

Assessment on POTENTIAL's Youth Business Mentorship Program

Final Report Submitted to SCI

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List of acronyms/abbreviations

BYOB	Be Your Own Boss
EDC	Education Development Center, Inc
ETBR	Ethiopian birr
FCE	Facilitators for Change Ethiopia
FGD	Focus Group Discussion
GOE	Government of Ethiopia
GTP	Growth and Transformation Plan
HUNDEE	HUNDEE-Oromo Grassroots Development Initiative
IDI	In-depth Interviews
KIIs	Key Informant Interviews
MFI	Micro Finance Institutes
NGOs	Non-Governmental Organizations
PADet	Professional Alliance for Development in Ethiopia
PCA	Principal Component Analysis
PYD	Positive Youth Development
REST	Relief Society of Tigray
SCI	Save the Children International
SNNPR	Southern Nations, Nationalities and Peoples' Region
WASH	Water, Sanitation and Hygiene
WBL	Work Based Learning
WRN	Work Ready Now

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Executive Summary

Save the Children International with its partners has been implementing the five year (2015-2019) USAID's building the potential of youth (POTENTIAL) Activity with the aim of reaching 34,537 unemployed or underemployed youth aged 15-29 from 30 rural woredas in six regions by addressing youth unemployment and economic activity. POTENTIAL has been providing youth business mentoring which is provided by experienced and knowledgeable community members who *volunteer* to support and encourage youth to achieve their goals. The five year POTENTIAL Activity implementation period coming to an end by October 2019, SCI/POTENTIAL desired to generate evidence to inform USAID and its development partners on appropriate, effective, and sustainable market driven youth workforce development intervention. Hence, this study was conducted to understand the added value of POTENTIAL's youth business mentoring activities in enhancing opportunities for business development of participating youth.

The objective of the assessment was to explore and analyze the impact of POTENTIAL's mentorship strategy in its intervention regions and, therefore, better understand how mentorship can contribute to youth business development.

The assessment employed quantitative and qualitative approaches to triangulate the findings. A stratified multistage random sampling technique was employed to select study units. First, two regions from Agriculturalist/productive and one from Pastoralist regions were selected. Secondly, two woredas per selected region were included. For the quantitative study a total of 405 mentees were interviewed. For the qualitative assessment six focus group discussion and 12 in-depth interviews with mentees and 6 key informant interviews with mentors were conducted. Additional data from the outcome survey was analyzed to determine the effect of business mentorship program in changing livelihood of the youth when compared to those who were not in such support. Frequencies with their respective percentage were computed and presented in tables and figures. In order to assess the association of selected variables with good performance of the mentees, a performance indicator index was computed using principal component analysis of nine inter-related variables. The simple cross tabulation with chi-square test was performed and a p-value <0.05 was taken as a cut of point for significance. The qualitative data was analyzed using Thematic/Content Analysis Approach and presented the finding as triangulation to the quantitative findings.

Overall, 405 mentees (110 from Amhara, 170 from SNNPR and 125 from Somali regions) were interviewed with response rate of 100%. More than half (57.3%) were males and 45.7% were age between 20-24 years. Majority (93.6%) of the mentees stayed in the project for more than 6 months. The most common type of mentorship practiced was grouped mentoring (59.8%), especially in SNNPR (66.5%) and Somali (80.0%) regions. The most common communication method between mentees and mentors was face to face (97.0%). Most (80.2%) of the mentees were living in the same locality as that of their mentors. Majority (62.0%) of the mentees had friendship with their mentors before engagement in the business mentorship program specially in Somali region (83.2%). Mentees from Somali region reported to have frequent communication with their mentors than their counterparts in Amhara and SNNPR. Both the

quantitative and qualitative assessments showed that, youth who engaged in youth business mentorship program have positively improved their livelihoods through increased income, saving or owning productive assets than those youth who didn't have the chance to participate in youth business mentorship program. Mentees who were employed in government or non-government organizations, who stayed longer in the project, who received additional supports such as coaching, who engaged in non-blended mentorship, who communicated with their mentors face to face and more frequently, living in the same locality and had acquaintance with their mentors before engaging in the mentorship program had high performance index than their counterparts.

Relatively high percentage (96.00%) of mentees whose mentors were male had good performance index than whose mentors were female (93.80%), however the difference was not statistically significant with p-value of 0.616. The qualitative assessment also revealed mixed response regarding performance of male and female mentors. For instance, one mentee from SNNPR stated that *"The gender of my mentor is male and I think female mentors are better than male mentor because female mentors are open to share their experiences to mentees as they would mentor their own child. But this is not the case when it comes to male mentors who wouldn't share their whole information and experience about their business for fear the mentee would start similar business which would take their customers away and their income"*. On the other hand, other mentees even from SNNPR prefer male than female mentors because of the widespread belief that men are better positioned to have a better understanding of the outside world to know about which businesses are profitable and which are not. While others believe the type of business mentee is interested in is important to determine the type or gender of mentor for the success of the program. One mentee in Amhara said *"the gender by itself does not affect the mentorship service negatively or positively but the difference comes due to lack of access to awareness and information. Due to this male have more access to information and awareness than female"*.

This assessment affirmed the importance of youth business mentorship program in improving the livelihood of youth. Almost all qualitative study participants reiterated that participation in mentoring support services have had huge impact on their knowledge, skill, behavioral change and overall betterment of their livelihood. Overall, 86.4% of the mentees agreed/strongly agreed that their income level changed since they started participating in the business mentorship program. Overall 94.1% of the mentees agreed/strongly agreed that they are more satisfied with their performance after engagement in the project. As such, it is didn't come as a surprise to learn that all the qualitative study participants expressed their delight with the performance of the mentorship program and pleaded for it to be strengthened and scaled up to reach many more youth beneficiaries. In future scale up of the intervention, consideration of factors which have shown to have association with good performance of mentees was recommended.

I. Introduction

1.1. Situational Analysis on Youth in Ethiopia

As stated in various studies including the USAID’s Fact Sheet on Developing Ethiopia’s youth, the youthful population in the country is an incredible asset and untapped resource for positive growth. Of Ethiopia’s population, estimated at 105 million, 40.5 percent is under the age of 15 and 30 percent is aged 15 to 29¹. Youth unemployment is estimated at nearly 27 percent². One reason for the high youth unemployment rate is low literacy (68 percent). Ethiopia’s secondary school gross enrollment rate is 39.8 percent³—far too inadequate for a country with Ethiopia’s natural resources, economic potential and global ambition.

Various studies also point out that every year more than a million young Ethiopian men and women join the labour market. But the economy produces far fewer new jobs and opportunities. This is partly due to the structural makeup of the largely agrarian economy. Over 80% of Ethiopians live in rural areas. While the agricultural sector in Ethiopia has declined significantly as a contributor to the economy in the past decade and now accounts for less than 50% of the national product, it still employs more than 70% of the labour force.

Historically, most people who were born in rural areas tended to settle there. But land scarcity and population growth, coupled with limited non-farm employment opportunities has started pushing young people into the urban areas. There aren’t enough jobs for them there either. Various studies show that 30% of 20 to 24 year-olds in urban areas are unemployed⁴. Some studies suggest that the actual rate is as high as 50%⁵. National level labour surveys and other studies suggest that young people with secondary education or more are the ones missing out the most from the flourishing economy. Many – about 70%⁶– join the labour market with little or no practical or specialized training past the general secondary education. The Government of Ethiopia has been initiating different policies and strategies to combat the problem of youth unemployment. The Youth Policy, issued in 2004, called for major interventions to enhance youth participation in Ethiopia’s development. The Policy recognizes the importance of youth participating, in an organized manner, in the process of building a democratic system, good governance, and development endeavors, and benefiting fairly from the outcomes.

The importance of youth participation has been increasingly recognized by the public authorities since the government’s strategy to involve youth in decision-making processes

¹ USAID Developing Ethiopia’s Youth October 2018

² Ibid

³ Ibid

⁴ CSA

⁵ The Nature of Unemployment among Young Men in Urban Ethiopia 2007

⁶ Educational Statistics Annual Abstract 2006 E.C.

became a high-level political agenda. In addition, the national employment policy of Ethiopia emphasized youth employment and set forth youth-focused employment mainstreaming strategies. More recently, the second Growth and Transformation Plan (GTP II 2015/16-2019/20) gave strong emphasis to employment creation and set strategic directions to be pursued during GTP II.

Although the results of these efforts have been meaningful, young people still continue to face various challenges related to un-/under-employment. The country's youth have increasingly higher aspirations and expectations due to the possibilities they see, given the country's economic growth. They also have high expectations of what they believe they deserve as relatively educated people. But not only are there no jobs, wages are often not high enough to support high living costs.

1.2. POTENTIAL Activity

Save the Children International has been working in Ethiopia over the past several decades to bring about immediate and lasting change in the lives of children. As one of the largest organizations working in Ethiopia, Save the Children implements programs on child protection, education, food security, health, humanitarian, livelihood, nutrition, WASH programs. As part of the different programs implemented in the country office, USAID's building the potential of youth conducts different operation researches and surveys to document progress on results/outcomes and encourage evidence-based adjustment and decision to further accelerated changes in the lives of youth beneficiaries and the community at large.

USAID's Building the Potential of Youth (POTENTIAL) is a five-year USAID-funded demographic opportunity Activity launched in September 2015, that promotes opportunities for young Ethiopians to positively contribute to the betterment of society. POTENTIAL's goal is for unemployed and underemployed Ethiopian youth ages 15-29 in rural areas and towns to attain the skills, knowledge, and social capital that lead to increased income and long-term economic self-sufficiency. It specifically focuses on young women and builds on youth livelihoods activities implemented in Ethiopia.

