**Adaptable tool**

**Plan of action (PoA) for distribution of insecticide-treated nets (ITNs) through schools**

V1. June 2025

The directions outlined in this document are intended for national malaria programmes planning to start or scale up school-based distribution (SBD) of insecticide-treated nets (ITNs). In an area with a well-functioning education system and high school enrolment figures, continuous distribution via schools to specified age groups provides an easily identified and quantified target group.

Given the varying contexts, each programme should tailor the information to reflect its specific situation. For example, SBD may be implemented as part of a strategy that includes mass ITN distribution campaigns or it may be the primary distribution channel in some areas. Where adapted approaches to delivering ITNs within reduced operational budgets are planned and implemented, it will be important to document these adaptations for analysis of effectiveness and lessons learned.

**National malaria programmes should replace the suggested text with their own narrative. Refer to the ITN SBD Toolkit to inform the sections listed below.**

**School-based distribution plan of action**

Title page – logos, date of draft

**Table of contents**

* Acronyms and abbreviations
* List of tables
* List of figures

**1. Introduction and purpose of plan of action**

* Summary of distribution targets
* Map of country showing target areas
* Purpose of PoA
* Accompanying documents

**2. Country context**

* National health and development context
* Malaria situation and key malaria data
* National health system structure
* National education system structure and key enrolment data
* Areas of special concern

**3. ITN policy and progress to date**

**4. Lessons learned from previous SBD experience and recommendations for current activities**

**5. Alignment with national malaria coordination structure**

**6. SBD distribution goal and objectives**

**7. Partners, roles and responsibilities and implementation arrangements**

**8. SBD strategy**

a) Quantification and procurement requirements for ITNs and other materials

b) Waste management

c) Planning

d) Logistics and supply chain management

e) Identify and train personnel for ITN SBD

f) Social and behaviour change

g) Implementation

h) Monitoring and evaluation, data collection and management, including digitalization

i) Post-distribution activities

**9. Risk assessment and mitigation**

**10. Documentation and dissemination of results**

**11. Conclusion**

**Annexes**

**Table of contents**

* Acronyms and abbreviations. Define acronyms and abbreviations the first time they appear in the narrative text.
* List of tables.
* List of figures.

All tables, figures, etc. to be numbered and referred to in the narrative text (to introduce them and explain their content).

**1. Introduction and purpose of PoA**

* Brief section (1—2 paragraphs) introducing SBD, its purpose and alignment with WHO malaria guidelines[[1]](#footnote-1) advising on including the most effective interventions.
* Provide a table with a summary of the planned distribution, including scale, target school type(s), grades and number of schoolchildren prioritized, number of ITNs planned for distribution and type of ITNs that will be distributed (e.g. type may depend on malaria risk stratification, resistance profile and available funding). See example below:

**Table XX: Adapt to country context**

|  |  |
| --- | --- |
| Prioritized schools (e.g. primary/secondary, public/private, boarding/religious). |  |
| Scale of distribution (e.g. national, X province, X region, X state). |  |
| Differences in strategy between urban and rural, if applicable. |  |
| Grades selected to receive ITNs |  |
| Total number of ITNs to be distributed and funding partner:   * Number of dual active ingredient (ai) ITNs * Number of standard ITNs * Number of PBO ITNs * Number of other ITNs (specify) |  |
|  |
|  |
|  |
|  |
|  |
| Dates/academic period planned for planning/microplanning |  |
| Dates/academic period(s) planned for distribution |  |

* Include a map of the country showing areas targeted and ITN types planned for distribution if available.
* Include one or two paragraphs describing the purpose of the PoA that ensures that activities are carried out according to the principle of One plan, One coordination and One monitoring and evaluation.

**Note** that this plan is an overarching document describing the normative guidance for the SBD and a guide for all activities to ensure standardization across partners and levels of implementation.

Brief section listing the materials accompanying the PoA, e.g.

* Risk assessment and mitigation plan.
* Detailed timeline, including logistics and SBC considerations.
* Detailed budget, including logistics and SBC considerations.
* Terms of reference (TORs) for key actors.
* Quantification of material to be procured/printed.
* Any materials developed for support in any technical areas (e.g. logistics, social and behaviour change [SBC], training).

