

# QUANG NGAI RURAL DEVELOPMENT PROGRAM (RUDEP) - PHASE 2

## Animal Health Training Activities - Second Input



**VIETNAM-AUSTRALIA**

*Prepared for*

**AusAID**

Australian Embassy  
8 Dao Tan Street  
Ba Dinh District,  
Hanoi, VIET NAM

November 2003

VIE1506

*Prepared by*

URS Sustainable Development  
in association with Kellogg Brown & Root and  
World Wide Project Management Services  
Project Managers and Consultants  
Adelaide Australia

## **DONOR AGENCY**

### **AusAID**

Australian Embassy

8 Dao Tan Street, Ba Dinh District, Hanoi, Viet Nam

Ph: +84 4 8317754/Ext 175 (Project Officer), Fax: +84 4 8317711

## **LEAD COUNTERPART AGENCY**

### **Department of Planning and Investment**

96 Nguyen Nghiem Street, Quang Ngai Town

Quang Ngai Province, Viet Nam

Ph: +84 55 825701

## **PROGRAM MANAGEMENT UNIT**

No 4 Pham Van Dong Street, Quang Ngai Town

Quang Ngai Province, Viet Nam

Ph: +84 55 816261-6, Fax: +84 55 816260

## **AUSTRALIAN MANAGING CONTRACTOR**

### **URS Sustainable Development**

25 North Terrace

Hackney SA 5069

Ph: +61 8 8366 1000, Fax: +61 8 8366 1001

Program ..... URS Australia Pty Ltd  
Manager: Dee Hartvigsen 25 North Terrace, Hackney  
International Projects Manager South Australia 5069 Australia  
Tel: 61 8 8366 1000  
Fax: 61 8 8366 1001

Program .....  
Director: Ted A'Bear  
Vice President  
Sustainable Development

Date: November 2003  
Reference: VIE1506  
Status: Final

## CONTENTS

<b>1</b>	<b>Introduction</b>	<b>1</b>
<b>2</b>	<b>State of Activities</b>	<b>2</b>
2.1	Training Course for Selected Paravets from QNRDP Communes.....	2
2.2	Training of Trainers Course on Paravet Training Methodologies.....	3
2.3	Drafting a Capacity Building System for Paravets/Animal Health Networks in Quang Ngai Province.....	5
<b>3</b>	<b>Recommendations</b>	<b>6</b>

## ANNEXES

Annex 1:	Agenda for the Upgrading Training Course for Commune Paravets
Annex 2:	List of Participants at the Training Course for Commune Paravets
Annex 3:	Agenda for the Training Course on Paravet Training Methodologies for Provincial & District Animal Health Staff
Annex 4:	List of Participants at the Training Course on Paravet Training Methodologies
Annex 5:	Questionnaire for the Previous Lesson
Annex 6:	Diarrhoea in Piglets Caused by E. Coli
Annex 7:	Training Course Evaluation Form ( <i>completed by Paravets</i> )
Annex 8:	Questionnaire ( <i>completed by Paravet Trainers</i> )
Annex 9:	Comprehension ( <i>completed by Paravet Trainers</i> )
Annex 10:	Training Course Evaluation Form ( <i>completed by Paravet Trainers</i> )

# 1 Introduction

To help the farmers increase incomes and reduce poverty sustainably from animal husbandry, it is very important to set up paravet networks effectively at commune and village levels. In Quang Ngai province, there are paravet networks at lowland communes only. For the existing paravets who are working, most of them are short of professional knowledge, even some persons who got education on this. For some upland communes, there are no paravets/paravet network, so animal diseases are often happening there which cause high economic losses to farmers.

Beside these, paravet training in Quang Ngai is too weak. There are only two trainers for the whole province who occasionally give paravet training for leaders of communal paravets. This is of poor quality because the trainers lack both updated professional knowledge and training methodologies.

Following the first training course on veterinary for Commune paravets conducted in August 2003, it is advisable to provide further upgrading training courses for them. And following the introductory workshop on the SVSV AHW Training Manual conducted in August, 2003, a training course on paravet training methodologies for Provincial Sub-Department of Animal Health and District Veterinary Station staff should be prioritized.

Therefore, some activities on animal health within the Quang Ngai Rural Development Program have been conducted in November 2003 as below:

- 1.1. A 3-day training course for paravets from Program communes has been conducted from 12 to 14 November, 2003 at Ninh Tho hotel (*see Annex 1 & 2*).

*Objective:*

To update the knowledge on diagnosis, prevention and treatment of common animal diseases for Program communes paravets.

- 1.2. A 3-day training course on paravet training methodologies for Provincial Sub-Department of Animal Health and District Veterinary Station staff has been conducted from 19 to 21 November, 2003 at Ninh Tho hotel (*see Annex 3 & 4*).

*Objective:*

To provide participants with basic training methodologies to improve their ability to deliver training courses to commune paravets.

- 1.3. Meetings with RUDEP's Participatory Development Advisor (Mr. Bede) and Capacity Building Officer (Ms. Tuyen) and Provincial Sub-Department of Animal Health officers.

*Objective:*

To draft a capacity building system for animal health in Quang Ngai province.

## 2 State of Activities

### 2.1 Training Course for Selected Paravets from QNRDP Communes

23 participants attended the course: 22 commune paravets and an officer of Provincial Sub-Department of Animal Health. 3 paravets of Son Hai and 1 paravet of Hanh Phuoc communes are absent (*see Annex 2*).

- Pre-test:

A questionnaire with 20 questions (right/wrong choice) which cover important points of the previous lesson (divided into 2: even and odd questionnaires) has been answered by paravets for 10 minutes at the beginning of the course. This helps old participants remind what they have learnt and asks them to review previous lessons before coming to class which facilitates them easier to understand new lesson. All test are examined and returned to them in the end of the course as well as recorded in the Annex 2 to be basis for assessing their capacity during training courses (*see Annex 5*).

The result is quite good. The trainees who got result higher than 9.0 is 57.9% of total. There is only 15.8% of the participants who got result lower than 7.0 (in which the lowest result is 6.0).

Result	No. of participants	%
9.0 – 10	11	57.9
7.0 – 8.9	5	26.3
5.0 – 6.9	3	15.8
Total	19	100

- Training contents:

Following the basic knowledge on causative agents of animal diseases; prevention methods (good husbandry, hygiene and vaccination); characteristics of physiology and practice in anatomy of poultry and serious diseases in animal (Newcastle Disease in chicken, Hog Cholera in pigs and Hemorrhagic Septicemia in cattle), some more important issues in animal health have been given at the course as below:

- *Basic veterinary pharmacology:*
  - \* Different drugs types
  - \* Route of administration of drugs
  - \* Injection sites for chicken, pig and cattle
  - \* Estimation of animal bodyweight
  - \* Calculation of administration doses
- *Gumboro disease:* Importance, cause, clinical signs, post mortem lesions, prevention
- *Pasteurellosis in pigs:* Importance, cause, clinical signs, post mortem lesions, prevention and treatment
- *Diarrhoea syndrome in piglets:* Causes, impact, prevention and treatment

- *Diarrhoea in piglets caused by E. coli*: Importance, cause, clinical signs, prevention and treatment
- *Trypanosomiasis*: Importance, cause, clinical signs, prevention and treatment
- *Ascarid in buffalo calf*: Cause, impact, prevention and treatment
- Training methodology:

Due to most of participants are old with a lot of limitations, so we have used method of lower starting and going up, that means start with the things they knew and then consolidate step by step.

