



Co-funded by the  
Erasmus+ Programme  
of the European Union



Project Title: **Education Hubs for Excellence in Midwifery**

Title of the document: **SafeMa Guide on Fundraising**

Subtitle of the document: **Report**

WP/ Task/ Deliverable: **WP5/Task 5.3/ D.5.4**

Author: **NKUA**





Co-funded by the  
Erasmus+ Programme  
of the European Union



## Project Information

Project acronym: **SafeMa**

Project Title: **Education Hubs for Excellence in Midwifery**

Agreement number: **598946**

EU programme: **Erasmus +**

Project website: **[safema-project.eu](http://safema-project.eu)**

### **Prepare by:**

Name: NKUA

Position: Coordinator

**Approved on behalf of SafeMa Quality Assurance Board**

### **Disclaimer:**

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Table of Contents

|   |    |
|---|----|
| Executive Summary.....  | 4  |
| A. Sustainability.....  | 5  |
| The necessity of sustainable development.....   | 5  |
| The concept of sustainability .....   | 5  |
| Sustainability in HEIs .....  | 6  |
| Midwifery in a social context .....   | 6  |
| Fostering sustainability in HEIs of Vietnam and Cambodia .....  | 7  |
| B. Synergies.....   | 8  |
| What is a synergy? .....  | 8  |
| How are long-lasting synergies built? .....   | 9  |
| An effective synergy is a long-lasting one. Sustainability is an irreplaceable aspect of<br>successful synergies as it ensures beneficial outcomes for today's generations and for<br>future ones. .... | 9  |
| C. Funding .....  | 9  |
| What is funding? .....  | 9  |
| How to raise funds for projects sustainability .....  | 10 |
| Practical Guidelines for project's Sustainability .....   | 11 |
| D. Conclusions.....   | 12 |
| Bibliography .....  | 13 |

## Executive Summary

This deliverable represents a useful guide for Asian Universities in Vietnam and Cambodia, which provides important information regarding the development of synergies with relevant stakeholders (Ministries, midwifery association, NGOs, hospitals etc) in Vietnam and Cambodia, the hunting for further fundraising in order to sustain project's activities (trainings, delivery of courses, research, as well as practices, activities that will ensure and achieve the sustainability of SafeMa Hubs. The SafeMa Fundraising Guide has been based upon the Capacity-Building seminars, which were designed and implemented under Task 2.2 *Academic and administrative staff training*, based on material, ppts, videos, and recommendations provided.

Copyright © SAFEMA Project



This deliverable is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/). The open license applies only to final deliverables. In any other case the deliverables are confidential.

## A. Sustainability

### The necessity of sustainable development

Sexual, reproductive, maternal, newborn and adolescent health (SRMNAH) is an essential component of the 2030 Sustainable Development Goals (SDGs) (<https://sdgs.un.org/>). In this framework, assurance of health living and promotion of well-being for all is a fundamental human right that requires collaborative actions and global cooperation. Various thematic issues are thus brought into the spotlight. The improvement of healthcare field is among the topics covered by SDGs, aiming to end poverty and other deprivations, tackling climate change, improving education, reducing inequality, and spurring economic growth.

Regarding health improvement and as far as SRMNAH is concerned the following goals must be met:

- I. Global maternal mortality ratio should be reduced to less than 70 per 100,000 live births
- II. Preventable deaths of newborns and children under 5 years of age should be eliminated, and all countries must aim to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births
- III. Premature mortality from non-communicable diseases through prevention and treatment should be reduced by one third
- IV. Universal access to sexual and reproductive health-care services must be ensured, including for family planning, information and education, and the integration of reproductive health into national strategies and programs

Sustainability lays at the heart of the global agenda discourse for development and progress. Promoting health through education is a fundamental element towards the very essence of the SDGs. Encouraging midwifery in Higher Educational Institutes (HEIs) in Asian facilitates positive birth experiences, safe and effective pre- and peri-natal services, improves health outcomes and favors inclusive and equitable growth all of which contribute to having a positive macroeconomic impact (UNFPA, 2021).

