Training on Operational Microplanning for COVID-19 Vaccination

Facilitator’s Guide

Revised 2 May 2023
WHO continues to monitor the situation closely for any changes that may affect this document. Should any factors change, WHO will issue a further update. Otherwise, this document will expire 2 years after the date of publication.

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Preface

COVID-19 vaccination has been rolled out in all countries, with different settings in varied phases of implementation. Successful deployment, equitable delivery, and optimal uptake of COVID-19 vaccines at the sub-district and health-facility levels depend largely on robust and resourced operational microplanning. The World Health Organization (WHO) and its immunization partners recommend vaccination microplanning that is based on the local context, resources, and challenges; developed using a bottom-up approach; and emphasizing the implementation of locally feasible solutions. Microplanning for COVID-19 vaccination involves developing a detailed roadmap for delivering the COVID-19 vaccines in the catchment area of a primary health care facility or corresponding institution. This requires a collaborative effort between governments, the healthcare system, the private sector, development partners, and communities. Microplans for COVID-19 vaccination should also be integrated with the operational aspects of routine immunization and other primary health care programmes.

About the in-person training curriculum

The comprehensive in-person training package is based on updated guidelines, evidence-based service delivery strategies, and actions recommended by WHO and other development partners. The curriculum is designed to equip participants with the knowledge, skills, confidence, and resources to:

- develop a comprehensive microplan for implementing COVID-19 vaccination targeting priority-use groups in a catchment area.
- utilize available human, material, and financial resources to tailor service delivery strategies to reach and vaccinate priority-use groups and vulnerable individuals.
- use standard planning templates and leverage available data and information.
- re-evaluate microplans and revise service delivery approaches in response to a change in the type or supply of COVID-19 vaccines or in resources available.
- integrate COVID-19 vaccination into planning for routine immunization and primary health care services.

This facilitator’s guide

This facilitator’s guide, which is a part of the in-person training package described above, is a manual for trainers who conduct face-to-face or hybrid microplanning training (i.e., training that is partially offline and partially in-person) for COVID-19 vaccination at the national, provincial, and/or district levels.

This guide features information and resources that trainers can use when leading training sessions, group work activities, and discussions. The information in this guide is not meant to be prescriptive, but to serve as suggestions for how to lead the training sessions. Trainers are encouraged to adapt the training content to align with participants’ needs and the local context and to make the training sessions engaging and interactive.

More information about the content in this training package is available in the WHO document Guidance on Operational Microplanning for COVID-19 Vaccination, which was released in 2023. The document is available at who.int/publications.
# Overview of COVID-19 vaccination microplanning training

<table>
<thead>
<tr>
<th><strong>Duration</strong></th>
<th>Designed to be delivered in 10-12 hours over two days.</th>
</tr>
</thead>
</table>
| **Training participants** | District and sub-district level health authorities, immunization programme managers, supervisory staff from health and other departments, and institutions and stakeholders responsible for planning, implementing, and monitoring COVID-19 vaccination.*  
Each training should ideally have 20-25 participants, excluding the facilitators.|
| **Facilitators** | A minimum of one prepared trainer/facilitator for every 12-15 training participants.  
Trainers should have experience in immunization programming, microplanning for routine immunization, Supplementary Immunization Activities (SIAs), and facilitating immunization trainings.|
| **Training materials** | The curriculum contains 9 sessions and includes:  
- A PowerPoint presentation that introduces microplanning for COVID-19 vaccination  
- Eight (8) PowerPoint presentations, each based on one of the eight steps for COVID-19 vaccination microplanning recommended by WHO.** |
| **Training resources** | - A training room with seating for all participants  
- The PowerPoint files described above  
- A computer connected to an LCD projector and display screen  
- Flipcharts and markers or a whiteboard with markers or blackboard with chalk  
- Handouts for participants that contain the slides used in the training  
- Notepads, pencils, pens, erasers, sharpeners, and highlighters (for all participants)  
- Name tags and holders  
- A wireless laser pointer (optional) |

* This training is also available as a self-paced online course on the OpenWHO platform.

