



Cholera Questions Bank

Qualitative questions for community level data collection

March 2023

**Collective
service**

CHOLERA questions bank: Qualitative questions for community level data collection

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Guidance

Introduction

This resource is a menu of qualitative questions related to socio-behavioural factors and cholera. It seeks to facilitate the collection of quality data on community's capacity, behaviours, practices and perceptions in relation to cholera prevention and management. It can be used by field teams and / or local research teams working in communities with cholera transmission and those at risk adhering to safety and protection protocols.

These questions are also complemented by two additional data collection tools: 1) Qualitative questions for responders and 2) Quantitative questions for community level data collection. All questions can be accessed [here](#).

The questions have been developed by the Collective Service team in collaboration with the Social Science in Humanitarian Action Platform (SSHAP). The questions draw on existing data sources used at country, regional and global level.

Gathering and using high quality data on social, behavioural and community dynamics in relation to cholera prevention and management is vital to:

1. Understand people's ability, capacity and behaviour in relation to prevent and/or reduce cholera infection risks.
2. Support evidence-based decision-making on communication and engagement strategies that address people's needs and priorities in an evolving context;
3. Provide data that decision-makers can use to adapt cholera response and preparedness strategies and activities.
4. Support public health promoters and outreach workers in engaging with local populations to strengthen community-led actions.
5. Enhance the knowledge of public health promoters and outreach workers and support them in clearly communicating on cholera prevention and control.
6. Inform the design and adaptation of information content / messages shared and discussed with the local population.

This resource is intended to support operational social science research to be used in cholera preparedness and response activities undertaken by:

- Social scientists and operational actors designing and implementing operational social science research.
- Field-level staff: implementation staff of local and international NGOs, local national public health authority staff, national MOH staff.

Question bank overview

This resource includes qualitative questions which can be used for example within focus group discussions (FGDs), community workshops and/or key informant interviews.

This set of key questions comprises 8 modules:

- Module 1 - Communication and Information
- Module 2 - Healthcare and Health-seeking
- Module 3 - Disease Risks, Knowledge, Perceptions, Practices and Vulnerabilities
- Module 4 - Prevention: Vaccination, Safe and Dignified Burials and WASH
- Module 5 - Community Engagement and Dynamics
- Module 6 - Response
- Module 7 - Impact: Stigma and Discrimination
- Module 8 - Implications of Past Disease Outbreaks and their Management

To note, cross-referenced questions (for Module 1-6) are also available within the qualitative questions for responders and (for all modules) within the quantitative questions for community level data collection.

Using the qualitative questions bank

Each module includes a set of questions, they are not listed in order of priority.

It is intended that partners will identify key areas for investigation according to their operational priorities and identified knowledge gaps, then select the most relevant questions and adapt them to reflect national and sub-national contexts.

These modules would be ideally supplemented with [questions for responders](#). Additionally, and when appropriate, field teams and local researchers can complement the set of qualitative questions with [quantitative questions](#) for use in surveys.

This resource highlights which questions could be complemented by quantitative questions by cross-referencing relevant questions of the quantitative questions bank.

The questions are set out thematically, within each module and show what knowledge gap the evidence gathered should be able to fill. Some modules and questions also provide additional explanation to facilitate the selection of the questions. In some instances, questions also provide additional considerations for example for further triangulation and/or links to relevant tools and resources.

When collecting community-level data, it is essential to involve (representatives of) a diverse range of population groups. For example, different ages and genders such as youth groups, ethnic minorities and marginalised population groups including people with disabilities, refugees, IDPs (depending in the context). Analysis of the data collected can then be disaggregated according to these population groups.

These questions have been further adapted and/or developed by Eva Niederberger (Anthrologica/SSHAP: evaniederberger@anthrologica.com) and Ginger Johnson (UNICEF/Collective Service: gijohnson@unicef.org).

1 Communication and Information

Q #	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
1.1	Communication	Health information access	<p>Where do you normally get information concerning your health and the health of your family?</p> <p>Probe:</p> <ul style="list-style-type: none"> Has this changed since the cholera outbreak has been declared? (/Since there were cholera cases in your community, district etc.?) Why has this changed? 	<p>Mixed methods - see quantitative questions bank</p> <p>A Communication & Information</p> <p>A1: Health information access</p>
1.2	Communication	Cholera - information access	<p>Have you heard about cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> Is there anything that worries you? Who did you hear this from? Do you think it is true? Why? Why not? <p>Follow-up question</p> <p>From whom or from where have you heard about the cholera outbreak?</p>	<p>Mixed methods - see quantitative questions bank</p> <p>A Communication & Information</p> <p>A1: Cholera information access</p>
1.3	Communication	Health information and promotion	<p>Are there any hygiene promotional activities / hygiene awareness in your community?</p> <p>Probe:</p> <ul style="list-style-type: none"> Who is carrying out these activities? What kind of information is shared? Who is normally participating in such activities? <p>[Prompt: different age and gender groups, specify if adult men, migrant workers etc. are participate in these activities]</p>	
1.4	Communication	Disinformation / negative information	<p>Have you heard or seen anything bad / negative information about cholera?</p>	<p>Mixed methods - see quantitative questions bank</p>

			<p>Probe:</p> <ul style="list-style-type: none"> • What did you hear? • Is there anything that worries you? • Do you think those are true? Why? Why not? <p>Follow-up question: From whom have you heard about the negative / bad information about cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Which sources were circulating this / these rumour(s) or misinformation most? How? Why? • Which sources were circulating this / these rumour(s) or misinformation less? Why? 	<p>A Communication & Information A4: Disinformation</p>
1.5	Communication	Satisfaction with received information	<p>How useful do you find the information you receive about the cholera? (Causes, prevention, treatment, response)</p> <p>Probe:</p> <ul style="list-style-type: none"> • Why is the information about cholera useful? • Why is the information about cholera <u>not</u> useful? 	<p>Mixed methods - see quantitative questions bank A Communication & Information A5: Satisfaction with received information</p>
1.6	Communication	Cholera – trustworthy information	<p>Whom do you trust most to share accurate information about cholera?</p> <p><i>Probe:</i></p> <ul style="list-style-type: none"> • Why do you think that way? <p>Follow-up question Whom do you trust less to share accurate information about cholera?</p> <p><i>Probe:</i></p> <ul style="list-style-type: none"> • Why do you think that way? <p>Optional question</p>	<p>Mixed methods - see quantitative questions bank A Communication & Information A6: Information received through trusted sources A 3: Information need A2: Communication preferences</p> <p>[It is important to understand which touchpoints (e.g. communication channels) reach</p>

			<p>What person, group, app, website, news organisation or agency do you trust to give you the best information on cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why do you trust this source? 	<p>the most people, and whether they reach all of the different subgroups within the population. A Wash'Em tool for collecting touchpoint data is available here to facilitate this assessment.</p>
1.7	Communication	Cholera – information needs	<p>Do you have any questions, or things you would like to know more about cholera prevention and management?</p>	<p>Explain you would like to learn about the communication services and locations in their community, the ways people receive information, who are the influential communicators, etc. Explain that you want to learn about this so you can design and deliver programs that are suitable to their situation.</p>
1.8	Communication	Access to communication channels	<p>Which sources or which channels do you use to get information about cholera?</p> <p>Follow-up question</p> <p>How easy is it for you to access digital communication and information channels (e.g. twitter, online newspaper, podcasts, TikTok etc) to receive information about cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why is it easy for you to access these channels? Is it easy for your family members / friends / people in your community to access these channels? Why is it difficult for you to access these channels? Is it difficult for your family members / friends / people in your community to access these channels? 	<p>Potential channels/touchpoint areas to probe participants on include: radio, television, mobile phones, social media, local information sharers, HCWs/CHWs who do home visits, buses and taxis, schools, religious institutions, community meetings, local cinema, sporting events, restaurants, hairdressers, specific population groups (e.g. women's groups, men, youth, etc.), saving and loan groups, respected individuals. With regards to the preferred/most</p>
1.9	Communication	Communication preferences	<p>Through which channels or which sources would you like to get information about cholera?</p>	<p>Explain that you want to learn about this so you can design and deliver programs that are suitable to their situation.</p>

				influential/most prevalent communication channels, persons should be proved on their reach and inclusivity .
1.10	Communication	Language preferences	<p>In which language (and if relevant dialect) would you like to receive information about cholera?</p> <p>Follow-up question Do you have a preference for written or spoken information in this language?</p>	<p>Mixed methods - see quantitative questions bank A Communication & Information A2: Communication preferences</p> <p>More detailed language specific questions for new and ongoing surveys can be found here.</p>

2 Healthcare and Health-seeking

2.1 Healthcare

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
2.1.1	Healthcare	Leading health concerns in the community	<p>What are the most common diseases at present and which are the most serious?</p> <p>Follow-up question Who gets these diseases? Men, women, young children older children?</p> <p>Are there any traditional and/or religious beliefs in your community which explains the causes or transmission of these diseases?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Which ones? For which specific disease? • Does everyone in your community believe this? 	<p>Mixed methods - see quantitative questions bank</p> <p>B Healthcare</p> <p>B1: Health concern</p>
2.1.2	Healthcare	Cholera – past experience	<p>Do you know whether your community, district, country have been previously affected by cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> • When? • Who got infected? • What causes the outbreak? • What was done to prevent cholera? <p>Where did people go for treatment?</p>	
2.1.3	Healthcare	Cholera – local terminology	<p>Is there any local term being used for the cholera disease?</p>	

			Optional question How is cholera called in the local language / dialect?	
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2.2 Health-seeking

Q#	Theme / Topic	Knowledge gap	Qualitative question	Additional sources and notes
2.2.1	Healthcare	Healthcare at household level	If someone in your family falls sick, who is mainly taken care of them?	Mixed methods - see quantitative questions bank B Healthcare B1: Healthcare at home
2.2.2	Health-seeking	Health-seeking – cholera like symptoms	What do you do when someone in your family has diarrhoea and/or is vomiting? Probe: <ul style="list-style-type: none"> • Who do you go to? Why? • When do you go? • What do they (healthcare provider) do? How do they treat the symptoms / disease? • Do you have to pay for treatment? How much? • What do you do if this treatment doesn't work? • Do you give any home treatments? What are they – who do you get them from? • Is this what happens to all members of the family? [Prompt about differences in terms of treatment-seeking for different age-gender groups such as children under 5 years, young children, elderly, female community members, male community members) • Is this what everybody in your community does? 	Mixed methods - see quantitative questions bank B Healthcare B4: Health-seeking diarrhoea
2.2.3	Health-seeking	Access to formal healthcare	How far is the public health facility from your community?	Mixed methods - see quantitative questions bank

