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## Executive Summary

The project “SafeMa” Education Hubs for Excellence in Midwifery aims to advance Partner HEI’s capacities in midwifery, by fulfilling the existing gaps that have been addresses in D.1.1 SafeMa Guide of Best Practices: academic and research excellence in midwifery, as well as in D.1.2 Gap analysis report. The project promotes the development of SafeMa Hubs in Asian countries, under the technical support of the European partners to generate and spread excellence in midwifery and research.

Through the establishment of SafeMa Hubs in the participating Asian Universities will be fostered and encouraged the systematic impact of the project. Acting as “policy entrepreneur” SafeMa Hubs will spread midwifery skills and ideas, through their interaction with academia, international organisations, policymakers, and society.

SafeMa Hubs will be used for the development, sharing and transfer of knowledge with regards to midwifery. They will serve as models of teaching, research, pedagogic and career guidance resource centers, contributing to overcome the challenges that midwives are facing, such as low salaries, low status, and a lack of support as well as the gender biases.

This report describes the characteristics, elements, and principles of SafeMa hubs introducing their actions, nature, and operation, by focusing on the forthcoming issues:

- Principles
- Courses
- Research
- Career guidance
- Synergies
- Impact

## 1. Introduction

Poor clinical skills and lack of competencies among qualified midwives is quite common in low- and middle-income countries<sup>1</sup>. There is a gap between the demand from the society on midwifery services and the capacities of midwives in Asian countries such as Vietnam and Cambodia. While research awareness is very important for health sciences, a great lack of scientific evidence in nurses and midwives field worldwide has been addressed and it is not an exceptional issue in Asian countries<sup>2</sup>.

The improvement of midwifery services' quality will increase women's access to midwifery services and consequently, reducing maternal and newborn mortality. The necessary practical competencies are required to deliver quality maternal and neonatal care. Upon this ground a project—such as SafeMa— that includes developing intensives, sustainable collaborations between education program, practice settings and government systems for supporting midwifery education becomes extremely important for women in Asian Countries.

### 1.1. Main Aim

Under the technical support of European partners, a network of SafeMa project will be established to improve Asian partner HEIs' capacities and consequently, to generate and spread excellence in midwifery education and research in Vietnam and Cambodia.

The aim of this project is to create professional courses in Advanced Midwifery Practice in Asian countries. The project focuses on providing advanced courses and guidance in developing research skills necessary to develop innovative new data-driven techniques. European HEIs will have a critical role in providing advanced training courses for midwives. SafeMa Hubs for excellence in midwifery will be established in the participating Asian universities to develop, share,

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<sup>1</sup> Yigzaw, T., Carr, C., Stekelenburg, J., van Roosmalen, J., Gibson, H., Gelagay, M. and Admassu, A. (2016). Using task analysis to generate evidence for strengthening midwifery education, practice, and regulation in Ethiopia. *International Journal of Women's Health*, p.181

<sup>2</sup> Bressan V, Bagnasco A, Bianchi M, Rossi S, Moschetti F, Barisone M, Pellegrini R, Aleo G, Timmins F, Sasso L. (2017). Barriers to research awareness among nurses in Italy. *J Nurs Manag.* 25(4):243-245

and transfer knowledge around midwifery along with their contribution to overcome challenges faced by midwives.

## 1.2. Objectives

The project aims to transfer best international practices to address local needs; to promote clinical skills and research potential; and foster awareness-raising, network-building, and fundraising in order to develop lasting synergies and assure the sustainability of the project.

### 1.2.1 *The scope of this deliverable*

Under SafeMa the development of a hub in each Partner University represents the main component of the project. The hubs will offer facilities for knowledge sharing and transfer, research and skills development, intra-and extra- university partnership building, career guidance, awareness-raising planning and events and expert workshops. The hubs will be used by academic staff, researchers, and students. This report represents a guideline for the development of midwifery hubs in each Partner University in Vietnam and Cambodia.

SafeMa Hubs could be expanded to other universities which would be concerned in this issue. Throughout the development and the implementation of the Hubs, it is encouraged to introduce them to other health universities in Vietnam and Cambodia.

## 2. SafeMa Hubs for Excellence

### 2.1. Definition of SafeMa hubs

The SafeMa Hubs represent the development centers of midwifery. They will support midwiferies, both students and professionals that are currently practicing in hospitals or community health stations. The spirit of the hubs is focusing on evidence-based practice and research. It will advance the clinical skills necessary for quality midwifery education and services. Through the interaction between the academic field, health organization, policy makers and other national/international organization, the hubs will spread ideas, knowledge, skills to these stakeholders.

## 2.2. Mission of the Hub

The hubs will serve as model of teaching, research, pedagogic and career guidance resource centers in midwifery in order to provide advanced knowledge and skills to students and midwives. Later on, these students and certified midwives will meet expectations of midwifery services, as well as facing the current challenges, improving women's health at both local and regional level.

