

Project Support Communications **Newsletter** • Information Division, UNICEF, New York, N.Y. 10017

VOLUME 1 NO. 3

## THE HAND THAT ROCKS THE CRADLE

by *Cynthia Reader, UNICEF-New York*

There are rainbows in Indonesia, and at the end of them all is something much more valuable than a pot of gold: good health for children.

The "Rainbow Road to Health", a weight chart and guide crucial to the battle against a variety of malnutrition syndromes, is being placed in the hands of health workers throughout Indonesia.

And, believe it or not, every child in Indonesia knows the name of the nearest health worker.

Her name is, of course, "Ibu" or mother.

Recognizing that a mother's love is the best health protection any child could have, UNICEF and the Indonesian Ministry of Health are providing mothers with a way to guide the growth of their children using "The Rainbow Road to Health" chart.

According to Rolf Carriere, a UNICEF programme officer in Jakarta, the colour differentiation on the card is a vivid reminder of the importance of weight gain over time.

Malnutrition syndromes like kwashiorkor and nutritional marasmus are usually preceded by months and sometimes years of failure to gain weight. Or a child may very suddenly start a bout with measles, whooping cough or diarrhea.

Mothers will be shown how to interpret the weight chart to determine when medical help is needed. A key may be added to the card indicating what an up-



ward, horizontal (Continued on page 2)

## Plan Ahead

by *Björn Berndtson, Chief, PSC*

Sometimes in the midst of overcoming what seem like insurmountable odds in the most impossible of places, we in UNICEF tend to despair a little when we find our bridge over troubled waters doesn't quite reach the other side.

As a veteran of 15 years in India, Vietnam, Egypt, Bangladesh and Tunisia, I would like to pass on the following piece of advice: Don't worry, it takes time!

The final section of the bridge in our various field (Continued on page 4)



## THE HAND THAT ROCKS THE CRADLE (CONT. FROM P. 1)

or downward trend means and what the mother should do in each case.

"The central idea is that the mother is the basic health worker. The second referral level is the volunteer health worker," Carriere said. "This is not a new idea, of course. Dr. Spock's book has been serving the same purpose in America and Europe for many years."

It is a new, experimental and somewhat controversial idea as far as government and international agencies are concerned, and will eventually involve the training of some 60,000 volunteers and over \$150,000 for the production of visual aids.

### POSTERS

When a mother arrives at her health clinic, she will see a poster realistically depicting a woman breastfeeding her child (see illustration at right). The poster, produced by UNICEF and the Indonesian government with the help of the InterVista advertising agency, is meant to popularize the idea that breastfeeding is the correct and "in" thing to do. Another health clinic poster encourages the mother to "Weigh Your Child Every Month".

### NUTRITIONAL FIRST AID

Source of life and nourishment, the mother will also be recognized as the source of "nutritional first aid" when clinics provide her with a leaflet on how to prepare a solution of salt, sugar and boiled water. The solution is not meant to cure the child, but simply to keep him alive until the mother can get him to the clinic.

"It is felt that unless the mother herself knows how to prepare this solution, help in rehydrating the child may well come too late," Carriere pointed out.

### HISTORY OF THE WEIGHT CHART

The "Road to Health" idea and the weight chart itself were originally designed and tested in Ilesha, Nigeria by a well-known paediatrician, Dr. David Morley, over a period of eight years. From Nigeria the concept spread to many other countries in the developing world, perhaps because of the positive orientation of the chart: watching your child grow.

The mother owns the chart, she keeps it for her child and experience has shown that very few are lost. By handing the card to the mother, the medical worker conveys respect and the clear message that the mother is now responsible for the health of her child. By showing her how to use the card, the worker also gives her a valuable tool for making decisions based on scientific knowledge.

### THE COST

The UNICEF staff hopes that the use of "Road to Health" cards, costing about 5¢ apiece, along with programmed learning manuals showing how to use the cards, will cut down on the cost of



training volunteers. A mass media campaign is also scheduled: 15 radio spots and 10 TV and cinema messages. The total cost of the three-year programme is \$3.2 million.

### FREE SAMPLES

For a free sample of the Road to Health Chart in English, Spanish or French or Dr. Morley's book, "Paediatric Priorities in the Developing World", (Price £1.25) write to TALC, 30 Guilford St., London WC1N 1EH, England. Copies of the weight chart are also available from PSC-New York.



