

Ghana - Comprehensive Food Security and Vulnerability Assessment (CFSVA)



DRAFT Enumerators & Team Leaders Training Manual

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1 Introduction

1.1 Objectives of the Survey

The overall objectives of the study are to:

- ★ Determine the level of food insecurity and vulnerability in rural and urban Ghana, and more specifically among the different livelihood groups.
- ★ Serve as a baseline analysis identifying the food insecure people, determine where they live, how many there are, to what an extent they can help themselves with their own means and recommend what type of assistance could make a difference in reducing current hunger, as well as in supporting livelihoods and people's overall capacities to withstand future risks;
- ★ Inform and guide WFP's and all its partners' country level programming of ongoing and future interventions that aim to address food insecurity or vulnerability.

More specifically, we will seek to collect information on:

- ★ Specific benchmarks using key indicators for subsequent food security analyses and monitoring activities to measure post-shock changes in the future;
- ★ Likely changes in the vulnerability level of the populations over time; and
- ★ Future risks for food security (e.g. from socio-economic, natural, political or other shocks) for incorporation in contingency plans.

1.2 Geographic Coverage and Data Collection Approach

The CFSVA is based on secondary and primary data collected at household and community levels. The primary data collection, in which you will take part, uses three different data collection strategies:

1. One-on-one interviews at household level with structured questionnaires;
2. Anthropometric measurements of women and children (0-59 months);
3. Community questionnaires with approximately 5 to 6 key informants in each group.

Since it is not feasible to interview everybody because it requires too many resources and time, the WFP and the Ghana Statistical Service (GSS) have used a systematic strategy to select households and communities as randomly as possible.

The sampling framework the CFSVA uses is called a multi-stage stratified random sampling technique and is based on the sampling plan of the 2008 Ghana Demographic Health Survey (2008 GDHS).

Based on the 2000 census, Ghana is divided into 27,000 EAs which cut across all 10 regions and 110 districts. Following a random selection method, a total of 321 EAs have been identified for the CFSVA. Each team will be assigned approximately 20 EAs to be visited. Each EA in turn has 12 randomly selected households to be interviewed (including 3 additional spare households, in case the members of the selected households are not present).

The total household sample size will be approximately 3,852 households (1,092 urban and 2,760 rural).

The 5 to 6 key informants who will participate in the community interviews will be identified on the spot, using “snowball sampling” approach. Since one community interview is carried out in each EA, there will be a total of 321 at the end.

1.3 Timeline

By the end of this training, you will know your area of assignment. During the course of the training you will be handed out the required material you will need for the field work (see Annex). You will also be paid for the first 15 days of fieldwork (approximately 50%) and sign a service agreement outlining your tasks and responsibilities. You will be paid for the remaining days upon return to Accra. Your overall payment will be for 25 days and any extra days worked will need a clear justification (travel time or other) and approval from Lisa.

On Wednesday 29. October you will proceed to your area of assignment. Data collection itself should start no later than 30 October 2008. You will be requested to work on weekends as well!

- ★ Enumerators Training: 20 – 28 October 2008
- ★ Travel day: 29 October 2008
- ★ Start of data collection: 30 October 2008
- ★ End of data collection: 30 November 2008 (+/- 5 days)

Each team will be visiting approximately 20 EAs over the four weeks of field work, resulting in roughly 240 household interviews. Ideally, each EA should be surveyed in one day but that clearly depends on the required travel time, availability of respondents, etc. In case your team finishes its assigned EAs and household early, you may be called upon to help finish the work of other teams.

In any case, you should be back before the national elections on 7. December 2008!

1.4 Team Composition

Although 85 people take part in the training, only 75 will be selected as Enumerators (60) and Team Leaders (15) for the actual field work. The selection of enumerators will be made jointly by WFP and GSS and will depend on your performance during the course, extent of past experience in data collection and a final test on Friday. The 10 people who will not be chosen to go out to the field will be on stand-by and jump in in time of need.

