

Sustainable Procurement, Environment and Social Standards
Centers of Excellence (SPESSCE)
in Nigeria

-Terms of Reference-

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A. Background

Country Background:

Nigeria has the potential to become an economic giant in Africa by virtue of its size, human talent, rich resource endowment, and economic capacity. However, a large proportion of Nigeria’s population are still poor.... Youth unemployment is high and on the increase. One of the main reasons for the increasing poverty level is the misuse of public funds partly due to corruption, lack of appropriate control and oversight systems, and lack of capacities.

The ERGP (Economic Recovery and Growth Plan: 2017-2020) aims at restoring macroeconomic growth with key execution priorities that necessitate fostering sustainable capacity building and professionalization in the areas of Procurement, Environmental, and Social Standards.

While Nigerian universities are performing well on accreditation and attracting foreign students in various study areas, none of them offer dedicated curricula and degrees in the areas of public procurement, environmental standards and social standards. Today, Nigeria lacks any sustainable capacity building programs in the above fields. The state of play in each of the above fields is summarized below:

Public Procurement: The Federal Government of Nigeria has implemented major reforms in public procurement (PP) with support from the WB covering enactment of modern public procurement law (Public procurement Act 2007), establishment of a central procurement regulatory body (Bureau of Public Procurement), development and deployment of procurement tools, and creation of a procurement cadre. Legal and regulatory frameworks also have been established in some states but the PP reforms at the federal level have not been fully transposed to all the States and audit reports, the World Bank supported Nigeria Private Sector Perception Survey of 2008 and Nigerian Procurement Value Chain Analysis of 2013 signal weaknesses in attaining the desired results due mainly to inadequate competence of procurement practitioners.

For example, in the absence of any public procurement certification programmes¹, civil servants join the Federal procurement cadre through lateral transfers after a 2-week ad hoc training organized by the BPP. In all other States (Except Edo), this lateral transfer is made with no training prerequisite where prior procurement proficiency is made a condition for joining the procurement cadre.

Environmental Standards: At the Environmental front, Nigeria has an Environmental Impact Assessment Act that overlaps with World Bank's environmental standards policies; however, civil servants in Nigeria still lack the appropriate skills, knowledge and experience in environmental standards. Despite this overlap, the new ESF necessitates the presence of a dedicated and professional cadre of Environmental Standards. Attempts to professionalize a cadre in environmental standards remain ad hoc, unstructured and unsustainable with absence of any uniform body of knowledge adopted by the civil servants. Nigeria also faces challenges in implementing the Environmental Impact Assessment (EIA) Act and lacks any similar legislation covering social standards and risk management. As a result, many projects implemented do not respect environmental standards with the main cause being absence of sufficiently competent compliance professionals and weak institutional capacities at the central agencies entrusted with such functions.

Social Standards: With the extreme poverty, high child and mother mortality rates, high underemployment and unemployment, etc., it is imperative that Nigeria integrates social standards in its operations. Social Impact education and management are vital for ensuring a socially-sustainable development that balances economic and social objectives in favor of those who are least privileged. While legal provisions for certain aspects of social impact might be available in different legislations, no Act pulls all together like the EIA. There is no single point ministry dealing with social impacts and risk management in Nigeria. The provisions of the new World Bank Environmental and Social Framework (ESF) that relate to social aspects such as labor, protection of vulnerable groups, social inclusion, community health & safety and land and livelihoods are under the purview of different ministries, department and agencies (MDAs), including the Ministry of Women Affairs & Social Development, Department of Lands (Federal Ministry of Works, Power and Housing), and Ministry of Labour. Typically, these MDAs do not have policies and regulatory provisions that address the ESF requirements holistically. Therefore, the

¹ With the exception of a few polytechnics that offer programmes in Purchasing and Supply Management.

development of capacities and competencies in social standards is a key prerequisite to advancement in this sector.

Nigeria remains a country at crossroads on sustainable development. As the country pushes forward on economic development, given the weak technical and operational capacities for environmental and social due diligence in all sectors, addressing key issues in these sectors are priority areas of government to guarantee development that (i) are sustainable and protective of people; (ii) integrate institutional strengthening on impact and risk assessments into the national capacity building strategy; and (iii) operationalize environmental and social sustainable development approach as a clear-cut strategy for delivering the ERGP objectives of economic growth and inclusive development.

Federal Universities in Nigeria: As per the data published on the National Universities Commission (NUC), there are 41 federal universities in Nigeria². However, none of those universities offers a structured and dedicated line of study- whether stand-alone or as part of a degree- in public procurement, environmental standards or social standards; no university has taken ownership of promoting capacity building and professionalization in these fields. Existing courses of relevance to public procurement are ad hoc and short in duration with no strategic alignment. CIPSMN offers- via a legal mandate- training initiatives directed mainly towards purchasing, logistics, and similar fields that have not fulfilled the skills-gap and the required professionalization of the public procurement cadre and environmental and social standards.

It remains the case that the wealth of university graduates in Nigeria still lack the skills required by the Nigerian government or its development partners. This skills gap has slowed down budget implementation, facilitated loss of governance, diminished service delivery, and prevented attainment of developmental objectives.

