

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



ADM.TEC 013.1

Apply Logistics Planning Process



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

APPLY LOGISTICS PLANNING PROCESS

ADM.TEC.013.1

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.

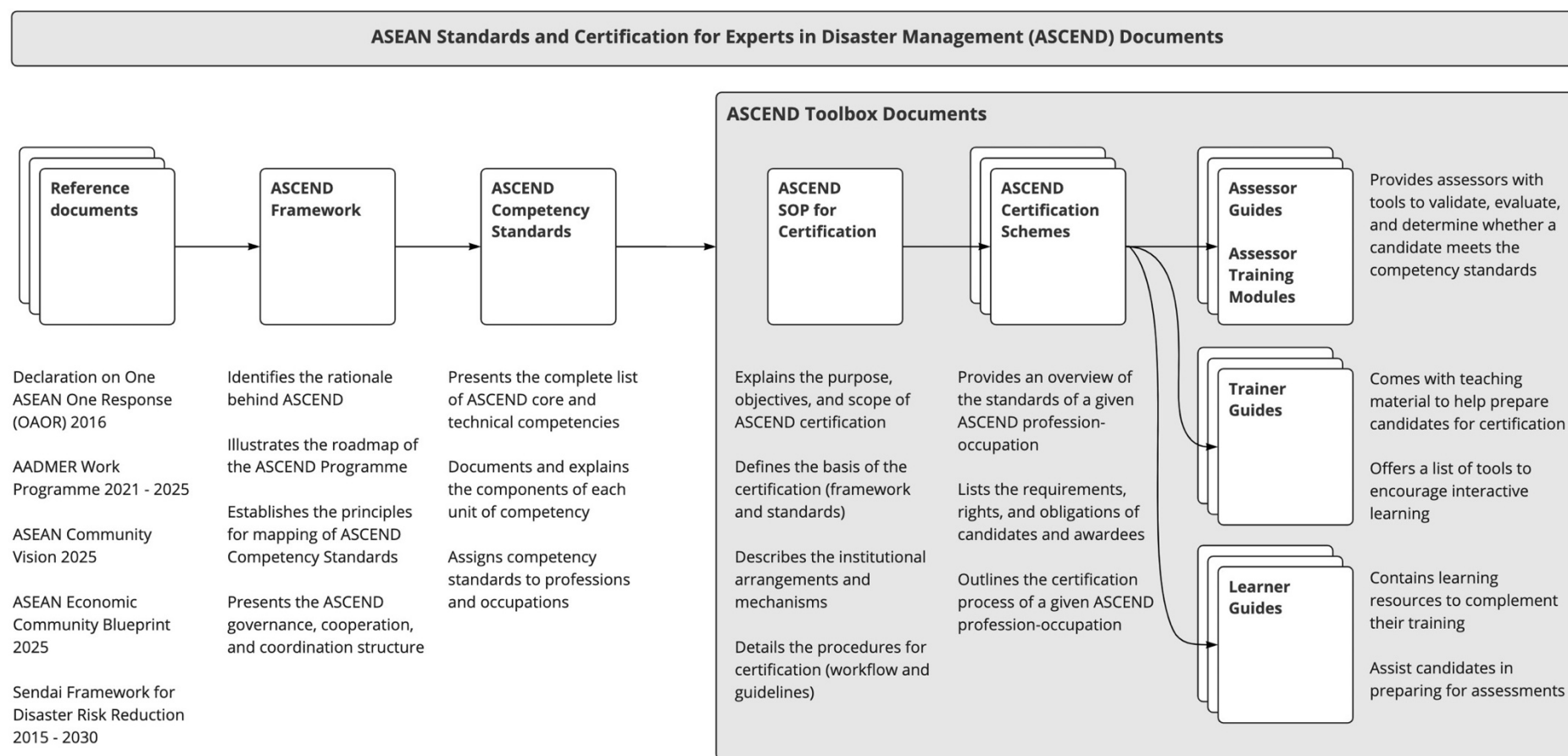
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor 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 : **Apply Logistics Planning Process**
Unit number : **ADM.TEC.013.1**

Unit description : This unit deals with the skills and knowledge required to collect information and identify local resources and its capacities for further logistics planning and general knowledge on logistics rapid assessment.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Conduct emergency logistics assessment</p> <ol style="list-style-type: none"> 1.1 Identify assessment phase and objectives 1.2 Identify requirements for planning and assessment 1.3 Identify the appropriate scopes of assessment 	<p>Unit Variables</p> <p>The unit variables provide 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 advice and knowledge for the logistics officer on what logistics capacity assessment is, types of logistics assessment, why it is essential to be conducted and how it must be conducted.</p> <p>This is an important module that enlightens the logistics officer on the importance of having all the correct information related to the logistics infrastructure, service forwarder, geographical condition, and logistics information in preparing a logistics planning process.</p>
<p>Element 2. Familiarise logistics concept operation and action plan</p> <ol style="list-style-type: none"> 2.1 Identify the scopes and objectives of Concept of Operation 2.2 Produce the process of logistics action plan 	<p>The participants should know and be familiar with the logistics concept of operation and transform it into an action plan.</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 the type and scopes of assessments • Ability to identify information that must be collected when conducting a logistics assessment. • Ability to analyse logistics business process.



