

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

GENOCIDE EDUCATION IN CAMBODIA

Quality Control on the Teaching of "A History of Democratic Kampuchea (1975-1979)"

Report from Battambang, February 8-13, 2011

By Khamboly Dy



Kamping Pouy Dam (Built around mid-1976) in Banan District, Battambang Province

SUMMARY OF EVALUATION

1. **Quality Control Project Objectives:**
 - a. Evaluate effectiveness of teaching of history of DK
 - b. Evaluate effectiveness of tools for teaching
 - i. History of DK textbook
 - ii. Teacher's Guidebook
 - iii. Student Workbook
 - c. Evaluate integration of DK history curriculum in general studies
2. **Means of Evaluation:** 1) one-hour observations, 2) surveys and 3) interviews
3. **Tools for Evaluation:** Classroom Observation Checklist, Questionnaires and Interview Questions
4. **Type of School:** Urban, Rural, and Remote
5. **Number of Classes Observed:** 4
6. **Average Number of Students Per Class:** Between 40 and 50
7. **Approximate Number of Students with Textbooks in School:** About ten percent

Documentation Center of Cambodia

Searching for the Truth

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OBSERVATIONS

1. DEFICIENCIES:

a. **Logistics:**

- i. Too few teachers for too many schools
- ii. Not enough teaching materials
- iii. Student workbooks and Guidebooks have not been distributed
- iv. Not enough time dedicated to DK history teaching

b. **Pedagogy:**

- i. Critical thinking skills are under-taught in class
- ii. Teacher-centered classes; lecture is dominant method
- iii. Few students participate in some classes
- iv. Teacher knowledge of DK history is limited
- v. Teachers do not understand teaching methods thoroughly

c. **Curriculum:**

- i. Scope of curriculum in some cases is too large; not enough depth to students' study of materials
- ii. Integration of DK history with current curriculum is lacking
- iii. Teachers find integration of DK history with current curriculum difficult

d. **Institutional:**

- i. No reporting mechanism between provinces and Ministry on how project is being executed
- ii. Communication to teachers on Ministry's authorization for Project
- iii. Fear of retribution for applying modern methods
- iv. Fear of retribution for teaching sensitive historical subjects
- v. Teacher-led research is rare
- vi. Too many national holidays affect teaching hours
- vii. Students foundational knowledge is too weak for grade level
- viii. Poor living conditions and low salary of teachers
- ix. Student motivation and discipline for rigorous study is low
- x. Absenteeism due to pressure to assist family
- xi. Distance between school and students is too large causing chronic absenteeism
- xii. Female absenteeism due to marriage at young age

2. POSITIVE OBSERVATIONS:

a. **Administrative:**

- i. Lesson plans are common in classes
- ii. Evaluation project serves important role of generating local excitement in curriculum

b. **Curriculum:**

- i. Texts are being integrated in most classes
- ii. Schools are acknowledged as a good forum for addressing

- dialogue and reconciliation goals
- iii. There is local enthusiasm for curriculum
- iv. Local community is aware of importance of curriculum

3. RECOMMENDATIONS:

a. Administrative:

- i. Ministry Directive mandating a set number of hours for DK history instruction; Directive should highlight high priority of teaching the history of DK without fear of retribution or job insecurity; Directive should also highlight Ministry's devotion to incorporating more modern practices and methods in the classroom.
- ii. All teachers in Geography, History, Khmer Studies, and Citizen Morality should be trained in history of DK
- iii. There should be a mandated reporting system in which provincial teachers provide progress updates on integration of DK history curriculum in general studies. Principals and provincial officials should be delegated direct responsibility for ensuring Directive is followed.

b. Logistical:

- i. Distribute a higher percentage of textbooks to libraries for purpose of ensuring next generation of students has access to textbooks.
- ii. Issue more workbooks, guidebooks and textbooks

c. Curriculum:

- i. Shorten scope of material that is included in curriculum in favor of greater depth.
- ii. Increase time in Teacher Training Workshop in terms of practice and asking questions; reduce time spent on chapters with low priority
- iii. Encourage utilization of local resources for diversifying educational experience
- iv. Utilize teacher-survivors more effectively in schools and community engagement