There will be 15 teams altogether. Each team will consist of:

- ★ 4 Enumerators (interviewers) for household interviews, each of whom is responsible for administering 3 in every EA.
- ★ 1 Team Leader who will be in charge of the community questionnaire, the recording of GPS coordinates and the anthropometric measurements (with the support from the enumerators).

All Enumerators should have some previous experience in conducting interviews. Also, at least two of the enumerator in each team should be familiar with taking anthropomorphic measurements (weight / height/length of children and women).

Each team will be provided with a number of tools and documents, the complete list of which is included in the annex. Prior to starting field work, make sure to cross-check that you have everything as listed.

2 The Team

Both the Team Leader (1) and the Enumerators (4) have key roles in the implementation of this survey. However, their roles and responsibilities differ, so please refer to the following sections as often as needed to ensure that you follow the procedures correctly.

2.1 The Team Leader's role and responsibilities

The list below summarizes the tasks and responsibilities of the Team Leader:

Overall:

- ★ Supervise household level data collection including the respect of the procedures as described in the assessment training manual.
- ★ Administer the community interview and record GPS coordinates (see Annex);
- ★ Take anthropometric measurements of women and children;

Prior to the interviews:

- ★ Introduce the team and the survey's purpose to the village Chief, Community Head, Administrative Officer or opinion leaders in the community;
- ★ Locate the 12 sampled households to be interviewed and allocate them to the 4 enumerators;
- ★ Provide enumerators with the necessary number of questionnaires for the day.

After completion of interviews:

- ★ Review completed household questionnaires, paying attention to correct numbering, re-occurring mistakes, the completion of every question, and address any problems that may have been encountered by the enumerators during the household interview;
- ★ Complete daily team leader log, recording all locations visited, the number of questionnaires collected and any additional comments relevant to data quality;
- ★ Arrange for additional photocopies if needed, ensuring that receipts are kept. (However, each team should be supplied with a sufficient amount of questionnaires before setting off to the field!)

Management and arrangement of all questionnaires:

- ★ For each EA, place all 12 completed household questionnaires and one completed community questionnaire into one envelope, along with the map and any other relevant paper work, and mark it with the locality's name and EA code;

- ★ Safely store all completed questionnaires until their hand-over to the WFP Country Office for data entry, where they should be signed for by an authorized WFP officer.

The Team Leader will have to submit the following documents, once data collection has been finalized:

1. All re-checked questionnaires (household and community), stored in envelopes;
2. A comprehensive list of EAs and villages visited;
3. the Team Leader's daily logs.

2.2 The Enumerator's role and responsibilities

The Enumerator is the household contact point. S(he) will have the responsibility to follow the interview guidance below. Following the guidance below will not only help the collection of high quality, accurate household information, but will also ensure satisfaction on both, the respondent's, and the enumerator's part.

Specific tasks of the enumerator include:

- ★ Administer a daily minimum of 3 household questionnaires in each EA as described in the household questionnaire training guide;
- ★ Select a respondent within the household using the guidelines provided;
- ★ Write answers exactly as reported by the respondents;
- ★ Ensure that the questionnaire is complete and accurate. Should uncertainties and discrepancies exist, the enumerator should ask for clarification before proceeding to the next household.
- ★ Carry out the iodated salt test for each household, the simple instructions of which are provided on the box.
- ★ Report to the Team Leader any mistake or problem that occurred during data collection;
- ★ Ensure that all questions are answered and make sense prior to handing over the completed household questionnaires to the Team Leader at the end of each day.



The Team is strongly advised to sit together in the evening and discuss the days work, address problems, concerns and ask questions, etc. Although all members are likely to be tired at the end of the day, these types of discussions and moments of exchange are very useful: they not only ensure high quality and accuracy of the information collected but also contribute to good, healthy and efficient team work – most important of all!

3 Logistics

3.1 Roles and Responsibilities

Every team member is responsible for his/her own belongings, sufficient supplies of food and drinks. Together the team will decide on where to spend each night.

