1st Edition

LEARNER'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

Learner'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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Introduction

ASCEND

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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 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 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

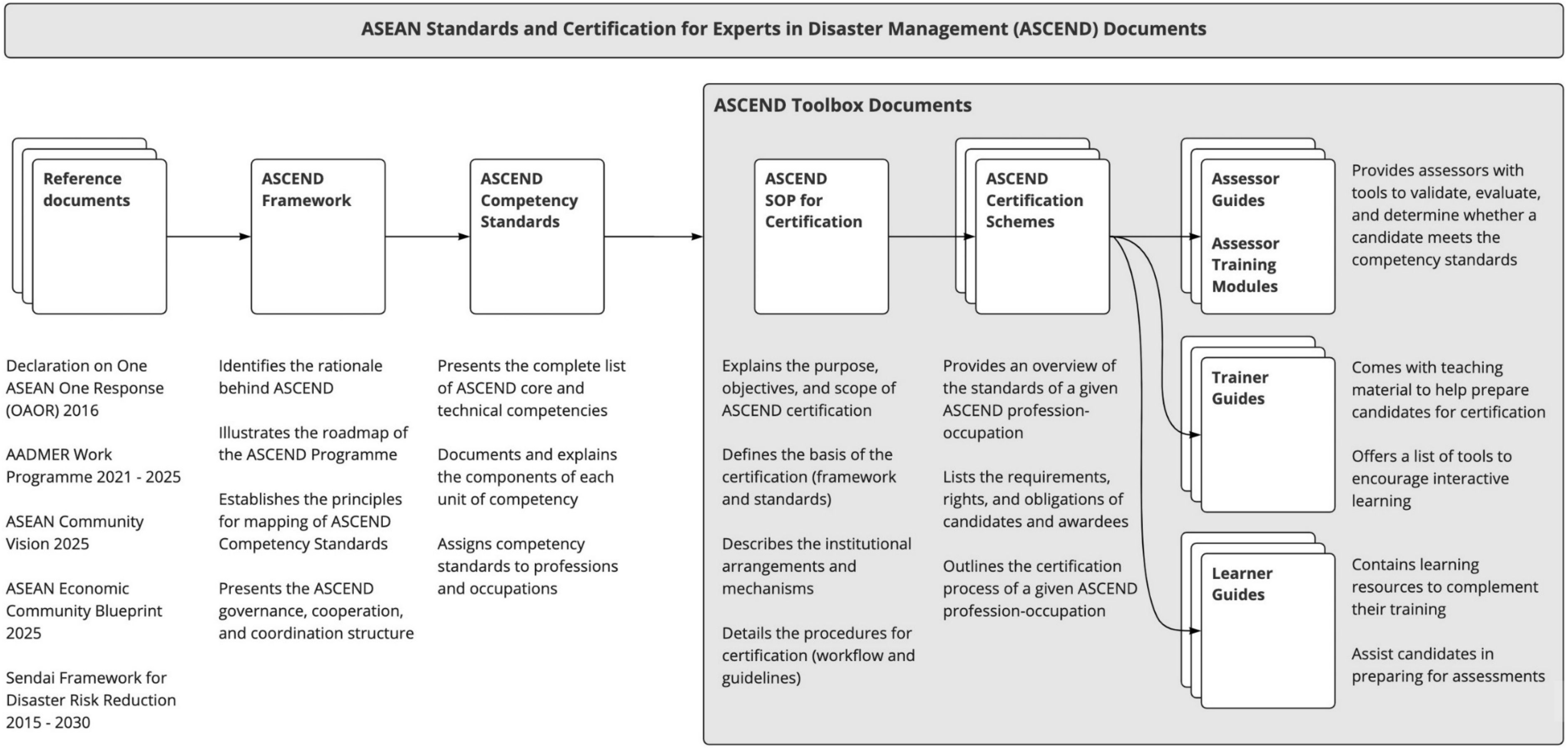
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management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



The Learner Guide: Introduction for Candidates

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Learner’s Guide

Welcome and thank you for your interest in pursuing an ASCEND certification. This Learner Guide is for you to read. It contains learning resources and helps you prepare for the required assessments: oral interviews, written tests, and observation checklists.