			<p>Probe:</p> <ul style="list-style-type: none"> How do you get there? <p>Follow-up question Do you need to pay to get there (to the public health facility)? Probe:</p> <ul style="list-style-type: none"> If yes, how much? <p>Follow-up question Do you need to pay for treatment (at the public health facility)? Probe:</p> <ul style="list-style-type: none"> If yes, how much? Are there any other costs linked to treatment-seeking? [Lodging of family member, food etc.] <p>Follow-up question How satisfied were you with the service / medical care the last time you have been to a public health facility? Probe:</p> <ul style="list-style-type: none"> Were drugs available? Was medical staff available? Did you have to wait to get treatment? What was the attitude of the staff? 	<p>B Healthcare B6: Healthcare access B7: Satisfaction with health centre</p>
2.2.4	Health-seeking	Healthcare access	<p>Do you face any difficulties in accessing healthcare for yourself or a family member? Probe:</p> <ul style="list-style-type: none"> If yes, what are these difficulties? [Probe: distance, costs, waiting times, staff not speaking the local language, lack of supplies, lack of trained staff etc.) 	<p>Mixed methods - see quantitative questions bank B Healthcare B6: Healthcare access</p>

2.2.5	Healthcare	Healthcare- decision-making process about cholera treatment seeking	If you or someone in your family falls sick with cholera like symptoms, who will decide in your family how it will be treated?	Mixed methods - see quantitative questions bank B Healthcare B3: Treatment seeking decision
2.2.6	Health-seeking	Health-seeking from alternative health care providers	<p>In your community, do people seek treatment from other healthcare providers than public health facilities?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, to which other health providers do they go? • For which symptoms and/or disease? • What do they (insert name of health care provider mentioned) do? • How much does it cost? • What do people do if the treatment didn't work? <p>Optional question</p> <p>In your community, is there any traditional healer?</p> <p>Probe:</p> <ul style="list-style-type: none"> • When do people go to see a traditional healer? • For which symptoms and/or disease? • What do they (traditional healers) do? How do they treat the symptoms and/or disease? • Can everyone in your community go to a traditional healer? [Prompt about marginalized population groups?] If not, why? <p>In your community, is there any religious healer?</p> <p>Probe:</p>	

			<ul style="list-style-type: none"> • When do people go to see a religious healer? • For which symptoms and/or disease? • What do they (religious healers) do? How do they treat the symptoms and/or disease? • Can everyone in your community go to a religious healer? [Prompt about marginalized population groups?] If not, why? <p>In your community, is there any pharmacy? Probe:</p> <ul style="list-style-type: none"> • When do people go to see a pharmacist? • For which disease? • How much does it cost? • Is everyone in your community able to go to the pharmacy? [Prompt about marginalized population groups?] If not, why? <p>In your community, is there any private doctor and/or clinic? Probe:</p> <ul style="list-style-type: none"> • When do people go to see a private doctor / clinic? • For which disease? • What do they (private doctor / clinics) do? How do they (private doctors / clinics) treat the disease? • How much does it cost? • Is everyone in your community able to go to the pharmacy? [Prompt about marginalized population groups?] If not, why? 	
2.2.7	Health-seeking	Health-seeking for cholera like symptoms	<p>If you or someone in your family falls sick with cholera like symptoms, what will you? Probe:</p>	<p>Mixed methods - see quantitative questions bank B Healthcare</p>

			<ul style="list-style-type: none"> • Who would you go to? Why? • When would you go? • What do you think they would do? • What would you do if this treatment didn't work? [Prompt: in the future, would you go back to the same health care provider when suffering from the same disease / experiencing similar symptoms?] • Would you give any home treatments? What treatment would this be? Who would you get them from? • Is this what would happens to all members of the family? [Prompt about differences in terms of treatment-seeking for different age-gender groups such as children under 5 years, young children, elderly, female community members, male community members) • Is this what everybody in your community would do? 	B5: Health-seeking cholera
2.2.8	Health-seeking	Knowledge of Oral Rehydration Salt / Sugar and Salt Solution	<p>Have you heard about Oral Rehydration Salt (ORS)? Probe:</p> <ul style="list-style-type: none"> • What have you heard about it? • Can you tell me when it is important to give ORS? • Have you already used? • How do you prepare it? <p>Follow-up question Have you heard about Sugar and Salt Solution? Probe:</p> <ul style="list-style-type: none"> • What have you heard about it? 	

			<ul style="list-style-type: none"> • Can you tell me when it is important to give ORS? • Have you already used? • How do you prepare it? • Do you have everything you need to prepare it? 	
2.2.9	Health-seeking	Knowledge and perception of Cholera Treatment Centre (CTC) / Cholera Treatment Unit (CTU)	<p>Do you know if there is any specific Cholera Treatment Centre and/or Cholera Treatment Unit nearby (in your community, district?)</p> <p>Follow-up question What do you think about the Cholera Treatment Centre / Unit? Probe:</p> <ul style="list-style-type: none"> • How do you get there? Is it easy or difficult? Is this the case for everyone in your community? • Do you think the CTC / CTU is safe to go to? [Prompt: Do you see any risk of getting infected with other diseases? If yes, which ones? Why?] • Once you are at the CTC/CTU, do you need to wait to get treated? If yes, how long? • Do you need to pay for treatment? Are there any fees related to treatment [Prompt: Lodging of family member, food etc.] • Do you think that there are sufficient drugs to treat cholera patients? • Do you think staff is trained well enough to take care of cholera patients? • What are the attitude and behaviors of the staff working at the CTC / CTU? • Can family members visit the patient? 	<p>Mixed methods - see quantitative questions bank G Response G: Perception of targeted cholera treatment centres / units</p> <p>Assessment and consultation At least one woman and one man should conduct routine assessment (e.g. prior to opening, throughout response) of cholera treatment centres and/or oral rehydration points. They might share these tasks with other duties/profiles in the case of a small facility or if there are a few number of cases (e.g. this work can be part of the tasks of the CHWs of the area).</p> <p>Ensure that before opening a treatment facility (mainly in the case of CTU/CTC) a meeting is organized with all relevant</p>

				<p>authorities and key community members in the area].</p> <p>Consultations with relevant authorities and key community members should include:</p> <ul style="list-style-type: none"> • Touring the facilities explaining in detail the circuit • Explain thoroughly waste management and infection control measures • Explain the patient circuit - treatment/procedures, meal regime, caretakers' roles, visiting possibilities, etc. • Actively listen to all comments and questions and answer them thoroughly <p>The ultimate objective of this meeting is to, listen to the questions and provide authorities/community leaders with essential information they can share with the people in the community. This equips existent community structures with cholera biomedical knowledge to share and at the same time to manage rumours</p>
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				that may arise in relation to the CTU/CTC and the overall cholera response. The information should be also used to further adapt services and infrastructure.
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3 Disease Risks, Knowledge, Perceptions, Practices and Vulnerabilities

3.1 Cholera prevention and management: knowledge, behaviours, and practices

Video/image demonstration

Play Global Health Media's "[The Story of Cholera](#)" video. This video is available in over 200 different languages. Utilize UNICEF's "[Protecting Ourselves from Cholera and Diarrhoea](#)" flipcharts. Play "[F Diagram Animations](#)" and tools illustrating, e.g. **f**ield, **f**ingers, **f**lies and **f**luids as transmission routes for cholera.

After use of visual materials to explain cholera transmission, lead a group discussion with viewers (e.g. members of cholera affected communities) on the following series of questions to include:

- What is cholera?
- What are the signs and symptoms of cholera?
- How do you catch cholera?
- How is cholera spread?
- What do people with cholera need immediately?
- How should you respond to, prevent and be prepared for an outbreak of cholera? Why?
- How can you treat a person showing signs of cholera? What do you treat them with?
- What else can you do for them? What should you do in a place where cholera patients have been?

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
3.1.1	Disease	Knowledge of cholera signs and symptoms	<p>Have you heard about cholera?</p> <p>Follow-up question What are the signs and symptoms of cholera?</p> <p>Optional question Can you describe (all) the different symptoms of cholera? Probe:</p>	<p>Mixed methods - see quantitative questions bank</p> <p>C Disease</p> <p>C9: Knowledge of cholera signs and symptoms</p> <p>C10: Knowledge of causes of cholera</p>

			<ul style="list-style-type: none"> Do these symptoms always appear when someone falls sick with cholera? Are the symptoms similar in young children? <p>Follow-up question Do you see any differences between signs and symptoms of cholera and signs and symptoms of diarrhoea (mention other disease as appropriate)? Probe:</p> <ul style="list-style-type: none"> What are these differences? 	<p>Note that different symptoms associated with cholera may elicit different causal explanations (e.g. neurological signs are more likely to bring explanations of spirit possession than gastrointestinal symptoms). These causes may vary depending on the symptoms and the specific circumstances of their emergence (e.g. natural/material, mental/psychological, spiritual, or externally caused due to jealousy, witchcraft, spirits, ancestors, breaches of rules, etc.).</p>
3.1.2	Disease	Knowledge and perceptions of causes of cholera	<p>Who or what do you think causes cholera? Probe:</p> <ul style="list-style-type: none"> Why do you think this way? Is that what also other people in your community think? If not mentioned, are there any traditional and/or religious beliefs which explains the causes of cholera? <p>Follow-up question What do you think causes these symptoms? Probe:</p> <ul style="list-style-type: none"> What causes rice watery diarrhoea? What causes vomiting? <p>Follow-up question Since the cholera outbreak was declared in your community [province / district / country etc.] do people still think of the same causes of cholera or has this changed?</p>	<p>Causal explanations of cholera can also indicate if there is a risk of stigmatisation towards or scapegoating of certain population groups because of their living situation, their practices and behaviours, ethnical origin and/or religious and traditional beliefs.</p> <p>Let participants use the activities in this step to find out for themselves what causes diarrhoea. Disease in their community. Do not direct the group by telling it what you think it needs to know. Have faith in</p>

				the group's judgement. Communities in most parts of the world have been receiving modern, scientific health messages for many years. What has often been missing is the opportunity for communities to consider and discuss this information and to compare it with traditional health beliefs.
3.1.3	Disease	Knowledge of cholera preventive measures	<p>Do you think cholera can be prevented? Probe:</p> <ul style="list-style-type: none"> If not, why? <p>Follow-up question What can people do to prevent cholera? Probe:</p> <ul style="list-style-type: none"> Do you think there is any practice / measure which is more important than others? Which one? <p>Follow-up question What can the community do to prevent cholera? Probe:</p> <ul style="list-style-type: none"> Do you think there is any practice / measure which is more important than others? Which one? 	<p>Mixed methods - see quantitative questions bank C Disease C12: Knowledge of cholera preventive measures</p>
3.1.4	Disease	Knowledge of cholera transmission	<p>Can you explain how cholera is transmitted? Probe:</p> <ul style="list-style-type: none"> Are there any transmission ways which are more important than others? Why? 	<p>Mixed methods - see quantitative questions bank C Disease C11: Knowledge of cholera transmission routes</p>

