

**TAJIKISTAN**  
**2007 LIVING STANDARDS SURVEY**

**MANUAL FOR INTERVIEWERS**  
**REVISIT TO HOUSEHOLDS**

**2007**

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## **1. INTRODUCTION**

A revisit is being made to the households included in the 2007 Tajikistan Living Standards Survey (TLSS07) in order to update the food consumption information collected. The original information was collected during the period of Ramadan when households consume differently than at other times of the year. Because food consumption is an integral part of the welfare measurement derived from the original TLSS07, households are being revisited in order to determine a more usual consumption pattern, rather than the special consumption pattern observed during Ramadan.

The enumeration of households in the TLSS07 is spread over two weeks. All households that were visited during the original survey will be re-visited during this administration of the new questionnaire.

It is extremely important that you recognize that the information being collected in this survey remains confidential and must therefore not be divulged to any unauthorized person.

## **2. DESCRIPTION OF THE SURVEY**

The subject matter is much less extensive than covered during the original survey. You will re-administer the roster section to determine if any changes have been made in the household membership or composition since the original survey. Then you will administer the following modules: migration (for those returning from abroad), anthropometrics for children younger than 6 years of age, food security, and food consumption in the last 7 days.

## **3. THE SURVEY SAMPLE**

The households included in this survey are the same households that were included in the original survey. You must return to households that have already been interviewed. If the household was not included in the original survey, you must find the correct household.

If the household has moved, contact your supervisor immediately. The supervisor will check to make sure that the household has moved and then will report to the central office. If the household refuses to participate, you should explain that the information being collected is of value to the country. This information will help the government to analyze the well being of the population of Tajikistan.

Emphasize the importance and confidentiality of the information. If the household still refuses to participate, contact your supervisor who will make an attempt to get the household's cooperation.

#### **4. COMPLETION OF THE QUESTIONNAIRE**

This chapter will examine each module of the household questionnaire in turn in order to address possible problematic issues relating to each. These notes here should be your first reference as you encounter any problems in administering any modules or questions in the household questionnaire.

##### **(a) Your interactions with the respondents**

As with the original survey, your attitude towards the respondents in the survey households must be one of respect. You must always be courteous and patient towards survey household members. Be business-like in your conduct – never bullying, demanding or rude. Always act in a way that warrants respect and cooperation from the respondent. You will find work more pleasant if you remain polite and friendly to everyone at all times.

Be willing to answer any questions the respondents ask you about why you are asking the questions you are asking.

The survey interview will not be as long as the original survey. However, respondents will want to know why they are being asked to respond again in such a short time after completing the original survey. The rules of courtesy and politeness must still apply. Explain that a major part of the questionnaire collects information on food consumption which is different during Ramadan than other times of the year. This new survey will help the government to understand those differences.

When the respondent says “I don't know”, the interviewers first task is to attempt to diagnose the origin of the problem.

- If “I don't know” is considered to be an accurate, thoughtful answer to an information question, the interviewer writes down the answer and goes to the next question. For all questions where “I don't know” is the final answer, write “-8” as the code. You should be careful, however, not to use the code too often. When the supervisors review the questionnaires, if they find too many answers coded as “Don't Know”, you will be expected to justify the use of the code.
- If it is a delaying response style, the interviewer gives the respondent time to think about the answer. The interviewer may want to repeat the question to help the respondent think it through.
- If the respondent has not thought about the question, the interviewer would encourage the respondent to think about the question, emphasizing that the respondent is uniquely qualified to provide information on the topic. Then repeat the question.

- If the respondent is not sure about the quality or precision of the answer, the interviewer should be reassuring. There are no right or wrong answers; the questions are designed to get people's own perceptions and opinions. The respondent's own best estimate will be better than not having any information at all. Then the interviewer would repeat the question.
- Alternatively, the interviewer should ask to speak to someone who does know.

### (b) Individual modules

The rest of this chapter is made up of comments related to the individual modules making up the questionnaire or to specific questions in those modules. Please note that not all questions are considered here.

#### Cover: Household identification, survey staff details

RESPONDENT: None, to be completed by interviewer

The information on the cover of this questionnaire is identical to that found on the questionnaire that was originally administered to the household. This information must be recorded correctly. It is crucial for matching the information collected in revisiting the households to the information collected during the main survey. Record all information on the cover of the questionnaire prior to going to the household.

- It is critical for later analysis that you accurately identify the location of the household you are interviewing to ensure that it is the same one as interviewed earlier. Please fill in the required information on the oblast, hukumat, djamoat, personal account number, and TLSS cluster in which the household is located, noting both the name and the codes for each prior to arrival to the household. Record all of the information for the cover from the earlier administration of the survey. Be sure to write your name as the Interviewer and record your identification code. Your Supervisor will write his/her name and his/her identification code. The Data Entry Operator will write his/her name and his/her identification code.
- In the upper right hand corner of the questionnaire is a box that records the household number. This number has a value of 1 to 18. It must be identical to the number recorded on the original questionnaire.
- In the lower right hand corner of the questionnaire are two boxes to record the cluster and the household number. These numbers, like the information in the previous paragraph, are identical to the information collected on the original survey cover.
- Each questionnaire contains sufficient space to enumerate a household of 15 members. If the survey household has more than 15 members, you will need to use an additional questionnaire. Please note that you are doing so on the cover at lower right, indicating how many questionnaires you are using in total.
- The box for the total number of household members found at the top left hand corner of the cover sheet will be filled in when the interview is completed. This is the total for the entire household, not just those recorded in this questionnaire.
- Record the date on which the first interview visit was made to the household. Record the date as

dd/mm/yyyy. Record all 4 digits for the year.

- Record the time at which the interview began. Record the hour and minutes, using 2 digits for both. For example, 08:30, 15:15, 20:45.
- Record the time at which the interview ended. Record the hour and minutes, using 2 digits for both. For example, 08:30, 15:15, 20:45.
- Put the name of the household head in the box provided.

