



ONE ASEAN  
ONE RESPONSE

## TERMS OF REFERENCE

- Consultancy : Technical Consulting Agency for the Development of AHA Centre's e-Learning Management System (LMS) Courses
- Reporting to : SICAP Project Officer
- Duration : Maximum 8 months of working days between November 2024 to June 2025 (lumpsum)

## BACKGROUND

With funding support from the New Zealand Ministry of Foreign Affairs and Trade (MFAT), the AHA Centre is implementing the Strengthening Institutional Capacity (SICAP) project to strengthen the institutional capacity of the AHA Centre as well as the ASEAN community to facilitate a more comprehensive, integrated, and inclusive knowledge creation and exchange on disaster management for the ASEAN Community, particularly through the utilisation of e-learning. The LMS (Learning Management System) will be critical for the advancement of the project, since the AHA Centre will focus on becoming a regional hub for capacity building that can facilitate knowledge creation and exchange. Such an initiative will contribute to the realisation of the ASEAN vision to become a global leader in disaster management, as envisioned by the ASEAN Vision 2025 on Disaster Management.

The SICAP project seeks to advance capacity building through a learning management system to ensure and promote higher standards and quality in the learning and knowledge exchange of disaster management in the region. The improvement of AHA Centre's LMS (<https://lms.ahacentre.org/>) will also ensure that the training programs can be updated according to current trends through a pre-design courseware based on the expected outputs of its participants, and the existing program can be continuously improved and be integrated within the single e-learning platform.

It is expected that through development of more LMS courses and programs, the AHA Centre will have a strong institutional capacity to deliver its technical assistance and products services among ASEAN countries. The benefit of this project first and foremost is that it will support a new way in connecting with wider people and experts' group for greater exchange learning and development of competent human resources in the disaster management sector. Secondly, the improved LMS courses will show concrete evidence of the ASEAN Communities Global Leadership in disaster management.

To ensure the relevance and usability of the current LMS, the AHA Centre must develop courses to not only enhance the capacities of the ASEAN community on disaster management but also enable increased LMS usage across the board.

The current LMS has several courses, all however with access limited to certain groups or individuals. With this particular assignment, the AHA Centre aims for the contractor to develop more self-paced disaster management and/or disaster risk reduction courses for the entire ASEAN community and even beyond, thus helping to realize ASEAN's vision to become more of a global leader in disaster management.

## **OBJECTIVE, KEY TASKS, MILESTONES AND CONCEPT**

### **A. Objective**

This work aims to build capacity of related stakeholders (including local governments, academia, local communities) on disaster management. Considering the complex techniques, concepts and methods used in disaster management, it is considered necessary to develop visual aid media and structured in form of e-learning to allow better understanding for stakeholders on disaster management. It is also expected that through capacity development activities using e-learning, the AHA Centre can reach stakeholders throughout the region and thus, can help increase capacities on disaster management.

Thus, the contractor is responsible to deliver following results:

- Provision of 5-10 “e-learning” disaster management courses, using the available AHA Centre LMS course programs or curriculum (Annex 1) as well as other relevant sources including the course programs or curriculum set by the contractor’s own disaster management specialist.
- Provision of format to ensure proper hosting of the courses in the current AHA Centre e-learning (LMS) Moodle platform including “web-based training” (WBT) and micro-learning delivery that is categorized as self-paced learning with a duration of approximately 2-3 hours per course.

### **B. Key Tasks to be Performed**

Specific tasks of the contractor to obtain the results described above:

1. Preparing and running a kick-off meeting to launch the development process of the e-learning course.
2. Provide recommendations on the format of e-learning that is suitable for topics on disaster management. The level of interactivity used in the e-learning courses is expected to be medium level (This level typically includes clicks, simple drag-and-drop, and simple text input).
3. Create instructional design documents and a detailed storyboard for the courses.
4. Develop e-learning modules on disaster management with materials based on the existing AHA Centre programmes and guidelines and convert it into e-learning format, which includes quiz, ability to track user/learner progress and other suitable tools in Moodle.

