TRAINER'S
GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 008.1

Develop Logistics Information Management Plan

AHA CENTRE
asean
ONE ASEAN
ONE RESPONSE

ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

DEVELOP LOGISTICS INFORMATION MANAGEMENT PLAN

ADM.TEC.008.1

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.

The ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre) implements the ASCEND project in collaboration with the Korean National Fire Agency (KNFA) and support from the ASEAN Secretariat and the Republic of Korea.

The publication of this document is part of the "ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Toolboxes Development for Five (5) Professions" project.

General information on ASEAN appears online at the ASEAN Website: www.asean.org

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The ASCEND Programme and Toolbox Development:

Overview

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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

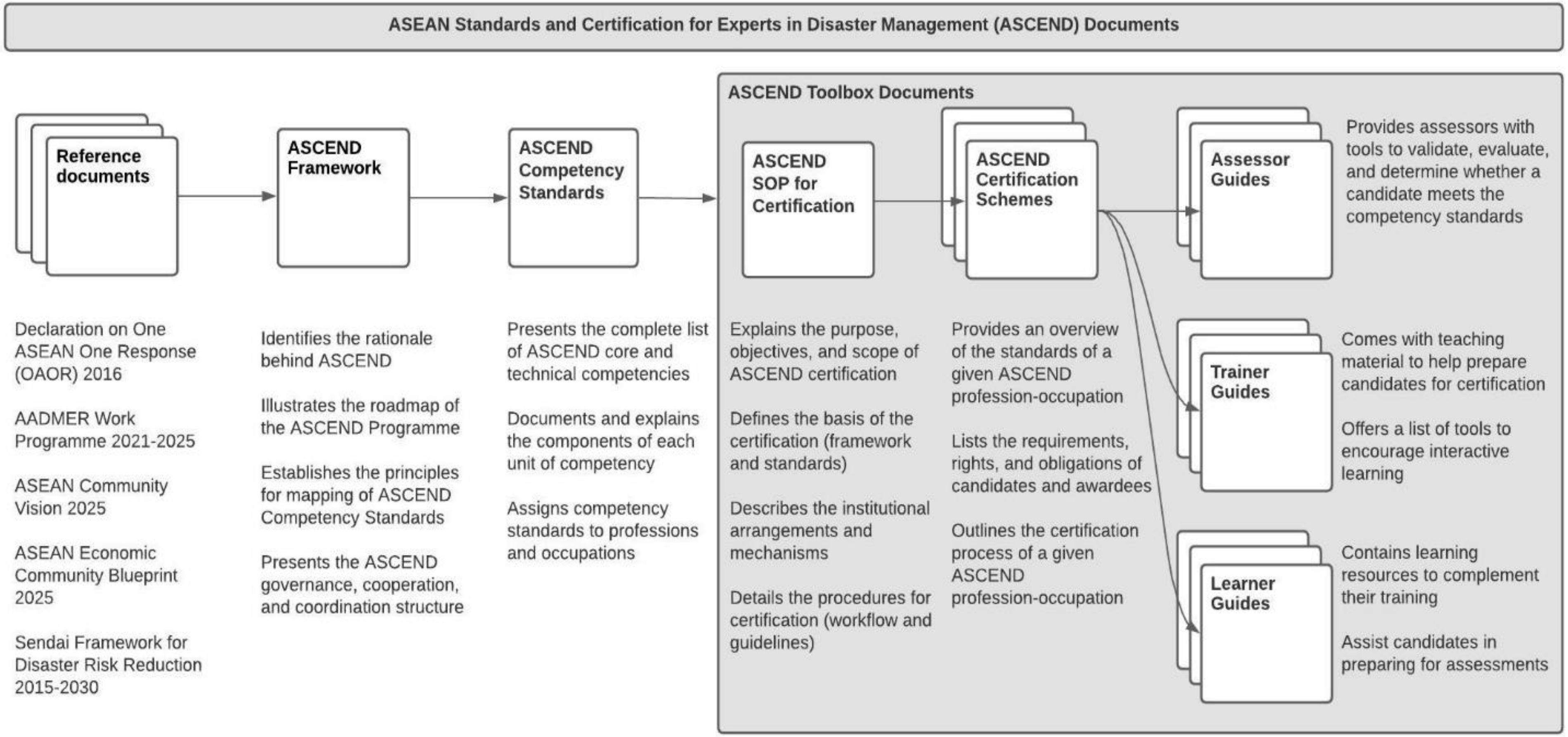
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management 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

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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

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Trainer's Guide

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	A coding system to organise the units of competency. It also indicates the types of competency standards. • 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 : **Develop Logistics Information Management Plan**

Unit number : ADM.TEC.008.1

Unit description : This unit deals with skills and knowledge required by a logistics manager on information management and reporting.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1. **Consolidate data & information** 1.1 Analyse logistics information flow 1.2 Identify 4 W for the information collecting process **Element 2.** **Create reporting mechanism** 2.1 Identify reporting tools 2.2 Disseminate reports to relevant stakeholders	**Unit Variables** This unit applies for participants to identify the information flow and reporting tools, identify 4W (who, what, where and when), data collection process, manage documentation flow, and disseminate to relevant stakeholders. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • Ability to identify and develop reporting and information tools • Ability to collect relevant data for accurate information • Ability to improve documentation flow • Ability to produce relevant report • Ability to disseminate the information to relevant stakeholders **Linkages to other Units** This unit is a technical unit for a Logistics Manager and must be delivered with other technical competencies of Logistics Manager. Some aspects in this unit also related directly to the technical unit of Logistics Coordinator.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify and develop reporting and information tools
- Demonstrated ability to collect relevant data for accurate information
- Demonstrated ability to improve documentation flow
- Demonstrated ability to produce relevant report
- Demonstrated ability to disseminate the information to relevant stakeholders

