

## Workshop Purpose

1. To train participants to weigh and measure children accurately; and to calculate and record growth accurately.
2. To train participants to interpret child nutritional status and community nutritional status accurately.
3. To increase understanding of the purpose and importance of counselling caregivers and to build skills for appropriate counselling.

## Skills To Learn

1. We will learn the technique for weighing and measuring children under 5.
2. We will learn the technique for finding out a child's exact age.
3. We will learn how to record information clearly on appropriate forms.
4. We will learn to interpret the meaning of the data gathered in order to determine a child's nutritional status accurately.
5. We will learn how to counsel caregivers about nutrition.
6. We will learn how to use the information to help us make decisions about when interventions are needed to improve child growth.

# Training Schedule

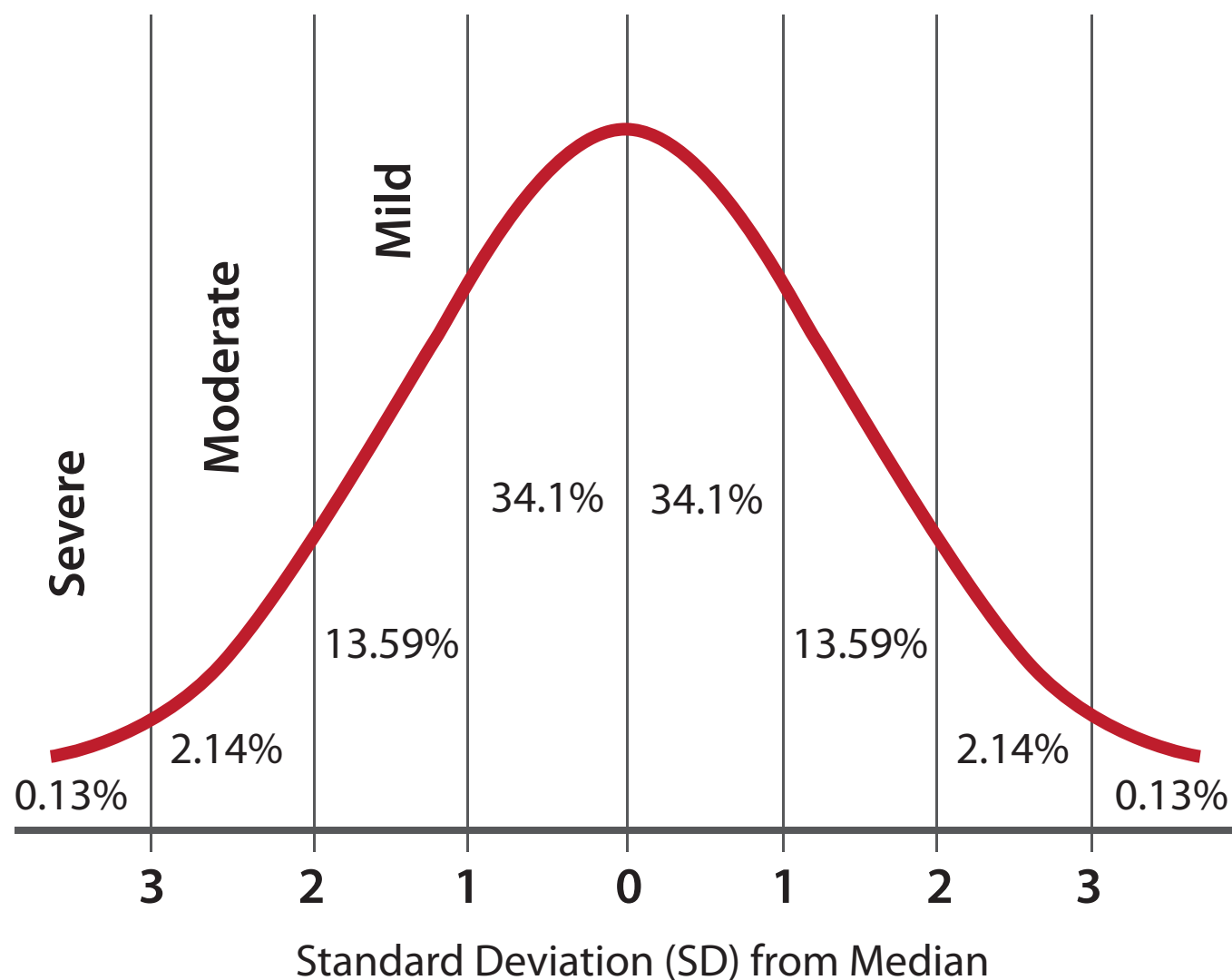
	Day 1	Day 2	Day 3
<b>Morning</b>	Lesson 1 – Welcome and Introduction (60 min) Lesson 2 – What is Anthropometry? (60 min)	Lesson 6 – Measuring Length and Height (2 hours)	Lesson 9 – Individual Child Growth (2 hours)
<b>Break (15 minutes)</b>			
<b>Morning</b>	Lesson 3 – Information About Sex and Age of Children Under 5 (90 min)	Lesson 7 – Mid-Upper Arm Circumference (60 min) Lesson 8 – Standardisation Exercise (60 min)	Lesson 10 – Counselling (2 hours)
<b>Lunch</b>			
<b>Afternoon</b>	Lesson 4 – Hanging Scales (2 hours)	Lesson 8 – Standardisation Exercise (2 hours)	Lesson 11 – Population Nutritional Status (60 min)
<b>Break (15 minutes)</b>			
<b>Afternoon</b>	Lesson 5 – Standing Scales (2 hours)	Lesson 8 – Standardisation Exercise cont'd (2 hours)	Closing

