

Project Manual

O P D

Montevideo, October 2001

IACI - Inter-American Children's Institute - OAS

INTRODUCTION

Since 1987, the IACI has been running the Inter-American Child and Family Information Program (PIINFA). The main objective of this program is to produce and promote the use of information systems by persons and institutions working on behalf of children, in order to generate spaces of comprehensive information (document, statistical and legal information) that contribute to changing the living conditions of the children of the Americas.

PIINFA is made up of four projects: the Child Information System (SIPI), the Statistical Information Project (PIE), the Legal Database (BADAJ), and the Inter-American Child Information Network (RIIN).

The present Project Manual is a tool that has emerged from a fundamental principle that is common to all the projects: The total transfer of work technologies to those who run projects, in order to promote the decentralization of data and encourage the processing of information in the place where it is produced.

BACKGROUND

The objective is to obtain, disseminate and analyze information on institutions in Latin America and the Caribbean working for children, especially those working for children in conditions of social risk (children who are victims of sexual abuse, abandonment, labor exploitation, etc.)

The strategy used for obtaining and disseminating information is made up of three development phases:

a) Basic Information on Institutions

This includes data on their geographical location, phone and fax numbers, the name of the head of the institution, etc.

Data is also collected on the institutions' method of work (whether they provide direct care to children, conduct research, do prevention work, etc.) and the main fields in which they carry out their activities (drug abuse, disability, street children, abuse, etc.).

This body of basic information provides the OPD user with a general profile of the institutions.

b) Information on Institutional Projects

Provides specific, detailed information on projects, programs and continued activities carried out by the institutions (such as direct care services, research, etc.).

The information on projects is a second level of information, which provides more detail on the institutions' work.

c) Information on Events in General

Information on individual events such as workshops, seminars, congresses, etc.

The first of the three development phases (basic information on institutions) has been completely implemented. We are now in the process of implementing the second phase, called the **Projects Section**.

I) WHY A PROJECTS SECTION?

A Projects Section is needed for the following reasons:

- a) The user requires greater knowledge about the institutions' endeavors. Although the "Organization" section provides a general profile of the institutions, it does not include some very important dimensions such as who are the direct beneficiaries of the institutional work (children, families, the community, professionals, etc.), geographical coverage, funding, inter-institutional links, etc.
- b) Based on the experience gained in the implementation of the OPD system, we have observed that there are often differences between what the institutions say they do in the "Main Areas of Work" section and what they actually do.

This occurs because, although an institution may have a general profile that is oriented toward children at risk (sexual and other abuse, etc.), it often only really focuses its work on one specific issue.

Therefore, the information contained in the "Projects" section helps to diminish this problem, as it is an attempt to give the user a more real, detailed idea of what the institution does.

- c) The "Projects" section enhances the OPD system as a true tool for establishing social policies for children on certain specific problems.

With the knowledge of what child-oriented institutions really do, we may map all of a country's institutions (governmental, non-governmental, international, etc.) in a general manner that shows us where the country is directing efforts on behalf of children at social risk.

- d) In general, many isolated, individual efforts are made (such as partial information-gathering and surveys) in order to obtain information on the work that child-related institutions really do.

The OPD system, with the incorporation of the "Projects" section, systematically and continuously provides much of the information that these individual efforts require, and effectively makes a true contribution to the requesting agents.

II) WHAT IS A PROJECT? WHAT DOES IT MEAN TO CREATE A PROJECT?

Projects originated, and were most commonly applied in, industrial businesses, especially in the private sector.

The public sector later incorporated projects as a technical tool to move the objectives of a plan onto a smaller, shorter-term level. Projects are instruments that may be used at all levels of planning (national, sectoral, local). In countries without systematic planning, projects substitute plans: The projects are not part of the plans, but rather replace them, or are at least an attempt at rationalization

on a small scale.

Projects are especially useful to small groups or communities that seek, through them, to find a solution to their needs, problems and interests.

What is a Project?

The word “project” is commonly used to indicate the will or desire to do something: e.g. “I have various projects in mind.”

In technical language, the word “project” is the transformation of this will or desire into a concrete plan whose details have been thought out.