With this broader goal, POTENTIAL set out three key intermediate results targeted to be achieved through its interventions:

- 1: Rigorous evidence base developed to inform USAID and its development partners, including youth, Government of Ethiopia (GOE), and non-governmental organizations (NGOs) on appropriate, effective, and sustainable market driven youth workforce development intervention
- 2: Improved youth access to market relevant skills and experiences to support the transition to safe and viable employment

3: Coordinated delivery, among local institutions, of quality market driven services connecting underserved youth, especially women, to employment and income opportunities POTENTIAL is built around a consortium that leverages global and national experience and expertise and is well rounded in addressing all development areas of the youth livelihoods framework, including human capital, social capital, financial capital and physical capital. The implementing partners include experienced technical and program management experts who understand the local context and have the international expertise to ensure innovation, best practices and project are at the foundation of programming. These organizations include:

- **Education Development Center, Inc. (EDC)**, a leader in the provision of locally relevant, market driven education services with deep technical and analytical understanding of the challenges and constraints successful programming must address;
- **HUNDEE-Oromo Grassroots Development Initiative**, a community mobilization and education implementer with specialties in agriculture and women’s economic support;
- **Professional Alliance for Development in Ethiopia (PADet)**, a growing local organization with skills in community engagement, health and agricultural extension networks;
- **Relief Society of Tigray (REST)**, an experienced livelihoods development and rural economic growth partner with a beneficiary focus on the poorest and vulnerable, especially female-headed households, landless youth, and people with disabilities;
- **Facilitator for Change Ethiopia (FCE)** a targeted training partner with a background in working with TVET institutions and providing vocational skills training for youth and functional adult literacy programs.

The project documents state that the development of young people’s human, social, financial and physical capital is the main target of POTENTIAL’s youth livelihood. The project also put emphasis on building the capacity of local service providers. Specific strategies of the project include the following:

- **Focusing on skills building:** POTENTIAL transferable soft skills trainings to create more viable livelihood prospects.
- **Using targeted labor market assessments:** POTENTIAL ensures training and service providers consider market relevance, targeting curricula and programs to emerging skills needs
- **Expanding approaches and offerings in work-based learning:** POTENTIAL assists youth to participate in employer visits, job-shadowing, short-term employment, and internships. Both learners and employers benefit from training and supervisory support, leading to workforce-ready and employable youth with practical experience
- **Building youth service provider networks:** POTENTIAL implements a cost-effective approach to enhance support service access for remote communities and disadvantaged groups

The POTENTIAL training curricula provide youth with the skills and knowledge they need to clarify their personal and professional goals, find work, and develop healthy work habits and behaviors that will help them to be successful.

POTENTIAL operates in 30 woredas of Afar, Amhara, Oromia, Southern Nations, Nationalities and Peoples' region (SNNPR), Somali and Tigray regions. Awarded on January 1, 2015, and running until December 2019, the POTENTIAL Activity is currently in its fifth and final year of implementation.

1.3. Mentoring in POTENTIAL

As part of its Activities, POTENTIAL is providing different post training support services, among them, youth business mentoring is one. The business mentoring is provided by experienced and knowledgeable community members who *volunteer* to support and encourage youth to achieve their goals. Mentors are female or male community members with knowledge, skills, a positive attitude and a willingness to support youth to start a business. They can be community business owners, government workers, former POTENTIAL beneficiaries and other community stakeholders. The main focus of mentoring is building the capacity of youth to perform a better job in their own business or wage employment.

In POTENTIAL, youth business mentorship is a community based formal process that involves the mentor helping an individual youth or a group of youth providing technical and emotional support to help the youth gain knowledge and skills, access market information, and develop their businesses.

With the end of the POTENTIAL project approaching, SCI/POTENTIAL now desires to generate evidence to inform USAID and its development partners, including youth, Government of Ethiopia (GOE), and non-governmental organizations (NGOs), on appropriate, effective, and sustainable market driven youth workforce development intervention. Hence, this study was conducted to understand the added value of POTENTIAL's youth business mentoring activities in enhancing opportunities for business development of participating youth. With this in mind, SCI has initiated this research with the following general objectives to address the subsequent research questions.

II. General Objective of the Study

The objective of this research was to explore and analyze the impact of POTENTIAL's mentorship strategy in its intervention regions and, therefore, better understand how mentorship can contribute to youth business development with the following *research Questions to be addressed by this study. These are:*

- How successful has business mentorship been in providing youth with opportunities to start and grow their businesses?
- What are the good characteristics of mentors appreciated by the mentees (Youth)?
- What did work well and what did not during implementation of mentoring?
- What makes mentors successful? What motivates them to support youth, and what needs to be done to create more mentors in the community?

- How do mentees perceive male and female mentors? Are female mentees comfortable with male mentors and vice versa?

III. Methodology

The mentoring assessment employed two distinct but interrelated approaches, quantitative and qualitative studies. As findings of one used to triangulate the findings of the other as well as to reinforce and strengthen each other's findings, the study used mixed method approach which refers to the integration of the two approaches.

3.1. Scope of the Study and selection of Study Units

The study employed a representative sample and limited to the total population of the Activity in the 30 woredas of Afar, Amhara, Oromia, SNNP, Somali and Tigray regions where POTENTIAL is operating for the main qualitative and quantitative assessments. A stratified multistage random sampling technique was employed to select study units. First, the six regions were categorized into Pastoralist and Agriculturalist/productive then two regions from Agriculturalist/productive and one from Pastoralist regions were selected. Secondly, two woredas per selected region were included. Meaning, four agriculturalist or productive woredas and two pastoralist woredas randomly selected from the two strata using proportional allocation method. Additional data from the outcome survey was analyzed to determine the effect of business mentorship program in changing livelihood of the youth when compared to those who are not in such support.

3.2. Sample size and Sampling procedures

3.2.1. Quantitative method

The sample size required for the quantitative study was determined by using the following formula for a single population proportion manually by considering the prevalence of expected outcome to be 50% (which is a value for maximum sample size). By taking 95% confidence level and 5% of margin of error the minimum required sample size was 385. By adding 5% to compensate for non-response, a total of 405 respondents who received mentoring were interviewed to address the research questions.

$$n = \frac{[(Z\alpha/2)^2 p (1-p)]}{d^2}$$

Where:

P=The prevalence of outcome to be assessed

Z=a standard score corresponding to 95% confidence level (1.96)

d=the margin of error (5%)

n=the required sample size

As mentioned above, using stratified sampling technique representative samples were selected from all the six regions of the project. First representative sample of three regions (two agrarians out of four and one pastoralist region out of two regions) were selected. Then two woredas from each region were randomly selected. Then the study participants were selected randomly after allocating the sample size to each woreda proportionally. The study participants were selected using systematic random sampling technique from the sampling frame (list of beneficiaries in the selected woreda).

3.2.2. Qualitative method

Qualitative data was collected to address the research questions qualitatively and triangulate the findings. A total of six focus group discussion (FGD) (one per each selected woredas) was conducted. Additionally, a total of 12 in-depth interviews (IDI) with mentees and 6 key informant interviews (KIIs) with mentors (two IDI with mentees and one KII with mentors per selected woredas) was collected. These numbers assumed to lead to saturation of information.

Table 1: Summary of Study Woredas and Study Frame

<i>Region</i>	<i>Woreda</i>	<i>Male</i>	<i>Female</i>	<i>Total Population</i>	<i>FGD</i>	<i>In-depth interview</i>	<i>KII</i>	<i>Required sample size - Quantitative</i>
<i>Amhara</i>	<i>B/D Zuria</i>	382	356	738	1	2	1	59
	<i>Jawi</i>	315	327	642	1	2	1	51
<i>SNNPR</i>	<i>Endegagn</i>	454	601	1055	1	2	1	84
	<i>Mierab Azernet</i>	528	555	1083	1	2	1	86
<i>Somali</i>	<i>Jiggiga</i>	250	130	380	1	2	1	67
	<i>Babile</i>	572	620	1192	1	2	1	58
<i>Total</i>					6	12	5	405

3.3. Data Collection Instruments

Data collection instruments employed in this study include Structured Questionnaire for the Quantitative study, and IDI, KII and FGDs guides for the qualitative assessment. Through the qualitative assessment discussions and interviews were conducted to generate qualitative data on the achievements and results of the Activity. To this end, IDI/KIIs (three / Woreda) and FGDs (one/Woreda) were done guided by interview/discussion questions as checklist to probe discussion with participants of the mentorship activities.

3.4. Data collection and quality control

The quantitative data collection tool had components including but not limited to socio-economic-demographic characteristics, employment status, progress in income and livelihoods after engagement in the business mentoring support, issues related to mentorship, etc. The data was collected by experienced experts having MSc degree and above. All the qualitative data was audio recorded after having informed consent from the respondents. Field notes were also taken. Six BSc or above holders with proven quantitative and qualitative data collection experience were recruited and organized into three teams to cover two woredas in a region per team. Prior to data collection, a training and mock exercise on the study tools were conducted in order to ensure standardization among data collectors. The consulting team, and regional coordinators and Woreda supervisors of SCI oversaw the data collection team with random checks of questionnaires administered by data collectors.

3.5. Data analysis

3.5.1. Quantitative data

The data was extensively cleaned before analysis. The data was analyzed using SPSS statistical software version 20. Frequencies with their respective percentage were computed and presented in tables and figures. In order to assess the association of selected variables with good performance of the mentees to identify what factors played a role in achieving the expected impact of business mentorship program of the project, a performance indicator index was computed using principal component analysis (PCA) of nine inter-related variables. One principal component was derived which explained 31% of the variances and those values above the mean value of this component was coded as good performance and those below the mean value as poor performance. Then this new variable was used as an outcome variable. The simple cross tabulation with chi-square test was performed and a p-value <0.05 was taken as a cut of point for significance.

