

DOCUMENTATION CENTER OF CAMBODIA
Genocide Education:
The Teaching of 'A History of Democratic Kampuchea, 1975-1979'

Provincial Training Report

November 28-December 3, 2009

By
Sarah Jones Dickens and Genocide Education Project team
January 8, 2010

Edited by Keo Dacil and Randle DeFalco with Youk Chhang



One of the four teaching trainings conducted by DC-Cam in collaboration with Cambodia's Ministry of Education from November 28- December 3, 2009. Here, provincial trainees take notes during a presentation at the Kampong Cham province teacher training. Photo by Sokchamroeun Ly. Source: DC-Cam.

Table of Contents

EXECUTIVE SUMMARY	3
ACTIVITIES OF THE TRAINING WORKSHOP	6
BIOGRAPHIES.....	14
ORIENTATION SESSIONS	17
REGIONAL REPORTS	27
PROVINCIAL TEACHER TRAINING PROGRAM: KANDAL PROVINCE.....	27
PROVINCIAL TEACHER TRAINING PROGRAM: PREY VENG REGION.....	56
PROVINCIAL TEACHER TRAINING PROGRAM: BATTAMBANG REGION	75
PROVINCIAL TEACHER TRAINING PROGRAM: KAMPONG CHAM REGION.....	110
PROVINCIAL TEACHER TRAINING PROGRAM: PHNOM PENH REGION.....	150
PROVINCIAL TEACHER TRAINING PROGRAM: TAKEO REGION	161
APPENDIX.....	177
SCHEDULE OF TRAINING	177
SELECTED COMMENTS FROM EVALUATION REPORTS.....	189
SUPPLEMENT TO TAKEO'S REGIONAL REPORT	192

EXECUTIVE SUMMARY

The Documentation Center of Cambodia in collaboration with the Ministry of Education, Youth, and Sport recently completed a twelve-day training workshop for 187 history, geography, literature, morality, and philosophy teachers from all 24 provinces and cities of Cambodia. The training afforded Cambodian provincial level teachers an overview of the history of Democratic Kampuchea (DK) as well as effective teaching methodologies so that the teachers may disseminate this knowledge effectively to Cambodian high schools. Additionally, the training provided provincial teachers with the skills necessary to train an additional 3,000 Cambodian teachers during methodology instruction workshops that will take place in 2010. Instruction revolved around the textbook *The History of Democratic Kampuchea* by Cambodian author and historian Khamboly Dy as well as a teacher's guidebook *The Teaching of 'A History of Democratic Kampuchea (1975-1979)'* authored by Dr. Phala Chea and Christopher Dearing. The Provincial Training workshop is the second step in a tripartite process to train teachers throughout Cambodia in the instruction of DK history. Prior to this training series, 48 National Trainers received similar training in July 2009. The National Trainers subsequently served as "core leaders" in the provincial level workshops and were responsible for disseminating history, modeling lessons, and facilitating small groups.



Two regional teacher training workshops in the provinces. Left: National Teacher Mom Meth at the teacher training in Kampong Cham province; right: the teacher training in Takeo province. Source: DC-Cam.

The Provincial Trainees and National Trainers spent three days in Phnom Penh, Cambodia for large group sessions where they listened to international and domestic scholars speak about topics related to DK history. They also heard heartfelt testimonies from both Khmer Rouge cadres and survivors, attended book distributions, went on field trips to the Tuol Sleng Genocide Museum and the Choeung Ek Genocide Memorial Center, saw the poignant play *Breaking the Silence*, and met with H.E. Mr. Im Sethy, the Minister of Education, Youth, and Sport. After these orientation activities, the teachers separated into six regional groups and traveled to the provinces of Kandal, Takeo, Prey Veng, Battambang, Kampong Cham, or the capital Phnom Penh to receive pedagogical instruction from the National Trainers. Apart from instruction, this training also bore witness to individual reconciliation and testimony. Throughout the week,

impromptu testimonial sessions ensued in which survivors shared stories with his and her peers and testified to the gravity and trauma of a period to a collective body. Poems, stories, songs, and diary entries emerged from the workshop; all of which are visual documents that testify to the process of remembering, forgetting, and hopefully reconciling with the past.

Throughout the training process, it became evident that trainees understood the importance and severity of the Genocide Education project. Many were thrilled, if not relieved, that this education had finally reached Cambodia's schools. As Mom Meth, a National Trainer, was quoted in *Searching for the Truth* "I have turned my anger and suffering from losing my husband and younger sister into strength and perseverance to accomplish my career and raise all of my five children until they are educated. I teach the younger generation to understand Khmer Rouge history, to not be vengeful, and to strive for solidarity among each other." Provincial Trainees also have similar sentiments and have commented that, "we must emphasize that this [project] is for national reconciliation, for tolerance."

Purpose of Project

First and foremost, the Genocide Education project seeks to disseminate the history of Democratic Kampuchea history to students across Cambodian high schools. In the three decades prior to this effort, education of this tragic period has never been accurately or effectively implemented into the Cambodian school curriculum. Directly after the fall of DK, the Khmer Rouge regime was used to teach a political lesson in some Cambodian classrooms. Most recently, the regime has simply been ignored in the classroom. As a result, many present day Cambodian students either believe the claims against the Khmer Rouge are either blown out of proportion in terms of their severity or are altogether false. A comment made by a provincial trainee illustrates the younger generation's ignorance about the recent past. Describing the extent of the prevailing historical amnesia, Som Borath of Banteay Meanchey noted, "a student who was born in 1979 didn't even believe that the Khmer Rouge was true." Unfortunately, this student's lack of knowledge is an all too familiar occurrence in Cambodia.

While this project seeks ultimately to teach younger generations about this crucial history, it appears that older generations may also benefit from the new education. Already, provincial trainees have gained a great deal of knowledge on the Khmer Rouge period. Many came in not knowing much factual knowledge of DK and have been quoted throughout this report saying that they gained invaluable information. One participant in Kandal, for instance, did not know that there were nearly 200 prisons that existed in Democratic Kampuchea. Concomitantly, many experienced Tuol Sleng and Choeung Ek for the first time during the training workshop, meticulously taking notes to share with their students back in their schools. Trainees also learned about research methodology and interviewing techniques. Some trainees were so inspired that they expressed interest in undertaking their own research.

Consequentially, the curriculum has already begun to provide survivors and children of survivors the opportunities to contextualize their own experiences or those of their relatives.¹ A Battambang participant's comment underscores this. The teacher was around twenty years old during the Khmer Rouge regime, but she did not, until this day, know the severity of people's experiences in different regions other than hers. After reading the textbook and going through the training process, the woman realized that much of her experiences of starvation and family members' executions were an everyday occurrence during the reign of Khmer Rouge leader Pol Pot. In conversation, it seemed constructive (and maybe even cathartic) that she could identify her experiences with those written about in the textbook. She is quoted as saying, "There is one part in the book that talks about the torture, and it talks about starvation and this is what I experienced. The arrest of my father, my sister, to be killed is also mentioned in the book. That is part of my experience. The starvation—that is what happened to my two children. I can relate to it." It stands to reason that other members of this older generation of Cambodians struggle with the same questions related to their experiences during the DK era and could benefit from the answers provided by this education.

Answering these questions not only provides universal education and awareness of the atrocities of the Khmer Rouge regime, but also provides a framework for healing and reconciliation. In many ways, the project has already provided a forum for Cambodians to speak about the trauma suffered during DK rule and for others to listen, a witnessing process that legitimates and authenticates survivors' experiences. Apart from reconciliation, the project also hopes to encourage empathy, help repair a broken society, and prevent genocide and mass atrocities from occurring again. While there is no ease in the phrase "never again," the project is a solid start towards teaching both old and young to recognize and know when to stand up against cruelty, which is precisely the most fundamental objective of the genocide education curriculum. The report below outlines the structure of the project, general activities of both orientation and training sessions, and biographies of individuals instrumental to the training process. The body of the report contains summaries and analyses from all six regional training centers. Strengths, challenges, and recommendations for future trainings conclude this report.

¹ Many survivors either lack knowledge outside their personal and relatives' experiences or were too young at the time to remember their experiences fully.

ACTIVITIES OF THE TRAINING WORKSHOP

Each day, the Provincial Trainees met at their respective regional training centers to review historical details, take part in pedagogy training, and conduct the mock lessons presented in the guidebook. While schedules varied slightly by region, the morning sessions generally consisted of National Trainers modeling chapters from Khamboly Dy's textbook *A History of Democratic Kampuchea* (1975-1979) while the afternoon sessions consisted of provincial trainees dividing into small groups to practice lessons from the guidebook. Films, songs, games, and guest speakers were also incorporated into the training. A more detailed outline of each region's program can be found in the body of the report. The text below outlines the project's activities and provides a summary of training highlights.

A. HISTORY LESSONS

Each morning, National Trainers presented approximately two chapters from the history textbook. Their respective methodologies varied on both regional and individual bases. For instance, some National Trainers employed Power-point slides to disseminate historical information while others read from and summarized the textbook. Others integrated their own anecdotes into the lessons, such as Mr. Sev Sotha in Kampong Cham and Mr. Yin Nean in Battambang. Many taught by closely following the methodology and lesson plans found in the Teacher's Guidebook.

After the presentation of history lessons, Provincial Trainees were given the chance to ask questions about the material covered by the National Trainers. In all regions, participants took advantage of these question and answer sessions, asking questions geared towards clarifying basic historical facts and understanding larger, more complex issues.

Their inquiries spanned topics such as the nuances of the Four-Year Plan and Five-year Communist Plans; the difference between communism and Marxism; the motivation behind posting security regulations on walls at S-21; the reasons the Khmer Rouge exported rice to China; and explanations as to why the United Nations supported the genocidal regime during the 1980s. Other questions centered on the rationale for wearing black clothing, the purpose of the Phnom Penh evacuation, and the personal stories of Khmer Rouge leaders. The subject of the ongoing UN-Cambodia tribunal (ECCC) also pervaded question and answer sessions. Trainees also expressed interest in the level of blame that should be placed on the international community and King Sihanouk, often times appearing determined to absolve Khmer people themselves of responsibility. As Randal DeFalco stated in his report on the Phnom Penh workshop, "Many of the questions asked seemed to be fishing for a non-Khmer based explanation as to who is responsible for some of the harsh policies of the Khmer Rouge."

Moreover, as mentioned in several training reports, trainees grew frustrated when they did not receive definitive responses to questions enmeshed in continuing historical ambiguity and controversy, issues for which no clear answer exists. As Kyle Delbyck noted in her Kampong Cham report, “These concerns stemmed primarily from anxiety with how to answer the many questions their students will ask.”

B. SMALL GROUP MODEL LESSONS

During the afternoon, Provincial Trainees broke out into small group sessions composed of approximately five to eight participants. Each session consisted of trainees modeling one to three lessons from the Teacher’s Guidebook in 30 to 45 minute time frames. While the presenting Provincial Trainee assumed the “teacher” role, other provincial trainees in the group played “students.” National Trainers served as facilitators, leading their respective small groups through discussion and encouraging constructive criticism. After each model lesson, participants and the National Trainer gave presenters feedback, although the quantity and quality of feedback varied by group.

Some sample mock lessons included:

Kampong Cham, Chapter 7, Lesson 2

The teacher presented Chapter 7, Lesson 2: “The Diary of My Life Under the Khmer Rouge.” She began by introducing herself, writing details about the lesson on the board, and taking attendance, as per Mrs. Mom’s aforementioned “five step” doctrine. Like the previous teacher, she was very lively and possessed an engaging, affable manner, all of which endeared her to the trainees. Reviewing the old lesson, she asked students about the Four-Year Plan and wrote the answers to their questions on the board. In order to incite the interest of trainees, she made her inquiries different from those used in other lessons. She solicited information, for example, about the number of kilos of rice produced per year and which district possessed the most fertilizer.

Following the review, she moved on to the new chapter, reading the objectives aloud. This chapter centers on a diary entry from Serey Len, a child who survived the Khmer Rouge regime. Students are expected to read her story, think critically about the information presented in her writing, and then create their own diary entries, all the while imagining what their lives would have been like under the Khmer Rouge. Before embarking upon Serey Len’s narrative, the teacher asked about the meaning of a picture that accompanied the story and what the picture told the class about the average person’s experience in Democratic Kampuchea.

After calling on students to read the diary entry aloud, she clarified the meaning of certain confusing words in the excerpt and wrote these explanations on the board, an effective strategy that enabled students to refer to key vocabulary throughout the lesson period. She then provided students with a little bit of background on Serey Lin’s family story, noting that she herself grew emotional during her first read-through of the narrative and felt a great amount of empathy for Serey Lin. The teacher’s obvious passion for the material served to inspire other trainees. The

class subsequently separated into discussion sections with each group assigned the question of how Serey Lin's narrative reflected the larger climate in Democratic Kampuchea. The first group, writing their answer on the board, responded that the diary spotlighted the evacuation of Phnom Penh as well as the imposition of Khmer Rouge doctrine on the Cambodian people. The second group stressed the ways in which the diary illustrated the horror of family members being separated from each other during the evacuation process. The teacher ended class with two final questions for the discussion groups: "What would you think or do if you were Serey Len during the Khmer Rouge regime and what would it be like to be a teenager in Democratic Kampuchea?" After animated conversations, the first group replied that they would behave as Serey Len did and flee to the countryside in an attempt to survive. The second group commented that if they were teenagers under the Khmer Rouge, they would not have been able to lead normal lives and would have suffered like all the other people living in Cambodia at the time. Praising these answers, the teacher gave the class a question to reflect on at home and asked students to close their books.

Short Reflection/Suggestions/Recommendations.

In the ensuing evaluation period, trainees criticized the teacher for spending too much time dividing the groups, reading the text, and reviewing the previous lesson, and too little time on discussion. In response, the teacher remarked that she did not have enough time to conduct the presentation and wished she could teach the whole lesson instead of a condensed form. Overall, however, trainees agreed that she was effective in both communicating the primary message of the lesson and engaging students in a meaningful way. The teacher's methodology shed light on several issues. First, her tactic of alternating between writing on the board, employing visual stimuli, calling on students to read, organizing discussion questions, and the like, demonstrated the importance of utilizing a diverse range of teaching techniques in the classroom. Other trainees who have exclusively relied on posters or reading from the book lost the attention of the class. Furthermore, the teacher's success in reaching the students illustrated the extent to which an instructor's demeanor can impact the quality of the lesson. Both she and the previous teacher injected energy and enthusiasm into the classroom, a vibe to which trainees responded positively.

Battambang Lesson 1, Chapter 10

Mr. Bi Peng began his lesson by going over the previous lesson. He then showed a series of photographs of the evacuation of Phnom Penh on April 17th and photographs from "Liberation Day." He asked the students to describe what they see, asking the students specific questions about people or objects in the photographs. He gave a description of the evacuation of Phnom Penh and also a description of the Liberation Day. He then told the students to read the textbook for five minutes. He encouraged students to remember what they read because they would have an assignment based on their reading. He then told the students to write an account of the Liberation Day. One student said "people felt happy and were dancing that the Khmer Rouge ended; they were so happy because no one tortured people, they met their family again, and they had enough food to eat. They had education services and felt better." Another student said "there was a conflict between Democratic Kampuchea and the Vietnamese; the Khmer Rouge moved people to the Thai border, which people died on too; The UN still supported the Khmer Rouge" Comments from the group participants were:

‘It was good that you showed the photographs to the students and you explained the photographs. It was also good that you summarized the lesson.’ Some bad points were “that you didn’t define the difficult words; you didn’t assign homework.”

Kandal

Mr. Heng Socheat began by greeting the class and taking attendance. He then wrote a K-W-L chart on the board and asked students what they already know. They answered with the Four-year plan and interview techniques. They wanted to know about diplomatic relations, S-21, and the conditions in S-21. He explained that they would only cover S-21 in today’s lesson. He taped the objectives (slightly varied from those in the guidebook) to the board and read them aloud. He wrote definitions for the words “regulation,” “torture,” and “traitor.” Next, he asked students to take out their workbooks and answer the discuss questions (posted on board and different from guidebook) in groups of three. He posed the following questions: What is S-21. Please describe; Who was the majority of prisoners at S-21; Please describe the conditions of prisoners at S-21; What methods did S-21 use to interrogate prisoners? What was the majority of confessions about at S-21?” The groups then posted their answers and discussed them as a class with elaboration from the teacher. To close, he asked students what they learned and wrote it in the K-W-L chart. He assigned homework to read chapter ten.

There is no record of comments from the participants. The facilitator then said that the teacher should show photographs of S-21 and also use the student workbook. The facilitator then commented that the teaching was better today than it was yesterday.

C. LARGE GROUP MODEL LESSONS

Some regions only engaged in these sessions during the first several days, while other regions conducted this exercise daily. The respective methodologies of the model lessons varied as well. In certain cases, the Coordinator led the large group model lessons (such as with Chris Dearing in Takeo and Dr. Phala Chea in Prey Veng), while in others National Trainers assumed responsibility for teaching large group model lessons (such as in Battambang and in Kampong Cham). Furthermore, in some regions, such as Takeo, the Large Group Model Lessons were conducted thematically, covering various pedagogical approaches to integrating both lesson vocabulary and personal stories. In other regions, the model lessons were conducted according to the guidebook and in relation to the specific content presented in the session. Additionally, Regional Trainees were occasionally asked to model lessons for the large group.

Some large group model lessons included:

Prey Veng: Phala Chea

Dr. Phala Chea conducted a mock lesson on the jigsaw exercise on genocide comparisons. She began the lesson by writing the lesson’s objectives on the board. She told the Provincial Trainees

that they were going to compare and contrast other genocides with the Cambodian genocide. The whole class was divided into 3 groups—each group was assigned to read about the genocide in Germany, Iraq, Yugoslavia or Rwanda. Then, the groups were re-divided. Each individual member of the new group formation reported to their new group members about the genocide in which they read and learned about in their first groups. The national facilitators and Dr. Phala Chea were moving around from group to group giving members additional directions or explanations. When the second groups finished discussing, the classroom was brought back together and compared and contrasted the atrocities in different countries.

Mr. Muny Khan from group 1 concluded that all genocides were well planned with systematic intentions to eliminate a different ethnic group, different religious or race group. Mr. Bong Pen, the representative from group two, displayed a very detailed chart to the class and presented causes and events that took place in Germany, Iraq, Yugoslavia and Rwanda.

While some confusion ensued with this exercise, Dr. Phala Chea gave the Provincial Trainees additional encouragement and support and asked them to try out at least a few new techniques before the training is over. Therefore, Provincial Trainees can “experiment” and familiarize themselves with new methodologies and techniques before presenting to the class.

Takeo

The first lesson would be on the use of stories in the classroom. In order to perform stories, I had all participants rearrange their chairs so that they formed a semi-oval. Ideally, the “role-player” would sit in a way in which he was somewhat in the circle, but he did not have his or her back to anyone. This is important because the role-player should be able to look each class member in the eyes as he or she “role-plays” the story.

After the room is set up, I explained a few points about conducting stories so that participants understand what he is doing and why.

I stated the following points or suggestions.

1. Arrange the room in a way that the class is more intimate and discussion oriented. A semi-oval would serve this best and if necessary two rows in a semi-oval may be necessary.
2. The role-player should sit if he or she can. This avoids the dynamic of the role-playing lecturing or giving a presentation. The role-player must look like he is “telling a story” and talking to each of the students in the class. This becomes more difficult if all students are seated and the role-player is standing.
3. The role-player should not read from the script or story in the guidebook/workbook. Rather, he or she should thoroughly read the story a day before and be able to look up and connect with the students. If he or she reads in a monotonous manner, this defeats the intimate atmosphere that the story should be given in.
4. The role-player should speak softly, not loudly or shout. This is done for two reasons: 1) If the role-player speaks very loud or has to shout, then it diminishes the tone of the story and makes it more of a presentation or lecture; 2) if the role-player speaks softly, it will

encourage students to want to move closer to hear him or her. Ideally, the voice should be soft, but loud enough to be heard in the classroom.

5. The role-player should make use of pauses to emphasize points in the story in which the students should think about or points in which the story is very important. The teacher may need to tell the role-player when to pause and how to do this. The idea is make students realize not only the seriousness of the story and the fact that it is story of a human being, but also to know when important turning points, experiences, and events have occurred for that person reflected in the story.
6. Finally, the teacher must be aware of the issue that too much horror could be traumatic to students. I explained that teachers should survey the students to gain awareness as to their exposure to the horrors of the DK. Of paramount concern is the possibility of telling a story that is so close to what a child or student has heard from his or her family members or about loved ones who died during the period, that it causes trauma. While students must hear these stories (at least in some form), it is imperative that teachers give respect to the sensitivity of students and should prepare students for the emotional nature of the stories. The teacher should be prepared to cut a story short if a story causes excesses emotion.

I read Chapter 7, Lesson 2's story. I did so in a third-person manner. For instance, I began the story as "I am going to tell you a story about a little girl." I continued to tell the story in the third-person, although this was a personal preference and not necessarily an absolute way of telling the stories. After telling the story, I told the participants that I had some questions about the story. The participants were noticeably moved by the story so I chose to pose them as rhetorical questions for their notes and reference.

1. The girl stated that her brother and father were sent to the district office with soldiers, teachers, and doctors? It sounds like they were killed. Why were they killed? Why would they want to kill teachers and doctors?
2. Her grandfather passed away because he was sick and had no medicine. Why was there no medicine?
3. She was separated from her mother and put in a children's unit. Why did they separate children from their parents?
4. The teacher should re-read the last paragraph on p. 61-62 (English version). I did this and asked the participants "How do you think she felt?" "What were her feelings?" "Remorse...regret...guilt?" I answered this rhetorical question for them: "Many people in Cambodia made some difficult decisions or acted in ways that may have hurt, endangered, or even led to the death of others. As a result, there is still a lot of guilt, remorse, and regret in Cambodia today."
5. In order to survive, she had to leave her mother. How do you think she felt?
6. She says that she does not want to remember the DK period. Why? Why does she want to forget? What does she want to forget?
7. Do you know anyone in your family who had a similar experience?

To reiterate, any participants did not answer these questions as many were noticeably affected by the story. As a result, I posed them for them to consider as example questions when they do such a lesson in their classroom. There are several goals that the teacher can accomplish with the use of stories.

1. The teacher can offer them as primary source descriptions of what happened.
2. The teacher can offer them as important windows into the human tragedy, and the difficult decisions that many Cambodians were faced with during the DK period.
3. The teacher can encourage students to step into the shoes of those who experienced these tragedies and reflect on these experiences.
4. The teacher can use these stories as starting points for discussions on very difficult moral themes and issues such as: heroism, survival, horror, evil and all the complex emotions and questions that these experiences stimulate. Ideally, the students not only develop a “historical empathy” for those who lived during the DK but also an awareness of the range of human behavior and how difficult it becomes to label or categorize people as simply “victims” and “perpetrators.”

D. VISUAL AND AURAL ACTIVITIES AND FIELD TRIPS

Films and songs were also incorporated into the training workshops and were followed by seminar-format discussions. Tuol Sleng after 1979, Baset and Prey Veng Prisons, The Liberated Zone of Kampong Cham 1973 and Behind the Walls of S-21 were all shown at the training centers. The three silent films provided interesting visual representations of the periods before the Khmer Rouge came to power and after the Vietnamese entered Cambodia. Behind the Walls of S-21 juxtaposed the narratives of S-21 prison guards and victims, engendering dialogue about the debatable classifications of “perpetrator” and “victim.” Tuol Sleng after 1979 contains many graphic images of torture, imprisonment, and death. Concomitantly, Baset and Prey Veng Prison depicted the horrors of a prison other than S-21. Trainees were also taught the song from the landmark play “Breaking the Silence”, with the lyrics “Turn the river of blood into a river of reconciliation, a river of responsibility. Break the Silence.”

During the Orientation Period, Provincial Trainees traveled to Tuol Sleng and Choeng Ek to see the notorious prison site and killing fields firsthand. Throughout the trips, numerous teachers meticulously took notes and also photographed the sites. For an overwhelming majority of participants, this was the first time that they had traveled to these sites. A comment made by a teacher trainer from Pursat highlights how important it is for teachers to visit the sites firsthand: “It is very important to see this sight with my own eyes so that I can explain what happened to my students. I can take photographs to show what happened and can also write down what happened and the numbers of those killed here to explain to my students. If I had the opportunity, I would bring my students here.”

Guest Speakers were also integrated into the training process. Youk Chhang, Director of the Documentation Center of Cambodia, visited each training site to elucidate the overall purpose of the training program and reiterate the textbook’s goals of national reconciliation and tolerance.

Participants warmly received Chhang in all of the regional workshops. Furthermore, welcoming speeches by Ministry officials legitimized the training and stressed the significance of the dissemination of Khmer Rouge history.



Small group session (above) and large group session (below) at the Takeo province teacher training. Photos by Savina Sirik and Terith Chy. Source: DC-Cam.

BIOGRAPHIES

A. INTERNATIONAL AND NATIONAL SPEAKERS

Professor Laura Summers, Hull University. Dr. Summers teaches comparative politics and some criminology in the Department of Social Sciences at the University of Hull, United Kingdom. She is the author of several well-received studies of Cambodian history and politics while the second edition of her Historical Dictionary of Cambodia written with Justin Corfield is in press. A study of Cambodian history writing in the early 1970s is in progress.

Professor Emeritus David Chandler, Monash University. Dr. Chandler is a renowned historian of Cambodia, whose published works include *The Tragedy of Cambodian History: Politics, War, and Revolution since 1945*, *Brother Number One: A Political Biography of Pol Pot*, and *Voices from S-21*. He was DC-Cam's lead advisor on the development of the textbook.

Professor Sambo Manara, Deputy Director, History Department, Royal University of Phnom Penh. Mr. Manara also teaches at other universities. He holds an MA in history from California State University and was the Cambodian expert on our panel to review the draft of *A History of Democratic Kampuchea* before publication.

COORDINATORS

Khamboly Dy. Mr. Dy is the author of *A History of Democratic Kampuchea* and was the coordinator of Phase 1 and Phase 2 of the project. He is a doctoral student in the Global Affairs at Rutgers University

Chris Dearing. Currently pursuing his JD at Seattle University Law School, specializing in international law. His experiences have been in adult education, military and civilian instruction, and curriculum development.

Phala Chea. A Specialist for Community Outreach in Support of English Language Learners and Families for Lowell Public Schools, Lowell, Massachusetts. Before this position, she was a teacher, an Equity Facilitator and a Parent Information Center Coordinator for the Lowell Public Schools. She received her Ed.D in Leadership in Schooling from the University of Massachusetts. Her experiences have been in curriculum development, training of teachers and implementation of curriculum.

Kok-Thay Eng. Mr. Eng, who originally conceived of the Genocide Education Project, oversees DC-Cam's research and translation activities. He holds masters degrees from Coventry and Rutgers Universities, and is currently pursuing his PhD at Rutgers under a Fulbright Scholarship.

Pong Rasy Pheng. Pheng holds a BA in Education from Build Bright University of Phnom Penh. He was head of the Mapping Project at DC-Cam before becoming the senior team leader of the Genocide Education Project.

Peou Dara Vanthan. Vanthan is the Deputy Director of DC-Cam in charge of legal research and the Khmer Rouge Tribunal Response Team. He received an LL.M in Human Rights from the University of Notre Dame Law School.

B. BIOGRAPHIES OF REPORTERS

Kandal

Marquita Smith holds a BA in Journalism and most recently an MA in English and Women's & Gender Studies from Rutgers University - Newark. She has published a scholarly essay as well as various news features. Ms. Smith plans to begin a Ph.D. in English and Women's Studies in 2010-2011.

Assistant: Seng Kunthy

Takeo

Dr. Laura Summers, See Above.

Assistant: Hin Sotheany

Prey Veng

Tem Chea was a former teacher in his native country of Cambodia from 1965-1975. He also worked as a teacher and a Parent Liaison Coordinator in the Lowell Public Schools in Lowell, Massachusetts. In 1995, he received his Master degree in Social Work from Boston University, MA. He recently retired from his position as a licensed School Social Worker from the Lowell Public Schools.

Assistants: Chea Phalla, Ry Lakana, Sin Sothida and Sok Vannak.

Battambang

Sarah Jones Dickens is a Doctoral Student in Art, Art History & Visual Studies at Duke University, focusing on memory, trauma and the visual aftermath of the Cambodian genocide. Sarah lived and researched in Cambodia as Fulbright Scholar from 2007-2008.

Assistant: Tat Leakhena

Kampong Cham

Kyle Delbyck graduated from the Claremont Colleges in 2009 with a bachelor's degree in history. She is particularly interested in post-conflict societies and the role that transitional justice mechanisms play in peace-building processes. After spending her summer in Northern Ireland working with at-risk Catholic and Protestant youth, a project funded by the Davis Peace grant, she is currently conducting research as a Watson Fellow. Her fellowship project centers on historical memory in countries recovering from decades of repression and conflict.

Assistants: Som Bunthrin, Kry Seangkea

Phnom Penh

Randle DeFalco holds a joint B.A. in global history from Rutgers-Newark University and the New Jersey Institute of Technology. He also holds a J.D. from Rutgers School of Law – Newark and his admission to the New Jersey State Bar Association is pending. Currently, he is researching international criminal law accountability for the starvation that occurred in Cambodia from 1975-1979 on a Fulbright fellowship.

Assistant: Tes Marem

ORIENTATION SESSIONS

PHNOM PENH, CAMBODIA

PROVINCIAL TEACHER TRAINING PROGRAM: OVERALL GROUP SESSION

Phnom Penh, Cambodia
November 23, 2009

I. WELCOMING REMARKS

Mr. Khamboly Dy

Welcoming remarks were made by Khamboly Dy, Head of the Genocide Education Project at the Documentation Center of Cambodia (DC-Cam) and author of the textbook, *A History of Democratic Kampuchea (1975-1979)*. He first introduced the panel speakers for Tuesday's session, including Professor David Chandler, Professor Sambo Mannara, Dr. Phala Chea, and Professor Laura Summers. He noted that to fully understand the complex history of Democratic Kampuchea (DK), the trainees will need more information than what is presented in his book.

He then briefly explained the schedule for the next three days as well as for the provincial breakout sessions in Kandal, Battambang, Takeo, Prey Veng, Phnom Penh, and Kampong Cham. Boly briefed the participants on the history of DC-Cam's Genocide Education Project, from Phase One through to Phase Three, including the project's funders. He articulated three main objectives of the training: to help the younger generation understand the history of the DK; increase the teachers' knowledge of DK history so they can teach their students on this sensitive subject; and help young children acknowledge the suffering of victims of the DK, especially their parents and relatives.

He also noted the importance of instructing students about the DK period according to pedagogy, and not allowing them to be influenced by anger. This is especially true since every one of the teachers lost at least one family member during the DK. Furthermore, when students receive this education from school, they can go back and discuss this subject with their parents. It is hoped that these discussions will help ease the pain felt by their parents and relatives.

Next, Mr. Dy highlighted the cooperation between Genocide Education Program and the Government of Cambodia. In particular, he mentioned five previous projects: (1) The publication of the textbook in 2007, which has been distributed to high schools and secondary schools all over the country; (2) the Genocide Guidebook; (3) the National Teacher Training conducted from June 29-July 7, 2009, which the 24 National will train 186 trainees followed by 3,000 high school teachers; (4) the Textbook distribution campaign, with the plan of distributing 300,000

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 17

textbooks in 2010; and (5) the translation of the Textbook into five languages (Chinese, Vietnamese, French, Thai, and Japanese). He then went over materials pertaining to Memorandum of Understanding (MOU) between DC-Cam and Ministry of Education, including how long the project will last and how long the teachers will be trained.

After opening up the proceedings to questions, Professor Diep Sophal, a history professor at the Royal University of Phnom Penh, stated that since 2001, he always added DK history to his course of Cambodian history even though it was not officially approved curriculum. He noted that in a survey of his students, 17% didn't believe that the KR regime existed or killed all the people claimed; 23% said that they only knew a little about the KR, mostly from their parents; and 50% said that it was difficult to answer question, that they didn't know enough about the subject to answer.

II. MODELING OF LESSONS

Dr. Phala Chea and Chris Dearing

Dr. Phala Chea began her lesson on modeling by posing the question: "Why is it important to teach DK history?" She then introduced and explained the different materials, including the student exercise book (red book) and the teacher guidebook (blue book). In the blue book, she pointed out the 21 objectives for teaching DK history and said teachers should strive to achieve these objectives when teaching this history. She also went over the rationale and design of the Teacher's Guidebook. Here, she noted that each lesson has its own specific objective and corresponding material and that each lesson has an introduction explaining the objectives of the lesson. Before moving on to the lesson, the introduction part in the guidebook serves to draw the students' attention to what is being taught each day. During the closing, the teacher can summarize what was learned and ask students questions to test their understanding of the material.

Dr. Phala Chea then introduced the "Know Want Learn" (KWL) model of teaching. In this model, the teacher first asks students before actually teaching them what their understanding of a particular subject is. Then, the students write what areas of that subject they want to learn. At the end of the lesson, the students write what they have learned about that particular subject.

Chris Dearing then urged participants to think critically about the materials. He acknowledged that it is not a perfect model, but that it is meant to be a guide. He reminded participants to evaluate the presentation of materials—to think about how they would present the material because they will be teaching these materials as well. Mr. Dearing then engaged the participants in a sample modeling exercise, focusing on a specific category of information contained in a particular chapter (such as the economic systems contained in Chapter 2 of the Guidebook). Using the relevant vocabulary, Mr. Dearing highlighted how creating categories of information can help students understand how the new vocabulary relates to each other. These exercises were all designed, he said, to illustrate the relationship between the Textbook, the Guidebook and the Workbook.

III. AFTERNOON SESSION: EXPERIENCES IN TEACHING HISTORY

A. Professor Sambo Mannara

Professor Sambo Mannara first spoke about the relationship between teaching history and the development of the country. He noted that there are other, informal means that are being used to teach DK history to the public, such as the ongoing Khmer Rouge Tribunal. However, for a formal teaching of DK, teachers have a vital role to play and to do so effectively, they need to have knowledge of the DK period. Using the Textbook as a guide, they will be well prepared to teach DK history in a formal way within the Cambodian education system. He also cited examples from ancient Cambodian history to show how we learn from history to develop the country. He noted that if one studies the ancient temples that were built by a Khmer king, one can learn how great the king was, learn about their country and culture at that time. By learning this history, one can understand the ways in which the country was built.

Professor Sambo Mannara then offered some recommendations to teachers. First, he said the teachers should be able to use this teaching of DK as a tool to promote peace within Cambodian society. He noted that teachers should be able to explain clearly about the Khmer Rouge Tribunal—that the main purpose is to bring the most responsible and the senior level leaders to trial, not the lower level people. Teachers should not promote anger and fragmentation in Cambodian society. Secondly, teachers should explain to students about the characteristics of Khmer Rouge leaders and use this to demonstrate the pitfalls of hyper-nationalism. Professor Sambo concluded his lecture by highlighting the theme of national development present in the Textbook. During Democratic Kampuchea, people were forced to work hard without enough food, many people were tortured, and there was no schooling and no international collaboration with any other countries. He said that Cambodians should learn from this- in order to build a country, it's important to send people to school and have international interaction.

B. Mr. Dara Vanthan

Mr. Dara Vanthan began by expressing appreciation for the cooperation from the Ministry of Education. He spoke about the objectives of the training and also outlined the plans for 2010 Teacher Training, when 3,000 provincial teachers will be trained. This training will help establish a historical record for Cambodia to teach this history in secondary schools, including subjects of history, literature and ethics by using the textbooks of DK History. He noted that although the ECCC is ongoing, it is still sensitive to talk about the Khmer Rouge. This is why DC-Cam is pushing ahead with its strategic vision for Sleuk Rith Center to establish a permanent center to generate more documentation and research about the Khmer Rouge. This is important, he said, because of the need to educate the next generation to prevent genocide from happening again. Finally, Mr. Dara Vanthan expressed appreciation for all the teachers attending the training.

C. Remarks by Minister of Education Im Sethy

After greeting the gathered participants, H.E. Minister Im Sethy noted that Cambodia is the only country that has gone through such terror like that of the Khmer Rouge regime. Now that the regime has fallen, he said it was important to create the curriculum to educate the next generation, but because of the effect of this genocide, it is hard to create the curriculum. After the Khmer Rouge, the education system was totally destroyed—only 10 people worked together to restore the Ministry of Education. He continued by noting that only about 10 percent of the materials left after the Khmer Rouge could be used. He noted that school buildings were mostly used as prisons, while some schools were used as hospitals or as equipment storage. H.E. Minister Im remembered that when he took foreigners around the country after the DK serving as a translator, he saw so many students who wanted to learn, even though there were no schools. This made a big impression on him and remains the reason why he tries to improve the education sector. H.E. then expressed his appreciation for teachers and students alike, because they are all trying to make education in Cambodia better. He noted that to continue to improve education in Cambodia, there is a need for qualified teachers.

Regarding genocide education, H.E. noted that this education on DK is not something new. Previously, it was included in the curriculum, but only was a small part. Even after the Khmer Rouge regime fell in 1979, the Khmer Rouge still existed in Cambodia. Therefore, genocide was a very sensitive issue and was very controversial in the 1980s and 1990s. It was not possible to use the word “genocide.” However, the term is not so sensitive anymore. It is important to say it because it is ‘ours.’ Then, he encouraged the teachers to make this history available to the next generation in order to prevent the reoccurrence of genocide. Regarding this issue, H.E. noted that he was very happy to have DC-Cam as a partner. He said that while everyone has their own history regarding the Khmer Rouge, Cambodians have to come together and join as one. H.E. also said that this history is very important for the next generation so that they can understand the older generation. While the ECCC is indeed underway, it is important, as educators, to know how to educate the next generation. H.E. concluded by offering hope that all the teachers will do a good job when teaching this important subject.

After H.E. presided over the presentation of the National Trainer certificates to the 24 individuals, the participants were divided up into their Provincial Teams to discuss any questions the trainees may have and to discuss any expectations they may have for the training. This also offered participants an opportunity to introduce themselves to each other and to learn who their facilitator/coordinator will be.

PROVINCIAL TEACHER TRAINING PROGRAM: OVERALL HISTORY FORUM

Phnom Penh, Cambodia
November 24, 2009

I. MR. DAVID CHANDLER, Professor Emeritus of Monash University

The History Forum of the Genocide Education Project began with a speech on the history of the Khmer Rouge by Professor David Chandler translated by Mr. Kok-Thay Eng. Professor Chandler has been researching Cambodian history for almost 50 years and is considered an expert in the field. Chandler described *A History of Democratic Kampuchea (1975-1979)* as a thematic narrative history of the regime written in a way to which high school students and Cambodians in general can relate. He also hopes Kamboly Dy's research will inspire others to research the past in a systematic way. Chandler said writing history is a way of gaining possession of the past. Though foreign analysis may be helpful, he hopes Cambodians will write their own history. He said it is important to know the why, who, what, where, and how of the Khmer Rouge. Because of the horrors of the DK Regime, it is difficult to write about it in a literary way.

Chandler stressed the importance of considering the international aspects of the DK Period as well as the Cambodian one. Chandler referenced the CPK's erasure of individuality and the destruction of families, noting that their actions were executed more drastically and destructively than were those of their counterparts in the Soviet Union. Chandler has written elsewhere that Democratic Kampuchea was a Cambodian-imported communist phenomenon, a unique mixture of Cambodian and foreign elements. Chandler concluded his lecture by saying the "wheel of history," (a phrase often referred to by the Khmer Rouge) had begun to roll past the leaders of Democratic Kampuchea and the almost 2 million Cambodians killed in less than 4 years.

Question and Answer

Afterwards, the Q & A portion opened with approximately ten teachers asking questions. One teacher who was evacuated from Phnom Penh to Kandal province on April 17, 1975 asked why food rations were different for people from the city. Chandler responded that this difference was most likely due to the valuing of "base people" over "17 April/ New people." Others asked about the DK regime's interactions with China and Vietnam and the reason for the lack of intervention from the United Nations. Chandler explained that the UN did not then have the peacekeeping machine it does now, and it could not have voted to intervene in Cambodia. Another asked why these international crimes were not being tried in The Hague, to which Chandler responded that the Cambodian government did not want the trial to take place outside the country and that such an occurrence could have been considered an infringement on Cambodian sovereignty. The last and most open-ended question asked was why the Khmer Rouge did what they did during their

reign of power. Chandler responded by telling the teachers it is their responsibility to think about the history to be prepared to answer students' questions as that is the purpose of the forum.

II. MR. HIM HUY, Former S-21 Guard

The audience listened carefully as Mr. Huy detailed the ways in which he arrived at S-21, some of his experiences while there, and what happened after he left the prison. He arrived in Phnom Penh on April 17th as part of Division 703. As a guard, he says he never killed anyone personally but he was responsible for transporting prisoners to Cheung Ek. He described the day-to-day life of a cadre as "waiting for your turn to be killed." He says he was transferred to a rice field in 1978 and when the Vietnamese came, he fled with other cadres. Many of the questions asked during the Q & A session revolved around Huy's personal feelings about his role as a guard. One teacher mentioned that Huy did not look like a murderer. Huy stressed that he never killed anyone and the orders to kill prisoners came from Duch. When asked about his desire for the future Huy stated that he does public speaking events such as the forum because he wants people to know about the Khmer Rouge and to teach the younger generation.

III. PROFESSOR LAURA SUMMERS

Professor Laura Summers' presentation (translated by Terith Chy) about the local history of Pailin offered an analysis of the economic success of the short-lived capital city of Democratic Kampuchea, which, in her opinion, showed some of the first steps towards national reconciliation. In 1992, Summers spent two days in Pailin and showed the audience a number of personal photographs of the city as she saw it. Pailin was deserted until the National Army of Democratic Kampuchea reoccupied it in order to prepare it for a visit from the Prince Head of State Norodom Sihanouk. The abandoned homes were repaired by soldiers, each family being responsible for completing the repairs with the materials purchased from Thailand. One photo of Summers and army commanders atop Phnom Yat, a treasured ancient temple, was especially important since the commanders wanted to prove that the temple was not badly damaged. The photo also signified they were repairing the existing damage. They wanted Cambodians to know that the national heritage was safe in their hands. The city was slowly being revived with a small hotel, apartment building, and pharmacy in place. By 1995, it was an economic success with three thousand people moving to the city each year.

Summers argued that the economic and social order of Pailin was a drastic change from the failed policies of the wartime institution of Democratic Kampuchea. When Pol Pot called for re-nationalization and re-collectivization in 1996, the army commanders in Pai refused his order. Twenty thousand people abandoned the Democratic Kampuchea movement at this time. Summers says, "The social realities of economic success obliged the commanders to obey the will of their people; they behaved as democrats." By 1998, the population of Pai Lin was 70, 486, making it the fastest growing province in the country. In closing, Summers said political and economic development is "spontaneous, accidental, cumulative, and hardly ever planned."

Question and Answer

During the Q & A session, one teacher asked about funding sources besides China for the Khmer Rouge. In response, Summers stated that during the 1980s a small amount of funding was received from a few ASEAN countries but not from any others. Another teacher asked if, based on the information presented, he could deduce that the failure of Democratic Kampuchea was a result of the conflict between China and the Soviets. Summers responded no because that conflict was resolved in 1989 and stressed that Democratic Kampuchea failed mostly for internal, national reasons.

IV. MR. NORNG CHANPHAL, S-21 survivor

The last speaker of the day was Mr. Norng Chanphal, an S-21 survivor. Mr. Norng was one of four child survivors. His father was a cadre in Kampong Speu and in the middle of 1978, his family received a letter of invitation to come to Phnom Penh. His mother was sick at the time, and he recalls S-21 cadre shouting for his family to get out of the car when they arrived at Tuol Sleng. His mother was sick, having difficulty following their orders. He witnessed a cadre hit and push his mother to the ground. After witnessing these actions, he was afraid of what was to come. His brother and he were separated from his mother upon entry to the prison and aside from one very brief glance, he never saw his mother again. Sometime close to the liberation date he hid in a pile of clothes, afraid that if he left he would not be able to find his mother. When Vietnamese soldiers came, they found him and three other surviving children. From his memory, Norng says he was at S-21 for no more than a month but according to documents, he was there for a week or less.

Question and Answer

During the Q & A session, one audience member asked about the food rations at S-21. Norng says he starved for maybe 4 to 10 days as all cadres had fled in advance of the Vietnamese arrival. He only remembers having a little water to drink and his brother almost died due to starvation. Another asked if his mother died due to starvation or if she was killed. Norng does not know for sure but said if the Khmer Rouge did not kill her, she would have died due to her sickness. The pain of remembering was still palpable as Norng became teary-eyed while speaking. The final question was whether he was satisfied with the court proceedings. Norng is not satisfied, and he says he cannot accept Duch's apology. His beloved mother's suffering is too deeply engrained in his memory. He has waited a long time for this trial, and he is hoping for a verdict that will bring justice. After Norng's speech, Kamboly Dy asked all to stand and share condolences for the suffering of Norng's mother.

V. CLOSING REMARKS

To close to the day, Boly and Peoudara Vanthan gave thanks to all the international speakers who have helped with the forum. In addition, they gave thanks to all teachers present highlighting that they are an integral part of making the Genocide Education Project possible.

PROVINCIAL TEACHER TRAINING PROGRAM: OVERALL TEXTBOOK DISTRIBUTION & FIELD TRIPS

Takhmao, Cambodia
November 25, 2009

I. DISTRIBUTION OF TEXTBOOKS

Three thousand students stood tall, exuberantly clapping their hands and cheering as the Under Minister of Education, Kamboly Dy, author of the textbook History of Democratic Kampuchea, and other DC-Cam and Ministry officials walked through the crowd at Hun Sen high school in Takhmao. The students were aligned in perfectly straight lines, which stretched the length and width of the schoolyard. The 3000 students stood in the very same schoolyard that in 1982 only six people were teachers. It was an overwhelming, almost surreal sight.

International scholars, National Trainers, and Provincial Trainees all sat facing the students. The students listened to three speeches: one from XXX, Kamboly Dy author of the textbook, and the CCCC Underminister of Education. Each speaker through different means stressed the importance of this the next generation receiving this education. Then, the top 50 children in each grade were awarded with a “special” textbook, one that was given to them by The Underminister of Education.

Students then had the opportunity to ask Kamboly Dy questions. Their questions were simple, almost naïve, yet profound for they hit on the very absurdity of all genocides and crimes against humanity. “Teacher, Boly,” the teenager asked with a smile on her face, “If the Khmer Rouge were all intellectuals, why did they bring so much harm to the country?” Another girl asked, “Why did the Khmer Rouge marry people who didn’t know each other?” And finally, another young man posed the question, “How do you really transform people into a new body of mind?” After the Question and Answer Section, the textbooks were distributed to the students. These high school students are only one, albeit instrumental, part of DC-Cam’s and the Ministry of Education’s larger efforts to educate the youth about their own past. By 2010, over one million textbooks will be distributed to one million high school students throughout the country.

II. FIELD TRIPS: CHOEUNG EK AND TUOL SLENG

The team of teachers then traveled to the Choeung Ek and Tuol Sleng. Surprisingly, many, if not all, had not seen the killing fields or the former prison in Phnom Penh. Teachers copied information that were written on signs and also took photographs of what they saw. They seemed very eager to share this with their students. Below is what some responses of the teachers when asked “Have you ever been to Choeung Ek before? What do you think of the site? How will you use this experience in the classroom?” From the comments below, one can deduce that it was very important for the teachers to see these sites firsthand and will certainly use the experience in the classroom.

Teacher, Male, from Kampong Thom province

“I have never been here before. Even though it is the first time, it is an important site for Cambodian history. It is very important for younger generations to realize this. It is not just a saying, the killing fields, but is something that really happened. This site is proof that the genocide really happened. I think teaching of this is really important to study the behavior, and the structure of the society under the Khmer Rouge regime. We need to study this history so that younger generations can compare this society with that of the Khmer Rouge. They need to develop their own opinions and see if it is much better or worse today than under the Khmer Rouge.”

Teacher, Male, from Pursat province

“I have never been here before. This site is a tragedy—to see such sadness here. It is very important to bring the local and international people here to understand what happened. It is also important to preserve this place as a museum and to educate the younger generations. It is very important evidence to prove that the killings really happened.”

“It’s very important to see this site with my own eyes to explain this to my students. I can take the photos I take here today to show my class what happened. I have written down what is on the signs to explain to my students what happened here and also tell them about the numbers of people killed here. If I had the opportunity, I would bring my students to this site to see for their own eyes.”

Teacher, Female, from Koh Kong province

“I have never been here before. I saw three pits already, and I want to see more. I feel so shocked to see the pits and the skulls and the human remains. I feel that it is much more important for this site to be preserved for the younger generations so that they know the genocide happened.”

“I will go back and tell my students that the Khmer Rouge turned a lot of places into a killing field, like the pagodas, and caves, and other places, that were turned into for torture. I would also show them the tools the Khmer Rouge used to shackle the prisoners.”

Then the group traveled to Tuol Sleng prison. Again, many, if not all, of the teachers had not been to the former prison site. Here are some comments from the teachers:

Teacher, Male, Siem Reap province

“This is my first time to Tuol Sleng. It is very shocking to see the prison and very sad. If I didn’t have a chance to see this prison, I would not have believed that it happened. I could not have believed the torture tools if I did not see it with my own eyes. It is just so unbelievable.”

“When I go back home, I will explain to the students what I saw. Even though I don’t have photos to show to my students, I can use the textbook and the photos in the textbook and also tell them about my experience here. In the schools, we should have two types of documents—visual images and text—to teach the students. What I saw was real, it was not made up.”

Teacher, Female, Kampong Cham Province

“I was shocked, saddened, and pitied when I saw the prison. It reminded me of the terrible past that I went through. Even though I had it better than the prisoners, it still reminded me of my time in the Khmer Rouge. My uncle was sent to be killed in Pursat in Ro Kow Kong village, so I feel that I don’t know how hard—how terrified those prisoners—had to go through. I feel that this is an important place to explain to people what happened. It made me still wonder why on earth Khmer people killed Khmer. There is nowhere in the world where a nation killed their own people.”

III. CONCLUSION

These sites also have a legitimizing force. They are proof that their experiences were real: the killings, executions, torture, and suffering are not imagined events, but really did happen. A teacher’s comment from Kampong Thom reinforces this aspect of the memorial sites operating as a legitimizing force: “It is not just a saying, the killing fields, but is something that really happened. This site is proof that the genocide really happened.”

It should also be stressed that many teachers have never traveled to these sites before. Giving them the opportunity to see firsthand issues that are discussed in the textbook will undoubtedly influence their teaching of these sites.

REGIONAL REPORTS

Provincial Teacher Training Program: Kandal Province

Coordinator: Mr. Pheng Pong Rasy

National Trainers: Professor Sambo Manara, Mr. Mao Veasna, Ms. Chin Yahan, Mr. Yith Sopheak, Mr. Ieat Bun Leng

Recorder and Evaluator: Ms. Marquita Smith



Small group session at the Kandal province training session. Source: DC-Cam.

SUMMARY

Each day the trainees met at the Hun Sen Regional Training Center in Kandal province to review the textbook chapters and receive pedagogy training. Trainees also broke out into small group sessions once a day to practice mock lessons. Film, guest speakers, and interviews were also incorporated into the training.

I. NOVEMBER 28, 2009 KANDAL TRAINING DAY 1

A. HISTORY REVIEW SESSION

Mr. Sambo Manara

During the morning session, Mr. Sambo Manara presented chapters one and two from the textbook *A History of Democratic Kampuchea*. The material presented coincided with the topics detailed in the first two chapters of the textbook. A brief summary of the background of the Khmer Rouge was given and trainees asked for points of clarification and some aspects of the history that were unclear.

Mr. Sambo Manara said this training is a step in the right direction, even though it has not yet been taught in the schools. He believes out of this history will come solidarity for the Cambodian people and suggested using history as a mirror to learn from it. He explained that the teachers are responsible for developing students' thinking.

Mr. Sann Sysrom, district director, acknowledged that some teachers are victims themselves. He personally had only three of nine siblings survive the DK regime. He hopes all teachers will understand how this history should be taught to students and they in turn will tell others. He said teachers have to erase the disbelief about what happened.

