



TEACHCLEAN

Frequently Asked Questions

"No one wants to stay in a contaminated room - It is important to realize that the best product, equipment or intervention is worthless without well-trained, responsible and compliant staff"

"They must realize that being a hospital "cleaner" is not a job but a profession & invest in their workforce"

Professor Didier Pittet, MD, MS, CBE

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Q. What is TEACH CLEAN?

A. TEACH CLEAN is a practical, participatory training package aimed primarily at those health workers whose main responsibility is to clean the environment in health care facilities, particularly in low-and-middle-income countries.

It also helps to raise awareness of the importance of cleaning in health care settings, and provides guidance on improving hygiene standards, so preventing infections and support strengthening the quality of care.

TEACH stands for Training in Environmental Hygiene and Cleaning in Healthcare.

Q. Why was TEACH CLEAN developed?

A. The package was developed to address the critical gap in training materials for those whose main responsibility is cleaning in health care facilities, particularly in low-and-middle-income countries.

A further rationale for the package is that healthcare associated infections (HAIs) - that is those infections occurring due to health care delivery- affect hundreds of millions of people globally every year. Infections account for around 10-15% of deaths among pregnant and recently delivered women and among neonates. The vast majority occur in low and middle income countries and are preventable. Cleaning standards are one key part of a comprehensive infection prevention strategy. People using health care settings have the right to clean care and often judge the environment from how it looks. Clean health care facilities give confidence to users that quality care is being provided.

Q. What does the TEACH CLEAN package comprise?

A. The package has two main elements: training modules, and cleaning guidelines.

There are seven core training modules: an Introduction to IPC, Personal Hygiene, Hand Hygiene, Personal Protective Equipment, Cleaning, Waste Handling, and Linen Handling. Each module is presented in the same format and referred to as a 'Clean Box'. Each Clean Box (module) includes all of the essential information required to deliver the training. The latest version of the package now also contains 3 further module on: How to Train, Supportive Supervision, and integrating cleaning into broader Quality Improvement. The package thus now has a total of 10 modules.

TEACH CLEAN provides written cleaning procedure guidelines that have been developed based on current evidence and best practice that can be adapted to the local context and used for

training purposes as well as work planning and to inform current practice. TEACH CLEAN Illustrated Guidelines are also available for a selection of the key tasks contained within cleaning procedure guidelines.

Q. What evidence informed the content of TEACH CLEAN?

- A. The lack of acknowledgement made to cleaning staff in health facility IPC guidelines and in the literature, combined with qualitative evidence of the barriers and facilitators to IPC from a number of LMICs, points to a generalised neglect of cleaning staff. Low status within facilities, wider societal marginalisation, lack of training, and poor pay and working conditions contribute to the lack of prioritisation placed on environmental hygiene within facilities. TEACH CLEAN was developed with reference to international standards and guidelines and in consultation with experts from NHS Scotland, UK. The package takes into account the recommendations set out in the WHO Guidelines on Core Components of Infection Prevention and Control (IPC) Programmes, stating that *IPC education and training should be delivered to all staff, including cleaners, using participatory training methods*. The recommendation on teaching style refers to evidence that participatory methods are more effective for adult learners than a traditional, didactic approach, and this has been fully adopted in TEACH CLEAN.

Q. Who developed and tested TEACH CLEAN?

TEACH CLEAN was developed by The Soapbox Collaborative – a UK-based charitable trust, focused on action and research to improve clean birth in maternity units in low-and-middle-income countries. Soapbox currently has seven members of staff based in the UK, alongside Soapbox Consultants and Associates, who collectively provide skills in epidemiological & intervention research, behavioural science, microbiology, action research, including implementation research (Quality Improvement) and measurement (tools development, information management). Additionally, the Soapbox Trustees bring expertise in health services & hospital management, quality improvement and infectious diseases.

The package was first pilot tested in The Gambia, and has since been applied in Cameroon and India, and is scheduled for further roll-out in 2019.