**2. Country context**

**(i) National health and development context**

Present a limited number of relevant key indicators to provide contextual country information of interest to SBD (for example, from the national statistics department, national malaria strategic plan, etc.).

**Table XX: Adapt to country context**

|  |  |
| --- | --- |
| **General country information** |  |
| Gross domestic product (GDP) per capita (USD) |  |
| Measles immunization coverage (% of one-year olds) |  |
| Population living in urban areas (%) |  |
| Population living in rural areas (%) |  |
| Antenatal care (1+ visits) (%) |  |
| Average household size (No.) |  |
| Population below age 15 (%) |  |
| Population access to radio (%) |  |
| Population access to mobile phone (%) |  |

**(ii) Malaria situation and key malaria data in target area(s)**

* Summarize broad goal of national strategic malaria plan (insert link to full document).
* Explain the malaria situation in the country overall and transmission patterns throughout the year (e.g. rainy/high transmission, dry/low transmission or alternative mix). Where the situation is different for the target area(s), describe the difference.
* For the target area(s), summarize situation with vector resistance to insecticides (include maps where possible).
* Provide an overview of malaria risk and any data used to prioritize certain geographic areas and/or populations for sub-national tailoring and responsiveness to cuts in available ITNs and/or funding.

**Table XX: Complete with target area(s) data, if available**

| **Indicator** | Source, e.g. MIS 2020 | Source, e.g. MBS 2024 | Source | Etc. |
| --- | --- | --- | --- | --- |
| % households with at least one ITN |  |  |  |  |
| % households with at least one ITN for every two people |  |  |  |  |
| % of population with access to an ITN |  |  |  |  |
| % of population that slept under an ITN the previous night |  |  |  |  |
| Population use:access ratio |  |  |  |  |
| % children under five who slept under an ITN the previous night among those that had access to an ITN in their household |  |  |  |  |

**(iii) National health system structure**

* Briefly describe the health system structure from the central to community levels, including where national malaria programme staff are located throughout the structure. This could be in the form of an organogram.

**(iv)** **National education system structure and key enrolment data**

* Briefly describe the education system structure from the central to community levels, including where Ministry of Education staff (e.g. regional and district education directors, school health coordinators, head teachers) are located throughout the structure. This could be in the form of a visual organizational chart, such as an organogram.
* Present a limited number of key indicators to provide contextual country information (for example, from the national statistics department, MoE data, etc.)

**Table XX: Complete with national data (where available and for grades selected to receive ITNs)**

|  |  |
| --- | --- |
| **Schools/education information** | |
| Primary gross enrolment (%)[[2]](#footnote-2) |  |
| Secondary gross enrolment (%) |  |
| Number of state-funded primary schools  Number of students enrolled in state-funded primary schools (by grade)  Number of state-funded secondary schools  Number of students enrolled in state-funded secondary schools (by grade) |  |
| Number of private, religious and special primary schools  Number of students enrolled in private, religious and special primary schools (by grade)  Number of private, religious and special secondary schools  Number of students enrolled in private, religious and special secondary schools (by grade) |  |
| Number of boarding schools  Number of students enrolled in boarding schools (by grade) |  |
| Attendance – primary (% of enrolled, by school type and grade) |  |
| Attendance – secondary (% of enrolled, by school type and grade) |  |
| Households with primary school-aged children (%) |  |
| Households with secondary school-aged children (%) |  |

**(v)** **Context for supply chain management**

* Describe the geographical structure of the part(s) of the country where SBD will take place. Provide information on relevant features that will affect SBD planning and implementation, e.g. road infrastructure, riverine or mountainous areas, hard-to-reach areas/schools as well as factors which will facilitate or challenge logistics e.g. availability of reliable vehicles/trucks, secure and dry storage facilities.

