



World Health  
Organization

# Tools for identifying root causes of children remaining unvaccinated

**Not research, but  
operational  
understanding,  
mainly diagnostic**

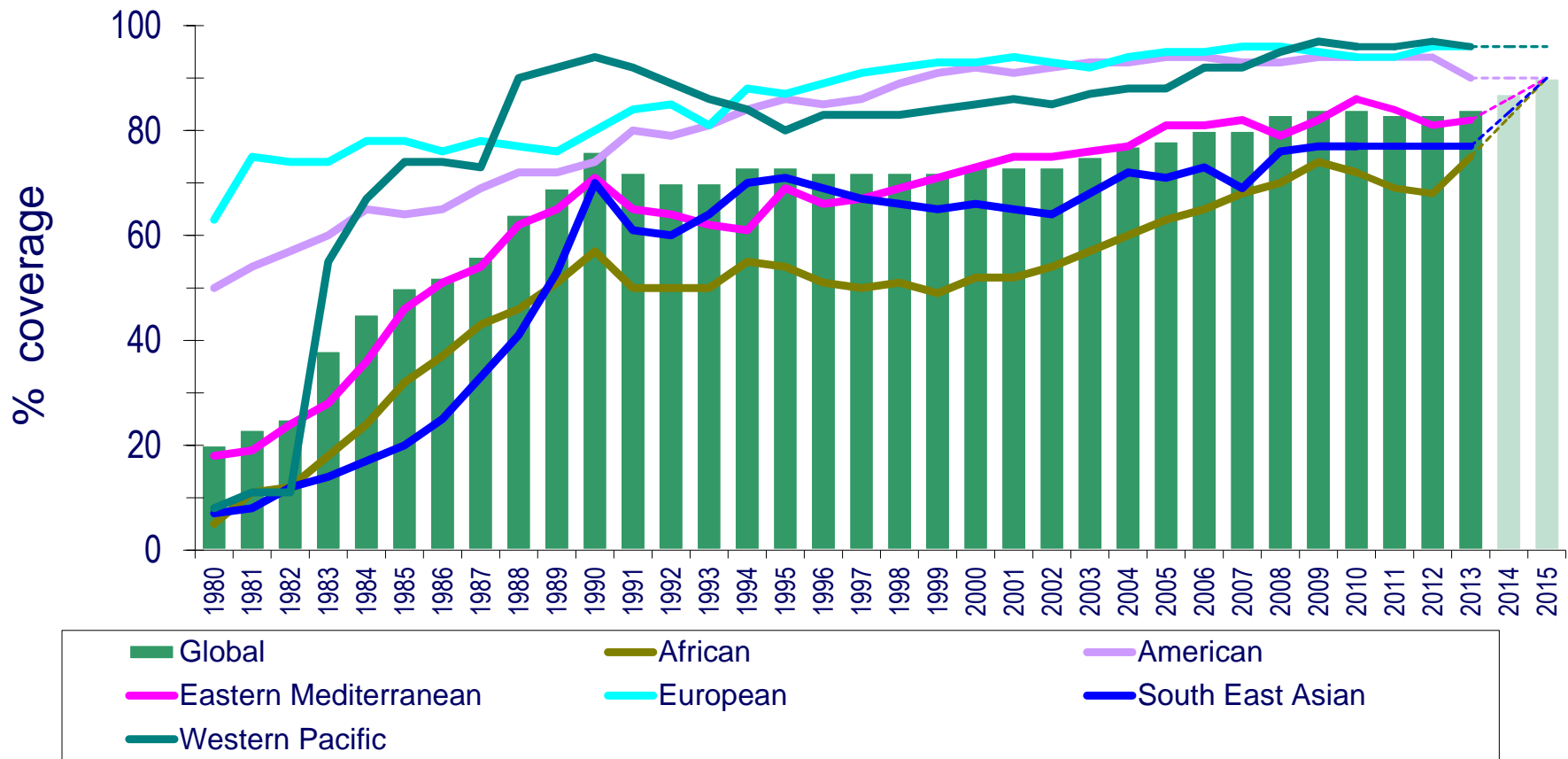
**Focused on district  
level, but could be  
used at other levels**

**Developing  
country, public  
health setting**

pt. of Immunization, Vaccines and Biologicals  
World Health Organization, Geneva

# Are we on track to reach our coverage goals?

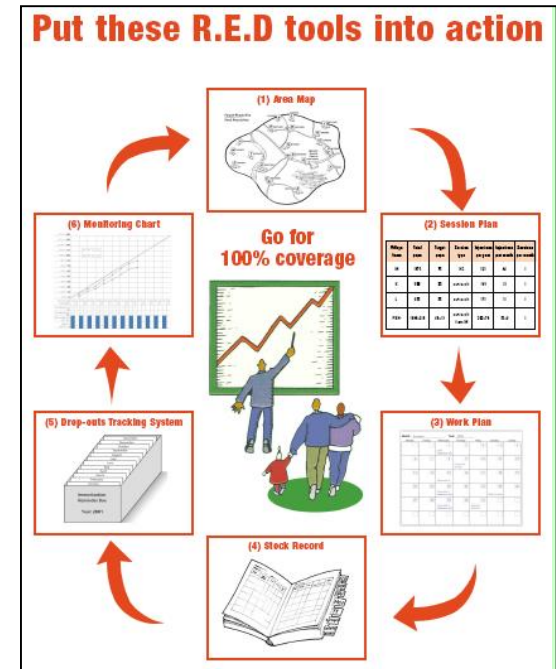
Global Immunization 1980-2013 and projections to reach 90% global coverage goals in 2015 - DTP3 coverage



Source: WHO/UNICEF coverage estimates 2013 revision. July 2014  
 Immunization Vaccines and Biologicals, (IVB), World Health Organization.  
 194 WHO Member States.

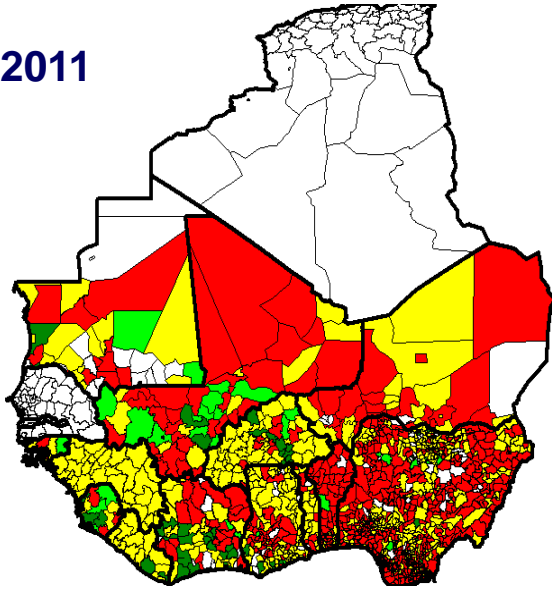
# Reaching Every District (RED) strategies based on district microplanning

1. Re-establishment of outreach services  
*regular outreach for communities with poor access*
2. Supportive supervision  
*on site training by supervisors*
3. Community links with service delivery  
*regular meetings between community and health staff*
4. Monitoring and use of data for action  
*chart doses, map population in each health facility*
5. Planning and management of resources  
*better management of human and financial resources*

