

Proposed structure of one-page summary of twinning project

a. Name of the Partner Veterinary Education Establishments (VEEs) (Parent and Beneficiary)

Q: Please briefly describe how you found your partner. Was there any history of cooperation between the two VEEs prior to the idea of OIE twinning project?

b. Planned period of the twinning project

Q: How long did you spend for preparation before the project started? Did the Parent VEE visit the Beneficiary VEE for face-to-face discussion during the preparation? Please briefly describe keys for successful preparation.

c. Objectives of the project

Q: Please provide a list of major objectives of your project.

d. Achievements and challenges

Q: Please describe the major achievements and challenging experiences in the implementation of the project to date.

e. Expected outcomes

Q: What likely positive future effects will the project have on veterinary education at the partner VEEs or on the two sides' perception of the veterinary profession? What indicators may be used to assess such effects?

1. Partner and Candidate Veterinary Education Establishments

The veterinary schools at Nong Lam University (NLU) in Ho Chi Minh City, Viet Nam and at the University of Queensland (UQ) in Gatton, Australia worked together for 5 years prior to the OIE Veterinary Education Twinning Project. Previous work included the implementation of an Advanced Program in Veterinary Science taught in English. As a result of this project, relationships were built through numerous staff exchanges between our two institutions.

2. Planned period of the twinning project

The project commenced in mid-2015 and will run for 2 years. The planning and preparation of the application, with feedback from the OIE, took 12 months. The Project Leader from UQ visited NLU for a face-to-face meeting early in the application phase. The process was facilitated by already strong relationships between the institutions and familiarity of staff with one another. A shared understanding of what each establishment can offer and opportunities associated with the project are needed.

3. Objectives of the project

The overall aim of the project is to facilitate development of a sustainable veterinary program of international quality at Nong Lam University. The specific objectives of the project are to:

- Undertake an analysis of the current veterinary curriculum against the OIE recommendations and guidelines for Day 1 specific and advanced Competencies and the OIE Core Curriculum.
- Build capacity of veterinary teaching staff in addressing curricular gaps and enhancing teaching practice.
- Develop outcome assessment processes by adapting UQ outcome assessment processes to NLU environment and benchmarking Day 1 Competencies through student exchanges between NLU and UQ.
- Promote collegiality in veterinary services by sponsoring a meeting of the veterinary deans of Viet Nam.

4. Achievements and challenges

Since its launch in July 2015, the project has undertaken: a curriculum analysis during a visit by 4 UQ staff to NLU, student and staff evaluations of teaching practices, the first of three pedagogy workshops on learning objectives and alignment, recruitment of students for exchange, and development of an outcomes assessment tool for graduating students. The main challenges have been the time commitment by staff at both NLU and UQ around their other duties, and the lack of budget to assist with administration.

5. Expected outcomes

The project will lead to improved skills in curriculum analysis and teaching methods, and facilitate outcomes assessment processes. A greater understanding of the differing focus, needs and opportunities for the veterinary profession in each country is likely for both staff and students. Furthermore, collaborations among veterinary schools in Viet Nam will be extended.

1. Name of the Partner Veterinary Education Establishments (VEEs)

The OIE twinning between the Faculty of Veterinary Medicine, Chiang Mai University (CMU) and the College of Veterinary Medicine, University of Minnesota (UMN) began in June, 2013 after almost 20 years of collaborations between the schools of medicine and nursing at the two universities. The veterinary collaboration began in December 2008 with a Rockefeller Foundation funded project to define the One Health Leadership competencies needed for global food systems. A jointly led One Health Leadership course in Chiang Mai in May 2010 was followed by a signed Memorandum of Understanding later that year as the leaders of both veterinary schools recognised the mutual benefit. This long term partnership integrates education and research collaboration in addition to faculty and student exchanges. Both CMU and UMN are comprehensive universities that include health sciences, agricultural sciences and technology, as well as social sciences and humanities. Both universities also share the triple mission of teaching, research and service outreach.

2. Planned period of the twinning project

Planning of the veterinary education twinning project began six months before the project started. Key faculty leaders visited each other's universities for face-to-face meetings during the design phase. Input from OIE staff also was instrumental in designing the project. Keys for successful preparation of a twinning project include: 1) having a champion for the project at each school; 2) strong support from both Deans; 3) pre-existing collaborations and strong relationships among key veterinary faculty; 4) identifying synergies where the two schools working together can accomplish more than working separately; 5) agreeing on a set of goals that provide mutual benefits; 6) commitment of resources from both partners; and 7) a critical mass of engaged faculty members at each school.

