

# Haitian Heritage Month

Resources for  
Celebrating



Haitian  
Heritage  
Month  
May

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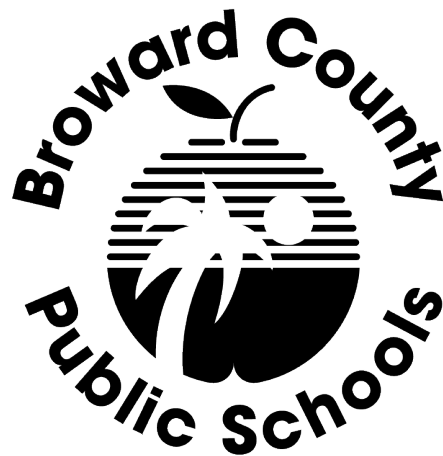
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# RESOURCES FOR CELEBRATING MONTH

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# Frequently Asked Questions about Haiti

## 1. Who were Haiti's first inhabitants?

Haiti's first known inhabitants were the Taino/Arawak natives who migrated onto the island long before the arrival of Columbus in 1492.

## 2. Is Haitian Creole a language or a dialect?

It is a language. Along with French, Haitian Creole has been the official language of the Republic of Haiti since 1987, although only a minority of Haitians can speak French fluently.

- A **dialect** is defined as a “regional variety of a language distinguished by pronunciation, grammar, or vocabulary.”
- A **language** is defined as “the use by human beings of voice sounds, and often written symbols representing these sounds, in combination and patterns to express and communicate thoughts and feelings. A system of words formed from such combinations and patterns, used by the people of a particular country or by a group of people with a shared history or set of traditions.” -The American Heritage College Dictionary, Third Edition, 2000.

## 3. Do all Haitians speak and read Creole?

All Haitians who are born and raised in Haiti speak Haitian Creole; although, not all Haitians can read Haitian Creole.

## 4. Why do Haitians always drink pumpkin/squash soup on January 1st?

On January 1st, Haitians traditionally drink pumpkin/squash soup with family and friends to celebrate freedom and independence. During the French control of the island, only the masters were allowed to drink this delicious soup.

## 5. What is the origin of the country's name?

The name Haiti derives from the word AYTI or HAYTI, which in the Arawak language means “mountainous land”.

## 6. Did the U.S. ever occupy or intervene in Haiti?

Yes, in 1915, as a result of U.S. concerns over its interests in the country because of renewed political chaos (4 presidents in 2 years, all killed while in office), the U.S. invaded Haiti and occupied the country for 19 years. The US intervened in Haiti again in 1994 to restore political stability and the return of the democratically elected president Jean Bertrand Aristide who was ousted in a coup d'etat seven months after he took power on February 7, 1991.

## 7. Which U.S. presidents have visited Haiti during their terms in office?

On July 5, 1934, Franklin D. Roosevelt was the first American president to visit Haiti.

On March 21, 1995, President Clinton became the second American President to visit Haiti

**8. What is the capital of Haiti?**

Port-Au-Prince is the capital of the Republic of Haiti.

**9. Is Haiti an island?**

No, the republic of Haiti is not an island. It occupies one-third of the entire island of Hispaniola. The Dominican Republic occupies the rest of the island.

**10. Is there a democratic government in Haiti?**

Yes, there is. The president elected is serving a term of five years. There are three branches in the government: The Executive, the Legislative, and the Judicial. See timeline for specific leaders and their opposing groups.

**11. What are the major holidays in Haiti?**

The major holidays in Haiti are: Independence Day (January 1st),

- Forefather's Day (January 2nd),
- Carnaval (2 days before Ash Wednesday, February or March),
- Good Friday (2 days before Easter),
- Easter Sunday (usually in April),
- Toussaint Louverture's Death (April 7th),
- Pan American Day (April 14th),
- Labor Day (May 1st),
- Flag Day (May 18),
- Day of Assumption (August 15th),
- Dessalines' Death (October 17th),
- All Saints Day (November 1st),
- All Souls Day (November 2nd),
- Battle of Vertieres' Day (November 18th),
- Christmas Eve (December 24th),
- Christmas (December 25th),
- New Year's Eve (December 31st).

**12. What is the size of the Republic of Haiti?** The total area is 27,750 sq. km. (10,714 sq. mi.) about the size of Maryland.

**13. Why is there a Haitian/Haitian-American curriculum?** The Florida Statute

228.591 mandated that multicultural education be incorporated into the curriculum. The Multicultural Education Department main purpose of developing the Haitian/Haitian-American curriculum is to "help teachers incorporate diversity and different perspectives of history and culture into the existing curriculum", and instill a sense of pride in the Haitian students who represent approximately 10% of the student population.

**14. What are the traditional meats served in the Haitian diet?**

Chicken, pork, beef, goat, and a variety of seafood are some of the most traditional meats served in Haiti.

**15. Do all Haitians speak French?** No, statistics report that about 10% of the population is fluent in the French Language.

**16. What is the employment rate in Haiti?** About 40% of the population is unemployed and more than 50% of the labor force does not have formal jobs.

**17. What is the population of Haiti?** The population of Haiti was estimated at 8 million in 2000. The population is about 95% black and 5% mulattos, which is traditionally the elite ruling class.

**18. Are there any other major cities beside Port-au-Prince?** Yes, there are. Cap Haitien (second largest city), Jacmel, Gonaives, Les Cayes, Port de Paix, and Jeremie.

**19. Why do many Haitian students keep their heads down when speaking to an adult?** Traditionally in Haiti, as a sign of respect, children are taught to keep their heads down when addressing an adult.

**20. Do Haitians celebrate Christmas?** Yes, Haitians celebrate Christmas on December 25th. It is one of the official holidays.

**21. Is Halloween a Holiday in Haiti?** No, Haitians do not celebrate Halloween in their home country.

**22. Do schools in Haiti have guidance counselors?** Although very rare, some of the private schools in Haiti have guidance counselors.

**23. Is it mandatory for students to wear uniforms in Haiti?** Most schools, public and private, require their students to wear uniforms. But there is not a strict mandate for all schools to require their students to wear uniforms.





# TIMELINE

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The Embassy of the Republic of Haiti, Washington D.C.

[www.haiti.org](http://www.haiti.org)

Ambassade d 'Haïti  
Washington D.C.

## Key Dates in Haiti's History

### **1492**

Christopher Columbus lands and claims the island of Hispaniola for Spain. The Spanish build the New World's first settlement at *La Navidad* on Haiti's north coast.

### **1697**

Spanish control over the colony ends with the Treaty of Ryswick, which divided the island into French-controlled St. Domingue and Spanish Santo Domingo.

For over 100 years the colony of St. Domingue (known as the Pearl of the Antilles) was France's most important overseas territory, which supplied it with sugar, rum, coffee and cotton. At the height of slavery, near the end of the 18th century, some 500,000 people, mainly of western African origin, were enslaved by the French.

### **1791-1803**

A slave rebellion is launched by the Jamaican-born Boukman leading to a protracted 13-year war of liberation against St. Domingue's colonists and later, Napoleon's army which was also assisted by Spanish and British forces. The slave armies were commanded by General Toussaint Louverture who was eventually betrayed by the French and subsequently exiled to France where he died.

### **1803**

The Haitian blue and red flag is devised at Arcahie, by taking the French tricolor, turning it on its side and removing the white band. The Battle of Vertières in November marks the ultimate victory of the former slaves over the French.

### **1804**

The hemisphere's second Republic is declared on January 1, 1804 by General Jean-Jacques Dessalines. Haiti, or *Ayiti* in Creole, is the name given to the land by the former Taino-Arawak peoples, meaning "mountainous country."

### **1806**

Emperor Jean-Jacques Dessalines is assassinated.

### **1807-20**

Civil war racks the country, which divides into the northern kingdom of Henri Christophe and the southern republic governed by Alexandre Pétion. Faced with a rebellion by his own army, Christophe commits suicide, paving the way for Jean-Pierre Boyer to reunify the country and become President of the entire republic in 1820.

### **1821**

President Boyer invades Santo Domingo following its declaration of independence from Spain. The entire island is now controlled by Haiti until 1844.

### **1838**

France recognizes Haitian independence in exchange for a financial indemnity of 150 million *francs*. Most nations including the United States shunned Haiti for almost forty years, fearful that its example could stir unrest in other slaveholding countries. Over the next few decades Haiti is forced to take out loans of 70 million *francs* to repay the indemnity and gain international recognition.

### **1862**

The United States finally grants Haiti diplomatic recognition sending noted abolitionist Frederick Douglass as its Consular Minister.

### **1915**

President Woodrow Wilson orders the U.S. Marines to occupy Haiti and establish control over customs-houses and port authorities. The Haitian National Guard is created by the occupying Americans. The Marines force peasants into *corvée* labor building roads. Peasant resistance to the occupiers grows under the leadership of Charlemagne Peralt, who is betrayed and assassinated by Marines in 1919.

**1934** The U.S. withdraws from Haiti leaving the Haitian Armed Forces in place throughout the country.

### **1937**

Thousands of Haitians living near the border of the Dominican Republic are massacred by Dominican soldiers under the orders of President General Trujillo.

### **1957**

After several attempts to move forward democratically ultimately fail, military-controlled elections lead to victory for Dr. François Duvalier, who in 1964 declares himself President-for-Life and forms the infamous paramilitary *Tonton Makout*. The corrupt Duvalier dictatorship marks one of the saddest chapters in Haitian history with tens of thousands killed or exiled.

### **1971**

"Papa-Doc" Duvalier dies in office after naming his 19 year-old son Jean-Claude as his successor.

**1972**

The first Haitian "boat people" fleeing the country land in Florida.

**1976**

Widespread protests against repression of the nation's press take place.

**1970s-1980s**

"Baby-Doc" Duvalier exploits international assistance and seeks to attract investment leading to the establishment of textile-based assembly industries. Attempts by workers and political parties to organize are quickly and regularly crushed.

**1980**

Hundreds of human rights workers, journalists and lawyers are arrested and exiled from the country.

**1981**

International aid agencies declare Haitian pigs to be carriers of African Swine Fever and institute a program for their slaughter. Attempts to replace indigenous swine with imported breeds largely fail.

**1983**

Pope John Paul II visits Haiti and declares publicly that, "Things must change here."

**1984**

Over 200 peasants are massacred at Jean-Rabeau after demonstrating for access to land. The Haitian Bishops Conference launches a nation-wide (but short-lived) literacy program. Anti-government riots take place in all major towns.

**1985**

Massive anti-Government demonstrations continue to take place around the country. Four schoolchildren are shot dead by soldiers, an event which unifies popular protest against the régime.

**1986**

Widespread protests against "Baby Doc" lead the U.S. to arrange for Duvalier and his family to be exiled to France. Army leader General Henri Namphy heads a new National Governing Council.

**1987**

A new Constitution is overwhelmingly approved by the population in March. General elections in November are aborted hours after they begin with dozens of people shot by soldiers and the *Tonton Makout* in the capital and scores more around the country.

## **1988**

Military controlled elections - widely abstained from - result in the installation of Leslie Manigat as President in January. Manigat is ousted by General Namphy four months later and in November General Prosper Avril unseats Namphy.

## **1989**

President Avril, on a trade mission to Taiwan, returns empty-handed after grassroots-based democratic sectors inform Taiwanese authorities that the Haitian nation will not be responsible for any contracts agreed to by Avril. Avril orders massive repression against political parties, unions, students and democratic organizations.

## **1990**

Avril declares a state of siege in January. Rising protests and urging from the American Ambassador convince Avril to resign. A Council of State forms out of negotiations among democratic sectors, charged with running a Provisional Government led by Supreme Court Justice Ertha Pascal-Trouillot.

U.S. Vice-President Dan Quayle visits Haiti and tells Army leaders, "No more coups." Assistance is sought from the Organization of American States (OAS) and the United Nations (UN) to help organize general elections in December.

In a campaign marred by occasional violence and death, democratic elections finally take place on December 16, 1990. Father Jean-Bertrand Aristide, a parish priest, well known throughout the country for his support of the poor, is elected President with 67.5% of the popular vote. The "U.S. favorite" Marc Bazin finishes a distant second with 14.2%

## **1991**

Duvalierist holdover and *Tonton Makout* Dr. Roger Lafontant attempts a coup d'état to prevent Father Aristide's ascension to power. The Armed Forces quickly remove him from the National Palace following massive popular protest.

President Aristide is inaugurated on February 7th, five years after Duvalier's fall from power. A Government is formed by Prime Minister René Préval promising to uproot the corruption of the past. Over \$500 million is promised in aid by the international community.

In September President Aristide addresses the UN General Assembly. Three days after his return military personnel with financial backing from neo-Duvalierist sectors and their international allies unleash a coup d'état, ousting President Aristide. Over 1,000 people are killed in the first days of the coup.

The OAS calls for a hemisphere-wide embargo against the coup régime in support of the deposed constitutional authorities.

## **1992**

Negotiations between the Washington, D.C. based exiled Government, Haiti's Parliament and representatives of the coup régime headed by General Raoul Cédras lead to the Washington Protocol, which is ultimately scuttled by the coup régime.

U.S. President George Bush exempts U.S. factories from the embargo and orders U.S. Coast Guard to interdict all Haitians leaving the island in boats and to return them to Haiti.

The OAS embargo fails as goods continue to be smuggled through neighboring Dominican Republic. Haiti's legitimate authorities ask the United Nations to support a larger embargo in order to press the coup leaders to step down. The UN pledges to support efforts by the OAS to find a solution to the political crisis.

## **1993**

President Aristide asks the Secretaries-General of the OAS and the UN for the deployment by the United Nations and OAS of an international civilian mission to monitor respect for human rights and the elimination of all forms of violence.

In June Haiti requests an oil and arms embargo from the UN Security Council in order to pressure the coup régime to give up power.

In July of 1993, President Aristide and General Raoul Cédras sign the Governors Island Accord, which *inter alia* called for the early retirement of Gen. Cédras, the formation and training of a new civilian police force, and the return of the President on October 30, 1993. Representatives of political parties and Parliament sign the New York Pact pledging support for President Aristide's return and the rebuilding of the nation.

A contingent of U.S. and Canadian trainers aboard the U.S.S. Harlan County arrives in Haitian waters in October and is recalled because of right-wing demonstrations, setting back the Governors Island agreement. General Cédras refuses to step down as promised.

President Aristide's Justice Minister Guy Malary, responsible for the formation of a civilian police force is shot dead in Port-au-Prince weeks after local businessman and Aristide supporter Antoine Izmyer is executed outside of a local church.

The UN calls for "strict implementation" of the embargo against the de facto authorities. The Civilian Mission's human rights observers are allowed to return in small numbers.

## **1994**

In May additional sanctions were levied against the régime through a naval blockade supported by Argentine, Canadian, French, Dutch and U.S. warships.

Tensions increase as human rights violations continue. The Civilian Mission is told by the de facto authorities to leave the country.

The UN Security Council passes Resolution 940 authorizing the Member States to form a 6,000 multinational force and "to use all necessary means" to facilitate the departure of the military régime.

On September 15th, U.S. President Clinton declares that all diplomatic initiatives were exhausted and that the US with 20 other countries would form a multinational force. On September 19th these troops land in Haiti after the coup leaders agree to step down and leave the country.

On October 15th, President Aristide and his Government-in-exile return to Haiti.

### **1995**

In June Haiti hosts the annual OAS General Assembly at Montrouil. Legislative elections take place that month and in December the presidential contest is won by former Prime Minister René Préval. (President Aristide is precluded by the Constitution from succeeding himself). In November Prime Minister Smarck Michel steps down and Foreign Minister Claudette Werleigh becomes President Aristide's fourth Prime Minister.

### **1996**

President Préval is inaugurated in February. A Government is formed under Prime Minister Rosny Smarth. Agricultural production, administrative reform, and economic modernization are announced as the Government's priorities.

# BACKGROUND INFORMATION ON HAITI-MAP, GEOGRAPHY, HISTORY, PROFILE SHEET OF HAITI, ETC.



# Geography

Haiti, in the West Indies, occupies the western third of the island of Hispaniola, which it shares with the Dominican Republic. About the size of Maryland, Haiti is two-thirds mountainous, with the rest of the country marked by great valleys, extensive plateaus, and small plains.

# Government

Republic with an elected government.

# History

Explored by Columbus on Dec. 6, 1492, Haiti's native Arawaks fell victim to Spanish rule. In 1697, Haiti became the French colony of Saint-Dominique, which became a leading sugarcane producer dependent on slaves. In 1791, an insurrection erupted among the slave population of 480,000, resulting in a declaration of independence by Pierre-Dominique Toussaint l'Ouverture in 1801. Napoléon Bonaparte suppressed the independence movement, but it eventually triumphed in 1804 under Jean-Jacques Dessalines, who gave the new nation the Arawak name *Haiti*. It was the world's first independent black republic.

The revolution wrecked Haiti's economy. Years of strife between the light-skinned mulattos who dominated the economy and the majority black population, plus disputes with neighboring Santo Domingo, continued to hurt the nation's development. After a succession of dictatorships, a bankrupt Haiti accepted a U.S. customs receivership from 1905 to 1941. Occupation by U.S. Marines from 1915 to 1934 brought stability. Haiti's high population growth made it the most densely populated nation in the Western Hemisphere.

In 1949, after four years of democratic rule by President Dumarsais Estimé, dictatorship returned under Gen. Paul Magloire, who was succeeded by François Duvalier, nicknamed "Papa Doc," in 1957. Duvalier's secret police, the "Tontons Macoutes," ensured political stability with brutal efficiency. Upon Duvalier's death in 1971, his son, Jean-Claude, or "Baby Doc," succeeded as ruler of the poorest nation in the hemisphere. In the early 1980s, Haiti became one of the first countries to face an AIDS epidemic. Fear of the disease caused tourists to stay away, and the tourist industry collapsed, causing rising unemployment. Unrest generated by the economic crisis forced Baby Doc to flee the country in 1986.

Throughout the 1990s the international community tried to establish democracy in Haiti. The country's first elected chief executive, Jean-Bertrand Aristide, a leftist Roman Catholic priest who seemed to promise a new era in Haiti, took office in Feb. 1991. The military, however, took control in a coup nine months later. A UN peacekeeping force,



led by the U.S.—Operation Uphold Democracy—arrived in 1994. Aristide was restored to office and René Preval became his successor in 1996 elections. U.S. soldiers and UN peacekeepers left in 2000. Haiti's government, however, remained ineffectual and its economy was in ruins. Haiti has the highest rates of AIDS, malnutrition, and infant mortality in the region.

In 2000, former president Aristide was reelected president in elections boycotted by the opposition and questioned by many foreign observers. The U.S. and other countries threatened Haiti with sanctions unless democratic procedures were strengthened.

Aristide, once a charismatic champion of democracy, grew more authoritarian and seemed incapable of improving the lot of his people. Violent protests rocked the country in Jan. 2004, the month of Haiti's bicentennial, with protesters demanding that Aristide resign. By February, a full-blown armed revolt was under way, and Aristide's hold on power continued to slip. The protests, groups of armed rebels, and French and American pressure led to the ousting of Aristide on Feb. 29. Thereafter a U.S.-led international force of 2,300 entered the chaos-engulfed country to attempt to restore order, and an interim government took over. In September, Hurricane Jeanne ravaged Haiti, killing more than 2,400 people. Lawlessness and gang violence were widespread, and the interim government had no control over parts of the country, which were run by armed former soldiers.

After numerous delays, Haiti held elections on Feb. 7, 2006. The elections, backed by 9,000 United Nations troops, were seen as a crucial step in returning Haiti to some semblance of stability. Former prime minister and Aristide protégé René Préval, very popular among the poor, was seen as the favorite. But when the election count indicated that Préval's lead over the other candidate was dropping and that he would not win an outright majority, Préval contested the election and charged that "massive fraud and gross errors had stained the process." On Feb. 14, the interim government halted the election count, and the following day, after the votes were retabulated, Préval was declared the winner.