### The concept of sustainability

Sustainability is a broad concept advocating those human endeavors, often achieved through organizations or institutions such as universities or other organizations, incorporate a versatile set of principles and values with beneficial outcomes both for the environment as well as the individual and its social self (De Lange D., 2013). It is mere a *“transition from short-term thinking to long-term seeing”* and a shift in perspective that environmental, social and economic challenges should no longer be *“separate and competing”* but rather *“interconnected and complementary”* (University of Huston). Sustainability in HEIs is often aligned with a unique moral imperative of responsibility to prepare the next generation of highly skilled professionals, policy makers, leaders and advocates (Sterling S. et al., 2013), thus enabling them to thrive.

The global context of sustainable practice includes care for the natural environment, social consciousness that empowers communities as well as economic viability that generates benefits for both current and future generations (De Lange D., 2013). When applied to HEIs sustainability is indeed a critical issue for improved educational outcomes and high academic standards. It is also an important factor that would

support incubation of new knowledge and dissemination of expertise and the achievement of high educational goals. In addition, sustainability in a HEI context embraces the challenge of maintaining an up-to-date academic profile, the vision for innovative changes that will promote openness to regional and international academic communities and the creation of methodological tools that would further promote innovative teaching. Higher Education incorporates a social dimension, which is the empowerment of individuals and societies (EHEA). The Bologna Process, although drafted to promote cooperation among European HEIs, is based on universally acknowledged principles that support equality, fairness, accessibility, and inclusion in Higher Education (Kurtoğlu, 2016), considering such actions to maintain social cohesion and strengthen the social fabric, while influencing towards innovation, scientific research and progress.

## Sustainability in HEIs

Sustainability in Higher Education is both an institutional outcome as well as an overall rationale promoted through teaching. The latter refers to the acquired knowledge that potentially broadly influences society, as well as the vision of accomplishing constructive outcomes for the environment and the self. Universities and HEIs altogether must aim to communicate values and methods that promote resilience and progress in the contemporary and future societal, environmental, or even personal challenges.

On the other hand, it is important to consider further aspects when describing sustainability in HEIs, which includes supporting social demands and responding to present and future employment opportunities. After all, sustainability represents the maker of future business scopes and as such HEIs must also attend to instrumental goals which promote basic operations of the University and maintain its efficiency. Advanced curricula, modern e-learning methods, a variety of hands-on sessions, development of MOOCs or other supportive material and programs, student's implementation in scientific research, synergies with other academic institutions, provision of a variety of training programs and access to all degrees of HE and, ultimately, employability, summarize the profile of sustainable HEIs. Currently, sustainability is measured by an array of rating and rankings that usually cross research, stewardship, outreach and teaching (The World University Rankings) but are largely embedded in their local communities to different extends.

## Midwifery in a social context

Access to improved primary healthcare with a focus on midwifery has been accomplished across public and private health sectors both in Vietnam and Cambodia resulting in the rise of percentage of births and decrease of infant mortality in public facilities (womendeliver.org, Midwifery Across the World).

Based on existing literature (UNFPA, 2020 and 2017; Ros et al., 2019; WHO, 2020; Fujita et al., 2019; Van Minh et al., 2016) high percentages of women in both countries had low education or lacked access to basic amenities, due to the rural character of the countries and a multifold of socio-political and economic factors, thus leading to health equity still being a challenge to be addressed to. Poor knowledge on health matters and consequent barriers to communication, poor living conditions for women residing in rural areas, belonging to ethnic minorities or with lower economic status as well as the deep impact of tradition with profound effects on the conception of the woman's body and functionality are health determinants with considerable impact on both women and children's health.

Midwifery in the contemporary sense of maternal care has not been applied to many countries in the world, including Cambodia and Vietnam, although basic skills and practices have been exercised for long. For both Cambodia and Vietnam maternal and prenatal care historically came from traditional birth attendants (TBAs) by women trained by family members for generations, without any formal certificates (Ros et al., 2019). Thus, reliance on traditional practices and medicines have been incorporated in the mindset of the local population, followed by distrust of care by professionals that don't resemble the likes of a traditional practitioner and disbelief. In addition, geographical limitations (high percentage of rural areas and travelling obstacles hampering transport to urban facilities) may also hinder employability for future generations dedicated to midwifery. However, both countries have seen significant improvements in maternal and child health and there is evidence that TBAs are transformed from being a trusted source of assistance to one seen as risky and outdated.

