

UGANDA FUNCTIONAL DIFFICULTIES SURVEY 2017



The 2017 Uganda Functional Difficulties Survey (UFDS) was implemented by the Uganda Bureau of Statistics (UBOS). Funding was provided by the United Nations Children's Fund (UNICEF) and the UK's Department for International Development (DFID). Additional information about the survey is available from

Uganda Bureau Of Statistics (UBOS), Statistics House.

Plot 9 Colville Street, P.O. Box 7186, Kampala, Uganda

Telephone: +256 414 706000 **Fax:** +256 414 237553 **E-mail:** ubos@ubos.org **Website:** www.ubos.org

Cover Photo © UNICEF/UN065291/Ose In-house

Recommended Citation:

Uganda Bureau of Statistics (2018). Uganda Functional Difficulties Survey 2017. Kampala, Uganda.

UGANDA BUREAU OF STATISTICS, KAMPALA, UGANDA | JULY 2018

UGANDA FUNCTIONAL DIFFICULTIES SURVEY 2017

INDICATORS REPORT



CONTENTS

FOREWORD	V
PREFACE	VI
ABBREVIATIONS	VII
KEY INDICATORS	VIII
CHAPTER 1 INTRODUCTION AND BACKGROUND	1
1.0 Introduction	2
1.1 National laws and policies in Uganda	2
1.2 Conventions and the development agenda	2
1.3 Uganda Functional Difficulties Survey	3
CHAPTER 2 DEFINING AND MEASURING DISABILITY IN UGANDA	4
2.0 Key definitions of disability	5
2.1 Overview of disability statistics in Uganda	5
2.2 Evolution of disability measurement in Uganda	7
CHAPTER 3 THE 2017 UGANDA FUNCTIONAL DIFFICULTIES SURVEY	8
3.1 Introduction to the survey	9
3.2 Survey objectives	9
3.3 Sample design	10
3.4 Questionnaires and other survey instruments	10
3.5 Pretest of the questionnaires	11
3.6 Training of field staff	11
3.7 Data collection	12
3.8 Presentation of results	13
CHAPTER 4 KEY FINDINGS	15
4.1 Household population and composition	16
4.2 Current disability prevalence, causes and use of assistive devices	16
4.2.1 Current disability prevalence	16
4.2.2 Reported preventable causes of disability	18
4.2.3 Habilitation and rehabilitation	18
4.3 Equality and non-discrimination	20
4.4 Access to information	21
4.4.1 Information and communication technology (ICT)	21
4.4.2 Challenges faced in accessing information	22
4.4.3 Accessible transport	23
4.5 Right to life	24
4.6 Equal recognition before the law	26
4.8 Freedom from torture or cruel, inhuman or degrading treatment or punishment	27

4.8.1	Forced medication	27
4.8.2	Handling by police.....	28
4.9	Freedom from exploitation, violence and abuse..	29
4.9.1	Freedom from violence and abuse	29
4.9.2	Freedom from exploitation	32
4.10	Liberty of movement and nationality	34
4.11	Education	34
4.12	Livelihood programmes	37
4.13	Personal mobility	38
4.14	Respect for privacy	40
4.15	Respect for the home and family	40
4.16	Health	41
4.16.1	Selected self-reported conditions	41
4.16.2	Health facility discrimination	42
4.17	Work and employment	43
4.18	Adequate standard of living and social protection..	43
4.19	Participation in cultural life, recreation, leisure and sport...	44
4.20	Children aged 0–23 months with disabilities	45
4.21	Subjective well-being	45
4.22	Summary of key findings.	47
CHAPTER 5 CONCLUSION AND RECOMMENDATIONS		49
REFERENCES		51
APPENDICES		52

LIST OF MAPS

Map 1:	15 Sub-regions of Uganda.....	13
Map 2:	Persons with psychosocial/intellectual disabilities who have experienced sexual violence by sub-region (%)	30
Map 3:	Persons with psychosocial/intellectual disabilities who have experienced physical violence by sub-region (%)	31
Map 4:	Adults with disabilities who have been mistreated by health-care staff by sub-region (%)	42

LIST OF TABLES

Table 3.1: Number of households, adults, children 5–17 years and children <5 years by interview results	14
Table 4.1: Households by sex of head of household, orphans <18 years and children’s living arrangements, by residence (%)	16
Table 4.2: Persons with disabilities by age and selected disability types (%)	17
Table 4.3: Children and adults who use or need assistive devices (%)	19
Table 4.4: Persons who have experienced discrimination (%)	20
Table 4.5: Persons who have felt discriminated against or harassed (%)	20
Table 4.6: Population aged 18 years and above using mass media and ICT by disability status and place of residence of persons with disabilities (%)	21
Table 4.7: Challenges faced in accessing information (%)	23
Table 4.8: Children aged 6–16 years by school attendance, type of school attended and source of tuition by disability status (%)	35
Table 4.9: Children aged 6–17 years by levels of parental involvement in their education by disability status and place of residence of children with disabilities (%)	36
Table 4.10: Households aware of social transfers and have ever received them (%)	37
Table 4.11: Persons with disabilities aged 18 years and above and access to social transfers (%)	37
Table 4.12: Persons with disabilities whose privacy was not respected (%)	40
Table 4.13: Adults by marital status and disability status (%)	40
Table 4.14: Persons per 1,000 population with self-reported health conditions (%)	41
Table 4.15: Adults with disabilities who have been mistreated when seeking health care (%)	42
Table 4.16: Persons with health insurance cover and disability status (%)	43
Table 4.17: Persons with disabilities who have been discriminated against in social-religious aspects of life (%)	44
Table 4.18: Persons who are happy and those who perceive life to be better (%)	46

LIST OF FIGURES

Figure 4.0: Persons with disabilities by age group (%)	17
Figure 4.1: Persons by reported preventable cause of disability (%)	18
Figure 4.2: Sources of assistive devices (%)	19
Figure 4.3: Ability of the deaf to access information using sign language (%)	23
Figure 4.4: Persons with disabilities discriminated against when using public transport (%)	24
Figure 4.5: Persons who have been attacked with a weapon (%)	25
Figure 4.6: Persons with disabilities who have been treated unfairly in having children (%)	25
Figure 4.7: Persons with disabilities who have had unequal recognition in marriage matters by sex (%)	26
Figure 4.9: Persons who feel safe walking alone in their neighbourhood after dark by disability status (%)	27
Figure 4.10: Persons who feel safe at home alone after dark by disability status (%)	27
Figure 4.11: Persons who have been forced in a cruel manner to take medical treatment, hospitalized or isolated from other people by selected characteristics (%)	28
Figure 4.12: Persons with disabilities who have been treated unfairly by the police (%)	28
Figure 4.13: Persons who have experienced sexual violence (%)	29
Figure 4.14: Persons who have experienced physical violence (%)	30
Figure 4.15: Persons with disabilities who have experienced any form of violence (%)	32
Figure 4.16: Persons who have been subjected to victimization in the previous 12 months (%)	32
Figure 4.17: Victimized adults by number of times victimized (%)	33
Figure 4.18: Attacked persons by place where the incident happened and disability status (%)	33
Figure 4.19: Children under 5 years whose births had been certified, by disability status (%)	34
Figure 4.20: Children aged 6 to 16 years by current school attendance and type of disability (%)	36
Figure 4.21: Assistive devices needed by children aged 5–17 years for walking (%)	39
Figure 4.22: Children under five years assessed and recommended to use assistive devices (%)	39
Figure 4.23: Persons who have been discriminated against in their role as a parent (%)	41
Figure 4.24: Adults with disabilities who have faced discrimination in work and employment (%)	43
Figure 4.25: Children aged 0–23 months who failed to achieve a development milestone (%)	45
Figure 4.26: Average overall life satisfaction index by sex and disability status (%)	46

FOREWORD

The Uganda Functional Difficulties Survey (UFDS) 2017 is the first of its kind in Uganda. It was based on a sub-sample of the Uganda Demographic and Health Survey (UDHS) 2016 and carried out in UDHS households that had persons with disabilities at the time of the survey. The main objective of the UFDS was to collect high-quality data on functional difficulties in Uganda to help in the monitoring and evaluation of disability-related programmes and interventions, including national and international development agenda frameworks such as the National Development Plan II, the Global Agenda 2030 and the Africa Agenda 2063.

The UFDS 2017 comprised three modules: the Adults module (for persons aged 18 years and above) and two modules for children – one for children aged 5–17 years and one for those below 5 years of age. The rich data set compiled from the survey was based on recommendations from the UN Committee on the Rights of Persons with Disabilities and the Washington Group on Disability Statistics. The estimates are comparable at the international level and representative of up to 15 of Uganda’s sub-regions. The data cover a wide range of topics, including disability prevalence, use of assistive devices, discrimination and violence against women.

The Uganda Bureau of Statistics (UBOS) expresses gratitude to the Government of Uganda, the United Nations Children’s Fund (UNICEF) and the UK Department for International Development (DFID) for the technical and financial support that enabled successful implementation of the survey. Our appreciation is extended to the Ministry of Gender, Labour and Social Development (MGLSD) for technical backup during the questionnaire design, staff training and survey implementation. We are also grateful to the National Council for Disability (NCD), the National Union of Disabled Persons of Uganda (NUDIPU) and other Disabled Peoples Organizations for the timely guidance in the implementation of the survey.

Appreciation goes to the Board, management and staff of UBOS for the overall coordination and implementation of the survey. We also wish to acknowledge the support local governments gave to the interviewers during fieldwork and express our appreciation to respondents, especially persons with disabilities, who spared their time to participate in the survey.

The Bureau urges the public to utilize the findings in making informed decisions and in planning.



BEN PAUL MUNGYEREZA

Executive Director
Uganda Bureau of Statistics

PREFACE

A lack of disaggregated data on disability has severely affected the access of persons with disabilities in Uganda to appropriate services, information and resources. This has been further complicated by negative societal attitudes, cultural myths and a lack of awareness about the rights of persons with disabilities, which has restricted their equal participation in the socio-economic development of the country.

The Uganda Functional Difficulties Survey (UFDS) 2017 was conducted by the Uganda Bureau of Statistics (UBOS) with the Ministry of Gender, Labour and Social Development (MGLSD) to generate information and data on persons with disabilities in Uganda to inform planning, budgeting, implementation, monitoring and reporting on disability. It was conducted and implemented in line with national and international frameworks, such as Vision 2040, the National Development Plan II, the UN CRPD and SDGs. Utilization and operationalization of this information is therefore important in order to address and redress disadvantages faced by persons with disabilities.

I am certain that this study will raise awareness and resolve some concerns about disability since the analysis has utilized internationally agreed best practices. The results will contribute to inclusive planning and holistic implementation of interventions directed at persons with disabilities.

I wish to express my gratitude to the Government of Uganda, UNICEF, the UK Department for International Development (DFID) and all representatives of persons with disabilities for the technical and financial support they provided and to UBOS for guiding and undertaking the study. I appeal to my ministry, academia and all stakeholders to utilize this data in their planning and decision-making processes.

We request that UBOS makes this data collection a routine and continuous exercise.



PIUS BIGIRIMANA

Permanent Secretary

Ministry of Gender, Labour and Social Development

ABBREVIATIONS

CAPI	Computer Assisted Personal Interviews
CAO	Chief Administrative Officer
CRPD	Convention on the Rights of Persons with Disabilities
DFID	Department for International Development
EA	Enumeration area
ICT	Information communication technology
MGLSD	Ministry of Gender, Labour and Social Development
NCD	National Council for Disability
SDG	Sustainable Development Goal
UBOS	Uganda Bureau of Statistics
UDHS	Uganda Demographic and Health Survey
UFB	Uganda Foundation for the Blind
UFDS	Uganda Functional Difficulties Survey
UNAB	Uganda National Association of the Blind
UNICEF	United Nations Children Fund
WG	Washington Group
WHO	World Health Organization

KEY INDICATORS


BIRTH REGISTRATION

33% 

of all children **under 5 years** were registered at birth with a civil authority (the percentage is the same among those with and without disabilities)

EMPOWER AND PROMOTE SOCIAL INCLUSION

36% of adults **with disabilities** own a mobile phone 

52% of adults **without disabilities** own a mobile phone 


0.9% of adults **with disabilities** have internet access (and used the internet at least once a week during the previous 3 months)

2.2% of adults **without disabilities** have internet access (and used the internet at least once a week during the previous 3 months)

DISABILITY PREVALENCE RATES



HEALTH INSURANCE COVERAGE


1.2% of adults had health insurance 

0.6% of children **5-17 years** had health insurance


0.4% of children aged **2-4 years** had health insurance


AWARENESS AND USE OF EXTERNAL ECONOMIC SUPPORT


52% of households were aware of economic assistance programmes

4% of households have received external economic support 


USE OF ASSISTIVE DEVICES AMONG CHILDREN 5-17 YEARS

2.3% of children with impaired sight use glasses/contact lenses 

1.4% of children years with impaired hearing use hearing aids 

9.6% of children years with walking difficulties use equipment/assistance 

VIOLENCE AGAINST WOMEN

36% of female children **5-17 years** with disabilities had experienced physical or sexual violence 

58% of female adults had experienced physical or sexual violence 

SUBJECTIVE WELL-BEING (18 YEARS AND ABOVE)

36% of persons **with disabilities** are very or somewhat happy 

17% of persons **without disabilities** are very or somewhat happy

39% of persons **with disabilities** perceive a better life ahead 

55% of persons **without disabilities** perceive a better life ahead

COVERAGE OF SCHOOL SUPPORT DURING CURRENT SCHOOL YEAR PROGRAMMES

19% of children **6-16 years** with disabilities received support 

18% of children **6-16 years** without disabilities received support

DISCRIMINATION AND HARASSMENT BASED ON DISABILITY IN PAST 12 MONTHS

12% female adults

13% boys 5-17 years

17% male adults

19% girls 5-17 years

CHAPTER 1



INTRODUCTION AND BACKGROUND

1.0 INTRODUCTION

Uganda has a rich policy and legislative framework for the inclusion of persons with disabilities. Over the years, this has been adapted to respond to development trends. During the colonial and early post-colonial eras, services for persons with disabilities were provided by institutions. Today, Uganda's disability policy and legislative framework emphasizes a rights-based approach to disability and takes into account ratified conventions, regional treaties, laws, policies, regulations, guidelines and executive directives (presidential manifestos), within the framework of the Constitution of the Republic of Uganda (1995) and the National Policy on Disability (2006).

The sections below provide an analysis of Uganda's disability policy and legislative framework and how it is implemented, and emphasizes the need for sound research for development, including statistics. Both the National Policy on Disability 2006 and the Disability Act 2006 emphasize the need for research and documentation and the dissemination of best practices and experiences for the replication and scaling up of interventions by all actors, at all levels. Various studies – including the UNICEF/MGLSD *Situation Analysis on Children with Disabilities Living in Uganda 2014*; the *Mapping Study on Community Based Rehabilitation programmes in Uganda 2015*; the *Disability Scoping Study 2009*; and *Disability in Uganda*: report of a UNDESA scoping mission 2016¹ – also stress the need for continuing research to inform and improve practice.

1.1 NATIONAL LAWS AND POLICIES IN UGANDA

In line with its 1995 constitutional obligation to respect the dignity and rights of persons with disabilities, and in response to the advocacy initiatives of organizations representing persons with disabilities, Uganda has enacted several disability-friendly laws.² These laws include: the National Council on Disability Act 2003 (with additional amendments 2013); the 2006 Disability Act; the 2006 Equal Opportunities Commission Act 2006; the 1997 Local Government Act and the 1996 Children's Statute 1996 (with amendments in 2016). A number of policies and policy guidelines also support interventions for persons with disabilities. These include, the 2015 Orphans and Vulnerable Children Policy, the 2006 National Policy on Disability, the 2012 Disability Guidelines and the Alternative Care Framework. Additional laws and policies that directly and/or indirectly address disability are listed in Appendix A1.

1.2 CONVENTIONS AND THE DEVELOPMENT AGENDA

Uganda's development trajectory is not devoid of the global policy and development agenda and therefore, the local policy and legislative framework is guided by the international conventions the country has ratified. These include:

- United Nations Convention on the Rights of Persons with Disabilities (CRPD)
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- Convention against Torture

1 The United Nations Department for Economic and Social Affairs (UNDESA) undertook a scoping mission study in Uganda in 2015/16 to establish the disability structures, legislative and policy framework and how these resonated and/or diverged from the CRPD articles and/or recommendations.

2 Constitution of the Republic of Uganda, Objective IV and XXIV; Articles 21 (2), 30, 32(1), 35(1), 59(4) and, 78(1)

- Convention on the Elimination of all forms of Discrimination against Women
- Convention on the Rights of the Child
- The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities
- Mine Ban Treaty (applies only to persons with disabilities whose disability was caused by a mine)
- Convention on the Elimination of All Forms of Racial Discrimination.

Uganda ratified the CRPD and its optional protocol on 28 September 2008 and is explicitly required to monitor its implementation by generating data. The protocol emphasizes the importance of mainstreaming disability issues as an integral part of relevant sustainable development strategies. It is further concerned that, despite the various instruments and undertakings, in all parts of the world persons with disabilities continue to face barriers to their participation as equal members of society and violations of their human rights.

One of the concluding observations in the CRPD Committee's 2016 report on Uganda – relating to Article 31 on statistics and data collection – states that:

60. The Committee is concerned about the lack of systems to collect information on the situation of persons with disabilities, including refugees.

61. The Committee recommends that the State party:

- (a) Systematically facilitate the collection, analysis and dissemination of disaggregated data about persons with disabilities and the barriers they face;*
- (b) Pay attention to the links between article 31 of the Convention and target 17.18 of the Sustainable Development Goals.*

Uganda has also signed up to and works towards achieving the Sustainable Development Goals (SDGs), a global development framework aimed at ending poverty and ensuring that all people enjoy peace and prosperity. SDGs 1, 2, 4, 8, 11, 16 and 17 have targets and indicators that relate directly to disability.

1.3 UGANDA FUNCTIONAL DIFFICULTIES SURVEY

In 2017, as coordinator of the National Statistical System, the Uganda Bureau of Statistics (UBOS) undertook the Uganda Functional Difficulties Survey (UFDS). Its broad aim was to provide policy makers in the Ministry of Gender, Labour and Social Development (MGLSD), Ministry of Health (MoH), Ministry of Education and Sports (MoES), among others, with information to monitor and plan for future interventions around disability, especially in its reform activities. The UFDS also aimed to provide information on the prevalence of adult and child disability in the country, levels of discrimination, and the status of equal opportunities for persons with disabilities.

Specifically, the UFDS collected information on the prevalence of discrimination, violence against persons with disabilities, accessibility to services and deprivation, etc. It also aimed at generating other indicators relevant to the 2006 Persons with Disabilities Act, the National Development Plan II (NDP), SDGs and CRPD.

This report therefore provides information about the definition and measurement of disability in Uganda, Uganda's legislative and legal frameworks with regard to disability, and the findings of the UFDS 2017.

CHAPTER 2



DEFINING AND MEASURING DISABILITY IN UGANDA

2.0 KEY DEFINITIONS OF DISABILITY

Uganda is a Party to the UN Convention on the rights of Persons with disabilities (CRPD) and submitted its Initial Report on the CRPD in 2014. In their concluding observations on the report, the CRPD Committee raised concern about the varying definitions of disability in Uganda's legislation and about policies that are not in line with some CRPD articles. In response to these concerns, efforts were made to harmonize the definition of disability in the data collection process of this survey. Furthermore, the results provide statistics and data to inform the review of existing policies and/or the upgrading or development of new policies in line with the CRPD.

In its definition of persons with disabilities, the CRPD includes 'those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others'. This definition was used in the survey and persons with disabilities were identified using the Washington Group on Disability Statistics (WG)¹ standard as follows:

- **Adults with disabilities:** Any adult for whom any one domain is coded with 'a lot of difficulty' or 'cannot do at all'. The domains include seeing, hearing, walking, self-care, communication, remembering and concentrating
- **Children aged 5–17 years with disabilities:** Any child in the age group who had a response of 'a lot of difficulty' or 'cannot do at all' in any of the following domains: seeing, hearing, walking, self-care, communication, learning things, remembering, concentrating, accepting change to his/her routine, difficulty controlling his/her behaviour, difficulty making friends. Plus, children who seemed very anxious, nervous or worried daily and those who seemed very sad or depressed daily
- **Children aged 2–4 years with disabilities:** Any child in the age group who had a response of 'a lot of difficulty' or 'cannot do at all' in any of the following domains of: seeing, hearing, walking, fine motor (picking up small objects with (his/her) hand), communication, learning things, playing and behaviour (i.e. how much he/she kicks, bites or hits other children or adults)
- **Mental disorders:** Any persons with any of the following conditions: hydrocephalus, down syndrome or autism²
- A person was considered to have **depression or anxiety** if they reported to be depressed or anxious on a daily or weekly basis irrespective of the intensity with which they felt that way (e.g. 'a little', 'a lot' or 'somewhere in between')
- A person was considered to have **psychosocial** problems if they reported a mental disorder, depression and anxiety
- A person was considered to have **intellectual** problems if they cannot remember or concentrate at all
- A person with **psychosocial and /or intellectual** disability was considered as one who had any of the following conditions: depression, anxiety, mental disorder or cannot remember or concentrate at all.

2.1 OVERVIEW OF DISABILITY STATISTICS IN UGANDA

The lack of adequate, reliable, relevant and recent information on the nature and prevalence of disability in Uganda remains a challenge. Uganda has had six censuses since 1948, but the first attempt to collect national-level disability data was in the 1991 census. The 2002 and 2014 National Population and Housing

1 The Washington Group on Disability Statistics (WG) is a UN city group established under the United Nations Statistical Commission to address the urgent need for cross-nationally comparable population-based measures of disability.

2 The survey considered only conditions that can be easily noticed.

Censuses included questions on disability. Furthermore, the following household surveys collected data to measure the prevalence of disability: the 2004 Northern Uganda Survey (covered the then 18 Districts under the Northern Uganda Social Action Fund (NUSAF) programme); the 2005/2006 Uganda National Household Survey; and the 2006, 2011 and 2016 Uganda Demographic and Health Surveys (UDHSs).

Information from these surveys and censuses has to be used with caution when making a trend analysis since there have been changes in the phrasing of questions and the definition of persons with disabilities. Apart from the UDHSs, the results from the outlined sources may not be comparable. Since 2006, when UBOS adopted the Washington Group questions for disability measurement, similar questions and definitions of disability have been used in censuses and surveys in Uganda.

Data on disability can also be sourced from the administrative/official records of the following institutions: Uganda National Examinations Board, Electoral Commission, Uganda Local Governments Association, Ministry of Gender, Labour and Social Development (MGLSD), Ministry of Education and Sports (MoES), United Nations High Commissioner for Refugees, National Council for Disability (NCD), Equal Opportunities Commission and disabled persons' organisations.

The Washington Group on Disability Statistics

The Washington Group on Disability Statistics (WG) is a UN City Group that undertook to improve the quality and international comparability of disability measurement in censuses and surveys. It developed, tested and adopted a short set of six questions on functioning based on six core functional domains (seeing, hearing, walking, cognition, self-care, and communication) for use in national censuses and surveys. The information that results from using these questions typically:

- a) represents the majority of, but not all, persons with limitation in basic actions
- b) represents the most commonly occurring limitations in basic actions
- c) captures persons with similar problems across countries.

The six-question set was recommended by the UN for use in the 2020 round of population censuses, and a UN-sponsored Disability Data Expert Group³ recommended them for use in disaggregating the SDGs. They are also approved for monitoring implementation of the CRPD.

THE WG SHORT SET QUESTIONS

1. Do you have difficulty seeing, even if wearing glasses?
2. Do you have difficulty hearing, even if using a hearing aid?
3. Do you have difficulty walking or climbing steps?
4. Do you have difficulty remembering or concentrating?
5. Do you have difficulty (with self-care such as) washing all over or dressing?
6. Using your usual language, do you have difficulty communicating, (for example understanding or being understood by others)?

Each question has four response categories, which are read after each question. The response categories capture the full spectrum of functioning from mild to severe as follows:

1. No, no difficulty
2. Yes, some difficulty
3. Yes, a lot of difficulty
4. Cannot do it at all

Note that the inclusion of assistive devices was considered for two domains only, seeing and hearing, as limitations in these domains can often be easily overcome with the use of glasses or hearing aids.

3 Disability Data Disaggregation. Joint Statement by the Disability Sector. Fourth meeting of the IAEG-SDG's Geneva, November 2016

2.2 EVOLUTION OF DISABILITY MEASUREMENT IN UGANDA

Results from the censuses and surveys have shown that using the Washington Group short set of questions leads to higher disability estimates than the traditional single question used previously. The following boxes illustrate the methodology used and how this has affected statistics relating to the prevalence of disability in Uganda since 1991.

1991 POPULATION AND HOUSING CENSUS

- Covered 10% of rural areas, 100% of urban areas
- Did not include people in institutions

Question asked: “Is there anyone in this household who has a disability?”

Response categories: • Yes • No

Disability data collected on: • Type of disability • Cause of disability

Rehabilitation measures taken

- Disability prevalence rate 1.2%

2002 POPULATION AND HOUSING CENSUS

- Coverage universal

Question asked: “Is there anyone in this household who has difficulty in seeing, walking, hearing, climbing stairs, etc., that has lasted or is expected to last 6 or more months?”

Response categories: • Yes • No

Multiple disability collected (max. 2 types)

Disability data collected on:

- Type of disability • Cause of disability • Rehabilitation measures taken

Disability prevalence rate 3.5%

2014 NATIONAL POPULATION AND HOUSING CENSUS

- Covered all household population aged 2 years and above throughout entire country

Questions asked:

1. Do you have difficulty seeing, even if wearing glasses?
2. Do you have difficulty hearing, even if using a hearing aid?
3. Do you have difficulty walking or climbing steps?
4. Do you have difficulty remembering or concentrating?

Response categories for each question:

- No – no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Cannot do at all

Data provides for multiple disability (max. 4 types)

Disability prevalence rate for persons aged 2 years and above 13.5%

The WG short set of questions was used in surveys and censuses from 2006 onwards. Because the WG short set of questions was designed for the adult population (although they have been used for some child-age groups), the analysis was restricted to individuals aged five years and above. The WG therefore developed a set of survey questions to produce internationally comparable data on disability in children aged 2 to 17 years.⁴ These improved measures of disability were used in the detailed 2017 Uganda Functional Difficulties Survey.

4 UNICEF/Washington Group on Disability Statistics. Module on Child Functioning. February 2017

CHAPTER 3



THE 2017 UGANDA FUNCTIONAL DIFFICULTIES SURVEY

3.1 INTRODUCTION TO THE SURVEY

The Uganda Functional Difficulties Survey (UFDS) 2017 was a national sample survey undertaken by the Uganda Bureau of Statistics (UBOS) in accordance with the UBOS Act, 1998. It was designed as a response to the data needs prescribed by the UN Convention on the Rights of Persons with Disabilities (CRPD),⁵ recommendations from the National Policy on Disability in Uganda (2006), and other national documents with recommendations concerning targeted disability measurement.⁶ Information from the UFDS is essential for informed policy making and planning, and for the monitoring and evaluation of disability programmes. It provides national and regional disability prevalence rates as well as related human and social development parameters that relate to disability. These are disaggregated by region, gender, age and difficulty strands, among other things. The data are generally comparable to similar surveys in other developing countries and are an addition to the growing international database of disability-disaggregated indicators.

Funded by the UK's Department for International Development (DFID) and UNICEF, the survey was implemented by UBOS and Ministry of Gender Labour and Social Development (MGLSD). As the main users of the survey results, the MGLSD and Ministry of Health (MoH) had a major role in guiding the design of the questionnaires and survey content. In addition, a number of organizations were consulted through stakeholder engagement during the questionnaire review stage (see Appendix Table A.2). UBOS also received technical advice on the design and implementation of the survey from the Washington Group on Disability Statistics and UNICEF.

UBOS was responsible for managing the survey, including hosting meetings to discuss the questionnaires with representatives from major users, technical institutions and international bodies. It was also responsible for overseeing day-to-day operations, i.e. recruiting, training and supervising field workers and data processing staff, and analysis and report writing processes.

3.2 SURVEY OBJECTIVES

The long-term objective of the survey was to strengthen the technical capacity of UBOS to plan, conduct, process, and analyze data from disability and health surveys.

The specific objectives of the UFDS 2017 were as follows:

1. To provide data at the national and subnational level that will allow the computation of disability rates by selected characteristics
2. To undertake a test of response options to the WG short set of questions
3. To generate key indicators for monitoring the CRPD
4. To provide information for monitoring disability-related SDG indicators

5 Article 31 (2) of the CRPD states that, 'The information collected in accordance with this article shall be desegregated, as appropriate, and used to help, assess the implementation of state parties' obligations under the present convention and to identify and address the barriers faced by persons with disabilities in exercising their rights.' Article 31 (3) states that, 'State parties shall assume responsibility for the dissemination of these statistics and ensure their accessibility to persons with disabilities and others.'

6 UBOS (2016) Uganda Demographic Health Survey 2016; UBOS (2016) National Population and Housing Census 2014; UBOS (2011) Uganda Demographic Health Survey 2011; and UBOS (2006) Uganda Demographic Health Survey 2006 among others

3.3 SAMPLE DESIGN

The UFDS 2017 sample was designed to produce reliable baseline indicators at the national and urban-rural residence levels, and for 15 sub-regions. During data collection for the 2016 UDHS, 10,739 households were identified as having a member with a difficulty in one or more of the following areas: vision, hearing, walking, concentration/remembering, concentrating/understanding or self-care. At that time, consent was sought from the household head for another team to visit for the purposes of the UFDS. .

For the 2016 UDHS, in the first stage 697 Enumeration Areas (EAs) were selected from the 2014 Uganda Population and Housing Census. In the second stage, households were selected based on a complete listing of households. In each EA, a new list of households was generated and 30 households were randomly selected. It was from among the 30 households sampled for the UDHS 2016 that households with members with disabilities were considered for the UFDS 2017.

3.4 QUESTIONNAIRES AND OTHER SURVEY INSTRUMENTS

The basic approach of the disability measurement was to collect data that are comparable across countries. To achieve this, standard model questionnaires developed by the Washington Group on Disability Measurement for the UNICEF Multiple Indicator Cluster Surveys Round 6 (MICS-6) were adapted to the Uganda situation and needs. Additional questions of special interest to Uganda were added. Four questionnaires were used for the UFDS 2017: (i) Household Questionnaire, (ii) Child Questionnaire (0–4 years), (iii) Child Questionnaire (5–17 years), and (iv) the Adult Questionnaire (18 years and above).

After preparation of the questionnaires in English, the questionnaires were translated into seven major languages: Ateso, Ngakarimojong, Luganda, Lugbara, Luo, Runyankole-Rukiga and Runyoro-Rutoro. In order to verify the accuracy of the translations, back translations into English were conducted by a different set of translators. All problems that arose in the translation were resolved before a pretest of the survey.

The questionnaires were programmed into tablet computers to facilitate computer-assisted personal interviewing (CAPI) for data collection purposes and an option was provided to choose a questionnaire in one of the eight languages for use during each interview. The CAPI data collection system was developed by the UBOS data processing team using the mobile version of the Census and Surveys Programme (CSPPro). During the interviews, the interviewers recorded questionnaire responses on the tablet computers. These were equipped with Bluetooth technology to enable remote electronic transfer of files, such as assignments from the team supervisor to the interviewers, individual questionnaires among survey team members, and completed questionnaires from interviewers to team supervisors.

All usual members and visitors in the selected households were recorded in the household questionnaire, the main purpose of which was to identify eligible respondents for the individual interviews. Information was also collected about social transfers and benefits.

The individual age-specific questionnaires were used to collect individuals' age-relevant information as summarized below:

0– 4 years questionnaire:

1. Background characteristics (e.g. age, whether the person is an albino)
2. Child development milestones
3. Child functioning

5-17 years questionnaire:

1. Background characteristics (e.g. age, whether the person is an albino)
2. Victimization
3. Child functioning
4. Parental involvement
5. Equality and non-discrimination

Adult questionnaire (18+ years):

1. Background characteristics (e.g. age, whether the person is an albino)
2. Access to, and use of, mass media
3. Marital status
4. Victimization
5. Adult functioning
6. Life satisfaction
7. Equality and non-discrimination

3.5 PRETEST OF THE QUESTIONNAIRES

In February 2017, as soon as the questionnaires were finalized and approved and the tablet programming completed, UBOS carried out a pretest to detect any problems in the flow of the questionnaire and gauge the length of time required for interviews.

The pretest fieldwork took place in clusters in Wakiso and Kampala, districts that were not included in the UFDS 2017 survey sample area. Following debriefing sessions with the pretest field staff and the UFDS technical team on the basis of which modifications were made to the questionnaires. To get more familiar with interacting with and interviewing persons with different sorts of disability, teams then spent time collecting data in rehabilitation centres and training schools for persons with disabilities. At the end of the pretest, pretest staff were formally debriefed to gain their suggestions about how the field implementation activities could be improved. Results from the pretest were used to modify the survey instruments and other survey documents, in particular the software programs and field procedures used in conducting interviews with tablets.

3.6 TRAINING OF FIELD STAFF

UBOS recruited and trained 69 fieldworkers to serve as supervisors/CAPI managers, interviewers and reserve interviewers for the main fieldwork. These were divided into 14 teams, each of which had one team leader, three interviewers and one driver. The training course included instructions on interviewing techniques and field procedures, a detailed review of questionnaire content, instructions on administering the paper and electronic questionnaires, mock interviews between participants and practice interviews.

To stress the importance of the UFDS 2017, the training included presentations by staff from the MGLSD, National Council for Disability (NCD), Uganda Foundation for the Blind (UFB) – Uganda National Association of the Blind (UNAB), National Union of Disabled Persons of Uganda (NUDIPU) and a talk by a little person about his experience relating to Uganda-specific policies and programmes on disability.

Training participants took part in practical hands-on field practice before the actual fieldwork and evaluated through classwork, in-class exercises, quizzes and observations conducted during field practice. Team leaders and field data managers received additional instructions and practice on performing supervisory activities with the CAPI system. Supervisory activities included assigning households and receiving completed interviews from interviewers, recognizing and dealing with error messages, receiving a system update and distributing updates to interviewers, resolving duplicated cases, closing clusters, and transferring interviews to the central office. In addition to the CAPI material, team supervisors received additional training on their roles and responsibilities.

