

Training of Trainers Workshop

Improving Breastfeeding Education in Sub-Saharan Africa

NARRATIVE REPORT

15-16 March 2023 Dakar, Senegal



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Overview

Breastfeeding is a critical first step on a child's path to a healthy future. In addition to being a building block for the long-term health and well-being of infants, breastfeeding is also a critical element of worldwide development efforts to create healthier, more inclusive, and more prosperous societies.

In Africa, 5 million children die each year before they celebrate their fifth birthday. In Senegal, six out of ten children suffer from anemia and one third of neonatal deaths are related to undernutrition. According to the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF), the generalization of exclusive breastfeeding during the first six months of a baby's life would make it possible to curb neonatal and infant mortality and save 200,000 lives each year in the West Africa region alone.

On the 15-16 March 2023, the United Nations Institute for Training and Research (UNITAR) held a Training of Trainers (ToT) workshop in Dakar, Senegal, as part of the Breastfeeding Education Initiative (BFEI). The BFEI aims to empower parents to control their own breastfeeding journey and make informed choices, while ensuring that health care professionals, families, communities, and employers have the resources and knowledge to effectively support women in breastfeeding. Primarily aligned with SDGs 2 and 3, promoting breastfeeding education moves global society towards ending hunger, improving nutrition, and promoting health and well-being.

The two-day ToT workshop, titled "Improving Breastfeeding Education in Sub-Saharan Africa," was hosted in collaboration with the Municipality of Dakar, and brought together midwives from Senegal, Cameroon, Ivory Coast, Gabon, and Mali to enhance their skills and knowledge of breastfeeding practices. The ToT was led by four breastfeeding experts from Senegal, Ivory Coast, Cameroon, and Gabon. The experts also reviewed and adapted the content from "The Magic Drop" (BFEI's e-learning breastfeeding course) to the local context.



The goal of this ToT Workshop was to develop confident, competent trainers with the skills to plan, conduct, and evaluate training in breastfeeding education. The Sub-Saharan Africa – Breastfeeding Education Initiative (SSA-BFEI) also aims to deliver training, learning solutions, and tools to improve breastfeeding initiation and duration rates, and to improve mother's knowledge and skills to breastfeed.

The following report details the results of this training, evaluated by the SSA-BFEI team, based on pre-training and post-training self-assessments. Results are reported by each learning area.

Learning Objectives

At the end of the ToT, the participants were able to:

- Understand the science behind breastfeeding.
- Describe the impact of breastmilk and breastfeeding on the health of mothers and infants.
- Understand the main structural and individual challenges facing women regarding initiating and continuing breastfeeding.

Methodology

Self-Assessment

Before and after the training, all participants were asked to fill out a self-assessment ranking their knowledge or ability levels in 10 different domains:

1. Composition of maternal milk.
2. Nutritional needs of mothers while breastfeeding.
3. Advantages of breastfeeding.
4. Evaluation of milk transfer.
5. Five key breastfeeding positions.
6. Social determinants of breastfeeding (cultural beliefs, controversial practices relating to breastfeeding in respective countries of origin) and skills to assist mothers in taking informed decisions.
7. Skills to surmount linguistic and communication barriers between themselves (midwives) and a breastfeeding mother.
8. Ability to discern the physical and psychological conditions associated with breastfeeding and ability to resolve common issues.
9. Knowledge on bridging the gap between health center and the community.
10. Skills to give evidence-based recommendations in a positive, non-judgmental way.

Participants were asked to rate themselves from 1-4 in terms of their confidence in each domain. For example:

1 – I have no knowledge of the composition of breastmilk.

2 – I have some knowledge of the composition of breastmilk.

3 – I have average knowledge of the composition of breastmilk.

4 – I am competent to teach the composition of breastmilk.

For all domains, a mark of four (4) represents an ability to teach others about the content, in reference to the main goal of training midwives to be trainers in the domain of breastfeeding.

Participants filled out this questionnaire independently before the start of the training. They were then asked to fill it out again after the two-day training ended.

Reaction and Planned Action

In addition to the self-reported knowledge assessments, the participants were also asked about:

- the relevance of the course content to their roles as health professionals;
- the extent to which the information was new to them;
- the usefulness of the methodology in view of the learning objectives;
- whether they would recommend the course to a colleague, and;
- how important they felt the knowledge or skills gained in the course were towards their professional success.

