

**REPORT ON STRATEGIC PARTNERS MEETING HELD FROM 27TH-30TH
JANUARY 2020 IN NAIROBI, KENYA.**

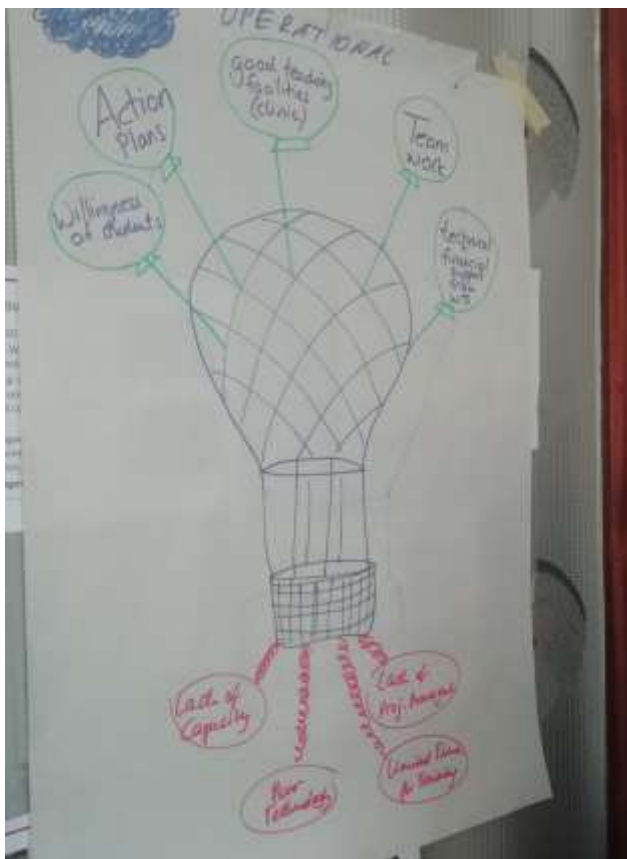


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1.0 DAY ONE AGENDA

- 9:00- 9:15 Welcome
- 9:15- 9:45 Introduction and expectations
- 9:45- 10:15 Status quo WTS and VETS UNITED
- 10:15- 10:30 Organization issues
- 10:30-11:00 Tea break
- 11:00- 11:45 Introduction of projects
- 11:45-12:15 Challenges and success
- 12:15- 1:15 Lunch
- 1:15- 2:15 Group work
- 2:30- 3:00 Break
- 3:00- 3:30 Presentation of results
- 3:30- 4:30 Closing discussion
- 4:30- 5:30 One-on-one Liberia

2.0 WELCOME

The meeting started at 9:00 hrs at Hotel After40, Nairobi, Kenya.

Welcoming remarks by Solomon giving the overview of the environment.

3.0 INTRODUCTION AND EXPECTATIONS

Everyone to introduce themselves as per the below order;

NAME	COUNTRY	ORGANIZATION	FAVORITE ANIMAL
Kebba Daffeh	Gambia	VETS UNITED Coordinator WTS	Lamb
David Balondemu	Uganda	Coordinator Bam Animal Clinics	Dog
Wendy Phillips	Germany	Senior Programme Manager VETS UNITED WTS	Seagull
Dickson Stuart Tayebwa	Uganda	Assistant lecturer college of Veterinary Medicine, Makerere University	Lion
Carolin Breitenbach	Germany	Junior Programme Manager VETS UNITED WTS	Sea lion
Natascha Pancic	Germany	Evaluator WTG	Wombat
Jean Claude	Rwanda	Veterinarian New Vision Veterinary Hospital	Dog
Abdoulie Ceesay	Liberia	Project Officer	Stallion
Madeline Nyamwanza	Malawi	Veterinary Surgeon Lilongwe Society for Protection and care of Animals	Elephant
Karin Siegmund	Germany	Director WTS	Monk wobbler

Madeline: learning more from the people in the animal welfare and be able to integrate it in the school curriculum and improve communication and collaboration with the partners.

Abdoulie: understand the lesson plans to be used in WTS activities in order to boost knowledge in the future.

Jean Claude: to learn the project management skills specifically monitoring and evaluation, stack field and also effective communication to the bosses and council.

Natascha: Get to know the partners in person and better understand their jobs as a better way to work towards meeting their expectations.

Caroline: to have an inspiring encounter and integration in order to understand the partner jobs well and be to meet their mutual needs.

Solomon: get to understand the M&Es more and understand the partner projects first hands.

Dickson: To understand as an African to what scale are, we from the experiences of the partners, and our current status so as to know what is still required in Uganda to drive Africa forward. Also get to know the experiences of other partners in their projects.

Wendy: noted that Africa have similar problems and therefore hope that the meeting will help to bring the project partners together through sharing to get ideas for future strategy which would help in the long-term planning, achievements and hope to get inputs.

David: to meet and also share experiences with the rest of the team and get to know how they are doing in their countries as the project is new in the country. Also looking forward to share strategies to help improve CPD project on long term.

Kebba: get experiences from the rest in order to improve sustainability matters and get the way forward

4.0 STATUS QUO WTS AND VETS UNITED

WTS: By Karin

Karin Siegmund became director of WTS in 2018.

Before WTS-Team was part of the WTG team with 12 team members. After the founding of the WTS as a separate foundation, WTS now has 4 employees and works in close cooperation with WTG.

4.1 Overview

WTS was funded by a German Charitable Foundation established in 2015 (WTG). The aim of WTS is to:

- promote animal welfare worldwide
- improving animal welfare through academic education
- improving animal welfare through research
- raising awareness on animal welfare
- Search for solutions to a global animal friendly future, e.g. through capacity development of partners, through new programme Animal Welfare in Development
- Academic education through special workshops, conferences, and project trips.

WTS currently is supervising 8 projects in 7 countries; Kenya, Uganda, Rwanda, Tanzania, Malawi, Zimbabwe, Gambia, Liberia

Project period 2020-2022 will focus on;

- consolidate education projects and scaling of CPD approach
- Have a clear framework for funding as there is a fixed 3 year's budget.
- Animal welfare in Development focusing on partnerships with other organizations and find ways to incorporate other partners apart from Germans by identifying the needs and its scope.

4.2 Development and current state of the programme Vets United

BY: WENDY

The goal is to improve animal welfare in academic and continuous education to professionals.

The organization is currently operating in Gambia, Malawi, Uganda, Liberia, Rwanda, Tanzania and Kenya with 3622 students and 366 professionals reached so far.

Usually the project starts with a motivated local partner contacting WTS. These partners are motivated by supporting the program and they take the initiative. They should also be willing to sustain themselves and able to continue with the program in the long run.

VETS UNITED carries out academic programs through universities and colleges and the CPD programs through animal welfare organizations and NGOs incorporating;

1. stakeholder meeting

2. teacher/ trainer workshops
3. student/ trainer training
4. review meetings

4.2.1 Vets United Development

In the first years of the programme, a new project usually started with German volunteer vets helping to start on the projects and the local partners taking over the projects in the long run.

In the last years the initial workshop was usually supported by an experienced colleague, who has already successfully started a VETS UNITED project him/herself.

The project life cycle

1. Application
2. Contract
3. Pilot project (year 1)
4. Institutionalization (year 2-3)
5. Exit/ ownership (year 4-5)

Though the time is not strictly fixed, it is provided to show that there is a time frame in the activities within the project.

4.3 Q&A on vets united presentation

How do you partner with other organizations?

How does WTS identify partners?

How does WTS work towards collaboration?

WTS has guidelines on the projects and all the other organizations activities should not interfere with the WTS workings.

5.0 INDIVIDUAL PROJECT PRESENTATIONS

Gambia

By Kebba: The project was started in 2015 mainly targeting on the welfare of donkeys and horses and by then there were no training on the same. This created the need in the universities to introduce the course and there was made a petition to have the same in the field of agriculture. With partners willing to support, the head of school took in the idea and the contract between Gambia College and WTS started in the year 2016. More interest in the field has been growing and is currently overwhelming.

Now with a program Diploma in Animal welfare related issues, the main focus is on sustainability after the end of the project.

Besides lecturing, the project also focuses on training of livestock farmers and agricultural workers, practical classes and scholarship programs, supervise the scholars on voluntary work, and supporting the Animal Welfare Advocate Association. Also do sensitization and guide on proposal writing.

Currently working towards ensuring that Animal Welfare will be considered in the new constitution.

KEY PARTNERS

- Gambia Horse and Donkey Trust
- Animal Welfare Advocate Association

Also working towards integrating Animal Welfare and Environment.

The government is doing very little if anything, and this could be through creating job opportunities to the lecturers and vets. There are currently 12 professional vets in the entire country.

Rwanda

Jean-Claude:

He is a vet working with the New Vision Veterinary Hospital that was established for the sole purpose of Animal Welfare.

. There was an opportunity from after the Tanzania workshop to start collaborating by sending of a proposal.

WTS visited Rwanda to see the status and meet the local stakeholders The stakeholder meeting turned out very well. They shared the current situation of the learning institution and Animal Welfare and established that more effort on CPD program was required. They are therefore currently focusing on the CPD program to extend learning in the below;

1. Clinical examination
2. Antibiotics
3. Vaccination
4. Animal transportation

The pilot project is aimed at training public vets such that every district will have a responsible vet at different sectors and also to train the paravets.