Questions from trainees included:

- 1) Why did Khmer Rouge wear black uniforms and red krama?
- 2) Did the UN become aware of the KR atrocities? If so, why did they still support them?
- 3) Why did the UN allow KR to be the legal representative of Cambodia from 1979-1990?
- 4) After the Indochina War, why were there Vietnamese soldiers still in Cambodia?
- 5) Why did some Cambodians still ally with Vietnam?

B. LARGE GROUP MODEL LESSONS

Mrs. Chin Yahan Ms. Chin Yahan started the afternoon by explaining the group breakdowns and the lesson responsibilities for each group. She explained that feedback will be given on the mock lessons and distributed the evaluation form that will be used for the feedback. She then reviewed the chapter one summary in the teacher guidebook. She was also scheduled to review the chapter two summary but did not reach it due to time constraints.

Questions/comments from trainees included:

When students ask questions allow other students to attempt to answer first.
What if the lesson taught is very different from students' experiences?

If evaluators are not as knowledgeable as the teachers are they will not be able to assess teachers' performance.

SAMPLE LESSON PLAN

Ms. Chin Yahan outlined a 5-point lesson plan to include: 1) introduction/warm-up; 2) review; 3) current lesson; 4) enhance knowledge; and 5) activity. Many trainees were confused about the application of this teaching strategy and asked if they should follow the old 5-part plan on the new structure described in the guidebook. Yahan attempted to relate the new plan to parts of the old plan. An extended amount of time was spent debating the usefulness of writing lesson objectives on the board and the use of the K-W-L chart. One trainee insisted that writing out objectives and charts was a waste of time. Another trainee said not outlining objectives was like “walking without a map.” After much back and forth discussion one trainee attempted to end the debate by telling trainees to integrate teaching methods, noting that they do not have to use every method they are being taught.

C. CHALLENGES

Participation was lacking from a variety of teachers leaving the same few to ask questions and supply comments on the material. No female teacher participated in the first day of the training and Mr. Sambo Manara specifically asked that the female teachers participate more. Time management was an issue for the afternoon session; too much time was spent debating one issue resulting in one section of material not being covered.



A large group session at the Kandal province teacher training. Source: DC-Cam.

II. NOVEMBER 29, 2009 KANDAL TRAINING DAY 2

A. FILM SCREENING

Trainees started the day viewed the films Tuol Sleng, Baset and Prey Veng Prison in 1979 and KR Liberated Zone in Kampong Cham in 1973. There was no notable discussion after the films but a few trainees asked for copies of the films. Mr. Rasy asked any trainees interested in getting copies to submit a blank disc or USB drive for copying.

B. HISTORY LESSON CHAPTERS 3 AND 4

Mr. Sambo Manara

During the morning session, Mr. Sambo Manara presented chapters three and four from the textbook *A History of Democratic Kampuchea*. Details of the evacuation of Phnom Penh were covered. Time was given for trainees to review each chapter before the discussion. He explained the purges within the KR in more detail. He also spoke about the confessions resulting from torture of accused prisoners. He also explained Pol Pot's use of the king's name to gain his own power and told trainees that the king did not immediately know all of Pol Pot's policies and intentions. He also shared personal anecdotes of his experience under the Khmer Rouge. He described how he almost fell into a trap to confess his interest in education but avoided exposing his intelligence. He also asked trainees to be sure to have read before asking questions to avoid repetition of material explained in the textbook.

The questions from the trainees ranged from more factual based questions, such as reasons behind certain Khmer Rouge cadres deaths to questions related to larger questions of "why" certain events transpired the way that they did. Questions from trainees included:

Why did the citizens of Phnom Penh waive their white clothes to welcome the Khmer Rouge soldiers on 17 April?

Why didn't the three high-ranking officials of the Lon Nol government escape to US?

Did the citizens of Phnom Penh believe the Khmer Rouge when they said the evacuation was only for 2-3 days?

If citizens did not follow evacuation orders what happened to them?

What happened to Sosthene Fernandez and Son Ngoc Thanh?

Were other provincial towns evacuated as Phnom Penh was?

Why did people living in the city or provincial town believe that they would live peacefully together?

Why did the KR call itself the Royal Government of the National Union of Kampuchea after the return of Prince Sihanouk?

Why were Vorn Vet and Nhim Ros killed in 1978?

Why did Prince Sihanouk sacrifice himself for Zhou Enlai?

Why did Pol Pot secretly come into power?

Why was there only one meeting of the National Congress?

Why did the king return to Cambodia after his speech at the UN, knowing that he was powerless in the KR regime?

Was the king aware of Tuol Sleng before he went to the UN?

C. SMALL GROUP MODEL LESSONS

Trainees broke into small groups of six to seven and covered chapter material in mock lessons. A facilitator accompanied each group and gave feedback after the mock lesson. Evaluation forms were distributed to members of each group and completed after each mock lesson. Presenters received immediate verbal feedback from the facilitator after their lessons. I observed the group facilitated by Mr. Ieat Bun Leng. Sample lessons are detailed below.

Mock lesson One:

Mr. Rath Sotha started by telling trainees to check attendance. Next, he said to write the title of the day's lesson and the objectives from the guidebook on the board. He said to ask the students something about the previous lesson and write a K-W-L chart on the board filling out the information. He said to prompt students with questions from the guidebook. Next, he said to define key terms and referred students their workbook. He had one trainee read a section of the textbook aloud then asked questions from the guidebook. Lastly, he said to summarize the main points of the lesson and assign homework. (This trainee performed the lesson as if he was instructing the trainees on how to do the lesson instead of doing it as if he was in the classroom)

Facilitator feedback:

Trainee misunderstood the exercise

Suggested that trainee summarize if guidebook steps are too long

Write key terms on the board since students will not have them (appear in guidebook)

Divide group reading into sections

Mock Lesson Two:

Mr. Maonh Nai presented the next mock lesson. He wrote "Chapter 3 Lesson 2" on the board. He read objectives aloud (his own objectives, not the ones listed in the guidebook) and wrote them on the board. He invited a student to role-play an event on 4/17/1975 as described in the

textbook. One trainee played a cyclo driver and read the testimony written in the textbook. The trainee asked students to ask the victim questions about their experience and the trainees answered in their roles. He then gave students 15 minutes to write a summary of the testimony in a way that will coincide with the objectives written on the board. As a visual aid, he asked them to look at the pictures to help write their summaries. He then collected the students' summaries, read them aloud, and solicited comments from the class.

Facilitator feedback:

It is best to follow the guidebook

Explain the photos to students, don't assume they understand what is happening in the photos

Include K-W-L chart in each lesson

Allow students to read their own summaries aloud

Mock Lesson Three:

Mr. Nhem Cheat started by writing the lesson chapter and title on the board as well as the lesson objectives. He asked students if they had any key terms that need clarification. One student mentioned "Angkar," and he asked if any student knew what it meant. He then wrote the meaning on the board. Next, he asked students to define "constitution" and then clarified what it means. Then he instructed students to go to the workbook and read the DK national anthem. He then asked the questions listed in the guidebook for discussion. After the discussion of the national anthem, he moved on to ask the guided questions listed in the guidebook. He wrote the answers on the board after students had a chance to respond. He assigned homework and asked if students had any questions (none).

Mock Lesson Four:

Mr. Hun Thy began by asking students how many lessons are in chapter four. He asked what students remember from lesson one. He asked if students are aware of the hybrid court (ECCC) and to share what they know about the court. He wrote their responses on the board. Most did not know a lot and the presenter said he would now explain the Khmer Rouge leadership structure. He wrote the lesson title on the board and mapped out the leadership structure of CPK 1976-1978, leaving out the names for students to fill in the answers. Then he explained and wrote the lesson objectives on the board. He then asked students if there are difficult key terms that need explanation. One student asked what "Communist party" and "standing committee" means. He then answered students' questions about today's material. Finally, he asked students to summarize the main points of the lesson. One student made a point to clarify that there were two separate structures for the CPK and the state of DK and the presenter stressed that in terms of power to CPK ranking was the most important.

Facilitator feedback:

Suggested the use of the leadership chart in student workbook for students to complete

D. CONCLUDING REMARKS

Some of the questions asking during the end of day Q & A section included:

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 32

What should I do about the lessons that do not have a title in the textbook?

What does “context” mean?

The lesson title is not the same for chapter three, lesson two in the guidebook and textbook.
Should the K-W-L chart be included in every lesson?

II. NOVEMBER 30, 2009 KANDAL TRAINING DAY 3

A. HISTORY REVIEW SESSION

Mr. Mao Veasna

Mr. Mao Veasna introduced himself to the trainees and explained that he would be taking over for Mr. Sambo Manara. He continued answering questions about methodology from the previous day's session. He told them that the teaching methodology from the guidebook is not too different from the old system of teaching and told them to continue using the 5-point plan if they are comfortable with it. One participant requested that he give them a sample lesson plan to use in their schools. He said he had asked DC-Cam to make such sample lesson plans but it did not work out. He suggested that the trainees spend some time during the training developing lesson plans if time permits. He then told them to separate in their groups and began the review session.

He presented chapters five and six of the textbook using a Power Point presentation with a copy of the DK zone map and photos of KR members. He reviewed the leaders of the DK regime. One participant who survived the KR period shared his experience about communication (or the lack of communication) between people in different zones and the lack of freedom to move. Mr. Mao Veasna also shared some of his personal experience, describing how the residents of the city did not realize they were being evacuated for more than 2-3 days and one man took a bag of money that was later thrown away.

After the first morning break Mr. Mao gathered the trainees to play an ice-breaking game to divide them into groups and get to know each other better. He also said he hopes the trainees are better prepared with lesson plans for the afternoon mock lessons. Mr. Rasy further explained the zoning of DK from his experience with the DC-Cam mapping project. Due to the amplexness of time, Mr. Rasy told the trainees about the Truth Commission in Rwanda and explained how teaching this history to students can have a similar function for Cambodians.

One participant shared his view of the cadres' claims of just following orders. He feels, in some cases, this answer is acceptable but not in others. He was also asked to write lists and draw maps for the KR. He has both victims and perpetrators in his family. Since they had no questions, trainees were allowed to take time to develop lesson plans in preparation for the afternoon session. The trainees have shown a good understanding of the textbook so both Mr. Rasy and Mr. Mao agree that the trainees should have one hour to develop lesson plans each day and be able to produce effective, high quality mock lessons. Mr. Mao said he observed yesterday that

there was no time given for lesson preparation and as a result, the quality of the lessons was poor. Some questions from trainees included:

Why did they refer to provinces as zones (code name) during DK regime? (secrecy, some members illiterate and code names easier to remember)

How many regions were in each zone?

Why did So Phim commit suicide?

Did the formation of the central zone increase the number of regions? (yes)

Was each zone autonomous or did it rely on the party?

Which zone had the highest number of deaths? (northwest zone)

How could Pol Pot cause people to lose their conscience? Why did they not rebel when they outnumbered the cadre? (people were physically weak and their hands were bound, KR had rifles)

Was the machinery used in rice production from the US? (no, most machinery was imported from China)

How many people died under the Khmer Rouge regime? (nearly 2 million)

How many prisons were there? (196)

Where were the photos in the book collected? (most received from Tuol Sleng and Ministry of the Interior)

Were there any people who fled to the jungle and rebelled against the KR? (no, there was no opportunity)



Provincial teacher training in Kandal province. Photo by Pong Rasy Pheng. *Source: DC-Cam.*

B. SMALL GROUP MOCK LESSONS

The trainees separated into their four groups for the afternoon mock lesson. I observed the group facilitated by Mr. Yit Sopheak.

Mock Lesson One:

Mr. Seng Lyrathanak began his lesson on chapter five by referring back to the main point of chapter four and asked, “What was the purpose of the organization of the Khmer Rouge?” One student answered that it was to outline who had control. The teacher responded affirmatively and then wrote the title of the day’s lesson and objectives on the board. Before starting the lesson, he wrote a K-W-L chart on the board and asked students what they know about the leadership structure of KR, divisions of DK, and city evacuations. Then, he asked what they want to know; students said they want to know the assignment of zones, how KR controlled people, and the activities of people in each zone. He said they would complete the L section at the end of the lesson. Next, he asked the students to look at the photo on the first page of chapter five of KR officials in the field. He also asked them to look at the key terms in their workbook and asked students to define them as he wrote their answers on the board (cooperatives, autonomous, zone). He then instructed students to open the textbook to chapter five and begin reading aloud successively breaking up the reading into chunks. He asked students to read more at home to improve their reading skills. Next, he divided students into three pairs and assigned questions from the workbook (also in the guidebook) to answer to check their comprehension of what they

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 35

read. He walked around occasionally asking if there was anything unclear about the assignment. After five minutes, he asked the groups to share their questions and answers with the class. The teacher wrote the answers on the board. He made sure to keep students focused on the question at hand and on topic and was very lively and encouraging to the students. He told students to write the answers in their workbooks as well. To check students' understanding he asked what the code number was for each zone and why code numbers were used. He asked how many provinces were in northwest zone and how many regions it held. He assigned homework: write a two-paragraph summary of what you learned today in your workbook.

Participant feedback:

Teacher should elaborate on key terms more
Teaching style is very good

Facilitator feedback:

Very good preparation
It was good that he asked students if other student answers were correct to encourage learning
When forming student groups, the teacher should have them move their desk face to face
When assigning questions to groups, the teacher should be cautious of students focusing only on their assigned questions and ignoring the others. He suggested that the teacher ask students to confirm or comment upon answers not assigned to their groups.
The teacher should allow students to look at the map. The teacher should make copies of the current map and compare it with the DK.

Mock Lesson Two:

For review, Ms. Vang Puthy asked students the title of the previous lesson and why code names were used for the zones. She asked how many regions there were, how many zones, and which zone had the highest death rate. Then she wrote the title of chapter five, lesson two and its objectives on the board. She described the activity the students would be doing and then wrote a K-W-L chart on the board. She asked students what they know from previous lessons (number of regions, names of zone secretaries) and what they want to know (what kind of suffering did each region endure at that time, why did these people become victims). She reminded students that they would come back to the L section after the lesson is over. She asked students to read two testimonies from their workbooks aloud. The reading was broken up into sections for student reading

Next, she asked them to analyze the life of both Ieng Thirith and her courier. The two groups had 10 minutes to prepare their answers and one person was selected from each group to present the information. She asked what the other group thought of the first group's answer. They agreed with their answers. She then asked why Ieng Thirith's courier would think she is a good person. The students answered that the courier only saw Ieng Thirith's good side, not any bad things she may have done. She asked if students had any questions (no) and told them to read the next chapter in preparation for the next lesson.

Participant feedback:

Omit the word “student” when writing out the objectives

Do the warm-up and find out what students already know before beginning the lesson (teacher said she did do both things)

Facilitator feedback:

Be sure of what book and page numbers you want students to use before asking them to read

Make reading assignments clear, say which testimony you want them to read (do not refer to them as just victim or perpetrator)

Teacher did not go back to K-W-L chart and complete the last part

Mock Lesson Three:

Mr. Chay Channrith began by reviewing previous lessons. He asked students if city dwellers were evacuated and why. Students answered and he elaborated on the reasons for the evacuation. Next, he wrote “Chapter Six Lesson One” and the objectives on the board along with a K-W-L chart. The teacher completed the “know” section without student input. Under the K column, he wrote “division of DK, secretary of each zone.” Then he asked what they want to know. Under the “W” he wrote, “what things were included in the four-year plan, negative parts of the plan, the plan is different from that of China and Russia.” Next, he asked students to read chapter 6 aloud, dividing the reading among the group. After the reading, he asked if there were any difficult words in need of explanation. He reviewed the terms “collectivization,” “indoctrinate,” and “regime” with the class and allowed students to attempt to answer first before elaborating on their answers. He then asked questions to test students’ understanding.

What was the span of the four-year plan? (1977-1980)

What were the priorities of the plan? (collectivization, rice cultivation)

How did this plan affect Cambodian families? (it separated them)

Did the four-year plan meet its goal? Why or why not?

He then told students to record the answers in their workbook and separated the class into groups of three to answer the last question. He reminded students to stay on topic. Group A and B agree that the plan did not meet its goal. A member from each group explained the different rationale leading them to the same answer. The teacher explained that the class did well on the activity but missed a few points. He asked if students had any questions (no) and then asked students to go home and ask their parents about their experience under KR, especially the effects of collectivization.

Mock Lesson Four:

Mr. Sok Thy pre-wrote his lesson title, objectives, and K-W-L chart on a sheet of paper, placed it on the board and asked students what they know: collectivization and poor living conditions. Students want to know what was in the survival box. The teacher asked the students questions:

What were the bad effects of the four-year plan?
What would you do to survive if you lived under this plan?
What kind of food would you choose to eat to survive?

The teacher shared his survival experience. He said he was a child at the time and when he was hungry, he would go to his grandmother because she would save a ration for him to eat. He then asked students to write their survival plans in groups. Students all listed foods for survival. The teacher asked, “why not shoes?” They responded that they are not necessary for survival.

Facilitator feedback:
Let students answer critical thinking questions on their own.
Do not leave out parts of the lesson; if time is short summarize

IV. DECEMBER 1, 2009 KANDAL TRAINING DAY 4

A. GUEST SPEAKER

Mr. Youk Chhang

DC-Cam director Mr. Youk Chhang came to speak to the trainees about the definition of genocide and reconciliation. He spoke about the purpose of the textbook and training: to help reconcile the nation. One million students are waiting to receive the teachers’ instruction on this history. The government has also asked for this history to be taught to university students so the teachers’ help will be needed. He said the students being taught this history may very well be the children of some perpetrators and urged the teachers to be open-minded when teaching the history. He said all KR cadre were not bad people, some were kind and good-hearted. As an example, he described how his former family servant became a district chief in DK and helped his family when they returned to Takeo province.

Mr. Chhang then spoke about the meaning of genocide and explained that the definition of genocide in the textbook is adopted from the UN Convention. By explaining to students what genocide is, teachers can help prevent it from occurring again. He stressed the importance of open-mindedness when teaching, especially in regards to religion. He told them to discuss the higher death rate of Cham Muslims under DK. He asked the trainees to develop good connections with the trainers and do more research on their own before the curriculum is implemented into the classrooms.

Next, he spoke about documentation. He invited the teachers to visit DC-Cam and view the documents held there. He also encouraged teachers to use their critical thinking skills and knowledge to answer students’ questions. He also spoke about the poor living conditions some teachers face and condoned the practice of charging students for photocopied materials. Lastly, he said the results of the teaching may not come tomorrow but 10 years from now and opened the floor for questions.

Questions/comments from trainees:

I want you to press the government to encourage teachers and students to study history. Youk responded by saying that the teachers should feel free to contact us at DC-Cam anytime.

I want you to help us get more time. We only have 1.5 hrs per week to teach history. Youk responded to this inquiry by saying the minister is aware of the problem but they have a lot of work to do.

Most students have no interest in history. Youk encouraged the participants that things will change soon and students will understand the value of history.

Even though the training is not very broad, it is very interesting and useful for me. It is a success of DC-Cam to take reconciliation into schools. He would like a copy of the KR songs. (200+ KR songs, will copy them for him)

Afraid students' parents will complain about being charged for photocopies. (will try to solve this problem but teachers should not be to blame; students must value education)

Two requests: I want teachers to challenge each other to write the best lesson plan and a singing contest ("Changing the River of Blood") with prizes. (good requests; discuss the prizes and tell Mr. Rasy later)

He closed by telling the trainees everyone is very proud of the work they are doing. He said, "We are the first to use the teachers for reconciliation. This is only the beginning."

GUEST SPEAKER

Mr. Saing Sarin

Mr. Saing Sarin, from Pralay Meas in Kampong Chhnang province, was 9 or 10 years old at the time of the KR regime. His father was a medical staff and his mother was a tailor. His family was evacuated to Chhen Ork village. His family was forced to move back to Pralay Meas, and he was ordered to fish in the river. He was very happy at the time and did not know what was happening. He recalls not wanting to go to the children's center because he would miss his mother. He also did not want to be scolded and threatened. His mother told him to go with the unit chief to the center for fear that he would be punished or killed if he refused. He said, "When they took me away I was so lonesome." At this point in his speech, he became very emotional and took a moment to compose himself. He continued his story by describing the change in his father when his mother left. He said his father stopped talking and smiling. His father was then assigned to work as a midwife in a hospital. Soon his father was taken to be killed in another village. He learned this from his aunt and a neighbor. The KR then tried to search for his father's children but could neither find Saing Sarin nor his sister because he had lived with his grandmother and his sister had changed her name. Someone came and told him he had no parents anymore and to do what he is told to do. When the Vietnamese troops came into Cambodia, the children scattered to find their parents but he and his sister were alone. He was angry with the children that still had parents. He finished by saying he has gotten rid of the urge for revenge and thanked DC-Cam for the opportunity to study the DK regime and teach this to students.

Some questions from trainees included:

Why did people in Chhen Ork village accuse you of being 17 April people? (because of his father) [there is some confusion about how he can be considered new if he was born in the village, no consideration of class analysis]

Can you describe the difficulties you faced from liberation to becoming a teacher? (“I wanted to become a doctor and learn French but I did not have enough money; I started to study in 1998 at RUPP; did not want to become a history/moral teacher but a chemistry/mathematics teacher; ended up getting one of two history positions but was very disappointed at first)

B. LARGE GROUP HISTORY LESSON CHAPTER 7

Mr. Mao Veasna

Mr. Mao Veasna started the morning session by asking the trainees to summarize what they have learned about DK history so far. Trainees volunteered to summarize what they learned in each chapter. Moving to chapter seven, he read and summarized the chapter. He read the questions and answers from the guidebook associated with chapter seven. He talked about his experience studying with KR teacher who made a mistake while teaching math. When the teacher made a mistake, he complained to the co-op chief about this mistake. The young students had to work collecting fertilizer. He also reviewed chapter eight on the security system. He also shared a story about his aunt being raped before being taken to be killed.

Some questions/comments from trainees included:

The author used the word “purge.” What word did the KR use at that time? (one participant said “wipe out”, a facilitator said she did not know; varied place to place)

Where did the KR get the black uniforms? (dyed clothes black using mar khleu and other kinds of fruits or plant)

How could the KR build dams and complete irrigation projects if they killed the intelligentsia, including engineers?

What was the relationship between S-21 and lower level centers? (the lower centers received orders from higher up; communication was through messenger)

Why are there only good (non-violent) pictures in the book? (the purpose of the book is to reconcile; did not want to cause trauma)

C. SMALL GROUP MODEL LESSONS

The trainees separated into their four groups for the afternoon mock lesson. I observed the group facilitated by Mr. Mao Veasna.

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 40

Mock Lesson One:

Mr. Saing Sarin began by asking students to summarize the four-year plan and life under it. Two students offered answers. Next, he wrote the date, chapter 7 lesson title, and objectives on the board. He asked a student to read the objectives aloud. Then he instructed students to open the textbook to Chapter 7 and begin reading aloud. He made sure to break up the sections. He asked students the meaning of the lesson, what they know, and what they want to know (used K-W-L chart on board). He asked students about marriage under DK and elaborated on the student's answer. Then he instructed them to turn to the marriage section in the textbook and look at the photos. He explained how marriage today differs from marriage under DK. He also discussed the different style of dress under DK. He assigned questions to the students in two groups and had them write their answers on the board. After expounding on the students' answers, he moved to defining the key terms: "new people," "loyalist," and "massacres." He directed students to their workbooks to answer questions (listed in the guidebook) aloud. He assigned homework to read chapter 8 before ending the lesson and told them to go to the library to find a book to read and avoid the mistakes of the KR.

Facilitator feedback:

Teaching is better today, not as nervous

You did not explain the objectives, just had student read them

You should allow more time for students to answer questions

Mr. Mao also said there is no perfect lesson plan. Teachers should use the guidebook as an instructional light.

Mock Lesson Two:

Mr. Say Meu began by greeting the class. He asked review questions about living conditions during DK. He wrote the lesson title on the board and read objectives aloud. One student volunteered to describe his life under DK and after it. He talked about his experience during the evacuation of Phnom Penh and his feelings of not wanting something like this regime happen again. The teacher asked someone to elaborate on the bad effects of the KR. He assigned homework for students to write a diary entry of their parents' experience and bring them in to discuss.

Facilitator feedback:

The teacher should utilize the diary entry in the guidebook for in-class reading

The teacher must also instruct students how to organize their writing.



Small group session at the Kandal province teacher training. Photo Pong Rasy Pheng.
Source: DC-Cam.

Mock Lesson Three:

Mr. Chim Keo began by writing the chapter/lesson title on the board. He taped copies of the two photos in the guidebook on the board and asked students to describe what was happening in the photos. He also asked students to define what “interview” means and elaborated on students’ answers. Next, he wrote the objectives (from guidebook) on the board and explained them. He then placed a partial list of interview techniques on the board in 3 parts: pre-interview, interview, and post-interview. He asked students to offer tips he had omitted in the list. The list included:

- Pre-interview
- Know background info
- Interview
- State purpose and length of interview
- Ask clear, open-ended questions
- Build rapport
- Do not interrupt
- Take accurate notes
- Post-interview
- Say thank you, give well wishes

Review notes with interviewee

Next, he taped six questions on the board randomly and asked students to place them in a logical, chronological order. The students then reviewed the answers and completed a mock interview. Finally, he reviewed what the students learned during the lesson and assigned homework for students to go home and interview someone about their experience under DK.

Facilitator feedback:

Very good teaching and preparation

Gave clear explanations

D. CLOSING SESSION

Mr. Rasy closed the day by briefly reviewing good interview techniques. He stressed active listening, eye contact, not interrupting, and not asking direct or inappropriate questions like “how many people did you kill?” He also said to ask follow-up questions and make sure your notes are accurate.

E. STRENGTHS

Time management has improved considerably, which has allowed more time for trainees to practice their lessons without rushing.

The allotment of time for trainees to draft lesson plans has led to more effective and smooth-running mock lessons.

V. DECEMBER 2, 2009 KANDAL TRAINING DAY 5

A. FILM SCREENING Film Screening

Trainees viewed the film *Behind the Walls of 21: Oral Histories from Tuol Sleng Prison* to start the morning. The film featured oral histories from Chum Mei (former prisoner), Him Huy (former guard), and Bou Meng (former prisoner). Since there were no questions from trainees, they requested to listen to the song “Transform the River of Blood to the River of Responsibility” during a short break.

B. LARGE GROUP HISTORY LESSON CHAPTER 9 AND 10

Mr. Mao Veasna

Mr. Mao Veasna began the textbook review with chapter nine concerning S-21. He read and summarized the material directly from the textbook. While reviewing the regulations of S-21 he

shared his personal experiences, saying he responded immediately when asked something by cadre to survive. After covering chapter nine, he moved on to chapter ten.

Some questions from trainees included:

Were the security regulations posted on the walls for prisoners to see?

Did the standing committee draft the regulations or did the staff at S-21 draft it?

Did the interrogators torture prisoners of their own will or were they following higher orders?

Why weren't prisoners killed immediately if S-21 was a place for killing? Why interrogate them?

How many ministries were there during DK?

Why did the KR export rice to China when people were starving? Did the countries receiving exports know people in Cambodia were starving?

Did the KR get torture and purge ideas from China?

Why do the photo captions not specify what foreign delegation is captured in the photo? Students may not be able to connect the photos with the content of the chapters.

Have the five KR leaders on trial read this book? Have they admitted to such crimes? Has DC-Cam ever interviewed any of them?

Did the name Pol Pot come from "political potential"?

After discussion amongst the group, it was decided that the trainees would spend part of the afternoon session drafting lesson plans.

Due to a number of questions about DK history, Mr. Sambo Manara spoke and answered trainees' questions in the afternoon session. He explained that the guidebook went through many drafts before publication. He said the trainees have the honor of being able to teach this history, especially at this time with the ongoing trials. The difficulty of teaching history is remaining unbiased while doing so. He warned them to avoid falling into the trap of hateful speech and be careful when drawing conclusions. He spoke of his son who asked why he did not rebel or take revenge, who was using a contemporary view to analyze past events. DK is a historical experience. The historian finds the good and bad of the past. Writing history is not like writing a novel, it is based on evidence and fact. He encouraged the teachers to have a broad range of knowledge. Mr. Rasy read a portion of an Asian history book in English and Mr. Manara translated it into Khmer to demonstrate the commonalities between the conflicts between Japan and Indonesia and North and South Vietnam. North Vietnam considered Cambodians lower people. In turn, not knowing the context of the conflict, Cambodians disliked the Vietnamese. The Thai considered themselves better than Cambodians and Laotians. He did this to

demonstrate how everyone needs to be aware of the context of history. He said that despite not being valued as history teachers, they are peace heroes.

Questions:

What word should be used to describe the photo of a foreign delegation at the beginning of chapter 10? (could say Chinese)

Why are there no photos of suffering and torture in the textbook? (including such photos may make the country unstable since the thinking of the child is not like that of an adult)

Why aren't the Chinese advisors being tried? (law states that only KR leaders can be prosecuted; do not blame others for our actions)

Can you explain the photo of Cham Muslim girls in the "Clashes with Vietnam" section? (Pol Pot used Cham soldiers to fight against Vietnamese feeding off of the history of the 16th century land conflict)

Can you compare the DK Four-year plan with other communist countries Five-Year plans? (documents show that Pol Pot was sure they only needed 4 years to develop the country)

Mr. Rasy elaborated on the question of why the Chinese are not being prosecuted at the KR tribunal. He explained that the tribunal took many years to materialize and the stipulations said only KR leaders could be prosecuted and the jurisdiction years are only from 1975-1979.

C. SMALL GROUP MODEL LESSONS

The trainees broke out into their small groups for mock lessons. I observed the group facilitated by Ms. Chin Yahan.

Mock Lesson One:

Mr. Heng Socheat began by greeting the class and taking attendance. He then wrote a K-W-L chart on the board and asked students what they already know. They answered with the Four-year plan and interview techniques. They wanted to know about diplomatic relations, S-21, and the conditions in S-21. He explained that they would only cover S-21 in today's lesson. He taped the objectives (slightly varied from those in the guidebook) to the board and read them aloud. He wrote definitions for the words "regulation," "torture," and "traitor." Next, he asked students to take out their workbooks and answer the discuss questions (posted on board and different from guidebook) in groups of three.

Questions:

What is S-21? Please describe.

Who was the majority of prisoners at S-21?

Please describe the condition of prisoners in S-21.

What methods did S-21 use to interrogate prisoners? What were the majority of confessions about at S-21?

The groups then posted their answers and discussed them as a class with elaboration from the teacher. To close, he asked students what they learned and wrote it in the K-W-L chart. He assigned homework to read chapter ten.

Facilitator feedback:

Asked if students learned a lot with this teaching method (yes)

Teaching today is better than yesterday

The teacher should use the student workbook.

The teacher should show photos of S-21.



A provincial trainer modeling lessons at the Kandal provincial teacher training. Photo by Pong Rasy Pheng.
Source: DC-Cam Archives.

VII. DECEMBER 3, 2009 KANDAL TRAINING DAY 6

A. LARGE GROUP HISTORY SESSION

Trainees began the morning by singing the song “Transform the River of Blood” together. Mr. Chim Keo was commended for creating the best lesson plan and was asked to present a mock lesson in the afternoon.

Mr. Mao Veasna and Mr. Rasy reviewed the final section of the textbook and answered questions from the trainees about the material. One trainee shared a story about his village chief hiding some rice he did not report to Angkar. Another trainee spoke about witnessing six Jeeps chasing So Phim’s people in Svay Rieng province. The trainees also discussed things like superstition under KR.

Some questions/comments from trainees included:

Why did the Vietnamese launch an attack on Cambodia? (KR attacked Vietnam first)

Why did Vietnam withdraw from Svay Rieng Province (KR had a ceasefire with Vietnam)

One trainee suggested not using lessons from the guidebook without objectives. (they were advised to write their own objectives in those cases)

What exactly does reeducation mean? (they would be sent to build a dam or canal, most sent for reeducation disappeared)

What is “smash”? (similar to purge)

Chim Keo suggested collecting the words the by KR at the time to have a historical record.

B. LARGE GROUP MODEL LESSONS

Mr. Chim Keo gave an excellent teaching demonstration to the trainees based on his original lesson plan. He began by greeting the students and taking attendance. Next, he asked students to take out their books and turn to page 72, instructing them to describe what they saw in the picture on that page. One student responded that he saw children wearing black uniforms with short hair, their faces looked sad. Mr. Keo confirmed saying, “So from this photo, we can see the unhappiness of those children.” They viewed another picture on the page and concluded that those children also looked sad or unhappy. Mr. Keo then began to review the lessons for the Second Semester exam. He used a K-W-L chart to organize students’ previous knowledge and desired knowledge. The last section remained blank for the moment.

1. When did the KR come to power?

2. How did KR come to power?
3. The living condition of people during DK regime?

K	W	L
The origin of Khmer Rouge Coming to power Living condition of people	The fall of DK regime	

Before going to the lesson, he explained the objectives of the lesson, which can be found in the Teacher's Guidebook. Then, he asked students to form three groups. He gave one huge paper (discussion questions) to each group.

The questions are:

1. What are the bad effects of Pol Pot regime?
2. From what you can see, what are the hardships and acts of braveness of the victims?

He gave his students 20 minutes to discuss and answer the questions. While the students were discussing the questions, he walked around, asking whether they know what they are supposed to do or not. After finishing the discussion, one student in each group was asked to tell everyone about the group's answer. Then he praised his students, saying "good" and "thanks" all the time. After their responses, he rephrased his students' answers and explained the answers in more detail, emphasizing important points. To check his students' understanding, he asked students some questions relating to what they have learned today. Finally, he asked his students to review all the lessons when they get back home, so that they will do well on the Semester Two Exam.

Feedback from Participants: Ya Han, the National Trainer, asked if the trainees thought that the two questions were good and if they meet the objective of the lessons. The participants thought they did. Yet, some participants expressed concerns relating to the time to teach history in the school. They said that the time allocated by the Ministry of Education is not enough to teach one lesson because they have only an hour to teach the history. For example, this lesson is long, and students should have more than 20 minutes to discuss the lesson. Other teachers responded to this concern by saying that teacher's need to do their best and be creative in the classroom.

Other concerns that were raised with the teaching methodology was that students do not have enough time to copy or write the answers down in their notebook. Some people responded with this concern saying that it was OK if students did not have time to copy what is written down on the board. One teacher said that this was an example of Student-Centered teaching and it was OK if they did not write it down from the board because they have their textbooks. The National Teacher, Ya Han, also said that student notation is not as important as long as the students can answer the questions and understand the lesson. Yet, these responses did not appease all participants. One trainee said that "We cannot teach our students by using Student-Centered methodology, we lack the teaching material." However, some trainees enjoyed the new teaching

style, saying that all teachers should use or adapt this teaching methodology and forget the “old teacher-centered” history.

C. SONG REVIEW: “BREAK THE SILENCE”

Trainees discussed their views about the meaning of the song Break the Silence. One trainee said the river of blood means thousands and thousands of people perished during the DK regime. Other participants concluded that this song refers to national reconciliation. It also refers to the perpetrators, wanting the real perpetrators (including the Khmer Rouge leaders and low-ranking Khmer Rouge cadres) and victims to have responsibility for what occurred.

The trainees concluded that everyone, the victims and perpetrators, should collaborate to clean this river, so that we can use it as a normal river and it is not a river of blood anymore. One trainee stated that the river in front of Chakto Mok (river in front of the Royal Palace) used to be the blood river because many people died in it due to the fighting between KR soldiers and Lon Nol soldier (civil war 70-75).

Teacher Ya Han:

“We have to do something to achieve our national reconciliation prior to we transforming the river of blood. Reconciliation can take place inside your home, your workplace. There is no racist and class struggle. Speaking of responsibility, not only should the victims and perpetrators be held responsible, but we, as teachers, also need to hold responsibility in our society. To sum up, we have to achieve the national reconciliation and accountability before we can transform the river of blood to the river of responsibility.”

Mr. Rasy:

“Speaking of songs, during the KR regime, we heard the song, Brightly Red Blood which mentioned the struggle and sacrifice for the Revolution. Next, after the fall of KR regime, we heard another song, Oh Phnom Penh that expressed the anger and hatred of KR survivors towards to Khmer Rouge. Now we hear another song, Break the Silence. At the end of that song, we hear the words “Speak Speak Speak.” Speak means we should tell what happened during DK to our next generation so that such horrible and darkest history will never ever happen again in our society. During that time, I am sure, you know that many people died and their blood could become a lake or river. We changed from the killing fields to national reconciliation. You can do that (help build our national reconciliation) because you will teach the younger generation DK history.”

All trainees closed the day’s session with the singing of the song.

VIII. DECEMBER 4, 2009 KANDAL TRAINING DAY 7

A. ADDITIONAL LEARNING ACTIVITIES AND REVIEW

Trainees began the morning by singing the song “Transform the River of Blood” from the play *Breaking the Silence*. Ms. Chin Yahan also distributed a sample lesson plan and the trainees reviewed it carefully.

B. GENERAL REVIEW AND Q&A SESSION

Ms. Chin Yahan answered lingering questions about the textbook material for the trainees and engaged them in a discussion about various issues they face as teachers, especially dealing with corruption and poor living conditions. Mr. Rasy also shared information about his family’s experience as teachers. Trainees also discussed wider issues of Cambodian society like the ranking of professions, child prostitution, and the responsibilities they have to students as role models.

Some questions/comments from trainees included:

Teachers have to show students we appreciate their answers by offering small words of encouragement after they respond.

Trainees showed concern about the lack of value on education and focus on monetary income.

In the afternoon, Mr. Rasy told trainees that copied materials such as DVDs and CDs would be distributed the next time the group meets during the next phase of training. Trainees asked when the next training would begin and he responded probably in early April. Certificates have been prepared and are awaiting signature from the Minister of Education.

C. SURVEY AND EVALUATION

At the close of training, the trainees were asked three questions assessing their previous and post-training knowledge of DK history. Their responses are detailed below.

Raise your hand if you have been to Tuol Sleng or the killing field prior to this training. (5 of 26; 19%)

Raise your hand if you think you had a strong historical knowledge on the History of Democratic Kampuchea prior to the training. (26 of 26; 100%)

Raise your hand if you think you would be comfortable with teaching this history in the classroom after the training. (26 of 26; 100%)

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 50

D. GENERAL COMMENTS FROM TRAINEES:

Trainee from Kandal province Thanks Dc-Cam for Knowledge Gained

“Thanks to DC-Cam and the national facilitators for teaching this history. It has helped me learn more. For example, previously I was only aware of a few prisons. Because of DC-Cam documents, I have learned there were nearly 200. It is an honor to be here.”

Trainee from Kampong Speu Requests More Documents

“I had no knowledge of DK before this training. I have learned a lot here and hope to do more research on my own. Thank you to DC-Cam. I would like to request from DC-Cam more documents (e.g. songs, map, slogans, DVDs) to help us teachers in our classrooms.”

Trainee from Kampong Cham Thanks Everyone

“Thanks to everyone here, facilitators and DC-Cam. The facilitators helped our process go smoothly, especially the lesson plans. Mr. Sambo Manara’s speech helped us understand DK better. I was born during DK so I feel I have a better understanding of DK regime. Thanks to DC-Cam for being willing to support us and provide documents.”

Trainee is Inspired by this Teaching, Wants Guidebook to suit Cambodian Teaching

“I have learned a lot in this training. Attending this training has made me want to do more research on DK history. I am very interested in DK history and I want to do research in English. I want to listen to scholars like David Chandler speak in English. I want to know if some parts of the teacher guidebook can be changed to suit the Cambodian style of teaching. Even I sometimes cannot relate the objectives to the lessons.”

Trainee Requests Copy of Documents

“I want to request a 1.5 hour lunch break in future trainings. There is a lack of documents. For example, there is not much detail about the four-year plan in the textbook. If a teacher lives 400 km away, it is hard to get to DC-Cam. For the next training I would like everything, all documents, to be ready for us.”

Trainee Wants More Methodology Instruction

“I like that the schedule is given to every trainee. There were only a few changes to the schedule. DC-Cam is hard working and it motivates us to work more. The staff did not talk too much. For the negative points, usually we work in groups for a lot of time during the mock lessons. We need to assess when students should work in groups. When we were in a big group, we were able to discuss our lesson plans. We were not well prepared for the role-playing exercise. DC-Cam should have shown the pictures on the big screen but did not do so. Since the staff is trained in interviewing skills, they should have demonstrated how to do an interview for us. I wish you good luck and hope to see you soon.”

Trainee Requests Copy of Documents

“I want to ask about the important documents. I want a copy of the documents noted in the footnotes of the textbook to be given to me. I want documents relating to the chapter content.”

E. COMMENTS FROM PARTICIPANTS

Participant (Mr. Seng Lyrathanak) comments:

“I think the training so far has been interesting. I have learned many things about DK that I never knew before. It is good to learn new teaching methods. Most of the things I did not know before have been covered in the training. I will take what I learn back to my students. The testimonies from survivors like Mr. Sambo Manara and others are very helpful. I can share my experience with other teachers. After the training, I believe I will succeed because I will follow what the national teachers teach me. This will help improve my teaching technique. I will integrate what I learn to my students before training other teachers. I will also use important points of what I learned in other curriculums such as Khmer studies and geography.”

Participant (Mr. Sam Vicheth) comments:

“The training is very good because it clears my doubts about my understanding of the DK regime. I was born after DK so I need a good background to teach students. With training, I can develop lesson plans, techniques, and documents about the history. The trainees can discuss our experiences from different provinces. The international speakers like David Chandler were very helpful and informative. I want to thank the Ministry of Education and DC-Cam, especially Youk Chhang, he is a good person, and the staff is all very friendly and always listening to our requests.”

F. CLOSING REMARKS

Mr. Sambo Manara

After hearing the trainees' responses to the training, he spoke briefly about reconciliation. He said the government is focused on peace. Some asked why the photos of suffering were not in the book. It happened in the past and we should use it as a light to our path. Teaching history is reflective. It is very important to see and read about things that happened and think critically about them before teaching or explaining them. He encouraged trainees to contact him if they have any questions. Trainees requested a contact list to contact each other.

G. OVERALL STRENGTHS

Gaining Historical Knowledge Many trainees prior to the training did not have a firm grasp on DK history. In the early days of the training, many had questions on basic facts of the regime, which demonstrated a lack of understanding on more elementary concepts. As Mr. Seng Lyrathanak says below “I have learned many things about DK that I never knew before.”

Sambo Manara Sambo Manara did an excellent job going over the history sections and also helping trainees think through issues related to national reconciliation. The lectures he presented were inspiring and encouraging and brought this training into a larger context.

Large Group Mock Lessons Demonstration It was particularly useful to have Mr. Chim Keo demonstrate his original lesson plan to the trainees based on his original lesson plan. By conducting this in a large group setting, every person was on the same page. It also opened up the floor for larger discussions relating to teaching methodology and helped participants collectively work through problems they had been facing throughout the week.

Open-Mindedness of Participants Trainees were eager to learn teaching methodology and history and expressed great interest in learning more about the regime. Working in a positive environment such as this one facilitates more engagement with the material.

Free Time Given to Work on Model Lessons Time was used wisely in letting teachers spend an hour or so a day to work out their own model lessons. Doing this activity improved the quality of their lessons.

H. OVERALL CHALLENGES

Trainees Are Not Giving Feedback It appears that trainees in this region did not provide feedback or comments during the small group model sessions. They also were unresponsive to films and guest speakers. When trainees do not provide feedback to each other, discussion is limited and trainees do not learn from their teaching. It also demonstrates a lack of critically thinking and analyzing on the part of the trainees, only thinking that the “group facilitator” has the “right” answer.

Free Time Could Have Been Used for Large Group Mock Lessons Rather than individually working on lesson plans, the coordinator could have asked National Trainers or Provincial Trainees to conduct mock lessons for the large group. Doing so, would have provided trainees the chance to see and learn from other teaching methodologies and also give the trainees a role in the process.

K-W-L Chart In most instances, trainees stuck to their mock lessons using a K-W-L chart. Rather than venturing into other teaching methodologies and diversifying their classrooms, I saw a repetition of the K-W-L Chart being used as the framework in most small group model sessions. Perhaps this stems from the fact that the only large group modeling session used a K-W-L chart so the trainees thought this was the “right” thing to do.



Provincial trainees, DC-Cam staff, and international experts at the Kandal teacher training. Photo by Pong Rasy Pheng. Source: DC-Cam archives.

I. OVERALL RECOMMENDATIONS

Allocate More Time for History Teaching Trainees expressed concerns over the little amount of time history teachers had in the classroom. They felt that their teaching was of little value to the government and to Cambodian society. This lack of self-esteem in their work obviously influences their quality of work. They also said it was difficult, if not impossible, to teach these lessons and the history in such little time as allocated by the Ministry of Education.

Facilitators Should Encourage Feedback If trainees are not responding to situations that should have some debate, they need to take responsibility and action to provoke debate. In small group modeling sessions, teachers must also be encouraged to give positive and negative feedback to each participant. One way of encouraging constructive criticism is to go around in a circle and have each participant state something positive about the lesson, something negative or room for improvement, and end with something positive. Doing this helps teachers think critically on their own and will prepare them to train other teachers at the village level.

Do More Large Group Modeling Sessions As seen in this report, most trainees stuck to the use of the K-W-L chart and seemed uncomfortable to deviate away from this methodology. Having more large group modeling sessions would give participants a chance to see other teaching methodologies and ways one can conduct various lesson plans from the guidebook.

Provide More Documents to Teachers As a trainee said in the closing session, “If a teacher lives 400 km away, it is hard to get to DC-Cam.” He is right. Villagers will not have the time or probably the financial resources to travel to Phnom Penh to visit DC-Cam. DC-Cam should bring with them some primary sources to the next training session and distribute to all of the participants.

J. CONCLUSION

The importance of this training became clearer each day as trainees learned facts about the DK regime and were held accountable for a critical, clear-headed understanding and analysis of the material. In the early days of the training, many had questions that showed a lack of understanding on the basic facts of the regime. As the amount of information increased and trainees were exposed to the atrocities of the regime, the search for someone else to blame for the horrendous acts committed by the KR was remarkable. Mr. Sambo Manara was particularly effective in helping trainees think through these issues and accept them as the only way to move forward to reconciliation. Most of the trainees were open-minded and learned to think critically about the information learned during the sessions but a small number of them seemed recalcitrant to new teaching methods and unwilling to adapt them for their own teaching styles. In general, the group used the guidebook either word for word or as a starting block to developing their own lesson plans. The most effective and captivating trainees showed liveliness during their mock lessons, a critical engagement with the material, and an intellectual curiosity for further independent research.

Marquita Smith holds a B.A. in Journalism and most recently an M.A. in English and Women’s & Gender Studies from Rutgers University – Newark. She has published a scholarly essay as well as various news features. Ms. Smith plans to begin a Ph.D. in English and Cultural Studies at McMaster University in September, 2010.

ASSISTANT: SENG KUNTHY

Provincial Teacher Training Program: Prey Veng Region

Coordinator: Dr. Phala Chea

National Facilitators: Mr. Diep Sophal; Mr. Ten Kim Ton; Mr. Va Vuthy; Mr. Yin Sothea; Mr. Soamanoas Phirum

Recorder and Evaluator: Mr. Chea Tem



Provincial trainees, national teachers, DC-Cam staff and international experts at the Prey Veng province teacher training. Photo by Phalla Chea. *Source: DC-Cam.*

I. NOVEMBER 28, 2009 PREY VENG TRAINING DAY 1

A. OPENING REMARKS

Mr. Sophal Him,

The Chief of the Department of Education, Youth and Sports of Prey Veng-Svay Rieng

Mr. Sophal Him gave a brief speech to open first day of training. He reminded all the attendees to consider this training seriously, viewing it as a tool for their professional development. It should also be an opportunity for them to improve their teaching career. He also reminded all of the trainees to use the book of DK history authored by Kamboly Dy as the only source of

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 56

reference. He also thanked all DC-Cam staff for their effort in organizing such an important training.

Dr. Phala Chea

Prey Veng Coordinator and co-author of the Teacher's Guidebook

Then, Dr. Phala Chea started the session using an icebreaker to self-introduce themselves to the whole class. Dr. Chea asked everyone to introduce themselves by telling their name, position, place of residence, what they like to do and eat. After this brief introduction, Dr. Chea explained the meaning and the importance of having an icebreaker. The trainees understood the concept and were able to give examples. Dr. Chea asked if they could demonstrate some of the examples throughout the week. Afterwards, the trainees created their own classroom rules/norms. Dr. Phala Chea explained the objectives and rationales as well as the importance of “genocide education.”

Mr. Vuthy Va,

Ministry of Education, Youth and Sports representative

Mr. Vuthy Va talked briefly about the different teaching methodologies/lessons being developed for the different education cycles in the future. He also reminded everyone to use their previous training in Phnom Penh as a knowledge base for this training.

B. AFTERNOON SESSION

Dr. Phala Chea began the class by reminding everyone to use all the books provided from the previous training in Phnom Penh as a source of reference. She presented one of the teaching techniques from chapter one and two of the Teacher's Guidebook. Dr. Chea asked trainees about their prior knowledge of Khmer Rouge. She used the trainees to create a K-W-L chart as a way to discover their prior knowledge regarding Khmer Rouge. Dr. Chea discovered that many of the older trainees knew a great deal about the Khmer Rouge, but also had a lot of questions. The younger trainees also had a lot of prior knowledge, but admitted that they learned from their families. Dr. Chea asked the trainees whether they have used a strategy similar to K-W-L in their classrooms. The trainees responded they have never seen the K-W-L strategy but like the concept. At the end of the day, the trainees were asked to evaluate the first day of training evaluation.

II. NOVEMBER 29, 2009 PREY VENG TRAINING SESSION DAY 2

A. MORNING SESSION

To open today's session, Dr. Phala Chea and other national facilitators took turns to welcome the class, to review the previous day, and to listen to concerns and/or questions. They also informed trainees about the requirement of attendance. Then, Mr. Sophal Diep briefly talked about his degree, his books, his interest in teaching and his personal story. He also encouraged others to perform their teaching career correctly.

B. LARGE GROUP MODEL LESSONS

In the afternoon, Dr. Phala Chea modeled lessons from chapters one and two. Her modeling included:

Asked students if they have ever heard the story of KR told by their parents or relatives regarding the forced labor, ration, forced evacuation from cities, new people, base people, mass killings, group killings, collectivism, forced marriage in large and small groups, forced labor on children.

Gave definition of the word genocide.

Offered trainees to look at photos/pictures in the history book, and asked them what they thought and felt about the pre-KR and post-KR period.

Asked students to describe personal experiences, such as the loss of their family members and how it affects them current life.

Then, some of the National Trainers modeled sections of the guidebook, asking students to use the Student Workbook and to prepare the next lesson. National Trainer Vuthy Va led a Question and Answer section regarding teaching techniques. During this activity, he showed the objectives to the whole class and ways in which they can prepare for the lesson.



Prey Veng province teacher training. Photo by Phalla Chea. Source: DC-Cam.

C. SMALL GROUP MODEL LESSONS

Then, the whole class divided into three groups. National Trainers, Dr. Phala Chea, Mr. Kimton Ten, and Mr. Vuthy Va led the small groups.

Mock Lesson 1

Dr. Phala Chea

Phala started promptly by introducing the names of the presenters and the objectives of the lessons. Then, they used a K-W-L chart to introduce the text. Trainees then had the opportunity to ask questions to the presenters.

Mock Lesson 2

Mr. Kimton Ten

They asked Provincial Trainees to read silently and then asked the Provincial Trainees to try to define keywords in the lessons. Participants were eager to attempt to define keywords. Then, Mr. Kimton Ten summarized the different techniques that could be used.

Mock Lesson 3

Mr. Vuthy Va.

He provided the lesson's objectives, highlighted all the lesson's keywords and the main points to be discussed in the group.

III. NOVEMBER 30, 2009 PREY VENG TRAINING DAY 3

A. OPENING REMARKS

Mr. Kimton Ten opened the session by summarizing what the class had learned from yesterday. He took this time to remind all trainees to use only the A History of Democratic Kampuchea by Mr. Kamboly Dy, the Teacher's Guidebook and the Student Workbook provided by DC-Cam as the main source of reference for this training and for the public schools in Cambodia.

