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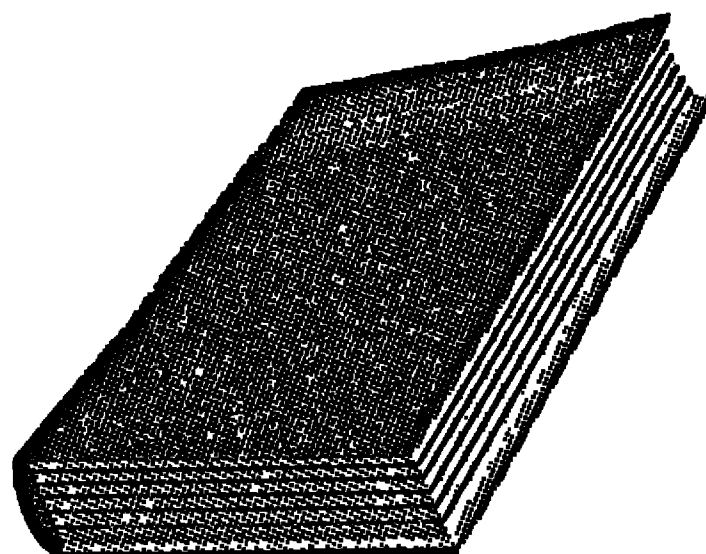


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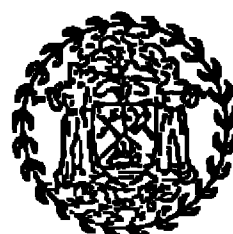


FIRST HEIGHT CENSUS OF SCHOOL CHILDREN IN BELIZE, 1996

MANUAL FOR PRIMARY SCHOOL PRINCIPALS



**GOVERNMENT OF BELIZE
MINISTRY OF EDUCATION**



BELIZE, MARCH 1996

The Institute of Nutrition of Central America and Panama (INCAP) is responsible for the adaptation of this Manual based on the different height census manuals used in Central America

INCAP Publication DCI/006

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I. INTRODUCTORY LETTER

Dear Principals and Assisting Teachers,

You and your school are participating in the First Height Census of School Children in Belize. The information gathered from this Height Census will prove to be beneficial, not only for school communities, but for the general population as well.

This Height Census is coordinated by the Ministry of Education. The results will allow the governmental institutions, non-governmental organizations, international agencies and local communities to know the nutritional status of school children between the ages of six and nine. The information will help the Social Investment Fund and other agencies to better target their assistance to communities and areas with the greatest needs.

In the following pages, you will find the necessary instructions on how to measure the height of your pupils and how to fill out the forms provided.

We would like you to measure the eligible children and complete all calculations by _____, 1996. Form 1.B for Boys, Form 1.G for Girls, Form 2.B for Boys, and Form 2.G for Girls, need to be returned to your corresponding District Education Officer. During the training, they will explain to you the different mechanisms you might use for returning those forms.

If you have any problems or questions during any stage of the activity, please feel free, and do not hesitate, to contact your District Education Officer or Clara Pastor, the Coordinator of the Height Census, at the following numbers:

Office	Phone Number
<i>District Education Officer</i>	
<i>Clara Pastor, Coordinator of the Height Census</i>	08-22380

Your cooperation and participation in the First Height Census of School Children in Belize is greatly appreciated. The information obtained will be useful for the development and implementation of policies, plans, programmes, and projects to improve the quality of life of all Belizeans. We would like to thank you in advance for the time that you will put into this important project which will help the children in your care.

Sincerely,

Height Census Activities Coordinating Group

II. GENERAL ASPECTS

The "height for age" information of six to nine year olds gives officials working on human development and food and nutrition programmes and projects, the necessary information to target those communities that show the most severe nutritional deterioration. The height information of six to nine year olds is a good assessment of the nutritional, socio-economical and environmental conditions in which these children grew and developed from conception till the day of measurement.

Below you will find some commonly used concepts of this manual:

Height of the school children

Height is the measure of stature of the children who will participate in this Height Census. Height will be measured in centimeters.

Why do we want to know the height of the school children?

A healthy child grows and gains weight daily. Not all children grow at the same rate. Growth rates depend on many factors, such as: Type of diet, disease, environment, care, and socio-economic factors. Upon measuring a six to nine year old, one can summarize the consequences of the above mentioned factors which may have affected the child's family. In addition, height information is an excellent indicator for assessing the level of development of a community.

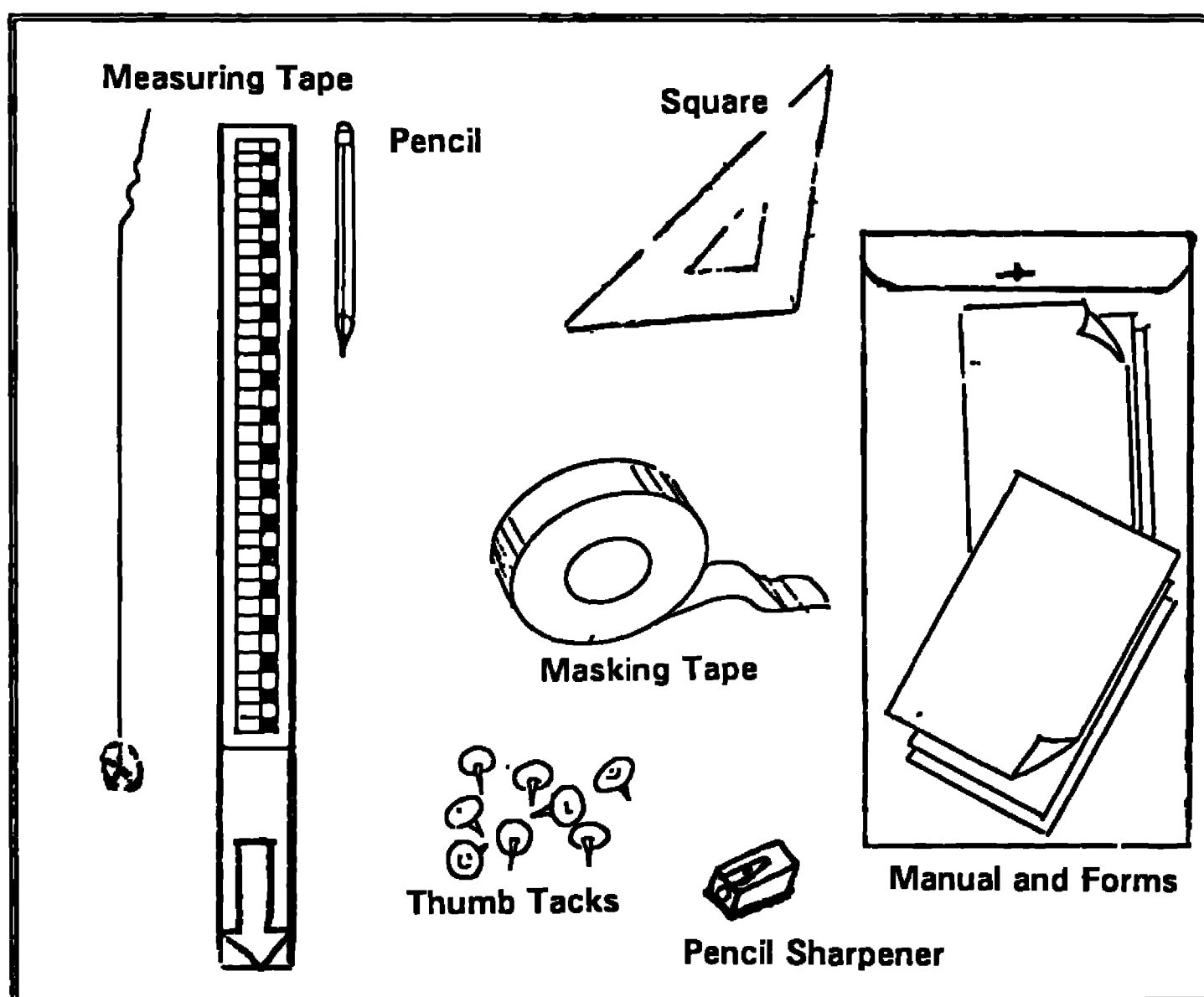
Who will be measured?

- *All school children between the ages of six years, zero months and nine years, eleven months.*
- *If there are children in classes that will be measured who are outside of the specified age range proceed to measure them without registering their information on the forms.*
- *If there are children in the classes that will be measured who exhibit physical disabilities of improper posture or disabilities that prevent them from standing on their own (for example who use wheelchairs, canes or crutches), still proceed to measure them to the best of your ability, so they do not feel outcast, but do not register their height on the forms. Instead, fill in all their information and write 999.9 as their height. This information will help determine the prevalence of physical disabilities in Belize more precisely.*

What will be your role?