As a project manager, main role at the clinic where stationed is coordination, developing the plan, budget and supervising while the clinic provides the trainers/skills.

KEY PARTNERS

- Rwanda Veterinary Council
- Ministry of Agriculture
- Rwanda Agricultural Board

The Ministry of agriculture and Rwanda Agricultural Board act as the decision makers.

Uganda

Dickson:

The program came as part of initiative put by a colleague (Dr Paul Ssuna) who shared some of the ideas he knew about. The project started last year (2019) as a sensitization program to the College of Veterinary Medicine, Animal resources and Biosecurity, Makerere University Uganda. By then there was little teaching on Animal welfare at the institution. Paul Ssuna showed the need for Animal Welfare in the institution to be incorporated in the curriculum.

The project is currently focusing on training students on theoretical where the VETS UNITED Animal Welfare Training Guide is used , also get the students and expose them to the practical aspects like visiting the zoo, poultry, and surgery.

KEY STAKEHOLDERS

- Ministry of agriculture who provides materials, and vaccines to facilitate training
- Small Institutions – Uganda Society for the Protection and Care of Animals (USPCA)
- Uganda Veterinary Board

Malawi

Madeline:

Joined when VETS UNITED was already in place and the role of coordination filled with a colleague. Madeline took over the position of project manager in April 2019.

Her role includes delivering lectures to college and university students, supervising students practical on; village consultations, castration, how to take x-rays among others.

KEY STAKEHOLDERS

- University of Agriculture and Natural Resources whose only contribution is to provide the students.

The major achievement is that so far the first group of vet students ever to graduate in Malawi have finished their studies in December 2019. These students have undergone the VETS UNITED training during their studies.

Liberia

Abdoulie:

The project was created by LAWCS for the students and they were mobilized to embrace the program. With support from WTS, Abdoulie moved from Gambia to Liberia and that is how he went there to work with WTS in training the students. LAWCS is operating the project at two institutions and focusing on the training of students.

Main responsibility is to teach the students through the guidance of VETS UNITED in the Animal Science Department, having presentations with students and also lectures.

The College has both the Diploma and Certificate programs.

KEY STAKEHOLDER

- CAST (?)

The first group is about to graduate and the government will be expected to be involved in creating the job opportunities.

Uganda

DAVID:

It started in 2016 when WTS contacted them about Animal Health and Welfare. The WTS requested for a proposal for consideration although it did not go through until 2017 for the reason that WTS needed to see a more structured CPD program. By then, there was no CPD program running and when it was announced it was embraced and realized as the best way to go and therefore started to form the program and decided to make an application in 2018 with the help of WTS.

Their pilot projects thought of taking 2 years through;

1. Trainer of Trainers
2. Training of Veterinarians
3. Training of Paravet professionals

The project was implemented in May 2019 and started with a buy-in stakeholder meeting. In attendance were;

- (i) Ministry of Agriculture
- (ii) Uganda Veterinary Association/ and Paraveterinary Association
- (iii) Uganda Veterinary Board

They decided on the type of curriculum to be used and also ways to be used in selecting the trainers of trainers.

In Aug. 2019 there was the training of the first phase of trainers of trainers and the second batch was trained in Oct. 2019.

David's role as a coordinator involves planning, monitoring between WTS and Bam Animal clinics, make reports for the partners, ensure link between the university and WTS, and working closely together with practitioners.

Kenya

SOLOMON:

First met WTS on the workshop in 2017 in Tanzania. Later on came up a discussion on how to support Africa. WTS were trying to develop strategy on how to run the program in Africa with the different African partners. Solomon took over the responsibility as Africa representative in February 2019.

The roles include;

- (i) providing technical advice to partners
- (ii) providing technical advice to WTS team in Berlin
- (iii) advocacy for the use of the VETS UNITED resource materials by ensuring that more people becomes aware of the program.
- (iv) (Linking resource materials with partners.)

Solomon is also involved in:

- AU-IBAR

- Animal Welfare Strategy on education where WTS becomes key
- Animal Welfare Action Kenya which gather the information
- Veterinary Association which incorporate all animal health practitioners and helps a lot in gathering information across.

KENYAN PROJECT

The project is on infancy stages but will mainly focus on the university curriculum which is lacking in content. The universities will get the content online through the materials provided online.

6.0 SUCCESSES AND CHALLENGES

1. Wendy:

SUCCESS

- (i) Curriculum review, first accreditation, first Animal Health lecturer hired, first CPD, first scholarship.
- (ii) Development of the program from veterinary training workshops with German volunteer vets for capacity building
- (iii) Good relationship and active exchange with partners
- (iv) Development of Animal Welfare activities beyond program e.g. Animal Welfare groups/ student associations, students writing thesis on animal welfare related topics
- (v) Seeing change for people and animals

CHALLENGES

- (i) Working over long distance
- (ii) Less communication as a result of slow response and exchange
- (iii) Very rare face to face meetings
- (iv) Difficult to involve all stakeholders
- (v) Cultural differences
- (vi) Social culture (who to involve and address)
- (vii) Differences in ways of communication (politeness, directness, criticism) , encouraged the need to criticize and be direct in communication for easier understanding and better advice.
- (viii) Planning-not meeting deadlines, long term strategies

- (ix) Allocation of funding e.g. for the meals and allowances

There is therefore need to work in collaboration with the partners due to the;

- (i) Limiting capacity and resources to satisfy the needs
- (ii) Ownership vs. responsibility for funds tension between the legal requirements on country level and WTS guidelines. Working together while accepting and addressing the roles and responsibilities.
- (iii) To be on “ eye level” with partners

EXIT STRATEGY

- Find out who can take over responsibilities for the organization and funding
- Find out who is to be involved
- The best way to achieve an exit
- Find out whether it needs to be a complete exit or not
- Define the time frame

2. David:

Challenge: At the level of trainer of trainers’ including all relevant topics is a challenge, because there is never enough time

Success: The big success was that WTS accepted to support the CPD program. The GLS workshop is also a big success.

3. Madeline:

Challenge: Veterinary medicine is a new program at LUANAR university. This makes it difficult to organize activities because of the university structures, which are not well established yet.

Success: graduation of the first group of students in December 2019.

4. Dickson:

Challenge: Too much bureaucracy at university

Success: Human resource that has been already built, and Paul who is doing his masters, should be the first person in Uganda to hold a master in animal welfare. There is human resource capacity

5. Kebba:

Challenge: It is difficult getting an idea taken in by the government.

Success: Human resource availability

6. Abdoulie:

Challenge: Lack of electricity in many parts of the country which affects power point presentation, and also lack of internet

Success: Becoming the first to graduate a batch of students in animal welfare and also the introduction of WTS.

7. Jean Claude:

Challenge: Bureaucracy is most likely to be the challenge.

Success: Now having a clear plan for the project.

8. Solomon:

Challenge: Not clear about the first-hand experience with the rest of the team when giving advice because most of the communication is on emails and the advice might be different for different partners. Having many institutions and ensuring that they are all harmonized.

Success: To start WTS in Kenya

9. Carolin:

Challenge: Communication over long distances, things that can get lost in translation

Success: Having this meeting to meet this challenge

10. Natascha:

Challenge: Long distance trips to understand the projects for example; what is required

Success: Seeing that the project partners are using the data and actually asking for it.

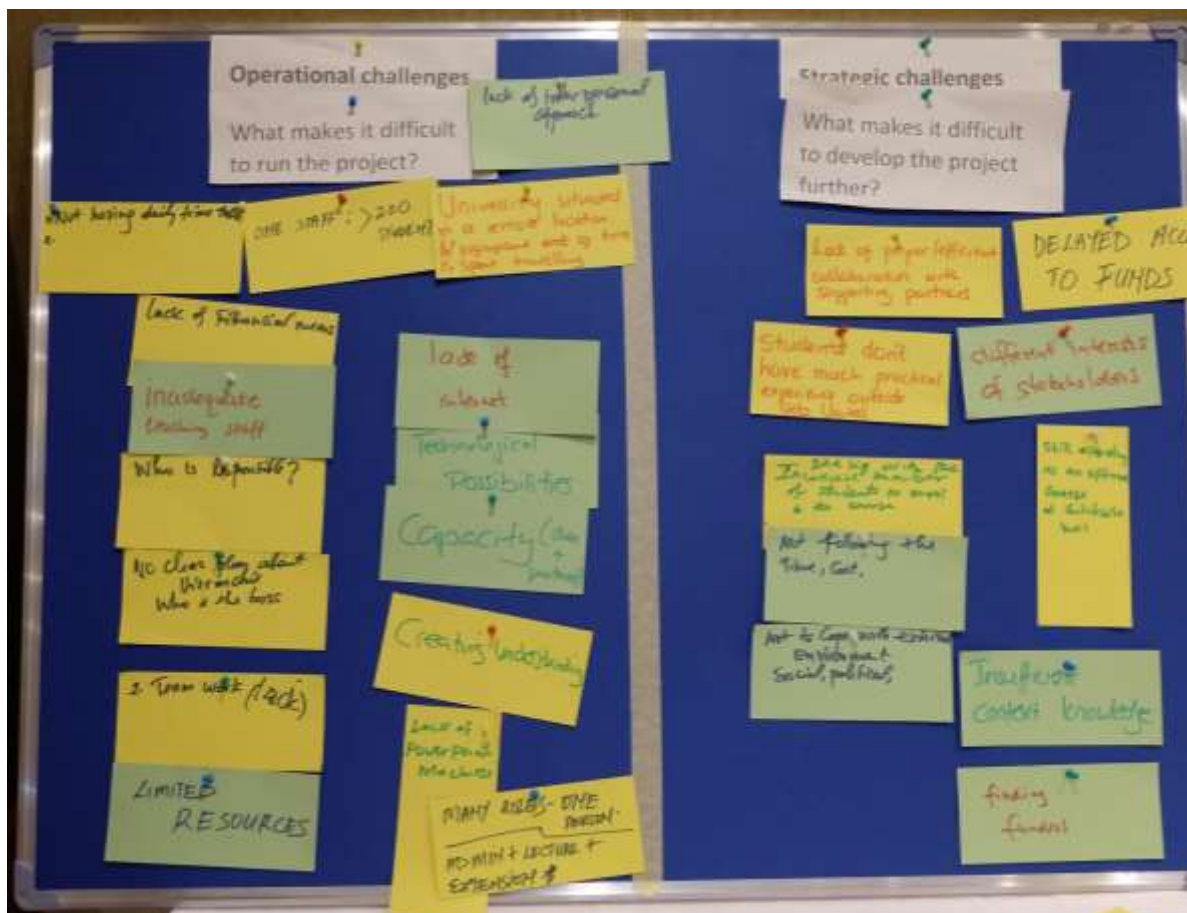
11. Karin:

Challenge: Streamlining the process was difficult

7.0 GROUP WORK – SUCCESSES and CHALLENGES

GROUP 1

OPERATIONAL CHALLENGES	STRATEGIC CHALLENGES
Inadequate teaching staff	Delayed access to funds
Not having daily timetable	Different interests of stakeholders
Limited resources	Lack of proper/ efficient collaboration with supportive partners
Lack of financial means	Students do not have much practical experience
Lack of teamwork	Not following time, cost
Lack of interpersonal approach	Finding funds
Many roles with one person	Inefficient context knowledge
University students in remote areas hence time is lost in traveling	Dealing with increased number of students in the course
Creating understanding	Have to cope with external environment, social and political
Lack of projector for presentation	Still operating as an optional course at certificate level
Who is responsible?	
Not clear about hierarchies e.g. who is the boss	



OPERATIONAL STRENGTHS	STRATEGIC STRENGTHS
Financial support from WTS for projects, scholarships.	Good network of graduates across the country
Good/excellent teaching materials designed by WTS	Networking experiences
Willingness of students to participate	Accredited curriculum
Support from WTS secretariat	Support from WTS
Existing student animal welfare clubs	Animal welfare guidelines at national level
Good teamwork	Skilled staff
Teamwork at the grassroots	Monitoring and evaluation
Learning on both sides	Support from organizations

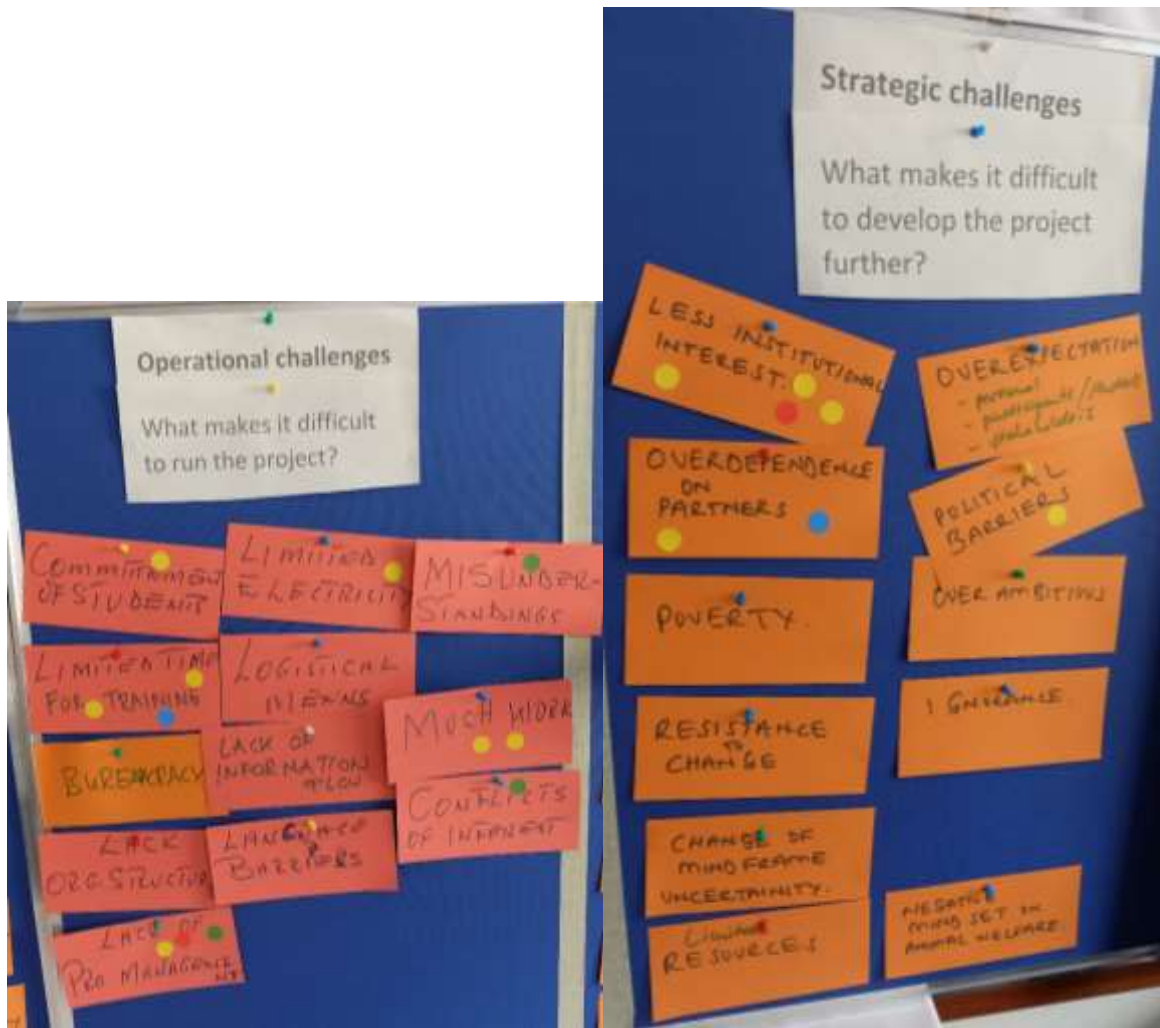
Willingness to adjust, and improve processes	Organization structure
A well-equipped veterinary hospital for diagnostics	Some senior offices are supportive
Excellent teaching facility and animal hospital for practicals	Sustained interests of stakeholders
	Government support



GROUP 2

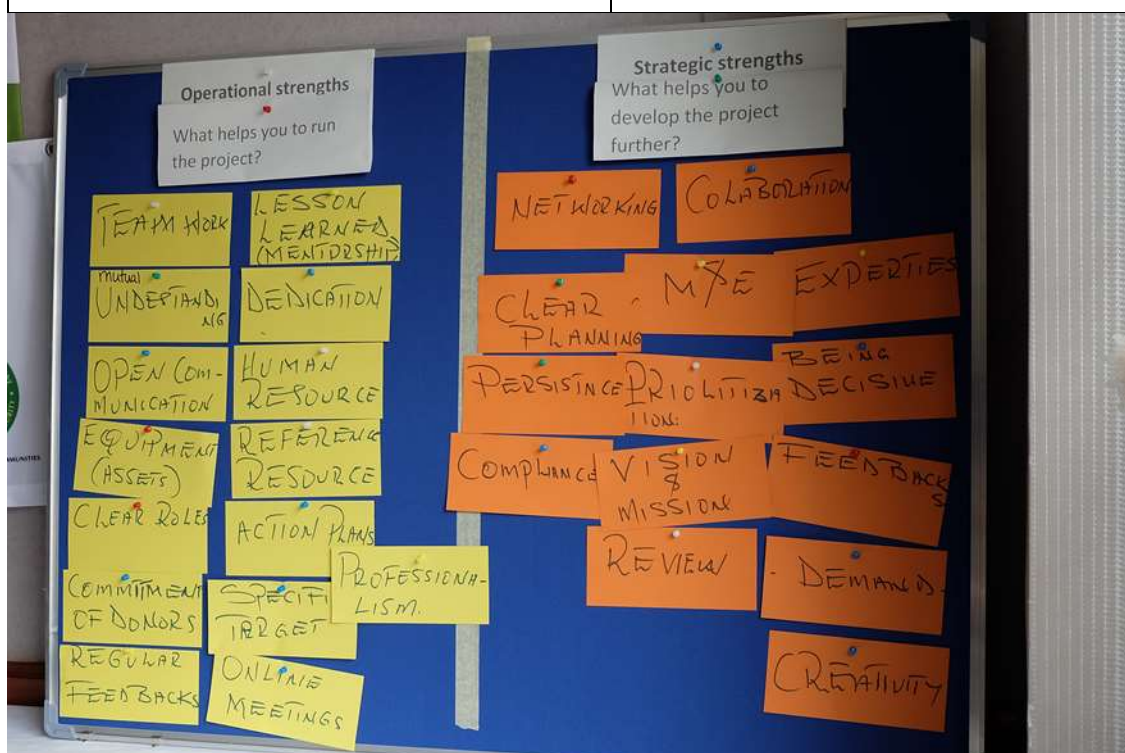
OPERATIONAL CHALLENGES	STRATEGIC CHALLENGES
Language barriers	Less institutional interest
Lack of information flow	Overdependence on partners
Bureaucracy	Less focus with the project
Lack of organization structure	Political barriers
Lack of logistical means	Over ambitions
Limited training time	Resistance to change
Lack of proper management	Ignorance