Results

There were 41 participants who fully attended the two days of the workshop. They reported working at health centres/posts, hospitals, private practices, and maternity wards. All participants were female.

Figure 1 shows the average pre-training self-reported score, the average post-training self-reported score, and the average change for

each category of learning.

It was found that for each category, there was an average improvement of at least 0.8 points, with the biggest change being an average of 1.60 points.

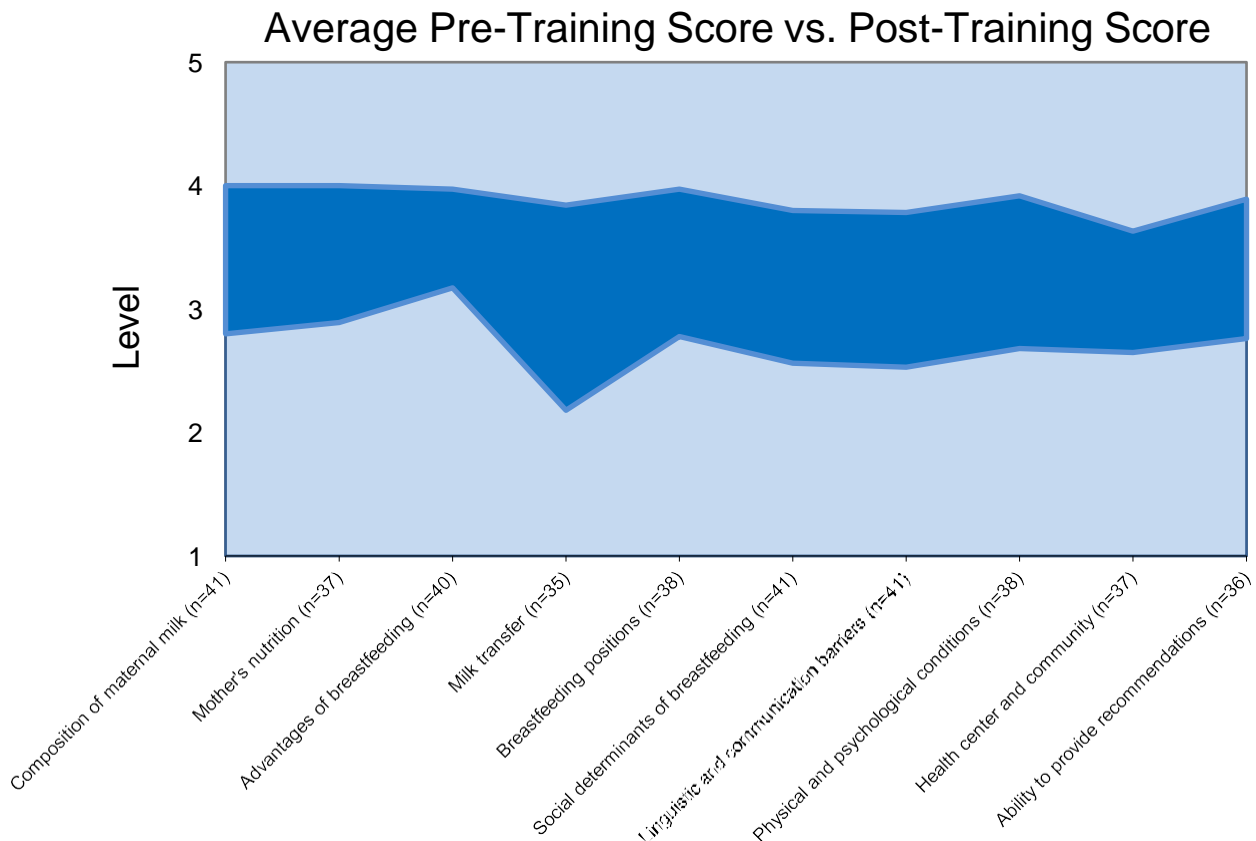
The self-assessment data suggests that:

- 1) Baseline levels of knowledge were highest in the categories pertaining to the advantages of breastfeeding, mother's nutrition, and the composition of maternal milk.
- 2) Post-training levels of knowledge were

highest in the categories of composition of maternal milk, mother's nutrition, advantages of breastfeeding, and breastfeeding positions.