3.7 DATA COLLECTION

Data collection for the main survey took place over a period of three months. UBOS provided the field teams with letters of introduction to the Chief Administrative Officer (CAO)/Town Clerk when they travelled to the District. In turn, the teams secured the necessary introductory letters from the CAO and Sub-county chief prior to visiting any Enumeration Area (EA). While in the EA, the teams moved around with a local guide, preferably one who was a member of the local council executive committee.

Field staff were deployed in teams based on the main local language spoken and assigned an equal workload by their team leaders. After every visit, team leaders provided the project management team with a report about any problems encountered in the field and other information about the EA deemed relevant for interpretation of the information. The MGLSD, NCD and UFB supported the field supervision exercise.



Richard Opiro, 15, who was born deaf, during a class in Laroo Primary School in Gulu, Uganda.

3.8 PRESENTATION OF RESULTS

Results from the UFDS 2017 are presented as proportions, and most have been disaggregated by sex, age, place of residence, disability status and for 15 sub-regions, where possible. The districts (based on the 2017 list of Administrative Areas) were grouped into sub-regions as follows;

SOUTH BUGANDA: Butambala, Gomba, Mpigi, Bukomansimbi, Kalangala, Kalungu, Lwengo, Lyantonde, Masaka, Rakai, Sembabule, Wakiso, Kyotera

NORTH BUGANDA: Buikwe, Buvuma, Kayunga, Kiboga, Kyankwanzi, Luwero, Mityana, Mubende, Mukono, Nakaseke, Nakasongola

KAMPALA: Kampala

BUSOGA: Bugiri, Namutumba, Buyende, Iganga, Jinja, Kaliro, Kamuli, Luuka, Mayuge, Namayingo

BUKEDI: Budaka, Butaleja, Kibuku, Pallisa, Tororo, Busia, Butebo

ELGON: Bulambuli, Kapchorwa, Kween, Bududa, Manafwa, Mbale, Sironko, Bukwo, Namisindwa

TESO: Amuria, Bukedea, Katakwi, Kumi, Ngora, Soroti, Kaberamaido, Serere

KARAMOJA: Abim, Amudat, Kaabong, Kotido, Moroto, Nakapiripirit, Napak

LANGO: Alebtong, Amolatar, Dokolo, Lira, Otuke, Apac, Kole, Oyam

ACHOLI: Agago, Amuru, Gulu, Lamwo, Pader, Kitgum, Nwoya, Omoro

WEST NILE: Adjumani, Arua, Koboko, Maracha, Moyo, Nebbi, Yumbe, Zombo, Pakwach

BUNYORO: Buliisa, Hoima, Kibaale, Kiryandongo, Masindi, Kagadi, Kakumiro

TORO: Bundibugyo, Kabarole, Kasese, Ntoroko, Kyenjojo, Kamwenge, Kyegegwa, Bunyangabu

KIGEZI: Kabale, Kisoro, Kanungu, Rukungiri, Rubanda, Rukiga

Ankole: Buhweju, Bushenyi, Ibanda, Isingiro, Kiruhura, Mbarara, Mitooma, Ntungamo, Rubirizi, Sheema

MAP 1: 15 SUB-REGIONS OF UGANDA



3.9 RESPONSE RATES

Of the 10,739 households identified from the 2016 UDHS as having a member with a disability, 212 in remote, hard-to-reach areas were not included in the UFDS due to budget constraints. In addition, of the 10,527 included, 2,656 were not visited due to budget constraints and the long unanticipated time taken in tracking respondents so only 7,871 were visited by the field teams, of which 7,522 were occupied. Of the occupied households, 7,438 were successfully interviewed, which yielded a response rate of 98.9 per cent (see Table 3.1).

In the interviewed households, 15,278 adults were identified for individual interviews and interviews completed with 14,617 adults (99.7%). In the same households, 13,589 children aged 5 to 17 years were identified and 13,155 successfully interviewed (98.8%). In addition, 5,130 children aged 0 to 4 years were identified and 5,039 interviews successfully completed with mothers/caretakers (97.1%). Response rates were generally higher in rural areas than urban areas (see Appendix Table A.1).

TABLE 3.1: NUMBER OF HOUSEHOLDS, ADULTS, CHILDREN 5–17 YEARS AND CHILDREN <5 YEARS BY INTERVIEW RESULTS

	Total	Place of residence	
		Urban	Rural
Households			
Sampled	7,871	1,432	6,439
Occupied	7,522	1,270	6,252
Interviewed	7,438	1,244	6,194
Household response rate (%)	98.9	98.0	99.1
Adults (18+ years)			
Eligible	15,278	2,591	12,687
Interviewed	14,617	2,484	12,133
Adult's response rate (%)	99.7	99.8	99.7
Adult's overall response rate (%)	98.6	97.8	98.7
Children (5–17 years)			
Eligible	13,589	1,871	11,718
Children/mothers/caretakers interviewed	13,155	1,788	11,367
Children's response rate (%)	99.9	99.9	99.9
Children's overall response rate (%)	98.8	97.9	99.0
Children <5 years			
Eligible	5,130	678	4,452
Mothers/caretakers interviewed	5,039	671	4,368
<5's response rate (%)	98.2	99.0	98.1
<5's overall response rate (%)	97.1	96.9	97.2

CHAPTER 4



KEY FINDINGS

4.1 HOUSEHOLD POPULATION AND COMPOSITION

The headship of a household – the person acknowledged by its members as responsible for the day-to-day running of the household – is an important demographic variable. Although not necessarily the main income earner, he or she is responsible for making the main household decisions.

Table 4.1 shows that about four in every 10 households (38%) were headed by women.

There are more single orphans (11%) than double orphans (2%).

Two-thirds (61%) of children aged under 18 years are living with both biological parents.

TABLE 4.1: HOUSEHOLDS BY SEX OF HEAD OF HOUSEHOLD, ORPHANS <18 YEARS AND CHILDREN'S LIVING ARRANGEMENTS, BY RESIDENCE (%)⁷⁸

	Urban	Rural	Total
Households	Household headship		
	Male	63.3	62.4
	Female	36.7	37.6
	Total	100.0	100.0
Population	Orphans		
	Non-orphan	87.7	87.0
	Double orphan ⁹	1.6	1.7
	Single orphan ¹⁰	10.8	11.3
	Total	100.0	100.0
	Children's living arrangements		
	Living with both parents	61.8	60.9
	Not living with any parent	15.1	15.7
	Living with one parent	23.1	23.4
	Total	100.0	100.0

4.2 CURRENT DISABILITY PREVALENCE, CAUSES AND USE OF ASSISTIVE DEVICES

4.2.1 CURRENT DISABILITY PREVALENCE

In order to establish a disability prevalence rate for each of the three age groups (2–4 years, 5–17 years and 18 years and above), all members of the household present at the time of the interview were asked about any difficulties they face in carrying out daily activities.

Table 4.2 shows that 17 per cent of adults (aged 18 years and above), seven percent of children aged 5 to 17 years and four per cent of children aged 2 to 4 years had a disability. The data further shows that for every type of disability, prevalence was highest among the adults, which implies disability increases with age (see Figure 4.0). For further details about the prevalence of disability and experience of difficulty in any of the six domains (seeing, hearing, walking, communication, self-care and remembering) by age, see Appendix Table A2. (See Appendix Table A3 for the distribution of disability prevalence across sub-regions.)

7 Children under 18 years with both parents dead

8 Children under 18 years with one parent dead

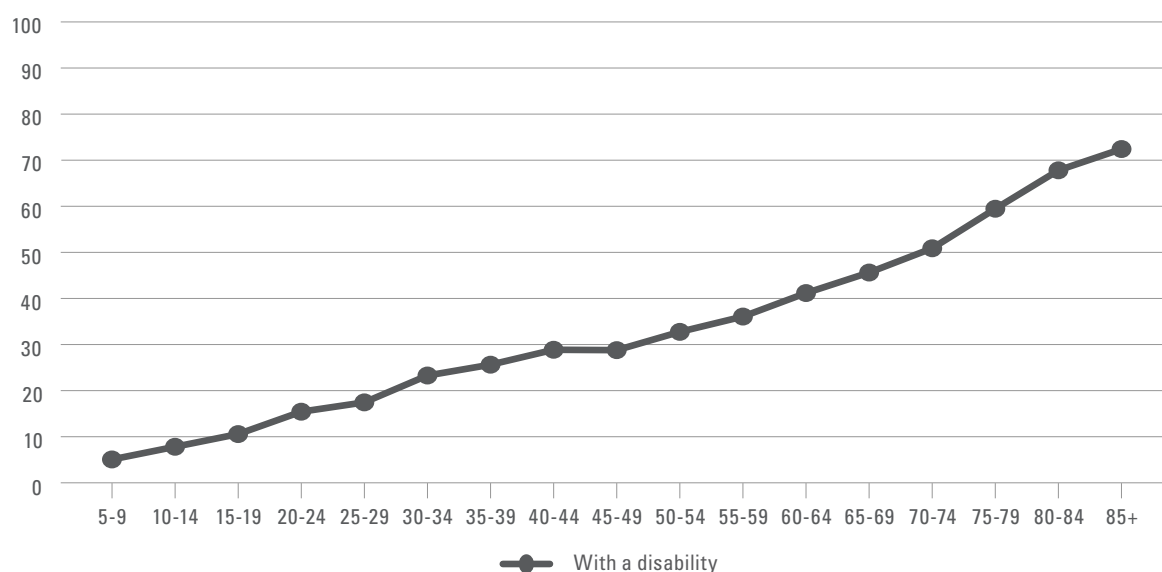
TABLE 4.2: PERSONS WITH DISABILITIES BY AGE AND SELECTED DISABILITY TYPES (%)

	Children		Adults
	2–4 years	5–17 years	18 and above years
Persons with disabilities	3.5	7.5	16.5
Disability categories			
Visual disabilities			
Difficulty with vision	0.1	0.6	7.1
Blindness	0.0	0.0	0.3
Hearing disabilities			
Difficulty with hearing	0.0	1.1	2.5
Hard of hearing			
Deaf	0.0	0.2	0.2
Deafblind	0.0	0.0	0.01
Mobility and upper body functioning			
Difficulty in walking/climbing	0.5	1.0	7.8
Deformity	1.6	2.3	4.9
Missing limb	0.8	0.2	0.3
Difficulty with self-care	*	0.6	1.4
Mental disabilities			
Psychosocial and /or intellectual difficulties	5.6	7.6	9.4
Difficulty in communicating	0.8	1.0	0.7
Difficulty in remembering or concentrating	*	1.9	5.6
Learning disabilities	0.7	1.3	**
Other conditions			
Dwarfism (little people)	0.2	0.1	0.2
Albinism	0.1	0.1	0.2

*Was not asked for children age 2 to 4 years

**was not asked for adults aged 18 years and above

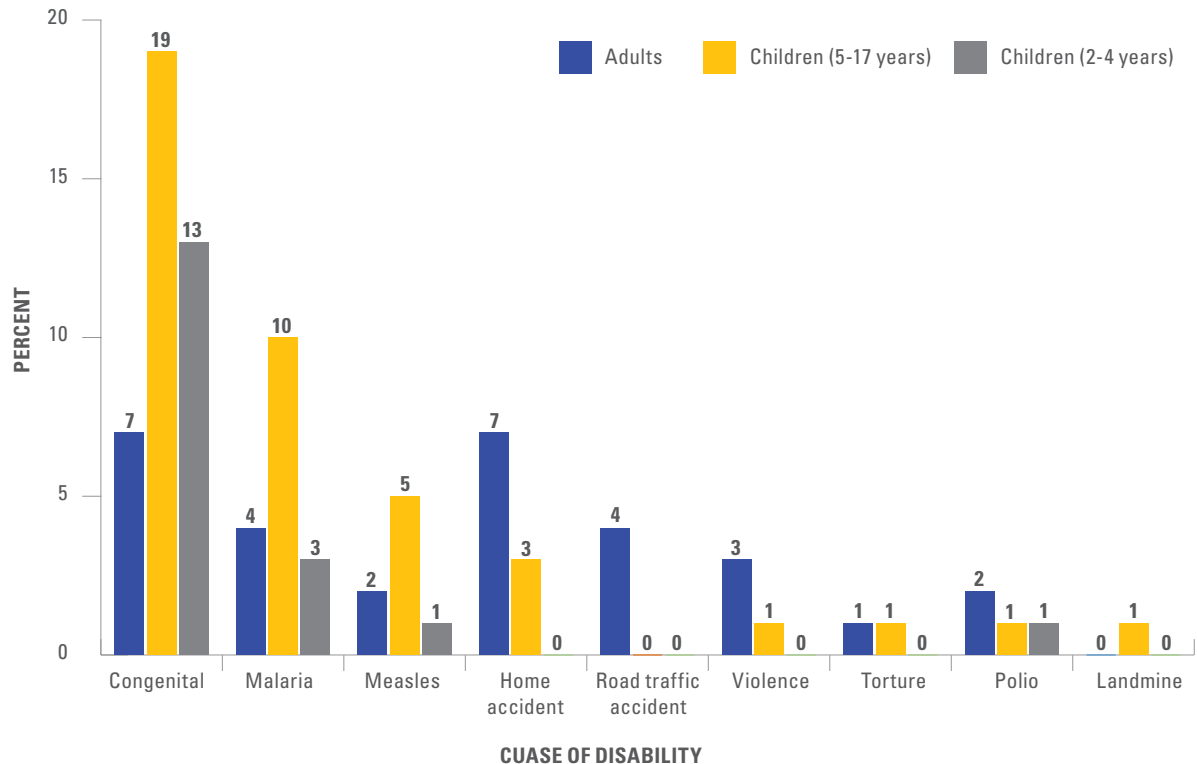
FIGURE 4.0: PERSONS WITH DISABILITIES BY AGE GROUP (%)



4.2.2 REPORTED PREVENTABLE CAUSES OF DISABILITY

The most common preventable cause of disability for adults was accidents at home (7%), malaria (4%) and road traffic accidents (4%). For children aged 2 to 17 years, the most common causes were congenital (i.e., from birth) or because of sickness such as malaria (10%) and measles (5%) (see Figure 4.1).

FIGURE 4.1: PERSONS BY REPORTED PREVENTABLE CAUSE OF DISABILITY (%)



Causes of disability vary by region of residence (see Appendix Table A4). The data revealed that among adults: Kampala and Acholi regions had the highest number of cases due to home and road traffic accidents. Violence as a cause of disability was highest in Acholi and Karamoja sub-regions (8%). Job-related causes were predominant in both South and North Buganda compared with other regions. Measles as a cause of disability among adults is most predominant in the Teso region (7%). This information is useful to inform region-targeted interventions to prevent disability.

4.2.3 HABILITATION AND REHABILITATION

The 2006 Persons with Disabilities Act (art. 28) states that ‘Government shall provide supportive social services to persons with disabilities through acquisition of assistance devices, medical specialty and assistance personal services.’ The CRPD further emphasizes that it is important for a country to promote the availability, knowledge and use of assistive devices and technologies designed for persons with disabilities to promote habilitation and rehabilitation. The UFDS 2017 therefore asked respondents whether they use assistive devices, if so, where they got them from, and, if not, whether they need them. An assistive device is designed, fabricated or adapted to assist a person with disability in performing a particular task, e.g. calipers, wheelchairs, etc.

Table 4.3 shows that 2 per cent of children and adults with sight difficulties use eyeglasses or contact lenses. The unmet need for eyeglasses or contact lenses is high (75% among children and 76% among

adults). Adults with albinism and sight difficulty were the greatest users of eyeglasses (35%) but also had the greatest unmet need (90%).

Children with a hearing difficulty are more likely than adults to use hearing aids, but still the figure is only 1.4 per cent compared with 0.5 per cent. Children also have a greater unmet need (76% compared with 68% among adults).

TABLE 4.3: CHILDREN AND ADULTS WHO USE OR NEED ASSISTIVE DEVICES (%)

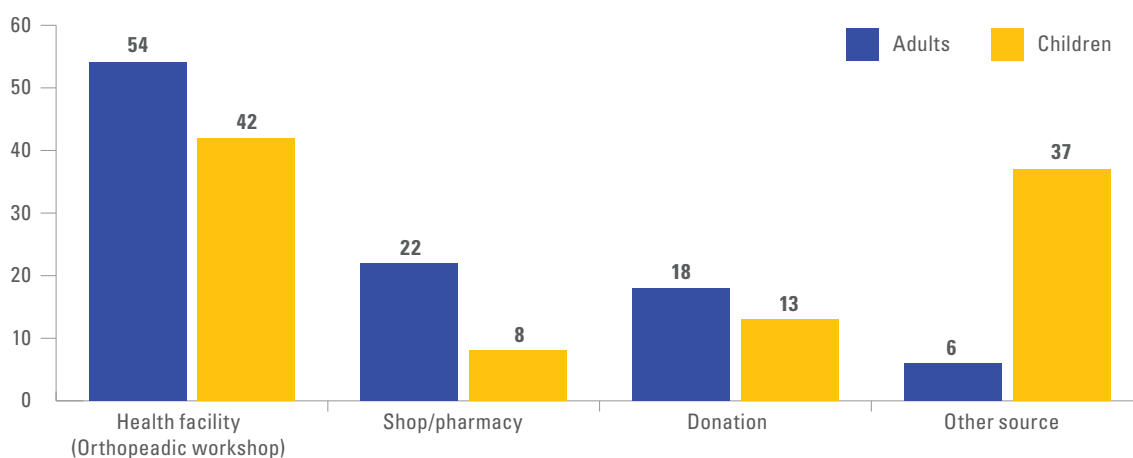
Device	Need			Current users		
	Children	Adults	Adult albino	Children	Adults	Adult albino
Glasses/contact lenses	75.1	75.7	89.6	2.3	2.1	34.5
Hearing aids	75.5	68.4	0.0	1.4	0.5	0.0
Equipment/Assistance for walking	38.0	*	*	9.6	*	*

*This was not asked of adults

Source of assistive device

All persons using an assistive device were asked where they had obtained it. Orthopedic workshops in health facilities were the major source, with higher percentages for adults (54%) than for children (42%). About four in every 10 children with disabilities obtained devices from other sources (Figure 4.2). These included those made at home and were mainly walking sticks (data not shown).

FIGURE 4.2: SOURCES OF ASSISTIVE DEVICES (%)



Recommendation to use assistive device

Parents and caretakers of children aged 2 to 4 years were asked whether and by whom their children had ever been assessed and recommended to use any of the following devices: eyeglasses, hearing aids or any equipment/ assistance for walking.

Less than half of children aged 2 to 4 years (40%) had been assessed and recommended to use equipment or assistance for walking. None had been assessed for use of any other assistive device. The assessment and recommendation was mainly carried out by a community health worker (43%), staff at a health facility (30%) or another person, such as a schoolteacher (27%).

4.3 EQUALITY AND NON-DISCRIMINATION

Discrimination and stigma occur when people are treated unfairly because they are seen as being different from others.⁹ The Persons with Disabilities Act, 2006 provides a comprehensive legal protection for persons with disabilities in accordance with Articles 32 and 35 of the Constitution of Uganda. It makes provisions for the elimination of all forms of discrimination against persons with disabilities towards equalization of opportunities and for related matters.

The UFDS 2017 therefore considered discrimination as unfair treatment in various aspects of life, including: relationships, religious, cultural and social day-to-day activities. Table 4.4 shows that irrespective of age, persons with a deformity, with intellectual and/or psychosocial disabilities and dwarfs/little people are more likely to be discriminated against. Generally, for all forms of discrimination, more adults with disabilities experienced discrimination (41%) compared with children aged 5 to 17 years with disabilities (28%).

TABLE 4.4: PERSONS WHO HAVE EXPERIENCED DISCRIMINATION (%)

Condition	5–17 years	18 and above years
With albinism	9	15
Without albinism	6	16
Dwarfs/little persons	52	47
Not dwarfs/little persons	6	17
Intellectual and/or psychosocial disabilities	29	28
Without intellectual and/or psychosocial disabilities	4	11
With a deformity	39	40
Without a deformity	5	14
With a missing limb	1	3
Without a missing limb	6	16
With disabilities	28	41

Table 4.5 shows the percentage of persons who have ever felt discriminated against or harassed based on a condition that makes them different from others. Generally, for all forms of discrimination or harassment, disability was the most reported (16% among children aged 5 to 17 years and 15% among adults). For the percentage of persons discriminated against by sub-region, see Appendix Table A5.

TABLE 4.5: PERSONS WHO HAVE FELT DISCRIMINATED AGAINST OR HARASSED (%)

On the basis of:	5 to 17 years			18 and above years		
	Male	Female	Total	Male	Female	Total
Ethnic or immigration origin	1.0	1.2	1.1	5.5	5.8	5.7
Gender	0.6	1.1	0.8	2.8	6.2	4.7
Sexual orientation	0.2	0.2	0.2	0.5	0.7	0.7
Age	1.3	1.6	1.4	3.8	4.2	3.9
Religion or belief	0.5	0.5	0.5	2.9	3.8	3.4
Disability	12.9	19.4	16.0	16.9	12.9	14.5
For any other reason	2.9	2.8	2.8	8.5	9.6	9.1

9 The INDIGO Study Group, Discrimination and Stigma Scale DISC 12 © 2008

4.4 ACCESS TO INFORMATION

Article 41 of the Constitution of Uganda stipulates that ‘Every citizen has a right of access to information in the possession of the State or any other organ of the State except where the release of the information is likely to interfere with the security of the State or the right to the privacy of any other person.’ In the same vein, Article 21 of the Persons with Disabilities Act states that ‘It shall be the duty of the responsible government authority to promote the rights of persons with disabilities to access information.’ With today’s technological advances, information communication technology (ICT) is a potentially life-changing prospect for the country, which can fuel development both socially and economically. The National Development Plan II envisages that the ICT sector will facilitate sustainable, effective and efficient development through harnessing and utilizing ICT in all spheres of life.

4.4.1 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The UFDS 2017 asked questions about access to and use of ICT equipment such as a computer, the internet and a mobile phone.

Table 4.6 shows that while 7 per cent of persons aged 18 years and above without a disability had ever used a computer, only 2 per cent of those with a disability had ever used one. It also shows a wide inequality between persons with disabilities and those without disabilities in their use of the internet and mobile phone ownership. Furthermore, persons with disabilities who live in urban areas are more like to have used a computer or internet.

Ownership of a mobile phone is becoming essential in today’s society, especially in emergencies. As Table 4.6 shows, half (51%) of persons without disabilities own mobile phones compared with 36 per cent of those with disabilities. However, mobile phone usage does not depend on phone ownership, with equal percentages (14%) of persons with and without disabilities having used a phone at least once a week in the three months prior to the survey.

TABLE 4.6: POPULATION AGED 18 YEARS AND ABOVE USING MASS MEDIA AND ICT BY DISABILITY STATUS AND PLACE OF RESIDENCE OF PERSONS WITH DISABILITIES (%)

	Disability status			Place of residence of persons with disabilities	
	With a disability	Without a disability	Total	Urban	Rural
Ever used a computer	1.9	6.7	5.9	6.0	1.2
Used a computer at least once a week during the last three months	0.4	1.7	1.5	1.5	0.3
Ever used internet	2.3	7.6	6.7	8.0	1.5
Used the internet at least once a week during the last three months	0.9	2.2	2.0	2.4	0.6
Owns a mobile phone	35.7	50.5	48.0	53.9	32.8
Ever used a mobile phone at least once a week during the last three months	14.1	14.0	14.0	12.0	14.4

4.4.2 CHALLENGES FACED IN ACCESSING INFORMATION

One of the concluding observations in Uganda's initial CRPD report¹⁰ raised concerns about the challenges faced by persons with disabilities in both rural and urban areas in gaining access to transportation and information in accessible formats such as sign language, braille and easy-to-read formats for persons with psychosocial and intellectual disabilities. The UFDS 2017 therefore sought to establish what challenges adults with disabilities had faced in accessing information during the 12 months prior to the survey.



Photo: A child reading Braille during his class at Gulu High School, northern Uganda. © UNICEF/UNI124705/Sibiloni In-house

As Table 4.7 below shows, one in every five persons with disabilities (22%) had faced challenges in accessing information, the biggest challenge being that information is in formats that are not easy to read, and a lack of software/assistive devices to access information.

About half (48%) of deaf persons faced challenges in accessing information because sign language is not readily available to them. There are major disparities seen by place of residence, with deaf persons in urban areas more likely to report lack of sign language as a challenge compared with their rural counterparts (74% versus 43% respectively). Similarly, more blind persons in urban areas (31%) reported lack of a Braille machine as a challenge in accessing information than blind persons in rural areas (16%), probably because there is more exposure to public information in urban areas but little is produced in Braille. The Marrakech treaty facilitates access to published works for persons who are blind, visually impaired, or otherwise print disabled. This seems not to have been fully implemented in Uganda.

10 Ministry of Gender, Labour and Social Development, Uganda Human Rights Commission, United Nations Office of the High Commissioner for Human Rights and the National Union of Disabled Persons of Uganda. Report on the Concluding Observations on the initial Report of Uganda adopted by the committee at its fifteenth session (21–29 March 2016)

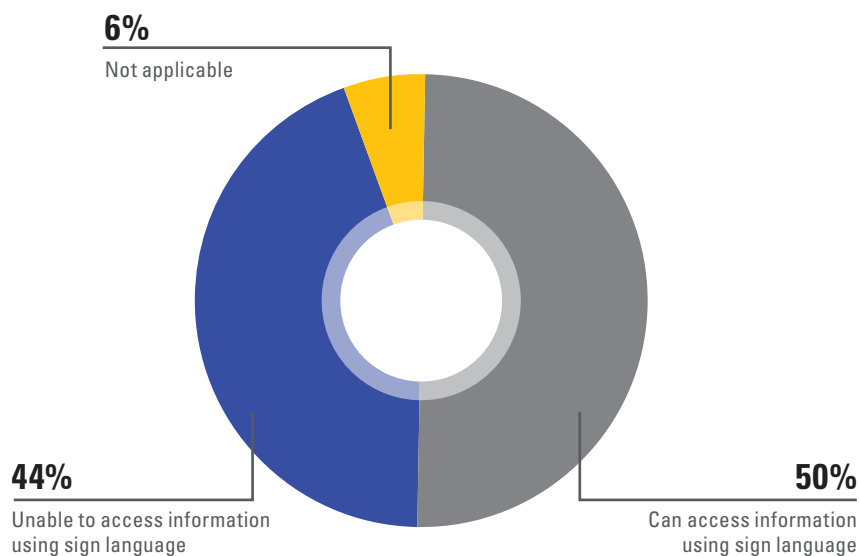
TABLE 4.7: CHALLENGES FACED IN ACCESSING INFORMATION (%)

Challenge	Total	Place of residence of persons with disabilities	
		Rural	Urban
Sign language not available among deaf persons	48.3	43.0	74.0
Lack of Braille machine among blind persons	17.4	15.9	30.9
Format not easy to read among persons with disabilities	15.6	15.5	16.4
Lack of software/assistive devices among persons with disabilities	7.6	7.6	7.3
Other reason	10.2	10.9	5.4
Faced with any of the above challenges	23.8	24.1	22.0

Not shown are the various places where persons with disabilities reported finding it difficult to access information. The most frequently mentioned were the community (30%), health facilities (8%) and school/training institutions (5%). Other places include homes, churches, banks, etc.

Figure 4.3 shows that 50 per cent of deaf persons aged 18 and above are able to access information using sign language. Six per cent of deaf persons are also blind, so using sign language to access information is not applicable for them.

FIGURE 4.3: ABILITY OF THE DEAF TO ACCESS INFORMATION USING SIGN LANGUAGE (%)



4.4.3 ACCESSIBLE TRANSPORT

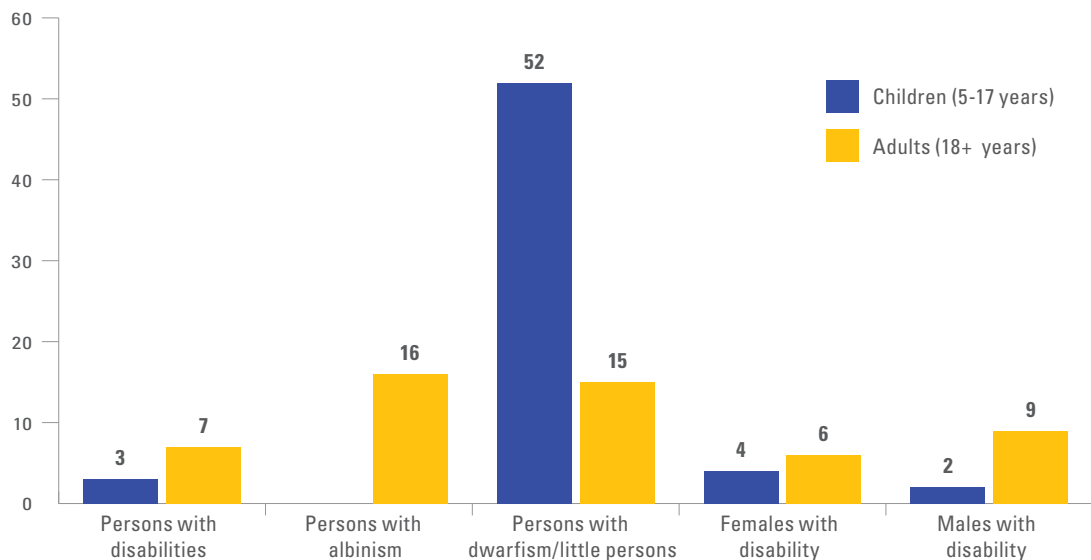
Adequate, efficient and accessible transport to convey people or goods from one place to another is required to support productivity and assist in development. However, many barriers prevent persons with disabilities getting from place to place. These include unfair treatment from passengers or vehicle operators when using public transport.

The Ministry of Works and Transport’s Strategic Plan (2011/12–2015/16) commits to promoting integration of crosscutting issues such as disability in the sector. In Article 22 of the Persons with Disabilities Act, ‘transport disadvantaged persons’ includes transporting persons:

- a) Using mobility devices such as crutches or calipers, or wheelchairs
- b) Using sensory devices such as white canes, low vision devices or hearing aids
- c) Who need assistance such as those using sign language or other support in communication
- d) Having difficulty in negotiating steps, climbing stairs or walking long distances, including persons having health problems, or those carrying heavy loads.

The UFDS 2017 collected information about persons who have been discriminated against when using public transport and found that there is a strong association between disability and facing discrimination in public transport. As Figure 4.4 shows, adults with disabilities are twice as likely to be discriminated against when using public transport than children with disabilities. This may be because adults are more likely to use public transport. On the other hand, more than half of children with dwarfism (52%) felt much more discriminated against when using public transport than adults with dwarfism (15%).

FIGURE 4.4: PERSONS WITH DISABILITIES DISCRIMINATED AGAINST WHEN USING PUBLIC TRANSPORT (%)



4.5 RIGHT TO LIFE

Every human being has a right to effective enjoyment of life, including persons with disabilities on an equal basis as reaffirmed in Article 10 of the CRPD. The right to life hinges on the belief that a human being has the right to live and, in particular, not to be killed by another human being.¹¹ Being attacked using a weapon threatens life.

Interviewees for the UFDS were asked whether during the three years prior to the survey anyone had taken something from them forcefully or threatening to use force. If the respondent had had such an experience, he or she was asked about when and where the incident had occurred, and whether anything had been stolen.

11 Universal Declaration of Human Rights, Article 2 Right to life: 'Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.'

FIGURE 4.5: PERSONS WHO HAVE BEEN ATTACKED WITH A WEAPON (%)

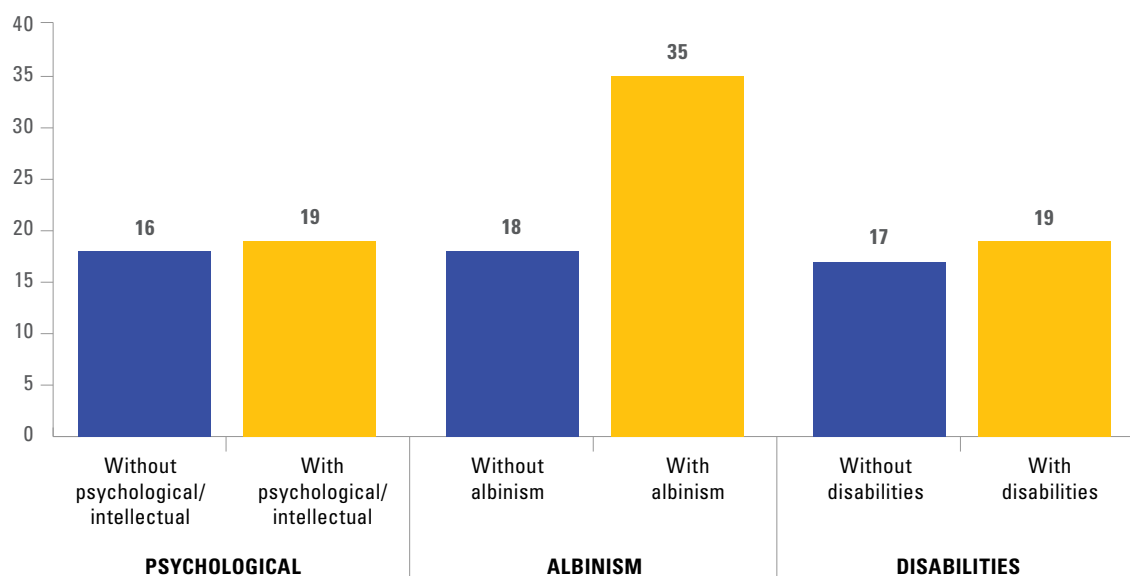
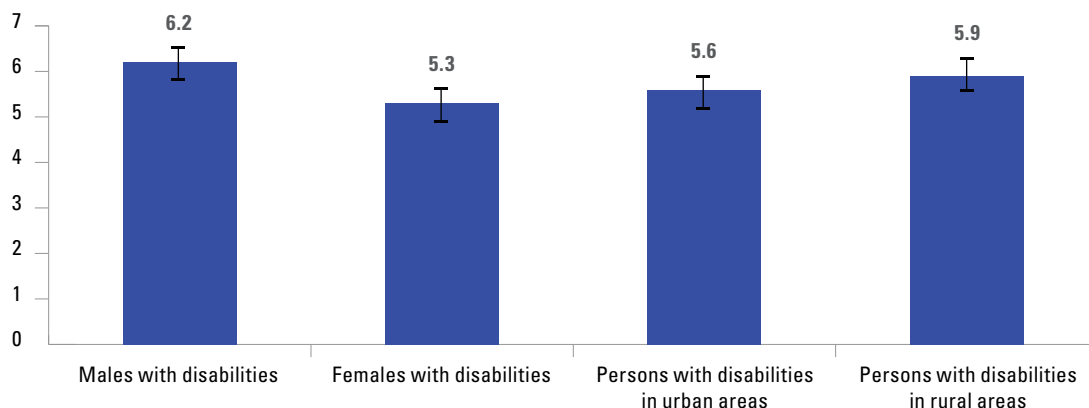


Figure 4.5 shows that on average about one in every five persons had been robbed by someone using a weapon such as a gun, knife or something else in a way that really frightened them in the last 12 months. These attacks or threats had happened at home or outside the home, such as in other people’s homes, on the street, at school, on public transport, in restaurants, or at their workplace. Over one-third of persons with albinism (35%) reported that they had been personally attacked or threatened in a way that really frightened them.

