

**TRAINER'S  
GUIDE**



**TECHNICAL COMPETENCY UNIT**



**ADM.TEC  
011.1**

**Implement Logistics Information  
Management Plan**



**ASCEND**

**ASEAN Standards and Certification  
for Experts in Disaster Management**

## ASEAN Standards and Certification for Experts in Disaster Management

# IMPLEMENT LOGISTICS INFORMATION MANAGEMENT PLAN

ADM.TEC.011.1

### 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.

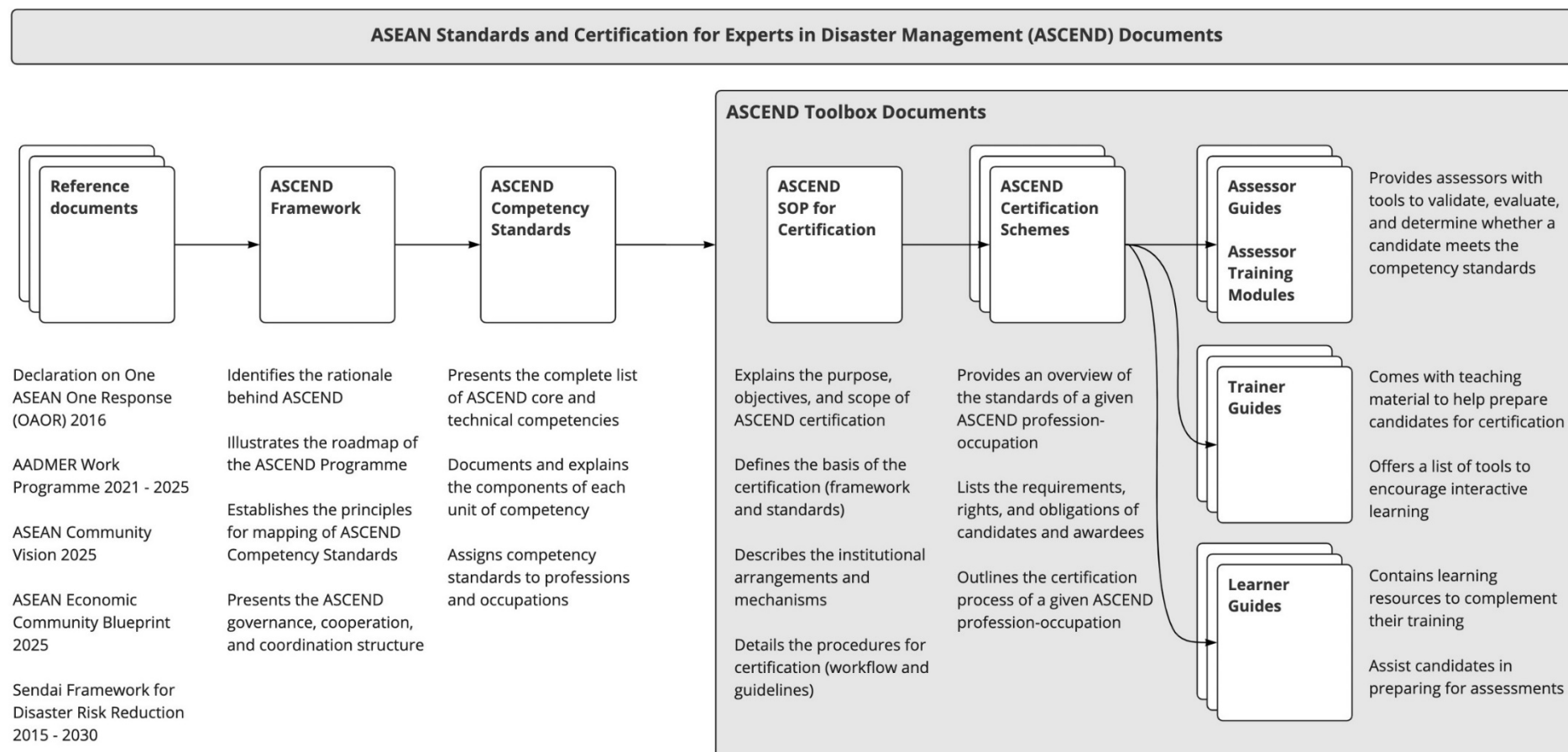
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor 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
<b>Experience</b>	Refers to the qualifications of the candidate that make them eligible to pursue certification. It includes the candidate's formal education, work experience, professional training, and job-relevant life experiences.
<b>Knowledge</b>	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
<b>Skills</b>	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
<b>Attitudes</b>	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.