- ***You will read and study this manual.***
- ***You will be familiar with the instruments and forms provided.***
- ***You will learn the technique of measuring the height of the school children.***
- ***You will measure the height of the school children and fill out the forms.***
- ***Be cautious of possible errors in your measurements and registration of the information.***

Materials and Equipment (See next page for description)



To ensure good quality data the most simple and accurate instruments were selected. These consist of

- *A height measuring tape*
- *A pencil*
- *A pencil sharpener*
- *A square (in the shape of a right triangle)*
- *Masking Tape*
- *A plumb (a plumb is a ball of lead or another heavy material attached to the end of a string to determine a precise vertical level). It includes the following material*

Thumb tacks or masking tape

A piece of string

and a stone or any small heavy object (not included, but you must find or get from the community)

- *A big envelope*
- *A manual for primary school principals*
- *An appropriate number of copies of Form No. 1 (1 G for girls, and 1 B for boys) in order to register the information*
- *Two copies of Form No. 2 (2 G for girls, and 2 B for boys) for tabulations*
- *A copy of Table G and a copy of Table B that contain the information to classify the nutritional status of girls and boys respectively*

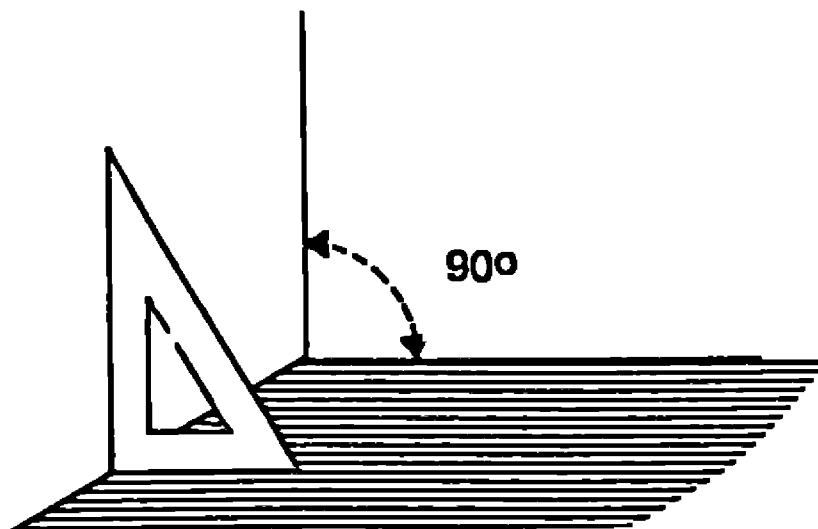
Remember

For the purposes of this Height Census you will use only the instruments and materials provided and the heavy object for the plumb

III. HOW TO MEASURE THE HEIGHT OF SCHOOL CHILDREN

Selection of an adequate location for the placement of the height measuring tape

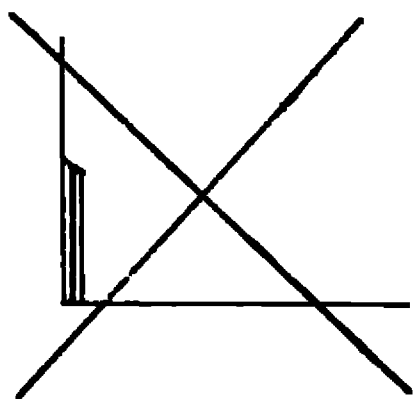
- ☞ Look for smooth wall that forms a right angle with the floor. To check for a right angle, use the square provided. It must have no moldings or frames.



If you are unable to find an adequate place within your school, search for one in your community. Possible alternative locations include: A community centre, a health centre, a church, or a particular house. The preferable location is a place close to the school.

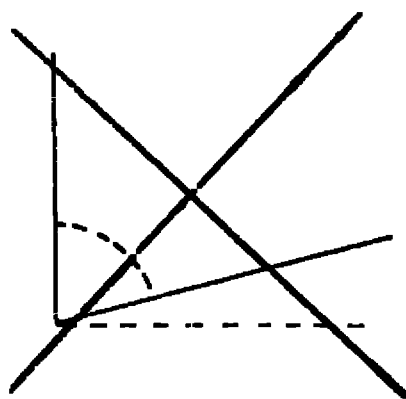
WARNING!!!

- ☞ Since both shoulders and feet need to be flush against a flat surface, **do not use door frames, pillars or narrow columns.**
- ☞ **Do not use a wall unless it is at a right angle with the floor.**
- ☞ **Do not use grooved or rough walls.**



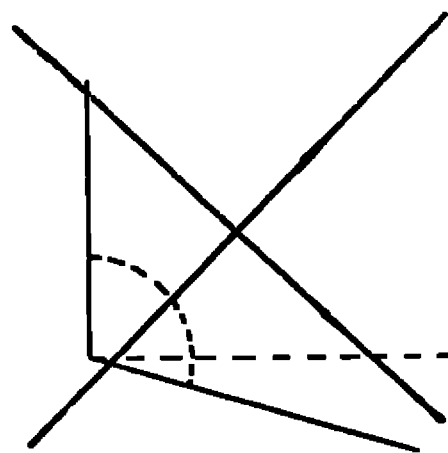
NO

frame along the wall!



NO

less than 90°



NO

more than 90°



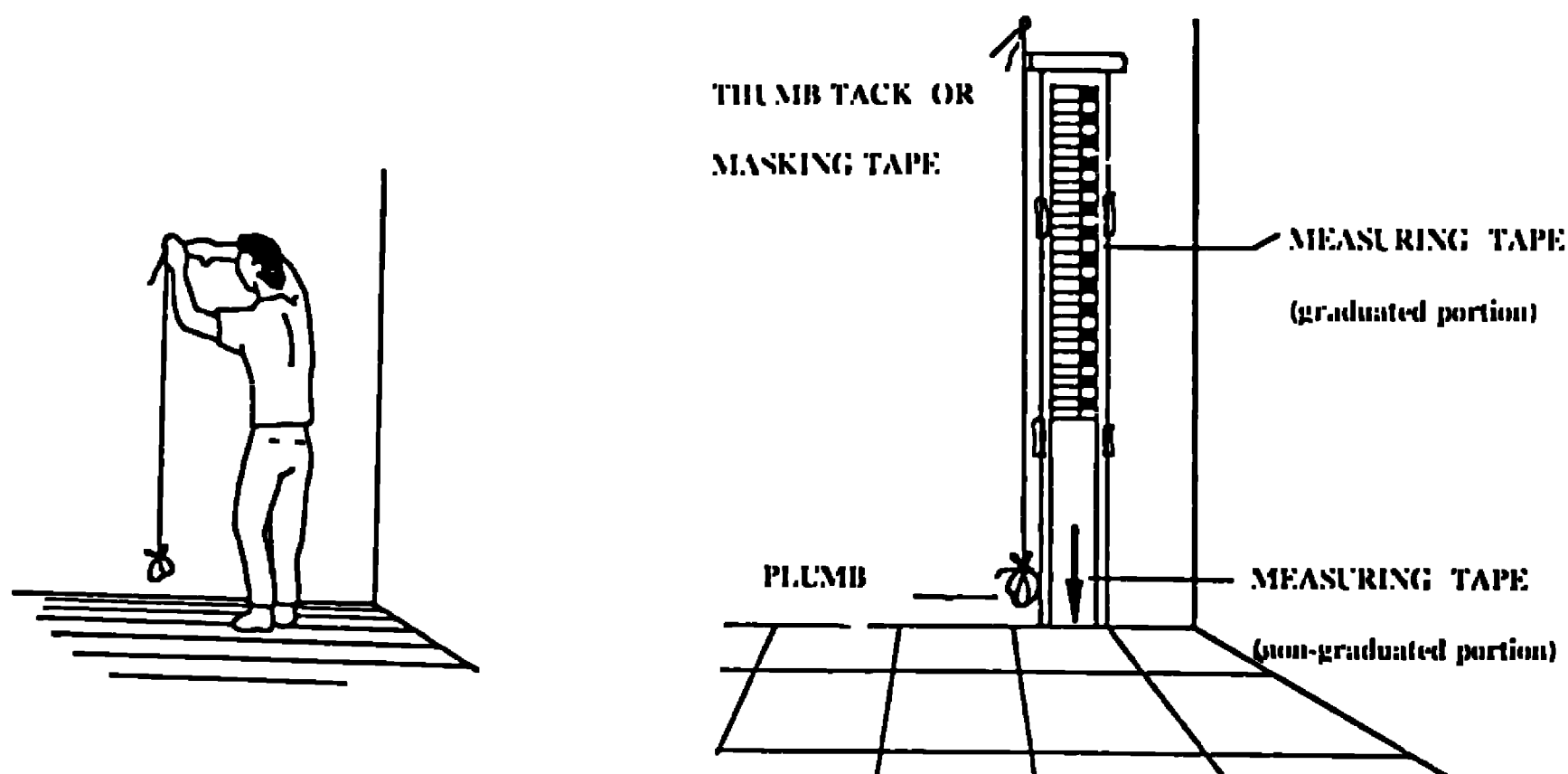
OK

Placement of the Height Measuring Tape

The height measuring tape is used to measure the height of the school children. This cardboard instrument consists of two parts, one section contains printed centimeters (graduated portion), and the other one contains an arrow pointing downwards (non-graduated portion). This arrow indicates that the placement of the height measuring tape must be perpendicular to the floor.

In order to place the height measuring tape, the below steps should be followed:

- **Build a plumb.** Use the string provided and tie a stone or any small, heavy object to one end. A key ring with several keys attached is another suggestion for a possible heavy object.
- **Place the plumb on the smooth wall that you already located which forms a right angle with the floor.** To do this, you will tack the loose end of the string to the wall, using the thumb tacks provided. If you are unable to tack the plumb to the wall, tape the loose end of the plumb securely to the wall. After the plumb is attached to the wall, it will fall straight down perpendicular to the floor. You will be able to place the measuring tape parallel to the plumb.
- **Place the height measuring tape parallel to the plumb and perpendicular to the floor.** Make sure the height measuring tape is completely unfolded and proceed to tape or tack it to the wall at the selected place, from the bottom to the top. When you tape or tack it, make sure the numbers are not covered. It is advisable to place the masking tape or thumb tacks along the non-printed areas at the top, bottom and sides of the measuring tape. Be careful not to allow the height measuring tape to loosen or sag since it could affect the accuracy of the measurements.

