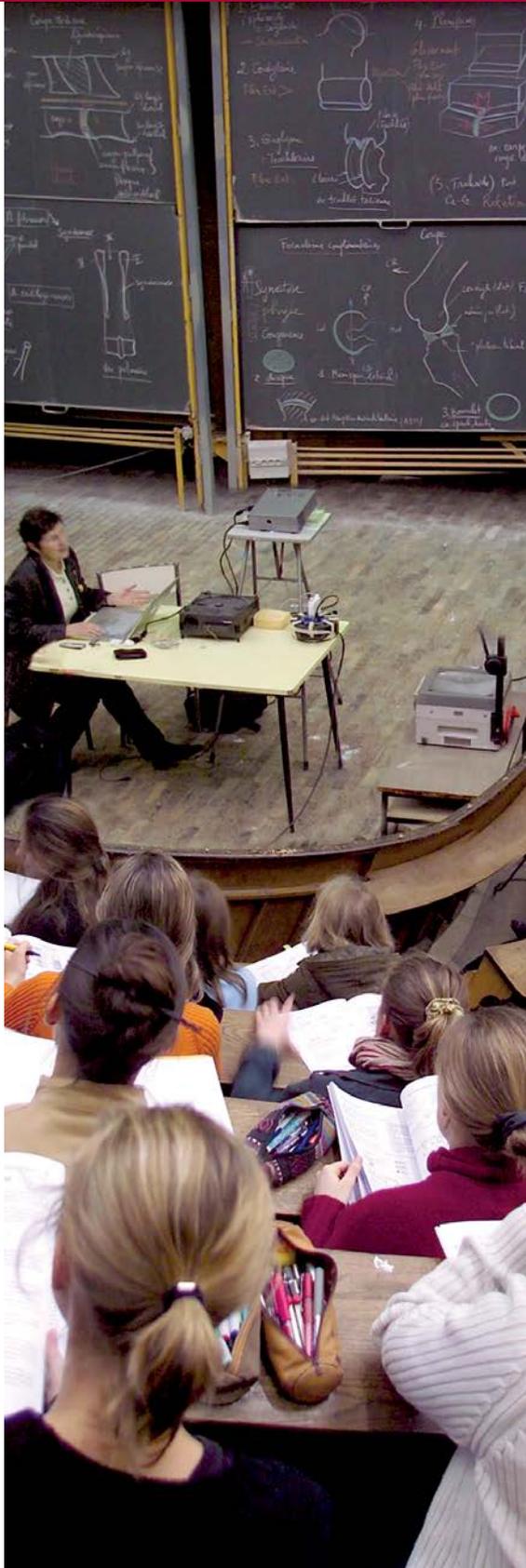


**TWINNING
VET**

ERINARY EDUCATION

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A Guide to Veterinary Education Twinning Projects



WORLD ORGANISATION FOR ANIMAL HEALTH
Protecting animals, preserving our future

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Table of contents

1. Introduction to Veterinary Education Twinning	5
2. OIE Standards	9
3. Scope of Veterinary Education Twinning projects	10
4. Principles for selecting Parent and Candidate Establishments	11
5. Roles of the Parent Establishment, Candidate Establishment and the OIE	12
6. Submission of proposals for OIE-supported Twinning projects	13
7. Project plan	15
8. Budget request	16
9. Funding for complementary needs that are not within the scope of twinning	17
10. OIE Veterinary Education Twinning without OIE financial support	17
11. Assessment of an Establishment's material needs	18
12. Guidance for training and curriculum development	18
13. Monitoring	20
14. Reporting requirements	21
15. Exception report	21
16. Financing arrangements and payments	21
17. Verification of expenditure	22
18. Premature termination of the project	22
19. Project closure	22
Annexes	
Annex 1: Project plan and outline	23
Annex 2: Budget template	24
Annex 3: Project reports.....	27

1. Introduction to Veterinary Education Twinning

The rapid cross-continental spread and wide occurrence of major animal diseases, such as highly pathogenic avian influenza (HPAI), H1N1, bluetongue and foot and mouth disease, have highlighted the need for a global approach to the diagnosis, surveillance and control of transboundary animal diseases (TADs), including zoonoses and diseases impacting food security and food safety issues. It is clear that, with the current levels of global movement and trade, an outbreak of a TAD in any one country can be a threat to the international community. Successful containment and control of TADs and widely disseminated diseases will only be achieved through early detection and a rapid global response. It therefore becomes essential that, through accurate diagnosis, such a disease is detected early and promptly reported to the international community, and that standardised, internationally approved control measures are applied appropriately with minimum delay. Accurate and early disease detection allows measures to be implemented when the disease situation is more amenable to control, ensuring that resources are used more efficiently and that direct losses are kept to a minimum. Early warning of a possible threat allows neighbouring regions to be vigilant and ultimately reduces the risk of further disease spread. On a national and regional level, early detection and effective control depend upon access to expertise and support from well-educated and technically capable Veterinary Services, including both public and private veterinarians.

The global spread of avian influenza, the H1N1 pandemic and even severe acute respiratory syndrome (SARS) serves to emphasise the relationship among animals, humans and ecosystems in the 'One Health' context and the global impact of veterinarians delivering 'local' animal health services. The situation is particularly critical in the developing and transitional countries that have become the focus for emerging and re-emerging zoonotic and transboundary diseases. The repercussions of insufficient disease surveillance and non-compliant regulatory Veterinary Services are exacerbated by poorly trained public and private veterinarians who lack the modern skills, knowledge and resources to prevent and control infectious diseases at their animal origin. The sustainability of donor-driven investments in the livestock sector and the livelihoods of producers are compromised by poorly skilled animal health workers. There is a pressing need to develop a clear strategy for modernising and harmonising veterinary training in accordance with international standards, which articulates the specific needs of a country and addresses them with significant investments in facilities, curriculum and human resources. This, in turn, will produce better qualified veterinarians in the public and private sector who can ensure compliance with international standards for the control of animal diseases, including zoonoses. In this regard, both initial and continuing professional education need to be considered.

Livestock are integral to the livelihoods of hundreds of millions of resource-poor farmers and pastoralists; they support millions of rural and urban landless throughout the developing world and typically have multiple roles and value for poor households. With a growing population and accelerating urbanisation, demand for livestock products is increasing quickly. Different livestock production and marketing systems present unique sets of disease prevention and control challenges in which limited human and financial resources, information and skills must tackle increasingly complex problems. Veterinarians have an important role to play in addressing the food security challenge.

The proximity and concentration of livestock and people, particularly in peri-urban areas in developing countries, pose great public health challenges from contaminated food, pollution and zoonotic diseases. The lack of appropriate animal health surveillance networks in both peri-urban and rural areas, including remote places, is also a concern. In many developing countries, inadequate infrastructure and weak institutional arrangements for the delivery of animal health and production services increase transaction costs and, in this context, impede the delivery of multi-disciplinary animal health services as both a public and private good.

