

1st Edition

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
012.1**

Apply Knowledge on
Humanitarian Logistics Context



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

APPLY KNOWLEDGE ON HUMANITARIAN LOGISTICS CONTEXT

ADM.TEC.012.1

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.

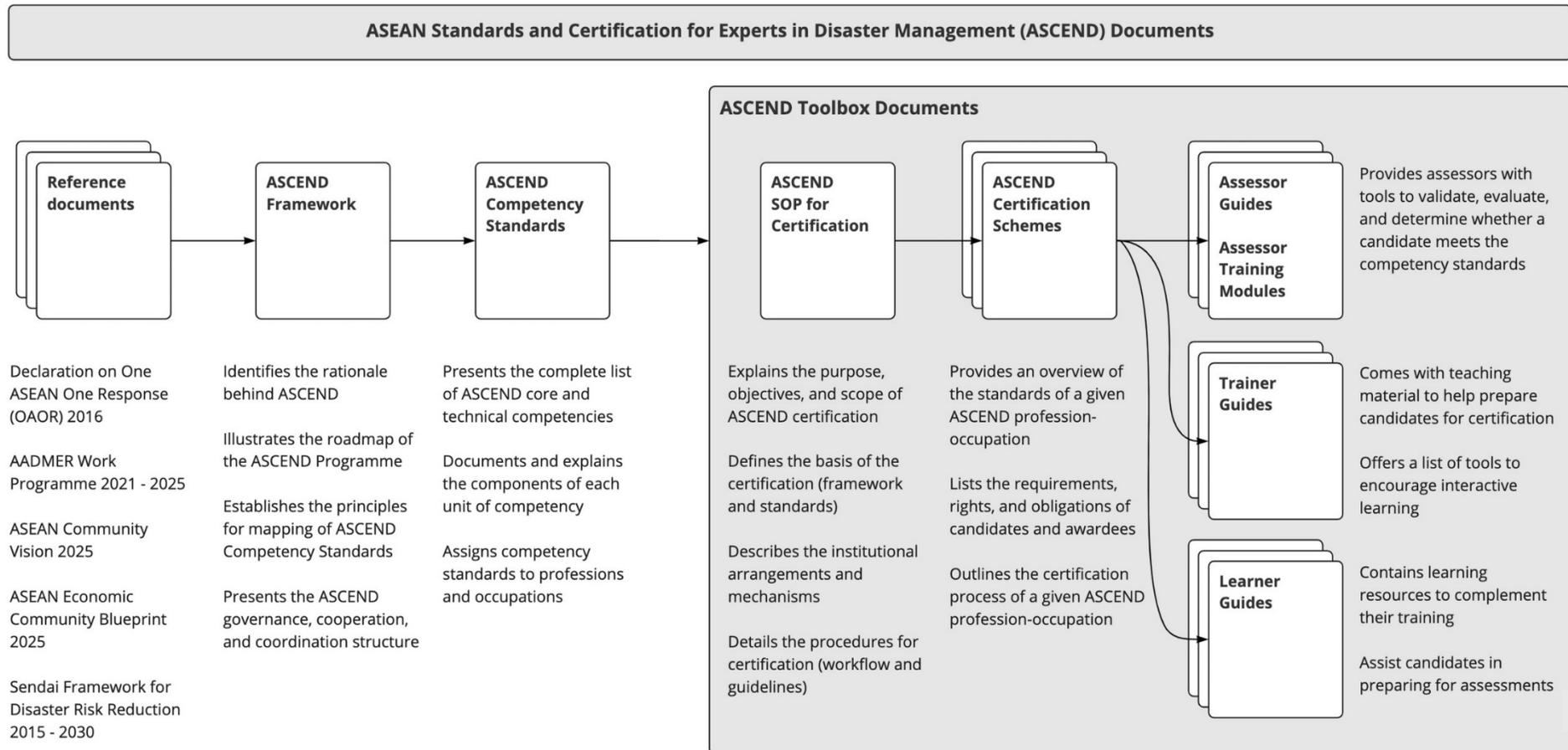
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor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

