rATA structure

rATA Master Training | Wesley Pryor
Lesson outcomes: the rATA

After this lesson, you will:

UNDERSTAND THE OVERALL rATA SURVEY STRUCTURE & SURVEY ‘FLOW’

Lesson time
> Up to 90 minutes

Competencies and behaviours
Demonstrates knowledge of
> The purpose of the rATA and its development
> Key stakeholders in rATA surveys (overall, and in the specific context)
Knows the rATA structure
> Overall modules
> A first look at the individual questions

Extensions
> Next lessons in the rATA
> rATA practice, piloting

Links to rATA manual
> Manual part 1.A
> rATA (paper & tablet versions)
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Links to rATA manual

> Manual part 1.A
> rATA (paper & tablet versions)
1. Reflect on lesson 1. Brainstorm the following question

*Describe the main reasons the rATA was developed*

• Go to the next slide after discussion
2.1a – the rATA

Review & discuss

1. Reflect on lesson 1. Brainstorm the following question

Describe the main reasons the rATA was developed

Enumerators should feel comfortable describing the overall purpose of the global survey & the rATA tool

• Go to the next slide after discussion
2.1a – the rATA

Review & discuss

1. Reflect on lesson 1. Brainstorm the following question

Describe the main reasons the rATA was developed

Review the enumerator manual

• Go to the next slide after discussion

STOP

List at least 5 reasons the rATA was developed

Trainer: nominate a scribe to record responses – stick to the wall
2.1b – the rATA

How did you go?

1. Describe the main reasons the rATA was developed
   1. To describe and **understand access** to AP
   2. To provide data to help plan or prioritise and plan AT services or procurement.
   3. To **advocate** to governments and civil society on the needs and unmet for AT.
   4. To complement **advocacy** messaging on AT.
   5. To provide information to **inform new programs**
   6. To **evaluate the effectiveness** of efforts to strengthen access to AT, or to measure progress towards targets for AT.
   7. What else?
2.1b – the rATA

How did you go?

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   4. To complement advocacy messaging on AT.
   5. To provide information to inform new programs
   6. To evaluate the effectiveness of efforts to strengthen access to AT, or to measure progress towards targets for AT.
   7. What else?

Review, discuss & keep a record of the discussion
2.2a – Overview of the rATA & the information it provides

READ & DISCUSS
(manual part 1A.3)

1. What information can the rATA provide?

2. Who might be interested in rATA findings?

• Go to the next slide after discussion
2.2b – Overview of the rATA & the information it provides

How did you go?

Trainer

check these responses and add to previous responses

1. What information can the rATA provide?
   1. Current use of AT overall, and for specific products.
   2. The prevalence of functional limitations in a population.
   3. Barriers to access and use of AT.
   4. Unmet need for AT overall and for specific products?
   5. User satisfaction with the quality and utility of AT services and products.
   6. Supply and funding mechanisms are in use for AT provision

2. Who might be interested in rATA findings?
   1. Government or civil society actors who are planning to implement or work on AT services.
   2. Organisations concerned advocacy about AT, such as disabled people’s organisations (DPOs), non-government organisations (NGOs).
   3. Member State and United Nations agencies and decision makers concerned with the development of evidence-based policies and planning for AT.
   4. Other stakeholders who are interested to understand how AT access intersects with other issues

• Go to the next slide after discussion
2.2b – Overview of the rATA & the information it provides

How did you go?