Animal agriculture accounts for up to 50% of agricultural gross domestic product (GDP) in some countries, as well as significant rural employment opportunities. An estimated 1.3 billion people depend partially or entirely on livestock for their livelihoods, and livestock keeping is often a last resort for those without alternatives. On a global scale, producers in developing countries are now producing more meat than their counterparts in developed countries and the gap is similarly narrowing for dairy products. This marks a substantial shift in the 'centre of gravity' for livestock production, from the more temperate zones to tropical and sub-tropical environments, and highlights contrasting, urgent needs in terms of animal health, disease risk and veterinary education.

This growth of demand in developing countries for foods of animal origin has accentuated the multitude of related threats from increasing dependence on livestock, including poverty and livelihood risks, risks to food security and food safety, and risks from trade-related transboundary diseases. The future of smallholder producers and their access to the evolving supply chains in the developing world should be considered in the unprecedented context of global trade and fundamental structural changes in the production and processing of livestock commodities. Veterinary Services, encompassing the complementary roles of veterinarians in the public and in the private sector, play a fundamental role in these developments and their standards of education and training must keep pace. The credibility of animal health services begins with the quality of veterinarians, and this implies both initial and continuing education, as well as systems for ensuring ethical and other standards in veterinary practice.

The effective delivery of services is confronted by a myriad of challenges related to poor (or the absence of required) infrastructure, geographic obstacles, limited financial and physical resources, unskilled veterinarians and possible resistance to change, which may originate in the veterinary faculties.

The establishment of effective animal health services, comprising complementary public and private sectors, is further restricted by illiteracy, non-professional semi-intensive or backyard production systems, severe resource limitations, competing regional and national vested interests and corruption. The delivery of multi-disciplinary animal health services in this environment is particularly difficult.

Disease epidemics often result in catastrophic losses. Epidemics marginalise farmers, destabilise rural economies, increase the potential for famine and conflicts, and often present a direct threat to public health. Many of these animal diseases are endemic in poor countries because of the weaknesses of national Veterinary Services; the lack of institutional capability for early detection and rapid response to animal disease outbreaks to prevent isolated cases from spreading beyond national borders; and, most importantly, the lack of delivery of veterinary services (by private veterinarians) at the farm level. A further significant concern relates to the arrangements for production, control and use of veterinary products such as medicines and vaccines. In the absence of effective veterinary controls, the use of poor-quality, ineffective or dangerous medicines and vaccines can actually exacerbate the risks associated with animal diseases, rather than helping to prevent or manage them.

The awareness that climate change places traditional livestock production systems in jeopardy has evolved into a multidimensional discussion of animal–human–ecosystem health within the overriding complexity and influence of the climate change umbrella. If we consider the geographic risks associated with endemic, re-emerging and emerging diseases, veterinarians in developing countries are on the front lines, and renewed investment in their education and training is paramount to ensure the effectiveness of any prevention and control programme and to prepare this key profession to support the farming sector in the management of future risks and challenges.

However, the evolution of animal health services in developing countries is often restricted by a resistance to change in the government public service, slow acceptance of the relevant role and responsibilities of the private sector and a lack of fundamental reform in the educational institutions. Established curricula and commitment to traditional and historical approaches and methodologies make it difficult to introduce more modern, science-based approaches to training and education that can be adapted to local needs.

There has been a gradual erosion of veterinary resources, driven by the deteriorating reputation of the profession, attrition with insufficient replacement plans, over-emphasis on technical skills, inadequate salaries and incomes and very poor advocacy nationally, regionally and internationally, especially with donors. Poorly paid veterinary professionals may derive the major part of their income from the sale of veterinary products. If there are no appropriate controls on quality, this can result in a very poor reputation for the veterinary profession. There is very little public or political appreciation of the role of Veterinary Services in mitigating the disease risks associated with public health and food safety, and of the ultimate impacts of Veterinary Services on poverty alleviation, food security, trade, tourism and GDP.

In many countries, qualified field veterinarians are aging and the lack of opportunities or incentive for young people to practise in the private veterinary sector, and minimal government salaries in the public sector, has encouraged them to opt for other career choices. Recent surveys in Eastern European and Central Asian countries, for example, indicate that the majority of field veterinarians are over 50 years of age with fewer than 12% under 40 years of age. Encouraging anecdotal evidence, however, indicates that donor-supported programmes, which, for example, contract out vaccination to the private veterinary sector on a fee-for-service basis, are increasing private veterinarians' incomes and may be acting as a catalyst to increase the number of young people becoming interested in the profession and applying to veterinary schools.

An educated veterinary workforce would support countries' efforts to meet the requirements of the World Trade Organization (WTO) Agreement on the Application of Sanitary and Phytosanitary Measures (SPS Agreement), which requests that sanitary measures be based on scientific principles. All Members of the World Organisation for Animal Health (OIE) are expected to comply or move towards compliance with these international guidelines and standards, which are prescribed in the OIE *Codes and Manuals for terrestrial and aquatic animals*. The standards for Veterinary and Aquatic Animal Health Services are laid down in the OIE *Terrestrial Animal Health Code* and in the *Aquatic Animal Health Code*, respectively. The OIE Evaluation of Performance of Veterinary Services (PVS) Pathway provides clear guidance to align national Veterinary Services with international standards and veterinary education is a fundamental resource for achieving this goal. Through effective Veterinary Services, Members of the OIE should have the scientific competence and capacity to contribute to the development of trade standards, using scientific justification, on an equal footing with other OIE Members and, where appropriate, conduct risk analyses as a basis for establishing and justifying national policies. A well-educated veterinary workforce is necessary to provide scientifically based risk assessments, an understanding of OIE standards and guidelines, credible reporting of disease and the effective delivery of services to producers and consumers.

It is essential that veterinary scientific communities in developing countries are strengthened so that they are able to contribute fully to discussions that lead to the adoption of OIE standards. At present, the modern academic expertise, innovative research resources and progressive training capacity are provided through institutions in developed countries. This tendency leads to a geographical distribution favouring the Northern Hemisphere. There is need for a more even spread, both in terms of geography and countries. Capacity and expertise must be extended to developing and in-transition countries so that they can become self-sufficient in effective surveillance, prophylaxis and control of animal diseases, and so that, when appropriate, reliable evidence and scientific justification can be provided to certify animals and animal products as safe for trade.

One of the main objectives of the OIE Veterinary Education Twinning Programme is to ensure a fairer distribution of veterinary education resources in developed and developing countries, while also contributing to the 'One Health' agenda.

The OIE established the OIE *ad hoc* Group on Veterinary Education (AHGVE) to support the development of essential standards for veterinary education, along with the fundamental skills to meet the needs of the public and private components of national Veterinary Services. The *ad hoc* Group has identified

'Day 1 Competencies', which veterinary graduates should have in order for national Veterinary Services to meet the OIE international standards for effective performance: the 'OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality' ('Day 1 Competencies'). The OIE Guidelines on Veterinary Education Core Curriculum detail more precisely the Day 1 Competencies. The application of this template by the Veterinary Education Establishments would provide the catalyst for upgrading veterinary training and address a key capacity-building need of many countries.

