

# BASELINE STUDY: YOUTH CENTER FOR ENTREPRENEURIAL EMPOWERMENT (Y-CEE) PROJECT

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## 1. Background:

This basic study is conducted as a baseline study at the Youth Center for Entrepreneurial Empowerment (Y-CEE) by the Net Organisation for Youth Empowerment and Development (NOYED-Ghana). Y-CEE is a training center where “At Risk” youth are identified and brought together for training in welding and fabrication and subsequently supported to setup their own shops/training centers so that they can make good living while contributing to their community’s development. This initiative is supported by the local assemblies of Tamale and Sagnarigu, the traditional leader and chief of Kakpagyili and Empower: the Emerging Market Foundation Limited based.

Y-CEE, haven successfully completed and graduated its first batch of 13 welders and fabricators, got an additional support from Empower to train a second batch of 15 youth in the same welding and fabrication. This study, is therefore conducted to help set preliminary scale for the measurement and determination of success or otherwise of the intervention at midway and at completion.

### 1.1. Methodology:

A simple questionnaire was developed in line with the objectives and indicators set to measure the achievement of the project. Purposive sampling was used as the target respondents were known already. A day was set aside for the meeting of the respondents one after the other. This was because, NOYED-Ghana did not want their responses to influence each other. In terms of analysis and presentation, excel templates were used to analyze and present the data in simple tables and graphs/charts.

### 1.2. Trainees’ Basic Data:

A baseline data was collected on the trainees before the commencement of the actual training. The data generated revealed in respect of their age, education and marital status as presented in the Table below.

#### 1.3. Ages of Trainees

Age	Number of Trainees
18	1
19	2
20	2
21	2
22	1
23	2
24	2
25	1
27	2
<b>Total</b>	<b>15</b>

#### 1.4. Educational Background

Level	Number of Trainees
None	3
Primary	1
JHS	5
SHS	6
<b>Total</b>	<b>15</b>

#### 1.5. Marital Statuses

Statuses	Number of Trainees
Single	13
Married	2
Devoiced	0
<b>Total</b>	<b>15</b>

It can be seen from the table above that, in terms of age, the trainees fall between 18 years to 27 years of age. This qualifies them in the youthful brackets in the definition of youth in Ghana. Even though the project proposed cut off is age 24, NOYED-Ghana accepted these persons because of their conditions and reflection of need. Hence, they were considered as part of the project beneficiaries. In terms of education, only 3 of the 15 have never been to school, 1 dropped from primary school, 5 dropped from JHS and the remaining six (6) attempted senior high school with 4 completing but did not make the right grades to proceed to tertiary school. Thirteen (13) are single and two (2) are married with two (2) kids each.

### 1.6. Where the Trainees Come From:

In terms of where they come from, 8 (53.33 percent) come from the Sagnarigu Municipality and the remaining 7 (46.67 percent) come from the Tamale Metropolitan Assembly. The specific communities they come from include; Sagnarigu Kukuo, Old Airport, Sagnarigu, Shishegu, Jisonaayili and Kpalsi for Sagnarigu Municipality and for Tamale Metro, the communities include: Zujung, Lamashegu, Kakpagyili, Fuoshegu, Chanli and Dungu.

### 1.7. Districts of Trainees

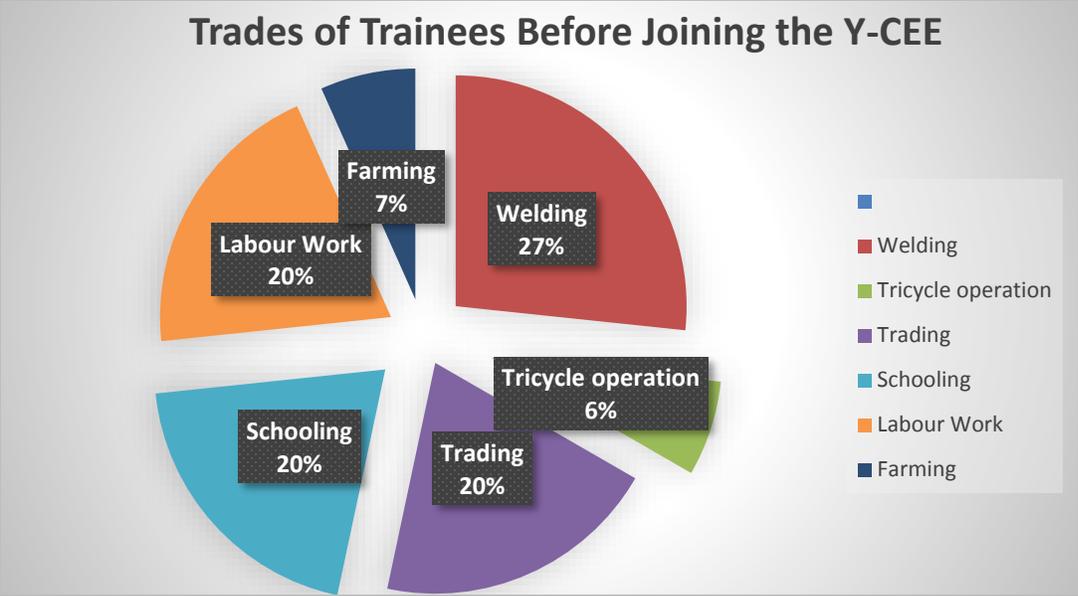
DISTRICT	FREQ.	PERCENT
SAGNARIGU MUNICIPALITY	8	53.33
TAMALE METROPOLIS	7	46.7
TOTAL	15	100%

