

SCHOOL NET PROGRAMME

Procedural Audit Report on the Distribution of Long Lasting Insecticidal Nets (LLINs) in Southern Zone - Ruvuma, Lindi and Mtwara, Tanzania, 2013

(PILOT PROJECT)



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Right size, Right people, Right answers

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Partners:



 Schweizerische Eidgenossenschaft
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List of acronyms

DC	District Council
DED	District Executive Director
DMO	District Medical Officer
DN	Delivery Note
EAT	East African Time
GHI	Global Health Initiates
ITNs	Insecticide Treated Nets
JSI	John Snow Inc
LLINs	Long Lasting Insecticide Nets
M&E	Monitoring and Evaluation
MC	Municipal Council
MoHSW	Ministry of Health and Social Welfare
MSD	Medical Stores Department
NATNETS	National Insecticide Treated Nets
NMCP	National Malaria Control Programme
OVC	Orphans and Vulnerable Children
PMI	President's Malaria Initiative
SHC	School Health Coordinator
SMS	Short Message Services
SNP	School Net Programme
TRCS	Tanzania Red Cross Society
USG	United State Government
VEO	Village Executive Officer
WB	World Bank
WEC	Ward Education Coordinator

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Documents reviewed which form part of this report

- School Net Programme– Southern Zone Logistic Plan of Action, 2012
- TRCS Transport Plan for SNP Southern Zone 2013
- MoHSW, NMCP – LLIN Keep Up Strategy – School Net Programme – Training Reference Materials for teachers and Ward Education Coordinator
- Roll Back Malaria – Progress & Impact Series – Country Report, 2012 – Focus on Mainland Tanzania
- President’s Malaria Initiatives Tanzania – Malaria Operational Plan FY 2013

Persons met and interviewed during the mission

To ensure we attain our objectives, the following personnel’s were met and interviewed during our mission;

- Karen Kramer – NETCELL Project Team Leader
- Ally Mnzava – NETCELL Project Deputy Team Leader
- Wilhelmina Rimisho – NETCELL Project – Regional & District Coordinator
- Robert Salija – NETCELL Project Accountant
- Jane Lweikiza – TRCS – Programme Manager
- Kheri Issa – TRCS – Programme Officer
- Mr Mahundi – Songea Municipal Malarial Coordinator
- Dr Alex Hamis - Lindi Regional Malaria Focal Person
- Evodius Kweyamba - Liwale District Malaria Focal Person
- Mary Mkama - Mtwara Regional Malarial Focal Person
- Rukia Mteremko - Newala District Malaria Focal Person
- Ms Kibua Kakolwa – Regional Malaria Focal Person – Ruvuma region
- Ms Tabu Mwanyula – District Malaria Focal Person – Namtumbo district
- Ms Chiwango Mekitidis – School Health Coordinator – Namtumbo district
- Michael Ngonyani – Head Teacher – Motonya Primary School in Namtumbo district
- Mr Michael Ngonyani – Head Teacher – Motonya Primary School
- Mr Tadei Petro Mbeya – Deputy Head Teacher – Nambalama Primary School
- Ms Evodia Kombo – Head Teacher – Suluti Primary School
- Mr Hamis Mwegelu – School Health Teacher – Suluti Primary School
- Ms Rita Fusi – Head Teacher – Kumbara Primary School

We acknowledge the work done by the above team members for their commendable work and cooperation given to the audit team throughout the assignment.

0. EXECUTIVE SUMMARY

Malaria prevention and control are major objectives of the Government of Tanzania together with other partners. In May 2009, President Barack Obama announced the Global Health Initiative, a comprehensive effort to reduce the burden of disease and promote healthy communities and families around the world.

In Tanzania, Malaria is endemic, with approximately 40 million of Tanzania's populations living where malaria is transmitted. According to the latest Health Management Information System report, there were approximately 11.5 million clinical malaria cases in 2008. The focus of the previous National Malaria Control Programme strategy has been on increasing ownership of ITNs/LLINs in all sleeping places across the country. Tanzania has implemented both 'Catch Up' as well as 'Keep Up' Strategies. The two mass LLIN campaigns implemented between 2009 and 2011 have proven to be highly effective in increasing household ownership of ITNs/LLINs as well as use amongst all segments of the population. The Tanzania National Voucher Scheme (TNVS) continues to be an effective strategy which provides LLINs on a continuous basis to the most vulnerable populations, pregnant women and infants.

In the view of supporting these initiatives, School Net Programme was introduced in Tanzania as a 'Keep Up' strategy and pilot study was taken in Southern Zone covering Ruvuma, Lindi and Mtwara regions. PKF Accountants and business advisers were contracted to provide consultancy services on reviewing procedures designed to implement the Distribution and Issuing of LLINs to students. The overall objectives of this assignment was to review the entire process of distribution and issuing of LLINs across all levels starting at regional, district, schools and beneficiaries.

We would like to commend the entire team for successfully completing the Pilot Project. The project has been very successful and we encourage the NETCELL team to continue with this initiative to make it a success nationwide.

Specifically, PKF were contracted to confirm whether bales of LLINs have arrived at the district and school level. Based on sample selected, PKF was to witness all processes before, during and after issuing at the schools. Random selection was done whereby **15** schools were selected out of **2,302** schools in **17** districts in **3** regions of Ruvuma, Lindi and Mtwara as per the terms of reference.

Areas of development were noted during the entire process of distribution and issuing of LLINs. In some cases, the school health teachers witnessed some innovative ideas demonstrated by Schools Teacher/ School Health Teachers across the region. In some districts and schools, a need for improvement in stores documentation was noted. There were no individuals appointed to supervise stores activities in some of the warehouse and schools stores. We similarly observed some non compliance with Logistic Plan of Action and Standard Operating Procedures. Way forward and storage of buffer stock was also noted as important aspect not thoroughly incorporated in the Logistic Plan of Action.

We also managed to gather various lessons from the community, among others including, an extreme demand of free LLINs, inability of younger students to sign or acknowledge receipt of LLINs and positive responses on the importance of LLINs from community.

Stakeholders recommended reviewing the time used to assess students for issuing of LLINs and proposed to consider most current data to accommodate new students enrolled and transferred across various schools.

Ultimately, a total of **510,400** LLINs were sent to the region and distributed to **336,149** students registered in **2,302** schools. The excess quantity of **174,251 (34%)** LLINs represent the quantity of buffer stock left in the regions subjected to be re-distributed to unregistered students.

1. INTRODUCTION

1.1 Background

Malaria prevention and control are major objectives of the Government of Tanzania together with other partners. In May 2009, President Barack Obama announced the Global Health Initiatives (GHI), a comprehensive effort to reduce the burden of disease and promote healthy communities and families around the world. Through the GHI, the United States will help partner countries improve health outcomes, with a particular focus on improving the health of women, newborns and children. On the Mainland, 93% of the population lives in areas where malaria is transmitted while the entire population on Zanzibar is prone to malaria infection. Unstable seasonal malaria transmission occurs in another 20% of the country, while stable malaria with seasonal variation occurs in another 20%. On the Mainland, more than 40% of all patients' attendances are attributable to malaria, resulting in an estimated 10 – 12 million clinical malaria cases annually. The NMCP estimates that around 60,000 – 80,000 malaria deaths occur annually in the Mainland among all age groups (Tanzania Malaria Operational Plan, 2013).

Malaria contributes significantly to anemia in children under five and anemia prevalence is a proxy indicator of malaria morbidity. The Mainland's NMCP has established several committees to coordinate and direct national malaria control policies and priorities. The Malaria Control Steering Committee is the body that is expected to provide strategic and policy direction for malaria control on Mainland. It is also chaired by Chief Medical Officer, but has never been put in place. The ITNs strategies and policies are coordinated through National Insecticides Treated Nets (NATNETS) Program.