3.1.5	Disease	Knowledge of cholera management	<p>What can you do when you and/or family members falls sick with cholera-like symptoms?</p> <p>Probe:</p> <ul style="list-style-type: none"> Of the things you mentioned, what do you think would be most effective to help to get better? 	<p>Mixed methods - see quantitative questions bank</p> <p>C Disease</p> <p>C14: Knowledge of cholera management</p>
3.1.6	Disease	Practice of cholera preventive measures	<p>Have you taken any actions to prevent cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> Which ones? If not, why? <p>Follow-up question</p> <p>How easy is it for you to take these actions?</p> <p>Probe:</p> <ul style="list-style-type: none"> What makes it easy? <p>Follow-up question</p> <p>Is there anything which makes it difficult to take these actions?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why? What makes it difficult? 	<p>Mixed methods - see quantitative questions bank</p> <p>C Disease</p> <p>C13: Practice of preventive measures</p>

3.2 Susceptibility, perceptions, and local framing of the disease

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
3.2.1	Disease	Perceptions of cholera outbreak	<p>Do you believe the current cholera outbreak in your community is real?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why do you think this way? 	<p>Mixed methods - see quantitative questions bank</p> <p>C Disease</p> <p>C16: Perception of cholera outbreak</p>

3.2.2	Disease	Local framing	<p>What words do you use to describe cholera?</p> <p>Follow-up question What words do people in the community use to describe cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Are there differences in the way the disease is described? [Prompt: among different age and gender groups, among external responders, public health staff etc.] • What words do traditional healers [religious leaders, pharmacists, private doctors – insert name of key influencers and alternative healthcare providers] use to describe cholera? <p>Optional question Do most people in your community understand the word cholera?</p> <p>Probe: Or do they prefer another word to describe it?</p>	
3.2.3	Disease	Perception of individual infection risk	<p>Do you think everyone in your community is at risk of getting infecting with cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, why? • If not, who do you think is more at risk than others? Why? [Prompt about different population groups: elderly, people with disability, ethnic minorities, children, mothers etc.] <p>Follow-up question For yourself, do you think you are at risk of getting infected with cholera?</p> <p>Probe:</p>	<p>Mixed methods - see quantitative questions bank C Disease C7: Perception of individual infection risk</p> <p>[Disease perception cards, decision-making tables and other associated worksheets can be printed and translated into local languages (where appropriate) to facilitate this assessment. These</p>

			<p>Why do you think this way?</p>	<p>Wash'Em materials can be found here].</p> <ul style="list-style-type: none"> ○ Ranking exercise: Illnesses of most concern to this community (with Number 1 being the most serious concern): 1 - , 2 - , 3 - , 4 - , 5 - ○ Facilitated discussion: ○ Do you think that someone in your family could get diarrhoea in the next 6 months? ○ If someone in your family did get diarrhoea, do you think it could result in serious illness or death? ○ If you compare your family with other families who live near you, who is more likely to get diarrhoea in the next 6 months? <p><i>For displaced people only:</i></p> <ul style="list-style-type: none"> ○ All of you have been displaced recently. Let's think about the places where you used to live, and the place you live now. Do you think your family is more at risk of
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				<p>diarrhoea here, or where you were before?</p> <ul style="list-style-type: none">○ Imagine a child in your family got diarrhoea. How would it impact your life or the life of others in your family? Would it affect your social life? Why? How? Would it affect your household's income and ability to generate income?
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4 Prevention: Vaccination, Safe and Dignified Burials and WASH

4.1 Prevention: Vaccination

Positioning Oral Cholera Vaccine (OCV) in the local context is critical to secure community acceptance and reduce the risk of negative ramifications that could impact the whole response. It is also important to consider that vaccines are not easy to describe for people unfamiliar with the terminology. For these discussions, it can be useful to have a picture/photo of someone receiving a vaccine and/or to reference a person's previous experience with a vaccine as is common with children under 5. Photo prompts can help guide the discussion (e.g. a picture of a mother and child with the child receiving a vaccine, one of an adult man receiving a vaccine, and a third of an adult woman receiving a vaccine).

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
4.1.1	Prevention - Vaccination	General knowledge about vaccines	<p>Have you heard about vaccines before? Probe:</p> <ul style="list-style-type: none"> If yes, how did you hear about them? What do you call them locally? <p>Follow-up question What do you know about what they are? Probe:</p> <ul style="list-style-type: none"> What is the purpose of a vaccine? Does this work to prevent illness? 	[Note: it may be that respondents confuse the purpose of a vaccine as a <i>cure</i> rather than a <i>prevention</i> for illness]
4.1.2	Prevention - Vaccination	Vaccine delivery and satisfaction	<p>Please describe how vaccines are currently delivered to people in your community. Probe:</p> <ul style="list-style-type: none"> Who does administer the vaccines? Where are the vaccines administered? How satisfied were you / your family member / your community with the vaccine administration process? (E.g.: selection of vaccine recipients, staff's behaviour, location of the vaccination centre etc.) 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.2: Vaccination access</p>

4.1.3	Prevention - Vaccination	Decision-making about vaccines	<p>In your household, who decides whether members might get vaccinated if a vaccine is offered to them?</p> <p>Follow-up question In your community, who decides whether individuals might go vaccinated if a vaccine is offered to them?</p>	
4.1.4	Prevention - Vaccination	Vaccination uptake	<p>Who are the people/groups in your community who are most likely to get vaccinated?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Have children in your community been vaccinated? Have any adults in your community been vaccinated? • Why do you think they do this? [Prompt: mothers who have small children in their household, persons who have access to health centres, etc.]. • What was this for? How did you find that out? [Prompt: social mobilisers, annual vaccine campaigns, etc.] 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.1: Vaccination uptake</p>
4.1.5	Prevention - Vaccination	Perceptions of vaccines	<p>How do you/people in your community view vaccines?</p> <p>Probe:</p> <ul style="list-style-type: none"> • How important are vaccines? Why do you say this? • Who has the right to get vaccinated? • <i>If not everyone has the right to get vaccinated: Why?</i> <p>[Prompt: discuss both positive and negative views on vaccines]</p>	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.3: Vaccine confidence</p>

4.1.6	Prevention - Vaccination	Vaccine acceptance	<p>Who are the people/groups most likely to avoid vaccines?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why do you think they do this? [Prompt: financial concerns, social or religious reasons, issues at the point of care, etc.] 	
4.1.7	Prevention - Vaccination	Perceptions of vaccine	<p>Do you think vaccines are safe?</p> <ul style="list-style-type: none"> Have you heard anything that worries you? Who did you hear this from? Do you think it's true? Why? 	<p>Mixed methods - see quantitative questions bank</p> <p>F1 Prevention - Vaccination</p> <p>F1.3: Vaccine confidence</p> <p>In past epidemics and in some contexts, people perceived vaccines used by health workers to 'suck blood' and/or vaccines were used which were not approved by Western governments and/or perceived as instrument by the government/ responders to make international aid money etc.</p>
4.1.8	Prevention - Vaccination	Trust in vaccine delivery process	<p>What do you think about the persons who give the vaccines?</p> <p>Probe:</p> <ul style="list-style-type: none"> Do you think they can be trusted? Why or why not? 	<p>In past epidemics and in some contexts, rumours around organ trade of health workers were circulating. Low salaries of health care workers may also negatively affect their motivation and subsequently community's perception and trust. The design and delivery</p>

				of epidemic response and vaccination campaign approved by the government and WHO may also influence people's perception and trust.
4.1.9	Prevention – Vaccination	Vaccine acceptance	<p>If there was a <i>new</i> vaccine that could help to prevent an infectious disease in both children and adults, would you accept it for yourself?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Would you accept it for your children? Why or why not? <p>Follow-up question</p> <p>Would you accept a vaccine that was offered only to some members of the population, rather than to all? For example, if it were only given to people who had contact with an individual who had the disease in question?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Why/why not? 	
Oral Cholera Vaccines (OCV)				
4.1.10	Prevention – Vaccination	OCV – Positive and negative information	<p>What have you heard about the Oral Cholera Vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Have you heard anything that worries you? • Who did you hear this from? • Do you think it's true? Why? • Have you heard anything that makes you feels positive about the Oral Cholera Vaccine? 	<p>Mixed methods - see quantitative questions bank</p> <p>F1 Prevention - Vaccination</p> <p>F1.5: OCV Disinformation</p> <p>It might be important to inquire if there are any local terms used for the OCV: How do people call these vaccines (OCV) locally?</p>
4.1.11	Prevention – Vaccination	OCV –Past experience	Have people in this area been previously vaccinated against cholera?	