B. The Partnerships

The Federal Government of Nigeria (FGN) has requested support from the World Bank (WB) for the proposed Sustainable Procurement, Environmental and Social Standards Enhancement Project (SPESSE) through institutionalizing sustainable capacity building in those critical domains with an estimated budget of USD 80 million. The request is based on critical sector demands to enhance the supply of competent professionals in the intervention domains and build the capacities of existing staff and institutional capacity. This request falls within the FGN strategies as well as within the ERGP (Economic Recovery and Growth Plan).

The National Universities Commission (NUC), with financial support from the World Bank, wishes to engage Federal Universities in Nigeria in this sustainable professionalization programme through the financing of 6 Centers of Excellence offering the professionalization schemes or tracks in each of the intervention domains: Procurement, Environmental and Social Standards will be financed.

² <http://nuc.edu.ng/nigerian-universities/federal-univeristies/> accessed 19 April 2018.

The modality of such an initiative was triggered by the successful implementation of Centers of Excellence by NUC/ACE in the past. Such innovatively-designed and carefully-managed initiatives have greatly contributed to addressing pressing developmental needs and heightening the quality of higher education in Nigeria.

Implementation is planned via a transparent and competitive engagement or partnering process taking into consideration the current state of affairs in higher education in Nigeria, the potential for growth, and the motivation/capacities of Federal universities to diversify their offerings through the suggested schemes or tracks.

Interested Federal Universities need to apply for partnership by submitting applications in response to this Call for Proposals using the templates and instructions therein, demonstrating how each applicant will achieve the general and specific objectives outlined below.

C. General Objectives of the Partnerships (Strategic Level)

The strategic benefits expected from implementing the partnerships underlined in this TOR can be summarized as follows:

- 1) Integration of key governance and sustainability dimensions in academia; public procurement, environmental and social standards professionalization will not only become feasible but also abundant, systematic and sustainable through national efforts;
- 2) The execution of public procurement in Nigeria will become more efficient, effective, modern and smart, facilitating generation of higher public value and more cost savings;
- 3) Nigeria's civil service as well as private sector employees and civil society staff will drive the attainment of the SDG's notably with regards to governance, economic, environmental and social sustainability;
- 4) The incidence of corruption and the cost of governance will reduce; professionalism in procurement, environmental and social standards will propagate in a consistent and growing manner across federal, state and local governments in Nigeria;
- 5) The trust of multilateral development banks in the Nigerian civil service will increase;
- 6) The trust of economic operators, citizens and civil society in the Government will increase;
- 7) A culture of integrity, ethics and social/environmental responsibility is promoted among all stakeholders in Nigeria; and
- 8) Higher education in Nigeria obtains a regional reputation in the targeted fields of study and becomes a regional hub for academia and research in those fields.
- 9) To develop a community of professionals in Nigeria that can manage project's environmental and social risks.

D. Specific Objectives of the Partnerships

The direct outputs and objectives from the partnerships with selected Federal Universities can be summarized as follows:

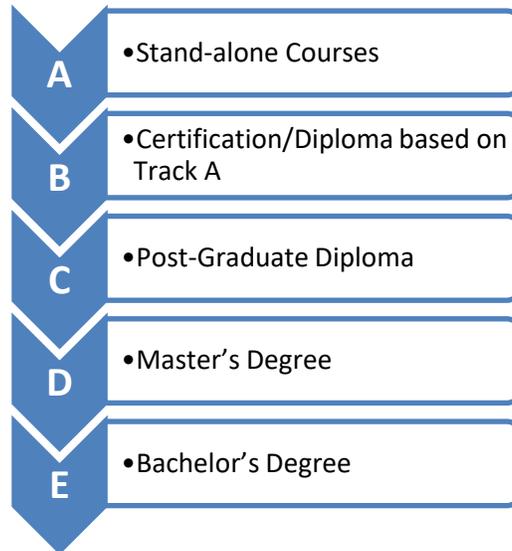
- 1) Joint development of modern, responsive and fit-for-purpose curricula for advancing the study, scholarship, action research and practice of procurement, environmental and social standards;
- 2) Design, development and roll-out of a multitude of academic and capacity building programmes by the selected Federal Universities in procurement, environmental and social standards;
- 3) Extensive capitalization on technology and hybrid learning environments to meet the needs of the widest set of students and continuous learners;
- 4) Current civil servants as well as private sector staff and citizens are furnished with a multitude of professionalization tracks and programmes to support their academic and professional advancement in their respective domains; individuals are availed the opportunity to pursue courses, diplomas, certification, undergraduate degrees, graduate degrees in procurement, environmental and social standards;
- 5) The civil service (federal, state and local) and donor community in Nigeria are continuously supplied with academically qualified, trained and competent practitioners in the targeted areas;
- 6) Extensive research programmes are implemented in the targeted areas; and
- 7) The programmes are continuously offered and progressively modernized and enhanced in a sustainable manner extending beyond the project life span.

E. Details of the Programme

The project duration is 5 years from commencement date; it is expected the CEs will be selected immediately upon commencement, giving them the opportunity to benefit from the 5-year period.

