

**TWINNING  
VET**

# ERINARY EDUCATION

May 2016



## A Guide to Veterinary Education Twinning Projects



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# 1 Introduction

## Background

Infectious animal diseases, including zoonoses, continue to have severe impacts on animal and human health, and jeopardise the production and productivity of livestock. The movement of animals and products of animal origin internationally is increasing in volume and velocity and amplifying the risk of the spread of animal diseases. New pathogens are emerging without warning and crossing national borders at alarming speeds, compromising animal and public health, food security, food safety, economies and livelihoods. Efforts to predict the impact of these pathogens remains challenging and the consequences have been felt most by poor rural communities around the world.

Recent zoonotic disease events have illustrated that robust animal health systems are essential to protect countries in times of crises. Strong national Veterinary Services are fundamental to preventing and controlling animal diseases through early detection and rapid response to outbreaks of emerging or re-emerging animal diseases. Efficient disease surveillance and disease reporting are thus key to ensuring that potential epidemics are mitigated and that risks to the animal–human interface are averted.

## OIE standards

The World Organisation for Animal Health (OIE) is the intergovernmental organisation responsible for improving animal health and has been an international leader in advancing the One Health agenda, consistent with its mandate to improve animal and veterinary public health worldwide.

Infectious animal diseases are at the core of the OIE's mandate. In the OIE's *Terrestrial and Aquatic Animal Health Codes* (OIE *Codes*), the OIE has published standards that it has set for disease reporting and to ensure that Veterinary Services in the OIE's 180 Member Countries are professionally prepared to prevent and control the spread of these diseases. The *Codes* offer rules that OIE Member Countries can use to protect themselves from the introduction of diseases and pathogens through trade, without imposing unjustified sanitary barriers.

OIE standards for the testing and vaccination of terrestrial and aquatic animals are contained in the OIE's *Manual of Diagnostic Tests and Vaccines for Terrestrial Animals* and *Manual of Diagnostic Tests for Aquatic Animals*.

The OIE plays an important role in minimising the animal and public health risks attributable to animal diseases and particularly to zoonoses, which can severely impact global health safety and security. It works with its Member Countries on a daily basis to prevent or reduce the impact of dangerous pathogens, and to rapidly detect and transparently communicate the outbreaks that have occurred to the global community.

## OIE 'Performance of Veterinary Services' Pathway

As a key initiative to strengthen the quality of national Veterinary Services, the OIE has developed its 'Performance of Veterinary Services' (PVS) Pathway to assist Member Countries with diagnosing their weaknesses, prescribing solutions and reaching their strategic plans for improved Veterinary Services.

Since 2006, the PVS Pathway has continued to provide permanent support to the strengthening of animal and public health systems around the world.

Rather than focusing on externally driven, short-term, emergency response-type 'vertical' approaches addressing only certain specific diseases, the PVS Pathway contributes to more sustainable, long-term strengthening of 'horizontal' (animal health) systems. It targets good governance and capacity building for key national players and institutional systems via improved compliance with OIE intergovernmental standards for national animal health systems adopted by the 180 Member Countries of the OIE.

The PVS Pathway has, furthermore, been recognised by donors and partners as a tool for measuring and evaluating progress and compliance with OIE standards, fundamental to improving animal health and welfare worldwide.

Veterinary education is specifically addressed under the PVS Pathway and plays a crucial role in providing the public and private sectors of the veterinary profession with the necessary knowledge and skills to perform effectively and support Veterinary Services efficaciously.

The findings of various PVS reports, following the conduct of initial PVS Evaluation missions, have indicated that the delivery of high-quality veterinary education is hindered by unsuitable teaching facilities, the volume of students per class and an inability to provide hands-on experience. The duration for which veterinary curriculum is taught in certain OIE Member Countries is, furthermore, insufficient and does not allow for the necessary Day 1 Competencies to be fully acquired. While acknowledging that the quality of veterinary education varies greatly around the world, the OIE notes, with concern, the inadequacy of initial veterinary education in many of its Member Countries.

The OIE recognises the importance of enhancing veterinary education and strongly advocates for its improved delivery as a means of strengthening the performance of Veterinary Services.

## Veterinary education

In numerous developing and in-transition countries, the challenges for veterinary education and its development are often marked by a resistance to change and reform. The introduction of modern, science-based approaches to training and education is particularly challenging when faced with curriculum founded on traditional practices.

Modern academic expertise, innovative research resources and training programmes that are provided predominantly by Veterinary Education Establishments in developed countries could be of more benefit to geographic regions in which these are deficient.

Enhancing initial veterinary education in these regions would provide the foundation upon which a well-educated veterinary workforce, capable of carrying out and leading good governance practices, could be built. These practices would consequently allow threats emanating from animal diseases and zoonoses to be reduced, and the spread of disease to humans to be limited. Good governance is, moreover, key to improving agricultural production, income generation and poverty reduction.

To support Member Countries with improving the level of initial veterinary education, the OIE has established its *Ad hoc* Group on Veterinary Education, which provides expertise and guidance on strengthening the impact and quality of education. The OIE *Ad hoc* Group on Veterinary Education has contributed significantly to developing recommendations and guidelines on building the curriculum required of Veterinary Education Establishments that will improve their ability to meet the needs of the public and private components of national Veterinary Services.



The *OIE Recommendations on the Competencies of Graduating Veterinarians ('Day 1 graduates') to Assure National Veterinary Services of Quality* detail the specific and advanced competencies<sup>1</sup> required by graduates.

These recommendations are, furthermore, recognised in the *OIE Terrestrial Animal Health Code*, which makes reference to them.

To support these recommendations, the Model Core Veterinary Curriculum depicted in the *OIE Guidelines on Veterinary Education Core Curriculum* describes various recommended courses and cross-references them with the 'Day 1 Competencies' that a specific course should address.

## 2 OIE Veterinary Education Twinning Programme

Following the deliberations of the OIE's *Ad hoc* Group on Veterinary Education, and drawing on the OIE Veterinary Laboratory Twinning Programme, the *OIE Recommendations on the Competencies of Graduating Veterinarians ('Day 1 graduates') to Assure National Veterinary Services of Quality* and the *OIE Guidelines on Veterinary Education Core Curriculum*, the OIE has developed its Veterinary Education Twinning Programme to further its efforts in improving veterinary education around the world.

The overall objective of the programme is to create a better understanding of the threshold of initial veterinary education worldwide so that assistance can be directed towards increasing the capacity of Veterinary Education Establishments that are falling below this threshold. This can be achieved by strengthening compliance with the OIE's guidelines and recommendations on veterinary education through the 'twinning' of Veterinary Education Establishments.

The concept of twinning has been adopted by the OIE as a method for enhancing institutional capacity and expertise in both developing and in-transition countries and stems from the mechanism advocated by the European Union to assist beneficiary countries with preparing their accession to the European Union. Numerous institutional twinning projects have been completed to date and have provided support to such countries in meeting and maintaining the requirements for entry into the European Union.

The OIE Veterinary Education Twinning Programme thus provides the opportunity for Veterinary Education Establishments in developing and in-transition countries to modernise their curriculum and the ways in which it is delivered. Each twinning project under the programme is a partnership between a recognised (and preferably accredited) Veterinary Education Establishment, known as the 'Parent', and a beneficiary Veterinary Education Establishment, known as the 'Beneficiary' under the programme.

The terms 'Parent' and 'Beneficiary' simply denote the different roles that each partner is to play during the twinning project while striving for the common objective of improving the quality of veterinary education. In certain specific circumstances, more than one Parent may participate in a twinning project, and the Beneficiary similarly has the possibility of participating in the project with other Veterinary Education Establishments (see page 11) in the region.

Twinning projects should be mutually beneficial and foster best practices for developing veterinary education, and ultimately Veterinary Services, worldwide. Strong relationships between teaching staff and students at all levels are therefore encouraged.

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<sup>1</sup> The competencies contained in the recommendations relate exclusively to veterinary education and should not be confused with the 47 PVS *Critical Competencies* of the OIE, which are sub-components that define a Veterinary Service according to the OIE *Terrestrial Animal Health Code*.