Unit number : ADM.TEC.012.1

Unit description : This unit deals with skills and knowledge required by a logistics officer to have a comprehensive understanding of logistics Principles, processes and implementation of logistics response operations.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Implement principles of logistics</p> <ul style="list-style-type: none"> 1.1 Identify the role of logistics as support service 1.2 Identify the flow of supply chain 1.3 Identify logistics stakeholders 	<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 knowledge and advice to understand the principles of logistics in humanitarian context, what logistics roles are as the support service and the challenges it may face. How does the supply chain flow from sourcing to last mile, and who are the stakeholders involved in the process.</p>
<p>Element 2. Implement storage plan</p> <ul style="list-style-type: none"> 2.1 Identify emergency logistics cycle 2.2 Identify logistics planning process 	<p>The participants should understand the emergency logistics cycles from preparedness, response, recovery and mitigation. The participants also expected to know which phase the logistics planning process will be initiated and what logistics activities are involved in the other phase.</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 use the principle of logistics. • Ability to apply the logistics definition. • Ability to identify the role of logistics. • Ability to identify the flow of supply chain.



- Ability to identify potential bottlenecks that may occur in the supply chain process and what should be done.
- Ability to understand emergency logistics cycles.
- Ability to get familiar with the logistics planning process.

Linkages to other Units

This unit is a technical unit for a Logistics Officer and must be delivered with other technical competencies of Logistics Officer. 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 use the principle of logistics.
- Demonstrated ability to apply the logistics definition.
- Demonstrated ability to identify the role of logistics.
- Demonstrated ability to identify the flow of supply chain.
- Demonstrated ability to identify potential bottlenecks that may occur in the supply chain process and what should be done.
- Demonstrated ability to understand emergency logistics cycles.
- Demonstrated ability to get familiar with logistics planning process.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and assesses either in the workplace or through a simulation activity, supported by various methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.



Resource Implications

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

Assessment Methods

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

- Case studies
- Observing of practical performance by participant
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	1	Respond to the related parties about problems occurring in the field
Communicating ideas and information	1	Sharing information on regular meeting
Planning and organising activities	2	Organising field assessment
Working with others and in teams	1	Coordination with logistics coordinator and other units



Using mathematical ideas and techniques	1	Calculating budget estimation
Solving problems	2	Dealing with field stakeholders
Using technology	2	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	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.
<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/>

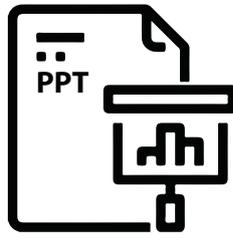
Quiz It! Live Quiz It! Live is an app similar to Kahoot that allows users to create and host live quizzes for groups. It also comes with automated timing, scoring, and marking.
<https://www.quizit.net/>