In April 2008, Prime Minister Jacques-Édouard Alexis was removed from office by the senate, which held him responsible for the poor economy. On April 12, after violent street riots, President René Préval announced that he would cut the cost of rice by nearly 16%.



## Haiti Country Profile Sheet

<https://news.bbc.co.uk>

1. Haiti is the world's first black-led republic and the first Caribbean state to achieve independence. Haiti's pride has been dented by decades of poverty, environmental degradation, violence, instability and dictatorship which have left it as the poorest nation the Americas.
2. Haiti achieved notoriety during the brutal dictatorship of the voodoo physician, Francois "Papa Doc" Duvalier, and his son, Jean-Claude, or "Baby Doc". Hopes that the election in 1990 of Jean-Bertrand Aristide, a former priest, would herald a brighter future was dashed when he was overthrown by the military a short time later.
3. Although economic sanctions and US-led military intervention forced a return to constitutional government in 1994, Haiti's fortunes did not pick up, with allegations of electoral irregularities, ongoing extra-judicial killings, torture and brutality.
4. A bloody rebellion and pressure from the US and France, forced Mr. Aristide out of the country in 2004. Since then, an elected leadership has taken over from an interim government and a UN stabilization force has been deployed. But Haiti is still plagued by violent confrontations between rival gangs and political groups and the UN has described the human rights situation as "catastrophic".
5. **Politics:** Democratic rule was restored in 2006, two years after a violent revolt ousted former leader Jean-Bertrand Aristide: bitter political divisions persist.
6. **Economy:** Haiti's economy is in ruins and there is chronic unemployment.
7. **International:** The UN has deployed peacekeepers; international aid is seen as key to recovery.

Country profile source: [http://news.bbc.co.uk/2/hi/americas/country\\_profiles/1202772.stm](http://news.bbc.co.uk/2/hi/americas/country_profiles/1202772.stm)

### Additional Articles on Haiti:

Donors Pledge \$750 million aid to Haiti, July 2006

<http://news.bbc.co.uk/2/hi/americas/5215490.stm>

Challenges Ahead for Haiti's Preval, February 2006

<http://news.bbc.co.uk/2/americas/4721510.stm>

Glimmers of Hope in Cite Soleil, February 2006

[http://blog.washingtonpost.com/haitisstruggle/2006/02/glimmers\\_of\\_hope\\_in\\_cite\\_solei\\_l.html](http://blog.washingtonpost.com/haitisstruggle/2006/02/glimmers_of_hope_in_cite_solei_l.html)

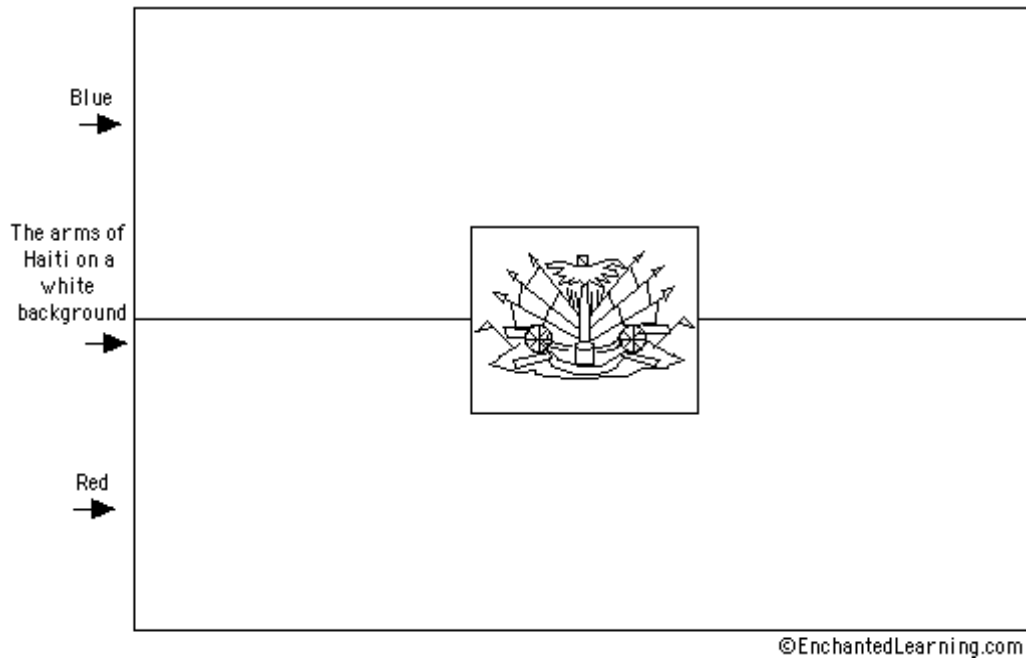
UN Envoy Urges Continuing Aid for Haiti, May 2006

<http://www.nytimes.com/2006/05/20/world/americas/20haiti.html?ex=1160280000&en=3c762a89fbe52485&ei=5070>

The Council on Foreign Relations

<http://www.cfr.org/region/223/haiti.html>

# Haitian Flag Quiz/Printout



The flag of the Republic of Haiti was adopted on May 18, 1803. Haiti had been a colony of France since 1697, but the people rebelled in 1803 and Haiti achieved independence on January 1, 1804.

The Haitian flag is a red and blue bicolor; for state occasions, the Arms of Haiti are added to the center of the flag on a white background. The colors red and blue were chosen from the French flag. The Haitian arms depict a royal palm in the center topped with a red and blue cap of liberty. There are also six blue and red flags, two smaller red banners on the sides, many weapons (rifles with bayonets, two yellow cannons and many cannonballs), a drum, an anchor, green grass, and a white banner reading "L'UNION FAIT LA FORCE," meaning "Union is Strength."

Haiti is located in the Caribbean Sea. Christopher Columbus sailed to Hispaniola in 1492. Haiti and the Dominican Republic constitute the island of Hispaniola, located east of Cuba. Haiti occupies the western third of the island. Haiti's capital city is Port-au-Prince.

1. What are the two major colors in this flag?
2. When was this flag adopted?
3. When did Haiti become independent from France?
4. In which sea is Haiti located?

### **Information on Haiti. Its Geography & History**

Official Name	Repiblik Dayti (Haitian Creole); Republique d'Haiti (French) (Republic of Haiti)
Capital	Port-au-Prince
Population	8,707,497 (2007)
Area	Land area: 10,641 sq mi (27,560 sq km); total area: 10,714 sq mi (27,750 sq km)
Currency	Gourde (\$1=23.75)
Religion	Christianity and Voodoo
Literacy	53%
Languages	Haitian Creole, French (official)
Major Cities	Carrefour, Demas, Cap-Haitien, Petion-Ville
Climate	Tropical in nature
President	René Préval (2006)
Prime Minister	Jacques-Édouard Alexis (2006)

## **INTRODUCTION**

Haiti is part of the West Indies archipelago. The country gained independence when, in the late 18<sup>th</sup> century, Haiti's nearly half million enslaved Africans revolted, and it became the first Black republic in 1804.

### **Location**

Haiti is bounded on the north by the Atlantic Ocean, on the east by the Dominican Republic, on the south by the Caribbean Sea, and on the west by the Windward Passage, a channel that separates the country from Cuba.

### **Physical Map of Haiti**

Haiti is mountainous in most parts, with five mountain ranges crossing the country. The Chaîne du Haut Piton, runs along the northern peninsula, the Massif de la Selle, begins just southeast of Port-au-Prince and has Haiti's highest point of 8,793 feet at Pic la Selle. The Massif de la Hotte further runs along the western end of the southern peninsula. The other chains include the Massif des Montagnes Noires and Chaîne des Cahos, and the solitary peak of Montagne Terrible. The Gonâve Gulf contains the largest of Haiti's offshore islands, the island of Govâve. As is characteristic of mountainous regions, Haiti's shoreline is irregular, and there are many natural harbors. The numerous rivers dotting Haiti are short, swift, and un-navigable. The only navigable river is the Artibonite.

### **Climate of Haiti**

Haiti has a tropical climate with significant variations. Rainfall varies from a height of 3,600 mm on the western tip of the southern peninsula to 600 mm on the southwest coast of the northern peninsula. The south west receives most of the rains in early and late summer. Port-au-Prince, located at sea level, has a yearly average temperature of 27°C. In Kenscoff, located just south of Port-au-Prince at an elevation of 4,700 feet, the temperature average is usually recorded at 16°C. Haiti is also vulnerable to hurricanes and is occasionally hit by destructive storms.

### **Arts, Culture and Music of Haiti**

Haitian culture fuses African, French, and West Indian elements. Formerly a social divider, the Creole language is now being used in attempts to define a national culture.

The language is used in literature, drama, music, dance, and some governmental functions and the country has to its credit several outstanding libraries. Haitian works of art are enjoying increasing worldwide recognition.

<http://www.mapsofworld.com/country-profile/haiti.html>



# HAITIAN COMMUNITIES IN THE UNITED STATES

Little Haiti serves up some of the best Afro-Caribbean culture this side of the Gulf Stream, the warm-water current south of Florida. The Miami community of some 33,000 people is alive with the sights, sounds, smells, and tastes of Haiti. Place names echo with Haitian pride. Avenue Felix Moisseau Leroy, which slices through the heart of Little Haiti, bears the name of a famous Haitian writer and poet. It leads directly to Toussaint L'Ouverture Elementary School, which is named after the hero of Haitian independence.



## Brooklyn's Haitian Community

According to the 2000 census, some 200,000 Haitians live in Brooklyn—home to the largest Haitian community in New York City. This is a sharp rise from the 52,600 who lived there in 1980.

Most of Brooklyn's Haitians live along Flatbush Avenue. Here announcements written in French or Creole decorate the walls, windows, and bulletin boards of stores, churches, and government agencies such as police and fire stations. Newspaper stands carry publications like the *Haiti Progres*, a newspaper written primarily in French, and the *Haitian Times*, a newspaper written in English. Both papers offer stories about Haitian-related events not normally covered in other sources.

The mix of languages can be heard in the halls of Brooklyn's Walt Whitman Middle School. Here about 75% of students are of Haitian descent. Teachers challenge them with bilingual instruction, both in English and Creole, so that students can continue in regular all-English classes in high school.

But learning English doesn't mean leaving Haitian culture behind. New York's Haitian radio station, *Radio Soleil D'Haiti*, (<http://www.radisoleil.com>) broadcasts programs in 3 languages, 24 hours a day, 7 days a week. Some 600,000 Haitians and Haitian Americans in the New York metropolitan area tune in regularly.

There's other live entertainment, too.

The dance-and-drum group *La Troupe Makandal* for example, regularly sells out tickets to its show, which takes its name from an enslaved African leader, often reenacts important events in Haitian history. In one performance, an ancestor calls out: "Have we truly tasted freedom?"

The Haitian community of Brooklyn is seeking to answer, "Yes!" They're finding a new political voice in the 2000s. The Flatbush community recently succeeded, with the help of local politicians, in renaming a street Toussaint L'Ouverture Boulevard. It's the city's first Haitian street name. Jean Vernet II, who grew up in Haiti and Brooklyn, has created a computer database to unify Haitian-American voters in the United States. He tried it out in the 2004 election and plans to continue building a Haitian voting bloc. "We're no longer an exiled community who will return to Haiti shortly," he says. "It's O.K. to be an American."

# LANGUAGE

## Haitian Creole

Haiti has two official languages—French and Haitian Creole. Yet only about 10% of Haitians can speak both languages fluently. Most speak only Haitian Creole, the nation's "mother language."

The use of Haitian Creole began aboard slave ships and the French plantations of Hispaniola. It blends the languages of West Africa with many French words. Over time, words from Spanish, English, and other languages have crept in as well.

Turning Haitian Creole into a written language didn't happen until well after independence. It took the constitution of 1987 to recognize it as the nation's second official language. (French was the first.)

Today many Haitian and Haitian American writers preserve their heritage by recording the Haitian Creole stories, songs, and proverbs handed down through the generations by word of mouth. Some popular proverbs include the following:

- Ti chen gen fos devan kay met li.  
"A little dog is really brave in front of his master's house."
- Bouch manje tout manje, men li pa pale tout pawol.  
"The mouth may eat any food, but should not speak on any subject."
- Fon si dwet pa manje kalalou.  
"You cannot eat okra with one finger."
- Tanbou prete pa janm fe bon dans.  
"A borrowed drum never makes good dancing."
- Sak vid pad kanp.  
"An empty sack can't stand up."
- Kreyol pale, kreyol comprann.  
"Creole spoke, Creole understood."



## Activity

What do these proverbs mean to you? Pick one of them, and illustrate your interpretation in the form of a poster.

## AUTHORS

### Haitian Authors

The world became aware of Haiti's great writers during its Golden Age of the 1930s and 1940s. African American poet Langston Hughes traveled there hoping to meet Jacques Romaine, a Haitian poet whom he admired. Hughes later described the meeting.

*For an hour, in French--mine halting, and in English--his bad, we talked about poetry and people. Jacques showed me his excellent library in many languages with the cloth and board bindings of America and England mingling with the bright paper covers of France and Germany. . . . And he made me a present of his poems.*

Romaine, still famous among Haitians, is but one of the many writers who have enriched the literature of Haiti and the world. They've included poet and playwright Felix Morriseau-Leroy, journalist Yvonne Hakim Rimpel, author Jean-Price Mars, and many more.

Haitian writers wrote in French at first and later in Creole. Massillon Coicou, for example, pioneered Haitian Creole literature with his *Emperor Dessalines*. George Sylvain did the same with a collection of short stories.

The Haitian literary tradition has grown stronger in recent times, but with a twist. More Haitian and Haitian American women are writing than ever before. Some of them have formed the Women Writers of Haitian Descent (WWOHD), a group that promotes the work of talented Haitian women writers. "I write therefore I am," declares one of the group's slogans.

Perhaps one of the most widely known and successful of these young women writers is Edwidge Danticat. She started her writing career at age 9.

## Activity

Find out more about Danticat, and prepare a speech that might be given to introduce her to a conference on Haitian writers in the 20th century.

Like other artists, Haitian and Haitian American artists work with all kinds of materials, including the tin from oil drums. This "tin art" often takes the form of animals found in Haiti--lizards called geckos, big-eyed tree frogs, or tropical birds like flamingos.

## Activity

Research pictures of one of these animals. Then make try your hand at "tooling," or engraving, a piece of foil art by following these directions.

**Materials:** heavy weight tin foil, scissors, poster board, tracing paper, ballpoint pen, enamel paints, brush, newspapers

### Procedure

Use a pencil to copy the picture of a Haitian animal on to tracing paper. This will be your "pattern."

- Place the pattern over the poster board. Go over the outline of the pattern with the tip of a ballpoint pen. Press hard enough so that an imprint is left on the poster board.
- Cut out the "tooled" figure.
- Now put the pattern over a piece of tin foil. Again, use the pen to tool the outline into the tin foil.
- Remove the pattern. Then draw a one-quarter inch edge around the figure outlined on the tinfoil. Cut out the figure following this edge.
- Wrap the tin foil around the poster board figure, securing the edges on the back with tape.
- Use the ballpoint pen to tool details on to your "tin art." You can trace the pattern or draw freehand, as Haitian artists do.
- Cover a desk or table with newspaper. Then paint your figure. Use bright colors, similar to those found in many works of Haitian art. (*Tip:* You can find examples of Haitian tin art in galleries on the Internet.)

Source: Not available (Beyond the Textbook- Haitian Culture)

# ELEMENTARY AND SECONDARY LESSON PLANS



# HAITIAN CULTURAL LITERACY USING THE INTERNET

**Lesson Plan:** Haitian Cultural Literacy Using the Internet

**Subject:** Social Studies

**Grade levels:** Elementary (3 -5)  
Secondary (7)

**NGSSS-SS:** **SS.3.A.1.2:** Utilize technology resources to gather Information from primary and secondary sources.  
**SS.5.A.5.2:** Identify significant individuals and groups who played a role in the American Revolution.



**Description/ Abstract of Lesson:** After teaching students how to conduct research on the Internet the students will demonstrate comprehension by answering a “Haitian Cultural Literacy Quiz” using Internet sources.

**Objective(s):** The students will

- Demonstrate efficient Internet researching.
- Use media resources to develop multicultural awareness.

**Materials:**

- Computer with Internet Access
- Attached “Haitian Cultural Literacy Quiz”

**Duration:** 1 class period

**Lesson Lead In/ Opening:**

Discuss with the students about the usefulness of the Internet when you are trying to find out different forms of information quickly: (Examples)

- Phone Numbers
- Addresses and Location
- Information about People, Things and Places
- Historical Facts

**Activity:**

1. Schedule an appointment to the media center/computer lab for a computer-based lesson.
2. Teach the students efficient ways of how to conduct research on the Internet using a search engine (preferably either Google or Yahoo). Be sure to teach students the importance of key word usage (as opposed to typing whole sentences).
3. Have the students put what they learned into practice by researching the answers to the “Haitian Cultural Quiz” on a search engine.
4. Have the students write down the answers on the attached worksheet,

as well as list down websites where they found the answers.

5. Review the answers as a class.

**Extended Lesson:**

- Have students locate their neighborhoods and different locations around the world (including Haiti) using Google Earth.
- Contact a Haitian non-profit organization such as Yele' Haiti about developing a “pen-pal” project between students in your class and students in Haiti.

**Assessment:**

- Evaluate quiz answers using the answer key provided.
- Consider grammar and neatness as part of the overall grade.
- Closely monitor students to make sure they are following instructions while conducting searches.
- Consider cooperation grade in cases of students working together.

**Internet Resources:**

[www.google.com](http://www.google.com)  
[www.earth.google.com](http://www.earth.google.com)  
[www.maps.google.com/](http://www.maps.google.com/)  
[www.yahoo.com](http://www.yahoo.com)  
[www.wikipedia.org](http://www.wikipedia.org)  
<http://allsearchengines.com/>

## Haitian Cultural Literacy Quiz

1. On what island is Haiti located? \_\_\_\_\_
2. Name the Maroon African who led a rebellion against the French in 1751. \_\_\_\_\_
3. The Spanish settled in the \_\_\_\_\_ part of the island looking for gold.
4. He led a Black army against the French, and in 1801 became governor general of the entire island. \_\_\_\_\_
5. The French general who wanted to restore slavery in Saint Dominigue.  
\_\_\_\_\_
6. One of the three generals who defeated the French army in 1803.  
\_\_\_\_\_
7. The colors of the Haitian flag are \_\_\_\_\_.
8. The National Flower of Haiti. \_\_\_\_\_
9. He founded the first permanent settlement which became the city of Chicago. \_\_\_\_\_
10. In 1964, he declared himself “President for Life” during which time Haiti became a police state. \_\_\_\_\_
11. Eight hundred Haitians fought against the British in this American War for Independence battle. \_\_\_\_\_
12. Haiti became the first independent Black republic in what year? \_\_\_\_\_
13. He helped overthrow the French and later named himself “King of Haiti.” \_\_\_\_\_
14. He was greeted by the Taino/Arawak when he arrived on the island of Haiti on December 6, 1492. \_\_\_\_\_
15. The capital of Haiti is \_\_\_\_\_
16. A religion which is a mixture of West African and Catholic beliefs and practices. \_\_\_\_\_

## **Answers to Haitian Cultural Literacy Quiz**

1. Hispaniola
2. Francois Makandal
3. Eastern
4. Toussaint L'Ouverture
5. Napoleon Bonaparte
6. Jean-Jacques Dessalines, Alexandre Pétion or Henri Christophe
7. Blue and Red
8. Hibiscus
9. Jean Baptiste Point DuSable
10. Francois Duvalier
11. Battle of Savannah
12. 1804
13. Henri Christophe
14. Christopher Columbus
15. Port au Prince
16. Voudou



# THE HAITIAN POLITICAL CRISIS: WHAT ROLE SHOULD THE U.S. PLAY IN FOREIGN GOVERNMENTS?

**Subjects:** Social Studies, Government, World Cultures

**Related Benchmarks:** SS.7.C.4.1, SS.7.C.4.3, SS.912.A.7.11

**Estimated Time:** Three 50-minute class periods plus additional time for extension activities

## Lesson Objectives:

Students will:

1. Formulate opinions based on reasons, facts, examples and individual ideas.
2. Share and debate opinions during class discussions.
3. Evaluate cause and effect relationships while learning about the history of Haiti, the political turmoil endured by the Haitian people over the past 50 years, and the recent removal of Jean-Bertrand Aristide from power.
4. Analyze U.S. involvement in and foreign relations with countries such as Haiti, Iraq, Afghanistan and others.
5. Conduct relevant research and use it to support their opinions and arguments in writing and class discussions.

