

NRC NIGERIA

Terms of Reference for Labor Market Assessment (LMA) in Maiduguri Metropolitan Council (MMC) and Jere LGAs and Adamawa State: Fufere, Yola South and Madagali LGAs.

Project Title: Addressing Education Needs in Neglected Crises: Bringing Hope Back to Displaced Children and Youth in Nigeria

Project Code: NGFM 2505

Duration: 25 Days

Expected Period of the assignment 25 Days

Main locations: Adamawa State-Fufere, Yola South and Madagali LGAs, Borno State: Maiduguri Metropolitan Council (MMC) and Jere LGAs)

Type of assessment: Labour Market Assessment

Opening: 7th April 2025

Tender submission: 20th April 2025 at 5 p.m Nigeria Time

1.0 ORGANISATION BACKGROUND

Norwegian Refugees Council (NRC) is an international, independent, non-profit and humanitarian non-governmental organization, existing under the laws of Norway with Headquarters at Princess Gate 2, Oslo, Norway and while in Nigeria Offices at Plot 69, 1st Avenue, Gwarimpa, Abuja, Nigeria.

The Norwegian Refugee Council (NRC) works to protect the rights of displaced and vulnerable people during crisis. Through our programmes, we provide assistance to meet immediate humanitarian needs, prevent further displacement and contribute to durable solutions.

In Nigeria, NRC provides assistance through different core competencies, including thematic areas such as Information, Counselling and Legal Assistance (ICLA), Education including Youth programme, Livelihoods and Food security, Shelter and Settlements, Water, Sanitation and Hygiene promotion (WASH). Protection from violence, Rapid response mechanism (RRM) and Coordination and advocacy. Additionally, we work on building self-reliance and enabling pathways to durable solutions as per the 2022 – 2025 country strategy.

We operate in 3 States in North East and Central Nigeria in over 49 target locations across 3 Area Office Maiduguri (Borno State), Yola (Adamawa) and Jos, Plateau State, North East and Central Nigeria respectively.

2.0 Description of the context

The humanitarian crisis in the Borno, Adamawa and Yobe (BAY) States is largely driven by conflict, climate shocks, and economic instability with the compounding effects of flooding, disease outbreaks, food insecurity, and malnutrition deepening vulnerabilities. In 2025, an estimated 7.8 million people in Borno, Adamawa, and Yobe (BAY) states in Nigeria need humanitarian assistance. Of these, 59 per cent (4.6 million) are host community members, 23 per cent (1.8 million) IDPs, and 19 per cent (1.4 million) returnees.¹

Nigeria is a demographically young country, which struggles with significant unemployment and low educational attainment. Nigeria has one of the largest populations of out-of-school children in the world, comprising of 20 million children and adolescent girls². Nigeria's out-of-school population accounts for 15% of the global total.³. Northeast Nigeria (Borno, Adamawa, and Yobe States) have 1.5 million conflict-affected children, and

¹ Nigeria 2025 Humanitarian Needs and Response Plan (January 2025)

² <https://www.unesco.org/gem-report/en/2022-out-school>

³ UNICEF <https://www.unicef.org>

adolescents who require continued assistance to access basic education or skills acquisition ⁴. Barriers to education for children and youth include poor and unsafe school structures, such as classrooms, water, hygiene and sanitation facilities (latrines and boreholes) and furnitures; inadequate teaching and learning supplies; a shortage of teachers; and civil and legal documentation required to register in schools. Like many countries in Sub-Saharan Africa, Nigeria is facing a severe learning crisis. It is estimated by the World Bank and UNESCO that 89% of children by the age of 10 cannot read and comprehend a text that is appropriate for their age.⁵ Due to inadequate learning and skill development results, children and young people—especially girls with the lowest educational attainment—are not being provided with the skills necessary for future meaningful employment.

3.0 Description of the project/ programme

With the funding from the AKO Foundation, NRC is implementing a- 18 months project project Titled: **Addressing Education Needs in Neglected Crises: Bringing Hope Back to Displaced Children and Youth in Nigeria**. One of the components of the programme is to provide relevant vocational skills training to displacement-affected out-of-school adolescents and youth (ages 15-24) who cannot join formal education system due to older age and support them to engage in income generating opportunities in Borno and Adamawa States.

To ensure proper targeting and realisation of the impact of the project, NRC is commissioning the Labor Market Assessment to understand the labour market and business opportunities that will inform demand driven youth vocational skills system and response to the market signals and trends.

NRC's Youth Education programs approach prepare and train youths in various vocational skills that will be informed by the Labour Market assessment findings and this will be conducted before the training commences. The youths will transition into one of three longer-term outcomes: new educational pathways, become active and engaged members of their community and/or improved household economy through livelihood opportunities.