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

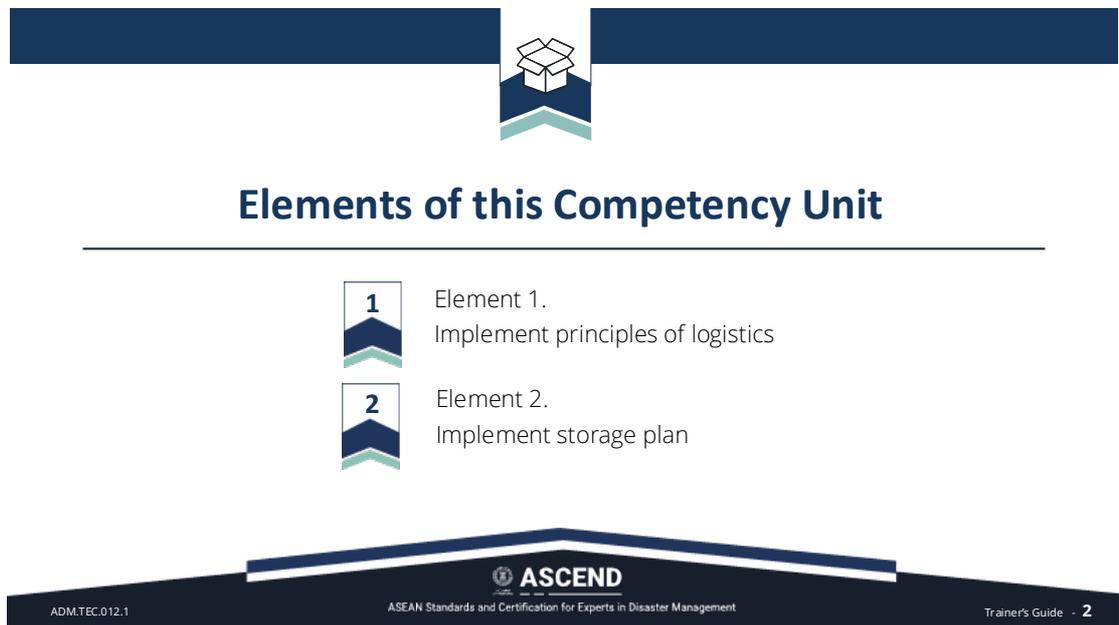


Slide No. **1**

Trainer Notes Trainer welcomes students to class.



Image 2: Slide 2



Elements of this Competency Unit

	<p>Element 1. Implement principles of logistics</p>
	<p>Element 2. Implement storage plan</p>


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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

Implement principles of logistics

Performance Criteria

- 📌 **1.1** Identify the role of logistics as support service
- 📌 **1.2** Identify the flow of supply chain
- 📌 **1.3** Identify logistics stakeholders



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.





Identify the role of logistics as support service

1.1

Introduction

All humanitarian logisticians need to understand the core purpose of logistics, its basic operating principles, and how to design efficient and effective logistics operations in disaster response.



Logistics play an important role in humanitarian operations because approximately 73% of the humanitarian response spending relates to the supply chain.



Humanitarian Logistics is the process of planning, implementing, and controlling the cost-effective and effective flow and storage of goods and materials and related information, from the point of origin to the point of consumption, to alleviate the suffering of affected and vulnerable people.


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Slide No. **4**

Trainer Notes

- Humanitarian logistics are a part of the supply chain and involve various systems and processes to mobilise people, resources, knowledge, and skills to deliver humanitarian assistance to people in need.
- It involves assessments, procurements, gaining clearances, delivering goods and services, monitoring, distributing, and evaluating. Communications and security are also important aspects of logistics programs, as other specialists often manage these.





Identify the role of logistics as support service

1.1

Humanitarian logisticians are expected to deliver:

Humanitarian logistics seek to support aid and relief efforts that save lives and alleviate suffering. It differs from commercial logistics in several aspects.

- 📦 the RIGHT commodities
- 📦 to the RIGHT place
- 📦 at the RIGHT time
- 📦 in the RIGHT quantity
- 📦 at the RIGHT quality
- 📦 and at the RIGHT price

FEATURES	COMMERCIAL LOGISTICS	HUMANITARIAN LOGISTICS
Strategic Goals	maximise profitability and achieve high customer satisfaction.	minimise loss of life and alleviate suffering
What is 'Demand'?	products and services	supplies and people
Demand Pattern	relatively stable, mostly predictable	highly variability and unpredictable in terms of timing, location, type, and size
Distribution Networks	well-defined methods for determining capacity and set locations of distributions centres	challenging due to the nature of the unknowns (areas, type, and size of events, politics, and culture) and 'last mile' considerations
Inventory Control	well-defined methods for determining inventory levels based on the lead time, demand, and target customer service levels.	inventory control is challenging due to the high variations in lead times, needs and demand locations.

Slide No. 5

Trainer Notes

- Humanitarian logistics operations differ from commercial logistic operations. Humanitarian logistics seek to save lives and alleviate suffering. Therefore, a higher cost-to-serve is acceptable.
- However, commercial logistics are about maximising profits and keeping their customer happy. Hence, products need to be shipped consistently and efficiently to achieve high levels of cost-effectiveness and productivity.