COMMENTARY

by

BATTAMBANG EVALUATION TEAM

On February 8-13, 2011, the Documentation Center of Cambodia (DC-Cam) in collaboration with the Ministry of Education, Youth and Sport conducted a quality control evaluation in Battambang province to assess the Genocide Education Project and the use of *A History of Democratic Kampuchea (1975-1979)* textbook. The quality control team consisted of two DC-Cam staff, Mr. Khamboly Dy and Mr. Sovann Morm and one staff from the Ministry of Education, Mr. Siv Thoun observed and evaluated the teaching of *A History of Democratic Kampuchea* in four high schools

including Moang Russey, Hun Sen Phnom Sampov, Preah Monivong and Net Yang High Schools. The team also conducted eleven interviews with teachers, students, school Directors and one parent of a student. Overall, the evaluation team received a warm welcome from education officials, teachers, and students in Battambang and the community was eager to collaborate.

Teachers and students want to teach and learn more about the Khmer Rouge (KR) history. Based on our observations, all students believe the atrocities during the Democratic Kampuchea (DK) regime happened in Cambodia. However, many students find it difficult to imagine and perceive the unbelievable acts the KR did on Cambodian people. In Battambang we observed that all schools did not have enough copies of the DK textbook for their classroom teaching. Most school directors informed us that their schools receive between fifty and one hundred copies of the textbook, which are kept in the school libraries for collective use. On a more positive note we were informed that most teachers occasionally integrate KR history as part of their daily teaching. Like in Prey Veng and Svay Rieng provinces, the integration of KR history into the classroom teaching is very small in scope. The following sections describe our observations and evaluation activities in Battambang as well as impacts and challenges.

Pre-evaluation activities

1. Meeting with officials of the Provincial Office of Education

On the first day of our work, the team met with the Deputy Head of Battambang Provincial Office of Education, Mr. Thok Bunthoeun. The team presented the documents for observation and evaluation to the Deputy Head and explained the activities that DC-Cam and the Ministry of Education have been collaboratively conducting since 2008. Mr. Bunthoeun endorsed our mission to conduct an evaluation in four high schools in Battambang. He also expressed his strong interest



Meeting with Mr. Lim Sophal (Center), Principal of Moang Russey High School

and support for the teaching of DK history in Cambodian classroom. Moreover, the Provincial Office of Education notified his respective schools prior to our visit.

held meetings with the school Directors in order to inform them and seek their cooperation to facilitate our work. In the meetings, the team also explained DC-Cam's work and its Genocide Education Project as well as the purposes of the quality control work. All school Directors

2. Meeting with school Directors

Before any classroom observation and evaluation, the team

showed their support and cooperation in agreement with the Ministry of Education and Provincial Office of Education's directions. The school Directors also emphasized the importance of genocide education and mentioned some of the challenges that their schools faced in both providing a general education curriculum as well as a curriculum on the KR history. For instance, Mr. Lim Sophal, Director of Moang Russey High School, said that his school consists of about 2,000 students, but only 39 teachers are currently teaching in his school. Generally, each teacher has to devote between 28 to over 30 hours per week to teach many classes. Within each academic year, the Provincial Office of Education recruits teachers and assigns one or two teachers to his school, but the number is not enough to produce a quality education. To cope up with this problem, Mr. Sophal has to borrow teachers from the nearby lower secondary school even though these teachers do not possess enough credibility to teach the high school level.

With regard to the teaching of *A History of Democratic Kampuchea*, two history teachers from his school attended the provincial teacher training that DC-Cam and the Ministry of Education conducted on November 23-December 4, 2009. He said that his school has a total of eleven teachers specializing in History, Geography, Khmer Studies, and Citizen Morality. All of these teachers should have a chance to attend DC-Cam's training so that they are able to effectively integrate the lessons on KR history into their teaching. Moang Russey High School received only thirty copies of the textbook.

Classroom and general observations

The evaluation team spent one hour to observe teaching in each classroom. The evaluators used the teaching observation checklist as a tool to determine the effectiveness of the teaching of DK history. The teachers taught their regular lessons from the Ministry's social studies textbook and integrated KR history into these lessons. The following are two example of how teachers integrated KR history into their regular classroom teaching.

Soeu Hach (Hun Sen Phnom Sampov High School, Banan District, Battambang Province)

Geography subject, grade 12

Chapter 4: Urbanization in Cambodia

Lesson 1: Historical Aspects of Developing the City

Objectives:

1. Understand the history and the importance of developing the city.
2. Know how to deal with urbanization problem.
3. Participate in developing urbanization
4. Prevent the return of Democratic Kampuchea regime.

