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2023 MEASLES AND RUBELLA POST-VACCINATION COVERAGE SURVEY IN CAMEROON (EPC-RR 2023)

INTERVIEWER's INSTRUCTION MANUAL

September 2023

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1. PRESENTATION OF THE SURVEY

1.1 Context and rationale

Vaccination is seen as the most effective public health intervention. To date, it has significantly reduced the number of deaths among children under 5 from vaccine-preventable diseases and saved millions of lives worldwide. According to figures published by the World Health Organization (WHO) in 2022, every year, vaccination prevents 3.5 to 5 million deaths from diseases such as diphtheria, tetanus, pertussis, influenza and measles. In view of the importance of vaccination, international agencies, donors and many other actors in the vaccination chain have intensified activities in favour of vaccination, notably by introducing the new vaccines in the vaccination schedule of the Expanded Immunization Programme (EPI) of the countries on the one hand, and on the other hand, by implementing activities aimed at increasing EPI vaccination coverage.

Measles is one of the priority diseases under the 2030 Immunization Agenda. Measles immunization coverage is a leading indicator of countries' progress on immunization under the 2030 Immunization Agenda and Cameroon has endorsed these targets. The measles vaccine was introduced into the EPI in 1998. During the follow-up campaign in 2015, the country introduced the combined vaccine Measles-Rubella (RR) in the EPI to simultaneously prevent the occurrence of measles and rubella in children and is administered at the age of 09 months. A second dose of RR vaccine is given to children aged 15 months.

The objectives of this initiative are pursued in the Global Vaccine Action Plan (GVAP). Cameroon has never met the measles and rubella immunization coverage targets of this initiative in recent years and performance has even declined over time. Coverage is insufficient and declining. The coverage rate rose from 53% in 2002 to 80% in 2008, 76% in 2011, then 83% in 2013 and only 76.4% in 2022. Notwithstanding the data quality problems that may exist on the assessment of vaccination coverage, it is still necessary to note the shortfalls in vaccination supply in the country. For instance, it is difficult to ensure adequate vaccination supply in certain regions affected by security and socio-political crises notably the Far North, the Northwest and the Southwest. We can also highlight the quality of administrative data that do not objectively assess immunization coverage.

To fill gaps due to low immunization coverage and children who have not developed immunity, follow-up campaigns are organized every three years to complement the routine vaccination strategy. The last Measles-Rubella follow-up campaign conducted in Cameroon took place in November 2019. So there was another follow-up campaign planned in 2022, three years after the last one. Unfortunately, it could not be done. A vaccination campaign against measles and rubella was launched on Wednesday, 05 July 2023 in all ten regions of the country. It affects approximately 5.5 million children aged nine months to five years, according to the Expanded Immunization Programme (EPI). The targeted children received a dose of the measles rubella vaccine in health facilities and gathering places such as markets, crossroads, places of worship. This operation aimed at strengthening children’s immunity and stop the spread of ongoing epidemics by vaccinating at least 95% of targeted children, as these diseases have already affected more than 4,000 children and killed 18 people nationwide.

In order to assess the actual coverage of the measles rubella vaccination campaign implemented during 2023, it is imperative the NIS carries out the post-vaccination coverage survey in Cameroon, under the WHO supervision.

In order to meet the evaluation objective of the campaign, MINSANTE requested technical support from the NIS, a long-standing partner for similar operations. This evaluation, which was planned **within two weeks after the end of the campaign**, is to be done in the form of a post-campaign coverage survey.

Considering the above-mentioned challenges and in order to appreciate the real position that Cameroon occupies on the international scale in terms of vaccination performance, the realization of the vaccination coverage survey of Cameroon, following the new methodology recommended by WHO is imperative.

This is what justifies the realization of this Vaccination Coverage Survey against Measles Rubella in Cameroon in 2023 (EPC-RR-2023) to be implemented by the National Institute of Statistics (NIS) in collaboration with the Expanded Vaccination Program (EPI) and WHO.

1.2 Survey's objectives

The general objective of this survey is to estimate immunization coverage of children aged 9-59 months who received measles and rubella vaccine during this national and sub-national (regional) follow-up campaign. Specifically, it will be to:

- assess immunization coverage according to the socio-economic, cultural and personal characteristics of persons targeted;
- estimate "zero dose" proportion of RR vaccine among children aged 12-59 months;
- characterize the socio-economic profile of children;
- assess immunization coverage by residence;
- determine the proportion of MAPI observed during this campaign and their management;
- identify shortcomings in the implementation of this campaign;
- determine the reasons for non-vaccination and associated factors;
- determine the level of information parents have about this campaign.

Table 1 presents the list of key immunization coverage indicators that will be estimated by the survey.

Table 1: main indicators

1. Proportion of persons in charge of children by religion
2. Proportion of persons in charge of children's by level of education (%)
3. Proportion of persons in charge of children by marital status (%)
4. Percentage of respondents who were sensitised
5. Proportion of child care providers by survey region, residence and level of education (%)
6. "Zero dose" proportion of RR vaccine among children aged 12-59 months
7. Proportion of target children who participated in the campaign by region and according to some socio-demographic characteristics of guardians
8. Immunization coverage rate of target children during the campaign by region and residence
9. Immunization coverage rate by child's age
10. Immunization coverage rate of target children during the campaign with card presented or reported by region and according to some socio-geographical characteristics
11. Proportion of target children vaccinated by region by location of vaccination
12. Proportions of target children who had MAPI after RR administration by region and some socio-geographic characteristics
13. Percentage of target children not vaccinated against measles and rubella during the campaign according to non-vaccination reasons by survey region
14. Proportion of persons in charge of children by age group (%)

These main indicators will be presented according to the main socio-economic characteristics of children.

1.3 Survey population

The target population is all persons aged 9-59 months at the time of the campaign, found in ordinary households in Cameroon usually living in these households or having spent the night before the survey day in these households. Residency and eligibility will be determined at the time of initial household interview contact.

1.4 Definitions of key terms

1.4.1 Key terms on vaccination

Vaccination refers to the administration of antigenic material (the vaccine) to stimulate the immune system to develop an immune response to a specific pathogen. Immunization refers to a mechanism by which an individual's immune system produces an immune response. Immunity can occur during natural exposure to an infectious agent or artificially following the introduction of a vaccine.

Routine vaccination is the timely, sustainable and reliable interaction between the vaccine, those who administer it and those who receive it, to ensure that each person is perfectly immuned against vaccine-preventable diseases.

Antigen is a natural or synthetic macromolecule that, recognized by antibodies or cells of an organism's immune system, can trigger an immune response.

Immunization coverage is defined as the proportion of a given population that has been vaccinated in a given period.

The **vaccination card/booklet** is a card /booklet in which the vaccinations of a person are recorded. The health professional who vaccinates you (doctor, midwife or nurse) writes in this card/ booklet: the name of the vaccine; the date of the injection; the lot number (label) and the date of the next vaccine to be done.

This card/ booklet is very practical: it enables you to know what vaccinations you have received and if you are up to date with your vaccinations. It must therefore be kept carefully and be presented to the healthcare professional every time you get vaccinated. It is valid for life.

EPI: The Expanded Immunization Program (EPI) is a health program that aims to reduce the morbidity and mortality of vaccine-preventable diseases. As such, the EPI is responsible for coordinating routine immunization of the most vulnerable populations, mainly children aged 0-11 months and pregnant women, and the surveillance of EPI target diseases.

1.4.2 Key terms on cartography

The following definitions will be used throughout the survey to determine participant eligibility.

A structure is an independent building that may have one or more rooms for residential or commercial use. This building can be for residential use or not. It can contain one or more rooms and can be composed of one or more housing units, for example: modern villa, detached house, apartment building, fenced square, compound. In the case of a single household living in several houses, as in rural areas, all the houses, fenced or not, constitute a structure.

Inside a structure, there may be one or more dwelling units. A dwelling unit is a room or group of rooms occupied by one or more households. It can be distinguished from the next dwelling unit by a separate entrance. For example, there may be one dwelling unit in a house but there may be 50 dwelling units in a building or 5 dwelling units in a compound.

A household is defined in this survey as a group of one or more persons related or not related, living in one or more houses of the same compound/saré and recognizing the authority of only one person among them as household head. These persons often put together all or part of their resources to meet their current or vital needs and most often take their meals together or in subgroups.

The household head is defined as a member that usually lives in the household and who is recognized by other household members as the household head.

Pay attention to this notion of "person who usually lives in the household". A person "usually lives in the household" in the following two cases:

The person has been living in the household for 6 months or more almost permanently;

The person has been living in the household for less than 6 months, but intends to stay there for at least 6 months.

In both cases, the person is a household member .

NB : A husband who has been working in Yaoundé for more than 6 months, leaving his wife and children at home in GOULFE, is no longer a member of GOULFE's household. This is also the case for children who have left the household to go to school for 6 months or more.

Households are located in dwellings, dwellings in structures and structures in Survey Areas (SA) or Enumeration Areas (EA). In some cases, a group of persons can be found living together in the same house/compound, and these persons do not recognize the authority of a person living in that same house/ compound as the household head. In this case, each person may constitute a household of one person.

Resident of the household: person usually living in the household

Person in charge of the child: person usually living with the child and who is either his biological mother or any other person in charge of the child's care

Visitor: any person other than a resident of the household who spent the night preceding the passage of the interviewer in the household, whether still present or already gone away.

Collective places of residence such as hotels, reception houses, prisons, barracks or boarding schools will not be considered as households and therefore are not included in the survey.

The concept of household is not to be mistaken with that of family. Actually, all members of a family are related and may not live in the same compound, which is not the case for members household.

In this survey, the decisive test to identify the household would be to ask the following three questions:

Do these people live in the same residential structure or dwelling (house, apartment, compound or Saré, etc.)?

Do they all recognize the same person among them as the household head?

Do they usually share the same meals, together or in a subgroup?

If the answer to each of the above questions is "yes", then you have correctly identified a household.

Example: A son living in a separate hut but in the same compound under the authority of his parents and who shares with them their meals and uses part of his income to expenses profitable to all (food, schooling of the younger brothers, maintenance of housing, etc.) is part of his parents' household because the answers to the three questions here are Yes, Yes, Yes.

