

# មជ្ឈមណ្ឌលឯកសារកម្ពុជា

## GENOCIDE EDUCATION PROJECT

### Quality Control on the Teaching of "A History of Democratic Kampuchea (1975-1979)"

#### Preparation for the Field Work

January 26, 2011

By Khamboly Dy



Meeting with national teachers to finalize the master plan and tools for quality control

In 2011, the Documentation Center of Cambodia (DC-Cam), in collaboration with the Ministry of Education, launches the Genocide Education Project's Quality Control, which is to observe and evaluate the effectiveness of the teaching of *A History of Democratic Kampuchea (1975-1979)* in Cambodian classrooms nationwide. For this quality control work, the team will make two trips per month to all 24 provinces to conduct classroom observation, surveys, and interviews with teachers, students, parents, and education officials. The master plan for quality control is summarized in the table below.

Month	Province	Personnel	Duration	Number of Schools
January	Prey Veng Svay Rieng	Khamboly Dy Mom Met Morm Sovann	8 days	6 schools
February	Battambang	Khamboly Dy Siv Thoun Morm Sovann	6 days	4 schools
	Pailin Banteay Meanchey	Khamboly Dy Ben Neang Seng Piseth Neary Morm Sovann	8 days	6 schools
March	Kampong Thom	Khamboly Dy	6 days	4 schools

Documentation Center of Cambodia

Searching for the Truth

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		Ten Kinton Moung Sophat Morm Sovann		
	Kampong Chhnang Pursat	Khamboly Dy Sek Sokha Nhil Sal Morm Sovann	8 days	6 schools
May	Koh Kong	Khamboly Dy Iet Bunleng Yit Sopheak Morm Sovann	6 days	4 schools
	Kep Kampot	Khamboly Dy Chhim Dina Morm Sovann	8 days	6 schools
June	Phnom Penh	Khamboly Dy Siv Thoun Va Vuthy Morm Sovann	6 days	4 schools
	Steung Treng Ratanakiri	Khamboly Dy Ly Romny Morm Sovann	8 days	4 schools
October	Kandal	Khamboly Dy Teng Sophea Leaksmeay Chin Yahan Morm Sovann	6 days	4 schools
	Kratie Mondulkiri	Khamboly Dy Cheng Hong Morm Sovann	8 days	6 schools
November	Kampong Cham Takeo	Khamboly Dy Mom Met Chea Kalyan Morm Sovann	8 days	6 schools
	Kampong Speu Preah Sihanouk	Khamboly Dy Soamnos Phearum Morm Sovann	8 days	6 schools
December	Preah Vihear	Khamboly Dy Yin Sothea Morm Sovann	6 days	4 schools
	Sieum Reap Uddor Meanchey	Khamboly Dy Kong Hak Morm Sovann	8 days	6 schools

On January 26, 2011, Mr. Khamboly Dy (the project's team leader) held a meeting with national teachers to discuss the plan, its implementation, and the tools to conduct quality control. In the meeting, Mr. Dy talked about the purposes and objectives of the quality control. He mentioned that DC-Cam published the textbook *A History of Democratic Kampuchea* in 2007. The Ministry of Education endorsed the textbook as a supplementary material for teachers and students in teaching and learning about Khmer Rouge (KR) history. The textbook, then, has become a mandatory reading for students nationwide. Moreover, over 300,000 copies of the

textbook have been distributed to about 1,655 lower and upper secondary schools across the country. In addition, DC-Cam and the Ministry of Education have provided trainings to over one thousand teachers who teach History, Khmer Studies, and Citizen Morality. After the training, the teachers began using the textbook, the Teacher's Guidebook, and other teaching materials they received from the training to integrate KR history into their daily classroom teaching. A number of secondary schools have deposited copies of the textbook in their libraries



**National teachers debating the form of questions in the survey**

so that students who do not have the textbook can borrow or read the textbook in their school's library.

