

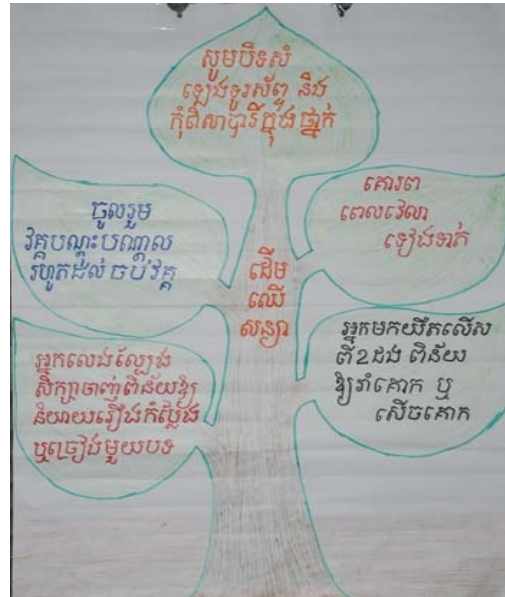
Fourth Commune Teacher Training Report

Phnom Penh, April 5-11, 2011

By Kamboly Dy

1. Introduction

On April 5-11, 2011, the Documentation Center of Cambodia (DC-Cam) in collaboration with the Ministry of Education conducted the fourth commune teacher training in Kandal province and Phnom Penh with 72 participants for each site. The total number of participants was 144. Six national teachers from the Ministry of Education, six national teachers from DC-Cam, and 18 provincial teachers from Kampong Cham, Kampong Thom, and Kampot assisted the training. 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 magazine Searching for the Truth, booklet case 002, prison book, 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.



Tree of promises: The top: Phone off and no smoking, on the right: Respect time and being late for two times will be punished to dance and laugh without music, on the left: Attend the training fully and those who lose the study will be punished to tell joke or sing a song.

The fourth commune teacher training was conducted on a one-province basis, which means all participants are from only one province. Likewise, the subsequent trainings will be conducted with the same approach, which is easy to manage and also better ensures quality and effectiveness.

The training covers the entire country, from the remote provinces to the cities and, it now reaches the capital city of Phnom Penh. With this training, teachers in the remote provinces have a chance to exchange ideas, experiences, skills, and knowledge with teachers in the cities. In this fourth commune teacher training, all provincial teachers were from provinces, and all participants were from Phnom Penh and Kandal. Traditionally, those in the cities teach those in the provinces. The training, in this case, allowed for the reverse.

The training is designed to provide Cambodian secondary school teachers enough knowledge on KR history and the methodologies 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 the past mistakes as examples and lessons to build up their country to a prosperous future. These factors will contribute to genocide prevention, peace building, and national reconciliation.

Below is the descriptive report on the daily training activities. The report mainly highlights the general observations, impacts, and challenges of the training. At the end, the report provides a conclusion and recommendations for improvement.

2. Pre-Training Activities

Meeting with national and provincial teachers

Prior to the training, the team in Phnom Penh met with all national and provincial teachers to discuss roles, responsibilities, and other necessary arrangements. The team distributed the training documents, including program, assignments for trainers, regulations for national and provincial teachers, and the schedule for participants' teaching practices. All trainers closely examined the program and assignments for each day. We also discussed past challenges in order to avoid or, at least, to minimize the outstanding challenges as much as possible. For example, we discussed how to manage (to time) the presentation and model teaching of all the lessons in the teacher's guidebook. Some guidebook chapters have four or more lessons. Trainers are not able to present and model teaching of all four lessons within the hour and a half assigned. All trainers agreed that they would present the methodologies of all lessons before conducting model teaching for participants.

After that the trainers divided into three big groups. Each group consists of two national teachers and three provincial teachers. They discussed how they were going to start the next day of training. They also talked about the overall management of their respective groups. Trainers who were going to teach the next day sought advice from others on their lesson plans and methods for modeling. Trainers who were going to teach the next day took paper markers and flip charts to prepare their lesson plans. Provincial teachers also sought advice from national teachers on the points that they did not understand. After the meeting, both national and provincial teachers expressed their confidence in teaching even though they felt somewhat uncomfortable with the reversal in roles: as trainers from the countryside, they would be training the teachers in Phnom Penh as opposed to vice versa. The national teachers tried to reassure them that this circumstance would not be a significant issue as the atmosphere of the training was gauged toward one of a mutual exchange, where everyone is expected to share their experiences, skills, and knowledge.

After the meeting, the team checked the training venue to make sure all facilities were properly set up, cleaned, and ready for the training. The team tested the microphone, documentary films, and LCD, and they coordinated with the officials of the pedagogical school for arranging the chairs and tables. The team also examined the other reserved classrooms for afternoon teaching practices to make sure the rooms had enough facilities for the teachers' breakout sessions. The team talked to the officials about refreshments, water, and clean restrooms, which were also minor, yet important details for ensuring training effectiveness.

Opening ceremony

The opening ceremony started and ended as planned in the program. The opening ceremony started at 8 a.m. and was presided over by Mr. Chea Cheat, Head of the Municipal Office of Education, Mr. Chey Sayana, Director of Pedagogical Training School, and Mr. Khamboly Dy, DC-Cam's representative. The opening



The opening ceremony at Phnom Penh Regional Training School with 72 participants

ceremony began with a welcome speech by Mr. Chey Sayana. He stated his pride in being able to host this important event. He encouraged all participants to fully participate during all seven days of the training. He also encouraged the participants to come to the training site early in light of the frequent traffic jams on the way to school.

After this welcome, Mr. Khamboly Dy talked about the importance of genocide education, the objectives of the training, the brief history of the Genocide Education Project, and the expectations of the training. Mr. Dy explained how the training is the collaboration between the Documentation Center of Cambodia (DC-Cam) and the Ministry of Education. This is the fourth commune teacher training. The previous three trainings were conducted with participants from 18 provinces, and the total number of participants was over one thousand. He emphasized that the purpose for the training was to bring about national reconciliation, peace building, and genocide prevention. Cambodia has struggled with mass violence, civil wars, political conflicts, and the disastrous genocide of the Khmer Rouge (KR) regime between 1975 and 1979. Cambodia's younger generation have to be able to respond to questions like what, how, and why this atrocity occurred in Cambodia. They can take this history as a lesson for building up their country toward peace and stability. The training aims to provide teachers with the appropriate methods for guiding students away from anger, hatred, and a sense of revenge among the younger generation. He mentioned how both victims and perpetrators live side by side in the same villages. Likewise, their children are studying in the same classrooms. Therefore, both knowing how to teach the history as well as knowledge of the history, are important conditions for achieving the project's goals.

After Mr. Dy's comments, Mr. Chea Cheat gave his remarks on the importance of the teaching of KR history and how important the overarching study of history is toward the greater goal of civic education. Very often, both teachers and students emphasize only Math and Khmer Studies, while taking the History and Geography subjects for granted. He said that children cannot become good citizens if they do not clearly know their own identity. Mr. Chea Cheat said, "No one can look down on the History and Geography subjects. They cannot pass the exam if they do not clearly know their own history."

He stressed that students' clear understanding starts with the teachers. Teachers have to work hard in order to convey the required knowledge on history to students. Students should not pay attention only to Math or Khmer Studies – all subjects are equally important. Mr. Chea Cheat said, "We have to know KR history clearly. Otherwise, foreign ideologies will reenter and force our country into tragedy again. It is not a folk tale. Many people were killed. We have to know clearly, understand clearly, explain clearly, and teach clearly. We should not allow this history to happen again. It is our real history." He also thanked DC-Cam for publishing the textbook and putting anti-genocide slogans in many high schools in Phnom Penh. These are priceless objects for remembering and passing on knowledge to the younger generation. At the end of his address, Mr. Chea Cheat recommended that participants attend the training for all seven days. They should not be absent. He said, "If your School Director asks you to do anything, call me. You have to attend this important training."

