



President's Malaria Initiative



# VectorWorks Tanzania Annual Report – Year 1

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## ACRONYMS

BCC	behavior change communication
CCP	Center for Communication Programs
IHI	Ifakara Health Institute
ITN	insecticide-treated mosquito net
LLIN	long-lasting insecticidal net
M&E	monitoring and evaluation
MoEVT	Ministry of Education and Vocational Training
MoHSW	Ministry of Health and Social Welfare
NMCP	National Malaria Control Programme
PMI	President's Malaria Initiative
PMO-RALG	Prime Minister's Office Regional Administration and Local Government
PMP	project monitoring plan
PSI	Population Services International
Q	quarter
SNP	School Net Program
SOP	standard operating procedure
TNVS	Tanzania National Voucher Scheme
WEC	ward education coordinator

## Background

VectorWorks is a five-year global malaria prevention project funded by the President's Malaria Initiative (PMI). The purpose of the VectorWorks project is to support countries to achieve and maintain high levels of coverage and use of insecticide-treated mosquito nets (ITNs), as well as to facilitate the adoption of proven alternative vector management interventions, including those targeting specific sites or populations. VectorWorks activities focus on three main areas: policy, monitoring and evaluation (M&E), and implementation support.

To maintain universal coverage of ITNs, Tanzania's strategy includes the distribution of ITNs through schools. In 2013 and 2014, Tanzania's National Malaria Control Programme (NMCP) and partners piloted school-based ITN distribution, locally referred to as the School Net Program (SNP), in the three southern regions of Lindi, Mtwara, and Ruvuma. Through this school-based distribution pilot, ITNs were distributed to school children in classes 1, 3, 5, and 7 (primary) and Forms 2 and 4 (secondary).

PMI/Tanzania requested the VectorWorks project to support the local partners in the implementation of the third round of the school-based ITN distribution pilot in the same three regions as the first two rounds of the pilot. SNP3 was expected to build on previous experiences, increase co-ownership of the program by the Ministry of Education and Vocational Training (MoEVT) and the NMCP, use data to base decision-making on eligible classes, and develop a more replicable model for ITN distribution through schools for future scale-up.

## Reporting Period

VectorWorks activities in Tanzania began on January 1, 2015. This semiannual report describes the progress of VectorWorks during the nine-month period from **January 1 to September 30, 2015**, corresponding to **Quarters 2–4** of the project year.

## Summary of Activities

During SNP3, VectorWorks worked with stakeholders and implementing partners at all levels to coordinate, plan, implement and monitor the distribution of 500,000 ITNs through 1,919 schools. VectorWorks facilitated key stakeholder and implementer engagement as well as advocacy meetings at the national, regional, and district levels. Together with stakeholders, the team developed the SNP standard operating procedures (SOP); conducted trainings for national-, regional-, district-, and ward-level technical personnel; carried out validation of quantification data; and supervised ITN transportation and issuing. In addition, the team carried out an assessment to plan the re-introduction of ITN distribution through antenatal care and immunization services.

The project experienced a number of challenges. The most notable challenge was the poor quality of registration data submitted by the ward education coordinators (WECs). VectorWorks was able to effectively engage the regional administrative secretaries and district executive directors in getting the WECs to resubmit corrected registration data, which VectorWorks then validated during variance checks

and in-person visits. More details on this and other challenges are below and in the forthcoming SNP3 final report.

## Policy and Advocacy (PC)

Under SNP3, VectorWorks advocated engagement and buy-in from key stakeholders at the national, regional, and district levels within the two ministries involved in the school distribution: the MoEVT and the NMCP within the Ministry of Health and Social Welfare (MoHSW). Engagement of the MoEVT is important to promote sustainability and reduce costs of the SNP, as education sector staff from the regional level all the way to the school level would be expected to contribute to the SNP effort in several ways, as described in the sections that follow. Advocacy meetings were useful in engaging partners, clarifying roles and expectations, coming to consensus on timelines, and enabling partners to ask questions and discuss any concerns. Additional details can be found in the VectorWorks report on the proceedings of the advocacy activities.

### PC.1 Advocacy, Engagement, and Macroplanning With All Stakeholders

#### **National-level buy-in of the concept of co-ownership of school-based ITN distribution by the MoEVT and MoHSW/NMCP**

**Progress report:** National-level advocacy was the focus of Quarter 2 activities under VectorWorks. The project initiated national-level advocacy primarily through meetings of the NATNETS steering committee and the ITN Task Force. VectorWorks met with the deputy permanent secretary of health from the Prime Minister's Office Regional Administration and Local Government (PMO-RALG) to advocate and foster a high level of engagement from the Ministry of Health and Social Welfare (MoHSW) and the MoEVT for school-based net distribution in Tanzania. The PMO-RALG agreed to host a meeting of the relevant authorities of MoHSW and MoEVT in Quarter 3 or Quarter 4. The meeting with the PMO-RALG also led to the nomination of two focal persons from the PMO-RALG's office to work with implementing partners on SNP3 activities. The PMO-RALG's office distributed letters to the regional administrative secretaries of the three SNP regions. In addition, VectorWorks shared the implementation plan and activities for SNP3 on several occasions with national-level stakeholders at the NMCP's ITN Task Force meetings, a forum that discusses ITN issues in country and draws many stakeholders including donors, implementers, and academia. In all, national-level advocacy was successful in obtaining buy-in from the PMO-RALG office; however, this required a prolonged timeline and resulted in re-scheduling of subsequent advocacy activities from Quarter 2 to Quarter 3.

