



# EVALUATION REPORT

**PROJECT: DEVELOPING TEACHERS  
TO RAISE ONE-HEALTH AWARENESS  
AT GENERAL AND TECHNICAL HIGH  
SCHOOLS IN CAMBODIA (PHASE II)**



**SEAMEO TED**

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## **Abbreviation**

- ASEAN : Association of Southeast Asian Nations
- CAMBOHUN : Cambodia One-Health University Network
- GTHSs : General and Technical High Schools
- KIT : Kampong Speu Institute of Technology
- MoEYS : Ministry of Education, Youth and Sport
- OH : One-Health
- SEAOHUN : Southeast Asian One Health University Network
- SEAMEO TED : Southeast Asian Ministers of Education Organization Regional  
Centre for Technical Education Development

## **Executive Summary**

The project Developing Teachers to Raise One-Health Awareness at General and Technical High Schools in Cambodia was financially funded by Chevron, under the coordination of SEA OHUN for a period of six months from May 01 to November 30, 2025. The project aims (1) to enhance the capacity of nine (09) teacher trainers in delivering One-Health Concepts for students, teachers, school management, and community members at three (03) selected general and technical high schools (GTHSs) in Cambodia; and (2) to raise awareness of One-Health Concepts among students, teachers, school management, and community members through classroom activities and community outreach at three selected GTHSs. The kickoff workshop for Phase II was conducted on May 16, 2025 (Online), participated by 96 participants as students, teachers, and school management. The satisfaction rate for the workshop was 85%. On May 25-27, 2025, the training course on OH concepts were held at Kampong Speu Institute of Technology in Kampong Speu for 22 participants. The learning rates of participants were 20%. The participants' satisfaction rates were 84.8%. The OH awareness-raising trainings for students, teachers, and community members were held at each of the three target schools (Preah Norodom Sihamoni GTHS, Community Development Institute, and Peam Chikang GTHS). The learning rates for each school were also measured. For example, collectively for three target schools, the satisfaction rates of community members were 94.2%. The satisfaction rates for students and teachers were 85.4%. The learning rates for three courses were 34.5%.

## I. Introduction

One Health is an integrated, cross-disciplinary approach that aims to improve health outcomes through collaboration across human, animals, plants, and environmental sectors at local, national, regional, and global levels. While the concept itself is not new, its significance has grown in recent decades due to shifts in the dynamics between humans, animals, plants, and environment. Expanding human populations have increased proximity to both wild and domestic animals, facilitating disease transmission. Furthermore, climate change, deforestation, land degradation and intensive farming practices have disrupted ecosystems, creating new opportunities for disease spread. The global movement of people, animals, and animal products has further accelerated the transmission of diseases across borders.

In December 2023, SEAOHUN/CAMBOHUN, in collaboration with SEAMEO TED, organized a One Health Awareness Workshop for 27 vocational-technical teachers from 12 high schools across Cambodia, focusing on Agronomy, Animal Husbandry, and Food Processing. While the workshop sparked significant interest among teachers to integrate One Health concepts into their curricula, the two-day session was insufficient to equip them with the depth of knowledge and skills necessary to effectively teach this interdisciplinary concept. To address this gap, *the One Health Awareness Raising project* was launched, training nine national teacher trainers to lead One Health awareness initiatives at schools and within local communities. The project, running from July 2, 2024, to January 31, 2025, received overwhelmingly positive feedback from stakeholders, successfully educating teachers, students, and communities about One Health, food safety, and zoonoses.

Building on previous success, this project will expand One Health awareness to teachers, students, and communities in three additional high schools in Cambodia. By training six new national teacher trainers, the project will enhance One Health education and outreach. This expansion aims to deepen understanding of One Health, promote sustainable practices in agriculture, animal husbandry, and food processing, and address global health challenges related to zoonoses. The project will help build a knowledgeable network of educators and communities, strengthening Cambodia's capacity to manage health risks at the human-animal-environment interface.

## **II. Project Objectives**

The project is expected to achieve the following objectives:

1. To enhance the capacity of nine (09) teacher trainers in delivering One Health Concepts for students, teachers, school management, and community members at three (03) selected general and technical high schools (GTHSs) in Cambodia
2. To raise the awareness of One Health Concepts among students, teachers, school management, and community members through classroom activities and community outreach at the three selected GTHSs.

## **III. Objectives of Evaluation Report**

The evaluation report has two objectives as follows:

1. To identify the progress of project implementation
2. To identify the possibility of scaling up the project activities countrywide
3. To gain information on how to improve the future project.

## **IV. Project Scope and Areas**

Nine (09) technical education teachers were selected from three (03) target GTHSs, following some certain criteria consisting of (1) teachers who specialize in agriculture-related fields such as food processing, animal husbandry, agronomy; (2) teachers who are committed to join all the project activities, as required, and be master trainers; and (3) teachers who are nominated by the management of GTHSs. The three selected general and technical high schools (GTHSs) are (1) Peam Chikang High School, located in Kampong Cham Province; (2) Community Development Institute of National Chea Sim Kamchaymear University, located in Prey Veng Province; and (3) Preah Sihamoni general and technical high school, located in Kampot Province.

## **V. Project Partners**

To implement the project, some partners involved, consisting of Chevron, SEAOHUN, CAMBOHUN, three selected GTHSs, and School Health Department of MoEYS. It was financially supported by Chevron via SEAOHUN for the project implementation.

## **VI. Project Implementer**

Southeast Asian Ministers of Education Organization Regional Centre for Technical Education Development (SEAMEO TED) is the project implementing coordinator (PIC). The project manager is Dr. Songheang Ai, Director of SEAMEO TED, Email: [song.heang@yahoo.com](mailto:song.heang@yahoo.com) H/P: 855 12 527 117 (What's Up and Telegram).