The Constitution of Uganda (Article 22) recognizes and protects the right to life and survival of every person. It also emphasizes that the life of an unborn child must not be ended. The UFDS 2017 therefore collected information from adults with a disability about whether they had faced discrimination in starting a family or having children. Specific emphasis was given to the behaviour of health professionals, friends and family, as well as to how they or their partners were treated during pregnancy or childbirth. Discrimination during pregnancy can cause stress to the mother and lead to death of the unborn child, premature birth and low birth weight.¹²

Figure 4.6 shows that for persons with disabilities, males were slightly more likely to have reported having faced unfair treatment in starting a family or having children compared with females (6% and 5% respectively).

FIGURE 4.6: PERSONS WITH DISABILITIES WHO HAVE BEEN TREATED UNFAIRLY IN HAVING CHILDREN (%)



12 E.J.H. Mulder, P.G. Robles de Medina, C. Huizink, B.R.H Van den Bergh, J.K. Buitelaar, G.H.A. Visser. Prenatal maternal stress: effects on pregnancy and the (unborn) child. *Early Human Development* 70 (1–2), December 2002, Pages 3–14

4.6 EQUAL RECOGNITION BEFORE THE LAW

The CRPD Committee of Experts raised concerns about Ugandan legislation, including the Succession Act (2011), the Divorce Act (1904) and the Hindu Marriage and Divorce Act (1961), which restricts the legal capacity of persons with disabilities, in particular persons with intellectual and/or psychosocial disabilities. It also expressed concern about the de facto guardianship of persons with disabilities within the family, which deprives them of their ability to make choices in areas such as marriage and inheritance.

Figure 4.7 shows that males with disabilities were more likely to be discriminated against in matters relating to marriage or divorce. These include the ability to find a partner or spouse, problems during the relationship, and divorce settlements. In the 12 months preceding the survey, males with disabilities were almost twice as likely to have had another person making a formal or informal decision for them on marriage affairs such as whether to stay in a marriage or to divorce compared with their female counterparts (11% and 6% respectively). Figure 4.7 further shows that persons with intellectual and/or psychosocial disabilities were the most affected.

FIGURE 4.7: PERSONS WITH DISABILITIES WHO HAVE HAD UNEQUAL RECOGNITION IN MARRIAGE MATTERS BY SEX (%)

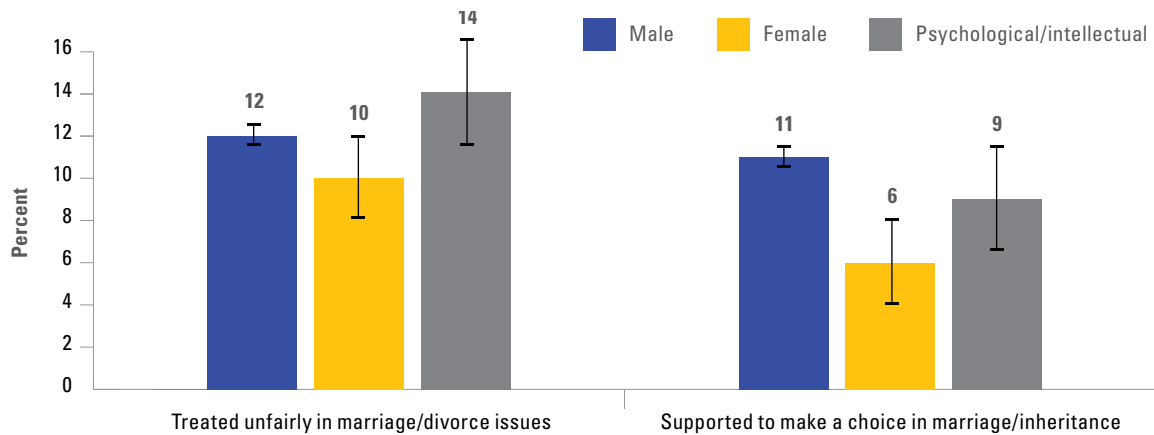


Figure 4.8 shows that generally more adults than children were likely to have been detained or locked up as a result of their disability. Variations by gender were minimal. On the other hand, slightly more children with anxiety/depression compared with their adult counterparts had been detained or locked up because of their disability.

The UFDS 2017 collected information on how respondents felt walking alone in their neighbourhood or when at home alone, after dark. As Figure 4.9 shows, persons with disabilities were more than twice as likely not to walk alone after dark (29%) compared with those without disabilities (11%). Of those who do walk alone in their neighbourhood after dark, 46 per cent of persons without disabilities said they felt safe compared with 27 per cent of those with disabilities.

FIGURE 4.9: PERSONS WHO FEEL SAFE WALKING ALONE IN THEIR NEIGHBOURHOOD AFTER DARK BY DISABILITY STATUS (%)

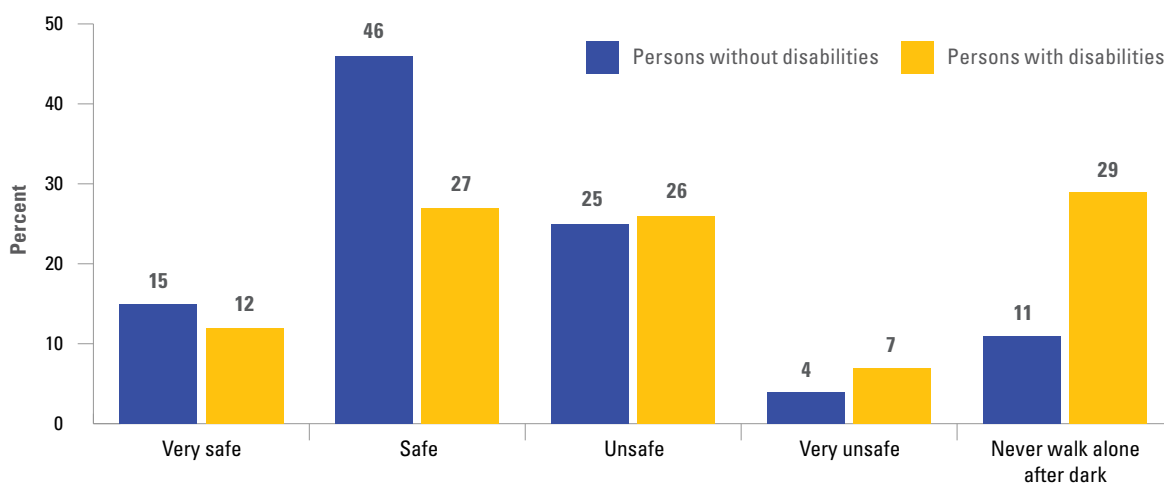
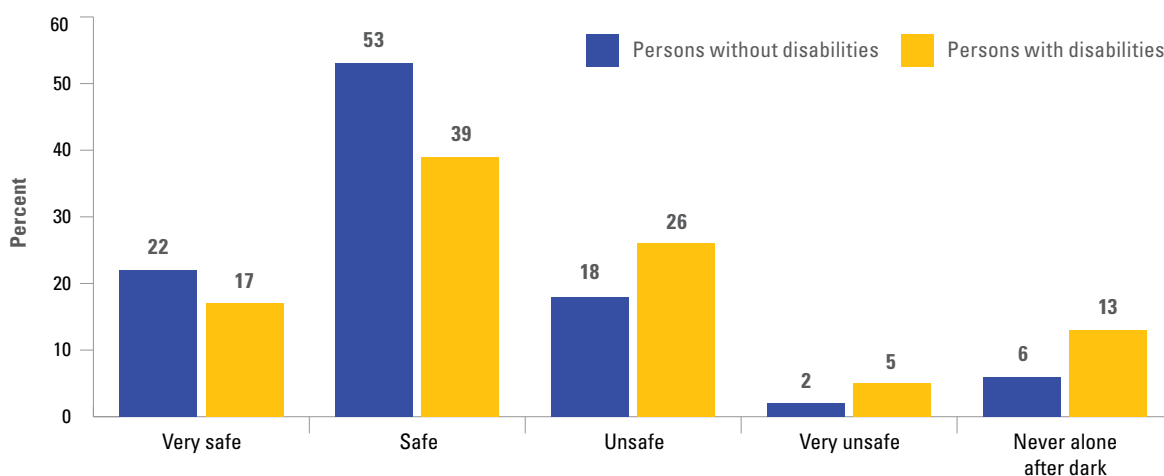


Figure 4.10 shows that more persons with disabilities feel unsafe when at home alone after dark compared with those without disabilities (26% and 18% respectively). Persons with disabilities were also more likely not to be left alone at home after dark (13%) compared with those without disabilities (6%). Such findings may portray a good security measure.

FIGURE 4.10: PERSONS WHO FEEL SAFE AT HOME ALONE AFTER DARK BY DISABILITY STATUS (%)



4.8 FREEDOM FROM TORTURE OR CRUEL, INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT

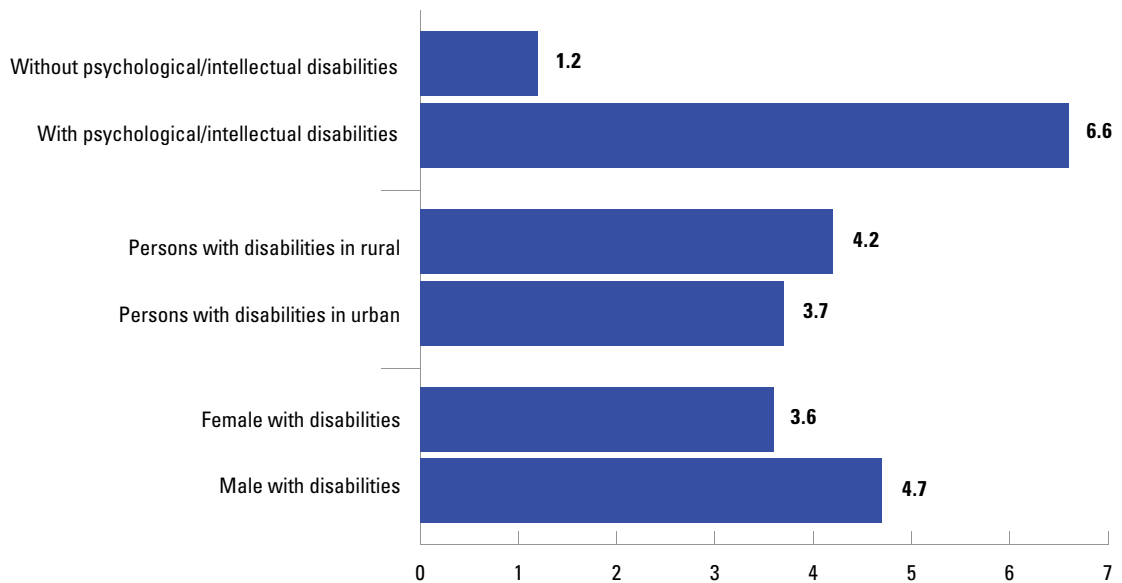
4.8.1 FORCED MEDICATION

Articles 24 and 25 of the Constitution of Uganda and Article 42 of the Persons with Disabilities Act stipulate that a person shall not be subjected to any form of torture, cruel, inhuman or degrading treatment or punishment, or held in slavery. In its Uganda report, the CRPD Committee raised concerns about inhumane and cruel forced medical treatments, physical and chemical restraints and isolation faced by persons with disabilities, particularly persons with psychosocial and intellectual disabilities in psychiatric hospitals.

Figure 4.11 shows that persons with psychosocial/intellectual difficulties suffer most from being forced to take medical treatment in a cruel manner or being hospitalized or isolated from other people (7%). A slightly

higher percentage of males with disabilities (5%) than females (4%) reported that they were forced in a cruel manner to take medical treatment or hospitalised or isolated from other people because of their disability.

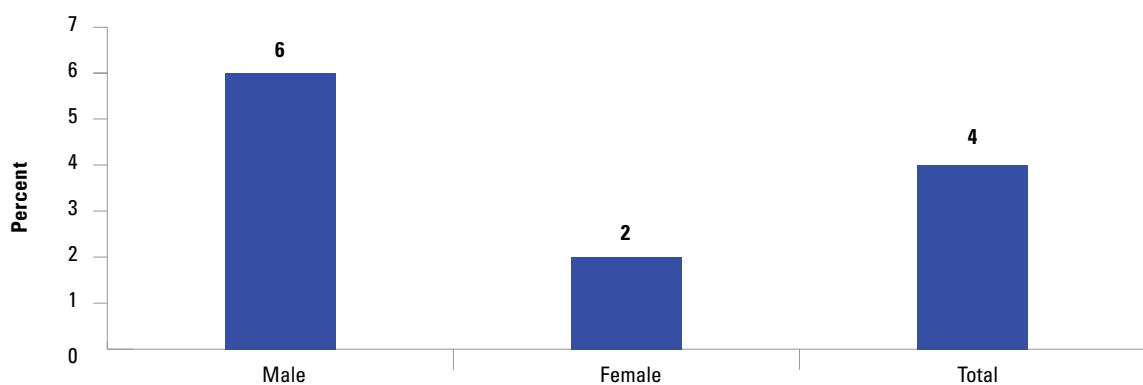
FIGURE 4.11: PERSONS WHO HAVE BEEN FORCED IN A CRUEL MANNER TO TAKE MEDICAL TREATMENT, HOSPITALIZED OR ISOLATED FROM OTHER PEOPLE BY SELECTED CHARACTERISTICS (%)



4.8.2 HANDLING BY POLICE

The Constitution of Uganda (Article 211) requires the Uganda Police Force to be nationalistic, patriotic, professional and disciplined. Figure 4.12 shows that 6 per cent of adult males with disabilities and 2 per cent of females with disabilities reported that the police had treated them unethically through acts such as coerced false confession, intimidation, false arrest, false imprisonment, falsification of evidence, brutality, corruption and unwarranted searches.

FIGURE 4.12: PERSONS WITH DISABILITIES WHO HAVE BEEN TREATED UNFAIRLY BY THE POLICE (%)



4.9 FREEDOM FROM EXPLOITATION, VIOLENCE AND ABUSE

In line with Article 16 of the CRPD, Uganda agreed to adopt appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities from all forms of exploitation, violence and abuse.

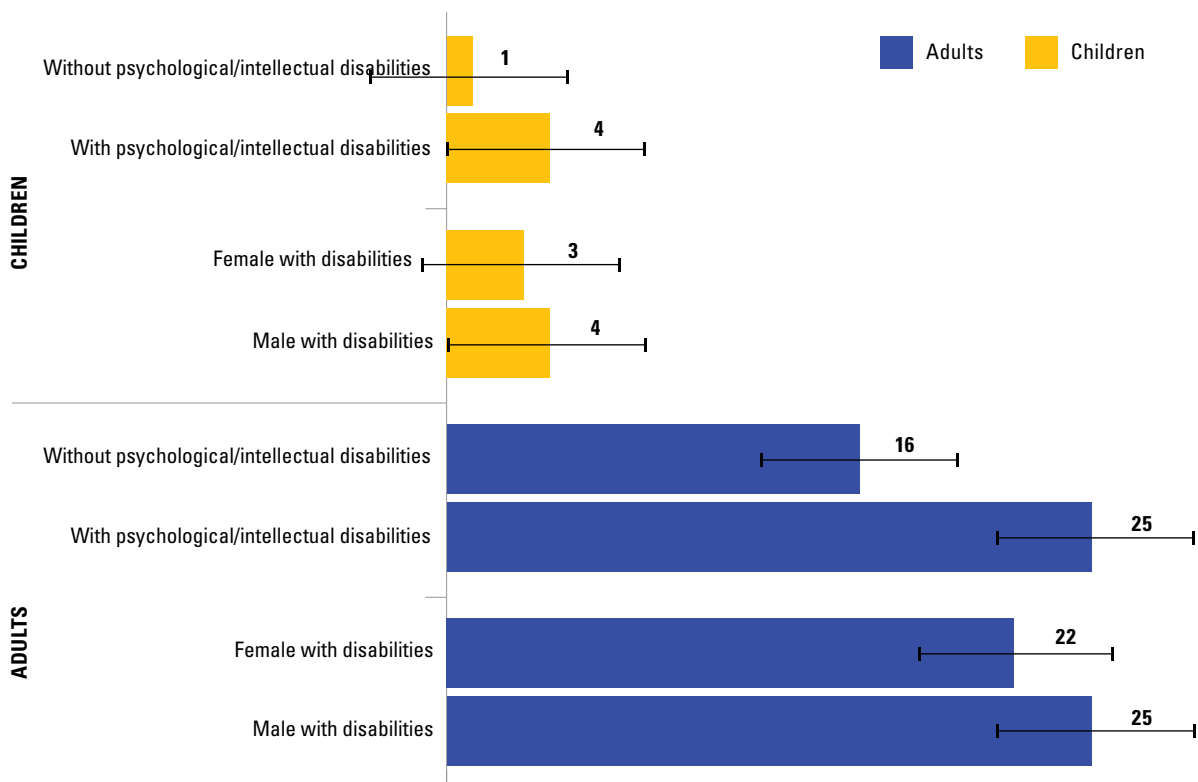
4.9.1 FREEDOM FROM VIOLENCE AND ABUSE

The Constitution of Uganda (Article 17) states that one of the duties of a Ugandan citizen is to ‘protect children and other persons who need protection against any form of abuse or ill-treatment’. Article 42 of the Persons with Disabilities Act states in part that ‘no person shall in any manner subject a person with disability to torture, violence, abuse...’

The CRPD Committee was concerned about persons with disabilities (especially women, girls and boys with disabilities, and including deaf-blind women and children) who face physical and sexual violence both in family settings and in institutions.

Figure 4.13 shows that one in every four adults with psychosocial and/or intellectual disabilities have experienced sexual violence compared with those without psychosocial and/or intellectual disabilities (16%). About one in every four male and female persons with disabilities has experienced sexual violence. The findings reveal that persons with disabilities need extra protection from sexual violence.

FIGURE 4.13: PERSONS WHO HAVE EXPERIENCED SEXUAL VIOLENCE (%)



Map 2 shows that persons with psychosocial/intellectual disabilities in South Buganda (45%), West Nile (39%) and Bukedi (31%) experienced the highest percentage of sexual violence, while Busoga, Bugisu and Kampala sub-regions had the lowest rates (less than 10%).

MAP 2: PERSONS WITH PSYCHOSOCIAL/INTELLECTUAL DISABILITIES WHO HAVE EXPERIENCED SEXUAL VIOLENCE BY SUB-REGION (%)

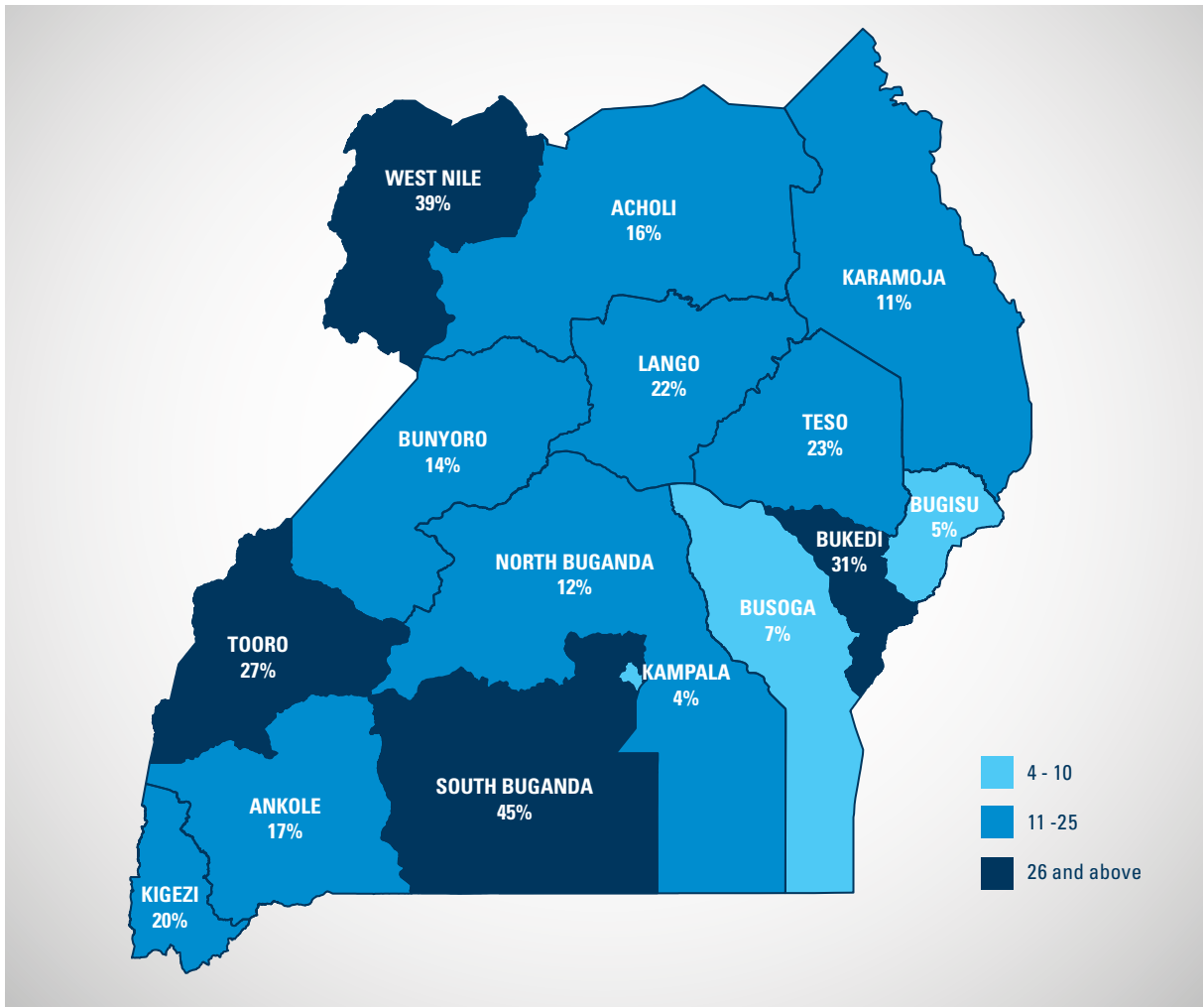


FIGURE 4.14: PERSONS WHO HAVE EXPERIENCED PHYSICAL VIOLENCE (%)

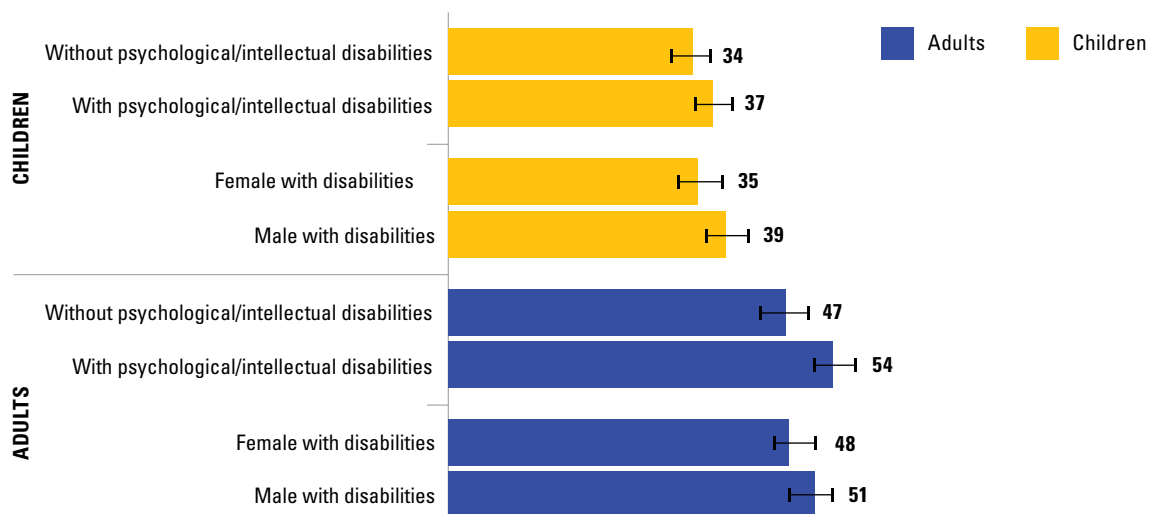


Figure 4.14 shows that 54 per cent of adults with psychosocial and/or intellectual disabilities have experienced physical violence compared with 47 per cent of those without psychosocial/ intellectual disabilities. (From the age of 15 years they had been hit, slapped or kicked by someone, or something else had been done to hurt them physically.)

Map 3 shows that physical violence against adults with psychological or intellectual disabilities varies by region, with the highest percentages in West Nile (82%), Kigezi (75%) and North Buganda (75%).

MAP 3: PERSONS WITH PSYCHOSOCIAL/INTELLECTUAL DISABILITIES WHO HAVE EXPERIENCED PHYSICAL VIOLENCE BY SUB-REGION (%)

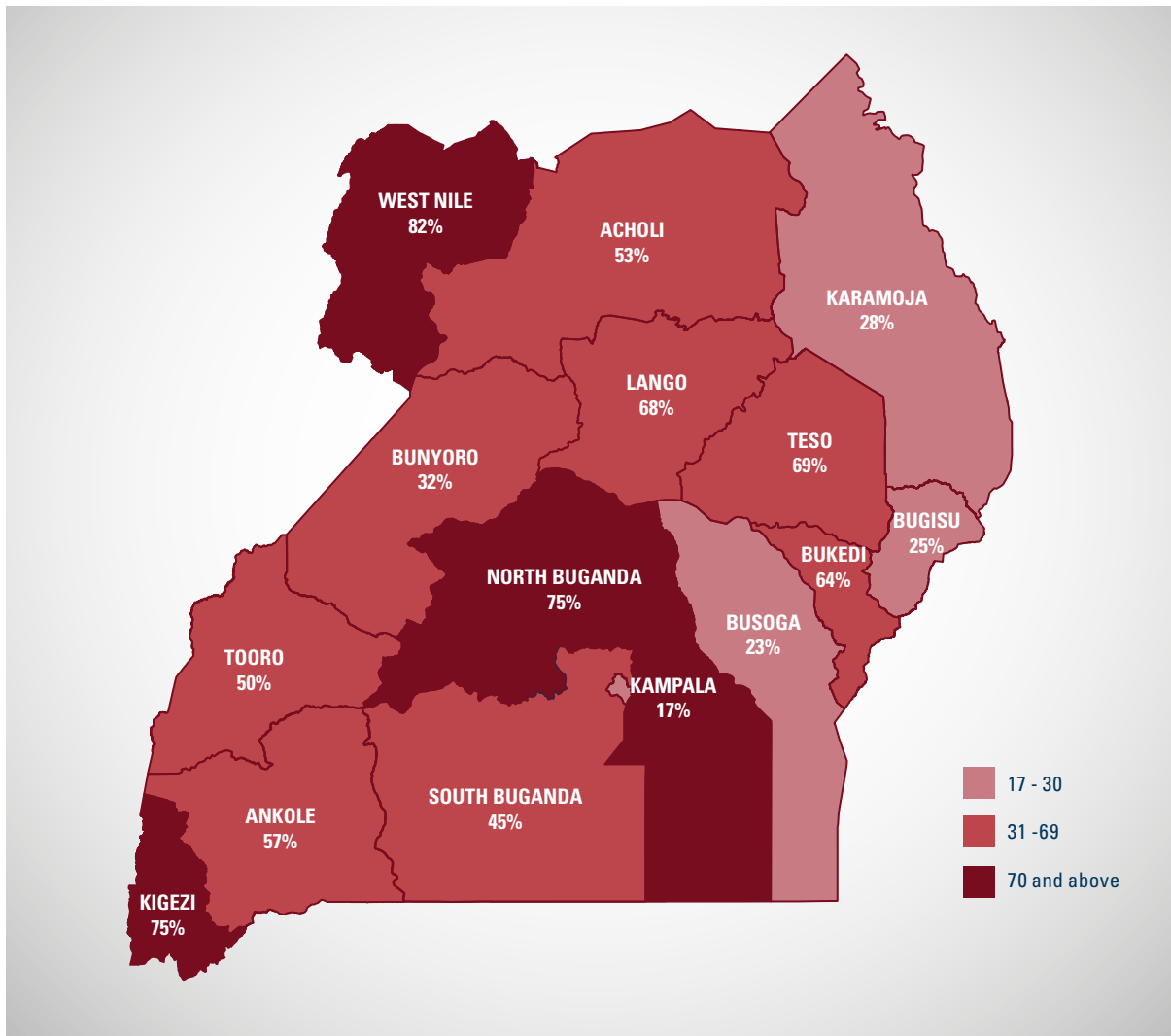


FIGURE 4.15: PERSONS WITH DISABILITIES WHO HAVE EXPERIENCED ANY FORM OF VIOLENCE (%)

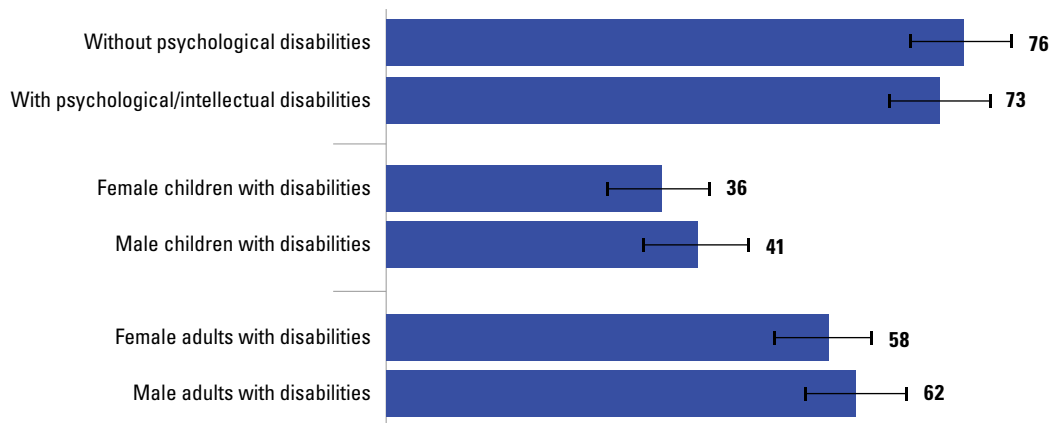


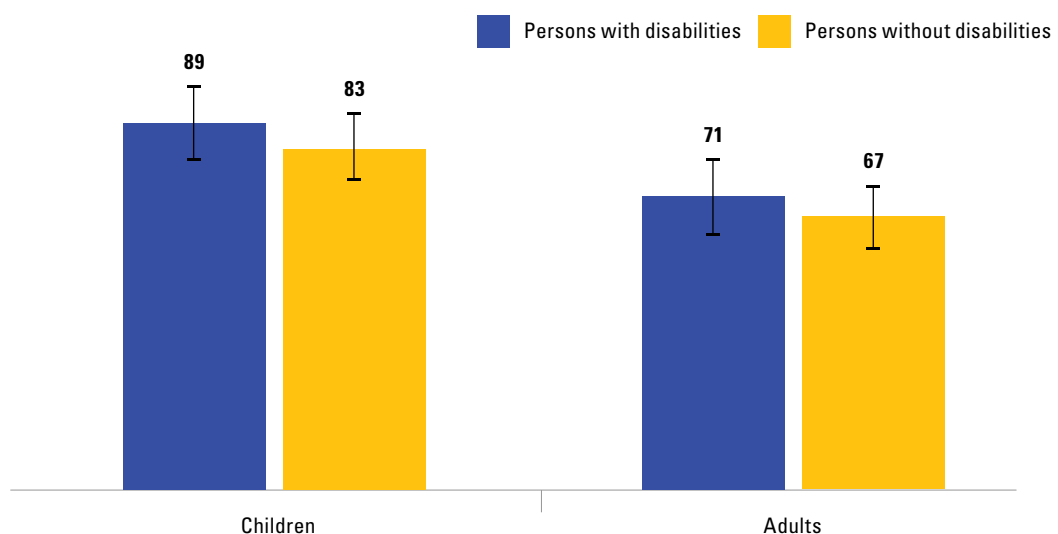
Figure 4.15 shows that two in every three males with disabilities had experienced either physical or sexual violence compared with one in every two females. The highest percentage was among those with psychosocial and or intellectual disabilities. It should be noted that experiencing such violence is not attributed to the psychosocial and or intellectual disabilities.

Irrespective of age, male persons with disabilities were more likely to have reported that they have ever experienced any form violence.

4.9.2 FREEDOM FROM EXPLOITATION

The Persons with Disabilities Act (Article 42) states that no person shall in any manner exploit a person with disability. Figure 4.16 shows that about nine in every 10 children with disabilities and 7 in every 10 adults with disabilities had been victimized, implying that in the previous 12 months someone took or tried to take something from them by using or threatening to use force. There were, however, no significant differences by disability status, irrespective of age.