- Ability to provide accurate information from the assessment to support the logistics planning process.
- Ability to identify potential bottlenecks and propose an alternate solution.

Linkages to other Units

This is a core unit for a logistics officer, which gives knowledge for a logistics officer on how to conduct an emergency logistics assessment. This module links to the mechanism of response in humanitarian logistics and logistics planning.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify the type and scopes of assessments.
- Demonstrated ability to identify information that must be collected when conducting a logistics assessment.
- Demonstrated ability to analyse logistics business processes.
- Demonstrated ability to provide accurate assessment information to support the logistics planning process.
- Demonstrated ability to identify potential bottlenecks and propose alternate solutions.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical implementation of the knowledge about logistics principles and humanitarian logistics 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 workplace and observing how a warehouse operation is conducted. Guidelines, protocols, tools and equipment are used.

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	2	Data collection during the assessment
Communicating ideas and information	2	Dealing with logistics partners during the assessment
Planning and organising activities	2	Develop assessment plan
Working with others and in teams	2	Coordinate with logistics coordinator
Using mathematical ideas and techniques	2	Calculating the data
Solving problems	2	Dealing with ad hoc requests from management
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.

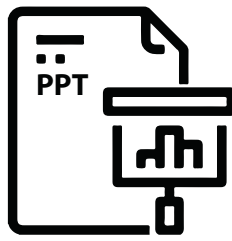
<https://www.google.com/forms/about/>

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>



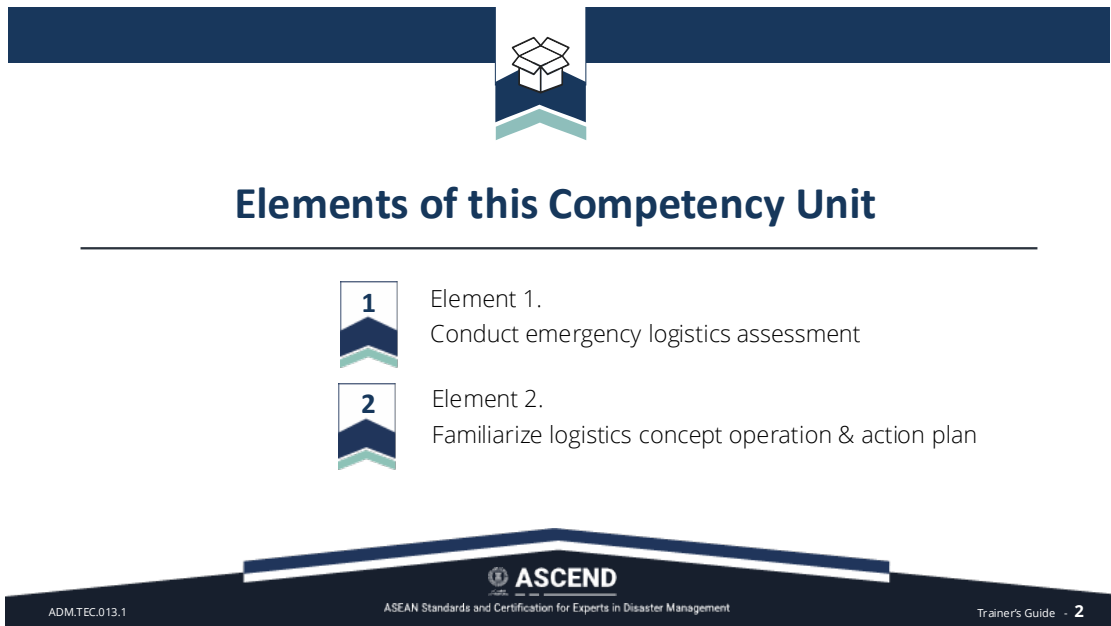
5.2

PowerPoint slides and presenter notes

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

Trainer welcomes students to class.



Image 2: Slide 2

The slide features a dark blue header with a white box icon in the center. Below the header, the title "Elements of this Competency Unit" is displayed in a bold, dark blue font. Underneath the title, two numbered elements are listed, each preceded by a blue and white chevron icon with a white number. Element 1 is "Conduct emergency logistics assessment" and Element 2 is "Familiarize logistics concept operation & action plan". At the bottom of the slide, there is a dark blue footer bar containing the ASCEND logo, the text "ASEAN Standards and Certification for Experts in Disaster Management", and the page number "2" on the right. The footer also includes the code "ADM.TEC.013.1" on the left.