If the answer to one of the three questions is "No", then you have more than one household. Note that domestic workers and other workers living and eating in the same dwelling must be considered household members.

NB. Some ambiguous cases may occur. Under these conditions, consult your supervisor/controller .

Other examples :

Case (i) : A tenant living in the same compound as his landlord but independently is not part of the landlord's household. Even if such a tenant is occasionally invited to share a few meals in the landlord's household or regularly takes meals at his landlord's free of charge. The answers to the three questions here are Yes, No, No.

Case (ii) : Three bachelors occupy a house, share rent, water and electricity, but they eat separately and no one recognizes the other as a household head. The answers to these three questions are Yes, No, No/ Does not know. These are three households.

Case (iii) : A poor neighbour (disabled, unemployed, etc.) invited more or less regularly to share household meals (or a neighbour to whom some of the prepared food is sent) is not part of the household. This neighbour is helped by the household; he does not depend on the household. The answers to the questions here are No, No, Yes.

NB: What is above clearly shows that if the answer to one of the three questions is "No", then you are dealing with more than one household. The three-question test should always be your guide.

It is important to consider the case of lodgings in which people live, but on a temporary basis. For example, a person who works and lives in town may have a house in the village to stay during holidays. Cases of houses built in farms or plantation to stay during the periods of intense farm work can also be brought out. These two examples are secondary residence cases. In case no one usually lives there, these units will be considered empty, even if you find people there during your visit. Actually, these people will not have done at least 6 months and do not intend to spend at least 6 months in these dwellings. You must specify this situation in observation. However, if a caretaker usually lives there, such accommodation is actually occupied by him.

1.5 Sample, duration, personnel and organisation of data collection

The following Table 2 shows the distribution of the sample by domain, the number of EAs (or clusters) assigned to each domain (i.e., 10 regions plus 2 major cities) and the expected number of children aged 9-59 months to be successfully interviewed. A total of 6,285 households were selected from 395 clusters.

Table 2 : Sample distribution and expected accuracy levels, percent of children aged 9-59 months who received the second dose of measles rubella vaccine

Domains	Number of clusters	Total number of sampled households	Total number of occupied households	Total number of households to be interviewed with succes	Number of children aged 9-59 months in the sample	Number of children aged 9-59 months to be interviewed with success	Percentage of children aged 9-59 months who received the second dose of measles rubella vaccine (ECVR Estimates for the 24-35 years)
Adamawa	27	459	432	430	177	157	0.4281
Centre	31	527	496	493	428	380	0.1382
Douala	35	595	560	557	321	248	0.2202
East	27	459	432	430	271	241	0.1273
Extreme-North	39	663	624	621	772	683	0.1772

Littoral	26	442	416	414	121	105	0.0713
North	33	561	528	525	629	556	0.0977
North-West	41	697	656	652	425	342	0.1895
West	34	578	544	541	419	369	0.2734
South	27	459	432	430	192	172	0.1756
South-West	40	680	640	636	196	163	0.4132
Yaounde	35	595	560	557	358	306	0.3092
TOTAL	**395**	**6,715**	**6,320**	**6,285**	**4,310**	**3,722**	**0.2169**

Field data collection will involve 91 collection officers made up of 78 interviewers and 13 controllers. The interviewers will be divided into teams, each under the authority of a controller. These collection agents will be supervised in the field by NIS officials. Each team will be composed of 06 interviewers and one controller. The collection time is estimated at 16 days.

Controller's responsibilities

He is in charge of :

- assisting interviewers as much as possible in locating sample households and obtaining their consent;
- assigning households to the agents of his team;
- contacting local administrative and traditional authorities;
- putting at the disposal of each interviewer, the list of households to be visited for data collection;
- recovering the data already collected and transferring it to supervisors after quality check;
- conducting some household interviews;
- listing out incidents and all work-related concerns and submit them to the supervisor;
- ensuring the effectiveness of household interviews

Interviewer's responsibilities

The interviewer occupies a central position in this operation since it is him who collects the information from the respondents. Therefore, the success of this survey depends on the quality of his work.

In general, the interviewer will be in charge of:

- locating the buildings and households in the sample and complete the Household Questionnaire;
- identifying all eligible children in these households.
- interviewing all eligible mothers/guardians of children in households using the Child Questionnaire;
- checking completed interviews to ensure that all required questions have been asked and the answers have been recorded correctly;
- returning to households to interview respondents who could not be contacted during the first visits.

II. UNFOLDING OF THE INTERVIEW

2.1 How to establish a good relationship with the interviewee

Make a good impression from the start:

When approaching the respondent for the first time, do your best to make the respondent feel comfortable. Put the respondents in a supportive frame of mind for the survey. Approach them with a smile and introduce yourself.

After the usual greetings, for example 'Hello Sir' or 'Hello Madam', you can introduce yourself as follows:

« *Hello, my name is _____. I work for the National Institute of Statistics which is currently conducting a survey on the vaccination of children against measles and rubella in collaboration with the Ministry of Public Health. Your household has been selected to be part of this study and I would like to talk to you about this. This interview usually takes 10-15 minutes. All information we obtain will be kept strictly confidential and anonymous. Can I start now?».*

Always take a positive approach:

Never look apologizing, and do not use phrases like "Are you too busy?" or "Could you give me a few minutes?" or "Would you mind answering a few questions?" These kinds of questions can lead to a refusal before you even start. Instead, tell the respondent, "I would like to ask you a few questions" or "I would like to talk to you for a moment ».

Be always polite and relaxed.

Emphasize on the confidentiality of responses

If the respondent is hesitant to answer certain questions, tell her that the information you collect is confidential and used for statistical purposes; that the names of individuals will never be mentioned in any report. Assure him/her that the law prohibits you from sharing this information with anyone else, outside your line leaders in this work.

Answer the respondent's questions honestly

If the respondent asks you questions about the survey or the length of the interview, give clear answers without showing being angry. Always take along with you, your identity card and badge, confidentiality forms, and introductive letters to households. Do not hesitate to present them at the request of your interlocutors.

Be always serious about your work by strictly respecting the dates and times of appointments agreed with household members.

Tips to conduct the interview well

Be neutral throughout the interview

Remain absolutely neutral throughout the interview. Do not give the respondent the feeling of having given a correct or false answer, either by the expression of your face or the tone of your voice. Never give the impression of approving or disapproving of the respondent's responses.

Never suggest answers to the respondent unless in some cases the manual will specify

If a respondent's answer is not relevant, do not help her by saying something like "I guess you mean that..., right?" Very often he/she will agree with your interpretation of her answer, even if it is not what she meant. Instead, you need to probe into the problem so that the respondent finds the relevant answer. You should never read the list of coded responses to the respondent, even if he or she has difficulty answering except in cases where the manual instruct you to read.

Do not change the meaning or sequence of questions

If the respondent misunderstood a question, you must repeat the question slowly and clearly. If the respondent still does not understand, rephrase the question taking care not to change the meaning of the original question.

Tactfully treat respondents who hesitate

If a respondent shows a certain lack of interest in the survey and refuses to answer the questions asked or continue the interview, you must revive their interest. Spend a few moments talking about things unrelated to the survey (for example: her town, village, weather, etc.).

Do not have any preconceived ideas

Do not rush the interview

Ask the questions slowly so that the respondent understands what is being asked. After asking a question, wait and give him time to think. If the respondent feels rushed, they will give inaccurate answers or simply say "I don't know". On the other hand, if it is the respondent who seems to be in a hurry, kindly tell him or her that you are not in a hurry, and invite him or her to work quietly with you.

2.2 Field procedures

The fieldwork will be conducted according to a specific schedule, and the survey will only be successful if each member of the survey teams understands and follows the field procedures correctly. These procedures relate to the assignment of work as well as those that maintain records of selected households.

Preparatory activities and Assignments

- **Interviewer's assignments**

Every morning, your controller will give you an overview of the day's work and explain how to locate households. The controller will use the CAPI system to assign you households, and a list of assigned households will appear on your tablet. The process by which you will receive assignments will be described in detail during the CAPI sessions of this training. The information you will receive includes the household number, structure number, address and name of household head.

When your assignment is given, you should go through it quickly and ask any questions that come to mind; remember that your controller will not always be available to answer questions once work begins. Make sure that:

- You know the location of the selected households you need to interview and you have all the necessary equipment (maps, written directions, etc.) to locate them;
- You have understood all the special instructions provided by your controller to contact the households assigned to you.

After completing an interview with the household, the final result code of the interview with the household will be indicated on your list of assigned households.

Callback visit schedule

Since each household has been carefully selected, you should ensure that all interviews are conducted in all households and with those who have been identified as persons in charge of children eligible for the Child questionnaire in those households. It may happen that a member of the household eligible for the interview is not available during your first visit. You must make at least 3 callback visits, at three different times of the day or on different days, to try to get the interview.

At the beginning of each day, you should review your notes to see if you have appointments for callback visits to eligible households or respondents. If no appointment has been set, make your call-back visits to households or respondents at a time different from previous visits; for example, if the first visits took place early in the afternoon, you must set up your schedule to make the call-back visits in the morning or late afternoon. Scheduling callbacks at different times is important to reduce the non-response rate (i.e., the number of times you are unable to contact a household or conduct an interview).

• Confidentiality of questionnaire information

It is your responsibility to ensure that the information contained in the questionnaires remains confidential. You should not discuss the results with other interviewers. You should not try to see completed questionnaires for this household or discuss the results of interviews with your colleagues.

Supplies and documents needed for field work.

Before you go for field work, you should check that you have everything you need for the day's work. These supplies include:

- a fully charged tablet
- your copy of the Investigator's Manual
- your identification badge
- a bag to carry your tablet and other equipment

Locating sample households

Mapping teams visited each of the selected sample areas to:

1) update maps to indicate location of structures;

2) write address information for each structure or describe their location (for areas where there are no street names or numbers on the structures);

3) write numbers on structures; and

4) make a list of households heads names living in all structures.

