

# Country Experience

## OIE VEE Twinning between Sri Lanka and New Zealand

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**MASSEY**  
**UNIVERSITY**  
TE KUNENGA KI PŪREHUROA

# Drivers for VEE twinning in Sri Lanka

Impetus to improve rural veterinary services

Areas for improvement identified via PVS



Intent to be self-sufficient in livestock products

Optimism and reconstruction after civil war

Improved income for smallholder farmers

# Why Sri Lanka and New Zealand?



- Trade, cooperation, investment and aid links between the two countries
- Island nations, with dependence upon primary and agricultural industries
- Both with a single national veterinary school



# The twinning programme: foundations

## Funding



## Approval



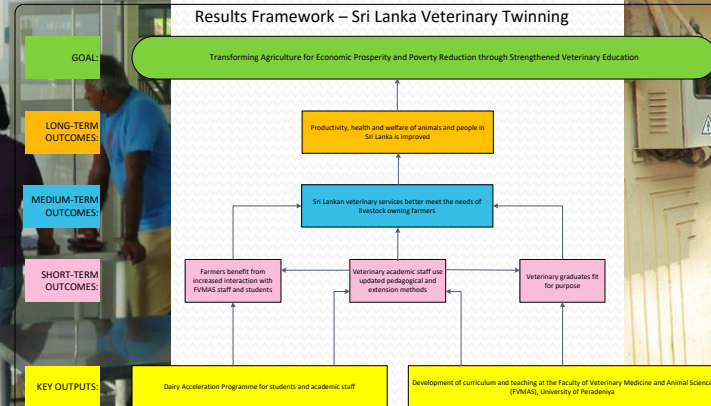
## Governance

Dean, SoVS, Massey  
MU Director International Relations  
OIE delegate (NZ)

Dean, FVMAS, Peradeniya  
Chair of NLDB  
OIE delegate (SL)

# Expected outcomes

- Develop the curriculum and teaching (pedagogy) at the University of Peradeniya
- Develop a platform for sustainable extension and veterinary services for the Veterinary School
- Improvement of the quality of veterinary services
- Development of small-scale dairying: alleviation of poverty





# Key benefits to the University of Peradeniya

- Strengthened curriculum and teaching at vet school
- Much greater involvement in improving animal production and health...
  - ... leading to better social, economic and human health outcomes in Sri Lanka.
- Long-term research collaborations with Massey University
- Enhanced national, regional and international reputation.

# The twinning programme: preliminary data



Use of a “Self Evaluation Report” to:

- Encourage self-reflection by Faculty
- Perform a “stock-take” of the current state of the Faculty
- Provide data for a “gap analysis” for program development

Needs analysis:

- What do practitioners think?
- What does the VS think?
- What do large-scale-farming organizations think?
- What about small-scale farmers?



# Strengths and weaknesses of the faculty and program

Enthusiastic faculty



Good faculty: student ratio



Livestock industries keen to participate



Leverage off PVS report



**BVSc**

Excessive theory : practical ratio



Weak problem-solving skills



Limited exposure to livestock



Weak clinical experience





# Practical skills: animals and clinics

Preclinical theory

Paraclinical theory

Paraclinical theory

Clinical  
theory

Clinical  
practice

Teach less, learn more

Mental space for thinking

Rote learning of facts

Learn by doing...

Practice professional skills in  
a Safe Environment

# Practical skills: animals and clinics

Be confident around animals

Be comfortable with farmers  
(esp. smallholders)

Have a good cadre of basic  
clinical skills

Have good academic bones  
for practical skills



OIE recommendations on the  
Competencies of graduating  
veterinarians ('Day 1 graduates')  
to assure National Veterinary  
Services of quality

Sem 2	A&P II	1	Biochem 2	2	An Sc 2	3	English	40	Pr St 1	Int	5			
Sem 3	A&P III	1	Intro clinical 6	Bacto	7	An Sci 3	3	Immune	8	Int	5			
Sem 4	Basic clin methods	9	Pharm 10	Gen path 11	Virology	12	Parasit 1	13	An Sci 4	3	Int	5		
Sem 5	SA practice 1	14	Pharm	10	Sys Path 1	11	Parasit 2	13	FAP&H	15	Int	5		
Sem 6	SA practice 2	14	Sys Path 2	11	Epi	16	Biost	17	FAP&H	15	Res 41	VBA 18	Int	5
Sem 7	SA practice 3	14	VPH	19	Aqua P&H	20	FAP&H	15	Res	VBA 18	Int	5		
Sem 8	Wild life	21	FT&QA	22	Eq	23	Poultry P&H	24	Pr St	4	Res	Pr St 4	Int	5
Sem 9	SAH 1 25	SAH 2 26	SAH 3 27	SAH 4 28	LAH 1	29	LAH 2	30	Necrop & Abat	32	Extern 1 33	Extern 2 34	Extern 3 35	
Sem 10	SAH 1 25	SAH 2 26	SAH 3 27	SAH 4 28	LAH 1 29	LAH 2 30	LAH 3 31	Necrop & Abat 32	Extern 1 33	Extern 2 34	Extern 3 35	Extern 4 36	Extern 5 37	

Biostats "nuggets"

Finish other courses during first 12 weeks of the semester and allocate last 3 weeks for research project

VBA: Livestock economics, BM & HRM

SAH 1: SA Medicine | SAH 2: SA Surgery | SAH 3: Lab/Pharmacy/Critical care/CMU/Wards | SAH 4: Wildlife |

LAH 1: LA Medicine & Surgery (Ambulatory roster) | LAH 2: Equine and Swine | LAH 3: LA Reproduction & Poultry

FAP&H 4 - mix practice (3 wks)  
 Ambulab, - 30%  
 Equine & Swine - 30%  
 Dairy & Poultry 30%  
 Necropsy 10%

6m/1 - cont  
 40%  
 End sem - mic - 20%  
 0.5% - 25%

FAP&H 5 - (Dairy - 25%  
 Poultry) - 25%  
 Elective 1 -  
 2 - 2 -

Flec. 2

# Notable difficulties

- Overcoming socio-cultural resistance to change on the scale attempted
- Wider structural and educational issues that need to be taken into account
- Specific vested interests have significantly limited the speed of progress.

## Next steps:

### National HE approval

Approval through university system

Approval by HE authority

- Increased duration of degree
- Increased faculty positions
- Infrastructure costs

Agreement of key stakeholders

Agreement of extramural teaching providers



## SRI LANKA QUALIFICATIONS FRAMEWORK

- Outcomes-based degrees
- Alignment of teaching method with outcomes
- Alignment of assessment with teaching and outcomes
- Properly accounting for student time for learning



# Next steps: Implementation

- Curriculum implementation
- Further development of teaching approaches to overcome rote learning and encourage independent critical thinking and problem solving
- Further development of extension capability through the dairy “acceleration” programme

# Final comment:

## Need for an accreditation pathway

Currently there are no intermediate steps between not accredited and fully accredited.

- This is a problem for veterinary schools in developing countries
- Requires engagement and leadership by all relevant parties.

- Twinning program developed in collaboration with the OIE as a government-to-government initiative
- Ambitious program to align the curriculum with current international best practice
- Emphasis on poverty alleviation through improved livestock veterinary services
- Ownership of the curriculum by the faculty