5. Come up with other disaster management course topics, as necessary, in consultation with disaster management experts from AHA Centre as well as other relevant stakeholders and convert into e-learning format.
6. Engage in a validation meeting with AHA Centre to finalize the list of e-learning courses to be developed for the AHA Centre LMS.
7. Develop necessary e-learning activities, manual, assignments, case studies, etc.
8. Compile and use the video footage of disaster management that are already conducted by AHA Centre into video required for e-learning material
9. When necessary, develop graphics, videos and animations that can support delivery of materials, including the use of H5P content.
10. Voice-over narration for the content should be included. This also includes the navigation features, which should have a voice-over feature, as well as the possibility to switch to a higher contrast for display on the screen. When necessary, include subtitles for the content as well.
11. For each course, develop ability and feature to save progress for users and have users return to the last exact point that they were previously on.
12. Develop certificates and digital badges
13. Develop a prototype of parts of the courses, then revising by integrating feedback from SICAP and AHA Centre
14. Active discussion with SICAP and AHA Centre during the development process.
15. Participate in the meetings and workshops as required during the development process and dissemination of the e-learning
16. Conduct workshop(s) as required for stakeholders that would be conducted in Jakarta and/or in Bali (to be confirmed with SICAP and related stakeholders)
17. Engage in meetings or workshops with key participants from relevant stakeholders, including (but not limited to) the ASEAN Member States (AMS), AHA Centre, UN agencies, non-governmental organisations, training institutions, and other relevant stakeholders to synchronize the course materials available from the existing capacity building programmes
18. Develop the digital format that can be used for proper hosting of the course in AHA Centre LMS platform
19. Recommend the format by considering target group that does not have reliable Internet access
20. The courses should be designed for use on computers / notebooks, tablets / iPads, and mobile phones along with responsive pages.
21. Continuous consultation and updates to the SICAP project team on progress of assignment.
22. Provide full technical documentation and transfer system to the AHA Centre, including handing over the course to the SICAP and ICT in digital format (independent of the platform and fulfill general standards (SCORM 1.2 or SCORM 2004/X-API), including source files and documentation of CC licenses
23. The basic version should be created in English. The contractor should create a table including the text of the basic version, so that AHA Centre/any other agency can do the

translation and send it back to the contractor for developing the version in the other language(s).

24. Ensure technical support as required during the following 12 months with ability to extend ad-hoc support services
25. Final report shall be delivered in form of word document in English version including executive summary, and PPT format in English version.

### C. Milestones

<b>Milestones/partial works</b>	<b>Deadline</b>	<b>Criteria for acceptance</b>
An inception report: Plan of activities	1 weeks after the contract started	Chart of activities planned
Kick-off meeting	1 week after previous deliverable	Agreed scope of 10 e-learning modules
Submission of high-level instructional design document (IDD) including the course concept, work plan, collation of existing training content and limitations, and System Requirement Specifications (SRS) document	2 weeks after previous deliverable	First draft of IDD
Detailed storyboards of courses based on IDD	2 weeks after previous deliverable	First draft storyboard report is available
Present prototypes of courses	4 weeks after previous deliverable	Agreed prototypes
Production of e-learning content, multimedia elements	6 weeks after previous deliverable	Draft of interim report is available
First version of e-learning courses	4 weeks after previous deliverable	Report on first version of e-learning courses is available
Final version of e-learning courses	4 weeks after previous deliverable	Agreed final version of e-learning courses
Trial of e-learning courses	3 weeks after previous deliverable	Draft final report

Handing over of e-learning courses	2 weeks after previous deliverable	Final report
------------------------------------	------------------------------------	--------------

#### D. Concept

In the tender, the tenderer is required to show *how* the objectives defined in Point B (Key Tasks) are to be achieved, if applicable under consideration of further method-related requirements (technical-methodological concept). In addition, the tenderer must describe the project management system for service provision.

Note: The numbers in parentheses correspond to the lines of the technical assessment grid.

##### Technical-methodological concept

**Strategy:** The tenderer is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Background and Objectives). Following this, the tenderer presents and justifies the explicit strategy with which it intends to provide the services for which it is responsible (see Point B Key Tasks to be performed).

The tenderer is required to present the actors relevant for the services for which it is responsible and describe the **cooperation** with them.

The tenderer is required to present and explain its approach to **steering** the measures with the project partners and its contribution to the **results-based monitoring system**.

The tenderer is required to describe the key **processes** for the services for which it is responsible and create an **operational plan** or schedule that describes how the services according to Point B (Key Tasks to be performed by the contractor) are to be provided. In particular, the tenderer is required to describe the necessary work steps and, if applicable, take account of the milestones and **contributions** of other actors (partner contributions) in accordance with Point B (Key Tasks to be performed).

The tenderer is required to describe its contribution to the overall AHA Centre LMS curriculum for the partner and the AHA Centre and to promote scaling-up effects (1.5.2) under **learning and innovation**.

##### Project management of the contractor

The tenderer is required to explain its approach for coordination with the SICAP project. In particular, the project management requirements specified in Point B (Key Tasks to be performed by the contractor) must be explained in detail.