For the ECVRC-2023 survey, the mapping done in 2022 for the National Malaria Indicators Survey (EIPC-2022) will be used. The dwellings will have the following numbers: CMIS-2022/XXX/YYY/ZZ; where XXX is the cluster number, YYY the structure number in the cluster and ZZ the household number in the structure.

- **Difficulties in contacting the household**

In some cases, you may have difficulty finding the selected households because people may have moved, or the teams that did cartography made a mistake. Here are some examples of problems you may face and how to solve them:

a) The selected household has moved and a new household is currently living in the same dwelling, in such case the new household in that lodging should be interviewed.

b) The structure number and the household head name do not match with what you find on the ground. If you have located the correct household, you should consider that the household now living in the dwelling is the selected household.

Example: You have been assigned a household headed by Moussa MAMOUDOU who, according to cartography, lives in structure number 004 of cluster 702. When you arrive at EIPC-2022/702/004, you find a household whose head is Linda ONANA. After checking that you have not made a mistake on the structure or dwelling unit, you will interview the household headed by Linda ONANA.

c) The selected household does not live in the structure that was listed. If there is a disagreement between the structure number and the name of household head, interview the household that lives in the structure assigned to you.

***Example*:** You have been assigned a household headed by Albert TSAKEM in dwelling CMIS-2022/702/004/007, and you find that the TSAKEM household actually lives CMIS-2022/702/004/028, interview the household that lives EIPC-2022/702/004/007.

d) The list shows only one household in the dwelling, but two or three households currently live there. When the list shows only one household and you find two or three households, interview them all. To interview the second and third households, you will use a menu option in the CAPI system called “Interview a household that is not part of the original sample”. If the list shows two households, only one of which has been selected and you currently find three households, interview only the one that has been selected and ignore the other two.

e) The household head has changed. It is possible that the person listed as household head has moved or died since the establishment of the list of households in the cluster. Interview the household that lives there.

f) The house is closed and the neighbors say the inhabitants are in their farm (or went for visit, etc) and that they will only come back in a few days or weeks. Enter Code '3' (HOUSEHOLD TOTALLY ABSENT FOR A LONG PERIOD). The house will need to be revisited, at least, twice to ensure that the household members have not come back.

g) The house is closed and the neighbors say that no one lives there; the household has moved permanently. Enter Code '5' (EMPTY OR NO HOUSING AT THIS ADDRESS).

h) A structure that is assigned to you is actually a shop and no one lives there. Check to see if anyone lives there. If this no one lives there, enter the Code '5' (EMPTY DWELLING OR NO DWELLING AT THIS ADDRESS).

i) A selected structure is not found in the cluster, and residents tell you that it was destroyed in a fire or other incident. Enter the Code '7' (DESTROYED ACCOMMODATION).

j) No one is at home and neighbors tell you that the family went to the market, church, or health post, etc. Enter Code '2' (NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT TIME OF VISIT) and return to this household when household members come back.

Discuss with your Controller any issues you are having in locating the households assigned to you. Remember that the sample of the CSVRC-2023 only represents the entire country if the interviewers find and interview all sampled households.

- **Identification of eligible respondents**

Being "eligible" means "having the qualifications" for something. An eligible respondent is someone who has the necessary qualities or characteristics to be included in our survey. You will use the Household Questionnaire to identify who is eligible to be interviewed using the Child Questionnaire.

All children aged 11-61 months who are either usual members of the household or visitors who stayed the previous night in the household, are considered eligible in the ECVRC-2023. It is very important that you do not omit any eligible children when completing the Household Questionnaire.

An individual child questionnaire must be completed for each eligible child you identify in the household.

In some households, there will be no eligible respondents (i.e., there will be no usual resident or visitor children of eligible age). For these households, you will only have a completed Household questionnaire.

2.3 Language of the interview

The EPC-RR-2023 questionnaire is either in English or French. Use one of the two official languages in which the respondent feels comfortable. If neither English nor French are spoken in a given household, one of the team members will endeavour to translate the questions to the respondent without changing their meaning.

In short, to increase the chances of success in your work, make sure that the following four principles are respected.

a) Never start interviews in a survey area without meeting the relevant administrative, municipal and traditional authorities.

b) Start the interviews in each survey area with the most available households, which may make your job easier with other households.

c) A poor knowledge of your subject creates doubt among the

respondents and can cause reluctance even among those who were willing to cooperate. Make sure you know your subject.

d) You must always be courteous and know how to integrate into your workplace. Do not make any promise.

The next chapter of this manual is a filling guide providing for each section, the target population, the general objectives and details on how to complete it. These details go from the definition of concepts, how to fill out questionnaires and how to ask questions.

III. ADMINISTRATION AND COMPLETION OF THE QUESTIONNAIRE

The household questionnaire enables to identify the household, make a list household members and collect socio-demographic information on each of its members. It is administered preferably to the household head or his representative who may be any adult person usually living in the household and having information on the household and its members.

SECTION 00 : GENERAL INFORMATION

The general information section has three sequences: household identification, household information and data collection information. The information to fill in questions S0Q1 to S0Q9 will be provided by the controller/supervisor or automatically generated by the collection application. For each of these questions, first write the full description on the line before filling in the code in the corresponding digit spaces.

A. HOUSEHOLD IDENTIFICATION

This section identifies, locates or collects some household information. Information needed to fill in this part is provided on the sample form or is generated by the collection application.

HOUSEHOLD INFORMATION

S0Q10 : NAME OF HOUSEHOLD HEAD

This is the person recognized as such by the other household members. Write legibly the name and first name of the household head. If he has a name by which he is commonly called, write it next in parentheses.

S0Q11 and S0Q12 : Is there any telephone number through which your household can be contacted

Ask the respondent if there is a functional telephone number through which the household can be contacted. Ask each time if the contact belongs to a household member, , if so, it will be a direct contact. The contact will be said indirect if it belongs to a neighbor, or any other person not part of the household, but through whom one can pass to get to the household. Up to two (02) telephone numbers can be identified on the questionnaire. If the household does not have a phone number, record 2 and proceed to S0Q11.

S0Q13 : GPS coordinates

Stand in an open-air point of the household and get the GPS coordinates of the household, making sure that the GPS accuracy is good.

S0Q14 : What is the religion of the household head?

Religions were grouped as follows:

01-Catholic: this modality includes the Roman Catholic Church and the Greek Orthodox Church.

02-Protestant: this modality includes the Cameroon Presbyterian Church (EPC), the Presbyterian Church of Cameroon (PCC), the Union of Baptist Churches of Cameroon (UEBC), the Baptist Church of Cameroon (BCC), the Lutheran Church, the Methodist Church, the Evangelical Mission of Cameroon (MEC), the Evangelical Church of Cameroon (EEC), the African Presbyterian Church (EPA).

03-Other Christians: this modality includes all Pentecostals (True Church of God, LEMEC, Apostolic, Full Gospel or Full Gospel, Living Word Fellowship, Bethel, International Christian Missionary Community (CMCI), King's Chapel, Holy Church of Christ), Seventh Day Adventist, and all other Christian religions not mentioned elsewhere.

04-Muslim: this modality includes all those who believe in Allah and Mohamed.

05-Animist: this modality includes all those who attribute to things, a soul analogous to a divinity (they are those who believe in skulls or other objects).

None: this modality concerns all those who believe in nothing, they are without religion.

96-Other (to be specified): this modality includes all religions that have not been cited (Jehovah's Witnesses,).

S0Q15 : NUMBER OF PERSONS IN THE HOUSEHOLD (including visitors)

This is the total number of persons living in the household, whether or not they are present during your visit. It corresponds to the number of persons listed in section 01: Characteristics of household members.

S0Q16 : NUMBER OF PERSONS OF AGED 00 to 06 YEARS IN HOUSEHOLD

This is the total number of children aged 00 to 06 living in the household, whether or not they are present during your visit.

C – DATA COLLECTION INFORMATION

The purpose of this second block is to identify each time the team of persons responsible for data collection in the household (interviewer, controller, supervisor), the date of collection and the result of data collection for this household.

S0Q17 : INTERVIEWER

First write in full your names. The supervisor will assign you a number in alphabetical order for all interviewers in the region. Enter this number in the box reserved for this purpose.

S0Q18 : CONTROLLER

This variable is filled by the controller who enters in full, after validation of the questionnaire, his name and his identification number given by the supervisor.

S0Q19 : SUPERVISOR

This part is completed by the supervisor who, after validation of the questionnaire, enters in full his name and his identification number.

S0Q20 : SURVEY STARTING DATE

Enter the date of your first survey day in the household (the day and month).

S0Q21a : STARTING TIME

Enter the start time of your interview

S0Q21b : end time

Enter the end time of your interview

S0Q22 : TOTAL NUMBER OF VISITS DONE FOR THIS HOUSEHOLD

This is the number of different visits at the end of which all sections of the questionnaire are completed.

S0Q23 : WERE DATA OF THIS HOUSEHOLD COLLECTED ?

It is the result of the household survey. Select code 1 = YES, COMPLETE SURVEY when you have successfully completed all sections of the questionnaire. If you started the interview but did not complete it, then choose code 2= Yes, INCOMPLETE SURVEY and go to question S0Q18b. If data is not collected for this household, enter code 3=NO and go to S0Q25.

S0Q24. WHY IS THE INTERVIEW PARTIALLY COMPLETED ?

If modality 2= Yes, INCOMPLETE SURVEY is selected at S0Q23, give the main reason why the interview is not complete. Whatever the answer, go to question S0Q27.

S0Q25. PLEASE GIVE THE REASON WHY THE DATA WERE NOT COLLECTED FOR THIS HOUSEHOLD

This is to get the reason why the interview did not take place in the household.

INCAPACITY refers to the case where the household head or his representative is unable to respond due to illness, cognitive impairment, hearing impairment, unemancipated minor, etc.

RESPONDENT NOT PRESENT should be used in cases where the dwelling is occupied, and no one is present at home. If no one is present at the time of the visit, try to find out from the neighbors or from the children when an adult will be present, so you should come back. If after three passages you still cannot find anyone, enter Code '2' as the reason for not collecting.