1.2 Prevalence of malaria in Mainland Tanzania

Tanzania has an estimated 43.2 million inhabitants in its regions, 113 districts, approximately 10,300 villages and approximately 10 million households. In Tanzania there were approximately 11.5 million clinical malaria cases in 2008. Health facilities report malaria as the leading cause of outpatient and inpatient health care visits and as the primary cause of deaths among children. Malaria was estimated to have caused 24% of all deaths in Tanzanian children under the five years of age in the year 2000 (Roll Back Malaria – Progress & Impact Series – Country Report, Focus on Mainland Tanzania).

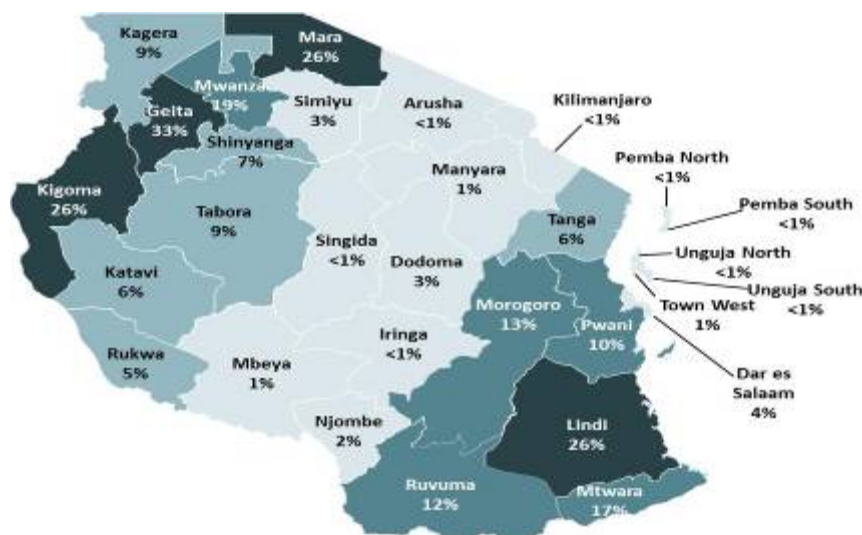


Figure 1: The United Republic of Tanzania map show Malaria Prevalence in Children by Region. Percentage of Children 6 – 59 months testing positive for malaria by Rapid Diagnosis Test (RDT). By region, malaria prevalence varies greatly. Prevalence is highest in Mara, Geita, Kigoma, and Lindi regions.

Source: 2011 – 12 Tanzania HIV/AIDS and Malaria Indicator Survey (THMIS)

1.3 Geographical features

The United Republic of Tanzania is located between longitudes 28°E and 40°E; latitudes 1°S and 12°S, and has a total area of 947,480 km² of which 883,349 km² constitute land and the remain is water bodies. Tanzania has largely savannah climatic pattern, with two rainy seasons. The short rains are in November/December and the long rains from March to May.

There are four distinct topographical zones. The Coastal Lowlands extend from the seashore for about 150 kilometers in land to an altitude of about 300m. This zone is humid and has temperature from 200 C to 300 C. The Central Plateau has more marked diurnal temperature variations, being warm to hot during the day and cool during the night. The Basins around Lakes Victoria and Tanganyika have relatively high temperature, humidity, and heavier rainfall. The highland areas surrounding Mount Kilimanjaro and the Southern Highlands have cooler temperature and medium to heavy rain falls (Medium Term Malaria Strategic Plan, 2008 – 2013)

1.4 Goals

The overall goal of the Procedural Audit was to ensure adequate procedures for distribution and issuing of LLINs are in place. These procedures included identifying gaps and provide recommendations that will be used to re – define the existing procedures and generating national standards of Distribution and Issuing procedures. The exercise targeted three regions of Southern Zone of Tanzania which are Ruvuma, Lindi and Mtwara.

1.4.1 Overall objectives

The overall objective of this assignment was to review the entire process of distribution and issuing of LLINs across the regions and ensure the best option for sustainably use of LLINs as a ‘Keep up Strategy’. We also aimed at reviewing various documentations generated at each level including set of prepared procedures and transportation plans.

1.4.2 Expected outputs

The assignment involved providing feedback to the Implementing Partners and Stakeholders on the general performance and achievement of the SNP together preparation of detailed report summarizing all findings and recommendations as detailed under chapter 5 of this report.

2. TERMS OF REFERENCES

In this chapter, we have summarized Terms of References agreed between our firm and NETCELL Project. The schedule below includes both terms of references and our comments to narrow down our objectives. Our comments indicated in italic reflect part of our designed procedures which were implemented during our field wok.

Sn	Terms of Reference	Consultant's Response
1	Checking Delivery Notes and storage documentation from Districts and confirming that bales have arrived at the storage facilities at schools in respective district;	<i>In this area we intended to check whether procedures for receiving goods are in place, review stores documentation such as bin cards, stores ledgers and stock control sheets. We were similarly focused to establish whether separate documentations have been maintained to keep records of LLINs at schools and finally confirm that bales of LLINs were received on time to each schools selected in the region.</i>

Sn	Terms of Reference	Consultant's Response
2	Assessment of the stores control procedures in place at respective schools;	<i>Under this task, we specifically intended to identify procedures in place governing the stores activities. To identify persons responsible for handling of stores function at school and establish whether procedures are being followed or not. We also planned to consider whether representatives have been trained or briefed thoroughly and effectively to efficiently manage stores operations.</i>
3	Assessment of the Issuing List used by the districts (number of eligible children and nets allocated in each school);	<i>This task focused on identifying whether Standard Issuing List/ Distribution Form have been used consistently together with verification that the person issuing are actually authorized to do so. Finally verifying the maintenance of records belonging to LLINs.</i>
4	Review of the District Transportation Plan;	<i>At this stage, we intended to check whether there is an approved District Transportation Plan for distribution of LLINs. Assess goods transportation and control mechanism between TRCS to the district level and from district to school. Verification of transportation documents maintained by TRCS, districts and schools levels and assessment of various and alternative means which would have been employed to transport LLINs including security of the consignment</i>
5	Assessment of the Delivery Notes at Schools and confirm number of LLINs delivered;	<i>Our assessment methodology was focused on reviewing the delivery notes supporting the actual delivery of LLINs to schools. This also included checking whether number of LLINs delivered have been correctly recorded into school's stores ledgers or bin cards.</i>
6	Assessment of actual delivery of the nets to the beneficiaries during the issuing days;	<i>Under this task, we intended to review all signed delivery forms used during Issuing of LLINs to students. In this case, we shall sample a total of 15 schools out of 2,302 schools located in all 3 regions of Lindi, Mtwara and Ruvuma. All schools shall be visited and observing the actual delivery of LLINs to students. We also intended to conduct interview with few selected students on the general awareness and uses of LLINs.</i>
7	Checking of paper trail for the selected Districts. This paper trail will consist of district copies of the school registration booklets and school summary booklet in respective schools and the summary compilation sheets developed by the districts based on the school data.	<i>At this stage, we intended to review paper trails generated at various levels as follows; district copies of schools registration booklets, school summary of booklets in each respective school and finally summary sheets of compilations prepared at district level based on the school data. We also ensure consistency use of documents designed for the SNP at all levels.</i>

3 FIELD WORK METHODOLOGY

Our field work methodology was designed to reflect the “**Participatory Approach**”. In this view, we designed sets of questionnaires which were used at Districts and Schools levels whereby; auditors were involved in observing and interviewing the designated District Officers and Schools Teachers together with few students selected out of total population. Other stakeholders were also involved such as Village Executive Officers, Parents etc.

