

GENOCIDE EDUCATION PROJECT
The Teaching of A History of Democratic Kampuchea (1975-1979)

Interim Report

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Part I. Summary for January 1-September 30, 2009

From January 2008 to the present, the Documentation Center of Cambodia (DC-Cam) has been conducting the second phase of The Genocide Education Project with funding from USAID, Open Society Institute (OSI), the Canadian and Swedish governments. Belgium has funded the development of the teaching materials (Teacher Guidebook and Student Workbook), the teacher training workshops, and the translation of *A History of Democratic Kampuchea (1975-1979)* (textbook) into five additional languages.

From January to September 2009, four main activities have been conducted:

- The development of teaching materials (Teacher Guidebook and Student Workbook);
- National Teacher Training;
- Publication and distribution of the textbook *A History of Democratic Kampuchea*;
- Translation of the textbook into five additional languages.

The project has been acknowledged by a number of national and international media. Below is an excerpt from an article on the textbook distribution.

Excerpt from *The Phnom Penh Post*

Tuesday, June 2, 2009

Written by Mom Kunthear

The Documentation Center of Cambodia (DC-Cam) on Thursday handed out Khmer Rouge textbooks to 100 disadvantaged students at the Buddhism Education for Peace Centre at Wat Ounalum in Phnom Penh as part of its nationwide distribution of this text.

"My students are too poor to afford the book. So I requested the Documentation Center to donate the books in order for them to know about the Khmer Rouge history," said Pou Sovachana, an adviser and volunteer teacher at the centre. "I am happy to know that they have the book in their hand," he said.

The textbook is the first to be given out to individual students at schools and will be introduced into the school curriculum following distribution of a teacher's guide on how best to engage students on the subject.

"I have never read a Khmer Rouge history book, but I used to hear the older people talk about this. Now I have this book in my hand, so I will read it to know more clearly about Khmer Rouge history," said Luch Bunchhoeun, a student at the Centre.

The Centre [DC-Cam] will continue its distribution this week, traveling to Kandal, Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Siem Reap and Kampong Thom provinces to hand out 60,000 books, DC-Cam Director Youk Chhang said Monday.

Because, genocide education carries the greatest potential for overcoming the difficulties that typically surround truth commissions, international criminal tribunals, and domestic trials, while still achieving the larger objectives of promoting dialogue, truth and reconciliation, DC-Cam sees the teaching of *A History of Democratic Kampuchea* as the Cambodian version of a Truth and Reconciliation Commission (TRC).

Part II. The Genocide Education Project as a Cambodian Version of a Truth and Reconciliation Commission (TRC)

The interest in learning about the history of the Khmer Rouge has risen dramatically with the publication of *A History of Democratic Kampuchea (1975-1979)*, by Khamboly Dy, a Cambodian historian with DC-Cam, and the on-going prosecution of former Khmer Rouge senior leaders. Students, teachers, ordinary citizens, and government officials alike agree that education on the history of the Khmer Rouge is crucial if Cambodia is to address its past and begin addressing the questions of reconciliation, justice and democracy. Moreover, education on this period will help to stimulate students' critical thinking on their country's history, ensuring that the history of this dark period will not repeat itself, and that Cambodian youth are able to build a more peaceful and prosperous Cambodia.

DC-Cam sees the teaching of *A History of Democratic Kampuchea* as the Cambodian version of a Truth and Reconciliation Commission (TRC). Genocide education will contribute to the reconstruction and creation of a better Cambodian society. The proposed idea of a truth commission is to go beyond the work of the Extraordinary Chambers in the Courts of Cambodia (ECCC), commonly known as the Khmer Rouge Tribunal. While the ECCC has the mandate to prosecute only Khmer Rouge senior leaders and those who were most responsible for crimes committed during that period, The Truth Commission will go deeper into the crimes and decision-making that occurred at the lower-levels of Cambodian society as part of the healing and reconciliation process in Cambodia. The commonly known form of a Truth Commission, like the one established in South Africa, is perceived in Cambodia as a Western-style of healing, and ultimately may prove to be too difficult to apply in the Cambodian context. Therefore, the Cambodian version of the Truth Commission must be established.

In truth, the TRC has been present in Cambodia since the early-1980s, and we have failed to recognize it. Before conducting the national teacher training, all trainers and trainees attended the meeting with the Minister of Education to mark the official opening ceremony of the training seminar. In his remarks to more than fifty participants, the Minister of Education, Mr. Im Sethy said, "Students are the medicine to heal the wounds in the past." Cambodia's youth, though not the direct victims, are indirect victims of the Khmer Rouge regime. They not only have the responsibility to learn and to understand the past, but also carry the responsibility of using the past to help themselves to construct a better knowledge for their own future and the future of their country. In addition to these responsibilities, as stated

by the Education Minister, children now become the channel for the victims and the perpetrators to talk indirectly and to reconcile their differences on what occurred.

The teacher's role in this exchange is crucial to success. Teachers must step out of their traditional roles as authorities for knowledge, and they must embrace the task of creating an environment which is conducive to a rigorous and candid discussion inside the classroom. In essence, the teacher must learn to be both a source as well as a guide for students' search for truth and knowledge. The Ministry of Education, DC-Cam and other institutions a-like have committed themselves to the task of creating a system that allows this process to go smoothly.

Both children of the victims and children of the perpetrators will inevitably share what they have learned in class with their parents at home. They will, of course, bring these ideas to the classroom when they discuss and debate these topics and their views on this history. With appropriate guidance from teachers, both children of the victims and children of the perpetrators will try to define a common ground to stand and walk on in order to build a peaceful future. Having a common ground to build on will enable youngsters to work together to help their parents reconcile and heal and to prevent future genocide from reoccurring.

Some predictable common grounds can be seen without thorough research. For example, both children of the victims and children of the perpetrators will agree that we should not empty the city, we should not separate family members, we should not force people to think against their will, and we should not kill people. They will also understand the concept of human rights such as the right to life, free speech and the freedom of movement.

Cambodia is implementing its own version of a truth commission that is culturally and socially acceptable, and genocide education will follow this same process. DC-Cam is distributing one million copies of the DK history textbooks to students across the country with the approval of the Ministry of Education. This educational endeavor will provoke dialogue within each family. Therefore, a kind of truth commission will exist within each family.