- The contractor is responsible for selecting, preparing, steering and, if necessary, training the experts (international and national, short and long term) assigned to perform the advisory tasks.
- The contractor makes available equipment and supplies (consumables) and assumes the associated operating and administrative costs

- The contractor manages costs and expenditures, accounting processes and invoicing in line with the requirements of the AHA Centre.

The tenderer is required to draw up a **personnel assignment plan** with explanatory notes that lists all the experts proposed in the tender; the plan includes information on assignment dates (duration and expert months) and locations of the individual members of the team complete with the allocation of work steps as set out in the schedule.

## PERSONNEL REQUIREMENTS FOR CONTRACTOR

The tenderer is required to provide personnel who are suited to filling the positions described, on the basis of their CVs (see Chapter 7), the range of tasks involved and the required qualifications.

The below specified qualifications represent the requirements to reach the maximum number of points in the technical assessment.

### Team leader

Tasks of the team leader

- Overall responsibility for the advisory packages of the contractor (quality and deadlines)
- Coordinating and ensuring communication with SICAP, ICT of the AHA Centre and others involved
- Regular reporting in accordance with deadlines
- Participating in coordination meetings with SICAP, ICT of the AHA Centre and others involved
- Coordinating key experts and other relevant stakeholders
- Ensure that the e-learning materials and content meets current/relevant disaster risk and management policies and framework
- Lead the development of e-learning courses

Qualifications of the team leader

- Education/training: university degree International Relations, Communications, Law, Social Sciences or related field
- Language: B2-level language proficiency in English
- General professional experience: 10 years of professional experience in the disaster management sector
- Specific professional experience: 6 years of experience in developing project management plans for disaster risk and management activities; managing project teams for developing curriculum and material for disaster risk and management training courses. Strong knowledge of emerging e-Learning theories, concepts, and standards.
- Leadership/management experience: 5 years of management/leadership experience as project team leader or manager in a company
- Development cooperation (DC) experience: 3 years of experience in DC projects
- Other: have experiences working with international organizations and governments (line ministries, agencies)

## **Key expert 1: Moodle Specialist/Expert**

### Tasks of key expert 1

- Developing e-learning and developing functional requirements or features of an e-learning course, including platform management
- Provide technical expertise to convert existing curriculum, storyboard and multimedia materials into e-learning courses within the AHA Centre LMS
- Install/upload all necessary activities, manuals, assignments, case studies, quizzes, digital badges and certificates
- Assist team leader in communicating progress, developing, updating and reporting the results of activities
- Participate – in coordination with the Team Leader – in relevant meetings with SICAP, AHA Centre, and others involved

### Qualifications of key expert 1

- Education/training: university degree in Communications, Media Design, Digital Learning/Training or related field
- Language: B2 -level language proficiency in English
- General professional experience: 8 years of experience in e-learning, training, or assessment with proven track records in the fields of Moodle, ICT, SCORM or other related fields
- Specific professional experience: 7 years of experience in conducting similar tasks and design/recommend e-learning to support programmes in inter-governmental, NGO, or humanitarian organisations
- Development Cooperation (DC) experience: 5 years of experience in DC projects within the ASEAN context or other regions
- Other: have experiences working with governments (line ministries, agencies)

## **Key expert 2: Instructional Designer**

### Tasks of key expert 2

- Developing storyboards and content for e-learning and virtual courses
- Provide technical expertise to convert existing guideline content into e-learning
- Develop necessary activities, manual, assignments, case studies
- Assist team leader in communicating progress, developing, updating and reporting the results of activities
- Participate – in coordination with the Team Leader – in relevant meetings with SICAP, AHA Centre, and others involved

### Qualifications of key expert 2

- Education/training: university degree in Communications, Social Science, Psychology, Education or related field
- Language: B2 -level language proficiency in English
- General professional experience: 8 years of experience in the field of training and course development
- Specific professional experience: 6 years of experience in digital learning and instructional

- design for e-learning
- Development Cooperation experience (2.3.5): 5 years of experience in Development projects
- Other (2.3.6): have experiences working with governments (line ministries, agencies)

### **Key expert 3: Media and Technology Developer**

#### Tasks of key expert 3

- Developing multimedia elements/graphics/graphical guiding elements for e-learning applications (animations, videos, voiceovers, etc.)
- Develop the programming of e-learning applications
- Assist team leader in communicating, developing, updating and reporting the results of activities
- Participate – in coordination with the Team Leader – in relevant meetings with SICAP, AHA Centre, and others involved

#### Qualifications of key expert 3

- Education/training (2.4.1): university degree in Media Design, Digital Learning/Training, Communications and related subject
- Language (2.4.2): B2 -level language proficiency in English
- General professional experience (2.4.3): 6 years of professional experience in the digital learning
- Specific professional experience (2.4.4): 5 years in developing multimedia elements.
- Development Cooperation (DC) experience (2.4.5): 4 years of experience in DC projects
- Other (2.4.6): have experiences working with governments (line ministries, agencies)

For the technical assessment, an average of the qualifications of all specified members of the expert pool is calculated. Please send a CV for each member (see below Application Process on the format of the bid) for the assessment.

