

# Terms of Reference

for undertaking feasibility study and financial feasibility assessment  
of Saint Joseph the Worker Technical and Vocational Centre Lagos State, Nigeria



## 1. General information

### 1.1 Details

Contracting agency	<b>Don Bosco Development Initiative</b>
Type of contracting agency	<b>Non-Profit</b>
Project location	<b>Lagos, Nigeria</b>
Application deadline	<b>January 12, 2026</b>
Study duration	<b>February 01, 2026 to March 30, 2026</b>
Due-date final draft of feasibility study	<b>March 16, 2026</b>
Due-date final report of feasibility study	<b>March 30, 2026</b>

### 1.2 Contracting agency

**Don Bosco Development Initiative (DBDI)** is a not for-profit and non-governmental organisation registered as an Incorporated Trustee with registration number **162583** and fully recognized by the Corporate Affairs Commission of the Federal Republic of Nigeria. It is the NGO arm of the Salesians of St John Bosco, which was established on 3<sup>rd</sup> of August, 2021, to partner, collaborate and work jointly on a non-faith-based relation with other organizations to improve the socio-economic conditions of under privileged children and young people in Nigeria and Niger. There exists a close collaboration with the Salesians of Don Bosco in the world, Salesian mission offices and other donor-partners to provide quality education for young people at risk. DBDI's institutional goals and fields of intervention include but not limited to:

- Support the development of young people through the provision of vocational and technical skills;
- Raise advocacy, through concerted efforts, for social inclusiveness of vulnerable, disadvantaged children and youth;
- Assist in the care, rehabilitation and reunification of abandoned street children, trafficked children and other at-risk children;
- Advocate for the rights of children and youth;
- Promote girl-child education and empowerment;
- Raise education and campaign on social risks with emphasis on human trafficking, irregular migration, child labour, sexual exploitation, drug abuse and other crimes against children.

Don Bosco Development Initiative is fully registered and fully owned by the Salesians of St John Bosco (otherwise known as Salesians of Don Bosco) under the Africa Nigeria-Niger (ANN) Province. The ANN Province of the Salesians of Don Bosco is one of the newly established realities comprising Nigeria and Niger Republic. The new province was carved out of the former Anglophone West Africa (AFW) Province and inaugurated on Sunday March 27, 2022 with Provincial House in Lagos Nigeria. This nascent province is burdened with the responsibility of establishing Salesian presence in Niger Republic. The two (2) countries forming the ANN Province have some patches of culture and social characteristics in common, but majorly operate different official languages; Nigeria uses English as official language, Niger Republic has French as official language. Geographically, Nigeria shares a close boundary with Niger Republic. With the birthing of Niger Republic as part of ANN Province, attention has increased for that sub-Saharan country. Considering the situation in Niger Republic, the Salesians have noted to embark on immediate establishment of vocational training centres, secondary-technical school and social pastoral activities. Areas of interest include, but not limited to:

- **Child Rights:** Shelter, protection, rehabilitation, and family reintegration for street-connected children.
- **Education:** Provision of basic, secondary, and technical/vocational education; skill training; scholarships for underprivileged children; and infrastructure development.
- **Health Services:** Access to basic healthcare, laboratory services, free medical testing, and awareness-raising on health issues.
- **Migration:** Awareness campaigns, counselling and rehabilitation, voluntary return and reintegration, and support for economic reintegration through empowerment and start-up initiatives.
- **Job Placement:** Support for industrial attachments, job placement services, and professional networking.
- **Community Development:** Installation and improvement of WASH (Water, Sanitation, and Hygiene) facilities.

All projects and programs of the Salesians of Don Bosco in ANN Province are implemented by the Project Office (PDO-ANN). The PDO-ANN is a duly recognized component of the ANN Province's administrative structure geared toward supporting the Provincial and Council for the realisation of the strategic objectives of the province. The works of the province are carefully carried out within the framework of *Assessment* (where are we?); *Goal setting* (where do we want to be?); and *Strategies* (how do we get to the goals?). The main mandate of the PDO-ANN is to facilitate strategic planning and translate such plans into projects and programmes.

The PDO is a structure for planning, coordinating, networking and training at the provincial level ensuring a more structured, efficient, and sustainable Salesian mission animation within the ANN Province. It serves as a link or bridge between the Salesians and civil society/corporate organizations in the work of promoting youth development and empowerment, justice, and holistic human development.

## 2. Project context and idea

### 2.1 Proposed project

The proposed **Saint Joseph the Worker TVET Centre in Lagos** is a new four-year initiative by the **Salesians of Don Bosco Nigeria**, aiming to improve access to relevant skills training for marginalized youth in Lagos. The project is designed in response to growing social and economic challenges in the city, including high youth unemployment, social exclusion, and lack of access to vocational training for disadvantaged groups—especially young women. Funding is being requested from the **German Federal Ministry for Economic Cooperation and Development (BMZ)**.

Lagos is Nigeria's commercial and financial centre, home to more than **20 million people**, with youth (aged 18–40) comprising nearly half the population. Despite its economic potential, the city faces rising inequality and widespread unemployment. Between 2020 and 2023, the youth unemployment rate in Lagos rose from **37.14% to 41.66%**, with underemployment at 4.52% (National Bureau of Statistics). Many young people live in informal settlements with little or no access to quality education, vocational training, or stable job opportunities. This lack of opportunity fuels poverty, frustration, social instability, and, in some cases, involvement in criminal or extremist activities.