### Module 1: Household Roster

RESPONDENT: Household head

Direct informants: Household Head

The initial respondent to this module should be the household head, if available. If he or she is not available, the senior member of the household present should respond. Complete the entire roster for the entire household before going on to the other modules.

The household roster is where the membership of the household is determined. All potential members of the household are listed in question 1 in this module. Several of the key issues relating to this module were discussed earlier in this manual.

- You are instructed to complete question 1 before continuing with the other questions in this module. Probe in order to obtain a full listing of individuals who were in the household when the original survey was done. After listing all individuals who were included in the household in the original household, list any new individuals who have entered the household since that time. These new individuals may be members who have returned from other parts of the country, returned from abroad, or new households members (new spouses, new children).
- List the head of household on line one (ID code 1). List the head of household whether or not he or she is currently residing in the household.
- The spouse of the head and their children (if any) who are currently residing in the household should be listed next, followed by other relatives, ending with persons in the household who are not related to the head. After listing all persons who are currently residing in the household, list all persons who have lived in the household during the last 12 months, but who are not currently residing in the household. Do not list any persons who have been absent from the household more than 12 months.
- In writing the names of the household members, be sure that you uniquely identify the individuals. If two individuals in the household have the same name, ask about any nicknames or other ways in which the two persons can easily be distinguished from each other.

After the full listing of potential household members is completed, continue with collecting information for questions 2 through 10.

- Question 2. If the person was in the household during the original survey, record “1” for yes and skip to question 7. If the person was not in the household during the original survey, record “2”

and ask the information from questions 3 through 9.

- Question 3. You must ask about the sex of the individual in question 3. Do not use the name of the individual to assume the sex of that individual.
- Question 4. Age in completed years. Write down the age as the number of years they have completed. For example: If a household is interviewed for the survey on 8 November 2007, then the age of a household member who was born on 7 November 1991 is considered to be 16. If he/she were born on 9 November 1991, the age in completed years would be 15. If a child is less than 1 year at the time of the interview, record the age as 0.
- Question 5. The relationship to the head of household is defined by the relationship the individual has with the household head. As noted before, this relationship does not have to be defined by family relationships.
  - Be sure to get the entire list of individuals who are living in the household. Some of them may not be considered household members by the head of the household, but would be considered as members according to our definition.
  - *Example:* An enumerator interviews a family with 7 members. The 7<sup>th</sup> was a girl of 12 who had lost both her parents and who lived with the household because she had nowhere else to go. She was not related to the family. The head of the household did not consider her a member of the household and did not give any information on her. The enumerator should tell the household head that he or she understands that the household head did not consider her a part of the household, but because she was living with his family we needed to ask her some questions for the survey.
- Question 6. Only ask Marital status for individuals 15 years or older.
  1. Married: People who have registered their marriage legally.
  2. Married, with more than one wife (polygamous union). This type of marriage is defined as a marriage where one man has multiple wives. If a man (1) has a legal wife and another partner with whom he has a NEEKO marriage, (2) if he is living with another woman in the same household as his legal wife; or (3) he lives with another woman, but she lives in a different dwelling, he should receive code 2. If a man has left his legal wife and currently lives with another partner, but remains in a legal marriage with the spouse he has left, he is in a polygamous unit.
  3. Divorced: People who have not married again after legal divorce.
  4. Living together/not registered marriage: People living together, for any length of time, but who have not registered their marriage legally.
  5. Separated: People who have been living together as a recognized union, although not in a legal marriage, but who no longer live together.

Cases of separate living caused by living and other conditions (husband works abroad or wife lives with her children in soum center so that her children are able to go to school) are not included into this category.
  6. Widowed: Man/Woman whose spouse has died and not married again.
  7. Single: A person aged 15 and more and has never been married.
  8. Other: Anyone who does not fall in the above categories.
- Question 7. Ask if the spouse or partner of those who are married, living together or

divorced/separated is living in the household. If so, record the spouse/partner's ID code in Question 9. The ID number is the number of the row in which information is collected about the spouse or partner.

- It is possible that even though an individual is divorced, s/he still lives with his/her former partner. Ask if the spouse is living in the household even if the individual is divorced or separated.
  - If a man is in a polygamous marriage, the ID code of his legal wife should be recorded here.
  - If a woman is married to a man who also has a NEEKO marriage, you will record the ID code of the legal husband for this woman here.
  - If a woman is in a NEEKO marriage with a man who also has a legal wife, you will record the ID code of her NEEKO husband here.
  - If two people, male and female, are living together in a recognized union, even if not legal marriage, you will record their corresponding ID codes for each other.
- Question 8. Record the ID code of the spouse or partner of all individuals who are not widowed or single. Record up to two ID codes of spouses/partners for the men.
  - Question 9. For those individuals who were not in the household during the original survey, ask if they were abroad at the time of the original survey. If the individual was abroad, complete Module 2, Migration for that individual making sure to record the information in the line with the same ID code as found in the roster. If the person is a new member of the family (new spouse, new baby) or if that person was living in another part of Tajikistan, do not complete the Migration module.
  - Question 10. If the person was in the household during the original survey, ask if that person remains in the household. If that person has moved to another location, whether inside or outside of Tajikistan, write "2". If the person is still living in the household, write "1".

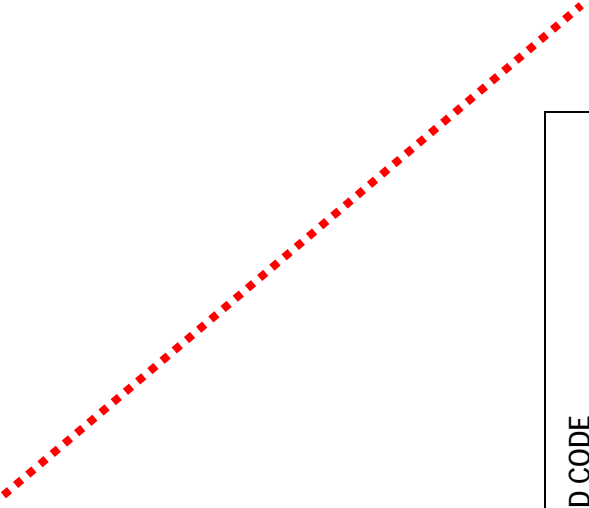
After completing the entire roster, fill in the names of the people on the list on the "flap". This is the fold out piece of the questionnaire on which you will record the age, sex and name of the individuals in the roster list. This flap will indicate where to record the information for those respondents who need to complete Module 2, Migration, or Module 4, Anthropometrics.