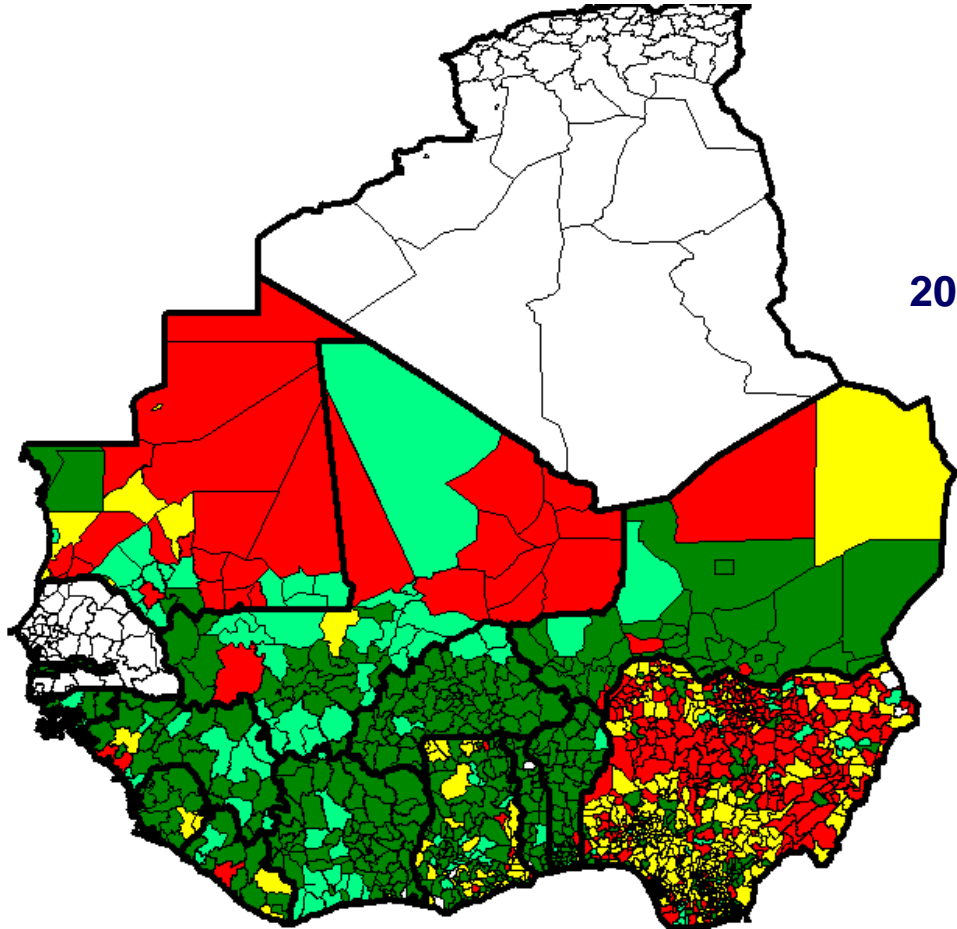






# West Africa – use of RED strategies

2011

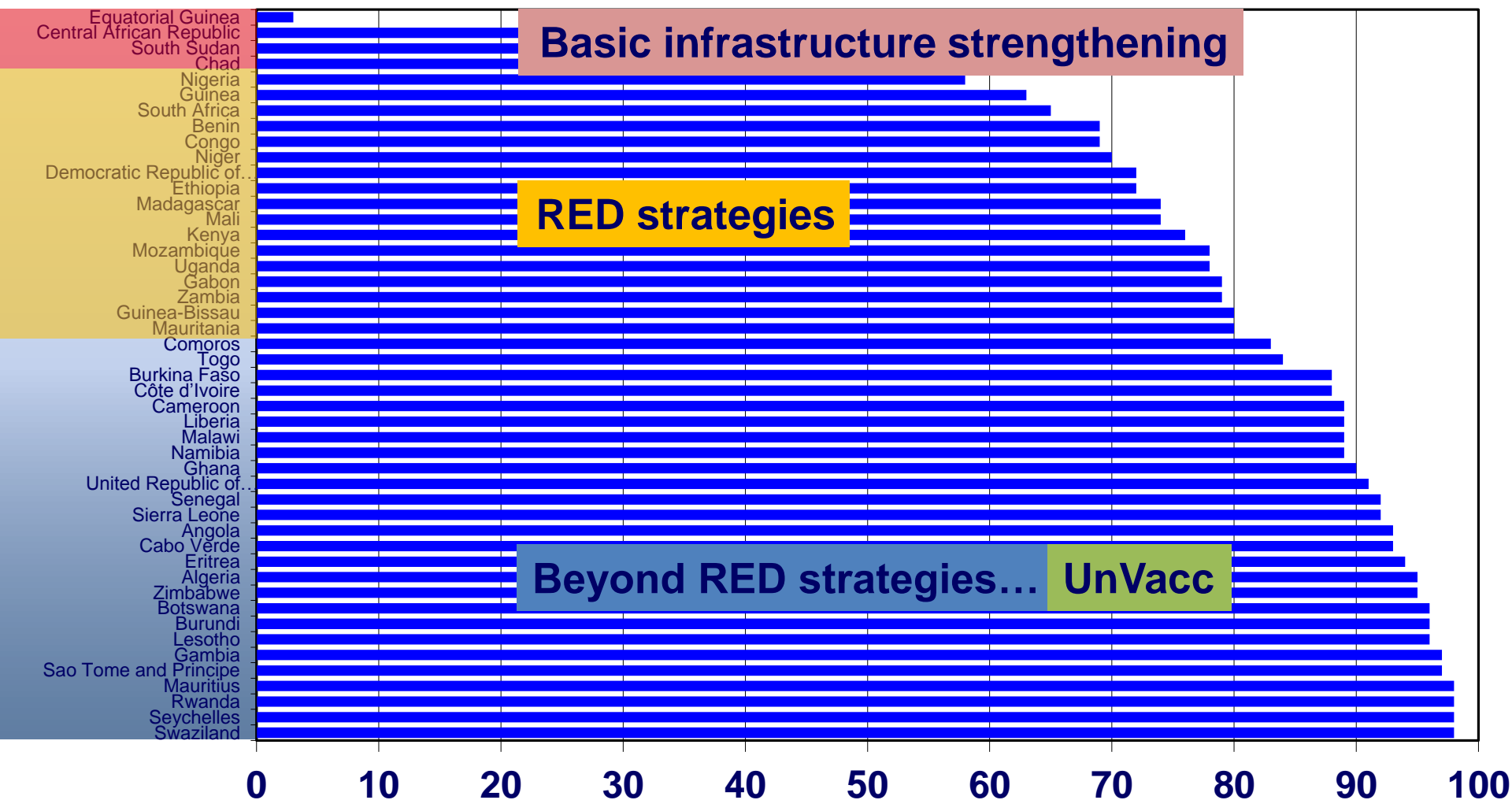


2013



-  Cat 1 (Cov.  $\geq$  80% and Drop out  $\leq$  10%)
-  Cat 2 (Cov.  $\geq$  80% et Drop out  $>$  10%)
-  Cat 3 (Cov.  $<$  80% et Drop out  $\leq$  10%)
-  Cat 4 (Cov.  $<$  80% et Drop out  $>$  10%)

# DTP3 coverage 2013, African Region, regional coverage 75%



# UnVacc Toolkit, conceptually

## Reaching last pockets of unvaccinated...

- Focused at districts that have already overcome major impediments in immunization systems, including weak programme management and systematic barriers and are reasonably well performing
- Development of a district level methodology and tool to analyze in depth specific problem areas preventing all children being vaccinated

# UnVacc Toolkit, conceptually

---

“...having reached most of the targeted population in my district, what do I need to do to reach the last unvaccinated persons...?”



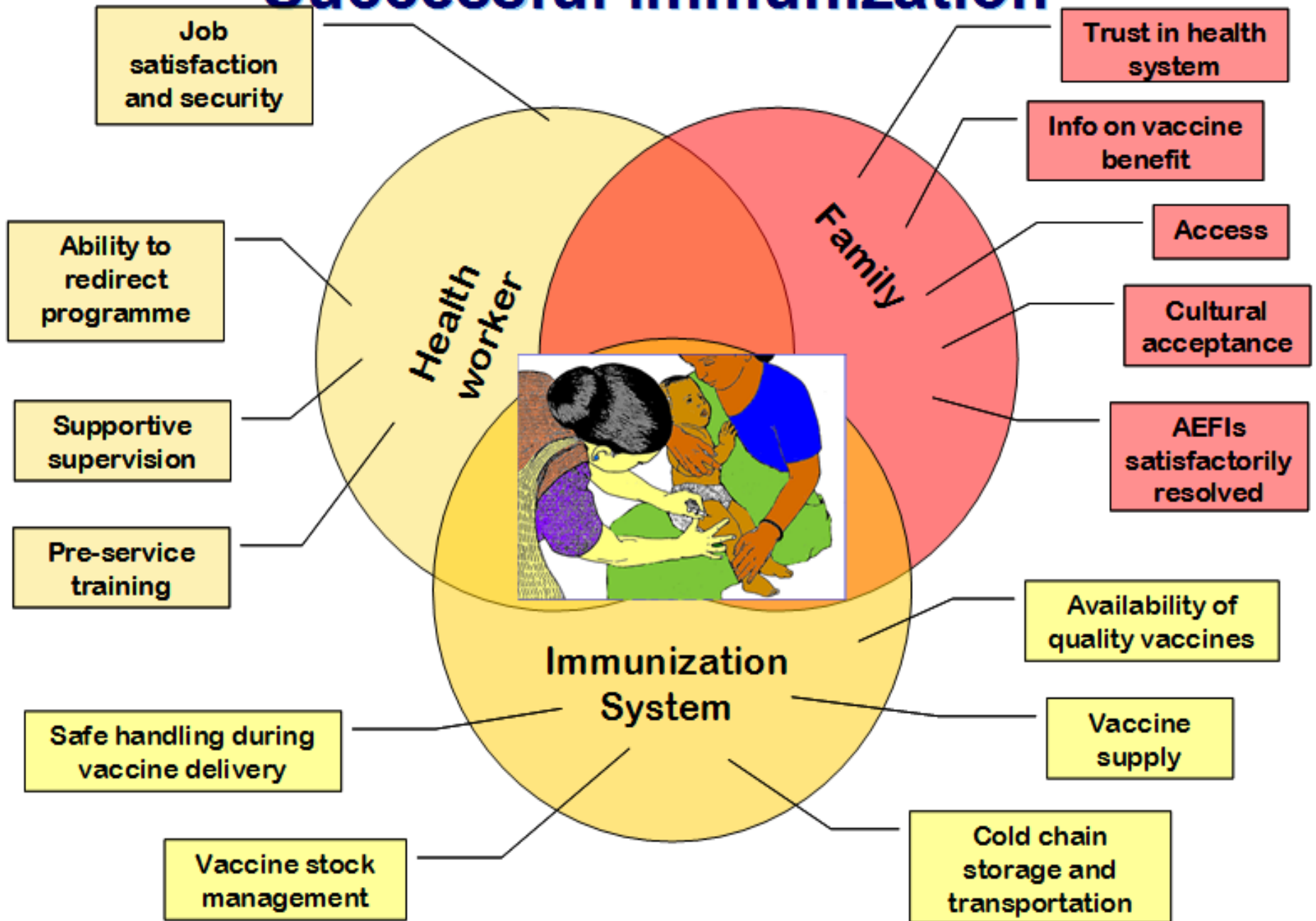
What do we know about the

UNVACCINATED

child?

