



# Improving child and caregiver experiences in the health facility waiting rooms in Mozambique: Lessons from qualitative playbox evaluation

## **Study conducted by:**

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## Background: Identified need

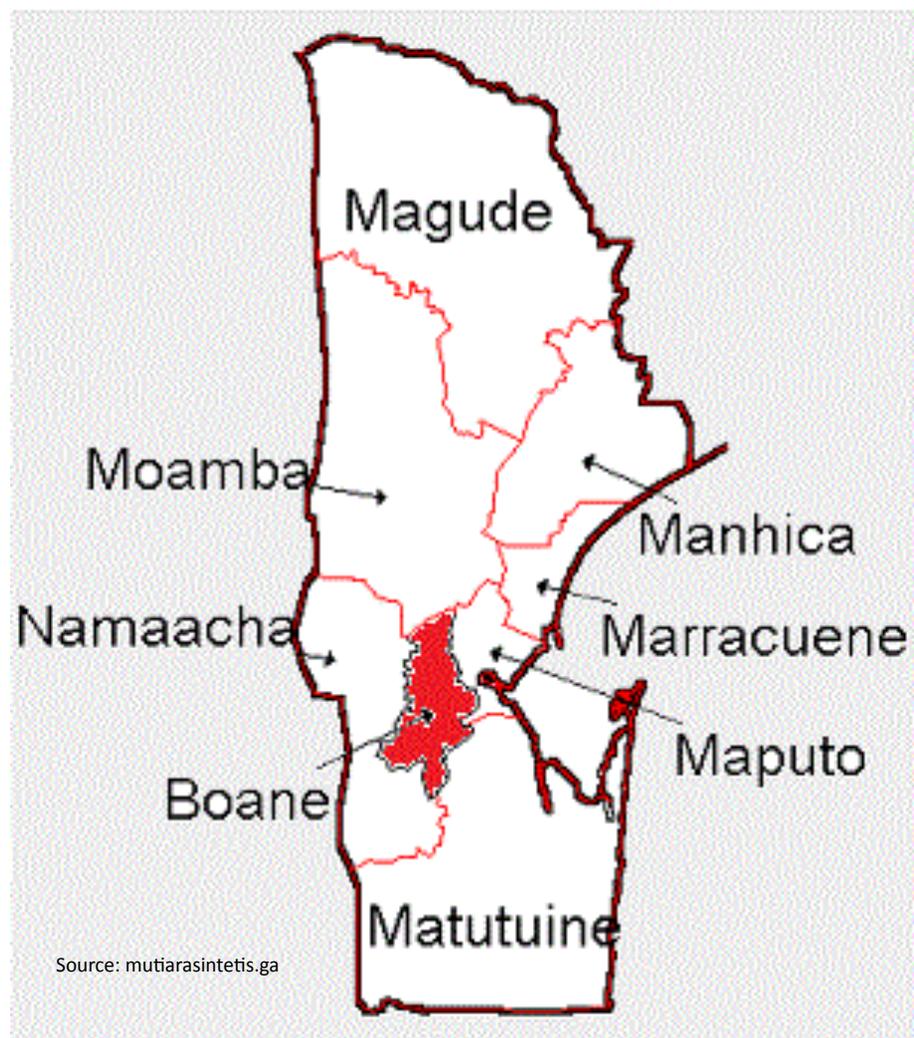
- Most HF clients are caregivers and children 0-3
- No regular stimulating activities for children 0-3
- Waiting areas
  - Long wait times (2-3h+)
  - Not child-friendly
- National Plan: improve pediatric ART adherence through playcorners

## Background: Playbox objectives



- ↑ caregiver and child satisfaction with health services
- ↑ caregiver and child return to follow-up
- ↑ caregiver knowledge about ways to play with a child

## Background: Implementation



- Since November 2014
- All 10 HF in Boane district
- Currently expanded to 6 new districts and 2 provincial hospitals
- Model developed in consultation with caregivers