Specific objectives for each twinning project are jointly agreed by the OIE and the Directors/Deans of the Parent and Beneficiary. These objectives must be endorsed by national Delegates to the OIE of the countries concerned prior to the commencement of the project.

The longer term objective of the OIE Veterinary Education Twinning Programme is to create more centres of excellence for veterinary education in geographic areas that are currently under-represented, and to achieve a better balance of well-educated veterinarians around the world.

To increase its chances of success, the twinning project should focus on well-defined, achievable and measurable outputs. Clearly laid-out objectives should be outlined throughout the project, and the project should be divided into stages, with set outputs for each stage. Progress can be monitored through the attainment of these objectives.

The benefits arising from the twinning project should be sustainable, remain long after the project has terminated and lead to the maintenance and further development of veterinary and educational expertise in the region.

An improved veterinary curriculum should benefit not only the cohort of students involved during the span of the twinning project, but also other and future students. New teaching methods and training garnered from the twinning project should be sustained, and the knowledge acquired should be transferred to other appropriate teaching staff using a 'train the trainers' approach (see page 18). The relationship established between the Parent and the Beneficiary should equally continue beyond the duration of the twinning project.

Subject to available funds, financial support for twinning projects under the OIE Veterinary Education Twinning Programme (once approved and deemed eligible by the OIE) can be provided by the OIE World Animal Health and Welfare Fund (the 'World Fund'), a multi-donor trust fund, through which voluntary financial contributions from donors are received.

Should financial support be confirmed, specific information relating to donor visibility rules (e.g. the use of the name or logo of the donor(s) on presentational material or documents) will be provided by the OIE World Fund.

The OIE may supervise any relevant audits on the use of donor funds upon the initiative of the OIE or at the request of donors.

The OIE Veterinary Education Twinning Programme also offers the possibility for Veterinary Education Establishments to apply for a twinning project without necessarily requesting financial support from the OIE (see page 26). Although the submission of a detailed budget is not required for such a project<sup>2</sup>, the project should fulfil the other requirements expected of an OIE Veterinary Education Twinning Project.

Funds for twinning projects are not intended to support construction or the procurement of equipment or hardware for e-learning platforms (see pages 22, 23 and 24 for eligible and non-eligible costs under the OIE Veterinary Education Twinning Programme).

Twinning is part of the wider OIE initiative to improve the capacity of Veterinary Services in developing countries; it is therefore synergistic with activities under the OIE PVS Pathway and is complementary to the OIE Laboratory Twinning Programme, OIE Veterinary Statutory Body Twinning Programme and OIE Veterinary Legislation Support Programme.

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<sup>2</sup> The OIE would, nonetheless, request that the main categories of expenditure and the total amount budgeted for the project be communicated to the OIE.



## Scope of twinning projects

The scope of subjects covered by the OIE Veterinary Education Twinning Programme is wide.

The objectives of individual twinning projects may reflect specific elements of the Beneficiary's strategic plan, and range from alignment with the *OIE Guidelines on Veterinary Education Core Curriculum* and the *OIE Recommendations on the Competencies of Graduating Veterinarians ('Day 1 graduates') to Assure National Veterinary Services of Quality*, to developing the capacity of a faculty and completion of staff exchanges and student exchanges. Eligible and non-eligible activities and costs are detailed on pages 22, 23 and 24.

Although collaborative research and the preparation of investment projects to upgrade facilities are not directly within the scope of twinning projects, they may be considered by the Parent, following consultation with the OIE, on a case-by-case basis.

Twinning projects should aim to modernise initial veterinary education in the Beneficiary and/or the Beneficiary country, while considering the needs of national Veterinary Services and their compliance with the intergovernmental standards established by the OIE.

In addition, they should always reflect the local needs and circumstances of the area/region in which the Beneficiary is located, and be flexible and adaptable to various situations.

In certain cases, Beneficiaries may already be benefiting from other bilateral or multilateral projects to increase their capacity or expertise. Should this be the case, a twinning project should be conceived in a way that ensures there is coordination between related projects, avoids duplication and maximises synergies and leverage effects among current and future projects.

In cases where other donor-funded programmes (on livestock development, food safety, agricultural competitiveness, One Health, etc.) are related to the twinning project, efforts should be made to link the twinning project with these programmes, so as to provide further support and increase the possibility of seeking co-funding through other donors (e.g. the World Bank, the EU TEMPUS Programme, bilateral programmes).

A twinning project could also provide a mechanism for the Parent and Beneficiary to access related complementary projects and offer technical assistance, training and consulting services outside the project. The OIE Veterinary Education Twinning Programme has, to date, enabled certain projects under the programme to successfully leverage academic, financial and governmental support. In selected cases, this support has allowed parallel projects and specific expertise to be fostered.

The OIE would encourage twinning partners to leverage external funding (i.e. funds provided by another entity, other than the OIE) to finance complementary activities (such as the preparatory phase of the twinning project, specific research projects and field trips). Dual funding for the same activities should, however, be avoided.

Certain twinning projects may lead to significant improvements for the Beneficiary, while others may result in achievements in specific areas of education, for example developing curriculum on transboundary animal diseases to address the needs of national Veterinary Services.

The length of a twinning project will depend on its scope. OIE Veterinary Education Twinning Projects may last a minimum of two years and a maximum of three years (after which extensions may be envisaged).

### 3 Principles for identifying the Parent and Beneficiary

The success of a twinning project, its sustainability and the expected benefits in the longer term all depend largely on the commitment of the Parent and Beneficiary and the governance of the Veterinary Services in the countries concerned.

It is essential that national Delegates to the OIE of the countries involved in a twinning project, in addition to the Directors/Deans of the Veterinary Education Establishments, agree to and support the twinning project (including the choice of the partner Veterinary Education Establishment and objectives of the project).

A tried and tested relationship has a stronger chance of being sustainable and successful. Twinning between Veterinary Education Establishments that have already established a good relationship is encouraged by the OIE.

The Parent should be a well-recognised Veterinary Education Establishment, approved by an existing accreditation body and have the level of expertise and capacity required for the twinning project, including significant experience in working with developing countries. These qualities ensure that the Parent has a sufficient level of economic, technical and professional capacity.

The Beneficiary should demonstrate its commitment to improving its capacity and expertise. It should possess the adequate facilities and infrastructure. Preference would be given to Beneficiaries already receiving or that will receive government or donor support.

The human and technical resources for preparing and implementing the twinning project must be considered for both the Parent and the Beneficiary, in addition to the amount of time that should be dedicated to the project to ensure its success.

Beneficiaries should be in a country or region in which expertise and capacity are currently deemed to be deficient. If appropriate, several Beneficiaries from the same region could consider forming a consortium for a joint project.

Almost all Beneficiaries participating in twinning projects to date are from developing and in-transition countries. In terms of capacity and access to expertise, twinning should provide national and regional benefits.

Twinning partners may refer to the recommendations relating to veterinary education contained in the OIE PVS Evaluation mission or PVS Gap Analysis (PVS Costing Tool) mission reports of the Beneficiary country if these are available at the time of preparing the project proposal. If a mission report is in the process of being drafted or finalised, the Veterinary Education Establishments of the country concerned may still apply to or participate (if approved) in a twinning project. The undertaking of OIE PVS Pathway missions is *not* a prerequisite of the OIE Veterinary Education Twinning Programme.

The OIE evaluates the eligibility of a Parent and a Beneficiary on a case-by-case basis.

If the project is to succeed, its objectives must be realistic and attainable. The partnership between the Parent and Beneficiary will require effective communication and patience. The twinning project is principally between the Parent and Beneficiary, and the formal agreement (a contract template under which funding will be provided by the OIE) is between the OIE, the lead Parent (should more than one Parent participate in the twinning project) and the lead Beneficiary (should more than one Beneficiary participate in the twinning project), with endorsement from the national Delegates to the OIE and Directors/Deans concerned.