Materials: Graphics on historical dates and events and photos

Methodologies:

Step 1: The teacher started the class by examining the classroom environment and students' attendance. Then, he gave a few questions to gauge students' understanding on war and its effects on the development of urbanization.

- What are mines used for?
- Why does Cambodia have a lot of land mines?
- Do you want the country to have war?



Soeu Hach Is Teaching in Hun Sen Phnom Sampov High School, Banan District, Battambang Province.

Step 2: The teacher asked students to examine the photos on page 67 of the Ministry's social study textbook. The teacher asked, "What does the picture talk about? What are the roles of the city?"

Step 3: The teacher asked students to read the text. Before reading the text, the teacher defined some key vocabulary: urbanization, judicial, and Ministry of Land Management and Urbanization.

Step 4: In order to integrate KR history into the lesson, the teacher produced photos of tense, which examined the roles and the development of the city from the French colonial period to the present in which the KR period is included. The teacher asked, "What does the city look like between 1975 and 1979?" The answers ranged from the evacuation of people to the description of the city as a "ghost city".

Step 5: At the end, the teacher asked the students to read the photo captions and allowed time for students to ask questions.

Feedback from evaluator: The teacher prepared the lesson plan and identified clear objectives. He integrated KR history into his teaching and made use of both the DK textbook and the methods in the guidebook. The teacher did not, however, manage time well. He finished his teaching within half an hour, and he did not allow students to work in groups. In addition, the scope of the lesson was too broad. The lesson covered history from the French colonial period to the present. Additionally, the integration of KR history was small and did not allow students to gain much knowledge on KR history.

Sean Va (Moang Russey High School, Moang Russey District, Battambang Province)
History subject, Grade 12

Lesson 3: Cambodia during Sangkum Reast Niyum

Step 1: The teacher started the class by checking students' attendance and classroom environment.

Step 2: The teacher recalled the old lesson and connected the lesson to the class's prior learning. When did Cambodia fall into French colonization? What date did Cambodia receive full independence from France? How did the Viet Minh withdraw from Cambodia? What was the prosperous period after Cambodia received full independence from France?

Step 3: The teacher asked the students to read lesson 3 from the Ministry's social studies textbook. After that, the teacher asked students some comprehension questions to assess students' understanding of the reading. Why did Prince Norodom Sihanouk abdicate on March 3, 1955? What does the word "Sangkum Reast Niyum" mean? When was it established? Why did Prince Norodom Sihanouk establish national congress? Why did Lon Nol's group organize a coup against Prince Norodom Sihanouk on March 18, 1970? Why did Prince Sihanouk adopt a policy of neutrality? What did Prince Sihanouk do when Thailand illegally occupied Preah Vihear temple in 1954? When did the US interfere with Cambodian affairs? Why did Prince Sihanouk's policy of neutrality face many problems? When did Prince Sihanouk's government cut off relations with the US?



Sean Va Is Teaching in Moang Russey High School, Moang Russey District, Battambang Province.

As part of his teaching, the teacher integrated small portions of KR history into the lesson. The teacher briefly described the evacuation, killing, and forced labor to the students.

Step 4: The teacher asked the students to summarize the whole lesson and allowed students to ask questions.

Step 5: The teacher asked the students to take up today's lesson as an example of how students should unite to build up the country. They should not totally believe foreigners. The foreign incitement could lead to conflicts and wars. The teacher asked the students to read the next lesson for the next session.

Feedback from evaluators: The teacher produced a lesson plan and managed the time effectively. He only slightly integrated KR history into his teaching, and ultimately, students did not have any specific activity related to KR history. The

teacher did not identify the objectives of the lesson and did not employ any methods outside of lecture such as group discussion or other student-led activities. He used a descriptive method to convey information and talked for almost the entire classroom hour, thus only a few students had a chance to participate in the classroom activities. Moreover, he did not have enough teaching materials.

Official instruction from the Ministry of Education: All the observed teachers in Battambang and the school Directors claimed that they need a written text, namely a formal instruction from the Ministry of Education, allowing the schools and the teachers to officially integrate KR history into their teaching and to officially use the textbook *A History of Democratic Kampuchea* in the classroom. The concept paper signed between DC-Cam and the Ministry of Education allowing teachers to use the DK textbook to integrate its content into the classroom teaching does not possess enough authority to implement the curriculum as it was envisioned. The teachers seemed to refer to this concept paper (MOU) as the official communication from government.¹ They requested a collateral instruction from the Ministry of Education to all Provincial Offices of Education, which would disseminate the specific tasks to perform by all schools in their respective provinces.