## MINI MEDIA BLITZ HITS MARSABIT MOUNTAIN

Based on correspondence with Revi Tuluhunghua, UNICEF-Nairobi, and a report by Joan Wiseman

Most of the farmers on Marsabit Mountain in Kenya have rarely or never seen a newspaper, magazine or photograph. If a radio makes its way up into the area, it is regarded as a curiosity.

When disease strikes, the farmers are left to their traditional beliefs and often find themselves unable to cope with tuberculosis, gonorrhoea, anemia, whooping cough, measles, polio and tetanus.



Proper medical care is still not within sight at this most remote location, but the situation is changing a little with the help of local health educators and a former official of the health ministry.

Joan Harris Wiseman, an American health educator working with the Kenyan government, played a key role in assisting the farmers after she left her desk in Nairobi to work in the draught-stricken Marsabit District.

"Health education at the national level should support, advise and encourage workers at local levels," Harris says.

After identifying the diseases which are most common in the farming and herding communities, Harris familiarized herself with the traditional beliefs and practices relating to these diseases and observed what health education was already in progress. She listened to teachers in seminars and accompanied local health educators on visits to homes, schools and community centers.

She then modified films, posters and booklets to suit the local needs and customs. Using a filmstrip kit borrowed from the UNICEF office in Nairobi, Wiseman created and tested booklets to explain clinic services which are available locally. With a simple camera (Cannonet 28) she made flash cards and printed simple health messages for educators to use. Because all the teaching materials were produced locally, she found that audiences could identify with the photographed people on the flash cards.

The impact of this primary health care project is difficult to measure. No objective surveys were done before or after, and it will take time for attitude changes to take place.

Still, there is no doubt that the project has had results: there is a dramatic increase in clinic attendance at Marsabit Hospital, especially in child welfare clinics. For example, children's clinic attendance in Marsabit Town jumped from 332 to 2255 in one year.

Wiseman writes that there is now an active group of health care workers in many communities, schools have improved their health programmes and clinics are equipped with locally relevant display materials. She recommends that teaching aids be lightweight, durable, protected from dust or rain (hers are sealed in polythene), easy to carry, use and store. She stresses the importance of locally produced materials.

"Health education programmes should be developed with local people," Wiseman says. "One must never assume that people are ignorant or without opinions. On the contrary, the teacher must assume that the local people have something to teach him."



## PLAN AHEAD (CONT. FROM P.1)

projects is the application of our messages. We may advocate ideas, provide supplies and equipment, give instructions, and assist in development, but we never quite finish our job until the message gets across to those who most need it.

A present, most funds and efforts are spent on the advocacy and promotional sections of the communication bridge. They have their own rewards: they increase cooperation among local government agencies and create a stronger bond between the government and UNICEF.

If the goal is not being reached, however, before despairing we ought to consider whether we've explored all our options.

Here is a brief checklist of questions which should be considered at the start of any project, large or small. They will save time, effort, money and disappointment.

### PSC CHECKLIST

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Will the proposed innovation fit naturally into the social, religious and economic setting? Does it build on the social structures which already exist in the country?</li> <li>2. Are there enough skilled media people available to publicize the innovation?</li> <li>3. Are there adequate facilities and technical equipment on hand to produce and diffuse messages about the innovation?</li> <li>4. Is there research assistance available for a base line study, pre-testing, monitoring and evaluation?</li> <li>5. Are you prepared to build up administrative support for the communications part of the project? Successful projects are only the tip of the iceberg,</li> </ol> | <p>supported below by massive administrative assistance.</p> <ol style="list-style-type: none"> <li>6. Are there sufficient funds earmarked for project support communication?</li> <li>7. Have you realistically planned your timetable, allowing for production and diffusion of PSC materials? Do you have realistic expectations for the project based on an understanding of how long it will take to achieve behavioural objectives?</li> <li>8. Are you sure that the service to be promoted will actually arrive as promised?</li> <li>9. Have you planned an integrated, multi-media package with face-to-face communications, visual aids, and mass media all reinforcing one another?</li> </ol> |
|---|---|



YES

If you answered "yes" to all these questions, your project will have a good chance of success. I hope this checklist is helpful in preparing your proposals and if we at PSC headquarters can offer any assistance please write to us.

