

Genocide Education in Cambodia

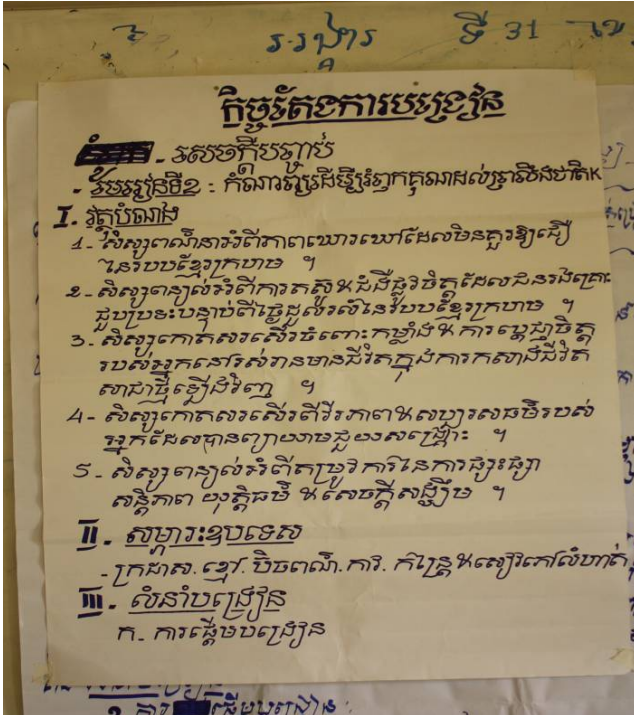
The Teaching of "A History of Democratic Kampuchea (1975-1979)"

Fifth Commune Teacher Training Report

Kampong Cham, June 24-30, 2011

By Khamboly Dy

1. INTRODUCTION



A Lesson Plan

On June 24-30, 2011, the Documentation Center of Cambodia (DC-Cam) in collaboration with the Ministry of Education conducted the fifth commune teacher training in Kampong Cham province with 72 participants from all 18 districts and cities of the province. Three national teachers from the Ministry of Education, four national teachers from DC-Cam, and nine provincial teachers (five from Kratie, two from Kandal, one from Siem Reap and one from Preah Vihear) assisted the training. The training is conducted in the compound of the Kampong Cham Regional Teacher Training School. The format and structure of the training was the same as previous trainings. The core documents for the training include the textbook *A History of Democratic*

Kampuchea, Teacher's Guidebook and Student Workbook. Other supplementary materials are the magazine *Searching for the Truth*, a booklet on case 002, the unpublished prison book on DK, KRT chronology, KR glossary, DK administrative map and DK killing map. The training also uses several films such as *Behind the Wall of S-21*, *Cambodian Children*, *Prison in Prey Veng*, *Baset*, and *Tuol Sleng*, *Mass Grave near Pagoda* and *KR liberated zone in 1973*.

The training is designed to provide Cambodian secondary school teachers with greater knowledge on KR history and the methodologies needed to teach this emotionally and politically sensitive history. Possessing this knowledge, teachers would be able to guide students away from anger, hatred, and a sense of revenge. Moreover, teachers can guide students to use past mistakes as examples and lessons to build up their country to a more prosperous future. These factors will contribute to genocide prevention, peace building, and national reconciliation. Below is a descriptive report on the daily training activities of the program. The report mainly highlights the daily activities, the general observations and comments, impacts, and challenges and solutions of the training. At the end, the report provides recommendations for future improvement.

2. PRE-TRAINING ACTIVITIES

Meeting with Provincial Education Officials

The team travelled to the training site two days ahead of the training in order to talk to the provincial education officials and complete the final ground preparations including administrative processing and logistics. On the morning of June 23, the team met with the Head of Kampong Cham Office of Education to inform him about the next day of training, the purposes of the training



and the overall structure of the training. The head said he has known about and is very supportive of the training and introduction of DK history into the classroom. He recalled that there was one training in late 2009, but he has not heard any comments back from the teachers on the progress of teaching DK history in his province.

Meeting between Trainers prior to the Training

The Head said that there are 181 lower and upper secondary schools in Kampong, 55 of which are high schools. The remaining 126 are lower secondary schools. There are over 300 history teachers in the province, but only about 100 of them had received training on DK history. The Head also talked about teaching DK history during the People's Republic of Kampuchea (PRK) regime. The content of the text was widely devoted to DK history but with extreme criticism and propaganda. The content was completely taken out after the Paris Peace Agreement in 1991. The government did not even allow the teachers to use the word "genocide" at that time. He used to travel to East Germany and talked about the horrible acts committed by the KR, but not many people paid attention to this. He believed that the teaching of DK history is very important as the young generations of Cambodia need to know clearly how the KR destroyed the Cambodian value and dignity. He accidentally read the DK five-flag magazine which stated that the KR attempted to kill all Cambodian people and left on 1.5 million to rebuild the country.

Meeting with National and Provincial Teachers

All trainers (national and provincial teachers) met together at 2 PM in the meeting room of the Kampong Cham Regional Teacher Training School. Mr. Khamboly Dy asked all trainers to take turn to introduce one after another. There three national teachers from the Ministry of Education, five DC-Cam's staff members, five provincial teachers from Kratie, two from Kandal, one Siem Reap and one from Preah Vihear. After that, all trainers discussed the purposes and program of the training. Mr. Dy said that this is the fifth training, and there are 72 participants from all 18 districts and cities in Kampong Cham. Participants will be divided into three big groups which consist of 24 participants for each group. In each group, there are two national teachers and three provincial teachers. Each trainer is expected to do a presentation on the DK history textbook and both a presentation and model teaching on the teacher's guidebook. The trainers also brought forward some crucial challenges of the past

trainings into the discussions in order avoid them as much as possible for this training session. Then the trainers went on to discuss the general regulations of the training. All participants including trainers and trainees have arrived at the training site on time. Most importantly, trainers arrive at the site fifteen minutes in advance to be a good model for the participants. They are required to turn the volume on their cell phones down and to refrain from smoking in the training compound.

After this initial introduction, Mr. Dy opened discussion for questions from the national and provincial teachers. The national trainers are very well prepared in terms of writing lesson plan and notes for the presentation. Mr. Dy used Mon Meth's lesson plan as an example the provincial teachers. The provincial teachers have not yet prepared their lesson plans. They will start producing the lesson plan after the training with assistance from national teachers. Mr. Dy also explained some of the difficult lessons in the guidebook for provincial teachers, including lesson 3 and lesson 4 in Chapter 7.



Prof. Chhim Dina, one of the national teachers and his team

believed that they are now able to give presentations and teach the lessons effectively.

After the meeting, all trainers formed into their respective groups to discuss in details the specific lessons. They spent another hour talking about various lessons that required some clarity for the participants. These include lessons on Jigsaw exercises and K-W-L. Some provincial teachers asked the national teachers to clarify some difficult terms such as purge, legitimate and massacre. Both national and provincial teachers

The team did the final check up on the meeting hall to ensure it was ready for the next day's opening ceremony. The packages were prepared, the chairs were placed in proper rows and the stage was decorated with flowers and color cloth.

Opening Ceremonies

On the morning of day 1 (June 24), the opening ceremony was held in the main meeting hall of the Kampong Cham Regional Teacher Training School. Presiding over the opening ceremony was Mr. Toun Sokhon (Deputy Head of Kampong Provincial Office of Education), Mr. Seng Sim (Director of Kampong Cham Regional Teacher Training School), Professor Laura Summers (Professor of Criminology of Hull University in the UK), Mr. Kokthay Eng (DC-Cam's Deputy Director) and Mr. Khamboly Dy (Author of DK history textbook).

Mr. Seng Sim: The opening ceremony started with the welcoming remark of Mr. Seng Sim, Director of Kampong Cham Regional Teacher Training School. Mr. Seng Sim warmly welcomed all trainers and trainees and said that he is proud to be able to host the training. He introduced the general situation in his school which consists of 25 buildings, 56 teachers and 492 students. He stated his appreciation for the initiatives undertaken by DC-Cam to

conduct this teacher training and Mr. Dy for the efforts to write the DK history textbook which is a valuable resource for the understanding of DK history for Cambodian young generations. Lastly, he encouraged all participants to participate fully in the training.



The Opening Ceremony

Mr. Kamboly Dy: Mr. Kamboly Dy briefly introduced the background of the Genocide Education Project and the objectives of the training. Mr. Dy said that the project first started in 2004. The very first activity of the project was to produce a DK history textbook and introduce it to the Ministry of Education to incorporate into the formal teaching in the classroom. The textbook was first published in 2007 after serious review from both national and international scholars

as well as the government commission. Three thousand copies of book were distributed for the first time to all statuses of the people including government officials, senators, members of parliament and students, teachers, general public and international personnel. As the book has been very well received by Cambodian people of all statuses, DC-Cam began launching a massive distribution to over 1,700 secondary schools nationwide. To date, over 400,000 copies of the textbook have been distributed. Mr. Dy continued that in order that DC-Cam and the Ministry of Education began teacher training activities in 2009 so that teachers would possess adequate capacity to teach this history. 39 national teachers (24 from the Ministry of Education and 15 from DC-Cam) were trained in June 2009 and 180 provincial teachers from 24 provinces of Cambodia were trained on November 23-December 4, 2009. To date, five commune teacher trainings including the one in Kampong Cham have been conducted with a total number of participants over 1,300.