Competency-based learning and assessment

Competency is the attitude and ability to use or apply one's experience, 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.

There is one Learner Guide for each unit of competency. The Competency Standards and Unit Descriptor section of this document outlines the content you will be studying – broken down into elements and performance criteria that will be covered during training and assessed using competency-based methods. This guide contains a glossary of terms, a list of abbreviations, readings and activities, a self-assessment checklist, and information about the oral interviews and written tests.

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 assessment (CBA) is the process for evaluating whether a professional is qualified and competent to perform in a particular occupation. CBA is used to determine if the candidate's experience, knowledge, skills, and attitudes meet the standards and performance criteria defined in a unit of competency.

ASCEND Competency Standards and Unit Descriptor

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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 identify 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. Only 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, 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 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. 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. 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. Table 2 describes its main components.

Table 1: *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.

3.3 Unit descriptor

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 1.
Consolidate data and information

Performance Criteria

1.1 Analyse logistics information flow
1.2 Identify 4 W for the information collecting process

Element 2.
Create reporting mechanism

Performance Criteria

2.1 Identify reporting tools
2.2 Disseminate reports to relevant stakeholders

3.4 Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
AADMER	ASEAN Agreement on Disaster Management and Emergency Response
ACDM	ASEAN Committee on Disaster Management
AGP	ASEAN Guiding Principles
AHA Centre	ASEAN Coordinating Centre for Humanitarian Assistance on disaster management
ALNAP	Active Learning Network for Accountability and Performance
AMS	ASEAN Member States
AQRF	ASEAN Qualifications Reference Framework
ASCEND	ASEAN Standards and Certification for Experts in Disaster Management
ASEAN	Association of Southeast Asian Nations
BvA	Budget Vs Actual
CBA	Competency-Based Assessment
COVID	Coronavirus Disease
GPS	Global Positioning System
HCTs	Humanitarian Country Teams
HRP	Humanitarian Response Plan

IDP	Internally Displaced People
INGO	International Non-Governmental Organization
IT	Information Technology
KNFA	Korean National Fire Agency
LNGO	Local Non-Governmental Organisation
MRA	Mutual Recognition Arrangement
OAOR	One ASEAN One Response
OCHA	Office for the Coordination of Humanitarian Affairs
ODI	Overseas Development Institute
P-CODES/CODS	Place Codes
PMR	Periodic monitoring report
SASOP	Standby Arrangements and Coordination of. Joint Disaster Relief and Emergency. Response Operations.
SOP	Standards Operating Procedures
TQM	Total Quality Management
UN	United Nations
UN-OCHA	United Nations Office for the Coordination of Humanitarian Affairs
WASH	Water, Sanitation and Hygiene

Unit Readings and Activities

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4.1

Element 1. Consolidate data and information

1.1 Analyse logistics information flow

A. Introduction

When operating in an emergency, many activities involve coordinating and providing the information needed for decision making and managing operations. Even within organisations, communications between headquarter and the field team are often through phone or video calls, emails, and documents exchange. The multiple sources and channels for communication create many challenges in coordination. One of the roles of a humanitarian logistics manager is to ensure that the flow of logistics information is as smooth as possible, within and without an organisation.

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). Close coordination and good information sharing tend to create more productive supply chains. Leadership and relationship management skills are also critical.

B. Impediments to information flow

Information flow in supply chains enables the transfer of resources. But humanitarian logisticians face several challenges that impede information flow in supply chains. One crucial piece of information in an emergency relief operation is the complete assessment sheet from the field team, providing field and headquarters with an overview of the needs of the affected population. But there are times when assessments sheets cannot be completed due to problems in humanitarian access, for example.

