

Genocide Education in Cambodia
The Teaching of "A History of Democratic Kampuchea (1975-1979)"
**Eleventh Commune Teacher Training in Kampong
Thom**

Kampong Thom Teacher Training School, Kampong Thom Province
September 23-28, 2013

FIELD REPORT

Introduction

On 23 -28 September 2013, the Documentation Center of Cambodia (DC-Cam), in collaboration with the Ministry of Education, Youth and Sport (the Ministry of Education), conducted the Eleventh Commune Teacher Training in Kampong Thom Province. The training was conducted in the provincial Teacher Training School located in the provincial town. The teacher trainees consisted of various lower and upper level schools from Kampong Thom Province and Siem Reap Province (fifty participants from each province). Originally, one hundred participants were supposed to take part in the training but due to conflict with the national examination ten participants (including the control group) did not take part in the training. Eleven trainers took part in the training period that included four national trainers, four provincial trainers, and three DC-Cam trainers. Teacher trainees were divided into four smaller groups; each consisted of a maximum of twenty-five trainees per group. The Eleventh Commune Teacher Training was conducted using the existing program, assignments, and materials agreed upon between DC-Cam and the Ministry of Education.

Each day consisted of a presentation of the Democratic Kampuchea (DK) history textbook and a presentation of teaching methodologies from the Teacher's Guidebook. The training also included other activities that included film screenings and guest speakers. Other materials used in the training were issue number twenty of the Trial Observation booklet, and booklet on Case 002 that details the biographies of the four Khmer Rouge (KR) Trial suspects and crimes they committed during the regime.

The Eleventh Commune Teacher Training aims to ensure that history, Khmer studies, and citizen morality teachers from Kampong Thom Province and Siem Reap Province possess adequate knowledge of KR history and teaching methodologies to instruct this knowledge to their students. The training not only equip teachers with new contents and teaching methods, but also with critical thinking skills that teachers can utilize to help their students to write, summarize, analyze, evaluate, and research on specific subject matter. By extension, the training provides teachers the necessary means to guide their students to look at the past mass atrocities and help the country move away from the old footprints. Namely, students will be guided away from anger, hatred, and a sense of revenge. Through the DK history textbook and other teaching materials, students will be

able to grasp how the KR movement came to power and implemented the harsh policies that put to death nearly two million Cambodian people. Understanding the rise, rule, and demise of the DK regime, both teachers and students can work to enhance peace, democracy, and contribute to genocide prevention.

Project Goals

The goals of the Teaching of “A History of Democratic Kampuchea (1975-1979)” teacher training workshop ultimately aims to create a path towards reconciliation, peace and build on human rights, rules of law, and democracy.

The workshop is a dynamic platform that aims to achieve the above-mentioned goals in two respects. The first is to institutionalize a culture that values human rights, rule of law, and democracy. Second, in order to achieve an institutionalized culture, efforts to bolster historical empathy, critical thinking, critical reflexivity, and objectivity must be achieved. This is part of a larger framework in building a thriving democracy.

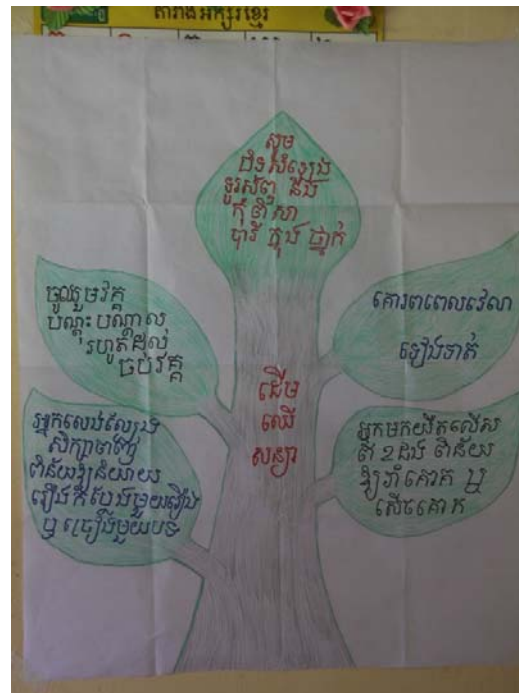
The guiding ethos of the teacher-training workshop is to learn by doing through discussions, interactive group works, and scaffolded reading methods to use with their students.