To gain high result, many different methods have been presented during the training course. The main method have been used that is facilitating trainees to participate more in training, and we often changed methods during the training course such as dividing into small groups, using flipcharts, using colour cards etc.

All participants, including the officer from Provincial Sub-Department of Animal Health showed high motivation in asking and discussing about their problems they faced and sharing experience.
- The wrong or poor understanding of using medicine to treat diseases, characteristics of some veterinary medicines, injection sites have been showed clearly and then corrected at the training course. The participants have been equipped the knowledge of estimation of animal bodyweight and calculation of administration doses.

Moreover, most of them are clear with knowledge of impact, diagnosing, prevention and treatment of some commonly diseases such as Gumboro in chicken, Pasteurellosis in pigs, Diarrhoea syndrome in piglets, Trypanosomiasis, Ascarid in buffalo calf. Especially, they are satisfied with the knowledge of *Diarrhoea disease in piglets caused by E. coli* which is the main problem facing piglet households. Although it is not added to the SVSV Manual but now it has been delivered to the participants at the end of this course (*see Annex 6*).
- Evaluation:

An evaluation form is distributed to participants at the end of the training course to collect their personal opinions, attitudes and impression towards the content training, organizing matters and methods used (*see Annex 7*).

The training course is highly appreciated by participants. Everybody is hopefully to be attended at the more training courses like this in the future.

## 2.2 Training of Trainers Course on Paravet Training Methodologies

19 participants attended the course: 5 officers of Provincial Sub-Department of Animal Health, 12 officers of District Veterinary Stations and 2 officers of Provincial Agricultural Extension Center and Department of Agriculture & Rural Development (*see Annex 3*).

- After making acquaintance together and presentation of training contents, objectives of training course have been stated clearly by the participants.

Then a questionnaire with 20 questions is given to the participants to test their comprehension of the education for adults (*see Annex 8*). The result showed that some of them gave wrong answers when being asked about the difference between teaching at school and teaching in agricultural extension.

- Training contents:
  - *Basic concepts of agricultural extension*
  - *Training method for adults*
  - *Making out the training plan*
  - *Preparations for training*
  - *Training methodologies*
  - *Presentation skills*
  - *Asking and listening skills in participatory training*
  - *Use of colour cards in training*
  - *Evaluation*
- Everybody is very pleased and has paid attention to the presentation and actively participated with high interest. After covering the above contents, the class was divided into 3 small groups to practice new training methods on the subjects which they chose themselves:
  - Group 1: *Hemorrhagic Septicemia in cattle*
  - Group 2: *Duck Plague*
  - Group 3: *Foot and Mouth Disease*

The content of practice is the following:

- \* Discuss the content of flip-charts
- \* Prepare flip-charts on A1 size
- \* Prepare teaching plan
- \* Present their subject (one by one)

The representation of the participants made clear that they are lacking adequate training materials for trainers as well as for the preparation of the trainers. Although the duration for training is short, their weakness has been revealed on both training methodologies and professional knowledge.

- It is emphasized that the attitude of participants (including 2 officers from Provincial Agricultural Extension Center and Department of Agriculture & Rural Development) on a new training approach for adults/farmers/paravets has changed through the course. Now all participants learnt that this approach has to be based on the participatory methodology and the preparation for the training is very meticulous task which requires a lot of time and labour however it is very important for success of the training. Regarding teaching skills, everybody agreed that it takes time to improve their skills and they need to be followed up by a qualified specialist whenever they provide paravet training courses.

Especially, the participation of Mr. Tan, Director of Provincial Sub-Department of Animal Health throughout the course as a participant, which is a great encouragement to everybody not only in this course but also in paravet training activities in future.

- Post-test:

To check whether learners have achieved the objectives, a questionnaire with 10 questions (right/wrong choice) is answered by participants (*see Annex 9*). The result showed that most of them have gained basic training methodologies.

- **Evaluation:**

An evaluation form is distributed to participants at the end of the training course to collect their personal opinions, attitudes and impression towards the content training, organizing matters and methodologies used (*see Annex 10*).

The training course is highly appreciated by participants. Although all participants mentioned that the duration of the course is too short, they expressed that the training methodologies presented at the course are quite new for them and the knowledge gained from this course is really significant to apply in their activities.
- At the end of the course, certificates are handed by Mr. Trevor, the Australian Team Leader to 18 participants for their successful completion of the training course.

### **2.3 Drafting a Capacity Building System for Paravets/Animal Health Networks in Quang Ngai Province**

A discussion with RUDEP's Participatory Development Advisor (Mr. Bede) and Capacity Building Officer (Ms. Tuyen) and a meeting between Program members (Mr. Bede, Mr. Huy, Mr. Thuan and Mr. Sinh) and Provincial Sub-Department of Animal Health officers (Mr. Toan and Mr. Hai) on animal health activities have been done. Some ideas when drafting a capacity building system for animal health in Quang Ngai should be considered:

- Set up and combine 2 capacity building profiles: one for paravets and the other for animal health trainers.
- Prepare questionnaires to assess skill and competency of them.
- Analyse training needs of commune paravets and paravet trainers.
- Assess pre-training and post-training.

### 3 Recommendations

Based on the results of the training courses and some findings received through meetings with officials of Quang Ngai Sub-Department Animal Health (SDAH) and Program, following issues should be addressed:

- Organise a workshop on animal health activities in Quang Ngai province at present and towards a long-term vision to discuss and outline of how to identify the training needs of commune paravets and paravet trainers and what is the appropriate curricula for upland and lowland areas in Quang Ngai province.
- Co-operate closely with Provincial Sub-Department of Animal Health to set up a team of paravet trainers for the province:
  - Follow up the participants who participated in the Training of Trainers course in paravet training methodologies to carry out training courses for farmers to become paravets under directly supervising and support of a qualified specialist throughout their preparation (in Quang Ngai town) and conducting the training course (at the communes).
  - Support them to carry out extension training courses for farmers at village level to increase their awareness of the vaccination for their animal.
- Conduct continually upgrading training courses for existing paravets in the Program Communes on basic veterinary knowledge and diagnosis, prevention and treatment of other animal diseases.
- Co-operate closely with SDAH and relative offices in Quang Ngai to follow up trained paravets, and if available, set up a special policy for veterinary activities in the remote areas.

