



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

HEALTH MESSAGE COMMUNICATION IN SUDAN

by Diana Gibson, Radio and Communication Officer, WHO-Geneva

The Sudanese Department of Health Education is now pretesting communication methods and materials designed to bring about behavioural change in relation to specific health problems. This WHO-DANIDA-assisted project is called "Communication Transfer". It seeks to increase community health workers' capacities for information and persuasion by enabling them to use all locally available channels of communication and providing them with locally produced, environment-derived visual aids.

Pretesting is now going on at the project's two trial sites, namely, Bashagra West, a largely agricultural community, and Abu Delleig, the central village of a nomadic Battaheen tribe.

The project team includes a photographer, a printer, two designers, several social workers and community health nurses. With the help of the village leaders, the team conducted a survey at the two sites. It was quickly realised that the majority of health problems in both places were related to the use, collection, storage and transportation of water. The most common disease is gastro-enteritis, followed by hepatitis in Abu Delleig, and bilharzia and malaria in Bashagra.

Since most of these two populations do not read, the health messages are in visual form - photos, drawings and models, reflecting the life of the community. The Project Manager emphasised that these messages should be geared to the local environment and be understandable within the villagers' frame of reference. "The old system of health education was strange to their environment, and failed to answer their needs", he said.

A month's pretesting and evaluation of the water messages began at the Bashagra site with the team proposing to the villagers that they could perhaps deal with some of the problems themselves rather than wait, as was their habit, for outside help. Nurses and social workers spent three weeks using visual aids to explain to groups and families how they could remedy local water and contamination problems. The result was an almost unanimous community decision to buckle down to work immediately.

During the final week, the project staff organised a village-wide sanitation campaign. They showed films and set up a health exhibition with posters and models. The villagers agreed to use only their own tools, and nothing from outside. Four mixed teams of women, men and children, one for each village quadrant, completely altered the

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HEALTH MESSAGE COMMUNICATION IN SUDAN

(continued from front page)

appearance of Bashagra West. They mended pipe-leaks, saving the scarce pumped water; built up the sides of the wells, cleaning and chlorinating the wells with chemicals from the Public Health Department, and made wooden covers for them; scoured all water utensils, including the great water storage zeers (porous earthen pots) that were up on pedestals out of reach of children and animals; and penned all wandering goats, chickens and donkeys. Their last mammoth job was to burn all refuse lying around homes and streets.

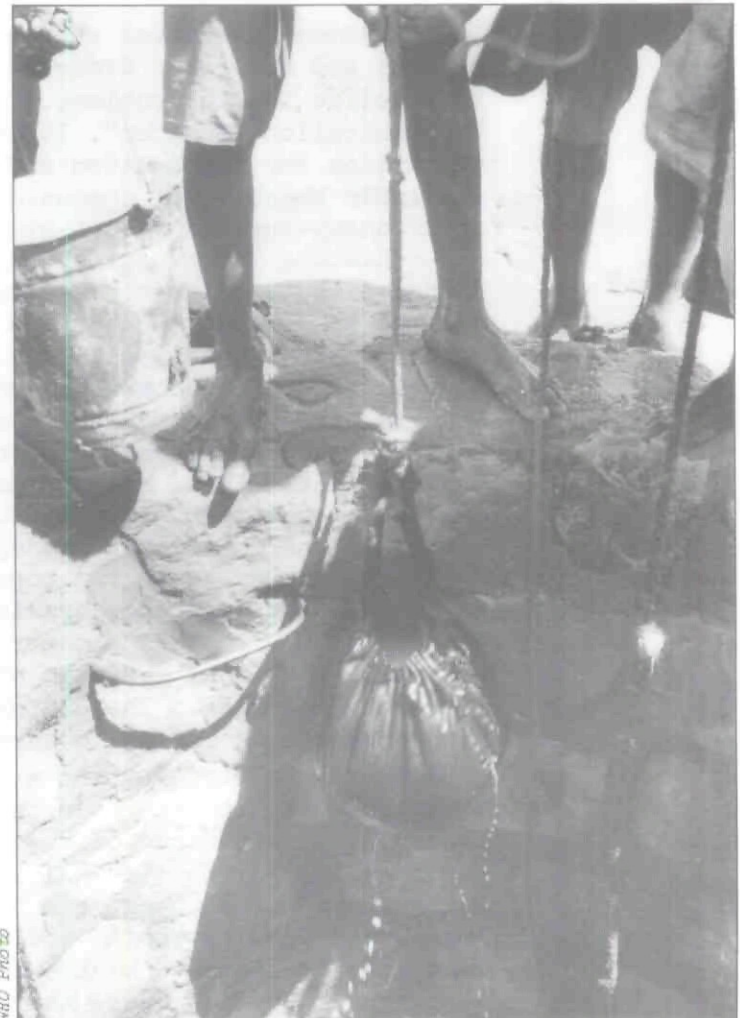
At the end of the week, the religious leader presented a banner to the proud team he judged to have done the best work in the shortest time. The villagers, who have agreed to maintain their improvements, may well feel satisfied: child diarrhoea has fallen to one-fifth of the previous rate, and every neigh-