Much work	Poverty
Limited electricity	Negative mindset on animal welfare
Conflict of interest	Over expectation by personal, participants and stakeholders based on previous trends
Misunderstanding	Change of mindframe, uncertainty
Commitment of students	Limited resources



OPERATIONAL STRENGTHS	STRATEGIC STRENGTHS
Teamwork	Networking
Understanding	Collaboration
Open communication	Monitoring and evaluation
Equipment (assets)	Expertise
Clear roles	Clear planning

Commitment of donors	Persistence
Regular feedback	Compliance
Reference resource	Prioritization
Action plans	Vision and mission
Professionalism	Review
Specific target	Demands
Online meetings	Feedback
Human resource	Creativity
Dedication	
Mentorship	



SUGGESTED IDEAS

1. To have a support team
2. CPD for project partners and peer training
3. Creation of a WhatsApp group for sharing information regularly and other possible ways of improving communication

4. Have a documented information on particular topics from the experts within the team accessible to everyone instead of having to follow on the message trails on WhatsApp.
5. Motivation of the participants

8.0 DAY 2 AGENDA

- 9:00- 9:15 Welcome
- 9:15- 9:45 Animal Welfare Strategy for Africa
- 9:45- 10:00 National contributions to AWSA
- 10:00- 10:20 Strategic ideas of WTS
- 10:20- 11:00 Break
- 11:00- 12:15 Project Field Reports
- 12:15- 13:15 Lunch
- 13:15- 14:30 Fields of action group work
- 14:30- 3:00 Break
- 3:00- 3:30 Presentation of results
- 3:30- 4:30 One on one with Uganda University
- 4:30- 5:30 One on one with Uganda CPD

8.1 ANIMAL WELFARE STRATEGY FOR AFRICA

DR. SOLOMON:

Definition

Key welfare issues of concern in Africa

- (i) Lack of adequate education and awareness
- (ii) Inadequate stakeholders' engagement and involvement
- (iii) Lack of homegrown science and research
- (iv) Inadequate policy framework, guidelines and action plans
- (v) Inappropriate husbandry practices
- (vi) Lack of adequate engagement of women and youth in animal resource sector
- (vii) Inadequate implementation, enforcement, and monitoring and evaluation of animal welfare intervention
- (viii) Little or no participation in standard setting
- (ix) Inadequate natural resources management
- (x) Lack of financial, technical, technological, social capital and resourcing animal welfare
- (xi) Lack of recognition and mitigation against emerging issues

Africa AW Strategy

1. Vision

An Africa where animals are treated as sentient beings, as a leading continent in implementation of good animal welfare practices for a competitive and sustainable animal resource sector.

2. Goal

To transform the animal resources sector through adoption of good animal welfare practices for the human wellbeing, sustainable livelihoods, poverty reduction and economic growth.

3. Mission

To invest in developing animal resources value chains through treating animals as sentient beings and supporting good animal welfare practices in the animal resources sectors to contribute to socio economic transformation.

Strategic Objectives

1. Attain behavior change, educate, inform, promote awareness, advocacy and good practices aligned to OIE standards towards animals (SO1);
2. Strengthen effective action on animal welfare (technologies, human resources, research, animal care, contribution to standard settings) (SO2);
3. Mainstream animal welfare in policies, strategies, legislation, investments, programmes and projects (SO3).

Priority areas and scope of the action plan

4. Research
5. Coordination
6. Monitoring and evaluation
7. Resource mobilization
8. Communication and advocacy

Areas of focus

AoF 1. Establish the current status of animal welfare in Africa

AoF 2. Link social economic and animal resources development to the principles of one health and one welfare

AoF 3. Institutionalize animal welfare in policies, legislation, education, development strategies programs and projects

AoF 4. Strengthen capacities for animal welfare at all levels on animal welfare at national, regional and continental levels

AoF 5. Develop a continental, regional and national communication strategy on animal welfare.

AoF 6. Establish a monitoring and evaluation system

Implementation structure

AU-IBAR develops the strategy

APAW which implements the strategy

8.2 NATIONAL CONTRIBUTION

Abdoulie: Government involvement- our role is to get the government to be actively involved. For example; the government policies

Jean Claude: direct contact with the government regarding animal welfare strategy and policies. There is lack of expertise in making the government prioritize on the strategy and policies

David: CPD has not started so will push for advocacy to have animal welfare in Uganda targeting policies and framework, and also create awareness for the CPD.

Kebba: projects are mainly on education and therefore working to see how to integrate in the curriculum of universities with policies and strategies.

Madeline: advocacy in Malawi to improve networking and collaboration between other NGOs. Have already approached two of them and there is an opportunity to form a group and work together

Solomon: Collaboration with stakeholders at local level for partnerships to influence development of organizations to handle local issues

Humane Network Group Interstate (HNG-Interstate) in Tanzania is one of the organizations
Creating awareness through talk shows, radio calls, and provided materials

Research to find out the status of animal welfare and check whether the policies have been implemented to assist in the M&E

8.3 STRATEGIC IDEAS OF WTS

8.3.1 Internal review I

1. Understanding – WTS and its biggest program VU have developed rapidly
2. Structure and processes in Berlin
 - Priorities and decision making
 - Program, the application process and forms, contracts, reporting, budgets, M&E, program development
 - Processing; project management, reporting, templates
 - Concepts for all programs, project overviews, formats e.g. quarterly review meetings, weekly four fixes tools, tools e.g. project management tool
 - website
3. Staff- new staff and assignments

8.3.2 Internal review II

Development of projects

1. Quality
2. Ownership
3. Competence
4. Adaptation
5. Network
6. Administration

8.3.3 Challenges and ambiguities

1. Communication
2. Prioritization
3. Resources
4. Requirements by M&E
5. Reporting
6. Roles and responsibilities
7. Strategic development

8.3.3 Different stages in project life cycle

Genesis- from temporary workshops of German vets to institutionalized programs and local responsibilities.

Next step- strengthen ownership/ take over though need to see the project life cycle to determine the period

Support by WTS- it is through the following;

- (i) Consultation, training, M&E and administration
- (ii) Scaling/ modeling
- (iii) Networking both internal and external
- (iv) Financing

Discussion: How you see WTS (role in developing the program) by partners

1. Help to develop M&Es to get facts that if the project is done there will be better results
2. Help partners to do the proposals to other partners and also link the partners to potential organizations in order to get grants
3. Capacity building to bring everyone at the same level
4. WTS to get in touch with APAW and see how to lobby ideas on CPDs
5. WTS to facilitate the push for the agenda in APAW
6. Partners to send ideas on what WTS can assist and assist for advocacy
7. Find contacts of other organizations who can provide materials especially the IT equipment
8. WTS to support exchange among partners in terms of travel costs to improve efficiency
9. WTS to continue providing consultancy even after hand over
10. Secure quality, provide professional staff through e.g. endowments - support (funds for professional staff)
11. WTS staff to come on site during the implementation of the project
12. Internal field visits as a way of creating networks among universities

8.4 SUCCESSES THAT THE PROJECTS HAVE HAD

8.4.1 Liberia and Gambia

Liberia:

Started in 2016, and have the youths playing a major role.

- There is a student animal welfare group which helps to create and develop the agenda and later form organizations in the institutions
- They now have teachers at the government institutions
- Already have “WTS products” like Abdoulie
- The government is now putting more effort to enlighten the farmers and institutions
- The students get ventures into the paravets after graduation

In answering to the question on why Liberia was chosen: because there was a great need. They were already very much organized, had technical capability in the field. Liberia also had wildlife (in contrast to The Gambia)

8.4.2 Uganda and Rwanda

Uganda:

After attending a training in Tanzania, Uganda Veterinary Board had a symposium which was financed by WTS.

- There is regulation of CPD in the country and there is good representation
- In 2018 there was the government approval as the eligible CPD providers and implementation started
- In 2019 the project kicked off and they are now done with the first phase and are starting on the second phase
- This is to be the first official CPD course in Uganda.

Rwanda:

- Success in prioritizing the CPD program because it was better placed than the education program
- Veterinary faculty started in 2010 but was lacking the basic contents of the program for example, how to handle antibiotics
- Planning to have a stakeholders meeting in Feb 2020 and invite all to attend the opening of the CPD program which would help in sustainability after hand over

8.4.3 Malawi and Uganda

Malawi:

- Main focus is on the students in the universities which involve castrating clinics, donkey clinics, actual lectures, village consult to see the feeding, housing and health of the animals hence provide the practical aspects.
- Village consult also helps to get the interest of farmers and then create awareness to the on animal handling, health, feeding and housing
- There are community animal health workers (CAHW) trained by the government in case of outbreaks. Because of unavailability of vets they do even what they are not trained to do therefore by village consult, the farmers are able to get more knowledge
- Improvement in confidence and in the way animals are handled.