#### **Regional-level engagement**

**Progress report:** Regional-level engagement followed national-level buy-in through a series of meetings with regional authorities. Due to scheduling delays to meet with high-level national officials as a gateway to reach out to the regions, VectorWorks conducted regional engagement activities in Quarter 3 instead of Quarter 2. VectorWorks and national-level NMCP staff traveled to each region and convened regional technical teams to support SNP3. With regional-level authority buy-in, the regional technical teams from the three regions traveled to Dar es Salaam to participate in the review meeting of the SOP, described under activity IM.3 below. After reviewing the SOP, the regional teams developed macro-level plans to plan

for timelines and implementation of SNP3 in each region. After finalization of the SOP, the VectorWorks and national team traveled to each region to finalize regional advocacy and begin district advocacy. These regional advocacy meetings were officiated by staff from the PMO-RALG in the region, usually the regional commissioner. The purpose of these meetings was to emphasize how the three ministries were to be involved in the project implementation, outline specific roles and responsibilities, and describe the activities and specific timeline to follow in order to reach the program’s objectives. In total 95 participants attended regional advocacy meetings.

### **District-level engagement**

**Progress report:** Similar to the regions, each district formed district technical teams to support SNP3. District-level advocacy meetings followed regional-level advocacy meetings and occurred in late May and early June, simultaneously in all 19 districts. VectorWorks had trained regional technical teams who coordinated and led the district advocacy meetings, which included training for the district teams. In most cases both advocacy and orientation to the district technical teams occurred in a single day. Combining advocacy and training meetings allowed for efficiencies in time and travel. Similar to the regional advocacy meetings, district advocacy focused on mobilizing the commitment of the district authorities and the district technical teams. In particular, regional administrators and VectorWorks requested district technical teams to supervise the work of the WECs, consolidate, and submit district data to the regions, develop district microplans, and store ITNs. In total 280 participants attended the district advocacy meetings.

Deliverable	Audience	Timing	Dissemination Plan	Status
Meeting minutes of steering committee and LLIN Task Force meetings	PMI, NMCP, MoHSW, MoEVT	Q2	Share meeting minutes with audience via email	Complete
Report on proceedings of regional- and district-level informative and advocacy meetings	PMI, NMCP, MoHSW, MoEVT, LLIN Task Force, regional administration, district administration	Q2	Share report with audience via email	Complete
Macro-level plans for school-based ITN distribution	PMI, NMCP, MoHSW, MoEVT, LLIN Task Force, regional administration, district administration	Q2	Share macro-level plans with audience via email	Complete

Presentations and supporting materials for regional- and district-level informative and advocacy meetings	NMCP, MoHSW, MoEVT, LLIN Task Force	Q2	Share final presentations used at meetings with audience via email for their records	Complete
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## Implementation (IM)

### IM.1 Initial Meeting With SNP1 and SNP2 Implementers on Lessons Learned, Best Practices, and Recommendations for Future Implementation

**Progress report:** Two different groups implemented the first two rounds of SNP, called SNP1 and SNP2, in 2013 and 2014. Their documented experiences were important learning opportunities for the PMI and NMCP on the strengths and areas for improvement of the SNP. In January 2015, the VectorWorks field operations director and members of the VectorWorks team in Tanzania met with personnel from the NMCP ITN Cell, Research Triangle Institute International, and Tanzania Red Cross Society to discuss results of the previous school distributions, lessons learned, and recommendations for improvements for SNP3. Recommendations from these meetings informed the finalization of the VectorWorks Tanzania work plan, and the planning and implementation of SNP3.

Deliverable	Audience	Timing	Dissemination Plan	Status
Trip report on engagement with LLIN Task Force group and past implementers, including recommendations for reducing costs per ITN delivered and implementing a co-led, replicable school-based ITN distribution	PMI, NMCP, LLIN Task Force	Q2	Share trip report with audience via email	Complete

### IM.2 NetCALC Modeling of ITN Coverage Estimates for SNP3

**Progress report:** In the three pilot regions of Lindi, Mtwara, and Ruvuma, the design of the SNP assumed that the Tanzania National Voucher Scheme (TNVS) would complement it. With the discontinuation of the TNVS in 2015, ITN distribution through schools alone may not be able to attain the expected 80% coverage. VectorWorks partner, Tropical Health, used the NetCALC modeling tool to estimate the number of ITNs needed through SNP3 to reach 80% coverage. VectorWorks conducted preliminary modeling of the current ITN coverage in the three regions in April 2015, using data provided by the NMCP and past SNP implementers. Due to limitations in the available data at that time, VectorWorks produced an interim preliminary report on the NetCALC output. The interim preliminary report indicated that the 500,000 ITNs for distribution in SNP3 will not suffice to attain 80% coverage in the three regions, and the need was closer

to 800,000 ITNs. Although the data on coverage prior to SNP2 were limited, this preliminary report informed the decision to include only primary schools in SNP3 with the goal of reaching more households with an ITN, as primary school attendance is higher than for secondary school.