3. Objectives of the project

Strengthen national Veterinary Services within the framework of the OIE PVS Pathway by aligning veterinary education with the OIE Guidelines on Veterinary Education Core Curriculum and ensuring that new veterinary graduates demonstrate compliance with OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality

- Deliver continuing professional development for veterinarians working in both public and private components of National Veterinary Services.
- Promote the One Health approach for interdisciplinary collaboration in addressing health issues at the human, animal, and environmental interface.

4. Achievements and challenges

Curriculum mapping demonstrated variable level of coverage of each of the OIE Day 1 specific and advanced competencies. Gaps in the coverage were identified as well as certain teaching approaches not well suited for ensuring that the Day 1 graduates mastered a specific competency. Faculty members gained a greater appreciation of the role of the OIE in veterinary education and the importance of the OIE Day 1 specific and advanced competencies for the performance of Veterinary Services. Professional development of teachers and student exchanges helped to identify ways to strengthen the core veterinary curricula of both sides. Curriculum change is incremental and takes a long time. Incremental progress has been realized and additional goals identified.

5. Expected outcomes

Curriculum content and pedagogy related to the Day 1 Competencies is improving at both veterinary schools. The number of faculty involved in collaborations, co-taught courses, jointly developed e-learning modules, joint presentations at international meetings, number of faculty and students involved in exchanges, number of newly funded joint research projects and number of joint publications in peer-review scientific journals serve as indicators of expansion in the breadth and depth of collaboration between the two veterinary schools. Stronger performance of national Veterinary Services as a finding of OIE PVS Evaluation Follow-Up missions would be a long term indicator of the successfully acquired Day 1 Competencies of graduates and advanced competencies of national Veterinary Services staff.

In October 2012, a delegation of executive heads of Kazakh universities and laboratories, led by Dr Issayeva Gulmira, Vice-Minister for Agriculture, visited the Ecole Nationale Vétérinaire de Toulouse (ENVT). A month later, members of ENVT staff attended the OIE Regional Forum in Astana and visited S. Seifullin Kazakh AgroTechnical University (S.S. KATU) in Kazakhstan.

It was agreed that a consortium of Kazakh universities would be established under the twinning project to increase the impact of the project. The consortium is being led by the Kazakh National Agrarian University (KazNAU, Almaty) and includes:

- the Kazakh AgroTechnical University named after S. Seifullin (SS KATU)
- the Kostanay State University named after A.Baitursynov (Kostanay)
- the West-Kazakhstan Agrarian Technical University named after Zhangir khan (Uralsk)
- the Semey State University named after Shakarim (Semipalatinsk)
- the South Kazakhstan State University named after M.Auezov (Shymkent).

There was no history of cooperation between the ENVT and none of the Kazakh universities.

1. Planned period of the twinning project

The twinning project was signed in May 2014. We did not visit the Beneficiary before the signature. The first visit took place in September 2014.

2. Objectives of the project

The three main actions planned are:

Action 1: Refresh the veterinary curriculum of the Kazakh National Agrarian University so as to align it with the OIE recommendations and guidelines on veterinary education (Core Curriculum and Day 1 Competencies).

Action 2: Identify the tools, technical means and resources needed to improve teaching in KazNAU and in other consortium members.

Action 3: Develop a continuing education program in public health.

3. Achievements and challenges

To date, three missions (in September 2014, April 2015 and November 2015) have been conducted. The first and third were held in Almaty (on the premises of KazNAU), the second in Astana (Ministry of Agriculture) and Almaty (KazNAU). At each of these missions, the Steering Committee (comprising a minimum of a representative from each partner university) was convened (video conferencing).

The organisation and content of two curricula under the veterinary sphere (Veterinary Medicine and Veterinary Sanitation) for KazNAU were analysed, in order to compare them with the OIE model core veterinary curriculum, and propose changes, if any.

Kazakh lecturers are currently on an exchange at ENVT: the aim is to work on updating or implementing content-priority modules.

At KazNAU, computer equipment available for students in libraries is adequate. The analysis conducted on the educational resources available to students revealed two major characteristics, namely the predominance of Russian-language media and little reference to international structures.

Prior to the establishment of a continuing education programme, veterinary tasks to the State at different levels of government and the role of veterinarians in private practice are to be understood.