A Beneficiary may, at a later stage, upon completion of a twinning project, wish to seek accreditation from an existing accreditation body (e.g. AVBC<sup>3</sup>, AVMA<sup>4</sup>, EAEVE<sup>5</sup>, RCVS<sup>6</sup>). Should this be the case, the Parent, with which the Beneficiary would twin, could provide technical assistance, guidance and training under the twinning project in preparation for future accreditation through a mutually agreed system.

The OIE is not an accrediting body nor does it partake in any accrediting activities.

While the OIE Veterinary Education Twinning Programme will not necessarily lead to the immediate accreditation of a Beneficiary by an existing accreditation body, the programme will enable a Beneficiary to expand its capacities in meeting the OIE's Day 1 Competencies and aligning its curriculum with the OIE's Model Core Veterinary Curriculum.

There may be a possibility to involve additional Veterinary Education Establishments in certain or all activities, such as strengthening curriculum alignment with the OIE Day 1 Competencies and the Model Core Veterinary Curriculum. This would, for example, allow the scope of the twinning project to be broadened and thereby enable the Parent to partner with (an)other Parent(s) to implement specific capacity-building activities at the Beneficiary, or to access further potential funding (from another entity, other than the OIE) or co-funding for the twinning project (i.e. in addition to the funding allocated by the OIE to the project, additional funds may potentially be leveraged by the Parent(s)).

There may also be advantages to involving members of staff from other Parents/Beneficiaries in activities such as training. These additional members of staff may belong to other Veterinary Education Establishments in the country of either the Parent or the Beneficiary. This intention should be clearly stated in the project plan (see pages 16 and 17), and any related budgetary needs should be clearly identified.

The formal agreement will still remain between the OIE, the lead Parent and the lead Beneficiary. Partners may involve other national institutions as a way of sharing resources for training and strengthening links between various Veterinary Education Establishments.

Although this is not the preferred option, if a Parent or Beneficiary wishes to embark on a twinning project, but has no partner with which it could twin, the OIE may potentially provide assistance with identifying a suitable partner.

## Multiple twinning projects in the same Veterinary Education Establishment

To manage resources effectively and to maintain an even geographical balance, it is recommended that a Parent be involved in no more than two OIE twinning projects at the same time.

To share the benefits (knowledge and expertise) of the twinning project between the Parent and Beneficiary, the Beneficiary may wish to form a consortium with other Veterinary Education Establishments in the region or country.

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3 Australasian Veterinary Boards Council

4 American Veterinary Medical Association

5 European Association of Establishments for Veterinary Education

6 Royal College of Veterinary Surgeons

## 4 Roles

### The Parent

The expression of interest to participate in a twinning project is to be submitted to the OIE by the Parent or Beneficiary, or both.

Considering that the funds allocated to the project will be entrusted to the Parent, the Parent must be the driving force that ensures the success of the twinning project. The project leader at the Parent is responsible for overseeing the preparation of the project proposal, activities at its establishment and the twinning project overall.

During the preparation of the project proposal (i.e. before its validation by the OIE), it may be necessary for the Parent to organise a visit to the Beneficiary to carry out an initial assessment of the needs of the Beneficiary, conduct face-to-face discussions and prepare any bilateral agreements. Costs can be invoiced to the twinning project only if these costs have been incurred after the date of the last signature of the twinning contract. Twinning partners wishing to organise such a visit must therefore bear the associated costs. The OIE considers these costs as being 'in-kind' contributions from twinning partners.

Further to exchanges with the OIE, the Parent finalises the project proposal and work plan with the Beneficiary and submits these to the OIE Headquarters in Paris.

The Parent is responsible for the implementation and use of the financial resources supporting the twinning project.

It is equally responsible for the preparation of technical and financial reports to be submitted to the OIE and retaining all original documents, especially accounting (actual costs incurred) and tax records<sup>7</sup> (either hard [paper] copies or protected electronic files), for a period of at least five years starting from the date of payment of the balance (final payment).

### The Beneficiary

The Beneficiary should be fully committed to working towards the objectives established in the twinning project and improving its capacity and expertise.

Should an initial assessment of the Beneficiary be necessary during the preparation of the project proposal, the OIE would encourage the Beneficiary to host the Parent during the assessment and also during the implementation of activities (if approved by the OIE) once the twinning project has commenced.

The project leader at the Beneficiary is responsible for overseeing the activities at the Beneficiary.

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<sup>7</sup> Tax records, including VAT receipts and justifications, when appropriate, must be kept for any potential financial audits and checks.

## The OIE

The OIE Headquarters, in collaboration with the relevant OIE Regional and Sub-Regional Representation offices, provides support and coordination for the overall twinning programme.

It will ensure that technical and financial provisions, outlined in the formal agreement between the twinning partners, are applied and comply with the requirements of the donors that are funding such projects. It will similarly ensure that its members of staff participating in the evaluation process of the twinning project have no conflicts of interest, and respect the general confidentiality rules of the OIE.

The OIE Headquarters is responsible for reviewing and providing advice on the technical and financial aspects of twinning projects.

These roles are also illustrated in Annex 5.

## 5 Submission of proposals for OIE-supported twinning projects

### Expression of interest and project brief

Veterinary Education Establishments can individually or jointly express their interest in participating in a twinning project as a Parent or a Beneficiary. The expression of interest should be accompanied by a short project brief, describing:

- the Veterinary Education Establishments involved (when possible);
- the overall objectives of the twinning project;
- the anticipated benefits of the twinning project.

The expression of interest and project brief can be sent to the OIE Headquarters by email or post and should be sent or copied to the national Delegate(s) to the OIE of the countries concerned.

If a Parent or Beneficiary has yet to identify a twinning partner, the OIE may assist with suggesting an appropriate partner.

Beneficiaries are also encouraged to suggest a pre-identified possible Parent based on their bilateral cooperation experiences.

Following receipt of the expression of interest and project brief, the OIE will provide advice on further action.



## Project proposal

If the expression of interest and project brief, after having been examined by the OIE, are found to be suitable, the OIE will invite the Parent and Beneficiary to prepare a twinning project proposal (the template for which can be provided by the OIE upon request).

It is important that the Parent and Beneficiary collaborate in preparing the project proposal.

When completed, the project proposal should be submitted to the OIE Headquarters for evaluation. There may be a number of exchanges between the OIE and the twinning partners before the project proposal is finalised.

The draft project proposal submitted should not be signed by the Parent and Beneficiary before it has been approved by the OIE. The OIE will notify twinning partners when signatures are required.

The project proposal should include:

- (an) official letter(s) signed by the national Delegates to the OIE of the countries concerned (i.e. of the Parent and Beneficiary) confirming their support of the project<sup>8</sup>;
- (an) official letter(s) signed by the Directors/Deans of both Veterinary Education Establishments. This must indicate that the Directors/Deans of both Veterinary Education Establishments support the twinning project and are committed to long-term collaboration beyond the life of the project<sup>9</sup>;
- the details of the Parent, Beneficiary and project leader at each Veterinary Education Establishment. If a project leader leaves or is replaced, the OIE must be informed and approve the proposed change;
- the curriculum vitae (CV) of the teachers/experts involved at the Parent and Beneficiary;
- a project plan with objectives (see pages 16 and 17) and component activities, including a timetable, and all points covered in Annex 1;
- a budget proposal, which should be drafted in accordance with the template in Annex 2. Justification should be provided for costs.

Any requests submitted to the OIE to fund activities outside the approved final budget will not be accepted by the OIE.

A hard copy and an electronic copy of the project proposal should be sent to the Director General of the OIE in one of the official languages of the OIE (English, French or Spanish).

The OIE would encourage that selection criteria (for the choice of activities under the project) and a statement of clear, measurable and achievable objectives be included by twinning partners, as these will improve the chances of a successful application.

If this proposed procedure is not in accordance with certain institutional procedures of the Parents and/or Beneficiaries concerned, the OIE will seek a solution that is convenient to all parties.

The OIE must confirm that the project proposal has been finalised and validated and is ready for signature before the twinning project contract can be signed by the relevant parties.

