up monitoring processes, and participating in distributions if required.

##### a. Internal systems and capacity

##### Responsibilities and reporting:

- Decision-making responsibilities, reporting and coordination within the country office
- Role and delegated authority of sub-offices
- Reporting to regional bureau and HQ: type and frequency
- Reporting responsibilities of sub-offices: type, formats, and frequency

##### Facilities and operational capacity:

- Financial systems: bank accounts, petty cash accounts, arrangements for transfers (including the movement of cash, where needed), adequate signatory panels for bank accounts and certification of payments
- Procurement and contracting systems: clear guidelines; effective procurement, and establishing transport committees
- Physical facilities: arrangements and schedule for establishing / upgrading offices, warehouses, transport bases, etc., and arrangements for ongoing management
- Telecommunications: arrangements and schedule for the establishment/expansion of communications for offices, individuals, vehicles, convoys and, where appropriate, services to other agencies
- Light vehicles for office/staff transport (rental/purchase, control, and maintenance)

##### Staff and training:



- Staffing: schedule for recruitment, arrangements for human resource management (including accommodation)
- Training: schedule for specific training activities organised for staff and partners.

**Information management:**

- Pipeline management
- Commodity tracking – the ability to provide essential reports and accounts to donors
- Database management – all the information necessary for planning, managing and reporting on the operation

**External relations:**

- Donor relations: assigning a point of contact and arrangements for regular information updates

**Procedures and guidelines:**

- For dealing with requests
- For local contracting
- Others as required

**b. 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 served, 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 an organisation is directly responsible)
- Plan and resources for the phased implementation of monitoring
- Plan and resources for periodic self-evaluations and external evaluations

**Security arrangements:**

- Security plan for each project location
- Orientation/training of all staff in security precautions and procedures, regular security briefings for staff in all locations
- Specific security measures for offices, warehouses, residences

**Contingency plans:**

- Possible contingencies identified, prioritised, and planned for.





Image 14: Slide 14



## Develop logistics action plan

2.2

**Aspects to be agreed upon with the government and partners:**

Objectives and strategy	Implementation arrangements
<ul style="list-style-type: none"><li>Programme objectives, strategies, and priorities</li><li>Humanitarian assistance strategy</li><li>Phasing out and evaluation</li><li>Strategies for related logistics requirements</li></ul>	<ul style="list-style-type: none"><li>Overall management and partnership agreements</li><li>Aid commodity acquisition and delivery</li><li>Beneficiary selection; distribution</li><li>Monitoring and supervision</li><li>Guidelines and training</li><li>Reporting and information management</li><li>Contingency plans</li></ul>

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ADM.TEC.009.1

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Trainer's Guide - 14

**Slide No.**      **14**

**Trainer Notes**      Read section 2.2 of the Learner Guide for more information.





## Develop logistics action plan

2.2

### Strategic planning

Poor strategic policies can reduce the potential benefits of significant preparation and pre/post-event efforts.

Strategic planning involves making decisions on potential community needs in vulnerable locations.



Strategic level planning also needs to consider the trade-offs before they are faced with it.

For instance, sensitivities are involved when serving affected people from different ethnic, religious and social class backgrounds.



The best way to handle these issues is to finalise them at the strategic planning stage through guidelines, which cascade down to the respective objective functions in later stages.

**ASCEND**

ADM.TEC.009.1

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Trainer's Guide - 15

## Slide No. 15

### Trainer Notes

- It also includes assessing the degree of uncertainty, quality of information, and complexity of emergency operations in those locations, should it be needed.
- Strategic level objectives vary depending on the phase of a disaster an organisation is involved in. Given that some organisations work during multiple phases of a disaster, the objective function might simultaneously balance several dimensions.
- For example, the additional cost to open an additional storage location may be justifiable at the preparation stage if it is expected to improve the capacity of an organisation to serve a more significant number of beneficiaries during response.





## Initiate logistics operations

2.3

### Introduction

It is not ideal for improvising humanitarian supply logistics systems and processes during an emergency.

Employing resources appropriately and securing those that are not at hand depends on identifying their availability and location and the sources for obtaining them.



