

Fritz Institute / CILT (UK) Certification Program

Value Proposition

INTRODUCTION

Background

Humanitarian organizations involved in relief and development operations have become increasingly aware that skilled logistics personnel are absolutely necessary in order to deliver aid programs effectively. Administering relief in complex disaster situations requires not only capability at the tactical level of operations, but also at the operational and strategic levels within organizations. Feedback from logistics personnel indicates that in many organizations there is a lack of strategic planning within logistics and that logistics activities are often not linked to overall program objectives and organizational strategy.

Fritz Institute hosted an annual Humanitarian Logistics Conference (HLC) in Geneva from 2004 to 2008, bringing together logistics professionals to discuss common challenges. The events were attended by over 50 top humanitarian logisticians from the UN, international NGOs, the International Red Cross and Red Crescent Movement, as well as other actors in the humanitarian field such as donors and universities. It was during these conferences that the distinct need for multi-tiered training was originally identified and defined. The Fritz / CILT Certification courses were the resulting initiative.

As part of the HLC discussions regarding training for humanitarian logistics professionals, attendees analyzed the benefits and barriers to an industry-wide approach, which can be summarized as follows:

- A good training/certification program will lead to increased competency among professionals, and thus improve the quality and efficiency of service delivery to people and communities in need
- A professional certification program will lead to an increase in recognition of the crucial role logistics plays in relief efforts
- Excellence in logistics can be used as a leverage point to demonstrate that NGOs are committed to improving operational efficiencies in the field
- An evolution towards standardization for humanitarian logistics may lead to better collaboration among humanitarian organizations during a relief effort
- A traditional obstacle to training has been a lack of support from management of organizations because of the cultural gap between logistics and management
- Cost has been a barrier as organizations do not have the training budget necessary for a program that may take 2 to 3 years to develop and implement internally.

About the Courses

The Certification Program is multi-tiered including CHL (effectively Level 1), CHSCM (effectively Level 2) and MedLog, as defined below:

- **Certification in Humanitarian Logistics (CHL) / Certification en Logistique Humanitaire (CLH)** – launched in September 2006, teaches the base principles of logistics and supply chain operations in the humanitarian context in order to increase the proficiency and expertise of humanitarian logisticians working at an operational level. The course is targeted to entry level to mid-level logistics managers working at an

operational level within their organizations as well as commercial sector logisticians with an interest in working in the humanitarian sector. The equivalent course in French was launched in 2008. CHL is designed to be completed in 1½ years.

- **Certification in Humanitarian Supply Chain Management (CHSCM)** – launched May 1, 2008, emphasizes more strategic elements of supply chain management and is aimed at senior logisticians and logistics managers working at tactical or strategic levels of humanitarian organizations. As CHSCM emphasizes linking logistics more closely to programs, people in other functions who interface with logistics are also targeted. CHSCM is designed to be completed in 2 years.
- **Certification in Humanitarian Medical Logistics Practices (MedLog)** – launched September 1, 2009, focuses on medical items' special supply chain requirements, with emphasis on preventing the introduction of counterfeit or substandard items to the supply chain. MedLog is designed to be completed in 6 months.

A competence model for each of the courses was defined by a team of senior logisticians representing the primary actors in humanitarian logistics: ICRC, IFRC, IRC, MSF-CH, MSF-H, Oxfam-GB, Save the Children-US, UNHCR, UNICEF, WFP, and WHO, with the support of USAID, ECHO and DFID. Further content inputs were provided by IMC, Merlin, and UNFPA. The course content was developed to ensure the graduates are skilled in each area of competency.

The learning process that combines three key elements: learning materials, interactive coaches and real-life scenario case studies. For each learning unit, candidates must demonstrate their competence by completing a series of challenging tasks. At the end of the unit, they are required to apply their learning and on-the-job experience to solve a real-world humanitarian logistics challenge. This competence model is based on application of knowledge, not examination.

Throughout the program, candidates are supported by learning coaches experienced at operating in emergency environments. The coaches also assess the candidates' assignments and determine when they are ready to proceed to the next unit or task. At the end of the course, the students' portfolio of work is collated and submitted for assessment and verification to the Chartered Institute of Logistics and Transport (CILT-UK).