To foster an integrated approach NRC, will train youth on different occupation/job skills to enable them to engage in gainful employment in the private or public sector or self-employment in line with the demands of the job market and also engage in income generation activities (IGAs) and receiving start-up kits. This is achieved by offering foundational (numeracy and literacy), life (transferable) and technical (beyond vocational) skills development to cultivate their social, emotional, and professional strengths in a safe and protective environment.

The planned project intends to increase the number of jobs and quality of vocational skills training that students receive. Specifically, the project aims to achieve the following outcome.

750 (225M; 525F) displacement-affected out-of-school adolescents and youth (ages 15-24) who cannot join formal education system due to older age to gain relevant vocational skills and support them to engage in income generating opportunities through technical and vocational skills training.

Understanding the labour market and business opportunities is vital for a demand driven vocational skills system. Therefore, a comprehensive labour market survey will form the basis for different vocational skills interventions and facilitate an understanding of important elements of the wider vocational skills system, from skill areas with market demand to the types of jobs and employment opportunities available.

NRC intends to undertake a labour market survey in Borno Borno State: Maiduguri Metropolitan Council (MMC) and Jere LGAs) and Adamawa State-Fufore, Yola South and Madagali LGAs.

NRC will contract services of individual consultants, and experts from research institutes with significant relevant experience and skills to undertake this survey. The results of the survey are expected to become a basis for the development of relevant provision of demand and opportunity led skills training.

⁴ OCHA (March 2024). Nigeria Humanitarian Needs Overview

⁵ UNESCO (2024). Nigeria: Education Country Brief. January 2024

4.0 PURPOSE AND SCOPE OF THE ASSESSMENT

4.1 Purpose of the assessment

The assignment aims to identify and analyze key trade areas and technical skills in local markets that can promote positive behavioral change and provide youth with access to decent work. The assessment will focus on identifying skills training courses that can enhance employability and support small business entrepreneurship for young men and women in Borno and Adamawa states.

4.2 Specific objectives of the assessment

4.2.1 Conduct a comprehensive labour market assessment in Borno and Adamawa states including a current workforce demand, skills availability and future trends.

- What types of hard and soft skills are available in the current market and can be expanded on other areas through vocational schools, tertiary institutions, and informal institutions.
- What types of jobs are available in the market that can be filled by vocational skills graduates, with a special focus on highly demanded skills?
- What are the existing skills gaps, and which skills are in demand but not being provided in the market?
- Who are the key players in the vocational skills and employment sectors, and what potential linkages can be established to support youth in accessing employment and market opportunities for their skills and products?

4.2.2 To identify how youth currently identify and apply for job or training opportunities with businesses.

- How do youth find and apply for job or training opportunities, and what factors or barriers influence their decisions?
- How do networks (family, peers, mentors) and understanding of required skills impact youth in accessing these opportunities?

4.2.3 To identify policies that promote or hinder the development of relevant skills in the local market in the context of Nigeria including Borno and Adamawa states.

- What existing policies support skills development in the local market?
- Are there any government or institutional policies that hinder the development of relevant skills for the youth?
- How do policies influence the accessibility and affordability of skills training programs for youth?
- Are there policy gaps that need to be addressed to improve the alignment between skills development and labor market needs?

4.2.4 To identify and recommend the specific additional services and support needed by the trainees after they complete the identified marketable TVETs courses.

- What specific additional services and support do trainees need after completing marketable TVET courses to enhance their transition into employment or entrepreneurship?

The scope of the Labour Market Assessment

The assessment will cover the Maiduguri Metropolitan Council (MMC) and Jere LGAs in Borno State, as well as Fufere, Yola South, and Madagali LGAs in Adamawa State. The target populations include host community villages and internally displaced persons (IDPs). The target groups include the following actors in Borno and Adamawa states:

- Government line ministries
- Business community (e.g., construction, enterprises, companies)
- Non-skilled and unemployed youth in the market and training centers
- TVET providers
- Employers
- Skilled and employed youth
- NGOs and CBOs
- Universities

METHODOLOGY

The Consultant/Researcher is expected to come up with the best approaches for undertaking this labour market assessment. The general guiding document will be the BMZ Employment and Labour Analysis tool, and the following guiding principles should be taken into consideration: The following methodology should be taken into consideration:

- Desk review of secondary data including project documents, National economic assessments, policy documents within Ministry of Finance and Economic Development, Ministry of Labour, Public Service and Human Resource Development and Ministry of Commerce and Industry, Ministry of Agriculture and Forestry. Previous assessments, evaluations, and previous labour market surveys.
- Interviews with private sector employers, previous graduates, vocational skills centers, relevant government ministries and industries. E.g. Borno and Adamawa States Agency for Small and Medium Scale Industries Development Agency, National Directorate of Employment (NDE) Ministry of Labour, Public Service and Human Resource Development and Ministry of Commerce and Industry, Ministry of Agriculture and Forestry, local churches, micro-finance companies, banks, hotels, restaurants, agro-processing companies, VSLA groups.
- Extensive mapping of labour market needs through primary data collection, and interviews with youth and local leaders.
- Focus Group Discussions: The consultant shall conduct at least one FGD in each target group preferably separate FGDs should be conducted with boys, girls, women and men and the focus group discussions participants should be of same age and gender and the participants of each FGD should consist of 8 to 10 participants.
- Key informants' interviews: the consultant shall have in-depth interviews with key informants including line ministries and regional government agencies official, private sector employers, previous graduates, TVET centres, parents who are victims of youth migration challenges and management of NGOs working on youth issues etc.
- Interview with a sample of the previous graduates to explore what trainings worked and what did not yield employment to avoid those that did not worked well.
- Any other methods applicable.

KEY DELIVERABLES

- A summary 4-page inception report: detailing the methodology including the main research methods, the sampling framework, proposed sources of data, procedures for data collection and analysis, and a draft but detailed table of contents. The proposed research tools will be discussed and approved by the NRC team before data collection commences. This is due 3 days after the contractual agreement.
- A final report: List of top ten skills on demand identified with quantitative methods.
 - ❖ List of top ten skill gaps identified in the market; classified into:
 - ❖ Specific type of jobs available and locations
 - ❖ Level of skill required, including attention to aspects of gender and location; identified using quantitative methods of a sample of 50 businesspeople interviewed with the business survey.
- An electronic copy of all data collection tools and data.
- A final presentation of the overall findings to the stakeholders for validation.
- PowerPoint slides summarising final labour markets findings and recommendations from the study.
- An Executive summary of two pages of final evaluation findings and recommendations provided to and discussed with the M&E Manager, LFS and Education Specialist.
- The consultant shall submit a final Labour Market Assessment report along with all datasets, transcripts of the interviews, KIIs, photographs, etc. The draft report is expected from the consultant before final evaluation report. The final evaluation report will be written in the English language and must be

comprehensive. Reference must be cited for facts and figures presented in the reporting. The final evaluation report should incorporate all comments and corrections if any. Completed checklists, questionnaires, case stories, quotes, photos must be submitted to the M&E Manager.

- Specific dates to be included during the inception meeting.

DURATION OF THE ASSIGNMENT:

The duration of the assessment will be for 25 days to cover from the day data collection commences to the day of final report submission

QUALIFICATIONS AND EXPERTISE REQUIRED

- At least 8-10 years of experience in undertaking labor market assessment in a conflict-affected context.
- Post-graduate degree in Business, Economics, Statistics, Vocational Education, or a related field.
- Previous traceable experience in labour market assessments in Nigeria and strong knowledge of vocational skills programs is desirable.
- Sound understanding of the current youth employment concerns and trajectory in Nigeria and linkages with vocational training programme.
- Technical expertise in assessing issues of labour market demand and supply.
- Good communication and report-writing skills.
- Consultant to provide competent collect required data to facilitate comprehensive analysis and reporting

APPLICATION PROCEDURE AND REQUIREMENTS

Candidates interested in the position are expected to provide the following documentation:

- A technical proposal with a detailed response to the TOR, with a specific focus on the scope of work, sampling, and methodology to be used. The document should be a maximum of 5 pages inclusive of a detailed budget breakdown based on expected daily rates and work plan.
- Initial work plan based on the methodology outlined, and indication of availability.
- A financial proposal detailing the daily rate expected and other modes of payment.
- CV including a minimum of 3 referees

DELIVERABLES, PHASES, AND TIMELINE

- **Deliverable 1:** ToR finalized and approved with tools
- **Deliverable 2:** Power point presentation of initial results to the team.
- **Deliverable 3:** final assessment report structure as follows:
 - a. Cover page
 - b. A list of acronyms and abbreviations
 - c. A table of contents
 - d. An executive summary
 - e. Introduction and background
 - f. Scope and objectives of the assessment
 - g. Methodology
 - h. Detailed Results (Main finding as per the TOR)
 - i. Conclusions
 - j. Lessons learned and recommendations

Appendices of the report, including:

- k. Terms of reference
- l. Assessment matrix
- m. List of documents consulted
- n. Tools