

INFECTION  
PREVENTION AND  
CONTROL- WATER,  
SANITATION  
AND HYGIENE  
FACILITATOR  
GUIDEBOOK



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# HOW TO USE THIS GUIDEBOOK

## I. OVERVIEW OF THE TRAINING

**KEY MESSAGE:** This training package includes new materials and existing resources that are combined to **boost learning and engagement** on infection prevention and control (IPC) and water, sanitation and hygiene (WASH).

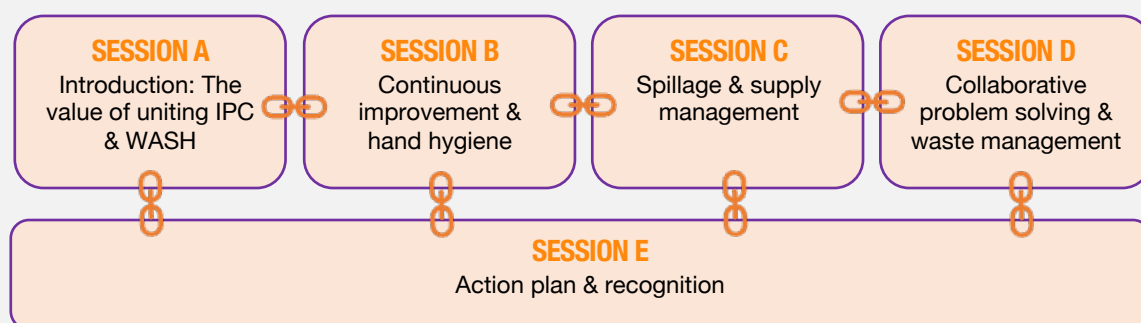
**PURPOSE OF THIS TRAINING PACKAGE:** This training has been developed as an added value package to be used in conjunction with the existing national IPC-WASH training modules. It aims to enhance the knowledge of all health workers on **IPC in combination with WASH**, such that safe and quality patient care can be delivered in all Malawian health facilities.

**TRAINING FOCUS:** This training focuses on explaining the relationships, responsibilities and interlinkages between IPC and WASH, to empower learners to **take action** to achieve IPC-WASH standards and to **become champions** of IPC-WASH in their own health facilities.

**TRAINING CONTENT:** The technical content in this training package was informed by local Malawian guidelines and international evidence on IPC and WASH. This package complements existing Malawian training resources and curriculum. **All training materials can be found online** on the Malawi Ministry of Health website here: <https://www.health.gov.mw/ipc-wash-training-package/>

**TRAINING APPROACH:** This package consists of different materials (videos, posters, learning cards, checklists, etc.) that have been developed for the local context to enable effective adult learning and maximise participant engagement.

**TRAINING SESSIONS:** The training consists of four learning sessions and one practical follow-up activity.



**TRAINING DELIVERY:** The training sessions are primarily intended to be used as an add-on to the existing national IPC-WASH training curriculum (see page 4 for an overview of how the training sessions can be combined with national technical training modules). The training sessions can also be delivered as one continuous training; individually to support specific refresher training or improvement activities; or as self-directed learning.

## 2. HOW TO USE THE FACILITATOR'S GUIDEBOOK

**THE GUIDEBOOK:** This guidebook was created to support you in delivering this innovative training package by providing a step-by-step outline of each training session.

**FACILITATION GOALS:** As the facilitator, your goal is to support the learners to engage with the content through frequent reflection or discussion. In each session, guidance is provided on how to create a collaborative and participatory training environment.

**TRAINING MATERIALS:** Each session consists of a select number of training materials. All the materials linked to a respective session have been clearly labeled and packaged for you.