The tenderer must provide a clear overview of all proposed experts and their individual qualifications. The tenderer shall provide their past products and portfolios (at least five (5) years of company experience) in designing and developing the above-mentioned subjects/topics.

All consultant personnel are expected to uphold principles of objectivity, integrity, and free of conflict of interest with the AHA Centre and ASEAN.

## **COSTING REQUIREMENTS**

Services should be offered at a fixed lump sum price, which provides an itemised breakdown of all the relevant costs (fees, travel costs, etc.). The assessment of the financial bid is based on the lump sum price tendered. The AHA Centre and the consultancy group/institution will agree upon the best working arrangements reflected in the initial kick-off meeting. This consultancy work is expected to be completed within a maximum of 8 months, approximately between August 2024 to March 2025 (detailed timeline to be established by the vendor/consultant).



#	Outputs / Deliverables	Timeline
1	<b>Plan for the development of AHA Centre’s LMS courses</b> , including work plan, timeframe, budget, recommendations for back-end management, front end and user interface, database, and hosting.	2 weeks after the signing of the amended contract. 10% of payment upon AHA Centre quality review and approval.
2	a. Conduct all the requirements tasked in section B (Key Tasks: no. 1 - 25) and provide the prototype of the AHA Centre LMS courses, which includes all the tasks and points as outlined in section B. b. Test the courses prototypes.	Maximum 8 weeks after the submission of the second deliverable. 40% of payment upon AHA Centre quality review and approval.
3	Delivery of the final version of the developed AHA Centre LMS courses, which includes all the tasks and points as outlined in section B (Key Responsibilities and Tasks: no. 1 - 25) as well as any revisions and inputs from the AHA centre on the LMS courses prototypes.	Maximum 14 weeks after the submission of the second deliverable. 40% of payment upon AHA Centre quality review and approval.
4	Delivery of technical documentation and user manual that provides a guideline for users including trainers and content providers, as well as learners.	Maximum 5 weeks after the submission of the third deliverable. 10% of payment upon AHA Centre quality review and approval.

## INTELLECTUAL PROPERTY RIGHTS

The AHA Centre owns all the Intellectual Properties, and all the contained data are strictly confidential. The consultant must sign a legally binding non-disclosure agreement on data security prior to the start of the project.

## APPLICATION PROCESS

The interested consultancy group/institution must provide sufficient information in the proposal to demonstrate compliance with the above requirements. The proposal shall be written in English and shall include all the requirements as specified in the above sections, as a minimum:

1. Letter of Interest
2. A proposal consisting of the following:

- a. Background and Objective
  - b. Concept (techno-methodological approach and project management)
  - c. Team Member Composition
  - d. Consultancy Timeframe and Deliverables
  - e. Project Risk Management
  - f. Detail Fee Breakdown by each activity,
  - g. Budget for implementation
3. Consultancy group/institution profile and portfolios outlining relevant qualifications, accreditation, years, and depth of experience in line with the above-mentioned requirements.
  4. CVs of lead consultant and team members for group and institution consultants.
  5. A summarised description and examples of work on the previous specific and similar projects related to e-learning course development.

Interested applicants may send their application to [procurement@ahacentre.org](mailto:procurement@ahacentre.org) by 17 October 2024. Kindly put on the email subject title: [SICAP] LMS Course Development Technical Consulting Agency [Name of Your Organisation].

*The Selection Panel's decision is final, and only shortlisted candidates will be notified. Incomplete submissions will not be considered.*

.....

# ANNEX

## LMS COURSES AND CURRICULUM

### Competency Standard Template / Curriculum

#### 1. Unit Title

- Basic Concepts of Disaster Management

#### 2. Unit Number

- (Not applicable for now)

#### 3. Unit Descriptor

- The course will be conducted online and can be completed in 2.5 hours (180 minutes)
- This course provides a comprehensive introduction to current approaches to emergency and disaster management, covering all basic information about disaster management. The focus of the course includes:
  1. Introduction to the basic concepts of disaster management
  2. Understanding the fundamental principles and practices in disaster management