Siv Thoun, a National Teacher, Is Leading Survey with Students in Moang Russey High School, Moang Russey District, Battambang Province.

Net Yang High School Director Mr. Seng Kun said that history teachers would not dare deviate from the approved social studies textbook of the Ministry of Education. Moreover, this sentiment was exacerbated by the fact that KR history is more politically sensitive than any other history. The teachers need an

official directive assuring their personal security while teaching KR history in the classrooms. Although the teaching does not bring any danger to them, the teachers still need a formal directive to calm their concerns. The education system in Cambodia operates under the nationally endorsed curriculum. It is the sole

¹ The MOU between DC-Cam and the Ministry of Education was signed in 2008 for the period of three-year collaboration between 2008 and 2010 and signed again in 2010 to continue the second phase of another three-year collaboration between 2011 and 2013. The MOU states that, the textbook “A History of Democratic Kampuchea (1975-1979),” written by Dy Khamboly and published by the DC-Cam will be used as a core document for teacher trainings and for producing lesson plans in order to add to the existing content or to integrate lessons on the Khmer Rouge genocide into school curriculum. For detail information, please see http://dccam.org/Projects/Genocide/pdf/MOU_Between_DC-Cam_and_MOEYS_2011-2013_Eng.pdf

curriculum that all teachers and students must follow. This kind of curriculum limits the ability of the teachers and students to make use of extra and relevant materials, thereby limiting the knowledge of students and the quality of the education at large.

Students' belief in KR history: Many national and international researchers and scholars claim that most Cambodian young generations do not believe that DK regime or the atrocities that their parents and grandparents experienced between 1975 and 1979 ever existed in Cambodia. The observation of hundreds of students in Battambang conflicts with this claim. It may be safer to say that *Cambodia's young generations believe the DK regime existed in their country between 1975 and 1979, and the atrocities committed by the KR are true. However, young Cambodian children find it hard to believe that some of the outrageous acts the KR performed on their own people. They need more written texts, education in schools, and oral narratives from their parents to grasp the scope and reality of such atrocious acts.* For Cambodia's young generations, it is hard to understand why Khmer put to death so many of their own race and others. Why were people killed for just stealing one potato? Why did the KR make thirty people eat only one can of rice per meal? Why did many adults allow a few young guards to force them to do hard labor and kill them in some cases without resistance? These questions may be hard to believe and understand for all mankind.

There have to be a combination of educational resources for students to understand and believe in what happened during the KR period. Lim Sophal, Maong Russey High School Director, confirmed the point that telling the story by parents alone cannot make children believe in the existence of the KR atrocities. Likewise, the textbook alone will not make enough impact on students' understanding and knowledge on KR history. He said, "Students hardly believe what their parents told them. When they read the textbook and are taught in the classroom, they totally believe."

Survivors' stories are rich sources of KR history. The stories give a lot of complements to the teaching of DK history in the classrooms. Senior teachers who are KR survivors have more advantages when teaching KR history. Their personal stories enrich the content of the textbook. In some cases, students present doubts of what they read and see in the films or TV. For instance, Cambodian Television Network (CTN) broadcasted a KR film. In the film, a young child was killed for stealing one guava. The students asked the teacher if what they saw on the TV is true. Mr. Lim Sophal narrated a similar story of his own experience for them. He said, "*I was a child who was evacuated from Phnom Penh on 17 April 1975. On the way, I saw KR soldiers requesting sun glasses from one evacuee who denied the request. The KR soldiers asked if this evacuee loved the sun glasses, and he said yes. The KR soldiers shot him to death and put the sun glasses back on his face.*" Hearing what Mr. Sophal told them, students came to believe the idea that stealing one guava could be an automatic death sentence during the KR regime.

Survivors play an important role in educating Cambodia's younger generations about the KR history. Their individual experiences enrich the course materials. It is important that survivors continue to speak out, and teachers who had gone through

the KR period are great teachers in this respect as well.

Teachers' knowledge and integration of KR history: The teachers in Battambang possess limited knowledge of KR history and on how to integrate KR history into other lessons.