## VII. Project Sustainability

To ensure the project sustainability, some relevant activities have been in place with alignment as follows:

1. Ministry of Education, Youth and Sport (MoEYS) set out regulations and guidelines for schools, such as food delivery programs, primary health care programs, student medical check-up, tap water, and sanitation enhancements
2. MoEYS instructs schools to cooperatively work with the health centre nearby to check their tooth and mouth health condition, deworming and communicable disease prevention vaccination
3. MoEYS issued a regulation strengthening the school food safety authorizing the school to formulate the school health committee.
4. MoEYS issued national policy on school health for schoolwide implementation and guidance by installing first-aid equipment and facilities, setting up health cabinet equipped with basic medical supplies
5. OH competencies can be integrated into the school health subject of 1 hour per week and as part of extra-curricular activities
6. MoEYS, especially staff of school health department actively engaged in the project implementation, being ready to take over after the project implementation.

## VIII. Project Activities and Evaluation

The project has some certain activities, as follows:

### 1. Kickoff Workshop

On May 16, 2025, there was an online kickoff workshop, accommodating 96 participants, such as students, teachers, and school management for a purpose to get buy-in from stakeholders before starting the project.

#### *Demographic Information*

Among them, 50 participants (52.1%) were male, 46 participants (47.9%) were female. 56 participants (58.3%) were students. 19 participants (19.8%) were teachers. 15 participants (15.6%) were school management and administrators. 6 participants (6.3%) were others.

### **Satisfaction Survey**

Six-item satisfaction survey questionnaires were distributed to 96 participants after the workshop ended to measure their satisfaction levels in terms of project implementation and continuation. The questionnaires were rated with five-point Likert type Scale consisting of (1) for Very Poor; (2) for Poor; (3) for Neutral; (4) for Good; and (5) for Every Good. The results of the survey were 85%, as shown in **Table 1**.

Table 1. Workshop Evaluation Results

Item	Mean	Percentage/Rate
Content Clarity	4.2	
New Knowledge	4.3	
Relevance	4.1	
Skill Enhancement	4.2	
Presenter Clarity and Knowledge of Project Activities	4.4	
Time Management	4.3	
Total	4.25	85%

## 2. Training of Trainer Course at Kampong Speu Institute of Technology

The training course was held at Kampong Speu Institute of Technology in Kampong Speu Province on May 25-27, 2025. Each of the project activities has been evaluated in terms of learning rates and satisfaction rates of the participants.

### Pre-Test and Post-Test

To measure the learning rates, pre-test and post-test had to be administered. The test consists of five items with multiple choice answers of four options as A, B, C, and D for trainees' knowledge. Each item was marked 1 with a total score of 5, as a maximum score, as shown in **Table 2**.

Table 2. Pre- and Post-Test of Participants

1	Name of Trainee	Pre-Test Score	Post-Test Score	Learning Score
2	Po Sovannetra	2	5	
3	Mann Sovanna	2	4	
4	Phan Srey Pov	3	4	
5	Chin Marady	2	4	
6	Heng Srey Arn	1	2	
7	Lorn Srey Net	2	3	
8	Tong Vuthear	2	3	
9	Noeurng Kanika	3	4	
10	Ouk Bunhor	2	4	
11	Thau Borin	1	5	
12	Khim Vanry	3	3	
13	Art Sophorn	2	4	
14	Him Savry	2	3	
15	Vann Makara	2	5	
16	Chhun Meak	3	2	
17	Ren Narong	2	4	
18	Choeurn Seyha	2	4	
19	Karn Yuki	3	4	

20	Un Sakhorn	1	3	
21	Ear Tharn	1	4	
22	Veurk Srey Pov	2	4	
Total Score		2 (40%)	3 (60%)	1 (20%)

The result meant that participants learnt 20% of the 100% of the training modules that trainers delivered.

### **Satisfaction Survey**

At the end of the course, all trainees were accessed to fill out the survey questionnaires measuring the satisfaction levels of trainees in terms of training modules, trainers' capacities, and administrative and logistic arrangement. The satisfaction survey was conducted at the end of the training with a total of 19 participants filling out the survey items. To ensure the reliability of data before analyzing it, a total Cronbach's Alpha among three components comprised ( $\alpha=.893$ ) 0.893. It means that the data from participants was acceptable for further analysis. The questionnaire covered four parts: (1) Demographic Information; (2) Content and Modules; (3) the Capacity of Trainers; and (4) Administrative and Logistics Arrangement with the five-point Likert type scale in terms of (1) for Very Poor, (2) for Poor, (3) for Acceptable, (4) for Good, and (5) for Very Good.

#### *Demographic Information*

Among 19 participants, 9 (47.4%) was male, and 10 (52.6%) was female. There was a mix of participants as teachers and students. For example, 2 participants (10.5%) earned Master's. 11 participants (57.9%) earned associate's degree. 3 participants (15.8%) earned master's degree. The rest of them is year 1, 2, and 3 students. 9 participants (47.4%) aged from 21 to 23 years old. 5 participants (26.3%) aged from 18 to 20 years old. 3 participants (15.8%) aged from 35 to 38 years old. 2 participants (10.5%) aged from 31 to 34 years old. 14 participants (73.7%) were teachers. 5 participants (26.3%) were students.

#### *Contents and Modules*

There are six items covering Contents and Modules consisting of the following:

Table 3. Item 1 "Training Delivery is Clearly Presented"

Delivery Level	Frequency	Delivery Satisfaction Rate
Good	5	
Very good	14	
Total	19	90% (4.7)

Table 4. Item 2 “This Training Course Helped Learn New Things”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	6	
Very good	12	
Total	19	87% (4.6)

Table 5. Item 3 “The Modules Presented were Relevant and useful for Students and Teachers”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	4	
Very good	14	
Total	19	81% (4.3)

Table 6. Item 4 “This Training Course Has Developed my Knowledge and Skills”

Delivery Level	Frequency	Delivery Satisfaction Rate
Good	10	
Very good	9	
Total	19	85% (4.5)

Table 7. Item 5 “This Module can be Implemented at an Educational Settings for Students, teachers and Community Members”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	11	
Very good	7	
Total	19	82% (4.3)

Table 8. Item 6 “This Module is Useful and can be Implemented Nationwide in the Future as Part of Supplementary Curriculum”

Delivery Level	Frequency	Delivery Satisfaction Rate
Good	7	
Very good	12	
Total	19	88% (4.6)

The total satisfaction of “Contents and Modules” was 85.5%, as shown in Table 9.