## **Annex 1**

---

# **Agenda for Upgrading Training Course for Commune Paravets**

## Annex 1: Agenda for Upgrading Training Course for Commune Paravets

*12-14 November 2003*

Time	Content	Persons in charge
<b><i>12 November</i></b>		
08.00 – 08.10	Introduction	Bede
08.10 – 08.30	Test for the previous lesson	Participants
08.30 – 09.30	Basic veterinary pharmacology	Sinh
09.30 – 09.45	Break	
09.45 – 11.30	Basic veterinary pharmacology ( <i>cont.</i> )	Sinh
13.30 – 15.00	Basic veterinary pharmacology ( <i>cont.</i> )	Sinh
15.00 – 15.15	Break	
15.15 – 17.00	Basic veterinary pharmacology ( <i>cont.</i> )	Sinh
<b><i>13 November</i></b>		
08.00 – 09.30	Gumboro disease	Sinh
09.30 – 09.45	Break	
09.45 – 10.45	Gumboro disease ( <i>cont.</i> )	Sinh
10.45 – 11.30	Pasteurellosis in pigs	Sinh
13.30 – 15.00	Pasteurellosis in pigs ( <i>cont.</i> )	Sinh
15.00 – 15.15	Break	
15.15 – 17.00	Diarrhoea syndrome in piglets	Sinh
<b><i>14 November</i></b>		
08.00 – 09.30	Diarrhoea in piglets caused by <i>E. coli</i>	Sinh
09.30 – 09.45	Break	
09.45 – 10.15	Diarrhoea in piglets caused by <i>E. coli</i> ( <i>cont.</i> )	Sinh
10.15 – 12.00	Trypanosomiasis	Sinh
13.30 – 14.00	Trypanosomiasis ( <i>cont.</i> )	Sinh
14.00 – 15.00	Ascarid in buffalo calf	Sinh
15.00 – 15.15	Break	
15.15 – 16.00	Ascarid in buffalo calf ( <i>cont.</i> )	Sinh
16.00 – 16.30	Evaluation	Participants

## **Annex 2**

---

### **List of Participants at the Training Course for Commune Paravets**

## Annex 2: List of Participants at the Training Course for Commune Paravets

12-14 November 2003

No.	Name	Commune/ office	Age	Experience in veterinary (years)	Pre- test result	Note
1	Nguyễn Duy Phương	Son Hai	49	1	-	Absent
2	Đình Văn Bền	Son Hai	22	1	-	Absent
3	Đình Văn Bền	Son Hai	22	1	-	Absent
4	Lâm Văn Sáu	Duc Phong	50	25	9.0	✓
5	Lê Quang Chỉ	Duc Phong	42	17	8.5	✓
6	Nguyễn Thanh Quang	Duc Phong	35	12	9.0	✓
7	Phạm Đợi	Duc Phong	35	13	9.0	✓
8	Lê Minh Dũng	Duc Phong	34	12	8.5	✓
9	Văn Xuân Phần	Duc Phong	37	10	9.0	✓
10	Nguyễn Văn Ban	Duc Phong	37	12	9.0	✓
11	Lê Quang Lành	Duc Phong	33	2	9.5	✓
12	Nguyễn Đức Mậu	Tinh Tho	50	26	-	Late
13	Hà Đức Thắng	Tinh Tho	48	27	8.0	✓
14	Nguyễn Minh Hà	Tinh Tho	43	18	6.0	✓
15	Trần Xuân Linh	Tinh Tho	43	7	8.0	✓
16	Trần Văn Thanh	Hanh Phuoc	47	20	9.0	✓
17	Phan Văn Thanh	Hanh Phuoc	28	4	6.0	✓
18	Cao Văn Thắng	Hanh Phuoc	37	9	-	Late
19	Phạm Hữu Ngân	Hanh Phuoc	46	9	9.0	✓
20	Nguyễn Văn Triệu	Hanh Phuoc	32	10	-	Late
21	Phan Xuân Khanh	Hanh Phuoc	59	28	-	Absent
22	Nguyễn Minh Chúng	Pho Chau	46	16	6.5	✓
23	Nguyễn Diễm	Pho Chau	42	17	9.5	✓
24	Võ Thanh Tuấn	Pho Chau	37	8	9.0	✓
25	Mai Văn Bỏ	Pho Chau	38	5	9.0	✓
26	Nguyễn Đức	Pho Chau	36	9	8.5	✓
27	Lê Thị Thanh Lâm	SDAH	39	17	-	✓

## **Annex 3**

---

# **Agenda for the Training Course on Paravet Training Methodologies for Provincial & District Animal Health Staff**

## Annex 3: Agenda for the Training Course on Paravet Training Methodologies for Provincial & District Animal Health Staff

*19-21 November 2003*

Time	Content	Persons in charge
<b><i>19 November</i></b>		
08.00 – 08.15	Introduction	Bede/Tan
08.15 – 08.40	Making acquaintance together	Participants
08.40 – 08.55	Presentation of training contents	Sinh
08.55 – 09.15	Objective of training course	Participants
09.15 – 09.30	Pre-test	Participants
09.30 – 09.45	Break	
09.45 – 11.30	Basic concepts of agricultural extension	Sinh
13.30 – 15.00	Training method for adults	Sinh
15.00 – 15.15	Break	
15.15 – 16.00	Making out the training plan	Sinh
16.00 – 17.00	Preparations for training	Sinh
<b><i>20 November</i></b>		
08.00 – 09.30	Preparations for training ( <i>cont.</i> )	Sinh
09.30 – 09.45	Break	
09.45 – 11.30	Training methodologies	Sinh
13.30 – 15.00	Presentation skills	Sinh
15.00 – 15.15	Break	
15.15 – 16.10	Asking and listening skills in participatory training	Sinh
16.10 – 17.00	Use of colour cards in training	Sinh
<b><i>21 November</i></b>		
08.00 – 09.30	Teaching practice	Sinh/Participants
09.30 – 09.45	Break	
09.45 – 12.00	Teaching practice ( <i>cont.</i> )	Sinh/Participants
13.30 – 15.00	Teaching practice ( <i>cont.</i> )	Sinh/Participants
15.00 – 15.15	Break	
15.15 – 16.10	Evaluation for a training course	Participants
16.10 – 16.30	Post-test	Participants
16.30 – 17.00	Giving certificates and closing the course	Trevor

## **Annex 4**

---

# **List of Participants at the Training Course on Paravet Training Methodologies**

## **Annex 4: List of Participants at the Training Course on Paravet Training Methodologies**

*19-21 September 2003*

<b>No.</b>	<b>Name</b>	<b>Position</b>
1	Võ Văn Tân	Director of Quang Ngai SDAH
2	Nguyễn Đình Huy	Head of Personnel Department, SDAH
3	Nguyễn Văn Thuận	Head of Techniques Department, SDAH
4	Dương Văn Hải	Member of Techniques Department, SDAH
5	Lê Thị Thanh Lâm	Member of Techniques Department, SDAH
6	Lê Văn Đông	Binh Son Department of Veterinary Services (DVS)
7	Nguyễn Thị Liên	Son Tinh DVS
8	Lê Văn Dương	Son Tinh DVS
9	Võ Thân	Tu Nghia DVS
10	Nguyễn Hai	Tu Nghia DVS
11	Nguyễn Văn Hải	Mo Duc DVS
12	Trần Thị Tơ	Duc Pho DVS
13	Nguyễn Văn Ba	Duc Pho DVS
14	Trương Thị Nhu	Nghia Hanh DVS
15	Võ Văn Ngọc	Nghia Hanh DVS
16	Nguyễn Nhịp	Son Ha DVS
17	Nguyễn Văn Thảo	Son Ha DVS
18	Nguyễn Văn Cường	Provincial Agricultural Extension Center
19	Đỗ Văn Chung	Department of Agriculture & Rural Development

