

DISCUSSION PAPER VII

Quality Control. Why?

The Teaching of, 'A History of Democratic Kampuchea'

By Kamboly Dy

To ensure that the teaching of "A History of Democratic Kampuchea (1975-1979)" meets the pedagogical goals and to ensure that it pedagogically meets the project goals of bringing about national reconciliation, building peace and contributing to global genocide prevention, a comprehensive quality control evaluation program must be conducted. Quality control will assess the effectiveness of teacher trainings and the teaching of "A History of Democratic Kampuchea". To achieve these objectives, four main areas will be assessed and evaluated:

- The effectiveness of *A History of Democratic Kampuchea (1975-1979)* as a textbook;
- The effectiveness of the Teacher's Guidebook;
- The effectiveness of the Student Workbook; and
- The effectiveness of teacher trainings.

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

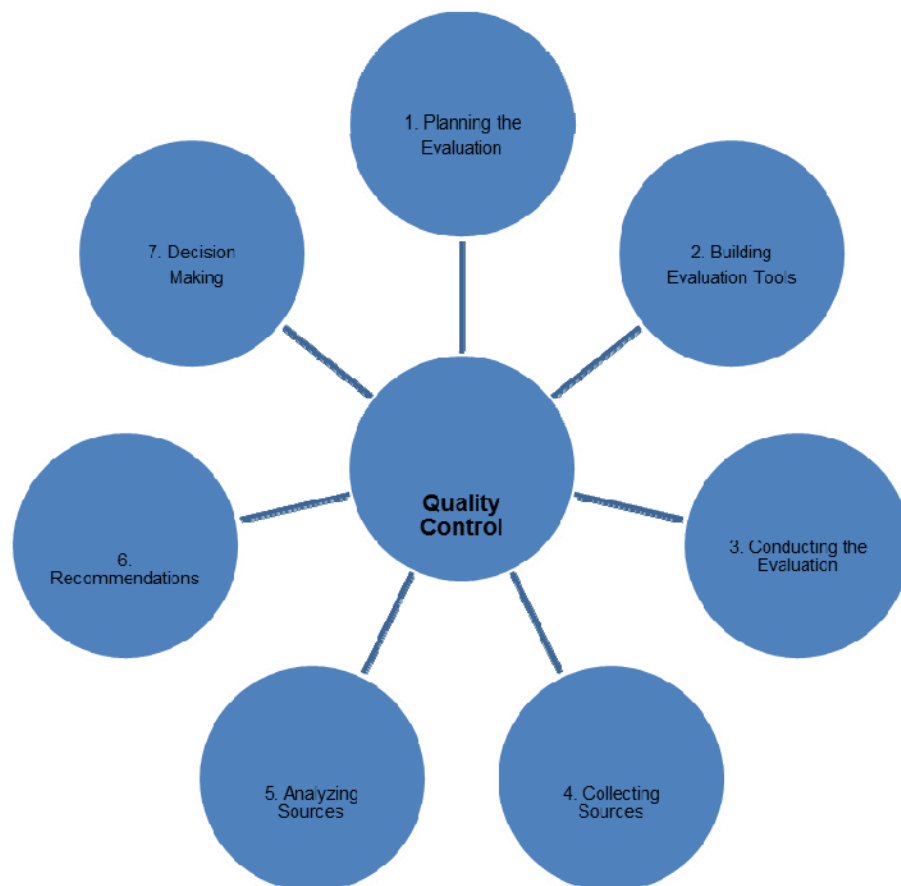
capacity to teach it in an effective manner. These concerns are shared by the leadership of the Ministry of Education and DC-Cam, national and international experts and educators who have been involved in the teacher trainings. The teaching of the history of the Khmer Rouge regime has taken place since 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 to improve both their teaching capacities and assist 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" in Cambodian secondary schools nationwide.

Quality control increases teacher effectiveness and ensures that teachers are accountable in their contexts as professional educators, setting expectations for students and in their leadership roles in teaching "A History of Democratic Kampuchea." The quality control process will provide recommendations in areas where teachers can benefit from more effective teaching strategies. For instance, teachers have to make a commitment and have full confidence in their ability that they can teach Khmer Rouge history accurately and guide their students away from emotional anger. More importantly, quality control provides teachers with knowledge and confidence in their ability to make changes to their teaching. Quality control provides not only recommendations for improvement but also continued support and follow-up to which teachers refer for guidance. Moreover, teachers have the opportunity to learn from their fellow teachers. They will have a chance to learn from each other, share experiences and set up approaches (ways of teaching) to make a difference in their teaching techniques and routine.