Table 9. Total Satisfaction Rates for “Contents and Modules”

Item	Percentage/Satisfaction Rate
Item 1	90%
Item 2	87%
Item 3	81%
Item 4	85%
Item 5	82%
Item 6	88%
Total	85.5%

### *The Capacity of Trainers*

There are six items covering The Capacity of Trainers, as shown in the following tables.

Table 10. Item 7 “The Sequence of Instructional Activities was Interesting”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	3	
Good	8	
Very good	8	
Total	19	81% (4.3)

Table 11. Item 8 “Well Prepared Lessons and Teaching Activities”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	6	
Very good	12	
Total	19	87% (4.6)

Table 12. Item 9 “Having Clear Knowledge of Contents and Lessons Taught”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	6	
Very good	12	
Total	19	87% (4.6)

Table 13. Item 10 “Trainers Taught and Explained Each Lesson Clearly”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	9	
Very good	9	
Total	19	84% (4.4)

Table 14. Item 11 “Trainers Provided Sufficient Time for Questions and Answers Appropriately”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	3	
Good	7	
Very good	9	
Total	19	82% (4.3)

Table 15. Item 12 “Trainers Delivered Appropriate Teaching Methods and Engaged all Trainees”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	10	
Very good	8	
Total	19	83% (4.3)

The total satisfaction of “The Capacity of Trainers” was 84%, as shown in Table 14.

Table 16. Total Satisfaction Rates for “The Capacity of Trainers”

Item	Percentage/Satisfaction Rate
Item 7	81%
Item 8	87%
Item 9	87%
Item 10	84%
Item 11	82%
Item 12	83%
Total	84%

### *Administrative and Logistics Arrangement*

There are four items covering Administrative and Logistics Arrangement as follows:

Table 17. Item 13 “Materials such Notebooks, Pens, Lesson Slides for Teaching are Suitable for Training Activities”

Delivery Level	Frequency	Delivery Satisfaction Rate
Good	7	
Very good	12	
Total	19	91% (4.8)

Table 18. Item 14 “The Training Room Location and Facilities are Comfortable and Acceptable”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	10	
Very good	8	
Total	19	83% (4.3)

Table 19. Item 15 “Snacks and Refreshment are Acceptable”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	2	
Good	9	
Very good	8	
Total	19	82% (4.3)

Table 20. Item 16 “Administrative Letters and Communications Prior to the Training Date were Well Organized”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	9	
Very good	9	
Total	19	84% (4.4)

The total satisfaction of “Administrative and Logistics Arrangement” was 85%, as shown in Table 21.

Table 21. Total Satisfaction Rates for “Administrative and Logistics Arrangement”

Item	Percentage/Satisfaction Rate
Item 13	91%
Item 14	83%
Item 15	82%
Item 16	84%
Total	85%

The total satisfaction rates for three main components consisting of Contents and Modules, the Capacity of Trainers, and Administrative and Logistics Arrangement were 84.8%, as shown in Table 22.

Table 22. Total Satisfaction Rates for Contents and Modules, the Capacity of Trainers, and Administrative and Logistics Arrangement

Component	Percentage/Satisfaction Rate
Component 1 (Contents and Modules)	85.5%
Component 2 (The Capacity of Trainers)	84%
Component 3 (Administrative and Logistics Arrangement)	85%
Total	84.8%

### 3. One-Health Awareness-Raising Event for Students, Teachers, and Community Members

The OH training courses were held at three target GTHSs for students, teachers, and community members as follows:

#### 3.1 Event at Preah Norodom Sihamoni GTHS, Kampot Province

The satisfaction rates and learning rates were measured as follows:

##### Satisfaction Rates of Community Members

Right after the training, an evaluation form as a paper-based questionnaire was distributed to the community members to measure their satisfaction level in response to the programs delivered. There were four items measuring the satisfaction levels of participants with a five-point scale, consisting of (1) organizing and coordinating the program; (2) equipment, promotional materials, document and brochure distribution; (3) contents and concepts of the program, and (4) presenters’ capacities and knowledge of the concepts, as shown in **Table 23, 24, 25, and 26**.

Table 23. Organizing and Coordinating the Program

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	2	
Good	7	
Very good	44	
Total	53	96% (4.8)

Table 24. Equipment, Promotional Materials, Document and Brochure Distribution

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	1	
Good	10	
Very good	42	
Total	53	96% (4.8)

Table 25. Contents and Concepts of the Program

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	3	
Good	4	
Very good	46	
Total	53	96% (4.8)

Table 26. Presenters' Capacity and Knowledge of the Concepts

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	3	
Good	5	
Very good	45	
Total	53	96% (4.8)

Table 27. Total Satisfaction of the Community Members

Item	Percentage/Satisfaction Rate
Item 1 (Organizing and Coordinating the Program)	96%
Item 2 (Equipment, Promotional Materials, Document and Brochure Distribution)	96%
Item 3 (Contents and Concepts of the Program)	96%
Item 4 (Presenters' Capacity and Knowledge of the Concepts)	96%
Total	96%

**Table 27** highlighted a high satisfaction rate (96%) of the community members.

### **Satisfaction Rates of Teachers and Students**

The participants, as teachers and students, were accessed to measure their satisfaction levels right after the training.

Table 28. The Workshop Contents were Clearly Stated

Satisfaction Level	Frequency	Satisfaction Rate
Good	29	
Very good	15	
Total	44	86% (4.3)

Table 29. The Workshop Helped me Learn New Things

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	1	
Good	21	
Very good	22	
Total	44	90% (4.5)

Table 30. The Modules Presented were Relevant and Useful for Students and Teachers

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	2	
Good	20	
Very good	22	
Total	44	94% (4.7)

Table 31. The Project Modules can be Implemented Nationwide in the Future as Part of Extra-Curricular Activities

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	6	
Good	21	
Very good	17	
Total	44	84% (4.2)

Table 32. The Sequence of Workshop Activities was Interesting

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	10	
Good	23	
Very good	11	
Total	44	80% (4.0)

Table 33. The Presenters Presented the Modules in a Clear and Logical Sequences

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	2	
Good	26	
Very good	16	
Total	44	86% (4.3)