REFUSAL: it should be noted that the impression you make at first contact with household members is very important. Be sure to introduce yourself and explain the purpose of the survey. Emphasize that the information you collect is confidential. If the person you are talking to, first is not willing to cooperate, ask to speak with another member of the household (for example, the household head). Also offer to come back at a more convenient time. If the person still refuses to cooperate, enter **Code 1=Refusal** and report the problem to your controller who is responsible for making a detailed report to the supervisor.

If modality 1= Refusal is selected, go to the next question. For any other reason, close the interview.

EMPTY DWELLING/DESTROYED/NO DWELLING AT THIS ADDRESS:

This result (code 5) must be entered when you have confirmed that no one lives there. It can also be, for example, the secondary home of a household that has settled (usually living) elsewhere. It can also be the case of mapping errors (church or business considered as housing).

S0Q26. WHY DO YOU NOT WANT TO PARTICIPATE IN THE SURVEY ?

In case the reason for not responding is refusal, be courteous and ask the respondent why he does not want to participate in the survey and select the code corresponding to his answer.

S0Q27 : RESPONDENT's NAME AND SERIAL NUMBER

Write down in full the name of the household member who answered the greatest number of questions, then write his serial number.

S0Q28 : LANGUAGE OF INTERVIEW

Choose the modality corresponding to the language of interview.

NB: If the interview was in pidgin, the spoken language will be English (code 2)

Section 01: Characteristics of household members

When you fill the questionnaire, you must first obtain a complete list of all persons who usually live in the household as well as visitors. The household head will always be recorded first. You need to know who a household member is, and who a visitor is.

An **ordinary household** is a group of one or more persons, whether related or not, living under the same roof (one or more dwellings of the same compound), most often taking their meal together, putting their resources to meet current expenses and recognizing the authority of one person among them as household head. The term "household" should not be mistaken for "family" which constitutes only related persons. For example, three unrelated men living and eating together may not be considered a family, but they will be considered part of the same household if they recognize the authority of one of them as the household head.

A household member is anyone who usually lives in the household.

A **visitor** is a person who is not a household member but who slept in the household the night before the survey.

Sometimes it is not easy to determine who to include and who to exclude from the household. Examples include:

A woman says her husband is the household head, but he lives elsewhere. If the concerned spouse does not usually live in the household you are interviewing, or did not spend the night before you came to that household, he or she should not be listed.

Sometimes people eat in one household and sleep in another. In this case, consider the person as a member of the household where he sleeps.

A person who lives alone makes a household.

A domestic is a household member if he/she usually lives in that household.

S1Q01 : SERIAL NUMBER

The numbers are pre-printed on the questionnaire. The household head has the number 01. Are then recorded, the children of the household head whose mother (or father) is not or no more in the household, if applicable; the spouse (s) of the household head, each (e) followed by his children, the other persons related to the household head and finally the persons not related. If you find later that you failed to register a household member in the correct order, it is not necessary to start a new the recordings, insert this member at the end. The proposed registration order is intended to reduce member omissions.

In the rest of the questionnaire and this manual, (Name) will designate any member of the household, previously registered, on whom the interview focuses. This will be the name of the household head if the question concerns the household head or ZANOU if the question concerns ZANOU.

S1Q02 : WHAT IS THE RELATIONSHIP OF (NAME) WITH THE HOUSEHOLD HEAD?

The relationship reflects the link or filiation of each household member with the household head. To be more explicit, ask the respondent, "*Who is (Name) to you*?" if the household head is the respondent or "*Who is (Name) to the household head*?" if a third party is answering.

NB: Code 11 «domestic» concerns domestic workers who live in the household. This term takes precedence over all other terms when declared. For example, a cousin of the household head who usually lives in the household and is a domestic must be considered 'domestic'.

S1Q03 : IS (NAME) MALE OR FEMALE ?

Do not rely on the face or first name of (Name) to complete this question. It is more prudent to reassure yourself without offending the interlocutor, by asking a question like «Is SADJO a girl or a boy?». Avoid questions such as "What is your gender?".

S1Q04 : WHAT IS (NAME)'s AGE ? (IN COMPLETE YEARS)

This is the age in years (that is, the age at his last birthday). If the respondent gives the year of birth of (Name), without specifying the day or month, ask if the birthday this year has already passed; if so, the age of (Name) is (This year *minus* Year of birth). Otherwise, the age of (Name) is equal to (This year *minus* Year of birth *minus* 1).

For elderly persons who do not know their age, ask them questions based on certain events such as their age at the birth of their first child, age at first marriage, independence, etc. Proceed as follows: "How old were you when your first child was born?" or "How old were you at your first marriage or marriage if the respondent only married once? ».

TABLE 3 : AGE-DATE OF BIRTH CONSISTENCY TABLE FOR A SURVEY IN 2023

	Year of birth				Year of birth	
	Birthday not yet passed in 2023	Birthday already passed in 2023		Present age	Birthday not yet passed in 2023	Birthday already passed in 2023
Present age	Does not know				Does not know	
0	2022			30	1992	1993
1	2021	2022		31	1991	1992
2	2020	2021		32	1990	1991
3	2019	2020		33	1989	1990
4	2018	2019		34	1988	1989
5	2017	2018		35	1987	1988
6	2016	2017		36	1986	1987
7	2015	2016		37	1985	1986
8	2014	2015		38	1984	1985
9	2013	2014		39	1983	1984
10	2012	2013		40	1982	1983
11	2011	2012		41	1981	1982
12	2010	2011		42	1980	1981
13	2009	2010		43	1979	1980
14	2008	2009		44	1978	1979
15	2007	2008		45	1977	1978
16	2006	2007		46	1976	1977
17	2005	2006		47	1975	1976
18	2004	2005		48	1974	1975
19	2003	2004		49	1973	1974
20	2002	2003		50	1972	1973
21	2001	2002		51	1971	1972
22	2000	2001		52	1970	1971

Present age	Year of birth			Present age	Year of birth	
	Birthday not yet passed in 2023	Birthday already passed in 2023			Birthday not yet passed in 2023	Birthday already passed in 2023
	Does not know				Does not know	
23	1999	2000		53	1969	1970
24	1998	1999		54	1968	1969
25	1997	1998		55	1967	1968
26	1996	1997		56	1966	1967
27	1995	1996		57	1965	1966
28	1994	1995		58	1964	1965
29	1993	1994		59	1965	1964

S1Q05 : WHAT IS (NAME)'s MARITAL STATUS?

This question concerns persons aged 10 years or more.

“Single” means a person who has never entered into a marriage and does not live in a free union relationship.

“Monogamous married” means any person who is married to a single spouse. This is the de facto situation. Actually, a man married under the monogamous regime but who lives maritally with several wives is considered polygamous.

«Married polygamous»: all men married to several women, as well as women who have at least one co-wife .

The notion of marriage is that declared by the respondent (court, religious, traditional, etc.). The question asked here may be “is (Name) married?” Knowing that the answer will guide the rest of the conversation for this question. Remember that in case (Name) is married, it must be specified whether he is polygamous or monogamous and that in case of celibacy, it must be verified that (Name) is not in free union. You can check if the respondent is in a free union relationship by asking the question, “You said you are not married but do you live (maritally) with a woman (man)? »

- “Widower/Widow” means any person previously married but whose spouse has died and who is not engaged in another union.

- “Separated/Divorced” means any person whose marriage is broken up for a reason other than the death of the spouse, or is in the process of breaking up (decision of a judge), and who is not engaged in another union.

- “Free union” means any person who lives in a marital relationship with his partner, without any civil, customary or religious marriage having been celebrated.

NB: This question only applies to people aged 10 or more. Ask the question and report the code corresponding to the respondent’s answer.

S1Q06 : Does (Name) usually live in this household ?

Ask the question and put the respondent’s answer in the appropriate box. ***Usually*** means that the person has been living in the household for at least 6 months or less than 6 months but intends to live there for at least 6 months.

If (Name) does not usually live in the household, move to the next individual, in other words, (Name) is not concerned with the rest of the survey.

NB: The person considered as household head must always live usually in the household (S1Q6=1), otherwise it is another person who is household head.

S1Q07: Did (Name) spend last night in the household ?

The question asks whether (Name) spent the night preceding the interviewer’s arrival in the household.

S1Q07a : How many years or months has (Name) been living in this subdivision/Council ?

The purpose of this question is to address the migration aspect of household members. This is the time between the last settling in the current subdivision and the survey date.

If the individual has lived in the subdivision since birth, enter code 9 and move to S1Q08. Otherwise, enter the number of completed years or months spent in the subdivision. Travel within the subdivision (changing accommodation in the same subdivision) is not taken into account. Similarly, travel within the city council is excluded. In other words, the subdivisions of the same city councils are taken as the same subdivision that bears the name of the city concerned in the context of this study.

So, if a respondent says that he has lived in Yaoundé 2 subdivision for 5 years, but that after leaving his village, he first lived for 15 years in a quarter of Yaoundé 4 subdivision, therefore, consider that he has been living in Yaoundé for 20 years instead of only 5 years corresponding to Yaoundé 2 subdivision.

If the duration is less than 2 years, enter it in full months, otherwise enter in years.

NB : We are talking about the duration that household residents normally live in the subdivision. For example, for a child born in a subdivision on February 3, 2010 and who lived there until March 2015, then went to spend two years with his uncle living in another subdivision before returning to the subdivision (January 10, 2017) where he has lived since then, his life in the subdivision is 6 years if the interview in the household is on 10 sept 2023, he spent 6 years 8 months in the household: we then write 2 in the space provided for time unit and 06 in the space provided for the duration.

However, for visitors, consider the duration from the date of their arrival in the subdivision.

Q7b : In which region and subdivision/council was (name) living before settling here ?

This question captures the origin of household members. Enter the region code in the corresponding space and clearly enter the name of the given subdivision or municipality before choosing the corresponding code as indicated in the following table. If the corresponding member lived in a foreign country, enter 97 in the space provided for region or 98 for DK.