In July 2015, with more refined data available, Tropical Health revised the NetCALC modeling and produced a revised report. The revised report was based on preliminary coverage estimates from the SNP2 evaluation (conducted by the Tanzania Measure Evaluation Associate Award) and initial quantification of pupils enrolled in all primary school classes in the three regions. The NetCALC output indicated that, assuming an ITN median survival of three years, 687,500 ITNs would need to be distributed in 2015 to reach 80% ITN access. Therefore, while the 500,000 ITNs for SNP2 may not suffice to attain 80% coverage in the three regions, the ITN gap was lower than in the preliminary report, as coverage following SNP2 was higher than previously estimated. To aid in the optimal selection of classes for SNP3, the NetCALC report included three modeled scenarios for the selection of primary school classes and allocation of ITNs through SNP3. VectorWorks presented the three scenarios to the LLIN Task Force, which decided to distribute SNP3 ITNs as follows:

- Lindi: Standard 1–5, 7 (class 7 in Lindi was added after validation; see IM.4 below)
- Mtwara: Standard 1–3, 5, 7
- Ruvuma: Standard 1–3, 5, 7

Deliverable	Audience	Timing	Dissemination Plan	Status
<p>Recommendations report for SNP3 based on NetCALC modeling, showing:</p> <p>Current ITN coverage for each of the three pilot regions</p> <p>Estimates of coverage to achieve in each of the three regions through SNP3 in the absence of the TNVS using the same classes as SNP2, and coverage estimated if classes are modified for SNP3 (if modification of classes can result in improved coverage)</p>	PMI, NMCP, LLIN Task Force	Q2	Share report with audience via email	Complete

### M.3 Review and Printing of SOP, Data Collection, and Reporting and Monitoring Forms

**Progress report:** VectorWorks hosted a three-day consultative meeting (April 28–30, 2015) with stakeholders from the PMO-RALG, NMCP, and MoEVT from the national level and from each of the three regions to review and update the existing SOP and tools for SNP. This was an opportunity to include lessons learned from the past two rounds of SNP as well as to propose innovations to the procedures. During this meeting, NMCP and regional representatives presented on past SNP implementation results,

lessons learned, and recommendations for SNP3. Two specific recommendations made were to: (1) Provide clear directives to teachers on how to use the remaining ITNs at schools after distribution, if any; and (2) strengthen the involvement of lower-level government officials, especially ward executive officers (WEC) and village executive officers, in the SNP process. The group was split into teams, and each team reviewed assigned sections of the SOP and/or tools, then presented their proposed revisions in plenary, followed by a discussion to arrive at consensus among the full group. The group endorsed the following main changes to the SOP:

1. The involvement of WECs in class quantification
2. The need to issue ITNs to students shortly after the supply arrives at schools
3. The need for districts to share ITN quantifications with regional authorities and for the PMO-RALG to be the central point for ITN quantification data where national partners will receive official data

By the end of the meeting, the group submitted a draft revised SOP and tools (all in Kiswahili) to VectorWorks who refined it and shared the final document with the NMCP, LLIN Task Force, and other relevant implementing partners for further review and approval. The strong presence and participation from PMO-RALG, MoHSW, and MoEVT at all levels was encouraging and showed good signs of an effective collaboration of the key ministries for a successful implementation of SNP3 and future scale-up. Through the review meetings, VectorWorks and partners strengthened the procedures and tools for use in SNP3 with the goal of improved implementation over previous years. There was also a better understanding by all participants of roles and responsibilities for all levels (national and regional) and their engagement in activities, including supervision, data validation process, microplanning and ITN distribution.

In addition, the SOP review meeting proved to be an opportunity for the teams from the three regions to meet in separate groups to develop their region-specific macro-level plans for SNP3, which included the timeline for preparatory activities, distribution, and monitoring of SNP3. The teams discussed the timeline in plenary and each region was to submit its final macro-level plan to the national-level team. Shortly after this meeting, VectorWorks held advocacy meetings in each region, building on the engagement and planning that began during the review meeting.

Deliverable	Audience	Timing	Dissemination Plan	Status
Final revised SOP in English and Kiswahili, with quantification, validation, and monitoring tools	PMI, NMCP, MOH, MoEVT, LLIN Task Force, regional administration, district administration	Q2	Share copies of the final revised SOP document with audience via email. Field M&E officer shares hard copies with the 3 regional and 19 district administrations (two copies for each)	Complete

## IM.4 ITN Quantification and Validation of Quantification Data

**Progress report:** To ensure simplified and replicable ways of providing verifiable data for ITN quantification for school-based ITN distribution, VectorWorks worked with stakeholders at all levels to conduct the quantification for ITN distribution. During the SOP review meeting, participants decided that WECs would be involved in quantification, that the PMO-RALG would be responsible for collating the quantification data and sharing it, and that all pupils enrolled in **all classes (standard 1–7) of the 1,919 primary schools** of the three regions would be quantified, even though not all classes will be selected for SNP3 distribution. In previous SNP rounds, implementers only quantified the classes selected as eligible for SNP. However, the selection of eligible classes for SNP3 was to be based on total need and NetCALC modeling to improve household coverage; therefore, SNP implementers requested data on all classes of the WECs.

During quantification, the WECs used the SNP3 data collection form to obtain numbers of all registered students by class and gender. The WECs sent this information to district officers to compile by district, then to the regional officers to compile by region and finally, the regions shared these quantifications with the PMO-RALG, MoHSW, and stakeholders. During quantification, a total of 652,464 pupils were registered in the three region's primary schools.