Mr. Dy then spoke about the importance of teaching DK history in Cambodian classrooms. He said that the training is designed to give teachers enough knowledge on DK history and methodologies to teach DK history in way that guides students away from hatred, anger, and revenge. The training also aims to enhance peace building, national reconciliation and genocide prevention.

Mr. Kokthay Eng: Mr. Eng talked about the concept of the word “genocide” and the importance of learning about history in general. He talked about the development of the industrial revolution in Europe and its subsequent fall. Likewise, Cambodia faced similar circumstances. Cambodia reached its peak of progress during the Angkorean period. The progress can be seen through the building of a number of temples nationwide. However, the regime later collapsed. The worst downfall in Cambodian history to date is the time when the KR took over the country in 1975. Mr. Eng then spoke about the role of the teachers in the communist movement. He said that a number of teachers joined the revolution. They include Pol Pot, Ieng sary, Ieng Terith, and Son Sen. The question is how those teachers became communists and led the country to genocide. He stressed that now teachers are educating about genocide in order to prevent it.

Mr. Toun Sokhom: The Deputy Head of Kampong Cham Provincial Office of Education said that he is happy to have the chance to preside over this training. He thanks and admires DC-Cam for holding this workshop to provide knowledge on this important history to the history teachers in Kampong Cham. He said he has finished reading the entire DK history textbook. He then talked about his own experiences during the KR period. Between 1970 and 1975, he studied in Phnom Penh. When the KR entered Phnom Penh, he was evacuated to Kampong Thom province and finally settled down in Chamkar Leu district of region 42. He was considered as a new people. Fortunately, he married a woman who was the old people. There were 32 couples at that



Mr. Toun Sokhom, Deputy Head of Kampong Cham Education Office, addressing the participants

time. The ceremony lasted for one hour. In the wedding ceremony, all couples were required to commit to produce three tons of rice per hectare. In spite of any hardship, he continues to live with his KR-organized-marriage wife until today. He said this is a very rare case. He used to tell his children and students about his experiences. They only partly believe in what he said. Therefore, he encouraged all trainees to integrate DK history into the classroom teaching. Finally, he requested the trainees to respect the regulation set forth by DC-Cam and spread the knowledge to the students. He then formally announced the opening of the fifth training workshop.

3. DAILY ACTIVITIES

On June 24th, the first day of the training, trainers devoted the entire day to presentations on Chapters 1 and 2 from the textbook *A History of Democratic Kampuchea* and modeling teaching for the same chapters in the teacher's guidebook. For days 2 through 6, the presentations for the textbook and guidebook were conducted in the morning. In the afternoon, participants were divided into small groups to practice their teaching. On day 7, the conclusion and evaluation were conducted, and trainers reviewed all the methodologies in the guidebook. If any participants were not clear in any methods, trainers would clarify the points by leading the discussions on the specific methods for all participants. The evaluation form was distributed to allow participants to grade the effectiveness of the training and provide their comments on areas that should be improved for subsequent trainings. At the end of the week, trainees were given the chance to demonstrate how much knowledge they had gained from the training and the degree to which they would be able to apply this knowledge in their classroom teaching.

Highlights of the Daily Teaching

DAY 1

Day 1 of the actual training began with the brief introduction of teacher morality. Mr. Cheng Hong, a national teacher from the Ministry of Education, summarized the Ministry's regulation on teacher morality which was endorsed in September 2008 in order to discipline the teachers in their teaching profession. He said that teachers should have desire to teach in order provide effective teaching. Teachers should have good relations with the students' parents and the other teachers. Teachers should respect their own profession and acknowledge its high responsibilities. Teachers should use proper communication during the training.

Teaching 1: Ms. Mom Meth presenting Chapter 2, Lesson 1: Actively Reading Chapter 2

Ms. Mom Meth started the lesson by sticking her flipchart on the board with brief descriptions of the method in the guidebook. Then she explained some difficult terms including testimony, communist, committee and Cold War. Mom Meth asked the participants to try to explain the terms first before she gave her



Ms. Mom Meth, a national teacher, presenting DK history answers. She elaborately explained the term communism and the Cold War. After that, she asked all participants to open the DK history textbook for the model teaching. She asked participants to read a section of chapter 2. She then asked, "What are the important points in chapter 2?" Participants called out their answers ranging from the early communist movement, United Issarak Front and Khmer People's Revolutionary Party. The leaders of the party were Song Ngoc Minh, Siv Heng, Tou Samuth and Chan Samay. The party was renamed to Worker's Party of Kampuchea. Ms. Mom Meth asked participants to open the student workbook to page 14. Then she asked one question after another in order to summarize participants' learning. The list of questions is in the student workbook. For homework, she asked all participants to answer the remaining questions so they could go through them in the next session.

Teaching 2: Mr. Chhim Dina presenting Chapter 1, Lesson 1: Actively Reading Chapter 1

Mr. Chhim Dina started the lesson by introducing his background. Then he asked participants to open the history textbook to page 6 and the teacher's guidebook to page 25. He explains the differences between the textbook and the guidebook in which the guidebook consists of more than one lesson and the first lesson responds to the entire chapter of the textbook while lesson 2 and up in the guidebook are extra methods for the teachers. Dina asked the participants to open the textbook, the guidebook and the student workbook at the same time. Then he explained the objectives in the guidebook and the K-W-L chart in the

student workbook. After explaining the objectives, each teacher was required to explain key terms in the chapter and survivors' testimonies. In the model teaching, Mr. Dina asked several teachers to read sections in the textbook. Then he drew the K-W-L on the board. He asked participants what they know about the Pol Pot regime. Participants called shared their current knowledge about the KR such as killing, evacuation and starvation. Then Mr. Dina asked what they want to know, which was listed in column W. Participants called out their questions: What was the administrative management of the KR? Who is Pol Pot? After that, he asked several participants to read the testimony of Ieng Terith's messenger. He asked two participants to summarize the testimonies and asked why the two testimonies give different information about Ieng Terith. Then he asked some comprehension questions to summarize participants' learning.

Teaching 3: Mr. Cheng Hong presenting Chapter 2, Lesson 2: Who is Pol Pot?

Mr. Cheng Hong changed the method for teaching this lesson by asking all participants to work in four groups to produce lesson plans on teaching lesson 2 of chapter 2. He asked members of the groups to stick the flipcharts of their lesson plans on the board. The lesson plans are created based on the five steps and three



columns of the Ministry of Education. He compared the differences between the

Mr. Cheng Hong, a national teacher, explaining methods to participants

Ministry method and method in the guidebook. He then went through all lesson plans one after another and pointed out the errors that existed in each lesson plan.

DAY 2

Morning sessions

On day 2, the training started with the screening of three documentary films. There are three short films to be screened. These include *Prison in Prey Veng and Prison in Baset Mountain in 1979*, *Cambodian Children*, *Tuol Sleng Prison in 1979* and *Liberated Zone in 1973*. Before the film screening, Mr. Dy introduced the program and the objectives of the day. He then reminded all participants about the general regulation of the training. Participants are required to attend all seven days of the training with no absence. One absence will lead to disqualification and failure to obtain the certificate. Participants should turn off their phone volume not to disturb the others' learning. Mr. Dy requested both trainers and trainees to put the Ministry's method of five steps and three columns aside and pay serious attention to the methods provided by the guidebook because they are attending the training with the purpose of learning new methods which can be useful for the daily teaching in the



Mr. Youk Chhang, DC-Cam's Director, explaining about the films to the participants in a classroom. He also asked participants to put their questions on how to integrate DK history into their regular teaching aside. Participants were asked to try to learn and to understand the new methods as much as they can before they discuss about the integration process.

DC-Cam's Director Youk Chhang facilitated the discussion on the films. Mr. Chhang said that the films are used by the tribunal. However, after the conclusion of the tribunal, all teachers will be given the films so that they can use them to teach their students. Mr. Chhang said that those who first entered Cambodia after the 1975 victory were from Vietnam. There is a film about Vietnamese delegations visiting Phnom Penh accompanied by Khieu Samphan. The film shows that Khieu Samphan is their senior leader. He also stressed that Tuol Sleng is one of the 196 major prisons in Cambodia. There were hundreds of prisoners in each prison. Near each prison, there were mass graves the number of which is close to 20,000 nationwide.

Q: A teacher from Hun Sen Skun High School asked if Mr. Chhang knows the number of prisoners in Tuol Sleng since there have been different figures estimated over the years. He was a student of Duch's students. His teachers, who are former students of Duch, admire Duch. Why is S-21 considered the most atrocious center in the KR regime?

Mr. Chhang: With regards to the number, there has been confusion since the beginning. Prof. David Chandler (a renowned historian on Cambodian history) estimated that there were about 20,000 prisoners. However the early finding lacks supporting documents and access. Later research has given a lower estimate of about 16,000 or 14,000 prisoners. DC-Cam also continues to research this issue by analyzing the documents left from S-21 and Son Sen's office. DC-Cam found only about 5,000 biographies left at S-21. Later, the tribunal investigates the number of prisoners at S-21. According to the remaining documents, the

tribunal found that there were 12,000 prisoners at S-21. DC-Cam also found that there were 179 prisoners released during the KR period. Mr. Chhang said that the number can be estimated between 12,000 and 14,000. He encourages the participants to report to DC-Cam if they find any information of new prisons and mass graves as DC-Cam may not have discovered all the mass graves nationwide, and some mass graves disappeared naturally through flooding and weather.