**Facilitators slide deck** A PowerPoint slide deck that can be shown to learners.



**Learning videos** Three animation learning videos with pause points for discussion.



**Post-training resources** Posters, learning cards & job aids which can be taken back to the learner's facility.



**Champion videos** Short inspirational video clips of three Malawian IPC-WASH champions.



**Additional resources** A reference list with resources where learners can continue learning at home.




















**Follow-up activities** Activities that engage the learners and help them with implementation.

**PRACTICAL TIPS:** Below are points of general guidance for facilitating each of the sessions.

- All the videos, posters, learning cards and checklists can be **shared on WhatsApp**. If you are not able to show these on a big screen, then you can send them to the learners to view on their phones.
- Before starting the training session, **set up a WhatsApp group and add a QR code and joining link** to the first presentation slide (see detailed instructions on pg. 26).
- The videos have audio, so **ensure you have a small speaker** present at the training. If you do not have access to a speaker, learners can read the video subtitles or watch on their phones.
- **Preparation is important** to ensure the session runs smoothly. At the start of each session, you can see the materials you will require.
- **The appendices** include copies of all materials that you can share with the learners.



Outline of national IPC-WASH training programme		
Description	Materials	
<b>SESSION A – INTRODUCTION: THE VALUE OF UNITING IPC &amp; WASH</b>		
In this session, learners watch a video and do an activity to learn about the importance of collaboration for IPC & WASH.		Session A slide deck
		A1: Learning video – Introduction to IPC & WASH
		<input type="checkbox"/> A2: Group activity – Team role and collaboration icebreaker
		<input type="checkbox"/> A3: Champion video – A commitment for all
<b>FOLLOWED BY NATIONAL TRAINING MODULES: ♦ Introduction to IPC &amp; WASH ♦ Basic Microbiology ♦ Chain of Infection ♦ Standard Precautions ♦ Transmission-based Precautions ♦ Healthcare Associated Infections ♦ Hand Hygiene</b>		
<b>SESSION B – CONTINUOUS IMPROVEMENT &amp; HAND HYGIENE</b>		
In this session, learners watch a video and explore resources to learn about working together to find solutions to the problems identified through hand hygiene assessments and audits.		Session B slide deck
		B1: Learning video – Continuous improvement & hand hygiene
		<input type="checkbox"/> B2: Hand hygiene checklist <input type="checkbox"/> B3: Hand hygiene problem-solution cards <input type="checkbox"/> B4: 5 Moments for hand hygiene poster <input type="checkbox"/> B5: 5 Moments for hand hygiene poster (simplified) <input type="checkbox"/> B6: 5 Moments for hand hygiene WhatsApp learning cards
		<input type="checkbox"/> B7: Champion video – Identifying gaps & finding solutions through audits <input type="checkbox"/> B8: Champion video – Case study: Ntchisi District Hospital
<b>FOLLOWED BY NATIONAL TRAINING MODULES: ♦ Decontamination Process ♦ Personal Protective Equipment ♦ Environmental Cleaning</b>		
<b>SESSION C – SPILLAGE &amp; SUPPLY MANAGEMENT</b>		
In this session, learners watch a video and explore resources to learn about the correct roles and responsibilities for spillage cleaning and the importance of teamwork for ensuring appropriate cleaning supplies are always available.		Session C slide deck
		C1: Learning video – Spillage & supply management
		<input type="checkbox"/> C2: Guardian hand hygiene poster <input type="checkbox"/> C3: Hand hygiene behaviour change materials
		<input type="checkbox"/> C4: Champion video – The importance of data for action <input type="checkbox"/> C5: Champion video – The role of passionate multi-disciplinary champions
<b>FOLLOWED BY NATIONAL TRAINING MODULES: ♦ Injection Safety ♦ Healthcare Waste Management</b>		
<b>SESSION D – COLLABORATIVE PROBLEM-SOLVING &amp; WASTE MANAGEMENT</b>		
In this session, learners watch a video and explore resources highlighting the unique contributions of different staff members and the value of effective collaboration for safe waste storage and disposal.		Session D slide deck
		D1: Learning video – Collaborative problem solving & waste management
		<input type="checkbox"/> D2: Waste management checklist (inside ward) <input type="checkbox"/> D3: Waste management checklist (outside ward) <input type="checkbox"/> D4: Waste segregation poster <input type="checkbox"/> D5: Waste segregation WhatsApp learning cards
		<input type="checkbox"/> D6: Champion video – Joining hands to achieve better IPC-WASH <input type="checkbox"/> D7: Champion video – The value of a multi-disciplinary IPC-WASH committee
<b>FOLLOWED BY NATIONAL TRAINING MODULES: ♦ Occupational Health &amp; Safety ♦ Linen Management ♦ Antimicrobial Resistance &amp; Stewardship ♦ Audit &amp; Surveillance ♦ IPC in Hospital Designs ♦ Managing IPC-WASH Programme</b>		
<b>SESSION E – ACTION PLAN &amp; RECOGNITION</b>		
In this session, learners apply what they have learned and propose actions to take at their facility. Learners receive recognition for their efforts.		<input type="checkbox"/> Health facility IPC-WASH action plan activity <input type="checkbox"/> Certificate of recognition

