**United Republic of Tanzania**

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

**National Malaria Control Program**

**&**

**President’s Office - Regional Administration and Local Government**

**“Sustainable Strategy for Long-Lasting Insecticidal Nets”**

**School Net Program**

**Implementation Guidelines**

**May, 2017**

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# FOREWORD

The national malaria strategic plan (2014-2020) recognizes Integrated Malaria Vector Control (LLINs, IRS, larviciding, environment measures) as one of the five core interventions for malaria control. The National Insecticide Treated Nets strategy therefore calls for various means of ensuring that the coverage of LLINs is sustained at 85% and above. Although mass campaigns are the best method for rapid scale up of LLINs coverage, especially when the household ownership levels are low, mass campaigns alone are not enough to sustain universal coverage as the loss of LLINS starts after distribution. This calls for complementary distribution mechanisms to provide a continuous supply of replacement LLINs, as an integral part of a comprehensive national LLIN strategy. In Tanzania, the government will increase access of LLINs by distributing LLINs at in schools targeting primary school pupils.

This Implementation Guidelines is developed to support trainings at all levels on the Trainers necessary knowledge and skills required for effective distribution of LLINs in schools. This Guidelines covers the overview of malaria in Tanzania, quantification, transportation, issuing and reporting of nets distribution in schools and training and supervision plans.

This Guidelines are therefore the main reference document for implementers at National, Regional and Council level describing appropriate implementation, documentation and reporting of SNP.

It is my hope that, use of this manual, will facilitate and ensure that, LLINs are effectively distributed, monitored and used by targeted beneficiaries.

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Dr. Mpoki Ulisubisya

Permanent Secretary

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

# Abbreviations and acronyms

|  |  |
| --- | --- |
| BEMIS | Basic Education Management Information System |
| CMA | Commodity Management Assessment |
| DAS | Council Administrative Secretary |
| DED | Council Executive Director |
| DMO | DMO Council Medical Officer |
| DN | Delivery Note |
| GoT | Government of Tanzania |
| GRN | Good Received Note |
| JHU | Johns Hopkins University |
| LLIN | Long Lasting Insecticide treated Nets |
| LV | Logistic Vendor |
| MFP | Malaria Focal Person |
| MoHCDGEC | Ministry of Health, Community Development, Gender, Elderly and Children |
| MSD | Medical Stores Department |
| NATNETS | National Insecticide Treated Nets |
| NMCP | National Malaria Control Program |
| NBS | National Board of Statistics |
| PE | Process Evaluation |
| PO-RALG | President’s Office – Regional and Local Government Authorities |
| PMI | President’s Malaria Initiative |
| PR | Principal Recipient |
| SR | Sub Recipient |
| RAS | Regional Administrative Secretary |
| REO | Regional Education Officer |
| RC | Regional Commissioner |
| RMO | Regional Medical Officer |
| SBCC | Social and Behaviour Change Communication |
| SNP | School Nets Programme |
| SLO | Statistic and Logistic Officer |
| SOP | Standard Operating Procedures |
| TNVS | Tanzania National Voucher Scheme |
| ToT | Trainers of Trainers |
| USAID-PMI | United States Agency for International Development –––President’s Malaria Initiative |
| U5CC | Under Five Catch Up Campaign |
| UCC | Universal Coverage Campaign |
| VW | VectorWorks |
| WHO | World Health Organization |
| WHOPES | World Health Organization Pesticides Evaluation Scheme |

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# 1.BACKGROUND

## **Overview of malaria**

Malaria is one of the public health threats in the world especially in the sub-Saharan African countries, Tanzania included. According to the World Health Organization (WHO) World Malaria Report, in 2010; 655,000 deaths were caused by malaria, among which 86% were children less than 5 years old and 91% occurred south of the Sahara Desert [WHO, 2011]. Also according to the World Malaria Report, in 2014 there were 1,550,250 reported confirmed cases of malaria in Tanzania and 8,526 reported deaths [WHO, 2015]. Research results by the Tanzania National Board of Statistics (NBS) through THMIS 2011/12 showed a decline in the spread of malaria from 18% (in 2007/08) to 10%. The most recent Tanzania Demographic and Health Survey (TDHS) showed a rather slight upward trend in malaria prevalence from 10% in 2010 (TDHS) to 14% (TDHS: 2015/16). This scenario presents a challenge calling for concerted efforts to address malaria control in the country.