## 2. Trades and Incomes of Trainees before Joining Y-CEE.

Effort was also made to find out from the trainees what they were doing in terms of career development and in support of their livelihood before joining the training center. It was revealed that 4 of them were learning the welding trade somewhere before joining, 3 were schooling, another 3 were doing labour work, 3 were trading and 1 each for farming and tricycle operations. Please see chart below for summary.

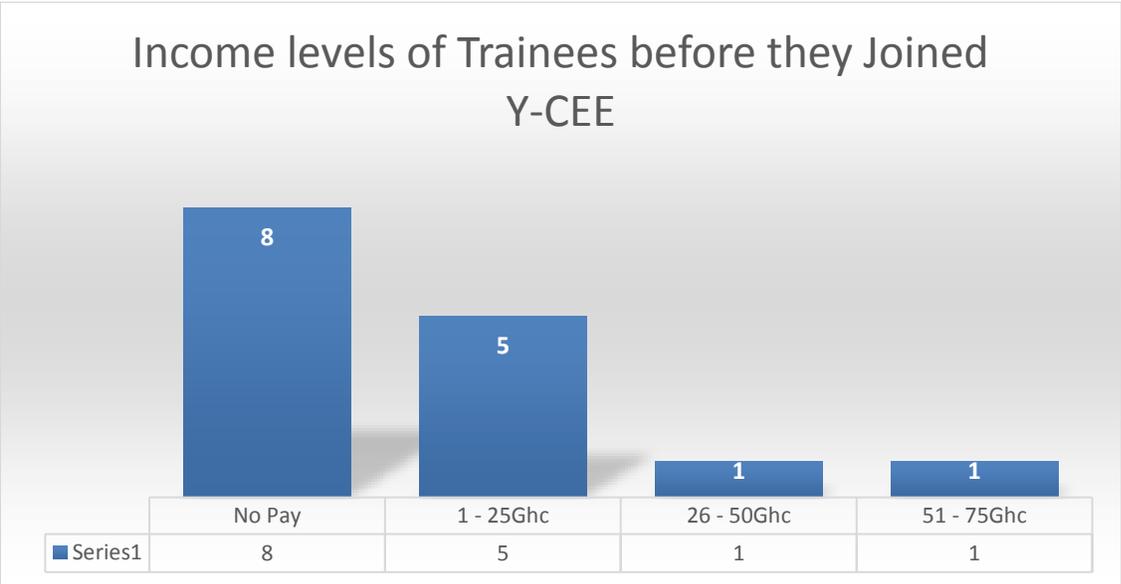
### 2.1. Culture of savings:

Further discussions with the trainees along this line revealed that only 3 (20%) out of the 15 have had the chance of participating in saving before. It revealed that the accumulated saving ranged between Ghc100.00 to Ghc270.00. They indicated that these savings were done purposively. That is, when their bicycles break down or they have a specific problem, then they go into savings to mobilise the needed amount of funds to address the issue. Off that, they do not do any savings again. The remaining 12 (80%) never participated in any form of savings. When asked why, they indicated they do not have money to save. The little they get sometimes is not sufficient for their survival.



**Chart 1: Trades of Trainees before joining Y-CEE**

To determine the daily income of the trainees while they were on these jobs, ranges of incomes were made for their categorizations (See Chart 2). The chart indicates that, 8 of them did not receive pay, 5 received incomes level between 1-25 GHC, and 1 received incomes between 26-50 GHC as well as 51-75 GHC.



