

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

Genocide Education: Quality Control of the Teaching of “A History of Democratic Kampuchea, 1975-1979”

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Why conduct quality control?

Teacher trainers and commune teachers, though they have completed the training workshops, remain concerned not only about the complex social and ethical issues, nature and political sensitivity of teaching Khmer Rouge history but also about their capacity to teach it in an effective manner. These concerns are shared by the leadership of the Ministry of Education and DC-Cam, national and international experts and educators who have been involved in the teacher trainings. The teaching of the history of the Khmer Rouge regime has taken place since immediately after the collapse of the regime in 1979. However, this is the first time that Cambodian teachers have undergone a formal professional development training to introduce Khmer Rouge history into classrooms in an accurate, balanced and unbiased manner and removed from political propaganda. Quality Control for professional development can help address these concerns and also support teachers both by improving their teaching capacities and assisting them in overcoming the challenges they will encounter in the course of their teaching. Quality Control is necessary to ensure the effectiveness of the teacher training program and the effectiveness of the teaching of “A History of Democratic Kampuchea, 1975-1979” in Cambodian secondary schools nationwide.

Quality Control increases teacher effectiveness and ensures that teachers are accountable as professional educators, in setting expectations for students and in their leadership role in teaching “A History of Democratic Kampuchea, 1975-1979.” The quality control process will provide recommendations in areas where teachers can benefit from more effective teaching strategies. For instance, teachers have to have full confidence in their ability to teach Khmer Rouge history accurately and guide their students away from emotional reactions to the material. More importantly, quality control will provide teachers with information and confidence in their abilities that will enable them to adapt their teaching methods. Quality Control provides not only recommendations for improvement but also continued support and follow-up. Moreover, it provides teachers the opportunity to learn from their fellow teachers. Teachers will have chance to share experiences and develop new approaches toward their teaching techniques and routines.

Quality assurance in context

In the context of the Genocide Education Project, quality control is the process of evaluating, assessing, monitoring, guaranteeing and improving the quality of the teaching of “A History of Democratic Kampuchea, 1975-1979” in Cambodian secondary schools on a national scale. By extension, quality control contributes to the broader goals of peace building, national reconciliation and global genocide prevention.