All those activities demanded by a logistical deployment during an emergency—the mechanisms for standardising the various processes and all the necessary documents for recording information and controlling, monitoring, and following up on the flow of supplies—must be prepared, understood, and tested in advance.



The various stages in the flow of supplies, from their origin to the moment they reach their recipients—including organisations managing the emergency response—are part of a supply chain with very close links.

What happens in one of these links affects the other links.



**ASCEND**

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Trainer's Guide - 16

**Slide No. 16**

### Trainer Notes

Supply management must focus on an integral approach that looks at all the links in the sequence and never loses sight of their interdependence.





## Initiate logistics operations

2.3

### Challenges in an emergency logistics operation

Emergency Characteristic	Challenges to Emergency Logistics
Large-scale impact	Problem scale and complexity
Severe consequences	Different objectives and decision criteria
Multi-agency involvement	Multiparty collaboration problem
Time pressure and urgency	Critical time requirement and real-time decision making
Demand surge and resource shortage	Allocation of scarce resources
Great uncertainty	Stochastic and scenario-based modelling
Infrastructure damage	Logistics with damaged infrastructure



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Trainer's Guide - 17

**Slide No.** 17

### Trainer Notes

Given the complexity of supply chains, several challenges are often faced when planning and implementing a logistics operation.





## Initiate logistics operations

2.3

### Overview of logistics and supply activities over the duration of a program

Activity	Assessment phase	Start-up phase	Implementation phase	Closure phase
Asset's tracking	<ul style="list-style-type: none"> <li>Identify the availability of assets that are currently available.</li> </ul>	<ul style="list-style-type: none"> <li>Establish databases and ensure items are registered as received.</li> <li>Ensure assets are tracked as they move.</li> </ul>	<ul style="list-style-type: none"> <li>Track capital item movements.</li> </ul>	<ul style="list-style-type: none"> <li>Make a disposal plan for all assets.</li> <li>Ensure donor/ internal policies for disposal are followed.</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>Determine logistics and supply requirements.</li> <li>Determine existing organization capacity and capability.</li> <li>Determine available local capacity and capability.</li> <li>Specify international and national recruitment needs.</li> <li>Provide staffing budget.</li> </ul>	<ul style="list-style-type: none"> <li>Finalize and agree on job descriptions.</li> <li>Recruit staff.</li> <li>Induct and train staff, as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor staff performance and provide feedback.</li> <li>Provide training and development, as necessary.</li> <li>Identify additional needs and recruit, as required.</li> </ul>	<ul style="list-style-type: none"> <li>Plan staff's contract termination or redeployment as the program scales down.</li> <li>Ensure contract termination processes and procedures comply with local's laws, etc.</li> </ul>



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Trainer's Guide - 18

**Slide No.** 18

### Trainer Notes

Activities in logistics operations are different in each phase of the program. Still, they are all part of the same chain. Each activity has an impact on other activities in the next phase.



Image 19: Slide 19



## Initiate logistics operations

2.3

### Overview of logistics and supply activities over the duration of a program (continued)

<b>Warehouse and inventory management</b>	<ul style="list-style-type: none"> <li>Determine storage and warehousing needs.</li> <li>Identify available existing storage/warehousing facilities/material handling.</li> <li>Identify opportunities for expansion.</li> <li>Identify potential new sites.</li> <li>Provide budget costs.</li> </ul>	<ul style="list-style-type: none"> <li>Select sites.</li> <li>Negotiate and conclude contracts.</li> <li>Carry out any essential works to customize to requirements.</li> <li>Obtain material handling equipment and storage media.</li> <li>Establish effective management control and reporting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure buildings are well maintained and that any problems are dealt effectively within terms of lease/contracts.</li> <li>Ensure that procedures are well implemented.</li> <li>Carry out regular stock reviews and audits and ensure results are recorded.</li> </ul>	<ul style="list-style-type: none"> <li>Make a plan for disposal of remaining stock, equipment ensuring donor/internal policies for disposal are followed.</li> <li>Ensure appropriate notice is given.</li> <li>Do an exit inspection with landlords and the owner.</li> </ul>
	<b>Transport and distribution</b>	<ul style="list-style-type: none"> <li>Identify local suppliers and assess their capability.</li> <li>Check on import procedures.</li> <li>Develop a purchasing plan: identify supply needs and system.</li> </ul>	<ul style="list-style-type: none"> <li>Establish an effective order management system.</li> <li>Train staff, both logistics and users, in its use.</li> <li>Make purchases in accordance with the system and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure procedures are effectively implemented.</li> <li>Monitor performance of vendors and systems.</li> <li>Identify problem areas and take remedial action where necessary.</li> <li>Ensure all orders are closed, and suppliers are paid.</li> <li>Consolidate records for potential future audit or evaluation.</li> </ul>