Sometimes, the teachers explained the concepts incorrectly and did not realize this gap. In Net Yang High School, being asked about KR history, the teacher gave wrong or vague answers.

How to integrate KR history into the Ministry's social studies textbook is another big challenge for teachers.

A key question in this regard is whether the teachers know how to integrate; or even intend to integrate; or they ignore to integrate. One way to effectively integrate KR history into the classroom teaching is through a comparative study between the regular lessons and KR lessons. For example, at Net Yang High School, Mr. Seng Sitha taught a lesson on Sangkum Reast Niyum (Prince Sihanouk's regime). Mr. Sitha said that he found it



Students Are Reading DK History Textbook.



Interview with Ngoun Sophal, Teacher at Preah Monivong High School, Battambang District, Battambang Province

hard to integrate KR history into this lesson since the lesson on Prince Sihanouk's regime talks about the glorious time of Cambodia and does not relate to killing or war. Actually, the teacher can ask students to work in groups and ask them to compare Sihanouk's regime and that of the KR. The teacher can also use the methods in the guidebook such as "Jigsaw."

descriptive method to integrate KR history into their teaching. This method has little impact on students' understanding on KR history. Moreover, the teachers do not employ the methods they learned from the teacher training workshop. One teacher Mr. Soeu Hach from Hun Sen Phnom Sampov High School used the interview method, but he slightly touched upon this method by just asking a student to pretend to be a survivor and read the testimony. Then he asked students what they

Most often, teachers employ

learned from the testimony. Teachers did not present any framework for conducting the interview and did not ask students to formulate questions for the interview.

Influence of the general educational system: The difficulties with integrating KR history into Cambodian classroom can partly be explained by the challenges faced by teachers in implementing the general education system. Many teachers, though they have gone through the training on the new methodologies, still employ old methods in



which teachers describe the lesson to students who do not have a chance to conduct self-learning, group discussions, or debates. Due to economic constraints and limited time, teachers rarely conduct research or incorporate additional materials into their teaching. Remarkably, a common complaint is the number of times the school curriculum and social studies textbooks have changed over the years as a result of the Cambodian education system's dependence on donor countries. Some schools use two different textbooks for the same class. The table below summarizes the general challenges of the education system in Cambodia.

Interview with It Brasoeut, Director of Hun Sen Phnom Sampov High School, Banan District, Battambang Province

General Challenges of Cambodian Education System
<ul style="list-style-type: none"> ▪ Teachers still employ traditional teacher-centered methods. ▪ Research is extremely rare. ▪ Incorporating outside materials into the classroom is very rare. ▪ Too many national holidays affect the teaching hours. ▪ The textbooks and curricula change very often. The Ministry of Education uses too many diverse as a result of the continuing dependence on the donor countries. ▪ Students' foundation since primary school is already weak. This educational disorientation makes it hard for teachers at the high school level to produce students with good quality. ▪ Teachers fear retribution for deviating from curriculum on addressing sensitive, and this limits the scope of students' general knowledge. ▪ Many schools lack textbooks. The social study textbook for grade 12 has not been published yet. Teachers copy sections from an older version and sell to these sections to students. ▪ In some cases, teachers teach without a guidebook since the Ministry has been slow to produce a teacher guidebook. ▪ Some schools are in short supply of teachers. In some cases, three history

teachers teach over fifty classrooms.

- The number of students in each class is too high. In many cases, there are over fifty students per class.
- Schools' libraries are small and do not facilitate students' self-learning and research. In many cases, the libraries are not operational.
- Some teachers are discouraged to perform their job well due to a low salary and poor living standards.
- Some teachers teach more than thirty hours per week. They do not have enough time to prepare lesson plans.
- Students' reading is extremely limited.
- Some teachers have a second job, which makes them lose concentration on their teaching career.
- Students' passion and discipline in studying is low. Students are influenced by materialism and social corruption. Some parents sell land and property to buy transportation for their children as an incentive for them to study. Some students seem to believe that they do not have to study hard because their parents and relatives have high position in the government and connect them with jobs easily.
- Some parents ask their children to drop out of school and help with family business.
- Female students get married at a very young age, which often results in their abandonment of the education system for the purpose of raising children or fulfilling traditional household duties.
- Some students live far from schools. Thus, they cannot arrive on time and spend a great of time on traveling.
- In a few cases, students migrate with their parents to live in other provinces.