bouring village has copied what the Bashagrans did. The same exercise is now being repeated in Abu Deleig.

After further testing and modification, these visual aids and messages will be finalised for health workers' training. Then they will be used in a full-scale communication campaign by a combined force of health and social workers together with the most influential community "communicators" - sheikhs, religious leaders, health staff, and grandparents. Cassette recordings by well-known figures will be introduced to reinforce the visual aids, and the messages they carry will also be integrated into local media such as plays, stories, songs and poems. Staff and sociology students from the Department of Extra-Mural Studies of the University of Khartoum will evaluate the effect of these



Flocks gathering round a water-hole. Shortage of water is an everyday problem to nomadic peoples.



Drawing water in a skin bag from a local well. The unprotected nature of the well is easily seen.

messages on behavioural change.

An appropriate technology element complements this communication transfer project. The National Council for Research, which has become a WHO Collaborating Centre for Appropriate Technology, will work on small-scale technology. They will develop solar devices for hot water, sterilization and refrigeration, food dryers, biogas pumps and lighting, and efficient stoves to reduce wood consumption. These devices will be set up by the villagers with their own materials and serve as models for other nearby communities. Community health workers will, as part of their training, learn how to educate villagers in such self-help activities so that they can respond to the community's felt needs and at the same time gain the community's confidence.

A cottage-industry combining communication

transfer and appropriate technology may also be set up to print the visual health messages on cloth by the silkscreen-printing technique, which is already used in Ghana as a training aid for community health workers. The screens have to be made in Khartoum by a photographic process, but all the other materials needed are available locally. Cloth is cheaper, more durable and more plentiful than paper in countries like Sudan. Such an industry would provide a much needed craft and new possibilities for generating income.

The Sudanese Ministry of Health strongly supports this communication transfer and appropriate technology project on the grounds that it responds to the recognized needs of rural populations. It is hoped that this project will be extended nationally to support primary health care throughout Sudan.



Silkscreen printing at a textile factory in Khartoum. This can easily be adapted to a cottage-industry at village level.

RADIO SERIES: THE CHILD IN SOUTHERN AFRICA

This eleven part series of radio documentaries was commissioned by UNICEF in conjunction with the Communication and Information Service of Nairobi in the latter half of 1979 as part of the effort to get regional journalists more involved in producing child-related materials during IYC.

Ms. Ceciwa Khonje, a radio journalist, produced the programmes. She travelled to the countries in the South East Africa Area to collect the materials for the programmes which were then compiled and edited in Lusaka, under UNICEF supervision. The series consists of the following titles:

1. CHILDREN IN NATIONAL DEVELOPMENT (The Mozambique Experience) *Time: 21.00 min.*
Examines Mozambique's efforts to involve young people in the development of the country's economy as part and parcel of the education process.
2. URBAN CHILD AND THE RURAL COUNTERPART *Time: 19.58 min.*
Compares lifestyles in the two sectors of habitation, with special emphasis on effects of rapid urbanization on traditional values and life of the child in the peri-urban squatter compounds.
3. CHILDREN OF THE BASARWA (Part 1) *Time: 21.00 min.*
4. CHILDREN OF THE BASARWA (Part 2) *Time: 18.00 min.*
The nomadic Basarwa (Bushmen) of the Kalahari in Botswana, now designated as extra-rural dwellers by the Botswana Government, are faced with major changes in lifestyles due to population expansion and official policies designed to produce more assimilation into the nation.
5. SONGS, GAMES AND TONGUE TWISTERS *Time: 19.17 min.*
Deals with aspects of storytelling, songs and verbal games, illustrated with rare and exciting examples, and also examines the threat which urbanization and modern living patterns are posing to this rich cultural heritage.
6. ILLEGITIMACY AND THE CHILD *Time: 18.48 min.*
Examines traditional and modern concepts of illegitimacy and the current legal debate on the subject prior to getting laws changed in the countries of Southern Africa.
7. OPPORTUNITIES FOR EDUCATION (The Pre-School Child) *Time: 11.15 min.*
Examines the importance of pre-school education and its quality and effect on young children in Southern Africa.
8. OPPORTUNITIES FOR EDUCATION (The School Dropout) *Time: 14.05 min.*
A growing number of primary school leavers are unable to continue their formal education and are not equipped with job skills to enter the labour market. The effect this is having on their lives and will have on future national development is examined.
9. CHILDREN OF POLITICAL REFUGEES *Time: 21.00 min.*
Deals especially with the dilemma facing families displaced by the political environment in some African states. Includes an interview with President Kaunda of Zambia.
10. THE HANDICAPPED CHILD IN SOUTHERN AFRICA *Time: 19.38 min.*
Examines causes of disability and opportunities available for the handicapped.
11. SELF-HELP TOYMAKING *Time: 14.40 min.*
For the majority of children in Southern Africa, buying of toys is unheard of. Toys are home-made. The social and educational advantages of this practice are examined. This programme includes interviews with young toymakers.

BOOKLETS ON EARLY CHILDHOOD ENRICHMENT IN THE PHILIPPINES



The Early Childhood Enrichment Programme, also known as "Mental Feeding Programme", aims at promoting the psychosocial development of young children in the Philippines. A kit containing 10 little brochures on the following subjects has been produced:

1. While waiting for your baby
2. Baby's first year of life
3. Baby learns through looking
4. Baby learns by holding and tasting
5. Baby learns when you talk to him
6. Hear and learn
7. Teach your children how to listen
8. Play games with baby
9. Touching games
10. Fun with shapes

In order to enable this packet of brochures to be used widely throughout the Philippines, UNICEF-Manila has assisted in the production of the booklets in various dialects. Each booklet is bilingual (dialect and English).

For further information write to the Representative, UNICEF, P.O. Box 883, Manila, Philippines.

SCENES FROM A VISIT TO THE INTEGRATED CHILD DEVELOPMENT SERVICES PROJECT IN THE STATE OF HARYANA, INDIA

DAUGHTER-IN-LAW OF THE VILLAGE (Woman with the veil). She was nominated for training as a voluntary health worker to serve the villagers. The villagers nominated her because she is "married to the village". She is less likely to leave the village than other single women in the village. She was trained in the basics of first aid, child development, child psychology, etc., in a training institute for four months, and then placed in the field for practical training for seven to ten weeks. She works closely with intern doctors from the Medical College of the State of Haryana. To be sure that she is respected, she has to wear a veil when she is outside.



CALENDAR OF FESTIVALS AND EVENTS. The mothers in this village do not have birth certificates for their children. To determine the correct age of the children, the intern doctors use a calendar of festivals and events to remind the mothers of the approximate dates when the children were born. Once the age of the children has been determined, the doctors can decide whether their weight is normal and when to give them various immunisation injections.



PSC MATERIALS PRODUCED

VISUAL AIDS FOR HEALTH WORKERS IN SOMALIA

These drawings are samples of a package of visual materials produced by the Communication and Information Service, UNICEF, East Africa Regional Office, for the training of community health workers in Somalia.