FIGURE 4.16: PERSONS WHO HAVE BEEN SUBJECTED TO VICTIMIZATION IN THE PREVIOUS 12 MONTHS (%)



Although victimization happened to all persons irrespective of disability status, persons with disabilities had experienced it more frequently. They were more likely to have been victimized three or more times (33%) in the 12 months preceding the survey compared with persons without disabilities (21%) (Figure 4.17). This shows that persons with disabilities were more vulnerable to people taking or trying to take something from them by using force or threatening to use force.

FIGURE 4.17: VICTIMIZED ADULTS BY NUMBER OF TIMES VICTIMIZED (%)

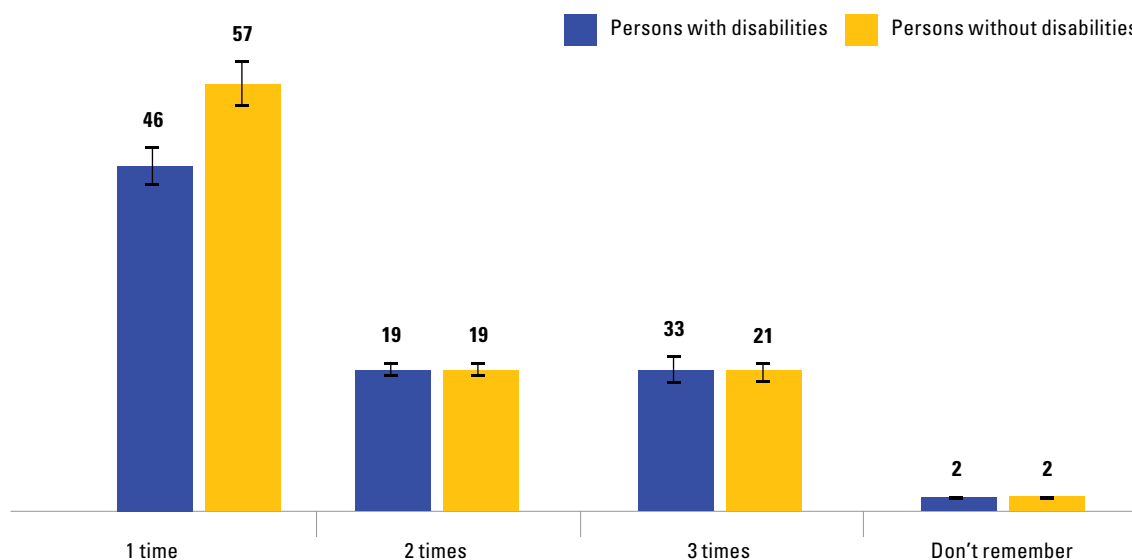
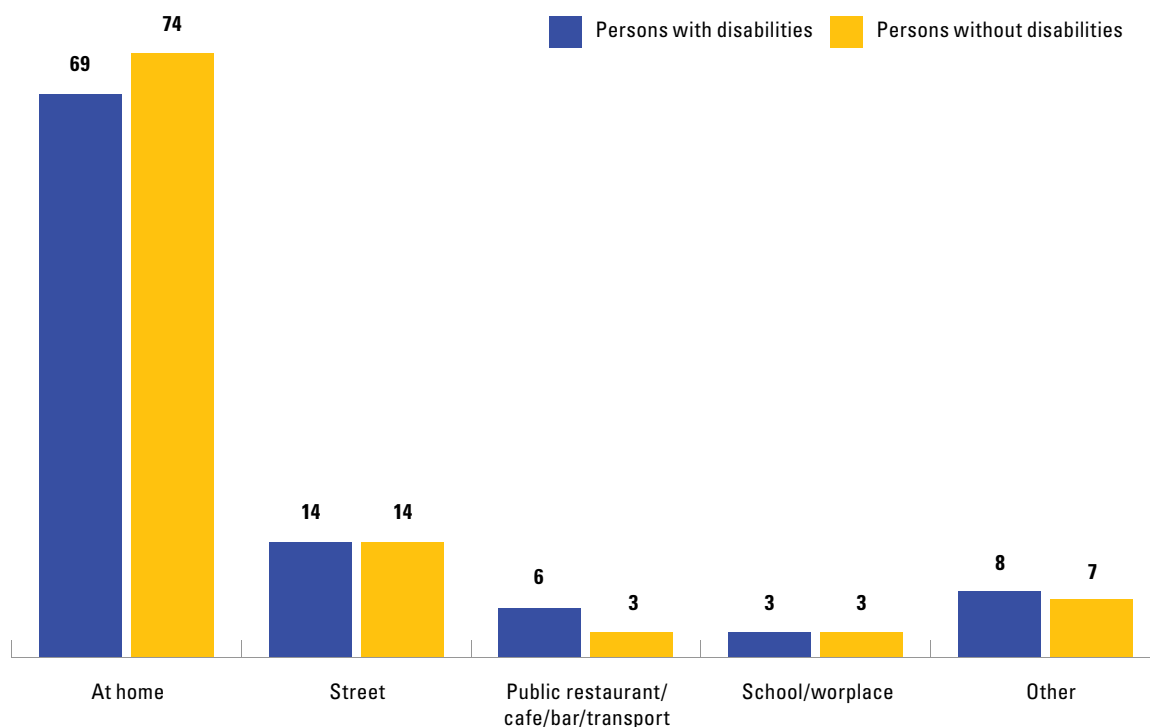


Figure 4.18 shows that while most persons were attacked in their homes, twice as many persons with disabilities (6%) were attacked while in public restaurants or bars or when using public transport than persons without disabilities (3%). Other attacks happened in other places such as the garden and water sources.

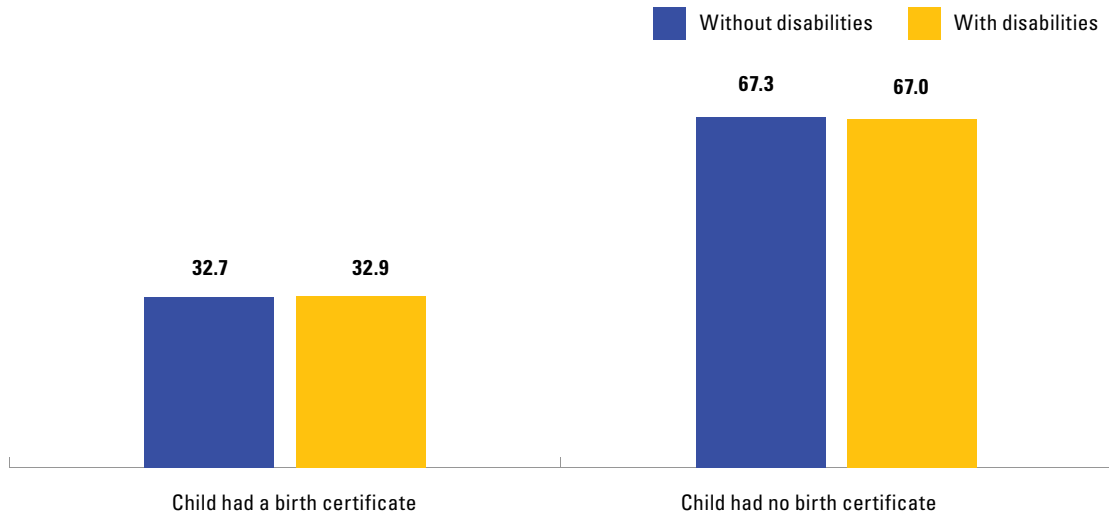
FIGURE 4.18: ATTACKED PERSONS BY PLACE WHERE THE INCIDENT HAPPENED AND DISABILITY STATUS (%)



4.10 LIBERTY OF MOVEMENT AND NATIONALITY

Birth registration is every child's fundamental right and according to Article 18 of the Constitution, every birth occurring in Uganda must be registered. Figure 4.19 shows that about three in every 10 children under 5 years of age had had their birth certified with no variation by disability status implying no discrimination by disability when registering children.

FIGURE 4.19: CHILDREN UNDER 5 YEARS WHOSE BIRTHS HAD BEEN CERTIFIED, BY DISABILITY STATUS (%)



4.11 EDUCATION

Uganda recognizes the right of persons with disabilities to education without discrimination and on the basis of equal opportunity as enshrined in the CRPD and the Persons with Disabilities Act. In order to realize this right, persons with disabilities are included in the general education system and are not excluded from the Universal Primary Education or the Universal Secondary Education programmes.



Laroo Primary School teacher who is deaf in Gulu, northern Uganda teaches children who are deaf how to sign names of domestic animals and birds. © UNICEF/UNI124709/Sibiloni In-house

The official school-going age for pre-primary is 3 to 5 years, primary level 6 to 12 years, lower secondary ('O' level) 13–16 years, upper secondary ('A' level) 17–18 years, and 19–24 years is for post-secondary and tertiary level.

The UFDS 2017 collected information about selected education characteristics for all persons aged 3 to 24 years but the focus for this report will be on the primary and lower secondary level in order to highlight some facts about school attendance by disability status. The results are shown in Table 4.8.

TABLE 4.8: CHILDREN AGED 6–16 YEARS BY SCHOOL ATTENDANCE, TYPE OF SCHOOL ATTENDED AND SOURCE OF TUITION BY DISABILITY STATUS (%)

	Children with disabilities	Children without disabilities
Ever attended school	80.5	90.6
Male	81.2	90.3
Female	79.6	90.9
Current school attendance	76.1	89.0
Male	78.6	88.0
Female	76.9	88.9
Primary	80.1	90.5
Secondary ('O'-level)	74.5	83.9
Type of school attended		
Government/public	82.0	75.3
Private/ religious/faith based	24.5	18.1
Other/don't know	0.2	0.0
Source of tuition		
Government	85.5	90.5
Private/ religious/faith based	8.0	7.9
Other source	6.5	1.6
Received support for school tuition and other school-related support during the current school year	18.7	17.6

Table 4.8 shows that although there were minimal differences between males (81%) and females (80%) with disabilities who had ever attended school, there was a greater gender variation in the level of current school attendance. This could be an indication that more girls with disabilities are dropping out of school.

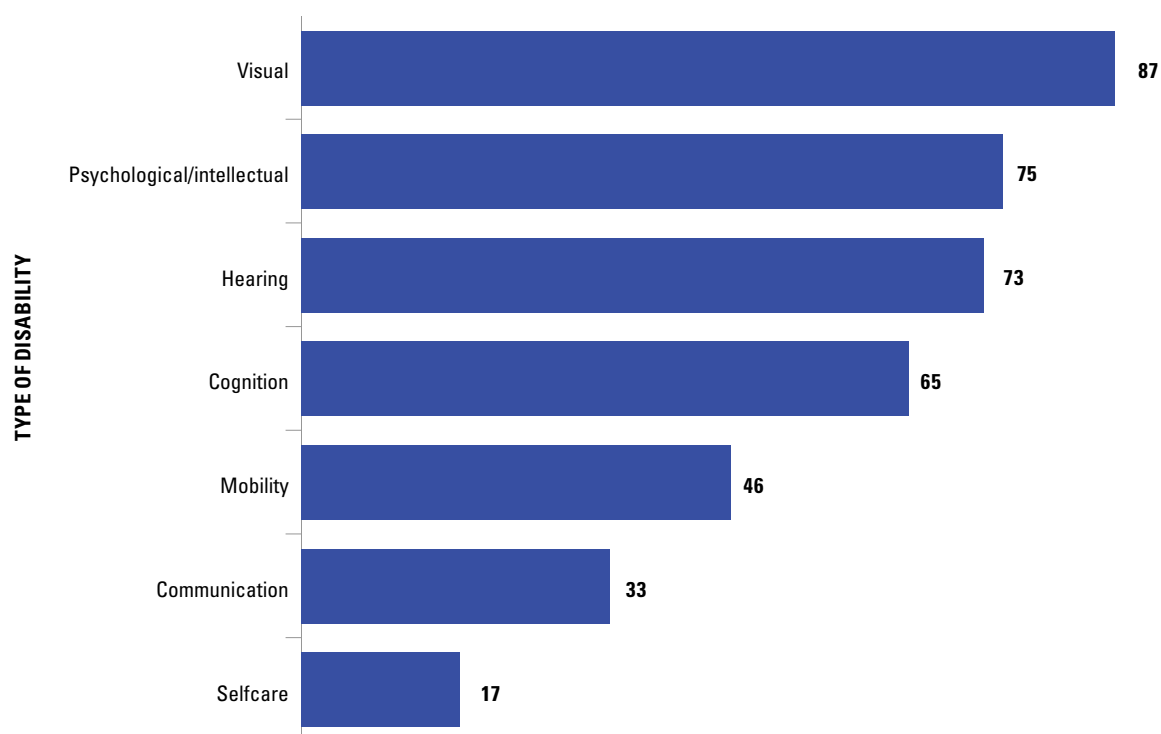
About 8 in every 10 children were attending government/public schools, irrespective of disability status. However, of those who attended private schools, there were slightly more children with disabilities compared with those without disabilities (25% and 18% respectively).

The major source of tuition was from government, irrespective of disability status. This could be the impact of Universal Primary Education and Universal Secondary Education being inclusive.

Figure 4.20 shows the current schooling status of children aged 6 to 16 years by school attendance and disability type. Children with visual impairments (87%) and those with psychosocial/intellectual (75%) were more likely to attend school, while those with self-care disabilities were least likely to attend school (17%).

The percentage of children with disabilities currently attending school was highest in Acholi sub-region (13%) (see Appendix Table A.6).

FIGURE 4.20: CHILDREN AGED 6 TO 16 YEARS BY CURRENT SCHOOL ATTENDANCE AND TYPE OF DISABILITY (%)



Because parental involvement in a child’s education is important, the UFDS 2017 sought information on whether there were any disparities in parental involvement between school-aged children by disability status. As Table 4.9 shows, generally there are no major disparities except that parents of children with disabilities are more likely to discuss their children’s special needs with their teachers compared with parents of those with no disabilities (44% and 30% respectively). With adequate training for special teachers and in-service training for current teachers in mainstream schools, schools will be more responsive to the special needs of children with disabilities and invite parents to discuss them. Currently, only nine per cent of parents said the school administration called them to discuss their children’s special needs. (See Appendix Table A.7 for regional variations.)

TABLE 4.9: CHILDREN AGED 6–17 YEARS BY LEVELS OF PARENTAL INVOLVEMENT IN THEIR EDUCATION BY DISABILITY STATUS AND PLACE OF RESIDENCE OF CHILDREN WITH DISABILITIES (%)

	With disability	Without disability	Rural	Urban	All
Availability of information on children’s school performance	88.4	92.2	88.8	87.0	91.9
Opportunity to participate in School Management	93.0	89.7	92.5	95.2	90.0
Participation in school management	87.0	89.1	86.2	89.9	89.0
Effective participation in school management	71.2	70.1	73.0	61.3	70.2
Discussion with teachers regarding children’s progress	55.0	59.6	54.5	55.2	59.2
Discussion with teachers regarding children’s special needs	43.6	30.0	44.3	38.3	31.1
Called by school and discussed children’s special needs	12.4	8.6	12.4	13.1	8.9
Contact with school concerning teacher absence/strike	20.8	26.0	19.8	25.2	25.5
Support with homework	46.0	53.1	48.2	37.9	52.6
Availability of books at home	88.1	80.4	89.0	83.8	81.0

4.12 LIVELIHOOD PROGRAMMES

The UFDS 2017 asked household respondents' questions about their knowledge of external economic development programmes provided by government or by non-governmental organizations such as religious, charitable and community-based organizations. Some programmes aim to help persons with disabilities to live independently in the community and cover support for assistive devices and other support such as guides, sign language interpreters and affordable skincare protection for persons with albinism.

Livelihood programmes in Uganda include: Operation Wealth Creation (OWC), the overall goal of which is to enhance household participation in commercial agricultural production; Social Assistance Grants for Empowerment (SAGE) – such as senior citizens grants, disability support grants and child support grants, and unemployment benefits – which aim to provide regular and reliable transfers of money to vulnerable or excluded citizens; the Youth Livelihood Programme (YLP), aimed at empowering youth in Uganda to harness their socio-economic potential and increase self-employment opportunities and income levels; the Women Entrepreneurship Programme (UWEP), a government initiative aimed at improving access to financial services for women and equipping them with skills for enterprise growth, value addition and marketing of their products and services; and the Special Grant for Persons with Disabilities, a social safety net to enable persons with disabilities to establish income-generating activities of their choice that can boost their incomes, and reduce inequality and unemployment.

Table 4.10 shows that overall half (52%) of the households surveyed are aware of a social transfer programme in Uganda. Operation Wealth Creation was the best known, with 85 per cent of households being aware of it and 14 per cent having benefited from it.

TABLE 4.10: HOUSEHOLDS AWARE OF SOCIAL TRANSFERS AND HAVE EVER RECEIVED THEM (%)

	Aware	Ever received	Received in the last 3 months
Operation Wealth Creation (OWC)	85.1	13.8	2.4
Social Assistance Grants For Empowerment (SAGE)	75.5		
Youth Livelihood Programme (YLP)	67.9	0.5	0.0
Women Entrepreneurship Programme (UWEP)	57.1	0.7	0.1
Special Grant For Persons With disability	52.5	1.1	0.1
Any social transfer programme	52.4	3.9	

Respondents were asked if they had tried to access social transfers from government or a non-governmental organization, either in cash or in kind, and if so what their experience had been. Table 4.11 shows that just over one in 10 adult person with disabilities (13%) had tried to access a social transfer and half (50%) felt they had been treated unfairly. On the other hand, 35 per cent felt they had received special treatment because of their disability and got the social transfer. For all those in need to benefit from the livelihood programmes, the level of unfair treatment needs to be addressed. (Appendix Table A8 gives the regional variations in terms of awareness and access to social grants.)

TABLE 4.11: PERSONS WITH DISABILITIES AGED 18 YEARS AND ABOVE AND ACCESS TO SOCIAL TRANSFERS (%)

Tried to get or access a social transfer	13.4
Were treated unfairly in getting or when applying to get a social transfer	50.3
Were given special treatment because of their disability when getting social transfer	34.9

4.13 PERSONAL MOBILITY

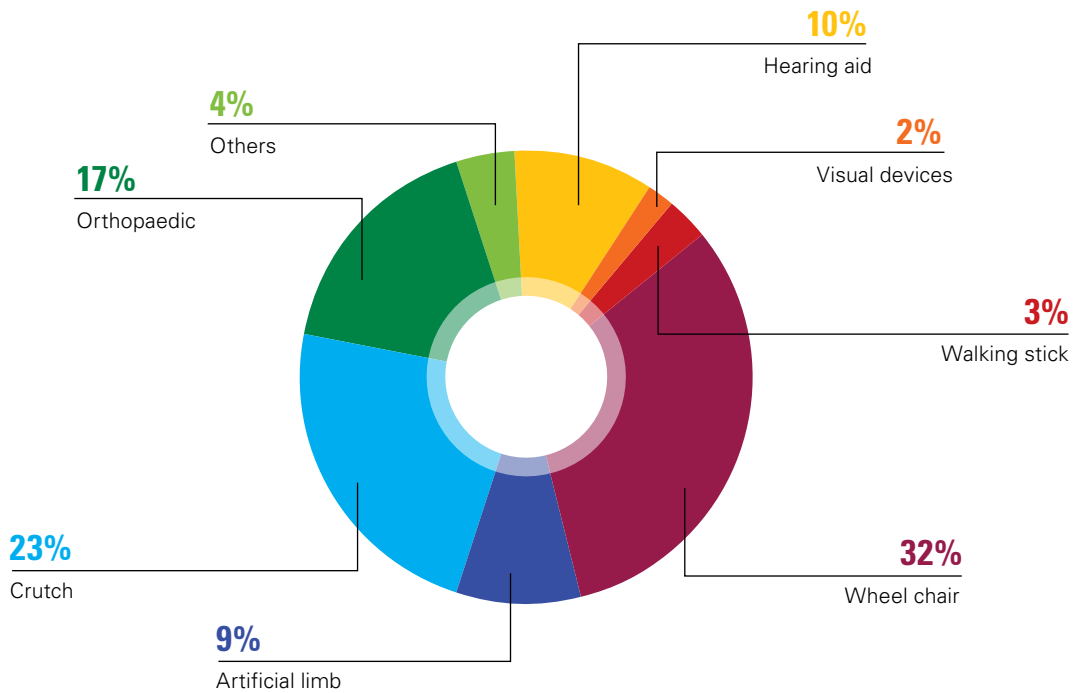
The CRPD Committee has expressed concern about barriers hindering the personal mobility of persons with disabilities in Uganda. It has recommended that, in line with the Convention, the government's draft rehabilitation and health-care policy on disability is speedily introduced and that the public budget to meet the mobility requirements of persons with disabilities is increased. This would go a long way in ensuring personal mobility with the greatest possible independence for persons with disabilities in Uganda.



Beatrice Adong 18 years, wears her prosthetic leg before going to school in Gulu district, Northern Uganda. She damaged her leg when she stepped on a landmine. © UNICEF/UNI140180/Sibiloni In-house

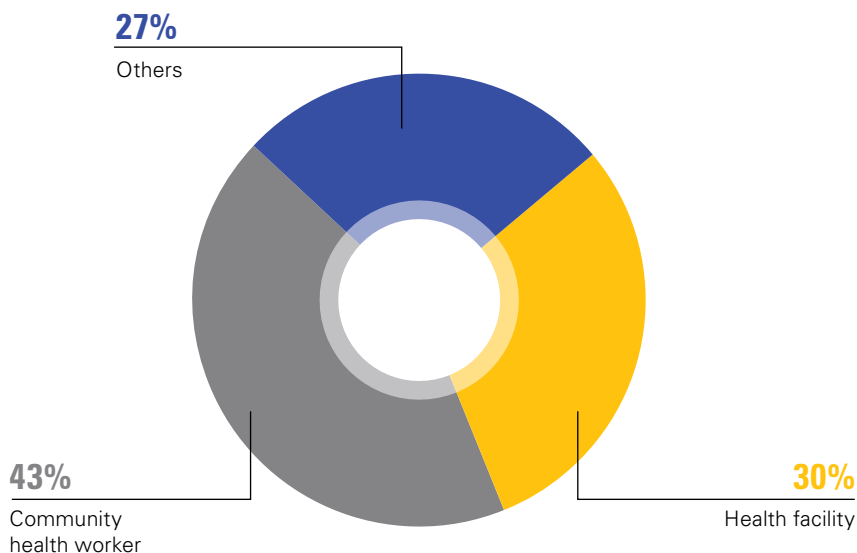
The UFDS 2017 asked parents of children aged 5 to 17 years who had difficulty in walking if they felt their children needed any assistive devices. As Figure 4.21 shows, three in every 10 need a wheelchair (32%) and nearly half (49%) need equipment such as an orthopedic shoe, crutch or artificial limb to help them walk upright.

FIGURE 4.21: ASSISTIVE DEVICES NEEDED BY CHILDREN AGED 5–17 YEARS FOR WALKING (%)



When parents were asked if their children aged under five years had been assessed and recommended to use any equipment or assistance for walking, 38 per cent said that they had. As Figure 4.22 shows, for 30 per cent the assessment was carried out by staff at a health facility, for 43 per cent by a community health worker, and for 27 per cent by other persons such as a schoolteacher.

FIGURE 4.22: CHILDREN UNDER FIVE YEARS ASSESSED AND RECOMMENDED TO USE ASSISTIVE DEVICES (%)



4.14 RESPECT FOR PRIVACY

Persons with disabilities have the same right to privacy in relation to their personal, health and rehabilitation information as others. However, a lack of regulation and professionalization means that the rights of people who have to use auxiliary services and aids can be infringed. Examples of this happening from the UFDS include the reading of private letters and listening into phone calls, and reading medical and criminal records, etc. When asked whether they had had their privacy infringed in a hospital or community setting, generally more males than females with disabilities reported that their privacy had not been respected. As Table 2.12 shows, the percentage increases with age.

TABLE 4.12: PERSONS WITH DISABILITIES WHOSE PRIVACY WAS NOT RESPECTED (%)

	Male	Female	Total
Children 7–17 years	3.9	3.1	3.6
Children 10–17 years	5.1	3.0	4.1
Adults 18 plus years	6.8	4.1	5.1

4.15 RESPECT FOR THE HOME AND FAMILY

Article 16 of the Universal Declaration of Human Rights states that everyone has the right to marry and found a family, and this is further reiterated in Uganda’s Persons with Disabilities Act (Article 36). The Act entitles persons with disabilities: to experience their sexuality and to have sexual and other intimate relationships from the age of 18 years; to marry a spouse of his or her own choice and found a family; and to equal rights at and in marriage, during marriage and at its dissolution. However, legislation – such as the Divorce Act (1904) and the Hindu Marriage and Divorce Act 1961 – infringes these rights. It has also been shown that marriage brings social benefits, including better health for both adults and children and cumulative wealth, and that it creates the social and economic conditions for effective parenting.¹³ The UFDS therefore asked all adults (aged 18 years and above) about their marital status. As seen in Table 4.13, 6 in every 10 adults were currently married (62%). Most had been married only once (75%), while a quarter (25%) had been in more than one marriage. More persons with disabilities compared with those without disabilities had been married more than once (29% compared with 22% respectively).

Among persons with disabilities, 58 per cent were married at the time of the interview, compared with 64 per cent of persons without disabilities. In addition, more persons with disabilities were in polygamous marriages (20%) compared with those without difficulties represented (15%).

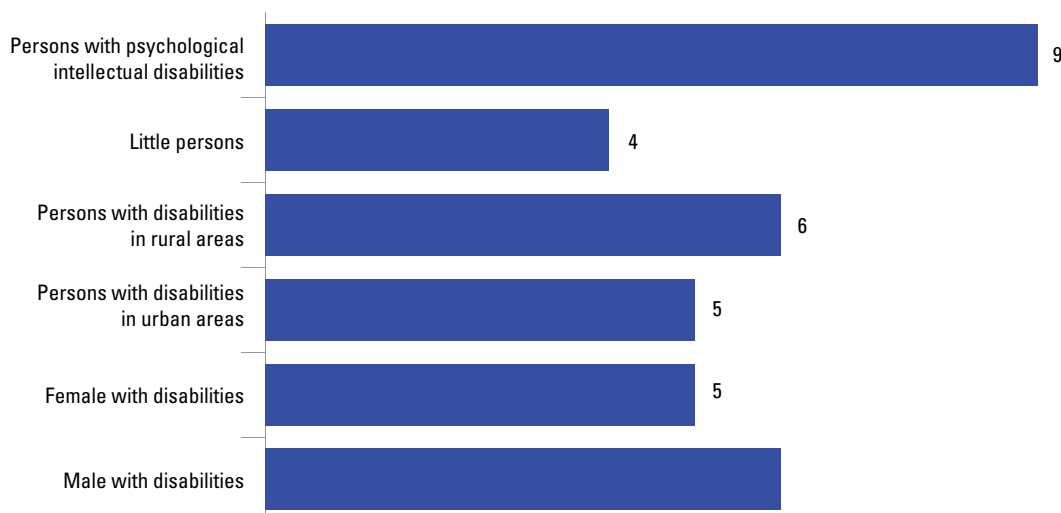
TABLE 4.13: ADULTS BY MARITAL STATUS AND DISABILITY STATUS (%)

	With a disability	Without a disability	Total
Marital status			
Currently married/Living with a partner	58	64	62
Widowed	22	10	14
Divorced/separated	20	27	25
In a polygamous marriage	20	15	16
Been married			
Once	71	78	75
More than once	29	22	25

13 D. Ribar, What Do Social Scientists Know About the Benefits of Marriage? A Review of Quantitative Methodologies (January 2004). IZA Discussion Paper No. 998. Available at SSRN: <https://ssrn.com/abstract=500887>

The UFDS 2017 also collected information on acts of discrimination against parents with disabilities. As the results in Figure 4.23 show, persons with psychosocial/intellectual disabilities are more likely to be discriminated against in their role as parents (9%), specifically by the negative behaviour of other parents, teachers, family members or health staff compared with little persons (4%) and persons with disabilities living in rural areas (6%).

FIGURE 4.23: PERSONS WHO HAVE BEEN DISCRIMINATED AGAINST IN THEIR ROLE AS A PARENT (%)



4.16 HEALTH

4.16.1 SELECTED SELF-REPORTED CONDITIONS

The UFDS 2017 asked about selected health conditions that impair and limit participation in daily activities. These conditions were self-reported. Table 4.14 shows that rheumatism and spinal cord injury were the conditions most reported by adults, but were lower among children, with 1 in 5 adult persons with disabilities (197 persons per 1,000) suffering from rheumatism. This could be partly because some health conditions like rheumatism can contribute to disability. Adults with disabilities are 10 times more likely to report a spinal cord injury (140 per 1,000) compared with children with disabilities (11 per 1,000). This could be because older people are more likely to be exposed to accidents and other risks.

Epilepsy was the most reported health condition among children generally (16 per 1,000), and was even higher among children with disabilities (53 per 1,000). The following conditions were more reported among children with disabilities and less among adults: spina bifida, hydrocephalus, epilepsy, autism and Down's syndrome.

TABLE 4.14: PERSONS PER 1,000 POPULATION WITH SELF-REPORTED HEALTH CONDITIONS (%)

	All children aged 5–17 years	Children with a disability	All adults aged 18 years and above	Adults with a disability
Spina bifida	3	17	5	7
Hydrocephalus	1	8	2	2
Rheumatism	10	53	94	197
Epilepsy	16	53	10	23
Autism	8	51	3	11
Spinal cord injury	3	11	58	140
Leprosy	1	6	3	9
Down's syndrome	7	45	3	11

4.16.2 HEALTH FACILITY DISCRIMINATION

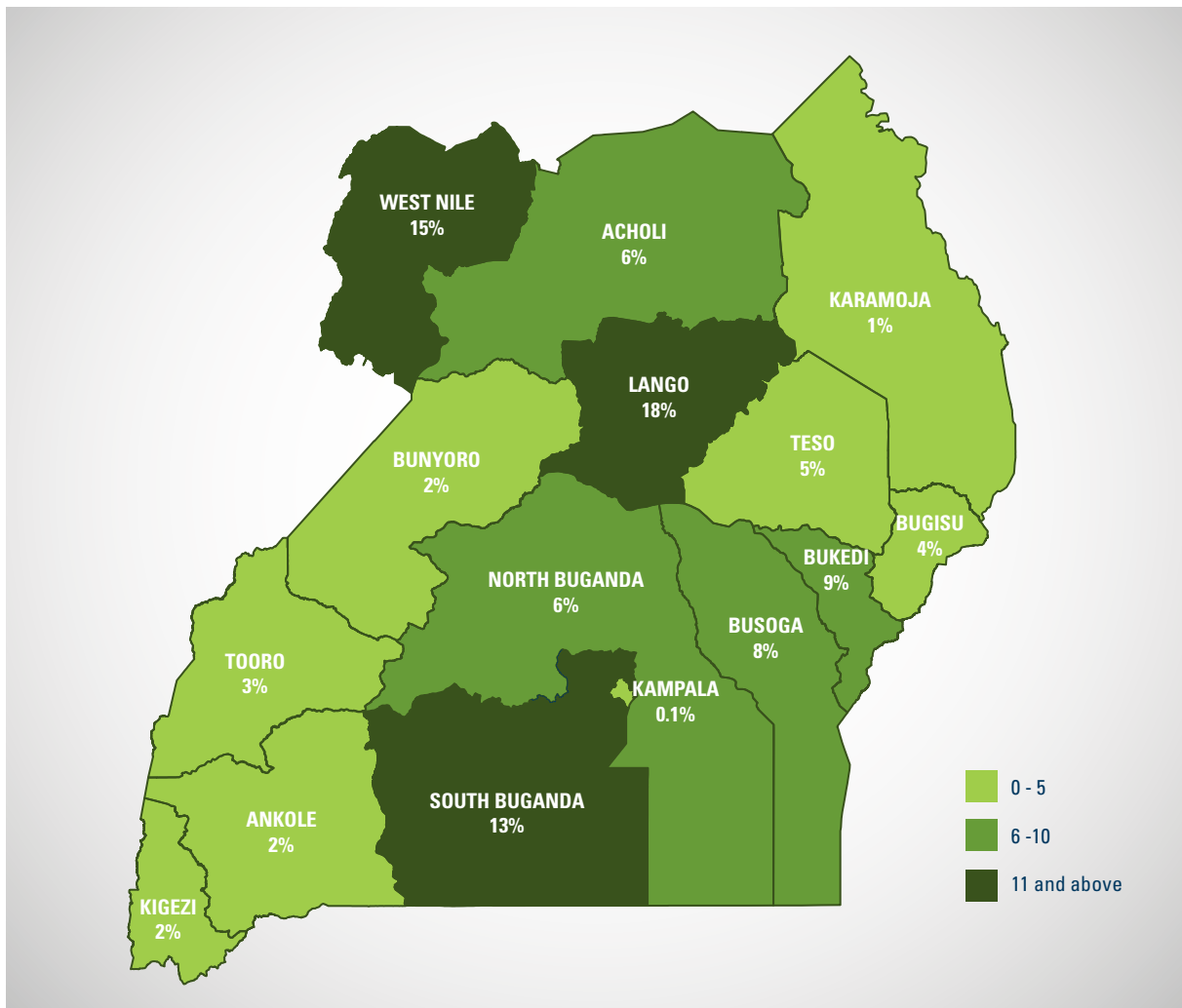
Persons with disabilities were asked if they had faced unfair treatment when seeking help for physical health problems and if health workers had mistreated them. Table 4.15 shows that 9 per cent of persons with disabilities felt disrespected or humiliated by the treatment and behaviour of staff at health facilities and that 8 per cent of males and 7 per cent of females had been mistreated when seeking help for physical problems.

TABLE 4.15: ADULTS WITH DISABILITIES WHO HAVE BEEN MISTREATED WHEN SEEKING HEALTH CARE (%)

	Male	Female	Total
For physical health problems	8.3	7.2	7.7
By health-care staff	9.3	8.1	8.7

Map 4 shows that Lango (18%), West Nile (15%), and South Buganda (13%) have the highest rates of persons with disabilities reporting mistreatment when seeking health care by health-care staff.