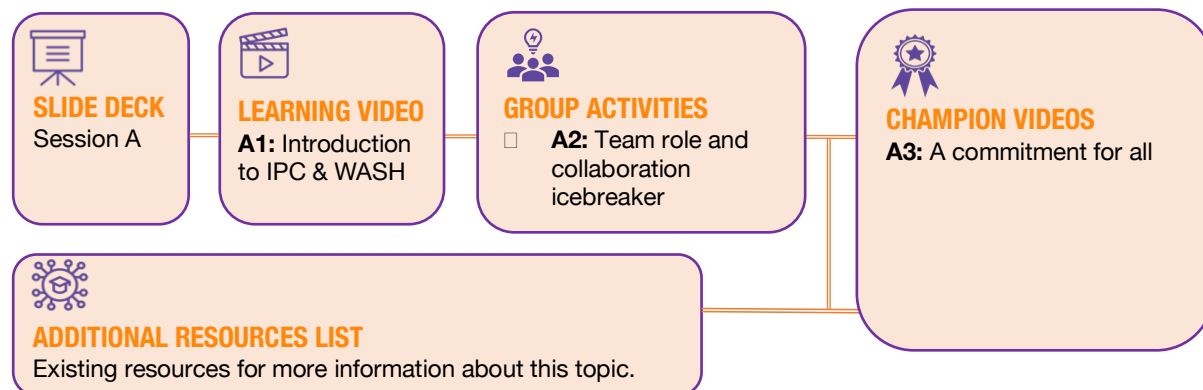
# SESSION A – THE VALUE OF UNITING IPC AND WASH



## LINKS TO THE NATIONAL TRAINING MODULE:

◆ Introduction to IPC & WASH

## 1. TRAINING MATERIALS YOU REQUIRE FOR THIS SESSION



## 2. BACKGROUND FOR THE SESSION

**TIME ESTIMATE:** 60 – 70 min

**LEARNING OBJECTIVES:** By the end of this session, learners will be able to:

- Explain the importance of combining IPC and WASH.
- Describe the value of collaboration between all staff cadres and the community to achieve Malawi IPC-WASH standards.
- Explain how health facilities can become IPC-WASH champions.

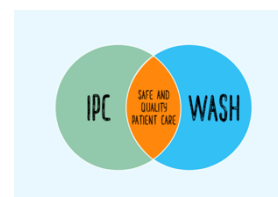
**TIPS FOR RUNNING THE SESSION:**

- Make sure participants join the WhatsApp group at the beginning of the session.
- Below is a proposed outline that you can follow as you deliver this session.
- The goal of this session is to set the tone for the training – one that is fun, engaging and motivating.
- Prepare materials needed for the energizer activity before the lesson begins (see list of materials needed below).

### i. Session A: Key message



IPC-WASH requires the collaboration of the whole multi-disciplinary team, including collaboration with the community, to achieve safe and quality patient care.



ii. Join the WhatsApp group



Show participants how to join the WhatsApp group so that all materials can be shared with them in this way. [See instructions on page 26.](#)

iii. Show the learning video A1.