Moreover, advances in midwifery training may enhance the midwives' role as one of an accredited health worker engaged in the advocacy of primary health care, response to violence against women, and their sexual and reproductive rights (UNFPA, 2020). When licensed and fully integrated in an enabling environment, midwives could save millions of lives each year, underpinning prosperity, economic stabilization and progress within society. They are capable of providing an array of clinical interventions, thus enhancing sustainability since broader health goals are achieved which makes it an obvious factor for investment.

## Fostering sustainability in HEIs of Vietnam and Cambodia

High-quality midwifery education is essential to prepare midwives to provide high-quality SRMNAH care. Taking into consideration the boarder social context as well as other factors that may intervene with academic advances in midwifery education, sustainable investment is imperative in advocating growing recognition for health workers in this sector. Evidence underline Cambodia's and Vietnam's similar direction and sequence of functional development as far as regulatory framework for health professionals is concerned (Fujita et al., 2019). Apart from the obvious benefits in terms of societal sustainability, as described above, a sustainable action plan fostering midwifery *within* HEIs should include:

- Up to date, indulging curriculum, covering core aspects of midwifery such as prenatal care and counseling, home delivery, postnatal care and counseling, contraception and abortion, miscarriage, home visits following delivery, neonatal counseling, and referral to higher-level healthcare facilities.
- Studies that focus on national demands and also are aligned with the national legislation, thus bridging the gap between traditional culture and the health system.
- Facilitation of mobility students, collaboration with external partners or local institutions.
- Synergies with local or international HEIs, as well as Organizations and Global Authorities, Consortia, Associations.
- University facilities that live up to modern student's expectations.
- Seek funding and financial support through national or international programs or projects that promote gender equality, women advocacy, maternal and child health.
- Information and expertise exchange through training courses and promotion of best practices in professional services in a global context.



- Opportunities for capacity building and training, development of soft skills and competences.
- Support equality, fairness, accessibility and inclusion.

## B. Synergies

### What is a synergy?

Deriving from the Greek ‘*syn*’ (*together*) and ‘*ergon*’ (task, work) a ‘synergy’ promotes common goals and causes among institutions, companies or other forms of entrepreneurial collaboration and provides “*advanced effectiveness as a result of cooperation*” (<https://www.etymonline.com/word/synergy>).

The implementation of effective models that foster synergies in education is crucial in order to tackle the major challenges contemporary societies face (<https://eua.eu>). As knowledge, research and innovation are vigorously promoted in HEIs, a linkage among institutes both spatially as well as longitudinally is becoming increasingly important.

Many universities in the world have made a paradigm shift from traditional to customized education through inter-university “blended” educational schemes, enhancing mobility of both knowledge and individuals. Synergies among HEIs promote competitiveness and customized education that meet the needs of society, the labor market and the industry (<https://ec.europa.eu/education>), enhance ideals such as interculturalism, non-discriminatory and equal society, and support good practices of partner universities. They also diffuse innovative pedagogical methods, foster curricular flexibility, student counseling and guidance, aiming at boosting the employability of their students. Internship programs for undergraduate students can further develop the acquired skills, enhancing problem-solving capacities in actual situations (Diaz et al., 2015).

Global competitiveness also compels for stronger local or global partnerships not only between universities but among HEIs and businesses as well (Gaffikin F., Morrissey M., 2008). Academia and industries may collaborate in order to promote capacity building, enhance research and development and benefit in various aspects. Entrepreneurship and knowledge-based innovation are emerging through inter-institutional partnerships which in turn are influenced by the market, its current and future trends, in a constant interactive flow. The potential for innovation and economic development in a knowledge society requires calls for a more significant role played by the university, in collaboration with the private sector and the government. Such synergies help the creation of new institutional and social formats for the production, transfer and application of knowledge (Etzkowitz et al. 2007). Innovation is also referred to as the *triple helix* in Higher Education, a model that articulates this interaction in a spiral form, inspired by DNA’s double helix as it allows ‘*new innovative re-combinations in an evolutionary manner*’ (Gachie W., 2020).

Partnerships developed between universities and industry may spawn new technologies and know-how that society can benefit from. Moreover, when businesses associate with HEIs, funding or required means can be provided, by which universities can decrease the governmental funding gap and dependency from public assets. Provision of access to cutting-edge scientific equipment that is not always available in universities can more effectively attract students, establish their institutional legitimacy and overall potential. Universities are also privileged with enhanced opportunities for future employment either for



undergraduate or graduate students through university-industry connections (<https://education.stateuniversity.com>). Synergies should also be promoted with policy makers and international health institutions contributing to reinforcement of professionalism in various fields.