The proposed vocational training centre will offer **short-term, competency-based training programs (3 to 6 months)** in trades aligned with labour market needs. It will combine technical skills development with soft skills, recognition of informally acquired competencies,

and tailored support for women and other vulnerable groups. The centre's design and implementation are based on a participatory process involving local stakeholders, including employers and community organisations, to ensure practical relevance and inclusion.

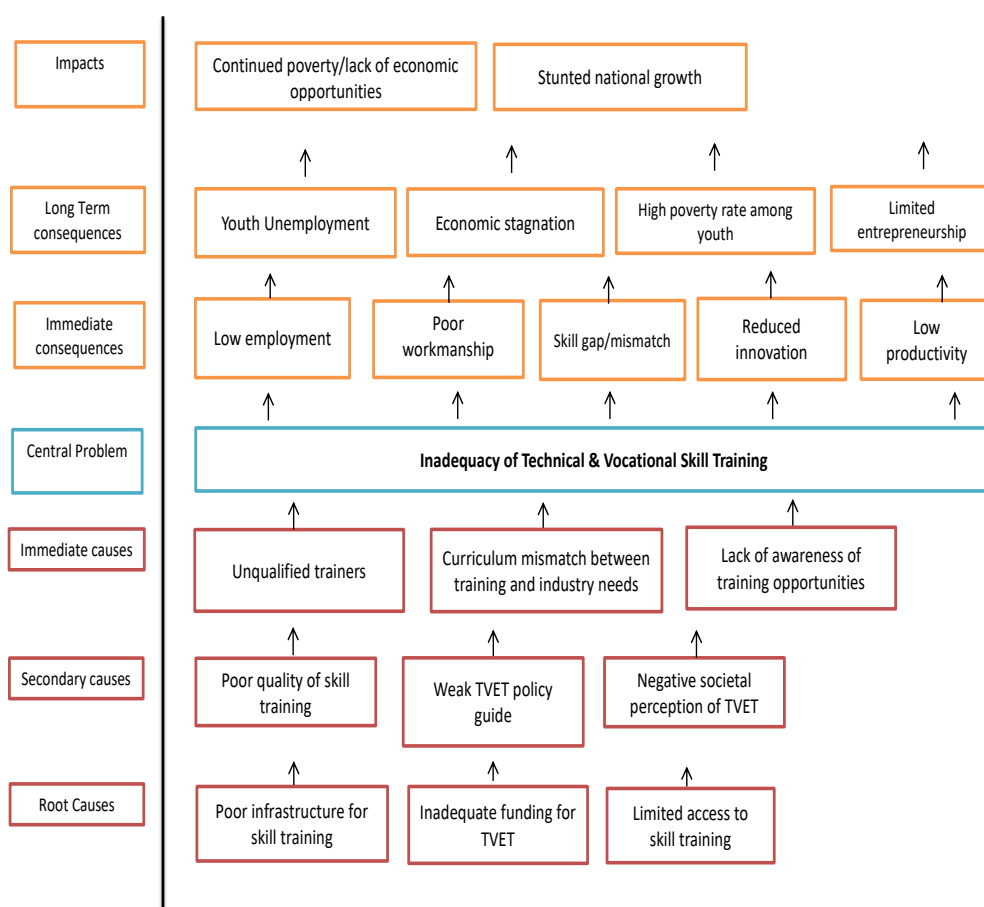
This new centre in Lagos builds on the experience of the **Don Bosco TVET Centre in Kubwa, Abuja**, which was established in response to a complete lack of vocational training options in that fast-growing suburb. A feasibility study conducted before the Abuja project revealed that **84% of local households had no member with TVET experience**. The Abuja centre's success lies in having raised awareness of TVET, improved community acceptance, and delivered practical skills training that enhanced employability and income among youth.