Table 34. The Presenter Covered the Entire Project Activities Clearly

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	5	
Good	24	
Very good	15	
Total	44	84% (4.2)

Table 35. The Presenter Possesses Clear Knowledge of Modules Presented

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	3	
Good	23	
Very good	18	
Total	44	86% (4.3)

Table 36. The Speaker's Presentation Skills were Interesting and Engaging

Satisfaction Level	Frequency	Satisfaction Rate
Poor	1	
Acceptable	4	
Good	18	
Very good	21	
Total	44	86% (4.3)

Table 37. Materials such as Notebooks, Pens, Lesson Slides, and Other Supporting Documents were Suitable for Training

Satisfaction Level	Frequency	Satisfaction Rate
Poor	1	
Acceptable	1	
Good	17	
Very good	25	
Total	44	90% (4.5)



Table 38. Snack and Refreshment were Acceptable

Satisfaction Level	Frequency	Satisfaction Rate
Good	20	
Very good	24	
Total	44	90% (4.5)

Table 39. Administrative Letters and Communication Prior to the Training Course were Well Organized

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	1	
Good	23	
Very good	20	
Total	44	84% (4.4)

The total satisfaction rate for school management, teachers and students as school OH awareness-raising event was 87%, as shown in **Table 40**.

Table 40. Total Satisfaction Rate for One-Health Awareness-Raising Event

Item	Percentage/Satisfaction Rate
Item 1 (Event Contents were Clearly Stated)	86%
Item 2 (The Event Helped Me Learn New Things)	90%
Item 3 (The Modules Presented were Relevant and Useful for Students and Teachers)	94%
Item 4 (The Project Modules Can Be Implemented in the Future as Part of Extra-Curricular Activities)	84%
Item 5 (The Sequence of Event was Interesting)	80%
Item 6 (The Presenters Presented the Modules in a Clear and Logical Sequences)	86%
Item 7 (The Presenter Covered the Entire Activities Clearly)	84%
Item 8 (The Presenter Possesses Clear Knowledge of Modules Presented)	86%
Item 9 (The Speaker's Presentation Skills were Interesting and Engaging)	86%
Item 10 (Materials such as Notebooks, Pens, Lesson Slides, and Other Supporting Documents were Appropriate)	90%
Item 11 (Snack and Refreshment were Acceptable)	90%

Item 12 (Administrative Letters and Communication Prior to the Event were Well Organized)	88%
Total	87%

### Learning Rates

Before training delivery, a pre-test paper-based sheet was distributed to measure learning levels of participants. Right after training, the same test as post-test paper-based sheet was distributed again. The learning rates were measured as shown in **Table 41**.

Table 41. Learning Rates of Participants

No.	Name	Gender	Position	Pre-Test Scores	Post-Test Scores	Pre-Test (100%)	Post-Test (100%)
1	MOUL BORIN	M	Teacher	9	9	75.00	75.00
2	KOY CHANTHA	F	Teacher	9	11	75.00	91.67
3	YUK SOVANN	M	Teacher	9	11	75.00	91.67
4	UN VANNARY	F	Teacher	9	11	75.00	91.67
5	IN KOEUN	M	Teacher	9	11	75.00	91.67
6	PARK SOPHEAK	F	Teacher	8	11	66.67	91.67
7	HOK SOPHEAK	F	Student	7	12	58.33	100.00
8	BORIN LIZA	F	Student	9	12	75.00	100.00
9	ANG PANHA	M	Student	4	9	33.33	75.00
10	SIN CHAN VICHEKA	F	Student	9	12	75.00	100.00
11	DIN RAPHY	M	Student	2	8	16.67	66.67
12	PHAN CHANTHITA	F	Student	6	8	50.00	66.67
13	KEN LYNA	F	Student	6	12	50.00	100.00
14	KROEM REAKSMEY	F	Student	5	12	41.67	100.00

15	KHEANG BORIN	M	Student	6	10	50.00	83.33
16	KHUN NAKHIN	M	Student	4	12	33.33	100.00
17	KHUON BOPHA	F	Student	5	11	41.67	91.67
18	CHORK PHANNY	F	Student	4	12	33.33	100.00
19	CHREAN KANHA	F	Student	6	7	50.00	58.33
20	CHEAN SAMNANG	M	Student	5	10	41.67	83.33
21	NHOR CHANTHORN	F	Student	5	11	41.67	91.67
22	NHOEB SOK MNEA	F	Student	2	9	16.67	75.00
23	NANG SOPHARY	F	Student	4	11	33.33	91.67
24	TY SOPHEAK	M	Student	8	12	66.67	100.00
25	NAO KONGKEA	F	Student	5	12	41.67	100.00
26	BUT NIMOL	F	Student	7	9	58.33	75.00
27	PON VATTANAK OUDOM	M	Student	7	12	58.33	100.00
28	PHAL SAVAN NYDA	F	Student	1	10	8.33	83.33
29	PHAT PHANIT	M	Student	8	12	66.67	100.00
30	PHAI SREY NICH	F	Student	7	11	58.33	91.67
31	PIN SIEV MEY	F	Student	5	12	41.67	100.00
32	MINH SIEV PIN	F	Student	6	12	50.00	100.00
33	MOENG VINETH	M	Student	4	7	33.33	58.33
34	RORN SREYVI	F	Student	6	11	50.00	91.67
35	VAN KIMHUOR	F	Student	5	10	41.67	83.33

36	SIEM SAIYA	F	Student	6	12	50.00	100.00
37	SIM PISEY	F	Student	6	9	50.00	75.00
38	SAO SOVANNARA	M	Student	5	11	41.67	91.67
39	SAN MARY	F	Student	5	11	41.67	91.67
40	SRAN THIDA PICH	F	Student	5	11	41.67	91.67
41	LAY BUNRITH	M	Student	4	10	33.33	83.33

The learning rates were  $87.66\% - 56.23\% = 31.43\%$ . This means that participants, as students and teachers, learned 31.43% from the course for their consideration and application upon being back to their school.