- 3) The lowest average post-training score was in the category of "knowledge on bridging the gap between the health center and the community" (3.63). This could be an area of enforcement in future training.
- 4) The categories with the greatest change were related to milk transfer (average increase of 1.60 points), linguistic and communication barriers (1.34), and physical and psychological conditions (1.26).

Figure 1. River Diagram, average pre-training score, post-training score, and change per category



Note: Lower line reflects average pre-training score, upper line reflects average post-training score. Dark blue shaded space reflects the point increase.

The evaluation form was completed by 40 of the 41 participants. Key takeaways are as follows:

Usefulness

All respondents either strongly agreed (37.5%) or agreed (62.5%) that the methodology of the training was useful in relation to the learning objectives.

All respondents (100%) reported that the course was very useful (85% strongly agree, 15% agree).

The majority of respondents (90%) agreed or strongly agreed that it is likely that they will use the information gained.

New Information

Around 1/3 of the respondents reported that the information presented in the training was new to them, which corresponded with the team's expectations as all participants were professional midwives.

Importance and Relevance

All respondents (100%) reported that the knowledge or skills acquired during the training were important for their professional success (57.5% strongly agree, 42.5% agree).

Most respondents reported that the concept and development of the content was relevant to their learning needs (57.5% agree, 40% strongly agree). Similarly, the majority reported that the implementation of the training answered their learning needs (52.5% agree, 45% strongly agree).

100% of the participants reported that the content of this training was relevant to their role as health professionals (85% strongly agree, 15% agree).

100% of the participants reported that the knowledge and skills they gained during the training were important for their professional success (57.5% totally important, 42.5% very important).

Overall Satisfaction

100% of participants reported that they felt they achieved the learning objectives of the training in its implementation (52.5% agree, 45% strongly agree).

Similarly, 95% of respondents agreed or strongly agreed that the methods used helped them achieve the learning objectives.

All respondents (100%) reported that they would recommend this course to a colleague (87.5% strongly agree, 12.5% agree).

Discussion and Lessons Learned

This training of trainers yielded fruitful and diverse discussions among the participants and trainers. Key takeaways included:

- 1) The importance of utilizing local expertise in the leadership of the training who are flexible and tuned-in to the needs of the learners in the local context. The experts from Senegal, Cameroon, Ivory Coast, and Gabon were adaptable to the needs of the participants and adjusted their programming to spend more time on areas in which there were gaps in knowledge and spending less time on the areas in which learners were already proficient.
- 2) Participants strongly emphasized their appreciation of the demonstrations, interactive activities, and role-play exercises. In their day-to-day work as midwives, they already interact often with parents and pregnant women, so they found it particularly practical to have opportunities to practice breastfeeding guidance and mentorship in the training setting.
- 3) Participants and experts identified that one of their largest gaps in knowledge was around milk extraction techniques. The expert trainers adapted the agenda as they went to incorporate additional time for this lesson and emphasized the need to dedicate more time to it in future training.
- 4) Participants highly valued the diversity of the group. They found that learning with participants from five different countries

enhanced their experience, as they gained perspective on unique challenges and potential solutions from their colleagues.

- 5) In future training, it may be beneficial to have an element of the training completed online before the practical in-person training. The participants suggested in their feedback to either focus solely on practical guidance rather than theory, or to lengthen the training to three days instead of two.

Figure 2. Knowledge Assets

Challenges identified	Best practices/examples/experience
Lack of space or break time at the workplace	A nurse in Côte d'Ivoire benefits from a 2-hour breastfeeding break every day
The language barrier impacting communication in rural areas	Cameroon: Image and video transmission Senegal: Regular nurse training within the hospital and clinics
More HIV education programs	All countries: Staying in touch with seropositive mothers, visit them at home and provide regular follow-up and guidance Mali: Integration of education around HIV and other diseases in activities in the health center, societies, and community as a whole
Lack of communication for teenage mothers 13-18 years old in Senegal	Senegal: Set up more psychological follow-up in hospitals
Breastfeeding taboo in public places	Côte d'Ivoire: Education for men about breastfeeding in the community, "husbands' school" Utilizing community healthcare workers to educate in the community