3.1 Designing of procedural audit steps and questionnaires

Prior to commencing our field work, we designed two sets of questionnaires which were tailored to address Terms of References as commented under chapter two of this report. Particular attention was made to areas considered as most fundamental points of LLINs distribution. These areas were; *Transportation, Storage, Documentation, Re – bundling, Distribution, Issuing and Buffer Stock*. To address the agreed Terms of References the following were designed steps and questionnaires used during the Procedural Audit Process as follows;

At District Level:

- Checking whether there are procedures in place for receiving goods at District Level;
- Review of stores documentations maintained at district level. These including bin cards, stores ledgers and stock control sheet;
- Check and document on whether there are persons appointed to supervise stores procedures and controls at district level;
- Ensure that delivery notes which have been received accompany bales of LLINs;
- Ensure that, the quantity of LLINs received agreed to the accompanying delivery notes;
- Ensure that all bales were received in good conditions;
- Physically observe the re – bundling of nets at district level and document steps applicable;
- Ensure re – bundling is done based on the number of eligible and registered students at various schools located in different wards of the districts;
- Document the best alternative mechanism of re – bundling for future improvement;
- Assess and document storage facilities that existed at district level;
- Consider if nets were not transported on the same day they have been received, what could have been the best alternative storage and security at district level;
- Check and document on the security system of the nets stored at district level;
- Ensure that delivery notes are signed by the person handling and receiving LLINs;
- Ensure that copy of registration and distribution at school level have been submitted to the districts level immediately after issuing of LLINs;
- Using copies sent to districts perform data compilation at this level to establish the quantity of buffer stocks;
- Assess and document on the uses and future plan of the buffer stock and;
- If buffer stock are not planned to be distributed in the near future, assess and document on the security and storage facilities at district level;

At School Level:

- Check whether there are procedures in place for receiving goods at schools levels;
- Review of stores documentations maintained at school level. These include bin cards, stores ledgers and stock control sheets;
- Check and document whether there are School Teachers appointed to supervise stores procedures and controls at school level;
- Ensure that, the quantity of LLINs received agree to the accompanying delivery notes from district;
- Assess and document on the transportation process from districts to schools;
- Check whether LLINs have been received in good packing conditions;
- Check whether the number of LLINs delivered have been correctly recorded into school's stores ledgers or bin cards;
- Observe, review and document on whether eligible students have been signed the Issuing Forms used during Issuing process;
- Ensure that, copies of Issuing Forms have been submitted back to district after Issuing process;
- After Issuing process, perform data compilation at schools level and establish the number of LLINs left and inquire on the reasons;
- Check and document on the storage facilities at schools levels;
- Check and assess the transportation of nets remains at school level back to districts;

3.2 Our sampling methodology

Our sampling criteria were first based on the hard to reach and furthest schools in the regions. Since we were excited to establish various lessons and develop practical recommendations, audit team selected some of the far – off schools located within the regions.

As stipulated in the terms of references, consultant shall select one district, followed by five wards and in each Ward select one school for the direct observation of the issuing of LLINs. Our sampling criteria did not necessarily depend on the number of schools located in each particular ward, district or region, but further on the location and distance. The next table summarized our entire sample and actual site visited.

Figure 1: Summary of districts, wards and schools sampled during distribution and issuing of LLINs

Regions	District	Ward	School	Type
Lindi	Liwale	1. Barikiwa	Barikiwa	Primary
		2. Ngongowe	Hangai	Secondary
		3. Mangirikiti	Anna Magowa	Secondary
		4. Mirui	Kipelele	Primary
		5. Mkutano	Kikulyungu	Primary
Mtwara	Newala	1. Nanguruwe	Samora	Primary
		2. Malatu	Malatu	Secondary
		3. Mchemo	Chiule	Primary
		4. Chilangala	Miyuyu	Primary
		5. Luchingu	Nangwanda	Secondary
Ruvuma	Namtumbo – DC	1. Namtumbo	Suluti	Primary
		2. Litola	Kumbara	Primary
		3. Mgombasi	Mgombasi	Primary
		4. Namabengo	Nambalama	Primary
		5. Likuyuseka Maganga	Mtonya	Primary

4. ASSESSMENT OF EXISTING PROCEDURES

There were various procedures designed to facilitate distribution of LLINs through School Net Programme. These procedures were grouped into three major phases of Registration, Distribution and Issuing of LLINs. The Logistics Plan of Action has clearly summarized procedures applicable at each phase during the implementation of SNP.

Our assessment methodology was similarly designed to ensure compliance to the stipulated procedures together with identification of gaps existing in the current distribution methodology. The following are procedures considered during our field work as described under the Logistic Plan of Action;

Registration

According to the SNP Logistics Plan, these steps will initially originated at schools levels i.e. the registration process including registering eligible pupils/ students for the upcoming distribution process. The followings classes were selected; standards I, III, V and VII for primary schools and Form 2 and Form 4 for secondary schools. The assessment and registration procedures included the following;

- Respective Class Teachers register pupils/students in Class Registration Booklets;
- Head Teacher verifies each Class Booklet and collects all booklets as input for primary data;
- Head Teacher complete Registration Summary Sheet in the School Summary Booklets;
- WEC verifies data on Summary Forms of each schools and removes the WHITE copy (TRCS), BLUE (District) and YELLOW (NMCP) from each School Booklet;
- WEC submits the three copies (white, blue and yellow) of each school to the school Health Coordinators (Health and Education);
- SHCs compiles Summary of District data in collaboration with TRCS representatives and MFPs within three days of receiving copies;
- SHC (Education and Health) submit the summary data as well as all district and NMCP copies to DMO;
- DMO informs the DED and submits summary data and copies;
- DED officially informs the MoHSW of the number of eligible students in the district per school together with the copies for NMCP;
- MoHSW provides the District Summary Data of all 17 districts to NMCP with the copies and;
- NMCP verifies data and submits comprehensive summary data of all 17 districts;

Distribution

The procurement and supply of LLINs to MSD were done by JSI. The storage and re – bundling process at various levels were jointly performed by MSD and TRCS. The followings were specific steps implemented during the distribution process;

- MSD repackages bundles according to schools list received from JSI;
- One regional representative witnesses and verifies the packaging of bundles in accordance with District Summary Lists or the respective region;
- MSD hands over LLINs consignment as outlined in the Distribution Manifest to TRCS with co-signatures of regional representative;
- TRCS arranges transportation of LLINs to each respective school;
- Head Teacher receives the LLIN consignment and checks number against School Summary Sheet and signs the Delivery Note;
- Is the number of LLINs correct? If NO, Head Teacher call the free Hotlines number to report the problem; TRCS rectifies problems and ensures correct LLINs consignment is received and;
- If YES, Head Teacher ensure that consignment is safely stored at the school until Issuing Day

Issuing

The storage of LLINs at schools and release the bales to classrooms for issuing were conducted by the Head Teachers. The followings were stipulated procedures for the issuing of LLINs;

- On the Issuing Day, Head Teacher distributes the Class Registration Booklets to the respective Class Teachers;
- Head Teacher instructs each Class Teacher to collect correct number of LLINs (according to Class Registration Form) from store for his/her respective class and take to class room;
- Class Teacher calls pupils / students one by one in accordance with registered names in Class Booklet and ask whether child slept under net the night before;
- Class Teacher issues one LLIN, records the answer and asks the child to sign the Class Booklet;
- Are there any children during the Issuing Day that were not registered? If YES, Class Teacher records their names on a separate sheet of paper and submit Head teacher;
- If NO, Class Teacher submit their Class Registration / Issuing Booklets to the Head Teacher for verification;
- Head Teacher completes Final Summary Sheet in the School Summary Booklets;
- WEC verifies data on Final Summary Sheet and gives the PINK copies of the School Summary Booklet of each Class Booklet and to the school for their records and takes the booklet;
- WEC submits all Class Booklets and School Summary Booklets with WHITE, BLUE and YELLOW copies to School Health Coordinators;
- SHCs compiles Summary of District data in collaboration with TRCS representatives and MFPs within 3 days of receiving the copies;
- SHC (E and H) submits the summary data as well as all district and NMCP copies to the DMO;
- DMO assigns LLINs from district buffer stock to those schools with unregistered children;
- DMO submits all summary data and district and NMCP copies to the DED;
- DED officially informs the MoHSW of the number of LLINs issued per school together with the copies of NMCP;
- MoHSW provides District Summary Data of all 17 districts to NMCP with the copies and;
- NMCP verifies data and drafts comprehensive summary data for MoHSW and donors.

