



Ministry of Health and Social Welfare

Facilitators' Guide for training on 5S-KAIZEN-TQM Approaches

For Training Institutions in Health

April 2014

1. Background

In Africa, it has often been pointed out that the management of the hospital service provision system has some problematic aspects. Under the chronic shortage of medical resources, the challenge to be tackled is a matter of management of this system for delivering obtainable best hospital services. Asian countries have been facing similar challenges in the hospital service provision system, but coming up with their own methods to address them, as a form of Total Quality Management (TQM) with components of Continuous Quality Management (CQI, KAIZEN) and 5S (Sort, Set, Shine, Standardize and Sustain). These accumulated experiences of challenges it in Asia, could be utilized as a “catalyst” for Africa to tackle this problem.

Ministry of Health and Social Welfare (MoHSW) realized that Tanzania is also facing the same kind of difficulties, and to improve the above-mentioned situation, the Ministry has been implementing 5S-KAIZEN-TQM Approaches at Mbeya Referral Hospital (MRH) and Muhimbili National Hospital (MNH) as a pilot site since August 2007 in collaboration with Japan International Cooperation Agency (JICA).

Up to November 2013, 67 hospitals including Consultants, Regional, Districts and Faith Based Designated, are implementing 5S activities, and 13 hospitals were trained on KAIZEN approach. However, as sustainability of 5S-KAIZEN activities became an issue, integration of 5S-KAIZEN-TQM into the curriculum has become an important priority as sustainable mechanism to produce human resources for health. As a first step towards that direction, MoHSW is conducting the first Training of Trainer on 5S-KAIZEN-TQM Approaches for Training Institutions in order to develop capacities to train human resources for health with knowledge and skills of 5S-KAIZEN-TQM Approaches and capable of undertaking 5S-KAIZEN-TQM activities at health facilities.

This guideline is developed for conducting the training smoothly, and standardization of methodologies when trained tutors teach students 5S-KAIZEN-TQM Approaches and other related topics.


2. Contents of the program

Necessary topics for Training on 5S-KAIZEN-TQM Approaches are following.


#	Topics	Teaching methodologies
1	Tanzania Health Care Quality Improvement Framework	Lecture
2	Definition and Dimension of Quality	Lecture discussion
3	Quality and Safety	Lecture
4	Responsiveness and positive attitude	Lecture
5	Concept of 5S-KAIZEN-TQM Approaches	Lecture
6	What is a 5S activity?	Lecture
7	Effective and efficient usage of 5S tools	Lecture discussion
8	5S implementation	Practice, Group discussion, Group presentation
9	Implementation structure; QIT and WIT	Lecture
10	Observation of 5S activities and find 5S tools	Practice, Group discussion, Group presentation
11	How to conduct situation analysis	Lecture
12	Medical errors	Lecture discussion
13	HPT (Hazard Prediction Training)	Lecture, Group discussion, Group presentation


3. Training Standards


Training standards of each topic are mentioned from next page.


Title of session	Tanzania Health Care Quality Improvement Framework	Time allocation		70 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	The topic will enable participants to understand the concepts in Quality Improvement (QI) in health services delivery, strategies and approaches to QI that are in place to improve the quality of health services delivery in Tanzania.			
Session objectives	<p>After taking this session, students are able to;</p> <ol style="list-style-type: none"> 1. Define key terms used (quality, quality improvement, quality control, quality assurance, continuous quality improvement, total quality management); 2. Describe the principals of QI; 3. Explain the dimensions of QI; 4. Explain the vision, mission and purpose of the MoHSW; 5. Explain various QI initiatives in the country; 6. Outline strategies for improving the quality of health services in the country; 7. Explain the organizational structure for QI in Tanzania; 8. Explain how to institutionalize QI efforts; 9. Describe the role of supportive supervision, monitoring and evaluation in QI. 			
Teaching methodologies	Lecture			
Teacher's/Learner's activities	<ul style="list-style-type: none"> • Clarify points in slides that are not clear to trainees; and • Answer questions from participants. 			
Contents	<ul style="list-style-type: none"> • Definition of Terms (quality, quality improvement, quality control, quality assurance, continuous quality improvement, total quality management); • Principals and dimensions of QI; • The vision, mission and purpose of the MoHSW; • QI initiatives that are implemented in country; • Strategies for improving the quality of health services in the country; • Organizational structure for QI in Tanzania; • Institutionalize QI efforts; • Supportive supervision, monitoring and evaluation in QI. 			
Key points / Summary	<ul style="list-style-type: none"> • TQIF is a guide to all QI efforts in the country and that its operationalization is through the National Health and Social Welfare Quality Improvement Strategic Plan, 2013-2018 (on finalization stages); 			