B. LARGE GROUP HISTORY LESSONS

Mr. Sophal Diep, a Cambodian history professor, lectured the class on Chapter 6 about the Khmer Rouge's Four-Year Economic Plan (1977-80). Mr. Diep described how and why the Khmer Rouge four-year's economy plan did not work. He also explained that the plan was a well-planned policy and forced the whole population to abandon individualism for collectivism. Then, Mr. Diep moved to the forced evacuation of Phnom Penh on April 17, 1975. He said that the Khmer Rouge evacuated Phnom Penh on the pretext "for security reasons from the American air strikes" or the possible counter-attacks from Lon Nol forces. According to Mr. Diep, there was a second evacuation, which happened during the end of 1975-1977 when the Khmer Rouge moved the "April 17th people/New people" to the rice fields in North-West Zone in Pursat and Battambang provinces. The Khmer Rouge planned to produce three tons of rice per hectare. However, this plan was not realistic and caused lots of suffering, starvation and deaths.

There was some time for questions from Provincial Trainees. One of the questions asked was "Why did the Khmer Rouge failed to implement their policies when they were mostly well educated and from abroad?" Another question asked was related to the educational system during KR regime. "Did it exist under what form?"

Mr. Sophal Diep then gave a lecture on "the fall of the DK" (01/07/79). He explained how the Front of Liberation of Kampuchea had been created and who were its important leaders. Mr. Diep also explained how and why the Vietnamese forces were attacking the DK and who supported them (Financial and armament supported by the Soviet Union). After the fall of DK, China invaded Vietnam in February of 1979.

C. LARGE GROUP METHODOLOGY

Mr. Vuthy Va gave a brief speech about the importance of different methodologies, which Dr. Phala Chea demonstrated in the last 30 minutes of the morning session. Dr. Phala Chea asked all of trainees/facilitators to express their own opinion of the past three days of training--- what did we learn and remember? She asked the trainees to share their interests for the remaining training days. Most trainees indicated that they had an opportunity to learn more new information

regarding the DK regime and its history. In addition, some expressed their willingness to try to use the new teaching techniques.

D. SMALL GROUP MODEL LESSONS

The lesson for this afternoon was on the creation of DK government.

Mock Lesson One, Chapter 4, Lesson 1 Mr. Bunroeun You

Mr. Bunroeun You gave lesson objectives, and then explained the keywords in the lesson. He also provided his group members to read, think, and respond. He encouraged participation by asking questions, or writing the answers on the board.

Mock Lesson Two, Chapter 5, Lesson 1

The lesson was about Khmer Rouge administration and different zones and districts. The Provincial Trainee allowed its “students” to take turns to read the lesson from the DK-history book (it took more time for this technique). After completing the reading, the presenter wrote down lesson objectives and explained keywords. This group was then divided into 3 small groups. With a question written on a piece of paper, each person in the small group worked quietly. There was very little discussion.

Mock Lesson Three , Chapter 6, Lesson 1

The Provincial Trainee displayed lesson objectives on the board with the keywords. He used the history book and asked group members to write down what they know about the form of KR administration, the different zones/districts. To conclude the lesson, the presenter summarized the lesson and used Q & A as a final stage of the lesson.

After the mock lesson, the small group members and facilitators offered constructive feedback. We all agreed that the instructor of the lesson was well organized and that we like the fact that he presented learning objectives and keywords for the students to see. In our feedback, we suggested that he use more than think-pair-share activity. We suggested that he use the jigsaw.



Small group session at the Prey Veng province teacher training. Photo by Phalla Chea. Source: DC-Cam.

IV. DECEMBER 1, 2009 PREY VENG TRAINING DAY 4

A. OPENING REMARKS

Today was special for those who volunteered to tell their life experiences during Pol Pot time. There were five members who were willing to talk 10- 15 minutes about their personal experience.

Mr. Sophally Chen, from Kamchay Mear, Prey Veng. Mr. Sophally Chen was a former Buddhist monk who was disrobed by the Khmer Rouge. He witnessed former Lon Nol's soldiers who suffered from starvation, malnutrition, and torture. He also witnessed a killing field with many corpses of many at Tuol Svay in Prey Veng. He concluded that his cooperative was a little better fed and more tolerable than many other places. Mr. Chen spoke about his forced marriage during the Khmer Rouge regime. He was among a group of 40-50 people who had to select a woman to marry. This event took place during the morning. He said that the men stood in one line while the women stood across from them in another line. Each man was permitted to point to a woman of interest. Once the selection process was done, the couples held hands while they were pronounced married. The couples were then separated for the day to work in the fields. After an intensive day of work, they returned home to their partner/spouse to find that they could not remember who they were married to earlier that morning. Many ended up with a different woman for a wife.

Mr. Meak Khem

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 62

Mr. Meak Khem was in high school in Svay Rieng during the last day of Lon Nol regime. He was detained by the Khmer Rouge and jailed in a Buddhist temple because he was a student. In the jail, he suffered a lot from starvation and was also tortured very badly. He was terrified of the Khmer Rouge and tried everything possible to please them. He was once accused as a traitor of Angkar and was taken to be killed. In his fear, he even told the Khmer to tighten the rope around his wrists because it was loose. He did not want them to think that he was loosening the rope in an attempt to escape. Somehow, he managed to escape death. The Khmer Rouge kept him alive to take care of the dead and the wounded the Khmer Rouge soldiers who fought against the Vietnamese.

Mr. Bunroeun You

Mr. Bunroeun You lived in his native village throughout the Khmer Rouge time. Unlike some people, he had a pretty easy life as a teenager. He mentioned that his village did not suffer as much as others. However, he had to work very hard to please the Khmer Rouge but had enough food to stay alive. Mr. You said that when his older brother was sent to another province by the Khmer Rouge, he pleaded with his parents to let him follow his brother. He did not realize that they were sending his brother to a harsher working camp. Luckily, his parents did not allow him to go with his brother. This saved his life.

Mrs. You He

Mrs. You He described her life when she was a young child living under the Khmer Rouge. During that time she was old enough to help collect cow dung. Mrs. You was filled with emotions when she described what she had witnessed. She saw the Khmer Rouge tie up and blindfold three people. She witnessed the Khmer Rouge torturing them in a temple. She also witnessed the arrest of her brother and the killings of her relatives. Mrs. You had to stop her story because she was too distraught with the memories.

Mr. Sophal Ros

Mr. Sophal Ros was a child of a former teacher. He was very young during the Khmer Rouge period, but he remembered the arrest and the release of his sister. The same sister died a year later owing to the lack of proper medical care. He also mentioned that he witnessed a former teacher who tried to escape to Vietnam, but was arrested by the Khmer Rouge. The teacher was handcuffed and tortured prior to being killed. He also discovered several killing sites with hundreds of bodies around his village. Because he was very young, he had very limited memory of life during the Khmer Rouge. He only remembered what he actually witnessed and experienced.

B. LARGE GROUP GUEST SPEAKER

Mr. Youk Chhang, Director of DC-Cam

After a brief introduction by Mr. Vuthy Va, Mr. Chhang told the audience about the history book, the main interest of his office regarding “national reconciliation,” the methodologies of teaching DK history, and importance of discussing the difference between individuals who were Khmer Rouge versus Democratic Kampuchea as a whole. He also suggested to the teachers that

they should be open and tolerant when discussing the Cambodian genocide in order to build national reconciliation. He stressed that the teaching of this history is not to entice revenge, violence or hate. He also asked all the teachers to use the DK history book by Mr. Khamboly Dy as the only source of reference in the public schools. He announced that the opening of the third phase of training would be held in Siem Reap, Cambodia. The guidebook and student workbook will be revised and printed for the occasion. At the end of his speech, there was a Q & A. The trainees were very excited with the news that the opening of the third training will be held in Siem Reap. Almost all trainees have never been to Siem Reap and have never seen Angkor Wat. The trainees asked how they would be assigned to a team and where they would go to train. They asked if Mr. Youk could assign them to provinces far from their own so that they may have the opportunity to meet other educators and see other sites. Mr. Youk agreed to this request. During the Q & A, Mr. Bunroeun You requested DC-CAM to supply more teaching materials such as CDs, videos, computers, archives and pictures/photos relating to DK.

After Mr. Youk left, the trainees continued their enthusiasm in learning as much as possible to prepare themselves for their future training responsibilities.

C. LARGE GROUP MODEL LESSON CHAPTER 6, LESSON 2 (SURVIVAL BOX)

Dr. Phala Chea

After meeting with the National Trainers, Dr. Chea decided to model lessons that have not been selected by the trainees. Many of the trainees in different small groups have only selected Lesson 1 (Actively Reading) of every chapter to model, which was, to them, the easiest lesson to demonstrate. Dr. Chea demonstrated the ease of teaching a Chapter 6 lesson on creating a survival box. She wrote the learning objectives on the board for everyone to see and discussed them. She told the trainees to pretend to be her high school students. She asked some students to recall some of the knowledge they have about what life was like under DK. She wrote some of the answers down. Afterward she asked the students to imagine themselves living in that situation. She wrote down the scenario from the Teacher's Guidebook on the board:

“You live with your parents during the Khmer Rouge regime. Your living condition is unbearable. What would you do or what would you try to get in order to help yourself and your parents stay alive?”

Dr. Chea read the scenario and explained to the students what they needed to do. Because she did not have all the required materials in hand, she improvised by using sticky posted paper for the students to list three important items they would want to have to help themselves and their parents stay alive during DK. The students also needed to explain why. When the class did not understand the directions fully, she gave an example. She said that if she were in that situation, she would want to have a knife, medication and a bag of rice. She went on to say that a knife is important to have because she can use it as a weapon to protect or to hunt for animals. She can use the medication to cure illnesses and a bag of rice for when she is desperate for food to help herself and her family.

Once the students heard the example, they were able to complete the task. They all wrote down three items on their paper. After they finished, they were asked to share the items and their reasons/explanations to the class. Some of the items the students listed were: water, lighter, gold, blanket, clothes, medicine, rice and photo of their family.

After the lesson, Dr. Chea asked the trainees what they would do if their students list items that were not realistic under DK. One trainee answered that he would explain to students that many items we have now were not available back then – such as money and technology.

Dr. Chea reviewed the objectives from the Teacher's Guidebook with the trainees to see whether they have accomplished them. The objectives were:

Students empathize with the survivors of the Khmer Rouge regime.

Students describe the living conditions of life under the Khmer Rouge.

Students process and explain their survival skill.

V. DECEMBER 2, 2009 PREY VENG TRAINING DAY 5

A. LARGE GROUP MODEL SESSION

After a quick opening by Mr. Kimton Ten, Dr. Phala Chea conducted a mock lesson on the jigsaw exercise on genocide comparisons. She began the lesson by writing the lesson's objectives on the board. She told the Provincial Trainees that they were going to compare and contrast other genocides with the Cambodian genocide. The whole class was divided into 3 groups—each group was assigned to read about the genocide in Germany, Iraq, Yugoslavia or Rwanda. Then, the class was re-divided so that one person who read about each genocide was represented in the new groups. Each individual member of the new group formation reported to their new group members about the genocide in which they read and learned about in their first groups. The national facilitators and Dr. Phala Chea were moving around from group to group giving members additional directions or explanations. When the second groups finished discussing, the classroom was brought back together and compared and contrasted the atrocities in different countries.

Mr. Muny Khan from group 1 concluded that all genocides were well planned with systematic intentions to eliminate a different ethnic group, different religious or race group. Mr. Bong Pen, the representative from group two, displayed a very detailed chart to the class and presented causes and events that took place in Germany, Iraq, Yugoslavia and Rwanda.

While some confusion ensued with this exercise, Dr. Phala Chea gave the Provincial Trainees additional encouragement and support and asked them to try out at least a few new techniques before the training is over. Therefore, Provincial Trainees can “experiment” and familiarize themselves with new methodologies and techniques before presenting to the class.

B. LARGE GROUP FILM

Behind the Walls of S-21

Dr. Phala Chea wrote down and explained the objectives on the board and asked everyone to pay attention to the movie. The movie depicted Him Huy, a former Tuol Sleng guard and other survivors of Tuol Sleng speak about their experiences at the prison. While watching this movie, the whole room was very quiet. The atmosphere seemed so tense, and when the movie ended everyone looked mentally exhausted. Mr. Vuthy Va summarized the main points of the movie. The trainees talked about the Orientation Day when Mr. Him Huy and Mr. Norng Chanphal came to speak about their experience at Tuol Sleng. The film gave them a visual impression of what took place. They also spoke about the field trips to Tuol Sleng and Choeung Ek. A few training members spoke about the current trial of Duch. They asked how Duch could be so inhumane, so unfeeling, and so stoic about his leadership at Tuol Sleng.

The trainees expressed that they would also like to show films in their classroom, but their schools do not have computer, LCD, TV, DVD player or VCR. This challenge was well noted by Dr. Phala Chea, National Trainers and DC-Cam staff.



Provincial trainees sharing notes during the Prey Veng teacher training. Photos by Phalla Chea.
Source: DC-Cam.

C. SMALL GROUP MODEL LESSONS

The groups then broke out into small groups and worked out different methods and techniques on ways to discuss the emotional affects of victims and perpetrators. The trainees also had the opportunity to learn more about interviewing techniques as described in one of the lessons. They learned how to prepare and organize questions and how to take notes on important points when teaching students about interviewing skills. The trainees were asked to work with a partner to practice their interviewing skills for 20 minutes. Dr. Chea instructed the trainees to make a list of questions they would like to ask their partner. It could be about work, school, family, interests, hopes, dreams, etc. After they completed this task, answers to their interviewing questions were collected, and they were asked to sit in a circle.

Mr. Va presided over the next piece of the lesson. He began by reading the answers to the interview questions to see if anyone could identify the person behind the answers. Some were able to guess the person because they managed to learn about him/her through their interactions within the training.

D. CLOSING REMARKS

At the end of the day, Dr. Phala Chea demonstrated another model, the “Think-Pair-Share” and a simple technique of “brainstorming”. Dr. Chea asked the trainees to identify several techniques that they are familiar with or have used such as “lecture, K-W-L, jigsaw, visuals (using slide show or pictures/photos), Q & A, think-pair-share, brainstorming, ven diagram, interview, research, cooperative learning, brochure, hands-on, field trips, plays, creative writing and presentations.”

VI. DECEMBER 3, 2009 PREY VENG TRAINING DAY 6

A. LARGE GROUP HISTORY LESSONS

National Trainer Mr. Kimton Ten opened the session talking about what he learned thus far, and all the fresh methodologies and techniques taught by Dr. Phala Chea. Next, National Trainers Mr. Ten and Dr. Chea used a Brainstorming technique to teach about the “KR security system.” Every member wrote down his/her idea on the board. Then, Mr. Ten spoke in detail about the Democratic Kampuchea’s five different key security elements: Detention sites, enemies of Angkar, arrest, torture and investigation and killings. The trainees used A History of Democratic Kampuchea (1975-1979) textbook to elicit facts about the KR security system. The trainees discussed why the “KR Security System” and the “Four-Year Plan” failed.

B. MORNING LARGE GROUP MODELING SESSION

Think-Pair-Share

All Provincial Trainees then practiced the “think-pair-share” model with the lesson on DK’s foreign relations, and on ways to maintain relationships with foreign countries. Everyone seemed to agree that DK had no other diplomatic ties other than those of its communist allies such as China, Vietnam, Laos, Romania, Cuba, Yugoslavia, and Egypt (the only non-communist country.) To end the morning session, Dr. Chea explained how to make a brochure (3-fold brochure) and the ways in which it can be used as a good teaching tool. The trainees were asked to fold a piece a paper into three. They had to use their creativity to make a brochure of Cambodia. They were told that they could draw and write in order to describe and promote Cambodia. A few trainees volunteered to share their brochure with the class. The trainees wrote about the weather, economy, trade, government, tourist attractions, culture, history and vegetation in Cambodia. After the presentation, Dr. Chea asked the trainees about the benefits/advantages of having students create a brochure. The trainees said that this is a great way to assess students learning.

C. AFTERNOON LARGE GROUP METHODOLOGY AND MODELING

Dr. Phala Chea

Dr. Chea used the afternoon session to explain different student learning styles. She talked in detail about the importance of knowing each style. These styles included: listening, reading, writing, storytelling, hands-on, drawing, singing, creative writing, playing games, watching films and researching. Teachers must be mindful of the students’ learning styles and differentiate their instruction based on the students’ needs and interests. Dr. Chea asked the trainees to share their learning styles with the class. She took a survey of the trainees and wrote their learning styles on the board: 5 like to read, 3 like to draw, 4 like to listen, 2 like to research, 2 like to talk, 2 like to write. She pointed out that many of the lessons in the Teacher’s Guidebook were developed to support the different learning styles and interests of students. After the learning style discussion, she asked everyone to go outside and take a break. She invited everyone to get into a big circle and described a fun learning activity to engage them more, especially those who like sports. She tossed the ball to a trainee and asked him to call out one thing he has learned so far. After he responded, he had to pass the ball to another person for a response. This activity was repeated until everyone had a chance to laugh, stretch and review what he/she had learned. The trainees thought it was a great break and a nice way of reviewing a lesson or a unit of study.

VIII. DECEMBER 4, 2009 PREY VENG TRAINING DAY 7

A. OPENING REMARKS

Today started with an icebreaker. We did a lot of talking, requesting, suggesting, and thanking each other, especially facilitators and DC-CAM staff who devoted their time and efforts to the great cause of promoting national reconciliation. Many Provincial Trainees had high expectations for the next training. Some hoped that with their new knowledge of Democratic Kampuchean history and other interesting ideas about genocide and national reconciliation, they will help promote peace, nonviolence, and Khmer moral values with students, colleagues and neighbors. Others thought that the experiences gained from this training will make them an excellent role model for their school and students.

Because today was the final day, Mr. Vuthy Va summarized what we all learned and emphasized once again about choosing teaching materials and using DK history textbook, teacher's guidebook and student workbook published by DC-CAM.

At the end of the day, Dr. Chea presented a fun game called "problem solving". The class was divided into three groups. The members held each other's hands and had to work together to find a way to release themselves from the entanglements and form a circle without losing hold of each other. Dr. Chea pointed out that to solve a problem, individuals or groups have to be willing to change, to make a difficult decision, to work together, to work step by step, to find a common goal/solution, to discuss/talk about a strategy, and to forgive each other.

After the excitement of holding hands, climbing, stepping over, crawling under, laughing and talking together to get out of entanglements, the trainees understood and appreciated this activity and were able to make connections to the word "reconciliation." They said that the activity called for a great deal of teamwork, flexibility, forgiveness, and a whole lot of talking in order to solve a problem without losing anyone in the process.



Dr. Phalla Chea (font right) at the Prey Veng teacher training. Photo by Phalla Chea. Source: DC-Cam.

After the trainees calmed down from their excitement, Dr. Chea wrote the word “reconciliation” in a circle and then asked everyone to brainstorm ten words that relate to the word reconciliation. Afterwards, all trainees had to use their ten words to write a poem about reconciliation. Six trainees including one National Trainer volunteered to recite their poem in front of the class. Some sang and some lamented their feelings and emotions within the words of their poems. The results were impressive to the class. Below were poems written by them which are entitled “Reconciliation.”

<p>Khem Meak:</p> <p>In order to resolve,</p> <p>No matter how difficult,</p> <p>We must try our best.</p> <p>To help each other succeed</p> <p>In taking steps toward</p> <p>The opportunity of reconciliation,</p>	<p>Chamnan Huot:</p> <p>We must not fight.</p> <p>We must join hands to rebuild our nation.</p> <p>Our leaders must guide us to the road of forgiveness.</p> <p>We must be truthful and honest with each other.</p> <p>Together, together we must rebuild our nation.</p>
--	---

<p>We must be considerate of one another</p> <p>To ensure peace.</p>	
<p>Sothea Yin:</p> <p>Children of Cambodia, please remember</p> <p>That April 17, 1975 brought us sorrow and fear.</p> <p>This is a lullaby.</p> <p>Today we no longer experience fear.</p> <p>We must now live together in search of peace.</p> <p>We must now learn to forgive and to forget.</p> <p>If we continue to seek revenge, war and violence, the problem will never end.</p> <p>If we want to find peace, Cambodia must work together in search of reconciliation.</p>	<p>Chen Sophaly:</p> <p>Please forgive me</p> <p>For I have done wrong.</p> <p>Please have mercy and be empathetic.</p> <p>Please understand and believe in me,</p> <p>For I am Khmer.</p> <p>Please be thankful that I am alive.</p> <p>Please love me for I am your fellow Khmer.</p> <p>Now I have a chance to help rebuild our nation</p> <p>And to continue the memory of our ancestors.</p>
<p>Phal Phon:</p> <p>To learn is</p> <p>To remember the month and the year</p> <p>Of Democratic Kampuchea</p> <p>When so many lives were taken by Pol Pot.</p> <p>Khmer killing Khmer.</p> <p>To remember the hatred of our past is not an act of vengeance, it's a way for our new generation of Khmer children to end genocide.</p>	<p>Yorn Nou</p> <p>End revenge within yourself</p> <p>And get rid of the scar of revenge by ending the thought.</p> <p>Learn to forgive and to forget the past.</p> <p>Let's give ourselves an opportunity to think only of the positive.</p> <p>Let's forgive the wrong that has been committed.</p> <p>Let's not live in isolation.</p> <p>Let's live together in peace and reconciliation.</p>

At the end of the day, we sang a song entitled Breaking the Silence several times together to memorialize the past and think of the future. Then to finalize the training program, Dr. Chea and DC-CAM staff showed a photo PowerPoint Presentation and a video that highlighted the training in Prey Veng. The trainees were captivated because they saw themselves learning, doing group activities and modeling lessons. They also saw a video of themselves summarizing the entire training and talking about their future hopes for genocide education and the third phase of

training. A copy of the photo and video presentations will be posted online to exhibit the work of phase II training and to possibly show at the orientation of phase III training.

VIII. OVERALL STRENGTHS

Trainees Attitude All trainees appeared to be very cordial, active listeners and eager to share their productive ideas. While some female provincial trainees were quiet at first, everyone by the end of the training were actively engaged with the material. Provincial Trainees were eager to learn new techniques and welcomed advice from the coordinator and National Trainers. There was also a very positive atmosphere of camaraderie and high spirits.

Icebreaker and Closing Activities On the first day of training, Dr. Phala Chea asked the teacher's to make their own classroom rules and norms. In doing this, she gave the trainees ownership of their learning and also emphasized the importance of the training process.. Furthermore, the "problem solving" game at the end of the training session was not only a fun activity, but it also fit the overall goals of Genocide Education and of rebuilding a post-conflict society.

Guest Speakers Mr. Sophal Him, The Chief of the Department of Education, Youth and Sports of Prey Veng-Svay Rieng and other Ministry officials present emphasized the importance of this education session for the trainees, adding an air of legitimacy and seriousness to the training. Also, a surprise visit by Youk Chhang, Director of DC-Cam, was also encouraging and helped trainees focus on ideas of national reconciliation and tolerance. His visit also provided a forum for Provincial Trainees to voice their concerns , make requests or raise any questions to the Director. Finally, the session in which Provincial Trainees could present their own Khmer Rouge history was a very important supplement to the textbook. Doing this activity added a more personal element to an objective history and let participants collectively bear witness to an individual atrocity.

Methodology The Prey Veng Team spent a great deal of time going over the methodologies in large group formats and clarifying any questions any Provincial Trainee had. By modeling lessons together, it ensures that all trainees receive consistent methods. Furthermore, Dr. Phala Chea demonstrated a wealth of new methods, such as Brainstorming, Think-Pair-Share, Jigsaw, and K-W-L charts. According to National Trainer, Mr. Kimton Ten, "We are very lucky to have Dr. Chea as our teacher because she is an expert on teaching methodologies/techniques".

IX. OVERALL CHALLENGES

Materials Requested Some trainees requested DC-Cam provide them with photos of DK leaders as well as other materials for teaching.

History Seemed to Be Less Focused It appears from the report that history was not as focused on as teaching methodology during the workshop. Democratic Kampuchea history was generally taught using the teacher's guidebook rather than lecturing on common themes in the textbook.

Arguably, teachers need a more in-depth knowledge of the period than what is presented in the textbook/guidebook.

Absences Mr. Sophal Diep and other Provincial Trainees either left very early in the training workshop or never showed. Not having a National Trainer there for most of the training disadvantaged the group. Not only did they not have a historian there to which to ask questions, but they also missed out on any critique or recommendations he may have had in small and large group settings.

Few Small Group Mock Lessons

While much methodology was presented in large groups, trainees had very little opportunity to practice these techniques themselves.

X. OVERALL RECOMMENDATIONS

Require Contracts to be Signed Participants and National Trainers should sign contracts stating that they will participate for the full time of subsequent workshops.

Provide Materials to Trainees Well in Advance of the Training Basic Historical Material and Supplies should be given to trainees in advance of the training. Many people requested Democratic Kampuchean songs and also a copy of the leader's biographies.

Trainers Should Meet Well in Advance of the Training There was much inconsistency in the styles and models of National Trainers. I would recommend that trainers meet prior to subsequent trainings. During these meetings, their roles, responsibilities, and expectations should be made very clear. Also, this meeting should ensure that all Trainers have the same vision for the project and make sure they know the history as well as methodology found in the guidebook. Methodology on teaching history and presenting lessons should also be somewhat uniform. The group should make a consensus on what they feel works best with their prior training and then try to implement similar methodologies in the next training workshops.

Have More Small Group Model Lessons and More History Lectures I would recommend that participants have more opportunities to practice and familiarize themselves with the lessons by modeling them within small group formats. Trainees should also be accustomed to critiquing each other and analyzing their peers' sample lessons. Group facilitators must encourage this type of feedback. Furthermore, I would recommend that more history lectures be given during the training. While it is arguably beneficial that the guidebook lessons should be enough to teach the history to the teachers, it also may be the case that teachers require more complex historical analysis and information. It is very important that teachers understand and have a firm grasp on the history of the Democratic Kampuchea so that they can accurately pass down information to their students.

Report produced by Tem Chea, Recorder/Notetaker

Provincial Teacher Training Program: Battambang Region

Coordinator: DY Khamboly

National Trainers: Mr. Kong Hak, Mr. Yin Nean, Ms. Ben Neang, Ms. Seng Piseth Neary, Ms. Ser Sayana

Recorder and Evaluator: Ms. Sarah Jones Dickens

Logistics and Translation: Leakhana



Large group session of the Battambang province teacher training. Photo by Leakhena Tat.
Source: DC-Cam Archives.

I. SUMMARY

47 Provincial Teachers from Banteay Meanchey, Battambang, Pursat, Siem Reap, Odor Meanchey, and Pailin met at the Battambang Regional Training Center from November 28 to December 4, 2009. During the training workshop, National Teachers went over all chapters in the textbook and also presented model lessons to the large group. During the afternoon session, participants broke out into small groups and mocked lessons from the guidebook. Films, songs, games, and guest lecturers were also incorporated in the training.

The following report details the various activities that took place during the Provincial Training for Battambang Province. It also outlines the objectives and strengths of as well as challenges faced during the Battambang Training Seminar.

II. NOVEMBER 28, 2009 BATTAMBANG TRAINING DAY 1

A. OPENING REMARKS

Khamboly Dy, author of DK Textbook

The first day of training opened with a welcoming speech by Khamboly Dy, author of Democratic Kampuchea textbook. Boly began by thanking the Deputy of the Ministry of Education Training Center, Mom Sam. He then gave an overview of the program, detailing the dates and times of the program. He also explained the overall structure of the program: in the morning, there is a presentation on the textbook while in the afternoon, groups will break out into small groups to practice lessons. The groups will be under control of the National Trainers. He also emphasized the collaboration with the Ministry of Education and DC-Cam.

Then, Boly went over the objectives of the project: to give the younger generation the opportunity to learn about DK history and know about the suffering of the older generation. He said it was also important to learn this history in order for the younger generations to understand and empathize with their parents. Lastly, Boly placed the Cambodian genocide into a larger international and historical context. He told the group that Cambodia was not the only country in the world to have this type of atrocity, but other countries have too experienced genocides and other crimes against humanity. He told the trainees that genocide education is an international topic, stating that the Cambodian genocide has already been studied in other countries. Boly said that DC-Cam plans to translate the textbook in other languages, but also emphasized that Cambodians must learn their own history.

Deputy Director of the Regional Pedagogical Training Center

Mr. Sok Hing

Sok Hing began by welcoming the trainees to the training session. He stated that he was excited to a part of this process. He stressed the importance of the workshop, saying that it the curriculum will help the younger generations believe and empathize with their families and parents' experience under the Khmer Rouge regime. According to Sok Hing, children today "do not know about the regime and do not believe their parents' stories." He stressed that if we do not teach our children what happened, the stories of the older generation will die when they die. He concluded his speech by saying that by studying and learning about this regime, we can "make sure not to walk on the same path."

Mom Sam

Mom Sam then spoke to the trainees, starting off by saying that this was the first time this province has received pedagogical training on the history of the Khmer Rouge regime. He stated that this textbook was important to preserve this history into the collective memory of the Cambodian generation, emphasizing that the next generation will have documents to read when

the older generation passes away. He said that it was very important to teach our children this history, stating that many people in the younger generations do not believe their parents stories. He hoped that the textbook would counteract the denial and also provide an avenue for the younger generation to learn from past mistakes. Mom Sam also shared his experience under the Khmer Rouge, saying that he was very young, but he remembers it being a very difficult time. He ended his speech by thanking the participants for their efforts in this and hoped that “this history will not be forgotten.”

B. LARGE GROUP HISTORY LESSONS Introduction and Chapter 1

Mr. Kong Hak

Mr. Kong Hak started the history lesson by using the 5-step/ 3-step process implemented by the Ministry of Education. He wanted to know if all the students were present in the class. After doing so, he briefly summarized the chapter. Then, he asked the teachers to read the Chapter for 10-15 minutes. After reading, he asked the trainees what they thought about the chapter. No one said anything. So then, he divided the room into groups to discuss each question drawn from the text.

1. When did the Khmer Rouge take control of Cambodia?
2. Why did the Khmer Rouge force 2 million people out of Phnom Penh?
3. What ideology did the Khmer Rouge use?
4. What are the things the Khmer Rouge wanted to eliminate?

The trainees then went up to write the answers on the board, which did not deviate away from the guidebook/textbook. If the group agreed with the answers, they were asked to clap their hands.

Boly then intervened with Mr. Kong Hak because Mr. Kong Hak did not present a general historical overview. Boly began by saying that he wanted to switch over to talk about the general things that happened during the Khmer Rouge. He gave a lecture, more so in the style of the National Training Workshop. He discussed the evacuation, April 17, 1975, and the ideology of the Khmer Rouge. He also talked about the ways in which the Khmer Rouge destroyed, or tried to destroy, Cambodian culture.

Then, the participants were allowed to ask questions to Boly, which are listed below:

Questions:

1. Why did the Khmer Rouge ask people to wear black clothes?
2. In the four-year plan, there was an order to harvest 3 tons of rice per hectare and to work 12 months in one year. Because the rice has two seasons, the wet season and the dry season, the Khmer Rouge asked for 12 months to collect 3 tons/ hectare. So why did we say 3 tons per hectare is difficult to get?
3. In 1937, Soviet Union has become the most powerful country in the economy. How do we regard which level do we consider what is communist country?

CHAPTER 2

After the break, Mr. Kong Hak began his Chapter 2 Presentation. Mr. Hak again read text from the book and also asked the trainees to read from the book silently. He asked the trainees questions, which he wrote on the board:

1. How did the Khmer Rouge gain power?
2. Who are the students who became the leader of the communist party?
3. Who are the members of the CPK?
4. How many people died during the US bombing of Cambodia?

Then a question and answer session ensued. A teacher, for example, asked “what is the marquee jungle?” Another teacher asked about the communist movement, which initiated a long debate about its definition and the differences between socialism, Marxist-Leninism, and communism. He then asked Boly to explain what communism was because he could not explain it. Other participants wanted to know where communism originated from in Cambodia. Mr. Kong Hak tried to explain the differences of communism and capitalism, but did not really provide a clear definition of the movement, saying that it was “violent, dictatorship, acts.” Sarah and Boly jumped in to explain the difference between capitalism and communism and the paradox of the communist movement in Cambodia.

C. AFTERNOON LARGE GROUP MOCK LESSONS

Introduction Lesson 1

Mrs. Bin Neang

After lunch, Mrs. Bin Neang started the “Introduction, Lesson 1” teaching model. She began the lesson by telling students the objectives of the day. Then, she asked the students to identify the photographs of the temples found in the Teacher Guidebook. After the students identified the temples, Mrs. Bin Neang gave a historical background of the Angkor period. Transitioning from the Angkor period to the Khmer Rouge, she asked for a volunteer to sing the National Anthem of the Khmer Rouge. She asked the trainees to analyze the National Anthem. One trainee responded, “the country had been liberated from the colonial powers.” Another trainee responded that the song “was about the poor farmer who had been transformed into an equal person.” Then Bin Neang moved on to the next part of the lesson by explaining the concept of genocide. She asked the trainees “What constituted a genocidal act during the Khmer Rouge?” followed by “How many people were killed under the Khmer Rouge regime?”

She then asked the trainees the following questions:

What is genocide?

Where has genocide happened in the world?

What are the components of the genocide?

What is the influence of the Khmer Rouge on the individual?

After the trainees answered the question, she recalled her methodology that she used to conduct the lesson: she showed the trainees the culture from the Angkor period; went over the definition of genocide; and the affect on the Cambodian population. She then asked a female teacher to

summarize her lesson. Her lesson was very interactive, posing questions to the students throughout the lesson. She told the trainees that if they ever had a question when teaching they could call Boly. She also explained the working relationship between the textbook and the guidebook.

Introduction Lesson 2

Bin Neang

Bin Neang followed the Teacher's Guidebook on the Introduction Chapter Lesson 2. She conducted a KWL exercise, applying the methods described in the teacher guidebook. Beginning with the "K" or "what students already know," trainees stated their prior knowledge on the Khmer Rouge regime. The responses included "I heard that during the Khmer Rouge regime there was nothing to eat;" "we ate together, we slept together, we did everything together;" we did not use the word *ngam*, signifying "eat" but *hop* which was the term used for eating by those living in the countryside" and "for the king we used 'sowey'" Mrs. Bin Neang transitioned to the "W" segment, and asked students what they wanted to know. Responses included mostly questions wanting to know "why": "Why did the Khmer Rouge starve people?;" "Why did they let people eat very little?" "Why did the Khmer Rouge force people to marry them in a group?" "During the Khmer Rouge, where were the doctors from who treated the soldiers?" "Why did the Khmer Rouge kill so many people?"

Then she wrote an "L" what students have "Learned." After this exercise, trainees were invited to the board to write down the affect of the Khmer Rouge regime today. It was a very poignant exercise.

- It made people very frightened and do not want to see the Khmer Rouge regime again.
- Mental Crisis
- Separation of family, relatives, and friends.
- Loss of belonging
- Anger
- Lesson for the next generation
- Children become orphaned
- Widows
- Social Morality is low, degradation of morals
- A lot of landmines and a lot of deaths and handicapped
- Hopelessness in life
- Burden for the government to develop the country

This was another wonderful lesson conducted by Bin Neang because it visualized the K-W-L chart for the participants.

Boly then asked various trainees to read Introduction Chapter 2 of the teacher's guidebook to reiterate Bin Neang's lesson methodology. The day ended with the participants filling out the Observation Report.

E. STRENGTHS

1. **History Corrections:** When Mr. Kong Hak said something historically inaccurate, Boly (and sometimes Sarah) jumped in to correct his error. Rather than letting wrong information being passed down to teachers, the coordinator jumped in to fix corrections and if he did not know the correct answer, he would respond by telling the trainers that he 'did not know' and would find out and inform the trainers the next day.
2. **Smooth Logistical Operations:** Registration went smoothly and did not take up much time. Also, participants were divided into groups determined by color (red, blue, light green, dark green, orange, etc), which made breaking out into groups go smoothly. Also on the back on their name cards, participants were assigned their lesson to teach and those who were conducting mock lessons the next day had ample time to prepare.
3. **Trainees Attitude:** The participants seemed very eager to participate in the class discussions. They were also very respectful.
4. **Large Group Model Lesson:** Mrs. Bin Neang's mock lesson was orchestrated very well, incorporating KWL charts and other teaching methodology in the guidebook. She was also very prepared for her lesson and engaged the trainees. Boly also did a great job of reiterating the methodology used by National Trainers. It was very powerful when the participants went up the board and wrote down the affects of the Khmer Rouge regime today. More than ever, this seemed to visualize the "truth commission" of genocide education.

F. RECOMMENDATIONS

1. **"I Don't Know"** Often times, the National Trainers tell the trainees historically inaccurate information. This begs the question: How much inaccurate information will be passed down to the students? National Trainers should know that telling participants "I don't know" is a better response than one that is inaccurate.
2. **Explain History** The National Teachers need to explain the history to the teachers rather than just jumping to asking them questions and using the 3-step; 5-step process. A lecture seems to be the most appropriate. I believe that the teachers must have a sounder grasp of the Khmer Rouge than that what is presented in the textbook.
3. **National Trainers Need to Be Informed of Responsibility** Mr. Kong Hak's historical overview seemed to be more of a mock lesson than giving or teaching history. We need to make sure the National Trainers understand their responsibility so that they do not take over responsibilities of other National Trainers.
4. **Define Terminology** One participant stated in the session today that "We need to give the trainees the straight definition of each word that is in the chapter." It may be useful to provide trainees with a list of difficult words or concepts found in the textbook that may not be explained in the glossary.

III. NOVEMBER 29, 2009 BATTAMBANG TRAINING DAY 2

A. HISTORY LESSON CHAPTER 3

Mr. Kong Hak

The day started with Mr. Kong Hak going over Chapter 3: “How the Khmer Rouge Came to Power.” He went through the Chapter, highlighting important key themes and facts. Boly summarized what Kong Hak said and added more details to Kong Hak’s lecture. Boly spoke about the Khmer Rouge coming to power with the support from China and the North Vietnamese. He also talked about the ways the Khmer Rouge killed people from the old regime and the evacuation process. Boly said that most historians think the Khmer Rouge wanted to create a pure, agrarian society, with no class system. He also explained the leadership in the government, which they kept secret from the public. Boly also engaged the teachers in his presentation by asking the audience a few questions throughout his presentation, such as “What is the name of the Khmer Rouge new government?” Boly also asked the trainees if they had any questions on Chapter 3.

Below are the questions from the participants. The questions ranged from asking about the king’s responsibility to the international community’s responsibility during and after the genocide. Other question revolved around Pol Pot, his death, and family. When Boly did not know the answer to the question, he asked them the question back and also told them he would find out the answer and let them know tomorrow.

1. What is the difference between Democratic Kampuchea and the Khmer Republic?
2. What happened to the King after Pol Pot asked him to come back to Cambodia?
3. Did the king have anything to do with the Khmer Rouge regime? What does the public think about this?
4. If China and North Vietnam supported the Khmer Rouge, how did China and North Vietnam support the Khmer Rouge?
5. In the textbook what does it mean when there is a name that has a star/asterisk beside it?
6. Why did some of the Lon Nol leaders not go into exile?
7. When Sihanouk went to the UN, no one said anything to the UN about the mass killing?
8. There are two graphs that have Pol Pot in power and Khieu Samphan in power. What does this mean?
9. Were there organizations who came to Cambodia during the Khmer Rouge?
10. When did Pol Pot die?
11. What was the name of the meaning Pol Pot?
12. One participant said that they didn’t think Pol Pot was actually dead.
13. There is a lot of wood in Long Veng, but why did they cremate him with tires and not the wood?
14. When Pol Pot and his daughter were alive did you ever interview him?
15. I asked my students in Long Veng because his father was also a military during the Khmer Rouge, so there is something to do with Son Sen about how Pol Pot died. Ich Chin defected to the Cambodian government and so Ta Mok got angry with Pol Pot and

Ta Mok planned to kill Pol Pot. That is just what my student said. Is the murderer of the Son Sen family still alive today?



DC-Cam Director Youk Chhang at the opening session of the Battambang teacher training. Photo by: Leakhena Tat. Source: DC-Cam Archives.

B. Youk Chhang, Director of Documentation Center of Cambodia

Youk spoke to the trainees for a few minutes after the history lesson, placing this training in a larger context. He encouraged the participants to take the training seriously, stating that the Minister is very serious about this curriculum. He also encouraged the trainees to continue to research after the week is over, emphasizing that DC-Cam has plenty of documents trainees can access to answer any questions they may have. Then, he explained the next training session, which will take place sometime next year in Siem Reap. He told the participants that they would be invited back to help with the training.

He also stated that teachers should be aware that they would have students whose parents are former Khmer Rouge leaders. Thus, they need to have a balanced and reasonable way of teaching. He also encouraged tolerance of former Khmer Rouge perpetrators, stating “even a very good person lies to others, and what we may consider a bad person may also do good deeds as well.” To bolster his argument, Youk gave an example of the ways in which a Khmer Rouge perpetrator helped him and his family during the Khmer Rouge regime, hiding his uncle who was going to be killed. In line with the Youk’s point on tolerance, he also

encouraged the participants to be sensitive to and inclusive of different religions in their teaching.

One of the biggest concerns of the participants during Youk's visit was that history was not valued in the schools. Currently, teachers are given 30 minutes per week to teach history, which is also an "elective" class. Youk explained to the trainees that history is important to study, and he suspects that this curriculum will inspire students to become historians. Even though math and the sciences are stressed more in school today, he says that when people begin to have a higher standard of living they will realize that they can study what they want. One participant emphasized the importance of this education saying that if "we don't write about it or study it, the history will be lost." The teacher also asserted that the Ministry should allow for more than 30 minutes of time for history lessons.

A lengthy, yet informative, question and answer ensued. One participant wanted to know if the Khmer Rouge was genocide. To answer the question, Youk drew a diagram on the board and explained the three parts consisting of genocide. Another participant commented that they should have yearly meetings to attend in order to come back and meet as a group to share any challenges, suggestions, and new methodology.

C. Videos Tuol Sleng, Baset and Prey Veng Prison in 1979 and Khmer Rouge Liberated Zone in Kampong Cham 1973

Youk Chhang

Boly asked Youk to explain the films. Youk told the participants that if they had any questions on Tuol Sleng, they should ask Pou Nean—he has worked there for a very long time and knows a lot. Youk then gave an overview of the films, saying that they are from Vietnam and some films have been used in the tribunal. He explains to the group that the first film shows a Khmer Rouge cooperative in a liberated zone in Kampong Cham. The video also allows access to study the style of the Khmer Rouge dress. He said that in Cambodia there were over 160 prisons and about 20,000 mass graves. He then invited Pou Neang to explain the prison films.

Pou Neang

Pou Nean told the audience of his experience working with Tuol Sleng. He has been there since 1982. Tuol Sleng was also a museum when he began working there. He said that he would explain more about the prison on December 2 when he was presenting on Chapter 8 and 9.

The films themselves showed rare access and depicted many horrific and gruesome images of torture. For example, the video of Tuol Sleng showed a disfigured body chained to a metal bed. The film of Prey Veng depicted human remains and skulls. Most of the participants sat in silence while watching the films while some gasps could be heard when certain images were shown.

D. LARGE GROUP MOCK LESSONS

Chapter 4 Lesson 2

Bin Neang

Bin Neang began her lesson by saying that she did not need to go over the objectives because the trainees had the guidebook in front of them. Then, she asked for a volunteer to read the first paragraph in the textbook. Bin Neang asked a question to the trainees that related to the paragraph she read. She did this for the rest of the chapter. Questions she posed to the trainees were: “Who created the revolutionary organization? What did the Khmer Rouge call themselves after 1975? What was the position of Sihanouk when he returned to Cambodia? When was Cambodia changed to the name of Democratic Kampuchea? What date was the assembly meeting to discuss the return of Sihanouk? What was the secret name the communist party used to lead the country?” Then, she drew a chart on the board of the name, educational background, title, position, and responsibility of six Khmer Rouge leaders. The trainees were then invited to the board to fill in the chart. Once the students did this, Mrs. Bin Neang summarized the lesson and assigned homework.

Boly then asked the trainees if they understood the lesson. He also asked them to explain the methodology Bin Neang used. One participant responded “Bin Nang explained to us what we were going to do and made us read the paragraph. We then were asked to go and write up on the board the position and name of the leader.” Another participant responded, “She asked us to read and asked us questions to answer.” Boly then reiterated the relationship between the textbook and the guidebook, stating that Bin Neang did a wonderful job combining the two together. He also mentioned there was a student workbook. Then, Boly asked the participants if they had any questions on the material or her methodology. The participants’ questions ranged from more factual based questions relating to the leaders to questions surrounding specific methodology between the guidebook and textbook. One participant asked about the design of the textbook. Youk explained that the barbwire signifies the “prison without walls” while the blue guidebook stands for reconciliation. The blue and white are also colors of schoolchildren’s uniforms. Furthermore, the color photographs are to “show signs of rebirth, to live again.” The questions posed are found below:

Questions:

1. I understand how she used the textbook and guidebook, but how do I use this to teach the textbook?
2. Should we only map out the 6 leaders or the other leaders as well?
3. Are there any laborers or workers in the Khmer Rouge? How did they work?
4. Do you know the author of the Victory of April 17th song?
5. Why are members who joined before 1960 were not regarded as a member of the party? But why is Nuon Chea still a member—he joined a long time before 1960?
6. Why do the pages of the textbook have a barbwire?

E. AFTERNOON SESSION SMALL GROUPS

Boly began the afternoon session by giving instructions on how to fill out the Observation Reports for the small group mock lessons. The group then broke out into six groups (with 7 to 8 people in each group) according to their color-coded lanyards (Red, Orange, Blue, Dark Green, Light Green, Yellow). Every group conducted mock lessons from Chapter 3, Lesson 2; Chapter 3, Lesson 1; and Chapter 4 Lesson 2. After the snack break, the group then met in a large group for a quick debriefing. Boly reiterated the schedule (two people should go before the break and one person should go after the break) and also told the teachers to be sure not to tell the students the wrong answer to definitions. Then, the participants had the opportunity to add any comments, which are below. One participant encouraged all trainees to encourage the students, not tell them their answers are wrong or their questions are bad. Doing this will make the students lose confidence and they will not want to participate. Another participant encouraged trainees to make sure the teachers point to the photograph they discuss in the classroom so the students know for certain the point for discussion.

F. STRENGTHS

1. **Interjecting Teaching Methodology While Answering Questions** When provincial trainees posed questions to Youk, he answered the questions but also added in teaching advice or suggestions on ways teachers can tackle various issues or ways to present certain material to students. For instance, Youk encouraged teachers to use the Khmer Rouge's persecution of Cham Muslims as an avenue to stress the importance of religious tolerance.
2. **Reiterating Teaching Methodology** After large group lessons, Boly asked the trainees what teaching methodology Mrs. Bin Neang used. Doing this gives trainees a more comprehensive understanding of the methods she used and reiterates her teaching methodology in case the participants focused more on the factual information of her lesson.
3. **Large Group Closing Session** After finishing small group model sessions, the day was closed in the large group. This was useful to reiterate certain teaching methodologies and also presented a forum for trainees to voice any concerns or suggestions.

IV. NOVEMBER 30, 2009 BATTAMBANG TRAINING DAY 3

A. OPENING REMARKS

Khamboly Dy started the day off by emphasizing the process of reconciliation through genocide education. Restating Youk's message from the day prior, he told the trainees that it was important to humanize the perpetrators and realize that Khmer Rouge cadres may have done good deeds during the Khmer Rouge. Then Boly flipped to the teacher's guidebook and showed the photograph of Huy Him, a guard at S-21 and Norng Chan, a survivor of S-21, distributing textbooks to students. Boly said that this was a symbol of reconciliation.

B. LARGE GROUP HISTORY LESSON Chapter 5 and Chapter 6

Mr. Kong Hak

Then Hong Kak went over Chapter 5 of the textbook. He briefly went over the points about the different zones and regions of the Khmer Rouge. As with previous days, Mr. Kong Hak alternated between reading from the text and interjecting his own summary of the text. He also asked students to read silently and aloud from the textbook. After Mr. Kong Hak presented the history, participants were given the chance to ask questions. The first questions revolved around various aspects of the region, such as which region suffered the most and reasons why certain leaders were killed. One teacher encouraged DC-Cam to do more research at the village and district level. Below is a transcript of the questions asked:

Questions:

1. What zone suffered the most during the Khmer Rouge regime?
2. Where were they families from Svay Khleang killed?
3. After Sou Pam died who was appointed to his position?
4. What direction did the Khmer Rouge tell people to go during the evacuation?
5. Why was the leader of the Northern zone, Koy Thuon, killed?
6. Could you explain the central zone and the special zone? Is it the same or not?
7. If you do your research on the zone and the region level, I'd like you to do research on the village and district level.

Then Boly gave an example of Svay Khleang, a place in which only 150 families were left out of 12,000 families. Participants wanted to know where the rice was exported to and the reasons behind the evacuation of the cities. One participant pointed out that the Four Year plans allotment of rice for one person (.85 kg) should have been more than enough. With good soil, he stated that it should have been possible to harvest the rice six to seven times per year. He wanted to know why so many people died of starvation.

Finally, a heated debate ensued because one teacher trainer said, "with the Khmer Rouge's policy of collectivization, people did not work as hard because they had no incentive to work." The teachers went back and forth from a discussion of having to work extremely hard to only working hard when someone was watching. Some teachers obviously became upset, remembering the very tough working conditions through which they lived. There was also a debate on the issues of the quality of work verses the quantity. This was a powerful time for testimony of the Khmer Rouge time. An excerpt of the discussion can be found below:

"During the Khmer Rouge, we had to pay attention, we had to work hard. We did not work less. They had set what we had to do, and if we didn't work hard we would be punished or killed. If you couldn't finish, you had to work until midnight"

"Even if you work like that you don't use all of your energy and spirit. There was no quality. You didn't want to do it. It was just about quantity not about quality."

“If you don’t work hard, and you make a mistake you would be killed or disappeared. Yes, you work hard, when they were checking on you, but you would go behind their backs and steal potatoes and snails and rats. When you stole like that, they might have compassion on you as well. You can’t say that all the Khmer Rouge are bad, some are also nice and they looked out for you.”

“The chief of the unit will go and check on you. After you cultivated the seed, the seed is not sometime the same. There is small, a bunch of seeds. So when you are working they are looking at you. So I agree with the idea of that guy, when they were not watching you would steal some food. You weren’t really working sometimes. Many people pretended to be sick during the Khmer Rouge, mentally sick, your nerve and spirit are sick.”

“I am proud that I was born in Cambodia as a Cambodian. During the Khmer Rouge I was lucky that I was sent to work in the forest. I survived because of the wild potato, which could support my life. So the people died of starvation, it was not because they weren’t working or didn’t pay attention or didn’t want to work, it is because they had no energy to work. It was not enough food. The people didn’t die because they were lazy.”

In closing, one participant became frustrated with the ways Mr. Kong Hak presented the history lessons and asserted that Boly should teach the history rather than the National Trainer.

Chapter 6, Lesson 1

Mr. Kong Hak then presented a mock lesson of Chapter 6, Lesson 1. He divided the room into different groups and had the groups answer the different questions found in the guidebook. Boly elaborated on the answers found in the guidebook. For instance, he went into detail about the priorities of Democratic Kampuchea, explaining the concept of collectivization.

C. LARGE GROUP MOCK LESSON

Mrs. Seng Piseth Neary

Seng Piseth Neary began the lesson by writing down on the board the Chapter and Title. Then she went over the objectives of the day. She asked the trainees to look at the map on page 30. She then asked the trainees “What did the map say? Is it about the region and zone?” Then a trainee asked a question “Why did the Khmer Rouge not divide the zone into provinces? Seng Piseth Neary responded by saying that “I don’t know.” Then, she asked for a volunteer to read from the textbook. She continued this process throughout the lesson, asking the trainees to write come to the board and write down their answers.

D. STRENGTHS

1. **Open Forum For Discussion** As seen from the heated discussion above, participants are not afraid to share their opinions or experiences on the Khmer Rouge. When the debate ensued, the facilitators did not try to stop or interrupt the discussion but let the participants discuss the issues Having an open and safe environment for participants to discuss controversial topics is pertinent for a successful educational program.