<sup>8</sup> The(se) letter(s) must be received by the OIE *before* the signing of the twinning project contract.

<sup>9</sup> The(se) letter(s) must be received by the OIE *before* the signing of the twinning project contract.



## Evaluation of proposal

The OIE Veterinary Education Twinning Programme is managed in the context of negotiated procedures (not using a competitive call for proposals mechanism).

As previously mentioned, the OIE Headquarters will ensure that its staff members who participate in the project evaluation processes have no conflicts of interest and respect the general confidentiality rules of the OIE.

As each twinning project is different, the evaluation process will consider each application on a case-by-case basis.

Advice on technical components of the twinning proposal will be provided by the OIE Headquarters. In certain circumstances, the evaluation process may involve seeking the advice of veterinary education experts nominated by the Director General of the OIE in the OIE's *Ad hoc* Group on Veterinary Education. The final approval decision is made by the Director General of the OIE.

Advice and guidance on budgetary components of the twinning proposal will be provided by the World Fund Unit at the OIE Headquarters, including those expenses that are eligible for funding (eligibility principles: period of eligibility and nature of expenditure).

All expenses under the twinning project should be accurate, refer to specific activities outlined in the project work plan and be disbursed within the eligibility period of the project.

Only actual eligible expenses incurred after the date of the last signature of the twinning contract and before the termination of the project are eligible and accepted by the OIE under the twinning project.

Preferential consideration will be given to those proposals that (note, these are non-exclusive criteria):

- reflect a commitment to develop the curriculum and implement both the OIE Day 1 Competencies and the Model Core Veterinary Curriculum, as developed by the OIE, at the Veterinary Education Establishment or country level;
- reflect a long-term mutual commitment between the Veterinary Education Establishments well beyond the life of the project, supported by a Memorandum of Understanding;
- are linked to the OIE PVS Pathway;
- are supported by current or potential complementary funding or co-funding from governments or donor organisations.

## Feedback following evaluation

The OIE will consider each proposal and respond by:

- accepting the proposal;
- seeking further clarification or requesting that modifications be made. This may necessitate a number of exchanges between the OIE and the twinning partners until all clarification has been sought and/or modifications have been effected;
- rejecting the proposal. In this case, the OIE will provide (a) reason(s) for rejecting the proposal.

## Signature of contract following project approval

Following the approval of the proposal by the OIE, the OIE will verify that it has received all letters of support from the Directors/Deans of the Veterinary Education Establishments participating in the twinning project and from the Delegates to the OIE of the countries concerned. The OIE will notify the twinning partners if it has not received a particular letter of support.

If all letters have been received by the OIE, the Director General of the OIE will sign and date the twinning project contract and Letter of Agreement (between the OIE and the Parent). The OIE will subsequently solicit the signatures<sup>10</sup> of the Parent and Beneficiary. A lead contact person, responsible for the financial management of the project at the Parent and Beneficiary respectively, should be indicated in the twinning contract and Letter of Agreement.

Annexed to these documents will be the project plan, which should be signed by the representatives of the Parent and Beneficiary, and all pages should be initialled by the signees.

The OIE is responsible for sending the final version of the contract (which will include the Letter of Agreement and annexed project plan) to the Parent and Beneficiary for their signatures.

If this proposed procedure is not in accordance with certain institutional procedures of the Parent and/or Beneficiary concerned, the OIE will seek a solution agreeable to all parties.

The project should be initiated without undue delay.

## 6 Project plan

The project plan should clearly describe:

- the project objectives;
- the activities that will be implemented to attain these objectives (including performance indicators) and how they will advance the twinning project;
- the cost;
- an indicative timeline for reaching these objectives;
- who will be involved in reaching these objectives.

A common objective of twinning projects is to develop a curriculum through improved alignment with the OIE Day 1 Competencies and Model Core Veterinary Curriculum at the Beneficiary.

Activities to achieve this objective could, for example, involve a curriculum assessment of the Beneficiary by the Parent, curriculum mapping, training, and both staff and student exchanges.

Outputs of these activities could include the development of a strategic action plan to address the possible deficiencies in the curriculum, the designing of new innovative learning approaches (such as courses and course material) and the development of better management practices.

<sup>10</sup> The twinning project contract and Letter of Agreement must be signed by a senior representative of the Parent.

The project plan should describe the expected results, highlight the main areas of work and propose key performance indicators for the reporting and monitoring of the project's progress. The OIE recognises that indicators may evolve over time and thus be refined over the course of the twinning project.

The project itself should be divided into stages, with defined measurable outputs from each stage. At the end of each stage, it is important to review the project's progress and address any outstanding issues.

This review should depict whether targets and objectives have been met, and include an assessment of budgetary expenditure, project risks, and activity planning for the next stage.

Any lessons learned should be used to improve the project. It is important to summarise the review in a brief written report, which can be included in interim, annual and final reports to the OIE.

When necessary, changes will need to be made to the project plan as priorities shift or issues arise. Examples of changes may include new study methods, curriculum approaches or reforms not accounted for in the project plan; developments in a particular disease situation; or changes to the political, commercial or legislative situation.

Alternatively, should the project plan lead to any additional projects that cross-fertilise with the activities proposed by twinning partners, the OIE would welcome the documentation of such complementary projects in the project plan, provided that these projects are clearly identified as such, in order to avoid using funds intended for the twinning project(s). The project plan is an evolving document and should be updated when necessary.

Changes to the project plan should not increase expenditure beyond the project budget approved by the OIE. If changes to the project plan are required during the implementation of the twinning project, such changes should be documented in the interim and annual progress reports to the OIE. Significant changes to the project plan affecting the overall project or budget may require a formal modification of the budget (at no cost). These changes should be submitted to the OIE for approval before being implemented.

To ensure optimal benefits and avoid duplication, the project plan should take into consideration the activities of any other ongoing bilateral projects at the Beneficiary and, where possible, other capacity-building initiatives. An outline of what the project plan might include is shown in Annex 1.

## **7 Guidance for training and curriculum development**

Training should be an inherent part of the twinning project and contribute to the overall objectives of the project. Training activities, through the sharing of knowledge and expertise, may comprise short exchanges between teaching staff and between students, and include participation in technical meetings and conferences, joint seminars and structured workshops for staff from the Parent and Beneficiary.

Training should focus on: developing capacity at the Beneficiary, striving towards achieving the goals established in the project proposal and improving the quality of initial veterinary education in the long term, as these will contribute to strengthening national Veterinary Services.

Training and curriculum development activities should be part of the overall strategy for faculty upgrading, and complement targeted disciplines.

Faculty upgrading and training should be regularly evaluated to assess whether the 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 from a related area of work.

Learning material must be relevant and take into account the local context and sensitivities.

Curriculum mapping exercises may be useful for identifying possible deficiencies in certain subject areas and how these may be remedied through, for example, specific training. These exercises may also assist in furthering curriculum alignment with the OIE's Day 1 Competencies and Model Core Veterinary Curriculum.

The objectives of a training activity should be clearly defined at the outset, so that suitable participants can be selected.

To assist twinning partners in deciding on the suitability of participants, the OIE may review the CVs or brief biographies<sup>11</sup> of applicants.

All training participants must be staff at the Beneficiary and preference should be given to training junior staff as part of the faculty development programme.

## Links between staff

To maximise the benefits of the twinning project, it is important that strong links are formed between staff at the Parent and those at the Beneficiary.

While those nominated to participate in a twinning project will provide high-level expertise and guidance to improve management, other members of staff, including teachers, researchers and technicians, at the Parent and Beneficiary have hands-on, day-to-day experience in essential technical and practical activities, and are, therefore, also key contributors to the twinning project. Knowledge is shared more effectively through strong direct links between colleagues at all levels at the Parent and Beneficiary.

## Flexibility

The approach to training and developing training material should take into account factors such as the possibility of different languages being spoken at the Parent and Beneficiary, cultural issues, technological capability and budget.