Preparations for the Training

The team departed Phnom Penh and arrived in Kampong Thom on Saturday, September 22, 2013 to make preparations for the training workshop, such as facility inspections and opening ceremony preparations. The team held a meeting with their counterparts, the national and provincial trainers.

DC-Cam’s Khamboly Dy facilitated the meeting and thanked everyone for their time and commitment to this training workshop. He distributed papers with details of trainers’ partners and the name list of trainees that they will be responsible for. Mr. Dy explained that the workshop would be conducted in four groups, consisted of a maximum of 25 trainees per group.

He further explained the trainers’ teaching responsibilities and what they were expected to do during the workshop. The trainers were given a program that listed what lessons and activities they would be responsible for on specific days.



The ‘Promise Tree’ that shows classroom behavioral conducts.

At the meeting national trainer Neang Ben brought with her a drawn out 'promise tree' diagram that listed all of the behavioral conduct policy in which both trainers and trainees must follow in order for all participants to have a better experience and achieve good outcomes. This diagram was posted at the front of the class as a reminder. Mr. Dy also added that the trainers must constantly remind the participants to follow all of the agreed rules in the behavioral conduct policy.

Further into the meeting, points of potential problems were discussed. One trainer said that all trainers must find ways to keep the class involved and engaged. The trainers must find ways to keep the trainees from losing focus and getting bored in class. Mr. Dy also interjected on this point and brought up his observation from previous trainings where some trainees would read the newspapers in class during a lecture, distracting trainees around them. He asked that the trainers keep a close observation on those who do not pay attention in class and find ways to keep them focused and engaged. He also asked the trainers to pay close attention to trainees who does not want to get involved because of their shyness and find ways to get them comfortable with the class and the lesson so they can be involved and engaged in class. Another trainer said that he had problems with trainees who would distract the class by asking questions that does not pertain to the lesson, but would pertain to the whole agenda of the workshop. He commented that all trainers must find ways to keep everyone on task and prevent class discussion from going off tangent. This led to the discussion of the nature of trainee' questions. Some trainees were genuinely curious about a specific topic and there were trainees who ask questions but already knew the answer to their questions. However, they would ask the questions anyway in order to challenge the trainers' knowledge on the topic.

Trainer Ben Neang, given her experience from the Tenth Commune Teacher Training in Kampong Cham province, wanted all of the trainees to each conduct a model lesson. This would avoid the problem of trainees depending on each other and divide the work without effective communication in which one trainee would write up the lesson and the other trainee teaches the lesson without knowing exactly what was written. It would also encourage trainee who does not want to come up to class to teach a lesson and understand how the specific lesson must be conducted. In this teacher-training workshop, every trainee conducted his/her own model lesson.

One other point that was raised was over the significance in training the teaching methodologies. Mr. Dy said that trainees must be given the opportunities to learn and practice new methodology in the model lessons as much as they can. Trainers must avoid lecturing to the point where they might impede on the time that the trainees need to conduct their model lessons. Trainers should help facilitate the trainees in understanding the importance of how to effectively teach and use the new methodologies and make sure that the trainees understand why these methodologies are important. Without doing so, the trainees might not realize the significance in which these new methods can help teach and impart knowledge to their students as an effort to help build peace, reconcile with the past, and prevent genocide in the future.

Lastly, DC-Cam's Vanthan Peou Dara offered his observation from previous trainings in which some classes would end early. He asked all of the trainers to use the scheduled time allotted fully. Trainers should not start or end class early and respect the set schedule that was given to them. The trainers then divided into their respective groups to discuss about lesson plans and strategies.