Malaria is caused by being bitten by a female mosquito, known as *Anopheles*. People with low or zero immunity, such as infants and pregnant women, can be severely affected by, or even die, of malaria. School-age children are significantly affected by malaria as it may lead to school absenteeism and subsequently failure in school. Families lose money, not only in treating the sick but also in transportation to the health centres for treatment. Families may also lose a lot of valuable time of which could have been used for revenue-generating activities. Overall, malaria causes a reduction in revenues and therefore leads to poverty in the society and in turn nationwide. This is a problem for much of the country as 90% of people in Tanzania mainland reside in areas that are affected by malaria. Furthermore, the weather throughout the country encourages the breeding of mosquitoes.

## **1.2 National Insecticide Treated Nets Program (NATNETS)**

The National Malaria Control Program (NMCP) founded by the Ministry of Health and Social Welfare has been spearheading the National Insecticide Treated Nets Program (NATNETS) since 2000, and has been able to increase the usage of insecticide treated nets in Tanzania. The main goal is for 85 percent of all people to use insecticide treated mosquito nets when they sleep. To attain this goal, several strategies have been employed:

* **The Tanzania National Voucher Scheme:** This program was introduced in 2004 where it targeted groups that were mostly affected by malaria, which were pregnant women and infants so that they are able to afford long lasting insecticide nets through the voucher scheme. 8.1 million mosquito nets were sold to pregnant women and infants (5.4 million pregnant women and 2.7million infants) through the voucher scheme since it was introduced in 2004.
* **Mass Distribution Campaigns:** in order to speed up the supply of insecticide treated mosquito nets, two campaigns for the usage of insecticidal nets were undertaken. The first campaign involved providing nets for children under 5 years of age. The second campaign, which started in 2010, involved the distribution of mosquito nets for universal coverage, or one net for every two people. In this program, those who were not beneficiaries of the mosquito nets via the under 5 campaign or the Tanzania National Voucher Scheme were provided with mosquito nets. 26.4 million long lasting insecticidal nets were provided for free through these two campaigns.
* **Sustainable Strategy for Long Lasting Insecticidal Nets:** The Ministry of Health has created a Sustainable Strategy for Long Lasting Insecticidal Nets by creating a unified strategy, which is implemented, in part, via the School Net Program (SNP). The main aim of this sustainable strategy is to ensure effective distribution to all sleeping areas and changing of worn out mosquito nets.
* **Facility Based LLINs distribution:** The health facility based distribution of LLINs replaced the voucher distribution system in 2016. The facility based distribution targets pregnant women and infants.
* **School Nets Program: Under** School Nets Program (SNP), LLINs will be provided for free to the students enrolled in the specific classes and schools that will be selected for distribution for that year. It is expected that the LLINs will be used by the pupils and their family in all sleeping areas, and the excess ones shall be shared with other families.

Tanzania has been implementing a School Net Program (SNP) since 2013 to sustain coverage levels above the 85% target set by the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) which was previously attained from gains made from under five years of age catch-up campaign (U5CC) in 2009 and the universal coverage campaign (UCC) in 2011. Between 2009 and 2011, these campaigns distributed approximately 27 million LLINs, in addition to more than 3 million nets delivered through the Tanzania National Voucher Scheme (TNVS). The TNVS, U5CC, and UCC were successful in dramatically increasing LLINs ownership in Tanzania

# COORDINATION AND IMPLEMENTATION OF SNP

## **2.1 Coordination and Engagement Meetings**

Engagement and coordination of stakeholders and implementers will be conducted at two levels; national and sub-national level. The sub-national level refers to engagement of stakeholders at the regional and council level. During coordination meetings, partners will meet to discuss the status of program activities, and timelines as well. Consultations will be continuous during the entire implementation period to make sure consensus is reached among all stakeholders.

* ***National Level***

It is important to promote program activities and ensure that there is understanding and support for the program at the highest national levels.

Engagement objectives are to:

* Ensure support for the program from the key authorities at national and local Government
* Keep key decision-makers and opinion leaders informed and supportive of the program

Engagement at the national level should be conducted through scheduled meeting platforms such as the LLIN task force meetings and steering committee meeting. Aside from regular platforms, engagements should also occur through ad hoc or program oriented meetings with key stakeholders and the donors.

There should also be inter-ministerial coordination and collaboration between President’s Office – Regional Administration and Local Government (PO-RALG) and Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC). PO-RALG should be dealing with all administration matters whereas MoHCDGEC should be concerned with all technical issues pertaining to the program.

