

Factors contributing to low uptake of vaccination in underserved communities: a mixed-method diagnostic design in Southwest region of Cameroon

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Annex 1: basic respondent characteristics		
Code	Question	Response options
Community group		
CG1	What group best describes the community the participant belongs to?	Religious groups = 1 Ethnic minorities = 2 Remote/rural populations = 3 Displaced populations = 4 Urban slums = 5 Conflict-affected populations = 6
Sociodemographic characteristics		
SD2	Age in years	
SD2a	Date of birth (DD/MM/YYYY) or age if DOB not available	_____ / _____ / _____
SD2b	Age category	21-24 = 1 25-34 = 2 35-44 = 3 45-54 = 4 55+ = 5
SD3	Relationship to the child	Mother = 1 Father = 2 Other = 3 If other, specify: _____
SD4	Marital status	Single = 1 Married = 2 Divorced = 3 Widowed = 4 Other = 5 If other, specify: _____
SD5	Educational level	No formal education = 1 Primary education = 2 Secondary education = 3 Tertiary education = 4 Other = 5 If other, specify: _____
SD6	Occupation	Employed = 1 Unemployed = 2 Student = 3 Homemaker (housewife/househusband) = 4 Other = 5 If other, specify: _____
SD7	Monthly household income	Specific amount: FCFA Less than 50,000 = 1 50,000 – 100,000 = 2 100,001 – 150,000 = 3 More than 150,000 = 4
SD8	Geographic information	Residential Area = 1 Urban = 2 Rural = 3 Peri-urban = 4
SD9	Religion	Christian = 1 Muslim = 2

		Other = 3 If other, specify: _____
SD10	Ethnicity	
SD10a	Specific ethnicity or nationality (if not Cameroonian)	-
SD10b	Ethnic group category	Sudano-sahelian (Mbororo, Toupori, Fulani, Hausa, etc.) = 1
		Sawa (Bakweri, Bafaw, Bayangui, Bassa, Douala, etc.) = 2
		Grassfield (Widikum, Nso, Bamoun, Bamileke etc.) = 3
		Fang-Beti (Yaounde, Bulu, Ewondo, etc.) = 4
		Not Cameroonian = 5
SD11	Do you consider yourself as hearing impaired?	No = 0 Yes = 1 Not sure = 2
SD12	Do you consider yourself visually impaired?	No = 0 Yes = 1 Not sure = 2
SD13	How long do you need to walk to get to the nearest health facility?	Less than 15 minutes = 1
		15-60 minutes = 2
		1-2 hours = 3
		More than 2 hours = 4
		Not a walkable distance = 5
Household composition		
HC14	Number of household members	Specific number: _____
		1-2 = 1
		3-4 = 2
		5-6 = 3
		7 and more = 4
HC15	Number of children under 2 years	Specific number: _____
		None = 1
		One child = 2
		Two children = 3
		Three children and more = 4
HC16	Number of children who died before age 2	Specific number: _____
		None = 1
		One child = 2
		Two children = 3
		Three children and more = 4
HC17	Do you have health insurance?	Yes = 1
		No = 0
Vaccination status		
VS13	Has any of your children aged less than 2 years received any type of vaccination?	No = 0
		Yes = 1
		Not sure = 2
VS14	Would you consider getting your child vaccinated against common vaccine-preventable diseases like diphtheria, tetanus, pertussis, hepatitis B and Haemophilus influenzae type b?	No = 0
		Yes, for some = 1
		Yes, for all = 2
		Not sure = 3

Annex 2: knowledge on vaccine-preventable diseases		
Code	Question	Response options
KV1	Have you heard of any of these diseases: diphtheria, tetanus, pertussis, hepatitis B, or Hib?	Never heard of them = 1
		Heard of them but don't know much = 2
		Know a little about them = 3
		Know moderately about them = 4
		Know a lot about them = 5
		Know very much about them = 6
KV2	Can you tell me what any of these diseases are?	Can't describe = 1
		Can describe very little = 2
		Can describe somewhat = 3
		Can describe moderately = 4
		Can describe quite a lot = 5
		Can describe very much = 6
KV3	Do you know how these diseases are spread?	No knowledge = 1
		Very little knowledge = 2
		Some knowledge = 3
		Moderate knowledge = 4
		Considerable knowledge = 5
		Extensive knowledge = 6

