International & Digital Midwifery Workplace Learning Network: the first step
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Introdution & Objectives

Introduction
Rwanda and other low-resource countries face a critical shortage of health professionals, particularly midwives. This project aims to contribute the government plans to increase capacity by improving the quality of midwifery clinical education.

Objectives
- Supporting the University of Rwanda to enhance the quality of clinical education
- Explore feasibility of the competency-based continuous workplace learning model (Embo et al., 2015) and the e-portfolio (Medbook) for clinical education in Rwanda
- Launch of an International and Digital Midwifery Workplace Learning Network

Project Activities

First year (2018) – Planning for implementation and evaluation
1. Analysis of the Rwandese midwifery curriculum, competency framework and clinical education.
2. Demonstration of Embo's continuous workplace learning model with the online portfolio instrument (Medbook)
3. Presentation of the first results at the International Chair Francine Gooris in Belgium
4. Training students, supervisors and mentors to use the paper-based and online portfolio instrument

Second year (2019) – Implementation, evaluation and validation
1. Implementation of paper-based and online portfolio instrument
2. Training how to interview by UR; how to transcribe and code by AU
3. Data collection: semi-structured interviews with students, supervisors and mentors
4. Data transcription and coding: thematic content-analysis
5. Evaluation: process evaluation and success of educational intervention
6. Validation: submission article and submission of abstract for relevant conferences

Preliminary Results

The paper-based portfolio (PBP) improved students' self-directed learning.
Students are motivated to create a learning contract by writing and evaluating objectives. They monitor their learning process through critical reflection and self-assessment of their objectives. This process improves continuous learning. The PBP stimulates Evidence Based Midwifery by reading research, learning from good practices and declining the theory to practice gap.
Mentors felt guided by the PBP to support individual student learning and assessment.

The PBP also showed challenges. Firstly their was not always a common understanding of the tool. Secondly submission and storage of the tool was prone for mistakes because of money and time related issues. Due to submission and storage of the tool, workload of the supervisors and lack of clear guidelines a delay in feedback was noticed.
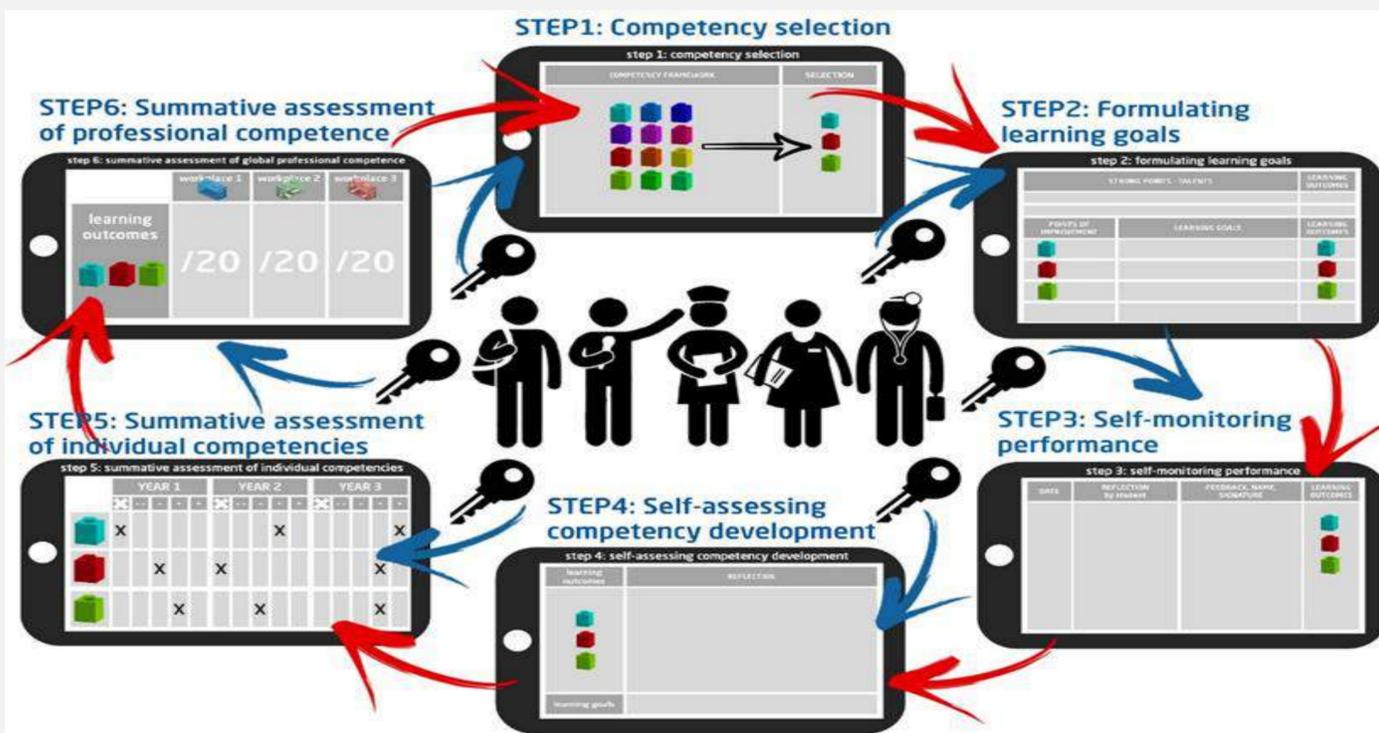
Sustainability & Synergies

The majority of intermediate results were attained (PBP). The PBP shows promising results for the continuous learning process and mentorship of students. Data-analysis of the e-portfolio will show if the e-portfolio can address the challenges faced with the PBP.
Nevertheless, the process shows that workplace learning is complex and that digitizing workplace learning encompasses all educational components.
Furthermore, the team struggles with some barriers related to time, communication, administration and IT. The sustainability of the project was an important issue that was addressed during the project and will be a challenge in the future.

Embo, 2017

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Medbook.