Placing courses that concentrate on the 'Day 1 Competencies' in the curriculum should not exclude the capacity to include aspects linked to local circumstances and local demand.

The OIE Veterinary Education Twinning Programme

The Veterinary Education Twinning Programme has evolved from the ongoing work of the OIE to develop the OIE PVS Pathway, drawing on the AHGVE recommendations, on the OIE Guidelines on Veterinary Education Core Curriculum, as well as on the OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') and on the lessons learned from the OIE Veterinary Laboratory Twinning Programme. This programme essentially involves creating and supporting a link that facilitates the exchange of knowledge, ideas and experience between two Veterinary Education Establishments. 'Twinning' has been adopted by the OIE as a method for improving institutional capacity and expertise in developing and in-transition countries. A recent example of the successful application of twinning on a large scale was the European Union (EU) enlargement (pre-accession) programme. Over 1,000 twinning projects were implemented to assist accession countries in meeting and maintaining the standards required for entry into the EU. The OIE has also gained experience in this concept with its continuing Laboratory Twinning Programme. The OIE Veterinary Education Twinning Programme is therefore expected to create opportunities for developing and in-transition countries to develop modern educational facilities and methods, based on accepted international standards. This will be achieved through individual twinning projects. The eventual aim is to create more centres of excellence for veterinary education in geographic areas that are currently under-represented, and to achieve a better balance in the global distribution of well-educated veterinarians.

Each twinning project is a partnership between one or more recognised and preferably accredited Veterinary Education Establishments and a Candidate Veterinary Education Establishment. The Candidate Establishment may wish at a later stage to eventually achieve accreditation under an existing, well-established accreditation body, and/or any other possible current or future well-established international accreditation or recognition mechanism. The accredited veterinary establishment(s) could provide technical assistance, guidance and training.

Objectives for each twinning project are jointly agreed by the OIE and the Directors/Deans of the participants (i.e. the Parent and Candidate Establishments) and endorsed by the National Delegates to the OIE of the countries concerned. The guiding or Parent Establishment(s) and their designated expert(s) will be teamed with counterparts in the Candidate Establishment and would be the driving force, ensuring the success of the project. A strong relationship will ensure a flow of expertise that benefits the Candidate Establishment. Links should be formed between staff (teachers) and students at all levels. The concept should be flexible and adaptable to a range of situations. For example, possible steps might include helping to implement self assessment to develop a comprehensive strategic plan for the development of the faculty; this plan could then provide the basis for a long-term collaborative Memorandum of Understanding and commitment between the Parent and Candidate Establishments and provide for more specific interventions and activities related to curriculum development; preparation of facilities design, including capital fundraising; faculty-upgrading programmes (MSc/PhD); Veterinary Faculty teacher and student exchanges; graduate programmes; and collaborative research. The signing

of the Memorandum of Understanding could trigger possible additional funding through donor and other organisations to support the eventual long-term objective(s) and could allow the Candidate Establishment to achieve its goal of improving the quality of veterinary education that it delivers. Twinning aims to upgrade veterinary education, especially in relation to the needs of national Veterinary Services, to meet satisfactorily the international standards established by the OIE. At the request of the country concerned, the Veterinary Services can be evaluated in the framework of the PVS Pathway. The benefits from the twinning project should be sustainable, should continue long after the project has been completed and should lead to the maintenance and further development of veterinary and educational expertise in the region. Ideally, the relationship among the collaborating institutions should be a long and lasting one, building on such collaborative and mutually beneficial programmes.

The contract of the twinning project will stipulate strong commitment from both parties to respect and promote all provisions outlined in the Day 1 Competencies and the Guidelines on Veterinary Education Core Curriculum published by the OIE.

To increase the chances of success, the project should focus on well-defined, achievable and measurable outputs from the Candidate Establishment's strategic plan. Clearly laid-out benefits should be realised throughout the project, allowing it to be divided into stages, with set outputs from each stage. Progress can be monitored through achievement of these goals. The World Animal Health and Welfare Fund, managed by the OIE and supported by donors, will provide financial support for the Veterinary Education Twinning Projects and ensure the implementation of relevant audits of the use of the funds. This is to support and sustain the link between the participating institutes for the duration of an approved project and to ensure the effective transfer of expertise and capacity to the Candidate Establishment. It is not an objective of twinning to support civil works or the procurement of equipment or hardware for e-learning platforms.

The twinning project may, however, include an assessment of the needs and costs (civil engineering, buildings) for such hardware as part of the strategic plan, so that other necessary resources beyond those provided for twinning can be allocated appropriately. The twinning partners would be expected to advocate for this strategic plan with the government and donors in the country of the Candidate Establishment in order to identify potential sources of financing for capital projects, facility upgrades and equipment or research grants which could contribute to this effort.

Twinning is part of the wider OIE initiative to improve the capacity of Veterinary Services in developing countries; it therefore has synergy with the OIE PVS Pathway and the complementary OIE Laboratory Twinning Programme.

2. OIE standards

OIE standards are recognised by the World Trade Organization as the reference standards for international sanitary rules and are laid down mainly in the following four documents: the *Terrestrial Animal Health Code*, the *Manual of Diagnostic Tests and Vaccines for Terrestrial Animals*, the *Aquatic Animal Health Code* and the *Manual of Diagnostic Tests for Aquatic Animals*. The *Codes* set out rules that OIE Members can use to protect themselves from the introduction of diseases and pathogens through trade, while fully respecting their obligations as WTO Members. The OIE standards for the testing and vaccination of terrestrial and aquatic animals are laid out in the *Manuals*. Early, rapid and accurate disease detection, followed by rapid response to animal disease outbreaks and immediate reporting to the international community, are primary and essential steps for the effective control of animal diseases. The OIE and the international community recognise the crucial role of veterinarians in OIE Reference Laboratories and Collaborating Centres and throughout national animal health systems/Veterinary Services. Furthermore, they recognise the need to ensure an optimal level of fundamental skills to overcome problems related to the surveillance and control of OIE-listed diseases.

The OIE has adopted international standards on the quality of Veterinary and Aquatic Animal Health Services, in Sections 3 ('Quality of Veterinary Services' and 'Quality of Aquatic Animal Health Services') of the *Terrestrial Animal Health Code* and the *Aquatic Animal Health Code*, respectively. The *Terrestrial Code* also makes reference to the 'Day 1 Competencies' document.

3. Scope of Veterinary Education Twinning Projects

The scope of subjects covered by twinning is wide. The objectives of individual projects may adopt specific elements of the initial strategic plan for the Candidate Establishment and may range from the implementation of the OIE Guidelines on Veterinary Education Core Curriculum in one or more disciplines to faculty upgrading, staff and student exchanges, collaborative research and the preparation of capital projects to upgrade facilities. The project should always be relevant to the local needs and circumstances of the area/region in which the Candidate Establishment is situated.