Part III. The Development and Publication of Teaching Materials Pursuant to the Genocide Education Project

Co-authors, Dr. Phala Chea and Mr. Christopher Dearing started to develop the guidebook for teachers in July 2008 prior to launching Phase II of the Genocide Education Project. The two co-authors finished their first draft in September and submitted it to the international reviewers (experts on curriculum development and genocide education) for comments and feedbacks. Upon receiving comments, Dr. Chea and Mr. Dearing revised the guidebook, which consists of 160 pages in English and 190 pages in Khmer. The content of the guidebook consists of four main parts:

- Part I: Overview including rationale for teaching the history of Democratic Kampuchea, course objectives, and instructional strategies.

- Part II: The History of Democratic Kampuchea, which is the core part of the guidebook. This section details the methodology and instructions teachers can use to teach each of the 11 chapters in the DK history book.
- Part III: Evaluation Rubrics which include instructions on how to evaluate student understanding and knowledge after finishing each chapter and the entire course.
- Part IV: Resources and references which suggest additional learning materials such as books, films, magazines and some valuable websites.

A. Guidebook Development and Revision

The teacher's guidebook is designed to give teachers a map on how to teach the politically and emotionally sensitive Khmer Rouge history based on the textbook entitled *A History of Democratic Kampuchea (1975-1979)*. The teacher's guidebook provides the teachers with lessons, objectives and activities that parallel materials and information in the DK history textbook. As the students progress through their reading of the DK history textbook, the teacher may refer to the guided questions, many of which are open-ended, to help support, illicit discussions with students and to build their critical thinking skills. The main instructional methodologies in the guidebook include:

- Guided questions - facilitate students' reading comprehension and the acquisition and practice of effective reading strategies;
- Essays and oral presentations - develop higher-order thinking skills and self-reflection;
- Cooperative group work - to promote small group discussions and problem solving.
- Interviews - encourage students to ask questions, discuss and to learn from family members and community members;
- Research - promote independent inquiry and learning
- Film screenings - reiterate/support learning and understanding;
- Guest speakers - reiterate/support learning and understanding;
- Field trips - reiterate/support learning and understanding.

With these various methodologies, students will be provided with a rich learning opportunity that will in essence improve their listening, writing and critical thinking skills as well as their engagement in classroom discussions, debates, presentations and cooperative group work. In addition, these various methodologies will also help connect what they learn in school to their daily life.

The Student Workbook (Workbook) complements the Guidebook. The workbook provides learning activities which include a variety of instructions and exercises. It includes techniques for reading the textbook, listening to teacher's instructions, working in groups, writing essays, watching and analyzing films, and completing the respective homework assignments. Both the guidebook and workbook are produced to accompany the textbook.

The guidebook and workbook were translated into Khmer and were submitted to the Cambodian Ministry of Education, Youth and Sport for review. The national panel tasked with reviewing the guidebook is comprised of twenty-four experts from the Cambodian Ministry of Education. They are educational officials who represent four departments of the Ministry of Education: the Program Development Department, Teacher Training Department, General High School Education Department, and the

National Institute of Education. They are also the national teacher-trainers who participated in the first training as trainees and who will be trainers for the second and third trainings.

In January 2009, DC-Cam held a meeting with the national teachers to discuss the content of the guidebook. The meeting was held for five days From December 29, 2008, to January 2, 2009. Between March 24-25, the national teachers met to discuss – for the second time – the content of the guidebook for quality assurance and to ensure that this guidebook is appropriate to the Cambodian education system. The teachers made several changes to the objectives of certain chapters and gave suggestions. The more prominent suggestions are as follows:

- The guidebook should include all answers to every single question since some open-ended questions were left blank. They suggested that we at least provide sample answers to these kinds of questions as a foundation for teachers to answer to students and their research.
- The guidebook includes film screenings as part of the instructions in class. However, only a few numbers of Cambodian high schools possess VCD/DVD players and TVs. Therefore, those documentary films should be put into photo book for the schools in the countryside.
- In addition to the suggestions on the content, they also made corrections to Khmer vocabulary ensuring the consistency of meaning between the Khmer and English versions.

B. Guidebook Publication

Although the guidebook has been reviewed several times by both national and international experts, we believe that there is still room for improvement due to the difficulty in merging both Western and Cambodian pedagogy. Therefore, we used the unfinished guidebook for the first national teacher training which was held from June 29 to July 7. We took this opportunity to evaluate the teachers' reaction to the content and methodology since they were practicing model lessons as part of the training activities. As they practiced teaching the actual lessons in the guidebook/workbook, they were able to tell which lessons were appropriate and can be applied to Cambodian classrooms and which lessons needed to be improved. At the same time, international experts who participated as master-trainers gave additional comments as they went through the guidebook during the seven-day training.

As a result, Dr. Phala Chea and Mr. Christopher Dearing obtained all comments from both national teachers and international experts to improve and finalize the guidebook, which was finalized one week after the training. Our genocide education team members cross-checked the Khmer translation and submitted the Khmer-version to the proofreader and editor. The final draft of the guidebook is now in the printing house. We plan to publish 3,500 copies for the provincial teacher training with 186 participants, which is going to be held in late-November, and the nationwide teacher training with 3,000 participants, conducted in February 2010.

Part IV. Teacher Training Workshops

From January to June 2009, the project team members prepared the ground works and logistics for the “National Teacher Training for Lower and Upper Secondary School in Cambodia”. Within this period, project members Mr. Pong-Rasy Pheng and Mr. Keodara Prak worked closely with the Cambodian Ministry of Education to select twenty-four national teacher-trainers from three departments of the Ministry of Education. These departments include: the Program Development Department, Teacher Training Department, General High School Education Department and the National Institute of Education. The twenty-four teacher-trainers are the Ministry’s experts on education and curriculum development.

A. Orientation for National Teacher Training

The Documentation Center of Cambodia (DC-Cam) collaborated with the Ministry of Education, Youth and Sport to conduct training sessions for twenty-four Cambodians officials from the Ministry of Education and fourteen staff members from DC-Cam. The participants met at the Senate Library in Phnom Penh, Cambodia from June 29 to July 7, 2009, to attend a seven-day training seminar designed to offer instruction on ways to teach the history of Democratic Kampuchea in Cambodian high schools using Khamboly Dy’s textbook *A History of Democratic Kampuchea (1975-1979)* in conjunction with the Teacher’s Guidebook and Student Workbook.

To mark the official opening of the National Teacher Training workshop, all National Trainers and international participants traveled to the Senate Library on June 26. Participants received a welcoming speech from Khamboly Dy and Youk Chhang, who both explained the purpose and logistics of this training and subsequent trainings. Mr. Deap Sophal, a national participant, commented, “I’ve waited 30 years for this education.” This was also a time for international scholars and national participants to introduce themselves to each other.