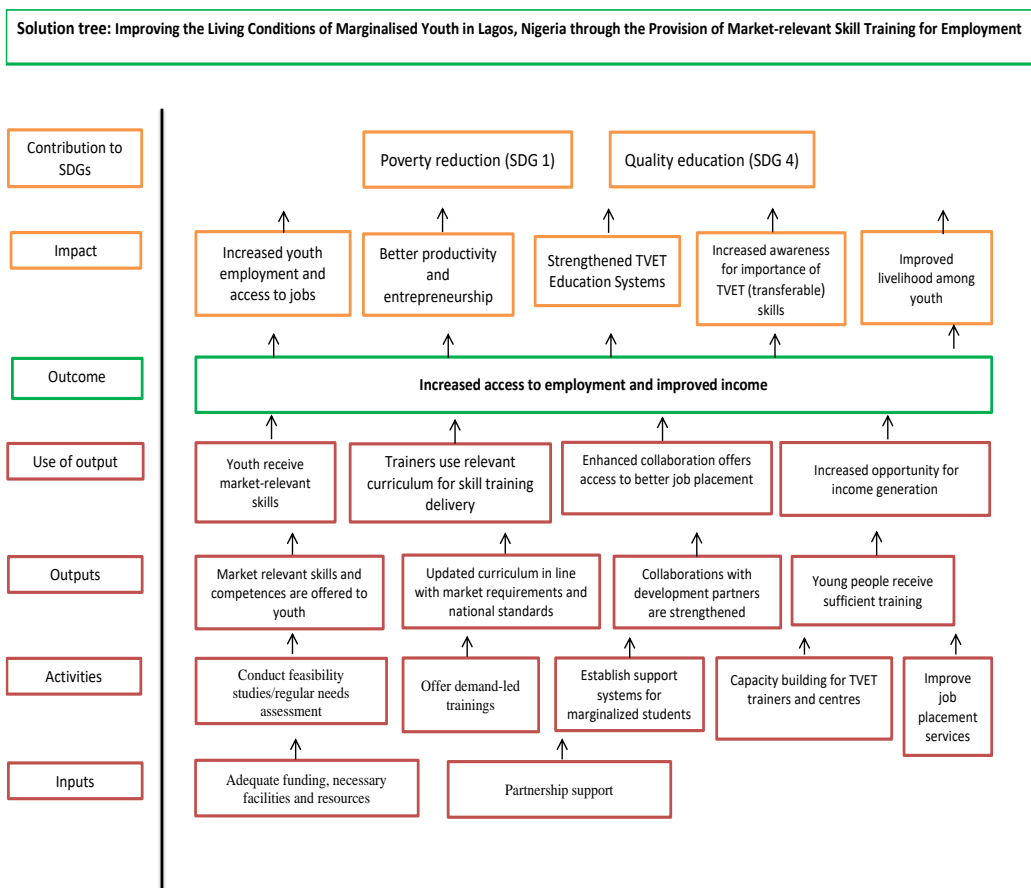
In contrast, the situation in Lagos is characterised not by the absence of TVET, but by **insufficient access to quality, affordable, and employment-driven training**, particularly for youth facing structural barriers due to class, gender, or location. The Lagos project therefore focuses more strongly on:

- **Bridging the gap between training and employment**
- **Reaching underserved urban communities**
- **Strengthening the role of TVET in preventing social exclusion**

Through the establishment of a well-equipped centre, instructor training, business partnerships, and awareness campaigns on the value of TVET, the project aims to promote sustainable employment and inclusion for disadvantaged youth in Lagos.

PROBLEM TREE ANALYSIS: Improving the Living Conditions of Marginalised Youth in Lagos, Nigeria through the Provision of Market-relevant Skill Training for Employment





The proposed vocational training centre aims to offer short-term, market-oriented training across six key sectors:

- (1) **Construction Trades** – including masonry, plumbing, tiling, painting, and decorative finishes.
- (2) **Electrical and Electronics** – covering domestic and industrial installations, solar systems, refrigeration, HVAC, generator maintenance, and electronic repairs.
- (3) **ICT** – with focus on basic IT skills, hardware repairs, programming, software and mobile app development, and digital media (photography/video editing).
- (4) **Fashion and Tailoring** – including sewing, pattern drafting, tie & dye, garment finishing, and repairs.
- (5) **Catering and Hospitality** – from food and beverage preparation to baking, event management, and decoration.
- (6) **Cosmetology and Beauty Therapy** – such as hairdressing, barbing, make-up, nail care, massage, and cosmetic application.

## 2.2 Lessons from the Don Bosco TVET Centre in Kubwa, Abuja

To inform the feasibility study for the proposed Saint Joseph the Worker TVET Centre in Lagos, relevant findings from the recently evaluated Don Bosco TVET Centre (JOBITECH) in Kubwa, Abuja, are summarized below. The centre, implemented between 2021 and 2025, offers a comparable intervention model and context in urban Nigeria.

### Overview of Achievements

- 535 marginalized youth trained over 17 months (Oct 2023 – Feb 2025), from a total of 704 enrollees.

- 283 graduates reported improved livelihoods; 222 self-employed (62% female), 61 formally employed (66% female).
- 90%+ of trainees completed industrial attachments.
- Trainees prioritized short-term (3–6 month) courses aimed at rapid income generation.
- Curriculum was delivered using a competency-based approach with 80–90% practical training.
- Life skills training embedded across all courses (financial literacy, emotional intelligence, teamwork, etc.).

#### *Institutional and Operational Insights*

- Six trade departments: ICT, Construction, Electrical/Solar, Cosmetology, Catering, Fashion.
- Training quality enhanced through trainer capacity-building (CBT and digital pedagogy).
- Job Service Office (JSO) facilitated job linkages and employment tracking.
- Delivered within budget due to transparent procurement, volunteer contributions, and PDO oversight.
- Strong community support and stakeholder participation ensured ownership and acceptance.

#### *Sustainability Mechanisms*

- Production units in all departments generated income (e.g., tailoring, ICT services, catering).
- Tuition fees between ₦70,000 and ₦250,000 supported financial sustainability.
- Partnerships with GIZ, World Bank agents, and others ensured scholarships and training contracts.
- Centre powered by solar energy and embedded sustainability practices.
- Alumni network, welfare committees, and pastoral councils provided institutional continuity.