Q: Another teacher said that it is so regretful that millions of people died and there is no clear number. During the PRK regime, there are over three million people dead during the KR, but the figure decreased in the present. He would like to have further research in order to give a nearly accurate answer about the number of Cambodian people who died during the KR regime.



Afternoon teaching practices of the participants

Mr. Chhang: Before answering this question, Mr. Chhang asked the question back to the participants if the family who lost one member is less suffering than the family who had three members die. No one dared to answer this question. They just murmured among themselves. Mr. Chhang said that the number of over three millions could possibly be too big as the counting was not done with proper method. Hun Sen Government also admitted

that the number could be too big. The more recent research used scientific research methods and gave a lower number. However, they still did not claim that their numbers are accurate. The tribunal assigned a demographer to investigate the number of people dead during the KR regime. The tribunal now introduces the number 2.2 million. Mr. Chhang said that it is difficult to give the exact number of the people dead during DK. However the number 2.2 million is acceptable. He stressed that even the number of people who are still alive is difficult to count. For example, the number of Cham Muslim in Cambodia is still difficult to measure. He advised the participants that if they wanted to use any number, they had to give an explanation why they use that number.

Mr. Eng: The number of people dead during the KR is complex. Cambodia endured five years of civil war between 1970 and 1975. Moreover, there was no clear consensus before the war period. The method to count the number of people has to consider the number of people who died of natural cause and the percentage of the increase of the population. There are also a number of people who fled the country during the war time. The government did not register clearly the people who left the country to live in a third country. In 1979, we could know the clear census since the PRK regime conducted a census at that time. However, a measure of the people who were still living inside Cambodia at that time did not mean that it was the total number of people who were still alive following the DK regime, since some fled to the border and were not counted. There was also a natural population increase during the

KR regime. Demographers must also consider the number of birth mortalities. Mr. Eng said that all numbers are based on estimation. However, the most important thing is the discussion on the methods to determine the number. Mr. Eng said that participants should not focus too seriously on the number of people dead because even one million deaths are a considerably large amount already.

Q: I asked the question that appeared in the national exam. The question is why S-21 is considered as the worst tragedy of the KR regime. He answered that S-21 is the central security center of the party. Most prisoners are KR cadres and high government officials. He wanted the answers from Mr. Director.

Mr. Chhang: S-21 was converted into a genocide museum in which skulls were collected from everywhere in the country to produce national map. Later, the King Father requested that the map be removed in order for the spirits of the dead to rest in peace. The answer could possibly be that S-21 is a museum with a message that informs the world of the crimes committed by the KR and the map is a symbol of the KR atrocities on the Cambodian people nationwide. He said that the question is too broad and students may find it difficult to answer. Mr. Chhang said that the people who made the map include Chuch Phoeun (now Secretary of State of the Ministry of Culture and Fine Arts), Mr. Chey Sopheara (former Director of Tuol Sleng museum) and Mai Lam (Vietnamese expert). Forensic experts have examined the bones to see how the prisoners were killed. Some prisoners were shot in the head while others were cut with knife or axe.

Teaching 1: Mr. Chuop Sakona presenting the DK history textbook: Chapter 3: The Khmer Rouge Come to Power and Chapter 4: The Creation of Democratic Kampuchea Government

Mr. Chuop Sakona spent about fifteen minutes to present each of the two chapters. After the presentation of each chapter, he opened the discussion for questions from the participants. The questions included: "Pol Pot usually used the word 'Angkar.' What does this word mean? What levels of the members of the KR ranking were considered as cadres? What is the full word of Pol Pot? Why does the page number of the history textbook contain the spiky wire?" Some participants said that Pol Pot could be explained to "Political Potential." However, Mr. Ly Sok-Kheang clarified that it is the interpretation of individuals. It is not the official interpretation of his name. It is a rumor. Another trainer asked, "Were there any exceptions of the evacuation?" Mr. Sakona said that there was no exception of the evacuations; the sick, the old and the young had to walk to the countryside. Another participant asked the trainer to clarify the word "Angkar." Participants have different views on this word. Some participants said Angkar refers to Pol Pot while others believe that Angkar may refer to the party. At the end of the Q&A session, Mr. Sakona asked participants to summarize the two chapters.

Teaching 2: Ms. Tith Sok-heng presenting Chapter 3, Lesson 2: 17 April 1975 Photos

Before the start of the lesson, Ms. Sok-heng explained the differences between the textbook and the teacher's guidebook. Teacher's guidebook contains more lessons which do not have content in the textbook. The extra lessons are additional new methods. Ms. Sok-heng first explained the objectives of the lesson

which aims to allow students to be able to describe and explain the situation on 17 April 1975 and the suffering of the Cambodian people at that time. Teachers need to make sure that the three objectives are achieved after the teaching. Then Ms. Sok-heng explained about the teaching materials needed for this lesson. She asked what chapter 3 is about. When the KR came to power, what happened to the Cambodian people? The people welcomed the KR and were very happy. However, after a few hours later, the KR fired into the air as a sign for the people to leave the city. The US would bomb the city soon. Then she asked "If you were at that time, would you be scared?" The city had a population of approximately two million, all of whom were evacuated to the countryside. After that, she asked students to look at the photos of the evacuation and analyze them. Participants called out their views about the photos. "There are a lot of people waving white shirts and cloth welcoming the KR. We can see the tanks and guns." She gave participants five minutes to write a report based on the photos. Ms. Sok-heng collected the reports at the end of the teaching.

Afternoon sessions

In afternoon, participants were divided into nine small groups to practice teaching the lessons in the guidebook. Below are some highlighted teaching practices.

Teaching 1: Mr. Tith Veasna presenting Chapter 3, Lesson 2: 17 April 1975 Photos

Mr. Veasna started the lesson by explaining the evacuation photos. He then divided the students into two groups to discuss with each other. He asked students to write a report about the photos on 17 April 1975. What were the feelings of the people when the KR entered Phnom Penh and evacuated the people out of the city? Students had fifteen minutes to write the report. After that, two representatives of the groups come to the front of the classroom to report what they had written. After the presentation of each group, the teacher summarized the reports of the groups. At the end of his teaching, he asked students some questions to summarize their general understanding. He asked students to try to study their new knowledge as homework.

Teaching 2: Ms. Keo Ratha presenting Chapter 4, Lesson 1: Actively Reading Chapter 4

The teacher started the lesson by recalling the previous lesson. After that, she explained the objectives of the lesson. She asked students if they understood the DK national anthem. She asked why the national anthem repeated the word "blood" many times. She then asked why the national anthem included the word "Angkor." The students answered that "the KR wanted to build up the country to be more prosperous than the Angkorean period. The national anthem also wants to show the management of the country and the symbol of the nation." She then explained nine difficult terms in the lesson including Angkar, So Phim, Nhim Ros, Ta Mok, Vorn Vet, Constitution, Ke Pork, Son Sen and National Anthem. She then asked the students to open the DK history textbook to page 22-27. She gave students five minutes to read this section. She then asked students some comprehension questions to learn the students' understanding. She asked students to open the student workbook to page 26 and write down their answers into their workbooks.

DAY 3

Morning sessions

Day 3 started with the presentation of the textbook by national teachers from the Ministry of Education and presentation and mode teaching by DC-Cam's staff members. Below are some highlighted model teachings.

Teaching 1: Ms. Farina So presenting Chapter 5, Lesson 2: Role Play: Victims and Perpetrators

Ms. Farina So started the lesson by explaining the objectives of the lesson. She explained to the students how to conduct a role play. Then she asked all students to read the testimonies in order to prepare for the role play. Then she asked several students to act as the victims and perpetrators based on the testimonies in the guidebook. She gave students three minutes to write what they learned from the role play into the student workbook on page 46. Then she asked the class monitor to collect students' work for the teacher. Farina then picked up one writing in order to show how grades are given based on the rubric in the guidebook. At the end, Farina asked all participants to give their impressions of the testimonies. Some participants said that as a letter deliverer, she did not commit any crime.



Ms. Farina So, explaining DK history

Mr. Sok-Kheang Ly, explaining DK history

Teaching 2: Mr. Sok-Kheang Ly presenting Chapter 6, Lesson 2: Survival Box

Before the start of the lesson, Mr. Ly explained the objectives of the lesson. Students then showed sympathy and described life during DK regime. He added that the students needed to use their imagination as they did not experience firsthand the KR period. Students were required to imagine how they would cope with a lack of food if they lived in that period. Students were asked to choose the tools that they think are necessary to support their life into a survival box. Students were also asked to explain why they choose those particular tools. Then Mr. Ly gave small pieces of blank paper for the students to fill in the tools they thought of. Students were given three minutes to work on this activity. After that, Mr. Ly collected the pieces of paper. He picked up one paper by Mr. San Sakun, who put hook, fish cage, cooking pot and scarf. The he explained his choices. For instance, hook will be used to catch fish for food. The second participant, named Sokchoeun, chose fire lighter which can be used to make fire to cook food. The third one said he would secretly picks up coin and dig up potatoes.