This child's eyes are infected, the mother did not know how to help the child.

*With a
Washing
and kee*

"VISION" - A BLINDNESS PREVENTION FILM

16 mm, 16 minutes

"Vision" is co-produced by the Department of Film Publications of the Bangladesh Government and UNICEF - Bangladesh, on the occasion of IYC. It tells the story of a little girl and a little boy in a village, both suffering from night-blindness as a result of

Vitamin A deficiency. If not cured in time, night-blindness will lead to loss of sight. This is, however, unfortunate as most of the Bangladeshi villages have plenty of Vitamin A sources, e.g., green leafy vegetables and fruits. The girl gets a Vitamin A capsule in

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RIALS PRODUCED



eyes are infected, the mother did to help the child.

With a little water the face is washed clean. Washing your child's face prevents infection and keeps flies away.

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Vitamin A deficiency. If not cured in time, night-blindness will lead to loss of sight. This is, however, unfortunate as most of the Bangladeshi villages have plenty of Vitamin A sources, e.g., green leafy vegetables and fruits. The girl gets a Vitamin A capsule in

time to save her eye-sight. But for the boy, the Vitamin A comes too late and he becomes blind. The film carries the basic message for parents: To Prevent Blindness, Feed Your Children Green Leafy Vegetables Everyday.



*After the water the face is washed clean,
the child's face prevents infection
and the dirt lies away.*



*After the mother has washed her child's face,
the eyes are almost well. It is good to wash
your children's faces every day.*

to improve her eye-sight.
For the boy, the Vita-
min was too late and
he is blind. The film
conveys the basic message
of the campaign:
: To Prevent
Blindness
Feed Your Child
Leafy Vegetables

BASIC COMMUNICATION TECHNIQUES IN SRI LANKA TRAINING PROGRAMMES

by A.C. Lynn Zelmer of:
International Communications Institute
 Box 8268, Station F
 Edmonton, AB T6H 4P1
 Canada

This article describes a number of basic communication techniques which have been found effective in training programmes in Sri Lanka. In all cases the requirement of materials was kept low, and the involvement of the participants high.

EXPERIENTIAL COMMUNICATION TECHNIQUES

The Family Planning Communications Project of the Ministry of Information and Broadcasting needed techniques for teaching basic communication skills to middle management civil servants.

Although the national training officers were not familiar with the use of experiential

learning techniques, they quickly became enthused after they participated in one or two exercises. We then modified exercises that had been used in North America to be more useful in Sri Lanka. The One-Way Communications Exercise shown in Figure 1 was one result of our endeavours.

The One-Way Communications Exercise investigates the problems of single direction or One-Way communication such as the kind that occurs during a typical lecture or a directive from an administrator when the recipient is not allowed to ask questions. The two seated trainees in Figure 1 are in the midst of such an activity. The trainee facing the camera is giving directions for the construction of a simple shape. The trainee with his back to the camera is attempting to replicate the shape from the verbal description alone, without being allowed to ask any questions for clarification or make any verbal response. The standing trainees are observing the process. For comparison, we often conduct a similar exercise in which the recipient can ask questions or respond with comments. The materials required for such exercises can be made out of paper, and the exercises can easily be conducted by trainers who understand the theory of communications, but do not have experience in conducting classes where the learners participate.

A "fish-bowl" technique is often effective for conducting the exercises. Two group members sit in the center of the group and follow the instructions for the exercise. The remainder of the group are briefed on specific activities and interactions to observe. They form a circle around the two demonstrators. Following the exercise everyone is asked to answer questions and then discuss their observations. During the course of a training programme we use several variations of this technique so that all members of the group are both observer and interactor.