Give everyone a chance to watch the video.

iv. A2: Group Activity – Team roles and collaboration icebreaker (30 minutes)



**Materials Needed** (*ensure an equal number for each team*):

- 1 roll of tape
- 5-10 sheets of paper (you can re-use printed pages for this)
- Pencils, sticks or any other object with the approximate height and strength of a pencil
- 5-10 paper clips
- 1 small ball of string
- 5 plastic or paper cups
- 3-5 toilet rolls (without the paper)
- An egg, small fruit, or any object about the weight and size of an egg that could represent a patient. If you are using the egg and concerned about mess, you can boil the egg first – but don't tell participants!
- Role cards/name tags (you can also use Post-it notes)
- A small prize for the winning group

**Pre-activity preparation:**

- Create 4-5 sets of 'team role cards/name tags' in advance of this activity. Take paper, cards or Post-it notes and write out one role per card. The roles are:
  - IPC Coordinator
  - Nurse
  - Doctor
  - Environmental Health Officer
  - Cleaner
  - Grounds Labourer
  - Guardian
- Explain the materials that each role will receive.
  - IPC Coordinator - TOILET ROLLS
  - Nurse - TAPE
  - Doctor - STICKS OR PENCILS
  - Environmental Health officer - DISPOSABLE CUPS
  - Cleaner - PAPER
  - Grounds Labourer - PAPER CLIPS
  - Guardian - STRING

**Activity Instructions:**

1. Fully explain the activity before you divide the learners into groups of 7 people each.
2. Give each group a set of 'team role cards'. Each person draws a card and for the duration of the activity, that is the role they will need to play. They can attach the card to their clothes.
3. Show the powerpoint slide (or flipchart sheet) explaining the materials and give each role their materials. Remind learners that only the role assigned to the material is allowed to use it. They can receive help as long as their hands are on their own materials at all times.
4. Tell learners that they will have 15-minutes to construct the tallest freestanding tower, that will be able to bear an egg or other object on top of it for 30-seconds. Tell learners that the tower represents a healthcare facility but DO NOT tell them the egg represents the patient.
5. Start the timer. Let the groups know 5 minutes before their time is up.
6. When the time is up, go from tower to tower and place the egg/object on top. Set the timer to see which team's tower can bear the egg for 30-seconds without falling.
7. The winning team receives the prize! If multiple towers can hold the egg, the tallest wins.



**Activity Debrief:**

1. Invite participants back to the large group.
2. Ask participants: “What did you enjoy about this activity? What did you find challenging?”
3. Ask participants: “If the tower in this activity represents a health care facility, what did the egg represent?” *Participants may come up with multiple metaphors that are interesting to consider. If it is not suggested, tell participants that the egg represents a patient in the facility.*
4. Ask participants: “How is the activity representative of IPC and WASH? Possible answers include:
  - Each role within a healthcare facility has a specific role to play in IPC and WASH.
  - Each role makes an important contribution to keeping patients, health workers and others safe.
  - One role does not work without the support of the other. Everyone’s contribution is needed.
5. Encourage reflection from groups that had their tower fall - there is a lot to learn from failure/challenges as well! Ask participants: “All facilities struggle with some aspects of IPC-WASH, what parallels can you draw with IPC-WASH at your facility?”
6. Explain that during this workshop we will be exploring the important contributions that everyone in healthcare facilities makes to addressing IPC and WASH.

**v. Show the team member slide & discuss the team roles.****Showcase the team member slide.**

Explain to the learners that in the following training sessions, all the following team members will play a role in collaborating to improve IPC-WASH



[For full image, see page 27](#)

**vi. Show the champion video.**

Watch the champion video for Session A and facilitate a discussion.

*A3: A commitment for all*

**Ask the learners to reflect on what the champions shared. What stood out to them? What inspired them?**

**vii. Share the additional resources list.**

**Remind** learners that there are many other existing resources available if they would like to learn more.

For Malawi resources, including the National IPC-WASH guidelines, [please see page 24](#).  
For general resources, [please see page 24](#).