After a welcoming lunch at the Juliana Hotel, all National and International Participants met with H.E. Im Sethy, the Minister of the Ministry of Education, Youth and Sport, to set the tone for the training. The Minister gave an inspiring speech to all participants. He explained to the group that this project strikes a very personal cord with him as he has pursued genocide education for over 15 years, often meeting with the Australian government and the U.S. State Department. He spoke of the struggles to rebuild both the society and the educational system as the Khmer Rouge killed almost 80% of teachers. Despite the struggles of the past, H.E. Im Sethy believed the political and social climate is right for the history of Democratic Kampuchea to enter into the curriculum. He told the group that Cambodian society has played “a dangerous game of ignoring or denying the genocide, dangerous not only for Cambodia, but also for the world.” He added that, “the younger generations who were born after the Khmer Rouge, especially those in the city, have everything. They have plenty of everything--plenty of food, plenty of money, etc, but the younger generations must understand that there were times when we had nothing, when it was all stripped away.” He closed the speech by encouraging all participants to take the training seriously and thanking them for their time in this very important project.

During the training workshop, Khamboly Dy and David Chandler went over the

chapters in the textbook while Christopher Dearing and Phala Chea presented and observed the trainees' practice of the respective lessons in the guidebook that accompanied the textbook chapters. Films, songs, field trips, and guest lectures were also incorporated into the training.

The National Teacher Training workshop was the first step in a three-step process to train history, Khmer literature, and morality teachers throughout Cambodia in the teaching of DK history. Together, with local and international experts, the trainees received in-depth training in order to serve as core "teacher-trainers" in subsequent training workshops. Moving forward, the thirty-eight National Trainers who attended the National Teacher Training workshop will help train 186 trainers at the provincial level on November 23-December 7, 2009. Then in February 2010, National and Provincial trainers will help train over 3000 Cambodian high school teachers at the commune level. This "trickle-down" training approach provides an opportunity for Cambodians to train each other, thus taking ownership of and responsibility towards their national history.

B. Expectations for National Teacher Training

The expectations of the Genocide Education Project were three-fold. First, we expected National Trainers to gain a clear understanding of the history of Democratic Kampuchea. Second, that National Trainers know how to use objective pedagogical structures in order to train teachers in the next training and ultimately teach students. Finally, we expected them to know and understand the importance of genocide education in Cambodia and to think about its implications on society today. Below are the objectives set forth in the Ministry of Education and DC-Cam's Memorandum of Understanding for the entire Genocide Education Project:

1. Introduce Kamboly Dy's textbook and the Teacher's Guidebook/Workbook to Cambodian schools grades 9-12;
2. Teach DK history to 3,000 history, morality and literature teachers;
3. Improve the teaching skills and knowledge base for the history of Democratic Kampuchea;
4. Apply scientific and more modern teaching methodologies;
5. Respect the Ministry's protocol and procedures;
6. Convey expertise on education and history to Ministry officials;
7. Ensure the effectiveness of the teaching of the history of DK.

C. Activities during Training Workshop

Each day the participants met at the Senate to go over historical details, receive pedagogy training, listen to a scholarly lecture on topics relevant to the history of DK given by national and international experts, and practice effective teaching methods. With respect to the practicum, National Trainers broke out into small-group sessions once a day to practice lessons. Film, song, and plays were also incorporated into the training.

1. History Lessons: Kamboly Dy and David Chandler

During each morning session, Mr. Kamboly Dy and Dr. David Chandler presented

two chapters from the textbook *A History of Democratic Kampuchea*. Using PowerPoint slides, Mr. Dy extrapolated text from his book to discuss and teach DK history. Participants readily asked questions on DK facts, which took up more time than generally allotted.

Some questions from participants included:

1. What are the reasons for putting code numbers for regions? Why were there code numbers in some cases and not in others?
2. Where did the leaders get their ideologies from? Did they model their policies after other countries and leaders?
3. What were the political goals of the Khmer Rouge?
4. What type of currency was used during the Khmer Rouge?
5. Was Pol Pot really Buddhist?

2. Small Group Sessions

For a few hours each day, National Trainers broke out into small-group sessions of around 10 participants per group. International facilitators led the sessions. Breaking out into small groups presented the opportunity for National Trainers to interact with the guidebook and textbook and make themselves more familiar with the materials. The participants were also encouraged to experiment with different ways of using the guidebook, workbook, and textbook materials. During these sessions, each National Trainer modeled one lesson from the Teacher Guidebook in 30 to 45-minute sample lessons while other participants acted as “students.” Then, after the lesson, each “Teacher” received feedback from the participants and sometimes from the international facilitator. During this time, facilitators encouraged participants to use discussion-based questions along with fact-based questions. Facilitators also presented various methodological tactics to participants.

a. Small Group Sample Lessons (excerpts)

Some sample lessons included:

- a. Mrs. Morn Met, a Ministry of Education participant, began her lesson by saying hello and taking attendance. She then went over what students had studied last time, asking one student for a brief review of the previous lesson. After the student summarized the previous lesson, she then reiterated and added information to the student’s summary. Then she went over objectives for the day. She put the students in groups of three, and assigned each group a paragraph to read on different divisions during Democratic Kampuchea. She told each group to take notes on important facts in their paragraph, having students write their notes on large white sheets of paper. Then, each group had to present their notes to the class. Finally, she posed an open-ended question by asking the students to answer the question, “Compare differences between each geographical zone and explain why you think zones differed in size.” Students were asked to present their hypotheses to the class. She concluded the lesson by summarizing what the students learned that day and assigned reading for homework.
- b. Mr. Thourn Siv, a Ministry of Education participant, began his lesson by

saying hello and taking attendance. He then went over what students had studied last time, asking one student for a brief review of the previous lesson. He then showed a photo of April 17, 1975 and asked the students to explain what they thought this photo was about. He asked the class "Why do you think people hide in the house?" He then divided the class into two groups and assigned two people as the group leader and secretary. He told the class that they were going to have a guest speaker come in to speak to the students and each group needed to write a report on what he has learned. Then, a "guest speaker" came to describe his life as a base person during the regime. After the guest speaker gave his presentation to the class, he asked each group to report on what the guest speaker said.

Small-group facilitators were also asked to model lessons for their groups. Below are two model lessons from two facilitators, Sarah Jones Dickens and Christopher Dearing.