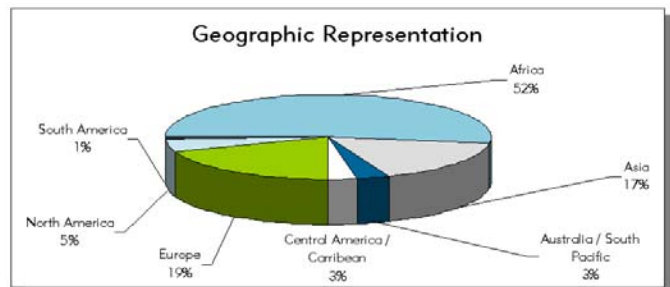
About the Students and Graduates

As of January 2012, there are currently 301 graduates of the certification programs and 869 active students. The vast majority of the students and graduates are of the CHL/CLH course, which can be attributed to two factors: 1) it is the primary course encompassing the fundamental material for humanitarian logistics, and 2) it has been around a full 2 years longer than the other certification courses.

As of January 2011, the students and graduates of the Certification courses are currently working in 122 countries across the world. Regional distribution shows that over half are based in Africa, which correlates clearly with the largest humanitarian operations. As previously mentioned, a strong advantage of the Certification courses is the fact that it allows the student to complete the course entirely from their duty stations – not interrupting work and not with the added expense of travel.

	Total Staff/Graduates of Certification		
	Students	Graduates	TOTAL
CHL / CLH	672	283	955
CHSCM	92	22	114
MedLog	81	22	103
TOTAL	869	301	1,170

NOTE: Totals do not add as some individuals are students or graduates of multiple courses



The students and graduates stem from over 200 different organizations, including UN agencies, national and international NGOs, Red Cross and Red Crescent Societies, governments, military, donors, academia, and private organizations. The top 10 organizations represent nearly 60% of the student/graduate body, as listed in the chart to the right.

Organization	# of Students / Graduates
WFP	179
UNICEF	142
ICRC	94
Oxfam GB	74
UNHCR	65
CRS	29
Save the Children	29
IMC	26
MSF-Holland	25
Concern	17
TOTAL	680

KEY AREAS OF IMPACT

Information for the below analysis was gathered during the current outreach initiative. As part of an effort to develop an active relationship with the students and graduates of the Certification courses, Fritz Institute has been reaching out to the participants to learn more about their experiences, their current work and what further initiatives may effectively support professionalization of this field. 200 discussions have been held to-date and information gathered during those discussions has been used to provide examples of the value provided by the Certification courses.

	Discussions Held To-Date		
	Students	Graduates	TOTAL
CHL / CLH	153	63	216
CHSCM	38	4	42
MedLog	5	5	10
TOTAL	196	72	254

NOTE: Totals do not add as some individuals are students or graduates of multiple courses.

1. Cost Savings on Trainings

The Fritz / CILT Certification courses present an unparalleled opportunity for cost-effective, comprehensive training for staff on the essentials of humanitarian logistics.

The design of the course supports ongoing operations and an active professional life. Distance learning means that the staff do not have to leave their duty stations to attend trainings. The flexible schedule allows staff to pursue the course at their own pace, as is convenient for their work schedule. Dedicated coaching staff means that they still get personalized attention to support their learning. As such the course effectively coexists with ongoing humanitarian operations.

To complete CHL, for example, it is expected to take the average professional approximately 5 hours per week for 1½ years – the equivalent of a 10-week course, full-time. A WFP staff-member indicated that a week-long in-house training course for 20 people runs upwards of \$100,000 (or approximately \$5,000 per person per week). At GB£1,149, CHL is approximately 1/25th the cost on a per person, per week basis. A supervisor within ICRC estimated the cost of internal training at approximately \$6,000 per person per week. A representative from the Ministry of Health in Zimbabwe said that their courses cost approximately \$30,000 for a group of 20 for 1 week, which is still approximately 5 times the cost of Certification courses on a pro-rated basis despite being conducted in a developing country. Finally, RedR is an external organization that provides similar logistics training; its 1-week logistics course is approximately 6 times the cost of Certification on a per-week basis.

Sean Barton – CHSCM Student and Head of Supply Operations, Humanitarian Division – Oxfam GB:

Oxfam GB has historically hired experienced loggies – people previously trained by MSF or another organization. CHL has been a cost-effective way to provide global training for logistics staff. It is cheap enough to provide large-scale basic training for loggies world wide – creating a common language, transferable skill set and effectively raising the bar for logistics throughout the organization.

2. Cost Savings and Improvements in Operations

The information and skills that staff gain through the Certification courses has direct application to organizations' operations. Students and graduates often tell us stories about how they applied the course content and the direct impact it has had.

DIRECT COST SAVINGS

In some cases, individuals are able to tie the activities directly to cost savings for their organization. In the following example, one ICRC staff member has managed to save his operation over \$60,000 annually – more than 32x the course fees for CHL.