5. FINDINGS AND RECOMMENDATIONS

We noted some areas of improvement during the entire process of Distribution and Issuing of LLINs. These related to an unawareness of the process among Schools Teachers and lack of adequate defined procedures, in particular for the buffer stocks. Implementing Partners and Stakeholders were working tirelessly to ensure the objectives defined for the distribution of LLINs were achieved. In some cases we witnessed the distribution of LLINs being conducted even beyond school health teachers working hours. The positive spirit demonstrated by Schools Teachers, School Health Teachers and TRCS Distribution Team facilitated the distribution process of LLINs. Innovation was part of the success in this exercise, as some of the Schools Teachers initiated some of the actions which in one way or another contributed towards success of this exercise.

In this chapter, we have summarized findings presented in four major categories as follows; **Observation, Implication, Recommendation and Team Responses**. We have separated findings in three major processes as follows:

5.1 Before Distribution

5.2 During Distribution

5.3 After Distribution.

Upon successful implementation of these recommendations, we believe that, there will be a sound, efficient and effective Distribution and Issuing of LLINs across the regions in future implementations. The followings are findings observed during the Distribution and Issuing process;

5.1 **BEFORE DISTRIBUTION**

A OBSERVATIONS AT DISTRICT LEVEL

A.1.1 Lack of stores documentations at district level

Observation:

We observed that there was no documentation to evidence the receipt or movement of the bales at the district level after they were received from TRCS. Documents like bins cards, store ledgers and stock control sheets were not being maintained. This shortcoming was noticed at Namtumbo District, whereby the District Malaria Person had no records other than source documents issued by TRCS which too at that time were not available for our verifications.

Implication:

This implies a lack of control over the movement of the bales of nets during receiving and distribution.

Recommendation:

A standard document across all districts should be used to record and keep the stores data. These standard documents should be adequate enough to record all information but should be also made simple and understandable for the future review and decision making purposes.

Designed spread sheet might be suffice for the time been, but for the future development there should an electronic system of keeping these records for the future decision making purposes.

In the process of developing the system documentation, TRCS, NMCP and NETCELL should also incorporate documentation retention policy. This policy once operational will strengthen the storage and custody of the stores data.

Team Response:

The program management agrees that there is need to develop 'buffer stock retention policy' for a national programme, However, for he pilot project all the necessary documentation on the movement of LLINs within the region and the districts was recorded by the logistics contractor. ,

A.1.2 Lack of knowledge, training on storage of nets

Observation:

Our visit at Namtumbo, Newale and Liwale districts revealed that, there were a dearth of knowledge and training on the management of the nets while receiving and issuing which was evident during our review, as officials appointed to supervise the distribution of nets could not tell clearly what stores' procedures could have been in place while receiving and issuing of LLINs.

Implication:

In absence of defined stores' procedures, there is high possibility of mis - handling of stores items including LLINs when received. This gives chances for District Officers in charge to initiate their own procedures which might cause great chance of mis - use of stores' items.

Recommendation:

To create uniformity for future distribution of LLINs, there should be a set of defined and documented procedures circulated and used. A formal training would help out in the long run during implementation of future projects.

Team Response:

The SNP training package did address minimum storage procedures, so there was no need to have special training for storage of LLINs. The registration/issuing forms was considered sufficient for the existence.

A.1.3 Lack of supervision for stores management at the district level

Observation:

It was observed that there was a lack in supervision of the stores operation at Namtumbo district whereby the District Malaria Focal Person and the School Health Coordinator were in charge of the distribution of LLINs to schools and were also managing the stores. There were no stores personnel appointed specifically for these two separate roles.

Implication:

Failure to allocate a responsible person in charge for stores activities at District level, might create room for restricted or persons not involved to get involved with stores' operations which might cause mis – use of stores' items or un-effective distribution of LLINs.

Recommendation:

We recommend that there should be personnel appointed as stores' officers in various districts, especially during LLINs exercise.

Team response:

As per procedures the Head teachers for primary and secondary schools were trained and identified as key person to maintained and keep the nets during the period distribution and delivery

A.1.4 There were some LLINs left loose after being removed from the bales due to re – bundling process at District level exposing them to a risk of damage.

Observation:

Loose LLINs were left in the storage area with no instructions on how to record and manage them. There is a risk of theft/loss.



Figure-2



Figure-3



Figure-4

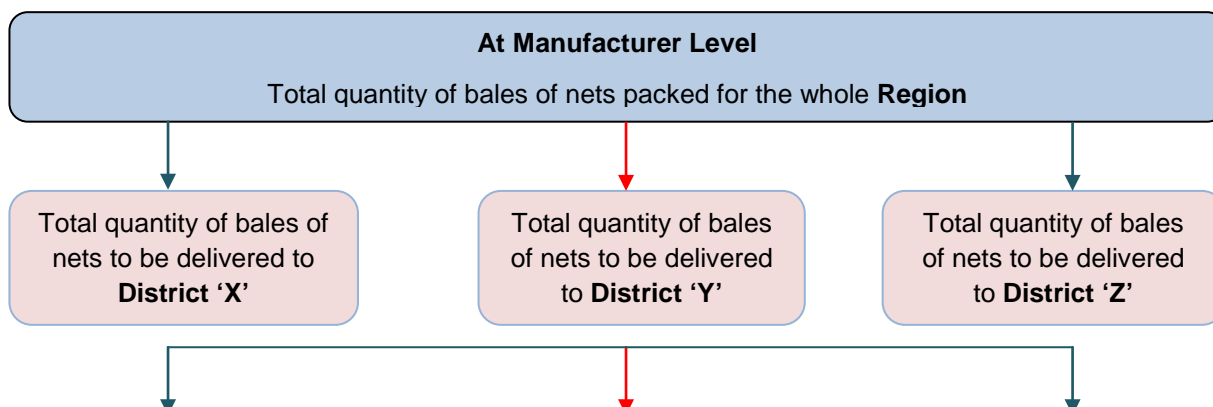
Figure-2 shows some loose LLINs which remained outside of their bales and some being packed in a box after re – bundling process in Namtumbo District Warehouse. **Figure-3** was taken at Songea MC Warehouse which shows one bale left open with some loose LLINs. **Figure-4** is the TRCS Distribution Team Member supervising the re – bundling process at Songea MC Warehouse.

Implication:

Nets left outside of their bales after re – bundling process are most likely to be stolen.

Recommendation:

We recommend that, for the future distribution, bales should be packed based on the number of eligible students at each respective school. The packing methodology should follow the following trend; Region, District, Wards and Schools. In this regards, LLINs for each schools should be packed from the factory and transported to the respective schools without re – bundling. This will also reduce time spent during re – bundling and will bring consistency during the issuing dates. The following schematic summarized our recommendation on how packaging should be done based on eligible students per school, ward, district and region. By doing so, we will have a total quantity of nets packed from the manufacturer based on the number of eligible students in each respective school.



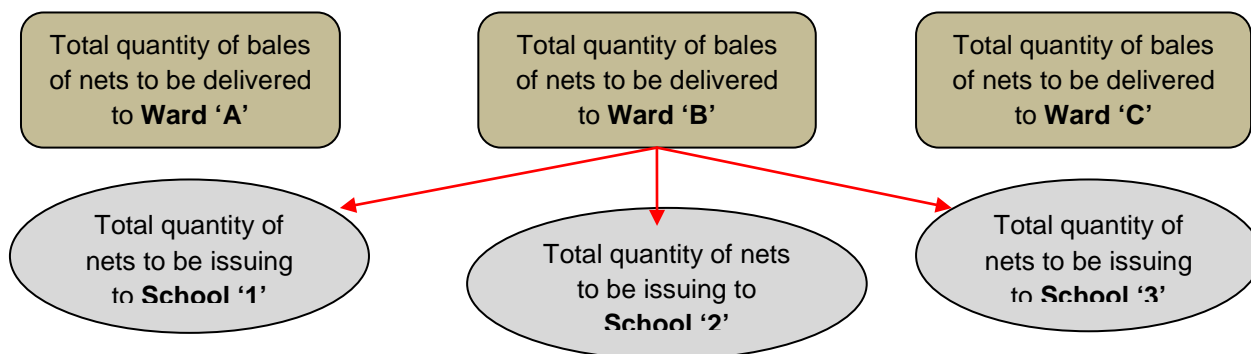


Figure 5: The future proposed packing of LLINs from the manufacturer to school

Team response:

Repackaging at factory level is only possible in the local LLIN manufacturer is supplying the nets. If the LLINs are sourced from outside Tanzania, some amount of repackaging will be needed.