Another challenge is the "bullwhip effect", which refers to the supply chain's natural tendency to augment and delay demand orders, which in turn disrupts the flow of information in supply chains. The table below provides more examples of the impediments to information flow and a brief description of each:

Table 2: *Examples of impediments to information flow and a brief description*

Impediment		Description
1. Emergency Setting	Urgent responsiveness	Urgent responsiveness to disaster environment strain information flows
	Extreme uncertainty	Crucial information about relief items such as time, place, type of product, quantity, and potential supply sources may not be known
	Short supply chain life cycle	Processes are rapidly created and modified with little time to formalise associated information flows
	Complex environment	Complexity and chaotic operating context
	Many stakeholders & demands	Donors are influential and request greater donor accountability and transparency
	Inaccessibility	Unavailability of information systems (e.g., unprepared or broke down)
	Unreliability	The organisation's low level of confidence in the data or information it possesses
2. Organisational Structure	No standards	Individual approaches for sharing information
	Lack of sense of ownership for decisions	People do not take responsibility for their decisions
	Roles and Responsibilities are not clear	People do not take responsibility for tasks because their role is unclear
	Lack of process knowledge	Uncertainty about who to include in the information flow
	Low information priority	Undervaluing the usefulness of the information
	Source identification difficulty	Not knowing where to obtain information or having no access to it
	Inadequate stream of information	Shortage or overload of information

3. Information Systems	Storage problems	Storage does not support the efficient recording and sharing of information
	Inconsistent data and information formats	Different definitions and estimates (e.g., “playing safe” -> take the highest number to be sure)
	Online systems are not being used	Data in online systems is not up to date, fragmented & stored in too many places
4. Behaviour	Overworked staff & no time for information sharing	Lack of importance on reporting functions leads to information gaps
	Info access depends on interpersonal relationships	Uncertainty leads to unofficial channels of communication
	Misunderstanding between headquarters and field teams	Information is not transferred effectively due to a lack of context and understanding
5. Environment	High staff turnover	Not all information is transmitted when staff leave and are replaced
	Lack of skilled logistics worker	Unskilled staff do not realise the importance of maintaining good information flow
	Coordination costs	Smaller NGOs cannot afford the additional costs like travelling to meetings where information is shared
	Cultural conflicts	Different ways of working and thinking create conflicts between staff and impede the transfer of information
	Not everyone is in the information loop	People excluded in the information loop can make uninformed decisions

C. Process management

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 reduces waste in processes and enhances 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.

Information flows are as important as resource flow because it connects the different stakeholders that need to interact to keep the supply chain working.

a. Standardise forms

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. For instance, designing and adopting a uniform distribution report or a warehouse stock report for the emergency response team would benefit humanitarian logistics.

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.

Several ways standardised forms can improve information flow:
- Standardised forms contain all the necessary information. No additional information-gathering effort is needed.
- Facilitates transparent reporting to headquarters and donors.
- Enables better teamwork and shared understanding among various actors.

b. Define clear lines of communication and reporting

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.

For instance, clear reporting lines between field team leaders and headquarters can help reduce the worries of senior management that do not reflect the situation on the ground. It takes out the confusion that results from getting information from various sources. 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.

Several ways clear lines of communication and reporting can improve information flow:

- The decision-makers know where to source the information they need.
- It optimises processes and prevents confusion within and among teams.

D. Summary

- The multiple sources and channels for communication create many challenges in coordination. One of the roles of a humanitarian logistics manager is to ensure that the flow of logistics information is as smooth as possible, within and without an organisation.
- Information flow in supply chains enables the transfer of resources. But humanitarian logisticians face several challenges that impede information flow in supply chains.
- Good process management can help improve the flow of information and resources. Most of them come from the private sector and include Lean Management and Total Quality Management (TQM). Lean management reduces waste in processes and enhances performance with existing resources. Standardising forms and defining clear roles and responsibilities can help improve information flow.

1.2 Identify 4 W for the information collecting process

A. Introduction

A 4W (who, what, where, when) is a tool for collecting information about the emergency response activities of different actors. It is one of the tools in a suite of services necessary to support response monitoring. It maps and reports logistics input, activities, and output in humanitarian logistics. It also helps (but does not replace) 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. The information collected will depend on the kind of emergency, priorities of stakeholders, and availability of different types of information. Generally, it is not feasible to adopt a single, broad information collection format applicable in all contexts.

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.

Like Why and for Whom, Additional W's may be added depending on the information needs and resources available. Doing so will create 5W and 6W tools. However, it is important 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.

B. Information collection process

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 the information needs of partners.
- Determining the best software for specific emergency responses (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.