2. **Testimony** The discussion also signals a testimonial process that occurs during the genocide training in which participants share stories to each other about their experiences. This aspect of the training is arguably a process for healing, reconciliation, and forgiving, especially since the participants witness to people with similar traumatic experiences.
3. **Reiteration of the Day Prior** Starting the day off by reiterating topics discussed the day prior is a useful tactic to focus the participants and also provides a forum to emphasize important aspects of the training.

E. CHALLENGES

1. **Quality of History Lesson** As one of the teachers pointed out, Boly is obviously more knowledgeable about the history of the Khmer Rouge rather than Mr. Kong Hak. This comment is clearly an indication of the teachers' desires to learn as much about the history of the Khmer Rouge as they possibly can and want to learn it "from the best." Having an adequate knowledge base is essential for teacher's confidence in the classroom.
2. **Large Group Mock Lesson** While Mrs. Seng Piseth Neary followed the Teacher's Guidebook, her "Actively Reading" the chapter lesson she decided to use for her presentation did not provide the teachers with much helpful information or new methodology. The lesson became monotonous and some participants were restless during her lesson.

V. DECEMBER 1, 2009 BATTAMBANG TRAINING DAY 4

A. OPENING SESSION

Boly began the day by giving a brief summary of the day's schedule. Then, he asked for a volunteer to come up to the board and write down the components of genocide to reiterate the lesson from the first day. Then, he asked for another volunteer to come to the board to write down the components of a K-W-L chart. After the KWL chart was complete, Boly asked for another volunteer to come to the board to write down the objectives to teach Khmer Rouge history. The teacher wrote: "reconciliation, national reconciliation." Boly asked if anyone had anything else to add, another teacher came to the board to write "not taking revenge with each other." Boly then asked a teacher "What is the Four year plan?" Boly rewarded the teacher with a bag of cookies or Pringles.

B. SURVIVOR STORY

Mrs. Seng Piseth Neary

After the brief review session, Boly informed the trainees he was going to demonstrate the ways to interview a survivor of the Khmer Rouge, Mrs. Seng Piseth Neary, National Trainer. He began the interview by asking Seng Piseth Neary biography questions, such as her name,

where she lived now, and if she were married and had children. Then Boly asked her if she remembered a lot from the Khmer Rouge. He also asked her where she resided during the Khmer Rouge and also asked her about the evacuation from Phnom Penh. Then, he proceeded to ask her if anyone in her family died during the regime and also asked her to share her experiences of what she remembered about the regime.

In a heartbreaking testimony, Seng Piseth Neary told the trainees that she was evacuated from Phnom Penh with her two brothers, one sister, uncle, and parents. Her father was a five-star Lon Nol general. Her family was evacuated to the southeast zone in Cambodia. She could not recall much about the evacuation, but she does remember working in the children's collective collecting cow dung. She would follow after her grandmother, who was in charge of looking after the cows. She remembers her father always bringing her home a green leaf from the field each day and her mother exchanging gold sometimes for food. One day, her father was really sick and could not walk. He was sent to the hospital and was handicapped. He could not walk, but they forced him out of the hospital. Here is an excerpt from Seng Piseth Neary's testimony: He was with me for two nights. He was beside me. And there was one person who really liked my father. He told my father that Angkar called him to watch the cows but my father could not walk. So that guy gave my father a stick to help him walk. And then he told my father to go first and he would go after my father. My father knew at that time that he would be killed. Before he left, he told my sister, 'you stay at home and you take care of your younger sister. Do not treat her badly.' Then he kissed my brother and me, and he walked out of the house. I remember that my grandmother cried so much. My sister told me that our father had died. In the evening, I saw my mother come back from work, and she cried desperately, so much. At the time, I didn't know anything. I always sat and waited for my father. The cow that I used to see my father take care of was watched by someone else. I asked my grandmother where my father went. But she didn't say anything until my mother came back. And my mother told me that he was taken to be killed, to be executed. They told me that they brought my father to a place where they had 10 mango trees. The people who brought them were two young boys. She also told the trainees that her uncle committed suicide and her aunt was buried up to her neck for stealing a button. Her aunt survived.

Boly thanked her for her time and for sharing her story with the group. No one asked her questions. Boly reiterated his interview methodology, explaining that one must ask for permission to interview. He also said that during an interview, the interviewer must be careful not to upset the interviewee and also be sensitive with one's questions. He explained in the guidebook there is a lesson plan where the students are asked to interview a survivor, so the teacher needs to reiterate this to the students.



A provincial trainee at the Battambang teaching training. Photo by Leakhena Tat. Source: DC-Cam Archive.

C. LARGE GROUP HISTORY LESSON

Mr. Yin Nean

Before presenting the history lessons from Chapter 7 and 8, Nean provided background information on the video of Tuol Sleng, which the group watched on Day 2. He explained that there were two Vietnamese journalists who were staying near the pagoda near Tuol Sleng. They smelt a terrible stench and found the Tuol Sleng Prison. They did not know that it was there. When they were walking around the prison, they saw victims with their stomachs and necks slashed. They took photographs of the victims, developed the photographs, and buried the bodies on the ground. There was no tomb for them, and the museum directors didn't know the bodies were buried there. But they did notice that a lot of grass was growing, so they asked people who lived nearby and discovered that the bodies were buried there. He also explained that all the documents that exist at Tuol Sleng Archive were found in the house on the compound. He also said that Tuol Sleng's compound used to be much larger than it is today—houses have been built and crouched in on the area. One participant asked about the process for bringing prisoners into the prison.

Then Nean began to summarize the history in Chapter 7 and 8. He summarized the sections on the creation of the cooperatives; the two-class system; the weddings; the forced labor on children; and the purge and the mass killings. After summarizing each point, Nean also

integrated the historical fact with his own personal experience during the Khmer Rouge regime. For instance, he explained his experience working in a children's cooperative. He was asked to spy on the older people, followed them into the forest to watch them defecate, and then took their stools to use as fertilizer. Boly then supplemented Nean lesson, explaining that DC-Cam has found that there are 196 security centers. The Khmer Rouge did not call it is a prison, but used the words "security system" to signify the place. He also said that not everyone died who went to S-21, providing examples of the artists Bou Meng and Vann Nath, who had skills in painting and crafts. Boly also explained the concept of the enemy, explaining that the Khmer Rouge targeted anyone who was not "pure."

Then, the trainees had the opportunity to comment or ask questions. Some participants believed that the dam photographed in the textbook is of Kamping Puoy Dam while others thought it was Trapaing Thma Dam. Other participants wanted a definition of the word "revisionist" while another participant requested that they have a list of all security centers in the country. Finally, one man spoke about his unconventional experience in a Khmer Rouge arranged marriage, which is below:

I was in an arrange marriage. At some weddings, you would just shake hands and were married while at other times there was an assembly and a speech was given by the district chief. In my wedding, I had a best man and the achaya to bless me during the wedding. I also had food for the family. I am with my wife until today. My youngest child is older than 20 years old.

After the teacher explained his experience, Boly used the teacher's experience to explain that the textbook is full of generalizations and there were, of course, exceptions of the presented history. Boly emphasized s that teachers should tell students that there are generalizations in the textbook and the text is not 100% truth.

D. LARGE GROUP MOCK LESSON

Mrs. Seng Piseth Neary

Seng Piseth Neary conducted a mock lesson for the large group. She drew from Chapter 7, Lesson 1 "Actively Reading the Chapter." She asked the students to read the textbook and posed questions to them after they read each paragraph. Then, she wrote down questions on the whiteboard for students to ask. She divided the students into 4 groups and asked them to come up to write down on the board the answers. Then she asked a volunteer to read the question and answer. Then, she had the students put the questions into order for a succinct summary. Then she did another mock lesson from Chapter 8, Lesson 1, which was basically a repetition of the first lesson.

After participants had seen a model of "Actively Reading the Chapter" three times in a row, they became frustrated and annoyed with the teaching style. One participant told the large group and the National Trainers, "This type of teaching is not meaningful. You should first make sure the students know the meanings of the words. Then you evaluate on each event and ask the students would you be happy if you were a base person? Are you happy? You need to make the

students think they are in the event. Then you should evaluate the whole experience. Then, you should have them role play. There needs to be more development in the future. Use your own method in teaching, but this is my own opinion.”

Another teacher expressed his frustration, “When you do the actively reading chapter all the time, the students may get bored. We should let them read one page, if they have any doubts or questions you can ask them questions. You shouldn’t transfer the knowledge to them, but let them create their knowledge. To build knowledge you make them create their own questions and answer by themselves. If they create their own questions, they will know the answer. If there answer is similar to what we ask in the guidebook, then they understand the lesson.” Finally, another teacher blatantly said, “The teaching model from the national teacher is reading, reading. It’s all the same. I don’t see any other method besides this method. Boly should find the person who has skill to teach us. You should start to teach his tomorrow.”

E. SMALL GROUP MODEL LESSONS

The group then spent the afternoon conducting mock lessons. Below are sample lessons from the day:

Mock Lesson 1: Chapter 7 Lesson 2

Kong Kamsat

Mr. Kong began the class by telling them they would do Lesson 2 from Chapter 7. He explained to the students the objectives and had them recall information from the class before. He asked the students “Why did the Khmer Rouge have cooperatives?” Then, he asked the student to read the first few paragraphs from the Diary in the story. After reading, he asked the students to recall them “What was the situation of the family during the evacuation of Phnom Penh?” Then he asked a student to read the next section out. After he finished reading he asked the class “Why did Angkar capture her mother?” Then he summarized the story. He posed two questions for discussion “How was the girl’s life during the Khmer Rouge?” and “What impact did the Khmer Rouge have on the self, society, and the nation?” He ended the lesson by summarizing the lesson. No one gave comments except for the facilitator.

Comments from the facilitator:

It was a positive thing that you recalled information from the previous lesson and asked the students questions related to the previous chapter.

You could write on the board important facts from the Diary excerpt or encourage the students to take notes when they read.

You could also break the diary excerpt into parts and really dig deep to focus on a certain paragraph rather than trying to tackle the whole diary in a 30 minute lesson.

Mock Lesson 2: Chapter 7 Lesson 3

Mr. Seng Sitha

Seng Sitha began the lesson by summarizing the previous lesson and posing questions to students related to the last chapter. Then he went over the first steps in interviewing a survivor and asked the questions in the guidebook to the students for them to answer. (This did not make any sense because the teachers were supposed to be students, who were born after the Khmer Rouge ended). After asking the students questions, he asked two students to come up to the front to practice interviewing. They asked each other questions. He then divided the room into groups and had them answer questions related to the Khmer Rouge experience.

It took a lot to get the participants to give comments or feedback, but they finally did. This is what was said:

The interviewer should introduce themselves

He taught well.

He taught how to improve the interview.

He should be the person who is interviewed.

He didn't prepare the lesson well.

He needs to assign homework.

The facilitator said:

You assumed that the students knew how to interview without explaining how to interview. You also need to give a "big picture" of the importance of interviewing and also negative consequences that can arise from interviewing survivors.

Then the facilitator (Sarah) brainstormed ways to conduct Chapter 8, Lesson 2 with the group going over specific steps on ways to invite and interview the guest speaker.

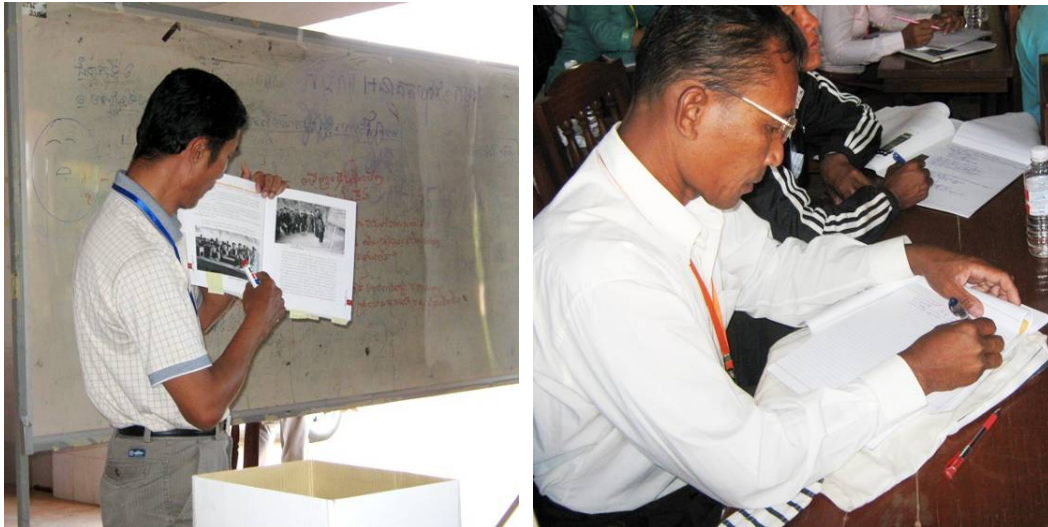
My Observations:

It appeared that this group was not familiar with the system of critiquing of each other.

The group did not seem to understand that they were supposed to be mocking lessons and pretending that the "teachers" were really the students.

The lessons were disorganized and chaotic and a lot of time was wasted writing things on the board.

It seems that the questions they ask are very basic and never big picture questions.



Provincial trainees at the Battambang teacher training. Photos by Leakhena Tat. Source: DC-Cam Archives.

F. LARGE GROUP CLOSING SESSION

The day ended in the large group session with Boly going over a mock lesson on the guest speaker. He also encouraged the teachers to think about the larger picture of teaching rather than focusing on minutia, such as if the teacher wrote the name on the board.

G. STRENGTHS

1. **Interjecting Personal Anecdote with History** Participants seemed to respond well to hearing Nean's experiences during the Khmer Rouge and ways in which they applied to the history that was presented in the textbook. This strategy made the history lessons less monotonous and it also provided a way for the teachers (and survivors) to connect more to the material.
2. **Review** Starting the day off by reiterating topics discussed the day prior is a useful tactic to focus the participants and also provides a forum to emphasize important aspects of the training. Also, ending the day with a review of the afternoon is also helpful to ensure that all trainees receive consistent feedback and information.

H. CHALLENGES

1. **Mock Lessons** Clearly, the group I observed was not familiar with critiquing each other on the mock lessons. When they did offer feedback, it generally focused on nuances rather than methodology, which suggest that this group did not understand the concept of modeling lessons. National Trainers must all be on the same page on what should take place during the model lessons and facilitate discussion and critical thinking. There are, of course, no perfect teaching lessons, and everyone—even the best teacher—can still use improvement. While it is easy to attribute blame to the teacher for not preparing the lesson well, it is also the responsibility of the National Trainers to encourage teachers to come to these

sessions with well-thought out teaching strategies. They also did not seem to understand that during this process they were supposed to assume the role of the “student” while one person was supposed to assume the role of the “teacher.” Perhaps this is the fault of the national trainer, but it should also be encouraged by the Coordinators to ensure that all National Trainers are consistent with their instructions.

2. **National Facilitator Model Lessons** As seen from the Mrs. Seng Piseth Neary’s model lessons, the provincial trainees became frustrated with seeing three “Actively Reading the Chapters.” While Mrs. Seng Piseth Neary should have thought to diversify her model lessons, the Regional Coordinator and Overall Coordinators should have met with National Trainers to give them advice, go over responsibilities, and give them suggestions for ways to model their lessons.
3. **Survivor Story** The survivor story was heartfelt and heartbreaking. After the testimony, one man began crying, which he cried at least once every day during the training session. Obviously, the material we teach and grapple with is heartfelt, emotional, and sometimes can stir up traumatic memories and there needs to be some resources in case participants need to talk to a professional. In a country with only 27 psychiatrists, this is almost impossible to achieve, but it would be more than ideal to have a psychiatrist present at each training center.

VI. DECEMBER 2, 2009 BATTAMBANG TRAINING DAY 5

A. LARGE GROUP OPENING SESSION

Khamboly Dy began the day by recalling the history of Tuol Sleng. He told the trainees that the Khmer Rouge thought security was the most important thing to protect and believed that the country was full of many enemies. Therefore, suspects were kept in the prison but were taken to the house for interrogation. Boly also explained the methods for torturing, interrogation, and taking photographs of the prisoners. Participants then posed questions to Boly. One participant wanted to know the tribunal’s reasons for only choosing some of Vann Nath’s paintings. Other trainees wanted to know who authored the regulations and who took the photographs. During this discussion, many participants expressed concern that the textbook only shows photographs of the Khmer Rouge cadres and does not depict the suffering. Boly explained that they did not want to instigate revenge or distress with photographs of suffering. Participants were not satisfied with this answer and believed strongly that some photographs of suffering should be included in the textbook. Below is a transcript of their questions and comments:

Questions:

1. Vann Nath has drawn a lot of scenes, such as throwing a baby against the tree, but the tribunal picked only one of his paintings. Why did the tribunal use more of his paintings?
2. Who wrote the regulations at Tuol Sleng?
3. Who took the photographs?

4. There is a photograph of the money note, but it is not published in the book. Why isn't it published in the book?
5. Is there any reason why China did not help the Khmer Rouge fight against Vietnam?
6. Why did we put photographs in the textbook that were only of the Khmer Rouge cadres?
7. Even so, at some point we should insert photographs of suffering at a later time.
8. The cadres who were arrested and brought to Tuol Sleng, were they trained in Vietnam?
9. Were most of the 1000 guards killed at S-21?
10. Why aren't the Khmer Rouge cadres in the photograph wearing black?
11. Why did the Khmer Rouge cadre make people wear black clothes?

Then Ou Phannak demonstrated a game called "Hurricane" to the teacher trainers. He was not asked to do this, but volunteered on his own. Phannak divided the room into two groups and told each group that they would receive points for answering questions correctly. The game consisted of a grid of rows (letters) and columns (numbers) drawn on the board. A piece of paper was taped into each square on the board. On the back of the piece of paper was a number (10, 25, 50, 100, etc). Sometimes, the slips of paper had multiples (x2, x3, x4). A few sheets of paper had the number "8" on the back of the paper. If the group received an "8" their score was erased. The team could only get points by answering a question correctly. The trainers played this game, and everyone had such a joyful, lively time. Everyone was clapping and laughing.

B. LARGE GROUP MOCK LESSON

Ms. Sayana Ser

Sayana Ser conducted a mock lesson on Chapter 9 Lesson 2. She asked the teachers to watch the movie *Behind the Walls* and told the class that they would have to answer questions after they watched the movie. After the movie was over, Sayana posed the following questions:

How many victims in the movie?

How many perpetrators?

Explain what Him Huy did during the Khmer Rouge

Compare Huy Him and the prisoner's experience in Tuol Sleng

What were the living conditions during and after the Khmer Rouge?

Why do we consider Huy Him a prisoner?

Sayana then went over the objectives of the lesson, which was to reconcile. A fruitful discussion emerged from the questions Sayana posed as some teachers took sides stating that Him Huy was a perpetrator while others viewed him as a victim. One participant said "I cannot accept this movie. We cannot reconcile with the victims and perpetrators. If the Khmer Rouge killed my relative, I would dare to kill them back." Another woman countered the participant's argument and said "The Khmer Rouge killed my husband and the villager told me to take revenge against the person who killed my husband. If I take revenge, it does not take the pain away. We should not do the same as the perpetrator. What is the point of it? If we do this, we will be just as cruel as the perpetrator and still get nothing out of it. So we want the teachers to explain aspects of forgiveness in order to promote healing and reconciliation and prosperity in our country."

Boly then stepped in on the discussion and said that reconciliation was “a hard process” and one that “takes time.” He said that it could take “two to three generations to reconcile fully.” He encouraged the teachers to explain to the students the importance of love and forgiveness. He also said that we needed to educate the students on the importance of reconciliation and the consequences of revenge. Teachers should try to refrain from adding their own opinions in their lessons. He also reiterated the fact that not all questions have a right or a wrong answer, but teachers should also incorporate these types of questions in their lessons.

Then, Boly went over the methodology of Sayana’s lesson and also wrote down various tips. Boly encouraged the trainees that if they did not have adequate technological equipment, such as a TV or a DVD, they should try to use other materials, such as photographs, to teach the students. He also pointed out that trainees should ask students to think critically about the movie while they were watching.

Other suggestions were,

1. Ask the students to think critically about the movie, perhaps asking them to contrast and compare victims and perpetrators.
2. Ask the students what they thought or felt while watching the DVD.
3. Discuss the meaning of the movie.
4. Ask them open-ended questions, such as “if you were a victim, how would you reconcile with a perpetrator.”

C. SMALL GROUP MOCK LESSONS

Mock Lesson 1: Chapter 9 Lesson 2

Buoy Saboeun

The teacher began the lesson by showing the students a photograph of Tuol Sleng. He asked questions such as “Where is S-21?” and “What do we see in the photographs.” Then he told the class that they were going to compare the experiences between the victim and the perpetrator. He had the students come to the board to write down the differences in experiences with the victim and the perpetrator. He asked the students to summarize the movie. He posed the question “Do we want the Khmer Rouge to take place again?”

The group did not have much to say on his lesson. Comments were “It was good that they showed the photographs to the students; he told students to analyze the movie; he did not teach us well.” Things to improve on were “he did not correct students; and he was not active.” The facilitator tried to encourage discussion among the teachers and said that it was important they critique and give feedback to each other. She also said that his lesson was good in that he asked an open-ended question and it was good that he used a diversity of photographs. He was also very engaging. She then gave some suggestions to make the lesson better: “He should explain why it isn’t good to take revenge on people rather than assuming the students know that it is bad.” She also said that he could start the lesson by explaining what reconciliation means and the importance of reconciliation. He could also assign individual work as well as group work.

Mock Lesson 2: Lesson 1, Chapter 10

Chou Bandol

Chou Bandol began the lesson by having different students read the paragraphs aloud. After a student finished reading a paragraph, the teacher asked the students a question that related to the text. After this exercise was complete, he then had the students define keywords in the lesson. He made a chart on board, which read “Life During the Khmer Rouge” and “Life After the Khmer Rouge.” After dividing the room into groups, students discussed their specific time frame. After ten minutes, they came up to the board to report their findings. Then he told the students to close their textbook and questioned them on the material in the chapter. Comments from participants were that he explained the chapter well and gave difficult key words to the students. They thought that he spoke very quietly. The facilitator praised him for making the students to close their book and asking the students questions. She also suggested that teachers could make up fun games to play for the “actively reading” chapters. She also encouraged the teachers to take notes on the board while the student is reading the chapter aloud.

Mock Lesson 2: Chapter 10 Lesson 2

Mr. Set Ying

Set Ying began the lesson by explaining the objectives of the day. Then, he wrote questions on the board. The questions he posed were taken directly from the guidebook. He then gave a sheet of paper to the students that had the same questions written on them. Students were asked to get into groups and discuss the question. Then, they were asked to come up to the board and write down their answers. He ended the lesson by explaining the importance of foreign relations.

The lesson wasted a lot of time by writing on the board. The facilitator explained a more efficient way of conducting a lesson. For instance, she explained that the teacher could first give out the questions to the students and have them discuss the answers while the teacher writes the questions on the board. The facilitator also explained the components of a brochure because many teachers were confused on the concept of the components of a brochure.

D. LARGE GROUP CLOSING SESSION

Sayana then went over the concept of a brochure in the large group. She explained what should go on each page to clarify any confusion the participants may have.

E. STRENGTHS:

“Hurricane Game”

The Hurricane game was a lot of fun and reinforced the concepts we have covered thus far in the group. It was also a history review session and presented new methodology to the teachers. Because a trainee conducted the game, the game demonstrated trainees taking responsibility for their learning. It also signified that the atmosphere was comfortable enough for participants to engage with the material. Everyone was laughing and clapping and cheering and it added a very joyful atmosphere to the area.

Large Group Sessions After Small Group Modeling It is good practice to come back to the large group after small groups to explain concepts. For instance, many groups were confused on the foreign relations brochure. By bringing the group together, Sayana was able to clarify the activity and demonstrate ways to create a brochure.

Mapping Out Large Group Mock Lesson After a National Facilitator finishes a model lesson for the large group, Boly reiterates and maps out on the board the methodology used. Doing so, presents the trainees with a visual way in which the lesson was conducted.

F. CHALLENGES

Mock Lessons

I have noticed some discrepancies in the way the model sessions are run. For instance, some groups give very little comments while other groups give a lot of comments and feedback to the person who has assumed the teacher's role. There still seems to be many teachers who are struggling with ways in which to conduct lessons effectively and efficiently. Teachers also seem to assign much more group work rather than individual work in their lessons rather than diversifying the assignments. National Trainers Switching Groups Throughout the afternoon, national trainers will rotate from group to group. While this is good practice in theory for participants to receive feedback from different people, it may also add some confusion with participants especially if groups are not conducted consistently.



Male Provincial trainees at the Battambang province teacher training. Photo by Leakhena Tat.

Source: DC-Cam Archives.

VII. DECEMBER 3, 2009 BATTAMBANG TRAINING DAY 6

A. LARGE GROUP OPENING SESSION

Boly began the day by reviewing Chapter 9 and Chapter 10 with the participants. He asked the participants what was covered in the former chapters and then wrote down the different points on the board. Then, Boly went over the history of Chapter 11 and 12.

Questions from participants were:

1. I thought the fall of the Khmer Rouge soldiers happened because they were so weak and hungry?
2. What is the reason the Khmer Rouge had a relationship with all 9 countries that were communist, except for Egypt?
3. Could you give an explanation why the Khmer Rouge defected to the current government?
4. Who were leaders of the People's Republic in Kratie?
5. Why in 1982 did Sihanouk join the Khmer Rouge?
6. I want you to do research on how many countries supported the Khmer Rouge and how many supported the Vietnamese in the UN election.
7. Was the coup of Sihanouk a trick?

B. LARGE GROUP MODEL LESSON

Jigsaw Puzzle and Poem to Honor the Spirits

Ms. Sayana Ser

Then Sayana described the process for doing a jigsaw puzzle. She divided the room into groups by counting off the teachers and told the teachers to get into groups according to their numbers. Then she assigned all groups to their assigned country (Yugoslavia, Iraq, Rwanda, Nazi Germany, and Cambodia). She then told the students to read and take notes on their assigned topic. Sayana observed the groups discussing. After 10 minutes, Sayana formed a new arrangement of groups, making sure each new group had a representative who studied Yugoslavia, Iraq, Rwanda, Nazi Germany, and Cambodia. Each person in the group was then asked to explain "his/her" country's situation to the other group members. After each group member presented information, the groups then had to come up with a list of similarities and differences between all the genocides. Once this activity was completed, each group presented their findings and conclusions to the large groups. Some groups said that the similarities between the Cambodian genocide and other genocides were "Everyone killed and tortured were almost the same throughout." Difference between DK and the rest of the countries is that "other genocides killed other ethnic, religious, or racial groups within their country, but Cambodians killed their own people, Khmer killed Khmer." Sayana wrapped up the lesson by reiterating what was learned in the presentations.

Then, Sayana had the group read the methodology described in the jigsaw exercise in the teacher's guidebook. Boly outlined the instructions on the board to reiterate the exercise.

Sayana also demonstrated the Lesson 2, Conclusion Chapter to the large group. She went over basic key words such as “reconciliation, resiliency, and justice.” She then asked the teachers to get into groups and draft a poem using these concepts. One woman sang a poem entitled “Spirit of the Khmer Heart” to the group (see appendix).

C. SMALL GROUP MODEL LESSONS

Lesson 1: Chapter 11, Lesson 2

Mr. Bi Peng

Mr. Bi Peng began his lesson by going over the previous lesson. He then showed a series of photographs of April 17th and photographs from “Liberation Day.” He asked the students to describe what they see, asking the students specific questions about people or objects in the photographs. He gave a description of the evacuation of Phnom Penh and also a description of the Liberation Day. He then told the students to read the textbook for five minutes. He encouraged students to remember what they read because they would have an assignment based on their reading. He then told the students to write an account of the Liberation Day. One student said “people felt happy and were dancing that the Khmer Rouge ended; they were so happy because no one tortured people, they met their family again, and they had enough food to eat. They had education services and felt better.” Another student said “there was a conflict between Democratic Kampuchea and the Vietnamese; the Khmer Rouge moved people to the Thai border, which people died on too; The UN still supported the Khmer Rouge”

Comments from the group participants were:

‘It was good that you showed the photographs to the students and you explained the photographs. It was also good that you summarized the lesson.’ Some bad points were “that you didn’t define the difficult words; you didn’t assign homework.”

Lesson 2

Mr. Suy Sopheap

Mr. Suy Sopheap began the lesson by recalling things learned from the previous lesson. He then posed questions to the students asking “Why is food important? What do the foods compose of?” He then made a list on the board of the Healthy Diet Chart found in the Teacher’s Guidebook. He asked the students to compare food during the Khmer Rouge and the present. Students were asked to present their findings to the class. He then summarized the lesson by sharing what a daily diet consisted of and explained the importance of food. Everyone really enjoyed the lesson. He was very engaging and went over vocabulary that was in the guidebook. The class also had a very efficient pace. The teacher wrote on the board while the students were answering questions. He also wrote down questions on a sheet of paper rather than wasting time writing on the board.

D. LARGE GROUP CLOSING

Boly then asked participants if they had any problems with the jigsaw lesson. He also encouraged them to search the Internet for the World Bank Program. He said the categories or foods might be different than what Cambodians eat. He also encouraged teachers to be sensitive to the eating habits of their students—they may not have enough food to eat, so this lesson could be skipped if they felt it would be inappropriate. Teachers were concerned that the jigsaw exercise would take too much time. They brainstormed suggestions as to how to do this example. One person suggested that they only compare one genocide with the Cambodian genocide. One person suggested that they just not do it at all. They said that students would not do homework, so assigning things prior to the lesson was not feasible.

VIII. DECEMBER 4, 2009 BATTAMBANG TRAINING DAY 7

A. LARGE GROUP OPENING SESSION

Boly began the day by reiterating that teachers should feel free to sway away from the guidebook. They can create lessons that depart from the guidebook and they don't need to follow it step-by-step. This guidebook should only be looked as a guide. He also went over additional lessons such as the K-W-L chart and the grading rubric. Then Boly asked the participants for suggestions for the subsequent sessions. One trainee suggested that he wanted one model lesson plan for all teachers. This seemed to be a popular request because everyone clapped. Adding to his request, a male trainee responded that if DC-Cam and the Ministry were to provide a sample lesson plan to everyone, they should let the teacher model the lesson plan to the group and let the group perfect it before it reaches that status of the "model" lesson. Another teacher pointed out that translations in the guidebook and textbook are incorrect and requested that they be fixed. Concomitantly, one trainee wanted more details on any new methodology to be included in the guidebook, such as the KWL chart and the brochure. He felt that not enough information was included. Other participants requested the DK national anthem song; a DVD that includes all teaching materials such as songs and national anthems of all regimes; a map of the DK period; and a list of all the Khmer Rouge leaders.

Other requests were:

I disagree with the Minister, sometimes the Ministry orders us to use 3 columns, 4 columns, 5 columns, it always changes. How can we take it seriously?

I want to ask about the flower. Why does the flower grow down?

The captions on the photographs need to be descriptive, such as including the date and the time. The photographs are of all the Khmer Rouge cadres not the new people. I want to add more photographs of the victims.

B. LARGE GROUP MODELING LESSON Conclusion, Lesson 2

We had one large group modeling lesson to finish the day by a Provincial Trainee. She started the lesson by recalling what was learned during the previous lesson. Answers included "killing directly and indirectly; forced labor; eat communally; evacuation from city; no education; no study." Then she asked "Did the regime grow or did it fall? Who liberated the

country?” Then, she wanted to know “How did survivors struggle after the regime’s collapse?” Answers included “They did their best to live with their empty hands; They had to barter for food and goods.; They had to look for family members and spouses that were separated.” Then she asked the students to write a poem to honor the spirit of the dead. Two women shared their poems aloud, which are photographed below. One has been translated by Sayana Ser:

The Spirit of the Heart of Khmer After January 7, 1979

All Khmer children, male and female, please remember this real history.
The Khmer people used to live with so much worry, so much suffering, which cannot be put into words
Khmers used to fall into the pit, the deep valley because of the betrayer
Pol Pot has followed totalitarianism and made the Khmer race almost extinct
On December 2, the front is gone, emerging with glory, we joined each other, solidarity, getting together, solidarity
We combined our energy and liberated the land
Cambodian people, male and female, are free from all kinds of suffering, thanks to the front
We cannot forget December 2 and have the greatest indebtedness and gratitude
We are strongly determined to get together and unite as one to rebuild our country.
So that the country will never have tragedy again and we can build freedom, happiness to every human

- Nguon SOPHAL

C. CLOSING THOUGHTS

Participants were then asked if they had any closing thoughts. Many participants stressed the importance of this education and the textbook. Other participants emphasized the reconciliation and tolerance aspects of this program, one man “determined to finish reading this book.” Below are the participants’ comments:

“I think this book is important so younger generations can know the history of the Khmer Rouge and teachers have the ability to teach this book.”

“Ever since I touched this book in Phnom Penh, I have been determined to read it from front to cover.”

“I am an old man and I just wanted to thank Boly who wrote this textbook about the Khmer Rouge and for getting us together to learn this history. Every suffering, every problem will end with reconciliation.”

“It marks something in my heart. I learned methodology, reconciliation. We have communicated with each other and didn’t discriminate based on which province people came from.”

“Since 1993, I have never been to a weeklong project where I think they paid us the adequate amount. This is the first time.”

“This book is important and teachers should try their best to teach this history correctly. In a few years I will retire and I won’t be able to teach.”

Then Yin Neary selected members of the group to dance in a traditional Khmer way while the rest of the audience sang “Arapiya.” Boly then closed the weeklong training by singing an excerpt by “Breaking the Silence.” The group then as a whole sang the song.

IX. PARTICIPANTS’ COMMENTS

Throughout the week, I interviewed and spoke with several participants in relation to the training. Most of the participants stressed the importance of this guidebook and also said that they had learned a lot of factual information from the training. After reading the textbook, the teachers were now able to situate their own experiences into a larger historical context. They also said that the curriculum was essential for the younger generations. Below are excerpts from my speaking with them.

Som Borath, Banteay Meanchey

The textbook and guidebook fit to each other. It is good that the textbook goes into the school curriculum. There is on 1 lesson now in the history and geography lesson that talks about the Khmer Rouge. It is good to give history to the students. I was very small, only a baby during the Khmer Rouge. I do not remember it, I can only remember being sick and no one taking care of me. It is good to learn this history because it is our own history as well. It is important to know as well. I only heard the older people talk about it and I wasn’t sure if it were true or not. I believed it because my mother used to tell me about the torture. I want to know if it happened only in a specific region or the whole country. Is it everybody or smaller parts?

It is important to me because I was born during the Khmer Rouge, and I was not sure what even happened. A student who was born in 1979 didn’t even believe that the Khmer Rouge was true. If you forget the whole history, you forget everything. You forget the suffering of the people and you have no initiative to rebuild the country. I also don’t want to remember, but I also don’t want to forget. I hesitate to do this. The conflict is between Khmer and Khmer and we should get together and reconcile. One group said they were thankful for the January 7th government and one group said they were not. If we compare the government of January 7th and the Khmer Rouge, the conflict will still continue, we should forget and reconcile.

Teaching is important for the people to know that the Khmer Rouge happened, it gives them facts. It is different to teach to students because they should learn and know the history. It is a way to reconcile as well. It really happened. The textbook is balanced and tells the truth. It gives facts without adding in a bias.

So Viseth 11/30/2009

This is my first time to join the project and it has provided a lot of knowledge. It is important to spread this knowledge about the DK period to everyone. I did not have a detailed understanding of this history. I teach grades 9 to 12, but I was confused at parts of this, like the dates and the leaders. Students will know and feel regret, but they will also learn about their own history. I believe that they heard from others, but they have not studied it, especially the biography of the leaders.

Thoang Soeun, Siem Reap

The book that was created about the Khmer Rouge is for the younger generation. It is important for the children to know about the history of DK. We are the teachers. They need to know the history because it is their own, they are Khmer. They need to remember this history, this bitter history. I was born in 1972, so I remember a little, I only remember chopping the tree to make the basket. One day, I had to pick up 15 of those trees. I know a little bit about the history through a few documents and through my teaching, but this book provided me with more details than before. I've never been to Choeung Ek and Tuol Sleng before this week."

If we read the book, they can know about other experiences or other places. Some of the students want to know and they ask me and now I have the chance to tell them. I know that there were crimes committed in other regions.

The book only shows photographs of the Khmer Rouge, not of the general people. If we don't have the photographs, we don't know what happened. If we put the photographs we can see the visual image.

Seng Sitha

I want you to add more photographs on the suffering and the torture so that the students see the photographs and they believe that it happened and make it true. In chapter 9, when they see the photograph of torture, they can become interested in it. The photograph will attract students' attention. It will make them believe. I knew a decent amount, but now it is wider and broader. I was 10 when the Khmer Rouge came to power so the textbook provides a lot of context to my story.

The textbook is good for the younger generations, but it is not detailed on the individual suffering of the survivor, it is very neutral and balanced. For me, I am an April 17th person, and I suffered a lot, and we should give students details about that suffering. I was tortured during the Khmer Rouge and was forced to eat 40 chili peppers. They pulled me behind a truck while I was sitting. I am not happy with the textbook, It is good for the younger generation, I am upset that the suffering is not pictured. I am afraid that the history will be lost, but I keep telling my children and relatives about it. You want to mention all the suffering and the torture, but instead you put the happy, joyful photographs of the cadres.

Woman (name unrecorded)

The training is so far so good. The textbook is also good because we did not know the truth prior to this. I only know about one or two parts of the Khmer Rouge experience, but now I know a lot more about the Khmer Rouge, their policies and ideologies. I was older than 20, probably 24 when the Khmer Rouge. I can now know about the whole regime and their policies as well. It's helpful to put this together. It is very good to know about this and the leadership that put the country into so much destruction and tragedy. We need to learn from the experiences like this.

I saw the torture during the Khmer Rouge, and in this textbook I read the chapters on the torture. It puts my understanding and lets me know that it happened. I can relate to it. There is one part in the book that talks about the torture, and it talks about starvation and this is what I experienced.

The arrest of my father, my sister, to be killed is also mentioned in the book. That is part of my experience. The starvation, that is what happened to my two children. This is the part of my suffering and only one of the parts that I know about, but there are other parts I do not know about, like the Tuol Sleng prison and the Killing Fields I did not know about that, I did not experience that suffering.

X. OVERALL STRENGTHS

1. **Attitude of Participants:** Battambang provincial teachers were very eager and excited to attend the training and learn as much history as they possibly could. They were engaging in the large group sessions and came to the training sessions with a positive attitude. Participants never were afraid to voice their concerns and also took initiative to demonstrate their own teaching methodology in the large groups. For instance, one participant demonstrated the game “Hurricane” to the group, which consisted of drawing a grid on the board and placing squares in each square that contains certain point value. Everyone was laughing, cheering, and having a very fun time while also learning different ways to present material to students. Participants also were eager to read their summaries or poems aloud, such as the example with Ngoun Sophal and her “Spirit of the Khmer Heart.”
2. **Songs, Films, and Performances:** These activities provided a forum to allow participants to discuss various issues on Democratic Kampuchea. By using the arts, facilitators created a more welcoming environment for participants. Starting the morning sessions with some type of film or song was also a great way to grasp participants’ attention and provided an engaging activity with which to begin the day.
3. **Guest Speakers:** The guest speaker presentations were useful methods to stimulate discussion and increased participant contextual understanding.
4. **Modeling Lessons:** During each large group session in the morning, National Trainers presented a mock lesson to the provincial trainees. This activity provided a way to make sure the provincial trainers received some form of uniform training and also presented an avenue to clarify any questions related to specific mock lessons. When the National Trainer was done modeling a lesson, Boly then reiterated the methodology on the board.
5. **Organization and Logistics:** The workshop ran very smoothly. The team had very few, if any, problems with all technical equipment, such as projectors, marker-boards, and microphones. The groups were also evenly divided, ensuring that each group had representatives from each province and age group. The color-coded nametags also eased the process of group division as well as pre-assigning lessons prior to the workshop.
6. **Clear Objectives:** We provided the participants with clear objectives of the training process. We also reiterated the objectives throughout the training and also stressed the importance of reconciliation.

7. **Focused More on “Doing” Than Philosophical Methodology** Dense reading on methodology and pedagogy were virtually absent from this training session.
8. **Strong Overall Leadership:** Boly did a wonderful job running things very smoothly and appeasing any demands the provincial trainees had. He ran the workshop very professionally, reiterated and reinforced teaching methodology, and explained any questions relating to, and elaborating on, the history presented by other National Trainers.
9. **Increased Historical Understanding** In most trainees I spoke with, they expressed that they learned a great deal of historical knowledge in the training. Many participants in the Battambang Training Group had also not traveled to Choeung Ek and Tuol Sleng. Seeing these sites firsthand will no doubt be beneficial for their understanding.
10. **Reiterating Teaching Methodology** After large group lessons, Boly asked the trainees what teaching methodology the National Trainers used. Doing this practice gives trainees a more comprehensive understanding of the methods they used and reiterates their teaching methodology in case the participants focused more on the factual information of her lesson.
11. **Large Group Closing Session** After finishing small group model sessions, the day was closed in the large group. This was useful to reiterate certain teaching methodologies and also presented a forum for trainees to voice any concerns or suggestions.
12. **Testimony** The discussions during the training process and the conversations I had privately with individuals signal a testimonial process that occurred during the training. Participants often shared stories with each other about their experiences and felt that the textbook situated their experiences into a larger context. As one participant said to me “I saw the torture during the Khmer Rouge, and in this textbook I read the chapters on the torture. It puts my understanding and lets me know that it happened. I can relate to it. There is one part in the book that talks about the torture, and it talks about starvation and this is what I experienced. The arrest of my father, my sister, to be killed is also mentioned in the book. That is part of my experience.” While teaching about the genocide may be beneficial for the younger generations to learn about this history, it seems that this training also points to the fact that learning this history is important for the survivors to understand their own history. Furthermore, this aspect of the training is arguably a process for healing, reconciliation, and forgiving, especially since the participants witness to people with similar traumatic experiences.

XI. OVERALL CHALLENGES

1. **Inconsistent Group Facilitator Expectations and Instructions** Small groups seemed to vary in how they conducted their mock sessions. Some groups were relatively quiet—often too shy to offer feedback—while other groups went around in a circle and each gave feedback on the small group lesson. Team leaders and small

- group facilitators should encourage the latter behavior and emphasize the importance of feedback during these lessons. Also, it appeared that National Trainers were not given clear instructions on how to conduct large group mock sessions to the group. Their lessons varied in quality, which provincial trainees voiced concerns over after receiving monotonous and repetitive “actively reading” model lessons from one National Trainer.
2. **Sample Model Lessons** Participants strongly voiced concerns over not having one or two sample model lessons using the 5-step; 3 column process. They thought that each teacher should have a few model lessons given to them in their packets.
 3. **History Lessons** National Trainers who presented history lessons seemed inexperienced in teaching the history, and rightly so. Sometimes there were inconsistencies and some inaccurate information presented to the trainers.
 4. **No Clear Definitions on Challenging Words** There were some words or definitions in the textbook and guidebook that the provincial teachers had trouble grasping, such as the words communism, socialism, Marxist-Leninist, and revisionism.
 5. **Psychological Consequences of Training** Obviously, the material we teach and grapple with is heartfelt, emotional, and sometimes can stir up traumatic memories. There perhaps needs to be some resources in case participants need to talk to a professional. In a country with only 27 psychiatrists, this is almost impossible to achieve, but it would be more than ideal to have a psychiatrist present at each training center.

XII. OVERALL RECOMMENDATIONS

1. **Meeting Prior to Training** In order to improve or ensure consistency among National Trainers, I would recommend that all National Trainers meet with all Coordinators prior to the training session. During this meeting, expectations and responsibilities should be discussed. It may also be helpful to do “mock” sessions of a Regional Training Day so that National Trainers understand their responsibilities. We should not assume that National Trainers know how to conduct mock lessons, understand the most efficient ways to conduct history lessons, or facilitate small groups. The Battambang group never met with the National Trainers prior to the training, and I think this may have been one factor in the overall inconsistency I found in the training.
2. **One Model Lesson** Trainees resoundingly wanted a handout of a model lesson. While the teacher’s guidebook had sample model lessons, there seems to be a desire for a model lesson using the 5-step; 3-column process. This was even seen in the National Training in July 2009. This desire indicates a tension between Western and Cambodian methodology. Therefore, I believe we should try to accommodate those wishes in order to ensure that Cambodian teachers understand how to integrate this teaching into their everyday methodology.
3. **History in One Large Group** In order to ensure that history is disseminated accurately, I would recommend that all trainees meet in one large session to receive history from Khamboly and other Cambodian and international scholars. Doing this, ensures that

everyone receive similar history lessons and also ensures that wrong information is not told as truth!

4. **Mock Lessons in Large Group** While some large group mock lessons were not executed well, I think this was a good practice to have methodology of the lesson juxtaposed with a history lesson. Having large group lessons ensures that everyone receives the same example of methodology.

Provincial Teacher Training Program: Kampong Cham Region

Coordinator: Mr. ENG Kok-Thay

National Trainers: Mr. Siv Thoun; Mr. Sek Sokha; Ms. Teng Sophea; Ms. Mom Meth; Ms. Ly Sokchamroeun

Recorder and Evaluator: Kyle Delbyck



Opening session of the provincial teacher training in Kampong Cham province. Photo by Sokchamroeun Ly.
Source: DC-Cam Archives.

I. SUMMARY

30 Provincial Teachers from Kampong Cham, Kratie, and Kampong Thom met at the Kampong Cham Conference Hall from November 28 to December 4, 2009. The following report details the various activities that took place during the Provincial Training for Kampong Cham Region. It also outlines the objectives and strengths of as well as challenges faced during the Kampong Cham Training Seminar.

The teachers in Kampong Cham were very eager and willing to participate and also were committed to improving their teaching methodologies. They welcomed feedback from their peers

and were earnest to give their comments on other teachers' model lessons. One of the largest problems the group faced was the condensed time to conduct the model lessons—teachers were uncertain of what to spend their time teaching. They also faced problems in regards to the history, unsure of certain historical facts and ways to handle discrepancies on more subjective history.

II. NOVEMBER 28, 2009 KAMPONG CHAM TRAINING DAY 1

A. OPENING REMARKS

The first day of training opened with the thirty history teachers from Kampong Cham, Kratie, and Kampong Thom filing into the Conference Room for the Teacher's Training College of Kampong Cham. The three National Teachers joined Coordinator Mr. Kok Thay Eng at the front of the room. The National Teachers and Kok Thay sat at a table facing the trainees. Mr. Siv Thoun spoke first, welcoming the teachers and asking everyone to introduce themselves by name and province. After the National Teachers subsequently recounted their own backgrounds in education, Mr. Kok Thay Eng gave a short speech, highlighting the primary objectives of the Genocide Education program and thanking the participants for taking the time to involve themselves in the workshop process. Lastly, Mr. Eng emphasized The History of Democratic Kampuchea's important role in the future of Cambodian education and the teaching of Democratic Kampuchea history. As he noted, the book is not just an "ordinary" primer, but is instead intimately connected to larger issues of humanity, truth-telling and reconciliation, imparting valuable knowledge that can "prevent killing and strengthen development in Cambodia."

B. LARGE GROUP HISTORY LESSONS Chapter 1

Mr. Siv Thoun

Mr. Eng then yielded the floor to Mr. Thoun, who began the presentation of Chapter 1, a summary of Khmer Rouge history. Writing on a large whiteboard at the front of the room, Mr. Thoun made it a point to involve teachers in the instruction of the chapter, asking those in attendance to share their knowledge about the evolution of the Khmer Rouge. Trainees started shouting out different dates. Some stated that the Khmer Rouge first developed in the 1951-1960 time frame, while others maintained that the Democratic Kampuchea movement originated in the period between 1960 and 1969. This divergence of opinions on the timeline of Democratic Kampuchea's formation stems from the absence of a definitive historical account of the era: a gap that the new textbook hopes to fill. As such, Mr. Thoun began reading directly from the chapter. While it initially appeared as if the session would be primarily lecture-based, the teachers soon jumped in with questions, many of which provoked heated debate. The first several questions were less controversial, centering on issues of historical clarification.

One man asked why Pol Pot eliminated so many structures over the course of the Democratic Kampuchea regime. Why, for example, did he murder intellectuals, or members of the former government? Mr. Thoun responded that Pol Pot and other Khmer Rouge leaders did not want to allow those who might challenge or question the regime to survive. Other queries revolved around the meaning of certain Khmer Rouge slogans, the date of the Paris Accords, and the

actions of famous historical figures. After these chiefly factual questions, however, the remainder of the conversation turned to American and UN support for the Khmer Rouge after the inception of the PRK in 1979. One woman asked why the United Nations allowed the Khmer Rouge to preserve its seat in the assembly. Another asked why the United States began collaborating with the Khmer Rouge when it had previously allocated so many resources to the destruction of Pol Pot and his fellow cadres. Following this question, even more teachers requested explanations for Democratic Kampuchea's network of shifting alliances, a non-stop barrage that centered on the motivations behind international support of the Khmer Rouge, both throughout Democratic Kampuchea and after the regime's downfall. During this period of inquiry, many in the room engaged in lively discussion, as teachers clearly possessed a wide spectrum of opinions on the topic. In response to pervasive confusion and disagreement, Mr. Siv Thoun offered several plausible reasons for international endorsement of the Khmer Rouge. He pointed, for example, to the legitimizing effect of King Sihanouk's position as figurehead of the movement. He also noted the large role that the Cold War played in shaping the actions of the UN and the United States, both of which perceived the Vietnamese PRK government as a Communist threat. However, despite these answers, numerous trainees continued to express their befuddlement, after which Mrs. Mom Meth attempted another mode of explanation. Using the whiteboard, Ms. Meth drew a series of diagrams, each depicting a specific time period and the alliances between different countries during this time period. For example, for the period between 1979 and 1990, the whiteboard displayed the United States, the UN, China, and Thailand in a coalition with the Khmer Rouge against the Soviet backed Vietnamese regime. Mrs. Meth's illustrations of power relations seemed to clarify the situation for the teachers: a testament to the effectiveness of visual learning. After the whiteboard segment, however, the debate raged on. Trainees clashed over why exactly the international community did not intervene in the genocide and whether or not Vietnam "invaded" Cambodia or saved the country from Khmer Rouge atrocities. The level of dialogue was fitting, given that a primary goal of the new history curriculum is to generate discussion over conflicting historical interpretations: not to impose a restrictive historical truth on students. Furthermore, the Chapter 1 presentation also incited a conversation about morality and human obligation, another stated objective of the textbook. After Mr. Thoun referenced the influence of Sihanouk on UN support, one of the teachers replied, "but the Khmer Rouge killed people!" Mr. Kok Thay Eng subsequently spoke about the paradoxes of the political climate and the ways in which moral issues lie at the center of Democratic Kampuchea history.

CHAPTER 2

After the break, Mr. Siv Thoun commenced upon his Chapter 2 presentation: "Who were the Khmer Rouge and How Did They Gain Power?" Mr. Thoun again read text from the book and also asked trainees to read aloud from the book. The ensuing question and answer session assumed a calmer, less contentious tone than that of the Chapter 1 discussion, as queries tended to revolve around matters of indisputable historical facts. A male teacher, for example, asked where the name of the Khmer Rouge originated from, whilst others asked Mr. Thoun to explain the changes in the name of the Communist party throughout the years and to clarify the meaning behind "Khmer Hanoi." Following questions centered on more detailed explanations of historical events, such as the Indo- China wars and the Cold War. Some teachers were simply misinformed about aspects of Cambodian history, with one trainee asking why the Issarak movement split into

two sectors, a schism that Mr. Thoun said never occurred. The last questions of the session reflected a desire to learn more about the international context of Democratic Kampuchea, as teachers requested information about World War II and the Russian communist movement. The session then finished slightly ahead of schedule, at 11 am, and the group broke for lunch. Conversation With Mrs. Mom Meth about the History of the Building. During lunch, I learned that the very building we were sitting in had played a tragic role in the history of Democratic Kampuchea. Khmer Rouge soldiers occupied the complex, previously a university, in 1970. Students were subsequently evacuated and the Kampong Cham governor requested aid from South Vietnam and the Americans. Though no help came, the Khmer Rouge abandoned the building after two days and students returned to the school. In a heartbreaking turn of events, American B 52 planes dropped bombs on a building filled with innocent young people: the result of misinformation and carelessness. Many students died in this incident, a disaster that Mrs. Meth witnessed with her own eyes. While her story is not in the textbook, my conversation with Mrs. Meth illustrates the significance of oral history in the recounting of Democratic Kampuchea: the manner in which personal stories can provide a different perspective on the past. Furthermore, our exchange made it even clearer that the people sitting in the classroom, whether trainees or facilitators, were all part of a “living” history, individuals with narratives to tell and experiences to recount.