** If possible, at the beginning of each of the training modules, provide participants with a hard copy printout of the PowerPoint slides and Planning Templates featured in the module. Ideally, there should be 2-4 PowerPoint slides on each page of the handouts, along with space on each page for participants to take notes. The Planning Templates should be printed one per page.
Structure of the training modules

Each module in the in-person training package contains:

- A title slide
- A slide of the conceptual framework for COVID-19 vaccination microplanning highlighting the microplanning step presented in the module
- A pre-assessment comprising five true-false questions (see Box 1)
- Learning objectives for the session
- Background information and guidance related to the microplanning step
- A post-assessment comprising five true-false questions (see Box 1)
- Web links to relevant technical resources

Notes:

- In advance of using the modules in a training setting, read the relevant content in the microplanning guidance document, the PowerPoint slides, and the information in this guide.
- Most health facilities have already developed COVID-19 vaccination plans in accordance with national/provincial guidelines. The Planning Templates included in this training curriculum (and provided as hard copies to training participants) are sample tools designed to be adapted by users. Familiarize yourself with the Planning Templates and encourage participants to use them or similar tools from their organization.
- For the pre- and post-assessments in each module, first there is a slide with the five true-false questions followed by another slide that provides answers to the questions.
- Throughout the training, record participants’ queries and suggestions on flip charts, using their words. If you don’t know the answer to a participant’s question, consult with your co-facilitators and/or do online research about the issue between training sessions so that you can respond to the question. For example, you could say, “Good question. I will get back to you on that point in the next session.”
- As you present the slides in this training, it’s a good idea to occasionally share brief anecdotes from your own or your colleagues’ experiences that relate to points on the slides.

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Box 1: Beginning each session

Begin each session by telling participants what the session is about (slide 1). Explain which microplanning step the session focuses on (slide 2). Then review the module’s learning objectives (slide 4).

Ask participants if there are any COVID-19 topics related to the microplanning step they would like to discuss. Note the topics that participants mention on a flipchart and return to them during the session.
There is a pre-assessment (slide 3) at the beginning of every module and a post-assessment at the end. All of these assessments contain five true-false questions about the microplanning step covered in the module. The assessments focus on the key messages from the module. Facilitators may use the assessments to gauge how much of the training content participants have retained. The assessment should not be used to judge or grade participants’ knowledge.

When presenting the pre- and post-assessments to participants, read aloud (or have a participant read aloud) the first statement and ask the group whether the statement is true or false. Ask a participant to explain why they chose true or false. Repeat this process for the remaining four questions, discussing one question at a time.

Proceed to the next slide, which contains the correct answers. Review each statement, explaining whether it is true or false. If participants are surprised by an answer, explain the reasoning behind it. Explain that there will be another assessment at the end of the module and that each of the training modules contains both a pre-assessment and post-assessment. Write on a flip chart relevant questions that participants raise when discussing the assessment answers and be sure to discuss them during this session or an upcoming one.

The WHO Guidance on Operational Microplanning for COVID-19 Vaccination recommends using standard microplanning templates. This training contains 12 Planning Templates.

Almost all the microplanning steps include one or more Planning Templates that relate to the planning step. For slides that mention a Planning Template, briefly explain why it is important to collect the information to be recorded in the template. Ask participants where they could find or gather the information required to complete each template. Ask them whether they currently use each of those data sources when planning immunization service delivery.

Explain that the Planning Templates can be adapted to the local or regional context by adding or deleting information.
At the end of every session, there is a slide titled “Remember to. . .” This slide summarizes key points related to the step. Discuss these points with participants and answer any questions they have.

Facilitate the post-assessment (see Box 2).

Check the flipchart to see if all the questions raised by participants have been answered. If not, do so now or tell participants that you will explore/research the unanswered questions and report back during an upcoming session.

Present the final slide, which contains a list of resources on the topics addressed in the module.

<table>
<thead>
<tr>
<th>Box 4: Ending Each Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of every session, there is a slide titled “Remember to. . .” This slide summarizes key points related to the step. Discuss these points with participants and answer any questions they have.</td>
</tr>
<tr>
<td>Facilitate the post-assessment (see Box 2).</td>
</tr>
<tr>
<td>Check the flipchart to see if all the questions raised by participants have been answered. If not, do so now or tell participants that you will explore/research the unanswered questions and report back during an upcoming session.</td>
</tr>
<tr>
<td>Present the final slide, which contains a list of resources on the topics addressed in the module.</td>
</tr>
</tbody>
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## In-Person Training Agenda