PARTS OR COMPONENTS OF A PROJECT

- | | |
|-----------------------------|-----------------------------------|
| 1. What will be done? | DEFINITION-IDENTIFICATION-PRODUCT |
| 2. Why? | OUTLINE-PURPOSE |
| 3. What for? | OBJECTIVES-GOAL |
| 4. How much? | GOALS |
| 5. Where? | LOCATION |
| 6. How? | ACTIVITIES |
| 7. When? | TIMELINE |
| 8. With what and with whom? | RESOURCES-RESPONSIBILITIES |
| 9. Under what conditions? | ASSUMPTIONS |

If all of the above elements have been clarified, we can say that we have prepared a project that may be technically defined in the following way:

A project is a set of activities to be carried out in a certain place, within a certain period of time, with certain resources, in order to achieve certain pre-established objectives and goals; after having studied or diagnosed the problem, this has been selected as the best alternative for achieving a solution.

Social projects in general, including those relative to children, have some deficiencies in common,

such as:

- a) A lack of clarity in the description and analysis of the problem that the project is meant to solve.
- b) A lack of clarity about the importance of the project as a solution to this problem (to the extent that it solves it). Many projects are merely a plan of action without any relation to a real problem.
- c) A lack of a link between the proposed activities and other, similar and parallel, activities, leading to unnecessary, costly duplications (proposing an activity for which demand has already been met).

Up to now, we have given a general description of the generic meaning of the word “project.” The definition as well as the mentioned parts or components of a project are applicable to any sector of activity (industrial, social, etc.).

In order to determine the type of project information to be gathered, it is essential to clearly establish, from the beginning, the basic aspect mentioned above (points a through c). They are theoretically ideal for creating your own criterion for the definition of projects by institutions working with children in situations of social risk.

We must also know from the beginning that most of the institutions from which we gather information do not have a planning office that systematizes their activities and projects, with information on each part or component of the project, as described above. Moreover, it is very possible that the institutions cannot answer most of the questions that arise when creating a project.

In sum, the definition of a project, as well as its parts and components, may be used to facilitate the search for information.

III) CRITERIA FOR SELECTING AND ENTERING PROJECTS INTO THE OPD

Although the general subject of our interest is the entry into the database of all projects run by institutions working on behalf of children in situations of social risk, it is very difficult to do it in this first instance, because of the great quantity and variety of projects involved, and because it would require installing a large information-gathering infrastructure – which is not a possibility for our network at this time.

This leads us to focus our search on projects with certain characteristics that are a point of reference for the sectors that work with children in situations of social risk.

Below, we explain some criteria for establishing the type of projects on which we should gather information.

INNOVATIVE PROJECTS

We must enter projects of an **innovative** character. This means that the projects must constitute a true contribution, in that they demonstrate new methodologies for approaching certain problems affecting children.

What do we mean by “innovative”?

There is no general definition of this term, since it depends greatly on the area to which it refers.

Some authors define “innovative” as:

“... Something is innovative when it makes viable the standardization or generalization of the solution to a problem. When the solution to the problem is standardized or generalized, it is no longer innovative....”

“Something 'innovative' is a simple solution to a complex problem....”

Detailed below are some characteristics of **innovative projects** to be entered into the database.

We also offer other, more general characteristics that are sought when selecting and entering institutions into the RIIN system.

a) Work Focused on Small Populations

Innovative projects generally focus their work on small populations.

An innovative project generally begins as an experiment on a small scale, and is then expanded to the general scale involving the rest of the population.

For example, a project to develop a mass immunization campaign at the national level would not be entered into our database.

b) Multidisciplinary and Inter-sectoral Technical Approach

One characteristic of innovative projects on children is their multidisciplinary technical approach to the problem.

Participants include social workers, educators, community leaders, etc.

c) Few Financial Resources Available

As these projects are experimental social projects, they generally do not have many financial resources available. This is part of the reason why these projects usually work on a small scale.

d) Informal Nature of the Approach to the Problem

The methodologies and procedures for approaching the problem are not standardized, generalized or formal.

e) Problem Addressed by the Project

e.1) Sexual Exploitation

The World Congress Against the Commercial Sexual Exploitation of Children, held in Stockholm, Sweden August 27-31, 1996, resolved to use the Inter-American Child and Family Information Program (PIINFA) to gather and make available all of the information pertaining to the fight against the sexual exploitation of children and adolescents.