- Fill in the rows of the table on the flap with the required information (name, age, sex) on each household member, making sure that you list each member in the exact row in which he or she was listed in question 1.
- It is extremely important to verify that you have listed each household member in the correct row. Considerable error in data entry and analysis is possible if you do not do so.

Recall that Module 1 is supposed to be fully completed before going on to other modules. The other modules in the questionnaire should be completed by asking all questions in the questionnaire that are applicable to an individual household member before asking questions of another household member.



Example 1



AGE	SEX	NAME	ID CODE
30	M	Vladimir	01
28	F	Janna	02
20	F	Zulya	03
19	M	Viktor	04
15	M	Farhod	05
8	M	Vali	06
7	F	Veronika	07
7	M	Safar	08
			09
			10
			11
			12
			13
			14
			15

## Module 2: Migration

RESPONDENT: Members 14 and older who have returned to the household from abroad

Direct informants: Household members 14 years old or older

This module is designed to collect information on movement of household members outside of Tajikistan. It should only be filled in for those respondents who were abroad at the time of the original survey, and who have returned to the household.

### *International Migration*

Question 1. Ask if the respondent who had been abroad if their stay was for at least 1 month. If the time was shorter than 1 month, skip to Question 16.

- Do not include family visits.
- Do not include vacations.
- Do not include business trips where the person is expected to return to Tajikistan, and is not planning to stay in the country where the business trip is taking place. The business trip may last longer than one month, but if the person is planning to return, it is not considered as migration.
- Do not include trips abroad for health care.

Question 2. For those respondents who have migrated abroad for reasons that are not family visits or vacations, ask what was the year and month of the last time they went abroad.

Question 3. Ask the number of months they were abroad the last time they went abroad. If less than one month, repeat Question 2 for the last time they migrated for one month or more.

Question 4. Ask what was the most important reason they went abroad the last time they went abroad.

Question 5. Ask the country where the respondent migrated during their most recent migration episode. Also ask the city where s/he lived. The code for the city where they lived will be filled in by the Supervisor.

Question 6. Ask what was the most important reason that the respondent selected that particular country and city.

Question 11. Record the occupation that the respondent worked during the most recent migration episode. Write as full a description of the occupation as possible. The main occupation is the one that the respondent worked for the most hours at the end of the time they had migrated. It is possible that the respondent had more than one job during their time abroad. Record here only the occupation they had at

the end of the time period. If they were working multiple jobs as the end of the time when they were migrated, record the one they worked the most hours.

- Occupation refers to the kind of work done by an individual irrespective of the industry in which the individual works. For example, one can be a clerk in agricultural, building, transport, or any of a number of industries. Clerk is an occupation, as is interviewer, for that matter.
- For example: if the household member teaches economic theories in Tajik State University, interviewers write “Teacher of economic theories in university”.
- Occupation is not the same as profession. For example, some of you interviewers may have the profession of “statisticians”, but right now, your occupation is “interviewer”.

The Occupation Code will be filled in by the Supervisor during his/her review of the questionnaire.

### Module 3. Health Expenditures

RESPONDENT: All household members

Direct informants: Household members 10 years old or older

Question 1. Ask if the respondent had any medicine prescribed by a doctor during the last 4 weeks. This includes all medicines prescribed by a doctor. The prescription may be one that was prescribed in the past, but that the respondent takes on a regular basis, such as allergy medicines or insulin for diabetes. Include all medications prescribed by a doctor. Do not include medications purchased by the respondent without a doctor’s prescription. Information on those medications will be collected in Questions 6 and 7.

Question 2. If the respondent did take prescribed medicines, ask if the respondent was able to purchase it during the last 4 weeks. If no, ask Question 3. If yes, skip to Question 4.

Question 6. Ask if the respondent purchased any medications that had not been prescribed by a doctor during the last 4 weeks. If yes, ask how much in Question 7.

### Module 4: Anthropometrics

RESPONDENT: Members 6 years old or younger

Direct informants: Members 6 years old or younger

The instructions for how to take anthropometric measurements are included in the Appendices. Edema is measured by pressing lightly on the child’s legs above the ankles and the top of the child’s foot. If the indentation remains after removing your hands, then edema is present (see photo).



## Module 5. Food Security

RESPONDENT: Household head

Direct informants: Household head

Subjective welfare questions are designed to investigate what other aspects, besides consumption, influence whether or not a household is considered poor. Other factors, such as access to medical care and education, also play a part in determining poverty levels. Subjective welfare questions measure people's opinions about these factors, and seek to understand their relative relationship to overall well-being. Anchoring vignettes are used along with subjective welfare questions to increase comparability across households. They offer common benchmarks because what may be considered poor in one area or

to one household is different from what is poor in another area or household. Vignettes allow researchers to control for bias resulting from differences in people's individual opinions.

### Food Security

This part of the module collects information on how households view their level of living. It asks for their opinions about how their financial situation may have changed over time, how they feel about the amount and combinations of food they are able to afford. It also asks specific questions about the types of food that they have eaten within the past 24 hours and asks a series of questions on their food consumption-related behaviours and experiences when access to food is reduced.

Questions 12 and 13.

The approach to measuring dietary diversity is a qualitative 24-hour recall of all the foods and drinks consumed by the respondent (Individual level) or the respondent and/or any other household member (household level).

The respondent should be the person who was responsible for meal preparation for the household the previous day. The respondent is asked about all foods eaten inside the home the previous day and night, by ANY<sup>1</sup> member of the household.