**(vi) Areas of special concern**

* If relevant, describe any areas/regions that are affected by a situation that may have an impact on the ITN SBD, e.g. environmental disaster, disease outbreak, conflict, insecurity, etc. Describe any measures that have been put in place by the government to cover these challenging operating environments (COE) to ensure that SBD can take place. This may include infection prevention and control (IPC) measures, negotiation with third parties, or other considerations.
* Include information on context specific factors, hesitancy or special considerations that may prevent intervention acceptance. Outline specific at-risk groups, such as refugees, migrant or internally displaced people that may require special considerations to reach.

**3. ITN policy and progress to date**

Briefly describe:

* The national ITN policy (e.g. channels used for distribution). Outline the role of SBD within the broader ITN distribution strategy and its integration with national distribution channels.
* If applicable, the number of mass distribution campaigns implemented to date and their target populations (e.g. three campaigns targeting children under five and two campaigns to achieve universal coverage since 2006).
* If applicable, the context for other continuous distribution channels, e.g. functional channels in place (e.g. through routine ANC or EPI services, community-based, other) and the scale of each.
* Policy on the use of new types of nets in relation to insecticide resistance data – see 2(ii) above.
* Data on ITN durability.
* Policy on ITN repurposing and waste management.
* Overview of ITN prioritization and channel selection, including total needs based on malaria risk as well as actual ITN prioritization based on available ITNs and operational funds to distribute them.

**4. Lessons learned from any previous SBD experience(s) and recommendations for current activities**

As SBD is typically conducted annually, establishing sustainable systems is essential for long-term effectiveness (see description of SBD annual planning cycle in the ITN CD Toolkit). It is also important to continually review those systems to learn lessons from previous activities that will feed into improved performance in the current round of distribution.

If applicable, provide a table of challenges from previous SBD activities, lessons learned and how these challenges will be addressed in the current SBD. Consideration should be given to all areas of SBD strategy as outlined in Section 8 of this plan. See the table below for examples:

**Table XX: Complete with national information**

|  |  |  |  |
| --- | --- | --- | --- |
| **School-based distribution activity** | **Challenge, lesson or recommendation** | **Specific detail related to challenge, lesson or recommendation** | **Plans for current distribution** |
| ITN quantification | Difficulty in obtaining individual school enrolment data. | Schools in XX region/district not recording or providing enrolment figures. Shortfalls in ITN supplies resulting. | Work with region/district education administration to improve data collection. |
| Reporting of distribution data | Insufficient detail for numbers distributed in some schools. | The data forms were complex and some teaching staff did not receive sufficient training in their use. | More rigorous training of teaching staff before distribution. |
| Distribution of ITNs | In Region X, planned distribution dates were interrupted by conflict, meaning many children not in school because of insecurity. | Many children did not receive their ITNs or did not receive the health education/SBC necessary to help them to become agents of change in their community. | Ensure that the risk and mitigation plan takes this possibility into account and contingency plans are prepared. |
| Distribution in Region Y delayed because of procurement delays. | Delays meant that exam period was disrupted by arrival of nets. | Ensure deliveries sufficiently early to meet planned distribution date. |
| Storage of ITNs at schools | Many schools did not have sufficient or secure storage space. Potential of theft. |  | Assess storage capacity in advance of distribution. Plan for secure storage near the school location, e.g. dwelling of local leader, health facility. |

Add one or two paragraphs detailing any new or emerging issues since the previous ITN SBD (such as the introduction of digital data collection with the corresponding need to provide appropriate devices and training) that will affect planning and budgeting for SBD.

A strengths, weaknesses, opportunities and threats (SWOT) analysis may form part of the review of previous SBD activities or be conducted in preparation for starting SBD. This structured approach helps identify internal factors (strengths and weaknesses) that impact performance and external factors (opportunities and threats) that may influence success. The outputs of the SWOT analysis can be supplied as an annex to the PoA.

**5. Alignment with national malaria coordination structure** (see [Planning for distribution](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/planning-for-distribution/) in the ITN SBD toolkit)

* Within the national malaria programme, describe the coordination structure established for SBD at each level (e.g. sub-committee of the national coordinating committee, sub-committee of the regional coordinating committees) and the reporting structure (who reports to whom, how often and what form reports should take). The coordination structure could be illustrated by a flow chart or similar model.
* Describe the relevant coordination structure within the Ministry of Education (MoE) and the hand-offs and interactions between MoE and NMP staff.
* Describe the composition and roles of key personnel and any technical working groups (TWG) where needed; include the terms of reference (TOR) in an annex to the PoA.
* Outline the frequency of meetings for the SBD coordination structures at all levels and how minutes will be produced and disseminated.