Teaching 3: Mr. Kokthay-Eng presenting Chapter 6, Lesson 3: Timeline: Analysis and Group Evaluation

Mr. Eng explained the objectives of the lesson. He gave two examples of how to prepare a timeline by giving two important events: the taking over of Phnom Penh by the KR and the liberation day in which the former was on 17 April 1975 while the later was on 7 January 1979. He then divided the participants into groups of six. He gave



Mr. Kokthay Eng, explaining teaching method to participants

several facts from the textbook including the birthday of the United Issarak Front, Khmer People's Revolutionary Party, the end of the Indochinese War, Lon Nol's coup against Prince Sihanouk, and the return of Prince Sihanouk back to Phnom Penh. Mr. Eng asked the participants to use the textbook to find dates of those events and put them in order. Participants had five minutes to work on this activity. He then asked students to give the dates and put the five events in order. After the timeline activity, he asked students to think about the importance of the five events and consider which one is more important. One participant chose the 1954 event in which the first Indochina War ended and gave independence to the three countries in Indochina. The 1970 coup was the second most important event as it shocked the entire country. After this, he asked the other participants if they agreed with the person who came to the front of the class to explain. Participants had different views toward the order of the importance. Finally, he asked all the groups to choose one most important event and write down their thoughts. They also needed to discuss if that event did not happen, what the country would be like today.

Afternoon sessions

Teaching 1: Ms. Nhen Sokleap presenting Chapter 6, Lesson 1: Timeline: Actively Reading Chapter 6

Ms. Nhen Sokleap started the session by checking attendance and classroom sanitation. She asked some questions to recall the previous lesson. Why did the KR force people to go to the countryside? What plan did they make in order to achieve their goals? She explained that the day's lesson was aimed at allowing students to be able to describe and explain the KR four-year plan. She then asked the students to turn the textbook to page 32 and spent five minutes to read the lesson. After reading the lesson, Ms. Sokleap asked if students did not understand any key terms which include collectivization and agriculture. After that, she asked some comprehension questions to learn students' understanding. Why did the KR evacuate the people from the cities? What were the goals of the four-year plan? What were the main priorities of DK? Ms. Sokleap divided the

students in groups for discussions which lasted five minutes. Each group had to choose a representative to explain the group's finding. For instance, group 2 explained the purposes of the KR collectivization which aims to turn Cambodia into a completely independent state and from poor to modern agricultural country. She summarized the lesson for the students to mark the end of her teaching practice.

Teaching 2: Mr. Ly Phearum presenting Chapter 6, Lesson 3: Timeline: Actively Reading Chapter 6

Before the start of the lesson, Mr. Phearum introduced the objectives of the day. He then divided the students into groups. He asked students to open the textbook to page 16, 32, 25, 70, 31, 71 and 75. He gave students seven events in DK history and asked them to put the events in order. The events included the coming to power of the KR, the four-year plan, the proclamation of the constitution, clashes with Vietnam, the creation of the Central zone, cutting diplomatic relation with Vietnam, and the liberation day. He then collected the assignment from the participants and worked together with the participants to give the correct order to the events. All groups had given different orders of the historical events and Mr. Phearum corrected the order together with the participants. He asked participants to choose five important events and asked them to explain the reasons why they choose these five events. After that, he asked students to choose one event that they think most important and explain how Cambodia was affected by this event and if this event did not exist, how Cambodia would be different today. Each group picked one particular event. He summarized the lesson to mark the end of the teaching.

DAY 4

Morning session

The day started with guest speaker. Below is one example of a guest speaker from group 3.

Guest speaker: Prum Seam was evacuated from Battambang to Kampong Cham when he was about 27 years old. He was asked to work in a camp on the rice field. The work was so hard. He heard the phrase "super great leap forward." He was to dig soil for three meter cubic meters per day. He ate rice mixed with soil. In some areas, there were a lot of rats. Therefore, those who could catch many rats would be given extra food as a reward. The KR cadres counted the tails of the rats. The Unit Chief who could not mobilize forces to transplant rice according to the assignment would be killed. The engineers who constructed the dam were killed. As there was not enough iron, the dam collapsed after one year. He was assigned to 7 January dam. He thought in his mind that he would be killed if he went to work at that dam. Therefore, he pretended to be sick. He was taken out from the unit and to work in the other unit. He was put into harder condition in order to test his stance as he refused to go to the dam. He was asked to plant a variety of kinds of vegetables including morning glory which could be grown with the ones that did not have roots. Luckily, he knew the trick for planting morning glory; otherwise, he would have been killed.

After his speech, he opened the discussion for questions from participants.

Q: How was your food ration during your work at that time? Aren't you afraid of betraying the Angkar?

A: I was afraid of Angkar, but I knew how to hide from the cadres. I dug up potatoes and hid [them] in the forest. I had to be quick.

Q: I heard that there was only rice porridge. What food did you eat with?

A: I ate morning glory soup which mixed with other green vegetable. There was also fish, but we dared not bargain with the chef who took food and fish from the economic office. Sometimes, there were two small pieces of fish in the one bowl of soup. One of my friends was taken for execution because he took fish at every meal. The chief knew that and reported to the higher cadre about his selfishness.

Below are two highlighted teaching practices:

Teaching 1: Mr. Bav Chenda presenting Chapter 7, Lesson 2: Survivor's Diary

Before modeling the lesson, Mr. Chenda explained about the method of his teaching for this lesson. He said that teachers have to explain the objectives of the lesson and make sure the objectives are achieved. He explained that the purpose of this lesson is to teach students to be able to write a diary. He started the model lesson by asking participants to write



Participants listening to the explanation attentively

down the title of the lesson into their notebook. He said he wanted students to know what life under the KR was like, to evaluate the impacts of KR regime on Cambodian families, to describe the daily life during the KR period, and to explain the KR policies. Then he asked two students to read sections of the diary of Doeun Sereylen. After finishing reading the diary, he asked students what information they had recorded and learned from the diary. He then asked students to write one paragraph of what they had learned from Doeun Sereylen's diary. Students had five minutes to do this work. After that, he collected the writing. He asked students to think what their life would be like if they were Doeun Sereylen. He said that if they were Doeun Sereylen, they may have suffered the same fate. He then asked students to write their own diaries by imagining that they were living through the KR period like Doeun Sereylen. He then collected the diary writing to learn how much students understand from the lesson.

Teaching 2: Mr. Chuop Sakona presenting Chapter 7, Lesson 3: Interview: Survivor' Story

Mr. Chuop Sakona explained the objectives of the day. The lesson was meant to help students learn interview methods. He said that in interviews, students have to show sympathy, politeness and respect to the interviewee. In the interview, students need a pen, notebook, questionnaire, gift, tape recorder, appointment and note taker. Students should also determine the length of the interview and have to be well prepared ahead of the interview. He divided students (participants) into groups to practice interviews.

Afternoon sessions

Teaching 1: Mr. Chhorn Bophal presenting Chapter 7, Lesson 2: Survivor's Diary

Mr. Chhorn Bophal started the lesson by recalling the previous lesson. He summarized the story of Doeun Sereylen for the students. He explained the objectives of the lesson to the students. He told students the materials needed for this lesson. He gave three questions for students to discuss. Students were given ten minutes to work on these questions. After that, he asked several students to report their findings to the class. He asked students to imagine how their life would be like if they were in that situation. Most students said that if they were in that situation, they would have died beforehand. One student said that if he wanted to survive, he had to try to work very hard according to the assignment from Angkar. He asked students to write report by answering to the questions in the student workbook. He asked students to work in groups and spent eight minutes working on this activity. The teacher missed some points and did not follow the steps in the guidebook correctly.

Teaching 2: Ms. Yin Boei presenting Chapter 7, Lesson 3: Interview: Survivor's Story

Ms. Yin Boei started the lesson by explaining the objectives of the day. She said that the objectives of the lesson are to make students able to conduct interviews. She asked students to describe how they begin the interview and explain the interview skills. Some students said that they have to ask for permission to interview with politeness. The questions for interview can be traced through each individual story. She then asked students to provide list of interviews. There is a different view toward the issue of whether the interviewer is allowed to give a gift to the interviewee. Some participants said that they can give a modest gift to encourage the interviewee to talk while some students said that the gift is against the interview profession. Data collection should be based on the voluntary basis. It gives a bad habit for the future interviews. If the interviewer strongly affects the interviewee's feeling, the interview should be stopped. They should not force the interviewee to talk when they are discussing sensitive subjects that make them feel down.. Another student said students, in reality, will interview relatives and neighbors who live nearby them. Therefore, the issues related to gifts and permission may not be an obstacle. Then she asked students to open the student workbook to produce interview questions. Students have seven minutes to work on this activity. Then students share the interview questions with each other to conclude the lesson.

DAY 5

Morning sessions

Day five started with a film screening entitled "Behind the Wall of S-21." It lasted for about half an hour. Then Mr. Sok-kheang Ly and Ms. Farina So led the discussion on the film. Mr. Ly said that the film has been shown at various places such as the Royal University of Phnom Penh and the US Embassy. Him Huy was invited to the US Embassy to talk to the Embassy staff and the Ambassador. He added that Bou Meng and Chum Mei, the S-21 survivors, described their lives from childhood up to the time that they were arrested. Mr. Ly emphasized the point of how many prisoners were killed by Him Huy. The film does not make any conclusion in order to allow audiences to judge based on the voices of both victims and perpetrator in the film. Mr. Ly invited participants to comment on the film and ask questions.

Q: Did Duch receive any order from Angkar? Were prisoners released from S-21?

