



**Research Booklet 2**  
**Children's work load and their education**  
Information mined from three (3) research paper

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**AYITI NOW CORP**

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## About this booklet

The information compiled in this report were extracted from various literature that focuses on the Restavek system in Haiti. Information in this booklet focuses mainly on children’s workload and their education. Compilation of information and data in this reports were mined from three (3) research papers.

Information in this booklet is organized by research paper and each section has the following information:

- Title of the research paper from which the content was extracted
- Topic statement from the table of content from that research paper
- URL of the research paper itself
- Content of the data/information mined which has the actual content page number and the reference/quoted source.

With this quick summary, we are pleased to present our compilation.


<b>Research Title</b>	Child-Labor-In-Domestic-Service-Restaveks-PAP-Haiti-2012
<b>Topic</b>	Findings: 1) Education of child workers 2) living and working conditions - Type of work performed .

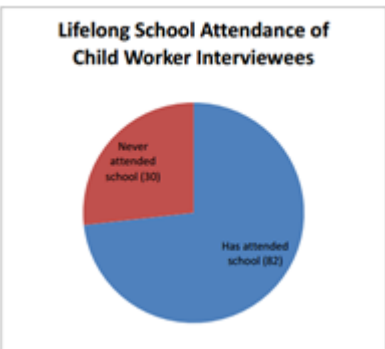
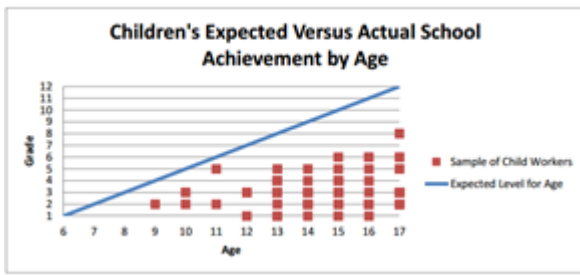
<b>Research paper source link</b>	haiti-now.org/resources/about-restavek/
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<b>Findings</b>		
<p>Haiti’s educational system is considered one of the weakest in the world.</p> <ul style="list-style-type: none"> <li>• Public schools only covered 20 percent of the total demand for basic education</li> <li>• Approximately 30 percent of those initially enrolled in primary school would not continue on to the third grade, and 60 percent of all students would drop out of school before the sixth grade.</li> <li>• Although restaveks are often sent away to educational areas, in the experts’ view, which broadly aligns with available statistics, only a minority of children—probably no more than 20 percent—actually attended school, and most of these children attended low-quality institutions</li> </ul>	16	c
<p>Even before the earthquake in January 2010, Haiti’s educational system was characterized by significant exclusion and structural deficiencies.</p>		
<p>Education costs were high in proportion to family revenues (approximately 40 percent of revenues for low-income families) and access to school was difficult, especially in rural areas. Public schools only covered 20 percent of the total demand for basic education. In addition, parents had to pay school fees to enroll their children in the public school system. Twenty-two percent of children ages 6 to 11 (an estimated 400,000) were still out of the educational system.</p>	16	See <a href="http://www.haitispecialenvoy.org/about-haiti/education">http://www.haitispecialenvoy.org/about-haiti/education</a>
<p>Approximately 30 percent of those initially enrolled in primary school would not continue on to the third grade, and 60 percent of all students would drop out of school before the sixth grade.</p>	16	UNICEF. See: <a href="http://www.unicef.org/har08/files/har08_Haiti_countrychapter.pdf">http://www.unicef.org/har08/files/har08_Haiti_countrychapter.pdf</a>
<p>Most sending families reported that the children they had sent away to do domestic service work had attended school before leaving. The reasons for the sporadic attendance —economic hardship frequently exacerbated by family breakdown, deaths in the family and natural disasters.</p>	17	