At the beginning of a session, we often met a considerable resistance to "playing games", especially in groups with mixed staff officers and their bosses. Thus it was crucial to introduce the first exercise well, and to explain the purpose of the exercise in relation to the participants' work. We used highly structured observation questions to ensure 100% participation, and limited the initial discussions to reports on the exercise activities. With-

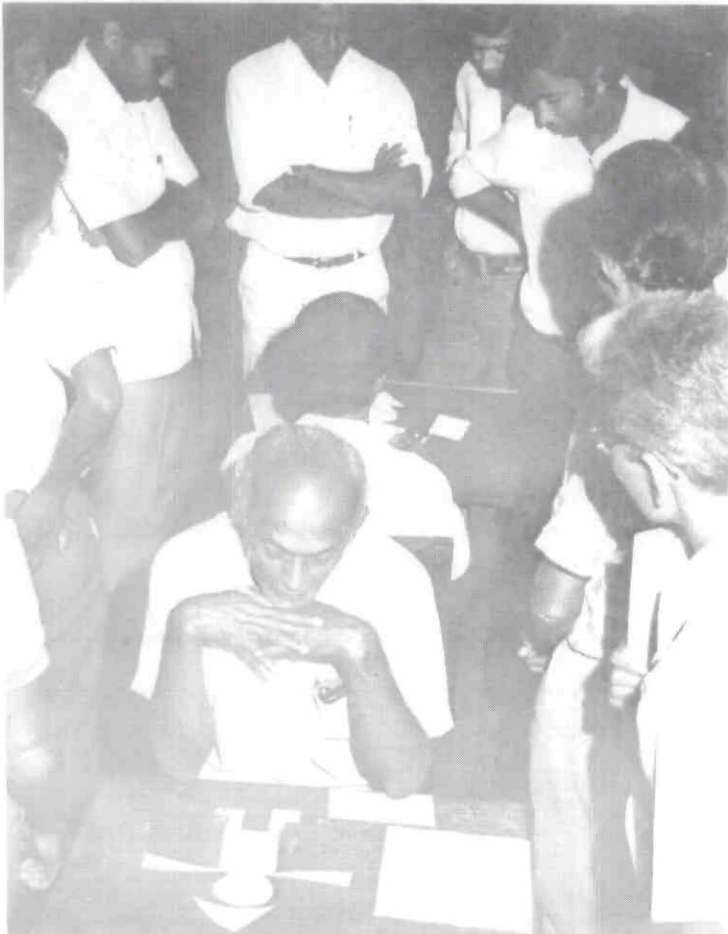


FIG. 1. Rural Development Officers in One-Way Communications Exercise

out this structure some of the participants would not discuss problems in front of their peers, bosses and sub-ordinates. There was too much chance of challenges to their role within their office. After one or two exercises, however, the groups were usually able to discuss their (agency) problems and work on solutions.

In this programme the author introduced a technique that merely expanded the skills of the local training team. The trainers and their trainees collectively had sufficient technical and theoretical knowledge to solve their own problems. The exercises provided a framework whereby the trainers could permit the trainees to have programme inputs. After the initial training of the trainers, all the materials were designed, modified, and used by the local training staff in local languages.

SIMPLE SLIDES AND FILMSTRIPS

Because of the number of foreign-trained persons, the generally high level of literacy, and the presence of considerable visual advertising and entertainment materials in the society, both rural and urban trainers prefer to add audio-visual materials to their programmes. Unfortunately, very little commercially produced materials are suitable for use in Sri Lanka, even if the programme could afford the costs. Where projectors and electricity are available, various agencies are able to prepare their own slides and filmstrips.