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of information management function in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

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

Assessment Methods

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

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

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	3	Collecting SitRep from partners
Communicating ideas and information	3	Communication skills with external partners
Planning and organising activities	2	Develop reporting tools
Working with others and in teams	2	Internal and external coordination
Using mathematical ideas and techniques	1	Infographic template
Solving problems	3	Ability to handle media
Using technology	2	Use communication tools when coordinating with staff

Preparing for Training Sessions:

Equipment, Material, and Tools

ASCEND

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4.1 Onsite training

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

Checklist Tick box (✔) when completed	**Training resource requirements** Equipment and material
☐	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
☐	Gain access to a stable internet connection and printer, if needed.
☐	Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	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).
☐	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
☐	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
☐	Gain access to a stable internet connection.
☐	Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).
☐	Reserve a dedicated workspace (large desk and chair with back support).
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	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

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Trainer's Guide

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.

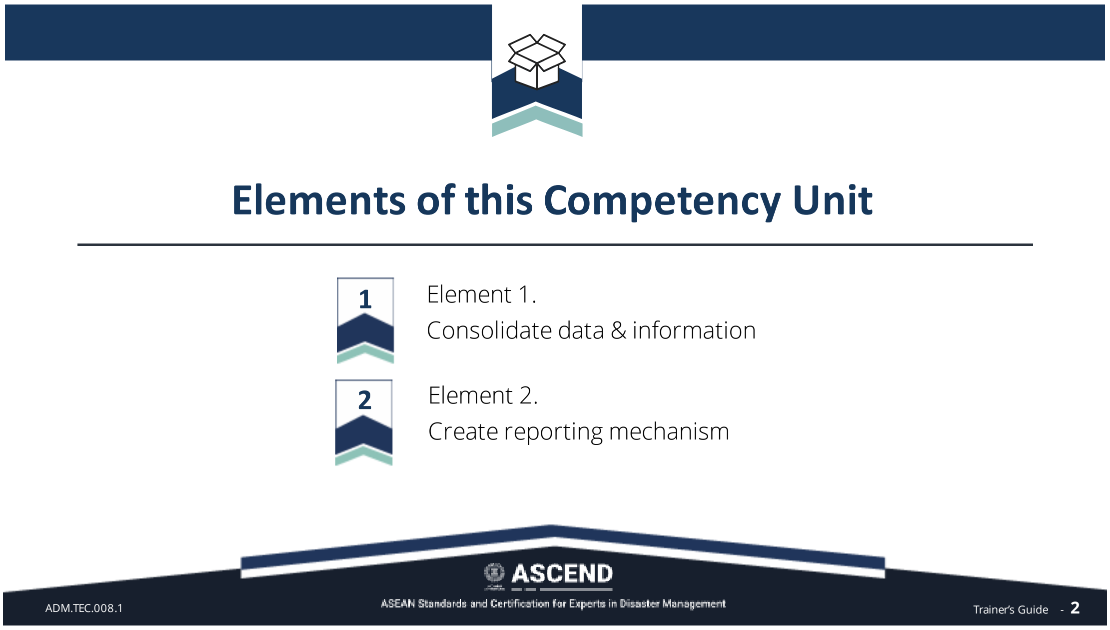
Connect your computer (desktop or laptop) to a projector. Double click on the PowerPoint presentation to open the file. In PowerPoint, click on the **Slide Show** tab and select the **Use Presenter View** checkbox. Choose which monitor to display Presenter View **ON**. Finally, select **From Beginning**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

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

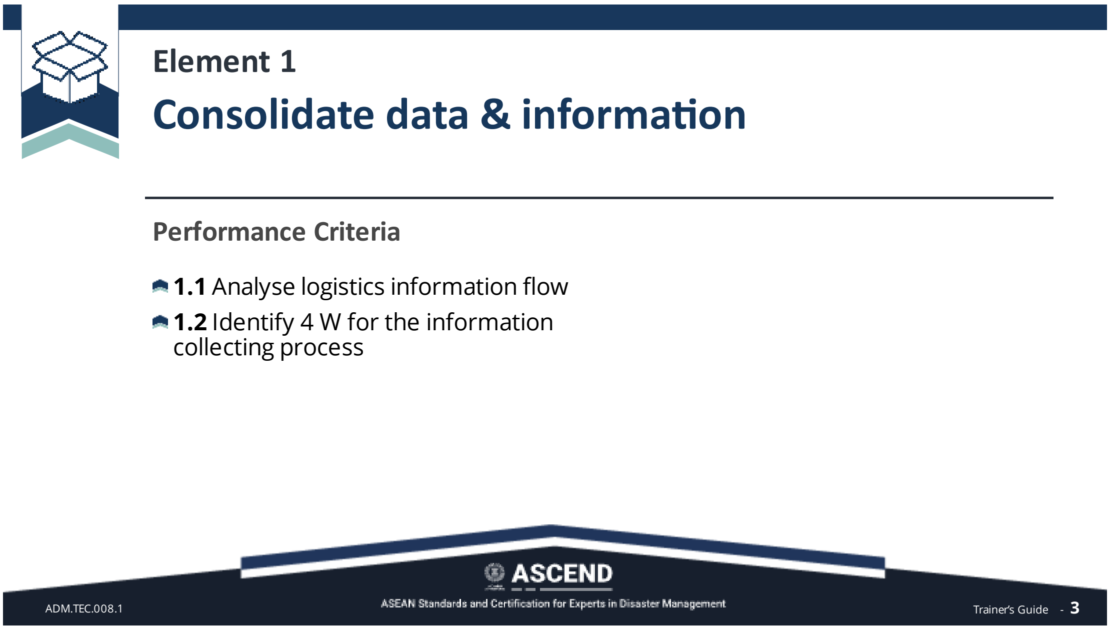
A video tutorial is available here:
https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7