<table>
<thead>
<tr>
<th>Session</th>
<th>Title of the training session</th>
<th>Duration* (In minutes)</th>
<th>Pre- &amp; post-assessment</th>
<th>Facilitated reading</th>
<th>Participatory discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome session</td>
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<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>1</td>
<td>Introduction to operational microplanning for COVID-19 vaccination</td>
<td>40</td>
<td>√</td>
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<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Step 1: Estimate targets</td>
<td>40</td>
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<td>√</td>
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</tr>
<tr>
<td>3</td>
<td>Step 2: Calculate requirements</td>
<td>40</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Step 3: Plan vaccine management</td>
<td>40</td>
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<td>√</td>
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</tr>
<tr>
<td>5</td>
<td>Step 4: Identify and manage human resources</td>
<td>40</td>
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<td>√</td>
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<tr>
<td>DAY 2</td>
<td></td>
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<tr>
<td>Recap of the previous day</td>
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<tr>
<td>8</td>
<td>Step 5: Plan service delivery</td>
<td>40</td>
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</tr>
<tr>
<td>9</td>
<td>Step 6: Generate demand</td>
<td>40</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>Step 7: Monitor implementation</td>
<td>40</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>11</td>
<td>Step 8: Re-evaluate the microplan</td>
<td>40</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Closing – valedictory</td>
<td></td>
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</tbody>
</table>

* This is an illustrative timeframe for the training. If participants have many questions or need additional assistance to understand some of the modules, facilitators may need to devote more time to those modules.
Welcome session

Welcome participants to the two-day in-person training on operational microplanning for COVID-19 vaccination.

Introductions

- Introduce yourself, briefly describing your background and experience (2-3 minutes).
- Ask participants to introduce themselves, describing where they work and their responsibilities related to COVID-19 vaccination, routine immunization, and/or other vaccination activities. Ask participants to spend approximately 30 seconds introducing themselves (25 minutes).
- Ask for a few volunteers to briefly describe the experience they have had with immunization microplanning and/or the microplanning questions or concerns they hope the training will address (5-6 minutes).
- Ask participants to share what they have learned from their experiences in microplanning for, conducting, and/or monitoring multiple antigens/ integrated campaigns.

Describe the training

- Describe the scope and organization of the training; the resources that were used to develop the training material; the objectives of training; and the structure of the curriculum.
- Explain that as the trainer, you will:
  - Guide participants through the modules
  - Clarify information and respond to participants’ questions
  - Lead group discussions
  - Observe and provide support during group exercises
- Mention that participants should feel free to adapt the microplanning instructions and templates to align with their local context, and availability and types of vaccine products.

Establish ground rules

Brainstorm with participants the ground rules they’d like to use during the training. Some common training ground rules include:

- Turn off/silence electronic devices.
- One person speaks at a time.
- Avoid side conversations.
- When you speak, try to make it brief and share relevant information.
- If a participant has a question that they don’t want to ask in front of others, they should ask the question privately during a break.
- Listen and work to understand other participants’ perspectives.
- Be non-judgmental and respect different points of view.
- Keep an open mind.
- Maintain confidentiality. Whatever is shared during the training stays in the room.
Session 1: Introduction to operational microplanning for COVID-19 vaccination

Display the Session 1 PowerPoint presentation. Begin the session as described in Box 1. The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.
* Address participants’ questions through group discussion.

Slide 5: Microplanning for COVID-19 vaccination
- Read aloud the points on the slide, emphasizing the need to have a microplan for equitable distribution and uptake of COVID-19 vaccination and the attributes of catchment area populations that operational microplans consider.

Slide 6: Operational microplan for COVID-19 vaccination
- Before revealing the contents of the slide, ask participants about the purpose of microplanning for COVID-19 vaccination.*
- Explain that microplanning for COVID-19 vaccination meets four objectives.
- Click on the slide to reveal and discuss one point at a time.

Slide 7: Microplanning process
- Reveal the slide, which contains a graphic summarizing the microplanning process.
- Read (or ask a participant to) and discuss the points in the slide.

Slide 8: Attributes of COVID-19 vaccination microplans
- Before revealing the contents of the slide, ask participants what features they expect COVID-19 vaccination microplans to have.
- Note participants’ responses on a flipchart.
- Reveal the contents of the slide and read aloud the key features.

Slide 9: Integrating COVID-19 vaccination with RI and PHC services
- Reveal the contents of the slide and explain each point.
- Note participants’ questions on a flipchart and ask what they think the answers might be. Review the answers (noting that you’ll research the answers to any questions that you are not sure of).

Present the remaining slides as described in Box 4.