#### *Key Lessons for the Feasibility Study in Lagos*

Dimension	Implication for Lagos Project Design
Access & Retention	High dropout due to transport costs → assess need for hostel accommodation.
Training Format	Prioritize 3-6 month practical courses with income-generation potential.
Labour Market Fit	Base training areas on new labour market analysis for Lagos.
Curriculum & Delivery	Use CBT model and ensure trainer upskilling in digital pedagogy.
Gender & Inclusion	Include childcare, outreach to women/girls, and flexible training formats.
Revenue Streams	Integrate production units in each department from the start.
Stakeholder Engagement	Engage local actors in planning and implementation for ownership.
Job Placement & Transition	Establish a Job Service Office to support post-training employment.
Green Skills & Energy	Incorporate solar energy and environmental education into training.
Recognition of Prior Learning (RPL)	Include certification options for informal sector workers.
Financial Planning	Develop cost-recovery models and sustainable business plans.
Soft Skills Integration	Embed soft skills training in all vocational programs.

### **3. Rationale and objectives of the feasibility study**

The feasibility study will provide a sound analytical foundation for the proposed Saint Joseph the Worker TVET Centre in Lagos, helping to ensure that the project is relevant, viable, and sustainable. It will support informed decision-making by assessing whether the planned intervention aligns with current labour market demands, available institutional capacities, and the socio-economic realities of disadvantaged youth in Lagos.

The findings will serve three main purposes:

- To guide the **strategic design** of the project and ensure alignment with employer needs and youth potential;
- To inform the development of a **robust project proposal** by the Salesians of Don Bosco Nigeria and Don Bosco Mondo;
- To contribute to the **design of a results-based monitoring system** and later inform an **end-of-project evaluation**.

### Specific Objectives

The feasibility study shall:

- (1) Assess the overall viability of establishing the TVET centre in Lagos, considering available resources, infrastructure, and policy conditions.
- (2) Identify key sectors and occupations where trained youth can realistically access employment, with a focus on fast-growing and inclusive industries.
- (3) Analyse labour market trends, including employment/unemployment rates, informal sector dynamics, and demand for specific skill sets across economic sectors.
- (4) Determine current and projected skill needs, distinguishing between immediate, mid-term, and future labour demand by skill level and type.
- (5) Identify skill gaps and mismatches between labour market requirements and the current supply of trained workers, especially for marginalized youth.
- (6) Evaluate the relevance of proposed training areas to labour market demand, including short-term and long-term vocational programs.
- (7) Assess the capacity of existing TVET providers and identify institutional gaps and complementarities with the planned centre.
- (8) Analyse barriers to employment, particularly for disadvantaged groups (e.g. women, youth in informal settlements, youth with disabilities).
- (9) Evaluate technical and financial feasibility, including infrastructure requirements, operational models, funding options, and sustainability prospects.
- (10) Identify internal and external risks and challenges, including economic, regulatory, or social factors that could affect implementation.
- (11) Recommend practical training delivery models, including recognition of prior learning (RPL), production units, and job placement services.
- (12) Propose strategic solutions and alternative approaches to overcome identified challenges and enhance project impact.
- (13) Align project design with organisational capacity, long-term vision, and existing partnerships.
- (14) Assess how the project can be reconceptualized under the current BMZ budget limitations. This includes: identifying core components that should be prioritized; outlining scalable or modular options; analysing trade-offs between cost and impact; and presenting at least two implementation scenarios that fit within available funding.

## 4. Scope of work

### 4.1 Geographical and temporal scope

*Geographical Scope:*

The feasibility study will cover Lagos State, with a specific focus on the Ilasa area in Mushin Local Government Area, where the proposed Saint Joseph the Worker Technical Institute will be established.

#### *Temporal Scope:*

The study is planned to start in mid-August 2025 and will run for approximately 12 weeks, ending by mid-November 2025.

#### **4.2 Initial situation and problem analysis;**

- Analyse the current situation before any interventions or changes are made;
- Identify key stakeholders and their roles;
- Evaluate environment, context, existing resources and constraints;
- Identify the symptoms and consequences of the situation and determine the root causes of the situation

#### **4.3 Labour market analysis;**

- Provide insights into current and future labour market needs;
- Examine historical and current employment data to identify partners and projections;
- Identify and evaluate labour demographics including data on age distribution, educational attainment, skills sets and gender segregation;
- Analyse potential skills gaps and future labour challenges;
- Assess compensation data including average wages, benefit packages across job types and experience levels

#### **4.4 Target group analysis;**

- Identify the specific individuals, groups that will be affected by or benefit from the project;
- Conduct target groups segmentation according to demographic, geographic and psychographic and behavioural characteristics;
- Evaluate the attractiveness of each segment including size, growth potential, competition and alignment with organisational objectives and resources;

#### **4.5 Stakeholders analysis;**

- Identify and determine all individuals, groups and organizations with vested interest in the project;
- Evaluate stakeholders needs, expectations, interests and potential influence on the project;
- Determine stakeholders' influence in relation to the project

#### **4.6 Project partner capacity analysis in TVET & Project Management;**

- Assess the strengths and weaknesses of implementing partners to determine capacity to implement the project;
- Examine the implementing partner's structure, governance, leadership, and overall management systems;
- Evaluate the implementing partner's expertise relevant to the project, including staffing, equipment and technical knowledge;
- Evaluate implementing partner's ability to collaborate with other organizations, build networks and manage relationships with stakeholders.