### 3.2 Event at Community Development Institute, Prey Veng Province

The satisfaction rates and learning rates were measured as follows:

#### Satisfaction Rates of Community Members

Right after the training, an evaluation form as a paper-based questionnaire was distributed to the community members to measure their satisfaction level in response to the programs delivered. There were four items measuring the satisfaction levels of participants with a five-point scale, consisting of (1) organizing and coordinating the program; (2) equipment, promotional materials, document and brochure distribution; (3) contents and concepts of the program, and (4) presenters' capacities and knowledge of the concepts, as shown in **Table 42, 43, 44, and 45**. Among 49 participants, 24 (49%) were male. 18.4% of the participants were in the age range of 52-56 years old. 20.4% of the participants were in the age range of 59-63 years old.

Table 42. Organizing and Coordinating the Program

Satisfaction Level	Frequency	Satisfaction Rate
Poor	1	
Acceptable	1	
Good	4	
Very good	43	
Total	49	96% (4.8)

Table 43. Equipment, Promotional Materials, Documents, and Brochure Distribution

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	1	
Good	5	
Very good	43	
Total	49	94% (4.7)

Table 44. Contents and Concepts of the Program

Satisfaction Level	Frequency	Satisfaction Rate
Good	3	
Very good	46	
Total	49	98% (4.6)

Table 45. Presenters' Capacities and Knowledge of the Concepts

Satisfaction Level	Frequency	Satisfaction Rate
Good	5	
Very good	44	
Total	49	98% (4.9)

For the total satisfaction of the community members, **Table 46** measured it as 96.5%.

Table 46. Total Satisfaction of the Community Members

Item	Percentage/Satisfaction Rate
Item 1 (Organizing and Coordinating the Program)	96%
Item 2 (Equipment, Promotional Materials, Document and Brochure Distribution)	94%
Item 3 (Contents and Concepts of the Program)	98%
Item 4 (Presenters' Capacity and Knowledge of the Concepts)	98%
Total	96.5%

### Satisfaction Rates of Students and Teachers

Right after the training, an evaluation form as a paper-based questionnaire was distributed to the community members to measure their satisfaction level in response to the programs delivered. To ensure the data reliability before analyzing it, a total Cronbach's Alpha among three components

comprised ( $\alpha=.904$ ) 0.904. It means that the data from participants was acceptable for further analysis. The questionnaire covered four parts: (1) Demographic Information; (2) Contents and Modules; (3) the Capacities of Trainers; and (4) Administrative and Logistics Arrangements with the five-point Likert type scale in terms of (1) for Very Poor, (2) for Poor; (3) for Acceptable, (4) for Good, and (5) for Very Good.

#### *Demographic Information*

Among 50 participants, 26 (52%) were female. 40 (80%) graduated from grade 9, 06 (12%) graduated from bachelor's degrees, and 04 (08%) graduated from master's degrees. 39 (78%) was in the age range of 15-19 years old. 40 (80%) were students, and 10 (20%) were teachers.

#### *Contents and Modules*

There are six items covering Contents and Modules as follows:

Table 47. Item 1 "Training Delivery is Clearly Presented"

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	2	
Good	27	
Very good	21	
Total	50	88% (4.4)

Table 48. Item 2 "This Training Course Helped Learn New Things"

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Good	17	
Very good	31	
Total	50	90% (4.5)

Table 49. Item 3 "The Modules Presented were Relevant and Useful for Students and Teachers"

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Acceptable	3	
Good	22	
Very good	23	
Total	50	86% (4.3)

Table 50. Item 4 “This Training Course Has Developed my Knowledge and Skills”

Delivery Level	Frequency	Delivery Satisfaction Rate
Very Poor	1	
Poor	2	
Acceptable	5	
Good	28	
Very good	14	
Total	50	80% (4.0)

Table 51. Item 5 “This Module can be Implemented at an Educational Settings for Students, Teachers, and Community Members”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Acceptable	6	
Good	26	
Very good	17	
Total	50	84% (4.2)

Table 52. Item 6 “This Module is Useful and can be Implemented Nationwide in the Future as Part of Supplementary Curriculum”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Acceptable	8	
Good	21	
Very good	20	
Total	50	84% (4.2)

The total satisfaction of “Contents and Modules” was 85%, as shown in **Table 53**.

Table 53. Total Satisfaction Rates for “Contents and Modules”

Item	Percentage/Satisfaction Rate
Item 1	88%
Item 2	90%
Item 3	86%
Item 4	80%
Item 5	84%
Item 6	84%
Total	85%

### *The Capacity of Trainers*

There are six items covering The Capacity of Trainers, as shown in the following tables.

Table 54. Item 7 “The Sequence of Instructional Activities was Interesting”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	5	
Good	31	
Very good	14	
Total	50	84% (4.2)

Table 55. Item 8 “Well Prepared Lessons and Teaching Activities”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Acceptable	5	
Good	29	
Very good	15	
Total	50	84% (4.2)

Table 56. Item 9 “Having Clear Knowledge of Contents and Lessons Taught”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	2	
Acceptable	9	
Good	25	
Very good	15	
Total	50	82% (4.1)



Table 57. Item 10 “Trainers Taught and Explained Each Lesson Clearly”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Acceptable	4	
Good	32	
Very good	13	
Total	50	82% (4.1)

Table 58. Item 11 “Trainers Provided Sufficient Time for Questions and Answers Appropriately”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Acceptable	12	
Good	23	
Very good	14	
Total	50	80% (4.0)

Table 59. Item 12 “Trainers Delivered Appropriate Teaching Methods and Engaged all Trainees”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	2	
Acceptable	11	
Good	32	
Very good	5	
Total	50	76% (3.8)

The total satisfaction of “The Capacity of Trainers” was 81%, as shown in **Table 60**.

Table 60. Total Satisfaction Rates for “The Capacity of Trainers”

Item	Percentage/Satisfaction Rate
Item 7	84%
Item 8	84%
Item 9	82%
Item 10	82%
Item 11	80%
Item 12	76%
Total	81%

### *Administrative and Logistics Arrangements*

There are four items covering Administrative and Logistics Arrangements as follows:

Table 61. Item 13 “Materials such Notebooks, Pens, and Lesson Slides for Teaching are Suitable for Training Activities”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Good	17	
Very good	32	
Total	50	92% (4.6)

Table 62. Item 14 “The Training Room Location and Facilities are Comfortable and Acceptable”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	17	
Very good	32	
Total	50	92% (4.6)

Table 63. Item 15 “Snacks and Refreshment are Acceptable”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	4	
Good	19	
Very good	27	
Total	50	90% (4.5)

Table 64. Item 16 “Administrative Letters and Communication Prior to the Training Date were Well Organized”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	3	
Good	20	
Very good	27	
Total	50	90% (4.5)

The total satisfaction of “Administrative and Logistics Arrangements” was 91%, as shown in Table 65.