Mr. Ly: Most prisoners were accused of CIA and KGB. Very few prisoners were released from the prison and sent to S-24, which the reeducation center. Bou Meng and Chum Mei were also accused of being CIA. He added that Chum Mei had chance to ask Duch how Duch accused him of being CIA. Duch said that Angkar already marked anyone who entered S-21 as being CIA agents.



A participant teaching practice in the afternoon
correct statement by Bou Meng.

Q: I heard that the guard sharpened their knives three times per day. Can you tell did the knives belong to Him Huy or other cadres?

Mr. Ly: I have never heard of the issue of sharpening the knives. Huy was the one who brought prisoners to the killing fields. Huy had list of prisoners on hand when he delivered prisoners to Cheung Ek. Bou Meng said that Huy tortured him; however, this may be not the

Q: I saw victims and perpetrator in the film. Does Duch accept what is described in the film?

Mr. Ly: According to the hearing, Duch has accepted the fact. Chum Mei followed the tribunal constantly. Him Huy was also the witness at the tribunal. Another issue is about Norng Chanphal whose parents were KR cadres. Her mother was sent to S-21. He and his young brother were also taken to S-21. Chanphal said that whenever he missed his mother, he looked to the window. Duch is skeptical that Norng Chanphal was S-21's prisoner. But Duch does recognize Bou Meng and Chum Mei.

Q: Ms Chan Kimsrun has a photo at Tuol Sleng and at DC-Cam. I wonder if she is KR cadre or the wife of the cadre.

Mr. Kokthay Eng: Chan Kimsrun was the wife of a cadre of a region. She was arrested with three children. She was also the KR cadre. One daughter of her is still alive; her face looks like Chan Kimsrun. The remarkable thing about Chan Kimsrun is that she was arrested with a babe on his hands.

Mr. Ly: Will we be able to use the film to encourage the discussion between victims and perpetrators in Cambodia?

Mr. Eng: How do you think about Him Huy? Is he a perpetrator or a victim or both?

Participant: Him Huy is both a victim and perpetrator. He was ordered to do so. If he did not do so, he would have been killed.

Ms. Farina So: She has been to the tribunal and wanted to share some of her notes and messages from Mr. Director Youk Chhang. Mr. Director said that he thanks all of the teachers for their participation; he emphasized that the teachers are an important contribution to teaching DK history. Second, she spoke about the tribunal process. As the teachers are studying DK history, in Phnom Penh, the tribunal is hearing case 002. There are four big crimes to be addressed by the tribunal. Yesterday, the tribunal focused on the list of witnesses. The question is whether the list is discussed in public or on camera. In order to prevent genocide, prosecution alone is not enough. Genocide and killing continue to reoccur around the world. The role of the tribunal is to find justice and to prevent genocide but this is not enough. Education contributes to this prevention. The teachers therefore play important role for this prevention process.

Afternoon sessions

Teaching 1: Mr. Hul Sophon presenting Chapter 9, Lesson 2: Film "Behind the Wall of S-21"

He started the new lesson by recalling the previous lesson. Then he explained the objectives of the day. Instead of showing the film, as it is not available, he used photos of S-21 to explain to the students. He hung the printed photos on the board. He explained the conditions in S-21. He asked if there were any other nationals besides Khmers. Students said that there were Vietnamese and Indians. He then concluded the lesson without finishing the step in the method. He just explained the objectives of the lesson, asked several comprehension questions and then summarized the lesson at the end. *(Note: He is reported to have developed mental ill. He is not mentally functioning like the other participants. The team asked national and provincial teachers to help explain him one by one and should not put much pressure on him although he could not follow the training well.)*

Teaching 2: Ms. Heang Chanthorn presenting Chapter 10, Lesson 1: Actively Reading Chapter 10

Ms. Heang Chanthorn started the lesson by writing down the title of the lesson and objectives on the board. Before starting the new lesson, she recalled the

previous lesson by asking some questions about S-21. Then she explained the objectives of the day, which required students to be able to describe foreign relations and the difficulties that stemmed from poor foreign relations. After that, she worked with students to define the word "Embassy." She asked students to open the textbook to page 69, actively read chapter 10 on DK foreign relations and take note on important events. She asked some comprehension questions to check students' understanding on the chapter. The questions included: Which countries did DK have relations with? Which countries had good relations with DK? What were the policies of the Communist Party of Kampuchea toward Vietnam? Which island did DK have conflict with in Vietnam? Which country supported DK against Vietnam? Which country supported Vietnam against DK? What were the important exported products of DK? What were the important imported products of DK? She asked students to write two paragraphs about their ideas on DK foreign relations. At the end, she asked one student to read their paragraph in order to share with the other students.

DAY 6

Morning sessions

Day 6 started with the playing of the DK National Anthem for all participants so that they would know how to sing this anthem. The team played the anthem two times for the participants, who listened attentively. After that Mr. Sok-Kheang Ly introduced the objectives of the day and then explained the brief content of the films: *Cambodian Children* and *Mass Grave near Pagoda*.

Mr. Eng led the discussion on the two films. In order to generate discussions on the film, Mr. Eng summarized the second film (*Mass Grave near Pagoda*), but some participants could not catch its content. Mr. Eng said that the film consists of three main actors: Ta Kin (the perpetrator), Ms. Leap (whose father was killed by Ta Kin) and Khim (neighbor whose relative was shot to death by Ta Kin). Mr. Eng stressed how Ms. Leap recognized the body of her father who lost one leg during the KR. The method of killing was hitting with a hoe on the back of the head. Mr. Eng asked if Ms. Leap and Ms. Khim wanted to take revenge. Participants said that they did not take revenge and let him die of natural cause. Ms. Leap's mother also did not want to take revenge because he knew how life without a husband is like. And she does not want Ta Kin's wife to experience a similar fate.

Q: Where is the location in the movie?

A: We know the location but we do not want to reveal the place for personal safety of the actors in the film.

Q: Where the interviews with Cambodian children done in 1979?

A: Yes, it was conducted in 1979 as part of the Vietnamese propaganda.

Q: Why does the second film include a song by Sin Samuth and monks' legs?

A: Mr. Ratanak Leng, who is the film producer, makes the film. The song is meant to show that the film setting is in Kampong Thom province.

Teaching 1: Mr. Im Mang presenting Chapter 11, Lesson 2: Photos of the Liberation Day

Mr. Im Mang started the lesson by recalling the previous lesson. He explained the objectives of the day. He divided students into three groups and asked them to examine the photos of the liberation day. Then he asked each group to write one



paragraph about the photos. Each

Mr. Im Mang, a provincial teacher, explaining Jigsaw exercise

group has to choose a representative to present to the class. Each group hung their writings on the board and explained. For instance, group 2 explained that the photo of group 2 is about the travelling back of the people after the fall of the KR. People walked on foot back home without much stuff with them. Group 1 talked about the photo of a crowd of people welcoming the victory over the KR on 7 January 1979. The student also talked about the banner which said "Long life, the United Front for National Salvation of Cambodia." Group 1 wrote about the photo of people traveling back to their home as well. In the photo, he saw women carrying their babies in their hands and they looked to be suffering. Then Mr. Im Mang asked if any other members of the three groups had anything to add. After that, he summarized the situation in January 1979. He said that the photos and film screening in the early morning recalled the suffering of all Cambodian people. However, he advised students not think about revenge and anger. The students should aim to use these painful experiences as foundation for forgiveness and reconciliation.

Afternoon sessions

Teaching 1: Ms. Preab Saren presenting Chapter 11, Lesson 4: Comparative Mass Atrocity Study: Jigsaw Exercise

Ms. Preab Saren started the lesson by recalling the previous lesson. She then introduced the lesson of the day by asking students to open the book. She introduced the objectives of the lesson to the students. She divided students into three groups and asked them to work on three different topics: Cambodia, Germany and Iraq. Students had five minutes to read their respective topics. After reading, she asked each student to report to the class about their findings. For instance, Nazi Germany wanted to annihilate the Jews. During the 1980s, Iraq and Iran had a war; Kurd was located in the middle of the two countries. Iraq dropped

bombs on the Kurds and killed many of their people. She then asked students to exchange their notes. She asked students to compare the similarity and the differences among the mass atrocities in the three countries. One student stood up and said that Iraq and Germany killed Kurds and Jews respectively, but Cambodia killed all races including Cambodian nationals, Chams and Vietnamese. Another difference of the KR regime is that the KR killed all educated people.

Teaching 2: Ms. Chea Thy presenting Chapter 11, Lesson 2: Photos of the Liberation Day

Ms. Chea Thy started the lesson by recalled the previous lesson about the fall of Democratic Kampuchea. She then explained about the objectives of the lesson. She asked students to open the book and look at the photos in lesson 2, chapter 11. Students were given a piece of paper and asked to write a paragraph. After finish the writing, one student from each group reported their photo analyses to the class. She asked students to open the student workbook and told them to do the exercises as their homework.

Teaching 3: Ms. Chum Vanthai presenting Chapter 11, Lesson 5: Film: Cambodian Children

Ms. Chum Vanthai started the lesson by recalling the general knowledge on KR history. She then explained the objectives of the day. She wrote a list of key terms on the board such as chaos, suffering, survival, reconciliation, justice and peace. She asked the students who was affected by the film. After that, she worked with students to define these terms. She then played the film for the students. She gave students two questions in order to find the answers from the film while watching. What were the living conditions under the KR regime? How do these living conditions affect life during and after the KR? After watching the film, she asked students to answer the two questions. She asked students to take a piece of paper and write a letter to the film director. The letter should address their feelings and reactions to the film. They can also ask questions about the film to the film director. She asked students to explain the importance of watching the film to conclude the lesson.