#### 4. Unit Variables (Target participants)

- The expected participants of this course are:
  1. Government Officials who work in non-disaster fields
  2. Field Level Practitioners and CSO staff who have limited knowledge of disaster management
  3. Community Leaders
  4. General Public with an interest in disaster management

#### 5. Elements and Performance Criteria (Main Learning Objectives, main topics covered)

- a) **Introduction to Disaster Management Concepts (30 minutes)**
  - **Topics:**
    - Terminologies
    - Types of hazards
    - Climate change and impact
    - Risk, exposure, and vulnerability
    - Regional DM policies and institutions
    - Core humanitarian principles
- b) **Disaster Risk Reduction and Risk Management (30 minutes)**
  - **Topics:**
    - Prevention and risk reductions
    - Disaster and development linkage
    - Mainstreaming DRR into development planning
    - Risk management (avoidance, reduction, sharing)
- c) **Disaster Preparedness (30 minutes)**
  - **Topics:**
    - Introduction to early warning systems (EWS)

- Information dissemination
  - Stakeholder participation and engagement
  - Disaster management planning
- d) **Disaster Response (30 minutes)**
- **Topics:**
    - Search and rescue
    - First aid
    - Emergency communication and coordination
    - Post-disaster needs assessment
    - Humanitarian logistics
    - Resource mobilization
    - Water, sanitation, and hygiene (WASH)
- e) **Recovery (30 minutes)**
- **Topics:**
    - Damage and loss assessment
    - Basic concepts of recovery
    - Social, cultural, and psychological recovery
    - Resilience and recovery concept

**Methods (to be applied to each topic area):**

- Pre-recorded Lectures or informative/explainer videos
- informative interactive slides or static videos, exercise/activity to ‘test’ the main concepts (HP5, multiple choice quiz, drag & drop matching exercise)
- Real-World Application (guided instructions to practice/plan/brainstorm on own case, displayed on screen and also available in downloadable printable A4 page)
- interactive moderated forum (optional)
- links to more external resources.

**6. Assessment Guide (Knowledge, Skills, Attitudes)**

- **Knowledge:**
  - Understand disaster management policy and functions
  - Understand types of hazards and their impacts
  - Acquire and apply knowledge
- **Skills:**
  - Be able to conduct training
  - Be prepared to participate in disaster management planning and implementation
- **Attitudes:**
  - Importance of communication and cooperation with local stakeholders
  - Importance of collecting information and develop plans to ensure a safe environment

## Competency Standard Template

1. **Unit Title**

- CBDRM and livelihood development for disaster practitioners

## 2. Unit Number

- (Not applicable for now)

## 3. Unit Descriptor

- The course will be conducted online and can be completed in 2.5 hours (150 minutes)
- This course delves into advanced topics of Community-Based Disaster Risk Management (CBDRM) and their interconnections with livelihood issues. It aims to sustain CBDRM interventions within communities by equipping disaster practitioners with the relevant knowledge and skills to collaborate effectively with governments and other stakeholders.

## 4. Unit Variables (Target participants)

- The expected participants of this course are:
  1. Humanitarian workers
  2. Disaster management practitioners
  3. Community leaders
  4. General public with an interest in CBDRM and livelihood interlinkages

## 5. Elements and Performance Criteria (Main Learning Objectives, main topics covered)

- **CBDRM and Livelihood (30 minutes)**
  - Topics:
    1. Understanding concepts and interlinkages between CBDRM and livelihood
    2. Utilizing technology to enhance livelihood strategies within CBDRM
- **Institutionalising Community Intervention (30 minutes)**
  - Topics:
    1. Steps to institutionalize community interventions
    2. Leveraging digital tools and platforms for community engagement and intervention tracking
- **Local Resource Mobilization (30 minutes)**
  - Topics:
    1. Identifying and mobilizing local resources
    2. Applying technology to optimize resource allocation and utilization
- **Advocacy and Negotiation Skills to Government and Stakeholders (30 minutes)**
  - Topics:

1. Practical skills in advocacy and negotiation
2. Using data analytics and AI-driven insights to support advocacy efforts

**Methods (to be applied to each topic area):**

- Pre-recorded Lectures or informative/explainer videos
- Informative interactive slides or static videos, exercise/activity to ‘test’ the main concepts (HP5, multiple choice quiz, drag & drop matching exercise)
- Real-World Application (guided instructions to practice/plan/brainstorm on own case, displayed on screen and also available in downloadable printable A4 page)
- Interactive moderated forum (optional)
- Links to more external resources