# Background: Implementation

- **Implementers (3 day training, refreshers, incentives):**
  - CBO volunteers
  - HF non-clinical staff (cleaners, peer educators, counsellors...)
- **Supervisors (3 day training, refreshers, awards):**
  - PATH
  - Selected HF clinician / with PATH support
- **Tools:**
  - Playbox visual guide
  - Play box with basic kit & toy production tools
  - Mentoring tool

# Background: Playbox session



# Background: Playbox session



# Methods: Data collection & Analysis



## Observations

10 health facilities



## Interviews

18 caregivers

5 clinicians

2 CBO volunteers

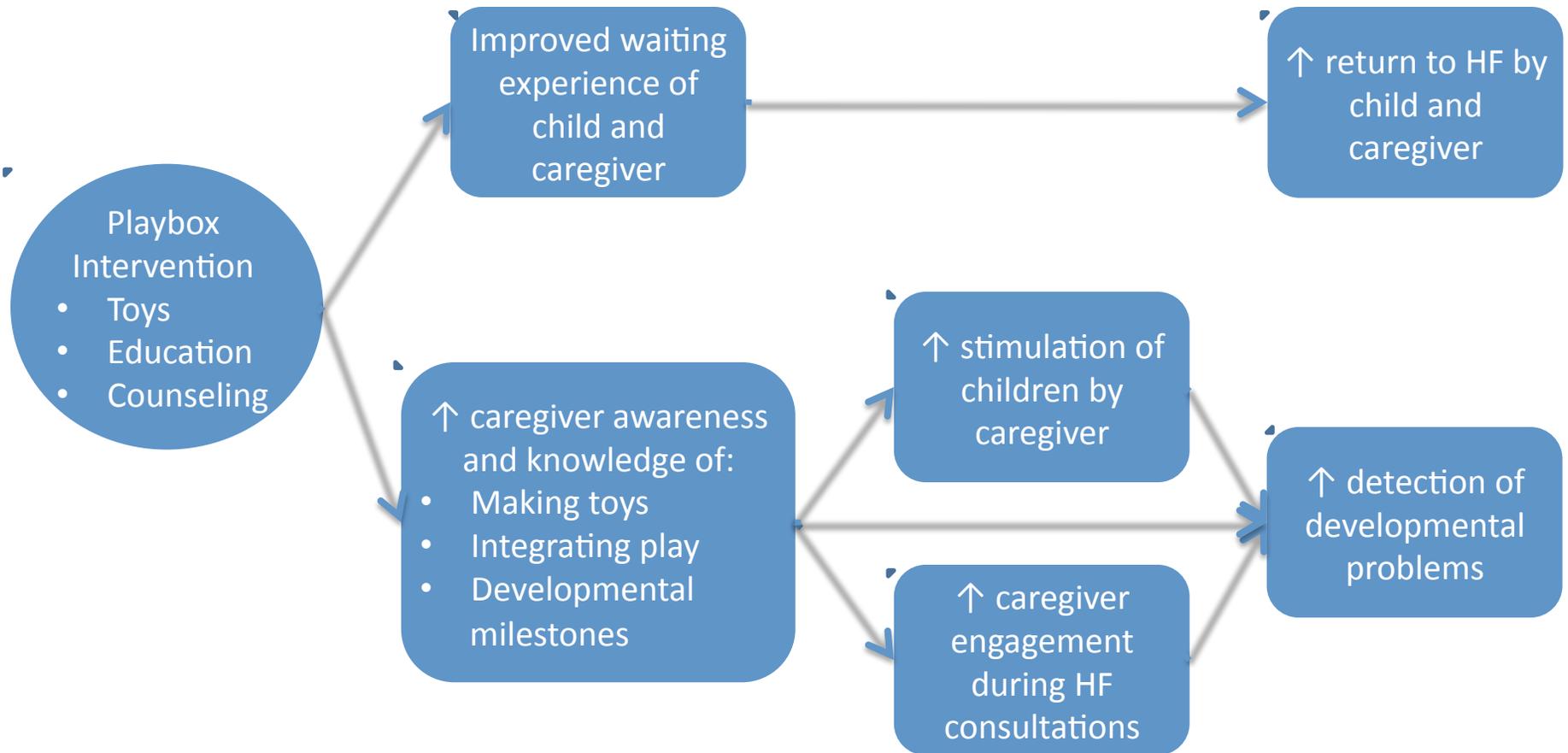


## Focus group

7 CBO volunteers

**Analysis:** Coding (Atlas TI V.7) , thematic analysis, data validation

# Summary of findings – benefits



# Improved waiting experience: Child & caregiver

- Children
  - “Happier”
  - “Crying less”
- Caregivers
  - “Decreased stress”
  - Interaction with other caregivers
  - “Don’t feel time passing”



## Improved waiting experience: Child & caregiver

*“It affected the consultations a lot. Now for example we laugh, we learn love, we adults learn while we are here. We play with the ball. On the day that the [play]box does not come out the **children ask for it.**”*

-Caregiver of 7 children and 6 grandchildren

*“The caregivers **no longer feel pressured** by children who used to spend almost all their time crying... [they] now **have time to talk to each other** and exchange experiences on various issues of life while waiting for the [consultation time].”*

-Clinician, HF B

## Improved waiting experience: Child & caregiver

*“Yes, there was a big change. **Before the playbox**, all the mothers were crowded at the door of the baby weighing room, to weigh and go. **Now** sometimes I have to call several times a mother who is not attentive because she is still running after her child. Sometimes I ask the mothers jokingly – have you come to weigh the child or to play with your child?”*

-Clinician, HF D

## Improved waiting experience: Child



*“The project should continue because there are few children who have a chance to go to a preschool.”*

-Clinician, HF A

*“[The playbox sessions] help the child because children play, ... and it looks like a playgroup. There are children who are afraid to play but here seeing other children they end up playing or wanting to play.”*

-CBO Volunteer, HF A

## ↑ return for visits

*“[The playbox] **motivated** my coming to the Health Center since [here] I learn how to play with a child and children also have the opportunity to use toys.”*

-Caregiver of 1 child

*“But with the toys [at the Health Center] the mothers will have **more interest to return** to the Health Center...”*