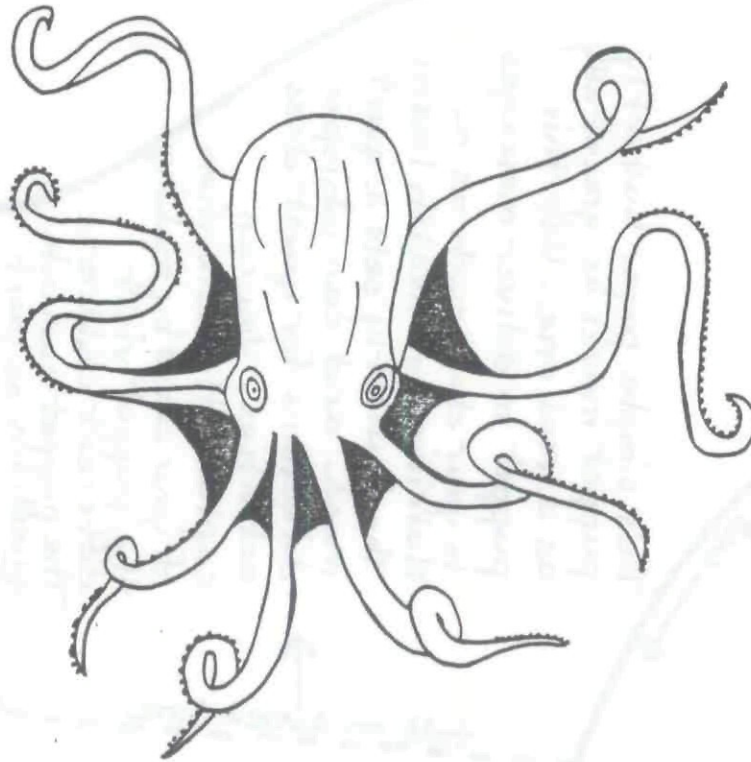
### DOWN TO EARTH



by John Spring, Liaison Officer, UNICEF-Accra  
 Drawn by a local artist in Northern Ghana, this simple flannelgraph set depicts real life scenes having to do with diarrhea prevention and sanitation. The language of the script and review questions which accompany the set are clear and direct.

However, the Northern Savanna of Ghana does have its poetry. Here is a translated excerpt from a puppet play entitled, "You Must Toil and Then Eat":

*This is a lovely farm.  
 Standing so thick with corn it rings!  
 I wish I had a farm like this,  
 Eight acres of land with  
 Many coloured big, fat groundnuts,  
 Rice, millet and corn  
 Doing prosperously well.*



### THE GOVERNMENT OCTOPUS

Getting the sectors of a government bureaucracy together on programmes for children is like trying to shake hands with an octopus. It takes tremendous coordination.

And so, coordination of government and private agencies concerned with children is the aim of a new bilingual publication from Bangladesh, "Shishu Diganta: A Child's Horizon."

Now in its second edition, this UNICEF journal has been so well received by government officials, foreign missions and voluntary agencies that the number of copies produced has been doubled from 1,500 to 3,000.

Bettyann Lopate, the original editor of the journal, said recently, on a visit to New York headquarters, the greatest problem in starting "A Child's Horizon" was gaining sufficient knowledge of the Bengali publishing business. With the help of a local advertising agency, an IBM Selectric typewriter borrowed after hours, and paying double for locally available paper, the first issue of the journal struggled into existence.

With that experience thankfully behind, the second issue appeared in May 1977 under more promising circumstances. This time, a freelance graphic artist took the place of the ad agency and paper was imported from Bangkok where it is less expensive and where there

is a much wider selection. The Nutrition, Health and Family Planning programmes of UNICEF assumed the additional paper costs of the extra copies.

A bilingual Bengali journalist, Tahmina Saeed, who worked on the second issue, has now succeeded Lopate as editor.