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Trainer's Guide - 19

**Slide No. 19**

### Trainer Notes

Activities in logistics operations are different in each phase of the program. Still, they are all part of the same chain. Each activity has an impact on other activities in the next phase.





## Initiate logistics operations

2.3

**Overview of logistics and supply activities over the duration of a program (continued)**

<b>Fleet management</b>	<ul style="list-style-type: none"> <li>• Determine requirements for vehicles and their types.</li> <li>• Decide whether to hire or purchase.</li> <li>• Provide budget costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange hire or purchase of vehicles.</li> <li>• Establish maintenance systems.</li> <li>• Establish usage and fuel monitoring systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure procedures are effectively implemented.</li> <li>• Monitor results and check deviations from the norm (e.g., excessive fuel consumption)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and implement disposal/ reallocation of vehicles as per internal and donor policies.</li> <li>• Ensure any rental contracts are terminated correctly, and final payments are made.</li> </ul>
<b>Comms and IT</b>	<ul style="list-style-type: none"> <li>• Determine requirements for IT equipment/ services.</li> <li>• Assess internal capacity.</li> <li>• Check local regulations, licenses, etc.</li> <li>• Specify the additional capacity and technologies required.</li> <li>• Provide budget costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain equipment and appropriate licenses, etc.</li> <li>• Install.</li> <li>• Train staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure equipment is maintained, repaired and updated as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and implement disposal/ reallocation of equipment as per donor/internal requirements.</li> <li>• Notify authorities concerning licenses, regulations, etc.</li> </ul>



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Trainer's Guide - 20

**Slide No.**      **20**

### Trainer Notes

Activities in logistics operations are different in each phase of the program. Still, they are all part of the same chain. Each activity has an impact on other activities in the next phase.



Image 21: Slide 21



## Initiate logistics operations

2.3

**Overview of logistics and supply activities over the duration of a program (continued)**

<b>Information Management</b>	<ul style="list-style-type: none"> <li>Identify performance measures for logistics activities on the project.</li> <li>Provide input with budget cost, assumptions and possible constraints into the proposal process.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a system to regularly feedback order information to customers.</li> <li>Establish a system to feedback actual cost information to budget holders.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure reporting processes established are followed and updated where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Provide 'end of deployment' report and input into final project reports on compliance with donor requirements.</li> </ul>
<b>Support to Security Management</b>	<ul style="list-style-type: none"> <li>Gather information on the context and specific threats to the UN, local authorities, partners and other NGOs.</li> <li>Carry out threat and vulnerability analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Develop security guidelines to minimize risks identified during assessment.</li> <li>Continue information gathering for regular reviews of risk analysis.</li> <li>Identify changes in risk level and alerts</li> </ul>	<ul style="list-style-type: none"> <li>Continue information gathering and dissemination for reviews of risk analysis.</li> <li>Identify changes in risk level/alert management.</li> <li>Update security guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that there are no security lapses towards the end of the project.</li> <li>Ensure no security gaps during the handover of activities or equipment to partners or donors.</li> </ul>



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Trainer's Guide - 21

**Slide No. 21**

### Trainer Notes

Activities in logistics operations are different in each phase of the program. Still, they are all part of the same chain. Each activity has an impact on other activities in the next phase.





*Image 22:* Slide 22

**Slide No.** 22

**Trainer Notes** Close presentation and thank the participants.





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ONE RESPONSE

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