3.5.2. Qualitative data

The audio recorded qualitative data were transcribed and translated to English. Once the data were translated to English, it was coded and indexed to identify categories and themes and presented the finding as triangulation to the quantitative findings. The analysis was framed and findings were presented based on thematic areas pre-determined during data collection.

IV. Findings

4.1. Section A: Performance of mentees and factors associated with good performance

4.1.1. Socio-demographic characteristics of the youth (mentees)

Overall, 405 youth mentees (110 from Amhara, 170 from SNNPR and 125 from Somali regions) who have been engaged in youth business mentorship were interviewed with response rate of 100%. More than half of the mentees (57.3%) included in this assessment in the three regions were male. In terms of age of the mentees that participated in this study, the range is between 15-35 years. Except in SNNPR most of the mentees were age between 20-24 years. Most (51.8%) of the mentees in Amhara were married while most of the mentees in Somali were single (Table 2).

With regards to current employment status, majority of the mentees in the three regions were self-employed in individual/own business. Most of the mentees in SNNPR (34.1%) and Somali (47.2%) were Self-employed in trading whereas most (46.4%) of the mentees in Amhara were self-employed in other business. Overall, the average monthly income of the mentees was 1,523.1 birr, the highest being in Somali (1,906 birr). Almost all mentees in Amhara and SNNPR had some level of formal education whereas only 83.9% of the mentees in Somali region had some level of formal education (Table 2).

Table 2: Sociodemographic characteristics of the youth by region

Characteristics	Item category	Region			Total #(%)
		Amhara	SNNPR	Somali	
		#(%)	#(%)	#(%)	
Gender of mentees	Female	44(40.0)	69(40.6)	60(48.0)	173(42.7)
	Male	66(60.0)	101(59.4)	65(52.0)	232(57.3)
Age Category	15-19	5(4.5)	13(7.6)	44(35.2)	62(15.3)
	20-24	60(54.5)	70(41.2)	55(44.0)	185(45.7)
	25-30	43(39.1)	84(49.4)	26(20.8)	153(37.8)
	>30	2(1.8)	3(1.8)	0	5(1.2)
Marital status	No response	0	1(0.6)	5(4.0)	6(1.5)
	Divorced	6(5.5)	1(0.6)	1(0.8)	8(2.0)
	Married	57(51.8)	84(49.4)	53(42.4)	194(47.9)
	Single	47(42.7)	84(49.4)	66(52.8)	197(48.6)
Current employment status	Paid/Wage employed	5(4.5)	12(7.1)	5(4.0)	22(5.4)
	Self-employed in group business	15(13.6)	41(24.1)	13(10.4)	69(17.0)
	Self-employed individual/own business	78(70.9)	102(60.0)	101(80.8)	281(69.4)
	Still unemployed (dependent on support from others)	12(10.9)	15(8.8)	6(4.8)	33(8.1)

Characteristics	Item category	Region			Total #(%)
		Amhara	SNNPR	Somali	
		#(%)	#(%)	#(%)	
Occupation	No response	12(10.9)	12(7.1)	8(6.4)	32(7.9)
	Farmer	9(8.2)	47(27.6)	46(36.8)	102(25.2)
	Government employee	1(0.9)	9(5.3)	4(3.2)	14(93.5)
	NGO employee	2(1.8)	1(0.6)	0	3(0.7)
	Private employee	2(1.8)	2(1.2)	2(1.6)	6(1.5)
	Self-employed in other business	51(46.4)	41(24.1)	6(4.8)	98(24.2)
	Self-employed in trading	33(30.0)	58(34.1)	59(47.2)	150(37.0)
Average monthly income in Birr		1,396.9	1,314.7	1,906	1,523.1
Educational status	No responses	0	4(2.4)	0	4(1.0)
	Illiterate	0	1(0.6)	46(36.8)	47(11.6)
	no formal education	0	0	14(11.2)	14(3.5)
	Elementary	49(44.5)	92(54.1)	54(43.2)	195(48.1)
	Secondary	48(43.6)	57(33.5)	11(8.8)	116(28.6)
	Tertiary and above	13(11.8)	16(9.4)	0	29(7.2)

4.1.2. Engagement in the potential's youth business mentorship program of the participants

Overall 93.6% of the mentees stayed in the project for more than 6 months with 84.5% in Amhara, 94.7% in SNNPR and 100% in Somali. Almost all of the mentees received Soft skills: WRN, PYD, BYOB in the three regions. Relatively, high percentage (74.1%) of mentees in SNNPR received coaching than Amhara (54.5%) and Somali (45.6%). Most of their mentors were male in Amhara (67.3%) and SNNPR (91.8%) whereas most of the mentors in Somali region were female (53.6%) (Table 3). This is in line with high percentage of mentees in the region.

Majority of the mentees in SNNPR (66.5%) and Somali (80.0%) were receiving group mentoring while most (43.6%) in Amhara were receiving Individual mentoring. Only 7.1% in SNNPR and 2.4% in Somali were practicing blended mentoring unlike that of Amhara region which practiced in 26.4% of the mentees. The most common method of communication of the mentees with their mentors was face to face in the three regions. Few were also using phone call while none of the mentees used email communication in the three regions (Table 3).

With regard to frequency of communication, majority (70.4%) of the mentees in Somali were communicating with their mentors at least once in a week, whereas only 19.1% in Amhara and 24.2% in SNNPR were communicating at least once in a week. Overall small number (7.3%) of the mentees were not communicating with their mentors for a month. Majority of the mentees in the three regions were living in the same place as that of their mentors. However, relatively high percentage (27.1%) of mentees in SNNPR were not living in the same place as that of their mentors (Table 3).

Overall more than half (62.0%) of the mentees had friendship/ acquaintance with their mentors prior to the current formal mentoring relationship, but the percentage in Somali (83.2%) is higher than that of Amhara (53.6%) and SNNPR (51.8%). Unlike that of SNNPR, high percentage of mentees in Amhara (55.5%) and Somali (59.2%) were in the same business as that of their mentors are while 67.6% of mentees in SNNPR were in a different business when compared to their mentors. Most of the mentees were paired to their mentors by the project in the three regions. However, relatively high percentage of mentees in Amhara (31.8%) and Somali (30.4%) were paired voluntarily when compared to that of SNNPR (19.4%) (Table 3).

Table 3: Involvement in the POTETIAL project

Characteristics	Item category	Region			Total #(%)
		Amhara	SNNPR	Somali	
		#(%)	#(%)	#(%)	
Duration of engagement in the project	<=6month	17(15.5)	9(5.3)	0	26(6.4)
	7-12 months	37(33.6)	66(38.8)	29(23.2)	132(32.6)
	1-2 year	49(44.5)	41(24.1)	49(39.2)	139(34.3)
	>2 years	7(6.4)	54(31.8)	47(37.6)	108(26.7)
Types of support mentees obtained	Soft skills: WRN, PYD, BYOB	108(98.2)	167(98.2)	124(99.2)	399(98.5)
	WBL: Job Shadowing, Apprenticeship	27(24.5)	87(51.2)	51(40.8)	165(40.7)
	Coaching	60(54.5)	126(74.1)	57(45.6)	243(60.0)
	Linking with MFI	18(16.4)	43(25.3)	13(10.4)	74(18.3)
Gender of mentor	Female	36(32.7)	14(8.2)	67(53.6)	117(28.9)
	Male	74(67.3)	156(91.8)	58(46.4)	288(71.1)
Type of mentoring support the youth received	No response	4(3.6)	0	2(1.6)	6(1.5)
	Blended	29(26.4)	12(7.1)	3(2.4)	44(10.9)
	Group mentoring	29(26.4)	113(66.5)	100(80.0)	242(59.8)
	Individual mentoring	48(43.6)	45(26.5)	20(16.0)	113(27.9)
Method of communication	Face to face	102(92.7)	169(99.4)	122(97.6)	393(97.0)
	Phone call	8(7.3)	9(5.3)	18(14.4)	35(8.6)
	Email/text	0	0	0	0
Frequency of communication	No response	5(4.5)	3(1.8)	3(2.4)	11(2.7)
	More than once in a week	3(2.7)	4(2.4)	45(36.0)	52(12.8)
	Weekly	18(16.4)	37(21.8)	43(34.4)	98(24.2)
	Once in 2-3-week time	14(12.7)	65(38.2)	17(13.6)	96(23.7)
	Once in a month	57(51.8)	52(30.6)	7(5.6)	116(28.6)
	Less than once in a month	13(11.8)	9(5.3)	10(8.0)	32(7.9)
Mentor and mentee were living in the same place or not	No response	5(4.5)	0	1(0.8)	6(1.5)
	No	13(11.8)	46(27.1)	15(12.0)	74(18.3)
	Yes	92(83.6)	124(72.9)	109(87.2)	325(80.2)

Characteristics	Item category	Region			Total #(%)
		Amhara	SNNPR	Somali	
		#(%)	#(%)	#(%)	
Was there friendship / acquaintance prior to this formal mentoring relationship between you and your mentor?	No response	4(3.6)	0	0	4(1.0)
	No	47(42.7)	82(48.2)	21(16.8)	150(37.0)
	Yes	59(53.6)	88(51.8)	104(83.2)	251(62.0)
Were mentor and mentee in the same business?	No response	5(4.5)	0	1(0.8)	6(1.5)
	No	44(40.0)	115(67.6)	50(40.0)	209(51.6)
	Yes	61(55.5)	55(32.4)	74(59.2)	190(46.9)
How were the mentees paired with their mentor?	No response	4(3.6)	0	0	4(1.0)
	By the project	71(64.5)	137(80.6)	87(69.6)	295(72.8)
	Voluntarily	35(31.8)	33(19.4)	38(30.4)	106(26.2)

4.1.3. Performance of the youth (mentees)

Overall, 95.1% of the mentees believed that their engagement in the business mentorship project helped them in their livelihood. However, this percentage is relatively high in SNNPR (98.8%) and Somali (96.0%) regions when compared to that of Amhara (88.2%) (Table 4). “Started my own business”, was the main type of benefit mentioned by most of the mentees in the three regions (Fig 1). Most of the mentees reported that their income level improved since they start participating in the business mentoring program, however, the percentage is high in SNNPR (89.4%) and Somali (98.4%) regions than that of Amhara (68.2%). High percentage of mentees in Somali (96.0%) reported that they were spending money differently (more wisely) after they involved in the project than that of SNNPR (68.8%) and Amhara (66.4%) regions.