## What Information Do We Need To Gather?



Age, Sex, Weight,  
Length/Height,  
Mid-Upper Arm  
Circumference

# What Are Z-Scores?



# How Can We Use Anthropometric Information?

**Assessment** – to identify the severity of a nutrition problem in a community; to know whether there is present or potential risk of malnutrition in an individual child.

**Targeting** – to identify need, prioritise resources and screen individuals for programme services.

**Monitoring** – to track individual growth patterns and programme performance.

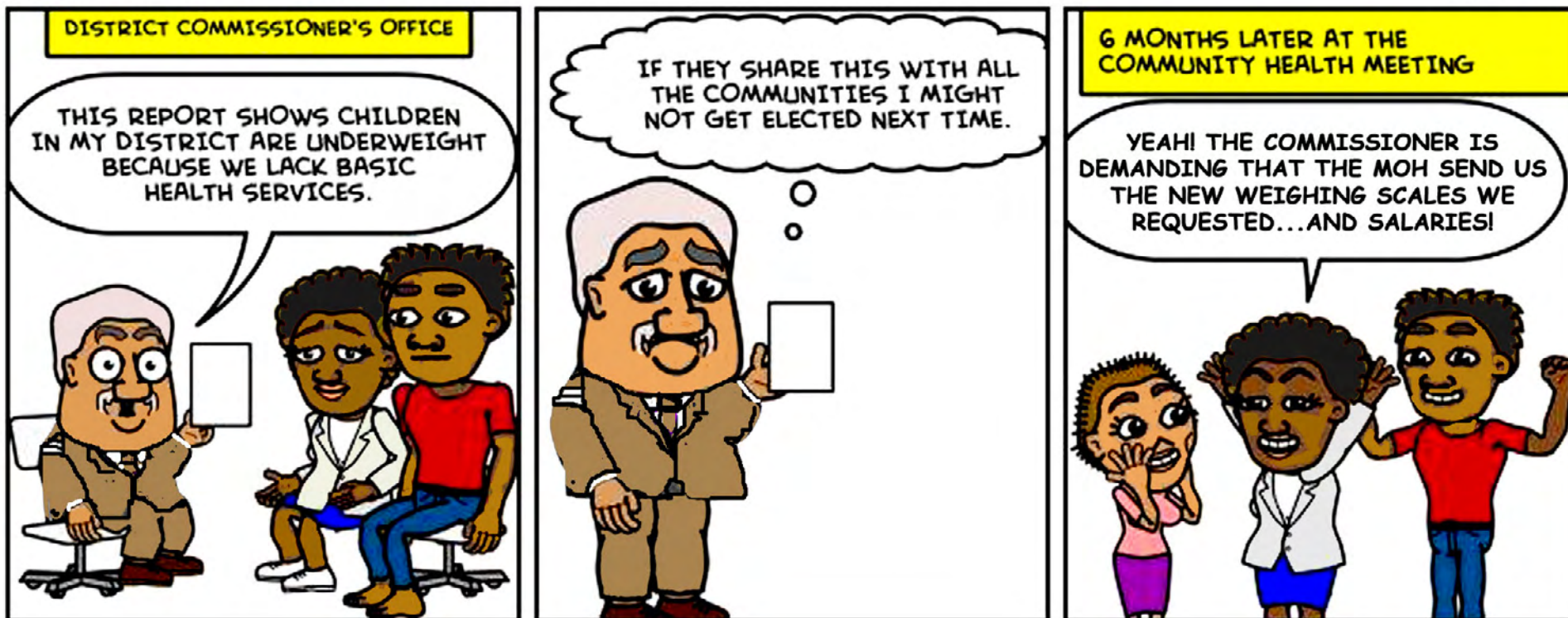
**Evaluation** – to evaluate and measure changes in nutrition over time and to demonstrate programme impact on the community and individuals.