**6. Assessment Guide (Knowledge, Skills, Attitudes)**

- **Knowledge:**
  1. Principles and strategies of CBDRM
  2. Interlinkages between CBDRM and livelihoods
  3. Techniques for resource mobilization and advocacy
- **Skills:**
  1. Effective communication and negotiation
  2. Use of AI and technology in disaster risk management
  3. Application of advocacy and institutionalization techniques
- **Attitudes:**
  1. Commitment to community-based approaches
  2. Proactiveness in utilizing technology for better outcomes
  3. Collaborative mindset for working with various stakeholders

## Competency Standard Template

1. **Unit Title**
  - Disaster & Your Community
2. **Unit Number**
  - (Not applicable for now)

### 3. Unit Descriptor

- The course will be conducted online and can be completed in 2.5 hours (150 minutes)
- This course addresses various hazards (natural and human-induced), their potential destructive effects on the community, and community-based disaster preparedness actions/programs to mitigate them.

### 4. Unit Variables (Target participants)

- The expected participants of this course are:
  1. Community members with little to no knowledge about Disaster Risk Management (DRM)
  2. General public interested in understanding how to prepare for, respond to, and recover from disasters
  3. Community leaders and volunteers involved in local disaster preparedness initiatives

### 5. Elements and Performance Criteria (Main Learning Objectives, main topics covered)

#### Definition and Common Disasters/Hazards (30 minutes)

- a. Topics:
  - i. Definitions of disasters and hazards
  - ii. Types of natural hazards (e.g., earthquakes, floods, hurricanes)
  - iii. Types of human-induced hazards (e.g., industrial accidents, pollution)
  - iv. Impact of disasters on communities

#### Disaster Preparedness, Response, and Recovery (30 minutes)

- b. Topics:
  - i. Introduction to disaster preparedness
  - ii. Early warning systems and their importance
  - iii. Community first responder training
  - iv. Basic steps in disaster response
  - v. Recovery and rebuilding after a disaster

#### Mapping Disaster/Hazard Risks (30 minutes)

- c. Topics:
  - i. Identifying risks in the local area

- ii. Conducting town watching and community risk assessments
- iii. Using maps and technology to visualize risks
- iv. Developing community risk reduction plans

**Community-Based Disaster Preparedness Actions/Programs (30 minutes)**

d. Topics:

- i. Organizing community disaster preparedness groups
- ii. Creating and practicing community emergency plans
- iii. Building partnerships with local authorities and organizations
- iv. Educating and engaging the community in disaster preparedness activities

**Methods (to be applied to each topic area):**

- Pre-recorded Lectures or informative/explainer videos
- Informative interactive slides or static videos, exercise/activity to ‘test’ the main concepts (HP5, multiple choice quiz, drag & drop matching exercise)
- Real-World Application (guided instructions to practice/plan/brainstorm on own case, displayed on screen and also available in downloadable printable A4 page)
- Interactive moderated forum (optional)
- Links to more external resources

**6. Assessment Guide (Knowledge, Skills, Attitudes)**

• **Knowledge:**

1. Basic understanding of disaster and hazard definitions and types
2. Awareness of the impact of various disasters on communities
3. Knowledge of early warning systems and community first responder roles
4. Understanding of disaster response and recovery processes

• **Skills:**

1. Ability to identify and map local disaster/hazard risks
2. Skills in organizing and participating in community disaster preparedness activities
3. Capability to conduct town watching and risk assessments
4. Competence in developing and implementing community risk reduction plans

• **Attitudes:**



1. Awareness and interest in disaster preparedness and risk management
2. Proactiveness in taking responsibility for planning and preparing for disasters
3. Willingness to engage with family and community members in preparedness efforts
4. Commitment to continuous learning and improvement in disaster management practices

## Competency Standard Template

### 1. Unit Title

- Crisis Response Training: Prepare to Prevent and Respond to Disaster Emergencies

### 2. Unit Number

- (Not applicable for now)

### 3. Unit Descriptor

- The course will be conducted online and can be completed in 2.5 hours (150 minutes)
- This course equips participants with the skills necessary for preparing to prevent and respond to disaster emergencies. Participants gain the necessary knowledge, skills, and attitudes to effectively prepare for, prevent, and respond to disaster emergencies within their communities, fostering a proactive and resilient approach to crisis management.