Quality control 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” in Cambodian secondary schools on a national scale. By extension, quality control ensures that the project can achieve its goals of peace building, national reconciliation and global genocide prevention. Quality control is conducted with both external review and self-assessment approaches, which the Ministry of Education has been using to conduct its evaluations. Quality control is part of the education quality management that DC-Cam and the Ministry of Education are overseeing throughout the project’s implementation.

Diagram: Steps in Conducting Quality Control



Quality Control objectives

The main goal of this quality control project is to prepare Cambodian secondary school teachers to teach *A History of Democratic Kampuchea* effectively. The effectiveness of the teaching of *A History of Democratic Kampuchea* is measured by the degree to which teachers are able to apply the knowledge (the content in the history textbook) and skills (the methodologies in the teacher's guidebook and additional teaching materials) they gained from the training to their actual classroom teaching. Teachers should be able to connect the textbook with the methodologies provided in the teacher's guidebook and use the guidebook and additional teaching materials to support the textbook. After the trainings, DC-Cam and the Ministry of Education are conducting the assessment and evaluation ensuring that teachers are able to demonstrate effectively the knowledge, skills and attitudes they acquired during the training and to apply them to their classrooms. The teaching effectiveness ensures that teachers are able to answer the questions of the rationale presented in the teacher's guidebook: "Why should students learn this history? What are the most significant lessons students can learn about Democratic Kampuchea and about genocide? How will this study impact the students' sense of empathy and compassion?" Keeping these questions in mind, the teachers should be able to map out the conditions that allowed the Khmer Rouge to come to power, the policies and the ideologies that inflicted harm on people and brought about widespread destruction of the country, and the consequences as a result of their policies and ideologies. By doing so, teachers are able to help the students to connect the content of the textbook to the context of their lives today and develop generational connections between students and their elders. Teachers should be able to guide students to the degree that they are able to demonstrate the ability to do presentations in the classroom, to write reports and essays, to keep a journal or diary, and conduct comparative study as well as to develop critical thinking skills, all of which are detailed in the teacher's guidebook. The assessment and evaluation should lead to suggestions for improvement of their teaching performances.

The experiences of the evaluation work conducted by the Ministry of Education are of great help both for the development of the *quality control manual* and its implementation by DC-Cam staff members, national teachers, and several international experts who will act as evaluators in 200 selected secondary schools across the country. Evaluators are responsible for helping teachers understand how the quality control process will enable them to enhance their teaching/pedagogical and professional skills when teaching “A History of Democratic Kampuchea”. According to the experiences of the Ministry of Education, evaluators who have worked in the field with local teachers for many years confirm that creating positive impressions is very important when conducting quality control. Earning trust and confidence from the teachers and making them part of the quality control process is a very important step in this process. Obtaining direct, clear and precise answers from teachers contributes to quality evaluation and ensures that effective decisions can be taken to improve the overall quality of the educational experience.

Quality control workplan and timeline

Evaluators will spend one month in each province and one week at each school. Two groups, comprised of two people per group (one DC-Cam staff member and one national teacher), will oversee the evaluation in each province. Selecting teachers for evaluation does not pose any problem for the evaluation groups since each school has between three and four history teachers and several other teachers specializing in Khmer studies and citizen morality. Within one week, evaluators will be able to observe all of the history teachers. In the case of a big school that has up to ten or more history teachers, evaluators can use simple random sampling to select four teachers for evaluation by using the fishbowl draw technique. There is little risk that respondents will refuse to participate since the work is conducted in collaboration with the Ministry of Education with whom respondents have the responsibility to participate. If respondents cannot for other reasons participate (for example, some

respondents may be sick or away from school), evaluators need to choose the next randomly selected respondents.

Sample of Master Plan for Quality control

Province	Group	School	Personnel	Date
Province 1	Group 1	School 1	1 DC-Cam + 1 NT	Week 1
		School 2	1 DC-Cam + 1 NT	Week 2
		School 3	1 DC-Cam + 1 NT	Week 3
		School 4	1 DC-Cam + 1 NT	Week 4
	Group 2	School 1	1 DC-Cam + 1 NT	Week 1
		School 2	1 DC-Cam + 1 NT	Week 2
		School 3	1 DC-Cam + 1 NT	Week 3
		School 4	1 DC-Cam + 1 NT	Week 4
NT: National Teacher				
International experts will participate with some groups.				