Validation exercises followed soon after quantification. To determine which schools to select for validation, VectorWorks developed a methodology that compared the SNP3 quantification data against the SNP1 and/or SNP2 issuing data to provide a data variance percentage for each school. As part of this validation methodology, using data obtained from the MoEVT, partners determined a variance threshold of  $\pm 30\%$  per school as the cutoff point for selecting schools requiring validation based on the 70% national survival rate for primary school (see SNP3 Data Validation Report for the detailed methodology).

The VectorWorks team, convened validation teams with government representatives from the MoHSW, MoEVT, and PMO-RALG at the national, regional, and district levels, to conduct data validation at the district and school level from July 4 to July 24, 2015. The validation teams made in-person visits to the schools selected for validation of their SNP3 quantification data. Of the 335 schools identified for validation, the validation teams visited 315 (94%) schools; roughly 90% of those schools visited had data discrepancies, meaning that the data obtained during validation was discrepant when compared against the data originally submitted by the WEC.

During validation, it became clear that most WECs did not visit schools to collect the original quantification data in person, despite receiving the training and travel allowance to do so. Rather than going to schools, many WECs instructed head teachers to send them the numbers via mobile phone, text, or hard copy, implying that the WECs did not have the opportunity to verify the data before submitting it to district officials.

In addition, it was expected that at each level of data compilation (regional and district), the regional and district malaria focal persons would compile and review the data before submitting it to the next level; however, district focal persons did not cross-check or review the data received from WECs. It also became clear that district officers had challenges in managing the quantification data due to inexperience or low capacity for data management. VectorWorks presented these findings to the district and regional authorities; they ordered that all WECs conduct a re-quantification of all classes in all schools of the three regions at their own expense. Re-quantification yielded a total of 640,362 registered pupils in all primary

school classes; this represented 12,102 fewer pupils than originally quantified. VectorWorks and stakeholders used the post-validation quantification data to make the final selection of eligible classes for SNP3, including the addition of class 7 in Lindi (as noted in IM.2 above). Each district also used this data to prepare their microplans for ITN transport from the district stores to each school. Finally, the SNP3 validation exercise identified a need for the program to examine how training and supportive supervision can be improved to ensure better data quality in the future.

Deliverable	Audience	Timing	Dissemination Plan	Status
Report on validation exercise of ITN quantification	PMI, NMCP, LLIN Task Force, regional administration, district administration	Q3	Share copies of report on validation exercise with audience via email	Complete
Final ITN quantifications for regional, district, wards, and school levels	PMI, NMCP, LLIN Task Force, regional administration, district administration, WECs	Q3	Share copies of final ITN quantifications with audience via email. M&E officer shares hard copies of the ITN quantification with regional-, district-, and ward-level audiences.	Complete

## IM.5 Microplanning Meetings

**Progress report:** After VectorWorks validated and finalized quantification for each school, the project held a microplanning meeting with each of the 19 districts to firm up the district logistics plans, roles and responsibilities, timelines and budgets for transportation, secure storage, distribution, and the monitoring of distribution in schools. The microplan was intended to prepare the district for the movement of ITNs to the districts and their subsequent distribution in schools. The microplans took into account the time and cost needed for storage of ITNs in the districts, re-bundling ITNs for each school, routes for distribution to reach each school, number and type of trucks needed to transport the ITNs to school, and the roles of the regional, district, and ward officers. To prepare for the microplanning meeting, VectorWorks partner, PSI, met with district teams to orient them on how to prepare the microplan using a pre-designed template spreadsheet. The districts had between July 1 and July 20, 2015, to complete and submit their microplans to the regional malaria focal persons for Lindi, Mtwara, and Ruvuma. The regional malaria focal persons

reviewed and submitted the consolidated microplans to PSI for final review. PSI distributed funds for ITN distribution based on the approved microplans.

VectorWorks initially intended to develop microplans in both English and Swahili; however, during the orientation, district and regional malaria focal persons felt that it would suffice to develop the microplans in English.

Deliverable	Audience	Timing	Dissemination Plan	Status
Finalized microplans for 19 districts in English and Kiswahili	PMI, NMCP, LLIN Task Force, regional administration, district administration, WECs	Q3	Share copies of final microplans with audience via email. M&E officer and PSI share hard copies of the microplans with audience at regional and district levels, including signed letters from the regional administrative secretaries.	Complete

## IM.6 Training and Orientation

**Progress report:** Following initial advocacy and the SOP review, VectorWorks facilitated SNP3 training and orientation sessions at the regional, district, and school levels to ensure that all participants involved in SNP3 understood the program objectives, activities, timeline, and their roles and responsibilities within it. Because training sessions were held previously for SNP1 and SNP2, VectorWorks focused SNP3 trainings on elements of the program that changed since SNP2, on reinforcement of key program activities, and on familiarization with the tools to be used at each stage of the program. At the regional and district levels, training was combined with advocacy activities, making for more efficient use of time and travel.

The **regional technical team** training occurred in parallel with the SOP review meeting that took place in Dar es Salaam, Tanzania, on April 28–30, 2015. VectorWorks led this training of trainers, which included representatives from the health and education departments within the regional administrative secretary's office, such as malaria focal persons, school health coordinators, and regional communication officers, from each of the three program regions. During this training, VectorWorks oriented regional technical teams to the refined SOP and all project tools, which they had previously participated in reviewing. VectorWorks trained 12 individuals at the regional level to serve as members of the regional technical teams, whose subsequent responsibility would be to train the district teams and the WECs.