### 4. Unit Variables (Target participants)

- The expected participants of this course are:
  1. Individuals with basic knowledge of disaster management
  2. Informal community leaders or influencers
  3. General public interested in enhancing their crisis response capabilities

### 5. Elements and Performance Criteria (Main Learning Objectives, main topics covered)

#### Describe Crisis Response Fundamentals (30 minutes)

- a. Topics:
  - i. Understanding crisis response concepts
  - ii. The importance of preparedness during crises
  - iii. Roles and responsibilities during a crisis
  - iv. Key components of an effective crisis response plan

### **Early Warning, Detection, Preparation, and Prevention (30 minutes)**

- b. Topics:
  - i. Introduction to early warning systems
  - ii. Techniques for detecting potential crises
  - iii. Steps for preparing communities for emergencies
  - iv. Strategies for preventing crises from escalating

### **Providing Assistance to Communities Affected by Crisis (30 minutes)**

- c. Topics:
  - i. Immediate actions to take when a crisis occurs
  - ii. Coordinating with local authorities and emergency services
  - iii. Delivering first aid and basic medical support
  - iv. Ensuring effective communication during emergencies

### **Developing Community-Specific Crisis Response Plans (30 minutes)**

- d. Topics:
  - i. Conducting risk assessments for specific communities
  - ii. Creating tailored crisis response plans
  - iii. Practicing and revising response plans regularly
  - iv. Engaging the community in response plan development and execution

### **Methods (to be applied to each topic area):**

- Pre-recorded Lectures or informative/explainer videos
  - Informative interactive slides or static videos, exercise/activity to 'test' the main concepts (HP5, multiple choice quiz, drag & drop matching exercise)
  - Real-World Application (guided instructions to practice/plan/brainstorm on own case, displayed on screen and also available in downloadable printable A4 page)
  - Interactive moderated forum (optional)
  - Links to more external resources
6. **Assessment Guide (Knowledge, Skills, Attitudes)**
- **Knowledge:**

1. Understanding crisis response fundamentals
  2. Knowledge of early warning systems and detection techniques
  3. Awareness of preparation and prevention strategies
  4. Understanding of the roles and responsibilities during crises
- **Skills:**
    1. Ability to develop and implement crisis response plans
    2. Skills in providing immediate assistance and first aid during emergencies
    3. Competence in coordinating with local authorities and emergency services
    4. Effective communication skills during crisis situations
  - **Attitudes:**
    1. Proactive approach to crisis preparedness and prevention
    2. Commitment to supporting and assisting the community during crises
    3. Collaborative mindset for working with various stakeholders
    4. Continuous improvement and adaptability in crisis response practice

## Competency Standard Template

1. **Unit Title**
  - International Disaster Management Mechanism: Understanding the International/Regional Disaster Management System and the Linkage with the National Disaster Management System
2. **Unit Number**
  - (Not applicable for now)
3. **Unit Descriptor**
  - The course will be conducted online and can be completed in 2.5 hours (150 minutes)
  - This unit covers topics on the International Humanitarian Architecture, ASEAN Regional Disaster Management Mechanism (AADMER, SASOP/OAOR/AJDRP/ASEAN ERAT/DELSA/AMRG/etc.), and how to link these with the existing disaster management mechanisms of the 10 ASEAN member states. Disaster management professionals gain the necessary knowledge, skills, and attitudes to effectively integrate and coordinate international and regional disaster management mechanisms with their national systems, fostering a comprehensive and collaborative approach to disaster response and preparedness.

#### 4. **Unit Variables (Target participants)**

- The expected participants of this course are:
  1. Disaster management professionals working in National Disaster Management Organisations (NDMOs) in ASEAN nations
  2. NDMO trainers
  3. Government officials involved in disaster management policy and implementation

#### 5. **Elements and Performance Criteria (Main Learning Objectives, main topics covered)**

##### A. **Understanding the International Humanitarian Architecture (30 minutes)**

###### a. Topics:

- i. Overview of the international disaster management system
- ii. Key international organizations and their roles (e.g., UN OCHA, IFRC)
- iii. International coordination mechanisms and frameworks

##### B. **ASEAN Regional Disaster Management Mechanism (30 minutes)**

###### a. Topics:

- i. Introduction to AADMER (ASEAN Agreement on Disaster Management and Emergency Response)
- ii. Overview of SASOP (Standard Operating Procedure for Regional Standby Arrangements and Coordination of Joint Disaster Relief and Emergency Response Operations)
- iii. Key components: OAOR, AJDRP, ASEAN ERAT, DELSA, AMRG
- iv. Case studies of ASEAN regional cooperation in disaster management

##### C. **Linking International/Regional Mechanisms with National Systems (30 minutes)**

###### a. Topics:

- i. Aligning national disaster management policies with international frameworks
- ii. Integrating ASEAN regional mechanisms into national disaster management plans
- iii. Tools and strategies for effective linkage and coordination
- iv. Best practices for collaboration between national and international/regional entities

##### D. **Coordination and Communication in Disaster Management (30 minutes)**

- a. Topics:
  - i. Effective communication strategies in multi-level disaster response
  - ii. Coordination tools and platforms
  - iii. Role of technology in enhancing coordination
  - iv. Building networks and partnerships for disaster management

