

# Logistics Indicators and Monitoring & Evaluation Tools



**DELIVER**

No Product? No Program. Logistics for Health



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## **DELIVER**

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# Description of Indicators

The following indicators can be measured using data collected from the Logistics Indicators Assessment Tool (LIAT).

## **INDICATOR: Accuracy of Logistics Data for Inventory Management**

### **Definition**

*For each method/brand/product of interest, this indicator measures the accuracy of logistics data as the percentage of discrepancy between (1) physical stock count and stock record count, and (2) stock record count and logistics management information system (LMIS) report count.*

The calculation for each part of the indicator is—

#### **1. Accuracy in keeping stock records—**

$$\frac{\text{stock record count} - \text{physical stock count}}{\text{physical stock count}} \times 100$$

#### **2. Accuracy in transferring information to the LMIS reporting form—**

$$\frac{\text{LMIS report count} - \text{stock record count}}{\text{stock record count}} \times 100$$

Physical stock, stock record, and LMIS report count refers to the amount of each product that is shown as undamaged, not expired, and available for use in a service delivery facility or warehouse.

Physical stock count is determined by counting the stock in the store. Stock record count is recorded on forms that facilities use to track stock balances, transactions, and adjustments over time. LMIS report count is recorded in periodic reports that summarize stock balances, transactions, and adjustments over a specified period of time, and the reports are transmitted from one level of the system to another.

Evaluators can report each measure of discrepancy (or agreement) by facility or in the aggregate, and should report for each product of interest. It may also be useful to use these measures to calculate the percentage of facilities that keep accurate stock records and produce accurate reports (defined as reports showing that discrepancies for all products fall within a margin of error agreed to by the program).

### **Data Requirements**

- Physical counts of total number of products in the facility.
- Recorded inventory, which can be retrieved from the stock ledger or stock cards.
- LMIS reports.

### **Data Source(s)**

Facility survey/logistics site visits to all facilities or to a representative sample of facilities.

### **Purpose and Issues**

This indicator measures the accuracy of data on product stock levels at various points in the logistics system. This indicator is essential because the supply chain relies completely on stock data to forecast, procure, and deliver the right quantities of product to storage and service delivery sites. It highlights the importance of data quality at every level of the system.

The first part of the indicator, which uses information on stock levels on the day of the site visit, provides information on how accurately the facilities are tracking their inventories. The second part, which compares the most recent available LMIS report to the inventory record balance closest to that date, provides information on the accuracy of the data being transferred to the LMIS reporting forms. Because the second half requires reviewing historical stock records, evaluators may find it difficult to collect these data. This indicator may also check for leakage in the system, track timeliness in updating stock records, and determine the extent to which programs complete and submit LMIS reports.

Ideally, a program should not have discrepancies between the physical inventories and the two sources of stock level data but, in practice, evaluators should expect some errors. Acceptable levels of error will depend on conditions in each country. In general, discrepancies of more than ten percent should cause concern and may require efforts to improve data quality.

### **Related Indicators**

- *Percentage of facilities that keep accurate logistics data for inventory management*
- *Percentage of facilities that completed and submitted an LMIS report for the most recent reporting period*

## **INDICATOR: Percentage Difference between Forecasted Consumption and Actual Consumption**

### **Definition**

*For all products that the program has committed to supplying, this indicator measures the percentage of difference between forecasts previously made for a year and the actual consumption or issues data for that year.*

$$\frac{\text{forecast consumption} - \text{actual consumption}}{\text{actual consumption}} \times 100$$

Evaluators should calculate the indicator for each product for which a forecast is made. If evaluators want a mean forecast accuracy figure for all products, they should base the figure on the absolute values of the discrepancies calculated for each product.

This indicator should be used at the level where long-term procurement decisions are made—most commonly the central level—but it can also be applied to other levels of the system if forecasting has been decentralized and if facilities determine their own order quantities.

### **Data Requirements**

- List of products that the program has committed to supplying.
- Forecasts, by product, for the year.
- Actual consumption or issues data, by product, for the year.

### **Data Source(s)**

Key informant interviews, review of records, demographic surveys, and/or service statistics.

The forecasts and the list of products should come from the government or other sources—e.g., Contraceptive Procurement Tables (CPTs) for USAID-supplied contraceptives, recommended orders to donors for essential drugs, or other government forecasts. Evaluators can obtain consumption data from the LMIS at the central level for each product or they can estimate data from demographic surveys or service statistics. They can obtain CPTs or forecasts, by product, through the local USAID Mission, from DELIVER, or from host-country program managers for contraceptive products supplied by USAID.

### **Purpose and Issues**

Accurate forecasting helps countries and organizations procure the right amount of each commodity and, thereby, reduce the likelihood of wastage or shortages, and increases the likelihood of meeting client needs with available products. A forecast made using past consumption data and sound forecasting methodologies should approximate actual consumption for that year within a margin of error appropriate for each product. Host-country stakeholders should agree on the allowable margin of error, and evaluators should interpret results in light of real world conditions. Forecasts, for many reasons, are subject to uncertainty; therefore, some errors must always be accepted, particularly when the forecast period is long. Documenting the reasons for particularly wide discrepancies (including assumptions used in preparing the forecast) helps put the results in perspective and may provide insights for improving future forecasts.

#### 4] Description of Indicators

Evaluators should apply this indicator at the level where long-term procurement decisions are made, most commonly the central level. The indicator can also apply to other levels of the system if forecasting has been decentralized.

This indicator indirectly measures data quality, because an accurate forecast can only result if good quality data are used.

## **INDICATOR: Percentage of Facilities That Receive the Quantity of Products Ordered**

### **Definition**

*For all products that the program is committed to supplying, this indicator measures the percentage of difference between the amount ordered in the last order period (or other defined period of time) and the amount received for that period.*

$$\frac{\text{Amount received} - \text{Amount ordered}}{\text{Amount ordered}} \times 100$$

This indicator should be calculated for each product for which an order from a higher level of the logistics system or procurement order is placed. If a mean order fill rate figure is desired for all products, the figure should be based on the absolute values of the discrepancies calculated for each product.

### **Data Requirements**

- List of products that the program has committed to supplying or a predetermined subset of this list.
- Quantity of products ordered for the last order period or during a defined period of time (e.g., quarter, year) and the dates that the orders were placed for all facilities or a representative sample of facilities.
- Quantity of products received for the last order period or during the same defined period of time (e.g., quarter, year).
- Dates that the orders were received for all facilities or a representative sample of facilities.

### **Data Source(s)**

Facility survey/logistics site visits to all facilities or to a representative sample of facilities.

### **Purposes and Issues**

This indicator measures the order fill rate for selected products during a defined period of time. To better understand how logistics staff are managing their stock, the indicator shows if orders are being completely filled in a timely manner. It can be calculated at each facility to identify problematic products and/or suppliers; or to identify areas in need of improvement at other levels of the logistics system where facilities determine their own order quantities, including the national level.

### **Related Indicators**

- *Average duration of time between the date an order was placed and when it was received*
- *Percentage of facilities that received their last four orders according to schedule*

## **INDICATOR: Percentage of Facilities That Maintain Acceptable Storage Conditions**

### **Definition**

*This indicator measures the percentage of storage facilities that meet acceptable storage conditions. Evaluators should report this indicator for each condition listed in the LIAT.*

$$\frac{\text{no. of storage facilities meeting each acceptable storage condition}}{\text{total no. of facilities visited}} \times 100$$

### **Data Requirements**

- Checklist of acceptable storage conditions.
- Data collected for each condition for all facilities or for a representative sample of facilities by an observer knowledgeable about storage requirements.

### **Data Source(s)**

Facility survey/logistics site visits to all facilities or to a representative sample of facilities.

### **Purpose and Issues**

This indicator measures the conditions of storage facilities compared to a list of conditions required to protect the integrity of products. Evaluators can apply the indicator at each level of the logistics system to identify facilities that need improvement.

Evaluators should use the first part of the checklist found in the LIAT to assess all storage facilities (including small storage spaces at the SDP level). They should apply the second part of the list to larger facilities, as appropriate.

### **Related Indicator**

- *Percentage of facilities meeting all (or a desired percent) of the storage conditions*

## **INDICATOR: Percentage of Facilities That Experienced a Stockout at Any Point during a Given Time Period**

### **Definition**

*This indicator measures the percentage of facilities (service delivery points, warehouses) that experienced a stockout of a method/brand/product expected to be provided or issued by that site at any time during a specified period (e.g., the past 6 or 12 months).*

$$\frac{\text{no. of facilities assessed that experienced a stockout of a (method/brand/product)}}{\text{total no. of facilities assessed that distribute or issue (method/brand/product)}} \times 100$$

Evaluators should calculate the indicator at all (or at a sample of) facilities that distribute or issue products. Calculate the indicator separately for each product, and aggregate the data to calculate the percentage of facilities that experienced a stockout of each product, at any time, during the specified period. Evaluators may use the stockout table in the LIAT to tabulate data required to measure the indicator.

### **Data Requirements**

- Information on stock levels of all products of interest for the past 6 (or 12) months at all levels of the system.

### **Data Source(s)**

A facility survey/logistics site visit at all facilities or at a representative sample is usually necessary. In some countries/programs, evaluators may use logistics management information systems or supervisory records, depending on the quality of the information available.

### **Purpose and Issues**

This indicator measures product availability (or lack of) over a period of time, and serves as a proxy indicator of the ability of a program to meet clients' needs with a full range of products and services. Evaluators should use this indicator in conjunction with the stock status indicator and interpret it with caution because facilities can avoid stockouts by rationing supplies. Other related indicators (see below) may provide more information on overall product availability. For example, duration of stockouts may help differentiate between products stocked out for a short period of time (e.g., 1–2 days) versus those stocked out for extended periods. Evaluators may assess reasons for stockouts to help program managers address the underlying causes of this logistics system failure.

If national policy dictates that different brands of the same product cannot be used interchangeably, then evaluators should monitor brands separately. If the policy allows substitution of equivalent brands, and if providers make such substitutions in practice, then evaluators can monitor different brands as a single product.

Using data for a 12-month period allows evaluators to consider seasonal variations in product use, but it may be difficult for them to obtain the historical data. Calculating this indicator using data for six months is less cumbersome because it requires reviewing fewer reports. If evaluators rely on fewer than 12 months of data, they should investigate seasonality issues.

### **Related Indicators**

- *Mean duration of stockouts*
- *Percentage of facilities stocked out of any product on day of visit*
- *Percentage of facilities fully stocked (all products) on the day of visit*
- *Mean number of products stocked out/in stock on day of visit*
- *Percentage of products stocked out/not stocked out at any time during past 6 (or 12) months*
- *Mean number of times each method was stocked out in the past 6 (or 12) months*

## **INDICATOR: Percentage of Facilities Whose Stock Levels Ensure Near-Term Product Availability**

### **Definition**

*This indicator measures the percentage of facilities with stock levels greater than zero and below the established maximum level for each full-supply method/brand/product of interest at a specified point in time (e.g., the day of visit).*

$$\frac{\text{no. of facilities that have stock levels above zero but below the established max. level for the product}}{\text{total no. of facilities visited}} \times 100$$

Where stock levels are greater than zero but below the established minimum level, evaluators should record whether or not an outstanding order for replacement stock exists.

Evaluators can report the indicator at the facility level or aggregate it for a sample of facilities or for the entire program. At any level, evaluators should calculate and report the indicator separately for each product of interest to ensure that each product receives a unique measure. If desired, evaluators can further aggregate to construct additional indicators, such as the percentage of facilities with all full-supply products adequately stocked (see related indicators below). Averaging all products for an “average” stock level adequacy is not recommended because oversupply in one product can cancel out undersupply in another, falsely implying that average stock levels were adequate.

### **Data Requirements**

- Stock levels of all products of interest at a point in time (e.g., the day of the visit).
- Maximum and minimum stock levels established by the program.
- Historical consumption or issues data for each product at each facility.
- Records of recent orders (for products below minimum levels).