For this mission, the hubs will provide series of training courses for midwives according to a training curriculum that developed under the consortium of SafeMa project. The hubs will share the best practices, by identifying and address the gaps in midwives' sector. Selected midwives working at hospitals, community health stations will be invited to attend the developed courses and then, they will spread out to other midwives in their agency and network.

## 2.3. Vision of the Hub

SafeMa Hubs will develop the best-educated midwives in the Asian countries, producing innovative research within the field of midwifery. Becoming a hub of excellence in midwifery, will advance capacity of midwives at regional/national level, fostering, and encouraging the development of knowledge in midwifery sector. The hubs will focus on evidence-based practices and research and on continuously advancing the clinical skills necessary for quality midwifery education and service in the specific community/ local/regional/national settings.

## 2.4. Goals

SafeMa Hubs will be centers for transferring advance knowledge and skills based on the needs of midwifery practice. There will be interactions among midwiferies and related stakeholders via doing advance courses and conducting research. The main goal is to operate as centers of knowledge in midwifery field to ameliorate women's access to midwifery services and as a result to reduce the maternal and newborn mortality.

# 3. Strategy for developing a Hub

## 3.1. SafeMa Hubs as an innovative institution

The development of a SafeMa Hub requires three important elements:

**Expertise:** Enhance professionals' expertise by training the teachers through innovative teaching methods and via inventive techniques in their professional field. It will also focus on building strong research networks and attracting health staffs / midwives at local / regional level, especially at remotes areas.

**Diversity:** The hub should not only include teachers at each partner university, but also staff outside universities, such as midwives or medical doctors who work in nursing, obstetrics, and gynecology field. It also be advised that each hub should work closely with local hospitals and researchers in the same field. To achieve hub's effectiveness and sustainability the hubs will develop contact with social associations such as national midwives, women union, committee members etc.

**Interaction /collaboration:** It requires interaction among teachers, midwives, women, men and any other stakeholder. This point needs to be done to make sure that the hub will provide training based on the needs of the market and can receive feedback for improvement. It is also suggested that hubs within a country or two countries should work cooperatively to improve their development, build lasting synergies, fostering their effectiveness and sustainability.

By creating a new network or updating the current midwifery networking within a country, the professional and academic fields will be improved, by developing groundbreaking approaches in the midwifery field. They should work together since the beginning of process of creating hubs, by sharing experience in hub setting, identifying demands of society or gaps in the midwife education. SafeMa hubs will provide the developing curriculum and its contents, training methodology, and recruiting methods for participants/students. Later, they may do join-research within a network. Therefore, it will help to identify best practices, build synergies and develop the capacities among midwives, enhancing the midwifery services.

### 1.1 Structure of the Hubs / Human resources of the hubs

**Leader:** A person who proactively will find and nurture connections across the country and the specific region. She/he may be the rector of the the university or the dean of a professional department. She/he must be willing to support and contribute his/her time and capacity for hub's development.

**Leadership/ Key executive on board:** It should be a multidisciplinary leadership team characterized with strong expertise in management and research interests in midwifery, enhancing the quality of hub services and advertising it. They may come from several departments within the HEIs or its partner, such as experts in midwifery field, experts in scientific research, persons from quality assurance department and training department, the dean of a hospital, a leader from family planning department and so on. Each one will be assigned a role in the hub but all together, they will contribute for leading the development of the hub.

**Steering committee:** Steering Committee will provide the strategic direction of the hub, as well as support hub's leader, by providing advice and input, identifying potential risks as well as monitoring them. The Steering committee should include the Dean, the Management board, people working in training department and quality assurance and a leader from midwifery/nursing department. The main objective of the Steering Committees was to govern and provide oversight to the hub network and activities. It is expected steering committees will create synergies among the hub networks in Asian countries and have a further connection with European countries.

**Members of the SafeMa Hubs:** The hub will be developed with the main support of the relevant departments, such as nursing department or department of obstetrics and gynecology in each university. However, they should be opened to all Universities' departments, encouraging an interdisciplinary approach. They will support midwifery at the local and regional levels, partnering with hospitals and health centers, sharing a particular emphasis to the remote rural areas. They will be strengthened by the creation of twinning opportunities with other national and international service-providers, institutions and organizations. Background of member should be a teacher, student, trainees, technical staff, librarians and an administrative staff. Others such as members of the consortium, university leadership, researchers, health services, national and international organizations, NGOs, possible funders, policy makers, press and media, youth, women and community organizations, student unions and society should be invited to join the hub.

### 3.2. Task design

**Training:** As mentioned in earlier parts of this report, the hub will provide series of training courses for midwives' students, and professional midwives, who are currently working in hospitals or community health centers. Nursing students may also involve in selected courses. It is recommended that participants should take part in all eight modules to advance their knowledge and skill.

