

### Introduction

Between 2006 and 2012, Atlantic Philanthropies (AP) invested 32.8 million USD to strengthen the nursing sector in South Africa. Of the nineteen projects that were funded, five were identified and selected by Atlantic to be documented as case studies.

The following case studies were selected:

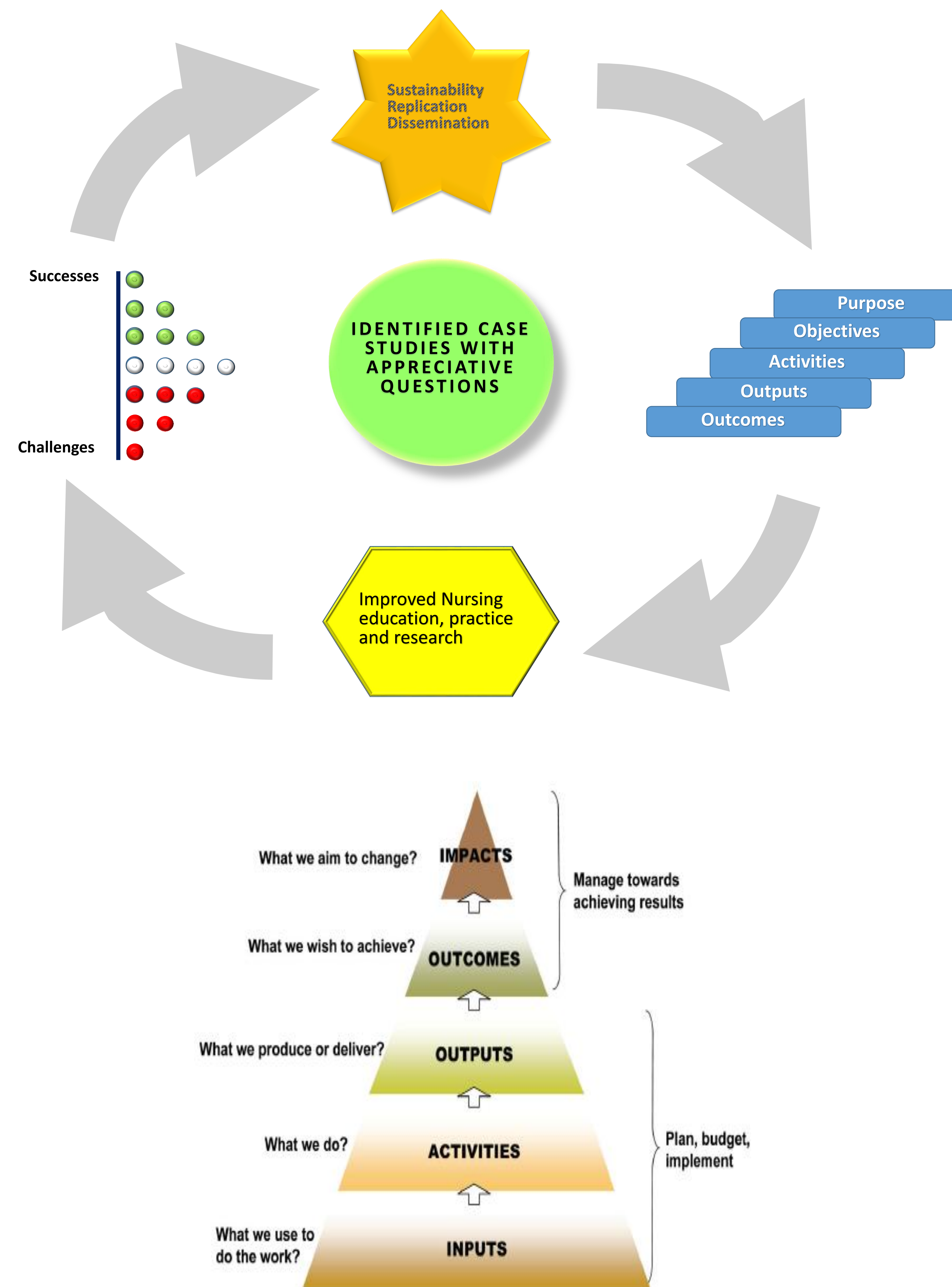
- Partnership between a community- based care facility and a university nursing school
- Establishing a 4 – year primary health care undergraduate nursing programme
- A preceptorship training model
- Simulation as a method of training in nursing schools
- Collaboration and skills transfer between a previously disadvantaged and an advantaged nursing institution.

### Aim

The main aim with the case studies was to analyse and document best practice and lessons learned from these outstanding projects, so that they can be replicated nationally and even regionally, impacting positively on the healthcare of communities and strengthening nursing education, practice and research.

### Methods

All 5 the sites engaged into an appreciative enquiry into “how the funding from Atlantic contributed towards improving the nursing sector in South Africa?”, with affirmative questions set to guide each enquiry. The logic framework was followed as the theory of change in all the projects. Mixed method approaches were used for data collection and analysis. Data sources included document release, interviews and observation.



### Key Outcomes and successes

**The following outcomes and successes were across all 5 projects:**

#### Intended outcomes

- An accredited 4 –year nursing degree programme focusing on primary health and community – based care
- Increased capacity among lecturers, with an increase of an average 17% across the 5 universities in Masters prepared lecturers and 13% in doctorally prepared lecturers.
- A formal training programme in preceptorship
- An increase in research publication across the universities

#### Intended outcomes contd.

- Fully-equipped and functioning simulation laboratories at three of the universities

#### Unintended outcomes

- Training of trainers
- Formal programmes in simulation and preceptorship
- Social upliftment of communities through small businesses around the clinic and student facilities
- Enhance use of technology
- Lessons using powerpoint
- Internet literature searches
- College management systems

#### Lessons learned

- Sustainability should be planned at project inception
- A dedicated project team, including the Project Manager and ME Specialist are critical to project success
- Buy-in from institutional management ensures sustainability beyond the project life cycle
- Sufficient time should be spent on planning for successful implementation

#### Acknowledgements

- Atlantic Philanthropies for the generous funding
- Management, Project teams and staff from the five universities
- Communities who were beneficiaries and stakeholders of the projects

#### References

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