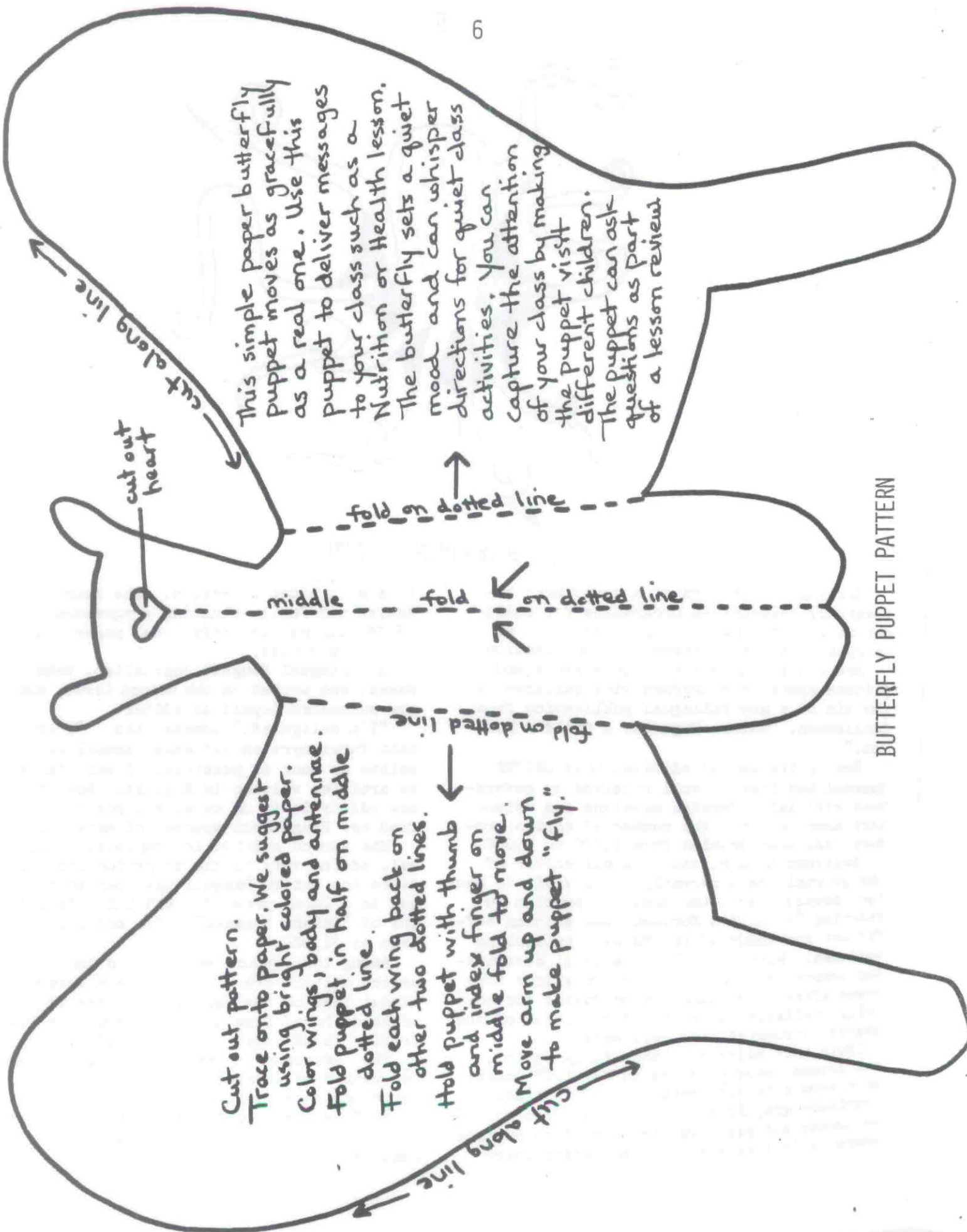
"I'm delighted," Lopate said. "I think that foreigners should make themselves obsolete as soon as possible. I was limited to articles written in English. Now, the new editor is in an excellent position to find new Bangladesh sources of materials."

The second edition is completely bilingual, adding very little to production costs since the entire Bengali text can be typeset in a local press for \$15 U.S. Each issue of "Shishu Diganta" costs about 10,000 taka or \$1,000.

Among the feature articles in the 30-page second edition are a focus on the International Year of the Child, 1979; Health Practices of Rural Bangladesh; Appropriate Nutrition Technology; The Rhythm of Bengal.

The "advocacy" journal is a widely accepted method of increasing cooperation with government agencies. Since 1970, "UNICEF Berita" has been published quarterly by the office of the UNICEF Representative in Jakarta.





Cut out pattern.

Trace onto paper. We suggest using bright colored paper.

Color wings, body and antennae.

Fold puppet in half on middle dotted line.

Fold each wing back on other two dotted lines.

Hold puppet with thumb and index finger on middle fold to move.

Move arm up and down to make puppet "fly."

This simple paper butterfly puppet moves as gracefully as a real one. Use this puppet to deliver messages to your class such as a Nutrition or Health lesson. The butterfly sets a quiet mood and can whisper directions for quiet class activities. You can capture the attention of your class by making the puppet visit different children. The puppet can ask questions as part of a lesson review.