- a. Ms. Dickens modeled a lesson based on the interviewing lesson from Chapter 7. She started the class by taking attendance and asking a student to explain the prior day's lesson. Then she told the students what they would be covering today: understanding the historical importance for interviewing and some possible negative consequences that could arise as a result of interviews. She told students that they would have to interview a person affected by the Khmer Rouge by next week, but they would go over interview techniques and methodology for the whole week to prepare them for their interview. She made two columns on the blackboard and asked students if they could help name good things that can come from an interview and bad things that could come from an interview. To reinforce or add to a student's answer, she summarized what the student said while writing on the blackboard. Then, the facilitator asked the students to get in pairs and come up with 5 potential questions they should ask Khmer Rouge survivors and 2 questions they should avoid. Each group presented their questions to the classroom while the facilitator wrote down on the board their responses. The facilitator summarized what the students covered today and assigned them for homework to explain in a four to five sentence paragraph the importance of interviewing. Once her actual lesson was over, she explained her rationale for conducting the lesson this way: She wanted to emphasize a lesson where there was no "right" or "wrong" answer, thus encouraging student participation to think on their own.
- b. Mr. Dearing modeled a vocabulary lesson based on Chapter 2's vocabulary. . He asked all participants to turn to Chapter 2's Vocabulary in the Guidebook. He wrote on the top of the board: "economic systems" and drew a narrow box indicating a category of information. He asked participants, "What are all the economic systems in Chapter 2's vocabulary?" The participants begin giving their answers..."Capitalism"; "Feudalism"; "Peasants"; "French colonialism." Mr. Dearing wrote all responses on the board, commenting on each to encourage the students' answers. He asked the participants, "Are there any other economic systems not listed that you know about?" The participants respond: "Socialism"; "Capitalism." Mr. Dearing gave positive reinforcement by commending them for their answers..

Mr. Dearing then stepped out of the role as “Teacher” and commented, “Ideally, you should then have the students use the vocabulary in different sentences. Or alternatively, pick another category of information in the vocabulary listing for Chapter 2 and have them accomplish the same task of filling in the category with vocabulary that is relevant. Then have the students give a sentence that uses vocabulary from both categories.

The rationale for this approach is two-fold. One, it requires the students to work on the critical thinking skill of categorization. Students must learn how to categorize data as a thinking skill. When the teacher creates a category, and refers students to a list of vocabulary, asking them to fill this category, the teacher is presenting students with an opportunity to practice this skill...

Two, it requires students to learn new vocabulary in context, as opposed to isolated definitions...Reciting the word’s memorized definition will not suffice if the word is used in a different way when used in other situations.

Finally, it is important that the teacher gives positive reinforcement to all students.”

He then divided the students into two groups and asked students in one group to write about life under capitalism and the other students to write about life under communism. He asked each student to pretend as if they were living under their assigned economic system and describe what their life would be like under the system. Next, he picked several students from each side (capitalism side and communism side) to read aloud their stories or descriptions of life in their economic system. Mr. Dearing then posed the question: What is the difference between capitalism and communism?

The lesson concluded with Mr. Dearing asking participants, “What did we learn?” to evaluate the participants’ understanding and to model how the participants should summarize lesson activities in their own classrooms.

3. International Scholars and Guest Speakers

a. Dr. Ros Chantabot, *Vice President of the Royal Academy of Cambodia*, lectured on the history of political change from Sangkum Reastr Niyum to the Khmer Republic, placing the rivalry between royal families (Norodom and Sisowath) at the center of political chaos in the 1950s and 1960s. In his lecture on June 29, 2009, Dr. Ros mainly spoke about Prince Sihanouk’s concern over the superpowers’ and communist influences on Cambodia. Because some Cambodian figures were in contact with or were influenced by communism, Sihanouk put pressure on his officials who intended to join or support the communist powers as well as the superpowers, such as the United States.

In the 1950s, some of Sihanouk’s officials had associated with the U.S. and intended to stage a coup’ d’état. This concerned Sihanouk, and he tried his best to prevent his officials from joining with American agents. By the mid-1960s, some Cambodian school teachers and figures went missing. Although the motives of their

disappearance were not exactly known, Sihanouk predicted that these lost people were leftist and in fact communists. Pressure was put on school teachers because the government was concerned that teachers would teach about politics. This became particularly true when the communists rose to power quickly and more and more Cambodian leftists disappeared. Cambodians were not allowed to discuss or assemble in public with more than four or five people.

In 1967, the people in northwest Cambodia were angered by the corruption policy of the government. The government soldiers grabbed people's land and when people protested, the government responded harshly by killing people, burning down their houses, and beheading the protests' leaders.

b. Dr. Alex Hinton, *Associate professor and anthropologist at Rutgers University*, presented a lecture on "Truth, Representation, and the Politics of Memory after the Genocide" on July 1, 2009. He delineated between two types of education: formal education and informal education and explained that both types of education can occur at sites of memory. He then explored different periods of memory Cambodian society has faced since the Pol Pot time:

- a. Khmer Rouge period: Dr. Hinton argued that the Pol Pot period was a time when memory was itself a crime and the Khmer Rouge attempted to erase memory. People left sites of memory, places they once lived, streets once walked upon. He also stated that Pol Pot tried to destroy memories of Buddhism, education, and commercial interaction by destroying the institutional framework itself. If people during this period thought about the past, they would have "memory sickness" and would be killed. In short, the most effective way to erase memory was to erase the people themselves.
- b. PRK period: The PRK regime set out to establish a "narrative of the recent past that would buttress their legitimacy both domestically and abroad." Primary school textbooks included graphic images and violent stories of the Khmer Rouge period as propaganda for the PRK. Thus, politics of memory manifested in society as well as the educational system.
- c. UNTAC: The Khmer Rouge period was literally taken out of the curriculum. There was an explicit emphasis of forgetting; although, there were holidays that still commemorated the period during this time.
- d. Current period: Dr. Hinton argued that Cambodia is in a period of transitional memory, citing the court and the current genocide education project as another reworking of the past.