NOMENCLATURE OF SUBDIVISIONS				
REGION	**REGION CODE**	**DIVISION**	**SUBDIVISIONS**	**SUBDIVISIONS CODE**
ADAMAWA	***01***	***DJEREM***	NGAOUNDAL	001
			TIBATI	002
		FARO-ET-DEO	GALIM-TIGNERE	003
			KONTCHA	004
			MAYO-BALEO	005
			TIGNERE	006
		MAYO-BANYO	BANKIM	007
			BANYO	008
			MAYO-DARLÉ	009
		MBERE	DIR	010
			DJOHONG	011
			MEIGANGA	012
			NGAOUI	013
		VINA	BELEL	014
			MARTAP	015
			MBE	016
			NGANHA	017
			NGAOUNDERE	018
			NYAMBAKA	019
CENTRE	***02***	***HAUTE-SANAGA***	BIBEY	020
			LEMBE-YEZOUM	021
			MBANDJOCK	022
			MINTA	023
			NANGA-EBOKO	024
			NKOTENG	025
			NSEM	026
		LEKIE	BATCHENGA	027
			EBEBDA	028
			ELIG-MFOMO	029
			EVODOULA	030
			LOBO	031
			MONATELE	032
			OBALA	033
			OKOLA	034
			SA'A	035
		MBAM-ET-KIM	MBANGASSINA	036
			NGAMBE-TIKAR	037
			NGORO	038
			NTUI	039

NOMENCLATURE OF SUBDIVISIONS				
REGION	**REGION CODE**	**DIVISION**	**SUBDIVISIONS**	**SUBDIVISIONS CODE**
			YOKO	040
		MBAM-ET-INOUBOU	**BAFIA**	041
			BOKITO	042
			DEUK	043
			KIIKI	044
			KON-YAMBETTA	045
			MAKENENE	046
			NDIKINIMEKI	047
			NITOUKOU	048
			OMBESSA	049
		MEFOU-ET-AFAMBA	AFAMLOUM	050
			ASSAMBA (OLANGUINA)	051
			AWAE	052
			EDZENDOUAN	053
			ESSE	054
			MFOU	055
			NKOLAFAMBA	056
			SOA	057
		MEFOU-ET-AKONO	AKONO	058
			BIKOK	059
			MBANKOMO	060
			NGOUMOU	061
		NYONG-ET-KELE	BIYOUHA	062
			BONDJOCK	063
			BOT-MAKAK	064
			DIBANG	065
			ESEKA	066
			MAKAK	067
			MATOMB	068
			MESSONDO	069
			NGOG-MAPUBI	070
			NGUIBASSAL	071
		NYONG-ET-MFOUMOU	**AKONOLINGA**	072
			AYOS	073
			ENDOM	074
			MENGANG	075
			NYAKOMBO	076
		NYONG-ET-SO'O	AKOEMAN	077
			DZENG	078
			MBALMAYO	079
			MENGUEME	080
			NGOMEDZAP	081

NOMENCLATURE OF SUBDIVISIONS				
REGION	**REGION CODE**	**DIVISION**	**SUBDIVISIONS**	**SUBDIVISIONS CODE**
			NKOLMETET	082
		NFOUNDI	YAOUNDE	083
EAST	***03***	***BOUMBA-ET-NGOKO***	GARI-GOMBO	084
			MOLOUNDOU	085
			SALAPOUMBE	086
			YOKADOUMA	087
		HAUT-NYONG	**ABONG-MBANG**	088
			BEBENG	089
			DIMAKO	090
			DJA	091
			DOUMAINTANG	092
			DOUME	093
			LOMIE	094
			MBOMA	095
			MBOUANZ	096
			MESSAMENA	097
			MESSOK	098
			NGOYLA	099
			NGUELEMENDOUKA	100
			SAMALOMO	101
		KADEY	**BATOURI**	102
			BOMBE	103
			KETTE	104
			MBANG	105
			MBOTORO	106
			NDELELE	107
			NDEM-NAM	108
		LOM-ET-DJEREM	BELABO	109
			BERTOUA	110
			BETARE-OYA	111
			DIANG	112
			GAROUA-BOULAI	113
			MANDJOU	114
			NGOURA	115
EXTREME-NORTH	***04***	***DIAMARE***	BOGO	116
			DARGALA	117
			DOUKOULA	118
			GAZAWA	119
			MAROUA	120
			MERI	121
			PETTE	122
		LOGONE-ET-CHARI	BLANGOUA	123

NOMENCLATURE OF SUBDIVISIONS				
REGION	**REGION CODE**	**DIVISION**	**SUBDIVISIONS**	**SUBDIVISIONS CODE**
			DARAK	124
			FOTOKOL	125
			GOULFEY	126
			HILE-HALIFA	127
			KOUSSERI	128
			LOGONE-BIRNI	129
			MAKARY	130
			WAZA	131
			ZINA	132
			DATCHEKA	133
			GOBO	134
			GUERE	135
			KAI-KAI	136
			KALFOU	137
		MAYO-DANAY	KAR-HAY	138
			MAGA	139
			TCHATIBALI	140
			VELE	141
			WINA	142
			YAGOUA	143
			GUIDIGUIS	144
			KAELE	145
			MINDIF	146
		MAYO-KANI	MOULVOUDAYE	147
			MOUTOURWA	148
			PORHI	149
			TAIBONG	150
			KOLOFATA	151
		MAYO-SAVA	**MORA**	152
			TOKOMBERE	153
			BOURRHA	154
			HINA	155
			KOZA	156
		MAYO-TSANAGA	MAYO-MASKOTA	157
			MOGODE	158
			MOKOLO	159
			SOULEDE-ROUA	160
	05		ABO/FIKO	161
			BARE-BAKEM	162
LITTORAL		***MOUNGO***	DIBOMBARI	163
			LOUM	164
			MANJO	165

NOMENCLATURE OF SUBDIVISIONS				
REGION	**REGION CODE**	**DIVISION**	**SUBDIVISIONS**	**SUBDIVISIONS CODE**
			MBANGA	166
			MELONG	167
			MOMBO	168
			NJOMBE-PENJA	169
			NKONGSAMBA	170
			NLONAKO	171
			NKONDJOCK	172
			NORTH-MAKOMBE	173
		NKAM	**YABASSI**	174
			YINGUI	175
			DIBAMBA	176
			DIZANGUE	177
			EDEA	178
			MASSOCK-SONGLOULOU	179
			MOUANKO	180
		SANAGA-MARITIME	NDOM	181
			NGAMPE	182
			NGWEI	183
			NYANON	184
			POUMA	185
		WOURI	DOUALA	186
	06		BASHEO	187
			BIBEMI	188
			DEMBO	189
			DEMSA	190
		BENOUE	**GAROUA**	191
			LAGDO	192
			MAYO-HOURNA	193
			PITOA	194
			TCHEBOA	195
NORTH			TOUROUA	196
		FARO	BEKA	197
			POLI	198
			FIGUIL	199
		MAYO-LOUTI	**GUIDER**	200
			MAYO-OULO	201
			MADINGRING	202
		MAYO-REY	REY-BOUBA	203
			TCHOLLIRE	204
			TOUBORO	205
NORTH-WEST	***07***	***BUI***	JAKIRI	206
			KUMBO	207

NOMENCLATURE OF SUBDIVISIONS				
REGION	**REGION CODE**	**DIVISION**	**SUBDIVISIONS**	**SUBDIVISIONS CODE**
			MBVEN	208
			NKUM	209
			NONI	210
			OKU	211
		BOYO	BELO	212
			BUM	213
			FUNDONG	214
			NJINIKOM	215
		DONGA-MANTUNG	AKO	216
			MISAJE	217
			NDU	218
			NKAMBE	219
			NWA	220
		MENCHUM	FUNGOM	221
			FURU-AWA	222
			MENCHUM VALLEY	223
			WUM	224
		MEZAM	BAFUT	225
			BALI	226
			BAMENDA	227
			SANTA	228
			TUBAH	229
		MOMO	BATIBO	230
			MBENGWI	231
			NGIE	232
			NJIKWA	233
			WIDIKUM-MENKA	234
		NGO- KETUNJIA	BABESSI	235
			BALIKUMBAT	236
			NDOP	237
WEST	***08***	***BAMBOUTOS***	BABADJOU	238
			BATCHAM	239
			GALIM	240
			MBOUDA	241
		HAUT-NKAM	**BAFANG**	242
			BAKOU	243
			BANA	244
			BANDJA	245
			BANKA	246
			BANWA	247
			KEKEM	248
		HAUTS-PLATEAUX	**BAHAM**	249

NOMENCLATURE OF SUBDIVISIONS				
REGION	**REGION CODE**	**DIVISION**	**SUBDIVISIONS**	**SUBDIVISIONS CODE**
			BAMENDJOU	250
			BANGOU	251
			BATIE	252
		KOUNG-KHI	BAYANGAM	253
			DJEMBEM	254
			POUMOUGNE/BANDJOUN	255
		MENOUA	**DSCHANG**	256
			FOKOUE	257
			FONGO-TONGO	258
			NKONG-NI	259
			PENKA-MICHEL	260
			SANTCHOU	261
		MIFI	**BAFOUSSAM**	262
		NDE	**BAGANGTE**	263
			BASSAMBA	264
			BAZOU	265
			TONGA	266
		NOUN	BANGOURAIN	267
			FOUMBAN	268
			FOUMBOT	269
			KOUOPTAMO	270
			KOUTABA	271
			MAGBA	272
			MALENTOUEN	273
			MASSANGAM	274
			NJIMOM	275
SOUTH	***09***	***DJA-ET-LOBO***	BENGBIS	276
			DJOUM	277
			MEYOMESSALA	278
			MEYOMESSI	279
			MINTOM	280
			OVENG	281
			SANGMELIMA	282
			ZOETELE	283
		MVILA	BIWONG BANE	284
			BIWONG-BULU	285
			EBOLOWA	286
			EFFOULAN	287
			MENGONG	288
			MVANGAN	289
			NGOULEMAKONG	290
		OCEAN	AKOM II	291

NOMENCLATURE OF SUBDIVISIONS				
REGION	**REGION CODE**	**DIVISION**	**SUBDIVISIONS**	**SUBDIVISIONS CODE**
			BIPINDI	292
			CAMPO	293
			KRIBI	294
			LOKOUNDJE	295
			LOLODORF	296
			MVENGUE	297
			NIETE	298
		VALLEE DU NTEM	**AMBAM**	299
			KYE-OSSI	300
			MA'AN	301
			OLANZE	302
SOUTH-WEST	***10***	***FAKO***	BUEA	303
			LIMBE	304
			MUYUKA	305
			TIKO	306
			WEST –COAST (IDENAU)	307
		KOUPE-ET-MANENGOUBA	**BANGEM**	308
			NGUTI	309
			TOMBEL	310
		LEBIALEM	ALOU	311
			FONTEM/MINJI	312
			WABANE	313
		MANYU	AKWAYA	314
			EYUMODJOCK	315
			MAMFE	316
			UPPER-BAYANG	317
		MEME	KONYE	318
			KUMBA	319
			MBONGE	320
		NDIAN	BAMUSSO	321
			DIKOME-BALUE	322
			EKONDO TITI	323
			IDABATO	324
			ISANGUELE	325
			KOMBO ABEDIMO	326
			KOMBO ITINDI	327
			MUNDEMBA	328
			TOKO	329

S1Q07c : Before settling in this subdivision, was (Name) living in town or village?