Thus emerged a clear mandate from the international community on one of the priority areas that we must address in gathering information on projects.

The OPD system includes definitions of the descriptors “prostitution,” “pornography,” and “child trafficking” linked to the issue of sexual exploitation.

e.2) Child Labor

Child labor is not a new problem, although it is considered “one of the contemporary forms of slavery.”

Many children's labor activities expose them to great health and security risks. A great many of them are involved in agricultural work, which exposes them to the rigors of climate and the dangers of handling sharp tools and carrying excessive weight, as well as the growing use of toxic substances.

Girls who are employed in the domestic service far from their homes tend to be the victims of physical, mental and sexual abuse.

In order to combat child labor, the International Labor Organization (ILO) has launched a worldwide campaign of promoting National Plans of Action through the International Program for the Eradication of Child Labor in Bolivia, Colombia, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Peru, Paraguay and Venezuela.

One of the central points of its strategy is to reproduce and multiply successful projects in order to incorporate their most positive aspects into the regular programs and budgets of social interlocutors.

Therefore, another one of our goals must be to gather information on these types of projects with innovative methodologies for the eradication of child labor.

In sum, although the problems affecting children in the region are many and varied, projects

against sexual abuse and child labor are especially important responses to the needs of the countries.

IV) MAIN SOURCES OF DATA

The Focal Center may use various sources to gather data on projects to be entered into the system:

IV.1) ORGANIZATION DATABASE

The Organization Database in OPD is one of the main sources of information for locating projects with the above-described characteristics.

Making queries using specific descriptors such as “prostitution,” “pornography,” “child labor,” “child abuse,” etc. allows us to obtain an initial list of institutions to contact in order to find out more about their specific activities.

IV.2) SEMINARS, WORKSHOPS AND CONGRESSES

When gathering institutional data, these types of events are as important as projects. Information may be obtained from the participating institutions by contacting the organizers to gather information on registration records or to request authorization to distribute Organization forms (on institutions and on projects).

IV.3) DIRECTORIES

Directories provide information on organizations and institutions and, in some cases, describe their main areas of work. Directories of NGOs involved in social promotion and development, of governmental organizations, of research projects, etc. are important sources of information. We must, however, note the date of publication (it is not recommendable to enter data that are more than four years old) and the thematic areas of the institutions.

IV.4) PUBLICATIONS AND DOCUMENTS

The publications (periodical and non-periodical) and general documents found in the Center often provide relevant data such as institutional profiles and objectives.

IV.5) KEY INFORMATION PROVIDERS

These are the individuals who, because of their vast knowledge and professional experience in child- and family-related areas, may contribute data on which institutions are of interest to the RIIN and how they work, thus orienting us in our search for information on their projects.

These individuals generally work as coordinators of projects, programs and services with wide coverage, participate in networks of NGOs, work in organizations that report children's rights cases, or hold important positions in associations (professional, institutional, etc).

Contact with key information providers is fundamental because the projects that are of interest to us have characteristics that are very specific and difficult to find.

V) THE PROJECT INFORMATION-GATHERING FORM

GENERAL DESCRIPTION

The purpose of the OPD project information-gathering form is to obtain data in an ordered, uniform manner, including identifying data and descriptive information about the project.

The **identifying data of the institution executing the project** contain basic information such as the name of the institution, the name of the project, and the address, city, country, etc.

An institution may execute a project in a location other than its central headquarters.

For these cases, the form includes space for including the identifying data of the location where the project is being carried out, apart from the identifying data of the institution itself.

The objective of the **descriptive data** is to inform us of the **profile of the project**. This includes the following information:

- * **Year the Project was Begun**
- * **Duration of the Project**
- * **Status of the Project (Active, Suspended, Finished)**
- * **Type of Project (Institutional, Multi-institutional)**
- * **Geographical Coverage**
- * **Funding**
- * **Direct Beneficiaries**
- * **Type of Activity:** Whether it is research, direct care, etc.
- * **Main Areas of Work:** Such as abuse, child trafficking, children's rights, etc.