Opening Ceremony

On Monday September 23, the opening ceremony officially started the Eleventh Commune Teacher Training. The ceremony began at 8:00AM and was presided over by Under Secretary of State of the Ministry of Education, Her Excellency Ton Sa Im. The ceremony also took place on the same day that the National Assembly convened in Phnom Penh in which the government met after Cambodia's general election in July. Three speakers gave a talk at the ceremony. They were Mr. Chou Vuthy (Deputy Head of Kampong Thom Provincial Office of Education, Mr. Vanthan Peou Dara, and Her Excellency Ton Sa Im.

Mr. Chou Vuthy, Deputy Head of the Provincial Office of Education, Kampong Thom Province

Mr. Vuthy opened the ceremony with a welcoming speech. He talked about the Ministry of Education and DC-Cam's cooperation that led to the Eleventh Commune Teacher Training in Kampong Thom province. He also briefly talked about the DK history, the KR tribunal, and DC-Cam's work to gather information and resources on the DK regime in its effort to pass on the knowledge to the trainers and students to learn about Cambodia's history. Lastly, he wished everyone success in the course of the training workshop.

Mr. Vanthan Peou Dara, Deputy Director of the Documentation Center of Cambodia

Mr. Vanthan took to the floor after the welcoming speech. He expressed his deepest honor to be speaking to the participants. He gave a brief history on the DK history and emphasized on the importance of studying and understanding the DK era. This led up to his talk about the establishment of DC-Cam's Genocide Education Project that aims to train teachers and teach students about the DK history.

Mr. Vanthan further added that the training was an effort towards reconciliation and it is a process that helps build respect to human rights. The training will not only allow all of the participants to learn about the DK history, but would provide new teaching methodology to pass on this knowledge to their students.

He concluded the speech and thanked the Ministry of Education, USIP, and USAID for funding the project as well as the Provincial Office of Education and the Teacher Training School for providing the facilities for the workshop.

Her Excellency Ton Sa Im, Under Secretary of State of the Ministry of Education, Youth and Sport

Her Excellency Ton Sa Im welcomed the participants and gave thanks to the DC-Cam team for conducting the training in Kampong Thom. She began her speech and said that the Deputy Chief of the Department of Education once mentioned to her that there was an absence of the DK history in school's curriculum. She made an argument that the absence of the DK history in the curriculum was only recently removed. She explained that the teaching of the DK history began in 1979 until 1991. After the signing of the Paris Peace Agreement in 1991, the teachings of the DK history was quickly pushed aside and was absent from the school's curriculum because of the political sensitivity of the subject.

Her Excellency said that genocide exists in other places in the world and not just in Cambodia alone. She briefly talked about other genocidal acts that took place elsewhere in the world, starting with WWII and the killing of the Jews by Hitler's Nazi regime. She also briefly mentioned genocide that took place in Rwanda and Yugoslavia. She told the participants that at the time there was no mechanism to prevent genocide. This led her to emphasize on the use of education as a major mechanism and tool to prevent genocidal act from taking place again. She said that educating the mass about genocide would allow people to learn from past mistakes and avoid making those mistakes in the future. She further said, "We cannot deny that genocide did not happen. Most of us went through it. Just because one might not live through it, it does not mean that genocide did not happen," referring to the genocide that took place in Cambodia. She further emphasized the importance of education and the trainees' job to ensure that the students learn and know about the DK history. Only through the integration of genocide education into the school's curriculum, would genocide be prevented in the future. This would ensure the on-going effort in building the respect for human rights and democratic efforts. Lastly, she said that each trainee must actively ask critical questions to further enhance their knowledge as an on-going effort to help rebuild the society.

Control Variables

Upon the conclusion of the opening ceremony, all participants took the pre-test multiple-choice questions consisting of two parts, ten questions each. Part I tested participants' knowledge of the history of the DK, and part II tested participants on their knowledge of pedagogy/instructional methods.

