

School Net Program (SNP5)

2017 Final Report

April 25, 2018



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# Abbreviations

BEMIS Basic Education Management Information System

DEO District Education Officer

DED District Executive Director

DMFP District Malaria Focal Person

DC District Council

ITN insecticide-treated net

MoHCDGEC Ministry of Health, Community Development, Gender, Elderly and Children

NMCP National Malaria Control Program

PMI President’s Malaria Initiative

PO-RALG President’s Office - Regional Administration and Local Government

RAS Regional Administrative Secretary

REO Regional Education Officer

SNP School Net Program

SNP1 School Net Program – Round One

SNP2 School Net Program – Round Two

SNP3 School Net Program – Round Three

SNP4 School Net Program – Round Four

SNP5 School Net Program – Round Five

SOP standard operating procedure

TOT training-of-trainers

USAID United States Agency for International Development

WEC Ward Education Coordinators

# 

# Background

VectorWorks is a five-year, U.S. President’s Malaria Initiative (PMI)-funded, global malaria prevention project. The VectorWorks project supports countries to achieve and maintain high levels of coverage and use of insecticide-treated nets (ITNs), as well as facilitates the adoption of proven alternative vector management interventions, including those targeting specific sites or populations.

In Tanzania, VectorWorks is working with National Malaria Control Program (NMCP) to ensure universal coverage of ITNs is attained and to sustain strategies through different delivery mechanisms, such as schools and health facility–based ITN distributions.

The School Net Program (SNP) distributes ITNs through schools. It began in 2013 as an additional “keep-up” distribution strategy to sustain ITN coverage levels above the 85% target set by the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) in Tanzania. The first round of SNP (SNP1) was launched in the regions of Lindi, Mtwara, and Ruvuma, with funding from the Swiss Agency for Development and Cooperation and PMI. SNP1 distributed 437,930 ITNs directly to school pupils in selected primary and secondary school classes. PMI funded and RTI implemented a second pilot round (SNP2) distributing 489,099 ITNs (464,893 to students and 24,206 to teachers) in Lindi, Mtwara, and Ruvuma. VectorWorks, funded by PMI, led the implementation of the third round of SNP (SNP3), fourth (SNP4) and fifth (SNP5) to further develop the SNP model and make it sustainable and scalable at the national level.

The SNP, which has evolved since its inception, has witnessed progressive changes after every round of implementation where implementing partners, coverage, and the process take a new shape. SNP1 and 2 focused on lower-level engagement by training school teachers and ward education coordinators to conduct quantifications and to supervise ITNs issuing at the school level. SNP3 included ward education officers and district officers to manage quantifications and supervise ITNs distribution; regional- and national-level teams came in for validation and higher-level supervision. SNP4 initiated a shift of focus from lower-level to higher-level engagement by obtaining data from the central government and working closely with national level representation to develop different tools. They also strengthened and incorporated data collection and reporting within the central government’s existing systems, such as Basic Education Management Information System (BEMIS). During calendar year 2017, the focus of SNP was on sustainability programming by building capacities for national-, regional-, and district-level teams through training-of-trainers (TOTs) and high-level informative advocacy to manage the program at the local level.

# Engagement and Coordination

The VectorWorks project team used engagement and coordination meetings as the key forums to inform and engage key stakeholders when implementing ITNs distribution through schools at the national, regional, and council level. The meetings were a platform to inform and seek support from national and regional/district authorities.

## Engagement at the Central (National) Level

Engagement meetings at the central level were primarily held during task force meetings and one-on-one consultations between key ministries; with MoHCDGEC, under the leadership of NMCP; and the President’s Office-Regional Administration and Local Government (PO-RALG). Specific project updates were shared as deliverables with NMCP for the government of Tanzania and PMI.

## Engagement at the Regional and District Level

During SNP5, engagement and coordination meetings for regional and district officers were held in seven new SNP regions: Katavi, Kigoma, Morogoro, Pwani, Shinyanga, Simiyu, and Tabora. Stakeholders met, were briefed on the status of project activities, and discussed alternative strategies to improve the processes of SNP5 distribution. In two regions—Kigoma and Simiyu—combined regional advocacy meetings were held to introduce both SNP and health facility distribution channels. In the established SNP regions— Geita, Kagera, Lindi, Mara, Mtwara, Mwanza, and Ruvuma,—joint regional meetings were held and were a forum to provide feedback to regional and district officers for the SNP4; they were also used as regional advocacy meeting to introduce health facility distribution. The objectives of the meeting were to—

* Inform and orient regional and district decision makers on the purpose, process, and importance of the SNP distributions.
* Inform regional and district authorities about their roles and responsibilities, as well as what is expected of them.
* Obtain their buy-in for the successful implementation of the SNP program.