These above elements are structured as options with a closed response (you must check one box), exist exceptions when is needed to specify other topic.

For these exceptions, you must codify the responses, preferably using descriptors contained in the Vocabulary of OPD.

This codification and standardization is essential when information must be gathered for a query.

For the form, see Appendix I.

VI) STANDARDS FOR ENTERING PROJECT DATA

VI.1) STANDARDS FOR ENTERING IDENTIFYING DATA

VI.1.1) Number of the Institution Responsible for the Project

The Number of the institution responsible for the project is the number of that institution in the OPD system.

YOU MAY NOT ENTER PROJECTS THAT ARE BEING RUN BY INSTITUTIONS THAT HAVE NOT ALREADY BEEN ENTERED INTO THE INSTITUTIONS DATABASE.

Before entering a project into the system, consult the institution database to find out the number of that particular institution.

We remind you that the institution's number is made up of two sets of numbers: The Center Number and the Number.

Center

Numerical field allowing for 2 digits.

This is the code assigned to the country in which the user institution is located.

a) Center Number in Countries with a Focal Center

The corresponding code numbers are assigned automatically by the program.

b) Center Number in the Center for Information and Coordination, and Countries without a Focal Center

They are assigned the code 00.

Number

Numerical field allowing for 5 digits.

This numbers the institution in the database.

VI.1.2) Project Number

Alphabetical field allowing for 64 characters.

This is the denomination that defines the project.

a) Sufficient Field Size

When the number of characters allows, the terms of the project name are entered in their entirety, without abbreviations.

b) Insufficient Field Size

When the name is too long to fit into the space provided, abbreviate it using the following options, in this order:

b.1) Omit articles and prepositions if their absence does not change the meaning of the name.

b.2) If the field is still too small, abbreviate the following terms:

* As clearly and as completely as possible, leaving the most important identifying words complete; and

* Using a period at the end of each abbreviation, and a space before the next word.

c) Quotation Marks

Do not enter quotation marks in this field or in any other field.

e) Abbreviating Words

ISO criteria establish that when we have to abbreviate a term, we must not compress or compact it, but rather use as many letters as possible in the space available, taking care to shorten the term without losing its meaning in the context.

Examples: * Term: DISABILITY
 Abbreviation: DISAB.

* Term: EDUCATION
Abbreviation: EDUC. or ED.

VI.1.3) Abbreviations

Alphabetical field allowing for 10 characters.

This is the title that will identify the project in an abbreviated fashion.

VI.1.4) Names of Persons Responsible or Coordinator

Alphabetical field allowing for 35 characters.

This is the name of the person responsible for the project or the project coordinator.

Enter the surname(s) first, then a comma, then the first name(s). Do leave a space between the names and the comma.

Example: LEAL, GUSTAVO

Insufficient Field Size

In this case, use the following options, in this order:

- * If the individual has many first names, eliminate one or more of them. The entry must contain at least one first name.
- * If the individual has more than one surname and you still do not have sufficient space, eliminate one or more surname. The entry must contain at least one surname.

If the **project's location data are different from the institution's location data**, you must enter the data found below, according to the specified standards. **If the project is being run in the same location as the institution, leave this part blank.**

VI.1.5) Address

Alphabetical field allowing for 50 characters.

This refers to the project's special location data, which are essential to establishing communication.

This address information must include the street or avenue name, number, building, office or apartment, etc.

The information must be entered in its entirety. If the field is not large enough, follow the abbreviation criteria explained in point VI.1.2.b).

VI.1.6) Zip Code

Numerical field allowing for 8 characters.

This must be the Postal Code of the neighborhood, location, city, etc. in which the project is being carried out.

VI.1.7) City

Numerical field allowing for 15 characters.

This is the name of the city in which the project is being carried out.

This information must be entered in its entirety. If the field is not large enough, follow the criteria explained in point VI.1.2.b).