C. AFTERNOON LARGE GROUP MODEL LESSONS

Mrs. Mom Meth

After Mrs. Meth’s moving tale, the session resumed. She began modeling the teaching of the Pre-Lesson Course Introduction, asking trainees to play the role of student. Mrs. Meth then held up a piece of paper laying out the objectives of the curriculum, such as creating a new definition of humanity and exploring the ways in which the Khmer Rouge regime continues to impact the Cambodian present. As per the Introduction Chapter in the guidebook, Mrs. Meth next handed out pictures to all of the trainees, each card depicting a famous Cambodian building or symbol. Utilizing this interactive instruction technique, she asked students to come to the front of the room and describe the significance of their pictures. One volunteer deemed Wat Phnom a symbol of Buddhism, whilst another described the Independence Monument as the manifestation of Cambodian sovereignty. Mrs. Meth continually supplemented these comments with factual information and historical context. At the end of the postcard process, she asked the class to provide interpretations of what the pictures implied about the state of Cambodia before 1975.

Trainees had very different answers, with one labeling Cambodia a “developed” nation before the Khmer Rouge, another arguing that the country had previously been under the control of Thailand and Vietnam, and yet another stating that a civil war was ravaging the country during the early 1970s. Again, the diversity of responses encapsulated the textbook’s mission to explore the complexities of Cambodia’s past and refrain from intellectual absolutism. After the discussion, Mrs. Meth declared that every single structure represented on the postcards, whether the Royal Palace or famous temples, was destroyed under the Khmer Rouge system. In using the pictures, Mrs. Meth was effective in involving students and laying the groundwork for an introduction to Khmer Rouge history. She then asked trainees to open their books and picked students to read sections aloud. First, one student read the Democratic Kampuchea National Anthem, a piece that generated an interesting debate about the purpose of such songs and

slogans. Another student followed the anthem with a poem by a victim who lost his father: “Searching for Dad.” Mrs. Meth employed the poem to transition into a general query about the quality of life during the Khmer Rouge regime. This question provoked a series of responses that centered on the lack of freedom inherent to Democratic Kampuchea. Again, Mrs. Meth allowed the students to do much of the talking and took advantage of their pre-existing knowledge to push the conversation in interesting directions. After discussion of the poems, Mrs. Meth placed a series of posters on the whiteboard to provide historical background and international context for the rest of the lesson. These posters contained information on fatality numbers of other genocides as well as the legal definition for genocide provided by the United Nations Genocide Convention. Different students read the bullet points on the board to the rest of the class, with Mrs. Meth offering factual clarification if needed.

After this more “lecture” oriented section of the presentation, Mrs. Meth asked students to go to the board and write down one thing about the Khmer Rouge. Trainees raised a diverse spectrum of points, such as the evacuation from Phnom Penh, the abolition of religion, the separation of families, the loss of individual rights, and so on. This exercise proved to be an ideal transition into a conversation about the Khmer Rouge’s effect on people today. Trainees jumped to write on the board, many clearly passionate about the strong connection between the past and present. The long list of issues attributed to Democratic Kampuchea included mental health, trauma, the prevalence of orphans, illiteracy, poverty, lack of national pride, loss of culture, etc. The reading of this list was touching, highlighting the immensity of the damage caused by the Khmer Rouge and emphasizing the ways in which the history of DK continues to impact each and every one of the trainees and facilitators.

D. GUEST SPEAKER

Youk Chhang

Following Mrs. Meth’s session, Youk Chhang, Director of DC-Cam, spoke of his appreciation for the work that teachers do as well as his gratitude for the trainees’ presence at the session. He noted that teachers who want to supplement their lessons with primary sources can acquire documents from DC Cam, whether it be photographs, records of government actions, information about victims, and so on. He also emphasized the importance of teaching some of the more overlooked aspects of DK history, such as the purposeful killings of Cham Muslims and Christians. In this vein, Chhang further urged teachers not to avert their eyes from the complexities of the Khmer Rouge period. As he commented, the parents of some students may very well be former Khmer Rouge members. As such, history lessons should not be centered on demonizing the Khmer Rouge or simplifying moral ambiguities: the DK regime was filled with many “different stories,” some of which are far from black and white. A firm believer in the value of telling all stories and the power of education, Chhang closed by mentioning how moved he felt when he saw all of the trainees gathered in the classroom.

E. LARGE GROUP MODEL LESSON

Mrs. Mom Meth

After a short break, Mrs. Meth started the Pre-lesson “Discovering Student Prior Knowledge” teaching model, initially focusing on broader methodologies of instruction and calling on

trainees to read aloud from the course objectives/teaching strategies section. She then conducted a KWL exercise, applying the methods described in the book. Beginning with K, what students “already know,” trainees wrote down their pre-existing knowledge about the Khmer Rouge on pieces of paper and went to the whiteboard to share their responses with the rest of the class. The answers included “the Khmer Rouge killed people,” “the Khmer Rouge eliminated religion,” “the Khmer Rouge forced people to move to wear dark clothes,” and so on. Mrs. Meth next transitioned to the “W” segment; what students want to know. Trainees again wrote their comments on the board. The four main issues that surfaced were as follows:

Why did the Khmer Rouge eliminate religion and culture?
In what manner did the senior leaders live?
Why did the Khmer Rouge order people to wear black?
What was the purpose of killing people?

Mrs. Meth then separated trainees into groups to discuss these issues, at the end of which a representative from each group wrote the substance of his or her group’s conclusion on the board. The partition of the class into smaller sections was extremely effective, as the groups engaged in lively dialogue and generated interesting, nuanced responses to the issues at hand. The group’s answer to question two, for example, acknowledged that, while Khmer Rouge cadres were supposedly the “heart” of the party, rank greatly affected standard of living and no one was immune to party paranoia and purges. The process of each group “teaching” the rest of the class provided the perfect segue into preparations for Day 2. Mrs. Meth again divided the trainees into groups, but this time informed them that “students” would now be teaching the models.

F. REFLECTIONS ON THE DAY/RECOMMENDATIONS

With greater responsibility transferred into the trainees’ hands, Mrs. Meth noted that she was excited for the next day. While the sessions proceeded at a faster pace than anticipated, she was happy with how “active” the workshop had been and how engaged trainees were with the education materials. Her primary regret was that, as a result of the relatively diminutive size of the classroom, it was difficult to divide the class into smaller groups: a strategy that would have enhanced classroom discussion. In observing the session, I concur with Mrs. Meth on this issue. Smaller groups would have enabled a more thorough and personalized exploration of the aforementioned moral issues, as well as a more effective integration of the quieter trainees.



Small group discussion at the Kampong Cham provincial teacher training. Photo by Sokchamroeun Ly.
Source: DC-Cam Archives.

III. NOVEMBER 29, 2009 KAMPONG CHAM TRAINING DAY 2

A. Adjustments to the Session Structure

Before describing the session, it is important to take note of a few minor adjustments that the facilitators made to the structure and setting of the workshop. First, paying heed to the aforementioned concern that the size of the room had prevented smaller group discussion, the training session was moved to a much larger, loftier room, within which multiple long tables and a more flexible space proved to be more conducive to workshop activities. The National Teachers and Mr. Eng also decided to delay the screening of the film planned for Day 2, as its content does not coincide with the material covered in Chapters 3 and 4.

B. HISTORY LESSON CHAPTER 3

Mr. Siv Thoun

After Mr. Eng gave a short summary of the day's activities, Mr. Siv Thoun began his presentation of Chapter 3: The Khmer Rouge Comes to Power. As with Day 1, he started out by engaging the trainees and asking them questions. Reviewing the preceding chapters, he inquired as to what parties were involved in the civil war and how long the war lasted. Mr. Thoun then read directly from the textbook and subsequently called on different trainees to also read parts of the chapter aloud. Again, similar to Day 1, trainees expressed their confusion or concerns throughout the presentation. Many were simply befuddled as to the motivations behind Khmer Rouge actions. One trainee, for example, asked why the Khmer Rouge killed foreigners, an inquiry to which Mr. Thoun responded that the Khmer Rouge had no regard for international laws and killed indiscriminately. Other questions also centered on the issue of the Khmer Rouge mindset, whether it be Angkar's incentive for killing monks or the reason that cadres murdered the families of Lon Nol soldiers. Further queries focused on the evolution of Lon Nol's downfall and the withdrawal of American support: basic questions of historical clarification.

At certain points throughout the presentation, the extent to which the “truth” of Democratic Kampuchea remains unclear became extremely evident. Mr. Thoun, for example, mentioned that the Khmer Rouge’s plan to evacuate citizens from Phnom Penh is still a topic of debate. One trainee even proclaimed that the Khmer Rouge had evacuated the city to save residents from American bombing: a convenient myth utilized by regime leaders. As such, watching Mr. Thoun carefully explain the nature of this deception was a poignant moment: the dispelling of decades of historical propaganda. Even Mr. Thoun, however, has displayed a lack of knowledge in particular areas. On Day 1, he could not answer a student who asked whether Germany had captured Stalin, while on Day 2 he similarly could not answer questions about Myanmar, a high-ranking communist member, and several other topics that dealt with the international context. Another problem that arose throughout the session was Mr. Thoun’s confusing or excessively simplistic responses to questions about complex moral and psychological issues. One student, for example, asked why the Khmer Rouge did not simply tell the truth about the goals of their revolution instead of lying about the evacuation. Mr. Thoun answered that the Khmer Rouge was following Chinese ideology, but did not elaborate on how Maoist doctrine related to lying or dishonesty. Responding to another question about why the Khmer Rouge continued to sell products even after they supposedly eliminated currency and capitalism, he spoke extensively about the ways in which the regime utilized exports and factories to survive but did not explain the reasons behind this paradox. In certain instances, Mr. Thoun’s replies cut short what could have been potentially dynamic discussions. However, this issue only surfaced a couple of times. For the most part, Mr. Thoun helped trainees understand the material, whether in describing the Khmer Rouge split from Vietnam or Pol Pot’s transfer of high-ranking Southwest cadres to the East zone.

CHAPTER 4 HISTORY LESSON

After a short break, Mr. Thoun began his presentation of Chapter 4: “The Formation of Democratic Kampuchea.” Holding up a photograph and asking trainees to identify pictured Khmer Rouge leaders, he again utilized interactive techniques to involve students from the beginning. Many initial questions related to King Sihanouk and his tenuous relationship with the Khmer Rouge. After clarifying the ambiguities of Sihanouk’s position, Mr. Thoun then started reading from the text. As with previous sessions, trainees continually interjected with questions throughout his presentation. Mr. Thoun’s Chapter 4 review illustrated the effectiveness of using primary source material and visual clues to engage students. In one instance, discussion over a Khmer Rouge song took an interesting turn, while in another, the Democratic Kampuchea flag generated an animated debate. Trainees were confused about why the flag contained the Angkor Wat symbol when the Khmer Rouge’s stated objectives included the elimination of all such remnants of Cambodian culture. In response, Mr. Thoun referenced the long history of Angkor Wat as an icon of Cambodian nationalism. At other points in the presentation, Mr. Thoun asked students to read from a copy of the Cambodian constitution as well as a copy of King Sihanouk’s letter of resignation.

C. LARGE GROUP MODEL LESSON CHAPTER 1

Mrs. Mom Meth

In the following hour, Mrs. Mom Meth taught the Chapter 1 lesson model, first reminding “students” of the knowledge they had gained in the previous session. She then hung a poster

displaying the chapter's objectives on the board, which students subsequently read out loud. Clarifying the lesson structure even further, Mrs. Meth took out the KWL poster from Day 1 and asked volunteers to recap what they already knew about the Democratic Kampuchea regime. She then read aloud the W topics (what they wanted to know), such as the motivation behind the closing of schools and the reason for the distinction between new people and base people. After reading the answers in the L section of the chart, Mrs. Meth asked trainees to write what they considered to be the main Chapter 1 points on a poster. Different students then read the poster aloud and asked questions about the topics mentioned on the sheet. All of the aforementioned activities helped demonstrate the value of a clear lesson plan and methodically structured exercises. Mrs. Meth advised trainees to likewise create posters of main points in order to involve students and facilitate an open exchange of ideas. She also noted that, when explaining key words, teachers should incorporate other information from the chapter in order to broaden the class' perspective and reinforce pre-existing knowledge.

At this point, Mrs. Meth stepped into the teacher role and asked "students" to read two of the personal testimonies presented in Chapter 1: one from Ieng Thirith's courier and one from Youk Chhang. As the testimonies appear to be conflicting, with the courier painting a favorable picture of the regime and Chhang describing the atrocities of Democratic Kampuchea, Mrs. Meth then embarked upon a fascinating series of reflections on historical narrative. As she commented, many kinds of stories fill the pages of history. From her perspective, a history is therefore only complete or "true" when all such stories are combined. In this vein, Mrs. Meth stated that history can serve as a vehicle to bring people together, as every single Cambodian is sure to find someone with a similar tale or background in the annals of Democratic Kampuchea's past. She then delved into the different ways that history is taught throughout the world, mentioning the disparity between the Cambodian system and the guidelines laid out in the textbook. While the textbook takes note of only three steps in a typical lesson, the introduction and review, the main lesson, and the summary, Mrs. Meth noted that she usually employs five steps: the warm up period (the taking of attendance, banter, and so on), the review of the previous lesson, the main lesson, the conclusion, and instructions for the next class. As a teacher who is very meticulous and careful about the structure of her lessons, she finds this contrast between teaching methods extremely interesting. She further described six levels of student consciousness in their responses to questions: remembering, understanding, practicing, analyzing, concluding, and evaluating. Regardless of the number of steps involved in a teacher's lesson plan, Mrs. Meth stressed how important it is that trainees push their students to reach the deepest level of comprehension. In her eyes, such comprehension is best achieved through the teaching of history as a formula, with a detailed schedule for the lesson, controlled segments and steps, and so on. Her high expectations for the trainees were subsequently revealed when she berated an experienced teacher for his lack of preparation. In closing, however, Mrs. Meth made it clear that she holds herself to the same standards, asking trainees to be completely honest in their evaluations of her teaching performance.

D. SMALL GROUP MOCK LESSONS

The facilitators divided the teachers into four groups of approximately seven each. The groups went off into their respective corners, creating posters, discussing their game plans, reviewing the textbook, and so on. Each member of the group was given a section of either Chapter 2, 3, or

4 to teach: with seven people per group and chapters divided into two lessons, almost everyone was expected to fly solo. After approximately half an hour, the facilitators asked the trainees to start their lessons. Groups 1 and 2 went into another building, within which they taught at different ends of the room. Groups 3 and 4 remained in the morning's classroom, also teaching on white boards at opposite ends of the room. One National Teacher supervised each group. In the group lesson I attended, Mr. Siv Thoun informed the trainees that they should all pay close attention to other teachers' lessons and education strategies.

Mock Lesson Number One: Chapter 2, Lesson 1

The first trainee-teacher then embarked upon the curriculum for Chapter 2, Lesson 1: "Actively Reading Chapter Two." Before delving into the text, he called on "students" to shout out their previous knowledge about the regime, writing these responses on the board. He also hung up a poster featuring the objectives of the lesson, which he subsequently read. His "introduction" review period was extremely short, however, and he almost immediately jumped into reading the chapter. Making his way through the text, he peppered his presentation with the guided questions laid out in the textbook. While he did not deviate very far from the curriculum, he also did not involve the students in any meaningful way and the class was extremely passive. As the result of the fact that he constantly asked factual questions relating to the paragraphs he read aloud, students did not have the chance to pull together knowledge gained from the chapter and formulate historical analysis. While the trainee supplemented student answers with information in the book, the session tended to center on memorization, not the "understanding" Mrs. Meth promoted in her morning presentation. With time running short and only half an hour allocated for the teaching of the lesson, Mr. Thoun eventually asked the trainee to wrap things up. He then rapidly began running through the lesson objectives, basic vocabulary, key historical developments, and so on. Slightly discombobulated, he did not write anything on the board and also did not clearly summarize the lesson in closing.

Evaluation Session

During the evaluation section, trainees primarily criticized him for not engaging the class: focusing too much on the factual and not devoting enough time to interesting topics of discussion. Some commented that he spoke much more than the "students" and also did not stick to the guidelines laid out by the book. In defense of his methodology, however, he noted that, because he was forced to condense a two-hour lesson into half an hour, the scenario was unrealistic, and it was impossible to adequately explore the topic and utilize all of the textbook exercises. In response, Mr. Thoun acknowledged the difficulty of the time frame but maintained that well-prepared teachers should anticipate challenges and unexpected developments. Interestingly, however, all of the participants raised the issue of time constraints and deemed the short length of the lesson an obstacle to their ability to teach the sessions.

Mock Lesson Number 2: Chapter 2, Lesson 2

The second trainee-teacher also encountered this issue. Though he made sure to spell out the objectives of his lesson (Lesson 2, Chapter 2, Who was Pol Pot), he likewise sped through the material and spent far too much time speaking and far too little time engaging the students. Furthermore, in a rush to finish the lesson in time, he either skipped or jumped between many of the steps. While taking Mr. Thoun's advice to heart and writing student responses on the board in

an attempt to involve the class, he failed to complete the main activity of the session, a discussion about Pol Pot's ideology, and also did not ask students to summarize the text.

Evaluation Session

Ensuing comments accordingly centered on the confusion generated by his technique, his neglect of the textbook steps and the lack of active student participation. In explaining his strategy, however, he sided with the first teacher and referenced the difficulty of employing all of the steps given the time constraints. As he noted, he had no choice but to speed through the text. Over the course of his evaluation, the discussion took an interesting turn, with two trainees debating the merits of writing the objectives and steps on the board. Additionally, another trainee noted that she felt some of the guided questions were excessively simplistic and obscured the complexities of difficult issues.

Mock Lesson Number Three: Chapter 3, Lesson 1

The third teacher trainer, clearly hyper-aware of previous criticism about student involvement, adopted an entirely different approach to Chapter 3, Lesson 1: Actively Reading Chapter 3. He did not even put the objectives up on the board and strayed far from the guidelines of the curriculum. Skipping sections of the text, he instead asked students to speak about "key words" they did not understand, which he subsequently defined and wrote on the board. After covering the reasons behind the Khmer Rouge evacuation, he divided the group into discussion sections, with each group assigned a topic. While not part of the "steps" described in the book, this technique engaged students more than the strategies utilized by the preceding two teachers. Trainees wrote their responses on the board and the teacher then supplemented their answers with additional material. He eventually finished and, while failing to ask students to summarize the lesson, gave them "homework" for the next class.

Evaluation Session

Comments on his session revolved around the scatterbrained nature of his lesson plan and his almost complete neglect of the textbook guidelines. Others, however, acknowledged that the lesson had resulted in a higher level of student involvement than the other two sections. A debate accordingly ensued about the value of the guidelines and the degree to which trainees should restrict themselves to the formula laid out in the book. One teacher argued that, while the National teachers continually urged student participation, the guided questions tended to center on fact and were not "thinking questions."

Mock Lesson Number Four: Chapter Three, Lesson Two

Lastly, the fourth teacher took the stage for Chapter Three, Lesson Two: "Visual Image of April 17, 1975." Unlike the third teacher, he wrote the objectives on the board and meticulously followed the textbook steps. He started with an engaging review of previous knowledge and then wrote key words on the board, asking the class about what they didn't understand or were most interested in. After answering trainees' questions and encouraging fellow students to help clarify key words, he moved on to "oral questions," a step he also wrote on the board. In this section of his lesson, he took note of the textbook's suggestion that teachers introduce their own ideas into the curriculum, as some of his queries were not in the guided questions section. He asked, for example, what the general relationship between the Khmer Rouge and the rest of the world was.

He also asked about the difference in perspective between Cambodians living in rural and urban areas. These inquiries tended to generate more interesting answers.

He then moved on to Discussion Questions (a step he wrote on the board), dividing the class into groups of three and assigning each group a discussion question. One of the questions, also not in the textbook, centered on the role of emotion in the writing of history and the extent to which sentiment should enter into descriptions of suffering during the regime. Once again, his questions produced more complex responses than those of the previous sessions, and students wrote their ideas on posters on the board. After asking the class to summarize the chapter and doling out homework for the “next” session, he ended his lesson.

Evaluation Session

The ensuing comments were extremely positive, as it was clear that he had listened to criticism of the previous teachers’ performances and had also struck a good balance between following the curriculum and adding his own perspective to the lesson. Unfortunately, because of time constraints, the last two volunteers did not get the opportunity to present. Given the upward trajectory of the lessons, however, I am sure they would have performed well. As Mr., Siv Thoun noted, “it was their first time teaching these lessons.” The evaluation sessions accordingly proved themselves to be extremely helpful, providing trainees with important commentary on teaching techniques as well as a first-hand look at the successes and failures of such strategies. I look forward to further improvements in Day 3.

E. STRENGTHS

History Lessons Methodology

Mr. Thoun’s introduction of outside sources injected life into the classroom and enhanced the quality of the session. Mr. Thoun also intermittently deviated from the text and recounted interesting anecdotes, such as details about Ieng Sary’s international tour and stories of Angkor Wat religious practices.

Participants Evaluate Each Other

It appeared that participants were eager to add their comment or feedback, not shy as to give comments.

Large Group Model Lessons

Mom Meth’s mock lessons were very strong, incorporating visual aid and mixing up group and individual work. She also was very prepared in presenting her lessons, coming to class with posters already made. Her lessons were engaging and swayed away from purely historical fact. She transitioned from each lesson topic very smoothly and also was not afraid to jump from a “teacher” role in the mock lesson to a “National Trainer” (explaining her rationale for her methodology).

Moving to a Different Room

The training session was moved to a much larger, loftier room as opposed to the smaller, cramped room we were in prior. Multiple long tables and a more flexible space proved to be more conducive to workshop activities.

F. CHALLENGES

National Teacher Did not Encourage Debate

Mr. Thoun failed to facilitate or spur on budding debate. In the case of the hypocritical nature of the Democratic Kampuchea flag, for example, he did not ask students further questions about their opinions on the contradictions exemplified by the Angkor Wat symbol, but instead quickly moved on. While this approach may have been the result of time constraints, it was nevertheless disappointing. One observer concurred with this view, noting that while the workshops have been very effective, the quality of discussion has been disappointing.

History Lessons Are Sometimes Inaccurate

In some cases, Mr. Thoun failed to answer questions correctly. For instance on Day 1, he could not answer a student who asked whether Germany had captured Stalin, while on Day 2 he similarly could not answer questions about Myanmar, a high-ranking communist member, and several other topics that dealt with the international context. Another problem that arose throughout the session was Mr. Thoun's confusing or excessively simplistic responses to questions about complex moral and psychological issues.

Model Lessons

Teachers seem to be having a difficult time grasping the lesson plans in the teacher guidebook. They seem to be jumping around from place to place without a real grasp on the ways in which teaching with the guidebook is supposed to take place.

IV. NOVEMBER 30, 2009 KAMPONG CHAM TRAINING DAY 3

A. HISTORY LESSON CHAPTER 5 AND 6

Mr. Siv Thoun

Mr. Siv Thoun started the day's history chapter presentation. Responding to complaints that the previous day's sessions had been rushed, the facilitators decided to combine Chapters 5 and 6 (Administrative Divisions of Democratic Kampuchea and the Four Year Plan) into one lesson, thereby ensuring that trainees would have a sufficient amount of time for the model lessons. As with the previous days, Mr. Thoun alternated between reading from the text and engaging students in discussion. The first several questions again revolved around questions of historical clarification. One trainee, for example, asked about the reasons that different leaders were assigned to different zones, while another asked about the zone in which the most people were killed. Throughout this question and answer session, Mr. Thoun encouraged the trainees to describe the primary characteristics of the zones. In response, participants utilized knowledge from both the book and their own personal experiences during the regime. One trainee noted that he actually remembered there being seven regions, with six regular zones and one "special" designated zone, a distinction not mentioned in the book.

Incorporation of Personal Stories into the Lesson

This remark opened up the floor to a torrent of stories about life in Democratic Kampuchea. As Chapter Six deals mainly with the Four Year Plan, an agricultural system that some participants had been forced to work under, trainees had much to say on the subject. An older trainee commented that, under the Four Year Plan, his family had been evacuated from Phnom Penh to

Kampong Cham to work in the rice fields. Meanwhile, the “old” people of Kampong Cham, including numerous Cham Muslims, were evacuated to another outlying province. As the result of his family’s associations with the Lon Nol regime, Khmer Rouge soldiers killed the trainee’s brother. However, the trainee has since heard that many Kampong Cham “old people” are still alive. He asked Mr. Thoun why his family members were killed while the Kampong Cham evacuees survived. Mr. Thoun responded that “new” people suffered far higher rates of fatality than “old” people because of their inferior position in Democratic Kampuchea and the Khmer Rouge’s distrust of anyone involved with the former system. He further stated that the “old” people also suffered greatly, as they had barely anything to eat and were worked to the bone. Following the aforementioned trainee’s story, others joined in. One trainee spoke about his labor experience in the rice fields and mentioned that the field he worked in utilized tractors and machines. After Mr. Thoun remarked on the Khmer Rouge distinction between ordinary rice fields and “special” rice fields (No. 1 and No. 2), the trainee whose brother was killed rose to share his firsthand knowledge of the differences between the two. He said that he was young during the Khmer Rouge regime and that, when working in the rice fields, he was also asked to cut down trees and clear areas for rice production. He then commented that the Khmer Rouge frequently ordered him to defecate and combine his own excrement with cow manure: the fields that utilized human manure were deemed “special” or No. 1. Listening to the tale, some in the room also noted that they had been subjected to this treatment and forced to defecate. One trainee described the evacuation of his family from his hometown. He said that Khmer Rouge cooperative leaders constantly asked his uncle, who had been a community leader before Democratic Kampuchea, to provide them with excrement for the rice field. The trainee explained the immense pressure involved in the request, as the Khmer Rouge would then weigh the excrement taken from the cooperative members, deeming those with the smallest amount “traitors,” disloyal to the revolution.

Furthermore, as many in the class mentioned, the laborers themselves never reaped the benefits of the rice fields. Some trainees stated that cooperative workers received only a handful of rice for an entire family. The trainee whose brother was killed then began to speak at length about his experience with the Four Year plan, proclaiming that he hoped to reveal the truth to young teachers in the room who were not alive during the regime. He remarked that he was given one sickle of rice to cook for his whole family and, on some days, received just a single spoonful of food. Without adequate rations, he frequently ate insects or whatever else he could find. He closed by noting that he wants to show the world that the suffering experienced by Cambodians in Democratic Kampuchea was “real.” Such recounting of personal experiences greatly enhanced the quality of the session and deepened trainees’ understanding of the Four Year Plan.

B. SMALL GROUP MODEL LESSONS

Mock Lesson 1: Chapter Six, Lesson Three

After a short break, trainees divided up into their Day 2 groups for the model lesson exercise. I observed a group that was supervised by Mr. Eng and Mrs. Meth. The first trainee-teacher started with Chapter 6, Lesson 3: “Timeline, Team Analysis and Evaluation.” Writing his objectives for the lesson on the board, he engaged students in a review of previous materials, asking about the quality of life under the Khmer Rouge and also displaying a picture of people laboring in a rice

field. In the interest of time, he cut short reading aloud from the text, and instead moved on to clarifying uncertainties over key words and important events. In another attempt to involve the students, he divided them into two discussion groups, with one assigned a question about the events of April 17, 1965 and the other assigned a question about political developments in 1976. Trainees met with their groups and then wrote their answers on the board. Again, because the teacher strictly followed the guidelines and centered his presentation on dates and facts, there was barely any debate. Furthermore, while he asked for additional input on the points raised by the trainees, he did not have time to delve into their more interesting answers. He also did not have enough time to conduct lesson exercises that could potentially have generated a higher level of dialogue. He closed by summarizing the lesson and giving the students homework.



Small group session at the Kandal province teacher training. Photo by Sokchamroeun Ly. Source: DC-Cam Archives.

Evaluation Session

The ensuing evaluation of his performance focused on his failure to cover all of the steps in the guidelines as well as the lack of student participation. As with previous trainees, however, he noted that the shortened time period prevented him from delivering an effective presentation. Some participants suggested that future teachers highlight one main topic and leave other parts out.

Mock Lesson 2: Chapter Six, Lesson 4

The next trainee-teacher then started his presentation of Chapter 6, Lesson 4: “Analysis of the Khmer Rouge Ideology.” After writing the objectives on the board and having students read them aloud, he reviewed the previous lesson and asked students questions about the Four Year

plan. He adopted a different approach, requesting that students list both advantages and disadvantages of the plan. He then turned his attention to the main topic of the lesson, requesting that students read slogans out loud and explain their meanings. While he asserted that the goal of the exercise was to explore the Khmer Rouge's political ideology and philosophy, student descriptions of the slogans remained fairly simplified: a slogan about secrecy was attributed to Khmer Rouge secrecy, while a slogan about education was simply deemed as being "against" schooling. The teacher then asked the students to pick one slogan and spend fifteen minutes writing about its political and moral implications. However, as time was running out, students could not complete the exercise and the teacher ended class.

Evaluation Session

In the evaluation session, trainees criticized the teacher for omitting too many of the guidebook steps and not writing on the board. Following in his predecessors' footsteps, the teacher also pointed to the condensed nature of the lesson as a hindrance to his lesson plan.

Mock Lesson Number 3: Chapter 6, Lesson 1

In the last presentation before lunch, the third trainee-teacher presented Chapter 6, Lesson 1: "Actively Reading Chapter 6." He read the objectives aloud from a poster he had prepared and then began writing key words on the board. After explaining the meaning of these vocabulary words, he immediately launched into the guided questions section. Reading directly from the textbook, he spent the rest of the lesson asking students to answer the questions. The only point at which he deviated from the steps was during his short description of a photograph in the book. At the end of the session, he requested that students summarize the content of the chapter.

Evaluation Session

While he followed the guideline steps extremely carefully, trainees criticized him for the absence of both meaningful dialogue and substantive student involvement in the lesson. Mr. Eng noted that he stuck to the script almost too faithfully. The teacher's struggles exemplified the difficulty many seemed to have with finding a balance between an excessively narrow interpretation of the guidebook and straying far off the recommended course.

Mock Lesson Number Four: Chapter Five, Lesson 1

After lunch, the final two trainee-teachers tried their hands at the practice lessons. The first teacher presented Chapter 5, Lesson 1: "Actively Reading Chapter 5." He made it a point to go over the objectives, review key points about administrative zones and regions, and ask the guided questions, continually supplementing student responses with additional information. However, like the previous teacher, while he adhered to the guidelines, he failed to engage the students in interesting conversations or promote substantive analysis of the material. At one point, he read guided questions off a poster for almost fifteen minutes. Near the end of the lesson, he asked students to individually reflect on the reasons why the Khmer Rouge divided the country into zones. Unfortunately, the class ended before students could begin a discussion on the topic. Continuing the prevailing trend, the trainee encountered problems with achieving the aforementioned "balance" whilst grappling with time constraints.

Mock Lesson Number Five: Chapter Five, Lesson Two

The last teacher was assigned Chapter 5, Lesson 2: “Victim-Khmer Rouge Cadre Role-playing Activity.” He began by writing the objectives on the board and subsequently, in an attempt to involve students in the lesson, asked trainees how people lived during the Khmer Rouge regime. After listening to responses, he began the lesson activity. The primary exercise of this lesson centers on testimonies from a wide spectrum of people who lived through the Democratic Kampuchea regime, including both victims and those aligned with the Khmer Rouge government. Students are expected to read the testimonies, role-play, and explore the mindsets of “witnesses.” Following the guidelines, the teacher divided students into five groups and assigned them each a “character.” He then asked trainees to read testimonies out loud, at which point Mr. Eng stopped him and noted that, in the interest of time, it would be more effective for students to read the testimonies individually and perform shortened versions of the stories. The teacher listened to Mr. Eng’s advice and proceeded accordingly. Students were given ten minutes to compose their stories and the class spent the next fifteen minutes or so role-playing. The performances were extremely effective, in that they exposed the complexities of the regime and also encouraged empathy for victim and perpetrator alike. Throughout the role-playing session, students took notes, which they planned to utilize for a scheduled discussion period.

Evaluation Session/Recommendations

Once again, however, time constraints intervened. While the book contains questions that delve into the moral and political implications of the stories, the condensed lesson did not allow for further debate or dialogue. Despite this disappointing turn of events, it was obvious that, with a more flexible time frame, the lesson has the potential to be tremendously thought provoking.

C. HISTORY LESSON CHAPTER SEVEN

Mr. Sev Sotha

After a short break, Mr. Sev Sotha began teaching Chapter 7: “Life Under the Khmer Rouge.” Throughout his presentation, Mr. Sotha succeeded in facilitating interesting discussion while also educating the trainees about key words and important historical developments. He started by asking students if they agreed with one of the main points of the chapter: a novel approach that both focused attention on the lesson and challenged trainees to think outside the box. He went on to ask a series of questions that related to the “guided question” material but injected his own ideas and perspectives into the curriculum. Furthermore, in answering student queries, Mr. Sotha frequently grounded the Democratic Kampuchea regime in an international context. For example, speaking about the failure of the Four Year Plan, he contrasted Democratic Kampuchea’s failures with Japan’s economic success, a disparity he partially attributed to Tokyo’s use of machinery and chemicals in rice fields. Mr. Sotha’s continued citation of international examples demonstrated the effectiveness of employing “comparative history,” part of the mission of the new textbook.

Mr. Sotha also integrated his personal experiences with the Khmer Rouge into his teaching of the chapter. Sensing student confusion about certain aspects of the material, Mr. Sotha gave a detailed account of his life under the regime. He noted that the country was in turmoil during the years leading up to the evacuation of Phnom Penh. Mr. Sotha embarked on a long, dangerous journey to his hometown, where his uncle had promised him he would meet him. Though Mr.

Sotha eventually reached his destination, keeping up his end of the “promise,” he never saw his uncle again. He further stated that during the regime, the Khmer Rouge did not allow people to move about freely and killed anyone who strayed from the cooperative. In the town where Mr. Sotha lived, the Khmer Rouge set up a cooperative as well as several smaller groups within the larger unit. These groups were classified according to the arbitrary “old” people/ “new” people distinction and included a mobile group, a “low” group, and a “high” group. Within his cooperative, Mr. Sotha worked, ate, and foraged for food with other members, essentially spending all of his time with them. Mr. Sotha’s narrative added depth and complexity to the less detailed material presented in the textbook.

Additionally, his remarks on the categorization of various factions within the cooperative launched the lesson into a fascinating period of discussion and debate. Trainees were extremely interested in the motivations behind certain groupings. For example, what about “old” people who had relatives in the Lon Nol regime? Where did they fit in? Or what about “new” people who were able to somewhat assimilate into the “old” class of villagers? As Mr. Sotha explained, the “old”/“new” distinction was never a clear-cut dichotomy. Instead, complex layers of differentiation lay within these two basic classifications, such as “base” and “reserve” and so on. Utilizing the text, Mr. Sotha also went into detail about the Khmer Rouge ideology that justified this arrangement.

At this point, one trainee noted that, as per his experience under the DK government, “base” people possessed power over “new” people and could even physically harm them. His comment propelled the class in an entirely new direction. Another trainee expressed uncertainty over whether Cambodia should allocate full responsibility for Khmer Rouge atrocities to leaders, who merely issued orders and did not directly kill people, or to lower-level cadres and abusive base people, who actually hurt and murdered their fellow citizens. This observation generated a myriad of reflections on the moral ambiguities of the regime, a system that rewarded betrayal and attempted to eliminate humanity. As Mr. Eng stated, it is not fair to blame “base” people who reported to cadres, because one’s existence was such that a failure to inform on others could result in death. He also mentioned, however, that the distinctions between victim and perpetrator were often blurred in Democratic Kampuchea. Another participant compared the situation to small children who fight with each other. If a death results, should society hold the child accountable or should it point its collective finger at the parents? Which party holds real power in both this hypothetical scenario and in a system like Democratic Kampuchea’s? With time running out, the class ended.

D. STRENGTHS:

Incorporating Personal Narratives into History Lessons

Mr. Sotha’s session illustrated the effectiveness of incorporating personal stories into the curriculum and giving students sufficient time to explore difficult issues. By doing so, he provided a richer history to the participants and also facilitated debate and discussion on various topics. As one can see from above, participants began sharing stories about their experiences in the rice fields to the forced humiliation, torture, and paranoia of defecating.

PowerPoint Presentation

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 127

Additionally, Mr. Sotha's power-point presentation was extremely helpful in keeping students on track and ensuring that the lesson did not deviate too excessively from the guidebook objectives.

Nuanced Rather than Broad Discussion

The most noteworthy occurrence was Mr. Thoun's nuanced discussion of the reasons the Four Year plan failed. In previous lessons, he covered a wide range of topics but did not delve into any one issue or facilitate substantive debate. In this presentation, however, he spent a long time speaking about the many layers of the Four Year plan fiasco, offering students a variety of explanations for DK's economic downfall, such as unrealistic estimates of rice output, the killing of those knowledgeable about agriculture, the lack of machinery, etc. This thorough exploration of the topic resulted in higher levels of student involvement and a more meaningful discussion period. Mr. Thoun's success in the lesson reflected broader trends of positive student reaction to devoting a chunk of time to a single subject, instead of speeding through the history of the regime. Mr. Sotha was able to attain the much discussed elusive "balance," incorporating innovative strategies into the guidebook instructions. While he did not complete the chapter, his focus on a single issue, that of different groupings within cooperatives, resulted in a higher level of student participation and analysis.

E. CHALLENGES

- 1. Difficulty with Mock Lesson Time Constraints** While mock lessons are improving, it still appears that teachers are having some trouble with ways to incorporate the guidebook into their classrooms. They are still having a difficult time trying to fit their mock lessons within the half hour block. Rather than finding creative solutions to the problem, trainees seem to complain about the time, utilizing this as an excuse for their mediocre lesson plans.
- 2. Mock Lessons Do Not Foster Dialogue** It also appears that trainees are missing "larger" questions within their mock lessons and rather focusing on nuanced details and historical facts as exemplified in Mock Lesson 3, Chapter 6 Lesson 1.



Large group session at the Kampong Cham provincial teacher training. Photo by Sokchamroeun Ly. Source: DC-Cam Archives.

V. DECEMBER 1, 2009 KAMPONG CHAM TRAINING DAY 4

A. HISTORY LESSON CHAPTER SEVEN

Mr. Sev Sotha

Mr. Sev Sotha, resuming his presentation of Chapter 7, opened the day's activities. He first reviewed the material he had covered during Day 3, utilizing a detailed power-point presentation to lend clarity to the lesson. In responding to questions about the meaning of the word "cooperative," the quality of life in Democratic Kampuchea, and the content of the Four Year plan, students frequently referred to the PowerPoint to supplement their answers. After he reviewed and narrated Chapter 7 (which focused on marriage in the cooperatives) trainees engaged in a fairly long discussion about the implications of such weddings. One trainee asked about differences between the weddings of cooperative workers and those of Khmer Rouge cadres. Mr. Sotha, again drawing on his personal experience, stated that everyone in his cooperative was subject to the mass weddings. However, as he noted, Khmer Rouge cadres possessed a higher level of freedom in their choice of whom to marry. In this vein, Mr. Sotha described his own valuable role in the marriage system. As one of the only literate people in his cooperative, Mr. Sotha helped facilitate weddings between mutual admirers, frequently filling

out marriage forms and informing Khmer Rouge cadres about which workers liked each other. In this manner, cooperative members were able to retain some degree of control, albeit minor, over their marriage options.

In utilizing his own story to clarify the issue, Mr. Sotha made sure to cite the text and explain the clinical, impersonal nature of mass marriage ceremonies: part of the DK doctrine, which believed that personal relationships were a waste of time and a hindrance to the labor system. As such, the Khmer Rouge only allowed marriage in order to ensure the “production” of children who could serve Angkar. Trainees were very curious about the nature of marriages after the wedding. Did the bride and groom have personal time together? How did women get pregnant if couples were split up right away? One of the trainees shared his own experiences during the regime to help shed light on these queries. He mentioned that in certain cases, when the Khmer Rouge paired young women with old men or war veterans with disabilities, the couple never slept together. However, in other cases, the Khmer Rouge would provide workers with a short-term, small “honeymoon” space. While this room was not private and was oftentimes in an area where people worked, it served as a place where newlyweds could have intercourse. Couples were only allowed to stay together for a day at most, after which they were separated into work units. As Mr. Sotha recalls, when women became pregnant, husbands were sometimes allowed to visit, but even this respite would last just a couple of days. He then told the story of a young woman (a lady he knew) who was forced to marry an undesirable older man, a veteran whose arm had been dismembered during the war. After she cried to her family about the marriage, her mother told her that she had no option but to sleep with her new husband, as a refusal of her spousal duties would result in certain death.

Moving on to the section of the text that deals with education under the Khmer Rouge, one trainee stated that, as a kid living in Democratic Kampuchea, he used to study under trees, just as the DK doctrine dictated. In an interesting side-note, he commented that cadres’ kids and workers’ kids often studied under trees together, free from the otherwise all-pervasive distinctions between groups. After discussing the Khmer Rouge attitude towards schooling, Mr. Sotha transitioned into an exploration of the work system in Democratic Kampuchea. Providing trainees with valuable details not included in the textbook, he spoke about the many different labor units that formed a cooperative, and also traced children’s progression through the ranks of the work force. As he remarked, in the Khmer Rouge regime, “no one was free” from work, with the old, young, female, and sick all forced to undertake difficult labor. He then ended the class with a short debate about the meaning of the word “worker.”

B. FILM SCREENING

After a short break, facilitators screened three short films that related to the lesson material. The first movie, *The Liberation of Kampong Cham*, focuses on the Khmer Rouge “liberation” of the province of Kampong Cham from the Lon Nol government. The film functioned as an effective tool of visual learning, providing the class with a nice break from the textbook. Furthermore, as the movie is based in Kampong Cham, some trainees recognized places and people featured in the images. As such, the film lent a local perspective to the larger Khmer Rouge revolution. Trainees were extremely engaged, frequently leaning forward or standing up to see more clearly.

The next film, Tuol Sleng after 1979, is composed exclusively of visual footage of the prison from the aftermath of the Vietnamese “invasion.” The film contains many graphic images of torture, imprisonment, and death. Trainees accordingly expressed verbal repulsion throughout the movie. The last film, Prey Veng Prison, concentrated on a prison other than S 21, which is the security center emphasized in most history books on the topic. The film makes it clear that atrocities took place in prisons all over the country.

C. HISTORY LESSON CHAPTER EIGHT

Mr. Sev Sokha

Following the films, Mr. Sev Sotha quickly wrapped up Chapter Seven, clarifying the meaning of “pure” and reading the final paragraphs of the text aloud. He then commenced upon Chapter Eight: “The Security System,” asking students to read individually from the book and make inquiries about puzzling parts of text. One trainee, relating the lesson material to current political events, expressed his confusion as to why the tribunal had singled out Duch for his role in the prison complex. He argued that leaders of prisons besides S 21 should also be brought to justice, such as the head of the Prey Veng security center. He also commented that Duch himself was merely receiving orders from superiors like Pol Pot and Nuon Chea, so should not be heavily punished. His observations related to previous conversations about the degree to which lower-level cadres should be held accountable for DK crimes. Moreover, in line with the textbook’s mission to connect the history of the Khmer Rouge to the Cambodian present, trainees appeared extremely interested in this discussion of current developments and the ongoing tribunal. In closing, Mr. Eng remarked that, while the tribunal budget does not allow for the prosecution of all security center leaders, the investigators and prosecutors are still exploring the possibility of indicting more people.

Mr. Sotha then resumed his Chapter 8 presentation. In this session, he strayed too far from the guideline steps, which resulted in a lack of structure and clarity. He started out by speaking about his experiences witnessing the Khmer Rouge taking people away to be killed. As Mr. Sotha noted, many were resigned to their fate: Even if they escaped, they would either be caught or without food and water. Some accordingly viewed execution as a welcome end to their hard lives. Mr. Sotha further noted that Khmer Rouge leaders would frequently call on workers to be “re-educated” or to deliver unspecified materials, code words for impending execution. After receiving these orders, workers would return to their cooperatives and tell their families that they would soon be killed. People rarely attempted to run, as there was simply nowhere to go. Additionally, news of a relative being condemned to death oftentimes meant death for the rest of the family as well. Mr. Sotha consequently described the Khmer Rouge as always searching for “enemies of Angkar.”

Well versed in this endless paranoia, Mr. Sotha recounted the misfortune of a hometown neighbor who arrived in his collective after the Phnom Penh evacuation. As many knew that the neighbor was a former Lon Nol official, someone inevitably informed on him and the Khmer Rouge took him away to be killed. Mr. Sotha spent the rest of the lesson speaking about the demographics of Khmer Rouge victims: ethnic minorities, the educated, religious groups, the wealthy, those associated with the Lon Nol regime, and so on. He ended the lesson by recounting the jubilation of his hometown after the Vietnamese defeated the Khmer Rouge. This joy was

short-lived, however, as Khmer Rouge cadres soon returned to the town and killed people who had co-opted cooperative food and supplies in the wake of the Vietnamese arrival. According to Mr. Sotha, soldiers went so far as to cut people's throats in front of the rest of the town's residents.

D. SMALL GROUP MODEL LESSONS

Mock Lesson Number One: Chapter 7, Lesson 1

After lunch, students began their mock lessons. The first trainee teacher presented Chapter Seven, Lesson 1: "Actively Reading Chapter Seven." He put a poster with the lesson objectives on the board and then took attendance, engaging in the first step warm-up period referenced by Mrs. Meth. He subsequently moved onto the second step and reviewed the previous lesson, asking students about the Four Year Plan and writing their answers on the board. He then called on a student to start reading the Chapter 8 text aloud. During the entire narration, the teacher was extremely active, writing words and main points on the board. When the trainee finished, the teacher described the paragraph and encouraged students to bring up any vocabulary they didn't understand. He did not restrict questions to keywords, an effective strategy, as some students were confused about words not mentioned in the main vocabulary section. He then requested help from the class in defining the words, supplementing their answers with information from the book as well as other sources. Repeating this exercise with the second and third paragraphs, he again made sure to write main points on the board throughout the reading of the text. In order to further enhance student participation, the teacher called on those who were quiet and or simply weren't paying attention. While he had less exciting material to work with than other trainees, his lively and hands-on approach heightened the interest level of students and resulted in higher levels of involvement.

Evaluation Session

The ensuing evaluation session included comments that the teacher had asked students questions they already knew the answers to, had focused too much on key words, and did not paint the larger picture of life under the Khmer Rouge. The National Teacher remarked that the trainee did not follow all of the key steps, did not summarize the lesson, didn't fully illustrate the nature of life under the DK regime, and should have facilitated more discussion.

Mock Lesson Number Two: Chapter 7, Lesson 2

The second teacher then presented Chapter 7, Lesson 2: "The Diary of My Life Under the Khmer Rouge." She began by introducing herself, writing details about the lesson on the board, and taking attendance, as per Mrs. Meth's aforementioned "five step" doctrine. Like the previous teacher, she was very lively and possessed an engaging, affable manner, all of which endeared her to the trainees. Reviewing the old lesson, she asked students about the four-year plan and wrote the answers to their questions on the board. In order to incite the interest of trainees, she made her inquiries different from those used in other lessons. She solicited information, for example, about the number of kilos of rice produced per year and which district possessed the most fertilizer. Following the review, she moved on to the new chapter, reading the objectives aloud. This chapter centers on a diary entry from Serey Len, a child who survived the Khmer Rouge regime. Students are expected to read her story, think critically about the information presented in her writing, and then create their own diary entries, all the while imagining what

their lives would have been like under the Khmer Rouge. Before embarking upon Serey Len's narrative, the teacher asked about the meaning of a picture that accompanied the story and what the picture told the class about the average person's experience in Democratic Kampuchea. After calling on students to read the diary entry aloud, she clarified the meaning of certain confusing words in the excerpt and wrote these explanations on the board, an effective strategy that enabled students to refer to key vocabulary throughout the lesson period. She then provided students with a little bit of background on Serey Lin's family story, noting that she herself grew emotional during her first read-through of the narrative and felt a great amount of empathy for Serey Lin. The teacher's obvious passion for the material served to inspire other trainees. The class subsequently separated into discussion sections with each group assigned the question of how Serey Lin's narrative reflected the larger climate in Democratic Kampuchea. The first group, writing their answer on the board, responded that the diary spotlighted the evacuation of Phnom Penh as well as the imposition of Khmer Rouge doctrine on the Cambodian people. The second group stressed the ways in which the diary illustrated the horror of family members being separated from each other during the evacuation process. The teacher ended class with two final questions for the discussion groups: "What would you think or do if you were Serey Len during the Khmer Rouge regime and what would it be like to be a teenager in Democratic Kampuchea?" After animated conversations, the first group replied that they would behave as Serey Len did and flee to the countryside in an attempt to survive. The second group commented that if they were teenagers under the Khmer Rouge, they would not have been able to lead normal lives and would have suffered like all the other people living in Cambodia at the time. Praising these answers, the teacher gave the class a question to reflect on at home and asked students to close their books.

Short Reflection/Suggestions/Recommendations

In the ensuing evaluation period, trainees criticized the teacher for spending too much time dividing the groups, reading the text, and reviewing the previous lesson, and too little time on discussion. In response, the teacher remarked that she did not have enough time to conduct the presentation and wished she could teach the whole lesson instead of a condensed form. Overall, however, trainees agreed that she was effective in both communicating the primary message of the lesson and engaging students in a meaningful way. The teacher's methodology shed light on several issues. First, her tactic of alternating between writing on the board, employing visual stimuli, calling on students to read, organizing discussion questions, and the like, demonstrated the importance of utilizing a diverse range of teaching techniques in the classroom. Other trainees who have exclusively relied on posters or reading from the book have lost the attention of the class.

Furthermore, the teacher's success in reaching the students illustrated the extent to which an instructor's demeanor can impact the quality of the lesson. Both she and the previous teacher injected energy and enthusiasm into the classroom, a vibe to which trainees responded positively.

Mock Lesson Number Three: Chapter Eight, Lesson One

The last lesson of the day was Chapter Eight, Lesson 1: "Actively Reading Chapter Eight." The teacher read the objectives aloud and then wrote the title of the chapter as well as key words on the board. Before turning to the text, he submitted general questions to the class, such as the

meaning of the word security center and whether everyone was a prisoner during the Khmer Rouge regime. Subsequently, as students read paragraphs aloud, he continued to put key words and main points on the board, questioning students on their knowledge throughout the session. Which groups did the Khmer Rouge target? What do the words detention and interrogation imply? The class was able to respond to the majority of the teacher's inquiries and almost all of the trainees participated. An ensuing discussion centered on the meaning of the word "security center" and the motivation behind the Khmer Rouge's decision to refrain from using the word "prison." After this short debate, the teacher divided the class into two groups, assigning one the question of how the legacy of the Khmer Rouge regime affects people today and the other the question of how the security center system impacted the health and lives of prisoners. Answers to the first question (about the effects of the DK regime) included trauma, poverty, corruption, instability in government, and so on. Again, trainees appeared extremely interested in analyzing the ways in which the past has shaped the Cambodian present. However, because of time constraints, trainees were unable to engage in any further discussion of the topic. The second question, meanwhile, generated replies about the general decrepit state of prisoners, the lack of sufficient sustenance in the prison, the unsuitable living conditions, and the inaccessibility of medicine. Though these responses are all correct, they are also fairly self-evident: the teacher probably should have chosen more thought-provoking subject matter. After reading the trainees' answers aloud, the teacher instructed the class to reflect upon two questions at home: "Who were the internal enemies of the Khmer Rouge and how did people escape from the Khmer Rouge regime?"