* ***Regional and Council Level***

Regional and council engagement ensures ownership of the programme at regional and council levels. There should be a strong link between regional and councils in managing the programme to reach set objectives.

There are should be a plat form to bring together key officials and decision makers to discuss and agree modalities, processes and activities for the implementation year. One meeting can be held every year. Objectives of the engagement meeting will be influenced by either regions of implementations are new to the programme or that they have been part of the previous year(s) implementation.

**Objectives of the engagement meeting;**

* To review performance of the previous year and strategize activities for the next calendar year.
* To introduce SNP to new regions and councils, share specific details regarding program activities in accordance with the implementation guide.

National team joining regional/council teams should pay courtesy call to regional authorities a day before the actual meetings. Courtesy call discusses all programme details.

Invitees from the regions and council should include:

|  |  |
| --- | --- |
| **Regional level invitees** | **Council level Invitees** |
| Regional Commissioners (RC),  Regional Administrative Secretaries (RAS), Regional Medical Officers (RMO),  Regional Education Officers (REO),  Regional Malaria Focal person (RMFP),  Regional Statistician | District Commissioners (DC),  District Executive Directors (DED),  District Medical Officers (DMO),  District Education Officers (DEO)  District malaria Focal Person (DMFP) |

Engagement meetings should be well organized (agenda shared on time, guest of honour known, venue communicated, speeches ready, presenters known and other logistics taken care of). National representatives should comprise members from the President’s Office-Regional Administration and Local Government PO-RALG, National Malaria Control Program NMCP and Implementing Partner(s).

***Roles and responsibilities of regional and council officers***

**The regional coordination teams should;**

* Conduct overall coordination and management of SNP activities
* Ensure security of LLINs in their regions/councils
* Oversee and facilitate community mobilization and sensitization
* Conduct joint supervision
* Train council level implementers.
* Coordinate implementation of SNP at regional level.
* Supervise council teams.
* Provide implementation performance feedback to national level authorities.

**Therefore, at regional level,**

1. RAS and his/her regional coordination team should ensure that primary school pupils’ data collected is accurate and issuing data is timely submitted to national level (PO-RALG and MoHCDGEC.
2. To ensure that all schools secures storage facilities with maximum security
3. To ensure security of Long Lasting Insecticide Treated Nets in the whole process of delivery to school level
4. To ensure records regarding Long Lasting Insecticide Treated Nets are well kept at all levels. The REO will sign regional issuing report and submit to RAS to review and sign before sharing with national levels.
5. Regional coordination team should ensure that at regional level SNP is implemented accordingly and adhere to SOP.

**The council coordination teams should;**

* Conduct overall coordination and management of SNP activities
* Ensure security of LLINs in their councils
* Oversee and facilitate community mobilization and sensitization
* Coordinate implementation of SNP at council level.
* Supervise LLINs issuing.
* Collect data from WECs.
* Enter issuing data into BEMIS.
* Provide implementation performance feedback to regional level authorities

**Therefore, at council level,**

1. DED and his/her council coordination team should ensure that primary school pupils’ data collected is accurate and issuing data is timely submitted and entered into BEMIS.
2. To ensure that all schools secures storage facilities with maximum security
3. To ensure security of Long Lasting Insecticide Treated Nets in the whole process of delivery to school level
4. To ensure records regarding Long Lasting Insecticide Treated Nets are well kept at all levels.
5. Council coordination team should ensure that SNP is implemented accordingly and adhere to SOP.
6. Council coordination team should formally inform WECs of their role and make sure that WECs collect issuing reports from schools after issuing is completed. should be informed through a letter their role in collecting issuing reports from schools
7. The Council Coordination team should register WECs details to facilitate transport allowance reimbursement for their role to collect reports from school

## **2.2 Training**

Good quality training is critical to ensure a well-run and successful program. SNP will use cascade mode of training[[1]](#footnote-2).

Under National Malarial Control Programme, national level trainer of trainers will train regional level trainers who in turn will train council level coordination and implementation teams. All levels of training will be supervised.