**Research and education:** One of the most important facets of the hub is the conducting of research. The SafeMa Research Cluster will be part of the SafeMa Hubs, encouraging a network form of research organizations with focus on international engaged research. In return, results of these researches will be applied for training and practicing in the midwifery field. Preparing for long term training and capacity building strategy for members of the hub, it is advised that leaders and members of each hub should find out opportunities for staffs exchange and doing courses, regarding to education and conducting research.

**Dissemination:** An internal and external dissemination plan for the hub and its service should be considered for the project. It is proposed that means of dissemination should be varied where it is possible, such as local press and media, Facebook, leaflets, letters, conferences and seminars. It should reach to policy makers, managers, target participants.

### 3.3. Activities of inside the Hubs

Following is main activities of Hubs

- **Advertising the hub and its function**

- Objectives

The overall objective of this activity focuses on improving the visibility of Hub's activities. The advertising/dissemination is designed to help the hubs and its members to communicate effectively both internally and externally and meet the goal of the hub.

- *Focus*

We plan to advertise topics/contents which can effectively engage hub's members with all stakeholders in the network, demonstrate success of hub's work and results from all over of the

project; dissemination can ensure all the target audience understand the project and change behavior and perceptions in the audients.

An overview of the hub's strategy and the role of the hub in capacity building, providing quality services, scientific evidence should be well-informed to HEI's stakeholder.

Contents will focus on introduction of hubs such as goals, strategies, activities, and its results. We may ask participants to provide feedback of courses and how they apply gained knowledge and skills in their practice. They also are encouraged to state about how useful of courses if possible.

- *Cooperation*

The targets were suggested by HEIs such as Midwives Council, Association of Midwives, Human Resource Department, Hospital Services Department in Cambodia; And Vietnam midwifery association, National Hospital of Obstetrics and Gynecology, local Hospitals of Obstetrics and Gynecology, Ministry of Health in Vietnam UNICEF, WHO. This focus is also expected to enhance visibility of the partnership at national and international level.

- Means

Website: All courses should be uploaded in SafeMa as well as Asian HEIs website. Activities and products of the hubs should be visible in the webpage

Conferences or papers whenever it is possible: Information about the hubs should be shared and updated to stakeholders

Social media: The dissemination of the hubs will be also implemented by using social media to advertise Hub's courses, prompting staffs of the hubs to participate in professional events at national and international level, developing regional training brochures.

We may provide photos about hub's activities, messages on active and effective of the training or how it influence their daily practice. These photos can be showed in webpage, conference, papers, social media.

We may provide short articles about the hub, its activities, networking, future plan, achievement or benefit of joining hub's activities.

- **Participants**

Target participants of the SafeMa hub are midwives who are currently practice at hospitals or community health stations. It is also considered midwives / nurses who are just graduation from a medical university or medical college.

It is recommended that participants attend the full SafeMa course, which include eight modules. However, it is an acceptance that they may choose to attend several modules within the curriculum. In this case, they will receive a certificate of attendance for relevant modules, not fully certification.

- **Training curriculum**

A training curriculum was developed according to the a human rights-based approach. According to the European educational system, an academic year is defined by 60 ECTS. 1½ ECTS is equivalent of one-week of full-time study. A semester constitutes 30 ECTS. Thus -since each semester consists of four 4-week modules and 2 months of internship- each module in the SafeMa postgraduate course shall constitute 5 ECTS, and 2 months of facilitated internship shall constitute 10 ECTS (Duration of internship also is different among university, for example TUMP may organize 2 internships and last 2 weeks per each one, the first internship will be conducted after the first 4 modules and the second one will be held after completing module 5 to 8; In NDUN, there is one internship which will be held after the first four modules and lasted for 8 weeks; HMU held one internship and lasts for 6 weeks). Asian countries may convert number of ECTS to Credit hours instead. It is converted as follow: One credit hour equals 15 contact hours; one credit classroom practice equals 30 contact hours; and one clinical practice equals to 45 contact hours.

There are several tools to apply in SafeMa courses such as Moocs (introduction to philosophical approach, topics, objectives, and activities.in order to facilitate a course); Lectures; Preparation; group work; study days; assignments; exams or tests; facilities.

Herewith the list of eight modules: (1) Advanced clinical skills in midwifery – promoting normal labor; (2) Advanced clinical skills in midwifery II – Fetal monitoring and patient safety; (3) Advanced clinical skills in midwifery III – Obstetric emergencies; (4) Post-partum health promotion

within midwifery; (5) Methods in health research; (6) Clinical preceptorship; (7) Human rights; (8) Evidence based midwifery.

- **The training material**

The training material have been developed according to the contents of eight modules. The training material will cover all specific learning objectives that respond to identified skills shortages.

The materials will be available in native language by each HEI and will fully respect the Intensive Care Medicine Global Standards for Midwifery Education. They will be developed based on knowledge transfer using of the finest academic resources in midwifery research and teaching as well as material from international organisations and agencies working on the ground (WHO, UNFPA, UNICEF, ICM, FIGO, IPA, etc.) for the preparation of the course material.