Some of these factors will be limiting and will require consideration in the early planning stages of the twinning project and during the risk assessment (see pages 20 and 21) of the project.

## Training trainers

It is important that the selected members of staff participating in the twinning project at the Beneficiary are trained in a way in which allows them to transfer their expertise to their colleagues and students, so as to contribute to the overall upgrading of the Beneficiary.

<sup>11</sup> Certain donors, financially supporting twinning projects, may specifically require that teachers/experts at the Beneficiary originate from the country of the Beneficiary or have been working at the Beneficiary for a reasonable period prior to the commencement of the twinning project.

This involves selecting participants with good communication and teaching skills who are able to pass on their knowledge. Training activities should take this into consideration, when relevant, by incorporating teaching skills into the training programme and using training material that is suitable for teaching and for wider dissemination.

## Assessment

It is important to assess whether training is meeting the expectations and needs of the participants. This may be achieved through pre- and post-training questionnaires or surveys to collect suggestions on how training could be improved.

Feedback is more likely to be useful when (i) questions are carefully considered, (ii) participants have the opportunity for anonymity, and (iii) participants are given a sufficient amount of time to complete the questionnaire or survey.

Questionnaires or surveys should be carried out as close as possible to or during the training period. To assess whether the training is having the desired effect, it may be helpful to evaluate the competencies of those being trained. This assessment could be conducted informally.

## Faculty visits

During a faculty visit, a member of staff from the Parent participates in activities or meetings at the Beneficiary, or vice versa.

A faculty visit could, for example, provide training for staff at the Beneficiary to improve their teaching methods, or enable the curriculum to be reviewed and developed. Alternatively, a faculty visit may focus on assessing the material needs of and observing the teaching practices at the Beneficiary.

Faculty visits must have direct benefits for the twinning project. Specific needs should be discussed prior to the faculty visit to allow for detailed planning and, if necessary, appropriate material to be sourced. The maximum length of a faculty visit under the OIE Veterinary Education Twinning Programme is three months (no more than 90 sequential calendar days).

## 8 Monitoring

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

The Parent is expected to monitor the implementation of project activities and ensure that project objectives are being met.

The OIE will also monitor the project's progress through the interim and annual reports jointly prepared by the Parent and Beneficiary, and will provide feedback, when necessary, to assist twinning partners in developing their performance.



## 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 should be identified as early as possible to minimise any consequential impacts on the twinning project. Performance should be monitored by the achievement of predefined goals within the project timeframe.

To facilitate monitoring, the project plan can be divided into stages; at the end of each stage, a result should be attained.

Examples of a product or output may include the publication of educational material, designing of e-learning modules and development of a continuing education training programmes. Products and outputs should be presented in a timetable.

At the end of each stage, a review should be conducted and led by the project leader (or a representative whom he or she nominates) at the Parent; this can be brief and informal. The review should take into account and summarise the achievements of the previous stage.

In the case of underachievement, the review should also seek to understand the reasons for which targets have not been met, so as to identify the necessary action(s) that should be taken.

It is important to document the outcomes of the review in interim, annual and final reports to the OIE, and to assess whether any changes are required to the project plan.

## Project risks

It is important to be realistic and aware of the factors that may hamper the twinning project's progress and increase project costs. These risks may be present from the beginning of the project or arise once it has started.

An on-site visit and meeting at the Beneficiary during the preparation phase of the project or shortly after the commencement of the project may prove beneficial and increase understanding of the working conditions at the Beneficiary.

Every twinning project is likely to encounter project risks. Identifiable risks should be described in the project plan along with an assessment of their potential consequences. These risks should be taken into account when developing activities and scheduling timelines.

Before starting and during the course of the twinning 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 that could be implemented should an identified risk occur.



Risks that require consideration include political factors, such as the frequent replacement of the Director/Dean of the Veterinary Education Establishments 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. In addition to the initial risk assessment, it is suggested that risks could also be evaluated at the end of each defined stage of the project.

If a risk has the potential to affect the entire project or budget, the OIE must be notified immediately (see 'Exceptional report' on page 28).

## 9 Budget proposal

The budget for the project should be agreed between the OIE and twinning partners. The initial draft budget proposal should be jointly submitted by the Parent and Beneficiary as part of the project proposal.

The budget proposal must reflect the subjects and activities outlined in the project plan, and respect the eligibility period (duration) of the project.

The duration of the project can be extended following approval of the Director General of the OIE upon submission of an official request by the Parent, which should be supported by the appropriate justification(s). All listed activities and associated costs must be necessary to achieve the outcome of the twinning project. Each budgeted item should be identified as necessary to carry out the activity. This means that the activity itself is necessary to achieve the desirable outcome of the twinning project.

The budget proposal should be presented as per the budget template in Annex 2 and be subdivided into subjects, activities and nature of expenses (travel, daily allowances, etc.).

A subject is an area in which the twinning project will develop (e.g. teacher or student exchanges, training), whereas an activity is more specific (e.g. a teacher exchange from University A to University B, a training workshop on topic C [a specific disease, an area of the curriculum, a specific or advanced OIE Day 1 Competency]); a budget line should be created for each activity.

An activity should be an isolated cost (i.e. separate and not related to any other costs in the budget proposal).

For each activity, the 'Unit amount' column should describe the cost of one item (e.g. one flight) and the 'Number' column should indicate the number of items (e.g. the number of flights, number of persons travelling or number of persons multiplied by the number of days).

A justification for costs should be provided wherever possible. For example, 'organisation costs' for meetings or workshops should be broken down into their elements to describe what funds will be spent on.

The use of lump sums, flat-rate financing or a combination of both is not encouraged by the OIE in budget proposals. It is advisable to document unit costs and the number of unit costs required when drafting a budget for twinning projects.

The budget should preferably be in euros (EUR) or otherwise in US dollars (USD). For Parents in the United Kingdom, payments in pound sterling (GBP) will be considered on a case-by-case basis. If the request is accepted, the budget can be prepared in GBP.

Upon review by the OIE, the draft budget will be (i) accepted, (ii) returned with comments or (iii) rejected. Once it is accepted, the draft will become the final version. In most cases, the draft budget is returned with comments from the OIE. In such a situation, the Parent would be provided with the opportunity to consider these comments and submit a revised version to the OIE in consultation with the Beneficiary.

## Eligible costs

A budget will be allocated only to activities for which financing is requested and to activities that are eligible for funding. As often as possible, eligible costs must be based on actual costs that can be verified by supporting documents (except for subsistence costs, which will be verified against flight itineraries).

The maximum duration of each individual visit abroad per person is three consecutive months, corresponding to *no more than 90 sequential calendar days*. The following are examples of direct eligible costs:

- Travel costs (economy class), visas and per diem (daily) allowances for persons (such as Directors/ Deans of a Veterinary Education Twinning Project and any relevant experts associated with the project) visiting the Parent or Beneficiary to participate in activities directly related to the twinning project. Travel costs, including per diem, must be in line with current OIE rules in force (please contact the OIE for guidance and information on current rates).

The OIE would encourage the Veterinary Education Establishment hosting such a visit to consider the possibility of financing the costs of accommodation as an in-kind contribution to the project or the prospect of renting accommodation as a mid-term solution.

The OIE reimburses *only* the cost of economy class travel. Should twinning partners wish to travel in business class, the price difference between business and economy class will be borne by the twinning partners (not funded by the OIE twinning project).

- Travel costs (economy class), visas and accommodation, including a reasonable daily living allowance for both teacher and student exchanges between Veterinary Education Establishments.

The OIE would encourage the Veterinary Education Establishment hosting the exchange to consider the possibility of financing the costs of accommodation as an in-kind contribution to the project or the prospect of renting accommodation as a mid-term solution.

- Tuition fees, travel, visas and a reasonable per diem (daily) allowance for Master's degree programmes and, only in exceptional circumstances, for PhD programmes for teachers (mainly junior) from the Beneficiary to train at the Parent.

The OIE would encourage the Veterinary Education Establishment offering the Master's degree programme(s) or training to consider the possibility of financing the costs of accommodation as an in-kind contribution to the project or the prospect of renting accommodation as a mid-term solution.