**Chart 2: Income Levels of Trainees before they Joined Y-CEE**

### 3. Training and Knowledge of Trainees at Beginning of Training:

As part of the objectives of this project, NOYED-Ghana indicated the trainees will receive entrepreneurship training, gender, leadership to mention but a few aimed at making them complete to fit well into their societies and run their businesses with success. To this effect, a set of questions were put out to the responders to determine the base upon which they will be evaluated in the end of the project.

NOYED-Ghana sort to find out whether they have received training on the following issues: Gender, Financial Literacy, Entrepreneurship, Customer relations, Leadership and Welding and Fabrication. Below are their responses. On gender training, 5 indicated they have received training on gender whilst 10 have not; in financial literacy, only 3 received training whilst 12 have not; also 12 have not received entrepreneurship training whilst the remaining 3 have not. The results also indicate that 13 of the trainees indicated they have ever received training in customer relations whilst 2 have not. In terms of leadership training and welding & fabrication, 13 and 11 of the trainees have not received training respectively.

No	Training	Response	
		Yes	NO
1	Gender Mainstreaming and related issues	5	10
2	Financial Literacy	3	12
3	Entrepreneurship	3	12
4	Customer Relations	2	13
5	Leadership	2	13
6	Welding and Fabrication (experience)	4	11
	<b>Totals</b>	<b>19</b>	<b>71</b>

Table: Training & Knowledge of Trainees before start of Training.

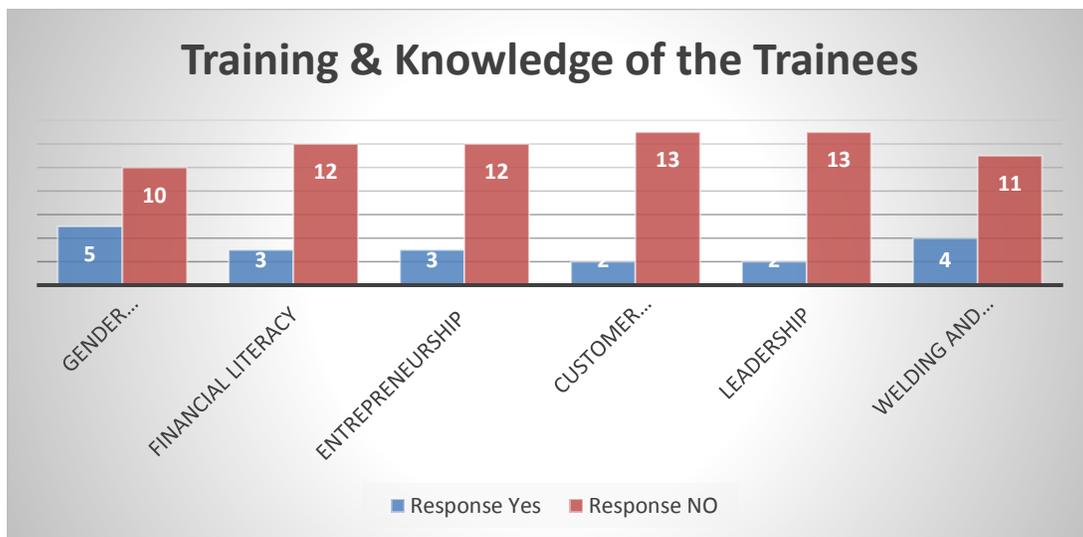
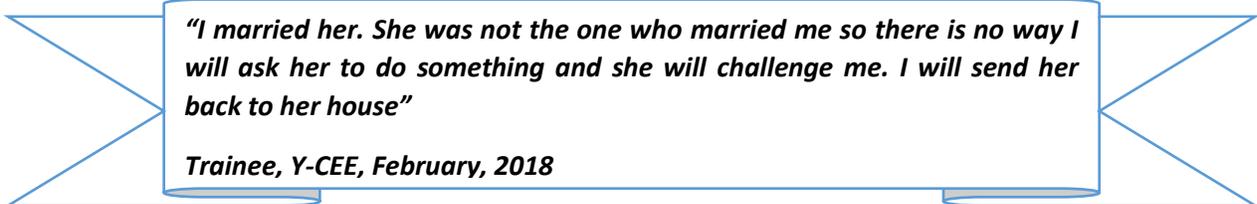


Chart 3: Training and Knowledge of Trainees.