	<ul style="list-style-type: none"> • TQIF is supported by a weath of policy documents both Sectorial (lead by the National Health Policy) and Multi-Sectorial; • It is important to understand the status and planed actions for each of the strategies outlined in chapter four. • Efforts to institutionalize QI in health care are key to sustainability in health facilities.
Evaluation	<ul style="list-style-type: none"> • Participants can explain the vision, mission and purpose of the MOHSW in Tanzania. • Participants can describe strategies for improving the quality of health services in Tanzania. • Participants can explain organizational structure for QI in Tanzania. • Participants can explain what is supportive supervision and Monitoring & Evaluation in QI and its importance
Reference	<ul style="list-style-type: none"> • MoHSW, (2011) <i>"Tanzania Quality Improvement Framework 2011- 2015"</i>, page 12-13

Title of session	Definitions and Dimension of Quality	Time allocation		45 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	The topic will enable participants to understand definitions and dimensions of Quality			
Session objectives	<p>After taking this session, students are able to;</p> <ol style="list-style-type: none"> 1. Define dimensions of Quality 2. Describe dimensions of Quality 3. Describe dimensions of Quality linking to situation at health facilities 4. Define Quality in health care 5. Describe quality improvement 			
Teaching methodologies	Lecture			
Teacher's/Learner's activities	<ul style="list-style-type: none"> • Clarify points in slides that are not clear to trainees; and • Answer questions from participants. 			
Contents	<ul style="list-style-type: none"> • Definition of "Quality", "Quality in health care", "Quality Improvement" • Definitions of "Guideline", "Standards" • Dimensions of quality 			
Key points / Summary	<ul style="list-style-type: none"> • "Quality" is performance according to standards/specifications; doing the right things the right way at the right time • "Quality in health care" is accessible and effective care delivered in compliance with evidence-based standards and meets clients' needs • Opportunity for improvement means the difference between the actual and the desired state • Dimensions of quality are; Technical performance, Effectiveness of care, Efficiency of service delivery, Safety, Access to services, Interpersonal relations, Continuity of services, Physical infrastructure and comfort, Choice of services 			
Evaluation	<ul style="list-style-type: none"> • Participants can describe, "What is definition of quality and quality in health care". • Participants can describe, "What are dimensions of quality". • Participants can link dimensions of quality with actual situation in health facilities. 			
Reference	<ul style="list-style-type: none"> • MoHSW, (2011) "Tanzania Quality Improvement Framework 2011- 2015", page 3-4 			


Title of session	Quality and Safety	Time allocation		65 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	This topic will enable the students to understand that quality ensures that health services are provided safely and reliably			
Session objectives	<p>After taking this session, students are able to;</p> <ol style="list-style-type: none"> 1. The hazards involved in the hospital industry 2. What are High Reliability Organization (HRO) and how they achieve safe operations constantly? 3. Get an introduction of the productivity concepts 			
Teaching methodologies	Lecture discussion			
Teacher's/Learner's activities	<ul style="list-style-type: none"> • Give lecture using PowerPoint presentation, ask questions, request suggestions, give clarifications questions raised by student. 			
Contents	<ul style="list-style-type: none"> • Will explain working conditions in hospitals and define quality as well as safety issues • Relate improved working environment with improved safety • Compare known HRO and hospital industry • Learn what can be adapted from the HRO to the hospital industry. • Explain the concept of implementation of continuous quality improvement through system improvement while adhering to the productivity concepts (i.e. the 5S-KAIZEN-TQM frame work) • Provide an example of improvement of patients safety being implemented by Mbeya Consultant Hospital 			
Key points / Summary	<ul style="list-style-type: none"> • Clarity on the relationship between quality and safety. • 5S-KAIZEN as the entry point to improve safety • System approach for problem solving 			
Evaluation	<ul style="list-style-type: none"> • Participants can explain "What is Quality and Safety in health care" • Participants can explain "What is HRO" 			
Reference	<ul style="list-style-type: none"> • MoHSW, (2013) "<i>Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania</i>", 3rd edition, page 9-12 (English) 			