**Advocacy** – to advocate for increased programmes and services to address child malnutrition (such as increased funding for salaries, supplies and primary health services).

# Statistics Work For Everyone

## 'STATISTICS WORK FOR EVERYONE'

BY BLIP



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# When Do We Take Anthropometric Measurements?

1. Baseline assessment
2. During project implementation
3. Midterm evaluation
4. End of project evaluation



### Children 0 - 59 months

### Remember to:

1. Record the date of birth (year/month/day) and the sex (M or F) of the child.
2. Record the child's height/length to nearest 0.1 cm, weight to 0.1 kg and MUAC to 0.1 cm or colour.
3. Record the date of measurement.

ADP/Program:

Date of Measurement (yy/mm/dd):

Community:

Name of Data Collector:

[illegible]

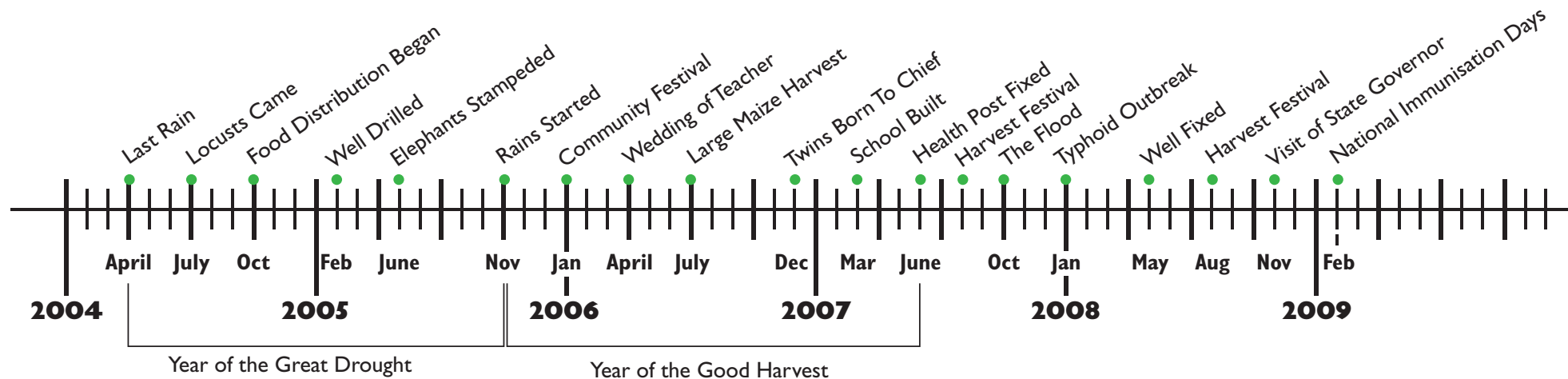
\* Not necessary when collecting data for surveys.