## **Annex 5**

---

### **Questionnaire for the Previous Lesson**

## Annex 5: Questionnaire for the Previous Lesson

<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">                 Sióm:             </div>	<p><b>Câu hái kióm tra Bui cò</b>                  (Ò ch<sup>2</sup>n)</p> <p>Hä vư t<sup>a</sup>n:                  .....                  .. X.:                  .....</p> <p><b>Anh (chĐ) h·y khoanh trĐn vưo mét ý Óng nhÊt trong mçi c©u sau:</b></p>
PhÇn dịnh cho gi, o vi <sup>a</sup> n	<p>PhÇn dịnh cho häc vi<sup>a</sup>n</p> <p><b>Câu 1. VÊt nu«i cũ thÓ bĐ bÖnh bëi nh÷ng nguy<sup>a</sup>n nh©n nưo?</b></p> <p>a Vi sinh vÊt                  b Ký sinh trïng                  c Ch÷m sác, nu«i d-ìng, qu¶n lý kĐm; bĐ ngé Óéc                  d C¶ 3 ý tr<sup>a</sup>n Óu Óng</p> <p><b>Câu 2. SÊc ÓiÓm cũa bÖnh truyÒn nhiÔm?</b></p> <p>a Løy lan, dÔ ph,t thủng dĐch                  b Do ký sinh trïng g©y ra                  c Kh«ng løy lan                  d C¶ 3 ý tr<sup>a</sup>n Óu Óng</p> <p><b>Câu 3. SÓ vÊt nu«i kh«ng bĐ m<sup>3</sup>c bÖnh, cũn ph¶i:</b></p> <p>a VÖ sinh phĐng bÖnh tèt                  b T÷ng sọc ÓÒ kh,ng, ng÷n ngõa dĐch bÖnh løy lan                  c Ti<sup>a</sup>m phĐng v,c xin                  d C¶ 3 ý tr<sup>a</sup>n Óu Óng</p> <p><b>Câu 4. V,c-xin dïng Ó lưm g×?</b></p> <p>a PhĐng bÖnh                  b Ch÷a bÖnh                  c SÓ kých thÝch vÊt nu«i mau lín                  d C¶ 3 ý tr<sup>a</sup>n Óu Óng</p> <p><b>Câu 5. Khi b¶o qu¶n, vÊn chuyón v,c-xin, cũn tu©n thñ c,c nguy<sup>a</sup>n t<sup>3</sup>c sau:</b></p> <p>a SÓ ẽ n-i kh« r, o, cũ nh n<sup>3</sup>ng                  b B¶o qu¶n ẽ ng÷n Ó, cũa tñ l<sup>1</sup>nh                  c VÊn chuyón trong hóp xẹp                  d B¶o qu¶n ẽ nhiöt Óé 2-8°C, vÊn chuyón trong hóp xẹp cũ Ó,</p>

**Câu 6. Nguyên tác sơ đông v, c-xin?**

- a V, c-xin lo<sup>1</sup>i nạo chø ph<sup>3</sup>ng ®-íc bõnh ®ã
- b Dìng v, c-xin li<sup>0</sup>u cụng cao cụng tèt
- c Cả thố ti<sup>a</sup>m v, c-xin cho gia súc ẽ mãi lỏa tuæi
- d C¶ 3 ý tr<sup>a</sup>n ®Òu ®óng

**Câu 7. Séc rióm của bõnh d<sup>3</sup>ch t<sup>3</sup> lìn?**

- a Do vi khu<sup>0</sup>n g<sup>0</sup>y ra
- b Lự bõnh nguy hióm nh<sup>0</sup>t ẽ lìn
- c Th-êng g<sup>0</sup>y bõnh cho lìn 6-12 th,ng tuæi
- d G<sup>0</sup>y suy gi<sup>3</sup>m mi<sup>0</sup>n d<sup>3</sup>ch

**Câu 8. Bõnh d<sup>3</sup>ch t<sup>3</sup> lìn lự bõnh nguy hióm nh<sup>0</sup>t ẽ lìn v<sup>x</sup>:**

- a G<sup>0</sup>y tũ l<sup>0</sup> ch<sup>0</sup>t cao
- b L<sup>0</sup>y lan nhanh
- c L<sup>0</sup>y bõnh sang ng-êi
- d Khi x<sup>3</sup>y ra d<sup>0</sup> g<sup>0</sup>y th<sup>0</sup>nh d<sup>3</sup>ch

**Câu 9. Nguyên nhân g<sup>0</sup>y bõnh d<sup>3</sup>ch t<sup>3</sup> lìn?**

- a Vi khu<sup>0</sup>n
- b Vi r<sup>0</sup>t
- c Ký sinh tr<sup>0</sup>ng
- d Ch<sup>0</sup>m sãc nu<sup>0</sup>i d-ìng k<sup>0</sup>m

**Câu 10. C, c tri<sup>0</sup>u ch<sup>0</sup>ng rióm h<sup>x</sup>nh của bõnh d<sup>3</sup>ch t<sup>3</sup> lìn?**

- a Xu<sup>0</sup>t huy<sup>0</sup>t nh- mu<sup>0</sup>i ®èt ẽ v<sup>0</sup>ng da máng
- b Thè khã, ngãi nh- chã ®ó thè
- c Øa ch<sup>3</sup>y ph<sup>0</sup>n lán<sup>0</sup>, cả m<sup>0</sup>i tanh kh<sup>3</sup>m
- d C¶ 3 ý tr<sup>a</sup>n ®Òu ®óng

**Câu 11. Tri<sup>0</sup>u ch<sup>0</sup>ng ti<sup>a</sup>u ho, Séc tr-ng của bõnh d<sup>3</sup>ch t<sup>3</sup> lìn?**

- a Ph<sup>0</sup>n t, o
- b Øa ch<sup>3</sup>y n<sup>0</sup>ng, ph<sup>0</sup>n lán<sup>0</sup> cả m<sup>0</sup>i tanh kh<sup>3</sup>m
- c Øa ch<sup>3</sup>y ph<sup>0</sup>n lán<sup>0</sup>
- d S<sup>0</sup>i ph<sup>0</sup>n t, o vụ lán<sup>0</sup> xen k<sup>0</sup> nhau

**Câu 12. Th<sup>0</sup>n nhi<sup>0</sup>t của lìn khi m<sup>3</sup>c bõnh d<sup>3</sup>ch t<sup>3</sup> lìn?**

- a B<sup>x</sup>nh th-êng
- b Sèt nh<sup>0</sup>ĩ
- c Sèt cao li<sup>a</sup>n t<sup>0</sup>c trong m<sup>0</sup>ỹ nguy
- d Sèt th<sup>0</sup>t th-êng

**Câu 13. Bệnh tých ở lợn h×nh cña Bệnh Dịch tả lín?**

- a Nhái huyết ở r×a l, ch
- b Loét h×nh cóc , o ở van hải manh trung, ruét giụ
- c Xuất huyết ởnh ghim tr<sup>a</sup>n bò mết thên
- d C¶ 3 ý tr<sup>a</sup>n @Ồu @óng