He concluded his lecture by encouraging all participants that they are "making history just like the tribunals are making history." Dr. Hinton encouraged all National Trainers to think critically about the past and ask difficult questions. Dr. Hinton concluded by saying, "Even if we fully condemn atrocities and seek accountability, we must recognize that the world is not always divided in black and white and we must recognize that the world is full of humanity."

c. Dr. John Ciorciari, *Professor at Michigan University*, lectured on the Extraordinary Chambers in the Courts of Cambodia (ECCC), or better known as the Khmer Rouge Tribunal on July 2, 2009. During his lecture he explained the tasks that the ECCC has set out to accomplish: conducting criminal trials and delivering justice to victims. He

also explained that the court has a “truth-telling function”; or in other words, it seeks to create an objective truth of the period by trying to figure out exactly what happened. The court also holds a responsibility to the international community: It is the first of its kind to operate as a “hybrid” or mixed international tribunal. He also talked briefly about the creation of the tribunal and its legal and institutional features, such as victim participation and civil parties.

d. Dr. George Chigas, *Professor at the University of Massachusetts and Adjunct Professor in Asian Studies at Cornell University*, spoke about trauma and its relation to Cambodian refugee poetry on July 3, 2009. He first gave a basic introduction of trauma and the affects of trauma on the psyche. He explained that there is an inherent problem in language with describing traumatic experiences. He argued that this problem was the reason for so many survivors choosing silence over speaking. Yet, Dr. Chigas warned of the inherent dangers in keeping silent. He quoted Eli Wiesel, a famous Holocaust survivor, who said “If we are silent, those who have died, died twice. First, when they were killed by the perpetrators and second when they were forgotten.” Dr. Chigas then introduced a set of poems written by Cambodian refugees in the United States. He wanted participants to ask themselves a few questions:

- What is the chance, the risk, the writer is taking to tell the story?
- How does the writer overcome the problem of language?
- What is the new identity the writer has when writing about his or her trauma?
- What is the purpose of the witness? Who is the witness speaking for?
- What does the writer and survivor need to hear?

Dr. Chigas explained that above all, the survivor needed someone to say, “I believe you, I believe what you told is true.” He also explained that the poems signify a way for Cambodian survivors to take control of their trauma and integrate the traumatic experience into normal consciousness and memory.

e. Dr. Frank Chalk, *former Chair of the Montreal Holocaust Memorial Museum, Director of Montreal Institution for Genocide and Human Rights Studies, and history professor at Concordia University*, presented a lecture entitled “Genocide in a Global Context” on July 3, 2009. He first went over a basic, legal definition of genocide, explaining that genocide is defined as killing and other actions that have intentions to kill or harm an entire group of people on racial, religious, national, or ethnic reasons. Professor Chalk then gave a legal working definition of Article II of The UN Convention for the Punishment and Prevention of Genocide. He explained to the National Trainers that UN Convention did not include political and social groups in the legal definition of genocide, which he considered a major flaw. Professor Chalk pointed to the Khmer Rouge as a good example of the reasons one should not omit social and political groups in the legal definition of genocide. He also cited two groups of people during the Holocaust who were not protected by the Genocide Convention: the Nazi extermination of the mentally ill in 1939 (“racial hygiene”) and of homosexuals. Professor Chalk also pointed out another flaw in the Genocide Convention by arguing that it is difficult to prove that the perpetrators’ intend to destroy the whole group. Generally, once this can be proven, the whole or most of the group is dead.

Then, Professor Chalk encouraged the National Trainers to think about genocides in a global context and presented different ideas for a classroom lesson plan: The teacher can assign different students various genocides and have them answer questions such as: Who was the perpetrator and victim group? What was the most important motive of the Perpetrator? How does the assigned genocide differ from the Khmer Rouge? How is it similar?

Participants then had a chance to ask Professor Chalk questions, some of which are:

1. Why should we not include Lenin or Stalin in the atrocity group?
2. Why is it always too late to intervene?
3. There have been genocides in other countries, but Cambodia is the only example where Cambodians killed other Cambodians. Do you think there is a different solution for reconciliation for Cambodia?

f. Dr. Laura Summers, *Professor at Hull University*, lectured on the history of Pailin on July 6, 2009. She decided to present on this topic because she believed one is able to observe how divisions within the National Army of Democratic Kampuchea began to recognize and deal with the problems of inadequate government and war economy. Using a series of photos of Wat Phnom Yat, Sinahouk's house, and the city center, to only name a few images shown, Professor Summers mapped out the ways in which Pailin transformed itself to "become more politically aware and economically organized during the four years before the mutiny."

4. National Scholar and Guest Speakers

a. Mr. Norng Chanphal, *a child survivor of Tuol Sleng Prison*, gave a heartfelt talk to all participants during the morning session on July 1, 2009. He explained that he was part of the "train station" group who was brought to Tuol Sleng. He arrived with his mother and his three brothers and sisters. When he arrived, photographs were taken of them. His mother was brought to the second floor of Tuol Sleng while the children were brought to the ground floor. He explained that this was the last time he saw his mother, and then he began crying. After the Vietnamese entered Cambodia, he was brought to Phnom Penh hospital. One Vietnamese and one Cambodian soldier thought he was a "child of Pol Pot." He moved from place to place with the Vietnamese army and he was sent to an orphanage. He never saw his mother and father again.

b. Mr. Him Huy, *a former prison guard at S-21*, spoke about his experiences leading up to and during the Khmer Rouge. He was selected to join the army in 1973. When he arrived at District 18, he was asked to attend political training and indoctrination. He spoke about being homesick while there, but the Khmer Rouge would not let him visit home. US bombs were dropped near the training center two times per day, and the cadre told him if they dropped the bombs again, he would be killed. He was then transferred to Takeo, but got sick and went to the hospital. He escaped to go home for three days. He told the audience members he served in the army until 1976. In late 1976, he was sent to be a marine. In 1977, many chiefs were arrested and cadres in Division 7. He was later promoted as a chief of 100 member unit and was responsible to receive prisoners and take them to Choeung Ek. He said that many S-21 staff members were arrested and his name was actually included on the list.

Questions from participants included:

1. You said that you worked in the arrest unit. I want to know if people refused to be arrested, did you beat them?
2. What was your home village and age?
3. What is the meaning of District 18?
4. Could you tell us about the code names of the districts?
5. You were a young man at S-21 and must have had friends. You didn't come from a family of killers. When you saw children being killed, what do you think? How did you live with the site of children being murdered?

Answer: "I've never been happy about my role at S-21. One day in April 1977, I asked Son Sen at S-21 to transfer me to the frontline and out of S-21. That day, Son Sen asked me 'do you dare to fight the Vietnamese?' They were scared that if the Vietnamese captured me, the secrecy of S-21 would be compromised. I was concerned that if I were arrested, my whole family would be arrested. Regarding the children, I was never able to do anything about it. The climate in 1977 was not as intense – cadres could talk to people in different units, but in 1978 the climate of distrust was deepened. Everyone looked after themselves only. At that point, almost everyone was arrested and people acted just like scarecrows and not able to do anything. I would have died more than likely if the Vietnamese did not come in. In the 703 Division where I used to work, most of the cadres from that division were killed."