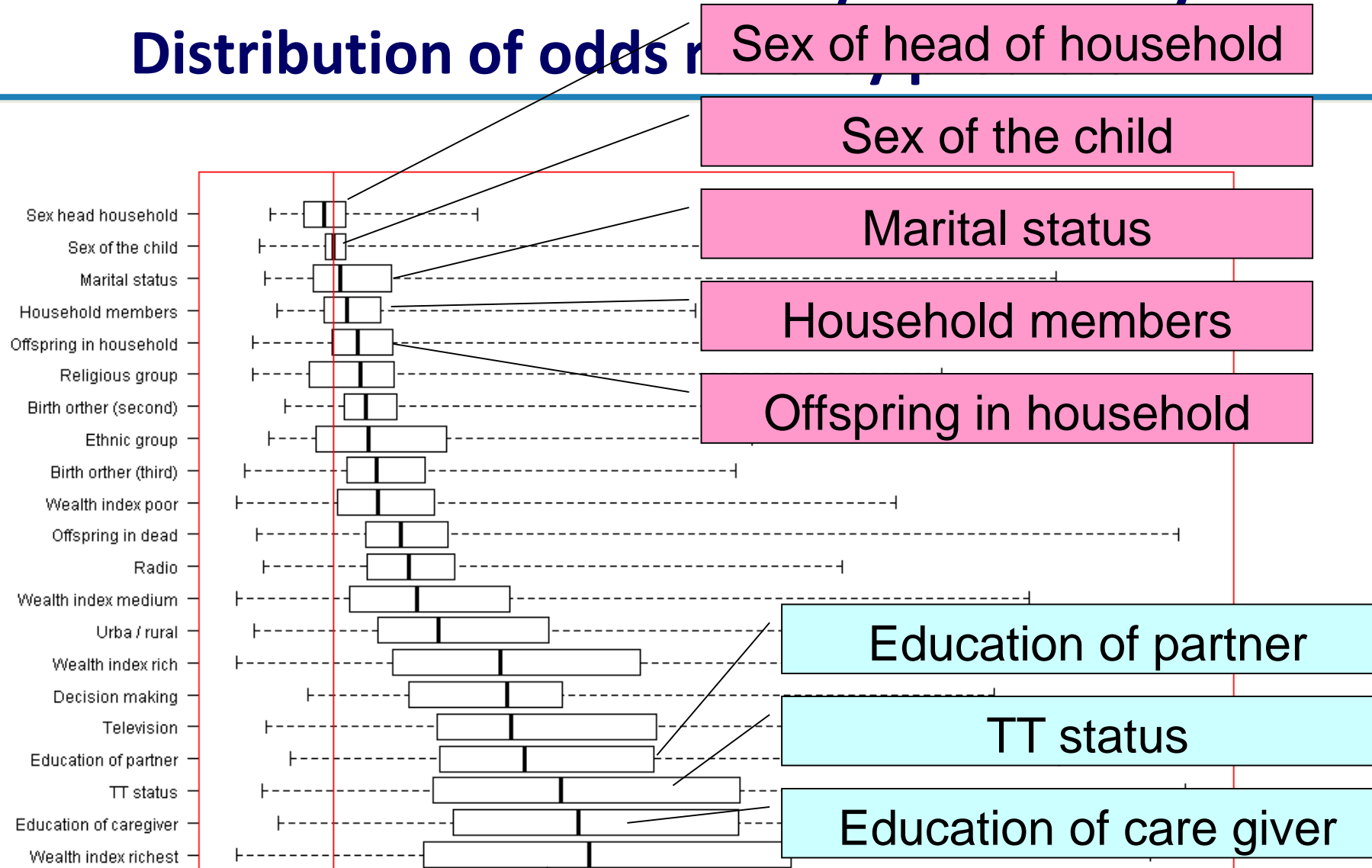


# Successful immunization



# Univariate Review of 241 DHS/MICS surveys\*

## Distribution of odds ratios



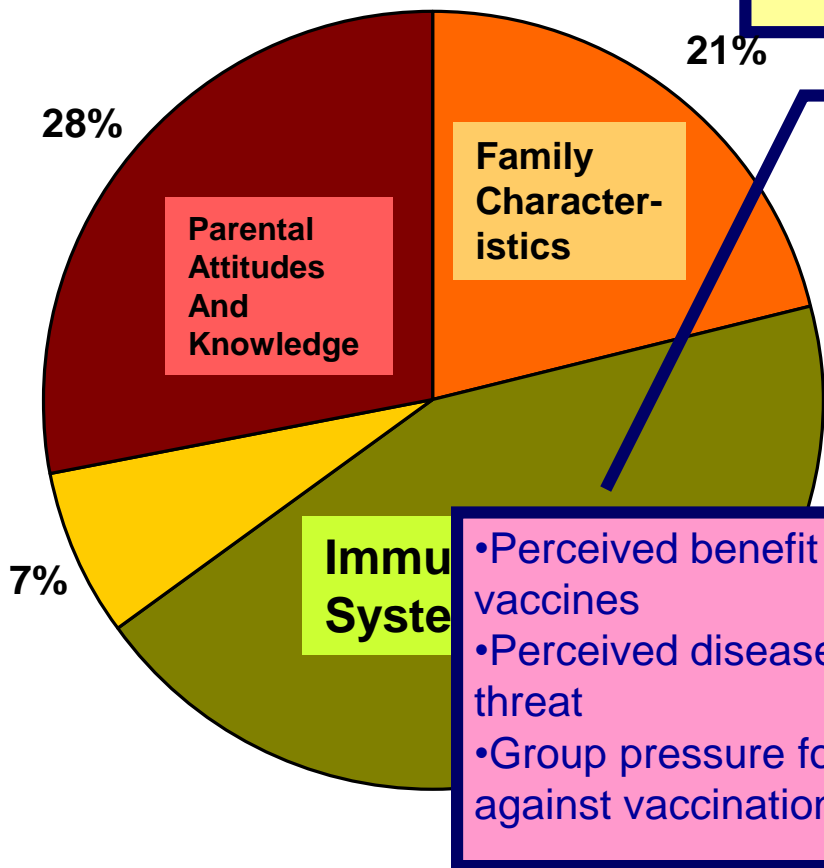
Based on Bosch-Capblanch X, Epidemiology of the unvaccinated children, SCIU (WHO 2010)

# Review of Literature: Reasons for being Undervaccinated or Unvaccinated

- Education level (of mother and father)
- Family size
- Income, occupation
- Ethnicity/language group

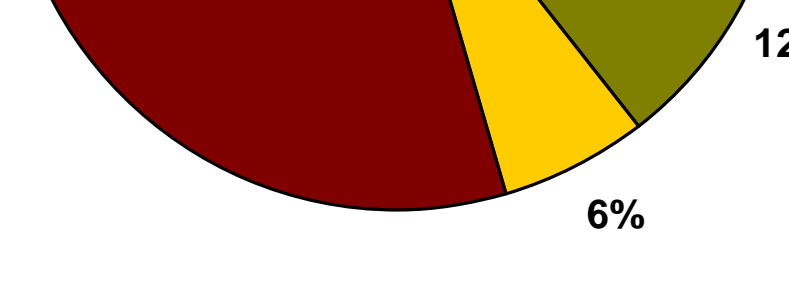
## Undervaccinated

## Unvaccinated



- Access and vaccine availability
- Use of all opportunities
- Cost and service quality
- Health worker knowledge

And Knowledge



% based on 887 reasons abstracted from 209 relevant articles

% based on 33 reasons abstracted from 12 articles on unvaccinated children



World Health  
Organization



Six Core Problems...