			<p>Probe:</p> <ul style="list-style-type: none"> • Do you remember, when? • Was everyone vaccinated? • Was it effective? If not, why? • Was there any contradictory information circulating in relation to the Oral Cholera Vaccine? 	
4.1.12	Prevention – Vaccination	OCV - Information access	<p>Have you heard about the oral cholera vaccination campaign which will now be rolled-out in your community / district?</p> <p>Probe:</p> <ul style="list-style-type: none"> • What are these differences? • From whom have you heard about the changes in the vaccine roll-out? • Do you think this is true? <p>Do you think a single dose of the Oral Cholera Vaccine will be effective?</p>	<p>Mixed methods - see quantitative questions bank</p> <p>F1 Prevention - Vaccination</p> <p>F1.5: OCV information access</p> <p>Due to the overall OCV shortage a single dose strategy is now often being implemented. This can risk creating confusion among people and communities who have previously been informed about the two-dose strategy and/or being vaccinated twice against cholera/</p>
4.1.13	Prevention – Vaccination	OCV – Information access	<p>From whom do you get information about the Oral Cholera Vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> • On whom do you rely most to get information about the cholera vaccine(s)? Why? <p>Follow-up question</p> <p>Which sources or on which channels do you use to get information about the Oral Cholera Vaccine?</p>	<p>Mixed methods - see quantitative questions bank</p> <p>F1 Prevention - Vaccination</p> <p>F1.5: OCV information access</p> <p>Triangulate the question with question 1.1.: <i>Where do you normally get information concerning your health and the health of your family?</i></p>

			<p>Probe:</p> <ul style="list-style-type: none"> Why do you use these channels to get the information about the cholera vaccine(s)? <p>Follow-up question How easy is it for you to access digital communication and information channels (e.g. twitter, online newspaper, podcasts, TikTok etc) to receive information about the Oral Cholera Vaccine)?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why is it easy for you to access these channels? Is it easy for your family members / friends / people in your community to access these channels? Why is it difficult for you to access these channels? Is it difficult for your family members / friends / people in your community to access these channels? 	
4.1.14	Prevention – Vaccination	OCV – Communication preferences	<p>Through which channel would you like to receive information about Oral Cholera Vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why do you prefer these channels? 	
4.1.15	Prevention – Vaccination	OCV – Trustworthy information	<p>Whom do you trust most to share accurate information about the Oral Cholera Vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why do you think that way? <p>Follow-up question Whom do you trust less to share accurate information about the Oral Cholera Vaccine?</p>	

			Probe: <ul style="list-style-type: none"> Why do you think that way? 	
4.1.16	Prevention – Vaccination	OCV – Satisfaction OCV related information	<p>How useful do you find the information you receive about the Oral Cholera Vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why is the information useful about Oral Cholera Vaccine? Why is the information about the Oral Cholera Vaccine <u>not</u> useful? <p>Follow-up question Were there times when there were contradictory information circulating in relation to the Oral Cholera Vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> How did you decide which one is correct / trustworthy? 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.7: Satisfaction with OCV related information</p>
4.1.17	Prevention – Vaccination	OCV – Communication preferences	<p>In which language (and if relevant dialect) would you like to receive information about the Oral Cholera Vaccine?</p> <p>Follow-up question Do you have a preference for written or spoken information in this language?</p> <p>Follow-up question Do you have any suggestions about specific actions to improve the vaccination campaign in your country / community?</p>	
4.1.18	Prevention – Vaccination	OCV – Community Engagement	<p>Have you been consulted by local authorities about the location of the Oral Cholera</p>	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination</p>

			<p>vaccination site in your administration / community? Probe:</p> <ul style="list-style-type: none"> • How have you been consulted? <p>Follow-up question Have you been consulted on any other matters in relation to the Oral Cholera Vaccination campaign? Probe:</p> <ul style="list-style-type: none"> • Could you please specify on which matters have you been consulted? • How have you been consulted? <p>Follow-up question Were other people in your community as well consulted in relation to the Oral Cholera vaccination campaign? Probe:</p> <ul style="list-style-type: none"> • Who has been consulted in your community? • Did the consultation process include all sections of the community including those who are most vulnerable and/or marginalized? 	F1.8: Community Engagement
4.1.19	Prevention – Vaccination	OCV – Community Engagement	<p>Who has been involved in making decisions in your community in relation to the Oral Cholera vaccination roll-out? Probe:</p> <ul style="list-style-type: none"> • How do they involve you and other community members in the process? • Do they ensure that all sections of the community are having an equal say when it comes to decisions in relation to the Oral 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.8: Community Engagement</p>

			<p>Cholera vaccination roll-out or is there anyone / any group left out? If yes, who is left out? Do you have any suggestions on how they could be included in decision-making process?</p> <ul style="list-style-type: none"> • Can you provide an example What is the impact on the community by their decision making in relation to the Oral Cholera vaccination roll-out? <p>Follow-up question Do you feel that community 's inputs were used to design and deliver the Oral Cholera vaccination campaign in your country / community? Probe:</p> <ul style="list-style-type: none"> • How was it used to design and deliver the cholera vaccination campaign? Please, provide one /some example(s). <p>Follow-up question Do you feel that you are able to influence decisions related to the Oral Cholera vaccination campaign in your local authority/administration? Probe:</p> <ul style="list-style-type: none"> • What type of decisions are you able to influence? • How do you influence decisions in relation to the Oral Cholera vaccination campaign in your local authority / administration? • If not, what makes it difficult to influence these decisions? 	
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4.1.20	Prevention – Vaccination	OCV – Community Engagement	<p>Have you been involved in community actions in relation to the Oral Cholera Vaccine roll-out?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, what type of actions have been taken? Are these still ongoing? • Have you been to provide accurate information about OCV? Is this still ongoing? • Have you been to facilitate access to OCV? Is this still ongoing? • What else community actions have you been involved? Is this still ongoing? • Have you contributed to ensure that there is an equal distribution of the vaccines? If yes, how? 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.8: Community Engagement</p>
4.1.21	Prevention – Vaccination	OCV – Community Feedback	<p>Are you aware of and know how to provide feedback and complaints in relation to the Oral Cholera vaccination campaign in your country/community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • How do you provide feedback and complaints? • How useful are these mechanisms to provide feedback and complaints? • How do you prefer provide feedback and complaints? • Is there anything what could be improved? 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.8: Community Engagement</p>
4.1.22	Prevention – Vaccination	OCV – Vaccine Confidence	<p>How important do you think getting the Oral Cholera Vaccine will be for your health?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Why do you feel that way? 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.10: Perception of OCV benefits</p>

			<p>Follow-up question How safe do you think the Oral Cholera Vaccine will be for you? Probe:</p> <ul style="list-style-type: none"> • Why do you feel that way? • Do you think that your body will react to the Oral Cholera Vaccine? Is this something which worries you? • Do you think there is still a risk of getting infected with cholera after you have been vaccinated against Oral Cholera Vaccine? • Do you think that maintaining protective measures will be still necessary after you have been vaccinated? 	F1.11: Perception of OCV safety and effectiveness
4.1.23	Prevention – Vaccination	OCV – Vaccine confidence	<p>Do you think that Oral Cholera Vaccine available in your country is effective? Probe:</p> <ul style="list-style-type: none"> • Why do you think this way? • Are there any concerns regarding your traditions, social norms or religious beliefs about taking the Oral Cholera Vaccine? 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F1.11: Perception of OCV safety and effectiveness</p>
4.1.24	Prevention – Vaccination	OCV – Vaccine confidence	<p>Do you think that the health care providers are well trained and equipped to give you the Oral Cholera Vaccine? Probe:</p> <ul style="list-style-type: none"> • Are there any health care providers who are better trained and equipped than others? Why? • Which healthcare provider do you trust most to give you the Oral Cholera Vaccine? Why? 	

			<ul style="list-style-type: none"> • Which healthcare provider do you trust less? Why? • Do you have any suggestions about how to improve trust in them? 	
4.1.25	Prevention – Vaccination	OCV – Decision-making process for Oral Cholera Vaccine uptake	<p>Have you thought about getting the Oral Cholera Vaccine if it is available for you? What did you decide?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Why do you want to get it? • Why do not you want to get it? 	<p>Mixed methods - see quantitative questions bank</p> <p>F1 Prevention - Vaccination</p> <p>F1.4: OCV acceptance</p>
4.1.26	Prevention – Vaccination	OCV – Decision-making process for Oral Cholera Vaccine uptake	<p>Who will decide in your family whether to get Oral Cholera Vaccine for you?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Is there anyone else involved in the decision? • Who else do you discuss it with? • Who is the final decision maker whether you get the Oral Cholera Vaccine? <p>Follow-up question</p> <p>Besides your family, is there anyone who will decide or encourage you for getting the Oral Cholera Vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> • How about your friends, community & religious leaders, colleagues or employer? 	<p>Mixed methods - see quantitative questions bank</p> <p>F1 Prevention - Vaccination</p> <p>F1.4: OCV acceptance</p>
4.1.27	Prevention – Vaccination	OCV Knowledge	<p>Do you still maintain protective measures after being vaccinated against cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, which ones? Why? 	<p>Mixed methods - see quantitative questions bank</p> <p>F1 Prevention - Vaccination</p> <p>F 1.17. OCV Knowledge</p>

			<ul style="list-style-type: none"> If not, why? 	
4.1.28	Prevention – Vaccination	OCV – Vaccine uptake	<p>Where would you like to get vaccinated against cholera? <i>(For those who have not yet received OCV)</i></p> <p>Probe:</p> <ul style="list-style-type: none"> Why? What the things would you need to do before leaving your house? Where would you go to get it? How would you get there? Would there be there any cost involved for you (e.g. transport etc)? <p>Follow-up question If you got the Oral Cholera Vaccine, where did you get it?</p> <p>Probe:</p> <ul style="list-style-type: none"> What the things did you need to do before leaving your house? Where did you go to get it? How did you get there? Was there any cost involved for you (e.g. transport etc)? <p>Follow-up question How satisfied are you with the service provided at the vaccination site?</p> <p>Probe:</p> <ul style="list-style-type: none"> Have you faced any difficulties to get to vaccination site? 	<p>Mixed methods - see quantitative questions bank F1 Prevention - Vaccination F 1.15. Variable: Preference regarding Oral cholera vaccine administration F 1.14. Variable: Perception of ease of access F 1.16. Variable: Satisfaction with oral cholera vaccination</p>

			<ul style="list-style-type: none"> • Have you faced any difficulties at the vaccination site? • Have you experienced any good things at the vaccination site? <p>Do you think health care workers are well trained and supportive at the vaccination site?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, why? • Were they able to answer questions about cholera and the vaccination? • If not, why? <p>Follow-up question</p> <p>Do you have any suggestions for improving the service delivery at the vaccination site?</p>	
4.1.29	Prevention – Vaccination	OCV – Perception	<p>Overall, do you believe the Oral Cholera vaccination as a preventive measure will reduce the spread of the virus in your area?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Why do you think that way? 	<p>Mixed methods - see quantitative questions bank</p> <p>F1 Prevention - Vaccination</p> <p>F1.11: Perception of OCV safety and effectiveness</p>

4.2 Prevention: Safe and dignified burials

Researchers / field staff can use following introduction: *“I would like to discuss a sensitive topic with you. It is important for us to understand the situation here in xxx [insert name of community, district, region, country]. . Remember, your answers are confidential and there are no good or bad answers. If you do not wish to answer any of these questions, that is completely fine. If you would like to pause or to take a break at any time, please let me know. Thank you for your help and for answering these questions”.* ([SSHAP, 2018](#))