- **Evaluation and assessment tools**

The evaluation and assessment have been developed in order to cover the knowledge and skills that provided within the hubs. They should be a multiple choice questions or checklists or both of them. Tools for self-assessment should be encouraged to be developed, which would help participants can assess themself while they are practising.

- **Providing training services**

Experts and invited lecturers will be facilitated SafeMa courses as a shedule of each hub. Participants may choose some of courses or they may participate in all eight modules or selected module(s). The main goal of these courses is to fulfill a gap bewtween capacity of participants and requirements of their work. Contents, training material and methodology will contribute to increasase knowledge and practices of pariticipants in midwifery field. Educate remote population on up-to-date practices and available services. Building the evidence and knowledge base for youth reproductive health programming.

- **Quality assurance and accreditation**

The quality assurance and evaluation /revision of the hubs is the responsibility of the Managing Board and an expert form quality assuarance field. All activities of the hub need to get

approval for quality assurance. Especially, the main focus is the quality of each courses and participant's assessment.

- **Providing certification**

All the modules have been accredited at an institutional level. Participants that will attend all the 8 modules will acquire a Diploma, while participants that will cover the 4 modules will receive a Certification. Participants that have attended separate the modules will receive a certification of attendance.

- **Conducting research**

Doing research is one of the important task of the Asian SafeMa Hubs. It will provide scientific evidence in midwifery field. These evidences may contribute to improve quality of midwifery services in the market or evidence. It is expected that join-research should be conducted among participants in a hub network or invited stakeholders will also participate in a research.

## 4. Principles of courses of SafeMa Hubs

### 4.1. A human rights-based approach

A human rights-based approach is applied as a general principle of the SafeMa courses.

A human rights-based approach is defined by UNICEF as “a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress”<sup>3</sup>.

According to the London and Leslie, written in a paper called “What Is a Human-Rights Based Approach to Health and Does It Matter” mentioned that Human rights approach to health is to address growing global health inequalities. Three aspects of the nature of health as a right are

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<sup>3</sup> United nations sustainable development group. **Principle One: Human Rights-Based Approach.**<https://unsdg.un.org/2030-agenda/universal-values/human-rights-based-approach#:~:text=Universal%20Values,-Principle%20One%3A%20Human&text=The%20human%20rights%2Dbased%20approach,promoting%20and%20protecting%20human%20rights.>

mentioned in the paper to sharpening a human rights approach to health, including: the indivisibility of civil and political rights, and social-economic rights; active agency by those vulnerable to human rights violations; and the powerful normative role of human rights in establishing accountability for protections and freedoms <sup>4</sup>.

The above-mentioned approach supports and encourages the sustainable development. WHO recommended that development on human rights represents an essential component of quality care that could prevent and eliminate disrespect during childbirth and educational program<sup>5</sup>. This statement is applied for intrapartum care and create a positive childbirth experience and represents a significant approach for woman-centered care.

According to the United Nations, core elements of a human rights-based approach are goal, process and outcome. The participants of the SafeMa courses need to achieve knowledge of the importance of respect for human rights and learn about advocacy for women, so that the woman's health care choices are respected.

Participants should learn and develop a well understanding around the human-right approach and must be obligated to ensure that they practice with respect without interfere directly, or indirectly, as well as protect the client from the risk of obstetric violence.

#### 4.2. A holistic approach

A holistic approach is also considered to apply in facilitating the SafeMa courses to optimize the experience of labor and childbirth for women and their babies via a holistic approach.

According to Dubravko Huljev and Tatjana Pandak, Holistic medicine means consideration of the overall aspect of a person such as physically, psychologically, socially, and spiritually, in the management and prevention of disease. All of these aspects are important equally. Practitioners

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<sup>4</sup> London, Leslie. **What Is a Human-Rights Based Approach to Health and Does It Matter?** Health and human rights. Volume 10, page 65-80, 2008.

<sup>5</sup> WHO. **The prevention and elimination of disrespect and abuse during facility-based childbirth.** 2015

should respect the holistic approach to patients and attempt to practice regularly. It seems that patients feel more satisfied if a doctor takes a holistic approach <sup>6</sup>.

A holistic approach requires a social model of childbirth. In Work Package 2, authors applied the holistic approach to develop SafeMa's courses. The holistic approach was applied in the development of SafeMa's courses because it covers all of aspect of a person such as physically, psychologically, socially, and spiritually. As it maximize personal value so it can be easily to accepted by both health staffs and patients.

SafeMa's course includes 8 modules (1) Advanced clinical skills in midwifery – promoting normal labor; (2) Advanced clinical skills in midwifery II – Fetal monitoring and patient safety; (3) Advanced clinical skills in midwifery III – Obstetric emergencies; (4) Post-partum health promotion within midwifery; (5) Methods in health research; (6) Clinical preceptorship; (7) Human rights; (8) Evidence based midwifery.