Evaluation Session /Reflections and Recommendations

During the subsequent evaluation session, criticism centered on the teacher writing too much on the board, not engaging the class in discussion, not explaining the key words clearly enough, and failing to ask interesting questions. This session provided a notable contrast to the preceding two lessons. While the teacher followed the guidelines fairly closely, his less dynamic demeanor as well as the lack of diversity in his teaching technique resulted in lower levels of student involvement and a more lackluster classroom experience. Once again, the more intangible, personality oriented aspects of teaching again impacted the quality of the session, this time in a negative manner. Furthermore, the trainees' unenthusiastic responses to the teacher's discussion questions illustrated the importance of spotlighting stimulating and challenging topics, instead of repeating previously covered material and presenting the class with relatively humdrum inquiries. As has been the case throughout the workshops, the evaluation session proved to be particularly helpful, as the teacher paid close attention to trainees' criticism and, like those before him, took notes on their comments. The continued improvements in the trainees' mock sessions can be primarily attributed to the impact of substantive observations made during the evaluations.

E. STRENGTHS

Trainees Welcome Constructive Criticism

Trainees have been extremely active in giving their peers constructive criticism, while those being judged have welcomed the commentary and utilized it to improve their future lesson plans. Moreover, the evaluation sessions oftentimes generate important dialogue about issues with the workshop and the textbook. In this particular session, for example, one teacher mentioned that it

is difficult to judge the lessons in isolation, as they are meant to complement one another within a chapter: some are more factually based and others are more hands on. This point was interesting, as much of the criticism during evaluations has centered on lessons being too skewed towards one or the other.

Films

The films provided a key insights into aspects of the Khmer Rouge. The film on Kampong Cham was extremely relevant to the region in which they were shown. They film also sparked debate and provide visual testimony to the regime's horrors, highlighting that prisons across the country could be as gruesome as Tuol Sleng Prison.

Mock Lessons Are Improving

It appears that the mock lessons are improving as teachers are beginning to be more engaging and interactive with their students. Some teachers also seem to be focusing on larger, philosophical issues rather than small nuanced histories.

F. CHALLENGES

Mr. Sotha's History Lessons were Disorganized

While Mr. Sotha's stories were certainly interesting, the lesson possessed next to little organization or direction. In contrast to other teachers who were too inflexible in their application of guidebook steps, Mr. Sotha deviated much too far from the curriculum. Use of the objectives, guided questions, or exercises would have greatly benefited his presentation. Students instead lost focus and interest in the material. Again, his lesson reflected the difficulties of achieving the much sought after "balance."

Condensed Lesson Plans

This seems to be a recurring problem throughout the workshop, but it is again worth noting. As one teacher who presented a mock lesson commented, he did not have enough time to go through all of the steps, so he was unsure of what he should focus on. Within the condensed lesson plan, should trainees devote their energy to key words, guided questions, discussion, summaries or review? This was an issue that everyone struggled with.

Teachers More Knowledgeable Than Students.

As teachers are much more knowledgeable about Democratic Kampuchea than the students they will be teaching, some of the questions asked in the model sessions appear far too simplistic and almost ridiculous. Will high school students react differently to the guidebook's queries? How will such questions be received in the context of a real classroom? In spite of these difficulties, however, trainees agreed that the teacher's dynamic attitude had resulted in an effective session.

V. DECEMBER 2, 2009 KAMPONG CHAM TRAINING DAY 5

A. HISTORY LESSON CHAPTER 9 AND 10

Mr. Sev Sokha

The day kicked off with Mr. Sev Sokha's presentation of Chapter 9: "Office S 21 (Tuol Sleng prison)." Mr. Sokha adopted a far more structured, approach than that of his previous session, making it a point to follow the guidelines and objectives. However, in adhering to the text, he was also able to incorporate his personal experiences and facilitate meaningful dialogue. As such, the lesson was an effective demonstration of the aforementioned "balance." He started by instructing students to read the chapter aloud. Writing the primary focus of each paragraph on the board, Mr. Sotha clarified the meanings of confusing words and also opened up the floor for discussion. The first notable conversation centered on regulations and internal rules in Tuol Sleng. Some trainees were curious as to whether prisoners were aware of all the regulations or if they were posted in a public space. Mr. Sotha replied that prisoners were not informed of the regulations when they initially arrived at the prison, as they were all handcuffed and blindfolded. He further noted that most prisoners were only notified of the rules during interrogation sessions. At this point, however, Mr. Siv Thoun interjected and stated that, as far as he knows, it was actually standard practice for regulations to be posted on the walls of the prison. According to Mr. Siv Thoun, the Khmer Rouge wanted prisoners to be acquainted with the internal rules of the prison. This disagreement between the National Trainers highlighted an interesting point: History is not always a field based on indisputable facts. Instead, historical "truth" is oftentimes ambiguous. Conflicting interpretations of the past are to be expected.

More questions about the internal rules followed. One trainee asked whether Khmer Rouge soldiers utilized rape as punishment for supposed betrayal of the revolution. In response, Mr. Sotha commented that it was not uncommon for rape to occur in the prisons as certain cadres considered the threat of rape an effective means of interrogation. One rule of particular interest to trainees was rule No. 8: the rule that, during interrogations, prisoners were not allowed to claim that they came from the Lower Mekong Delta area of Kampuchea Krom. As many Khmer Rouge leaders hailed from Kampuchea Krom, some prisoners professed Lower Mekong heritage in desperate attempts to elicit sympathy. Several trainees asked why this rule was even created, given that everyone in the prison had already been accused of disloyalty and would inevitably be killed. While there is no clear answer to this question, Mr. Eng noted that the rule was perhaps more a formality than a substantive measure, as were many of the other regulations. The last questions of the session related to the accessibility of primary source documents on Tuol Sleng. Mr. Eng informed trainees that survivors' testimonies, official documents, records of interrogations, information about fatality numbers as well as oral histories are all available in the DC-Cam office.

It was encouraging to witness the trainees' level of interest in these materials.

After a short break, Mr. Sotha resumed his Chapter 9 presentation, again asking students to read from the text and summarize the main points of different sections. He subsequently gave trainees several discussion questions to consider, as follows. First, "Why would the Khmer Rouge interrogate victims if they planned to kill them anyways?" This query generated a wide spectrum of responses. One trainee argued that the prison guards wanted to produce official interrogation

documents to give to Khmer Rouge leadership, while another claimed that interrogators genuinely believed prisoners were traitors and accordingly hoped to provoke real confessions. Others noted that prison guards utilized interrogations to implicate other prisoners in a snowball effect, thereby somewhat “legitimizing” or justifying the mass executions of the killing fields. Mr. Sotha spoke about how one of his good friends was accused of betrayal as the result of this all-encompassing “snowball” effect. A cadre approached his friend and, playing with his emotions and fears, observed that the man’s skin was very “nice” and his belly large. After cruelly stoking the man’s terror, the soldier forced him to put his hands behind his back and subsequently led him away to be killed. The session ended on this story and the class took a short break.

Chapter 10 History Presentation: Foreign Relations

Following the break, Mr. Sotha commenced upon Chapter 10: “Foreign Relations.” After writing the chapter title and objectives on the board, he allowed students to ask preliminary questions about the chapter. Several trainees had queries about Ieng Sary’s judicial status in the current tribunal. Once again, the class appeared extremely interested in the ongoing proceedings and Mr. Eng referred trainees to DC-Cam for further information about the ECCC. Though the ECCC conversation led the lesson slightly off track, Mr. Sotha steered trainees back towards the topic of foreign relations by requesting the definitions of key words and explaining the Khmer Rouge system of exports and imports. When this overview of the lesson was completed, the class began to explore the subject matter more extensively, engaging in a lively exchange about the reason the Khmer Rouge maintained international relations with other countries. As per usual, trainees were very inquisitive about the motivations behind Khmer Rouge actions. Some asserted that these relations were solely a matter of economic necessity, while others pointed to security and ideology as contributing factors. One trainee, impressively passionate about this topic, argued that ideology was clearly important, as the Khmer Rouge did not allow any democratic countries to retain embassies in Democratic Kampuchea. Furthermore, as Mr. Thoun added, the DK government only associated with Communist countries, such as North Korea and China.

The class also entered into a nuanced discussion of the regime’s complex dealings with Vietnam. Many emphasized the importance of providing a broader context for the relationship: the two countries have a long and rocky history, filled with both highs and lows. Tracing this history, Mr. Sev Sokha spoke at length about the Khmer Rouge’s initial reliance on the Vietnamese and their subsequent falling out. Sotha then recounted the tale of a beautiful Vietnamese woman he knew. As the result of her heritage, the Khmer Rouge stabbed her and slit open her chest. Aware that many other Vietnamese met this fate, trainees were curious about the reason that Son Sen and Ieng Sary, both of whom possessed affiliations to Vietnam, were not purged from the party. Their interest in this topic highlighted a common theme of the workshops thus far: participants’ fascination with the inconsistencies and contradictions of the regime’s behavior, again a reflection of the class’ interest in the Khmer Rouge mindset. High school students will likely also find this subject matter compelling and trainees should accordingly make sure to raise these issues in the classroom. In conclusion, giving the class recommendations for future instruction, Mr. Sek Sokha advised participants to gather as much information about DK history as they possibly can, as it is impossible to anticipate the types of questions students will ask. These observations were a fitting end to a constructive morning session.



Small group sessions at the Kampong Cham teacher training. Photo by Sokchamroeun Ly. Source: DC-Cam Archives.

B. SMALL GROUP MODEL LESSONS

Mock Lesson Number One: Chapter Seven, Lesson Three

After lunch, the trainees started their mock lessons. The first teacher presented Chapter Seven, Lesson Three: “Interview, a Survivor’s Story.” The lesson centers on interview techniques and questions that students should use when speaking to people who lived through the regime. Overall, the presentation was extremely effective and reflected the improvements that trainees have made in learning how to work within the guidebook framework. With the steps now proceeding like clockwork, the teacher put the objectives on the board and then reviewed the previous lesson, asking students questions about the Four Year Plan. He subsequently moved on to describing the objectives in detail, inquiring as to trainees’ previous experiences in interviewing and asserting that, by the end of the lesson, trainees would grow more familiar with the basics of interviewing. He then placed posters describing the recommended interview techniques and questions on the board, instructing students to read them aloud. As the teacher stressed throughout the lesson, this topic is crucial to the field of history: the narratives of victims and perpetrators provide valuable insights into the past.

After explaining the significance of the lesson, the teacher divided the class into groups of two and asked each group to conduct mock interviews (as themselves) utilizing the book’s questions. Though trainees had only six minutes to complete the exercise, it was very successful and generated interesting stories. One trainee recounted his long childhood journey during the

evacuation period and how tired and sick he felt. Another recalled living in a cooperative and sleeping, eating, studying, and suffering with his fellow residents. After listening to these responses, the teacher summarized the lesson, remarking that interviewers need to be careful with their questions, as the subject of Democratic Kampuchea is sensitive and could potentially bring up painful memories.

Evaluation Session

In the ensuing evaluation session, trainees agreed that the teacher had effectively condensed the lesson and had followed the steps well. Criticism tended to center on minute details, such as the trainee's handwriting quality and the confusing numbering of discussion questions. As evidenced by this first teacher's impressive performance, trainees are growing more and more comfortable with the textbook's instructional methodology.

Mock Lesson Number Two: Chapter Nine, Lesson One

The positive trend continued, as the second teacher delivered a praiseworthy presentation of Chapter 9, Lesson 1; Actively Reading Chapter 9. Putting the lesson objectives on the board, he asked for attendance and reviewed the previous chapter, submitting various inquiries to the class. Questions revolved around the number of security centers during the regime, the meaning of the word "security center," and the infrastructure of the prisons. He then started the new lesson, instructing the class to open their books. Before jumping into the text, the teacher employed visual stimuli, asking trainees what different pictures revealed about S 21. He subsequently related their responses to the objectives of the lesson and the chapter's key words. After a fairly short period of reading from the textbook, the teacher highlighted the main points of the lesson and began to call out guided questions, which students responded to by writing on the board. Following the guidebook steps very closely, he transitioned into discussion question, dividing the class into two groups. The groups were assigned the following questions. "Why did the twelve prisoners survive? What types of answers did interrogators receive during 'confessions'?" The students again wrote their ideas on the board, reading them aloud. This exercise concluded the class, with the teacher assigning homework and encouraging trainees to come to him with any remaining questions.

Evaluation Session

The ensuing evaluation, like that of the previous lesson, revolved around relatively minor criticisms. Some said that the teacher asked an excessive number of questions, a strategy that will overwhelm and confuse real high school students. Others noted that the lesson seemed jam-packed and rushed. Additional comments included confusion over a certain discussion question, a suggestion that students proceed to the board in a more sequential, orderly manner, and a recommendation that the teacher expand his focus beyond the more basic material of the text. Trainees remarked, however, that the teacher demonstrated an impressive command of the textbook steps and worked well within the guidelines. He also eliminated a large portion of text narration, a smart decision given the time constraints. Though teachers initially struggled with the shortened time frame, they have definitely learned how to deal with it as the workshop has progressed.

Mock Lesson Number Three: Chapter Ten, Lesson One

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 139

The third teacher presented Chapter Ten, Lesson One: “Actively Reading Chapter Ten.” He started with a review of the previous lesson and wrote key points on the board for future reference. He then began the new chapter, unveiling a poster of the section’s objectives and stating that the lesson would help the class understand what happened in the past and how it impacts the present. Trainees subsequently read aloud from the text, after which the teacher encouraged students to voice their uncertainties about difficult words in the chapter. Writing the definitions of purge, organ, and Indochina on the board, he transitioned into asking the students several of the guided questions, such as which countries maintained relations with the regime and how the Khmer Rouge treated those affiliated with Vietnam. Alternating between different types of queries to sustain student involvement, the teacher next divided the class into groups for discussion, with one group assigned the question of how the legacy of Democratic Kampuchea affects Cambodia today and the other instructed to describe the nature of Chinese assistance to the Khmer Rouge. After several minutes of debate within the groups, trainees wrote their responses on the board and read them aloud.

The teacher followed this more structured discussion with a free-for-all debate about the meaning of democracy and the value of liberal systems of government. One participant, extremely animated, argued that communist regimes constantly end up murdering their populations, whilst democratic governments do not engage in such extreme violence. The teacher further questioned the class about the role of ordinary citizens in democracies, as compared to Democratic Kampuchea. Trainees asserted that they would possess a greater degree of freedom in a democracy and that the government would be forced to listen to their opinions. Ending the class, the teacher asked a final guiding question and gave students homework for the next session.

Evaluation Session

As trainees have already mastered the basics of the guidebook structure, comments revolved around the nuances of instructional methodology and also touched upon larger issues within the guideline steps. Some criticized the teacher for failing to make his way through all of the objectives and for giving an excessively ambiguous description of the word democracy. Many noted that the teacher’s step-by-step techniques were impressive and that they very much appreciated the thought-provoking issues raised in the lesson. As with previous sessions, trainees seemed to enjoy spending time discussing difficult questions.

After these remarks on the specifics of the teacher’s performance, trainees assessed the overall value of lesson objectives. One trainee declared that the stated objectives of the different lessons oftentimes do not relate to the material presented in the chapters. Others observed that the lesson objectives frequently repeat themselves and accordingly do not appear to be directly correlated with the particular content of each chapter. The third teacher agreed with these comments, adding that each chapter possesses unspecified, assumed objectives and that it is therefore crucial that trainees broaden the scope of their lessons in order to facilitate substantive discussion. Refuting this point, however, certain trainees stressed that it is an educator’s duty to complete the objectives and make the purpose of each lesson as clear as possible for the students’ sake: introducing material not covered in the objectives would be too confusing in the context of a high school classroom. Mr. Siv Thoun then intervened and pointed out that, with a lengthier

amount of time in their real lessons, teachers can address all of the key words and main points whilst also using their discretion to eliminate parts of the lesson they deem unimportant. They can also present material outside the confines of the textbook. Overall, the evaluation was worthwhile in challenging the trainees to thoroughly examine the ideal manner in which to apply lesson objectives in their future classes.

Mock Lesson Number Four: Chapter Ten, Lesson Two

The last teacher then present Chapter Ten, Lesson Two: “Foreign Relations Brochure.” He first checked attendance and, deciding to forego the review period, jumped straight into the lesson. After questioning students about the meaning of “foreign relations,” he read the objectives of the chapter out loud. Clearly conscious of the preceding evaluation discussion, he was extremely explicit about the objectives of the lesson. Students subsequently read aloud from sections of the text and the teacher explained confusing key words, such as “influence” and “technical.” Meticulously following the guidebook steps, he moved on to the guided questions section of the lesson, asking trainees which top leaders survived the purges and the date when Democratic Kampuchea cut off relations with Vietnam. He then divided the class into two groups for discussion topics, the first being the motivation behind Chinese assistance to the regime and the second, Democratic Kampuchea’s conception of international relations. Students read their responses aloud and the class ended with a quick summary of the lesson. In the ensuing evaluation session, trainees commented that, while the teacher was masterful in his use of guidebook techniques, he should have devoted more time to student questions and discussion and should also have gone into greater detail when covering complex topics.



Kok-Thay Eng (front right) at the Kampong Cham teacher training. Photo by Sokchamroeun Ly. Source: DC-Cam Archives.

GENERAL OBSERVATIONS, RECOMMENDATIONS & CRITIQUES

C. STRENGTHS

Teachers' Consistent Feedback

The teachers have been outstanding during the evaluation session. Trainees have consistently provided their peers with constructive analysis of the mock lessons and have also taken an active interest in the nuances of instructional methodologies. Those receiving commentary have likewise displayed impressive maturity, responding equally well to both criticism and positive reinforcement. Furthermore, trainees have made an effort to incorporate the lessons learned from evaluation critiques into their later sessions.

Notable Curiosity on DK History

While there is a clear disparity in teaching techniques of older and younger generations, all trainees have expressed a notable curiosity about Khmer Rouge ideology and the overall mindset of the Democratic Kampuchea regime. As history is ultimately an examination of the reasons that people behave the way they do, teachers should be sure to always allocate an adequate amount of time to the exploration of these more complex issues. Both the National Teacher

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 142

sessions and the mock lessons have been liveliest during extensive debates over such topics, a trend that will hopefully continue in the context of real classrooms. Trainees have exhibited impressive levels of energy, dedication, passion, and curiosity throughout the workshop period.

History Lessons Utilizes Diverse Means

High levels of student participation resulted from the wide range of teaching tools employed throughout the chapter 9 and 10 history lesson, such as discussion, the use of primary sources, the clarification of key words, the narration of personal stories, and so on. As previous teachers have discovered, alternating between these different techniques keeps the class engaged in the material.

Discussion on Teaching Methodology

A lively debate centered around teaching methodology and the guidebook. Some participants thought that the guidebook's objectives did not match up with the textbook material while other participants stressed that it is an educator's duty to complete the objectives and make the purpose of each lesson as clear as possible for the students' sake: introducing material not covered in the objectives would be too confusing in the context of a high school classroom. Mr. Siv Thoun then intervened and pointed out that, with a lengthier amount of time in their real lessons, teachers can address all of the key words and main points whilst also using their discretion to eliminate parts of the lesson they deem unimportant. They can also present material outside the confines of the textbook. Overall, the discussion challenged the trainees to thoroughly examine the ideal manner in which to apply lesson objectives in their future classes.

D. CHALLENGES

Disparity between Teaching Styles of Old and Young Generation

There is a clear disparity between the instructional styles of younger and older teachers. Younger teachers tend to bring a great deal of energy to the classroom and consequently generate high levels of dialogue. Older teachers seem to follow the guideline steps more closely and also integrate their personal experiences under the regime into their lesson plans.

Trainees Have Difficulty with Ambiguity

Trainees have experienced difficulty in dealing with the ambiguity of certain topics. As teachers, they want to be able to clearly answer any questions that may arise in class and some have accordingly expressed concern over how to address the issue of conflicting historical interpretations. Should they respond to student queries in a definitive manner or should they acknowledge the uncertainties that continue to shroud Cambodia's past?

Immaturity with Regards to Sexuality and Rape

Trainees have displayed an astounding level of immaturity when presented with material relating to sexuality. Every time the topic of rape has been brought up in the lessons, the class has erupted into a burst of laughter. Rape is obviously not a laughable matter, and teachers should be able to explore this important issue from a more adult, academic standpoint. Even minor references to marriage practices during the regime, the treatment of female prisoners, and the role of women in the cooperatives have not been taken seriously. If teachers are unable to engage

the subject of sex from a mature standpoint, what can they expect of their high school students? Such childishness detracts from the gravity of extremely significant and substantive material.

Disjuncture Between Guidebook Objectives and Textbook's Material

One trainee declared that the stated objectives of the different lessons oftentimes do not relate to the material presented in the chapters. Others observed that the lesson objectives frequently repeat themselves and accordingly do not appear to be directly correlated with the particular content of each chapter. The third teacher agreed with these comments, adding that each chapter possesses unspecified, assumed objectives and that it is therefore crucial that trainees broaden the scope of their lessons in order to facilitate substantive discussion.

VII. DECEMBER 3, 2009 KAMPONG CHAM TRAINING DAY 6

A. HISTORY LESSON CHAPTER 11

Mr. Sev Sokha

Before embarking upon the final history section, Mr. Sev Sokha reviewed the main points of previous lessons, touching upon the Four Year Plan, Tuol Sleng regulations, Chinese assistance to the Khmer Rouge, and so on. He then presented Chapter Eleven: "The Fall of Democratic Kampuchea." In this session, he adopted a similar approach to that of his most recent presentation, following the guidelines while incorporating outside material and encouraging discussion. After writing the title and objectives of the chapter on the board, he asked trainees about two of the pictures featured in the text, images that depicted groups of young cadres paying their respects to Democratic Kampuchea. This question generated a short dialogue about the differences within the regime's "kid" units, such as age range, living arrangements, and rank. Both Mr. Sokha and Mrs. Meth helped explain these distinctions, which only served to further complicate the old people/new people dichotomy. Mrs. Meth noted that teenagers in the spy kids unit possessed the power to punish and kill cooperative members. This "teacher teamwork" proved to be effective, as each provided the class with important details the other might have missed. Ending the conversation, Mr. Sokha advised trainees with further questions on the subject to ask their parents and grandparents about their experiences in the Khmer Rouge labor system.

He then moved on to the lesson objectives, requesting that trainees inform him if any of the objectives seemed unclear or ambiguous. When no students voiced confusion about the objectives, Mr. Sokha transitioned into a description of the reasons behind the downfall of the Khmer Rouge: the failure of the Four Year Plan, the purges, and the war with Vietnam. He systematically took the class through each of these causes, starting with the Four Year Plan. One interesting question about the plan centered on the allocation of responsibility for deaths from malnutrition. A trainee commented that the top leaders should not be blamed for these deaths, because, while they overshot realistic goals and created an unsustainable agricultural strategy, they were oblivious of the depth of the plan's failure. From this participant's perspective, middle level cadres who sent falsified reports to leadership should be held accountable, as they were well aware of how dire the situation was. Others argued that the Khmer Rouge would have killed such cadres if they had sent genuine accounts of rice production levels and that the top leaders were all too knowledgeable about the widespread suffering.

Following this debate, Mr. Sokha spoke about the effects of the purges, answering questions about the demographics of the East Zone, the fate of Sao Phim, and the number killed in Kampong Cham province. At one point, Mr. Sokha reverted to his previous tangential approach and talked at length about his experience in a work cooperative during the regime. He recalled that he was oftentimes ordered to toil in the forest until well after midnight and did not even have time to wash and dry his clothes for the next day's labor. Furthermore, while his group had a vehicle for transportation, they were constantly sent to locations far from his home village and forced to do miserable work, cutting trees and clearing forest areas. While this story was interesting, it did not relate to the rest of the chapter. Mr. Sokha took care to get back on track, however, as the class began discussing the meaning of the word "purge." Several in the class had previously heard that "purge" was not necessarily a negative word, but could sometimes mean that leaders purified and cleansed a community of its bad elements. They asked whether the word "purge" was inherently linked to murder and killing. Mr. Sokha responded that, in the context of the Khmer Rouge at least, "purge" always implied death: the DK purges resulted from suspicions of betrayal and those accused of disloyalty were inevitably disposed of. As such, eliminating many of its most valuable members, the regime ultimately secured its own demise.

Mr. Sokha then segued into an exploration of the third stated reason for the collapse of the Khmer Rouge: the war with Vietnam and Heng Samrin's Kampuchean Front for National Salvation. After explaining the devastating consequences of the battle with Vietnam, he asked students whether the Vietnamese "invasion" in 1979 ended all wars in Cambodia. Trainees replied that the new government fought with the Khmer Rouge and other factions until 1999 and that the Khmer Rouge continued to receive support from foreign governments through Thailand. The class then traced the evolution of the peace process, starting with the negotiations in 1991 and ending with the creation of the ECCC and the power-sharing government. With the class' focus centered firmly on the present day political climate, Mr. Sokha transitioned into the conclusion section of the history book, a short essay that summarizes the regime and its legacy today. One trainee read the text aloud and Mr. Sokha followed with some final commentary on the regime, noting that the only positive part of the experience was the use of the word "democratic" in the country's name. He further declared that the effects of Khmer Rouge atrocities still reverberate throughout Cambodia, hindering development and national unity. He subsequently asked trainees to voice any last questions or opinions. The class spent the remainder of the lesson paging through the textbook and calling out anything that came to mind.

B. SMALL GROUP MOCK LESSONS

Mock Lesson Number One: Chapter Eleven, Lesson One

After a short break, trainees broke up into their four mock lesson groups. The first teacher presented Chapter Eleven, Lesson One: "Actively Reading Chapter Eleven." She began by reviewing previous lessons, asking students what happened during the DK regime. Trainees shouted out their answers, which included murder, malnutrition, purges, and rape. Once again, the reference to rape was met with widespread laughter. She then started the new lesson, asking students to read the objectives of the chapter aloud whilst she wrote main points on the board. Trainees subsequently narrated sections of the text, after which the teacher questioned them as to the primary reasons for the Khmer Rouge's collapse. Throughout the lesson, she maintained a

healthy banter with the students, joking and laughing with the class. Though the causes of the DK downfall had been discussed ad nauseum in the morning sessions, the teacher's lively demeanor kept the class focused. Furthermore, she decided to forego certain parts of the chapter that Mr. Sokha had already covered.

As per usual, she instructed the class to define key words and highlight the main themes of the chapter. Students wrote their responses on the board and talked about the evolution of the Khmer Rouge's demise. The teacher made sure to call on those who hadn't yet participated and involved the entire class in the discussion. Moving on to the guided questions, she asked students to pick one question each and call out the answers when ready. This short exercise ended the class.

Evaluation Session

The ensuing review session was not as constructive as others that I have attended. Teachers clearly felt that the lessons had grown repetitive and that they already possessed a strong command of the material and guideline steps. As such, trainees spent much of the period chatting and generally not taking the commentary seriously. Most agreed that the teacher had done a good job and followed the objectives and guidelines, though some mentioned that they wished there had been more discussion. One trainee noted the improvements in her teaching and that her instructional style was both relaxed and informative. The National Teacher supervising the session, however, remarked that the teacher should not have been quite so relaxed with the students, as some of the banter was borderline inappropriate. Others observed, however, that this particular class' more insolent, sarcastic attitude was helpful preparation for the different types of students they will all encounter in the high school setting: some will not treat the material with the respect it deserves. The National Teacher also added that trainees should never assume that all students are knowledgeable about the material (as the teacher did when she decided to disregard portions of the text Mr. Sotha had taught) and that it is a teacher's duty to make sure that the entire class is familiar with the subject matter. After this closing comment, trainees worked on their evaluation sheets for the remainder of the period.

VIII. OVERALL STRENGTHS

Evaluation Period

The evaluation period after each mock lesson proved to be highly productive. Trainees were quick to provide their fellow participants with constructive criticism, taking notes throughout the mock lessons. Furthermore, they responded to commentary on their performances with abundant maturity, incorporating the suggestions given during evaluation critiques into their future sessions.

Teaching Techniques Successful

Instructors were able to attain a balance between following the guidebook steps and integrating outside material. In both the National Teacher history presentations and the mock lessons, participants were the liveliest and most active when teachers employed a diverse range of teaching tools, such as primary source documents, visual stimuli, the recounting of personal stories, and discussion questions. Class periods were especially dynamic when teachers allowed students to spend a long period of time debating a single issue, instead of speeding through the facts and timelines without delving into the complexities of the regime.

Teachers Prepared to Begin Teaching

By the end of the workshop, teachers fully mastered the guidebook steps and demonstrated an impressive command of the framework laid out in the text. The program was accordingly effective in that teachers appeared prepared to begin teaching the material.

Positive Trainee Attitude

Trainees consistently displayed impressive levels of curiosity and energy, engaging in animated discussions during both the mock lessons and the history presentations. They obviously feel that the teaching of the history of Democratic Kampuchea is a meaningful endeavor and one that they are proud to be a part of.

IX. OVERALL CHALLENGES

Mock Lesson Time Constraints

The time constraints of the mock lessons severely hindered trainees' ability to teach in an effective manner. Because participants were only given half an hour to teach lessons that are intended for much longer periods of time, they oftentimes sped through the history, sacrificed key exercises, and were unable to facilitate substantive discussion. As such, during evaluation sessions, trainees consistently complained that the mock lesson scenario was unrealistic.

Trainee Uncertain of Lesson Balance

Other issues raised in the evaluation period revolved around the difficulties of achieving a balance between following the guideline steps and injecting original ideas and techniques into the curriculum. Trainees seemed unsure about how much flexibility the textbook allowed for and how narrowly they should interpret the framework presented in the guidebook.

Criticism on Guidebook's Lesson Objectives

Trainees frequently criticized the nature of the lesson objectives, asserting that they oftentimes did not relate to the specific content of the chapters and also constantly repeated themselves. They were accordingly hesitant about whether or not they should adhere strictly to the stated objectives.

Trainee's Confusion on Ways to Grapple with Historical Inconsistencies

The class also habitually expressed confusion over how to grapple with conflicting historical interpretations. During the National Teacher history presentations, trainees grew frustrated when they did not receive definitive answers to questions and seemed unable to deal with the ambiguities of DK history. This reaction primarily stemmed from concerns with how to answer the many questions that their future high school students will ask.

National Teacher's Inconsistent Instructional Styles

All three National Trainers approached the teaching of history in extremely different manners, utilizing techniques that oftentimes conflicted with each other. Mr. Sev Sokha, for example, adopted a less structured, more flexible methodology, continually incorporating personal experiences into his lesson plan. Mr. Siv Thoun, meanwhile, tended to focus on the facts and was less inclined to facilitate discussion. Meanwhile, Mrs. Mom Meth was almost excessively concerned with following the recommended objectives and steps, promoting a rigid

interpretation of the guidelines. As such, teachers did not receive cohesive advice or direction about how to respond to different scenarios.

Disparity between Knowledge of Trainee-Teachers and High School Students

There were disparities between the knowledge level of the trainee-teachers and that of their high school students. Some of the guided questions asked during both the mock lessons and the history presentations appeared blatantly obvious and, as such, did not generate discussion. However, this state of affairs was most likely the result of the fact that many of the teachers are already well-versed in the history of Democratic Kampuchea.

Trainee Immaturity to Mentioning of Rape or Marriage

Another major issue was the degree of immaturity displayed by trainees when it came to the topic of sexuality. Trainees burst into laughter every time the subject of rape was mentioned and could not even take minor references to marriage or the role of women seriously.

X. OVERALL RECOMMENDATIONS

Devote One Day for Full Amount of Time for Mock Lessons

As mentioned above, time constraints were problematic during the mock lessons. While it is impossible to allocate all trainees the full amount of time to teach the chapters, I would recommend that the workshop devote one day to the instruction of complete lessons. Trainees will accordingly gain experience in more realistic scenarios, instead of the condensed format.

National Trainers Teach Ideal Lesson

Additionally, in order to address widespread confusion on ways to achieve the aforementioned “balance,” I would suggest that the National Teachers spend a couple hours instructing trainees on ways to teach the ideal lesson: A session that both follows the guideline steps and also incorporates innovative, interesting outside material.

Guidebook Should be Amended to Include Instructions on Teacher Flexibility

It would also be helpful for the teacher’s guidebook to tackle issues relating to lessons and explicitly explain how much leeway and flexibility teachers possess in their instructional techniques. I would also suggest that the textbook clarify how trainees should deal with the problem of conflicting historical interpretations. Should they answer student questions in a definitive manner or should they acknowledge the variety of existing opinions?

National Teachers Should Meet to Discuss Teaching Methodology

National Teachers should meet to discuss their teaching strategies before the workshops and attempt to coordinate their lesson plans. As mentioned above, trainees experienced difficulty with inconsistencies in the styles of the National Teachers.

Incorporate People Unfamiliar with DK History into Mock Lessons

I would also recommend that a “guinea pig” group be integrated into the mock lesson process. It was oftentimes difficult for trainees to effectively teach their mock lessons to others who work in the field of education. It would instead be helpful if they could practice their presentations on

people who do not know anything about instructional methodology or Democratic Kampuchea history: a scenario more similar to that which they will encounter in the high school context.

Teachers Should Use a Significant Amount of Time to Explore Complexities of DK History

I would also suggest that they allocate a significant amount of time to the exploration of the Khmer Rouge mindset and the motivations behind Khmer Rouge actions. These topics seemed to be of particular interest to teachers and many of the workshop's most fascinating debates centered on this subject matter. Trainees also enjoyed the recounting of personal stories, the use of primary documents, and the discussion of the ways in which the DK regime continues to shape the Cambodian present. I would consequently recommend that teachers touch upon all of these themes in their high school classrooms. It is also important that teachers not underestimate the intelligence of their students and not simplify a history that is full of complexities and shades of gray. Such ambiguities are oftentimes the most interesting parts of history and generate the most meaningful dialogue.

Sessions Should be Realized as an Important Historical Endeavor

The workshop should have acknowledged the fact that the sessions themselves are also a significant part of history. Many personal stories and experiences were revealed throughout the lessons, and the presentations accordingly produced numerous oral histories. Furthermore, the genocide education program is a groundbreaking endeavor in the country's post-conflict transition, and it would have been interesting to hear participants' views on their own roles in Cambodia's historical evolution.

Kyle Delbyck graduated from the Claremont Colleges in 2009 with a bachelor's degree in history. She is particularly interested in post-conflict societies and the role that transitional justice mechanisms play in peace-building processes. After spending her summer in Northern Ireland working with at-risk Catholic and Protestant youth, a project funded by the Davis Peace grant, she is currently conducting research as a Watson Fellow. Her fellowship project centers on historical memory in countries recovering from decades of repression and conflict.

ASSISTANTS: SOM BUNTHRIN, KRY SEANGKEA

Provincial Teacher Training Program: Phnom Penh Region

Coordinator: Mr. Vanthan Peou Dara

National Trainers: Mr. Cheng Hong; Mr. Prak Keo Dara; M. Chea Kalyan; Mr. Nhel Sal; Ms. Neth Pich Chenda

Recorder and Evaluator: Mr. Randle C. DeFalco



DC-Cam's Deputy Director Peou Dara Vanthan speaking at the Phnom Penh teacher training. Photo by Keo Dara Prak. Source: DC-Cam Archives.

I. SUMMARY

The Documentation Center of Cambodia (DC-Cam) hosted a regional teacher training course from November 28th to December 4th, 2009 in Phnom Penh. The training was designed to instruct the teachers how to teach their students about the period of Democratic Kampuchea (DK) in Cambodia from 1975-1979 utilizing the textbook *A History of Democratic Kampuchea* by Kamboly Dy. DC-Cam Deputy Director Peou Dara Vanthan and Professor Hong Cheng led the training with the assistance of DC-Cam staff member Keo Dara Prak.

II. STRUCTURE OF THE PHNOM PENH TRAINING

Typically, each day featured two lectures, each explaining one chapter of the textbook. Following the lectures, the teachers would spend the afternoon presenting mock lessons to one another in a group setting to practice and evaluate each other's lessons. Additionally, the teachers were instructed by Professor Cheng and Mr. Vanthan on pedagogical methodology. This included the "K-W-L" (what we know, what we want to know, what we learned) and "jigsaw" methods recommended by the teacher's guidebook. The jigsaw method involved students breaking into groups to discuss and define an important concept, followed by a reorganization of the groups whereby each student can teach the topic from his original groups and learn about the topics of each other group.

The training ran very smoothly and concluded on Friday, December 04, 2009, with a review of all the subjects taught, an overview of the teacher's guidebook and a small celebration in the afternoon for all of the participants who worked very hard all week. The review was led by Mr. Vanthan, who provided a summary of the guidebook, reminded the teachers of the methods they had learned during the week and answered any residual questions that teachers had. At the close of the training Mr. Vanthan and his fellow leaders were given a warm round of applause for a job well done.

III. FILM, MEDIA, AND GUEST SPEAKERS

To help the teachers gain a deeper understanding of the material a variety of media was utilized, including: an audio recording of the National Anthem of Democratic Kampuchea, a Khmer Rouge propaganda video created in "liberated" Kampong Cham province in 1973 and a video produced by the Vietnamese of three abandoned Khmer Rouge prisons in 1979.

Youk Chhang, Director of Documentation Center of Cambodia

On Tuesday, December 1st DC-Cam director Youk Chhang visited the site and reminded the teachers of the importance of their task to teach the youth about the DK period and also of remaining neutral while doing so, despite their own views.

Additionally, Mr. Chhang discussed the definition of genocide with the teachers, including its three main elements: (1) intent to destroy (in whole or in part); (2) a protected class (racial, ethnical, religious or national); and (3) a requisite act (killing members of the protected class, preventing births within the class or other similar acts). Mr. Chhang reminded the teachers to include a discussion of religious persecution in their teacher, as groups such as the Cham and Buddhist monks were targeted during DK and may have been victims of genocide. After the discussion of the definition of genocide Mr. Chhang thanked the teachers for all of their hard work and informed them he would see them again at the next stage of the genocide education project in 2010.

SAO Sokha, survivor of a Khmer Rouge prison

Before the Khmer Rouge period, Mr. Sao lived in Banteay Chhlap. During the Khmer Rouge, he was forced to work very hard in his cooperative. His father was killed despite the fact that many of his relatives were Khmer Rouge cadres. He believes that his father was killed because his father had refused to adopt one of these relative's son prior to the DK period. To take revenge, the relatives accused his father of being a CIA informant, and he was arrested and killed by Angkar.

After his father's death, his mother and one of his sisters died from starvation and sickness because they had no food to eat and no medicine. Mr. Sao was sent to another cooperative after his mother died. He worked very hard but one day a kind older man gave Mr. Sao and his sister a potato to eat. A Khmer Rouge cadre saw Mr. Sao eating the potato and accused him of stealing the it. As a result, Mr. Sao and his sister were sent to a KR prison. In the prison, they were forced to work hard until midnight everyday and they became sure that they were going to die. They knew that if they decided to run away they would also be killed, so they began trying to come up with a plan to escape from the prison. Luckily, they were released and returned to their cooperative where they remained until the Vietnamese invaded and they could return home.

KHAT Samal, survivor of a KR children's work camp

Mr. Khat was a young boy when the KR came to power and was put in a youth work group. He hated the work camp and missed his mother terribly. One day, Mr. Khat ran away and returned to the cooperative where his mother lived. When he arrived, his mother became afraid that Mr. Khat would be punished or even killed for running away so she beat him and ordered him to return to his work group immediately. Mr. Khat followed his mother's instructions but was beaten by a Khmer Rouge cadre upon returning to the work group. Mr. Khat felt that everyone he turned to beat him and therefore decided that he would be better off alone. One day he snuck away from the work group and ran to the jungle. Life was very hard in the jungle and he had to steal crops and eat worms and insects to survive. Sometimes he even stole food from Khmer Rouge messenger cadres as they traveled between communes. Mr. Khat managed to survive, but said it was a horrible and painful experience.

Outline of Phnom Penh Regional Report

This report has three sections:

1. The questions asked by the teachers following each chapter lesson taught by either Professor Cheng or Mr. Prak and the answers provided by Professor Cheng and Mr. Vanthan.
2. A description of the various mock lessoned viewed by recorder and evaluator Randle DeFalco
3. General observations and comments.

IV. LARGE GROUP HISTORY SESSIONS

After each history presentation, Provincial Trainees were given the opportunity to ask questions relating to the history. Below are examples of the questions that were asked by participants.

Does the range of 1.7 to 3 million people represent the total number people evacuated from the cities or the death toll?

Why do the estimates vary so much?

Why was the regime named “Democratic Kampuchea” if it was not in fact, a democracy?

Why are there no mentions of conflicts between the KR and the Thai during the DK period in the text?

Why is it important to study genocide?

Why did the Khmer Rouge fight with Vietnam?

When did the United Nations recognize the DK regime?

Why did some of the embassies withdraw from Cambodia during DK? Was there any benefit for the nations that remained?

Can we see some documents of confessions of prisoners at S-21?

Why do the torturers use such strange language when annotating the confessions at S-21?

When did Saloth Sar adopt the name “Pol Pot” and what does it mean?

I heard that on April 17 1975 the Khmer Rouge had a meeting with Lon Nol officials. What did they talk about during the meeting?

After his regime was defeated, where did Lon Nol go and what happened to him?

Did the western photographers who filmed the prison videos from 1979 inform the UN of the crimes committed in Cambodia by the Khmer Rouge? If they did, why did the UN continue to support the Khmer Rouge and give them Cambodia’s seat?

Why was the Four-Year plan so focused on rice and not other supplemental crops?

Why did base people get more food and better treatment than the new people when everyone was forced to wear a black uniform under the pretense of equality?

What is ideology?

The people in the photograph at the irrigation project on page 38 were forced to work so hard, 12 hours a day, yet in the photo they appear happy. Why do they not look sad?

V. SMALL GROUP MOCK LESSONS

Mock Lesson One: Chapter 3

Ms. TEP Phanaphirom

Ms. Tep began by explaining the objectives of the lesson to the students. Next she asked students about the significance of the various photographs in Chapter 3. She asked the students when the Khmer Rouge came to power and the significance of their black uniforms. Ms. Tep explained that the Khmer Rouge took power on the Khmer New Year—this was part of the reason some of the people in the photographs are so happy. They thought they were also celebrating the end of the war. However, Ms. Tep told the students that this would be the last celebration of the New Year until after Democratic Kampuchea ended because all traditional holidays were banned. Students then read from the textbook individually before discussing the forced evacuation of Phnom Penh. Ms. Tep asked if anyone was excused from the evacuation such as monks or hospital patients and also what happened to the foreigners in Phnom Penh at the time. The students answered that absolutely everyone was forced to evacuate and that the foreigners went to the Raffles hotel.

Teacher Feedback: Ms. Tep's Lesson

The review was generally favorable. One group member stated that her summary and introduction were “acceptable.” The critiques offered were that more question and answer time would be preferable as this actively engaged the students. Also, one member suggested that she discuss the mixed emotions of the day (happiness that the fighting was over, followed by fear and uncertainty at being evacuated).



Large group session at the Phnom Penh teacher training. Photo by Keo Dara Prak. Source: DC-Cam Archives.

Mock Lesson Two: Chapter 4

Mr. HENG Pouv

Mr. Heng started with a quick summary and review of Chapter 3. Next, he instructed the students to read the beginning section of Chapter 4. Mr. Heng had a markedly different teaching style from Ms. Tep, as he immediately went to individual reading after his review and introduction. After the reading session, Mr. Heng called individual students to go in front of the class and write “key words” on the board. He then asked the students to explain the term “Angkar,” which is the name of the KR “organization.” MR. Heng then asked who was the leader of DK in 1976. The students answered that Khieu Samphan was the Prime Minister and Mr. Heng said this is true but reminded the students that Pol Pot was actually the most powerful person in the KR at the time. Mr. Heng then broke students into two groups and had group one write the names of the leaders of DK along with their position. Group two was instructed to write why the KR chose 1960 as the founding date of the CPK. After these answers were discussed, Mr. Heng asked the students questions from the teacher guidebook, followed by a short period where the students could ask him questions about the Chapter.

Teacher Feedback of Mr. Heng’s Lesson

The group’s general sentiment was that the lesson featured too much passive learning such as individual reading and recitation of facts from the book. They suggested that Mr. Heng focus more on the active aspects of his lesson, which they thought were done well.

Mock Lesson Three: Chapter 6

UM Vattana

Mr. Um began the lesson by writing the chapter number on the board and introducing the lesson subject, the four year plan during DK. After the introduction, Mr. Um instructed the students to read the textbook and identify difficult or key words. Next, Mr. Um told the students that the objectives of the lesson were to learn to describe the four year plan, explain the ideology behind the four year plan and identify and use key vocabulary words. After this introductory section, Mr. Um asked the students to define and discuss “collective labor,” “regime,” “ideology” and “production.” Mr. Um accepted the various definitions provided by the students and wrote the students’ definitions on the board. After the oral discussion, Mr. Um asked the students questions from the work book in a quick oral quiz. He then allowed students to ask him any residual questions that they may have. The final part of the lesson was the assignment of homework, which is to write a question down after thinking about the material.

Teacher Feedback: Mr. Um’s Lesson

The general sentiment was that Mr. Um did a good job. He was positive in his method and positively reinforced students who made an attempt to participate. For constructive criticism, group members suggested that Mr. Um provide greater clarity in his answers, follow the five Ministry steps more closely (even if this takes extra time).

Mock Lesson Four: Chapter 6

KHAT Samal

Mr. Khat started the lesson by reviewing the previous lesson and introducing the topic of the day: Chapter six, the four year plan. Mr. Khat was a very enthusiastic teacher and had prepared a number of headings and title materials beforehand to help organize the lesson. He posted some of the prepared headings on the board and used them as the framework of an initial discussion of the chapter, asking the students questions and writing their answers on the board. Mr. Khat also made good use of the space in the room, as he both kept all the students engaged but individually approached students, which seemed to keep them interested. Mr. Khat followed the question and answer with a short discussion of the KR propaganda machine and the tools it employed (radio, films, magazines, photographs, etc.). He then gave each student a piece of colored paper and instructed them to write one slogan down on it, which he then posted on the board under the heading of KR slogans. Mr. Khat engaged the students on the issue by asking their opinion of which of the slogans might have been actually supported by the Cambodian people. This discussion was followed by group work in which each group was assigned a slogan and had to explain it in detail to the rest of the class. Mr. Khat finished the lesson by assigning homework and reminding the students to be careful when driving home.

Teacher Feedback: Mr. Khat’s Lesson

The group was smiling and seemed engaged throughout Mr. Khat’s lesson and their reviews were favorable. One teacher stated that Mr. Khat had misdefined the term “ideology” which is a very difficult concept. The group then discussed how to best define the term in a manner that is both accurate and understandable for high school students.



Provincial trainees taking notes at the Phnom Penh training. Photos by Keo Dara Prak. *Source: DC-Cam Archives.*

Mock Lesson Five: Chapter 7

LONG Tithsacphea

Mr. Long began the lesson by asking the students what life was like during DR. The students answered that people were starving, had to work constantly and had no rights. Next, Mr. Long had the students read the exercise in the red book, which began to drag and was perhaps not the best use of instructional time. This was followed by assigning the statement “My First Unforgettable Fright and Trauma” by Deour Serey Len from the text. This reading was followed by a class discussion of Ms. Deour’s experience where the students could comment on the narrative. One student stated that there was no medicine to help injured or sick people during DK. Another student stated that he believed the KR would do anything that made the population fear them. After the discussion, Mr. Long instructed the students to write down questions to ask Ms. Deour about her experience if it was possible. Questions included: what did she do after 1979 and what will she do from now on? What regrets does she have and what would she have done differently in 1975 to try and save her family if she could go back? Finally, what did she find out about the fate of the rest of her extended family after 1979? Mr. Long then told the students to answer the questions posed while imagining what Ms. Deour’s perspective might be.

Teacher Feedback: Mr. Long’s Lesson

The group thought that Mr. Long’s style was too passive, as the students spent a significant amount of time silently reading. This is not an effective use of class time as such reading can be assigned as homework. Furthermore, silent reading in class tends to make the students uninterested. The use of the excerpt was a good way to creatively engage the students and help them to truly understand the emotions of life during DK. However, it was very difficult to answer the questions in the shoes of Ms. Doeur based on the short excerpt and limited information therein.

Mock Lesson Six: Chapter 9

MEAS Thong

Mr. Meas began the lesson with a review, asking the students what kind of person did the KR consider to be “clean”? The students answered, the poor and uneducated “base” people who lived in rural areas. Mr. Meas then introduced the new lesson on S-21. Mr. Meas wrote down key vocabulary terms (office, S-21, security center) on the board. He then asked the students about the photos of S-21 in the text and what the place was. The students answered that it was a school named Tuol Sleng. Mr. Meas noted that first it was a school, but it was turned into a prison by the KR. This introduction was followed by the students reading aloud sections from the text. Mr. Meas then asked the students a series of questions (where is S-21, who was the chief of S-21 and what are the dimensions of S-21, etc.). The answers to these questions were then written on the board. Through this process Mr. Meas elicited from the students the information that S-21 was run by Duch and was used by Angkar to detain and interrogate prisoners who were mostly former KR cadre. Thus, the students learned that S-21 was a special prison for important or internal enemies, who were systematically killed.

Teacher Feedback: Mr. Meas' Lesson

The group thought that some of the vocabulary words chosen could have been misleading, for example, “office” is a place people go to work. This term does not correctly capture the nature of S-21 and describing it as a “security office” without more would mislead the students. Otherwise the lesson was pretty good and asking the students about the nature of S-21 was a good way of helping them to learn about how the prison operated and the reasons behind its existence.

OVERALL STRENGTHS

Attitude of Trainees

I found that the teachers were attentive and showed a genuine desire to master the material and present it well to their students.

Trainees Gained Sufficient Knowledge to Teach DK History

The teachers' understanding of the material appeared to be sufficient after reading the text, guidebook and taking notes of the lectures. Additionally, the confidence of the teachers in their knowledge and ability to teach the material did appear to progress throughout the week.

OVERALL CHALLENGES

Cambodian Education System

My only critique has to do with the design and overall emphasis points of the Cambodian education system. The teachers were very focused on details such as dates, numbers and quantifiable things. However, this often shifted focus from general concepts implications to memorization dates, times, numbers, names, etc. For example, the teachers consistently critiqued one another during group work periods regarding their adherence to the technical aspects of the Ministry of Education's five-step process. Rather than discussing how best to foster students' understanding of a complex and controversial subject, the teachers often spent time reminding one another to write the date on the board or other technical points. I understand that this is the mandate of their employer, the Ministry, but it may cause misdirection of the students' energies when learning the KR history. Another example was the teachers' desire to understand and quiz students on the dimensions of Tuol Sleng prison and such details as the orientation and number of buildings and their designation (A, B, C, etc.). This information is not crucially important and the students may waste effort memorizing details and thus be distracted from the larger context of the subject.

Teachers Ask Questions on Role of Foreign Influences

The teachers also consistently asked questions about the role of foreign nations during DK (the United Nations, China, Russia, the United States, Thailand and Vietnam to name a few). Many of the questions asked seemed to be fishing for a non-Khmer based explanation for responsibility for some of atrocities committed during the DK period. I believe that it is important for teachers to understand that one of the contributing factors to the horrific acts that occurred during DK was fervent ethno-nationalism marked by a superiority complex. To not acknowledge this and instead shift the focus wholly to other – admittedly culpable – causal agents (the US bombing, Vietnamese incursions, Chinese influence, etc.) would be to not fully and honestly discuss the

reasons why the KR came to power and their ideology. Hopefully a more fully rounded and honest understanding will be fostered as the training continues.

Randle DeFalco holds a joint B.A. in global history from Rutgers-Newark University and the New Jersey Institute of Technology. He also holds a J.D. from Rutgers School of Law – Newark and his admission to the New Jersey State Bar Association is pending. Currently, he is researching international criminal law accountability for the starvation that occurred in Cambodia from 1975-79 on a Fulbright fellowship.

ASSISTANT: TES MAREM

Provincial Teacher Training Program: Takeo Region

Coordinator: Mr. Christopher DEARING

National Trainers: Mr. CHHIM Dina, Mr. CHY Terith, Mr. MOUNG Sophat,
Mr. LY Rumany, Ms. SIRIK Savina

Recorder - Evaluator: Ms. Laura SUMMERS



Provincial trainees, senior DC-Cam staff, and international experts at the Takeo province teacher training.
Photo by Terith Chy. Source: DC-Cam Archives.