The **district technical team** training took place in each of the 19 districts from May 26 to June 6, 2015, led by the regional technical teams with supervision by the national team. District teams were oriented to the SOP and all program forms, such as the data collection and issuing tools, that they would be required to use to fulfill their roles. Participants practiced completing these forms during the training. During the training, the regional technical teams also reviewed the data compilation template with the district trainees, as district teams were expected to compile all of the data from the wards. The district technical teams were composed of district malaria focal persons, school health coordinators, community

development officers, and representatives from the District Education Office. The combination of personnel on district technical teams varied from district to district depending on the availability of staff in each district. In total, 68 individuals participated in the district technical team trainings, of which 31 were male and 37 were female.

**Ward education coordinator** training took place in each district immediately after the district technical team trainings. The regional technical teams led the training, and district technical teams were also present for the WEC trainings. In total, 472 WECs participated in the training, of which 401 were male and 71 were female. During training, WECs received an overview on the state of malaria in Tanzania; an overview of SNP3; a description of all program activities, participant roles and responsibilities, and program timeline; and information on the social and behavior change communication activities within SNP3. The WECs then received training on all program tools required during the course of SNP3.

**Teacher and head teacher** orientation took place in each school from May through June 2015. WECs led the orientations at each school within their ward, under the supervision of the district technical teams. Orientations focused on describing the responsibilities of the teachers and head teachers in quantification and on ITN issuing day at their school. The trainers also reviewed the forms they were to fill out with the teachers and head teachers.

In total, 552 individuals participated in training sessions, of which 440 were male and 112 were female. Twelve individuals received training at the regional level to serve as members of the regional technical teams for SNP; 68 individuals received training at the district level to serve as members of the district technical teams for SNP; and 472 WECs received training also at the district level to serve as the main program implementers and data collectors. Overall, participants responded well to the training, which set the foundation for implementation of subsequent program activities.

Deliverable	Audience	Timing	Dissemination	Status
Report on all training activities, including the training agenda, training materials, list of attendees, and action items	PMI, NMCP, LLIN Task Force, regional administration	Q4	Share copies of the training report with audience via email	Under final review by VectorWorks

## IM.7 Transportation and Storage of ITNs

**Progress report:** Prior to movement of ITNs to the districts, VectorWorks assessed all district storage spaces to ensure they were adequate in capacity, security, and were free of cost or for a nominal cost for use by SNP3. The transportation of ITNs from the warehouse in Dar es Salaam to the 19 districts took place in July 2015. Movement of ITNs to the district stores was based on the first round of quantification numbers. After VectorWorks validated and finalized quantification figures near the end of July, the number of ITNs required in each district warehouse changed slightly. Therefore, VectorWorks redistributed some of the ITNs among district warehouses to ensure proper numbers of ITNs in each district. The small number of unallocated ITNs were stored in Lindi. After microplanning was completed, VectorWorks, along with district teams, oversaw the process of re-bundling of ITNs in each district according to the numbers to be dropped

off in each school. During the period of SNP issuing, transporters contracted by the district teams transported the re-bundled ITNs to each school, making drop-offs according to the microplans. Transport of ITNs followed logistics plans and costing, as developed during the district-level microplanning led by PSI.

Deliverable	Audience	Timing	Dissemination Plan	Status
Report on ITN transportation from the Medical Stores Department to districts and to schools	PMI, NMCP, LLIN Task Force, regional administration, district administration	Q4	Share copies of report on ITN transport with audience via email	Under final review by VectorWorks

## IM.8 Supervision

**Progress report:** VectorWorks scheduled supervision of trainings, transportation, and ITN distribution to occur in Quarters 3 and 4. VectorWorks and/or the SNP3 technical teams supervised the following activities: training of district officers and ward officers, orientation of teachers, transportation of ITNs, and distribution of ITNs. The supervision teams bore witness to several challenges and sought to mitigate these issues.

**Supervision of trainings:** The national team supervised the regional and district trainings, while regional teams supervised the WEC orientations. The presence of national and regional supervisors during these sessions was of great value as they provided clarification on various issues. Neither national, regional, nor district teams directly supervised the orientations that WECs gave to school head teachers.

**Supervision of transportation:** MoHSW/NMCP, PMO-RALG, and regional teams visited all districts to ensure that transporters executed the ITN transportation according to the microplan and agreed schedule. Additionally, district technical teams ensured that escorts/supervisors from the district executive director's office accompanied all routes. These escorts/supervisors were responsible for ensuring proper delivery of ITNs according to school needs and also overseeing the signing of proof-of-delivery forms by both the transporter and head teacher. Some routes were selected randomly and sometimes delivery routes were followed as part of delivery tracking. Furthermore, district technical teams informed WECs of the exercise and the expectation that every WEC will supervise delivery of nets in their ward. Challenges observed included late departures (resulting in several hours of tardiness in delivery), insufficient numbers or wrong types of vehicles used, errors in numbers of commodities loaded, and some trucks not having an escort (other than the driver).