# Core problem areas: Unvaccinated child



# Core problem areas: Unvaccinated child

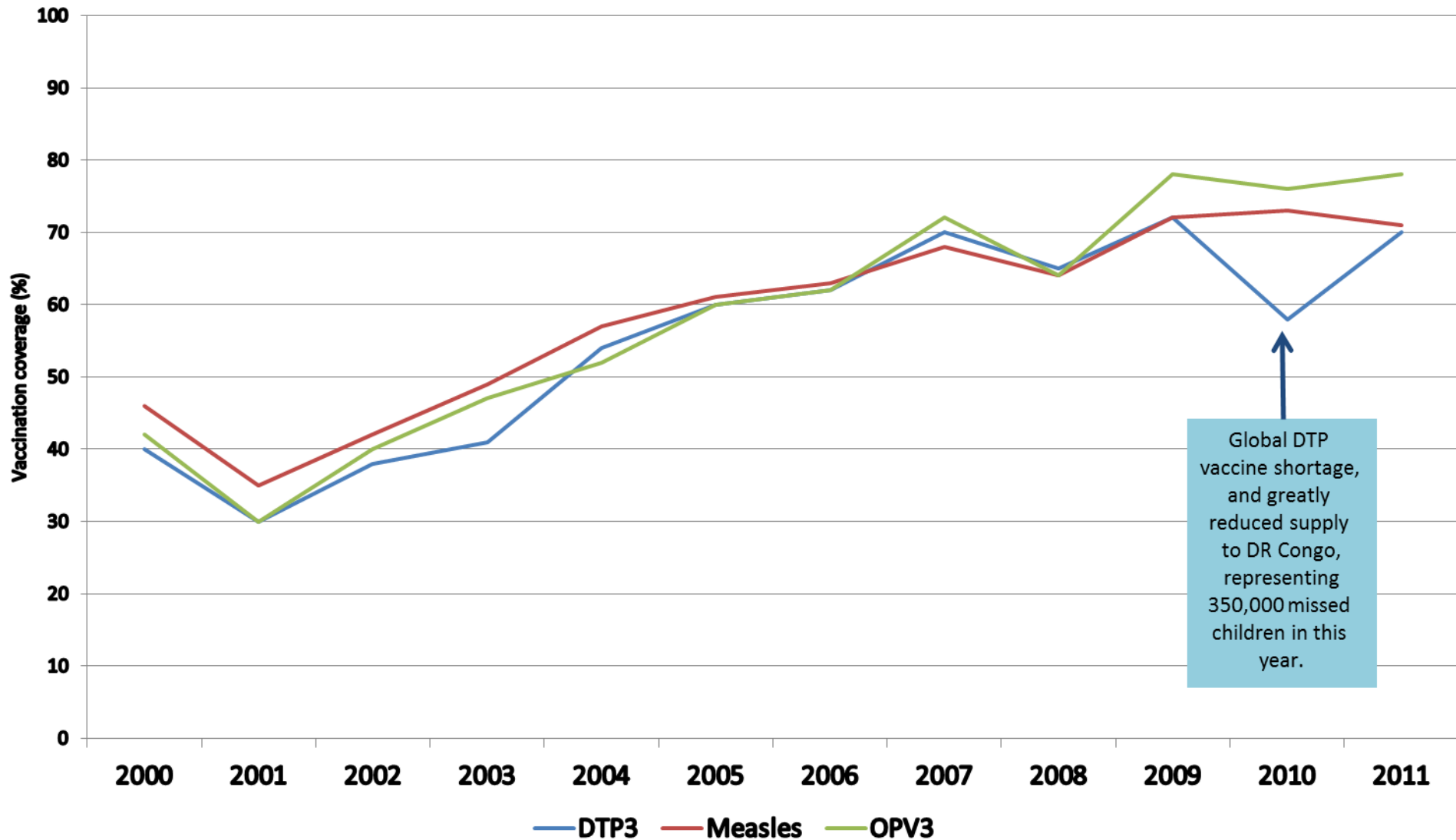


# Core problem area: Vaccine availability

- Problem statement

- Interruptions of regular vaccine supply;
- Inadequate vaccine management or a deficient cold chain;
- Vaccine or injection equipment required for the vaccination is unavailable or damaged
- Mismanagement of vaccines received
- Forecasting problems
- Transport issues

# Dr Congo vaccination coverage, 2000 - 2011 (based on WHO/UNICEF estimates)

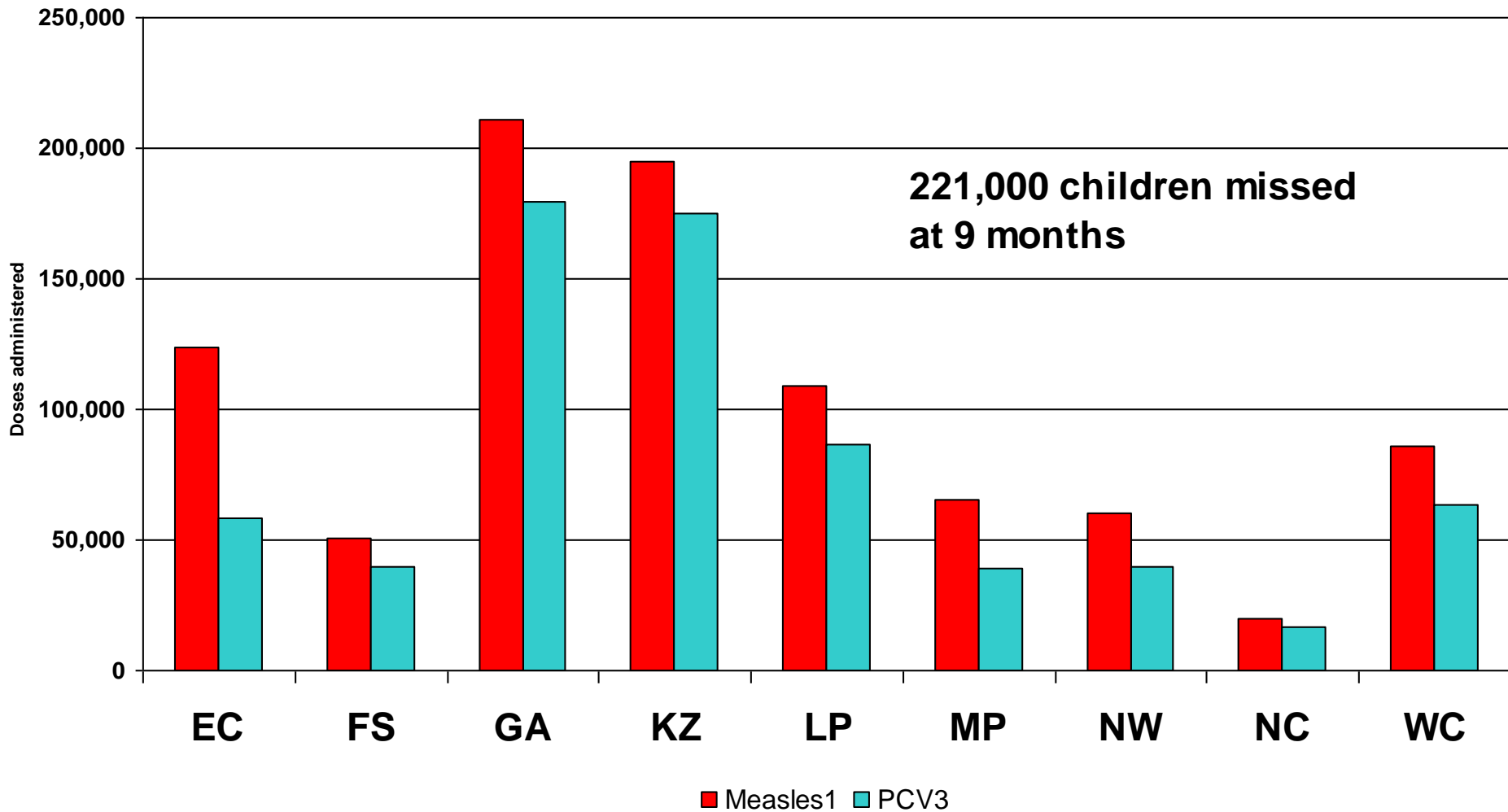




# South African PIE

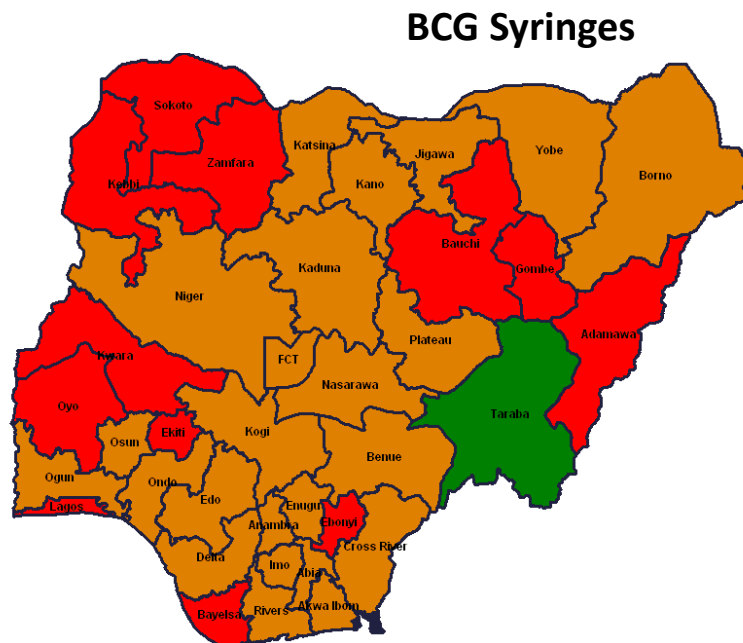
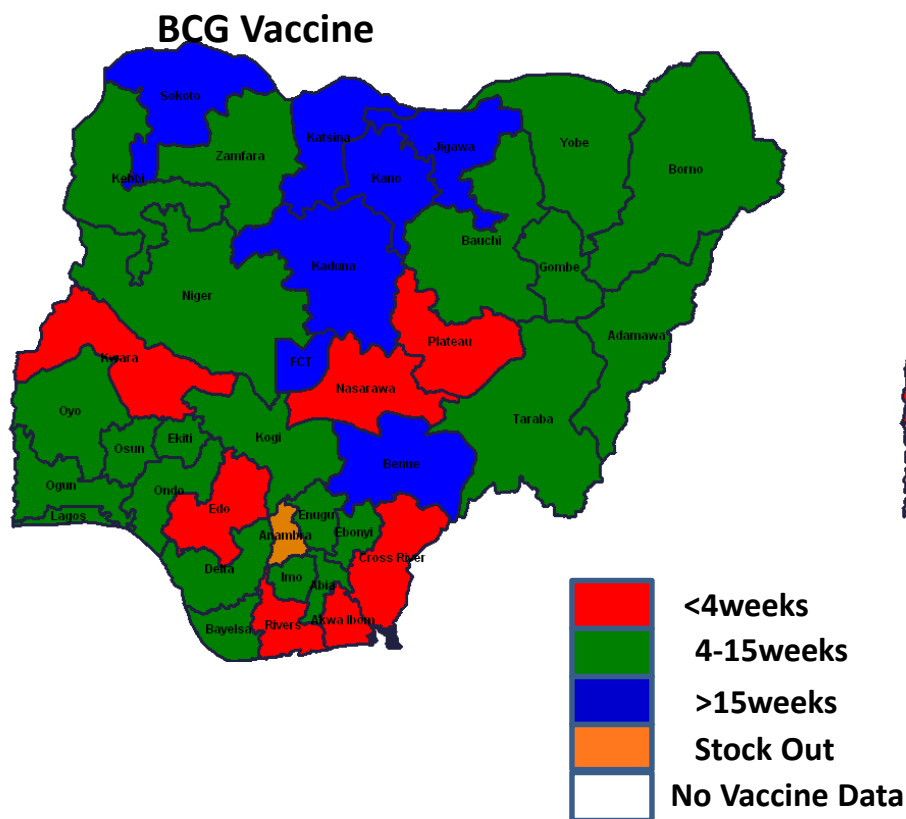
## Comparison: Doses given at 9 months