TEACH CLEAN is currently included in an evaluation pilot funded by the Joint Global Health Trials (JGHT). The 'CLEAN Study' involves formative research in three Tanzanian hospitals to inform a future large randomized trial of the cost-effectiveness of TEACH CLEAN as an intervention to train 'cleaning champions' who, in turn, train hospital cleaners.

TEACH CLEAN will also be implemented in 2019 as part of the DFAT-funded Water for Women 'Supporting Safer Births in Myanmar' project. This project will support improvements in WASH in hospitals required for a safe, compassionate and dignified birth environment, including hygiene behaviours and practices, and gender and socially inclusive WASH facilities.

Q. Why is there a need to enhance the training of those who clean?

- A. Needs assessments of the state of healthcare facilities frequently reveal that those who are primarily responsible for environmental cleaning in healthcare facilities, for example, domestic assistants, environmental services staff and orderlies, often receive no training on either best cleaning practises or the importance of cleanliness to patient and staff safety. Training staff who clean not only can improve their knowledge and practices but also their self-efficacy, so contributing to changing the safety and culture of the whole health facility.

Q. Who should use the TEACH CLEAN package?

- A. The training package is intended for use by organisations and individuals with a basic background understanding of IPC and/ or environmental hygiene and who want to improve the knowledge and practices of those who clean. Users may be ministries of health, IPC societies, training institutions, NGOs, professional bodies or higher education centres.

Q. What can you do next?

A. The implementation of TEACH CLEAN should be seen as part of broader efforts to improve the quality of care. Clean care is safe care, and the package provides the training to those whose primary role is to clean in healthcare facilities. But for the package to be effective, there needs to be support from managers – at facility & or regional level, not only to support the training process but also to ensure the availability of essential cleaning materials and the need for supportive supervision of cleaners. These requirements in order for TEACH CLEAN to work are part of a set-up process prior to implementation. Once this enabling environment is established, the next steps are as follows:

Action steps	Additional information
<p>Request the TEACH CLEAN package from the Soapbox Collaborative and have it available for use:</p>	<p>Complete the User Request Form or contact teachclean@soapboxcollaborative.org to request the package. The TEACH CLEAN package is a FREE resource. The limited request for information is solely for the purposes of tracking the package’s reach and keeping users up to date with future developments. No information provided will be shared with third parties. Once you complete the User Request Form, you will be sent a link to download the package.</p>
<p>Write your action plan for implementing the TEACH CLEAN package now in your facility or region:</p>	<p>The materials required for the Training Modules (Clean Boxes) should be sourced locally so that items are familiar and practice can be easily replicated in every-day manner. You will have to consider the costs associated with this, albeit this is a low-cost package that can be readily adapted locally. The set-up and scope of the training will vary according primarily to the number of cleaning staff to be trained from each facility, but our experience suggests that 10-12 participants is the maximum to enable the participatory approach to operate optimally. For this number, we would expect at least two trainers. The suggested optimal timetables for delivering the Training of the Trainers Workshops and the Training of Cleaning Staff Workshops are three and two days respectively. However, the package offers several workshop formats so that factors such as staff availability, resources and training facilitator availability can be accommodated.</p>
<p>Collaborate with key stakeholders on TEACH CLEAN package use at scale:</p>	<p>Depending on the context, in the long-term the aim should be to embed TEACH CLEAN in IPC or other training programmes, such as on water, sanitation and hygiene, and quality improvement. Scale-up beyond single facilities will require liaison with local, regional and national programme coordinators.</p>
<p>Disseminate your experience</p>	<p>As a user of TEACH CLEAN, you can also be an advocate for cleaner health care facilities, and promoting TEACH CLEAN to others. Use our Advocacy and Communications Resource Pack to help you in this regard.</p>

Thank you for also being an advocate for cleaner health care facilities by promoting TEACH CLEAN to others. These FAQs are a component of our TEACH CLEAN Advocacy & Communication & Resource Pack, use our digital form to access the resource pack, or to express interest in the full TEACH CLEAN Package.

The consequences of not adopting TEACH CLEAN are unthinkable, patients and staff need to be informed and protected now so that health care settings can be safer.