Training for the implementers and supervisors of School Net Program aims at building the capacity of national, regional and council coordination teams to be able execute all activities related to school net distribution. Also, it is important that trainees are well trained of the importance of implementing the program as per the procedures and documenting all information regarding nets received and nets issued (nets received and nets dispatched) since at every stage and individuals involved will be accountable. Furthermore, trainees should be oriented on Social Behaviour Change Communication (SBCC) on net use, care and repair so as to ensure that school net distribution is well executed without compromising its standards training should be conducted in cascade way as follows;

* **National Level Training**

There will be a team of national trainer of trainers (ToT) that should comprise members from PO-RALG and Ministry of Health, Community Development, Gender, Elderly and Children (NMCP) officials. NMCP will train ToTs centrally using standard trainer manual in reference to the implementation guide.

* **Regional Level Training**

National level trainers (ToTs) should facilitate regional level training. At regional level trainees should be three officials who are Regional Education Officer (REO), Regional Malaria Focal Person (RMFP) and Regional Statistician and these are basically the regional coordination team members.

* **Council Level Training**

Regional trainers should facilitate council level training under the supervision of national supervisors, training should be conducted at regional centre; all trainees from councils should be gathered at regional centre. At council level trainees should be four, officials who are District Education Officer (DEO), District Malaria Focal Person (DMFP), District Statistician and Statistic and Logistics Officer (SLO) who will be trained according to a trainer manual and the implementation guide. These are the council coordination team members.

## **2.3 Supervision**

There should be supervision plans developed at national to council level. National level supervision plan should be developed during regional level ToT whereas; regional and council level supervision plan will be developed during council level training. There will be instructions on how to deal with those plans; and supervision will be implemented according to general supervision protocol.

# QUANTIFICATION AND ELIGIBLE CLASS SELECTION

## **Quantification**

Data to determine LLINs needs for individual schools, councils and regions should be provided by President’s Office – Regional Administration and Local Government (PO-RALG) ministry. This ministry is the one responsible for all school data including pupils’ data i.e. 31st March data; Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) through National Malaria Control Program (NMCP) should request data from PO-RALG and provide the same to the program. Data provided for determination of LLINs needs is for all primary schools in Tanzania Mainland (public and private schools), from standard one to seven (Standard 1-7), showing sex (boy & girl) per school, ward, council and region. *The Statistics Act, No. 22 of 2015*

MoHCDGEC/NMCP should request data from PO-RALG, and shares with the program in order to quantify the total need and select eligible classes.

## **3.2 Eligible Class Selection**

There should be classes that would be eligible to receive. Class selection should be pre-determined in advance before other processes at national level. Implementing Partner should consult NMCP regarding this task and decision should be made and communicated during training and also during dropping of LLINs to schools. Once a class is selected, all students in that class would be eligible for an LLIN on issuing day. There should be different classes or same classes from region to regions. The main determinant for number of classes is the total number of LLIN’s that are required by an individual region to maintain universal coverage at 85%. Social mobilization activities should support communication of this message to community members at large so as to counteract questions that are usually raised by parents and care takers of students regarding the reasoning for selective issuing of LLINs to some classes and students in a given year.

# 

# LLINs TRANSPORTATION

This section provides guidance on transportation of LLINs from manufacturer/ supplier to the issuing points. It also describes all receiving and dispatching documentations at each level; Regional, Districts and Schools. Currently SNP implementation is technically coordinated by VectorWorks project, however in the future the SNP implementation will be led fully by PO-RALG. In this section both scenarios have been described. Furthermore, the detailed matrix summarizing documentation procedures is also provided in the Annex 02

## **4.1 LLINs transportation from Supplier to regions**

In order to improve efficiency and reduce the operations cost of LLINs distribution to schools, the manufacturer (supplier) should deliver the LLINs at regional level. Once nets arrive at the regional level, they should be received at the RAS’s office, and at least one representative from the SNP coordination team (Regional Malaria and IMCI focal person, Regional education officer, Regional statistician) will be assigned to receive the LLINs on behalf of RAS, by using all and appropriate receiving documents. In this case the receiving documents are delivery note, way bill document, Good receiving note and other relevant documents.

Implementing Partner staff or representative should be present at the warehouses during offloading of the LLINs as an independent observer who will also sign the relevant documents. However, in the context of SNP5 where implementation is being done by Vector Works project LLINs should be received by VectorWorks designated representative witnessed by regional SNP coordination team by using relevant documents as mentioned above.

|  |
| --- |
| Receiving Documents  1. Manufacturer/supplier Waybill   1. Delivery Notes   Generated Documents   1. Good Receiving Note (GRN) 2. Update the Stock Bin Card (If applicable)   Dispatching Documents   1. Issue Note/Delivery Note/Dispatch Note (As applicable) |

## **4.2 LLINs transportation from regions to council**

Once goods have been dispatched from the regional warehouse will be transported and received at the DED’s office, in which a representative from Council coordination teams (District malaria and IMCI focal person, District education officer, District statistics and logistic officer, Statistician) will be assigned to receive the LLINs on behalf of the DED. The appropriate document will be received and generated accordingly.