4. Expected outcomes

Identification of the main gap between curriculum at KazNAU and the OIE Day 1 Competencies and Core Curriculum will be one of the main outcomes of the project. At the end of the project, ENVN will verify the methods used by KazNAU to implement the recommendations provided by ENVN.

An enhanced understanding of the situation of the veterinary profession in both countries will help KazNAU to propose an improved cooperation between universities and veterinarians. Continuing education will probably be a major challenge to face: current epidemiological training could be the first step of continuing education.

Chittagong Veterinary and Animal Sciences University (CVASU), Chittagong, Bangladesh
Cummings School of Veterinary Medicine at Tufts University (TCSVM), MA USA

There has been a history of collaboration between TCSVM and CVASU before the twinning project discussion was initiated. A faculty from CVASU visited TCSVM as a part of a self-assessment exercise and the program director from the Parent institution (Dr. Anwer) served as a peer-review expert for the self-assessment exercise and visited CVASU in early 2013.

1. Planned period of the twinning project

The preparation for the twinning project started in July 2013 and the project was approved in August 2014. In preparation, Dr. Anwer visited CVASU in January, 2014 to discuss the project with CVASU faculty and Vice-Chancellor, to present a seminar entitled, “TCSVM curriculum with emphasis on problem-based learning (PBL)” and to initiate a conversation on MOU between TCVSM and CVASU. These visits allowed Dr. Anwer to meet a number of CVASU faculty, to comment on preliminary self-assessment report, to appraise the infrastructure for teaching and research, to gauge the enthusiasm for the project and the PBL program. These interactions revealed mutual interests in further collaborations, and led to the proposed project. Major key points to note for the successful preparation were enthusiastic and active engagement from CVASU faculty and Vice-Chancellor, willingness of the Dean and Provost of Parent institution in collaborative engagements with universities around the world, and open discussions on the needs of the Beneficiary institution.

2. Objectives of the project

- a. Develop integrated veterinary undergraduate curriculum with special emphasis on providing Day 1 Competencies, PBL, student assessment system, internship skills and faculty evaluation by students
- b. Develop, implement and evaluate PBL curriculum
- c. Improve existing internship program by defining and implementing skill requirements and training resources
- d. Develop and implement continuing education programs for government veterinarians in order to strengthen the internship program as well as to improve existing Veterinary Services
- e. Develop and implement training programs for CVASU faculty
- f. Establish student exchange program for summer research/internship research

3. Achievements and challenges

Major achievements:

- a. DVM curriculum has been revised at CVASU to align the curriculum with the OIE recommended Day 1 Competencies. The revised curriculum has now been officially approved by relevant authorities.
- b. PBL has been included in the revised curriculum and is currently being implemented.
- c. Day 1 Competencies to be acquired during the internship year have been finalised.
- d. A continuing education program for government (field) veterinarians has been established. Three training sessions with an average of 12 participants have already been conducted, and more are planned.
- e. A training program for CVASU faculty at TCSVM is planned for May 2016.
- f. Four CVASU students and three TCSVM students have already participated in the proposed student exchange program in 2015. Eight more students, four from each institution, are scheduled to participate in the exchange program in 2016.
- g. An MOU between CVASU and TCSVM has been signed.

Challenges: There were no unsolvable major challenges. Minor challenges included:

- a. The inability of some invited participants to attend the 1st workshop under the twinning project due to nationwide strikes in Bangladesh in 2014.
- b. Departure of a program faculty at TCSVM.
- c. Obtaining visa for CVASU students to travel to US.

4. Expected outcomes

Positive future effects:

- a. An improved curriculum and training opportunities for veterinary students at the Beneficiary institution with emphasis on OIE recommended Day 1 Competencies.
- b. A better understanding of the role of veterinarians and their participation in managing transboundary and zoonotic diseases.
- c. The Parent institution will have a better appreciation of the challenges faced by the Beneficiary institution.
- d. Future collaborations between Parent and Beneficiary institutions.

Indicators of success:

- a. Better management of transboundary and zoonotic diseases resulting in decreased incidence of such diseases.
 - b. More veterinarians engaged in one/global health programs worldwide.
 - c. Increased collaborations between the Parent and Beneficiary institutions to continue to improve veterinary education.
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Previous research cooperation had taken place prior to the twinning project; certain JUST academics trained at RVC. Cooperation encouraged by third parties that saw complementarities.