The Driver

Each team will have one car and one driver who will have been paid his/her daily allowance for the entire trip. The driver will be responsible for making sure that the selected vehicle will be in a very good working condition and has all the necessary equipment to address small incidents (e.g. flat tires etc.).

The Team Leader

The Team Leader is required to ensure that all the logistics necessary to conduct data collection in the specified EAs is taken care of. More specifically, the Team Leader will be responsible for:

- ★ Handling of **fuel vouchers** and **cash for fuel**. In close consultation with the driver and on the basis of EA maps, daily fuelling plans should be made prior to setting off to next destinations.
- ★ Handling of GHc 100 petty cash given to each team. The cash is to be used for unexpected expenses, i.e. payment of translators (if needed), additional photocopies of questionnaires, etc. Receipts will have to be kept for all expenses made and provided to WFP at the end of the data collection exercise.
- ★ **Arranging** and **planning** of the team's own **route** to and around the various EAs. The EAs and their maps will form the basis of the planning. In some cases it may be a long road and possibly in poor condition. **!!!Be prepared!!!** This means making sure that all team members have water to last the day and one night MINIMUM.
- ★ Making sure that the team is aware when it may be unlikely to return to the same town as the night before. Every team member needs to be informed in advance in order to get prepared sufficiently.
- ★ Organizing of **accommodation** for the assessment team if required.
- ★ **Contacting the local government representatives** to introduce the team and the objective of the survey. The team will be provided with a formal letter documenting the official nature of this survey, implemented by WFP in close collaboration with the GSS.

4 Arrival in the village/community



When the team arrives in the village, the first task will be to talk to the Chief or an administrative officer in order to introduce the team, the survey's purpose and to seek permission to interview people in the community. The team should present any relevant documentation that may be requested.

It is crucial to explain that the community's or households' participation in this survey will not automatically lead to any assistance (food or non-food). Instead, everyone's participation is voluntary and should be considered a direct contribution to ensure important, much needed, first-hand information that will guide future programming to improve the well-being of the people of Ghana.

All team members should be very courteous and forthcoming, and should take their time in making sure that the authorities in the community understand them and agree to take part.

Once the team has been given the green light, the exercise can start, more or less following the steps below:

1. In close consultation with the community authorities, decide on a convenient location for taking anthropometric measurements, ideally close to a health centre/clinic.
2. The team leader assigns three households to each of the enumerators and should assist them in locating the households.
3. The Team Leader asks the community authorities to identify 5 to 6 key informants for the community interviews;
4. While the community interview participants are identified, the Team Leader records the GPS coordinates of the location;
5. Once the key informants have arrived, the community interview starts.
6. On completion of a household questionnaire, the enumerators ask the women of reproductive age of the households and their children below 5 years to proceed to the anthropometrics centre in the community.
7. Once the team leader has completed the community interview, s(he) will start taking the anthropometric measurements of the women and children of the households interviewed by the enumerators.
8. All household questionnaires should be checked for completion and accuracy prior to leaving the community.

4.1.1 Selection of Households

The selection of households was done based on a systematic listing exercise carried out by the GSS. Each team will be given maps of all EAs to be visited. Furthermore, each team will also have a list of 15 households, including the names of the household heads. Each household has been given a number/code in advance which will be clearly marked on households' dwellings.

A total of 12 households have to be interviewed. The additional 3 households are contingencies, and should only be used in cases when the sampled households are not available to partake.

Once the household has been found, the enumerator politely asks to speak to an adult in the household. Ideally, s(he) should speak to the head of the household.

- ★ If someone is at home, the enumerator has to introduce him/herself, explain the reason for being there and find out whether there may be someone (an adult) who could be available to answer a series of questions for up to an hour and half to two hours.
- ★ If yes, the interview will start.
- ★ If no one is at home they should go to the next randomly selected household. If on the second visit there is still no one available, they should visit the first of the other randomly selected (replacement) households. It will be important to record the reason for skipping the household on the front cover of the questionnaire.
- ★ If, at the end, there are less than 12 households available, including the 3 spare households, the Team Leader will have to be responsible for selecting new households on the spot.

