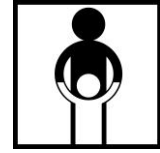




**World Health  
Organization**



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## **School Vaccination Readiness Assessment Tool**



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## **Table of Contents**

Introduction – 4

Purposes – 4

Directions for Use – 5

Module 1: Overall Readiness

Score Card - 8

Scoring Questions and Descriptions – 9

Planning Questions – 13

Module 2: School Readiness

Score Card - 15

Scoring Questions and Descriptions – 16

Planning Questions – 20

Module 3: Implementation Readiness

Score Card - 22

Scoring Questions and Descriptions – 23

Planning Questions – 27

Readiness Assessment Improvement Plan– 29

Bibliography - 31

# School Vaccination<sup>1</sup>

## Readiness Assessment Tool

### **Introduction:**

With the availability of human papillomavirus (HPV) vaccines and greater attention to providing booster and other doses of routine vaccines to older children (for example DTP, MCV2, etc.), there is growing interest in using schools as a site for immunization.

Schools have a clear potential for population-based delivery and provide an opportunity to verify/screen for vaccination status to increase coverage. Moreover, when vaccination coverage is low, disease outbreaks can cause disruptions to the education system. With these considerations in mind, vaccination can provide a platform to engage with the education sector to serve their mutual interest of improving children's well-being.

However, before implementing school vaccination programmes, countries need to be able to assess the capacity, strengths, and weaknesses of their school and health systems to support such programmes. Undertaking a readiness assessment will aid countries in their decision-making and planning, but can also be used by countries wishing to improve the performance of their existing school vaccination activities.

The content of this Readiness Assessment Tool is based on a comprehensive review of the scientific literature related to school vaccination and school health services in developed and developing countries, global education statistics, and initial experiences with implementing HPV vaccines. A list of the most pertinent documents is available in the Bibliography.

### **Purposes:**

The three primary purposes of the School Vaccination Readiness Assessment Tool are:

1. To help Ministries of Health and Education determine, monitor, and improve their country's overall readiness to conduct school vaccination activities.
2. To provide a simple-to-use assessment of a country's overall capacity and specific strengths and weakness to implement school vaccination activities.
3. To guide a process to improve overall readiness and initiation of a new school vaccination programme or to improve an existing one.

While this Readiness Assessment Tool is specifically designed to assess country-wide readiness to implement school vaccination, it might also provide information useful for assessing and subsequently improving broader school health services. It may be

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<sup>1</sup> School vaccination in this document refers to any routine vaccination that is administered on school grounds, targets enrolled students and potentially others, is held before, during, and/or after school hours, and typically involves collaboration between the health and education sectors. It does not refer to vaccination that occurs at schools as part of supplemental immunization events such as measles vaccination campaigns or Polio Immunization Days (NIDs).

appropriate in many countries to combine school vaccination activities with other school health services<sup>2</sup>.

**Directions for Use:**

There is no single way to implement this School Vaccination Readiness Assessment Tool. Each country will need to find the approach that best meets its particular needs.

**Personnel** - It is strongly recommended that a team be appointed to complete the Readiness Assessment Tool activities. The team should consist of persons from the Ministries of Health and Education (from the school health, immunization, educational statistics, and national statistical office/population census programmes), WHO and UNICEF EPI focal points, and other country-level expertise. While a team of three to five persons is recommended, smaller and larger teams can work effectively as well. Each team member should commit to spending at least one full day together, plus additional time for pre-meeting preparation and post-meeting report writing.

**Process** - The Readiness Assessment Tool should be distributed to all team members in advance so that relevant documents and data can be gathered. At a minimum, the following materials should be available to the team:

- census data/population estimates
- national education statistics, including data by school and school locations
- policies on immunization, school enrollment, and school attendance
- information on groups not receiving schooling
- results of surveys on characteristics of school health programmes and support for school vaccination
- plans, reports, and evaluations from previous school vaccination activities or other vaccination programmes

All team members should understand that the quality of the Readiness Assessment Tool process is dependent on honest exchange of ideas and use of accurate and detailed data and other types of information. It is important that team members review together the policies, plans, statistics, and other information addressed in each module. Further, these materials should be retained as part of the documentation of the Readiness Assessment Tool process.

The Readiness Assessment Tool consists of three modules:

- (1) Overall Readiness;
- (2) School Readiness; and
- (3) Implementation Readiness.

The team should decide together which of these modules it will use. It is possible to complete each module separately, do just the first two and save the third on

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<sup>2</sup> School health services are services from medical, teaching and other professionals applied in or out of school to improve the health and well-being of children and in some cases, whole families. These services have developed in different ways around the globe but the fundamentals are constant: the services are to provide early detection, correction, prevention or amelioration of disease, disability and abuse and include health promotion.

Implementation Readiness until the planning process is further along, or do all three at once.

The Readiness Assessment Tool has been designed to generate quantitative scores that can be used to identify strengths and weaknesses and lead to the development of a Readiness Improvement Plan. Assuming that resources (staff, money, and time) are always limited to at least some extent, the scoring system can be a critical feature for prioritizing actions and developing a realistic and achievable workplan. Further, if countries repeat the Readiness Assessment Tool process, the scoring system also provides a built-in monitoring mechanism that countries can use to assess their progress in improving their readiness to conduct a school vaccination.

Nonetheless, it is also possible to use the Readiness Assessment Tool in a more qualitative manner that is less structured and formal and that still yields useful insights about strengths and weaknesses and helps guide the readiness improvement process. Countries that choose this approach should still read the Scoring Questions and Descriptions and use them to guide their discussions about strengths and weaknesses and plans for conducting school vaccination.

For countries choosing to use the scoring system, begin by completing the Score Card for each module. It is **very important** to carefully read the Scoring Questions and Descriptions for each item in the Score Card before attempting to provide a score. Work as a group to agree on the most appropriate score. To score as accurately as possible, review data or documents you already have available or consult with others to best score each item. Retain the data and documents that are reviewed so they may be included in the Readiness Assessment and Improvement Plan which will be created after the readiness assessment is completed. Calculate an overall Module Score (%) after each Score Card is completed following the directions at the bottom of each Score Card.

All countries should then review the three Planning Questions for each module:

1. What are your country's strengths and weaknesses?
2. What actions could be taken to improve your country's readiness to conduct school vaccination?
3. What are the highest priority actions your country will take to improve its readiness to conduct school vaccination?

Use the worksheets provided for each module to record the answers to these questions. Base the selection of priority actions on an assessment of the importance, cost, time, commitment, and feasibility of each action.

Once the priority actions have been addressed, countries using the quantitative scoring system should then rescore each module, hopefully obtain a higher overall Module Score (%), and then set new priorities for further action and improvement. Overtime, strive to obtain the highest overall Module Score (%) possible to ensure the greatest likelihood of success and sustainability for your school vaccination activities.

When all the modules are complete, all countries should develop a Readiness Assessment Improvement Plan based on the outline provided on page 29 and accompanying Workplan

provided on page 30. Share this Plan with leadership in the ministries of health and education and community and school stakeholders.

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