The length of the project will depend on the scope of the project. OIE twinning projects have a minimum duration of two years and a maximum of three years (extensions may be envisaged).

Project proposals may be drafted with reference to a self-assessment and strategic plan for the Candidate Establishment. The project should be linked to the use of the country's PVS Evaluation report (when available). The PVS Gap Analysis report of the beneficiary country and the Veterinary Services Strategic Plan can also be used (when relevant) to create opportunities for additional co-financing.

To maximise the benefits of the project, it is important to select realistic, achievable objectives in areas where significant improvements can be made. Choosing objectives that are too ambitious will introduce a risk of project failure. It is important to focus on improving specific areas of education and training that will provide demonstrable and practicable benefits to the country concerned.

To this end, the strategic plan for the Candidate Establishment should reflect the country's needs for its national Veterinary Services and all related institutions, as well as its priorities for national animal health and food safety programmes (e.g. disease surveillance and reporting; epidemiology; health and pathology in food-producing animals; regulation of veterinary medicines and vaccines). This will form a solid platform on which to build and demonstrate the resulting benefits to the government, deans and teachers at veterinary faculties, veterinary students and other stakeholders.

Candidate Veterinary Education Establishments may already be benefiting from other bilateral or multilateral projects aimed at increasing their capacity or expertise. In this case, a twinning project should be designed to ensure coordination between related projects and to avoid duplication, thereby maximising synergies among current and future projects. In cases where there are other donor-funded programmes related to the project (livestock development, food safety, agricultural competitiveness, One Health, etc.), efforts should be made to link the project to them in a supporting role and seek co-financing through other donors (World Bank, the EU TEMPUS Programme, bilateral programmes, etc.). The twinning project should also provide a mechanism for partnering institutions to access related development projects, to provide technical assistance, training and consulting services, with appropriate remuneration. Dual funding for the same activities should be avoided; co-financing of complementary activities should be encouraged. Although some twinning projects will result in widespread and significant improvements in the quality and capacity of the Candidate Establishment; in other cases, Candidate Establishments may achieve upgrading only in specific areas of work, for example, a limited range of curriculum development, focused on national service needs.

4. Principles for selecting Parent and Candidate Establishments

The contract of the twinning project will stipulate strong commitment from both parties to respect and promote all provisions outlined in the Day 1 Competencies and the Guidelines on Veterinary Education Core Curriculum published by the OIE.

The success of a twinning project depends on the selection of appropriately matched institutions and well-defined achievable objectives. The project also relies on the support and governance of national Veterinary Services.

It is essential that the National Delegates to the OIE (nominated by their government) in the countries involved and the respective University Management (Executive Directors/Deans) agree to and support the twinning arrangement.

The twinning should preferably take place in a country where a PVS Evaluation has been completed (or where the OIE PVS Tool is used for self-evaluations), and subsequent PVS Gap Analysis and national Veterinary Services Strategic Plans are under way, when relevant. Twinning aims to extend the OIE network of expertise to areas where there is a need. This need may be influenced by the disease situation, features of animal production systems in that area, and food safety policies, or it may be based on a risk assessment. Candidate Establishments should be in a region where expertise and capacity are currently deemed to be deficient, as reflected in the PVS Evaluation or another reputable assessment/project appraisal tool (e.g. World Bank review). In terms of capacity and access to expertise, twinning should provide national and regional benefits.

A tried and tested relationship has a good chance of being sustainable and successful. Twinning between establishments that already have a good relationship should be encouraged. A Parent Establishment should be accredited or approved by a respected national or regional veterinary educational accrediting or assessment entity and have the required level of expertise and capacity needed for the twinning project, including significant experience in working with developing countries. Candidate Establishments should have the real potential to make significant improvements in terms of capacity and expertise. They will need adequate facilities and infrastructure, and should demonstrate that they have the will and resources to improve. Preference should be given to those Candidate Establishments already receiving or planning to receive concurrent government or donor investment projects. The resources for administering the project and for training must be considered at both the Parent and Candidate Veterinary Education Establishments. The partnership will require effective and reliable communication links between the participating institutions and experts.

If the project is to succeed, goals that are set at the outset must be realistic and attainable. The selection of twinning partnerships should be transparent and open. The twinning project is principally between the institutions, and the formal agreement is between the OIE, the lead Parent Establishment and the lead Candidate Establishment, with the official agreement of the two governments concerned (OIE Delegates). However, there is scope to involve more than these two institutes in some or all of the activities. For example, to broaden the scope of the twinning project, the Parent Establishment may wish to partner with (an)other Parent Establishment(s) for some of the specific capacity-building activities in the Candidate Establishment, or to access additional potential funding sources or co-financing for the project.

There may also be advantages to involving permanent staff from more than one Parent/Candidate Establishment in activities such as training. These additional staff may belong to other universities from within the country of either the Parent or the Candidate Establishments. The intention to do this should

be clearly stated in the project plan and any additional budgetary needs should be clearly identified. The formal agreement will still remain between the OIE, the lead Parent Establishment and the lead Candidate Establishment. Partners may choose to involve other national institutions as a way of sharing resources for training and to strengthen links between more than two faculties.

Multiple twinning projects in the same institute

To manage resources effectively and to maintain an even geographical balance, it is recommended that a Parent Establishment be involved in no more than two twinning projects at the same time. Any restrictions on the number of projects in which an establishment or organisation is involved may be considered on a case-by-case basis.

5. Roles

The Parent Establishment

The Parent Establishment is the driving force, ensuring the success of the twinning agreement and project. The project manager at the Parent Establishment is responsible for the project but may decide to nominate a project leader, who will be responsible for the activities of the Parent Establishment. The Parent Establishment finalises the project proposal and work plan with the Candidate Establishment and submits this to OIE Headquarters in Paris. The Parent Establishment is accountable and responsible for the implementation and use of the financial resources supporting the twinning project. The Parent Establishment will prepare and transmit the interim and final technical/financial reports to the OIE.

The Candidate Establishment

The Candidate Establishment should be fully committed to improving its capacity and expertise with the eventual aim of achieving the goals established in the twinning project. Although the Parent Establishment is the driver of the project, the Candidate Establishment, being the beneficiary, owns the end result that has been achieved through the partnership. The project manager (or someone he/she nominates) at the Candidate Establishment is project leader for the activities of the Candidate Establishment.

The OIE

The OIE Headquarters receives the project proposal for examination and further approval. It provides support and coordination for the overall twinning programme. The OIE will ensure that technical and financial controls, outlined in the mutual agreement between the participating institutions, are applied and comply with the requirements of the donors involved. The OIE will initiate and facilitate negotiations between the OIE and potential financial donors to further assist twinning projects. The OIE Headquarters is responsible for reviewing and providing advice on the technical components of the twinning projects.

The OIE World Animal Health and Welfare Fund provides financial support for the OIE Veterinary Education Twinning Programme, depending on the resources available.

