Country Experience OIE VEE Twinning between Sri Lanka and New Zealand

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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
NEW ZEALAND MINISTRY OF FOREIGN AFFAIRS & TRADE MANATŪ AORERE

Approval
OIE World Organisation for Animal Health

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
- 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
### Course Schedule

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<td>Sem 3</td>
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<td>NEC &amp; Abat 32</td>
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**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


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

• 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
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.
Summary

- 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