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Table 3: *4W audience*

	Audience	
	In-country responders	**Global / headquarters-based responders and experts**
Who are they?	Emergency response team, Government Ministries / Departments / Agencies / Offices, implementing partners, field-based donors, etc.	Headquarters Senior Management team, Regional Office, Donors, etc.
Purpose	• Obtain a broad understanding of the ongoing response • Support operational decision-making and planning of activities • Support Activity monitoring and planning • Identify gaps, overlaps, and needs against funds • Identify potential partners • Ensure transparency with government and donors • Advocate for the implementation of	• Obtain a broad understanding of the ongoing response • Identify gaps, overlaps, and needs against funds • Promote response activities and need for additional funding • Ensure transparency with government and donors

	activities in inaccessible affected areas	
Level of Analysis	Detailed	Summary / General Overview of the response
Analyses/ reports	Detailed Dashboards / Reports	Summarised Dashboards / Reports

Regular monitoring of the response (through the agreed indicators/targets) can provide evidence of organisation achievements and highlight critical response gaps. The information gathered can be used to write reports and evaluations. Temporal analysis of 4W data from previous responses could also help develop assumptions and estimations for future planning. If conducted well, the response monitoring system, including 4W tools, can promote transparency and accountability to partners, donors, the general public, and most importantly, the disaster-affected communities.

Table 4: *Detailed 4W information*

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 the funding agency • [Optional] Donor Project Code or Appeal Type • Type of organisation (UN, LNGO, INGO, Red Cross/Crescent, government, other) • Name of implementing partner, if different from the reporting agency • [Optional] Names of implementing partners

WHAT In 4Ws, 'what' is the activity being done or about to occur. Some 4Ws are very specific in describing 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, refugees and IDP respond with similar programme activities. Or where different responses involve different activities, for example, Ebola vs drought response.
WHERE Reports the geographical location of the activities related to a particular partner. It can refer to administrative boundaries (region, department, or municipality) or point-data (camps, settlements, schools, etc.). The organisations involved in gathering information must decide the geographical information needed for the 4W.	• Name of location (at agreed administrative level)	• Name of location • GPS coordinates • Data collection at an agreed administrative level • Place Codes (P-Codes)/CODS resolve the basic issue of what we all call a place. Using place names as identifiers can easily confuse spelling, different languages or scripts. Spatial data standards agreed by all agencies provide a single, unified system for referring to locations, allowing the free exchange of data

		between participating agencies. If a P-Code system is used, OCHA can normally provide the lists. • Location type – To allow partners to indicate if the intervention has occurred in a specific facility. In some emergencies, this type of information analysis may be critical. Examples are a community/ collective centres, Primary/Secondary health facilities, mobile clinics, detention centres, camps, schools, disembarkation points, etc.
WHEN Incorporating this information would enable distinguishing between past, present or future activities and generate time-specific summaries of specific activities or more detailed trend analyses.	• Usually not collected at the very beginning of a crisis (hence the 3Ws)	• Status – A column indicating the status of activities is another way to capture the condition of an intervention. Options usually include <planned> or <ongoing> or <completed>. • Time frame – The (planned) start and end date of activities can be captured by adding

		two separate columns (<start date> and <end date>).
FOR WHOM Incorporating this type of information would enable distinguishing between different target population groups, for example, IDPs camps vs IDPs in temporary shelters.	● Population covered	● Beneficiary Type – A column indicating the type of population / the target of the interventions (e.g., IDPs, Refugees, Returnees, Host Communities, Migrants) ● Population targeted – Captures the target population ● Population reached – Captures the population reached to date ● Disaggregated population figures by sex and age, preferably when possible

The 'What' in the Next Phase:

Table 5: *The 'What' in the Next Phase*

Field	Description
Logistics domains	● Using the Sphere standards to divide large programmes into sub-domains might be helpful when collecting and reporting on logistics activities that support the programme.
Activity / Input description	● Activities can be distinguished by adding more columns (e.g., beneficiary type, location type, emergency type).