Mohsen Hashemi – CHL Student – ICRC:

In Chad, Mohsen reorganized the warehouses using the information from the CHL Warehousing Module, freeing up a full Rubb Hall of space. The resulting cost savings was \$400 per month in rent along with the salaries of the guards and other overhead for running that facility.

Next, using the Fleet Management Module, Mohsen established a central dispatching system and reduced the fleet requirements from 14 vehicles to 6 vehicles. In addition to saving on fuel, security risk was also lower because there were fewer ICRC vehicles on the road.

Mohsen further instituted a battery system for the generators in the residential compounds which reduced the generators run time from 17 hours per day to 9 hours per day. The idea came to him from information of fuel management in the Fleet Management Module of CHL. The resulting fuel savings was approximately \$900 per month per residence, of which there were 5 residences.

In total, using information and ideas generated from taking the Certification in Humanitarian Logistics Course, Mohsen Hashemi has managed to save ICRC over \$5,000 per month in operational expenses.

DIRECT EFFICIENCY IMPROVEMENTS

Many more students / graduates were provided direct examples of how the Certification course work helped them make their organizations' operations more efficient, although without specific dollar figures attached, but still with obvious costs savings associated.

- One CHL graduate he 'reorganized the transport system to deliver food directly to the beneficiaries – eliminating intermediate stops and saving money as a result.'
- Using the CHL course guidelines, a CHL graduate 'managed to reduce the amount of time that it takes to clear goods through customs from 3-4 weeks down to 10 days.'
- Another CHL graduate 'applied strategies to maximize aircraft routes and usage, matching payloads with fuel limits.' He also 'reorganized 17 warehouses and manage the entire network and used CHL content to help him optimize fleet / transport movements while using only 5 MT trucks.'
- Because of what he learned through CHL, a CHL student said he 'tracked down a shipment of food that beneficiaries had been complaining was bad.' He said that afterward, it turned out the entire shipment was bad and that they were able to avoid problems in other locations as a result.

- Another CHL student said that after CHL, he separated the Fleet Management and Transport functions, as they should be. He then developed transport schedules and made significant improvements in the transport contracting.
- One student told a story about how before he had taken CHL, everything was kept in a central warehouse in Pakistan and they always had trouble with logistics after earthquakes and floods. Now, based on his recommendation, they are doing emergency stock-piling in key areas to avoid anticipated logistics constraints.

3. Effectiveness in Current Roles

In addition to discernable cost savings, students and graduates have recognized that the material learned through the Certification courses has helped them be more effective in many areas – from deeper understanding of the overall supply chain to application of material in their day-to-day work.

Specifically, during each of the 254 conversations held to-date, students and graduates were asked if the Certification course was ‘useful’? How did it help them in their jobs? And can they give any examples of how they applied course content? In other words, students/graduates were not asked specifically about each of the following areas individually – topics were raised voluntarily. Responses are recorded in the chart below.

Area of Understanding / Application	CHL	CHSCM	MedLog	TOTAL
Overall understanding of the supply chain	60	7	-	65
Understanding (refreshment) of the fundamentals of logistics	70	5	3	75
Fit with overall humanitarian operations	20	1	-	21
Management of day-to-day activities	52	5	2	54
Increased confidence	23	2	1	25
Methodical approach to work / use of international best practices	42	11	2	50
Management, monitoring, planning, reporting	33	6	-	38
Emergency response	7	2	-	9
Warehousing and stock management	57	5	1	60
Procurement	16	1	-	17
Transport	23	1	-	24
Fleet management	17	1	-	17
Import / export	11	-	-	11

NOTE: Numbers do not add horizontally as some individuals were students/graduates of multiple courses. Additionally, as the order of the modules is Warehousing/Inventory first, followed by Procurement, Transport, Fleet Management and Import/Export and many individuals interviewed are not complete with the course, Warehousing/Inventory have the advantage of most people having completed it.