<p>Much has happened since January 2010, both in terms of physical reconstruction and in terms of access to schooling, particularly as a consequence of President Martelly’s new initiative for free education, launched in October 2011, targeting some 260,000 out-of-school children</p>	<p>17</p>	<p>See <a href="http://www.unicef.org/infobycountry/files/2yearsReport.pdf">http://www.unicef.org/infobycountry/files/2yearsReport.pdf</a></p>
<p>A majority of the children interviewed said they were currently going to school, and approximately one in seven had not been to school at all. However, attendance patterns were sometimes erratic—approximately half of the children said that they were sometimes absent.</p>	<p>18</p>	
<p>a key promise made when children are placed as domestic workers is that they would be able to go to school, even though reportedly this promise was frequently not kept. Children—probably no more than 20 percent—actually attended school, and most of these children attended low-quality institutions.</p>	<p>18</p>	
<p>The restavèks interviewed reported mostly doing typical household chores, such as cleaning the home, cooking meals, fetching water, and doing laundry. Parents imagined, sometimes without any concrete evidence that their children would be involved in a wide range of domestic chores, including fetching water, cleaning the house, buying things at the market, washing dishes, laundry, and other domestic chores; as one sending family said: “I don’t know because I’ve never asked him.” Receiving families repeatedly listed a range of household chores when asked what kinds of work domestic child workers did, and there was little variation between families. One family said: “She cleans the house and goes to fetch water when it’s needed.” Another receiving family stated 31 “She’s learning to do a number of things—prepare food, wash clothes, get rid of jumble and dirty water, clean the house.” Whereas there was some suggestion that boys tended to do the physically more demanding work, tasks seemed to be spread quite evenly between boys and girls. The girl washes the dishes, and sweeps. I don’t want her to fetch water—my own children are bigger and can help me with the water. The boy sweeps sometimes. This morning I sent him to Cité Militaire to do some shopping and made sure he came straight back. (Receiving Family) Take out any urine, sweep, wash dishes and the pans, clean the shower, take care of my children, help me prepare food, do the laundry, and keep an eye on the children. (Receiving Family) She helps my mother when she’s frying food, does work around the house and washes plates. (Receiving Family)</p>	<p>30</p>	<p>Allen Cooper, Pablo Diego-Rosell &amp; Christelle Gogue, Child Labor in Domestic Service (restavèks) in Port-au-Prince, Haiti (2012), at <a href="http://www.haiti-now.org/wp-content/uploads/2012/10/Child-Labor-In-Domestic-Service-Restaveks-PAP-Haiti-2012.pdf">http://www.haiti-now.org/wp-content/uploads/2012/10/Child-Labor-In-Domestic-Service-Restaveks-PAP-Haiti-2012.pdf</a>.</p>
<p>Whereas there was some suggestion that boys tended to do the physically more demanding work, tasks seemed to be spread quite evenly between boys and girls.</p>	<p>31</p>	

<b>Research Title</b>	Urban-Child-Labor-PAP-Haiti-2012
<b>Topic</b>	Findings - subtopic- 1) types of work performed and working conditions - types of work performed. 2)living conditions and demographics of child workers including education.
<b>Research paper source link</b>	<a href="http://haiti-now.org/resources/about-restavek/">haiti-now.org/resources/about-restavek/</a>

<p>Haiti has a 48 percent fundamental education participation rate for boys and a 52 percent rate for girls (net attendance ratio, 2005-2010 data).</p> <p>The secondary school participation rate for both boys and girls is much lower, at 18 and 21 percent, respectively.<sup>35</sup></p>	29	35 UNICEF. (n.d). op. cit.						
<p>Gender of Child Workers</p> <p>Figure 6: Gender of Child Workers</p>  <p>The pie chart shows the gender distribution of child worker interviewees. The majority are male, with 105 males and 11 females.</p> <table border="1"> <caption>Gender of Child Worker Interviewees</caption> <thead> <tr> <th>Gender</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>105</td> </tr> <tr> <td>Female</td> <td>11</td> </tr> </tbody> </table>	Gender	Count	Male	105	Female	11	29	
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<p>School Attendance of Child Workers</p>	30							

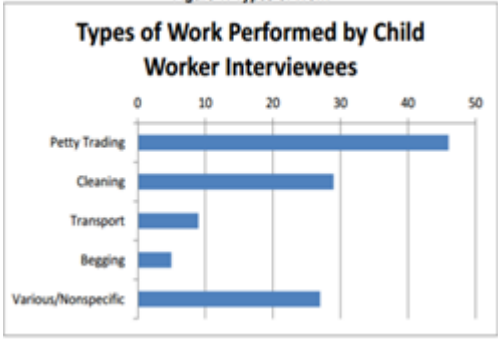
<p>Figure 7: School Attendance of Child Workers</p> 		
<p><b>School Attendance</b></p> <ul style="list-style-type: none"> <li>• The Haitian education system is organized into preschool, fundamental education, and secondary education.</li> <li>• At the end of nine years of fundamental education, students receive a Brevet diploma.</li> <li>• After the first four years, students have the option of moving to a professional or technical tract.</li> </ul>		
<p>School Achievement of Child Workers</p> <p>Figure 8: School Achievement of Child Workers</p> 	<p>31</p>	
<p><b>Citations</b></p> <p><b>Findings</b></p> <p><b>Living Conditions and Demographics of Child Workers, including Education</b></p> <p><b>School Attendance</b></p> <p>There are four levels in the secondary school system, followed by a Baccalaureate final exam and diploma</p>	<p>29</p>	<p>Embassy of Haiti. (n.d.). Education systems in Haiti. Retrieved from <a href="http://www.haiti.org/files/Education_System_in_Haiti.pdf">http://www.haiti.org/files/Education_System_in_Haiti.pdf</a></p>
<p><b>Findings</b></p> <p><b>Living Conditions and Demographics of Child Workers, including Education</b></p>	<p>30</p>	