ANNEX 1. Self-assessment

Topic/ Level	1	2	3	4
Breast Milk Composition	I have no knowledge about the composition of breastmilk.	I have some knowledge about the composition of breastmilk.	I have moderate knowledge about the composition of breastmilk.	I can teach others about the composition of breastmilk.
Mother's Nutrition	I have no knowledge about a mother's nutritional needs during pregnancy and lactation.	I have some knowledge about a mother's nutritional needs during pregnancy and lactation.	I have moderate knowledge of a mother's nutritional needs during pregnancy and lactation.	I can teach others about a mother's nutritional needs during pregnancy and lactation.
Breastfeeding Benefits	I have no knowledge about the benefits of breastfeeding a child.	I have some knowledge about the benefits of breastfeeding a child.	I have moderate knowledge about the benefits of breastfeeding a child.	I can teach others about the benefits of breastfeeding a child.
Milk Transfer	I have no knowledge about how to assess milk transfer.	I have some knowledge about how to assess milk transfer.	I have moderate knowledge about how to assess milk transfer.	I can teach others about how to assess milk transfer.
Breastfeeding Positions	I have no knowledge about the 5 breastfeeding positions.	I have some knowledge about the 5 breastfeeding positions.	I have moderate knowledge about the 5 breastfeeding positions.	I can teach others about the 5 breastfeeding positions.
Social Determinants of Breastfeeding	I am not aware of the cultural beliefs and controversial practices related to breastfeeding in my country, and I am not able to support mothers to make informed decisions.	I am somewhat aware of the cultural beliefs and controversial practices related to breastfeeding in my country, and I am somewhat able to support mothers to make informed decisions.	I am aware of the cultural beliefs and controversial practices related to breastfeeding in my country, and I am able to support mothers to make informed decisions.	I am aware of the cultural beliefs and controversial practices related to breastfeeding in my country, and I can teach others about them. I am also able to support mothers to make informed decisions, and I am comfortable teaching others how to do so.
Language and Communication Barriers	I do not know how to navigate language and communication barriers between myself and a breastfeeding mother.	I somewhat know how to navigate language and communication barriers between myself and a breastfeeding mother.	I know how to navigate language and communication barriers between myself and a breastfeeding mother.	I can teach others about how to navigate language and communication barriers between healthcare providers and breastfeeding mothers.

Physical and Psychological Conditions	I cannot recognize the physical and psychological conditions associated with breastfeeding, and I am not able to trouble shoot common issues.	I can somewhat recognize the physical and psychological conditions associated with breastfeeding, and I am somewhat able to troubleshoot common issues.	I can moderately recognize the physical and psychological conditions associated with breastfeeding, and I can moderately troubleshoot common issues.	I am able to recognize the physical and psychological conditions associated with breastfeeding and can teach others how to recognize the physical and psychological conditions associated with breastfeeding, and I can troubleshoot and teach others how to troubleshoot common issues.
Health and Community Level Education	I do not understand how to bridge the gap between the health centre and the community.	I somewhat understand how to bridge the gap between the health centre and the community.	I moderately understand how to bridge the gap between the health centre and the community.	I can teach others how to bridge the gap between the health centre and the community.
Providing Recommendations	I cannot provide evidence-based recommendations in a positive, non-judgmental manner.	I can somewhat provide evidence-based recommendations in a positive, non-judgmental manner.	I can moderately provide evidence-based recommendations in a positive, non-judgmental manner.	I can provide evidence-based recommendations in a positive, non-judgmental manner.

Questionnaire de Rétroaction des Participants

Nom du Cours: Promouvoir l'éducation à l'allaitement maternel en Afrique subsaharienne

Date(s): 15-16 mars 2023

Noms de l'animateurs : Prof. Lassina Cissé, Prof. Elaine Kuissi, Prof. Fatou Ly, et Prof. Anne Esther Njom Nlend

L'UNITAR apprécie vos commentaires. Veuillez répondre aux questions suivantes et ajouter des commentaires à la fin pour développer ou suggérer des pistes d'amélioration. Si une question ne s'applique pas, veuillez cocher "non applicable". Si vous avez des questions ou si vous avez besoin d'éclaircissements, veuillez vous adresser au représentant de l'UNITAR. Ce questionnaire est anonyme; veuillez ne pas indiquer votre nom. Cette information est collectée pour informer la direction de l'UNITAR sur le profil de ses bénéficiaires. Toute information que vous pourriez fournir sera présentée sous forme agrégée et ne vous sera pas attribuée. Nous vous remercions de votre attention.