At council level transporter’s trucks should serve as temporary warehouses until the consignment is full offloaded, re-bundled and loaded to small vehicles which should deliver the LLNIs to individual schools as per the manifests. Council coordination teams are supposed to be aware/participate/observe the whole process of receiving the consignment at District Executive Director’s (DED) office. Once nets arrive at DED’s office, the transporter should accomplish all paper work needed at this level.

|  |
| --- |
| Receiving Documents   1. Issue Note/Delivery Note/Dispatch Note (As applicable)   Generated Documented   1. Good Receiving Note (GRN) 2. Update the Stock Bin Card (If applicable)   Dispatching Documents   1. Issue Note/Delivery Note/Dispatch Note (As applicable) |

## **4.3 LLINs transportation from Councils to schools**

At the school the LLINs should be receive by the head teacher or designated representative by signing appropriate documents. Thereafter, the LLINs will be issued to individual students using class Issuing booklets provided to each school. After receiving the LLINs the students must the sign the class issuing booklets against their names as the acknowledgement of receiving an LLIN.

|  |
| --- |
| Receiving Documents  1. Prepared GRN with the reference of Dispatch/Issue Note issued by councils  Issuing Documents  1. Issuing Class Booklets |

## **4.4 Re-bundling of LLINs.**

LLINs consignments are usually packaged in bales. Re-bundling of LLINs should be done at a Regional, council and, school level and should be managed by transport contractor in collaboration with government representatives at different levels. When necessary, a bale should be broken loose to get nets needed for subsequent level.

Re-bundling should be done in between off-loading and on-loading from larger vehicles to smaller vehicles for distribution or during delivery at school.

**Fig. 4.1. Movement of LLINs**



# ISSUING OF NETS IN SCHOOLS

Nets should be issued to eligible classes and students in target regions. Before, during and after LLINs issuing, the following will be instituted.

## **5.1 Before Issuing.**

LLINs transportation to schools should always be preceded by the following activities;

1. Pre Delivery Communication
2. This should be done before the delivery of the consignment to schools in the respective councils. Transporter’s Pre-alert team together with PO-RALG, MoHCDGEC and Implementing Partner shall pay courtesy call to RC, RAS RMFP, REO and RPC while at council level the transporter’s pre-alert team together with PO-RALG, MoHCDGEC, representative from regional coordination team and Implementing Partner shall pay courtesy call to DC, DED, DMFP, OCD and all other regional and council authority that are responsible for the project on the transportation and delivery segment. The pre- alert team should present to the regional and councils officials manifests. They should brief regional and council authorities on the SNP processes.
3. Further to the courtesy calls, prior to delivery to schools, communication should be made to inform all head teachers through various platforms such as push messages, letters, phone calls etc. stating the LLINs delivering dates to their areas. By so doing head teachers would be provided with hotlines that they may use whenever need arise. In every delivery route, a supervisor from the council coordination team should escort the transporter when delivering nets to schools and should be the in charge of the routes for easy navigation given the fact that they know better their localities.
4. On actual delivery days, communication transporter should again give alert to head teachers through phone calls thus availing themselves to receive the consignment.
5. Actual Delivery of LLINs to schools – On the days of LLINs delivery to schools, LLINs should transported nets up to school level on a Just In Time (JIT) principle. The following LLINs issuing and reference materials will be delivered at school along with LLINs as indicated in the distribution plan;

* Class issuing books
* School issuing books
* Teacher’s roles reference sheets (1page laminated document).

**Important:** All received LLINs and other tools, should be entered into the school ledger book and should also be issued out using the school ledger book.

* Immediately after pre-alert meeting, DED should inform ALL Head teachers through letter on the upcoming LLINs issuing exercise, proper documentation of LLINs (LLINs received and issued), their involvement and timeline as well. Head teacher’s roles and responsibilities into School Net Program should be communicated to them by DED in the same letter.