It was found through field work in three countries that the most effective way to elicit the information on dietary diversity is to allow the respondent to freely recall what was eaten the previous day. THIS IS THE METHOD TO BE USED IN THE 2007 TAJIKISTAN LIVING STANDARDS SURVEY. The steps are as described below:

- Ask the respondent to list all the foods (meals and snacks) eaten yesterday during the day and night. Start with the first food/drink consumed yesterday morning. Include only foods eaten within the household. Do not include foods eaten outside the household.
- As the respondent recalls the foods, underline the corresponding foods in the list under the appropriate food group and write "1" in the column next to the food group if at least one food in this group has been underlined. If the food is not listed in any group, write it in the margin and discuss it with the supervisor.
- Probe for snacks eaten between main meals.

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<sup>1</sup> In this questionnaire food consumed by only one member of the household and not the others is still recorded. For example if a child was given a piece of fruit to eat as a snack this is recorded as 'yes' for fruit even if no other members of the household ate fruit.

- Probe for special foods given to children or lactating/pregnant women.
- Probe for added foods such as sugar in tea, oil in mixed dishes or fried foods.
- If a mixed dish was eaten, ask about and underline all the ingredients of the dish.
- Once the recall is finished, probe for food groups where no food was underlined. Write “2” in the right hand column of the questionnaire when it is ascertained that no foods in that group were eaten.

It is not necessary to read out to the respondent the exact name of the food group, but simply ask (for example) about fruits, vegetables or tubers if these groups were not previously indicated.

There are several advantages of the recall method compared with reading from the questionnaire all the foods in each group and asking the person if these foods were eaten:

- 1) it takes less time,
- 2) it is less tedious for the respondent rather than having to saying Yes or No to each food,
- 3) it actively involves the respondent in the interview process

*Question 14: In the past 4 weeks did you worry that your household would not have enough food?*

There should not be difficulties in understanding this question. It can however happen that persons are food insecure but have not worried about it.

*If the respondent replies yes to the questions, the interviewer will then ask how often this happened in the past 4 weeks.*

When the response to a HFIAS question is “yes”, the respondent is then asked the number of times the experience occurred for any household member in the past four weeks. The questionnaire supplies three *coding* options (rarely:1-2 times; sometimes:3-10 times; and often: more than ten times).However, the respondent should only be asked “how often did this happen?” The respondent should be asked to state the actual number of times. *This is because the labels “rarely, sometimes or often” may mean different things to different people.* When the respondent provides a number of times, the appropriate code (i.e. rarely: 1, sometimes: 2, or often: 3) is then assigned by the interviewer..

Question 16: *When you worried that your household did not have enough food, what did you do to cope with the situation?*

The respondent can give up to three replies. Do NOT read the list of options but encourage the respondent to *spontaneously* supply answers, then use the codes corresponding to the options to fill in the three boxes. If they give more than three answers, ask them to tell you the three most important actions.

Question 17: *In the past 4 weeks, were you or any household member not able to eat the kinds of foods you would have preferred to eat because of lack of resources?*

Note that this question refers to “**lack of resources**”<sup>2</sup> and not to lack of availability of preferred foods (for example, foods not available in the market or out-of-season). This question asks whether any household member was not able to eat according to their preference due to a lack of resources. Preferred foods may or may not be of nutritionally high quality. This question captures the person’s perceptions of what foods they would prefer to eat *if they had the resource*, but does NOT mean luxury foods that the household would not normally eat in the best of times. It may be necessary to give prompts, such as “foods you prefer could be *potatoes* instead of *wheat* (Note: need culturally specific examples which can be identified during training.)

Question 19: *In the past 4 weeks, did you or any household member have to eat a limited variety of foods because of lack of resources?*

This question asks about dietary choices related to *variety* – i.e. whether the household had to eat a monotonous diet (less variety - different types of foods consumed) than they would prefer.

Q 21: *In the past 4 weeks, did you or any household member have to eat some foods that you really did not want to eat because of lack of resources?*

This question asks whether any household member had to eat food that they found socially or personally undesirable **due to a lack of resources**. This may involve eating unappetizing foods because

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<sup>2</sup> All responses to these questions are conditional on the household having **limited resources for obtaining food (i.e. limited food access)**. This is stressed in the wording of each question. It is important to keep this in mind because persons may adopt the behaviours asked about in the questions for other reasons (religious rituals, medical treatment) that are not related to food insecurity. We only want to measure the experiences that are due to limited

there is no other choice; in extreme cases, this might include instances in which people must resort to eating socially unacceptable food, or unappealing wild foods that they would not normally choose to eat

If the respondent does not understand the question, the interviewer could try to prompt, such as “for example, if you had to eat food that you normally wouldn’t eat. These are foods that are socially or personally unacceptable to you that you had no choice but to eat due to a lack of resources”

*Q 23: In the past 4 weeks, did you or any household member have to eat a smaller meal that you felt you needed because there was not enough food?*

This question asks whether the respondent felt the amount of food (any kind of food, not just the staple) that any household member ate in any meal during the past 4 weeks was smaller than they needed *because of lack of resources*. The respondent will respond according to their **perception** of what enough food means, even if the actual quantity could be sufficient to meet energy needs.

*Q 25: In the past 4 weeks, did you or any household member have to eat fewer meals in a day because there was not enough food?*

This question refers to reduction in the normal, desirable number of meals a day because there was not enough food for everyone. There is no assumption that three meals a day is the norm for every household. The question refers to reduction in number of eating occasions **due to lack of food/resources**, NOT due to other reasons like dieting, religious rites or skipping a meal due to lack of opportunity to eat.

*Q 27: In the past 4 weeks, was there any time when there was no food to eat in your house because of lack of resources to get food?*

This question asks about a situation in which there was no food at all in the house because of **lack of resources to get food through the usual means**. The question could be rephrased if not understood. One example is: Were your household food stores ever completely empty and there was no way of getting more?

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access to food



Q 29: *In the past 4 weeks, did you or any household member go to sleep at night hungry because there was not enough food?*

This asks whether someone in the household felt hungry at bedtime **because of lack of food available**. If the question is not clear, it might be necessary to prompt by saying that the person may have eaten something but not to the point of being filled.