1. Veuillez sélectionner le secteur dans lequel vous travaillez.

Hôpital	<input type="radio"/>
Centre de santé/Clinique	<input type="radio"/>
Pratique privée	<input type="radio"/>
Autre (préciser) :	<input type="radio"/>

2. Genre

Homme	Femme	Autre
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Avez-vous un handicap ?

Oui	Non	Préfère ne pas se prononcer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Veuillez évaluer les objectifs d'apprentissage de l'événement en fonction de leur « pertinence par rapport à vos besoins » et de la « mesure dans laquelle vous pensez avoir atteint l'objectif d'apprentissage. »

	Complètement	Très	Plus ou moins	Partielle ment	Pas du tout	Non applicable
CONCEPTION/DÉVELOPPEMENT						
Pertinence de l'objectif par rapport à vos besoins d'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mesure dans laquelle vous avez atteint l'objectif d'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MISE EN ŒUVRE						
Pertinence de l'objectif par rapport à vos besoins d'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mesure dans laquelle vous avez atteint l'objectif d'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. La méthodologie utilisée dans ce cours était la suivante : Exposé, remue-méninges et jeu de rôle.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
La méthodologie de l'événement a été utile compte tenu des objectifs d'apprentissage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Veuillez évaluer les affirmations suivantes sur une échelle allant de « tout à fait d'accord » à « pas du tout d'accord. »

	Tout à fait d'accord	Accord	Neutre	Pas d'accord	Pas du tout d'accord	Non applicable
Les informations présentées dans ce cours étaient nouvelles pour moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le contenu de la formation était en rapport avec mon rôle de professionnel de la santé.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il est probable que j'utiliserai les informations acquises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. L'évaluation de l'apprentissage comprenait : l'auto-évaluation avant-après et la simulation.

	Complètement	Très	Plus ou moins	Partiellement	Pas du tout	Non applicable
Dans quelle mesure la (les) méthode(s) vous a-t-elle (ont-elles) aidé(s) à atteindre les objectifs d'apprentissage ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Veuillez évaluer les affirmations suivantes en utilisant l'échelle allant de tout à fait important à pas du tout important.

	Tout à fait important	Très important	Neutre	Assez important	Pas du tout important	Non applicable
Quelle est l'importance des connaissances/compétences acquises lors de l'événement pour votre réussite professionnelle ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Veuillez évaluer les affirmations suivantes sur une échelle allant de « tout à fait d'accord » à « pas du tout d'accord. »

	Tout à fait d'accord	Accord	Neutre	Pas d'accord	Pas du tout d'accord	Non applicable
Dans l'ensemble, le cours a été très utile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je recommanderai ce cours à un collègue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Commentaires / suggestions sur l'amélioration du cours pour les futurs publics :

Promouvoir l'éducation à l'allaitement maternel en Afrique subsaharienne - Atelier de Formation des Formateurs

AGENDA

15/03/2023 – 16/03/2023

Dakar, Sénégal

Mercredi, 15 Mars 2023
Lieu: CIFAL Dakar, (SICAP Amitié en face Mosquée Grand Dakar)

Horaire	Activité
8h15 (Heure de prise en charge)	Prise en charge : Pour les participants séjournant à l'hôtel Fleur de Lys Point E Point de rendez-vous : 8h00 dans le lobby de l'hôtel Un car viendra vous chercher à 8h15 pour vous amener au centre de formation
08:30 – 09:30	Arrivée & Enregistrement Lieu: CIFAL Dakar Sicap amitié, en face de la mosquée de Grand Dakar
09:30 – 10:00	Cérémonie d'ouverture - Mot de bienvenue
	Mot de bienvenue <ul style="list-style-type: none"> • Monsieur Mouhamed Diop, Directeur, CIFAL Dakar • Madame Fanny Krumholz, Directrice des Affaires Médicales, Danone Nutricia Afrique Allaitement maternel au Sénégal et en Afrique subsaharienne : <ul style="list-style-type: none"> • Pr.Ousmane Ndiaye, Président honoraire de la SOSEPED (Société Sénégalaise de Pédiatrie)
10:00 – 10:30	Discours officiel de la cérémonie d'ouverture
	L'importance de l'allaitement maternel pour le développement durable <ul style="list-style-type: none"> • Honorable M. Barthélémy Toye Dias, Maire, Municipalité de Dakar PHOTO DE GROUPE
10:30 – 11:00	<i>Thé et Café</i>
11:00 – 11:30	Compléter le questionnaire d'auto-évaluation