#### **4.7 Financial & Sustainability feasibility;**

- Assess the project's financial viability, including costs, funding sources, revenue projections and profitability;
- Estimate all the expenses associated with the project, including initial investment, operating costs, and potential future expenses;
- Identify funding opportunities after the end of project's funding;

- Identify potential financial risks and mitigation strategies to be put in place;

#### **4.8 Technical feasibility;**

- Evaluate the technical requirements, resources, infrastructure, and potential challenges related to the project;
- Are there sufficient skilled personnel to implement the project?
- What potential technical challenges might arise during the project, and how can they be mitigated?
- Can the project be scaled to meet future needs and be maintained effectively?

#### **4.9 Operational feasibility;**

- Examine the project's operational aspects, such as staffing, management and organizational structure;
- Assesses whether the proposed project can be successfully implemented and operated within the organization's existing structure, resources, and processes;
- Identify potential operational risks such as resistance to change or lack of required skills, and develop mitigation strategies;

#### **4.10 Risk assessment;**

- Identify potential risks and evaluate the likelihood and severity of those risks to determine necessary actions to minimize or eliminate the risks;
- Determine actions to eliminate or reduce the identified risks;
- Conduct risks assessment and control measures

### **5. Methodology**

The consultant is expected to apply a robust mixed-methods approach that integrates both quantitative and qualitative techniques, ensuring a participatory, context-sensitive, and evidence-based analysis. The methodology should directly respond to the study's objectives, research questions and OECD/DAC evaluation criteria.

#### **5.1 A detailed methodology shall be presented in the inception report, including:**

- Clear rationale for the combination of methods;
- Sampling design (including proposed sample sizes, selection criteria, and ensuring representativeness across gender, age groups, and key stakeholders);
- Data collection instruments (survey tools, interview guides, focus group protocols);
- Ethical considerations and data protection protocols;
- Triangulation strategy and data validation plan;
- The methodology should enable active participation of key stakeholders not only during data collection but also during analysis and validation of findings.

#### **5.2 Core methodological components include:**

- **Desk Review**
  - Labour market reports, TVET strategies
  - Don Bosco project documentation
  - Relevant evaluations and socio-economic data
- **Key Informant Interviews (KIIs)**
  - Employers, industry representatives
  - TVET providers, instructors
  - Government officials and local authorities

- Project management and staff
- **Focus Group Discussions (FGDs)**
  - Unemployed youth (disaggregated by gender, age, education)
  - Alumni and current trainees
  - Parents, caregivers
  - Community organisations
- **Surveys**
  - Employers (skills demand)
  - Youth (training needs and constraints)
- **Labour Market Mapping**
  - Skills demand and job trends
  - Existing training supply
  - Skills gaps and mismatches
  - Urban/rural disparities
- **Financial and Institutional Assessment**
  - Cost structures and income scenarios
  - Capacity of the implementing partner
  - Comparison with similar TVET models
- **Triangulation and Validation**
  - Cross-verification of data
  - Validation workshop with stakeholders
- **Ethical and Quality Standards**
  - Informed consent
  - Confidentiality and data protection
  - Gender-sensitive, culturally appropriate methods
  - Pre-approval of data collection tools

## **6. Evaluation of the planned project according to OECD DAC-criteria**

The feasibility study is expected to serve as an ex-ante evaluation and thus, provide conclusions and recommendations in accordance to the OECD DAC-criteria:

### **6.1 RELEVANCE: Will the planned project be adequate?**

- Does the planned project approach address a developmental problem or a crucial development challenge of the province?
- Is the focus, prioritisation and objectives (approach) of the planned project aligned with the target groups and clearly defined?
- To what extent do the project objectives and design adequately respond to needs, policies, and priorities of the beneficiaries, TVET centres, Industry sector, policy programmes defined by External feasibility study and what are the structural obstacles?
- Which training component could be termed as value addition to the trainees?
- Is the project designed in a conflict-sensitive way (Do-No-Harm principle)?
- Is the design of the planned project oriented towards the expressed needs of the target group?
- What changes will the project cause after the end of the project?

### **6.2 COHERENCE: How well will the intervention fit?**

- Do these TVET trainings align with national policies and strategies related to education and workforce development
- How coherent are the planned activities with human rights principles (inclusion, participation), conventions and relevant standards/guidelines?

- The compatibility of the TVET centre project with other interventions in the Salesians of Don Bosco Province?
- What are the similarities or intersections between the target groups and the projects of other actors in the same context? To what extent does the intervention add value and avoid duplication?
- What are the synergies and inter-linkages between the intervention and other interventions carried out by Don Bosco Mondo and/or Salesians of Don Bosco Nigeria?
- How is the consistency of the intervention with other actors' interventions in the same context namely, complementarity, harmonization, co-ordination with others?
- Any other programmes by the province which synergises with the proposed Project?
- Are there partnership opportunities with existing TVET centres or private actors to reduce capital and operational costs?

### **6.3 EFFECTIVENESS: Which project approach is the best way to achieve these objectives?**

- The extent to which the project achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups?
- To what extent this project can generate positive changes in the social and political participation of rural poor youth?
- What is the participatory level of trainees, alumni, their parents, employers, industry associations, and training providers?
- Are the measures and the chosen methodological approach suitable and sufficient to achieve the project objective at which level?
- What measures does the study recommend to achieve the objectives?
- How are Theory Change measured? What are the relevant indicators to assess?
- On which effect logic / impact hypothesis should the project be based on?
- How could a meaningful impact matrix including suitable, meaningful indicators look like (presentation of first rough draft with indicators and baseline data)?
- Who should monitor the impacts when and in which intervals (impact monitoring)?
- How effective will the strategies and tools if used for the proposed TVET project?