Out of the one hundred participants, five were selected at random as the control variable group. The control group consisted of one female and four males. At the end of the test, the control group was asked not to participate in the entire training workshop. However, they returned on the last day of the training period to take the post-test. This research method aims to see if the workshop was effective by comparing the knowledge of the trainees who attended the training to the control group who did not participate.

Daily Activities of the Training

The schedule of the training was generally consisted in two parts, with the exception of film screenings and guest speakers. The morning session consisted of teaching from the DC-Cam history textbook, “A History of Democratic Kampuchea (1975-1979).” Each day, two chapters of the textbook were covered. The afternoon session was reserved for the teaching methodology to the trainees that is covered in the Teacher’s Guidebook. The methodology in the



Trainees engaged in a group work exercise.

Teacher’s Guidebook

corresponds with the materials in the DC-Cam history textbook. Trainees were then assigned to conduct a model lesson in class using the methodology in the Teacher’s Guidebook. After each model lesson, the participants were asked to give each other constructive criticism in order to help improve each other’s teaching methods.

Day one of the training began with the overview of the world history and the history that pertained to the lead up of the DK regime. Trainers and trainees discussed and shared their prior knowledge so that the trainers can analyze trainees’ knowledge on the subject. Trainers then began their lessons from chapter one and chapter two of the DC-Cam history textbook. In the afternoon, the trainers went through teaching methodologies from the Teacher’s Guidebook in the chapters that were scheduled for the day.

Day two of the training started off with trainers asking trainees to recap the previous day’s lessons. As observed in Group III, the trainers often had to call on the trainees to answer the questions given by the trainers. However, after the second day of the workshop, Group III trainees became active and voluntarily engaged with little encouragements from the trainers. After the recap lesson, trainers conducted lessons from chapter three and four of the history textbook. In the second morning session, the trainers taught new teaching methodologies. The afternoon sessions of the workshop were reserved for trainees to conduct their model lessons. There were a couple of trainees who seemed uncomfortable and shy when conducting their model lessons but was able to conduct the lesson what was required of them to do with only a few mistakes that can be easily corrected. However, there were two trainees who did not understand what was required of them and conducted the wrong model lesson. This required the trainer to step in and explained to the trainees exactly what they had to do to make sure that they understood the methodology and how to conduct the lesson to their students correctly. Generally speaking, throughout the course of the workshop the trainees seemed to understand how to conduct the model lessons with few mistakes.

Day three and four of the training began with a recap of the lessons from the previous day and a presentation of the next two chapters from the history textbook. Trainers clearly guided the teacher trainees with the objectives of the lessons and what the lessons tries to achieve. The trainer also displayed all of the important information and aspects on the board for the trainees to see. In a methodology teaching session, one trainer went straight into the lesson and covered the materials and concisely explained the objectives and what the trainees should learn to use with the students.

Film Screening

In the afternoon of day three, DC-Cam screened short video footages of S-21 prison, Phnom Baset prison, and Prey Veng prison when the Vietnamese force entered in 1979. The team also showed a short documentary called ‘Behind the Wall of S-21,’ which showed testimonies of survivors and a cadre who was there at the time. All of these films were shown in lieu of the following day’s lesson on KR use of detention centers.



A Trainee who was in the middle of conducting his model lesson.

Guest Speakers

In the afternoon of the fifth day, three guest speakers gave talks to share their knowledge and expertise with the participants.

Dr. Ka Sunbonat, Khmer Rouge survivor and Cambodia’s leading psychiatrist.

Dr. Ka Sunbonat was invited to give a talk on the effects of trauma and Post-Traumatic Stress Disorder (PTSD) on the survivors of the DK regime. Dr. Ka began his talk and explained how an individual can exhibit trauma and the varying degree of trauma. From there he explained the difference between physical trauma and psychological trauma.

Dr. Ka talked about how both victims and perpetrators of the DK era can suffer from trauma in which various horrific events happened to them. He continued and pointed out that trauma does not only affect the people who went through the horror, but it can also affect the patient’s family, friends, and the people surrounding the patient as well. The focus of the talk was switched to a Q&A session in which Dr. Ka gave the participants the opportunity to ask him questions about trauma or any concerns that they may have.