Each Federal University applying for this partnership shall commit to engage in each of the following tracks for each of the targeted areas (procurement, environmental and social standards):

Figure 1 - Brief description of each Track



The Tracks are so designed as to offer various options to the widest possible set of interested audience. They will not only be of use to a large body of students and practitioners but will also allow progression from one track to the other. Students, trainees or practitioners can engage in any of the degree programmes (Tracks C, D, and E) at any time should they meet the eligibility criteria set by NUC for that degree. All diploma and degree programmes should be designed, developed and rolled out by the Center of Excellence under direct supervision and monitoring of NUC.

The selected CE will need to engage in a network of core industry/sectoral partners, including:

- a. Federal, state and local governments;
- b. Syndicates and orders of established professions;
- c. Professional bodies engaged with any one or more research theme/aspect identified;
- d. Leaders in capacity development; and
- e. Representatives of industrial sectors.

The selected CE will establish a network of academic and/or research institute partners, including:

- a. Regional universities that maintain active education and/or research activities focused on procurement and E&S Management; and
- b. Recognized global universities and research centers that maintain active international training and research collaborations focused on procurement and E&S Management.

In more detail, below is the description of each of the tracks for each of the intervention areas:

– Public Procurement:

- Track A: The offering of at least 10 stand-alone courses covering the full procurement cycle at the introductory level once per academic year targeting mainly civil servants, private and civil society employed individuals, graduates and unemployed individuals as well as school leavers. The course curricula and contents will be developed by BPP and NUC and will be availed to the Centers of Excellence. Below is a preliminary long list of such courses:

Short Term Courses: Track A	
1)	Strategic Procurement Planning and Sustainable Procurement
2)	Risk Management across the full procurement cycle
3)	Market analysis and Market engagement practices
4)	Requirement engineering practices: Terms of Reference and Technical Specifications
5)	Managing prequalification and shortlisting
6)	Designing and implementing quality and cost-based evaluation criteria
7)	Procurement of physical services
8)	Procurement of consulting services: technical assistance and studies
9)	Procurement of complex supplies and equipment: industrial, medical and transportation
10)	Procurement of complex works: power and major infrastructure
11)	Advanced contract and acceptance management
12)	Managing variations and disputes in contracts
13)	Conformance Review and Performance Audit of public procurement (PP) operations
14)	Designing key performance indicators, benchmarking and measurement in PP
15)	How civil society can effectively monitor PP operations?
16)	How to prepare compliant bids?
17)	Ethics and Integrity in PP
18)	Other topics

- Track B: The offering of an undergraduate diploma based on Track A courses plus some additional courses to meet diploma academic requirements. There is an opportunity that the Centers of Excellence also engage in offering courses required for certification by BPP.
- Track C: The offering of post-graduate Diplomas in one or more fields of PP targeting individuals without a university degree or those with a diploma. Some of the degrees are listed below:

Post-graduate Diploma	
High-level Diploma in Procurement Planning	
High-level Diploma in Tendering and Evaluation	
High-level Diploma in Contract Management	
High-level Diploma in Procurement Monitoring	

The selected CE will engage in applied research in areas including the following:

- a. Procurement and national economic development;
- b. Procurement and social policy;
- c. Procurement and environmental policy;
- d. Procurement and good governance;

- e. Procurement and Government service delivery;
 - f. Procurement digital transformation and regional integration;
 - g. Green logistics/equipment for sustainable development;
 - h. Smart digital development in smart cities;
 - i. The impact of life-cycle-cost procurement on national economies;
 - j. The impact of quality-based evaluation criteria on service delivery;
 - k. Government service delivery as a function of sound public procurement practices;
 - l. Procurement, outsourcing, concessions and privatization: what is the optimal route?
 - m. Procurement and contracting for large scale complex projects;
 - n. Legal and Regulatory framework reform in line with modern trends;
 - o. The cost of corruption;
 - p. The role of Digitalization and e-procurement in enhancing good governance;
 - q. The role of Digitalization in streamlining PP operations across the State;
- Track D: The offering of a multitude of Graduate degrees (Master's) in PP management targeting students who possess already a bachelor's degree or possibly a master's degree. Some of the degrees are listed below:

Master's Degree Programs
Master's Degree in Public Procurement Management
Master's Degree in Construction Law
Master's Degree in Engineering Procurement Management
Master's Degree in Project Procurement Management

- Track E: Full undergraduate degree in PP management: Bachelor's Degree in Procurement Management targeting high school students aiming to join university; diploma holders; etc.
- Environmental standards:
 - Track A: The offering of at least 10 stand-alone ES courses covering the various aspects of the EIA Act and the World Bank ESF at the introductory level once per academic year targeting mainly civil servants, private and civil society employed individuals, graduates and unemployed individuals as well as school leavers. The course curricula and contents will be developed by The EA Department at the Ministry of Environment and NUC and will be availed to the Centers of Excellence.
 - Track B: The offering of an undergraduate diploma based on Track A courses plus some additional courses to meet diploma academic requirements. There is an opportunity that the Centers of Excellence also engage in offering courses required for certification by the EA Department.
 - Track C: The offering of post-graduate Diplomas in one or more fields of ES targeting individuals without a university degree or those with a diploma.