*****
Session 2: Estimate targets (Step 1)

Display the Session 2 PowerPoint presentation and begin the session as described in Box 1. The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.

** Address participants’ questions through group discussion.

Slides 6 and 7: WHO interim recommendations for the optimal use of COVID-19 vaccination

- Reveal the three categories of priority-use subgroups (high, medium, and low) on the slides and read them aloud.
- Mention that the recommendations on slides 6 and 7 are time-limited and apply only to the current situation and may need to be revisited when new variants of concern emerge or the epidemiology changes.
- Explain the following related to additional and booster doses of COVID-19 vaccines: According to WHO SAGE, additional doses of a COVID-19 vaccine may be needed as part of an extended primary vaccination series for target populations where the immune response rate following the standard primary series is deemed insufficient. Booster doses are administered to those who have completed a primary vaccination series (including additional doses in an extended primary series) to restore vaccine effectiveness.

Slide 8: Identify priority-use groups

- Before revealing the contents of this slide, ask participants about the subgroups that are prioritized for COVID-19 vaccination in their country/province/catchment area.*
- Reveal the points on the slide and read them aloud.

Slide 9: Estimate the population of each priority-use subgroup

- Reveal and read aloud the points on the slide.
- Explain that prioritization for COVID-19 vaccination is a critical step for determining vaccine uptake and controlling disease transmission.
- After reading the third point, describe digital mapping and its benefits.

Slide 10: Compile population estimates

- Explain that compiling population figures facilitates calculating the quantities of vaccines and ancillary supplies needed.
- Reveal the points on the slide and read them aloud.**
- Explain that Planning Template 1 can be used to compile population estimates.

Slide 11: Planning template 1

- Explain Planning Template 1 on preparing lists of priority-use subgroups and recording population estimates as described in Box 3.

Slide 12: Prepare line lists of high-risk individuals
● Before presenting the slide, ask participants what they know about line lists and whether they have used line lists for vaccination or any primary health care programme.

● Reveal the points on the slide and read them aloud. Discuss the benefits of creating line lists and answer any questions.

● Explain that Planning Template 2 can be used to prepare line lists of high-risk individuals.**

**Slide 13: Planning Template 2**

● Explain Planning Template 2 on preparing line list of individuals who belong to specific high-risk groups as described in Box 3.

**Slide 14: Develop budgetary requirements for estimating targets**

● Reveal the points on the slide and read it aloud.

● Explain that budget estimates are developed at each step of microplanning. Ultimately, the budget estimates for each step are consolidated to create an itemized budget that is incorporated in budget plans at the district and higher levels.

● Emphasize on the last point to share these estimates with higher level administrators so that they may be incorporated in district, provincial, and national budget plans

Present the remaining slides as described in Box 4.

*****
Session 3: Calculate requirements (Step 2)

Display the Session 3 PowerPoint presentation and begin the session as described in Box 1. The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.
** Address participants’ questions through group discussion.

Slide 6: Calculate COVID-19 vaccine dose requirements
- Before revealing the slide, ask participants to name some of the factors that determine the quantity of a vaccine needed in a catchment area. Reveal the contents of the slide and read them aloud.
- Explain what vaccine wastage factor is and why it is important.**

Slides 7 and 8: Calculate total vaccine volume
- Explain vaccine volume and describe why it is important (refer to the callout box on the right side of the slide).**
- Read aloud the points on the slide.
- Explain Planning Template 3 presented in slide 7 as described in Box 3.

Slide 9: Ancillary supplies required for COVID-19 vaccination
- Reveal the points on the slide and read it aloud.
- Ask participants to name ancillary supplies required for COVID-19 vaccination. As they do, note them on the flipchart. Ask participants the factors that determine the quantity of each ancillary supply needed.**

Slides 10 to 13: Ancillary supplies required and factors involved in estimations
- These four slides describe the factors that determine the required quantities of ancillary supplies, including syringes, safety boxes, infection prevention supplies, waste management supplies, passive cold chain equipment, registration and vaccination cards, stationery and manuals, AEFI kits, and communications materials.
- Discuss each of the factors one-by-one and answer participants’ questions about estimating ancillary supplies.**

Slides 14: Budgetary requirements
- Reveal the points on the slide and read it aloud.
- Ask participants if there are any other important points related to estimating the quantity of vaccines and ancillary supplies needed.*

Present the remaining slides as described in Box 4.