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

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

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

## What do trainers do?

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

The role of trainers is to:

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



## Using the trainer's guide

The material in this trainer guide is designed to assist trainers in conducting learner-centric activities that recognise prior experience, maximise engagement, teach for understanding, and build on learner strengths. The guide provides suggestions on how to prepare training sessions that enhance candidate participation and minimise disruptions during the session. It also offers a list of equipment and tools that trainers may use to encourage interactive learning and supplement traditional methods like lectures, case discussions, demonstrations, group exercises, simulation games, role-playing, and independent research. Finally, it includes a copy of PowerPoint presentation slides and presenter notes to guide trainers on what key messages to highlight during sessions.

**Remarks:** *Trainers also need to consider the diverse backgrounds (e.g., cultural, linguistic, social) and needs of candidates when planning and delivering the training. Trainers may have to adapt their training style to suit student preferences, use alternative activities for different levels of ability, and provide opportunities for various forms of participation.*





# ASCEND Competency Standards



# ASCEND

## 3.1

## Competency standards

Competency standards are a set of industry-accepted benchmarks that defines the experience, knowledge, skills, and attitudes professionals need to perform well in an occupation. It also reflects the requirements of work settings and considers the developments in the disaster management profession.

## 3.2

## ASCEND Competency Standards

The ASCEND Competency Standards identifies the key features of work in selected disaster management professions, and performance standards professionals need to meet to be deemed competent. It also provides the list of the forty-three (43) core and technical competencies that serve as the basis for defining the regionally recognised disaster management qualifications across the ASEAN Member States. The five (5) professions covered by the ASCEND Competency Standards include Rapid Assessment, Humanitarian Logistics, Information Management, WASH, and Shelter Management. Under these professions are five (5) categories of occupations: Manager, Coordinator, Officer, Promoter, and Engineer. Overall, there are fifteen (15) profession-occupation combinations (e.g., humanitarian logistics manager, information management coordinator, WASH promoter).

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. One SOP applies to all profession-occupation combinations covered by the ASCEND certification. The Certification Schemes, one for each of the profession-occupation combinations. Both these documents align with the AQRF Level Descriptors, Section 4: Guiding Principles and Protocols for Quality Assurance of the AGP (pp. 36-40), and ASEAN Disaster Management Occupations Map. The Certification Schemes also outline the ASCEND competencies under selected professions and occupations, eligibility criteria, basic requirements and rights of candidates, and obligations of certification holders. Assessor Guides describe the components of particular competency standards and offer tools to determine the candidate's qualifications. Trainer and Learner Guides expound on a given competency standard's elements and performance criteria for learning and assessment preparation purposes.

The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes



in the disaster management profession and remains relevant. The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. Table 2 describes its main components.

**Table 2:** *Components of the ASCEND Competency Standards*

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



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





### 3.3

## Unit of Competency

**Unit title** : **Implement Logistics Information Management Plan**

**Unit number** : ADM.TEC.011.1

**Unit description** : This unit deals with the knowledge, skills, and attitude required how to adapt to pressure and change to work effectively within humanitarian contexts.