Apr 2010-Mar 2011



# Nigeria Vaccine Stock Levels at State Level April 2013 (Monthly state stocks reports)

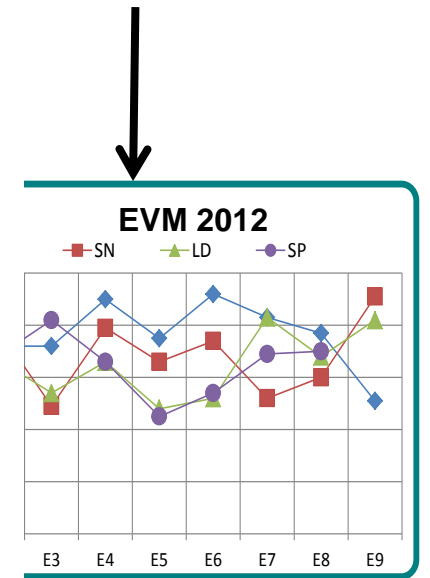
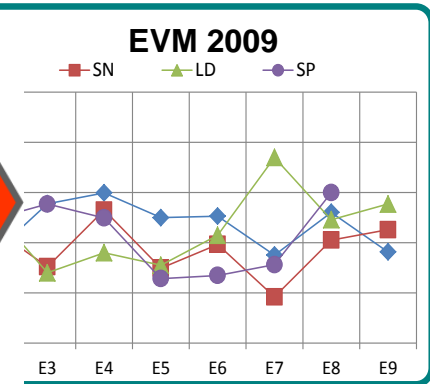
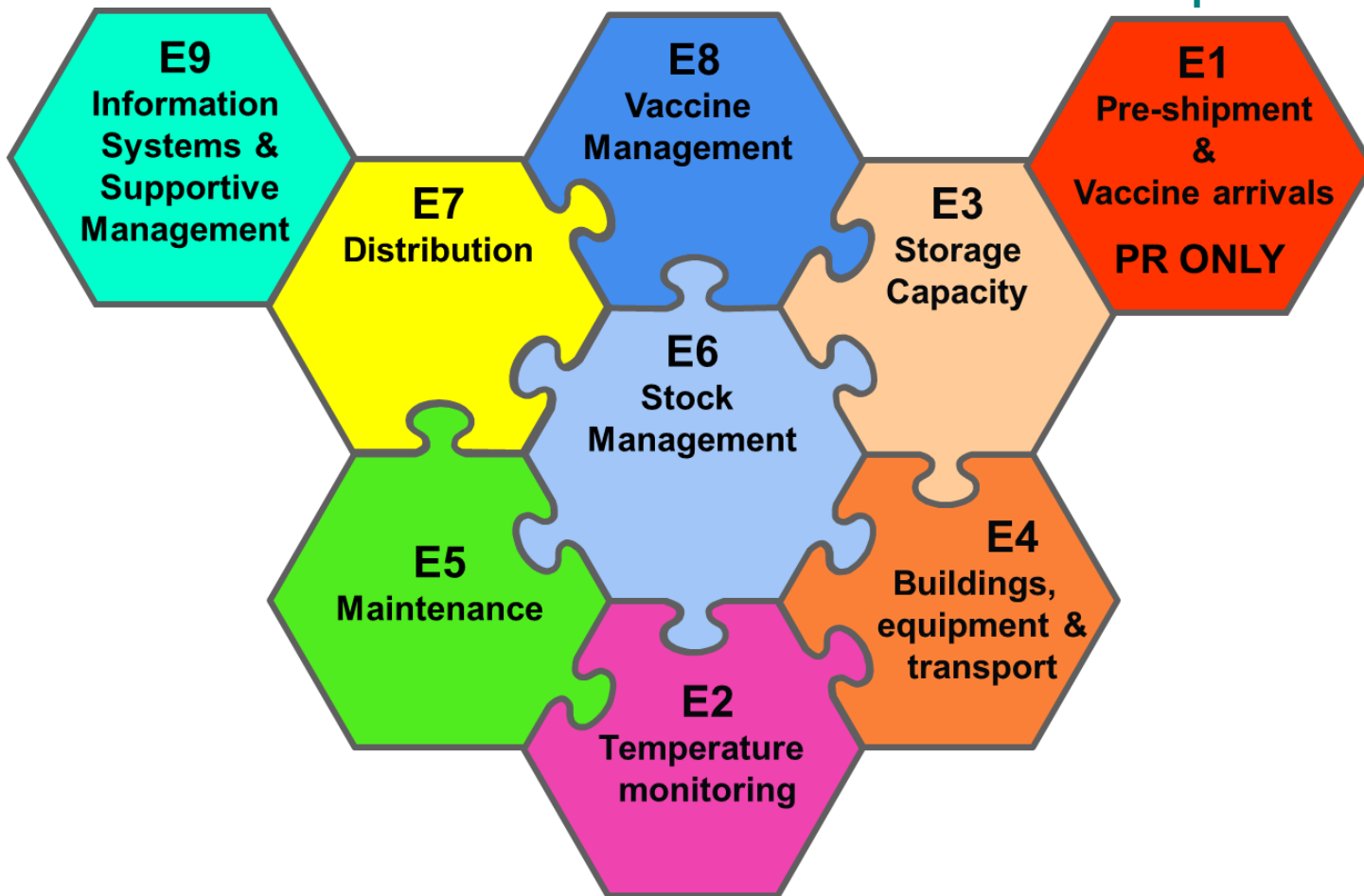
## Enough vaccine...



## ...but no syringes!

# What is the EVM (Effective Vaccine Management)?

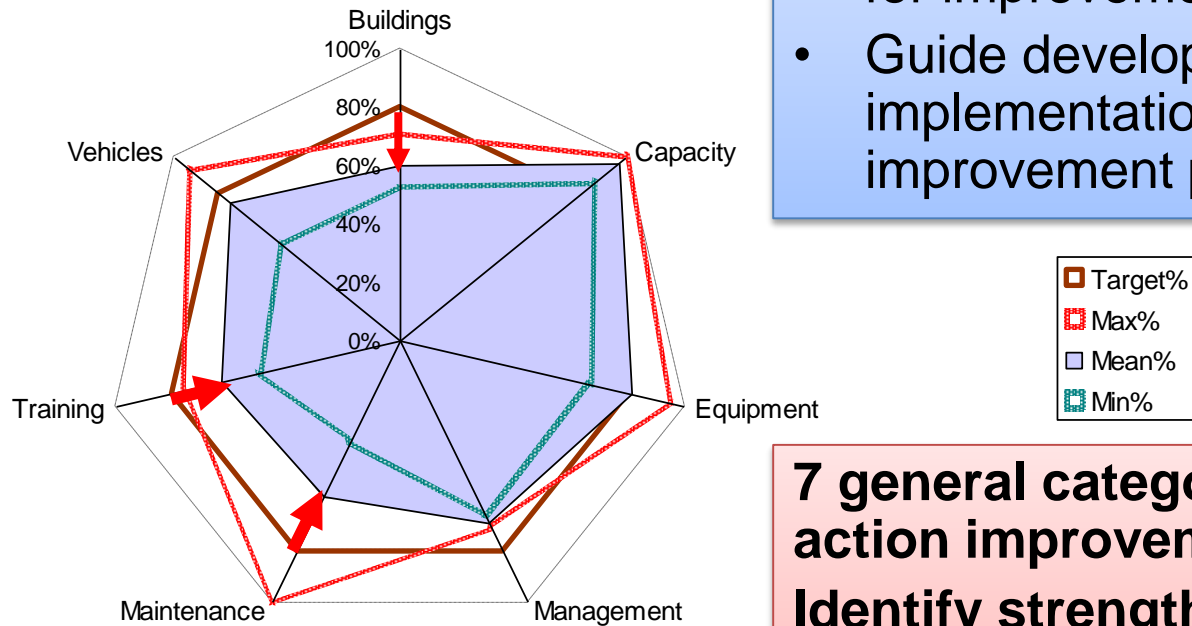
*EVM is a continuous quality improvement process*



