



# **MIDWIFERY**

## **Level-III**

# **Learning Guide-10**

**Unit of Competence: Perform Community  
Mobilization and Providing Health  
Education**

**Module Title; Performing Community  
Mobilization and Providing Health  
Education**

**LG Code: HLT MDW3 MO3 LO2LG10**

**TTLM Code: HLT MDW3 TTLM 0919v1**

**Lo2 ■ Conduct health education and promote during  
pregnancy, Intra-partum and postpartum period**



<b>Instruction Sheet</b>	<b>Learning Guide #10</b>
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Community health facilities and available resources
- Methods and approaches of health education
- Evaluation of behavioral change through health education
- Strategies for internal and external dissemination of information
- Work related network and relationship
- . Pre-consumption counseling and testing. Specifically, **upon completion of this**

**Learning Guide, you will be able to:**

- Performing assessment and gap identification activities
- Organizing Community, Health facilities and all available resources
- Doing target group identification
- Preparing Health education plan
- Designing methods and approaches of health education
- Providing health education service
- Noting monitoring of service utilization and evaluation of behavioral change
- supporting Clients to take self-care approach in line with individual need for changing unhealthy behavior developing, promoting, implementing and reviewing Strategies for internal and external dissemination of information as required
- maintaining work related network and relationship as necessary.
- Using different approaches to meet communication needs of clients and community
- promoting pre-consumption counseling and testing



### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 4 , 5, 6, 7 and Sheet 8”.
4. Accomplish the “Self-check 5, Self-check t 6, Self-check 7, 8,9,10 and Self-check 11” in **page 5, 12,15,17,19,22 and 24** respectively.



Information Sheet_1	<b>LO2. Conduct health education and promote during pregnancy, Intra-partum and postpartum period</b>
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## 1.1. Introduction

Health education enables people to understand and analyze their health problems, and it motivates and leads them in the right direction to effect the desired change. In the context of antenatal care, it helps to educate, motivate and encourage pregnant women to use the service by providing information that helps them to make informed decisions. More over, it advocates greater acceptance and up take of antenatal care by educating the whole community. The result is that everyone understands that the over all benefits of antenatal care are the promotion of maternal and newborn health, and the prevention of common diseases and complications during pregnancy, labour, delivery and the postnatal period. Effective antenatal care helps to detect complications early, and it leads to swift management ,including referral to a higher health facility when necessary. It encourages people to make preparations for possible emergencies during pregnancy and child birth, and it brings about a sustained reduction in maternal and newborn deaths and complications.

**Health education;** is the effective transmission of accurate, useful, health related information to community members; it enables individuals and groups to develop their knowledge of health issues, and increase their self-reliance and competence to solve their own health problems through their own initiatives.

**Health promotion ;** refers to any activities that result in better health in a community or a country.

It includes the process of enabling people to increase control over, and to improve, their own health, but it moves beyond a focus on individual behavior to wards a wide range of social and environmental interventions that increase health and wellbeing. Health promotion includes any actions of individuals, community organizations, district and regional health bureaus, and governments, aimed at improving the health of their population.



Self-Check -1	Written Test
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**Directions:** choose the best answer for all the questions listed below. Use the Answer sheet provided in the next page: (3 point each)

1. The effective transmission of accurate, useful, health related information to community members

A .information    B .health education    C , promotion    D. all

2 Refers to any activities that result in better health in a community or a country is

A. health promotion    B. health education    C. Counseling;

*Note:* Satisfactory rating >3 points                      Unsatisfactory - below < 3 and points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Answer sheet

1.-----

2.-----



## Information Sheet\_2

## Community health facilities & available resources

### 1.1. Introduction

In this section you will learn about the current organizational structure of the health care system. The health care service has always consisted of a mixture of public, private and nongovernmental health care sectors. However, for this session you will mainly focus on the public sector organizational structure. In the mid 1990s, prior to the implementation of Health Sector Development Program I (HSDPI), the public health care system was structured into a six-tier system. Currently, it is a four-tier healthcare system (Figure 1.1), which is organized into Primary Health Care Units (PHCUs), District Hospitals, General Hospitals and Specialized Hospitals. The PHCU is a Health Centre surrounded usually by five satellite Health Posts. Each Health Post serves approximately 5,000 people and the five together total 25,000 people who are looked after by each Health Centre.