Title of session	Responsiveness and positive attitude	Time allocation		45 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	This topic enables students to be aware with the principles and attitude of good behaviors and its application in client health care satisfaction.			
Session objectives	<p>After taking this session, students are able to;</p> <ol style="list-style-type: none"> 1. Define the concept of responsiveness & positive attitude. 2. Explain responsiveness & positive attitude in health system set up. 3. Describe the domain of responsiveness in health system. 4. Promote and nurture a culture of positive mindset & Responsiveness 			
Teaching methodologies	Lecture discussion			
Teacher's/Learner's activities	<ul style="list-style-type: none"> • Ask questions on application of responsiveness in health care system • Give clarifications of questions raised from students 			
Contents	<ul style="list-style-type: none"> • Definition of terms • Application of the responsiveness and positive attitude in health care system • Benefits of using responsiveness domain in health care system • Rationale of the positive attitude in client care • Steps to develop positive attitude 			
Key points / Summary	<ul style="list-style-type: none"> • Clarify the topic with examples • Emphasize of benefits of the responsiveness and good attitude • Emphasize of importance of good attitude in health care system 			
Evaluation	<ul style="list-style-type: none"> • Participants can describe, "What is responsiveness and positive attitude in health care". • Participants can explain importance of responsiveness in health care. • Participants can describe benefits of positive attitude. • Participants can explain how to develop positive attitude. 			
Reference	<ul style="list-style-type: none"> • 			


Title of session	Basic concept of 5S-KAIZEN-TQM Approaches ~ For better management & quality of health care~	Time allocation		60 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	This module enables students to understand the principle of three stepwise approaches of “5S-KAIZEN (Continuous Quality Improvement)-TQM (Total Quality Management)” and its components of each approach.			
Session objectives	<p>After this session, students will be able to;</p> <ol style="list-style-type: none"> 1. Explain the basic concepts of 5S-KAIZEN 2. Explain the steps of 5S-KAIZEN implementation 3. Describe the targets and advantages of 5S-KAIZEN implementation 4. Describe the advantages of KAIZEN implementation 5. Discuss the meaning of total Quality Management 			
Teaching methodologies	Lecture discussion			
Teacher’s / Learner’s activities	<ul style="list-style-type: none"> • Ask questions on 5S-KAIZEN-TQM approaches • Give clarifications of questions raised from students • End of lecture discussion, summarize basic concepts of 5S-KAIZEN-TQM Approaches and its advantages for improvement of management and quality of health care 			
Contents	<ul style="list-style-type: none"> • Basic concepts of 5S-KAIZEN-TQM Approaches • Steps on 5S-KAIZEN-TQM Approaches • Advantages of 5S implementation • Targets and advantages of 5S activities • Process of 5S implementation • What is KAIZEN? • Advantages of KAIZEN implementation • The concepts of TQM implementation 			
Key points / Summary	<ul style="list-style-type: none"> • Clarify each approach; 5S, KAIZEN and TQM • Emphasize of benefits of each approach • Emphasize of importance of TQM 			
Evaluation	<ul style="list-style-type: none"> • Participants can explain the basic concepts of 5S-KAIZEN-TQM Approaches • Participants can describe the steps of 5S-KAIZEN implementation • Participants can describe the targets and advantages of 5S-KAIZEN implementation 			