# EVM: Assessment results & Improvement categories

## Criteria scores

### Category scores



- 9 global criteria with requirement and set of indicators
- Identify strength and areas for improvement
- Guide development and implementation of improvement plan

- **7 general categories for action improvement**
- **Identify strength and areas for improvement**
- **Direct actions for improvement**

# Core problem areas: Unvaccinated child



# Core problem area: Physical access

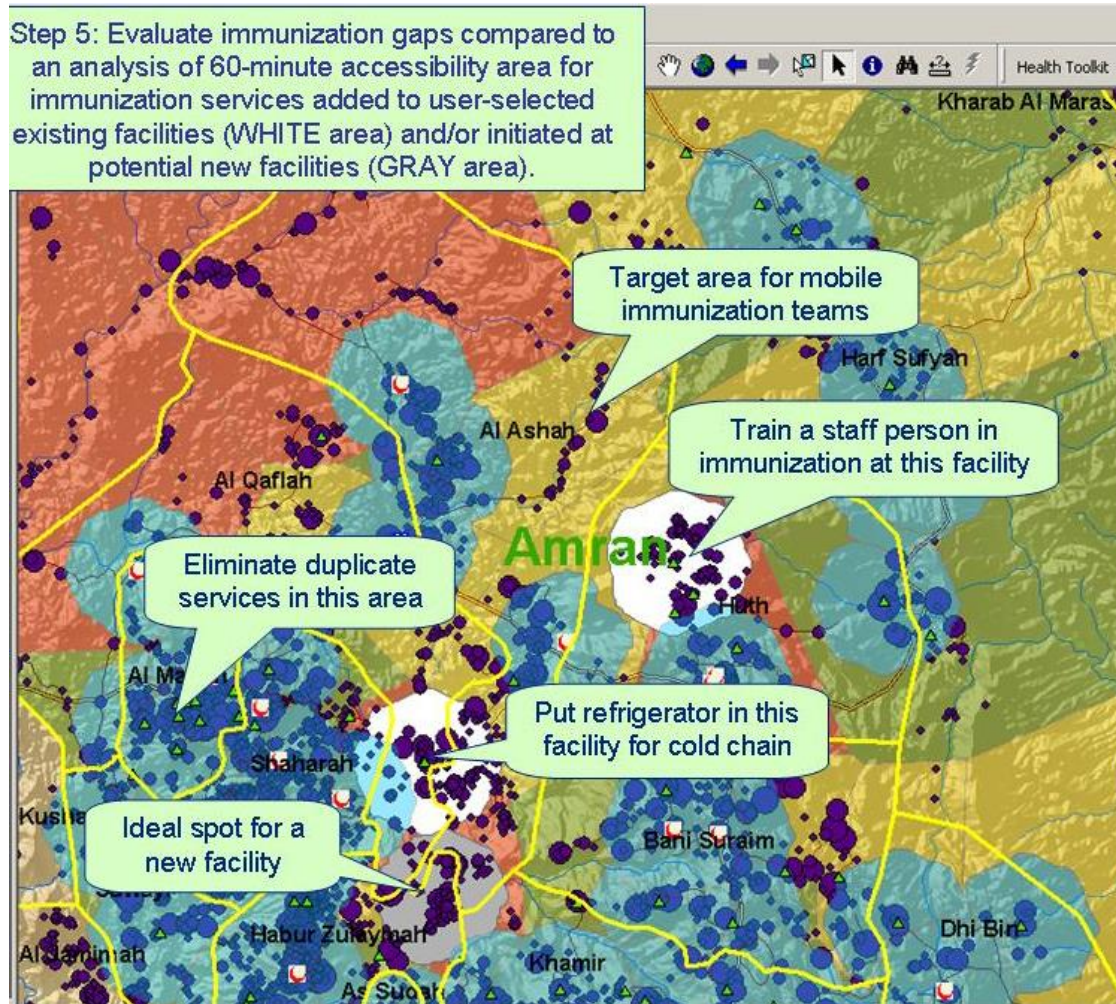
## ● Problem statement

- Lack of vaccination services due to the physical inaccessibility of some communities;
- Lack of health and road infrastructure;
- Geographical barriers to mobility;
- Nomadic or seasonal lifestyles of communities;
- Opening hours of the health facility or vaccination post, which render a physically accessible facility inaccessible due to their working hours.

# Core problem area: Physical access

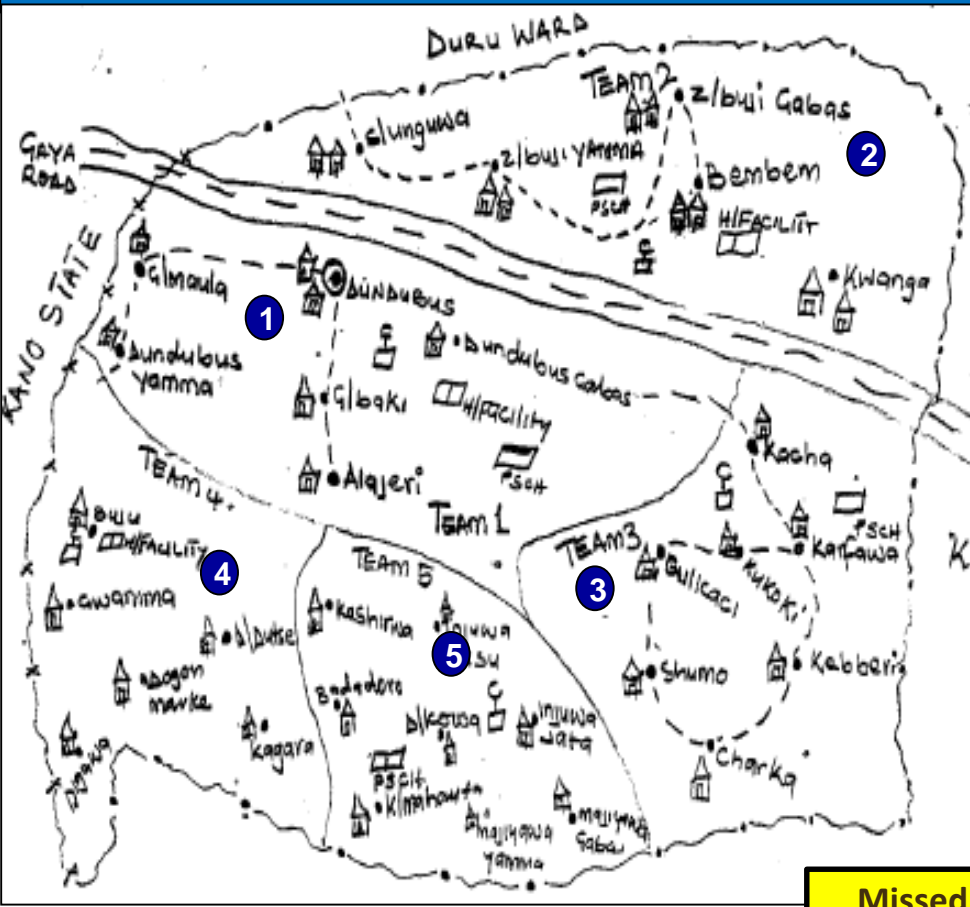
- Use of GIS

Yemen



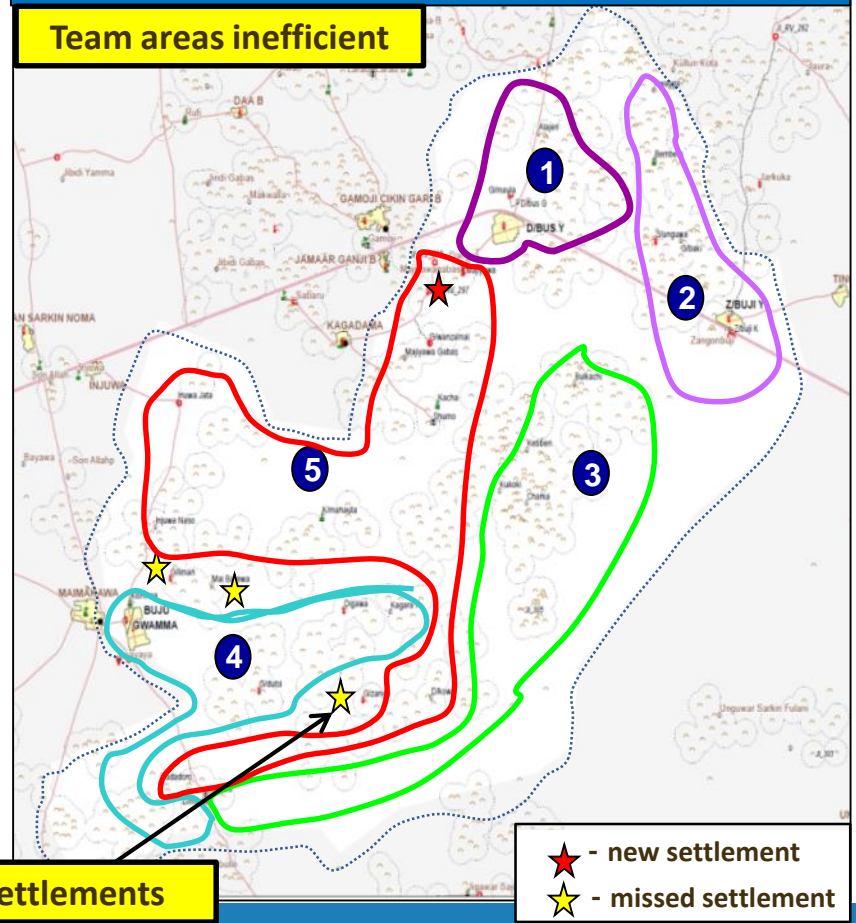
# Accurate maps can improve microplanning...