5.2 PowerPoint slides and presenter notes

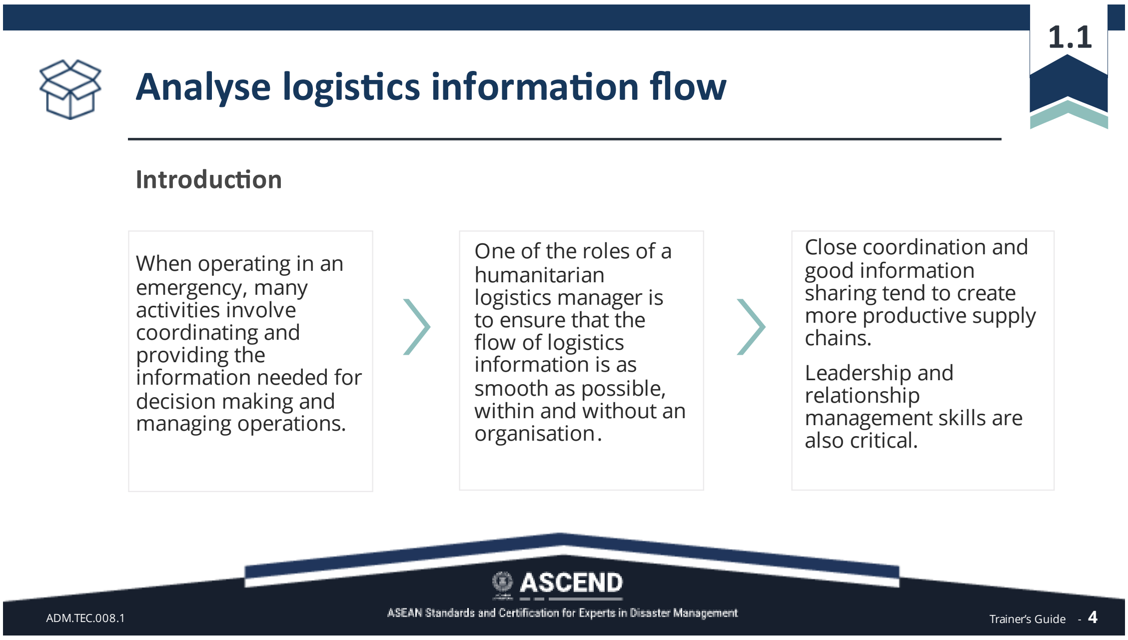
Slide No.	**1**
Trainer Notes	Title slide: Welcome participants and introduce yourself.



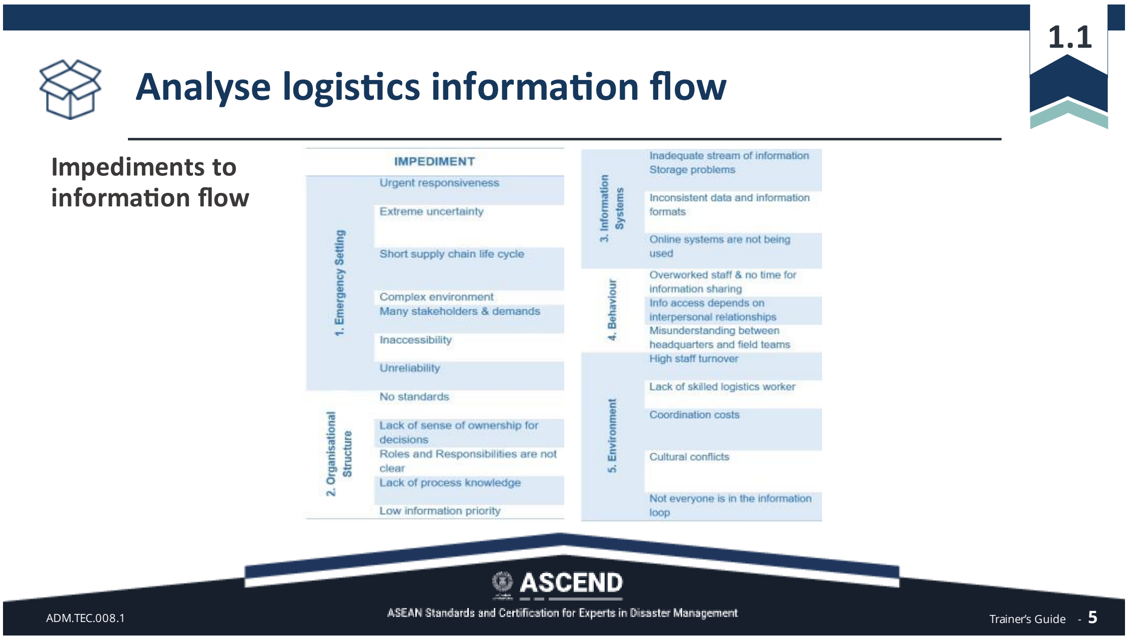
Slide No.	**2**
Trainer Notes	Read the "Competency Unit" in the Trainer Guide and introduce the elements of the competency unit to learners.



Slide No.	**3**
Trainer Notes	Briefly talk about the sub-elements of Element 1 and why Humanitarian Logistics professionals need to know these.