## Background:

Since it declared independence from France in 1804, Haiti has experienced a series of ruthless leaders, military coups and political turmoil. Most recently, rebels forced the resignation of President Jean-Bertrand Aristide because of alleged corruption, broken promises, and economic and social problems. Now the United States and France, among others, have deployed troops and are taking on the task of restoring and maintaining law and order and assisting with the reorganization of the Haitian government. Meanwhile, Aristide claims he has not resigned but was removed from power, and placed in exile against his will by the United States. Ironically, it was the United States who helped Aristide regain his position as president in 1994 after a military coup removed him from power in 1991.

## Materials Needed:

1. Game sheets with questions from Step 1 below for each group of four students.
2. Optional: small prize to give to member of each winning team when students play the game in Steps 1-2.
  - Access to photocopies or online versions of the NewsHour articles listed below:
  - "Civil Unrest Spreads Through Island Nation of Haiti" [Attached Below](#)
  - "U.S. Mulls Sending Marines to Haiti" [U.S. Mulls Sending Marines to Haiti | PBS NewsHour](#)
  - "President of Haiti Resigns, U.S. Troops Enter Caribbean Nation" <http://archive.today/7bNPD>
3. Access to photocopies or online versions of the PBS program "Journey to the Planet Earth." Country Profiles found at: <http://www.pbs.org/journeypointplanetearth/profiles/haiti.html>

4. Current newspaper, news magazines, Internet news resources and other library research materials that students can use in the game in Steps 1-2 as well as for completing the assignment explained in Step 9 and the extension activities.

5. Mailing and e-mail addresses for government officials such as Secretary of State John Kerry, President Obama, and congressional representatives.

**Procedures:**

1. Create interest and focus attention by telling students they are going to play a game based on a current world event. Break students into random teams of four. Give each team a specific work area in the classroom. In the center of the work area, place a pen or pencil and a paper that contains the questions listed below. Be sure the questions are face down so students cannot see them.

- Who is John Bertrand Aristide?
- What country is he from?
- What is the major event that happened in this country in February 2004?
- What caused this event to take place?
- What role/involvement does the U.S. have in this event?

Once all students arrive in their groups, explain the rules of the game:

- All groups should work quietly to prevent other teams from learning their answers. Groups
- should use their knowledge of current world events to answer the questions. Groups
- should write the answers to their questions on the papers provided.
- Groups will get a total of 5 minutes to answer the questions.
- Outside resources available within the classroom (newspapers, magazines, Internet, etc.) can be used on a first-come, first-served basis.
- When answers are completed, teams must submit their papers to the teacher.
- The team with the most correct answers wins.

2. Facilitate the game using the guidelines above. When all teams are finished/time has been called, collect all papers. Have a short class discussion using the questions from the game. Read each question aloud and ask for volunteers to answer it. Have students provide as much information as they can for each question. Following the discussion, ask each team to discuss how many questions they believe they had correct. While students discuss, quickly review each team's answers and determine the game's winner. Announce the winning team and number correct. Present a reward at this time if you choose.

3. Explain that throughout the next few days students will be learning more about the conflict in Haiti and the role of the United States in this situation. In addition, they will be examining the political issues surrounding U.S. involvement in Haiti and other countries throughout the world. Finally, they will be discussing the role of the United States as a world "watchdog" of sorts and whether or not they support this type of U.S. involvement in other countries.

4. Introduce students to Haiti by giving them a brief overview of the country. The Web site for the program "Journey to the Planet Earth" includes Country Profiles and describes Haiti. This can be found by going to <http://www.pbs.org/journeytoplanetearth/profiles/haiti.html>. Pay specific attention to the Background, Location, Population, Religions, Literacy, Government type, economy overview, Population below poverty line, Labor force, and Unemployment rate. This will give students some basic information about the country as well as some indication about why people might be dissatisfied with the government. Discuss each section briefly.

5. Introduce students to the more direct and specific causes for Aristide's removal from office by sharing the NewsHour Extra story entitled "Civil Unrest Spreads through Island Nation of Haiti." **The article is included at the end of this lesson plan.** Take time to discuss the third paragraph of the article as well as the section titled "Aristide" specifically. This will supply students with the background necessary to understand the causes of the unrest and ultimate removal of Aristide from power. Pay specific attention to the accusations of corruption and violence in the Aristide regime, the loss of international aid after the 2000 elections, and the economic poverty that the majority of Haitians endure.

6. Now introduce students to the role of the United States in the Haitian political turmoil. The article "U.S. Mulls Sending Marines to Haiti" (**included below**) describes some of the reasons for U.S. involvement in the situation with quotes from Secretary of State Colin Powell as well as President Bush. This article also brings up the point that the United States is already involved in several similar situations, specifically, but not limited to, Iraq and Afghanistan. Next, share the article "President of Haiti Resigns; U.S. Troops Enter Caribbean Nation" available at [U.S. Mulls Sending Marines to Haiti | PBS NewsHour](#) to illustrate U.S. reaction to the Aristide resignation and outline the planned scope of U.S. involvement in the reorganization of the Haitian government.

7. Use the articles as a springboard for discussion about the role of the United States as a world "watchdog." Many students pose questions such as "Why is the United States always involved in solving the problems of other countries?" or "We have enough problems in our own country, why do we have to be involved in what is happening with the leadership and lives of people living outside of the United States?" when talking about this issue. Lead a classroom discussion about the role of the United States in world politics using questions like:

- In what way is U.S. involvement in the creation and maintenance of other countries' governments a good thing? Conversely, how is it bad?
- If the United States can only afford to intervene in only a few crises, how should the president decide which countries to help?
- What could happen if the United States adopted a "stay at home" attitude (nationalism) and refrained from involvement in world political struggles?
- As a world Super Power, what obligation does the United States have to help other countries develop and prosper?
- Should the United States encourage other countries to adopt governments or leaders that support U.S. world policy? How?
- Why does the United States use its economic resources to assist other countries when there are plenty of U.S. citizens who could benefit from assistance here instead?

8. As you facilitate the discussion, many students will have diverse opinions about the role of the United States as a world "watchdog" and "protector." Encourage students to give specific examples to support their opinions throughout this discussion. The more specific information that is generated, the more students will be prepared to complete the research steps needed to present their final ideas. Encourage students to debate their points of view with one another throughout the discussion. Be sure to mediate the discussion, correct inaccuracies, and pose additional questions as the discussion warrants.

9. Once the class discussion is complete, each student will need to choose a point of view that he/she supports and write a one page essay about the role of the United States in the development, reorganization, and maintenance of foreign governments. Students will need to use reasons, facts, and examples to illustrate their point of view.

## ***U.S. MULLS SENDING MARINES TO HAITI***



Three warships with 2,000 Marines are ready to sail to Haiti, where armed rebels are seeking President Jean-Bertrand Aristide's ouster, as the Pentagon considers its options for dealing with the crisis.

Defense officials said Friday that no deployment orders have been issued, but if the call is made, the Amphibious Ready Group led by the helicopter carrier USS Saipan, can travel from Norfolk, Va. to the impoverished Caribbean nation in two days.

A Navy official, speaking on condition of anonymity, said the U.S. military also could send the three ships without large numbers of Marines for maritime interdiction or to support U.S. Coast Guard ships trying to prevent a mass exodus of Haitians to the United States, Reuters reported.

About 50 Marines were sent to Haiti Feb. 23 to guard the U.S. Embassy in the capital Port-au-Prince.

For days, heavily armed rebel groups have threatened to attack Port-au-Prince if Aristide does not step down. Aristide supporters and other residents have erected flaming barricades on streets leading into the capital.

Aristide has faced increasing political opposition since his Lavalas Party gained seats in what many considered to be flawed legislative elections in 2000. The demonstrations turned violent Feb. 5, when rebels began taking over towns in the North, clashing with militant Aristide supporters. About 70 people have died in recent weeks.

Aristide has vowed to stay in office until his term expires in February 2006.

France has voiced support for Aristide's early departure, and U.S. Secretary of State Colin Powell on Thursday questioned the embattled president's ability to govern effectively during his remaining two years in office.

"Whether or not [Aristide] is able to effectively continue as president is something he will have to examine carefully, in the interests of the Haitian people," Powell said.

If Aristide resigns, the constitutional successor would be Supreme Court Chief Justice Boniface Alexandre. In the period before elections are held, a broad-based government would be formed consistent with a peace proposal set forth a month ago by the Caribbean Community, a U.S. official told the Associated Press.

President Bush declined to comment Friday on whether he would support an Aristide resignation. "We're interested in achieving a political settlement," he said.

Defense Department officials have not been enthusiastic about launching a military mission to Haiti. The U.S. military is stretched thin by operations in Iraq, Afghanistan and elsewhere, although officials have said that would not prevent them from being able to mount a robust Haiti operation if necessary, Reuters reported.

During the Clinton administration, the United States sent 20,000 troops to Haiti in 1994 to restore Aristide to power after a coup during his first term.

Since then, Powell said, "corruption came into play, inefficiency came into play, cronyism came into play and the whole political tapestry of the country came apart."

The United States and its other regional allies had sent a delegation to the island nation to negotiate a government-sharing agreement with Aristide and nonviolent opposition groups. Aristide agreed to the new arrangement, but opposition leaders refused to accept a deal that did not require the president to resign.

Some U.S. lawmakers have criticized the administration's handling of Haiti. Sen. Christopher Dodd, D-Conn., said Friday, "One way or another, the United States is going to have to get involved to resolve this mess."

"We can do it sooner -- and minimize the loss of life and property destruction -- or we can do it later when we will be sending body bags to dispose of the dead and Coast Guard cutters to pick up Haitians at sea," he said, according to the AP.

The United States has intercepted boats with about 531 Haitians in the Windward Pass, a stretch of ocean northwest of Haiti. State Department spokesman Richard Boucher said they were taken back to Haiti to be repatriated.

### **Compiled from wire reports and other media sources:**

President of Haiti resigns; U.S. troops Enter Caribbean Nation Posted: 03.1.04  
After increasing diplomatic pressure from the United States and other allies, President Jean-Bertrand Aristide of Haiti fled into exile Sunday, leaving the Caribbean nation in a state of turmoil.

Following Aristide's resignation, President Bush authorized the deployment of about 200 Marines as part of an "interim international force" to restore order. The U.S. troops join soldiers from countries such as Canada and France that are trying to stop the looting and revenge killings that have destabilized Haiti in the past several weeks.

The situation in Haiti, which shares an island with the Dominican Republic around 600 miles off the coast of Florida, has sparked political debate over when and how the United States should intervene in emergency situations around the world. And pressure to resolve the crisis continues, especially from the large number of Haitians living in New York and Florida.

### **Exile**

#### **Reading and Discussion Questions**

Following weeks of violent protests, a U.S. military aircraft carried the displaced Aristide and his American wife, Mildred Trouillot Aristide, to the Central African Republic, where they are expected to stay "for a short time," according to state radio.

The couple had earlier in the week sent their two daughters to Mildred's mother's home in New York City.

In a letter explaining his resignation, the former president said that he left to prevent further bloodshed and to ensure that the new government would conform to Haiti's Constitution.

"[The Constitution] should not be drowned in the Haitian people's blood. This is why tonight, if it is my resignation that will prevent a bloodbath, I agree to go with the hope that there will be life and not death."

Haiti's chief justice of the Supreme Court, Boniface Alexandre, was sworn in as the leader of a transitional government until elections can be held in 2005, as defined under the Haitian Constitution.

### **Violent uprising**

In the 200 years since it gained independence from France, Haiti has been plagued by violent uprisings and brutal military dictatorships.

Many Haitians hoped that Aristide, a former priest, would end the painful cycle when he became Haiti's first democratically elected president in 1990. However, he was only in the presidential palace for several months before a military coup forced him into exile. U.S. troops reinstated him in 1994 and he finished the end of his five-year term.

He returned to power in 2000, but many of his critics believe that the elections were marred by corruption. A coalition of political parties, civil societies, trade unions and business associations boycotted the Congress, and refused to cooperate in any government initiatives until he resigned.

At the same time, armed rebel groups -- not linked to the political opposition groups -- began violent clashes with government supporters especially in the North.

In recent days law and order has broken down and ordinary citizens have been caught up in the looting of stores, government buildings and hospitals. Dozens have been killed.

### **U.S. troops**

The initial 200 U.S. Marines who arrived in the Haitian capital Port-au-Prince late Sunday night could be joined by hundreds more, according to Secretary of State Colin Powell.

"I don't think there will be a great deal of fighting, but they have to be prepared for that. They need to bring a sense of security back to society, as we have done in times past. Unfortunately, that security didn't stick because of the flawed politics of Haiti," Powell said.

According to a deal reached by the United Nations, the troops will remain no longer than three months, at which time they will be replaced by U.N. peacekeepers.

The U.S. Coast Guard has also been on duty in the area. Three ships stationed just offshore have been picking up Haitians who are trying to flee the violent nation and returning them home.

## **Foreign policy criticism**

"This is the beginning of a new chapter in the country's history," President Bush said Sunday. "I would urge the people of Haiti to reject violence to give this break from the past a chance to work. The United States is prepared to help."

The Democratic presidential candidates and the Congressional Black Caucus, a group of black Congress members who advocate for black and minority citizens, have criticized the Bush administration's handling of the Haiti crisis, saying that lack of attention allowed the situation to spiral out of control.

Rep. Charles Rangel, a Democrat from New York and a member of the Congressional Black Caucus who was deeply involved in restoring Aristide to power in 1994, said the United States must shoulder much of the blame for Aristide's fall and the chaos that brought it on.

"We are just as much a part of this coup d'etat as the rebels, looters or anyone else," he said.

But Powell said Aristide had a large role in creating the political crisis. After the United States reinstated the leader in 1994, Powell said, "corruption came into play, inefficiency came into play, cronyism came into play and the whole political tapestry of the country came apart."

Source: [http://www.pbs.org/newshour/updates/latin\\_america-jan-june04-haiti\\_02-27](http://www.pbs.org/newshour/updates/latin_america-jan-june04-haiti_02-27)



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Printer-friendly versions: [HTML](#) / [PDF](#)



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### Exile

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The U.S. military airlifted President Aristide out of Haiti on February 29.

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But Powell said Aristide had a large role in creating the political crisis. After the United States reinstated the leader in 1994, Powell said, "corruption came into play, inefficiency came into play, cronyism came into play and the whole political tapestry of the country came apart."

# Civil Unrest Spreads through Island Nation of Haiti

Pressure to oust Haitian President Jean-Bertrand Aristide escalated over the weekend as growing opposition turned to mass uprisings in the small, Caribbean nation of 8 million.

The unrest began Thursday, when armed anti-government protestors and some residents took over several cities, setting police stations and government buildings on fire and driving out police and elected officials with guns and machetes.

The protestors, led by rebel groups, have been angry with Aristide since he was reelected in 2000 in an election contested by his opponents. They say Aristide, who once was expected to help Haiti move forward with its quest for democracy after decades of dictatorial rule, rigged the elections and has become corrupt and brutal himself.

"We're just waiting for Aristide to go," said one rebel leader. "Step by step, town by town. When we have all the departments [districts], we'll go down to Port-au-Prince [the capital]."



## A Nation in conflict



The nation of Haiti, which shares an island landmass with the Dominican Republic, has seen decades of violence and poverty since its independence from France in 1804, most notably during the reign of the infamous Francois "Papa Doc" Duvalier.

Tensions between blacks and mulattos -- mixed race Haitians -- divided the nation starting in the early 1800s.

Then, between 1915 and 1934 the United States invaded Haiti and maintained control of the island until 1956. Following a coup in 1956 and a year of political turmoil, Duvalier, a physician and a practitioner of Voodoo -- a religion that is a mix of Roman Catholic ritual, animism and magic recently made one of Haiti's official religions -- was elected to office and declared himself "president for life." He used personal bodyguards called Macoutes or bogeymen, as protection.

When Duvalier died in 1971, his son Jean-Claude "Baby Doc" Duvalier took over as president for life. Both Duvaliers were infamous for their brutality and between 1957 and 1986 when Baby Doc fled the country amidst protests thousands of Duvalier opponents mysteriously disappeared or were murdered.

## Aristide

During the Duvalier rule, a young priest named Jean-Bertrand Aristide became a leading voice in the opposition.

When the country finally held elections in 1990, Aristide dubbed his campaign "Lavalas" or a cleansing flood, and won 67 percent of the vote.



Francois "Papa Doc" Duvalier declared himself "president for life" in 1956.

Although many Haitians hoped his election would usher in peace and prosperity to the young democracy, Aristide was ousted a year later in a military coup. The coup, led by Brig. Gen. Raoul Cedras, led to economic sanctions against the country by both the United States and the United Nations.

In 1994 U.S. forces arrived in Haiti to oversee a peaceful transition from military rule to civilian rule. Aristide returned to power for a short time, but it wasn't until 2000 that he was again elected president.

Today, the country of 8 million people is considered the poorest in North, South and Latin America and has one of the highest rates of AIDS in the world.

Since contested legislative elections in 2000, Aristide's opponents have refused to recognize his party's leadership and have held mass demonstrations in the country's capital, Port-au-Prince.

In the last few months, the violence has escalated and 69 people have died in clashes with the police since September.



Some protesters in the capital marched peacefully to call for the president's resignation.

-- Kristina Nwazota, Online NewsHour

Source: <http://learning.blogs.nytimes.com/?s=president+aristide%2C+haiti#>



# Commemoration Gallery for Haitian Heritage Month

**Lesson Plan:** Commemoration Gallery for Haitian Heritage Month

**Subject:** World History  
American History

**Grade level:** **Secondary**

**NGSSS-SS:** SS.912.A.1.2



**Description/  
Abstract of Lesson:** After conducting researching, writing reports and gathering materials on the contributions of Haitians in the Americas, the students will organize a “Commemoration Gallery” to be exhibited in Haitian Heritage Month in May.

**Objective(s):** The students will

- Demonstrate appreciation for multicultural perspectives of history.
- Foster awareness for inter-cultural historical events and contributions.

**Materials:**

- Internet Resources
- Attached Documents
- Science Poster Boards
- Markers, Colored Pencils, Crayons, etc.
- Glue

**Duration:** 5 class periods

**Lesson Lead In/  
Opening:**

1. Explain to the students that historians are constantly digging deep and uncovering parts of our inter-cultural heritage that we have either forgotten or have been completely unaware took place.
2. Have the students read and discuss the attached article “U.S. Monument for Haitian Soldiers Who Fought in the U.S. War for Independence”
3. Prompt discussion by asking higher order thinking questions: (examples)
  - Besides the information covered in this article, what else do you know about the contributions of the Haitian people?
  - Why is it important to learn about the contributions of other cultures?