DAY 7

For the last day of the seven-day training, participants had chance to ask any remaining questions related to the entire content of the textbook and the teacher guidebook. They were also able to bring up such questions related to the integration of DK history into their regular teaching and provide feedback and recommendations to improve the subsequent training. Below are questions from participants.

Q: My question is about films at DC-Cam. What are the languages used in the film? Regarding Nhim Ros, do you have his photo and other information about him?

Kokthay: the 200 films are in many languages, and those were filmed during and after the KR. We received them from many individuals and governments such as Australia, America, etc.

In addition, we have over 10,000 interviews at DC-Cam and if you would like to listen, we can share with you. Regarding Nhim Ros, we do not have enough materials or information about him, but he was executed in 1977. We do not have his picture at DC-Cam, but we have So Phim's picture. We will try to find more for you.

Q: Question about flag, I do not know what does the first flag represent for?



Boly: It is the flag of Belgium, one of our donors. But don't be confused it with the flag of Germany.

Q: I have a question regarding the role of UN. Why the UN let the killings in Cambodia happened during the DK period?

Prof. Laura Summers: There is no evidence that the UN knew clearly of what happened in

Mr. Norng Phearum, a provincial teacher, explaining the method Cambodia. The UN is not a state, and did not have a representative in Cambodia at that time. UN gave this to its member states to decide, and only one or two member states had information about the DK. I saw a US government document about DK. The US government knew this from its satellite and from [Cambodian] refugees. In 1977, CIA knew about security system in Cambodia. Two people escaped from a regional prison. These two men explained that the people were tortured.

In 1977-1978 the weather in most regions during DK was very bad. Food production was poor. No conspiracy was made by the enemy during that time. There were three main reasons: lack of resources, manpower, and purge? Killings were made secretly. Cambodians who escaped to Vietnam explained this clearly to the Vietnamese authority. Vietnam knew that the killings happened in Cambodia. Vietnam supported the communist state of Kampuchea. In 1978, Vietnam began to reveal all the information and what happened in DK. Due to the changing position of the Vietnamese government, the UN had difficulty in deciding what really happened in Cambodia. Vietnam did not seek help from the UN because they felt that the UN was the US puppet. During cold war, the UN did not have much authority to do anything because of Russia and US.

Q: Why China did not have any say in this as a member of the Security Council?

Cheng Hong: Please keep in mind that the UN did not have authority to intervene if the conflicting country did not go for help. And if any of members of Security Council does veto, it will be hard for others. Regarding Nhim Ros or Ros Nhim, whether Nhim or Ros comes

first, we will discuss later. But I want to let you know that Nhim Ros is Muong Sambath a.k.a Ta Kao.

Laura Summers: It is true that China had many advisors in DK. But these Chinese technicians worked under certain conditions. We should keep in mind that even high ranking officials did not reveal their names publicly and made things secretly. The translators were dictated and forced to tell the Chinese only good things about the DK. The technicians did not know what really happened in the cooperative because they did not have the right to meet the people. Further, Chinese government wanted to protect the DK as it competed with the Vietnamese at that time. Both China and Vietnam did not have the knowledge that the communist party of Cambodia could kill lots of people.

Q: I think bombing is one of the reasons, but the collapse of the Khmer Republic may have something to do with the withdrawal of US army from Cambodia. Please clarify. And whether or not the DK text book includes Hang Ngor's documents?

Laura Summers: US Congress cut off the funding and withdrew the army from Cambodia, not the US government. The answer to the second question is there is no Hang Ngor's document in the book.

Q: I'd like to have this Q-A question to be recommendation sessions because we have learnt a lot from the training. I was wondering if Hang Ngor's interview was in Children of Cambodia film.

Boly: No, because Children of Cambodia was documented by the Vietnamese in 1979, but the Killing Fields produced in 1984 I'd like to clarify that the film is about Dith Pran's life and acted by Hang Ngor. Hang Ngor was assassinated. Dith Pran died of cancer in 2008. Dith Pran fled to the border in 1978. I do not think this is his photo.

Laura Summers: In communist system, purge usually occurs. In Vietnam, purge happened in 1980? At the time, Vietnam purged some of their followers. In Russia in 1917, Trut Sky was purged. Lenin showed that purge was right giving several reasons based on slogans. "We should have little cadre, as long as they have better education". Purge happens when party moves from the period of war to peace. The party will change their policy. This means party needs to change or reshuffle their cadres, for example, Mao Tse Tong. The question is about ideology. This is simple for communist leaders. But the difference is purge during DK was in large scale and took long time. In other communist states, those who purged usually were removed from their position or degraded but not killed. DK was unusual because Nuon Chea had more power and district leaders controlled too much power over people.

Cheng Hong: I just wanted to summarize. Communist system in other countries is similar, in which politics is communist; economic is planning; and society is classless. But DK purged a lot. In Russia, they were also communists but they did not kill people much.

Q: I want to ask a question related to guest speaker. What should be the guest speakers? Are they KR survivors or researchers?

Farina: You should look at the teacher guidebook and see the instruction. If you see the objectives, you will see students describe the security system and living condition in the security center. Students show empathy on the survivors. Therefore, it is about survivors' experiences, namely those who had gone through the KR period. You can find a person who used to be arrested to present his/her life in the prison to the students. Again, you should read the guidebook. In addition, you can also ask researchers to do presentation. Farina asked how the participants choose guest speakers. One participant said he can ask the school director or old teacher in the school.



Mr. Sam Vichet, a provincial teacher, explaining DK history

Q: I want to ask about the reading lesson. The instruction in the guidebook is that students read the text and then answer to the questions. In my experience, students read the questions first so that they have foundation on what information they want to find out.

Chhim Dina: The method is to have students read the text and report on their reading. The idea is to allow students to be able to summarize the lesson. In the future,

some students could become journalists, so this method helps them for their future career. In addition, teachers should explain the difficult terms ahead of reading comprehension.

Mom Meth: I would like to add about reading comprehension. I want to talk about the steps in the Ministry of Education's method. Step two is to link the old lesson to the new lesson. The Ministry's method asks students to read first and then explain the key terms. After the reading, teachers can ask some questions to learn students' understanding. The teachers should leave the board blank. They have to write something on the board for students' visual aids. Step four asks students to summarize the lesson and read their summaries for the class. Teachers can provide discussion questions which should be the open-ended questions. She talked about the prosecution in Funan regime. Those who had light guilt were asked to put their hands into the hot water to pick up one thing. If they could take the thing without burning their hands, they would be forgiven. Those who had heavy guilt would be put into the tiger cage or crocodile pond for three days. If they could survive, they would be released. She emphasized that participants should ask the questions about this in step three. Therefore, the method in the guidebook and the Ministry's method are not much different, just different orders. Teachers can ask a few questions ahead of the learning, but not all the questions in the guidebook; otherwise, students would not be able to answer.

Q: Is K-W-L used in all lessons?

A: Mr. Chhim Dina and Mom Met explained to all trainees about this chart. This chart could be used in a lesson. "K" is "what I know," "W" is "what I want to know," and "L" is "what I

learnt." Mr. Dina tried to give a simple explanation, which started from the several steps in the MOEYS's pedagogy. Then Ms. Met stressed that every reading lesson could be used.

Q: I think DC-Cam's teaching method is efficient because it takes less time but get more results. There is no difference between DC-Cam's teaching method and that of ministry of education.

Mom Meth: I think you may get confused between lesson plan and guideline. DC-Cam's guidebook just guides you and you should have your own lesson plan.

Participant: I agree with you. I also do my lesson plan, but I just want to emphasize that DC-Cam's teaching method takes less time. This is all I want to say.

Q: The question is about how to incorporate this into school curriculum or history subject?

A: You can incorporate it because the Ministry accepts this.

Suggestion: I think DC-Cam should have training on how to incorporate this into school curriculum.

Mom Meth: Can anybody come to the front and explain Jigsaw? What about teacher from Preah Sihanouk High School.

Participant: I think in order to form a group, we should get students count from 1-5 and tell those who have number 1 to form a group I, and this should apply to the rest of other teams.

Recommendations from participants

National and provincial teachers did not answer a few questions on DK history. Participants suggested that if national teachers find the answers to those questions, they should post them on DC-Cam's website so that participants are able to get the answers for their teaching. For instance, the one participant asked about the detailed biography of Nhim Ros and his execution and whether the US had any role in the 1970 coup against Prince Sihanouk.

A number of participants requested that DC-Cam provide more copies of the textbook to their schools which hold a few copies in the libraries. They said that students really like the textbook. When they borrowed the book to read at home, they did not return it back to the school, reporting that the book was lost. As a result, the schools do not have enough copies to serve several hundred, up to two thousands in some schools, of students.

Two participants brought up their concerns about the training times. They said that time is extremely tight for participants. The training starts at 7:30 AM to 12 noon, and again from 1:30 PM to 5 PM. Participants were not given enough time to have lunch, take a shower and rest in the afternoon. This condition made some participants feel sick. They requested that the subsequent trainings should consider time seriously and give participants enough time to refresh and energize their brain for thinking.

