

Formative Evaluation of the Ann Alé Pilot Project Final Report



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Executive Summary

Ann Alé in Haitian Creole means "Allons-y", "Let's Go" and Project Ann Alé was conceived by UNDP Haiti in 2013 to support micro-enterprises as the country was recovering from the 2010 earthquake and the ensuing cholera outbreak. Micro-enterprises form the basis of the Haitian economy; and the majority of these enterprises are informal and carried out by women. *The rationale behind the Ann Alé project is that entrepreneurs if given knowledge and proper tools will be in a better position to improve their activities and seize the business opportunities created by the reconstruction of the neighborhoods.*

The Ann Alé Pilot Project started in November 2013 and its primary objective was to build and/or reinforce the capacities of existing micro-enterprises by providing their owners with tools for sound business management and marketing. In fact Ann Alé can be described as a **training program** which also helps businesses in marketing themselves by providing a graphic design service. Project Ann Alé with a strong community partnership was piloted in eight neighborhoods of Port au Prince and Pétion Ville while they were undergoing reconstruction after the earthquake.

The main activities of the Ann Alé Pilot Project were

1. The undertaking of a census of businesses which are run from a fixed location; this can be a house, an owned or rented premise. Hawkers and street vendors are not in the target population.
2. The selection of beneficiaries who attend training modules in Basic accounting, Business Management and Marketing.
3. The offering of a graphic design service which designed a logo for the business and provided a store sign for more visibility. Business cards and stationary were also printed with the logo. This Graphic Design Initiative was run by a professional design firm.

The accounting module was a very important part of this training program. In Haiti, owners of small and micro businesses rarely have records of their transactions. They are likely to be illiterate or have few years of schooling. They do not maintain separate accounts or budgets for their household and enterprise. Hence, businesses are not being managed efficiently and this leads to limited progress. The training program also provided tools to improve the management skills of the business owners. These tools had to be simple to use by business owners with limited literacy and numeracy skills.

The objective of this formative evaluation is to identify

- a. How efficient the program activities were
- b. How successfully were these activities in producing results
- c. To what extent the pilot project improved the productivity of businesses
- d. The lessons learned for the scale-up of the program.

Data from this study was gathered from four Case Studies, one Focus Group, Key Informant Interviews, a Survey of instructors and a Survey of Beneficiaries. The data from these sources were analyzed and triangulated.

The data from the Ann Alé Census was also analysed to draw a profile of the micro-businesses that participated in the Pilot study. One important finding was that although women are main players in the Haitian sales and service sector, they are less likely to have a business with a fixed location compared to men. The Census data shows that business with a fixed location tends to have higher revenues. Hence although they are very active and play an important role in the Haitian economy, women are making less money than men.

The evaluation found that in many instances, attending the program meant having to close the business while attending the training sessions. Left to the care of hired help or the husband, there were losses in revenues which over a period of six weeks were substantial for some. Nevertheless 98% of the beneficiaries reported to have enjoyed the training program.

- They found the instructors knowledgeable and dynamic; they were able to capture their attention and provide motivation to attend the training sessions.
- They now treat clients differently, provide better service and are seeing more customers. Their attitude towards their family has also changed and improved; they indicated that they were less aggressive.
- They have learned a lot (*en pile*) from the program and would recommend it to others.

The evaluation also found that Pilot Program has achieved the following goals:

- Beneficiaries are now using basic accounting practices: they use a book to register their revenues and expenses. They calculate profit and indicated that they are more aware of how to save money.
- They now conduct inventories and have control of their stock which they replenish with more planning and according to client demand. For example, one person indicated that before she was buying according to *what she liked* but now she records the things requested by clients. She thinks of the need of the client before introducing a new product.
- They maintain separate accounts for their household and business.

The beneficiaries interviewed in the focus group and case studies indicated that the training sessions gave them the opportunity to make friends. In Canapé-Vert market for example, the Ann Alé participants have become a close-knit group who are friends before competitors. There is solidarity and mutual support and they will send customers to each other for products that they do not carry or are out-of-stock.

The use of a truck as a training site is a very innovative feature of Ann Alé. The truck provided free transportation and was intended to have classes start on time as the participants were being picked up. UNDP has taken the opportunity to partner with local governments for this program and the truck was provided by the municipalities. Participants did not have any issues getting inside a truck to attend classes. It was reported to be on time and clean. However, it was noted that the truck

- had neither a toilet nor running water.
- had limited space and did not permit activities such as small group discussion or role play which are pedagogical methods for adult training.

There were wide differences in education level and business experience among the beneficiaries. The majority was illiterate or had few years of schooling but a few have attended university or a trade school. The study showed that participants were less likely to participate and interact with their peers when groups were heterogeneous. The persons with very little literacy or numeracy skills felt intimidated in the presence of people with higher level of education and would remain quiet during class. It is recommended that groups are formed according to level education allowing the instructors to adjust the basic content of the courses to meet the knowledge needs of the class. However, this "segregation" prevents interaction between different socio-economic groups who can learn from each other's business reality and experience.

The drop-out rates in the training was high; it was not possible to compile the exact numbers. The main reason evoked for leaving the program was unmet expectations on the part of the beneficiaries. Many came to Ann Alé thinking that there will be hand-outs of money or micro-credit. When they found out that this was not the case, they left the program.

With regards to the signs provided by the Graphic Design Initiative, the beneficiaries received visits from the Municipality Officials who explained that the municipality requires paid permit application for store signs. Given their limited revenues, few owners could not afford the fees hence they have removed the signs down from the front of their stores. However they indicated that they have saved the signs which they hope to hang again when their business makes enough money to pay the municipal fees. None reported harassment by officials but this situation has potential for intimidation and corruption.

This evaluation has found that Ann Alé is a program with potential and promises for micro-entrepreneurs. Among the recommendations made as a result of this evaluation are

1. The program should be better managed and more control exercised during its implementation. However, the Consultant acknowledges that in 2013 the neighborhoods were under reconstruction and that UNDP staff were undertaking several projects simultaneously and providing humanitarian aid to a population heavily affected by the earthquake and the cholera epidemic. This was a time when the relocation of the victims from refugee camps was a priority; they have however, designed projects that took advantage of the economic opportunities offered in rehabilitated neighborhoods.
2. Closer monitoring of the performance of the beneficiaries during the training session is recommended. This can motivate the beneficiaries to complete the program and discourage them from dropping out. Statistics such as number of beneficiaries registered and completed the training, absenteeism should be recorded. These data will be used to manage the program and to inform future revisions and enhancement of this initiative.
3. The expectations of UNDP towards the training provider should be made clear and UNDP should evaluate and provide feedback to the training provider. Monitoring of the training provider by for example, making regular visits in the classroom; observing the interaction between instructors and beneficiaries is recommended. The partnership between UNDP and the training provider should be reinforced.
4. The program should put in place a monitoring and evaluation system so that information required for the future evaluation is collected during the implementation of the program. The theory of change has been developed as part of this formative evaluation and from this it is now possible to identify and design performance indicators of performance. It will be interesting to measure the long-term impact of this program on the beneficiaries and their families; the social and economic development of the neighbourhood as well as poverty reduction and improved livelihood in the communities. The design of a tracking system of beneficiaries over time is recommended as this will facilitate the data collection of future studies.
5. The use of community centers for training should be investigated. This will increase the visibility of the program at the community level. There was a suggestion made by a key informant that Ann Alé has a resource center in the community for the duration of the program. This will require a staff member to be present and the cost will have to be included in the budget of program. This person will have the knowledge and personal skills to build capacity and provide sound advice in business development.
6. It is strongly recommended that the target population of Ann Alé be defined and the criteria for the selection of beneficiaries established accordingly. Criteria should include age, sex, type of business and activities. One business selected for the Case Studies was a 59 year old man who owns a little liquor store which is a hang-out or meeting place for mostly older men of the neighborhood. Its business activities start after dusk and run through the night. Several beneficiaries sell charcoal which is environmentally unfriendly. By the nature of their activities, the evaluation questions if such businesses should be part of the Ann Alé target group. *In time it is likely that a profile of the "successful" Ann Alé beneficiary will emerge and a more defined set of criteria will help to target the population more precisely and adequately.*
7. The program and its objectives have to be well explained to the business owners before registration so that beneficiaries do not come to the program with unrealistic or wrong expectations. Inviting the

neighborhood business community to learn about the program during public sessions and initiating voluntary application to the Ann Alé program will likely bring a group of entrepreneurs who are truly committed to business growth. It is suggested that beneficiaries from the Pilot Program be invited to be the spokespersons for Ann Alé. Their testimony may give of a better sense of how Ann Alé can benefit a micro-enterprise. It should be made very clear that there is no hand-out of money or micro-credits in this program.

Lack of funds limit the growth of their operations, however; efficient money management is essential for business improvement and growth. To access loans or a micro-credit, the businesses will need a "*patentes*" or a license to operate. All the persons met during this study run informal enterprises but would like to register their business some day. They are hard-working people and some carry the entrepreneur spirit, ambition and drive. However, obtaining a patente requires registration fees as well as regular disbursements which they cannot afford of the moment. UNDP can also enable access to loans and micro-credit by establishing partnerships with micro-credit agencies for business owners who show readiness and enthusiasm for growth.

It needs to be recognized that Ann Alé is intended for micro-entrepreneurs with little means and who live in poor and rough neighborhoods. The evaluation confirms that this training program provides them the opportunity to acquire new skills which are meaningful to their business operations. However they need further support and it is recommended that they are offers a mentoring program at the end of this training program. Further coaching or mentoring will motivate the entrepreneurs to continue good management practices and reinforce the skills acquired. The coaches and mentors should be able to provide guidance for developing solid and realistic business plans.

This evaluation has found that Ann Alé has made positive impacts on the beneficiaries and their business. It recommends that UNDP continues this program in our neighbourhoods after taking inconsideration the recommendations proposed by this evaluation. UNDP should consider further support for the Ann Alé graduates.



The Ann Alé Pilot Program has chosen neighbourhoods with high concentration of vulnerable people and population at risk for its implementation. It is most remarkable that UNDP has been able to conduct their work in these localities with favourable reception from the community. The Consultant is thankful for the support and collaboration of UNDP Haiti staff; the contribution of QMG, the training provider and its instructors as well as the participation of Ann Alé beneficiaries in this evaluation.

1. Introduction

Ann Alé in Haitian Creole means "*Allons-y*", "*Let's Go*" and Project Ann Alé was conceived by UNDP Haiti in 2013 to support micro-enterprises as the country was recovering from the 2010 earthquake and the ensuing cholera outbreak. Micro-enterprises form the basis of the Haitian economy; and the majority of these enterprises are informal and owned by women. *The rationale behind the Ann Alé project is that entrepreneurs if given knowledge and proper tools will be in a better position to improve their activities and seize the business opportunities created by the reconstruction of the neighborhoods.*

UNDP Haiti has worked closely with the donor organisations, NGO's and the Government of Haiti to support its efforts for economic recovery after the 2010 earthquake. UNDP has been highly engaged in *Project 16/6* which was designed for the reconstruction of 16 neighbourhoods in Port-au-Prince, Delmas and Pétion-Ville in order to facilitate the return of the victims of the earthquake from 6 *main* camps. Supported by the United Nations and four agencies; namely, UNDP, UNOPS, OIM and ILO, UNDP has conceived and implemented a number of initiatives within the framework of the 16/6 Project. These initiatives have promoted economic opportunities that are inclusive, beneficial to all women and men of Haiti. Project Ann Ale is one of these initiatives and it supports the Millennium Develop Goals (MDG) to accelerate poverty reduction.

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2. Objectives of the Evaluation

The objectives of this formative evaluation were to identify

- a. How efficient the program activities were
- b. How successfully were these activities in producing results
- c. To what extent the pilot project improved the productivity of businesses
- d. The lessons learned for the scale-up of the program.

The present report describes the methodology used as well as the findings of this evaluation which was conducted from December 2014 to April 2015. Data collection was performed during a mission that took place from January 31st to February 6th. A survey of beneficiaries was also conducted from February 6th to February 20th 2015. The Consultant was expected to bring forward concrete and feasible recommendations¹ which will improve and redirect the intervention strategies and actions for the main project which will begin in 2015 when UNDP will implement Ann Alé in Fort National and Cité Soleil.

Hence this report presents a list of recommendations for the scale-up of this project, some efficient and relevant strategic adjustments to Ann Alé in order to ensure the effectiveness of the program and promote sustainability in the activities of the microenterprises.

¹ The Term of Reference for this Assignment is found in Annex G

3. Program Description and Implementation

The Ann Alé Pilot Project started in February 2013 and its objective was to build and/or reinforce the capacities of existing businesses by providing their owners with tools for sound business management and marketing. Project Ann Alé was piloted in eight neighborhoods that were under reconstruction with strong participation of the communities:

1. Morne Lazare
2. Nérette
3. Morne Rosa
4. Villa Rosa
5. Bois Patate
6. Jean Batiste
7. Mapou/Mont Elbo and
8. Jalousie.

The project implementation was carried out in four stages.



Micro-enterprise in Mont Hercule

3.1 Stage 1 - Census of Businesses

A census of existing businesses in the eight neighborhoods was undertaken in 2013. Haiti has a large number of street vendors but Ann Alé has focussed on businesses which has a fixed infrastructure that is, business that are run

- From a home, an owned or rented location. This can be a stall inside a market. (Fixed Location)
- If business is run on the side of the road, this is a permanent location and has some sort of shelter. (Street or Non-fixed location)

Hawkers selling on the street or door-to-door were not enumerated in this census taking.



Business with a fixed location in Mont Hercule



Business in an unfixed location in Morne Hercule

The census was carried out in two phases. An initial visit by the interviewers established contact with the business owner and collected socio-economic information as well as information on the family and the business. A second part of the questionnaire required that the interviewer asked questions about the operations of the business. The data was analysed and graphics showing how each business can improve and the skills needed by the entrepreneur to improve his/her business were produced. During a second visit, the interviewer presented these results to the business owner. The objectives of this second visit were three-fold:

1. To provide an overview of the performance of the business to its owner
2. To create a rapport and trust between the interviewer and the business owner
3. To introduce Ann Alé to the business community of the targeted neighborhoods.

The number of businesses found during this census is shown in Figure 1 below. In total, 1626 businesses were identified.

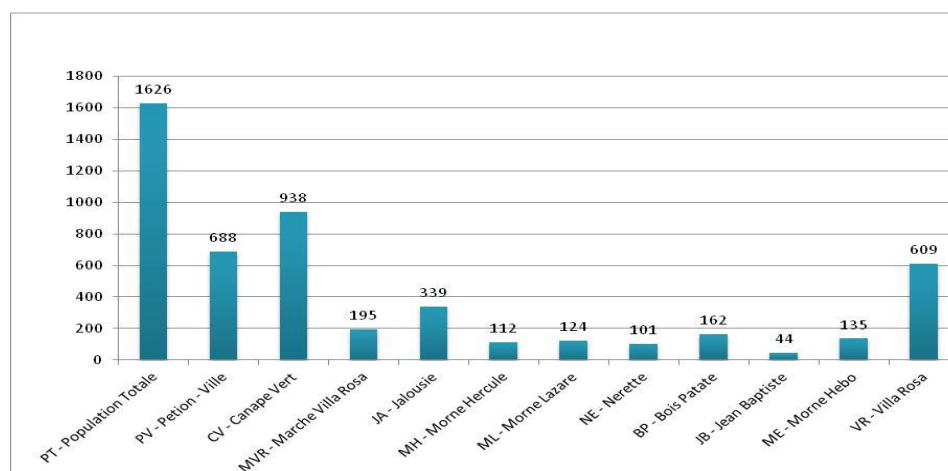


Figure 1- Number of Businesses Enumerated by Neighbourhood ²

History shows that Haitian women are entrepreneurs. In 2011, the labour force participation of adult women was 60.1% compared to 70.6% among men³. According to the 2012 Haiti Demographic and Health Survey⁴ (DHS), the sales and service sector provides work to a vast majority of women⁵: According to the DHS data, 71% of Haitian women aged 15 to 45 reported to work in this sector. The sector is less popular with men with only 16% reporting work in the sales and service sector. The main occupation sector for men was agriculture where 47.1 % of them have worked compared to only 9.1% of the women during this time period. In this survey, 83% of the women reported that they were self-employed. A large number of Haitians survives by buying or producing goods that they sell from their homes, in the markets or on the street.

The Ann Alé census data shows that only 40% of the enumerated businesses have a fixed location as defined above. Furthermore, the Ann Alé census data shows that a business with a fixed location is more likely to be run by a man than a woman. The Census shows that 3 out of 4 businesses with a fixed infrastructure are run by man as shown in Figure 2. The data suggests that in the sales sector of the Haitian economy, women are more likely to be street vendors or hawkers than having a business in fixed location or street stall or non-fixed location as defined by Ann Alé. This is a significant finding.

According to the Ann Alé Census data, although women are main players in the sales and service sector, they are at a disadvantage since compared to men they are less likely to have a business with a fixed location. The Census shows that business with a fixed location tends to have higher revenues. The data suggests women are making less money than men in the sales and service sector.

This can be seen Figure 2 and 3 below.

² Rapport d'enquête 16-6 - Ann Ale -2013

³ <http://data.un.org/CountryProfile.aspx?crName=Haiti#Economic>

⁴ <http://www.measuredhs.com/pubs/pdf/SR199/SR199.eng.pdf> page 45

⁵ These figures are for women and men who reported to have worked during the 12 months prior to the survey taking.

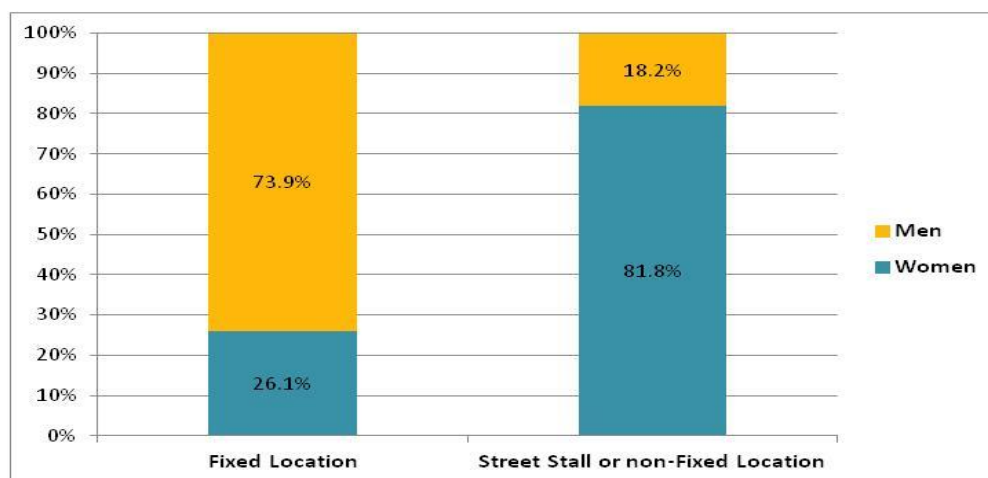


Figure 2 - Business Infrastructure by Gender of Owner

The Ann Alé Census data also shows that businesses with fixed infrastructure tend to have higher revenues. This is shown in Figure 3 below.