#### ELEMENT AND PERFORMANCE CRITERIA

#### UNIT VARIABLE AND ASSESSMENT GUIDE

##### Element 1. Compile logistics data and information

- 1.1 Identify source of data and information
- 1.2 Verify validity of data and information

##### Element 2. Produce logistics information reports

- 2.1 Create regular situation report
- 2.2 Create logistics operation report

#### Unit Variables

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.

This unit applies for participants to identify the sources of data (assessment, interview, media) and information and be able to validate that information. It is also expected that participants are able to produce regular situation report and logistics operations report such as:

- List of logistics partners
- Consolidate stock movement

#### Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify sources of data and information
- Ability to verify the validity of data and information
- Ability to produce logistics information report
- Ability to disseminate the reports

#### Linkages to other Units

This is a technical unit for a logistics coordinator that provides knowledge on how to collect logistics data and



information analyse and produce the reports; some of the skills are also related to the logistics manager unit.

## Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify sources of data and information
- Demonstrated ability to verify the validity of data and information
- Demonstrated ability to produce logistics information report
- Demonstrated ability to disseminate the reports

## Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of humanitarian logistics operations 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	<b>2</b>	Collecting from various data sources
Communicating ideas and information	<b>2</b>	Disseminating the reports
Planning and organising activities	<b>2</b>	Producing regular reports
Working with others and in teams	<b>3</b>	Validating the logistics data
Using mathematical ideas and techniques	<b>2</b>	Calculating the needs
Solving problems	<b>2</b>	Managing various data from the field
Using technology	<b>2</b>	Familiar with computer software, smartphone, etc.





Preparing for Training Sessions:

# Equipment, Material, and Tools



**ASCEND**

## 4.1

## Onsite training

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

Checklist	Training resource requirements
Tick box (✓) when completed	Equipment and material
<input type="checkbox"/>	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
<input type="checkbox"/>	Gain access to a stable internet connection and printer, if needed.
<input type="checkbox"/>	Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.
<input type="checkbox"/>	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
<input type="checkbox"/>	Request a list of confirmed attendees (candidates) and their contact details.
<input type="checkbox"/>	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, training venue, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).
<input type="checkbox"/>	Print out copies of the Trainee Manual, if needed.



## 4.2

## Online training

Please refer to the checklist and table below when conducting online training (remote).

Checklist Tick box (✓) when completed	Training resource requirements Equipment and material
<input type="checkbox"/>	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
<input type="checkbox"/>	Gain access to a stable internet connection.
<input type="checkbox"/>	Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).
<input type="checkbox"/>	Reserve a dedicated workspace (large desk and chair with back support).
<input type="checkbox"/>	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
<input type="checkbox"/>	Request a list of confirmed attendees (candidates) and their contact details.
<input type="checkbox"/>	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, Zoom log-in details, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).

The list below recommends apps and tools that trainers may find helpful when planning and delivering the training. Trainers need to register and create their accounts before using the apps and tools.