### **Data Source(s)**

To assess stock levels, it is frequently necessary to do a facility survey/logistics site visit at all facilities or visit a representative sample. Evaluators may collect stock data by taking a physical inventory or by reviewing the stock ledger or stock cards. In some countries/programs, the LMIS or supervision records may provide usable stock-level data. The LMIS should also provide maximum and minimum stock levels with consumption data by product. Service statistics or similar records may provide the needed data on consumption or issues if the LMIS does not.

### **Purpose and Issues**

This indicator provides an overall measure of whether stock levels of products are adequate at a point in time. It helps reveal overstock situations that could lead to product expiration and wastage, and low stock levels that could result in stockouts or rationing. In applying this indicator, evaluators must carefully evaluate facilities where stock quantities are below established minimum levels. To do so, the evaluator should determine whether a new order was placed when stock levels reached the minimum. If such an order is outstanding, then the evaluator may consider stock status adequate because the order will probably arrive before the facility stocks out. If not, the stock status is inadequate.

Evaluators should apply the indicator only to products the program has committed to keeping in full supply. Stock status at a point in time for products that are not in full supply may reflect only the length of time since the last shipment arrived rather than measuring whether inventory management procedures are effective. Ideally, evaluators will measure stock status over a period of time (see related indicator below), but most of the time this approach is possible only where the LMIS is automated.

### **Related Indicators**

- *Percentage of time during a given period that each product of interest is adequately stocked (this indicator requires an automated LMIS system or extensive review of historical stock ledgers)*
- *Percentage of facilities with all full supply products adequately stocked for near-term availability*





### Purpose

The Logistics Indicators Assessment Tool (LIAT), a quantitative data collection instrument developed by DELIVER, is used to conduct a facility-based survey to assess health commodity logistics system performance and commodity availability at health facilities. The LIAT can be used to monitor the performance of certain processes involved in the logistics management of health commodities over time and to evaluate certain outcomes of logistics interventions. It can also be used for ongoing supervision and performance monitoring and to monitor commodity availability.

The data collected using the LIAT can be used to calculate the following core logistics indicators:

- Percentage of facilities whose stock levels ensure near-term product availability (stock status).
- Percentage of facilities that experienced a stockout at any point during a given period or at the time of the visit.
- Accuracy of logistics data for inventory management.
- Percentage difference between consumption forecasts and actual consumption (forecast accuracy).
- Percentage of orders placed that were filled as requested (order fill rate).
- Percentage of facilities that maintain acceptable storage conditions.

In addition to these indicators, the data collected can also be used to calculate additional related indicators, such as duration of stockouts, percentage of facilities with current stockouts, etc. For a detailed description of the indicators, refer to the *Definitions of Indicators*. Supplemental questions provide additional information about the characteristics of the supply chain being assessed, such as the use of LMIS information, ordering procedures, transport systems, supervision, reasons for stock imbalances, cold chain management, and others.

### Methodology

The LIAT is used to conduct a facility-based survey to collect quantitative data that will be used to calculate indicators for monitoring and evaluating logistics system performance. It is important to have stakeholder's buy-in for this type of study from beginning to end. The following steps outline the recommended methodology for completing this assessment.

#### 1. Preparatory Work

- a. Identify the objectives of the assessment and develop a scope of work based on the program and/or categories of health commodities to be studied.
- b. Secure financing for all costs including travel and accommodations for the study teams.
- c. Review and adapt the LIAT to meet the objectives identified for the assessment, as well as to meet ongoing monitoring needs.
- d. Determine the appropriate sample size and develop the sampling frame of the facilities to be visited. The main purpose of the sampling design is to avoid a convenience sample. Randomly select the facilities, as much as possible.

#### To calculate the sample size and select sites—

- Compile a list of the total number of facilities in the country.
- Document the total number of each type of facility (warehouse, hospital, SDP), the location, and distribution of facilities.
- Ensure that all parties involved agree to the criteria for the selection of sites.
- For a statistically significant sample, users of the LIAT should use a standard sampling formula, which often yields a large sample size. In cases of resource constraints, visit a default number of 100 facilities.

- Determine the sampling frame by stratifying for each type of facility in the country; evaluators should randomly select sites proportionally within each stratum.
- e. Recruit study team members. The following qualifications for study members should be considered—
    - Experience in field surveys.
    - Willingness to commit to a 3-4 week full time assignment.
    - Physical ability to travel in both urban and potentially difficult rural settings.
    - Familiarity with the areas to be visited and local health care system.
    - Detail oriented.
    - Good communication skills.
    - Fluency in local languages a plus.
    - Ability to work as a member of a team.
    - Advanced degree, preferably in public health.
    - Quantitative research skills.
    - Knowledge of logistics systems (desirable).
  - f. Obtain written authorization for study team members to visit facilities (where needed).
  - g. Prepare itineraries and logistical arrangements for study team travel and accommodations.
  - h. Prepare study team training curriculum. Ideally, the curriculum should include at least two days of classroom activities (review and discussion of the assessment tool), one day to field test the tool, and one day of classroom discussion to finalize the tool. This training should stress the importance of proper completion of surveys. Experience has shown that incomplete surveys cannot be used and are, therefore, a waste of time, energy, and money.
  - i. Schedule a meeting at the end of the assessment to present preliminary findings to all stakeholders in the country.

## 2. Prior to the Assessment

- a. Confirm arrangements (transportation, accommodations, translation, etc.).
- b. Obtain any legal travel documents needed for study team members.
- c. Agree upon the indicators with all the parties involved.
- d. Conduct training of team members on how the assessment will be carried out and how to use the tool, closely following the guiding text provided within the LIAT.
- e. Field test the tool at one or more accessible health facilities with all team members.
- f. Review the results of the field test and discuss final revisions with the study team members.
- g. Finalize the assessment tool. At this point it is recommended that the products to be assessed are listed in the tables of the tool.

## 3. During the Assessment

- a. Observe at least one study team conducting data collection at each level of the system being assessed.
- b. Review completed questionnaires to clarify any data inconsistencies. This is a very important step to ensure the study team is collecting complete and accurate data.
- c. Enter the data collected into the chosen database or spreadsheet.

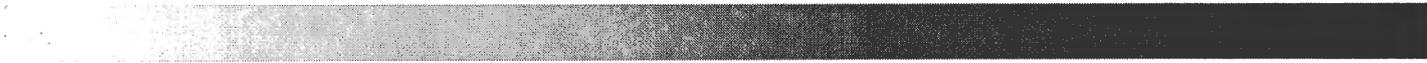
## 4. Following the Assessment

- a. Conduct data analysis.
- b. Present the preliminary results, conclusions, and recommendations from the assessment to all stakeholders.
- c. Write the report of results, conclusions, and recommendations.
- d. Disseminate the final report to key stakeholders.





# Logistics Indicators Assessment Tool



## Interviewer's Guide

Record the time you begin and end the interview.

- QUESTIONS 1-4** Record the date, your name (interviewer) and the names of other interviewers, and the location of the facility (region/province and district).
- QUESTION 5-7** Circle the type of facility where the survey is conducted.
- QUESTION 8** Record the name of the facility.
- QUESTION 9** Record the total number of staff at the facility. For warehouses, include staff of the warehouse only, even if it is linked to an SDP, such as a district hospital. For SDPs, include all staff in the facility, not just those working on logistics.
- QUESTION 10** List the title of all the members of the staff interviewed at the site, how long they have held the position, and if they have received any training in logistics. Ask about the type of logistics training received by the staff in each product category (e.g., if talking to the person in charge of immunization, ask specifically if he/she received formal training in cold chain and vaccine logistics).
- QUESTIONS 11-30** Read each question as written. If the respondent does not understand the question, you may explain the question in your own words or translate to the local dialect. If the answer is not clear or does not clearly fit any response category, write additional information in the comment section.
- QUESTION 31** List all the HIV test kits by type and brand. Check “not applicable” if this facility does not manage HIV test kits.
- TABLES 1-4** Complete for each product using the instructions that precede each table.
- TABLE 5** Complete for each storage area housing products being assessed. Use the instructions that precede each table.
- QUESTIONS 32-36** Answer questions only if the study team is reviewing a cold chain logistics system.
- QUESTIONS 37-42** Read each question as written. If the respondent does not understand the question, you may explain the question in your own words or translate to the local dialect. If the answer is not clear write additional information in the comment section.

Record the time the interview ends. Calculate the total interview time by comparing the end time with the beginning time recorded on the first page of the questionnaire.

## QUESTIONNAIRE

## Service Delivery Points, District/Regional Facilities, and Central Warehouses

- Introduce yourself and all members of the team, including titles and positions. Explain the objectives of the assessment and how this interview will help the team achieve the objectives.

Write your objectives here.

Explain how the team will conduct the interview, invite relevant interviewees to join the group, and begin.

For Example:

*"Good day. My name is \_\_\_\_\_. My colleague and I are representatives of \_\_\_\_\_, We are conducting a survey of \_\_\_\_\_ (e.g., Ministry of Health warehouses and service delivery points) to determine the availability of health commodities and general characteristics of the logistics system. Your facility was selected by chance to be included. The assessment will provide information enabling \_\_\_\_\_ (e.g. the Ministry of Health) to implement appropriate interventions to improve logistics system performance.*

*All of the information collected is strictly confidential. We will not refer to individual facilities in the report, but rather will describe the overall picture of all facilities. Do you have any questions? May we proceed?*

Beginning time of interview \_\_\_\_\_

- |  |                   |
|--|-------------------|
| 1. Date  | 2. Interviewer(s) |
| 3. Region/Province   | 4. District       |
| 5. Type of facility: (Circle all that apply)   |                   |
| a. Urban/rural   |                   |
| b. Public/private  |                   |
| c. Warehouse/service delivery point (if warehouse go to question 6, if SDP go to question 7) |                   |
| 6. If warehouse: (circle)  |                   |
| a. Central   |                   |
| b. Regional/provincial   |                   |
| c. District/zonal  |                   |
| 7. If SDP: (circle)  |                   |
| a. Hospital  |                   |
| b. Clinic  |                   |
| c. Dispensary  |                   |
| d. Health post   |                   |
| e. Community health worker   |                   |
| 8. Name of the facility:   |                   |
| 9. Total number of staff at facility:  |                   |

10. Respondents interviewed at this site:

Title	**Received training in logistics (specify product categories and dates)
a. _____ Length in current position _____ years/months	_____
b. _____ Length in current position _____ years/months	_____
c. _____ Length in current position _____ years/months	_____
d. _____ Length in current position _____ years/months	_____
e. _____ Length in current position _____ years/months	_____
f. _____ Length in current position _____ years/months	_____
g. _____ Length in current position _____ years/months	_____

**Note:** Logistics training includes the following functions: forecasting/estimating supply needs, ordering, storing supplies, inventory management. If talking to the person in charge of EPI, ask, "Have you received formal training for cold chain and vaccine logistics?"