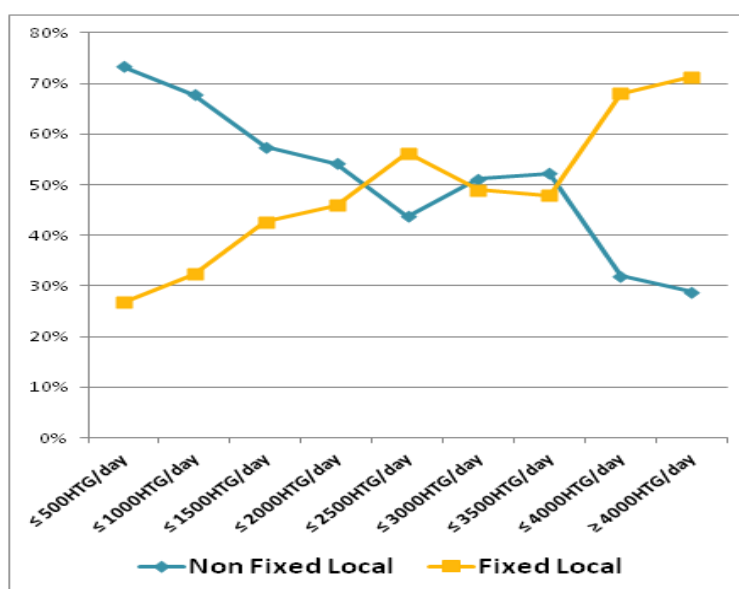


Figure 3 - Daily Revenue by Type of Infrastructure

3.2 Stage 2 - Selection of Ann Alé Beneficiaries

The Ann Alé Census data base was used to select beneficiaries for the Ann Alé Pilot Program. In the middle of 2014, a list of names and phone numbers of 400 business owners was sent to the firm QMG which was awarded the contract to provide the training modules for Ann Alé. There were many issues with this activity as it was difficult to reach the people due to incorrect phone numbers. Furthermore, many indicated that they were not interested in training.

In the end, all entries in the census database were contacted and some 400 beneficiaries agreed to participate in the training program. This number could not be confirmed since the files that the

consultant received showed duplicates. The evaluator was not able to ascertain the exact number of persons who was reached by phone; invited to participate in the program and declined to participate.

3.3 Stage 3 - Training Program

The local firm QMG developed three training module for Ann Alé in the following:

- Basic Accounting
- Business Management
- Marketing

This firm was also in charge to design a 'Cahier de Suivi' (CDS) which participants used to record their daily business transactions. The firm also designed a reference manual that participants used during the training and were allowed to keep. The firm also provided a calculator with the UNDP logo to each participant who was taught how to use it.

The accounting module was seen as a very important part of this training program as observations in the field have shown that the business owners rarely keep records of transactions and do not hold separate accounts or budget for their household and enterprise. Hence, businesses are not being managed efficiently and this limits progress and growth.

The training program was also intended to provide management tools to improve their skills. These tools had to be simple to use as the majority of the business owners are not highly educated nor do they have high levels of literacy and numeracy. At a minimum, the participants after the course were expected to adopt the following good business practices:

- Separate their household finances from the business accounts. It has been noted that owners of small and medium enterprises often will place revenues of the day sales in a box from where they take money to buy products and pay for their household expenses. They have little control or knowledge of their cash flow.
- Have a book to record revenues and expenses of the business on a daily basis.
- Have an inventory system in place.
- Provide better customer service.

The evaluation has examined the current business practices of the Ann Alé Pilot Project beneficiaries to assess if the training program has achieved these goals.

An innovative aspect of Ann Alé is the use of a truck as a training site. The truck provided the transportation for picking up the beneficiaries at the same time facilitated the start time of the training sessions. The truck was provided by the municipality and is an example of how UNDP has partnered with other stakeholders for its projects.



However, since the agreement was not confirmed when training started, some of the participants were trained in a classroom at four different locations:

- Space available for the Project CARMEEN in Canapé Vert;
- The Community school Lea Kokoye in Nerette ;
- A classroom in the offices of UNOPS in Morne Hercule. This group was later moved to the community platform COGEB in Jalousie.

Each training module was taught over 2 weeks with 3 hours of teaching on each day for a total of 90 hours of classroom time over a 6 weeks period. The classes were given to 3 groups each day from the hours of

- 07:00-10:00
- 11:00-14:00
- 15:00-18:00

The first training sessions took place from October to December 2013 and January to April 2014.

QMG has administered some tests to the beneficiaries to assess their knowledge prior to starting the program. Six knowledge tests were also administered during the training and when the participant has attended 80% of the training program, he/she received an Ann Alé certificate for participation.

3.4 Stage 4 - Graphic Design Initiative

Entrepreneurs who completed **all** three training modules were eligible for Ann Alé Graphic Line Initiative (GLI) which was designed to improve the visibility of the business in the community. The GLI designed logos for each of the beneficiaries and provided the sign for the beneficiaries to hang at the business location. It also provided a marketing kit, which contained business cards, a notepad, stickers and a menu/price list. A graphic company was hired to design the logos and business cards. Items in the marketing kit were printed by a local firm at no cost to the beneficiaries.



Store Sign in Morne Lazare

4. Evaluation Methodology

A systematic method for collecting, analyzing, and using information to answer the research questions was adopted. This evaluation used a mixed method approach i.e. use quantitative as well as qualitative methods to collect the data.

4.1 Document review

The documents were obtained from UNDP Haiti and QMG. The initial review was done by the consultant in Ottawa. Clarification and additional information was obtained from the UNDP during conversation on Skype and through emails. The topics of interest that were examined included:

- The method used to build the database of enterprises in the targeted neighborhoods;
- The criteria used for the selection of beneficiaries;
- Profile of the small business which has participated in the program and
- Type of training

From information gathered from this document and with the objectives of the formative evaluation in mind, the Consultant designed the Evaluation Framework which was approved by UNDP Haiti.

4.2 Focus groups of beneficiaries

Initially we had planned to conduct 3 focus groups with beneficiaries in each sector of activities or business type. It was planned that the participants (6 to 8 small business owners) will be selected in a random manner. However, the five working days of the mission in Haiti were perturbed by street protests and only one focus group was conducted; this took place in Morne Hercule. Topics which were discussed include

- Previous work or business experience (Past history/background);
- What was learned in this program; which skills were acquired; which ones were most beneficial to their work objectives? (Lessons learned);

- Where the business is presently: what improvement has been made since participating in the program and/or what were the determining factors (Current situation);
- Among the skills learned, which ones have most benefited the business (Outcomes);
- What are the risks and threats faced by enterprises (Risks);
- What kind of support the focus group participant require to sustain their enterprise (Need for additional support);
- Has attending the Ann Alé program has affected their status in the community? (Impact of program initiative);
- How effective and efficient was the training methodology. Was the use of a truck as classroom an efficient manner to reach the beneficiaries? (Efficiency of Program)



Morne Lazare Community Centre - Focus Group Location

4.3 Case studies of businesses

Four case studies were performed and semi-structured in-depth interviews were carried out with the business owners. The discussion included the situation of the business before the program was undertaken; the changes made by the owners after attending Ann Alé, its impact on the business operations and job creation. The future of the enterprise and what is required to sustain the business operations were also investigated.

The selection of participants for the Focus Group and the Case Studies was left to the Ann Alé coordinator. This person was given a set of criteria to make this selection. The notes from the Case studies can be found in Appendix E.

Note: The interviews and the focus group were conducted using the Appreciative Inquiry (AI)⁶ approach or the Appreciative Language in that the questions focuses on instances of success, peak experiences, values and wishes. This technique provides a means to interviewees to consider and provide feedback on when their program has been successful and when it worked at best.⁷

4.4 Field Observations

The consultant visited the businesses and reported on the conditions of their setting. The consultant took description of the surroundings and neighbourhood. When given permission, pictures were taken.



Marché Canapé Vert

4.5 Survey of Trainers

Unfortunately there was not much time during the mission to contact the trainers of QMG. A short questionnaire was sent by email to the twelve persons who taught the courses. Three answered i.e. a 25% response rate was obtained which is not unusual for this kind of data collection especially when the

⁶ - Hallie Preskie, Tessy Tzavaras Catsambas- *Reframing Evaluation through Appreciative Inquiry* Sage Publications 2006. Chapter 4 pp. 75 - 98..For definitions and more information on AI, please consult <http://appreciativeinquiry.case.edu/intro/definition.cfm>

⁷ The questions for the case studies and the focus groups as well as the questions to key informants are found in Annex F

survey takes place more than a year after the training was completed . The responses were analysed and used in the triangulation of the information gathered for this evaluation.

4.6 Satisfaction Survey of Beneficiaries

A survey of the businesses which participated in the pilot was conducted. This survey collected information on

- What was learnt by the beneficiaries during the training;
- How satisfied was the beneficiary with the trainers and the training facility;
- What changes in business practices had the beneficiaries adopted since participating in Ann Alé have been made and how did these benefit the enterprises;
- Which other skills or knowledge not obtained from by the program are desired by the beneficiaries;
- Revenues and profit.

The survey was conducted using tablets owned by UNDP Haiti during face-to-face interviews. Data collection using tablets has the advantage of

- i. Not requiring additional data capture and coding;
- ii. Improved data quality control as each questionnaire can be traced back to an interviewer, location of the respondent and follow-up or re-interviewing if the data is inaccurate;
- iii. Automated editing during the interview and immediate verification and correction with the respondent;
- iv. Reduced waiting time for the clean file of survey data since the data capture and editing process will be shorten or non-existent.

Six interviewers and 2 supervisors were hired by UNDP Haiti to conduct the survey. They are the same people who conducted the interviews for the Ann Alé Census and hence were familiar with the project, the beneficiaries and the neighbourhoods. They were trained by the Consultant during a half-day training session which was followed by a field pre-test. This pre-test has allowed us to fine-tune the questionnaire; ensured that all surveys processes and systems were performing as expected. During the pre-test each interviewer contacted and performed a maximum of 5 interviews. This provided the opportunity to the interviewers to become comfortable with the survey tool. The Pilot test provided the time it took to conduct a interview and verified that the work schedule and time frame for the survey were realistic.

The data collectors were briefed on the ethical principles of respect and justice which were applied during the survey taking. In order to respect these principles, no interview took place without the informed consent from each respondent.

UNDP has sent a file with 401 beneficiaries to the Consultants and after removing duplicates, a list of 337 unique names and addresses were obtained. Cross-checking against the Census database was performed to make sure that all names were unique; the addresses and phone numbers were obtained from the Ann Alé Census data base. Each of five interviewers was given 56 persons to interview and the sixth interviewer 57.

4.7 Estimation and Data Analysis

UNDP staff uploaded the survey data from the tablets to a file which was sent to the Consultants. The Statistician edited the data and recoded information when required. Since the survey was carried out by interviewing all beneficiaries obtained from UNDP, the survey was a census of beneficiaries. Since this was not a sample survey but a census, there was no weighting required prior to performing the statistical analysis. Frequency tables were produced and statistical analysis was performed using SAS.

The thematic information collected from the focus group, interviews and case studies were transcribed and analysed manually. The findings in this report come from several lines of evidence; data from the qualitative research were examined in conjunction with data from the Survey of Beneficiaries and the Survey of Trainers; triangulation of findings was performed. The findings of the evaluation as well as recommendations which the Consultants feels can enhance Ann Alé was presented to UNDP Staff and also in the present report.

5. Limitations of the Evaluation and Quality of Data collected

Although the survey has enumerated all beneficiaries identified by UNDP, it is possible that some beneficiaries were missed as the number of persons who were given training according to QMG was higher.

Other potential errors during any data collection are

- **Response error** - where the wrong answer is provided by the respondent because of the ambiguous wording of the question or misunderstanding of the question.
- **Non-response error** - business that refused to participate in the survey or could not be reached may have characteristic different from the responding business people.
- **Coding error** - the wrong code was entered on the tablet hence the survey data is incorrect

We recognise that these errors can introduce bias and we have made sure that quality assurance and quality control measures were implemented during this survey. For example, the interviewers asked to report their observation and experience with each respondent and these notes were reviewed and analysed. It was noted that Questions 15 to 19 which are related to store signs had a low response rate and after examination it was determined that this was caused by a programming problem. These questions have been ignored during the analysis of the survey data.

In addition to the potential for survey data errors as described above, we recognize the potential for **interviewer bias** caused by the manner interviewer has asked the question as a result of his/her prejudice over the topic. Another source of bias could be the so-called “halo bias” whereby the respondent will provide answers which he/she believes to be desired by the interviewer. These biases are true both for the quantitative and perhaps even more so for the qualitative methods we will employ. All measures will be put in place (e.g. phrasing of questions) to reduce potential bias. The survey interviewers were trained to ask the questions as they were phrased on the questionnaire and they were explained the reasons why the questions were being posed.

Unfortunately we did not conduct interviews with people who have dropped out of the program. *This can be considered to be a limitation of this study.* On a practical point of view, it was easier to reach beneficiaries who have attended the training especially if they have completed all 3 modules. The

interviewers could irritate people with unmet expectations towards UNDP or were disappointed with the Ann Alé Program. To avoid "uncomfortable" situations for the interviewers, this study has excluded these persons.

The survey data was compared to the Census Ann Alé data to verify that the right person was contacted. It is reasonable to assume that these two sources are of similar quality. The interviewers who conducted the Ann Alé Survey of beneficiaries also conducted the Census. Wherever possible, we have used the wordings of the Census questionnaires for the survey e.g. the type and infrastructure of the business. However we cannot verify the quality of the census data for all variables and this evaluation relied on the survey data to measure changes attributed to the program.

The programming problem noted above has prevented us from obtaining answers for the questions pertaining to the Graphic Design Initiatives. The findings presented in this report on this topic are derived from the case studies and focus group.

6. Survey Results

Compiling a list of beneficiaries to create the frame for the survey of beneficiaries has been a challenging exercise. There were officially 400 beneficiaries for the Ann Alé Pilot Project. However the file of beneficiaries obtained from UNDP contained 401 beneficiaries which after the removal of duplicate names, different names of beneficiaries at the same address this number was reduced to 337 beneficiaries. This made up the survey frame and six interviewers under the supervision of 2 team leaders were sent to survey these people.

According to QMG, the number of beneficiaries who completed the three training modules was 219. However, there were 223 survey respondents who declared that they have attended the Ann Alé Pilot Program and 80 persons from the survey list frame responded not having been part of the program. Another 4% refused to answer or did not remember Ann Alé.

The interviewers were not able to contact 6% of this list frame (19 persons) because

- They passed away;
- They left the country;
- They were relocated to another area else;
- The phone number was invalid.

These results have been summarized in Table 1.

The number of persons who took part in the Graphic Line Initiative was unknown when this evaluation started. The survey has put this number at 114 or roughly 50% of the identified beneficiaries. Of those 102 said that someone in the Ann Alé program has visited their store to improve the visibility of the premises.

Table 1 Results for 337 persons in the Ann Alé Survey of Beneficiaries - % (n)

Survey Respondents - Ann Alé Beneficiaries	66% (223)
Did not participate in the Ann Alé Pilot Project	24% (80)
Do not know	4% (15)
Could not be reached	6% (19)

Note: *39 of the 223 beneficiaries no longer own a business.

The survey collected data for those 223 beneficiaries and found that 39 businesses have closed since Ann Alé. The most frequent reasons provided by the past entrepreneurs to explain why the business no longer existed were

1. There were no sufficient funds to run the business.
2. The owner has found a job.

Socio-demographic information was collected for the 184 beneficiaries who are still operating a business. For those who no longer had a business, the interview ended at Question 28 after which the survey continued to collect information on the satisfaction with Ann Alé as well and changes that has occurred or made to the business operations since Ann Alé.

One of the evaluation questions was: ***'Did the selection criteria identified and selected beneficiaries in an equitable fashion?'***

A comparison between the Survey and Census data which is also shown in Table 1 shows that the average age of the beneficiary was 41 years old which is the same average age of the business owner in the Census. However, according to the survey, men were over-represented in this program (41% against 25% in the Census). The survey also shows that the % of beneficiaries who has attended post-secondary schools was lower than that of the Census.

Table 2 **Profile of Ann Alé Beneficiaries**

	Survey Data	Census Data
Average Age,	41.2	40.9
Gender, n(%)		
Female	132 (59%)	1307 (75%)
Male	91 (41%)	426 (25%)
Marital Status, n(%)		
Married	151 (79 %)	--
Divorced	5 (3%)	--
Widow	16 (8%)	--
Never Married	19 (10%)	--
Has attended school, n(%)	186 (97%)	1479 (85%)
Never attended school, n(%)	6 (3%)	254 (15%)
Highest level of Education, n(%)		
Primary	55 (30%)	264 (15%)

Secondary	110 (60%)	659 (38%)
Post -secondary	20 (10%)	556 (32%)
Have dependent children, n(%)	169 (88%)	1547 (89%)
Number of dependent children , (μ,s)	(2.8, 1.99)	(3.3, 1.97)
Head of Household, n(%)	121 (63%)	1196 (69%)
Note: n=Frequency; %=Percentage out of 223; μ=Average; s=Standard Deviation; --=Data not available.		

In terms of business activities, the survey found that 84% of all businesses are reselling goods while 16% are in the production of goods. There were no businesses doing imports of goods⁸. A comparison between men and women shows that the 90% of women resell goods and 38% are producing what they sell. In the case of men a higher proportion are producing goods (23% compared to 10% of women).

Table 3 Business Activities by Gender, n=184

Activity	Women	Men	Total
1 - Resale of goods	95 (61%) (90%)	60 (39%) (77%)	155 (84%)
2 - Production of goods	11 (38%) (10%)	18 (62%) (23%)	29 (16%)
3 - Imports of Merchandise	--	--	
Total (Gender)	106	78	184

With regards to the Business Infrastructure, Table 4 shows that women own 57% of fixed location businesses and 55% of the street stalls. One man was reported to have a fixed location business as well as a street stall.

Table 4 Business Infrastructure by Gender, n=184

Infrastructure	Women	Men ⁹	Total
Fixed Location	96 (57%)	72 (43%)	168
Street Stalls	10 (55%)	8 (45%)	18

7. Findings and Recommendations

Data gathered from four Case Studies, one Focus Group, Key Informant Interviews, a Survey of instructors and a Survey of Beneficiaries were analyzed and the results triangulated. In this section, the findings of this evaluation are presented followed by recommendations made by the Consultant.

⁸ It would have been interesting to find out the number of wholesalers in the neighbourhood.

⁹ .

There were no contractions in the findings from the qualitative research and the survey. The survey data was used to quantify some of the findings obtained from the qualitative research methods.

7.1 Satisfaction with the Training Program

According to the survey, a third of the participants closed their business to be able to attend the Ann Alé Training. In the case studies and the focus groups, it was noted that when a person was hired to take care of the business or when it was left in the hands of the husband, the business did not perform well and sales dropped. Over a period of 6 weeks, the losses were substantial for some beneficiaries.

Nevertheless, the beneficiaries have enjoyed the training program. During the focus group and interviews for the case studies, they indicated that

- The trainer was knowledgeable.
- This person was dynamic and able to capture their attention. This person motivated them to continue with training although it was at times challenging to do so.
- They now treat client better and are nicer to them. They have also changed the way they treat family, friends and people in general; they are less aggressive.
- They feel more in control of their business activities.
- They have learned a lot (*en pile*) from the program and will recommend the program to others.

These findings were confirmed by the survey data where 95% reported to have enjoyed being in the program. The survey data also confirmed satisfaction with the instructors who the beneficiaries said encouraged questions and participation in discussion. The data also shows that only 7% indicated that they were bored in the accounting and management classes while only 5% said that they were bored during the training in Marketing.

Table 5 Satisfaction with Instructor - % (n) of beneficiaries who agreed that the instructor was

Module	A nice person	Knowledgeable	Encouraging questions	Total number of participants
Basic Accounting	99% (183)	95% (176)	94% (173)	184
Management	100% (173)	98% (170)	95% (165)	173
Marketing	99% (166)	98% (165)	94% (158)	167

Over 98% of the survey respondents reported that they have learnt a lot from each of the modules they attended. 94% of the participants did not find the training program difficult to understand and only 11% reported finding the hours too long.

Problems participating in discussions appear to be related to the heterogeneity of the groups. During the case studies, Marie¹⁰ noted that one person in her group of 9 persons rarely participated in the discussion in spite of much encouragement from the instructor although this person never missed a class. The other 8 participants had high school education or higher while this person had a small business and little schooling. She was most likely intimidated by the rest of the group.

¹⁰ Note that all names have been changed to preserve the privacy of the persons interviewed.

In the case studies other than Marie who had post-secondary education, most indicated that they had very few years of schooling or admitted to be illiterate. Beneficiaries reported that most were participating well in group discussions. It is not surprising that those with very little literacy or numeracy skills were less likely to speak and interact in groups where some were obviously better educated or more experience in running larger businesses.

QMG and the instructors confirmed this finding and indicated that they have tried to form homogeneous groups but planning for group size and time availability of beneficiaries made it difficult to form homogeneous groups.