BUTTERFLY PUPPET PATTERN

## WHY DO THE CHILDREN PLAY?

Based on a report by June Mehra, UNICEF-New Delhi

*"Before children can understand a thing, they need experience: seeing, touching, hearing, tasting, smelling; choosing, arranging, putting things together, taking things apart. Experimenting with real things."\**

The "real things" available to children in the Baroda District of India are stones, sticks, leaves, wood and clay. Making the most of natural objects like these, UNICEF and several Indian government programmes have put together an illustrated booklet, "Preparation for Understanding" which describes simple experiments or games young children can play to learn about the order in their lives and in their world.

UNICEF-New Delhi has also assisted in the production of an entire media package for nursery school and primary school teachers. Besides "Preparation for Understanding", the media package includes:

1. 12 filmstrips, scripts and guides
2. A folder on how to make wall charts to accompany the filmstrips
3. "Let's Play", an illustrated booklet on how to teach simple nutrition and health messages to young children. The illustrations are detachable so they can be used as flash cards.

The materials have been field tested with teachers in rural areas, in training institutes and with nursery school children in different regions of India. The media package has been distributed to every teacher training institute in India, and some of the materials have been sent to countries outside India for evaluation.

June Mehra, a PSC Officer in New Delhi, has written a manual describing the "Baroda Project", the District project which spawned the media package and nurtured cooperation between government departments on the state, district and village levels.

Mehra hopes that her manual will spread the methodology which worked in Baroda to other Indian states and to other countries.

\* From the introduction to "Preparation for Understanding". Text by Keith Warren.



## PUPPETS WITH A PURPOSE

(See illustration on page six)

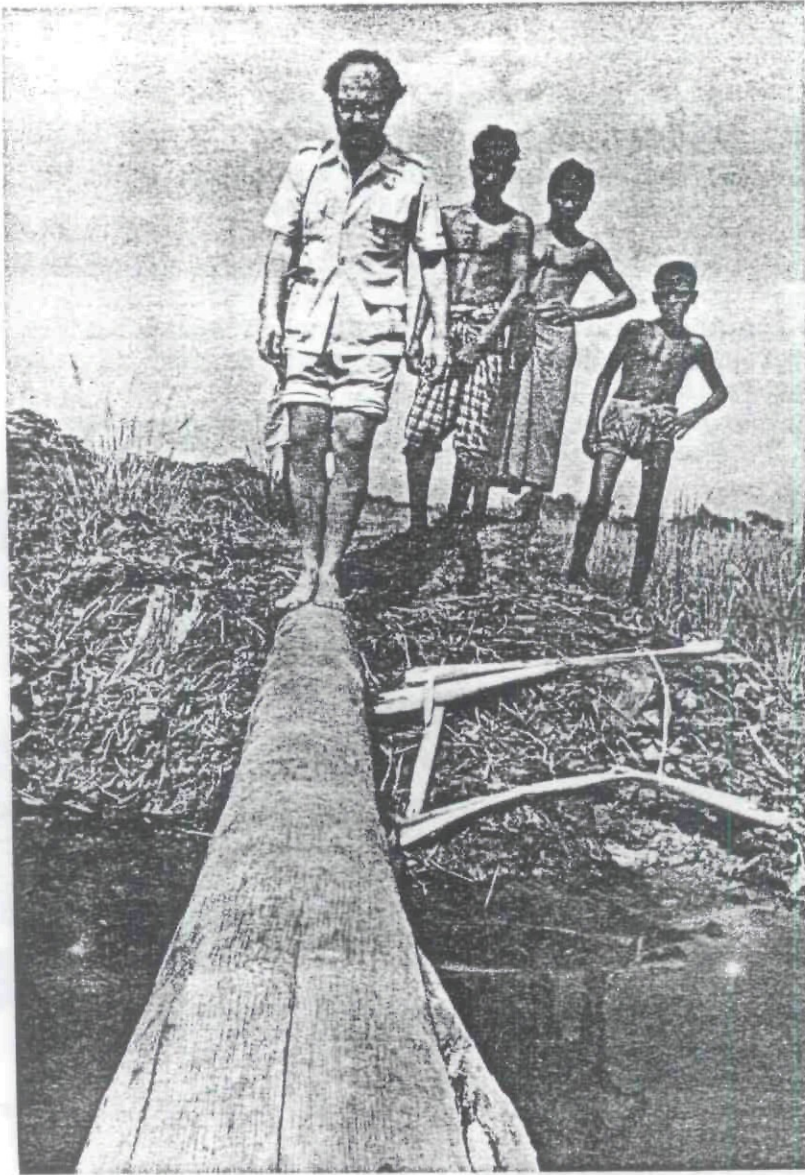
Everyone knows that children love puppets, but not everyone realizes how easy it is to make a puppet. Tuck your thumb under your index finger and move your thumb up and down as you talk. After a few minutes of practice, even your hand becomes a puppet.