11:30 – 13:00	Session 1: Les bases de l'allaitement maternel
	<p>Cette session abordera les sujets suivants</p> <ul style="list-style-type: none"> • Identifier les principaux composants du lait maternel et son adaptabilité. • Décrire l'impact du lait maternel et de l'allaitement sur la santé des mères et des nourrissons. • Identifier les besoins diététiques et nutritionnels des mères avant et après la naissance. • Évaluer la véracité des croyances courantes sur l'allaitement maternel. <p><i>Facilitateurs experts:</i></p> <ul style="list-style-type: none"> • Prof. Eliane Kuissi, Membre de la SOGAPED; Chef du service de néonatalogie du CHU Mère et Enfant de la Fondation Jeanne Ebori, Gabon • Prof. Lassina Cissé, Chef de service de l'unité pédiatrique de l'Hôpital de Trecheville, Membre de la SIP, Cote d'Ivoire <p>QUESTIONS ET RÉPONSES</p>
13:00 – 14:00	<i>Pause-Déjeuner</i>
14:00 – 14:30	<i>Prière</i>
14:30 – 15:30	Session 2: La mise en place de l'allaitement maternel
	<p>Cette session abordera les sujets suivants :</p> <ul style="list-style-type: none"> • Évaluer le transfert du lait et la prise correcte du sein • Les pratiques d'allaitement et leurs principaux avantages • Les déterminants culturels de l'allaitement <p><i>Facilitateurs experts:</i></p> <ul style="list-style-type: none"> • Prof. Fatou Ly, Pédiatre Périnatologue, Diplômée en nutrition infantile, Enseignante Chercheur à l'Université Cheikh Anta Diop de Dakar. Responsable de l'Unité d'enseignement de Puériculture Diététique du DES de Pédiatrie • Prof. Lassina Cissé <p>QUESTIONS ET RÉPONSES</p>
15:30 – 15:45	<i>Pause-café</i>
15:45 – 17:30	Session 3: Démonstration pratique du module 2
	<p>Cette session fournira des exemples pratiques et des démonstrations sur la bonne prise du sein. Les participants se réuniront en groupes dans les différentes salles.</p> <p><i>Facilitateurs experts:</i></p> <ul style="list-style-type: none"> • Prof. Fatou Ly • Prof. Lassina Cissé • Prof. Eliane Kuissi • Prof. Anne Esther Njom Nlend, Pédiatre & Présidente de la Société Camerounaise de Médecine Périnatale; Présidente de l'Association Camerounaise de Femmes Médecins, Cameroun <p>QUESTIONS ET REPONSES</p>
17:30	<i>Fin de la première journée et levée de la séance</i>
Dès 17:30	<i>Réception - Cocktail</i>