A.1.5 Lack of storage facilities

Observation:

It was observed that the bales of nets which arrived at some of the districts did not have storage area assigned. Bales of nets were being kept in offices of staff as there was no other place to keep them which also was a temporarily arrangement.



Figure-6

Figure-7

The two photos show an office room temporarily used to keep bales of LLINs at Namtumbo District during Distribution process.

Implication:

Without establishing permanent storage facility or warehouse, there is possibility of LLINs being abandoned from their temporary storage facilities.

Recommendation:

Before distribution, there should be well organized and established storage facility at district levels. Depending on the budget and funds availability, district's procurement offices might be used as storage facilities of LLINs during the distribution process. When deemed necessary, an arrangement should be made to rehabilitate the stores considered as sub – standards for the storage of LLINs at district level.

Team response:

The programmed management had foreseen the problem, which made each school management get Tshs 100,000 as the storage/security fund.

A.1.6 Lack of communication and mis – understanding on retaining source documents used for LLINs distribution at District Level

Observation:

During our visit to Namtumbo district, we did not find any source documentations delivered by TRCS after handing over the bales of nets and we could not confirm the number of bales that had arrived at Namtumbo district. Furthermore, we were informed that, TRCS officers informed the District Malaria Focal Person that, the district's copies will be sent back to them by TRCS, however this never took place and the district office was not left with any documentation for receiving the bales.

Implication:

There will be no evidence to track and support the Programme performance on actually delivery of the intended objectives.

Recommendation:

Teams involved in the re-bundling and distribution of nets at the districts and schools levels should be thoroughly briefed on the agreed methodology of nets distribution. Communication channels between the TCRS Distribution Teams and Districts Officers should be underlined, in particular during the distribution and issuing dates.

Team response:

The LLINs 'delivery note' is an approved document for SNP designed by TRCS and supposed to be signed by the school head teacher and or School Health teacher. The team recognizes the importance of proper communication between national level, districts, ward, schools, and logistics contractor.

B OBSERVATIONS AT SCHOOL LEVEL

B.2.1 There were no defined stores' procedures existed at schools level

Observation:

Out of 15 schools visited during our field work, no school had shown or demonstrated existence or availability of stores procedures. Although schools do not maintain inventory, but there is a need to define simple procedures to be considered during the receiving of LLIN's.

Implication:

Without defined stores procedures at schools level there is high possibility of other school persons to initiate their own procedures out of the best recommended practices.

Recommendation:

There is a need to develop unique and simple procedures at school level. These procedures should be clearly defined and when necessary, process owners should be briefed on its application. The objective is to assist Head Teachers, Class Teachers and School Health Teachers who are directly involved during the Issuing process

Team response:

There were defined stores' procedures in place at schools level through the SOP given to each Head teacher and Health teacher manuals. The project was purely temporarily to keep those nets just for few days (as mentioned above).

B.2.2 In most of the schools visited, there were no immediate teachers appointed as Storekeeper, instead Head Teacher was responsible for storage of bales of LLINs

Observation:

It was observed at most of the schools sampled and visited that, there were no teachers appointed to run and supervise the school's stores, instead the Head Teacher had received, stored and distributed bales of LLINs to the Class Teacher. In some schools, Head Teachers were not available, as noted at Miyuyu Primary School, in Chilangala Ward of Newala District.

Implication:

In absence of appointed school teachers to supervise stores' activities, there might be a high possibility of persons not assigned and trained to get involved in the exercise resulting in misapplication of LLINs.

Recommendation:

In future distributions and in particular during the School Net Program Distribution's Seminars, an emphasis should be made to Head Teachers and District Health Coordinators to identify teachers who shall be responsible for stores activities even after the distribution and issuing is over. The appointed storekeeper shall work hand in hand with Head Teacher during the distribution and issuing process. In case Head Teacher is not available, his/her immediate subordinate should take charge of their rules and responsibilities.

Team response:

The head and health teachers were specifically trained on receiving, keeping and issuing the nets for each school, therefore during the exercise, the Head and health teachers were automatically expected to take a charge; in the case for Miyuyu and chilangala the anomaly has been noted and will be rectified in the future.

B.2.3 In some schools bales of LLINs were received during evening and night hours

Observation:

Interviews conducted with Head Teachers by the Procedural Auditors on the effectiveness of the distribution process revealed that, in some schools, in particular those located in remote areas of the region, their bales of LLINs were received during the evening and night hours. During our visit to Nambalama Primary School in Namabengo Ward, Namtumbo District, we discovered that, despite of reliable transportation organized by TRCS using Municipal vehicle from Namtumbo District to Nambalama Primary School, bales of LLINs were received around 20.00 pm EAT due to remoteness of the place.

This exposes the consignment of LLINs to various dangers which might come out as a result of breakdown or accident.

Implication:

If consignments of LLINs are delivered during the night hours, the likelihood of theft attempts is very high.

Recommendation:

For the future transportation and delivery process, it should be specified on the maximum hours required to transport bales of LLINs within region. Regardless of the point of destinations, normal business hours should be taken into consideration when formulating Surface Transportation Policy.

Vehicles transporting bales of LLINs should not be allowed to continue with journey after evening hours.

Team response:

The plan is always to deliver during the day time, however, circumstance might necessitate delivering at night (condition of the road, vehicle break down etc.) difficult for us to predict and come with perfect plan in rural Tanzania.

B.2.4 Nets were received by another person other than designated School Head Teacher

Observation:

We noted at certain wards that bales of LLINs were received by other person individuals rather than the designated School Head Teacher. This was noted at Miyuyu Primary School located in Chilangala Ward of Newala District, Mtwara Region, whereby the wife of the designated School Head Teacher of Miyuyu Primary School received the bales of LLINs since the Head Teacher could not be located.

In another incidence, the Village Executive Officer of Mangirikiti Ward in Liwale District, Lindi Region, had to receive bales of LLINs on behalf of Makinda Primary School as school was closed for holidays and the Head Teacher could not be located. The best available option was to store the nets at VEOs' house together with delivery documentations.

Annex 5 of Logistic Plan of Action of School Net Project – Southern Zone, clearly described the procedures and point out that, Head Teacher shall receive the LLINs consignment and check the quantity of nets against School Summary Sheet and signs the Delivery Note.

These abnormalities create some questions on the completeness of delivery process of LLINs at school level.

Implication:

There is a risk of the LLINs going in the wrong hands and thus mis management.

Recommendation:

There should be someone authorized by the Head Teacher who can collect the nets on behalf/absence of the Head Teacher.

For subsequent deliveries, it should be made clear that, in the event of absence of designated School Head Teacher, his/her immediate subordinate should take over and complete the delivery process. For the fifteen schools visited, we have observed that each school had a designated Health Teacher, who could have played this role in the absence of School Head Teacher or his/her immediate subordinate.

Emphasize should be made in the future trainings on the importance of delegating to subordinates across various levels. The delegation process should be formal and made in writing to keep track of future evidences.

Team response:

That the anomaly has been noted and more emphasis will be done to make sure that all the instructions given to be adhered to.

5.2DURING DISTRIBUTION.....