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
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4.2.1	Prevention – Protective Measures: Safe and dignified burials	Post-death practices	When a person dies, who is notified of the death? Who needs to know first?	Mixed methods - see quantitative questions bank F2 Prevention – Safe and dignified burial F2.1.: Notification of death
4.2.2	Prevention – Protective Measures: Safe and dignified burials	Post-death practices	How much time is there between the death and a burial / funeral?	
4.2.3	Prevention – Protective Measures: Safe and dignified burials	Post-death practices	Where is the body kept before the burial / funeral? [Prompt: at home, at a funeral home, hospital/health centre]	
4.2.4	Prevention – Protective Measures: Safe and dignified burials	Post-death practices	How is the body prepared for burial / funeral? [Prompt: washing, decorating, spraying perfume]. Follow-up question By whom is the body prepared for burial / funeral? Probe: <ul style="list-style-type: none"> What are the differences in terms of body preparation for a burial / funeral when it is about a deceased female family / community member, a male family / community member, a young child, a respected elderly person? 	Mixed methods - see quantitative questions bank F2 Prevention – Safe and dignified burial F2.5.: Local burial practices
4.2.5	Prevention – Protective Measures: Safe and dignified burials	Burial and cremation	What happens during a normal burial / funeral process? Probe:	

			<ul style="list-style-type: none"> • What happens before the burial / funeral? • What happens during the burial / funeral? [Prompt if body is being buried or cremated.] • What happens after the body is laid to rest? 	
4.2.6	Prevention – Protective Measures: Safe and dignified burials	Burial and cremation	<p>Where are people usually buried? Why? [Prompt: the person’s place of origin/home town even if it is different village/town]</p>	
4.2.7	Prevention – Protective Measures: Safe and dignified burials	Burial and cremation	Who attends the burial / funeral?	<p>Mixed methods - see quantitative questions bank F2 Prevention – Safe and dignified burial F2.5.: Local burial practices</p>
4.2.8	Prevention – Protective Measures: Safe and dignified burials	Burial and cremation	Who leads the burial / funeral?	
4.2.9	Prevention – Protective Measures: Safe and dignified burials	Burial and cremation	<p>How is the body handled during the burial/funeral process? [Prompt: include physical contact]</p> <p>Follow-up question Who handles the body? [Prompt on relationships to the diseased]</p>	
4.2.10	Prevention – Protective	Burial and cremation	What, if anything is the body buried in?	

	Measures: Safe and dignified burials		[Prompt: coffin, shroud, leaves, remains of their hut]	
4.2.11	Prevention – Protective Measures: Safe and dignified burials	Burial and cremation	Are burials / funerals different for different people? Probe <ul style="list-style-type: none"> If so, how? [Prompt: men/women, children, people of social standing] 	
4.2.12	Prevention – Protective Measures: Safe and dignified burials	Burial and cremation	If a person’s body needs to be moved back to its home village, how is it moved? [Prompt: when, by who, what mode of transport]	
4.2.13	Prevention – Protective Measures: Safe and dignified burials	Mourning practices	Is food shared amongst people at the burial / funeral?	Mixed methods - see quantitative questions bank F2 Prevention – Safe and dignified burial F2.5.: Local burial practices
4.2.14	Prevention – Protective Measures: Safe and dignified burials	Mourning practices	Do friends and family have physical contact during the burial/funeral? [Prompt: hug, shake hands, kiss]	
4.2.15	Prevention – Protective Measures: Safe and dignified burials	Mourning rites and/or practices	Separate to the burial/funeral itself, are there mourning rites or practices that must be followed. Probe: <ul style="list-style-type: none"> What are they? Who must follow them? [Prompt: include physical contact, How long do these last for?] 	
4.2.16	Prevention – Protective	Mourning rites and/or practices	What are the consequences if burial/funeral practices are not correctly followed?	

	Measures: Safe and dignified burials		[Prompt: spiritual, social, economic, legal, land-related consequences]	
4.2.17	Prevention – Protective Measures: Safe and dignified burials	Mourning rites and/or practices	What happens to of the possessions of the deceased?	
4.2.18	Prevention – Protective Measures: Safe and dignified burials	Mourning rites and/or practices	In certain cases, is it acceptable to alter or suspend normal burial/funeral practices? [<i>Prompt: if so, in what situations, how are things changed</i>]	
4.2.19	Prevention – Protective Measures: Safe and dignified burials	Alternative practices and adaptations	Have you heard the term ‘medical burial’ or ‘safe burial’? Probe: <ul style="list-style-type: none"> If yes, where did you hear this? What do you think/know happens during such a burial? [If the respondent does not know what a safe burials, explain the term and the process] 	Mixed methods - see quantitative questions bank F2 Prevention – Safe and dignified burial F2.2.: Knowledge of safe and dignified burials
4.2.20	Prevention – Protective Measures: Safe and dignified burials	Alternative practices and adaptations	Is this kind of burial acceptable to you / your community during a cholera outbreak? Probe: <ul style="list-style-type: none"> Why/Why not? 	Mixed methods - see quantitative questions bank F2 Prevention – Safe and dignified burial F2.4.: Acceptance of safe and dignified burial practices
4.2.21	Prevention – Protective Measures: Safe and dignified burials	Alternative practices and adaptations	If normal burial practices need to be altered or suspended for some reason, how should this be decided / negotiated? Probe: <ul style="list-style-type: none"> Who should be involved in this decision? 	

4.2.22	Prevention – Protective Measures: Safe and dignified burials	Alternative practices and adaptations	In your view, what can be changed to make a safe burial acceptable / more acceptable to you / your community? [Prompt: who should be involved, what is each person’s role]	Mixed methods - see quantitative questions bank F2 Prevention – Safe and dignified burial F2.4.: Acceptance of safe and dignified burial practices
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4.3 Prevention: Water, sanitation, and hygiene

The [Participatory Hygiene and Sanitation manual](#) (PHAST) includes participatory activities that provide additional methods to understand the WASH situation at community level.

Responders could also use observational / transect walk (See the [Guidelines for Public Health Promotion in Emergencies](#), page 76)

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
4.3.1	Prevention - WASH	Water access	Where do you collect your water? [Prompt: for drinking, washing, cooking, hygiene] Do you have to pay for water? Probe: <ul style="list-style-type: none"> • If yes, how much? To whom? • Is this what everyone does in your community? Follow-up question Has this changed since the cholera outbreak was declared in your community [district / province]? Probe: <ul style="list-style-type: none"> • If yes, what changed? Why? 	Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.1.: Water access
4.3.2	Prevention - WASH	Perception of water	What do you think of the water? [Prompt: taste, quality, colour] Probe:	Mixed methods - see quantitative questions bank F3 Prevention – WASH

			<ul style="list-style-type: none"> What do you think of the drinking water you are using? <p>Optional question Do you feel that the water that you use is of good quality / safe for drinking? Probe:</p> <ul style="list-style-type: none"> If not, why not? 	F3.2.: Perception of drinking water
4.3.3	Prevention - WASH	Knowledge and beliefs related to water contamination	<p>How do you think water is becoming contaminated? Probe:</p> <ul style="list-style-type: none"> Is this what everyone thinks in your community? 	
4.3.4	Prevention - WASH	Water collection and storage	<p>Do you face any challenges with related to water collection and storage? Probe:</p> <ul style="list-style-type: none"> If yes, what are they? 	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.1.: Water storage</p>
4.3.5	Prevention - WASH	Water collection	<p>What is the distance between your home and the water source? Probe:</p> <ul style="list-style-type: none"> Do you have to pay to reach the water point? If yes, how much? Are there any difficulties to reach the water point? [Prompt: distance, insecurity etc.] 	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.1.: Water access</p>
4.3.6	Prevention - WASH	Water collection	<p>Who collects the water in your household? Probe:</p> <ul style="list-style-type: none"> Do they face any difficulties to reach the water point? [Prompt: insecurity, long distance etc.] Do they face any difficulties at the water point? [Prompt: insecurity, long wait times etc.] If children collect the water: does it impact on their ability to attend school? 	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.6.: Practice of water collection</p>

			<ul style="list-style-type: none"> If women collect the water: does it impact on their care work or ability to have an income generating activity? <p>Follow-up question What do they collect it in?</p> <p>Follow-up question How long does it take to collect water?</p>	Probing questions would indicate if there any protection risks for those collecting water.
4.3.7	Prevention - WASH	Water storage	<p>Do you transfer water to another container for storage? Probe:</p> <ul style="list-style-type: none"> If yes, why? If not, why? <p>Follow-up question What do you store your drinking water in?</p>	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.6.: Practice of water handling and storing</p>
4.3.8	Prevention - WASH	Household / at point of use water treatment information and disinformation	<p>Have you heard about using chlorine for water treatment? Probe:</p> <ul style="list-style-type: none"> What did you hear? Who did you hear this from? Do you think this is true? <p>Have you heard or seen anything bad / negative information about using chlorine for water treatment? Probe:</p> <ul style="list-style-type: none"> What did you hear? Which sources were circulating this / these rumour(s) or misinformation most? How? Why? Do you think this is true? 	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.5.: Use of water treatment product</p>

4.3.9	Prevention - WASH	Household water treatment	<p>Do you treat your drinking water? Probe:</p> <ul style="list-style-type: none"> • If yes, why? • If not, why? <p>Follow-up question How do you treat your drinking water? [Prompt: chlorination, boiling, filtering etc.]</p> <p>Follow-up question What makes it easy for you to treat water? What makes it difficult for you to treat water?</p>	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.6.: Practice of water treatment</p>
4.3.10	Prevention - WASH	Water availability and use	<p>Do you have enough water for your needs? Probe:</p> <ul style="list-style-type: none"> • How many times a day do you or the person who collects it go to the water point? • How long does it take for one return journey? • How many containers does your family have – for a) collection and b) storage • How many buckets do your family use a day? <p>Follow-up question What is the most important use for water?</p> <p>Follow-up question If you have to prioritise the use of your drinking water in your household, who gets to drink more or less in your family? Probe:</p> <ul style="list-style-type: none"> • Why? • Who takes this decision? 	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.1.: Water access F3.8. Water consumption F3.9.: Water availability</p>