1.2



Identify the flow of supply chain

Introduction

The humanitarian supply chain is the flow of relief aid and the related information between the beneficiaries affected by disaster and the donors to minimise death and human suffering.

>

Management practices in the humanitarian supply chain refer to the coordination of the movement of goods and services along the chains the links the source of supply to the endpoint.

>

Management practices in humanitarian logistics focus on facilitating and maintaining the flow and storage of goods and services in an organisation.


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Slide No. **6**

Trainer Notes

- Many questions emerge when discussing the differences and relationships between humanitarian logistics and humanitarian supply chain management.
- The supply chain has a larger and more complex structure than logistics.
- Logistics refers to the different mechanisms and arrangements within a supply chain.





Identify the flow of supply chain

1.2

From logistics to supply chain

- Getting different actors to work together by sharing processes and distribution channels go beyond the scope of logistics.
- It requires an integrated supply chain management approach to coordinate multiple stakeholder efforts to maximise efficiencies and eliminate redundancies effectively.
- In the late 1980s and early 1990s, we witnessed the evolution of logistics as an activity (i.e., bringing products from point A to point B) to supply chain management as a necessary function in integrating global networks of planning, procurement, warehousing, transporting and distribution.
- Globalisation trends pushed organisations to look beyond their capabilities and scope and pay attention to enhancing coordination and integration of their activities along the whole value chain.
- Using the supply chain management approach provides the opportunity to optimise logistical performance at the inter-organisational level. It also forces organisations to choose what capabilities in the value chain to invest in and develop internally and what activities to outsource.


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Slide No. **7**

Trainer Notes

- There is a significant increase in stakeholders involved in delivering goods and services to affected communities.
- These various actors affect the speed, quality, cost, and variety of logistical services. An end-to-end supply chain management approach is needed.
- Humanitarian organisations have to go beyond traditional logistical services and adopt a more holistic supply chain management approach to coordinate the different players involved in a relief operation.

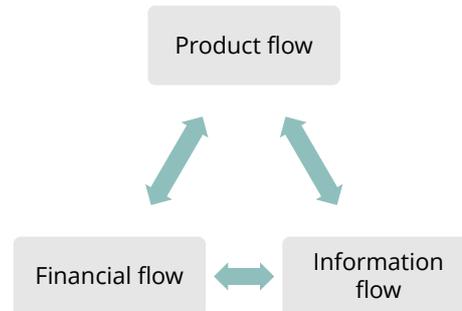




Identify the flow of supply chain

1.2

Types of flow in a supply chain management



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Trainer Notes

- Supply chain management has three main flows: the product flow, the information flow, and the finances flow.
- Like humanitarian logistics, supply chain management also adopts a system based on commercial processes adapted according to the humanitarian context and needs.
- **The Product Flow:** Product flow involves the movement of goods from the supplier until the beneficiaries receive the goods. This flow includes the purchasing, storage, and transport processes such as procurement, warehouse management and fleet management.
- **The Information Flow:** Information flow facilitates communication within the team, its donors, and partner vendors. It includes sharing information of an assessment or providing regular updates to management and related parties about the goods and services for beneficiaries.
- **The Financial Flow:** Financial flows involve payment schedules, consignment arrangements, and budget projections internally in an organisation and donors.