MAP 4: ADULTS WITH DISABILITIES WHO HAVE BEEN MISTREATED BY HEALTH-CARE STAFF BY SUB-REGION (%)

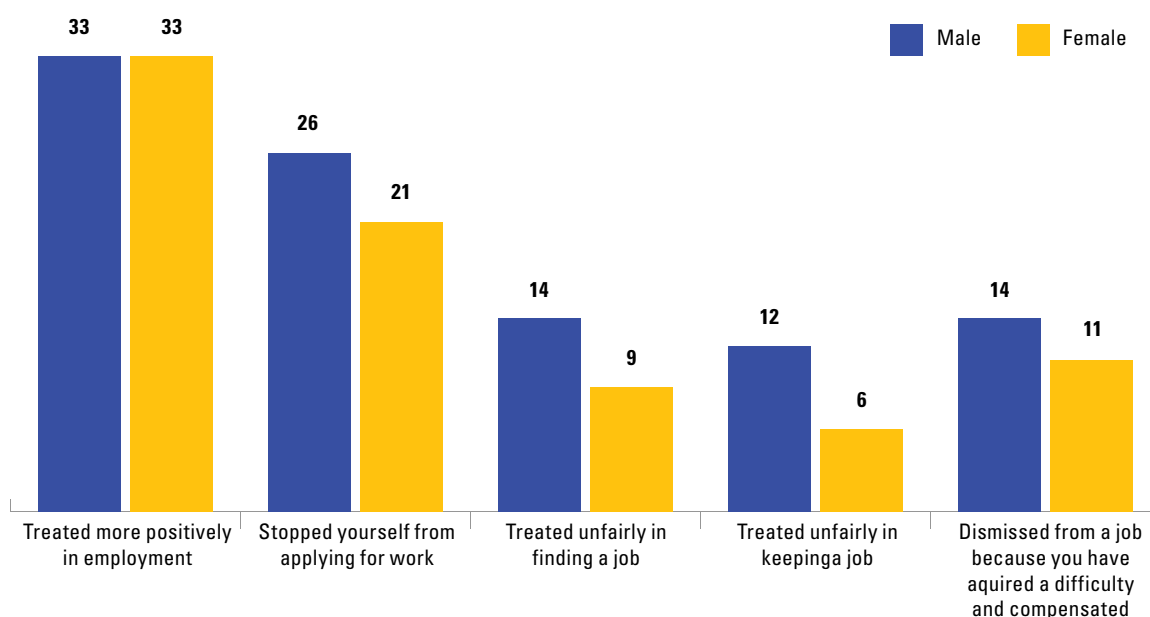


4.17 WORK AND EMPLOYMENT

Concern has been raised about the few employment opportunities available to persons with disabilities, particularly young men and women, and about persons who become disabled through an injury at work being dismissed. For this reason, the UFDS 2017 sought to establish how many persons with disabilities face discrimination in finding or keeping a job because they are disabled and because work places are not adapted to meet their needs.

Figure 4.24 shows that one-third of both males and females with disabilities felt they had been treated more positively than those without disabilities and that more males (26%) than females (21%) with disabilities had been treated unfairly in finding or keeping a job, including having been prevented from applying for work, and being dismissed without compensation after acquiring a disability. This may in part be because generally more men than women seek and are in paid employment.

FIGURE 4.24: ADULTS WITH DISABILITIES WHO HAVE FACED DISCRIMINATION IN WORK AND EMPLOYMENT (%)



4.18 ADEQUATE STANDARD OF LIVING AND SOCIAL PROTECTION

The UFDS sought to establish the proportion of persons with disabilities who are enrolled in relevant social protection and health insurance schemes that guarantee an adequate standard of living, and in compensation schemes to meet disability-related expenses such as for assistive devices, technology and personal assistance. Table 4.16 shows that health insurance coverage is generally low among both adults and children and there are no inequalities in acquiring health insurance by disability status among adults.

TABLE 4.16: PERSONS WITH HEALTH INSURANCE COVER AND DISABILITY STATUS (%)

	Persons with disabilities	Persons without disabilities	Total
Adults 18 years and above	1.2	1.2	1.2
Children 5–17 years	0.4	0.7	0.6
Children 2–4 years	0.4	0.4	0.4

4.19 PARTICIPATION IN CULTURAL LIFE, RECREATION, LEISURE AND SPORT

Table 4.17 shows that adults with disabilities were more likely to be discriminated against in relation to general social activities – such as socializing, hobbies, attending events and leisure activities – than by church members or leaders at their places of worship.

Female children with disabilities were most likely to have been discriminated against in the social aspects of life (16%), while among adults with disabilities the figure was highest among males (12%). Children aged 5 to 17 years were more affected by unfair treatment when participating in recreation, leisure and sports, probably because they participate in it more than adults. This discrimination can affect their emotional development greatly.

TABLE 4.17: PERSONS WITH DISABILITIES WHO HAVE BEEN DISCRIMINATED AGAINST IN SOCIAL-RELIGIOUS ASPECTS OF LIFE (%)

	Religious		Social life	
	Male	Female	Male	Female
Adults	4.6	1.7	12.3	7.9
Children 5–17 years	3.2	2.2	12.9	16.3



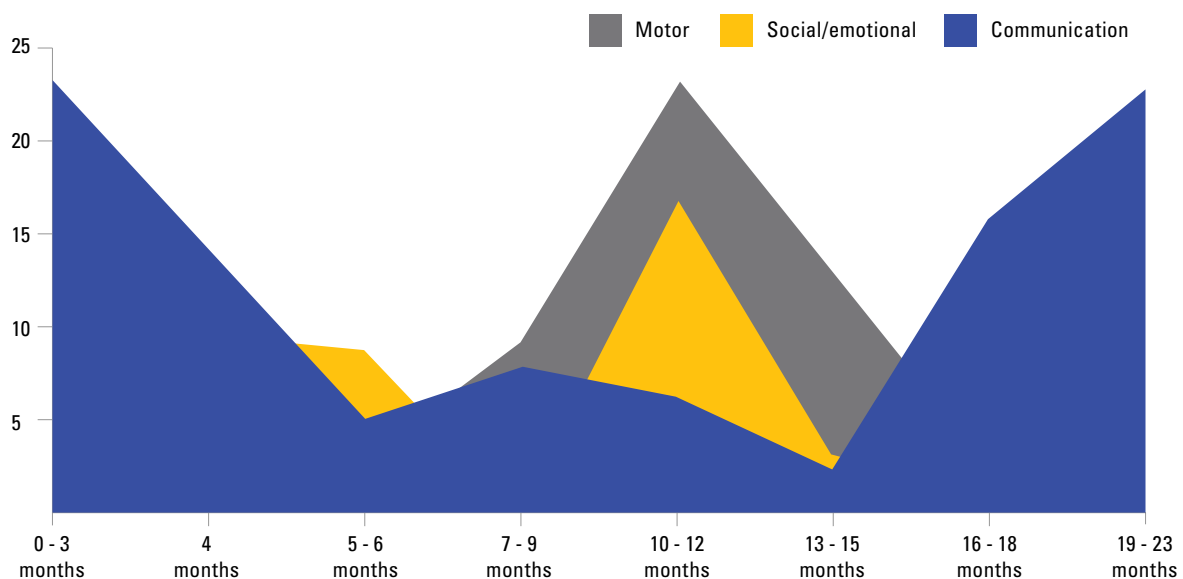
Basketball players who are wheelchair users at Lira district Union of Persons with Disabilities, in Lira, Northern Uganda. © UNICEF/UNI124699/Sibilon In-house

4.20 CHILDREN AGED 0–23 MONTHS WITH DISABILITIES

The UFDS 2017 collected information about whether children in their first stage of life (aged 0 to 23 months) had achieved certain development milestones for their current age. (Development milestones were used as a proxy for disability since measuring disability in children below two years of age is difficult in a household-based survey.)

Figure 4.25 shows that a child’s communication skills start out low and are then acquired between the ages of six and 15 months. After that, language development slows as the motor and social/emotional skills develop. The percentage of children who have not yet reached the motor and social/emotional development milestones is highest in the 10 to 12 month age group.

FIGURE 4.25: CHILDREN AGED 0–23 MONTHS WHO FAILED TO ACHIEVE A DEVELOPMENT MILESTONE (%)

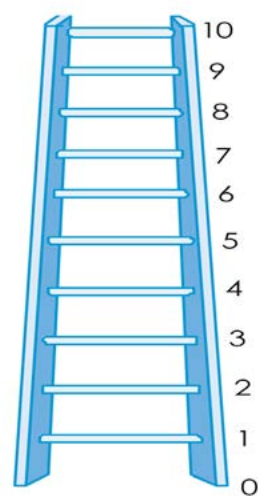


4.21 SUBJECTIVE WELL-BEING

Life satisfaction is a measure of an individual’s perceived level of well-being. To assist respondents in answering a set of questions on their perceived level of happiness and well-being, respondents were shown an illustration and asked to score their level of satisfaction on a ladder ranging from 0 (worst possible life) to 10 (best possible life).

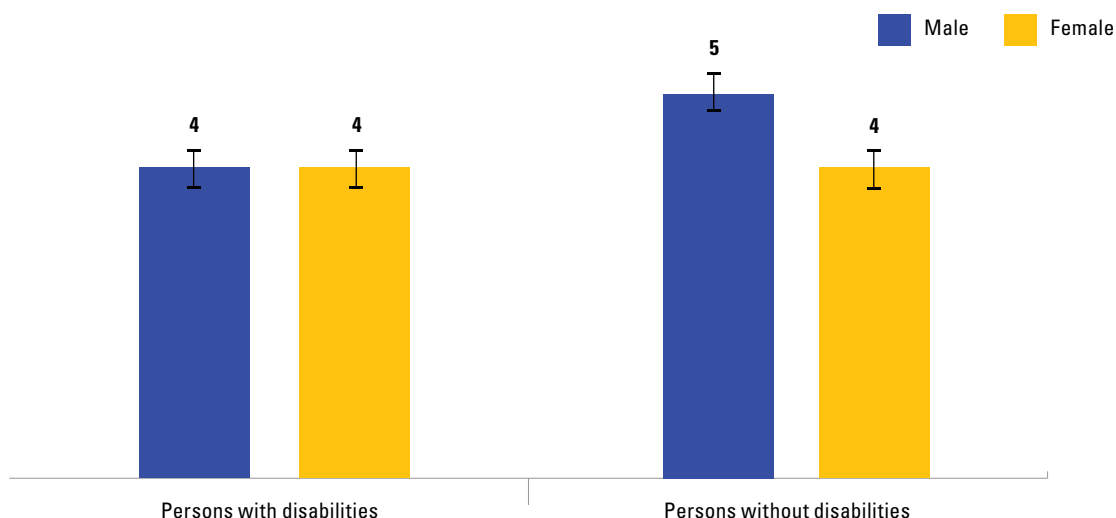
Figure 4.26 shows that in relation to life satisfaction, on average both male and female persons with disabilities scored 4, as did females without disabilities. Only males without disabilities had a higher score (5).

Best Possible Life



Worst Possible Life

FIGURE 4.26: AVERAGE OVERALL LIFE SATISFACTION INDEX BY SEX AND DISABILITY STATUS (%)



For the question on happiness, respondents were shown smileys of smiling and not-so-smiling faces corresponding to response categories ranging from 'very happy' to 'very unhappy' (see the adult questionnaire in the Appendix to this report). Table 4.18 shows that persons with disabilities are twice (36%) as likely to consider themselves happy than those without disabilities (17%) but that gender variations exist, with slightly more females with disabilities (37%) than males (34%) being happy.

Perception of a better life refers to a feeling that life had improved compared to the previous year and was expected to be better the following year. Table 4.18 shows that more persons without disabilities (55%) perceive their lives to be better than persons with disabilities (39%), and that generally females perceive their lives to be better than males.

TABLE 4.18: PERSONS WHO ARE HAPPY AND THOSE WHO PERCEIVE LIFE TO BE BETTER (%)

	Persons with disabilities			Persons without disabilities			All persons		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Happiness	34	37	36	15	18	17	7	10	9
Life is better now than the previous year	42	37	39	56	55	55	21	24	23

4.22 SUMMARY OF KEY FINDINGS

Disability prevalence rate

- 3.5 per cent (children 2–4 years)
- 7.5 per cent (children 5–17 years)
- 16.5 per cent (adults 18 years and over).

Of those children aged 5–17 years with functional difficulties using assistive devices:

- 0.3 per cent use glasses/contact lenses
- 0.1 per cent use hearing aids
- 0.5 per cent use equipment/assistance for walking

Empowerment and promotion of social inclusion

- 0.9 per cent of persons with disabilities and 2.2 per cent of persons without disabilities own a mobile phone
- 36 per cent of persons with disabilities and 51 per cent of persons without disabilities had used the internet at least once a week during the three preceding months

Health insurance

- 1.2 per cent of adults (18+) with disabilities had health insurance
- 0.6 per cent of children aged 5–17 years had health insurance
- 0.4 per cent of children aged 2–4 years had health insurance
- 52 per cent of households were aware of economic assistance programmes
- 4 per cent of households had received external economic support

School support programmes for school-going 6–16-year-old children

- 19 per cent of children with disabilities received support for tuition and other school-related activities
- 18 per cent of children without disabilities received support for tuition and other school-related activities

Discrimination or harassment experienced in the previous 12 months

- 17 per cent of adult males with disabilities
- 12 per cent of adult females
- 19 per cent of female children (5–17 years)
- 13 per cent of male children (5–17 years)

Physical and/or sexual violence against females with disabilities

- 58 per cent of female adults had experienced sexual violence
- 36 per cent of female children (5–17 years) had experienced sexual violence

Birth registration

- 33 per cent of all children under five were registered and had birth certificates (the percentage is the same among those with and without disabilities)

Happiness and life satisfaction

- 36 per cent of adults with disabilities and 17 per cent without disabilities said they were happy
- 55 per cent of adults without disabilities and 39 per cent of persons with disabilities perceived life to be better than it had been a year earlier



CHAPTER 5



CONCLUSION AND RECOMMENDATIONS

The findings of the UFDS 2017 quantify and generally show that persons with disabilities are discriminated against in various aspects of life as highlighted in the concluding observations in Uganda's initial report to the CRPD. Based on this information, the following recommendations have been drawn up:

1. Intensify mass sensitization on accident management and the prevention of childhood illnesses

Sensitizing individuals on how to prevent and avoid accidents would reduce the number of persons with disabilities in Uganda. Prevention and early treatment of childhood diseases such as malaria and measles reduces the risk of children becoming disabled, as does the diagnosis and correction of functional difficulties in early childhood.

2. Ensure that persons with disabilities can access assistive devices

Measures should be put in place to provide assistive devices to persons with disabilities to overcome environmental barriers and enable them to perform their day-to-day activities without difficulty.

3. Conduct research studies on children with disabilities and provide training and resources to health services

More research is needed to find out what causes the disabilities and disabling conditions that affect children. This could be done through a cohort study of children with disabilities. Additional facilities and medical specialists should be put in place to prevent disability, especially among children.

4. Guarantee accessibility to services and work

Workplaces and public spaces such as health facilities and schools should be adapted to enable equal access. Measures include lifts in buildings, walking lanes other than stairs, sitting toilets other than squatting ones, appropriate chairs, and appropriate information and communication technologies.

5. Carry out mass sensitization campaigns to change the attitudes of service providers

Service providers such as health workers, teachers and bank staff should be sensitized to avoid stigma and discrimination against persons with disabilities.

6. Implement/enforce policies and laws that promote employment for persons with disabilities

Labour policies that advocate for persons with disabilities or those who acquire disabilities while at work should be strengthened and implemented to reduce workplace discrimination. Recommendations and offers of work should be based on a person's ability to perform the task, not on his or her appearance.

7. Sensitize and mobilize persons with disabilities to increase their access to government livelihood programmes

In order to increase the low take-up of funds by persons with disabilities, many of whom are unaware that such programmes exist, and to ensure that transfers go to the right people, local leaders (those who implement the projects /social transfers) should inform communities, especially persons with disabilities, about their rights and how to obtain funds.

Social, cultural and religious institutions (churches, schools, leisure parks) should be encouraged to spearhead advocacy for equal opportunities irrespective of disability status.

8. Provide psychosocial support to persons with disabilities, especially children, to avoid the adverse effects of disability

Children with disabilities should be counselled and reassured that they have the same rights as other children and encouraged to realize their potential. Children and adults without disabilities should be informed about the challenges faced by people with disabilities and their strengths, and encouraged to treat them fairly.

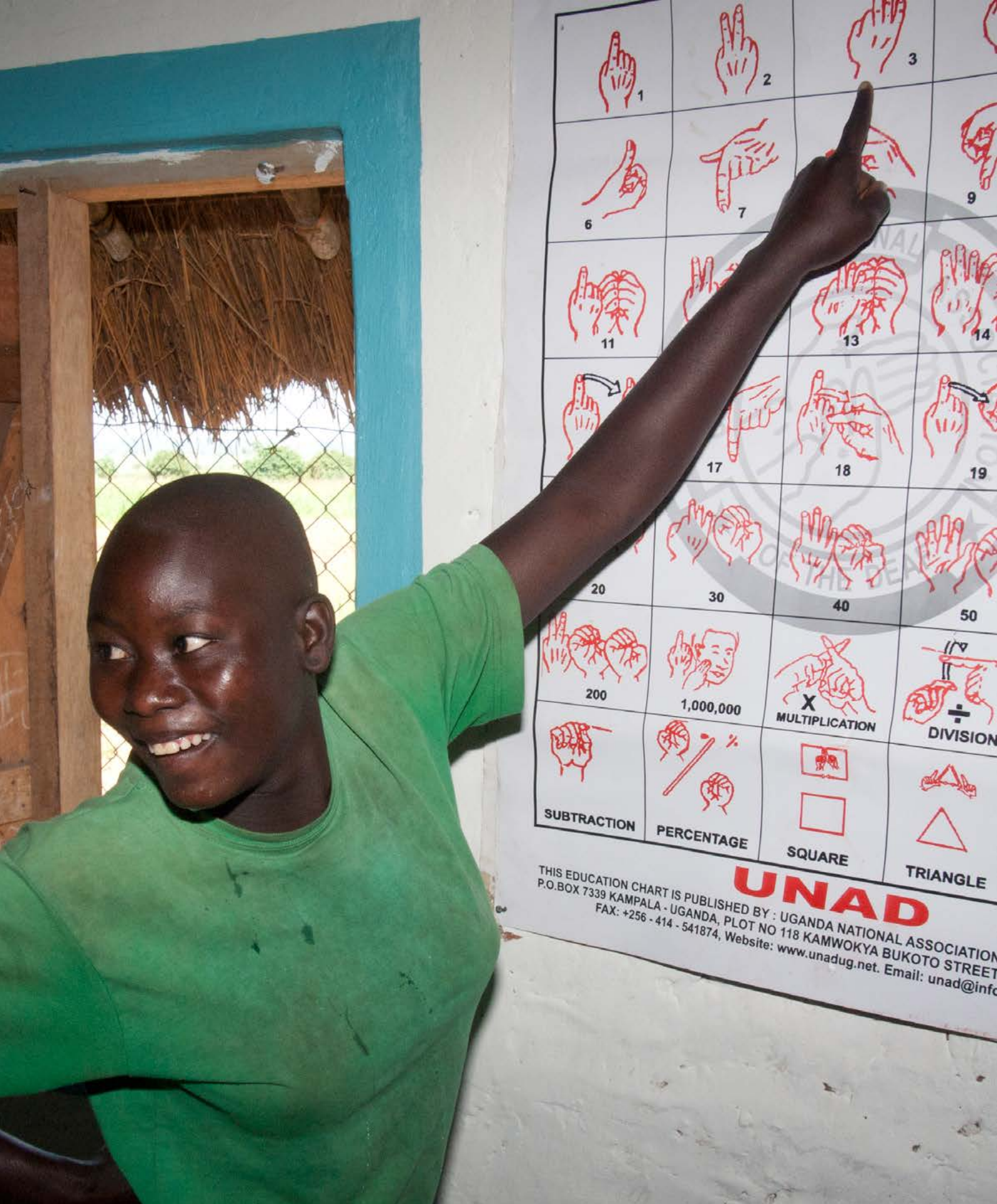
9. Build the capacity of mothers and caretakers to detect disabilities early and prevent early childhood illnesses

Mothers and caretakers of children below the age of 2 years should be educated on the development milestones for each age in order to monitor whether their children are growing normally and detect early childhood disabilities. Mothers should be supported and taught how to prevent diseases like hydrocephalus and how to care for children suffering from them.

In summary, all persons with disabilities should be appreciated and treated with dignity. Awareness raising, sensitization and community mobilization would enable them to explore their abilities and realize their potential. Such measures would enable persons with disabilities and those without disabilities to contribute to Uganda's development on an equal basis.

REFERENCES

1. *Constitution of the Republic of Uganda*
2. *National Development Plan II of Uganda*
3. *Persons with Disabilities Act 2006, Uganda*
4. *Equal Opportunities Commission Act 2007, Uganda*
5. *UN Principles and Recommendations for Population and Housing Censuses*
6. Uganda Bureau of Statistics, 2016. *The National Population and Housing Census 2014, Main Report. Kampala, Uganda*
7. *United Nations Convention on the Rights of Persons with disabilities and optional protocol*
8. Ministry of Gender, Labour and Social Development. Feb 2016. *National Policy on disability in Uganda.*
9. *Discrimination and Stigma Scale DISC 12 © 2008 The INDIGO Study Group.*
10. *Ministry of Gender, Labour and Social Development, Uganda Human Rights Commission, United Nations. Office of the High commissioner for Human Rights and the National Union of disabled Persons of Uganda. Report on the concluding Observations on the initial Report of Uganda adopted by the committee at its fifteenth session (29 March-21 March 2016)*
11. *E.J.HMulder, P.GRobles de Medinaa, .CHuizink, B.R.H Van den Bergh, J.KBuitelaar, G.H.AVisser. Prenatal maternal stress: effects on pregnancy and the (unborn) child. Early Human Development Volume 70, Issues 1–2, December 2002, Pages 3-14.*
12. *BJMP 2015;8(4):a837. James Paul Pandarakalam. Formal Psychiatric Treatment: advantages and disadvantages*
13. *United Nations Children’s Fund, 2013, Every Child’s Birth Right: Inequities and trends in birth registration, UNICEF, New York*



APPENDICES

A.1 NATIONAL LAWS AND POLICIES IN UGANDA

Other laws and policies that provide for disability statistics, rights and inclusion include:

- The Access to Information Act, 2005;
- The Building Control Act, 2013;
- The Business, Technical, Vocational Education and Training (BTVET) Act, No. 12, 2008;
- The children's act and statute 1996 (amendment 2016);
- The copyright and other neighbouring rights Act, 2006;
- The land Act, 1998;
- The local government Act 1997 (amendments 2001 and 2013);
- The Parliamentary elections Act 2005;
- The penal code Act, 2007;
- The presidential Elections Act, 2010;
- The Prisons Act, 2006;
- The Public Finance Management Act, 2015;
- The Traffic and road safety Act, 1998 (with amendments 2013 and 2018);
- The Uganda Communications Act, 2013;
- The Uganda Foundation for the Blind Act, 1968 (amendment 1973);
- The Uganda National Institute of Special Education (UNISE) Act 1998;
- The universal primary education Act, 1997;
- The universities and other tertiary institutions Act, 2001 and;
- The Workers' Compensation Act, 2000;

The additional policies that directly and/or indirectly address the disability cause include:

- A Guide for Interpreting and applying National Quality Standards for the Protection, Care and Support of Orphans and other Vulnerable Children in Uganda 2007
- National Action Plan for Children with Disabilities in Uganda 2015/16 – 2019/20;
- National action plan on elimination of the worst forms of child labour in Uganda 2012/13 - 2016/17;
- Vision 2040;
- National Employment policy, 2011;
- National Functional Adult Literacy policy, 2015;
- National Health policy, 2015;
- National Integrated Early Childhood Policy, 2016;
- National Social Protection Policy Framework for Uganda – 2014;
- National Social Protection policy, 2015;
- National strategic programme plan of interventions for orphans and other vulnerable children 2011/12—2015/16;
- NRM-O Presidential 2016;

- Special Needs and Inclusive Education Policy (Draft);
- The Alternative Care Framework, Uganda;
- The education Assessment and Resource Services Act, 1996;
- The education Assessment and Resource Services programme;
- The National Child Participation Guide;
- The National Health Policy 2010 -2020;
- The National Strategy to End Child Marriage and Teenage Pregnancy;
- The Orphans and Other Vulnerable Children (OVC) Policy 2015;
- The second National Development Plan 2015/16 – 2019/2020;
- The Social Development Sector Plan;
- The Uganda Health Sector Strategic Plan 2015 – 2020;
- The Uganda Vision 2025;
- The WHO Community Based Rehabilitation Guidelines;
- Uganda – Guidelines on Disability 2012 and;
- WHO - International Classification of Functioning, Disability and Health 2001;

A.2 ORGANIZATIONS WHICH WERE CONSULTED DURING THE QUESTIONNAIRE REVIEW

- United Nations Children Fund (UNICEF),
- United Nations Population Fund (UNFPA),
- UN CRPD Committee member,
- National Union of Disabled Persons in Uganda (NUDIPU),
- University of Kyambogo,
- Sight Savers,
- World Vision,
- National Council for Disability (NCD),
- National Union of Women with Disabilities (NUWODU),
- Action for Disability and Development (ADD),
- Sign Health Uganda,
- Disability Rights Fund,
- Uganda Human Rights Commission (UHRC),
- Equal Opportunities Commission (EOC),
- Uganda Children’s Authority, and
- Comprehensive Rehabilitation Services in Uganda (CORSU) Hospital.

TABLE A.1: RESULTS OF HOUSEHOLD, ADULT'S AND CHILDREN'S INTERVIEWS

Sub-region	Households				Adults (18+ years)				Children (5-17 years)				Children under 5			
	Sampled	Occupied	Interviewed	Household response rate	Eligible	Interviewed	Adult's response rate	Adult's overall response rate	Eligible	Interviewed	Children's response rate	Children's overall response rate	Eligible	Mothers/caretakers interviewed	Under-5's response rate	Under-5's overall response rate
Acholi	720	679	679	100.0	1,265	1,257	99.8	99.8	1,331	1,314	100.0	100.0	424	419	98.8	98.8
Ankole	628	617	612	99.2	1,187	1,161	99.8	99.0	1,088	1,078	99.8		373	371	99.5	98.7
Bugisu	295	282	273	96.8	532	523	99.2	96.1	488	411	100.0	96.8	126	123	97.6	94.5
Bukedi	541	518	512	98.8	1,158	1,091	99.6	98.5	1,111	1,078	99.8	98.7	422	413	97.9	96.7
Bunyoro	579	561	560	99.8	1,127	1,119	99.9	99.7	913	896	100.0	99.8	371	367	98.9	98.7
Busoga	566	541	528	97.6	1,093	1,073	99.7	97.3	1,127	1,099	100.0	97.6	452	441	97.6	95.2
North Buganda	639	586	575	98.1	1,216	1,185	99.8	98.0	1,034	1,018	99.9	98.0	401	391	97.5	95.7
South Buganda	454	450	445	98.9	1,003	961	99.8	98.7	885	851	100.0	98.9	354	345	97.5	96.4
Kampala	327	266	258	97.0	551	532	100.0	97.0	268	264	100.0	97.0	107	106	99.1	96.1
Karamoja	297	297	297	100.0	591	560	100.0	100.0	605	589	100.0	100.0	239	237	99.2	99.2
Kigezi	619	597	591	99.0	1,123	1,026	99.7	98.7	879	869	100.0	99.0	336	333	99.1	98.1
Lango	677	660	657	99.5	1,271	1,155	99.7	99.2	1,159	1,122	99.9	99.5	450	442	98.2	97.8
Teso	490	471	464	98.5	1,235	1,160	99.6	98.1	1,062	1,049	99.8	98.3	436	428	98.2	96.7
Tooro	534	492	482	98.0	992	905	99.2	97.2	801	720	99.7	97.7	396	382	96.5	94.5
West Nile	505	505	505	100.0	934	909	99.4	99.4	838	797	99.9	99.9	243	241	99.2	99.2

TABLE A.2: PERCENTAGE DISTRIBUTION OF PERSONS WITH DISABILITIES BY SUB REGION

Sub region	Children age 5-17 years			Adults age 18 years and above			Total
	Without disability	with disability	Total	Sub region	Without disability	with disability	
Acholi	96.5	3.5	100	Acholi	86.1	13.9	100
Ankole	95.7	4.3	100	Ankole	83.9	16.2	100
Bugisu	95.4	4.6	100	Bugisu	76.9	23.1	100
Bukedi	89.7	10.3	100	Bukedi	79.6	20.4	100
Bunyoro	95.6	4.5	100	Bunyoro	91.8	8.2	100
Busoga	93.7	6.3	100	Busoga	83.5	16.5	100
North Buganda	95.7	4.3	100	North Buganda	86.4	13.6	100
South Buganda	93.0	7.0	100	South Buganda	76.6	23.4	100
Kampala	94.5	5.5	100	Kampala	94.5	5.5	100
Karamoja	90.2	9.8	100	Karamoja	88.4	11.6	100
Kigezi	92.0	8.0	100	Kigezi	69.5	30.5	100
Lango	87.8	12.2	100	Lango	84.3	15.7	100
Teso	96.6	3.4	100	Teso	94.4	5.6	100
Tooro	91.0	9.0	100	Tooro	81.6	18.5	100
West Nile	81.1	18.9	100	West Nile	86.1	13.9	100
Total	92.5	7.5	100	Total	83.5	16.5	100

TABLE A.3: PERCENTAGE OF PERSONS WITH DISABILITY BY AGE GROUP

Age group	Disability Status		Total	Difficulty with:							Unweighted number of observations
	Without a disability	With a disability		Hearing	Seeing	Walking	Self-care	Remembering	communication		
5-9	95.0	5.0	100	1.0	0.6	0.9	0.6	1.4	0.8	6,162	
10-14	92.3	7.7	100	1.0	1.0	1.1	0.5	2.1	0.8	5,601	
15-19	89.4	10.6	100	1.1	1.0	1.3	0.4	2.6	0.8	3,629	
20-24	84.6	15.5	100	1.4	1.3	1.7	0.5	2.3	0.7	2,090	
25-29	82.5	17.5	100	1.4	2.0	2.4	0.2	2.7	0.3	1,641	
30-34	76.8	23.2	100	1.4	2.8	3.8	0.8	4.0	1.0	1,563	
35-39	74.3	25.7	100	1.0	3.3	4.8	0.7	3.7	0.6	1,467	
40-44	71.1	28.9	100	1.8	5.4	4.6	1.2	4.7	0.5	1,409	
45-49	71.2	28.8	100	1.8	7.1	5.4	0.8	4.5	0.2	1,339	
50-54	67.1	32.9	100	2.1	10.0	8.0	0.7	6.5	0.3	1,091	
55-59	63.8	36.2	100	2.7	11.6	10.7	0.8	8.4	0.1	814	
60-64	58.7	41.3	100	2.7	11.8	15.2	1.9	9.0	0.2	788	
65-69	54.2	45.8	100	3.0	16.6	17.6	2.4	10.0	0.7	632	
70-74	48.8	51.2	100	7.1	22.5	30.0	2.7	13.0	0.2	493	
75-79	40.2	59.8	100	8.0	27.5	35.0	4.3	15.6	0.6	373	
80-84	31.9	68.1	100	7.2	30.9	43.2	10.4	17.9	2.1	256	
85+	27.1	72.9	100	19.4	37.7	53.5	14.0	28.7	2.9	257	
Total	81.8	18.2	100	1.8	4.2	4.9	1.0	3.9	0.7	29,605	

TABLE A.4: PERCENTAGE DISTRIBUTION OF CAUSES OF DISABILITY AMONG ADULTS BY SUB REGION

Sub region	Congenital	Home accident	Malaria	Road traffic accident	Violence	Job related	Measles	Polio	Torture	Land mine
Acholi	9.2	14.5	0.3	8.9	7.7	0.5	1.1	3.1	0.5	0.6
Ankole	8.0	4.6	2.0	1.7	5.2	0.0	0.7	0.0	1.0	0.0
Bugisu	2.6	7.8	2.1	1.3	0.4	1.3	0.0	0.0	1.0	0.0
Bukedi	6.4	6.7	6.0	2.9	3.5	2.7	2.0	1.2	1.1	0.8
Bunyoro	5.3	7.9	6.1	8.9	1.0	1.8	0.0	2.6	0.0	0.0
Busoga	7.0	1.6	6.4	2.1	1.8	2.4	0.9	2.1	0.0	0.0
North Buganda	4.9	5.2	7.5	4.4	1.1	8.7	1.3	0.8	0.0	0.0
South Buganda	10.8	3.0	6.8	7.5	3.5	7.8	1.8	1.3	0.9	0.1
Kampala	16.9	17.8	2.8	18.5	0.0	2.0	0.0	0.0	0.0	0.0
Karamoja	11.4	2.9	1.3	3.1	8.3	1.2	4.0	3.7	2.0	0.0
Kigezi	4.6	4.0	1.1	2.7	0.3	2.8	0.5	0.6	0.0	0.3
Lango	9.0	7.4	4.7	3.7	2.5	0.6	2.1	1.8	0.6	0.0
Teso	16.4	13.3	2.9	5.4	2.8	1.7	6.6	0.0	0.0	0.0
Tooro	2.8	2.5	6.0	5.4	2.6	3.2	4.6	0.5	2.2	0.0
West Nile	4.6	10.1	4.9	1.8	3.4	0.0	2.8	4.2	3.3	0.0
Total	7.3	6.6	4.4	4.3	3.2	2.7	1.9	1.7	1.0	0.2