5.2.1 Non compliance with the Logistic Plan of Action

Observation:

The Logistic Plan of Action has clearly pointed out specific steps to be executed at each level. Procedures at each stage were narrowed down as per annex 5 of the Logistic Plan of Action. In particular during the Issuing stage, two imperative steps have to be executed simultaneous as follow;

- I. Class Teacher to call pupils/ students one by one in accordance with registered names in **Class Booklet** and ask whether child slept under net a night before and;
- II. Class Teacher issues one LLIN, records the answer and asks the child to sign the **Class Booklet**.

Contrary to the above procedures, students of Nangwanda Secondary School in Lichungu Ward, in Newala District, were just given the LLINs and were called to sign the **Class Booklet** later.

Such a scenario at school suggests that instructions given during the training seminars are not effective or clearly understood by the Head Teacher and VEOs.

Implication:

Non compliance with stipulated Issuing procedures, exposing LLINs to be issued to illegible students. Also data collected might not be realistic and completed unnecessarily.

Recommendation:

TRCS, DMO, District Malaria Focal Person and Head Teacher should stress on the importance of complying with the instructed procedures.

Recommendation (continued)

Special action should be considered, including drawing attention to the Issuing Day deadline, whereby Class Teacher should submit the completed **Class Booklet** to Head Teacher on the same day the takes place.

Team response:

The problem has been noted, as well as the need for more emphasis on the procedures during the training.

5.2.2 Lack of awareness on the Issuing dates

Observation:

TRCS officially circulated distribution and issuing dates which clearly specified that, issuing to students would take place between 8th to 10th July, 2013. These dates were clearly communicated to the two districts offices of Mtwara and Lindi. On 9th July, 2013 we arrived at Malatu Secondary School located in Malatu Ward of Newala District, Mtwara Region where we found that Head Teacher was not aware of the issuing dates and was waiting to receive instruction from SHC as per SOP.

Implication:

By not adhering to the timetable there can be manipulation of data to reflect the Programme performance.

Recommendation:

To create absolute awareness and uniformity during the Issuing dates there should be a down ward special reminder to all stakeholders, in particular those charged with higher responsibility in this exercise including the followings; TRCS Project Management Team, Regional Medical Officer, District Medical Officer, District Malaria Focal Person, District School Health Coordinator, Ward Executive Officer, Village Executive Officer, Head Teacher, School Health Teacher and Class Teacher.

The responsibility of designing the mode of communication should be left to TRCS Project Management Team and MSD. However, care should be taken while designing this mode to take into account geographical and technological aspect affecting the regions. At this point, we recommended the following approaches;

- I. Use of Short Message Services (SMS) of mobile phones 1 day before the execution;
- II. Direct calling over their mobiles phones 1 day before the exercise and;
- III. Reminder letters sent, few days before the exercise.

Team response:

The cancellation dates was caused by various reasons including time-lags in the procurement process; issues related to the packaging; and timing of the mid-term breaks of the schools.

5.3 **AFTER DISTRIBUTION**

5.3.1 Non compliance with Standard Operating Procedures at District and School levels

Observation:

The Logistic Plan of Action has clearly stated the responsibilities of the Ward Education Officers immediately after issuing of LLINs as follows;

- I. Within 2 days after issuing, visit each school in your respective ward and verify the **Summary Registration and Issuing Reports** of each school;
- II. Remove the school copy (pink) of the Final Summary Sheet in the **School Summary Booklet** as well as the pink copies of each **Class Registration Booklet** and give to Head Teacher for their respective school and;
- III. Take the entire **School Summary Booklet** and all of the **Class Registration Booklet** with the remaining three copies (white, blue and yellow) and submit to the District School Health Coordinator – Education in the District HQ.

Contrary to the above procedures, out of 15 schools visited in 15 respective wards, there was no Ward Education Officer complied with these procedures. Furthermore, we noticed a significance delay in data compilation which took approximately one month to reach TRCS Head Office in Dar es Salaam.

Implication:

Failure to create uniformity in data collection and compilation, the SNPs’ objectives and its achievements might not be established on time.

Recommendation:

Data is a very important aspect on accounting for timely decision making. TRCS should stress the importance of timely submission of data. Logistic should be also considered during data compilation.

Team response:

That the anomaly has been noted and this problem will be rectified.

5.3.2 Excessive buffer stocks left at District Warehouses

Observation:

Assessment of distribution procedural carried out at Namtumbo, Newala and Liwale Districts revealed that, there was an excessive buffer stocks left at District Warehouses. The buffer stock remained represent 29 % of the total number of LLINs received, specifically in Newala, Liwale and Namtumbo Districts. Our physical verifications carried during the assessments shown the followings results;

Table 2: Summary of number of LLINs left as buffer stocks in Namtumbo, Newala and Liwale Districts

Districts	Number of unopened bales of LLINs (1 bale enclose 40 LLINs)	Number of loose LLINs	Total number of LLINs remained (unopened bales plus loose LLINs)	Total number of LLINs actual received	% Buffer Stock remained over the total number of LLINs received
Namtumbo	153	39	6,159	40,640	15
Newala	131	32	5,272	27,320	19
Liwale	321	34	12,874	14,440	89
Total	605	105	24,305	82,400	29

Source: Physical count of number of LLINs left in Newala, Liwale and Namtumbo Districts.



Figure 8



Figure 9

Figure 8 photograph shows 131 bales of LLINs of buffer stock which remained at Newala District Warehouse, Mtwara Region. Figure 9 photograph show 153 bales of LLINs of buffer stock touching the roof of the office room which was temporarily selected to keep bales of LLINs in Namtumbo District, Ruvuma Region, during distribution process.

Implication:

Without formalizing the standard buffer stock acceptance level, SNP might end up with significant quantities of LLINs which could have been distributed before.

Recommendation:

Buffer stock should be kept at a minimum level to minimize storage costs. MoHSW, NMCP and NETCELL should re - define the needs for buffer stocks, in particular at Districts level. For the future improvement, buffer stocks should be re - defined under the following grounds;

- I. An immediate replacement of damaged LLINs during the course of re-bundling, distribution and issuing;
- II. An immediate back up for unforeseen events such as thefts, road accidents, fire outbreak etc and;
- III. Addition stock to accommodate un-registered eligible students such as new migrants etc;

Team response:

Noted. These issues will be included in the 'buffer stock/LLIN retention' policy (see 5.1.1.1.).

5.3.3 Way forward with the buffer stock and its storage

Observation:

After successful implementation of the issuing of LLINs to the beneficiaries and upon return to Namtumbo district, we found that a total of 153 bales (6,120 nets) remained un-distributed as buffer stocks. These nets were temporarily stored in one of the district office which was earlier being used by one of the district officer. There were no clear instructions on where the remaining bales could be stored.

Implication:

If not made clear on time how buffer stock will be utilized, there might be high chances of unfair distribution across the region.

Recommendation:

For the future distribution, TRCS should clearly communicate with District Focal Persons on the way forward with buffer stocks, in particular at district level. The official communication should be made during the trainings or by using the MoHSW's circular. To avoid future confusion, NETCELL, MoHSW, NATNETS, NMCP and TRCS should agree up front on the uses of the buffer stocks.

Recommendation (continued)

From our field practice point of view, we would like to recommend, buffer stocks to be utilized by charity organizations, OVC running program within the same region or district, frees distribution to children under five via churches, mosques and at the health facilities.

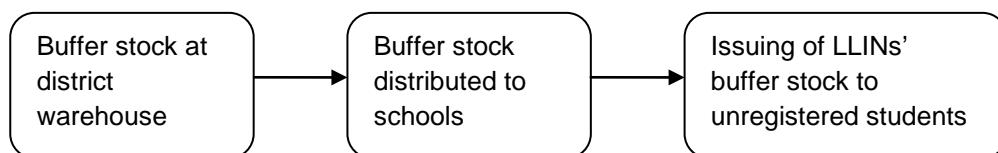
Team response:

The MoHSW will prepare clear guidelines to the districts on the use of the buffer-stock.