Uganda:

- The program created a lot of demand in the university and more staff were required hence creating job opportunities, Dickson was employed as a lecturer for animal welfare.
- There is commitment from the university through provision of travel, materials, and rooms
- USPCA as a collaborator support the practical training
- Through the university funds were identified to cater for the logistics and also some funds and materials from the university
- Students are engaged in the field practical like visiting the farmers
- With WTS as the motivation the students are able to organize community outreach

9.0 WAYS TO BRING ACCREDITATION IN THE UNIVERSITIES

1. Good curriculum in the animal welfare course by doing research and bring something credible on the table
2. Consistency in what you are doing which is supported by having a committed partner
3. With an existing course, look into the loophole e.g. add animal welfare component to existing animal health topics instead of coming up with a completely new course
4. Use big umbrella (networks of like minded people and organisations) to push for ideas in the institutions instead of pushing as an individual

10.0 GROUP WORK

From the previous group work, the lessons learnt and solutions on a few items were selected for today's group work;

Discussion 1: Operational strengths (learnings), and the operational challenges (Solutions)

Discussion 2: strategic strengths, and strategic solutions

GROUP I: Discussion 1

OPERATIONAS STRENGTHS (LEARNINGS)	OPERATIONAL CHALLENGES (SOLUTIONS)
Profit of receiving training that is why students are willing because of the certification and quality of trainer and opportunity to participate	Training of staff/ hiring
Team building improves teamwork	Collaboration with other stakeholders
Examinable hence students takes it seriously	Partnership with likeminded donors for financing
Course set up and quality	Prioritization of topics
Facilitation from the institutions with space, equipment, transport	Realize expectations
Opportunity to participate	Proper planning
Forming project groups for teaching due to limited time for training	Use of project management tools earlier stated
Contact organizations or private sector due to poor technology and support in terms of sponsorship	
Looking for support partners	

GROUP II: Discussion 1

OPERATIONAS STRENGTHS (LEARNINGS)	OPERATIONAL CHALLENGES (SOLUTIONS)
Good facilities that acts as capital	Close monitoring
Ensure timely implementation of activities	developed interpersonal skills

Cooperation among themselves	Proper understanding
Critical mass of suitably trained personnel available	Risk of change of management
How to develop learning collaboration	Facilitate movements
Organization of daily work, who? Whose? What? When?	Building technical capacity through training and exchange activities
Teamwork enables everyone to feel responsible for the success of the project and improves efficiency	Attend webinars, seminars about project management
Good teaching facilities leading to increased quality of teaching especially the practicals	Responsibility/ organization structure
Willingness of the students which makes it flexible	Do training, and seminars on project management
Financials has to be politely open to all	Identify those who can work on the issues
Helps in sustaining interest in animal welfare	Know how to manage risks
Action plans. Clear separation of planning time and implementation time	Have organization structure and give responsibilities
Meet up targeted goals	Do more advocacy
Close monitoring of the students	
Quality practical skills nurtured	

GROUP I: Discussion 2

STRATEGIC STRENGTHS (LEARNINGS)	STRATEGIC CHALLENGES (SOLUTIONS)
Networking increases; capacity through identifying key stakeholders, partnerships to share responsibilities, join professional organizations	Bureaucracy could be overcome by; networking, persistence/ pressure, understanding the process
Prioritization increase internal and external focus to find a common ground	Dependence; by getting different partners/ funders, involvement of training institutions

Legislation helps to continue with sensitization and advocacy	Lack of stakeholders; pressure, have good arguments to convince stakeholders, networking
	Different agenda; have stakeholders meeting to understand the agenda and reach a common ground

GROUP II: Discussion 2

STRATEGIC STRENGTHS (LEARNINGS)	STRATEGIC CHALLENGES (SOLUTIONS)
Networking. Opportunities for collaboration, may merge, getting a new perspective on old questions	Bureaucracy; find associations to apply for funding, take time to refine administrative process and documents, utilize regional/national frameworks to urge case for the local partners
Exchange and inputs from others, sharing of learning and use of own projects	Support by taking charge of the program
Internal networking is also necessary	Apply for legislation for project upkeep
Open communication to the vision and mission	To enhance partnerships building and collaboration
Clear vision and mission helps to stay on trend and make other parties understand interests easily	Involvement of stakeholders in the whole process
Clear planning and financing	Build up strategic planning on vibrant projects
Positive teamwork improves communication	Lack of stakeholder interest; build a community to support your interest, mobilize those who are interested
To promote stakeholder's ownership, to map out a strategic sense of direction on the way forward	Different agenda; looking for those with a common interest and starting with them, lobby with the government, have more emphasis on governmental laws

Prioritization. Focusing on the most important issues first	
Prioritizing to other NGOs or stakeholders	
Institutional support foster project sustainability	

11.0 DAY 3 AGENDA

9:00- 9:10 welcome

9:10- 9:30 Q&A on previous day's work

9:30- 10:20 collegial advice on funding and access to institutions

10:20- 11:00 tea break

11:00- 11:30 building networks

11:30- 12:00 online resource

12:00- 1:00 lunch

1:00- 2:00 stackfield

2:00- 3:30 monitoring and evaluation

3:30- 4:00 tea break and closing discussion

4:00- 5:00 one on one with Rwanda

11.1 RECAP

Get impression from the team on how far has been covered, what was expected, and how much is achieved so far.

Jean Claude: was happy and enjoyed the topic on management which helps to work with people and the government and realized that they have a big responsibility.

David: discovering challenges, weaknesses through sharing of ideas after looking at the solutions believes that now can handle the challenges better. Also appreciated so much for the birthday party organized by the WTS team

Kebba: highly participatory, interactive and insightful most of the problems are similar and therefore easy to learn from each other.

11.2 SHARED EXPERIENCES WITH KARIN

Previously worked with “Save the Children” and Human Rights Watch mainly to identify corporate and institutional partners. The first thing is to learn and understand what you need e.g. transport, furniture and what the prices would be. Get to understand your need and costs before approaching the donors. Working with donors is easy compared to institutions funding because of the difficulty in writing proposals and also it is time consuming.

11.2.1 Collegial advice on funding

- Get to know where to get money in your country.
- Know the target groups, for example;
 - (i) save the children - corporations and major donors
 - (ii) human rights watch - high value donors, events
 - (iii) Local Environmental foundation - institutional funding, events

11.3 FUNDING

Kebba: Local support like to do a march with banners from the stores around the streets. He promised to give 3 times of what the students would collect from the shop attendants. They had 30 students for 30 days and people were much willing to support the students.

The best idea would be to become a registered organization, because it is easier to get support this way. Also support from African foundations supporting the youth which are mostly government institutions e.g. Netherlands MRC foundation giving scholarships to college and universities.

Abdul: had not tried any means but promised to try the above in their country

Madeline: the university came into fund as a way of support to the projects. They provide equipment, salaries for the lecturers, transport, materials and other requirements

David: funded by international NGO which started by a small program about donkey in east Uganda to make unique saddles. The idea was submitted to the animal welfare who made the proposal and were funded. There is also government funding though with a lot of terms and conditions and also want the program to be under their control. The best advice given was to ensure that they mix the funding from the government, NGO, and other partners and also involve VIPs in the program launch.

KEY SUCCESS FACTORS

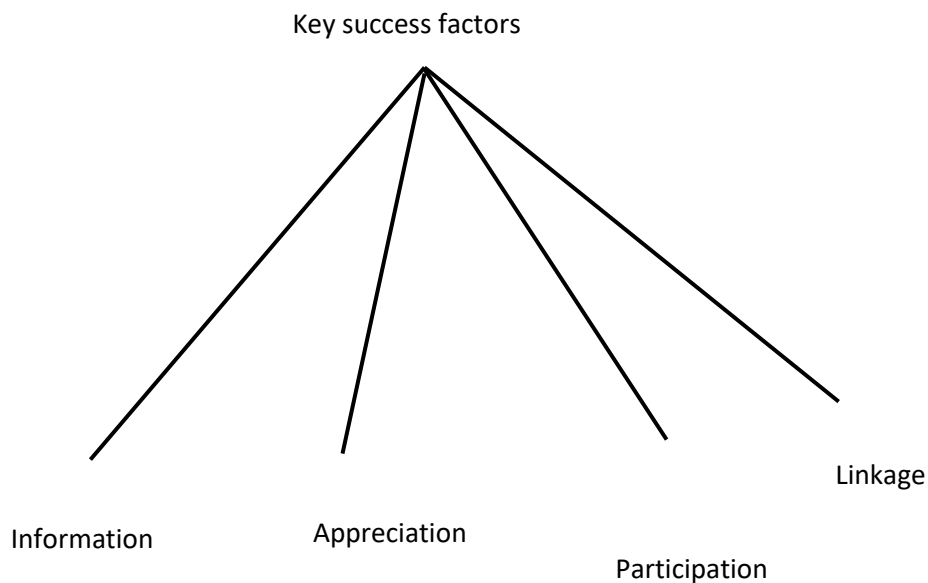


Figure 1: Key success factors

Jean Claude: In CPD program is for the need of vets and government. After handover, vets council and the government will become responsible.