Q 31: *In the past 4 weeks, did you or any household member go a whole day and night without eating anything at all because there was not enough food?*

This question asks whether any household member did not eat from the time they awoke in the morning to the time they awoke the following morning because there was not enough food. This means **not eating anything at all**. This does not mean, for example, not just eating the staple food, or not eating meat when the person is accustomed to eating meat every day.

#### Module 6. Food Expenditure for the last 7 Days

RESPONDENT: Most knowledgeable respondent

Direct informants: Most knowledgeable respondent

Question 1. Ask for each of the food items in the list whether or not anyone in the household has consumed the item during the last 7 days. After asking about all of the items, return to the first item with a positive response and ask questions 2 through 6.

For each item, collect information on the form that was consumed. For example, if the household makes their own bread, record the consumption of bread as the final product. The amount of bread will be recorded under Question 4 as having been consumed from the household's own production.

In this example, when asking about flour, make sure that the flour consumed does not include the flour used to produce the bread from the household's own production.

Also in this example, if the household produces its own wheat, when asking about wheat, do not include in the last 7 days worth of consumption the wheat that was processed into flour which was used to produce bread.

Question 2. For each item that was consumed during the past 7 days, ask for the total quantity consumed during the past 7 by members of the household. The unit of measure is listed beside each item.

All items will be measured in kilograms or liters. If the respondent gives some unit other than kilogram or liter, it will be necessary to convert the amount given in the non-standard unit to kilograms or liters.

Question 3. For each item consumed during the past 7 days ask how much of that total was purchased during the past 7 days. This amount must be less than or equal to the total amount consumed as listed in Question 2. It is also possible that none of the amount consumed was purchased. The household may have obtained the item by a different method than purchase (see Question 4). For example, if the household consumed 2 kilograms of dried beans during the last 7 days, they may say that they purchased 5 kilograms of dried beans. Do not record 5 kilograms of dried beans here. The answer must be equal to or less than the answer to Question 2. In this case, the household purchased all of the dried beans that they ate during the last 7 days, so the response is 2 kilograms.

Question 4. If the total amount of the item consumed was purchased, go to Question 6 and do not ask questions 4 and 5. If the total amount of the item consumed was not purchased, however, determine how much of the item that was consumed was obtained from each of the sources: produced in the household; received as a gift or humanitarian aid; received as part of a household member's salary or business; or taken from stocks. For example, the household may say that they consumed 4 kilograms of apples in the last 7 days, but did not purchase any of the apples (the answer to Question 3 is "0"). They may say that they received all of those 4 kilograms of apples of those apples as a gift from neighbor.

Question 5. For each item consumed during the past 7 days where some portion was not purchased, ask what would have been the total price paid for the amount that was not purchased. In the previous example, ask how much the household would have had to pay for the 4 kilograms of apples if they had purchased them in the market. Be sure that this amount only includes the amount of the item that was not purchased. But also be sure to combine all the amounts.

Question 6. For each item consumed during the past 7 days and that was purchased, ask how much of the item was purchased in the last 7 days, and the price paid for that amount. This amount can be more than the response provided in Question 3. In Question 6 record the total amount purchased whether or not it was all consumed.

## 5. ANNEXES

### (a) District, City/Village Codes

<b>РЕГИОН</b>	<b>REGION</b>	<b>CODE</b>
<b>Душанбе</b>	<b>Dushanbe (city)</b>	
Железнодорожный район	Rohi Ohan	01
Исмоили Сомони район	Ismoili Somoni	02
Фрунзенский район	Frunze	03
Центральный район	Markazi	04
<b>РРП</b>	<b>RRS</b>	
Варзобский район	Varzob	05
Гармский район	Garm	06
Гиссарский район	Hissor	07
Дарбандский район	Darband	08
Джиргатальский район	Jirgatol	09
Кофарнихонский район	Kofarnihon	10
Ленинский район	Lenin	11
Рогунский район	Rogun	12
Тавилдаринский район	Tavildara	13
Тоджикободский район	Tojikobod	14
Турсунзадевский район	Tursunzoda	15
Файзабадский район	Fajzobod	16
Шахринавский район	Shahrinav	17
<b>Согдийская область</b>	<b>Sugd</b>	
гор.Худжанд	Khujand (city)	18
гор.Табошары	Taboshar (city)	19
Кайраккумский хукумат	Kayrakkum (hukumat)	20
Чкаловск хукумат	Chkalovsk (hukumat)	21
Айнинский район	Ajni	22
Аштский район	Asht	23
Ганчинский район	Gonchi	24
Зафарободский район	Zafarobod	25
Исфаринский район	Isfara	26
Канибадамский район	Konibodom	27
Кухистони-Масчохский	Kuhistoni Mastchov	28
Матчинский район	Mastchov	29
Науский район	Nov	30
Пенджикентский р-он	Pangakent	31
Дж.Расулова р-он	Djabor Rasulov	32
Ура-Тюбинский район	Ura-Tyube	33
Б.Гафурова район	Bobojon Gafurov	34
Шахристанский р-он	Shahriston	35

<b>Хатлонская область</b>	<b>Khatlon</b>	
г.Курган-Тюбе	Kurgon-Teppa (city)	36
г.Куляб	Kulob (city)	37
Бальджуванский район	Baljuvon	38
Бешкентский район	Beshkent	39
Бохтарский район	Bokhtar	40
Вахшский район	Vakhsh	41
Восейский район	Vose	42
Гозималикский район	Gozimalik	43
Дангаринский район	Dangara	44
Джиликульский район	Jilikul	45
Кабодиенский район	Kabodiyon	46
Колхозабадский район	Kolkhozobod	47
Кулябский район	Kulob	48
Кумсангирский район	Kumsangir	49
Московский район	Moskva	50
Муминободский район	Muminobod	51
Нурекский район	Norak	52
Пархарский район	Farkhor	53
Пянджский район	Pandj	54
Сарбандский район	Sarband	55
Советский район	Sovet	56
Ховалингский район	Khovaling	57
Хочамастонский район	Khojamaston	58
Шаартузский район	Shahrtuz	59
Шуроободский район	Shuroobod	60
Яванский район	Yovon	61
<b>Горно-Бадахшанская АО</b>	<b>GBAO</b>	
город Хорог	Khorog (city)	62
Ванчский район	Vandj	63
Дарвазский район	Darvoz	64
Ишкашимский район	Ishkoshim	65
Мургабский район	Murgob	66
Рошкалинский район	Poshkalin	67
Рушанский район	Rushon	68
Шугнанский район	Shugnon	69

# ANTHROPOMETRIC TECHNIQUES

seca

## The UNICEF Electronic Scale 890

## The UNICEF Electronic Scale

The UNICEF Electronic Scale was designed to help health workers monitor the weight of children and pregnant women.

