

Accrediting Schools

In 2009 the PRRINN-MNCH programme undertook the assessment of Health Training Institutions in the three Northern Nigeria States it was supporting. The findings revealed that except for two Schools, none had full accreditation and one had its accreditation withdrawn due to failure to meet even the basic minimum requirements. Very serious gaps were also found in their physical infrastructure, availability of teaching and learning materials, intake and output of students, educational processes and administrative arrangements.

Following these findings the PRRINN-MNCH programme provided initial assistance by building the capacities of the tutors in critical maternal and neonatal care and provided modern teaching aids including training on their usage. In 2011, it was decided to develop costed accreditation plans which consisted of three phases:

phase one involved holding consultative meetings with School Managers and Proprietors, Ministries, Hospital Boards, Primary Health Agencies, the Regulatory Councils/Boards and officials

phase two involved a planning meeting with stakeholders followed by costing of the accreditation plan

phase three validated the costing of the accreditation sessions.

All educational programmes responsible for training nurses, midwives and community health workers should fulfill five core standards for accreditation in the following areas: Curricula; Faculty and staff; Facilities, Equipment, Supplies and Other Resources; Fiscal and Administrative Capacity; and Student Success with Respect to Mission-outcomes.

These standards and criteria were used to develop a structured tool that was completed for each School. Consultative meetings with key stakeholders and a situation analysis of each school were all undertaken during the first phase of this assignment. The outputs of phase one activities revealed a gap in terms of health training institutions' ability to meet the minimum requirements for accreditation by their regulatory bodies and the resources available to them.

During phase two all stakeholders (inclusive of the heads of the schools and key politicians) were invited to discuss the findings of the first phase of the assignment, agree on the key accreditation issues and cost the minimal requirements of the health training institutions. During this phase of the assignment, responsible persons for each gap identified were agreed as well as the timeline for implementation of the activities.

Following this the accreditation plan was costed and validated in phase three. Each school now has a costed accreditation plan.

In 2012, the costed accreditation plan needs to be accommodated in state plans and budgets in 2012 and beyond and the programme needs to track budget performance to ensure that the money is released to enable the schools to reach the standards necessary for accreditation.