Delivering quality health services for children: implementation challenges
Why do children die?

Source: Black et al. (2010), *The Lancet*
• Coverage: Do we reach those who need the services?

• Quality: Are services of sufficient quality?
Where do children die (mill)?

Source: Luzano et al. (2011), *The Lancet*
Service coverage «big fives», percent

- Skilled birth attendance: 43%
- Postnatal check up: 30%
- Vaccination (DPT3): 45%
- Visited health facility if ARI: 53%
Coverage of essential services is low

Don’t estimate the importance of the demand side for increased coverage
Vaccination coverage isn’t all about supply

Source: Banerjee et al. (2010), *BMJ*
Health worker performance needs to be strengthened

Huge potential within existing workforce
Study from rural Tanzania

- 126 health facilities
- Direct observation
  - 3500 outpatient consultations
- Knowledge test
  - 156 health workers
- Focus:
  - Fever, cough, diarrhea
KNOWLEDGE
MUCH BETTER THAN
PRACTICE
Large know-do gap (42 %)
Comparing knowledge and practice

Cough: Auscultate the chest
Diarrhea: Pinch abdominal skin
Diarrhea: Ask about vomiting
Diarrhea: Ability to drink or...
Cough: Count respiratory rate
Fever: Take temperature

Knowledge test
Practice
Why big know-do gap?

Lack of opportunity

Time (Equipment)

Lack of motivation
Honestly speaking, ... the nursing discipline does no longer exist. What was long held to be the call ... does no longer exist because there’s no longer love to the patients

*Medical assistant, urban*
<table>
<thead>
<tr>
<th>Why do you work hard?</th>
<th>Intervention «categories»</th>
</tr>
</thead>
<tbody>
<tr>
<td>My work is important</td>
<td>Give intrinsic meaning to work</td>
</tr>
<tr>
<td>By working hard I earn recognition / status</td>
<td>R4P: Recognition for performance</td>
</tr>
<tr>
<td>By working hard I earn more money</td>
<td>P4P: Pay for performance</td>
</tr>
</tbody>
</table>
The importance of recognition
(an experiment by Ariely et al)

• Sheets of paper with a random sequence of letters

• Job: find instances where one S follows another S

• Pay: 1 $ for 1st sheet, 0.9 for second, 0.8... after 10 no pay

• Job description: Finish as many sheets as you want
Treatment 1: "Recognized"

- Sign each sheet of paper
- The experimenter examines the sheet and nods in a positive way

49% completed 10 sheets or more

Treatment 2: "Ignored"

- No signing
- The experimenter does not look at the sheet and places it upside down on a pile of paper

17% completed 10 sheets or more
Recognition from community
(Bjørkman / Svensson, 2009, QJE)

• Intervention (RCT, Uganda)
  – Organize village meeting
  – Provide facts about relative performance of service providers
  – Facilitate a ”contract” between community and health facility

• Huge impact
  – 20 % increase in utilization
  – >30 % reduction in under five mortality
P4P: Pay for performance
(Basinga et al, 2010, The Lancet)

Intervention (RCT, Rwanda)
  – Piece rates for service provision
    • Range: Delivery 4.59 USD, Prenatal care visit 0.09 USD
  – Same resources to control districts, unconditional.

Impacts:
  – Significant improvements in indicators with high-powered incentives
    • Deliveries in health facilities: + 7%
  – Improvement in prenatal quality of care
Summary

• Continue efforts to increase coverage
  – Don’t forget the demand side!

• Improve quality
  – Huge potential for improved performance of existing health workforce

• Strengthen health worker motivation
  – Give intrinsic meaning to work
    – R4P
    – P4P