

ACE-PUTOR Project Development

Project Charter

1.0 PROJECT IDENTIFICATION		
Name	AFRICA CENTRE OF EXCELLENCE IMPACT PROJECT	
Description	CENTRE FOR PUBLIC HEALTH AND TOXICOLOGICAL RESEARCH	
Sponsor	WB/AAU/FGN	
Project Manager	DAPRIM OGAJI	
Project Team Resources	Personnel Finance (\$ 6,000,000 + IGR)	Infrastructure Institutional reputation

2.0 REASONS FOR PROJECT
<p>Environmental degradation, especially of the swamps, rivers and creeks from oil spills, pipeline vandalism and illegal refining activities are the major fall outs of the oil and gas activities in the Niger Delta region. This affects the health and livelihood of the people who depend on the ecosystem services for survival, leading to increased poverty and hunger. The problem is compounded by the paucity of highly skilled and motivated health professionals who are equipped with current knowledge, skills and competencies required for conducting cutting-edge research in public health and toxicology that would help mitigate the public health issues arising from oil and gas exploration in the region.</p> <p>This project was developed to address the dearth of requisite human resources to address the public health and toxicological challenges from oil and gas activities.</p>

3.0 PROJECT OBJECTIVES (PURPOSE)
<ul style="list-style-type: none">▪ Development of new masters and PhDs programs in public health, environmental health, environmental toxicology, nutritional biochemistry/toxicology, epidemiology and related disciplines▪ Establishment of research groups focused on environmental health, environmental toxicology and nutritional biochemistry/toxicology have been established to guide focused research in line with the Centre's mandate.▪ Improve staff participation in outreach experience with other national and regional academic partners with PUTOR▪ Improve students' participation in outreach experience in local and regional industry and public partnering with PUTOR▪ Delivery of short courses on public health and toxicological-related topics.▪ Formation of regional partnerships to increase regional faculty and students at the centre and collaborating units▪ Increased academic productivity by centre's student and faculty through training and research grant acquisition▪ Improvement of the learning, teaching setting for all departments/faculties/college in the university

4.0 PROJECT SCOPE
<ul style="list-style-type: none">▪ The project would involve the development of new training programmes leading to certificates, diplomas, masters and PhDs in the focused area. Highly motivated and performing national and regional students would be attracted to undertake training in world-class teaching and learning environment. The trainees who would provide focused research and interventions that would support the remediation of the identified challenges.

5.0 KEY PROJECT DELIVERABLES	
Name	Description

Project preparedness	Agreement between WB, FGN, NUC, approved implementation plan and working documents, setting up core team, sector advisory board, international scientific advisory board, student representative, project management certification for team lead, functional website, student handbook
Enroll and train students and public health and toxicology	Train national and regional PhD, masters and short-course students in public health aspects related to the environment
Improve the quality of education	Achieve national and international accreditations for training programmes, develop physical infrastructure for teaching and learning, improve the relevance of education/research through internship for staff/students; developing entrepreneurship, innovation and start-up companies, conduct/publication of high impact research and engagement of the on-going policy debate in public health and toxicology
Improve the relevance and impact of education	Generate revenue for project sustainability from private sources, fees, surcharges and other sources; produce industry-ready professionals through internship opportunities for staff and students, support the creation of entrepreneurship, innovation, patents and start-up companies.
Enhance fiduciary responsibilities of the university	Timely and transparent financial reporting and audit, transparent procurement processes; timely and transparent reporting of all interventional activities.
Sustainable impact on the University	Development of university-wide regional policy; merit-based selection of university, faculty and departmental heads; university adoption of GAP/Self-assessment and national/international accreditation; university participation in PASET programme; improved internet services in university

6.0 MAJOR EVENTS / MILESTONES	Milestone Dates				
	Cumulative Target Values				
	2019	2020	2021	2022	2023
ACE results					
DLI 1 Readiness					
<i>DLI 1.1 Basic Readiness</i>	100	-	-	-	-
<i>DLI 1.2 Full Readiness</i>	100	-	-	-	-
DLI 2 Development Impact					
<i>DLI 2.1 Independent external evaluation of development impact</i>	-	-	-	1	-
DLI 3 Quantity of Students					
<i>DLI 3.1a New eligible PhD student's male</i>	3	3	4	4	4
<i>DLI 3.1b New eligible PhD student's female</i>	2	2	2	3	3
<i>DLI 3.1c New eligible PhD student's regional male</i>	1	1	2	2	2
<i>DLI 3.1d New eligible PhD student's regional female</i>	1	0	1	1	1
<i>DLI 3.2a New eligible Master student's male</i>	5	7	10	12	12
<i>DLI 3.2b New eligible Master student's female</i>	3	5	5	5	6
<i>DLI 3.2c New eligible Master student's regional male</i>	1	3	4	4	4
<i>DLI 3.2d New eligible Master student's regional female</i>	1	2	3	3	3
<i>DLI 3.3a New eligible short course student's male</i>	8	12	12	14	14
<i>DLI 3.3b New eligible short course student's female</i>	6	8	8	9	9
<i>DLI 3.3c New eligible short course student's regional male</i>	3	5	5	7	7
<i>DLI 3.3d New eligible short course student's regional female</i>	2	3	5	6	7
DLI 4 Quality of Education					
<i>DLI 4.1a National accreditation</i>	0	2	1	0	0