1. Planned period of the twinning project

RVC and JUST spent approximately a year preparing for the twinning project; face-to-face discussions were held both in Jordan and UK.

2. Objectives of the project

- To support the revision of the undergraduate veterinary curriculum in JUST, in the areas of veterinary public health, farm animal medicine and bioethics in order to promote integration, fulfil EAEVE requirements and conform to OIE recommendations and guidelines.
- To share experiences in innovative academic practice between RVC and JUST academics, with particular focus on the development of problem-based learning.
- To strengthen the current postgraduate education in Veterinary Epidemiology and Public Health at Masters level in JUST and to align it with the needs of the Jordanian Veterinary Services.
- To initiate collaborative research by means of joint supervision of students undertaking a Masters degree in Research, and student and supervisory exchanges.
- To assist JUST in the design of a postgraduate training program that could be implemented after the conclusion of the project.
- To facilitate the establishment of a continuous professional education program in epidemiology and veterinary public health involving veterinary and public health services.
- To establish the basis for a long-term collaboration in veterinary public health teaching and research through a Memorandum of Understanding.

3. Achievements and challenges

During the first year of the project, the following has been achieved:

- Effective engagement of key stakeholders.
- List of Day 1 Competencies and skills developed and mapped to OIE and EAEVE Day 1 Competencies.
- Topics for specific undergraduate interventions identified and first intervention delivered.
- Topics and supervisory teams for postgraduate component identified.
- Scope and format of professional education component identified.

4. Expected outcomes

- Specific changes introduced in the undergraduate veterinary curriculum of JUST.
- Generic recommendations for the strengthening of the JUST undergraduate curriculum, with explicit reference to the 11 areas of competencies identified in the OIE Day 1 Competencies.
- Enhanced engagement of stakeholders, including Jordanian veterinary and public health services.
- Students benefit from study visits and joint supervisory agreements.
- Enhancement of JUST and RVC staff teaching expertise by means of study visits and joint delivery of programs.

- High quality research outputs on selected veterinary public health and bioethics topics of relevance aligned with the needs of local stakeholders.
 - Establishment of strong educational links between JUST and RVC academics that will facilitate JUST accreditation processes and RVC-JUST position as leading veterinary partners in the region.
 - Establishment of strong research links between JUST and RVC academics that can form the basis of strong collaborative research programs.
 - Establishment of the foundation of a joint PhD program.
 - Establishment of a program for continuous professional development of veterinarians led by JUST and with potential beneficiaries being the Veterinary Services of Middle Eastern countries.
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1. Planned period of the twinning project

The University of Gondar (UoG) in Ethiopia and The Ohio State University (OSU) in the United States of America have been collaborating on educational, research, and outreach projects to enhance veterinary education since 2012. In the years prior to the twinning program, multiple OSU faculty members and numerous OSU veterinary and public health graduate students traveled to Gondar, Ethiopia, to collaborate on projects and coursework on foodborne disease, international trade and public health, risk analysis, molecular epidemiology of infectious diseases, and epidemiology of zoonotic diseases. With a strong working history, UoG and OSU agreed that participation in the OIE Veterinary Education Twinning Programme would be beneficial to both universities, and could accelerate the changes needed for UoG's veterinary curriculum to meet the recommendations of the OIE Day 1 Competencies and guidelines on Veterinary Education Core Curriculum.

Preparation for the OIE Veterinary Education Twinning Project application started in September 2014. Since UoG and OSU already had an established working partnership, all communication between the two universities during the planning and development phase occurred through phone calls, electronic meetings (i.e. Skype), and email. The UoG-OSU OIE twinning project was approved in June 2015. In August 2015, representatives from both universities met in Thailand at the first Cross Twinning Workshop to outline the Year 1, Task 1 activities. During this meeting, they established an updated timeline, logistics, action plan, and goals for the curriculum evaluation, faculty retreat, and site visit. After returning from Thailand, both universities continued with the regular monthly online communications. A key for a successful submission was to be flexible during the preparation of the proposal in regard to timelines and communication schedules. In addition, it was and continues to be essential that the partners have the full support of the main administrators from both institutions.