6. Submission of proposals for OIE-supported Twinning projects

Initial approach and project brief

A Candidate or Parent Establishment may express interest in taking part in a twinning project. This can be a joint or individual expression of interest. The initial approach should be accompanied by a project brief, which may be in the form of an e-mail or letter to OIE Headquarters. This is a brief description of the reasons for the project and the benefits that the project will provide. It should summarise the justification or mandate for the project. This brief should also be sent or copied to the National Delegate(s) to the OIE corresponding to the Establishment(s) concerned. If the Parent or Candidate Establishment submitting the expression of interest has chosen an Establishment with which it wishes to twin, this should be clearly stated. The Parent Establishment should preferably be an accredited or approved establishment (as described above) with relevant expertise. There must also be a demonstrated commitment to international development and an institutional expression of interest in carrying on a long-term collaboration between the institutions long after the project has been completed.

In the context of this *Guide*, 'accreditation' refers to the accreditation or approval of Veterinary Education Establishments under a respected national or regional veterinary educational accrediting or assessment entity and/or any other current or future well-established national or regional accreditation or recognition mechanism.

In other cases, where a Parent Establishment has not been indicated by the Candidate Establishment and the initial interest is supported, the OIE may suggest a suitable partner, depending on the specific request, location and disease situation. The OIE may also receive an expression of interest from a Parent Establishment and propose a Candidate Establishment to the Parent Establishment. Following receipt of the project brief, the OIE will advise on further action.

The written agreement of the National Delegate(s) to the OIE of the countries of the Parent Establishment and of the Candidate Establishment will be sought. It is the responsibility of the two Delegates to carry out appropriate consultations at the country level and to seek appropriate support from the line authority of the faculties concerned, where relevant.

Project proposal

Any Candidate or Parent Establishment that has the agreement of the Delegate to the OIE can submit a project proposal to the OIE, following submission of a project brief. The OIE may advise on factors that make it unlikely for the application to be successful; this might include duplication with an existing or proposed twinning project in the region. The potential Parent Establishment should submit the project proposal to the Director General of the OIE. The twinning proposal should include:

- (an) official letter(s) signed by the Directors/Deans of both Establishments. This must indicate that the Directors of both institutes support the twinning project and are committed to a long-term collaboration beyond the life of the project;
- (an) official letter(s) signed by the National Delegates to the OIE of the two lead countries concerned (Parent and Candidate Establishments)⁽¹⁾;

(1) The(se) letter(s) can be provided later in the process but, in any case, a letter confirming the agreement of both National Delegates to the OIE must be received by the OIE before funds can be transferred to the Parent Establishment.

- the details of the Parent and Candidate Establishments and of the responsible experts at these Establishments. If the responsible expert leaves or is replaced, the OIE must be informed of this and must agree to the change;
- the curriculum vitae (CV) of the teachers/experts involved at the Parent and Candidate Establishments;
- a project plan with objectives, component activities, including timetable, and all the points covered in Annex 1;
- a budget proposal. This should be drafted in accordance with the template in Annex 2. Wherever possible, there should be justification for costs. There will not be scope for funding expenditures outside the agreed final budget.

The application dossier must be submitted in one of the official languages of the OIE (English, French or Spanish). On the basis of experience, documents in English would facilitate communication and validation of the applications. A hard copy and an electronic copy should both be sent to the Director General of the OIE. Consideration of selection criteria and a statement of clear, measurable and achievable objectives will improve the chances of a successful application.

A letter confirming the agreement of both National Delegates to the OIE must be received by the OIE before funds can be transferred to the Parent Establishment.

The OIE provides a template for the project plan, budget and twinning contract; this is available upon request. If the proposed procedure is not in accordance with some of the institutional procedures of the Parent/Candidate Establishments concerned, the OIE will seek a solution agreeable to all parties.

Evaluation of proposal

Advice on technical components of the twinning proposal will be provided by OIE Headquarters. In certain circumstances, where the OIE agrees that there is an urgent need to approve a twinning project, the procedure may be fast-tracked, by seeking the advice of veterinary education experts nominated by the Director General of the OIE within the *ad hoc* Group on Veterinary Education, by means of electronic communication. The final decision will be made by the Director General of the OIE. To cater to the variable nature of twinning projects, the evaluation process will consider each application on a case-by-case basis.

Preferential consideration will be given to those proposals which:

- (i) reflect a commitment to curriculum development and implementation of the Day 1 Competencies and the Guidelines on Veterinary Education Core Curriculum, developed by the OIE
- (ii) reflect a long-term mutual commitment between these institutions well beyond the life of the project, supported by a Memorandum of Understanding
- (iii) are linked to the OIE PVS Pathway, and
- (iv) are supported by current or potential complementary funding or co-financing through governments or donor organisations.

Feedback following evaluation

The OIE will consider each proposal and respond by accepting the proposal, seeking further clarification or rejecting the proposal. In the case of the latter, the OIE will give a reason for the failed application.

Signature of contract following project approval

Following technical review by the OIE, a financial contract must be signed by the Directors/Deans of the Parent Establishment and the OIE. The Directors/Deans will indicate in the contract a lead contact person who is responsible for the financial management of the project. Annexed to this is the project plan, which should be signed by the Directors of the Candidate and Parent Establishments; each page should also be initialled by the signatories.

If the proposed procedure is not in accordance with some of the institutional procedures of the Parent/Candidate Establishments concerned, the OIE will seek a solution agreeable to all parties.

The project should be initiated without undue delay.

7. Project plan

The project plan thoroughly describes the project objectives, as well as how they will be met, at what cost, by when and by whom. It records the details of the project and will be a reference point throughout the project. The plan should emphasise the key areas in which improvements will make a significant contribution towards the overall benefits of the project.

The project should be divided into stages with defined measurable outputs from each stage. Examples may include the completion of a workshop, curriculum upgrading, or the attainment of a certain level of competence in an institutional procedure. At the end of each stage, it is important to review proceedings to assess project progress and address any outstanding issues. This would include checking that targets have been met, assessing budgetary expenditure, considering project risks and planning for the next stage. Any lessons that have been learned should be used to improve the project. For future reference, it is important to summarise the review in a brief written report.

In some cases, changes will need to be made to the plan as priorities shift or as project issues arise. Examples may include new study methods, a unique curriculum approach or reforms not accounted for in the project plan, developments in the disease situation, or changes to the political, commercial or legislative environment. The project plan is a dynamic document and should be updated when necessary. Any changes to the project plan should not increase expenditure beyond the project budget. Significant changes to the project plan, affecting the overall project or budget, should be submitted to the OIE for approval before being adopted.

To ensure optimal benefits and avoid duplication, the project plan should account for the activities of any other ongoing OIE twinning projects in the Candidate Establishment and, where possible, other institution capacity-building initiatives. An outline of what the project plan might include is shown in Annex 1.

8. Budget request

A budget for the project is agreed between the OIE and the twinning participants. An initial draft budget is jointly submitted by the Parent Establishment and Candidate Establishment as part of the project proposal. It must reflect the subjects and activities outlined in the project plan.