1. Hand-drawn ward map from micro-plan with team-day areas (5 teams)



**Missed Settlements**

2. Original team-day areas shown on GIS Map (5 teams)





# Core problem areas: Unvaccinated child



# Core problem area

## Health worker Knowledge, Attitude and Practices (KAP)

- Problem statement

- How a health worker interacts with the care-giver during a vaccination session is a major component in determining return visits
- Knowledge of the subject and the capability to administer the vaccine in a competent and safe manner dictate how the clients of the service will perceive their needs to be met.

# Viewpoints...

- The vaccinator may **not be present** and ready to begin vaccinating when they should.
- Some caregivers and children, because they are friends with the vaccinator or more educated and wealthy, able to **jump the line** while I wait.
- Sometimes my child cannot be vaccinated because the needed **vaccine or syringe is not available**.
- We are **yelled at** for not having “retained” a **vaccination card** that they never received in the first place, or that was damaged in the rain, or that they may have lost.
- Some mothers are **ridiculed** for their child’s threadbare or unclean clothing.
- We are **made to feel ignorant** for asking for the HW to explain the purpose of the vaccination or why their child needs to return for another dose.
- Some HWs ask for **unofficial payments** from poor mothers.
- Have to attend **too many mothers and children**, and they all come early in the day.
- Have to deal with too many caregivers **who don’t act responsibly**... don’t show up for appointments, lose their children’s health cards, and **don’t follow instructions**.
- **Need more training**.
- **Need more supervision** that helps them do their job better rather than criticizes them.
- Need **more resources**...cold chain equipment, vehicles and fuel for outreach, etc.
- Need **more vaccine** so they can open a vial for one or a few children like they’re supposed to do.
- Want to **feel supported**, that the Ministry of Health “has their back” so, for example, if a child gets sick after a HW vaccinates him correctly, their supervisors will support them.

CAREGIVER

HEALTH WORKER

# Four components in KAP method

- **Observations** of vaccinator/care-giver interactions
- **In-depth interviews** with vaccinators, supervisors and facility directors (separately)
- **Exit interviews** with caregivers (outside of the health facility)
- **Group discussions** with mothers (and with fathers or others if they commonly bring children for vaccination)

# Core problem areas: Unvaccinated child



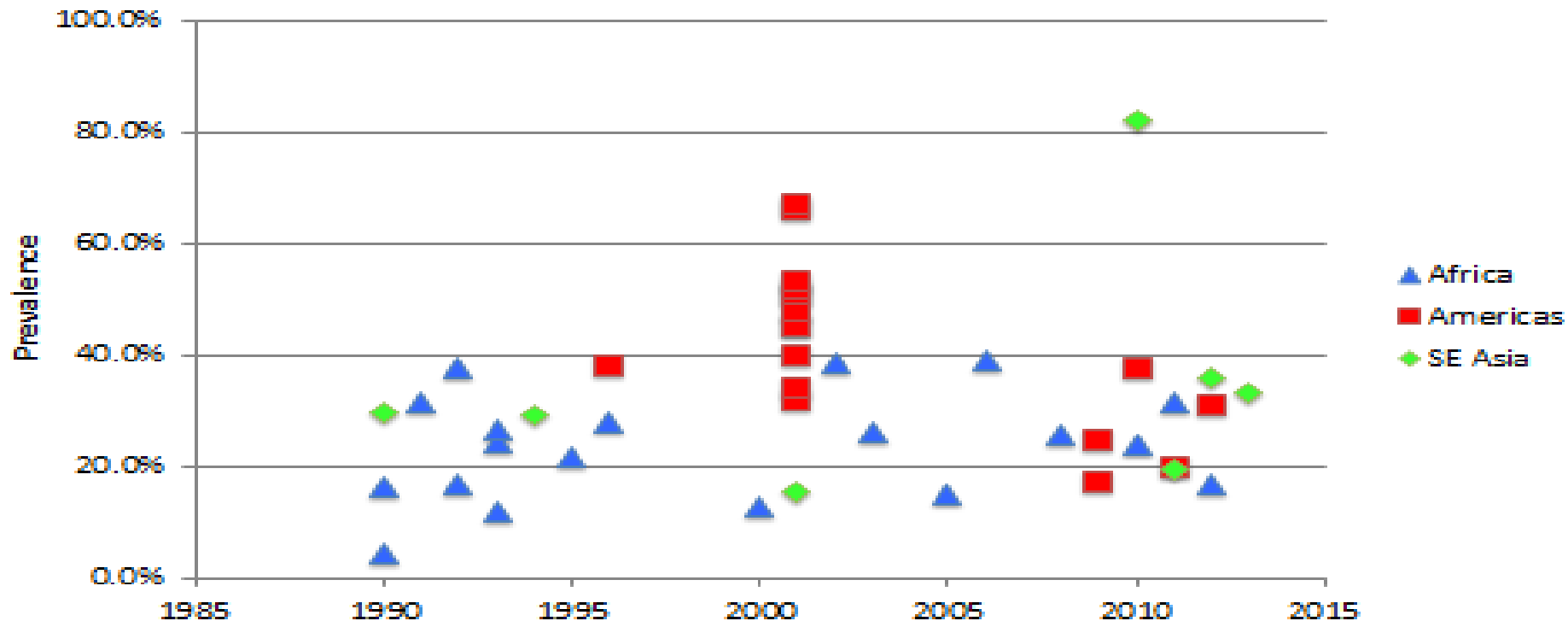
# Core problem area

## Missed opportunities

- Problem statement
  - Undervaccinated children will occasionally access health services for curative or other preventative service;
  - May accompany an adult seeking services;
  - Such visit is considered a “missed opportunity” if the opportunity to vaccinate was not used
  - Several publications, but barrier persists
- Definition (AMP)
  - “an occasion when a person **eligible** for immunization and with **no valid contraindication** visits a health service facility and **does not receive all recommended vaccines**”
- Two basic types (LSTMH)
  - Giving overdue doses at other vaccine dose visits
  - Giving overdue doses with treatment for episodes of illness / other person
- An old problem...

# Missed opportunity: Literature review - AMP

Prevalence of missed opportunities for any immunization among persons age 0-18 years in developing countries, over time

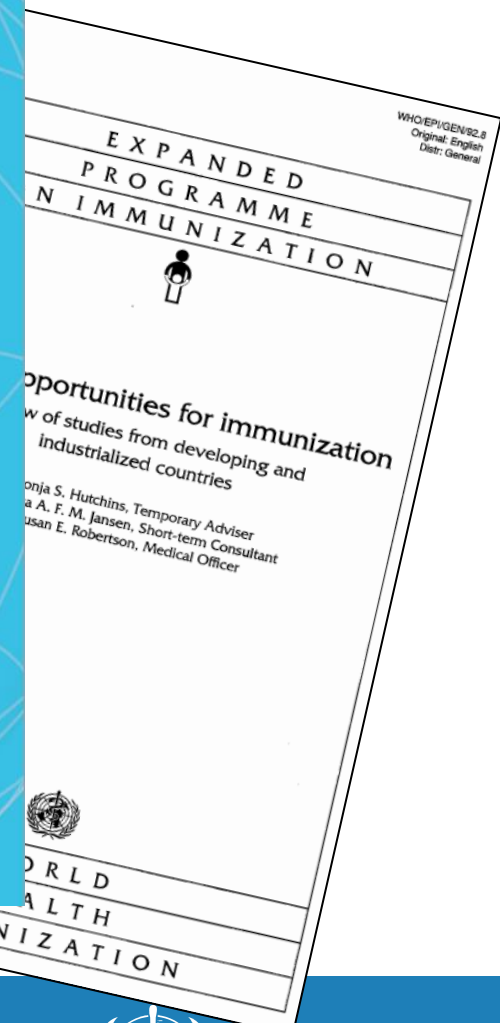
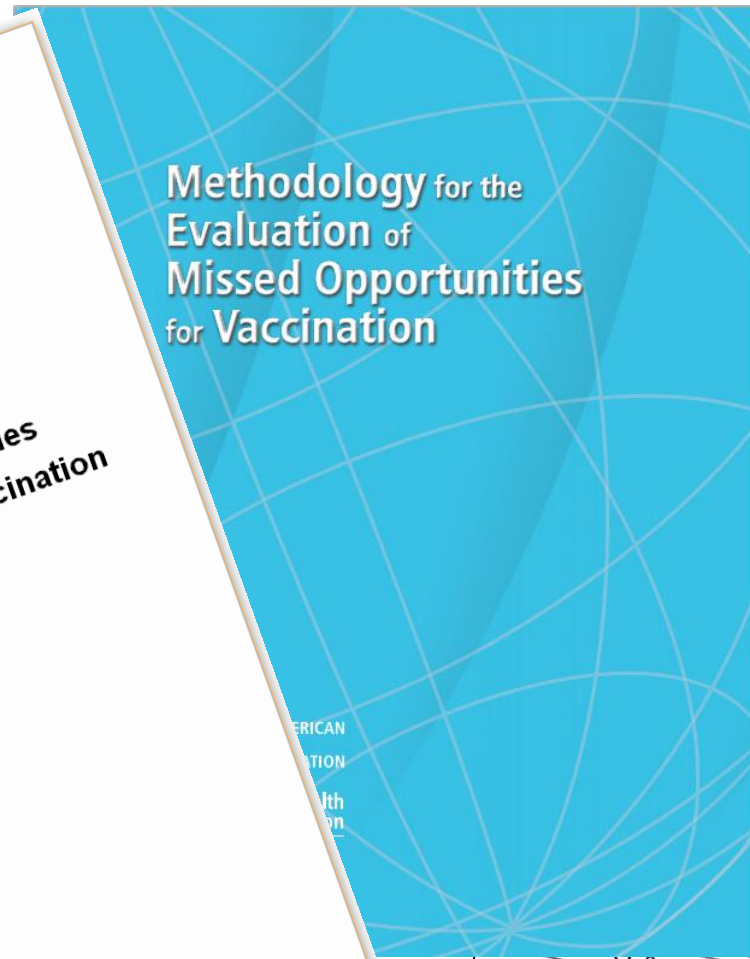