The scale makes weighing fast, easy and accurate. It can be used in two ways:

1. Pregnant mothers or older children can line up for weighing, stepping on the scale one after the other.
2. Babies and very small children can be weighed while being held in the arms of a mother or helper. This second method of weighing is called 'tared weighing'.

The scale is powered by long-lasting lithium batteries. The batteries should last for at least 1 million weighing cycles, or 400 weighings every day of the year (except weekends and holidays) for at least 10 years. The batteries and the electronic 'heart' of the scale are in a sealed unit to withstand damage from heat, humidity and dust. The solar cell is used only to turn the scale on and to tare the scale.

The scale switches off automatically if it is not used for 2 minutes. This helps preserve the life of the battery.

(b)

## Preparing the UNICEF

### Electronic Scale for use:

1. Place the scale on a hard, level surface (wood, concrete or firm earth). Soft or uneven surfaces may cause small errors in weighing.
2. *The scale will not function correctly if it becomes too warm.* It is best to use the scale in the shade, or indoors. If the scale becomes hot and does not work correctly, place it in a cooler area and wait 15 minutes before using it again.
3. The scale must adjust to changes in temperature. If the scale is moved to a new site with a different temperature, wait for 15 minutes before using it again.
4. Handle the scale carefully:
  - Do not drop or bump the scale.
  - Do not weigh loads totaling more than 150 kilograms.
  - Protect the scale from excess moisture or humidity.
  - Do not use the scale at temperatures below 0° C or above 45° C.

### Cleaning the scale


To clean the scale, wipe surfaces with a damp cloth. *Never put the scale into water.*

### Storing the scale


Do not store the scale in direct sunlight or other hot places.

Weighing an infant or young child held by a health worker or helper (tared weighing)

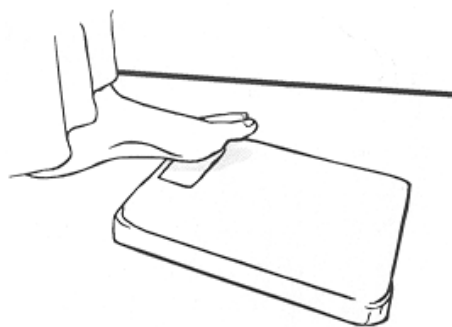
NOTE:

 is used to represent the mother and child image that appears on the left side of the display whenever the scale has been tared.

1. Turn the scale on by covering the solar cells for less than 1 second.

The display should show  188.8 first, then 0.0.

Wait until the display shows 0.0 before stepping on the scale.



*Cover the solar cells for less than 1 second.*



*The scale is preparing itself for use.*

*The scale is ready for use.*


2. Ask your helper to stand on the scale. Make sure the solar cells are not covered by a skirt or the person's feet. Your helper's weight will appear on the display within 2 seconds.

NOTE:


The person being weighed must stand still on the scale.



*Your helper's weight appears on the display.*

3. With your helper standing still on the scale, cover the solar cell for less than 1 second. The display will read  0.0. The small picture of the mother and baby means the scale is adjusting (taring) itself to ignore the helper's weight and preparing to weigh only the baby.



*Cover the solar cells for less than 1 second to tare the helper's weight. Once tared, the display will show  0.0.*



- The helper can now get off the scale to get the baby. Alternatively, the mother can hand the baby to her.

If the helper gets off the scale to get the baby, the display will show ---.



If the helper gets off the scale, the display shows that the scale has been tared for the helper's weight.

- After the helper steps back onto the scale and holds the baby, *only the weight of the baby will be displayed.* Record the baby's weight.

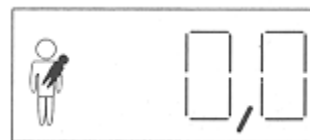
NOTE:

The scale will continue to show only the weight of the baby until the solar cell is covered or the helper returns the baby to its mother.



*Now the helper can hold the baby and get back on the scale. Only the baby's weight will show on the display.*

- After the baby is given back to its mother, the display will again show 0.0 (as long as the helper remains standing on the scale). If the helper steps off the scale to get another baby, the display will show ---.



If the helper gives the baby to someone else to hold, the tared scale will again display 0.0.

- Repeat steps 4 and 5 to weigh another baby.

Remember: The scale switches off

automatically 2 minutes after the last weighing.

If this happens, follow the instructions to turn it on again.

#### Taring weights:

#### Important points

- The weight of the person who will hold the child must be displayed (and then tared) before the child is given to her for weighing.
- The same person whose weight is tared must also hold the child.
- The weight of the child being weighed must be more than 2 kilograms if the helper stays on the scale to receive the child.
- If the helper gets off the scale to get a child while the display shows 0.0 (tared weighing mode), the next child can weigh less than 2 kilograms.
- The tare can be de-activated by quickly covering the solar cell or by waiting until the scale switches off automatically.

- The scale will always display  $\uparrow$  if the new load weighs less than the tared weight.
- If there is too much movement on the scale during measurement, the display will switch between  $\uparrow$  and  $\downarrow$  until the load becomes stable.