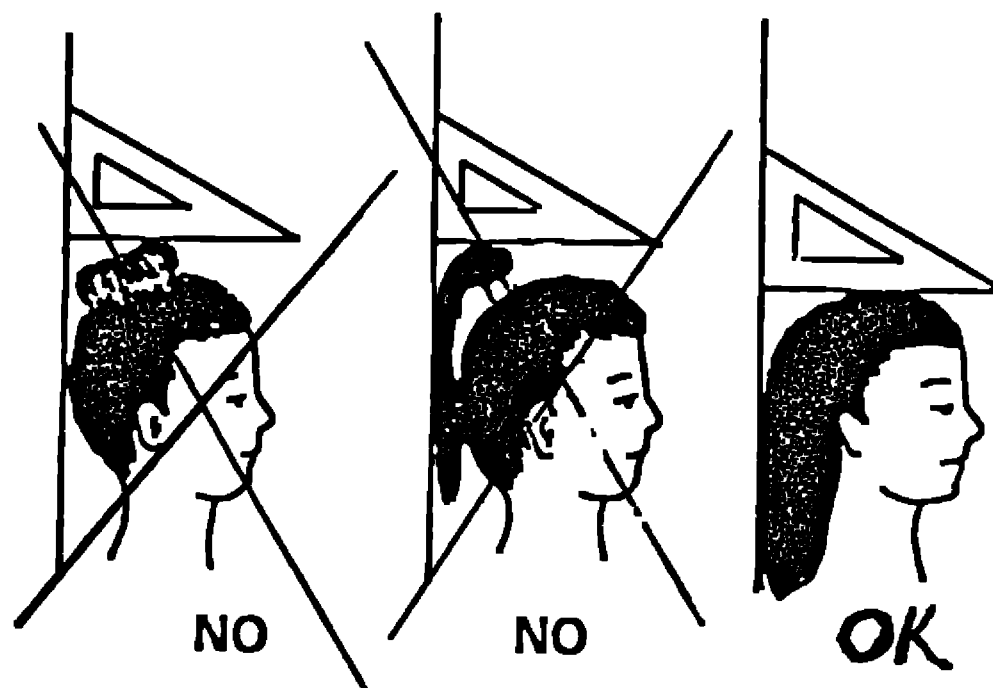


- **After placing the height measuring tape correctly, the plumb should be removed.**

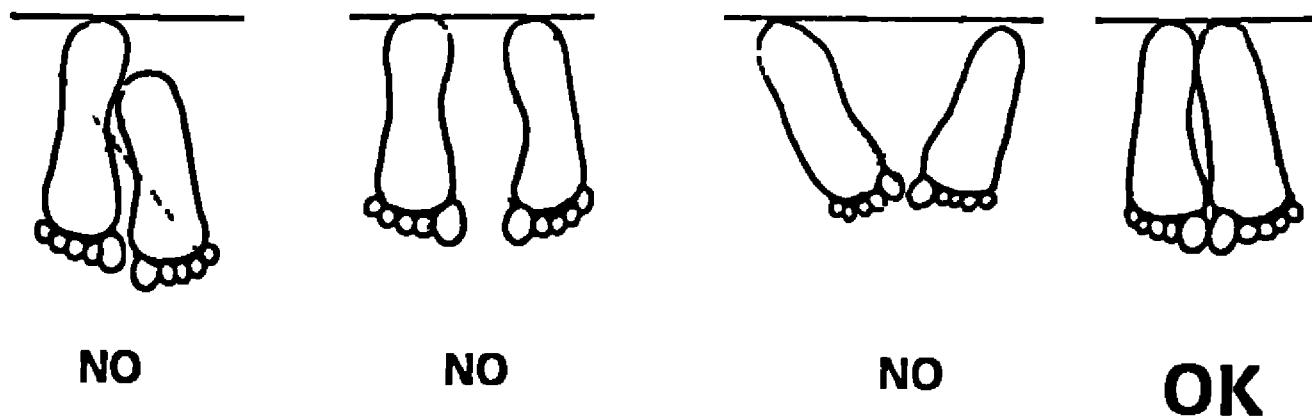
Technique to measure the height of the school children

Follow the steps below

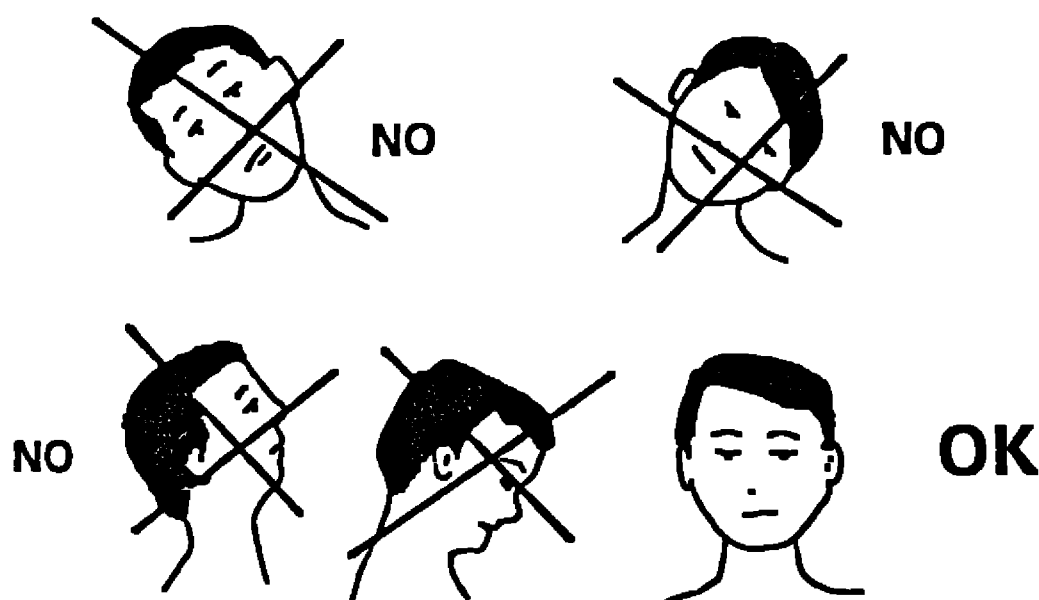
- Measurements must only be taken by those persons who have read this manual and who have been trained in the proper measuring techniques***
- Inform the children about the purpose of this activity and encourage their participation***
- Make sure that the children are relaxed when you conduct the measurements A relaxed child is easier to measure***
- Remove the child's shoes***
- Remove any hair accessories, so that the hair is as flat as possible Remove all braids, hats, clips, ribbons, bows, and any other accessories It is recommended that the day before the measurement, you should inform the children's parents about the census and ask them to help by having them fix their children's hair naturally on the day of measurement***
- In cases where a child has too much hair, carefully press the square down on the child's head to compress his/her hair as much as possible To avoid reading errors, make sure that the child will not move and/or bend his/her head during this process***



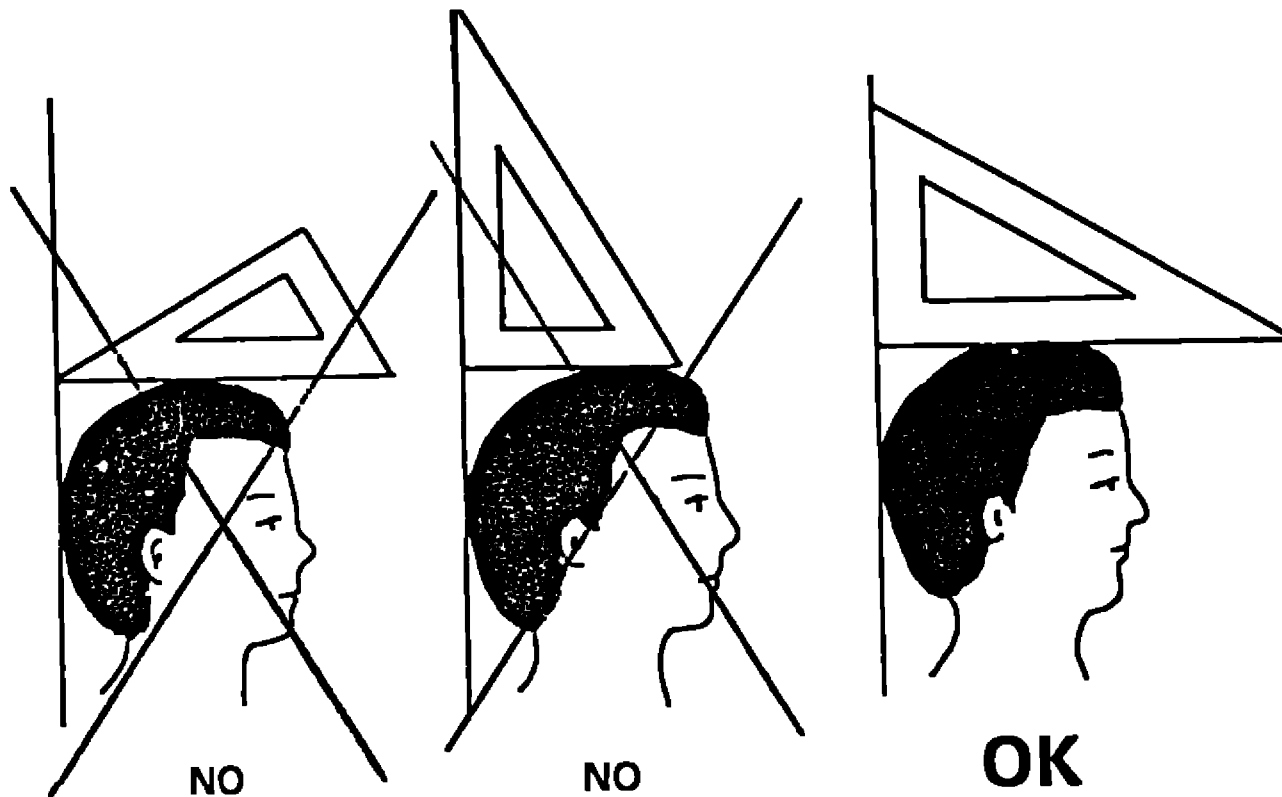
- **Have the child stand straight and upright with his/her back flat against the centre of the height measuring tape**
- **Place the child's feet together with his/her soles in contact with the floor and with his/her heels touching the height measuring tape**



- **Position of the head** The child's head position must be straight. The child must look straight ahead to a fixed point. Be sure that the child's line of vision is parallel to the floor. Place the palm of your left hand on the child's chin, gradually close your hand around the chin. Do not cover the child's mouth or ears. The purpose of placing your hand on the child's chin is to prevent any slight movement of the head while reading the child's height.