## **5.2 During Issuing**

* Class teachers will issue nets to pupils in eligible class/es
* He/she will follow instruction as indicated in the issuing register book
* Class teachers will use class issuing register book provided by the program
* Pupils’ names on class issuing register should be written when issuing a net to a pupil and not prior issuing exercise
* Every pupil receiving a net should sign/put thumbprint after his/her name
* Every pupils receiving a net should also be given a SBCC material (if available)
* LLINs issuing exercise should be conducted in classrooms and NOT outside classrooms

## **5.3 After Issuing**

**Issuing Data Management**

Issuing data management should be a critical process onceLLINs have been issued to pupils. LLINs issuing reporting tools would be FOUR i.e. class level where pupils should be signing, school level that should be verified and collected by WEC, council level that should be compiled and verified by Council Coordination Team and Regional level that should be compiled and verified Regional coordination team.

**Head teacher and class teachers**

* After completion of issuing exercise, the class teacher should submit to the head teacher issuing register books and remaining nets (if ANY)
* The head teacher in collaboration with academic teacher should manage the re-distribution of the remaining nets to pupils from non-eligible classes as an incentive for good performance
* The head teacher should verify class issuing data and compile them to school issuing data summary
* Each head teacher should share the GRN number with class teachers from eligible classes and make sure that they fill the GRN number on each page of the class issuing book.
* The remaining nets should be issued to students from non eligible classes as an incentive for good performance.
* School summary should have 3 copies including the original. Originals should be handed over to the DED while WEC copies should remain at ward and school levels
* Head teachers should keep copy of issuing data by class and school summary.

**Ward Education Coordinators (WEC)**

* The WEC should visit all schools in his or her ward and collect issuing data
* The WEC should hand over the issuing data to council coordination team when they visit his/her office for data collection

**Council’s officials**

* Council Coordination team, on behalf of the DED should visit all wards, verify and collect all LLINs issuing data from WECs’ offices
* The coordination team should register the details of all WECS they visit during report collection to facilitate transport allowance payment for costs incurred to collect reports from schools
* Council Coordination team should manage the process of entering issuing data into the Basic Education Management Information System (BEMIS)
* Final council issuing report (final issuing data) should be compiled by individual Council Coordination team, signed and stamped by DED then submitted to the Regional Coordination team for review.

**Regional officials**

* Regional Coordination team will produce Regional LLINs Issuing report (by compiling issuing reports from each individual council) and it should be signed and stamped by RAS and submitted to the Permanent Secretary (PS) for PO-RALG.

**National level**

* Immediately after issuing there should be a meeting to assess regional performance (the meeting should be held before program closure)
* Permanent Secretary for PO-RALG who will then share final LLINs issuing report/data with Permanent Secretary for MoHCDGEC and copy will be shared with Implementing partner who will share with donors.
* Key actors at different levels should be provided with access to the system and view progress made.

## **5.4 Reporting of LLINs issued using BEMIS**

Basic Education Management Information System (BEMIS) used by PO-RALG to collect school annual census for all schools registered (public and private schools) in Tanzania Mainland. Also BEMIS will be used to collect data on LLINs issued to pupils in all schools from eligible regions.

After completion of LLINs issuing exercise, issuing data will be collected from each individual school by respective WEC and will then be handed over to the Council Coordination team who will review and aggregate to make Council Issuing data summary which will be signed and stamped by the respective DED. DEO will be responsible to enter LLINs issuing data into BEMIS, this data should correspond with the data signed and stamped by the DED.

Some of reports that could be generated from BEMIS;

* LLINs delivered vis-a-vis enrolment (to individual school or district)
* LLINs issued vis-a-vis LLINs delivered (to individual school or district)
* LLINs remaining vis-a-vis LLINs issued (to individual school or district)

LLINs issuing data entered into BEMIS can be triangulated with transportation manifest data as well as paper based data that have been signed and stamped by DED and RAS.

**Visualization and exportation of data from BEMIS**

All LLINs data that have been entered into BEMIS dashboard can be displayed in various ways depending on the user preference such as map, graphs and charts. However, LLINs data from BEMIS can be exported into different formats such as pdf, excel and html.

## **5.5 Management of shortage and excess LLINs**

**Shortage of LLINs at council level**

Where there is shortage of LLINs at council level; the DED from respective council will inform the region who will inform the Permanent Secretary (PS) for PO-RALG who will inform the Permanent Secretary (PS) for (MoHCDGEC) and the PS for MoHCDGEC will inform the implementing partner and other relevant stakeholders like donors collectively find solution to fill the gap.