Jeffrey Peyton and Barbara Koenig, authors of a 100-page guide, "Puppetry: A Tool for Teaching", specialize in creating workshops on low-cost puppetry for teachers who want to become better communicators.

"The key to the effectiveness of puppets is motivation," Koenig said on a recent visit to UNICEF headquarters. "Puppets break through the barrier of communication and encourage children to listen, talk, question and feel."

Peyton and Koenig believe that designing your own puppets is a valuable experience for teachers and for professionals involved in the promotion of educational programmes. For more information, write to "Bojabi Treehouse" c/o Cynthia Reader, PSC-NY.





## THE GLAMOUROUS LIFE OF PSC

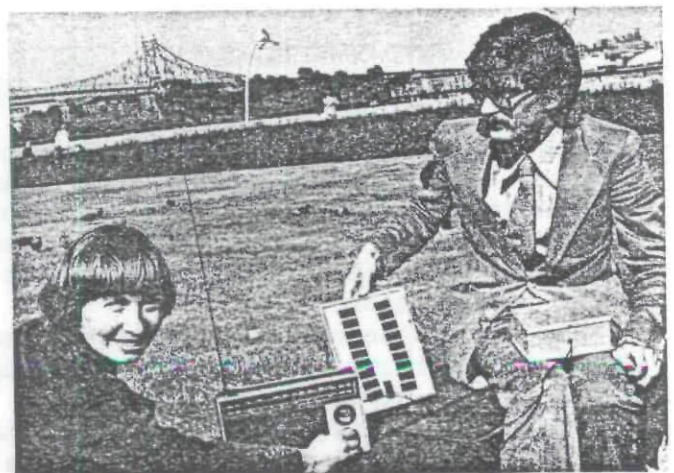
### ME FIRST? (left)

Moncef Bouhafa is an Information Officer doubling as a PSC Officer in Bangladesh. In an interview on page 11, he describes some treacherous passages encountered during a recent radio survey.

ON THE OTHER SIDE OF THE LENS (below, left) Ane Haaland, an avid photographer, stops to rest her aching muscles after a week of trekking over hot and dusty trails. At a recent teacher training workshop, Ane demonstrated practical A/V skills.

### IT WORKS! (below, right)

Cynthia Reader, PSC-NY, fearlessly tackles the wilds of the UN park to test a solar cell panel system designed by Fred Wiebe, UNICEF Consultant, for use in UNICEF radio schools. On her left, Fred holds a solar cell panel he built out of cells rejected by the NASA space programme.





## LA RURALIZACION DE PIAGET

by Orlando Lugo, PSC Officer, UNICEF-Lima

The theories of the Swiss child psychologist Jean Piaget are thriving four kilometers high on the altiplano of southern Peru.

The teacher in this most unlikely location doesn't have a Ph.D., M.A., or B.A. In fact, he never went past primary school.

Anastasio Mamane Diaz is a poor shepherd in Puno, Peru, who works weekdays on a voluntary basis with local children up to five years old, while his wife tends their sheep.

Anastasio was elected by his community to receive special training because of his love for his people and because he reads and speaks a little Spanish, while most villagers speak only Indian languages, Queschua and Aymara. He is trained through courses and radio programmes organized by the PROPEDEINE team, a pilot programme on basic non-formal education, supported by UNICEF and the Peruvian Ministry of Information.

PROPEDEINE educators have taught Anastasio how Piaget, a leading psychologist in cognitive development, has identified three major stages through which the child's intelligence passes: sensori-motor, concrete-operational, and formal operational thought. During the first stage, the child deals with differentiating between himself and concrete objects; during the second he perceives relationships between concrete objects and during the third he starts considering relationships among abstractions.

Anastasio has defied those experts who assert that Piaget's theories can only be applied by professionals. His success has made "La Ruralización de Piaget" one of the most promising educational experiments in Latin America.

"The local primary school teacher has congratulated me," Anastasio said, "because she has observed a significant difference between the children who have gone to the "Wawa Wasi" (nursery school) and those who have not."