When abbreviating the name of a city, it is important to do it in the same way every time, in order to be able to find the entry in the database when making a query by the identifying data of COUNTRY, CITY AND PROVINCE/DEPARTMENT.

VI.1.8) Province/Department/State

Alphabetical field allowing for 15 characters.

This is the name of the province, department, state or region in which the project is being carried out. To enter this data, follow the criteria explained in point VI.1.6.

VI.1.9) Country

Alphabetical field allowing for 20 characters.

This is the name of the country in which the project is being carried out.

VI.1.10) P.O. Box

Numerical field allowing for 18 characters.

This is the Post Office Box information, which must be entered as it is used in the

country in question. This is an indispensable piece of information when we lack an address.

V.1.11) Phone Number

Numerical field allowing for 30 characters.

This is the phone number used for the project. Do not forget to include the corresponding country code and area code.

Enter the numbers without parentheses, blank spaces, or separation of the numbers into groups.

Example: If the number is 4872150, enter the numbers one immediately after the other, without dividing them into groups like 487-2150.

When there is more than one telephone number, separate them with a bar, without leaving any blank spaces.

Example: 4872150/4873242

Country and Location Codes

Enter first the country code, then the location code, both in parentheses and without leaving any blank spaces.

Example: (598)(2)

Lack of Country and Location Codes

If you do not have this information, put parentheses before the phone number.

Example: ()0473212

VI.1.12) Fax Number

Numerical field allowing for 20 characters.

This is the fax number used for the project.

The fax number must be entered in the same way as the phone number.

VI.1.13) E-mail

This is the e-mail address used for the project.

V.1.14) Source

This field indicates where you obtained the data on the project that you are entering into the system. Sources may be: The OPD system itself (through its Organization Database); a directory; personal contact; etc.

First enter the last two digits of the year that figures in the source (or the year in which you established the personal contact). Then, without leaving any blank space, enter the source.

Example: Source: 96PERSONAL CONTACT
 Source: 96OPD
 Source: 96DIR.PROJECTS CHILD ABUSE

VI.2) STANDARDS FOR ENTERING DESCRIPTIVE PROJECT DATA

VI.2.1) Year Begun

Indicate the year in which the project began its execution. In the case of projects that consist in offering some type of service, this does not necessarily need to be the year that the project began to function, because it is also important to account for the time taken up by the stages prior to providing the service.

This field must not be left blank.

VI.2.2) Duration

If its duration has not been determined, you must mark the “More than 2 years” box.

You may check only one box.

VI.2.3) Status

Besides “Active” and “Suspended,” another option is “Finished,” which may be chosen if the Focal Center feels that it is a project whose characteristics merit reference as part of the background on the topic. It is also important to include this option for when you need to update the status of a project that is finishing.

You may check only one box.

VI.2.4) Geographical Coverage

- * **Local:** When the project's coverage is limited to a single province or department.
- * **Regional** (within a country): When the project covers more than one province or department.
- * **National:** When the project covers all of a country's provinces or departments.
- * **International:** When the project covers more than one country.

You may check only one box, or you are free to leave all of them blank.

VI.2.5) Financing

Specify whether the financial resources come from the country itself, from outside the country, or both. You may check only one box.

VI.2.6) Target Population

The “Direct beneficiaries” or target population are the sectors of the population that will benefit from or consume the product or service that is proposed in the goals of the project.

The future consumers or beneficiaries of the project may be:

- * Children
- * Families
- * Community
- * Educators
- * Planners
- * Social Workers
- * Community Leaders
- * Volunteers

Although all of the projects of interest to the OPD have children as the ultimate beneficiaries, they should not be confused with the direct beneficiaries (proposed in the project goals).

Thus, the goals of the project must be researched in great detail.

Goals are the objectives of the project, with established quantities (number of people, amount of work, etc.) and time frames.

Formulating a goal means stating how each result is to be achieved, and when.

Below is an example of how to apply these concepts:

A project has the general objective of “training street educators in providing educational assistance to street children.” Its principal goal is “to train 15 educators during a period of 3 months” (the objective, plus the quantity and the time period). Who, then, are the direct beneficiaries – the street children or the educators?