- Why is it important to commemorate our heroes of different cultural backgrounds with monuments such as the one you just read about?
- If you had the opportunity to create a monument commemorating a heroic historical achievement, who and what would you do it on?

**Activity:**

1. Have the students research and write brief reports (2 to 3 pages) on the great contributions and relationships that Haitians have established historically in the Americas.

**Suggested Topics:**

- Approximately 750 Haitian freemen assisting in the U.S. War for Independence – The Siege of Savannah on October 9, 1779.
- Toussaint L'Ouverture organizing the first large scale battle against the Spanish, British and the French and developing a lucrative sugar trade with the United States. He was eventually captured in an ambush and died imprisoned in France. He is credited for being one of the Fathers of the Haitian Revolution.
- Alexandre Petion offering aid in the form of arms to Simon Bolivar in exchange for abolishing slavery and including the colors of the Haitian flag (Red and Blue) on all of the colonies he liberated in South America.
- On May 16 – 18, 1803 – Traditional rivals Jean Jacques Dessalines, leader of the Blacks and Alexandre Petion, leader of the mulattos, met in the city of Archahaie and agreed to fight as a united front against Napoleon Bonaparte's colonial army. This pact sealed the fate of French rule in Haiti and led to the creation of the first Black Republic in the Western Hemisphere.
- Jean Baptiste Du Sable founds the city of Chicago in the 1770s. He finally becomes recognized for this accomplishment in 1968. Du Sable was the first Haitian to be placed on a Black Heritage Stamp.
- Frederick Douglass served as U.S. Minister to Haiti between 1889 and 1891.
- Under the tag name SAMO, Jean Michel Basquiat became one of the most noted graffiti artists in New York City throughout the 1980s. His paintings were displayed in major art museums throughout the world and featured at shows with the works of such artists as Keith Haring and Andy Warhol.
- 1990s - Edwidge Danticat becomes one of America's most celebrated new writers, publishing story books such as Breath, Eyes, Memory and Krik? Krak!



- October 17, 2001 Governor Jeb Bush names assistant public defender Fred Seraphin the first Haitian-American judge in Broward County
- In January of 2005 Grammy-award winning musician Wyclef Jean founds Yele Haiti, a non-profit organization dedicated to rebuilding schools and providing food and clean water to the poor in Haiti.
- In 2006, community activist Max Rameau initiates Umoja Village, a project dedicated to housing the poor in Broward County.

**Suggested Websites for Research:**

**Toussaint L'Ouverture**

<http://www.historywiz.com/toussaint.htm>

<http://www.bartelby.com/65/to/TousStLO.html>

**Jean Jacques Dessalines**

<http://www.webster.edu/~corbetre/haiti/leaders/dessalines.htm>

<http://www.blackpast.org/gah/dessalines-jean-jacques-1758-1806>

**Alexandre Petion**

<http://www.hougansydney.com/alexandre-petion.php>

**Frederick Douglass**

[http://www.frederickdouglass.org/douglass\\_bio.html](http://www.frederickdouglass.org/douglass_bio.html)

<http://www.pbs.org/wgbh/aia/part4/4p1539.html>

**Jean Michel Basquiat**

<http://www.english.emory.edu/Bahri/Basquiat.html>

<http://www.lucidcafe.com/library/95dec/basquiat.html>

**Fred Seraphin**

<http://southflorida.bizjournals.com/southflorida/stories/2001/10/15/daily31.html>

**Edwidge Danticat**

[http://topics.nytimes.com/top/reference/timestopics/people/d/edwidge\\_danticat/](http://topics.nytimes.com/top/reference/timestopics/people/d/edwidge_danticat/)

**Wyclef Jean**

<http://www.yele.org/>

### **Max Rameau**

<http://takebacktheland.blogspot.com/>

<http://maxrameau.com/>

### **Various**

<http://www.hartford-hwp.com/archives/43a/398.html>

[http://haitisupport.gn.apc.org/10\\_fam\\_main2.html](http://haitisupport.gn.apc.org/10_fam_main2.html)

2. After proofing the reports, have the students type them professionally on Microsoft Word.
3. Have the students research pictures in magazines, newspapers and the Internet representing their individual projects. (The students may also draw images).
4. Have the students post their reports and pictures on a science poster board. Encourage the students to be creative with their designs.
5. Upon completion, have the school media center display the projects for Haitian Heritage Month in the form of a gallery.

### **Extended Lesson:**

- Designate one whole day to having students give presentations in the media center about their projects. Invite other classes and the community to the presentations.
- Invite guest speakers from the community to speak about their unique experiences as a Haitian living in South Florida in the media center.

### **Assessment:**

- Evaluate reports according to historical accuracy, grammar and neatness.
- Consider creativity grades in projects.
- Consider cooperation grade in cases of students working together on certain projects.

### **Suggested Books**

#### **In Lesson:**

James, C.L.R. (1989) The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution, Vintage

Dayan, J. (1998) Haiti, History, and the Gods, University of California Press

McCarthy Brown, K. (2001) Mama Lola: A Vodou Priestess in Brooklyn, University of California Press

Danticat, E. (1996) Krik? Krak!, Vintage

Wilentz, A. (1990) The Rainy Season: Haiti Since Duvalier, Simon & Schuster

# Global Kids' Ayiti: The Cost of Life Game

## Objective:

Students will be able to:

- Explore the core challenges faced by children in Haiti.
- Examine the impact poverty has on access to education, nutrition, basic healthcare and child mortality.
- Identify some of the social, political and economic variables that affect Haitian children.
- Become familiar with the UNICEF Child Alert: Haiti Summary Paper.

**Time:** 50 minutes

## Materials:

- Newsprint
  - Makers
  - Copy of the UN Convention on the Rights of the Child for each student:  
<http://www.unicef.org/crc/>
1. Copies of the UNICEF Child Alert Summary on children in Haiti:  
<http://www.unicef.org/childalert/haiti>

## Note:

This workshop can be conducted either before playing the *Ayiti: The Cost of Life* game, as a way to introduce students to the game's issues, or after playing the game, as a way to help them better understand the links between poverty and access to education.

The United Nations defines a child as anyone under the age of 18. Every young person has rights and responsibilities protected by the United Nations Convention on the Rights of the Child (CRC). The Convention has been ratified by Haiti and every other country in the world except for the United States and Somalia.

<http://www.unhchr.ch/html/menu3/b/k2crc.htm>

The Convention on the Rights of the Child makes nation states accountable for their actions towards children and calls on nations to create the conditions in which children may take an active and creative part in the social and political life of their countries. The CRC explicitly codifies the child's right to education in articles 28 and 29.

### **Main Activity: (35 minutes)** **Children of Haiti Summit**

**Rationale:** This part of the workshop will explore the challenges faced by children in Haiti, using the UNICEF *Child Alert: Haiti* report as a primary reference. During this activity, students will assume the roles of community advocates/stakeholders who are concerned about the areas of: security, health, education, poverty and unemployment.

This will be achieved by putting students in groups, each assigned with the task of alerting a team of representatives from the United Nations to the status of one of the following issues in Haiti: education; health, security; and unemployment and poverty. One group will be the United Nations Special Representatives who will interview the groups then report their findings to a panel of experts (teacher/s) at the "Children of Haiti Summit."

#### **Procedure:**

1. Distribute copies of the UNICEF *Child Alert: Haiti* report.
2. Divide students into five groups:
  - Group 1: UN Special Representatives
  - Group 2: Education Advocates
  - Group 3: Health Advocates
  - Group 4: Poverty and Unemployment Experts
  - Group 5: Security Experts
3. Provide each group with newsprint and marker.
4. Explain that each group except Group 1 will read the *Child Alert: Haiti* Report. As advocates or experts on a specific issue (e.g., education or health, etc.), each group must summarize the challenges children face in relation to that issue, and list their findings and recommendations. Each group has a set of guiding questions to help them generate the information they need (see below). Give groups 15 minutes to do this.
5. The UN Special Representatives' Group, (Group 1), is a team traveling to Haiti on a fact-finding mission. In the interest of time, the group should divide up and send members of the team to groups 2, 3, 4 and 5 to conduct simultaneous interviews. Their assignment is to collect information on the issues so they can prepare a presentation at the "UN Children of Haiti" Summit. Give the group 5 minutes to gather the information.

6. Once the UN Special Representatives have gathered their information, suggest that they take themselves aside for five minutes to prepare their presentation.
7. While the Special Representatives are working, re-arrange the room and explain that they all will now participate in the 'Children of Haiti Summit' at the United Nations.
8. Call all participants to order and tell them they are about to listen to a presentation from a team of international experts on the status of children in Haiti. Direct the Special Representatives to present their report.
9. Tell them that you (teacher/facilitator) will act as the chair of the summit and facilitate a brief conversation after the presentations about the information presented (or left out).
10. After the group has made the presentation, lead the class in a discussion about the activity and what they learned using the following questions:

### **Processing of the Main activity (10 Minutes):**

1. What did you think of this activity?
2. What are some of the major challenges faced by children in Haiti?
3. What information in the UNICEF *Child Alert: Haiti* report surprised you?
4. What do you consider to be the biggest obstacle to accessing education in Haiti? Why?
5. What do you think is the most urgent need for a child in Haiti today?
6. What role can the Haitian government play in meeting the needs of Haitian children?
7. What role can the international community play to support Haitian children?
8. What role should the United States government play to support Haitian children?
9. What role can youth play to make a difference here and in Haiti?

### **Background Information for Educators**

**Rationale:** This section will provide you with general background information about the international norms and regulations outlining the rights and entitlements of all children around the world, with particular emphasis on the right to education. It will also give you a snapshot into the prevailing social, political and economic realities in Haiti.

#### **Overview:**

The right to education is a fundamental human right. Every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age or disability, is entitled to a free elementary education.

#### **The Universal Declaration of Human Rights (UDHR):**

The right to education is explicitly stated in the United Nations' Universal Declaration of Human Rights (UDHR), adopted in 1948<sup>7</sup>:

"Everyone has the right to education. Education shall be

free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. ..." (Article 26)

Ensuring *access to education* is a precondition for full realization of the right to education. Without access, it is not possible to guarantee the right to education.<sup>8</sup>

### **The United Nations Convention on the Rights of the Child (CRC):**

The United Nations defines a child as anyone under the age of 18. Every young person has rights and responsibilities protected by the United Nations Convention on the Rights of the Child (CRC). The Convention has been ratified by Haiti and every other country in the world except for the United States and Somalia.

(<http://www.unhcr.ch/html/menu3/b/k2crc.htm>)

The CRC makes nation states accountable for their actions towards children and calls on nations to create the conditions in which children may take an active and creative part in the social and political life of their countries. The CRC explicitly codifies the child's right to education in articles 28 and 29.

### **Access to Education in Haiti:**

In Haiti only fifty-five percent of school age children receive an education; only two percent finish the U.S. equivalent of high school; and roughly one-third of youths between 15 and 24 are illiterate.

There are many factors that prevent children from attaining their right to basic education. Poverty is one of the biggest obstacles. In Haiti poverty is more widespread in rural areas than in the cities. Seventy-seven percent of Haiti's extremely poor live in rural areas. The level of education of the main provider in a Haitian household has a clear impact on the risk of being poor.<sup>9</sup> Of those living in households where the main provider has higher education, only seven percent are extremely poor compared to seventy percent of those living in households where the main provider has no education.<sup>10</sup>

### **Economic Inequality:**

In Haiti, often described as the poorest country in the Western Hemisphere, 80% of the population lives in abject poverty. Haiti's most serious underlying social problem, the huge wealth gap between the impoverished Creole-speaking black majority and the French-speaking mulattos, 1% of whom own nearly half the country's wealth, remains unaddressed. Two-thirds of all Haitians depend on the agriculture sector, mainly small-

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<sup>8</sup> <http://www.hrea.org/learn/guides/right-to-education.html>

<sup>9</sup> Poverty in Haiti, Pål Sletten and Willy Egset, Fafo Foundation, Norway (2004)  
<http://www.fafo.no/pub/rapp/755/755.pdf>

<sup>10</sup> Poverty in Haiti, Pål Sletten and Willy Egset, Fafo Foundation, Norway (2004)  
<http://www.fafo.no/pub/rapp/755/755.pdf>

scale subsistence farming, and remain vulnerable to damage from frequent natural disasters, exacerbated by the country's widespread deforestation. Persons with education in Haiti tend to live in the metropolitan areas and are salaried rather than self employed.

### **Political Instability:**

After gaining independence in 1804, Haiti has experienced significant political upheavals. Years of misrule by dictators and a series of armed rebellions have led to the collapse of the Haitian economy, degeneration of infrastructure, and exacerbated the government's inability to provide desperately needed social services such as healthcare, clean water and education.<sup>11</sup> With a new democratically elected president, Rene Preval, (February, 2006), the government faces huge challenges - such as improving social and economic conditions. President Rene Preval said Haiti was on the path to recovering its sovereignty, but said it needed the help of the international community. A UN peacekeeping force is deployed in Haiti<sup>12</sup>, which remains deeply divided between rival political factions.

Because of poverty, children are often faced with many challenging conditions and responsibilities, including:

- Having to work in their homes to keep the household running.
- Caring for their younger siblings instead of going to school.
- Lacking money needed to pay for school fees, transportations, uniforms and supplies, and food.
- Lacking medical resources needed to stay healthy and attend school.

### **Resources:**

- **UNICEF Child Alert Haiti** <http://www.unicef.org/childalert/haiti/>
- **USAID** (United States Agency for International Development) programs in Haiti: <http://www.usaid.gov/ht/education.htm>
- **World Bank** [www.worldbank.org](http://www.worldbank.org)
- **United Nations Stabilization Mission in Haiti (MINUSTAH)** <http://www.un.org/Depts/dpko/missions/minustah/index.html>
- **Global Campaign for Education** <http://www.campaignforeducation.org/>

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<sup>11</sup> For further reading on the Haitian politics go to: <http://www.latinamericanstudies.org/haiti-politics.htm>

<sup>12</sup> United Nations Stabilization Mission in Haiti (MINUSTAH)  
<http://www.un.org/Depts/dpko/missions/minustah/>

## Action Assignment

**Rationale:** This section will suggest possible actions your students can undertake to make a difference.

### What You Can Do:

Inform students that there are many ways to take action:

1. Write a letter to your Congressional or Senate Representatives to find out what they are doing to improve access to education for children in Haiti. <http://www.vote-smart.org/index.htm>
2. Create a petition, collect signatures, and send them to any of the following U.S. government offices or agencies calling for programs that increase access to education for Haitian children:
  - The Embassy of the United States in Haiti  
U.S. Ambassador to Haiti  
Ms. Janet A. Sanderson  
Boulevard Harry Truman no. 5  
Bicentenaire–Port-au-Prince, Haiti  
<http://haiti.usembassy.gov/>
  - USAID/Port-Au-Prince  
Department of State  
Washington, DC 20521-3400  
Tel: 509-223-3805 Fax: 509-223-9603  
URL: [www.usaid.gov/ht](http://www.usaid.gov/ht)

Write a letter of inquiry to the Haitian Ambassador to the United States or United Nations to find out about the current status on access to education in Haiti:

- His Excellency Ambassador Raymond Joseph  
2311 Massachusetts Avenue,  
NW, Washington DC 20008  
Telephone: (202) 332-4090 Fax: (202) 745-7215  
E-mail: [embassy@haiti.org](mailto:embassy@haiti.org)  
URL: [www.haiti.org/](http://www.haiti.org/)



- His Excellency Ambassador Leo Merores  
Permanent Representative of the Republic of Haiti to the UN  
801 Second Avenue, Suite 600  
New York, NY 10017  
Tel: 212-370-4840 Fax: 212-661-8698  
Email: Haiti@un.int  
URL: www.un.int/haiti
3. Introduce your peers to the game and educate them about the United Nations Convention on the Rights of the Child, (<http://www.unicef.org/crc/>).
  4. Raise funds to support a local organization in Haiti such as the Maison Fortuné Orphanage in Hinche which is working to provide food, shelter, clothing and education to orphaned Haitian children. <http://www.maisonfortune.org/>
  5. Write a few paragraphs about what you learned playing the game and send it to Global Kids to post on its website. Email to: [info@globalkids.org](mailto:info@globalkids.org) with the 'Ayiti Action' in the subject line.
  6. Educate your peers and members of your community by writing an article on poverty as an obstacle to education in Haiti in your school or community newspaper.

#### **Organizations Working in Haiti:**

1. **Haitian Coalition for the Defense of Children's Rights**  
Ms. Colette Larose Lamothe  
10, Babiole, Turgeau,  
Port-au-Prince, Haiti  
Tel / Fax : 245-4357
2. **UNESCO Office Port au Prince**  
Mr. Paul-Antoine Bien-Aimé  
Education Expert  
United Nations Educational Scientific and Cultural Organization (UNESCO)  
19, Delmas 60, Musseau par Bourdon, Petion Ville,  
Port-au-Prince, Haiti  
Email: [unescohaiti@hainet.net](mailto:unescohaiti@hainet.net)
3. **Centre for Specialized Education**  
73, rue Enterrement, Port-au-Prince  
Phone: 509-222 21 54 257

E-mail: magloirenicole@hotmail.com

4. **Association Women Sun of Haiti (AFASDA)**  
Cap Haitian, rue 21, J-K, # 145  
Haiti  
Phone 509-431 40 89  
E-mail: afasdacap@yahoo.fr
5. **Fanm Yo La** Strengthening leadership/capacity building  
9, rue Cheriez, Canapé Vert, Port-au-Prince  
Phone: 509-244 54 28 or 403 92 29  
E-mail: fanmyola@yahoo.fr
6. **Yele Haiti Foundation**  
P.O. Box 2345  
New York, NY 10108  
Tel: 212-352-0552 (voicemail only)  
[www.yele.org](http://www.yele.org)



## Haiti Country Profile Sheet

<http://news.bbc.co.uk>

1. Haiti is the world's first black-led republic and the first Caribbean state to achieve independence, Haiti's pride has been dented by decades of poverty, environmental degradation, violence, instability and dictatorship which have left it as the poorest nation in the Americas.
2. Haiti achieved notoriety during the brutal dictatorships of the voodoo physician, Francois "Papa Doc" Duvalier, and his son, Jean-Claude, or "Baby Doc". Hopes that the election in 1990 of Jean-Bertrand Aristide, a former priest, would herald a brighter future were dashed when he was overthrown by the military a short time later.
3. Although economic sanctions and US-led military intervention forced a return to constitutional government in 1994, Haiti's fortunes did not pick up, with allegations of electoral irregularities, ongoing extra-judicial killings, torture and brutality.
4. A bloody rebellion, and pressure from the US and France, forced Mr. Aristide out of the country in 2004. Since then, an elected leadership has taken over from an interim government and a UN stabilization force has been deployed. But Haiti is still plagued by violent confrontations between rival gangs and political groups and the UN has described the human rights situation as "catastrophic".
5. **Politics:** Democratic rule was restored in 2006, two years after a violent revolt ousted former leader Jean-Bertrand Aristide; bitter political divisions persist.
6. **Economy:** Haiti's economy is in ruins and there is chronic unemployment.
7. **International:** The UN has deployed peacekeepers; international aid is seen as key to recovery.