2. Objectives of the project

The main objectives of this project include: 1) Design and implement curriculum for veterinary professionals that provides education and training focused on compliance to national and international regulations, in accordance with those established by OIE and other intergovernmental organisations; 2) Increase the number of newly trained veterinarians whose education fulfills the OIE Day 1 Competencies, and who are also equipped to apply the One Health philosophy to promote and protect the health of people, animals, and the environment; 3) Provide continuing education and professional development opportunities to improve the current veterinary workforce; 4) Develop a model to assess and improve the veterinary education curriculum, including outcome evaluation, which could be used in other veterinary training institutions in Africa and developing countries with similar educational needs.

3. Achievements and challenges

Since the initiation of the UoG-OSU OIE twinning project, the partners have developed an Evaluation Tool to systematically assess the level of understanding and proficiency of the OIE Day 1 Competencies in new UoG veterinary graduates. Using this tool, the partners hosted a Faculty Retreat in Bahir Dar, Ethiopia (February 2016) to evaluate the faculty's point of view on the UoG graduates' competency level. Later, the partners hosted a student town hall meeting to collect the opinion of the UoG senior students and recent graduates regarding their level of competency with the OIE Day 1 Competencies. Currently, the partners are working on interviewing stakeholders and boundary partners (i.e. federal agencies, regional Veterinary Services, veterinary medical officers, private veterinarians, etc.), using an abbreviated version of the Evaluation Tool, to gauge their experiences with recent UoG graduates, focusing on the graduates' understanding and capabilities of OIE Day 1 Competencies. Simultaneously, the team has been working on a curriculum assessment, using the OIE Day 1 Competencies and Veterinary Education Core Curriculum as recommendations and guidelines. Using the data collected from the Faculty Retreat, the site visit, the student town hall meeting, the stakeholder interviews, and the curriculum assessment, the partners will compose an analysis report, documenting the deficiencies identified, to present to the UoG Administration and faculty at the Focus Forward meeting in late summer/early fall of 2016.

Communication has also been a challenge for the Partners of the UoG-OSU project, due to frequent internet shortages that can interfere with fluid communication. This can lead to postponed meetings and can delay important decisions and logistic planning. Despite this obstacle, both universities are strongly committed to ensuring the success of this project and are working to overcome this issue through an IT and eCapacity project. Since this project is curriculum focused, another important challenge will be implementing major curriculum changes without addressing other structural problems of the Beneficiary institution, such as laboratory infrastructure and long term training of faculty (MS or PhDs). These are beyond the goals of the twinning project, but are essential parts of long term and sustainable educational changes.

4. Expected outcomes

The ultimate goal of the project is to strengthen the capacity of the Veterinary Services in Ethiopia by educating veterinarians whose training will be better aligned with the global needs highlighted in the OIE PVS tool. This project will accelerate the evaluation and adaptation of the partners' veterinary curriculum to meet and exceed such demands. Especially for the UoG, the OIE support has led to further advancement through current educational projects, exchange programs, and the development of new courses and pedagogical tools to strengthen their veterinary curriculum.

Short term indicators of success that could be measured during the implementation of the OIE twinning project are: 1) The number of amended or newly developed courses and course materials to accommodate the OIE guidelines and recommendations on veterinary education in the UoG curriculum; 2) The introduction and application of new pedagogical and teaching tools and methods; 3) The number of advanced courses, based the OIE Day 1 Competencies and Ethiopian needs, to reinforce the continuing education program of veterinary professionals. Finally, a critical indicator on the impact of this type of projects is to measure the level of confidence and proficiency that the new veterinary graduates have in regards to OIE Day 1 Competencies. Currently, our preliminary results demonstrate areas that will require potential improvement in the capabilities and confidence in understanding and performing tasks outlined in the OIE Day 1 Competencies among senior students and recent graduates. Therefore, a long term indicator of success will be to significantly increase the proportion of Day 1 competent and confident veterinary graduates who can provide direct support to the Veterinary Services in their country.

The partnership was established following approaches made by the Dean of FVMAS to senior staff at Massey University. The respective country OIE Delegates also facilitated the introduction and subsequent discussions. Prior to the development of this relationship, there was a limited history of interaction between Massey University and the University of Peradeniya. There is now a steadily developing relationship over and above that defined by the programme of work related to the twinning project, for example research collaboration and joint supervision of PhD students. An ongoing relationship is seen as essential to maintaining the sustainability of the twinning outcomes.

1. Duration of formal twinning project activity

The twinning project has a duration of five years (September 2014 – August 2019), with the majority of the curriculum and teaching related activity taking place in the first three years, and the later years dedicated to the strengthening of veterinary extension activities particularly those related to dairy production.