11. Other than those listed in question 10, how many other staff have been trained in logistics?

12. Do you use the following logistics forms to manage health products?

a. Stock cards/records/tally sheets Specify what kind of records _____	<b><i>If no to both, go to question 18.</i></b>
b. LMIS reports (including one kind of transaction report, consumption, stock on hand) Specify type(s) of reports used _____	

Please circle answer(s)	Comments
13. How is the information on these forms used? (circle all that apply) <ul style="list-style-type: none"> <li>a. Calculating consumption</li> <li>b. Calculating needs</li> <li>c. Reporting use to the next higher level</li> <li>d. Requesting supplies from the next higher level</li> <li>e. Other, explain in comments section</li> </ul>	

Please circle answer(s)	Comments
14. If LMIS reports are used, how often are they sent to the higher level? a. Monthly b. Quarterly c. Semi-annually d. Annually e. Other (explain in comments section) f. Not applicable	
15. How often should you send these forms to the higher level? a. Monthly b. Quarterly c. Semi-annually d. Annually e. Other (explain in the comments section) f. Not applicable	
16. How many facilities should send reports to this facility? _____ (if zero, go to question 18)	
17. Approximately how many facilities send these reports according to the schedule? _____	
18. How many times have you placed an order or submitted a procurement request in the last year? a. None b. 1–3 times c. 4–6 times d. more than 6 times	
19. How often are you supposed to place orders or submit a procurement request? a. Monthly b. Quarterly c. Semi-annually d. Annually e. Other (explain in the comments section) f. Not applicable	
20. Who determines this facility's resupply quantities? a. This facility (pull) b. The facility at the higher level (push/topping up) c. Other (explain in the comments section)	
21. How are the facility's resupply quantities determined? a. Formula (describe in comment section) b. Higher-level facility c. Other means (describe in comments section)	

Please circle answer(s)	Comments
22. Which data elements are used to calculate the facility's resupply quantities? (circle all that apply) <ul style="list-style-type: none"> <li>a. Beginning of reporting period stock level</li> <li>b. End of reporting period stock level</li> <li>c. Quantity received</li> <li>d. Quantity dispensed</li> <li>e. Losses and adjustments</li> <li>f. Other (specify in the comments section)</li> </ul>	
23. How did you learn to complete the forms used at this facility? <ul style="list-style-type: none"> <li>a. During logistics training</li> <li>b. On-the-job training</li> <li>c. Learned on the job</li> <li>d. Other (specify in the comments section)</li> </ul>	
24. Who is responsible for transporting commodities to your facility? <ul style="list-style-type: none"> <li>a. This facility collects</li> <li>b. The higher level facility delivers</li> <li>c. Other (explain in the comments section)</li> </ul>	
25. What mode of transportation is used most often? <ul style="list-style-type: none"> <li>a. Public transportation</li> <li>b. Facility-managed vehicle, motorcycle or bicycle</li> <li>c. Private, hired vehicle</li> <li>d. On foot</li> <li>e. Other (specify in comments section)</li> </ul>	
26. How many of your last 4 orders/procurements were received according to schedule? <ul style="list-style-type: none"> <li>a. 0</li> <li>b. 1</li> <li>c. 2</li> <li>d. 3</li> <li>e. 4</li> </ul>	
27. When did you conduct your last supervisory visit? <ul style="list-style-type: none"> <li>a. Within the last month</li> <li>b. Within the last 3 months</li> <li>c. Within the last 6 months</li> <li>d. Other (explain in comments section)</li> <li>f. Not applicable (do not do supervisory visits)</li> </ul>	
28. When did you receive your last supervisory visit? <ul style="list-style-type: none"> <li>a. Within the last month</li> <li>b. Within the last 3 months</li> <li>c. Within the last 6 months</li> <li>d. Other (explain in comments section)</li> <li>e. Never (go to question 31)</li> <li>f. Not applicable (go to question 31)</li> </ul>	

29. Who conducted the last supervisory visit that you had?  
(specify position of the person)

30. What was done during the supervisory visit? (Circle all that apply)

- a. Supplies checked
- b. Stock cards checked
- c. Expired stock removed
- d. LMIS reports checked
- e. On-the-job training/coaching
- f. Other (explain in the comments section)

31. If applicable list all the HIV test kits managed by this facility:

Type	Brand	Usage (Primary test, confirmatory/ secondary test, tie-breaker)

Not applicable

**INSTRUCTIONS**

Ask the person/people you interviewed to help you begin completing the assessment tables—

- Table 1: What maximum and minimum levels are used for inventory management, if known? What is the other interval?
- Table 1, column 3: Which products listed in the table are normally managed by this facility?
- Ask permission to observe the storeroom to count stock, and for access to any stock cards/records, consumption records, and transaction records for the past 6 months, and the most recent LMIS report, if available.

**TABLE 1. Stock status table**

**Note:** Above the table record the—

- established minimum number of months of stock,
- maximum number of months of stock established for products in full supply at this facility,
- and the time between orders.

**Use the following guidelines to complete the table for authorized products only—**

1. Enter all the authorized products that will be counted.
2. Enter the units of count for each product (e.g., cycles, vials, tablets, pieces, etc.).
3. Identify the products that are managed by this facility by writing yes or no for each product.
4. Enter the total consumption or issues for the past 6 months. If less than 6 months of data available, enter data from as many months as possible.
5. Enter the number of months used to determine the total consumption (in most cases is 6).
6. Calculate the average monthly consumption in units of count for each product—divide column 4 by column 5 (total consumption or issues/number of months).
7. Record usable stock on hand based on a physical inventory of each product.
8. Calculate months of stock on hand for each product—divide column 7 by column 6 (usable stock on hand from physical inventory/average monthly consumption).
9. If the number in column 8 is less than the minimum number of months of stock recorded above the table, write yes or no to indicate if an order has been placed. If the stock on hand is above the minimum, write “NA.”
10. For each product, enter the total number of expired quantities of products found on the shelf or anywhere inside the storeroom.
11. Indicate the stock status as (0) if the product is stocked out, (–) if the months of stock on hand falls below the minimum and no order has been placed, (+) if months of stock on hand falls above the maximum, and (=) if the months of stock falls between the minimum and the maximum.



**TABLE 2. Stockout assessment table**

Review the stock cards for the past six months to identify if any products stocked out, or ask knowledgeable staff to identify if any products have stocked out over the past six months.

For all products that are managed by this facility and had a stockout in the past six months, complete the following table:

**Note:** You may need to use more than one line per product, for example, Depo-Provera<sup>®</sup> may have been stocked out three different times during the past six months.

1. List the products to be assessed.
2. Record if any stock card exists and was updated within the past six months.
3. Enter if there is or is not a stockout at the time of the visit, for each product.
4. Based on stock cards, record the number of stock outs that have occurred in the last 6 months.
5. Based on informant's knowledge, record the number of stock outs that have occurred in the last 6 months.
6. Calculate the total duration of all stockouts that have occurred in the last 6 months (add the number of days). If the product is stocked out on the day of the visit, calculate the duration up to that day.
7. Enter the reason for the stockout using the codes listed above the table.







**TABLE 4. Forecast accuracy and percentage difference between quantity ordered and quantity received**

1. Enter the sample 10 authorized products listed in table 3 that are included in this assessment and are managed by this facility. All of these products should appear on table 1, and be marked (yes) in col.3 of table 1.
2. Enter the amount forecasted for the last completed order period.
3. Enter the quantity consumed during the last order period.
4. Calculate the forecast accuracy by subtracting the quantity consumed for the last order period from the quantity forecasted during the last order period, then divide by the quantity consumed, and multiply by 100.
5. Enter the quantity ordered for the last order period.
6. Enter the date the order was placed.
7. Enter the quantity received in the last order.
8. Enter the date the order was received.
9. Calculate the percentage difference between quantity ordered and quantity received by subtracting the quantity ordered for the last order period from quantity received for the last order period, then divide by the quantity ordered for last order period, and multiply by 100.
10. Calculate the order lead time as the number of days between the date the order was placed and when it was received.



**TABLE 5. Storage/warehouse conditions table**

Assess items 1–13 for all facilities. Fill out a table for each storage area housing products being assessed. Specify the types of products being assessed in the storage area by circling the category of products below. Place a check mark in the appropriate box based on visual inspection of the storage facility, noting relevant observations in the comments column. **To qualify as “yes,” all products and cartons must meet the criteria for each item.**

Circle the types of commodities stored in this area

Essential drugs      Contraceptives      Vaccines      HIV test kits      STI drugs      TB drugs

DESCRIPTION	COMMENTS
1. Products that are ready for distribution are arranged so identification labels and expiry dates and/or manufacturing dates are visible. <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Products are stored and organized in a manner accessible for first-expiry/first-out (FEFO) counting and general management. <input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Cartons and products are in good condition, and are not crushed. If cartons are open, products are not wet or cracked from heat/radiation (fluorescent lights in the case of condoms, Depo Provera® stored upright).	
4. The facility makes it a practice to separate damaged and/or expired products from good products and removes them from inventory. <input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Products are protected from direct sunlight at all times of the day and during all seasons. <input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Cartons and products are protected from water and humidity during all seasons. <input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Storage area is visually free from harmful insects and rodents. (Check the storage area for traces of rodents or insects). <input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Storage area is secured with a lock and key but is accessible during normal working hours, with access limited to authorized personnel. <input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Products are stored at the appropriate temperature during all seasons according to product temperature specifications. <input type="checkbox"/> Yes <input type="checkbox"/> No	
10. All hazardous waste (e.g., needles, toxic materials) is properly disposed of and is not accessible to non-medical personnel. <input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Roof is maintained in good condition to avoid sunlight and water penetration at all times. <input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Storeroom is maintained in good condition (e.g., clean, all trash removed, shelves are sturdy, boxes are organized). <input type="checkbox"/> Yes <input type="checkbox"/> No	
13. The current space and organization is sufficient for existing products and reasonable expansion (i.e., receipt of expected product deliveries for the foreseeable future). <input type="checkbox"/> Yes <input type="checkbox"/> No	

The additional standards below can be applied to any facility large enough to require stacking of multiple boxes.

DESCRIPTION	COMMENTS
14. Products are stacked at least 10 cm (4 inches) off the floor. <input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Products are stacked at least 30 cm (1 foot) away from the walls and other stacks. <input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Products are stacked no more than 2.5 meters (8 feet) high. <input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Fire safety equipment is available and accessible (any item identified as being used to promote fire safety should be considered). <input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Products are stored separately from insecticides and chemicals. <input type="checkbox"/> Yes <input type="checkbox"/> No	

**Additional guidelines for specific questions—**

- Item 2:** In noting proper product arrangement, consider the shelf life of the different products.
- Item 3:** Check to determine if they were smashed due to mishandling. The products should be examined inside opened or damaged cartons to see if they are wet, cracked open from heat/radiation (e.g., because of fluorescent lights in the case of condoms) or crushed.
- Item 4:** Check if the facility discards damaged or expired products according to the facility's procedures (which may differ from one facility to another). Specify if procedures exist and note what they are.
- Item 7:** Check the storage area for traces of rodents (droppings) or insects harmful to the products.
- Item 8:** This refers to either a warehouse secured with a lock or to a cabinet with a key in a clinic.
- Item 17:** Fire safety equipment does not have to meet international standards. Consider any item identified as being used to promote fire safety (e.g., water bucket, sand).

QUESTIONS	COMMENTS
If the study team is not studying a cold chain logistics system, skip to instructions below.	
32. Do you have a functioning refrigerator(s) to store vaccines and/or HIV test kits?	1. yes number____ 2. no (go to question 37) 3. Not applicable (go to question 37)
33. To record the actual temperature, look at the internal thermometer inside the refrigerator—ideal temperature is between 0 and +8 degrees centigrade. (Note if thermometer is broken or missing.)	Temperature (centigrade) _____
34. Are refrigerators located away from any surrounding objects?	<input type="checkbox"/> Yes <input type="checkbox"/> No
35. Is the temperature chart up-to-date? (to be up-to-date, there must be an entry for the day of the visit).	<input type="checkbox"/> Yes <input type="checkbox"/> No
36. Is there a supply of paraffin or LPG for cold chain and sterilization purposes?	<input type="checkbox"/> Yes <input type="checkbox"/> No
37. Are there certain commodities that you always stock out of before resupply?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, skip to question 39.	
38. List the 3 most frequent commodities you always stock out of.	1. _____ 2. _____ 3. _____
39. Do you always have a surplus of certain commodities before resupply?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, skip to question 41.	
40. List the 3 most frequent commodities you always have a surplus of.	1. _____ 2. _____ 3. _____
41. How could you ensure the regular supply of products?	
42. What kind of support would help you do your job more effectively? Other than "more staff" and "salary issues"?	

**Ask the person/people you interviewed if they have any questions.**

**Thank the person/people you interviewed. Reiterate how they have helped the program achieve its objectives and assure them that the results will be used to develop improvements in logistics system performance.**

End time of interview: \_\_\_\_\_

Total time of interview: \_\_\_\_\_





# **Logistics System Assessment Tool**

**USER'S GUIDE**



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## Background and intended use

The Logistics System Assessment Tool (LSAT) is one of two data-gathering tools (with the Logistics Indicators Assessment Tool) developed by the DELIVER project to assess a logistics system and the system's environment.