In the first step of gap analysis to develop these courses, we present the represented the holistic approach to midwifery and therefore it was adapted as guidance of the SafeMa philosophy. While developing modules, the integrating the holistic midwifery approach to build up competencies for midwifery. For example, in the module of Post-partum health promotion within midwifery, the holistic midwifery approach was integrated to supporting the family as a unit within a community setting.

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<sup>6</sup> Dubravko Huljev, Tatjana Pandak. Holistic and team approach in health care. *Signa vitae* 2016; 11(suppl 2): 66-69

## 5. Research

An evidence-based practice approach is considered to be a requirement for excellence in quality health care. An evidence-based practice requires a process where knowledge of the best research evidence, clinical expertise and the patient's value and circumstances are integrated into decision making for the care of individual patients in practice.

- Strengthening research awareness and providing it as one of modules of the SafeMa courses will support all elements of evidence-based practice and the midwifery profession inside hubs. It is expected that implementing research in midwifery field will be strengthened in each hub and join-research will also be done by collaborating among hubs. There are four main ways to strengthen basic or advance research in a hub.
  - To create support for basic or advanced research and at the same time to build up research capacity.
  - To connect researchers within the midwifery fields and geographical locations, including support for multidisciplinary or interdisciplinary research.
  - To connect and share with the science research networks with all of a chance that may have.
  - To support for a priority research with a reasonable funds.
- Clinical expertise of health staffs such as medical doctors, nurses and midwives would be a great contribution in providing evidence for practice. It is encouraged to have a deeper understanding and experiencing on clinical practice and applied this expertise in providing services for patients.

Patient's values which are defined as women's unique preferences, concerns, and expectations within a clinical encounter as well as her circumstances also be one of very important element for evidence-based practice. In a series of SafeMa courses, this issue should be noted to all participants and encourage them consider patients' unique preferences, while they are practicing and finding out lesson learned or experience within midwifery field. All together the forthcoming three elements *research evidence*, *practitioner's clinical expertise* and the *patient's unique values* should be integrated into decision making for the care of patients and should be reminded during SafeMa courses.

To expand the sustainability of the project and in order to ensure the feasibility of SafeMa hubs, emphasis and support will be given to the hubs that evidence should be published and advocacy in health care setting and society. It may be published via a scientific journal, media, guidelines, or related documents.

## 6. Career Guidance

According to the Organization for Economic Co-operation and Development (OECD), career guidance is defined as “the services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers”<sup>7</sup>.

Following the International Labor Office (ILO), career guidance activities can be categorized into five specialties: career information, career education, career counseling, employment counseling and job placement. In SafeMa hubs, career guidance will be provided in order to guide and encourage graduate midwives and midwife students to study and work in the health systems and meet their goals. The career guidance will share an important role in the enhancement of current-graduates and future midwives professional future and carrier.

### 6.1. Career information

The SafeMa hubs should provide the necessary carrier information to the participants. For example, requirement skills for enrollment in the SafeMa course, career paths, learning opportunities, labor market trends and job opportunities after graduation will be available in Asian Hubs. Each hub may create a chance for participants to explore the modules inside via accessing to a SafeMa module’s MOOC, before they decide to enroll SafeMa courses.

It is noted that hubs should pay attention to outreach in rural areas to ensure equal opportunities to participate in the SafeMa course, regardless the place of living and ethnicity. These activities aim to support people that face any discrimination against their gender, ethnicity, class, religion or physical disability encouraging their access to SafeMa hubs. It is also aware that,

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<sup>7</sup> Organization for economic co-operation and development. Career Guidance and Public Policy – Bring the gap -

some places may get limited internet access so multiple ways of dissemination should be considered in these areas.

### 6.2. Career education

The SafeMa hubs will offer services through the professional support of a guidance counselor. Participants will be able to obtain counseling sessions, during the courses in order to understand their motives, their values and how they might contribute to society. A counselor may provide them with guidance on labor market, lifelong learning skills, and professional opportunities.

A counselor should notice on issues that participant must deal with such as challenges, ethnic minorities, mountainous/rural areas, stigmatization, unequal opportunities, and difficulties in participating in the SafeMa courses due to living in a mountainous/rural area, transportation difficulties, access to the internet, limited English proficiency etc.

### 6.3. Career counseling

The SafeMa hubs should offer services to help participants clarify their career aspirations, understand their own professional identity in order to make wise professional decisions. Through the career counseling the participants will be able to manage career transitions and the challenges that might occur in their professional career.

### 6.4. Employment counseling

The SafeMa hub should offer services to advice participants clarify their immediate employment goals, understand their capabilities and their interests, facilitate their access to the labor market, providing information regarding further skill-training opportunities, as well as learn the skills needed to look for an employment such as CV or resumé writing, interview skills.