Country profile source: [http://news.bbc.co.uk/2/hi/americas/country\\_profiles/1202772.stm](http://news.bbc.co.uk/2/hi/americas/country_profiles/1202772.stm)

### Additional Articles on Haiti:

Donors Pledge \$750 million aid to Haiti. July 2006

<http://news.bbc.co.uk/2/hi/americas/5215490.stm>

Challenges Ahead for Haiti's Preval. February 2006

<http://news.bbc.co.uk/2/hi/americas/4721510.stm>

Glimmers of Hope in Cite Soleil. February 2006:

[http://blog.washingtonpost.com/haitisstruggle/2006/02/glimmers\\_of\\_hope\\_in\\_cite\\_solei\\_1.html](http://blog.washingtonpost.com/haitisstruggle/2006/02/glimmers_of_hope_in_cite_solei_1.html)

UN Envoy Urges Continuing Aid for Haiti. May 2006:

<http://www.nytimes.com/2006/05/20/world/americas/20haiti.html?ex=1160280000&en=3c762a89f52485&ei=5070>

The Council on Foreign Relations. <http://www.cfr.org/region/223/haiti.html>

## Group Assignment Handouts

### **Group 1: UN Special Representatives**

Your group is on a fact-finding mission. You must visit each of the other groups and gather information about the challenges they face in the areas of Security, Education, Poverty/Unemployment and Health.

At least one member of this group must get the following information from each of the other groups:

1. What is the group's issue, or primary area of concern?
2. Who is involved and what are the challenges? Collect at least three facts and/or statistics.
3. How are Haitian children affected?
4. What are your recommendations?

## **Group 2: Education Advocates**

There are several factors that limit Haitian children's access to basic education. Your group must identify and outline the factors that prevent Haitian children from going to school. (For example, poverty forces many children to work at the home. See page 2).

### **As a group you must answer the following questions:**

1. What is the group's issue, or primary area of concern?
2. Who is involved and what are the challenges? What are the facts and statistics, if any?
3. How are Haitian children affected?
4. What recommendations/demands do you have for the Haitian government and international community?

### **Group 3: Health Advocates**

Many Haitian children have no access to basic health services. Your group must identify and outline the health related facts and challenges affecting Haitian children as outlined in the Child Alert: Haiti Report. (An example would be inadequate immunization services for infants. See page 1).

#### **As a group you must answer the following questions:**

1. What is the group's issue, or primary area of concern?
2. Who is involved and what are the challenges? What are the facts and statistics, if any?
3. How are Haitian children affected?
4. What recommendations/demands do you have for the Haitian government and international community?

### **Group 4: Poverty and Unemployment**

Poverty is a major obstacle education access in Haiti. Your group must identify and outline the ways in which poverty makes it difficult for the children in Haiti to go to school. (An example would be that families often send their children away from home to do domestic-work, and this exposes them to exploitation and abuse. See page 3).

#### **As a group you must answer the following questions:**

1. What is the group's issue, or primary area of concern?
2. Who is involved and what are the challenges? What are the facts and statistics, if any?
3. How are Haitian children affected?
4. What recommendations/demands do you have for the Haitian government and international community?

### **Group 5: Security**

In Port-au-Prince alone an estimated 2,000 street children are living and working on its roads and squares. Many of these children are unprotected from abuse and violence on the streets. Your group must identify and outline the challenges faced by children living on the streets.

#### **As a group you must answer the following questions:**

1. What is the group's issue, or primary area of concern?
2. Who is involved and what are the challenges? What are the facts and statistics, if any?
3. How are Haitian children affected?
4. What recommendations/demands do you have for the Haitian government and international community?



# Convention on the Rights of the Child



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Children have rights as human beings and also need special care and protection.

UNICEF's mission is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided in doing this by the provisions and principles of the Convention on the Rights of the Child.

Built on varied legal systems and cultural traditions, the Convention is a universally agreed set of non-negotiable standards and obligations. These basic standards—also called human rights—set minimum entitlements and freedoms that should be respected by governments. They are founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to every human being everywhere. With these rights comes the obligation on both governments and individuals not to infringe on the parallel rights of others. These standards are both interdependent and indivisible; we cannot ensure some rights without—or at the expense of—other rights.

## A legally binding instrument

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too.

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. States parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.





# CHILD ALERT **Haiti**

For every child  
Health, Education, Equality, Protection  
ADVANCE HUMANITY





# Child Alert: Haiti

## Survival is the greatest challenge for Haiti's children

In Haiti, it is a major accomplishment for a child to survive long enough to mark his or her first birthday. In fact, 1 of every 14 infants in Haiti never reaches that milestone. Making it through the first year of life, however, does not ensure survival. In no other country in Latin America and the Caribbean - and in only a few in the developing world outside of sub-Saharan Africa - is a child more likely to die between the ages of 1 and 4 than in Haiti. In 2004, of the 58,000 deaths in the region among children in this age group, 11,000 - 19 per cent, or roughly 1 in every 5 - were Haitian. Another 11,000 were Mexican. Yet Mexico also has 19 per cent of the region's births, while Haiti has just 2 per cent.

The disproportionate ratio of child deaths to births in Haiti says much about why this Child Alert has been issued. This disparity should not, and cannot, be allowed to continue. With the election of a new government, there is fresh hope that the plight of Haiti's long-neglected children can begin to change - but only if concerted action is taken now and sustained in the coming years.

Haiti recently elected a new president, René Preval. Along with all the other presidential candidates, Mr. Preval endorsed the *Political Agenda for Children*, a policy paper on social reform for children. The *Agenda* is, in effect, a road map for child development and protection. Beginning with a comprehensive analysis of the situation of Haiti's children, it sets out priorities for improving child and maternal health and educational attainment, reducing HIV/AIDS and protecting children against abuse, exploitation and violence. In addition to outlining the responsibilities of the government and Congress, the plan calls for the active involvement of civil society and the private sector, especially local leaders and parents.

Reaching the targets of the *Agenda* would help spur progress toward the UN Millennium Development Goals - which governments

*Child Alert* is a briefing series that presents the core challenges for children in a given crisis location at a given time. Haiti has far and away the Western Hemisphere's highest death rate of under-5-year-olds. What can the new, democratically elected government do, with the support of the international community, to change this situation?

agreed to six years ago and which have been largely beyond Haiti's reach, especially in the areas of child survival, immunization and universal primary education. Based on his previous term in office in the late 1990s, Mr. Preval is committed to the MDGs. He recently stated his intention to take children off the streets, and to replace the weapons in their hands with pens and books. But the task he faces is daunting. In addition to its staggering infant and child mortality rates, almost every other major indicator related to child health and development in Haiti is far worse than the regional averages (see Figures).

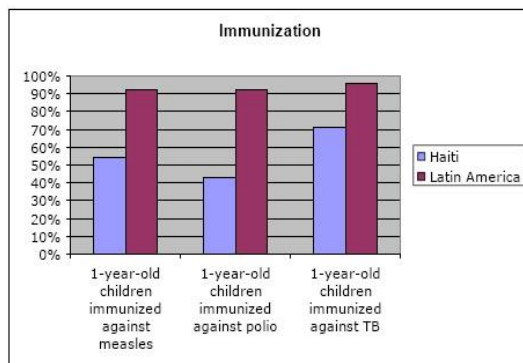
Many Haitian children have no access to basic health services at all. In rural and urban areas alike, cost and distance are barriers to healthcare. Those facilities that exist tend to be poorly situated, understaffed and inadequately supplied. Substandard private health facilities fill the gap between government capacity and public demand.

A major factor in the low survival rate of newborns and infants in Haiti is the lack of widespread immunization. Haitians compensate by having large families, in the expectation - common before the introduction of antibiotics - that a certain number of their children are fated to die of diseases that simply cannot be prevented. In Haiti only 54 per cent of children under the age of one receive vaccinations for measles, compared to over 90 per cent for the rest of Latin America, and 66 per cent in sub-Saharan Africa.

Rates of chronic malnutrition among Haitian children are also high, especially in rural areas. It is estimated that across the country, almost one quarter of all children under the age of five suffers from moderate to severe malnutrition, a

developmental inheritance that can leave children with an intellectual and physical deficit for the rest of their lives. In the Artibonite Valley, the Haitian 'breadbasket,' the only hospital in a 60km radius is inundated with cases of malnutrition.

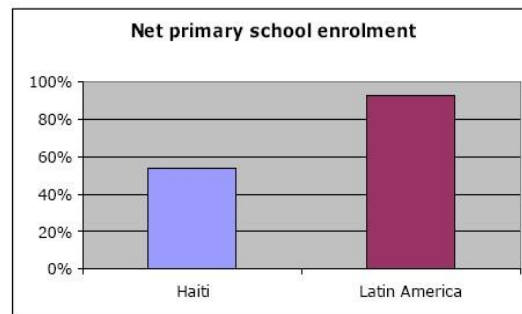
With 2 out of every 3 Haitians living below the national poverty line at the time of the country's last survey, just obtaining the basic necessities of life, such as clean water to drink and fuel for cooking, is a struggle. Only 71 per cent of the population uses an improved water source, and just 34 per cent have access to adequate sanitation facilities.



Many children spend hours fetching water from the nearest source, often at the expense of their schooling. Once carried home, the water is not safe until it is boiled and treated with wood or charcoal – scarce resources since centuries of exploitation have left Haiti with just a 3 per cent covering of forest. It is of little surprise, then, that diarrhoea is prevalent, and is a leading cause of mortality and morbidity among children under the age of five. Only 41 percent of children under five who are stricken with diarrhoea receive oral rehydration therapy and continued feeding.

In Cité Saint Martin, one of the poorest neighbourhoods in the capital of Port-au-Prince, 60,000 people reside in a square kilometre without waste disposal or toilet facilities. The health risks from contaminated water and the open sewers around them are extremely high. "In Haiti, if a child is thirsty and you give him water to drink, he could easily die from that water," laments Margarette Albert, an aid worker in the capital's Bel Air slum.

For parents, education offers the single hope of a life for their children beyond these brutal conditions. Enormous sacrifices are made by many poor families to send their children to school, since the majority of schools charge a fee for each student. Yet the education system, beset by years of underinvestment, strangles even these hopes. Schools in Haiti are largely overcrowded, run-down and barely maintained. Training and resources for teachers are inadequate, and payment of their salaries is irregular at best.



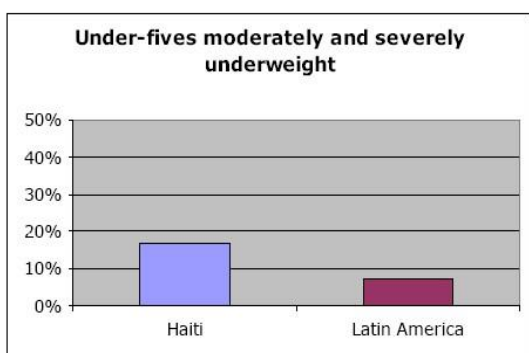
There are other factors that help deny children the right to a basic education. Poverty forces many children to work in the home, or to care for younger children instead of going to school. In rural areas, distance from school and lack of transportation are also constraints. In the cities, the high numbers of orphans, street children and violence are a barrier to school attendance. It is hardly surprising, then, that only 55 per cent of primary-school-age children receive an education; that only 2 per cent finish secondary school, and that the latest estimates show that roughly one-third of youths between 15 and 24 are illiterate.

If there is one common plaudit for the school system, it is that it keeps many children off the streets. The latest estimates suggest that in Port-au-Prince alone there are 2,000 street children living and working on its roads and public squares. Some street children are orphans, others are escapees from violent homes or places of work; and still others have left their impoverished rural communities in search of a better life in the cities. Once there, they survive by begging or doing menial work. Many are sexually exploited. Others do not



survive: Reports place the murder rate of street children in Port-au-Prince at one a week.

Children whose basic needs are unmet and who are unprotected against abuse are easily and forcibly recruited into gangs. Some are coerced into membership; others see gang life as a way to gain food, shelter, protection and prestige. In Haiti's largest cities, armed gangs recruit children to be messengers, to commit crimes, and to fight rival gangs. Refusal to carry out orders means risking punishment. For girls, gangs bring the threat of forced prostitution, or rape. "Young girls are often raped by the men of the opposing gang as a way of reprisal," says Danise, a 22-year old former resident of Cité Soleil, one of the capital's largest slums.



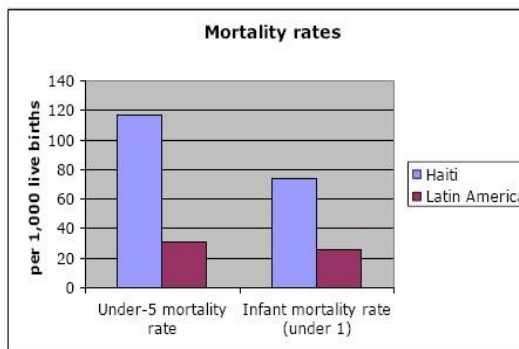
Poverty, destitution and violence foster the conditions that allow children to become excluded and invisible - exploited, neglected, trafficked and abused. It is estimated that more than half the children lack birth registration, without which they are more vulnerable to exclusion from essential services such as healthcare and education, protection from early marriage and labour, and, when they grow up, access to credit and the right to vote. Compared with other countries in the region, Haiti has the highest rate of orphans (children who have lost one or both parents), who account for 16 per cent of the under-18 population.

The problems of child labour, trafficking, and HIV/AIDS, to name but three, are serious. Around 1 in 10 children is engaged in domestic work away from their families. Girls account for three-quarters of these 300,000-plus workers, who have been dubbed *restaveks* (meaning in the Creole dialect "to stay with"). Many poor

parents, who cannot feed or educate their children, allow them to become *restaveks* out of desperation. Families are typically visited by prospective employers or intermediaries who promise that their children will be fed, educated and cared for. But all too often, the reality is that the child is exploited and abused, working long hours on meagre food rations and with limited possibilities of receiving an education.

Celine, 13, and Naki, 12, are two children who were harmed by their employers. Celine was sexually abused and severely burned by the two men who "owned" her. Naki, a small boy with scars on his forehead and chest, was beaten with a rock by the man he worked for. He is now at Foyer L'Escale, a shelter in northern Port-au-Prince for young *restaveks* who have managed to escape abusive employers.

The exploitation of Haiti's children is not confined to the country's borders. Haitian children are kidnapped or trafficked into the neighbouring Dominican Republic. Many parents, despairing of the bleak prospects for their children and believing that migration may offer the only avenue for employment and a better future for them, are tricked into paying for their passage to the Dominican Republic. Again, the reality is often very different from the promise, particularly for girls. Most of them become domestic servants, and some end up in prostitution.



As for HIV/AIDS, a glimmer of hope has emerged for Haiti's children. Though the country's HIV-prevalence rate is by far the highest in the region, and more than 200,000 children have lost one or both parents to the AIDS, recent developments give cause for

cautious optimism. HIV infection among pregnant women fell by half from 1992 to 2003-04 (from 6.2 per cent to 3.1 per cent). The fall was particularly marked in urban areas and among young women aged 15-24, and may be related to behavioural change (the evidence is indicative rather than conclusive). The fact remains, however, that more than 3 per cent of the adult population is infected by HIV, and 5,000 babies are born each year with the infection (of whom just 300 receive appropriate care). Increased prevention initiatives and treatment will be vital to ensure that the corner indeed has been turned.

### A future for Haiti's children

Despite their plight, the hopes of children are resilient. Romario, who is 15 and voluntarily attends an open, safe centre for street children where he receives education and has access to leisure says, "If I were President, I would bring all the children on the streets to places where they can go to school and grow."

Whether Mr. Preval and his new government can fulfil these hopes, or even come close, will depend on sound political leadership, continued commitment to children, and increased and sustained support of international donors.

UNICEF believes that the *Political Agenda for Children* represents an essential common platform from which reform can begin — by placing children at the centre of social change. But if Haiti's long neglected children are to have the bright future that is their right, swift and decisive action is needed.

Our thanks to our partners, government counterparts, non-governmental organizations, UN colleagues and Haitian advisors, who assisted in the creation of this report. A particular note of thanks to the School of International and Public Affairs at Columbia University.

For further information on this Child Alert, e-mail [childalert@unicef.org](mailto:childalert@unicef.org)





## ADDITIONAL RESOURCES



**Link to United Nations 2012 report on aid to Haiti:**  
<http://www.un.org/en/peacekeeping/missions/minustah/>



## Additional Resources- Elementary

The databases highlighted below contain resources, including primary sources/documents, which provide information on Haiti and its history. Along with reference content, some of the online databases listed below include lesson plans, multimedia files (photographs, videos, charts/graphs), activities, worksheets, and answer keys. Contact your library media specialist for username and password. All the online databases listed below may be accessed from the Broward Enterprise Education Portal (BEEP) at [www.broward.k12.fl.us/it/resources/research.htm](http://www.broward.k12.fl.us/it/resources/research.htm)

Database	Suggested Search Term(s)*	Type of Files	Sample Search(es)
<b>Gale Kids InfoBits</b>	<i>Haiti, Haitian history, Port-au-Prince, Francois Dominique Toussaint L'Ouverture, Hispaniola</i>	Reference articles, magazine articles, newspaper articles, maps/flags and seals, charts & graphs, images	<b>Enter the search term "Haiti." Click on the third link <i>Haiti History</i> to learn about Haiti's history. Select "View" to see the articles and images on Haiti. Select the "Reference" tab and then select the second "Haiti" link for information on Haiti such as population, natural resources, flag, county seal, land use, weather, temperature, and major exports.</b>
<b>SIRS Discoverer</b>	<i>Haiti, Haitian history, Port-au-Prince, Francois Dominique Toussaint L'Ouverture, Hispaniola</i>	Newspapers, magazines, government documents, primary sources, reference, graphics, websites.	<b>Enter the search term "Haiti." Click on the third link <i>Haiti</i> to learn about Haiti's history, geography, and government. The article contains images of Haiti's flag and a map of the country. Additionally, click on the <b>Graphic Organizer</b> links to open up reproducible handouts that student can use gather and write down facts about the country.</b>
<b>World Book Online</b>	<i>Haiti, Haitian history, Port-au-Prince, Francois Dominique Toussaint L'Ouverture, Hispaniola</i>	Encyclopedia articles, tables, sounds, historical maps, pictures, videos, "back in time articles," special reports, web sites, research guides, timelines. (This database contains Spanish and French encyclopedias, <i>Enciclopedia Estudiantil Hallazgos</i> and <i>L'Encyclopédie Découverte</i> .)	Enter the search term "Toussaint L'Ouverture" to read an article about Haiti's revolutionary leader and hero. Click on the image to the right to enlarge an illustration of L'Ouverture and click on the <b>Hear Text Read Aloud</b> link to listen to the article being read aloud.

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Database	Suggested Search Term(s)*	Type of Files	Sample Search(es)
<b>Gale</b>	<i>Haiti, Haitian history, Port-au-Prince, Francois Dominique Toussaint L'Ouverture, Hispaniola</i>	Magazines, newspapers, academic journals, eBooks, podcasts, images, maps, charts, graphs	Enter the search term "Haitian History" in the Gale PowerSearch bar. From the search results, click on the "Videos" link on the left and select the article entitled <b>The Quake</b> to watch a video segment of the television show Frontline covering the recent earthquake in Haiti. The video shows graphic images of the earthquake, both during and after the disaster.
<b>SIRS Knowledge Source</b>	<i>Haiti, Haitian history, Port-au-Prince, Francois Dominique Toussaint L'Ouverture, Hispaniola</i>	Newspapers, magazines, government documents, primary sources, reference, graphics, websites.	Enter the search term "Haitian art." You will note several articles on Haitian art styles. Click on the link <b>Devotion to Style and Color</b> to read an article on the history of art in Haiti. Article contains some images of contemporary Haitian art.
<b>World Book Online</b>	<i>Haiti, Haitian history, Port-au-Prince, Francois Dominique Toussaint L'Ouverture, Hispaniola</i>	Encyclopedia articles, tables, sounds, historical maps, pictures, videos, "back in time articles," special reports, web sites, research guides, timelines. (This database contains Spanish and French encyclopedias, <i>Enciclopedia Estudiantil Hallazgos</i> and <i>L'Encyclopédie Découverte</i> .)	Select World Book Advanced. Enter search term "Haiti." On the left sidebar, click on the link entitled <b>Research Guides</b> . The Research Guide will provide links to images of Haiti, encyclopedia articles, and newspapers including the Haitian Times. Additionally, on the left bar you will see other resources such as additional "back in time" articles, Special Reports, and websites.