Overall 82.2% of the mentees reported that they have enough to cover for their living expenses, however, this figure was relatively high in Somali (92.8%) when compared to that of SNNPR (76.5%) and Amhara (79.1%) (Table4).

Almost all qualitative study participants reiterated that participation in mentoring support services have had huge impact on their knowledge, skill, behavioral change and overall betterment of their livelihood. One mentee in Endegagn Woreda stated that there is an apparent positive behavioral change following participation in the youth business mentorship program. He said “those who were poor in communication became good in communicating with customers, community and family, and their customer handling ability has also improved. Mentees have now developed positive financial management and their self-perception has changed. Their social connection, family relation, relationship with friends, their income, their employment status, and economic status have been changed because of the training and continues mentoring”.

Overall 92.1% of the mentees reported that they were saving from their income, however, the figure still was relatively high in Somali (95.2%) when compared to that of SNNPR (91.8%) and Amhara (89.1%). Less than half (48.6%) of the mentees in the three regions started building a new productive asset since they start participating in the business mentorship program. However, this figure was still low in Amhara (33.6%) region when compared to that of SNNPR (58.8%) and Somali (48.0%) regions (Table4). The types of assets the mentees started to build include purchasing/building new house, purchasing land, live stocks, furniture, tools/machines, shops or motor bicycle and bajaj (Fig 2).

A mentee in Amhara stated that since participation in the youth business mentorship program “my income enhanced, my money management system improved than ever before, now my every movement is with plan and I am allocating some my income to cover my education fee”. Another mentee from Amhara one reiterated the changes brought about in behavior and livelihood following participation in the youth business mentorship program. This mentee showed significant changes in his livelihood and employment opportunities including changes in improved saving, planned and wise spending of money, and motivation to learn from others. His income has increased, he has become socially respected in the community, and recently recommended to be the Chairman of the Kebele. He said such transformation would not have been possible without the POTENTIAL’s youth business mentorship.

Overall, 86.4% of the mentees agreed/strongly agreed that their income level changed since they start participating in the business mentorship program. However, this figure was low in Amhara (68.2%) region when compared to that of SNNPR (89.4%) and Somali (98.4%) regions (Table4).

Overall 94.1% of the mentees agreed/strongly agreed that they are more satisfied with their performance after engagement in the project. However, the figure was relatively low in Amhara (86.4%) region when compared to that of SNNPR (97.1%) and Somali (96.8%) regions. Similarly, relatively low percentage of mentees in Amhara region agreed/strongly agreed on the following performance indicators “I feel more socially connected after engagement in the project than before”, “I feel more certain of my career path after I joined the project than before” and “My technical skills have improved after I joined the project than before” than their counterparts in SNNPR and Somali regions (Table4).

FGD participants in M/Azernet highlighted how the youth business mentorship project has impacted mentees beyond mere business. They said youth who had previously “bad habits in the past have now turned into respectful and decent citizens started running their own business by group and individual, and some become wage employed. Females who were shy have but now become self-confident and able to express themselves and develop interpersonal communication, and develop working habit. Now after these mentoring females and males are started going out and creating different job opportunity”.

Table 4: Performance of the youth (mentees)

Characteristics	Item category	Region			Total #(%)
		Amhara	SNNPR	Somali	
		#(%)	#(%)	#(%)	
Does your engagement in the mentorship project help you in your livelihood?	No response	4(3.6)	2(1.2)	3(2.4)	9(2.2)
	No	9(8.2)	0	2(1.6)	11(2.7)
	Yes	97(88.2)	168(98.8)	120(96.0)	385(95.1)
Has your income level changed since you start participating in the mentoring program?	No response	5(4.5)	1(0.6)	0	6(1.5)
	Decrease	3(2.7)	2(1.2)	0	5(1.2)
	Increase	75(68.2)	152(89.4)	123(98.4)	350(86.4)
	The same	27(24.5)	15(8.8)	2(1.6)	44(10.9)
Are you spending money differently now?	No response	4(3.6)	1(0.6)	2(1.6)	7(1.7)
	No	33(30.0)	52(30.6)	3(2.4)	88(21.7)
	Yes	73(66.4)	117(68.8)	120(96.0)	310(76.5)
Do you have enough to cover for your living expenses?	No response	3(2.7)	2(1.2)	1(0.8)	6(1.5)
	No	20(18.2)	38(22.4)	8(6.4)	66(16.3)
	Yes	87(79.1)	130(76.5)	116(92.8)	333(82.2)
Are you saving from your income?	No response	0	0	2(1.6)	2(0.5)
	No	12(10.9)	14(8.2)	4(3.2)	30(7.4)
	Yes	98(89.1)	156(91.8)	119(95.2)	373(92.1)
Have you started building new productive asset?	No response	0	0	2(1.6)	2(0.5)
	No	73(66.4)	70(41.2)	63(50.4)	206(50.9)
	Yes	37(33.6)	100(58.8)	60(48.0)	197(48.6)
Has your income level changed since you start participating in the mentoring program?	No response	5(4.5)	1(0.6)	0	6(1.5)
	Disagree/no change	3(2.7)	2(1.2)	0	5(1.2)
	Agree/strongly agree	75(68.2)	152(89.4)	123(98.4)	350(86.4)
Satisfaction on self-performance after engagement in the project	Disagree/no change	15(13.6)	5(2.9)	4(3.2)	24(5.9)
	Agree	95(86.4)	165(97.1)	120(96.8)	380(94.1)
I feel more socially connected after engagement in the project than before	Disagree/no change	9(8.2)	3(1.8)	4(3.2)	16(4.0)
	Agree	101(91.8)	167(98.2)	121(96.8)	389(96.0)
I feel more certain of my career path after I joined the project than before	No response	0	0	2(1.6)	2(0.5)
	Disagree/no change	11(10.0)	6(3.5)	0	17(4.2)
	Agree	99(90.0)	164(96.5)	123(98.4)	386(95.3)
My technical skills have improved after I joined the project than before	No response	0	0	3(2.4)	3(0.7)
	Disagree/no change	11(10.0)	6(3.5)	4(3.2)	21(5.2)
	Agree	99(90.0)	164(96.5)	118(94.4)	381(94.1)

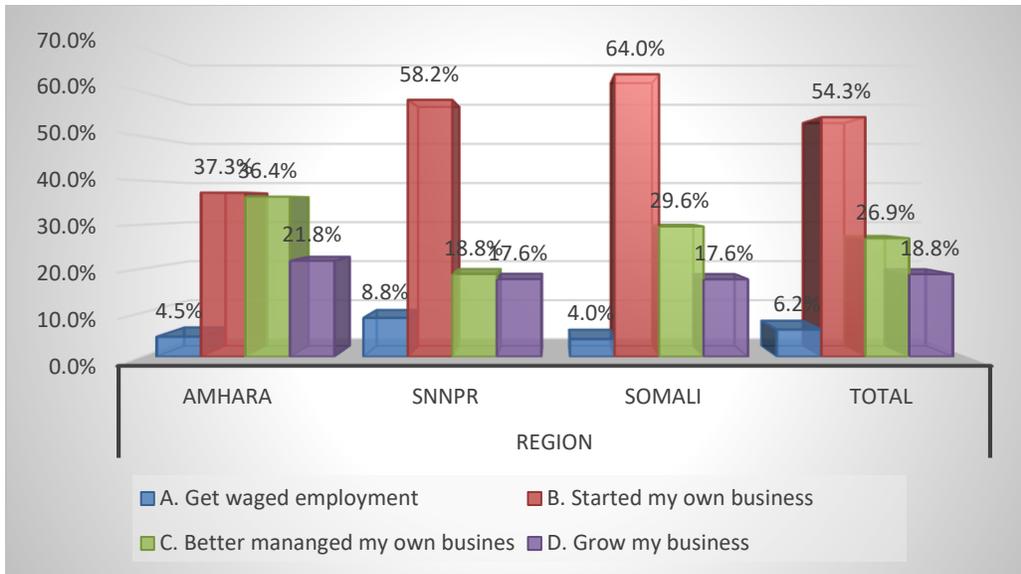


Figure x1: Specific type of benefit the youth obtained after engagement in the project by region