	● Activities must be clearly defined and mutually exclusive, and each must have a standard unit that fits the activity definition.
Supply chain indicator	● The definition of the activities must be able to feed relevant information into the indicators chosen for the Programme Monitoring Framework. ● 4W should not be finalised until the Programme Monitoring Framework indicators are chosen. It is critical that the Logistics Manager work together with programme team to select the indicators.
Unit	● The units must fit the activity definition and allow for the calculation of indicators. Examples include the number of trucks, shipments, items procured, etc.
Modality	● Captures how assistance was provided: Organisation emergency fund, In-kind Donations, Donors.
Quantity planned	● (For planned activities) Captures the unit quantity intended.
Quantity achieved	● Captures the unit quantity provided to date.
Target/Planned population	● (For planned activities) The number of people targeted by the intervention.
Population reached	● The number of people reached by the intervention.

C. Summary

- A 4W (who, what, where, when) is a tool for collecting information about the emergency non-logistics input, activities, and output.
- 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.
- 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). There are many variants of the 4W tool depending on the phase of the emergency organisational objectives, reporting requirements, operating context, and more.

4.2 Element 2. Create reporting mechanism

2.1 Identify reporting tools

A. Introduction

In an emergency operation, reports are essential because:

- They provide an overview of the onsite conditions, which will later become an important basis in determining the operating scheme, the required duration of operations, making proposals in the future, and more.
- They present information about the organisation's achievements during a certain period of time. It can be compared to initial plans made.
- They provide information about an organisation's position in the overall programme implementation.
- They show the challenges and lessons learned during programme implementation and give insights into planning future activities.

Before writing any report, one must:

Feel good: Understand and accept that writing reports is less important than 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.

Be clear about 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.

Understand their intended audience: It is equally important to know 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.

B. Important points to remember when writing reports

- Do not hesitate to include appropriate pictures at appropriate places in your report, but do remember to attach the captions. Balance the number of pictures with the length of text. Too many images can be distracting. Just the right amount enhances the look of a report.
- Use tables and graphs when presenting comparisons in the report. Adding a table or graph in addition to descriptions in the main text can improve its readability. Remember to check tables and graphs to ensure they communicate the correct message.
- Always define the concepts, terms, and abbreviations used in your report. Using brackets right after its first use can work, or creating a list in the first few sections of the report will work.
- Avoid using complex terms and figurative language. Keep it simple.
- The format of a report is also essential. Good content goes to waste when the structure and layout of reports are hard to follow and unappealing to readers. Emphasising some parts of the text by writing them in bold or italics, numbering the headings and subheadings, inserting bullet points when appropriate, labelling the tables and graphs, and adding captions to images will help readers.
- Prepare reports well in advance. It will give you time for proofreading and asking for feedback from others.

C. Type of reports

a. Technical report

This report is a specific report on each section of a larger unit. This report will usually not be distributed separately. Instead, it will be parts of a more comprehensive report, such as a situational report or periodic monthly, quarterly, or annual reports. Examples of technical reports in humanitarian logistics are:

- **Logistics assessment report**
  This report provides details on the assessments carried out in the field concerning logistics, like the condition of infrastructure, accessibility for transportation, availability of storage facilities, etc. This report will later be combined with the need assessment program report and become part of operational planning and situational reports.

- **Stock report**
  Stock reports usually describe the condition of:
    - Storage facilities and whether any maintenance is needed or regular physical inventory occurs. Organisations looking for a warehouse or preparing a hub to respond need reports like these.
    - Stock in place, whether the distribution has been carried out, and re-stocking is needed. It can also provide information on the supply burning rate of a given programme, such as the burning rate for using N95 masks in health service programmes in COVID-19 response operations.

- **Procurement report**
  This report provides an overview of the extent to which the logistics team has executed its procurement plans. It relates to BvA (Budget Vs Actual) reports and distribution plans.

- **Fleet management report**
  Provides an overview of the number of vehicles, fuel consumption of each vehicle (usually evidenced by the attachment of the vehicle logbook), maintenance schedules, and renewal of documents such as vehicle documents and insurance.

- **Asset management report**
  Reports on the position of assets and inventory owned by an organisation. It can also show damages and losses availability of assets available for donation or use.