TABLE A.5: PERCENTAGE OF PERSONS WHO HAVE EXPERIENCED UNFAIR TREATMENT BY SUB REGION

Sub region	Persons with disabilities		Persons with intellectual and/psychosocial disability		Persons with a deformity	
	5-17 years	18 + years	5-17 years	18 + years	5-17 years	18 + years
Acholi	15.1	6.3	13.9	6.9	9.2	6.4
Ankole	(1.4)	2.8	(1.0)	2.3	(0.7)	2.8
Bugisu	*	3.5	*	3.2	*	1.4
Bukedi	7.0	15.7	5.5	15.9	14.1	20.5
Bunyoro	*	2.0	*	1.5	*	3.7
Busoga	(15.4)	4.3	(17.2)	3.9	(22.1)	2.2
North Buganda	7.0	6.1	7.0	4.1	7.7	6.9
South Buganda	(6.9)	12.7	(6.2)	15.1	(4.2)	11.2
Kampala	*	(1.0)	*	(0.4)	*	(0.8)
Karamoja	(9.3)	4.3	(10.7)	4.9	(2.7)	4.1
Kigezi	(7.6)	4.4	(6.7)	4.6	(3.1)	7.1
Lango	14.5	11.5	16.4	11.0	19.1	10.1
Teso	(2.2)	4.9	(2.8)	4.4	(1.8)	8.1
Tooro	3.7	5.5	3.6	5.6	7.2	4.8
West Nile	15.1	14.9	13.9	16.4	9.2	10.1
Total	27.5	41.4	28.4	27.6	37.1	40.6

Note: Figures in parentheses are based on 25-49 unweighted cases. An asterisk indicates there are less than 25 unweighted cases

TABLE A.6: PERCENT DISTRIBUTION OF PERSONS AGE 6 TO 16 YEARS BY SCHOOL ATTENDANCE, TYPE OF SCHOOL ATTENDED AND DISABILITY STATUS BY REGION

Sub region	Currently attending school			Attending government schools			Attending religious/private schools			No. Of Children
	Without Disability	With Disability	Total	Without Disability	With Disability	Total	Without Disability	With Disability	Total	
Acholi	87.3	12.7	100	88.3	11.7	100	84.2	15.8	100	975
Ankole	92.7	7.3	100	92.4	7.6	100	92.3	7.7	100	397
Bugisu	98.6	1.4	100	98.7	1.3	100	97.2	2.8	100	435
Bukedi	94.8	5.2	100	95.2	4.8	100	93.8	6.2	100	948
Bunyoro	94.3	5.7	100	94.6	5.4	100	94.1	5.9	100	845
Busoga	91.6	8.4	100	90.3	9.8	100	94.4	5.6	100	892
North Buganda	95.5	4.5	100	95.0	5.0	100	95.8	4.2	100	937
South Buganda	94.5	5.5	100	94.3	5.7	100	95.6	4.5	100	824
Kampala	97.3	2.8	100	96.2	3.8	100	98.6	1.4	100	437
Karamoja	88.9	11.1	100	88.7	11.3	100	91.8	8.2	100	450
Lango	95.6	4.4	100	95.4	4.6	100	97.8	2.2	100	978
Teso	92.5	7.5	100	90.8	9.3	100	97.1	2.9	100	707
Tooro	96.3	3.7	100	95.2	4.8	100	98.5	1.5	100	765
West Nile	95.3	4.8	100	96.6	3.4	100	95.8	4.2	100	716
Total	93.8	6.2	100	93.0	7.0	100	95.1	4.9	100	10,306

TABLE A.7: PERCENT DISTRIBUTION OF CHILDREN AGE 6 TO 17 YEARS BY LEVEL OF PARENTAL INVOLVEMENT BY DISABILITY STATUS AND SUB REGION

Discussion with teachers regarding child's special needs		Availability of books at home			Total		
Sub region	Without disability	With disability	Total	Sub region	Without disability	With disability	Total
Acholi	86.6	13.4	100	Acholi	98.5	1.5	100
Ankole	97.8	2.2	100	Ankole	98.7	1.3	100
Bugisu	99.2	0.8	100	Bugisu	99.3	0.7	100
Bukedi	87.2	12.8	100	Bukedi	94.6	5.4	100
Bunyoro	93.1	6.9	100	Bunyoro	97.4	2.6	100
Busoga	92.8	7.3	100	Busoga	98.8	1.2	100
North Buganda	85.5	14.5	100	North Buganda	96.2	3.9	100
South Buganda	84.3	15.7	100	South Buganda	93.6	6.4	100
Kampala	98.0	2.0	100	Kampala	99.3	0.7	100
Karamoja	93.8	6.2	100	Karamoja	90.9	9.1	100
Kigezi	92.3	7.7	100	Kigezi	96.7	3.3	100
Lango	93.7	6.3	100	Lango	95.1	4.9	100
Teso	88.1	11.9	100	Teso	96.3	3.8	100
Tooro	93.2	6.8	100	Tooro	94.8	5.2	100
West Nile	54.7	45.3	100	West Nile	87.1	12.9	100
Total	90.2	9.8	100	Total	95.4	4.6	100

TABLE A.8: AWARENESS AND ACCESS TO SOCIAL GRANTS BY REGION

Sub region	Operation Wealth Creation		% who have received	Special grant for persons with disabilities		Number of households
	% who are aware	% who have received		% who are aware	% who have received	
Acholi	74.1	5.0	51.9	0.6	679	
Ankole	94.3	21.0	64.8	0.6	607	
Bugisu	88.3	19.7	49.0	0.0	268	
Bukedi	84.5	13.9	58.4	1.8	508	
Bunyoro	96.3	9.3	20.2	0.0	542	
Busoga	84.3	17.4	65.4	0.7	525	
North Buganda	89.4	16.2	49.3	0.9	570	
South Buganda	87.3	18.2	54.4	1.8	445	
Kampala	92.7	0.8	56.6	2.0	236	
Karamoja	93.2	11.8	62.8	0.0	297	
Kigezi	97.7	22.4	67.6	0.7	572	
Lango	80.3	6.2	41.4	0.5	656	
Teso	98.5	14.3	70.3	1.3	461	
Tooro	82.6	17.6	41.6	0.5	474	
West Nile	55.0	12.3	27.7	6.1	463	
Total	85.1	13.8	52.5	1.1	7,303	

TABLE A.9: SAMPLING ERRORS
DISABILITY PREVALENCE RATE AMONG PERSONS AGE 18 YEARS AND ABOVE

Sub region	Mean	Standard error	Design effect (DEFT)	Number of cases		Relative error	95% Confidence limits	
				Weighted	Unweighted		Lower	Upper
Acholi	0.139	0.010	1.306	133,155	182	0.070	0.120	0.158
Ankole	0.161	0.011	0.960	88,224	202	0.066	0.140	0.183
Bugisu	0.231	0.018	1.495	66,116	118	0.080	0.195	0.267
Bukedi	0.204	0.012	1.379	193,597	236	0.059	0.180	0.227
Bunyoro	0.082	0.008	1.024	42,294	91	0.100	0.066	0.098
Busoga	0.165	0.011	1.022	118,746	190	0.068	0.143	0.188
North Buganda	0.136	0.010	1.390	83,791	173	0.073	0.117	0.156
South Buganda	0.234	0.013	1.478	195,200	225	0.057	0.208	0.260
Kampala	0.055	0.010	0.967	13,043	32	0.187	0.035	0.075
Karamoja	0.116	0.013	1.355	59,666	75	0.114	0.090	0.142
Kigezi	0.305	0.014	0.957	146,573	340	0.045	0.278	0.332
Lango	0.157	0.010	1.469	125,723	191	0.065	0.137	0.177
Teso	0.056	0.007	1.363	57,866	63	0.117	0.043	0.069
Tooro	0.184	0.012	0.883	79,469	177	0.068	0.160	0.209
West Nile	0.270	0.015	1.173	180,785	240	0.054	0.241	0.298

DISABILITY PREVALENCE RATE AMONG PERSON AGE 5 TO 17 YEARS

Sub region	Mean	Standard error	Design effect (DEFT)	Number of cases		Relative error	95% Confidence limits	
				Weighted	Unweighted		Lower	Upper
Acholi	0.035	0.007	1.545	38,176	43	0.197	0.021	0.048
Ankole	0.043	0.006	0.928	24,911	56	0.146	0.031	0.056
Bugisu	0.046	0.010	0.974	13,502	27	0.208	0.027	0.065
Bukedi	0.103	0.010	1.340	111,044	132	0.097	0.083	0.123
Bunyoro	0.045	0.008	1.080	22,088	49	0.181	0.029	0.060
Busoga	0.063	0.009	1.403	53,437	82	0.149	0.044	0.081
North Buganda	0.043	0.008	1.263	25,435	52	0.197	0.026	0.059
South Buganda	0.070	0.010	1.492	60,360	74	0.149	0.049	0.090
Kampala	0.055	0.041	2.978	9,828	15	0.742	-0.025	0.136
Karamoja	0.098	0.016	1.677	61,294	68	0.164	0.067	0.130
Kigezi	0.080	0.013	1.283	36,015	86	0.165	0.054	0.105
Lango	0.122	0.012	1.284	102,407	162	0.095	0.099	0.145
Teso	0.034	0.008	1.702	36,392	39	0.223	0.019	0.049
Tooro	0.090	0.014	1.236	38,719	86	0.152	0.063	0.117
West Nile	0.189	0.018	1.505	130,424	186	0.095	0.153	0.224

LIST OF CONTRIBUTORS TO THIS REPORT

Uganda Bureau of Statistics Management

1. Ben Paul Mungyereza, Executive Director
2. Imelda Atai Musana, Deputy Executive Director – Statistical Production and Development

Methodology

1. James Muwonge, Uganda Bureau of Statistics
2. Vincent Ssennono, Uganda Bureau of Statistics

Authors

1. Pamela Nabukhonzon Kakande, Uganda Bureau of Statistics
2. Noor Namiyonga, Uganda Bureau of Statistics
3. Lillian Namukasa, National Council for Disability
4. Anthony Oleja Enyogu, Uganda National Association of the Blind

Reviewers

1. Masaba Sam Wekesa, Ministry of Gender, Labour and Social Development
2. Beatrice Kaggya, Ministry of Gender, Labour and Social Development
3. Agnes Nampeera Bulega, Ministry of Gender, Labour and Social Development
4. Beatrice Guzu, National Council for Disability
5. Lillian Namukasa, National Council for Disability
6. Jackson Atria, National Council for Disability
7. Anthony Oleja Enyogu, Uganda National Association of the Blind
8. Helen Namirembe Nviiri, Uganda Bureau of Statistics
9. Wilson Nyegenye, Uganda Bureau of Statistics
10. Sarah Kabaija, UNICEF
11. Chris Iga, Sightsavers
12. Ssenoga Martin, National Union of Disabled Persons of Uganda
13. Leba Theresa, National Union of Women with Disabilities of Uganda
14. Richard Anguyo, Disability Empowerment Centre Uganda
15. Anthony Kalule Tamusuza, Independent Consultant

Data processing team

Jonathan Gwaitta, Uganda Bureau of Statistics
Francis Kayondo, Uganda Bureau of Statistics
Lawrence Mugula, Uganda Bureau of Statistics
Carol Asasira, Uganda Bureau of Statistics

QUESTIONNAIRES



UGANDA BUREAU OF STATISTICS HOUSEHOLD QUESTIONNAIRE

2017 Uganda Functional Difficulties Survey



HOUSEHOLD INFORMATION PANEL		HH
HH1. Cluster number: _____	HH2. Household number: _____	
HH3. Interviewer's name and number: _____ NAME _____	HH4. Supervisor's name and number: NAME _____	
HH5. Day / Month /Year of interview: ____ / ____ / 201 ____	HH5. Is the household selected for question testing?	YES 1 NO 2

Check that the respondent is a knowledgeable member of the household and at least 18 years old before proceeding. You may only interview a child age 15-17 if there is no adult member of the household or all adult members are incapacitated. You may not interview a child under age 15.

HH12. Hello, my name is (**your name**). We are from **UGANDA BUREAU OF STATISTICS**. We are conducting a survey about the situation of persons, families and households with persons with a functional difficulty in any body part. I would like to talk to you about these subjects. This interview usually takes about **15** minutes. Following this, I may ask to conduct additional interviews with you or other individual members of your household. All the information we obtain will remain strictly confidential and anonymous. If you do not wish to answer a question or stop the interview, please let me know. May I start now?

YES, PERMISSION IS GIVEN 1
NO, PERMISSION IS NOT GIVEN 2

1 LIST OF HOUSEHOLD MEMBERS
2 HH46

HH46. Result of Household Questionnaire interview: Discuss any result not completed with Supervisor.	COMPLETED	01
	NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT	02
	ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME	03
	REFUSED	04
	DWELLING VACANT	05
	DWELLING DESTROYED	06
	OTHER (specify)	96

HH47. Name and line number of the respondent to Household Questionnaire interview:

NAME _____

LIST OF HOUSEHOLD MEMBERS

HL

First complete HL2 for all members of the household. Then proceed with HL3 and HL4 vertically. Once HL2-HL4 are complete for all members, make sure to probe for additional members: Those that are not currently at home, any infants or small children and any others who may not be family (such as servants, friends) but who usually live in the household.

Then, ask questions HL5-HL20 for each member one at a time. If additional questionnaires are used, indicate by ticking this box:

HL1. Line number	HL2. First, please tell me the name of each person who usually lives here, starting with the head of the household. Probe for additional household members.	HL3. What is the relationship of (name) to the head of household?	HL4. Is (name) male or female? 1 MALE 2 FEMALE	HL6. How old is (name)? Record in completed years. If age is 95 or above, record '95'.	HL9. Circle line number if age 0-4.	HL10. Circle line number if age 5-17	HL11. Age 0-17? 1 YES 2 NO Next Person	HL12. Is (name)s natural mother alive? 1 YES 2 NO HL16 8 DK HL16	HL13. Does (name)s natural mother live in this household? 1 YES 2 NO HL16	HL14. Record the line number of mother and go to HL16.	HL16. Is (name)s natural father alive? 1 YES 2 NO HL20 8 DK HL20	HL17. Does (name)s natural father live in this household? 1 YES 2 NO HL20	HL18. Record the line number of father and go to HL20.	HL20. Copy the line number of mother from HL14. If blank, ask: Who is the primary caretaker of (name)? Record the line Number If 'No one' for a child age 15-17, record '90'.	
LINE	NAME	RELATION*	M F	AGE	0-4	Y N	Y N DK	Y N DK	Y N DK	MOTHER	Y N DK	Y N	FATHER		
01		0 1	1 2	—	01	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
02		—	1 2	—	02	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
03		—	1 2	—	03	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
04		—	1 2	—	04	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
05		—	1 2	—	05	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
06		—	1 2	—	06	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
07		—	1 2	—	07	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
08		—	1 2	—	08	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
09		—	1 2	—	09	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
10		—	1 2	—	10	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
11		—	1 2	—	11	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
12		—	1 2	—	12	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
13		—	1 2	—	13	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
14		—	1 2	—	14	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
15		—	1 2	—	15	1 2	1 2 8	1 2 8	1 2	—	1 2 8	1 2	—	—	
* Codes for HL3: Relationship to head of household:					01 HEAD	05 GRANDCHILD	09 BROTHER-IN-LAW / SISTER-IN-LAW	13 ADOPTED / FOSTER / STEPCHILD							
					02 SPOUSE / PARTNER	06 PARENT	10 UNCLE/AUNT	14 SERVANT (LIVE-IN)							
					03 SON / DAUGHTER	07 PARENT-IN-LAW	11 NIECE / NEPHEW	96 OTHER (NOT RELATED)							
					04 SON-IN-LAW / DAUGHTER-IN-LAW	08 BROTHER / SISTER	12 OTHER RELATIVE	98 DK							

EDUCATION 2: IF AGE 3-24 YEARS

ED												
ED1. Line number	ED2. Name and age.	ED9. At any time during the 2017 school year did (name) attend school or any Early Childhood Education programme? 1 YES 2 NO ED15 LEVEL: 0 ECE ED15 1 PRIMARY 2 'O' LEVEL. 3 'A' LEVEL 4 TERTIARY/ VOCATIONAL 5. UNIVERSITY 8 DK	ED10. During 2017 school year, which level and grade or year is (name) attending? GRADE/YEAR: 98 DK	ED11. Is (he/she) attending a public school? If yes, circle '1'. If no, probe to code who controls and manages the school. 1 GOVT./ PUBLIC 2 RELIGIOUS/ FAITH.ORG. 3 PRIVATE 6 OTHER 8 DK	ED12. In the 2017 school year, has (name) received any school tuition support? If yes, probe to ensure that support was not received from family, other relatives, friends or neighbours. 1 YES 2 NO ED14 8 DK ED14	ED13. Who provided the tuition support? Record all mentioned. A GOVT. / PUBLIC B RELIGIOUS/ FAITH.ORG. C PRIVATE. X OTHER Z DK	ED14. For the 2017 school year, has (name) received any material support or cash to buy shoes, exercise books, notebooks, school uniforms or other school supplies? If yes, probe to ensure that support was not received from family, other relatives, friends or neighbours. 1 YES 2 NO 8 DK	ED15. At any time during the 2016 school year did (name) attend school or any Early Childhood Education programme? 1 YES 2 NO Next Person 8 DK Next Person LEVEL: 0 ECE Next person 1 PRIMARY 2 'O' LEVEL. 3 "A" LEVEL 4 TERTIARY/ VOCATIONAL 5 UNIVERSITY 8 DK	ED16. During 2016 school year, which level and grade or year did (name) attend? GRADE/YEAR: 98 DK			
LINE	NAME	AGE	YES NO	LEVEL	GRADE/YR	AUTHORITY	YES NO DK	TUITION	YES NO DK	YES NO DK	LEVEL	GRADE/YR
01		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---
02		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---
03		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---
04		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---
05		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---
06		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---
07		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---
08		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---
09		---	1 2	0 1 2 3 4 8	---	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	---

SOCIAL TRANSFERS										ST
ST1. I would like to ask you about various external economic development programmes provided to households. By external development I mean support that comes from the government or from non-governmental organizations such as religious, charitable, or community-based organizations. This excludes support from family, other relatives, friends or neighbours.										
[A] Social Assistance Grants For Empowerment (SAGE)	[B] Operation Wealth Creation (OWC) - Naads	[C] Youth Venture Capital Fund	[D] Youth Livelihood Programme (YLP)	[E] Northern Uganda Social Action Fund (NUSAF)	[F] Special grant for persons with disability	[G] Community Based Rehabilitation (CBR)	[H] Women Entrepreneurship Programme (UWEP)	[I] Any other external assistance programme		
YES 1 NO 2 [B]	YES 1 NO 2 [C]	YES 1 NO 2 [D]	YES 1 NO 2 [E]	YES 1 NO 2 [F]	YES 1 NO 2 [G]	YES 1 NO 2 [H]	YES 1 NO 2 [I]	YES (SPECIFY) 1 NO 2 End		
YES 1 NO 2 [B]	YES 1 NO 2 [C]	YES 1 NO 2 [D]	YES 1 NO 2 [E]	YES 1 NO 2 [F]	YES 1 NO 2 [G]	YES 1 NO 2 [H]	YES 1 NO 2 [I]	YES 1 NO 2 End		
YES 1 NO 2 [B]	YES 1 NO 2 [C]	YES 1 NO 2 [D]	YES 1 NO 2 [E]	YES 1 NO 2 [F]	YES 1 NO 2 [G]	YES 1 NO 2 [H]	YES 1 NO 2 [I]	YES 1 NO 2 End		
DK 8 [B]	DK 8 [C]	DK 8 [D]	DK 8 [E]	DK 8 [F]	DK 8 [G]	DK 8 [H]	DK 8 [I]	DK 8 End		
Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:
Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:	Name Line No:
[A] Social Assistance Grants For Empowerment (SAGE)	[B] Operation Wealth Creation (OWC)	[C] Youth Venture Capital Fund	[D] Youth Livelihood Programme (YLP)	[E] Northern Uganda Social Action Fund (NUSAF)	[F] Special Grant For Persons With Disability	[G] Community Based Rehabilitation (CBR)	[H] Women Entrepreneurship Programme (UWEP)	[I] Any Other External Assistance Programme		
Months ago 1 ___ Years ago 2 ___ DK 998	Months ago 1 ___ Years ago 2 ___ DK 998	Months ago 1 ___ Years ago 2 ___ DK 998	Months ago 1 ___ Years ago 2 ___ DK 998	Months ago 1 ___ Years ago 2 ___ DK 998	Months ago 1 ___ Years ago 2 ___ DK 998	Months ago 1 ___ Years ago 2 ___ DK 998	Months ago 1 ___ Years ago 2 ___ DK 998	Months ago 1 ___ Years ago 2 ___ DK 998		
ST14. When was the <u>last time</u> your household or anyone in your household received assistance through <i>(name of programme)?</i> <i>If less than one month, circle '1' and record '00' in Months.</i> <i>If less than 12 months, circle '1' and record in Months.</i> <i>If 1 year/12 months or more, circle '2' and record in Years.</i>	Buy assistive device-----1 Get a guide/sign language interpreter-----2 Skin care protection-----3 Other specify-----4									
ST14a. What was the assistance received through <i>(name of programme)</i> used for?	GO TO NEXT PROGRAMME	GO TO NEXT PROGRAMME	GO TO NEXT PROGRAMME	GO TO NEXT PROGRAMME	GO TO NEXT PROGRAMME	GO TO NEXT PROGRAMME	GO TO NEXT PROGRAMME	GO TO NEXT PROGRAMME	GO TO NEXT PROGRAMME	END

QUESTIONNAIRES



UGANDA BUREAU OF STATISTICS

QUESTIONNAIRE FOR INDIVIDUALS AGE 18 AND ABOVE

2017 Uganda Functional Difficulties Survey



INDIVIDUAL'S INFORMATION PANEL		WM
WM1. Cluster number: _____		WM2. Household number: _____
WM3. Name and line number: NAME _____		WM4. Supervisor's name and number: NAME _____
WM5. Interviewer's name and number: NAME _____		WM6. Day / Month / Year of interview: ____ / ____ / 201 ____
WM8. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	YES, INTERVIEWED ALREADY 1 NO, FIRST INTERVIEW 2	1 WM9B 2 WM9A
WM9A. Hello, my name is (your name). We are from UGANDA BUREAU OF STATISTICS . We are conducting a survey about the situation of children, families and households. I would like to talk to you about your health and other topics. This interview usually takes about 15-20 minutes. We are also interviewing mothers about their children. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?		WM9B. Now I would like to talk to you about your health and other topics in more detail. This interview will take about 15-20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?
YES, PERMISSION IS GIVEN 1 NO, PERMISSION IS NOT GIVEN 2		1 INDIVIDUAL'S BACKGROUND Module 2 WM17
WM17. Result of individual's interview. <i>Discuss any result not completed with Supervisor.</i>		COMPLETED 01 NOT AT HOME 02 REFUSED 03 PARTLY COMPLETED 04 INCAPACITATED (specify) 05 NO ADULT CONSENT FOR RESPONDENT AGE 15-17 06 OTHER (specify) 96

INDIVIDUAL'S BACKGROUND			WB
WB18. Are you covered by any health insurance?	YES	1	
	NO	2	
WB 19. OBSERVE : Is the woman/man an albino?	YES	1	
	NO	2	
	DK / NOT SURE	8	
WB 20. OBSERVE : Is the woman/man a little person?	YES	1	
	NO	2	
	DK / NOT SURE	8	

MASS MEDIA AND ICT			MT
MT4. Have you ever used a computer or a tablet from any location?	YES	1	2 MT9
	NO	2	
MT5. During the last 3 months, did you use a computer or a tablet at least once a week, less than once a week or not at all? <i>If 'At least once a week', probe: Would you say this happened almost every day?</i> <i>If 'Yes' circle 3, if 'No' circle 2</i>	NOT AT ALL	0	0 MT9
	LESS THAN ONCE A WEEK	1	
	AT LEAST ONCE A WEEK	2	
	ALMOST EVERY DAY	3	
MT9. Have you ever used the internet from any location and any device?	YES	1	2 MT11
	NO	2	
MT10. During the last 3 months did you use the internet at least once a week, less than once a week or not at all? <i>If 'At least once a week', probe: Would you say this happens almost every day or less often?</i> <i>If 'Yes' circle 3, if 'No' circle 2.</i>	NOT AT ALL	0	
	LESS THAN ONCE A WEEK	1	
	AT LEAST ONCE A WEEK	2	
	ALMOST EVERY DAY	3	
MT11. Do you own a mobile phone?	YES	1	
	NO	2	
MT12. During the last 3 months, did you use a mobile telephone at least once a week, less than once a week or not at all? <i>Probe if necessary: I mean have you communicated with someone using a mobile phone.</i> <i>If 'At least once a week', probe: Would you say this happens almost every day or less often?</i> <i>If 'Yes' circle 3, if 'No' circle 2.</i>	NOT AT ALL	0	
	LESS THAN ONCE A WEEK	1	
	AT LEAST ONCE A WEEK	2	
	ALMOST EVERY DAY	3	

VICTIMISATION	VT		
<p>VT1. <i>Check for the presence of others. Before continuing, ensure privacy.</i> Now I would like to ask you some questions about crimes in which you <u>personally</u> were the victim.</p> <p>Let me assure you again that the information you supply will remain strictly confidential.</p> <p>In the last three years, that is since <i>(month of interview)</i> 2014, has anyone taken or tried taking something from you, by using force or threatening to use force?</p> <p><i>Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household.</i></p> <p><i>If necessary, help the respondent to establish the recall period and make sure that you allow adequate time for the recall. You may reassure: It can be difficult to remember this sort of incidents, so please take your time while you think about your answers.</i></p>	<p>YES</p> <p>NO</p> <p>DK</p>	<p>1</p> <p>2</p> <p>8</p>	<p>2 VT9B</p> <p>8 VT9B</p>
<p>VT2. Did this last happen during the last 12 months, that is, since <i>(month of interview)</i> 2016?</p>	<p>YES, DURING THE LAST 12 MONTHS</p> <p>NO, MORE THAN 12 MONTHS AGO</p> <p>DK / DON'T REMEMBER</p>	<p>1</p> <p>2</p> <p>8</p>	<p>2 VT5B</p> <p>8 VT5B</p>
<p>VT3. How many times did this happen in the last 12 months?</p> <p><i>If 'DK/Don't remember', probe: Did it happen once, twice, or at least three times?</i></p>	<p>ONE TIME</p> <p>TWO TIMES</p> <p>THREE OR MORE TIMES</p> <p>DK / DON'T REMEMBER</p>	<p>1</p> <p>2</p> <p>3</p> <p>8</p>	
<p>VT4. Check VT3: One or more times?</p>	<p>ONE TIME, VT3=1</p> <p>MORE THAN ONCE OR DK, VT3=2, 3 OR 8</p>	<p>1</p> <p>2</p>	<p>1 VT5A</p> <p>2 VT5B</p>
<p>VT5A. When this happened, was anything stolen from you?</p> <p>VT5B. The last time this happened, was anything stolen from you?</p>	<p>YES</p> <p>NO</p> <p>DK / NOT SURE</p>	<p>1</p> <p>8</p>	
<p>VT6. Did the person(s) have a weapon?</p>	<p>YES</p> <p>NO</p> <p>DK / NOT SURE</p>	<p>1</p> <p>2</p> <p>8</p>	<p>2 VT8</p> <p>8 VT8</p>
<p>VT7. Was a knife, a gun or something else used as a weapon?</p> <p><i>Circle all that apply.</i></p>	<p>YES, A KNIFE</p> <p>YES, A GUN</p> <p>YES, SOMETHING ELSE</p>	<p>A</p> <p>B</p> <p>X</p>	

<p>VT8. Did you or anyone else report the incident to the police or local authorities?</p> <p><i>If 'Yes', probe:</i> Was the incident reported by you or someone else?</p>	<p>YES, RESPONDENT REPORTED 1</p> <p>YES, SOMEONE ELSE REPORTED 2</p> <p>NO, NOT REPORTED 3</p> <p>DK / NOT SURE 8</p>	<p>1 VT9A</p> <p>2 VT9A</p> <p>3 VT9A</p> <p>8 VT9A</p>
<p>VT9A. Apart from the incident(s) just covered, have you in the last three years, that is since <i>(month of interview) 2014</i>, been personally attacked or threatened by someone in a way that really frightened you?</p> <p>VT9B. In the same period of the last three years, that is since <i>(month of interview) 2014</i>, have you been personally attacked or threatened by someone in a way that really frightened you?</p> <p><i>If 'No', probe:</i> An attack or threat can happen at home or any place outside of the home, such as in other homes, in the street, at school, on public transport, public restaurants, or at your workplace. Written threats, such as on social media should also be included.</p> <p><i>Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household. Exclude incidents where the intention was to take something from the respondent, which should be recorded under VT1.</i></p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 VT20</p> <p>8 VT20</p>
<p>VT10. Did this last happen during the last 12 months, that is, since <i>(month of interview) 2016</i>?</p>	<p>YES, DURING THE LAST 12 MONTHS 1</p> <p>NO, MORE THAN 12 MONTHS AGO 2</p> <p>DK / DON'T REMEMBER 8</p>	<p>2 VT12B</p> <p>8 VT12B</p>
<p>VT11. How many times did this happen in the last 12 months?</p> <p><i>If 'DK/Don't remember', probe:</i> Did it happen once, twice, or at least three times?</p>	<p>ONE TIME 1</p> <p>TWO TIMES 2</p> <p>THREE OR MORE TIMES 3</p> <p>DK / DON'T REMEMBER 8</p>	<p>1 VT12A</p> <p>2 VT12B</p> <p>3 VT12B</p> <p>8 VT12B</p>

VT12A. Where did this happen? VT12B. Where did this happen the last time?	AT HOME	11	
	IN ANOTHER HOME	12	
	IN THE STREET	21	
	ON PUBLIC TRANSPORT	22	
	PUBLIC RESTAURANT / CAFÉ / BAR	23	
	OTHER PUBLIC (SPECIFY)	26	
	AT SCHOOL	31	
	AT WORKPLACE	32	
	ONLINE / SOCIAL MEDIA	41	
	E-MAIL / LETTER	42	
	OTHER PLACE (SPECIFY)	96	
VT13. How many people were involved in committing the offence? <i>If 'DK/Don't remember', probe: Was it one, two, or at least three people?</i>	ONE PERSON	1	1 VT14A
	TWO PEOPLE	2	2 VT14B
	THREE OR MORE PEOPLE	3	3 VT14B
	DK / DON'T REMEMBER	8	8 VT14B
VT14A. At the time of the incident, did you recognize the person? VT14B. At the time of the incident, did you recognize at least one of the persons?	YES	1	
	NO	2	
	DK / DON'T REMEMBER	8	
VT15. Check VT12A/B: Online/Social Media or E-mail/ Letter circled?	YES, VT12A/B=41 OR 42	1	1 VT19
	NO, NOT CIRCLED	2	
VT16. I do not want you to tell me any details of the incident, but can you tell me if you were threatened or if force was used?	JUST THREATENED	1	
	FORCE USED	2	
	BOTH	3	
	DK / DON'T REMEMBER	8	
VT17. Did the person(s) have a weapon?	YES	1	
	NO	2	2 VT19
	DK / NOT SURE	8	8 VT19
VT18. Was a knife, a gun or something else used as a weapon? <i>Circle all that apply.</i>	YES, A KNIFE	A	
	YES, A GUN	B	
	YES, SOMETHING ELSE	X	

VT19. Did you or anyone else report the incident to the police or local leaders? <i>If 'Yes', probe: Was the incident reported by you or someone else?</i>	YES, RESPONDENT REPORTED	1			
	YES, SOMEONE ELSE REPORTED	2			
	NO, NOT REPORTED	3			
	DK / NOT SURE	8			
VT20. How safe do you feel walking alone in your neighbourhood after dark?	VERY SAFE	1			
	SAFE	2			
	UNSAFE	3			
	VERY UNSAFE	4			
	NEVER WALK ALONE AFTER DARK	7			
VT21. How safe do you feel when you are at home alone after dark?	VERY SAFE	1			
	SAFE	2			
	UNSAFE	3			
	VERY UNSAFE	4			
	NEVER ALONE AFTER DARK	7			
VT22. In the past 12 months, have you <u>personally</u> felt discriminated against or harassed on the basis of the following grounds? [A] Ethnic or immigration origin? [B] Gender? [C] Sexual orientation? [D] Age? [E] Religion or belief? [F] Disability? [X] For any other reason?		YES	NO	DK	
	ETHNIC / IMMIGRATION	1	2	8	
	GENDER	1	2	8	
	SEXUAL ORIENTATION	1	2	8	
	AGE	1	2	8	
	RELIGION / BELIEF	1	2	8	
	DISABILITY	1	2	8	
	OTHER REASON	1	2	8	
VT23. From the time you were 15 years old has anyone hit you, slapped you, kicked you, or done anything else to hurt you physically?	YES	1			
	NO	2			
MARRIAGE/UNION				MA	
MA1. Are you currently married or living together with someone as if married?	YES, CURRENTLY MARRIED	1			
	YES, LIVING WITH A PARTNER	2			
	NO, NOT IN UNION	3	3 MA5		
MA3. Besides yourself, does your partner have any other partners or does he/she live with other partners as if married?	YES	1			
	NO	2	2 MA7		
MA4. How many other partners does he have?	NUMBER	— —	— — — — —		
	DK	98	□MA7 98 MA7		

MA5. Have you ever been married or lived together with someone as if married?	YES, FORMERLY MARRIED	1	3 End
	YES, FORMERLY LIVED WITH A PARTNER	2	
	NO	3	
MA6. What is your marital status now: are you widowed, divorced or separated?	WIDOWED	1	
	DIVORCED	2	
	SEPARATED	3	
MA7. Have you been married or lived with someone only once or more than once?	ONLY ONCE	1	
	MORE THAN ONCE	2	
MA10. Check MA7: In union only once?	YES, MA7=1	1	1 MA11A
	NO, MA7=2	2	2 MA11B
MA11A. How old were you when you entered your union with your partner?			
MA11B. How old were you when you entered your union with your first partner?	AGE IN YEARS	---	