3. Daily Activities

On April 5th, 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 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 obtain 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 gained from the training and if the degree to which they would be able to apply this knowledge in their classroom teaching.

Highlights of the daily teaching

DAY 1

Teaching 1: Mr. Chy Terith presenting Chapter 2 from the DK history textbook:

He started his lesson by explaining the creation of the Indochinese Communist Party. He drew a map of the three countries (Cambodia, Vietnam, and Laos) on the white board to assist his explanation. He explained how the communist movement in Cambodia was established with the same purposes of the communist parties in Vietnam and Laos. The movement wanted to liberate the country from French colonization. The leader of the



movement was Song Ngoc Minh. In 1951, Cambodia established an independent party called the Khmer People's Revolutionary Party (KPRP). The leaders of the party included Song Ngoc Minh, Tou Samuth, Siv Heng, and Chan Samay. In 1953, Cambodia underwent great political change, receiving its independence from France with the efforts of Prince Norodom Sihanouk. Leaders and cadres of the KPRP escaped to North Vietnam to avoid repression from the government after the 1954 Geneva Peace Accord. By that time, Noun Chea, another communist member, appeared in the party. One participant asked Mr. Chy to detail the biography of Noun Chea. After discussing Nuon Chea's biography, Mr. Chy continued his explanation of the dissolution of the KPRP as a result of government persecution. Pol Pot established a formal party called the Pracheachon Party to contest the 1955 election. His party lost the election; and, by 1959, 90 percent of the party members were arrested, killed, or defected to the government as a result of Siv Heng's secret defection to the government. His defection, ultimately, allowed the government to identify almost all party members. Later, KPRP was changed to Worker Party of Kampuchea (WPK), in which Pol Pot was the third member of the party.

At the end of the presentation, Mr. Siv Thoun, the other national teacher, stepped in to help explain the questions from participants. He explained the Second Indochinese War and the American War in Vietnam (as well as the American bombing). He said that a lot of Vietnamese soldiers and civilians ran into Cambodia whenever the US dropped bombs on Vietnam.

Teaching 2: Mr. Khek Vandy presenting Chapter 1, Lesson 1: Actively Reading Chapter 1

Mr. Vandy started the lesson by drawing the K-W-L chart on the flip chart and writing the objectives of the lesson on the board. He asked students to write on the K column of what they knew about the KR. Mr. Vandy also asked students to write what they wanted to know in the W column. After that, he asked students to take turns reading sections of Chapter 1 in the history textbook. At the end of this activity, he summarized the students' understanding by asking students to write down what they learned from the lesson in the L column. It was apparent that Mr. Vandy explained the method inadequately, so national teachers, Ms. Seng Piseth Neary and Ms. Sayana Ser, stepped in to help explain the K-W-L chart as well as the methods in the guidebook. Ms. Ser walked participants from one step to another through the instructions in the guidebook.

DAY 2

Morning session

On day 2, the team played three films for the participants. These included Tuol Sleng prison, prisons in Baset and Prey Veng, and a film on Cambodian Children after the DK. Participants were shocked to see the horrible acts and the great tragedy of the KR regime. They were terrified to see so many orphans displaced with no clear destination. With their parents possibly dead or missing, the children had to wander from place to place in search of food and relatives. In the film, participants saw Norng Chanphal and his younger brother Norng Chanly. They asked about the whereabouts of Norng Chanphal and Norng Chanly. Mr. Chy said that both were still alive and living their lives like ordinary people.

Mr. Siv Toun, a national teacher, added that there is a song entitled “Oh, Phnom Penh Euy.” He asked if anyone knows who sang this song. He said the song is sung by Khem Sokha. Ms. Sayana Ser added that the song could possibly be sung by So Phany. Later Khem Sokha sang the song. Ms. Ser further told participants that she compiled all the KR songs, poems, and slogans from the over 200 books left over from the KR regime. Having reviewed these books, she explained how she extracted the songs and compiled them into a book, which is posted on DC-Cam’s website and magazine *Searching for the Truth*. She also emphasized that the participants can request the songs and the films from DC-Cam.

After these discussions, Mr. Chy Terith played the KR national anthem for the participants so that they know how to sing the song when they conduct the real teaching in the classroom. Participants sang along with the recording.

After the film screening, participants were divided into the original three large groups. In each group, one provincial teacher gave a presentation on Chapters 3 and 4 of the history textbook, and one national teacher conducted presentations and modeled the teaching for Chapters 3 and 4 of the teacher’s guidebook. The following are some highlights of this session.

Teaching Session 1: Mr. Pich Siekleng presenting Chapter 4 of the DK history textbook: The Creation of the Democratic Kampuchea Government

Mr. Siekleng explained the word Angkar and the return of Prince Sihanouk back to Cambodia. He asked if the Prince returned on his own or whether he was invited back. The KR invited the Prince back with a number of people, including his wife and Pen Nut, former Prime Minister. The DK constitution was promulgated on January 5, 1976. The National Assembly included 250

representatives, in which 150



Provincial teacher trainer presenting DK history textbook

represented peasants, 50 represented workers, and the other 50 represented soldiers. The representatives met only once during the entire period of the KR regime. Mr. Siekleng said that KR had to invite the Prince back in order to assure DK's claim to the Cambodian seat at the UN General Assembly. When the Prince arrived in Cambodia, he was asked to preside over the cabinet minister meeting, but was not allowed to say anything. This is one of the reasons that he resigned from the position as Head of State. The Standing Committee of the Communist Party of Kampuchea discussed his resignation request. The Committee agreed to the request, but did not allow him to leave the country or talk to any diplomats. After his resignation, a new government was established with Pol Pot as Prime Ministry, Khieu Samphan as Head of State, and Noun Chea as President of the People's Revolutionary Assembly. Mr. Siekleng also talked about the changing of the party's birthday. He asked, "Do you remember when the KPRP was established and who are the party's leader?" Participants said that the party was created in 1951 with Song Ngoc Minh as Head. Mr. Siekleng emphasized that participants should not confuse between Song Ngoc Minh and Song Ngoc Thanh. He asked why there was a change of the party's birthday. Why did Pol Pot become Party Secretary in 1963, and not Noun Chea? What was the reason for changing the party's birthday in 1966?

Teaching Session 2: Sayana Ser presenting Chapter 3, Lesson 2: Picture of 17 April 1975.

Ms. Ser wrote the objectives of the lesson and materials on a flip chart for additional visual aids. She explained that to teach this lesson, teachers can use the photos in the guidebook or copy the photos for students. Then she walked participants through the guidebook step-by-step. To teach this lesson, teachers can use the story of So Ry in the DK history textbook and have the students conduct a comparative study of the evacuation situation between provinces.

Afternoon session

In the afternoon, participants are divided into nine small groups for teaching practice. Each provincial teacher is responsible for observing and facilitating a small group while national teachers walk from group to group to observe gaps or issues, or provide comments when necessary. After each teaching practice, provincial teacher lead the evaluation of the practicing teacher for his/her improvement. Each member of the group is required to give feedback.

Sample lesson1: Chapter 3: Lesson 2: 17 April 1975 picture by Mr. Khun Khemara

Mr. Khun Khemara wrote and explained the objectives and materials on a flip chart and stuck it on the white board.. After that, he invited one participant to be a guest speaker who would talk about his experiences during the KR. The guest speaker, Mr. Men Vuthy, explained his experiences as a young man during the KR. "I was assigned to deliver human waste and dig graves to bury the dead bodies. Unable to bear the hardship, I ran back home. The unit chief chased me to my home. The unit chief asked my mother if she saw me. Recognizing the voice, I suddenly hid myself in the banana trees. The unit chief and his cadres arrested me and educated me for several days with torture. Later, I was released and lived with the village chief and my older brother who was working for the village chief. There, I was assigned to clean up the chicken dung. Small insects bit me until my body developed a lot of wounds. I lived with the village chief until the collapse of the KR regime in 1979." After the guest speaker's

presentation, the teacher added his own story about what happened in his village. The KR asked new people to plow the rice field. Unable to set up the plow correctly, the KR took these new people for execution. Next, the teacher asked students to write a report about what they learned from the guest speaker. At the end, the provincial teacher led the evaluation and feedback.