Prior to the implementation of the twinning project, there was a fifteen month period of data gathering, relationship building and seeking sufficient funding for a project of this size and nature. During this time, a team from Massey University visited the University of Peradeniya, and the Faculty Dean of the University of Peradeniya visited Massey University. Twinning partners believe that a detailed assessment of the needs of the Beneficiary institution is an essential pre-requisite to a successful twinning. The programme director at Massey University also devoted considerable time, evaluating change leadership models and the associated socio-cultural aspects of change psychology. With the benefit of hindsight, a readiness assessment would be completed under the twinning project to better match proposed changes with readiness to accept them.

2. Objectives of the project

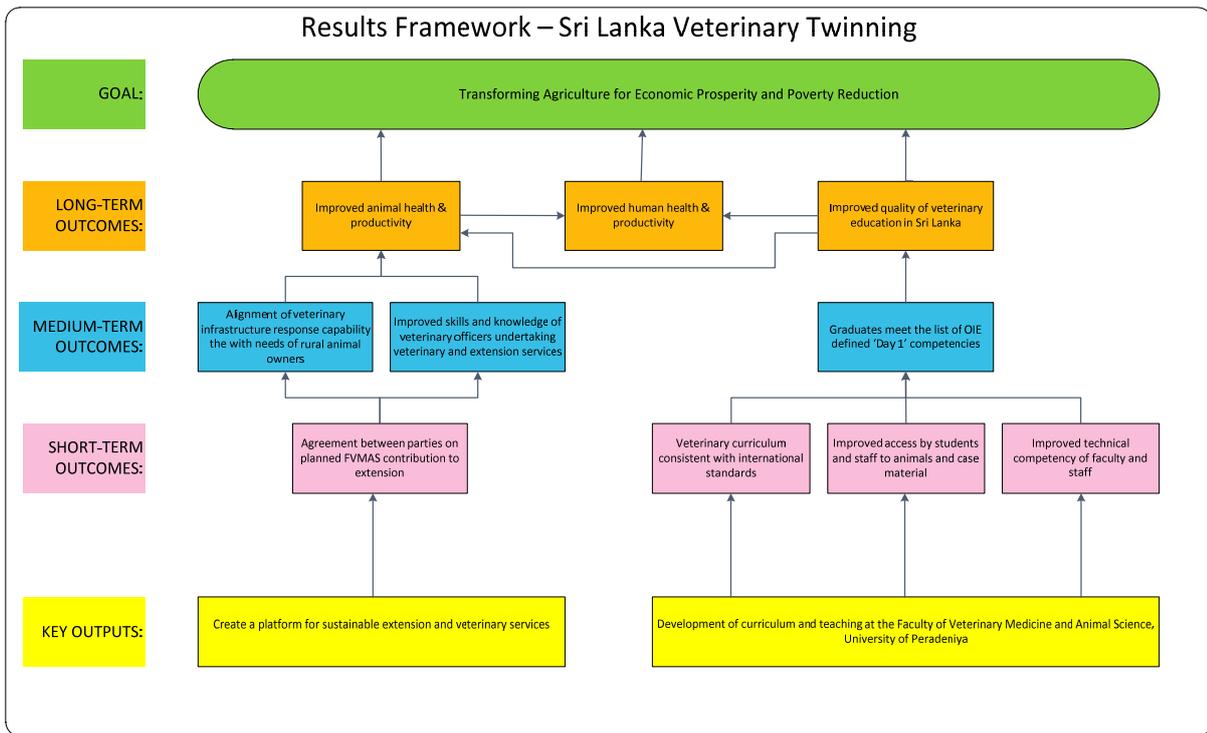
This twinning is an ambitious change project, which seeks to lead change in the three key areas of curriculum, teaching and extension. To facilitate this change, detailed work has been completed, evaluating the current state of FVMAS and its graduates, the desired future state, and the work needed to bridge the gap between the two. In addition, there are supporting functions such as a project governance committee and independent assessment of the progress made. The results framework shows the key goal, outcomes to meet the goal and the outputs which underpin this.

3. Achievements and challenges

The project has been formally operating since September 2014. In this time, the initial detailed diagnostic work has been completed and the development of a new curriculum based on current education best practice and designed to meet stakeholder needs is well underway. The work to enhance the veterinary extension capability and capacity of FVMAS is the next significant piece of work, and is intended to compliment the changes made to curriculum and teaching. As with all organisational change, some staff embrace the changes more readily than others, and this has resulted in some vigorous academic discussion related to the structure and content of the new curriculum. Implementing a change leadership project across cultures, organisation and countries requires a high level of communication and careful attention to detail.