### 6.5. Job placement

The SafeMa hubs should provide services arranging for or referring people to job vacancies with special focus on equal opportunity for ethnic minorities and participants living in mountainous/rural areas.

## 7. Synergies Building

SafeMa Hubs will connect with UNFPA and other projects that related to the empowerment of midwifery. In the way of development, SafeMa Hubs will synergy with these agencies to develop their network and strengthen their capacity. The hubs also work closely with other stakeholders such as local, regional, and national bodies to not strengthen themselves as well as discover fundraising for their future development.

Synergy is defined as the interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects. The SafeMa project creates a great opportunity to build up synergies in midwifery field.

Each partner in Asian countries will co-operate with other agencies within their own country at local, regional and international level. They may share experience, get support in term of Hub's development or fundraising to ensure the hubs will continue to operate after project's compilation. Key activities should be included such as workshop for hub's advertisement, strengthening capacity of hub's members and midwives, creating a midwifery network, service provision for community with the support by members of the hub.

Maintaining a network and co-operate with local agency to serve for the community and in return, the hub may get benefit in term of money, reputation and expanding their network.

## 8. SafeMa Hubs strategies in Partner Countries

SafeMa Hubs strategies are written details in document D1.5, refer as "SafeMa Guide of Best Practices: academic and research excellence in midwifery". In this document, we summary the key points of the strategies that Partner Countries will develop for the operation of SafeMa Hubs

### 8.1. Key points of the strategies in Vietnam partners

- Facilities: Each HEI in Vietnam build up the Hub which is under the management of the University, including the Hub in Ha Noi Medical University, Thai Nguyen University of Medicine and Pharmacy, Nam Dinh University of Nursing. Each hub contains a list of equipment which are served for advance training midwifery and conducting research. Number of official staff working in the Hub are ranged from 10 to 20.

- Research: It is encouraged to conduct scientific research in midwifery field and promote these evidences into practice. The research aims to reduce unmet need for family planning and implement best practices for improving maternal health
- Internships is one of the important issues which HEIs pay attention to organize for learners. The Hubs cooperation with local / national health facilities and secure that learners can attend internships. The duration of the internship lasts from 1 week to 10 weeks, depends on individual university and its hub. It is a good chance for learners to recognize on transferring from theory to practice in a specific clinical setting. Reflective method will be used for learners to reflect what they learnt and how they practice during the internship.
- Approach: Vietnam partners apply several approaches in SafeMa courses such as Human Rights-based Approach, Reflective Practice Learning and other methods which are relevant to each module/section.
- Credit Points of Vietnam's Education System: The Credit hours are categorized into three types such as theory, classroom practice, and clinical practice. There are 15 hours (1 week) per credit for theory, 30 hours (2 week) per credit for classroom practice, and 45 hours (2 weeks) per credit for clinical practice
- Modules: There are eight modules and learners may choose relevant module(s) for their study. The module specifications is described in detail and approval by a scientific committee of a university before implementation.
  - Module 1 Advanced clinical skills in midwifery – promoting normal labor
  - Module 2 Advanced clinical skills in midwifery II – Fetal monitoring and patient safety
  - Module 3 Advanced clinical skills in midwifery III – Obstetric emergencies
  - Module 4 Post-partum health promotion within midwifery
  - Module 5 Methods in health research
  - Module 6 Clinical preceptorship
  - Module 7 Human rights
  - Module 8 Evidence based midwifery

## 8.2. Key points of the strategies in Cambodia partners

- Facilities: Each HEI in Cambodia build up the Hub which is under the management of the University, including the Hub in University of Health Sciences and International University. Each hub contains a list of equipment which are served for advance training midwifery and conducting research. Number of official staff working in the Hub are ranged from 5 to 10.
- Research: It is encouraged to conduct scientific research in midwifery field and promote these evidences into practice.
- Internships is one of the important issues which HEIs pay attention to organize for learners. The Hubs cooperation with local / national health facilities and secure that learners can attend internship. Duration of the internship lasts from 2 weeks to 2 months, depends on individual university and its hub. It is a good chance for learners to recognize on transferring from theory to practice in a specific clinical setting. Reflective method is used for learners to reflect what they learnt and how they practice during the internship.
- Approach: Vietnam partners apply several approaches in SafeMa courses such as Human Rights-based Approach, Reflective Practice Learning and other methods which are relevant to each module/section.
- Credit Points of Cambodia's Education System: The Credit hours are categorized into three types such as theory, classroom practice, and clinical practice. There are 15 hours per credit for theory, 30 hours per credit for classroom practice, and 45 hours per credit for clinical practice
- Modules: There are eight modules and learners may choose relevant module(s) for their study. The module specifications is described in detail and approval by a scientific committee of a university before implementation.
  - Module 1 Advanced clinical skills in midwifery – promoting normal labor
  - Module 2 Advanced clinical skills in midwifery II – Fetal monitoring and patient safety
  - Module 3 Advanced clinical skills in midwifery III – Obstetric emergencies
  - Module 4 Post-partum health promotion within midwifery
  - Module 5 Methods in health research
  - Module 6 Clinical preceptorship
  - Module 7 Human rights

- Module 8 Evidence based midwifery

## 9. SafeMa Hubs Impact

SafeMa hubs will be established to fulfill the existing gaps between society's demands on midwifery services and the capacities, knowledge, and technologies of midwives. Potential stakeholders and target groups are covering a wide range of fields and sectors. It is expected that SafeMa hub will create a short and long-term impact on these stakeholders and groups in different aspects.