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



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

<https://zoom.us/>

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

#### Lucidspark

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

<https://lucidspark.com/>

#### Ziteboard

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

<https://ziteboard.com/>

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

#### Kahoot

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

<https://kahoot.com/>

#### Quiz It! Live

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

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

### For gathering feedback, ideas, or responses

#### Google Forms

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

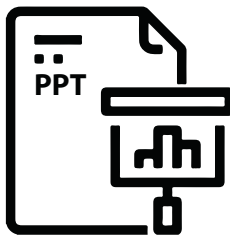
<https://www.google.com/forms/about/>

#### Survey Monkey

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

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





# PowerPoint Slides and Presenter Notes



**ASCEND**



## 5.1

# Instructions for using PowerPoint presenter

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

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

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

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



## 5.2

## PowerPoint slides and presenter notes

*Image 1: Slide 1*



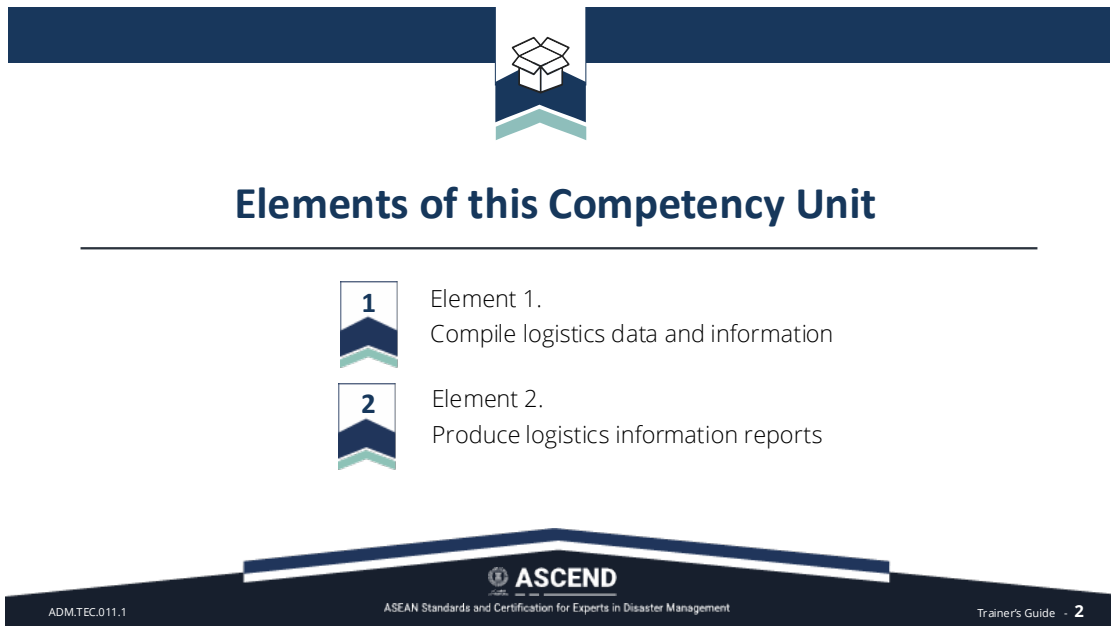
**Slide No.**

**1**

**Trainer Notes**

Trainer welcomes participants to the class



*Image 2: Slide 2*

The slide features a dark blue header with a white box icon in the center. Below the header, the title "Elements of this Competency Unit" is displayed in a bold, dark blue font. Underneath the title, two numbered elements are listed, each preceded by a blue and white chevron icon. Element 1 is "Compile logistics data and information" and Element 2 is "Produce logistics information reports". The slide footer is dark blue and contains the ASCEND logo, the text "ASEAN Standards and Certification for Experts in Disaster Management", and the page number "2" in the bottom right corner.

## Elements of this Competency Unit

- 1 Element 1.  
Compile logistics data and information
- 2 Element 2.  
Produce logistics information reports

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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****Compile logistics data and information****Performance Criteria**


- 1.1 Identify source of data and information
- 1.2 Verify validity of data and information

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

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



Image 4: Slide 4



## Identify source of data and information

1.1

---

### Introduction


Challenges related to communications and information sharing often arise from cultural differences and the absence of coordination mechanisms and standard operating language (e.g., concepts, definitions).

>

The lack of a synchronized and interlinked database and inconsistencies in terminologies or references may result in inaccurate information, which leads to further coordination issues.

>

Different actors may conduct overlapping activities (maybe even conflicting activities) at different paces towards different objectives.



ASEAN Standards and Certification for Experts in Disaster Management

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Trainer's Guide - 4


**Slide No.      4**

### Trainer Notes

- Humanitarian logistics encompasses a wide range of activities within humanitarian organisations. A bulk of these activities are also part of a broader humanitarian supply chain - the network used for providing physical aspects of aid to beneficiaries.
- Within humanitarian operations, logistics services procure, store and distribute supplies for the assistance of beneficiaries. In order to function effectively, humanitarian logistics must coordinate with other actors and be considered throughout the lifespan of humanitarian operations.