It is a question of capturing the environment where the person lived before coming to the subdivision where he currently lives. Enter 1 for town or 2 for village.

S1Q08: CHECK (NAME)'s AGE

This is to verify the age of the individual. Enter 1 if he is three years or older and continue with the next question. If he is less than three years old, enter 2 and go to question S1Q17.

S1Q09: Has (Name) ever gone to school?

The term "school" applies to formal school that includes nursery, primary, secondary and higher education and other intermediate education in the formal school system. This definition does not include day-care centres or kindergartens, bible schools, coranic schools or short term courses such as typing classes or sewing classes. On the other hand, technical or vocational training after primary level, such as long courses in mechanics or secretariat are taken into account here.

Ask if the person has ever attended school. If yes, write code "1" and go to the next question. If the person has never attended school, i.e., S1Q09 =2, go to S1Q12.

S1Q10: What is the highest level of education that (Name) has attained? What is the last class that (Name) has completed at this level ?

The various levels here are: preschool, primary, secondary 1st cycle, secondary 2nd cycle and higher. First record the level of education reached, even if it has not been completed. The highest level reached corresponds to the last successfully completed class in that level. Then record the class.

S1Q11 CHECK (NAME)'s LEVEL OF EDUCATION

If S1Q10 (N) >=3 that is, if the person concerned has already reached secondary, then go to question S1Q13.

S1Q12 : Can (Name) read a simple sentence in English or French ?

This question enables to assess whether (name) is an illiterate or not. This is to know if he is able to read a simple sentence in one of the two official languages which are French and English.

S1Q13 : CHECK NAME'S AGE

This is to verify the age of the individual. Enter 1 if 10 years or more and continue with the next question. If less than 10, enter 2 and go to S1Q16.

S1Q14a : Did (Name) work for pay or profit in the last 7 days?

Work includes all activities performed by persons of any sex and age in order to produce goods or provide services intended for consumption by third parties or for their personal consumption. But in the context of this question it is employment which is a form of work which is captured.

Employment is the work done for third parties in exchange of remuneration or profit. Practically, it takes into account all persons of working age who, during a short reference period, were engaged in any activity aimed at producing goods or providing services in exchange for remuneration or profit.

If you are conducting the survey on May 10, 2023, ask the following question: "Did (Name) work in the last 7 days, that is, since May 03, 2023, or does he/she have a job?"

A teacher who is on leave may not have worked for pay in the last 7 days but is employed.

S1Q14b : Is (Name) having an employment ?

It is work that has been done for pay or profit. Name some jobs like to sell in a call box; working in the administration or private; working in his own shop; etc…

S1Q14c : What is (Name)'s socio-professional category?

The socio-professional category refers to the rank of the interviewee in the enterprise/administration (or production unit) where he works.

Ask as follows: "Are you a senior manager, middle manager, labourer, etc.?" ***You will read out all the terms listed in the questionnaire until the respondent gives you the answer.***

NB:

1. In the case of workers on pre-employment training or on probation, they must be assigned the socio-professional category to which they aspire.

2. The socio-professional category is not linked to the form of remuneration. Some workers, such as taximen, sales assistants, households domestics, etc. have contracts (written or not) that makes them not receive immediately their whole remuneration.

Depending on the case, they must be classified as "employee/skilled worker" or "employee/semi-skilled worker" according to the qualification (case of taximen or certain assistant salespersons having completed the apprenticeship), labourers (case of nannies with agreed wages even if they live in the employer's household), apprentices (case of assistant salesmen in the process of learning), family aids (In the case of sales assistants and nannies who have not had an arrangement on their remuneration, generally living in the employer's household and generally related to the employer).

SOCIO-PROFESSIONAL CATEGORIES

Senior Manager/Engineer/equivalent: These are people who actually participate in the management of the company (production unit) or who have powers within which they can demonstrate broad initiatives in a company that is not theirs. These people are often referred to as design personnel. In general, will be considered as such, persons with A-levels + at least three years spent in higher education.

Example: paid managers and administrators, service managers, research managers, manufacturing engineers, maintenance managers, etc .

Average executive/foreman: Executing staff who can also intervene in the design in a company (production unit) that is not his. It is an intermediate category between senior managers and workers. This category consists of the assistants of senior managers. These people control and monitor the work designed at a higher level. They perform tasks that require a high level of competence in a specialized technique. They organize, control and direct the daily activities of a group of workers who are subordinate to them. In general, people who have completed six years of secondary education and those who have completed less than three years of higher education will be considered as such. The diploma criterion is not the only one that allows this classification.

Example: foremen, technicians, general mechanical maintenance managers, work managers, team leaders, etc.

Skilled employee/worker: Executive personnel who have generally received professional training in the tasks assigned to them. By assimilation, persons who work with a diploma generally not exceeding the five-year level of secondary education, and persons at a lower level but who have undergone vocational training appropriate for their job.

Semi-skilled employee/worker: Executive personnel, generally below the four-year secondary level, with only on-the-job training in the tasks assigned to them.

Labourer: Personnel in a job that does not require a specific qualification.

Employer (Boss): A person who operates his own business (production unit) and who employs at least one employee paid in cash or in kind. Co-owners of a business are part of it.

Own-account workers: Sometimes referred to as self-employed, they are people who operate their own businesses (production units) and do not employ any employees; at most they can use apprentices and family workers.

Family aid: A person employed in a business carried on by a relative generally living in the same household, but who cannot be considered an associate because he or she has a degree of commitment that is not comparable to that of the leader of the unit. This person therefore works in a micro enterprise of the household (shop, small home shop, craft, agriculture, etc.) in which he usually lives, without receiving a fixed remuneration in cash or in kind. The non-contractual consideration for his work is often paid in kind (housing, food, etc.). A caregiver should not be mistaken with a domestic worker; the latter is an employee.

Apprentice : A person who learns a trade. This is often the case for someone who then intends to set up his own business in the same activity. It may be subject to payment of the learning fee. He may or may not receive allowances (transportation, food, etc.) that cannot be considered as salary.

S1Q15 : The enterprise in which (Name) has his main employment (or that (Name) manages) is a :

This question captures the nature of the enterprise.
"Individual enterprise or own account" means a business or production unit that belongs to the respondent.

Modality 7 refers to NGOs (Non-Governmental Organizations), Associations (defined as conventions by which people put together their knowledge or activities, for the purpose other than to share benefits), non-profit organizations such as churches, foundations, federations not intended to seek financial benefits.

Modality 8 refers to «Household», as a company, refers to some households that recruit domestic staff such as servants, handmaids, drivers, gardeners, caretakers who work for those households who employ them.

Attention : In some cases, domestic staff (cook, driver, caretaker, etc.) may be assigned to the service of a senior official (Director General, for example) while being paid by the company that employs this person. In this case, it is not a domestic staff, but an employee of this enterprise.

NB : Some respondents (particularly employers and self-employed workers) may do a confusion between the institutional sector of ***their production unit*** and that of ***an enterprise to which they provide a service***. Let us take the example of a carpenter (employing only 2 apprentices) who has his small carpentry business and who won a market on the eve of the school year to make a few benches for the local public school. **This carpenter remains a self-employed worker in a private enterprise and not in a public establishment**. *In fact, one cannot be an employer or a own account worker in a public or semi-public company insofar as the latter belong to the State.*

For councils workers and more generally workers of the local authorities, it is necessary to consider them as "1" corresponding to "Public administration".

S1Q16 FILTER ON (NAME)'s AGE

IF AGE IS GREATER THAN 6 YEARS (S1Q4>6), ENTER 1 AND GO TO THE NEXT PERSON BECAUSE QUESTIONS S1Q17, S1Q18, S1Q19 AND S1Q20 CONCERN CHILDREN WHOSE AGE IS LESS THAN OR EQUAL TO 6 YEARS .

S1Q17 : Who is (Name)'s biological father

First ask if the biological father of the child is alive. We mean the one who gave birth to the child. In many cultures, people consider other people's children as their own children,

especially the children of their wife or sisters, etc. You will need to make sure that the respondent understands that you are talking about the man who gave birth to the child.

Enter the father's serial number if he is a household member, 00 if he does not live in the household or 97 if he is no longer alive or 98 if DK.

S1Q18 : Who is (Name)'s biological mother

This question concerns the survival of the child's mother.

Enter the mother's serial number if she is a household member, 00 if she does not live in the household or 97 if she is no longer alive or 98 if DK.

Remember that if it is necessary to delete someone from the Household Table, you will have to renumber the individuals.

S1Q19 : In the absence of (name)'s mother , who in this household takes care of him/her the most?

For this question, it is worth taking information about the person who looks after the child when the mother is absent. Often the mother asks other household members to look after the child even if she is at home. Enter the serial number of the person.

S1Q20 : CHECK ELIGIBILITY FOR THE CHILD QUESTIONNAIRE

Check whether the child's age is less than or equal to 06 years (S1Q04<=6), in order to administer the following sections on the measles and rubella vaccination campaign

PRACTICAL CASE

You are to interview the household with serial number 10. After the introduction of the team, you observe that the household head is called Mr Stefens Momo

Region: Littoral, Division: 01, Subdivision: 03, Cluster: 601, Structure: 254

Ménage: 10; Start time 11 hours 10 minutes.