DAY 3

On day three, all three large groups began the presentation on chapters 5 and 6 of both the history textbook and the teacher guidebook in the morning. In the afternoon, participants were divided into nine small groups for teaching practice. The following are some sample presentation/lessons given in both the morning and afternoon sessions.

Teaching Session 1: Mr. Siv Thoun, Chapter 5, Lesson 2: Role Play “Victims and Perpetrators”



Siv Thoun, a national teacher, presenting the methods in the teacher's guidebook

students are not able to grasp the meaning of each objective. Then he explains the activities that students need to do and select students to conduct role play. Students also need to write a paragraph from the role play. He explained the questions that supported their paragraph writing. These questions include: What experiences did he/she have during the KR regime? How did those experiences affect his/her daily living in the present day? What did she/he do during the experiences that she/he described? After explaining all the steps of the method in lesson 2, Mr. Siv Thoun explained the survivors' testimonies. He asked the trainees which ones was a victim and which one was a perpetrator? He said that students need to read the testimonies in order to perform the role play.

At the beginning of his presentation on lesson 2 of chapter 5, Mr. Siv Thoun emphasized that teachers should, in the meantime, follow the steps in the teacher's guidebook. He showed the objectives of the lesson and materials used in teaching the lesson. Mr. Siv Thoun explained that the teacher

has to explain each objective because some

Teaching Session 2: Seng Piseth Neary, Chapter 6, Lesson 2: Survival Box

Ms. Seng Piseth Neary started her lesson by placing the flip chart with objectives, materials, and method descriptions on the white board. Before teaching, she explained the objectives and materials used for the lesson. She instructed trainees on how students were to create a “survival box” and how this object could be used by the students to generate a discussion with their parents on what life was like during the KR regime. Then Ms. Neary asked participants to choose materials that they think are necessary for their own survival and the survival of their family. Participants chose crabs, rats, and small frogs. The person who

chose small frogs said that “I chose small frogs because they are easy to find. They are everywhere in the rice field.” Some participants asked what the survival box is. Some seemed to mistakenly assume it to be a magic box that can help preserve a person’s life. After the lesson, Ms. Neary asked several teachers to explain their choices as a way to summarize the learning.

Teaching 3: Ms. Phum Vanna, Chapter 5, Lesson 2: Role Play “Victims and Perpetrators”

Ms. Vanna explained the objectives of the lesson and the activities that students were to complete. She asked the trainees to read two testimonies in the guidebook. After reading the testimonies, Vanna asked the trainees to discuss what they learned from the testimonies. She asked the trainees to compare between the two testimonies, namely between the victim and the perpetrator. Vanna said that Ieng Terith’s messenger did not have any fear during the KR regime because she did not face a hard life. The two testimonies also showed class distinctions during the DK regime. Next, she asked students to write summaries of the testimonies. At the end of her teaching, Vanna summarized the lesson for trainees.

Sample teaching session 2: Chapter 6, Lesson 3, Timeline, Analysis, and Group Evaluation

The teacher explained the objectives of the lesson. Then he distributed the time cards to the trainees who were to rearrange the events described in the cards in chronological order. Trainees put the cards in the following order: (1) the creation of KPRP, (2) the creation of the Communist Party of Cambodia, (3) the evacuation, (4) the promulgation of the constitution, (5) the meeting of the People’s Revolutionary Assembly, (6) the four-year plan, the creation of cooperatives, (7) enemy of Angkar, (8) purges, and (9) clashes with Vietnam. Then the teacher asked trainees to read sections from the history textbook and asked students to collect events during the KR. The teacher asked the students to call out the events and write the answers on the board. Students called out their findings: (1) the creation of the Khmer People’s Revolutionary Party, (2) the creation of the Communist Party of Kampuchea, (3) Indochinese War, (4) the 1970 coup, and (5) the evacuation. The teacher asked trainees which events were the most important and to explain their choices by describing and explaining the effects of each event on Cambodian society. He asked what Cambodia would be like if these events did not occur. Trainees gave different answers depending on their own understanding and knowledge. At the end, the teacher summarized what the trainees learned.

DAY 4

The morning started with the guest speaker. Trainees came together in one big group. Mr. Ouch Soeung, one of the trainees, presented his life during the KR. Trainees were very interested in his presentation since it involved some funny stories, even though life was hard. After his presentation, one trainee summarized the whole story. The table below is the summary of Ouch Soeng’s story. In the afternoon, trainees were divided into nine small groups for teaching practice.

Ouch Soeung, age 57, a history teacher at Wat Khnong Lower Secondary School



Ouch Soeung, a participant in the training

In 1975, I was evacuated from Phnom Penh to Prey Veng province. I was considered one of the “new people,” even though I was born in Prey Veng. The old people and the new people did not have equal rights. My family members were all considered as reserved people because I came to study in Phnom Penh. I was assigned to live in a cooperative. Within the cooperative, people were divided and received work assignments

according to their age. Old people were asked to look after the kids and make bamboo baskets. The adults were assigned to do heavy labor, such as working in the rice fields or building dams. The young were assigned to do light work such as cutting grass or collecting cow dung. I was put in the youth mobile unit. From Phnom Penh, I brought a container of shampoo with me. I cleaned my body with this shampoo. Smelling the shampoo, the old people said that, “I smell like an imperialist.” I asked them what the imperialist smell meant. They said I used the imperialist product. A few months later, I was asked to get married. I was shocked to learn that information since I did not have feelings of love toward anyone. I did not even know the face of my future wife. There were 50 couples in my wedding ceremony. I was in the 36th pair. The couples were assigned by the cooperative chief. Any girl who sat next to me was to be my wife. I was so frustrated when I turned and looked at the girl next to me because her head had no hair. She was actually pretty; but the reason that she had no hair was because her mother died, and she shaved her hair as part of a tradition to honor the spirit of her mother. Three days after marriage, I was asked to work far from the village, away from my wife. The chief allowed my group to kill one chicken for food. However, thinking that one would not be enough for all members, I and my other group members secretly boiled four chickens for food. Unfortunately, the group chief caught the boiled chickens and said that “one chicken had four heads.” We were very frightened. We were educated at that time. One of my colleagues died from a poisonous snake. Most of the time, whenever I returned back home, I had something such as bananas for my wife. I hardly had time to talk to my wife since I usually returned back home at night time. During about 1976 or early 1977, I was assigned to work in dam construction that was connected to the Mekong River. At about 4 AM, a crowd of people walked to work. They got to break at 11:30 AM, and they started work again at 1 PM. For three months, I wore only one pair of trousers. At 7 PM, all workers had to attend the life meeting to criticize and self-criticize. They had to attend the meeting and say, “I would like to put myself out to all of you for the purpose of criticism. If I made any mistakes, please correct me.” One day, I sang a song reversely; the chief accused me of singing the imperialist song, so I was put in a special unit, which did much harder labor. Working in this special unit, I broke my leg and was hospitalized. My wife asked

the chief if she could look after me. But the chief said that, "You are not a doctor; so do not worry. There are plenty of doctors." After recovering from my injury and sickness, I was allowed to return home to relax. For about three months, I completely recovered, but I became disabled. Therefore, I was assigned to do lighter work such as finding rubber. In 1978, one KR messenger came to me and told me, "Angkar wants you to the place with plenty of rice." I knew that I would be killed or arrested. Some people who went with me disappeared. I was lucky that I survived. One day, Angkar called all the evacuees from Phnom Penh to Battambang province. On the way to Battambang, I used carrying baskets to carry materials; I put my three-year-old child on one basket, and the other side was used to put materials. On the way, I saw a lot of pits, which were dug to bury those who were executed. Walking for half way, the KR soldiers said that Angkar asked me to stop. Actually, the Vietnamese forces were fighting into Cambodia. As a result of this fighting, I and my families avoided being killed. After the collapse of the KR, I returned to my home village and lived with my wife until now. We had two more children afterward. I am now teaching at Wat Khnong Secondary School in Phnom Penh.

