

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 increases 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specific barriers to education and the education needs of specific children targeted in their project (e.g., children withdrawn from work, children at high risk of drop out into the labor force, children still working in a particular sector, etc.).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

Brazil

In 2000, the ILO estimated that 14.4 percent of children of between the ages of 10 and 14 in Brazil were working. The major sectors where children work are agriculture, mining and charcoal industries, domestic service, scavenging in garbage dumps, prostitution, pornography, and drug trafficking. Child labor is most frequent in northern and northeastern Brazil where it is estimated that there are over 700,000 children and adolescents working in farming and agriculture alone.

Most child laborers in Brazil come from families whose per capita income is less than one minimum monthly wage. Throughout the 1990s improving family income and breaking the cycle of poverty through education have been at the core of Brazil's policies to fight child labor. At the Federal level, Brazil administers various programs implemented by different ministries, and has developed commissions to address issues related to child labor. Each state has a group designated to report to the Ministry of Labor and Employment on local activities and initiatives aimed to eliminate child labor.

Brazil's most widespread and innovative child labor prevention and elimination initiatives are the Bolsa Escola Program (school scholarship) and PETI (Child Labor Elimination Program). The Ministry of Education oversees the Bolsa Escola program, which benefits over eight million children and provides mothers with a monetary stipend in return for children's school attendance. The program is the largest of its kind in the world. The PETI program, administered by the Ministry of Social Assistance and Advancement, gives stipends to families that remove children from the worst forms of child labor and keep them in school. Approximately 800,000 children under the program attend public school and a Jornada Ampliada (extended school day) program, to discourage them from working before or after school.

At the core of these programs is the notion that work has a negative effect on the educational development of children and adolescents. In Brazil, the illiteracy rate among child workers is 20 percent compared to 8 percent for children who do not work. Providing education to child workers or children at risk of working supports objectives of Brazil's Education for All (EFA) Ten-Year Plan (1994-2003), and implementation of compulsory attendance policies for ages seven to 14 (grades one through eight). Basic

education through grade eight is free. Prompted by the World Conference on Education for All in 1990, Brazil set its goals to achieve equity through quality education for all by the year 2003. Implementation of Brazil's EFA Plan has attempted to address a number of the country's core objectives, which are: (1) Universal access to basic education; (2) education expansion; (3) valorization of the teaching profession; and (4) improvement of the quality of public education.

Although access to basic education in Brazil has increased tremendously in the last ten years, the quality of education, particularly in rural areas, has suffered. In many cases, schools do not offer classes above the fourth grade, and when they do, curricula are often not contextual to students' lives and teachers are poorly motivated. In addition, the minimum age for work (16) and the age at which compulsory schooling ends (14) are not harmonized. As a result, adolescents have few options and, out of economic need, often choose to work illegally beginning at age 14. These adolescents often engage in hazardous activities without social benefits or legal recourse. All of the factors above, combined with real economic needs of students, contribute to the high dropout rates of youth who leave school to work.

As a result of improved education policy and practice, Brazil has achieved many educational successes over the past decade, including for working children. Yet numerous barriers to the education of working children in Brazil, particularly in rural and peri-urban areas in the north and northeast regions, still remain. The most important gaps/needs for improving the education of children removed from child labor include: (1) Poor quality of education for both classroom and extended day programs; (2) lack of job and skills training for older children; (3) need for improved coordination of programs and services between federal, state, municipal governments, and civil society in the delivery of educational programs at the community level; and (4) gaps in data collection, knowledge management and evaluation of educational initiatives that allow for improved identification of target populations, and performance evaluation and assessment of impact. The project funded by this solicitation will contribute to efforts already underway to prevent and eliminate hazardous child labor by addressing specific barriers to education, and by expanding and improving the impact of existing programs.