Elements of this Competency Unit

- 1 Element 1.
Conduct emergency logistics assessment
- 2 Element 2.
Familiarize logistics concept operation & action plan

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Slide No. 2

**Trainer
Notes**

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

- Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail
- Participants can obtain more detail from their Learner's Guide
- At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, workplace practices, standards, policies, and procedures must be observed.



Image 3: Slide 3**Element 1****Conduct emergency logistics assessment****Performance Criteria**


- 1.1 Identify assessment phase and objectives
- 1.2 Identify requirements for planning and assessment
- 1.3 Identify the appropriate scopes of assessment

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


Trainer briefly talks about the sub-elements of Element 1 and why it is important for Humanitarian Logistics professionals to know these.



Image 4: Slide 4



Identify assessment phase and objectives

1.1


Introduction


A logistics capacity assessment gathers comprehensive information related to logistics infrastructure and services to inform the design and implementation of logistics operations.

>

An emergency logistics assessment is collecting, analysing, and disseminating logistics-related data and information in the context of a disaster.

>

Assessments should be continuous to enable organisations to monitor changes as responses or interventions evolve.


ASEAN Standards and Certification for Experts in Disaster Management

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Slide No. 4
**Trainer
Notes**

Every logistician needs to understand how to conduct an emergency logistics assessment.

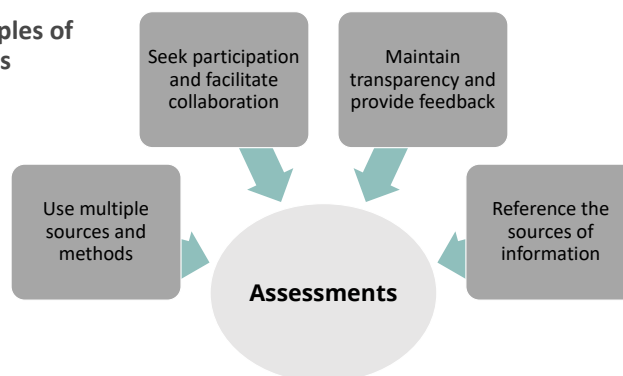




Identify assessment phase and objectives

1.1

Basic principles of assessments



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Slide No. 5


Trainer Notes

Basic Principles of Assessments

- 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 secondary data (existing reports) and primary data (new information specifically gathered for the assessment).
 - Compare (triangulate) information from the different sources.
- b. Seek participation and facilitate collaboration. As much as possible, involve other stakeholders in data collection processes: Get consensus on:
 - What are the risks?
 - What are the assessment objectives?
- c. Maintain transparency and provide feedback with conclusions and recommendations.
- d. Reference the sources of information in all documentation.
 - Once the assessments are complete, organisations move into the planning phase and develop a response plan on meeting the needs of the affected communities. Organisations can make more informed decisions based on recommendations made after the assessment.














Image 6: Slide 6




Identify assessment phase and objectives

1.1

Logistics assessment in a disaster response operation

Assessments	Purpose of emergency logistics assessments
<ul style="list-style-type: none">  Need assessment aims to collect complete data regarding the unmet needs of beneficiaries.  It includes information about food, shelter, hygiene kit, medical care, safe drinking water, sanitation and waste disposal, psychosocial support, among others.  Emergency logistics assessment focuses on gathering information on the aspects supporting meeting those basic needs.  It refers to the availability of supplies in the affected areas, access to transportation for aid distribution, etc. 	<ul style="list-style-type: none">  Evaluate the impact on logistics infrastructure  Determines the priority of delivery of items most urgent needs  Identifies the most affected areas for positioning of hubs  Defines the level of response depending on the complexity  Highlights special concerns  Recommends other assessments needed  Provides baseline data for benchmarking and monitoring

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Slide No. 6

Trainer Notes

An emergency logistic assessment has distinct objectives. There is a fundamental difference between logistics assessments and needs assessments.





Identify assessment phase and objectives

1.1

Three types of emergency logistics assessments: situation and approach

TYPE	SITUATION	APPROACH
Rapid Logistics Assessment	Immediately after disaster strikes.	Rapid collection of data targeted to specific responses
Detailed Logistics Assessment	After a rapid assessment, if the situation is changing, and if more information is needed	More complete data will be gathered and assessed based on developments internally and external to the organisation
Continual Logistics Assessment	During the implementation of an operation	Data and information are continuously reviewed so that relief programming can be adapted to evolving needs

Slide No. 7

Trainer Notes

Shortly after arriving and starting operations onsite, a logistics officer will not need (and cannot get) exact and detailed information. A general overview is sufficient to mobilise upstream resources and get supplies moving in the right direction.

a. Initial Enquiries: Information gathering starts moments after the onset of the disaster, even before the assessment team deploys to the affected areas. Before the rapid assessment team deploys, staff should start collecting information from other responders' reports in the field and through other relief workers attending coordination meetings. Government announcements and media sources are also helpful.

b. Rapid Logistics Assessment: Focused on macro-level concerns and relying on assumptions and estimates. The rapid logistics assessment is conducted as early as a few hours after the onset of a disaster. It must be completed within three (3) days at the latest.