### 9.1. Leaders, faculty and administrative staff, researchers and students in SafeMa hubs

**People:** Students (future, current, graduates) academics, faculty/ administrative/ professional staff, researchers, professionals and experts in midwifery sector (doctors, nurses, administrative staff etc)

**Organizations:** other Universities in each country, research centers, non-profit organizations and development organizations in midwifery sector, hospitals (which are included in the proposal), associations of professionals in midwifery sector.

**Policy Makers:** policy makers in national level, local/regional/national authorities, Ministries (Education, Health), Chambers etc.

Impact of SafeMa hubs in respective of these groups are varied. In general, it should list as bellow:

For individual, such as students, doctors, nurses, administrative staff, (1) it will be a good chance to improve their personal expertise, as its consequence they will provide better services for their clients and their reputation should be well-recognized and increased in community; (2) Participating in join-research of among hubs would be a good chance to increase their capacity in doing scientific research; (3) Joining the hub, their network will be expanded so it may help to find chances to enhance their capacity, find out projects or opportunities of co-operating with new groups.

For organization, such as universities, research centers, hospital, others which are related to midwifery sector, SafeMa Cluster will be a chance to contribute to fulfill organization's mission; Improve their expertise and reputation in nation and may be known in the field of midwifery at regional and international level and as its consequence, chances of network expanding, and fundraisings may come up with the organization.

For policy makers, evidence of training, research, outcomes of hubs should be used to issue policies, strategies and solutions in local, regional and national level. The expand of a well-established network of rural and urban health facilities along with healthcare professionals that will be trained in both hard (technical) and soft (communication and compassionate) skills, will encourage the policy reformation in Vietnam and Cambodia.

Following issues should be considered to maximize impact of SafeMa hubs:

✓ **Target specific needs**

Normally, the hub must identify needs of each group and target their specific needs directly. Each stakeholder will have their own needs. For example, in Asian partners, Cambodia and Vietnam need to improve their knowledge and skills to improve quality of health care and raise the county's reputation. The policy makers need to have evidence of the existing gaps between society's demands on midwifery services and the capacities and technologies of midwives to issue a strategy for filling the gaps.

✓ **Foster excellence**

Each hub must promote the growth or development of its members or the hub itself or in other words, we need to foster excellence of Leaders, faculty and administrative staff, researchers and students in SafeMa hubs. Herewith several tips to foster excellence the hubs.

- Pay attention to members of SafeMa hubs, who contribute to complete hub's mission through their capacity and expertise. The success of the hubs will be determined by the team's ability. The leader should recognize and appreciate the role of members in the achievement of SafeMa Hubs outcomes.

- Listen to members of the hub and find out which are their needs and concerns, thoughts and ideas. It would be helpful if the SafeMa Hub leader can use the members to create profit for the hub.
  - Follow a standard of a hub: “People will follow what you do, not what you say”. Every person that applies to participate in the SafeMa Hubs must have a standard which may follow advices of WHO or an expertise agency.
  - Include members in decision-making: Encourage SafeMa members (academics, researchers, scientific associates, and administrative staff) to provide evaluate Hubs’ activities, providing their input. The hubs will gain more benefits from its members but need to address their concerns.
- ✓ **Develop expertise**
- Development of midwifery’s expertise is one of the important components of SafeMa Hubs and Research Cluster. Midwifery competence is closely related to confidence, and it is a lifelong learning process. Midwives need to be strong and confident to meet the expectations for their work. Several factors that contribute to the development competence include the ability to practice hands-on skills, confidence, self-efficacy, and a curiosity for learning.
- ✓ **Promote quality midwifery education**
- Within hubs, enhancing quality of training and education will improve their outcome and then impact to their targets such as improve capacity of participants inside hubs: nurses, midwiferies, medical doctors. Strengthening the quality of midwifery education to international standards is a key step to improve quality of care and reducing maternal and newborn mortality and morbidity.
- ✓ **Allow unlimited participation and open access**
- As indicated impact to stakeholders above, hubs should have as much participants as possible. Therefore, all participants who belong to target groups are welcome to join the SafeMa Hubs and the SafeMa Research Cluster’s activities where its relevant. Upon this ground the dissemination has an important role to inform stakeholders. And it is very important to provide the most convenience environment for participants working and contributing in hub’s development.