**Shortage of LLINs at school level**

Where there is shortage of LLINs at school level; the respective head teacher will inform the council (DED) will inform the region and the region will inform the Permanent Secretary (PS) for PO-RALG who will inform the Permanent Secretary (PS) for (MoHCDGEC) and the PS for MoHCDGEC will inform the implementing partner and other relevant stakeholders like donors collectively find solution to fill the gap.

**Excess LLINs at council level**

In case LLINs have remained from the council level it is the responsibility of the DED rom the respective council to make sure these LLINs are properly stored. Documentation should be done of the LLINs remaining at the council, NMCP will give direction on the re-distribution of these remaining LLINs.

**Excess LLINs at the school level**

Once LLINs issuing to eligible pupils from eligible classes have been completed, class teachers should submit to head teacher a class LLIN issuing report on using the appropriate issuing books. Remaining nets should be re-distributed to pupils from non-eligible classes as an incentive to pupils who perform high in their studies. The head teacher and academic teacher will determine the receiving students from other classes. The re-distribution of the remaining nets should be documented in **class-issuing books** where other pupils have signed while receiving the nets. A pupil’s class will also be indicated appropriately on the issuing books. Issuing to non-eligible classes will be done immediately after all eligible students have been covered and only remaining nets will be re-distributed.

## **5.6 Behaviour Change Communication (BCC)**

Behaviour change communication is the process of using communication to encourage continuous positive behaviours. BCC works by influencing factors like social norms, perceptions of risk and self-efficacy. By changing these factors, BCC can promote and sustain individual, family, community and societal behaviour change. BCC works best when multiple communication channels are used, and when messages are tailored to communities.

In order to increase awareness about the issuing of nets to pupils and community members should be reached through various channels of communication. The objective is to make sure that parents/caretakers of pupils are aware of the exercise, they ensure nets are used every night properly, nets are taken care of, nets are repaired and are washed using basins and not in running water in rivers etc.

Various communication channels should be used to convey SNP key messages such as eligibility, school distribution process, LLIN use, LLIN care and repair, as well as intra-house, and inter-house sharing of LLINs for those with excess LLINs, in schools. Public wide events in the form of road shows, informational booths, short movie showings and discussions, as well as council events involving informal interviews with council personnel, should also be used to ensure communities are informed and responds positively.

# MONITORING AND EVALUATION

## **Monitoring**

It is important to monitor implementation of all activities step-by-step to ensure that program is implemented as per plan. Program monitoring tracks progress versus targets, help in identifying and documenting successes and challenges arising in the course of implementation.

SNP implementation involves data collection and reporting at different points. During transportation, LLINs should be systematically tracked and recorded until they are delivered at schools. Schools should use LLINs issuing books to register pupils who receive LLINs and report using the school summary form. The school summary forms should be compiled at district level. At district level, data on LLINs issued should be entered into the BEMIS.

During the implementation process, the following key performance indicators should therefore be monitored.

|  |  |  |
| --- | --- | --- |
| Indicator | Data Source | Frequency |
| Number of SNP coordination, review and/or planning meetings held by NMCP with the President’s Office Regional Administration & Local Government (PO-RALG) and other key stakeholders. | Coordination meeting reports | Quarterly |
| Number of people trained in LLIN distribution by NMCP by sex, engagement level and location. | Training reports | Quarterly |
| Percent of schools visited by a supervision team during LLIN issuing. | Supervision reports | Quarterly |
| Number of insecticide treated nets (LLINs) purchased with donor funds that were distributed by NMCP. | Procurement documents; transportation manifest | Yearly |
| Percent of SNP distribution points (schools participating in SNP) that received the correct number of nets during the reporting period. | BEMIS | Yearly |
| Proportion of targeted beneficiaries who received an LLIN by location and sex. | BEMIS | Yearly |

## **6.2. Program Evaluation**

Evaluation is an essential component of programme implementation to provide data for the assessment of the program ability to maintain net coverage over time. At the end of each SNP implementation year, NMCP will contract an independent research agency to:

1. Assess implementation processes,
2. Assessing if schools as a continuous distribution mechanism are successful in ensuring that LLINs reach households
3. Assessing if school nets are being used by individuals who need nets and
4. Assessing if enough LLINs are being distributed to meet national targets for universal coverage.
5. Asses cost effectiveness of SNP

The SNP being part of the continuously nets distribution strategy, will also be evaluation in other periodic evaluation at national and sub-national level including the malaria indicator survey.