### **Possible reasons for the scale not taring weight:**

- There was no weight on the scale to tare. Put some weight on the scale and try again.
- The solar cell was not covered completely.
- The solar cell was covered for more than 1 second. Try covering it for less than 1 second.
- It is too dark. Put the scale in a brighter place.
- The load weighs more than 120 kilograms. Use a lighter load.

What to do if the scale display shows . .

E01:  
The scale has to adjust itself. Get off the scale and wait until E01 no longer appears.

E02  
and switches off automatically:  
Make sure there is no load on the scale and try to start the scale.

E03  
and switches off automatically:  
The scale is either too cold or too hot. Move it to a different place where the temperature is between 0° C and 45° C. Wait 15 minutes for it to adjust to the new temperature, then start the scale.

E04  
after measuring:  
The load is too heavy (more than 150 kilograms). Get off the scale and reduce the load.

E05  
for a few seconds after trying to start the tare function:  
The load is too heavy for taring (more than 120 kilograms). Get off the scale and reduce the load.

(c) Instructions for Supervisors and Editors for Anthropometric Measurements

**MEASURING PROCEDURES AND PRECAUTIONS**

**(1) Procedures directed to specific individuals**

The procedures to be followed in measuring a child are directed to specific individuals, that is, the **measurer** and/or the **assistant**, indicated in bold type at the beginning of each step.

**(2) Two trained people required**

Two trained people are required to measure a child's height and length. The measurer holds the child and takes the measurements. The assistant helps hold the child and records the measurements on the questionnaire. If there is an untrained assistant, such as the mother, then the trained measurer should also record the measurements on the questionnaire. One person alone can take the weight of a child and record the results if an assistant is not available.

**(3) Placement of the measuring board and scale**

Begin to observe possible places where the electronic scale and board can be positioned as soon as you walk into a sample household. Be selective about where you place the measuring board and electronic scale. During daylight hours, it is best to measure outdoors. If it is cold, rainy or if too many people congregate and interfere with the measurements, it may be more comfortable to weigh and measure a child indoors. Make sure there is adequate light.

**(4) Assessing the age of the child**

Before you measure, determine the child's age. If the child is less than 2 years old, measure length. If the child is 2 years of age or older, measure height. If accurate age is not possible to obtain, measure length if the child is less than 85 centimetres. Measure height if the child is equal to or greater than 85 centimetres.

**(5) When to weigh and measure**

Begin weighing and measuring after verbal information has been recorded on the questionnaire. This will allow you to become familiar with the members of the household. DO NOT weigh and measure at the beginning of the interview, that is, as soon as you enter a household, since this would likely be perceived as overly intrusive.

**(6) Weigh and measure one child at a time**

In cases when there is more than one eligible child of the same mother/caretaker, complete all

the questionnaires for the mother/caretaker, and then weigh and measure her/his children. If there is more than one eligible child and more than one mother/caretaker, you should be careful about the timing of the measurements, and use your judgement in such cases. If you think that leaving all of the measurements until after the completion of all questionnaires will cause confusion and errors, then you must carry out measurements of children by the same mother/caretaker once the questionnaires administered to that mother/caretaker have been completed, and then move on to the next mother/caretaker. However, in reality, it is often the case that interviewing all mothers/caretakers first, and measuring all children at the end is more practical – use this option if you are sure that this will not cause confusion.

### **(7) Control the child**

When you weigh and measure, you must control the child. The strength and mobility of even very young children should not be underestimated. Be firm yet gentle. Your own sense of calm and self-confidence will be felt by the mother and the child.

When a child comes into contact with any measuring equipment, that is, a measuring board or electronic scale, you must hold the child so that he or she doesn't trip or fall. Never leave a child alone with a piece of equipment. Always maintain physical contact with the child, except for the few seconds while taking his or her weight.

### **(8) Coping with stress**

Since weighing and measuring requires touching and handling children, normal stress levels for this type of survey work are higher than for surveys where only verbal information is collected.

Explain the weighing and measuring procedures to the mother and, to a limited extent, the child, to help minimize possible resistance, fear or discomfort. You must determine if the child or mother is under so much stress that the weighing and measuring must stop.

Remember, young children are often uncooperative; they tend to cry, scream, kick and sometimes bite. If a child is under severe stress and is crying excessively, try to calm the child or return the child to the mother for a moment before proceeding with the weighing and measuring.

Do not weigh or measure a child if:

- The mother refuses.
- The child is too sick or too distressed.

- The child is physically deformed, which will interfere with or give an incorrect measurement. To be kind, you may want to measure such a child and make note of the deformity on the questionnaire.

**(9) Recording measurements and being careful**

Record the measurements in pen. If you make an error, cancel it and rewrite the correct numbers. Keep objects out of your hands and pens out of your mouth, hair or breast pocket when you weigh and measure so that neither you nor the child will get hurt due to carelessness. When you are not using a pen, place it in your equipment pack, pen case or on the survey form. Make sure you do not have long fingernails. Remove rings and watches before you weigh and measure to prevent them from getting in the way. Do not smoke when you are in a household or when you weigh and measure.

**(10) Strive for improvement**

You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice. You may be working with a partner to form a team. If so, you will be responsible not only for your own work, but that of your team.

You will be required to weigh and measure many children. Do not take these procedures for granted, even though they may seem simple and repetitious. It is easy to make errors when you are not careful. Do not omit any steps. Concentrate on what you are doing.

# NUTRITIONAL STATUS MEASUREMENT

## SUMMARY PROCEDURES

### MEASURING A CHILD'S HEIGHT: SUMMARY OF PROCEDURES (SEE ILLUSTRATION 1)<sup>3</sup>

- (1) **Measurer or assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.
- (2) **Measurer or assistant:** Ask the mother to remove the child's shoes 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 (if she is not the assistant).
- (3) **Assistant:** Place the questionnaire and pen on the ground (Arrow 1). Kneel with both knees on the right side of the child (Arrow 2).
- (4) **Measurer:** Kneel on your right knee only, for maximum mobility, on the child's left side (Arrow 3).
- (5) **Assistant:** Place the child's feet flat and together in the centre of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5), and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.
- (6) **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually close your hand (Arrow 9). Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades and buttocks are against the board (Arrows 12, 13 and 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).
- (7) **Measurer and assistant:** Check the child's position (Arrow 1-15). Repeat any steps as

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<sup>3</sup> If the assistant is untrained (for example, the mother), then the measurer should help the assistant with the height procedure.

necessary.