## Related Web Sites

### ***BBC News Haiti Country Profile***

[http://news.bbc.co.uk/2/hi/americas/country\\_profiles/1202772.stm](http://news.bbc.co.uk/2/hi/americas/country_profiles/1202772.stm)

An overview of Haiti, including information on the country's politics, economy, leaders, and historical timeline. It also includes images of Haiti and a recording of the national anthem of Haiti.

### ***CIA World Factbook: Haiti***

<https://www.cia.gov/library/publications/the-world-factbook/geos/ha.html>

Provides a profile of Haiti, including geography, people, government, transportation, communications, etc.

### ***Embassy of Haiti/Washington D.C.***

<http://haiti.org/>

Welcome to the Embassy of the Republic of Haiti in Washington, DC. You will find here a wealth of information on Haiti as well as on the services offered by the Embassy. The website provides information to anyone seeking to learn more and/or visit Haiti.

### ***Encyclopedia.com***

<http://www.encyclopedia.com/topic/Haiti.aspx>

Online encyclopedia that provides more than 100 trusted sources for information. Contains information on climate, history, plants and animals, industry, education, housing, and much more.

### ***Fact Monster: Haiti***

<http://www.factmonster.com/ipka/A0107612.html>

**A profile of Haiti providing information on:** geography, maps, flag, history, current ruler, area, population, capital, largest cities, languages, ethnicity/race, religion, literacy rate, economy, government.

### ***History.com***

<http://www.history.com/search?q=haiti>

This website which is part of the A&E History Channel contains information on climate, history, plants and animals, industry, education, housing, and much more.

### ***Infoplease: Haiti***

<http://www.infoplease.com/ipa/A0107612.html>

**A profile of Haiti providing information on:** geography, maps, flag, history, current ruler, area, population, capital, largest cities, languages, ethnicity/race, religion, literacy rate, economy, government.

### ***Library of Congress: Country Studies***

<http://lcweb2.loc.gov/frd/cs/httoc.html>

The Country Studies Series presents a description and analysis of the historical setting and the social, economic, political, and national security systems and institutions of countries throughout the world.

### ***National Geographic: Haiti***

<http://travel.nationalgeographic.com/travel/countries/haiti-guide/>

A guide to Haiti with articles, photos, facts, videos, and news from National Geographic.

***U.S. Department of State***

<http://www.state.gov/r/pa/ei/bgn/1982.htm>

Provides information on Haiti, covering topics such as people, history, government, political conditions, economy, foreign relations, U.S. relations, and travel/business



## Federal and State Laws

The School Board of Broward County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by law:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Educational Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.







UNITED NATIONS IN  
**HAITI**



**HAITI**  
**MOVING FORWARD**  
**STEP BY STEP**

**2012**



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# PREFACE

## MARIANO FERNÁNDEZ AMUNÁTEGUI

Special Representative of the Secretary-General in Haiti

The current political situation in Haiti is characterized by a stabilization process that, although fragile, shows promise and must be nurtured. Enduring political stability is the key to strengthening the country's governance institutions, promoting socio-economic development, and attracting foreign investment.

The holding of credible partial legislative, municipal and local elections in 2013 will reinforce State institutions both at the national and local level. In 2012, the publication of the corrected version of the constitutional amendments and the installation of the Superior Council of the Judiciary (legislated for in a 2007 law to strengthen the independence of the judiciary, but until now never constituted) represented significant strides by Haiti's Government to strengthen rule of law institutions.

The overall security situation in 2012 remained relatively stable, with instances of civil unrest linked primarily to socio-economic grievances in a difficult economic context characterized by low economic growth. Although the performance of the Haitian National Police continued to gradually improve in 2012, the institution is not yet in a position to assume full responsibility for the provision of internal security across the country's departments.

In this context, MINUSTAH military and police personnel played a vital role in the maintenance of overall security and stability. The United Nations in Haiti and its international partners continued to provide technical, financial and logistical support to advance key stabilization processes including, among others, the strengthening of the Haitian National Police, preparation for the forthcoming elections, and reform of key rule of law institutions such as the judiciary and the corrections system.

# INTRODUCTION

## NIGEL FISHER

Deputy Special Representative of the Secretary-General, Resident Coordinator and Humanitarian Coordinator in Haiti

### QUESTION:

WHAT WAS PROGRESS LIKE IN HAITI IN 2012?

### ANSWER:

MIXED. PROGRESS, YES, BUT PLENTY OF CAUSE FOR CONCERN ALSO.

The preliminary findings of the Enquête Mortalité, Morbidité et Utilisation des Services (EMMUS V 2012), the mortality, morbidity and service use survey undertaken in January and June 2012 by the Institut Haitien de l'Enfance et l'Institut Haitien de Statistique et d'Informatique, show marked improvement in many indicators, compared with the situation in 2006. It reported a significant increase in primary school enrolment, increased vaccination rates and pre-natal care coverage, a decline in acute malnutrition rates among children, and in infant and child mortality rates. The proportion of the population using improved sanitation facilities has doubled – but that still means that only a quarter of Haitians use improved facilities. In other areas, there was no real improvement – no increase in the number of Haitians with access to protected water sources. About 80 per cent of Haitians are well informed about HIV/AIDS and the same percentage of births are registered; but these numbers have scarcely changed since 2006, or have declined marginally.

Of course, in between the two EMMUS surveys, we had massive flooding in 2008, the devastating earthquake of 12 January 2010, the world's largest cholera epidemic and, this year, a regional drought and two tropical storms that have devastated agricultural production and fisheries and plunged many more Haitian families into a situation of serious food insecurity. Yes, 80 per cent of Haitians displaced into camps in 2010 have now left those camps, but that still leaves over 350,000 living in camps under worsening conditions. Yes, cholera infection and case fatality rates have fallen sharply, but Haiti is still living through a serious cholera epidemic.

We look to development solutions to address these problems: employment creation and agricultural regeneration to address poverty and food insecurity; launching the 10-year national cholera eradication plan which will focus most of its proposed budget on improving water supply and sanitation facilities; accelerating community-based housing solutions under the leadership of the Unité de Construction de Logements et de Bâtiments Publiques (UCLBP). Yet, while these solutions come on line, vulnerable populations need immediate support. As humanitarian resources dry up, we have to find ways in which development funds can increasingly provide both immediate and long-term solutions. The new Cadre de Coordination de l'Aide Externe au Développement d'Haïti (CAED) provides a government-led platform upon which Haiti and its international partners can address priorities within the national plan framework – and it incorporates disaster risk reduction as one of its priorities.

At the start of 2012, the International Monetary Fund (IMF) had predicted a 6 per cent growth rate in GDP for the year. Its current, revised forecast is for approximately 2.5 per cent growth. Haiti may be open for business – new investment agreements signed, a new industrial park, new hotels, more paved highways – but many structural problems remain unresolved; for example, the difficulty in starting a new business, the land tenure nightmare, or opaque tendering and contracting procedures. Additional development projects have come on line in 2012, as has national budget funding but, at the same time, the rate of fulfillment of international development commitments have declined in 2012, as international partners regarded with concern the ongoing stalemate at the political level. There is also considerable ODA funding already available to government entities, but which remains undisbursed, blocked by administrative or management problems.



In this report, we attempt to show real progress that has taken place in United Nations cooperation with the Haitian Government and people, but we also highlight challenges that remain. The UN in Haiti is strongly committed to “accompagnement” of Haiti in its aspirations for greater autonomy, stronger governance, development and reduction in the vulnerability of the majority living in poverty. The UN family is committed to reinforcing national institutions, as illustrated by the ongoing technical support to the Directorate of Civil Protection and in the plan agreed with the Government to transition from the humanitarian cluster system to one of support to sector ministries and departments, to enable them to lead disaster preparedness and response. We are also committed to joint action whenever possible, to increase coherence and to reduce the transaction costs that our cooperation demands of national counterparts. Our one-UN programme framework, the Integrated Strategic Plan, is founded on the main pillars and priorities of the Plan Stratégique de Développement d’Haïti.

So, progress and challenge: As primary school enrolment increases, the shared concern of the Government and its partners must be to reduce drop-out rates and increase learning achievement. As access to health care increases, issues of service quality and equity become paramount. As Haitians leave camps, housing quality and living standards in communities become more dominant in our joint programming. The Government has launched a series of welcome social protection measures which will benefit from greater cohesion between them. In this report, the outcomes of UN programmes of cooperation in Haiti are described. It must remain a priority for United Nations partners to ensure the outreach of their sector and institution-building activities to sub-national institutions, to benefit the most vulnerable and to address gender inequities, which remain pervasive.

We look back on a year of progress and constraints. We look forward to a new year, as always, with optimism; we will continue our commitment to “accompagnement”. We look forward to a year of building increased trust between Haiti and its international partners, between Haitians and their Government and within the ruling class itself. We can progress on the basis of mutual trust and mutual obligation. We look forward to supporting Haiti’s national plan, one that is focused on Haiti’s most critical priorities and which is realistically based on available resources. Haiti can assert greater control over its destiny. The United Nations family is here to support national priorities and to help build that increasing self-reliance. Men anpil, chay pa lou.

Port-au-Prince, December 2012





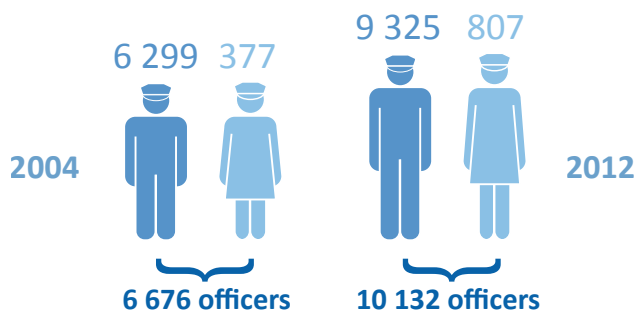


# RULE OF LAW

*Rule of law in Haiti remains a challenge, mainly due to dysfunctional institutions (justice, police and prisons). Professional police and accountable justice systems are essential to the stability of the country, and therefore to investments, economic growth and development. The United Nations supports the strengthening of rule of law through promoting democratic governance, securing the legal and physical security of the population and supporting a functioning public administration.*

## KEY FACTS AND FIGURES

### POLICE



HNP Development Plan 2012 – 2016 approved.

480 Police officers and 20 Magistrates trained on justice for children.<sup>(1)</sup>

Creation of a National Coordination Office for Women Affairs and Gender in the HNP.

### SECURITY:

#### UN PEACEKEEPING AT WORK

285 daily patrols of UN police

700 daily patrols of military contingents

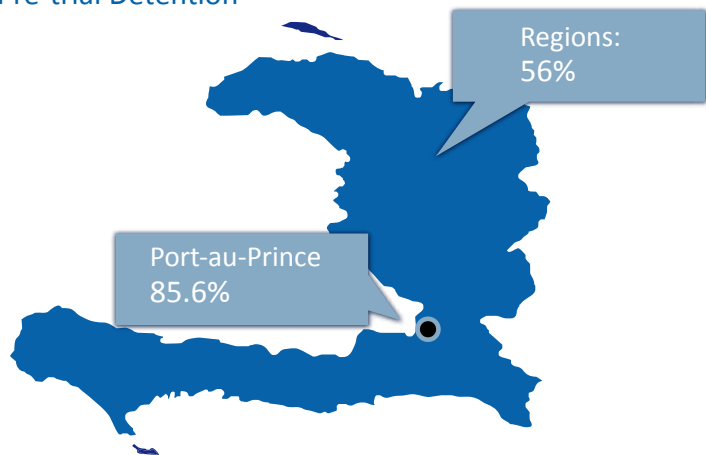
on average throughout the country

Training on sexual and gender-based violence, human rights and criminal proceedings and investigation offered to HNP and judicial police officers. Gender focal points appointed in 20 commissariats.<sup>(2)</sup>

The Haitian Customs Surveillance service is now operational in all four land border crossings.

## CORRECTIONS

### Pre-trial Detention



Pre-trial Detention Monitoring Committees put in place in 7 jurisdictions.

New prison in Croix-des-Bouquets opened.

## JUSTICE

Superior Council of the Judiciary established and President of Cour de Cassation appointed.

16 tribunals rehabilitated or built.<sup>(3)</sup>

## CHALLENGES AND PERSPECTIVES

UN efforts will continue to bolster the performance of the police, judiciary and corrections, accompany public administration reform, and strengthen border management capacities.

Beyond reinforcing institutions and good governance, the consolidation of a culture of rule of law is essential to the protection of citizens' rights.

The establishment and proper functioning of key accountability and oversight mechanisms, such as the Superior Council of the Judiciary, General Inspectorates of the police and the judiciary, Cour de Cassation and Unit for the Fight Against Corruption, is essential.

So are genuine political stability and will to firmly root rule of law in Haiti. This is currently compounded by the fact that many draft laws are awaiting legislative decisions.

Amendments to the Constitution adopted, including provision for a Conseil Constitutionnel and a mandatory 30% minimum women in public life.

Reopening of 4 Legal Aid Offices (BAL) in Port-au-Prince.<sup>(4)</sup>

Graduation of 20 Magistrates trained in France and in Haiti with French government support.<sup>(5)</sup>

## PROTECTION

Ministry of Human Rights and the Fight Against Extreme Poverty created.

113 victims of Human Trafficking accompanied by the Brigade De Protection des Mineurs (BPM) and its partners.<sup>(6)</sup>

Organic law for the Office of the Ombudsperson promulgated in July 2012 with UN support.

Creation of spaces for the reception of survivors of gender-based violence in 5 police commissariats in Port-au-Prince.<sup>(7)</sup>



## VOICES

« I am proud of being the image of Bel Air, a neighbourhood of Port-au-Prince perceived as underprivileged and populated by bad people. I am not alone, there will be more like me to climb the ladder ».

Gary Desrosiers, deputy spokesperson of the Haitian National Police, was promoted Inspector on 12 June 2012.



## GOVERNANCE

*The weakness of institutional governance remains a key challenge in Haiti. State revenues barely cover the operational needs of ministries and only allow for limited investment. Access to state services generally remains highly insufficient and varies greatly from one region to another.*

*Despite this context, 2012 saw several positive advances. The launch of the national coordination framework of external development aid in Haiti (CAED) on 26 November 2012 represented an important step towards greater aid effectiveness. Encouraging progress was also made regarding the state reform agenda.*

### KEY FACTS AND FIGURES

#### AT CENTRAL LEVEL

The Government's Human Resources Management Office led **ten regional consultation fora** to validate the long-term Governmental Reform Framework Programme, an initiative supported by the UN.<sup>(1)</sup>

**Launch of the CAED** in Haiti on 26 November 2012 provides a platform for Haitian stakeholders and the international community to strengthen mutual accountability and trust, and maximize the effectiveness of aid in the country.

As part of the CAED, technical support provided to the Ministry of Planning and External Cooperation (MPCE) for the **implementation of the External Aid Management**

**Module**, which objective is to increase transparency of external aid and strengthen the government's capacity to manage external resources.<sup>(2)</sup>

Technical assistance offered to the **Haitian Institute for Statistics and Informatics (IHSI)** for the finalization of the 2012 national household survey (EMMUS V), which provides updated data on critical development indicators.<sup>(3)</sup>

**Equipment installed and databases** (survey of buildings, geo-spatial information) transferred to the IHSI.<sup>(4)</sup>



Human and technical resources provided to the National Geospatial Information Centre to increase the quantity and quality of maps produced.<sup>(5)</sup>

Contribution to the development of sector strategies and plans coordinated by the Government of Haiti: i.e. 10-year cholera elimination plan elaborated by the Ministry of Health and DINEPA, and draft national policy on housing, human settlements and urban development coordinated by the National Coordination Unit for Housing and Public Buildings Construction (UCLBP).<sup>(6)</sup>

Two administrative buildings constructed for the Ministry of Interior.<sup>(7)</sup>

Ratification by Haitian Parliament of the Hague Convention on Protection of Children and Cooperation in respect of Inter-country Adoption.

### AT DEPARTMENTAL LEVEL

Technical and financial support provided for the budget development of the country's 140 communes. 131 of the 140 municipal budgets submitted to the Ministry of Interior and undergoing screening and validation.<sup>(8)</sup>

Performance assessment of all municipalities undertaken for the 2006-2011 period.<sup>(9)</sup>

15 municipal buildings and 9 vice-delegations built with UN support.<sup>(10)</sup>

As part of a larger effort to define urban development plans throughout the country, the MPCE continued to lead consultations with city residents. More than 700 people participated in these planning exercises in Jacmel and Cap-Haitien.<sup>(11)</sup>

### AT COMMUNITY LEVEL

Community platforms established in the localities targeted by the Government-led 16/6 programme. These platforms help communities discuss and prioritize rehabilitation works in their neighbourhoods.<sup>(12)</sup>

Community resource centers built through various UN-supported programmes to facilitate information sharing on safe building practices and accompany housing repairs and construction by Haitians themselves.<sup>(13)</sup>

Launch of a three-fold programme to strengthen durability of social grassroots movements to build advocacy capacities in civil society.<sup>(14)</sup>



Community platform in Morne Hercule

## CHALLENGES AND PERSPECTIVES

If 2012 has seen some encouraging progress, many challenges persist, including the implementation of public administration reform and the development of more transparent procurement processes, clearer land title procedures and conditions that encourage investment.

The approach should be of one of transformation, not of substitution, whereby international partners, including the UN, accompany state institutions and Haitian civil society to lead their own development.

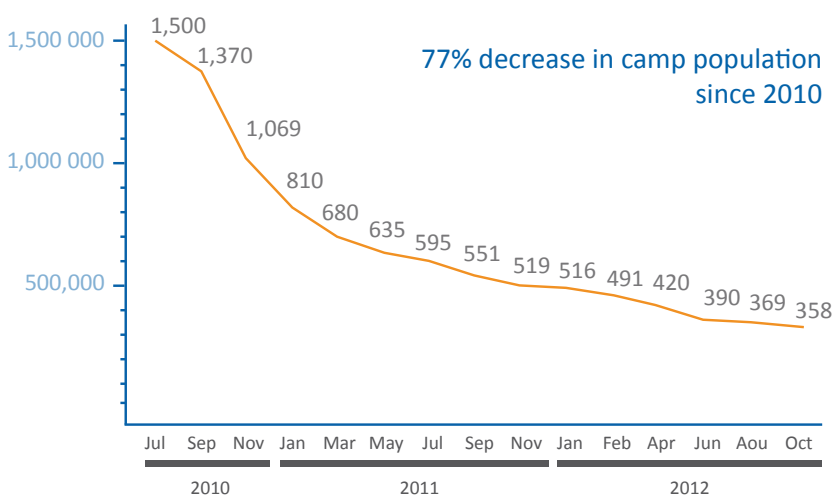
This cross-cutting priority is reflected in the Integrated Strategic Framework of the UN system in Haiti for 2013-2016, which is fully aligned with the Strategic Plan for the Development of Haiti and is endorsed by the Government of Haiti.