The demonstration slide set in Figure 2

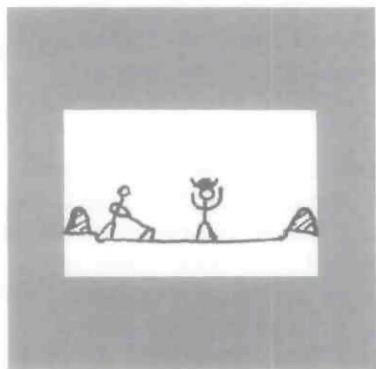


FIG. 2. Sample frames from a hand-made slide set on Road Construction

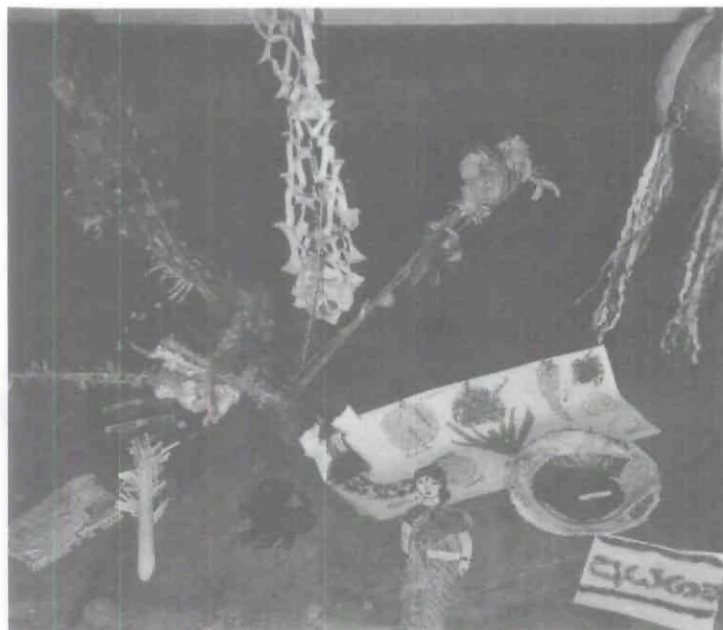
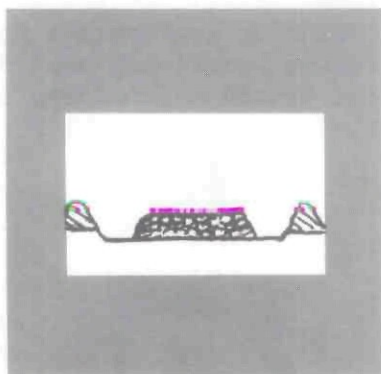


FIG. 3. Sample frame from a locally prepared filmstrip on using available materials for creative play

was prepared by hand, using clear acetate obtained by washing discarded ends of 35 mm films. A fine pen and India ink were used for the drawings. Other materials used included cigarette package and similar wrappings. The completed visuals were mounted in cardboard frames cut from chocolate boxes, etc. -- perhaps not a terribly good solution but certainly very cheap.

More useful techniques for preparing slides and filmstrips have been developed using black and white film. With good planning it is possible to prepare a strip of negatives with frames in proper order. The negative strip is then contact printed onto another piece of black and white film for distribution. For a variety of reasons the strips are short, but make useful teaching aids. Figure 3 shows a frame from a 13-frame bilingual strip on the use of locally gathered materials for pre-school creative play activities. This strip was prepared by trainers of creche attendants and was duplicated for use in several training locations.

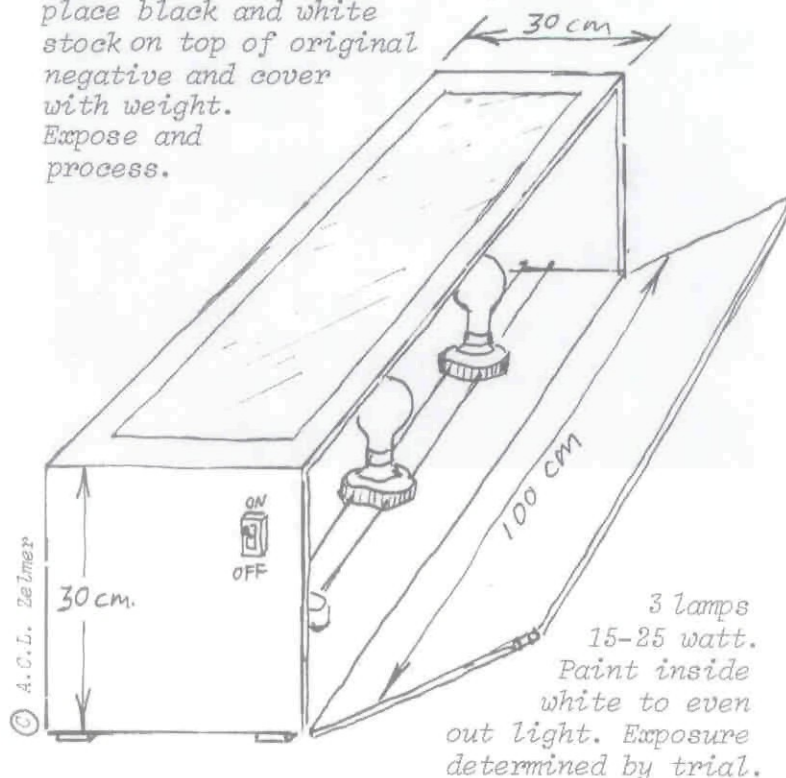
Many agencies have 35 mm cameras at their training centres or Head Offices. Most cities and larger towns in Sri Lanka have one or more local photographers. Film is, however, often rationed, and is expensive. Locally produced materials are more useful than