**Câu 14. Nguy<sup>a</sup>n nh©n g©y bệnh Niu-c, t-x-n?**

- a Vi rút
- b Vi khuẩn
- c Ký sinh trùng
- d C¶ 3 ý tr<sup>a</sup>n @Ồu @óng

**Câu 15. Bệnh Niu-c, t-x-n cả thó g©y bệnh cho loại vệt nọ?**

- a Gia cçm
- b Gia sóc, gia cçm
- c Gụ
- d Thuû cçm

**Câu 16. V, c xin Niu-c, t-x-n hổ I dđng ti<sup>a</sup>m d-ii da cho:**

- a Gụ tổ 2 tuçn tuæi trê l<sup>a</sup>n
- b Gụ tổ 2 th,ng tuæi trê l<sup>a</sup>n
- c Gụ mãi lòa tuæi
- d C¶ 3 ý tr<sup>a</sup>n @Ồu @óng

**Câu 17. Dđng v, c xin Lasota phbng bệnh Niu-c, t-x-n cho gụ b»ng c, ch:**

- a Ti<sup>a</sup>m d-ii da
- b Trén lén thọc ìn
- c Nhá m³t
- d C¶ 3 ý tr<sup>a</sup>n @Ồu @óng

**Câu 18. Nguy<sup>a</sup>n nh©n g©y bệnh Tô huyết trắng tr©u bß?**

- a Vi rút
- b Vi khuẩn
- c Ký sinh trùng
- d Chø cả 2 ý a, c lụ @óng

**Câu 19. Triệu chøng cña bệnh Tô huyết trắng tr©u bß?**

- a S-ng, phi ving hçu
- b Miõng cả môn n-íc, ch¶y d·i nh- bắt bia

- c Cøng l-ng, cøng chøn
- d C¶ 3 ý tr<sup>a</sup>n @Òu @óng

**Câu 20. Bõnh tých chñ yõu khi trøu bß m<sup>3</sup>c bõnh Tô huyõt tring?**

- a Tô huyõt, xuÊt huyõt tÊt c¶ c,c c- quan néi t<sup>1</sup>ng
- b ThÊt -ít thÉM n-íc
- c Phæi tô huyõt xuÊt huyõt tống @,m, mung phæi vi<sup>a</sup>m dýnh vøo lãng ngúc
- d C¶ 3 ý tr<sup>a</sup>n @Òu @óng

Sióm:

**Câu hái kióm tra Bui cø (Ò lÍ)**

Hã vµ t<sup>a</sup>n:

.....  
 .. X.:  
 .....

**Anh (chÐ) h·y khoanh trßn vøo mét ý @óng nhÊt trong mçi cøu sau:**

Phçn dịnh cho gi, o vi<sup>a</sup>n

Phçn dịnh cho hãc vi<sup>a</sup>n

**Câu 1. Nguy<sup>a</sup>n nhøn gøy bõnh ÐÐch t¶ lín?**

- a Vi khuÈn
- b Vi rót
- c Ký sinh tring
- d Chìm sãc nukì d-ìng kÐm

**Câu 2. SÆc @ióm cña bõnh ÐÐch t¶ lín?**

- a Do vi khuÈn gøy ra
- b Lµ bõnh nguy hióm nhÊt ë lín
- c Th-êng gøy bõnh cho lín 6-12 th,ng tuæi
- d Gøy suy gi¶m miÕn ÐÐch

**Câu 3. Bõnh ÐÐch t¶ lín lµ bõnh nguy hióm nhÊt ë lín v×:**

- a Gøy tû lõ chõt cao
- b Løy lan nhanh
- c Løy bõnh sang ng-êi
- d Khi x¶y ra dõ gøy thụng ÐÐch

**Câu 4. Thøn nhiöt cña lín khi m<sup>3</sup>c bõnh ÐÐch t¶ lín?**

- a B×nh th-êng
- b Sèt nhÑ

- c Sét cao li<sup>a</sup>n t<sup>o</sup>c trong m<sup>ê</sup>y nguy
- d Sét th<sup>ê</sup>t th-<sup>ê</sup>ng

**Câu 5. Các triệu chứng nào h<sup>x</sup>nh của bệnh Đch t<sup>l</sup> l<sup>î</sup>n?**

- a Xu<sup>ê</sup>t huy<sup>ô</sup>t nh- mu<sup>ç</sup>i <sup>ê</sup>t ề v<sup>î</sup>ng da máng
- b Th<sup>ê</sup> kh<sup>ã</sup>, ng<sup>ã</sup>i nh- ch<sup>ã</sup> <sup>ó</sup> th<sup>ê</sup>
- c Øa ch<sup>l</sup>y ph<sup>o</sup>n l<sup>á</sup>ng, c<sup>ã</sup> m<sup>î</sup>i tanh kh<sup>á</sup>m
- d C<sup>l</sup> 3 ý tr<sup>a</sup>n <sup>ò</sup>u <sup>ó</sup>ng

**Câu 6. Triệu chứng tiêu ho, đc tr-<sup>ng</sup> của bệnh Đch t<sup>l</sup> l<sup>î</sup>n?**

- a Ph<sup>o</sup>n t,<sup>o</sup>
- b Øa ch<sup>l</sup>y n<sup>ê</sup>ng, ph<sup>o</sup>n l<sup>á</sup>ng c<sup>ã</sup> m<sup>î</sup>i tanh kh<sup>á</sup>m
- c Øa ch<sup>l</sup>y ph<sup>o</sup>n l<sup>á</sup>ng
- d S<sup>i</sup> ph<sup>o</sup>n t,<sup>o</sup> v<sup>u</sup> l<sup>á</sup>ng xen k<sup>ĩ</sup> nhau

**Câu 7. Bệnh tích nào h<sup>x</sup>nh của bệnh Đch t<sup>l</sup> l<sup>î</sup>n?**

- a Nh<sup>ã</sup>i huy<sup>ô</sup>t ề r<sup>x</sup>a l,<sup>ch</sup>
- b Lo<sup>đ</sup>t h<sup>x</sup>nh c<sup>ó</sup>c ,<sup>o</sup> ề v<sup>an</sup> h<sup>ả</sup>i m<sup>anh</sup> tr<sup>u</sup>ng, ru<sup>ét</sup> gi<sup>u</sup>
- c Xu<sup>ê</sup>t huy<sup>ô</sup>t <sup>ì</sup>nh ghim tr<sup>a</sup>n b<sup>ò</sup> m<sup>ê</sup>t th<sup>ê</sup>n
- d C<sup>l</sup> 3 ý tr<sup>a</sup>n <sup>ò</sup>u <sup>ó</sup>ng

**Câu 8. Nguyên nhân gây bệnh Tô huyết trắng tr<sup>o</sup> b<sup>ê</sup>?**

- a Vi r<sup>ó</sup>t
- b Vi khu<sup>ê</sup>n
- c Ký sinh tr<sup>ì</sup>ng
- d Ch<sup>ø</sup> c<sup>ã</sup> 2 ý a, c l<sup>u</sup> <sup>ó</sup>ng

