

# Showing vs. Telling: Integrating Interactive, Student-Led Training in Educational Programs for Farmers and Village Animal Health Workers in Cambodia

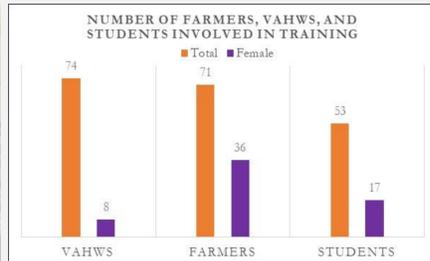
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**Objectives:** (1) to provide farmers and village animal health workers (VAHWs) with vital information on how to improve production practices and support better swine nutrition and health; (2) to engage students in an interactive educational program to develop their skills in critical thinking, communication, and technical competency, and (3) to encourage interactions between Royal University of Agriculture (RUA) faculty, students and rural communities.

## Specific Activities

Training farmers, VAHWs, and students is one of the main activities in the project objective; project in titled **“Improved Pig Health and Nutrition”** supported by Feed the Future Innovation Lab for Livestock Systems. Five trainings were conducted in three locations across Cambodia (Siem Reap, Battambang and Phnom Penh-RUA) by the faculty and veterinary medicine students. The training aim to educate farmers, VAHWs, and students about the diseases, disease transfer, biosecurity, nutrition, and records.



## Training contents:

7 presentations covering topics including feed ingredients and nutrition, disease control and biosecurity, and record keeping and economics.



## Pre- and Post- Biosecurity Survey:

7 students conducted pre- and post- biosecurity surveys with farmers and VAHWs to assess their knowledge and knowledge gained about biosecurity for disease control.



## Students role playing:

Students did role playing sessions to demonstrate key disease management and marketing decisions for farmers.

## Acknowledgement

## Best practices, tools and approach



## Students role playing:

Good and bad example of VAHW, VAHW and farmer interaction, boar man, and buying and selling pig.



## Quote:

“I have never attended training before with good topics and have student role plays, I felt I learn a lot” **Farmers**.  
 “When you visits farmer’s farm with stop sign, it means that farmers getting pig training. Thus be careful when treating their pigs” **VAHWs**.  
 “Student role plays that I like the most was on farmers especially boar man story” **Students**.



## Training materials:

- **Booklet (Khmer):** consisted of 4 parts— nutrition, health, records, and notes)
- **Disease manual (Khmer & English):** consisted of information on common swine disease including clinical signs, treatment, and prevention.
- **Stop sign (Khmer):** provided biosecurity warning sign for farmers own farms.



## Danish Entry:

Danish entries were built at Siem Reap, Battambang Technology Parks, and RUA used to demonstrate biosecurity principles to farmers, VAHWs, and students.



## Poster session:

- Poster focused on swine nutrition and health to provide additional information during the training.
- Students and faculty discussed and presented to farmers and VAHWs.

## Pros

- Accomplish goals with students assistance (get more work done than possible without their help).
- Build expertise—subject matter, translation, how to do education (how to do role playing as an educational tool, how to build Danish entry, how to use survey tool—Kobo toolbox on Ipad).
- Build inter-learning—student learn from faculty, farmers and VAHWs and vice versa.
- Learn how to talk to farmers and VAHWs—prepare them for after graduation.
- Communication skills—VAHWs, farmers, district veterinarians, and students.
- Leadership & confidence—leading other student and seen as the educator, teamwork through survey and role playing examples.
- Time management—schedule for survey at different time for farmers and VAHWs.
- Students learned organizational skills—know how to prepare and organize the things for training or other workshops.
- Students don’t intimidate farmers and VAHWs the way that university faculty do.
- Students could influence on farmers and VAHWs behavior after demonstrated unwanted behavior via role playing.
- Student involved transfer knowledge gained to other students.
- Preparation for and traveling during the trainings provided enhanced interaction and communication between faculty and the students.
- Funding provided payment for time involvement.
- Students thoughts about and response to experiential learning (what they learned and what was the best part).

## Cons

- Takes faculty time – need to train for involvement – project needs to be large enough to benefit faculty time in long run.
- Students are busy and have other priorities – some have to work.
- Students had to miss classes.
- Some students may not have interest in topic of study.
- Funding is needed for travel and accommodations.

## Conclusion

Involving students in educational training programs in Cambodia was beneficial to farmers and VAHWs, while improving students’ skills.

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