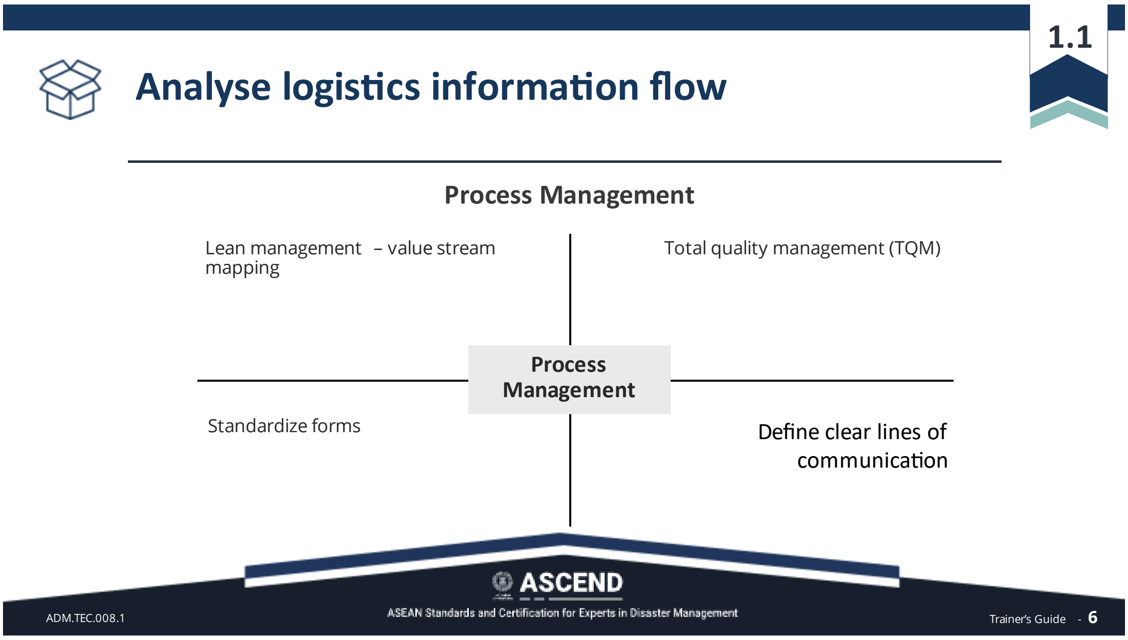
Slide No.	**4**
Trainer Notes	• The multiple sources and channels for communication create many challenges in coordination. • The effectiveness of the logistics information flow largely depends on who supervises the supply chain, how they manage it and the different relationships with supply chain partners and stakeholders (supplier and end-user).



Slide No. **5**

Trainer Notes

- Information flow in supply chains enables the transfer of resources. But humanitarian logisticians face several challenges that impede information flow in supply chains.
- The table in the slide provides more examples of the impediments to information flow.
- **Note for trainers:** Read Section 1.1 of Learner Guide to describe each impediment.



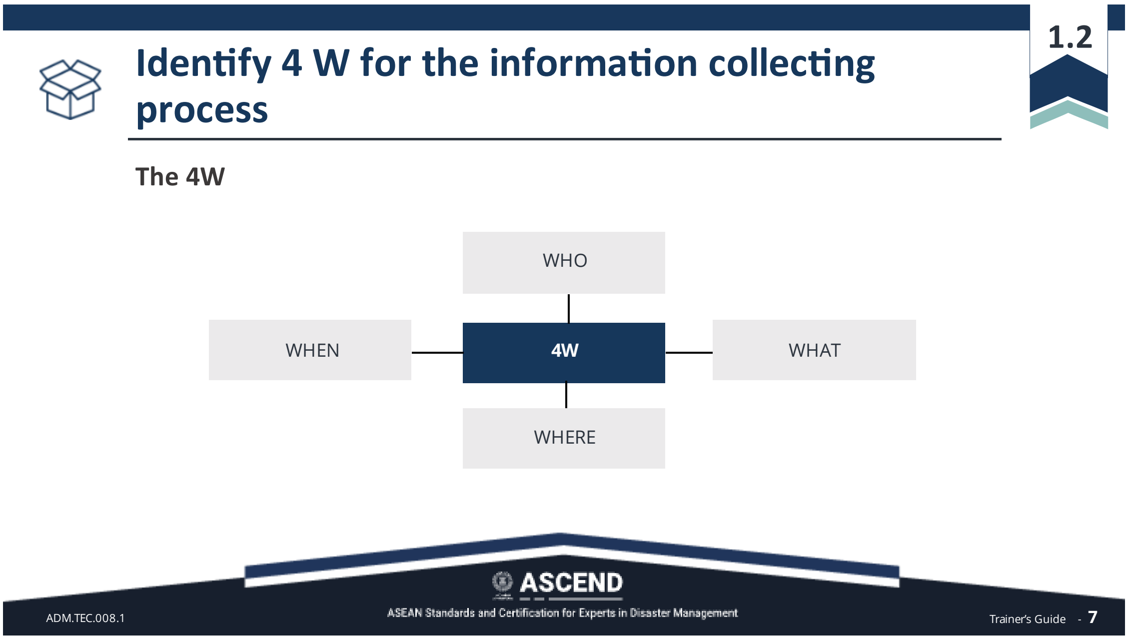
Slide No.	**6**

Trainer Notes

- Good process management can help improve the flow of information and resources. There are different tools and techniques that organisations can use to manage processes better.
- Most of them come from the private sector and include Lean Management and Total Quality Management (TQM). Lean Management is used to reduce waste in processes and enhance performance with existing resources. TQM is applied to lessen the average time for procurement and recruitment by 40-80 per cent and drive down related annual expenses.
- Value stream mapping from Lean Management and TQM is useful for humanitarian logisticians seeking to analyse and design the optimal sequence of products and services in supply chains. Value stream mapping gives its users an understanding of the ways information and resources flow as a product or service makes its way from supplier to disaster-affected communities.
- Using standardised forms can facilitate better teamwork. Standardised provide different actors with the same information. It allows the development of a common operating picture that enables various departments, units, and even sectors to supplement each other's work
- The first step in developing standardised forms involves involving stakeholders, understanding their information needs, and incorporating them into a coherent whole. Next, the relevant people expected to use the forms should have a briefing or training on using them. Providing them with guidelines explaining the form's contents,

why specific information is needed, and how they contribute to the overall effort would help.