Example Excerpts of Conversations:

- **Overall understanding of the supply chain:** As student said that ‘CHL was useful, especially for seeing the big picture.’ When he has problems in his work, he ‘often references the content materials from the course guide.’ He says that ‘now, the job easier and [he] can see the practical aspects.’
- **Fundamentals of logistics:** One CHL graduate said, ‘CHL has been a good way to get back to basics, compare tools, and consolidate knowledge. It was particularly helpful around getting together a check list of all the things to consider when sourcing or doing a project.’
- **Fit with overall humanitarian operations:** A student said, ‘CHL was very useful and gave [him] a ‘different dimension’ – a humanitarian perspective as all of other training

- was commercial.’ He said the course ‘was like a manual and that [he] feels prepared to do any humanitarian logistics job in any country now.’
- **Management of day-to-day activities:** A graduate said that he ‘applies CHL course content to [his] work on a daily basis.’
 - **Increased confidence:** One student said, “the course has been just what was needed.” She said she’s applied the information to all sorts of work, but most importantly it has really boosted her confidence. It has helped her supervising her staff because they see her as someone who has the knowledge to do the job. She also said that her feedback on her performance has also risen as a result of her better performance. This particular student also said that her boss is a CHL graduate and that she really looks up to him.
 - **Methodical approach to work / use of international best practices:** ‘CHL so far has been useful to have some theoretical structures. [She] now has a more conscious, thorough approach to logistics.’
 - **Management, monitoring, planning, and reporting:** ‘The content of CHL was absolutely good.’ The student said that he ‘feels more comfortable and that it increased [his] monitoring skills, coordination, and overall understanding of supply chain. Before [he] just did the job, now [he] understands the whole thing and can measure and manage performance better.’ The student provided an example: he is ‘better able to identify delays in customs clearance and work to solve issues in documentation for the future. [He] also evaluates performance of clearing agents.’
 - **Emergency response:** ‘CHL was very useful.’ This graduate said the course ‘reinforced [his] knowledge and capacity, especially understanding of how to manage in an emergency – what to do, who to involve, and how to evaluate the situation.’ He said he ‘now advises other people on emergency response.’
 - **Warehousing and stock management:** One student said that ‘CHL is extremely useful. It’s “like her Bible”.’ She said she’s having to build a warehouse from scratch for her organization in Haiti and she’s following step-by-step the guidelines from CHL. For instance – stock management – she determined the needs of each item and created a layout based on the course task. Then consultants came in, looked at the layout and were very impressed with her skills. “If only they knew!”
 - **Procurement:** Another student said that because of his course work, he understood the risk implications associated with different types of procurement contracts and chose a different contract than he otherwise would have because he was informed, effectively minimizing risk.
 - **Transport:** ‘The course has been very useful so far – very detailed and covers all areas of logistics.’ This student said he’s involved with contracting transporters, clearing firms, short-listing and he’s used the course material to guide him in these activities / processes.
 - **Fleet management:** Another student said that he is using the course content to manage fuel and drivers’ time logs.
 - **Import / export:** One CHL graduate said that his boss asked him how he got so good and informed at clearing goods through customs. He told his manager, “I learned it through CHL.”

4. Increased Capacity

Professionals in humanitarian logistics take the Fritz / CILT Certification courses not only because it will allow them to do their jobs better, but also because it allows them to do more. Students and graduates state directly that they are taking the courses so that they can assume positions of greater responsibility.

Similarly, humanitarian organizations recognize that the Certification courses provide such growth and the respective benefit to their organizations:

Marin Tomas – Global Logistics Manager – International Medical Corps:

IMC does not provide monetary bonuses for performance, but instead are now providing opportunities for training through CHL. As the staff learns and can take on more responsibility, salaries are adjusted for the appropriate post. It is a 'win-win' situation for IMC and the staff.

Plus staff are not allowed to advance without training their backfill – thus supporting the development of the individual but supporting the needs of IMC at the same time.

Capacity building does not stop with the direct students and graduates of the Certification courses. Many students and graduates are using the course materials and knowledge gained to further train their staff, colleagues and partner organizations. During the direct conversations with the students and graduates, 23 indicated involvement in such training efforts:

- One CHL student said that he is currently managing a capacity building project with the National Disaster Management Association (NDMA). The knowledge he gained through CHL is part of the reason he has the job training the NDMA.
- A graduate said that “CHL was useful, in particular for learning how to teach someone else the information.”
- Based on the information he learned in CHL, another CHL graduate trained two staff in Haiti up from warehouse laborers. He says that they are perfect now – one as a Logistics Assistant and the other as a Warehouse Manager – and they no longer need any oversight.
- Using CHL material, one student said he helped develop a manual for procurement for use by other staff.
- Another student said, “The CHL materials were exactly what were needed to manage the field warehouse in Haiti.” Now that student is traveling to Southern Sudan to set up a new warehouse, review warehouse operations and train local staff in warehouse management.
- “CHL is very practical,” said another student. He said that, while he is learning the material, he is simultaneously using it to train his staff – it helps him solidify what he is learning and build their capacity at the same time.