**6. SBD distribution goal and objectives**

* Provide the overall goal of the SBD (aligned with the National Malaria Strategic Plan, ITN policy and/or ITN distribution guidelines) and the specific objectives for each planned activity, including consideration of logistics and SBC.
* Ensure that the objectives have quantified and measurable targets, e.g. number of schools targeted for school distribution, percentage of schools visited by a supervisory team during ITN distribution, proportion of targeted recipients who acquired an ITN by location and gender). Campaign indicators can be supplied in a table, as in the example below, with context-specific targets included in an additional column:

**Table XX: Complete with national information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Definition** | **Means of verification** | **Responsible** | **Timing** |
| Number of schools prioritized for SBD | Both private and public schools | School enrolment database or educational management information system from MoE | MoH/MoE | During macroplanning |
| Number of people trained in SBD ITN distribution, disaggregated by gender, role and location | Numerator: number of people trained in ITN distribution | Training reports or training evaluations | National malaria programme | As per distribution timeline |
| Percentage of schools that received ITNs for the distribution | Numerator: number of schools that received ITNs  Denominator: number of schools participating in SBD | School distribution reports  Monitoring reports | MoE  MoH  Supervisors | Post distribution |
| Percentage of schools (and/or classrooms) visited by a supervisor during ITN distribution | Numerator: number of schools that received at least one supervisory visit during the distribution  Denominator: number of schools participating in SBD | Supervision reports | Supervisors | During distribution |
| Proportion of targeted recipients that received an ITN, disaggregated by gender and location | Numerator: number of targeted recipients that received an ITN  Denominator: number of targeted recipients | Routine data from ITN distribution forms | National malaria programme | Following distribution |

**7. Partners, roles and responsibilities and implementation arrangements** (see directions on coordinating with government, health, administrative and other key stakeholders in [Planning for distribution](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/planning-for-distribution/) in the ITN SBD Toolkit)

Describe the main SBD partners and their roles and responsibilities during the different phases of activity, including partners supporting logistics and SBC activities. Describe the role these partners hold on relevant ITN coordination structures. Partners working with the national malaria programme, decentralized Ministry of Health structures and Ministry of Education structures may include:

* Key stakeholders both in-country and outside the country (e.g. non-governmental Principal Recipients, national and international organizations, technical and financial partners, RBM, WHO, the Local Fund Agent and others).
* Administrative authorities at all levels.
* Implementing partners or service providers (e.g. transport companies, mobile payment entities).

Specific roles and responsibilities at each level (of the health and/or education system) for each partner should be given in detail (a table or a responsibility matrix can be used here or [TORs](https://allianceformalariaprevention.com/uploads/resources/Step4/SBD_Generic_TORs_Adaptable_Tool_062025-EN.docx) can be supplied in an annex).

Implementation arrangements for SBD should be briefly described, including whether some activities will be contracted out (e.g. third-party logistics for transport of ITNs) and, where this is the case, the roles and responsibilities of each partner at all levels of the coordination structure (e.g. national, regional, district, community, school).

8**. SBD strategy**

***(a) Quantification and procurement requirements for ITNs and other materials*** (see the [ITN Quantification Site](https://allianceformalariaprevention.com/itn-quantification/index.html))

* Quantification should be described for ITNs, including the population base used for the ITN needs estimate and whether a contingency stock should be procured (and the percentage if so). The quantification for ITNs should indicate whether one or more types of ITN is being procured and if so, what type, why and where they will be targeted for distribution (use maps if available).
* Describe the quantification of locally procured equipment, tools, services and other non-net supplies to support SBD.
* Explain the parameters used for the quantification (e.g. number of schools, enrolment figures, number of staff).
* Include the quantification for human resources required to implement the SBD.