## How are long-lasting synergies built?

An effective synergy is a long-lasting one. Sustainability is an irreplaceable aspect of successful synergies as it ensures beneficial outcomes for today's generations and for future ones.

Midwifery education, in particular, as explained earlier, is essential for high-quality SRMNAH care provision. Given the fact that it needs to be further enhanced and acknowledged as a responsible and accountable profession, especially in countries where it is still not applied in the contemporary sense, collaborations between local or international institutes may further promote knowledge, improve skills, secure competences, and boost professional sophistication.

Long-lasting synergies are based on one or more common goals. Capacity building, research development and acquisition of knowledge, experience but also the satisfaction of working for a prominent and well-accepted profession are key factors that lead to inter-institutional collaboration. Synergies can help bridging the gap (Lucia et al., 2012) when great diversities in terms of geography, population and academic facilities are acknowledged, as is the case of midwifery education in Vietnam and Cambodia, further diminishing disparities in the health workforce, as knowledge and experience are diffused through solid partnerships both in academic and working environments.

Academia can establish synergies with this multitude of partners by embracing openness, nurturing innovation and by creating new and exciting projects that can be implemented in the public agenda, such as training courses, midwifery hubs open to students, researchers and academics. Important collaborations can also be achieved through community engagement and by welcoming funds. Raising awareness is also imperative in order to attract potential researchers and students, especially when interdisciplinary partnerships are also pursued. NGOs, national and international organizations working in the field, to name a few of potential HEIs partners, can boost quality in midwifery education and skill acquisition, raising interest, promoting clinical and hands-on learning ultimately enhancing professionalism and accreditation.

## C. Funding

### What is funding?

Contemporary challenges of the global healthcare system require robust financial reserves and expenditures to cover the emerging needs. A significant share of the economy and public funding is used to preserve or improve the health of the population (OECD, 2020). The welfare state largely reckons on funds through taxation and labor contributions, especially in developed and developing countries. Since the international community adopted the Millennium Development Goals (MDGs) in 2000, public spending on health steadily increases, aiming to achieve sustained improvements in health outcomes and deliver high quality health services (WHO, 2009).

However, globalization has profoundly affected the distribution of income globally, affecting income inequalities and access to healthcare facilities (Liaropoulos & Goranitis, 2014), but also responsiveness of the local healthcare systems worldwide (Orach, 2009).

According to WHO (2009), countries need to identify ways they can best be supported in order to become more resilient and more responsive to their own health needs and priorities, seek opportunities for synergies, optimize their funding contingencies and ameliorate their health outcomes. In this context, healthcare sector requires policies that can ensure efficient delivery of quality health services, which in some cases exceed the boundaries of a country or state alone. Long-standing gaps and exacerbating chronic inequities in health care systems were profoundly exposed during the Covid-19 pandemic, indicating that synergic policies can eminently promote global health security and universal health coverage (Arush et al., 2021). Fragmented health care systems can largely benefit from synergizing, activating effective mechanisms across multisectoral actors, both in a national and international level.

A mix of different source of revenues may result to new opportunities and better healthcare results. By involving policymakers and other key stakeholders, key health care priorities can be met, provided that increased transparency is insured about the funders of health care projects who may become involved.

Intra- and international synergies are encouraged, along with institutional and academic support not only financially but also in terms of research and innovation. Vulnerable communities and specific health sectors that still remain disadvantaged as is the case of midwifery in Vietnam and Cambodia, may significantly benefit by collecting funds from different donors, which is the quintessence of fundraising (TASCO, 2011). Complementary grants, co-financing, synergies with strategic social or academic actors, collaboration with acknowledged institutes and Foundations as well as tertiary education institutions, either private or public, or effective synergies through a worldwide network of foundations can be extremely rewarding. Corporate foundations also tend to award grants in communities or regions where they have a facility or a special interest, especially in terms of locality.