### Level and Cadre of Regional Advocacy Participants:

|  |  |
| --- | --- |
| Level | Cadre |
| Regional | Regional Commissioner, Regional Administrative Secretary, Regional Medical Officer, Regional Education Officer, Regional Statistician, and Regional Malaria Focal Person |
| Council | District Commissioner, District Executive Director, District Medical Officer, District Education Officer, and District Malaria Focal Person |

### Presentation/Content/Topic Covered:

|  |  |
| --- | --- |
| Presenter | Topic/Content |
| NMCP | Malaria situation in Tanzania |
| VectorWorks | Overview of VectorWorks project |
| VectorWorks | SNP Implementation Arrangement |
| VectorWorks | ITNs ordering and distribution |
| NMCP | Introduction to Concepts and Tools for ITNs Continuous Distribution Planning (Rationale for ITNs continuous distribution) |
| NMCP | Accountability of ITNs |

### New SNP Regions: Regional Advocacy Roster

|  |  |
| --- | --- |
| Region | Dates |
| Simiyu | 4 April 2017 |
| Kigoma | 2 May 2017 |
| Katavi | 2 June 2017 |
| Tabora | 5 June 2017 |
| Shinyanga & Morogoro | 6 June 2017 |
| Pwani | 5 July 2017 |

# Training

The training in the established seven regions that implemented SNP in the previous round (SNP4) focused on reinforcing key activities, with an emphasis on explaining why some procedures have changed compared to previous SNPs: for example, procedural changes of SNP implementation, the use of BEMIS in quantification, and reporting of ITNs issued to pupils.

In the seven new regions, however, the goal was to build capacity and inform officers at all levels of their respective roles and responsibilities, and to train them in using the tools for each stage of the ITN distribution.

The training objectives were to—

* build a common understanding of the SNP5 process among implementers
* explain roles and responsibilities for each implementer
* conduct skills-based training to ensure that all individuals involved in SNP5 implementation are confident in their ability to execute their roles.

Trainings for program implementers were conducted at three levels:

* national-level training
* regional-level training
* council-level training.

## Training Modality and Organization

Cascade trainings were conducted. The project staff trained national trainers (TOTs), national staff trained regional coordination teams, and regional coordination teams trained their counterparts at the district council. After national-level training, regional- and council-level trainings were divided into two main phases, organized into clusters (training centers). Phase I included the four regions of Lindi, Mtwara, Ruvuma, and Tabora. These regions were trained in two clusters/training centers where the regional and council coordination teams convened; each cadre had two days of training. Phase two included the 10 remaining regions: Geita, Kagera, Katavi, Kigoma, Mwanza, Mara, Morogoro, Pwani, Shinyanga, and Simiyu. A total of 460 participants were trained in 2017 to oversee and manage SNP5 distribution. For SNP4, 1,197 ward-level personnel were trained for seven regions; for SNP5, only 460 were trained from the national- to district-level across 14 regions. This huge decrease in the number of trainees reflected the improvements to the quantification process that were introduced for SNP5. Using the Basic Education Management System (BEMIS) for quantification of students, and also reporting of issued ITNs, made the involvement of ward-level education coordinators obsolete; this resulted in significantly reduced training and supervision costs, as well as the associated costs to print data collection materials, which were incurred in SNP4.

## National-Level Training

Training at the national level was conducted centrally in Bagamoyo on May 13–14, 2017. The national-level training team included members from MoHCDGEC, specifically the NMCP and PO-RALG. The VectorWorks project team conducted the training using methods that included presentations, discussion, question and answer periods, practical exercises, brainstorming, and group work.

The NMCP presented an overview covering the mission, vision, and goal of the government’s malaria control strategies. During the ITN distribution, VectorWorks gave an overview of SNP and detailed implementation processes and procedures. Trainees reviewed all the tools for implementation, as well as BEMIS, a system that provides pupils’ data for quantification and is used to report the ITNs issued. BEMIS is owned and is used by the PO-RALG to report on many other education-related data. Finally, the training covered micro planning and financial management. At the end of the session, participants worked in groups to prepare a micro plan, which they presented to the entire group for further discussions.

After the TOT, the team from PO-RALG and MoHCDGEC/NMCP traveled to various regions to train regional and council coordination teams, under the supervision of the VectorWorks project team. Because the NMCP had so few facilitators, they went to all the regions; unlike the facilitators from PO-RALG who had to rotate.

### Table 1: SNP National Trainer’s Names and Dates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S/N | Name | Office | Gender | Dates |
| 1 | Oguda Josh | MoHCDGEC/NMCP | M | 13–14 June 2017 |
| 2 | Peter Gitanya | MoHCDGEC/NMCP | M | 13–14 June 2017 |
| 3 | Esther Justine | PO-RALG - Education | F | 13–14 June 2017 |
| 4 | Ally Khamis | PO-RALG - Education | M | 13–14 June 2017 |
| 5 | Anatory Antidius | PO-RALG - ICT | M | 13–14 June 2017 |

## Regional-Level Training

Training at this level targeted three people who comprise the regional SNP coordination team trainers and supervisors of their respective council teams. Trainees at this level were the Regional Education Officer (REO), Regional Malaria Focal Person, and Regional Statistician. Throughout the regional-level training sessions, regional staff received a brief overview of malaria control strategies in Tanzania and detailed implementation processes and procedures during the ITN distribution. Trainees reviewed all the tools for implementation, as well as the BEMIS. Additionally, the trainers communicated their roles and responsibilities. Regional teams were also oriented on how to prepare micro plans and other financial matters because they were to prepare their own micro plans and train council teams on the same; they were also to review the micro plans from the councils before submitting them to the national level. Micro plans focused on supervision during ITN issuing and issuing data collection from schools.