After the guest speaker, chapters 7 and 8 of the textbook were presented. Participants had a lot of questions after the presentation of each chapter. After the presentation on the textbook, provincial teachers continued with the presentation on the guidebook. Below is a sample teaching by Mr. Seng Sovanmony.

Mr. Seng Sovanmony: Chapter 7, Lesson 2: My Diary about Life during the KR

Before beginning teaching, Mr. Sovanmony asked trainees if they had read the lesson at home. He then explained the objectives of the lesson. The lesson wants students to know and to be able to explain the effects of the KR history on Cambodian people. The lesson also aims at allowing students to be able to describe life during the KR and explain KR policies. After that, Mr. Sovanmony asked several trainees to take turns in reading sections of Doeun Sereylen's diary. He asked if trainees had taken notes on the story from the diary reading. He asked trainees to spend about seven minutes to write their own diary as if they were living in the KR period. Their diaries should respond to the question: How would you deal with the situation during that time period? How would you learn from these experiences? How would you want your students to learn about your story? After that, he asked the trainees to exchange their diaries and asked one trainee to read the diary of another trainee. The teacher re-explained the hardship of life during the KR and how students dealt with this hardship if they were in that period. He asked one trainee to summarize his experiences and share them with the other trainees. He also asked one trainee to give an example of a recent issue such the house catching on fire and how the trainee solves this problem. He wanted to explain participants how to deal with the current issues after learning the bitter experiences during the KR. After the model teaching, participants asked a lot of methodological questions.

DAY 5

In the morning, Mr. Siv Thoun and Ms. Farina So talked about teachers' morality and gender sensitivity respectively. Below are their descriptions.

Teachers' morality by Mr. Siv Thoun: Teachers are like monks. They have to be patient and have high morality to earn respect from students and the communities at large. Teachers have to come to class on time, at least 15 minutes ahead of the start of the class. Teachers have to look after the classroom environment to make sure the class is clean and ready to facilitate students' learning. Moreover, the teachers have to check attendance strictly and prepare lesson plans. Teachers cannot use the same lesson plan for several years; they have to update their own knowledge in order to advance their students' knowledge. Teachers have to conduct research as well in order to maintain their knowledge. Teachers have to have good rapport with students and the communities in which students are living. In particular, teachers should not argue with their colleagues, especially when in front of students. If they do, these actions reduce teachers' prestige and values. Teachers also should not act contrary to public morality such as drinking wine or beer, participating in gambling and violent actions, or getting involved in activities such as karaoke or brothels. The worst cases involve situations where teachers have affairs with students or engage in flirting. Teachers also should not borrow money from students. Ultimately, teachers have ethical standards that they must adhere to, in addition to a general set of morality.



Ms. Farina So is explaining teaching methods to participants

After this discussion, Ms. Farina talked about gender sensitivity. She asked if participants know the word "gender," which they affirmed so. She asked if anyone works in an area that involves gender-related issues. Three teachers raised their hands, one of whom was Mr. Pich Siekleng. Siekleng came to the front of the class and talked about gender equality. He

emphasized that in Cambodia right now we give more priority to women.

For instance, women will be given a greater opportunity with obtaining employment. Men have to be polite to women and create space so that women have a chance to participate in all activities. Ms. Farina added that gender refers to equal rights and access to all opportunities, regardless of whether you are male or female. She encouraged all participants to take the issue of gender seriously.

Teaching Session 1: Ms. Farina So, Chapter 9, Lesson 2: Behind the Wall of S-21

Starting the lesson, Ms. So explained that if participants did not have a DVD player in their actual classrooms, they could use photos instead. However, they should select photos that do not show too much cruelty or trauma, such as cutting the throat. Afterward, she explained the objectives of the lesson. Before the start of the lesson, teachers have to introduce the objectives so that students can see the destination to which they are walking. The objectives of this lesson include seeing with their own eyes of what happened in S-21, compare

experiences of the victims and the perpetrators, and think critically when watching film or photos. After that, students write their own understanding of what they see into their student workbook. Students, thereafter, summarize the film or photos for about half of a page. Ms. So further explained that the important point of this lesson is for students to be able to analyze and summarize the film or photos. At the end, students share their summaries with each other.

After explaining the methods of lesson 2, Ms. So started the model teaching. With no film, Ms. So asked trainees to use the photos in the textbook. She asked trainees to turn the textbook to page 59, analyze the photos and write down their analyses in the student workbook on page 75. Ms. So showed the photos in the textbook and asked trainees to think critically and write down their thoughts in the workbook. She gave trainees five minutes to do this work. Other national and provincial teachers walked around to help facilitate the activities. After that, Ms. So asked trainees to express their thoughts to the class.

Teaching Session 2: Ms. Pe Sophen, Chapter 9, Lesson 2: Behind the Wall of 1

Ms. Sophen asked what the trainees what they knew about S-21. She asked, "You have watched the film about the prisoners and guards at S-21. What did you observe from the film?" Trainees said they saw the suffering and torture in S-21. She asked if they remembered the people in the film. Trainees called out three names: Bou Meng, Chum Mei, and Him Huy. Ms. Sophen asked what the role of Him Huy was during the KR. One trainee answered that he was the prison guard. Sophen asked, "What else do you see?" Trainees said they saw small prison cells, tombs, wire fence, iron bar, etc. The teacher explained there were small and big rooms. What are the purposes of designing different rooms like these? Trainees said the small cells were for individual prisoners while the big rooms were for detaining mass prisoners. The teacher explained that Chum Mei decided to confess in order to be free from torture. She asked the trainees, "What do you think he confessed?" Trainees answered that he confessed to be CIA or KGB, even though, in reality, he did not even know what these intelligent agencies were. Amidst this discussion, Sophen asked, "What did Chum Mei do at that time in S-21?" The trainees responded, "He was the machine repairer." Ms. Sophen then explained that if Chum Mei did not have this skill, he would have been killed. She gave some discussion questions to trainees to work with in groups, such as: "Under the DK regime, what kinds of torture did S-21 commit on Chum Mei?" Students spent about five minutes discussing and writing down answers on the white board. After this discussion period, she asked students to work in groups to review the answers. At the end, she asked students to write the answers into their notebook. Finally, she summarized the whole lesson for students.

DAY 6

On day 6, the session started with a film screening. After the film, trainers conducted presentations on chapters 11 and conclusion on both the textbook and the guidebook. In the afternoon, participants conducted teaching practice.

Because the documentary film "*Cambodian children*" was shown on day 2, the team replaced its timeslot for day 6 with the film entitled *Mass Grave near Pagoda*. Terith

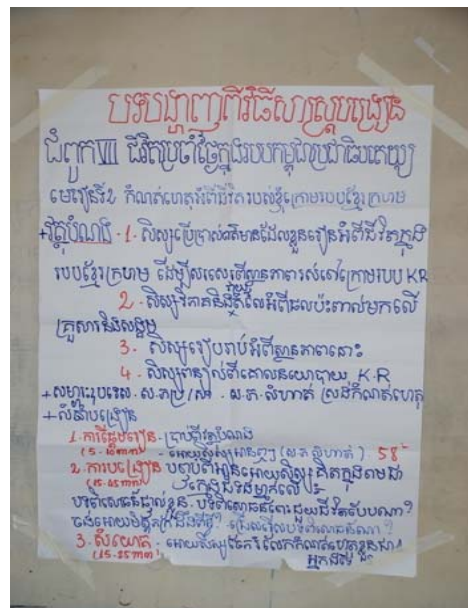
led the discussion after the film screening. Participants had mixed views when Terith asked if the perpetrator committed the killing because he wanted to kill or because he received orders from the top and had to force himself to do so. Some teachers said he committed the killing with intention, while some others said he was forced to do. One participant was very furious at the perpetrator in the film because his two brothers and his entire family was killed during the KR. Terith explained that no one's answers were wrong. He said that the person in the film was both a victim and a perpetrator. He was a perpetrator because he killed people; but he was also a victim because he had family members who died during the KR. He was also misled to participate in the killing. The aim of the film was to seek forgiveness and reconciliation between the victims and the perpetrators. Terith asked, "Would you commit the crimes if you were him." The answers were mixed. Some participants said if they did not do the killing, they would be in danger, so they had to force themselves to commit the killing.