Reference


- MoHSW, (2013) *“Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania”, 3rd edition, page 9-19 (English)*
- MoHSW, (2011) *“Tanzania Quality Improvement Framework 2011- 2015”, page 12-13*


Title of session	What is 5S Principle	Time allocation		65 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	The topic will enable participants (<i>future facilitators in Health Training Institutions</i>) to understand the concept of 5S and accompanying set of actions to improve working environment and services provided (service content)			
Session objectives	After taking this session, students are able to; 1. Define 5S principle; 2. Explain the components of 5S principle; and 3. Describe how to set expected outcomes for 5S in health facilities.			
Teaching methodologies	Lecture			
Teacher's/Learner's activities	<ul style="list-style-type: none"> • Ask questions on 5S principle and working environment improvement. • Give clarifications of questions from students. • Buzzing activity - reflecting on real situation in their respective offices. 			
Contents	<ul style="list-style-type: none"> • Definition of terms - 5S principle and S1-S5 (sort, set, shine, standardize and sustain). • Expected outcomes of 5S in health facilities. • Recommended readings. 			
Key points / Summary	<ul style="list-style-type: none"> • Benefits of 5S in improving working environment; and • Effectiveness of 5S in improving health care services content. • Systematic approach to implement S1-S5. 			
Evaluation	<ul style="list-style-type: none"> • Participants can explain 5S principles • Participants can explain components of 5S principles and activities of each "S" in detail 			
Reference	<ul style="list-style-type: none"> • MoHSW, (2013) "<i>Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania</i>", 3rd edition, page 20-30 (English) 			


Title of session	Effective and efficient usage of 5S tools	Time allocation		45 Min.
Teaching aids	LCD Projector, Laptop computer, Extension electric cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	This module provides participants with background information about 5S tools and visual control method for actual 5S implementation and its benefits			
Session objectives	<p>After this session, students will be able to;</p> <ol style="list-style-type: none"> 1. Understand the concepts of 5S tools and its benefits 2. Define the following terms: 5S tools, visual control 3. Explain the types of 5S tools 4. Describe the usage of 5S tools 5. Apply various types of 5S tools in 5S practices 			
Teaching methodologies	Lecture discussion			
Teacher's/Learner's activities	<ul style="list-style-type: none"> • Ask questions on efficient usage of 5S tools • Give clarifications of questions raised from students • Identify 5S tools and visual control in clinical area and its benefits 			
Contents	<ul style="list-style-type: none"> • Introduction of 5S tools • Definition of common terms used in 5S tools and visual control • Listing types of 5S tools • Application of 5S tools in various practices • Benefits of 5S tools and visual control 			
Key points/ Summary	<ul style="list-style-type: none"> • Everyone in the health facility should know the meanings, benefits and rules of 5S tools • Need to have monitoring mechanism to check proper usage of 5S tools and effectiveness 			
Evaluation	•			
References	<ul style="list-style-type: none"> • <i>MoHSW, (2013) Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania. 3rd edition, page 57-66 (English)</i> 			