4.3.11	Prevention - WASH	Sanitation – Toilet access	<p>Where do your household members mostly go to the toilet?</p> <p>Follow-up question [If people mention that they share a latrine] How many people use the toilet? Probe:</p> <ul style="list-style-type: none"> • What type of toilet do you use? • How do you find the toilet? [Prompt: structure, cleanliness, privacy, smell, safety] 	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.11.: Access to toilet facilities</p>
4.3.12	Prevention - WASH	Sanitation – Toilet access	<p>Do all of the family members go to the same place or not? Probe:</p> <ul style="list-style-type: none"> • What about elderly people (differentiate between women and men) in your household? • What about people with disabilities? • What about young girls? 	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.11.: Access to toilet facilities</p>
4.3.13	Prevention - WASH	Sanitation – Toilet ownership	<p>Do you have a toilet? Probe:</p> <ul style="list-style-type: none"> • If not, why? What do you do? Where do you go? • If yes, how many people use the toilet? <p>Follow-up question Who built the toilet? Probe:</p> <ul style="list-style-type: none"> • How much did it cost? Did you receive any support? By whom? 	
4.3.14	Prevention - WASH	Sanitation – Toilet access	<p>What type of toilet do you have?</p>	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.11.: Access to toilet facilities</p>

4.3.15	Prevention - WASH	Sanitation – Toilet maintenance and management	<p>Who cleans the toilet?</p> <p>Follow-up question Who repairs the toilet?</p> <p>Follow-up question Who empties the toilet?</p>	
4.3.16	Prevention - WASH	Sanitation – Decision	What made you decide to have a toilet?	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.13.: Sanitation as social norm F3.16.: Perception of sanitation risk</p>
4.3.17	Prevention - WASH	Sanitation – Perception of latrines	How do you find the toilet? [Prompt: structure, cleanliness, privacy, smell, safety]	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.12.: Perception of safety and privacy of toilet</p>
4.3.18	Prevention - WASH	Sanitation – Toilet use (barriers and enablers)	What makes it easy for you to use a toilet? What makes it difficult for you to use a toilet?	
4.3.19	Prevention - WASH	Sanitation – Toilet use	<p>Are there times when you don't use a toilet?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Do you use a toilet at night? • If not - what do you do? 	
4.3.20	Prevention - WASH	Sanitation – Toilet access and use of people with disabilities	<p>Can people who face mobility or other challenges easily use the toilet?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If not, why? • What do they do instead? • What support would they need? 	<p>Mixed methods - see quantitative questions bank F3 Prevention – WASH F3.11.: Access to toilet facilities</p>

4.3.21	Prevention - WASH	Sanitation – toilet access and use of elderly people	<p>Do you know of any older people who find it difficult to get to the toilet in time?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Why is it difficult? [Prompt: distance to toilet, physical access to toilet such as stairs, toilet design etc.] • What happens if a person cannot reach the toilet in time? • Do they receive any support by their family? By the wider community? By external response actors? 	<p>Mixed methods - see quantitative questions bank</p> <p>F3 Prevention – WASH</p> <p>F3.11.: Access to toilet facilities</p>
4.3.22	Prevention - WASH	Sanitation – Toilet use young children	<p>Do young children use the toilet?</p> <p>Follow-up question</p> <p>From what age do children start to use the toilet?</p>	<p>Mixed methods - see quantitative questions bank</p> <p>F3 Prevention – WASH</p> <p>F3.11.: Access to toilet facilities</p>
4.3.23	Prevention - WASH	Sanitation – Excreta disposal	<p>What happens to the stools of young babies?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Does everybody in your community does this? 	<p>Mixed methods - see quantitative questions bank</p> <p>F3 Prevention – WASH</p> <p>F3.11.: Access to toilet facilities</p>
4.3.24	Prevention - WASH	Hand washing – Practice	<p>When do you normally wash your hands?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Before cooking? • Before eating? • After using the toilet? • Has this changed since the cholera outbreak was declared in your country / province / community? If so, how? • Did you do the same during COVID-19? 	<p>Mixed methods - see quantitative questions bank</p> <p>F3 Prevention – WASH</p> <p>F3.18.: Practice of hand washing</p> <p>F3.17.: Knowledge of hand washing</p>

4.3.25	Prevention - WASH	Hand washing – Access to handwashing facilities (water, soap)	<p>Where do the household members wash their hands?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Inside the house • Outside the house (specify location) 	<p>Observation (in community, in home setting):</p> <p>Note how people interact with objects (for example, soap and containers) and infrastructure (for example, handwashing facilities and water points) when handwashing. Give a demonstration of proper handwashing techniques. You should look out for hesitations during the demonstration as this may indicate that handwashing is not practiced regularly. Pay attention to what makes the process inconvenient or undesirable. [A handwashing demonstration toolkit created by Wash'Em is available here to facilitate this assessment].</p>
4.3.26	Prevention - WASH	Hand washing – Practice	<p>How do you wash your hands? What do you use?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Water only, water and soap, ash, other? 	
4.3.27	Prevention - WASH	Hand washing - Access	<p>Do you have soap in the household?:</p> <p>Probe:</p> <ul style="list-style-type: none"> • Do you have soap for washing hands? • Do you always have it or sometimes? • If not, why? • How much does it cost? 	<p>Mixed methods - see quantitative questions bank</p> <p>F3 Prevention – WASH</p> <p>F3.18.: Practice of hand washing</p>
4.3.28	Prevention- WASH	Hand washing – Motivation	<p>What or who motivates you to wash hands?</p> <p>[Prompt: Different age and gender groups].</p>	<p>Mixed methods - see quantitative questions bank</p> <p>F3 Prevention – WASH</p> <p>F3.19.: Attitudes towards hand washing</p>

				<p>Understanding motivations: Educating people about why they should wash their hands with soap rarely gets them to do it. That's because there are many factors that affect the way our brains makes decisions. Motives drive humans to do things that meet their short-term goals (such as putting on a coat if we are feeling cold) and their long-term goals (such as completing many years of education because we believe that knowledge can improve our status within society). The Motives tool from Wash'Em is available here and will help you to identify what is driving handwashing behaviour, or preventing it, in your context. It will also identify motives that shape people's identity and other behaviours. You should use these motives to develop a motivational story for your handwashing intervention.</p>
4.3.29	Prevention - WASH	Handwashing – Access and use for people with mobility and /or other challenges	<p>Do any members of your household face any challenges with washing their hands? Probe:</p>	

			<ul style="list-style-type: none"> • If so, who? (Specify by gender, age, mobility or other challenges) • If so, what are they? • If someone is bed bound or who sit for most of the day as they find it difficult to move - how do they access the hand-washing facilities and soap, before eating or going to the toilet? 	
4.3.30	Prevention - WASH	Satisfaction	<p>What are the best things about your WASH facilities?</p> <p>Follow-up question</p> <p>What are the worst or most problematic things about your WASH facilities?</p>	

5 Community Engagement and Dynamics

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
5.1	Community Engagement	Community influencers	<p>If you are experiencing a <i>personal crisis</i> (e.g., illness, financial difficulty) who do you tell? Who do you trust most to provide you with care or counselling or support during this situation? [Prompt: can you recall a recent personal experience with personal crisis?]</p> <p>Probe:</p> <ul style="list-style-type: none"> • Why are you going to seek care / counselling / support from this person / group of people? • What do they do in such a situation? What types of decisions do they help you make? • Among the people you mentioned, who do you trust the most to help you through your crisis? • Is this what everyone in your community does? [Prompt about differences between men and women, adults and youth, children, PWD, marginalized community groups etc.] 	<p>Mixed methods - see quantitative questions bank E Community Engagement E1: Community influencers</p>
5.2	Community Engagement	Communication pathways at community level	<p>If there is a crisis or emergency in your community (e.g. bad harvest, sudden death of community member), who communicates with you about this event?</p> <p>Follow-up question Who do you trust most to provide you with information during a community emergency? [Prompt: Can you recall a previous situation in your community in which an emergency occurred?]</p>	<p>Mixed methods - see quantitative questions bank E Community Engagement E1: Community influencers</p>
5.3	Community Engagement	Decision-making at community level	<p>Can you recall a previous situation where a decision had to be made as community? Who made this decision? [Prompt: elders, chief, religious leader, etc.]</p> <p>Probe:</p>	<p>Mixed methods - see quantitative questions bank E Community Engagement E1: Community influencers</p>

			<ul style="list-style-type: none"> • Did everyone in your community agree with the decisions? • If not, why? What happened next? <p>Optional question: If there is a crisis or emergency in your community (e.g. bad harvest, sudden death of community member, disease outbreak), and a decision needs to be made, who in the community takes this decision? [Prompt: elders, chief, religious leader, etc.] Probe:</p> <ul style="list-style-type: none"> • Do people trust their decision-making? If yes, why? If not, why? <p>Who makes decisions in your community about issues that affect the community as a whole? [Prompt: elders, chief, religious leader, etc.] Probe:</p> <ul style="list-style-type: none"> • How do they involve you and other community members in the process? • Do they ensure that all sections of the community are having an equal say when it comes to decisions that affect the community as a whole or is there anyone / any group left out? If yes, who is left out? Do you have any suggestions on how they could be included in any future decision-making processes? • Can you provide an example of the impact on the community by their decision making? 	
5.4	Community Engagement	Trust in formal and informal community actors / Community influencers	<p>Are there any individuals and/or groups that you trust most to take actions that benefit you (and your family)? Probe:</p> <ul style="list-style-type: none"> • Who? Why do you trust them? 	<p>Mixed methods - see quantitative questions bank E Community Engagement E1: Community influencers E6: Trust</p>

5.5	Community Engagement	Trust in formal and informal community actors / Community influencers	<p>Who are the individuals and/or groups that you trust most to take actions that reduce the risk of the spread of cholera in your community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Who? Why do you trust them? • Does everyone in the community trust their decisions? If not, why? 	
5.6	Community Engagement	Community-led actions	<p>What does the community do to reduce cholera infection risks in your community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Do they implement any bye-laws? • Do they notify cases to health authorities? Do they do active case finding? Do they do awareness rising about cholera? • Who makes the decision about these activities? Who leads these activities? Who carries these activities out? Should anyone else in the community involved? • Does everyone in your community agree with these activities? If not, why? Who does not agree? • Do you think they work well? If yes, why? If not, why? • What would be your suggestions to improve these measures? What type of support is needed? 	<p>Mixed methods - see quantitative questions bank</p> <p>E Community Engagement</p> <p>E3: Consultation of communities to inform public health measures</p>
5.7	Community Engagement	Capacity building and training	<p>Has anyone in your community been trained on cholera prevention and management?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Who participated in the training? • Who provided the training? • When was the training conducted? Was there a refresher training? 	<p>Mixed methods - see quantitative questions bank</p> <p>E Community Engagement</p> <p>E2: Capacity building and training</p>
5.8	Community Engagement	Consultation	<p>Have you been consulted by local authorities about matters related to the cholera response? [Prompt: vaccination centres, selection of households to receive</p>	<p>Mixed methods - see quantitative questions bank</p> <p>E Community Engagement</p>