Include a quantification Excel file that shows the figures for ITNs and all SBD human resources, tools, materials, etc. based on parameters established in this SBD PoA.

The following additional logistics details can be included in the PoA or attached as part of the quantification annex.

* Describe who is responsible for management of the ITN procurement process and process for local procurement and provide information on procurement lead times and delivery timelines.
* Provide the ITN specifications for each type of ITN procured, as well as the quantity in a table (see example below). Provide specifications for non-net commodities where relevant (e.g. for equipment with minimum operating needs such as smartphones, tablets, chargers, printers, etc.)

| ***Shape*** | ***ITN size and measurement*** | ***Colour*** | ***Denier*** | ***ITN type*** | ***Packaging*** | ***Bale size*** | ***Quantity*** | ***Donor*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rectangular | Extra large 190 x 180 x 150cm | White | 100 | PBO | 50 nets per bale, no individual plastic packaging on nets | In m3 or length x width x height | 500,000 | Donor A |

*(b)* ***Waste management***

* Briefly describe the waste management strategy for SBD for ITN packaging and other disposable materials.
* Describe planning for waste management at local levels (identification of waste collection, storage and disposal sites, incinerators or recycling entities, transport, clearly defined roles and responsible parties) and how, when and where waste will be transported for disposal.
* Additional details on waste management can be annexed to the PoA (e.g. quantification of expected waste, standard operating procedures [SOPs] for handling waste).

***(c) Planning*** (see [Planning for distribution](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/planning-for-distribution/))

* Refer back to the SBD objectives and expected outputs outlined in Section 6 of the PoA.
* Describe the planning process, i.e. how school enrolment data will be collected, how grades will be selected for distribution, and who will be involved at the different levels.
* Use school-level enrolment data to determine the quantity of ITNs required for each eligible school.
* Describe any differences between urban, peri-urban and rural areas in terms of planning.
* Identify special populations, e.g. special schools, boarding schools, nomadic populations, and describe any differences in the distribution strategy.
* Describe any additional activities that will take place at the same time as the planning e.g. compiling school storage availability data, pre-testing of SBC and school health materials for malaria.
* Where digitalization will take place, describe the steps that will be taken to select the system(s) used and to ensure tool development, training, field testing, real-time support during implementation etc. (See also [Monitoring and evaluation](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/monitoring-and-evaluation/)).

***(d) Logistics and supply chain management*** (see [Logistics and supply chain management](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/logistics/))

* Briefly describe the different levels of the supply chain (delivery levels) and how ITNs and other materials (such as reporting tools, SBC and school health materials) will be transported to the school-level storage.
* Briefly describe the personnel that will be engaged in the supply chain operations at each level and how they will be trained and supervised.
* Describe how accountability for ITNs and other commodities will be assured, including the tracking tools and procedures to be used. Tracking procedures and tools should be the same for all materials to simplify both the supply of the tools and the training required to use them. Tracking tools should be annexed to the PoA.
* Describe how all distribution materials will be reconciled, inventoried and returned (and to where, e.g. health facility) at the end of the distribution period.

Additional detailed information can be annexed to the PoA in the logistics and supply chain plan. The plan should include:

* Supply chain risk assessment to identify and mitigate opportunities for fraud, theft or diversion of ITNs.
* Information on the levels at which ITNs and other materials will be stored.
* Clear TORs for personnel engaged in ITN and commodity storage and transport.
* The storage assessment process that will be followed.
* Description of the key logistics activities that will be supervised and monitored (e.g. selection and securing of third-party logistics companies, development of transport plans, selection and training of logistics personnel, distribution).
* Logistics plans for managing excess ITNs after ITN SBD is completed (refer also to Section 8(i)).
* How ITNs and other commodities will be insured (by whom and at what level).
* Description of the security and incident management procedures, including security measures in place at each level of the supply chain during transport and storage and the incident reporting process.