**Supervision of ITN distribution:** During issuing, supervision teams including members of VectorWorks, NMCP, PMO-RALG, and Ministry of Education (MOE), visited 313 (16.3%) of the 1,919 primary schools in the program regions. Teams also conducted supervisory visits at 14 district warehouses. During the course of supervision, teams crosschecked program documents, conducted key informant interviews, and directly observed activities to confirm whether proper procedures were followed at various stages of ITN transport,

delivery, and issuing. Some of the challenges observed during supervision included non-adherence to the SOP, poor record-keeping, and incorrect quantities of ITNs delivered to some schools.

Deliverable	Audience	Timing	Dissemination Plan	Status
Three regional reports on supervision of trainings	PMI, NMCP, LLIN Task Force, regional administration, district administration	Q4	Share copies of report on supervision of trainings with audience via email	Under final review by VectorWorks
Three regional reports on supervision of ITN transport from district to schools	PMI, NMCP, LLIN Task Force, regional administration, district administration	Q4	Share copies of report on supervision of ITN transport with audience via email	Under final review by VectorWorks
Three regional reports on supervision of school-based ITN distribution	PMI, NMCP, LLIN Task Force, regional administration, district administration	Q4	Share copies of report on supervision of school-based ITN distribution with audience via email	Under final review by VectorWorks

## IM.9 Assessment of Potential Continuous Distribution Channels for SNP Regions

**Progress report:** Through this activity, VectorWorks and PMI originally intended to support ITN coverage in the three SNP regions by conducting an assessment to better understand and characterize the population that is missed by school distribution, and explore possible mechanisms to reach them. However, it is expected that Tanzania Measure Evaluation Associate Award survey evaluation of the reach and coverage of SNP2 will provide some of this information. Since the final SNP2 evaluation data was not likely to be available before the end of VectorWorks Year 1, it was not possible to sufficiently define this activity in Year 1. As a result, VectorWorks canceled this activity through an approved modification in July 2015. The project reprogrammed a portion of the funds to support other activities (IM.10 and PM.3) and reprogrammed the balance of funds to support Year 2 activities.

## IM.10 Qualitative Analysis Workshop

VectorWorks added this activity to the Year 1 work plan via modification #1. Dr. Fredros Okumu, Research Scientist and Head of Environmental Health and Ecological Sciences at Ifakara Health Institute (IHI), reached out to VectorWorks following the annual meeting at the Vector Control Working Group Outdoor/Residual Transmission work stream for support in building the capacity for qualitative research among the team of malaria researchers at IHI, and in particular with the small group working on characterizing human

behavior aspects of outdoor malaria transmission. This opportunity offered VectorWorks the chance to meet an immediate need for qualitative research capacity strengthening, gain a greater understanding of outdoor malaria transmission, and establish a connection for future collaboration between VectorWorks and IHI. Two VectorWorks staff from CCP in Baltimore (April Monroe and Gabrielle Hunter) traveled to IHI to conduct a three-day workshop on qualitative research methods, data management, and analysis. Following the workshop were several days of field visits and one-on-one mentoring with a subgroup of researchers working with qualitative data. The subgroup of researchers were at different stages in their qualitative research studies; therefore, VectorWorks tailored these one-on-one meetings to meet each researcher's individual needs. VectorWorks provided technical support in the areas of data quality and management, use of Atlas.ti software, analysis, and qualitative manuscript writing. The project held a separate meeting in Dar es Salaam with Dr. Fredros Okumu, Mr. Prosper Chaki, Dr. Sarah Moore, and Dr. Lena Lorenz to discuss opportunities for collaboration between IHI and the VectorWorks project, including upcoming research on net care and repair behaviors and outdoor transmission. Additional details are provided in the trip report.

Deliverable	Audience	Timing	Dissemination Plan	Status
Trip report presenting outcomes of workshop, recommendations for completing analysis and dissemination of study findings, and opportunities for future collaboration	PMI	Q4	Share trip report with audience via email	Complete

## Monitoring and Evaluation (ME)

### ME.1 Internal Project Monitoring

**Progress report:** VectorWorks worked with PMI/Tanzania to develop the performance monitoring plan (PMP), which PMI approved in Quarter 3. The M&E officer compiled data of the project's achievements against the PMP (see Appendix 1). VectorWorks made submissions against two targets in the PMI Tanzania Monitoring and Evaluation Management Services (TMEMS) database in Quarters 2, 3, and 4 as requested by PMI/Tanzania.

Deliverable	Audience	Timing	Dissemination Plan	Status
Final performance monitoring plan (PMP)	PMI	Q2	Share copy of PMP with audience via email	Complete

## ME.2 Documentation and Dissemination

**Progress report:** VectorWorks documented the implementation process of SNP3 for the purpose of documenting achievements, challenges, lessons learned, and recommendations for the future. VectorWorks engaged a professional photographer who traveled to the three regions capturing key moments in the school distribution. The project uploaded a collection of selected, edited, high-quality resolution photographs to the Photoshare website and submitted them via this annual report at the following link: <http://www.photoshare.org/images/search/grid/vector%20works>. With the support of a student intern, VectorWorks also submitted two success stories on the SNP3 experience based on interviews conducted by VectorWorks staff in the field. The VectorWorks team is in the final stages of compiling the final SNP3 report to share with PMI and other stakeholders. The final report will also include input from the procedural audit report to be finalized early in Year 2.