			<p>hygiene kits, location of water point, water treatment product, selection of community members as volunteers for the response etc.]</p> <p>Probe:</p> <ul style="list-style-type: none"> • If not, why do you think you haven't been consulted? • How have you been consulted? By whom? <p>Follow-up question</p> <p>Were other people in your community as well consulted about matters related to the cholera response?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Who has been consulted in your community? On what? • Did the consultation process include all sections of the community including those who are most vulnerable and/or marginalized? 	<p>E3: Consultation of communities to inform public health measures</p> <p><i>Could also be asked in the preparedness phase.</i></p>
5.9	Community Engagement	Community influence on response decision-making	<p>Do you feel that community 's inputs were used to design and deliver the cholera response in your country / community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • How was community's input used? Can you provide an example? 	<p>Mixed methods - see quantitative questions bank</p> <p>E Community Engagement</p> <p>E5: Engagement of communities in decision-making process</p> <p><i>Could also be asked in the preparedness phase.</i></p>
5.10	Community Engagement	Community influence on response decision-making	<p>Do you feel that you are able to influence decisions related to the cholera response in your local authority/administration?</p> <p>Probe:</p> <ul style="list-style-type: none"> • What type of decisions are you able to influence? • How do you influence decisions in relation to the cholera outbreak in your local authority / administration? • If not, what makes it difficult to influence these 	<p>Mixed methods - see quantitative questions bank</p> <p>E Community Engagement</p> <p>E5: Engagement of communities in decision-making process</p> <p><i>Could also be asked in the preparedness phase.</i></p>

			decisions?	
5.11	Community Engagement	Community influence on response decision-making	<p>Do you feel that you are able to influence decisions related to the cholera response in the national government?</p> <p>Probe:</p> <ul style="list-style-type: none"> • What type of decisions are you able to influence? • How do you influence decisions in relation to the cholera response in your local authority / administration? • If not, what makes it difficult to influence these decisions? • If not, what makes it difficult to influence these decisions? 	<p>Mixed methods - see quantitative questions bank</p> <p>E Community Engagement</p> <p>E5: Engagement of communities in decision-making process</p> <p><i>Could also be asked in the preparedness phase.</i></p>
5.12	Community Engagement	Community involvement and action	<p>In the last month [insert other time period if needed], have you been involved in community actions to address the spread of cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, what type of actions have been taken? Are these still ongoing? • Have you been to provide accurate information about cholera? If yes, what type of information (vaccination, ORS, cholera management etc.) Is this still ongoing? • Have you been to facilitate access to assistance for specific households in your community? If yes, which households and why? To what type of assistance? • How have you been involved in these actions? • If not, would you like to be involved in this process? Why? 	<p><i>Could also be asked in the preparedness phase.</i></p>
5.13	Community Engagement	Community feedback	<p>Are you aware of and know how to provide feedback and complaints in relation to the cholera response in your country/community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • How do you provide feedback and complaints? 	<p>Mixed methods - see quantitative questions bank</p> <p>E Community Engagement</p> <p>E5: Engagement of communities in decision-making process</p>

			<ul style="list-style-type: none"> • How useful are these mechanisms to provide feedback and complaints? • How do you prefer provide feedback and complaints? • Is there anything what could be improved? 	
5.14	Community Engagement	Involvement of women in the response	<p>Are women from your community involved in the response?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, how? What do they do? Are there many women who are involved? • Are these women well known in your community? Do other women accept them? Does the wider community accept them? Do these women represent other's women's views and experiences? • Do you think they are sufficiently involved, or not? [Prompt: Do they make decisions on behalf of the community? Do they have a say in community level decision-making?] • If not, how should they be involved? 	<p>Mixed methods - see quantitative questions bank</p> <p>E Community Engagement</p> <p>E7: Community Feedback</p> <ul style="list-style-type: none"> • <i>Could also be asked in the preparedness phase.</i> • <i>Could be also in relation to other population groups: traditional healers, representatives of marginalized population groups, people with disabilities etc.</i>

6 Response

6.1 Response perception, acceptance, trust and satisfaction

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
6.1.1	Response	Perception of past cholera response	<p>In your community (district, province), has there been any response to the cholera outbreak in the past?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, what did the response involve? Which activities? • Which actors were involved? • What worked well? • Were there any challenges you / your community experienced during the response? [Prompt: Coverage of assistance, referral to treatment, understanding of information content / messages? Etc.] 	<p>Mixed methods - see quantitative questions bank</p> <p>G Response</p> <p>G1: Experience with cholera response</p> <p>Personal histories: Understanding the specific context (experiences) of populations affected by crisis is key for designing relevant and successful interventions. A crisis can often have an impact on people's sense of identity, the roles they play in their families and communities, their social relationships, their sense of control, and their ambitions. Remember, the first principle when providing humanitarian aid is: "Do no harm." Listening to people's stories helps you to apply this principle. A Wash'Em tool for collecting the personal histories of affected</p>

				populations, including those displaced due to conflict, is available here to facilitate this assessment.
6.1.2	Response	Cholera preparedness	<p>In communities, which are at risk but not yet affected by the outbreak What do you do to make sure that cholera does not happen to you and your family?</p> <p>Follow-up question What does the community to make sure that cholera does not happen here?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Who makes the decision about these activities? Who leads these activities? Who carries these activities out? Should anyone else in the community involved? • Does everyone in your community agree with these activities? If not, why? Who does not agree? • Do you think they work well? If yes, why? If not, why? • What would be your suggestions to improve these measures? 	People's risk perceptions, their past experience with cholera outbreaks, knowledge about cholera, local explanation of the disease and community dynamics will influence their sense of urgency to prepare for a potential outbreak/
6.1.3	Response	Roles and responsibilities	<p>What do you think needs to happen to stop cholera in your community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • What should the community do? • What is the role of community health workers? What is the role of community leaders (including traditional leaders)? • What should external response teams do? 	

6.1.4	Response	Cholera response interventions	<p>What cholera control activities are currently being implemented in your community?</p> <p>Probe:</p> <ul style="list-style-type: none"> Who is implementing these activities? What does the community do and what do response actors do? 	<p>Mixed methods - see quantitative questions bank</p> <p>G Response</p> <p>G3: Cholera response interventions</p>
6.1.5	Response	Perception of cholera response teams	<p>Have any cholera response teams visited your community in the past month [since the cholera outbreak was declared in your community/province/district]?</p> <p>Probe:</p> <ul style="list-style-type: none"> How often did / do they come? Did they come to see your home? What did they do? What do you think about these activities? When was the last time they visited your community? <p>Follow-up question</p> <p>What do you think about the response teams? [Prompt: their attitude, their ability to respond to your questions and concerns, their presence in your community etc.]</p>	<p>Mixed methods - see quantitative questions bank</p> <p>G Response</p> <p>G3: Perception of cholera response teams</p>
6.1.6	Response	Satisfaction with cholera response teams	<p>How satisfied are you with the response teams?</p> <p>Probe:</p> <ul style="list-style-type: none"> Why are you satisfied? Why are you not satisfied? 	<p>Mixed methods - see quantitative questions bank</p> <p>G Response</p> <p>G3: Perception of cholera response teams</p>
6.1.7	Response	Perception of current cholera response	<p>What do you think about the cholera response teams and cholera response activities?</p> <p>Probe:</p>	<p>Mixed methods - see quantitative questions bank</p> <p>G Response</p>

			<ul style="list-style-type: none"> • What do they do? [Prompt: provision of safe water, distribution of water treatment products, ORS, soap, hygiene promotion, decontamination, vaccination, household targeted interventions - CATI etc.) • What do you think about each activity? What works well and what doesn't? Why? • What do you think about the response teams? [Prompt: their attitude, their ability to respond to your questions and concerns, their presence in your community etc.?) 	G3: Perception of cholera response teams G4: Perception of cholera response activities
6.1.8	Response	Acceptance of response interventions – decontamination	Have you heard about “decontamination”? Probe: <ul style="list-style-type: none"> • If, yes what did you hear about? Follow-up question Do you agree to have your home decontaminated by cholera response teams if needed? Probe: <ul style="list-style-type: none"> • Why do you think this way? 	Mixed methods - see quantitative questions bank G Response G5: Perception of decontamination
6.1.9	Response	Acceptance of response interventions – decontamination	Did the cholera response teams decontaminate your home when they visited your community/house?	
6.1.10	Response	Perception of case area targeted interventions (CATI)	What do you think about cholera response interventions which only target households that are in close distance to the cholera patient’s household (including the patient’s household)? Probe: <ul style="list-style-type: none"> • Do you think it works well to prevent further spread of cholera in your community? If yes, why? If not, why? • Does everyone in your community think this way? If not, why? 	Mixed methods - see quantitative questions bank G Response G8: Perception of targeted interventions (CATI) Answers could indicate some concerns about equity in terms of assistance provided

			<ul style="list-style-type: none"> Do you think it these targeted interventions can also have some negative consequences (either for the selected households or wider community)? If so, what are they? 	(e.g.: hygiene items such as soap, ORS, chlorine etc.). Answers could also indicate if any negative attitudes including stigmatization can result from such targeted interventions
6.1.11	Response	Acceptance of response interventions – safe and dignified burials	<p>Have you heard about safe and dignified burial teams?</p> <p>Probe:</p> <ul style="list-style-type: none"> What have you heard about them? Is this kind of intervention (safe burial) acceptable to you? If yes, why? If not, why? 	<p>Mixed methods - see quantitative questions bank</p> <p>F2 Prevention – Safe and dignified burial</p> <p>F2.4.: Acceptance of safe and dignified burial practices</p>
6.1.12	Response	Perception of cholera drug	<p>What do you think about the drug which is given to prevent cholera (prophylaxis)?</p> <p>Probe:</p> <ul style="list-style-type: none"> Do you know about this drug which is given to prevent cholera? For whom is it? Would you accept it if it was offered to you? Why? Why not? <p>What do you think could be done to increase people's acceptance of this drug?</p>	
6.1.13	Response	Alignment between responder's and local explanations of cholera	<p>Is there a difference between how the cholera response teams describe / talk about cholera (causes, signs and symptoms, prevention, and management) and how you would describe cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> If yes, what are these differences? 	
6.1.14	Response	Community Engagement (consultation and feedback)	<p>Do cholera response teams ask about your opinion and suggestions?</p>	