### **6.4 EFFICIENCY: (Can the objectives of the planned project be achieved economically?)**

- What is the extent to which the project delivers, or is likely to deliver results in an economic and timely way?
- What financial, structural and personnel resources are needed?
- Is it possible to implement the planned activities with the intended resources in the planned period?
- Can the desired impacts be achieved efficiently (cost-benefit) and economically?
- Is the planned cost allocation to various cost categories (e.g. investments, capacity development, training, running costs, salaries) reasonable?
- Why the Production units have not been developed for TVET sustainability?
- To what extent can the planned measures be implemented with the budgeted funds and personnel in the planned duration?
- To what extent are the planned expenditures used economically and are the investments, operating expenses and personnel in proportion to the intended objectives?
- Which training areas or departments offer the best return on investment in terms of employability and income generation?
- Could the centre be designed for staged infrastructure expansion or mobile/outreach models?

### **6.5 SIGNIFICANCE/ DEVELOPMENTAL IMPACTS: Does the planned project contribute to achieving superior developmental impacts?**

- The extent to which the project has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects?
- Which objectives and impacts derived from the problem / need's analysis are to be achieved for which target group?
- To what extent is the planned project structure-building, model-like, exemplary and broader impact?
- Do the prevailing structures (administrative, personnel, financial) require modifications? Any data to substantiate? If yes, at what levels will norms or structures be changed at TVET level, SDB Province level
- To what extent does the project objective take gender-sensitive, inclusive, culture- and conflict-sensitive and human rights-based aspects into account?

### **6.6 SUSTAINABILITY: Do the positive impacts, without further external funding, persist after the end of the project?**

- The extent to which the net benefits of the project continue, or are likely to continue?
- How can the sustainability of results and impacts be guaranteed and strengthened (structural, economic, social, ecological)?
- What long-term capacities could be built up in the target group to be able to continue the implemented measures on their own?
- What positive changes (role behaviour, mechanisms, networks and others) benefit civil society in the long term?
- What role/responsibility will be assumed of governmental and/or civil society organizations?
- What risks (personnel risks for the implementing parties, institutional and reputational risks)?
- How can changes in key variables (e.g. enrolment rates, tuition fees, inflation) affect sustainability?
- How do the externalities and intangibles affect sustainability of the centre?

#### *Specifically, **financial sustainability:***

*Can the implementing organization generate and manage financial resources to support the project*

- What are the revenue plans and diversification of funding sources of the TVET centre?
- Any existing financial strategy? If none, why?
- Which expenditure can be forecasted? What is the professional opinion of the budget plan and what to improve?
- What is the capacity of the PDO/TVET centre as regards financial management (strengths & weaknesses)?
- What are the financial (expected) outputs of the project?
- What are the potential financial risks and mitigation strategies?

## **7. Recommendations**

Based on the main findings and the evaluation according to the OECD DAC criteria, the study shall formulate clear, specific and actionable recommendations for the design and implementation of the project. This includes, but is not limited to:

- What actual recommendations can be made for the concept of the project in the specific context on the basis of the main findings and the evaluation according to the DAC criteria

- Which components are possibly missing in the project concept to achieve the planned objectives in a sustainable way?
- Which planned components are rather not suitable for which reasons?
- Do the assumptions on impacts and sustainability on which the project concept is based appear plausible and viable for the project concept; how would they have to be adjusted, if necessary?
- Which fields of observation are suitable for the development of qualitative and quantitative indicators that reflect the changes for the target group (in a SMART manner)? Which findings and baseline data from the study are recommended as a basis for incorporating them into the project logic (impact matrix)?

## 8. Key outputs and deliverables

The expert/consultant (team) is expected to work in close cooperation with the project implementing team. The following outputs are expected from the consultancy team:

- Inception meeting with major stakeholders
- Short inception report proposing the study approach, methodology, schedule, team and costs
- Draft Feasibility report
- Presentation of the feasibility study findings / validation meeting
- Feasibility Study report in English including findings, conclusions and recommendations for the project planning and implementations according to the above-mentioned questions and the following attachments: List of abbreviations, list of institutions visited and persons interviewed, consultants schedule during the field phase, list of used documents, data and literature, brief professional profile consultant.
- Executive summary in English with key findings and recommendations, including a one-pager summarizing the key findings and recommendations very concisely

## 9. Consultant (team) profile

The consultant or consultant team must demonstrate proven expertise in the design and implementation of feasibility studies in line with OECD DAC criteria and BMZ standards. The team must operate independently and impartially, with sensitivity to the cultural, social, and religious context of the project location. Other experiences include the understanding of structures and inside-experiences of the socio-economic context of Lagos State in particular and Nigeria in general.

### Minimum Qualifications and Requirements

#### *(a) Educational Background:*

- Bachelor degree in Statistics, Social Sciences or any related discipline with a measurement of analysis component;
- A Master's degree or Ph.D. in Economics, Labour Economics, Social Sciences, Public Policy, or a related field is a crucial advantage.