Deliverable	Audience	Timing	Dissemination Plan	Status
SNP3 final report, including lessons learned	PMI, NMCP, MoEVT, LLIN Task Force	Q4	Share a copy of the final report with the audience via email. Disseminate the lessons learned verbally at an ITN task force meeting.	Under final review by VectorWorks
High-quality resolution photographs	PMI, NMCP, MoEVT, LLIN Task Force	Q4	Share digital photography images with the audience via email, Dropbox, or CD, depending on final file size	Complete

## ME.3 Procedural Audit

**Progress report:** VectorWorks released a request for proposals to select an external agency to conduct a procedural audit and cost assessment of SNP3 and to produce a report on their findings. Through a competitive bidding process, VectorWorks selected Kazi S.A. The purpose of the procedural audit was to gauge how well the SOPs were followed along the different levels of implementation and the supply chain, identify challenges to implementation, obtain feedback on the program from various levels, and obtain data about SNP3 implementation costs. VectorWorks worked closely with Kazi to develop the data collection tools and interview guides for data collectors to use in a selected sample of schools, and in their corresponding wards, districts, regions, as well as at national level.

After a series of coordination meetings, Kazi and VectorWorks co-led a training session for data collectors. Data collection in the schools, districts, wards, and regions occurred during SNP3 issuing in August. Kazi entered, cleaned, and analyzed the data in September. In Quarter 1 of Year 2, VectorWorks provided

detailed feedback to Kazi on two drafts of the final report, which Kazi will finalize and share with PMI and other stakeholders for feedback, also in Quarter 1 of Year 2.

Initial findings reported by Kazi include:

- Procedures were largely followed and paperwork was generally completed
- Greater engagement is needed with the MoEVT
- A regular and systematic communication systems would help connect all levels communication across all levels
- More advance notice provided to schools of ITN arrival would enable teachers to better organize for issuing
- Providing greater technical support to districts in implementation of microplans will help distribution run more smoothly

Deliverable	Audience	Timing	Dissemination Plan	Status
Procedural audit report	PMI, NMCP, MoEVT, LLIN Task Force, VectorWorks	Q4  Note: Upon approval of the Year 1 PMP, the timing of this deliverable changed to Q1 of Year 2	Share a copy of the procedural audit report with the audience via email	Under final review by VectorWorks

## Program Management (PM)

### PM.1 Program Management

**Progress report:** The CCP field office in Tanzania has been managing field activities since the start of Quarter 2, and the CCP team was fully assembled by the end of Quarter 2. VectorWorks’ partner PSI was engaged in Quarter 2 as well, and coordination has been ongoing among partners and with stakeholders in Tanzania, including the Tanzania Capacity and Communication Project. The VectorWorks teams in Tanzania and Baltimore have held regular weekly conference calls. David Dadi, Malaria Manager from CCP in Tanzania, traveled to Baltimore to participate in the VectorWorks annual planning meeting in July. Short-term technical assistance support through international travel by CCP and PSI staff supported project management and activity implementation.

### PM.2 Project Reporting

**Progress report:** Regular emails and conference calls have been ongoing within the VectorWorks team. VectorWorks submitted the first semiannual technical report in May, covering the period between January and March 2015. Email reports to PMI have not occurred every two weeks during the course of Year 2;

rather, communication has been at times more or less frequent depending on the need. In addition, the VectorWorks team has taken advantage of several in-person opportunities to keep PMI up to date on activities, including participation at the Roll Back Malaria Vector Control Working Group annual meeting in January, the Malaria Operational Plan meetings in Tanzania in March, regular meetings with the NMCP and the LLIN Task Force and NATNETS steering committee in Tanzania throughout the year, and during short-term technical assistance visits by CCP and PSI.

Deliverable	Audience	Timing	Dissemination	Status
Year 1 work plan	PMI	Q2	Share work plan via email	Complete
Reports by email to PMI biweekly	PMI	Q2, Q3, Q4	Share biweekly reports via email	Communication held according to frequency needed
Quarterly financial reports	PMI	Q2, Q3, Q4	Share quarterly financial reports via email	Complete
VectorWorks Tanzania semiannual report	PMI	Q3	Share semiannual report via email	Complete

### PM.3 Planning for Scale-up

**Progress report:** VectorWorks added this activity to the work plan in response to a request by PMI/Tanzania to significantly scale up the project in Year 2. PMI approved the additional activity through a modification in July 2015. The scope for VectorWorks/Tanzania in Year 2 will include expanding school-based ITN distribution to four more regions for a total of seven regions, and initiating a new mechanism for ITN distribution to pregnant women at the first antenatal clinic visit and to infants at the 9-month measles vaccination in two regions. To prepare for scale-up, VectorWorks conducted a scoping trip to Tanzania that involved meeting with staff within the maternal and child health unit and the NMCP at the MoHSW, as well as with the Medical Stores Department. The project held meetings at the national level, as well as in the two regions of Mwanza and Mtwara. Ato Selby, Matthew Lynch, Angela Acosta, Frederick Persoons, and Gabrielle Hunter participated in the trip. The trip proved valuable in establishing initial parameters for the health facility distribution, including the decision to make use of as many existing structures and procedures as possible, and to establish a robust accountability mechanism that will flag discrepancies between expected and actual numbers of ITNs delivered and issued. In addition, VectorWorks developed a staffing plan for the Tanzania office and conducted interviews for the position of chief of party. A trip report that VectorWorks submitted to PMI detailed the discussions and findings of the scoping trip and outlined key points that informed the draft Year 2 work plan and scopes of work for tasks in Year 2.