			<p>Probe:</p> <ul style="list-style-type: none"> • Do they ask about your opinion about the way cholera interventions are implemented? • Do they ask about the solutions you have found to prevent / reduce cholera infection risks)? • If not, why do you think, they don't ask about your opinion? • Do you know if other community members were asked about their opinion? If so, who? Do these members represent your opinion? If not, why? <p>Follow-up question: [If people were asked about their opinion] Did you see any changes after you made some suggestions?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, what changed? • If not, why do you think they didn't change anything about the response and/or response teams? 	
6.1.15	Response	Satisfaction with the current cholera response	<p>How satisfied are you with the response?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Why do you think this way? <p>Follow-up question: Are there any specific actions which could be taken by the government to reduce the risk of cholera infection in your country (province, district etc.)</p> <p>Probe:</p> <ul style="list-style-type: none"> • What type of actions? • Why do you think that way? 	
6.1.16	Response	Satisfaction with the current cholera response	<p>Do you think anything should change about the way cholera interventions are implemented?</p>	

			Probe: <ul style="list-style-type: none"> If yes, what should change? <p>Optional question</p> <p>Is there anything, the response teams should do differently?</p> Probe: <ul style="list-style-type: none"> If yes, what should they do differently? 	
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6.2 Response: Security

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
6.2.1	Response	Security incidents	<p>Since the beginning of the outbreak (province / district / country) / In the past month), have any security incidents happened in your community?</p> Probe: <ul style="list-style-type: none"> What happened? What caused the security incident? Was anyone affected? By whom? <p>Optional question</p> <p>Has the security situation changed since the beginning of the outbreak?</p> Probe: <ul style="list-style-type: none"> If yes, what changed? Why? 	To better understand local dynamics, including issues related to safety and insecurity, resulting information could be triangulated with: <ul style="list-style-type: none"> People's perception of the response People's trust in, perception of and satisfaction with the response Circulating negative information Overall response measures implemented by the government Availability and access to basics services Broader political context
6.2.2	Response		<p>Is there anything that you feel is a threat to the safety and well-being for you and your family?</p> Probe: <ul style="list-style-type: none"> If yes, what kind of threat do you feel? Why? What would you need to feel more secure? 	
6.2.3	Response		<p>In previous outbreak [insert location] health workers and health facilities have been attacked</p>	

			<p>by the local population. Do you think this could happen in your community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If so, why? • If not, why? <p>Optional question</p> <p>In previous outbreak in [insert location], health workers and health facilities have been attacked by the local population. Did this also happen in your community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If so, why? • If not, why? 	
6.2.4	Impact – insecurity	Community dynamics in insecure situations	<p>If a security incident happens in your community, what does the community normally do? How is it resolved?</p>	
6.2.5	Impact – insecurity	Perception of security forces	<p>Since the cholera outbreak was declared in your community (province / district / country) have security forces been deployed to enforce the implementation of governmental measures?</p> <p>Probe:</p> <ul style="list-style-type: none"> • What do you think about them? • Have you faced any issues with them? • Have others in your community faced any issues with them? 	

7 Impact: Stigma and Discrimination

Cholera has the potential to be stigmatizing because of negative associations with lack of personal hygiene and poverty. Affected communities are more likely to be poor and marginalised, and the response must beware of the risk of stigmatising them. In the past, the responses of some African and Latin American countries focused on individualised personal behaviour change rather than on structural causes, and poor people were 'othered' as dirty or filthy. It is worth noting that even well-intentioned response workers can play a role in this stigmatisation of particular groups by earmarking specific communities. People with stigma are less likely to seek treatment for themselves or their families.

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
7.1	Stigma	Local narratives influencing stigmatisation and discrimination	<p>In your community, do people easily speak about cholera or do they feel afraid and/or any shame about it?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, why? • Does this vary among different population groups (women, men, youth, elderly, marginalised population groups etc.)? 	
7.2	Stigma	Stigmatisation and discrimination at community level	<p>Have you heard of any negative attitudes / stigmatisation towards cholera patients in your community?</p> <p>Probe:</p> <ul style="list-style-type: none"> • If yes, why? • Can you provide an example? <p>Follow-up question</p> <p>Have you heard of any negative attitudes / stigmatisation towards family members of cholera patients in your community?</p> <p>Probe:</p>	<p>Mixed methods - see quantitative questions bank</p> <p>H Impact</p> <p>H1.: Stigma</p> <p><i>See also section on Communication and Information: negative information about cholera (rumors, misinformation etc.)</i></p>

			<ul style="list-style-type: none"> • If yes, why? • Can you provide an example? <p>Follow-up question Have you heard of any negative attitudes / stigmatisation towards certain population groups which are related to cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> • Who are the population groups which are affected by negative attitudes by the wider community? • Why are these population groups affected by negative attitudes related to cholera? • Can you provide an example? • What are consequences for these population groups? • Has this also happened during previous cholera outbreaks? 	
7.3	Stigma	Local narratives – stigmatisation and/or discrimination	<p>Which symptoms of cholera / meaning of cholera are linked to these negative attitudes / feeling of shame?</p> <p>Follow-up question If there are negative attitudes / is a feeling of shame linked to specific cholera symptoms, does this mean that people don't want to talk about cholera?</p>	

7.4	Stigma	Solutions to address stigmatisation and/or discrimination	<p>What can be done to avoid stigmatising views of cholera (cholera patients and their families)?</p> <p>Probe:</p> <ul style="list-style-type: none"> • What can be done when communicating about the disease? • What can response actors do? • What can the community do? Who in the community should be responsible for it? 	
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8 Implications of Past Disease Outbreaks and their Management

N.B.: To better understand people's experience, perceptions, and knowledge of past epidemic management (including communication and community engagement), researchers and/or response actors collecting information at the community level could ask about other diseases than cholera.

Q#	Dimension	Knowledge gap	Qualitative question	Additional sources and notes
8.1	Implications of past disease outbreaks	Information	<p>Since the cholera outbreak was declared in your country (province, district, community), have you received any information?</p> <p>Probe:</p> <ul style="list-style-type: none"> What information did you receive? <p>Follow-up question</p> <p>Is this information different from COVID-19 related information?</p> <p>Probe:</p> <p>If yes, what is different?</p>	
8.2	Implications of past disease outbreaks	Communication channels	<p>Do you hear about cholera through the same channels or sources as during the COVID-19 pandemic?</p> <p>Probe:</p> <ul style="list-style-type: none"> If yes, which are these channels (CHW, radio, text messages, community leaders etc.)? If not, what is the difference between the communication channels? 	
8.3	Implications of past disease outbreaks	Knowledge about the differences in terms of symptoms	<p>Do you see any differences between signs and symptoms of COVID-19 and signs and symptoms of cholera?</p> <p>Probe:</p> <ul style="list-style-type: none"> What are these differences? 	<p>Mixed methods - see quantitative questions bank</p> <p>D Past outbreaks</p> <p>D2: Knowledge of differences regarding symptoms</p>

				<i>See also question 3.1.1.: Knowledge of cholera signs and symptoms</i>
8.4	Implications of past disease outbreaks	Knowledge of differences in terms of prevention	<p>Do you see any differences between COVID-19 and cholera prevention and control measures? Probe:</p> <ul style="list-style-type: none"> What are these differences? [Prompt: handwashing, mask wearing, physical distancing, closure of markets, travel restrictions, curfews etc.? <p>Are there any COVID-19 preventive measures that can help to prevent cholera? Probe:</p> <ul style="list-style-type: none"> What are COVID-19 preventive measures which you and your family can practice to prevent cholera? What are COVID-19 preventive measures which your community can practice to prevent cholera? <p>What are COVID-19 preventive measures which the government can put in place to prevent cholera?</p>	<p>Mixed methods - see quantitative questions bank D Past outbreaks D1: Knowledge of differences regarding preventive measures <i>See also question 3.1.3.: Knowledge of cholera prevention</i></p>
8.5	Implications of past disease outbreaks	Knowledge about differences in terms of treatment	<p>Are there any differences between the treatment of COVID-19 and cholera? Probe:</p> <ul style="list-style-type: none"> What are these differences? (ORS / SSS, inform community leader, get advice from Health Care Worker, go to health centre / CTC/ CTU etc.) 	<p>Mixed methods - see quantitative questions bank D Past outbreaks D3: Knowledge of differences between treatment for cholera and treatment for COVID-19</p>
8.6	Implications of past disease outbreaks	Practice of preventive measures	<p>Do you continue to practice preventive measures for COVID-19? Probe:</p> <ul style="list-style-type: none"> Which practices do you continue? If yes, why? If not, why? 	

8.7	Implications of past disease outbreaks	Health-seeking behaviour	<p>Would see the same healthcare provider you saw with COVID if you had cholera symptoms ?</p> <p>Probe:</p> <ul style="list-style-type: none"> If yes, which one? Why? If not, why? 	<p>Mixed methods - see quantitative questions bank</p> <p>D Past outbreaks</p> <p>D6: Access, use and confidence in public health care services</p>
8.8	Implications of past disease outbreaks	Impact of COVID on public health care provision	<p>Did the quality of public health care facilities change since the COVID-19 pandemic?</p> <p>Probe:</p> <ul style="list-style-type: none"> Which health services have been affected? How? Why? 	<p>Mixed methods - see quantitative questions bank</p> <p>D Past outbreaks</p> <p>D5: Impact of COVID on public health care provision</p>
8.9	Implications of past disease outbreaks	Knowledge about differences in terms of vaccines	<p>Do you see any differences between the COVID-19 vaccine and the Oral cholera vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> If yes, what are these differences? 	<p>Mixed methods - see quantitative questions bank</p> <p>D Past outbreaks</p> <p>D4: Knowledge about differences between OCV and COVID-19 vaccine</p>
8.10	Implications of past disease outbreaks	Vaccine uptake	<p>Did you receive the COVID-19 vaccine?</p> <p>Probe:</p> <ul style="list-style-type: none"> Where did you receive it? [Prompt: Who administered it? Were there specific vaccination centres etc.] Why not? 	
8.11	Implications of past disease outbreaks	Community engagement	<p>During the COVID-19 pandemic, did your community implement any actions to prevent and/or reduce COVID-19 transmission risks?</p> <p>Probe:</p> <ul style="list-style-type: none"> If yes, can you please provide some examples of these actions? Do you think the same actions or solutions could be used to prevent / reduce cholera transmission risks? If yes which one? If not, why? 	