- When conducting a rapid assessment, evaluators must understand its limitations and drawbacks. Because speed is a priority, the accuracy of the data may be compromised, and the information obtained is often prone to bias. In addition, certain areas may not have been assessed due to access or security issues.
- The collected information should be triangulated with information from different sources and promptly reported to headquarters. It is essential to ask "what is most important in disaster relief" based on the Sphere Standards, what recommendations for response to prioritise, and what areas require more in-depth assessment.

c. Detailed Logistics Assessment: the accurate picture is achieved progressively through numerous small assessments over the following month of the emergency operation.



A detailed assessment is carried out when:

- A rapid assessment is complete, and more detailed information is required to provide sound recommendations
- The organisation is considering starting operations in a new area and requires detailed information to inform the decision
- The situation changes gradually (e.g., a slowly developing drought) and needs more information.

Detailed logistics assessments generally take about one month. But it could take more or less time depending on the size of the area, the complexity of the issues and the resources available.

d. **Continual Logistics Assessment:** Data and information will be updated and shared with relevant stakeholders. This data and information may be obtained during coordination meetings and information exchange activities.

- Continual assessment occurs when the organisation has carried out a detailed assessment and is now operational in an area. It involves regularly updating information on the situation and seeking relevant feedback from the beneficiaries to facilitate decision-making on long-term activities.
- Continual assessment helps spot changes and initiate a rapid or detailed assessment. Information gathered during the continual assessment is used as secondary information during rapid and detailed assessments.

Lastly, the assessment results must also be shared with other disaster relief organisations and local governments to cross-check information and appropriately coordinate the response.



Image 8: Slide 8



Identify assessment phase and objectives

1.1

Three types of
emergency
logistics
assessments:
Features

FEATURES	RAPID LOGISTICS ASSESSMENT	DETAILED LOGISTICS ASSESSMENT	CONTINUOUS LOGISTICS ASSESSMENT
Time	3 days	30 days	Information collected regularly throughout the operational period.
Access to information sources	Limited , there is no time to visit all locations and talk to a full range of informants. security and safety concerns limit movement and access to people.	Possible to visit enough locations and interview a full range of informants.	Full access.
Typical information sources	Secondary information, local services (supply, transporters, etc.), NGOs, government (small sample).	Secondary information, full range of informants.	Secondary information from elected informants, indicators, internal staff, and volunteers.
Importance of assumptions	High Insufficient time to gather comprehensive information. Must make assumptions based on previous experience / LCA	Low Sufficient time to interview a full range of informants.	Medium Assumptions based on indicators and informants, but these can be verified with other sources.


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Slide No. **8**

Trainer Notes

All assessments are based on the same principle (identifying vulnerabilities and capacities) and follow the same process (observation, interviews, and information collection). However, the way information is collected on the type of assessment.



Image 9: Slide 9




Identify assessment phase and objectives

1.1

Logistics Capacity Assessment (LCA)

LCAs consider critical logistics links:	Purpose of an LCA
<ul style="list-style-type: none"> ▣ Ports / Airports capacities ▣ Roads / Rail capacities ▣ Storage facilities ▣ Handling procedures ▣ Labour rates and management structures ▣ Local transportation resources ▣ Deficiencies, weaknesses, bottlenecks, and possible solutions ▣ Operating context (political, environmental, regulations, etc.) 	<ul style="list-style-type: none"> ▣ Support contingency planning activities. ▣ Identify potential logistics bottlenecks and constraints. ▣ Facilitate the preparation of Emergency Response Operational Plans. ▣ Improving resource needs estimations at the emergency planning stage. ▣ Facilitate any inter-agency logistics coordination. ▣ Reduction of response time in delivery of emergency relief goods. ▣ Increase access to beneficiaries. ▣ Reduction of overall costs for shipping relief to beneficiaries. ▣ Facilitating the transition from Relief and Rehabilitation to Development phase. ▣ Providing briefing material for staff unfamiliar with the region.

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Trainer Notes

- LCA is not part of the assessment phase carried out during an emergency. But it is an essential part of logistics operations planning. LCA is often conducted in the preparedness phase of a disaster management cycle.
- Logistics Capacity Assessment (LCA) is a formal evaluation designed to obtain a fundamental understanding of the context, the logistics infrastructures and services in a country or a region, aiming at implementing humanitarian relief operations.