Image 5: Slide 5




## Identify source of data and information

1.1

**Key features of a Humanitarian Logistics Information Systems (HLIS)**

Accessibility	Inclusiveness	Inter-operability	Accountability	Verifiability
Relevance	Impartiality	Humanity	Timeliness	Sustainability
Reliability		Reciprocity	Confidentiality	

ADM.TEC.011.1

  
ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 5

**Slide No.**      **5**

### Trainer Notes

- Humanitarian Logistics Information Systems (HLIS) facilitate information sharing between humanitarian organisations coordinating logistics operations during a response.
- Effective humanitarian information systems provide timely access to comprehensive, relevant, and reliable information critical to humanitarian operations. The HLIS can archive information about the different aspects of a created event/incident. It is a powerful tool for analysing that state of response at the tactical, operational, and strategic levels. It can also generate what-if scenarios, statistics, and other reports relevant to future response planning.
- The key features of humanitarian information:
  - a. **Accessibility.** Information for humanitarian purposes should be made widely available through various online and offline distribution channels, including the media. Humanitarian data information should be accessible to all humanitarian actors using easy-to-read layouts and common or local languages.
  - b. **Inclusiveness.** Information should be shared with stakeholders such as the affected communities, local and national governments, and other responding humanitarian organisations. Different actors cannot work together if they are not communicating. Exchanging information facilitates coordination.
  - c. **Inter-operability.** All sharable information should be made available in formats that can be easily retrieved, shared, and used by responding humanitarian organisations.
  - d. **Accountability.** Data and information providers should be responsible for the content they publish and disseminate.



- e. **Verifiability.** Information should be accurate, consistent, and based on sound methodologies, validated by external sources, and analysed correctly.
- f. **Relevance.** Information should be practical, flexible, responsive, and driven by operational needs to support decision-making throughout all phases of a crisis. Data that is not relevant should not be collected.
- g. **Impartiality.** Information managers should consult various sources when collecting and analysing information to provide varied and balanced perspectives for addressing problems and recommending solutions.
- h. **Humanity.** Information should never be used to distort, mislead, or cause harm to affected or at-risk populations. It must always respect their human dignity.
- i. **Timeliness.** Humanitarian information should be collected, analysed and disseminated efficiently and kept current.
- j. **Sustainability.** Humanitarian information should be preserved, catalogued, and archived for future use. It can help evaluate response operations, draw lessons learned, and design preparedness programs. Using Open-Source Software should be promoted so that more actors can access the information. When appropriate, hand over post-emergency information to actors responsible for recovery efforts and host governments.
- k. **Reliability.** Reliability is a prerequisite for ensuring the validity and verifiability of information. Users must be able to evaluate the reliability and credibility of information by checking its source and verifying the method of collection. Collection methods should adhere to global standards where they exist.
- l. **Reciprocity.** Information exchange should be a mutual, two-way process between the humanitarian community and the affected communities, including host governments.
- m. **Confidentiality.** Placing sufficient safeguards to protect personal data against loss, unauthorised processing, and other misuses is crucial to any humanitarian information management effort. The processing of any personal data should not occur before explaining the purpose of collecting it and obtaining consent from individuals first.



Image 6: Slide 6



## Identify source of data and information

1.1

### Humanitarian Logistics Information Systems (HLIS) can:

- Enhance needs assessments by informing field staff about what supplies are available for beneficiaries, either in local warehouses, prepositioned emergency stocks, or local and international markets.
- Share lists of supplies available in local and international markets, including prices and lead times, to assist program staff in planning their procurement activities.
- Inform program staff about procurement activities and the constraints faced by logisticians. This can help create trust between teams.
- Provide budget holders with more accurate financial information regarding funds committed to the procurement process. It helps users of funds to avoid the over or under spending of budgets.
- Provide warehouse inventory reports to program staff so they can utilise supplies better.
- Share information on the distribution of supplies to avoid the need for duplicate record keeping between logistics and program teams.
- Accurately divide logistics overhead costs such as warehouse rental, transportation, and logistics staff wages into program budgets according to the activities that logistics is supporting.