Annex 3: attitude towards vaccination		
Code	Question	Response options
AV4	How worried are you that your child might contract diphtheria, tetanus, pertussis, hepatitis B, or Hib?	Not worried at all = 1 A little worried = 2 Somewhat worried = 3 Very worried = 4 Extremely worried = 5 I don't know = 6
AV5	How strongly do you agree that vaccines can help protect your child from these diseases?	Strongly disagree = 1 Disagree = 2 Neither agree nor disagree = 3 Agree = 4 Strongly agree = 5 I don't know = 6
AV6	Are there any side effects to vaccines?	No side effects = 1 Very few side effects = 2 Some side effects = 3 Considerable side effects = 4 Extensive side effects = 5 I don't know = 6
AV7	How strongly do you agree that the benefits of vaccines outweigh the risks?	Strongly disagree = 1 Disagree = 2 Neither agree nor disagree = 3 Agree = 4 Strongly agree = 5 I don't know = 6

Annex 4: perceived susceptibility and severity		
Code	Question	Response options
SS8	How likely do you think your child is to contract diphtheria, tetanus, pertussis, hepatitis B, or Hib?	Very unlikely = 1
		Unlikely = 2
		Neutral (Neither likely nor unlikely) = 3
		Likely = 4
		Very likely = 5
		I don't know = 6
SS9	How serious do you think the consequences of these diseases are for your child?	Not serious at all = 1
		Slightly serious = 2
		Neither serious nor benign = 3
		Very serious = 4
		Extremely serious = 5
		I don't know = 6

Annex 5: perceived benefits and barriers		
Code	Question	Response options
SS10	How difficult is it to get your child vaccinated in your community?	Very easy = 1
		Easy = 2
		Somewhat easy = 3
		Somewhat difficult = 4
		Difficult = 5
		Very difficult = 6
SS11	How likely will you say any costs associated with vaccination is a barrier for you?	Very unlikely = 1
		Unlikely = 2
		Neutral (Neither likely nor unlikely) = 3
		Likely = 4
		Very likely = 5
		I don't know = 6
SS12	How likely will you say your religion accepts vaccines as a means of disease prevention?	Very unlikely = 1
		Unlikely = 2
		Neutral (Neither likely nor unlikely) = 3
		Likely = 4
		Very likely = 5
		I don't know = 6
SS13	How likely will you say your cultural beliefs accepts vaccines as a means of disease prevention?	Very unlikely = 1
		Unlikely = 2
		Neutral (Neither likely nor unlikely) = 3
		Likely = 4
		Very likely = 5
		I don't know = 6

Annex 6: cues to action and self-efficacy (HBM)		
Code	Question	Response options
SS14	Cues to action: on a scale of 1 to 6, how much have you been exposed to information about the importance of vaccination recently?	Not exposed at all = 1
		Minimally exposed = 2
		Somewhat exposed = 3
		Moderately exposed = 4
		Very exposed = 5
		Extremely exposed = 6
SS15	Self-efficacy: on a scale of 1 to 6, how confident are you in your ability to ensure your child receives necessary vaccinations?	Not confident at all = 1
		Slightly confident = 2
		Somewhat confident = 3
		Moderately confident = 4
		Very confident = 5
		Extremely confident = 6
SS16	Who in your community do you consider the most influential people when it comes to health decisions?	Name: -
HBM: health belief model *		