GENERAL OBSERVATIONS



One participant brought her little daughter with her to the training.

It is very effective to have national teachers do the presentation in both the morning and afternoon of the first day, responding to the past challenges. It captured participants' positive impression on the training at large. With good preparations, national teachers effectively presented chapter 1 and chapter 2 in the morning of day 1. Participants in three large groups had a lot of questions on the general knowledge of

KR history because chapter 1 is the summary of the whole picture of KR regime. The questions include: Why did Pol Pot hide his identity? Why did the KR operate the country with secrecy? What were the reasons of the fall of the KR regime? Why did the KR kill their own people? However, national teachers have to be careful on their model. As they are the first to present in the training, both provincial teachers and the participants are looking up at them and will use their model as an example for the subsequent teaching and practices. If national teachers give a bad model, it will have negative impacts on the subsequent performance of the provincial teachers and participants.

It is a good idea that national and provincial teachers give homework to the participants so that they get to know the chapters in advance before actually learning it in the afternoon or the next day. Trainers should give homework every time at the end of each morning or afternoon session.

During the textbook presentation by the provincial teachers, national teachers have to play a stronger role in facilitating the question and answer session. Provincial teachers are not able to handle this work. Otherwise, the knowledge of the participants and the effectiveness as well as the quality of the whole training session will be compromised.

All participants should understand that the afternoon teaching practices are for them to advance their knowledge on the methodologies not to master the knowledge on history. Commune teachers have limited knowledge on the content of the history. Therefore, they should not use the afternoon session as the platform to compete with each other on who has higher knowledge on KR history.

It is a good idea to have national teachers share two chapters of the guidebook from the provincial teachers on day 6 in which provincial teachers have to teach four big chapters from the guidebook. They are not able to prepare the lesson plan on time and are likely to produce limited quality if they go through the four chapters alone. Moreover, there are several new chapters on day 6, including Jigsaw exercise, film, and poem. Provincial teachers are limited in their experience of teaching these types of lessons; therefore, the team decided to have national teachers to share half of the responsibilities of the provincial teachers.

In most cases, participants focus more on dates, location and individuals during the discussions on the DK history. They are limited in experience delivering critical thinking and analyses. This is one of the traditional mindsets which Cambodian teachers are obsessed with. Most of the questions are yes/no questions which have little to do with analyses and self-learning. Both national and provincial teachers rarely asked the questions “why” and this has to be emphasized for the subsequent training. In a few cases, national teachers walked participants through an analysis of each word in the textbook, and that is the traditional method practiced very often used in Cambodian schools. National teachers should walk participants away from unessential discussions on dates, wording and individuals which participants can take the initiative to learn on their own without needing interactions with their friends and trainers.

5. IMPACTS

A commune teacher, Mrs. Preap Saren from Sreng Kim High School in Prey Chhor district, had to bring her 7-year-old daughter along with her to the training. The little girl, Seng Dalin, had asked permission from her teacher to be away from school for seven days because no one was at home to take care of her. The team gave the little girl some biscuits and candy



Ms. Mom Meth, explaining Jigsaw exercise to the participants

as an encouragement for her mother to stay and focus on the training. The team also helped Saren to look after her small daughter. Fortunately, another teacher brought her daughter to the training too. Therefore, the two little girls were able to play with each other during the training.

The training gives participants a chance to conduct public speaking and presentations. Some teachers who were asked to come to the front of the class to report their findings were very nervous. They said that it was the first time they had stood in front of so many people. This experience enhances teaching in the classrooms as teachers are expected to be exposed to a variety of communications with different stakeholders.

One participant from group one asked if he could bring his brother to the classroom so he may also learn from the training. He said that his brother, who is studying in the Kampong Cham Regional Training School, has known about the DK history textbook and the teacher training program and eagerly wanted to participate in it. The training team admired his desire to learn DK history and the methodologies but apologized for not being able to allow his brother to sit in the classroom as it is designed only for certain number of invited participants. However, the team provided a set of documents for his brother and encouraged him to read these materials to learn more. Moreover, his brother can ask him if he does not understand any points. In another similar case, a participant from group three asked if

the team could offer a set of documents for her school. She said that students in her high school in Srey Santhor district really want to know about events happening during the KR as well as its leaders. She wanted a set of documents to be deposited in her school's library for the advantage of the students.

National teachers introduced basic research skills to the participants in response to the misleading information in the previous days. For instance, in group 2, Mr. Sok-kheang Ly said that participants should not use information that does not have reliable references; this can mislead, confuse and give the wrong message to their students.

One participant, Mr. Prum Sean, developed trauma when he recalled his past. The rest of the group also cried with him. Provincial teachers comforted him by showing sympathy and raising the example of Norning Chanphal, who has similar sentiments. During the Provincial Teacher Training, Mr. Chanphal cried while talking to the participants. So, Mr. Prum Sean is not alone.

National and provincial teachers encouraged participants to learn interview techniques since the guidebook includes a lesson on interviewing. In addition, the national teachers also encouraged participants to learn how to give a speech to the public.

6. STRENGTHS AND WEAKNESSES OF NATIONAL AND PROVINCIAL TEACHERS

National teachers have improved considerably in terms of their knowledge on the history and the methodology in the guidebook. National teachers have gone through a number of trainings and have more time for preparations. Generally, national teachers



Afternoon teaching practice in a small group

possess adequate capacity to teach and to explain the information to participants. Provincial teachers have limited ability to do presentations on both the history textbook and the guidebook. There are two main reasons for these loopholes. First, some provincial teachers are officials from the Provincial Offices of Education. Second, provincial teachers have only one chance to participate in the training, and this is the first time that they stand in the front of and talk to so many participants. Some provincial teachers read their notes without paying attention to the interests of the participants. Provincial teachers are nervous and have limited confidence in both presenting and answering the questions from participants. However, they generally are able to deliver the key messages in each chapter. Both national and provincial teachers cooperate with each other during the entire seven days of the training.

National and provincial teachers in a few cases do not have any consistency in explaining the methodologies to the participants. In a very few cases, they had big academic debates in the

evening meetings. Some national teachers appear to have possessed the wrong idea on a particular method such as K-W-L chart, and they still defend their own position mistakenly. The chart is simple to understand, but it took the whole group almost an hour to clear up this topic.

7. CHALLENGES AND SOLUTIONS

Educational Challenges

National and provincial teachers should understand the purpose of the training for each particular day. In each day, there are certain objectives in which two chapters from the textbook and two chapters from the guidebook are introduced. Therefore, trainers should not deviate participants from the purpose of each day. They should work in the frame in order to achieve the objectives of each day. The answers should be sharpened not to confuse the participants.

The third group led by Kokthay and Chhim Dina was not able to finish the presentation on DK history book in the morning session. Kokthay has to take another half an hour in the afternoon session to finish up his presentation. Chhim Dina has shorter time to do presentation and model teaching on the teacher's guidebook in the afternoon. National and provincial teachers should try to finish their presentation and model teaching within the time given. They should possess good time management so that all activities are finished as planned.

When teaching the methods in the guidebook, trainers must differentiate clearly between presentation and model teaching. They should deliberately explain the steps in each method. Then trainers should allow time for participants to ask questions before they begin the model teaching. During the model teaching, they should not spend much time to explain. They have to act like as if they are really teaching. It is not a time to explain the concept of each method in the detail. Trainers can deviate from the role of model teaching for a short time to reflect back but they should not use the model teaching time to explain the the entirety of the session. In lesson 1 of chapter 1, Mr. Dina explained the method and the K-W-L chart inadequately. According to the observation, participants have little knowledge on how to teach this particular lesson.

During the both the history and methodology sessions, when one trainer is presenting/teaching, the others are expected to observe both the teaching and the participant practices. They have to step in and help if the presenter presents wrongly or has any errors in the presentation/teaching. They also need to walk around the classroom to monitor the teaching and to encourage the participants to learn. The trainers whose turn to teach has not yet come should sit still and not comment on the presentation/ teaching of the presenter. After one trainer finishes the model teaching, the other trainers should have comments to improve the model teaching and help answer the questions from participants. This should be done in a way that does not damage the face of the presenter. National and provincial teachers should help each other monitor the effectiveness of the each presentation/model teaching and time.



Maisak trees in the training compound

The differences between the five steps and three column method of the Ministry of Education and the new methods in the guidebook still exist in the fifth commune teacher training. All teachers nationwide use the five steps and three columns format to design their lesson plans. The five steps and three columns method is not a method; it is the format of designing lesson plans. The methods in the

guidebook include K-W-L chart, Jigsaw exercise, interview, photos, films, etc. National and provincial teachers should clearly understand that all of these methods can be designed in the format of the five steps and three columns. In all cases, both trainers and trainees believe that the five steps and three columns method is one side of the world while the methods in the guidebook (K-W-L chart, Jigsaw exercise, interview, photos, films, etc) are the other side of the world. This is a big confusion in all trainings. Cheng Hong brought participants to this confusion. Instead of spending time to explain the differences between the Ministry method and methods in the guidebook, he should explain in detail about how to use K-W-L chart. It seems that he spent the whole afternoon session to explain how to create lesson plan based on the standard of the Ministry's five steps and three columns. National and provincial teachers should understand the objectives of each session clearly and should not walk participants away from these objectives.