**Câu 9. Triệu chứng của bệnh Tô huyết trắng tr<sup>o</sup> b<sup>ê</sup>?**

- a S-<sup>ng</sup>, ph<sup>ì</sup> v<sup>î</sup>ng h<sup>ç</sup>u
- b Mi<sup>õ</sup>ng c<sup>ã</sup> m<sup>ôn</sup> n-<sup>íc</sup>, ch<sup>l</sup>y d<sup>·</sup>i nh- b<sup>ã</sup>t b<sup>ia</sup>
- c C<sup>ø</sup>ng l-<sup>ng</sup>, c<sup>ø</sup>ng ch<sup>o</sup>n
- d C<sup>l</sup> 3 ý tr<sup>a</sup>n <sup>ò</sup>u <sup>ó</sup>ng

**Câu 10. Bệnh tích chủ yếu khi tr<sup>o</sup> b<sup>ê</sup> m<sup>ã</sup>c bệnh Tô huyết trắng?**

- a Tô huyết, xu<sup>ê</sup>t huy<sup>ô</sup>t t<sup>ê</sup>t c<sup>l</sup> c,<sup>c</sup> c<sup>h</sup> quan n<sup>é</sup>i t<sup>ì</sup>ng
- b Th<sup>ê</sup>t -<sup>ít</sup> th<sup>ê</sup>m n-<sup>íc</sup>
- c Ph<sup>æ</sup>i tô huyết xu<sup>ê</sup>t huy<sup>ô</sup>t t<sup>õ</sup>ng <sup>ê</sup>m, m<sup>u</sup>ng ph<sup>æ</sup>i vi<sup>a</sup>m d<sup>ĩ</sup>nh v<sup>u</sup>o l<sup>á</sup>ng ng<sup>ù</sup>c
- d C<sup>l</sup> 3 ý tr<sup>a</sup>n <sup>ò</sup>u <sup>ó</sup>ng

**Câu 11. Vết nứt cũ thỏ bđ bđnh bđi nhđng nguy<sup>a</sup>n nhđn nđo?**

- a Vi sinh vđt
- b Ký sinh trđng
- c Chđm sđc, nứt đ-đng, quđn lý kđm; bđ ngđ đđc
- d Cđ 3 ý tr<sup>a</sup>n đđu đđng

**Câu 12. đđc đđm cũa bđnh truyđn nhiđm?**

- a Lđy lan, đđ ph, t thđnh đđch
- b Do ký sinh trđng gđy ra
- c Khđng lđy lan
- d Cđ 3 ý tr<sup>a</sup>n đđu đđng

**Câu 13. đđ vđt nứt cũ khđng bđ mđc bđnh, cũn phđi:**

- a Vđ sinh phđng bđnh tđt
- b Tđng sđc đđ kh, ng, ngđn ngđa đđch bđnh lđy lan
- c Ti<sup>a</sup>m phđng v, c xin
- d Cđ 3 ý tr<sup>a</sup>n đđu đđng

**Câu 14. V, c-xin đđng đđ lđm gđ?**

- a Phđng bđnh
- b Chđa bđnh
- c đđ kých thđch vđt nứt cũ mau lđn
- d Cđ 3 ý tr<sup>a</sup>n đđu đđng

**Câu 15. Nguy<sup>a</sup>n tđc sđ đđng v, c-xin?**

- a V, c-xin lo<sup>i</sup> nđo chđ phđng đđ-đc bđnh đđ
- b Đđng v, c-xin liđu cũng cao cũng tđt
- c Cđ thđ ti<sup>a</sup>m v, c-xin cho gia sđc đđ mđi lđa tuđi
- d Cđ 3 ý tr<sup>a</sup>n đđu đđng

**Câu 16. Khi bđo quđn, vđn chuyđn v, c-xin, cũn tuđn thđ c, c nguy<sup>a</sup>n tđc sau:**

- a đđ đ n-đ khđ r, o, cũ nh nđng
- b Bđo quđn đ ngđn đ, cũa tđ lđnh
- c Vđn chuyđn trong hđp xđp
- d Bđo quđn đ nhiđt đđ 2-8°C, vđn chuyđn trong hđp xđp cũ đ,

**Câu 17. Nguy<sup>a</sup>n nhđn gđy bđnh Niu-c, t-xđn?**

- a Vi rđt
- b Vi khuđn
- c Ký sinh trđng
- d Cđ 3 ý tr<sup>a</sup>n đđu đđng

**Câu 18. Bệnh Niu-c, t-x-n cần thuốc gì để loại vết nọ?**

- a Gia cầm
- b Gia súc, gia cầm
- c Gù
- d Thuần cầm

**Câu 19. Vì sao xin Niu-c, t-x-n hồ I dùng tiêm d-ii da cho:**

- a Gù 2 tuấn tuai trẻ l<sup>a</sup>n
- b Gù 2 th<sub>ng</sub> tuai trẻ l<sup>a</sup>n
- c Gù mãi l<sup>o</sup>a tuai
- d Cần 3 ý tr<sup>a</sup>n Ồu Ớng

**Câu 20. Dùng vì sao xin Lasota phòng bệnh Niu-c, t-x-n cho gù b<sub>ng</sub> c, ch:**

- a Ti<sup>a</sup>m d-ii da
- b Trên lén th<sub>c</sub> n
- c Nhá m<sub>t</sub>
- d Cần 3 ý tr<sup>a</sup>n Ồu Ớng

## **Annex 6**

---

### **Diarrhoea in Piglets Caused by E. Coli**

## Annex 6: Diarrhoea in Piglets Caused by E. Coli

### BÖnh tí<sup>a</sup>u ch<sup>q</sup>ly do e. coli ĩ lĩn con

Lĩn con cũ thÓ b<sup>p</sup> ĩm trong v<sup>b</sup>ng 12 giē sau khi sinh, thÓ hiÖn b<sup>»</sup>ng s<sup>u</sup> tí<sup>a</sup>u ch<sup>q</sup>ly n<sup>Æ</sup>ng, m<sup>Ê</sup>t n-íc v<sup>u</sup> ch<sup>Ö</sup>t nhanh.

#### 1. nguy<sup>a</sup>n nh<sup>Ö</sup>n

- Do **vi khu<sup>È</sup>n E. coli** g<sup>ã</sup>m nhi<sup>Ö</sup>u ch<sup>h</sup>ng g<sup>Ö</sup>y ra:
  - + S<sup>è</sup>ng s<sup>½</sup>n ĩ <sup>®</sup>-<sup>ê</sup>ng ru<sup>é</sup>t (ch<sup>h</sup> y<sup>Ö</sup>u l<sup>u</sup> ph<sup>ç</sup>n d-<sup>i</sup>i cũa ru<sup>é</sup>t non v<sup>u</sup> su<sup>é</sup>t c<sup>q</sup> ru<sup>é</sup>t gi<sup>u</sup>).
  - + Cũ thÓ s<sup>è</sup>ng h<sup>u</sup>ng th<sup>u</sup>ng ĩ ngo<sup>u</sup>i m<sup>«</sup>i tr-<sup>ê</sup>ng.
- C<sup>u</sup>ch sinh b<sup>Ö</sup>nh: Vi khu<sup>È</sup>n b<sup>u</sup>m d<sup>ý</sup>nh v<sup>u</sup>o h<sup>ö</sup> th<sup>è</sup>ng l<sup>«</sup>ng nh<sup>u</sup>ng cũa th<sup>u</sup>nh ru<sup>é</sup>t, t<sup>u</sup>ng sinh v<sup>u</sup> s<sup>q</sup>n sinh **®<sup>é</sup>c t<sup>è</sup> h-<sup>i</sup>ng ru<sup>é</sup>t** => G<sup>Ö</sup>y r<sup>è</sup>i lo<sup>1</sup>n trao <sup>®</sup>ai n-íc v<sup>u</sup> c<sup>u</sup>c ch<sup>Ê</sup>t <sup>®</sup>i<sup>Ö</sup>n gi<sup>q</sup>i => Tí<sup>a</sup>u ch<sup>q</sup>ly tr<sup>ç</sup>m tr<sup>ã</sup>ng.