DAY 7

On day 7, all three large groups met in a conference room to review what they had learned within the past six days and to collect any thoughts and comments on the overall training from the participants. Mr. Khamboly Dy led this activity. He first explained to the participants about the additional activities in the guidebook, including teaching poems and the Venn diagram. He also asked participants to pay attention to the list of sources and references in the guidebook. Participants can make use of these materials for their teaching. They can ask for these materials from DC-Cam whenever they need them.

After this discussion, Mr. Dy opened the floor to the participants for the purpose of recalling knowledge related to teaching methodologies from the guidebook. Participants called out fifteen methods as followed:

1. Actively reading chapter
2. K-W-L chart
3. Jigsaw exercise
4. Survival box
5. Diary
6. Film
7. Photos
8. Poster
9. Role play
10. Timeline, analysis and evaluation
11. Interview
12. Guest speaker
13. Poem
14. Make changes at local, national and international level
15. Analyzing KR ideologies



A lesson plan on the flip chart

Participants provided 15 points on the teaching methodologies. Of these 15, participants had questions about two methods for additional explanation: 1) composing poems related to daily life under the KR and 2) making changes at local, national, and international levels. Mr. Dy addressed the issues by explaining them point-by-point through the guidebook. For poem teaching, he acknowledged that it is hard to use this method in the class, but encouraged all participants to try their best to use this method in the class.

After finishing the discussions on the methodologies, Mr. Dy moved on to discuss the DK textbook from chapter 1 to conclusion and the issues surrounding KR history. There were many questions and concerns on this topic. First, teacher Sopheap asked why the DK textbook mentioned only the bad/negative sides of the KR. He said that this may affect the goal of the training, which seeks reconciliation and peace building. Another participant took the stage and raised a few good points of the KR. He said that during the KR regime there were plenty of forests, animals, and mines. The KR did not destroy these natural treasures.

Another participant sought an explanation of Pol Pot's comment, "I did this for revolutionary cause." Mr. Dy said that that's true; Pol Pot did many things in order to create a pure socialism. His ideology was extreme and, as a result, nearly two million people lost their lives during the regime. Another participant asked Mr. Dy to explain Soviet Union's position and involvement in the war against Cambodia in 1978 and after 1979. He asked whether the Soviet Union sent their troops to help Vietnam to fight Cambodia.



Discussion on KR history in a large group in day 7

At the end of day 7, Mr. Dy asked all participants to share their thoughts on the training. One trainer, Mr. Sopheap, asked all the teachers to teach the history of DK peacefully and diligently to avoid bloodshed again and seek tolerance in Cambodian society. Likewise, another participant said "We should give up our vengeance. We should teach the students about the regime."

One participant thanked DC-Cam trainers for organizing this training, which enriched him and his colleagues with knowledge and good methods. He stated he will incorporate this training into his teaching in the class.

Another teacher provided both good points and comments on our methodology. On the positive side, he stated he would incorporate the training into his class and share his new knowledge with his students; however, he sometimes found it difficult in

grasping the meaning of certain lessons, especially with the “objectives” of some lessons. The terminology and meaning in the guidebook are very deep. Nonetheless, he will try to understand it. Another participant was curious as to why KR history was incorporated into school from grades 9 to 12 only. He asked, “Why not in primary school?”

4. General Observations and Comments

National teachers, if possible, should form a group meeting to discuss how they could design the lesson plan in order to have conformity. We want participants to receive the same uniform knowledge even if there may be some variance in the techniques used to convey this knowledge. The trainers should provide the same messages to the participants to avoid confusion. In a few cases, participants receive two or more different explanations on the same topic, and this matter produces confusion and misunderstanding, which has a negative impact down the road with the actual implementation of this training in the participants’ classroom teaching and the students’ construction of knowledge.

There is a great value in having the Head of the Municipal Office of Education preside over the opening ceremony. His words on the importance of genocide education encouraged the participants to make great efforts toward extracting the most value from the training. As the head of all educators in Phnom Penh, he encouraged all participants to attend the training for all seven days, and his refusal to accept any excuses for missing the training helped set the tone. Participants had more faith in the value of the training and were able to better see the importance of the training partly due to the emphasis from his leadership.

Chapter 2 appears to be chapter that presents the most difficulty for trainers, both in terms of presentation as well as explanation because the chapter mentions a lot of high-profile figures and events that generate readers’ curiosity. Discussing this chapter, one cannot avoid talking about many high ranking figures such as Song Ngoc Minh, Tou Samuth, Siv Heng, Noun Chea, Ho Chy Minh, Prince Sihanouk, etc. The chapter also generates discussion about World War II, Indochina War, Prince Sihanouk’s regime, and the 1954 Geneva Peace Accord. Our national and provincial teachers have limited knowledge on these parts of history and therefore cannot respond to the questions from the participants in a satisfactory way.

On the other hand, the teacher’s guidebook contains a number of errors, and there are a number of difficult and confusing terms. Many participants said they had a hard time analyzing the meaning of the objectives for certain lessons. For example, lesson 4 of chapter 6 contains the following objectives:

1. Students analyze and evaluate Khmer Rouge slogans in order to develop an understanding of Khmer Rouge ideologies and policies.
2. Students learn how to handle controversial subject matter in a way that is most meaningful.
3. Students consider their own moral ethics and beliefs.
4. Students define the meaning of slogan and ideology.

Both trainers and trainees had a hard time figuring out the meaning of objectives 2 and 3. They said students will not be able to understand these objectives.

Another example was lesson 2 of chapter 5. Instructions for role player include the question: "What experiences did he have during the KR period?" The word "experience" causes confusion for participants. Some participants interpret "experience" as "lesson learned," while others take "experience" to mean those events that happening during the KR. The latter is the intended meaning in the guidebook. Another example can be found in the objectives of lesson 3 of chapter 6:

1. Students describe the whole events happening during DK regime.
2. Students explain the importance of major events during DK period.
3. Students analyze and evaluate the important events in DK regime.

While the lesson refers to the materials of chapter 6 the scope of the objectives are very broad. The objectives require students to learn the entire DK period, which means students have to read the history textbook from the beginning to the end. National and provincial teachers are confused on this lesson for their presentation and model teaching. To deal with this challenge, all national teachers gathered together at the end of the class in order to figure out a common explanation in the interest of conformity.

In addition, lesson 1 of chapter 10 contains wrong objectives and instructions in the "Launch" section. Trainers and participants should use the objectives in the student workbook instead. The *launch* section should be changed to "before beginning the lesson, the teacher introduces the objectives of the day and goes over the key vocabulary in chapter 10."



Ms. Sayana Ser, a national teacher leading discussions with participants

We distributed the DVD "Breaking the Silence" to all participants. However, it seems that participants want copies of the documentary films such as *Cambodian Children*, *Tuol Sleng Prison*, *Prison in Baset and Prey Veng*, and the KR National Anthem. If possible, we should make copies of these films and this song for participants. They said these films will have a great impact when they are used to teach students.

Participants had a feeling that they received a lot of knowledge from the training. They said they are lucky to have had a chance to participate in this training; otherwise, they would not have received new methods.