- **IT and communication report**
  Reports on the situation of information communication networks, improvements or repairs needed like installation of other network security systems.

- **Security report**
  Reports on the security situation include physical threats, secondary natural hazards, and geo-political conditions surrounding the project site.

b. Periodic reports

- **Monthly progress report**
  It is the professional responsibility of every project member to provide accurate reports of their activities. The monthly report is a written account of an organisation's project status. It is used to assess and communicate the progress and impact.

- **Quarterly report**
  It is a progress report from the office for donor agencies as per the agreement or as part of the project reporting process of a coordinator to the head office.

- **Bi-annual report**
  It is a progress report prepared and submitted to donor agencies in most cases. It includes a financial statement and a formal request for the next instalment of funds.

- **Annual report**
  An annual report is a comprehensive report of an organisation's program and activities throughout the preceding year. It helps assess the project's performance in that year and provides readers with a view of what's to come. The annual report usually includes the following.
    - Description of the activities of the year
    - Statement of the income and expenditure

  Sometimes the reports are printed and bounded in book form with extensive information. The submission period is immediately after the end of the financial year or following the calendar year after 31 December.

- **Project completion report**
  It is a consolidated report with the statement of the account of any project from its initiation until it closes. It shows how the project was completed as per the plan, or if not completed, it presents the reasons why. This report is usually within two or three months after completing a project.

- **Project evaluation report**

Evaluation can be of two types. It is a periodic assessment of a given ongoing project. The submission period is based on what an organisation requires.

- In the middle & formative level
- Summative after completion of the project.

- **Project monitoring report**
  Reports on the findings of a project monitoring system for keeping track of a project's performance. It is usually prepared at the end of every month.

- **Project status report**
  Reports on the status of a given project at a particular point in time.

- **Budget comparison report / BvA (Budget vs Actual)**
  This report compares the actual financial statement with the budget plan to see how they align. It is used to spot deviations and identify remedial actions.

D. Summary

- Reports can be customised and prepared following particular needs and requirements. Various reports help strengthen accountability and make communications more transparent.
- Reports provide an organisation with information to present and share their work on a broader scale with different audiences. Writing good reports is critical to any organisation seeking to manage their project better and remain relevant.

2.2 Disseminate reports to relevant stakeholders

A. Introduction

National authorities, donors, inter-governmental organisations, the affected population and other actors need information, usually in reports. They need the information to guide their work and translate their interests into concrete action. During an emergency, timely and transparent production and dissemination of information generate trust and credibility.

The objectives of communication and dissemination activities are:

- To inform the targeted audience about the project's existence and its objectives to generate interest and support
- To distribute the appropriate information to target audiences so that each group can use and apply the information

B. Dissemination of reports

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/funders

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 exactly. 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 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 than 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 key 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 important to understand that response monitoring does not aim to:

- Capture changes in humanitarian needs, which is part of the 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.

C. Summary

- National authorities, donors, inter-governmental organisations, the affected population and other actors need information, usually in reports. They need the information to guide their work and translate their interests into concrete action. During an emergency, timely and transparent production and dissemination of information generate trust and credibility.
- Dissemination reports are provided for internal use, donors, governments, beneficiaries, and cluster team members.

Self-assessment Checklist

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Self-assessment Checklist

Please use the checklist below to help you determine whether you are prepared to be assessed in this unit of competency. The boxes without tick mark indicate that there may be some areas you need to work on to become ready for assessment.

Instructions Please tick (✔) the box if your answer is yes	**Questions**
☐	Have I read the Learner Guide and understood its contents?
☐	Have I attended, participated in, and completed all training sessions and activities?
☐	Have I reviewed the learning resources to reinforce what I've learned in training?
☐	Am I able to demonstrate my understanding of each element and performance criteria of this unit of competency by writing a summary in my own words?
☐	Am I able to communicate how my experience, knowledge, skills-sets, and attitudes make me qualified and competent enough to perform the job related to this unit of competency?

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CERTIFICATE

Oral Interview and Written Test Guide

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ADM.TEC.008.1

Learner's Guide

Oral interview and written test guide

This section guides candidates on how to communicate, demonstrate, or present evidence, responses, and their work in a professional manner. There are three primary ways the candidates will be assessed: through observation, oral interview, and written test. The assessor will determine the final assessment methods and tools depending on several factors like the local context, professional needs, and the like.