The Parent would be expected to waive the tuition fees or provide reduced or domestic rates, particularly when there is a higher rate in place for foreign students.

Twinning partners are required by the OIE to demonstrate the ways in which tuition fees for a degree programme would be of benefit to the sustainable development of a Veterinary Education Establishment (and not only to a cohort of students).

- Costs for educational and training materials (i.e. books and other publications, the printing and photocopying of educational material) that are directly linked to the twinning project. Such materials should be of benefit to the Veterinary Education Establishments participating in the project and *not* only to individual veterinary students.

- Costs directly related to curriculum development, including new teaching and audio-visual materials (i.e. educational films documenting case studies).
- Shipment of educational and training materials.
- Training activities and materials, such as stationery, specifically for seminars and workshops, *excluding* certain items such as projectors, printers, ink for printers, information technology (IT) equipment (i.e. computers, laptops, tablets and their corresponding accessories and software), photocopiers, scanners and paper (in bulk). 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). The purchase of telephones is not eligible.
- The use of external consultants must be limited to certain restricted specific consultancy activities or training in cases in which external expertise is essential, such as the preparation of a call for tender to procure equipment or external training on a relevant topic.

Justification (for the use of external consultants) must be provided, and the OIE must be informed of the chosen consultants. Consultancy fees are examined by the OIE on a case-by-case basis and must be approved before the commencement of the twinning project. Costs for consultants cannot be included into the budget proposal once it has been approved by the OIE.

- Assessment of the material and capacity-building needs of the Beneficiary, which may be carried out by the Parent or external consultants; this may include assisting the Beneficiary with sourcing other external funding or using existing funds to their maximum benefit.

The assessment should take into account the expertise at the Beneficiary and the level of expertise required to train staff, upgrade the faculty, put into place a new curriculum and use equipment. The assessment should also focus on improving the capability of staff to maintain and run equipment.

- Interpretation and translation costs for exchanges, seminars and workshops.
- Civil engineering surveys/studies (cost estimations for buildings and hardware) to a limited extent.

## Non-eligible costs

Funding is *not available* for:

- general overheads, administrative costs (including salaries) and contingencies<sup>12</sup>;
- hardware, such as equipment (projectors, printers<sup>13</sup>, photocopiers and scanners), clothing, IT equipment (computers, laptops, tablets and their corresponding accessories and software, including for e-learning platforms), telephones;
- investment projects (construction, etc.);
- the use of lump sums, flat-rate financing or a combination of both (it is advisable to document unit costs and the number of unit costs required when drafting a budget for twinning projects);
- any travel expenses in business class (should twinning partners wish to travel in business class, the price difference between business and economy class will be borne by the twinning partners – not funded by the OIE twinning project);

<sup>12</sup> Specific local legal administrative constraints can be addressed on a case-by-case basis.

<sup>13</sup> Including ink for printers

- return on capital;
- debt and debt service charges;
- provisions for losses or debts;
- interest owed;
- doubtful debts;
- exchange losses;
- excessive or reckless expenditure;
- costs incurred during the suspension or termination of the twinning project.

It is not an objective of twinning projects to directly provide funds to equip Veterinary Education Establishments with hardware or building materials.

Financial resources for needs that are not within the scope of the OIE Veterinary Education Twinning Programme, but are available from other sources, may complement or enhance the capacity-building objectives of the twinning project.

These resources may include funds for construction, hardware, faculty upgrading, recruitment or other activities, such as specific research projects. If such funds are available, the OIE may assist the Parent or Beneficiary with accessing them.

In such a situation, the Parent and Beneficiary should submit a joint one-page proposal, separate to the twinning project proposal, to the OIE, summarising their approximate needs, with a short explanation of how these funds would complement the twinning project.

When possible, the OIE would use information from this document, upon request, to assist the Parent and Beneficiary with obtaining resources from specific donors. The information would be relayed by the OIE to its donors in letters requesting financial support or advocating co-funding.

Preferential consideration is given to proposals that are able to demonstrate complementary funding or co-financing through their government programmes or donors.

## Monitoring expenditure

Actual spending should be documented regularly throughout the project (see 'Verification of expenditure') and included in interim, annual and final reports to the OIE.

## 10 Financing arrangements and payments

Funds will be transferred by the OIE to, and managed by, the Parent. 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 upon receipt of official letters from the national Delegates to the OIE and the Directors/Deans concerned endorsing the project, and upon signature of the twinning contract and Letter of Agreement by all relevant parties.

The remaining budget will be transferred to the Parent over the course of the project, following receipt and validation of interim, annual and final reports, and as per the provisions of the twinning contract. If funds remain unspent from the previous payment, subsequent payments/tranches will be adjusted accordingly (payments may be delayed by the OIE in the case of significant under-spending).

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

The OIE will ensure that only actual costs incurred after the date of the last signature of the twinning contract and Letter of Agreement are eligible. Eligibility of actual expenditures incurred will be monitored by the OIE.

## 11 Verification of expenditure

It is important that financial expenditure complies with the project plan, budget and rules of eligibility. The OIE will ensure that only actual costs incurred after the date of the last signature of the contract are eligible under the twinning project contract.

The OIE will monitor the eligibility of actual expenditures through interim, annual and final financial reports. This will involve evaluating whether costs are reasonable, justified, comply with the principle of sound financial management (in particular regarding cost-effectiveness and efficiency), eligible and disbursed on twinning project activities. The OIE may request detailed expense justifications or complementary information on a case-by-case basis.

Any changes to the approved twinning project budget must be requested (to the OIE) in advance of the proposed activity; any budget modifications not approved by the OIE may not be eligible.

In certain circumstances, the OIE or a donor to the OIE may require that a technical and financial audit is carried out during or after the twinning project.

An audit would allow progress to be reviewed, compliance with the technical (narrative) and financial (budget) proposal to be examined, and best practices to be identified, thereby strengthening the effectiveness of the OIE Veterinary Education Twinning Programme. All financial records and detailed accounts, including evidence of expenditure (price estimates, invoices, receipts, ledgers, etc.) must, therefore, be retained for at least *five years* after the project has terminated.

A technical expert would assess the project's compliance with the OIE Veterinary Education Twinning Programme and the agreed project plan, while a financial auditor would verify compliance with the approved budget and financial provisions of the twinning project. Audits would involve team visits to both the Parent and Beneficiary and interviews with the relevant national Delegates to the OIE.

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

In certain cases, the OIE may request that the Parent provide the OIE with a recent annual audit report and/or annual financial statements.



## 12 OIE Veterinary Education Twinning Project without OIE financial support

Certain Veterinary Education Establishments may wish to apply for a twinning project without requesting financial support from the OIE, as, for example:

- twinning partners may have received funds from their own country or other donors (through bilateral projects);
- twinning partners may wish to source their own funding to implement projects of a larger scale, and potentially finance expenses that would not otherwise be eligible under the OIE Veterinary Education Twinning Programme;
- a donor may wish to provide funds to either Parent or Beneficiary or both directly.

In such a case, a detailed budget would not need to be submitted. The OIE would, nonetheless, request that the main categories of expenditure and the total amount budgeted for the project be communicated to the OIE.

The project should, however, comply with all other aspects of the OIE Veterinary Education Twinning Project, in particular the monitoring of outputs and performance and the objective of improving curriculum alignment with the OIE Day 1 Competencies and the Model Core Veterinary Curriculum.

Depending on the context, a Letter of Agreement or Memorandum of Understanding may need to be signed between the OIE and twinning partners.

## 13 Reporting requirements

The Parent, in collaboration with the Beneficiary, should draft the following reports and submit them to the OIE Headquarters in Paris (France):

- an *interim report*, approximately six months after the project has started (the interim report should be jointly prepared by the Parent and Beneficiary);
- *annual reports*, within one month of the end of each year from the project start date (the annual reports should be jointly prepared by the Parent and Beneficiary, co-signed and submitted to the OIE Headquarters);
- a *final report*, within one month of the project closing (the final report should be jointly prepared by the Parent and Beneficiary, co-signed and submitted to the OIE Headquarters).