11.4 ADVICE BY WTS

The government to assist in taking over the program and utilizes the expertise. Also use of partners to provide various equipment

Control of funding based on the position of who has the control

WTS to develop clear responsibilities for everyone involved in the project.

The local's mentality is that the programme is funded and hence a risk of sustainability and therefore the partners to be allowed to charge something so that if the funding is no more the program would still run smoothly.

Donor expectation is that all the services are free because they support all activities. To break this culture and introduce cost sharing so as to have some savings and also incorporate companies for marketing gains.

CPD is possible through advocacy

Charge for the mobile clinic and the funds to be used in other activities like training

11.4.1 Backup funding

- ❖ Mind map funding

- ❖ Companies to support with materials and transport
- ❖ Academic programs like academic exchange
- ❖ Creating markets
- ❖ Government program like German, EU, and US programs
- ❖ African/ regional/ local funders
- ❖ African foundations
- ❖ Internal: university and colleges to provide materials, transport and teachers

11.4.2 Key points on experiences when starting the program

Kebba

1. It has to be generated from the country. Students to initiate coordinated by the veterinary and therefore reach out to the partners. An example is Gambia where students requested for the program in schools and then looked for serious partners
2. They developed curriculum and partnered with the science board with a course Animal Health which was already there but very basic and used it as an entrance course called Animal Health and Welfare which started with 14 students until it became very popular
3. Get the program into the university and make it meaningful
4. As the university program is very tight, use the weekends or other times to give the practical experience so that you don't interfere with the university schedule
5. Expertise availability also makes it interesting
6. The board support to start without affecting the timetable and incorporate with the free times.
7. Making the lecturers aware of the program so that they could also give support to avoid conflicts
8. Certification at the end of the program acts as an incentive to the students and motivates them to take the course seriously
9. The school came up with a farm and requested to be managed by a certified person which they had at the moment through the program and therefore creating job opportunities
10. Know how to keep things going and motivating
11. Moving stepwise for example, the program started as a certificate, to general diploma, and finally to a specialized diploma in livestock
12. Respect to the partners by the institutions

13. Due to the challenge of fee payment by the students, annual funding becomes more welcome in the institutions as it will ease the college operations

11.4.3 Key success factors

1. Expertise- having the right people or the academic board
2. Good reputation of the foreign funders makes the institutions want to hold more on them
3. Concentrate more on scholarships where the institutions are not interested in livestock as a way to motivate them and also to encourage them to take up the course in the program
4. Comprehensive module which is easy to modify and elaborate

11.4.4 Key challenges

1. The HOD (head of department) is the one to convince the board through the presentation unlike the concerned person and if the presentation is not done well the ideas might not be successful
2. Changes in the leadership hinders follow up and also people without a chance to modify the programs or not willing at all. Having different people handling issues differently.
3. Having someone supporting the program replaced in the institutions by an uninterested one and it becomes difficult to push the program and ideas

11.4.5 Solutions

1. Social media- to have a clear website where people can get more information on what the project is about as a way of creating trust and confidence and also to build on the first impression
2. Partnerships between NGOs increases the reach to the partners
3. Approach policy makers for WTS to make lobbying and link with concerned people because of the different individual capacity
4. The presentation of people matters and also those who are more experienced
5. Get letters of reference from WTS which will help to be recognized.
6. Use organization heads to push the agenda
7. If there are referrals and the organization is credible, the new partners will also tend to be credible
8. Have different pages for different partners within the same organization and put their contribution or donations to the mother organization

12.0 NOTABLE NETWORKING AND ADVOCACY

Solomon

12.1 Notable networking

- Come together and move together at the end
- Be able to influence the network and allow them to benefit from the use
- Establish your credibility through network
- Though at different levels but yields the same and therefore networking should be treated the same
- Try to have a face to face discussion with the people unlike on social media or emails in order to understand who is in your network and also show that you are genuine
- Be proactive. Take time to work and introduce yourself to people, do not assume that they know you despite being known or being a big organization. Take action in order to build your network
- Make a long-term approach. Networks take time and you have to be continuous in your networks therefore establish networks for long term reasons
- Do not only focus on industry leaders like the CEOs, try to identify people at your level and work upwards. Avoid targeting high people to push through an idea for example, in the universities do not approach the Dean because they might not be the right person to make that decision to add value
- Be approachable. People need to feel that they can approach and share with you. Fear of criticism and shy off will make people to keep off you and so they should feel that you are not there to always criticize them. Also give reliable contacts e.g. the email address
- Time. Set aside some networking time. Plan within your schedule and engage people actively being short and precise. Do not take it as a by the way so that the project can grow
- Be organized. Talk about what you were meant to address. The subject matter should be maintained with a clear objective on the network and without giving more focus on a particular thing e.g. a particular animal
- When communicating on emails try to be brief and clear.

12.2 Notable advocacy

- Have clear goals
- Have clear network, know the key players and target them individually

- Have a clear approach, on what tools to use, kind of people, whether a serious follow up is needed or just a board meeting
- Have a clear message with credible facts and do not argue on the methodology
- Have a clear understanding of the target group, be very clear on who you are targeting

Kebba on successes in The Gambia

Animal Welfare Advocates Association network in Gambia gives chance to talk freely on animals and if there are problems locally the members can address, and the concern sent to the department for further action

The Animal Welfare Advocates Association also targets the students in the country who are sent out by the government but still remain in the association. Most of the activities are organized at village level and everyone is involved e.g. the District Agricultural Officer who is at the local level

In Gambia the advocacy is done voluntarily at local levels although sometimes there is motivation through awards for example, the “Animal Health Advocate of the Year” which is awarded based on the individual good work. Promotions also acts as a motivating factor

The size of the network. There is too much information hence need to control the network to people who add value like following the opinion leaders and have to recognize and follow their type of conversation

Using the network benefiting individuals to promote an agenda like during a beauty competition, the animal competition was also put as a topic and use it to promote the agenda on animal welfare

13.0 VETS UNITED ONLINE RESOURCES

Provides guidelines to identify and fill gaps in education curriculum/ CPD. It is selected, adapted and added according to specific needs. It consists of;

- ❖ Lectures
- ❖ Instructions for experts
- ❖ Training films
- ❖ Theory
- ❖ Practicals

At the moment it consists of 22 topics e.g. introduction to animal welfare, animal care, animal welfare care, hygiene and infection, clinical examination and handling. There is an online resource now branded WTS with a link provided and a general login. It is also notable that majority of the users are from Africa though have some from other parts like Europe, Australia, and America.

After the Tanzania meeting, the program name was changed from Animal Health and Welfare to Animal Welfare. New topics were also introduced e.g. slaughter, transport and animal welfare legislation.

The current plan is to come up with new topics by early 2020 for example, first aid, teaching skills, antibiotic & antiparasitic resistance, and possibly alternative medicine/malpractice. Also to have further reading list, peer review from expert university, translation in other languages, APP, further distribution of the materials through sharing the link on learning forums. The team are encouraged to contact WTS for any more ideas on topics, and already requested to have communication skills added in the topic list because despite having the knowledge, and networks there is lack in good communication skills.

Everyone to vote for 2 items from the below list for further consideration;

VETS UNITED ANIMAL WELFARE	TEACHING	KIT
	Training	Set
	Education	Material
	Best practice	Guide
		Resource
		modules

They also requested to have different topics put as modules. Introduce people to review the document if there is a budget especially people employed at the university level to check that it fits in the curriculum or from the partner companies to avoid bias. The type of reference also matters a lot for credibility reasons. WTS was requested to discuss with the Dean of Makerere to plan for the review or lecturers through the Dean or get an independent partner to do the review.

14.0 STACKFIELD PRESENTATION

By Carolin

Newbie done in 4 groups;

David & Madeline, Jean& Abdullah, Dickson & Kebba, and Solomon& WTS team.

It is an easier format than emails with more information on resource issues, and also can link the calendar with outlook or Google calendar. You can also upload photos on the file menu and any other documents, and also the VETS UNITED manuals, print and transfer to the laptop.

Vet United module 1

Click on activity protocol, then discussions, create discussion with project, deadline, and send to task.

Click task (todo) and drag into doing list, open the task and respond, upload the document once done using (go to file, reports, file, more, computer, then upload) do not upload on the task as the document might be misplaced. In case the wrong document is uploaded, open on the document and write a comment to the person requesting for the correct file and the comment is received on the reports section.

After uploading, drag to the approval section and then send. It will be accepted and automatically moved to the done section. If you have made a mistake and sent accidentally you can withdraw by clicking on withdraw and the document goes to reopened section, then send back for approval to the right recipient.

It is also possible to assign the task to one or multiple people, and also do initial communication, integrate WTS logo on your web page, publish information about WTG/WTS and the project in your web page/ social media. If the logos are integrated, you click and view whether it is available, then move it to doing, to done, or move it through approval. If it does not go through the done stage, then send it for approval. If it is declined, the reasons are given and the document moved to reopen, and once done it will be moved to approval.

To upload the first photos, click todo, photographs, minimize the screen and drag and drop into doing list, then upload the photo.

If the PR team needs a photo of a vet for example; vaccinating a dog, the task could be sent to the entire team.

Go to task, click on the attach file, computer, from this room, file in this room opens, scroll and add. Then add notes about the photo e.g. is this photo okay? And a response will be sent. You will have a direct conversation about the same.