*****
Session 4: Plan vaccine management (Step 3)

Display the Session 5 PowerPoint presentation and begin the session as described in Box 1.

Tell participants that this module explains how to create a storage plan for COVID-19 vaccines while taking into consideration the storage of routine immunization vaccines and other medical supplies that require refrigeration. The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.

** Address participants’ questions through group discussion.

Slides 6 and 7: Update cold chain equipment information
- Before showing the slides, ask participants what information is needed to develop a vaccine storage plan.
- Reveal the points on slide 5 related to updating information about cold chain facilities and equipment and read them aloud.
- Explain how to use Planning Template 4 on slide 7 to compile this information (refer to Box 3).

Slide 8: Map storage facilities and other infrastructure
- Before revealing the content of the slide, ask participants if they have developed maps as part of microplanning for routine immunization or other vaccination campaigns.
- Ask participants to describe their experiences with mapping.*
- Ask whether they can think of any service delivery improvements that could result from developing and using maps.
- Tell participants that there are two techniques for developing maps. The first is preparing conventional hand-drawn maps and the other is using digital systems to create geo-enabled maps. If time allows, ask participants regarding the advantages and limitations of each approach are to developing maps.
- Reveal the contents of the slide and read it aloud.**

Slides 9 and 10: Plan for storing COVID-19 vaccines
- Before revealing the content of the slide, ask participants about the factors to consider when developing a vaccine storage plan.*
- Reveal the contents of the slide and read it aloud.
- Explain how to use Planning Template 5 to develop a vaccine storage plan given on slide 9 as described in Box 3.

Slide 11: Plan for storing ancillary supplies
- Ask participants how they currently store the ancillary supplies discussed in the previous session.*
- Reveal the points on the slide and read it aloud.**
Slide 12: Estimate vaccines and ancillary supplies for vaccination sites

- Ask participants what factors should be considered when estimating the quantities of vaccines and other supplies needed for vaccination sites.*
- Reveal the contents of the slide and read it aloud. Acknowledge the factors that participants already mentioned and answer any questions.

Slides 13 to 15: Plan to transport vaccines, supplies, and immunization waste

- Reveal the points on slide 13 and read it aloud.**
- Ask participants if there is anything else that should be included in a transportation plan.*
- Explain Planning Templates 6 and 7 as described in Box 3.**

Slide 17: Budgetary requirements

- Reveal the points on the slide and read it aloud.
- Ask participants if there are any other activities related to vaccine management that have not been named.*

Present the remaining slides as described in Box 4.

*****
Session 5: Identify and manage human resources (Step 4)

Display the Session 7 PowerPoint presentation and begin the session as described in Box 1.

Explain that COVID-19 vaccination requires a trained and skilled workforce from a range of cadres with experience administering injectable vaccines, maintaining cold chain, recording and reporting procedures, tracking and mobilizing beneficiaries, and monitoring and supervision. In this module, participants will learn how to identify potential human resources from various departments and sectors, assess workers’ current workload, and build their capacity to participate in COVID-19 vaccine operations.

The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.
** Address participants’ questions through group discussion.

Slide 6: Plan vaccination teams
- Reveal the contents of the slide and read it aloud.
- Ask participants where they think additional workers might come from.* Read the contents of the callout box on the slide.**
- Explain to participants about the constitution of vaccination teams as described in the slide and the additional sources of workforce in case there is any gap.

Slides 7, 8, and 9: Determine the existing workforce
- Before revealing the content of slide 7, tell participants that the first step in planning human resources for COVID-19 vaccination is assessing the availability of skilled staff in the health department.
- Reveal the points on the slide and read it aloud.
- Ask participants to name some cadres of workers that are required for COVID-19 vaccination.*
- Explain that addressing workforce gaps requires identifying additional workers with the required skills/experience. Read aloud the remaining text on the slide. Tell participants that the line list of health workers and other essential workers can help to identify skilled staff for COVID-19 vaccination (refer to Planning Template 2).
- Explain Planning Template 8 as described in Box 3.
- Read aloud the sources of additional workforce described in slide 9.