The LSAT is a diagnostic and monitoring tool that can be used to complete an annual assessment or, as an integral part of the work planning process. The information collected using the LSAT is analyzed to identify issues and opportunities and, from those, to outline further assessment and/or appropriate interventions.

As assessments using the LSAT are conducted and analyzed in successive years, the results can contribute to the monitoring, improvement, and sustainability of system performance.

## Benefits

The LSAT can—

- Provide stakeholders with a comprehensive view of all aspects of a logistics system.
- Be used as a diagnostic tool to identify issues and opportunities.
- Raise collective awareness and ownership of system performance and goals for improvement.
- Be used by country personnel as a monitoring tool (to learn and continually improve performance).
- Provide input for work planning.

## Overall process

### Assessment period/cycle

The LSAT can be conducted annually, or as agreed upon within selected countries and, ideally, within the three-month period prior to work planning or strategic planning exercises.

### Data collection

There are two methods for data collection—

- a. Discussion groups (preferred approach) involving either (1) a central-level discussion group and a separate lower-level discussion group (e.g., district representatives), or (2) a joint discussion group composed of central- and lower-level participants. Plan to conduct, at a minimum, one discussion group of central-level people.
- b. Key informant interviews can be conducted at both the central- and lower-levels using the LSAT as a guide.

It is highly recommended that the discussion group participants or interviewer and interviewees complete a limited number of field visits. These visits can be made pre-data collection to sample current circumstances or post-data collection to follow-up on areas that arise during data collection.

### Data analysis and recommendations for work plan

Data analysis and development of recommendations and a work plan should take place immediately following data collection. This process should include a thorough review of system strengths and weaknesses in order to develop and prioritize a set of objectives and interventions designed to address issues raised through the LSAT exercise.

### Annual learning and performance improvement

Each year, the findings from the current and prior year's assessments should be compared to measure progress. Likewise, the results of interventions and the assumptions they are based on should be examined so the experience can be applied to the coming year's work plan.

## Planning for the LSAT

### Preparatory research

Some aspects of the LSAT should be researched in advance of the group discussion or interviews. This information should be presented and validated during the course of the assessment. These questions are shaded in the LSAT document.

### Choosing the data collection method

In consultation with the program manager or country counterpart, agree on the approach to be used.

Large discussion groups may require sessions that last one day to 1½ days to gain the breadth and depth of data required and to provide an adequate opportunity for full participation. If work planning is part of the exercise, that will also extend the time needed with the participants.

Using the LSAT as a guide for key informant interviews can take up to a week or more because of the time required to schedule and conduct multiple interviews with the people who have knowledge about the many components of the logistics system.

### OPTION 1: DISCUSSION GROUPS

#### ■ Separate central-level and lower-level discussion groups

*Central-level:* This group session should include 7–12 participants. (Eleven participants are required if a separate person is needed to cover each of the 11 knowledge areas.) This discussion group is the minimum requirement when using this method of information collection.

*Lower-level:* If product selection, forecasting, procurement, and the organizational structure are defined and carried out at the central level, then only seven of the 11 LSAT topic areas need to be represented from the lower level. If these functions are decentralized to a lower level, the people with those knowledge areas should be included. This session should include 7–11 representatives who have that knowledge. Typically, this group is composed of a cross-section of units (e.g., districts) although it may be necessary to select a different subset such as a particular geographic area or units under a particular set of circumstances. Be sure to document the rationale behind the selection of participants. This option will probably require one day to complete.

#### ■ Joint discussion group

Both central-level and lower-level participants are brought together in one session. This session will probably include 15–20 participants and will require skilled facilitation. This will probably take 1½ to 2 days to complete, depending on the number of participants and the level of work planning included in the exercise.

If the method of data collection selected is the discussion group, the facilitator should send a copy of the LSAT in advance to each of the selected participants.

### OPTION 2: KEY INFORMANT INTERVIEWS

With this option, the LSAT is used as an interview guide to collect information from key informants. Because this will involve interviewing numerous people, the interviewer(s) will need to consolidate and reconcile the results into one final assessment report. This entire process can take one week or more depending on the number of people that need to be interviewed to cover all the topic areas.

One disadvantage to this approach is that it does not allow for group discussion between people working in different areas of the supply chain (during information gathering). If this approach is used, it is recommended that a stakeholders' meeting be held where the assessment findings are presented and discussed. A participatory group exercise can also be used during the "data analysis" portion of the LSAT.

### Selecting discussion group participants/interviewees

It is important to have the right set of people to gain accurate data about the functioning of each aspect of the logistics system.

For the "discussion group" option, continue including core group participants through the years to build internal capability and to improve the reliability of the data. Consider already existing groups (such as logistics committees) as a source of participants.

### Each discussion group participant/interviewee should have—

- Good information about one or more of the knowledge areas covered in the LSAT (see table 1).
- Hands-on experience with the functioning of the logistics system at the level the person is representing (central- or lower-level).

Program managers should be able to identify appropriate participants/interviewees. Consider international donors and/or the Ministry of Finance for the finance knowledge area. Include someone with policy expertise as a participant/interviewee, as policy questions are incorporated into several sections.

In selecting participants/interviewees, refer to table 1 to ensure the collection of the information required in the LSAT.

**Table 1. Required knowledge areas of participants and interviewees**

Knows About:	Central Level*	Lower Level
Organization (Context, Structure)		**
LMIS		
Product Selection		**
Product Use		
Forecasting		**
Procurement		**
Inventory Control Procedures		
Warehousing and Storage		
Transport and Distribution		
Organizational Support (Processes, Supervision, Staff Development)		
Finance		

\* Central-level discussion group or interviews should include participants or interviewees with a knowledge base in all 11 LSAT areas.

\*\* If these logistics functions are centralized, these 4 areas may be excluded from the discussion. If logistics functions are decentralized, lower-level discussion groups or representative interviews (e.g., district) need to be conducted to capture the knowledge base in all LSAT areas.

### Planning field visits

It is recommended that facilitators or interviewers, with discussion group participants or interviewees, make field visits, if applicable. Field visits made prior to the discussion sessions/interviews will provide a sample of the current context or circumstances, adding reality and additional insight into the information collection.

Visits made following the discussions/interviews offer an opportunity for further exploration of issues identified during the discussions/interviews, enhance the quality of the information gathered, and allow for additional data collection. Those making the field visits can focus on unanswered LSAT questions; mixed, unsure, or contested data; disparate or wide-ranging responses to questions; or a more in-depth look at particular areas.

Program managers or country counterparts can help plan the appropriate number of field visits before and/or after the exercise.

## Applying the LSAT

### OPTION 1: CONDUCTING GROUP DISCUSSION SESSIONS

*Discussion group introductory comments:* Set the tone for the session by explaining how the participants' input will be used and by expressing the desire to hear from each person about his/her area(s) of knowledge. Invite participants to write down points important to them during the course of the discussion as key points will be captured at the end of each module. Emphasize that the participants should take part in the entire session because the group needs not only their knowledge area expertise but also their insights on how the technical areas relate to and impact on one another.

*Level-specific data:* Central group participants will be most knowledgeable about the central level and the circumstances in the next level down. Utilize the lower-level focus group for more real life responses to questions about district and SDP-level settings and practices.

*Discussion group facilitation:* It is recommended that the group have a skilled facilitator and at least one recorder who is very familiar with the tool.

Field experience has shown that multiple recorders are beneficial for high-quality information.

#### The guidelines for session timing are—

15 minutes:	Introduction
½–1 hour segments:	LMIS, Forecasting, Procurement, Inventory Control Procedures, Warehousing and Storage, Finance, Organization, Product Selection, Product Use, Transport and Distribution, and Organizational Support

At the end of each section of the LSAT, the facilitator should have the group agree on key strengths and weaknesses, and record them on a flip chart.

The closing can be 30–60 minutes or half a day depending on whether it is used simply to summarize or also to prioritize and plan interventions.

**Note:** DELIVER staff have developed the LSAT Facilitator's Guide, which includes detailed suggestions on conducting the LSAT group discussion.

**OPTION 2: USING THE LSAT AS AN INTERVIEW GUIDE**

*Presentation of the results:* The information collected through key informant interviews should be presented in a meeting to in-country stakeholders. This will provide an opportunity to discuss findings and their implications. The facilitator or interviewer will also need to compile all the results in a report. The collected information should allow the identification of key strengths and weaknesses of the system. It should also lead to the development of the work plan by identifying objectives using the criteria described in the analysis section below.

**Analysis of the collected information**

The information collected through the LSAT can be used both as part of the work planning process, and/or to monitor progress over time. These are discussed separately below.

**Work planning**

To inform the work planning, users can review the strengths and weaknesses of the logistics system, and use the information to develop appropriate objectives and interventions as part of an effective work plan. If there is time, it is highly recommended that a participatory analysis of the LSAT discussion results be done. This is especially recommended if a group discussion is used because the participants are already together, but the analysis can also be arranged if option 2 is used. The session may take up to a day, and it may occur on a separate day with a slightly different participant mix (most participants should attend both sessions).

**The main steps include—**

- Develop a consolidated summary of the key points and observations (e.g., strengths and weaknesses).
- Compare findings of the current and prior year LSAT findings and note the reasons for any significant changes, including assumptions that did not work.
- Identify key existing conditions or circumstances (the context) that will influence the choice of objectives and interventions.
- Identify your objectives or reevaluate objectives from last year. Describe the objectives as the desired state, to the extent possible. For each objective, generate intervention ideas by reviewing the LSAT questions and responses in the areas identified as areas of strength or weakness.
- Select intervention ideas using the set of criteria provided in table 2.
- Use a scale of 1–3, lowest to highest, for each criterion per objective and per intervention selected. List as many objectives as participants think are necessary, and as many interventions as necessary to achieve each objective.

**Use the following decision criteria to complete table 2:**

- For *priority*, consider how large and wide the impact will be, whether this is an important pre-cursor/first step, or synergism with other objectives/initiatives, and with funding source and MOH priorities. Score the objectives and then the interventions within each objective independently, by priority.
- For *feasibility*, consider the extent of political support, relevant policies, country and logistics system infrastructure, and cultural support. Independently score the objectives and then the interventions within each objective to reflect the feasibility of accomplishing the overall objective or intervention.
- For *resources*, consider if available resources (e.g., funds, materials, knowledge/skills) meet, exceed, or fail to meet resource requirements. The score assigned should reflect the level of resources available, compared to what is required to accomplish each intervention.

**Table 2. Objectives and interventions worksheet**

	Priority	Feasibility	Available resources (vs. Requirements)
<b>Objective 1:</b>			
Interventions			
■			
■			
■			
■			
<b>Objective 2:</b>			
Interventions			
■			
■			
■			
■			

\*Scale: 1=low 2=medium 3=high

Use the results to develop a work plan consistent with the program's policies and procedures. Focus on the objectives and interventions with the greatest need, greatest likelihood of success, and/or available resources. If the priority and feasibility are high, but resources are not available, a resource development plan should be developed.

To assist in the development of the work plan, complete table 3 by identifying the following:

- A. A description of the *desired state* that each intervention is expected to produce.
- B. The *resources* for each intervention and their sources.
- C. The *key assumptions* underlying each intervention. In other words, what needs to be in place to carry out the intervention.
- D. The *indicators* for measuring progress toward completing the interventions and, therefore, towards achieving the objectives.
- E. The *data sources* for each indicator.

**Table 3. Work plan worksheet**

	Desired state	Resources	Assumptions	Indicators	Data sources
<b>Objective 1:</b>					
Interventions ■ ■ ■ ■					
<b>Objective 2:</b>					
Interventions ■ ■ ■ ■					

### Monitoring

To monitor results over time, it is helpful to focus on practices that bear the greatest influence on logistics system performance and are measurable. The scoring sheet found in table 4 contains one mechanism for synthesizing data into a manageable number of questions that together paint an overall picture of the logistics system. The scoring sheet contains core questions for 8 sections<sup>♦</sup> of the LSAT; instructions on scoring; and summary boxes for strengths, weaknesses, and general highlights.