4.1.2 Selection of respondents for the Community Questionnaire

The community questionnaire is not based on random sampling. The team leader will have to ask the assistance of the community authorities in identifying 5 to 6 key informants. They may include the teacher, a clinic nurse, the priest, etc. – people who have a good overview and understanding of the community in question. In case they are difficult to locate, the alternative is to identify random informed community members who are available at that moment in time and willing to spare 1 hour and 30 minutes to answer questions in a forum.

5 Conducting the Household Interview

5.1 Informed consent

The respondents to both the household and community questionnaire should be adult Ghanaians (>18 years).

- ★ Stress that **confidentiality** is of utmost importance. It is crucial to point out that the household's names and information provided during the course of the interview will not be released for any other work and will be treated in utmost confidence.
- ★ Also, just like during the team's introduction to the Chief or administrative officer, the respondent needs to understand that his/her participation in this survey will not guarantee any assistance (food or non-food). Instead, the household's participation is voluntary and should be considered a direct contribution to ensure important, much needed, first-hand information that will guide future programming to improve the well-being of the people of Ghana.
- ★ If the respondent agrees to those conditions, the interview can start.....

.... BEFORE YOU START THE HOUSEHOLD INTERVIEW:

you should be well familiar with the questions and the possible answers. It cannot be over emphasized that you **MUST** respond as instructed, completing the questions as necessary. In summary:

**READ THE QUESTIONS BEFOREHAND!!
KNOW WHAT YOU ARE TALKING ABOUT!!**

5.2 Do's and don't

The following section provides a list of recommendations to help enumerators conduct a good interview. Remember that all these rules are very important. Failure to observe them may significantly affect the results and undermine the quality of your work.

1. **Be very respectful:** It is important that you do not see yourself as more important than the respondent. Be respectful of the person you are speaking to, regardless of their age, gender or culture. One overt way to convey this is to seat yourself at eye level or lower than the respondent; *DO NOT sit higher than the respondent.*
2. **Be courteous:** Introduce yourself and the survey and make sure that everything is understood. Assure the respondent of response confidentiality and other introductory information.
3. **Be interested and show your interest:** Make the respondent understand that you are interested in what s(he) has to say. There are many ways to do this, one of them is using "uh-huh" or telling the respondents that you want to be sure you had their answer written down correctly, etc.
4. **Be tolerant and non-judgmental:** Sooner or later, everyone interviews a respondent whose views they find insulting, woefully ignorant or threatening to a cause dear to one's heart. Relax. The respondent has a right to hold opinions and it's safe to bet he won't agree with you on everything (or maybe anything) either.
5. **Be patient:** You are familiar with the questionnaire but respondent is not. You have a written script to follow; the respondent does not. Expect that the respondent may have a few questions about the questions or may pause to think things over. **DO** read questions and response categories slowly.
6. **Be Complete:** The **FIRST** purpose of an interview is to obtain complete, usable data from respondents. **YOU** are the eyes and ears of research. You ensure that respondents are comfortable, willing to answer and feel that the interview was a good experience. Plus you want to do justice to your own and the respondent's time by recording the interview accurately and completely. To ensure that you are complete:
 - a. Practice the questionnaire
 - b. Never assume that you know the respondents answers and answer for them
 - c. Ask the questions exactly as worded, do not paraphrase or only when needed
 - d. Note any questions that give you trouble
 - e. Make sure to respect the skipping pattern
 - f. Record answers exactly as worded.
7. **Probe when needed:** A **PROBE** is a non-directive way of clarifying answers, motivating the respondent and focusing attention on the particular question. You can use probes when the respondent says "I don't know" to a question (e.g. "what do you think"), or will not answer a question or gives a response that clearly indicates a misunderstanding. However, when you use probes, you need to make sure that you **DO NOT SUGGEST AN ANSWER**. The first probe should usually to repeat the question slowly and then pause. If more explanation is needed, avoid giving examples of responses. Some probes can be:
 - ★ Could you tell me a little more about that? ("tell more")
 - ★ Is there anything else you would like to mention? ("AE")
 - ★ What is your specific job title?
 - ★ Why do you think that is so?
 - ★ What would be your best guess on that?
 - ★ ...
8. **Be neutral:** Avoid the use of approval or disapproval when conducting the interview. Be as neutral as possible. A positive or negative attitude may suggest answer or expectation that the respondents will try to match rather than giving a truthful answer.
9. **Remember that the respondent's time and your time are valuable:** Resist the temptation to get drawn into distracting conversations.