Recommendation no.1: It appears that the training was beneficial to all participants regardless of level of education and experience in running a business. It is recommended that training is given to homogeneous groups although there are merits in having a mix of people with different level of experience as learning from peers is constructive. The instructors may be able to adjust the content of the courses to satisfy the knowledge needs of the participants when groups are homogeneous members. However, this "segregation" prevents interaction between different socio-economic groups who can learn from each other's business reality and experience.

QMG has taught similar programs for other organizations. Different approach for adult training should be reviewed and experimented as required.

A common complaint that was heard is that no snack, food and beverage have been served during training. It was explained by the key informants that in Haiti program such as Ann Alé are expected to provide food. In fact, it was noted that the focus group participants expected some kind of 'hand-outs' even if the meeting lasted only one hour. Such activity not only requires additional organization but also takes away from the training time.

The key informants were divided over this practice. Some felt that beneficiaries should be fed as they are poor. Others felt that beneficiaries should come prepared for class and they should focus on the long-term gains that they can derive from Ann Alé.

Recommendation no.2: Program such as Ann Alé should promote the gain in skills and take away the focus on daily snacks or other material 'rewards'.

The participants should be advised that there will be no food served during training so that they can feed themselves before arriving to class. It is a good idea to provide water during training. At the end of the program, it is recommended that there some celebratory event takes place where the accomplishments of the participants, instructors and other staff are honoured; a certificate of participation in Ann Alé presented to the participants. This will be a festive meeting to end the program where food and drinks is served.

7.2 Suitability of the Truck as a Training Venue

The use of a truck as a training site had the advantage of providing pick-up transportation service and the beneficiaries were on time for classes. There were no issues reported with the truck: it was on time and clean according to 75% of the survey respondents. However, the truck had the following issues:

- It had neither a toilet nor running water.
- It had limited space and did not permit activities such as small group discussion or role play which are pedagogical methods for adult training.

Not all participants were taught in the truck. Given that arrangements with the municipality were not completed on time, some attended the courses in classroom.

Recommendation no.3: It is suggested that where classrooms are available such as in community centers, these should be used for the training sessions. However given the transport facility it provides; the truck can still be used for small groups made of no more than 5-6 persons for training sessions which do not last more than 3 hours. Participants should be made aware that toilets will not be available.

7.3 Drop-outs from the Program

Although exact numbers are not available, the drop-out rates in the Ann Alé training program appear to be high. The main suggested reason for this is that many people have agreed to come to Ann Alé thinking that there will be hand-outs of money or micro-credit. When they found out that this was not the case, they left.

91% of the beneficiaries who responded to the surveys indicated that they were explained what were the objectives and activities of the program.

Recommendation no.4: The program and its objectives have to be well explained to the business owners before they are registered so that people do not come to the program with unrealistic or irrelevant expectations. It should be made very clear that there is no hand-out of money or micro-credits in this program.

The program and its goals should be well explained. Inviting the neighborhood business community to attend public session is a good way to make the program known. It is suggested that beneficiaries from the Pilot Program be asked to be spokespersons for Ann Alé. Their testimony may give of a better sense of how Ann Alé can benefit a micro-enterprise. Voluntary applications for the Ann Alé program can take place at the end of information sessions. This will likely bring applications from entrepreneurs who really are committed to advancing their businesses growth and who can make the most of this program.

7.4 Training tools and material

QMG provided 'Cahier de Suivi' (CDS), a reference manual, paper and pencils for the training. A review of the CDS where beneficiaries log in their transaction showed that this tool is not adequate for accounting. Once all pages used up, the beneficiary did not have an accounting ledger to continue the practice. QMG is in agreement with this finding. The reference manual was found to be too wordy especially for people who have little reading skills.

The survey data shows that 99% of the beneficiaries have received the reference manual with 78% of them consulting it from time to time. As for the CDS, only 58% said that it was used during training. Only 1% of the beneficiaries (2) still have the CDS. 50% report not having it anymore and the rest could not remember if they had it or not.

Calculators were also distributed during the accounting class. In the survey, questions regarding the calculator were answered in the fashion shown in Table 5. In their comments to the interviewers, the beneficiaries often noted that the calculator was too small.

Table 6 Use of Calculator by Beneficiaries, n=184

			Do you use the calculator provided by Ann Alé?	
			Yes	No
Did you receive a calculator from Ann Alé?	Yes	150 (81%)	134 (89%)	16 (11%)
	No	34 (19%)		
Why don't you use the calculator?				
I do not know how to function it		3 (19%)		
The calculator is broken		6 (38%)		
The battery needs replacement		4 (25%)		
I do not like to use it		3 (19%)		
Note: Respondents could have more than one reason for not using the calculator which explains why the percentage total is greater than 100.				

Recommendation no.5: The Cahier De Suivi does not appear to be a good tool. It will be preferable to provide a ledger that can be easily purchased to keep record of the business transactions.

The reference manuals should be redesigned to be more user-friendly and have more graphics and pictures instead long narrative which is not appropriate for people who have little reading skills.

Larger size calculators should be distributed and information of where and how to replace batteries should be provided to the beneficiaries.

7.5 Criteria to Select Program Beneficiaries

The essential criteria to become a beneficiary of the Ann Alé program is that that the person must be running a business at a fixed location i.e. the beneficiary cannot be a hawker selling on the street or door-to-door. This is reasonable criterion as micro-enterprises with fixed addresses can be expected to have a more solid foundation and a better chance to thrive.

This evaluation did not find any other criteria that were used for the selection of beneficiaries. As noted before, QMG the implementing partner was provided with a list of persons from the Ann Alé Census. There were difficulties with the phone numbers obtained by the Census and at the end every person reached by QMG and willing to participate in Ann Ale was automatically chosen.

QMG indicated that the problems with the phone numbers rendered the operation of contacting people a very time consuming process. QMG also had an assessment questionnaire to verify the academic level of the beneficiaries in order to form homogeneous groups for training. But this was not always achieved as it was difficult to accommodate everyone given their availability.

The background of the beneficiaries of the Pilot Ann Alé as indicated above varied widely. Marie¹¹ who was in the Case studies, had attended 'l'Ecole de l'hotellerie' and had previously owned a catering service business and a coffee shop in a hospital which was destroyed during the earthquake. The business that she owned at the time of the Census has since been closed. She now holds the job of manager in a restaurant located in a new office building in Pétiion Ville. The building also houses a hostel.

Anne on the other hand was barely literate when she started the program. She owns a business in the Canapé-Vert market where she sells a wide range of products from locks and kerosene to fresh ginger, cooking oil and pans. She explains that at her request, her children taught her to read when she received the Ann Alé training manual.

Her next door neighbor at the market of Canapé -Vert, has also attended the Ann Ale program. She sells food stuff and her shop is clean with cans of food neatly displaced. A conversation with Jeanne revealed that she has a Bachelor degree in business administration and her husband is an economist. Since work is difficult to obtain, she has decided to open her own business in dry food retail.

Jocelyne has a street stall in front of her house in Morne Lazare. Her business looks bare, she sells bottles of water and soft drink locked in an ice box. She has a basket of candies and other snacks. Her stall is made of 3 tin sheets for the roof and side door and a donated USAID plastic sheet serves as back wall.

The fourth business selected for the Case Studies is owned by a 59 year old man who owns a little store selling liquor, soft drinks and packaged snacks. It is a hang-out or meeting place for mostly older men of the neighborhood; most business transactions happened after dusk. The survey identified as many as ten beneficiaries selling charcoal which is environmentally unfriendly. *The evaluation questions if such businesses should be part of the Ann Alé target group by the nature of their activities.*

As can be seen from the examples given above, the beneficiaries came from different education background and business background. In time it is likely that a profile of the "successful" Ann Alé beneficiary will become apparent. This will be a person who can benefit most from a program like Ann Alé to strengthen his/her business.

It is strongly suggested that a set of selection criteria be established including age, gender, type of business and activities. The suggestion made by the Ann Alé Coordinator to exclude non-environmentally friendly business such as sale of charcoal. This is an appropriate criteria which will be in line with the UNDP objective for environmentally friendly and sustainable development.

Recommendation no.6: It is strongly recommended that the target population of Ann Alé be defined and that the criteria for the selection of beneficiaries be explicitly be established. It is recommended that the program reaches out to business that is in line with the UNDP objective for environmentally friendly and sustainable development.

¹¹ Note that all names have been changed to preserve confidentiality of the persons interviewed.

7.6 Graphic Design Initiatives

A programming problem has prevented us from obtaining answers to the survey questions pertaining to the Graphic Design Initiatives. The findings presented in this report are derived from the case studies and focus group.

In the survey, 77% of beneficiaries indicated that they believe that a sign will help attract clients. In the case studies one person reported to have had her sign vandalized and she did not replace it. Most reported having been visited by Municipality Officials who notified them that the municipality requires paid permit application for store signs. Given their limited revenues, few owners could afford the fees hence they have brought the signs down from the front of their stores. However they indicated that they have saved the signs which they hope to hang again once their business improves and brings enough money to pay for the municipal fees. None reported harassment by officials but this situation has potential for intimidation and corruption.

As for the business cards, 75% of the beneficiaries thought that they attract more clients. The business cards appear to have helped some in providing clients with contact information. Clients now phone the beneficiary to either ask for new products or enquire what is in stock. In the case studies one of the beneficiaries noted that she has run out of cards and would like more printed. She feels that the printing cost is cheap but she does not have the template. Her son is trying to design one for her at the moment. *UNDP still has those templates and should distribute this to the beneficiary on a CD for example.*

An example of personalized stationary is shown in the picture below. This does not appear to add value to the business operation. The menus are relevant to restaurants only but the size is not adequate. It will be more efficient and less costly to provide off the shelf receipt pads which can be easily purchased than having personalized receipts printed. Stickers do not appear to be helpful as a marketing tool in these micro-enterprises.



Stationery provided by the Graphic Design Initiatives

The survey found that only 62% of the beneficiaries have participated in the Graphic Design Initiatives. It is possible that only those who have completed all three training modules were invited to take part in this initiative and this will explain the low participation rate. This assumption could not be confirmed by the stakeholders. Only 56% indicated that someone from Ann Alé has visited their store to help them

increase the visibility of their business. Unfortunately, the survey was not able to find out how many received a sign or business cards since as noted above, the questions were not properly programmed on the tablets and they were not asked during the interviews.

Recommendation no.7: It is strongly recommended that the Graphic Design Initiative be reviewed since there is no provide store signs if the business cannot pay the related municipal fees. In fact, this evaluation found that the signs can be a hindrance to the entrepreneurs until they are legally allowed to have a store front sign.

The relevance and effectiveness of customized and personalized stationary should also be reviewed. Stickers and menu/price lists are not relevant to all type of business. Off the shelf receipts book should be investigated for distribution to the beneficiaries instead of the customized notepads.

It has been recommended by a key informant that instead of hiring a graphic design consultant for the design of logos and signs, artists in the community should be invited to design the logos. This is a good suggestion however; a professional designer should still take part in this activity and teach the artists some graphic design basics and printing practices. In the Korea Trust Fund project, Pastry Chefs and Master Tailors participated in the training as volunteers.

7.7 Community Involvement

This evaluation did not investigate the community involvement during implementation of the program. It appears that most initiatives implemented by UNDP through the 16/6 Framework, had a high community participation. This was done for the Ann Alé Pilot Project.

UNDP has taken the opportunity to partner with local governments for this program: the truck was provided by the municipalities. The survey has questions the beneficiaries about their involvement in community associations and that 15% of the beneficiaries are member of such organisation.

Recommendation no.8: This evaluation recommends that UNDP continues to establish partnership with the community associations in future implementation of Ann Alé.

7.8 Economic Growth and Job Creation

The evaluation found that Ann Alé Pilot Program has achieved the following goals:

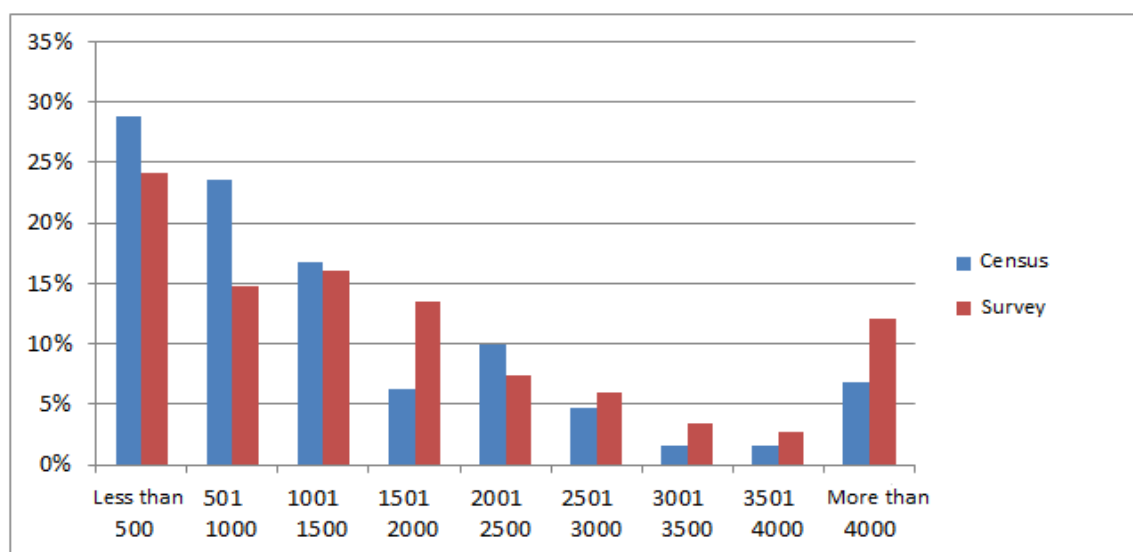
- Beneficiaries are indeed using basic accounting practices: they use a book to register their revenues and expenses; calculate profit and indicate that they are more aware of how to save money.
- They now know how to conduct an inventory and have control of their stock which they replenish with more planning and according to client demand; thing that they were not doing before Ann Alé. For example, one person indicated that she no longer buys merchandise as before when she was buying according to *what she thought may sell or what she likes* but now she records the things clients ask for and when she makes her purchase, she consults this list.
- They maintain separate accounts for their household and business.

Table 7 shows data gathered by the survey on changes that have occurred in the business and practices of the beneficiaries since they attended Ann Alé. The survey data supports the findings from interviews.

Table 7 Positive Impact on Business, n=184

Since your participation in Ann Alé, have you	Number of beneficiaries answering YES (%)
Renovated the interior of your business	67 (30%)
Expanded the size of your store	20 (9%)
Had an increase in the number of customers	111 (50%)
Had an increase in revenues	97 (44%)
Made more profit	102 (46%)
Kept an account book for the revenues and expenses of your business	93 (42%)
Kept an account book for the revenues and expenses of your household	85 (38%)
Bought from new suppliers	60 (27%)
Open a bank account	55 (25%)
Contracted a new loan or borrow money for your business	30 (13%)
Hired new employees	14 (6%)

There has been some hiring since the beneficiaries attended the Ann Alé Pilot Project. During interviews, the beneficiaries indicated that they hope to be able to employ more people in the future. When it comes to revenues and profits, about 45% reported having seen an increase since Ann Alé. The increase in revenue is confirmed by a comparison with the census data shown in Figure 4.

**Figure 4 - Comparison of daily revenues (HTG) of the beneficiaries - Census versus Survey**

However, profit levels as reported in the survey appear to have decreased since the Census as shown in Figure 5 below. *This may well be explained by the fact that the beneficiaries are now able to calculate the profit more accurately after participating in the accounting course. The survey data for profit would consequently be more accurate and reliable than the Census data.*

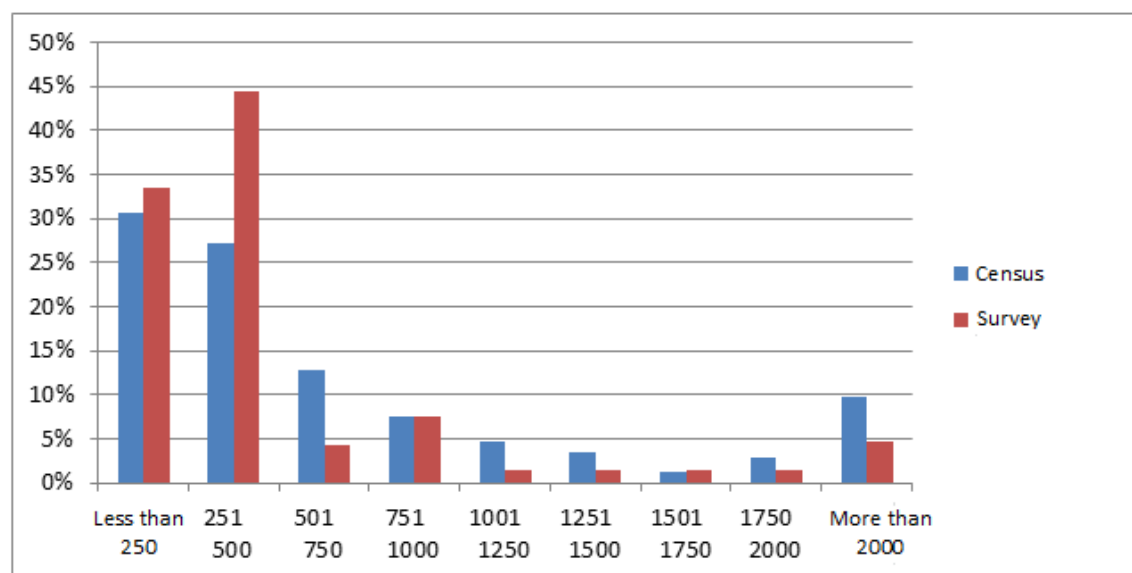


Figure 5 - Comparison of the daily Profit (HTG) of the beneficiaries - Census versus Survey

Recommendation no.9: This evaluation has found that Ann Alé has made positive impacts on the beneficiaries and their business. It recommends that UNDP continues its implementation. Ann Alé may wish to encourage that good practices are adopted by having follow-ups with the beneficiaries. This evaluation recommends that Ann Alé includes a coaching and mentoring initiative.

7.9 Empowerment and leadership

The beneficiaries interviewed in the focus groups and case studies indicated that the training sessions gave them the opportunity to make friends. At the Canapé-Vert market, the Ann Alé participants no longer see the people they met at Ann Alé as competitors. On the contrary, they have built solidarity and mutual support. They will send customers to each other for products that they do not carry or are out-of-stock. Some have become close friends.

The survey found that 91% of the respondents indicated that they have changed the way they manage their business and 93% of them now find it easier to make decisions regarding their business. 92% also find it easier to make decisions for their family and their personal life. 65% of beneficiaries feel that their business has progressed since they participated in the program.

The survey also shows that 89% of the beneficiaries find it easier to save money. In the last two years, 9 or 5% of the beneficiaries have joined a community association. When asked about the future, 64% feel confident that business will progress in the next year and 72% see a better future in 5 years time.

7.10 Loan, Sol, Micro-credit and Money Management

The Evaluation found that business owners are looking for money to finance their businesses. In the survey as well as during the interviews, all beneficiaries said that lack of funds is making it difficult for their business to grow. As shown in Table 6, although 30% of the beneficiaries reported having borrowed new money since Ann Alé, the survey shows that less than 45% of businesses have a loan, sol or micro-credit.

In Haiti, it is very common for people to have a sol. This is an association of people who commit to bring a fixed amount of money at regular interval (monthly, bi-weekly or weekly etc) and each person in the group takes turn to receive the money pooled. It is in fact equivalent to an interest free loan that each person contracts from the other member of the group.

Table 6 shows that sol is the most popular form of debt or credit among the businesses in Haiti. It relies on an engagement based on trust. When it is their turn to take the cash, the business owners interviewed for this evaluation indicated that they use the money to buy merchandise and replenish the inventory. One of the business owners interviewed mentioned that she will buy a couple of bottles of good rum and this improves the image of her store.