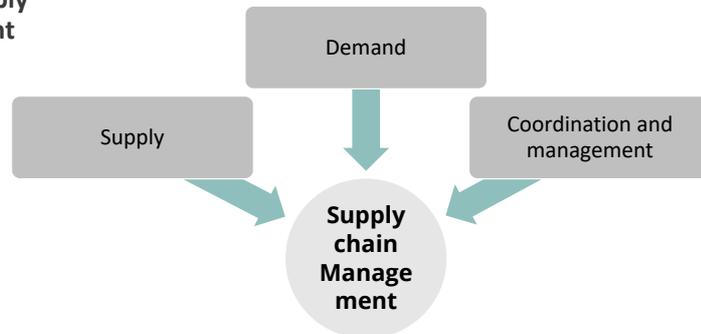




Identify the flow of supply chain

1.2

Challenges in supply chain management



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Trainer Notes

- The three challenges most often experienced in supply chain management are:
- **Supply**
- There are specific challenges related to supplies that come from in-kind donations. Since the quantity and mix of the supplies depend on donors, there is high uncertainty about what will be received. Moreover, the timing of these supplies might not be appropriate. For example, consumables that arrive too early expire or non-consumables that come after operations are no longer helpful.
- **Demand**
- Unlike logisticians in the private sector, humanitarian workers are constantly faced with many unknowns: when, where, what, how much, where from and how many times. In short, the fundamental parameters needed to make decisions and set up an efficient supply chain setup are highly variable. Additionally, disasters are unique even if they occur in the exact location since other factors such as population structure or economic conditions could have changed since the previous occurrence. Hence, historical data is not always helpful for predicting future demand.
- **Coordination and Management**
- The supply network is vast and complex, with numerous players (donors, NGOs, government, military, and suppliers). Despite being experienced in humanitarian logistics and supply chain management, people in charge in most humanitarian organisations lack specialisation in multi-stakeholder coordination. It is challenging to coordinate with them regarding the items that need to be delivered. Furthermore, domestic barriers such as excessive paperwork and



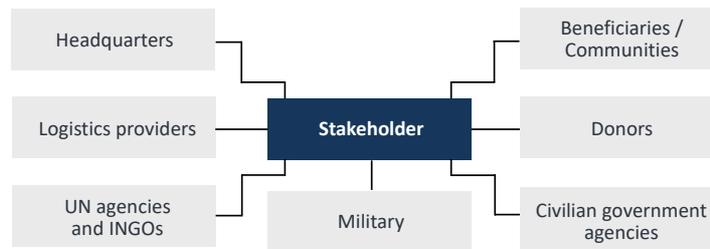
specific region policies may cause additional delays and external complications due to foreign relations.





Identify logistics stakeholders

1.3



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Trainer Notes

- Humanitarian logistics is a complex operation complexity that involves the delivery of various commodities through multimodal networks under stringent time constraints requiring the coordination of different actors.
- This section will identify the stakeholders that are usually involved in a humanitarian logistics operation.
- **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. Beneficiaries must understand humanitarian operations' purpose and methods and accept them before the benefits of such programmes and interventions are realised.
- **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.
- **Industries / Vendors:** The various organisations that supply goods and services for operations and programmes are also critical stakeholders in logistics operations. The main challenge humanitarian organisations face when working with the private sector is ensuring accountability and transparency in their transactions.
- **Headquarters:** 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.





Element 2

Implement storage plan

Performance Criteria

- 2.1 Identify emergency logistics cycle
- 2.2 Identify logistics planning process



Slide No. **11**

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





Identify emergency logistics cycle

2.1

Mitigation: Mitigation activities seek to lessen the probability of a disaster occurrence and reduce the effects of a disaster impact.

Preparedness: Emergency preparedness programs aim to achieve a satisfactory level of readiness to respond to an emergency.

Disaster management

Response and Relief: Aims to provide immediate assistance to maintain life, improve health and support the morale of the affected population.

Recovery and Reconstruction: As the emergency is controlled, several activities aimed at helping affected populations restore their lives and the infrastructure that supports them occur.



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Trainer Notes

Appropriate actions at all points in the cycle lead to better warnings, greater preparedness, lower vulnerabilities, or the prevention of new risks. The complete disaster management cycle includes shaping public policies and plans that either modify the causes of disasters or mitigate their effects on people, property, and infrastructure.

Mitigation:

In this phase, the humanitarian logistics team will help the government design policies and develop programmes that lessen the vulnerability of at-risk communities.

Preparedness

In this phase, the humanitarian logistics team will focus on monitoring events, forecasting, stockpiling, contingency planning, logistics capacity assessments.

