

within the country, or a low allocation of existing resources relative to the needs of working children, or to child labor eradication or education goals set by government policies.

- Institutional barriers—which include weaknesses that hamper an organization's ability to effectively implement programs, and/or limited coordination among social partners (various level of government, NGOs, private sector) to match existing resources to education gaps and needs of working children.

- Informational gaps—which include lack of information on the education needs of child laborers or their educational performance so as to develop relevant and targeted programs; lack of available relevant social indicator data to identify, target and map families with working children; lack of consistent monitoring and evaluation of programs to draw lessons learned, or limited awareness on the part of different actors of the benefits of education for working children.

- Demographic characteristics of children and/or families—which include factors that put a child at higher risk of child labor and lack of access to education, such as belonging to an ethnic group, gender or social class, family composition (e.g., single head of household or polygamous household, multiple siblings, etc.), being overage relative to grade.

- Cultural and traditional practices—which include community attitudes that children should work and help the family, and attitudes and practices towards gender and social roles.

- Weak labor markets and lack of employment for those more educated, which diminish the perceived value of an education, and increase the value of early entry into the labor market.

Although these elements and characteristics tend to exist throughout the world in areas of high child labor, they manifest themselves and/or combine in particular ways in each country of interest in this solicitation. In their response to the solicitation, applicants should be able to identify the specific barriers to education and the education needs of specific children targeted in their project (e.g., children withdrawn from work, children at high risk of drop out into the labor force, children still working in a particular sector, etc.). Short background information on education and child labor in each of the countries of interest is provided below. For additional information on child labor in these countries, applicants are referred to The Department of Labor's 2001 Findings on the Worst Forms of Child Labor

available at <http://www.dol.gov/ILAB/media/reports/iclp/tda2001/overview.htm> or in hard copy from Lisa Harvey, U.S. Department of Labor, Procurement Services Center, telephone (202) 693-4570 (this is not a toll-free-number) or e-mail: harvey-lisa@dol.gov.

2. Country Background

The Dominican Republic

The Dominican Republic's National Child Labor Survey (*Encuesta Nacional de Trabajo Infantil*), published in 2002, estimated that 18 percent of children between the ages of five and 17 years (428,720) are working. The major sectors where children work are agriculture, services in the informal sector (shoe shiners, street vendors), domestic service, and prostitution. In addition, reports indicate that Haitian children may be found working in the Dominican Republic on sugarcane plantations and in other hazardous occupations, and have documentation and likely language barriers to education. There are also reports that some Haitian children have been trafficked to the Dominican Republic, including for purposes of child labor.

Between 1992 and 2002, the Dominican Secretariat of Education (*Secretaría de Estado de Educación*) engaged in a ten-year reform program (Plan Decenal) that included goals of increasing educational access, improving quality, implementing curriculum reform, improving the social and economic conditions of teachers, approving a new education law, decentralization, increased community participation, and increased financial resources. The plan, funded by the World Bank and the Inter-American Development Bank, greatly increased educational access for more children, but improvements are still needed in the areas of educational quality, teacher training, teacher living conditions, implementation of the education law, parent/community participation, and budget. Basic education in the Dominican Republic is free and compulsory between the ages of five and 14.

In spite of large investments in the education system, many gaps and challenges remain that hamper efforts to prevent child labor through education, and provide access to education for child laborers. These include a highly centralized education administration, lack of school access in rural areas, lack of vocational schools, and a less than adequate system for measuring and monitoring education results.

Moreover, lack of official identity papers and documentation are serious

barriers to school enrollment and affects thousands of children most vulnerable to child labor—rural children, and those of Haitian descent. Several programs have been developed to address the problem of lack of documentation, but none has been broadly successful.

Many Dominican teachers lack motivation to improve their teaching style or to comply with school schedules because of low salaries. Teacher strikes for higher pay are frequent. Time in-class and time spent on learning tasks are lower in the Dominican Republic than in most other Latin American countries. Teachers in rural areas may also miss school because of transportation difficulties. In most Dominican classrooms there is a lack of active, participatory, student-centered pedagogy. Also, teachers are not prepared to deal with children with special needs such as those of working children, and children at risk of or engaged in commercial sexual exploitation.

There are limited alternatives to the public schools since there are few NGOs specializing in education. Also, Dominican NGOs operate under an obsolete law dating from 1920. Furthermore, the high levels of overage students relative to grade discourages many children from continuing altogether, and results in permanent desertion and premature entry into labor.

The Government of the Dominican Republic has committed itself to the implementation of a Timebound Program to eliminate the worst forms of child labor. The funding provided by this award will provide resources for the education component of the Timebound Program funded by USDOL and implemented through the ILO/IPEC.

Morocco

According to a 1999 diagnostic by the Ministry of Employment and the ILO, there are approximately 9.8 million children in Morocco under the age of 15, and approximately 6.5 percent of children in this age group work. About 90 percent of working children are in rural areas in the agriculture sector, often in animal husbandry and other agricultural tasks. Children also work as weavers in the carpet industry; in small family-run workshops that produce ceramics, woodwork, and leather goods; and as mechanics, porters, tourist guides, street vendors, and beggars. Children work as apprentices before they reach 12 years of age, particularly in the informal handicraft industry. In urban areas, girls work as domestic servants, often in situations of unregulated "adoptive servitude," and