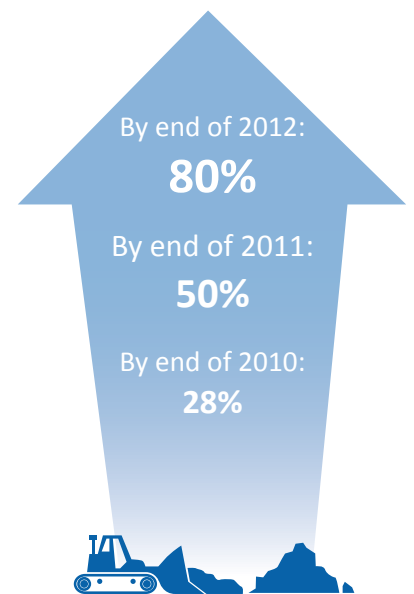
# RETURN AND NEIGHBOURHOOD REHABILITATION

*Over the last few decades, the housing sector, in Port-au-Prince and in other Haitian cities, developed mostly informally, without regulatory frameworks or sector policies for the management of urban growth. The earthquake shed a crude light on the great vulnerability of Haitians, and the need for safer building practices. In 2012, significant progress was achieved with the support of the United Nations and the many partners working on housing and urban development.*

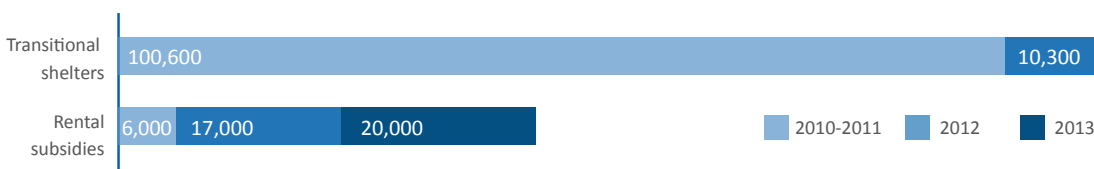
**TOTAL NUMBER OF DISPLACED INDIVIDUALS FROM JULY 2010 TO OCTOBER 2012**



**RUBBLE CLEARED**



**RECONSTRUCTION ACTIVITIES SINCE 2010 AND EXPECTED TRENDS IN 2013**



## KEY FACTS AND FIGURES

80% of the debris generated by the earthquake has been removed by the Government of Haiti, Haitians themselves and partners (10% of which through UN-supported programmes).<sup>(1)</sup>

200,000 paving stones and 20,000 tiles have been produced out of earthquake rubble and transformed into stairs, corridors, houses.

Close to 7,000 people have been trained on safe construction and rehabilitation practices, urban planning and land tenure system in Haiti.

Housing solutions provided to a total of 158,833 earthquake affected families.<sup>(2)</sup>

99% of beneficiaries who received rental subsidies agree that such support was offered to them at the moment in which they were most in need.<sup>(3)</sup>

46,000 residents benefited from infrastructure rehabilitation, through rebuilt “red houses” and repaired “yellow houses” in the neighbourhoods targeted by the 16/6 programme.<sup>(4)</sup>

In these neighbourhoods, 1.2 km of road and 1.5 km of drainage canals constructed and 400 street solar lights installed.

20 neighbourhood rehabilitation plans developed with communities and training on urban planning provided to community leaders.

Operational budget formally allocated from state resources to the National Coordination Unit for Housing and Public Buildings Construction (UCLPB), and draft

policy on housing, human settlements and urban development elaborated.<sup>(5)</sup>

Information and Technology Unit established within the Ministry of Public Works, Transport and Communication (MTPTC), to monitor its reconstruction projects, and support provided to raise awareness among the population on safe housing construction.<sup>(6)</sup>

## CHALLENGES AND PERSPECTIVES

Key objectives for 2013 include:

- Accompany the return of Haitians still living in camps and continue the reinforcement of Haitian institutions leading housing, urban development and reconstruction efforts.
- Scale up rehabilitation activities in neighbourhoods of return and advocacy for the systematic integration of disaster risk reduction in urban planning and neighbourhood rehabilitation.
- Accelerate training in safe construction practices and ensure its sustainability.
- Implement different tools to support a sustainable housing strategy:
  - **CREDIT:** Explore multiple possibilities for vulnerable populations to have financial options to secure and enhance their dwelling and environment.
  - **TENURE:** Provide the basis and define the steps for a future legalization.
  - Continue progress on developing and implementing different housing solutions.
  - Explore alternative technologies (available and accessible in the Haitian context) and guide the Government towards more sustainable construction practices.

## VOICES



*“Since we moved here our lives have improved so much! We feel safe in this area – the same where we used to live before the earthquake - and we have access to water, electricity and sanitation”.*

After months in a camp, Wilbert and Pauline moved back to a tidy one-bedroom flat thanks to rental subsidy and cash incentive programmes.

<sup>(2)</sup> These include 110,964 temporary shelters built by the E-Shelters Cluster members, 23,233 rental subsidies, 5,911 permanent housing as well as repairs of damaged houses.

UN Entities: <sup>(3)</sup>E-shelter cluster, <sup>(1)</sup><sup>(4)</sup><sup>(5)</sup>ILO, <sup>(4)</sup><sup>(5)</sup>IOM, <sup>(5)</sup>MINUSTAH, <sup>(1)</sup><sup>(4)</sup><sup>(5)</sup>UNDP, <sup>(1)</sup><sup>(5)</sup><sup>(6)</sup>UN Habitat, <sup>(1)</sup><sup>(4)</sup><sup>(5)</sup><sup>(6)</sup>UNOPS, and <sup>(5)</sup>the World Bank.





## DISASTER RISK REDUCTION

*The natural disaster risk index in the country has been among the highest in the world for a long time. Erosion and deforestation add to the impact of frequent flooding, particularly during the rainy season (April to October) and the cyclone season. Since the early 2000s, the National Disaster Risk Management System (SNGRD) has promoted a culture of risk reduction across the country through prevention, preparedness and response activities. The Directorate of Civil Protection (DPC) has also considerably reinforced its capacities at the national and departmental levels, with the increased provision of human and in-kind resources from partners, including the UN.*

### KEY FACTS AND FIGURES

#### RISK PREVENTION AND MITIGATION

About **244 km** of streets and roads rehabilitated since October 2011.

More than **70 km** of irrigation, drainage channels and ditches cleaned.

**25,000 m<sup>3</sup>** of waste and trash removed in 10 major Port-au-Prince ditches by four companies of MINUSTAH's military engineers, to prevent flooding.

**7 multi-purpose centres** in some of the most vulnerable communes of the South equipped with solar panels and water purification systems. These centres are used as evacuation locations in the event of a natural disaster.

36 projects to mitigate flooding risks and improve sanitation in vulnerable neighbourhoods (51,000 Haitians employed, including 30% women).<sup>(1)</sup>

#### FOOD SECURITY

**41,000 families** (60% women) from urban and peri-urban areas received agriculture inputs and sold part of their production.

More than **8,000 hectares** of agro-forestry land planted and rehabilitated with soil conservation structures.

An **emergency distribution network** was developed to bring the necessary food assistance to the most in need after disasters (e.g. Storm Isaac and Hurricane Sandy in 2012).



## PREPARATION AND RESPONSE

1 national and 10 departmental cyclone season contingency plans available.

4 national and 10 departmental cyclone simulation exercises (SIMEX) and first ever Tsunami SIMEX to improve coordination and response.

More than 4,500 persons in vulnerable areas trained in disaster preparedness, evacuation and first aid.

## INSTITUTIONAL DEVELOPMENT

1 national and 10 departmental Emergency Operation Centres equipped and fully functioning.

70 local experts integrated into the DPC, including 10 teams at departmental level, and a tele-communication network established.

## CHALLENGES AND PERSPECTIVES

The adoption of a national legal framework for disaster risk reduction (DRR) and monitoring DRR expenditures and activities at national and departmental levels remains a priority.

Sustained donor funding is required to continue investing in strengthening institutional capacities at all levels and in scaling up mitigation and infrastructural improvements such as river banks rehabilitation, drainage systems and seismic proof housing.

It is important that awareness campaigns on disaster prevention and the integration of disaster risk reduction into school curriculum continue to reach more people throughout the country.

Efforts also need to be sustained to consolidate the national early warning system and strengthen logistics and emergency telecommunication capacities.

## VOICES

*«So Haiti and Haitians can be more resilient to disasters.»*

Marie Alta Jean-Baptiste, DPC Director





## HEALTH

*Even before the earthquake, the health situation in Haiti was already one of the most fragile in the region. However, over the past years, significant progress was made in several areas, including nutrition and HIV-AIDS prevention. In 2012, the United Nations continued to support a wide range of programmes to improve service delivery to the most vulnerable through state and non-state actors. The fight against cholera has remained a priority. Since the outbreak of the epidemic in October 2010, the United Nations has spent about USD 118 million on prevention and treatment activities in support of the Government of Haiti.*

### KEY FACTS AND FIGURES

The Government, the UN and a coalition of partners led a **nationwide vaccination campaign**, resulting in nearly **3 million children** under 10 years vaccinated against polio, measles and rubella.

The **acute malnutrition rate for children** under 5 years old went from 9% in 2006 to **5.1% in 2012**.

**More than 360,000 Haitians** benefited from programmes to prevent and treat moderate acute malnutrition, with support from the Ministry of Health and the UN.<sup>(1)</sup>

At the end of 2012, the country-wide cholera case fatality rate was 1.2%, down from a high of 2.4% in November 2010.<sup>(2)</sup>

**10-year plan on the elimination of cholera in Haiti** finalized by the Ministry of Health and the National Potable Water and Sanitation Directorate (DINEPA), with UN technical assistance.<sup>(3)</sup>

The **Initiative launched by the UN Secretary-General** on 11 December 2012 comes in direct support to this plan. This Initiative promotes expanded access to clean water and sanitation, improved health care and the global mobilization of resources to tackle cholera in Haiti in 2013 and beyond.

**HIV infections were reduced** by 50% from 2008 to 2012.<sup>(4)</sup>

The number of people on antiretroviral drugs over the last 4 years increased by 200%.<sup>(5)</sup>



More than 70% of tuberculosis patients were cured in 2012, with support from the Global Fund to fight Aid, Tuberculosis and Malaria. Activities supported by this Fund are implemented by the Government of Haiti, the Haitian Red Cross and several NGO partners.<sup>(6)</sup>

More than 62,000 children under five received **Long Lasting Insecticised Nets** in four of the most endemic departments.<sup>(7)</sup>

Four **maternity clinics** are now **operational** in the Port-au-Prince area, in the Artibonite and in the South-East departments, providing **emergency neo-natal obstetrics care, advice on family planning** and **prevention of mother-to-child transmission services**. Such services were also introduced in 11 additional health facilities throughout the country, covering more than 18,300 pregnant women.<sup>(8)</sup>

**Awareness-raising campaign on sexual and reproductive health** reached more than 20,000 youths in the Nippes and South-East Departments.<sup>(9)</sup>

In 2012, **more than 47,000 Haitians living in camps received preventive health information** on waterborne diseases, malaria, dengue, TB/HIV and reproductive health in the Port-au-Prince metropolitan area.<sup>(10)</sup>

## CHALLENGES AND PERSPECTIVES

- The UN will continue to accompany the Government of Haiti to plan, manage, monitor and decentralize basic social services, particularly in the most vulnerable and under-served communes.
- It will work with the Government to increase national resources dedicated to the national HIV-AIDS response, which, to date, is more than 90% funded by external partners.
- The UN will also continue to provide financial and dedicated technical assistance to Haitian institutions to further integrate cholera treatment into health structures and improve waste management and water and sanitation services in health facilities and throughout the country.



## VOICES

### In Haiti, kangaroo mother care helps stabilize the health of premature babies

In Haiti, a baby born before term is very vulnerable.

Yet, thanks to kangaroo mother care, more and more preterm babies born in the neonatal unit of the Hospital of the State University in Port-au-Prince are surviving.

The method, named for the similarity to how certain marsupials carry their young, was initially developed to care for preterm infants in areas where incubators are unavailable or unreliable. In kangaroo care, the baby wears only a diaper and a hat and is placed in foetal position with maximal skin-to-skin contact on the parent's chest.

*“Kangaroo care arguably offers the most benefits for preterm and low-birth-weight infants, who experience more normalized temperature, heart rate and respiratory rate, increased weight gain and reduced incidence of respiratory tract disease,”* explains Health Specialist at UNICEF Haiti Mireille Tribié.

Kangaroo care also helps to improve sleep patterns of infants and to promote frequent breastfeeding.

<sup>(2)</sup> See specific UN fact sheet on cholera preparedness and response for more information

<sup>(4)</sup> Source: UNAIDS/WHO/MSPP 2012 estimates

<sup>(5)</sup> Source: MSPP/PNLS, from 20,015 (2008) to 41,200 (2012) ; UNGASS Report; PNLS bulletin Dec. 2012

<sup>(6)</sup> GHESKIO, ZL/PIH, Care, FEBS, PLAN, Save the Children, MARCH, VDH, FOSREF, CDS, Espoir Anaise and PSI. Since 2011, UNDP is the Principal Recipient of the Fund and is accountable for its financial management.

UN Entities: <sup>(10)</sup>IOM, <sup>(3)</sup>PAHO/WHO, UNDP, <sup>(8)</sup><sup>(9)</sup>UNFPA, <sup>(3)</sup><sup>(7)</sup><sup>(8)</sup>UNICEF, <sup>(1)</sup>WFP



# CHOLERA PREVENTION AND RESPONSE

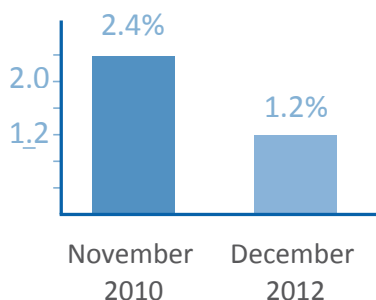
*Strengthening the Government's capacity to respond to cholera remains the central objective behind UN efforts, including the recent launch by UN Secretary General Ban Ki-moon of a new initiative to support expanded access to clean water and sanitation, improved health care and the global mobilization of resources to tackle cholera in Haiti in 2013 and beyond.*

## KEY FACTS AND FIGURES

As of 6 December 2012, **621,660 cholera cases** recorded by the Ministry of Public Health and Population (MSPP).

7,759 cholera-related deaths reported to the MSPP for this period.

Country-wide case fatality rate monthly average in %



Overall, **USD 118 million** spent by the UN system in Haiti to respond to the epidemic since its outbreak.

Early warning system managed by the MSPP functional since November 2010.<sup>(1)</sup>

80% of cholera spikes responded to by UN-supported Emergency Response Department of the National Potable Water and Sanitation Directorate (DINEPA).<sup>(2)</sup>

Trainings on cholera and appropriate messaging to more than **4,300 community health and sanitation agents** and more than 1,400 health providers.<sup>(3)</sup>

Reduced risks for an estimated 1 million people through improved **desludging operations**.<sup>(4)</sup>

Reduced risks in camps through **mitigation works**.<sup>(5)</sup>

Improved hand-washing and toilet facilities in 240 schools since January 2010.<sup>(6)</sup>

Logistical support to move both personnel and supplies,





including 400 metric tons of health, water adduction and sanitation materials.<sup>(7)</sup>

Support to humanitarian response through 5 helicopters, 220 trucks and water-tanks, 20 boats and 28 medical teams.<sup>(8)</sup>

Distribution of millions of aquatabs, soap and medical equipment, among others, to affected families during Tropical Storm Isaac and Hurricane Sandy.<sup>(9)</sup>

Completion of a 2012 cholera contingency plan.<sup>(10)</sup>

Mapping of health partners and medical stocks in each commune available.<sup>(11)</sup>

4,000 small and 4 large filtration systems installed for public institutions, such as schools and religious, community and health centres, to improve access to drinking water for the population.<sup>(12)</sup>



## VOICES

*“Cholera is such a dangerous disease that we can easily catch it if we don’t protect ourselves. I know that to protect myself, I must always wash my hands with treated water, coming out of the latrine and after shaking someone’s hand. And, coming home, I must drink and use only treated water.”*

Eunide Joseph, schoolgirl in Dessalines, after a UN-supported information session.

## CHALLENGES AND PERSPECTIVES

Decreasing funds for cholera response and prevention is a growing challenge. The Haiti Consolidated Appeal Process (CAP) for 2012 was only funded at 40%, making it one of the most under-funded CAPs worldwide. As a result, basic WASH service provision in camps remains very low with high levels of open air defecation, and only 35% of provision of chlorinated water in community water supply points. The number of cholera treatment facilities declined to 159 in November 2012, from 248 in June 2011.

Considering the infectious rates at the end of 2012, there may be up to 118,000 new cases of cholera in 2013. In order to respond to critical needs next year, a Humanitarian Action Plan (HAP) was developed, in which USD 34 million is requested for cholera prevention and treatment.

UN Entities: <sup>(9)</sup>IOM, <sup>(5)</sup><sup>(8)</sup><sup>(12)</sup> MINUSTAH, <sup>(11)</sup>OCHA and Health, WASH and Logistics clusters, <sup>(1)</sup><sup>(10)</sup>PAHO/WHO, <sup>(7)</sup>UNHAS, <sup>(2)</sup><sup>(3)</sup><sup>(4)</sup><sup>(6)</sup>UNICEF, <sup>(4)</sup><sup>(5)</sup>UNOPS, <sup>(3)</sup>Inter-American Development Bank



## HUMANITARIAN ACTION

*Humanitarian action in Haiti in the last two years has accomplished significant tangible results. From 2010 to 2012, in support of Government priorities, humanitarian actors ensured adequate services to the 1.5 million displaced after the earthquake. Camp population decreased by 77% over the last two years. The number of people newly affected by the cholera epidemic has been considerably reduced and mortality rates lowered to 1.2%. National capacities to prepare for and respond to future emergencies have also been strengthened. Despite these improvements, Haiti is still confronted with a number of critical humanitarian needs which national capacities alone cannot address.*

### KEY FACTS AND FIGURES

#### STORM ISAAC (AUGUST 2012)

More than 15,800 people were evacuated from high-risk camps and more than 15,200 Haitians received emergency food and non-food items.<sup>(1)</sup>

.....

The Directorate of Civil Protection (DPC), the UN and several NGOs distributed more than 25,600 tarpaulins, 10,300 hygiene kits, 6,100 buckets, aquatabs, mosquito nets and soap to affected areas.

.....

Farm tools and kits were provided to 20,000 households under the supervision of the Ministry of Agriculture.

#### HURRICANE SANDY (OCTOBER 2012)

20,000 plastic sheets, food and emergency repairs of water networks provided to 60,000 people affected by the floods.

.....

Up to 1.2 million people targeted by emergency interventions throughout November. These are still ongoing as 2012 ends.

#### PREPARATION AND RESPONSE

1 national and 10 departmental cyclone season contingency plans.