Figure 1.1 The four levels of the current healthcare system in Ethiopia with the number of people served at each level. (Source: FMOH/Wondwossen Temiess)



- **Resources for health education**

For health education activities to reach the stated goals and objectives, they must be supported with appropriate resources. In this section, you will have the opportunity to learn more about some sources of health education-related resources, and how to mobilize them. There are several different types of resources that may be used in health education activities. They can be broadly classified into three items:

1. Personnel or labor power
- 2 .Material resources, including educational materials
- 3 . Financial resources.

We will look at each of these in turn.

### **1. Personnel or labor power**

The key to any successful health education activities will always be the individuals needed to carry them out. You are the primary person to put health education activities in to practice with in your own community. However, it is difficult for you to carry out every task. So you should be able to identify volunteer individuals from the community, such as community leaders, kebele leaders and possibly religious leaders. In addition, leaders of different community organizations such as idir , iquib and mehber may be very helpful. They may be able to assist you in organizing the community, arranging schedules for health education, mobilizing the community for participation, and even possibly delivering health education sessions for their followers themselves. Other non-governmental organizations may be available in your community, and may be important sources of personnel for your activities. They may be able to assist you in different ways . For example, they may help you to provide training for peer educators or for house holds. In addition, you could request the woreda Health Office to provide you with assistance on certain issues. For example, the woreda Health Office might be able to provide you with teaching materials.

### **2.Educational materials**

Educational materials are crucial resources that will help you to carry out your health education activities. Some materials can help you take your message to the community, and also support your communication with all the people for whom you are responsible. You may be able to use posters, leaflets, flipcharts, cards, audiocassettes, videos, and other resources .You should be able to find these materials from different sources, such as nongovernmental organizations working in



your area like Plan Ethiopia, Fayya Integrated Development Association, woreda Health Offices, health centers, hospitals, and other local and national organizations. In addition, you can prepare your own educational materials from locally available materials. For example, you can prepare posters by working with people who are good at drawing pictures. Perhaps you can think of examples of materials that you have already been able to use in your own work.

## 1. Financial resources

Financial resources are also very important to support your health education activities. However, financial support is often difficult to find specifically for health education activities. To secure money for your activities, you may have to try a variety of different options. The first one is to request community contributions. This is not to suggest that they should necessarily pay money towards the activities. But they may be able to contribute locally available resources in kind.

Government and non-governmental organizations may also be able to provide financial support for your activities. So you need to work closely with them. For example, non-governmental organizations working in your area might sponsor some of your activities. They may provide financial support for training head so house holds about the proper use of bed nets. Other resources available in the community may include provision of the space to conduct health education sessions. Your community may be able to contribute the kebele administrative office, schools, or other places such as mehber, ider, equib and others. Equipment such as audio equipment, for example a mega phone, may also be available in the community.

- **Assessment of gaps** : gap refers to the space between where we are ( the present state) and where we want to be ( the target state).
- **Gap assessment** can help you improve your efficiency by allowing you pin out gaps present in you.
- **How to perform gap assessment**
  1. Identify the area to be assessed and identify the goal to be accomplished
  2. Establish the ideal future state .
  3. Assess the current state
  4. Comper the current state with ideal state
  5. Describe the gaps and quantify the difference





- **Identification of target groups;** Target is an individual with decision maker power to respond to your advocacy demands. Nearly always you will have a primary target, policy maker to whom advocacy is targeted and secondary targets that have some influence over the primary target. This means you should decide which audience to target through advocacy, and you must carefully determine the advocacy goals and objectives
- **Preparing and providing health education**
- preparing health education. ; the action or process of making some thing ready for use or service or of getting ready for some occasion ,test, duty.

➤ **Message development** every health education session should carry a message .

Message is apices of information, a set of ideas, or a course of action that you want to convey to individuals, or to the whole community. One of the frequent mistakes made by health workers is that they do not prepare beforehand the message they want to convey during the health education session. It is too late when you are in the session to have to decide what messages should be delivered ,and in what format.