Mr. Dy emphasized that although we have trained teachers and distributed the textbook to all schools, we have not yet set up a mechanism to ensure that teachers will employ the knowledge, skills, and experiences they gained from the training in their classrooms. Quality control is one assurance that the project's goals will be met. Quality control will also allow us to observe the unique challenges teachers face in the teacher training workshops and in the actual implementation/teaching of DK history in the classroom. Mr. Dy opened the discussion to this meeting with an overview on the proposed steps for implementing the quality control processes.

National teachers recommended that the quality control processes align with existing administrative procedures of the Ministry of Education. In this regard, quality control must follow the horizontal structure of the Ministry. To address this concern, DC-Cam obtained an official memorandum from the Ministry authorizing DC-Cam to conduct the quality control. The Ministry of Education sent this official memorandum also to all Provincial Offices of Education in advance of the quality control teams for the purpose of informing the local officials of our mission. The Ministry also produced memoranda for all national teachers who will take turns with participating in the quality control mission with the project's core team members.



Ben Neang, one of the national teachers, said the team has to first meet with the officials at the Provincial Office of Education to inform them about our arrival, purposes, and the number of

schools and teachers we are going to observe and evaluate. Upon receiving this information, the Provincial Office of Education will inform all concerned school principals about the date and time of our arrival and the itinerary of our classroom observation.

Before conducting the actual classroom observation and evaluation, the team needs to hold a meeting with the school principals in order to introduce the background and purposes of the quality control work. The team also needs to ask for permission from the school principals to conduct interviews with teachers and students.

Besides the administrative work, the meeting discussed technical issues such as conducting interviews with teachers and students by not disturbing their teaching-learning time. The classroom observation is conducted within the duration of a one-hour classroom teaching session. After that, the team takes about half an hour to conduct surveys with students. After the classroom observation, the team spends another hour to give feedback to teachers and explain the methods in the guidebook that the teachers are not clear on. The team will take the break time, namely lunch break, to conduct interviews with teachers and some students. The team will return back in the afternoon to conduct the remaining interviews with students and their parents. This approach will prevent us from taking too much time from the students' study hours. Basically, the team has to adjust the time to the availability of the teachers and students in order to respect their teaching-learning time. At the end, the team will meet with the school principals in order to give feedback on their overall observations and evaluation work in their schools. The team will take this opportunity to also thank the school principals for their cooperation and assistance.

The meeting with the national teachers continued into the late evening. In the afternoon, national teachers debated the content of the three evaluation tools as follows:



**National teachers are debating on the three evaluation tools.**

- Classroom observation checklist
- Questionnaire for teachers
- Questionnaire for students

National teachers provided a lot of constructive comments on the content and structure of the evaluation tools. Their comments were primarily focused on ensuring the

precision and validity of the quality control program's metrics – metrics which are designed to measure the effectiveness of the teacher training workshop, the DK history textbook, Teacher's Guidebook, and Student Workbook. At the end of the



meeting, all national teachers endorsed the content and structure of the three evaluation tools – the whole picture of which are in the appendices below.

## Appendix 1: Teaching observation checklist

### Teaching Observation Checklist for Evaluators

The Documentation Center of Cambodia and the Ministry of Education are conducting observations and evaluation to ensure the effectiveness of the teaching of “A History of Democratic Kampuchea.” Please observe and provide instructional feedback to the teacher by using the checklist below. This will help identify his/her effective teaching methods and the areas where he/she needs to improve. Thank you for your contribution.