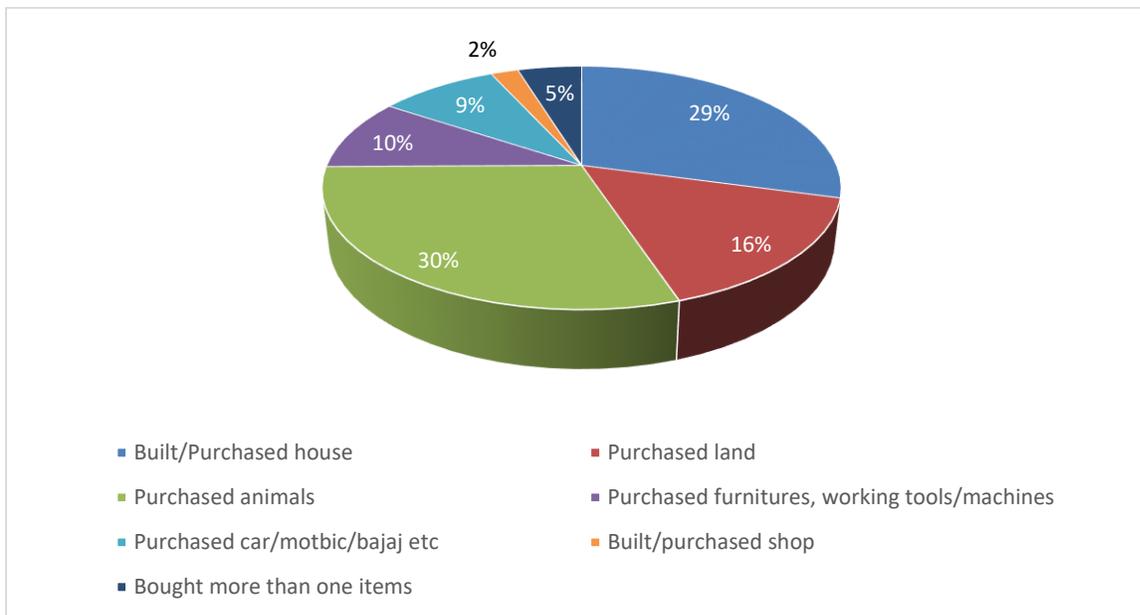


Figure 2: Types of assets the mentees started to develop

4.1.4. Factors associated with good performance index of mentees

One of the objectives of the assessment was to know factors favoring or hindering the success of the business mentorship program as measured through better performance of mentees. To this end, in addition to measuring “performance” using a single item such as employment status or improvement in income and other assets, composite score combining the contribution of all these performance indicators was computed. Principal Component Analysis (PCA), a data

reduction model, is one of a standard analysis recommended by statisticians for such purpose and that was also applied here. As such, performance indicator index was computed using PCA of the following nine inter-related variables. One principal component was derived which explained 31% of the variances and those values above the mean value of this component was coded as good performance and those below the mean value as poor performance. Then this new variable was used as an outcome variable to assess the association of selected variables with good performance of the mentees to identify what factors played a role in achieving the expected impact of business mentorship program of the project. The simple cross tabulation with chi-square test was performed and a p-value <0.05 was taken as a cut of point for significance.

List of variables used for PCA

1. Does your engagement in the mentorship project helped you in your livelihood? 0. No 1. Yes
2. Has your income level changed since you start participating in the mentoring program? 0. Decrease/The same 1. Increased
3. Do you have enough to cover for your living expenses? 0. No 1. Yes
4. Are you saving from your income? 0. No 1. Yes
5. Have you started building new productive asset? 0. No 1. Yes
6. I am more satisfied with my performance? 0. Disagree/strongly disagree/no change 1. Agree/strongly agree
7. I feel more socially connected than before? 0. Disagree/strongly disagree/no change 1. Agree/strongly agree
8. I feel more certain of my career path than before? 0. Disagree/strongly disagree/no change 1. Agree/strongly agree
9. My technical skills have improved? 0. Disagree/strongly disagree/no change 1. Agree/strongly agree

Overall mentees from Somali region (100%) had good performance index followed by SNNPR (97.0%) than Amhara region (87.5%) (p-value<0.001). As the duration of stay in the project increased from less than six month to more than two years, percentage of mentees with good performance index increased subsequently (76.9% among those who stayed for less than 6 months to 98.1% among those who stayed for more than 2 years) (p-value=0.004) (Table 5).

High percentage (97.8%) of those mentees who get coaching in addition to the business mentoring support had good performance index than their counter parts (91.8%) with p-value of 0.007. Provision of trainings and other encouragement for mentors were also mentioned by KII participants (mentors) for their success and as key motivation factor to be involved and continue engagement as mentor. For example, a mentor from SNNPR said that *“it is the training that motivated me to support the youth, after the training I have realized that I have to contribute to my nation...”* Another mentor from Amhara said that *“...when I see the youth are taking my advice seriously and implementing it and bringing change, then I become happy and feel that I am fulfilling my social responsibility, which, in turn, is motivating me to share my experiences to as many mentees as I can”* Relatively high percentage (96.00%) of mentees

whose mentors were male had good performance index than whose mentors were female (93.80%), however the difference was not statistically significant with p-value of 0.616.

The qualitative assessment through FGDs, IDIs and KIIs also revealed mixed response regarding performance of male and female mentors. For instance, one mentee from SNNPR stated that *“The gender of my mentor is male and i think female mentors are better than male mentor because female mentors are open to share their experiences to mentees as they would mentor their own child. But this is not the case when it comes to male mentors who wouldn’t share their whole information and experience about their business for fear the mentee would start similar business which would take their customers away and their income”*. On the other hand, other mentees even from SNNPR prefer male than female mentors because of the widespread belief that men are better positioned to have a better understanding of the outside world to know about which businesses are profitable and which are not. While others believe the type of business mentee is interested is important to determine the type or gender of mentor for the success of the program. One mentee in Amhara said *“the gender by itself does not affect the mentorship service negatively or positively but the difference comes due to lack of access to awareness and information. Due to this male have more access to information and awareness than female”*.

The issue of cultural norms and values were also mentioned as key factors by the qualitative study participants. Some mentioned that the culture prevalent in many places doesn’t encourage and support women to assume and dispose mentor role effectively. One participant from Somali stated that *“male mentors can stand in front of either male or female mentees without being shy and being afraid to present or give lecturing to mentees but female mentors could not do this because of the faith or cultural factors in the communities”*.

Others qualitative study participants feel the performance of mentorship is more dependent on the qualification (knowledge or experience) of mentors than their gender. One mentee in Amhara explained that *“... there was a gap (in the mentorship) because in regarding to educational status the Mentee has better educational status than his Mentor. Because of this educational difference there was some kind of misunderstanding and communication gaps. The Mentor was nominated by the Kebele officials because of lack of educated persons in the community. But Mentor should have better educational status than mentees in order to easily and freely communicate with their Mentees and also to win their confidence”*.

Relatively low percentage (86.0%%) of mentees who were put in blended (mixed of individual and group) mentorship had good performance index than those who were put either group mentoring alone (96.2%) or individual mentoring alone (97.3%) and the difference was statistically significant with p-value of 0.008 (Table 5).

Face to face communication between the mentees and their mentors was found to be significantly (p-value=0.002) increasing the performance index of the mentees than other methods of communication such as phone call (p-value=0.648). The qualitative results also showed that this method is the frequently used and preferred method in the three regions.

However, especially for group mentoring the mentors use phone call to inform the mentees about the meeting date and place. For example, a female in-depth interview respondent from Amhara region said that, the mentors call to one of us and then the person who took the phone call tell the rest of us. But this is not good enough because someone cannot hear or the person that took the phone call might forget to pass the message to all the groups plus there may be miscommunication. Therefore, it is better if our mentors delegate one focal person in order to deliver required messages to the whole group accordingly.

Frequency of communication between the mentees and their mentors was also found to be significantly increasing the performance index of the mentees. As the frequency of communication decrease from more than once a week to less than once in a month, the percentage of mentees with good performance index decreased from 100% to 80.6% and the differences were statistically significant with p-value of 0.001 (Table 5). This was also supported by the qualitative result. In order to have frequent contact and provide quality mentoring most qualitative study participants recommended to increase the number of mentors thereby reducing the number of mentees per mentor. For example, a KII participant from Amhara said that “...having more than two times meeting in a month is important which require increasing the number of mentors. This should be accompanied by moral support for mentors because they are working voluntarily”. Similarly, a KII participant from Somali said that “In order to benefit more from such services the number and quality of the mentors have to be increased and mentors should be equipped with enough knowledge of mentoring and coaching skills”.

Living place of the mentees and their mentors was another important factor which determines the performance of the mentees. High percentage (96.8%) of those mentees who were living in the same place as that of their mentors had good performance index than their counterparts (90.3%) and the difference was statistically significant (p-value=0.015) (Table 5). This was supported by the qualitative finding that all in-depth interview results suggested frequent meeting and agreed that physical distance could be a barrier for good communication and results. For example, in-depth interview with a female mentee from SNNPR reported that frequency of communication with mentors is important for the mentors which enable them to identify any gaps and support accordingly. She also affirmed that for such frequent communication being in the same locality as that of the mentor is crucial. Another in-depth interview with male mentee in SNNPR also said that “my mentor and myself are living in a different place. So, I need to use transportation to meet him and spending additional money for tea and coffee while waiting him in a cafe which has some impact on my income”.

Matching mentees with mentors who had prior friendship / acquaintance before engagement has shown to improve performance of the mentees. High percentage (97.9%) of those mentees who had friendship/ acquaintance with their mentors prior to formal business mentoring relationship had good performance index than their counterparts (91.1%) (p-value=0.004). Though high percentage of those mentees who were in the same business as that of their mentors and who were paired voluntarily had good performance index than their counterparts, the difference were not statistically significant with p-values of 0.683 and 0.177, respectively (Table 5).