Trainer

check these responses and add to previous responses

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2.3 – rATA structure

The rATA has the following main sections

A. ADMINISTRATIVE & HOUSEHOLD INFORMATION
B. INDIVIDUAL INFORMATION
C. NEEDS
D. DEMAND AND SUPPLY
E. SATISFACTION
F. RECOMMENDATIONS (optional)

• NEXT: we will look at the rATA in detail
An overview of survey steps

**Planning**
- Planning
- Sampling
- Approvals
- Training
- ++

**Pre-survey**
- Allocation of EA
- (area mapping)
- Random sampling of HHs
- Local introduction

**Survey**
- Field notes
- Introduction
- General consent
- Specific individual consent
- Survey
- Follow-up information
- Other HH members

**After survey**
- Field notes
- Upload from “outbox”
- Manage field notes
- Follow-up issues
An overview of survey steps

**Planning**
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**Survey**
- **Field notes**
- **Upload from “outbox”**
- **Manage field notes**
- **Follow-up issues**
- **Other HH members**

**After survey**
- **Field notes**
- **Manage field notes**
- **Follow-up issues**

**Implementation & Practice Sessions**
- **Other Lessons & Activities**

**Other HH members**
2.4 – looking at the rATA questions

**READ!**

Participants to consider these questions →

**REPORT:**

Trainer to combine participant feedback on these questions, and stick to the wall

1. Do you understand the question?

2. Do the response options make sense to you?

3. Do you think people in the community will understand the questions?

4. Are any of the questions sensitive or potentially sensitive? If so, which ones
2.4 – looking at the rATA questions

READ!
Participants to consider these questions →

1. Do you understand the question?

2. Do the response options make sense to you?

3. Do you think people in the community will understand the questions?

4. Are any of the questions sensitive or potentially sensitive? If so, which ones

REPORT:
Trainer to combine participant feedback on these questions, and stick to the wall
A look at the rATA in real time
Have you successfully installed the app and the rATA survey on a mobile device?

YES  No/not sure
2.5 – Skip logic: Who gets asked which questions?

- Step through the skip logic diagram
A. PRELIMINARY INFORMATION / ADMINISTRATIVE SURVEY DATA

The following questions will be repeated per household member

B. DEMOGRAPHIC INFORMATION

C. NEED

D. DEMAND AND SUPPLY
**C. NEED**

c.1 Without assistance or support from any people or equipment, do you have difficulty sitting, standing, walking or climbing steps? Would you say you have: *

(e.g. sitting without support, standing up from a chair, walking independently inside or outside the house, or climbing steps)

- No
- Some
- A lot of
- Not at all

**D. DEMAND AND SUPPLY**

d.1 Do you currently use any assistive product(s)? *

- Yes
- No

**D.6 SOURCES OF AP**

d.6.1 From where did you get Manual Wheelchairs - Basic Type For Active Users?

Select all that apply

- Public sector: government facility/public hospital
- Ngo sector: non-profit facility/charity
- Private sector: private facility/private hospital/private clinic/shops/stores
- Friends/family
- Self-made
- Other
- Don’t know

**D.7 Payers OF AP**

d.7.1 Who paid for Manual Wheelchairs - Basic Type For Active Users?

Select all that apply

- Government
- Charity

**D.9 UNMET NEEDS**

d.9.1 Do you think you need any assistive products that you do not currently use, or you currently use but need replacement?

- Yes
- No

**Mobility products**

- Axillary Elbow Crutches
- Canes/Sticks, Tripod And Quadripod
- Club Foot Braces
- Manual Wheelchairs - Basic Type For Active Users
- Wheelchairs, Manual With Postural Support
- Manual Wheelchairs - Push Type
- Wheelchairs, Electrically Powered
- Orthoses (Upper Limb)
Participants, note your answers

**TRUE or FALSE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
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<td>True</td>
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<td>The WHO is the main group interested in rATA findings</td>
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<td>Disabled persons organisations and hospitals are the two main AP stakeholders</td>
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### 2.6b – Answer key

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<tr>
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### 2.6a – Knowledge check

Please try this quiz before the end of your break. Thank you.

**Participants, note your answers**

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**TRUE or FALSE**

**STOP**

**GO TO NEXT PAGE AFTER ANSWERING**
## 2.6a – Knowledge check

How did you go?

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**How did you go?**

These quizzes target the most important knowledge

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You will need to be comfortable understanding these answers to help your enumerators learn them.

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