Correct placement of the square: Of the two sides that form a right angle, one must be flat on the child's head and the other one flat against the wall.



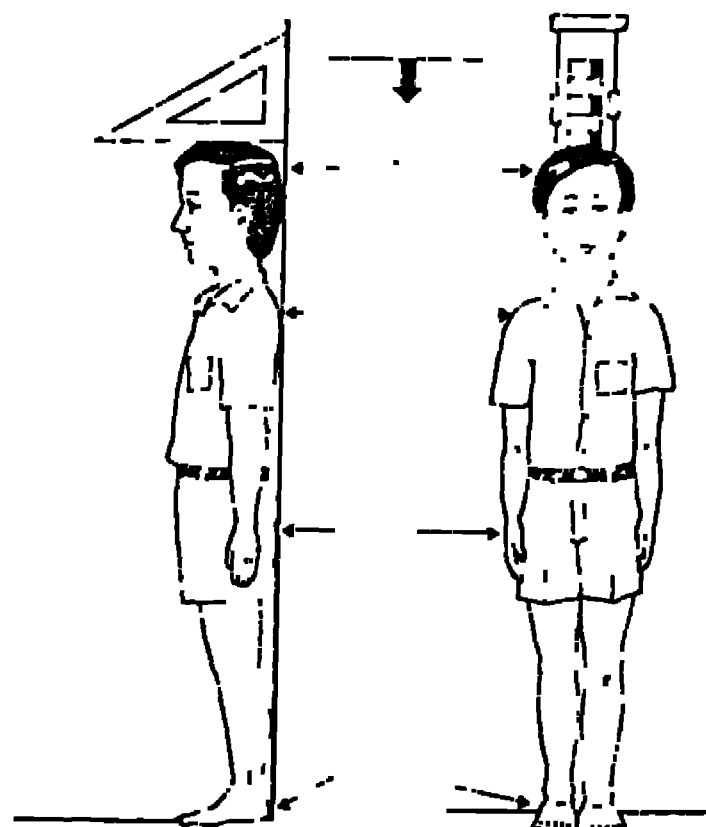
- **Correct position of the child:** Place the child's feet together in the centre of the height measuring tape and against the wall. The soles of the child's feet must be flat on the floor. Your assistant should put his/her right hand just above the child's ankles, on the child's shinbones. The assistant should place his/her left hand on the child's knees, and he/she should push the child's knees against the height measuring tape. Have your assistant check to make sure that the child's legs are straight and that the heels and calves brush against the height measuring tape. Have your assistant inform you when the child's feet and legs are in the correct position.

WARNING!!!! MAKE SURE THE CHILD'S KNEE'S ARE NOT BENT!

- **Ask the child to look directly straight ahead.** Be sure to check that the child's line of vision is parallel to the floor. Put the palm of your left hand on the child's chin. Gradually, close your hand. Do not cover the child's mouth or ears. Be sure the child's shoulders are straight, that the child's hands rest straight on both sides, and that his/her head shoulder blades, and buttocks brush against the height measuring tape. With your right hand, place the square on the child's head. Be sure the square exerts pressure on the child's hair.

WARNING!!!! MAKE SURE THE CHILD DOES NOT LOWER HIS/HER HEAD!

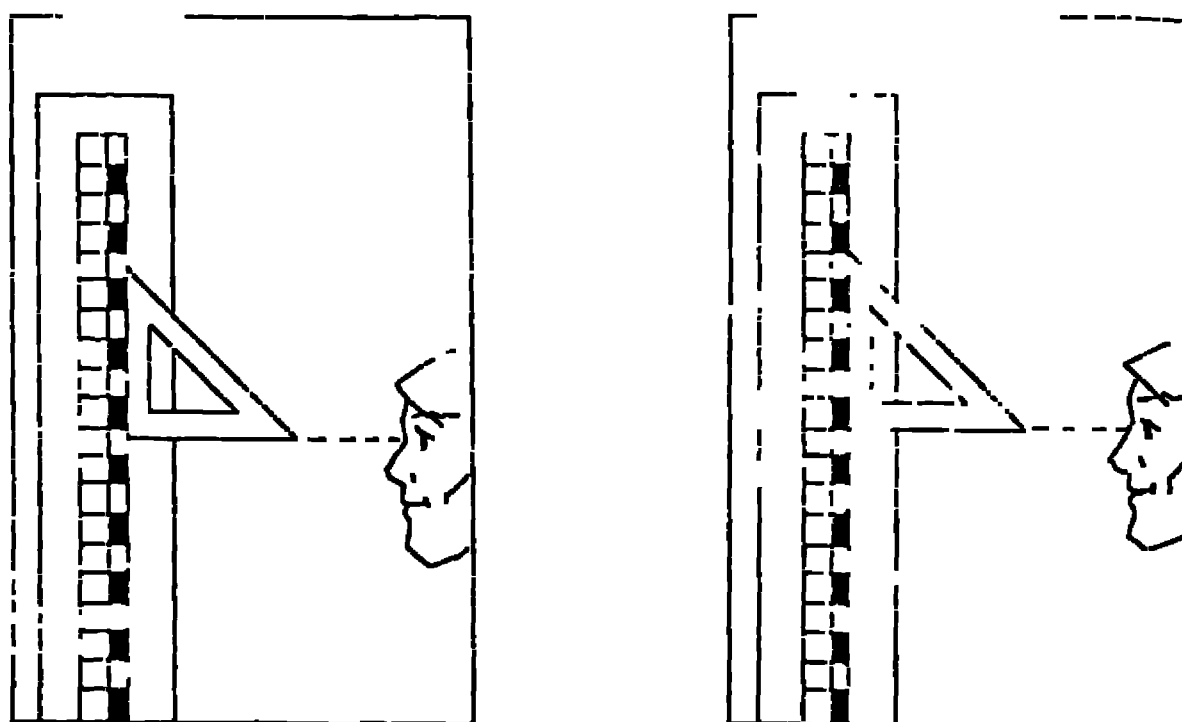
- *Both you and your assistant should check the child's position. If necessary repeat any steps.*
- *When the child is in the proper position, you are ready to read the height measurement.*



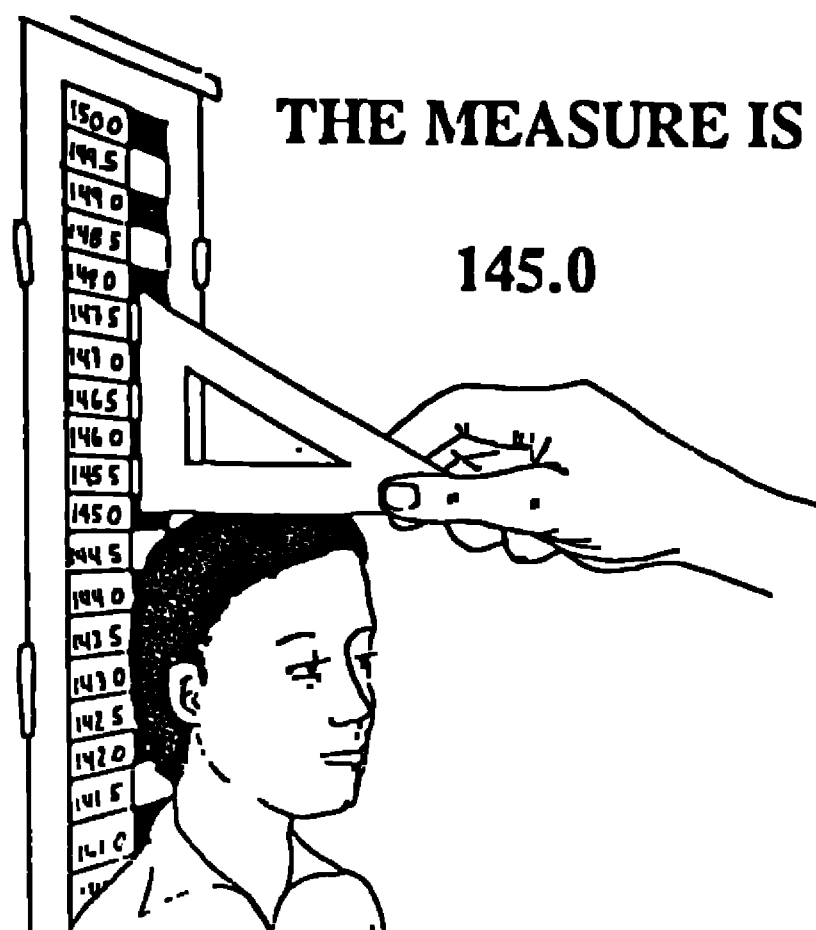
Reading of the Height of the Child

Once the child is in the correct position with the square on his/her head, follow the steps below:

