the rATA in context

rATA Master Training | Wesley Pryor

The rATA training package

- Prepared flipcharts, manual, survey tool, deployment plan
- This master training:
  - Build your skills in rATA implementation
  - Demonstrate the support materials in practice.

Lesson outcomes: the rATA in context

After this lesson, you will:

UNDERSTAND MORE ABOUT ACCESS TO AP

Lesson time	>Up to 90 minutes
Competencies and behaviours	**Demonstrate AP knowledge** >Understanding of AP overall and in the context of the current rATA **Demonstrate knowledge of AP systems** >Understands current stakeholders and their aims in using rATA **Applies understanding about consumer experiences** >Understands the experiences of people who need (or who have unmet need for) AP (or as AP users, have opportunities to share experiences as appropriate)
Extensions	>Designing a rATA >Technical details: validation, relationships to other surveys >Limitations
Links to rATA manual	>Manual part 1.A >rATA product flip charts >Also see Assistive product priority list

Lesson outcomes: the rATA in context

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Every enumerator training slide deck includes a summary like this

Lesson time
> Up to 90 minutes

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Demonstrate knowledge of AP systems
> Understands current stakeholders and their aims in using rATA

Applies understanding about consumer experiences
> Understands the experiences of people who need (or who have unmet need for) AP (or as AP users, have opportunities to share experiences as appropriate)

Extensions
> Designing a rATA
> Technical details: validation, relationships to other surveys
> Limitations

Links to rATA manual
> Manual part 1.A
> rATA product flip charts
> Also see Assistive product priority list

Lesson outcomes: the rATA in context

After this lesson, you will:

UNDERSTAND MORE ABOUT ACCESS TO AP

It includes information about:
- **The overall AIM of the lesson**

Lesson time
> Up to 90 minutes

Competencies and behaviours

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Competencies and behaviours

Suggested lesson duration

(note: in this master training program, we will spend ~30 minutes on it)

Demonstrate AP knowledge
>Understanding of AP overall and in the context of the current rATA
Demonstrate knowledge of AP systems
>Understands current stakeholders and their aims in using rATA
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What we want your trainees to KNOW & DO

Extensions

> Designing a rATA
> Technical details: validation, relationships to other surveys
> Limitations

Links to rATA manual

> Manual part 1.A
> rATA product flip charts
> Also see Assistive product priority list

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>Understanding of AP overall and in the context of the current rATA
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Applies understanding about consumer experiences
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Other information to help answer questions or give more information to your trainees

Extensions
>Designing a rATA
>Technical details: validation, relationships to other surveys
>Limitations

Links to rATA manual
>Manual <u>all introduction sections</u>
>rATA product flip charts
>Also see Assistive product priority list

AT Changes lives (video)

Trainer – Consider breaking into smaller groups (4-6)

And to live a happy,

AT Changes lives

Trainer – Consider breaking into smaller groups (4-6)

These instructions are for YOU (the trainer) to **carefully step through** the competencies in the slide.

And to live a happy,

AT Changes lives

Trainer – Consider breaking into smaller groups (4-6)

You can use these videos how you wish

1.1 – Assistive technology

Trainer – Brainstorm each area with the group, or break into groups

Here are your instructions for this slide.

STOP

This STOP sign is important if there are quizzes/discussions on the next slide

1.   What **types of assistive products** can you name?

2.   **Who** might use AP?

3.   What types of **benefits** might AP have?

4.   Who might **not** be able to access the AP they need? Why?

1. What **types of assistive products** can you name?

2. **Who** might use AP?

3. What types of **benefits** might AP have?

4. Who might **not** be able to access the AP they need? Why?

STOP
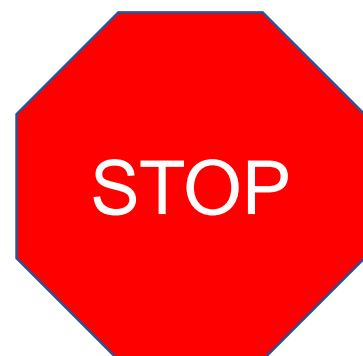
Let's give it a go now.

1.2 – Assistive technology

Think & discuss:
what AP did you
and others forget?

Who did you
forget?