Table 6 Loans , Sol and Micro Financing		
	Do you have a loan, SOL or microcredit?	
	Yes	No
	83(43%)	109 (57%)
Who lent you money?		
Usurer	1(1%)	
SOL	54(65%)	
Friends	14(17%)	
Family	1(1%)	
NGO	1(1%)	
Micro finance	12(14%)	
Bank	(0)%	

The case studies and focus groups revealed that the beneficiaries fear debts mostly because of their experience with usurers who can charge interest rate as high as 200%. These usurers are known to bully and can even turn violent with the borrower. One person related how she was so stressed when she was owing to a usurer and became sick. She has sworn to never borrow from one again.

Banks will not lend unless the business is registered. The Census reveals that 98% of all micro-enterprises enumerated are informal entities. To access loans or a micro-credit, the businesses will need a "*patente*" or a license to operate. All the persons met for the case studies run informal, non-registered enterprises. Obtaining a patent requires registration fees as well as regular disbursements. The owners interviewed are all anxious to have a license. However they all appear uninformed on how to apply for a "*patente*" or a micro-credit. They are unaware of the legal implications.

Recommendation no.10: Lack of funds limit the growth of their operations, however; efficient money management is essential for business improvement and growth. The participants of the Anne Alé Pilot appear to be hard-working people and many have the entrepreneur spirit, ambition and drive. UNDP should look into supporting them further to reinforce the skills so far acquired. UNDP can also enable access to loans and microcredit by establishing partnerships with micro-credit agencies for business owners who show readiness, commitment and enthusiasm for growth.

7.11 Census of Business - Creation of a Business Database

The database Ann Alé Census database has been used several times during the course of this study. Extraction of data was cumbersome as the data has been stored in different files due to the large number of questions which were not identified by codes but were entered on the database with the full wording.

A review of the census questionnaire revealed a few problems in the design e.g. the revenue ranges were not mutually exclusive (overlapping ranges); questions were not numbered and this may explain the technical issues and difficulties encountered when data was extracted from the files as noted above.

The efficiency of conducting the census data collection by visiting the business owners twice was questioned. It was explained that the first time, interviewers collected general information which was made of the “Partie 1” - line 9 to 104 in the “Information” sheet part of the questionnaire. In the “Questionnaire” sheet, interviewers graded the answers provided by the respondent using personal observations. The Questionnaire Sheet was assessing the quality and the performance of the business. The Census questionnaire is found in Annex A.

During the census process, the interviewer returned to the office and downloaded the data onto the UNDP server. The information from the business activity assessment was processed and summarized in graphics that showed the positioning of each business in comparison to the “benchmark” business. This benchmark was created based on all businesses enumerated by the census. The graphic information was uploaded to the tablets and the interviewers returned to the respondents to present them with this first analysis of their data. The objective was to create a link to introduce the “Partie II” and the information collected in the Partie 1 to show the merchants where they could increase their skills and abilities for managing the business.

This evaluation has not investigated the usefulness of the skills analysis to the owners of the businesses. It has investigated the Census as a source of information for the subsequent steps in Ann Alé. *The purpose and pertinence of collecting this information and the results of the analysis for the program and the business owners are not clear.*

Note that since there were little information on micro-businesses at the time Ann Alé was conceived, it may well be that the information in the Partie II of the Questionnaire was useful at the onset of Ann Alé. However, the need for this kind of data may no longer be required by Ann Alé since more knowledge about micro-enterprises is presently available. However each neighbourhood is different and some background information may still be needed.

Recommendation no.11: The census data should be of utmost quality as it serves as baseline data for monitoring and evaluation and for the selection of beneficiaries for Ann Alé. Hence it is recommended that the data collection methodology as well as the data needs be reviewed to reflect the objectives of this data collection. The census data collection tools should be redesigned to follow best practices in questionnaire design. The data files should be created and organized to permit user-friendly data extraction and analysis.

Before implementing Ann Alé in new neighbourhoods, information on the business community should be gathered to identify on the needs of the business owners. However, the extensive data gathering of

information done in the Pilot Project may no longer be necessary and the second visit can be eliminated. The Questionnaire Sheet should be reviewed and the relevance of the analysis to business owners should be investigated.

Quality control and quality assurance procedures should be put in place to scrutinize the field work of the interviewers and ensure that all the programming steps in the survey data processing are performed satisfactorily.

8. Lessons learnt

The Evaluation recognized that Ann Alé is intended for micro-entrepreneurs with little means and who live in poor and rough neighborhoods. The evaluation confirms and shows evidence that beneficiaries who have taken the training program have developed new skills which are relevant to their business operations. The study also shows that the entrepreneurs also developed soft skills and have more confidence in themselves after taking part in the program

However the evaluation also found the business persons are not fully prepared to face the challenges of business development. They need further support and it is recommended that a mentoring period be offered at the end of training. Currently the program does not provide sufficient support to the beneficiaries to sustain their business. Further coaching or mentoring will encourage adopting good practices and continued use of tools to better manage their enterprise. The coaches and mentors can provide guidance for developing solid and realistic business plans.

Lack of funds limit the development of enterprises, however; efficient money management is essential for business improvement and growth. To access loans or a micro-credit, the businesses will need a "patente" or a license to operate. All the persons met during this study run informal, non-registered enterprises. Obtaining a patent requires registration fees as well as regular disbursements. The owners interviewed are all anxious to be in the formal economy. They are hard-working people and some carry the entrepreneur spirit, ambition and drive. UNDP should look into supporting them further to reinforce the skills so far acquired.

UNDP can also enable access to loans and microcredit by establishing partnerships with micro-credit agencies for business owners who show readiness and enthusiasm for growth. Participants in the case studies and the focus group have admitted that although they would like to obtain a micro-credit from an established organisation like Fonkoze, they do not know how micro-credit works. They have heard that is a good thing but, they will need to have more information before agreeing to have one.

Interestingly, one of the focus group participant indicated that she was approved for a micro-credit with Fonkoze through a program carried out by an NGO. However because of insecurity downtown, she has not taken advantage of this loan. She does not want to venture to the office of Fonkoze for fear of being mugged when she leaves the place. People may think that she is carrying large sum of money from this organisation, she said.

The beneficiaries interviewed are still scrambling to make ends meet. The beneficiaries we met all seem to be really motivated in spite of all the challenges they face. It was humbling to hear Anne say that she would go home after each day of training and asks her children teach her to count and read the manual so that she was ready for the next day of training. These are the people Ann Alé can greatly help and make a difference in their lives and business. It is now a matter of finding people like Anne in the

community. This Evaluation has found that Ann Alé has produced positive results and supports its implementation in other neighbourhoods.

The Ann Alé Pilot Program was conducted in neighbourhoods with high concentration of vulnerable people and population at risks. It is remarkable that UNDP has been able to conduct their work in these localities with favourable reception from the community. The Consultant is thankful for the support and collaboration of UNDP Haiti staff; the contribution of QMG the training provider and its instructors as well as the participation of Ann Alé beneficiaries in this evaluation.

Annex A List of recommendations

Recommendation no.1: It appears that the training was beneficial to all participants regardless of level of education and experience in running a business. It is recommended that training is given to homogeneous groups although there are merits in having a mix of people with different level of experience as learning from peers is constructive. The instructors may be able to adjust the content of the courses to satisfy the knowledge needs of the participants when groups are homogeneous members. However, this "segregation" prevents interaction between different socio-economic groups who can learn from each other's business reality and experience.

QMG has taught similar programs for other organizations. Different approach for adult training should be reviewed and experimented as required.

Recommendation no.2: Program such as Ann Alé should promote the gain in skills and take away the focus on daily snacks or other material 'rewards'. The participants should be advised that there will be no food served during training so that they can feed themselves before arriving to class. It is a good idea to provide water during training. At the end of the program, it is recommended that there some celebratory event takes place where the accomplishments of the participants, instructors and other staff are honoured; a certificate of participation in Ann Alé presented to the participants. This will be a festive meeting to end the program where food and drinks is served.

Recommendation no.3: It is suggested that where classrooms are available such as in community centers, these should be used for the training sessions. However given the transport facility it provides; the truck can still be used for small groups made of no more than 5-6 persons for training sessions which do not last more than 3 hours. Participants should be made aware that toilets will not be available.

Recommendation no.4: The program and its objectives have to be well explained to the business owners before they are registered so that people do not come to the program with unrealistic or irrelevant expectations. It should be made very clear that there is no hand-out of money or micro-credits in this program.

The program and its goals should be well explained. Inviting the neighborhood business community to attend public session is a good way to make the program known. It is suggested that beneficiaries from the Pilot Program be asked to be spokespersons for Ann Alé. Their testimony may give of a better sense of how Ann Alé can benefit a micro-enterprise. Voluntary applications for the Ann Alé program can take place at the end of information sessions. This will likely bring applications from entrepreneurs who really are committed to advancing their businesses growth and who can make the most of this program.

Recommendation no.5: The Cahier De Suivi does not appear to be a good tool. It will be preferable to provide a ledger that can be easily purchased to keep record of the business transactions. The reference manuals should be redesigned to be more user-friendly and have more graphics and pictures instead long narrative which is not appropriate for people who have little reading skills. Larger size calculators should be distributed and information of where and how to replace batteries should be provided to the beneficiaries.

Recommendation no.6: It is strongly recommended that the target population of Ann Alé be defined and that the criteria for the selection of beneficiaries be explicitly be established. It is recommended that the program reaches out to business that is in line with the UNDP objective for environmentally friendly and sustainable development.

Recommendation no.7: It is strongly recommended that the Graphic Design Initiative be reviewed since there is no provide store signs if the business cannot pay the related municipal fees. In fact, this evaluation found that the signs can be a hindrance to the entrepreneurs until they are legally allowed to have a store front sign.

The relevance and effectiveness of customized and personalized stationary should also be reviewed. Stickers and menu/price lists are not relevant to all type of business. Off the shelf receipts book should be investigated for distribution to the beneficiaries instead of the customized notepads.

It has been recommended by a key informant that instead of hiring a graphic design consultant for the design of logos and signs, artists in the community should be invited to design the logos. This is a good suggestion however; a professional designer should still take part in this activity and teach the artists some graphic design basics and printing practices. In the Korea Trust Fund project, Pastry Chefs and Master Tailors participated in the training as volunteers.

Recommendation no.8: This evaluation recommends that UNDP continues to establish partnership with the community associations in future implementation of Ann Alé.

Recommendation no.9: This evaluation has found that Ann Alé has made positive impacts on the beneficiaries and their business. It recommends that UNDP continues its implementation. Ann Alé may wish to encourage that good practices are adopted by having follow-ups with the beneficiaries. *This evaluation recommends that Ann Alé includes a coaching and mentoring initiative.*

Recommendation no.10: Lack of funds limit the growth of their operations, however; efficient money management is essential for business improvement and growth. The participants of the Anne Alé Pilot appear to be hard-working people and many have the entrepreneur spirit, ambition and drive. UNDP should look into supporting them further to reinforce the skills so far acquired. UNDP can also enable access to loans and microcredit by establishing partnerships with micro-credit agencies for business owners who show readiness, commitment and enthusiasm for growth.

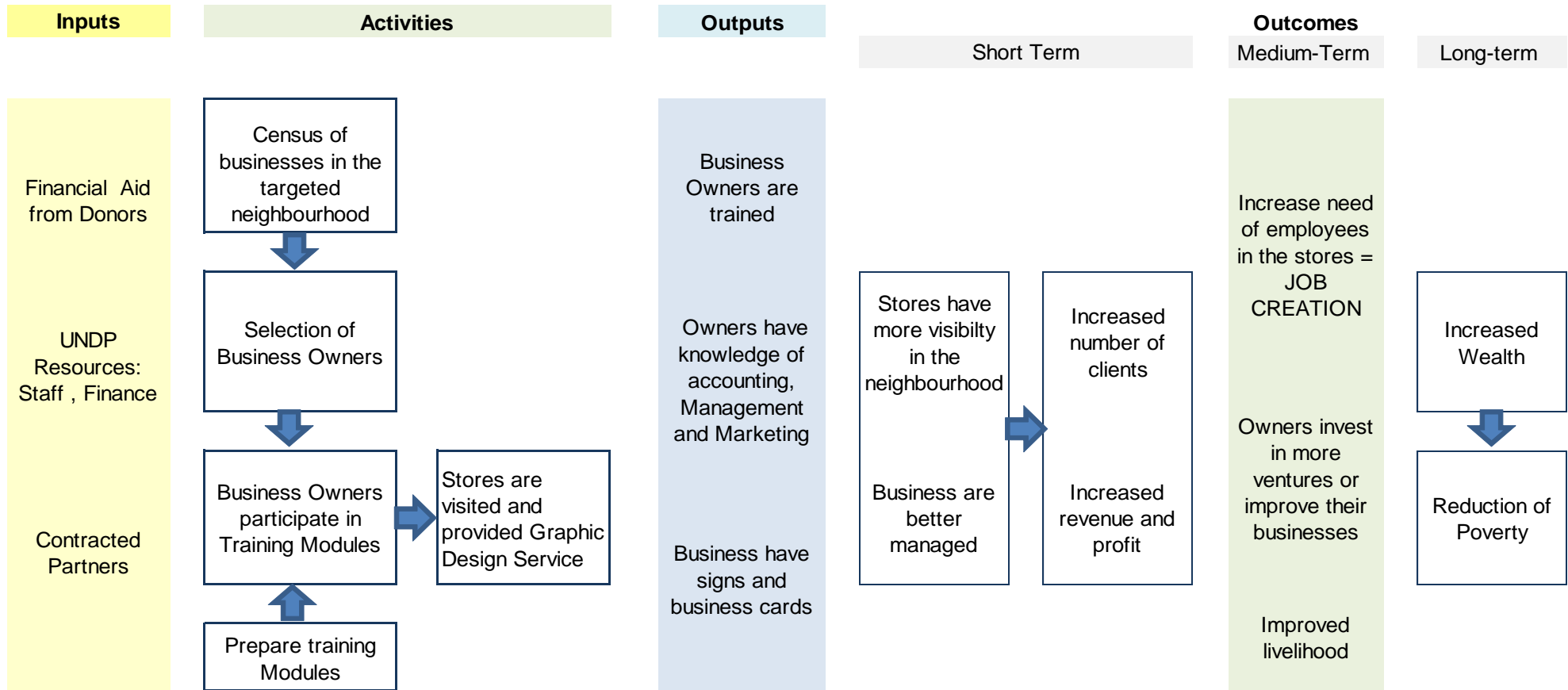
Recommendation no.11: The census data should be of utmost quality as it serves as baseline data for monitoring and evaluation and for the selection of beneficiaries for Ann Alé. Hence it is recommended that the data collection methodology as well as the data needs be reviewed to reflect the objectives of this data collection. The census data collection tools should be redesigned to follow best practices in questionnaire design. The data files should be created and organized to permit user-friendly data extraction and analysis.

Before implementing Ann Alé in new neighbourhoods, information on the business community should be gathered to identify on the needs of the business owners. However, the extensive data gathering of information done in the Pilot Project may no longer be necessary and the second visit can be eliminated. The Questionnaire Sheet should be reviewed and the relevance of the analysis to business owners should be investigated.

Quality control and quality assurance procedures should be put in place to scrutinize the field work of the interviewers and ensure that all the programming steps in the survey data processing are performed satisfactorily.

Annex B Theory of Change of Ann Alé

Theory of Change of Ann Alé



Annex C Evaluation Framework

General Approach: Mixed Method with Survey, Field Observations, Focus Groups, Key Informant Interviews and Case studies

QUESTIONS	MEASURES OR INDICATORS	DATA COLLECTION INSTRUMENT	BASELINE DATA	DATA ANALYSIS	COMMENTS AND SURVEY QUESTION #
Program Implementation					
Creation of a Data base of Businesses					
1. What were the procedures followed to build the database of the businesses in the neighbourhoods?	Efficiency and Effectiveness of data process	Document Review Key Informant	NA	Descriptive Analysis	Evaluate the data collection methods and the adequacy of the database management
2. What is the quality of the information collected?	Census and Survey collects identical information from respondents	Census Survey	Census	Statistical Analysis	Comparison between Census and Survey data
3. What quality control procedures were put in place when the census was undertaken?		Document Review Key Informant	NA	Content Analysis	Identify and Assess the quality control measures and
Selection of beneficiaries					
4. Did the selection criteria identified and selected beneficiaries in an equitable fashion? Did the selection process exclude some groups; if yes what were the reasons for this?	a) Relevance of Selection Criteria b) Representation of population in beneficiaries of Ann Alé	Document Review Key Informant Census	Census	Content Analysis Statistical Analysis	Statistical Comparison and Analysis of socio-economic data of beneficiaries and Census population
Participation in Program					
5. What kind of support was provided to the beneficiaries while they attended the program? Were they effective?	a) Effectiveness of the support: b) % of times beneficiaries report that they were aware the measures existed	Document Review Key Informant Focus Groups Survey	NA	Content Analysis Statistical Analysis	Find out how the beneficiaries were approached and invited to join the program. Was it voluntary?

	c) % of times beneficiaries report that they were aware the measures helped				
6. What kind of incentives was provided to beneficiaries?	a) % of times beneficiaries took advantage of the incentives b) % of times beneficiaries found incentives useful	Document Review Key Informant Focus Groups Survey	NA	Content Analysis Statistical Analysis	Identify and describe the incentives present in Ann Alé
7. Were there beneficiaries who dropped out of the program? If yes, what were the reasons?	a) % of selected candidates who completed the training b) % of selected candidates who partially completed the training c) % of selected candidates who never attended	Administrative Data from UNDP and QMG Key Informant Focus Groups Survey	NA	Content Analysis Statistical Analysis	Possible Reasons will include disruption to business, stigma to be in program, truck as location, perception of peers on the program Survey Question #35
8. Was the truck a proper venue for providing training?	a) Number of times truck broke down, was late b) Number of participants reporting unease to have to attend the training in a truck	Key Informant Focus Groups Survey	NA	Content Analysis Statistical Analysis	Should see truck during field visit Survey Questions #36
Community Involvement					
9. Was there any community involvement in the Ann Alé project? If yes, in what ways did the community involvement influence this project and its results?	a) Number of partnerships b) Number of meetings with community leaders.	Key Informant Focus Groups	NA	Content Analysis	Since Ann Alé was part of 16/6, there may be overall partnership that existed. Check with Key informants.
Program Benefits					
Economic Growth and Job Creation					
10. Have the interventions led to increased earnings for the	% of beneficiaries reporting increase in	Census Survey		Statistical Analysis	Reporting income is always an issue.

beneficiaries?	revenues				Use same question from Census to avoid response bias Survey Questions #40
11. How has the program succeeded in helping the businesses to be become organized, productive and financially secure?	a) % of beneficiaries reporting increase in revenues b) % of beneficiaries reporting growth c) % of beneficiaries reporting making changes in their practices	Focus Groups Survey	NA	Content Analysis Statistical Analysis	Survey Questions #40, 41
12. How has the living condition of the business owners and their family improved?	a) % of beneficiaries reporting improvement in life b) % of beneficiaries reporting that business will continue to improve	Focus Groups Survey	NA	Content Analysis Statistical Analysis	Survey Questions #42,43
13. What are the business opportunities that resulted for attending the program e.g. Partnerships with other businesses; financial institutions, wholesalers and resellers?	Number of business who have partnership with wholesalers, financial institutions, other businesses	Focus Groups Survey	NA	Content Analysis Statistical Analysis	Survey Questions #40
14. Have the businesses employing people since in the Ann Alé program?	a) Number of businesses who have employers b) Number of businesses who have hired more people since attending the program, c) Number of businesses who are planning to hire	Focus Groups Survey	NA	Content Analysis Statistical Analysis	Survey Questions #40
Empowerment and leadership					
15. Has the project had an impact on empowerment of business owners, specifically in terms of	a) Number of beneficiaries who have open new	Focus Groups Survey	NA	Content Analysis Statistical	Survey Questions #41,42,43,44, 45,46