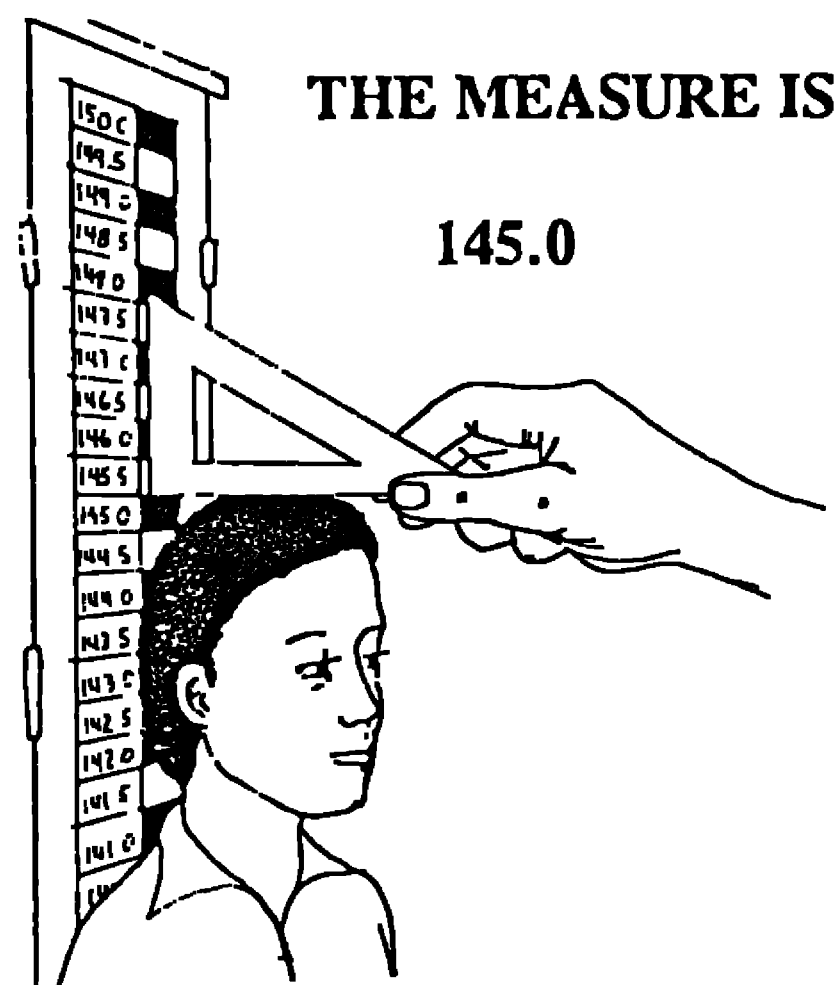
- *Keep the square on the head of the child in such a way that the square will not move or slip.*
- *While the child is still against the height measuring tape, with the square on his/her head, read the height directly at your eye level along the bottom side of the square.*



- Read the number corresponding to the child's height. There are two possibilities.
- When the bottom side of the square on the child's head falls within one of the white or black boxes, read the number corresponding to that box.



- When the bottom side of the square on the child's head falls on a line that divides a white and black box, read the lesser of the two numbers.



Make sure that you have Form 1.B and Form 1.G handy, so that you can easily fill in the information and register the measurements. Remember you must register the child's information while the child is still in position against the height measuring tape.

IV. FILLING THE FORMS.

Instruction to fill out Form 1.B, Form 1.G.

BEFORE you take any measurements, fill out the shaded boxes at the top of the forms and complete the children's information. At the moment of the measurement you will have only the height (cms) and classification of nutritional status columns left to be completed.

Note that there are different cc cred-forms and tables for boys and girls.

All forms must be filled out in pencil, not ink. Please print neatly. Make sure all the letters and numbers are distinct.

- ***DISTRICT:*** Check the box that corresponds to the district in which your school is located.
- ***SCHOOL'S NAME:*** Fill in the name of your school
- ***SCHOOL'S CODE:*** Each school has been assigned a code that corresponds to the one from the Ministry of Education. This code has five digits. You can find your code number written on the envelope in the height census kit and on the bag in which the kit comes. Register only one number in each of the five blank spaces.
- ***SCHOOL'S ADDRESS:*** Write the complete address of your school.
- ***PRINCIPAL'S NAME:*** Fill in your name in the space provided.
- ***NO. OF CHILDREN BETWEEN 6 YEARS, 0 MONTHS AND 9 YEARS, 11 MONTHS:*** Enter the total number of children in your school who are between the ages of 6 years, 0 months and 9 years, 11 months. This figure should include all children within this age range, even those, that for whatever reasons, would not finally be measured.
- ***DATE OF MEASUREMENT:*** Enter the date of measurement using two digits for day, and two digits for month. The numbers corresponding to year are already printed. Remember to register only one number in each space.

Make sure you register the school's general information on each form you use. This information should be the same for each page.

The following section refers to the information on each child that you will measure.

Before you start filling out these sections of the forms, select all eligible students in your school based on the age range. Divide that list into two groups, one for girls and one for boys and use Form 1.G and Form 1.B respectively.

- **No.:** Fill in a correlative number for each child.
- **CHILD'S NAME:** . On Form 1.G fill in the names of all girls that will be measured. On Form 1.B fill in the names of all boys that will be measured.
- **CHILD'S ETHNIC GROUP:** Enter the letter corresponding to the child's ethnic group. If you are unsure of the child's ethnic group, or if there is an ethnic mixture, ask the child how do they classify themselves at home. If the child's ethnic group is not one of the listed groups or if you are not able to determine it, use "O" for other
- **DATE OF BIRTH:** Fill in the date of birth of each child. Use the school records of date of birth to fill in this information. Enter two digits for the numerical day, numerical month, and the numerical year. If the date of the child's birth was 24th September 1989, you would enter the information as follows:

DATE OF BIRTH		
DAY	MONTH	YEAR
24	09	89

- **AGE:** Enter the age of each child in "Years" and "Months." To calculate the children's age, use the **Age Calculation Table** that you will find on the next page. The table will expedite the process of calculating the age, and it will reduce opportunities for human error.

Example:

Using the example of a child born on 24th September, 1989, you must refer to the **Age Calculation Table**. You will find that at the time of the Height Census (March, 1996), the child will be 6 years and 06 months. You will then, fill in the spaces as follows:

AGE (USE THE TABLE PROVIDED)	
YEARS	MONTHS
6	06

Age Calculation Table

March, 1996

Month	Year				
	1986	1987	1988	1989	1990
January	////////	9-02	8-02	7-02	6-02
February	////////	9-01	8-01	7-01	6-01
March	////////	9-00	8-00	7-00	6-00
April	9-11	8-11	7-11	6-11	////////
May	9-10	8-10	7-10	6-10	////////
June	9-09	8-09	7-09	6-09	////////
July	9-08	8-08	7-08	6-08	////////
August	9-07	8-07	7-07	6-07	////////
September	9-06	8-06	7-06	6-06	////////
October	9-05	8-05	7-05	6-05	////////
November	9-04	8-04	7-04	6-04	////////
December	9-03	8-03	7-03	6-03	////////

CHILD'S ADDRESS:

NAME- Enter only the name of the city, town, or village that each child is from. This information is particularly helpful in circumstances where a school services more than one community. A list of city, town and villages names appears below. Register one number only in each blank space.

CODE: Select from the list provided in this manual (Table V), the code that corresponds to the city, town or village from which the child comes.

Leave Height and Classification of Nutritional Status blank; this will be filled out after you have measured all children.

After completing all the information for the selected children, you are ready to start measuring the height of the school children.

Girls and boys have different growth patterns, and the standard height values differ between the two sexes. Accordingly, it is recommendable to measure boys and girls at different times and registered in different forms, in order to reduce the opportunity for error. Similarly, you should calculate and register the nutritional status of boys and girls at different times.

- **HEIGHT (CMS):** Using the technique described in the first part of this manual measure the children's height

- ◊ Register the number you read from the height measuring tape
- ◊ The numbers on the height measuring tape range from 079.0 to 150.0 centimeters. You must enter the height as three digits before, and one digit after the decimal point.
- ◊ If you find a child whose height is less than 079.0 cms. enter the child's height as 079.0, if a child's height is more than 150.0 cms. enter the child's height as 150.0.

Immediately after you read a child's height, register the value as follows

Example 1: A child's height is 094.5 centimeters; you will write:

HEIGHT (CMS)
0 9 4 . 5

Example 2: A child's height is 130.5 centimeters, you will write:

HEIGHT (CMS)
1 3 0 . 5

You should proceed to classify the nutritional status of the children only after you have concluded the exercise of obtaining height measurements of all eligible children.

- **CLASSIFICATION OF NUTRITIONAL STATUS (USE THE TABLE PROVIDED)):** This information will allow you to determine the nutritional status of the children measured. In other words, you will be able to know if a child has had a normal growth, or moderate or severe growth retardation.
 - ◊ To classify the nutritional status of the children you must have **Table B for Boys** and **Table G for Girls** handy. You will be able to find the mentioned tables on the proceeding pages.

Make sure you are using Table B to classify the nutritional status of the BOYS registered on Form 1.B, and Table G to classify the nutritional status of the GIRLS registered on Form 1.G.

- ◊ *Each table has a left column that corresponds to the child's age. It is expressed in years and months.*
- ◊ *Nutritional Status will be classified into three different categories, A, B and C. "A" identifies children who have had normal growth. "B" identifies children who have had moderate growth retardation. "C" identifies children who have had severe growth retardation.*
- ◊ *To classify the nutritional status, follow the below steps:*
 - ☑ *Make sure you are using Table B to classify the nutritional status of the BOYS registered on Form 1.B, and Table G to classify the nutritional status of the GIRLS registered on Form 1.G.*
 - ☑ *From Form 1.B or Form 1.G, read the Age column. Find the child's age on the corresponding table (B or G) for the classification of the nutritional status.*
 - ☑ *From Form 1.B or Form 1.G, read the Height column. In the row that contains the child's age, find the classification of nutritional status that the child's height falls within.*
 - ☑ *In the last column of Form 1.B or Form 1.G, corresponding to Classification of Nutritional Status, register the resulting letter of classification.*

Example 1: A boy who is 9 years old and 2 months, with a height of 123.0 cms.. Using Table B, you will find that the boy's classification of nutritional status is A.

