



World Health  
Organization

Global Routine Immunization Strategies and Practices (GRISP)

# CERTIFICATION COURSE IN ROUTINE IMMUNIZATION ACTIVITY PLANNING

COHORT 3 – WINTER 2019 LEVEL 1 ONLINE 36 HOURS  
ENGLISH 4 MARCH–24 MAY 2019 FRENCH 18 MARCH–24 MAY 2019

The World Health Organization (WHO) invites applications for the 3rd bilingual (French/English) cohort of the GRISP Level 1 course open to all health practitioners involved with immunization planning at national and sub-national levels.

**Applications will be accepted until 15 February 2019.**



**Click here to apply for the Global Routine Immunization Strategies and Practices (GRISP) – Level 1 certification course**

<http://learning.foundation/who-grisp-en-apply>

**Stratégies et pratiques mondiales de vaccination systématique (SPMVS)**

Cliquez ici pour voir l'annonce du cours en français (<http://learning.foundation/who-grisp-fr-apply>)

**Successful applicants will receive a Letter of Acceptance by e-mail from WHO before 4 March 2019.**

Please check your Spam or Junk mail folders to ensure that messages that contain the words "Global Routine Immunization Strategies and Practices (GRISP)" are whitelisted, and that scholar@learning.foundation has been added to your address book.

## Schedule overview

Dates	English language	French language
4–8 March 2019	Onboarding	
11–15 March 2019	Orientation	
18–22 March 2019	Week 1	Onboarding
25–29 March 2019	Week 2	Orientation
1–5 April 2019	Week 3	Week 1
8–12 April 2019	Week 4	Week 2
<b>13–28 April 2019: Term Break</b>		
29 April–3 May 2019	Week 5	Week 3
6–10 May 2019	Week 6	Week 4
13–17 May 2019		Week 5
20–24 May 2019		Week 6

## Weekly discussion group schedule

The English-language discussion group shall meet every Tuesday at 14h00 Geneva Time, starting during Onboarding week. ([Check time](#))

The French-language discussion group shall meet every Tuesday at 16h00 Geneva Time ([Check time](#))

## Webinars open to everyone on key topics in routine immunization

These interactive webinars:

- aim to answer "How do I...?" with practical examples and methods shared by a global expert.
- support the progress of course participants, who will be able to engage directly with the presenters.
- will be open to attendance by those who are not taking the course, with no upper limit to the number of attendees.



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ONLINE COURSE LEVEL 1 36 HOURS ENGLISH FRENCH

## Context for the course

The purpose of the 2015 Global Routine Immunization Strategies and Practices (GRISP) guidelines is to reassert routine immunization as the foundation for sustained decreases in morbidity and mortality from vaccine-preventable diseases across the life cycle of all individuals. Its focus is on the GRISP transformative investments, i.e. on areas of intervention that will change an entire immunization programme when implemented.

Once challenges and barriers to the programme have been identified and the appropriate strategies to address these challenges have been found, activities have to be concretely planned within the annual operational EPI plan. This Level 1 certification course guides participants through the process of identifying the challenges, prioritizing the right transformative investment and strategies, and then developing activities suitable for incorporation into annual EPI planning.

### What Scholars said about this course

"I found the whole concept of Transformative Investment valuable, novel and eye-opening, because it included concepts I never knew existed but which I found readily applicable to the immunization challenges in my country."

## Who should apply?

The course is most suitable for those directly supporting national immunization planning. We encourage National, sub-national, and district EPI management staff, WHO/UNICEF country and regional staff, in-country partner organization staff and consultants to apply. Women and staff new to immunization are also encouraged to apply.

### What Scholars said about this course

"I was able to complete the course mainly due to the ever-helping attitude and very sincere approach of the facilitators. Another amazing part was the opportunity to share information from all corners of the earth!"

## Learning objectives

Scholars who successfully complete the course are expected to be able to:

- ✓ Relate the recommendations and approach of the GRISP guidelines to your specific context.
- ✓ Select transformative investments and areas of action that are likely to transform your national immunization programme and the work of global partners.
- ✓ Define the problem and prioritize recommendations to select a suggested action that could have the greatest impact on the current state in your country.
- ✓ Identify best practices in the suggested action through literature review and dialogue with your peers.
- ✓ Adapt innovative ways to implement transformative investments in your country context.
- ✓ Compare and share best practices with practitioners from all over the world, drawing on global expertise from WHO.