The enriching nursery school environment where children learn by playing, has made children less timid and more skillful when compared with other children. This observed difference has been confirmed by a professional researcher in a recent and more controlled evaluation of the programme.

Anastasio, like the other 167 promoters working in the same programme in the Puno province, is aware of the benefits he is bringing to the children. However, he still does not realize the scientific and social impact of this marvelous experience.





## SRI LANKA SOAP OPERAS

*Based on a report by Marty Rajandran, PSC Assistant, UNICEF-Colombo*

High in the legendary tea country of Sri Lanka, where plantation workers tend the precious crop that is so important to the economy, one of the trappings of city life is very much part of the scene.

The soap opera -- everybody who listens knows all the characters, all their problems and worries, and can't wait until the next episode to hear what happens. Soap operas are one of the world's great entertainments, but in Sri Lanka, two of the soap opera type radio programmes serve a very large purpose.

"The Light of the Lamp" and "The God That I Faced", produced by UNICEF and the Ministry of Health in Sri Lanka for the bargain price of \$66 a programme, carry important health messages behind their story lines. Family planning, nutrition and personal hygiene are some of the topics touched on by the characters, whether in a funny or dramatic way.

"The God That I Faced" focusses on a middle class doctor working in the tea estate area who becomes more sympathetic and understanding towards the estate workers as the 39 episode series progresses. The doctor's clever and comical servant spreads a concoction of family gossip and health advice to the rest of the community, and lively music continues throughout.

This may be low cost entertainment, but the radio dramas help Tamil-speaking people deal with very real problems like malaria, body worms and diarrhea.

"The Light of the Lamp" was designed to appeal to another ethnic group, representing 70% of Sri Lanka's 14 million population, the majority of whom are Buddhist farmers. It revolves around the adventures of a village family and confronts real life experiences like immunization and breastfeeding. The scripts, written in the Sinhala language, are closely monitored by the Ministry of Health.

It's difficult to evaluate the success of the programmes in terms of a reduction of health problems. Some officials complain not enough government support was given to involving other extension departments. However, the programmes are obviously popular. Sometimes as many as 1,000 post cards a day have been delivered to the radio station carrying the shows. At present, "The Light of the Lamp" is being broadcast under private sponsorship.



## PSC AND PYRAMID POWER

*Based on a report by Paul Larsen, UNICEF Representative, Cairo*

A recent polio vaccination campaign for children in Egypt was almost too successful.

Although each child was given a time and date to appear, parents brought them earlier just to make sure! In the first two days the overworked but happy vaccination teams in Cairo and nearby pyramid site, Giza, administered 207,851 oral vaccinations to children between four and five years old.

"The PSC work was excellent," writes Paul Larsen, UNICEF Representative. He mentioned the use of radio, TV, newspapers, posters, slogans, instruction sheets and loudspeaker vans as some of the ways in which the Health Ministry carried off this "remarkably efficient" publicity campaign.

Twenty-five million doses of vaccine reached well over 500,000 children.



At the El Hoda Mosque in Cairo, a doctor demonstrates the technique used in a recent polio vaccination campaign.



## WEATHER OR NOT

An interview with Moncef Bouhafa, UNICEF-Dacca

To everything there is a season-- and a political climate.

Any "door to door" survey in Bangladesh is bound to have its share of stormy days, but a recent study of radio listening habits in rural Bangladesh encountered political bad weather as well.

"Everytime we were ready to go ahead with the survey there was another coup d'etat," lamented Moncef Bouhafa, PSC Officer-Dacca.

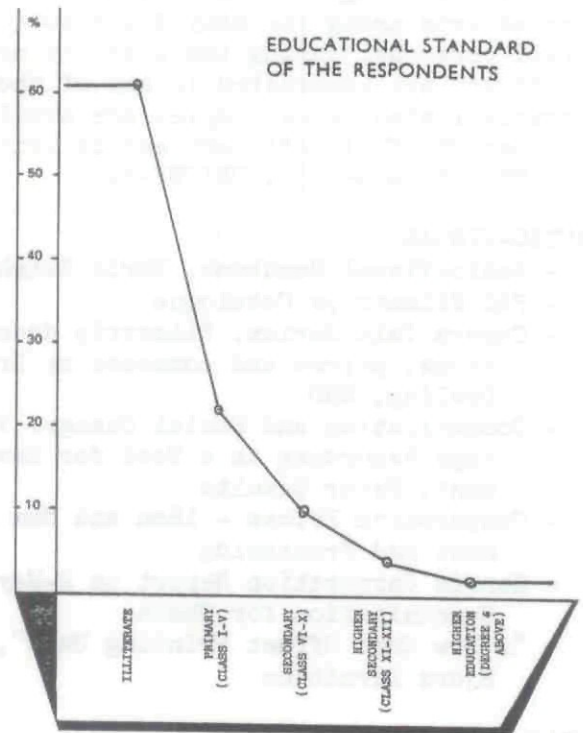
Conceived in June 1975, the radio study was conducted by the Listener Research Office of Radio Bangladesh, part of the Government's Ministry of Information. Two political coups later, researchers found the answers they were looking for-- answers to questions about the effectiveness of radio in the country and, in particular, the effectiveness of the Government's agricultural series, "My Country, My Land".