Table 5: Factors associated with good performance index of mentees

Factors	Item category	Performance index		P-Values	
		Not good	Good		
Age Category	15-19	1.7%	98.3%	0.052	
	20-24	7.8%	92.2%		
	25-30	2.1%	97.9%		
	>30	0.0%	100.0%		
Mentee's gender	Female	5.5%	94.5%	0.626	
	Male	4.0%	96.0%		
Marital status	Divorced	0.0%	100.0%	0.787	
	Married	4.8%	95.2%		
	Single	4.7%	95.3%		
Occupation	Farmer	3.0%	97.0%	<0.001	
	Government employee	0.0%	100.0%		
	NGO employee	0.0%	100.0%		
	Private employee	20.0%	80.0%		
	Self-employed in other business	2.1%	97.9%		
	Self-employed in trading	0.0%	100.0%		
Region	Amhara	12.5%	87.5%	<0.001	
	SNNPR	3.0%	97.0%		
	Somali	0.0%	100.0%		
Educational status	Elementary	3.2%	96.8%	0.054	
	illiterate	0.0%	100.0%		
	no formal education	0.0%	100.0%		
	Secondary	8.9%	91.1%		
	Tertiary and above	7.4%	92.6%		
Duration of stay in the project	<=6month	23.1%	76.9%	0.004	
	7-12 months	3.1%	96.9%		
	1-2 year	4.6%	95.4%		
	>2 years	1.9%	98.1%		
Additional support the mentee received	Soft skills: WRN, PYD, BYOB	No	16.7%	83.3%	0.249
		Yes	4.4%	95.6%	
	WBL: Job Shadowing, Apprenticeship	No	5.6%	94.4%	0.329
		Yes	3.2%	96.8%	
	Coaching	No	8.2%	91.8%	0.007
		Yes	2.2%	97.8%	
	Linking with MFI	No	5.7%	94.3%	0.032
		Yes	0.0%	100.0%	

Factors	Item category	Performance index		P-Values	
		Not good	Good		
Gender of mentor	Female	6.20%	93.80%	0.616	
	Male	4.00%	96.00%		
Type of mentoring support the youth received	Blended	14.0%	86.0%	0.008	
	Group mentoring	3.8%	96.2%		
	Individual mentoring	2.7%	97.3%		
Method of communication	Face to face	No	28.6%	0.002	
		Yes	4.2%		95.8%
	Phone call	No	4.5%	95.5%	0.648
		Yes	6.3%	93.8%	
Frequency of communication	More than once in a week		0.0%	100.0%	0.001
	Weekly		1.0%	99.0%	
	Once in 2-3-week time		2.2%	97.8%	
	Once in a month		8.0%	92.0%	
	Less than once in a month		19.4%	80.6%	
Mentor and mentee were living in the same place or not	No	9.7%	90.3%	0.015	
	Yes	3.2%	96.8%		
Was there friendship / acquaintance prior to this formal mentoring relationship between you and your mentor?	No	8.9%	91.1%	0.004	
	Yes	2.1%	97.9%		
Were mentor and mentee in the same business?	No	5.40%	94.60%	0.683	
	Yes	3.80%	96.20%		
How were the mentees paired with their mentor?	By the project	5.5%	94.5%	0.177	
	Voluntarily	2.0%	98.0%		

Section B: Comparison of outcome between youth who received mentoring and those who did not:

Of the 2257 youth assessed during the outcome survey, 1030 reported to be engaged in business mentoring support (Table 6). Socio-demographic and other characteristics of the youth were presented elsewhere (see outcome survey report). Sub-analysis of the outcome survey was conducted to compare the impact of business mentorship on youth livelihood in comparison to those youth who were not participated in the business mentorship program. Simple cross tabulation with chi-square test was conducted to determine the significance of the association and p-value of <0.05 was taken as a cut of point for significance. The sub analysis showed that, 83.4% of those youth who engaged in business mentoring reported to be employed during the survey whereas 81.1% of the youth who were not in business mentoring program reported to be employed, all of the youth were unemployed at the beginning of the program (Fig 3), the difference was statistically significant with p-value of <0.001.

Similarly, 83.0% of youth who were connected to mentor believed that there is improvement in their employment and income after the participation in the program whereas 78.1% of youth who were not connected to mentors reported improvement in their employment and income

after the participation in the program (Fig 4), the difference was also statistically significant (P-value=.002).

The average monthly income of youths connected to mentors was higher (2940 ETBR) than those who were not connected to mentors (2394 ETBR), the difference was statistically significant with p-value of <0.0001. Similarly, the average capital increase from the initial after engagement in the program for those youth who were connected to mentors (24,378.12 ETBR) was higher than those who were not connected to mentors (13,979.60 ETBR), the difference was statistically significant with p-value of <0.0001 (Table 7).

High percentage (64.9%) of youth who were connected to mentors reported to start to save after they joined the program than those youth who were not connected to mentors (56.3%), the difference is statistically significant with (Chi-square of 39.9 and p-value of <0.0001) (Table 7).

Higher percentage of youth who are connected to mentors (82.3%) reported to have new productive assets/resources that they are using to generate livelihood and income after they joined the program than their counterparts, the difference was statistically significant with p-value of <0.0001 (Table 7). The new productive assets/resources reported include: livestock, land for growing crops and/or livestock production for food and earn a living, tools or equipment they need to earn a living, natural resources (plantation trees, sand, quarry, etc.) they can use or earn a living, etc.

Table 6: participation of business mentoring support of study participants (2019 outcome survey of POTENTIAL)

	Are you connected with Mentors for mentoring support since you joined the program?		
	Yes	No	Total
Frequency	1030	1227	2257
Percent	45.6	54.4	100.0

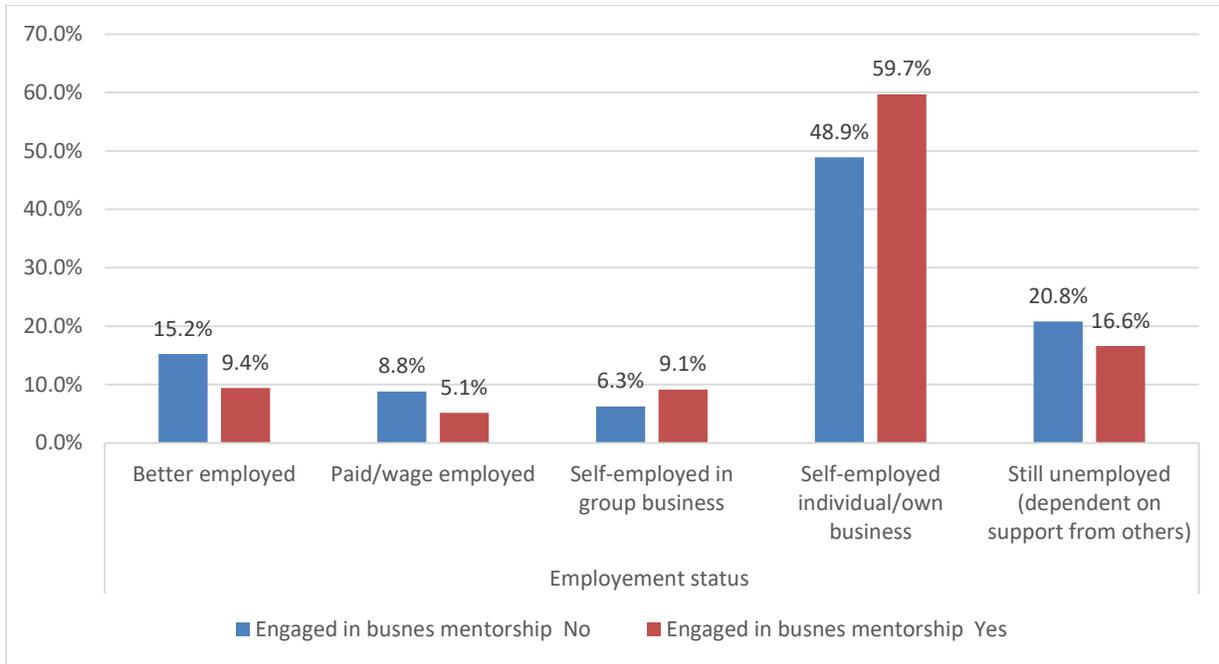


Fig 3: employment status of youth who engaged in business mentorship vs those not engaged in business mentorship

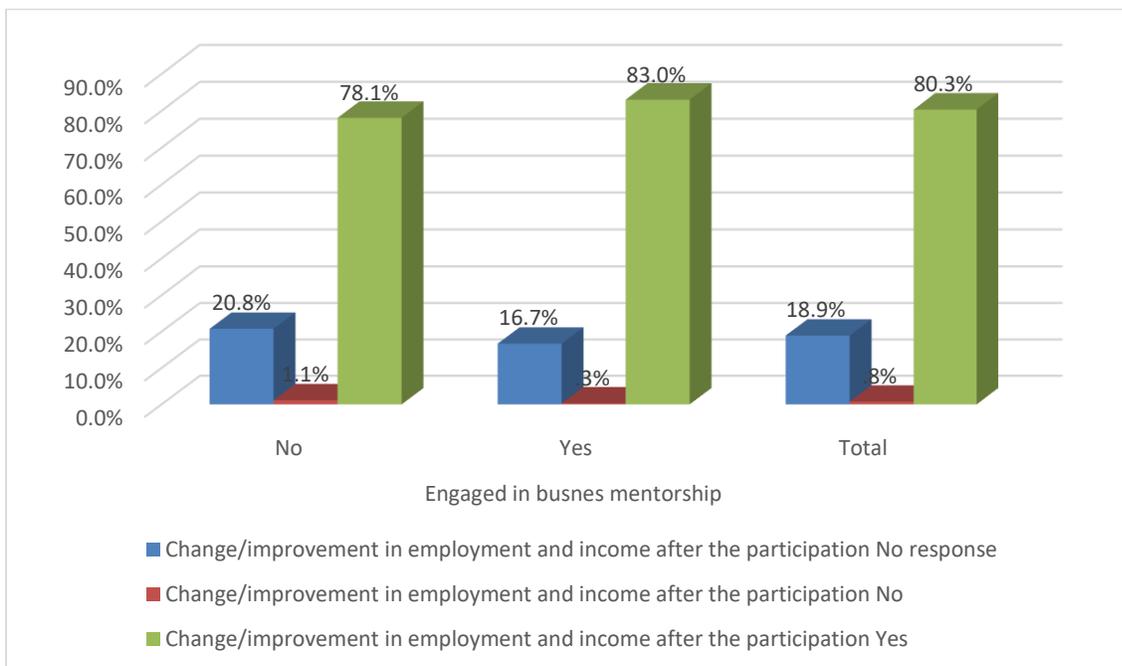


Fig 4: Improvement in employment status/income after participation in POTENTIAL of youth who engaged in business mentorship vs those not engaged in business mentorship