- Track D: The offering of a multitude of Graduate degrees (Master’s) in ES targeting students who possess already a bachelor’s degree or possibly a master’s degree. Some of the degrees are listed below:

Master’s Degree Programs
M.S. in Livelihood Restoration and Grievance Redress Management
M.S. in Environmental Risk Assessment and Management
M.S. in Geographic and Environmental Information Science

Some of the applied research topics that should be targeted include the following:

Applied Research
1. Environmental Assessment and safeguards for the water sector– designed for dams and large-scale infrastructure, including water impoundments for agriculture, transport and energy sectors
2. Environmental Assessment and safeguards for the Agricultural sectors – designed for environmental impacts in agricultural value chain projects, environmental and forestry sectors
3. Climate Change and the attainment of the SDGs

- Track E: Full undergraduate degree in ES management targeting high school students aiming to join university, diploma holders, etc.

– Social standards:

- Track A: The offering of at least 10 stand-alone SS courses covering the various aspects of the World Bank ESF at the introductory level once per academic year targeting mainly civil servants, private and civil society employed individuals, graduates and unemployed individuals as well as school leavers. The course curricula and contents will be developed by The Ministry of Women Affairs and Social Development and NUC and will be availed to the Centers of Excellence.
- Track B: The offering of an undergraduate diploma based on Track A courses plus some additional courses to meet diploma academic requirements. There is an opportunity that the Centers of Excellence also engage in offering courses required for certification.
- Track C: The offering of post-graduate Diplomas in one or more fields of SS targeting individuals without a university degree or those with a diploma.
- Track D: The offering of a multitude of Graduate degrees (Master’s) in SS targeting students who possess already a bachelor’s degree or possibly a master’s degree. Some of the degrees are listed below:

Master’s Degree Programs
M.S. in Social Impact Assessment and Management
M.S. in Land Acquisition, Resettlement and Social Sustainability
M.S. in Social Conflict Resolution and Grievance Redress
M.S. Gender and Development

Some of the applied research topics that should be targeted include the following:

Applied Research
1. Framework for Land Acquisition, Resettlement and Rehabilitation (including benefit-sharing mechanism, livelihood restoration, grievance redress mechanism, cultural heritage)
2. Social Assessment and safeguards for the water sector– designed for dams and large-scale infrastructure, including water impoundments for agriculture, transport and energy sectors
3. Social Assessment and safeguards for the Agricultural sectors – designed for environmental and social impacts in agricultural value chain projects, environmental and forestry sectors
4. Social Risk Assessment for Management of Land Acquisition, Resettlement and Livelihood Restoration – designed for small and large Infrastructure projects (Transport, Energy, Irrigation etc.)
5. Gender Diversity, Violence Against Women and Girls and Development, with focus on knowledge and skills to understand and explore relations between social policies, practice and key actors in addressing various forms of difference and diversity, with a focus on gender and a range of intersecting inequalities (for example, disability, identity etc) with reference to addressing social exclusion and deficit modes of development.

- Track E: Full undergraduate degree in SS management targeting high school students aiming to join university, diploma holders, etc.

F. Responsibilities of the Parties

Each Center of Excellence will be responsible for the management of the 5 tracks in procurement, the 5 tracks in environmental standards and the 5 tracks in social standards. In addition to in-kind contributions and bonus/incentive payments to the Center of Excellence, the NUC will finance requirements needed by the CEs to better fulfill their capacity building and academic requirements in the tracks selected. Such financing will be based on details and justifications elaborated in the proposals subject to the evaluation committee’s review, analysis and comments and the final outcome of negotiations. This seed financing caps are broken down as follows **per CE**:

- Rehabilitation of premises: 500,000\$
- Furnishings: 500,000\$
- Information and Communication Technology (Hardware, Network, Connectivity, Software, etc.): 2,000,000\$
- Disbursement Linked Indicator Payments: 2,100,000\$ per year (66% for procurement and 17% for each of ES and SS). DLI Payments that are not reached can be carried over to subsequent years.

As part of the partnership agreement, the NUC on one side and the CE on the other will have the following responsibilities shown in the following table:

Table 1 - Responsibilities of the Parties with respect to each Track

Track	NUC ³	Partner University
A	<p>In Kind:</p> <ul style="list-style-type: none"> - Course curriculum design and development (jointly with BPP/EA Department/MWASD as well as with the private sector and civil society) of 10 courses - Training of Faculty (two days per course) - Central portal for e-learning - Supervision and Monitoring <p>Incentives/Bonus:</p> <ul style="list-style-type: none"> - 2,000\$ per course if all 10 courses are offered no later than 4 months from commencement - For every 100 course participants (rounded to nearest 10) in any of the above-agreed courses, a bonus of 50,000 \$ - 2,000\$ per course where at least 25% of the participants are females - For every additional course designed, developed and offered in the designated area in compliance with set standards, a one-time bonus of 10,000\$ 	<ul style="list-style-type: none"> - Competent Faculty (professors or lecturers) in the required numbers and qualifications for each of the courses - Course marketing/management/administration in both traditional and e-learning modes - Course delivery once per year (regardless of the number of participants) - Testing and evaluation - Reporting on delivery and evaluation details <p><i>Note: University may decide to charge fees for such courses in line with applicable regulations.</i></p>

³ Incentive/bonus payments are subject to reductions if minimum requirements are not met. Reductions and bonuses are detailed in the table below. Furthermore, incentive/bonus payments are capped at USD 2,100,000 per academic year.