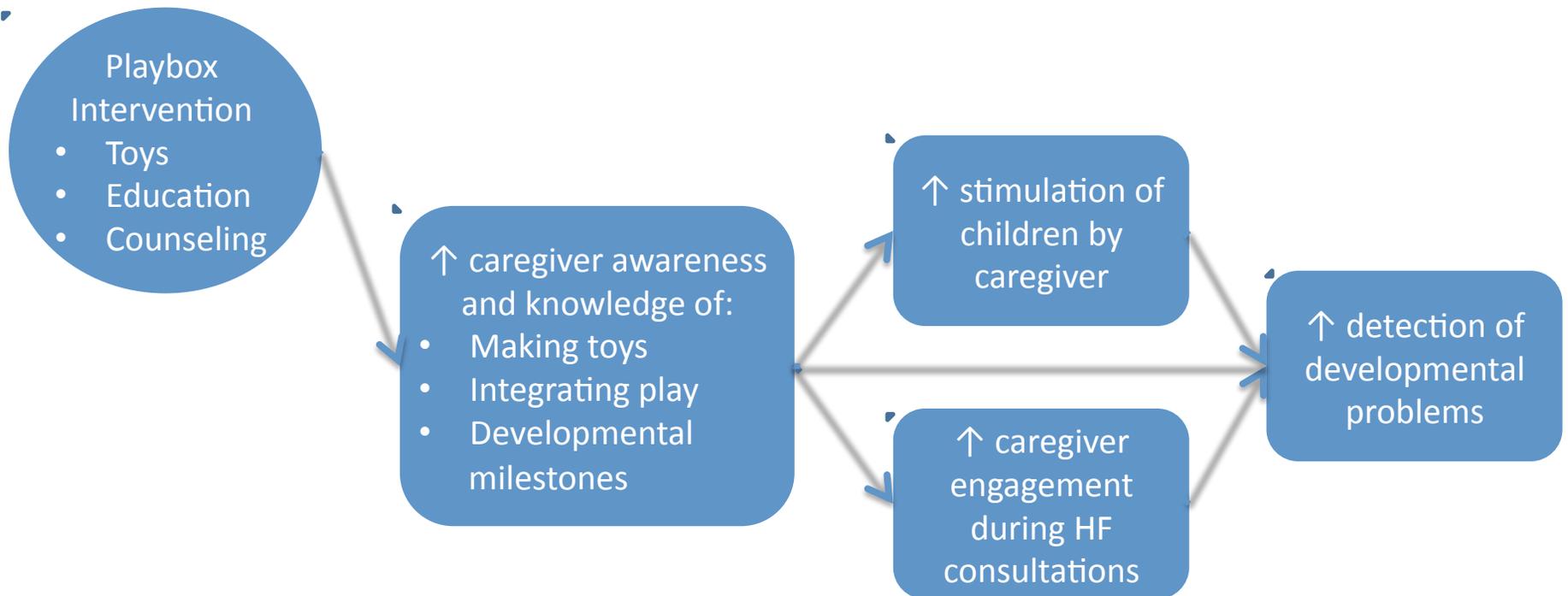
-Caregiver of 3 children

↑ return for visits

*“We think [the playbox] **should continue** not only on the days of [baby] weighing but **on the other days as well**. Even the child, when she hears “Let’s go for weighing”, she starts running because she wishes to find that which is waiting for her at the Health Center, and this is **good for the child and the mother.**”*

-Caregiver of 7 children and 6 grandchildren

# ↑ caregiver awareness and knowledge



## ↑ caregiver knowledge: Making and using toys



*“It is good because there are mothers who do not have 15 meticais to buy a toy for their children. Here we learn that the mother can come home and **use a bottle and put some stones** [to make a toy].”*

-Caregiver of 3 children

## ↑ caregiver knowledge: Integrating play



*“I learn to play with the child at different times, **when I'm on the farm, when I cook and wash clothes.**”*

*-Caregiver of 1 child*

*“It is good because ... the children **become smarter** with this [play]box .... It's good because children gain creativity ...*

*I also learn that talking and playing with the child **when bathing him** is s very important for the growth and development of the child ...so that the child can develop quickly.”*

*-Caregiver of 3 children*

↑ stimulation of children by caregiver

*“It’s a part of (child) health that was forgotten. **Now mothers play with children.** Before the playboxes they would just put children on the back. Now they play and take every opportunity to do so.”*

-Clinician, HF C

## ↑ caregiver awareness and knowledge: Developmental milestones

*“[The playbox] affected [me], because when it started we learned several things about the child's development ... **what the child is capable of doing** at a certain [stage]... I can understand better the child's development.”*

-Caregiver of 3 children

*“To me this is very important... For example, if I pass a rattle close to my child's ears, the child may respond, and then I can immediately **see if my child has some problem** and take him to the Health Center.”*

-Caregiver of 2 children

## ↑ caregiver engagement during HF consultations

*“From the moment you explain to a mother about her child's development, she begins to say that my son has this or that problem, and this helps the Health Center itself.”*

-Clinician, HF A



## ↑ detection of developmental problems

“The playbox helps us as nurses, because **we can quickly see that the child does not grow well.**

For example, when I was working at the Health Center A, I had a case where a caregiver came to me after the talk and told that her child did not show the milestones mentioned in the talk ... I confirmed [the delay] and referred the child to a specialist.”

-Clinician, HF D

# Recommendations for improving playbox sessions

- Orient clinicians on playbox objectives & activities
- Continue to emphasize joint caregiver-child play rather than toy-only
- Reinforce production of recycled toys for well-equipped playbox



## Suggestions to increase sustainability

- **Clinicians** can provide **EDUCATION** on child development and stimulation, as a part of morning talks
- **Clinicians** can have simple toys & do individual **COUNSELING** on child development in consultation room
- **Caregivers** could do **PEER COUNSELING** in the waiting room
- **Caregivers & volunteers** can help with **MAKING TOYS**



Thank you!