### 3.1. Understanding on Gender:

As demonstrated above, only 5 trainees claimed to have learnt about gender either in school or through other platforms that they have come across with the understanding that, **“Gender is about men and women”**. When they were asked to express their views and understandings on gender, majority of them suggested that, men are the leaders and should be leaders in everything they do that involve women. At home, women should take care of cooking, bathing of kids, sweeping of compounds and fetching of water. Men do farming, work to get money to take care of the family, pay school fees and medical bills. Women do not provide good leadership and they turn to suppress and frustrate others who are under them when they are given opportunities to lead. A trainee remarked when he was asked

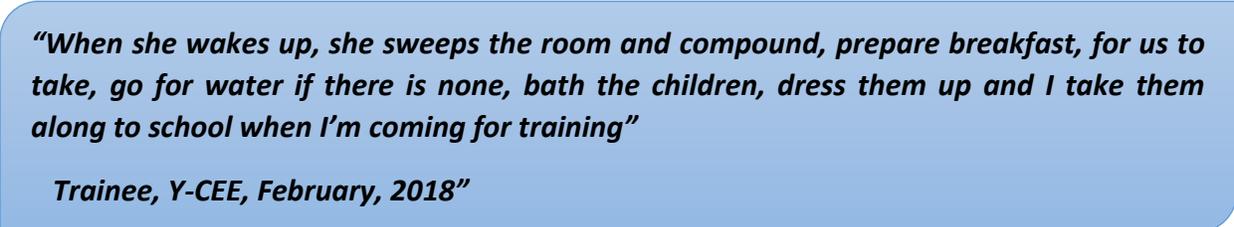
‘At what point can your wife say no to you and you will understand her?’



***“I married her. She was not the one who married me so there is no way I will ask her to do something and she will challenge me. I will send her back to her house”***

***Trainee, Y-CEE, February, 2018***

Another one was asked “What are some of the chores ran by your wife in the morning before you both leave home?”



***“When she wakes up, she sweeps the room and compound, prepare breakfast, for us to take, go for water if there is none, bath the children, dress them up and I take them along to school when I’m coming for training”***

***Trainee, Y-CEE, February, 2018”***

On leadership experience, out of the 15, only four (4) representing 26.67 % have had the opportunity to serve as leaders at their respective places; communities, schools and work places. The roles they played included; member of disciplinary committee of their association, Assistant president of a religious youth group, House prefect, Assistant school prefect and school prefect. The remaining 73.33% never had any experience of being a leader before joining the center.

### 3.2. GEM Scale Application:

The Gender Equitable Male Scale which is a tool used to assess gender equity was also applied. This tool was also modified and used to assess two other critical areas. These are Literacy and Numeracy and Business Management (Entrepreneurship) In brief, this was the response generated.

Range of Scores (%)	Themes		
	Gender Correct	Business Management /Entrepreneurship Correct	Literacy & Numeracy Correct
0 – 9	4	2	3
10 – 19	3		
20 – 29	4	13	
30 – 39	2		
40 – 49	3		
50 – 59			
60 – 69			2
70 – 79			1
80 – 89			2
90 – 99+			7
<b>TOTALS</b>	<b>15</b>	<b>15</b>	<b>15</b>

## 4. Conclusions and Recommendations

The study indicates that majority of the respondents (trainees at the YCEE) are not married and are between the age bracket of 18 and 27 (indicating youthfulness). The study also revealed that majority of the trainees are not equipped with the requisite knowledge and skills in gender, entrepreneurship and financial issues. It also revealed that very little have experience in welding and fabrication.

Therefore, training in such areas are desirable to enable the trainee’s setup their shops successfully after graduating. Training on gender will also enable them relate well with women at home and to encourage the girl-child in their communities to live out of exclusion.

The leadership training is important to equip the trainees with skills to actively participate in decision making in their respective communities.

## 5. Appendix

### Baseline Questions:

These set of questions are designed to extract simple data from trainees to form the basis for their training. Data gathered will also be used to track the performance of the trainees as they progress on the training towards the end of the programme. Trainees are assured that the information will be used for the purpose state above only and nothing beyond that which will end up disadvantaging them and making them vulnerable to society. If consent is given, please proceed to respond.

Thank you.

### Basic Data

1. Name.....
2. Age.....
3. District where you come from.....
4. Name of Community.....
5. Educational Background    A. None.....    B. Primary    C. JHS    D. Secondary School.
6. Marital Statues            A. Single      B. Married    C. Devoiced
7. Sex                            A. Male        B. Female

### Training and Knowledge

8. Before you joined Y-CEE, what were you doing for a living?
9. How much were you making on daily basis?
10. Have you done any training on the following:
  - a. Gender Mainstreaming
  - b. Financial Literacy?
  - c. Customer relations and care
  - d. Entrepreneurship & Business management
  - e. Leadership
11. Have you done any training on Gender before?
12. In your own understanding, what do you think Gender could be about?
13. Have you been a leader of any group before? Name it?
14. Have you done savings before? How much?
15. Did you have any experience in welding and fabrication? A. Yes    B. No.