Track	NUC ³	Partner University
B	<p><u>In Kind:</u></p> <ul style="list-style-type: none"> – Diploma curriculum design and prerequisites jointly with stakeholders – Review of Diploma elaboration – Central Learning Management System and E-learning system – Supervision and Monitoring <p><u>Incentives/Bonus:</u></p> <ul style="list-style-type: none"> – For rolling out an undergraduate Diploma within the first 6 months from commencement, a one-time bonus of 25,000\$ – For every 10 diplomas granted, a bonus of 10,000\$ 	<ul style="list-style-type: none"> – Competent Faculty (professors or lecturers) in the required numbers and qualifications – Competent diploma design and curriculum development and administration within the relevant school or faculty based on a combination of Track A courses, current university courses and new courses – Board/Management support to the full elaboration of the diploma and its rolling out – Diploma marketing/management/administration – Furnishing students with practical training in their fields in one of the leading institutions or companies in Nigeria or the region – Full utilization of LMS and e-learning systems – Transforming courses to e-courses offered on e-learning system – Reporting <p><i>Note: University may decide to charge fees for such Diplomas in line with applicable regulations and in coordination with and prior approval of NUC.</i></p>
C	<p><u>In Kind:</u></p> <ul style="list-style-type: none"> – Post-graduate Diploma curriculum design and prerequisites jointly with stakeholders – Review of Diploma elaboration – Central Learning Management System and E-learning system – Supervision and Monitoring <p><u>Incentives/Bonus:</u></p> <ul style="list-style-type: none"> – For rolling out a post-graduate Diploma within the first year from commencement, a one-time bonus of 30,000\$ – For every 10 post-graduate diplomas granted, a bonus of 15,000\$ 	<ul style="list-style-type: none"> – Competent Faculty (professors or lecturers) in the required numbers and qualifications – Competent diploma design and curriculum development and administration within the relevant school or faculty – Board/Management support to the full elaboration of the diploma and its rolling out – Diploma marketing/management/administration – Furnishing with students with practical training in their fields in one of the leading institutions or companies in Nigeria or the region – Full utilization of LMS and e-learning systems – Transforming courses to e-courses offered on e-learning system – Reporting <p><i>Note: University may decide to charge fees for such Diplomas in line with applicable regulations and in coordination with and prior approval of NUC.</i></p>

Track	NUC ³	Partner University
D	<p><u>In Kind:</u></p> <ul style="list-style-type: none"> – Master’s Degree curriculum (course requirements and pre-requisites) jointly with stakeholders – Participation in Scientific Committee – Central Learning Management System and E-learning system – Supervision and Monitoring <p><u>Incentives/Bonus:</u></p> <ul style="list-style-type: none"> – One-time Lumpsum bonus for each graduate degree rolled out within the second year from commencement at 50,000 \$ – For every 5 graduates (Master’s degree), a bonus of 30,000\$ – For stability of the academic calendar/timely graduation of students, an annual bonus of 30,000\$ – For accreditation approved by NUC, a bonus of 200,000\$ 	<ul style="list-style-type: none"> – Competent Faculty (professors or lecturers) in the required numbers and qualifications – Competent degree and course development and administration within the relevant school or faculty – A diverse library of professional journals, references and textbooks in the domain – Board/Management support to the full elaboration of the degree and its rolling out – Degree marketing/management/administration – Furnishing with students in their first/second year of study with practical training in their fields in one of the leading institutions or companies in Nigeria or the region – Full utilization of LMS and e-learning systems – Transforming courses to e-courses offered on e-learning system – Accreditation – Reporting <p><i>Note: University and Federal rules regarding tuition and service charges apply and as instructed by NUC. In line with applicable regulations, the university may solicit research funding from third parties for the aim of furthering research in the selected tracks.</i></p>
E	<p><u>In Kind:</u></p> <ul style="list-style-type: none"> – Degree curriculum (course requirements and pre-requisites) jointly with stakeholders – Participation in Scientific Committee – Central Learning Management System and E-learning system – Supervision and Monitoring <p><u>Incentives/Bonus:</u></p> <ul style="list-style-type: none"> – For each agreed undergraduate degree rolled out before the start of the second year from commencement, a Lumpsum one-time bonus of 75,000\$ – For stability of the academic calendar/timely graduation of students, an annual bonus of 30,000\$ – For every 5 graduates (Bachelor’s degree), a bonus of 40,000\$ – For every program that passes the NUC’s resource verification, a bonus of 100,000\$ 	<ul style="list-style-type: none"> – Competent Faculty (professors or lecturers) in the required numbers and qualifications – Competent degree design and curriculum development and administration within the relevant school or faculty – Board/Management support to the full elaboration of the degree and its rolling out – Degree marketing/management/administration – Furnishing with students in their third year of study with practical training in their fields in one of the leading institutions or companies in Nigeria or the region – Full utilization of LMS and e-learning systems – Transforming courses to e-courses offered on e-learning system – Accreditation – Reporting <p><i>Note: University and Federal rules regarding tuition and service charges apply and as instructed by NUC.</i></p>