## Added value

1. Accelerated learning on the use of WHO guidelines on routine immunization strengthening.
2. The main course project is intended to be directly applicable to the development of an annual EPI plan.
3. Participants will work both in small groups (peer review) and as a community to compare and share best practices in immunization planning with WHO EPI staff from country offices and global experts from WHO, increasing collaboration across the WHO levels and with Partners, to work toward country impact.
4. WHO will issue a certificate of participation to those who successfully complete all the requirements of the course.
5. Develop your digital skills to collaborate and learn remotely, as a member of the WHO Scholar Alumni Community for Impact.

# Resources and prerequisites

- **GRISP guidelines:** Participants should download and familiarize themselves with these guidelines.
- **Experience and expertise:** As an immunization professional, you should be familiar with both global guidance and recommendations, including the Global Vaccine Action Plan 2011–2020 (GVAP) and your specific context (Region, Sub-Region or Country).
- **Access to EPI data:** For the country(ies) you support, you will be expected to have access to routine administrative coverage data, assessment reports for programme reviews, specialized assessments such as PIEs (Post-Introduction Evaluation), EVMs (Effective Vaccine Management) assessments and HW KAPs (Health Worker Knowledge Attitudes and Practices).

## What Scholars said about this course

“Being able to apply the GRISP transformative investments to my country context was very useful, as I had to take time to think through how we can do things differently to achieve the results.”

# What you will do

- Complete successive writing assignments to develop a set of transformative investment activities for inclusion in immunization planning.
- Peer review the drafts of other participants to learn from and provide constructive inputs.
- Revise your draft activities, drawing on what you learned from peer review, resources and ongoing dialogue in the course.
- Contribute at least once a week to community dialogue and live online sessions.

## What Scholars said about this course

“All aspects of the course have been very valuable. However, I found the review and Thursday discussions outstandingly valuable.”



# Workload

Participants should expect to:

- dedicate at least 6-8 hours per week to course work.
- participate remotely in the weekly, 60-minute group discussion that will take place online once a week. (Recordings of these sessions will be made available for those who are unable to attend for valid reasons.)
- complete activities that have been divided into short daily tasks intended to be completed in 30 minutes.

Each set of course activities must be completed within a given week. Participants may schedule their work at any time during the week, except for the weekly group session which is scheduled at a fixed day and time each week. (Those unable to attend for a legitimate reason will be asked to view the session recording to complete a catch-up task.)

In addition to these required activities, webinars on specific topics of immunization routine strategies and practices will be organized.

## What Scholars said about this course

“This course is getting better every day.”

# Certification

Upon successful completion of the course and following validation of your final project and assignments by the course team and subject matter experts at WHO headquarters and regional offices, you will receive a certificate of participation from the World Health Organization. Each certificate is valid for a duration of three years. Certificate holders agree to show upon request a portfolio of their work that includes the project(s) produced in Scholar.

## Pedagogical approach

WHO has used the Scholar Approach since 2016 to support country-level action planning based on the Global Routine Immunization Strategies and Practices (GRISP) guidelines<sup>1</sup> and effective use of the World Health Organization Vaccination Coverage Cluster Surveys Reference Manual. The approach also draws on evidence-based action and applied learning, leadership acceleration, mentoring, and collaborative methodologies.<sup>2</sup> This Approach,<sup>3</sup> developed by the University of Illinois College of Education and the Geneva Learning Foundation to support effective learning for global health and humanitarian work, combines community of practice, knowledge co-construction, and peer review to support project-based learning.

## What does it mean to become a WHO Scholar?

Participants in WHO Scholar courses are called “Scholars”. Those who have successfully completed at least one WHO Scholar course become Alumni, and are invited to join the WHO Scholar network. Some Alumni may choose to volunteer as WHO Scholar Accompanists, offering their support to new Scholars.

Scholars who successfully complete a course may be invited to the WHO Scholar Alumni Community for Impact.

1. Rudi Eggers, Jhilmil Bahl, Devina Ahluwalia, Bill Cope, Reda Sadki, Catherine Russ, Adam Rusch. *The Scholar Approach for immunization capacity-building: Results of a pilot cohort to include GRISP transformative investments in country immunization planning*. Poster session presented at the Teach to Reach Conference (2016).  
 2. Fuente: Brooks, Ann and Watkins, Karen E. (eds.). (1994): *The Emerging Power of Action Inquiry Technologies*. San Francisco, CA: Jossey-Bass, pp. 43-55.  
 3. Cope, Bill, and Mary Kalantzis. “Conceptualizing E-Learning.” Chicago: Common Ground Publishing, 2016.