Table 65. Total Satisfaction Rates for “Administrative and Logistics Arrangements”

Item	Percentage/Satisfaction Rate
Item 13	92%
Item 14	92%
Item 15	90%
Item 16	90%
Total	91%

The total satisfaction rate for three main components consisting of Contents and Modules, the Capacity of Trainers, and Administrative and Logistics Arrangement were 85.6%, as shown in **Table 66**.

Table 66. Total Satisfaction Rate for Students and Teachers

Component	Percentage/Satisfaction Rate
Component 1 (Contents and Modules)	85%
Component 2 (The Capacity of Trainers)	81%
Component 3 (Administrative and Logistics Arrangement)	91%
Total	85.6%

### Learning Rates of Students and Teachers

Before training delivery, a pre-test paper-based sheet was distributed to measure learning levels of participants. Right after training, the same test as post-test paper-based sheet was distributed again. The learning rates were measured as shown in **Table 67**.

Table 67. Learning Rates of Participants

No.	Name	Gender	Position	Pre-Test Scores	Post-Test Scores	Pre-Test	Post Test
				10-Point Scale	10-Point Scale	100%	100%
1	KOEUN SDOEUNG	F	Teacher	3	10	30%	100%
2	NHOUNG SAMNANG	M	Teacher	7	8	70%	80%
3	YEN SAMNANG	M	Teacher	6	9	60%	90%
4	YIM SOKKHOEUN	M	Teacher	4	10	40%	100%
5	LOEURN SINA	F	Teacher	4	9	40%	90%
6	VAT SREYROUN	F	Teacher	2	10	20%	100%

7	SOKHOM SAMNANG	F	Teacher	4	8	40%	80%
8	SOURN PHALLA	M	Teacher	5	10	50%	100%
9	HOL BUNDIT	M	Teacher	7	10	70%	100%
10	HENG SOPHEA	M	Teacher	8	10	80%	100%
11	KA YANGKOU	M	Student	4	7	40%	70%
12	KON KHEAVE	M	Student	1	8	10%	80%
13	KONG NAREACH	M	Student	5	9	50%	90%
14	KONG ROTHTHY	M	Student	6	8	60%	80%
15	KOEMHONG LIHOUR	M	Student	5	8	50%	80%
16	CHHAN SOKHEANG	F	Student	4	5	40%	50%
17	CHEA CHOEUN	M	Student	4	7	40%	70%
18	NAT SOVANNIT	M	Student	3	7	30%	70%
19	TOEUNG KHUN	M	Student	7	8	70%	80%
20	THORN KEO	M	Student	4	7	40%	70%
21	BOUN KANHA	F	Student	6	8	60%	80%
22	PHAI SOPHEAP	M	Student	7	8	70%	80%
23	MON KARONA	F	Student	4	10	40%	100%
24	MON PHANIT	M	Student	2	7	20%	70%
25	MIN LISA	F	Student	6	7	60%	70%
26	MOUN SREYMOCH	F	Student	6	9	60%	90%
27	YORN SREYMEY	F	Student	6	8	60%	80%
28	YIE SREYLEAK	F	Student	4	7	40%	70%
29	YIM SIE	F	Student	7	10	70%	100%
30	YOEURN AN	F	Student	5	7	50%	70%
31	RON NARONG	M	Student	2	7	20%	70%
32	RETH SREYHONG	F	Student	5	8	50%	80%

33	RIN SREYNEATH	F	Student	2	9	20%	90%
34	VY NARITH	F	Student	3	9	30%	90%
35	SOY MESA	M	Student	6	9	60%	90%
36	SEAN VISAL	M	Student	3	7	30%	70%
37	SITHA CHANTREABOTH	M	Student	4	8	40%	80%
38	SAVOEUN PHANNY	F	Student	3	8	30%	80%
39	SI VICHANA	F	Student	3	7	30%	70%
40	SEN MAKARA	M	Student	5	8	50%	80%
41	SROS SREYNOCH	F	Student	7	9	70%	90%
42	SREANG CHANNA	F	Student	7	8	70%	80%
43	HOUR YUK	M	Student	3	9	30%	90%
44	HONG SOPHEA	F	Student	4	7	40%	70%
45	HO SENGHORNG	F	Student	2	9	20%	90%
46	LORN DAV	F	Student	4	8	40%	80%
47	LA BONA	M	Student	3	8	30%	80%
48	UNG MENGHOR	M	Student	3	8	30%	80%
49	OEUN SREYLEN	F	Student	5	8	50%	80%
50	EL KOEMSENG	F	Student	5	9	50%	90%

For trainees as teachers, the learning rates were  $94\%-50\%=44\%$ . For trainees as students, the learning rates were  $80\%-44\%=34\%$ . The total learning rates were  $87\%-47\%=40\%$ .

### 3.3 Event at Hun Sen Peam Chikang High School, Kampong Cham Province

The satisfaction and learning rates were measured as follows:

#### Satisfaction Rates of Community Members

Right after the training, an evaluation form as a paper-based questionnaire was distributed to the community members to measure their satisfaction level in response to the programs delivered. There were four items measuring the satisfaction levels of participants with a five-point scale, consisting of (1) organizing and coordinating the program; (2) equipment, promotional materials, document and brochure distribution; (3) contents and concepts of the program; and (4) presenters' capacities and

knowledge of the concepts, as shown in **Table 68, 69, 70, and 71**. Among 49 participants, 12 (24.5%) were male. 8 (16.3%) of the participants were in the age range of 55-59 years old. 20 (40.8%) were farmers.

