This review identified many lessons that may be relevant to future vaccine education.

Many educational interventions were introduced to adult populations during the Covid-19 pandemic, to help build their vaccine knowledge and confidence. These initiatives often involved the use of both formal (e.g., presentations) and informal (e.g., one-on-one conversations) approaches. Community partnerships were often leveraged to develop and facilitate Covid-19 vaccine education.

What is this review about?
There were high levels of hesitancy towards the Covid-19 vaccines when they were first introduced, despite scientific evidence showing their effectiveness in reducing morbidity and mortality from Covid-19. Education about the vaccines was one of the key tools commonly used by public health professionals and healthcare providers to support individuals in their vaccine decisions.

What studies are included?
The authors included all studies that described an educational intervention on Covid-19 vaccines provided to adult populations, regardless of geography. The interventions had to include an active interaction between an education facilitator and an audience. For example, informational pamphlets about the Covid-19 vaccines were excluded.

The authors found 32 studies from seven countries, published between February 2021 and February 2022. There were two rounds of database and grey literature searches.

What are the main findings of this review?
Group-based educational interventions were used more frequently than individual-based approaches. Formal presentations were the most common type of intervention. Other group-based interventions included community events and small group discussions.

Individual-based interventions included phone calls, in-person consultations and door-to-door communication. Many interventions involved multiple strategies. Often, formal group-based presentations were coupled with additional...
individual-based interventions, such as one-on-one conversations either in-person or on the phone. Given the novelty of the Covid-19 vaccines, personalized conversations, question periods, and other opportunities to address misinformation were important components of educational interventions.

Healthcare professionals provided the education in almost all studies. Many of the studies also showed that other community leaders who were familiar to the audience also supported the education. The studies were diverse in their priority populations.

What do the findings of this review mean?
This review identified many lessons that may be relevant to future vaccine education. For example, personal connections and trust between educator and audience is an important theme. Utilizing recognized community leaders could therefore be an important strategy. Also, working with the audience to understand their preferences for including how the education should be provided (i.e., format and language) and their information needs (i.e., common concerns) helps to ensure relevant and effective interventions.

How up-to-date is this review?
The review authors searched for studies published from the onset of the Covid-19 pandemic to February 2022.

What is the Campbell Collaboration?
Campbell is an international, voluntary, non-profit research network that publishes systematic reviews. We summarise and evaluate the quality of evidence about programmes in the social and behavioural sciences. Our aim is to help people make better choices and better policy decisions.

About this summary

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