➤ **In message development**, there are two components that you should consider — the content of the message, and the process by which you plan to convey the message. You will have to think about the content to the session, the topics that you want to cover during the session, and if there are any specific facts that you want to deal with. You should so think about the process you will use. You should think about whether there are any activities that will help you deliver your message, and you should be organized and prepared if there are any forms or other materials that need to be handed out during the session.

Learning objectives In all your health education work, you will need to decide what it is that you want your audience to have learnt by the end of the session (i.e. learning objectives).The learning objectives you are aiming to achieve during your session determine the nature of the message you need to develop

**For example**, in order to improve people’s knowledge, giving them facts and clear information is important. How ever ,to influence your audience’s attitudes about health



issues, the facts by themselves will not be sufficient. To improve health-related skills in your audience, specific training and giving clear instructions on how to behave is especially important.

- **Suitability of the method** Some health education methods are better than others when attempting to deliver a particular kind of message. For example, simple facts about specific health issues may be best delivered through a lecture. Skills are best developed through giving the audience a chance to practise, and by giving them demonstrations and simulations. Drama and role play may be good to influence the attitude so for your audience.
  
- **Available resources** to deliver the message You should also make sure that all the necessary resources are available For example, if you want to deliver your message using the demonstration method, you may need additional resources
  
- **Characteristics and preferences of the audience** To decide the kind of appeal you should use in health education, always take into account the characteristics of the audience. For example, some communities may be influenced by positive appeals, others may be influenced by emotional appeals. It helps to prepare a message that is tailored to the need of your audience.

All health education messages should be culturally sensitive ,and consider the comprehension level of the audience. For example, locally offensive words should not be used. Technical words should also not be used. Using complicated medical terms will not be understood by the people you are trying to reach. For, if you tell people ‘Mycobacterium tuberculosis causes TB’ ,they may not understand what you are telling them.

- Providing health education; builds knowledge ,skills & positive attitude about health. Health education teaches about physical, mental, emotional and social health. It motivates individuals and community to improve and maintain their health, prevent disease and reduce risk behavior.





<b>Self-Check -2</b>	<b>Written Test</b>
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**Directions:** choose the best answer for all the questions listed below. Use the Answer sheet provided in the next page:(1 point each)

1. Which one is resources that may be used in health education activities.  
A. . personnel or labor power B. dissemination C. activities D. health.
2. Can help you improve your efficiency by allowing you pin out gaps present in you.  
A. Gap assessment B .Recourse mobilization C. Materials D. All
3. It is apices of information, a set of ideas, or a course of action that you want to convey to individuals, or to the whole community  
A. Message B. Identification of target groups C. Available resources D .Audience
4. Things to be considered during message development include:  
A. The content of the message B. The process by which you plan to convey the message  
C. A & B D. None

*Note:* Satisfactory rating 2 & >2points Unsatisfactory - below < points  
You can ask you teacher for the copy of the correct answers.

Answer Sheet

- 1.-----
- 2.-----
- 3.-----
- 4.-----

Score = _____
Rating: _____



<b>Information Sheet 3</b>	<b>2.2 Methods and approach of the education.</b>
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**1. Methods;** To achieve each of your stated objectives, you need to choose the best educational method, because not all health education methods are appropriate to achieve each of your objectives — some methods are better than others. For example, if one of your learning objectives is to increase knowledge about a particular health subject, you should choose a method which is appropriate for this object

Learning objective	Health education method
Raising awareness and passing on knowledge	Lecture with discussion, talks at public meetings or social gatherings, and the distribution of materials such as posters and leaflets
Changing attitudes	Individual approaches such as counselling or discussion, using visual and audio-visual materials
Skill development	Training and demonstrations involving practice

**Table 1.1 Level of learning objective, and appropriate health education methods**

When you are choosing the educational method that you will use, you should also consider

- 1 . The number of people involved .
- 2 . learner preferences.
- 3 . The appropriateness of the method to the local culture.
- 4 . Availability of your resources.
- 5 . A method that best fits the characteristics (age, sex, religion, etc.) other target group.



- **Approaches in health education** promotion will be an important part of your work as a health profession. In this section you will learn about some of the approaches used in health promote

- **Behavior change** The behavior change approach is used to bring about changes in an individual's thinking or perception. You should be able to use this method to change the behavior of individuals within your community and help them make their own health-related decisions. This approach can be applied using locally available methods and media such as leaflets and posters.