<i>DLI 4.1b GAP or self-assessment following International standards</i>	0	0	1	0	0
<i>DLI 4.1c International accreditation</i>	0	0	1	0	0
<i>DLI 4.1d New courses meeting international standards</i>	0	1	1	0	0
<i>DLI 4.2 ACE International research publications with national partners</i>	2	3	10	10	10
<i>DLI 4.2 ACE International research publications with regional partners</i>	0	1	1	1	2
<i>DLI 4.3a Infrastructure improvement for research and learning (procurement and civil works)</i> <i>Step 1: Approved plan, foundation</i>	0	100	0	0	0
<i>DLI 4.3b Infrastructure improvement for research and learning (procurement and civil works)</i> <i>Step 3: Operational or Construction Completed</i>	0	0	100	0	0
<i>DLI 4.3c Infrastructure improvement for research and learning (procurement and civil works)</i> <i>Step 2: NA or Building Operational</i>	0		0	100	0
DLI 5 Relevance of Education & Research					
<i>DLI 5.1a External generated revenue from private sector</i>	0	10,000	10,000	10,000	15,000
<i>DLI 5.1b External generated revenue from other sectors</i>	100,000	150,000	150,000	170,000	223,000
<i>DLI 5.2a Number of students with at least 1-month internship or staff with placement nationally</i>	20	30	30	30	50
<i>DLI 5.2b Number of students with at least 1-month internship or staff with placement regionally</i>	0	2	2	3	3
<i>DLI 5.3 Number on new entrepreneurship, innovation, start-up companies, and commercialization support programs</i>	0	0	0	0	1
DLI 6 Fiduciary Enhancement					
<i>DLI 6.1 Timely fiduciary reporting</i>		1	1	1	1
<i>DLI 6.2 Functioning internal audit unit</i>	1	1	1	1	1
<i>DLI 6.3 Web Transparency on Fiduciary reports</i>		1	1	1	1
<i>DLI 6.4 Quality of Procurement planning</i>		1	1	1	1
DLI 7 Institutional Impact					
<i>DLI 7.1 University-wide regional strategy</i>				1	
<i>DLI 7.2a ACE host university adopts merit-based selection of university heads</i>				1	
<i>DLI 7.2b ACE host university adopts merit-based selection of department heads</i>				1	
<i>DLI 7.3a ACE host university adopts GAP analysis or Self-assessment as part of international accreditation</i>				1	
<i>DLI 7.3b ACE host university adopts international accreditation</i>				1	
<i>DLI 7.4 ACE host university participate in PASET</i>		1		1	
<i>DLI 7.5 Milestones for Institutional Impact</i>		1		1	
<i>DLI 7.6 ICT services for innovation in teaching and research</i>	1	1	1	1	1

7.0 ASSUMPTIONS
Oil exploration has adverse effects on public health; Dearth of requisite human resource and expertise to tackle these effects;
Focused and coordinated partnership for training, research and interventions;
FGN/AAU/WB agreements would provide \$6,000,000 for this project on a result-based funding scheme

8.0 CONSTRAINTS
Regulatory, legal, political
Delayed release of funds, economic risks

Security around UNIPORT

9.0 RISKS - Severity (1 → 5)

Severity	Description
4	<i>Non-release of principal funds</i>
4	<i>Students' unrest resulting in closure of the university</i>
3	<i>Industrial disputes in the University of Port Harcourt by academic staff</i>
2	<i>Industrial disputes in the University of Port Harcourt by non-teaching staff</i>
2	<i>Security threats – kidnapping, robbery, communal conflicts</i>