Annex 7: thematic analysis: Eyomojock					
Theme 1: positive perceptions of vaccination					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Disease prevention	Participants see vaccination as a way to prevent diseases like measles, meningitis, polio, yellow fever, and tuberculosis	"Vaccination don makam small small sickness wey them be di worry pikin dem no over dey again like measles, even meningitis."	"Vaccination has made the minor sicknesses that used to worry children not be so prevalent, like measles and even meningitis."	EHA1	61-63
		"...helps to prevent some diseases like polio, measles, and others, and as well it also helps to boost their immune systems."	"...helps to prevent some diseases like polio, measles, and others, and as well it also helps to boost their immune systems."	EHA 3	87-88
Reduction in disease incidence	Many participants note that since vaccination started, diseases that used to be common have reduced	"e don reduce the rate wey be dey like before, the vaccination is fine, it helps us to reduce those dangerous diseases."	"It has reduced the rate at which they were before. So, the vaccination is good; it helps us to reduce those dangerous diseases."	EHA7	136-138
Health improvement	Vaccination is seen as something that improves a child's health and immune system	"e di boost pikin e immune system, and another one e di protect pikin them from contact with some deadly disease."	"It boosts the child's immune system, and another thing, it protects children from contracting some deadly diseases."	EHA9	156-157

Annex 8: thematic analysis: Eyomojock					
Theme 2: mixed feelings during vaccination					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Joy and relief	Some parents feel joy and relief when they are vaccinating their child, knowing that it will protect them	"I di go in joy for my heart like mother, at least I di go vaccinate my pikin for protect yi"	"I go with joy in my heart, as a mother, at least I am going to vaccinate my child to protect him/her."	EHA1	182-183
Fear and concern	Others have fears about side effects like fever or pain from the injection	"Time wey dem dey put that needle for e skin I di turn my eye I no want see am fear dey for my eye."	"The time they are putting that needle in his/her skin, I turn my eyes away, I don't want to see it; fear is in my eyes."	EHA4	201-202
		"Time wey they put that vaccine for pikin for e mouth, I get two things way I di calculate am. I di calculate say make e be good drug oh na the first thing that make e be na good drug because if e no be good drugs na nurses them know."	"When they put that vaccine in the child's mouth, I have two things I am thinking. I am thinking, let it be a good drug, that's the first thing. Let it be a good drug, because if it's not a good drug, it's the nurses who know (and they wouldn't give it)."	EHA5	224-227

Annex 9: thematic analysis: Eyomojock					
Theme 3: factors influencing vaccination decisions					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Disease experience	Personal or community experience with diseases like meningitis or TB pushes parents to vaccinate	"Some people ... dem di waka some kind when you want ask them say na result of meningitis eheh, and I begin di fear say surely if that person wayi see am so wey e di behave like that wey I ask am e say na because of meningitis make am e turn so. So, I get fear when I born my pikin them some particular vaccine them dey way I no di play with tam yes."	"Some people... they walk in a certain way. When you want to ask them, you hear it's a result of meningitis. And I began to fear, saying, surely, if that person I saw who was behaving like that, and I asked him, and he said it was because of meningitis that he became like that. So, I had fear. When I had my children, there were some particular vaccines that I didn't play with at all, yes."	EHA 1	362-366
Rumors and misinformation	Rumors, especially during a crisis, make some parents fear vaccination, such as that the government is using it to harm children	"I hear say our government want eliminate plenty, especially male children, through the vaccine."	"I heard that our government wants to eliminate many, especially male children, through vaccines."	EHA5	413-414
Health education	Antenatal teachings and health talks positively influence decisions	"Time wey be di go antenatal clinic as they be di lecture we about vaccine."	"The time we used to go to the antenatal clinic, they used to lecture us about vaccines."	EHA5	286-287