Mr. Eng Kok-Thay, Deputy and Research Director of the Documentation Center of Cambodia.

Mr. Eng Kok-Thay explained the steps that would lead to genocide. Those steps were *classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial*. The first two steps, he explained, is when a group is *classified* by race, ethnicity, religion, or nationality and *symbols* or names are given to the classified group. The first two stages are universal and do not necessarily lead to genocide. However, genocide can happen if the group is *dehumanized*. This happens when one group denies the humanity of another group. This is the stage where hate messages and propaganda campaigns target a specific group to dehumanize them. *Organization* of the group occurs in which intent to commit genocide is organized, usually by the state, and this can lead to *polarization* where extremists drive the groups apart and continue with their hatred campaigns and propaganda messages. Victims are identified and *preparation* for the death list of the target group is created. Targeted victims are forced to wear identifying symbols and are often segregated. This leads to *extermination* of the target group and mass killings occur as result. The last stage is *denial*. The perpetrators of genocide try to cover any evidence of any mass killings and graves. They also deny any crime they are accused of and often blame the event on the victims. Often the leaders block any investigation into the crime and continue to govern until driven out of power.

At the end of his talk, the trainees asked questions on the eight steps in order to further clarify and understand the concept and idea clearer. However, one question that stood out the most was regarded to why the former KR leaders were not prosecuted under the International Criminal Court (ICC) and instead are currently prosecuted under the UN-backed tribunal court. The answer was deferred to Mr. Vanthan Peou Dara, who was the next speaker, because of his expertise in the field of law.

Mr. Vanthan Peou Dara, Deputy Director of the Documentation Center of Cambodia.

Mr. Vanthan Peou Dara came to give a talk on the legal definition of the term ‘genocide’ and to also update the participants on the Extraordinary Chambers in the Courts of Cambodia (ECCC). Mr. Vanthan began by asking the participants for their definition of the term ‘genocide’ in order to measure their understanding before going into discussion.

Then Mr. Vanthan talked about the discussions and controversies behind the legal definition of ‘genocide’ and gave the participants the definition in which is used legally. Mr. Vanthan listed the set of conditions which define genocidal acts and which was defined as the intent to destroy, in whole or in part, national groups, racial groups, religious groups, and ethnic groups. He further elaborated each point. He also encouraged the participants to challenge the legal definition to encourage a group discussion.

Finally, Mr. Vanthan gave an update on the trials of the former Khmer Rouge leaders in the ECCC. He gave a brief overview on how the structure and how the court operates. He also talked briefly about the convicted leaders who are currently standing trial in Case 001 and Case 002 trials and also mentioned Case 003 and Case 004.

Closing Day

A screening of 'Cambodian Children' was scheduled for the closing of the training. However, due to power outage the team could not show the footage to the participants and instead only gave talks on the need for genocide education and the process of reconciliation.

Mr. Kamboly Dy gave a talk on the importance of genocide education. He did a recap of all the new teaching methods that the trainees were taught to use with the students. He then explained to the participants that the new teaching methodologies were important in effectively teach the students to understand the historical facts through questioning the information, critically analyze, and to encourage independent research. This,



After the farewell performance, one participant came up to give the performers a farewell hug.

he argued, would help build peace, reconcile with the past and prevent genocide in which the workshop aims to achieve and that is part of a larger picture. He continued to say that one way to prevent genocide from happening is through education that teaches students about human rights and democratic values that helps achieve peace. He said that the teachers are the agents who will help build a progressive society, build peace and democracy because they are the forces that will teach the younger generations to lead the right path and prevent them from following the past mistakes.

Next, Mr. Sok-Kheang Ly gave a talk on the process of reconciliation. He asked the trainees for their definition of the term 'reconciliation.' One participant answered that reconciliation is a process of making-up any wrong past doings. To elaborate on this answer, Mr. Ly asked the participants how would one approach to achieve reconciliation? One participant answered that conflicting parties must come together to talk about the problems. Mr. Ly then gave his respond in which he said that there is no one correct way to achieve reconciliation. Reconciliation, he said, is a long process that requires the analysis of the society, culture, tradition, religion, politics, education and various other factors.