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### Trainer Notes

- Humanitarian Logistics Information System (HLIS) must operate across the entire disaster management cycle. They must be scalable to manage many suppliers during the response phase and the high diversity of supplies across the recovery and mitigation phases and manage the flow of information from the preparation phase to the response phase.
- In the preparation phase, HLIS is used to record what emergency response supplies are available at the onset of the disaster. Trained logisticians use these information systems and simulations to prepare for disaster responses.
- HLIS can eliminate the need for duplicate data entry in the response phase and offer more timely and accurate information. HLIS lets organisations know what supplies were distributed and what supplies remain during the transition to the recovery phase. This allows humanitarian logisticians to utilise surplus supplies in recovery activities and to better plan for the next disaster response.







## Verify validity of data and information

1.2

### Introduction

Data represent real-world observations and are the basis for generating information. Data, in itself, is of little value to decision-makers before it is processed and aggregated into information.



Information is processed data that is analysed in a specific context, making it meaningful. Processing information involves organising, processing, and interpreting data in line with decision-making needs.



The accuracy of data is vital, especially when used for decision-making. The accuracy of a piece of information depends on the accuracy of the data it was based on.



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#### Trainer Notes

- The collected data may contain errors. It must be checked and cross-checked before being processed any further. Despite the saying "garbage in–garbage out", there is a general tendency to accept as true anything that comes out of a computerised system. It is common to overlook the quality of data collected before processing.
- The first step in obtaining information about a disaster is to know where to source them and what technical and management tools and procedures enable data collection during an emergency response. It is critical to coordinate with other stakeholders (e.g., local, national or international actors) to integrate information from different sectors and disciplines into information management systems.

#### a. Primary Data


Primary data is collected directly from first-hand sources, including the affected population, local responders, and logistics vendors. Activities include face-to-face interviews, focus group discussions, surveys, and direct observation. Primary data collection enables the collecting organisation to adapt the collection methods to meet needs. However, it is often costly and time-intensive and may not always be feasible.

#### b. Secondary Data

Secondary data is data that others have already collected. An organisation can access it through published research, internet materials, previous assessments, pre-crisis data, epidemiological bulletins, health service data, disaster agency reports, dashboards, logistics cluster bulletins, media reports, and many more.



Image 8: Slide 8



## Verify validity of data and information

1.2

### Reliability and credibility

In our analysis and interpretation of data, we also need to judge the reliability (can we trust the data?) and credibility (can we believe in our data?).


We often speak about the **credibility gap**: the distance between our assumptions and reality.

➤

There are different methods to be used to increase the reliability of data.

➤

It is also essential to identify the bias that we all bring along. There are many ways that we can be biased.


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### Trainer Notes

There are different methods to be used to increase the reliability of data. The most important ones are cross-checking and comparing (triangulating) data with information from various sources. Referring to some baseline information can help reduce miscalculations.

Bias can be shaped by the following: the organisation's mandate, project objectives, a key informant, our profession, personal experience, political views, age, culture, ethnicity, gender, language, socio-economic class, season, and time of day.




*Image 9: Slide 9*

## Element 2

# Produce logistics information reports

### Performance Criteria

- 2.1 Create regular situation report
- 2.2 Create logistics operation report




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




Image 10: Slide 10



## Create regular situation report

2.1



### Introduction

Situation reports are usually reliable sources of daily information.

These reports present facts about the emergency status, its impact, and the needs and actions to assist the population to date.


➤

Situation reports include results of the damage and needs assessments, and decisions made to respond to the needs of the affected population are based on this information.

➤

Different teams provide information or prepare reports for large-scale disaster responses.

It is vital to consolidate and analyse this information to publish a single official report daily or at intervals.