## How to raise funds for projects sustainability

A well –positioned proposal implies the continuation of project activities and sustenance of project outcomes. It is of outmost importance to clarify that the project will continue to perform and deliver project benefits to the primary target group for a long time. A set of realistic funding goals and a good communication policy are prerequisites in order to ensure that both institutional and private funds can be expected. A well-structured plan that would thorough explain the necessity of supporting safe midwifery, the impact that protection of pre and new natal health has for the sustainability of the entire healthcare system, and the cost efficiency deriving from the development of a strategies and collaborations is aligned with the prioritization to achieve sustainability goals (Nove et al., 2018). Strategic and multi-sectoral partnerships need to be pursued.

## Practical Guidelines for project's Sustainability

### Defining sustainability

- A project is called sustainable when a continued utilization of its results can be assured after the completion of the project.
- A project is sustainable when defects can be corrected, it is able to meet new requirements, future maintenance is made easier, and it can cope with the changing environment.

### Why we need it

- Ensure the use and the dissemination of the knowledge achieved during the project
- Maximise the impact of the funding granted after the completion of the project
- Maximize the impact of the ERASMUS PLUS activities in the region

### How to achieve it

- By organizing the exploitation as soon as possible
- By creating synergies with stakeholders as soon as possible
- By raising awareness within the participating countries as soon as possible
- By monitoring status of exploitation activities described in the project proposal and make the necessary adjustments

### Who will be involved

- All the project partners as well as the hospitals involved in the project (as defined in the project proposal)

### TIPS

- Dissemination comes first
- Synergies with ongoing projects paramount

### STEP BY STEP

- Talk to university departments, talk to hospitals, talk to students associations, talk to NGOs, talk to international organizations, talk to the Ministry of Health

### INVOLVE THEM !!!

### SPREAD THE MESSAGE THAT MIDWIFERY EDUCATION NEEDS TO COME FIRST

- Identify potential funders that you like to support the project either financially and/or in kind
- Identify donors

## D. Conclusions

Sustainability in healthcare is mainly promoted through education, which remains one of the most fundamental elements towards the implementation of the 2030 Sustainable Development Goals, including sexual, reproductive, maternal, newborn, and adolescent health (SRMNAH). In this framework, high-quality midwifery education is essential to prepare midwives to provide high-quality SRMNAH care. However, midwifery in the contemporary sense of maternal care, has not been properly applied to many countries in the world including Cambodia and Vietnam, although basic skills and practices have been exercised for long. The boarder social context as well as other factors such as spatial limitations or deeply rooted disbeliefs, may interfere with educational programs or initiatives as maternal and prenatal care is historically provided by traditional birth attendants trained by family members for generations, without any formal certificates or formal guidance. Academia and universities need to establish global partnerships not only between universities but among HEIs and businesses as well. Such synergies help the creation of new institutional and social formats for the production, transfer, and application of knowledge, thus attributing to professionalism and accreditation of midwifery in national and international level. Fragmented health care systems, such the ones in Vietnam and Cambodia can largely benefit from synergizing and may significantly be improved by collecting funds from different donors. A well-structured plan that would thorough demonstrate the necessity of supporting safe midwifery, targeting to grants, co-financing, synergies with strategic social or academic actors, collaboration with acknowledged institutes and foundations as well as tertiary education institutions, either private or public and governmental actors can promote the sustainability of the entire healthcare system, prioritizing maternal health care and boost the potentials of midwifery.

## Bibliography

Arush et al. (2021), 'Fragmented health systems in COVID-19: rectifying the misalignment between global health security and universal health coverage' *The Lancet*, ISSN: 0140-6736, Vol: 397, Issue: 10268, Page: 61-67 DOI:[https://doi.org/10.1016/S0140-6736\(20\)32228-5](https://doi.org/10.1016/S0140-6736(20)32228-5)

De Lange D. (2013), "How do Universities Make Progress? Stakeholder-Related Mechanisms Affecting Adoption of Sustainability in University Curricula, *J Bus Ethics* (2013) 118:103–116 - DOI 10.1007/s10551-012-1577-y

Diaz, P.C. et al. (2015), "A model for effective internship programs: an opportunity for increasing synergies between universities and companies to enhance student learning", *Proceedings of the 2015 Industrial and Systems Engineering Research Conference* S. Cetinkaya and J.K. Ryan, eds.