Example 2: A girl who is 7 years old and 9 months, with a height of 110.0 cms.. Using Table G, you will find that the girl's classification of nutritional status is B.

Example 3: A boy who is 9 years old and 11 months, with a height of 112.5 cms.. Using Table B, you will find that the boy's classification of nutritional status is C.

Remember to classify the nutritional status for each child you have measured.

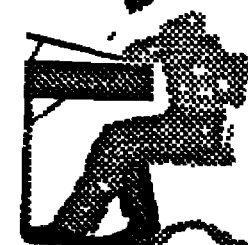
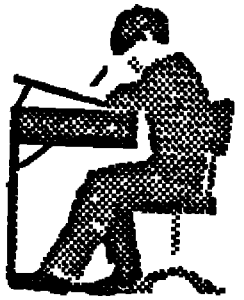


Table B for Boys.

Table for the Classification of the Nutritional Status.

Age		Classification of Nutritional Status based on Height in Cms.²		
Years	Months	C	B	A
6	0	101.0 or less	101.5 - 105.5	106.0 or more
6	1	101.5 or less	102.0 - 106.5	107.0 or more
6	2	101.5 or less	102.0 - 106.5	107.0 or more
6	3	102.5 or less	103.0 - 107.5	108.0 or more
6	4	102.5 or less	103.0 - 107.5	108.0 or more
6	5	103.5 or less	104.0 - 108.5	109.0 or more
6	6	103.5 or less	104.0 - 108.5	109.0 or more
6	7	103.5 or less	104.0 - 108.5	109.0 or more
6	8	104.5 or less	105.0 - 109.5	110.0 or more
6	9	104.5 or less	105.0 - 109.5	110.0 or more
6	10	105.5 or less	106.0 - 110.5	111.0 or more
6	11	105.5 or less	106.0 - 110.5	111.0 or more
7	0	105.5 or less	106.0 - 111.0	111.5 or more
7	1	106.5 or less	107.0 - 111.5	112.0 or more
7	2	106.5 or less	107.0 - 111.5	112.0 or more
7	3	107.5 or less	108.0 - 112.5	113.0 or more
7	4	107.5 or less	108.0 - 112.5	113.0 or more
7	5	107.5 or less	108.0 - 113.0	113.5 or more
7	6	108.5 or less	109.0 - 113.5	114.0 or more
7	7	108.5 or less	109.0 - 113.5	114.0 or more
7	8	109.0 or less	109.5 - 114.5	115.0 or more
7	9	109.5 or less	110.0 - 114.5	115.0 or more
7	10	109.5 or less	110.0 - 115.0	115.5 or more
7	11	110.5 or less	111.0 - 115.5	116.0 or more

² C: Severe Growth Retardation B: Moderate Growth Retardation A: Normal Growth



Cont. Table B for Boys

Age		Classification of Nutritional Status based on Height in Cms.³		
Years	Months	C	B	A
8	0	110.5 or less	111.0 - 115.5	116.0 or more
8	1	110.5 or less	111.0 - 116.5	117.0 or more
8	2	111.5 or less	112.0 - 116.5	117.0 or more
8	3	111.5 or less	112.0 - 116.5	117.0 or more
8	4	111.5 or less	112.0 - 117.5	118.0 or more
8	5	112.5 or less	113.0 - 117.5	118.0 or more
8	6	112.5 or less	113.0 - 118.5	119.0 or more
8	7	112.5 or less	113.0 - 118.5	119.0 or more
8	8	113.5 or less	114.0 - 118.5	119.0 or more
8	9	113.5 or less	114.0 - 119.5	120.0 or more
8	10	114.0 or less	114.5 - 119.5	120.0 or more
8	11	114.5 or less	115.0 - 119.5	120.0 or more
9	0	114.5 or less	115.0 - 120.5	121.0 or more
9	1	115.0 or less	115.5 - 120.5	121.0 or more
9	2	115.5 or less	116.0 - 121.5	122.0 or more
9	3	115.5 or less	116.0 - 121.5	122.0 or more
9	4	116.0 or less	116.5 - 121.5	122.0 or more
9	5	116.5 or less	117.0 - 122.5	123.0 or more
9	6	116.5 or less	117.0 - 122.5	123.0 or more
9	7	117.0 or less	117.5 - 122.5	123.0 or more
9	8	117.5 or less	118.0 - 123.5	124.0 or more
9	9	117.5 or less	118.0 - 123.5	124.0 or more
9	10	118.0 or less	118.5 - 124.0	124.5 or more
9	11	118.5 or less	119.0 - 124.5	125.0 or more

³ C: Severe Growth Retardation B: Moderate Growth Retardation A: Normal Growth



Table G for Girls.

Table for the Classification of the Nutritional Status.

Age		Classification of Nutritional Status based on Height in Cms.⁴		
Years	Months	C	B	A
6	0	99.5 or less	100.0 - 104.5	105.0 or more
6	1	99.5 or less	100.0 - 104.5	105.0 or more
6	2	100.5 or less	101.0 - 105.5	106.0 or more
6	3	100.5 or less	101.0 - 105.5	106.0 or more
6	4	100.5 or less	101.0 - 105.5	106.0 or more
6	5	101.5 or less	102.0 - 106.5	107.0 or more
6	6	101.5 or less	102.0 - 106.5	107.0 or more
6	7	101.5 or less	102.0 - 107.5	108.0 or more
6	8	102.5 or less	103.0 - 107.5	108.0 or more
6	9	102.5 or less	103.0 - 107.5	108.0 or more
6	10	102.5 or less	103.0 - 108.5	109.0 or more
6	11	103.5 or less	104.0 - 108.5	109.0 or more
7	0	103.5 or less	104.0 - 109.5	110.0 or more
7	1	104.0 or less	104.5 - 109.5	110.0 or more
7	2	104.5 or less	105.0 - 109.5	110.0 or more
7	3	104.5 or less	105.0 - 110.5	111.0 or more
7	4	105.0 or less	105.5 - 110.5	111.0 or more
7	5	105.5 or less	106.0 - 111.5	112.0 or more
7	6	105.5 or less	106.0 - 111.5	112.0 or more
7	7	106.0 or less	106.5 - 111.5	112.0 or more
7	8	106.5 or less	107.0 - 112.5	113.0 or more
7	9	106.5 or less	107.0 - 112.5	113.0 or more
7	10	107.5 or less	108.0 - 113.0	113.5 or more
7	11	107.5 or less	108.0 - 113.5	114.0 or more

⁴ C: Severe Growth Retardation B: Moderate Growth Retardation A: Normal Growth



Cont. Table G for Girls.

Age		Classification of Nutritional Status based on Height in Cms.⁵		
Years	Months	C	B	A
8	0	107.5 or less	108.0 - 113.5	114.0 or more
8	1	108.5 or less	109.0 - 114.5	115.0 or more
8	2	108.5 or less	109.0 - 114.5	115.0 or more
8	3	108.5 or less	109.0 - 115.0	115.5 or more
8	4	109.5 or less	110.0 - 115.5	116.0 or more
8	5	109.5 or less	110.0 - 115.5	116.0 or more
8	6	109.5 or less	110.0 - 116.5	117.0 or more
8	7	110.5 or less	111.0 - 116.5	117.0 or more
8	8	110.5 or less	111.0 - 117.0	117.5 or more
8	9	111.5 or less	112.0 - 117.5	118.0 or more
8	10	111.5 or less	112.0 - 117.5	118.0 or more
8	11	111.5 or less	112.0 - 118.5	119.0 or more
9	0	112.5 or less	113.0 - 118.5	119.0 or more
9	1	112.5 or less	113.0 - 119.5	120.0 or more
9	2	113.0 or less	113.5 - 119.5	120.0 or more
9	3	113.5 or less	114.0 - 120.0	120.5 or more
9	4	113.5 or less	114.0 - 120.5	121.0 or more
9	5	114.5 or less	115.0 - 120.5	121.0 or more
9	6	114.5 or less	115.0 - 121.5	122.0 or more
9	7	115.5 or less	116.0 - 121.5	122.0 or more
9	8	115.5 or less	116.0 - 122.5	123.0 or more
9	9	115.5 or less	116.0 - 122.5	123.0 or more
9	10	116.5 or less	117.0 - 123.5	124.0 or more
9	11	116.5 or less	117.0 - 123.5	124.0 or more

⁵ C: Severe Growth Retardation B: Moderate Growth Retardation A: Normal Growth

Instructions on how to fill out Form 2.B for Boys and Form 2.G for Girls.

You are now ready to tally and summarize the results of your school. Make sure you summarize the information registered in Form 1.B into Form 2.B for Boys, and summarize the information registered in Form 1.G into Form 2.G for Girls.