Integration of KR history into Geography: While KR history can be integrated into any subject, it is most appropriate for integration with History, Khmer Studies, and Citizen Morality. Based on our observations in Battambang, the team found that KR history can also be integrated into Geography. For instance, Mr. Soeu Hach, a teacher from Hun Sen Phnom Sampov High School, used both content from the textbook and method from the guidebook in his teaching.

Learning from the village's history: In addition to schools, students can actually learn KR history from the area in which they live. For instance, students at Hun Sen Phnom Sampov High School study near a number of historical sites. Phnom Sampov was used by the KR as a zone security center. The pagodas at the foot of the mountain were used as regional detention centers. The school itself was used as the district security center. The human remains at Phnom Sampov are preserved today. During free time, students work as tour guides leading many national and international tourists to visit the bones on top of the mountain.

Impacts

Copies of DK textbook in school: The number of secondary schools increases every year. For example, High Schools in Battambang province have increased from five to



Ngoun Sophal Is Teaching in Preah Monivong High School, Battambang.

now reaches 1,655. Based on the old data, each school would receive 130 copies of *A History of Democratic Kampuchea*. However, some schools, such as Moang Russey High School, received only thirty copies, which are not enough to educate 2,000 students about KR history.

twenty-three within the past few years. When DC-Cam began launching the textbook distribution in 24 provinces of Cambodia, the launching was conducted based on old statistics, which indicated 1,500 lower and upper secondary schools nationwide. Indeed, the total number of secondary schools nationally

Most school Directors and teachers agree that, for the subsequent textbook distribution, copies of the textbook should not be handed over to students directly. Most students would likely keep the textbooks for themselves. Instead, DC-Cam should keep certain copies of the textbook in the school libraries as the schools' property. This would allow students to access the books over many years. In order to broaden the teaching of KR history in the classrooms, each school needs between 500 and 1,000 copies of DK textbook.

Impact of KR history on the population:

Hun Sen Phnom Sampov School Director Mr. It Prasoeut said that since his school is located near several pagodas, the monks from the nearby pagodas came to his school and borrowed the DK history textbook to read. At first, he denied the request, since his



Seng Sitha Is Teaching in Net Yang High School, Battambang.

school receives only a few copies of the textbook. As the monks insisted borrowing the textbook, Mr. Prasoeut decided to offer it to them. Some teachers in his school took copies of the textbook and kept them at home to read. As a result, only a few copies of the textbook remain in the library.

Mr. Prasoeut also received some feedback from the villagers who live near his house. One villager came to him and asked, "How can the author who was born in 1981 know a lot about KR history?" Mr. Prasoeut explained that one who writes KR history does not have to live during that regime. The idea is similar with the history of Angkor Wat: people can write on this history even though they did not live during the Angkorean period. The history textbook is the result of research. He added that the villagers who lived through the KR period on the ground know only specific events happening in their villages, not the whole picture of KR history.

Living evidence: Some teachers suggested that studying KR history in schools should be pushed faster in order to utilize the stories of those who are still alive and fragile relics. This evidence includes survivors and physical evidence like bones. Evidence has faded over time. For instance, many survivors have passed away and the bones have been burned down or disappeared gradually. Therefore, it is hard for the younger generations to imagine the extent of the KR atrocities when they do not have a chance to hear from survivors directly and see the human remains with their own eyes. Even the scene where the bones are placed is different from twenty years ago.

Conservative thinking in teaching KR history: Some teachers still adhere to conservative ways in teaching KR history. For example, Hun Sen Phnom Sampov High School Director Mr. It Prasoeut claimed that, "It is dangerous to try to write history when the leaders are still alive. The more we talk, the more we get wrong. We don't want to talk about a history that affects current leaders." Even though the Ministry of Education allows the integration of KR history into classroom teaching, the teachers are unlikely to cover all aspects of KR history. He believes that teachers are limited on what they can talk in teaching about KR history during this transitional period. He said that, "teachers need safety."