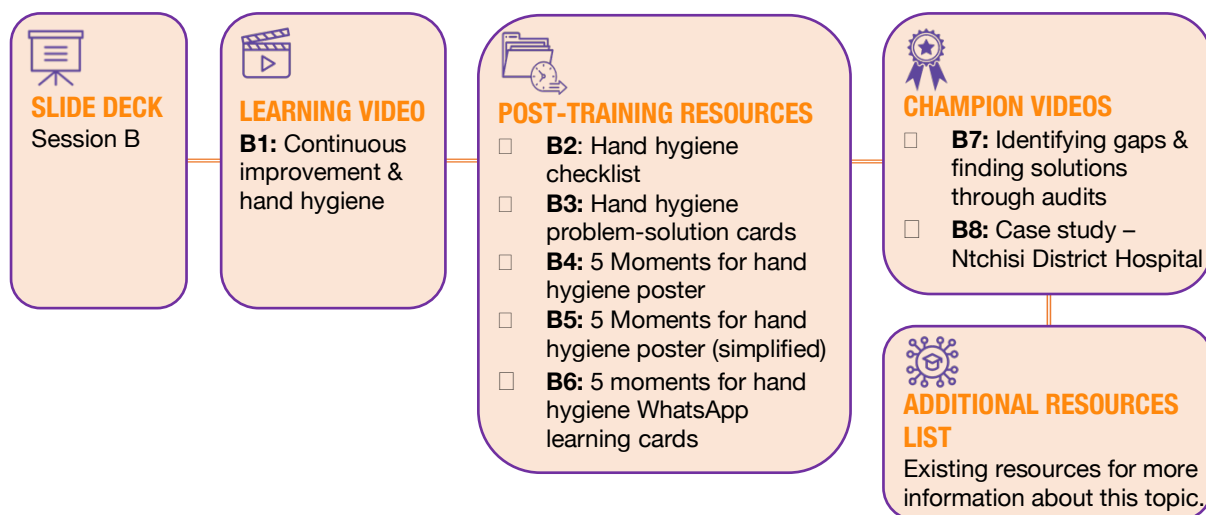
# SESSION B – CONTINUOUS IMPROVEMENT AND HAND HYGIENE



LINKS TO THE NATIONAL TRAINING MODULE:

◆ Hand Hygiene

## 1. TRAINING MATERIALS YOU REQUIRE FOR THIS SESSION



## 2. GUIDANCE ON HOW TO RUN THE SESSION

**TIME ESTIMATE:** 30 - 45 minutes

**LEARNING OBJECTIVES:** By the end of this session learners will be able to explain how a collaborative approach to IPC-WASH can be used to improve hand hygiene and will have reviewed the five moments for hand hygiene.

**TIPS FOR RUNNING THE SESSION:**

- Below is the outline of the session for you to follow as you deliver this training.
- Learning happens best when learners can engage with different types of materials (e.g., PowerPoint slides, videos, posters, learning cards to send on WhatsApp).
- Allow the learners to engage with the materials and encourage discussion and reflection.
- If you are not able to show the videos on a large screen or projector, you can send the videos via WhatsApp to the learners so that they can view them on their phones.

### i. Session B: Key message



Working together to explore solutions to the problems identified through hand hygiene assessments and audits can help develop a realistic and sustainable action plan for improvement.



ii. Show the learning video B1 up to the first pause point.



For each pause point, ask participants to talk with a partner about the question, and then ask a few of the pairs to share their answer, this will encourage more people to discuss and share practical ideas. Ensure you allow at least 3-5 minutes for pairs to discuss. Below is guidance for you.

**DISCUSSION QUESTION – Can you identify some infrastructural & behavioural challenges Kasakula Health Center is facing with hand hygiene?**

**Items the learners have to identify:**

**Things that are correct:**

- ✓ Poster: Hand washing next to the sink.
- ✓ Poster: 5-moments of hand hygiene on the wall.
- ✓ Soap dispenser at the sink.

**Things that are incorrect:**

- ✗ Dr's sleeves are not rolled up.
- ✗ Dr is not wearing gloves when performing a procedure involving contact with body fluids.
- ✗ Dr is not wearing a mask.
- ✗ The paper towel has run out.
- ✗ The tap is broken and no alternative hand washing station, such as a bucket-tap, is available.



[See page 28 for full image](#)

iii. Show the learning video B1 up to the second pause point.



**DISCUSSION QUESTION: Can you think of some solutions that the Kasakula IPC-WASH team could consider?**

**Ask the learners to share some solutions they could think of.**

**Here are some additional solutions to consider:**

- Ensure alternative options for hand hygiene are available, including bucket-taps and alcohol hand rub, until longer term solutions can be found.
- Provide regular mandatory training and refresher training.
- Direct observation with timely feedback.
- Posters featuring how and when to clean hands as well as nudges (general promotional and motivational posters) displayed in the right places to influence behaviour. Posters updated and checked regularly for damage.
- Create reminder messages and information sources such as hand hygiene information leaflets.
- Establish a dedicated team of senior leaders and champions focused on hand hygiene.



iv. Finish watching the video to the end & share the post-training resources.