#### 2. Tri<sup>Ö</sup>u ch<sup>ø</sup>ng

B<sup>Ö</sup>nh th-<sup>ê</sup>ng xu<sup>Ê</sup>t hi<sup>Ö</sup>n ĩ 3 giai <sup>®</sup>o<sup>1</sup>n sau:

- **Giai <sup>®</sup>o<sup>1</sup>n s<sup>u</sup> sinh:**

Lĩn con th-<sup>ê</sup>ng xuy<sup>a</sup>n b<sup>p</sup> tí<sup>a</sup>u ch<sup>q</sup>ly r<sup>Ê</sup>t n<sup>Æ</sup>ng ĩ giai <sup>®</sup>o<sup>1</sup>n nuy:

  - + Ch<sup>ø</sup> t<sup>ö</sup> **12-24 giē sau khi sinh**, c<sup>q</sup> <sup>®</sup>u<sup>n</sup> b<sup>p</sup> tí<sup>a</sup>u ch<sup>q</sup>ly **ph<sup>ç</sup>n lo<sup>1</sup>ng, m<sup>u</sup> v<sup>u</sup>ng tr<sup>ã</sup>ng**.
  - + To<sup>u</sup>n th<sup>ö</sup>n ĩm -<sup>i</sup>t, nh<sup>ç</sup>y nh<sup>i</sup>t, l<sup>1</sup>nh, ki<sup>Ö</sup>t s<sup>ö</sup>c.
  - + Cũ thÓ **ch<sup>Ö</sup>t c<sup>q</sup> <sup>®</sup>u<sup>n</sup>** n<sup>ö</sup>u kh<sup>«</sup>ng <sup>®</sup>-<sup>i</sup>c ch<sup>÷</sup>a tr<sup>p</sup>.
- **L<sup>ö</sup>c 3 tu<sup>ç</sup>n tu<sup>æ</sup>i:**
  - + M<sup>ö</sup>c <sup>®</sup>é tí<sup>a</sup>u ch<sup>q</sup>ly nh<sup>h</sup> h-<sup>n</sup>: **ph<sup>ç</sup>n s<sup>ö</sup>t** ho<sup>Æ</sup>c h-<sup>i</sup> lo<sup>1</sup>ng, **m<sup>u</sup> tr<sup>ã</sup>ng x, m**.
- **Sau cai s<sup>÷</sup>a kho<sup>q</sup>ng 1 tu<sup>ç</sup>n ho<sup>Æ</sup>c sau mét <sup>®</sup>it thay <sup>®</sup>ai th<sup>ö</sup>c <sup>®</sup>n:**
  - + Tí<sup>a</sup>u ch<sup>q</sup>ly **ph<sup>ç</sup>n lo<sup>1</sup>ng, m<sup>u</sup> v<sup>u</sup>ng xanh <sup>®</sup>Ön n<sup>ö</sup>**.
  - + N<sup>ö</sup>u kh<sup>«</sup>ng <sup>®</sup>-<sup>i</sup>c ch<sup>÷</sup>a tr<sup>p</sup> => Tí<sup>a</sup>u ch<sup>q</sup>ly k<sup>Đ</sup>o d<sup>u</sup>i, g<sup>ç</sup>y s<sup>ö</sup>t nhanh, b<sup>ó</sup> k<sup>Đ</sup>m.

#### 3. B<sup>Ö</sup>nh t<sup>y</sup>ch

- X<sup>u</sup>c kh<sup>«</sup> do m<sup>Ê</sup>t n-íc.
- D<sup>1</sup> d<sup>u</sup>y ch<sup>ø</sup>a nh<sup>÷</sup>ng c<sup>ö</sup>c s<sup>÷</sup>a ch-<sup>a</sup> tí<sup>a</sup>u.
- Ru<sup>é</sup>t non ph<sup>ã</sup>ng to. Ni<sup>ã</sup>m m<sup>1</sup>c ru<sup>é</sup>t xu<sup>Ê</sup>t huy<sup>Ö</sup>t, ho<sup>1</sup>i t<sup>ö</sup> t<sup>ö</sup>ng <sup>®</sup>, m.

#### 4. Ph<sup>b</sup>ng b<sup>Ö</sup>nh

##### 4.1. V<sup>ö</sup> sinh, ch<sup>h</sup>m s<sup>ã</sup>c

- Th<sup>ö</sup>c <sup>®</sup>n cho m<sup>h</sup> ph<sup>q</sup>i <sup>®</sup>ñ ch<sup>Ê</sup>t v<sup>u</sup> c<sup>ö</sup>n <sup>®</sup>ei.
- Gi<sup>÷</sup> chu<sup>ã</sup>ng nu<sup>«</sup>i lu<sup>«</sup>n **kh<sup>«</sup> r<sup>u</sup>o, s<sup>1</sup>ch s<sup>i</sup>**.

- **S-êi Êm** lîn con (kho¶ng 2 tuÇn ®Çu sau ®Ê, ®Æc biÖt vÒ mìa ®«ng).
- Cho lîn con **bó s÷a ®Çu** cung sım cung tèt.
- Ti<sup>a</sup>m **Fe-Dextran-B12 10%**: 2 ml/con lóc 3 vự 10 ngày tuæi.
- **TËp ìn sım** cho lîn con tở lóc 10-15 ngày tuæi.

#### 4.2. V,c xin

- Cã thó dıng **v,c xin Neocolipor** (d'ıng v« ho't, do h'ng Merial s¶n xuÊt).
- Ti<sup>a</sup>m s©u b¶p th¶t cæ, liÒu 2 ml/con cho lîn mÑ 2 tuÇn tr-íc khi sinh ®Ó ph¶ng bõnh cho lîn con.