Slides 10, 11 and 12: Plan and organize trainings for the identified personnel
- Explain that after assessing the available health staff and mapping out the additional workforce needed to address gaps, the next step is to plan and deliver trainings on the essential aspects of COVID-19 vaccination service delivery.
• Reveal the contents of slide 10. Read it aloud and explain it.
• Ask participants if any of them has served as a training focal person. Review the responsibilities of the training focal person on slide 10 and read them aloud.**
• Explain how to use Planning Template 9 to plan COVID-19 vaccination in in-person and blended trainings as described in Box 3.**

Slides 13 and 14: Plan supportive supervision
• Ask participants what supportive supervision means to them and who is responsible for it.**
• Read aloud the contents of slide 13 and discuss how to prepare a supervisory visit plan.
• Explain how to use Planning Template 12 to prepare a supervisory visit plan (refer to Box 3).**

Slide 15: Budgetary requirements
• Reveal the points on the slide and read it aloud.
• Ask participants if there are any activities related to identifying and managing human resources that have not been named.*

Present the remaining slides as described in Box 4.

*****
Session 6: Plan service delivery (Step 5)

Display the Session 8 PowerPoint presentation and begin the session as described in Box 1.

Explain that public acceptance and uptake of COVID-19 vaccines and the sustainability of COVID-19 vaccination are heavily influenced by how well service delivery is tailored to meet the needs of high-risk population groups. In this session, participants will learn about recommended strategies for planning COVID-19 vaccination service delivery in a catchment area.

The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.
** Address participants’ questions through group discussion.

Slides 6 and 7: COVID-19 vaccination service delivery strategies

● Ask participants about the vaccination service delivery strategies used for routine immunization. Ask them to share their experiences about different strategies.
● Reveal the contents of slide 6 and read aloud the points.
● Before showing slide 7, tell participants that certain factors must be considered when selecting service delivery strategies for priority-use groups.
● Reveal slide 7 and read aloud the slide.**

Slides 8 and 9: Plan and map vaccination sites

● Read aloud the first point on slide 8 and ask participants about their experiences with the 3A’s for vaccination.**
● Read aloud the second point and emphasize the importance of planning for reaching targeted subgroups in the catchment area.
● Reiterate the importance of creating maps that show the location of vaccination sites, the terrain, and connectivity issues.
● Explain how to use Planning Template 10 to plan vaccination activities at fixed and outreach sites and via mobile teams (refer to Box 3).

Slide 10: Plan service delivery strategies for key target groups

● Describe the four commonly employed service delivery strategies presented on the slide, that is, fixed sites, outreach sites, mobile teams, and mass vaccination sites.
● Explain that the service delivery strategy and the location of vaccination sites need to be appropriate for the priority-use group.
● Ask participants about their experience implementing tailored vaccination strategies for different priority-use groups.
Slide 11: When planning service delivery

- Reveal the contents of the slide and read it aloud or ask a participant to do so.**

Slide 12: Budgetary requirements

- Reveal the points on the slide and read it aloud.
- Ask participants if, based on their experience, they can identify other service delivery activities that should be budgeted for.**

Present the remaining slides as described in Box 4.
Session 7: Generate demand (Step 6)

Display the Session 9 PowerPoint presentation and begin the session as described in Box 1.

The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.
** Address participants’ questions through group discussion.

Slide 6: Generating demand for COVID-19 vaccination

- Explain that community members, stakeholders, and health department staff may have concerns about COVID-19 vaccines and vaccine safety. Thus, communications activities are critical role for COVID-19 vaccination.
- Describe the importance of communications activities related to generating demand and enhancing community engagement. Explain that these activities can increase awareness, confidence, and trust by informing people about the safety and benefits of COVID-19 vaccines and addressing COVID-19 vaccine myths, rumours, and concerns.
- Read aloud the contents of the slide**

Slides 7 to 13: Stages to plan communications for generating demand

- These slides describe developing a plan for demand generation and RCCE that contains these four activities: plan and engage, diagnose, design, and implement and evaluate.
- Reveal slide 7 and read it aloud.**
- Ask participants to name the types of stakeholders that could help in increasing COVID-19 vaccination demand and uptake.*
- Refer to the list of potential stakeholders in the microplanning guidance document and draw attention to any stakeholders that participants didn’t mention. Note on a flipchart, additional stakeholders that participants identify.
- Emphasize that it is critical that the health department and relevant stakeholders coordinate communications efforts to ensure the use of consistent strategies, ongoing dialogue with targeted populations, and the delivery of standardized messages.
- Follow this process for slides 8 to 12 (i.e., reveal the content, read aloud the points, and explain the meaning).**
- On slide 9, ask participants to describe the types of demand generation activities that can help increase demand and uptake.*
- On slide 13, explain how to use Planning Template 11 as described in Box 3.**

Slide 14: Budgetary requirements

- Reveal the activities that require budget allocations and read them aloud.
- Ask participants if they can name other demand generation activities for which a budget estimate should be developed.**

Present the remaining slides as described in Box 4.
Session 8: Monitor implementation (Step 7)

Display the Session 10 PowerPoint presentation and begin the session as described in Box 1.