The behavior change approach is very broad; you will be expected to consider wider issues of health education such as individual perceptions of exposure to health risks and risky behavior. This approach also covers the benefits an individual can gain through health practices.

Think about smoking for moment t. You will be aware that smokers deciding whether or not to give up smoking should consider:

- . To what extent they think they are susceptible to high blood pressure (hypertension),lung cancer , social and financial consequences, and other smoking-related health problems . Their perception of how serious continuing to smoke may be interims of their possible future morbidity (illness) and mortality . Their perception of the extent and value of the benefits of giving up smoking . The potential negative consequences of giving up smoking.

**Self-empowerment** Your role as a health worker enable to help individuals in your community make healthy choices. It's important to remember that self empowerment is rooted in awareness and understanding that people can act to change their own lives on their own behalf (Figure2.6,onthe next 'Using the self-empowerment approach you can provide the tools they will need to make their own choices about their health and increase their control over their physical, social and psychological environment. Self-empowerment techniques include, but are not limited to, group work, problem solving, client-centered counseling, assertiveness training, social skills training and educational dram



<b>Self-Check -3</b>	<b>Written Test</b>
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**Directions:** choose the best answer for all the questions listed below. Use the Answer sheet provided in the next page:(1 point each)

1. Things should be considered when you are choosing the educational method that you will use includes; A. . The number of people involved B.. Availability of your resources.

C. The appropriateness of the method to the local culture A. All.

2, Is used to bring about changes in an individual's thinking or perception.

A .The behavior change approach B. learner preferences C. Self-empowerment D.All

*Note:* Satisfactory rating >2points

Unsatisfactory < 2 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

1.-----

2.-----

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



Information Sheet_4	2;3; Evaluation of behavioral change through health education.
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4.1. **Behavior** ; is the outward manifestation of an individual's internal response to a situation. The response (an action or change in action) is derived through an individual's decision-making process, which may be automatic or deliberate , and shaped by economic, psychological, or social mechanisms . Behavior change activities, target or support specific choices and behaviors that are directly linked to a desired outcome Behavior change (or desired outcomes) can be observed in their changes as increasing, decreasing, being enhanced, improving, or being maintained

Monitoring and evaluating behavior change has been integrated into the template through items that track output and outcome indicators of activities that explicitly aimed to change behavior. By definition, outputs themselves are not behavioral. Outputs are the "tangible products or services produced as a result of the activities" (Morra- Imas and Rist 2009). "Access," for example, is an output. Still, the template captures outputs of behavioral activities, such as the number of text messages sent or the number of households reached through BCC activities, in an effort to understand the intensity of the behavioral activity. Similarly, "outcomes are the behavioral changes that result from the project outputs" (Morralmas and Rist 2009). By this standard, all properly defined outcomes are behavioral. . Through critical assessment of whether the nominally "outcome" indicators in project documents are in fact measuring behavior change, evaluators can make conclusions on how well articulated and integrated behavior change was in the monitoring and evaluation (M&E) framework and, subsequently, the project. With that aim, the coding template assembles data on the behavioral activities' outputs and outcomes used for monitoring and evaluation, and which of those were collected at baseline, had targets set, or, importantly, were adapted (or caused the theory of change to be adapted) as a result of observed behaviors. Such adaptation can also be a useful proxy for how well behavior change is integrated into Bank activities. An evaluator may also want to explore various intensities of behavior change; for example, coders could indicate

whether outcome indicators were intended to be increased, decreased, enhanced improved, or maintain.





<b>Self-Check -4</b>	<b>Written Test</b>
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**Directions:** choose the best answer for all the questions listed below. Use the Answer sheet provided in the next page:(3 point each)

1.It is the outward manifestation of an individual's internal response to a situation.