#### 5. Ch÷a bõnh

- Dıng thuèc nh-ng ph¶i kõt hıp vıi c,c biõn ph,p vÒ sinh, ch'ım sãc.
- CÇn chó ý:
  - + Kh«ng ®-íc ngõng cho lîn con uèng n-íc!
  - + Cho lîn con **uèng dung d¶ch ®iõn gi¶i!**
- Cã thó sô dõng mét trong c,c lo'i thuèc sau:

T <sup>a</sup> n thuèc	Quy c, ch	N-ı s¶n xuÊt	C, ch dıng
Spectimocin	Lã 10 ml	Hanvet	<ul style="list-style-type: none"> <li>• Nhá vựo miÕng</li> <li>• LiÒu l-ıng: 2 ml/con/lÇn</li> <li>• Ngày 2 lÇn, li<sup>a</sup>n tc 3-5 ngày</li> </ul>
Anti - E. coli	Lã 60 ml	BIO	<ul style="list-style-type: none"> <li>• Nhá vựo miÕng</li> <li>• LiÒu l-ıng:                             <ul style="list-style-type: none"> <li>- Lîn d-ıi 7 kg: 2 ml/con/lÇn</li> <li>- Lîn 8-20 kg: 4 ml/con/lÇn</li> </ul> </li> <li>• Ngày 2 lÇn, li<sup>a</sup>n tc 3-5 ngày</li> </ul>
Cofacoli	Bét	Merial	<ul style="list-style-type: none"> <li>• Nhá vựo miÕng</li> <li>• LiÒu l-ıng: 1.3 g/con/ngày</li> <li>• Chia 2 lÇn/ngày, li<sup>a</sup>n tc 3 ngày</li> </ul>

## **Annex 7**

---

# **Training Course Evaluation Form**

## Annex 7: Training Course Evaluation Form

*(Completed by paravets)*

### I. General information

1. Transmitted knowledge level

too low	low	medium	high	too high
---------	-----	--------	------	----------

2. The length of course

too short	short	medium	long	too long
-----------	-------	--------	------	----------

3. Organization

very bad	bad	So so	good	very good
----------	-----	-------	------	-----------

### II. Trainer

1. Professional skill

very bad	bad	professional	very professional	excellent
----------	-----	--------------	-------------------	-----------

2. Ability to facilitate the trainee's participation

none	little	good	very good	excellent
------	--------	------	-----------	-----------

3. Understand & answer ability of trainees

very bad	bad	professional	very professional	excellent
----------	-----	--------------	-------------------	-----------

### III. Trainees

Trainees' comments to the lesson

none	little	good	very good	excellent
------	--------	------	-----------	-----------

### IV. The best thing from the course

.....  
.....

### V. The thing unsatisfied you

.....  
.....

### VI. Recommendation

.....  
.....

### VII. Appraisal

very bored	bored	so so	interesting	very interesting
------------	-------	-------	-------------	------------------

**Annex 8**

---

**Questionnaire**

## **Annex 8: Questionnaire**

*Full name:* .....

*Unit:* .....

### **The difference between teaching at school and teaching in agricultural extension**

1. Teachers punish the students who don't get good result
2. Teachers appreciate the training course to learn its experience and do better for next course
3. Teachers play the role of encouraging the class
4. Teachers use the program which well-prepared before
5. Teachers are the only information source supplied to class
6. Teachers teach in informal atmosphere
7. Teachers and students together discover the main ideas of lesson
8. Teachers have the professional skill, giving out the suggestions for students' questions
9. Teachers are experts who have the duty in transferring scientific technology ideas to students
10. Teachers control the whole process of training course
11. Teachers prepare the training program based on evaluation of students' needs
12. Teachers & students share success and failure of training course
13. Teachers criticize work done by students
14. Teachers request students to do test & give mark
15. Teachers is the person who transfer information, knowledge to students
16. Teachers prepare the teaching plan based on students' experience
17. Teachers encourage the students to give out their comments about work done on mutual-contributing
18. Teachers teach informal atmosphere
19. Teachers always care about the student's expect
20. Teachers make a comparison between students' expect and training objectives

## **Annex 9**

---

### **Comprehension**

## Annex 9: Comprehension

**Full name:** .....

**Unit:** .....

**Circle correct ideas of the following sentences:**

**Sentence 1: Points should be paid attention when adopted discussion method in class**

- a. Create fun & friendly atmosphere in class
- b. Develop teaching plan based on contributed ideas
- c. Often summarize the main ideas
- d. 3 above ideas are correct

**Sentence 2: When teaching, trainer should or shouldn't add the funny stories?**

- a. Should not; cause the decent atmosphere in class will be decreased
- a. Should; cause the tension in class will be decreased
- b. Should not; cause trainer will be thought as a unserious person and trainees will look down at him
- c. Should; cause it's necessary to get ideas' involvements form all trainees

**Sentence 3: Adult trainees' character**

- a. Learn quickly and remember longer than young trainees
- b. Writing little and cannot remember many contents at the same time
- c. Willing to learn to new knowledge
- d. 3 above ideas are correct

**Sentence 4: Adult trainees learn well when**

- a. Local authorization appears
- b. Contents of lesson can help them in solving problems which they're dealing with
- c. Finance supplied to trainees
- d. Transportation included

**Sentence 5: When should documents be distributed to trainees?**

- a. Before class begins (cause it needs for observing of trainee)
- b. During the time of training
- c. End of training course
- d. Anytime

**Sentence 6: Role of teaching aids**

- a. Support for trainees' memory
- b. Help trainers to explain matter clearly and save time
- c. Increase the persuasion for trainees
- d. 3 above ideas are correct

**Sentence 7: An agricultural extension trainer who teaches well is :**

- a. To know how to use modern teaching aids
- b. No need to know how to use teaching aids but fluent performance skill
- c. To know how to make teaching aids
- d. To choose & use teaching aids which are suitable with each situation

**Sentence 8: Structure of a teaching plan includes:**

- a. Introduction, main content and conclusion sessions like an essay
- b. Only introduction and go straight to main content (to save time)
- c. Only the main content (which trainer wants to present)
- d. 3 above ideas are wrong

**Sentence 9: How to know students understand the lesson or not?**

- a. Ask questions and request to answer
- b. Request trainees to repeat the main ideas
- c. 2 above ideas are wrong
- d. 2 above ideas are correct

**Sentence 10: Limitation of flip-charts?**

- a. Difficult to combine with other teaching aids
- b. Just suitable with training for low-level trainees
- c. Difficult to use in class with so many trainees
- d. 3 above ideas are correct

## **Annex 10**

---

# **Training Course Evaluation Form**

## Annex 10: Training Course Evaluation Form

*(Completed by paravet trainers)*

**1. Are the objectives of the training course appropriate for your activities?**

Yes  No

**2. What is your opinion about the content of the training course?**

Very good  So so

Good  Bad

**3. What is your opinion about the methods presented at the training course?**

Very good  So so

Good  Bad

**4. What is your opinion about the duration of the training course?**

Long  Short

Medium  Too short

**5. What is your most deeply understanding through this training course?**

.....  
.....  
.....

**6. What is your request/comment?**

.....  
.....  
.....

### **Limitations**

URS Australia Pty Ltd (URS) has prepared this report for the use of AusAID Quang Ngai Rural Development Program in accordance with the usual care and thoroughness of the consulting profession. It is based on generally accepted practices and standards at the time it was prepared. No other warranty, expressed or implied, is made as to the professional advice included in this report. It is prepared in accordance with the scope of work and for the purpose outlined in the Program Design Document.

The methodology adopted and sources of information used by URS are outlined in this report. URS has made no independent verification of this information beyond the agreed scope of works and URS assumes no responsibility for any inaccuracies or omissions. No indications were found during our investigations that information contained in this report as provided to URS was false.

This report was prepared during November 2003 and is based on the conditions encountered and information reviewed at the time of preparation. URS disclaims responsibility for any changes that may have occurred after this time.

This report should be read in full. No responsibility is accepted for use of any part of this report in any other context or for any other purpose or by third parties. This report does not purport to give legal advice. Legal advice can only be given by qualified legal practitioners.