<p><b>School Attendance</b></p> <p><b>School Attendance of Child Workers</b></p> <p>Figure 7: School Attendance of Child Workers</p> <div data-bbox="162 394 545 737"> <p><b>Lifelong School Attendance of Child Worker Interviewees</b></p> <table border="1"> <caption>Lifelong School Attendance of Child Worker Interviewees</caption> <thead> <tr> <th>Attendance Status</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Never attended school</td> <td>30</td> </tr> <tr> <td>Has attended school</td> <td>82</td> </tr> </tbody> </table> </div>	Attendance Status	Count	Never attended school	30	Has attended school	82		
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<p><b>Citation</b></p> <p><b>Findings</b></p> <p><b>Living Conditions and Demographics of Child Workers, including Education</b></p> <p><b>School Attendance</b></p> <p>Schooling in Haiti has a long history of weakness and has produced a population with an approximate literacy rate of 49 percent</p>	31	UNICEF. (n.d.). op. cit.						
<p><b>Citation</b></p> <p><b>Findings</b></p>	31	USDOL. (2010). op. cit.						

<p><b>Living Conditions and Demographics of Child Workers, including Education</b></p> <p><b>School Attendance</b></p> <p>While schooling is compulsory through age 11, there are not enough public schools to enroll nearly all of Haiti’s primary school-aged children.</p>		
<p><b>Findings</b></p> <p><b>Living Conditions and Demographics of Child Workers, including Education</b></p> <p><b>School Attendance</b></p> <ul style="list-style-type: none"> <li>• 81% of early primary school students (first six levels) get their education from private and parochial schools as the demand of education far outstrips public delivery.</li> <li>•</li> <li>• Families struggle to pay cost of tuition, uniforms &amp; textbooks in a private school due to cost.</li> <li>•</li> <li>• One child explained, for example, “When the moment of the exams arrived, they always sent me out the door because my mother didn’t have the money to pay for school.”</li> </ul>	31	
<p><b>Findings</b></p> <p><b>Living Conditions and Demographics of Child Workers, including Education</b></p> <p><b>School Attendance</b></p> <p>Many children said that children should attend school rather than work, suggesting that, in many cases, a choice must be made between the two rather than both being possible.</p>	31	
<p><b>Findings</b></p> <p><b>Living Conditions and Demographics of Child Workers, including Education</b></p> <p><b>School Attendance</b></p> <p>Children still indicated a preference for returning to school.</p>	31	



Schooling in Haiti has a long history of weakness and has produced a population with an approximate literacy rate of 49 percent. <sup>36</sup>	31	36 UNICEF. (n.d). op. cit.
Since demand for education far outstrips public delivery, there are many private and parochial schools which provide an education for 81 percent of early primary school students (first six levels)	31	

<p><b>Findings</b></p> <p><b>Types of Work Performed and Working Conditions</b></p> <p>Types of work performed</p> <ul style="list-style-type: none"> <li>Children were involved in-             <ol style="list-style-type: none"> <li>petty trading such as re selling clothes, selling cell phone credit, food (salt and flour) and beverages (water, juice and sodas)</li> <li>cleaning cars</li> <li>shoe shining</li> <li>transportation jobs</li> <li>begging</li> </ol> </li> </ul> <p>Figure 1: Types of Work</p>  <table border="1"> <caption>Data for Figure 1: Types of Work</caption> <thead> <tr> <th>Type of Work</th> <th>Number of Interviewees (Approximate)</th> </tr> </thead> <tbody> <tr> <td>Petty Trading</td> <td>45</td> </tr> <tr> <td>Cleaning</td> <td>30</td> </tr> <tr> <td>Transport</td> <td>10</td> </tr> <tr> <td>Begging</td> <td>5</td> </tr> <tr> <td>Various/Nonspecific</td> <td>25</td> </tr> </tbody> </table>	Type of Work	Number of Interviewees (Approximate)	Petty Trading	45	Cleaning	30	Transport	10	Begging	5	Various/Nonspecific	25	18	
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<p><b>Findings</b></p> <p><b>Types of Work Performed and Working Conditions</b></p> <p>Organization of Children’s work</p> <ul style="list-style-type: none"> <li>The study found little evidence of children’s work being organized, either through gangs or another entity.</li> <li>Mostly children worked alone especially those involved in petty trading but few worked with friends or employer.</li> </ul>	20													