## What is my chance of being selected by WHO for a course?

WHO will select applicants on the basis of information submitted by each applicant during the application process. Please take the time to provide accurate, complete information as requested in the application. Each course announcement includes specific criteria that will be considered when selecting applicants. Please carefully review these criteria. If you do not meet the stated criteria, your application is unlikely to be selected by WHO. Pay attention to the information contained in the announcement, such as the learning time required per week, as some application questions may refer to this information.

If you have applied but were not selected for previous WHO Scholar courses, this has no effect on a new application.

Candidates recommended by qualified WHO staff, country EPI managers, or WHO Scholar Alumni (who have already completed at least one WHO Scholar course) may be given priority, if their applications meet the required criteria.

## Technical requirements

Applicants are responsible for ensuring that they are able to meet the following requirements.

- ✓ **Information technology:** You will need to access the course web site on a regular basis (preferably every day). Participants need to have access to a reliable Internet connection and a standards-based browser less than two years old (Firefox, Safari, or Chrome). Internet Explorer and Microsoft Edge users will be asked to use a standards-based browser for the course. Mobile-only users will need to use Mobile Chrome in desktop mode when working on their course projects.
  - When working with data, the use of Excel is likely to be required, preferably from a desktop computer.
  - Specific guidance will be provided to those who have bandwidth limitations, intermittent access, or may suffer from disruption of their connection to the Internet.
- ✓ **Languages:** The language of the course are either English or French. Participants are encouraged to schedule extra time if they are not fully proficient writing in the course language.

# WHO Scholar Accompanists to support and guide your progress

Throughout each course, participants may receive support from WHO Scholar Accompanists (Accompagnateurs). They are working immunization professionals who have volunteered to support their peers. They know what it is like to juggle a full-time job while participating in rigorous course work. Because they have both the job and learning experience, Accompanists are key actors in the support system to help you succeed in WHO Scholar courses.

Accompanists may or may not have specific expertise in immunization monitoring. Subject matter expertise will be provided by the course team. Rather, Accompanists will help you complete onboarding and orientation in Scholar. They will guide you through the learning process, help you to use the platforms, make sense of the assignments, and ensure that you know what you need to do next.

- Course participants may request the support of an Accompanist
- Some participants will be assigned an Accompanist if there are indications that they may need support.

Both Accompanists and Scholars will receive guidance to ensure that this exchange will be focused and productive.

Alongside the course team and the Accompanists, Scholars will also be invited to connect with each other, to learn from and support each other, but also to rekindle passion for and commitment to our work.

Connecting together as a learning community, we will support each other to strengthen our countries' work to improve immunization.

## Honor code

The WHO Scholar community is devoted to learning and the creation of knowledge. We view integrity as the basis for meaningful collaboration. We thus hold honesty – in the representation of our work and in our interactions – as the foundation of our community.

Members of the WHO Scholar community commit themselves to producing course work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on assignments or projects, plagiarizing or misrepresenting the ideas or language of someone else as one's own, falsifying data, or any other instance of dishonesty violates the standards of our community, as well as the standards of the wider world of immunization.

WHO Scholar course participants are required to adhere to a strict Honor Code. Violation of the Honor Code may result in removal from the course, loss of certification (including prior WHO Scholar certificates), and notification of your employer.

## Research and evaluation

WHO will review projects developed by Scholars, and may consider some of them for use in the Organization's communication, advocacy and training efforts. If this is the case, WHO will contact you to request your agreement and, if needed, to address any sensitive issues related to its content. Learners may also be invited to participate in education research by the Geneva Learning Foundation and its research partners to evaluate the efficacy of this learning initiative. Participation in this research is completely voluntary, and you may stop taking part at any time. In cases where learners do not consent, no learner data will be collected. Participation or non-participation will have no effect on assessment of your performance in the course or your present or future relationship with WHO.

The WHO Scholar programme leverages the Scholar Approach developed by the Geneva Learning Foundation. The Foundation is developing this programme for the World Health Organization, with the support of the Bill and Melinda Gates Foundation.