<b>Province</b> _____		<b>School Name</b> _____	
Observer _____		Teacher's Name _____	
Sex _____	Age _____	Lesson _____	Chapter _____
Subject _____		Grade _____	
Years of Teaching Experience _____		Date _____	

Criteria	Yes	No
<b>Lesson Plan</b>		
Prepare lesson plan.		
Define the objectives of the lesson.		
Determine time for each activity.		
Integrate Democratic Kampuchea history.		
<b>Procedure and Process</b>		
Recall the previous lesson.		
Connect the lesson to class' prior learning.		
Summarize class learning.		
Give homework/connect the lesson to the next class.		
<b>Methods</b>		
Provide enough teaching materials.		
Employ non-lecture learning activities (i.e., small group discussion, student-led activities).		
Employ graphics or visual aids or other enhancements to support lesson.		
Emphasize important points/uses examples to clarify points.		
Invite questions/class discussion.		
<b>Teacher-Student Interaction</b>		
Encourage students to ask questions.		
Involve a variety of students.		
Stimulate critical thinking.		
Provide clear questions to students.		
Provide wait time for students to answer questions.		
Provide opportunities for students to interact together to discover/discuss or practice content of the lesson.		
<b>Teacher's Capacity</b>		
Appears knowledgeable.		
Appears well organized.		
Explains concepts clearly.		
Relates concepts to students' experience.		

Selects learning experiences appropriate to level of learning.		
<b>Classroom Management</b>		
Engages all students.		
Manages time.		
Facilitates group activities.		

**Additional comments**

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## Appendix 2: Questionnaire for Teacher

### Questionnaire for Teacher

The Documentation Center of Cambodia and the Ministry of Education are conducting observations and evaluation to ensure the effectiveness of the teaching of “A History of Democratic Kampuchea.” Please provide answers to all the questions below in order to evaluate the effectiveness of the DK history textbook, Teacher’s Guidebook, and Student Workbook and how the teaching contributes to genocide prevention, national reconciliation, and peace building. Thank you for your contribution.

<b>School Name</b> _____	
<b>Type of School:</b>	<input type="checkbox"/> Lower Secondary <input type="checkbox"/> Upper Secondary
Commune _____	District _____ Province _____
Teacher’s Name _____	Gender _____ Age _____
Subject _____	Years of Teaching Experience _____
Date _____	Degree _____

<b>Section 1: A History of Democratic Kampuchea</b>				
<b>A. Content</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. The messages in the textbook are easy to understand.				
2. The content of the textbook is accurate and unbiased.				
3. The scope of the textbook is detailed enough for student’s knowledge of the Khmer Rouge regime.				
4. The content of the textbook is appropriate for secondary school students.				
5. The information and content of the textbook enriches the classroom teaching.				
6. The content of the textbook is free from political, social, and racial bias.				
<b>B. Structure</b>	<b>Page Number</b>	<b>Comment</b>		
1. Which photos are not clear?				
2. Which lessons do not present clear content?				
3. What lessons do your students like to study the most?				
4. What lessons do your students achieve good results?				
<b>Section 2: Teacher’s Guidebook</b>				
<b>A. Content</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. The educational purpose of the Teacher’s Guidebook				

is clearly stated.				
2. Learning objectives of each lesson are clearly stated.				
3. The methodologies used in the guidebook are clearly explained.				
4. The guidebook facilitates student-to-student discussion and debate.				
5. The guidebook facilitates group discussion and provides tools and ways for students to share their work.				
6. The lessons in each chapter are linked to one another.				
7. The activities in the guidebook are well-structured and organized.				
8. The activities in the guidebook allow students to think critically.				
<b>B. Structure</b>	<b>Page Number</b>	<b>Comment</b>		
1. Which photos are not clear?				
2. Which content is not clear?				
3. Which questions and exercises are not clear?				
4. Which objectives are not clear and difficult to understand?				
5. Which teaching methods are not clear and difficult to understand?				
6. Is the time allotted for each of lesson appropriate?				
7. Which teaching methods do your students like the most?				
8. Which teaching methods do you want to improve?				
Please suggest areas of the Teacher's Guidebook that need further improvement.				
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>				
<b>Section 3: Student Workbook</b>				
<b>Criteria</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. The instructions in the Student Workbook are clearly explained.				
2. The number of exercises in the Student Workbook is appropriate for student.				
3. The workbook facilitates student-to-student discussion and debate.				
4. The workbook facilitates group discussion and provides tools and ways for students to share their work.				
5. The activities in the workbook are well-structured and organized.				
6. Questions and exercises are clear.				
7. The activities in the workbook allow students to think critically.				
<b>Section 4: Knowledge and Attitude</b>				