Annex 10: thematic analysis: Eyomojock					
Theme 4: community beliefs and attitudes					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
General acceptance	Most people in Ekok believe vaccination is a good thing	"For me, they believe say the vaccine na fine thing. Them no get any doubts on vaccine."	"For me, they believe that the vaccine is a good thing. They don't have any doubts about vaccines."	EHA4	465-466
Minority resistance	Small groups like Jehovah's Witnesses and some Hausa families reject vaccination due to religious or traditional beliefs	"Some believe them like some church, like this Jehovah's Witness people, them no di ever like to vaccinate their children."	"Some beliefs, like some churches, such as the Jehovah's Witnesses people, they never like to vaccinate their children."	EHA7	499-501
Poor follow-through	Even though they believe that some mothers are lazy or forget to bring their child for vaccination	"They no go cam, they go wait sotay nurse go start call them for phone."	"They won't come; they will wait until the nurse starts calling them on the phone."	EHA5	480-481
		"Person go wake up from yi bed go open store, e wans di cam time doing catch yi.... Yi goes talk say ah! I go chuckam next month."	"A person will wake up from bed, go and open their shop/store, and they want to come, but time has already caught up with them. They will say, 'Ah! I will give it next month.'"	EHA 2	807-809

Annex 11: thematic analysis: Eyomojock					
Theme 5: influencers in the community					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Traditional leaders	Chiefs and quarter heads are respected and can mobilize people	"The chief of the village fit stand say make all men go vaccinate, even the quarter head and chief of center."	"The chief of the village can stand and say everyone should go vaccinate, even the quarter head and chief of center."	EHA4	604-605
Religious leaders	Pastors and church announcements are powerful	"...pastor stand for pulpit for announce, for gi di kind announcement whether you want fall back na how, you go wokop for follow."	"...the pastor stands at the pulpit to announce, to give that kind of announcement. Whether you want to fall back or not, you will get up and follow."	EHA3	617-618
Mobilizers	Community mobilizers are key for awareness, but need motivation	"The awareness for health for this community is solely in the hands of mobilizers."	"The awareness for health in this community is solely in the hands of mobilizers."	EHA9	636-637

Annex 12: thematic analysis: Eyomojock					
Theme 6: barriers to vaccination access					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Transportation and availability	Vaccines are not always available on time due to transport issues or crisis	"if the mami them cam, then vaccine no be available na one of the big challenges."	"If the mothers come and the vaccine is not available, that is one of the big challenges."	EHA 3	811-812
Insecurity	Amba (armed groups) and ghost towns make travel hard	"Insecurity going to these communities is not easy because amba di always parade those areas."	"Insecurity, going to these communities is not easy because 'Amba' (armed groups) are always patrolling those areas."	EHA6	850-851
Lack of motivation	Mobilizers and leaders are not motivated, and mothers delay	"The mobilizers need motivation."	"The mobilizers need motivation."	EHA6	854-855

Annex 13: thematic analysis: Eyomojock					
Theme 7: suggestions for improvement					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English Translation)	Participant	Line number
Incentives	Small gifts like biscuits, Fanta, or Pampers would encourage mothers	" Even if a small mineral when they came so shidon while they did wait vaccine time. Eh, madam nay, a small fanta this or sprite, take a small biscuit, take a small groundnut. At least when day don reaches again now for that vaccine some time na yi go be first man now for run cam"	"Even if it's a small soft drink, when they come and sit down while they are waiting for vaccine time. Eh, madam, give a small Fanta or Sprite, take a small biscuit, take some groundnuts. At least, when the day for that vaccine comes around again, sometimes he/she will be the first person to come running."	EHA4	694-697
Health education	More awareness and health talks would clear doubts	"We go start tell them the importance of the vaccine first, weti di do for wa health, how we go prevent we for spread for many diseases and make our health be healthy."	"We will start by telling them the importance of the vaccine first, what it does for our health, how it will prevent the spread of many diseases, and make our health be healthy."	EHA1	654-655
Community leader engagement	Educate and involve chiefs, pastors, and their families	"Some of these quarter head them...one... we fit use yi wife as mobilizers."	"Some of these quarter heads... we can use their wives as mobilizers."	EHA 2	762-763