***(e) Identify and train personnel for ITN SBD***(see [Identify and train personnel](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/identify-and-train-personnel/))

* Describe the preparatory steps that will take place in advance of all training sessions:
  + Identification of personnel at all levels who will participate in training (from central level MoH and MoE personnel to class teachers at implementation level).
  + Development of training agendas, tools and materials to ensure that training is well-targeted to achieve desired outcomes for each activity. Where funding constraints have reduced ITN availability and budgets for operational costs, document the approaches and innovations used to maintain training quality within budget envelopes, e.g. increased use of e-learning, streamlined training according to participants’ needs.
  + Production of materials including where materials will be produced and how they will be bundled and transported to training levels.
* Summarize the trainings that will take place at every level (central, regional, district, sub-district, school, community as applicable) in a table (see example below).

**Table XX: Complete with SBD training plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level** | **Type of training**  **(virtual/in-person)** | **Objective of training** | **Participants** | **Facilitators** | **Number of days** |
| Central and sub-national (e.g. regional) | Virtual | Overview of SBD strategy:  Plan and timeline  Roles and responsibilities  Logistics  Supervision  Digital tools | NMP staff  Sub-national malaria focal points  MoE staff | Central level trainers supported by NMP staff | Two |
| School | In-person practical session | Distribution and tracking tools | Head teachers  Grade teachers  Health educators | School supervisor | Half |

* Describe the training methodology, as well as key tools for implementation that will be introduced and used (e.g. job aids, ITN tracking tools). Explain how sessions will be organized that allow for practice with the different distribution tools.
* Explain how evaluation of the training sessions will take place, both for the overall training organization and quality and for the assessment of the capacity of trainees at the end of the sessions.
* Summarize any additional information (such as detailed objectives and outcomes of each training, special considerations for logistics and SBC-related topics) in a training plan annex to the PoA.
* Explain where all training materials will be stored to ensure access by all partners (e.g. Google drive, Dropbox, etc.).
* Describe the expected actions that are required to be taken by various stakeholders after the training before implementation, including but not limited to, development of supervision plans, etc.

***(f) Social and behaviour change*** (see [Social and behaviour change](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/sbc/))

Every country should have an evidence-based malaria SBC plan, which includes sections for ITN distribution across all channels. Messages and materials should be harmonized across channels. There may, however, be specific approaches more relevant to SBD. Provide information about:

* Planned SBC and school-health curricula/activities focused on malaria prevention pre-, during and post-distribution in schools.
* Key actors that will be involved in SBC pre-, during and post-distribution, as well as their roles and responsibilities (e.g. class teachers, school health educators, head teachers).
* Key messages that will be communicated, noting any differences in messages depending on age of children targeted.
* SBC and school health materials and/or messages that ITN recipients will take home alongside the ITNs and reinforcing that ITNs received are for the family.

***(g) Implementation*** (see [Implement distribution](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/implement-distribution/))

* Describe in detail the ITN distribution strategy within schools, including the duration of the distribution period.
* Describe how ITNs will be distributed to special populations identified during the planning stage if different from the rest of the schools (e.g. ITNs distributed to students in boarding schools will not be expected to be taken to their homes).
* Describe the tracking tools that will be used (annex the tools to the PoA) and how data collected in the tools will be verified and shared.
* Describe how the distribution personnel will be supervised and the process to follow up in real time to provide feedback to distributors.
* Describe the objectives of supervision; ensure clear differentiation between supervisors and monitors and how open two-way communication will be encouraged between supervisors and distribution personnel to build team approaches that facilitate problem-solving.
* Describe the supervisory structure that will be put in place, including the number of supervisors at each level and the ratio of supervisors to schools.
* Describe the roles and responsibilities of supervisors at all levels for all activities.
* Describe (and annex) the tools that will be used for supervision (SOPs, checklists, etc.).
* Briefly describe how supervision data will be collected and what will happen to the data following collection, e.g. uploaded at the end of the distribution period to supervisor, uploaded by supervisor to central server.
* Describe how supervisors will give and receive feedback to supervisees.
* Describe how information collected during supervision will be used to improve the implementation quality of the campaign.