#### *(b) Professional Experience:*

- Minimum of 5-8 years of related professional experience;
- Experience in conducting research, data collection and analysis using both qualitative and quantitative methods;
- Experience in managing projects, including field research and stakeholder engagement;

- Experience in working on labour market issues in developing countries or with international organization;
- Local / regional expertise (Lagos / Nigeria) very necessary
- Sufficient experience in TVET highly relevant

*(c) Technical Skills:*

- Strong analytical skills, including ability to interpret data, identify trends and draw meaningful conclusions;
- Expertise in financial sustainability assessment
- Excellent written and oral communication skills including report writing, presentation skills and the ability to convey complex information to diverse audiences;
- Ability to effectively engage with a wide range of stakeholders including government agencies, private sector, industry players, employers of labour, educational institutions, young people;
- Proficiency in statistical software for labour market analysis and experience with relevant research methodologies;
- Soft skills and additional competencies;
- Fluency in English is crucial, as well as local languages

*(d) Team Composition (Profiles, CVs)*

The consulting organization is expected to have qualified individuals assigned for the study. It is required that the team will be made up of experts in the following portfolios or responsibilities (but this is not limited to these only):

- **Team Lead/Project Manager:** ensures smooth coordination of the study, manages the team and makes sure the study stays on track and within scope;
- **Senior Experts:** individuals who are experts of the various fields of concern who provide in-depth knowledge and analysis;
- **Financial Analyst/Expert:** expert who assesses the financial feasibility and sustainability of the project, including costs, revenue projections, financial risks and income generations;
- **Technical Expert:** expert who will evaluate the technical feasibility of the project. Assesses required technology and identifies potential technical challenges;
- **Risk Management Specialist:** expert who identifies potential risks and develops mitigation strategies;
- **Operations and Logistics Specialist:** expert responsible for the assessment of the operational feasibility of the project and ensures risks are mitigated

## 10. Ethics and use of Artificial Intelligence

The consultancy team shall follow the ethical guidelines of OECD DAC criteria. The consultancy team shall not disclose any information related to the program feasibility study to a third party without prior information and approval of Don Bosco Sierra Leone. All the data generated, whether in soft or hard form along with the survey tools shall be submitted to Don Bosco Sierra Leone. All the data generated, whether in soft or hard form along with the survey tools shall be handed over on completion of the assignment.

Ethical considerations must be explicitly addressed, including informed consent, confidentiality, and data protection, especially when working with minors and vulnerable populations. The consultancy team is responsible for ensuring that data collection follows relevant data protection regulations, obtains informed consent from all participants, and guarantees the confidentiality and anonymity of respondents.

All team members must be trained in child protection and safeguarding protocols. The consultant(s) should submit an ethical approval plan or demonstrate adherence to international best practices. Safeguarding protocols must be described, including procedures for working safely with children and vulnerable groups.

The use of Artificial Intelligence (AI) tools for data processing, analysis, or drafting is permitted where appropriate, provided such use is thoughtful, transparent, and responsible. The consultancy team remains fully accountable for the quality, validity, and ethical compliance of all outputs. It is recommended that the consultant explicitly indicate where AI tools have contributed to data interpretation or analysis, in order to ensure transparency in the study process.

## 11. Indicative work plan for the feasibility study

Duration: Approximately 7-8 weeks

Total Estimated Effort: ~42 person-days (~30–35 for Lead Consultant, ~12 for Local Researchers)

Start Date of study: 01. February 2026

Phase	Activity	Responsible	Timeframe
1. Preparation / Inception	Review of documents, consultations, work planning	Lead Consultant	01. February 2026 to 13 February 2026
	Inception Report incl. methodology, tools, stakeholder map	Lead Consultant	01. February 2026 to 13 February 2026
2. Desk Review	Secondary data analysis (LMI, policies, prior studies)	Lead Consultant	01. February 2026 to 13 February 2026
3. Field Phase / Data Collection	Planning of field activities, training of local researchers	Lead Consultant	16 February 2026 to 28 February 2026
	Translation and contextualisation of tools	Local Researcher(s)	16 February 2026 to 28 February 2026
	Conducting KIIs, FGDs, surveys (fieldwork)	Local Researcher(s)	16 February 2026 to 28 February 2026
	Fieldwork supervision and spot-checking	Lead Consultant	16 February 2026 to 28 February 2026
4. Analysis & Interpretation	Data processing and cleaning	Lead Consultant	28 February 2026 to 11 March 2026
	Preliminary analysis, DAC clustering, SWOT, recommendations	Lead Consultant	28 February 2026 to 11 March 2026
	Support to context interpretation of findings	Local Researcher(s)	28 February 2026 to 11 March 2026
5. Presentation of Field Research & Analysis	Online session with donor to present preliminary findings & analysis	Lead Consultant	Due: 11 March 2026
5. Draft Report	Report drafting incl. executive summary and annexes	Lead Consultant	Due: 12 March 2026
	Final approval of donor	Donor	Due: 16 March 2026
6. Validation	Stakeholder validation workshop (online/hybrid/in person)	Lead Consultant	Due: 23 March 2026
	Local logistics and workshop facilitation support	Local Researcher(s)	Due: 23 March 2026
7. Final Report	Feedback integration and finalisation	Lead Consultant	Due: 30 March 2026

## 12. Price and payment schedule

- The total price for the conducting of this labour market study in Lagos shall be the sum of 20.000,00 Euro (Twenty Thousand Euro);
- Payments shall be made in accordance with the contracting agency and consultant. The means of the payment is by bank transfer or cheque;

- An initial payment of 8.000 euro (40%) shall be made once the contract is signed and commencement of work.
- The second tranche will be 6.000 euro (30%) after the draft report is submitted and accepted by Don Bosco Mondo and DBDI;
- The balance payment of 6.000 euro (30%) shall be made once the final report of the study is submitted and confirmed satisfactory.