Title of session	5S implementation (practice) (a: Practice, b: Group presentation and discussion)	Time allocation		a: 90 Min. b: 60 Min.
Teaching aids	LCD projector, Laptop computer, Stationeries (Flip chart, Masking tape, Marker pen, Scissors, Cello tape)			
Overview of the session	<p>“5S” is an entry point of quality improvement. It is five abbreviations of Japanese terms with initials of “S”.</p> <ul style="list-style-type: none"> • S1 (Sort) means removal of unwanted items and reduce clutter • S2 (Set) means organize everything needed in proper order for easy work • S3 (Shine) means maintain high standards of cleanness of workplace, tools and equipment • S4 (Standardize) means set up xx S1, S2 and S3 as norms in every section of workplace • S5 (Sustains) means train and maintain discipline of health staff engaged 			
Session objectives	<p>After taking this session, students are able to;</p> <ol style="list-style-type: none"> 1. Describe, “What is 5S activity?” 2. Demonstrate S1, S2 and S3 activities 3. Present and discuss the implementation of S1, S2 and S3 activities 			
Teaching methodologies	Lecture (Explanation of practice methodologies), Practice, Discussion,			
Teacher’s/Learner’s activities	<ul style="list-style-type: none"> • Participants to take picture of 5S before • Participants to practice S1, S2 and S3 • Participants to take picture of 5S after implementation of S1, S2 and S3 • Ask questions and respond to posed questions 			
Contents	<ul style="list-style-type: none"> • Demonstrate on how to take pictures • Every participants to practice S1, S2 and S3 • Present the experience of the practice 			
Key points / Summary	<ul style="list-style-type: none"> • Implement S1 - S3 (Sort, Set and Shine) 			
Evaluation	<ul style="list-style-type: none"> • Participants implemented S1, S2 and S3 • Participants were able to share the experience • Participants were able to respond to posed questions 			
Reference	<ul style="list-style-type: none"> • MoHSW, (2013) <i>Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania</i>. 3rd edition, page 26-31 (English) 			

Title of session	Implementation structure, QIT and WIT	Time allocation		80 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	This topic enables students to describe roles and responsibilities of QIT and WIT and understand 5S-KAIZEN-TQM implementation structure			
Session objectives	<p>After taking this session, students are able to;</p> <ol style="list-style-type: none"> 1. Define Quality Improvement Team (QIT) and Working Improvement Team (WIT) 2. Describe the responsibility of QIT and WIT 3. Know how to formulate QIT and WIT 4. Explain the 5S-KAIZEN-TQM implementation structure 			
Teaching methodologies	Lecture, Discussion			
Teacher's / Learner's activities	<ul style="list-style-type: none"> • Facilitator will ask question to participants to check understanding • Learner's ask question for clarification • Facilitator will clarify learner's questions 			
Contents	<ul style="list-style-type: none"> • Definition of terms • Role and responsibility of QIT and WIT • Formulation of QIT and WIT • Implementation structure for QIP 			
Key points / Summary	<ul style="list-style-type: none"> • Significance of having clear implementation structure of Quality Improvement Programs • Adherence of role and responsibility of QIT and WIT • Importance of conducting meeting and record keeping 			
Evaluation	<ul style="list-style-type: none"> • Participants can describe QIT and WIT • Participants can explain the roles and responsibilities of QIT and WIT 			
Reference	<ul style="list-style-type: none"> • MoHSW, (2013) <i>"Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania"</i>, 3rd edition, page 23-26 (English) • MoHSW, (2011) <i>"Tanzania Quality Improvement Framework 2011- 2015"</i>, page 38-55 			


Title of session	Observation of 5S activities and find 5S tools (a: Observation, b: Group discussion and presentation)	Time allocation		a: 150 Min. b: 120 Min.
Teaching aids	LCD Projector, Laptop computer, Digital Camera, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	5S tools are used to help practice of 5S activities and implementation of S1, S2, S3 and S4. The tools can be combined to enhance effectiveness of 5S activities. Therefore this topic will enable participants to observe 5S implementation and find 5S tools at clinical areas.			
Session objectives	After taking this session, students are able to; <ol style="list-style-type: none"> 1. Identify and interpret various 5S tools and usage 2. Discuss 5S tools identified 3. Present findings to fellow participants 			
Teaching methodologies	Lecture/discussion and field visit			
Teacher's / Learner's activities	<ul style="list-style-type: none"> • Group participants (number of groups depends on the areas to visit and number of participants in each group depends on the number of participants) • Allocate facilitators to join in each group • Give time, 30 min to move from one area to another • Give 20 min for each group to present the findings 			
Contents	<ul style="list-style-type: none"> • Use a check list to observe 5S tools (red tag, alignment, numbering, color coding, safety signs, sign boards, labeling, symbols, x-y axis, zone, 5S corner) 			
Key points / Summary	<ul style="list-style-type: none"> • Clearly observe 5S tools (red tag, alignment, numbering, color coding, safety signs, sign boards, labeling, symbols, x-y axis, zone, 5S corner) 			
Evaluation	<ul style="list-style-type: none"> • Participants observed 5S activities and found 5S tools • Participants were able to present the findings 			
Reference	<ul style="list-style-type: none"> • MoHSW, (2013) <i>"Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania"</i>, 3rd edition, page 57-66 (English) 			