4. Expected outcomes

This project has been designed to have project specific outcomes for the Beneficiary institution (see results framework) and less tangible beneficial outcomes for the Parent institution such as institutional and staff development, research collaboration and student exchange.



This twinning project has been funded by the New Zealand Aid Programme, and has received the endorsement of the OIE.

VetAgro Sup and the veterinary faculty of Bila Tserkva (BTNAU Bila Tserkva National Agrarian University) maintained teacher exchanges throughout the 2000s. The political context weakened those relationships, but contact between the two Veterinary Education Establishments was maintained. In 2011, new contacts were made as part of a new Ukrainian political context, linked to the desire to increase partnership with Europe in the field of animal health, food security and animal products. The political commitment of the BNAU faculty was strengthened by the visit of the Dean in 2012 to demonstrate the support of his government. A framework agreement was signed, and it was suggested that a Veterinary Education Twinning Pre-Project mission be conducted under the OIE Veterinary Education Twinning Programme.

1. Planned period of the twinning project

At the end of 2013, VetAgro Sup consulted the French Directorate General for Education and Research (DGER) of the French Ministry of Agriculture Agrifood and Forestry¹ on the appropriateness to further the partnership between VetAgro Sup and BTNAU. Following this consultation, the Ukrainians solicited the OIE to participate in an OIE Veterinary Education Twinning Project with a signed letter from the Ukrainian CVO. A partnership agreement for the development of an eventual OIE twinning project was signed between VetAgro Sup and BTNAU in May 2014. Prior to the development of a twinning project, it was agreed that a Veterinary Education Twinning Pre-Project mission would take place. The contract for the OIE pre-project mission between VetAgro Sup and BTNAU was signed in May 2015 for a period of 13 months.

2. Objectives of the project

The objective of the pre-project mission is to assess the ways in which veterinary education in Ukraine can be modernised so that it meets the OIE recommendations regarding the competencies of graduating veterinarians ('Day 1 graduates') to assure the quality of the public and private components of National Veterinary Services ('Day 1 Competencies'). More specifically, the objectives for the first year of the mission are:

- To characterise and adapt the BTNAU curriculum so that it meets the OIE Day 1 Competencies and OIE Guidelines for Veterinary Education Core Curriculum ;
- To develop a list of educational resources for the implementation of the new curriculum;
- To understand and quantify the needs for upgrading equipment and classrooms at BTNAU;
- To implement training the trainer actions, in particular through participation in continuing training activities or postgraduate courses offered at VetAgro Sup.

3. Achievements and challenges

Using the OIE Guidelines on Veterinary Education Core Curriculum, BTNAU drafted a self-evaluation report. This document presents the initial analysis of weaknesses, strengths and opportunities at BTNAU in order to attain the conditions for issuing minimum competencies expected for a graduate veterinarian according to OIE recommendations.

The results of the first six months include: (1) identification of counterpart partners for each discipline, understanding of the context, equipment and working conditions, (2) characterisation of the curriculum, (3) teacher training, (4) drafting proposals for an eventual OIE Veterinary Education Twinning Project. Globally, the content and form of lessons provided at BTNAU is adequate. It would be appropriate to reduce the volume of certain disciplines in order to develop other disciplines such as molecular biology or quantitative epidemiology.

¹ VetAgro Sup is notably under the authority of the French Directorate General for Education and Research (DGER) within the French Ministry of Agriculture, Agrifood and Forestry.

The training of trainers consisted of (1) a visit from BTNAU to VetAgro Sup, (2) BTNAU participation in the Congress of Anesthesiology at VetAgro Sup in April 2016 and (3) the participation of two teachers from BTNAU in the ENSV (French National School of Veterinary Services) summer school. Finally, two individual training sessions, involving four BTNAU teachers will take place in spring 2016 in the disciplines of pharmacology, parasitology, theriogenology and livestock disease.

4. Expected outcomes

A good level of understanding and working conditions have been noted for the following disciplines: epidemiology and infectious diseases, safety and food hygiene, microbiology, virology, parasitology and pharmacology, which are the main targets of the pre-project mission. Work under the mission will also continue in the coming months, with the development of a comprehensive OIE Veterinary Education Twinning Project proposal over 3 years.