As a guide, the budget should fit the template in Annex 2 and should be subdivided into **subjects, activities, and nature of expenses** (travel, daily allowances, etc.). A subject is a general item (e.g. training), whereas an activity is more specific (e.g. a workshop); each activity forms a budget line. An activity should be an isolated cost, i.e. separate and not linked to any other costs in the budget plan. Justification for costs should be provided wherever possible.

The budget should preferably be expressed in Euros (EUR), or otherwise in US dollars (USD). Following review of the draft budget by the OIE, it will be accepted, returned with comments or rejected. If it is accepted, the draft becomes the final version. If it is returned with comments, the Parent Establishment has the opportunity to consider and submit a revised version in consultation with the Candidate Establishment. A budget will only be allocated to activities for which financing is requested and where those activities are eligible for funding.

The following are examples of eligible costs. The maximum duration of each individual mission is three consecutive months, corresponding to no more than 90 sequential calendar days:

- travel costs (economy class) and *per diem* (daily) allowances for experts visiting the Parent or Candidate Establishment to participate in activities directly related to the twinning project. Travel costs, including *per diem*, must be in line with current OIE rules (contact OIE for guidance and current rates);
- travel costs (economy class) and accommodation, including a reasonable daily living allowance for faculty sabbaticals and long-term student exchanges between institutions;
- tuition fees, travel and a reasonable *per diem* (daily) allowance for MSc programmes and, on an exceptional basis, for PhD programmes for teachers (mainly junior) from the Candidate Establishment to train at the Parent Establishment during the term of the project. The Parent Establishment would be expected to provide discounted tuition fees or domestic rates where there is a higher foreign student rate in place;
- the costs of educational and training materials and publications that are directly linked to the twinning project, including translation costs;
- curriculum development, including expertise and new teaching and audio-visual materials;
- shipment of educational and training materials;
- training activities and material such as stationery specifically for seminars, excluding certain items such as printers, information technology (IT) equipment, photocopiers. Details of the training activity and specific costs must be submitted;
- communication costs for telephone conferences (with sufficient justification). The use of cost-effective communication methods is encouraged (e.g. Internet-based phone calls);
- civil engineering surveys/studies (cost estimates for buildings and hardware).

Funding is **not available** for:

- general overheads, administrative costs, and contingencies⁽²⁾;
- institution hardware (such as equipment, clothing, IT equipment, including for e-learning platforms);
- capital projects (construction, etc.).

The use of external consultants, or inclusion of training fees, shall be limited to certain restricted specific consultant activities, or training (seminars or other) where external expertise is essential, such as the use of private veterinarians for certain training sessions, preparation of a call for tender for infrastructure and equipment, or external training on a relevant specific topic. Justification must be provided and the outcome should be made available to the OIE. Approval of any consultancy fees will be decided on a case-by-case basis, and must be approved before the project has started; claims cannot be submitted without prior approval for these costs.

It is not an objective of twinning projects to directly provide funds to equip institutions with hardware or civil works. However, a twinning project may include an expert assessment of an institution's needs for additional hardware and facilities upgrading.

9. Funding for complementary needs that are not within the scope of twinning

Resources for needs that are not within the scope of Veterinary Education Twinning and that are available from other sources may complement or enhance the capacity-building objectives of twinning. Such resources may include funds for capital construction, institution hardware, faculty and staff upgrading, or other activities, such as research. When such funds are available, the OIE may assist the Parent or Candidate Establishment in accessing them. In this situation, the Parent and Candidate Establishments should submit a joint one-page proposal, separate from the twinning project proposal, to the OIE, summarising their approximate needs, with a short explanation of how this will complement the twinning project. The OIE can use this document, upon request, to try to assist the institution to obtain resources from specific donors. Preferential consideration would be given to those proposals which can verify complementary funding or co-financing through their government programmes or donors.

10. OIE Veterinary Education Twinning without OIE financial support

Some institutions may wish to apply for OIE Veterinary Education Twinning without making a request for financial support from the OIE; for example, they may receive funds from their own country or from other donors (bilateral projects). In such cases, a budget does not need to be submitted. However, the project should comply with all other aspects of OIE Veterinary Education Twinning; in particular, monitoring of outputs and performance. A Letter of Agreement or Memorandum of Understanding may need to be signed with the OIE.

(2) Specific local legal administrative constraints can be addressed on a case-by-case basis

11. Assessment of an Establishment's material needs

During the twinning project, the Parent Establishment may arrange, in the framework of the twinning, for an assessment of the material and capacity-building needs of the Candidate Establishment. This will take into account the expertise at the Candidate Establishment, the level of expertise required to train and upgrade staff and the faculty, to implement new curricula, or to use equipment and/or improve the capability to maintain and run equipment. Funding for the purchase of institution hardware will not be provided by the OIE twinning budget. However, an assessment of material needs by external consultants may help the Candidate Establishment to source other external funding or use existing funds to maximum benefit.

12. Guidance for training and curriculum development

Training will be an inherent part of the twinning project and must contribute to the overall objectives of the project. The nature of training activities may include day-to-day communication on specific issues, sharing of scientific communications, comments on draft papers, short secondments between institutions, and student exchanges including sabbatical assignments, participation in technical meetings and conferences, joint seminars and structured workshops for staff from both institutions. Training should focus on developing self-reliance in the Candidate Establishment, leading towards the achievement of goals established in the proposal and a long-term improvement in the quality and capacity of veterinary education and, hence, national Veterinary Services.

Training and curriculum development activities should be part of the overall strategy for upgrading to provide a full complement in the targeted disciplines and throughout the faculty, and in accordance with a gender strategy.

Faculty upgrading and training should be regularly evaluated to assess that objectives are being met so that improvements can be made, when necessary. When planning a workshop or seminar, it is important that participants are chosen for their experience and expertise or are chosen from a specific related area of work. Learning material must be relevant. The objectives of the training activity should be clearly defined at the outset so that suitable participants can be selected. In deciding on the suitability of participants, it may help to review applicants' CVs or brief biographies³. All training participants must be staff of the Candidate Establishment and preference should be given to upgrading junior staff as part of the faculty development programme.

Links between staff

To maximise benefits and to avoid the risk of knowledge gaps, it is important that strong links are formed between the staff of the Parent and Candidate Establishments at every level. While the experts are involved with high-level expertise and management, other institution staff, teachers, researchers and technicians have hands-on, day-to-day experience in essential technical and practical activities. Knowledge will be shared more effectively through direct links between people.

³ Some donors may have specific requirements for consistency between the country of the Candidate Veterinary Education Establishment and the country of origin of the teachers/experts involved in the project.

Flexibility

The approach to training and the training material should take into account factors such as the language spoken in the institution, cultural issues, technological capability and budget. Some of these will be limiting factors and will need to be considered in the early planning stages of the project.

Training trainers

It is important that people at Candidate Establishments are trained in a way that allows them to disseminate expertise to their colleagues, students and farmers to contribute to the overall institutional upgrading. This involves selecting participants with good communication and evaluated teaching skills who are in a position to pass on their knowledge. Training activities should take this into consideration, when relevant, by incorporating teaching skills into the work programme and using training material that is suitable for teaching and for wider dissemination.