## Council-Level Training

Regional coordination teams were in charge of trainings for council coordination teams; national facilitators supervised them. Training at this level targeted four cadres: District Education Officer (DEO), Statistic and Logistic Officer, District Malaria Focal Person (DMFP), and District Statistician. Each training session was conducted during two days. The training design was similar to regional-level training, with an overview of malaria control strategies in Tanzania and detailed implementation processes and procedures during ITN distribution.

Trainees were oriented on the various implementation tools, the BEMIS and its usefulness for SNP, and their roles and responsibilities. Council teams were also taught how to prepare micro plans and how to do the retirement of funds given to them, plus other financial matters. After their training presentation, each council team could practice their skills by preparing their own micro plans. The team then presented to the class for feedback. Training on financial matters was aimed at instructing teams how to adhere to financial management procedures for funds that were made available to them for supervising the implementation and ITNs issuing data collection. Council teams submitted their micro plans to regional officers for review; at the national level, VectorWorks project staff did the final review and approval.

### Table 2: SNP Training Zones and Dates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S/N | Zone | Regions Involved | Level | Dates |
| 1 | Central zone (Tabora) | Tabora | Regional | 19–20 June 2017 |
| Council | 21–22 June 2017 |
| 2 | Southern zone (Mtwara) | Lindi, Mtwara and Ruvuma | Regional | 28–29 June 2017 |
| Lindi and Mtwara | Council | 30 June–01 July 2017 |
| Ruvuma | Council | 04–05 July 2017 |
| 3 | Western zone (Kigoma) | Katavi and Kigoma | Regional | 7–8 August 2017 |
| Council | 9–10 August 2017 |
| 4 | Lake zone-1 (Bukoba) | Geita and Kagera | Regional | 14–15 August 2017 |
| Council | 16–17 August 2017 |
| 5 | Lake zone-2 (Mwanza) | Mara and Mwanza | Regional | 21–22 August 2017 |
| Council | 23–24 August 2017 |
| 6 | Lake zone-3 (Shinyanga) | Simiyu and Shinyanga | Regional | 11–12 Sept. 2017 |
| Council | 13–14 Sept. 2017 |
| 7 | Eastern zone (Morogoro) | Pwani and Morogoro | Regional | 20–21 Sept. 2017 |
| Council | 22–23 Sept. 2017 |

### 

### Table 3: Number of SNP Regional and Council Trainees by Training Zone, Region, Level, and Gender

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Zone | Regions | Level | # of Trainees by Gender and Region | | |
| **Male** | **Female** | **Total** |
| Central zone (Tabora) | Tabora | Regional | 3 | 0 | 3 |
| Council | 25 | 6 | 31 |
| Southern zone (Mtwara) | Lindi, Mtwara & Ruvuma | Regional | 8 | 1 | 9 |
| Council | 42 | 18 | 60 |
| Council | 27 | 5 | 32 |
| Western zone (Kigoma) | Katavi & Kigoma | Regional | 5 | 1 | 6 |
| Council | 45 | 7 | 52 |
| Lake zone-1 (Bukoba) | Geita & Kagera | Regional | 5 | 1 | 6 |
| Council | 44 | 12 | 56 |
| Lake zone-2 (Mwanza) | Mara & Mwanza | Regional | 4 | 2 | 6 |
| Council | 51 | 17 | 68 |
| Lake zone-3 (Shinyanga) | Simiyu & Shinyanga | Regional | 4 | 2 | 6 |
| Council | 37 | 10 | 47 |
| Eastern zone (Morogoro) | Pwani & Morogoro | Regional | 3 | 3 | 6 |
| Council | 39 | 33 | 72 |
| **Grand total** | | | **342** | **118** | **460** |

## Lessons Learned: Training

The following are highlighted Issues that were mentioned during the entire training session, across all levels.



*Group presentation, during SNP council-level training in Tabora*

### Eligibility

Understanding class eligibility continued to be an issue during training sessions; trainees asked why there was class selection and why wasn’t the entire school eligible. Trainees received detailed information that enabled them to understand the logic and science behind continuous distribution channels and how each one complements the other. To manage expectations for the students that miss the ITNs, the community still needs to understand the rationale for class eligibility.

### Innovation in Systems

Using the BEMIS system to extract data for ITN quantification, reporting ITNs issued, as well as reports that can be generated from it, attracted the attention of most participants, especially in the regions where SNP has been implemented in previous rounds. BEMIS must be used properly to input issuing data that can quickly generate reports on ITNs distributed to pupils. The issuing data has been entered slowly in some councils. The PO-RALG is taking this seriously and has suggested new ways to increase the efficiency in data entry. The proposed plan is to use the district statistics officer to manage the data entry instead of the district logistics officer. They will be given special contractual terms that will make them more accountable on the data entry activity for all district BEMIS-related data.