<ul style="list-style-type: none"> – creation of new micro-enterprises – decision-making in personal lives – access to credit, – control over income, – leadership in the community? 	b) Number of beneficiaries who report feeling more comfortable with <ul style="list-style-type: none"> – decision-making in personal lives – taking a loan – with money management c) Number of beneficiaries who are leaders in their community			Analysis	
Lessons learnt and indicators of success					
16. Which process and procedures used in the Pilot brought positive results? Which ones should be modified?	Description of process and Results of Analysis	Key Informant Focus Groups Survey	NA	Content Analysis Statistical Analysis	Survey Questions #36, 37,38,39
17. If Ann Alé is continued in the pilot neighbourhood, what can be modified and enhanced?	Description of process and Results of Analysis	Key Informant Focus Groups Survey	NA	Content Analysis Statistical Analysis	Survey Questions #10 to 21 #22 to 30 #36, 37,38,39
18. Which type of business most benefited from the program?	% of businesses in each sector with improved business performance	Focus Groups Survey	NA	Content Analysis Statistical Analysis	
19. When Ann Alé is implemented in new neighbourhood, which elements should be studied during a need assessment? Which area should be given special attention during implementation?	Description of process and Results of Analysis	Key Informant Focus Groups Survey	NA	Content Analysis Statistical Analysis	
20. What are the data or indicators which should be collected for a robust Ana Alé monitoring system which will allow for efficient management during the course of the project and its end-of-term evaluation?	Recommendations resulting from study		NA	Content Analysis Statistical Analysis	

Annex D Ann Alé Census Data Collection Tools



Enquêteur: _____ #PDA: _____

PARTIE I (phase préparatoire)

I DONNÉES GÉNÉRALES

Numéro CIP: _____		Numero d'identification fiscal (NIF): _____	
*Nom: _____		Numero de patente: _____	Oui (préciser)
Prénom _____			Non
Âge	_____ 0 à 18 _____ 19 à 25 _____ 26 à 35 _____ 36 à 45 _____ 46 à 55 _____ 56 et plus		
*Sexe du propriétaire:	_____ Féminin _____ Masculin		
*Le propriétaire est-il chef de ménage:	_____ Oui _____ Non		
Enfants a charge	_____ Oui _____ Non		
Si oui	_____ Nombre	_____	Nombre d'enfant scolarise
Si le propriétaire est une femme et a des enfants:	Qui s'occupe des enfants quand vous travaillez ?	_____ Les enfants sont avec vous sur votre lieux de travail _____ Les enfants sont avec la famille _____ Les enfants sont avec une gardienne Autre _____	
Niveau d'éducation (dernière classe terminée et validée)	_____ Aucun _____ Préscolaire _____ Cycle primaire _____ Cycle secondaire		
*Rue et numéro: _____			
*Quartier:	_____ Morne Hercule _____ Morne/Villa Rosa _____ Jean Batiste _____ Morne Lazard _____ Bas Canapé Vert _____ Mapou/Mont Elbo _____ Nerette _____ Bois Patate _____ Jalousie		
*Municipalité	_____ Port au Prince _____ Petion-ville		
*Téléphone/Mobile:	_____	Téléphone 2:	_____
site web _____			
*E-Mail _____			
Une sorte de sécurité sociale	_____ Oui _____ Non	If oui>	Quel type: De l'Etat _____ ONG _____ Militaire _____ Privée _____ Autre _____
Non, mais Carte assurance santé de l'Etat _____			

Une sorte de sécurité sociale _____

Oui

If oui>

 Quel type: De l'Etat _____ ONG _____
 Militaire _____ Privée _____ Autre _____

Non

Non, mais Carte assurance santé de l'Etat

II PROFIL GÉNÉRAL

*Le business est-il localisé au moins 80% du temps au même emplacement ? _____ Oui _____ Non

Secteur:	Restauration de rue	Garagiste	Vente de fruits et légumes
	Vente de chaussures 2nd main	Vente d'ustensiles pour la maison	Vente de vêtements 2nd main
	Vente - Madan Sara	Quincaillerie	Kiosque
	Artisanat	Elevage	Cosmétologie
	Boulangerie	Pâtisserie/confiserie	Transport/vente d'eau
	Barbier/coiffeur	Construction - Maçonnerie	Construction - Charpente
	Construction - Plomberie	Construction - producteur de blocs	Couture
	Photocopies/papeterie	Réparation de pneus	Autre service (préciser)

Description principaux produits ou services:

	Points forts (ce qui marche bien dans le business)	Faiblesses (ce qui est difficile, qui pose des problèmes)	Opportunités (ce qui peut aider le business)	Menaces (ce qui est dangereux)
Voir les ins	1 _____	1 _____	1 _____	1 _____
	2 _____	2 _____	2 _____	2 _____
	3 _____	3 _____	3 _____	3 _____

Combien de femmes travaillent avec vous ?

Ces femmes sont :

 Personne payée
 Personne non payée
 Membre de la famille payée
 Membre de la famille non payée
 Apprenti payé
 Apprenti non payé

Combien d'hommes travaillent avec vous ?

Ces hommes sont :

 Personne payée
 Personne non payée
 Membre de la famille payée
 Membre de la famille non payée
 Apprenti payé
 Apprenti non payé

 Y a-t-il des personnes handicapées qui _____ Oui _____ Non
 travaillent dans le business ?

 Vous arrive-t-il de travailler une fois que le _____ Oui _____ Non
 soleil s'est couché ?

Y a-t-il des personnes handicapées qui travaillent dans le business ? ☐ Oui ☐ Non

Vous arrive-t-il de travailler une fois que le soleil s'est couché ? ☐ Oui ☐ Non

III DONNÉES D'AFFAIRES

Les clients sont : ☐ Des particuliers ☐ Des entreprises publiques ☐ Des entreprises privées ☐ Des ONG

Fournisseurs : ☐ Des particuliers ☐ Madam Sara ☐ Liména ☐ Komesan ☐ Entreprise ☐ Autre

Savez-vous combien de concurrents il y a dans votre rue ? ☐ Oui ☐ Non ☐ Ne répond pas

Votre business : ☐ Revend des produits ☐ Vous fabriquez vous même ce que vous vendez

Si vous fabriquez : ☐ Vous fabriquez sur votre lieu de travail ☐ Vous fabriquez chez vous

Importez-vous des marchandises ? ☐ Oui ☐ Non

Principales marchandises importées:

1.-	
2.-	
3.-	

VI OBSERVATIONS ENQUETEURS

*Le business a-t-il un local fixe (bâtiment ou abris attache au sol)? ☐ Oui ☐ Non

*Le business se trouve-t-il sur le trottoir ? ☐ Oui ☐ Non

*Coordonnées GPS: _____

*Le business possède déjà : ☐ Enseigne ☐ Menu/Liste des prix ☐ Carte de visite ☐ Stickers personnalisés ☐ Logo

PARTIE II (phase de précision)

I DONNÉES GÉNÉRALES

Nom du business: _____

Slogan: _____

Quelles sont les plages horaires ou vous n'êtes pas disponible (par jour) :

	Lun	Mar	Mer	Jeu	Ven	Sam	Dim
8h/11h							
11h/15h							
15h/19h							
Pas disponible ce jour là							

II QUESTIONS ÉCONOMIQUES

Combien gagnez vous ? _____ ?40HTG/jour _____ ?100HTG/jour _____ ?200HTG/jour _____ ?400HTG/jour
 _____ ?700HTG/jour _____ ?1000HTG/jour _____ ?2000HTG/jour _____ ?2000HTG/jour

Après la journée de travail et les dépenses quotidiennes, vous arrivez à épargner : _____ ?10HTG/jour _____ ?40HTG/jour _____ ?100HTG/jour _____ ?200HTG/jour
 _____ ?400HTG/jour _____ ?700HTG/jour _____ ?700HTG/jour

Si le business bénéficie de prêts, de qui les obtient ils ?	_____ Usuriers	Oui/Non	Combien d'argent vous a été prêtée par chacun ? (3)	Préciser le taux d'intérêt/jour demandé par chacun (%). (4)	Préciser en quelle année cet argent vous avait été prêté.
	_____ Amis	Oui/Non			
	_____ Famille	Oui/Non			
	_____ ONG	Oui/Non			
	_____ Micro financement (1)	Oui/Non			
	_____ Banque (2)	Oui/Non			
	_____ Autre	Oui/Non			

(1) Préciser le nom de l'organisme de microcredit (2 max.)

_____ Fonkoze	_____ DID (Developpement International Desjardins)
_____ OXFAM	_____ GRAIFSI (Groupe d'Appui pour l'Integration de la Femme du Secteur Informel)
_____ ACME (Association pour la Cooperation avec la Micro Entreprise)	_____ MCN (Micro Crédit National)
_____ ACLAM (Action contre la misere)	_____ SOGESOL (Societe Generale Haitienne de Solidarite)
_____ COD/EMH (Coordination des Programmes de Développement de l'Église Méthodiste d'Haïti)	_____ GTIH (Groupe Technologique Intermediaire d'Haïti)
_____ FHAF (Fond Haitien d'Aide a la femme)	_____ ID (Initiative Developpement)
_____ FINCA Haiti	_____ KOFIP (Collectif de Financement Populaire)
_____ Fondespoir	_____ MCC (Micro Crédit Capital)
_____ IDM (Initiative developpement Microfinance)	_____ FEMA (Fon pou Ede Moun Avanse)
_____ CRS (Catholic Relief Service) / CARITAS	_____ Autre (préciser)

(2) Préciser le nom de la banque (2 max.)

_____ Sogebank
 _____ Unibank
 _____ BNC
 _____ Capital Bank
 _____ Scotiabank
 _____ BUH
 _____ BPH
 _____ Autre

(3) scale

1	?1000HTG
2	?5,000HTG
3	?7,000HTG
4	?10,000HTG
5	?30,000HTG
6	?60,000HTG
7	?100,000HTG
8	?125,000HTG
9	?125,000HTG

(4) scale

1	? 5%
2	? 10%
3	? 15%
4	? 20%
5	? 25%
6	? 30%
7	? 40%
8	? 50%
9	? 50%

II QUESTIONS ÉCONOMIQUES

Combien gagnez vous ? _____ ?40HTG/jour _____ ?100HTG/jour _____ ?200HTG/jour _____ ?400HTG/jour
 _____ ?700HTG/jour _____ ?1000HTG/jour _____ ?2000HTG/jour _____ ?2000HTG/jour

Après la journée de travail et les dépenses quotidiennes, vous arrivez à épargner : _____ ?10HTG/jour _____ ?40HTG/jour _____ ?100HTG/jour _____ ?200HTG/jour
 _____ ?400HTG/jour _____ ?700HTG/jour _____ ?700HTG/jour

Si le business bénéficie de prêts, de qui les obtient ils ?	_____ Usuriers	Oui/Non	Combien d'argent vous a été prêtée par chacun ? (3)	Préciser le taux d'intérêt/jour demandé par chacun (%). (4)	Préciser en quelle année cet argent vous avait été prêté.
	_____ Amis	Oui/Non			
	_____ Famille	Oui/Non			
	_____ ONG	Oui/Non			
	_____ Micro financement (1)	Oui/Non			
	_____ Banque (2)	Oui/Non			
	_____ Autre	Oui/Non			

(1) Préciser le nom de l'organisme de microcredit (2 max.)

_____ Fonkoze	_____ DID (Developpement International Desjardins)
_____ OXFAM	_____ GRAIFSI (Groupe d'Appui pour l'Integration de la Femme du Secteur Informel)
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_____ COD/EMH (Coordination des Programmes de Développement de l'Église Méthodiste d'Haïti)	_____ GTIH (Groupe Technologique Intermediaire d'Haïti)
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_____ Fondespoir	_____ MCC (Micro Crédit Capital)
_____ IDM (Initiative developpement Microfinance)	_____ FEMA (Fon pou Ede Moun Avanse)
_____ CRS (Catholic Relief Service) / CARITAS	_____ Autre (préciser)

(2) Préciser le nom de la banque (2 max.)

_____ Sogebank
 _____ Unibank
 _____ BNC
 _____ Capital Bank
 _____ Scotiabank
 _____ BUH
 _____ BPH
 _____ Autre

(3) scale

1	?1000HTG
2	?5,000HTG
3	?7,000HTG
4	?10,000HTG
5	?30,000HTG
6	?60,000HTG
7	?100,000HTG
8	?125,000HTG
9	?125,000HTG

(4) scale

1	? 5%
2	? 10%
3	? 15%
4	? 20%
5	? 25%
6	? 30%
7	? 40%
8	? 50%
9	? 50%

Avez-vous le détail de ces dettes ? ☐ Oui ☐ Non
 Avez-vous le contrôle sur ces dettes ? ☐ Oui ☐ Non

Pourquoi une aide financière a-t-elle été sollicitée ? ☐ Pour démarrer votre commerce ☐ Pour agrandir le commerce et les activités ☐ Pour la poursuite des activités quotidiennes

Auriez-vous besoin d'avoir accès à plus de crédit ? ☐ Oui ☐ Non

Accordez-vous des prêts aux clients? ☐ Oui ☐ Non Pour quelle période? ?1 jour ?1 semaine ?1 mois ?6 mois ?1 an ?1 an

Vos fournisseurs vous donnent du crédit? ☐ Oui ☐ Non Pour quelle période? ?1 jour ?1 semaine ?1 mois ?6 mois ?1 an ?1 an

Recevez-vous des transferts d'argent d'un proche à l'étranger ? ☐ Oui ☐ Non
 Combien par mois environ ? ☐ Gourdes
 Pourquoi utilisez-vous cet argent ? ☐ Famille ☐ Business ☐ Autre (préciser) _____

Avez-vous déjà reçu des subventions ? ☐ Oui ☐ Non

De qui avez vous reçu cette subvention ?

- ☐ Fonkoze
- ☐ OXFAM
- ☐ ACME (Association pour la Coopération avec la Micro Entreprise)
- ☐ ACLAM (Action contre la misère)
- ☐ COD/EMH (Coordination des Programmes de Développement de l'Église Méthodiste d'Haïti)
- ☐ FHAF (Fond Haïtien d'Aide à la femme)
- ☐ FINCA Haïti
- ☐ Fondespoir
- ☐ IDM (Initiative développement Microfinance)
- ☐ CRS (Catholic Relief Service) / CARITAS
- ☐ DID (Développement International Desjardins)
- ☐ GRAIFSI (Groupe d'Appui pour l'Intégration de la Femme du Secteur Informel)
- ☐ MCN (Micro Crédit National)
- ☐ SOGESOL (Société Générale Haïtienne de Solidarité)
- ☐ GTIH (Groupe Technologique Intermédiaire d'Haïti)
- ☐ ID (Initiative Développement)
- ☐ KOFIP (Collectif de Financement Populaire)
- ☐ MCC (Micro Crédit Capital)
- ☐ FEMA (Fon pou Ede Moun Avanse)
- ☐ Autre (préciser)

De combien d'argent était cette subvention ? _____

Pour quoi avez-vous utilisé cette subvention ? ☐ Rembourser une dette ☐ Acheter des équipements ☐ Acheter de la nourriture ☐ Réparer la maison
☐ Autre

Es-ce que les revenus de votre commerce vous permettent de vous acquitter de vos obligations personnelles/familiales ?

☐ Oui☐ Non

Es-ce que les revenus de votre commerce vous permettent de vous acquitter de vos de crédit/de prêt ?

☐ Oui☐ Non**PARTIE II (a destination des commerçants de rue)****I COMMERCANTS DE RUE**

Faites-vous partie d'un groupement de commerçant de rue ?

☐ Oui☐ Non

Si non, aimeriez-vous en faire partie ?

☐ Oui☐ Non

Seriez-vous intéresser par la création d'un marché à proximité, ou vous pourriez vous installer ?

☐ Oui☐ Non

Avez-vous le droit de vendre ici ?

☐ Oui☐ Non

Qui vous donne ce droit ?

☐ Municipalité☐ Particulier☐ Autre

Payez-vous quelque chose pour avoir le droit de vendre ici ?

☐ Oui☐ Non

Si oui, à qui ?

☐ Municipalité☐ Particulier☐ Autre

Si oui, combien ?

☐ ?500HTG/mois☐ ?1000HTG/mois☐ ?1500HTG/mois☐ ?2000HTG/mois☐ ?2500HTG/mois☐ ?3000HTG/mois☐ ?3500HTG/mois☐ ?3500HTG/jour

Rencontrez-vous des problèmes pour vendre à cet endroit ?

☐ Oui☐ Non

Qui vous pose ces problèmes ?

☐ Municipalité☐ Particulier☐ Autre



Questionnaire commerce multipersonnel



		NOTATION					
		Terrible	Pas bien	Moyen	Bien	Excellent	na
1	Chacun de vos employé connaît-il les activités qu'il doit faire dans le commerce?			X			
2	Votre personnel a-t-il la formation, l'expérience pour accomplir ses tâches?			X			
3	Avez-vous défini formellement quelle poste chaque employé occupe dans votre commerce?			X			
4	Avez-vous déjà pensé où vous vouliez arriver?			X			
5	Vous fixez-vous des buts ou des objectifs à atteindre?			X			
6	Y a-t-il de bons rapports entre le personnel et vous?			X			
7	Avez-vous des plans à court terme pour votre commerce?			X			
8	Avez-vous des plans à long terme pour votre commerce?			X			
		0	0	24	0	0	0
9	Les travailleurs sont-ils officiellement employés par l'entreprise?				X		
10	Avez-vous une procédure formalisée pour embaucher de nouveaux employés?				X		
11	Formez-vous votre personnel pour améliorer sa productivité?				X		
12	Enregistrez-vous les salaires que vous donnez à votre personnel?				X		
13	Y a-t-il une bonne ambiance au sein du personnel?				X		
14	Vous arrive-t-il de licencier du personnel?				X		
15	Arrivez-vous à gérer l'emploi du temps de votre personnel?				X		
		0	0	0	28	0	0

16	Disposez vous d'une salle/d'un espace de production adéquat ?	X					
17	Arrivez-vous a faire tout ce qui est necessaire pour ue le commerce fonctionne correctement?	X					
18	Les fournisseurs sont ils près du lieu où vous utilisez ce que vous achetez ?	X					
19	Arrivez-vous produire de facon continue?	X					
20	Avez-vous un programme de contrôle de qualité?	X					
21	Savez-vous combien de votre production vous perdez (perissage, defaults...) ? (en %)	X					
22	Connaissez-vous votre capacité de production réelle?	X					
23	Avez vous un système pour gerer les materiaux que vous achetez/vendez ?	X					
24	Avez-vous un système de contrôle des marchandises que vous avez en stock?	X					
25	Avez-vous des alternatives a vos fournisseurs ?	X					
26	Effectuez-vous des essais et nettoyage sur les équipements/machines?	X					
		11	0	0	0	0	0
27	Enregistrez-vous ce qui se vend et ce que vous dépensez dans votre entreprise (flux)?	X					
28	Gardez-vous une trace de l'argent que vous devez?	X					
29	Enregistrez-vous les dettes de vos clients ?	X					
30	Utilisez-vous les archives pour prendre des décisions importantes (demande de crédit...)?	X					
31	Donnez-vous des facture à vos clients?	X					
32	Gardez-vous un double de ces factures données aux clients?	X					
33	En faisant des achats, demandez-vous une facture? Les enregistrez vous?	X					
34	Avez-vous utilisé un crédit?	X					
35	Avez-vous actuellement un crédit?	X					
36	Si vous avez un credit, vous le remboursez toujours temps ?	X					
37	Avez-vous de l'argent a disposition pour les situations d'urgence?	X					
38	Comment gérez-vous les besoins financiers personnels?		X				
		11	2	0	0	0	0

