

teenagers are reported to engage in prostitution. Street children engage in diverse forms of work including selling cigarettes, begging, shining shoes and other miscellaneous occupations. It is estimated that 90 percent of working children are between the ages of 10 and 14, and 50 percent are victims of abuse and work more than 50 hours a week.

Morocco has identified education as a major component of the national and sectoral plans to combat child labor produced by the Ministry of Employment. It has also outlined its strategy for education reform in a national Charter that focuses on increasing educational access, reducing educational disparities, and involving different social sectors in partnerships for education. Education is free and compulsory between the ages of six and 15. The government has targeted universal primary enrollment by 2005–2006, and universal secondary education by 2008–2009.

Despite the progress made in increasing access to basic education in Morocco, the Ministry of National Education estimates that approximately 2 million children between the ages of eight and 16 have either never attended school or dropped out before completing the first level. The ILO/IPEC estimates that 80 percent of working children in Morocco are out of school. Ensuring their access to education will need to be addressed if Morocco is to meet its national goal of enrolling all children aged 12–14 in secondary school by 2008–2009. The Ministry of National Education's Non-Formal Program, working in partnership with an active NGO community, has reached only approximately 113,545 children aged eight to 15 since 1997. Although 70 percent of children who enter the non-formal program complete it, only about 10 percent transition into the formal system. The Government of Morocco has recently created a State Secretariat for Literacy and Non-Formal Education to address many of the issues facing out-of-school children.

The funding provided by this solicitation will contribute to addressing these important challenges. Applicants are strongly encouraged to address their efforts to areas of the highest concentrations of child labor (*i.e.*, agriculture), and sectors in rural and urban areas with the worst forms of child labor.

The Philippines

Child labor in the Philippines is set primarily in the context of poverty, with 31.8 percent of Filipino families living below the poverty line in 1997, compared to 33.7 percent in 2000. The

increase in the number of families living in poverty has contributed to the rise in the number of working children. In 2001, the Philippine National Statistics Office estimated that 4 million children between the ages of five and 17 were working, or 16.2 percent of children in this age group. This figure accounts for a 12 percent increase in the number of working children since 1995.

Children work predominantly in rural areas. Almost half of all child workers are engaged in agricultural activities, while other children work in informal footwear production, drug trafficking, pyrotechnics production, deep-sea fishing, mining and quarrying, and pearl farming. In the informal sector children are engaged in scavenging and begging. Children are also engaged as domestic servants and are involved in the commercial sex industry.

Since 1991, the Education for All (EFA) strategy has been a cornerstone of the Philippine's plan of action to improve the public education system, but government plans to address the particular needs of working children are limited. There are numerous gaps in the public education system and other socio-cultural or institutional barriers that may prevent children engaged in or at risk of working in the worst forms of child labor from receiving quality and relevant basic education. While significant achievements have been made in combating child labor and promoting basic education, there is a need to link these efforts and address issues related to the provision of education for children working or at risk of working.

The current National Development Plan for 2001–2004 includes universal primary education as a goal. From 1991 to 1998, primary net enrollment rates in the Philippines increased from 85 percent to 96 percent. The increase in enrollment rates reflects the government's commitment to providing universal primary education, but there are still challenges related to strengthening the quality and relevance of education, which is key to the retention of children in the school system. Currently, an estimated 69 percent of children who enter primary school in the Philippines reach grade 5.

In addition, the impact of education reforms has not yet been fully extended to children vulnerable to child labor. Even though formal education is free and compulsory for six years, families are often expected to shoulder other associated costs such as food, uniforms, school supplies, transportation, and, in some instances, fees for capital outlays or building maintenance (*e.g.*, janitorial services, toilets, and electricity). With

many parents' earnings falling below the poverty line, the inability of public schools to subsidize these extra costs places considerable economic strain on families. As a result, high costs to schooling limit access to education, negatively impact school attendance, and may contribute to the increase in the labor supply of children.

The Government of the Philippines is dedicated to the elimination of the worst forms of child labor within a specified period, and has committed to a Timebound Program to combat child labor. USDOL expects the funding provided by this award to address some of the educational challenges within the Timebound Program framework, and the applicant will support education activities undertaken as part of USDOL's funding of the Philippines Timebound Program, which is being implemented through ILO/IPEC. These education activities must complement and reinforce the existing Timebound strategy, but not duplicate efforts already funded by USDOL through ILO/IPEC.

Direct services of the already-funded ILO–IPEC education component of the Timebound Program will concentrate primarily on the provision of non-formal, transitional and vocational education to children withdrawn from work and those at-risk of working in the sectors targeted by the Timebound Program. These activities correspond to gaps identified in the existing system. For example, until very recently, the Department of Education's Bureau of Non-Formal Education only offered non-formal education programs to out-of-school youths aged 15 and above. Although it is currently preparing to offer non-formal education to children ages 6 to 14, the Bureau lacks the funds to develop appropriate curricula and learning modules. An additional challenge to providing transitional education is that children in non-formal programs frequently experience difficulty mainstreaming into formal education, such as passing an equivalency test required for re-entry in formal schooling.

Uganda

An ILO–IPEC child labor report based on the 2000–2001 Uganda Demographic and Health Survey estimated the total number of working children aged 5 to 17 years in the country at 2.9 million, accounting for 34.2 percent of all children in this age group. Furthermore, the report estimated that more than half of all working children in Uganda are aged 10–14 years. The Ministry of Gender, Labour and Social Development (MGLSD) has drafted a national policy