- Management often has the authority to define and enforce lines of communication and reporting. Once these lines are clear, the staff's task is to communicate and reports according to those lines. Clear lines of communication allow the creation of protocols that enable people in headquarters to inform field leaders about new decisions on time. It includes agreeing on a specific time for daily updates and sticking to it.
- Defining clear roles and responsibilities is also necessary for establishing clear lines of communication and reporting. Who will make the decision? What information do they need? When do they need it? How will they get that information? These are the types of questions that need to be addressed and agreed to before emergency operations.



Slide No.	**7**

Trainer Notes

- A 4W (**Who, What, Where, When**) is a tool for collecting information about the emergency response activities of different actors. It is used to map and report on logistics input, activities, and output in humanitarian logistics. It serves as one of the tools in a suite of services necessary to support response monitoring. It also helps (but not replaces) performance monitoring tools.
- The 4W helps prevent gaps and duplications in response because it addresses the nature and extent of aid and relief. But it does not cover all of the other information exchanged in the overall coordination. There are many variants of the 4W tool depending on the phase of the emergency organisational objectives, reporting requirements, operating context, and more.
- A 3W (who, what, where) tool collects the basic information on who is doing what and where. It is usually rolled out at the beginning of an emergency (phase 1). It allows organisations to obtain a general picture of the response. A standard 4W builds on the 3W by adding information on the duration of activities and more details on the different sectors involved.
- Additional W's, like Why and for Whom, may be added depending on the information needs and resources available. Doing so will create 5W and 6W tools. However, it is essential to keep in mind that only 3W and 4W information are required for coordination and reporting purposes, especially when a response has started. In such cases, timeliness is more important than the completeness of the information.

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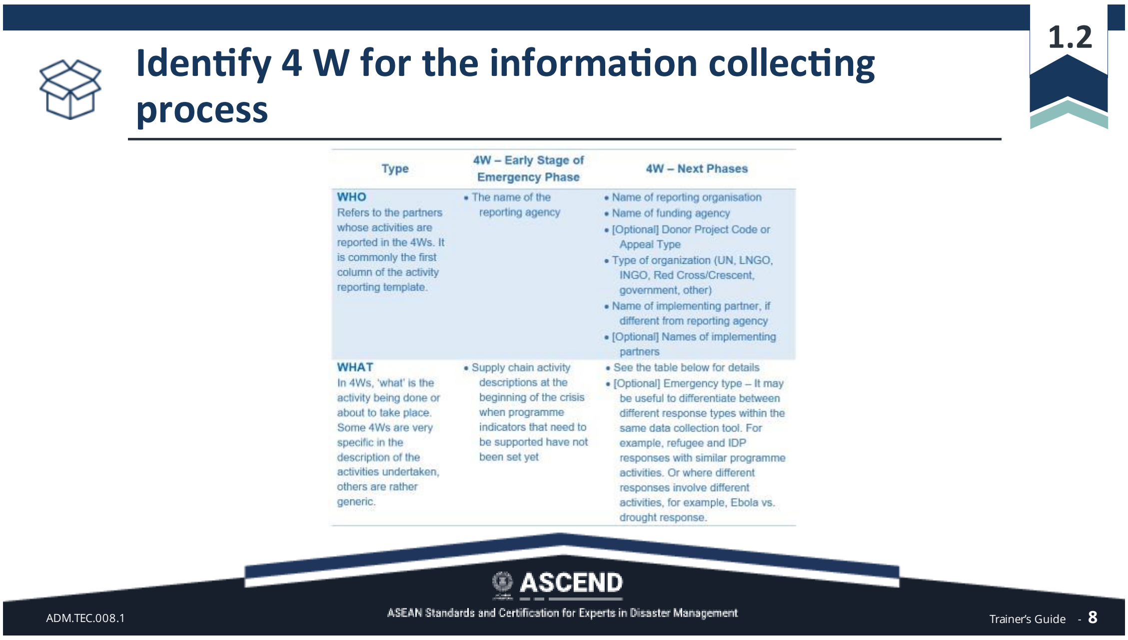
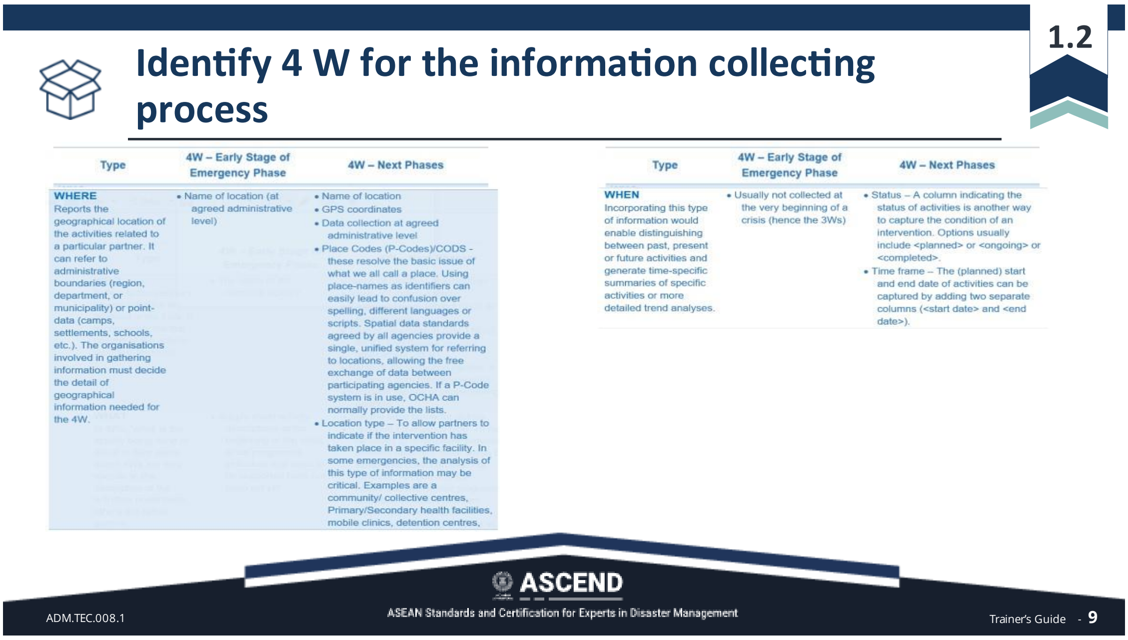