39	Connaissez-vous les caractéristiques de vos clients?			x		
40	Vos clients vous sont ils fidèles ?			x		
41	Savez-vous quelles-sont les meilleures périodes de ventes dans votre entreprise?			x		
42	Dans les mois où il y a peu de ventes, faites-vous des promotions ?			x		
43	Proposez-vous à vos clients des formes d'accès au crédit?			x		
44	Proposez systématiquement des réductions à vos clients ?			x		
45	Si un client est très exigeant, savez-vous quel produit vous pouvez lui offrir ?			x		
46	Vous arrive-t-il de perdre des clients?			x		
47	Faites-vous quelque chose pour récupérer les clients perdus?			x		
48	Si vous utilisez des moyens de vous faire connaître (publicité), constatez-vous une hausse du nombre de clients?			x		
49	Les prix de vos produits est-il compétitif par rapport aux prix proposés par vos concurrents?			x		
50	Respectez-vous les délais de livraison/de service?			x		
51	Savez-vous quand vous pouvez augmenter les prix ?			x		
52	Avez-vous une stratégie d'augmentation des prix?			x		
53	Connaissez-vous les avantages et/ou inconvénients que vos concurrents ont par rapport à vous?			x		
54	Savez-vous pourquoi vos clients préfèrent acheter chez vous plutôt que chez les autres?		X			
55	Avez-vous un nombre suffisant d'étagères/présentoirs pour proposer vos marchandises?		X			
56	Avez-vous toujours dans votre commerce les produits recherchés par vos clients?		X			
57	La marchandise est-elle fournie avec régularité?		X			
58	Enregistrez-vous combien de marchandise vous-avez dans votre commerce (stock)?		X			
59	Enregistrez-vous combien de fois vous achetez des marchandises?		X			
60	Avez-vous un entrepôt pour vos produits?		X			
61	Avez-vous des problèmes avec vos fournisseurs?		X			
62	Avez-vous des marchandises en stock au moment de servir les clients?		X			
63	Avez-vous des équipements ou des machines?		X			
64	Pensez-vous obtenir de l'aide pour acheter des équipements ou des machines?		X			
		0	22	45	0	0

Annex E Ann Alé Questionnaire- Survey of Beneficiaries

Questionnaire de l'enquête auprès des bénéficiaires de Ann Alé

A. Identification du Questionnaire

Code de l'intervieweur

||

Nom de l'intervieweur _____

Numéro du Questionnaire: |_|_| commencer par 01

Quartier

010	Bois Patate
020	Jalousie
030	Jean-Batiste
040	Morne Ebo
050	Morne Lazare
060	Villa Rosa
070	Morne hercule
080	Nerette

Nom du répondant _____

Adresse du répondant _____

Date de la visite:

Heure Début de l'interview:

Heure fin de l'interview:

Numéro de téléphone du répondant |_|_| |_|_| |_|_|

Bonjour. Je m'appelle _____. Nous effectuons une enquête pour le compte du Programme des Nations Unies pour le développement, le PNUD; elle vise à connaître votre expérience sur le programme Ann Alé sur laquelle vous avez participé plus tôt cette année. Les informations que nous collectons aideront à identifier comment le programme a été bénéfique pour vous et votre famille. Les informations vont aussi nous aider à améliorer le programme. Vous étant que bénéficiaire de ce programme a été sélectionnée pour cette enquête. Nous voudrions vous poser quelques questions sur vous-même, votre ménage ainsi que votre participation au programme. Les questions prennent habituellement environ 30 minutes. Toutes les informations que vous nous donnez sont strictement confidentielles. Ces informations ne seront transmises à personne d'autres que les membres de l'équipe d'enquête qui sont tenus de ne pas divulguer les informations recueillies auprès des interviewés ou autres personnes. Vous ne courez aucun risque en participant à cette enquête. Vous n'êtes pas obligée de participer à cette enquête, et il n'y a aucune pénalité si vous refusez d'y participer. Mais, nous espérons que vous accepterez d'y participer, car votre participation est très importante pour la réussite de l'étude.

S'il arrivait que je pose une question à laquelle vous ne voulez pas répondre, dites-le moi et je passerai à la question suivante; vous pouvez également interrompre l'interview à n'importe quel moment. Si vous souhaitez plus d'informations sur l'enquête, vous pouvez contacter le PNUD au numéro suivant :

B. Consentement du répondant

1. Avez-vous participé au programme Ann Alé?

- 010 Oui -----> Passer à la question 2
 020 Non -----> **Remercier le répondant et terminer l'entrevue**
 030 Ne sait pas-----> **Remercier le répondant et terminer l'entrevue**
 040 Pas de réponse > **Remercier le répondant et terminer l'entrevue**

2. Acceptez-vous de participer à cette enquête?

- 010 Oui -----> Passer à la question 3
 020 Non -----> Avez-vous participé au programme d'Ann Alé?

- 010 Oui
 020 Non
 030 Ne sait pas
 040 Pas de réponse

ENQUETEUR: Remercier le répondant et terminer l'entrevue.

C Information sur le business du répondant

3. Avez-vous toujours un commerce?

- 010 Oui -----> Passer à la question 6
 020 Non -----> Passer à la question 4

4. Pourquoi n'avez-vous plus un commerce? Cocher tous les types applicables.

- 01 ☐ Le commerce n'était pas profitable
 02 ☐ Le local n'était plus disponible
 03 ☐ Les responsabilités familiales ne le permettaient pas
 04 ☐ Je suis tombé malade
 05 ☐ Je suis retourné aux études
 06 ☐ Autre - spécifier _____

Quand avez-vous fermé votre commerce?

Date |_|_| |_|_| mois année

Si le commerce a été fermée en octobre 2014 (Mois 10) ou après

-----> Passer à la question 22 Module de formation

Si avant Octobre 2014 **Remercier le répondant et terminer l'entrevue**

5. OBSERVATIONS de l'ENQUETEUR Demander l'information au répondant au besoin. Cocher tous les types applicables.

- 01 ☐ Le business a un local fixe (bâtiment ou abris attache au sol)
 02 ☐ Le business se trouve-t-il sur le trottoir
 03 ☐ Le business possède une Enseigne
 04 ☐ Le business a un Menu ou/et Liste des prix

6. Quel type de business avez-vous? Cocher tous les types applicables.

- 01 ☐ Restauration de rue
- 02 ☐ Vente de chaussures 2nd main
- 03 ☐ Vente - Madan Sarar Artisanat
- 04 ☐ Boulangerie
- 05 ☐ Barbier/coiffeur
- 06 ☐ Construction - Plomberie
- 07 ☐ Photocopies/papeterie
- 08 ☐ Garagiste
- 09 ☐ Vente d'ustensiles pour la maison
- 10 ☐ Quincaillerie
- 11 ☐ Élevage
- 12 ☐ Produit alimentaire
- 13 ☐ Pâtisserie/confiserie
- 14 ☐ Construction – Maçon férie
- 15 ☐ Construction - Maçonnerie
- 16 ☐ Construction - producteur de blocs
- 17 ☐ Réparation de pneus
- 18 ☐ Vente de fruits et légumes
- 19 ☐ Vente de vêtements 2nd main
- 20 ☐ Kiosque
- 21 ☐ Cosmétologie
- 22 ☐ Transport/vente d'eau
- 23 ☐ Construction - Charpente
- 24 ☐ Couture
- 25 ☐ Pas de réponse
- 26 ☐ Vente Boissons gazeuses
- 27 ☐ Vente de Charbon
- 28 ☐ Artisanat
- 29 ☐ Autre - spécifier

7. Quelles sont les activités de votre business? Cochez toutes les réponses pertinentes.

- 01 ☐ Revend des produits
- 02 ☐ Vous fabriquez vous même ce que vous vendez
- 03 ☐ Vous importez des marchandises

8. Combien de personnes travaillent avec vous?

- 01 ☐ Hommes
 - i. ☐ Personne payée
 - ii. ☐ Personne non-payée
 - iii. ☐ Membre de la famille payée
 - iv. ☐ Membre de la famille non payée
 - v. ☐ Apprenti payé
 - vi. ☐ Apprenti non payé

- 02 O Femmes I _ I _ I
- i. Personne payée I _ I _ I
 - ii. Personne non-payée I _ I _ I
 - iii. Membre de la famille payée I _ I _ I
 - iv. Membre de la famille non payée I _ I _ I
 - v. Apprenti payé I _ I _ I
 - vi. Apprenti non payé I _ I _ I

D. Participation et Expérience dans le Programme Ann Alé

Nous allons maintenant parler de votre participation au programme Ann Alé.

9. Avant de commencer le Programme Ann Alé, est-ce qu'on vous a expliqué le but du programme?

- 010 Oui
- 020 Non
- 030 Ne sait pas
- 040 Pas de réponse

10. Avant de commencer le Programme Ann Alé, est-ce qu'on vous a expliqué les étapes de ce programme?

- 010 Oui
- 020 Non
- 030 Ne sait pas
- 040 Pas de réponse

E. Amélioration de la visibilité du business

11. Avez-vous reçu de l'aide du programme Ann Alé pour améliorer la visibilité de votre business?

- 010 Oui
- 020 Non
- 030 Ne sait pas
- 040 Pas de réponse

12. Est-ce que Ann Ale vous a envoyé une personne pour vous aider à rendre votre business plus visible ?

- 010 Oui ----->Passer à la question 15
- 020 Non ----->Passer à la question 14
- 030 Ne sait pas ----->Passer à la question 14
- 040 Pas de réponse ----->Passer à la question 14

13. Avez-vous des cartes de visites?

- 010 Non ----->passer à Q20
- 020 Ne sait pas ----->passer à Q20
- 030 Pas de réponse ----->passer à Q20

04O Oui
Enquêteur: Demander qu'on vous montre la carte de visite
 01O Oui, on m'a montré la carte de visite
 02O Non, on ne l'a pas montrée
 Passez à la question 20

14. Avant de participer au programme Ann Alé, est-ce-que votre business avait une enseigne?

01O Oui ----->Passer à la question 16
 02O Non ----->Passer à la question 17
 03O Ne sait pas ----->Passer à la question 17
 04O Pas de réponse pas ----->Passer à la question 17

15. Est-ce qu'on vous a montré comment améliorer votre enseigne?

01O Oui
 02O Non
 03O Ne sait pas
 04O Pas de réponse

16. Est-ce que Ann Alé vous a fait mettre un nouvel enseigne à votre business?

01O Oui ----->Passer à la question 18
 02O Non ----->Passer à la question 19
 03O Ne sait pas----->Passer à la question 19
 04O Pas de réponse----->Passer à la question 19

17. Avez-vous l'intention de maintenir votre Enseigne en bon état ou la renouveler? (laver, peinture, agrandir, remplacer etc.)

01O Oui
 02O Non
 03O Ne sait pas
 04O Pas de réponse

18. Est-ce que Ann Alé vous a fait faire des cartes de visite?

01O Non----->Passer à la question 20
 02O Ne sait pas----->Passer à la question 20
 03O Pas de réponse----->Passer à la question 20
 04O Oui

Enquêteur: Demander qu'on vous montre la carte de visite
 01O Oui, on m'a montré la carte de visite
 02O Non, on ne l'a pas montrée
 ----->Passer à la question 20

19. Pensez-vous qu'une Enseigne aide le business à attirer plus de clients?

- 01O Oui
 02O Non
 03O Ne sait pas
 04O Pas de réponse

20. Pensez-vous que les cartes de visites aident le business à attirer plus de clients?

- 01O Oui
 02O Non
 03O Ne sait pas
 04O Pas de réponse

F. Participation au Modules**21. Ann Alé avait un programme de formation Dans quels modules avez-vous pris part?**

		Oui	Non	Ne sait pas/ne se souvient pas
1	Comptabilité Basique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Business Management Basique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Marketing Basique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enquêteur: si 3 **non, Ne sait pas/ne se souvient pas** passer à la question 35 Pourquoi on n'a pas assisté au Programme

Pour chaque OUI passer à la section pour le Module correspondant.

Module Comptabilité Basique**22. Avez-vous reçu une calculette?**

- 01O Non ----->passer à Q29
 02O Ne sait pas ----->passer à Q29
 03O Pas de réponse ----->passer à Q29
 04O Oui

Enquêteur: Demander qu'on vous montre la calculette

- 01O Oui, on m'a montré la calculette
 02O Non, on ne l'a pas montré
 Passez à la question 26

23. Vous servez-vous de la calculette?

- 01O Oui -----> Passer à Q26
 02O Non-----> Passer à Q25

24. Pourquoi ne vous servez-vous pas de la calculatrice? Cochez toutes les réponses pertinentes.

		Oui	Non	Ne sait pas	Pas de réponse
1	Je ne sais pas comment la faire fonctionner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	La calculatrice est brisée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	La batterie doit être remplacée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Je n'aime pas l'utiliser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Autres Spécifier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Comment avez-vous trouvé les instructeurs et le module Comptabilité Basique

		Oui	Non	Ne sait pas	Pas de réponse
1	L'instructeur(s) du module Comptabilité Basique étaient sympathique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	L'instructeur(s) du module Comptabilité Basique connaissait bien la matière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	L'instructeur(s) du module Comptabilité Basique nous encourageait de poser les questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Je m'ennuyais en classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	J'ai appris beaucoup de nouvelles choses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Module Business Management Basique**26. Qu'avez-vous appris dans le module Business Management Basique et comment avez-vous trouvez les instructeurs?**

		Oui	Non	Ne sait pas	Pas de réponse
1	L'instructeur(s) du module Business Management Basique était sympathique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	L'instructeur(s) du module Comptabilité Basique connaissait bien la matière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	L'instructeur(s) du module Comptabilité Basique nous encourageait de poser les questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Je m'ennuyais en classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	J'ai appris beaucoup de nouvelles choses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Module Marketing Basique

27. Qu'avez-vous appris dans le module Marketing Basique et comment avez-vous trouvez les instructeurs?

		Oui	Non	Ne sait pas	Pas de réponse
1	L'instructeur(s) du module Business Management Basique était sympathique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	L'instructeur(s) du module Comptabilité Basique connaissait bien la matière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	L'instructeur(s) du module Comptabilité Basique nous encourageait de poser les questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Je m'ennuyais en classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	J'ai appris beaucoup de nouvelles choses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Si Q3 = 02 = NON Remercier le répondant et terminer l'entrevue

28. Avez-vous utilisé le Cahier de Suivi Individualisé CSI pendant la formation ?

ENQUETEUR: *montrer le CSI au répondant.*

- | | |
|-----|----------------|
| 010 | Oui |
| 020 | Non |
| 030 | Ne sait pas |
| 040 | Pas de réponse |

29. Avez-vous encore le Cahier de Suivi Individualisé CSI?

- | | |
|-----|----------------|
| 01O | Non |
| 02O | Ne sait pas |
| 03O | Pas de réponse |
| 04O | Oui |

ENQUETEUR: demander de voir CSI et prendre note de la date de la dernière entrée dans le CSI

- 010 Oui, on m'a montré le CSI i _ _ | _ _ | _ _ | jour mois année
020 Non, on ne l'a pas montré

30. Avez-vous reçu une copie du manuel lors de formation?

ENQUETEUR: *montrer le manuel au répondant.*

31. Avez-vous reçu toujours le manuel?

- 010 Non ----->Passer à la question 33
020 Ne sait pas----->Passer à la question 33
030 Pas de réponse----->Passer à la question 33
010 Oui

ENQUÊTEUR: Demander qu'on vous montre le manuel

- | | |
|-----|------------------------------|
| 010 | Oui, on m'a montré le manuel |
| 020 | Non, on ne l'a pas montré |

32. Est-ce que vous consultez ce manuel de temps en temps?

- 010 Oui
 020 Non
 030 Ne sait pas
 040 Pas de réponse

1. Durée de la formation

33. Le programme a été donné sur un période de 6 semaines et chaque semaine on avait de 5 jours de classe. Combien de jours étiez-vous en classe? **Note à l'intervieweur: mettez le répondant à l'aise pour qu'il nous dise la vérité. Il n'y a aucune répercussion ou punition si on était absent au cours. On veut savoir si le bénéficiaire a trouvé le cours profitable et s'il était absent ou n'a pas cru bon d'aller en classe, on veut connaître les raison. Cocher les jours où la personne a assisté à la formation.**

Semaine	Présent(e) tous les jours	Présent(e) quelques jours seulement	Pas présent cette semaine	Ne se souvient pas
1				
2				
3				
4				
5				
6				

ENQUÊTEUR: Si le répondant étaient présent tous les jours, allez à la Q36

34. Quelles sont les raisons pour lesquelles vous n'aviez pas pu assister aux cours ?

		Oui	Non	Ne se souvient pas
1	J'étais malade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Un de ma famille était malade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Je ne pouvais pas laisser le business - personne pour me remplacer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Trop de travail à la maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	J'avais des rendez-vous ailleurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	La formation se donnait trop loin de chez moi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Je n'ai pas de temps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	La formation n'était obligatoire dans Ann Ale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Quelqu'un d'autre allait en classe à ma place Spécifier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Autre Spécifier _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Satisfaction avec le Programme Ann Alé

35. Quels sont défis/inconvénients auxquels vous faisiez face lorsque vous deviez participer au programme Ann Alé? Est-ce que

		Oui	Non	Pas de réponse	Ne sait pas
	Vous étiez obligé de laisser votre business avec quelqu'un d'autre et vous n'aimiez pas ça?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Vous n'aviez personne pour s'occuper votre business et vous étiez obligé de fermer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Vous trouviez difficile de vous déplacer jusqu'au camion: il était trop loin de votre business ou mon domicile?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Vous avez eu à payer un transport jusqu'au camion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Vous avez trouvez les heures de cours trop longues ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Vous trouviez le programme difficile et vous ne compreniez pas tout?.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Vous trouvez que le programme Ann Alé était une perte de temps?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Que le camion était une salle de classe agréable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Le camion était propre?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	C'était gênant d'être dans le camion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Monter dans le camion vous mettait mal-à-l'aise vis-à-vis de la communauté?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Monter dans le camion était (physiquement) difficile?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Les classes commençait à l'heure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Vous trouviez qu'on vous enseignait des choses peu intéressantes ou inutiles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Aimiez-vous être dans le programme Ann Alé?

- 01O Oui
 02O Non
 03O Ne sait pas
 04O Pas de réponse

37. Avez-vous un livre de comptabilité où vous enregistrez vos dépenses et vos revenus?

- 01O Non ----->Passer à la question 39
 02O Ne sait pas----->Passer à la question 39
 03O Pas de réponse----->Passer à la question 39
 04O Oui

Enquêteur: Demander qu'on vous montre le cahier de comptabilité

- 01O Oui, on m'a montré le cahier i _ _ _ _ _ jour/mois/année
 02O Non, on ne l'a pas montré
 Passer à la question 39

38. Selon vous qu'est-ce qui manquait au programme Ann Alé?

Spécifier _____

I. Impact du Programme Ann Alé sur le business, la clientèle et les revenus**39. Depuis votre participation dans le programme Ann Alé, avez-vous**

		Oui	Non	Pas de réponse	Ne sait pas
1	Rénové l'intérieur de votre business?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Agrandi le local de votre business?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Vu une augmentation dans le nombre de clients?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Vu une augmentation dans vos revenus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Commencé à garder un cahier ou livre pour les dépenses et revenus de votre business?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Commencé à garder un cahier ou livre pour les dépenses et revenus de la maison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Acheté chez des nouveaux fournisseurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Fait plus de profits?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Ouvert un compte de banque?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Contracté un nouveau prêt ou emprunté de l'argent pour votre business?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Employé des nouveaux employés?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Eu plus de clients ou de nouveaux clients?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

J. Renforcement de l'autonomie, Prise de décision et leadership**40. Est-ce que votre participation au Programme Ann Alé a changé votre façon de gérer votre business?**

- 01O Oui
 02O Non
 03O Ne sait pas
 04O Pas de réponse

41. Depuis que vous avez participé à ce programme, est-ce que c'est plus facile pour vous de prendre des décisions pour votre business?

- 01O Oui
 02O Non
 03O Ne sait pas
 04O Pas de réponse

42. Depuis que vous avez participé à ce programme, est-ce que c'est plus facile pour vous de prendre des décisions pour votre famille et votre vie personnelle?