### Government Ownership Is Key at All Levels

In implementing SNP5, the roles of Ward Education Coordinators (WECs) was reduced significantly, compared to the previous rounds, because of the introduction and use of BEMIS. As a result, the Permanent Secretary for PO-RALG issued a written directive to the District Executive Directors (DED) that WECs will be required to collect ITNs issuing data from schools and keep them at the ward level until council coordination teams pick them up. This will be part of their routine work, as opposed to paying them allowances, which was the case during previous rounds. This new way of working not only reduced costs but also institutionalized SNP as a normal routine activity for the WECs. With the letter from as high as the President’s Office directing DEDs to ensure accountability for all ITNs sent to their districts, there was a sense of government control and ownership of activities. VectorWorks is, ideally, encouraging this; a scenario where VectorWorks withdraws from active participation but supports the district as they smoothly implement SNP.

# Quantification and Class Selection

## Quantification

Quantification refers to the process of organizing data on the number of students enrolled in each class level, in each participating school. It determines the number of ITNs to distribute to each school. The BEMIS has data on pupils’ enrollment. In SNP5, data for pupils’ quantification was obtained from PO-RALG, whereby VectorWorks requested data; then Permanent Secretary for MoHCDGEC formally requested pupils’ data from the Permanent Secretary for PO-RALG. This procedure is clearly laid out in the SNP implementation guideline; therefore, VectorWorks just complied with the process. For 2017, there were 9,317,791 students enrolled in classes 1–7 in primary schools. Although, in 14 SNP5 target regions, there were 5,474,550 students, meaning that SNP regions covered the schools for more than 50% of all the enrolled students in Tanzania, overall.

## Class Selection

Of the total 5,474,550 pupils enrolled in primary schools in 14 SNP5 target regions, 3,041,419 (55.6%) pupils were eligible to receive ITNs, based on final class selection in 9,518 primary schools. Selection of classes was based on provisional data from the central government (PO-RALG) as of June 30, earlier NetCALC universal coverage modeling, and consultation with NMCP. Class selection maximized the efficiency of distribution to maintain an 80% coverage level of access to ITNs. Table 4 summarizes final quantification for SNP5. Note that, because of the delayed delivery of ITNs, the plan to distribute ITNs to all class 7 pupils in Lindi, Mtwara, and Ruvuma to boost coverage, worked only in Lindi where students in class 7 received ITNs before the final national examinations.

### Table 4. Class Selection per Region

| **S/N** | **Region** | **No. of ITNs per Region** | **No. of Schools** | **Eligible Classes** |
| --- | --- | --- | --- | --- |
| 1 | Lindi | 174,499 | 502 | 1, 2, 3, 4, 5, 6, 7 |
| 2 | Mtwara | 233,562 | 664 | 1, 2, 3, 4, 5, 6 |
| 3 | Ruvuma | 269,819 | 780 | 1, 2, 3, 4, 5, 6 |
| 4 | Tabora | 267,853 | 786 | 1, 4, 5, 6 |
| 5 | Kagera | 295,567 | 958 | 1, 4, 5, 6 |
| 6 | Mara | 284,537 | 829 | 1, 4, 5, 6 |
| 7 | Mwanza | 375,611 | 955 | 1, 4, 5, 6 |
| 8 | Geita | 211,069 | 603 | 3, 4, 5, 6 |
| 9 | Simiyu | 219,681 | 532 | 1, 4, 5, 6 |
| 10 | Shinyanga | 214,613 | 604 | 1, 3, 4, 5 |
| 11 | Kigoma | 266,341 | 652 | 1, 2, 3 |
| 12 | Katavi | 75,975 | 177 | 1, 4, 5, 6 |
| 13 | Pwani | 59,247 | 611 | 1 |
| 14 | Morogoro | 92,765 | 887 | 1 |
|  | **Total** | **3,041,139** | **9,540** |  |

# Logistics

## Micro planning

VectorWorks developed and provided each regional and council technical team with an Excel template for budget planning. Micro plans help councils complete the supervision of the ITNs issuing exercise and collection of ITNs issuing data from the ward level. Budgets developed from submitted micro plans mainly covered allowances for officials participating in these two activities and miscellaneous costs (fuel, boat/car hire, and stationeries, etc.).

After the council coordination teams wrote the micro plans and the regional coordination teams reviewed them, they were sent to VectorWorks for final review and approval. Approved micro plans from councils were used to prepare and process funds requested to support councils in supervising ITNs issuing and collecting ITNs issuing data.

## Pre-Alert meeting

Simba Logistics and Equipment Supply (SLES), the transportation vendor, conducted pre-alert meetings prior to transportation and distribution of ITNs to councils. SLES visited all the regions and councils involved in the program and met SNP regional and council coordination teams on the behalf of the Regional Administrative Secretary and the DED offices. The main objective of these meetings was to plan together how to efficiently distribute ITNs in their councils. Other things discussed and shared in these meetings included—

* SLES shared with council coordination team an ITN manifest to assess if the list of schools and ITNs allocated to schools was correct.
* The council coordination team shared with SLES the national examination distribution routes so that SLES could use the same routes to distribute ITNs to all the schools.
* The council coordination teams informed SLES of hard-to-reach areas and confirmed how to reach these areas during distribution of national exams so SLES could adopt the same method.
* The parking area that the large trucks with ITNs would use at a district designated location while awaiting off-loading into small vans that transports the ITNs to schools.