Annex 14: thematic analysis: Tombel					
Theme 1: feelings about vaccination					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Positive Feelings	Many participants feel good or happy about vaccinating their children because it protects them from sickness	"I feel good because I know say the vaccine is good for the pikin, fot prevent the pikin from some kind diseases them"	"I feel good because I know that the vaccine is good for the child, to prevent the child from some kinds of diseases."	THA 01	28-29
		"I do feel fine because when I vaccinate ma pikin them from 0 – 5 years, my pikin them di be fine, dey di be healthy"	"I feel fine because when I vaccinate my children from 0-5 years, my children are fine, they are healthy."	THA 07	58-59
Fear and doubt	Some fear door-to-door vaccination or side effects like fever or swelling	"For that one I no fit accept, I no fit lie to you. Na says, first I now know you, second, any man di create ei own business now for way for find money and sometime, man fit came destroy you now, if we get ei own money, ei no care. Na why that I ask that first question way I ask now say ei nogo do this, ei nogo do this...yes... plenty people them di fear."	"For that one, I cannot accept, I cannot lie to you. It's because, first, I don't know you. Second, any man can create his own business nowadays as a way to find money, and sometimes, a person can come to destroy you. If he has his own money, he doesn't care. That is why I asked those first questions I asked, saying it will not do this, it will not do that...yes... plenty of people are afraid."	THA 02	77-80
		"Some people dey di talk says they did fear...pikin di hot and then foot di swell."	"Some people say that they fear... the child gets hot (has a fever) and then the foot swells."	THA 07	259-261

Annex 15: thematic analysis: Tombel					
Theme 2: perceptions of vaccine safety and efficacy					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Belief in effectiveness	Participants believe vaccines work to prevent diseases like polio, measles, and meningitis	"The vaccine fine because ei di take polio for ma pikin ei skin...ei di prevent ma pikin them"	"The vaccine is good because it takes polio from my child's body... it prevents my children (from it)."	THA 06	139-140
		"Ei di conquer every disease way ei dey for any pikin ei skin"	"It conquers every disease that is on any child's body."	THA 04	36-37
Safety concerns	Some worry about side effects or poor administration by health workers	"Some doctor them too way them dey chuck pikin, sometimes pikin e hand e high, you go spend plenty money."	"Some doctors, too, the way they inject the child, sometimes the child's hand gets a swollen abscess, and you will spend plenty of money (to treat it)."	THA 03	155-156
		"Pikin ei foot di swell, or the pikin go hot for night."	"The child's foot will swell, or the child will have a fever at night."	THA 07	262-263
Misinformation	Rumors from the crisis time make people think vaccines bring sickness or reduce the population	"They say di one ei no fine, dey say na sick way they want come give for pikin them."	"They say this one is not good; they say it's a sickness that they want to come and give to the children."	THA 03	47-48
		"News them don comot plenty say they want reduce some people, do this, do, kill people."	"Plenty of news has come out saying they want to reduce the population of some people, do this, do that, kill people."	THA 02	71-72

Annex 16: thematic analysis: Tombel					
Theme 3: motivations for accepting or denying vaccines					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Health Protection	The desire to protect a child's health and prevent diseases motivates acceptance	"The thing way di motivate me...na say I know say the vaccine go build up the pikin ei health."	"The thing that motivates me... is that I know that the vaccine will build up the child's health."	THA 06	173-174
		"Na that vaccine make me today I be strong."	"It is that vaccine that made me be strong today."	THA 03	186
Trust Issues	Lack of trust in unknown vaccinators or door-to-door campaigns leads to denial	"If I now know you like the government, nodi pass for my door."	"If I don't know you as part of the government, don't pass by my door."	THA 02	204-205
		"As for me, I know all doctor way do work inside Ebonji way. When u nodi work for inside Ebonji, u nofit came my door to vaccinate ma pikin."	"As for me, I know all the doctors who work inside Ebonji. If you don't work inside Ebonji, you cannot come to my door to come and vaccinate my child."	THA 04	92-93
Past Experiences	Positive past experiences encourage vaccination, while negative ones (e.g., side effects) discourage it	"I be don travel lef ma pikin for house, I travel me I go me Kumba, dey call me say ma pikin get measles. I backam for them say make them lef ei say I don't already chuck ei the vaccine, we nogo give ei nonotin, because I know say the vaccine don already dey for e skin."	"I had traveled and left my child at home, and I traveled to Kumba. They called me to say my child has measles. I answered them, telling them to leave him/her, saying I have already given him/her the vaccine, we will not give him/her anything (else), because I know the vaccine is already in his/her body."	THA 03	225-228
		"Whenever I did go chuck e, I did come back, the whole night I nofit sleep because when e di straighten, whether na the foot, you know say ei must halla."	"Whenever I go to give it (the vaccine), I come back, and the whole night I cannot sleep because when he/she stretches, whether it's the foot, you know he/she will cry."	THA 07	269-270