**Jeudi, 16 mars 2023 Lieu: CIFAL
Dakar**

Horaire	Activité
8:15 (<i>Heure de prise en charge</i>)	Prise en charge: Pour les participants séjournant à l'hôtel Fleur de Lys Point E Point de rendez-vous : 8h00 dans le lobby de l'hôtel Un car viendra vous chercher à 8h15 pour vous amener au centre de formation
08:30 – 09:00	Arrivée Lieu: Sicap amitié, en face de la mosquée de Grand Dakar
09:00 – 09:15	Remarques et introduction à la deuxième journée <ul style="list-style-type: none"> • M. Mouhamed Diop, Directeur, CIFAL Dakar
09:15 – 11:00	Session 4: Maintenir l'allaitement maternel dans la communauté Cette session abordera les sujets suivants : <ul style="list-style-type: none"> • Les principaux problèmes physiques, psychologiques et structurels auxquels sont confrontées les femmes en matière d'allaitement. • Les principales approches de communication pour soutenir l'allaitement • Facteurs contribuant à un environnement positif pour encourager et faciliter l'allaitement maternel • Caractéristiques d'un espace de travail favorable à l'allaitement <i>Facilitateurs experts:</i> <ul style="list-style-type: none"> • Prof. Eliane Kuissi • Prof. Anne Esther Njom Nlend <i>QUESTIONS ET REPONSES</i>
11:00 – 11:30	<i>Pause-café</i>
11:30 – 13:00	Session 5: "Peer Assist Session" Les participants se réuniront en groupes pour une discussion animée. Répartition des groupes dans les différentes salles Un résultat clé de cette session sera d'identifier : <ul style="list-style-type: none"> • Les défis, les problèmes et les besoins • Des projets concrets, des exemples ou des expériences dans la promotion et le maintien de l'allaitement maternel. • Décrire les conseils clés <i>Modèle à utiliser dans cette session: Modèle de Knowledge Asset</i>
13:00 – 14:00	<i>Pause-déjeuner</i>
14:00 – 14:30	<i>Prière</i>
14:30 – 16:00	Session 6 : Foire aux connaissances et questionnaire d'auto-évaluation Les participants prennent le temps d'écrire sur des Post-it des "offres" en termes de connaissances et de meilleures pratiques, ainsi que des "demandes" en termes de domaines à renforcer. Les participants placent leurs Post-it sur le "mur de la foire du savoir". Les participants sont invités à écrire et à placer des Post-it tout au long des deux jours de l'atelier. Les participants rempliront ensuite le questionnaire d'auto-évaluation.
16:00 – 17:00	Synthèse par les experts, café, Interview et photos des experts et participants
17:00 – 17:30	Conclusion et levée de la séance <ul style="list-style-type: none"> • M. Mouhamed Diop, Directeur, CIFAL Dakar

ANNEX 4. Participant List

	Ms / Mrs/Mr.	Last Name	First Name	Function/title	Country
1	Mrs.	KUISSI KAMGAING	Eliane	Membre de la SOGAPED et Chef du service de néonatalogie du CHU Mère et Enfant de la fondation Jeanne EBORI	Gabon
2	Mrs.	NJOM NLEND	Anne Esther	Pédiatre. Présidente de la Société Camerounaise de Médecine Périnatale. Présidente de l'Association Camerounaise de Femmes Médecins	Cameroon
3	Mr.	CISSE	Lassina	Chef de service de l'unité pédiatrique de l'Hôpital de Trecheville, Membre de la SIP	Côte d'Ivoire
4	Mrs.	LY	Fatou	Pédiatre Périnatologue, Diplômée en nutrition infantile, Enseignante Chercheur à l'Université Cheikh Anta Diop de Dakar. Responsable de l'Unité d'enseignement de Puériculture Diététique du DES de Pédiatrie	Sénégal
5	Mrs.	GANKOU TCHUINDJANG NGOUPEYOU	Miriane Ribal	Sage-femme, Membre du bureau de l'Association des Sage-Femmes du Cameroun (ASFAC)	Cameroon
6	Mrs.	YOBA	Odette	Présidente de l'ASFAC Littoral, Enseignante à l'école des Sage-Femmes.	Cameroon
7	Mrs.	DALLE KINGUE	Germaine	Coordinatrice du département mère-enfant de l'Hôpital Général de Douala	Cameroon
8	Mrs.	TAKOU	Linda	Promotrice de Naitre en rose Academy	Cameroon
9	Mrs.	IKOGO	Anita	Présidente de l'Association des Sage-Femmes Du Gabon (ASFG)	Gabon
10	Mrs.	NDO'O EYOGO ESSOH	Félicité Martiale	Enseignante à l'école des Sage-femmes au CUSS de Libreville	Gabon
11	Mrs.	MOUNZEBI	Jasmine	Major maternité Cente Hospitalier Régional de l'Estuaire Melen	Gabon
12	Mrs.	NKOLO	Katy Stricia	Représentante de l'ASFG à Port-Gentil	Gabon
13	Mrs.	DIOP	Dieynaba	Gaspard Camara major SFE néonate	Sénégal
14	Mrs.	GOMIS	Henriette	IHS major SFE néonate	Sénégal
15	Mrs.	BOUSSO GAYE	Amina	Abass Ndao major SFE néonate	Sénégal
16	Mrs.	MBACKE	Ramatoulaye	Clinique Ya Salam maitresse SFE	Sénégal
17	Mrs.	DIAGNE THIOUB	Aissatou	Clinique Tounkara maitresse SFE	Sénégal
18	Mrs.	DASYLVA	Amélia	Clinique Al Makhtoum	Sénégal
19	Mrs.	SANTOS LOPEZ	Marie	Hopital Roi Baudoin maitresse SFE	Sénégal
20	Mrs.	MAGUETTE SECK	Ndiaye	Hopital Guèdj SFE	Sénégal
21	Mrs.	DIOUF	Aissatou	HOGIP (ex HOGGY) SFE	Sénégal