5.3.4 There is no clear mechanism describing time lag and logistic plan on the storage and re - distribution of buffer stock, in particular at district level

Observation:

It has been highlighted in the Logistic Plan that, DMO will assign LLINs from district buffer stock to those schools with eligible unregistered children. The process and mechanism of assigning the buffer stock was not made clear, specifically on the necessary steps and documentations generated at various levels; district to school, school to district, district to MoHSW and from MoHSW to NMCP and Donors. Apparently, for the time being, the re – distribution of buffer stock would follow the following trend;



Implication:

Buffer stock might end up being damaged, stolen or distributed on will.

Recommendation:

The total responsibility of assigning buffer stock to unregistered students was left to the DMO. In order to establish the most efficient and timely re-distribution of buffer stock, the followings issues should be considered when designing for a national scale up approach as follows;

- I. MoHSW and NMCP should design a buffer stock retention policy
It should be made clear in the policy that, bales of nets remained as buffer stock should not be retained for a long time at the district Warehouse. By doing so, the likelihood of damage and re-distribution of nets to illegible students will be reduced. Immediately after successful completion of the first distribution, the second distribution of the buffer stock should be followed within a stipulated time. The consultation with DMO should be made during the registration of student for the re-distribution of the buffer stock, this will enable DMO to advice WEOs and VEOs all together with Head Teacher on the right quantity of LLINs intended to be delivered in each particular ward and schools.
- II. TRCS should design the Logistics Plan of Action for the re-distribution of the buffer stock
In the plan, it should be made clear, as to who shall be responsible for supervision of the entire process of logistics including transportation of LLINs back to the schools. The cost of transportation, storage and security facilities should be elaborated.
- III. Buffer stock reconciliation report at district and regional level
Buffer stock reconciliation should be emphasized targeting at establishing the transparency and accountability of the re-distribution LLINs at district and regional levels.

Team response:

As per 5.3.3 above.

6 FIELD WORK EXPERINCE AND LESSONS LEARNED

The distribution process involves three major phases: Registration, Distribution and Issuing of LLINs in the 3 regions covering 2,302 schools in 17 districts. Various lesions were noted and learnt during the process. For the purpose of establishment of the national scale up for the future distribution, this report narrates lessons across different areas of the regions. It should also be noted that, these lessons are forming part of critical recommendations of the future distribution.

6.1 Lessons learned

6.1.1 Society value nets and there was an extreme demand for free LLINs in the piloted regions.

In Newala District at Nanguruwe Ward, we noted one incident at Samora Primary School which involved the Head Teacher signing the issuing form for students who had not appeared during the issuing exercise. In this scenario, there were 15 students (10 boys and 5 girls) whose nets were officially received by the School's Head Teacher and kept under his custodian on their behalf. It was further noted that, the Head Teacher committed verbally to keep the LLINs for students not present until those students turn up for classes. In another development, Head Teacher marked each LLINs with the students name and opted to collect the LLINs on the student behalf.



Figure 10

An A LLIN belonging to Mariam Kide of standard 1 at Samora Primary School of Nanguruwe Ward, in Newala District, Mtwara Region, the name of the student was written on top "MARIAM KIDE I" by the Head Teacher following her absence during the Issuing day.

All the schools while issuing nets had to fill in form No. 4 which asks a question to students **"Did you sleep under net a night before"**. At one of the schools a teacher's form had all answers as **"NO"**. We further discussed with him why he felt those students were not sleeping under nets a night before. He argued that, he is conversant with the village's environment and their families; therefore, there is no way those children could have slept under net, a night before.

Although the Issuing procedures stipulated under the Logistic Plan of Action being silent over the students not available during the Issuing day, we directly witnessed the Newala District School Health Coordinator (SHC - E and H) stressed on the importance of LLINs and the war against Malaria. He further insisted to School Teachers that, LLINs should be distributed to the targeted beneficiaries only.

6.1.2 Parents value the importance of LLINs.

We also observed some of the parents of students came forward to collect the nets due to various reasons as their child who could not be present at school during the issuing dates. We witnessed at Newala District, Lindi Region, at Miyuyu Primary School of Chilangala Ward two parents waiting to collect nets on behalf of their children as shown in the figure 12 and figure 13 below.



Figure 11: A parent signing Issuing and Distribution Form No 4 on behalf of his son, (1st – L), who did not attend school during the Issuing day due sickness. Miyuyu Primary School of Chilangala Ward, in Newala District, Mtwara Region.



Figure 12: Another parent standing firm, waiting to receive a piece of LLINs on behalf of her daughter, who did not come to school during the Issuing date at Miyuyu Primary School of Chilangala Ward, in Newala District, Mtwara Region.

6.1.3 Inability of younger students to acknowledge/sign receipt of LLINs

It was observed that, most of standard I students were not able to sign against Registration and Issuing Form No 4 which magnetized some assistance from either their Class Teachers or fellow students.



Figure 13: Second right, a standard three student received some instructions on how to sign Class Booklet on behalf of standard one student (centre), who cannot write properly.

Recommendation

There is a need to involve parents and relatives, in particular for students who are not able to sign against Class Booklets. Involvement of parents and / or relatives during Issuing of LLINs will ensure completeness of Issuing Process to younger students who are not able to sign Class Booklets. In this case, Form No 4 should be reviewed to accommodate some other options or fields which will provide assurance and evidence on completeness of Issuing LLINs to those students. Thumb prints on the form, a mark of acknowledgement on the students' finger stamp etc.

6.2 Strengths identified

Implementation of School Net Programme in Southern Zone has exposed various strengths as identified in regions under pilots. Most of these strengths were gathered during the final stage of **Issuing** of LLINs to students or beneficiaries. Unlike area of improvements explained under chapter four of this report, we have managed to witness various demonstrations of creativity from teachers and other process owners. Despite the fact that, a seminar on how to execute School Net Program was carried out, yet at some points, teachers were forced to initiate their own procedures. If those

procedures would have been constantly implemented across the regions, then the outcomes would have created some leeway in the sense of awareness creation and assurance on the uses of LLINs.

The followings are series of strengths as witnessed in the region;
Kumbara Primary School in Litola Ward - Namtumbo District – Ruvuma Region

- I. At Kumbara Primary School in Litola Ward, Namtumbo District in Ruvuma Region, we observed the School Head Teacher instructed students who had received LLINs to go back home to submit nets to their parents and request their parents to hang them directly over their beds on the same day;
- II. Although storage was available at schools they were full with food reserves and school's text books. Yet this was the only school where nets were stored at the Head Teacher's office compared to other schools where nets were kept at Head Teacher's houses;
- III. In this school, security system was already established by Community of Parents whereby each couple was supposed to subscribe an annual fees of *Tanzanian Shillings Two Thousands Only (Tshs 2,000)* to compensate guard men employed by the School;
- IV. Kumbara Primary School's Head Teacher went a step further by preparing a separate file to keep all stores documentations, exclusively for School Net Programme and;
- V. Surprisingly but recommended on psychological grounds, students who were not registered and ineligible to receive LLINs were allowed to stay home at Kumbara Primary School during the **Issuing** Day.

Recommendation

We recommend to MoHSW in collaboration with MoEVT to set aside a special day national wide, whereby issuing of LLINs would be done and students should be lectured by their respective Class Teacher together with Head Teacher on how to use LLIN, in particular for primary schools students followed by some series of practical demonstrations. Below are some pictures taken during the course of identification of strength areas of SNP.