This is clearly a training project whose direct beneficiaries are the educators. This is the project's target population. Street children will be the secondary beneficiaries of this project.

Following this example, let us assume that the objective is “to provide educational assistance to street children.”

If the principal goal is “to offer educational assistance to some 100 street children during 3 months in the winter,” the direct beneficiaries are the street children. If, for reasons of resource scarcity, the project had to train 15 street educators to carry out this work, the street educators themselves would not be the direct beneficiaries of the project, because their training is part of the project – it is not the goal.

VI.2.7) Type of Activity

This is the kind of activities involved in the project. This may fall into the following categories:

a) Financial Aid

Fomenting projects or activities through the contribution of money to governmental or non-governmental institutions.

b) Technical Assistance

Professional advisory services.

c) Child Care

Different forms of care provided to children (e.g.: shelter, clothing, medical care, legal assistance, psychological attention, educational support, preventive care, etc.).

d) Rehabilitation

Coordinated application of resources from various disciplines in order to prepare the child to reach the highest possible level of comprehensive development, both individually and socially.

e) Prevention

Various activities (research, education, etc.) aimed at taking steps to avoid an undesired phenomenon, whatever the field of work may be.

f) Research

The use of recognized scientific methods to address different social issues or situations in order to solve a problem, prove a hypothesis or discover new phenomena and relationships.

g) Dissemination

The use of the media (radio, press, television, film, etc.) to inform, instruct, sensitize or raise public awareness about an issue or situation.

VI.2.8) Main Areas of Work

The central issue on which the project's work is focused.

a) Juvenile Law

A branch of law whose objective is to standardize (or create a system of norms) for the regulation of persons and their interests from birth to the age of legal majority.

b) Family Law

A branch of law whose objective is to regulate the organization, functioning, and dissolution of the family, as well as the person as a subject of law in his or her paternal-filial relationship.

c) Adoption

The process creating a legal filial link when there is not a biological filial link.

d) Family

Use this descriptor for areas such as family planning, parent education, migrant families, families in extreme poverty, single-parent families, etc.

e) Children's Rights

Norms that regulate the social treatment applicable to children. These norms are included in the Convention on the Rights of the Child, approved by the United Nations General Assembly in 1989.

This includes fundamental rights for all human beings, as well as rights that are specific to children, in light of their dependence and vulnerability.

f) Non-formal Education

All organized, systematic educational activities that are done outside a country's formal education system.

g) Special Education

A system of technical, administrative, financial, material and human elements devoted to the comprehensive education of those persons who, due to some general or specific disadvantage (sociocultural, sensory or motor), cannot achieve harmonic development in the ordinary education system.

h) Preschool Education

Education for children under the age of six, to promote comprehensive growth and to develop their senses, feelings, faculties, and culture and socialization habits.

i) Disability

Disability by reason of the loss, malformation or anomaly of an organ, structure or function (mental, psychological or anatomical) that places an individual in a situation of social disadvantage, because of the total or partial reduction of his or her ability to carry out an activity in a way that is considered normal, thus limiting or impeding him or her in carrying out his or her social roles.

j) Drug Abuse

The undue use of alcohol and/or drugs and the behavioral, physical and psychological effects of the interaction of these substances with the living organism.

k) Prostitution/Pornography

Sexual exploitation and/or abuse of children who are coerced into practicing prostitution or participating in the production of pornographic shows or materials, whether or not in return for financial or “in kind” remuneration.

l) Child Trafficking

The illicit transfer of children by persons or organizations for purposes of financial profit or any other benefit for themselves or for a third party, where children are handled as merchandise for diverse purposes (prostitution, sale of organs, labor, etc.).

m) Abandoned Children

Children who are abandoned (totally or partially) by their legal representatives (parents, guardians or institutions) obliged to protect them.

n) Child abuse

Children who suffer occasional or habitual acts of physical or emotional violence, or both, either intentionally or through neglect, by their parents, guardians or those responsible for protecting them.

