

## Minutes of QI in Focus Phone call

Date: 06/26/08

Time: 8:30-10:00 AM EST

**Topic of the call:** Reflections on experiencing collaboratives and the essential role of coaching in support of quality improvement at the service delivery level.

### **Agenda:**

1. Update from Namibia on their PSS Collaborative, specifically the process followed to start these collaboratives and how the momentum is being kept.
2. Essential Components of Collaboratives: Coaching of Teams (Dr. Boucar from Niger)
3. Experiences from Tanzania regarding QI: How were local partners involved in the whole process of QI; what organizational changes took place; and what tools were developed?

### Participants:

Dr. Maina Boucar (Presenter), URC/Niger

Dee Dee Yates (Presenter), PACT Namibia

Petrina Mwetulundila (Presenter), Pact Namibia

Patricia Williams (Presenter), Pact Namibia

Deo Seimu (Presenter), Pact Tanzania

Linda Madeleka (Presenter), Pact Tanzania

Renee DeMarco, Senior Advisor, OVC Programs, USAID Africa Bureau

Lori DiPrete Brown (Facilitator), Assistant Director, Center for Global Health, U. of Wisconsin

Marie-Eve Hammink, QA Advisor, URC

Samantha Dovey (Note taker) Project Coordinator, URC

Kendra Blackett-Dibinga, Save the Children

Dorcas Amolo, Regional QI Advisor for OVC Programs, URC

Alphonse Nkusi Alphonse, USAID/Rwanda

### **Namibia Update on PSS Collaborative:**

Dee Dee Yates:

Namibia is currently piloting a collaborative with after school programs. It is a multi-organizational collaborative, with 5 NGOs and 2 government ministries working together. There are two areas that they are piloting the collaboratives in: Psychosocial support and Protection of Children.

The first step they undertook was to review the standards and decide what revisions were needed. They finished revising the standards and government is ready to print and disseminate. Additionally, the National Task Force set up a committee to assist the collaboratives.

Petrina Mwetulundila—Psychosocial Collaborative:

## QI in Focus Phone Call Minutes

Currently the collaboratives are meeting every 6 weeks and are working on tools for data collection. So far, the organizations have revised the training manuals and have begun to standardize the manuals to sync with the standards.

Patricia Williams—Protection of Children Collaborative:

Protection of children is a very high priority for Namibia. Based on a meeting that they had with children participating, safety was identified as a high priority area to improve due to extensive abuse and exploitation of children.

Currently they are developing a tool that assesses an organization for criteria to be a safety/protection organization.

Marie-Eve: Ethiopia also faces a lot of issues surrounding the area of safety for children. They are working with CBOs, however, they are confronted with the issue that there is a lack of trust between CBOs, making it hard for them to work together and improve safety. To address this issue, they are trying to work more with the police, caregivers, the CBOs and the community to address the situation.

Dr. Maina Boucar – URC/Niger: Importance of coaching to improve quality

Coaches:

Guide and support QI efforts at a site level or in a network of sites.

Are Crucial to an improvement effort

Their role:

1. Help QI team to identify the processes that need to be improved
2. Identify team members
3. Help with the creation of an Action Plan and guide the QI effort, particularly in the planning and testing of changes, monitoring data and documenting changes and activities
4. Guide and help to analyze the processes of care
5. To facilitate an atmosphere of teamwork and form the dynamic of the team.
6. Is a facilitator and a trainer
7. Expert in specific technical area (for our purposes OVC) and a QI expert
8. Make in the long run, the team independent in applying QI methods
9. Helps team(s) find their own way (their own solutions)
10. Seen as a member of the team, not separate from the team

Coaches may be either internal (from within the facility/organization) or external (from the district, regional, national level, etc.)

Should provide regular support and extra support in the beginning of the QI process.

Q&A:

Q: How to gain trust between coaches and teams?

## QI in Focus Phone Call Minutes

A: It is better to have internal coaches vs. external coaches when it comes to gaining trust among the coach and the team.

Q: How can coaches manage to guide teams without looking like a supervisor (that they know it all), to really be a part of the team and not separate from it?

A: Important to observe the coaches and train them to distinguish their role. They should consider themselves as part of the team, and not necessarily as possessing a higher role. They have the same objectives. It's also important for them to emphasize that each member has an equal amount to contribute. Coaches receive feedback and training and also have meetings with other coaches to reinforce their capacity and to go over what their role is.

Q: Pairing of coaches—do good coaches mentor other coaches?

A: Coaches have sharing sessions where they can exchange their experiences and lessons learned.

Q: Most workers are already overloaded and it can be very difficult to get everyone together, how can you ensure self-sustainability of teams?

A: When developing actions plans, can plan activities every month and the changes that they want to implement. It is important to have regular meetings with teams, as it acts as a motivator for them. QI is a process, regular meetings are important to support the teams.

Q: What role do the coaches play in the documentation?

A: Coaches play a large role in the documentation process. At meetings they should be checking team's documentation—this documentation is important, as it will be used to share lessons learned, experiences, challenges, etc. with others.

Linda Madeleka – Pact Tanzania

Pact TZ is currently working with local partners to engage them in QI for their programs. Started the process with a lessons learned meeting with implementers and children and are currently in the process of implementing draft service standards.

The next step with the help of community members was the recruitment of volunteers to help out at the village level. Each village has identified at least one volunteer.

Volunteers are trained on caretaking skills, the draft standards and on tools to collect data. The draft standards have been simplified and translated into local language.

Program officers (internal) provide regular coaching to service providers and service providers provide coaching to volunteers. During their meetings they share lessons learned and challenges.

Deo Seimu – Pact Tanzania

## QI in Focus Phone Call Minutes

Addressed their work in the area of health: are working in referral services, the provision of materials, making regular visits to children to monitor their progress.

Formed an Implementing Partners Group allowing partners to share with each other what services they are providing and thus allowing partners to know what other services are available in the communities they are working in. They are also able to share lessons learned and their experiences.

Have carried out assessments of what families really need.

They are conducting regional visits, where they meet with their partners and meet with the families. They've asked that government representatives join the meetings to involve them in the process.

Coaching as they see it consists of making visits with the teams, learning from the teams (lessons learned and challenges), encouraging them and reinforcing what is required.

Q & A:

Q: What is the difference between coaching and supportive supervision?

A: Coaching is complimentary to supportive supervision. It is specifically linked to the QI effort (how are we going to change and what are we doing to improve). A coach is really a member of the team, a guide for the QI process.

Q: How to overcome all the many obstacles (# of volunteers, distance, limited funding, etc) for coaches to provide continuous support to the teams?

A: All these obstacles are why it is better to find internal coaches vs. external coaches. They also should be having meetings between coaches to be able to share perspectives and challenges, to really also provide them with continuous support and training. However, the pro to have an external coach is that an "outsider" brings in an outside perspective.

Q: Do coaches have tools for helping them on visits/meetings?

A: Yes, they do have tools (Boucar).

(Deo) In Tanzania, they have developed a tool for coaches for volunteers, that is really a check list on volunteers, on partners and on local gov. partners. Examples from checklist: for volunteers, do they have Household forms for visits and are they using them? For gov. partners, have they visited partners, have they received forms from the partners?