However, he argued that there are four key factors that help drive the reconciliation process and those factors are peace and stability, truth, forgiveness, and justice. To sum

up his talk, Mr. Ly concluded that reconciliation is a process in which takes various factors into account in a long and drawn out process.

After the talks, one participant shared his experience and wrote a song to sum up what he learned during the training period. The participant then sang the song to the rest of the group, which was accompanied by a dance with another participant. Mr. Sok-Kheang Ly concluded the training period and thanked all the participants, the hosting institutes and staffs, as well as the DC-Cam team for their participation in the project and their hard work.

Challenges

At the end of the first day, the trainers held a meeting to discuss about their observations, problems that they encountered, and talk about solutions to help improve the workshop. One provincial trainer asked for everyone to respect the schedule so that enough time would be spent on conducting the lessons and for break.

Another challenge that the trainers faced was that many trainees were absent because of schedule conflict with the national exam. Given the political situation because of the Cambodian general election in July, the national exam were postponed and moved to the same week as when the Kampong Thom workshop took place. Due to this, many trainees could not fully take part in the training. When the trainees conducted their model lessons, there were times where the class would end early because of the absent trainees. At the meeting, it was agreed among the trainers to use the extra time to explain to the trainees about the teaching methodologies and answer any questions the trainees may have, especially regarding to the methodologies. It was also agreed that national and provincial trainers refrain from mentioning or comparing the new methodologies to the Ministry of Education's methodologies to avoid any confusions among the trainees. Also, trainers must find ways to keep their classes actively engaged and to find ways that would foster critical thinking.

Some trainees appeared to have a hard time understanding how to conduct some of the new teaching methodologies. One national trainer suggested that all of the trainers must show the trainees exactly how to conduct the model lessons. This way, the trainees can see exactly how the lesson should be conducted. This, the trainer argued, would avoid the trainees from comparing the new methodologies with the Ministry's methodology.

Also from the first meeting, it appeared that one national trainer was confused regarding the purpose of teaching both the history book and the guidebook. The particular trainer seemed to be confused as to when to teach the methodology and when to teach the history and wanted to teach the history according to the methodology in the guidebook. A DC-Cam trainer explained that the history lesson is separate from the methodology lesson. The history and methodology teaching can, of course, be integrated in the methodology part of the lesson. The history lesson should only focus on the KR history.

Within the classroom, a challenge that all trainers faced was trying to engage the trainees in a meaningful debate over historical facts. Often, it appeared that trainees asked questions that requires short answers or asked to clarify specific information. There were very little in-class discussions that fostered debate and critical thinking.

Compared to the previous trainings, the frequency of cell phones ringing in the middle of the lesson is much less in this training workshop. However, there were still many occasions where cell phones would ring in class and both trainers and trainees would answer their phones in the middle of class, distracting everyone.

On the fourth day of the workshop, the DC-Cam team found out later in the day that one trainee was very ill. It appeared that the particular trainee was ill from the first day but did not inform the DC-Cam team about his illness because he wanted to take part of the training. However, he became very ill and left for home on the night of the third day without informing the team. Given the situation, the team had to find out ways of contacting the trainee to find out the situation.

Lastly, there were also some logistical of power outage that prevented the team from showing some of the films scheduled in the program. Also, the guest speakers who came on the fifth day could not use the microphone and were resorted to speaking loudly to a large room, making it hard to deliver his messages for everyone to hear.

Evaluation of the Training

The Kampong Thom workshop trainees appeared to have a quicker and greater understanding on how to use the new teaching methodologies from the Teacher's Guidebook. Apart from a few trainees, all were able to conduct the assigned methodology with minor problems. One explanation could be the result of the change in how trainees were assigned to conduct the model lessons. In previous workshops, two trainees were assigned to conduct one model lesson and many groups were not able to effectively conduct the lessons because either lack of understanding on how to conduct the lesson, over reliance on their partner, or lack of communication between each other. In this workshop, individual trainee was responsible for conducting the lesson and therefore was forced to understand all aspects of the assigned methodology. In terms of trainees understanding of historical facts, it was hard to determine because the majority of the trainees did not ask questions that would engage in meaningful debates.