Assessment and Evaluation Team

The quality of the assessment and evaluation largely depends on the expertise of the personnel performing quality control tasks. Therefore, quality control is conducted by three groups of people who have been involved in the Genocide Education Project since its inception and who have wide experience in education, curriculum development, genocide education and evaluation performance. These people include:

- 15 DC-Cam staff members who attended the national teacher training;
- 24 national teachers from the Ministry of Education; and
- 10 international experts.

To conduct effective quality control, the evaluators have to be clear about what they are expected to do, their roles and responsibilities. In addition, evaluators have to understand what knowledge and skills they need to possess to carry out their roles and responsibilities successfully. There is no selection process in this context. The Table below describes the roles, responsibilities and qualifications of the evaluators.

Roles and responsibilities of evaluators:

- Attending the training workshop for quality control;
- Participating in meetings and discussions for the purpose of understanding the overall goals and purposes of the quality control;
- Reading and reviewing all necessary documents and evaluation instruments;
- Making trips to a predetermined number of secondary schools to observe, gather and collect evaluation sources;
- Writing field reports upon completion of the field work;
- Reading and analyzing all evaluation sources collected;
- Making judgments and providing recommendations for improvement;
- Attending the follow up session.

Evaluators should possess the following qualifications:

- Be knowledgeable about the genocide education project and how to conduct quality control.
- Have experiences on some aspects of genocide education, curriculum development, quality control and education management.
- Can analyze and make reliable assessments of information and evaluation sources collected from schools.
- Be engaged in teaching, research and/or academic institutions.

Conducting quality control: Evaluation approaches

To conduct an effective quality control, it is necessary to employ the approaches that will yield practical recommendations for improving both subsequent teacher trainings and classroom teaching performance. In other words, evaluators need to investigate the impact that the professional development trainings have on the teaching performance, student learning, and on the schools and the community at large. The approaches used to conduct quality control are designed to achieve the goals and objectives established by the project. In this sense, the goals and the objectives become the lens through which evaluators analyze the quality of the teaching of "A History of Democratic Kampuchea." During the course of conducting the evaluation, evaluators should be able to answer the following questions:

1. Are teachers able to apply the knowledge, skills, and teaching methodologies gained from the training workshops in their classrooms?

2. How much content from the textbook "A History of Democratic Kampuchea" are teachers able to use in their classrooms?
3. Are teachers able to apply the methodologies introduced in the Teacher's Guidebook to their teaching?
4. Do teachers have the time and opportunity to use the additional teaching materials provided in the training workshops?
5. To what extent do teachers apply knowledge acquired from the workshops to their classrooms?
6. Are teachers able to perform effectively in the context of their school environment?
7. How do teachers perceive their teaching performance compared to their previous teaching of Khmer Rouge history?
8. What are the challenges teachers face in using knowledge, skills, and teaching materials during the course of their teaching?

Evaluation Methods

A. Classroom observation is a powerful way of watching and listening to the teaching performances, teaching-learning interactions, and activities inside the classrooms. Observation is an effective method of collecting evaluation sources when you wish to study the teaching performance of a teacher where accurate information cannot be elicited by use of a questionnaire. The evaluation team uses participatory observation approach in which evaluators fully participate in the process of teaching and learning in the classroom.

B. Questionnaire is a list of written questions the responses to which are provided by teachers and students who are participants in the quality control. By using a questionnaire, teachers can independently and privately respond to each question listed. Therefore, the questions have to be clear and easy to understand. The layout of the questionnaire is well structured and the sequence of questions is easy to

follow. The questions take many different forms: yes/no, multiple choices, rating on a four-point scale and some are open ended questions. The questions directly address the content and structure of the textbook, teacher's guidebook and student workbook. The questions examine if the messages and content presented in the textbook are accurate and detailed enough for students' knowledge of the Khmer Rouge regime and in the secondary school level. In terms of structure, the questions assess whether the photos and the content are clear and whether they support each other. Likewise, the questions address similar subject matters to the methodological content and photos used in guidebook and student workbook. The questionnaire will examine if the educational objectives, methodologies, and exercises presented in these teaching materials are clear and facilitate students' learning to become independent learners and critical thinkers. More importantly, the questionnaire examines if the teacher's guidebook and student workbook support the textbook in the learning process.