ADULT FUNCTIONING			AF
AF2. Do you use glasses or contact lenses ? <i>Include the use of glasses for reading.</i>	YES	1	AF2b
	NO	2	
AF2a. In your opinion do you need to wear glasses or any other assistive measure?	YES	1	AF3
	NO	2	AF3
AF2b. From where did you obtain the glasses?	HEALTH FACILITY (OPTICAL CENTRE)	1	
	SHOP/PHARMACY	2	
	DONATION	3	
	OTHER (SPECIFY)	4	
AF3. Do you use a hearing aid?	YES	1	AF3b
	NO	2	
AF3a. In your opinion do you need to use a hearing aid?	YES	1	AF4
	NO	2	AF4
AF3b. From where did you obtain the hearing aid?	HEALTH FACILITY	1	
	SHOP/PHARMACY	2	
	DONATION	3	
	OTHER (SPECIFY)	4	
<p>AF4. I will now ask you about difficulties you may have doing a number of different activities. For each activity there are four possible answers: Please tell me if you have: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty or 4) that you cannot do the activity at all.</p> <p><i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i></p> <p>Remember, the four possible answers are: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that you cannot do the activity at all.</p>			
AF5. Check AF2: Respondent uses glasses or contact lenses ?	YES, AF2=1	1	1 AF6A
	NO, AF2=2	2	2 AF6B

AF6A. When using your glasses or contact lenses, do you have difficulty seeing?	NO DIFFICULTY	1	AF7
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT SEE AT ALL	4	
AF6B. Do you have difficulty seeing?			
AF6C. For how long have you had this difficulty?	SINCE BIRTH	1	
	MONTHS.....	2	
	YEARS.....	3	
AF6D. What is the cause of this difficulty?	LAND MINE	1	
	TORTURE	2	
	VIOLENCE	3	
	BORN LIKE THAT	4	
	ROAD TRAFFIC ACCIDENT	5	
	HOME ACCIDENT	6	
	MEALSSES	7	
	MALARIA	8	
	JOB RELATED CAUSE (SPECIFY)	9	
	ACID ATTACK	10	
	OTHER (SPECIFY)	11	
AF7. Check AF3: Respondent uses a hearing aid?	YES, AF3=1	1	1 AF8A
	NO, AF3=2	2	2 AF8B
AF8A. When using your hearing aid(s), do you have difficulty hearing?	NO DIFFICULTY	1	AF9
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT HEAR AT ALL	4	
AF8B. Do you have difficulty hearing?			
AF8C. For how long have you had this difficulty?	SINCE BIRTH	1	
	MONTHS.....	2	
	YEARS.....	3	
AF8D. What is the cause of this difficulty?	LAND MINE	1	
	TORTURE	2	
	VIOLENCE	3	
	BORN LIKE THAT	4	
	ROAD TRAFFIC ACCIDENT	5	
	HOME ACCIDENT	6	
	MEASLES	7	
	MALARIA	8	
	JOB RELATED CAUSE (SPECIFY)	9	
	OTHER (SPECIFY)	10	

AF9. Do you have difficulty walking or climbing steps?	NO DIFFICULTY	1	AF10
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT WALK/CLIMB STEPS AT ALL	4	
AF9B. For how long have you had this difficulty?	SINCE BIRTH	1	
	MONTHS.....	2	
	YEARS.....	3	
AF9C. What is the cause of this difficulty?	LAND MINE	1	
	TORTURE	2	
	VIOLENCE	3	
	BORN LIKE THAT	4	
	ROAD TRAFFIC ACCIDENT	5	
	HOME ACCIDENT	6	
	POLIO	7	
	MALARIA	8	
	JOB RELATED CAUSE (SPECIFY)	9	
	OTHER (SPECIFY)	10	
AF10. Do you have difficulty remembering or concentrating?	NO DIFFICULTY	1	AF11
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT REMEMBER/ CONCENTRATE AT ALL	4	
AF10B. For how long have you had this difficulty?	SSINCE BIRTH	1	
	MONTHS.....	2	
	YEARS.....	3	
AF10C. What is the cause of this difficulty?	LAND MINE	1	
	TORTURE	2	
	VIOLENCE	3	
	BORN LIKE THAT	4	
	ROAD TRAFFIC ACCIDENT	5	
	HOME ACCIDENT	6	
	MEALSSES	7	
	MALARIA	8	
	OTHER(SPECIFY)	9	
AF11. Do you have difficulty with self-care, such as washing all over or dressing?	NO DIFFICULTY	1	AF12a
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT CARE FOR SELF AT ALL	4	

AF11B. For how long have you had this difficulty?	SINCE BIRTH 1 MONTHS.....2 YEARS.....3	
AF11C. What is the cause of this difficulty?	LAND MINE 1 TORTURE 2 VIOLENCE 3 BORN LIKE THAT 4 ROAD TRAFFIC ACCIDENT 5 HOME ACCIDENT 6 POLIO 7 MALARIA 8 MEALSSES 9 JOB RELATED CAUSE (SPECIFY)_____ 10 OTHER (SPECIFY) 11	
AF12A. Using your usual language, do you have difficulty communicating, for example understanding or being understood?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3	AF12d
AF12B. For how long have you had this difficulty?	SINCE BIRTH 1 MONTHS.....2 YEARS.....3	
AF12C. What is the cause of this difficulty?	LAND MINE 1 TORTURE 2 VIOLENCE 3 BORN LIKE THAT 4 ROAD TRAFFIC ACCIDENT 5 HOME ACCIDENT 6 MEALSSES 7 MALARIA 8 OTHER (SPECIFY) 9	
AF12D: Check AF8B or AF8A: Respondent does not hear at all?	YES, AF8A OR AF8B=4 1 NO, AF3=2 2	1 2 AF13
AF12E. Are you able to access information using sign language?	YES 1 NO 2 NOT APPLICABLE 3	

AF13. In the past 12 months, have you personally faced any challenges in accessing information because of the following?		YES	NO	N/A	
[A] Sign language not available?	SIGN LANGUAGE NOT AVAILABLE	1	2	8	
[B] Lack of Braille machine?	LACK OF BRAILLE MACHINE	1	2	8	
[C] Format Not Easy to read?	FORMAT NOT EASY TO READ	1	2	8	
[D] lack of software/assistive devices?	SOFTWARE/ASSISTIVE DEVICES	1	2	8	
[X] For any other reason?	OTHER REASON	1	2	8	
IF ANY YES IN AF13:	SCHOOL / TRAINING INSTITUTION			1	
	HEALTH FACILITY			2	
AF13B. From where did you face this challenge?	BANK			3	
	COMMUNITY			4	
	OTHER (SPECIFY)			5	
AF14. In the last 12 months have you been supported informally or formally to make a choice in aspects such as marriage and inheritance?	YES			1	
	NO			2	
AF15. How often do you feel depressed?	Daily			1	AF18
	Weekly			2	
	Monthly			3	
	A few times a year			4	
	Never			5	
AF 16. Do you take medication for these feelings?	YES			1	
	NO			2	
AF 17. Thinking about the last time you felt depressed, how depressed did you feel?	A little			1	
	A lot			2	
	Somewhere in between a little and a lot			3	
AF18. How often do you feel worried, nervous or anxious?	Daily			1	AF23
	Weekly			2	
	Monthly			3	
	A few times a year			4	
	Never			5	
AF 19. Do you take medication for these feelings?	YES			1	
	NO			2	
AF 20. Thinking about the last time you felt worried, nervous or anxious, how would you describe the level of these feelings?	A little			1	
	A lot			2	
	Somewhere in between a little and a lot			3	
Ask if AF15 or AF18 < 5	SINCE BIRTH			1	
AF21. For how long have you had this difficulty?	MONTHS.....			2	
	YEARS.....			3	

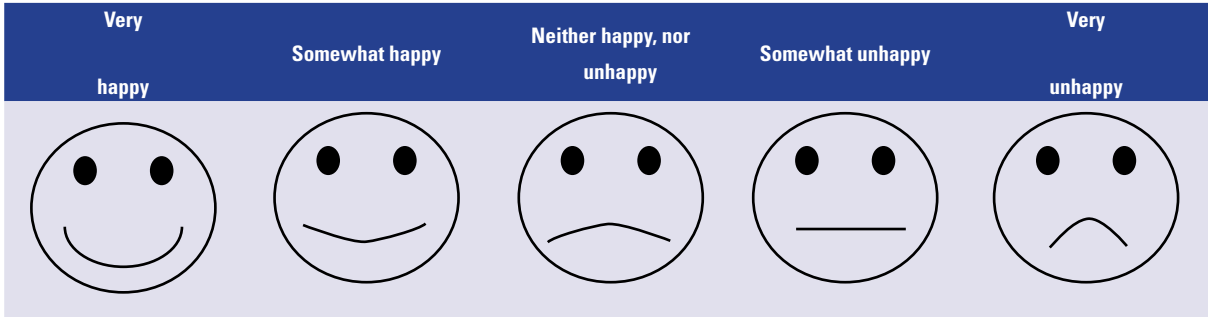
AF22. What is the cause of this difficulty?	LAND MINE	1		
	TORTURE	2		
	VIOLENCE	3		
	BORN LIKE THAT	4		
	ROAD TRAFFIC ACCIDENT	5		
	HOME ACCIDENT	6		
	MALARIA	7		
	OTHER(SPECIFY)	8		
	DON'T KNOW	9		
AF23. Do you have any missing limbs? CIRCLE '0' IF NONE IS MISSING OTHERWISE CIRCLE APPROPRIATELY	NO	0		
	YES, ONE ARM	1		
	YES, BOTH ARMS	2		
	YES, ONE LEG	3		
	YES, BOTH LEGS	4		
AF24. Do you have any deformity? CIRCLE '0' IF NONE IS MISSING OTHERWISE CIRCLE APPROPRIATELY	NO	0		
	YES, LOWER LIMBS	1		
	YES, UPPER LIMBS, SHOULDERS, FOREARM, HANDS	2		
	YES, FACIAL	3		
	YES, CLUB FEET	4		
AF25. Do you suffer from any of the following: CIRCLE APPROPRIATELY				
		YES	NO	DK
[A] Spina Bifida?	SPINA BIFIDA	1	2	9
[B] Hydrocephalus?	Hydrocephalus	1	2	9
[C] Rheumatism?	Rheumatism	1	2	9
[D] Epilepsy?	Epilepsy	1	2	9
[E] Autism?	Autism	1	2	9
[F] Spinal Cord Injury?	Spinal Cord Injury	1	2	9
[G] Leprosy?	Leprosy	1	2	9
[H] Down Syndrome?	Down Syndrome	1	2	9

EQUALITY, STIGMA AND DISCRIMINATION: DISC			
ASK these questions IF PERSON HAS ANY DIFFICULTY THAT IS AF6A/B OR AF8A/B OR AF9/AF10/AF11/AF12 >1			
In this section I would like to ask about times when you have been treated unfairly because of a functional difficulty with any of your body parts.			
1. Have you been treated unfairly in making or keeping friends?	YES	1	
	NO	2	
2. Have you been treated unfairly by the people in your neighbourhood?	YES	1	
	NO	2	
3. Have you been treated unfairly in dating or intimate relationships? (excluding treatment by spouse/co-habiting partner)	YES	1	
	NO	2	
	NOT APPLICABLE	3	
4. Have you been treated unfairly in housing? (including becoming homeless)	YES	1	
	NO	2	
	NOT APPLICABLE	3	
5. Have you been treated unfairly in your education? (ASK ABOUT SCHOOL, COLLEGE, UNIVERSITY AND ON THE JOB TRAINING OR VOCATIONAL COURSES)	YES	1	
	NO	2	
	NOT APPLICABLE	3	
6. Have you been treated unfairly in marriage or divorce? (including cohabiting or civil partnership, ask about ability to find a partner or spouse problems during the relationship, divorce settlements)	YES	1	
	NO	2	
	NOT APPLICABLE	3	
7. Have you been treated unfairly by your family? (ASK ABOUT FAMILY OF ORIGIN I.E. PARENTS, BROTHERS, SISTERS AND OTHER RELATIONS AS WELL AS ANY CHILDREN. EXCLUDE TREATMENT BY SPOUSE / CO-HABITING PARTNER)	YES	1	
	NO	2	
	NOT APPLICABLE	3	
8. Have you been treated unfairly in finding a job? (this means finding full or part-time, paid work)	YES	1	
	NO	2	
	NOT APPLICABLE	3	
9. Have you been treated unfairly in keeping a job?	YES	1	
	NO	2	
	NOT APPLICABLE	3	
9b. Have you ever been dismissed from a job because you have a acquired a difficulty?	YES	1	
	NO	2	10
9c. Were you compensated in any way?	YES	1	
	NO	2	
10. Have you been treated unfairly when using public transport? (ASK ABOUT USING FREE TRAVEL PASS, PASSENGERS, DRIVERS, ETC)	YES	1	
	NO	2	
	NOT APPLICABLE	3	
10a. Have you ever tried to get or access a welfare benefit from government or any other Non-Government Organisation (NGO)?	YES	1	
	NO	2	12
	NOT APPLICABLE	3	12

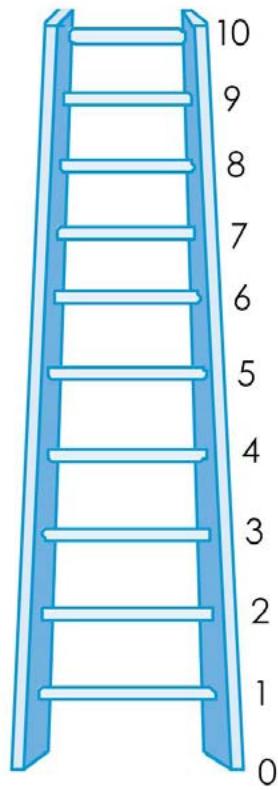
11. Have you been treated unfairly in getting welfare benefits or disability pensions? (ASK ABOUT APPLYING FOR BENEFITS E.G. INCOME SUPPORT, DISABILITY LIVING ALLOWANCE), LEVEL OF BENEFITS, SUPPORT)	YES NO NOT APPLICABLE	1 2 3	
12. Have you been treated unfairly in your religious practices? (ASK ABOUT ATTENDING CHURCH/MOSQUE OR OTHER PLACES OF WORSHIP, OTHER CHURCH MEMBERS, CHURCH LEADERS)	YES NO NOT APPLICABLE	1 2 3	
13. Have you been treated unfairly in your social life? (ask about socialising, hobbies, attending events, leisure activities)	YES NO NOT APPLICABLE	1 2 3	
14. Have you been treated unfairly by the police? (ASK ABOUT ANY CONTACT WITH POLICE BECAUSE OF MENTAL HEALTH PROBLEMS OR ANY OTHER REASONS)	YES NO NOT APPLICABLE	1 2 3	
15. Have you been treated unfairly when getting help for physical health problems? (ask about doctor, dentist, nurses, emergency treatment including Accident & Emergency department)	YES NO NOT APPLICABLE	1 2 3	
16a. Have you been treated unfairly by health staff? (ASK ABOUT TREATMENT AND BEHAVIOUR OF STAFF, FEELING DISRESPECTED OR HUMILIATED BY CONTACT WITH HEALTH STAFF)	YES NO NOT APPLICABLE	1 2 3	
16b. Have you been forced in a cruel manner to take medical treatment, hospitalised or isolated from other people?	YES NO NOT APPLICABLE	1 2 3	
17. Have you been treated unfairly in your levels of privacy? (ASK ABOUT PRIVACY IN HOSPITAL AND IN COMMUNITY SETTINGS, E.G. PRIVATE LETTERS OR PHONE CALLS, MEDICAL RECORDS, CRIMINAL RECORDS BUREAU CHECK)	YES NO NOT APPLICABLE	1 2 3	
18. Have you been treated unfairly in your personal safety and security? (ask about verbal abuse, physical abuse, assault)	YES NO NOT APPLICABLE	1 2 3	
19. Have you been treated unfairly in starting a family or having children? (ask about behaviour of health professionals, friends and family, as well as how they or their partner were treated during pregnancy or childbirth)	YES NO NOT APPLICABLE	1 2 3	
20. Have you been treated unfairly in your role as a parent to your children? (ask about behaviour of other parents, teachers, family or health staff)	YES NO NOT APPLICABLE	1 2 3	
21. Have you been avoided or shunned by people who know that you have a functional difficulty?	YES NO NOT APPLICABLE	1 2 3	

22. Have you been treated unfairly in any other areas of life? (e.g. experienced any kind of treatment/behaviour because of your functionality problem)	YES NO NOT APPLICABLE	1 2 3	
"In this section I would like to ask about times when you have stopped yourself from doing things that are important to you because of how others might respond to your FUNCTIONAL DIFFICULTY.			
23. Have you stopped yourself from applying for work?	YES NO NOT APPLICABLE	1 2 3	
24. Have you stopped yourself from attending or applying for education or training courses?	YES NO NOT APPLICABLE	1 2 3	
25. Have you stopped yourself from having a close personal relationship?	YES NO NOT APPLICABLE	1 2 3	
26. Have you concealed or hidden your functioning difficulty from others?	YES NO NOT APPLICABLE	1 2 3	
"In this section I would like to ask you about examples of overcoming stigma and discrimination because of a functional difficulty.			
27. Have you made friends with people who don't have a similar functional difficulty?	YES NO NOT APPLICABLE	1 2 3	
28. Have you been able to use your personal skills or abilities in coping with stigma and discrimination?	YES NO NOT APPLICABLE	1 2 3	
"IN THIS SECTION I WOULD LIKE TO ASK ABOUT TIMES WHEN YOU HAVE BEEN TREATED MORE POSITIVELY. BEING TREATED "MORE POSITIVELY" MEANS ANY TIMES WHEN YOU HAVE RECEIVED SPECIAL TREATMENT. I WOULD LIKE TO KNOW IF YOU HAVE EXPERIENCED ANY FAVORABLE TREATMENT COMPARED WITH HOW PEOPLE WHO DON'T HAVE THIS DIFFICULTY ARE TREATED.			
29. Have you been treated more positively by your family? (Includes family of origin, spouse/partner, children, relatives)	YES NO NOT APPLICABLE	1 2 3	
30. IF 10A IS YES: Have you been treated more positively in getting welfare benefits or disability pensions?	YES NO	1 2	
31. Have you been treated more positively in housing?	YES NO NOT APPLICABLE	1 2 3	
32. Have you been treated more positively in your religious activities?	YES NO NOT APPLICABLE	1 2 3	

33. Have you been treated more positively in employment (ask about finding work, keeping work and adjustments in the workplace)?	YES NO NOT APPLICABLE	1 2 3	
34. Have you been treated more positively in any other areas of life? (e.g. any kind of support that is not available to other people)	YES NO NOT APPLICABLE	1 2 3	
35. Have you ever been detained or locked up because of the difficulty that you have?	YES NO NOT APPLICABLE	1 2 3	
36. At any time in your life, as a child or as an adult, has anyone ever forced you in any way to have sexual intercourse or perform any other sexual acts when you did not want to?	YES NO	1 2	
LIFE SATISFACTION		LS	
<p>LS1. I would like to ask you some simple questions on happiness and satisfaction.</p> <p>First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy?</p> <p>I am now going to show you pictures to help you with your response.</p> <p><i>Show smiley card and explain what each symbol represents. Circle the response code selected by the respondent.</i></p>	<p>VERY HAPPY SOMEWHAT HAPPY NEITHER HAPPY NOR UNHAPPY SOMEWHAT UNHAPPY VERY UNHAPPY</p>	<p>1 2 3 4 5</p>	
<p>LS2. <i>Show the picture of the ladder.</i></p> <p>Now, look at this ladder with steps numbered from 0 at the bottom to 10 at the top.</p> <p>Suppose we say that the top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.</p> <p>On which step of the ladder do you feel you stand at this time?</p> <p><i>Probe if necessary: Which step comes closest to the way you feel?</i></p>	LADDER STEP	_____	
<p>LS3. Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?</p>	<p>IMPROVED MORE OR LESS THE SAME WORSENERD</p>	<p>1 2 3</p>	
<p>LS4. And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?</p>	<p>BETTER MORE OR LESS THE SAME WORSE</p>	<p>1 2 3</p>	



Best Possible Life



Worst Possible Life

WM11. <i>Was the entire interview completed in private or was there anyone else during the entire interview or part of it?</i>	YES, THE ENTIRE INTERVIEW WAS COMPLETED IN PRIVATE	1	
	NO, OTHERS WERE PRESENT DURING THE ENTIRE INTERVIEW (specify)	2	
	NO, OTHERS WERE PRESENT DURING PART OF THE INTERVIEW (specify)	3	
WM12. <i>Language of the Questionnaire.</i>	ENGLISH	1	
	LUGANDA	2	
	LUSOGA	3	
	LUGISU	4	
	ATESO	5	
	LUO	6	
	NGAKARIMOJONG	7	
	LUGBARA	8	
	RUNYORO-RUTOORO	9	
	RUNYANKOLLE-RUKIGA	10	
WM13. <i>Language of the Interview.</i>	ENGLISH	1	
	LUGANDA	2	
	LUSOGA	3	
	LUGISU	4	
	ATESO	5	
	LUO	6	
	NGAKARIMOJONG	7	
	LUGBARA	8	
	RUNYORO-RUTOORO	9	
	RUNYANKOLLE-RUKIGA	10	
	OTHER LANGUAGE (specify)	11	
WM14. <i>Native language of the Respondent.</i>	ENGLISH	1	
	LUGANDA	2	
	LUSOGA	3	
	LUGISU	4	
	ATESO	5	
	LUO	6	
	NGAKARIMOJONG	7	
	LUGBARA	8	
	RUNYORO-RUTOORO	9	
	RUNYANKOLLE-RUKIGA	10	
	OTHER LANGUAGE (specify)	11	
WM15. <i>Was a translator used for any parts of this questionnaire?</i>	YES, THE ENTIRE QUESTIONNAIRE	1	
	YES, PARTS OF THE QUESTIONNAIRE	2	
	NO, NOT USED	3	

WM16. Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:

Is the respondent the mother or caretaker of any child age 0-4 living in this household?

Yes

Go to WM17 in WOMAN'S INFORMATION PANEL and circle '01'. Then go to the QUESTIONNAIRE FOR CHILDREN UNDER FIVE for that child and start the interview with this respondent.

No

Check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17?

Yes

Check column HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of the child selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17 in this household?

Yes

Go to WM17 in WOMAN'S INFORMATION PANEL and circle '01'.

Then go to the QUESTIONNAIRE FOR CHILDREN AGE 5-17 for that child and start the interview with this respondent.

No

Go to WM17 in WOMAN'S INFORMATION PANEL and circle '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.

No

Go to WM17 in WOMAN'S INFORMATION PANEL and circle '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.



UGANDA BUREAU OF STATISTICS

QUESTIONNAIRE FOR CHILDREN AGE 5-17

2017 Uganda Functional Difficulties Survey



5-17 CHILD INFORMATION PANEL		FS	
FS1. Cluster number: ____ ____ ____	FS2. Household number: ____ ____ ____		
FS3. Child's name and line number: NAME _____	FS4. Mother's / Caretaker's name and line number: NAME _____		
FS5. Interviewer's name and number: NAME _____	FS6. Supervisor's name and number: NAME _____		
FS7. Day / Month / Year of interview: ____ / ____ / 2 0 1 ____	FS8. Record the time:	HOURS ____ :	MINUTES ____

Check respondent's age in HL6 in List of Household Members, Household Questionnaire:

If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be circled in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.

FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	YES, interviewed already 1	1FS10B
	NO, First Interview 2	2FS10A

FS10A. Hello, my name is <i>(your name)</i> . We are from UGANDA BUREAU OF STATISTICS . We are conducting a survey about the situation of children, families and households. I would like to talk to you about <i>(child's name from FS3)</i> 's health and well-being. This interview will take about 10-15 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	FS10B. Now I would like to talk to you about <i>(child's name from FS3)</i> 's health and well-being in more detail. This interview will take about 15 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?
--	--

<i>Yes, permission is given</i> 1	1 CHILD'S BACKGROUND Module
<i>No, permission is not given</i> 2	2 FS17

FS17. Result of interview for child age 5-17 years CODES REFER TO THE RESPONDENT. DISCUSS ANY RESULT NOT COMPLETED WITH SUPERVISOR.	Completed 01 Not at home 02 Refused 03 Partly completed 04 Incapacitated (specify) 05 No adult consent for mother/caretaker age 15-17 06 Other (specify) 96
--	--

CHILD'S BACKGROUND		CB
CB2. In what month and year was <i>(name)</i> born? <i>Month and year must be recorded.</i>	Date of birth Month — — Year — — — —	
CB3. How old is <i>(name)</i> ? <i>Probe: How old was (name) at (his/her) last birthday?</i> <i>Record age in completed years.</i> <i>If responses to CB2 and CB3 are inconsistent, probe further and correct.</i>	Age (in completed years) — —	
CB11. Is <i>(name)</i> covered by any health insurance?	Yes 1 No 2	
CB12. OBSERVE : Is the child an albino?	YES 1 NO 2 DK / NOT SURE 8	
CB13. OBSERVE : Is the child a little Person?	YES 1 NO 2 DK / NOT SURE 8	
CB14. Have you been taught or have you learnt any life skills? Such as: self-confidence, managing emotions, team work, honesty, communication etc..	YES 1 NO 2 DK / NOT SURE 8	
CB15. Have you been taught or have you learnt any vocational skills? Such as: weaving, tailoring, brick laying etc..	YES 1 NO 2 DK / NOT SURE 8	

CHILD FUNCTIONING (AGE 5-17)	FCF	
FCF1. I would like to ask you some questions about difficulties <i>(name)</i> may have. Does <i>(name)</i> wear glasses or contact lenses?	Yes 1 No 2	⇒FCF1b
FCF1a. In your opinion does <i>(name)</i> need to wear glasses or any other assistive measure?	Yes 1 No 2	⇒FCF2 ⇒FCF2
FCF1b. From where did <i>(name)</i> obtain the glasses?	Health facility (optical centre) 1 Shop/pharmacy 2 Donation 3 Other (specify) 4	

FCF2. Does <i>(name)</i> use a hearing aid?	Yes	1	⇒FCF2b
	No	2	
FCF2a. In your opinion does <i>(name)</i> need to use a hearing aid?	Yes	1	⇒FCF3
	No	2	⇒FCF3
FCF2b. From where did <i>(name)</i> obtain the hearing aid ?	health facility	1	
	shop/pharmacy	2	
	Donation	3	
	other (specify)	4	
FCF3. Does <i>(name)</i> use any equipment or receive assistance for walking?	Yes	1	⇒FCF3c
	No	2	
FCF3a. In your opinion does <i>(name)</i> need to use any equipment?	Yes	1	
	No	2	⇒FCF4
FCF3b. Which equipment does <i>(name)</i> need to use?	wheel chair	1	⇒FCF4
	artificial limb	2	⇒FCF4
	clutch	3	⇒FCF4
	shoe(s)	4	⇒FCF4
	other (specify)	5	⇒FCF4
FCF3c. From where did <i>(name)</i> obtain the equipment?	health facility (orthopaedic workshop)	1	
	shop/pharmacy	2	
	Donation	3	
	other (specify)	4	
FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that <i>(name)</i> has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. Repeat the categories during the individual questions whenever the respondent does not use an answer category: Remember the four possible answers: Would you say that <i>(name)</i> has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?			
FCF5. Check FCF1: Child wears glasses or contact lenses?	Yes, FCF1=1	1	1⇒FCF6A
	No, FCF1=2	2	2⇒FCF6B
FCF6A. When wearing (his/her) glasses or contact lenses, does <i>(name)</i> have difficulty seeing?	No difficulty	1	
	Some difficulty	2	⇒FCF7
FCF6B. Does <i>(name)</i> have difficulty seeing?	A lot of difficulty	3	
	Cannot see at all	4	
FCF6C. For how long has <i>(name)</i> had this difficulty?	since birth	1	
	Months.....	2	
	Years.....	3	
	Don't know	4	

FCF6D. What is the cause of this difficulty?	Land mine Torture Violence Born like that Road traffic accident Home accident Mealses Malaria Job related cause (specify) Don't know	1 2 3 4 5 6 7 8 9 10	
FCF7. Check FCF2: Child uses a hearing aid?	Yes, FCF2=1 No, FCF2=2	1 2	1⇒FCF8A 2⇒FCF8B
FCF8A. When using (his/her) hearing aid(s), does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music? FCF8B. Does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?	No difficulty Some difficulty A lot of difficulty Cannot hear at all	1 2 3 4	⇒FCF9
FCF8C. For how long has (<i>name</i>) had this difficulty?	since birth Months..... Years..... Don't know	1 2 3 4	
FCF8D. What is the cause of this difficulty?	Land mine Torture Violence Born like that Road traffic accident Home accident Mealses Malaria Don't know	1 2 3 4 5 6 7 8 9	
FCF9. Check FCF3: Child uses equipment or receives assistance for walking?	Yes, FCF3=1 No, FCF3=2	1 2	1⇒FCF10 2⇒FCF14
FCF10. Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 100 meters/ yard on level ground? <i>Probe:</i> That would be about the length of 1 football field. <i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i>	Some difficulty A lot of difficulty Cannot walk 100 m/y at all	2 3 4	3⇒FCF12 4⇒FCF12

<p>FCF11. Without (his/her) equipment or assistance, does <i>(name)</i> have difficulty walking 500 meters/ yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot walk 500 m/y at all 4</p>	
<p>FCF12. With (his/her) equipment or assistance, does <i>(name)</i> have difficulty walking 100 meters/yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot walk 100 m/y at all 4</p>	<p>3⇒FCF15A</p> <p>4⇒FCF15A</p>
<p>FCF13. With (his/her) equipment or assistance, does <i>(name)</i> have difficulty walking 500 meters/yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot walk 500 m/y at all 4</p>	<p>1⇒FCF16</p>
<p>FCF14. Compared with children of the same age, does <i>(name)</i> have difficulty walking 100 meters/ yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot walk 100 m/y at all 4</p>	<p>3⇒FCF15A</p> <p>4⇒FCF15A</p>
<p>FCF15. Compared with children of the same age, does <i>(name)</i> have difficulty walking 500 meters/ yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot walk 500 m/y at all 4</p>	<p>⇒FCF16</p>
<p>FCF15A. For how long has <i>(name)</i> had this difficulty?</p>	<p>Since birth 1</p> <p>Months.....2</p> <p>Years.....3</p> <p>Don't know 4</p>	
<p>FCF15B. What is the cause of this difficulty?</p>	<p>Land mine 1</p> <p>Torture 2</p> <p>Violence 3</p> <p>Born like that 4</p> <p>Road traffic accident 5</p> <p>Home accident 6</p> <p>Polio 7</p> <p>Malaria 8</p> <p>Don't know 9</p>	

<p>FCF16. Does <i>(name)</i> have difficulty with self-care such as feeding or dressing (himself/herself)?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot care for self at all 4</p>	
<p>FCF17. When <i>(name)</i> speaks, does (he/she) have difficulty being understood by people inside of this household?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot be understood at all 4</p>	
<p>FCF18. When <i>(name)</i> speaks, does (he/she) have difficulty being understood by people outside of this household?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot be understood at all 4</p>	⇒FCF19
<p>IF FCF17 OR FCF18 >1: ASK FCF 18A AND FCF18B:</p> <p>FCF18A. For how long has <i>(name)</i> had this difficulty of not being understood?</p>	<p>Since birth 1 Months.....2 Years.....3 Don't know 4</p>	
<p>FCF18B. What is the cause of this difficulty in being understood?</p>	<p>land mine 1 torture 2 violence 3 born like that 4 road traffic accident 5 home accident 6 measles 7 OTHER (SPECIFY).....8 don't know 9</p>	
<p>FCF19. Compared with children of the same age, does <i>(name)</i> have difficulty learning things?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot learn things at all 4</p>	
<p>FCF20. Compared with children of the same age, does <i>(name)</i> have difficulty remembering things?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot remember things at all 4</p>	

<p>FCF21. Does <i>(name)</i> have difficulty concentrating on an activity that (he/she) enjoys doing?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot concentrate at all 4</p>	
<p>FCF22. Does <i>(name)</i> have difficulty accepting changes in (his/her) routine?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot accept changes at all 4</p>	
<p>FCF23. Compared with children of the same age, does <i>(name)</i> have difficulty controlling (his/her) behaviour?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot control Behaviour at all 4</p>	
<p>FCF24. Does <i>(name)</i> have difficulty making friends?</p>	<p>No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot make friends at all 4</p>	
<p>FCF25. The next questions have different options for answers. I am going to read these to you after each question.</p> <p>I would like to know how often <i>(name)</i> seems very anxious, nervous or worried.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>Daily 1 Weekly 2 Monthly 3 A few times a year 4 Never 5</p>	
<p>FCF26. I would also like to know how often <i>(name)</i> seems very sad or depressed.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>Daily 1 Weekly 2 Monthly 3 A few times a year 4 Never 5</p>	
<p>Ask FCF 27 AND FCF28 if FCF25 or FCF26 < 5</p> <p>FCF27. For how long has <i>(name)</i> had this difficulty?</p>	<p>since birth 1 Months.....2 Years.....3 Don't know 4</p>	

FCF28. What is the cause of this difficulty?	Land mine	1		
	Torture	2		
	Violence	3		
	Born like that	4		
	Road traffic accident	5		
	Home accident	6		
	Malaria	7		
	Other (specify)	8		
	Don't know	9		
FCF29. Does <i>(name)</i> have any missing limbs? <i>CIRCLE '0' IF NONE IS MISSING OTHERWISE CIRCLE APPROPRIATELY</i>	no	0		
	yes, ONE ARM	1		
	yes, BOTH ARMS	2		
	yes, ONE LEG	3		
	yes, BOTH LEGS	4		
FCF30. Does <i>(name)</i> have any deformity? <i>CIRCLE '0' IF NONE IS MISSING OTHERWISE CIRCLE APPROPRIATELY</i>	No	0		
	Yes, lower limbs	1		
	Yes, upper limbs, shoulders, forearm, hands	2		
	Yes, facial	3		
	Yes, club feet	4		
FCF31. Does <i>(name)</i> suffer from any of the following: <i>CIRCLE APPROPRIATELY</i>				
		YES	NO	DK
[A] Spina Bifida?	spina bifida	1	2	9
[B] Hydrocephalus?	Hydrocephalus	1	2	9
[C] Rheumatism?	Rheumatism	1	2	9
[D] Epilepsy?	Epilepsy	1	2	9
[E] Autism?	Autism	1	2	9
[F] Spinal Cord Injury?	Spinal Cord Injury	1	2	9
[G] Leprosy?	Leprosy			
[H] Down Syndrome?	Down Syndrome			
PARENTAL INVOLVEMENT (AGE 7-17 YEARS)				PR
PR1. Check CB3: Child's age?	Age 6-17 years		2	
PR2. At the end of this interview I will ask you if I can talk to <i>(name)</i> . If (he/she) is close, can you please ask (him/her) to stay here. If (name) is not with you at the moment could I ask that you now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back.				
PR3. Excluding school text books and holy books, how many books do you have for (name) to read at home?	None		00	
	Number of books		0 __	
	Ten or more books		10	