Assessment

It is essential to verify that training, curriculum and faculty upgrading are meeting the expectations of the participants – for example, for training, this may be achieved through a pre- and post-training questionnaire that allows for suggestions about how training could be improved. Accurate and useful feedback is more likely when questions are carefully considered, and when participants have the opportunity for anonymity and are given a sufficient amount of time to complete the questionnaire. This should be done as close to the training period as possible or during it. To assess whether the training is having the desired effect, it may be helpful to evaluate the level of competence of those being trained. This assessment may be informal.

Secondments

During a secondment or sabbatical assignment, a member of staff from either institution spends time at the other institution on detached duty. Good examples include secondments for hands-on training of staff or for the assessment of material needs and working practices in the Candidate Establishment. Secondments or assignments that are part of the twinning project must have direct benefits for the twinning project. Staff from Candidate Establishments should have teaching and research assignments in the Parent Establishments and *vice versa*. Secondments should be well planned. Specific needs should be discussed before the secondment period to allow detailed planning and, if necessary, appropriate materials to be sourced. The maximum length of a secondment supported by the OIE is usually three months.

13. Monitoring

Monitoring is essential to ensure that the project remains within its scope, meets its objectives and uses its financial resources effectively.

Monitoring performance

To ensure that the project achieves its objectives within the set period, it is important to regularly monitor progress and take corrective action when necessary. Underperformance needs to be identified as early as possible to minimise the impact on the project. Performance should be monitored by the achievement of predefined set goals within the project timeframe.

To facilitate monitoring, the project plan can be divided into stages; at the end of each stage, a result is delivered. Examples of a product or output may include completion of a workshop, publication of a training manual or attainment of certain objectives, such as the updating of a veterinary curriculum. These should be set to a timetable. At the end of each stage, a review should take place, led by the expert (or someone whom he/she nominates) at the Parent Establishment; this can be brief and informal. The review provides the opportunity to take stock, to summarise the achievements of the previous stage, and, if targets have not been met, to understand why, in order for action to be taken. It is important to document this and to reflect any necessary changes in the project plan.

Monitoring expenditure

Actual spending should be documented regularly throughout the project (see 'Verification of expenditure').

Project risks

An awareness of factors that may hamper the project's progress and increase project costs is needed. These risks may be present from the beginning of the project or arise after it has started. Every twinning project is likely to encounter project risks. An awareness of potential project risks is the first step to avoiding them. Before starting and during the project it is advisable to:

- identify project risks
- consider the impact that they may have on the project if they occur
- consider how likely they are to occur
- consider what action can be taken to minimise their impact
- document potential plans to be used should an identified risk occur.

Risks that need to be considered may include political factors, such as the frequent replacement of the Director/Dean of the institution concerned. Many, but not all, risks can be identified prior to starting the project. It is important to regularly monitor risks and evaluate them as they arise. A convenient time to do this is at the end of each defined stage of the project. If a risk becomes an issue that may affect the whole project or budget then the OIE must be notified immediately (see 'Exception report').

14. Reporting requirements

As a minimum requirement, after agreement with the Candidate Establishment, the Parent Establishment should submit the following reports to OIE Headquarters, Paris. In addition to these reports, and when relevant, it is recommended that end-stage reports be documented. The reports should be typed in one of the official languages of the OIE (English, French or Spanish):

- an **interim report**, approximately six months after the project has started (the date of the transfer of funds to the Parent Establishment)
- **annual reports**, within one month of the end of each year from the project start date
- a **final report**, as soon as possible upon completion of the project. The final report should be jointly prepared by the Parent and Candidate Establishments, co-signed and submitted to OIE Headquarters.

These reports should include the items listed in Annex 3. Annual and final reports must include details of actual expenditure and a summary of the technical activities carried out within the project (e.g. training courses or seminars – including dates, venues and number of participants, preparation for an accreditation procedure, etc.), as well as specific information on the implementation of the OIE Guidelines on Veterinary Education Core Curriculum. Financial reports must correspond to actual expenditures directly related to the project and supported by corresponding evidence (price estimates, invoices, receipts, ledgers, etc.). Unjustified round figures, lump sums or copies of the budget will not be accepted as financial reports.

15. Exception report

If a serious exceptional issue is encountered that affects the overall project or budget, the OIE should be notified immediately by way of a report. The report should provide a full description of the problem and identify recommended actions. The OIE will consider the report and communicate on further action.

16. Financing arrangements and payments

Funds will be transferred by the OIE to, and managed by, the Parent Establishment; payments will be made when the project is initiated, following an interim report/request, and after receipt of each report, as per provision of the contract. The size of the payments, as a proportion of the total budget, will be calculated on a case-by-case basis. As a general rule, approximately 30% of the total budget will be transferred to the Parent Establishment when the project is initiated. The remaining budget will be transferred to the Parent Establishment over the course of the project, following receipt of interim, annual and final reports, as per provision of the contract for each twinning project.

Any portion of the budget that remains unspent (or non-eligible expenditures) at the close of the project must be refunded to the OIE (or will be deducted from the final payment, as appropriate).

17. Verification of expenditure

It is important that financial expenditure complies with the project plan, budget and rules of eligibility. In certain circumstances, the OIE or a donor may require that an audit is carried out during or after the project. Therefore, all financial records and detailed accounts, including evidence of expenditure (price estimates, invoices, receipts, ledgers, etc.) must be kept available for at least five years after the project has ended.

The OIE may request verification of expenditure at any point during the project. It is very important that financial records are kept up to date and that justification and receipts of expenditure are available for a random exceptional audit. Any audit (exceptional or post-project) will be carried out by authorised OIE staff or an independent expert appointed by the OIE, or by a donor in agreement with the OIE.

In order to review progress across twinning projects, ensure compliance with the technical and financial principles of twinning, and to identify lessons that can be used to further strengthen the effectiveness of the programme, at the request of the Director General of the OIE, and without prejudice to other audits that may be proposed at the request of specific donors or carried out by some donors, a technical and financial audit can be implemented by the OIE on randomly selected twinning projects. A technical expert would assess compliance with the principles of twinning and the agreed project plan, whilst a financial auditor would verify compliance with the approved budget and financial rules for the twinning project. The audits would involve team visits to both the Parent and Candidate Establishments and interviews with the appropriate Chief Veterinary Officers/National Delegates to the OIE.

18. Premature termination of the project

In the unlikely event that the project needs to be terminated prematurely, the OIE, Candidate or Parent Establishment may initiate this by providing three months' notice to the other parties, in writing.

In the event of premature termination, payments for duly justified costs actually incurred or indissolubly committed during the project, which have not yet been financed, will be reimbursed by the OIE if appropriate. No payments other than these will be due to the Parent or Candidate Establishment. Any funds that have not yet been spent will be reimbursed to the OIE by the Parent Establishment, as well as non-eligible expenditures.