# Transportation, Storage, and Distribution

## ITN Transport from the National Level to the District Level

In this round of SNP, ITNs from two donor sources were procured, transported, and distributed to the regions and councils. PMI procured ITNs outside the country and on arrival at the port of entry; ITNs were transported and distributed to four regions. The Global Fund procured ITNs for 10 regions in the country (from A-Z Arusha); they were transported to the regional centers and SLES transported them from the regional centers to the councils, who distributed them to the schools.

In SNP5, a strong partnership among donors was demonstrated. PMI supported the distribution of Global Fund–procured ITNs in 10 regions, whereby a total of 2,396,732 ITNs were procured with funds from the Global Fund through the NMCP; a supplier delivered them to regional centers in Geita, Kagera, Katavi, Kigoma, Mara, Mwanza, Morogoro, Pwani, Shinyanga, and Simiyu. SLES picked up the ITNs from the regional centers to the districts and, eventually, delivered them to the schools. In all, 2,094,470 (87%) ITNs were issued to the pupils; the remaining balance of 301,326 ITNs are stored in a Njombe warehouse and 936 in a Dar es Salaam warehouse awaiting redistribution through the health facility channel, per MoHCDGEC approval.

PMI procured 966,812 ITNs; 946,018 ITNs (98%) were distributed to schools in Lindi, Mtwara, Ruvuma, and Tabora regions, the remaining quantities (20,794) were stored in Tabora. The ITNs have been, so far, reallocated into the health facility distribution mechanism.

Table 5 shows how ITNs were procured and distributed by regions and corresponding quantities, respectively.

### Table 5. SNP5 ITNs Procurement by Funding Source

|  |  |  |  |
| --- | --- | --- | --- |
| **Donor** | **No. of ITNs** | **Distribution Region** | **No. of ITNs per Region** |
| **Global Fund/NMCP** | 2,396,732 | Geita | 211,069 |
| Kagera | 295,567 |
| Katavi | 75,975 |
| Kigoma | 266,341 |
| Mara | 284,537 |
| Morogoro | 92,765 |
| Mwanza | 375,611 |
| Pwani | 59,247 |
| Shinyanga | 214,613 |
| Simiyu | 219,681 |
| **PMI/USAID** | 966,812 | Lindi | 174,499 |
| Ruvuma | 269,819 |
| Mtwara | 233,842 |
| Tabora | 267,853 |
| **TOTAL** | **3,363,544** |  | **3,041,419** |

## Storage, Rebundling, Transportation, and Supervision of ITNs to Schools

Using trucks, ITNs were delivered to districts in bales of 40 ITNs each; the trucks were also used for temporary storage. Rebundling refers to the process of breaking down bales, as needed, to allocate ITNs by school. The packing list (see Annex D) for rebundling contained a list of all schools in a district and the number of ITNs needed for each school, based on data for eligible pupils. SLES did the rebundling between off-loading and on-loading from larger vehicles to smaller vehicles for distribution to schools; therefore, the “rebundling on the go” technique was deployed.

Prior to delivery to schools, using push SMS text messages, SLES informed all head teachers to prepare for the arrival of ITNs at their schools. In every delivery route, a supervisor familiar with the routes from the district council escorted the SLES delivery trucks and vehicles.

## Accountability of ITNs: Transportation and Delivery at Schools

SLES used a mobile phone application to ensure that deliveries were made to the right locations, in the right quantities. When a transporter arrived at the school, the mobile phone application would check the location’s GPS coordinates to ensure it was in the right location. The mobile phone application provided the number of ITNs the school was to receive. The notification of the number of ITNs delivered, as reported by the driver, was automatically sent to a central, cloud-based database; which VectorWorks, NMCP, and SLES staff could access remotely to monitor deliveries in real time.

In some cases, due to a lack of connectivity and poor Internet access at the school level, paper forms were used as proof of delivery, as mandated by the government. Goods Received Notes (see Annex C) were used to collect signatures of officials involved in the distribution process of ITNs. The transporters submitted completed forms and sent reports to SLES to be filed. After receipt and review of these forms, VectorWorks staff downloaded delivery data from the electronic database into Excel, compared the numbers of ITNs allocated to the amounts delivered, and authorized payment for the SLES invoices.

# ITN Issuing

A total of 3,040,488 ITNs, out of 3,041,139, were physically delivered to 9,518 schools in the 14 regions. The remaining 651 ITNs were not delivered to schools because a number of schools were closed and double allocation was noted in some recorded incidences. Double allocation of ITNs was observed in four schools—Kanyenja (Kilombero District Council), Kibale (Kyerwa DC District Council), Muyama (Buhigwe DC District Council) and Mwarazi (Mvomero DC District Council)—while, in a different case, the government had shut down two primary schools: Shita in Shinyanga Municipal Council and Glory English Medium in Nyamagana Municipal Council.