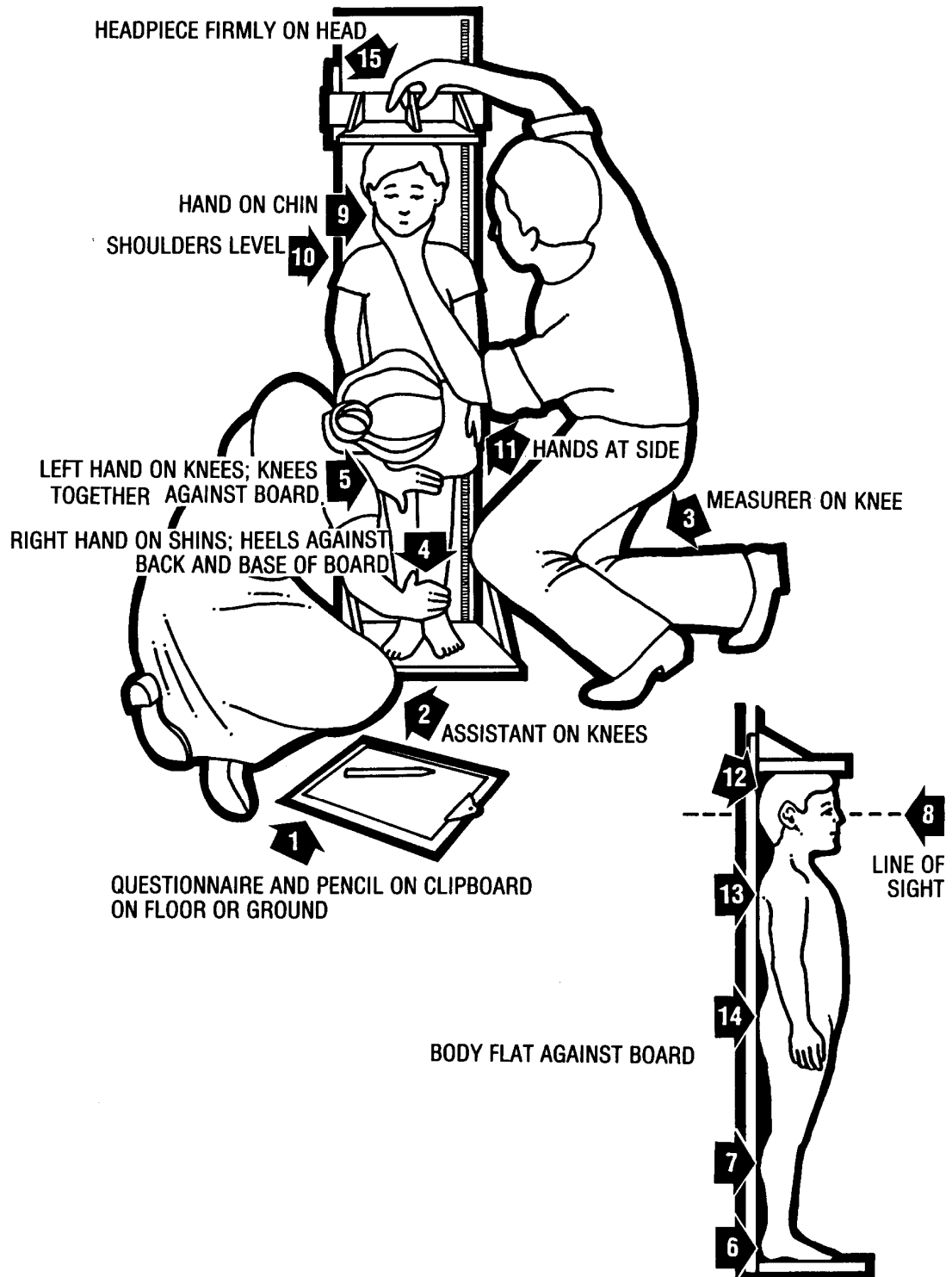
**(8) Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 centimeter. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.

**(9) Assistant:** Immediately record the measurement and show it to the measurer.

**NOTE:** If the assistant is untrained, the measurer records the height.

**(10) Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to cancel and correct any errors.

Illustration 1. measuring a child's height





## MEASURING A CHILD'S LENGTH: SUMMARY OF PROCEDURES ( SEE ILLUSTRATION 2)<sup>4</sup>

- (1) **Measurer or assistant:** Place the measuring board on a hard flat surface, such as the ground, floor or a steady table.
- (2) **Assistant:** Place the questionnaire and pencil on the ground, floor or table (Arrow 1). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).
- (3) **Measurer:** Kneel on the right side of the child so that you can hold the foot piece with your right hand (Arrow 3).
- (4) **Measurer and assistant:** With the mother's help, lay the child on the board by doing the following:  
**Assistant:** Support the back of the child's head with your hands and gradually lower the child onto the board.  
**Measurer:** Support the child at the trunk of the body.
- (5) **Measurer or assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
- (6) **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
- (7) **Measurer:** Make sure the child is lying flat and in the centre of the board (Arrow 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the foot piece firmly against the child's heels (Arrow 9).
- (8) **Measurer and assistant:** Check the child's position (Arrows 1-9). Repeat any steps as necessary.
- (9) **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 centimeter. Remove the foot piece, release your left hand from the child's shins or knees and support the child during the recording.

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<sup>4</sup> If the assistant is untrained (for example, the mother), then the measurer should help the assistant with the length procedure.

(10) **Assistant:** Immediately release the child's head, record the measurement and show it to the measurer.

**NOTE:** If the assistant is untrained, the measurer records the length on the questionnaire.

(11) **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to cancel and correct any errors.

*Illustration 2. measuring a child's length*