19. Project closure

The Parent Establishment should immediately inform the OIE in writing that the project has closed. Within one month of this date, the Parent Establishment should submit a final report, jointly prepared with the Candidate Establishment. The final project report will be the most comprehensive of all reports submitted over the course of the project and should include all the information listed in Annex 3.

The project plan should include:

- 1.1 Background of the project
- 1.2 Concise summary of the strategic goals and objectives and how they will be met
- 1.3 Work plan with defined stages of the project and tasks description (showing who is involved in which task, including administration and budget management)
- 1.4 Timetables and measurable outputs (targets) for each stage
- 1.5 Foreseeable risks to the project and mitigation measures
- 1.6 Coordination plan (where relevant – to avoid duplication and ensure synergy if other projects involve the Candidate Establishment)
- 1.7 Details of Directors of the Establishments and experts involved (including their CVs)
- 1.8 Reporting schedule
- 1.9 Budget

Budget Proposal for a Veterinary Education Twinning Project

OIE Veterinary Education Twinning Project Budget Proposal

Parent Establishment:	<input type="text"/>
Candidate Establishment:	<input type="text"/>
Project start date (day/month/year):	<input type="text"/>
Project end date (day/month/year):	<input type="text"/>
Currency (EUR preferred; USD as 2nd option):	<input type="text"/>

Budget item	Unit cost (a)	Number of units (b)	Subtotal [(a) × (b) = (c)]
Subject 1: (e.g. Staff exchange programme on...) (1)			
Activity 1.1: (e.g. Workshop on ...) (2)			
Travel costs (3), (4), (5)			- €
Visas			- €
Per diem			- €
Venue rental			- €
Training materials (printing, translation, etc.)			- €
Shipment of training materials			- €
Subtotal Activity 1.1			- €
Activity 1.2: (e.g. Faculty sabbatical attachment at ... establishment)			
Travel costs			- €
Per diem			- €
Tuition fees			- €
Educational materials (printing, etc.)			- €
Subtotal Activity 1.2			- €

Activity 1.3:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 1.3			- €
Subtotal Subject 1			

Subject 2:			
Activity 2.1:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 2.1			- €
Activity 2.2:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 2.2			- €
Activity 2.3:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 2.3			- €
Subtotal Subject 2			- €

Subject 3:			
Activity 3.1:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 3.1			- €
Activity 3.2:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 3.2			- €
Activity 3.3:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 3.3			- €
Subtotal Subject 3			- €
GRAND TOTAL			- €

- 1) A **subject** is a general item (e.g. training; alignment with the OIE Guidelines on Veterinary Education Core Curriculum; staff exchange programme), whereas an activity is more specific (e.g. a workshop)
- 2) Each **activity** should form a budget line. An activity should be an isolated cost, i.e. separate and not linked to any other costs in the budget plan
- 3) Each activity should be subdivided into budget lines detailing the **nature of the expenses** for said activity (i.e. travel, daily allowances, etc.)
- 4) The following are examples of **eligible costs**, to be confirmed on a case-by-case basis by the OIE after project budget proposals are submitted:
 - travel costs (economy class) and per diem, for example, for experts visiting the Parent or Candidate Establishment to participate in activities directly related to the twinning project; for faculty sabbaticals and long-term student exchanges; etc.
 - tuition fees, travel and reasonable per diem allowances for MSc programmes and, on an exceptional basis, for PhD programmes for teachers (mainly junior) from the Candidate Establishment to train at the Parent Establishment during the term of the project
 - educational and training materials and publications, including translation costs
 - curriculum development, including expertise and new teaching and audio-visual materials
 - shipment of educational and training materials
 - training activities and materials such as stationery specifically for seminars, excluding certain items such as printers, information technology (IT) equipment, photocopiers.
 - communication costs for telephone conferences (with sufficient justification).
- 5) The following are examples of **non-eligible costs**:
 - general overheads, administrative costs, and contingencies
 - institution hardware (such as equipment, construction, clothing, IT equipment, including for e-learning platforms).

Interim report

The interim report – to be submitted approximately six months after the project has started – and the annual report(s) – to be submitted within one month of the end of each year from the project start date, should include at least:

- a summary of the project's aims and objectives set out at the start, including the justification for the project
- a description of the situation in the Candidate Establishment at the beginning of the project and the priority areas that were selected for improvement
- a description of the activities conducted, including assessments, curriculum revision, training, secondments, workshops, sharing of educational material and project reviews for the period covered
- the situation in the Candidate Establishment at the end of the period covered
- a description of activities planned for the next period
- a report of expenditure.

Final report

The final report must be submitted within one month of the project closing. It should be jointly prepared and signed by the Parent and Candidate Veterinary Education Establishments, then submitted to OIE Headquarters.

The final project report should cover the following:

- a summary of the project aims and objectives set out at the start, including the justification for the project
- a description of the situation in the Candidate Establishment at the beginning of the project and the priority areas that were selected for improvement
- any changes that were made to the initial project plan, such as a change in direction or scope
- a description of activities, including assessments, curriculum revision, training, secondments, workshops, sharing of educational material, project reviews
- the situation in the Candidate Establishment at the end of the project, including the ability to maintain the achieved objectives
- a final report of expenditure
- lessons learned and recommendations to improve future projects
- a mid-term to long-term strategy for the Candidate Establishment, which sustains the link between the two Establishments.

Summary of reporting requirements

As a minimum requirement, after agreement with the Candidate Establishment, the Parent Establishment should submit the following reports to OIE Headquarters, Paris. In addition to these reports, and when relevant, it is recommended that end-stage reports be documented. The reports should be typed in one of the official languages of the OIE (English, French or Spanish).

- an **interim report**, approximately six months after the project has started (the date of the transfer of funds to the Parent Establishment);
- **annual reports**, within one month of the end of each year from the project start date;
- a **final report**, as soon as possible upon completion of the project. The final reports should be jointly prepared by the Parent and Candidate Establishments, co-signed and submitted to OIE Headquarters.

Interim, annual and final reports must include a financial section, with details of actual expenditure and a summary of the technical activities carried out within the project (e.g. training courses or seminars – including dates, venues and number of participants, preparation for an accreditation procedure, etc.). Financial reports should correspond to actual expenditures directly related to the project and be supported by corresponding evidence (price estimates, invoices, receipts, ledgers, etc.). Unjustified round figures, lump sums or copies of the budget will not be accepted as financial reports.

Payments

Funds will be transferred by the OIE to, and managed by, the Parent Establishment; payments will be made when the project is initiated, following an interim report/request, and after receipt of each report. The size of the payments, as a proportion of the total budget, will be calculated on a case-by-case basis. As a general rule, approximately 30% of the total budget will be transferred to the Parent Establishment when the project is initiated. The remaining budget will be transferred to the Parent Establishment over the course of the project, following receipt of interim, annual and final reports, as per the provisions of the contract for each twinning project.

Any portion of the budget that remains unspent (or non-eligible expenditures) at the close of the project must be refunded to the OIE (or will be deducted from the final payment, as appropriate).

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