### Table 6. SN5-Eligibility versus Issuing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SN** | **Distribution Region** | **No. of ITNs per Region** | **Total LLIN Issued** | **Balance** |
| 1 | Geita | 211,069 | 211,069 | 0 |
| 2 | Kagera | 295,567 | 295,152 | 415 |
| 3 | Katavi | 75,975 | 75,975 | 0 |
| 4 | Kigoma | 266,341 | 266,032 | 309 |
| 5 | Mara | 284,527 | 284,537 | 0 |
| 6 | Morogoro | 92,765 | 92,613 | 152 |
| 7 | Mwanza | 375,611 | 375,563 | 48 |
| 8 | Pwani | 59,247 | 59,247 | 0 |
| 9 | Shinyanga | 214,613 | 214,601 | 12 |
| 10 | Simiyu | 219,681 | 219,681 | 0 |
| 11 | Lindi | 174,499 | 174,499 | 0 |
| 12 | Ruvuma | 269,819 | 269,819 | 0 |
| 13 | Mtwara | 233,562 | 233,847 | (285) |
| 14 | Tabora | 267,853 | 267,853 | 0 |
|  | **Total** | **3,041,139** | **3,040,488** | **651** |

ITN issuing was done in two main phases. Phase one started in Lindi region on August 9–22, 2017, and from September 19–October 4, 2017, in Mtwara, Ruvuma, and Tabora. PMI procured the ITNs in phase one regions. Phase two of ITNs issuing included 10 regions: Kagera, Mwanza, Mara, Simiyu, Shinyanga, Geita, Kigoma, Katavi, Morogoro and Pwani. The Global Fund, through MoHCDGEC/NMCP, procured the ITNs distributed to these regions.

### Table 7. School ITN Distribution Timeframe (2017)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Region | School ITN Distribution Timeframe | | | |
| **August** | **September** | **October** | **November** |
| 1 | Lindi |  |  |  |  |
| 2 | Mtwara |  |  |  |  |
| 3 | Ruvuma |  |  |  |  |
| 4 | Tabora |  |  |  |  |
| 5 | Kagera |  |  |  |  |
| 6 | Mara |  |  |  |  |
| 7 | Mwanza |  |  |  |  |
| 8 | Geita |  |  |  |  |
| 9 | Simiyu |  |  |  |  |
| 10 | Shinyanga |  |  |  |  |
| 11 | Kigoma |  |  |  |  |
| 12 | Katavi |  |  |  |  |
| 13 | Pwani |  |  |  |  |
| 14 | Morogoro |  |  |  |  |

## Leftover ITNs

In the context of SNP5, leftover ITNs are ITNs that remained after issuing to pupils from eligible classes. Leftover ITNs were redistributed to pupils from non-eligible classes. The SNP5 Implementation Guidelines provide directives on how to manage the remaining ITNs from the eligible classes. Specifically, the head teacher, in collaboration with the academic teacher, collectively identifies pupils who perform well above others in their subjects and they issue them a remaining ITN. Of all the total ITNs distributed, 31,230 were given to pupils in non-eligible classes. The number of leftover ITNs increased because of a number of issues, including pupil’s mobility between when data was obtained (June) and when the ITNs were issued (August–November).

### Table 8. Redistribution to Non-Eligible Classes by Region

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Region | ITN Delivered to Schools | Leftover ITNs: Redistribution | | Redistribution (%) |
| **Eligible Classes (Qty)** | **Non-Eligible Classes (Qty)** |
| 1 | Lindi | 174,410 | 170,410 | 4,089 | 2.34 |
| 2 | Mtwara | 233,562 | 230,158 | 3,404 | 1.46 |
| 3 | Ruvuma | 269,819 | 268,824 | 995 | 0.37 |
| 4 | Tabora | 267,853 | 264,404 | 3,449 | 1.29 |
| 5 | Kagera | 295,567 | 293,231 | 2,336 | 0.79 |
| 6 | Mara | 284,537 | 282,251 | 2,286 | 0.80 |
| 7 | Mwanza | 375,611 | 370,199 | 5,412 | 1.44 |
| 8 | Geita | 211,069 | 210,312 | 757 | 0.36 |
| 9 | Simiyu | 219,681 | 218,720 | 961 | 0.44 |
| 10 | Shinyanga | 214,613 | 214,001 | 612 | 0.29 |
| 11 | Kigoma | 266,341 | 262,639 | 3,702 | 1.39 |
| 12 | Katavi | 75,975 | 74,907 | 1,068 | 1.41 |
| 13 | Pwani | 59,247 | 58,609 | 638 | 1.08 |
| 14 | Morogoro | 92,765 | 91,244 | 1,521 | 1.64 |

## Data collection

Data collection and aggregation of ITNs issued to pupils was done in the following way: class teachers aggregated class-issuing data and submitted it to the head teacher. WECs, in collaboration with head teachers, then aggregated class-issuing data to determine the school issuing data. The WECs collected school issuing data from all schools in his/her ward and kept them at the ward level. The SNP Council Coordination team were responsible for visiting all WEC’s offices (all ward) and collecting school issuing data. After ITNs issuing data was collected at the council center from all schools, the data entry exercise started. In SNP5, ITNs issuing data was entered into the government-owned system called Basic Education Management System (BEMIS).

BEMIS, a system, is accessible to all councils; it contains all the basic education data, and is managed by the PO-RALG. Each council has a Statistic and Logistics Officer who has access to the system and enters all the district data.