- 01O Oui
 02O Non

- 030 Ne sait pas
040 Pas de réponse

43. Depuis que vous avez participé à ce programme, est-ce que c'est plus facile pour vous de faire des économies?

- 010 Oui
020 Non
030 Ne sait pas
040 Pas de réponse

44. Est-ce que vous êtes membre d'une association communautaire?

- 010 Oui
020 Non----->Passer à la question 48
030 Ne sait pas----->Passer à la question 48
040 Pas de réponse----->Passer à la question 48

45. Depuis quand êtes-vous impliqué(e) dans cette association?

Année I _ I _ I Nombre d'années I _ I _ I

46. Quelles sont vos fonctions dans cette association?

- 010 Président
020 Vice-président
030 Secrétaire
040 Coordonateur
050 Délégué
060 Trésorier
070 Membre
080 Ne sait pas
090 Pas de réponse
100 Spécifier _____

K. Plans pour l'avenir

47. Avez-vous l'intention d'embaucher des nouvelles personnes pour travailler dans votre business cette année?

- 010 Oui
020 Non
030 Ne sait pas
040 Pas de réponse

48. Pensez-vous que votre business a progressé depuis l'an dernier?

- 010 Oui
020 Non

030 Ne sait pas
040 Pas de réponse

49. Pensez-vous que votre business va progresser l'an prochain?

010 Oui
020 Non
030 Ne sait pas
040 Pas de réponse

50. Pensez-vous que votre vie sera meilleure dans 5 ans?

010 Oui
020 Non
030 Ne sait pas
040 Pas de réponse

51. Avez-vous participez-vous à autre programme qui comme Ann Alé vous enseigne comment améliorer votre business?

010 Oui
020 Non
030 Ne sait pas
040 Pas de réponse

Si Oui, lesquels? Spécifier _____

52. Aimerez-vous prendre part dans un autre programme similaire à Ann Alé ou avoir d'autre formation pour la gestion de votre business?

010 Oui
020 Non
030 Ne sait pas
040 Pas de réponse

L. Information Personnelle du Répondant

53. Quel âge avez-vous?

|_|_|

54. Sexe du répondant

01 O Femme
02 O Homme

55. Quel est votre statut matrimonial?

- 010 Mariée/placée/vivavek/vivant ensemble
- 020 Divorcé/séparé
- 030 Veuve
- 040 Jamais marié et n'a jamais vécu avec personne
- 050 Pas de réponse

56. Avez-vous déjà fréquenté l'école?

- 010 Oui
- 020 Non----->Passer à la question 56
- 030 Ne sait pas----->Passer à la question 56
- 040 Pas de réponse----->Passer à la question 56

57. Quel est le plus haut niveau d'études que vous avez atteint ?**PRIMAIRE**

- 01 MOINS D'1 AN ACHEVÉ
- 02 12è/CP1/1ère année
- 03 11è/CP2/2è année
- 04 10è/CE1/3è année
- 05 9è/CE2/4è année
- 06 8è/CM1/5è année

SECONDAIRE

- 070 MOINS D'1 AN ACHEVÉ
- 080 6ème année
- 090 5ème année
- 100 4ème année
- 110 3è année
- 120 2è année
- 130 Rétho
- 140 Philo

SUPERIEUR

- 150 MOINS D'1 AN ACHEVÉ
- 160 1ère année
- 170 2ème année
- 180 3ème année
- 190 4è année
- 200 Pas de réponse

58. Avez-vous des enfants à charge?

- 010 Oui
- 020 Non----->Passer à la question 62

- 030 Ne sait pas----->Passer à la question 62
040 Pas de répons----->Passer à la question 62

59. Combien d'enfants avez-vous?

|_|_|

60. Combien de ces enfants sont scolarisés?

|_|_|

61. Êtes-vous le chef de votre ménage?

- 010 Oui
020 Non

M. Revenu du business**62. Combien gagnez-vous par jour?**

- 01 O 500 HTG ou moins par jour
- 02 O 501 à 1000 HTG par jour
- 03 O 1001 à 1500 HTG par jour
- 04 O 1501 à 2000 HTG par jour
- 05 O 2001 à 2500 HTG par jour
- 06 O 2501 à 3000 HTG par jour
- 07 O 3001 à 3500 HTG par jour
- 08 O 3501 à 4000 HTG par jour
- 09 O Plus que 4000 HTG par jour
- 10 O Ne sait pas
- 11 O Pas de réponse

63. Après la journée de travail et les dépenses quotidiennes, comment s'élèvent vos gains ou profits?

- 01 O 10 HTG ou moins par jour
- 02 O 11 à 50 HTG par jour
- 03 O 51 à 100 HTG par jour
- 04 O 101 à 200 HTG par jour
- 05 O 201 à 300 HTG par jour
- 06 O 301 à 400 HTG par jour
- 07 O 351 à 400 HTG par jour
- 08 O 401 à 500 HTG par jour
- 09 O 501 à 600 HTG par jour
- 10 O 601 à 700 HTG par jour
- 11 O 701 à 800 HTG par jour
- 12 O 801 à 900 HTG par jour
- 13 O 901 à 1000 HTG par jour
- 14 O 1001 à 2000 HTG par jour

- 15 O Plus que 2000 HTG par jour
- 16 O Ne sait pas
- 17 O Pas de réponse

N. Endettement du business

64. Avez-vous un prêt, SOL ou microcrédit?

- 01 O Oui -----> go to Q66
- 02 O Non -----> Terminer l'entrevue
- 03 O Ne sait pas-----> Terminer l'entrevue
- 04 O Pas de réponse -----> Terminer l'entrevue

65. Qui vous a prêté cet argent?

Note à l'intervieweur: si la personne répond banque, vous assurez que ce n'est pas un ONG, un usurier ou autre et que ce soit bien une banque formelle. .

- 01 O Usuriers
- 02 O SOL
- 03 O Amis
- 04 O Famille
- 05 O ONG ----- **Spécifier** _____
- 06 O Micro financement
- 07 O Banque
- 08 O Ne sait pas
- 09 O Pas de réponse

Nous vous remercions de votre participation.

Notes de l'ENQUETEUR

Annex F Questionnaires for Key Informant, Case Studies and Focus Group, Survey of Instructors

Case studies:

Agenda:

1. Introduction
2. Ann Ale
3. Historique du business
 - a. Activités
 - i. Au début
 - ii. Maintenant
 - b. Nombre de commerce et autres activités
 - c. Nombre d'employés
 - d. Participation de la famille et les amis
4. Opération du commerce
 - a. L'heure d'opération
 - b. Fournisseurs
 - i. Achat en quantité
 - ii. Difficultés d'approvisionnement
 - c. Clients
 - i. Démographique
 - ii. Nombre
 - d. Marketing
 - i. Cartes de visites – est-ce que ça rend service?
 - ii. Affiche (Ann Alé a contribué?)
 - e. Gestion
 - i. Livre comptabilité
 - ii. Séparation dépenses de la maison et du commerce

Programme Ann Ale

- 1) Participation au module
 - a. L'impression sur le programme
 - b. Qu'est-ce qu'on a appris?
 - c. Est-ce que ça valait la peine?
 - d. Les défis et contraintes
- 2) Amélioration de la visibilité
 - a. Quel service qu'on a reçu de Ann Ale?
 - b. Est-ce que c'était profitable
- 3) Besoins actuels du commerce
- 4) Finance : dettes, revenus si la personne est disposée – compte de banque, micro-credit SOL

Interview with QMG

- 1) Expliquer le but de l'évaluation
- 2) Sélection des bénéficiaires
 - a. Critères
 - b. Le nombre total
 - c. L'approche utilisée pour contacter le bénéficiaire
 - d. Refus de participer au programme
- 3) Formation
 - a. Schedule
 - b. Matériel de formation
 - c. Formation des formateurs
 - i. Qualifications
 - ii. Expérience
- 4) Déroulement de la formation
 - a. Comportement des bénéficiaires
 - i. Ponctualité
 - ii. Motivation
 - iii. Présence
 - iv. Importance
 - v. Niveau d'éducation
 - b. Salle de classe
 - i. Le camion
 - ii. Inconvénients
- 5) Est-ce que Ann Ale est un bon programme?
- 6) Où peut-on améliorer?

Évaluation formative de Programme Pilote Ann Alé

Questionnaire des Formateurs de QMG

Le but de ce questionnaire est de recueillir des informations sur votre expérience comme formateur sur le programme Ann Alé. Il est important pour l'évaluation de ce programme de savoir ce qui s'est passé sur le terrain. L'information que vous allez nous remettre sera analysée en même temps que d'autres reçues de divers sources: l'enquête des bénéficiaires, des études de cas et entrevues des informateurs-clé. L'évaluation va nous permettre d'identifier les résultats de cet initiative auprès de nos bénéficiaires: des meilleurs rendements chez les micro-entreprises, la génération des revenus, l'amélioration de la qualité de vie ainsi que la réduction de la pauvreté. L'évaluation arrivera aussi à émettre des recommandations pour l'amélioration du projet Ann Alé.

Nous souhaitons votre collaboration qui est fort importante pour cette recherche. Soyez rassuré que vos réponses resteront strictement confidentiels. **Il n'est pas demandé que vous vous identifiez.** Pour tout renseignement sur le présent questionnaire et l'évaluation, veuillez vous adresser à Jackie Yiptong, Consultante Internationale Indépendante à l'adresse courriel jackie.yiptong@sympatico.ca.

Nous vous remercions d'avance.

Instruction: Pour cocher mettre un X à coté de votre réponse. Dactylographier vos commentaires aux endroits indiqués.

Nombre de questions = 7

1. Dans quels quartiers avez-vous donné la formation? Cochez toutes les réponses pertinentes.

Quartier

- 01 ☐ Bois Patate
- 02 ☐ Jalousie
- 03 ☐ Jean-Batiste
- 04 ☐ Morne Ebo
- 05 ☐ Morne Lazare
- 06 ☐ Villa Rosa
- 07 ☐ Morne hercule
- 08 ☐ Nerette
- 09 ☐ Ne sais pas
- 10 ☐ Ne me souviens pas

2. Quelles sont les modules et à combien de groupes de bénéficiaires que vous avez enseignés? En moyenne combien de personnes y avait-il dans chaque groupe?

	Oui	Non	Nombre de groupes	Nombre moyen de personnes dans les groupes
Module comptabilité				
Module Gestion				
Module Marketing				

3. La formation se donnait 3 heures par jour sur une période de 2 semaines. Pensez-vous que c'était un horaire adéquat pour ce genre de formation?

- 010 Oui
020 Non
030 Pas d'opinion

- Si non, avez-vous des suggestions pour l'horaire de ce type de formation?

4. Certains groupes ont reçu la formation à bord d'un camion. Pensez-vous que c'était un local convenable pour ce genre de formation?

- 010 Oui
020 Non
030 Pas d'opinion

- Si non, pourquoi ?

5. Que pensez-vous du contenu des modules de formation? Indiquer votre opinion sur les énoncés suivants; sont-ils vrai ou faux? *N/A signifie non Applicable ; vous n'avez pas enseigné le module en question.*

	Comptabilité			Gestion			Marketing		
	Vrai	Faux	N/A	Vrai	Faux	N/A	Vrai	Faux	N/A
J'ai enseigné ce module									
Le contenu de ce module me paraît éducatif									
Les outils introduits aux bénéficiaires de ce module sont faciles à utiliser									
Je pense que les bénéficiaires vont employer les outils enseignés dans ce module									
Les bénéficiaires n'avaient pas de difficulté à comprendre ce module									
Les bénéficiaires ne savaient pas assez lire pour ce module									
Les bénéficiaires ne savaient pas assez compter pour ce module									
Cette formation va permettre les bénéficiaires de mieux gérer leur business									
Cette formation va permettre leur business de progresser									
Les bénéficiaires étaient motivés de participer à la formation									

C'était difficile de garder l'attention des bénéficiaires durant la classe									
Ma formation m'a bien préparé pour enseigner ce module									
J'ai aimé donner la formation du programme Ann Alé									
Le manuel était un bon outil d'apprentissage									
Le programme Ann Alé va aider les bénéficiaires à augmenter leurs revenus									

- **Donnez-nous vos commentaires sur le contenu des modules, les bénéficiaires et leur participation en classe.**

6. On n'a noté qu'un nombre important de bénéficiaires n'ont pas complété la formation. Selon vous, quelles sont les raisons principales pour ce décrochage?

**7. S'il vous plait nous donner vos commentaires sur le programme Ann Alé.
Pensez-vous que c'est un bon programme pour les propriétaires des petites et moyennes entreprises?**

Annex G Notes from the Qualitative Research

Profile of participants of Case studies and Focus Group - Information from the Census

Case Studies

Name of Participants ¹²	Neighbourhood	Age Group	Sex	Education	Type of Activity	Revenue HTG per day	Loans
1. Marie	Morne lazard	36_45	F	Post-Secondary	Restauration de rue	<500	non
2. Anne	Morne / Villa Rosa	46_55	F	Primary	quincaillerie vente de produit alimentaire	1000 -1500	Micro-creditfrom ACME since 2008, Interest rate < 10%
3. Jocelyne	Morne lazard	26_35	F	Primary	Vente de produit alimentaire	500 - 1000	Micro-credit form SOGESOL
4. Jean	Morne lazard	56_et_plus	M	Secondary	Vente de produit alimentaire	1000 -1500	none
5. Lara ¹³	Morne / villa rosa	26_35	F	Post Secondary	Vente de produit alimentaire	2000 - 2500	none

Focus Group

6. Sara	Morne Hercule	26_35	F	Primary	Vente de produit alimentaire	<500	Sol
7. Désirée	Morne Hercule	26_35	F	Secondary	Vente de produit alimentaire autre service	1000 -1500	Sol
8. Ella	Morne Hercule	19_25	F	Secondary	vente_de_produit_alimentaire	<500	Sol
9. Marjorie	Morne Hercule	26_35	F	Primary	vente_de_produit_alimentaire	No answer	Sol
10. Claude ¹⁴	Morne Hercule	36_45	M	Secondary	vente_de_produit_alimentaire	500-1000	Information Not provided

¹² All names have been changed to preserve the privacy of the person interviewed.

¹³ not in case study but briefly interviewed during field observation

¹⁴ did not stay for the focus group but was interviewed

Notes from the Case studies

1. **Marie** has been in the food and catering business in her house and was also a sub-contractor for a food company providing pastry. For this company she also assisted in the training of young people in the food industry. This person has attended l'Ecole de l'hôtellerie and has post-secondary education. A few months before the earthquake, she started a coffee shop at a hospital in Delmas but her dream of a successful business was quashed when six months later the building was destroyed in the earthquake.

When she entered the Ann Alé program, she was cooking by the side of a main road where she rented a spot where she could receive about twenty persons. Business slowed down when reconstruction of the area got underway and access to this road was limited. She closed down just eight months and fortunately, she has obtained the post of manager in a restaurant which was newly opened in a building in Petion-Ville.

Marie still longs for her own business. She had knowledge of business administration from school and has ran a catering business from home for many years. She explained that Ann Alé was a refresher course for her and this was an opportunity to rethink her business and learn from other entrepreneurs in the program.

She notes that the trainer was very lively and kept the training sessions interesting. All participants were very engaged in the discussions except for one person who did not say much. She was the only one who had little schooling and although she did not share much of her thoughts and experience in the group, she attended all the sessions. The trainer was not successful at getting her to join in the discussions.

Although she speaks positively of the program, one could sense her frustration and her unfilled expectations with the program. She would have liked to receive help for the purchase of an electric stove to replace her charcoal cooking gears. She would like to have her own business but feels that it will take time to build again. When asked if she is maintaining a base of clients for whom she could cater and make extra money, she shows discouragement saying that she has neither time nor energy to continue.

To her, cash and finance will make the difference in her future.

2. **Anne** is mother to six children, three of them adults who live on their own. She started very young in selling and buying. She has lived in the Dominican Republic and on the Haitian border for several years where she was running a business. In fact, Anne speaks Spanish. She is a single mother with three teenage children all at school and still living with her.

Anne has a store that sells "everything" from kerosene that she fills in bottles that her customers bring to her, nails and hardware, fresh ginger, batteries and locks. Her store is not well lit and as we are interviewing her, her supper is simmering on a kerosene cooking stove on the floor besides where she is sitting.

This person is most enthusiastic about the training Program of Ann Alé. She has learnt "en pile" she says many times. She says that this program has given her confidence and she sees her business growing. She credits the program to her positive outlook on the future of her business:

- She has more control on her business.
- She keeps records of her sales and expenses as she was taught at the Ann Alé training session.
- She also keeps records of what customers ask and now when she goes to buy merchandise, she chooses what her customers need as opposed to what she "*thinks will sell*".
- She can also read now and she cherishes the manual obtained from Ann Alé. Every night she would come home and have her children teach her how to read.

Anne shows us her little, battered cardboard box where she keeps her money. She explains that she cannot change this to a more sturdy case as it may get stolen. While we are doing the interview, she is interrupted several times by customers who she welcomes warmly. She explains that she has more customers than before since participants she has met while attending the Ann Alé training are now sending new customers especially when they do not have the product needed.

She also attributes her increasing number of clients to her new attitude and she thanks the program to have made her understanding how it is important to treat customers nicely. She says that she also treat her friends and family in a more friendly way and she no longer feels angry and frustrated.

She shows us the location she has already reserved in the market for a future project. She wishes to open a store that will sell fabric that people can buy to make clothes especially school uniforms for their children. This is on the floor above her current location and she hopes that she will soon have saved enough to open this store.

Finance is her limitation. She would like to find a loan but not from an usurer. She has sworn never to borrow money in this manner: the last time she did this, the person was bullying and threatening her and she fell very sick because of the stress. She knows that she will need a "patentes" for her business to be given a loan by a financial institution. She does not know how to apply for a "patentes" which she says requires money that she is saving now.

She would like to have more business cards since she has run out of those provided by Ann Alé. She does not have the logo and her son is designing a new one for her. It would have been easier and simpler if she could obtain the original design from the program. She thinks that the cards were most helpful since her customers have kept them and use the information to contact her.

As for the store sign, she has had to put it down after municipal officials visited and advised her that she needed permission from the municipality which require there is a fee for posting such signs.

Ann has only good things to say about the program and although she found the truck lack of water and toilet disruptive, she found that people who left the program because no meal or money was provided has greatly lost out. She will recommend this program to others.

3. Jocelyne is a young mother with four young children and her husband works sporadically as a plumber. While she was at the training, her husband mended her little store which sits across her house. This is made of four sheets for the roof and three walls and a USAID plastic sheet serves as back wall. She has a basket with candies, packages of cookies and snacks. She has a cooler where stores the bottles of water and soda that she also sells.

The business is not going to well and this is in part due to the reconstruction project in the area. Limited traffic on the street is affecting her business. A shy person, Jocelyne does not speak much but her eyes lit when she speaks of her dreams of having a real store where she can sell more food and home products. Her limitation is finance but she finds it hard to save.

She says that she has learnt lots about with Ann Alé and she hopes that once there is more traffic on her street, business will pick up. Attending the training session was also hard on her business as her husband did not know how to treat customers and business has been slow since then. Jocelyne has the sign given to her by Ann Alé hanging in front of tiny store. No one from the municipality has talked to her about the permission required to hang such front sign.

4. **Jean** is fifty six year old man who is bringing up a four year old boy he found one night walking alone on the street. This happened two years ago and he considers this child as his own. He is unmarried and he earns his living selling alcohol and bottled drinks from a store which is open as from midday and appears to be the meeting place of men at night. Ann Alé has painted the store sign on one of the walls. Life is a struggle and to see progress in his store he will need money. He has found the program interesting but when asked what has changed in his business since, he has little information to offer.

Notes from the Focus Groups

Four women and a man were interviewed during the focus however, since he was needed at the store, the only man interviewed left early. He explains that it is very important for owners to be at the business since employees do not know how to treat customers. The absence of the owner harm the business and this is reflected in the revenue of the day. He keeps close eyes on his revenues and expenses and since he has attended the Ann Alé program, he believes that money management is crucial for his success. His store employs three persons and sells alcohol and groceries. His goal is to become a wholesaler after he obtains a *patentes* and able to apply for a bank loan.

One of the women interviewed has closed her business as she became ill. Her husband is not interested in running a business and with young children, no money she thinks it is difficult to start again Ann Alé has taught her new skills and she says that she will succeed some day and has hope for the future.

The three other persons participating in the discussion agree and consider lack of money to be the biggest limitation to the growth of their business. One of them relates that she was offered a credit at Fonkoze but never took advantage of it since going downtown is dangerous especially when you are seen to enter the Fonkoze building. When you come out of there, people think that you have just been given cash and can follow you and mug you at the first opportunity. They would like to have banks or credit unions closer to home in their neighborhood.