The DC-Cam team and the national teachers from the Ministry of Education need to look at the weaknesses and strengths of each small group in the afternoon teaching practice. If provincial teachers, in any group, are not able to monitor the group effectively, we have to assign national teachers to help facilitate and monitor that group, making sure participants are well organized and their teaching practices follow the methods in the guidebook. In general, it is unavoidable that a few provincial teachers will speak less and carry a diminished presence in their group; therefore, national teachers have to be prepared to step in and assist in order to ensure the efficiency of the training. Moreover, national teachers can help mitigate disorganization that can occur in the classes run by the provincial teachers. For example, Mr. Khek Vandy, one of the provincial teachers, could not control his group, which consisted of a member who was arrogant and did not show respect to the teacher or the other team members. In this case, Seng Piseth Neary, a national teacher, was assigned to monitor the situation. If Ms. Neary could not manage the situation, Ms. Sayana Ser from DC-Cam stood by during these practice sessions and even Mr. Khamboly Dy visited this class very often. We need to work together as a team to ensure all groups maintain the utmost standards.

5. Impacts

KR national anthem: It is a good idea to play the KR national anthem for the large group so that participants know how to sing this song for their students. One participant said that her children asked her how to sing the KR national anthem. She told her children, "Please let me first learn from the training and then, I will teach you after the training." She is happy that she is able to sing the song along with the play, and she will teach that song to her children and students too.

Another participant said that she received a copy of the DK history textbook last year. Her School Director told her that she would be invited to attend the training one day. She has waited since that time a long time ago. She is very happy to have finally had a chance to participate in the training. Another participant said that her husband was very interested in the training materials. Her husband reads these materials at night. She said her husband is also learning from the training with her, even though he is not physically present in the training.

Another participant caught a fever on training day 3. The facilitators allowed him to go home and relax. However, he went home for about one hour, just to get medicine, and returned back to the training. He said he did not want to miss the great lessons. He wanted to follow up from the beginning to the end.



Mr. Som Khemya, a teacher from Chea Sim Samaky High School and a participant of this fourth commune teacher training, said that he has developed significant mental problems because his two brothers and all members of his family were

Khek Vandy, a provincial teacher, explaining the methods in the guidebook

killed during the KR. Right after the collapse of the KR in 1979, he went to Tuol Sleng to look for his two brothers, but he did not see their photos. From that time up to the present day, he has never returned back to Tuol Sleng because he cannot stand the painful scenery there. One of his brothers was a judge during the Khmer Republic regime. When he was evacuated from Phnom Penh, he brought with him a lot of photos, certificates, and other official documents which allowed the KR to discover his identity easily. His entire family disappeared without a trace, and Khemya is sure that they were all killed or died during the KR; otherwise, they would have returned back home and reunited with him. When he saw the film entitled *Tuol Sleng Prison in 1979* on day 3, he almost could not stand the emotions of the film and wanted to shout. He said that he constantly thinks of his brothers and his other family members and how much they suffered before their execution. These thoughts appear in his mind every day and night. He could hardly sleep at night, and sometimes he would try to read many books to make him sleep. Often, however, he could not sleep for the entire night. He said that he did not actually see how the KR tortured and killed his brothers and their children with his own eyes, but he is sure that his brothers and the children suffered so much before they were actually killed. Whenever he thinks of the possible cruel acts the KR did on his brothers and the children, he almost lost consciousness. He could not bear this kind of imagination. He used to seek counseling from Transcultural Psychological Organization (TPO), which gave him some medicine, but the medicine is effective for a short time only. Later, his mental illness comes back. Mr. Khamboly Dy asked him if talking about or publishing his story during the KR may help him recover from the traumatization to some degree. He said this may be a good idea, and he will consider the idea of publishing his story and his brothers' in DC-Cam's magazine. The next day, he granted an interview to DC-Cam's magazine team.

One participant said her children asked her a lot of questions about the KR as she returned back home from the training and saw the materials such as the textbook with a lot of KR photos. She said they had endless questions that did not allow her to complete her lesson plans for the day. She could not stop them from asking because she also wanted to describe her life during the KR for her children.

Another participant stated that for one event to be called history, the duration of this event has to be over 60 or 100 years. The events happening during the KR regime cannot be considered history, but merely events. He claimed that a number of survivors and perpetrators are still alive, so it is not yet history. "We have to wait for at least another 20 years to call it history as the KR tragedy just ended about 30 years ago." Provincial teacher Ms. Pum Sokunthy said that, "If we wait for another 50 years, all survivors will die. Then we will lose this history. Cambodian young generations would know very little about the KR history." It is highly likely that the KR atrocities or similar crimes may return back to Cambodia in the future if Cambodia fails to educate its young generations.

Another participant said that the section on the fall of the KR regime talks slightly about the role and the rebellion of the people against the KR. The book should

mention the role of the people defeating KR as the fourth point of the reasons of the fall of the KR. He asked Mr. Dy how the Cambodian People's Party (CPP) reacted to this section of the textbook. Mr. Dy said that it is true that the people had a role in the fall of the KR, especially those in the Eastern and Northeastern zones, and the textbook did mention this point, even if only indirectly. He explained that the textbook is intended to provide a baseline of knowledge for teachers – it is expected and hoped that having this baseline, teachers will be encouraged to go further and expand on the more complex details of the history. If teachers feel that an issue or point is not described fully enough, they can enlarge it by conducting more research. If they feel that any point has been overemphasized or carries too much weight in the history, and they are not able to finish within a one-hour session, they can cut some content. The textbook is intended to give only the main points of KR history, leaving open a vast array of issues and questions for further research.

The majority of teachers showed great enthusiasm on day 6. They said that they do not want the training to finish so soon, even though they have had to work hard every day. They are happy with the training because they received a lot of information on both the content of the history as well as new methodologies, especially the K-W-L chart, Jigsaw, and group discussion. Participants exchanged phone numbers for future contact. They have a feeling of missing each other as the training began to conclude. They appreciated young DC-Cam's staff who were energetic and disciplined.

6. Gender sensitivity

The team paid close attention to gender sensitivity. For example, one provincial teacher had a small child who needed her to be with him most of the time. She was worried a lot about her one-month-old child. Therefore, at the end of the afternoon sessions, the team allowed her to go earlier so that she could feed her child on time. In another example, one participant was pregnant. She requested that she have one session off in order to see her doctor for a health check-up. The team allowed her to go to the hospital and other participants accommodated her during the training by offering her the most comfortable area of the room to sit in and receive training..

7. Strengths and Weaknesses of National and Provincial Teachers

National and provincial teachers are much better prepared in comparison to previous trainings. Up to the meeting day (one day before the actual training), many national and provincial teachers (though not all), had their lessons and presentations already prepared. Both national and provincial teachers were more confident in terms of technical issues and the content of the



Ms. Pum Sokunthy, a provincial teacher, explaining KR history to participants

training. The trainers understand their roles and responsibilities and have a lot of good comments to improve the training. They help each other in conducting the presentations on the DK history textbook and modeling the teaching of the teacher's guidebook.

In the evening meeting, national and provincial teachers work on the methods that they are not clear on, and they go over the presentations and lessons to be modeled for the following day. They understand the methods adequately, and they help each other during the model teaching, in the event that someone appears to miss a point in the guidebook. During the training, national and provincial teachers are able to control the classroom environment effectively and provide satisfactory feedback to participants' teaching practices.

During every evening of each day, national and provincial teachers met for about one hour to discuss the challenges and overall issues they wanted to raise for the day. The meeting examined all challenges and discussed solutions to those challenges. Moreover, the meeting allows trainers who still had some questions on the methodologies to seek advice from the whole group. In general national and provincial teachers possess adequate knowledge to produce effective training with good quality.

8. Challenges and Solutions

During the start of the training day, we had a big technical gap, which could jeopardize the whole training if the gap was not addressed on time and effectively. The team failed to follow up with the Ministry of Education and the Municipal Office of Education to produce permission letters for all participants to participate in the training. The team received information from the Municipal Office of Education that they were not aware of the letter requesting participants for the training, even though DC-Cam had already submitted the request letter to the Ministry of Education. Later, the Municipal Office of Education found the letter and they made all efforts toward ensuring participants arrived at the training site on time. This was one of the biggest challenges to date, and it highlighted the need to pay close attention to ensuring the permission letters are received by the municipal office for the subsequent trainings. Although we submitted the letters to the Ministry of Education and the Municipal Office of Education, we had to constantly follow up to make sure that all necessary documents were issued on time.