o) Street Children

Street children’s principal habitat and main socialization agent is the urban street, where they spend most of the day. Their family ties are weak or non-existent, and the street is their only habitat.

p) Child labor

Children who are engaged in income-generating activities as a response to situations that have been socially imposed on them. They carry out these activities in the formal sector (with legal protection) as well as in the informal sector (without legal protection), in the family group (with which they maintain ties), or outside the family group. They may or may not receive remuneration for themselves, for their groups, or for a third party.

q) Institutionalized Children

Children who live in institutions (governmental or non-governmental) for various reasons, such as abandonment by the family, family institutionalization,

or court order (because of offenses, family abuse, etc.).

r) Pregnant Girls

Girls who, because of their psychological, physical and socioeconomic vulnerability, find themselves in a situation of risk, understanding the probability of the occurrence of an undesired event that affects their psychological, physical and material well-being, in terms of the gestation, birth and care of the baby.

s) Children in Extreme Poverty

Children who, whether they maintain family ties or not, live in conditions considered to be below the poverty line (lack of basic sanitary services, potable water, hygiene, education) or in disadvantaged situations (unsatisfied minimum nutritional needs).

t) Children and the Environment

The interaction of children with the physical and social environments in which they live and develop (home, family, school, neighborhood, etc.), and the existence, in these environments, of situations that affect their comprehensive development.

u) Children Victims of Armed Conflict

Children who are direct or indirect victims of armed confrontations or their consequences, finding themselves in situations that impede their biological, psychological and social development. This includes wounded and mutilated children; orphaned, refugee or displaced children; tortured and disappeared children; child soldiers; and children who have been captured in situations of armed violence.

v) Indigenous Children

Children who, as part of indigenous groups, suffer discrimination and are rejected by parts of society.

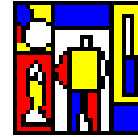
w) Young Offenders

Children who engage in behavior defined as by law as criminal.

y) Free Vocabulary

This field is used when the project entered covers an area of work that is not found among the descriptors presented.

Appendix I



- PROJECT FORM -
RIIN

1. DATA ON THE INSTITUTION RESPONSIBLE FOR THE PROJECT

NAME:

ADDRESS:

ZIP CODE: P.O. BOX:

CITY: PROVINCE/DEPARTMENT:

COUNTRY:

PHONE: FAX:

E-MAIL:

2. PROJECT INFORMATION

NAME OF THE PROJECT:

PROJECT NAME ABBREVIATION:

Fill in this section if the information is different from the institutional data:

ADDRESS: POSTAL CODE:

CITY: PROVINCE/DEPARTMENT:

COUNTRY: P.O. BOX:

PHONE: FAX:

E-MAIL:

3. PROJECT PROFILE

YEAR BEGUN:

DURATION:

Up to 1 year:

1 - 2 years:

STATUS:

Active:

Suspended:

More than 2 years: Finished:

GEOGRAPHIC COVERAGE:

Local:
Regional (within country):
National:
International:

FUNDING:

National:
International:
Mixed:

BENEFICIARIES:

Children from to
(indicate age group)
Families:

TYPE OF ACTIVITY:

Child Care
Prevention
Training
Rehabilitation
Research
Dissemination
Systems Development
Financial Assistance

TARGET POPULATION:

Educators
Planners
Social Workers
Community Leaders
Volunteers
Parents
Community

MAIN AREAS OF WORK:

Juvenile Law	.....	Family Law	.....	Adoption	.....	Family	.....
Children's Rights	.....	Informal Ed.	.....	Special Ed.	.....	Preschool Ed.	.....
Disability	.....	Drug Abuse	.....	Prostitution/ Pornography	.....	Child Trafficking	.....
Abandoned Children	.....	Abused Children	.....	Street Children	.....	Child Workers	.....
Institutionalized Children	.....	Pregnant Girls	.....	Children in Extreme Poverty	.....	Children and the Environment	.....
Children Victims Of Armed Conflict	Indigenous Children	Young Offenders		

COMMENTS:

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THANK YOU VERY MUCH FOR CONTRIBUTING INFORMATION TO OUR DATABASE!

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Appendix I Information-gathering Forms

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