Image 10: Slide 10

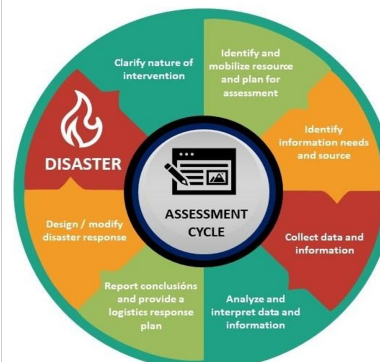


Identify requirements for planning and assessment

1.2

Assessment cycle

- Assessments should be planned out carefully.
- It involves a sequence of activities that must be coordinated and managed.
- The following activities typically constitute the assessment process:



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Slide No. 10

Trainer Notes

Emergency logistics assessment is an integral part of response operations planning because it assists in determining the most efficient and cost-effective ways an organisation can assist in providing the goods and services to affected populations.

a. **Clarify the nature of the intervention**

- Identify your information needs.
- Seek reliable sources from various stakeholders.
- Verify information from alternative sources.

a. **Identify and mobilise resources and plan for assessment**

- The assessment team should consist of disaster experts, staff familiar with the local area, and relevant specialists (public health, logistics, etc.). They must be familiar with the Sphere Standards.
- Decide and agree on the roles and responsibilities of teams before conducting the assessment. For example, which teams will cover which areas, and how will they coordinate when conducting the survey.

a. **Identify information need and source**

The data source that we can use in the assessment will vary, depending on the accessibility of sources and time available to collect information. Sources include:

- Affected populations directly or through others.
- Local vendors
- Local and national authorities
- UN Agencies or Clusters
- International Federation and National Red Cross Society
- NGOs, both international and local
- Media



- Internet
- a. **Collect data and information**

Identify baseline data if available and build on existing information. The types of information collected during the assessment include:

- Baseline data: What used to be there?
- Situation: What has happened?
- Needs: What assistance is required?
- Capacity: What resources exist?
- Gaps: What are the critical shortfalls?
- Risk: What is the existing risk, primary and secondary hazard?

- a. **Analyse and interpret data and information**

- Evaluate against a baseline
- Cross-check and compare reports from different sources, if possible.
- Update information continuously as needs change
- Report conclusions to relevant sectors that draw on the logistics services.

- a. **Report conclusions and provide a logistics response plan**

- Align objectives to program needs
- Identify and allocate resources
- Plan and develop monitoring and evaluation processes



Image 11: Slide 11



Identify requirements for planning and assessment

1.2



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Trainer Notes

It is essential to plan an assessment properly because errors in interpreting the objectives and how it is conducted will impact the results and provide the wrong information for the decision-making.



Image 12: Slide 12



Identify the appropriate scopes of assessment

1.3

Introduction

The scope of an emergency assessment will be different depending on the circumstances. It may vary from one emergency to another emergency.



But basic information must be collected in every emergency response before logistics can function.

It includes the number of affected populations, distribution plans, and required supplies.



There are "programmatic logistics" functions that refer to delivering goods to beneficiaries.

There are also "support logistics" functions for providing water and sewage, electrical power, communication services to sustain response teams.



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Trainer Notes

- The scope of each emergency logistics assessment varies depending on the onsite conditions and objectives of the organisation. But some general patterns can be used as benchmarks and then developed further.
- In gathering information, there are several methods that the logistics team can use according to their individual needs and contexts. These are onsite visual inspections, interviews, sampling, and relying on secondary data.

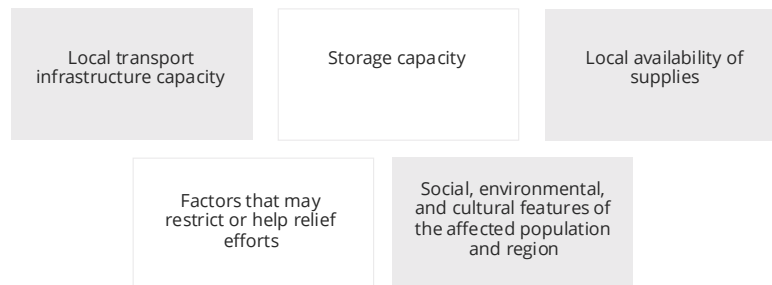




Identify the appropriate scopes of assessment

1.3

General scope of an emergency logistics assessment



Slide No. 13

Trainer Notes

General scope of an emergency logistics assessment

Local transport infrastructure capacity

- Internal transport network: check all available transport infrastructures such as road, air, rail, and waterways.
- Road: check category and state of roads, distance, bottlenecks, security, payload capacity (bridges), transport market and transport rates, and connection with international transport.
- Overland entry points: check location, customs procedures, bottlenecks and delays, security, freight forwarder and rates, and working hours.
- Air: check airfield locations and specificities (GPS coordinates, length and surface of the airstrip, type of aircraft that can operate), scheduled and chartered flight options, cost, regulation and clearance procedure for chartered flights, and security and safety.
- Waterway (coastal and river): check ports (location, capacity, handling rate), types of vessels that can operate and their carrying capacity with seasonal variation, procedures for contracting transport, availability of vessels, identification of potential bottlenecks, and security.
- Rail: check rail network and condition, traffic frequency and transport capacity, procedures to use rail transport, cost, and connection with the international rail network.