Title of session	How to conduct situation analysis	Time allocation		45 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	Situation analysis is very important activity to know what is the current situation of your health facility. Collected data and taken pictures will be useful for analyzing current situation and discussion to identify problems and solutions.			
Session objectives	After taking this session, students are able to; 1. Understand importance of situation analysis 2. Conduct situation analysis			
Teaching methodologies	Lecture			
Teacher's / Learner's activities	<ul style="list-style-type: none"> • Ask questions on importance of doing situation analysis • Give clarifications of questions raised from students 			
Contents	<ul style="list-style-type: none"> • Objectives • Aims of situation analysis • What is a problem? • Who and when conduct situation analysis? • Methodologies of situation analysis 			
Key points / Summary	<ul style="list-style-type: none"> • Situation analysis is very important activities to grasp “what/how current problem (gap) is” • Problem can be categorized into 3 groups/issues and the smallest issues should be solved as soon as we can. • Photographic evidence is useful to discuss with colleagues to identify problems, compare progress of quality improvement activities and share good practices with other staff • Clarify that not only workers but also students have responsibilities to improve working environment 			
Evaluation	<ul style="list-style-type: none"> • Participants can explain “What is situation analysis?” and methodologies of situation analysis in detail 			
Reference	<ul style="list-style-type: none"> • MoHSW, (2013) <i>“Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania”</i>, 3rd edition, page 24-25 (English) 			

Title of session	Medical errors	Time allocation		60 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	This topic enables students to understand definition of medical error and patient safety culture.			
Session objectives	<p>After taking this session, students are able to;</p> <ol style="list-style-type: none"> 1. Define patient safety culture 2. Define medical error 3. Describe factors contributing to medical errors 4. Identify/ apply five high-level attribute factors to improve “Patient Safety Culture” 			
Teaching methodologies	Lecture discussion			
Teacher’s / Learner’s activities	<ul style="list-style-type: none"> • Ask questions on definition of medical error • Ask questions on factors related with medical errors • Ask questions on patient safety and importance of “Patient Safety Culture” • Relationship between 5S-KAIZEN-TQM Approaches and “Patient Safety Culture” 			
Contents	<ul style="list-style-type: none"> • Definition and level of medical error • Briefly account on statistics of medical errors globally, Africa region East Africa and Tanzania • Briefly account on how lilted resources countries like Malawi and Malaysia (before current state of development) could reduce maternal deaths • Patient safety and “Patient Safety Culture” • How medical errors can be reduced when abiding to: standards, guidelines, provision of supportive supervision, mentoring and coaching 			
Key points / Summary	<ul style="list-style-type: none"> • Clarify necessity and importance of ensuring patient safety • Emphasize how 5S-KAIZEN-TQM Approaches can contribute to improving patient safety • Participants to reflect and share experiences on medical errors witnessed or confidentially committed 			
Evaluation	<ul style="list-style-type: none"> • Participants can describe medical errors and contributing factors to medical errors • Participants can explain importance of safety culture 			
Reference	<ul style="list-style-type: none"> • MoHSW, (2011) “Tanzania Quality Improvement Framework 2011- 2015”, page 35 • MoHSW, (2013) “Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania (English)”, 3rd edition, page 9-10 (English) 			