6. What were your impressions so far of the Duch trial? What do you think about what he's said so far?

Answer: "I'm very happy that Duch is on trial. During that time Duch and Hor didn't go along. Duch preferred cadres from the Western zone. I myself planned a prison break and at that time, I thought Hor would have supported the idea. But the prison break didn't happen because Hor wouldn't go through with it. I learned about this place in Kirirom, and I knew there was a Lon Nol base there we could escape to. I am not a bad person. After the Liberation of 1979, I saw this Lon Nol cadre, but I did not kill him. I could have killed him. I am not a bad person."

c. Mr. Youk Chhang, *Director of the Documentation Center of Cambodia*, informed participants about the different activities of the Documentation Center of Cambodia: genocide education, research, building a permanent center, and the tribunal. He also handed out DC-Cam's Strategic Plan for the following years and a *Searching for the Truth Magazine*.

d. Ms. Farina So, *Team leader of the Cham Muslim project and MA candidate at Ohio State University*, described her role in the Cham Muslim project, which started in September 2005. She explained to the participants the projects' goals, which are to collect information and have the Cham community talk about what happened during the Khmer Rouge. She also spoke about outreach projects directed towards the Cham community, such as DC-Cam's invitations for Cham leaders to come to Phnom Penh as well as the Center's field trips to meet with different Cham communities.

5. Visual and Aural Activities and Field Trips

Films, excerpts from plays, and songs were also incorporated into the training workshop, which were followed by seminar-format discussions.

Film Screening of *Tuol Sleng, Baset and Prey Veng prisons in 1979, and KR Liberated Zone, Kampong Cham 1973.*

Three films were shown on the morning of July 1, 2009 to the participants. The silent films provided interesting visual testimony of the time after the Vietnamese entered Cambodia. Professor Laura Summers facilitated a short discussion of the films. She told the participants that whenever one views films, one should ask him or herself three questions:

1. Who produced the films?
2. Who was the intended audience?
3. What messages were trying to be communicated?

Professor Summers then gave a brief description or summary of each film, answering the questions she posed in her introduction. She explained that some of the films shown were meant only for records and not intended for public viewing while other films were intended for a Vietnamese TV Station.

Professor Summers then argued that the films do not teach any history on the conflict between Vietnam and Cambodia. She also stated that film evidence does not help us with critical thinking and knowledge of history, but we must be careful to correctly interpret the visual evidence that is shown.

Song Performances and Film Screening: *Oh Phnom Penh* sung during *Cambodian Children and Phnom Penh in 1979* and *Breaking the Silence*

Participants started off July 2, 2009, by watching a short film *Cambodian Children and Phnom Penh in 1979* during the morning. The poignant film showed emaciated Cambodian children in the slums, eating bugs and digging through trash to find food. Their tattered clothes and dirty bodies offered a stark reminder of life after the Khmer Rouge. During the film, a woman sang "Oh Phnom Penh."

After the film, participants then heard the song from *Breaking the Silence*. Mr. Youk Chhang led the discussion by asking participants to explain the songs and asking them which one they liked best as the National Reconciliation Song.

Field trip to Tuol Sleng and Choeung Ek

National Trainers went on a field trip to Tuol Sleng, and Choeung Ek on July 3, 2009. After the field trips, there was a discussion on ways in which field trips could be used in classrooms and their importance. Some comments are included below:

"When I saw Tuol Sleng, it made me believe that it happened. When we teach students in the classroom, we should use field trips to make them believe."

"If students visit these sites, they may make them feel terrible and upset and remember or imagine what happened."

"When we have field trips, we encourage education because the child soldiers

were not educated. When you are educated you don't let people control you, so taking children on field trips and seeing uneducated children like those in the photographs encourage them to come to school and learn."

"Breaking the Silence"

Excerpts from the play *Breaking the Silence* were performed for the National Trainers. One of the scenes shown depicted a victim and perpetrator speaking to one another.

One participant commented on the play:

"Watching the play made me recall what happened during the Khmer Rouge. The Khmer Rouge made me clear the jungle. One day, the knife broke, and the Khmer Rouge punished me. I was injured and had to go to the hospital. I met with the medical staff and they made me eat porridge although I didn't want to eat. The lower level Khmer Rouge staff helped me."

When asked about using plays to teach the history, many National Trainers hesitated to the use of plays in the classroom. Some commented:

"We need to have a methodology to perform."

"The play should be used in art class, not history"

Professor Chalk encouraged that teachers must change as the world changes and begin to accept and use innovative technology. Teachers must "accept the language" of their students.

D. Planning for Provincial Teacher Training

After the training, the twenty-four national trainers, Mr. Kamboly Dy, and DC-Cam staff met with Ms. Tun Sa Im, Under Secretary of State for the Ministry of Education, Youth and Sport to discuss the training of the provincial teacher-trainers. After the discussion, we agreed that the provincial teacher training should be held in the six regions that currently form the administrative structure of the Ministry of Education. These regions include the provinces of Kandal, Takeo, Kampong Cham, Battambang, Prey Veng and Phnom Penh. We agreed that the provincial teacher training will be held on November 23-December 7, which includes the orientation and closing days.

Our experience with the national teacher training has shown us that trainees pay more attention to the historical discussion and facts, rather than the methodology to teach these historical facts. Therefore, in order to avoid the same problem, we have organized the provincial teacher training into three stages.

Stage 1: On November 23-25, an orientation and history forum between all national and international trainers and the twenty-four national teacher-trainers as well as the 186 provincial teacher-trainers will be held. Within this period, we will give an orientation on the objectives and expectations of the second training. The guest speakers for this orientation are Mr. Kamboly Dy, Dr. Phala Chea, and Mr. Christopher Dearing. After this, the history forum is to be held open for any discussion and questions related to the Khmer Rouge history both inside and outside

the textbook. Guest speakers for this forum will be Dr. David Chandler, Mr. Khamboly Dy, Prof. Laura Summers, and Prof. Sambo Manara. On the 25th, we will organize a trip to Tuol Sleng Genocide Museum and Cheung Ek Killing Fields for both national and provincial teacher-trainers. After the field trip, all provincial teacher-trainers will travel back to their respective training sites located in the six regions.