Storage capacity

- Determine your potential warehousing needs (surface, volume, facilities, cold chain).



- Assess availability and identify storage facilities (cost, surface, volume, conditions, access).

Local availability of supplies

- Determine availability and location of sources of supplies (reliability, quality, capacity, delivery, cost).
- Identify private and public resources (donations, contributions, etc.).

Factors that may restrict or help relief efforts

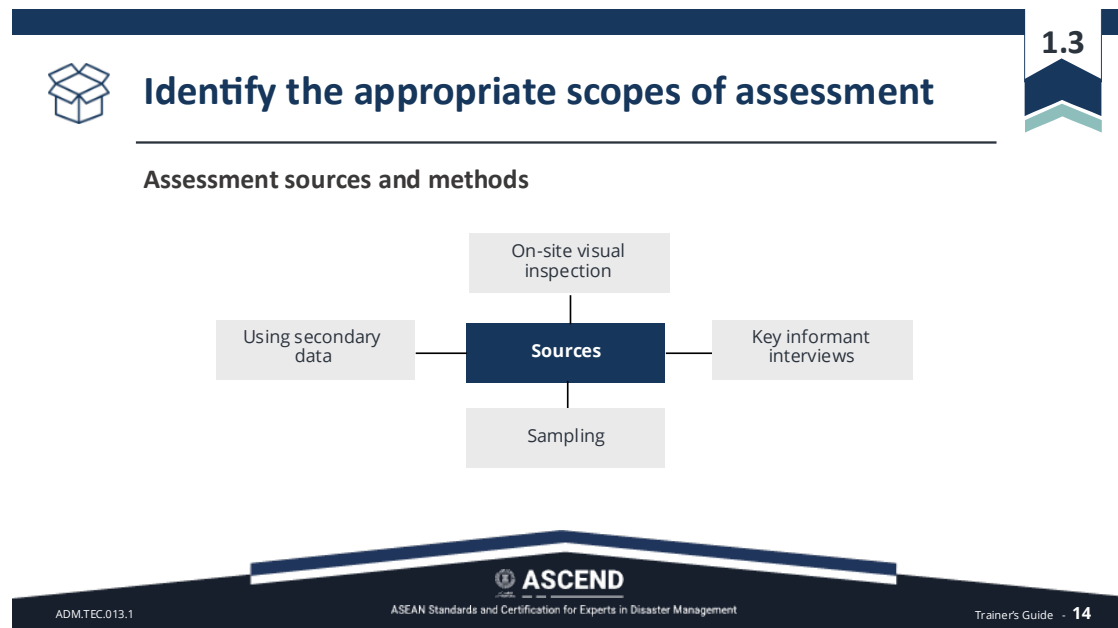
- National authorities may restrict, ban, or help any logistics operations.
- Geography and remoteness of the area, climatic conditions.
- Safety and security.
- Poor infrastructure and lack of logistics resources available at the site.

Social, environmental, and cultural features of the affected population and region

- Program staff should consider this information when making decisions about the supplies needed, ways of distributing them, and how they are to be used or consumed.
- Sector specialists should identify the population's dietary habits (types of food not consumed for religious or traditional reasons) and relevant info to determine what assistance to offer and what to avoid.
- Logisticians should prioritise local and regional producers before asking for food assistance or negotiating food acquisition in other regions.
- With help from logisticians, sector specialists should identify gender roles and norms, family structures, and roles relating to age.
- With support from logisticians, sector specialists should identify the most common types of housing and construction.
- The program team should identify ethnic or cultural minorities and their specific needs.
- The program team should identify the community organisations and areas for cooperation.



Image 14: Slide 14



Slide No. 14

Trainer Notes

Information for the assessment report is collected from existing literature, relevant historical material, pre-emergency data, discussions, and interviews with key informants, including donors, agency staff, government personnel, local specialists, community leaders, elders, health workers, teachers, traders and more.



Image 15: Slide 15

Element 2

Familiarize logistics concept operation & action plan

Performance Criteria

- 2.1 Identify the scopes and objectives of Concept of Operation
- 2.2 Identify the process of logistics action plan



Slide No. **15**

Trainer Notes

Briefly talk about the sub-elements of Element 2 and why it is important for Humanitarian Logistics professionals to know these.





Identify the scopes and objectives of Concept of Operation

2.1

Logistics Concept of Operation (ConOps)

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

Helping various actors to agree on a specific setup.

ConOps

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

Outlining frameworks, roles, responsibilities, and procedures.