BASIC COMMUNICATION TECHNIQUES IN SRI LANKA TRAINING PROGRAMMES

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imported items. The filmstrip printing box in Figure 4 was built by the Health Education Materials Production Unit and has been made available for other ministries' work.

Glass top - to copy filmstrips place black and white stock on top of original negative and cover with weight. Expose and process.



Note: Use frosted glass top or white paper to diffuse light.

FIG. 4. Simple filmstrip contact printing box for darkroom use

PHOTO SETS

Most of the training programmes in Sri Lanka are conducted in rural or semi-rural areas with poor or limited electrical facilities. Even regional colleges and training centres do not have dependable power supplies for using audio-visual equipment. Power fluctuations can be as disastrous as the lack of power.

The filmstrip illustrated in Figure 3 was intended for use in such a rural training programme. Projectors were available until bulb and transformer failures eliminated all available units. In order to overcome this problem and to take the training to centres without electricity, the same illustrations were prepared as postcard size prints. These prints could then be carried by hand, or in the trainers' suitcase. Trainers handed them

around the small training group during a discussion, or tacked them up on a wall for display.

LINE DRAWINGS

Printing facilities in Sri Lanka depend primarily on the letterpress process and expensive blocks for illustrations. Photographs do not reproduce well, particularly with poorer quality paper. Line illustrations are much easier to work with, and reproduce better. There are, however, very few graphic artists, and most artwork tends to be more artistic than accurate.

The illustrations in Figures 5 and 6 are used in a campaign to promote better use of soyabeans grown in Sri Lanka. The project staff were trained in preparing sketches from photographs.

A sketch is prepared by covering a photographic print with translucent tracing paper and backlight, tracing the main details with a fine pencil, recopying in ink, adding or revising details as necessary. The completed sketches are used in posters, newsletters and bulletins.



These illustrations are cheap and effective. They can also be prepared from slides by projecting a slide onto a sheet of paper and tracing the main outlines onto the paper.

CONCLUSION

Communication techniques from the developed countries have a great potential for facilitating training in newly developing countries. Unfortunately, many techniques are adopted without any understanding of the problems resulting from their use, and others are adopted for status only. The trainers at the local level, the project staff, and local community leaders are not unhappy with less flashy techniques provided they are practical and cheap. At the very least these simpler techniques allow their programmes to function



while they await supposedly better materials and facilities. The techniques illustrated above are not fancy, but they have worked well in several programmes in Sri Lanka.

POWERLESS WATER

by Razia Ismail, Information Officer, UNICEF - New Delhi

No Indian villager will dispute the vital importance of drinking water -- but in the canal-irrigated districts of the north-western states, there are some decided differences of opinion about the relative 'vitality' of different kinds of water.

Well water, for example, is considered the sweetest of all. It takes some persuasion to convince the rural connoisseur that sweet water full of invisible little micro-organisms is more sinister than it looks or tastes.

Pond water -- with all its wealth of pond life -- is also considered better tasting than the clear, clean water from a hand-pump, and health education workers face an uphill task before the relative merits of the two can be established.

Stream water -- well, how can running water be harmful? A running challenge for communicators to explain.