This brings into trainers' effectiveness in conducting the classes. Generally speaking, trainers conducted their classes well and in a random interview with four trainees (see appendix), they were all very pleased in how the workshop was conducted. However, there are still areas in which trainers should take into account in order to improve their performance and, in effect, the trainees' performance as well in future workshops.

In the last three workshops, it has been observed that trainers have a difficult time keeping the classes actively engaged. The first two days trainees tended to be quiet, but once everyone was comfortable with each other, the classroom environment changed. If

trainers observed that their class is not actively engaged, the trainers must analyze and reevaluate their techniques to find ways to actively engage the class and avoid lecturing to the trainees all the time.

It was also observed that trainees tended to ask questions that required straightforward answers. These questions were often asked to clarify certain information and do not create any classroom discussions or debates. It is recommended that trainers find ways to dedicate some classroom time for a meaningful discussion. Trainers should find ways to facilitate classroom discussions, such as introducing thought provoking topics for discussion. If a classroom discussion occurs, trainers must play the role as a moderator and should only verify or give correct information. This, in effect, would encourage critical thinking among trainees. If trainees are able to see the values of critical discussions, they could use this with their students.

Trainers should also be aware on how to work with each other. In one group, many trainees were confused on the topic at hand because the trainers would contradict each other or would cut each other off. If there is a conflict in information, the trainers should quietly discuss the issue first and come to an understanding to avoid confusing the trainees. Also to avoid further confusion among trainees, trainers should avoid discussing topics that is not part of the workshop's objectives. Trainers should avoid discussing about current political discussions, social discussions, or any discussions that does not pertain to either the DK history or the teaching methodologies.

Another observation that was noted was that in one group, trainees did not read up on the chapters in both books prior to coming to class. Trainers should make sure that trainees read up on the lessons before coming to class to avoid spending too much class time on learning the material.

In two occasions from previous workshops and this workshop, trainees were interested in how the DK national anthem was sang. One DC-Cam trainer searched the anthem on YouTube to show the trainees. Given the interests, DC-Cam should consider providing listening materials in classrooms in future workshops.

Appendix

At the end of the workshop, three questions were asked to four randomly selected trainees (2 males and 2 females) to measure their attitude towards the trainers. The three questions were:

1. Do you think the trainers were effective in teaching the classes?
2. What do you like and did not like about the way the trainers teach?
3. What aspects do you want/wish the trainers do to improve on in training you?

Yem Monyroath, Male, 31, Kralang High School, Siem Reap

1. I think they [the trainers] are effective. They gave me a lot of knowledge that I previously did not know about, especially the teaching methodologies in which I can use to teach my students.
2. Most importantly, I like the fact that the trainers respected the schedule and were very punctual. Other trainees complained about the lesson time, but I think it is important to respect the schedule. The trainers tried their best to teach us. There is nothing that I did not like about the trainers. I am very happy to have received the training because this will help with [the country's] development.
3. If the trainers can provide PowerPoint slides in addition to films and other primary resources in the classrooms, I think it will further enhance our experience in the class and on our knowledge as well.

Noun Sovannahong, Male, 28, Hun Sen Kavang High School, Kampong Thom

1. I think that they [trainers] were effective for two reasons. One, they were careful and followed the schedule and therefore were effective. Two, trainees work hard, focused, and active because they wanted to know and use the knowledge to impart on their students.
2. What I like was that when trainees asked questions, the trainers were able to answer the questions clearly. What I did not like was that sometimes I felt like the trainers and DC-Cam team were too strict over the entire conduct of the workshop. The workshop has various goals that it wants to meet and want to achieve at 100%. Sometimes it was difficult for us [trainees] to achieve those goals at 100%. The team should evaluate the situation of the workshop and see if the trainees can achieve those goals at 100%. If not, 98% achievement is also good.
3. I think the way this workshop was set up is already good because of the materials taught and resources given [to us]. If you [DC-Cam] want to improve, I want the trainers to teach us and use other resources such as films that tie to specific lessons in the classroom. This will further enhance the trainees' knowledge.