The Federal University shall meet the following minimum requirements:

Table 2 - Minimum Faculty and Academic Requirements

Programme	Minimum Requirements for all Tracks	Additional Requirements for Track D (Mater's)
Procurement	<ul style="list-style-type: none"> – Presence of faculties/schools of engineering, law, business and/or economics. – University Library with majority of contents preferably online. – At least 3 Professors in engineering preferably in engineering management, project management, or procurement management; previous teaching, training or research in public procurement is an advantage. – At least 3 Professors in business, economics or law; previous teaching, training or research in public procurement is an advantage. – Dedicated Programme Chair. – Dedicated Programme Secretary. 	<ul style="list-style-type: none"> – Professors to follow up Master's (one per 5 students) theses. – Commitment to procure 5 references/textbooks per year in the selected domains for the duration of the partnership. – Commitment to subscribe to 5 professional journals in the selected domains for the duration of the partnership.
Environmental Standards	<ul style="list-style-type: none"> – Ongoing and existing offering of degrees in environmental engineering and/or environmental sciences. – University Library with majority of contents preferably online. – At least 3 Professors in environmental studies; previous teaching, training or research in ES is an advantage. – Dedicated Programme Chair. – Dedicated Programme Secretary. 	<ul style="list-style-type: none"> – Professors to follow up Master's (one per 5 students) theses. – Commitment to procure 5 references/textbooks per year in the selected domains for the duration of the partnership. – Commitment to subscribe to 5 professional journals in the selected domains for the duration of the partnership.
Social Standards	<ul style="list-style-type: none"> – Ongoing and existing offering of degrees in social sciences. – University Library with majority of contents preferably online. – At least 3 Professors (one each in the following field (a) Gender and GBV ; (b) Social Impact Assessment; and (c) Sociology of Development – Previous teaching, training or research in SS is an advantage. – Dedicated Programme Chair. – Dedicated Programme Secretary. 	<ul style="list-style-type: none"> – Professors to follow up Master's (one per 5 students) theses. – Commitment to procure 5 references/textbooks per year in the selected domains for the duration of the partnership. – Commitment to subscribe to 5 professional journals in the selected domains for the duration of the partnership.

G. Target Universities

Federal Universities wishing to engage in this partnership shall meet the following minimum requirements:

- 1) A Federal University in Nigeria that is in compliance with NUC instructions/decisions.
- 2) University Management's written commitment to engage in the selected tracks within the required time limits and perpetually;
- 3) Presence of faculty in the required tracks as outlined above; and

- 4) Decision extracts of Senate's meeting of interested universities conveying approval to mount the tracks;

H. Submission Procedures

As outlined above, interested Federal Universities meeting the requirements will need to demonstrate capacity and capability to set-up the CE to deliver the above objectives in a sustainable manner.

Based on this selection, each interested university must submit the following within its partnering proposal:

- a. Letter of Commitment by the Vice Chancellor verifying the compliance with the TOR requirements and the commitment to pursue the selected tracks; and
- b. A detailed proposal based on the attached Annex I covering all the details required and forms provided. Where no form is provided, the FU may use free style/text to complete the required details. The proposal shall include all the required details failing which the proposal may be subject to rejection.

I. Selection Procedure

- Obtaining the Request for Proposals: www.nuc.edu.ng
- Launch of the procedure: 30 May 2019
- Deadline to submit proposals: 28 June 2019 at 12:00 noon
- Place for proposal submission: NUC
- Deadline to ask questions on Call for Proposals: 13 June 2019
- Pre-submission workshop: 10 June 2019
- Contact details for clarifications: SPESSE@nuc.edu.ng
- Deadline to publish clarifications: 20 June 2019
- Submission modality: proposals must be submitted in sealed envelopes with a clear label showing the name of the project: SPESSE. Two printed copies as well as one soft copy on a USB flash drive must be included in the sealed envelope.
- Proposals must be submitted in English
- Proposals must be valid for 120 days after the submission deadline
- Subcontracting: Subcontracting is allowed for the provision of some main or ancillary services/items. In case of S/C, the proposal shall explain at length the items/services subject to S/C and the reasoning behind S/C as well as the identity of all S/C's where known. S/C a complete track is not allowed. S/C may be present in one or more proposals. Subject to the judgement of the evaluation committee, unreasonable S/C arrangements may be a cause of rejection of the proposal or a cause to direct necessary amendments during negotiations where applicable.
- Faculty and Staff nominated in one proposal may not be nominated in another.