10. **Be professional:** No excessive joking, personal comments and NEVER tell respondent what you really think. If you are TOO friendly, people clam up because you sound more like a friend than an interviewer.
11. **Be confident:** People are friendly. It's OK to be nervous (inside where it doesn't show).
12. **Never give opinions:** In some cases the respondents may ask you questions or your opinion on a subject. If you give your opinion YOU CAN SERIOUSLY BIAS RESULTS. Tell the respondents that you cannot give your opinion until after the interview. Repeat the question and reassure the respondent it is his or her responses that count.

6 Household Enumerators Training Guide

The following section provides information on how to complete the questionnaire. General comments:

1. Make sure you get familiar with the questionnaire. Getting to know the coding scheme will help you go faster and naturally.
2. Make sure to clearly read the questions. In many cases questions include reference to a very specific time period (last week, last month, over the past 12 months, etc...) make sure that this is clearly understood as it could seriously affect the results.
3. By default, you should NEVER read the answers. Where mentioned, you may circle several answers. Elsewhere, only one response can be entered. This is clearly specified in each question.
4. Where appropriate, write clearly using capital letter in ENGLISH.
5. In cases where answers must be circled, please do not fill the circle. If you make a mistake, clearly double cross the circle and circle the correct answer. Write comments to clarify any possible doubt.
6. In cases where codes are used, clearly insert them in the boxes provided.
7. Watch out for the skipping patters. They are supposed to make the flow of the interview easier and avoid asking questions that are not applicable.

6.1 *The Ghana CFSVA Household Questionnaire*

Explanations of different questions and guidance on how to best ask them will be provided during the course of the training and then inserted into this document at the end.

7 Team Leaders Training Guide

7.1 *Community Questionnaire*

The following is a brief but important guideline on how to carry out the community questionnaire.

First of all, while you are waiting for the key respondents for the interview, you should take the time to record the **GPS coordinates** of the location and record them on the first page of the questionnaire. **PLEASE REFER TO THE BRIEF GPS GUIDANCE IN THE ANNEX!**

HOW TO.....

The same rules guiding the household interview should be observed in the community questionnaire. Specifics will be discussed during the training.

- ★ Always begin with a traditional, courteous greeting and explain:
 - who you are
 - who you work for
 - why you are there
 - what your role is
- ★ Make clear that you are not a decision-maker and explain that by collecting good, accurate information from the community you will be able to inform others more accurately about the community's situation.
- ★ Identify and record the characteristics of the individual or group (e.g. gender, age and socio-economic status).

How to conduct yourself and the discussion:

- ★ Use questionnaire framework to ensure that the specific questions are answered, but be flexible. Allow new and unexpected issues to be brought up and pursued.
- ★ Use the “*comments*” section to record any discussion that comes from the questions posed.
- ★ Maintain an informal approach – don't interrogate. Mix questions with discussion.
- ★ Be aware of non-verbal communication from your informants.
- ★ Respect people's sensitivities and their right not to answer certain questions if they choose not to.
- ★ In a group discussion, ensure that all participants contribute; don't allow more powerful individuals or groups in the community to dominate. Encourage women to speak up!!!!
- ★ Let informants and groups explain points fully; allow them to 'wander' if it helps them to make their point. Understand their logic and concerns and, when appropriate, gently bring the discussion back to the topic about which you seek information.
- ★ Don't be (or appear to be) in a hurry; allow sufficient time.
- ★ Avoid passing value judgements (either verbally or through body language) on what an informant says.