—Each point represents a value for one country at one time point

—SE Asia data all came from India

Ref: Shruti Sridhar, Nadira Maleq, Elise Guillerment and Bradford D. Gessner. Missed opportunities for immunization in low and middle income countries: A systematic literature review. Presentation to IVIRAC, 18 Sept 2014

# Methods...





# Core problem areas: Unvaccinated child



## Core problem area:

# Care-giver information, beliefs and attitudes

### ● Problem statement

- Key component of reasons for remaining unvaccinated include parent or care-giver information; may lack...
  - Knowledge of the disease, or
  - Knowledge of the protective effect of vaccination
  - Understanding for the need for multiple doses to attain immunity, or
  - Confusion about antigens.
- Beliefs and attitudes present in the family of the unvaccinated; beliefs surrounding
  - The nature or constituents of the vaccine
  - The act of injection or
  - The “necessity” of disease

# Core problem area

## Community/societal factors

### ● Problem statement

- The community and society within which the unvaccinated child lives may constitute the final core problem area
  - Religious reasons (eg. northern Nigeria) or
  - Secular considerations (eg. Germany, Sweden)
  - “Scientific” reasons (eg. MMR in Britain)
- Alienation or marginalization of a whole community may cause inequality in coverage in spite of available services.

# POPULATION MOSTLY AFFECTED DURING THE MEASLES EPIDEMIC IN BULGARIA

An informal  
ethnic origin  
that in average  
38.9% i

about the  
owing  
g from

Measles attack rates  
(Bulgaria 2009/2010):

Roma = **579** cases / 10,000 pop.

Non-Roma = **3** cases / 10,000  
pop.

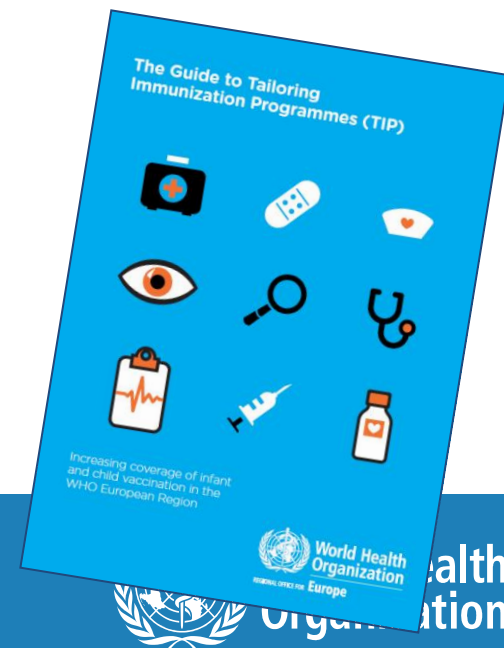
<b>Measles</b>	<b>9.3</b>
<b>Deaths</b>	<b>91.7</b>

From: MEASLES OUTBREAK IN BULGARIA, 2009-2010, Prof. Mira Kojouharova , NCIPD, Bulgaria  
[http://ecdc.europa.eu/en/activities/diseaseprogrammes/vpd/Documents/Kojouharova\\_Budapest\\_2011.pdf](http://ecdc.europa.eu/en/activities/diseaseprogrammes/vpd/Documents/Kojouharova_Budapest_2011.pdf)

# EURO – Targeting Immunization Programmes (TIP) tool

## Understanding and influencing behaviour

- “...a comprehensive approach to understand and influence parental and societal vaccination factors”
- **Overall objective of increasing uptake of vaccination of susceptible infants and children.**
- **Design behavioural interventions**
  - Explore and describe the determinants that influence parental decision-making in respect of vaccinations
  - An approach to address target groups based on epidemiological and behavioural determinants.
  - An inventory of lessons learned and best practices in immunisation, to design of immunisation programming



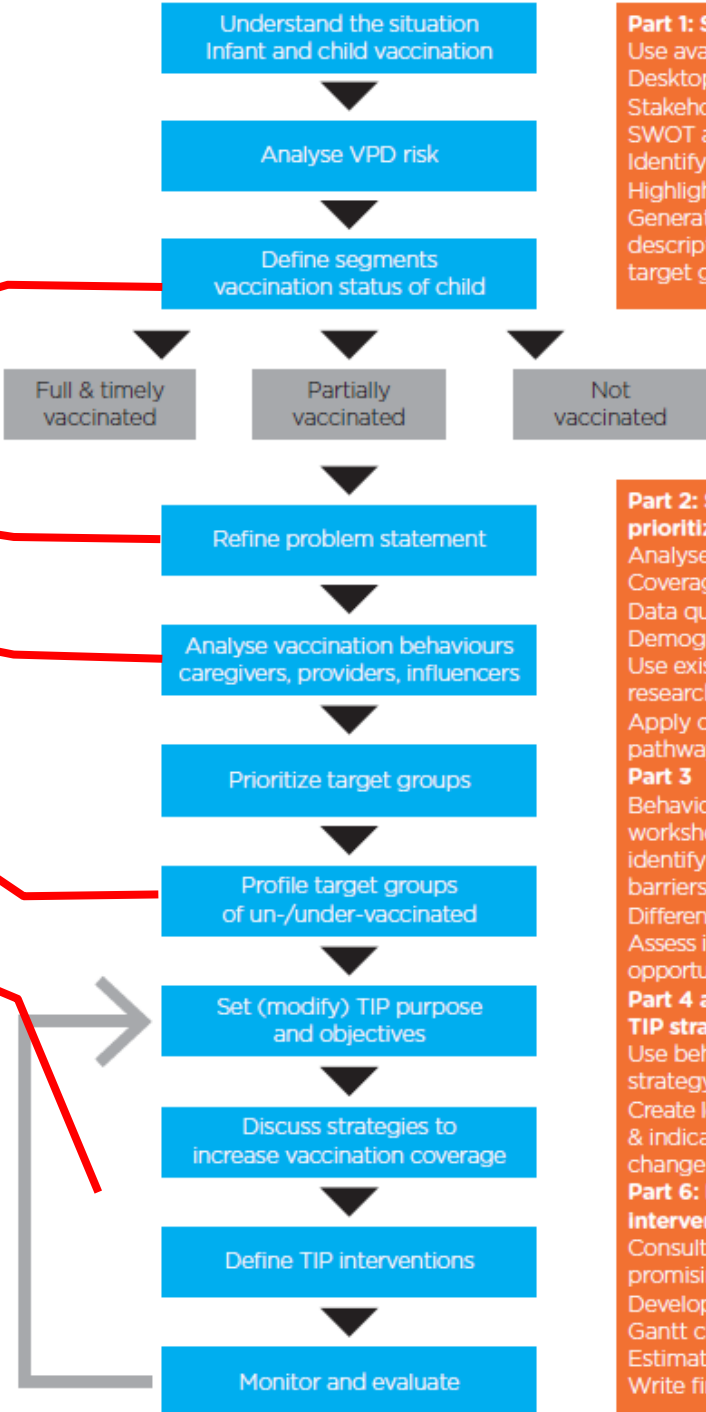
# TIP

## Step-by-step

- Segmentation
- Refine problem
- Analyze behaviour
- Profile target groups
- Define targeted strategies and interventions

**The formative phase:**  
Identify susceptible populations & diagnose demand & supply side barriers to vaccination

**The planning phase:**  
Design evidence - informed responses



**Part 1: Set the scene**  
Use available data  
Desktop review  
Stakeholder interviews  
SWOT analysis  
Identify the problem  
Highlight gaps  
Generate a broad description of the target groups

**Part 2: Segment and prioritize target groups**  
Analyse  
Coverage/surveillance  
Data quality  
Demographic patterns  
Use existing and new research  
Apply conceptual pathway and maps

**Part 3**  
Behavioural analysis worksheets  
identify motivators and barriers  
Differences in behaviours  
Assess importance and opportunities for change

**Part 4 and 5: Define TIP strategic priorities**  
Use behavioural strategy worksheets  
Create logical framework & indicators to measure change

**Part 6: Design the TIP intervention**  
Consult TIP inventory of promising practices  
Develop activity  
Gantt chart  
Estimate LOE and budgets  
Write final report



World Health  
Organization