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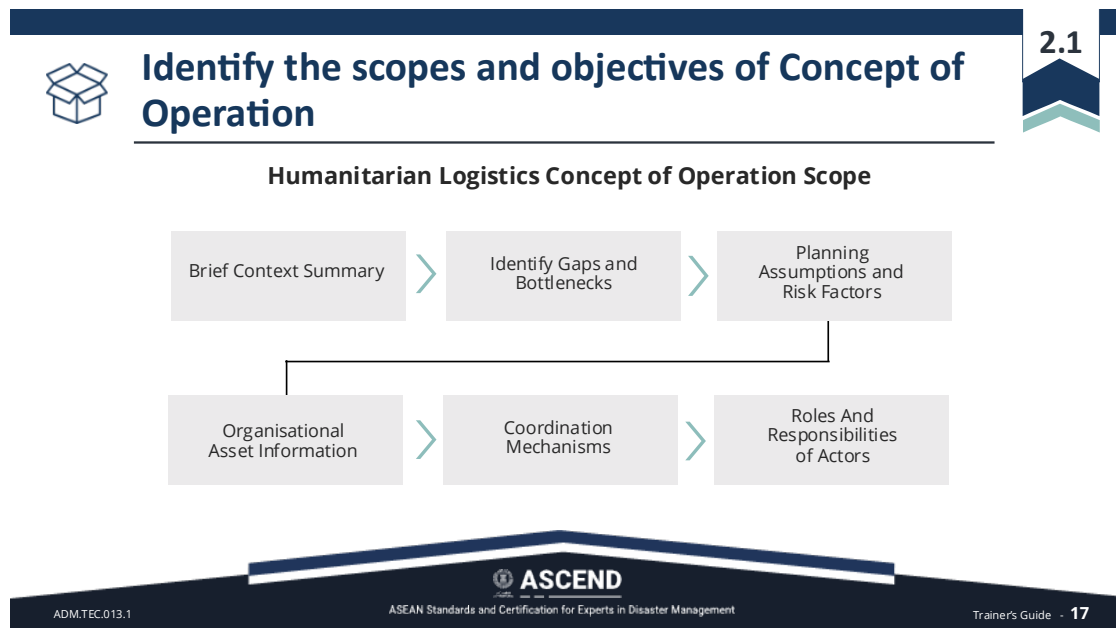
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Trainer Notes

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



Image 17: Slide 17



Slide No. 17

Trainer Notes**Humanitarian Logistics Concept of Operation Scope**

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



warehouses nearby affected areas, emergency supplies, among others.

- **Coordination Mechanisms**

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

- **Roles And Responsibilities of Actors Involved**

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

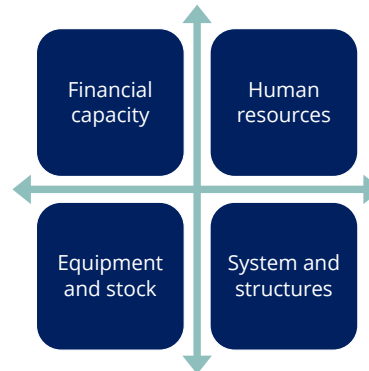




Identify the process of logistics action plan

2.2

Organisational capacities



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Trainer Notes

- As soon as a disaster occurs and the organisation decides to participate in emergency response operations, this planning process begins. Usually, the entire team, including logistics, will receive the initial circulating information such as SitRep.
- If the organisation does not have a network in the affected area, it will come from third parties such as Reliefweb, government sources or media.
- Considering internal capabilities, commitments, and mandates, the organisation will develop a Concept of Operation as one of the bases for deploying the team to affected locations.
- The types of organisational capacities to consider are: financial capacity, human resources, equipment and stock, bureaucracy/system

a. Financial Capacity

- Does the organisation have sufficient initial funds to start operations (usually in the form of an emergency fund or an unrestricted fund)?
- Has the organisation received information about potential donors who could be a source of additional funding or even establish an emergency program?
- Are there any restrictions in allocating the existing budget, specifically for specific programs, for example?
- Will there be difficulties in channelling funds if the team is in the affected location (usually due to infrastructure damage or financial bureaucracy on international missions)?

b. Human Resources

- Are there sufficient staff in quantity for the team's deployment to the affected sites?



- Will sending staff disrupt the existing workload?
- Is there qualified staff available for deployment to affected locations?
- Does the organisation have a mechanism that allows rapid recruitment, such as an emergency roster team system in place?
- Are there any restrictions on sending teams to affected locations, such as immigration or territorial quarantine issues due to the spread of a pandemic?