In closing, ensure that you thank the participants for assisting you and that you value their input.

How to ask questions during semi-structured interviews

- Ask direct, clear questions, e.g.: How? Where? When? Who? What? Why? How much?
- Ask questions about groups of people, not about the individual informants themselves, e.g. "How many goats do most poor families have?" (not "How many goats do you have?").
- Listen carefully to every answer and ask follow-up questions if needed to get more detail or to understand perspectives or aspects that you might not have thought of before.
- Ensure that each question is clearly understood, especially when working with an interpreter.
- Ask one question at a time; don't ask more than one question in the same sentence.
- Only ask questions that you think the informant(s) can answer.
- Keep sensitive questions until later in the interview or discussion.
- Don't phrase questions in a way that assumes or implies that the informant(s) should follow (or have followed) a specific course of action.
- Don't induce particular answers by helping an interviewee to respond.

7.2 The Ghana CFSVA Community Questionnaire

Explanations of different questions and guidance on how to best ask them will be provided during the course of the training and then inserted into this document at the end.

7.3 Anthropometric Measurement Training Guide

The end of Section 10 is specifically related to physical measurements. It is **extremely** important that the women you interview agree to join you with their children (<59 months or 5 years) for measurement. Upon arrival in the community, a measuring station will be centrally set up (or best, at health facility). In some case the distance from the respondents' house to the location of the measurement may be relatively long. Stress the importance of that section to the respondent and assist the respondent for transportation in any way possible (this means coordination with the driver). Once at the location, it is a relatively rapid process and the Team Leader and one Enumerator should be well versed in taking the measurements.

You should repeat the purpose of the visit and the survey and obtain the consent of the mother or caretaker before measuring the child. **Do not pressure anyone into consent.** It's best to measure children after completing the questionnaire because some children may become upset during the measurements which can interfere with the interview. Please make sure you comply with the following rules:

- a. **Two trained people required:** At least two trained people are required to measure a child's length/height and weight. Anthropometric measurements should never be taken by one person alone. In this case, one enumerator is specifically assigned to measurement. The enumerator that conducted the interview will assist him in the measurement.
- b. **Instrument placement:** You should make sure that you have all the pieces of the measuring board and the scale. Ensure that they are working properly. You should

- recalibrate the scales as necessary and install your equipment in a quiet place, on level ground, with adequate light.
- c. **Weigh and measure one child at a time:** If there are numerous eligible children in the home, weigh and measure one child at a time.
 - d. **Control the child:** You have to be firm yet gentle while measuring the child. Firm so the child will be correctly positioned on the measuring board and will not move. Gentle so the child (and the mother) will be at ease and more likely to cooperate. While measuring the child, you can talk to him or her, explaining the procedure, etc.
 - e. **Recording:** Ideally, the measurer will measure and call out while a separate person—the assistant—will record the measurement while repeating it out loud.
 - f. Each (6 – 59 months old) child's height/length has to be measured. **Children <85cm MUST be measured lying down.**
 - g. Specify if child has been measured standing or lying down (9.25)
 - h. Children that are scared or too small can be weighed on the mother's arm.
 - i. Children **MUST be undressed** before weighing.
 - j. Check each child (6 – 59 months old) for bilateral (both sided) pitting oedema (9.26)
 - k. **Weigh only non-pregnant women**

What is OEDEMA?

Some persons who become acutely malnourished develop an accumulation of fluid in the tissues which is called oedema. This abnormal fluid adds to the child's weight. As a result, a child may have normal weight-for-height even though children with oedema have a substantially higher death rate than children with malnutrition without oedema. For this reason, all children with malnutrition and oedema should be judged as severely malnourished.

Moderate pressure is applied to the back of the foot or to the shin just above the ankle for a full 3 seconds (the surveys workers should count slowly, 1... 2... 3, while applying pressure). Oedema is present if, when the pressure is removed, an indentation remains in the skin.