Reports should be drafted in one of the official languages of the OIE (English, French or Spanish).

Interim, annual and final reports should provide a summary of the technical activities carried out within the project (e.g. training courses or seminars [their dates, venues and number of participants], preparation for an accreditation procedure) and include the items listed in Annex 3.

It is important that reports also demonstrate the ways in which the curriculum is being aligned with the *OIE Recommendations on the Competencies of Graduating Veterinarians ('Day 1 graduates') to Assure National Veterinary Services of Quality* and the *OIE Guidelines on Veterinary Education Core Curriculum*.



These reports should similarly document actual expenditure and be presented in a way (see table below) in which allows each project activity to be compared, showing the budgeted amount as per the signed contract (approved by the OIE), funds received from the OIE, disbursement to date and remaining balance of each activity.

Budget item	Budgeted amount as per the signed contract	Funds received from the OIE	Disbursement to date	Balance
<b>Subject 1:</b> (e.g. Staff exchange programme on ...)				
<b>Activity 1.1:</b> (e.g. Workshop on ... )				
Travel costs				
Per diem				
Training materials (printing, translation, etc.)				
Shipment of training materials				
Subtotal Activity 1.1				

Financial reports must correspond to actual expenditures that are directly related to the project and supported by corresponding evidence (price estimates, invoices, receipts, ledgers, etc.).

It is the responsibility of the Parent to manage the funds allocated by the OIE in support of the twinning project. As often as possible, it is advised that expenses be incurred and reported in the currency indicated in the twinning contract.

The fiscal year of the OIE runs from 1 January to 31 December. The OIE recognises that the fiscal year at participating Veterinary Education Establishments may differ from the fiscal year of the OIE.

To avoid reporting discrepancies, the OIE would advise that twinning partners report on project disbursement as of the date of the last signature of the twinning contract. For example, if the date of the last signature of the twinning contract was 24 March 2016, twinning partners should commence their financial reporting of expenses from 24 March 2016 onwards. In this case, the interim financial report, which is to be submitted to the OIE six months after the project has commenced, should document expenses from 24 March 2016 to 23 September 2016. The annual financial report, which is to be submitted to the OIE within one month of the end of each year from the project start date, should document expenses from 24 March 2016 to 23 April 2017.

Financial reports should respect the dates of the reporting schedule, annexed to the twinning contract, when finalised and approved by the OIE.

Should there be delays in submitting the financial report to the OIE (e.g. due to the closing of financial accounts or a delay in registering expenses), twinning partners must inform the OIE of such delays. The OIE can accept the submission of interim project accounts or financial reports.

The OIE can provide guidance on eligibility rules (period of eligibility and nature of expenditure) and monitor actual costs incurred during the twinning project. Unspent funds are to be reimbursed to the OIE or deducted from the final payment.

A template for guidance with financial reporting is provided in Annex 4. The format for reporting to the OIE is flexible as long as all essential elements are accurately and concisely recorded. Unjustified round figures, lump sum amounts or simple copies of the budget will not be accepted as financial reports.

In addition to these reports, and on an *ad hoc* basis, the OIE or donor financing the twinning project may request progress updates or reports from twinning partners. In certain cases, twinning partners may be solicited by the OIE to participate at specific conferences or meetings.

## 14 Unforeseen events

### Exceptional report

If a serious 'exceptional' issue is encountered, affecting the overall twinning project or budget, the OIE should be notified immediately in a report, which can be sent to the OIE electronically. The report should provide a full description of the problem and identify recommended actions.

The OIE will review the report and provide advice on further action.

### Change of experts

During the course of the twinning project, there may be changes to the designated project leaders, contact persons or Directors/Deans at the Parent and/or Beneficiary. The OIE should be notified of any of the aforementioned changes by email or in writing in a timely manner.

### Premature termination of the twinning project

In the unlikely event that the project needs to be terminated prematurely, the OIE, Parent or Beneficiary may terminate the twinning project by providing three months' notice to the other parties, in writing.

Should this be the case, payments for any actual eligible expenses incurred or indissolubly committed (for activities that have yet to be financed) during the project could be reimbursed by the OIE. Any pre-financing received by the Parent, including committed expenses that have yet to be actually disbursed, will be covered. No payments other than these will be due to the Parent or Beneficiary by the OIE.

Any funds that have yet to be spent, as well as non-eligible expenditures, must be reimbursed to the OIE by the Parent.

### Extension of the twinning project

External factors may delay the implementation of twinning activities and may require that the twinning project be extended.

If the twinning partners consider that an extension (at no cost) to the project is necessary, they should submit a request to the OIE, in writing, stating their reasons for the project to be extended no later than 30 days before the expected termination date of the project.

Extensions should not be sought to increase the budget already approved by the OIE, but to enable the schedule of activities and payments to be readjusted.

The OIE will address each request on a case-by-case basis and take into account the justification provided, in addition to any restrictions imposed by donors.

Extensions would require an amendment to the twinning contract or a formal written validation issued by the OIE.

## **15 Project closure**

The Parent should immediately inform the OIE in writing that the project has closed.

Within one month of this date, the Parent should submit a final report to the OIE Headquarters, which should be jointly prepared with the Beneficiary. The final project report should be the most comprehensive of all reports submitted over the course of the project and include the information listed in Annex 3.

## Project plan

The project plan should include:

- 1.1 Background of the project (including any bilateral relations between twinning partners).
- 1.2 Concise summary of the project (this should not simply repeat the information already provided in the *OIE Guide to Veterinary Education Twinning Projects*), which should include:
  - the overall objectives of the project;
  - the areas of focus;
  - how the objectives of the project will be met.
- 1.3 Work plan, which should include:
  - defined stages of the project (i.e. Year 1, Stage 1, Name of activity, etc.);
  - a description of the proposed activity and who would be involved in the activity.
- 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 Beneficiary).
- 1.7 Details of Directors/Deans of the Veterinary Education Establishments and experts involved (including their CVs).
- 1.8 Reporting schedule.
- 1.9 Payment chart (this will be determined by the OIE).
- 1.10 Budget proposal.

# Budget proposal for a Veterinary Education Twinning Project

Parent:	
Beneficiary:	
Project start date (day/month/year):	
Project end date (day/month/year):	
Currency:	

Budget item	Unit cost (x)	Number of units (y)	Subtotal ([x] × [y] = [z])
<b>Subject 1:</b> (e.g. Staff exchange program on ...) <sup>(a)</sup>			
<b>Activity 1.1:</b> (e.g. Workshop on ...) <sup>(b)</sup>			
Travel costs <sup>(c), (d), (e)</sup>			
Per diem			
Training materials (printing, translation, etc.)			
Shipment of training materials			
Subtotal Activity 1.1			€
<b>Activity 1.2:</b> (e.g. Faculty exchange at ... establishment)			
Travel costs			
Per diem			
Educational materials (printing, etc.)			
Subtotal Activity 1.2			€
<b>Activity 1.3:</b>			
[...]			
[...]			
[...]			
[...]			
Subtotal Activity 1.3			€
Subtotal Subject 1			€

<b>Subject 2:</b>			
<b>Activity 2.1:</b>			
[...]			
[...]			
[...]			
[...]			
Subtotal Activity 2.1			€
<b>Activity 2.2:</b>			
[...]			
[...]			
[...]			
[...]			
Subtotal Activity 2.2			€
<b>Activity 2.3:</b>			
[...]			
[...]			
[...]			
[...]			
Subtotal Activity 2.3			€
<b>Activity 2.4:</b>			
[...]			
[...]			
[...]			
[...]			
Subtotal Activity 2.4			€
Subtotal Subject 2			€

<b>Subject 3:</b>			
<b>Activity 3.1:</b>			
[...]			
[...]			
[...]			
[...]			
Subtotal Activity 3.1			€



<b>Activity 3.2:</b>			
[...]			
[...]			
[...]			
[...]			
Subtotal Activity 3.2			€
<b>Activity 3.3:</b>			
[...]			
[...]			
[...]			
[...]			
Subtotal Activity 3.3			€
<b>Subtotal Subject 3</b>			<b>€</b>
<b>GRAND TOTAL</b>			

(x): For example: cost of a travel ticket; daily allowance

(y): For example: number of days; number of travels; number of persons or (number of days x number of persons) with corresponding explanation detailed in a footnote

<sup>(a)</sup> 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)

<sup>(b)</sup> 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)

<sup>(c)</sup> Each activity should be subdivided into budget lines detailing the *nature of the expenses* for the said activity (e.g. travel, daily allowances, visas, venue rental, tuition fees, etc.)