- A. Behavior    B. Decision-making process    C. outcomes    D .Evaluation

*Note:* Satisfactory rating 3points                  Unsatisfactory 3 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

1.-----

Score = _____
Rating: _____



**Information Sheet\_5**

**strategy of external and internal dissemination of information.**

**5.1 introduction ;Strategies of Eternal and External dissemination of information**

Ideally, all health education messages should be pre-tested before being used more widely. Pre-testing is testing the message with representatives of your target audience before the message is disseminated to a wider audience. Without pre-testing, a message stands the chance of becoming ineffective and detached from the needs of the target audience. You may not need to conduct large scale pre-testing. For example, when you teach mothers about family planning at your health post, you can ask them how well they understood your message, their reactions, and how comfortable they are with your methods. In your future health education activities, you will be able to modify your approach as a result of getting this feedback.

Once your health education message has been developed, the next step is to disseminate the message to the respective audiences that you are trying to reach. Dissemination means conveying or delivering the message to each audience at a variety of different places. This is the actual implementation of your health education activities. However, you should keep in mind that health education is more than the simple dissemination of health education message.

Dissemination and communication strategies ;it serves as guideline for communication and dissemination activities.

It defines key message ,target audience, and methods of communication and tools further more it describes materials to be used for various dissemination tasks.The strategy covers the whole duration of the scoping study.



**Self-Check -5**

**Written Test**

**Directions:** choose the best answer for all the questions listed below. Use the Answer sheet provided in the next page:(4 point each)

1. Conveying or delivering the message to each audience at a variety of different places.  
A. Strategies    B. Dissemination    C. Information    D. Activities
2. All health education messages should be pre-tested before being used more widely.  
A. True    B. false

*Note:* Satisfactory rating 2points      Unsatisfactory <2 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

- 1.-----
- 2.-----

Score = _____
Rating: _____



<b>Information Sheet_6</b>	work related net work and relation ship
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**1.1 .Introduction;** recognize the value of net work other relationships in providing for the benefit for the team and organization. A network include a group of people who cooperate with each other .network is also related to participation.

**Relation ships with colleague, Boss, or employee.** A working relation ships turned in to a very close relationships . to have relationships ;To estabilish and maintain net work contact relationships.

Here are 10 tips for building strong professional relation ships

- **Congratulate Them.** When a connection is promoted or changes professions, send a congratulatory note and inquire about the change. Use the opportunity to catch up on other matters and provide an update on your own status.
- **Provide Professional Leads.** When you hear of something, let appropriate people in your network know. Think beyond jobs and referrals to everything from committees, board positions, speaking opportunities, writing assignments, and special projects. Offer to provide an introduction if you're comfortable doing so.
- **Mail Something.** Everything is electronic now, except when it's not and then it stands out. To get someone's attention, hand write a note and mail it them. Finished a good book or interesting magazine that you think a contact would love? Mail it to the person with a note expressing why you're sending it.
- **Ask Their Opinion.** Your contacts are in your network for a reason, so remember to take advantage of their knowledge and experience. While taking care not to contact people too much, reach out when you have a need and you know your contact will be able to assist. Inquire about other matters during the exchange and thank your contact for helping out.
- **Meet in Person.** Remember to meet local contacts for beverages or lunch periodically. For remote connections, this may not be possible, but if you travel, try and meet on the occasions when you're both in the same city.



- **Send Links but Personalize.** See a link that one of your contacts might appreciate? Send it but explain why the link made you think of your contact and how you thought it would be useful. Remember not to send too many links to the same person.
- **Introductions.** Chances are, many of your connections could help each other out if only they were connected. When you feel an introduction would be beneficial and both parties have agreed, introduce two of your connections to each other.
- **Check In.** Don't have an explicit reason to reach out to a connection? Send a short note to check in and inquire about professional developments. Provide a brief update about yourself and thank the person for being part of your professional network.
- **Re-Introduce Yourself.** The truth is we connect with so many people on networks like LinkedIn that for some people we can't remember why or when we connected. Perform periodic network housekeeping and reach out to these contacts, conceding that losing touch is sometimes inevitable, but that you're interested in what's new with them.
- **Let Them Breathe.** Wine connoisseurs like Miles from "Sideways" will tell you that letting wine breathe will bring out its true aromas and flavors. This is due to aeration and the warming of wine from the surrounding air. Professional networks, like wine, also need time and air to flourish. Take care to nurture your network and give the people in it the space and room they need to breathe..



