

Genocide Education Project
The Teaching of A History of Democratic Kampuchea (1975-1979)

Plan for 2010: Evaluation and Quality Control

From January to September 2009, we distributed over 50,000 copies of the textbook to all high schools in Kampong Chhang and Pursat provinces, some public and private schools in Phnom Penh and interested individuals. The distribution of the textbook will go on until next year to other provinces along with the second and third training. The project originally plans to distribute only 130 copies of the textbook to each of the 1,321 government secondary schools across Cambodia. However, given the demand, we decided to distribute to both public and private schools, and some schools received 500 copies while others received more than 2,000 copies. With this change to the original implementation plan, DC-Cam is seeking additional funding to publish another 700,000 copies of the Khmer version ensuring that each of the one million Cambodian secondary school students receive one copy, and each school has 50 copies for their library.

In early February 2010, the third training will be conducted in all 24 provinces. We originally planned to conduct the second training in November and the third training in December 2009. However, the originally proposed schedule posed conflicts between Cambodian school teachers and international experts' work schedules; consequently, we decided to move the third training to February 2010. This change is also influenced by the need to assure the quality of the teacher training workshops. Extending the third training to February 2010 allows national and provincial teachers enough time to assimilate the guidebook, workbook, and textbook into their own lesson plans as well as allowing for DC-Cam and the Cambodian Ministry of Education to organize the mass training of 3,000 teachers.

We are lacking the requisite funding to conduct the third training. We originally planned to train 1,000 history teachers. However, because DK history has been mandated to be taught in three courses: history, literature, and citizen morality, the number of teachers that must be trained has risen to over 3,000.

A. Quality Control Areas of Study

After the three trainings, we will enter the quality control phase of the project in which we will conduct classroom observations and curriculum evaluations. These activities are expected to be conducted in 2010 and 2011. The project team members, experts from the Ministry of Education and international experts will form an evaluation team that will visit a sampling of schools in order to observe the implementation of the curriculum and evaluate its successes and weaknesses. In this regard, the evaluation process will study three areas:

- **The effectiveness of the teaching for *A History of Democratic Kampuchea*:**
We will evaluate the effectiveness of pedagogical approaches and whether the

pedagogy *as-applied* facilitates the learning of history that is accurate, objective and effective.

- **The effectiveness of the teaching materials in the Cambodian classroom:** We will evaluate the effectiveness of the Teacher Guidebook and Student Workbook *as-applied* to the educational context in Cambodia.
- **The overall Genocide Education Project's implementation:** We will evaluate the degree to which the project is meeting its expected outcomes and goals.

B. Quality Control Reports

The evaluation process will use the information it gathers from these studies to generate status reports and recommendations for the following three areas:

- **Professional Development for Teachers:** Recommendations will be generated as to the degree to which additional training and professional development for teachers is required to improve the effectiveness of teaching.
- **The Guidebook and Workbook:** Recommendations will be generated as to the degree to which changes must be made in the content and approaches of the Teacher Guidebook and Student Workbook and whether additional materials are required.
- **The Genocide Education Project:** Recommendations will be generated as to the degree to which the Genocide Education Project must be further resourced and changed to meet local, regional and national-level needs.

C. Quality Control Information Sources

Data for this evaluation process will be collected from the following four sources:

- Observers
- Teachers
- Students
- National and provincial teacher-trainers

Data collection can be conducted through interview, questionnaire and classroom observation. In the project implementation, we plan to send certain team members and national teacher-trainers into the provinces in order to conduct the actual teaching in classrooms. Data will also be received by the sampling of students' study portfolios. The Guidebook encourages each teacher to keep a portfolio of selected students for the purpose of evaluating the curriculum's effectiveness

Some questions that we expect to answer on the basis of these reports will include, but not be limited to, the following:

- Is the implementation of Genocide Education Project effective?
- Has the project achieved its expected outcomes?
- What do educators do differently as a result of the project?
- What do educators, and students learn, gain and accomplish?

- What are the social and educational impacts (both positive and negative) on educators, students, families, communities, and country as a whole?
- What are the strengths and weaknesses of the project?
- How efficient are the Genocide Education Project's resources (textbook guidebook, and workbook)?

Data and analyses from the evaluation process will help us in determining how to improve the project's implementation and the teaching of *A History of Democratic Kampuchea* in classroom.