## Is This a Boy or a Girl?



Always ask the mother!  
Always record whether a child is  
**M** (male) or **F** (female)

# Community Events Timeline



## Months In Five Years

May 04	Jun 04	Jul 04	Aug 04	Sep 04	Oct 04
Nov 04	Dec 04	Jan 05	Feb 05	Mar 05	Apr 05
May 05	Jun 05	Jul 05	Aug 05	Sep 05	Oct 05
Nov 05	Dec 05	Jan 06	Feb 06	Mar 06	Apr 06
May 06	Jun 06	Jul 06	Aug 06	Sep 06	Oct 06
Nov 06	Dec 06	Jan 07	Feb 07	Mar 07	Apr 07
May 07	Jun 07	Jul 07	Aug 07	Sep 07	Oct 07
Nov 07	Dec 07	Jan 08	Feb 08	Mar 08	Apr 08
May 08	Jun 08	Jul 08	Aug 08	Sep 08	Oct 08
Nov 08	Dec 08	Jan 09	Feb 09	Mar 09	Apr 09

Put a small tick (✓) in the birth month.

Put a small x in current month.

Count the number of full months starting with the month after the tick (✓)

## Recording Numbers Clearly

1. Make sure you place the numbers within the grid squares on the records.
2. Be careful to write the numbers clearly and always in the same way.

Write the numbers this way:

CORRECT	INCORRECT	
1	1	1 – Draw the number 1 as a single vertical line.
2	2	2,3 – Write the numbers 2 and 3 without extra loops.
3	2	
4	4	4 – Leave the number 4 open. A closed 4 can look like a 9.
5	5	5 – Don't close the 5 as this can cause it to look like a 6.
6	6	6 – Be careful that the circle on the 6 does not look like a 0.
7	7	7 – Make a small horizontal line to cross the 7. This will distinguish it from a 1.
8	8	8 – Draw two circles touching to make the number 8 so that it does not look like a 0.
9	4	9 – Make sure to close the circle on the number 9 so that it does not look like a 4.
0	6	0 – Put a diagonal line through the 0 so that it is easy to identify and does not look like a 6.

# Record Numbers Clearly on Sample Recording Form

1. Record the Date of Birth (year/month/day) and the sex (M or F) of the child.
2. Record the child's height/length to 0.1 cm.
3. Record the date of measurement.