I. SUMMARY

Seven days of training focusing on the text *A History of Democratic Kampuchea (1975-1979)* by Khamboly DY, was provided for 22 provincial teachers from the provinces of Kampot, Kep, Preah Sihanouk and Takeo (28 November – 4 December 2009). The daily 8:00 to 17:30 meetings took place in an educational complex located near the regional Ministry of Education compound in Takeo City center. The room was spacious and allowed trainees to form five small break-out groups of four or five trainees each for their afternoon practice teaching and history learning. While some projection equipment had to be borrowed from the regional office, it must be noted in this evaluation that the training room was well furnished: there were four traditional wooden blackboards and one whiteboard. The trainees had easily movable chairs with small, right-handed writing tables. A few left-handed teachers had to twist their bodies fully in the seat of the chairs in order to take notes but none of them complained or appeared excessively discomforted. The building and furnishings were about five years old and were gifts from the Japanese government.

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 161

The trainee provincial teachers work in four densely populated provinces of Cambodia. Many claimed to be teaching classes of around 55 high school students. A few had classes with over 60 students. In most high schools, students sit wall to wall and two by two behind heavy wooden desks which are difficult to move about. Because of crowding and other constraints in classroom, a few teachers were initially skeptical about whether they could make use of pedagogies that relied on small, break-out groups. The coordinator, Chris Dearing, regularly reassured them by saying room arrangements and material resources were a secondary issue in student-centered (or student focused) learning. Effective teaching was measured by student learning and depended upon success in developing the student's capacity for independent thinking and his or her learning skills.

In relation to the teaching of the history of the Democratic Kampuchea, teachers were asked to think about several different, but closely related things: students must be made aware of the key events, facts and figures arising from the 1975-1979 period and be guided by teachers into discussions about these. This must be done carefully, not only to avoid distressing sensitive students but also to discourage belligerent ones, the aim being to make all Cambodian refrain from using violence against other human beings and to respect the human rights of all individuals. In other words, effective teaching about the history of Democratic Kampuchea requires the teacher to be more student-focused than is perhaps customary and to introduce students to "active" forms of learning. Trainees were introduced to techniques or pedagogies designed to engage each individual student in purposeful learning exercises. The exercises are designed to develop specific learning skills. Most of the history exercises included in the *Teacher's Guidebook* recommend the use of small 'break-out' groups of no more than 4-6 students each with each person in each group receiving a designated role in carrying out of a timed exercise. Receiving a specific task as a timekeeper, discussion leader, group reporter, recorder or motivator obliges each student to concentrate and to engage appropriately in the assigned activity. Bright and weak students, male and female students, rich and poor students, students from non-Khmer or non-Buddhist backgrounds who might not otherwise get to know each other, or even speak to each other, will find themselves working side by side—if briefly--in the classroom. The structured activities and the historical exercises should pay dividends in terms of improved listening, reading, thinking, speaking and remembering skills. Studying in small groups encourages (i) respect for the views, feelings and knowledge of others, (ii) the creation of reasoned or agreed collective agreed "answers" or "solutions," and (iii) an increasingly confident, externally reinforced or validated understanding of historical events and situations.

Christopher Dearing's "Daily Notes" from the Takeo training program are appended to this report. They identify the specific aims and objectives of each succeeding method or exercise. The notes emphasize the importance of positive "feedback" in helping students to learn step by step. At the end each class, "a good teacher will finish up with a summary of what has been learned but a *very* good teacher will ask the students themselves to summarize by asking 'What did you learn today?'" (Dearing, 4 December 2009) Provincial teachers were encouraged to begin the next class by addressing any problems, or points of confusion arising from the last lesson or with a quick recapitulation. A teacher's response to a faulty group outcome or insufficient class understanding might involve the re-modeling of a lesson or a

review of the steps in the exercise so give students a second and better chance to learn the essential for themselves within their group. The notes emphasize that teachers must refrain from being didactic, or giving out “correct” answers. If students work them out for themselves, they will learn how to learn (and also remember “answers”). Teachers must always encourage students to work with the facts, events and details supplied in the textbook and the guidebook making clear that history has many sources (e.g. testimonies, memories of individuals, documentary records from the period, diaries, autobiographies, film or photographic documents, structured interviews, scholarly books and articles). The teacher carefully introduces the historical lesson in three steps (i.e. asking a motivating question, introducing some new information, organizing the learning activity or exercise), and then asks the students to carry out the timed exercise and to report back to the whole class. The whole class discussion must be carefully ordered or structured by the teacher so as to steadily reinforce, what it is that they ‘know’, what it is that they want to know and (at the end of class) what they have learned. This kind of “scaffolding” for open class discussion can be visually mapped by the teacher (or a recorder) with a K-W-L chart.

National trainers acted as “facilitators” of the practice teaching of mock lessons to small groups. Each trainee was given a formal evaluation checklist to use for guidance as they observed each other. This ensured that a common set of criteria was used to benchmark key aspects of each teacher’s performance in presenting a short lesson. In Takeo, the forms were filled out by some small groups while others used them to guide verbal feedback given after each presentation. The facilitator merely observed, giving overall feedback on performance at the end of the mock lessons and in preparation for the general reporting back to the whole class and the discussion with the coordinator. Following the end of day summary and the departure of the provincial teachers, the national trainers briefed the coordinator and the history consultant about activities within the small groups, especially about any problems in the delivery of the mock lessons or in the use of the related pedagogies and exercises. The following sections on “Strengths” or “Challenges” provide an account and a brief assessment of these discussions.

An overall assessment of the training program was attempted on the final day with the project questionnaire. This questionnaire was also distributed at the end of day 1, on the morning of day 4 (rather than at the end of day 3 as recommended) and at the end of the program on day 7. Comments from the Day 1 and Day 4 evaluations alerted the national and international trainers to the need to make some adjustments to the morning “introductory” sessions to ensure steady and cumulative progress. Lengthy power cuts on two training days resulted in some rescheduling of one film showing. We practiced the “flexibility” that we preached. We made clear that we were happy to respond to comments or requests from the trainees encouraged them on each succeeding occasion to make even greater use of the evaluation forms. Evaluations of the training and of the trainers improved steadily during the week and all of the participants supplied comments on the third and final form (in contrast to the more limited engagement on the Day 1 and Day 4 evaluations). The training program and the trainers were generally assessed as ‘Very good’ (with the occasional ‘Fair’ judgment). There were no ticks in the ‘Poor’ column. There were 22 replies (from 22 provincial teachers) to each of the open-ended questions.

In response to the question about ‘which aspects of the program interested you the most,’ the provincial teachers said they were most interested in learning about new ways of teaching or about the history of Democratic Kampuchea or both of these. Several of the teachers indicated their appreciation for the “clear” or “very clear” presentations of the history lessons and new teaching techniques and also for the question and answer sessions on history.

In response to questions 2 and 3 concerning improvements to the training program, the provincial teachers indicated broad satisfaction with the existing program but also clear desires for more material or personal assistance. They requested copies of the photographs or large posters linked to the history lessons for use in their own classrooms and wondered if study visits could be arranged for their students. (Thirteen of the 22 Takeo region teachers had not visited either Tuol Sleng Museum or Choeung Ek prior to joining our training program.) Some suggested the history lessons could be improved by giving more attention to the international context during the DK era and a few asked for more information or documentation about the resignation of Sihanouk in 1976, the operations of S-21 and the 4-year plan of DK and Chinese communist plans. One teacher desired more historical information about the genocides that occurred in other countries. Several teachers indicated that they wanted more history knowledge for themselves so as to conduct local investigations. A few suggested improvements to the guidebook and workbook, asking in particular for more explanations of the lessons in the workbook, or recommending everything be put into one book. Although we used “brainstorming” and word association techniques to demonstrate how trainees can collectively work out with their students how DK leaders used (or misused) words such as “purge” or “evacuation,” one teacher (but only one) continued to request a “small glossary that could explain words in the DK book.”



Two teachers at the provincial level training Takeo province. Photo by Terith Chy. Source: DC-Cam.

II. STRENGTHS

1. **The provincial teacher-trainees were highly motivated and responded positively to new methods of teaching.** Two of the trainees, one being a teacher at the local Takeo Teachers College, turned up unannounced to offer much appreciated assistance to the national and international trainers during the preparatory day (November 27th). From training Day 1, the trainees always arrived early or on time in the morning and always took their seats at 8:00 a.m. sharp. They all took notes. Some filled their notebooks and borrowed paper from others. They observed, listened, responded to everything with keen interest. There was near full participation over the week in the Question and Answer sessions on history and near full participation in reporting to the full class at the end of the day. They were happy and alert throughout. During the end of the day evaluation meeting on Day 5, one of the national trainers said the provincial teachers are “amazed” and really “surprised” to learn about so many new and different ways to teach. Usually, “we do the same things all the time!”
2. **All 22 of the Takeo region provincial trainees feel confident about teaching the history of Democratic Kampuchea.** On the supplementary four-question survey conducted on Day 7, one of the trainees also wrote that he felt “very confident” about the history of Democratic Kampuchea. A follow-up question added by the coordinator (Chris Dearing) asked the provincial teachers to assess their “ability to train (other) teachers with the curriculum they had just completed.” Twenty-one of the 22 trainees assessed their abilities as “good” or “fair.” It is sad that one teacher ticked “poor” but the provincial teachers will train others in teams. Teachers who judged their abilities as “poor” or only “fair” on December 4, 2009 are likely to feel more confident as they reflect back on their training week during the coming weeks and prepare for assuming trainer roles in phase three.
3. **The provincial teacher trainees demonstrated enhanced professional skills.** On Day 2, the five national trainers reported many problems in the design and delivery of the mock lessons: several trainees exceeded their time limit and in a few cases, by a lot. Some of the trainees who kept within their allotted 30 minutes had prepared and delivered only a small part of the assigned lesson being unable to focus the lesson clearly enough on the key points. The lack of correspondence between textbook chapters and guidebook chapters and lessons confused trainees as they prepared their mock lessons and discussion of these caused further delays in group work. Chris Dearing advised the five trainer-facilitators to ensure that everyone continued to give their pre-assigned mock lessons, that all members of the small groups participated in the feedback sessions following each mock lesson and that the time-keeping problems be addressed and resolved within and by the group. National trainers and facilitators instructed the groups that flexible, collectively negotiated solutions to timekeeping problems could and should be worked out. By the end of Day 4, mock lesson timekeeping problems had all but disappeared although a small number of trainees in two groups were allowed to cover less in their assigned, 30 minute lessons than is recommended in the guidebook. It is anticipated that these trainees will gradually be able to cover all that is necessary as their

confidence and historical knowledge grows. Two groups also began to practice exercises in the guidebook which had not been modeled by the coordinator. “Post-it” notes which are not mentioned in any of the guidebook exercises were suddenly in use in one group. There were some spontaneous, but brief and structured exchanges of “survivor” stories in the small groups as the teachers came to know each other better. The two international experts viewed these developments as positive and promising: for many participants, the training had acquired self-sustaining momentum. To put this in other words, the provincial teachers gradually took charge of their own training and in doing this, they demonstrated a capacity for becoming trainers in their own turn (in phase three). The two international experts began to reduce their engagement in the Question and Answer sessions, allowing national trainers to take full charge. Predictably, questions declined in number as practice teaching and structured exercises more fully engaged the trainees. The questions also improved in quality which is another indication that the trainees were working out “answers” more independently and more deeply.

4. **The trainees displayed a deep understanding of the cultural and political dilemmas involved in teaching the history of Democratic Kampuchea.** The provincial teachers were advised that “good” teaching about matters or events that might upset some students, required knowing how to ask questions carefully in class. Several Socratic dialogues between the coordinator and the trainees took place from Day 5 through Day 7. These indicated a good understanding of why questions are so important to the effective teaching of history and why the study of history was so important to the well-being of young Cambodians of today. Teachers grasped that questioning students allowed them to gain an idea of what students already knew (or had read from their textbook!). Asking questions was also a tool for getting (i) “answers” (ii) “correct answers” and (iii) “the truth.” Does every question have a right answer? (i) “No!” (ii) “Some questions have more than one answer.” So what are we doing by asking those kinds of questions? (i) “We want students to learn to think.” (ii) “We want them to think about the content of the lesson.” (iii) “We want answers that correspond to the objective set for the lesson.” (iv) “We want students to practice thinking independently as they have to do every day.” The teachers collectively worked out that finding the truth involved assessing different perspectives, for example, the perspectives of former base people and of former April 17th people (both being well-represented within this group of trainees) as well as documentary records. One teacher assimilated the study and teaching of history to the study and teaching of Khmer morality: “History tells us what is right and wrong; how to behave morally.” But the majority viewpoint was more practical and secular: history “is a narrative, stories about what happened in the past;” “when we study history, we learn of the background to society, economy and politics, about social conditions; we can then compare the situation today with the situation in the past, under DK;” “when we study history, we learn about politics; students should be better prepared to understand or to do politics today.” Why is this so? Are all politicians good? “No, they are not, and by teaching history, we cannot ensure that all of our students will become good citizens. But that must be the aim! We want them to become *better* citizens.” You all teach history. Is history used for good purposes only? Responses (condensed): “The purpose of teaching history is to expose what happened in the past and to identify the goodness and virtue in

history but the outcome of our efforts to teach history might not be what we want;" "The "good" or the "bad" features of history depends upon who uses it and for what, on who is in charge of the action..." "History can be a tool and it can be weapon; it can be used and abused."



Mrs. Savina Sirik and Mr. Chris Dearing explaining teaching strategies at the Takeo teacher training. Photo by Terith Chy. Source: DC-Cam.

III. CHALLENGES

1. **Teacher's Guidebook Can be Confusing** The *Teacher's Guidebook* is giving rise to many different forms of confusion. These forms of confusion are of widely varying degrees of importance. Some preliminary confusion arose from lack of familiarity with the use of teacher's manuals and the lack of correspondence between Guidebook chapters and chapters in the textbook written by Khamboly Dy. After a few days of practice, such confusion was dispelled. Confusion of a slightly more worrying nature arose from uncertainty about the perceived suitability of the exercises contained therein but by the end of the training, most of the trainees appeared to be persuaded of their value. Many of the national trainers and provincial trainees nevertheless asked for corrections or improvements to the content and the organization of the guidebook as they went through it. For example, they drew attention to errors in names (e.g. was the former zone secretary named NHIM Ros, as the guidebook claims, or ROS Nhim, as Khamboly Dy writes ?) The guidebook contains emotive and semi-legal references to "victims" and "perpetrators" which some trainees judged unhelpful for

encouragement an understanding of history which aimed to promote national reconciliation and greater democratic respect for the human rights of every citizen. In his address to the class on Day 6, Youk CHHANG, Director of the Documentation Center of Cambodia advised the teachers to avoid teaching history in a way that would divide or politically polarize the Cambodian nation and compromise national reconciliation. Many trainees valued these remarks and were happy that CHHANG Youk had come to Takeo in order to speak to them.

Significantly, several trainees with good reading abilities in English who had been children or youths in the Democratic Kampuchea years are able to remember the language of CPK propaganda. At one point, two of them requested English-language copies of the Guidebook as they claimed they could not grasp the meaning of some phrases or passages in Khmer language edition of the guidebook. They were troubled, for example, by the inaccurate references to *angkar* ('the organization') proclaiming itself the *aupuok-medai* ("father-mother" or "parents") of children separated from their families. The rural and only permitted expression which was used was *puok-me*. Use of the more complex, urban language of today does not capture the meaning or the emotions evoked by the words used in official DK pronouncements or in every day interactions with cadres.

Less important concerns about the guidebook related to the photographs included in the guidebook mapping exercise. These photographs do not appear in the student workbook so many teachers felt they should be given such photos or supplementary photographs which they could show in class. Some teachers who followed developments at the ECCC asked whether Kaing Guek Eav (aka Duch) was genuinely a senior party figure or among those "most responsible" for crimes in the DK period? (On November 25, Kar Savuth in his final plea denied that Duch was a senior party figure or legally "most responsible.") The title "Mapping of Khmer Rouge Leaders" is confusing. Kamboly Dy's book focuses on national institutional organization and policies under DK so a better title would be "Leaders of the Communist Party of Kampuchea: a mapping exercise." There is too much imprecise use of the "Red Khmer" label in reference to ideology, party and the state. Another person noticed that photos of five of the six portrayed them "as they look today." Photos of them as they looked in the 1970s would be more appropriate to the teaching and study of history from 1975-1979.

One of the training team also queried the appropriateness of the "Survivor's Box" exercise for teaching the history of DK. There were several concerns, not least the title of the exercise and the post-1979 focus, but this activity also risked exposing differences in family wealth in rural Cambodia and as an activity, did not enhance learning skills. Another national trainer suggested that the next edition of the guidebook should have page references to Kamboly Dy's book. Three small groups attempted the "Healthy Diet" exercise and were stymied by the failure to specify the size of "servings" in kilograms. One facilitator who was familiar with US "ounces" produced quick estimates for his group and kept them on schedule but the other two

groups were perplexed and confused and failed to complete the exercise which some said linked into other teaching in their schools.

2. **Facilitate Additional Research** Many of the teachers participating in the Takeo region training program wish to attempt additional, personal preparations for teaching the history of the Democratic Kampuchea. On the final evaluation forms a large number of teachers requested “pictures and documents related to the DK book.” A few teachers interested in particular aspects of DK history, such as the economy and the foreign relations of Democratic Kampuchea, wanted to know where they might find documentary records on these two critical aspects of regime uniqueness and failure. They were advised that the records of DK committee for industry and commerce were held in the National Archives. Some other advice about scholarly texts or archives was given on an individual basis. Sometimes the requests concerned missing persons or the prison system under DK. Similar requests might come to the teachers from their students. Many of these teachers were internet users and were referred to DC-Cam’s website. The trainees also received a general invitation to visit DC-Cam from Youk Chhang but many teachers said that their salaries were too low and their family and other income earning activities too demanding to permit a visit to Phnom Penh for this purpose. We have clearly succeeded in heightening personal interest and engagement in the teaching enterprise. We should now consider how we might ensure continuing individual commitment, collective momentum and nationwide advance.

IV. RECOMMENDATIONS

1. **Revise Guidebook and Student Workbook.** The guidebook and student workbook need to be revised, ideally in advance of the final stage of teacher training. It is essential that the Khmer language translations more accurately and precisely reflect DK usage in the 1975-79 period. This will allow teachers, students and their parents to bring the sociology and the democracy of today into sharper contrast with the revolutionary visions of the CPK. Greater linguistic precision in the translation of every passage concerned with DK thinking and action is one the keys to resolving problems of “vocabulary” or desires to have “confusing” words such as “slogans,” “purges,” “policies” (versus improper moral conduct?), “propaganda (versus prescriptive “doctrine” or *chhab*?) explained or “defined.” These are cultural issues, not “vocabulary” problems. At the grassroots level of training, there are likely to be more teachers who find it difficult to separate history and ideology from traditional morality and traditional prescriptive ways of learning.
2. **Change Mapping Exercise** On page 36 (English-language edition) of the *Teacher’s Guidebook*, the photographs of Kaing Guek Eav and of Ieng Thirith should be removed from the mapping exercise and replaced with photographs of Son Sen and Ta Mok. All six photographs should show the leaders as younger people, as they appeared in the 1970s. The title should specify: “Leaders of the Communist Party of Kampuchea: a mapping exercise.” In communist party-states, the Communist Party

takes all decisions and holds more power than the government which heads the state *apparatus* of the ruling party. The new pictures, title and related textual corrections to this exercise should be added to the *Student's Workbook* as requested by many trainees.

3. **Photocopies of PowerPoint Slides given to Trainers** Photocopies of the power-point slides prepared by Khamboly Dy for introducing each chapter of his book should be made available all 220 trainers in phase three. Trainers should use them flexibly or as faithfully as they wish, in conjunction with open-ended, and appropriate introductory questioning. The provision of these photocopies will assist those trainees who continue to feel hesitant about their abilities to train others or about their personal knowledge of DK history.
4. **Appendix of DK and CPK Documents** The DC-Cam production team should add an appendix consisting of a small collection of illustrative DK and CPK documents to the revised edition of the *Teacher's Guidebook* and *Student's Workbook*. Each document should focus on a different aspect of life under DK (i.e. there be no more than one document from Tuol Sleng or the prison system). The collection should include at least one document relating to relations with Vietnam, one document relating to cooperatives or the economy and perhaps one article from *Tung Padevat* discussing official ideology or even a copy the 1976 statute of the ruling, but still secret, CPK.



Mr. Oam Sorn, the Deputy of Takeo's Provincial Education Office, at the opening session of the Takeo provincial teacher training. *Source: DC-Cam.*

OVERALL STRENGTHS, CHALLENGES, AND RECOMMENDATIONS

OVERALL STRENGTHS

Open-Mindedness and Attitude of Participants

Trainees were eager to learn teaching methodology and history and expressed great interest in learning more. Furthermore, all trainees expressed a notable curiosity about Khmer Rouge history. As one participant said in Battambang's closing session: "Ever since I touched this book in Phnom Penh, I have been determined to read it from front to cover," he said. At the same time, many trainees expressed interest in more wanting resources to learn more about DK History. Trainees petitioned for recordings of all Democratic Kampuchean songs, a list of leaders' biographies, maps of DK zones, and chronology of the history. One trainee in Prey Veng's evaluation report expressed interest in conducting research, but wanted DC-Cam to train them on proper ways to conduct research." Concomitantly, provincial trainees were engaging in the large

group sessions and came to the training sessions with a positive attitude. Participants seemed unafraid to voice their concerns. A trainee from Kampong Cham assessed the program positively owing to the freedom of participation: “I liked the program because people could ask whatever they wanted, there were so many questions asked freely. We were never afraid to ask questions.”

Provincial Trainees also seemed to welcome new teaching methodology and took initiative to demonstrate their own teaching methodology in the large groups. For instance, one participant demonstrated the game “Hurricane” in Battambang’s Training to the group, which was a game with two groups competing against each other for the most points. Everyone was laughing, cheering, and having a very fun time while also learning different ways to present material to students. In evaluation reports from all regions, trainees expressed their appreciation of learning new methodologies, such as the KWL chart and Jigsaw Exercise. Provincial Trainees encouraged the National Trainers and Coordinators to “bring with them more methodology” net time. In Takeo, one participant commented “Chris gave a lot of tricks to teach, and I liked that.” Participants also were eager to read their summaries or poems aloud, such as the example with Ngoun Sophal and her “Spirit of the Khmer Heart,” also in Battambang. Trainees’ positive attitude obviously point to the fact that they feel that the teaching of this history is a meaningful endeavor and one that they are proud to be a part of.

Gaining Historical Knowledge

Many trainees prior to the training did not have a firm grasp on Democratic Kampuchean history. Most knowledge of the Khmer Rouge existed only within the realms of their personal experiences and their relatives’ and friends’ experiences. One trainee from Kandal province thanked DC-Cam staff and the national trainers for teaching him history. “It has helped me learn more. For example, I was only aware of a few prisons. Because of DC-Cam documents, I have learned there were nearly 200 prisons during the Khmer Rouge.” These sentiments were not only present in Kandal, but seemed apparent in trainees in all regions. In Battambang, for example, one female trainee stated that she only knew a little bit about the Khmer Rouge experience, but she “now knows a lot more about the Khmer Rouge, their policies, and their ideologies. I was older than 20, probably 24 when the Khmer Rouge existed. Now with this training, I can put the story together.” Those who were born after the Khmer Rouge also came away from the training learning a great deal. Mr. Sam Vicheth in Kandal stated “the training is very good because it clears my doubts about my understanding of the Khmer Rouge regime. I was born after DK so I need a good background to teach students.”

Trainees Situated Personal Experiences Into Larger Context

While teachers indeed gained historical knowledge, those who lived through the Khmer Rouge were also able to situate their experiences into a larger historical context. For those that can remember much of the Khmer Rouge, learning this history seemed helpful for them to identify their own personal experiences to those that were found in the textbook and guidebook. As one woman in Battambang said to me, “I can relate to it. There is one part in the book that talks about the torture, and it talks about starvation and this is what I experienced. The arrest of my father, my sister, who were killed, is also mentioned in the book. That is part of my experience. The starvation—that is what happened to my two children.” Many teachers were very young during the Khmer Rouge and can only remember fragments of the regime. Bunthom Som’s comments

to me underscore this aspect. “ I can only remember being sick and no one taking care of me... I only heard the older people talk about it, and I wasn’t sure if it were true or not. I believed it because my mother used to tell me about the torture. I want to know if it happened only in a specific region or the whole country. Is it everybody or smaller parts?” While teaching about the genocide may be beneficial for the younger generations to learn about this history, it seems that this training also reveals that learning this history is important for survivors to understand their own history, an essential part in reconciliation and forgiveness.

Trainees Gained Sufficient Knowledge to Teach DK History

By the end of the workshop, teachers generally mastered the guidebook steps and demonstrated an impressive command of the framework laid out in the textbook. Of course, there still are some problems in teaching methodology and some confusion on minute points of history on which need to be worked. Nevertheless, teachers’ understanding of the material appeared to be sufficient to teach DK History in high schools and begin to train their peers in 2010. Teachers also seemed confident with and comfortable with the history. A comment in Takeo’s evaluation report underscores teachers’ ability to teach this as one participant writes, “ I have very strong confidence to teach this history.”

Guest Speakers, Visual, and Aural Activities

In Cambodian culture, higher officials’ participation undoubtedly carries weight within the society and legitimizes the curriculum program. Thus, the presence of Ministry officials in Orientation Sessions in Phnom Penh, book distributions in Takhmao, and at each opening session at the regional training centers emphasized the importance of this training. Furthermore, Youk Chhang, Director of the Documentation Center of Cambodia, also visited each training site, giving an overview of the training program and encouraging trainees to stress tolerance and reconciliation in their classrooms. Youk also spoke about how moved he was at these sessions, showing humility and respect for the dedication and hard-work of the provincial trainees. At the same time, the guest speakers at the Orientation Session also carried weight within the training. Him Huy, a former S-21 guard and Norng Chanphal, an S-21 survivor, shared their experiences with the audience. Given the current international tribunal and the press these aforementioned individuals have received, their presence unquestionably piqued curiosity with the trainees. Finally, the presence of international and national scholars David Chandler, Laura Summers, Sambo Mannara demonstrated the seriousness of this program. Their lectures also provided trainees with invaluable insight into various aspects of the regime that may not have been included in Khamboly Dy’s textbook.

The visual and aural activities, such as films of Tuol Sleng and a Prison Without Walls broke up the monotony of the training and also generated a forum for discussion around controversial issues. For instance, in Battambang, trainees watched a Prison without Walls and were able to discuss the ambiguities of definitions surrounding a victim and a perpetrator. Watching the play *Breaking the Silence* during the Orientation Session also provided a valuable resource to bring to light issues of reconciliation, forgiveness, and healing.

Large Group Model Sessions

While some training groups conducted more large group model sessions than other groups, National Trainers or Regional Coordinators presented mock lessons to the provincial trainees

throughout the training. This activity provided a way to make sure the provincial trainers received uniform training and also presented an avenue to clarify any questions related to specific mock lessons.

OVERALL CHALLENGES

Disparity

Large Group Mock Lessons

One of the biggest problems in the Provincial Training Program was the disparity and inconsistency between regions in the ways in which they conducted mock lessons, presented history, and organized their training overall. For instance, there seemed to be widespread disparity between the ways in which mock lessons were conducted in large groups. Some regional training groups conducted large group model lessons only in the beginning days while other regions conducted this exercise daily. The person who conducted the model lessons varied as well. Sometimes the Coordinator only did the large group model lessons (such as with Chris Dearing in Takeo and Dr. Phala Chea in Prey Veng Regional Trainings) while National Trainers were responsible for conducting the large group model lessons (such as in Battambang and in Kampong Cham). Furthermore, in some regions, such as in Takeo, the Large Group Model Lessons were conducted thematically, going over ways to introduce vocabulary in the lesson and stories rather than ways it was presented in the guidebook. Chris Dearing and Dr. Phala Chea for instance went into more detail on ways to incorporate different methodologies in the classroom. In other regions, the model lessons were conducted according to the guidebook and in relation to the history presented that day. Finally, the quality of large group models varied drastically from presenter-to-presenter and from region to region. They oftentimes modeled lessons in extremely different manners, utilizing techniques that conflicted with each other. Some presenters, for example, adopted a less structured, more flexible methodology, and incorporated personal experiences into lesson plans. Other presenters focused on the facts and were less inclined to facilitate discussion. Meanwhile, other presenters were almost excessively concerned with following the recommended objectives and steps, promoting a rigid interpretation of the guidelines. Some presenters were definitely more engaging than others and executed their lessons more efficiently. As such, teachers did not receive cohesive advice or direction about how to respond to different scenarios.

History Presentations

There was also inconsistency in the ways in which the history was presented to trainees. Trainees' methodology varied region-by-region and also from National Trainer to National Trainer in the region. For instance, some National Trainers used Power-point slides to disseminate historical information while others read from and summarized the textbook. Other National trainers integrated their own anecdotes with the history, such as Mr. Sev Sotha in Kampong Cham and Mr. Yin Nuan in Battambang. Others taught history using the methodology and lessons found in the Teacher's Guidebook. Like the issue above as to who presented the history, this also varied per region. In some groups, one person disseminated history to the trainees while in other groups National Trainers disseminated history to the group. Some presenters were obviously more effective in disseminating the history to the

trainees. Thus, the quality of the history varied day to day and region by region, which did not go unnoticed by trainees.

Small Group Mock Lessons

Finally, there were also disparities in the ways in which small groups were conducted. Some National Trainers encouraged feedback from the participants while other National Trainers neither commented nor encouraged participants' feedback on the small group mock lessons. In Battambang, there were groups in which people went around in a circle to give both positive and negative feedback and there were also groups that, when I visited, were unfamiliar with the critiquing process. Furthermore, some National Trainers, like someone in Kandal said to follow the guidebook strictly while others said that it is encouraged to deviate away from the guidebook. Some provinces, such as in the case with Prey Veng, moved away from small group model lessons all together and focused primarily on model lessons in the large group. Inconsistency such as this suggests that provincial trainees have not been trained uniformly and did not receive coherent strategies for modeling and teaching lessons.

Some National Trainers Not Prepared

Throughout many regional and evaluation reports, it became apparent that some National Trainers either were not prepared or understand fully their responsibilities during the training. These sentiments were frankly said in an evaluation report in Kandal. Furthermore, in Battambang, one National Trainer conducted three "Actively Reading the Chapter" Mock Lessons for the Group. Frustrated, provincial trainees expressed disapproval of this type of training and stated in the large group setting that National Trainers need to be more prepared and engaging in their lessons. It is essential that National Trainers and now Provincial Trainers come to the workshop prepared and able to fulfill their responsibilities successfully.

Insufficient Time for History Lessons in Schools

Consistent throughout all reports was the fact that history is neither allotted sufficient time in school nor given ample percentage points on the national final exam. Teachers expressed dissatisfaction with the Ministry and petitioned the Ministry to make more time for history in classroom. They stressed the importance of this education, but concomitantly worried they would never be able to teach this history sufficiently with the time allotted.

OVERALL RECOMMENDATIONS

Time for History in Schools Need to be Increased

History is undoubtedly a crucial subject for younger generations to know and to learn. Not only do students learn historical fact, but also learn tolerance, increase their worldview, and understand decision-making processes. Given Cambodia's recent traumatic history, it is even more crucial that this subject be given proper time. Throughout all regions, many teachers expressed frustration of the relatively little time in schools for history. Thus, I would recommend that The Ministry of Education increase history time in schools and realize that it is an important and crucial subject to teach in the 21st century.

Meetings with National Trainers and Provincial Trainees

Documentation Center of Cambodia -- Genocide Education: The Teaching of, 'A History of Democratic Kampuchea (1975-1979)' -- 175

Before the next training takes place, I would recommend that DC-Cam and the Ministry of Education make certain that National Trainers and Provincial Trainees know their roles and responsibilities prior to the training, understand the use of the guidebook, and are familiar with DK history. Uniform teaching standards, goals of training process, methodology, and small group format must be discussed and a consensus reached prior to the next training session. Photocopies of the power-point slides prepared by Khamboly Dy at the National Training Seminar in Phnom Penh in July 2009 could also be handed out at this meeting. The provision of these photocopies will assist those trainees who continue to feel hesitant about their abilities to train others or about their personal knowledge of DK history. While trainees indeed learned much history, it appears that there is much confusion on their roles and responsibilities in the next training.

History Forum Take Place Before Guidebook Training

Rather than having history lessons coupled with guidebook methodology at the village-level, I would recommend a three to five day history seminar for all 3,000 teachers in Siem Reap. During the history seminar, national and international experts would go over each chapter in detail. Then, the Village Trainees break out into their regional groups to receive methodology instruction, work closely with the guidebook, and review history learned from the forum. Doing this negates any concerns that inaccurate and misconstrued thoughts are disseminated as facts, which would then be disseminated to students. It also ensures that village teachers learn consistent and accurate DK History.

Materials Provided to Trainees Well in Advance I would recommend that DC-Cam and the Ministry of Education prepare packets to village trainees well in advance of the next training. Participants requested a CD-Rom of relevant songs, maps, photographs, and biographies of leaders. They also requested relevant DVDs shown at the training.

***Searching for the Truth* Magazines Disseminated to Teachers Each Month** Many of the teachers participating in regional training programs wished to attempt additional, personal preparations for teaching the history of the Democratic Kampuchea. Yet because income is so low, many teachers are not able to visit Phnom Penh or DC-Cam to collect additional material. The Internet for some teachers is a novelty. DC-Cam and the Ministry of Education must now think about the ways in which to ensure continuing this pursuit of knowledge. For the time being, I would recommend that DC-Cam, if not already doing so, begin to disseminate *Searching for the Truth* magazines to the schools each month. Other DC-Cam books that are translated into Khmer could also be disseminated to each school.

Revise Guidebook and Textbook The guidebook and student workbook need to be revised, ideally in advance of the final stage of teacher training. It is essential that the Khmer language translations more accurately and precisely reflect DK usage in the 1975-79 period and also be accurate. Cambodian teachers seem to lose focus when there are mistakes they find in the guidebook and waste significant time discussing the proper revision. There were also many terms that confused trainees during the process. A glossary to define in detail more difficult words such as “communism” “socialism” “revisionist” should also be included for the teachers.

APPENDIX

SCHEDULE OF TRAINING

Genocide Education Project

The Teaching of A History of Democratic Kampuchea (1975-1979)
**Provincial Teacher Training: Kandal, Takeo, Prey Veng, Kampong Cham,
Battambang and Phnom Penh**

November 23 – December 4, 2009

Part I. Overview & Preparation

DAY 1: Monday, November 23 Orientations and History Forum (Cambodian Institute of Technology and Senate Library)

- | | |
|---------------|--|
| 08:00 – 08:30 | Registration |
| 08:30 – 09:15 | Go over the objectives for: (Mr. Kamboly Dy) <ul style="list-style-type: none">• The Orientation• The Genocide Education Project and MOU• The Provincial Teacher Training• The Commune Teacher Training |
| 09:15 – 10:15 | (1) Go over organization of the Guidebook and Workbook
(2) Rationale of Teaching the History of Democratic Kampuchea
(3) Philosophy of Teaching the History of Democratic Kampuchea
(4) Go over the expectations of the Regional and National Trainers:
Roles and Responsibilities (Dr. Phala Chea and Mr. Christopher Dearing) |
| | Interpreter: Kok-Thay Eng |
| 10:15 – 10:30 | Break |
| 10:30 – 12:00 | Presentation: Modeling of lessons (Dr. Phala Chea and Mr. Christopher Dearing) |
| | Interpreter: Mr. Kamboly Dy |
| 12:00 – 01:30 | Break |
| 01:30 – 02:30 | Presentation – Experiences in teaching history (Prof. Sambo Mannara) |
| 02:30 – 03:00 | Break (Preparation to welcome the delegates and the guests) |
| 03:00 – 04:00 | Opening Remarks by the Minister of Education |
| 04:00 – 04:15 | Break |
| 04:15 – 05:00 | Introduce the Provincial Teams (Mr. Pong-Rasy Pheng) |

- Break up into Provincial Teams
 - Discuss questions that the trainees may have
 - Discuss expectations of the trainees
- 05:00 – 07:00 Dinner
- 07:00 – 08:30 Watching the Play: *Breaking the Silence* (RUPP Campus II)

DAY 2: Tuesday, November 24 History Forum

- 08:00 – 08:30 Registration and Refreshments
- 08:30 – 09:30 Presentation- Khmer Rouge History (Prof. David Chandler)
Interpreter: Mr. Kok-Thay Eng
- 09:30 – 10:30 Q & A with Prof. David Chandler
- 10:30 – 10:45 Break
- 10:45 – 11:15 Presentation – Guest Speaker (**Mr. Norng Chanphal, S-21 Survivor**)
- 11:15 – 11:45 Q & A
- 11:45 – 01:30 Lunch
- 01:30 – 02:30 Presentation – Khmer Rouge History (Prof. Laura Summers)
Interpreter: Mr. Terith Chy
- 02:30 – 03:30 Q & A with Prof. Laura Summers
- 03:30 – 03:45 Break
- 03:45 – 04:30 Presentation – Guest Speaker (**Mr. Him Huy, S-21 Cadre**)
- 04:30 – 05:00 Q & A

DAY 3: Wednesday, November 25: Textbook Distribution and Field Trips

- 08:00 – 11:30 Distributing *A History of Democratic Kampuchea (1975-1979)* at Hun Sen Ta Khmeo High School in Ta Khmeo City, Kandal Province. All national teachers, provincial teachers and national and international guest speakers will participate. H.E. Ms. Tun Sa-Im (Under Secretary of State of the Ministry of Education) presides over the ceremony.
- 11:30 – 01:30 Lunch
- 01:30 – 02:30 Visit Tuol Sleng Genocide Museum
- 02:30 – 04:00 Visit Cheung Ek

DAY 4: Thursday, November 26 Travel to Provincial Site

- 08:00 – 12:00 Travel & Check-In

DAY 5: Friday, November 27 Training Preparation

- 08:00 – 12:00 Preparation (Check out training site, food, equipments, materials and supplies)
- 12:00 – 01:00 Lunch

01:00 – 05:00 Preparation (Rehearse the training and divide groups)

Part II. Training

DAY 6: Saturday, November 28 Training Day 1

08:00 – 08:30	Registration and Refreshments
08:30 – 09:30	Introduction <ul style="list-style-type: none">• Go over the objectives of the day• Explain the importance of genocide education and the purpose of Training• Rationale of Teaching the History of Democratic Kampuchea• Philosophy of Teaching the History of Democratic Kampuchea• Course Objectives• Instructional Strategies
09:30 – 10:30	Presentation of Chapter 1 of the history book Questions and answers from trainees on the content of the history book
10:30 – 10:45	Break
10:45 – 11:45	Presentation of Chapter 2 of the history book Questions and answers from trainees on the content of the history book
11:45 – 01:00	Lunch
01:00 – 03:00	Modeling and discussion of lessons from Chapter 1 of the Teacher's Guidebook
03:00 – 03:15	Break
03:15 – 04:30	Modeling and discussion of lessons from Chapter 2 of the Teacher's Guidebook
04:30 – 05:00	Q & A and Evaluation

Pre-Lessons

Lesson 1: Course Introduction
Lesson 2: Discovering Student Prior Knowledge

Chapter 1: Summary

Lesson: Actively Reading Chapter 1

Chapter 2: Who Were the Khmer Rouge? How did they Gain Power?

Lesson 1: Actively Reading Chapter 2
Lesson 2: Who Was Pol Pot?

Trainers discuss Pre-lessons, Chapter 1 and Chapter 2 with the large group and demonstrate the use of the guidebook, workbook and textbook.

DAY 7: Sunday, November 29 Training Day 2

08:00 – 08:30	Registration and Refreshments
08:30 – 09:00	Introduction Go over the objectives of the day
09:00 – 09:30	Film: <i>Tuol Sleng, Baset and Prey Veng Prison in 1979 and KR Liberated Zone in Kampong Cham in 1973</i>
09:30 – 10:30	Presentation of Chapter 3 of the history book. Questions and answers from trainees on the content of the history book
10:30 – 10:45	Break
10:45 – 11:45	Presentation of Chapter 4 of the history book Questions and answers from trainees on the content of the history book
11:45 – 01:00	Lunch
01:00 – 03:00	Small Group Lessons (Trainees practice lessons) from Chapter 3 of Teacher's Guidebook
03:00 – 03:15	Break
03:15 – 04:30	Small Group Lessons (Trainees practice lessons) from Chapter 4 of Teacher's Guidebook
04:30 – 05:00	Q & A and Evaluation

Chapter 3: The Khmer Rouge Come to Power

Lesson 1: Actively Reading Chapter 3

Lesson 2: Visual Image of April 17, 1975

Chapter 4: The Formation of the Democratic Kampuchea Government

Lesson 1: Actively Reading Chapter 4

Lesson 2: Mapping of Khmer Rouge Leaders and Their Roles

Trainers discuss Chapter 3 and Chapter 4 with the large group and demonstrate the use of the guidebook, workbook and textbook.

In small groups, have 2 trainees model two different lessons (Visual Image of April 17th and Mapping of Khmer Leaders and Their Roles) for 30 minutes each.

DAY 8: Monday, November 30 Training Day 3

08:00 – 08:30	Registration and Refreshments
08:30 – 09:30	Introduction Go over the objectives of the day
09:30 – 10:30	Presentation of Chapter 5 of the history book Questions and answers from trainees on the content of the history book
10:30 – 10:45	Break
10:45 – 11:45	Presentation of Chapter 6 of the history book Questions and answers from trainees on the content of the history book
11:45 – 01:00	Lunch
01:00 – 03:00	Small Group Lessons (Trainees practice lessons) from Chapter 5 of Teacher's Guidebook
03:00 – 03:15	Break
03:15 – 04:30	Small Group Lessons (Trainees practice lessons) from Chapter 6 of Teacher's Guidebook
04:30 – 05:00	Q & A and Evaluation

Chapter 5: Administrative Divisions of Democratic Kampuchea

Lesson 1: Actively Reading Chapter 5

Lesson 2: Victim-Khmer Rouge Cadre Perspective Exercise

Chapter 6: The Four-Year Plan (1977-1980)

Lesson 1: Actively Reading Chapter 6

Lesson 2: Survival Box

Lesson 3: Timeline: Team Analysis & Evaluation

Lesson 4: Analysis of the Khmer Rouge Ideology

Trainers discuss Chapter 5 and Chapter 6 with the large group and demonstrate the use of the guidebook, workbook and textbook.

In small groups, have 4 trainees model 4 different lessons (Victim-Khmer Rouge Cadre Perspective Exercise, Survival Box, Timeline: Team Analysis & Evaluation and Analysis of the Khmer Rouge Ideology) for 30 minutes each.

DAY 9: Tuesday, December 1 Training Day 4

08:00 – 08:30	Registration and Refreshments
08:30 – 09:00	Introduction Go over the objectives of the day
09:00 – 09:30	Guest Speaker: KR Survivor Presents His/Her Experiences during DK
09:30 – 10:30	Presentation of Chapter 7 of the history book Questions and answers from trainees on the content of the history book
10:30 – 10:45	Break
10:45 – 11:45	Presentation of Chapter 8 of the history book Questions and answers from trainees on the content of the history book
11:45 – 01:00	Lunch
01:00 – 03:00	Small Group Lessons (Trainees practice lessons) from Chapter 7 of Teacher's Guidebook
03:00 – 03:15	Break
03:15 – 04:30	Small Group Lessons (Trainees practice lessons) from Chapter 8 of Teacher's Guidebook
04:30 – 05:00	Q & A and Evaluation

Chapter 7: Daily Life During Democratic Kampuchea

Lesson 1: Actively Reading Chapter 7

Lesson 2: The Diary of My Life Under Khmer Rouge

Lesson 3: Interview: A Survivor's Story

Chapter 8: The Security System

Lesson 1: Actively Reading Chapter 8

Lesson 2: Guest Speaker

Trainers discuss Chapter 7 and Chapter 8 with the large group and demonstrate the use of the guidebook, workbook and textbook.

In small groups, have 3 trainees model three different lessons (The Diary of My Life Under Khmer Rouge, Interview: A Survivor's Story and Actively Reading Chapter 8) for 30 minutes each.

DAY 10: Wednesday, December 2 Training Day 5

08:00 – 08:30	Registration and Refreshments
08:30 – 09:00	Introduction Go over the objectives of the day
09:00 – 09:30	Film: Behind the Wall of S-21
09:30 – 10:30	Presentation of Chapter 9 of the history book Questions and answers from trainees on the content of the history book
10:30 – 10:45	Break
10:45 – 11:45	Presentation of Chapter 10 of the history book Questions and answers from trainees on the content of the history book
11:45 – 01:00	Lunch
01:00 – 03:00	Small Group Lessons (Trainees practice lessons) from Chapter 9 of Teacher's Guidebook
03:00 – 03:15	Break
03:15 – 04:30	Small Group Lessons (Trainees practice lessons) from Chapter 10 of Teacher's Guidebook
04:30 – 05:00	Q & A and Evaluation

Chapter 9: Office S-21 (Tuol Sleng Prison)

Lesson 1: Actively Reading Chapter 9

Lesson 2: *Tuol Sleng on January 10, 1979* and *Phnom Penh in 1979* Film

Chapter 10: Foreign Relations

Lesson 1: Actively Reading Chapter 10

Lesson 2: Foreign Relations Brochure

Trainers discuss Chapter 9 and Chapter 10 with the large group and demonstrate the use of the guidebook, workbook and textbook.

Model A Comparative Genocide Study – Jigsaw

In small groups, have 4 trainees model four different lessons (*Tuol Sleng on January 10, 1979* and *Phnom Penh in 1979* Film and Foreign Relations Brochure) for 30 minutes each.

DAY 11: Thursday, December 3 Training Day 6

08:00 – 08:30	Registration and Refreshments
08:30 – 09:30	Introduction Go over the objectives of the day
09:30 – 10:30	Presentation of Chapter 11 of the history book Questions and answers from trainees on the content of the history book
10:30 – 10:45	Break
10:45 – 11:45	Presentation of Conclusion chapter of the history book Questions and answers from trainees on the content of the history book
11:45 – 01:00	Lunch
01:00 – 03:00	Small Group Lessons (Trainees practice lessons) from Chapter 11 of Teacher's Guidebook 03:00 – 03:15 Break
03:15 – 04:30	Small Group Lessons (Trainees practice lessons) from Conclusion chapter of Teacher's Guidebook
04:30 – 05:00	Q & A and Evaluation

Chapter 11: The Fall of Democratic Kampuchea

Lesson 1: Actively Reading Chapter 11
Lesson 2: Visual Image of the Day of Liberation

Lesson 3: Improving Diet/Nutrition of Survivors
Lesson 4: A Comparative Genocide Study – Jigsaw
Lesson 5: Children of Kampuchea Film

Conclusion: The Effects of the Khmer Rouge Period on Cambodia Today

Lesson 1: Actively Reading the Conclusion
Lesson 2: Poem to Honor the Spirit of the Khmer

Lesson 3: K-W-L Charts
Lesson 4: Make a Difference at the National and International Levels

Trainers discuss Chapters 11 and Conclusion with the large group and demonstrate the use of the guidebook, workbook and textbook.

In small groups, have 6 trainees model six different lessons (Visual Image of the Day of Liberation, Improving Diet/Nutrition of Survivors, Children of Kampuchea Film, Poem to Honor the Spirit of the Khmer, , K-W-L Charts and Make a Difference at the National and International Levels) for 30 minutes each.

DAY 12: Friday, December 4 Training Day 7

08:00 – 08:30	Registration and Refreshments
08:30 – 09:30	Go over the objectives of the day
09:30 – 10:30	Additional Learning Activities and Review
10:30 – 10:45	Break
10:45 – 11:45	Questions and answers from trainees on the content of the history book
11:45 – 01:00	Lunch
01:00 – 03:00	Questions and answers from trainees on the content of the guidebook
03:00 – 03:15	Break
03:15 – 04:30	Plans for Phase 3 Training
04:30 – 05:00	Q & A and Evaluation

Additional Learning Activities

Introductory Activity
Theater: Monologues of Victims/Khmer Rouge Cadre
Genocide Comparative Education Project – Computer/Internet Required
Activity: Poem
Research Project: Create a W List
Create an L List Section: Post- Research Project
Field Trip to Tuol Sleng and/or Choeung Ek

Trainers discuss Additional Learning Activities with the large group and demonstrate the use of the guidebook, workbook and textbook.

Discuss next steps and complete evaluations.