Etzkowitz, H. et al. (2007), "The Triple Helix Model of Innovation: University-Industry-Government Interaction." *Tech Monitor* 1: 14–23. <https://pdfs.semanticscholar.org/4bcc/884ed691ff919ae18c974e15b6baeba08e7f.pdf>

Fujita, N., Matsuoka, S., Koto-Shimada, K. *et al.* Regulation of nursing professionals in Cambodia and Vietnam: a review of the evolution and key influences. *Hum Resour Health* **17**, 48 (2019). <https://doi.org/10.1186/s12960-019-0388-y>

Gachie W. (2020) Higher education institutions, private sector and government collaboration for innovation within the framework of the Triple Helix Model, *African Journal of Science, Technology, Innovation and Development*, 12:2, 203-215, DOI: 10.1080/20421338.2019.1631120

Gaffikin F, Morrissey M. A new synergy for universities: Redefining academy as an "engaged institution." *Education, Citizenship and Social Justice*. 2008;3(1):97-116. doi:10.1177/1746197907086721

Gupta, V. (2021), "Globalized blended education: securing synergies among far flung universities." *SN Soc Sci* 1, 126 (2021). <https://doi.org/10.1007/s43545-021-00142-5>

Kurtoğlu M. (2016) European higher education policy and the social dimension: a comparative study of the Bologna process, *European Journal of Higher Education*, 6:3, 288-292, DOI: 10.1080/21568235.2016.1164611

Liaropoulos, L., & Goranitis, I. (2015). Health care financing and the sustainability of health systems. *International journal for equity in health*, 14, 80. <https://doi.org/10.1186/s12939-015-0208-5>

Lucia Ó. et al. (2012) "Educational opportunities based on the university-industry synergies in an open innovation framework," *European Journal of Engineering Education*, 37:1, 15-28, DOI: [10.1080/03043797.2011.644762](https://doi.org/10.1080/03043797.2011.644762)

Nove et al. (2028), 'The Midwifery services framework: What is it, and why is it needed?' *Midwifery*, Volume 57, February 2018, Pages 54-58

OECD (2020), 'Public Funding of Health Care' <https://www.oecd.org/health/Public-funding-of-health-care-Brief-2020.pdf>

Orach C. G. (2009). Health equity: challenges in low-income countries. *African health sciences*, 9 Suppl 2(Suppl 2), S49–S51.

Ros, B., Lê, G., Fustukian, S., & McPake, B. (2019). Socio-cultural change in conflict and post conflict settings: five decades of giving birth in Cambodia. *Conflict and health*, 13, 53. <https://doi.org/10.1186/s13031-019-0237-6>

Sterling S. et al. (2013), “The Sustainable University: Progress and Prospects” Routledge, Abingdon, UK, ISBN 9780415627740 - doi: 10.1017/aee.2015.43

TASCO (2011), ‘Fundraising and Accessing EU Funds’

UNFPA (2021), “The State of the World’s Midwifery - Building a health workforce to meet the needs of women, newborns and adolescents everywhere” <https://www.unfpa.org/sites/default/files/pub-pdf/21-038-UNFPA-SoWMy2021-Report-ENv4302.pdf>

UNFPA (2017), “Viet Nam Midwifery Report” [https://vietnam.unfpa.org/sites/default/files/pub-pdf/Web\\_Midwifery\\_Eng.pdf](https://vietnam.unfpa.org/sites/default/files/pub-pdf/Web_Midwifery_Eng.pdf)

Van Minh, Hoang et al.(2016), “Analysis of selected social determinants of health and their relationships with maternal health service coverage and child mortality in Vietnam.” *Global health action* vol. 9 28836. 4 Feb. 2016, doi:10.3402/gha.v9.28836

WHO (2009), ‘Initial Summary Conclusions: maximizing positive synergies between health systems and Global Health Initiatives’

EHEA <https://ehea.info/page-social-dimension>

<https://ec.europa.eu/education/sites/default/files/document-library-docs/european-universities-factsheet-eunice.pdf>

<https://education.stateuniversity.com/pages/2519/University-Industrial-Research-Collaboration.html>

<https://uh.edu/sustainability/about-us/what-is-sustainability>

<https://womendeliver.org/>

<https://www.etymonline.com/word/synergy>

<https://www.unfpa.org/news/cambodian-midwives-hone-skills-save-lives>

Midwifery Around the World <https://medium.com/midwifery-around-the-world/midwifery-in-vietnam-a-closer-look-at-serving-ethnic-minority-communities-7cc86a51cea0>

The World University Rankings <https://www.timeshighereducation.com/content/world-university-rankings>