To complete the scoring sheet, transfer the results for these core questions from the LSAT form to the scoring sheet, as well as the key strengths and weaknesses.

For each question with response categories for different levels of the system, add or delete a level according to the structure of the logistics system. The total maximum score for some questions and some sections will change accordingly. Follow the instructions in the footnotes to reallocate scores appropriately.

**Table 4: LSAT scoring sheet**

#### Logistics management information system (LMIS)

Basic elements of an LMIS	SCORE	MAXIMUM SCORE
1. If there is an information system, does it include: *		
a) stock keeping records (e.g., inventory control cards, bin cards, stock registers) at all levels? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
b) requisition and issue records (e.g., bills of lading, shipping records, requisition/issue vouchers) at all levels? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
c) dispensed-to-user records at service delivery points? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
d) summaries of consumption data at levels above service delivery points (e.g., districts, regions, central, etc.)? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
2. Do information system reports at all levels of the system show: *		
a) the inventory balance (stock on hand)? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
b) quantity dispensed or issued during a specified reporting period? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
c) losses and adjustments? <input type="checkbox"/> Yes <input type="checkbox"/> No		1

\* If there is no information system (logistics management information system or health management information system), then score questions 1-5 as zero.

♦ The remaining sections from the LSAT tool were not included in the scoring sheet because they are contextual, did not provide a significant number of questions that can be scored, or they cover areas that DELIVER's work influences indirectly.

Use of LMIS information	REPORTING %	SCORE	MAXIMUM SCORE
-------------------------	-------------	-------	---------------

3. What is the approximate percentage of information system reports received in time to be used for logistics decisions at each level of the system?\*

**If 90-100% then score 1, if 89-75% then score 0.5, if below 75% then score 0. If necessary, delete or add a level according to the structure of the logistics system.**

LEVELS	REPORTING %	SCORE	MAXIMUM SCORE
a) Central			1
b) Regional			1
c) District			1

4. What decisions are based on information system reports?

**If answers a-d are all checked, then score 1; if not all, but some, then score 0.5.**

a) Forecasting	<input type="checkbox"/>		1
b) Procurement	<input type="checkbox"/>		
c) Transport/Delivery	<input type="checkbox"/>		
d) Scheduling supervisory visits	<input type="checkbox"/>		
e) Other _____	<input type="checkbox"/>		

5. Are logistics data used at each level of the system as appropriate for:

a) continuous monitoring of stock balances?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
b) calculating quantities for resupply?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1

6. How is information fed back?

**If (a) then score 0; if any other answer is checked, then score 1 (even if multiple choices were selected).**

a) Never	<input type="checkbox"/>		1
b) Telephone call	<input type="checkbox"/>		
c) Reports	<input type="checkbox"/>		
d) Meetings	<input type="checkbox"/>		
e) Supervisory visit	<input type="checkbox"/>		
f) Other _____	<input type="checkbox"/>		

<b>TOTAL</b>			<b>12**</b>
<b>SCORE FOR THE SECTION</b>			<b>100%</b>

**Score for the section = total score/maximum total score\* x 100**

\*\* Adjust maximum score to eliminate questions that are not applicable (e.g., if there is no regional level, then question 3b drops out, and score would be calculated as (total score /11) x 100.

**Logistic management information system (LMIS)**

STRENGTHS	WEAKNESSES
HIGHLIGHTS	

---

**Forecasting**

National level forecast preparation		SCORE	MAXIMUM SCORE
7. Are forecasts developed using:			
a) logistics-based data?*	<input type="checkbox"/> Yes <input type="checkbox"/> No		2
b) demographic data or disease prevalence/morbidity?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
c) service statistics?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
8. If forecasts are prepared and updated using the most recent logistics data, do they include:*			
a) stock on hand?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
b) dispensed-to-user data?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
c) losses and adjustments?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
9. Are forecasts validated by comparing previous estimated consumption with actual consumption?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
10. Are forecasts updated at least annually?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
11. Are forecasts prepared on a schedule coinciding with local budgeting and procurement cycles?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
<b>TOTAL</b>			<b>9</b>
<b>SCORE FOR THE SECTION</b>			<b>100%</b>
<b>Score for the section = total score/maximum total score* x 100</b>			

\* If question 7a is "no," then score questions 8 a-c as zero.

**Forecasting**

STRENGTHS	WEAKNESSES
HIGHLIGHTS	

---

**Obtaining supplies/procurement**

Procurement planning		SCORE	MAXIMUM SCORE
12. Are short-term procurement plans based on forecasted needs?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
13. Do these procurement plans take into account the following logistics systems elements:			
a) current inventory levels (stock on hand)?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
b) losses and adjustments?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
c) required order lead times of suppliers/donors?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
d) established stock levels, if relevant?*	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
e) shipment and handling schedules?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
f) the need for a safety stock?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
14. In general, are the correct amounts of all products procured and obtained in an appropriate time frame at all the following levels:**			
a) central?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
b) regional?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
c) district?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
d) service delivery point?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
15. Is pipeline status regularly monitored so that procurement decisions can be made and actions can be initiated in time to avoid stockouts?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
<b>TOTAL</b>			<b>9</b>
<b>SCORE FOR THE SECTION</b>			<b>100%</b>
<b>Score for the section = total score/maximum total score* x 100</b>			

\* If there are no established max-min stock levels (e.g., if the products are not in full supply), then this question drops out, and the maximum possible score becomes 8.

\*\* If necessary, add or delete a level according to the structure of the logistic system and ensure that the subquestions are scored in such a way that the maximum possible score for question 14 is 1.

**Obtaining supplies/procurement**

STRENGTHS	WEAKNESSES
HIGHLIGHTS	

---

**Inventory control procedures**

Stock management	SCORE	MAXIMUM SCORE
16. Are there guidelines and established policies for maximum and minimum stock levels at which full supply products should be maintained:*		
a) at the central level of the supply chain? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
b) at the regional level of the supply chain? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
c) at the district level of the supply chain? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
d) at the service delivery point level of the supply chain? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.5
17. Are there written provisions for the redistribution of over-stocked supplies? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
18. Does the program have a policy of storing and issuing stock according to first expiry/first out inventory control procedures at all levels? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
19. In practice, does the program manage and issue stock according to first expiry/first out inventory control procedures at all levels? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
20. Are damaged/expired products physically separated from inventory and removed from stock records at all levels? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
21. Does the program have a system for tracking product losses and other adjustments? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
Stockouts	SCORE	MAXIMUM SCORE
22. Have stockouts occurred for any product in the last 12 months at the following levels:*		
Score 1 for no stockouts; score 0 if there has been a stockout for each level of the system		
a) central? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
b) regional? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
c) district? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
d) service delivery point? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
23. Are there established procedures for placing emergency orders? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
<b>TOTAL</b>		<b>12**</b>
<b>SCORE FOR THE SECTION</b>		<b>100%</b>

**Score for the section = total score/maximum total score\* × 100**

\* If necessary, add or delete a level for questions 16 and 22 according to the structure of the logistic system. For question 16, make sure that the subquestions are scored in such a way that the maximum score is equal to 2.

\*\* If necessary, adjust maximum score to eliminate questions that are not applicable or add questions that are not reflected (e.g., if there is no regional level, then subquestion 22b drops out, and the score for the section would be calculated as (total score /11\*100). However, if a zonal level exists, add a subquestion to question 22 and the maximum total score would be adjusted to 13).

**Inventory control procedures**

STRENGTHS	WEAKNESSES
HIGHLIGHTS	

---

**Warehousing and storage**

Adequacy of storage capacity and conditions		SCORE	MAXIMUM SCORE
24. Does the program have written guidelines for storage and handling of all products at all levels of the system? (e.g., manuals, posters, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
25. Are there written guidelines for disposal of sharps, bio-hazardous material, and other medical waste?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
26. Is there a policy that requires at least one physical inventory of all products per year at each storage facility?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
27. Is the existing storage capacity adequate to handle the current quantities of products at the following levels:*			
a) central?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
b) regional?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
c) district?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
d) service delivery point?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
Assuring product quality at the storage facilities		SCORE	MAXIMUM SCORE
28. Are visual quality assurance inspections of products conducted at the storage facility at the following levels:*			
a) central?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
b) regional?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
c) district?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
d) service delivery point?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
29. Are there written procedures or guidelines for destroying damaged and expired products?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
30. In practice, are damaged and expired products destroyed according to the program's disposal guidelines at the following levels:*			
a) central?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
b) regional?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
c) district?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
d) service delivery point?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
<b>TOTAL</b>			<b>7</b>
<b>SCORE FOR THE SECTION</b>			<b>100%</b>
<b>Score for the section = the total score/maximum total score* x 100</b>			

\* Add or delete a level according to the structure of the logistic system, and ensure that the subquestions are scored in such a way that the maximum possible score for questions 27, 28, and 30 is equal to 1.

**Warehousing and storage**

STRENGTHS	WEAKNESSES
HIGHLIGHTS	

---

**Transport and distribution**

Distribution system	SCORE	MAXIMUM SCORE
31. Do written procedures specify what type of distribution system is to be used to distribute products between each level? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
32. Is there a documented distribution schedule for all levels? <input type="checkbox"/> Yes <input type="checkbox"/> No		1
33. Are there a sufficient number of functioning vehicles with available petrol/drivers, at appropriate levels, to meet the desired distribution schedule?*	<input type="checkbox"/> Yes <input type="checkbox"/> No	1
34. In general, are orders delivered as scheduled at the following levels:*		
a) central? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
b) regional? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
c) district? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
d) service delivery point? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
<b>TOTAL</b>		<b>4</b>
<b>SCORE FOR THE SECTION</b>		<b>100%</b>
<b>Score for the section = the total score/maximum total score* x 100</b>		

STRENGTHS	WEAKNESSES
<b>HIGHLIGHTS</b>	

\* Add or delete a level according to the structure of the logistic system and ensure that the subquestions are scored in such a way that the maximum possible score for questions 33 and 34 is equal to 1.

**Organizational support for logistics system**

Organizational processes for logistics		SCORE	MAXIMUM SCORE
35. Do personnel between these different levels communicate at least quarterly?*			
a) Central level logistics staff and next level (e.g., region, district) staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.33
b) Regional level of logistics staff with district level staff in their area?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.33
c) District level logistics staff with the SDP level?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.33
36. Is there an established mechanism for improving logistics practices or procedures (based on what is learned from supervisory visits, feedback, assessments, etc.) at the following levels:*			
a) central?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
b) regional?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
c) district?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
d) service delivery point?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
37. Are there written procedures and guidelines (e.g., manuals, job aids, standards) to help staff carry out their logistics responsibilities?		<input type="checkbox"/> Yes <input type="checkbox"/> No	1
38. Do staff who manage commodities have a written job description that includes logistics responsibilities at the following levels:*			
a) central?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
b) regional?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
c) district?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
d) service delivery point?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
Supervision (individual performance management)		SCORE	MAXIMUM SCORE
39. Are supervisory responsibilities described in written job descriptions?		<input type="checkbox"/> Yes <input type="checkbox"/> No	1
40. Are guidelines available for how the supervisor conducts the supervisory visit (e.g., introductions, positive style of interaction, follow-up)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	1
41. Are tools available describing what to cover when conducting a supervisory visit (e.g., a checklist)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	1
42. Are supervisory visits conducted for staff at the following levels:*			
a) regional?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.33
b) district?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.33
c) service delivery point?	<input type="checkbox"/> Yes <input type="checkbox"/> No		0.33
43. Is there a documented schedule for supervision?		<input type="checkbox"/> Yes <input type="checkbox"/> No	1
44. Are logistics staff periodically evaluated against job expectations (e.g., from their job description)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	1

\* Add or delete a level according to the structure of the logistic system, and ensure that the subquestions are scored in such a way that the maximum possible score for questions 35, 36, 38, and 42 is each equal to 1.