Educational Challenges

Some national and provincial teachers still possess limited ability in answering the questions from participants, especially the questions on the



Ben Cheat, a provincial teacher, explaining the KR history

history of the party, which is highly controversial. The answers do not directly address the questions from the participants, which tends to generate confusion and unclear understanding. To solve this problem, the meeting with all national teachers before the start of the actual training should be held over two days in which one day should be devoted to discussions on the answers to all questions from participants of the previous trainings. These discussions will help enhance the capacity of our trainers on the content of the history. However, it should be noted that all participants were from Phnom Penh. Many of them have access to books, Internet, and many other materials and readings. They had a lot more difficult questions as a result. The best way to deal with unknown answers is to tell participants that trainers do not know the answers and ask if anyone in the group knows the answers and can share. Otherwise, trainers have to leave the questions for further research. Trainers should not try to answer any question that they do not know the answer to.

Trainers must exercise good time management. They should allow enough time for Q&A session. In some cases, participants had few questions after the presentation. A good presentation is one that generates a lot of questions at the end. Trainers should have visual aids such as slide shows, charts, photos, or flip charts to assist their presentations.

On day 1, two out of three provincial teachers explained the methodologies inadequately. In these cases, national teachers had to step in and correct the mistakes. National teachers should not let the mistakes to go uncorrected. National teachers can ask all participants to use the guidebook to verify the method. One provincial teacher in group 1 was too nervous, and she could not explain the method or model the teaching properly. National teachers helped her in this case. For the subsequent trainings, the nervous trainers will be asked to practice a lesson in a small group.

As we foresaw, a few participants had low respect for the provincial teachers and even the role of national teachers to some extent. These participants showed a disrespectful attitude to the presentation and model teaching of the provincial teachers. For example, they walked outside during the teaching; they did not pay attention to the teaching, even though they were sitting in the classroom; or they did not work as provincial teachers instructed them to do. They behaved in a way which showed that they knew more than the trainers, and it was a waste of time to participate in the training. However, this attitude diminished from time to time, particularly when they were not able to fully understand the methods in the guidebook or could not perform the teaching practice better than other participants. In the end, they turned to seek advice and explanation from provincial teachers. One participant called DC-Cam's staff and apologized for his misconduct.

The first day is an important day to shape the first impression of the participants. For subsequent trainings, national teachers should be made to do presentations on both the DK history textbook and the guidebook on day 1 in order to hook participants' interest and generate positive attitude. Moreover, provincial teachers can take this

opportunity or take the teaching of national teachers as a model for their own presentations and model teaching on the second day. It should be noticed that all provincial teachers were from the new list of teachers, not the ones who participated in the previous trainings. Therefore, it was their first teaching. On day two, all national teachers performed the presentations; they tried very hard to bring the disoriented trainees back on track in terms of clarity and focus. Participants started to see the format and structure of each method and began to develop interest in the training. On day three, participants started to enjoy their afternoon teaching practice as they gained insights into the new methodologies.

Almost all teachers followed the methods in the guidebook correctly. However, they do not understand each method deeply since their time for practicing each method during the teaching practice sessions was too brief. Therefore, the other participants cannot see the tricks in each step, as well as the weaknesses and strengths of each method. If they practice each lesson/methodology fully, they would be able to see more deeply, and they would be able to figure out the appropriateness of each method per classroom situation.

A number of participants were really committed to the training – particularly given the emphasis they received on the importance of this training and the efforts that DC-Cam and the Ministry of Education had undergone to make this training happen. One third of the participants did not return home during lunch as their home was far from the training site. According to the observations by all trainers, most of them read the chapters in advance. This was evidenced by the fact that they would not have been able to respond to the questions by national and provincial teachers at the start of each session. Trainers observed that a lot of participants read the materials and reviewed their lesson plans for the afternoon teaching practice during their lunch hour.



Ben Neang, a national teacher, overseeing the training

One participant explained the meaning of KR history incorrectly. To strengthen his explanation, he quoted several Cambodian professors saying he KR planned to kill all people who were born before 1975, keeping alive only those who were born after 1975. He said the KR also had some benefits. For instance, Pol Pot used all kinds of people on the right directions, so we should take this as a good example on how to use people

effectively. This made for a negative impact on the training. National and provincial teachers have to overcome this misinterpretation of history by explaining to participants the need to justify comments on history with clear reference, particularly when the comments are so controversial and carry so much potential for

misleading students. National and provincial teachers have to pay extra attention to this issue and make sure participants do not receive the wrong message in terms of the overarching goals of the training and the correct reading of history.

Participants felt a bit frustrated on the fact that they did not have enough time to ask all of the questions they wanted to and inquire into the details of KR history. National and provincial teachers have only an hour and a half to present two chapters each day. Trainers spend almost one hour just for the presentation only, leaving only about a half hour for questions and answers. Therefore, only a few participants have a chance to ask questions. However, this is not a big challenge. Participants are not expected to grasp the entire content of the history textbook within seven days. They are not expected to study only from this textbook. Teachers are required to do more research to broaden their knowledge to be able to teach KR history effectively. The training is intended to provide baseline of knowledge, an appreciation for the value of teaching KR history, and new methodologies to the participants.

When coming to the Jigsaw exercise, trainers still found it challenging in managing this exercise. However, trainers fully understood all the steps. The challenge was centered on how to manage the class in an orderly manner, To solve this challenge, all national and provincial teachers had to work together to help manage the class. They have to constantly remind participants to listen to the presentations and pay attention when the exercises are modeled.

Logistical Challenges

The practice of changing the assigned names of participants prior to the training still exists to some degree. In each group, there are at least two teachers who have been changing their names throughout the training. The assigned teachers are absent, and different teachers whose names are not in the list show up at the training. In our policy, those who are absent for one session will not be able to receive the certificate. Therefore, those who attend the training for only one session and are not able to come for the second session up are not allowed to have a replacement. The names will be deleted from the list. For example, in group 1 of Phnom Penh training site, one teacher attended only for one morning session of day one and wanted to have another teacher replace her. The team did not allow the replacement and deleted her name from the list. Therefore, there were only 23 participants remaining in group 1.

National and provincial teachers have to emphasize the necessity of coming to class on time every day, while trainers can never be late. National and provincial teachers have to come to the training site at least fifteen minutes ahead of the starting time. Trainers have to make sure they



Participants in the training

arrive on time and still have time to do preparation for the teaching, which has to start at 8 AM in the morning and 1:30 PM in the afternoon. Moreover, trainers should remind participants that they have to turn down their phone volume during the training.

Teachers should not discuss history questions during the methodology session. Trainers should emphasize that “we are learning methodology, so the questions should be around the methodology; otherwise, the discussion on history will take over all time for methodology.”

Participants are so worried about the lesson plans and the teaching practices in the afternoon. This diverts their attention from the presentation on both the history textbook and the guidebook. Group leaders should pay attention to this issue and ask participants to turn their attention back to the study and leave the questions on lesson plan and afternoon teaching practices at the end of the session. National and provincial teachers are ready to help them at any time besides the study hours.

In each group, there are one or two participants who tend to annoy the whole classroom. In some cases, participants keep asking provincial teachers about the content in the history textbook and methods in the guidebook. They do not pay attention to the study. To deal with this challenge, both national and provincial teachers should not sit among the participants. They should walk around and facilitate the teaching. Though only one person does the teaching, the rest should not sit and relax. All trainers have to get involved in the teaching processes all the time. Everyday trainers should remind participants several times a day that they need to read the materials prior to class. It is extremely hard for participants to gain adequate knowledge from each chapter if they do not read the materials in advance.

National teachers should not disappear during the teaching, especially at the start of the session. When participants do not see the leaders, they keep talking to each other even though it is time to start the first session. Moreover, national teachers, on some occasions, should stand or walk around to observe the environment in the class and see if participants pay attention to the study. Standing and walking around can psychologically help the trainer who is presenting to feel warm and confident. In a nutshell, national and provincial teachers are the primary agents for implementing this program. Therefore, they have to follow the schedule strictly.