Response and Relief

In this phase, the humanitarian logistics team will focus on conducting a rapid needs assessment, providing support for life-saving activities, and distributing humanitarian aid.

Recovery and reconstruction

In this phase, the humanitarian logistics team will focus on supporting the rebuilding and reconstruction process.



Image 13: Slide 13

2.2



Identify logistics planning process

Why is logistics planning necessary in a humanitarian operation?

Logistics serves as a bridge between disaster preparedness and response, procurement and distribution, headquarters, and the field.

>

Logistics is crucial to the effectiveness and speed of response for major humanitarian programs, such as health, food, shelter, water, and sanitation. It can be one of the most expensive parts of a relief effort.

>

Since the logistics department handles tracking goods through the supply chain, it often handles an extensive repository of data for post-operation analysis and learning.



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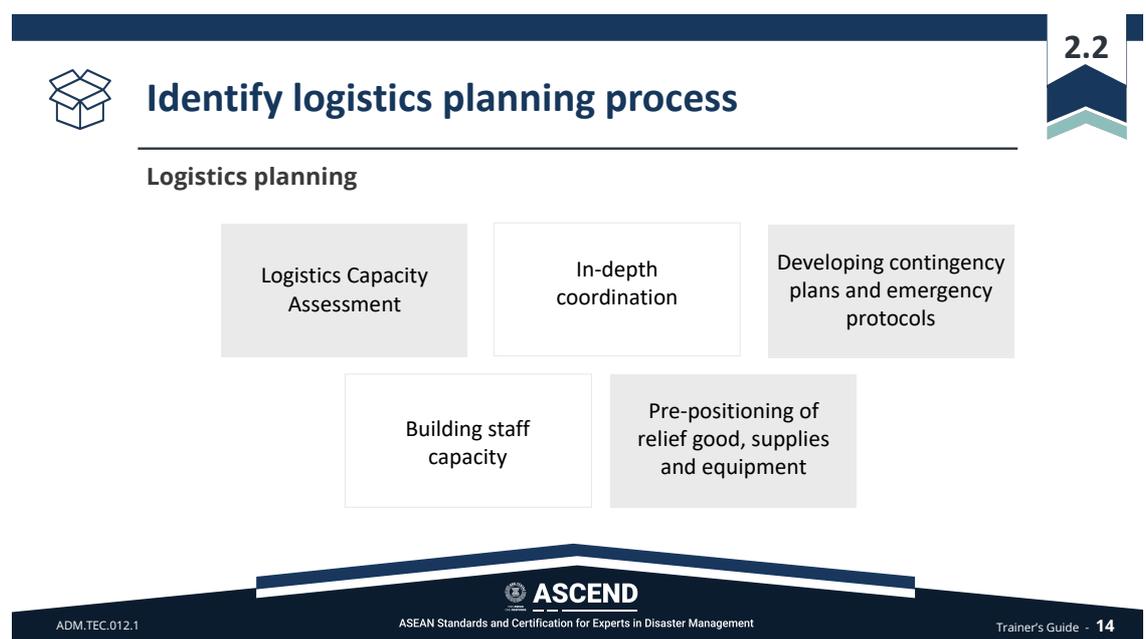
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Slide No. 13

Trainer Notes

- A well-structured logistics plan will provide maximum results by minimising failure in the supply chain structure. It links and synchronises the overall supply chain as a continuous process and is essential for effective supply chain connectivity.





Slide No. 14

Trainer Notes

The planning and preparedness process includes:

- Logistics Capacity Assessment, both internally and in the identified disaster-prone area.
- In-depth coordination with cluster and relevant stakeholders for information sharing and monitoring the overall situation.
- Developing contingency plans and emergency protocols.
- Building staff capacity, both internally or together with other institutions collaborating to establish preparedness structures.
- Pre-positioning of relief goods, supplies, and equipment to carry out rapid emergency operations when a disaster occurs, at least until the team can build an onsite logistics system.



Image 15: Slide 15



Slide No. **15**

Trainer Notes Close presentation and thank the participants.





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