**Organizational support for logistics system**

Staff development in logistics	SCORE	MAXIMUM SCORE
45. Has training been given to current staff at all appropriate levels in the following areas:		
a) completion and submission of LMIS reports? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
b) proper storage of health products? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
c) maintaining proper stock levels? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
d) determining order quantities? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
e) determining issue quantities? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
f) estimating annual needs? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
g) reviewing reports and records? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
h) providing feedback and inputs? <input type="checkbox"/> Yes <input type="checkbox"/> No		0.25
<b>TOTAL</b>		<b>12</b>
<b>SCORE FOR THE SECTION</b>		<b>100%</b>

**Score for the section = the total score/maximum total score\* x 100**

STRENGTHS	WEAKNESSES
HIGHLIGHTS	

**Finance**

Program financing		SCORE	MAXIMUM SCORE
46. Does the program's budget include line items for:			
a) products?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
b) warehousing/storage?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
c) logistics management information system?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
d) transportation?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
e) logistics staff development?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
f) salaries for logistics staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
Donor coordination		SCORE	MAXIMUM SCORE
47. Is there a process of coordination with donors for commodity supply?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
48. Does the program initiate the coordination with donors?	<input type="checkbox"/> Yes <input type="checkbox"/> No		1
<b>TOTAL</b>			<b>8</b>
<b>SCORE FOR THE SECTION</b>			<b>100%</b>

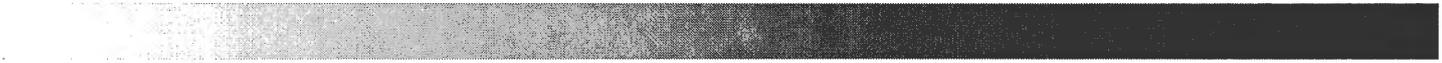
**Score for the section = the total score/maximum total score\* × 100**

STRENGTHS	WEAKNESSES
HIGHLIGHTS	





# Logistics System Assessment Tool





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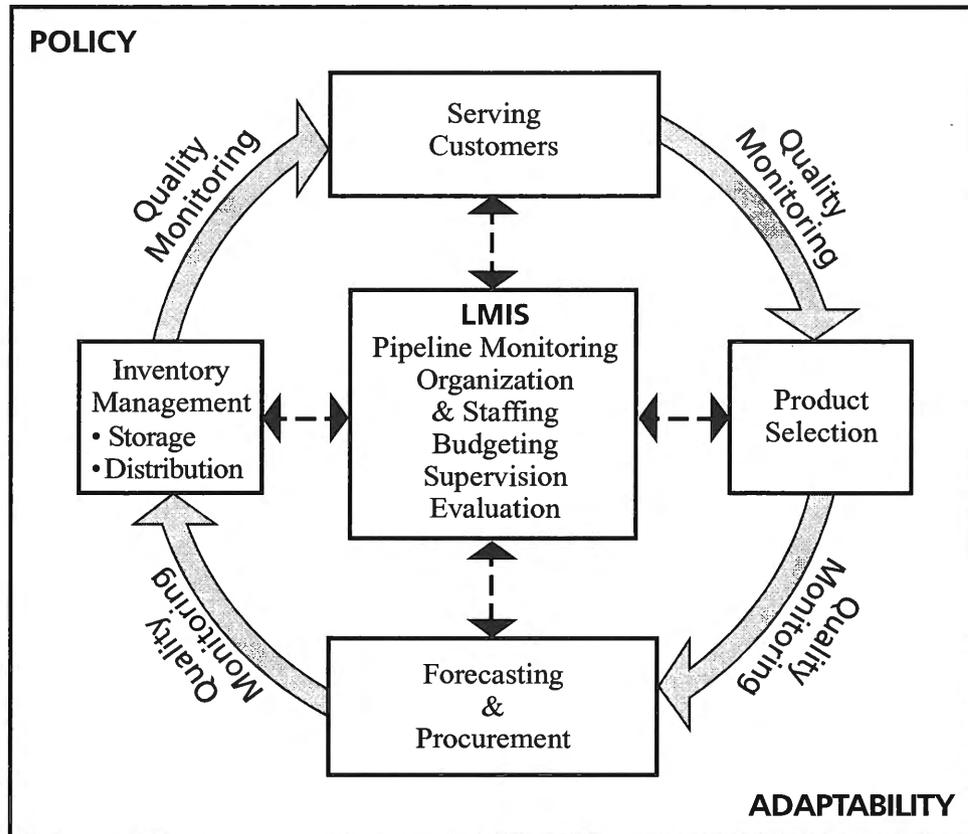
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## Introduction

The Logistics System Assessment Tool (LSAT) allows for a comprehensive system-level assessment of the performance of a logistics system for any health program managing any health commodity. The tool follows the logistics cycle (see figure 1) and includes questions on all components of the cycle. It can be used with the Logistics Indicators Assessment Tool (LIAT)\* to provide an overall assessment of a program's ability to ensure the continuous availability of health commodities at service delivery points (SDPs).

**FIGURE 1. LOGISTICS CYCLE**



The background and use of the logistics cycle, and the overall process and analysis, are described in this guide.

**The overall purpose of the LSAT is to—**

- diagnose areas that need improvement.
- monitor system's performance.
- raise stakeholders collective awareness about system performance.
- gather informants' (logistics) knowledge, and use results of the analysis for work planning.

**Note:** Some of the questions in the LSAT are shaded. Before the exercise with participants, complete the shaded questions. The information gathered prior to the exercise can be verified by participants if necessary. Make these inquiries from your home office and/or in-country.

\* The LIAT is a quantitative evaluation tool that measures five logistics indicators: stock status, stockout frequency, storage condition, forecast accuracy, and data quality. It can be accessed at [www.deliver.jsi.com](http://www.deliver.jsi.com).



# Logistics System Assessment Tool (LSAT)

John Snow, Inc./DELIVER

## Background information

Date: \_\_\_\_\_ (MM/DD/YY)

Facilitator: \_\_\_\_\_ Country: \_\_\_\_\_

Notetaker: \_\_\_\_\_

Name of program: \_\_\_\_\_

Type of program:  Government  NGO  Social marketing  Private

Other (specify): \_\_\_\_\_

Number of facilities visited:

Before the exercise \_\_\_\_\_

After the exercise \_\_\_\_\_

Levels visited:  Central  Regional  District

(check all that apply)

Service delivery point  Other \_\_\_\_\_

Product categories covered in this assessment: (Check all that apply)

Contraceptives  STI drugs  HIV test kits  Essential drugs

Essential drugs kits  TB drugs  Vaccines

Total number of products managed in the system being assessed: \_\_\_\_\_



**SECTION I—ORGANIZATION**

Attach a copy of the organizational chart that describes the logistics personnel for the supply chain being assessed.

**Organizational context**

1.	Does the national level have a logistics management unit? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments
If no, please note in the comments section (questions I.2 a-i) the departments or positions responsible for each logistics task.		
2.	Is the logistics management unit fully responsible for the following activities:	
	a. managing and using the logistics management information system? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	b. forecasting quantities needed? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	c. procurement? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	d. inventory management, storage, and distribution? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	e. product selection? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	f. determining the organizational structure and processes? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	g. staffing of logistics positions? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	h. budgeting for the logistics system? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	i. supervision and logistic staff development? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
3.	Are there documented guidelines for—	
	a. logistics information management systems? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	b. forecasting quantities needed? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	c. procurement? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	d. inventory management, storage and distribution? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:
	e. product selection? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Comments:



---

11. Is there a logistics system strategy or improvement plan that guides the activities of the system?

Yes  No  NA

Comments:

---

If no, skip to question I.13.

---

12. Describe the strategy/plan.

---

13. What issues outside the supply chain impact the functioning of the supply chain?  
(Note: Include major political, cultural, or economic factors such as political events, labor disputes, etc.)

---

14. Other comments on organizational context:

---

## Section II—Logistics management information system (LMIS)

### Basic elements of an LMIS

1. Is there a logistics management information system?

Yes  No  NA

Comments:

If yes, go to question II.3.

2. Is logistics information collected through another information system (e.g., HMIS)? Describe briefly.

3. Does the information system include:

a. stockkeeping records (e.g., inventory control cards, bin cards, stock registers) at all levels?

Yes  No  NA

Comments:

b. requisition and issue records (e.g., bills of lading, shipping records, requisition/issue vouchers) at all levels?

Yes  No  NA

Comments:

c. dispensed-to-user records at service delivery points?

Yes  No  NA

Comments:

d. summaries of consumption data at levels above service delivery points (e.g., districts, regions, central, etc.)?

Yes  No  NA

Comments:

4. Do information system reports at all levels of the system show:

a. the inventory balance (stock on hand)?

Yes  No  NA

Comments:

b. quantity dispensed or issued during a specified reporting period?

Yes  No  NA

Comments:

c. losses and adjustments?

Yes  No  NA

Comments:

5. What indicators related to logistics and/or product availability does the information system track (e.g., stockout rate, percentage of reporting, rational prescribing practices, etc.)?

a. Who tracks these indicators?

6. Do facilities follow this reporting schedule? Map the report flow.

Yes  No  NA

Comments:

7. How do managers monitor reporting rates and follow-up to obtain missing logistics reports?

8. Are information system records reconciled against physical inventories at each level?

Yes  No  NA

a. If yes, How is this done?

b. How often?

Monthly  Quarterly  Semi-annually  Annually

Other \_\_\_\_\_

9. What is the approximate percentage of information system reports received in time to be used for logistics decisions at the following levels:

a. central? \_\_\_\_\_

b. regional? \_\_\_\_\_

c. district? \_\_\_\_\_

10. Is the information system automated at the following levels:

a. central?

Yes  No  NA

Comments:

b. regional?

Yes  No  NA

Comments:

c. district?

Yes  No  NA

Comments:

d. service delivery points?

Yes  No  NA

Comments:

If no to questions 10 a - d, skip to II.12.

---

11. Briefly describe the functions and processes that are automated.

---

12. How is logistics data recorded, managed, and analyzed at each level?

---

13. Is external assistance provided to manage the information system?

---

**Use of LMIS information**

15. Is the information system used to monitor and evaluate the program's performance?

Yes  No  NA

Comments:

16. What decisions are based on information system reports?

Forecasting  Procurement  Transport/delivery  Scheduling supervisory visits

Inventory management  How much to resupply  Other \_\_\_\_\_

17. Are logistics data used at each level of the system as appropriate for continuous monitoring of stock balances?

Yes  No  NA

Comments:

18. What feedback mechanisms are in place to channel logistics information back to the lower levels?

If none, skip to II.20.

19. How is information fed back to lower levels?

Telephone  Reports  Meetings  Supervisory visit

Other \_\_\_\_\_

20. Are issues data or dispensed-to-user data cross-checked against other data sources?

Yes  No  NA

Comments:

If none, skip to II.22.

21. a. What type of data are they checked against?

Service statistics  Demographic statistics  Survey data  Field audit data

Other \_\_\_\_\_

b. How often are they checked?

Quarterly  Semi-annually  Annually

Other \_\_\_\_\_

c. Who is responsible for cross-checking?

---

22. a. Is logistics information provided to appropriate decision makers for logistics planning (e.g., Ministry of Health, Ministry of Finance, UNFPA, USAID, World Bank, NGOs)?

Yes  No

Comments:

b. What information is provided?

c. Who provides the information?

d. How often?

Monthly  Quarterly  Semi-annually  Annually

Other \_\_\_\_\_

e. How is the information used?

---

23. Other comments on LMIS and use of LMIS information:

STRENGTHS	WEAKNESSES

**SECTION III- Product selection****National drug policy**

1. Is there a National Drug Policy document?

Yes  No  NA

Comments:

If no, skip to question III.4.

2. a. When was the document published? Attach a copy.