<b>Research Title</b>	Child domestic Labour in Haiti child domestic labour in Haiti characteristics, contexts and organization of children’s residence, relocation and work.
<b>Topic</b>	Table of content- Executive summary- living and working conditions of child domestic workers - 1) Activities and workload of child domestics. 2) Education.
<b>Research paper source link</b>	2005 child domestic labour link copy here.

<b>Activities and Workload of Child Domestics</b>	47																																								
<p>Child domestic workers perform all tasks rated in the study except focus on education significantly more than non domestic worker children.</p> <table border="1"> <caption>Data for Figure 8: Activities carried out last year</caption> <thead> <tr> <th>Activity</th> <th>CDW (%)</th> <th>Not CDW (%)</th> </tr> </thead> <tbody> <tr><td>Coll/transp water</td><td>85</td><td>75</td></tr> <tr><td>Sweep/wash floors</td><td>65</td><td>38</td></tr> <tr><td>Other HH work</td><td>58</td><td>38</td></tr> <tr><td>Prepare food</td><td>58</td><td>38</td></tr> <tr><td>Wash own cloths</td><td>55</td><td>30</td></tr> <tr><td>Running errands</td><td>53</td><td>30</td></tr> <tr><td>Wash others cloths</td><td>30</td><td>15</td></tr> <tr><td>Assisting adults</td><td>23</td><td>15</td></tr> <tr><td>Focus education</td><td>20</td><td>35</td></tr> <tr><td>Care of children</td><td>18</td><td>12</td></tr> <tr><td>Tending animals</td><td>15</td><td>12</td></tr> <tr><td>Agricultur</td><td>10</td><td>8</td></tr> </tbody> </table> <p>Figure 8 Activities carried out last year</p>	Activity	CDW (%)	Not CDW (%)	Coll/transp water	85	75	Sweep/wash floors	65	38	Other HH work	58	38	Prepare food	58	38	Wash own cloths	55	30	Running errands	53	30	Wash others cloths	30	15	Assisting adults	23	15	Focus education	20	35	Care of children	18	12	Tending animals	15	12	Agricultur	10	8	48	
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Types of labor performed depends more on gender than on urban or rural setting. Girls are more likely to wash clothes and prepare food while boys are more likely to tend animals or perform agricultural duties.	48-49																																								

Table 8 Activities carried out by child domestic workers last year by sex and				
Activities last 12 months	Urban		Rural	
	Male	Female	Male	Female
Fetch/transport water	90,7	91,8	91,4	95,1
Sweep/wash floors	73,0	86,6	45,0	68,1
Wash own clothes	36,3	76,3	29,9	68,3
Run errands	71,8	76,2	39,6	46,9
Prepare food	34,2	68,3	45,3	65,8
Other HH work	59,2	62,5	53,3	57,2
Wash others' clothes	4,3	50,5	8,9	40,3
Focus on education	16,8	34,8	16,0	12,3
Care for children	26,8	25,4	8,3	18,7
Assist adults	35,9	25,3	23,0	18,5
Tend animals	3,2	0,6	38,5	6,0
Agriculture		0,3	22,1	4,1

<p>The gender distribution is much more even in rural areas than in urban areas, explained by the pattern of boys engaging in agriculture and animal tending. Agriculture and animal tending are rural activities, and the “need” for boys’ assistance in this field is hence greater in the rural area. In the urban areas, on the other hand, the “need” for assistance to tasks associated with boy domestics (like animal tending and agriculture) is very low. In turn, this contributes to explaining why girls outnumber boys in urban areas.</p>	50	
<p><b>Education</b></p>	51	
<p>For the boys, the enrollment rate increases by age all the way up to 17 years, whereas for the girl domestics, the enrollment rate decreases from the age of 14. However, overall enrolment is not much different between male and female domestic child workers, either in urban or rural areas.</p>	51-52	
<p>Child domestic workers score lowest on enrollment in school. At the same time, however, other children who live away from their parents (i.e. who are not identified as child domestic workers), have higher and better enrolment than children who live with their parents.</p>	52	