**Methods (to be applied to each topic area):**

- Pre-recorded Lectures or informative/explainer videos
- Informative interactive slides or static videos, exercise/activity to 'test' the main concepts (HP5, multiple choice quiz, drag & drop matching exercise)
- Real-World Application (guided instructions to practice/plan/brainstorm on own case, displayed on screen and also available in downloadable printable A4 page)
- Interactive moderated forum (optional)
- Links to more external resources

**Assessment Guide (Knowledge, Skills, Attitudes)**

- **Knowledge:**
  1. Understanding of the International Humanitarian System
  2. Familiarity with the ASEAN Regional Disaster Management Mechanism
  3. Knowledge of national disaster management systems within ASEAN
  4. Awareness of tools and policies for integrating international and regional mechanisms with national systems
- **Skills:**
  1. Ability to apply and link international/regional coordination systems with national disaster management plans
  2. Skills in using coordination tools and platforms
  3. Competence in developing and implementing integrated disaster management strategies
  4. Effective communication and coordination skills
- **Attitudes:**
  1. Commitment to international and regional cooperation in disaster management
  2. Proactiveness in aligning national policies with international frameworks

3. Collaborative mindset for working with various stakeholders at multiple levels
4. Openness to adopting best practices and innovative approaches in disaster management

## Competency Standard Template

### 1. Unit Title

- Leadership in Disaster Management

### 2. Unit Number

- (Not applicable for now)

### 3. Unit Descriptor

- The course will be conducted online and can be completed in 2.5 hours (150 minutes)
- This course covers policy, planning, and implementation in disaster management to develop participants' leadership skills and knowledge. The focus includes leadership types, communication, team building, critical thinking, policy planning, diversity and inclusion, risk management, and stress management.

### 4. Unit Variables (Target participants)

- The expected participants of this course are:
  1. Field Level Leaders (Government Officials, CSO Practitioners)
  2. Interested stakeholders/individuals who have completed the Introduction to Disaster Management in Context course
  3. Professionals and practitioners from the public and private sectors involved in disaster management

### 5. Elements and Performance Criteria (Main Learning Objectives, main topics covered)

#### A. Introduction to International Disaster Management (30 minutes)

- Topics:
  1. Global frameworks and agreements
  2. Roles of international organizations
  3. Case studies of international disaster management

#### B. Introduction to Leadership (30 minutes)

- Topics:

1. Types of Leadership
2. Communication and coordination skills
3. Team Building and motivation
4. Critical Thinking
5. Time Management

**C. Policy Planning and Decision Making (30 minutes)**

- Topics:
  1. Issue identification and definition
  2. Data, research, and analysis for policy making
  3. Policy formulation
  4. Consultation
  5. Policy adoption
  6. Policy implementation
  7. Policy monitoring and evaluation

**D. Diversity and Inclusion (30 minutes)**

- Topics:
  1. Importance of diversity in disaster management
  2. Strategies for inclusive leadership
  3. Addressing biases and ensuring equitable responses

**E. Risk Factors and Risk Management (30 minutes)**

- Topics:
  1. Identifying and assessing risk factors
  2. Risk mitigation strategies
  3. Integrating risk management into leadership practices

**F. Effective Stress Management (30 minutes)**

- Topics:
  1. Recognizing signs of stress in oneself and others
  2. Techniques for managing stress

### 3. Building resilience in disaster management teams

#### Methods (to be applied to each topic area):

- Pre-recorded Lectures or informative/explainer videos
- Informative interactive slides or static videos, exercise/activity to 'test' the main concepts (HP5, multiple choice quiz, drag & drop matching exercise)
- Real-World Application (guided instructions to practice/plan/brainstorm on own case, displayed on screen and also available in downloadable printable A4 page)
- Interactive moderated forum (optional)
- Links to more external resources

#### 6. Assessment Guide (Knowledge, Skills, Attitudes)

- **Knowledge:**
  1. Understand leadership concepts and their application in disaster management
  2. Understand risk factors and risk management strategies
  3. Understand policy planning and implementation processes
- **Skills:**
  1. Apply leadership principles to sectoral annual plans
  2. Manage risks to create safer workplaces and communities
  3. Communicate effectively in high-stress, real-time disaster situations
  4. Make informed decisions quickly and accurately
  5. Build and motivate disaster management teams
- **Attitudes:**
  1. Commitment to diversity and inclusion in leadership
  2. Proactive approach to identifying and managing risks
  3. Resilience and adaptability under pressure
  4. Collaborative mindset for working with various stakeholders