Table 68. Organizing and Coordinating the Program

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	12	
Good	7	
Very good	30	
Total	49	88% (4.4)

Table 69. Equipment, Promotional Materials, Documents, and Brochure Distribution

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	12	
Good	12	
Very good	25	
Total	49	86% (4.3)

Table 70. Contents and Concepts of the Program

Satisfaction Level	Frequency	Satisfaction Rate
Acceptable	5	
Good	9	
Very good	35	
Total	49	92% (4.6)

Table 71. Presenters' Capacities and Knowledge of the Concepts

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	3	
Good	8	
Very good	38	
Total	49	94% (4.7)

For the total satisfaction of the community members, **Table 72** measured it as 90%.

Table 72. Total Satisfaction of Community Members

Item	Percentage/Satisfaction Rate
Item 1 (Organizing and Coordinating the Program)	88%
Item 2 (Equipment, Promotional Materials, Documents and Brochure Distribution)	86%
Item 3 (Contents and Concepts of the Program)	92%
Item 4 (Presenters' Capacity and Knowledge of the Concepts)	94%
Total	90%

### Satisfaction Rates of Students and Teachers

Right after the training, an evaluation form as a paper-based questionnaire was distributed to the community members to measure their satisfaction level in response to the programs delivered. To ensure data reliability before analyzing it, a total Cronbach's Alpha among three components with 16 items, comprising ( $\alpha=.790$ ) 0.790. It means that the data from participants was acceptable for further analysis. The questionnaire covered four parts: Demographic Information; (2) Contents and Modules; (3) the Capacities of Trainers; and (4) Administrative and Logistics Arrangement with the five-point Liker-type scale in terms of (1) for Very Poor; (2) for Poor; (3) for Acceptable; (4) for Good; and (5) for Very Good.

#### *Demographic Information*

Among 47 participants, 23 (48.9%) were male. 40 (87%) of the participants graduated from grade 9. Only 4 (8.7%) graduated from bachelor's degree. 38 (82.6%) were in the age range of 16-19 years old as they are students. 3 (6.5%) were in the age range of 50-56 years old as they are teachers.

#### *Contents and Modules*

There are six items covering Contents and Modules as follows:

Table 73. Item 1 "Training Delivery is Clearly Presented"

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	3	
Good	30	
Very good	13	
Total	46	82% (4.1)

Table 74. Item 2 “This training course helped Learn new Things”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	28	
Very good	17	
Total	46	86% (4.3)

Table 75. Item 3 “The Modules Presented were Relevant and Useful for Students and Teachers”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	32	
Very good	13	
Total	46	86% (4.3)

Table 76. Item 4 “This Training Course Has Developed my Knowledge and Skills”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	2	
Good	33	
Very good	11	
Total	46	84% (4.2)

Table 77. Item 5 “This Module can be Implemented at an Educational Settings for Students, Teachers, and Community Members”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	6	
Good	36	
Very good	4	
Total	46	78% (3.9)



Table 78. Item 6 “This Module is Useful and can be Implemented Nationwide in the Future as Part of Supplementary Curriculum”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	4	
Good	22	
Very good	20	
Total	46	86% (4.3)

The total satisfaction rate for “Contents and Modules” was 84%, as shown in **Table 79**.

Table 79. Total Satisfaction Rate for “Contents and Modules”

Item	Percentage/Satisfaction Rate
Item 1	82%
Item 2	86%
Item 3	86%
Item 4	84%
Item 5	78%
Item 6	86%
Total	84%

### *The Capacity of Trainers*

There are six items covering The Capacity of Trainers, as shown in the following tables.

Table 80. Item 7 “The Sequence of Instructional Activities was Interesting”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Acceptable	8	
Good	29	
Very good	8	
Total	46	78% (3.9)

Table 81. Item 8 “Well Prepared Lessons and Teaching Activities”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	6	
Good	28	
Very good	12	
Total	46	82% (4.1)

Table 82. Item 9 “Having Clear Knowledge of Contents and Lessons Taught”

Delivery Level	Frequency	Delivery Satisfaction Rate
Poor	1	
Acceptable	7	
Good	27	
Very good	11	
Total	46	80% (4.0)

Table 83. Item 10 “Trainers Taught and Explained Each Lesson Clearly”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	2	
Good	32	
Very good	12	
Total	46	84% (4.2)

Table 84. Item 11 “Trainers Provided Sufficient Time for Questions and Answers Appropriately”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	4	
Good	35	
Very good	7	
Total	46	80% (4.0)

Table 85 Item 12 “Trainers Delivered Appropriate Teaching Methods and Engaged all Trainers”

Delivery Level	Frequency	Delivery Satisfaction Rate
Very Poor	1	
Poor	1	
Acceptable	5	
Good	30	
Very good	9	
Total	46	78% (3.9)

The total satisfaction rate for “The Capacity of Trainers” was 80%, as shown in Table 86.

Table 86. Total Satisfaction Rate for “The Capacity of Trainers”

Item	Percentage/Satisfaction Rate
Item 7	78%
Item 8	82%
Item 9	80%
Item 10	84%
Item 11	80%
Item 12	78%
Total	80%

#### *Administrative and Logistics Arrangement*

There are four items covering Administrative and Logistics Arrangement as follows:

Table 87. Item 13 “Materials such as Notebooks, Pens, Lessons Slides for Teaching are Suitable for Training Activities”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	2	
Good	26	
Very good	18	
Total	46	86% (4.3)

Table 88. Item 14 “The Training Room Location and Facilities are Comfortable and Acceptable”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	21	
Very good	24	
Total	46	90% (4.5)

Table 89. Item 15 “Snacks and Refreshment are Acceptable”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	1	
Good	18	
Very good	27	
Total	46	90% (4.5)

Table 90. Item 16 “Administrative Letters and Communication Prior to the Training Date were Well Organized”

Delivery Level	Frequency	Delivery Satisfaction Rate
Acceptable	2	
Good	31	
Very good	13	
Total	46	84% (4.2)

The total satisfaction rate for Administrative and Logistics Arrangement was 87.5%, as shown in **Table 91**.