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### Trainer Notes

Once the situation report is written and distributed, review the report, or have a colleague review it to determine the following:

- Will the report support decision-making and planning?
- Will it engage donors and assist them in determining where to award grants?
- Will it strengthen the image and visibility of the organisation?





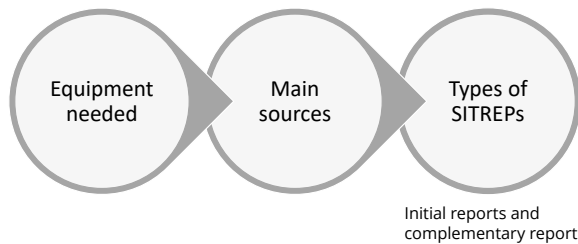
## Create regular situation report

2.1

### How to prepare a SITREP (Situation Report)

The responders need equipment to prepare reports.

Redundant communication systems for data and voice are necessary. The more channels available, the better.



**Slide No.** 11

### Trainer Notes

Everyone on the disaster response team should have the ability and knowledge to prepare SITREPs. However, the team's communication and information management specialists are primarily responsible for consolidating information and distributing the report.

The main sources of information for the SITREP are:

- the experts on the disaster response team,
- government authorities from related sectors,
- representatives of the affected population, and
- groups from other organisations conducting damage and needs assessments in affected areas.

Types of SITREPs:


**Initial reports** are prepared between emergency onset and 48 hours after the onset. The value of this type of SITREP is to describe the impact of the disaster as accurately as possible.

**Complementary reports** address the evolution of the situation. These reports give details on the needs of communities and the work of different clusters/sectors.



















Image 12: Slide 12

2.1




## Create regular situation report

SITREP: Do's and Don'ts

Do	Don't
<ul style="list-style-type: none"> <li> Use plain and clear language. Change complicated and technical terms into simple and readable text.</li> <li> Be brief and to the point.</li> <li> Analyse situations and trends.</li> <li> Provide sources of information.</li> <li> Include maps and photographs.</li> <li> Explain tables and figures.</li> <li> Include name(s) of report authors.</li> <li> Include date and hour of publication.</li> <li> Explain any acronyms or abbreviations.</li> </ul>	<ul style="list-style-type: none"> <li> Do not embellish the text.</li> <li> Avoid adjectives and adverbs.</li> <li> Do not use passive voice.</li> <li> Do not make vague assertions.</li> <li> Do not assume that the reader knows the country affected or the disaster.</li> <li> Do not repeat the same information in each report. Save only information that does not have to be updated.</li> <li> Do not include unreliable or unconfirmed information.</li> </ul>

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### Trainer Notes

- After the damage and needs assessment, it is essential to get the necessary information published and updated in the SITREP.
- Programme-related reports are produced daily for internal distribution within an organisation or partner media and NGOs.
- The key is to modify information based on organisation priorities and the different needs of SITREP users.
- SITREP varies depending on the emergency phase it is produced and used.



Image 13: Slide 13



## Create logistics operation report

2.2

### Introduction

Information about the supply management operation must be disseminated at the start of emergency response while assessing needs and sending national and international cooperation requests.


➤

Publishing interim reports about the supplies at hand and further requirements throughout the operation is needed.

Sharing these reports at an early stage helps prevent rumours of negligence or mismanagement.

➤

Information is not only useful for decision-making; it is also needed for reporting.



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**Trainer Notes**

Each organisation or institution has a different logistics reporting format, including the reporting period, whether weekly, monthly, quarterly, or annually. Reporting assists in raising public awareness about what is required and what is being done, fundraising, and maintaining accountability and transparency to taxpayers and donors.



Image 14: Slide 14



**Slide No.**      **14**

**Trainer Notes**      Read section 2.2 of the Learner Guide for descriptions and examples of each report section.





Image 15: Slide 15



**Slide No.**      **15**

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





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