Deliverable	Audience	Timing	Dissemination	Status
Trip report with draft work plan and scopes of work as described above	PMI	Q4	Share trip report with audience via email	Complete

## Appendix 1: VectorWorks Tanzania Year 1 Performance Monitoring Plan

INDICATOR	DEFINITION	SOURCE	FREQUENCY	TARGETS	ACHIEVEMENTS
<b>1. Number of review and planning meetings held with Ministry of Education and Vocational Training (MoEVT) and Prime Minister's Office Regional Administration and Local Government (PMO-RALG)</b>	This indicator intends to measure the level of MoEVT involvement in reviewing and planning the performance of SNP. Levels are national, regional, district, and ward. A meeting is considered held with MoEVT and PMO-RALG if MoEVT and PMO-RALG representatives were in attendance.	Meeting reports	Semiannually	National: 2 Regional: 3 District: 19	National: 2 Regional: 3 District: 19
<b>2. Percentage of schools with variances that received a validation visit</b>	<b>Numerator:</b> The number of schools visited by validation teams. The teams verify quantifications against actual class lists in the schools. <b>Denominator:</b> The total number of schools that will distribute nets in the current round with variances in quantification beyond the predefined buffer.	Validation reports	Semiannually	95%	94.6% Lindi: 93% Ruvuma: 95% Mtwara: 98%
<b>3. Number of districts with a complete microplan</b>	A complete microplan will be defined in the standard operating procedures.	Microplan meeting reports	Semiannually	19	19

<p><b>4. Percentage of distribution points (schools) that received the correct number of nets</b></p>	<p><b>Numerator:</b> Number of distribution points that received the correct number of nets as defined in the transport plan. <b>Denominator:</b> The total number of locations where beneficiaries will go to receive nets. For Tanzania SNP3, it is the number of schools that will distribute nets in the current round.</p>	<p>Transport report</p>	<p>Semiannually</p>	<p>100%</p>	<p>TBD<sup>a</sup></p>
<p><b>5. Number of people trained in ITN distribution</b></p>	<p>This is a global VectorWorks and PMI indicator. This is defined as the number of people trained with VectorWorks funds in ITN distribution. For Tanzania SNP3, training locations are national, regional, and district.</p>	<p>Training reports</p>	<p>Quarterly and semiannual</p>	<p><b>528</b> Regional: 10 District: 122 WEC: 396</p>	<p><b>552</b> Regional: 12 (66% male; 33% female) District: 68 (46% male; 54% female) WEC: 472 (85% male; 15% female)</p>
<p><b>6. Number of ITNs distributed</b></p>	<p>This is a global VectorWorks and PMI indicator defined as the number of ITNs distributed through mass, continuous, or routine distribution channels. VectorWorks must have funded the transport of nets to storage sites or distribution points. For Tanzania SNP3, the channel is schools.</p>	<p>Distribution reports</p>	<p>Quarterly and semiannually</p>	<p>500,000</p>	<p>Channel: Schools Total: 494,407 Lindi: 135,820 Ruvuma: 169,849 Mtwara: 188,738</p>
<p><b>7. Percentage of schools visited by supervision team</b></p>	<p><b>Numerator:</b> The number of schools visited by supervision teams during the issuing period. <b>Denominator:</b> The total number of schools that will distribute nets in the current round.</p>	<p>Supervision report</p>	<p>Semiannually</p>	<p>90%</p>	<p>21%<sup>b</sup></p>

<b>8. Number of targeted beneficiaries who received a net, by type, location and gender*</b>	<b>Numerator:</b> The number of targeted beneficiaries who received a net. <b>Denominator:</b> The number of targeted beneficiaries registered. For school distribution, the types of targeted beneficiaries are students and teachers. Locations are regions and districts.	Distribution reports; quantification reports	Semiannually	100%	Students:  Total: 99.25% (49% male, 51% female)  Lindi: 97.5%  Ruvuma: 99.9%  Mtwara: 99.9%
<b>9. Percentage of audience who recall hearing or seeing a specific US government-supported BCC message on ITNs, by sex and age</b>	<b>Numerator:</b> The number of targeted beneficiaries who recall hearing or seeing a specific BCC message on ITNs. <b>Denominator:</b> The total number of targeted beneficiaries. For school net distribution, the targeted beneficiaries include school-aged children (7 years) and above in the three regions of Lindi, Mtwara, and Ruvuma.	Survey/evaluation reports	Annually	TBD <sup>c</sup>	N/A <sup>c</sup>

\*Outcome-level indicators achieved by SNP3, such as ITN ownership, household access, population access, and equity can be assessed by reviewing any SNP3 evaluation data that may become available in the future, if/when an evaluation is planned.

**Year 1 results comments:**

<sup>a</sup> Pending transport drop-off data from PSI.

<sup>b</sup> During the SNP3 planning phase, WECs were expected to conduct supervision during issuing but this specific component was not included in the trainings of WECs. While they did collect data from schools during the issuing period using the issuing data collection tools designed for SNP3, they did not actually conduct what can be considered formal supervision for school distribution during ITN issuing. Therefore, only the supervision visits to schools that were conducted by the national supervision teams is counted against this indicator.

<sup>c</sup> This indicator is not applicable to Year 1 activities, as VectorWorks was not tasked with conducting BCC activities during Year 1.