Table 91. Total Satisfaction Rate for “Administrative and Logistics Arrangement”

Item	Percentage/Satisfaction Rate
Item 13	86%
Item 14	90%
Item 15	90%
Item 16	84%
Total	87.5%

The total satisfaction rate for three components consisting of Contents and Modules, the Capacity of Trainers, and Administrative and Logistics Arrangement were 83.8%, as shown in **Table 92**.

Table 92. Total satisfaction rate for Contents and Modules, the Capacity of Trainers, and Administrative and Logistics Arrangement

Component	Percentage/Satisfaction Rate
Component 1 (Contents and Modules)	84%
Component 2 (The Capacity of Trainers)	80%
Component 3 (Administrative and Logistics Arrangement)	87.5%
Total	83.8%

### Learning Rates

Before training delivery, a pre-test paper-based sheet was distributed to measure learning levels of participants. Right after training, the same test as post-test paper-based sheet was distributed again. The learning rates were measured, as shown in **Table 93**.

Table 93. Learning Rates of Participants

No.	Name	Gender	Position	Pre-Test Scores	Post-Test Scores	Pre-score in 100%	Post-score in 100%
1	DUL VORLERK	F	Teacher	5	8	41.67	66.67
2	BAN SOPHEAP	M	Teacher	2	7	16.67	58.33
3	MAN SOKCHAN	F	Teacher	4	9	33.33	75.00
4	LY MOUY LIN	F	Teacher	4	7	33.33	58.33
5	CHHAY PHEARUM	M	Teacher	5	9	41.67	75.00
6	TOEM SOKHEANG	M	Teacher	6	9	50.00	75.00
7	SEAN SOKNANG	M	Teacher	6	7	50.00	58.33
8	CHUM MENGGORN	M	Teacher	1	8	8.33	66.67

9	VAN N SOPHY	M	Teacher	1	5	8.33	41.67
10	PO MANIT	M	Teacher	0	5	-	41.67
11	DU SAMBO	M	Student	3	7	25.00	58.33
12	MANIT REACHMONY	M	Student	5	8	41.67	66.67
13	SEANG SOKCHEATA	F	Student	1	3	8.33	25.00
14	CHAMROEUN SOPHEA	F	Student	1	7	8.33	58.33
15	CHHEANG SORIYA	F	Student	2	7	16.67	58.33
16	KHA SOKVICHKA	F	Student	4	8	33.33	66.67
17	MACH CHANTRA	M	Student	3	6	25.00	50.00
18	THIM VANTHORN	M	Student	2	6	16.67	50.00
19	KUN KIM YEUNG	F	Student	4	7	33.33	58.33
20	OL LIZA	F	Student	1	5	8.33	41.67
21	NGOUN SREYKA	F	Student	5	6	41.67	50.00
22	KEA SREYKHUOCH	F	Student	2	8	16.67	66.67
23	ROEN SOVANNARA	M	Student	1	6	8.33	50.00
24	SUR SREYLEAK	F	Student	1	8	8.33	66.67
25	SOEURN SREYNETH	F	Student	2	8	16.67	66.67
26	CHHUN SENG HOR	M	Student	2	2	16.67	16.67
27	PHAT BUNNARAK	M	Student	2	8	16.67	66.67
28	CHHEL SOMNANG	F	Student	2	3	16.67	25.00
29	HEANG BORIN	M	Student	1	5	8.33	41.67

30	THEA RINA	F	Student	5	7	41.67	58.33
31	NON SREYNY	F	Student	3	8	25.00	66.67
32	THOEU RNVICHEAK	M	Student	1	7	8.33	58.33
33	BEN SREYNIN	F	Student	3	7	25.00	58.33
34	PHEAP PHANITH	M	Student	4	5	33.33	41.67
35	MATH MEYMEY	F	Student	1	4	8.33	33.33
36	LERNG KHAMER	M	Student	5	7	41.67	58.33
37	PHEA SREYPHEAK	F	Student	0	8	-	66.67
38	SAMBATH DAVIT	M	Student	1	5	8.33	41.67
39	SORN LIZA	M	Student	8	9	66.67	75.00
40	ON POLEAK	M	Student	6	6	50.00	50.00
41	MIN LIMPHAT	M	Student	6	7	50.00	58.33
42	SEN LEAKSMIE	F	Student	3	6	25.00	50.00
43	THOUCH DARA	M	Student	2	3	16.67	25.00
44	HENG MOUYHEANG	F	Student	1	7	8.33	58.33
45	IM SOVANROTH	F	Student	3	8	25.00	66.67
46	YENG LONGYI	M	Student	1	7	8.33	58.33
47	NON SREYNEANG	F	Student	2	6	16.67	50.00
48	RIN VOCHNA	F	Student	2	7	16.67	58.33
49	MOEUN CHANVATEENISREENUCH	F	Student	1	7	8.33	58.33
50	HUON SOPHEAP	F	Student	0	8	-	66.67

The learning rates were  $57\%-25\%=32\%$ . This means that participants as students and teachers have learned 32% as takeaway insights for their application.

## **IX. Recommendation**

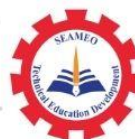
One-Health concepts play an important part in enabling teachers, school management, students, and community members to be alert to diseases or health-related illnesses, affected by close contact with animals, plants, and environment. These preventive actions alert them to be aware of communicable diseases. The results highlighted some strategic directions for stakeholders' consideration, as follows:

1. School Health Department of MoEYS should provide rigorous support for GTHS management and trainees to apply OH concepts by integrating them into the existing one-hour school health subject every week, as part of an extra-curricular activity
2. GTHS management should play an active role in supporting the OH concept application into the teachers' instructional plan, particularly agriculture-related subject teachers
3. Technical education teachers should make action plans on how to integrate OH concepts into their existing instructional activities by enabling students to perform OH drama
4. Students should apply these concepts for their daily lives alerting to the OH-related diseases
5. The community should alter close contact with animals and plants if not necessary
6. Chevron should support the follow-up project to enlarge the target GTHSs, not only six GTHSs for 2026.

## **X. Conclusion**

The project activities cover kickoff workshop, training of trainers, and events for students, teachers, school management, and community members at each of three selected GTHGs. The satisfactory results of each activity underline an impact of OH concepts to schools and communities. Therefore, animal- and plant-related diseases can be eradicated gradually from the implemented project communities.





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