Stage 2: After the three-day orientation, history forum and field trip, all provincial teachers and national teachers, as well as national and international trainers, will travel to the six regions to conduct the provincial trainings taking place from November 28th to December 4th.

For the provincial teacher training, both national teacher-trainers from the Ministry of Education and DC-Cam staff members who participated in the seven-day national teacher training will be divided into six groups. Each group has seven to eight members, four members from the Ministry of Education, two from DC-Cam, one international facilitator and one note taker/report writer. Each group will be responsible for training thirty-one provincial teachers.

The provincial teacher training will use the same schedule as that used for national teacher training. As such, there will be presentations on DK history, instruction on teaching methodology, guest speakers, film screenings, and drama. However, some activities are cut or reorganized. The activity that will be cut will be the international guest speakers' lecture. In its place, we are selecting local guest speakers from the respective regions. Also, the field trip that was held mid-week during the national teacher training has been moved to the initial orientation phase of the provincial teacher training.

Stage 3: On December 5th, all trainers and trainees will be traveling to Kratie province to attend the evaluation and closing ceremony. We will take this opportunity to hold the second history forum with the book's author Mr. Khamboly Dy and Prof. Sambo Manara. This forum will be held on December 7th. We anticipate that trainees will, of course, have some questions outside the textbook, and all national teachers are not experts on DK history. They can teach from within the book but may not be able to questions that fall outside the book and require substantial research. Therefore, any questions that national teachers cannot answer during the workshop will be kept for the second history forum which will be chaired by experts on DK history. In the afternoon, an evaluation and certificate presentation ceremony will be conducted to mark the closing of the provincial teacher training.

Part V. Publication and Distribution of the History Textbook

Since the publication of *A History of Democratic Kampuchea* in April 2007, DC-Cam has managed to publish 300,000 copies of the book. We are now dealing with one million students; therefore, we plan to seek funding to publish another 700,000 copies of the book by mid-2010.

In May and June 2009, the team started to launch the distribution of the textbook *A History of Democratic Kampuchea (1975-1979)* to 1,321 high schools across Cambodia. This distribution was conducted in collaboration with the Ministry of Education. The Ministry of Education sent out instruction to all twenty-four Provincial Departments of Education to assist the project team members in distributing this history book. The official distribution ceremonies are as follows:

- On May 20, DC-Cam's Director Youk Chhang, Under Secretary of State Tun Sa Im and US Ambassador at Large for War Crime Clint Williamson attended the distribution ceremony at Hun Sen Ang Snuol High School. This ceremony coexisted with the Day of Anger. More than three thousand students from 16 different high schools in Kandal province attended this ceremony and each of them received one copy of the book.
- On May 28, the project team members distributed the book to over one hundred orphan students at Buddhism Education for Peace at Ounalom pagoda in Phnom Penh. This was the first time that we reached out to private schools in addition to the public schools since we believe that students outside the public schools also need to learn and to understand DK history.
- On May 29, Mr. Youk Chhang and the book author, Mr. Khamboly Dy, distributed the book to two thousand disadvantaged students in an organization called *For the Smile of the Child*. This French-supported organization plans to teach *A History of Democratic Kampuchea* to their students since some of them become orphans with indirect consequences from the KR regime. We stay in touch with *For the Smile of the Child* and we invited over a hundred students to watch the play *Breaking the Silence* on September 2nd as part of our contribution to their understanding of this period of Cambodian history.
- On June 4th, the team member distributed 6,640 copies of the book to 51 high schools in Kampong Chhnang province.
- On June 5th, the team distributed 4,690 copies of the book to 36 high schools in Pursat province. The ceremonies were held in two locations: Hun Sen Kandieng high school and Pursat High School.
- On July 13, 2009, DC-Cam's Director Youk Chhang, Mr. Khamboly Dy, Cham Oral History Team Leader Farina So and thirteen legal associates from the US and England distributed 500 copies of the history book to Cham communities in Kampot province. Among 400 Cham villages in this province, representative and villagers from 15 villages attended the distribution ceremony.
- On September 24th, DC-Cam's Director Youk Chhang and Mr. Khamboly Dy attended a conference organized by Youth for Peace, held in Siem Reap Province. The purpose of the conference is to educate Cambodian youth on how memory of the Khmer Rouge has been preserved. Mr. Chhang explained to the over two hundred youths on different activities that Cambodian government and non-governmental organizations have been doing to preserve the memory of the KR such as building memorials, the establishment of Tuol Sleng Genocide Museum, songs, films, and the establishment of the KR Tribunal. At the same time, Mr. Dy presented the importance of genocide education in preserving memory and healing the wound of the victim as well

as advancing reconciliation in Cambodia. Mr. Dy has pointed out that the post-conflict Cambodia is so fragile, and the responsibilities repair the country fall on the young generation who were born after the KR regime. As part of this conference, Mr. Chhang and Mr. Dy distributed over three hundred of copies of DK history book to all youths and participants in this conference. The new volume of *Searching for the Truth* magazine and DC-Cam's posters were also distributed along with the history book.

- On September 28th, 500 copies of the history book were distributed to students at Indra Devi High School. This event was covered by local media Reassume Kampuchea Daily, the well-known newspaper in Cambodia.
- On September 30th, another 500 copies were distributed to students at Sisowath High School in Phnom Penh. Local media has also covered this event.

Since the book distribution launching, we have distributed about 50,000 copies of the book to public schools, private schools, government Ministries, Embassies, NGOs, international organizations, and interested publics. We plan to distribute over 150,000 copies of the book to the rest of the country by the end of this year. Since the launching of teacher training and free book distribution, demand for the copies of the book has risen dramatically. High school graduation exams are conducted on July 27-29, 2009. The history exam was held on June 28, 2009. Some members of the history course exam committee are among the twenty-four national trainers who participated in our National Teacher Training workshop held from June 29th to July 7, 2009. Surprisingly, the history exam contains only five questions on the history of Democratic Kampuchea (1975-1979). These include:

1. Immediately, when the Khmer Rouge defeated the Lon Nol's government and took over Cambodia in 1975, what were the 8 policies they implemented?
2. Why did the Khmer Rouge evacuate people from Phnom Penh?
3. How many zones were there in Democratic Kampuchea regime?
4. People in which zone were evacuated the most?
5. How many Khmer Rouge leaders are in detention today?

