

schools in rural areas is exacerbated by a predominance of male teachers, which also reduces girls' attendance.

In order to extend the reach of the education system, the Burkinabe government has opened bilingual satellite schools in several communities where full cycle schools are too far away for younger children, or where older children were unable to attend school at the appropriate age. Upon completing three years at these schools, children can travel longer distances to the nearest primary school. The government has also established non-formal basic education centers for older children who have not gone to school. Education at these centers is bilingual and includes vocational training.

In September of 2002, the government of Burkina Faso launched a 10-Year Basic Education Development Plan (2001–2010), which forms part of the country's poverty reduction strategy. Among the goals that the plan (commonly referred to as PDDEB) to be achieved by 2010 are: 70 percent school enrollment, 40 percent literacy, 3000 satellite schools, and 3000 centers for non-formal basic education. The two primary focus areas of PDDEB are to increase educational access and to improve the quality and efficiency of schooling. PDDEB also envisions increasing girls' enrollment to 65 percent, addressing regional educational disparities, and strengthening the capacity of the educational system.

Given the low rates of literacy and school enrollment in Burkina Faso and the widespread extent of child labor and trafficking, applicants should be strategic in selecting underserved areas with high rates of child labor or trafficking, and inadequate educational options. Applications should be as specific as possible in terms of the population to be targeted and services to be provided, taking care that proposed goals and objectives are realistic and achievable in the given timeframe. More importantly, in view of the fact that PDDEB addresses many of the concerns outlined above and has the commitment of key stakeholders, activities proposed should support PDDEB goals and work within its framework. Applications should clearly explain how proposed activities fit into the 10-year plan, and the contribution they will make to achieving its goals.

#### Mali

In 2000, the ILO estimated that 51.1 percent of children between the ages of 10 and 14 in Mali were working. Children work in the agricultural sector, in gold mining and gold washing, and as domestic servants in urban areas.

Children who are under the tutelage of religious teachers have also been found begging on the streets. Although details vary, it is often reported that Malian children, the majority of them boys, are trafficked outside of the country, predominantly to Côte d'Ivoire, to work on coffee, cotton and cocoa farms. It is also reported that girls are trafficked to Côte d'Ivoire to work as domestic servants. Children are trafficked by agents from organized networks who promise parents to provide the children with paid employment abroad. Commercial farm owners reportedly pay traffickers between U.S. \$22 and \$43 per child.

Since 1998 Mali has been building its capacity to combat child labor at the national and regional levels. It is one of nine countries participating in a USDOL-funded project to combat the trafficking of children for exploitative labor in West and Central Africa, described at <http://www.dol.gov/ILAB/grants/education/sga0305/bkgrdSGA0305.htm>. In collaboration with various private organizations, the president of Mali launched an awareness raising campaign on child labor in January 2002. In March 2002, the Government of Mali ratified ILO Convention 138 on the Minimum Age for Work. The government also has plans to implement a national child labor survey to measure the nature and extent of child labor. In addition, the governments of Mali and Côte d'Ivoire signed a cooperative agreement in 2000 to control cross-border trafficking. The strategy includes the monitoring and prevention of child trafficking, and the repatriation and rehabilitation of children who have been trafficked.

A large number of returned trafficked children are ethnically Dogon. These children come from the impoverished, rural areas of Koulikoro and Mopti. Their families traditionally raise millet crops, which have short harvests from June until September. Since the harvest is managed mostly by women, the Dogon men, well-known for their physical labor, tend to migrate to other rural and urban areas in search of seasonal work. This tradition extends to Dogon children and allows for the early migration of boys, girls and young men to other regions in search of work. Some are trafficked externally from Sikasso, while others find work in the southern cotton-growing regions, or as domestic servants in urban areas.

The Senoufo, an ethnic group found in southern Mali, have extensive family networks that cross into neighboring countries. In addition, the Senoufo have a tradition of traveling to find work. It is reported that unconfirmed numbers of

Malian Senoufo boys are trafficked to work on the plantations of Côte d'Ivoire.

In Mali, three kinds of schools exist and they all follow a similar basic structure: government public schools, the religious Madrasas, and community schools. Many parents in Mali, the majority of whom are Muslim, choose to send their children (mostly boys) to Madrasas, or schools that offer Arabic and religious study in addition to basic subjects. However, Madrasas are either too expensive or do not exist in rural areas, so many parents compromise by sending their sons to study religion and literacy with the local Imam. Imams, not associated with the Madrasas, rely on payments from parents for their livelihood.

In Mali, primary education is compulsory and free until the age of 13, however students must pay for their own uniforms and school supplies to attend public schools. About 20 percent fewer girls than boys attend primary school, despite the overall higher population of girls.

In the public schools, success at the primary level is based on a child's ability to use French rather than transferable thinking skills in local languages. The government of Mali recognized the community school model in 1992 in response to locally identified needs for literacy, numeracy, health care, agriculture and other life skills. Community schools teach the first few years of primary school in local languages and are designed to prevent large masses of children from migrating in search of work. To assist community schools, the Malian government has equipped and renovated classrooms, recruited teachers and produced new teaching materials.

Obstacles to quality education for child workers and at risk children still exist, however, and low enrollment and attendance rates, drop outs and failures are partially attributed to parental decisions related to family work load, prohibitive school distances, school fees and other school-related costs. Rural areas also tend to have fewer vocational or literacy programs for working children.

Applicants interested in working in Mali should design a project that addresses the gaps to quality basic education for child workers, trafficked children and at risk children, in areas with a high incidence or culture of child labor, by complementing, but not duplicating, already existing efforts.