During the time for interim/annual/ financial reports;

Option 1: Click on the files, then reports, financial reports, open the document, and download as you cannot work directly, open/save, click on open, type, fill in the document e.g. entering the receipt numbers, save the changes.

Option 2: open the file in the stackfield and open, upload to computer or files and it will be saved as version2, or click on ended locally instead of downloads, make changes, upload new version, and the document will be saved as version 2.

15.0 MONITORING AND EVALUATION

By Natascha

Monitoring is the foundation for evaluation which involves ongoing and systematic data collection and using the information to track results (activities, process, and outputs) which allows for timely adjustment, improvements and decision making.

Evaluation though not done regularly involves finding out mechanisms which can make a difference, the part that allows for change. It is also used to make value judgment on whether the results are being achieved or not, for learning, quality improvement, development, decision making, accountability and sustainability after the handover.

The idea is to think beyond measurement and ask the following questions;

1. What do we want to know?
2. What is the criteria of quality, value, or importance? What matters?
3. What are the standards?
4. What are the sources of information?
5. What credible information is needed?
6. How will you identify how to get information?
7. How will we gather evidence? methods to be used
8. Analysis. What does the evidence show?

9. Synthesis. So what? How good is it? Is it good enough?

10. Decision. Now what? What actions to be taken?

15.1 Evaluation processes

- (a) Process evaluation
- (b) Formative evaluation
- (c) Summative evaluation

15.2 Importance of M&E

The main focus is on what you want to achieve, what you need, the activities, what you think can achieve

In order to have data that explains the outcome

To find out more about critical decision, is everyone better off? is there an alternative?

15.3 How to do M&E

- Identify the situation problem needed. Assumptions are made on how to approach the situation, problem need, and what can affect success and failures so as to mitigate. Scientific theories are sought so that people will change behavior though some areas do not have theories

Logic models are used for example the linear models to find out; if we do this- this happens- then this- and then this

- Inputs. Find out what kind of resources we need, the expertise, policy, find out from other projects.
- Outputs. Products or services
- Outcomes. What do we want to achieve in the short, medium and long term?

15.4 Gambia M&E Phases

Phase I: Understanding the project. There is need created by insufficient education on Animal Welfare and no vet education, no one to teach hence no students.

Input. Time, financial support, curriculum development, lecturers

Output. Course accredited, online learning, training, practicals

The target audience are the university students, farmers

After the training, the program goes to the beneficially level though the partner does not have control but to follow up, and then to population level where they have control but cannot influence

Phase II: Monitoring. There is need for a monitoring framework, information about students for example; names, when they joined, gender, name of the program, college/ university, year of completion.

Assess on the quality of training and the feedback. For example, had 600 students in the beginning but realized that the actual number was 450. The additions were as a result of a student registering in several courses. The advantage was that they had already collected data through attendance sheets with most of the required information. Currently there are 841 unique students in the database. Student feedback and rating the program is also used as a monitoring tool

Phase III: Evaluation 2017/2018

- Conducted interviews with 5 experienced livestock assistants and they give reports on what they do in the field on a regular basis e.g. number of animals vaccinated in a month, records for 3 months
- Used monthly reports about work status and animals treated
- Observation of practical work
- Interview with 5 animal keepers/ farmers and find out if it is promoting animal health

In all these, they wanted to find out if VETS UNITED course helped in animal health and production students to improve knowledge and skills.

The results shown fluctuations in the data trends for same months due to the vaccination from the government in particular months. Some animals could also have been treated severally.

What difference has the training made?

- (i) Improved knowledge and skills e.g. examination, diagnosis, and wound management
- (ii) More animal welfare awareness
- (iii) Increase confidence in own knowledge and skills. Now the farmers know what to do and they can handle without clinic intervention
- (iv) Regular conversations with animal keepers

- (v) Use of role models for those already doing very well in animal welfare. The farmer talks about hygiene, watering, and connects this to animal welfare e.g. putting the trough down affects animal health and welfare at large
- (vi) Initiation of animal welfare groups in the village or areas of influence
- (vii) Gradual change. There is notable change but it is slow to adopt and implement
- (viii) Livestock assistants identified positive changes like people giving water to animals in clean containers.

What helps livestock assistants in their work?

- (i) Good trust-based relationships with animal keepers and communities
- (ii) Contribution of animal keepers to control costs e.g. payment for medication and vaccines
- (iii) Countrywide vaccination campaigns

What makes the work difficult?

- (i) Lack of transport. Some areas are even bushy making it impassable
- (ii) Poor availability of medication and vaccines, poor transport of vaccines and storage
- (iii) Lack of awareness of some animal keepers. Due to lack of proper information, some farmers assume that the vaccine has affected the animals whereas the animals were sick even before getting the vaccines
- (iv) General environmental conditions
- (v) Little public resources available for animal health and welfare
- (vi) Cultural practices, traditions, and values of different tribes can either enable the work of livestock assistants or pose a barrier to it. Some people value animals more than others.

Phase III: Evaluation 2019

What did we do? An online survey of all students who participated in the WTS United course and completed by July 2019 was the easiest and most reasonable way. The aim was to find out what former students are doing, whether they are using their VETS UNITED learnings or doing other different jobs.

Who did we reach with the survey?

605- Students eligible to participate

157- Had no contact information recorded

448- Contacted through different communication channels

405- Received information about the survey

81- Participated in the survey which is 20% of the contacted participants. This was due to challenges in poor internet connection in remote areas

The study showed that 138 livestock assistants are required. Currently there are only 60 who are engaged.

Some people did not respond because they had graduated long time, some are opportunistic, some just refused to respond to the survey, the employed participants (46) mostly work for government developments. Half work in the rural and half in the urban. 27 work directly with animals, and 36 use learning from VETS UNITED

Use of VETS UNITED learning in work

- Telling others about 5 freedoms, raising animal health and awareness among farmers, owners and community
- Treatment and care of animals (diagnosis, dietary, preventive, treatment, restrain)

Reasons for difficulties using VETS UNITED learnings

- Lack of mobility
- Lack of material and equipment
- People in the community lack the financial resource
- Animal Health Welfare not a priority in some communities

Conclusion

Most employed and unemployed participants (76%) are using their learning from the VETS UNITED training to a different extent.

There is quite a high number of unemployed participants

It is good to note that agriculture and education students are very active in raising Animal Health awareness.

There are changes at individual and community level though they need more time.

They quality of the program is good

Students are using the learning materials

There is attitude behavior change in Animal Health and Welfare

Importance of M& E

- (i) Understanding the value
- (ii) Provide constant feedback on the extent to which the projects are achieving their goals
- (iii) Identify potential problems at an early stage and propose possible solutions
- (iv) Knowing what helps your program and what to do next

If you want to publish you will know what format to take

16.0 DAY 4 AGENDA

9:00- 9: 15 welcome and recap

9:15- 10:30 learnings, goals and tasks

10:30- 11:30 strategic fields of action 2020-2022

11:30- 12:00 comparison of expectations and concluding discussions

12:00- 12:15 outlook and farewell

12:15- 1:15 lunch

1:30- 2:30 one on one with Gambia

2:30- 3:00 one on one with Solomon (Kenya, Tanzania, Zimbabwe)

6:00- 7:00 one on one with Malawi

Compare expectations on Monday and see how far and how to move forward. Also get comments/ remarks from previous work. Come up with a way to filter the way forward Come up with learning, goals, and tasks to be achieved in the action plan.

Guiding questions:

1. What are your key learning?

2. What are the goals for your project for the next 3 year (2020-2022)?
3. What are your tasks for the next 3 years? Upto 5 tasks depending on the timeline for the 3 years

16.1 LEARNINGS, GOALS AND TASKS

1. MADELINE

Key learning

- (i) Through Kebba who is running the program parallel to the university which thought would be difficult and therefore plan to explore the possibility. Find other people who are interested and can help to push the university to include the program in the curriculum
- (ii) To understand process of how things are in the institutions before thinking of implementation because can only do curriculum review after observing the strengths and need
- (iii) If there is no feedback from the stakeholders it is an individual initiative to make the follow up.
- (iv) Formation of association and clubs connecting alumni to the association hence ensuring continuity of information
- (v) Looking for other donors for financial support, and cost sharing in order to have different people supporting in different ways

Goals

- (a) Have vet training integrated in the curriculum but first check the process
- (b) Contribute to animal welfare strategy for Africa partnering with other animal welfare organizations
- (c) To form an animal welfare club or association for the students

Tasks

2020	2021	2022
To coordinate teaching students, examine, reporting, and data collecting	Create a CPD program for vets and paravets inspired by sharing from others and target other people on the	Looking for more support in terms of financial and other materials by

	ground who might have forgotten what they had learnt or lacking interest	connecting with other entities
To meet integration of curriculum is to push university to give attention to curriculum review. Identify key people or individual to help FastTrack the process through persistence and networking		
Connecting students through an AW club or association		

2. JEAN CLAUDE

Key learning

- (i) Learnt about rational and operational strategy to be used in leadership and in project implementation
- (ii) Heard about M&E but had not thought about or known the importance e.g. importance of collecting data
- (iii) Stackfield knowledge will help in reporting and proposal writing and submission
- (iv) Experience learnt from others, WTS and other countries, timekeeping aspect and how to handle VET UNITED in the universities as learnt from Gambia and Makerere