1. What types of assistive products can you name?
   1. Mobility products like wheelchairs, prosthetics, crutches
   2. Products for vision/low vision
   3. Products for hearing
   4. Communication
   5. Memory
   6. Self-care

2. Who might use AP?
   1. People who are injured
   2. People with permanent impairment
   3. People who are experiencing functional difficulties due to old age, illness
   4. Newborns or children with congenital impairment
   5. Others

3. What types of benefits might AP have?
   1. Support to healing/repair
   2. Delay progress of problems
   3. Help function
   4. Help with rehabilitation
   5. Help with inclusion and participation, social interaction, work, education, etc

4. Who might **not** be able to access the AP they need? Why?
   1. People in countries where AP services are weak
   2. Poorer people
   3. People with more complex problems
   4. People who don't know about what they need

1.2 – Assistive technology

Think & discuss: what AP did you and others forget?

Again – your instructions are here

Who did you forget?

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1.2 – Assistive technology

Think & discuss:
what AP did you
and others forget?

We provide some of the main answers for you
to review & discuss here

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   1. People who are injured
   2. People with permanent impairment
   3. People who are experiencing functional difficulties due to old age, illness
   4. Newborns or children with congenital impairment
   5. Others

3. What types of benefits might AP have?
   1. Support to healing/repair
   2. Slow progress of problems
   3. Support function
   4. Help with rehabilitation
   5. Help with inclusion and participation, social interaction, work, education, etc

4. Who might **not** be able to access the AP they need? Why?
   1. People in countries where AP services are weak
   2. Poorer people
   3. People with more complex problems
   4. People who don't know about what they need

In this case it is most important to discuss <u>who might be forgotten</u>

1.2 – Assistive technology

Think & discuss:
what AP did you
and others forget?

Throughout the training, use flipcharts / sticky notes
to capture these activities

1. What types of assistive products can you name?
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https://www.ifes.org/multimedia/photo-gallery-learning-about-disability-inclusive-elections-bougainville

1.3 – The APL

Present the APL and look at the rATA flipcharts

1. Present the APL and product charts, descriptions.
2. Discuss:
   1. Which of these products might be the most common?
   2. Which might be the least common?
   3. Which products are likely to be hard to get for the people who need them?

# 1.3 – The APL

Present the APL and look at the rATA flipcharts

1. Present the APL and product charts, descriptions.

2. Discuss:
   1. Which of these products might be the most common?
   2. Which might be the least common?
   3. Which products are likely to be hard to get for the people who need them?

This is a suggested discussion. Again, capture the discussion on paper.

! Note: Some slides have no suggested answers, if there are no right/wrong answers.

1.4a – AP stakeholders

DISCUSS
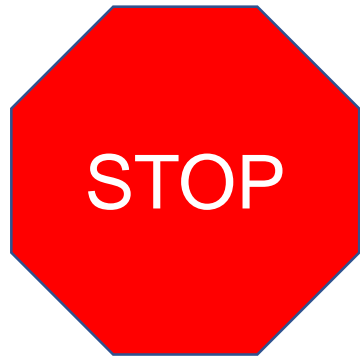
STOP

A reminder about the STOP sign

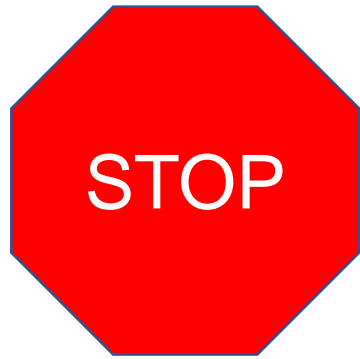This relates to **your** country / context

1. In [context], where are the likely sources of AP?

2. Who are the major stakeholders in AP? Consider:
    1. Where are products available?
    2. What professionals are involved in AP provision?
    3. Who makes decisions about AP policies and practice?
    4. How are products paid for?
    5. Who advocates for AP services?

1.4b – AP stakeholders

How did you go?

STOP

Answers provided. For all slides, you can:
a) use these answers to prompt your trainees,
b) compare these answers with your trainee answers

1. In [context], where are the likely sources of AP?
   1. Private sector?
   2. Home made?
   3. Hospitals?
   4. DPOs
   5. Specialist clinics
   6. Others, discuss

2. Who are the major stakeholders in AP?
   1. Clinical services
   2. Social services
   3. User-groups
   4. Education services
   5. Government agencies

1.4b – AP stakeholders

How did you go?

STOP

You **can change these answers** in your slides if you wish.