## Supervision during Issuing

The ITN issuing supervision teams included representatives from the national level (PO-RALG, MoHCDGEC, and VectorWorks). The regional- and district-level representatives were the regional and council SNP coordination teams: Regional Education Officer, Regional Malaria Focal person, and Regional Statistician for e the regional level; for the council level were the DEO, DMFP, District Statistician and Statistic, and Logistics Officer. Supervision activities were conducted in schools from August 9 to December 1, 2017. (This is range of dates is for both the two issuing phases.) Schools were randomly selected for supervision visits, with each supervision team focusing on a specific ITN delivery route(s), as determined by SLES. The national and regional technical teams visited 540 schools (5.6 %) out of 9,535 schools; where the district technical teams visited 4,090 schools (42.9%). Supervision was intended to observe whether program procedures were followed and to provide any necessary technical support during the time when the ITNs were issued, at any level. It was intended to enhance the communication and collaboration between the regional and district officials and the subcontracted transporter on ITN rebundling, delivery to schools, and issuing to students.

VectorWorks gave all supervision teams the supervision checklists to help them thoroughly conduct the supervision. During supervision, teams cross-checked program documents (including Goods Received Note forms), conducted key informant interviews, and directly observed activities to confirm whether proper procedures were followed at various stages of ITN transport, delivery, and issuing. Forms were checked to determine that schools received the correct number of ITNs, as per manifest/packing lists, and that information was correctly recorded. Based on feedback from supervision teams, the following were identified as being good practices in the field:

* The community, especially pupils, had a strong positive response. The pupils were very pleased to receive their ITNs and were enthusiastic about taking them home to their families. As it has been in established regions, many teachers highlighted that school attendance was greatly improved when the students knew they were due to receive their ITNs.
* Most schools were well informed on the classes that were eligible for ITN distribution.
* No school reported issues with secure storage space.
* Most schools distributed ITNs to pupils within the first three days of issuing.
* The national, regional, and district-level authorities showed a good level of coordination and cooperation.
* During ITNs delivery to schools, documents verifying quantities per school were signed by both the school teacher and the private transporter, and they were stamped.
* Most ITNs were delivered to schools during working hours.
* SLES shared with council coordination teams the manifest, which helped council teams during supervision to verify whether schools received the right quantities of ITNs.

## Handling of ITN Issuing Books

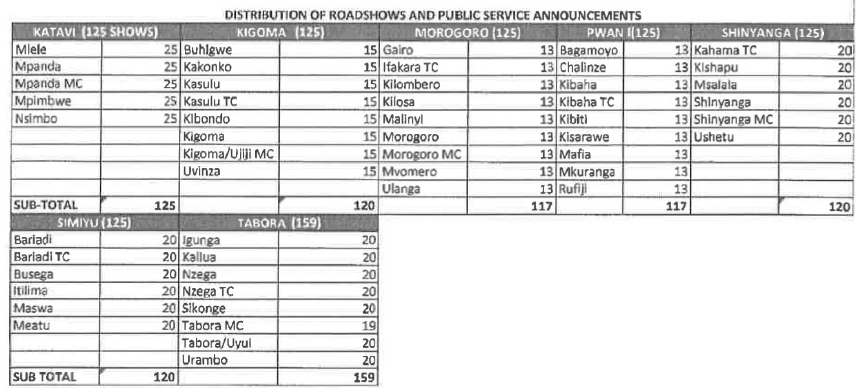
Following an open bidding and procurement process, SLES was selected to transport issuing books from Dar es Salaam to individual schools in all 14 regions. After the issuing books were printed, they were turned over to SLES with the distribution plan that indicated how many books, per school, by level (class issuing books and school issuing books). The ITN issuing books were transported from Dar es Salaam to respective councils and, later, SLES delivered the ITNs to individual schools. SLES also delivered district level ITN issuing books and a few copies of class and school level as a buffer, if needed. An independent report detailing materials distribution was turned over to VectorWorks, mainly with proof of delivery for the material to schools.

## Social Behavior Change and Mobilization

Mid-media activities, roadshows, and public service announcements were conducted to support the schools, as well as the health facility ITN distribution. A local experiential marketing and promotion agent was selected to conduct social mobilization activities in selected regions: Katavi, Kigoma, Morogoro, Pwani, Shinyanga, Simiyu, and Tabora. A total of 878 roadshows were held in 49 districts, and a total of 637,368 people were reached—male 263,527 and female 373,841—in these regions.

Whereas, in some regions— Kigoma, Shinyanga, Simiyu, and Tabora—social mobilization was conducted post-distribution at the school level in Katavi, Morogoro, and Pwani; social behavior change activities coincided with actual distribution activities. With a message guide (creative brief) that VectorWorks provided to the contractor, messages around the general use of ITN consistently, care, and repair, as well as washing the ITNs by using basins instead of washing in water masses (rivers, lakes, ponds, etc.) was communicated to the audiences. Mobilization team encountered rainfall as a main challenge that made some inner village roads impassable. Table 9 shows the distribution of roadshows, by region and district council.

### Table 9. Distribution of Roadshows and Public Service Announcements



# Summary of Challenges, Solutions, and Recommendations

Table 10 summarizes the observed challenges and, also, details mitigations that were deployed to ensure the program was not hampered; it also provides a list of recommendations for future rounds of SNP.