**Explain assessment tools:**

In this video, we have seen that the nurse and her team use an assessment tool to reflect on achievements, existing resources and to focus on challenges and future action plans. The WHO Hand Hygiene Self-Assessment Framework will only be used periodically but a short checklist has been developed, which you can be used daily to prompt action across each of the five components featured in the WHO framework and keep people focused on the importance of a constant improvement cycle.

**Introduce: WHO Hand Hygiene Self-Assessment Framework.**

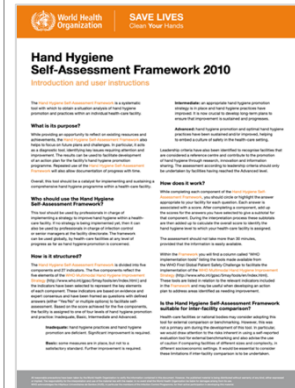
The IPC-WASH team uses the *WHO Hand Hygiene Self-Assessment Framework*. This tool helps to do three things:

- 1) Identify key issues
- 2) Reflect on existing resources and achievements
- 3) Help focus future action plans

This tool is divided into five components and 27 indicators. The five components reflect the five elements of the *WHO Multimodal Hand Hygiene Improvement Strategy* (see the Additional Resources List).

**Learner reflection:**

- Ask the learners to name some aspects they think would be important to assess.
- Highlight some of the key indicators.



[Read full document here](#)

**Introduce: B2 – Hand hygiene checklist**

**How to use this checklist:**

- This can be used daily, at the beginning of a shift.
- It does not replace an assessment or audit, but it can help to quickly identify issues that may arise daily that will influence hand hygiene standards.
- Once an issue is identified, support must be provided immediately to address the issue.



For full image see - [page 29 for English](#)  
[page 30 for Chichewa](#)

**Share: B3 – Hand hygiene problem-solution cards**

**Introduce the cards & explain how these could support the learner in their IPC-WASH improvement efforts.**

The cards are companion pieces to the daily hand hygiene checklist shown before. Supervisors and those responsible for IPC-WASH should review completed hand hygiene checklists and action plan notes regularly to understand if there are systemic issues that need to be addressed. These cards can help you find solutions for common problems.



[For full image, see pages 31-35](#)

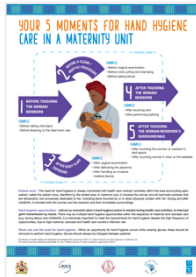


Ask the learners if they can name the 5 moments for hand hygiene.

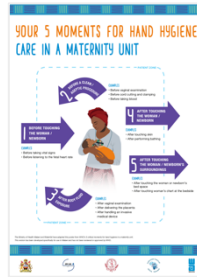
This poster has been designed for Malawi and will be shared with each health facility. The facilitator or IPC coordinator will be sending out the learning cards over WhatsApp.

Share: Poster B4 & B5 – 5 moments for hand hygiene (full and simplified versions)

Share: B6 – 5 moments for hand hygiene WhatsApp learning cards



[For full image, see page 36](#)



For full image see - [page 37 for English](#) [page 38 for Chichewa](#)



For full image see - [page 39 for English](#) [page 40 for Chichewa](#)

v. Show the champion videos.



Watch the two champion videos for Session B and facilitate a discussion.

B7: Identifying gaps & finding solutions through audits

B8: Case study – Ntchisi District Hospital

Ask the learners to reflect on what the champions shared. What stood out to them? What inspired them?

vi. Conclude: Share the additional resources list.



**Remind** learners that many other existing resources are available if they want to learn more.

**Session B: Existing resources for continuous improvement & hand hygiene (page 24)**

- [WHO Hand Hygiene Self-Assessment Framework](#)
- [WHO Multimodal Improvement Strategy](#)
- [Your 5 Moments for Hand Hygiene](#)
- [OpenWHO Hand Hygiene Module](#)
- [Guide to brainstorming, Malawi Health Care Quality Improvement Manual.](#)