<b>Self-Check -6</b>	<b>Written Test</b>
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**Directions:** choose the best answer for all the questions listed below. Use the Answer sheet provided in the next page:(4 point each)

1. A group of people who cooperate with each other .  
A . individual    B .net work c approach    D work
2. Tips for building strong professional relation ships Includes:  
A. Send Links but Personalize    B. Introductions.    C. Check In    D. All

*Note:* Satisfactory rating 2points                  Unsatisfactory <2 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

- 1.-----
- 2.-----

Score = _____
Rating: _____



<b>Information Sheet 7</b>	Pre-conception care testing and counseling
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### **1.1. Introduction;**

You and your partner should also undergo genetic **counseling and testing** before pregnancy. Specific **tests** may be recommended to find out if a couple is at risk for having a child with certain genetic diseases such as Tay-Sachs and sickle trait/sickle cell.

**Preconception counseling;** is defined as health education and promotion. The goal of **preconception** care is health education and promotion, risk assessment, and intervention before pregnancy to reduce the chances of poor prenatal outcomes. Nearly half of the 200 million pregnancies that occur annually are unplanned

**Pre conception in pregnancy;** Preconception health is a woman's health before she becomes **pregnant**. It means knowing how health conditions and risk factors could affect a woman or her unborn baby if she becomes **pregnant**. For example, some foods, habits, and medicines can harm your baby — even before he or she is conceived.

- **preconception counseling is necessary;** **Preconception counseling** can identify any health problems that could affect your ability to get pregnant or the pregnancy itself. **Preconception counseling** doesn't happen in just one visit, but rather, may involve visiting all of the doctors you regularly
- **pre conception care is important;** The goal of **preconception care** is to improve pregnancy outcomes and women's health in general through prevention of disease and management of risk factors that affect pregnancy outcome and the health of future generations.



<b>Self-Check 7</b>	<b>Written Test</b>
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**Directions:** choose the best answer for all the questions listed below. Use the Answer sheet provided in the next page:(2 point each)

1. is to improve pregnancy outcomes and women's health in general through prevention of disease and management of risk factors that affect pregnancy outcome and the health of future generations.

- A Post conception counseling    B.pre conception care  
C ,self empowerment    D Disease

2 . identifying any health problems that could affect your ability to get pregnant .

- A . Preconception counseling    B. conception    C .Advising    D .All

3 The goal of preconception care is

- A. health education and promotion    Risk assessment    C. intervention before pregnancy to reduce the chances of poor prenatal outcomes.    D . A I I

**Note: Satisfactory rating >3 and 6 points                      Unsatisfactory - below -3 and 6 points**

You can ask you teacher for the copy of the correct answers.

**Answer Sheet**

Score = _____
Rating: _____





Name: \_\_\_\_\_

Date: \_\_\_\_\_

Prepared By							
No	Name	Educational Back grand	LEVEL	Region	College	Email	Phone Number
1	Masresha Leta	Midwifery	A	Harari	Harar HSC	<a href="mailto:masreshaleta3@gmail.com">masreshaleta3@gmail.com</a>	0911947787
2	Gosaye T/haymanot Zewde	Midwifery	A	Harari	Harar HSC	<a href="mailto:Zewdeqosa@yahoo.com">Zewdeqosa@yahoo.com</a>	0913227450
3	Amare Kiros	Midwifery	A	BGRS	Pawi HSC	<a href="mailto:amarekiros9@gmail.com">amarekiros9@gmail.com</a>	0920843010
4	Jalele Mosisa	Midwifery	B	oromia	Nekemte HSC	<a href="mailto:jalemosis2018@gmail.com">jalemosis2018@gmail.com</a>	0939316415
5	Serkalem Fetene	Midwifery	A	oromia	Mettu HSC	<a href="mailto:serkefetene@gmail.com">serkefetene@gmail.com</a>	0912022476
6	Balela Kadir	Midwifery	B	oromia	Nagelle HSC	<a href="mailto:balela.kedirbedu@gmail.com">balela.kedirbedu@gmail.com</a>	0916633542
7	Sadeya Mohamed	Midwifery	A	Somali	Jigjiga HSC	<a href="mailto:yanaan261@gamil.com">yanaan261@gamil.com</a>	0915076012