Annex 17: thematic analysis: Tombel					
Theme 4: community beliefs and attitudes					
Sub-theme	Example	Sample Text (Pidgin)	Sample Text (English Translation)	Participant	Line Number
Mixed acceptance	Some people appreciate vaccines, but others deny them due to fear or misinformation	"Some people them di appreciate, some people them di deny. If di kind thing them di go on so, they nodi call no man ei name. Sometimes them I fit count the people for quarter way di takam, sometimes them ei nodi even reach ten. Way e means the government di loss and that medicine them di only spoil."	"Some people appreciate, some people deny. With the kind of things going on, they don't call anyone's name (i.e., it's not clear who is who). Sometimes, I can count the people in the quarter who take it; sometimes it doesn't even reach ten. Which means the government is losing, and those medicines are just going to waste (spoil)."	THA 02	281-284
Influence of observation	Seeing healthy vaccinated children encourages others	"When people way dey no take the vaccine, they see the other people way don take the vaccine, they see say nonotin nogo happen, them too dey di be encouraged next time for take the vaccine. That fear di comot because they did fear say sometime na sontin way dey came destroy their pikin them, na ei makam but when they seeam now, them too them get the courage for takam next time."	"When people who have not taken the vaccine see the other people who have taken the vaccine, they see that nothing will happen; they, too, are encouraged next time to take the vaccine. That fear goes away because they used to fear that maybe it was something that would come to destroy their children; that is what caused it. But when they see it now, they too get the courage to take it next time."	THA 06	319-323
Resistance to change	Some are stubborn with their beliefs, even with evidence	"No matter weti wey you tell Di pipo them if they don decide they no go change. Di pipo them di go shidon for synagogue, but here them no want hear the word of God, but them di still do bad thing them. I di try to talk say you like you tell them anything, dey no go still change."	"No matter what you tell the people, if they have decided, they will not change. The people go and sit in the synagogue, but here, they don't want to hear the word of God, yet they still do bad things. I try to talk, but you can tell them anything, and they still will not change."	THA 04	532-535

Annex 18: thematic analysis: Tombel					
Theme 5: cultural and religious influences					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Limited cultural barriers	Most say their culture does not deny vaccines	"For ma own culture, we did take the vaccine, we no get belief for wah own culture."	"For my own culture, we take our vaccine; we have no belief in our culture (that prevents us from taking it)."	THA 07	371-372
Religious resistance	Some churches, like Apostolic Faith and Jehovah's Witnesses, reject vaccines for prayer or doctrine	"So na the only church that, Apostolic faith, na only e one dey do that thing so if different church them dey then I now know. Apostolic faith, them no di take their pikin them and them sef, even if they sick sotey man di die, dey no di go gree take no one eye medicine or vaccine."	"So, it's the only church that... Apostolic Faith, it's only that one that does that thing. If there are different churches, then I don't know. Apostolic Faith, they don't take their children for vaccination, and they themselves, even if they are sick to the point of death, will not agree to take any medicine or vaccine."	THA 03	393-395