1. Have you taught Democratic Kampuchea history?  
 A. ☐ Yes  
 B. ☐ No

2. In what way have you taught Democratic Kampuchea history?  
 A. ☐ Integration  
 B. ☐ The whole content

3. When do you teach the whole content of Democratic Kampuchea history?  
 A. ☐ Within the study period  
 B. ☐ After classroom hours  
 C. ☐ Before the end of the academic year  
 D. ☐ Before the start of the academic year

4. After the teacher training workshop, how many lessons did you teach?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. What methods in the Teacher's Guidebook did you use?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. How much are the students interested?  
 A. ☐ Very interested  
 B. ☐ Interested  
 C. ☐ Interested a little  
 D. ☐ Not interested

7. Do you have difficulty in answering students' questions about the Khmer Rouge history?  
 A. ☐ Difficult  
 B. ☐ Not difficult                      Why?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Appendix 3: Questionnaire for Student

#### Questionnaire for Student

The Documentation Center of Cambodia and the Ministry of Education are conducting observation and evaluation to ensure the effectiveness of the teaching of "A History of Democratic Kampuchea." Please provide answers to all the questions below in order to evaluate the effectiveness of the history book, student workbook and how the teaching contributes to genocide prevention, national reconciliation and peace building.

School Name \_\_\_\_\_

Type of School:      ☐ Lower Secondary      ☐ Upper Secondary

Commune \_\_\_\_\_ District \_\_\_\_\_ Province \_\_\_\_\_

Student's Name \_\_\_\_\_ Gender \_\_\_\_\_ Age \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_



Section 1: A History of Democratic Kampuchea				
A. Content	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The messages in the book are easy to understand.				
2. The content of the book is accurate and unbiased.				
3. The scope of the book is detailed enough for students' knowledge of the Khmer Rouge regime.				
4. The content of the book is appropriate for secondary school students.				
5. The information and content of the book enriches the school curriculum.				
6. The content of the book is free from political, social, and racial bias.				
B. Structure	Page Number	Comment		
1. Which photos are not clear?				
2. Which lessons do not present clear content?				
3. What lessons do you like to study the most?				
Section 2: Student Workbook				
Criteria	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The instructions in the Student Workbook are clearly explained.				
2. The amount of exercises is appropriate for students.				
3. The workbook facilitates student-to-student discussion and debate.				
4. The workbook facilitates group discussion and provides tools and ways for students to share their work.				
5. The activities in the workbook are well-structured and organized.				
6. Questions and exercises are clear.				
7. The activities in the workbook allow students to think critically.				
Section 3: Knowledge and Interest				
<p>1. Have you studied Democratic Kampuchea history?  A. <input type="checkbox"/> Yes      B. <input type="checkbox"/> No</p>				
<p>2. Do you like studying Democratic Kampuchea history?  A. <input type="checkbox"/> Prefer very much  B. <input type="checkbox"/> Prefer  C. <input type="checkbox"/> Prefer a little  D. <input type="checkbox"/> Not prefer at all</p>				
<p>3. What information do you know about Democratic Kampuchea history?</p> <hr/> <hr/> <hr/>				
<p>4. Do you believe that mass atrocity happened during Democratic Kampuchea regime?  A. <input type="checkbox"/> Believe      B. <input type="checkbox"/> Don't believe  Why?</p> <hr/> <hr/> <hr/>				

5. How do you feel when studying Democratic Kampuchea history?

- A. ☐ Angry
- B. ☐ Feel pity and reconciliation
- C. ☐ Don't believe that the events happened
- D. ☐ Hatred

6. Do you understand the lesson that teacher teach?

- A. ☐ Understand
  - B. ☐ Don't understand
- Why?

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7. After studying Democratic Kampuchea history, how do you think?

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