You may have some of this information through previous knowledge or rATA planning

1. In [context], where are the likely sources of AP?
   1. Private sector?
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   6. Others, discuss

2. Who are the major stakeholders in AP?
   1. Clinical services
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1.5a – the WHO, GATE and the rATA

DISCUSS

STOP
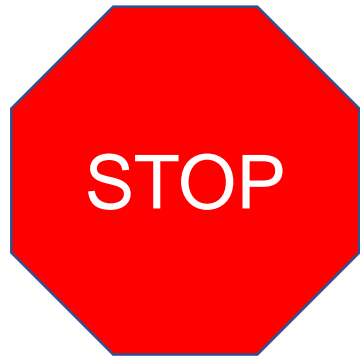
1. Why do you think the rATA was developed?

2. Why do you think a rATA is needed here [your context]?

1.5b– the WHO, GATE and the rATA

How did you go?

1. Why do you think the rATA was developed?
   1. New information to help address the shortage of AP
   2. There was not another way to address the problem
   3. Lots of stakeholders were interested to have a simple tool to understand AP use
   4. Others: discuss

2. Why do you think a rATA is needed here?
   1. What do we know about the current use of AP?
   2. What do we know about the sources of AP?
   3. What do we know about who misses out and why?
   4. Are there current activities on AP that need more information?
   5. Other: discuss

1.6 – Knowledge check

DISCUSS: All participants should share some thoughts on at least one of the questions.

WRITE: As a group, write up to 5 key messages so far.

WRITE: Write some questions to follow up during the training.

1. Can you:

    1. Describe the main ways people access AT [in this country/context]
    2. Understand some of the major challenge for AP
    3. Describe how a survey about access to AP might be helpful

1.6 – Knowledge check

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Knowledge checks help summarise the lesson so far. They bring the different ideas together.

1.6 – Knowledge check

DISCUSS: All participants should share some thoughts on at least one of the questions.

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1. Can you:

Knowledge checks focus attention on the main lesson objectives.

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3. Describe how a survey about access to AP might be helpful

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1.7a – Understanding consumer experiences

ACTIVITY

WRITE:

What do we know about these themes?

REPORT:

teams to provide a 3 minute summary of the vignette, and the main lessons

1. TRAINER: Organise teams and allocate case studies/vignettes

2. TEAMS: Use as activity to understand AP in practice, exploring themes:
   1. Out of pocket costs
   2. Pain, failure of products
   3. Direct and indirect benefits of products
   4. Reasons for access/poor access
   5. How could the situation improved?

3. Instructions
   1. There are no answer keys – the vignettes are to guide your own thinking
   2. Read and reflect on the story. Listen to each other. Reflect on your own experiences
   3. Document your ideas on a blank page
   4. All ideas are worthy

1.7a – Understanding consumer experiences

ACTIVITY

WRITE:

What do we know about these themes?

REPORT:

teams to provide a 3 minute summary of the vignette, and the main lessons

This lesson encourages deeper thinking & sharing knowledge about likely rATA answers.

It recognises the existing knowledge of your team

1.   TRAINER: Organise teams and allocate case studies / vignettes

2.   TEAMS: Use as activity to understand AP in practice, exploring themes:
   1. Out of pocket costs
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1.7b – (optional) User experiences

LISTEN

This is a placeholder if in your training program, you wish to invite a person who uses AT to share their own experiences.

1. Presentation from AP user

2. (If possible, invite someone who uses AP to share their story (in the way they want to)

3. Listen for information about their life, their access to AP, problems they might have with getting and using AP, and other stories that help you understand why we need to conduct the rATA

Activity – What we know about AP

Activity aims

- Understand access to AP in your own working context
- Reflect on what you already know about AP
- Understand potential complexities with rATA questions

Activity: what we know about AP

For all steps – be general. Don't worry about creating an accurate map!

REPORT:

Stick maps to the wall

1. **Draw a map** of where you live or work (choose one team member's home if you are from different places)

2. Note (roughly) where the **major sources** of AP might be

3. Draw the **different types of people who use AP**, and where they might get their AP

4. Note what **different AP types** might be available from different places

5. Draw or describe **potential barriers to access**

HINTS

- **USE COLOURS TO ADDRESS THE QUESTIONS**

- **DRAW BIG SO OTHERS CAN UNDERSTAND IT**

- **DESCRIBE WHAT YOU ARE DRAWING, AND HELP ANYONE WHO CANNOT SEE OR WRITE**

Lesson 1 – REVIEW & Check

SELF CHECK

Team-talk: Discuss each question within a team, and share thoughts between team members.

> Can you describe what AP is?