Annex 19: thematic analysis: Tombel					
Theme 6: community influencers					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Health workers	Doctors and community health workers are trusted for health information	"For we na doctor them, because I know say na people them wey them di do research all the time and then di study di discover plenty sick them..as they dey for office too as people them dey came for complain, may be some time some man go come complain something wey may be dem no know about the sick, but when they go do research for the sick now, they bringam out, so from there now they pass studyam, shidon ontop you want hear say they move vaccine for this kinda sick."	"For us, it's the doctors. Because I know they are the people who do research all the time and then study and discover many, many sicknesses. As they are in the office too, when people come to complain, maybe sometimes a man will come to complain about something that they don't know about the sickness. But when they go and do research on the sickness now, they bring it out. So from there, they study it, sit on it, and then you will hear that they have made a vaccine for this kind of sickness."	THA 04	459-464
		"We get community health workers them wey they di give health talk."	"We have community health workers who give health talks."	THA 06	505
Chiefs and quarter heads	Chiefs and quarter heads are respected but not all listen	"I get people dem wey they di waka talk, sometime dem dey givam for one man, we get every quartier for Ebonji, each quartier, they di send chef de quartier dem say that our health issue dey pass so and so day but yet some people go still criticize..."	"I have people who walk and talk; sometimes they give it to one man. We have every quarter in Ebonji, each quarter, they send to the quarter heads, saying that our health issue will happen on such and such a day, but yet some people will still criticize..."	THA 03	479-481
		"Quarter head talk who want hear."	"The quarter head talks, but who wants to listen?"	THA 02	504
Religious leaders	Pastors and mosques are influential when they talk	"Sometimes dem use for take di mega phone door to door with this mobiliser them."	"Sometimes they use it (the mosque/church) to take the megaphone door-to-door with these mobilizers."	THA 07	516-517

Annex 20: thematic analysis: Tombel					
Theme 7: information channels					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Announcements	Information comes through churches, mosques, town criers, and quarter heads	"They go tokam nor, they go tokam for mosque, for head quarter. Na for dey we get wa information."	"They will say it, they will say it in the mosque, at the headquarters. That is where we get our information."	THA 05	512-513
		"Na so for chef de quartier we di hear, them fit move town cryer them di announce am."	"It is through the quarter head that we hear; they can send the town crier to announce it."	THA 01	523-524
Need for diversified means of information	People want information from multiple sources	"Ma brother way dey for far, we beg say when that kind dey again way dey want waka from door to door, make the district hospital way ei dey for here, big man, make ei send information them for chef the quartier because man way dey way ei nodi go church, man dey way dey only for house. So, they send news through the chef the quartier so that for that quare or area, they go announcam say vaccine has come door to door so and so day so that the parents them nogo go to church or attend somekind crusade, and make them not go lost inside society make dey no vaccinate their pikin them."	"My brother, who is far away, we beg that when that thing (campaign) happens again, which wants to go door-to-door, the district hospital that is here, the big man, should send the information to the quarter heads. Because there is a man who doesn't go to church, a man who is always only in the house. So, they should send the news through the quarter head so that in that quarter or area, they will announce it, saying the vaccine will come door-to-door on such and such a day, so that the parents will not go to church or attend some kind of crusade, and they will not be lost in the community and fail to vaccinate their children."	THA 04	106-112
Trusted sources	People need to hear from official administrative authorities	"...Something no fit enter Tombel wey DO neva gi e accord, because na matter of health, medicine. Na for dey anything wan happen, then go get backup say na DO don write because I hear	"...something cannot enter Tombel that the DO has not given his accord, especially because it's a matter of health, medicine. It's that way; if anything wants to happen, it must have backup, as	THA 04	672-681