UNICEF's Education Programme underwrote the \$5,000 cost of the survey. There were no computers for tabulating the data and printing alone took five months. Three thousand copies of the 58-page, full colour "Radio Use in Rural Bangladesh" were finally published and distributed to Government officials and voluntary agencies.

The survey enables programme officers to compare newspaper and radio campaign audiences. Bangladesh has 72 million people and over 57 million are illiterate. The circulation of the largest newspaper is only 100,000. While there are only 2 million radios in the country, people listen in shops and neighbours' homes. A suprisingly high 70% of rural Bengalis listen to radio and 23% of them have listened to "My Country, My Land".

Bouhafa sees the study not as a discovery of a new medium for use in development, but as a way of recognizing that radio is already doing the job. Government officials, programme officers and broadcasters now have the facts they need to use radio more effectively.

Copies of "Radio Use in Rural Bangladesh" are available through PSC-New York.



One of 16 helpful maps and graphs which illustrate the findings of the recently published "Radio Use in Rural Bangladesh"

## TRAVELLERS TAKE NOTE

"How big?" is replacing "How heavy?" at baggage counters for flights which originate, terminate or have intermediate stops in the United States or its territories.

An economy class passenger is now allowed a maximum of two bags, neither of which may measure more than 62" or 158 cm, provided that the total combined dimensions of both bags do not exceed 106" or 270 cm.

See UN administrative instruction ST/AI/229/Add. 2 for details.



## PUBLICATIONS REVIEW

The following publications have been selected from among the many distributed to field personnel during the past few months.

If you are interested in any of the materials listed below, copies are available through PSC field officers and by writing to: PSC, Room A-6233, UNICEF-HQ.

### AUDIO-VISUAL

- Audio-Visual Handbook, World Neighbors
- FAO Filmstrips Catalogue
- Camera Talk Series, Filmstrip descriptions, prices and comments by Dr. Dowling, WHO
- Communication and Social Change: Videotape Recording As a Tool for Development, Peter Schultz
- Comparative Prices - 16mm and 8mm Equipment and Processing
- Harris Corporation Report on 2-Way Voice Communication for Ghana
- "A Low Cost Offset Printing Unit", by Bjorn Berndtson

### FOLK MEDIA

- "When Cultures Clash", symposium articles in Journal of Communication, Vol. 27, No. 2.

### POPULAR PARTICIPATION

- "Agricultural Extension and Mass Participation," The Design of Rural Development, Lessons from Africa, Lele.

### HEALTH

- Reference Materials for Health Auxiliaries and their Teachers, WHO
- Primary Health Worker (available in English and French), WHO
- World Health Statistics Report, WHO



*TEACHING BY EXAMPLE. UNICEF and Nepal's Ministry of Education are developing a campaign to recruit women teachers. An illustrated booklet has been prepared by UNICEF, with captions in three local languages. After pre-testing, the booklets will be used in connection with radio broadcasts.*

WHY IS UNICEF FIELD WORK LIKE  
TRAVELLING IN OUTER SPACE?

Answer: They both use solar energy  
research. (See page 8, below, right)





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Notes

**Lead article: What's so great about Super-8?**

**Other contents: The two-way radio system; A star is born: the community health worker of Sudan; The dream-house (squatter families in Lusaka building and improving their homes); Market Day (Cameroon); What did your child eat today? (importance of village mother; report from Cairo); Buried treasure: bench schools in the slums of Cartagena Sevel golden rules (for cultivating/eating pond fish, from Dhaka, Bangladesh); The story of Salem (villagers who learned to read, Egypt and Lebanon); Doorstep delivery of health services (the Philippines new plan);**

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