Type	4W – Early Stage of Emergency Phase	4W – Next Phases
WHO Refers to the partners whose activities are reported in the 4Ws. It is commonly the first column of the activity reporting template.	• The name of the reporting agency	• Name of reporting organisation • Name of funding agency • [Optional] Donor Project Code or Appeal Type • Type of organization (UN, LNGO, INGO, Red Cross/Crescent, government, other) • Name of implementing partner, if different from reporting agency • [Optional] Names of implementing partners
WHAT In 4Ws, 'what' is the activity being done or about to take place. Some 4Ws are very specific in the description of the activities undertaken, others are rather generic.	• Supply chain activity descriptions at the beginning of the crisis when programme indicators that need to be supported have not been set yet	• See the table below for details • [Optional] Emergency type – It may be useful to differentiate between different response types within the same data collection tool. For example, refugee and IDP responses with similar programme activities. Or where different responses involve different activities, for example, Ebola vs. drought response.

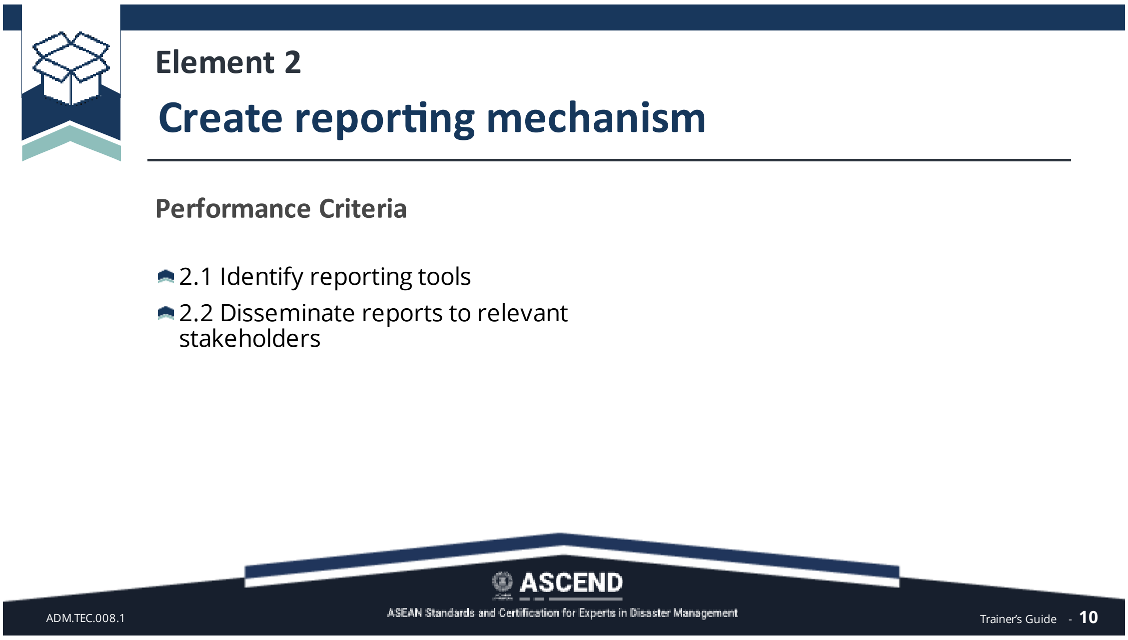
Slide No. 8

Trainer Notes

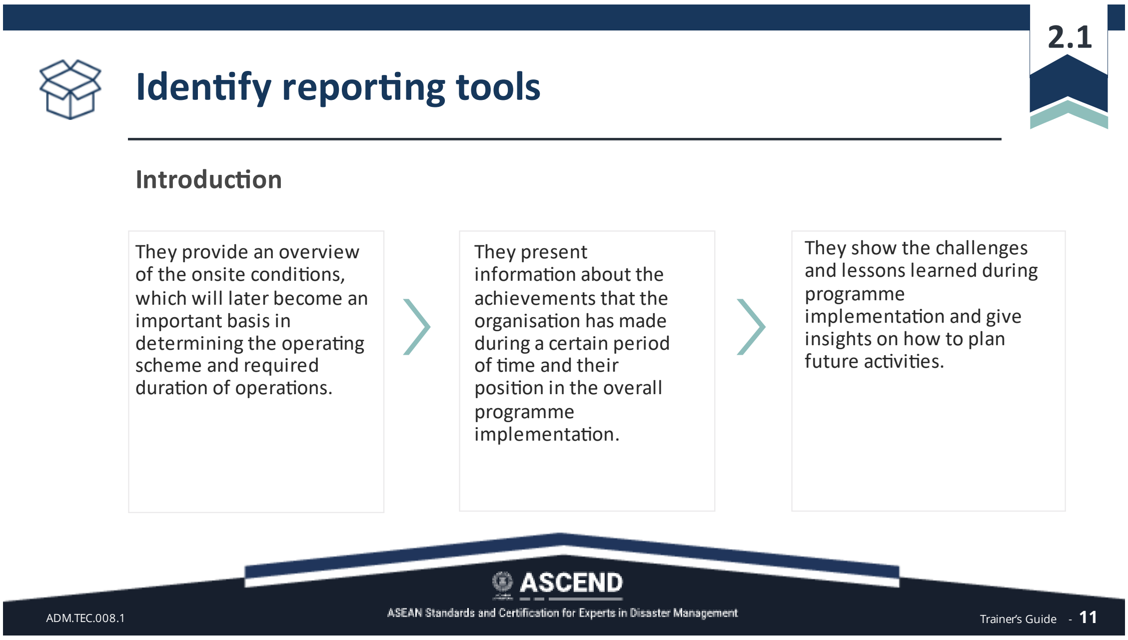
- Before collecting information, organisations should design and develop 4W tools, templates, and information products, according to their core objectives. Such tasks vary depending on the stage of an emergency and include:
- Creating or amending 4W tools and templates to meet the needs of the response until the programme indicators are defined.
- Helping the team identify realistic indicators (output and outcome) and targets for the Operation Plan.
- Creating or amending 4W tools and templates that link with the reporting needs of the Operation Plan and information needs of partners.
- Determining the best software to use in a specific emergency response (e.g., Excel, ActivityInfo, Report hub, DHIS2, Survey123, KoBo, other systems).
- Consolidating and cleaning 4W data from the field while probing erroneous entries and promoting 4W data quality.
- Developing 4W information products like dashboards and infographics.
- Analysing 4W data and identifying relevant insights on need gaps and activity overlaps.