### **13. Duties & responsibilities**

#### **(a) Contracting Agency:**

- Ensures that all relevant documents, such as project proposal, reports, analyses, correspondences and so on, within its confinement are made available to the consultant;
- Manages payments to consultant in alignment with contract terms;
- Ensures that all contracting activities comply with relevant laws, regulations, and policies;
- Maintains clear and open communication with consultant and other stakeholders;
- Assists to foster collaboration between consultant and other relevant parties;
- Guarantees unhindered access to necessary information, relevant persons and documents of the Salesians of Don Bosco ANN Province.

#### **(b) Consultant:**

- Develop a well-structured work plan including timelines, logistics and resource allocations;
- Identify and select key stakeholders needed for the study and analysis;
- Collaborate with contracting agency and other stakeholders to determine boundaries and maintaining the scope of the study;
- Analyse labour market and job industry to determine labour trends;
- Conduct thorough research, gather data and prepare detailed analysis for the contracting agency;
- Evaluate the technical feasibility of the project, including infrastructure, technology requirements and potential threats;
- Assess the financial viability and sustainability of the project including costs, revenues and other possible incomes;
- Investigate and advises the contracting agency on relevant laws, regulations and permits required for the project;
- Identify potential risks and challenged associated with the project including market, technical and financial risks;
- Present a draft of the research findings to the contracting agency for ratification;
- Compile study findings into a comprehensive report including analysis, conclusions and recommendations;
- Make final presentation and submission of report to the contracting agency on or before the deadline for submission;
- Provision of required documents (CV, technical proposal, financial proposal);
- Ensure that all activities and logistics are properly implemented for the success of the feasibility study.

### **14. Application documents to be submitted and selection criteria**

Possible Structure of the technical proposal:

- Introductory Section
- Proposed study design & methodology

- Engagement strategies with relevant stakeholders
- Sources to be consulted, both primary and secondary
- Clear timelines in Gantt format
- Consultancy profile & team composition
- Proof of works carried out (contracting entity type, value and geographical location)
- Summary of envisioned costs

The contract will be awarded based on the 'best price-quality ratio' method. All submitted proposals will first be reviewed for formal compliance (completeness of documents, inclusion of CVs, budget, timeline, and confirmation of independence from SDB structures).

Proposals that meet these basic requirements will then be evaluated based on both technical quality and price. The technical evaluation will assess the quality and plausibility of the proposed study design, including:

#### *Study design – 40 points*

- Has a clear description and elaborated background, showing the understanding of the Don Bosco Lagos and the TVET ecosystem in relation to the assignment
- Defines the target group and stakeholders to be involved in the feasibility study
- The objectives of the feasibility study are presented with clarity, discussed of limitations of the evaluation as defined in the TOR.
- Defines clearly the methodology to collect, analyse and present the data in the target country factoring qualitative, quantitative and triangulation approaches with appropriate sample size.
- Demonstrates understanding of the logic of the project by elaborating the feasibility study matrix showing how it will be done at various level of intervention
- Proof understanding of the Salesian's structures and terminology and how they can be approached and engaged in the feasibility study
- Defines clear objective for financial analysis and labour market study

#### *Consultancy Profile – 30 points*

- has a composed team whom least 1 member of the team demonstrates expertise and experience in participatory projects/program management evaluation and research methodologies, preferably in TVET-related project studies and evaluations
- Proven Technical knowledge and experience in conducting feasibility studies and evaluations in the TVET sector or related fields in Sub-Saharan African countries (at least 3 projects within a span of 5 years and reference letters or completion certificates/references) based on OECD/DAC criteria
- Has someone in the team qualified for quality control and/or data scientist
- Demonstrates work ethics that will guide and considered during the implementation of the assignment
- Proven qualification of at least 2 team members in project/program impact or M&E
- Previous experience with catholic structures and/or organizations

#### *Project Management and Quality Control – 20 points*

- Demonstrates clear deliverables of the feasibility study as defined in the TOR
- has a composed team who speaks fluent English (consideration of gender balance would be an added advantage)
- Proven consultancy company registration
- Elaborates the feasibility study guiding questions and tools are well-articulated - the use of digital tools is the most preferred

- Elaborates a comprehensive and realistic timeline with milestones according deliverables, preferably in the GANNT format

*Budget – 10 points*

- Demonstrates the detailed budget with comprehensive cost breakdown within limit of the assignment

**Please submit your convincing proposals until **January 12, 2026 (midnight)** to:**

[directorpdo@donboscoann.org](mailto:directorpdo@donboscoann.org) (Fr Raphael Airoboman SDB, Director PDO)

[d.directorpdo@donboscoann.org](mailto:d.directorpdo@donboscoann.org) (Stephen Igbokwe, Deputy Director PDO)

[c.wegener@don-bosco-mondo.de](mailto:c.wegener@don-bosco-mondo.de) (Christoph Wegener, Project Manager Don Bosco Mondo)

**Annexes**

Annex 1 Concept Note / Proposal Draft

Annex 2 Proposed Budget Plan

Annex 3 Baseline Study