PR4. Check ED9: During the current school year did the child attend school or preschool at any time?	Yes, ED9 = 1	1	2⇒ VT1
	No, ED9 = 2	2	
PR5. Does <i>(name)</i> ever have homework?	Yes	1	2⇒PR7 8⇒PR7
	No	2	
	DK	8	
PR6. Does anyone help <i>(name)</i> with homework?	Yes	1	
	No	2	
	DK	8	
PR7. Does <i>(name)</i> 's school have a school governing body in which parents can participate (such as parent teacher association or school management committee / use local terms)?	Yes	1	2⇒PR10 8⇒PR10
	No	2	
	DK	8	
PR8. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?	Yes	1	2⇒PR10 8⇒PR10
	No	2	
	DK	8	
PR9. During any of these meetings, was any of the following discussed: [A] A plan for addressing key education issues faced by <i>(name)</i> 's school? [B] School budget or use of funds received by <i>(name)</i> 's school?		YES NO DK	
	Plan for addressing school's issues	1 2 8	
	School budget	1 2 8	
PR10. In the last 12 months, have you or any other adult from your household received a school or student report card for <i>(name)</i> ?	Yes	1	
	No	2	
	DK	8	
PR11. In the last 12 months, have you or any adult from your household gone to <i>(name)</i> 's school for any of the following reasons? [A] A school celebration or a sport event? [B] To discuss <i>(name)</i> 's progress with (his/her) teachers? [C] To discuss <i>(name)</i> 's special needs with (his/her) teachers? IF YES IN C: Were you called by the school?		Yes No DK	
	celebration or sport event	1 2 8	
	To discuss progress with teacher	1 2 8	
	To discuss special needs with teacher	1 2 8	
	Called by the school	1 2 8	

<p>PR12. In the last 12 months, has <i>(name)</i>'s school been closed on a school day due to any of the following reasons:</p> <p>[A] Natural disasters, such as flood, cyclone, epidemics or similar?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots or similar?</p> <p>[C] Teacher strike?</p> <p>[X] Other?</p>	<table> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>DK</th> </tr> </thead> <tbody> <tr> <td>Natural disasters</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>Man-made disaster</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>teacher strike</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>other</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		Yes	No	DK	Natural disasters	1	2	8	Man-made disaster	1	2	8	teacher strike	1	2	8	other	1	2	8	
	Yes	No	DK																			
Natural disasters	1	2	8																			
Man-made disaster	1	2	8																			
teacher strike	1	2	8																			
other	1	2	8																			
<p>PR13. In the last 12 months, was <i>(name)</i> unable to attend class due to (his/her) teacher being absent?</p>	<p>Yes</p> <p>No</p> <p>DK</p>	<p>1</p> <p>2</p> <p>8</p>																				
<p>PR13a. In the last 12 months, was <i>(name)</i> unable to attend class due to other reasons?</p> <p>If YES, please mention the reason</p>	<p>Yes</p> <p>No</p> <p>-----</p>	<p>1</p> <p>2</p>																				
<p>PR14. Check PR12[C] and PR13: Any 'Yes' circled?</p>	<p>Yes, PR12[C]=1 OR PR13=1</p> <p>No</p>	<p>1</p> <p>2</p>	<p>2⇒End</p>																			
<p>PR15. When (teacher strike / teacher absence) happened did you or any other adult member of your household contact any school officials or school governing body representatives?</p>	<p>Yes</p> <p>No</p> <p>DK</p>	<p>1</p> <p>2</p> <p>8</p>																				

VICTIMISATION

VT

ASKED IN THE PRESENCE OF ADULT-----1

ASKED IN THE CHILD ALONE-----2

<p>VT1. Check for the presence of others. Before continuing, ensure privacy. Now I would like to ask you some questions about crimes in which you <u>personally</u> were the victim.</p> <p>Let me assure you again that the information you supply will remain strictly confidential.</p> <p>In the last three years, that is since <i>(month of interview)</i> 2014, has anyone taken or tried taking something from you, by using force or threatening to use force?</p> <p><i>Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household.</i></p> <p><i>If necessary, help the respondent to establish the recall period and make sure that you allow adequate time for the recall. You may reassure: It can be difficult to remember this sort of incidents, so please take your time while you think about your answers.</i></p>	<p>Yes</p> <p>No</p> <p>DK</p>	<p>1</p> <p>2</p> <p>8</p>	<p>2⇒VT9B</p> <p>8⇒VT9B</p>
--	--------------------------------	----------------------------	-----------------------------

VT2. Did this last happen during the last 12 months, that is, since <i>(month of interview)</i> 2016?	Yes, during the last 12 months	1	
	No, more than 12 months ago	2	2⇒VT5B
	DK / Don't remember	8	8⇒VT5B
VT3. How many times did this happen in the last 12 months? <i>If 'DK/Don't remember', probe:</i> Did it happen once, twice, or at least three times?	One time	1	
	Two times	2	
	Three or more times	3	
	DK / Don't remember	8	
VT4. Check VT3: <i>One or more times?</i>	One time, VT3=1	1	1⇒VT5A
	More than once or DK, VT3=2, 3 or 8	2	2⇒VT5B
VT5A. When this happened, was anything stolen from you? VT5B. The last time this happened, was anything stolen from you?	Yes	1	
	No	2	
	DK / Not sure	8	
VT6. Did the person(s) have a weapon?	Yes	1	
	No	2	2⇒VT8
	DK / Not sure	8	8⇒VT8
VT7. Was a knife, a gun or something else used as a weapon? <i>Circle all that apply.</i>	Yes, a knife	A	
	Yes, a gun	B	
	Yes, something else	X	
VT8. Did you or anyone else report the incident to the police or local authorities or older person? <i>If 'Yes', probe:</i> Was the incident reported by you or someone else?	Yes, respondent reported	1	1⇒VT9A
	Yes, someone else reported	2	2⇒VT9A
	No, not reported	3	3⇒VT9A
	DK / Not sure	8	8⇒VT9A
VT9A. Apart from the incident(s) just covered, have you in the last three years, that is since <i>(month of interview)</i> 2014, been <u>personally</u> attacked or threatened by someone in a way that really frightened you? VT9B. In the same period of the last three years, that is since <i>(month of interview)</i> 2014, have you been <u>personally</u> attacked or threatened by someone in a way that really frightened you? <i>If 'No', probe:</i> An attack or threat can happen at home or any place outside of the home, such as in other homes, in the street, at school, on public transport, public restaurants, or at your workplace. Written threats, such as on social media should also be included. <i>Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household. Exclude incidents where the intention was to take something from the respondent, which should be recorded under VT1.</i>	Yes	1	
	No	2	2⇒VT20
	DK	8	8⇒VT20

VT10. Did this last happen during the last 12 months, that is, since <i>(month of interview)</i> 2016?	Yes, during the last 12 months No, more than 12 months ago DK / Don't remember	1 2 8	 2⇒VT12B 8⇒VT12B
VT11. How many times did this happen in the last 12 months? <i>If 'DK/Don't remember', probe:</i> Did it happen once, twice, or at least three times?	One time Two times Three or more times DK / Don't remember	1 2 3 8	1⇒VT12A 2⇒VT12B 3⇒VT12B 8⇒VT12B
VT12A. Where did this happen? VT12B. Where did this happen the last time?	At home In another home In the street On public transport Public restaurant / café / bar Other public (specify) At school At workplace Online / Social Media E-Mail / Letter Other place (specify)	11 12 21 22 23 26 31 32 41 42 96	
VT13. How many people were involved in committing the offence? <i>If 'DK/Don't remember', probe:</i> Was it one, two, or at least three people?	One person Two people Three or more people DK / Don't remember	1 2 3 8	1⇒VT14A 2⇒VT14B 3⇒VT14B 8⇒VT14B
VT14A. At the time of the incident, did you recognize the person? VT14B. At the time of the incident, did you recognize at least one of the persons?	Yes No DK / Don't remember	1 2 8	
VT15. Check VT12A/B: Online/Social Media or E-mail/Letter circled?	Yes, VT12A/B=41 or 42 No, not circled	1 2	1⇒VT19
VT16. I do not want you to tell me any details of the incident, but can you tell me if you were threatened or if force was used?	Just threatened Force used Both DK / Don't remember	1 2 3 8	
VT17. Did the person(s) have a weapon?	Yes No DK / Not sure	1 2 8	 2⇒VT19 8⇒VT19

<p>VT18. Was a knife, a gun or something else used as a weapon?</p> <p><i>Circle all that apply.</i></p>	<p>Yes, a knife A</p> <p>Yes, a gun B</p> <p>Yes, something else X</p>																																	
<p>VT19. Did you or anyone else report the incident to the police or local authorities or older person?</p> <p><i>If 'Yes', probe: Was the incident reported by you or someone else?</i></p>	<p>Yes, respondent reported 1</p> <p>Yes, someone else reported 2</p> <p>No, not reported 3</p> <p>DK / Not sure 8</p>																																	
<p>VT20. How safe do you feel walking alone in your neighbourhood after dark?</p>	<p>Very safe 1</p> <p>Safe 2</p> <p>Unsafe 3</p> <p>Very unsafe 4</p> <p>never walk alone after dark 7</p>																																	
<p>VT21. How safe do you feel when you are at home alone after dark?</p>	<p>Very safe 1</p> <p>Safe 2</p> <p>Unsafe 3</p> <p>Very unsafe 4</p> <p>never alone after dark 7</p>																																	
<p>VT22. In the past 12 months, have you <u>personally</u> felt discriminated against or harassed on the basis of the following grounds?</p> <p>[A] Ethnic or immigration origin?</p> <p>[B] Gender?</p> <p>[C] Sexual orientation?</p> <p>[D] Age?</p> <p>[E] Religion or belief?</p> <p>[F] Disability?</p> <p>[X] For any other reason?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>DK</th> </tr> </thead> <tbody> <tr> <td>EthNic / immigration</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>Gender</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>Sexual orientation</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>Age</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>Religion / belief</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>Disability</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>Other reason</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		Yes	No	DK	EthNic / immigration	1	2	8	Gender	1	2	8	Sexual orientation	1	2	8	Age	1	2	8	Religion / belief	1	2	8	Disability	1	2	8	Other reason	1	2	8	
	Yes	No	DK																															
EthNic / immigration	1	2	8																															
Gender	1	2	8																															
Sexual orientation	1	2	8																															
Age	1	2	8																															
Religion / belief	1	2	8																															
Disability	1	2	8																															
Other reason	1	2	8																															
<p>VT23. In the last 12 months has anyone hit you, slapped you, kicked you, or done anything else to hurt you physically?</p>	<p>Yes 1</p> <p>No 2</p>																																	

EQUALITY, STIGMA AND DISCRIMINATION –DISC 1

ASK these questions IF PERSON HAS ANY DIFFICULTY THAT IS FCF6A/B OR FCF8A/B OR FCF9/FCF10/FCF11/FCF12 >1

In this section I would like to ask about times when you have been treated unfairly because of a functional difficulty with any of your body parts.

1. Have you been treated unfairly in making or keeping friends?	Yes	1	
	No	2	
2. Have you been treated unfairly by the people in your neighbourhood?	Yes	1	
	No	2	
3. Have you been treated unfairly in dating or intimate relationships? (excluding treatment by spouse/co-habiting partner)	Yes	1	
	No	2	
	Not applicable	3	
4. Have you been treated unfairly in housing? (including becoming homeless)	Yes	1	
	No	2	
	Not applicable	3	
5. Have you been treated unfairly in your education? (ASK ABOUT SCHOOL AND ON THE JOB TRAINING OR VOCATIONAL COURSES)	Yes	1	
	No	2	
	Not applicable	3	
7. Have you been treated unfairly by your family? (ASK ABOUT FAMILY OF ORIGIN I.E. PARENTS, BROTHERS, SISTERS AND OTHER RELATIONS AS WELL AS ANY CHILDREN. EXCLUDE TREATMENT BY SPOUSE / CO-HABITING PARTNER)	Yes	1	
	No	2	
	Not applicable	3	
8. Have you been treated unfairly in finding a job? (this means finding full or part-time, paid work)	Yes	1	
	No	2	
	Not applicable	3	
9. Have you been treated unfairly in keeping a job?	Yes	1	
	No	2	
	Not applicable	3	
9b. Have you ever been dismissed from a job because you have a acquired a difficulty while on the job?	Yes	1	
	No	2	⇒ 10
10. Have you been treated unfairly when using public transport? (ask about using free travel pass, passengers, drivers, etc)	Yes	1	
	No	2	
	Not applicable	3	
10a. Have you ever tried to get or access a welfare benefit from government or any other Non-Government Organization (NGO)?	Yes	1	
	No	2	⇒ 12
	Not applicable	3	⇒ 12
11. Have you been treated unfairly in getting welfare benefits or disability pensions? (ASK ABOUT APPLYING FOR BENEFITS (E.G. INCOME SUPPORT, DISABILITY LIVING ALLOWANCE), LEVEL OF BENEFITS, SUPPORT)	Yes	1	
	No	2	
	Not applicable	3	

12. Have you been treated unfairly in your religious practices? (ASK ABOUT ATTENDING CHURCH/MOSQUE OR OTHER PLACES OF WORSHIP,, OTHER CHURCH MEMBERS, CHURCH LEADERS)	Yes	1	
	No	2	
	Not applicable	3	
13. Have you been treated unfairly in your social life? (ASK ABOUT SOCIALISING, HOBBIES, ATTENDING EVENTS, LEISURE ACTIVITIES)	Yes	1	
	No	2	
	Not applicable	3	
14. Have you been treated unfairly by the police? (ASK ABOUT ANY CONTACT WITH POLICE BECAUSE OF MENTAL HEALTH PROBLEMS OR ANY OTHER REASONS)	Yes	1	
	No	2	
	Not applicable	3	
15. Have you been treated unfairly when getting help for physical health problems? (ASK ABOUT DOCTOR, DENTIST, NURSES, EMERGENCY TREATMENT INCLUDING ACCIDENT & EMERGENCY)	Yes	1	
	No	2	
	Not applicable	3	
16a. Have you been treated unfairly by health staff? (ASK ABOUT TREATMENT AND BEHAVIOUR OF STAFF, FEELING DISRESPECTED OR HUMILIATED BY CONTACT WITH MENTAL HEALTH STAFF)	Yes	1	
	No	2	
	Not applicable	3	
16b. Have you been forced in a cruel manner to take medical treatment, hospitalised or isolated from other people?	Yes	1	
	No	2	
	Not applicable	3	
17. Have you been treated unfairly in your levels of privacy? (ASK ABOUT PRIVACY IN HOSPITAL AND IN COMMUNITY SETTINGS, E.G. PRIVATE LETTERS OR PHONE CALLS, MEDICAL RECORDS, CRIMINAL RECORDS BUREAU CHECK)	Yes	1	
	No	2	
	Not applicable	3	
18. Have you been treated unfairly in your personal safety and security? (ASK ABOUT VERBAL ABUSE, PHYSICAL ABUSE, ASSAULT)	Yes	1	
	No	2	
	Not applicable	3	
21. Have you been avoided or shunned by people who know that you have a functional difficulty?	Yes	1	
	No	2	
	Not applicable	3	
22. Have you been treated unfairly in any other areas of life? (e.g. experienced any kind of treatment/behaviour because of your functionality problem)	Yes	1	
	No	2	
	Not applicable	3	
"In this section I would like to ask about times when you have stopped yourself from doing things that are important to you because of how others might respond to your FUNCTIONAL DIFFICULTY.			
23. Have you stopped yourself from applying for work?	Yes	1	
	No	2	
	Not applicable	3	
24. Have you stopped yourself from attending or applying for education or training courses?	Yes	1	
	No	2	
	Not applicable	3	

26. Have you concealed or hidden your functional difficulty from others?	Yes	1	
	No	2	
	Not applicable	3	
"In this section I would like to ask you about examples of overcoming stigma and discrimination because of a functional difficulty.			
27. Have you made friends with people who don't have a similar functional difficulty?	Yes	1	
	No	2	
	Not applicable	3	
28. Have you been able to use your personal skills or abilities in coping with stigma and discrimination?	Yes	1	
	No	2	
	Not applicable	3	
"IN THIS SECTION I WOULD LIKE TO ASK ABOUT TIMES WHEN YOU HAVE BEEN TREATED MORE POSITIVELY BECAUSE OF YOUR DIFFICULTY. BEING TREATED "MORE POSITIVELY" MEANS ANY TIMES WHEN YOU HAVE RECEIVED SPECIAL TREATMENT.			
29. Have you been treated more positively by your family? (Includes family of origin, spouse/partner, children, relatives)	Yes	1	
	No	2	
	Not applicable	3	
30. Have you been treated more positively in getting welfare benefits or disability pensions?	Yes	1	
	No	2	
	Not applicable	3	
31. Have you been treated more positively in housing?	Yes	1	
	No	2	
	Not applicable	3	
32. Have you been treated more positively in your religious activities?	Yes	1	
	No	2	
	Not applicable	3	
34. Have you been treated more positively in any other areas of life? (e.g. any kind of support that is not available to other people)	Yes	1	
	No	2	
	Not applicable	3	
35. Have you ever been detained or locked up because of a functional difficulty with any of your body parts that you have?	Yes	1	
	No	2	
	Not applicable	3	
36. At any time in your life, as a child or as an adult, has anyone ever forced you in any way to have sexual intercourse or perform any other sexual acts when you did not want to?	Yes	1	
	No	2	
37. Have you ever been dismissed from school because you have acquired a functional difficulty with any body part?	Yes	1	⇒end
	No	2	
38. Were you compensated in any way?	Yes	1	
	No	2	

FS12. Language of the Questionnaire.	ENGLISH	1	
	LUGANDA	2	
	LUSOGA	3	
	LUGISU	4	
	ATESO	5	
	LUO	6	
	NGAKARIMOJONG	7	
	LUGBARA	8	
	RUNYORO-RUTOORO	9	
	RUNYANKOLLE-RUKIGA	10	
FS13. Language of the Interview.	ENGLISH	1	
	LUGANDA	2	
	LUSOGA	3	
	LUGISU	4	
	ATESO	5	
	LUO	6	
	NGAKARIMOJONG	7	
	LUGBARA	8	
	RUNYORO-RUTOORO	9	
	RUNYANKOLLE-RUKIGA	10	
	Other language (specify)	11	
FS14. Native language of the Respondent.	ENGLISH	1	
	LUGANDA	2	
	LUSOGA	3	
	LUGISU	4	
	ATESO	5	
	LUO	6	
	NGAKARIMOJONG	7	
	LUGBARA	8	
	RUNYORO-RUTOORO	9	
	RUNYANKOLLE-RUKIGA	10	
	Other language (specify)	11	
FS15. Was a translator used for any parts of this questionnaire?	Yes, the entire questionnaire	1	
	Yes, parts of the questionnaire	2	
	No, not used	3	
FS16. Thank the respondent and the child for her/his cooperation. <i>Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.</i> <i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i>			



UGANDA BUREAU OF STATISTICS

QUESTIONNAIRE FOR CHILDREN UNDER FIVE

2017 Uganda Functional Difficulties Survey



UNDER-FIVE CHILD INFORMATION PANEL		UF
UF1. Cluster number: _____	UF2. Household number: _____	
UF3. Child's name and line number: NAME _____	UF4. Mother's / Caretaker's name and line number: NAME _____	
UF5. Interviewer's name and number: NAME _____	UF6. Supervisor's name and number: NAME _____	
UF7. Day / Month / Year of interview: ____ / ____ / 2 0 1 ____		

<p>Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:</p> <p>If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be circled in UF17. The respondent must be at least 15 years old.</p>		
<p>UF9. <i>Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</i></p>	<p>YES, INTERVIEWED ALREADY 1</p> <p>NO, FIRST INTERVIEW 2</p>	<p>1 UF10B</p> <p>2 UF10A</p>
<p>UF10A. Hello, my name is <i>(your name)</i>. We are from Uganda Bureau of statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about <i>(child's name from UF3)</i>'s health and well-being. This interview will take about 10-15 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?</p>	<p>UF10B. Now I would like to talk to you about <i>(child's name from UF3)</i>'s health and well-being in more detail. This interview will take about 15 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?</p>	
<p><i>YES, PERMISSION IS GIVEN 1</i></p> <p><i>NO, PERMISSION IS NOT GIVEN 2</i></p>	<p>1 <input type="checkbox"/> <i>UNDER FIVE'S BACKGROUND Module</i></p> <p>2 <input type="checkbox"/> <i>UF17</i></p>	
<p>UF17. <i>Result of interview for children under 5</i></p> <p><i>Codes refer to mother/caretaker.</i></p> <p><i>Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED</p> <p>NOT AT HOME</p> <p>REFUSED</p> <p>PARTLY COMPLETED</p> <p>INCAPACITATED (specify)</p> <p>NO ADULT CONSENT FOR MOTHER/CARETAKER AGE 15-17</p> <p>OTHER (specify)</p>	<p>01</p> <p>02</p> <p>03</p> <p>04</p> <p>05</p> <p>06</p> <p>96</p>

UNDER-FIVE'S BACKGROUND		UB
<p>UB1. On what day, month and year was (name) born?</p> <p><i>Probe:</i> What is (his/her) birthday?</p> <p>If the mother/caretaker knows the exact date of birth, also record the day; otherwise, circle '98' for day.</p> <p>Month and year must be recorded.</p>	DATE OF BIRTH DAY — — DK DAY 98 MONTH — — YEAR 2 0 1 —	
<p>UB2. How old is (name)?</p> <p><i>Probe:</i> How old was (name) at (his/her) last birthday?</p> <p>Record age in completed years.</p> <p>Record in months if less than 2 years old.</p> <p><i>If responses to UB1 and UB2 are inconsistent, probe further and correct.</i></p>	MONTHS.....2 YEARS.....3	
<p>UB9. Is (name) covered by any health insurance?</p>	YES 1 NO 2	
REQUEST TO SEE THE CHILD AND OBSERVE THE CHILD IF AVAILABLE		
<p>UB10. OBSERVE : Is the child an albino?</p>	YES 1 NO 2 CHILD NOT AROUND 3 DK / NOT SURE 8	
<p>UB11. OBSERVE : Is the child a little Person?</p>	YES 1 NO 2 CHILD NOT AROUND 3 DK / NOT SURE 8	
<p>UB12. Does (name) have a birth certificate?</p>	HAS SHORT CERTIFICATE 1 HAS LONG CERTIFICATE, SEEN 2 REGISTERED, NOT SEEN 3 NOT REGISTERED 4 DK / NOT SURE 8	

CHILD DEVELOPMENT MILESTONES (Children 0 to 2 years old) CD				
IF UB2 IS 0 TO 23 MONTHS (IF CODE 2): ASK QUESTIONS FOR APPROPRIATE AGE AND CONTINUE TO UCF20				
	Age	Motor	Social/Emotional	Communication
1.	0-3 months	1A. Can (<i>Name</i>): -Raise his/her head as high as 45 degree, Move the head from left / right to center -View and look at your face Yes = 1, No = 2	1B. Can (<i>Name</i>): -React and get surprised to loud noise -Reply to a smile when spoken / smile to -Know mother by sight, smell, hearing and contacts Yes = 1, No = 2	1C. Can (<i>Name</i>): -Babble babble spontaneously - Like laughing out loud Makes vowel noises Yes = 1, No = 2
2.	4 months	2A. Can (<i>name</i>) follow moving objects with eyes? Yes = 1, No = 2	2B. Can (<i>name</i>) recognize most familiar adults? Yes = 1, No = 2	2C. Can (<i>name</i>) Vocalize? Yes = 1, No = 2
3.	5-6 months	3A. Can (<i>name</i>) roll over; transfers objects from one hand to the other; pull self-up to sit and sits erect with supports Yes = 1, No = 2	3B. Does (<i>name</i>) react to strangers? Yes = 1, No = 2	3C. Can (<i>name</i>) Express emotions such as happiness or distress, Make sounds such as 'mumum' and 'dada'? Yes = 1, No = 2
4.	7-9 months	4A. Can (<i>name</i>) Crawl; pull self to standing position? Yes = 1, No = 2	4B. Can (<i>name</i>) play peek-a-boo, and engage gestures, sounds, facial expressions? Yes = 1, No = 2	4C. Can (<i>name</i>) Babble tunefully, imitate adults? Yes = 1, No = 2
5.	10-12 months	5A. Can (<i>name</i>) stand without assistance and climb onto furniture? Yes = 1, No = 2	5B. Can (<i>name</i>) imitate gestures such as hugging a doll? Yes = 1, No = 2	5C. Can (<i>name</i>) recognize his/ her own name? Yes = 1, No = 2
6.	13-15 months	6A. Can (<i>name</i>) walk, run, drink and feed him/herself? Yes = 1, No = 2	6B. Can (<i>name</i>) Play with other children? Yes = 1, No = 2	6C. Can (<i>name</i>) greet people with "hi" or similar words. Understand and use words such as mama, dada, bye-bye Yes = 1, No = 2
7.	16-18 months	7A. Does (<i>name</i>) have good balance and coordination Yes = 1, No = 2	7B. Does (<i>name</i>) engage in simple pretend play? Yes = 1, No = 2	7C. Can (<i>name</i>) use 5 or more words; generally name things Yes = 1, No = 2
8.	19-23 months	8A. Is (<i>name</i>) able to run; walk up and down stairs 2 feet per step. Build a tower of 6 cubes? Yes = 1, No = 2		8C. Does (<i>name</i>) understand at least 50 words; Join 2–3 words in sentences Yes = 1, No = 2

CHILD FUNCTIONING (age 2-4)		UCF			
UCF1. Check UB2: IF Child's age AGE IS 2, 3 OR 4 CONTINUE WITH THE QUESTIONS					
UCF2. I would like to ask you some questions about difficulties your child may have. Does <i>(name)</i> wear glasses?	YES	1	UCF2b		
	NO	2			
UCF2a. In your opinion does <i>(name)</i> need to wear glasses or any other assistive measure?	YES	1	UCF3		
	NO	2	UCF3		
UCF2b. From where did <i>(name)</i> obtain the glasses?	HEALTH FACILITY (OPTICAL CENTRE)	1			
	SHOP/PHARMACY	2			
	DONATION	3			
	OTHER (SPECIFY)	4			
UCF3. Does <i>(name)</i> use a hearing aid?	YES	1	UCF3b		
	NO	2			
UCF3a. In your opinion does <i>(name)</i> need to use a hearing aid?	YES	1	UCF4		
	NO	2	UCF4		
UCF3b. From where did <i>(name)</i> obtain the hearing aid ?	HEALTH FACILITY	1			
	SHOP/PHARMACY	2			
	DONATION	3			
	OTHER (SPECIFY)	4			
UCF4. Does <i>(name)</i> use any equipment or receive assistance for walking?	YES	1	UCF4c		
	NO	2			
UCF4a. In your opinion does <i>(name)</i> need to use any equipment?	YES	1	UCF4d		
	NO	2			
UCF4b. Which equipment does <i>(name)</i> need to use?	WHEEL CHAIR	1	UCF4d		
	ARTIFICIAL LIMB	2	UCF4d		
	CLUTCH	3	UCF4d		
	SHOE(S)	4	UCF4d		
	OTHER (SPECIFY)	5	UCF4d		
UCF4c. From where did <i>(name)</i> obtain the equipment?	HEALTH FACILITY (ORTHEAPEADIC WORKSHOP)	1			
	SHOP/PHARMACY	2			
	DONATION	3			
	OTHER (SPECIFY)	4			
UCF4d. Has <i>(name)</i> ever been assessed and recommended to use:		YES	NO	DK	
	GLASSES	1	2	8	
	A HEARING AID	1	2	8	
	ANY EQUIPMENT/ ASSISTANCE FOR WALKING	1	2	8	

UCF4e. IF ANY 'YES' IN UCF4D: who did the assessment?	COMMUNITY DEVELOPMENT OFFICER (CDO) 1 STAFF AT HEALTH FACILITY 2 COMMUNITY BASED REHABILITATION (CBR) WORKER 3 COMMUNITY HEALTH WORKER 4 OTHER (SPECIFY) 5	
<p>UCF5. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.</p> <p>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</p> <p>Remember the four possible answers: Would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?</p>		
UCF6. Check UCF2: Child wears glasses?	YES, UCF2 =1 1 NO, UCF2 = 2 2	1 UCF7A 2 UCF7B
UCF7A. When wearing (his/her) glasses, does (name) have difficulty seeing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT SEE AT ALL 4	UCF8
UCF7B. Does (name) have difficulty seeing?		
UCF7C. For how long has (name) had this difficulty?	SINCE BIRTH 1 MONTHS.....2 YEARS.....3 DON'T KNOW 4	
UCF7D. What is the cause of this difficulty?	LAND MINE 1 TORTURE 2 VIOLENCE 3 BORN LIKE THAT 4 ROAD TRAFFIC ACCIDENT 5 HOME ACCIDENT 6 MALARIA 7 MEALSSES 8 OTHER (SPECIFY) 9 DON'T KNOW 10	
UCF8. Check UCF3: Child uses a hearing aid?	YES, UCF3=1 1 NO, UCF3=2 2	1 UCF9A 2 UCF9B
UCF9A. When using (his/her) hearing aid(s), does (name) have difficulty hearing sounds like peoples' voices or music?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT HEAR AT ALL 4	UCF10
UCF9B. Does (name) have difficulty hearing sounds like peoples' voices or music?		

UCF9C. For how long has <i>(name)</i> had this difficulty?	SINCE BIRTH 1 MONTHS.....2 YEARS.....3 DON'T KNOW 4	
UCF9D. What is the cause of this difficulty?	LAND MINE 1 TORTURE 2 VIOLENCE 3 BORN LIKE THAT 4 ROAD TRAFFIC ACCIDENT 5 HOME ACCIDENT 6 MEALSSES 7 MALARIA 8 DON'T KNOW 9	
UCF10. Check UCF4: Child uses equipment or receives assistance for walking?	YES, UCF4=1 1 NO, UCF4=2 2	1 UCF11 2 UCF13
UCF11. Without (his/her) equipment or assistance, does <i>(name)</i> have difficulty walking?	SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	
UCF12. With (his/her) equipment or assistance, does <i>(name)</i> have difficulty walking?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	1 UCF14 2 UCF14 3 UCF14 4 UCF14
UCF13. Compared with children of the same age, does <i>(name)</i> have difficulty walking?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	
UCF14. Compared with children of the same age, does <i>(name)</i> have difficulty picking up small objects with (his/her) hand?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT PICK UP AT ALL 4	UCF15
UCF14A. For how long has <i>(name)</i> had this difficulty?	SINCE BIRTH 1 MONTHS.....2 YEARS.....3 DON'T KNOW 4	

UCF14B. What is the cause of this difficulty?	LAND MINE	1	
	TORTURE	2	
	VIOLENCE	3	
	BORN LIKE THAT	4	
	ROAD TRAFFIC ACCIDENT	5	
	HOME ACCIDENT	6	
	POLIO	7	
	MALARIA	8	
	DON'T KNOW	9	
UCF15. Does <i>(name)</i> have difficulty understanding you?	NO DIFFICULTY	1	
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT UNDERSTAND AT ALL	4	
UCF16. When <i>(name)</i> speaks, do you have difficulty understanding (him/her)?	NO DIFFICULTY	1	
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT BE UNDERSTOOD AT ALL	4	
UCF17. Compared with children of the same age, does <i>(name)</i> have difficulty learning things?	NO DIFFICULTY	1	
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT LEARN THINGS AT ALL	4	
UCF18. Compared with children of the same age, does <i>(name)</i> have difficulty playing?	NO DIFFICULTY	1	
	SOME DIFFICULTY	2	
	A LOT OF DIFFICULTY	3	
	CANNOT PLAY AT ALL	4	
UCF19. The next question has five different options for answers. I am going to read these to you after the question. Compared with children of the same age, how much does <i>(name)</i> kick, bite or hit other children or adults? Would you say: not at all, less, the same, more or a lot more?	NOT AT ALL	1	
	LESS	2	
	THE SAME	3	
	MORE	4	
	A LOT MORE	5	
IF CHILD HAS NO DIFFICULTY: IF UCF15=1 OR UCF16=1 OR UCF17=1 OR UCF18=1 OR UCF19=1 THEN SKIP TO UCF 20			
UCF19A. For how long has <i>(name)</i> had this difficulty?	SINCE BIRTH	1	
	MONTHS.....	2	
	YEARS.....	3	
	DON'T KNOW	4	

UCF19B. What is the cause of this difficulty?	LAND MINE	1	
	TORTURE	2	
	VIOLENCE	3	
	BORN LIKE THAT	4	
	ROAD TRAFFIC ACCIDENT	5	
	HOME ACCIDENT	6	
	POLIO	7	
	MALARIA	8	
	DON'T KNOW	9	
UCF20. Does <i>(name)</i> have any missing limbs? <i>CIRCLE '0' IF NONE IS MISSING OTHERWISE CIRCLE APPROPRIATELY</i>	NO	0	
	YES, ONE ARM	1	
	YES, BOTH ARMS	2	
	YES, ONE LEG	3	
	YES, BOTH LEGS	4	
UCF21. Does <i>(name)</i> have any deformity? <i>CIRCLE '0' IF NONE IS MISSING OTHERWISE CIRCLE APPROPRIATELY</i>	NO	0	
	YES, LOWER LIMBS	1	
	YES, UPPER LIMBS, SHOULDERS, FOREARM, HANDS	2	
	YES, FACIAL	3	
	YES, CLUB FEET	4	

UGANDA BUREAU OF STATISTICS (UBOS), STATISTICS HOUSE.

Plot 9 Colville Street, P.O. Box 7186, Kampala, Uganda

Telephone: +256 414 706000 Fax: +256 414 237553

E-mail: ubos@ubos.org Website: www.ubos.org