Mr Stefens Momo will get the interview in english and he agrees to participate. All members interviewed spent the night before the inteviewers arrived. The household members at Stefens Momo are:

- Stefens Momo (53-year-old male), he only had the FSLC,
- Celine Belingua (44-year-old wife of Stefens Momo), never gone to school;
- Rachel (a 13-year-old niece of Celine Belingua i.e. she is not the daughter of Stefens Momo, she has O-levels;
- Kanou (housekeeper, 40 years old) and has BEPC;
- Brian (Stefens Momo son, 2 years-old);
- Aristide, first child is 18 years old.

Below are further details of the household members as indicated by Stefens Momo during the interview. Brian & Celine Belingua usually live in the household. Once a month Stefens Momo travels to town to get his salary. He is a teacher and has been on sick leave for two

weeks. Aristide was educated at the University of SOA and is currently on holidays at his parents' place.

Use this information to complete the questionnaire.

3.2 FILLING OF CHILD QUESTIONNAIRE

The child questionnaire confirms for each child, his eligibility (being from 09 to 59 months at the time of campaign) and collects information on the participation or not of this child to Measles and rubella vaccination campaign, which took place from 05 to 09 July 2023. To administer this questionnaire, the mother/caregiver/custodian should preferably be identified. It is in principle the best person to answer questions in detail about the participation of their children in the recent measles and rubella vaccination campaign. If the mother lives in the same household as the eligible child (in other words, if she is recorded in the list of household members, with the child), then she is the only person to be interviewed for that child. If the mother of the eligible child is not recorded in the list of household members (she may be dead or living elsewhere), you should have identified a person in the list of household members who has primary responsibility for the child. This person can be a man or a woman.

Important note: On the field, you will have to identify the children from 11 to 61 months inclusive, eligible for this questionnaire, after having filled the household questionnaire completely. These are the children who were 09-59 months at the time of the campaign

ES2Q01: On what day, month and year is (name) born?

When is her birthday?

Questions ES2Q01 and ES2Q02 must be asked independently from the information in the Household Questionnaire. Even if you have already asked for the child's age at S1Q04 when completing the Household Questionnaire, you must ask the child's date of birth again in the Child Questionnaire.

If the mother/guardian knows the exact date of birth, also record the day of birth; otherwise, record '98' for the day.

The month and year must be recorded.

When collecting information on the child's date of birth, remember to consult all the documents you have gathered for the child at the beginning of the interview (e.g.: birth certificate or vaccination card/booklet) to verify if a date of birth has been recorded. Before copying a date from these documents, check with the respondent to see if they think the date is accurate. In some cases, the date on the document may be that of birth declaration and not that of birth.

If the respondent knows the year of birth but not the day or month, you need to probe to get an estimate of the day and month of birth.

Example: If a respondent tells you that her daughter was born in 2021 but does not know the day or month; ask her if she gave birth to her daughter during the dry or raining season or if she remembers that she was pregnant at Christmas or Easter or at some other time of the year or at the time when an important event occurred in the year to determine at least

the month of birth. Convert months to numbers. For this, January is '01', February is '02', March is '03', etc.

If you have no information on the day of birth, enter '98' for DAY. **You must register the month and year of birth.**

If the respondent cannot remember the year of birth, you will need to dig deeper. Ask the respondent if she knows for sure the date of birth of another child in the household and reconcile it.

You must enter the month and year for all children, even if this is your best estimate.

ES2Q01a : How old is (Name)?

Give the child's age in months if it is less than one year old. If one year or more, take its completed number of years and months.

If responses to ES2Q01 and ES2Q02 are inconsistent, insist and correct.

ES2Q02: RECORD AGE IN COMPLETED MONTHS

This age in months will be automatically generated by the tablet or calculated by yourself when using the paper questionnaire.

ES2Q02a: CHECK ES2Q02: IS CHILD AGED 11 TO 61 MONTHS INCLUSIVE (ES2Q02>=11 AND ES2Q02<=61), WHICH MEANS BORN BETWEEN 03 AUGUST 2018 AND 03 OCTOBER 2023?

If not (code 2), go to the end of the questionnaire.

ES2Q03 : Age in complete years of the person in charge of the child (mother, guardian, etc.)

Record the age in years (age at last birthday) of the person in charge of the child. This may be the mother or guardian. If the respondent 95 years of age or more, record 95 or 98 for does not know (DK).

ES2Q04 : What is the highest level of education you have reached

The different levels here are: preschool, primary, secondary 1st cycle, secondary 2nd cycle and higher. Record the level of education reached even if it has not been completed. The highest level reached corresponds to the last successfully completed class in this level.

ES2Q05 : Read a newspaper or magazine at least once a week, less than once a week or not at all ?

The purpose of this question is to find out if the respondent is exposed to influences outside her local community through reading newspapers or magazines. It does not matter what kind of articles she reads, in what language she reads, or who buys the newspapers or magazines she reads. The question is simply how many times she reads them. Make sure you have read the whole question. ***It is important that the respondent hears all four categories listed in the question.***

If the respondent tells you that she reads newspapers or magazines on the internet, this should always be considered exposure to newspapers. The objective is to collect information on whether respondents have access to newspapers or magazines and if so, how often.

Circle 1 if the respondent reads a newspaper or magazine at least once a week, 2 if she reads **at least** once a week, 3 if she does not read at all.

ES2Q06 : Listen to the radio at least once a week, less than once a week or not at all ?

A radio is a device capable of picking up radio signals using the most common frequencies, including FM, AM, LW and SW. Access to radio through internet or cable services, or other means is also included here. We need to determine if the respondent is exposed to radio broadcasts by any means.

Circle the code corresponding to the given answer. If there is any doubt as to whether the respondent listens to the radio almost every day, insist to know for example, after trying to find out, if she says "I listen almost every day, but during planting season, I'm away and I do not listen at all," record "at least once a week", because she normally listens almost every day. It does not matter who owns the radio or what program(s) she listens to. It also does not matter if the radio is a transistor radio, is part of a hi-fi channel or a movie theater. We need to know if the respondent is exposed to radio shows. Again, be sure to read the whole question.

ES2Q07 : Watch TV at least once a week, less than once a week or not at all ?

A television set (TV) is a self-contained device capable of receiving television signals, using common means of access such as live television, cable or satellite. However, the respondent watching TV shows via the internet or by other means should always be considered watching TV, like other respondents who can use regular TVs, as long as it accesses television programs.

Circle the code corresponding to the given answer. Like **S1Q05** and **S1Q06**, the goal is to get an idea of the degree of exposure of the respondent to the external influences of her place of residence, this time through television programs. It does not matter who owns the television or what program(s) she is watching. Read the whole question. If the respondent watches TV on a computer, for example, it counts as watching TV, since the intent is to identify exposure to TV programs.

ES2Q08 and ES2Q09 : Do you have a mobile phone? In the last 12 months, have you used Internet ?

With these questions, we intend to determine the exposure and use of the mobile phone and internet by the respondent. Computers and the Internet provide opportunities for exposure to influences outside the local community or even within the country, in ways different from exposure to newspapers, radio or television. The use of the phone and the internet is considered a necessary skill in today's world, as a growing volume of information is shared and transmitted through the internet, transactions are managed on the internet and other.

IF NECESSARY, INSIST ON USE FROM ANY LOCATION WITH ANY DEVICE .

ES2Q10 : Were you informed about the measles and rubella vaccination campaign of the 05th to 09th July 2023 (that is about more than two months) before it began ?

1= Yes 2= No ?

These are messages or information of any kind about the vaccination campaign in general. This can be for example during a television or radio program, a documentary, an excerpt from a newspaper or magazine, a post, a poster, a brochure, etc.

Ask the respondent and record the code corresponding to her answer.

ES2Q11 : Through which (s) channel (s) did you hear about this vaccination campaign?

Here we are interested in knowing the communication channels of vaccination messages, whether it is a program whose purpose is to inform about vaccination, an announcement or a speech in which vaccination is mentioned. Read the question and wait for the respondent to answer to record the corresponding codes. There may be multiple coded responses for each respondent.

ES2Q12 : Through which channel(s) did you hear about this vaccination campaign for the first time?

Ask the respondent and record the code corresponding to his answer.

SECTION 03 : CHILD VACCINATIONS AGAINST MEASLES AND RUBELLA

Ask in priority the mother of the child, or the adult who takes care of this child.

ES3Q01 : Was (Name) living in the household from the 05th to 09th July 2023 during which the national campaign to vaccinate children against measles and rubella took place?

This question asks whether the child lived in the household during the campaign period. Actually, the child could be in another household during the campaign period, this may justify the fact that members of the current household do not have information about his participation in the campaign

ES3Q02 : Was (Name) taken to participate in the national vaccination campaign from 05th to 09th July 2023 against measles and rubella?

This question aims to identify the children who participated in the recent campaign that took place from 05 to 09 July 2023 throughout the national territory. It is simply a question of whether the child was at the vaccination site, whether or not he was actually vaccinated or whether the vaccination team went to the household in the presence of the child.

Record the respondent's statement (1=yes, 2=no) in the spaces provided. If the respondent states that they did not bring the child (Name) to the campaign or that they do not know, or the child was not present during the vaccination team's visit, assimilate their response to NO (code 2) and proceed to ES3Q04. If the answer is YES (code 1), continue to ES3Q03

Full name of the child

Register for children eligible for this part, their first and last names in the spaces provided for this purpose. You can copy them from the notebook in case you have it at the beginning of the interview.

ES3Q03 : What prompted you to bring (Name) to this campaign ?

Politely, ask the respondent what motivated him to bring or involve the child (Name) in this campaign. It should be noted that involving the child in the vaccination campaign does not necessarily mean that the child has been vaccinated. This last concern will be addressed later in the interview. By participation, we mean any action taken by the mother/person in charge of the child in

the sense of going to the place of the campaign if the teams of vaccinators were outside the household, or the willingness of the mother/person in charge of the child to receive vaccination teams. In both cases, it is not yet clear whether the child was subsequently vaccinated or not.