- **Fill in the shaded boxes at the top of Form 2. B for Boys and Form 2.G for Girls with exactly the same general information that you filled in the shaded boxes on the top of Forms 1.B for Boys and Form 1.G for Girls**
- **Read the Age of each child from Form 1 B for Boys and the same child's corresponding Classification of Nutritional Status. On Form 2 B for Boys, tally one mark in the appropriate box in the Tallying Table for each child. Repeat the same procedure for girls, transferring the appropriate information from Form 1.G for Girls to Form 2.G for Girls.**

Example:

For a child who is 7 years and 8 months old, and has a nutritional status classification of B, do the following:

TALLYING TABLE

AGE	Classification of Nutritional Status		
	A	B	C
6 years, 0 months to 6 years, 11 months			
7 years, 0 months to 7 years, 11 months			
8 years, 0 months to 8 years, 11 months			
9 years, 0 months to 9 years, 11 months			

- **To fill out the Summary Table, count the total tallies from the Tallying Table and transfer those number to the summary table. Numbers expressed in the summary table should be written with two digits. Register only one digit per blank spot.**
- **Total your results at the bottom of each column and compute the totals for each age group. The total of columns A, B and C in Form 2.B for Boys and Form 2.G for girls, should cumulatively equal the number of children you registered in Form 1.B for Boys and Form 1.G for Girls respectively.**

TALLYING TABLE

AGE	Classification of Nutritional Status		
	A	B	C
6 years, 0 months to 6 years, 11 months			
7 years, 0 months to 7 years, 11 months			
8 years, 0 months to 8 years, 11 months			
9 years, 0 months to 9 years, 11 months			

SUMMARY TABLE

AGE	Classification of Nutritional Status			TOTAL
	A	B	C	
6 years, 0 months to 6 years, 11 months	<u>07</u>	<u>03</u>	<u>02</u>	<u>12</u>
7 years, 0 months to 7 years, 11 months	<u>03</u>	<u>05</u>	<u>01</u>	<u>09</u>
8 years, 0 months to 8 years, 11 months	<u>04</u>	<u>04</u>	<u>02</u>	<u>10</u>
9 years, 0 months to 9 years, 11 months	<u>01</u>	<u>02</u>	<u>01</u>	<u>04</u>
TOTAL	<u>015</u>	<u>014</u>	<u>006</u>	<u>035</u>

VERY IMPORTANT !!!!

The nutritional status classification of a child in this Height Census IS NOT NECESSARILY an indication of the child's current nutritional condition. Rather, the aggregate classification of the nutritional status of all children, is an indicator of the living standards of the community where those children come from. Although this is true, families of children classified with a nutritional status of C are generally at a greater risk of having a poor standard of living. Follow-up help from the school and other institutions may be needed to improve these families' actual conditions.

Table V.

CODING LIST FOR CITY/TOWN/VILLAGE BY DISTRICT

COROZAL DISTRICT

<u>Corozal Town.....</u>	<u>101</u>
<u>Buena Vista.....</u>	<u>111</u>
<u>Calcutta.....</u>	<u>112</u>
<u>Caledonia.....</u>	<u>113</u>
<u>Carolina.....</u>	<u>114</u>
<u>Chan Chen.....</u>	<u>115</u>
<u>Chunox.....</u>	<u>116</u>
<u>Concepcion.....</u>	<u>117</u>
<u>Consejo.....</u>	<u>118</u>
<u>Copper Bank.....</u>	<u>119</u>
<u>Cristo Rey.....</u>	<u>120</u>
<u>Estrella.....</u>	<u>121</u>
<u>Fire Burn.....</u>	<u>122</u>
<u>Hill Bank.....</u>	<u>123</u>
<u>Libertad.....</u>	<u>124</u>
<u>Little Belize.....</u>	<u>125</u>
<u>Louisville.....</u>	<u>126</u>
<u>Paraiso.....</u>	<u>127</u>
<u>Patchakan.....</u>	<u>128</u>
<u>Progreso.....</u>	<u>129</u>
<u>Pueblo Nuevo.....</u>	<u>130</u>
<u>Ranchito.....</u>	<u>131</u>
<u>Saltillo.....</u>	<u>132</u>
<u>San Andres.....</u>	<u>133</u>
<u>San Antonio.....</u>	<u>134</u>
<u>San Joaquin.....</u>	<u>135</u>
<u>San Narciso.....</u>	<u>136</u>
<u>San Maximo.....</u>	<u>137</u>
<u>San Pedro.....</u>	<u>138</u>
<u>San Roman.....</u>	<u>139</u>
<u>San Victor.....</u>	<u>140</u>
<u>Santa Clara.....</u>	<u>141</u>
<u>Santa Cruz.....</u>	<u>142</u>
<u>Sarteneja.....</u>	<u>143</u>
<u>Tacistal.....</u>	<u>144</u>
<u>Xaibe.....</u>	<u>145</u>
<u>Yo Chen.....</u>	<u>146</u>
<u>OTHER.....</u>	<u>169</u>

ORANGE WALK DISTRICT

<u>Orange Walk Town.....</u>	<u>201</u>
<u>August Pine Ridge... </u>	<u>211</u>
<u>Blue Creek.....</u>	<u>212</u>
<u>Carmelita.....</u>	<u>213</u>
<u>Chan Chich.....</u>	<u>214</u>
<u>Chan Pine Ridge.....</u>	<u>215</u>
<u>Douglas.....</u>	<u>216</u>
<u>Gallon Jug.....</u>	<u>217</u>
<u>Gold Button Ranch... </u>	<u>218</u>
<u>Guinea Grass.....</u>	<u>219</u>
<u>Indian Church.....</u>	<u>220</u>
<u>Las Milpas.....</u>	<u>221</u>
<u>Mameyal.....</u>	<u>222</u>
<u>Richmond Hill.....</u>	<u>223</u>
<u>San Antonio.....</u>	<u>224</u>
<u>San Estevan.....</u>	<u>225</u>
<u>San Felipe.....</u>	<u>226</u>
<u>San Jose.....</u>	<u>227</u>
<u>San Jose Nuevo.....</u>	<u>228</u>
<u>San Jose Palmar.....</u>	<u>229</u>
<u>San Juan.....</u>	<u>230</u>
<u>San Lazaro.....</u>	<u>231</u>
<u>San Pablo.....</u>	<u>232</u>
<u>San Roman.....</u>	<u>233</u>
<u>Santa Cruz.....</u>	<u>234</u>
<u>Santa Martha.....</u>	<u>235</u>
<u>Shipyard.....</u>	<u>236</u>
<u>Sylvestre Camp.....</u>	<u>237</u>
<u>Tower Hill.....</u>	<u>238</u>
<u>Trial Farm.....</u>	<u>239</u>
<u>Trinidad.....</u>	<u>240</u>
<u>Wahmil.....</u>	<u>241</u>
<u>To Creek.....</u>	<u>242</u>
<u>OTHER.....</u>	<u>269</u>

Table V. (Cont.)

BELIZE DISTRICT

<u>San Pedro Town.....</u>	<u>302</u>
<u>Bermudian Landing...311</u>	
<u>Biscayne.....312</u>	
<u>Bomba.....313</u>	
<u>Boston.....314</u>	
<u>Burrell Boom.....315</u>	
<u>Caye Caulker.....316</u>	
<u>Corozalito.....317</u>	
<u>Crooked Tree.....318</u>	
<u>Davis/Grace Bank...319</u>	
<u>Double Head Cabbage.320</u>	
<u>Flowers Bank.....321</u>	
<u>Gales Point.....322</u>	
<u>Gardenia.....323</u>	
<u>Gracie Rock.....324</u>	
<u>Hattieville.....325</u>	
<u>Hendy Bank.....326</u>	
<u>Isabella Bank.....327</u>	
<u>La Democracia.....328</u>	
<u>Ladyville.....329</u>	
<u>Lemonal.....330</u>	
<u>Lords Bank.....331</u>	
<u>Lucky Strike.....332</u>	
<u>Maskall.....333</u>	
<u>May Pen.....334</u>	
<u>Rancho Dolores.....335</u>	
<u>Sand Hill.....336</u>	
<u>Santana.....337</u>	
<u>Scotland Halfmoon...338</u>	
<u>St. Paul's Bank.....339</u>	
<u>Willows Bank.....340</u>	
<u>OTHER.....369</u>	
<u>Belize City.....301</u>	
<u>(use if you cannot</u>	
<u>determine specific area)</u>	
<u>-Queen Square.....381</u>	
<u>-Port Loyola.....382</u>	
<u>-Lake Independence..383</u>	
<u>-Collet.....384</u>	
<u>-Mesopotamia.....385</u>	
<u>-Free Town.....386</u>	
<u>-Caribbean Shore...387</u>	
<u>-Pick's Stock.....388</u>	
<u>-Fort George.....389</u>	
<u>-Albert.....390</u>	

CAYO DISTRICT

<u>Belmopan.....401</u>	
<u>Benque Viejo.....402</u>	
<u>San Ignacio/</u>	
<u>Santa Elena.....403</u>	
<u>Arenal.....411</u>	
<u>Augustine.....412</u>	
<u>Beaver Dam.....413</u>	
<u>Blackman Eddy.....414</u>	
<u>Branch mouth.....415</u>	
<u>Bullet Tree Falls...416</u>	
<u>Calla Creek.....417</u>	
<u>Camalote.....418</u>	
<u>Carmelita.....419</u>	
<u>Central Farm.....420</u>	
<u>Chial.....421</u>	
<u>Cool Shade.....422</u>	
<u>Cotton Tree.....423</u>	
<u>Cristo Rey.....424</u>	
<u>Duck Run.....425</u>	
<u>Esperanza.....426</u>	
<u>Frank's Eddy.....427</u>	
<u>Georgeville.....428</u>	
<u>Las Flores.....429</u>	
<u>Barton Creek.....430</u>	
<u>Macaw Bank.....431</u>	
<u>More Tomorrow.....432</u>	
<u>Ontario.....433</u>	
<u>Pilgrimage Valley...434</u>	
<u>Paslow Falls/Plant-</u>	
<u>Sucker/Remanzo.....435</u>	
<u>Pueblas.....436</u>	
<u>Ramonal.....437</u>	
<u>Roaring Creek.....438</u>	
<u>Ringtale Village...439</u>	
<u>Salvapan.....440</u>	
<u>San Antonio.....441</u>	
<u>San Jorge.....442</u>	
<u>San Jose.....443</u>	
<u>San Jose Succotz...445</u>	
<u>Santa Familia.....446</u>	
<u>Santa Martha.....447</u>	
<u>Santa Rosa.....448</u>	
<u>Spanish Lookout....449</u>	
<u>St Mathew's Village.450</u>	
<u>Teakettle.....451</u>	
<u>Unitedville.....452</u>	
<u>Valley of Peace.....453</u>	
<u>Los Tambos.....454</u>	
<u>OTHER.....469</u>	

Table V. (Cont.)