The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.

** Address participants’ questions through group discussion.

Slide 6: Monitoring COVID-19 vaccination operations

- Explain that monitoring COVID-19 vaccination operations provides insights about outcomes and processes.
- Reveal and read the points on slide 6.
- Explain that two types of monitoring are required for COVID-19 vaccination: monitoring service delivery at vaccination sites and monitoring microplan implementation.
- Read aloud the callout box at the bottom of the slide. Ask participants to describe the monitoring and supervision techniques they have participated in or heard about for routine immunization and other vaccination activities.*

Slide 7: Identify individuals to serve as supervisors

- Reveal and read aloud the points on slide 7.**
- Discuss the benefits of indigenous supervisors that are described in the callout box on the slide. Ask participants if they can name any other benefits of using local supervisors.*

Slide 8: Responsibilities of supervisors

- Reveal and read aloud the points on the slide.**
- Ask participants to name additional supervisor responsibilities based on their experiences.**

Slide 9: Prepare a field visit plan

- Explain that developing a field visit plan for monitoring and supervision is an important part of COVID-19 vaccination microplanning. A well-developed visit plan can help to engage relevant stakeholders and organize visits to vaccination sites. Conducting field visits without a plan increases the likelihood of sub-optimal engagement by supervisors and stakeholders and over-visiting certain sites (because of convenience or preferences) and overlooking other sites.
- Ask participants to describe the field visit tools they have seen used for monitoring and supervision.** Emphasize the importance of using a standard checklist during supervisory visits to capture all relevant information.
- Reveal and read aloud the points on slide 9 related to developing a day wise roster for field visits and the issues to explore during visits.
- Explain that Planning Template 12 appeared earlier in Step 4.
Slide 10: Use standard monitoring tools and techniques

- Ask participants to describe the tools and data sources used for monitoring and supervision.*
- Reveal and read aloud the points on this slide.
- Read the callout box. Explain the importance of integrating and triangulating data sources to develop a more comprehensive perspective that can be used to guide corrective actions.
- Discuss the monitoring and supervision tools and data sources that participants name. Ask participants if they have questions or comments about any of the tools or data sources.**

Slide 11: Budgetary requirements

- Read aloud the monitoring and supervision activities that require budget allocations.
- Ask participants to identify any other monitoring or supervision activities that should be budgeted for.**

Present the remaining slides as described in Box 4.

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Session 9: Re-evaluate the microplan (Step 8)

Display the Session 11 PowerPoint presentation and begin the session as described in Box 1.

The following provides suggestions for presenting specific slides and generating discussion.

* Note participants’ responses on a flipchart. Discuss them during this session or a subsequent one.
** Address participants’ questions through group discussion.

Slide 6: Re-evaluation of COVID-19 vaccination microplans

- Before showing the slide, ask participants what they think is involved in re-evaluating a COVID-19 vaccination microplan. Ask them to explain why re-evaluation might be important and how frequently they think it should be done.
- Reveal and read aloud the situations described on the slide.**
- Explain that for some COVID-19 vaccines, a different vaccine type can be administered as the second or booster dose. Therefore, when a new or different vaccine is supplied, planners should review the microplan to identify which elements remain relevant and revise those that need updating.

Slides 7, 8 and 9: Assess the need to revise the microplan

- Reveal and read aloud the points on slide 7. Ask participants for some examples to explain the situations necessitating the revision of COVID-19 vaccination microplan
- Read aloud the contents of slide 8 and discuss in detail the factors that need to be analysed to revise a microplan. **
- Reveal slide 9 and read the points aloud.

Slide 9: Example: Microplan revision process when a new vaccine is introduced

- Ask participants to name situations that might require re-evaluation and revision of a microplan (other than when a new or different vaccine is supplied).*
- Display the slide, which provides an example of a situation where a new vaccine is introduced in a catchment area.
- Emphasize that every situation that requires microplan revision should be approached in this systematic manner.
- Answer any questions that participants have.**

Present the remaining slides as described in Box 4.

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