Table 7: Association of participation in business mentoring support and livelihood outcomes

Characteristics the youth		Engaged in business mentorship		P-Value
		Yes	No	
Average current monthly income? (Birr per month)		2939.97	2394.86	<0.0001
Average capital increase after engagement in POTENTIAL		24378.12	13979.60	<0.0001
Habit of saving	No response	16.7%	20.8%	<0.0001
	No, not saving yet	6.1%	12.6%	
	Yes, I was saving before and now I made it regularly	7.1%	5.5%	
	Yes, I was saving money for long time, even before engaging in the program, but irregular	5.2%	4.8%	
	Yes, started to save after I joined the program	64.9%	56.3%	
New Productive Assets Owned after participation	Yes	83.30%	79.20%	<0.0001
	No/no response	16.70%	20.78%	

V. Policy implication and recommendation

This assessment affirmed the importance of youth business mentorship program in improving the livelihood of youth in the project. Youth who engaged in youth business mentorship program have positively improved their livelihoods through improving their income, saving or owning productive assets than those youth who didn't have the chance in youth business mentorship program. For example, significantly high percentage of youth who were connected with mentors believed that there is improvement in their employment and income after the participation in the program than youth who were not. Similarly, the average capital increase from the initial after engagement in the program for those youth who were connected to mentors was significantly higher than those who were not connected to mentors. Therefore, this intervention needs to be scaled up to other woredas and/or regions by addressing identified factors which are instrumental to further enhance impact of the program. Almost all the qualitative study participants expressed their delight with the performance of the mentorship program and pleaded for it to be strengthened and scaled up to reach many more

youth beneficiaries.

This assessment showed that, the longer the mentees stay in the project the better the outcome will be. So it is good to let the mentees stay in the support at least for 6 months in order to extract the most benefit of the business mentorship programs.

In order to mentees better benefit from the business mentorship programs additional supports such as Coaching and Linking mentees with MFI need to be included in the intervention package as they were shown to be associated with good performance of the mentees. The issue of linking mentees with project financing (such as through MFIs) was almost universally stressed by the qualitative study participants. Provision of trainings and other encouragement for mentors were also mentioned by mentors for their success and motivating them to be stay and continue as a mentor.

Rather than using blended (mixed) method, use of either individual mentoring or group mentoring are recommended as they were shown to be associated with good performance. As much as possible mentees need to have face to face communication with their mentors and they should have a frequent communication with their mentors for better outcome of the intervention.

In selecting mentors, selecting mentors who are living in the same locality as that of their mentees and who have known each other before are recommended as they were shown to have association with good performance of mentees. Provision of training and other capacity building supports such as recognition of achievement for good performing mentors and supportive supervision may improve the outcome the intervention. However, both quantitative and qualitative results showed that gender of the mentors don't have that much effect on the expected outcome of the business mentorship.

VI. Annexes

6.1. Quantitative questionnaire to be administered to selected mentees

Region.....Woreda.....Kebele.....Mentees
ID..... Mentors ID.....

A. Sociodemographic characteristics of the respondents

1. Age (in year) _____
2. Sex
 - a. Male
 - b. Female
3. Marital status
 - a. Married
 - b. Single
 - c. Divorced/widowed
4. What is your current employment status)?
 - a. Self-employed individual/own business
 - b. Self-employed in group business
 - c. Paid/wage employed
 - d. Better employed
 - e. Still unemployed (dependent on support from others)
5. If under employed or unemployed, have you tried to establish your business or to have any other jobs?
 - a. Yes
 - b. No
6. Occupation
 - a. Farmer
 - b. Gov't employee
 - c. NGO employee
 - d. Self-employed in trading
 - e. Self-employed in other business
 - f. Other (specify)
7. Monthly income (in Birr) _____, Skip in un/under employed
8. Educational status
 - a. Elementary (1-8)
 - b. Secondary (9-12)
 - c. Tertiary and above (Diploma and degree)

- d. No formal education but read and write
- e. Illiterate

B. Participation in POTENTIAL project

9. How long have you been in the program (in months)? _____
10. What type of support have you got so far? (multiple response possible)
- a. Soft skills: WRN, PYD, BYOB
 - b. WBL: Job Shadowing, Apprenticeship
 - c. Mentoring
 - d. Coaching
 - e. Linking with MFI
 - f. Other (specify)
11. What is the sex/gender of your mentor?
- a. Male
 - b. Female
12. What type of mentoring are you in?
- a. Individual mentoring
 - b. Group mentoring
 - c. Blended
13. How have you mainly been communicating with your mentor?
- a. Face to face
 - b. Phone call
 - c. Email/text
 - d. Other(specify)
14. How frequently are you meeting with your mentor?.....
15. Is your mentor living in the same area as you?
- a. Yes
 - b. No
16. Was there friendship / acquaintance prior to this formal mentoring relationship between you and your mentor?
- a. Yes
 - b. No
17. Are your mentor and you in the same business?
- a. Yes
 - b. No
18. How was you paired with your mentor?
- a. voluntarily,
 - b. by the project
 - c. Other(specify).....

19. Does your engagement in the mentorship project help you in your livelihood?
 - a. Yes
 - b. No
20. If yes, how?
 - a. Get wage employment
 - b. Started my own business
 - c. Better managed my own business
 - d. Grow my business
 - e. Other (specify)
21. Has your income level changed since you start participating in the mentoring program?
 - a. Increased
 - b. The same
 - c. Decreased
22. Are you spending money differently now?
 - a. Yes
 - b. No
23. Do you have enough to cover for your living expenses?
 - a. Yes
 - b. No
24. Are you saving from your income?
 - a. Yes
 - b. No
25. Have you started building new productive asset?
 - a. Yes
 - b. No
26. If yes, How?.....

C. Satisfaction on Mentorship program

After participating in the program

27. I am more satisfied with my performance?
 - a. Strongly disagree
 - b. Disagree
 - c. No change
 - d. Agree
 - e. Strongly Agree
28. I feel more socially connected than before
 - a. Strongly disagree
 - b. Disagree
 - c. No change

- d. Agree
 - e. Strongly Agree
29. I feel more certain of my career path than before
- a. Strongly disagree
 - b. Disagree
 - c. No change
 - d. Agree
 - e. Strongly Agree
30. My technical skills have improved
- a. Strongly disagree
 - b. Disagree
 - c. No change
 - d. Agree
 - e. Strongly Agree
- D. Rating of the mentorship program
31. Value of this mentorship program to you
- a. Excellent
 - b. Good
 - c. Fair
 - d. Poor
32. Value of this mentoring program for your mentoring partner, based on your perception
- a. Excellent
 - b. Good
 - c. Fair
 - d. Poor
33. Overall quality of this mentoring
- a. Excellent
 - b. Good
 - c. Fair
 - d. Poor
34. Usefulness of this mentoring program
- a. Excellent
 - b. Good
 - c. Fair
 - d. Poor

6.2. Focus Group Discussion (FGD) and in-depth interview Guide for mentees

Assessment of the effect of youth business mentoring for the success of youth livelihood for USAID's Building the Potential of Youth Activity

Purpose of the FGD and In-depth Interview

AS part of the “assessment of the effect of youth business mentoring for the success of youth livelihood” the FGD/in-depth interview will be conducted to generate qualitative data on the mentoring support of POTENTIAL. Project beneficiary youth will discuss performance of mentoring in changing livelihood of the beneficiaries and issues related to mentoring relationship. The following checklist of discussion/in-depth interview points or questions will serve to probe interactive discussion and generate relevant information.

Site Arrangement

One FGD and two in-depth interviews with mentees will be carried out in each of the sampled Woredas with mentees.

About 2 hours and an hour are required for each FGD and in-depth interview, respectively and they will be guided by structured checklist of discussion points. The site for the FGD/interview will be identified and organized by mentoring officers in respective woredas.

The site for the FGD/interview needs to:

- be readily accessible for the participants
- be conducive to conduct the discussion with no / minimal disturbance
- have the basic essentials for facilitation (sitting, note taking, etc.)

Participants

Participants of FGD include a group having 8-15 target beneficiaries who benefited youth business mentoring of potential project (both male and female), employed/ unemployed with proportional numbers. While participants for In-depth interview will be from among the mentee beneficiary of the program.

Facilitation Process

One Facilitator will be assigned for each FGD/interview

Facilitator`s role:

The Facilitator is responsible to smoothly conduct the discussion in the local language, taking note and recording the discussion points and consolidating, transcribing and reporting in English.

One of the interviewers will act as note taker

Introduction and obtaining Informed Consent

- Welcome the group/participant and introduce yourself
- Explain the purpose of the survey and the study approach
- Explain that this group discussion/interview is part of an assessment of the effect of youth business mentoring for the success of youth livelihood of the USAID/Youth Potential program,
- Express that “We are very grateful for your consent and time; the discussion could take about an hour and a half for FGD and an hour for the in-depth interview and that the information provided here is confidential and will be used only for the purpose of the study”.
- Before starting the discussion ask each participant to kindly introduce self and briefly state their name, marital status, level of education, any skill training, employment status and record their response (5 minutes of ice breaker)

Facilitation

At the start of the discussion introduce and elaborate each discussion point in the local language, invite and encourage each participant to freely express his/her views. Allow for exhaustive discussion before going to the next discussion point.

At the end of discussion thank the participants for their role and declare the FGD/interview is closed.

Record FGD/interview Site:

Location: Region: _____ Woreda: _____

Date: _____ Starting time: _____ ends _____

Record Participant’s profile

Pass out an attendant’s sheet of paper to gather information on:

Participant name, -----age-----, gender-----, marital status Employment Kebele-----, level of education-----, Occupation..... participant enrolled since.....