Goal

- (a) To improve Animal Health and Welfare in Ruanda through training and advocacy
- (b) Use online resources to train vets and paravets
- (c) To keep disseminating the vets to the online resources e.g. clubs and associations where students can be aware of their existence and also advice on writing proposals to help the government and vet association in sustainability

Tasks

The project is on implementation phase after successful proposal planning

2020
Coordination of all CPD program to keep an eye on the plan, budget and time
Quality management of CPD training. Make sure that the clinic is providing the WTS resources both practical and theoretical
Reporting for M&E for all project activities
Reporting and communication
To advice the government and institutions in charge of the programs to look for alternative funding for sustainability and also distribute online services

3. ABDOULIE

Key learning

- (i) The M&E presentation was very important and the program very exiting
- (ii) Achieved a lot on the way to run the projects and challenges in future developments
- (iii) Learnt how to handle projects according to WTS
- (iv) Learnt a lot on networking for financial reasons
- (v) Reporting skills and stackfield which had not come across and also have concrete link together

Goals

- (a) Dealing with students to graduation
- (b) Creating employment opportunity to the students upon graduation by the government and private sectors
- (c) CPD program to the entire community

Tasks

2020	2021
Ensure students have better understanding with the program in the next 3 years	Ensure graduate students have better opportunities

Create more awareness to communities on animal welfare	Ensure that the program reach to the rest of the country and also do networking
	Achieve the goal to create employment to students

4. SOLOMON

Key learning

- (i) Better understanding of what each is doing
- (ii) M& E framework as its never emphasized especially by using the example
- (iii) Challenges overview of what projects are going through especially because they seem the same
- (iv) Importance of sharing information and experiences

Goal

- (a) See that VETS UNITED animal welfare resource material are used more in at least 3 of the institution
- (b) Increase awareness using the VETS UNITED as a training guide for the professionals to at least 30% in a year

Tasks

2020	2021	2022
Introduce TOT on VUAW resource for lecture in 2 vet schools and 4 paravet schools	Evaluate the impact on usage of VUAW resource materials	End of project gap, analysis and identification of the way forward
Advocate and create awareness on VU AW resources nationally at Kenya Veterinary Association conference and continentally at Africa Animal Welfare conference	Refresher TOT for the previously trained lecturers	

5. DAVID

Key learning

- (i) There is more discussion through meeting more people and therefore learnt that with the challenges, solutions are around and gotten in variety through sharing for example; it is challenging to have an MOU signed but learnt that it can signed depending on how you deal with issues of bureaucracies
- (ii) Before you get to engage in a project, have an idea on the M&E process for success
- (iii) Impressed so much by the presentation by Solomon
- (iv) Networking is a key factor in project process
- (v) Learnt that we could move away from overdependence especially in CPD program by brainstorming on how things could be done apart from what is received from the partners by sourcing from other partners, and also find ways to self-sustain
- (vi) It is important to have clear vision of the project in order that the project moves in the right direction
- (vii) Also learnt a lot about Stackfield as a good method of communication. it helps not to forget tasks and also makes tracing easy

Goals

- (a) Trainer of trainers in the pilot project now moving to trainers of trainees
- (b) Looking to developing structures to cover more districts in Uganda because they have interested more districts. They have been able to publish and interested people already calling
- (c) Project to be spread throughout the country

Tasks

2020	2020-2021	2021	2021-2022
Stage of mobilizing trainees in the pilot project to come participate. Feb-Mar is the	Intend during the training period to liaise with District Officers to ensure it is done properly.	Undertake regular monitoring of trainers and trainees during the period	Conduct an M& E and make an assessment with the donors to see to it that the project

mobilization period and training in April			rolled into next phase
	Implementing training of trainers April 2020-May 2021		

6. KEBBA

Key learning

- (i) Shared experiences on proposals, challenges and solutions
- (ii) Shared experience and M& E role in the project cycle
- (iii) Stackfield which will bring a lot of value
- (iv) Fundraising strategies

Goals

- (a) Disseminate the work of VETS UNITED in West Africa and training guide
- (b) Strengthen animal welfare education in Gambia college HAD program in Animal Health and Production
- (c) Increase the number of teachers trained on Animal Welfare
- (d) Increase the number of final year students doing research on Animal Health and Welfare
- (e) Strengthen the ongoing annual/ countrywide sensitization tour
- (f) Strengthen technical capacity of livestock department on Animal Welfare

Tasks

2020	2020-2022	2021
To be absorbed by either UTG or Gambia college on permanent basis	Provide technical support continuously	Initiate data collection after graduating, what work they are doing, where employed
Organize CPD for DLS on Animal Welfare at regional	Organize seminars for past students to present their findings, approaches as a	

level and share experiences with colleges	way of encouraging the students	
Participate in Animal Welfare seminars organized in West Africa		
Actively encourage future teachers to register for the Animal Welfare course		

7. DICKSON

Key learning

- (i) The M& E presentation will help to find out how the students are doing after graduation
- (ii) Realized that bringing people of like mind together has a lot of learning through shared experiences for example on possibility to change a curriculum regardless of the obstacles.
- (iii) Sharing has changed the way of looking at impossible as possible
- (iv) In each of the countries shared difficulties and intricacies encourages that others are also going through which will make Africa shine finally

Goals

- (a) Train more students, equipping them with skills on Animal Health Welfare both theoretical and practical
- (b) Follow up on curriculum review accreditation which is very slow currently
- (c) Stimulation to understand how to move on after handover
- (d) Have a body to guide Animal Health

Tasks

2020	2021	2022
Major aim is to conduct training to increase the number of students to be	Increase advocacy to ensure more staff are bought to the university	When WTS closes doors, having innovated new

trained by the organization and share WTS training manual	which is underway with a current promise of one more	ideas and projects to sustain Animal Welfare
Supporting M& E activities		Use capacity building to be able to innovate and remain sustainable

8. CARO

Key learning

- (i) The expectations were met.
- (ii) Supportive atmosphere for everyone participating which will make huge difference when making calls and other communications.
- (iii) Exchange between each other is important and to be enhanced more in the platform

Goals

- (a) Review and extend the materials and resources

Tasks

2020	2021	2021-2022	2022
Develop VETS UNITED guide on Animal Health topics one Health and AMR	To set up a platform for exchange to disseminate the guide to more people, key players to spread the ideas	together with the VU community decide on 2 topics most popular of priority projects and develop content from it	Decide on most important topics to be developed
Develop concept for VU AWTG review of materials e.g. what kind of institutions, how to		Develop concept for VU AWTG review	

do it and discuss on the platform			
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9. KARIN

Key learning

- (i) Noted on how quickly the group coped with each other and the atmosphere was very productive was good
- (ii) Difference and similarities in the projects noted and would help to see how to support and move on

Tasks

2020	2021
Strengthen international network including European networks and have financial independence	Approach German/ European institutions for support
Identifying partners both local and international to support programs	Proposal writing/ application
Develop pilots with GLS Foundation, WHH Welthungerhilfe	

10. WENDY

Key learning

- (i) Meeting together has improved trust to have open communication on what is possible and what not for better results

Goals

- (a) Develop individual strategy for individual projects

Tasks

2020	2021	2022

Review all the projects	Review and adapt strategies	Review and adapt strategies
Develop strategy for each project together individually approximately a month for each		

11. NATASCHA

Goals

(a) Continue streamlining M& E activities and findings

Tasks

2020	2020-2021	2021	2022
Frequent exchange of partners about the possibilities and needs	Increased use of the findings depending on the partners needs	Increased publication of results/ findings externally	More capacity building of partners in the projects through support for the proposals if starting
Process optimization with increased data analysis trying to collect more stories			

APPENDIX

APPENDIX 1: List of participants

Name	Country	City		Organisation	Email
Balondemu, David	Uganda	Iganga	VETS UNITED Uganda CPD	Bam Animal Clinics	balondemu_dav@bamanimalclinics.net
Daffeh, Kebba	The Gambia	Banjul	VETS UNITED The Gambia	WTS	kebbadaffeh@yahoo.co.uk
Ceesay, Abdoulie	Liberia	Voinjama City	VETS UNITED Liberia	Liberia Animal Welfare and Conservation Society (LAWCS)	abdoulie.ceesay755@gmail.com
Masengesho, Jean-Claude	Rwanda	Musanze	VETS UNITED Rwanda	New Vision Veterinary Hospital (NVVH)	maceclau2@gmail.com
Nymawanza, Madeline	Malawi	Lilongwe	VETS UNITED Malawi	Lilongwe Society for the Protection and Care of Animals (LSPCA)	madyamwanza@gmail.com
Onyango, Solomon	Kenya	Nairobi	VETS UNITED Kenya VETS UNITED Africa Presentative	WTS	donkeyvets@yahoo.com
Tayebwa, Dickson	Uganda	Kampala	VETS UNITED Uganda University	CoVAB, Makerere University	tayebwa.dickson@gmail.com
Breitenbach, Carolin	Germany	Berlin	VETS UNITED Germany	WTS	cb@welttierschutz.org
Pancic, Natascha	Germany	Berlin	VETS UNITED Germany	WTS	np@welttierschutz.org
Phillips, Wendy	Germany	Berlin	VETS UNITED Germany	WTS	wp@welttierschutz.org
Siegmund, Karin	Germany	Berlin	VETS UNITED Germany	WTS	ks@welttierschutz.org