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## **Annex 1: Roles and Responsibilities of different stakeholders**

|  |  |  |
| --- | --- | --- |
| **S/N** | **Responsible** | **Roles and Responsibilities** |
| **1** | **NATIONAL LEVEL** | |
|  | PO-RALG & MoHCDGEC/NMCP | * Participate and contribute in the preparation of SNP implementation guideline * Coordinate all SNP activities * Participate in all trainings * To be trained and to train low cadres * Supervise training sessions |
| **2** | **REGIONAL LEVEL** | |
|  | Regional Coordination team (REO, RMFP & Regional Statistician) | * Act as a link between program and regional authority * Custodian of program information and of all materials regarding the program * Supervisors and coordinators of the program from government side at the regional level. E.g. coordinate engagement, LLINs issuing supervision and reporting, feedback and planning meetings at council level * Closely supervise and support council coordination teams * Management of remaining LLINs at council level |
| **3** | **COUNCIL LEVEL** | |
|  | Council Coordination team (DMFP, Council statistician, SLO and DEO | * Act as a link between program and council authority * Custodian of program information and of all materials regarding the program * Supervisors and coordinators of the program from government side at the council level. E.g. coordinate engagement, LLINs issuing supervision and reporting, feedback and planning meetings at council level * Visit all WECs’ office verify and collets LLINs issuing data from WECs * Enter LLINs issuing data into BEMIS dashboard |
| **4** | **SCHOOL LEVEL** | |
|  | Head teachers | * Supervise and coordinate the entire distribution exercise at the school * Provide information to the students and teachers about the whole process of distribution of the nets * Record into the ledger book all quantities of LLINs received from the transporter * Provide nets issuing register books and nets to class teachers equivalent to numbers of registered pupils in the respective class. * Provide SBCC materials to class teachers and ensure that the materials are given to pupils with nets * After completion of LLINs issuing, make sure that all class teachers hand over to you class issuing reports and remaining LLINs (IF ANY) * Ensure proper re-distribution of the remaining LLINs at school level * Verify and aggregate school issuing data and sign * Hand over to WEC School LLINs issuing report (school summary) along with copy of class level issuing reports. |
| **5** | **CLASS LEVEL** | |
|  | Class teachers | * Receive issuing register book from the Head Teacher * Receive nets from the head teacher * Write down the names of the students who receive nets in the net issuing register book, hand each student one net, and have the students sign or place their thumbprint next to their names * Every pupil who has been registered in net issuing register book should be given a brochure which instructs on nets use, care and repair * Verify and finalize number of nets issued * Return/hand over to head teacher the remaining nets (IF ANY) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SN | Level | Type of document (Receiving, Generated, Dispatch, Issuing) | Document Name | No of Copies | Custodian of each copy |
| 1 | Regional | Receiving | Supplier’s Way-Bill (WB) | 3 | Implementing Partner(s), RAS, Supplier |
| Delivery Note (DN) | 3 | Implementing Partner(s), RAS, Supplier |
| Generated | Good receiving Note (GRN) | 1 | RAS |
| Bin cards, Stock cards (SC) | 1 | Warehouse (If Applicable) |
| Dispatching | Issue Note  Delivery Note or  Dispatch Note | 3 | RAS, DED, Implementing Partner(s) |
| 2 | District | Receiving | Issue Note/Delivery Note/Dispatch Note (As applicable) | 3 | RAS, DED, Implementing Partner(s) |
| Generated | 1. Good Receiving Note (GRN)  2. Update the Stock Bin Card (If applicable) | 1  1 | DED  Warehouse (if Applicable) |
| Dispatching | Issue Note/Delivery Note/Dispatch Note (As applicable) | 4 | DED, Implementing Partners |
| 3 | School | Receiving | Prepared GRN with the reference of Dispatch/Issue Note issued by councils | 4 | DED, School; Implementing Partners |
| Generated | N/A | N/A | N/A |
| Issuing | Issuing Class Booklets (showing GRN reference number) which will be also used during issuing of the LLINs. | 1 | School |

## **Annex 2. Documentation of LLINs movement**

1. “Cascade training is helpful and saves time, but care must be taken to maintain high-quality training throughout the levels wherever possible, countries should try to limit the number of cascades to improve the quality of the training” **The Alliance for Malaria Prevention, AMP-Toolkit [http://allianceformalariaprevention.com/wp-content/uploads/2015/09/AMP-Toolkit-2.0-Ch7-Implementation.pdf]** [↑](#footnote-ref-2)