the rATA in context
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
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Every enumerator training slide deck includes a summary like this
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It includes information about:
• The overall AIM of the lesson
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Suggested lesson duration
(note: in this master training program, we will spend ~30 minutes on it)
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AT Changes lives (video)

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

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

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?
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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?
1.2 – 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
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We provide some of the main answers for you to review & discuss here

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Who did you forget?

In this case it is most important to discuss who might be forgotten.

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

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

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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

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?

A reminder about the STOP sign

This relates to your country / context
1.4b – AP stakeholders

How did you go?

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

Answers provided. For all slides, you can:
   a) use these answers to prompt your trainees,
   b) compare these answers with your trainee answers
1.4b – AP stakeholders

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

You may have some of this information through previous knowledge or rATA planning.
1.5a – the WHO, GATE and the rATA

DISCUSS

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.
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Knowledge checks focus attention on the main lesson objectives.
1.6 – Knowledge check

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1.7a – Understanding consumer experiences

**ACTIVITY**

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?

**WRITE:**

What do we know about these themes?

**REPORT:**

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

**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

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1.7b – (optional) User 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

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

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**

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

**REPORT:** Stick maps to the wall
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
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Your trainer instructions are always over here

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TEAM-TALK: DISCUSS EACH QUESTION WITHIN A TEAM, AND SHARE THOUGHTS BETWEEN TEAM MEMBERS.

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LESSONS MAY HAVE A ‘FINAL CHECK’ LIST OF DISCUSSION POINTS
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
Survey installation check

STEP BY STEP VIDEO ON INSTALLING