### Table 10. Challenges, Solutions, and Recommendations for Future SNP

| Activity | Challenge Encountered | Solution Put in Place | Recommendations/In the Future |
| --- | --- | --- | --- |
| Engagement and advocacy | Lack of punctuality/late arrival by invitees/trainees | Sessions had to delay to allow reasonable number of participants to arrive before sessions could start | VectorWorks will work closely with PORALG to make sure that invitees from LGAs respond promptly to the invitation/ VectorWorks through PO-RALG office will continue to insist on adhering to the program schedule |
| Conflict of plans between VectorWorks and LGAs | VectorWorks team was given just 10 minutes to present before regional and council authorities. The brief presentation was followed up by discussion that was fruitful as it provided a chance to clarify everything pertaining to SNP | VectorWorks will work closely with PORALG to make sure that LGAs honor the project’s timelines and plans |
| Training | Tabora and Morogoro invitation letters to council teams were not sent within a reasonable time even though PS for PO-RALG, as well as VectorWorks, sent letters to RASs earlier and in advance | For Morogoro, the RAS instructed his subordinates (REO & RMO) to invite councils through calls in his presence when processing letters | VectorWorks will work closely with PO-RALG office to ensure that all communication to LGAs is timely, not only at regional level but also council level. |
| Delayed payment to participants because of late arrival of participants to the training venues, but also poor Internet led to delays in processing payments |  | VectorWorks will continue to insist participants arrive on time to the training venues and also work closely with respective network to see how best payment be effectively done, despite the challenges. |
| ITNs transportation, and supervision to schools | In several districts, some schools had ITNs delivered in the late evening and after school operation hours; the main cause was time delays by transporters in offloading and signing documents, in a given van route |  | VectorWorks will work with SLES and district-based coordination teams to optimize routes per each van carrying ITNs to ensure there are no delays. |
| Delayed in delivery of ITNs to the regional centers by the Global Fund-procured ITNs supplier, caused delays for SLES to transport the same to councils and distribution to schools, particularly district councils of Morogoro region | SLES and council coordination teams agreed to work on weekend and late hours to complete the exercise on time |  |
| ITNs supervision | Some schools had undersupply of ITNs due to incorrect data. For example, in Lindi DC Kitomanga (347), Moka (190), and Mtama (12), respectively. |  | VectorWorks will continue to closely work with PORALG to ensure data quality improves. |
| Supervision teams found that 3 schools out of 99 visited in Lindi region (3%) did not record received ITNs into school ledger books. | School head teachers were reminded to record ITNs into school ledger books. | Head teachers will be reminded on this and all other important issues, as stipulated into SOP for SNP. |
| Eleven schools did not follow the SOPs for ITN issuing to students. For instance, supervisors discovered at Muungano Primary School in Liwale DC, all pupils who received ITNs did not sign class-issuing books. | School head teachers and class teachers were asked to ensure all pupils received ITNs to sign on class-issuing books. | Head teachers and class teachers will be reminded on this and all other important issues, as stipulated into SOP for SNP. |
| Data entry of ITNs issued | Late and slow data entry into BEMIS by council teams was due to system technical issues, but also negligence of councils. | VectorWorks informed and requested PORALG to intervene in fixing systems and pushing data entry exercise. | VectorWorks will continue to work closely with PORALG and LGAs to ensure timely data entry into the system. |

# Monitoring and Evaluation

The project-monitoring plan provides a framework for systematically collecting and using data to monitor the activities and achievements of the VectorWorks project in Tanzania. It documents specific key results that VectorWorks Tanzania intends to achieve and the progress made toward the targets.

Key activities during SNP5 implementation included quantification of eligible number of pupils; selection of eligible class; regional- and council-level feedback meetings where the project implemented SNP4; advocacy meetings and trainings for regional and council coordination teams in the new regions of project implementation; transportation of ITNs to distributions points; supervision during ITNs distribution; and issuing to beneficiaries.

VectorWorks project coordinated and monitored all SNP 5 activities. The project conducted 14 regional level feedback and advocacy meetings that included participants from respective councils; trained 460 (75% males, 26% females) officers from the 14 regions and 105 councils. VectorWorks project also distributed a total of 3,041,139 ITNs to 9,535 schools in the 14 regions of implementation; four regions—Lindi, Mtwara, Ruvuma, and Tabora—received 945,733 ITNs procured by PMI; while the other 10 regions—Mwanza, Mara, Kagera, Geita, Kigoma, Simiyu, Shinyanga, Morogoro, Pwani, and Katavi—received 2,095,406 procured from the Global Fund.

National and regional technical teams visited 540 schools (5.6%) out of 9,535 schools during ITNs distribution and issuing at the school level. VectorWorks Tanzania issued a total of 3,009,909 (99%) to eligible classes and 31,230 (1%) to non-eligible classes as a motivation for good performance in class, as stipulated in the SNP implementation manual. Out of the 3,041,139 pupils who received ITNs, 49.8% were boys and 50.2% were girls.

Council level coordination teams submitted all data on ITNs delivered to schools and ITNs issued to pupils through the BEMIS platform.