- Take note of the main points expressed by each participant under each discussion point and
- Make sure also that all discussions are audio recorded.

6.3. Major Discussion points for FGD

The following checklist of questions shall guide the discussion

A. Program participation

1. In what type of POTENTIAL program support have you been engaged in? Prob: Are you a beneficiary of the mentoring support of POTENTIAL program. How long have you been in the mentoring support? Have you been in similar support before potential? If yes please explain?
.....

B. Impact of mentoring on beneficiaries

2. Are the mentors helpful and readily accessible, how?
.....
3. How does the mentoring support of POTENTIAL impact your livelihood?.....
4. What new skills/knowledge have you acquired from the mentoring support? (probe and list all those mentioned by beneficiaries) Is the acquired skill locally needed, and useful?
.....
.....
5. Did young women and men demonstrate Attitudinal/behavior change after participating in the mentoring support? Please narrate the observed changes/ (Probe but not suggest: work ethics, financial management (saving), improved literacy and numeracy; improved perception of self/ (self-confidence, decision making, motivation, dignity, coping with stress, community and family relations, social responsibilities, etc.) Improvement in Job search/identification behavior; improved livelihood/employment opportunities; Take initiative for advice and counseling from family members, neighbors, or friends; Search for livelihood and income earning related services from government/community, NGOs, private organizations; Started saving/putting aside money; Appreciating/respect for resources in the community Customer handling etc.
.....
.....
6. Are there changes in livelihood/employment opportunity situation for the youth in your Kebele/Woreda after they are in mentoring support? If yes, what are these opportunities and how are youth (male and female) benefiting from the opportunities
.....
.....

Change in Income Level

7. Has your income level changed since you participated in the program? (increased , same or decreased).....
.....
8. Are you spending money differently now? Do you have enough to cover for your living expenses?
.....
.....
9. Are you saving from your income? Any changes in you're saving?.....
.....
10. Have you started building new productive asset? in What area /estimated value (range).....
.....

C. Challenges in implementation of mentoring

11. What should be done differently to benefit more from the support?
.....
12. What did work well and what did not during implementation of mentoring? What attributes/characteristics of mentors you liked more and what attributes you feel need change?.....
13. Did the mentors have the required knowledge, skills to mentor, a positive attitude and a willingness to support youth? Please describe.
.....
14. **Please, describe your *ideal* mentor.**
.....
15. What do you feel about male and female mentors? Are female mentors ok to mentor male mentees and vice versa?
.....
16. Who do you think perform better, male or female mentors? Please explain with reasons Probe: what are the reasons you think female or male mentors perform better than the

opposite gender?

.....
.....

17. Any additional comment?

.....
.....
.....

THANK YOU

6.4. Major Discussion Points – for in-depth interview with Mentees

The following checklist of questions shall guide the in-depth interview

1. What motivated you to be engaged in mentorship projects? Probe: what motivated to join the program and what motivating and demotivating factors you encountered after you joined the program? Have you been in similar support before potential? If yes please explain?

.....
.....

2. What is the gender of your mentor? What do you feel about male and female mentors? Are female mentors ok to mentor male mentees and vice versa?

.....
.....

3. Do you feel the gender of your mentor has any impact on the mentorship program, positively or negatively? Please explain

.....
.....

4. Who do you think perform better, male or female mentors? Please explain with reasons. Probe: what are the reasons you think female or male mentors perform better than the opposite gender?

.....
.....

5. **Please, describe your *ideal* mentor.**

.....

6. How have you been communicating with your mentor?

.....
.....

7. Is this mode of communication appropriate? If not please suggest other mechanism

.....
.....

8. How frequently do you meet with your mentor? And is this adequate?
.....
.....
9. Is your mentor located in your locality and easily accessible? How this impacted your relationship?
.....
10. Is physical distance could be barrier to good mentorship program? Explain
.....
11. Has your income level changed since you participated in the program? (increased, same or decreased)
.....
12. Are you spending money differently now since participation in the mentorship? Do you have enough to cover for your living expenses?
.....
13. Are you saving from your income? Any changes in you're saving?
.....
14. Have you started building new productive asset? in What area
.....
15. Since participating in the mentorship program, are there changes in livelihood/employment opportunity situation for the youth in your Kebele/Woreda after the project intervention? If yes, what are these opportunities and how are youth (male and female) benefiting from the opportunities
.....
16. What did work well and what did not during the mentorship period?
.....
17. What are the factors that make mentors good mentors in supporting mentees to reach the expected level?
.....

18. What are the factors that make mentorship program successful?

.....
.....

19. What should be done differently to benefit more from the support?

.....

20. In your opinion, what needs to be done to create more mentors in the community for future interventions?

.....
.....

21. Did young women and men demonstrate Attitudinal/behavior change after participating in the mentoring support? Please narrate the observed changes/ (Probe but not suggest: work ethics, financial management (saving), improved literacy and numeracy; improved perception of self/ (self-confidence, decision making, motivation, dignity, coping with stress, community and family relations, social responsibilities, etc.) Improvement in Job search/identification behavior; improved livelihood/employment opportunities; Take initiative for advice and counseling from family members, neighbors, or friends; Search for livelihood and income earning related services from government/community, NGOs, private organizations; Started saving/putting aside money; Appreciating/respect for resources in the community Customer handling etc.

.....
.....

22. Are there changes in livelihood/employment opportunity situation for the youth in your Kebele/Woreda after they are in mentoring support? If yes, what are these opportunities and how are youth (male and female) benefiting from the opportunities

.....

23. Any additional comment?

.....
.....

THANK YOU

6.5. Key Informant Interview (KII) Guide – for Mentors

Assessment of the effect of youth business mentoring for the success of youth livelihood for USAID’s Building the Potential of Youth Activity

Purpose of the KII

AS part of the “assessment of the effect of youth business mentoring for the success of youth livelihood” KII will be conducted to generate qualitative data on the mentoring support of POTENTIAL. Through the KII, mentors will discuss performance of mentoring in changing livelihood of the beneficiaries and issues related to mentoring relationship. The following checklist of KII points or questions will serve to probe interactive discussion and generate relevant information.

KII Site Arrangement

One key informant interview with mentor will be carried out in each of the sampled Woredas.

About an hour is required for each KII and they will be guided by structured checklist of discussion points. The site for the interview will be identified and organized by mentoring officers in respective woredas.

The site for the interview needs to:

- be readily accessible for the participants
- be conducive to conduct the discussion with no / minimal disturbance
- have the basic essentials for facilitation (sitting, note taking, etc.)

Participants

Participants will be mentors who participated in the POTENTIAL mentorship program in particular those who took mentoring training by potential and assigned to mentor at least one mentee.

Facilitation Process

One Facilitator will be assigned for each interview

Facilitator`s role:

The Facilitator is responsible to smoothly conduct the discussion in the local language, taking note and recording the discussion points and consolidating, transcribing and reporting in English.

One of the interviewers will act as note taker

Introduction and obtaining Informed Consent

- Welcome the participant and introduce yourself
- Explain the purpose of the survey and the study approach
- Explain that this in-depth interview is part of an assessment of the effect of youth business mentoring for the success of youth livelihood of the USAID/Youth Potential program,

- Express that “We are very grateful for your consent and time; the discussion could take about an hour and that the information provided here is confidential and will be used only for the purpose of the study”.
- Before starting the discussion ask the participant to kindly introduce self and briefly state their name, marital status, level of education, any skill training, employment status and record their response (5 minutes of ice breaker)

Facilitation

At the start of the discussion introduce and elaborate each discussion point in the local language, invite and encourage the participant to freely express his/her views. Allow for exhaustive discussion before going to the next discussion point.

At the end of discussion thank the participants for their role and declare the interview is closed.

Record interview Site:

Location: Region: _____ Woreda: _____ Date: _____
 Starting time: _____ ends _____

Record Participant’s profile

Pass out an attendant’s sheet of paper to gather information on:

Participant name, -----age-----, gender-----, marital status Employment
 Occupation.....Kebele-----, level of education-----, participant enrolled
 since.....gender of your mentee..... Mentor’s ID.....Mentees
 ID.....

- Take note of the main points expressed by each participant under each discussion point and
- Make sure also that all discussions are audio recorded.

6.6. Major Discussion Points – for Mentors

The following checklist of questions shall guide the in-depth interview

1. What motivated you to support the youths? Probe: what motivated to join the program and what motivating and demotivating factors you encountered after you joined the program? Have you been in similar support before potential? If yes please explain?
.....
.....
2. What did work well and what did not during your implementation of mentoring?
.....
3. What are the factors that make mentors successful in supporting mentees to reach the expected level?
.....
.....
4. What should be done differently to benefit more from the support?
.....
5. In your opinion, what needs to be done to create more mentors in the community for future interventions?
.....
.....
6. What do you feel about male and female mentees? Are female mentors being ok to mentor male mentees and vice versa
.....
.....
7. Did young women and men demonstrate Attitudinal/behavior change after participating in the mentoring support? Please narrate the observed changes/
(Probe but not suggest: work ethics, financial management (saving), improved literacy and numeracy; improved perception of self/ (self-confidence, decision making, motivation, dignity, coping with stress, community and family relations, social responsibilities, etc.) Improvement in Job search/identification behavior; improved livelihood/employment opportunities; Take initiative for advice and counseling from family members, neighbors, or friends; Search for livelihood and income earning related services from government/community, NGOs, private organizations; Started

saving/putting aside money; Appreciating/respect for resources in the community
Customer handling etc.

.....
.....

- 8. Are there changes in livelihood/employment opportunity situation for the youth in your Kebele/Woreda after they are in mentoring support? If yes, what are these opportunities and how are youth (male and female) benefiting from the opportunities

.....
.....
.....

- 9. Any additional comment?

.....
.....
.....

THANK YOU