c. Equipment and Stock

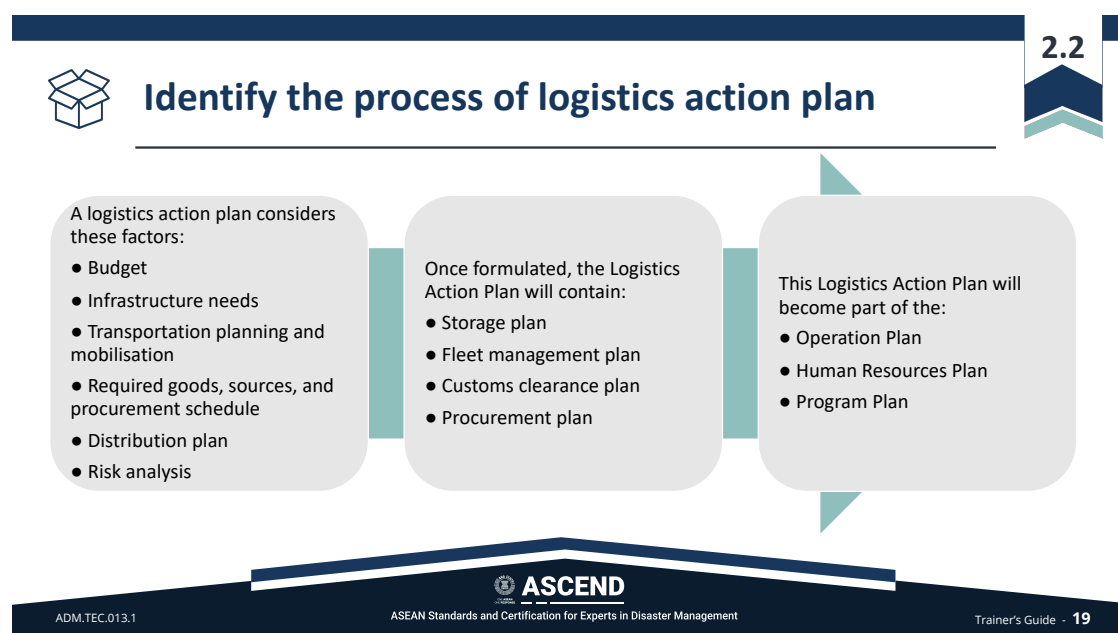
- Does the organisation have an emergency cache/preposition stock that allows the team to immediately deploy and perform humanitarian services?
- If not, is there sufficient time to prepare the supplies before the team departs?
- Are there any equipment restrictions in the affected location, for example, a prohibition on carrying satellite phones?

d. System and Structures

- Do the internal systems allow the organisation to carry out emergency response operations, such as developing specific protocols for emergency operating situations?



Image 19: Slide 19



Slide No. 19

Trainer Notes

After all the data has been collected, the logistics team will analyse the information and use it for planning programmes and preparing a logistics action plan.

A logistics action plan considers the following factors:

a. Budget

What is the status of the operational funds? Are there any developments from the previous point? Are there new donors willing to provide funds for the program to be implemented?

b. Infrastructure needs

What infrastructure is needed for program planning (warehouse, office, clinic, etc.)? Is the infrastructure available, or should plans be considered for constructing emergency infrastructure? If so, how would it affect the organisational resources and budget?

c. Transportation planning and mobilisation

How will the team deploy and mobilise items for internal or distribution purposes? Is there any possibility of receiving in-kind donations that requires a customs clearance process? If so, how will the process work?

d. Required goods, sources, and procurement schedule

What items are needed to support the team (laptops, satellite phones, etc.) and the programme (food, medicines, NFI, etc.)? What is the process of purchasing these goods, whether through local, regional, or international vendors? Will you do bulk orders or purchases regularly?

What are your organisation's procurement regulations during the emergency? Are there donor restrictions?

e. Distribution plan

What will be distributed, and where is the distribution location? Is there any additional infrastructure or equipment required?



f. Risk analysis

Risk analysis is an integral part of operational planning that is often neglected. Some large donors such as BHA and DG ECHO require a structured Risk Analysis document as part of the proposal document for new funding.

Once formulated, the Logistics Action Plan will contain:

a. Storage Plan

Describes the process of storing goods to be purchased or received in the form of in-kind donations, including technical details such as warehouse volume requirements, locations to be selected, resources required, etc.

b. Fleet Management Plan

Describe how to process and allocate fleets, both internal and external. It includes the fleet mode to be selected, quantity, procurement process (buy or lease) and cargo estimates.

c. Customs Clearance (if any)

Describes how the customs clearance process according to prevailing regulations, the resources needed, and the timeline that will become the benchmark for receiving relief goods from abroad.

d. Procurement Planning

One of the essential processes in logistics planning because:

- It helps to identify what to buy, when and from what sources.
- It allows the team to evaluate if expectations in ConOps stage are realistic or not
- Team can determine beforehand any need for additional staffing and infrastructures.
- It enables the team to assess the need for technical expertise and their scope of work for particular requirements.
- It allows for monitoring the procuring process to determine how actual performance compares with planned activities.
- It enhances transparency and the predictability of the procurement process.

This Logistics Action Plan will eventually become part of the Operation Plan, Human Resources Plan, and Program Plan.

Logistics action planning consolidates information from internal and external sources with the organisation's internal capabilities, culture, and operating concepts into one solid plan to mobilise organisational logistics resources to support programme objectives.



Image 20: Slide 20

Slide No. 20

Trainer Notes Close presentation and thank the participants.





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