Seng Savun, Female, 25, Chea Sim Baray High School, Kampong Thom

1. I think that they [trainers] are effective because they clearly explained to us, especially in the [teaching] methodologies because we are able to conduct the model lessons on our own. Also, they worked really hard.
2. What I like was the way that they taught [the class]. However, sometimes I did not like it when trainers either spoke too fast or spoke too slow.
3. I wish for the trainers to provide more resources and materials in the workshop and to discuss issues that concerns the society and not just on the DK history alone.

Lang Chethana, Female, 27, Rung Reung High School, Kampong Thom

1. I think the trainers who went through the KR regime were very good because they can impart their knowledge to us. They can clearly explain certain points and make sure that we understood. They were able to answer all of our questions.
2. I like everything. My area of teaching is history, so I like being in the class. When I teach my students about the KR, they also have questions for me. Since I did not

- live through the regime, I [often] answered [my students] with what I learned from the elderlies. Now I can answer them [more clearly] because I have more knowledge and I understood more.
3. They [the trainers] told me everything and they have certain agenda they wanted to give us and also told us. They have a lot of knowledge and experience from having gone through the regime. If we have questions outside of class, the trainers gave us their phone numbers so that we can contact them if we have any questions.

The following page shows the lyric of the song that was performed on the closing day. It shares a participant's experience during the course of the training workshop. The lyric is in Khmer. The lyric shows the suffering and killing of millions of people during the KR regime. It also depicts the orphans and widows as a result of the regime's brutality. Finally, it shows the great happiness of the people who were liberated from the genocide on January 7, 1979.

විභාග උපකරණ සහ ප්‍රතිඵලයන්ගේ විස්තර

I. උපකරණ විස්තරයකට වේ. ප්‍රතිඵලයන් සහ ප්‍රතිඵලයන්ගේ විස්තරයක් විස්තරයක් ලෙසින් දැක්වේ.

II. විස්තරයක් ලෙසින් විස්තරයක් සහ ප්‍රතිඵලයන්. **විදුලි** (විදුලි විස්තරයක් ලෙසින් විස්තරයක් ලෙසින් දැක්වේ. විදුලි විස්තරයක් ලෙසින් දැක්වේ.)

III. විදුලි විස්තරයක් ලෙසින් විස්තරයක් සහ ප්‍රතිඵලයන්. විදුලි විස්තරයක් ලෙසින් විස්තරයක් ලෙසින් දැක්වේ. විදුලි විස්තරයක් ලෙසින් දැක්වේ.

IV. විදුලි විස්තරයක් ලෙසින් විස්තරයක් සහ ප්‍රතිඵලයන්. විදුලි විස්තරයක් ලෙසින් විස්තරයක් ලෙසින් දැක්වේ. විදුලි විස්තරයක් ලෙසින් දැක්වේ.

V. විදුලි විස්තරයක් ලෙසින් විස්තරයක් සහ ප්‍රතිඵලයන්. විදුලි විස්තරයක් ලෙසින් විස්තරයක් ලෙසින් දැක්වේ. විදුලි විස්තරයක් ලෙසින් දැක්වේ.

VI. විදුලි විස්තරයක් ලෙසින් විස්තරයක් සහ ප්‍රතිඵලයන්. විදුලි විස්තරයක් ලෙසින් විස්තරයක් ලෙසින් දැක්වේ. විදුලි විස්තරයක් ලෙසින් දැක්වේ.

කිහිපයක් ලෙසින් විස්තරයක් ලෙසින් දැක්වේ. 2019

විදුලි විස්තරය



Training Team

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