22	Mrs.	DIALLO	Ndèye Naya	C.S Hann mer maitresse SFE	Sénégal
23	Mrs.	MBAYE	Awa	C.S les Maristes maitresse SFE	Sénégal
24	Mrs.	SY	Fanta	Dalifort SFE	Sénégal
25	Mrs.	SONKO	Gnima	Hopital Yeumbeul maitresse SFE	Sénégal
26	Mrs.	NIANG	Véronique	Maitresse sage-femme, clinique Kelebana à Pikine	Sénégal
27	Mrs.	FAYE	Tine Tatiana	Sicap Mbao SFE néonate	Sénégal
28	Mrs.	NDONGO	Sadji Aby	HALD SFE	Sénégal
29	Mrs.	DIOP	Facoumba	Samu municipal SFE	Sénégal
30	Mrs.	MENDY	Henriette	Clinique Ya Salam	Sénégal
31	Mrs.	SOW	Rougui	COUD service médical ESP	Sénégal
32	Mrs.	TRAORE	Mariama	Poste de santé Serge Brion keur Massar	Sénégal
33	Mrs.	FAYE	Seynabou	Gaspard KAMARA	Sénégal
34	Mrs.	FAYE	Maymouna	Gaspard KAMARA	Sénégal
35	Mrs.	NIANG	Sokhna Awa	Centre médico-social Cheikh A. Bamba	Sénégal
36	Mrs.	CISS	Sokhna	P.M.I. Médina centre de santé Cheikh A. Bamba	Sénégal
37	Mrs.	BARRY	Ramatoulaye	Hôpital Régional Kolda	Sénégal
38	Mrs.	DIALLO YAO	Awa	Présidente nationale ASFI / Spécialiste en santé publique	Côte d'Ivoire
39	Mrs.	SEA	Zoua	Vice-Présidente nationale AFSI / Présidente section Yopougon/ Major service de maternité HG Yop	Côte d'Ivoire
40	Mrs.	N'DRAMAN	Kottia Charlotte	Sécrétaire générale AFSI / Point focal santé maternelle néonate	Côte d'Ivoire
41	Mrs.	COULIBALY	Ehoussou	Chargée des projets au sein de l'ASFI	Côte d'Ivoire
42	Mrs.	GONTO Minkapeu	Judith Michelle Candy	Présidente section Dabou	Côte d'Ivoire
43	Mrs.	KOFFI EPSE ABRY	Adjo Chantal	Présidente section Daloa	Côte d'Ivoire
44	Mrs.	N'DRE NEE OULAI	Dikoueh Ange Martiale	Présidente section Bouaké	Côte d'Ivoire
45	Mrs.	KOISSY	Ange Nadège	Intérimaire section Marcory / Ex Présidente section Toulepleu	Côte d'Ivoire
46	Mrs.	DIFFI	Akunda Morale	Présidente de section Association des SFs de Cocody	Côte d'Ivoire
47	Mrs.	TAPE	Marthe	Présidente section Abobo	Côte d'Ivoire
48	Mrs.	GUINDO	Aoua	PRESIDENTE ASSOCIATION DES SAGES FEMMES DU MALI	Mali
49	Mrs.	SYLLA	Mounina	SAGE FEMME MAITRESSE CENTRE DE SANTE DE REFERENCE COMMUNE 6	Mali
50	Mrs.	SOGODO	Assitan	Sage femme MAITRESSE MATERNITE CHU Gabriel Toure	Mali