Frequent mistakes made by survey workers include:

- 1) *applying momentary pressure, which is insufficient to make an indentation if oedema is present;*
- 2) *Pushing too hard and causing the child pain;*
- 3) *Recording oedema because the examiner's finger applying pressure produces an indentation while the pressure is applied.*

*Many children have fat on the back of the foot or lower leg which can be indented with pressure, but the indentation disappears immediately when the pressure is stopped. An indentation from oedema will **last many seconds** after cessation of the pressure.*

Each child who is weighed and measured should be examined for the presence of bilateral pitting oedema. All survey members should be trained to detect bilateral pitting oedema. If oedema is detected, the team leader should verify the accuracy of the diagnosis before it is recorded on the data collection form.

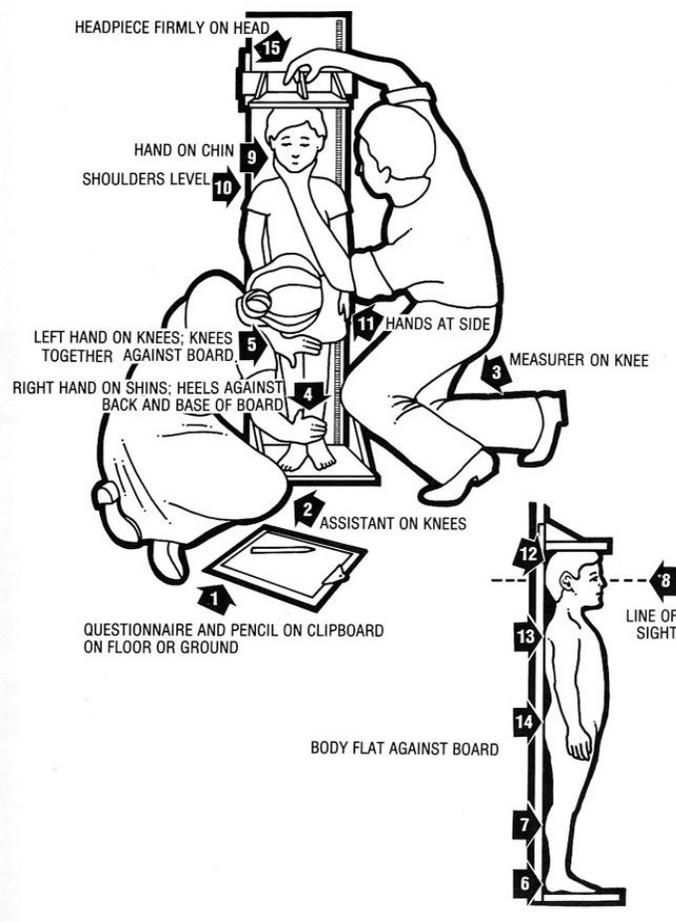
7.3.1 Length or Height

Height Measurement (for children ≥85cm and mothers)

- a) Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is not moving.

- b) Ask the mother to remove the child's shoes, hat, and unbraid any hair that would interfere with the height measurement. Ask her to walk the child to the board and to kneel in front of the child.
- c) Kneel on your right knee on the child's left side. This will give you maximum mobility.
- d) Place the child's feet flat and together in the center of and against the back and base of the board/wall. Place your right hand just above the child's ankles on the shins, your left hand on the child's knees and push against the board/wall. Make sure the child's legs are straight and the heels and calves are against the board/wall.
- e) Tell the child to look straight ahead at the mother who should stand in front of the child. Make sure the child's line of sight is level with the ground. Place your open left hand under the child's chin. Gradually close your hand. Do not cover the child's mouth or ears. Make sure the shoulders are level, the hands are at the child's side, and the head, shoulder blades, and buttocks are against the board/wall. With your right hand, lower the headpiece on top of the child's head.
- f) When the child's position is correct, read and call out the measurement to the nearest 0.1 cm.