> Who are the main stakeholders in AP

> Can you describe some of the main barriers to AP

> Can you describe potential experiences of people find it hard to access AP, or cannot access it at all?

In the next lesson:

> How the rATA is designed to help with these issues

> How the rATA was developed

> What is in the rATA and how you will be expected to use it

Lesson 1 – REVIEW & Check

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Your trainer instructions are always over here

In the next lesson:

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Lessons may have a 'final check' list of discussion points

In the next lesson:

> How the rATA is designed to help with these issues
> How the rATA was developed
> What is in the rATA and how you will be expected to use it

Where lessons are linked, we highlight the main links like this

Survey installation check

You will need a digital version of the survey for the next session!

If you have not done so, please look at the **deployment plan information about installing the survey**

There is a short video on installing the software. If you are having any difficulty, please tell us now.

- https://youtu.be/DKYqudifmrw

Installing Survey123 - Android
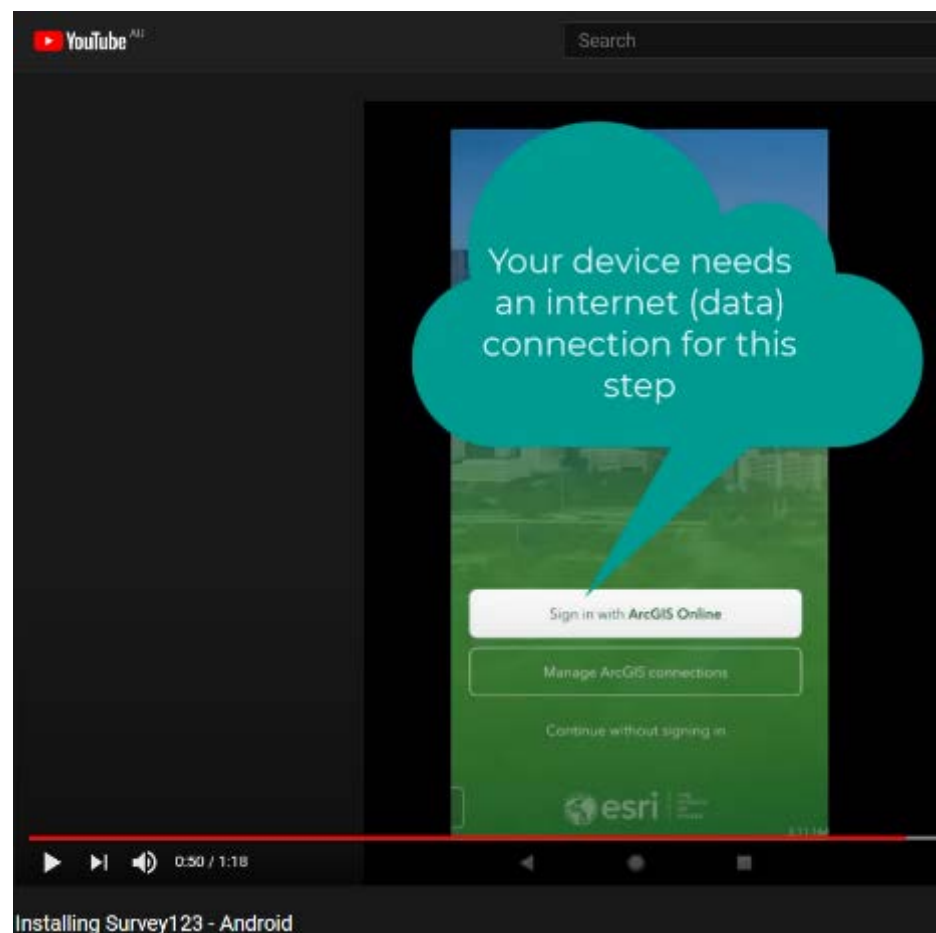
Annex A: Digital rATA data collection tool for testing

Survey123 rATA 2020 testing version (English only)

Available at https://arcg.is/1ivH5W0 on your PC, mobile phone or tablet. Or scan the QR code below to access the digital rATA survey.

Please login with the following account for testing.

Username: whomedsurvey_TEST

Password: WHOtest123

Annex B: Competencies for subcontracted research group or agency

The rATA data collection will be co-ordinated by a National Data Coordinator (NDC) appointed by the relevant ministry in each of the participating countries. While it is expected that the NDC

Survey installation check

STEP BY STEP [VIDEO](#) ON INSTALLING