Slide No.	**9**
Trainer Notes	None.



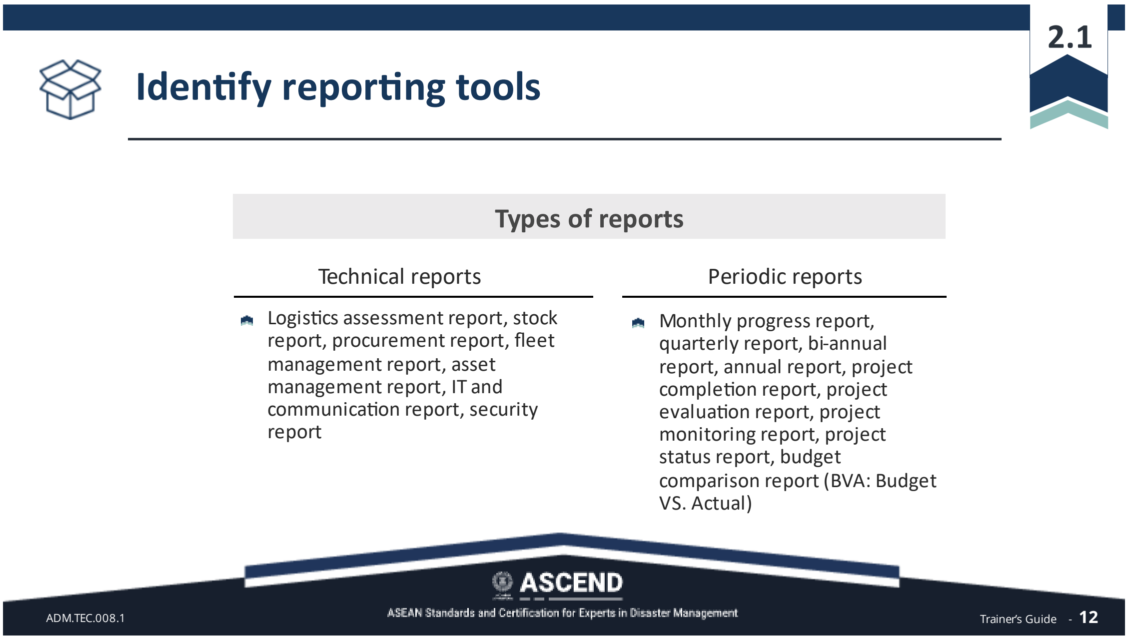
Slide No.	**10**
Trainer Notes	Briefly talk about the sub-elements of Element 2 and why Humanitarian Logistics professionals need to know these.