Some participants asked about how they integrate DK history into their regular teaching and how to use the methods in the guidebook. National and provincial teachers should not explain this question and asked all participants to wait until the end. In the meantime, participants should stay focus on the content of the training and should not walk away from it.

In general, question and answer sessions follow the presentation of each chapter. Usually, participants asked a wide variety of questions some of which are not about the presented chapter. National and provincial teachers in each large group should emphasize to participants that the questions have to be focused on the presented chapter. Doing so, participants are able to fully understand each chapter adequately.

Some trainers wanted to show their pride of the new knowledge and research on particular points of KR history. In this sense, they will try to introduce new information to participants; however, in many cases, they do not have enough clear evidence or references to support the new information. They just heard the information through rumors. National and provincial teachers should not try to introduce groundless concepts or historical facts to the participants.

Trainers should try to be as consistent as possible to avoid introducing two or more answers or information to the participants. The inconsistency among national and provincial teachers still persists even in this fifth commune teacher training. Trainers have different views toward a particular topic or method. For instance, one participant said that trainers who are in charge of his group taught him that the objectives of the lesson should not be shown to the students while trainers in another group had a completely opposite explanation. In another instance, national teachers have different understanding on the K-W-L chart. Moreover, in the role play activity, those who conducted role play did not act as a particular victim or perpetrator. They just read from the testimonies, and the national teachers failed to address this issue. This non-conformity of the answers confuses the participants. Trainers should try to reconcile their differences and make sure their answers and explanations are uniform.

Different format of the teaching practices in the afternoon: One group said that they should use only objectives to show to participants in the afternoon while the other group said that they should show the whole thing including teaching materials and teaching procedure. If you show the detail, it may confuse the participants. Though they act as students, they are also observers who will give feedback at the end of the teaching.

National teachers have to be aware of the program and objectives of each day. In day 4, all national teachers were not aware that the day started with a guest speaker. As the guest speaker was selected immediately at the start of the session, guest speakers of all groups were not well prepared for their speeches. Therefore, participants did not have many interactions after the speech as the speech was mostly about the general conditions during the KR, not much about the individual history. Group 1 had good guest speaker who talked about what he saw and witnessed. However, the guest speaker activity was conducted in the middle of the presentation on the textbook. This interrupted the flow of textbook presentation and understanding on chapter 7 and chapter 8. The program of day 4 should be started with guest speakers, followed by the presentation of chapter 7 and chapter 8.

In group three, national teachers started the presentation of day 1 on the textbook by asking several participants to take turns to read sections of the chapter 1 and 2. Provincial teachers followed this example. Reading from the textbook may not be a good model for effective training. This method consumes the entire time and participants did not have time to ask questions. Participants should have read the chapters ahead of coming to the classroom. During the session, participants are expected to learn history with analysis and critical thinking rather than reading and remembering point by point in the textbook, which is considered as intellectually lazy and does not contribute to self-learning. The classroom session is the platform for interactions. Presentations should be the summary of the key points to be emphasized and elaborated to advance participants' understanding on the assigned chapters.

Logistical Challenges

In the afternoon of the first day, some trainees arrived to the class late, and this delayed the start of the afternoon session until 1:45 PM. The class is supposed to start at 1:30 PM. National and provincial teachers have to constantly remind participants that they have to come to the class on time every day. They should be present at the site at least ten minutes before the start of each session. If one is absent for one day, one will not be given the certificate; this regulation has to be repeatedly emphasized on the daily basis.

Some participants work on their lessons for the afternoon teaching practices in the classroom. Trainers should walk around the classroom in order to monitor the attention of the participants. To reemphasize the solution, when one trainer is teaching, the rest should not sit still; they should help facilitate the presentation and ensure that all participants have equal chance to contribute and to gain knowledge from the training. Moreover, trainers should not try to spend much time explaining to a particular participant during the training sessions. This interrupts the other participants.



Q&A session on DK history at Day 7, the final day of the training

The evening meeting in day one should focus not only on the challenges of the day but also the preparations of the next day, which is an important transition for the whole training. In day, the presentation and model teaching on both the textbook and the guidebook are conducted only in the morning while the afternoon session is devoted entirely to participants' teaching practices. The meeting

should also concentrate on the division and the organization of the afternoon teaching practices of the next day. For the day-two afternoon teaching practices, the three big groups will be further divided into nine small groups. One provincial teacher will monitor one small group while the national teachers will walk from one room to another to observe and help the provincial teachers give feedback to the teaching practices. Moreover, logistic preparation should be done in advance to avoid any possible delay. All small groups should have enough flipchart paper, markers and scotch tape. The rooms to which participants are assigned should be prepared in advance including cleaning, putting signing and table arrangement.

National teachers who oversee the entire training have to manage the attendance effectively. In a few cases, participants signed their names a head of the day. Then one or two participants would leave for one or two hours or even the entire morning or afternoon. Participants are required to sign their names two times per day, one in the morning and one in the afternoon. Those who already signed and left the classroom have to be marked with an "A", an abbreviation for absence.

Lesson 1 of chapter 10 has wrong the objectives. All teachers should be informed about the changes. In addition, the newly revised textbook is not informed to the teachers. In the next training, the team should inform these changes to both trainers and trainees.

Several errors in the textbook, the guidebook and the student workbook still exist and have not been corrected yet. For instance, there are two different dates of So Phim's death in the

textbook. They are May 1978 and 3 June 1978. The textbook must present only one figure. In addition, the objectives of lesson 1 (chapter 10) have not been corrected yet. Student workbook contains one error in lesson 2 of chapter 11. The date 17 April 1975 should be changed to 7 January 1979.

The evening meeting is to find out the challenges of the day and provide solution for a better implementation for the next day. National and provincial teachers should take the decision in the evening meeting seriously as all are involved in the discussions and debates. Namely, they must walk their talk; otherwise, the evening meeting will be just in vain. For instance, in the evening of day 5, national and provincial teachers discussed extensively on the way the K-W-L chart is to present to participants. They spent almost one hour on this issue. However, the next day, which is day 6, one national teacher, Mr. Cheng Hong, guided participants away from the instruction in the guidebook and confused the participants as they received a non-conformity message from trainers. This strongly affects the quality of the teaching practices in the afternoon. In a separate issue, before the training, national teachers met together to discuss about the agenda, roles, responsibilities and the expectation of the training. They all agreed that the aim of the training is to make sure participants receive as much as knowledge as possible within the framework of the training materials. Trainers should not try to introduce outside methods to mix up with the content of the training. Participants are not expected to take the materials as doctrine; they can make use the materials or they can throw it away if they find that the materials are not useful for them. Again, Mr. Cheng Hong incorporated the three-column and five-step method (it is not a method; it is a standard of preparing lesson plan.) This incorporation almost turns the whole agenda upside down. The DC-Cam's team made a strong effort to bring participants' attention to the right direction. The team in group 2 seemed to spend more time and energy to deal with the mistakes made by Cheng Hong rather than to work with the participants. For subsequent trainings, DC-Cam's team has to discuss in deep this issue and ensure that all trainers are consistent in explaining and answering questions to participants and not deviate from the agenda and the content of the teaching materials. However, a positive view of Mr. Cheng Hong is that he is one of the more knowledgeable and competent teacher trainers. With detail explanations and clear understanding prior to the training, he will be advantageous for the training.

8. CONCLUSION AND RECOMMENDATIONS

The fifth commune teacher training in Kampong Cham conducted on June 24-30, 2011, lasted for seven days with a more than satisfactory result comparing to the previous training sessions. All the challenges in the past trainings were addressed and avoided for this training. Participants had a positive impression on the whole content of the training as they perceived clearly the purposes of the training, the expectations, the teaching materials used in the training and the enforced disciplines by DC-Cam's team and national teachers. National teachers are much better prepared. They prepared lesson plans and points for presentations on both the textbook and the guidebook. The low-tech national teachers used flip charts while the high-tech ones employed LCD projector for their presentations. In addition, provincial teachers are made up from a strong team. They are relatively well-prepared and possessed enough capability. With assistance from national teachers, they delivered the lessons and dealt with questions from participants effectively. Last but not

least, the structure of fifth commune teacher training was modified to strengthen its quality. For this fifth training, national teachers were asked to do presentations on the first day to give a model for the provincial teachers, to give enough time for provincial teachers to work or correct their preparations, and to take participants' first positive impressions.

The success of the training also comes from the good disciplines of the participants. Among the 72 participants, only three were absent and only because they were already trained in the provincial teacher training conducted in late 2009. Participants came to the training site on time every day. Very few participants came late and only three participants were absent for one session or one day. The rest fully participated in the entire seven days. As each of the three large groups consisted of only 24 participants, two national teachers and three provincial teacher trainers were able to manage the classroom effectively. When one trainer was presenting on the board, the rest would walk around to monitor and facilitate the teaching-learning. In every afternoon, there were between 45 to 50 participants practicing peer teaching in order to evaluate how much they learned from the morning session as well as to provide space for them to do the actual practices.

In general, participants grasped knowledge on both history and teaching methodologies satisfactorily. Their effective knowledge can be tested in the afternoon teaching practices and their last impression at the end of the training. According to the observations, almost all participants followed the instruction in the guidebook correctly when they conducted the afternoon teaching practices. Trainers did not spend much time explaining the methods after teaching practices. They only emphasized on minor loopholes that participants had.

Kampong Cham Training Team

DC-Cam's Staff	National Teachers	Provincial Teachers
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END.