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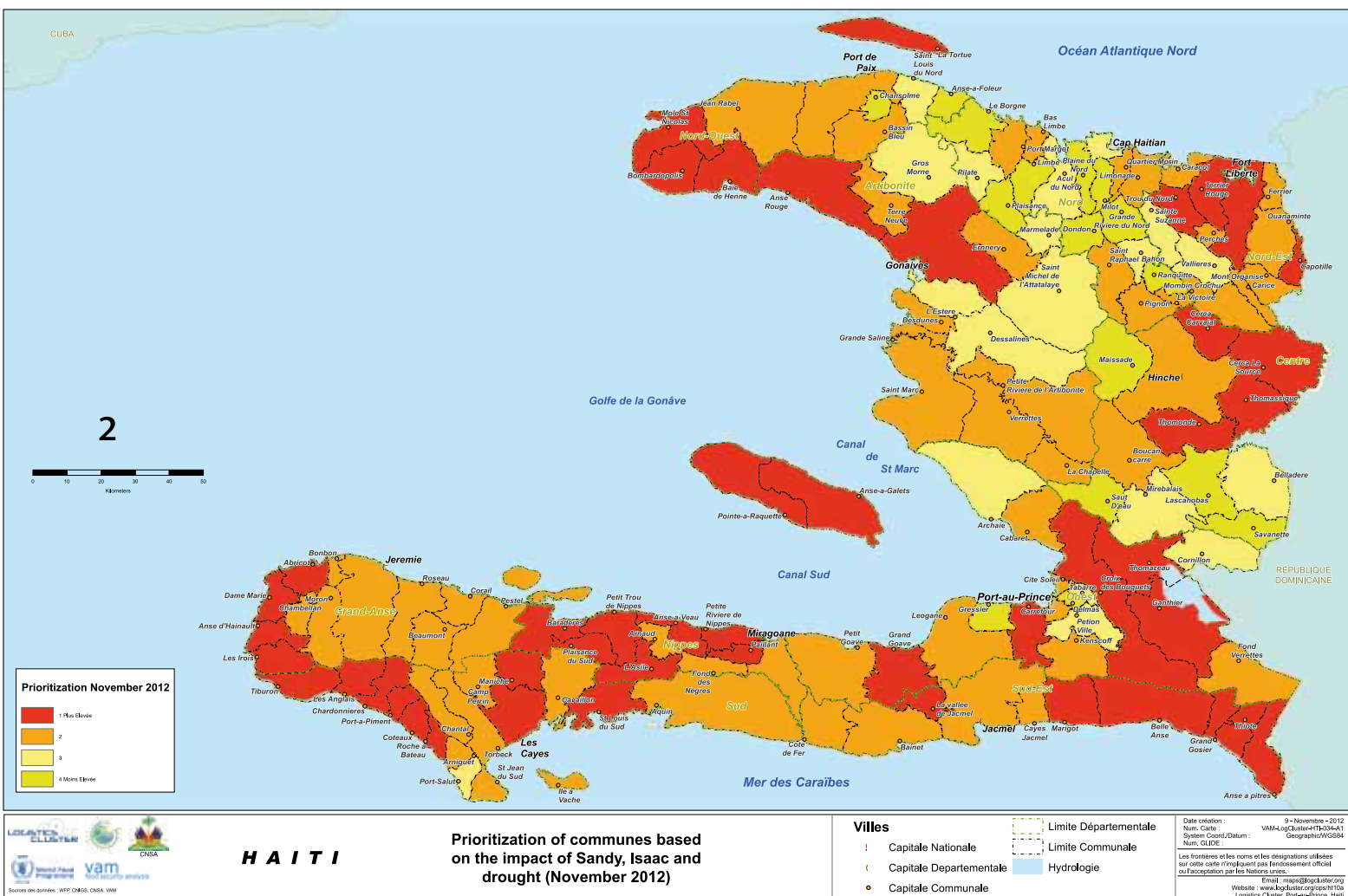
4 national and 10 departmental cyclone simulation exercises (SIMEX) and first ever Tsunami SIMEX to improve coordination and response.

.....

More than 4,500 persons in vulnerable areas trained in disaster preparedness, evacuation and first aid.

*For more information on disaster risk reduction and response, see the fact sheet on this issue.*





## CHALLENGES AND PERSPECTIVES

- The deterioration in food security, due to the destruction of crops by drought and recent natural disasters (Tropical Storm Isaac and Hurricane Sandy), may evolve into a nutritional crisis if no immediate preventive interventions are carried out. Today, **2.1 million people live in food insecurity** and 500,000 of the most vulnerable require immediate assistance.
- 81,600 children under five are acutely malnourished; 20,000 of these suffer from severe acute malnutrition and are 9 times more likely to die than non-malnourished children.
- 358,000 people remain in camps facing deteriorating living conditions and increased vulnerability to protection incidents. They are in urgent need of return solutions.
- There are recurring localized outbreaks of cholera whilst reduced prevention and curative capacities endanger the country's ability to ensure adequate responses. Considering the infectious rates at the end of 2012, there may be up to 118,000 new cases of cholera in 2013.

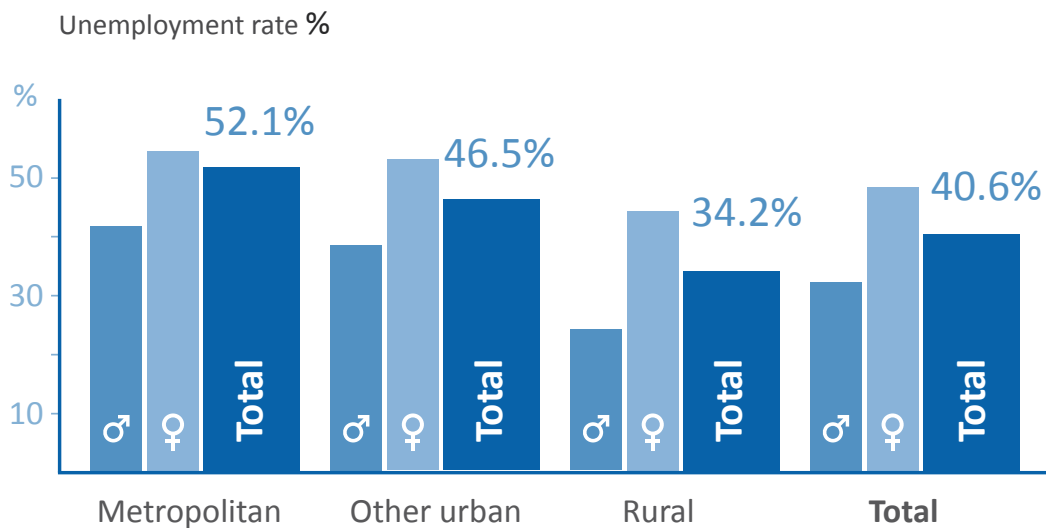
- **Shortfalls in humanitarian funding throughout 2011 and 2012 have reduced response capacities** to the extent that there are insufficient means under current conditions to meet existing humanitarian needs. As of 7 December 2012, actual humanitarian funding received against the 2012 CAP stood at USD 61 million, representing only 40% of identified critical humanitarian requirements.
- In order to respond to critical needs in 2013, a **Humanitarian Action Plan (HAP) was developed**. Of the 3 million believed to be in need, the HAP focuses on the most critical needs of one million people. **USD 144 million in international assistance is required to support the implementation of the plan**. A significant new element in the HAP is the major focus on addressing food insecurity (34% of total funding sought).
- Strengthening capacities for disaster preparedness and response remains a priority for the UN and humanitarian partners. The transition of the functions of the humanitarian coordination groups (clusters) to national counterparts, initiated in 2012, will continue into 2013 under the leadership of the Government of Haiti.

<sup>(1)</sup>This was led by the Direction de la protection civile (DPC) with the support of the humanitarian community.  
 UN Entities: IOM, MINUSTAH, OCHA, PAHO/WHO, UNDP, UNHAS, UNICEF, UNOPS, WFP and Humanitarian Clusters

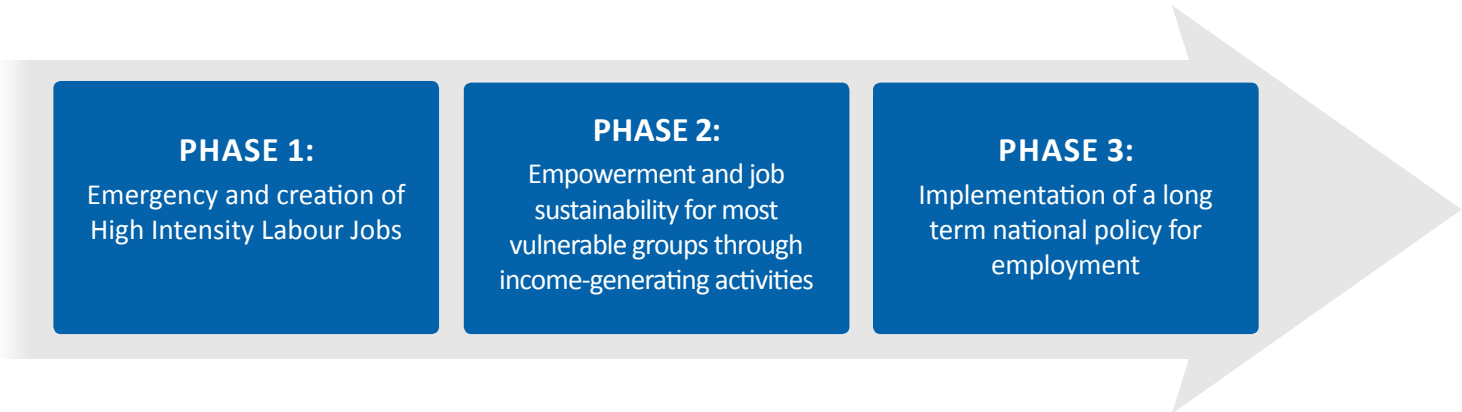


# EMPLOYMENT AND JOB CREATION

*The earthquake only aggravated a critical employment situation in Haiti, with widespread poverty, high unemployment rates and low economic growth. Job creation has therefore been at the centre of many projects and policies implemented through UN support.*



Source : IHSI.EEEI. Enquête Emploi 2007



## EMERGENCY AND CREATION OF HIGH INTENSITY LABOUR JOBS

More than 470,000 temporary jobs created (40% women).<sup>(1)</sup>

Cash for Work, Food for Work and Cash for Production programmes contributed to clean the Haitian capital Port-au-Prince and other cities strongly damaged by the earthquake. In rural areas, they helped rehabilitate small infrastructures and protect watersheds to increase agriculture production. Overall, these initiatives allowed Haitians, both men and women, to earn a living at a critical time.

## JOB CREATION FOR VULNERABLE GROUPS, THROUGH TRAINING AND INCOME-GENERATING ACTIVITIES

More than 800 vulnerable women trained and accompanied in business creation and hundreds of Haitians trained on small business management to facilitate their participation in the local economy.<sup>(2)</sup>

The UN helped identify beneficiaries in hard-stricken areas. The business models in strategic sectors of the Haitian economy were determined, and advocacy activities were conducted to promote employment, especially for vulnerable women.

## FOOD PURCHASE AND PRODUCTION INCREASED TO BOOST THE AGRICULTURAL SECTOR

Local production of milk for schools increased through UN support, reaching 28,000 children in 72 schools.

Overall, the quantity of food purchased by the UN locally went from 566 metric tons in 2009 to 3,400 metric tons in 2012.<sup>(3)</sup>

Purchasing food locally is a way to support local farmers, improve food security and stimulate a key sector of the economy.

## CHALLENGES AND PERSPECTIVES

### ACCESS TO JOBS

➤ The UN works with the relevant state institutions to develop norms for the creation of job and business centres in metropolitan areas, as well as in rural sites, to facilitate access to the job market. Support is also provided to reform the vocational training sector to better adapt it to the needs of the economy.

### NATIONAL EMPLOYMENT POLICY DEFINED

➤ The UN also supports the elaboration of a national employment policy focusing on the institutional strengthening of the Ministry of Economy and Finances, the Ministry of Commerce and Industry and the Ministry of Education and Vocational Training.

### LOW ACCESS TO FUNDING FOR MICRO AND SMALL BUSINESSES

➤ The UN works on the regulation framework to improve access to credit for micro and small businesses.

### 95% OF SMALL TO MIDDLE BUSINESSES ARE INFORMAL

➤ The UN supports the Government and partners from the private sector to facilitate the formal registration process of businesses.

### MARKETS AND STRONG SECTORS OF THE NATIONAL ECONOMY ARE ISOLATED

➤ The UN conducts analysis to develop connections between leading businesses and micro/small businesses working in the same sector.

➤ Furthermore, the cultural and tourism sectors will be promoted through the creation of cultural and tourism poles.<sup>(4)</sup>

## VOICES



*“With what I earned, I was able to enroll my daughter in school and expand my business at the same time. I extended the cage and bought more chicks for the second round of production. That way, I’ll be able to earn more and take care of my family.”*

After losing everything during the earthquake, Marie Maude Joseph followed UN-supported trainings to develop her professional activity.





## ENVIRONMENT

*Over the past thirty years, the country's forest cover dramatically decreased and now represents less than two per cent of the Haitian territory. Eighty-five per cent of the country's watersheds are degraded. Such degradation causes frequent floods, soil erosion, and important losses of nutrients essential for agriculture. In 2012, the United Nations continued its efforts to increase agriculture production, improve watershed management and promote reforestation.*

### WHY ENVIRONMENTAL PROTECTION IN HAITI?

- Unsustainable environmental practices in agriculture and other sectors generate economic losses over time.
- The next generation of Haitians will inherit lower capacity for resilience and adaptation to different external shocks (such as hurricanes and other climate-related events).
- Increased scarcity of resources (i.e. water) can generate tensions within and between communities.

The United Nations works at central level with the Ministry of Environment, at departmental level, especially in the South, and across the Haitian-Dominican Republic border.

In the South Department, several agencies (FAO, UNDP, UNEP, UNOPS and WFP) have combined their expertise and resources in agriculture production, watershed management, promotion of renewable energy, coastal and marine resource management, and biodiversity conservation, among others.

### KEY FACTS AND FIGURES

13 reforestation brigades (from 6 in 2011), working on the Haitian-Dominican Republic border, replanted more than 300 hectares with forest and fruit trees.<sup>(1)</sup>

To improve shared management of natural resources, a **bi-national committee** is now **operational**, with representatives from the Dominican and Haitian ministries of environment.

As part of the UN-supported vulnerability reduction programme in the South Department:

- **more than 1,300 linear meters of gabion wall** were built.
- **1.5 million seedlings** were prepared to reforest **1,000 hectares of land** in Aquin and St Louis du Sud.
- **more than 50,000 short-term jobs** have been created (30% women) over the 18-month project duration.
- **70% of the funds for rehabilitation/mitigation projects** have been allocated through state entities (municipalities or departmental directions of sector ministries).



In an effort to commercialize clean energy products, the UN supported the production and sale of **500 clean energy products** and helped set up **11 clean energy retail businesses** in the South Department.<sup>(2)</sup>

To maximize the use of alternative energy sources and reduce fuelwood consumption, the UN helped with the construction of **two pilot hydropower stations** in the South Department.<sup>(3)</sup>

In the same vein, the UN continued to promote the **use of briquettes** to cook meals in schools, thereby saving 20,575 kg of charcoal and 123,000 kg of wood during the 2011-2012 school year.<sup>(4)</sup>

Installation of more than 250 solar lamps in some of the most impoverished areas of Port-au-Prince.<sup>(5)</sup>

## CHALLENGES AND PERSPECTIVES

- The UN will continue to accompany Haitian institutions at central and departmental level to support the modernization of the environmental legislation and strengthen their planning, fund management and coordination capacities.
- The UN will also pursue its engagement with community-based organizations to improve the livelihoods of Haitians through, for instance, the sustainable development of fishing, the development of eco-tourism initiatives and improved agro-forestry systems.



### VOICES

*“Reforestation is giving life. It protects our water springs in the mountains and also prevents landslides.”*

Troimène Siméon, member of a Women Group reforestation in Aquin (South).



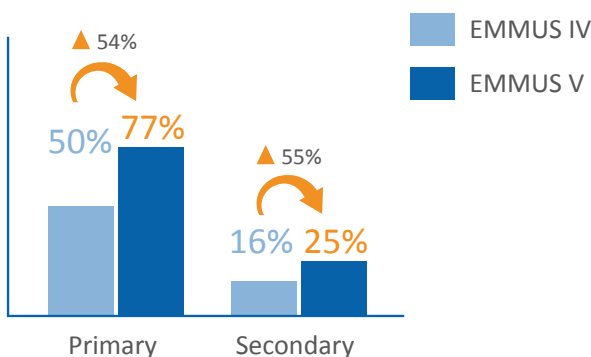


# EDUCATION

*The education sector faces many challenges, due to the lack of public infrastructures, the often prohibitive non-public school fees, and the uneven distribution of schools throughout the country. However, over the past years, important progress was made, notably regarding attendance to primary school. The UN works with the Government of Haiti to continue increasing children’s access to school, regulate the education system, abolish education fees, and define quality standards for state and non-state service providers.*

## KEY FACTS AND FIGURES

Universal primary education  
 Net attendance Rate (%)



77% of children of primary school age (11-16) are attending primary school, a significant improvement from just under 50% in 2005-2006.

With the national programme for free education under implementation in all ten departments, more than 1 million

children are currently estimated to benefit from free education. The UN supported 750,000 of these children along with more than 16,500 teachers and 2,700 schools with the distribution of school kits, teaching materials and furniture to contribute to raising the enrolment rate in 2011-2012.<sup>(1)</sup>

Close to 200 schools were completed with water and sanitation facilities in earthquake-affected areas, providing over 70,000 children with access to an improved learning environment while reducing their exposure to water-borne diseases.

Awareness raising on cholera prevention reached 1 million children in 5,000 schools.<sup>(2)</sup>

In support of the implementation of the National School Meals Programme, the UN worked with more than 16 local and international NGOs partners to provide a hot meal every day to 685,000 children in over 2,000 schools country-wide.<sup>(3)</sup>





This year, a total of 894,000 children countrywide were reached with school meals by different partners.

In an effort to increase local purchases and stimulate the Haitian economy, the UN also provided locally produced milk, “Let a Gogo” to 28,000 children in 72 schools.<sup>(4)</sup>

To reduce charcoal consumption and promote alternative energy sources, the use of briquettes to cook meals in schools was promoted, thereby saving 20,575 Kg of charcoal and 123,000 Kg of wood during the 2011-2012 school year.<sup>(5)</sup>

Technical assistance provided to the Ministry of Education in curriculum reform, teachers’ training and consolidation of national statistics on the education sector.<sup>(6)</sup>

## CHALLENGES AND PERSPECTIVES

In 2013, the UN will continue supporting government institutions to increase children’s access to quality formal, community and family-based early learning opportunities.

The UN will also accompany the government in developing policy frameworks to regulate the education system and define quality standards for service providers.

In response to the food security crisis that hit Haiti this year, WFP is planning to provide take-home rations to school children during the lean season (April-May 2013).

Efforts will also continue to scale up local purchases of food and increase the number of briquettes used to cook meals in schools.



## A SUCCESS STORY: GLORIA

Gloria lives in the community of Citron Marlique in the mountains on the outskirts of Port-au-Prince. She shares a one-room cement house with her parents and three sisters.

She’ll be joining about 200 other primary-school-age children. The brand-new school is just down the hill from her house. It was built by UNICEF, with the support of the community of Citron Marlique.

On the first day of school, a school kit finds its way to Gloria. She quickly finds a spot in her classroom to sit down and carefully write her name in each of her new notebooks.

A visitor to the classroom asks Gloria why she appears so happy.

*“I’m happy because I come to class and I can join my friends,” she replies.*

# ACRONYMS



<b>CAED:</b>	National Coordination Framework of External Development Aid
<b>FAO:</b>	Food and Agriculture Organization of the United Nations
<b>ILO:</b>	International Labor Organization
<b>IMF</b>	International Monetary Fund
<b>IOM:</b>	International Organization for Migration
<b>MINUSTAH:</b>	United Nations Stabilization Mission in Haiti
<b>OCHA:</b>	Office for the Coordination of Humanitarian Affairs
<b>PAHO/WHO:</b>	Pan American Health Organization /World Health Organization
<b>UNAIDS:</b>	United Nations Joint Programme on HIV AIDS
<b>UNDP:</b>	United Nations Development Programme
<b>UNEP:</b>	United Nations Environment Programme
<b>UNFPA:</b>	United Nations Population Fund
<b>UN-Habitat:</b>	United Nations Human Settlements Programme
<b>UNHAS:</b>	United Nations Humanitarian Air Service
<b>UNICEF:</b>	United Nations Children’s Fund
<b>UNOPS:</b>	United Nations Office for Project Services
<b>WASH :</b>	Water, Sanitation and Hygiene for all
<b>WFP:</b>	World Food Programme



UNITED NATIONS IN  
**HAITI**