Title of session	Monitoring and Evaluation	Time allocation		75 Min.
Teaching aids	LCD Projector, Laptop computer, Extension cable (if necessary), Stationeries (Flip chart, Marker pens), 5S-KAIZEN-TQM Guidelines (English or Swahili version)			
Overview of the session	Monitoring and evaluation knowledge and its skills in hospitals/institutions, in line with 5S-KAIZEN-TQM Activities in Tanzania			
Session objectives	<p>After this session, students will be able to;</p> <ol style="list-style-type: none"> 1. Differentiate between monitoring and evaluation 2. Demonstrate monitoring and evaluation framework 3. Explain the importance of monitoring and evaluation 4. Tell 5S-KAIZEN-TQM monitoring and evaluation activities in Tanzania 5. Identify monitoring and evaluation tools in 5S-KAIZEN-TQM 6. Use monitoring and evaluation tool in line with 5S-KAIZEN-TQM 7. Practice on the usage of an evaluation tool (Radar Chart) 			
Teaching methodologies	Lecture / demonstration			
Teacher's / Learner's activities	<ul style="list-style-type: none"> • Learner's may ask questions for clarification • Learner's may add their experiences • Facilitator will guide clarifications based on his/her experience • Teacher may ask learners to look at the National 5S-KAIZEN-TQM Guidelines for clarity 			
Contents	<ul style="list-style-type: none"> • Meaning and importance of monitoring and evaluation in line with 5S-KAIZEN-TQM • Monitoring and evaluation activities in Tanzania • Tools for monitoring and evaluation of 5S-KAIZEN-TQM • Practical in monitoring and evaluation tool and Radar Chart 			
Key points / Key points / Summary	<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Improve efficacy and effectiveness • It compares the actual impact against agreed goal • Improves performance • Identifies areas of improvement • Is not a process of identifying wrong doers • Needs to be planned well 			

Evaluation	<ul style="list-style-type: none"> • Participants can define monitoring and evaluation • Participants can explain difference between monitoring and evaluation • Participants will be able to understand how to use tools for monitoring and evaluation of 5S-KAIZEN activities
Reference	<ul style="list-style-type: none"> • MoHSW, (2013) <i>“Implementation Guidelines for 5S-KAIZEN-TQM Approaches in Tanzania (English)”</i>, 3rd edition, page 71-79 (English), page ___ (Swahili) • MoHSW, (2012) <i>“Tanzania Quality Improvement Framework 2011- 2015”</i>, page 45-55

Title of session	Hazard Prediction Training (HPT)	Time allocation		120 Min.
Teaching aids	LCD Projector, Laptop computer, Example pictures to practice HPT, Extension cable (if necessary), Stationeries (Flip chart, Marker pens)			
Overview of the session	This topic helps students improve sensitivity to hazards in health services and build capacity to predict hazards before happens.			
Session objectives	<p>After taking this session, students are able to;</p> <ol style="list-style-type: none"> 1. Explain importance of HPT and its methodology 2. Conduct HPT as one of members of hospital workers 3. Utilize HPT for safety improvement 4. Recognize potential hazards as “Problems” 5. Explain how to apply HPT in health care for safety improvement 			
Teaching methodologies	Lecture, Discussion, Lecture (Group) discussion			
Teacher’s/Learner’s activities	<ul style="list-style-type: none"> • Ask question, “How HPT is useful for improvement of safety in health care?” • Make HPT methodology clear for exercise • Clarify relationship between HPT and 5S-KAIZEN activities • Give clarifications of questions raised from students 			
Contents	<ul style="list-style-type: none"> • Objectives of the session • Why Hazard prediction Training? • HPT methodology (four round methods) and exercise • How to apply HPT to hospital duty for safety improvement 			
Key points / Summary	<ul style="list-style-type: none"> • Cognition of danger differs in individual • HPT can build capacity of staff to recognize potential danger and identify/practice countermeasures/solutions (Safety improvement) • HPT and 5S-KAIZEN activities are related strongly as problem identification and solving, quality improvement activities 			
Evaluation	<ul style="list-style-type: none"> • Participants can explain importance of “Safety Improvement” in health care • Participants can explain methodologies of HPT and practice 			
Reference	<ul style="list-style-type: none"> • <i>MoHSW, (2011) “Tanzania Quality Improvement Framework 2011- 2015”, page 35</i> 			