Slide No. 11

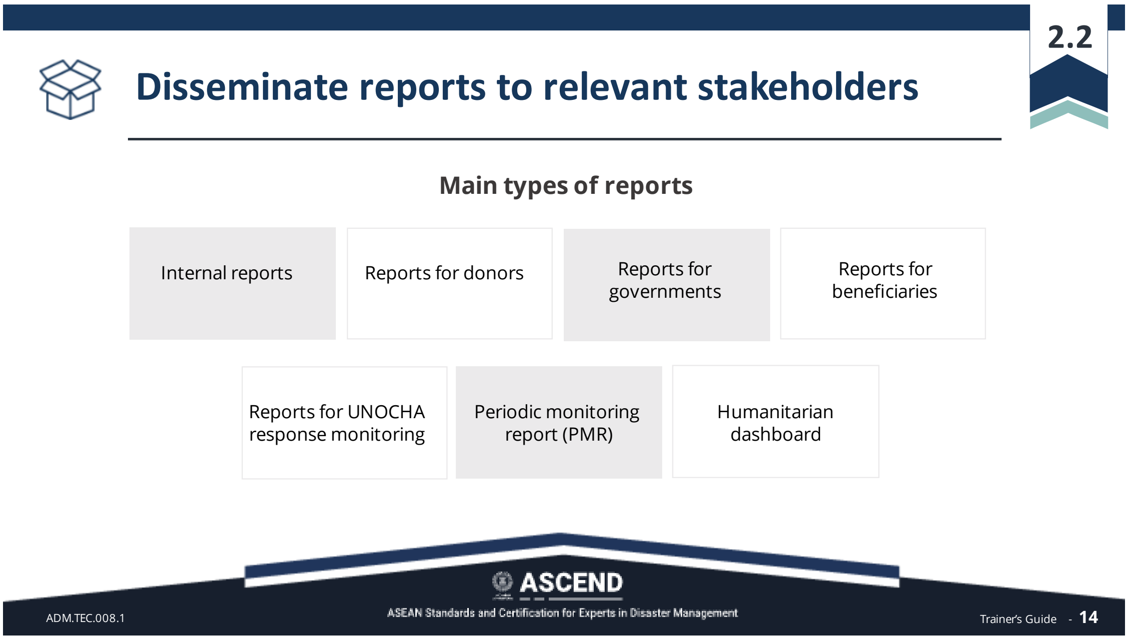
Trainer Notes

- Before writing any report, one must:
- **Feel good:** Understand and accept that writing reports is not less important than those meetings and discussions involved in programme implementation. Realising that it is a huge responsibility and work in the field will get reflected in the report. The presentation of the report is as important as the work itself. Organisations cannot make everyone come and see their work. The report allows organisations to share their work with donors, partners, and the public.
- **Reflect on the objective of the report:** Before writing the report, think about why there is a need to write the report and the objectives of the report. It will help structure the writing, filter unnecessary content and keep the reporting specific.
- **Reflect on the intended audience:** Knowing who the reports are for, the audience. For example, a monthly progress report shared among the project members does not need a detailed description because they already know it. In contrast, reports for advocacy campaigns or workshops require a background of the project because attendees of media events and public activities may not be familiar with the situation on the ground.
- **Start early:** When the objective and intended audience of reports are clear, start writing the report. The basis of good reports is good content. The basis of good content is good information and references. Collect facts and figures, take photographs, and be ready to take notes on things that may be interesting and relevant while project activities are ongoing. Don't wait until the project ends before backtracking.



Slide No.	**12**
Trainer Notes	**Note for trainers:** Read Section 2.1 of Learner Guide for descriptions of each type of report.

Slide No.	**13**
Trainer Notes	• During an emergency, timely and transparent production and dissemination of information generate trust and credibility. • National authorities, donors, inter-governmental organisations, the affected population and other actors need information, usually in the form of reports. • They need the information to guide their work and translate their interests into concrete action.



Slide No.	**14**

Trainer Notes

Dissemination report

a. **Internal reports**

Internal reports are often sources of key performance indicators for project teams. Internal reports are distributed to team members and staff at headquarters interested in monitoring the progress and challenges of a project at the time of reporting. These reports are usually very technical and detailed because they contain confidential information not shared with outside parties.

b. **Reports for donors**

Donors expect to receive relevant information and regular updates about their support project. They should be aware of a project's progress, challenges, risks, and opportunities. If organisations cannot achieve a particular milestone, they should inform their donors and explain the shortfall. Raising the difficulties as they arise is not a sign of weakness but professionalism. Even when it is seemingly to the disadvantage of an organisation, being transparent demonstrates that the organisation can be a reliable partner in the long term. If donors provide a reporting guideline, follow it strictly. If there are no reporting guidelines, understand the donor's requirement- why they need the report, how they want to use it, and when.

c. **Reports for government**

Reports for governments are usually for coordination and disclosure of activities. This report comes in two forms. One is a joint cluster report on the 5W+ 1H. Another is a periodic report similar to the reporting format for donors. International organisations that have MoU with ministries and agencies must provide regular reports. Local organisations should also provide reports to avoid gaps or overlapping activities.

d. **Reports for beneficiaries**

Informing beneficiaries about the objectives and progress can facilitate acceptance of the products or services the project is seeking to provide. This involves setting up a feedback mechanism and providing regular updates to disaster-affected communities. Usually, these reports are in the form of presentations, infographics or done through group discussions. It does not provide detailed information on the organisation's financial position.

e. **Reports for UN-OCHA response monitoring**

Response monitoring is a continuous process that tracks the humanitarian assistance delivered to affected populations compared to targets set out in the humanitarian response plan (HRP).

Monitoring considers the input and the output resulting from interventions. It charts the outcomes of cluster activities and measures progress towards the strategic objectives of the HRP. It is a critical step in the programme cycle because it determines whether the humanitarian community is doing what it has committed to doing in the HRP.

Response monitoring seeks to achieve two main goals:

• To identify shortcomings in the delivery of humanitarian aid as planned in the HRP.

• To improve accountability to affected populations and other stakeholders.

It is essential to understand that response monitoring does not aim to:

• Capture changes in humanitarian needs, which is part of needs assessment

• Track operational aspects of the response, which is part of coordination, except in the initial weeks of a sudden-onset emergency

• Examine the performance of the coordination systems, which is part of cluster performance monitoring and operational peer review

• Gauge the quality and impact of the response, which is part of the evaluation

In the preparation stage, the clusters and inter-cluster coordination group prepare monitoring plans and codify these in a humanitarian response monitoring framework document. This framework is a set of practices for collecting and analysing response monitoring data that all humanitarian actors perform. At the preparatory stage, response monitoring has strong linkages to three levels in the HRP process:

• Selecting indicators

• Setting targets for measuring against strategic objectives

• Identifying desired output of cluster activities

The monitoring data is made publicly available for use in public reports and forms the basis of the periodic monitoring report (PMR).

Key product: Periodic monitoring report (PMR)

This report is an internal management tool to help humanitarian country teams (HCTs) examine whether sufficient progress is made to reach strategic and cluster objectives. In addition, the report provides a structure to analyse changes in context and needs, provide an update on funding received versus requirements, and identify constraints and gaps.

Key product: Humanitarian dashboard

The PMR and the humanitarian dashboard are complementary products. The humanitarian dashboard provides a graphical overview of needs, the response, and gaps. The PMR provides more in-depth data and analysis, informing strategic level discussions and decision-making. For guidance on the production of the humanitarian dashboard, see the Toolbox.

Slide No.	**15**
Trainer Notes	Close presentation and thank the participants.

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