Several participants asked if they would be able to take leave for about one or two hours in the morning while coming in the afternoon as usual. The team does not allow this to happen. If they are not able to attend the training fully, they will be considered as absent, even though they attend half of the session. It should be noted that all participants are from Phnom Penh, and all of them have personal issues at home every day. If we allow one case to happen, the others will follow, and this will create a mess for the whole training. With the permission letter from the Municipal Office of Education, they are legitimately obliged to participate in the training with no excuse. They are the officials of the Ministry of Education, so they have to follow

the instruction. Therefore, those who are not able to attend the training fully will not be given the certificate. All trainers should, therefore, convey the same general position that trainees are obligated to attend every day of the training for each entire day, and excused absences will not be permitted under any circumstances, unless there is an emergency. Anyone who misses a class, with the exception of emergencies as determined by the training staff, will not receive a certificate. We will recommend to the Ministry of Education that the Ministry should include a phrase in the permission letter stating that “anyone who misses a class will not receive a certificate and they can only receive a certificate if they appeal in writing directly to the Ministry of Education, stating the reasons why they fail to attend the training.”

For the first time, participants did not have personal closeness within their team members so that they did not have enough confidence in doing teaching practices. Relationships would get in the way of being able to actually assume the role of a teacher. Previously, trainees would arrive in such large cohorts from their schools that inevitably they would have difficulty in assuming a role as a teacher (or a student) with their colleagues. This was not the case during this training. The trainees were still nervous in conducting teaching practice, but this nervousness carried benefits in terms of allowing them to make mistakes and perform as teachers. Those who teach next will have the greater advantage of being able to capitalize on mistakes made so they can improve much faster.

On day three, chapters 5 and 6 were presented. The two chapters were short, so presenters finished their presentations much earlier than the schedule, and it may have been inevitable that the presentations finished early. To capitalize on this remaining time, coordinators in each group, namely the national teachers, have to facilitate a Q&A session for the purpose of instilling the prior training/knowledge. Alternatively, in the case that participants do not have many questions, national teachers have to make sure that they transfer the remaining time for the presentation and modeling sessions of chapters 5 and 6 in the teacher’s guidebook. Given the scarcity of time for other chapters, it is advantageous to transfer extra time to addressing lengthier chapters or more complex subjects.

During the small group teaching practice, provincial teachers (i.e., the group leaders), have to lead the discussion on evaluation and feedbacks every time each participant finishes their teaching practice. The feedback is important because it allows all participants to see the strengths and weaknesses of each teaching practice session, allowing the subsequent teachers some examples on how to improve their teaching (or diversify their approach) in the next session. Moreover, provincial teachers should crosscheck the teaching practices they observe with the methodological descriptions in the guidebook in order to see how effective one teaching is as compared with another. In other words, the crosschecking is a way to reflect back on the quality of the teaching both present and in the past.

National and provincial teachers in group 3 of the Phnom Penh site had a hard time managing the classroom environment. Several participants talked at the same time,

and no one listened to anyone in some cases. National and provincial teachers should pay attention to this issue and make sure all participants have a chance to talk and give their comments equally.

In some cases, participants have difficulties in understanding the meaning of the methods in the guidebook. There were several reasons for this problem. First, the explanation was not clear. Second, materials for a proper presentation were lacking. For example, trainers did not create the survival box for participants to actually see or teach participants to create survival boxes on their own. When they do not see enough examples, the trainees have difficulty in understanding the lessons. Trainers should frame their talks properly so that it is easy for participants to understand.

National and provincial teachers should not lend their lesson plans and other teaching materials to participants who use these materials for their afternoon teaching practices. We want participants to learn to create lesson plans on their own. They are coming to learn, not copy from the trainers.

National and provincial teachers who facilitate the training have to make sure that participants use the student workbook. It should be noted that there are three core materials used in the training; these include the DK history textbook, teacher's guidebook, and student workbook. However, for most of the time, participants as well as national and provincial teachers forget to use the student workbook. In addition, trainers have to make sure that participants work more during the model teaching and the afternoon teaching practice.

Provincial teachers must replace participants who are absent when they are assigned to teach in the afternoon. We should not let provincial teachers or their groups finish earlier than the other groups. Groups who finishes very early tend to pose a distraction to other groups who assume they are missing out on an assigned break period.

9. Conclusion and Recommendations

The fourth commune teacher training in Phnom Penh (for seven days) ended with successful results. The original number of participants in Phnom Penh was 72. With four participants absent, the total number of participants was 68. Among these participants, only two participants were absent for one session of the entire seven-day training. The rest of the participants fully participated and actively engaged in the training activities. They showed a desire to learn and receive new knowledge as they attended the training on time every day. Very few participants came to class late. Very often, the morning session started about fifteen minutes early.

According to the evaluation form, most participants graded their overall impression on the training and the materials as excellent. About thirty percent of the participants ticked the good column, and no single participant gave a poor grade to the training or the materials used, such as the textbook, guidebook, and student

workbook. Likewise, they were happy with the methods (in conducting presentations) and knowledge they gained on the content of the KR history from national and provincial teachers. Participants highly appreciated the skill in preparing the training and the ability of the trainers in answering the questions and leading the group discussions. Trainers were also able to use related examples effectively, which made participants understand the lessons and the methods easily. Overall, among the 68 participants, 47 graded the effectiveness of the training as excellent, and 21 graded it as good.

What interested most participants the most were the new methods such as the K-W-L chart, comparative study, and timeline and analyses. They greatly appreciated the documents that DC-Cam distributed, including the magazine *Searching for the Truth* and documentary films. Participants were also happy with the fact that the training was a platform in which all history teachers from various parts of Phnom Penh met together to share each other's experiences on KR history. In the evaluation form, participants marked what they received from the training as new experiences and new knowledge that they have never seen before. The training enhances teachers' capacity to integrate KR history into the classroom teaching. On the discipline side, participants also mentioned the discipline of the training, in which both trainers and trainees came to class on time, and each session ended on the time set in the program.

Most participants agreed that the training contributes to national reconciliation and peace building in Cambodia. They believed that the education approach, in addition to the legal prosecution, will be an effective tool in combating future genocide. In spite of this fact, a few participants voiced their concern that the teaching of KR history in the classroom may have negative impacts on young children. They gave an example on how young Cambodian children today have imitated characters in the foreign films.

Some participants asked for more training in order to strengthen their knowledge on KR history and to teach students more effectively. Participants also requested additional documents and documentary films. They wanted documents related to the Khmer Republic regime and films on the aftermath of 1979. If possible, DC-Cam should continue to provide newly published documents to all schools so that teachers can make use of these documents for their classroom teaching.

Though the fourth commune teacher training received successful results and reached its goals, there was some room for improvement. The guidebook contains a number of errors, and participants as well as trainers had a hard time to understanding the meaning of some sentences, especially the objectives of some lessons. The wording in some sections of the guidebook needs to be revised for subsequent trainings. In addition, provincial teachers, though they are able to teach, possess limited ability to teach difficult content areas of the history. For the next training, provincial teachers should be informed at least a month ahead to prepare for the training. Moreover, national teachers should be made to do presentations on

the first day of the training in order to gauge participants' interest. Last but not least, administrative documents with the Ministry of Education and the Provincial Office of Education should not be taken for granted. The team needs to follow up on phased time-lines to ensure that all participants receive training materials and permission letters at least one week prior to the training days.

Phnom Penh Training Team

DC-Cam's Staff	National Teachers	Provincial Teachers
Dy Khamboly Chey Terith So Farina Ser Sayana Morm Sovann	Siv Thoun Ben Neang Seng Piseth Neary	Men Thy Pum Sokunthy Hean Rathmnea Pich Siekleng Peou Bopea Seng Sovanmony Vong Sothea Bin Cheat Khek Vandy

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