On observations

Assessors will observe the candidate over a period of time to collect evidence of their capability to meet the required standards and performance criteria. Assessors may attend selected learning sessions, if any, to witness how candidates complete their activities and participate in exercises. In doing so, assessors can get a sense of the candidate's key strengths and areas for improvement concerning the unit of competency. It will benefit candidates to ensure their work is always complete and presentable.

On oral interview

Assessors will conduct oral interviews to confirm and evaluate the candidate's experience, knowledge, skills, and attitudes regarding the unit of competency under assessment.

Please review the Unit Readings and complete the Self-assessment Checklist in this document. It may include verification questions about what you learned from the training content and material. It may also include competency questions about your knowledge and skills. Assessors may ask you what knowledge or skill you will use or apply to address a specific occupational issue or problem. Candidates need to think about how they will carry out their critical job functions in a defined work setting.

Finally, the interview may also include behavioural questions that focus on attitudes. Assessors may ask for examples of what you will do when a particular situation happens or when circumstances change. Candidates will need to support their answers with reflections on their own or other's experiences and the lessons learned from those.

On written tests

Assessors will also present a written test to candidates to confirm whether candidates learned and understood the training content and material concerning the unit of competency under assessment.

Accuracy, brevity, and clarity are the ABCs of good writing. The first thing candidates are suggested to do is answer the questions as accurately as possible. It helps structure your response and sharpen your main points in an outline before writing them down. Candidates are advised to use short and simple sentences and paragraphs. The key messages and transitions between your sentences and paragraphs must be clear. Your answers need to be easy to read and understand. It includes removing and leaving out irrelevant material. Candidates are also expected to write coherently and logically so that readers can follow their thought.

Proofread and correct errors in your work before submitting it. How you format your work also matters. If you are using a computer, please check whether your indentions, margins, spacing, listings (bullets, numerical sequencing), and page numbers are in order.

Recommended Readings

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ADM.TEC.008.1

Learner's Guide

Recommended readings

AHA Centre. (2018). *Standard Operating Procedure for Regional Standby Arrangements and Coordination of Joint Disaster Relief and Emergency Response Operations (SASOP)*. Accessible here

Clarke, P. K. & Campbell, L. (2015). *Exploring Coordination in Humanitarian Clusters. ALNAP Study*. London: ALNAP/ODI. Accessible here

Learning resources

OCHA Service. (n.d). Humanitarian Response Info. Response monitoring: Overview. Accessible here

Rominger, A. (2017). *Information Flow in Humanitarian Relief Operations.* Accessible here

Training Evaluation Sheet

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ONE ASEAN ONE RESPONSE

ADM.TEC.008.1

Learner's Guide

Training evaluation sheet

Name of Training			
Competency unit title and number	**ADM.TEC.008.1** Develop Logistics Information Management Plan		
Location of training		**Date of training**	

Instructions Please tick (✔) your level of agreement with the statements below	**Strongly Agree**	**Agree**	**Neither Agree or Disagree**	**Disagree**	**Strongly Disagree**

Training content and facility					
The training objectives were clearly defined and met.	☐	☐	☐	☐	☐
The training content was organised and easy to follow.	☐	☐	☐	☐	☐
The training material was relevant and useful to me.	☐	☐	☐	☐	☐
The training facility is adequate and comfortable.	☐	☐	☐	☐	☐

Training delivery and activities

The trainers/presenters were knowledgeable and well prepared.	☐	☐	☐	☐	☐
The trainers/presenters were engaging and helpful.	☐	☐	☐	☐	☐
The length of the training was sufficient for learning.	☐	☐	☐	☐	☐
The pace of the training was appropriate to the content and attendees.	☐	☐	☐	☐	☐
The activities and exercises encouraged participation and interaction.	☐	☐	☐	☐	☐

What did you like most about this training?

What parts of the training could be improved?

Other comments and feedback:

Thank you for completing this training evaluation form.
Your response is appreciated.

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ASEAN Standards and Certification for Experts in Disaster Management

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