A committee appointed by NUC will open the partnership proposals submitted on the specified date and time. Subsequently, the committee will proceed into assessment based on the following guiding principles:

- 1) Incomplete proposals may be subject to elimination;
- 2) Up to 6 Federal Universities will be finally selected for partnering;
- 3) Each proposal that is substantially responsive will be granted a technical score; the passing technical score is 70%. The Evaluation criteria are listed in the table below;
- 4) The top 6 ranked universities (1 from each geo political zone on condition that they pass the minimum technical score) will be preliminarily selected for further negotiations;
- 5) Negotiation meetings will be held with the 6 universities to demonstrate
 - a. Effective commitment and dedication to the objectives of the partnership,
 - b. Nominated faculty and managerial staff are qualified for the assignment,
 - c. Other technical and financial aspects of the proposal, and
 - d. Necessary changes to the proposals.

Table 3 - Evaluation Grid

Technical Evaluation Criteria	Weight
ORGANIZATION & EXPERIENCE	
Faculty diversity ⁴	10
Resources availability (educational equipment, laboratories, libraries, etc.)	10
Demonstrated excellence in teaching in relevant fields	20
APPROACH, METHODOLOGY & WORKPLAN	
The quality of the proposed approach and methodology (calculated per track and averaged out per proposal)	30
The qualifications of the nominated faculty and staff dedicated to the partnership engagement	30
The feasibility of the work plan to meet the required milestones	10
The items (supplies and services) required for direct funding by NUC: relevance to the proposal, efficiency and effectiveness, etc.	20
The sufficiency and effectiveness of track sustainability mechanisms	20
The extent, effectiveness and efficiency of the established academic partnerships	20
Maximum Score	170
Technical Score	Score *100/170
Passing Technical Score	70%

Universities will be ranked technically from the highest ranking to the lowest per geo political zone. The 6 geo political zones are the following: **Middle Belt, North East, North West, South East, South South and South West**. If there is at least one university passing the minimum technical score in each of the regions, the top-ranking university in each region will be preliminarily selected for negotiations. If in one or more regions, no university passes the minimum technical score, then the balance universities may- at the

⁴ Faculty diversity refers to the presence of a variety of faculties and schools of relevance to the program (e.g. in procurement, the presence of faculties of engineering, business, economics, and law...)

discretion of the committee- be selected from among those that are top ranking (and passing) in any region. The 5 Tables below represent different hypothetical scenarios.

Table 4 - Scenario 1: Each Region has at least one passing University

Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
Uni A = 76	Uni D = 84	Uni G = 86	Uni J = 72	Uni M = 81	Uni P = 90
Uni B = 65	Uni E = 50	Uni H = 83	Uni K = 49	Uni N = 53	Uni Q = 82
Uni C = 53	Uni F = 40	Uni I = 57	Uni L = 45	Uni O = 30	Uni R = 78

Table 5 - Scenario 2: No passing University in One Region (Uni H. may or may not be selected, at discretion of Client)

Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
Uni A = 86	Uni D = 84	Uni G = 86	Uni J = 52	Uni M = 71	Uni P = 90
Uni B = 65	Uni E = 50	Uni H = 83	Uni K = 49	Uni N = 53	Uni Q = 82
Uni C = 53	Uni F = 40	Uni I = 57	Uni L = 45	Uni O = 30	Uni R = 78

Table 6 - Scenario 3: No passing University in Three Regions (Uni's H, Q &/or R may or may not be selected, at discretion of Client)

Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
Uni A = 86	Uni D = 55	Uni G = 84	Uni J = 52	Uni M = 57	Uni P = 90
Uni B = 65	Uni E = 50	Uni H = 83	Uni K = 49	Uni N = 53	Uni Q = 82
Uni C = 53	Uni F = 40	Uni I = 57	Uni L = 45	Uni O = 30	Uni R = 78

Table 7 - Scenario 4(a): Only three passing Universities

Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
Uni A = 86	Uni D = 55	Uni G = 84	Uni J = 52	Uni M = 57	Uni P = 90
Uni B = 55	Uni E = 50	Uni H = 58	Uni K = 49	Uni N = 53	Uni Q = 45
Uni C = 53	Uni F = 40	Uni I = 57	Uni L = 45	Uni O = 30	Uni R = 42

Table 8 - Scenario 4(b): Only three passing Universities (Uni's Q &/or R may or may not be selected at discretion of Client)

Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
Uni A = 56	Uni D = 55	Uni G = 57	Uni J = 52	Uni M = 57	Uni P = 90
Uni B = 55	Uni E = 50	Uni H = 56	Uni K = 49	Uni N = 53	Uni Q = 82
Uni C = 53	Uni F = 40	Uni I = 52	Uni L = 45	Uni O = 30	Uni R = 78

J. Partnering Terms and Conditions

- Timeline: the table below shows the official commencement of the delivery of each of the tracks (i.e. offering the content and educational/professionalization opportunities to students, staff and the public).