C. Interview, in this context, is a person-to-person interaction between interviewer and interviewee in order to gain insights into people's perception, their understanding, and views regarding the classroom/learning experience. Quality control is conducted by using a structured interview in which a predetermined set of questions is provided so that evaluators are able to receive uniform information that is easy to analyze and assures the comparability of information. The interview provides the opportunity for in-depth information since the evaluators have the opportunity to explain the questions and can ask follow-up questions for the purpose of clarification, detail and confirmation.

D. Ancillary Materials are any materials related to the teaching of "A History of Democratic Kampuchea." One example of materials for the evaluation is student portfolio, which is recommended in the teacher's guidebook. Other materials can be

student exam papers, grades, assignments and their interviews with parents, relatives or neighbors.

Conclusion

Quality control is the third step in the tripartite processes of the genocide education project whose aim is to introduce the teaching of *A History of Democratic Kampuchea* into secondary schools in Cambodia. The success of three-stage teacher trainings (national teacher training, provincial teacher training, and commune teacher training) is another indicator ensuring that the teaching of *A History of Democratic Kampuchea* is delivered in Cambodian classrooms with modern methodologies and in a pedagogically sound manner, which generate student's critical thinking and self-study.

To ensure the sustainable progress of genocide education, teacher effectiveness has to be evaluated. Though teachers work in conformity with education policy and an endorsed curriculum, the teacher is the key actor in setting up the classroom environment, organizing student learning, and managing the overall plan and structure of the teaching-learning process. It is the teacher who exercises and performs the teaching tasks on the ground ensuring that the goals and the objectives of the project are achieved. Therefore, undertaking the evaluation, collecting data and analyzing the data to determine strengths and weaknesses in both the training and the transfer of the training into practice is essential to ensure the effectiveness and the efficiency of the teaching.

The assessment and evaluation could yield significant outcomes. In addition to verifying the effectiveness of the teaching of *A History of Democratic Kampuchea*, evaluation provides evidence to assess the impact of the genocide education project on teachers, students and their parents, and the country as a whole. The findings not only give teachers a platform to reflect on their past performance for improvement,

but also enable DC-Cam and the Ministry of Education to clarify the project's goals and objectives and to determine the outcomes of the project's implementation. Moreover, it helps other stakeholders to understand the project and the outcomes so to better serve the broader goals of the project. The effectiveness of the teaching of *A History of Democratic Kampuchea* ensures that peace building, national reconciliation and global genocide prevention can be achieved. From that point on, genocide education can begin to provide an effective and comprehensive substitute for the role of a Truth and Reconciliation Commission in Cambodia.

References

- International Institute for Educational Planning (UNESCO), 2006, Module 1, *Making Basic Choices for External Quality Assurance System*.
- International Institute for Educational Planning (UNESCO), 2006, Module 2, *Conducting the Process of External Quality Assurance*.
- International Institute for Educational Planning (UNESCO), 2006, Module 3, *Setting up and Developing the Quality Assurance Agency*.
- International Institute for Educational Planning (UNESCO), 2006, Module 4, *Understanding and Assessing Quality*.
- International Institute for Educational Planning (UNESCO), 2006, Module 5, *Regulating and Assuring the Quality of Cross-Border Providers of Higher Education*
- Anderson, Lorin W. (2004), *Increasing Teacher Effectiveness*, Paris: UNESCO-International Institute for Educational Planning.
- Barnard, Yvonne F. et al. (2001). "Evaluation in Practice: Identifying Factors for Improving Transfer of Training in Technical Domains," *Studies in Educational Evaluation*, 27:3, 269-290.
- Deluca, Christopher et al. (2009). "Evaluation for Learning: A Cross-Case Analysis of Evaluator Strategies," *Studies in Educational Evaluation*, 35:4, 121-129.
- Cruikshank, DonaldR. and Haefele, Donald. (2001). "Good Teachers, Plural," *Educational Leadership*, 85:5, 26-30.
- Ryan, Frances et al. (2009). "Interviewing in Qualitative Research: The One-to-One Interview," *International Journal of Therapy and Rehabilitation*, 16:6, 309-314.

Troman, Geoff and Jeffrey Bob. (2007). "Qualitative Data Analysis in Cross-Cultural Project," *Comparative Education*, 43:4, 511-525.

Anderson, Lorin W. (2004). "Increasing Teacher Effectiveness," Paris, UNESCO: International Institute for Educational Planning.

Scheerens, Jaap. (2000). "Improving School Effectiveness," Paris, UNESCO: International Institute for Educational Planning.

For more information, please contact:

Kok-Thay Eng: truthkokthay@dccam.org tel: 012 95 58 58