9.0 PROJECT'S CRITERIA FOR SUCCESS (MUST BE MEASURABLE)

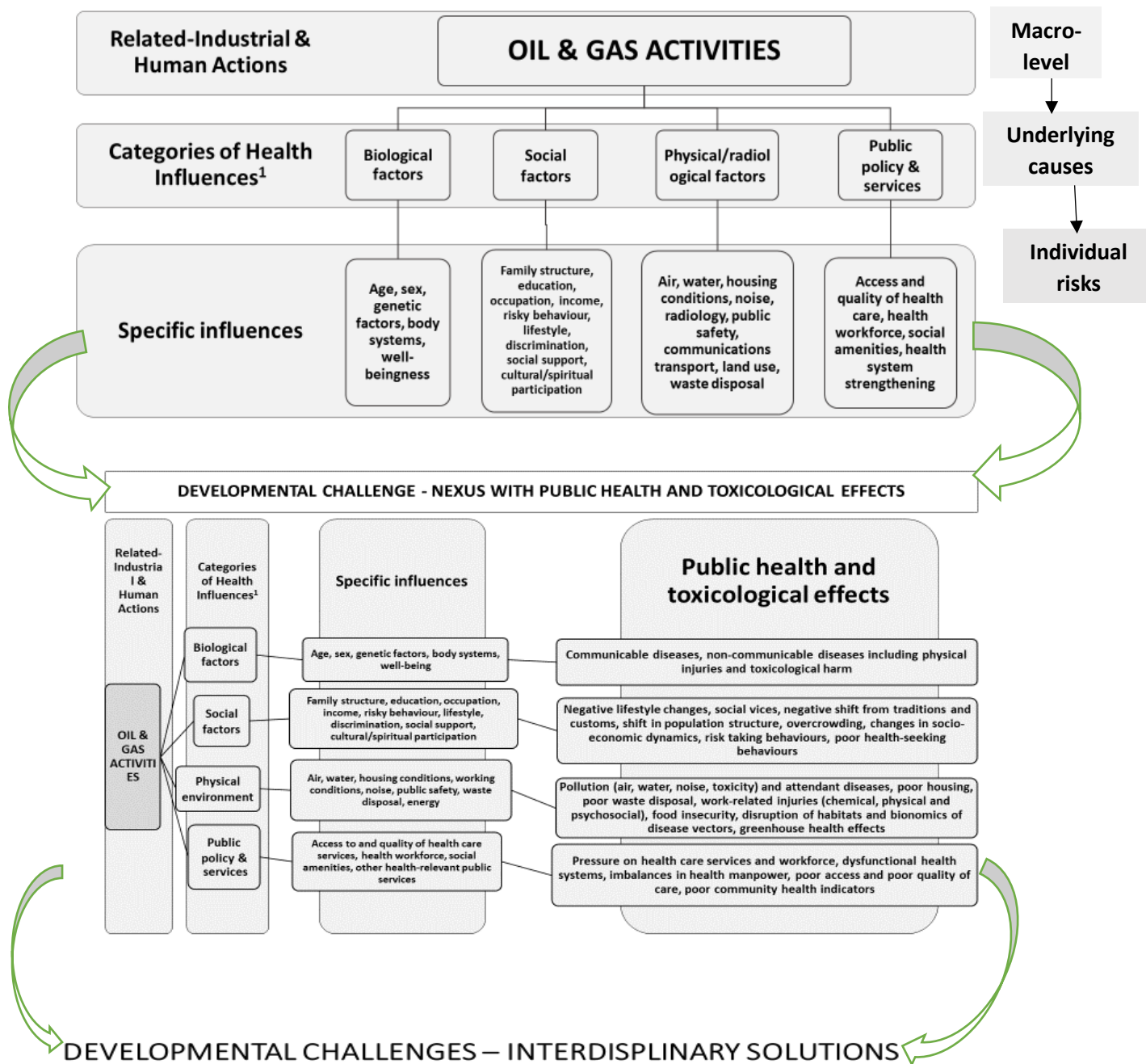
- Developed at least 3 new PhD programmes in the focused areas
- Developed at least 4 new master's programmes in the focused areas
- Trained at least 42 PhD students in the focused areas
- Trained at least 72 MSc students in the focused areas
- Trained at least 150 participants in short courses related to the focused areas
- Achieved national accreditation for at least 4 programmes
- Achieved GAP/Self-assessment for at least 1 training programme
- Achieved international accreditation for at least 1 training programme
- Produced at least 40 publications in indexed journals related to the focused areas
- Complete new training structure (including lecture halls, offices, laboratories, library)
- Attract at least \$1,000,000 extra funding from private and other sources

10.0 SIGNOFF

Project Sponsor: FGN/NUC

Date: SEPTEMBER 2019

DEVELOPMENTAL CHALLENGE to be addressed by ACE-PUTOR



Oil & Gas Activities	Categories of Health Influences	Specific influences	Interdisciplinary Solutions
Oil & Gas Activities	Biological factors	Age, sex, genetic factors, body systems, well-beingness	CLINICAL EPIDEMIOLOGY, OCCUPATIONAL HEALTH, TOXICOLOGY, NUTRITIONAL BIOCHEMISTRY, MIDWIFERY/CHILD HEALTH NURSING
	Social factors	Family structure, education, occupation, income, risk taking behaviour, lifestyle, discrimination, social support, cultural/spiritual participation	FIELD EPIDEMIOLOGY, REPRODUCTIVE HEALTH, HEALTH PROMOTION, NURSING PUBLIC HEALTH NUTRITION
	Physical environment	Air, water, housing conditions, working conditions, noise, public safety, waste disposal, energy	ENVIRONMENTAL HEALTH, OCCUPATIONAL HEALTH, FIELD EPIDEMIOLOGY, TOXICOLOGY, NUTRITIONAL BIOCHEMISTRY
	Public policy & services	Access and quality of health care, health workforce, social amenities, other health-relevant public services	HEALTH SYSTEMS, OCCUPATIONAL HEALTH, REPRODUCTIVE HEALTH, FIELD EPIDEMIOLOGY, MIDWIFERY, NURSING

ACEPUTOR LOGIC MODEL