Kandal Province (Group of 7)
Kandal Regional Training School

Coordinator – Mr. Pheng Pong Rasy All/Logistics	Facilitator 1 – Mr. Mao Veasna Textbook: Introduction – Chapter 6
Facilitator 2 – Prof. Sambo Manara Textbook: Chapter 7 – Conclusion	Facilitator 3 – Ms. Chin Yahan Guidebook: Introduction – Chapter 4
Facilitator 4 – Mr. Yith Sopheak Guidebook: Chapter 5 – Chapter 8	Facilitator 5 – Mr. Ieat Bun Leng Guidebook: Chapter 9 - Conclusion
Recorder and Evaluator – Ms. Smith	27 Participants

Takeo Province (Group of 7)
Takeo Regional Training School

Coordinator – Mr. Dearing Christopher All/Logistics	Facilitator 1 – Ms. Sirik Savina Textbook: Introduction – Chapter 6
Facilitator 2 – Mr. Chy Terith Textbook: Chapter 7 – Conclusion	Facilitator 3 – Mr. Chhim Dina Guidebook: Introduction – Chapter 4
Facilitator 4 – Mr. Ly Rumany Guidebook: Chapter 5 – Chapter 8	Facilitator 5 – Mr. MOUNG SOPHAT Guidebook: Chapter 9 – Conclusion
Recorder and Evaluator – Prof. Summers Laura	23 Participants

Prey Veng (Group of 7)
Prey Veng Regional Training School

Coordinator – Dr. Chea Phala All/Logistics	Facilitator 1 – Mr. Diep Sophal Textbook: Introduction – Chapter 6
Facilitator 2 – Mr. Ten Kim Ton Textbook: Chapter 7 – Conclusion	Facilitator 3 – Mr. Va Vuthy Guidebook: Introduction – Chapter 4
Facilitator 4 – Mr. Yin Sothea Guidebook: Chapter 5 – Chapter 8	Facilitator 5 – Ms. Soamanoas Phirum Guidebook: Chapter 9 – Conclusion
Recorder and Evaluator – Mr. Chea Tem	19 Participants

Battambang (Group of 7)
Battambang Regional Training School

Coordinator – Mr. Dy Kamboly All/Logistics	Facilitator 1 – Mr. Kong Hak Textbook: Introduction – Chapter 6
Facilitator 2 – Mr. Yin Nean Textbook: Chapter 7 – Conclusion	Facilitator 3 – Ms. Ben Neang Guidebook: Introduction – Chapter 4
Facilitator 4 – Ms. Seng Piseth Neary Guidebook: Chapter 5 – Chapter 8	Facilitator 5 – Ms. Ser Sayana Guidebook: Chapter 9 - Conclusion
Recorder and Evaluator – Ms. Dickens Sarah	46 Participants

Kampong Cham (Group of 7)
Kampong Cham Regional Training School

Coordinator – Mr. Eng Kok-Thay All/Logistics	Facilitator 1 – Mr. Siv Thoun Textbook: Introduction – Chapter 6
Facilitator 2 – Mr. Sek Sokha Textbook: Chapter 7 – Conclusion	Facilitator 3 – Ms. Teng Sophea Leaksmei Guidebook: Introduction – Chapter 4
Facilitator 4 – Ms. Mom Meth Guidebook: Chapter 5 – Chapter 8	Facilitator 5 – Ms. Ly Sokchamroeun Guidebook: Chapter 9 - Conclusion
Recorder and Evaluator – Mr. Diamond Andy	30 Participants

Phnom Penh (Group of 7)
Phnom Penh Regional Training School

Coordinator –Mr. Vanthan Peou Dara All/Logistics	Facilitator 1 – Mr. Cheng Hong Textbook: Introduction – Chapter 6
Facilitator 2 – Mr. Prak Keo Dara Textbook: Chapter 7 – Conclusion	Facilitator 3 – Ms. Chea Kalyan Guidebook: Introduction – Chapter 4
Facilitator 4 – Mr. Nhel Sal Guidebook: Chapter 5 – 8	Facilitator 3 – Ms. Neth Pich Chenda Guidebook: Chapter 9—Conclusion
Recorder and Evaluator – Mr. DeFalco Randle C.	41 Participants

SELECTED COMMENTS FROM EVALUATION REPORTS

Kandal:

- “The set up of the training is very formal”
- “The training is based on two ideas of genocide prevention and reconciliation, like this a lot, simple because the more they teach the more they develop and reconcile”
- “National Teachers are not prepared”
- “I want to know about the first communist movement in Cambodia”
- “I like the victim testimony, it is helpful”
- “I want to have a more in-depth discussion about when the KR came in to PP”
- “The training is to teach people to be more tolerant”

Takeo Comments:

- “I have confidence after the training to teach”
- “I have very strong confidence to teach.”
- “I want to know about Pol Pot’s family, the family story of Pol Pot”
- “I want more history of other countries than what was given,”
- “I didn’t learn much from the training because I already knew the history, not much new to me.
- “Chris gave a lot of tricks to teach and I liked that”
- “I am interested in the methodology, which is very good and it can be a model, presentations were good, and we must emphasize that this is not only national history but global history and we have to integrate personal experience into the methodology and use testimony, documentary film, and well trained teachers, and we must look into the conflict in Vietnam, and also the King, why the king resigned, the king didn’t sacrifice himself for the country, he should have fought for the country.”
- “I want to know all the killing fields in each village and a list of all those who committed crimes”
- “I liked Chris and Laura Summers and Savina”
- “I liked meeting with people from S-21, this was the most powerful experience to meet real people”
- “We should give the same tour to the students not just the teachers”
- “I want to start class at exactly 1:30”
- “This kind of training should happen once a week per year to all the teachers and bring us back together”
- “The book is plenty to teach”
- “I liked KWL”
- “I want outdoor classroom to the killing fields, lecture on site”
- “If you have new methods should bring in next time”
- “I liked the jigsaw and monitoring each other”
- “I have to make the students write on the white board, not just saw aloud because it is good training for them to go up and write things down

“I want to know how many ways can you teach this, what are the methodologies, what is the most effective methodology”

Prey Veng Comments:

“I want this to be sustained, an ongoing program
“I want more plays, like Breaking the Silence, it made the study fun”
“I see the daily improvement”
“I want a certificate now and let us know at least 10 days before the next training is taking place”
“This is all about national reconciliation and development”
“I want supplies and materials before the next training takes place”
“I liked Think Pair Share”
“I want to do research, but I want DC-Cam to train me how to do research”
“I want the opening of the next training in Siem Reap and the closing in Koh Kong”
“If the training lasted an extra 2 days, it would allow us to get to know each other and can relax and refresh, want a break in between the training”

Battambang Comments:

“I liked the video, K-W-L, jigsaw, liked the textbook simple and clear; “learning this allows you to understand better the solidarity of peace and freedom, which is the foundation of developing the country.”
“Liked the comparison between people before the Khmer rouge”
“Want more training, training is too short”
“Some issues weren’t clear, remained a question”
“Some terms were confusing”
Want the names of the leaders and definition of the leaders, not in the book”
“Environment was good”
“Only mistake he made was that he believed in the King”
“Training should start at 7 AM”
“I liked the program because there was so many facilitators”
“I want the small group in a separate room because people speak so loud”
“I want materials on a CD”
“I want the Ministry to increase the amount of time for history”
“Today we only have 1 hour and a half per week for history”
“I want to increase the schooling for history, national exam needs to have more questions on history.”
“I want Searching for the Truth to go to every school”
“I want the textbook in the English language for the library”
“I want outdoor classrooms as part of the school”
“I request National Teachers to be more well prepared”
“National Teachers need to improve, not good enough”
“I liked talking about the daily life during the Khmer Rouge, helped the victims”
“I liked the international relations brochure”

“Methodology is good but it takes a lot of patience to learn”
 “Should be standardized”
 “National teachers did not give good example”
 “I liked the comparison of Hitler and The KR”
 “I want more information on Iraq, Germany, and what happened after these genocides”
 “I liked comparing the KR and Rwanda, jigsaw”
 “National teachers should try their best to give a model while teaching, which would be of interest to the provincial teachers”
 “I want audio material”
 “I really liked the comparison but it was too much to get to the point”
 “I want the program to be consistent, change in the middle of the program”
 -“liked how history is being taught in the free world, for the first time we can talk so openly”

Kampong Cham Comments:

“I want more time for the history”
 “I am interested of photograph of the temple, first time they have seen that photo”
 “It is important to teach the kids about this, the teachers must therefore continue to train, to maintain the quality”
 “I like Morn Met a lot”
 “The teachers must take their own initiative to integrate this information to the students it helps to relate that this was really true, that it happened”
 “I really liked the program because people could ask whatever they wanted, so many open questions freely, not afraid to ask questions”
 “I want an explanation of why the number/stats are different as to how many people died”
 “I liked the food section because it reminds them of the starvation of that time”

Phnom Penh Comments:

“The teachers are good but it has not been discussed how the teachers will transfer to the students”
 “I want to know the history since from the 1950s and connect it to the Khmer Rouge”
 “I want to know about the role of the UN from 1979 until 1990”
 “Why did China or the US not help Cambodia?”
 “We must emphasize that learning this is to avoid this to the students, Cambodians like to imitate, you learn because you want to lead, not to follow”
 “I liked the National Teacher”
 “I want to know about the zone on the regional level and those who took over after the other people were eliminated”
 “We didn’t discuss much about the conflict about Vietnam and the KR”
 “I want to know about the role of the embassy in Phnom Penh at that time”
 “I want telephone numbers of DC-Cam and all the teachers”
 “We must emphasize that this is for national reconciliation”
 “The microphone doesn’t sound nice”

SUPPLEMENT TO TAKEO'S REGIONAL REPORT

Daily Notes

By Christopher Dearing

Travel Day: November 26, 2009, Thursday: Travel to Provincial Site

The training team arrived to Takeo in the late afternoon. The building manager was contacted before arrival and we met him at the training center for a brief tour. Refreshments were arranged, a guest house was booked and other national trainers not accompanying DC-Cam were reminded of the 0900 preparation meeting for tomorrow.

Preparation Day: November 27, 2009, Friday: Training Preparation

The training team met at the training site at 0900 for a preparation meeting. One national trainer was unable to meet. He was notified to be at the training for tomorrow. During the training meeting we arranged five blackboards around the room for use during the small group sessions. During the training meeting, we discussed several topics and I recommended specific policies for the course.

1. Day 1 would begin with a brief introduction by the Ministry of Education's provincial deputy. Following this introduction, I would give an introduction of the team and go over the schedule. The introduction would be followed by a history lecture by Savina Sirik for chapters one and two before lunch. After lunch, I would model and explain some lessons and approaches for the afternoon.
2. I invited all trainers to assume leadership of introducing a day or closing a day of lessons. During this time, the trainer could model a lesson or give information. Ideally, I would perform the introduction and closure (as well as the modeling of lessons) for at least the first two days in order to ensure the participants' understanding of the course scope and contents. Essentially, it ensures uniformity at least in the first two days when participants are attempting to navigate not only new materials and topics, but also approaches to these topics and materials. Thereafter, ideally, the coordinator fades to the background as the other trainers assume greater control of the course and attain greater visibility and dialogue with participants.
3. No trainers wished to immediately assume a specific introduction or closure in the schedule but they seemed open to assuming a more active role as the course progressed.
4. I mentioned that if anyone who was presenting a history lesson preferred to have a second person seated with them for support in questions, they were encouraged to do this. Professor Summers offered her assistance in this capacity.
5. I stated a few policies with regards to the small group sessions:
 - a. Facilitators are in charge during the small group sessions of their specific groups. This means that they can break when they so choose, model lessons, and assign lessons as they see fit. I provided a recommended lesson assignment sheet to each facilitator that he or she could use in assigning individual lessons to the participants in their groups. It was stressed that this was a recommendation based on a desire to challenge participants with unfamiliar lessons.
 - b. Feedback must be participant-driven. The facilitator must not comment on specific lessons in order to avoid the situation where participants parallel their

thoughts or opinions with the facilitator. Rather, the facilitator should encourage participants to take one or two minutes to comment on both areas that are done well and areas to improve in the lesson. This accomplishes two goals: 1) it encourages the participants to self- and peer-evaluate as opposed to rely on the facilitator's evaluation; 2) it avoids public embarrassment or conflict that can often occur when evaluating adult professionals. A third effect of this approach is that it will allow the participants to feel more in control, both of their learning and evaluation. Fourth, it parallels the student-centered approach underlying many of the activities in the guidebook. Finally, this approach allows participants to practice evaluating each other which is a central goal of the course.

- c. The facilitator should give feedback either at the end of the day or after a few participants have performed. It should be general—not focused towards a specific individual. Upon completion of all the lessons for the day, the facilitator should offer a summary of his or her observations as well as some recommendations or ideas for presenting the lessons. The facilitator may even model a lesson to underscore a specific recommendation and to allow the participants to compare with what they have seen. Feedback that is both general and suggestive, as opposed to individual and directive, will be more effective and useful for adult learners, particularly if it respects the idiosyncratic deviation that the guidebook and modern pedagogy embraces.

Day 1: November 28, 2009, Saturday: Training Day 1

The day began at 0800 with a welcoming speech by Aum Som, the Ministry's Takeo province deputy director of education. I then had all national trainers seated up front, and I gave a brief introduction. I introduced all the trainers and went through the schedule. I informed the participants that during the mornings they would receive lectures and modeled lessons; in the afternoons, they would practice their lessons as assigned by their facilitator. The facilitators read aloud the names of those in their groups, and the teams met in their respective areas of the room to go over administrative questions, assign lessons, and discuss the program.

History lessons followed this introduction. Savina Sirik presented chapters 1 and 2 using

Khamboly Dy's PowerPoint presentation. Most participants took notes and asked questions. Professor Summers offered to answer the questions that fell outside the scope of the textbook. The participants were genuinely interested in exploring controversial topics such as the role and activities of King Sihanouk both before and after the DK period.

This was followed by lunch and lunch was followed by a modeling session between 1:00-4:30pm. Attendance was taken in the afternoon as opposed to the morning.

I modeled two areas of instruction.

1. Reading strategies and the use of the guidebook, workbook, and textbook.
2. Use of stories.

Re: 1. Reading strategies: Several strategies were modeled or explained. They are listed below:

- a. One student reads a paragraph from the textbook aloud to the class and the teacher poses questions from the guidebook to other students in the class based on what the student read aloud. Note: The teacher should write down where specific questions are answered in the textbook by writing down the paragraph number next to the questions in the guidebook. While not all questions are necessarily directly answered by reading the textbook—some are open-ended questions—almost all questions are sequential (i.e., they occur in the order that they are read in the text) and thus, can be easily posed by the teacher as the students read.
- b. One student reads aloud and all students fill in their workbooks as the student reads. The teacher can call on various students to give everyone a turn in reading aloud.
- c. All students read silently to themselves. Afterwards, the teacher poses questions to various students based on their reading. The teacher may have the students read and fill out the workbook on their own; or alternatively, the teacher may have the students close their workbooks and try to answer the teacher's questions based on their memory or notes.
- d. The teacher divides the class into two sections. Both sections read the same chapter. All students read silently to themselves. As they read, they are instructed to write down at least two questions they could ask another student in the class based on their reading. The students write down these questions and their answers. After all students are finished reading, the teacher calls on one student in the first half of the class to stand up and pose a question to a student in the other half of the class. If the student answers correctly, his half of the class (i.e., team) earns a "point." The student may then ask a question to the other half of the class. The activity continues as long as the teacher wants and the teacher can reward the team with the most points. An example of a reward would be that the "losing team" must sit in their seats and wait until all the "winning team" has exited the room before they may leave.
- e. The teacher may also divide the class as stated above, but each half of the class reads an assigned section of the chapter. They also write down questions and answers to their assigned section. Then, the teacher calls up one student from each half of the class to come to the front of the class with their questions and their textbook. Then the students pose questions to each other and they must refer to their textbook to find the answer. The teacher can have a student be a timekeeper and allowed only thirty seconds to find the answer. The winning team can be given a reward.
- f. The teacher can break up the class into groups of three to five students. They read and answer questions in the workbook and the teacher has the students report their answers to the class.
- g. The teacher may have one student read aloud. All other students in the class have their textbooks, workbooks, and all materials closed. The students may only have a paper and pen to take notes. They take notes based on their hearing of the student's reading. Then the teacher has the students open their workbook and answer the questions in the workbook based on their notes only.
- h. Same activity as above except rather than the student reading aloud, all students read their textbook silently to themselves and take notes. Then, after taking notes, the teacher has all students close their textbooks and open their workbooks. All students must now answer the questions from the workbook using only their notes.

- i. The teacher may have the students perform only a pre-reading activity. In this case, the teacher has the students read only the titles and section headings of each chapter. Then the teacher asks the students questions such as:
 - a. What do you think this chapter is about?
 - b. What do you know about these topic(s)?
 - c. What do you expect to learn in this chapter?
 - d. Why is learning this information important?

After I finished modeling these activities, I explained some of the reading skills they are intended to teach.

1. Reading for important information: selective reading
2. Listening for important information: selective listening
3. Organizing information, taxonomy and categorization
4. Scaffolded reading: (or predictive reading)

Re: 2. Stories:

I modeled or explained the following strategies:

- a. One student is a role player for one half of the class and another student is a role player for the other half of the class. Ideally, Chapter 1, Lesson 1, the courier for Ieng Thirith is a useful story for this. Also, the story offered by Youk Chang was used as the second story. The students are instructed to listen and take notes only on the story they hear. They will be asked to answer the question, what was life like under the DK regime, based on this story. After the role play, the class is asked the following questions:
 - a. What was life like according to the story you heard?
 - b. How are these stories different?
 - c. Why are they different?

I explained that this activity is meant to teach three main objectives:

1. It is intended to introduce students to these stories as a source of history.
2. It is intended to introduce students to the concept that history is made up of different opinions, stories, and perspectives, some of which may contradict or disagree with each other.
3. It is intended to introduce students to the task of questioning the sources of history and information. Why is this person saying this? What is their experience based on? What would explain the difference between stories?

Ideally, this activity is meant as an introduction to the skills of historical interpretation, (i.e., *inter alia* comparative analysis), the analysis of evidence, and the types of questions all students must ask with new information. It is worth mentioning that the testimonies in Chapter 1 may be used to teach other historical analysis skills or themes not specifically touched upon here.

I also explained that this activity can be done entirely as a class. Also, the teacher may have the students role-play more stories which are in Chapter 1. The teacher may have students write poems, songs, or essays which describe the role player's story or what life was like under the DK. All of these activities assist the teacher in both facilitating the students' comprehension of the experiences of these people, as well as evaluating the students' learning.

I also discussed the K-W-L chart and how it can be used for the entire course as well as a daily activity for structuring the students' learning. Curiously, the participants were especially keen to the concept of the K-W-L chart and had not heard of it before.

I finished the lesson by emphasizing the need for teachers to have students summarize their learning each day and for each lesson. This allows students to reflect on their learning and further embed new ideas and concepts in their memory by vocalizing their understanding. Also, it allows students to discuss the learning experience, and emphasize areas that they found important to them. Finally, it allows the teacher to evaluate and measure what the students have learned and what the focus of the next lesson should be.

After modeling the lessons, I ensured all participants understood who their facilitator would be and what lessons they must practice for the week. I tried to ensure that all questions on this regard are channeled to facilitators in order to encourage them to take leadership roles in the "micro-classrooms."

Day 2: November 29, 2009, Sunday: Training Day 2

I gave the introduction for the day which involved modeling certain lessons. Attendance was taken by a DC-Cam staff member. I broke participants into groups of 4-5. This allowed five groups. Each group was assigned a leader: 1) Pol Pot; 2) Duch; 3) Ieng Thirith; 4) Nuon Chea; 5) Khieu Samphan; 6) Ieng Sary. I asked each group to use the workbook and fill in all of the information they could find for their respective person in the textbook. I referred each group to the pages in the textbook that correspond to their person but encouraged the participants to look up additional information in the textbook, outside of the biographies.

I also gave a brief review of the K-W-L chart as it is used with daily lessons.

After the introduction, a film was shown showing the Vietnamese army in CPK liberated areas in the early 1970s. A facilitator gave a brief introduction to the film and I led a brief discussion on how to view and use films. I asked the participants, "What kinds of questions can you ask students after showing this film or any film?" The participants responded with brief, "Who, What, Where, When" questions. I then explained that these questions are only the starting point for evidentiary or information sources. I explained that teachers should guide students to address four categories of inquiry or questioning:

1. The first category is "What did you see or observe?" The participants' questions correctly addressed this category of inquiry. I explained that these were good and that teachers could facilitate the organization of student observations by creating categories for these observations such as "Dress, food, identity of people in the film, activities, etc."

2. The second category of inquiry is "What did you not see or observe?" In this field of inquiry, the teacher should encourage the students to consider what they should have seen or what they did not see in the film and whether this was purposely ignored or avoided. Essentially, students must recognize that the information they receive, the observations they make, are only as broad as the film maker intends. Entire scenes may be deleted, entire perspectives, events, or activities may not be part of the film. Students should recognize that films reflect the perspective of the film maker.

3. The third category of inquiry is “What is the worldview of the film maker? And why was the film created?” In this field of inquiry, the students should consider who was the intended audience and what was the intended message for this audience.

4. Finally, the fourth category of inquiry is “What is the worldview of us, the viewers or students?” In this regard, students try to reflect on how their worldview may be different than those who lived in the same time period in which the film was made. Students should reflect on how much life may be different between their own world and the world as it was in the film or during the time in which the film was made. At its essence, this inquiry challenges students to self-reflect on what biases, prejudices, and assumptions they have on what they see and how these factors may influence their opinion and judgment on the film. The opinions of students will even vary in the classroom as students from a more urban cosmopolitan upbringing may view things differently from students with a rural culture.

Of note, this analysis can be framed in terms of analyzing secondary and follow-on interpretations and reflections of primary sources through 1) ontological, 2) epistemological, and 3) existential questions. Each new interpretation or source of an interpretation of information is questioned in these ways in order to expose underlying assumptions or unknown questions on the information.

In other words, students do not simply accept what they see as “the truth”; rather, they ask, “How and why do I know this to be true and what am I basing this conclusion on?” Hopefully, students will come to the realization that what they may see as being “true” because they “see it” is much more complicated and they are only receiving one window into what is true.

The film was followed by a history forum by Savina Sirik (Q/A by Prof. Summers) and lunch.

Lunch was followed by small group practice teaching sessions. Participants broke up into five groups that were facilitated by five national trainers (Savina Sirik, Terith Chy, Moun Sophat, Chhim Dina, and Ly Rumany) who met with their participants and had them begin practicing their teaching. Each of the participants were told that by their facilitator that they had 25-30 minutes to practice their assigned lessons in the group. After each practice lesson, the participants evaluated each other’s lessons and the facilitator gave general feedback after all lessons for the day were taught.

If a group finished early, the facilitator was instructed by me that they could model a lesson, conduct a question-answer forum, or release the participants early. It was their choice. The rationale for this approach is two-fold: one, it empowers the facilitators with a sense of responsibility, control, and independence. Essentially, they may do whatever they deem necessary for the success of their group. Second, it also gives the facilitators (and participants) a vested interest in working efficiently, yet productively, to accomplish their tasks.

There were some drawbacks to this approach however which bear mention. First, I observed that less attention was given to the evaluation of the participants in the name of time. Essentially, facilitators did not appear to spend enough time allowing the participants to peer-evaluate. The facilitators did however give ample and perhaps an overabundant amount of time toward allowing participants to practice their lessons. Practicing their lessons took priority over peer

evaluation for almost all groups I observed. This is probably expected because it appeared that the “practice of lessons” seemed to be the obvious goal of the small group sessions. However, as I stated several times to participants and facilitators, the goal of the small group sessions is two-fold and co-equal: 1) Practice teaching and 2) Practice the evaluation of others’ teaching. Both are co-equal in importance because the participants must become not only proficient in the new methodologies and historical content, but also the evaluation of others’ use of the new methodologies and historical content.

While I recommended and reminded facilitators of this co-equal goal of the small group sessions, I noticed that there was not necessarily any drastic change. I did not “push” these recommendations outside of gentle reminders in light of the paramount interest stated earlier which is the gradual vesting of facilitators’ independence and control over the course direction. In this regard, the need for “facilitator investment” in the course, via independence and control of their own micro-classrooms and a gradual increase in their participation in the overall course lectures and modeling sessions, overcame the need for keeping the course objectives in line. Future coordinators would be wise to heed this policy as I found it avoided unnecessary conflict; and, ultimately, if the coordinators were to give gentle reminders and perform proper modeling, they will find that the course objectives should be met. By the end of the course, I observed an increase and a greater attention from the facilitators on the evaluation of lessons. This was illustrated by one facilitator who did not appear to do any evaluation whatsoever, but who, by the end of the course, was giving the team notes on his evaluation of the lessons.

After the small group sessions, I asked all facilitators to wait until all participants had finished for the entire class and we held a meeting to discuss problems, issues, concerns, or points of confusion. As time progressed, I found that many of these issues (in later training days) worked themselves out as the participants became increasingly familiar with both the materials and the methodology. Towards the end of the week, the daily meetings moved from discussing problems or concerns to what more could be covered or addressed for future trainings, particularly as participants mentioned their increasing worry over the fact that they were not sure if they could follow the methodology and materials as well as was demonstrated to them without more trainings and additional supplementary materials.

A final note on the daily meeting: Coordinators should use this meeting to highlight specific areas or gaps in the participant (and even facilitators’) understanding of the methodologies and historical content. I found that there were specific gaps in the understanding of 1) group work, 2) open-ended questions, 3) the use of stories, and 4) certain approaches to activities in the guidebook. Overall, it became very apparent that many of the implied tasks for proper use of the guidebook, as well as implied philosophies, were not understood by the participants and to some degree the facilitators. In this regard, the coordinator must identify these gaps from this daily meeting time and structure his or her modeling of lessons during the introduction period around addressing these gaps.

The daily meetings, in effect, should drive the next day’s introduction and modeling of lessons (although the coordinator should keep in mind that any lessons to be practiced by participants for the day may need modeling as well).

Day 3: November 30, 2009, Monday: Training Day 3

I began the day with modeling how to conduct groups and how groups could be used for large (60+ student) classes.

The purpose of this activity is several-fold: 1) introduce and explain how to incorporate groups into classes; 2) model the use of groups for Chapter 6, Lesson 3; 3) have participants practice the group method; and 4) explain how this lesson could be taught to students as an introduction to group-based lessons.

I wrote the following steps on the board and another person translated into Khmer for the participants' note-taking.

Step 1: Teacher assigns teams and gives numbers to students in teams.

Step 2: Students get into teams and wait for further instructions.

Step 3: Teacher explains what each group member's role is based on his or her assigned number.

1. Timekeeper
2. Student leader
3. Reporter
4. Recorder
5. Motivator

Step 4: Teacher gives student leaders their instructions and allotted times.

Step 5: Students begin activity.

Step 6: Students end activity.

Step 7: Teacher asks reporters to report.

Step 8: Students summarize activity and start new activity or end class.

I then performed the steps. All participants were arranged in groups of 4-5 members. This allowed five groups altogether for the class. I crossed out step 1 on the board and then told the participants that they should now move to their groups and wait further instruction. The participants arranged their desks accordingly and waited.

I then assigned a number to each member of the group, telling them to write down the number. After all numbers were assigned, I explained the duty of each group member according to the number they were given.

Participants with #1 are to be timekeepers. The timekeeper must keep the team aware of how much time they have remaining to finish the assigned activity. If the group does not finish the task on time or is not efficient with their time, the teacher can ask the timekeeper, "Why did you not keep your team on time?"

Participants with #2 are the student leaders. The leaders are responsible for making sure the team knows what they must accomplish. They receive their directions from the teacher and they are the leaders of the group. If the group is confused about the task, the teacher can ask the leader "Why was your group confused?"

Participants with #3 are the reporters. They are the team members who report the team's answer, findings, or conclusions for the activity. If the reporter does not give a good presentation, the teacher can ask the reporter, "Why is your presentation not good?"

Participants with #4 are the recorders. They are the team's note-takers and they should record the team's answers, findings, and conclusions. If they do not write legibly or the reporter does not understand the recorder's notes, then the teacher can ask, "Why did you not record your notes well?"

Participants with #5 are the motivators. They are the team's motivators or the members who keep their team on-task. If the team strays from the topic or is distracted, the motivator must tell them to get on-task or focus on the activity. If team members sleep, do not participate, talk about extracurricular activities, or simply do not contribute in a meaningful way, the motivator should write their name down and take notes on what they are doing wrong. The teacher can then find out who in the group is not doing the work.

After explaining the roles he asked participants if they had any questions about what they were supposed to do. They replied in the negative and I called all student leaders to meet with him. He told them that they were to instruct their teams to list at least five events with their dates that they thought were important in the textbook. They should have five to seven events or more. He gave them five minutes to complete the task. The leaders went to their groups and the participants began to work. The facilitator walked around the room to observe what was going on.

After five minutes was up, I drew the attention of the entire class, asking reporters to "Report." The reporter from group 1 gave his report on the list of important events that his group collected from Khamboly Dy's textbook. I, at one point, reminded the "motivators" in each group to write down the names of any students who were talking or not paying attention (bringing a slight laugh from the participants). After the reporter finished his group's report, I asked the group motivator whether all participants in the group did their work or did anyone sleep or not perform. The motivator reported that all members worked hard. I then called on all other groups, asking reporters to report and motivators to describe how their group worked, any conflicts, or lazy students. I also called on other groups after one group reported to ask them questions on what they thought of the other group's report: whether they agreed with it or whether they had questions. I "stepped out" of the role of "teacher" and told the participants he would comment on this activity.

First, the teacher can manage large numbers of students. Fifty to a hundred students could be managed in this approach in that each student has a role and a responsibility. If a student fails in his duty, the group's work will reflect this. If the students misunderstand the task, get off task, do not finish on time, fail to record their answers, or present a poor presentation of their answers, the teacher can refer to a specific student in the group for asking why the group did not accomplish its goal. The teacher could place additional responsibilities on the group members if they do not accomplish the teacher's task; for instance, having each group member give a five-minute presentation on the task to the whole class for homework.

Second, this activity teaches students not only how to be responsible for a single duty, i.e. timekeeping, but also making sure others fulfill this duty. In effect, they learn personal responsibility and leadership skills in addition to the historical content they are studying. Third, this activity teaches students how to work in groups and cooperate with different personalities.

Finally, it allows teachers to give students a vested interest in their learning. Students, in effect, teach each other and work together to learn. This differs from the more traditional approach where the teacher merely gives students information who must then deposit it in their memory, i.e., the “banking approach.”

After some brief explanation, I re-arranged the duties in each group by reassigning the numbers allocated to each position. Thus, while the #1 student was a timekeeper in the first activity, he or she will now become a “student leader.” The purpose for reassignment is two-fold: One, the participants are given another chance to see how this activity works in a different role; and two, it is used to illustrate how teachers should constantly be reassigning roles within a group in order to stimulate a wide range of skills/intelligences (i.e., Gardner’s multiple intelligences theory). Successful reporters will have articulate verbal skills. Successful motivators will have good interpersonal and conflict resolution skills. Successful recorders will have articulate writing and note-taking skills. Successful timekeepers will have good time management skills. Successful student leaders will have good management skills and the ability to articulate the directions as given by the teacher in clear, organized way that the other group members will understand the task.

After explaining very briefly some of the points above, I had all new “leaders” come up for their task. The new task assigned to them was to come to a consensus as to what were the top three most important events in DK history and why they chose these top three. They were again given five minutes to perform the task and again reporters were asked to report to the class their group’s findings.

A question was raised by a participant to me about what the teacher should do if the students report incorrect answers or information. I explained that the teacher should not immediately declare the students’ answers incorrect. While the teacher could do this if time did not allow room for discussion, I emphasized that if the teacher had time, he or she should perform the following. First, ask other members in the group if they agreed with the answer. Oftentimes, an incorrect answer may have been shared by only a portion of the group members and further inquiry on the part of the teacher would expose the fact that certain group members were dominating the group’s answer to the detriment of the group. If all group members seemed to agree with the incorrect answer, the teacher could then ask other groups, “Do you agree with this answer?” “Do you see any false assumptions or problems with this answer?” Ultimately, the goal here is to have students self- and peer-correct each other. When students learn the importance of listening to other students’ views on issues, they break out of the “student as the vessel of the teacher’s knowledge” i.e., banking approach model. Students must learn to rely not only on the teacher as the source of the “correct answer,” but also other students, sources, and ideally themselves. This is particularly true when the questions involve not a “right or wrong” answer, but a perspective on what is right or wrong.

After completing this activity, I asked participants to summarize what they learned and this session was followed by a history forum by Savina Sirik (Q/A by Professor Summers) and lunch. In the afternoon, small group sessions were conducted between 1:30pm and 4:45pm. From 4:45 until about 5:30pm, all facilitators met to discuss any problems or issues that came up.

Day 4: December 1, 2009, Tuesday: Training Day 4

The morning began at 0800 with me writing on the board that he would be teaching or reviewing two separate lessons. The first lesson would be on the use of stories in the classroom. The second lesson would be on the use of vocabulary or how to teach vocabulary.

In order to perform stories, I had all participants rearrange their chairs so that they formed a semi-oval. Ideally, the “role-player” would sit in a way in which he was somewhat in the circle, but he did not have his or her back to anyone. This is important because the role-player should be able to look each class member in the eyes as he or she “role-plays” the story.

After the room is set up, I explained a few points about conducting stories so that participants understand what he is doing and why.

I stated the following points or suggestions.

7. Arrange the room in a way that the class is more intimate and discussion oriented. A semi-oval would serve this best and if necessary two rows in a semi-oval may be necessary.
8. The role-player should sit if he or she can. This avoids the dynamic of the role-playing lecturing or giving a presentation. The role-player must look like he is “telling a story” and talking to each of the students in the class. This becomes more difficult if all students are seated and the role-player is standing.
9. The role-player should not read from the script or story in the guidebook/workbook. Rather, he or she should thoroughly read the story a day before and be able to look up and connect with the students. If he or she reads in a monotonous manner, this defeats the intimate atmosphere that the story should be given in.
10. The role-player should speak softly, not loudly or shout. This is done for two reasons: 1) If the role-player speaks very loud or has to shout, then it diminishes the tone of the story and makes it more of a presentation or lecture; 2) if the role-player speaks softly, it will encourage students to want to move closer to hear him or her. Ideally, the voice should be soft, but loud enough to be heard in the classroom.
11. The role-player should make use of pauses to emphasize points in the story in which the students should think about or points in which the story is very important. The teacher may need to tell the role-player when to pause and how to do this. The idea is make students realize not only the seriousness of the story and the fact that it is story of a human being, but also to know when important turning points, experiences, and events have occurred for that person reflected in the story.
12. Finally, the teacher must be aware of the issue that too much horror could be traumatic to students. I explained that teachers should survey the students to gain an awareness as to their exposure to the horrors of the DK. Of paramount concern is the possibility of telling a story that is so close to what a child or student has heard from his or her family members or about loved ones who died during the period, that it causes trauma. While students must hear these stories (at least in some form), it is imperative that teachers give respect to the sensitivity of students and should prepare students for the emotional nature

of the stories. The teacher should be prepared to cut a story short if a story causes excesses emotion.

I read Chapter 7, Lesson 2's story. I did so in a third-person manner. For instance, I began the story as "I am going to tell you a story about a little girl." I continued to tell the story in the third-person, although this was a personal preference and not necessarily an absolute way of telling the stories.

After telling the story, I told the participants that I had some questions about the story. The participants were noticeably moved by the story so I chose to pose them as rhetorical questions for their notes and reference.

8. The girl stated that her brother and father were sent to the district office with soldiers, teachers, and doctors? It sounds like they were killed. Why were they killed? Why would they want to kill teachers and doctors?
9. Her grandfather passed away because he was sick and had no medicine. Why was there no medicine?
10. She was separated from her mother and put in a children's unit. Why did they separate children from their parents?
11. The teacher should re-read the last paragraph on p. 61-62 (English version). I did this and asked the participants "How do you think she felt?" "What were her feelings?" "Remorse...regret...guilt?" I answered this rhetorical question for them: "Many people in Cambodia made some difficult decisions or acted in ways that may have hurt, endangered, or even led to the death of others. As a result, there is still a lot of guilt, remorse, and regret in Cambodia today."
12. In order to survive, she had to leave her mother. How do you think she felt?
13. She says that she does not want to remember the DK period. Why? Why does she want to forget? What does she want to forget?
14. Do you know anyone in your family who had a similar experience?

To reiterate, these questions were not answered by any participants as many were noticeably affected by the story. As a result, I posed them for them to consider as example questions when they do such a lesson in their classroom. There are several goals that the teacher can accomplish with the use of stories.

5. The teacher can offer them as primary source descriptions of what happened.
6. The teacher can offer them as important windows into the human tragedy, and the difficult decisions that many Cambodians were faced with during the DK period.
7. The teacher can encourage students to step into the shoes of those who experienced these tragedies and reflect on these experiences.
8. The teacher can use these stories as starting points for discussions on very difficult moral themes and issues such as: heroism, survival, horror, evil and all the complex emotions and questions that these experiences stimulate. Ideally, the students not only develop a "historical empathy" for those who lived during the DK but also an awareness of the range of human behavior and how difficult it becomes to label or categorize people as simply "victims" and "perpetrators."

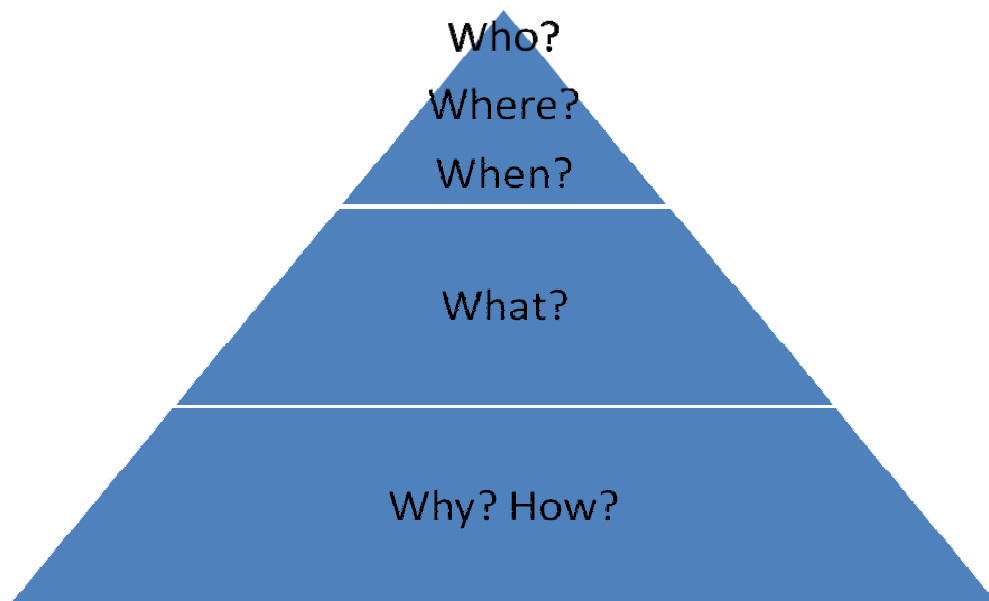
After this lesson, I put the participants on break, and after break I gave a brief lesson on brainstorming vocabulary and how to teach vocabulary in context by brainstorming.

After the modeling of lessons, history forums were conducted. Following the history lessons by Chhim Dina and Terith Chy (Q/A by Prof. Summers), the course broke for lunch and returned for small group sessions between 1:30pm and 4:45pm. After this, we conducted the daily meeting on what went right, wrong, and what to improve.

Day 5: December 2, 2009, Wednesday: Training Day 5

I began the day explaining that today the class would review or look at the role of questioning in the classroom, why it is important, how do you do it, and what do you want to achieve. The impetus for this lesson came from the previous day's post-small group session meeting of all facilitators and I. One facilitator commented that her participants were increasingly tired of seeing and practicing the same type of lesson which involved the use of reading the textbook and having students answer workbook questions. While I observed that participants lacked an adequate understanding of Socratic questioning in the classroom, I felt that this observation by the facilitator emphasized the need for some lesson on how open-ended questions and Socratic questioning form an integral role in a social studies curriculum—or any curriculum for that matter.

I first introduced a hierarchical model of viewing questions in a social studies curriculum. I drew the following graphic on the board.



I explained that the basic information that students must know in studying a historical period is the information that is reflected in the “Who? Where? and When?” questions. Students need this information to probe more deeply into a historical event but they reflect very quick “regurgitation” of facts and hardly reflect a deeper appreciation and understanding of the complexity of historical events and the larger trends they reflect.

A deeper question is “What?”. When students ask and answer “what happened?” questions, they require not only some understanding of the information embodied in the “Who? Where? and When?” questions but also some understanding of the event as it relates to other events and the time period in question.

The deepest level of understanding and the level that teachers should aim for in their lessons is “Why?” and “How?” questions. When these questions are posed, students must not only have some grasp of the “Who, Where, When, and What” questions but also an appreciation of the complexity of history and an understanding not only of what is known but also what is not known.

This very brief discussion was used as an introduction to the day’s lesson on questioning. I explained that I was going to both model, and explain not only how to use questions but also why they are important in the classroom. I wrote the following on the white board: “1) To find the truth or right answer; and 2) To find different perspectives on an issue.” I covered these writings with a piece of paper so they were not viewable to the participants.

I pulled up a chair and sat in front of the class. I asked the class, “What is the role of questions? Why ask questions in a classroom?” The participants thought about this and a few gave responses related to the need for finding an answer. I answered, “Good” and removed the paper covering “1) To find the truth or right answer.” I then proceeded to ask questions as to whether all questions have a right or wrong answer. After various responses the participants came to the answer that “Yes, we use questions to discover different views.” I then removed the second paper covering the writing “2) To find different perspectives on an issue.”

I then explained I am stepping out of the role of “teacher” to explain what I am doing. First, I used these questions to both discuss the role of questions and model how they can be used. I explained that questions can be used to find correct answers or as some say, “the regurgitation of knowledge or facts” as well as to explore different perspectives on an issue. In essence, not all questions need have a right or wrong answer and teachers should use questions to not only simply receive right answers from students but also to explore different perspectives and opinions on an issue as well as challenge the assumptions that people make when trying to find the right answer to a question or issue. Questions can be used to challenge the student’s assumptions of truth or reality. Questions can be used to challenge the student’s biases on what is “right,” “correct,” or “moral.” In effect, the teacher is forcing students to consider the opinions or views of others outside their own culture, upbringing.

I wrote the “correct” answers or the answers I was seeking on the board and covered them up in order to show the participants that a teacher can have a “correct” answer in his or her mind and use questions to the students, open-ended questions, to guide students to what the teacher is seeking. A poor teacher would simply ask the students one question and if incorrect or not what the teacher wanted, the teacher would respond with telling the students the answer. A better teacher would continue to ask questions to guide students to the correct answer. The best teacher would use the students’ answers to the teacher’s question as sources for the teacher’s next question. Often, this may lead the teacher away from the original intended focus of the teacher’s lesson, and so this type of approach may not be preferred. However, if the teacher’s lesson is to introduce the students to different perspectives on an issue, to question their own assumptions of what is “right” or “correct” then, the this approach is ideal. In effect, the teacher asks a question that is open-ended and encourages students to give their views. The teacher then chooses the students’ responses as the basis for the next question which may challenge students’ views of what they think is right or correct. For example, the teacher may play what some call “devil’s

advocate.” The goal of the lesson is not to find a “right” answer but to practice critical thinking. In this aspect, the teacher is not only questioning students’ assumptions but also modeling to the students what questions to ask and how to approach difficult issues in which “right” or “wrong” answers are not available.

I also explained that when the teacher conducts these types of questions, the teacher should establish an atmosphere that encourages student participation. I tried to demonstrate this with my questioning. I sat rather than stood in the class. I moved my chair close to the students and gave students ample time to think about the question before I rephrased the question. I explained that the teacher should comment favorably on all answers that are given, even if they may not be correct or follow the line of answers that the teacher wants. The reason for this is to encourage students to give their opinion and not be afraid of being embarrassed or ridiculed for his or her opinion. The goal is to encourage an open discussion on the students’ thoughts and opinions. If students are afraid to speak, this type of lesson will be impossible and the teacher will never get students to speak or participate. If the teacher has a specific answer or line of thinking he or she is seeking, then the teacher should merely rephrase different questions based on the students’ answers to direct students down the line of thinking or answer he or she seeks. This takes a lot of practice in “thinking on one’s feet” and learning how to phrase the right question to lead students to the preferred line of thought or answer.

I followed this brief explanation with another modeling session. I wrote the following on the white board: “1) Create good citizens” and “2) History can be a tool and a weapon.” These writings were covered up with paper. Again, I posed questions to the participants starting with “Why do students need to study history or social studies?” “Why is history or social studies important?” When the participants finally reached the answer I was looking for I removed the first paper showing “1) Create good citizens.” I stepped out of the role of teacher and explained that sometimes students will arrive at your answer early on, particularly if they are sharp students who may be accustomed to these questions. You do not need to necessarily end the questioning when they arrive at your answer. Instead, you can probe further by asking questions that challenge their presumptions or opinions. In this regard, the teacher posed a question to guide students to an answer and then upon their discovery of the answer, the teacher can pose questions to probe different perspectives on this answer or how students make certain presumptions in order to arrive at this answer.

After this brief discussion, I posed the next question, “Is the study of history always for good purposes?” or “Can the teaching or study of history be used for bad purposes?” Again, I posed questions to the participants to probe their assumption of history instruction and the value or ethic of history instruction. Finally, participants arrived to the answer I sought which is that history can be used for dehumanizing people, demagoguery, and other dangerous purposes. I explained that all history involves some perspective and it can often be construed in a way as to separate, demonize, and even attack the humanity of groups of people. In this manner, history can be a weapon for harming people as easily as it can be a tool for citizenship and human progress.

After these two modeling sessions, I assigned the participants into groups with group leaders, motivators, etc. I called up the group leaders and instructed them to come up with a list of questions they would ask students related to the initial question of “Why did the C.P.K. fail?” The participants worked in groups and after a few minutes we discussed as a class their list of questions. I had one participant write the responses on the board. I explained that for one group, they chose to pose questions that broke down the issue of “why did the CPK fail?” into subcategories such as “economic,” “political,” “international,” etc. Another group chose to look at varying levels of analysis such as at the “individual,” “village,” “region,” “country,” etc. I explained that the overall list of questions sometimes touched upon the “who, where, and when” as basic questions that the students must ask in the preliminary stage. The ideal lesson requires students to reflect on all of this information in an effort to answer the question “why?” Ultimately, the students will come to the realization that answering “why” questions such as “why did the CPK fail?” reveal the complexity of these inquiries and how interdependent many of these answers are to each other. If a student considers all of these factors, issues, and information, they will be able to give an adequate, informed answer to the question “Why?” After this practicing questioning, I re-arranged the group positions and assigned the new group leaders the more difficult task of leading a questioning session in their micro-classroom. The groups were given two choices. Either they could conduct a session on addressing “Why did so many people die during the DK?” or “What must Cambodia do to heal from this horrible period?” The groups were further instructed that the group leader must only ask questions and not give any answers or statements. The goal was to lead an effective discussion that forced students towards a preferred answer or to conduct a session that questioned the students’ presumptions on an issue.

The first group that reported appeared to only ask basic knowledge based questions and thus appeared to misconstrue the task. The second group that reported fully understood the task and explained what the “student-teacher” asked as well as the participant responses. The group leader or “student-teacher” would frame a question, a group member responded, and based on this response, the leader posed another question based on the member’s initial response. The questioning session worked well as an illustration of probing student assumptions on information and I congratulated the group leader on a very effective questioning session. Upon completion of this practice session, we summarized what we went over for the day and moved to the history forum by Terith Chy (Q/A by Prof. Summers) and lunch.

Lunch was followed by small group sessions, and a few groups notably attempted to have questioning sessions for their micro-classrooms.

At the end of completing all small group sessions, we conducted a post-small-group session meeting to discuss problems and issues during the small group sessions.

Day 6: December 3, 2009, Thursday: Training Day 6

I wrote the agenda on the board. The agenda for the day was: 1) lesson organization/ rubrics; 2) jigsaw; 3) foreign relations brochure; 4) vocabulary lesson. I stated that may not have time to cover all of this material for today.

I explained that I would model the organization of a lesson as I taught rubrics. I wrote the following on the board and explained.

1. Motivation Set/ “Launch”
2. Activity/ “Explore”
3. Summary/ “Summary”

I explained accordingly:

Re: Motivation set: This has three goals. One, the motivation set is designed to connect the lesson for the day with student’s prior learning and thereby evaluate students’ prior learning as necessary to learn the new material that would be presented. Two, the motivation set should induce students to come to a reason as to why the topic for the lesson is important to them. Finally, the motivation set should introduce the lesson.

Re: Activity: This has two goals. The first goal is introduce new students to new material, information, or a skill set. The second goal is to create an activity or lesson in which the students interact, engage, or do something with the new material. Note: Sometimes, the information, material, or skill set may not be necessarily novel but actually a review of previous material. In such a case, while a teacher may have students interact, engage, or do something with the material in the same way as accomplished in a previous lesson, it would be advantageous, and perhaps imperative, to apply or use the material in a different way. In this sense, while the material or information may not be novel, the application or use of it is and therefore challenges the students. On the other-hand, if the students have misunderstood or failed to achieve the goals of a previous lesson, it may be necessary to re-do the lesson entirely.

Re: Summary: This has three goals. The first goal is to have students reflect on what they’ve learned. The second goal is to evaluate students’ learning. The third goal is to connect the lesson with the next activity or lesson.

I stated that this three-step process that underlies the guidebook is not intended to replace the five-step method that Cambodian teachers are familiar with; however, teachers should be aware of these steps as principles to integrate with the teachers’ routine.

I stated that I would model this approach when teaching the use of rubrics.

I then stepped into the role of “teacher” and asked the class “Why do teachers evaluate students?” The participants discussed and gave several answers. I then asked the participants, “How do teachers evaluate students in Cambodia?” After some discussion on this question, I then stated that we would review or go over the use of “rubrics.”

I stepped out of the role of teacher and explained that this is a demonstration of a brief motivation set. I posed a question that sought the participants’ prior experience with evaluation tools and I posed a question that sought participants’ opinion as to why evaluation is important to them. From there I introduced the lesson.

Stepping back into the role of teacher and began to explain the use and rationale of rubrics in education. I referred participants to examples in the guidebook and created one on the white board. Having gone over how rubrics work and how to create one, I asked participants to work individually or in pairs to create their own rubric for an oral presentation by a student. After a few minutes I then called on participants on their rubrics. I had one participant write their rubric on the white board and we discussed his rubric with other participants.

After this activity, I stepped out of the role of teacher and explained that I was modeling an activity. I presented new information (rubric), gave an example of the information (rubric) in a complete form, showed the process of creating the rubric. I then challenged the participants to create their own rubric.

I explained that the teacher should ask students what they learned, rather than telling them what they learned because it allows the students to reflect on their learning, share what they've learned and compare it with others' comprehension of the new material as well as give the teacher an opportunity to evaluate the students' learning. From this point, the teacher can either go on to another new lesson or perhaps perform the activity again or in another way to solidify the students' learning.

At this point, we began the jigsaw activity but in a "micro-level". I called five participants to move their desks to the front of the class. I assigned each participant a region or topic area. Participant 1 was assigned Iraq, participant 2 was assigned Germany, etc. They were given five minutes to study, take notes and prepare a report on their assigned region. During this period, I asked the class to study the steps in the Jigsaw activity in the Guidebook. After five minutes, I asked each participant to report on their findings and observations of their region. I called on certain participants from these five in front of the class to report. After two or three reported, I stepped out of the role of "teacher" and explained to the class that at this point, the teacher could ask the participants further questions on their assigned region based on questions in the guidebook's additional materials. Also, the teacher should ask all the participants the following three questions:

1. What is similar between all the mass atrocities?
2. What is different between all the mass atrocities?
3. What is unique or different about the Khmer Rouge regime?

After this brief "micro-classroom" demonstration, I told the class that now we would practice this as it would be done in a large classroom. It would be the same concept, same framework as seen in this brief micro-demonstration, except it would involve groups of students, as opposed to one single student reporting on each region.

I wrote the steps on the whiteboard that I expected to be performed so the participants could follow the directions and refer to the board if there were questions on what was being performed.

I assigned groups of five, with five groups for the whole class. Each group was then assigned a region, i.e., Iraq, Rwanda, Nazi Germany, former Yugoslavia, and Democratic Kampuchea. They were told to study and prepare notes on what they think is most important to know about their assigned topic. They must become "experts" on their region.

After several minutes, I asked random participants in each group to give their report. I explained to the participants that the teacher can use this reporting period to achieve several goals: 1) Evaluate whether the participants understood the activity and whether they met a sufficient level of knowledge of their region to give a satisfactory report in the next phase of the jigsaw activity; 2) Allow other participants to see and take notes on other regions, thereby giving them some idea of the information that would be presented in the next phase of the jigsaw activity; and 3) Allow the teacher the opportunity to pose more in-depth questions on each specific region, in an effort to further increase the understanding of the region by the participants or guide the participants to gaps in their reports.

After several minutes, I then walked around the room and gave a number of one to five to each member in the group. Note: Some groups only had four students so in the next iteration, it was expected that one or two groups may not have a specific topic represented.

I then asked each numbered member to move to a specific area of the room assigned for their number. The result would be that a member from each topic area should be in each group. Thus, group “1” would comprise students who had studied Rwanda, Nazi Germany, etc. I instructed that upon moving to each group, the participants should wait further instructions. The participants moved to each group and again, I assigned a number to each member of the group which defined which role in the group they would hold: 1-Timekeeper, 2-Student leader, 3-Reporter, etc. I asked each group to send up their student leader to me to receive instructions. The student leaders came to me for the task. I stated to the student leaders that the task is to have each member in the group give a two to three minute presentation on their assigned region and upon completion of all presentations, the group must answer three questions: 1) What is similar between all the mass atrocities?; 2) What is different between all the mass atrocities?; and 3) What is unique or different between the Khmer Rouge regime?

I only gave the participants enough time to practice this activity’s methodology, not enough time to actually perform it.

After this brief practice in accomplishing this activity, I asked the participants to summarize what they learned and we then had a break before moving to the history forum taught by Moungh Sophat and Terith Chy. Terith addressed most of the question and answer with some input from Prof. Summers.

After the history forum, we had lunch which was followed by the small group sessions between 1:00pm and 4:45pm. Thereafter, we met for our daily post-small-group session meeting of facilitators to discuss problems and observations.

Day 7: December 4, 2009, Friday: Training Day 7

The final day of training was primarily left for summarizing what was accomplished and learned during the week as well as addressing any questions or concerns. We also conducted a very thorough after-course-review by allowing at least 15 minutes of class time to filling out the course evaluations.

I wrote the following on the board for the agenda for the methodology period:

1. Foreign relations brochure

2. Vocabulary lesson
3. Summary and question and answer

The foreign relations brochure and vocabulary lesson were discussed and modeled as a result of participant requests and facilitator observation during the small group sessions. I ended the session by asking participants what they learned in terms of methodology. One participant recorded the responses on the board. I then commented and wrote on the board that the summation of all these lessons can be titled “student-centered learning.” I conducted a very brief question and answer period. This was followed by photos, a history forum to address questions by participants, and a conclusion.

The history forum was conducted by giving participants five to ten minutes to write down their questions which were collected and discussed one-by-one by Prof. Summers.

The course ended with having participants file out of the door. We shook the participants’ hands and gave each a copy of the class photograph. All participants were informed that they would receive their certificate in a formal ceremony at a later date.

End.