ADP: Shining Hope

Date of Measurement: 26/09/03/15

Community: Rising Sun

Facilitator: Julia Feliciano

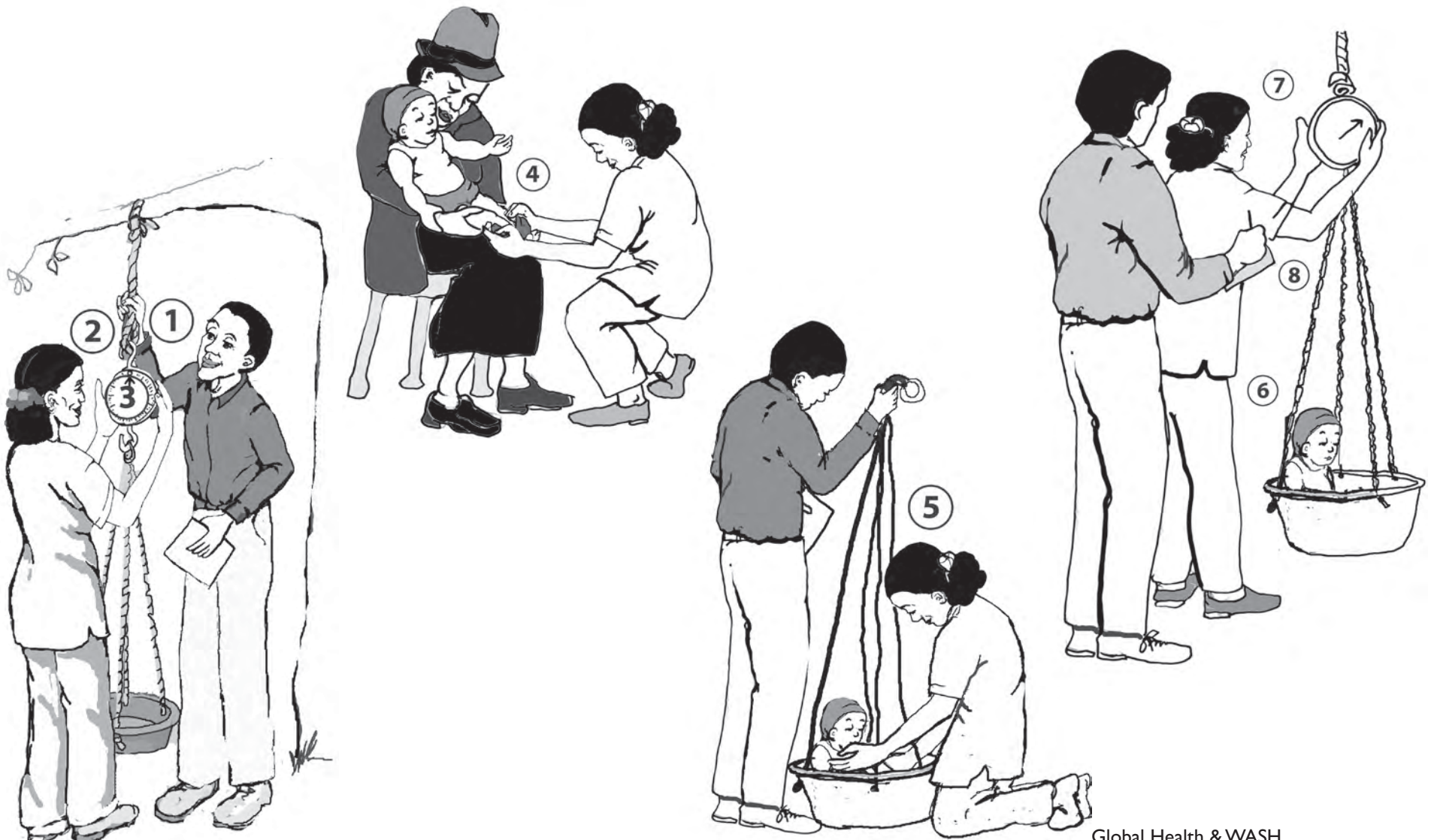
No.	Name of Mother	Name of Child	Date of Birth yy/mm/dd	Age in Months	Sex M/F	Weight (kg)	Child's Height/Length (cm)	MUAC (cm or colour)	Weight Mother+Child	Weight Mother
	Diaz Jema	Diaz, Cristy	2/03/08	9	Girl	6.9				
	Gamgam, Gize	Gamgam, Ryan	26/07/16	24	M	12.8				
	Bensurto, Maria	Bensurto, Julia	08/14/29		F	11.6				
	Teados, Sabina	Teados, Renz	26/12/05	39		9.7				
	Pangani, Ann	Pangani, Jemer	06/10/10	28	M	10.2				
	Bylos, Kiera	Bylos, L	07/06/16	33	F	14.2				

## What's Your Experience Weighing Children?

*Measuring children  
is not for the faint  
of heart.*



# Procedure for Measuring Weight With Hanging Scales





# Data Collection Form

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[illegible]

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# Illustrations of Eight Steps



# Data Collection Form

### Children 0 - 59 months

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## Review the Steps to Weigh Using Standing Scales