<sup>(d)</sup> A list of eligible costs under the OIE Veterinary Education Twinning Programme is detailed in the *OIE Guide to Veterinary Education Twinning Projects*

<sup>(e)</sup> A list of non-eligible costs under the OIE Veterinary Education Twinning Programme is detailed in the *OIE Guide to Veterinary Education Twinning Projects*

### Interim and annual reports

The interim report – to be submitted 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:

- the main activities and accomplishments achieved, including assessments, curriculum revision, training, exchanges, and workshops;
- a comparison of the intended outputs as per the signed twinning contract and the actual project achievements;
- possible revisions to the risk assessment of the project;
- reporting of progress indicators, questionnaires or surveys;
- lessons learned, success stories (including any leverage effects);
- challenges incurred and solutions to overcome them;
- activities foreseen for the next six or twelve months;
- report of expenditure (a template for which is provided by the OIE in Annex 4).

### 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 Beneficiary and submitted to the OIE Headquarters.

The final project report should cover the following:

- a summary of the twinning project objectives and if these were met, including an explanation for any that were not met;
- a summary of the main activities and accomplishments;
- a summary of any progress indicators, questionnaires or surveys;
- lessons learned, success stories (including benefits accrued as a result of the project);
- a summary of the main challenges and solutions to overcome them;
- any changes that were made to the project plan approved by the OIE, such as a change in direction or scope;
- a report of expenditure for the entire duration of the twinning project.

All reports (interim, annual and final) will enable activities, outputs and results outlined in the twinning project contract to be compared with those presented in the reports (actual activities, outputs and results).

If a serious, 'exceptional' issue is encountered, affecting the overall twinning project or budget, the OIE should be notified immediately in an 'exceptional' report.

In addition to these reports, and on an *ad hoc* basis, the OIE or donor financing the twinning project may request progress updates or reports from twinning partners.

## ANNEX 4 Financial reporting template

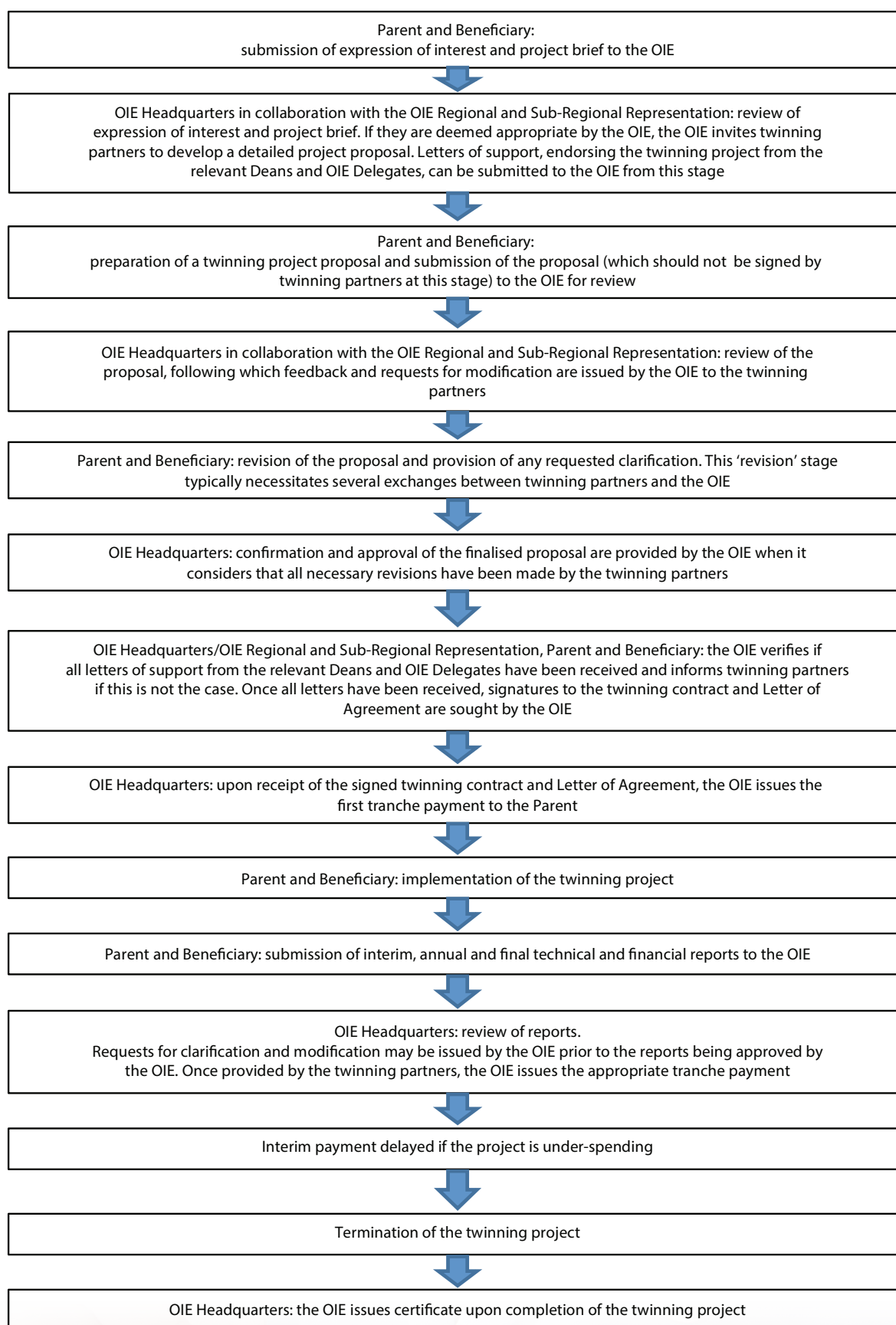
Parent:	
Beneficiary:	
Project start date (day/month/year):	
Project end date (day/month/year):	
Currency:	
Accounts as of	

Budget item	Budgeted amount as per the signed contract	Funds received from the OIE	Disbursement to date	Balance
<b>Subject 1:</b> (e.g. Staff exchange programme on ...)				
<b>Activity 1.1:</b> (e.g. Workshop on ... )				
Travel costs (please specify for how many persons)				
Per diem				
Training materials (printing, translation, etc.)				
Shipment of training materials				
Subtotal Activity 1.1				
<b>Activity 1.2:</b> (e.g. Faculty exchange at ... establishment)				
Travel costs (please specify for how many persons)				
Per diem				
Educational materials (printing, etc.)				
Subtotal Activity 1.2				
<b>Activity 1.3:</b>				
[...]				
[...]				
[...]				
[...]				
Subtotal Activity 1.3				
<b>Subtotal Subject 1</b>				

<b>Subject 2:</b>				
<b>Activity 2.1:</b>				
[...]				
[...]				
[...]				
[...]				
Subtotal Activity 2.1				
<b>Activity 2.2:</b>				
[...]				
[...]				
[...]				
[...]				
Subtotal Activity 2.2				
<b>Activity 2.3:</b>				
[...]				
[...]				
[...]				
[...]				
Subtotal Activity 2.3				
<b>Subtotal Subject 2</b>				
<b>(etc.)</b>				
<b>GRAND TOTAL</b>				



## Organisational flow chart





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doi: [dx.doi.org/10.20506/VEtwinning.2434](https://dx.doi.org/10.20506/VEtwinning.2434)



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