***(h) Monitoring and evaluation*** (see [Monitoring and evaluation](https://allianceformalariaprevention.com/amp-toolkits/continuous-distribution-toolkit/sbd/monitoring-and-evaluation/))

* Describe the objectives of monitoring, i.e. the regular collection and analysis of data on various aspects of programme activities.
* Describe the monitoring structure that will be put in place, including whether there will be both internal monitoring (e.g. through regional or national staff) and external or independent monitoring.
* Describe the roles and responsibilities of monitoring staff at all levels for all activities (e.g. distribution, logistics, SBC).
* Describe what type of data will be collected (e.g. distribution, logistics, SBC) and the monitoring tools used for each (annex tools to the PoA).
* For both the distribution data and the supervision activities, describe whether the data will be collected on paper, digitally, or through a hybrid model.
* For data collected on paper forms, describe (and annex) the different data collection forms that will be used at each level, the level at which data entry will occur, and who will be responsible for entering the data.
* For any data that will be collected digitally, describe who is responsible for developing and testing digital data capture forms.
* Describe who will be required to use devices and outline the procurement, sourcing, or bring-your-own-device approach for the SBD.
* Describe the data flow for routine monitoring, including data validation at each step and expected submission timings.
* Describe the data analysis procedures (e.g. levels, who is responsible).
* Describe if and how monitoring staff (internal and independent) will give and receive feedback (and to whom).
* Describe how the distribution process will be closed (e.g. which data are required to ensure that all reporting requirements for the distribution are met before ITNs remaining are redeployed [for distribution through routine channels or for storage at higher level]).
* Describe how information collected during monitoring will be used to improve implementation quality of future SBD.
* Annex any protocols, questionnaires and other tools for internal and independent monitoring if available.

***(i) Post-distribution activities***

Describe any post-distribution activities, including:

* Final data reconciliation and validation.
* Planning for excess ITNs after ITN SBD is completed, to be distributed to any students who missed ITN issuing, to be delivered to and used for health facility ITN distribution, or other agreed uses to further NMP objectives.
* SBC activities to ensure sustainable ITN use and care.
* Data cleaning, management and reverse of any digital devices used.
* SBC activities (e.g. in school and at health facilities) to ensure continuous promotion of nightly, correct ITN use, as well as appropriate maintenance, care and repair of ITNs.

**9. Risk assessment and mitigation**

Summarize key risks and corresponding mitigation measures based on the distribution strategy. Annex the [*Risk assessment and mitigation plan*](https://allianceformalariaprevention.com/uploads/resources/Step4/ITN_SBD_Risk_Assessment_and_Mitigation_Plan_Adaptable_052025_EN.xlsx). This should be an Excel file that can be reviewed and updated on a regular basis.

**10. Documentation and dissemination of results**

Describe how information will be collected to inform the final report, for example:

* Reports from personnel at all levels, e.g. logisticians, supervisors, monitors, head teachers, teachers, school health educators.
* Summary data on distribution.
* Summary data and reports on logistics operation.
* Collection of information from decentralized personnel through online questionnaires, key informant interviews, focus group discussions or other methods.
* Collection of audiovisual supports, such as photographs and videos, to accompany the final report and to act as potential advocacy materials or learning examples in future planned SBD.
* Lessons learned and recommendations for the next cycle of SDB.
* Describe how the final report will be validated and disseminated, including to whom, as well as how lessons learned will be used.

**11. Conclusion**

* In 1—2 paragraphs, summarize any critical points within the PoA that are important to highlight.

**Annexes**

For example:

Table of SBD indicators

Risk assessment and mitigation plan

Lessons learned from previous school distribution

Terms of reference for all committees, working groups, partners and key personnel positions.

Timeline

Budget

SWOT analysis

Protocols and questionnaires for internal and/or external monitoring

Supervision tools

ITN tracking tools

Quantification of ITNs and locally procured commodities and materials

Logistics and supply chain plan

Training plan

1. To achieve maximum impact in vector control and reduce malaria transmission, WHO advises that vector control strategies include the most effective interventions at an optimal scale and frequency. <https://www.who.int/publications/i/item/B09044> [↑](#footnote-ref-1)
2. Note: gross enrolment = total number of students enrolled in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group for that level of education. [↑](#footnote-ref-2)