		say na so for Mamfe..say signed by DO of Tombel, before pastors readam now for church. SO wuna must pass through DO, ...but for waka for door to door so...some people them for just tell you say eh, e no dey e dey oh...yes."	the DO has written. Because I hear that's how it is in Mamfe... it's signed by the DO of Tombel before pastors read it in church. So, you all must pass through the DO. But, for going door-to-door like that... some people might just tell you, 'Eh, it's not real, it's not there,' yes."		
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Annex 21: thematic analysis: Tombel					
Theme 8: barriers to vaccination					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Fear and misinformation	Fear of side effects, population control, or fake vaccines are big barrier	"Plenty people deny...even time wey we be di go schoolwe don hear say di kind place so people them don run, man don broke e hand time wey e di run vaccine,, we make like two days we no go school..we shidon for house say we di fear vaccine, sometimes them di tok say na injections for cows them they di come gi we, sometimes them say them tok na say na government don com sendam say make we reduce population, sometime na say na HIV, na why that you see plenty people them di fear."	"Plenty of people deny... even when we were going to school... we heard that in some places, people ran away; a man's hand got swollen (from an abscess) when he went for the vaccine. We stayed for two days without going to school; we stayed home, saying we feared the vaccine. Sometimes they say it's injections for cows that they are coming to give us. Sometimes they say it's because the government has sent it to reduce the population. Sometimes they say it's HIV. That is why you see plenty of people are afraid."	THA 04	583-588
		"Some of them feel that the vaccine them di came gi sick ... time way crisis be dey when dem be say they wan bring vaccine say make people dem die wey na lie that. Some of them that mentality still dey for their head. And then some of them e be like say them don witness say vaccine from a neighbour e hand come high, them come cost na plenty money, ...so their pikin them too them no go so takam"	"Some of them feel that vaccines cause sickness... during the time of the crisis, when they said they wanted to bring a vaccine to make people die, which was a lie. Some of them, that mentality is still in their head. And then, some of them, it's like they have witnessed that a vaccine from a neighbor's hand gave a swollen abscess, and it cost plenty of money (to treat). So, their children too will not just take it."	THA 02	577-581
Access issues	Vaccines are not always available when needed	"Some particular vaccine e dey fail when e neva cam, you wan go chuck, dem go check say nooo that one nova come."	"Some particular vaccine fails; when it hasn't come, you want to go and give it, they will check and say, 'Nooo, that one has not come'."	THA 03	606-608
Negligence	Some people are	"Some people them too na just negligence."	"Some people, too, it's just negligence."	Unidentified	666

	lazy or do not care				
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Annex 22: thematic analysis: Tombel					
Theme 9: suggestions for improvement					
Sub-theme	Example	Sample text (Pidgin)	Sample text (English translation)	Participant	Line number
Health education	Explain the benefits and counter fears	"Tell them the good thing wey get am for skin...when them come see the importance for the vaccine, them go start get that desire."	"Tell them the good thing that is in it... when they come to see the importance of the vaccine, they will start to have that desire."	THA 06	557-561
Incentives	Small gifts like mimbo (palm wine) or rice would attract people	"Buy even na two jog meetup them for dey."	"Buy, even if it's just two bottles of (palm) wine, to have them gathered."	THA 03	594
		"Lie, people them say make them come write their name for here say chop go come tomorrow."	"Tell people to come and write their name here, saying food will come tomorrow."	THA 07	566-567
Leader engagement	Use chiefs, pastors, and mobilizers with clear information	"You get meet the chief them nor by sending them a letter or you meet them face to face, you and them wuna story, then you explain for them so that when them wan explain for the population, them know the way them di tok, thing wey the population make them too them really understand e fine."	"You have to meet up with the chiefs, either by sending them a letter or you meet them face to face. You and them, you discuss, and you explain to them so that when they want to explain to their population, they know the way they are talking, so that the population too, they will really understand it well."	THA 03	643-646
		"You go send invitation for all the chef the quartier them, if you no know them, you get for sendam for chief, if you wan say this information e pass through Ebonji, if na for 8 quartiers, you say make you divide this information for all the quartier so that this information them go be welcome for them."	"You will send an invitation to all the quarter heads. If you don't know them, you have to send it to the chief. If you want this information to pass through Ebonji, if there are 8 quarters, you say you should divide this information among all the quarters so that this information will be welcomed by them."	THA 02	650-653