Date \_\_\_\_\_

b. Who developed it? \_\_\_\_\_

c. How often is it updated? \_\_\_\_\_

d. Who receives it? \_\_\_\_\_

e. How is it used?  
\_\_\_\_\_

3. Does the National Drug Policy contain written guidelines for donation of products?

Yes  No  NA

Comments:

4. Is duty tax imposed on imported drugs or products?

Yes  No  NA

Comments:

5. Are donated commodities exempt from duty tax?

Yes  No  NA

Comments:

6. How are new drugs or products registered?

7. Does the program have a written policy for maintaining continuity of brands and avoiding unnecessary duplication of interchangeable products (e.g., hormonal formulations of contraceptives and socially marketed products)?

8. a. Is there an essential services package?

Yes  No

b. If yes, what services are included?

**National essential drug list**

9. Is there a national essential drug list?

Yes  No  NA

Comments:

---

If no, skip to section IV.

---

10. What categories of products does the list include? (check all that apply)

Family planning

STI

HIV/AIDS

Essential drugs

TB

Malaria

Vaccines

Vitamin supplements

Other \_\_\_\_\_

---

11. List all contraceptives that are available in the country and specify which contraceptives are on the essential drug list.

---

12. How many products, including contraceptives, does the list contain? (Provide a copy of the list.)

---

13. What criteria is used to select a product for the list?

---

14. To which levels of the system is the national essential drugs list officially distributed?

Central

Regional

District

Service delivery point

---

15. Is the list used for product selection and ordering commodities? If yes, explain how it is used.

---

---

16. Other comments on product selection:

STRENGTHS	WEAKNESSES

**SECTION IV- Forecasting**

If DELIVER has prepared CPTs for the past 2 years, the advisor can complete this section prior to the LSAT workshop.

**National level forecast preparation**

1. Are forecasts developed using:

a. logistics-based data?

Yes  No

Comments:

b. demographic data or disease prevalence/morbidity?

Yes  No

Comments:

c. service statistics?

Yes  No

Comments:

2. If forecasts are prepared and updated using the most recent logistics data, do they include:

a. stock on hand?

Yes  No  NA

Comments:

b. dispensed-to-user data?

Yes  No  NA

Comments:

c. losses and adjustments?

Yes  No  NA

Comments:

3. Are forecasts validated by comparing previous estimated consumption with actual consumption?

Yes  No  NA

Comments:

4. What other factors are considered in the preparation of forecasts? (e.g., consolidating decentralized forecasts or quantifications, seasonal and regional variations, standard treatment guidelines, national essential drug list, etc.)

5. Do forecasts take into account programmatic plans (e.g., expansion of service outlets, training, IEC or behavior change campaigns, other organization's activities, etc.)?

---

6. Describe the forecasting process.

a. Who initiates it?

b. When does it takes place?

c. How long does the process take?

---

7. a. Is technical assistance provided to develop correct forecasts?

Yes  No

b. If yes, by whom?

---

8. What is the role of regional or lower levels in the forecasting process?

---

9. Are forecasts updated at least annually?

Yes  No

Comments:

---

10. Are forecasts prepared on a schedule coinciding with local budgeting and procurement cycles?

Yes  No

Comments:

---

---

11. How frequently are forecasts prepared?

a. Short-term (e.g., annual)

Yes  No  NA

Comments:

b. Long-term (e.g., three or more years)

Yes  No  NA

Comments:

---

12. Are forecasts costed out and incorporated into budget planning by the MOH and/or donors? Explain.

---

13. a. Are there funding shortfalls?

Yes  No  NA

Comments:

b. If yes, how are they resolved?

---

14. Other comments on forecasting:

---

STRENGTHS	WEAKNESSES

**SECTION V-Obtaining supplies/procurement****Procurement planning**

1. Who is responsible for procurement planning, ordering and scheduling of shipments (e.g., logistics unit, procurement unit) at appropriate levels?

2. Describe the coordination between persons or unit(s) responsible for logistics activities and procurement staff.

3. Are short-term procurement plans based on forecasted needs?

Yes  No  NA

Comments:

4. Do these procurement plans take into account the following logistics systems elements:

a. current inventory levels (stock on hand)?

Yes  No  NA

Comments:

b. losses and adjustments?

Yes  No  NA

Comments:

c. required order lead times of suppliers/donors?

Yes  No  NA

Comments:

d. established stock levels, if relevant?

Yes  No  NA

Comments:

e. shipment and handling schedules?

Yes  No  NA

Comments:

f. the need for a safety stock?

Yes  No  NA

Comments:

5. Are procurements limited to—

a. pre-qualified suppliers?

Yes  No  NA

Comments:

b. products on the national essential drugs list?

Yes  No  NA

Comments:

---

6. In general, are the correct amounts of all products procured and obtained at the appropriate time at the following levels:

a. central?                       Yes    No    NA                      Comments:

b. regional?                       Yes    No    NA                      Comments:

c. district?                       Yes    No    NA                      Comments:

d. service delivery point?    Yes    No    NA                      Comments:

e. Specify the products, if any, that do not arrive in a timely manner, in appropriate amounts, and why.

---

7. a. What are the procedures and time frames for ordering products from suppliers and donors?

b. Do these take into account trade, regulatory, and currency restrictions? How?

---

8. What is done to monitor/manage the coordination of procurement plans among suppliers/donors?

---

9. a. Is pipeline status regularly monitored so that procurement decisions can be made and actions can be initiated in time to avoid stockouts?

Yes    No    NA                      Comments:

b. If yes, who does this and how?

---

10. Does the procurement unit or persons responsible for procurement—

a. write and issue tenders?

Yes  No  NA

Comments:

b. evaluate bids?

Yes  No  NA

Comments:

c. monitor supplier performance?

Yes  No  NA

Comments:

11. Does the program have written procedures for ensuring that products received meet defined standards of quality?

12. What are the procedures for quality assurance, who is responsible, and how often are they done?

13. Is there a procedure for recording and reporting complaints regarding product quality to suppliers?

14. What other actions are carried out to ensure product quality?

15. Other comments on procurement:

STRENGTHS	WEAKNESSES

**SECTION VI-Inventory control procedures****Stock management**

1. Specify what type of inventory control system is used (e.g., push, pull, etc.) and describe the system.
- 
2. Are there guidelines and established policies for maximum and minimum stock levels at which full supply products should be maintained (please note current max and min levels in comments section)
    - a. at the central level of the supply chain?
 

Yes  No  NA Comments:
    - b. at the regional level of the supply chain?
 

Yes  No  NA Comments:
    - c. at the district level of the supply chain?
 

Yes  No  NA Comments:
    - d. at the service delivery point level of the supply chain?
 

Yes  No  NA Comments:
- 
3. a. Are the inventory control guidelines for full supply products respected at all levels so stock levels generally fall between maximum and minimum?
 

Yes  No  NA

b. If no, why?
- 
4. a. Are stock levels (min/max) for full supply products reviewed periodically?
 

Yes  No  NA

b. Do reviews take into account changes in transport and information availability?
-

- 
5. How are products that cannot be maintained in full supply allocated at the following levels:
- a. central? \_\_\_\_\_
  - b. regional? \_\_\_\_\_
  - c. district? \_\_\_\_\_
  - d. service delivery point? \_\_\_\_\_

---

6. Are there written provisions for the redistribution of over-stocked supplies?

Yes  No

Comments:

---

7. How are stock imbalances handled by supervisors/managers at the following levels:

- a. central? \_\_\_\_\_
- b. regional? \_\_\_\_\_
- c. district? \_\_\_\_\_
- d. service delivery point? \_\_\_\_\_

---

8. Does the program have a policy of storing and issuing stock according to first expiry/first out inventory control procedures at all levels?

Yes  No

Comments:

If no, skip to question VI.10

---

9. In practice, does the program manage and issue stock according to first expiry/first out inventory control procedures at all levels? Describe.

---

10. Are damaged/expired products physically separated from inventory and removed from stock records at all levels? Note the approximate quantities of products expired within the past two years.

---

---

11. Does the program have a system for tracking product losses and other adjustments?

Yes  No

Comments:

---

12. a. Are there losses and significant adjustments?

Yes  No  DK (don't know)

Comments:

b. If yes, how are they investigated and are appropriate actions taken to prevent recurrence?

---

13. How does each level of the system calculate resupply quantities?

---

**Stockouts**

14. Have stockouts occurred for any product in the last 12 months at the following levels:

a. central?  
 Yes  No  NA Comments:

b. regional?  
 Yes  No  NA Comments:

c. district?  
 Yes  No  NA Comments:

d. service delivery points?  
 Yes  No  NA Comments:

If no to 14 a-d, skip to question VI.17.

15. a. Which products stock out most frequently and for the longest period?

b. For how long? For which products?

c. What are the causes of these stockouts?

16. a. How did the stockouts affect program services and performance?

b. For how long? For which products?

17. Are there established procedures for placing emergency orders?

Yes  No  NA Comments:

18. How often are emergency orders filled at the following levels:

a. central? \_\_\_\_\_

b. regional? \_\_\_\_\_

c. district? \_\_\_\_\_

d. service delivery points? \_\_\_\_\_

---

19. Other comments on inventory management and stockouts:

STRENGTHS	WEAKNESSES

**SECTION VII-Warehousing and storage****Adequacy of storage capacity and conditions**

1. Does the program have written guidelines for storage and handling of all products at all levels of the system (e.g., manuals, posters, etc.)?

Yes  No  DK (don't know)

Comments:

2. Are there written guidelines for disposal of sharps, biohazardous material, and other medical waste?

Yes  No  DK (don't know)

Comments:

3. Is there a policy that requires at least one physical inventory of all products per year at each storage facility?

Yes  No  DK (don't know)

Comments:

4. Are cold chain storage resources (e.g., refrigerator, paraffin/kerosene, and temperature chart) available at all levels of the system, where appropriate?

Yes  No  DK/NA

Comments:

5. If applicable, how is the cold chain monitored to ensure that products are consistently maintained at appropriate temperatures? (check all that apply)

Written guidelines

Supervision

Temperature log sheets

Other \_\_\_\_\_

6. Is the existing storage capacity adequate to handle the current quantities of products at the following levels:

a. central?  Yes  No  DK/NA Comments:

b. regional?  Yes  No  DK/NA Comments:

c. district?  Yes  No  DK/NA Comments:

d. service delivery point?  Yes  No  DK/NA Comments:

7. Can the existing storage capacity handle all the quantities needed to ensure no stockouts occur at the following levels?

a. central?  Yes  No  DK/NA Comments:

b. regional?  Yes  No  DK/NA Comments:

c. district?  Yes  No  DK/NA Comments:

d. service delivery point?  Yes  No  DK/NA Comments:

If yes to all, skip to question VII.9.

- 
8. How does the program cope with inadequate storage space at the following levels:
- a. central? \_\_\_\_\_
  - b. regional? \_\_\_\_\_
  - c. district? \_\_\_\_\_
  - d. service delivery point? \_\_\_\_\_

- 
9. Does the program have plans for meeting storage requirements for at least the next five years?
- Yes  No  NA Comments:

- 
10. Describe the program's plans for accommodating growth (e.g., infrastructure, distribution, etc.).

- 
11. Specify storage conditions in need of improvement, if any (e.g., cleanliness, organization, temperature, building structure, etc.).
-

**Assuring product quality at the storage facilities**

12. a. Is there a procedure for recording complaints regarding product quality at all levels?

Yes  No  NA

Comments:

b. If yes, how are they handled?

13. Are visual quality assurance inspections of products conducted at the storage facility at the following levels:

LEVELS	YES	NO	HOW OFTEN?	COMMENTS
central?				
regional?				
district?				
service delivery point?				

14. Are there written procedures or guidelines for destroying damaged and expired products?

Yes  No  NA

Comments:

If no, skip to question VII.17

15. Describe the procedures/guidelines.

16. In practice, are damaged and expired products destroyed according to the program's disposal guidelines at the following levels:

a. central? \_\_\_\_\_

b. regional? \_\_\_\_\_

c. district? \_\_\_\_\_

d. service delivery point? \_\_\_\_\_

---

17. Other comments on warehousing, storage and ensuring product quality:

STRENGTHS	WEAKNESSES

**SECTION VIII-Transport and distribution****Distribution system**

1. Does the program's budget have a line item for:

a. vehicles?