5. Interaction with Other Units and Organizations

The effects of knowledge and capacity growth of the students of Certification is not limited to their direct jobs and units, but further impacts interactions with management, other units and other organizations. The ripple effect of the learning is therefore felt throughout the organization's operations.

Mohammad Qasim – CHL Graduate – Concern:

Based on what he learned through CHL, Mohammad convinced the Head of Program for Concern Pakistan to try simultaneous planning of a program and its required logistics support. He said that it would help execution.

Logistics and procurement activities were aligned against the program and donor requirements during this planning stage and, as a result of this effort, the program met all stage gates and markers for cost, time, quality, compliance, and audit. The donor was really happy.

All planning at Concern in Pakistan is now done this way. Before, logistics was only considered a support function. Now logistics and program objectives are integrated for the mission.

While the example above resulted in behavioral change for an entire country operation, many other students and graduates have had smaller, yet still notable victories.

- One student recalled that prior to CHL, he didn't realize that there was supposed to be coordination with the Program Unit. Now he is talking to them more and learning about expected receipts before arrival and can prepare the warehouse.
- One student claimed he was better able to communicate issues and make points at a regional supply workshop as a result of what he learned through MedLog.
- A graduate mentioned how logistics always used to take a back role, but now that he understands how integral it is to operation and bigger picture. He said he also understands the overall operation better now. He is also more involved in reporting and working with donors as a result.
- One graduate said that logistics is now involved in assessments as a result of his push with the project manager.
- One CHL graduate was never dedicated logistics staff – she is program. This student said that CHL was especially useful to understand the constraints logistics works under and also speak their language. She said she gained respect from her colleagues in logistics and interactions with logistics have been more productive as a result of her increased knowledge of their work.
- Another CHL graduate says that he now advises others on emergency response and that he's more equipped to make points because of his knowledge gained from CHL. People listen to him now more because he makes better arguments.
- Another graduate said that, as she is based in headquarters, the course has been helpful in connecting to the field teams and understanding what they are 'up against'.

6. Validation

Certification is validation that the graduates of the courses have a defined skill set and are capable of performing when required. The courses were designed with this purpose in mind – based on competencies agreed by senior logisticians from the primary humanitarian agencies.

When asked, 46 individuals stated that they were doing the course because they want the Certification. 20 individuals directly stated that Certification contributed to their advancement – either through increased responsibility, promotions, or being hired.

Currently, organizations such as WFP and UNICEF include Fritz / CILT Certification as 'a plus' on their vacancy announcements. International Medical Corps (IMC) has made it required for all Junior Logistics Officers and ICRC has made both CHL and MedLog required courses for their Logistics Coordinators.

Examples of Advancements:

- **WFP** – After learning that he completed CHL, one graduate's boss promoted him out of aviation and into logistics to help him further expand his practical experience and use what he learned.

- **IMC** – Upon completion, this student's boss said that he will be promoted to Regional Logistics Officer.
- **ICRC** – One student's boss recommended that he take CHL. The boss is leaving the country delegation and the course is preparation for the student to take over after his departure. The course is like a manual and the student says he feels prepared to do any logistics job in any country now.
 - o **Update:** Six months later, this student reported that he is now Head of Logistics for his country delegation.
- **Save the Children** – CHL helped one graduate get his job with Save the Children.
- **UNICEF** – The Logistics Officer said that this graduate was selected for the interview for a temporary assignment because they saw he was doing CHL. While the graduate was on assignment, he reorganized their warehouse operations to run more efficiently based on his learnings from CHL.
- **Save the Children** – Because of his success with CHL, this graduate was promoted to Section Manager.
- **MSF** – One graduate said that she always wanted to work in logistics / supply chain for a humanitarian organization. She was a Communications Officer for MSF and, after completing CHL, she is now on her first deployment with logistics, supporting a regional warehousing consolidation project.
- **Concern** – One graduate started with Concern as a warehouse laborer. He is now a Senior Logistics Officer on an international mission. He says that it is because of CHL that he is on this mission.
- **WFP** – One graduate said that WFP promoted him to supervisor when he was half-way through the course because of his demonstrated increased capacity and initiative.
- **IRC** – Another student said that he has been promoted a number of times since he started CHL – first to warehousing and procurement supervisor, then to logistics coordinator. He claimed that the course played a big role in this and that his boss has hinted that he may be promoted again upon completion of the course.
- **Job hunting** – Interviewers have noticed that CHL is on one graduate's resume and have commented on it.
- **Job hunting** – One student said that he was using the CHL learning materials to help him prepare for job interviews.