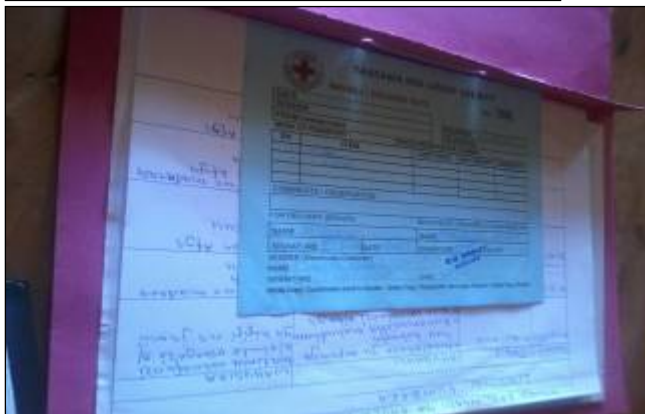


Figure 14

Figure 15

Left: Flat File created by Kumbara Primary School's Head Teacher read as '**AFYA – MPANGO WA VYANDARUA MASHULENI**' means '**HEALTH – SCHOOL NET PROGRAMME**' which was used to keep and stores supporting documentations relating to LLINs. Right: File's contents including written papers and delivery notes documentations from TRCS retained for future references.



Figure-16

Figure-17

Figure-18

Figure 16: Kumbara Primary School's Class Teacher carefully watched her student while he signed against Registration and Issuing Form No 4 before issuing a LLIN to student. **Figure 17:** Standard I students of Kumbara Primary School dispersed after receiving their LLINs **Figure 18:** Some of Kumbara Primary Schools students on their way back home after instructed to do so by School Head Teacher during the Issuing Day.

6.3 Feedbacks from stakeholders

Students, Parents, Teachers, Village Executive Officers, Malaria Focal Persons, DMO, RMO, TRCS Distribution Team, NATNETS, NETCELL, NMCP and MoHSW were among the groups of stakeholders for the School Net Programme. Some of these groups were met and interviewed during the Distribution and Issuing of LLINs. Various opinions were gathered which focused on the effectiveness and efficient implementation of future SNP. The following paragraphs summarized significant feedbacks gathered during our field visit;

I. Review of eligibility criteria used during Registration, Distribution and Issuing of LLINs to students.

It has been recommended that timing for registration of eligible students and their eligibility criteria should be amended to accommodate new enrolled students together with new schools opened in the region. At Barikiwa Primary School in Barikiwa Ward of Liwale District, Lindi Region, Class Teacher remarked that;

“Access School was opened in March 2013 operating as a branch of Barikiwa Primary School. At Access School, standard one students were enrolled and were entitled to receive LLINs but registration process was done in January 2013”.

At Nambalama Primary School in Namabengo Ward of Namtumbo District, Mtwara Region, School Head Teacher remarked that;

"I am getting difficult time to explain to other students, why they have missed LLINs"

II. Establish standard mechanism to compensate non – programme staff involved during Distribution and Issuing of LLINs.

A number of remarks were given by Teachers on asking for compensation of their involvement during Receiving and Issuing of LLINs to students. Most of their remarks recommended on improvement of system established to compensate their involvement.

III. School Teachers requested to include their free LLINs as part of motivating factor

In Namtumbo District, in particular at Kumbara, Mgombasi, Suluti, Mtonya and Nambalama Primary Schools, Teachers appreciated the donation of free LLINs and remarked to include their free LLINs in the future implementations. It was directly remarked by Mgombasi's School Teacher that; *"We have children who also need LLINs but are not eligible"*

6.4 Challenges

Head Teachers face a challenge when it came to hiring security officers to safeguard the LLINs a result; some of the teachers were not provided with funds for security as per the Plan of Action. This resulted in them keeping the nets in their respective houses few days before issuing;

There were transportation problems to some of the schools located in far off areas which force to use motor cycles to reach those places.

Some of the class teachers (who did not attend the training) wanted free nets despite the fact that they had better purchasing power than the targeted beneficiaries;

7. ACHIEVEMENTS

A total of 510,400 LLINs were distributed in two months period of June and July, 2013 in three regions of Ruvuma, Lindi and Mtwara. The distribution process was organized and supervised by TRCS. Despite of some irregularities observed, most of the students had received LLINs as indicated in the School Assessment Forms. Based on the NMCP – Data for School Registration, there were 426,446 total students enrolled for the Distribution and Issuing of LLINs in 2,302 schools, whereby out of these 336,149 students had received their LLINs as summarized in Table 3 and 4 below;

Table 3: Overall achievements on the distribution of LLINs at districts level

Region	Districts	Number of Schools	Number of LLINs Distributed to students	Total Number of LLINs Received plus Buffer Stock	Buffer Stock	% of Buffer Stock
Ruvuma	Mbinga	389	62,078	75,880	13,802	18
	Songea MC	110	21,035	25,480	4,445	17
	Songea DC	122	22,856	27,920	5,064	18
	Namtumbo	133	34,481	40,640	6,159	15
	Tunduru	167	25,995	33,880	7,885	23
Lindi	Lindi MC	41	842	9,800	8,958	91
	Lindi DC	140	4,914	27,920	23,006	82
	Kilwa	133	6,057	31,080	25,023	81
	Liwale	69	1,566	14,440	12,874	89
	Ruangwa	100	2,045	16,320	14,275	87

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	Nachingwea	126	4,168	24,760	20,592	83
Mtwara	Mtwara MC	51	12,141	15,240	3,099	20
	Mtwara DC	143	26,796	33,000	6,204	19
	Tandahimba	141	27,776	34,160	6,384	19
	Newala	146	22,048	27,320	5,272	19
	Nanyumbu	98	15,926	19,960	4,034	20
	Masasi	193	45,425	52,600	7,175	14
Total	17	2,302	336,149	510,400	174,251	34

Source: TRCS – Data for School Registration, Distribution and Issuing of LLINs, August 2013

Table 4: Summary table shown confirmation of bales of LLINs arrived in 15 schools sampled in 3 districts

Regions	District	Wards	School	LLINs sent to schools from district level	Eligible students registered for LLINs	LLINs received at Schools	TRCS Delivery Notes Ref No	Dates Delivered
Lindi	Liwale	1. Barikiwa	Barikiwa – PS	247	247	247	4773	29/6/2013
		2. Ngongowele	Hangai – SS	70	70	70	4823	29/6/2013
		3. Mangirikiti	Anna Magowa – SS	132	132	132	4819	30/6/2013
		4. Mirui	Kipelele – PS	129	129	129	4782	30/6/2013
		5. Mkutano	Kikulyungu – PS	103	103	103	4777	30/6/2013
Mtwara	Newala	1. Nanguruwe	Samora – PS	117	117	117	3999	29/6/2013
		2. Malatu	Malatu – SS	61	61	61	4662	29/6/2013
		3. Mchemo	Chiule – PS	146	146	146	4660	29/6/2013
		4. Chilangala	Miyuyu – PS	81	81	81	2834	30/6/2013
		5. Luchingu	Nangwanda –SS	320	320	320	3080	30/6/2013
Ruvuma	Namtumbo – DC	1. Namtumbo	Suluti – PS	384	384	384	2905	31/5/2013
		2. Litola	Kumbara – PS	253	253	253	2991	31/5/2013
		3. Mgombasi	Mgombasi - PS	302	302	302	2879	31/5/2013
		4. Namabengo	Nambalama – PS	143	143	143	1583	31/5/2013
		5. Likuyuseka Maganga	Mtonya – PS	402	402	402	276	31/5/2013

Source: TRCS –Copies of Delivery Notes on LLINs Distribution to Schools in May and June, 2013

8 CONCLUSIONS

A total of 510,400 LLINs were successful distributed through the SNP in 19 districts over a period of two months. This exercise proves that;

- I. It is feasible to rapidly and equitably distribute large number of nets through School Net Program to the community;
- II. TRCS demonstrated a high level of commitment in ensuring smooth distribution of LLINs to schools;
- III. School Teachers play a pivotal role in mobilizing and organizing students during Issuing process;
- IV. Although SNP has some systematic challenges it can be successfully used to rapidly deliver nets to children, in particular to the community at large;
- V. The demand for free nets is very high and has to be managed carefully and;
- VI. Nets are very bulky commodities and logistics for their transportation need to be worked out carefully well in advance to ensure smooth flow of activities.