Follow the respondent's statements and record only the main reason

ES3Q04: Was (Name) vaccinated against measles and rubella during the national vaccination campaign of the 05th to 09th July 2023 ?

This is to check whether the child was vaccinated against measles and rubella during the last vaccination campaign .

Code 1 "Yes" will be selected if the mother/guardian reports that the child was vaccinated against measles and rubella during the campaign from July 05 to 09, 2023. If this answer is given, be assured that the answer to question ES3Q02 is yes (code 1). If not, correct and enter code 1 in question ES3Q02. Actually, if a child was vaccinated against measles and rubella during the campaign from 05 to 09 July 2023 it automatically means that this child participated in the said campaign.

Code 2 "No" will be selected if the child has been brought/participated in the campaign but has not been vaccinated.

Code 3 "No, did not participate in the campaign" will be selected if the respondent states that the child was not vaccinated against measles and rubella during the campaign from 05 to 09 July 2023 and that he/she had stated in question ES3Q02 that this child had not participated in this campaign.

ES3Q05: Is there any card of the July 05 to 09, 2023 measles and rubella vaccination campaign for (Name), like this one ?

Campaign cards are cards that are given to parents or children during Vaccination Campaigns. If the respondent reports having a child vaccination card for the measles and rubella campaign from July 05 to 09, 2023, ask if you can see it. If you see the card, enter the code 1, if the card exists and you could not see it, enter the code 2 in the box. If the respondent did not receive a card, enter code 3 If the respondent does not have a card, enter code 3.

NB: The standard card of this campaign is pink. However, in some cases, cards of white or any other color were issued at the beginning of the campaign pending standard cards. In each case, you must ensure that there is mention of the "measles and rubella (RR) vaccination of 2023".

ES3Q05a: Why can (Name)'s vaccination card for the national vaccination campaign against measles and rubella that took place from 05 to 09 July 2023 not be seen?

This question will be asked if the respondent states that the vaccination card exists without being seen by the interviewer (code 2 in question ES3Q05), or if the card does not exist (code 3 in question ES3Q05).

ES3Q06 : What type of card is it?

Observe/ask for the type of card and record the corresponding code in the space.

ES3Q07: Date of vaccination for (Name)

If the child was vaccinated during the last RR campaign, enter the day, month and year the child was vaccinated. Refer to the vaccination card if it exists. If not sure, enter 98 in the space corresponding to the day/month and 9998 in the space of years

S3Q08 : Can you tell me how (name) was vaccinated ?

This question is very important to control cases of vaccination without a card. You must therefore ensure that the respondent gives you a good description of how the child is vaccinated. The latter can be requested because in some cases, children have been vaccinated in schools in the absence of

their parents. As noted above, your vigilance is much more solicited because in addition to the vaccination campaign against measles and rubella.

If possible, request that the child be brought in to describe how the vaccination actually happened.

***For information* : How the RR is administered**
The combined measles and rubella (RR) vaccine is injected from the age of 9 months. It is therefore administered subcutaneously in a single dose. The child is usually injected into the left shoulder, or thigh. But depending on the case, the child can be injected at other points of the body such as the back. For children with HIV, a first dose of VAR is recommended at 6 months followed by a second dose at 9 months.

ES3Q09 : Where was (Name) vaccinated ?
As part of this campaign, several vaccination sites are used. Health centres, hospitals, schools, chief palace, markets, etc. Ask the respondent if the child was taken to a specific location for vaccination and ask for the location and the corresponding code (see questionnaire for codes).

FILTER: If (Name) was not vaccinated during the last campaign, go to section 4 RNV (Reasons for No Vaccination))

The following five questions – ES3Q09 to ES3Q13 – relate to the onset and management of side effects (adverse effects) due to vaccine administration during the last campaign. They are therefore only for children who received the vaccine during the said campaign.

ES3Q10 : After administration of measles and rubella vaccine 'during the campaign', did (Name) show any side effects (manifestations or problems) due to this vaccine ?
If the child received the RR during the campaign, ask whether he or she had any side effects from injecting the RR (such as fever, diarrhea, convulsion, vomiting, etc.). Record the code corresponding to the respondent's response.
If the answer is NO or DK, write 2 or 3 as appropriate in the box and proceed to the next child or if the last child, check the entire questionnaire to ensure that the answers to all questions are recorded and if so, thank the respondent for his cooperation**.**

ES3Q11 : If yes, what signs did (Name) show? Name the two main ones.
If the respondent told you that the child had side effects from injecting VARR, ask: What signs did the child have? Record their answer by referring to the coding found in the questionnaire.

ES3Q12 : What did you do following the onset of these side effects?

Ask the respondent what he or she did with the onset of these side effects. Record the answer in the space by referring to the codes in the questionnaire.

ES3Q13 : If brought to consultation, did (Name) receive any assistance following the onset of these side effects ?

If the respondent has taken the child to a consultation, ask if the child received any support following the onset of these side effects. Record her response in the space.
If the respondent answers YES, enter 1 in the space and proceed to the next question (ES3Q14). If they answer with NO or DK, write 2 or 3 respectively in the space, and skip to the next child and if more children, check the entire questionnaire to ensure that the answers to all questions are recorded and if so, thank the respondent for her cooperation**.**

ES3Q14 : If so, from whom?

The question is who took care of the child at the consultation. Record the respondent's response by referring to the code in the questionnaire.

SECTION 04 : REASONS FOR NO VACCINATION AGAINST MEASLES AND RUBELLA DURING THE RECENT CAMPAIGN

This part concerns unvaccinated children during the campaign. An unvaccinated child is the one who was not vaccinated during the last campaign that took place from 05 to 09 July 2023.

There are several reasons why a child may not have been vaccinated during the campaign. Among other reasons, the ignorance of the parents, the fear of adverse side effects, the distance from the places of vaccination, the unavailability of vaccines at the place indicated at the appropriate time, the unavailability of parents on the day of vaccination, children's illness, etc.

ES4Q01: Why was (name) not vaccinated (e) against rubella and measles?

For these children, ask the respondent: ***Why was (name) not vaccinated during the last campaign***? Listen carefully to the respondent's answer, and code them from the bottom of page 10 of the questionnaire, modality A to V. ***(NB: it is not a question of reproducing the labels of the codes such as in the questionnaire but rather of collecting the respondent's answer and finding the corresponding code)***. For the same child, several reasons can be given, remember only the three main ones that you will accurately note in the column reason and that you will later codify in the next column.

ES4Q02 : For what main reason was (name) not vaccinated against rubella measles ?

This question is asked if the mother/person in charge of the child refused to vaccinate the child (Code V at question ES4Q01.

Among the answers mentioned above you must capture here the main one.

SECTION 05: PREVIOUS VACCINATION AGAINST MEASLES RUBELLA

This module is used to obtain information for children aged 09 to 59 months who have received measles-rubella vaccines before the campaign from 05 to 09 July 2023.

ES5Q01 : Do you have a vaccination card/booklet or other document where (name)'s vaccinations are recorded ?

A vaccination booklet is any document designed to record a child's vaccinations. The health professional who vaccinates (doctor, midwife or nurse) writes in this notebook: the name of the vaccine; the date of the injection; the lot number (label) and the date of the next vaccine to be done. This card/ booklet allows you to know what vaccinations the child has received and if the latter is up to date with his vaccinations.

Other document refers to any document that was not designed to record the vaccinations of the child. It is for example the health record of the mother of the child, a simple notebook or a format/sheet. However, if in the mother's health record there is a space for recording vaccinations of children, consider this health record as a vaccination record.

Ask the respondent if the child has a vaccination card/booklet or other document where their vaccinations are recorded. Note the code corresponding to the answer given by the interviewer.

NB :

• Vaccination records/booklets should not be taken for vaccination cards that are given to the household usually during vaccination campaigns. These cards are usually small yellow (for yellow fever vaccine) or red (measles vaccine). If you are presented with this type of card, it is not a card/booklet. By card/booklet, we mean blue (and sometimes green) notebooks/booklets that are given when taking routine vaccines in HFs.

• In some cases, respondents may not have a vaccination card/booklet for their child, but they may have: (i) a notebook, (ii) a health card/booklet with the vaccines or (iii) another document where vaccination information is entered. It is all these documents that will later be referred to as 'other vaccination document'

• Remember to ask the respondents to look for all of the child's vaccination card/booklets, consultation card/booklets and all other child health documents to make available to you for exploitation.

Be patient if the respondent needs time

ES5Q02 : Can i see the notebook/booklet(and/or) the other document ?

If the respondent states that the child has a card/booklet (and/or other vaccination document, ask to see it. You should, in principle, have all vaccination records/booklets at the beginning of the survey. If you have not yet obtained the child's notebook/booklet, now is the time to ask again.

In some cases, the respondent, thinking you are in a hurry, may not want to spend a lot of time looking for the vaccination card/booklet. Encourage her to look for the child's vaccination card /booklet. It is essential to obtain written documentation of the child's vaccination history. Therefore, be patient if the respondent needs to search for the notebook/booklet.

If the respondent does not have a vaccination card /booklet, but the vaccine doses received are recorded on another document (for example, a booklet where clinical consultations are recorded), ask to see this document. If the notebook/booklet or other document is found, circle '1' and proceed to the next question. If the child has a vaccination card /booklet or other document but the respondent is unable to show it to you, circle '2' and proceed to ES5Q06–you will ask the respondent to remember the child's vaccinations. If the respondent does not have a vaccination booklet or other record of childhood vaccinations doses, circle '3' and proceed to the next question.

ES5Q03 : Do you have a vaccination certificate or other document certifying that (NAME) has received all vaccinations? 1= Yes, seen 2=Yes, not seen 3= No

Ask the question and report the code corresponding to the respondent's answer.

ES5Q04 : (Name)'s vaccination date

Enter the day, month and year of vaccination.

ES5Q05 : (Name)'s vaccination date

Enter the day, month and year of vaccination.

ES5Q06 : Before the last campaign, did (name) ever receive the RR vaccine – an injection into the right thigh at the age of 9 months or older to prevent measles and rubella? 1= Yes 2= No 8= DK

Ask the question and enter the code of respondent's answer.