Yes  No  NA

Comments:

b. fuel?

Yes  No  NA

Comments:

c. spare vehicle parts?

Yes  No  NA

Comments:

d. vehicle maintenance and repair?

Yes  No  NA

Comments:

e. per diem?

Yes  No  NA

Comments:

f. salaries for drivers?

Yes  No  NA

Comments:

2. a. Are any of the above items supported by external funds?

Yes  No

b. If yes, how much? By whom?

c. If yes, are there plans to phase out or end this support?

3. Do written procedures specify what type of distribution system should be used to distribute products between each level?

Yes  No  NA

Comments:

4. How are products delivered between each level of the system (include means of transportation)? Specify between which levels.

---

5. Is there a documented distribution schedule for all levels?  
 Yes  No  NA Comments:

---

6. Which essential health products are distributed together, (e.g., contraceptives, essential drugs, TB drugs, STI and HIV test kits and drugs, laboratory supplies, etc.)? Specify by level.

---

7. a. Are a sufficient number of functioning vehicles available, with available petrol and drivers, at appropriate levels, to meet the desired distribution schedule?

b. Are vehicles regularly available for transport and other activities, such as supervision?

---

8. Are vehicles used effectively for routine and emergency deliveries at all levels? Explain (e.g., maximum use of vehicle capacity, coordination of distribution routes, etc.)

---

9. a. Are all vehicles in running order?

b. How is vehicle maintenance handled at the different levels?

---

10. Where are the vehicles kept (at what levels of the system)?

11. In general, are orders delivered as scheduled at the following levels:

a. central? \_\_\_\_\_

b. regional? \_\_\_\_\_

c. district? \_\_\_\_\_

d. service delivery point? \_\_\_\_\_

12. a. Is transportation outsourced at any level of the system?

Yes  No

b. If yes, how effective has it been?

13. Other comments on transport and distribution:

STRENGTHS	WEAKNESSES

**SECTION IX-Organizational support for logistics system****Organizational processes for logistics**

1. Do personnel between these different levels communicate at least quarterly?

a. Central level logistics staff and next level (e.g. region, province) staff

Yes  No  NA

Comments:

b. Regional level of logistics staff with district level staff in their area

Yes  No  NA

Comments:

c. District level logistics staff with the SDP level

Yes  No  NA

Comments:

If no to question 1 a–c, skip to question IX.4.

2. Describe the means of communication (e.g., regular meetings, phone calls, letters, radio, etc.) and what is usually covered.

3. Which communication methods used in **question 2** are most effective and why?

4. In the past year, have logistics functions been affected by delays for decisions, approvals, information and/or guidance? If yes, how?

5. Is there an established mechanism for improving logistics practices or procedures (based on what is learned from supervisory visits, feedback, assessments, etc.) at the following levels:

a. central?  Yes  No  NA Comments:

b. regional?  Yes  No  NA Comments:

c. district?  Yes  No  NA Comments:

d. service delivery point?  Yes  No  NA Comments:

6. Are there written procedures and guidelines (e.g., manuals, job aids, standards) to help staff carry out their logistics responsibilities?

Yes  No  NA Comments:

If no, skip to question IX.9.

7. List all procedures/guidelines that cover logistics responsibilities.

8. Are the procedures and guidelines distributed to staff at the following levels:

a. central?  Yes  No  NA Comments:

b. regional?  Yes  No  NA Comments:

c. district?  Yes  No  NA Comments:

d. service delivery point?  Yes  No  NA Comments:

9. Do staff who manage commodities have a written job description that includes logistics responsibilities at the following levels?

a. central?  Yes  No  NA Comments:

b. regional?  Yes  No  NA Comments:

c. district?  Yes  No  NA Comments:

d. service delivery point?  Yes  No  NA Comments:

---

10. Do logistics staff have the tools and resources they need to do their jobs at all levels (e.g., job aids, forms, carbon paper, calculators, shelving, vehicles, funds for transport, etc.)? If not, which tools or resources are missing at the following levels:

a. central? \_\_\_\_\_

\_\_\_\_\_

b. regional? \_\_\_\_\_

\_\_\_\_\_

c. district? \_\_\_\_\_

\_\_\_\_\_

d. service delivery point? \_\_\_\_\_

\_\_\_\_\_

---

11. a. Is external assistance used to complete management and supervision activities?

Yes  No  NA Comments:

b. If yes, describe the extent of the external assistance.

---

12. Other comments on organizational processes for logistics:

---

**Supervision (individual performance management)**

13. Describe supervisory relationships by job position/title and by level. Indicate if any position receives supervision from more than one person or unit. Provide a chart if possible.

14. Are supervisory responsibilities described in written job descriptions?  
 Yes  No  NA Comments:

15. Are guidelines available for how the supervisor is to conduct the supervisory visit (e.g., introductions, positive style of interaction, follow-up)?  
 Yes  No  NA Comments:

16. Are tools available that describe what to cover when conducting a supervisory visit (e.g., a checklist)?  
 Yes  No  NA Comments:

If no to 14, 15, and 16, skip to question IX.18.

17. Are these guidelines and tools used by supervisors?

18. Are supervisory visits conducted for staff at the following levels:

a. regional?  Yes  No  NA Comments:

b. district?  Yes  No  NA Comments:

c. service delivery point?  Yes  No  NA Comments:

If no, to 18 a-c, skip to question IX.22.

19. What types of activities take place during the visits:

a. Review procedures for forecasting needs?  
 Yes  No  NA Comments:

b. Review procedures for ordering products?  
 Yes  No  NA Comments:

c. Observe product storage?  
 Yes  No  NA Comments:

d. Conduct physical inventory?  
 Yes  No  NA Comments:

e. Review of logistics records and reports?

Yes  No  NA

Comments:

f. Discuss budgeting for logistics activities?

Yes  No  NA

Comments:

g. Review of changes made since last supervisory visit?

Yes  No  NA

Comments:

h. On-the-job training to improve job performance?

Yes  No  NA

Comments:

i. Discuss what is working and what is not?

Yes  No  NA

Comments:

j. Discuss what help is needed (staff, equipment, forms, etc.)?

Yes  No  NA

Comments:

---

20. Is there a documented schedule for supervision?

Yes  No  NA

Comments:

If no, skip to question IX.22.

---

21. Are supervisory visits conducted according to the established schedule? How often do they take place? Are there any constraints to conducting supervisory visits?

---

22. Are logistics staff periodically evaluated against job expectations (e.g., from their job description)?

Yes  No  NA

Comments:

---

23. If a staff member's performance in logistics is not satisfactory, is the person provided with:

a. in-service training?

Yes  No  NA Comments:

b. on-the-job training?

Yes  No  NA Comments:

c. written instructions on how to improve?

Yes  No  NA Comments:

d. a coach or mentor?

Yes  No  NA Comments:

---

24. Other comments on supervision:

---

**Staff development in logistics**

25. Does the program conduct periodic staff development activities (e.g., classroom training, coaching, on-the-job training, etc.)?

Yes  No  NA

Comments:

26. Has training been given to current staff at all appropriate levels in the following areas:

a. completion and submission of LMIS reports?

Yes  No  NA

Comments:

b. proper storage of health products?

Yes  No  NA

Comments:

c. maintaining proper stock levels?

Yes  No  NA

Comments:

d. determining order quantities?

Yes  No  NA

Comments:

e. determining issue quantities?

Yes  No  NA

Comments:

f. estimating annual needs?

Yes  No  NA

Comments:

g. reviewing reports and records?

Yes  No  NA

Comments:

h. providing feedback and inputs?

Yes  No  NA

Comments:

27. Other comments on logistics staff development:

STRENGTHS	WEAKNESSES

**SECTION X- Product use****Standard treatment guidelines and universal safety precautions**

1. Do written standard treatment guidelines exist for conditions treated with commodities in the supply chain being assessed?

Yes  No  NA

Comments:

If no, skip to question X.4.

2. Specify the commodities in this supply chain that are required to comply with the standard treatment guidelines. Attach the list.

3. Are guidelines distributed to all the service delivery points?

Yes  No  NA

Comments:

4. Are there written procedures for monitoring and supervising prescribing practices (e.g., monitoring number of products/drugs prescribed/dispensed per prescription)?

Yes  No  NA

Comments:

If no, skip to question X.6.

5. Are they distributed to service providers at all levels?

Yes  No  NA

Comments:

6. Do written universal safety precaution guidelines exist (e.g., disposing of used needles, washing hands before and after contact with patient)?

Yes  No  NA

Comments:

If no, skip to question X.8.

7. Are they distributed to service providers at all levels delivery points?

Yes  No  NA

Comments:

8. a. What mechanisms and resources are in place to ensure the implementation of standard treatment guidelines and universal safety precautions?

b. To what extent are they followed?

c. If not followed, what are the barriers to putting them into practice?

---

9. Are commodities provided only to facilities that have staff trained and equipped to use them (e.g., TB drugs only to DOT-trained facilities, IUDs only to sites with trained providers)?

Yes  No  NA

Comments:

---

10. a. Are drug use studies conducted?

Yes  No  DK

Comments:

b. If so, how often?

c. By whom?

---

11. Other comments on product use:

**STRENGTHS**

**WEAKNESSES**

STRENGTHS	WEAKNESSES

---

**SECTION XI- Finance****Program financing**

1. Does the program's budget include line items for (specify the program):

a. products?

Yes  No  NA

Comments:

b. warehousing/storage?

Yes  No  NA

Comments:

c. logistics management information system?

Yes  No  NA

Comments:

d. transportation?

Yes  No  NA

Comments:

e. logistics staff development?

Yes  No  NA

Comments:

f. salaries for logistics staff?

Yes  No  NA

Comments:

2. What is the program's annual budget for:

Drugs? \_\_\_\_\_ Reported year \_\_\_\_\_

Contraceptives? \_\_\_\_\_ Reported year \_\_\_\_\_

Logistics? \_\_\_\_\_ Reported year \_\_\_\_\_

3. Who finances the program's annual budget? What percentage of the cost of products procured is locally financed?

4. What process is used to develop the program's budget?

5. What was the program's total annual expenditure for—  
(Also calculate the per capita expenditure)

Drugs? \_\_\_\_\_ Reported year \_\_\_\_\_ Per capita expenditure \_\_\_\_\_

Contraceptives? \_\_\_\_\_ Reported year \_\_\_\_\_ Per capita expenditure \_\_\_\_\_

---

6. Considering the last available year's expenditure (capital and operating costs), is the budget sufficient? If not, why?

---

7. Estimate the percentage of products bought from domestic versus international suppliers.

---

8. Are clients charged for—

a. services?             Yes    No    NA      Comments:

b. commodities?       Yes    No    NA      Comments:

---

If no to question 8 a and b, skip to XI.12.

---

9. Are revenues generated from the cost recovery system used for—

a. commodity costs?    Yes    No    NA      Comments:

b. logistics costs?       Yes    No    NA      Comments:

c. other costs?          Yes    No    NA      Comments:

---

10. What approximate percentage of costs is recovered? If possible separate by commodity versus logistics.

---

11. Where is the money physically kept and managed? What is it used for?

---

12. Other comments on financing:

---

**Donor coordination**

13. Is there a process for coordinating with donors for commodity supply?

Yes  No  NA

Comments:

---

If no, skip to question XI.17.

14. Does this process occur at specified intervals?

Yes  No  NA

Comments:

---

15. Describe the process and specify intervals.

---

16. Does the program initiate the coordination with donors?

Yes  No  NA

Comments:

---

17. Is there a mechanism or a unit that currently coordinates procurement and product shipment with donors?

---

18. Are any products procured through a basket funding mechanism?

Yes  No  NA

Comments:

---

If no, skip to XI.21.

19. Specify which products are procured through basket funding.

---

20. Describe the process (e.g., timing, donors, etc).

---

---

21. What are the program's future plans for local financing? Are there plans by donors to phase out or reduce donations during the next five years?

---

22. Other comments on donor coordination:

STRENGTHS	WEAKNESSES