They all have *sol* and when it is their turn to access the cash, they will replenish their store. The Ann Alé sign has caused them concerns. The front of the store was vandalized and they recommend painting on the walls as a better option to gain visibility. However since their business do not have a *patentes* not registered with the municipality, this can be cause of concern and attract the interest of the authorities who can close their business if they wish.

They all long to have registered enterprises but this requires money that they did not have. Anne Alé has built their skills. One of the beneficiaries has been asked by an NGO to train others after her Ann Alé training and she says she feels happy and very confident that she pass her knowledge to other.

It is evident that there are safety issues for these businesses; they have experienced break-ins. The women rely of relatives to help them and all wish they could make enough money to hire people.

The program has allowed them to learn about the experience of other entrepreneurs and they have learnt a lot from each other. They have also made friends while in the program. They all would like to have more information and training to make their businesses successful enough to apply for a *patentes* and access to loans and credits at low interest rates. Borrowing from usurers is scary and they do not want to go to these borrow money but often they have no choice especially when money is needed for medical expenses of their family.

Notes from the Survey Interviewers

CQ4 Pourquoi n'avez-vous plus de commerce?

1. Après la formation le business a trop de gestion Son mari lui tout vole.
2. Faiblesse économique, n'avait pas d'argent pour faire des achats pour renforcer le business
3. J'ai laissé la zone et je ne fais plus de commerce car j'ai un local approprié
4. Je travaille
5. Le bénéficiaire n'avait pas d'argent pour renforcer son business qu'il utilisait pour alimenter sa maison. Son mari ne travaillait pas.
6. Le bénéficiaire se trouvait dans un camp, après son déplacement du camp son commerce ne pouvait pas marcher alors elle a dû le laisser tomber.
7. Pas d'argent pour faire fonctionner le commerce
8. Pour sauvegarder son emploi
9. Problème d'argent. L'argent du commerce est utilisé pour le ravitaillement quotidien
10. Son mari est mort, depuis lors son commerce est effondré.
11. Trouver un emploi

HQ39: Selon-vous, qu'est ce qui manquait au programme Ann Alé?

1. Selon moi, le programme devrait donner un accompagnement économique aux participants
2. Selon moi il y avait rien qui manquait à la formation
3. Le programme devrait durer beaucoup de temps
4. Selon moi, le programme devrait accompagner financièrement les bénéficiaires.
5. Selon moi le programme était complet.
6. Il devrait nous donner un prêt. Nous accompagner financièrement
7. Le programme était parfait, il n'y avait pas de manque
8. Selon moi le programme était complet. Ils ont respecté leur promesse.
9. Le programme devrait donner des formations continues
10. Selon moi il ne manquait rien
11. Le programme devrait donner un prêt aux participants
12. Le programme devrait donner des prêts aux commerçants
13. Financer les participants
14. On devrait donner un prêt
15. La formation était trop courte
16. Financement pour les participants
17. Il devait avoir des suivis financiers
18. Le mode de traitement, ils ont promis de la nourriture de l'eau mais ils n'ont rien donné. Il devrait nous donner de l'argent. Ils nous avaient aussi promis de l'accompagner en matériel. Jusqu'à ' date on a rien reçu
19. Le programme devrait nous accompagner économiquement. Et donner. Un plat chaud après chaque formation
20. Manque de nourriture durant la formation
21. Manque de nourriture
22. Manque de nourriture/eau
23. Manque de nourriture/argent
24. Manque de nourriture
25. Eau/nourriture
26. Manque de nourriture

27. Enseigne/certificat/carte de visite
28. Manque de nourriture
29. Manque de nourriture
30. Manque de nourriture
31. Manque de materiel
32. Manque de nourriture
33. Manque de nourriture
34. Manque de nourriture
35. Manques de nourriture aucour de la formation
36. Manque d'eau et de nourriture
37. Manque d'eau/nourriture
38. Un pret
39. Manque de nourriture
40. Manque de nourriture
41. Manke dlo,manje au kote poun de bezwen nou
42. T manke konfo au dlo, manje
43. Manque d'aide economique ou job
44. Il ne manque rien
45. Il manque rien dans le programme
46. Manque de moyen economique pour agrandir le commerce
47. Manque l'eau,toilette, surtout le moyen economique pour augmenter le commerce
48. Manque de qualification de l'instructeur
49. Manque de toilette,l'eau, les materiels didactiques
50. Men que de moyen economique pour augmenter le commerce ce sa qu'on attend
51. Ne manque rien dans le programme
52. Manque de l'eau,
53. Manque de moyen de financement pour agrandir le commerce
54. Manque de l'argent dans le programme
55. Moyen economique
56. Manque de moyen economique
57. Manque de moyen economique
58. Il ne manque rien ,mais l'argent
59. Moyen economique
60. Il ne manque rien
61. Manque de moyen economique,l'eau
62. Manque de moyen economique et plus visibilite
63. Moyen economique
64. Manque de moyen economique
65. Manque de moyen economique pour agrandir le commerce
66. Recherche un batiment au lieu un camion
67. J'attendais un pret pour acheter des outils supplementaire pour faire fonctionner le buniss
68. En laissant le commerce je perdais au moins deux a trois cent gourdes par jours
69. Contunuation de cours
70. Cours devait etre disponible sous forme de cidis et un manuel appoprie ou email
71. Jusqu'a present pas de carte de visite pas enseigne on l'avait promus
72. Ne sais pas
73. Manque encadrement apres la formation pas exemple outils de travail on l'avait promus
74. Pas de nourriture au moment de la formation

75. Le petit dejeuner qui manquait
76. Le financement
77. Aide financiere, contunuation
78. C'etait tres bien pour ma part
79. Pas de pret apres la formation
80. Pas de pause cafe au cours la formation
81. Choisir une heure favorable pour tout le monde pas exemple un dimanche apres midi
82. Pas d'emprunt apres la formation
83. Apres la formation pas d'aide ni au point de vue materiel , ni financiere
84. Formation continue a cause 2 jours absence on avait pas donner le certificat de an ale, malgre la motivation
85. Manque d'encadrement
86. Tout est bien
87. Je ne sais pas
88. Formation continue
89. Rien ne peut etre fait sans l'argent
90. Je ne sais pas
91. Je ne sais pas
92. Pas de rafraichissement au moment de la formation
93. La seule chose dans ma carte visite le numeros de telephone ne correspond pas
94. Aide financiere
95. Je pensais que le programme an ale va nous donnez d'aide financiere
96. Contunuation
97. Je pensais que an ale va nous emprunter de l'argent
98. Emprunt et ,revision
99. Je pensais qu'on vas me donner de l'argent pour faire fonctionner le buniss ou bien agrandir
100. Pas de suivi en terme de finance
101. Financement, ou bien pret apres la formation
102. Pas de suivi
103. On devait donner un gouter au gens pour les stimuler pendant la formation
104. Pas de nourriture pendant la formation, pas de suivie apres un an,pas d'enseigne ,pas de carte de visite
105. Pas meme un verre. D'eau pendant la formation
106. Pas de support en terme de pres ou don
107. Pas d'endroit pour faire besoin surtout pour nous les femmes,pas d'argent pour ameliorer notre business
108. Pas de suivi
109. Pas d'accompagnement apres la formation
110. Pas de support financier
111. On devait nous permettre de trouver un pret avec un taux considerable
112. Pas d'accompagnement financier
113. Pas suivi en terme finance
114. Un pret pour agrandir le business
115. Pas de financement
116. Pas de support apres la formation
117. Pas de suivi en terme de financement
118. Pas d'accompagnement financier apres la formation
119. Accompagnement apres la formation

120. Pas de pret apres la formation
121. Beaucoup
122. Pas de nourriture pendant la formation,pas de suivi apres la formation
123. Pas meme un ver d'eau pendant la formation
124. Pas meme de l'eau froid,pendant la formation,meme le cahier etait a notre frais pour prendre note
125. Pas de suivi
126. Pas de toilette dans le camion,pas de collation, pas de suivi apres la formation
127. Pas de nourriture pendant la formation,pas de suivi apres la formation
128. De l'argent
129. Pas de collation pendant la formation,pas de suivi apres la formation
130. Pas d'aide financier
131. Pas de suivi,pas d'accompagnement financier
132. Pas d'argent
133. Pas de suivi
134. Pas de nourriture pendant la formation
135. Pas meme un verre d'eau pendant la formation
136. Pas de suivi
137. Manque d'argent pour financer les busniss
138. Le beneficiaire croyait qu'apres la formation, qu'il allait trouver de moyens financiers pour agrandir son busniss.
139. Les promesses donnees lors du seminaire ne sont pas respectees.(changement de materiels et equipements)
140. Rien du tout, selon le beneficiaire
141. Les heures de formations dans la matinee ont ete mal choisies. Ensuite , le beneficiaire attendait en retour du moyen financier pour appliquer les theories de la formation.
142. Rien du tout
143. Ne sait pas
144. Rien du tout
145. L'accueil n'etait pas tres bon. Il y avait meme pas de nourriture (collation) pour le temps de la formation.
146. Rien du tout,le beneficiaire a ete tres satisfait
147. Pas collation pendant les heures de formation.
148. Rien du tout
149. Pas de grande chose sauf qu'on a choisi des heures inappropriees a mes activites. Vue que j'ai fait des prets a une institution denomme ACME
150. Le beneficiaire attendait que la formation prenait plus de jour
151. Ne sait pas
152. Pas de collation
Pas de frais de deplacement
153. Manque de collation et un petit frais pour le deplacement
154. Manque de planification, Irregularite au niveau des jours de formation a du augmenter d'une semaine non envisage par le beneficiaire.
155. Je ne sais pas
156. Un pret pour renforcer le busniss
157. 1- pas de collation pendant la formation
2- pas de frais de deplacement
3- il y avait une dame du nom de (jmg) qui presentait de mauvais comportement.
158. 1- pas de collation aux apprenants

2- pas de source de financement des busniss

- 159. Rien du tout
- 160. Meme si il n'en avait pas boucle la formation mais, il voit que rien ne manquait.
- 161. Suivi a la formation c'est a dire un pret ou don de l'argent pour renforcer le busniss.
- 162. Documents
- 163. Une indifference. Certains groupes trouvaient des materiels d'autres devaient acheter les leurs.
- 164. Rien du tout
- 165. Documents (livre, cahier, plume, ...)
- 166. Dans le cadre de la formation rien du tout.
- 167. Rien du tout
- 168. Rien du tout
- 169. Don ou pret d'argent apres la formation. Moyen pouvant faciliter le renforcement du businiss
- 170. Rien du tout
- 171. Manque de support pour la formation (cahier, plume ...)
- 172. Rien du tout
- 173. Rien du tout
- 174. Pas de nourriture
Manque de respect
Perte de clientele, pendant un mois et demi
- 175. Rien du tout
- 176. Rien du tout
- 177. Rien du tout, sauf quelques retards au pres des formateurs
- 178. Un encadrement du point de vue financier apres la formation.

Background

Le PNUD œuvre aux côtés du Gouvernement d'Haïti pour appuyer les efforts de relance économique et notamment de consolidation du secteur privé, qui représente 83,5% des actifs haïtiens qui travaillent. Les efforts d'appui à la relance économique en Haïti se traduisent par de nombreuses initiatives, dont celles du PNUD, pour soutenir les micros, petites et moyennes entreprises, formelles et informelles, et qui constituent le socle de la croissance haïtienne.

Le Projet « Ann Ale » vise, dans le cadre du Projet 16/6, dans un premier temps à créer une base de données représentative du tissu des MPME dans le 16/6 et dans un second temps à mettre en avant l'image des micros entreprises en leur proposant des solutions de lignes graphique personnalisées développées par nos collaborateurs et appuyer leur fonctionnement au travers de formations dispensées par nos partenaires.

Le projet oriente ses actions auprès des micros et petites entreprises, en les appuyant pour améliorer leur compétitivité et productivité en leur fournissant information, soutien sur le volet marketing et formation. Etant donné que la plupart des négoces seront des petits commerces, l'amélioration de leur image et de la perception de celle-ci par leurs clients et leurs propriétaires eux-mêmes, assorti d'un appui technique et éducatif permettront une meilleure création de revenu, favorisant l'employabilité et par là l'essor économique des quartiers. Le projet a également comme objectif de développer des liens avec le secteur formel, les institutions financières ainsi que les organisations communautaires de base.

Pour faire face à la situation d'urgence engendrée par le terrible séisme du 12 janvier 2010, la Présidence de la République d'Haïti a mis en place, le 30 septembre 2011, le Projet «16/6», en collaboration avec le Programme des Nations Unies pour le Développement (PNUD), l'Organisation Internationale du Travail (OIT), l'Organisation Internationale pour les Migrations (OIM), et le Bureau des Nations Unies pour les Services d'Appui aux Projets (UNOPS). Outre la réhabilitation des quartiers meurtris de la Capitale et la provision d'une offre de logements améliorée, ce projet pilote financé par le Fonds de Reconstruction d'Haïti et le Gouvernement canadien cherche à améliorer les conditions de vie des habitants des zones concernées, en favorisant la mise en place de services sociaux de base et la création d'activités génératrices de revenus. Une solution intégrée qui inclut la fermeture de six camps, la relocalisation et l'amélioration de la qualité de vie des personnes déplacées tout en répondant aux besoins urgents en matière d'infrastructures physiques et aux problèmes sociaux des communautés sélectionnées.

Actuellement, la première phase du projet vient d'être bouclée dans 8 quartiers dont 4 à Pétion Ville et 4 dans la zone de Canapé Vert et 400 bénéficiaires ont été touchés. Le projet sera répliqué dans les quartiers de Fort National, Cité Soleil. Cependant, il est important de faire une évaluation de la première phase du projet pour pouvoir faire des ajustements si nécessaires.

C'est dans ce contexte que le PNUD veut recruter un Consultant pour conduire une évaluation du Projet Ann Ale et se capitaliser sur les leçons apprises pour améliorer l'intervention dans le cadre de la réplification dans d'autres quartiers.

Duties and Responsibilities

Le PNUD recherche donc les services d'une firme ou d'un Consultant pour conduire une évaluation de la phase pilote du Projet « ANN ALE » dans les quartiers 8 quartiers de 16/6 dont 4 à Pétion Ville et 4 à Canapé Vert.

L'objectif est d'analyser dans quelle mesure, le projet a pu contribuer à améliorer la productivité des petits commerces des quartiers et de faire ressortir les leçons apprises pour la replicabilité du programme.

Le consultant doit livrer une étude sur l'impact et la répliquabilité du projet Ann Ale en soulignant **non seulement les réussites**, mais aussi **les défis du projet**, les **leçons apprises** et les **points qui pourraient être répliqués** (à la même échelle ou plus grande).

L'étude devra:

- Analyser du contexte et de l'impact du projet dans les quartiers d'intervention;
- Comparer le degré de connaissances acquises par les bénéficiaires : Pré-test et Post;
- Mesurer le niveau de satisfaction des bénéficiaires directs du Projet;
- Analyser les documents de rapports et les modules de formations;
- Passer en revue les activités mises en œuvre, les résultats obtenus ainsi que les progrès réalisés;
- Identifier tous les problèmes liés à la planification, à la mise en œuvre, au monitoring et aux différents outils de gestion opérationnelle mis en œuvre;
- Évaluer qualitativement et quantitativement le niveau d'appropriation des connaissances, des attitudes et des pratiques des bénéficiaires. Et surtout si la formation dans le camion a été efficace;
- Analyser les forces et faiblesses des stratégies d'intervention mises en œuvre;
- Evaluer l'impact d'Ann Ale sur l'égalité et l'équité des genres auprès des bénéficiaires à travers des données qualitatives et quantitatives;
- Proposer et mettre à la disposition du projet des ajustements stratégiques efficaces et pertinents permettant d'améliorer son efficacité, la pérennité des actions et l'impact sur les bénéficiaires;
- Relever des indicateurs périphériques pouvant minorer les résultats escomptés du projet;
- L'attente essentielle de l'équipe du projet à travers cette évaluation est la proposition de recommandations concrètes et faisable (en fonction des ressources humaines et moyens financiers à disposition) pour améliorer/réorienter les stratégies d'intervention et les actions.

Méthodologie de l'évaluation

- La firme ou le particulier est tenu de préparer, présenter et défendre l'approche méthodologique qu'il juge appropriée pour le travail d'évaluation la phase pilote du projet ainsi qu'un calendrier de travail et liste des documents nécessaires;
- La firme ou le particulier doit élaborer les méthodes de collecte donnée (échantillonnage, étude-sondage de l'impact, Focus groupe, entrevue, analyse etc);

Cependant, le PNUD mettra à la disposition de la Firme ou du Consultant un groupe d'enquêteur qui pourra l'accompagner pour la réalisation des enquêtes de terrain. Le paiement des enquêteurs sera à la charge du PNUD. La firme ou le Consultant pourra travailler à distance dans un premier temps pour l'analyse des données et dans un deuxième temps, faire les entrevues et focus groupe sur le terrain.

Produits et résultats attendus:

- Proposition détaillée avec un plan de travail, un chronogramme, une méthodologie et une liste des documents-clés;
- Un plan du document final de l'étude;
- Un premier draft du document avec le contexte, et une courte analyse des premiers résultats du projet;
- Un rapport final de 15-20 pages (+ annexes);
- Matériel d'accompagnement;
- Une présentation powerpoint;

Durée et délai de l'évaluation

- Capacité à travailler dans les délais, suivant les standards de qualité du PNUD;
- Le rapport final devra être livré 45 jours après la signature du contrat.

Conclusion de l'évaluation

- L'évaluation doit aboutir à un jugement argumenté et à des conclusions sur les performances du projet.

Recommandation

- L'attente essentielle de l'évaluation du projet à travers cette évaluation est la proposition de recommandations concrètes et faisable (en fonction des ressources humaines et moyens financiers à disposition) pour améliorer/réorienter les stratégies d'intervention et les actions.

Bibliographie (Documents du Projet)

- Les rapports d'enquêtes;

- Les TDRs liés au Projet Ann Ale (Fournisseurs de Formations);
- Les rapports de formations de nos partenaires;
- Les Dashboard du projet 16/6;
- Les Factsheet du Projet 16/6.

Modalités de paiement

- 20% à la signature du contrat et de la soumission d'une proposition détaillée avec un plan de travail, un chronogramme, une méthodologie et une liste des documents-clés, ainsi qu'un plan du document final de l'étude;
- 50% à la soumission du premier draft du document avec le contexte, et une courte analyse des premiers résultats du projet;
- 30% à la soumission et validation du rapport final de 15-20 pages (+ annexes).

Competencies

- Très bonne capacité à analyser des données et des informations complexes, et à en produire des résumés et des conclusions et recommandations pertinentes;
- Aptitude à élaborer des rapports techniques de qualité dans des délais impartis;
- Sensitivité culturelle et diplomatique et aptitude à travailler en équipe;
- Familiarité avec Haiti ou des pays similaires.

Required Skills and Experience**Formation:**

- Diplôme de Maîtrise de recherche dans les sciences sociales, développement, économie, gouvernance ou autres domaines connexes.

Expérience:

- 5 ans minimum d'expérience professionnelle avec les compétences dans le domaine de recherche dans les sciences sociales, développement, économie, gouvernance ou autres domaines connexes;
- Expérience dans la conduite d'études d'évaluation et de recherche;
- Le consultant devra faire preuve d'expérience démontrée dans le domaine précité (expérience du système des nations unies serait un atout.);
- Connaissance et expérience professionnelle en matière d'évaluation;
- Expérience en matière de coopération au développement;
- Connaissances et expertises techniques et sectorielles dans les domaines du micro finance et des modèles de formations liés à ce secteur;
- Expérience dans la région du pays partenaire ou dans des pays similaires.

Langues:

- Capacités linguistiques adéquate (Français / Créole).

Critères de sélection:**Critères techniques**

- Qualité du contenu du document présenté : 20%;
- Expérience de la Firme ou du particulier : 15%;
- Qualité du manuel élaborée : 15%;
- Capacité à respecter les délais imposés : 10%;
- Connaissance du PNUD -PROJET 16/6 et des zones de travail : 10%.

Critères économiques

- Prix : 30%.