STANN CREEK DISTRICT

<u>Dangriga.....</u>	<u>501</u>
<u>Alta Vista.....</u>	<u>511</u>
<u>Big Creek.....</u>	<u>512</u>
<u>Cow Creek.....</u>	<u>513</u>
<u>Cow Pen.....</u>	<u>514</u>
<u>Georgetown.....</u>	<u>515</u>
<u>Hope Creek.....</u>	<u>516</u>
<u>Hopkins.....</u>	<u>517</u>
<u>Long Bank.....</u>	<u>518</u>
<u>Mango Creek/</u>	
<u>Independence.....</u>	<u>519</u>
<u>Maya Beach.....</u>	<u>520</u>
<u>Maya Centre.....</u>	<u>521</u>
<u>Maya Mopan.....</u>	<u>522</u>
<u>Melinda.....</u>	<u>523</u>
<u>Middlesex.....</u>	<u>524</u>
<u>Mullins River.....</u>	<u>525</u>
<u>Placencia.....</u>	<u>526</u>
<u>Pomona.....</u>	<u>527</u>
<u>Red Bank.....</u>	<u>528</u>
<u>Riversdale.....</u>	<u>529</u>
<u>Rum Point.....</u>	<u>530</u>
<u>San Roman.....</u>	<u>531</u>
<u>Santa Cruz.....</u>	<u>532</u>
<u>Santa Rosa.....</u>	<u>533</u>
<u>Sarawee.....</u>	<u>534</u>
<u>Seine Bight.....</u>	<u>535</u>
<u>Silk Grass.....</u>	<u>536</u>
<u>Sittee River.....</u>	<u>537</u>
<u>South Stann Creek...</u>	<u>538</u>
<u>Steadfast.....</u>	<u>539</u>
<u>St. Margaret.....</u>	<u>540</u>
<u>OTHER.....</u>	<u>569</u>

TOLEDO DISTRICT

<u>Punta Gorda.....</u>	<u>601</u>
<u>Aguacate.....</u>	<u>611</u>
<u>Barranco.....</u>	<u>612</u>
<u>Big Falls.....</u>	<u>613</u>
<u>Black Creek.....</u>	<u>614</u>
<u>Bladden.....</u>	<u>615</u>
<u>Blue Creek.....</u>	<u>616</u>
<u>Calacomos.....</u>	<u>617</u>
<u>Cattle Landing.....</u>	<u>618</u>
<u>Conejo.....</u>	<u>619</u>
<u>Corazon.....</u>	<u>620</u>
<u>Crique Jute.....</u>	<u>621</u>
<u>Crique Largo.....</u>	<u>622</u>
<u>Crique Sarco.....</u>	<u>623</u>
<u>Crystal Creek.....</u>	<u>624</u>
<u>Deep River.....</u>	<u>625</u>
<u>Dolores.....</u>	<u>626</u>
<u>Eldridge.....</u>	<u>627</u>
<u>Esperanza.....</u>	<u>628</u>
<u>Forest Home.....</u>	<u>629</u>
<u>Golden Beauty.....</u>	<u>630</u>
<u>Golden Stream.....</u>	<u>631</u>
<u>Hicattee.....</u>	<u>632</u>

<u>Indian Creek.....</u>	<u>633</u>
<u>Jacinto... ..</u>	<u>634</u>
<u>Jalacte.....</u>	<u>635</u>
<u>Jordan.....</u>	<u>636</u>
<u>Laguna.....</u>	<u>637</u>
<u>Mabilha.....</u>	<u>638</u>
<u>Machakila.....</u>	<u>639</u>
<u>Mafredi.....</u>	<u>640</u>
<u>Mango Walk.....</u>	<u>641</u>
<u>Moho River.....</u>	<u>642</u>
<u>Monkey River.....</u>	<u>643</u>
<u>Moody Hill.....</u>	<u>644</u>
<u>Na Lum Cah.....</u>	<u>645</u>
<u>Otoxha.....</u>	<u>646</u>
<u>Pueblo Viejo.....</u>	<u>647</u>
<u>Punta Negra.....</u>	<u>648</u>
<u>San Antonio.....</u>	<u>649</u>
<u>San Benito Poite....</u>	<u>650</u>
<u>San Felipe.....</u>	<u>651</u>
<u>San Jose.....</u>	<u>652</u>
<u>San Lucas.....</u>	<u>653</u>
<u>San Marcos.....</u>	<u>654</u>
<u>San Miguel.....</u>	<u>655</u>
<u>San Pedro Columbia..</u>	<u>656</u>
<u>San Vicente.....</u>	<u>657</u>
<u>Santa Ana.....</u>	<u>658</u>
<u>Santa Cruz.....</u>	<u>659</u>
<u>Santa Elena.....</u>	<u>660</u>
<u>Santa Teresa.....</u>	<u>661</u>
<u>Sarstoon.....</u>	<u>662</u>
<u>Silver Creek.....</u>	<u>663</u>
<u>Sunday Wood.....</u>	<u>664</u>
<u>Swasey.....</u>	<u>665</u>
<u>Trio.....</u>	<u>666</u>
<u>Wilson road.....</u>	<u>667</u>
<u>OTHER.....</u>	<u>679</u>

DISTRICT: <input type="checkbox"/> 1. Belize <input type="checkbox"/> 2. Cayo <input type="checkbox"/> 3. Corozal <input type="checkbox"/> 4. Orange Walk <input type="checkbox"/> 5. Stann Creek <input type="checkbox"/> 6. Toledo					SCHOOL'S NAME: _____	
SCHOOL'S CODE: _____		SCHOOL'S ADDRESS: _____			PRINCIPAL'S NAME: _____	
NO. OF CHILDREN BETWEEN 6 YEARS, 0 MONTHS AND 9 YEARS, 11 MONTHS: _____				DATE OF MEASUREMENT: (Day) _____ (Month) _____ (Year) <u>9</u> <u>6</u>		

[illegible]



DISTRICT: <input type="checkbox"/> 1. Belize <input type="checkbox"/> 2. Cayo <input type="checkbox"/> 3. Corozal <input type="checkbox"/> 4. Orange Walk <input type="checkbox"/> 5. Stann Creek <input type="checkbox"/> 6. Toledo						SCHOOL'S NAME: _____
SCHOOL'S CODE: _____		SCHOOL'S ADDRESS: _____			PRINCIPAL'S NAME: _____	
NO. OF CHILDREN BETWEEN 6 YEARS, 0 MONTHS AND 9 YEARS, 11 MONTHS: _____				DATE OF MEASUREMENT: (Day) _____ (Month) _____ (Year) <u>9</u> <u>6</u> .		

TALLYING TABLE

AGE	CLASSIFICATION OF NUTRITIONAL STATUS		
	A	B	C
6 years, 0 months to 6 years, 11 months			
7 years, 0 months to 7 years, 11 months			
8 years, 0 months to 8 years, 11 months			
9 years, 0 months to 9 years, 11 months			

SUMMARY TABLE

AGE	CLASSIFICATION OF NUTRITIONAL STATUS			TOTAL
	A	B	C	
6 years, 0 months to 6 years, 11 months				
7 years, 0 months to 7 years, 11 months				
8 years, 0 months to 8 years, 11 months				
9 years, 0 months to 9 years, 11 months				
TOTAL				



DISTRICT: <input type="checkbox"/> 1. Belize <input type="checkbox"/> 2. Cayo <input type="checkbox"/> 3. Corozal <input type="checkbox"/> 4. Orange Walk <input type="checkbox"/> 5. Stann Creek <input type="checkbox"/> 6. Toledo						SCHOOL'S NAME: _____	
SCHOOL'S CODE: _____		SCHOOL'S ADDRESS: _____				PRINCIPAL'S NAME: _____	
NO. OF CHILDREN BETWEEN 6 YEARS, 0 MONTHS AND 9 YEARS, 11 MONTHS: _____					DATE OF MEASUREMENT: (Day) _____ (Month) _____ (Year) <u>9</u> <u>6</u> .		

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DISTRICT: <input type="checkbox"/> 1. Belize <input type="checkbox"/> 2. Cayo <input type="checkbox"/> 3. Corozal <input type="checkbox"/> 4. Orange Walk <input type="checkbox"/> 5. Stann Creek <input type="checkbox"/> 6. Toledo						SCHOOL'S NAME: _____
SCHOOL'S CODE: _____		SCHOOL'S ADDRESS: _____			PRINCIPAL'S NAME: _____	
NO. OF CHILDREN BETWEEN 6 YEARS, 0 MONTHS AND 9 YEARS, 11 MONTHS: _____				DATE OF MEASUREMENT: (Day) _____ (Month) _____ (Year) <u>9</u> <u>6</u>		

TALLYING TABLE

AGE	CLASSIFICATION OF NUTRITIONAL STATUS		
	A	B	C
6 years, 0 months to 6 years, 11 months			
7 years, 0 months to 7 years, 11 months			
8 years, 0 months to 8 years, 11 months			
9 years, 0 months to 9 years, 11 months			

SUMMARY TABLE

AGE	CLASSIFICATION OF NUTRITIONAL STATUS			TOTAL
	A	B	C	
6 years, 0 months to 6 years, 11 months				
7 years, 0 months to 7 years, 11 months				
8 years, 0 months to 8 years, 11 months				
9 years, 0 months to 9 years, 11 months				
TOTAL				