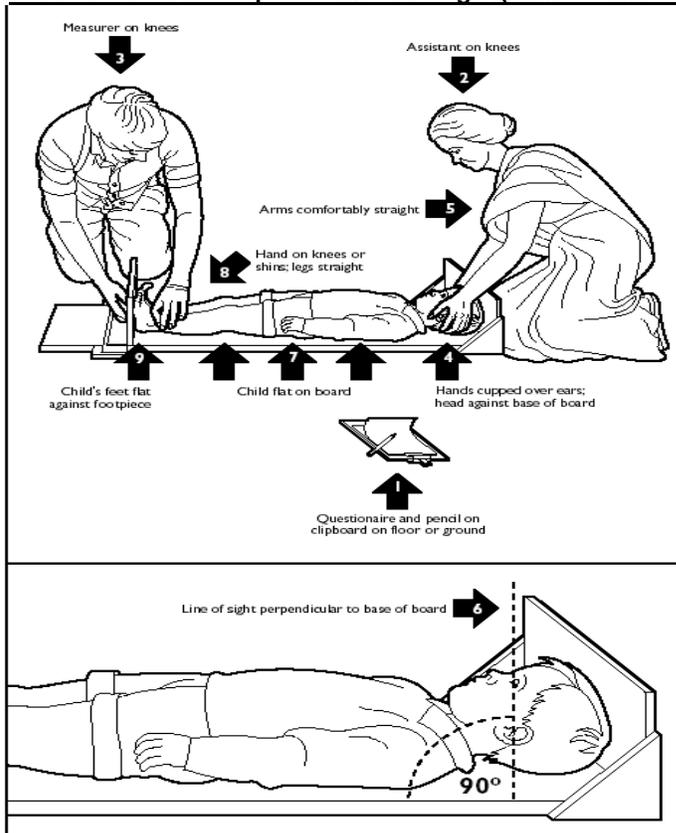
Illustration 1
Child Height Measurement



Length Measurement (for children less than 85cm)

- a) Install the measuring board against a hard flat surface—preferably on the ground. The measuring board has to be stable.
- b) With the mother's help, remove the child's shoes, hat, and unbraid any hair that would interfere with the height measurement.
- c) Kneel on the right side of the child so that you can hold the foot piece with your right hand.
- d) With the mother's help, lay the child on the board by supporting the back of the child's head with one hand and the trunk of the body with the other hand. Gradually lower the child onto the board with their head at the fixed end of the board.
- e) Tell the child to look straight ahead at the mother who should stand in front of the child. Make sure the child's line of sight is level with the ground. Place your open left hand under the child's chin. Do not cover the child's mouth or ears. Make sure the shoulders are level, the hands are at the child's side, and the head, shoulder blades, and buttocks are against the board/wall. With your right hand, lower the headpiece on top of the child's head.
- f) Place the child's feet flat and together in the centre of and against the back and base of the board or wall. Place your right hand just above the child's ankles on the shins and your left hand on the child's knees. Push against the board/wall. Make sure the child's legs are straight and the heels and calves are against the board or wall.
- g) When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the foot piece and release your left hand from the child's shins or knees.

Measurement Techniques for Child Length (less than 85cm)



Source: How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children, United Nations, 1986.

Weight Measurement (Using an electronic scale)

- a) Put the scale on the floor. The display window should be blank. The display window will show in kilograms and 1/10ths of a kilogram.
- b) This scale has an on-off switch underneath, in the battery box. Once switched on, it takes a few seconds for the scale to adjust itself to zero.
- c) To measure a child, ask the mother to step on the scale by herself, without the child. She should stand still on the scale.
- d) Wait for the mother's weight to be displayed, record her weight, then tare (zero-out) the measurement by pressing on the blue button underneath the display.
- e) Pass the child to the mother on the scale. The child's weight will be displayed.
- f) Ask the mother to step off the scale. Reset the scale before weighing the next person. The display window should indicate 0.0
- g) If a child is old enough to stand alone, ask him or her to stand still on the scale. Make sure that the child's feet or clothes do not cover the switch window. Wait until the child's weight is displayed. Note it and ask him or her to step off the scale. Reset the scale before weighing the next person. The display window should indicate 0.0