✓ **Advance research and evidence-based practice**

One task of SafeMa Hubs is conducting science research and it is also encouraged to conduct joint-research within SafeMa Hubs. It is hoped that evidence from these researches will be applied in practice.

In addition, current evidence on midwifery's field from scientific research in the world also need to apply in their daily work. According to the WHO about facilitating evidence-based practice in nursing and midwifery, to enhance utilization of evidence should be divided into three phrases: (1) identifying and accessing the best evidence available in decision-making; (2) using evidence in care decisions; (3) practicing according to the decision made<sup>8</sup>.

✓ **Community engagement, awareness-raising & midwifery advocacy**

In order to advocacy for midwifery and activities of the hub, it is necessary to engage members of the hubs with community. It helps people from community have a better communication with midwifery and understand the role of midwifery in caring their reproductive health and family planning. As it is consequence, after raising awareness we hope they will have better behaviors and use service appropriately. According to USAIDS document in 2013, to promote midwifery and improve their working conditions via influencing policymakers; involving the media; engaging youth; mobilizing the community; And strengthening the capacity of midwives as advocates at the global, national, and local levels. As consequence, it is expected that the position of midwifery may be improved in the society.

✓ **Better midwifery services delivery**

In the process the hubs' development, improvement of midwifery services delivery should be noticed. That makes sure quality of services delivery and then better care for people in communities. Then, reputation of midwives and hubs will be well recognized.

✓ **Quality midwifery education**

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<sup>8</sup> Virpi Jylhä, Ashlee Oikarainen, Marja-Leena Perälä & Arja Holopainen . Facilitating evidence-based practice in nursing and midwifery in the WHO European Region. World Health Organization 2017.

Improving Quality midwifery education is a key point to improve quality of care and reduce maternal and newborn mortality and morbidity. WHO, et al. recommend that organization should follow 7 steps in the action plan in order to improve Quality midwifery education: (1) strengthen leadership and policy; (2) Gather data and evidence; (3) Build public engagement and advocacy; (4) Prepare educational institutions, practice settings and clinical mentors; (5) Strengthen faculty, standards and curricular; (6) Educate students and (7) Monitor, evaluate, review and adjust. To ensure a high quality of midwifery education in each hubs, below process may be applied<sup>9</sup>.

✓ **Policy reforms to support midwifery education and women health rights**

Review and update national policy on midwifery education to support midwifery education and women health rights. This point needs the government's consideration for the development of midwifery field which encourage midwives have a better educated and enhance right of women health care.

✓ **Overcoming the biases and misperceptions midwives face**

There are various of biases and misperceptions that midwives face, covering issues around the level and the type of education they receive or issues regarding the range of services and skills they provide. It is undeniable that midwives do not only focus on pregnancy and birth, but they have expertise and skills in caring for women through pregnancy, birth, and the postpartum period, they also provide care for a range age of women from teenager to old women such as a general health check-up, screenings, vaccinations, well gynecologic care, treatment of sexually transmitted infection etc. One of the impacts that SafeMa Hubs will have at social level is to change the perception or awareness of people about midwives.

✓ **Change of attitudes in maternal, neonatal and reproductive health**

Promoting the Midwifery expertise along with the provision of high-quality services, the SafeMa Hubs will impact to people on the community. Having a better knowledge on maternal, neonatal and reproductive health, people will change their attitudes in these issues in some extend.

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<sup>9</sup> WHO, UNICEF, UNFPA, ICM. Strengthening quality midwifery education for Universal Health Coverage 2030: Framework for action

- ✓ **Creation of lasting synergies with international/national/community officers, academics, researchers, health workers and policy makers**

Officers, academics, researchers, health workers and policy makers inside and outside the hubs interact and exchange to perform their tasks. By working in groups, synergies are created and have a better products/ services which are related to midwifery field. Bringing more midwives and small nursing homes on board and training more midwives so that services can be expanded to more remote and rural areas.

#### 9.2. Southeast Asian, EU and international HEIs, research, non-for profit and development organizations

In this section will be discussed the impact of a larger scale such as Southeast Asian region, EU and international HEIs, research, non-for-profit organization. These organizations can send their staff to study in SafeMa hubs in order to improve the capacity of their staffs regarding their knowledge and practices. As a consequence, quality of service will be improved and then, the reputation of the hubs will be improved and encouraged. These organizations may also have opportunities to collaborate with hubs in conducting research or advancing knowledge and skills for participants in hubs.

#### 9.3. International, national, regional and community actors involved in midwifery services provision and skills development such as WHO, UNICEF, UNFPA

This project is focusing on the establishment of SafeMa Hubs for Vietnam and Cambodia. After their successful delivery, they will work as models for other universities and areas to learn and develop the center of excellence in midwifery. That means, it will contribute to a success of taskforce of reproductive health care and family planning services which recommended and conducted by WHO, UNICEF, UNFPA regard to midwifery field.

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