The relatively few questions centered on Democratic Kampuchea in the history exam demonstrate the necessity of teacher trainings at the local level. At the time of the July 27-29, 2009 exam, regional and local teacher trainings had not been conducted yet. Given this, local teachers were not equipped with the necessary methodological approaches to teach their students about Democratic Kampuchea despite access to the textbook. It is therefore understandable that few questions on the history exam were about Democratic Kampuchea. This however tells us that massive textbook distribution and a national teacher training are not enough to ensure proper genocide education in Cambodia. These activities must be complemented with regional and local teacher trainings to guarantee effective and quality genocide education in Cambodia.

Part VI. The Translation of the Textbook into Additional Languages

Translation of the textbook into five additional languages is one of the core implementation activities of the second phase of the Genocide Education Project. Wars and atrocities in Cambodia were influenced by regional conflicts and the Cold War. Therefore, the purpose of the translation of *A History of Democratic Kampuchea* is to educate people in the region about what happened in Cambodia between 1975 and 1979. It was also DC-Cam's desire for the permanent center to introduce Cambodian genocide education into the region. In the meantime, we endeavor to move ahead towards educating Cambodia's younger generation starting at the high school level. We hope that in the future DC-Cam is able to expand its activities to the university level in Cambodia and eventually in the Southeast Asian region.

Up to today, we have finished all translations into Thai, Vietnamese, Chinese, Japanese and French. We are now finding proof-readers for each language to ensure the quality of the translation. Dacil Keo, who is the project's adviser, will coordinate this process on her visit to Cambodia in December. Then in mid-2010, we will convert these translated textbooks into e-format and post it on our website for public access. At present, both the Khmer and English versions are already available on our website for public download.

Part VII. Seminar at Facing History and Ourselves

From August 1-11, 2009, three project's team members (Mr. Kamboly Dy, Mr. Peng Pong-Rasy, and Mr. Keodara Prak) and two officials (Ms. Chin Yahan and Mr. Va Vuthy) from the Ministry of Education attended the seminar Facing History and Ourselves in London. The seminar was about "Holocaust and Human Behavior" which was held for five days from August 3rd to the 7th. There were over thirty participants from over ten different countries: South Africa, America, Mexico, Rwanda, India, England, Northern Ireland, Netherlands, Scotland and Cambodia.

We decided to attend this seminar to ensure the quality and credibility of the teaching of *A History of Democratic Kampuchea*. Because Facing History has over thirty years of experience in genocide education, we felt that it was essential to attend one of their genocide education seminars, in the hopes of both sharing experiences and learning the methods that made Facing History so successful. Moreover, we hoped to take away practical experience that would supplement and advise us on our own existing teacher training in Cambodia.

Additionally, we hoped to expose the officials of the Ministry of Education to the importance and the need of genocide education in the world. By attending this seminar, the Ministry officials were made aware of the topic on genocide as it is being discussed around the world. This was accomplished when each participant from the countries represented at the seminar were given the opportunity to express their own opinion on the importance of teaching the past violence and human rights abuses in their respective countries.

The seminar at Facing History is not drastically different from the one that DC-Cam conducted on June 29 – July 7, 2009. The format of the seminar included the presentation of articles, guest speakers, survivor’s testimony, film screening, and the sharing of teaching experiences by the participants.

The difference in approaches between the seminars held by DC-Cam and Facing History lies in the fact that DC-Cam is conducting teacher training for the first time, so the training must include a substantial attention to the content of the history of Democratic Kampuchea as opposed to merely technique. Facing History on the other hand, assumes that all participants are teachers who are both knowledgeable in the subject matter, and who at least share a basic-level knowledge on contemporary pedagogical practices. The Facing History training focuses more on methodology and discussions on the real experiences in classrooms. Furthermore, most participants have background as holocaust educators.

The Facing History training allowed participants to speak on their respective countries’ experiences with truth and reconciliation. For example, participants from South Africa talked about the Truth and Reconciliation Commission (TRC) in which perpetrators are asked to confess and apologize to the people. The idea of the TRC is also to allow victims to have voices, share their experiences and show the truth.

The Genocide Education Project team members gained a great deal of experience from this seminar. Some of these “take-aways” are included below:

- Facilitators do a number of icebreaker activities ensuring that participants have enough refreshment to go on the seminar activities.
- Facilitators walk around the classroom after assigning the activities so that participants keep working on the assigned topics.
- Course readings are short but precise. To ensure that all participants read the texts, each article consists of two-three pages, and each participant is asked to take turn to read those articles in the classroom although the package of course reading is distributed.
- Before doing presentation, presenters provide first-hand questions so that participants have reasons to listen and are able to note down important points.
- The training agenda is shifted even in the middle of the seminar to ensure the effectiveness of the content. For example, Mr. Khamboly Dy presented the suffering of Cambodian people under the Khmer Rouge regime between 1975 and 1979. Mr. Dy also raised Ms. Chin Yahan’s case as an example in which many members of her family including her husband were killed during the Khmer Rouge. Yahan, who is a history curriculum developer of Cambodian Ministry of Education, does not want to talk about her past experiences and has never told her only son about how his father died. She wants to bury her story for the rest of her life. Knowing this, the facilitator Ms. Karen Murphy asked all participants to sit on the floor and meditate for about ten minutes to acknowledge and recognize Yahan’s suffering. Then facilitator stressed the important need of talking about the past.
- When eliciting answers from students, it is important to write those answers on the board.

- Facilitators recall lessons everyday ensuring that lessons for the previous days and today are connected.
- Short video clips, guest speakers and survivors' testimony are important elements to keep the training fresh and effective.

Part VIII. Future Plan: Evaluation and Quality Control

From January to September 2009, we have 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 as stated in the distribution section above. 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 select 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.

APPENDIX

Training Program

http://www.dccam.org/Projects/Genocide/National_Teacher_Training_Program.htm

Participants

http://www.dccam.org/Projects/Genocide/National_Participants.htm

Papers by Guest Speaker

http://www.dccam.org/Projects/Genocide/Papers_by_Guest_Speaker.htm

Report on Challenges of National Teacher Training Workshop

http://www.dccam.org/Projects/Genocide/Report_on_Challenges.htm

Report on National Teacher Training, June 29-July 7, 2009

http://www.dccam.org/Projects/Genocide/Report_on_National_Teacher_Training.htm

Certificate

http://www.dccam.org/Projects/Genocide/pdf/DC-Cam_Certificate.pdf

Selected Photos of Book Distribution

http://www.dccam.org/Projects/Genocide/Photo_Gallery.htm

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October 9, 2009