Table 9 - Timeline for Each Track

Track	Live (months from start)
A	4 months
B	9 months
C	12 months
D	12 months
E	24 months

- FU’s will be entitled to the lump-sum advance financing upon signature of the partnering agreement. This advance is based on the proposal submitted after evaluation, verification and negotiation. The spending of such a seed funding will be subject to scrutiny by NUC to verify that it has been spent following applicable regulations and for the planned purposes.
- Compliance: The NUC will monitor compliance with the partnership agreement. NUC will monitor the quality of the educational and academic content and programmes as well as their compliance with NUC guidance, decisions and instructions; Monitoring will also ensure that the partnership agreement is being complied with and will manage the partnership agreement. The partner university will comply with this TOR as well as with the partnering contract in delivering the selected Tracks. Wherever educational or academic content is provided/commented by the NUC, the CE shall comply with such content. The parties shall jointly strive to achieve the objectives of the partnership agreement.
- Termination: In the event of a non-compliance entitling NUC to terminate the agreement, the CE shall return all copies of material handed over to the FU and shall not retain any such material in whatever medium; additionally, the FU shall repay NUC any monies already paid to it as part of the agreement.
- Supervision and Monitoring: the partner university will coordinate all aspects of track delivery and implementation with the NUC that will receive and validate contents, faculty, curricula, tests, plans, reports, etc. in line with the issued BMAS. Advisory/Steering committee(s) will be formed and will meet regularly and on an as-needed basis in order to ensure progress and resolution of issues. Scientific committees will be formed and will also meet regularly and on an as-needed basis in order to monitor Track delivery. The NUC are entitled to inspect (documentation or on-site) all aspects of track delivery and management. The partner university shall maintain well-structured database and ICT systems for managing the Track delivery in an accurate and clear manner that facilitates reporting, supervision and monitoring. The NUC shall have full access to the database and ICT systems. Failure to comply with this requirement or failure to capture all relevant data and information concerning delivery may constitute a waiver of the entitlements to incentive payments to the university and may be a cause of termination.
- Key Performance Indicators: The partnership agreement provides for a multitude of incentive or bonus payments to the partner university upon the completion of set targets. Failure to meet a minimum target along one track will cause a reduction in bonus payments earned along this and other tracks. The table below highlights the minimum performance requirements (and the

associated % reduction in bonus) and the benchmark for earning incentive payments (and the value of such payments).

Table 10 - Key Performance Indicators with Incentives and penalties

Track	Minimum requirements	Measure ⁵ or reduction ⁶ to bonus if not met	Incentive Performance Criteria	Value of Incentive
A	50% of the courses are offered no later than 4 months from commencement	2%	All courses are offered no later than 4 months from commencement	2,000\$ per course
	The other 50% of the courses are offered no later than 8 months from commencement	2%	For every 100 course participants	50,000\$
	100 % of the courses are offered at least once every year	1% for each course not offered	At least 25% of the participants are females	2,000\$ per course
	At least 4 faculty deliver 100% of the courses in Procurement At least 4 faculty deliver 100% of the courses in ES At least 4 faculty deliver 100% of the courses in SS	2% per faculty short of 4	New relevant courses are proposed, designed, developed, approved and offered.	10,000\$ per new course (one-time)
	At least 75% of faculty have a PhD in a domain relevant to the courses	1% per faculty w/o relevant PhD		
	Each class has a minimum of 12 participants and not more than 35	0.5% for every participant short of 12 or in excess of 35		
	At least 75% of the participants are satisfied or very satisfied with the course, lecturer and facilities.	5%		
	50% of the courses are offered online no later than 6 months from commencement	2.5%		
	The other 50% of the courses are offered online no later than 9 months from commencement	2.5%		
B	Undergraduate Diploma is rolled out within 9 months from commencement	5%	Rolling out Diploma within 6 months from commencement	one-time bonus of 25,000\$
	Positive semi-annual and annual assessment by NUC	10%	For every 10 diplomas granted	10,000\$
C	Post-graduate Diploma is rolled out within 12 months from commencement	5%	Rolling out Post-graduate Diploma within 9 months from commencement	one-time bonus of 30,000\$
	Positive semi-annual and annual assessment by NUC	10%	For every 10 diplomas granted	15,000\$

⁵ Some failures to meet requirements may lead to termination after warning.

⁶ Percentages are all out of the total annual bonus/incentive that is or becomes due by the end of each academic year.

Track	Minimum requirements	Measure ⁵ or reduction ⁶ to bonus if not met	Incentive Performance Criteria	Value of Incentive
D	Master's degree is rolled out within first year from commencement	5%	For each graduate degree rolled out within 9 months from commencement	one-time bonus of 50,000\$
	Positive semi-annual and annual assessment by NUC	10%	For every 5 graduates (Master's degree)	30,000\$
	Each degree has a minimum number of enrolled students of 10	2%	For stability of the academic calendar/timely graduation of students	annual bonus of 30,000\$
			Obtaining accreditation	200,000\$
E	Bachelor's degree is rolled out in 24 months from commencement	5%	For each agreed undergraduate degree rolled out starting the Second year from commencement	one-time bonus of 75,000\$
	Positive semi-annual and annual assessment by NUC	10%	For every 5 graduates (Bachelor's degree)	40,000\$
	Each degree has a minimum number of enrolled students of 50	2%	For stability of the academic calendar/timely graduation of students	annual bonus of 30,000\$
			Every program that passes the NUC's resource verification	100,000\$

Annex I. Partnering Proposal Template