As for canal water, it comes as a life-line to many an arid corner of rural India, but it carries its question mark along with it too. When India's massive Bhakra Nangal dam and hydro-electric project was built, there was plenty of publicity in the northern countryside to tell the people of the increased power and irrigation facilities that would come to the villages. The power lines stretched out over the farmland, and the Bhakra canals and their tributaries carried much-needed water to the farmers. But the farmers were not ready to be fooled. "Yes,

we have heard about this water. It has come from the electric works -- and all the electricity has been taken out of it. It has no life left in it at all!" And they called it "khoka pani" -- empty lifeless water, and wouldn't believe that it could do much for either crops or livestock or people.

Times have changed since then, but the derisive term "khoka pani" remains in the rural vocabulary to harass the extension educator.

USE OF A FOLK MEDIUM IN BANGLADESH



Man-fac. Pung

A field worker from the Village Education Resource Center communicates with the men in the village on how to run a cooperative. He sings from a storybook with pictures and then initiates discussions.

VISUAL LEARNING SYSTEM

The Visual Learning System is developed by Macmillan S.A. for use in developing countries



where the supply of power and availability of repair services for sophisticated audio-visual equipment are likely to be unreliable. The system consists of a magnetic board and full color overlays. The magnetism of the board will hold layer upon layer of instructional material in place. You can thus build a dramatic lesson with pictures, symbols, diagrams and text on transparent overlay sheets. This new method can help you teach Arabic language, health and child care, family planning and population studies, agriculture, and any other subject on request. For further information write to:

Macmillan S.A., 1-3 Ave.
des Jordils, 1000 Lausanne 6, Switzerland.



ANNOUNCEMENTS

COMMUNICATION PLANNING AND STRATEGY COURSE - 1-23 June 1981

Cornell University will offer a three-week course designed especially for policy level officials in government and non-government agencies who have responsibility for programmes in health, nutrition and agriculture in rural development. The course emphasizes the organization and mobilization of communication resources in support of programme activities.

The course will cover topics such as communication planning, media selection, message design, evaluation, organizing communication units, and mobilizing communication resources.

The participants will have opportunities to share their experiences, and to consult on an individual basis with course faculty and other experts at Cornell University.

Tuition cost is \$650. Housing and meal expenses are approximately \$650. Enrollment is limited to 30. Interested persons are urged to apply before 28 February 1981.

For further information and application forms, write to: Dr. Royal D. Colle, Director, CPS-81, Department of Communication Arts, Cornell University, 640 Stewart Ave., Ithaca, New York 14850, U.S.A.

AGREEMENT WITH EASTMAN KODAK

The Supply Division is pleased to announce an agreement with Eastman Kodak of Rochester, New York, which will allow local (field) acquisitions of Kodak products, such as raw film stock, direct from their overseas marketing companies and distributors at prices equal to those extended to local governments. These prices will include the usual warranties.

This arrangement will be particularly useful when local procurement is mandated by urgent production targets.

When programme timing permits, however, acquisitions from Rochester by Headquarters Supply Division continue to be the most economical route to take.

PSC Officers are reminded that requests for local procurement authorisation should include Kodak product identification by item catalogue number which can be obtained from resource material such as the recently-distributed Kodak Photographic Products Catalogue.

The Supply Division will appreciate feedback on your local acquisition experience resulting from the agreement.

Frederick A. Wolff

**Merry
Christmas**

from

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Volume 4 Number 2 (Summer 1980) of this newsletter is in French and focuses on Africa. Copies are available from PSC Service, Information Division, UNICEF, 866 U.N. Plaza, New York, N.Y. 10017, U.S.A.

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Notes

Lead article: Health Message Communication in Sudan, by Diana Gibson, Radio and Communication Officer, WHO, Geneva

Other contents: Radio series: The child in Southern Africa; Booklets on early childhood enrichment in the Philippines; Scenes from a visit to the Intergrated Child Development Services Project in the State of Haryana, India PSC materials produced by EARO, Nairobi, for health workers in Somalia; Basic communication techniques in Sri Lanka training programmes; Powerless water, by Razia Ismail, Information Officer, UNICEF, New Delhi; Communication planning and strategy course at Cornell Univ, 1-23 June 1981; Agreement with Eastman Kodak; List of new UNICEF staff.

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