Mr. Prasoeut added that the Ministry of Education publishes only a small portion of KR history in the social studies textbook; therefore, "we cannot expect teachers to teach more than that." Referring to the DK history textbook, he said, "The textbook is just a supplementary material. The teachers focus only on the Ministry's social studies textbook. The teachers need to make sure that they finish all lessons in the social studies textbook for students' semester and final exam." He continued to add, "It is hard to use the DK history textbook when it is not yet in the official curriculum. It will create problems for teachers. Moreover, when we keep integrating supplementary materials into the teaching, we won't be able to finish the Ministry's social study textbook on time, and this will affect students' exam scores as they prepare to graduate." However, students' knowledge depends as much on the teachers who need to use extra materials to allow students to have a wider general knowledge. At the same time, teachers also need to finish the social studies textbook

for the exam. Therefore, teachers have to balance between the two in order to have an effective integration.

Political conflict over KR history: In 2002, the government ordered the withdrawal of the section on Cambodian modern history (1953 to present) from grade 12 of the social studies textbook, which included the KR history. To date, history teachers do not have this part of history available for teaching. But the national high school exams in two consecutive years contain several questions on KR history. Deputy Director of Preah Monivong High School said that, “Luckily, we have Ms. Ngoun Sophal attending DC-Cam’s training. She is also the head of the technical committee on the history subject. In order to cope up with the lack of documents, Ms. Sophal used documents she got from the training and shared them with her colleagues.

Challenges and lessons learned

Some teachers have not realized that the DK history textbook has been approved by the Ministry of Education and that they are able to officially use the textbook to teach their students. Only teachers who participated in DC-Cam’s teacher training integrate KR history into their classroom teaching. The rest of the teachers do not pay attention to integrating KR history into their teaching.

The school Directors may escort the evaluation team to the classroom and warm up the students. The school Directors can tell students that we are coming just to observe the teaching and that students should perform normally. Students should be active as usual. The school Directors can also sit in the classroom and observe the teaching together with the team. It is easy for the evaluation team to explain to the school Directors about the weaknesses and strengths of the teachers as the Directors see the teaching on the spot. From there, the team can ask the school Directors to encourage more integration of KR history into the daily classroom teaching and encourage the teachers to make more uses of the methods in the guidebook.



A Statue of the Supreme Head Monk Choun Nat in the Compound of Preah Monivong High School, Battambang

With regards to the teacher training, the training contains too many topics, and teachers cannot catch any specific point. Teachers recommended that it is better to study in detail on certain points rather than trying to finish all topics with vague understanding. One

reason that teachers find it hard to

integrate KR history into their teaching is tied to their lack of clear understanding of the content and methods they gained from the training. Mr. Seng Sitha from Net Yang High School said that the training was too fast to follow, and teachers had to grasp too many things within one week. Ms. Ngoun Sophal from Preah Monivong High School said that for the first three days, she was not really sure of what she was studying. Participants did not have enough time to ask questions to clarify their doubts. For the subsequent trainings, we may consider cutting down some of the duplicated content such as the lessons on reading comprehension in the guidebook to allow more time for teachers to learn the methods that they have never seen before.

Ms. Ngoun Sophal commented that Chris Dearing's method presented in Preah Vihear cannot be totally applied in Cambodian classroom. She explained that, "we cannot take the whole picture and apply to our school but take the model and adapt it to our situation."

Conclusion

School Directors, teachers, students, and parents we interviewed in Battambang agreed that teaching KR history in the classroom is crucial. They claim that it is a real history, and students need to know this history in order to avoid a repeat in the future. All students believe that the KR existed in Cambodia and acknowledge that their parents and grandparents had gone through this period of hardship. However, they find it hard to understand the atrocities the KR inflicted on Cambodian people. In order to ensure that students fully understand the atrocities happening during the KR period, more concerted efforts from all people and institutions involved are needed.

Most teachers have integrated KR history into their regular teaching but only to a small degree due to several reasons. No single student has ever received a Student Workbook, which is understandable as the workbook has not been published and distributed yet. Very few students have received the textbook, and schools possess only a small number of textbooks. The number of copies that schools currently have is not enough to accommodate the thousands of students in each school.

To have an effective integration of DK history into the classroom a formal instruction from the Ministry of Education is a must. More copies of the textbook need to be distributed to all schools. This time, the textbook should be kept as the property of the schools so that in-coming students are able to take advantage of it. Moreover, to effectively oversee the implementation of the Ministry's directive, assuming there is one, provincial teachers can act as agents to monitor the integration of DK history in their respective districts. These teachers can report the results and challenges during the annual teacher workshop.

Appendix: List of interview

Nº	Name	Position	School	Location
1	Mr. Sean Va	Teacher	Maong Russey	Maong Russey District,

				Battambang Province
2	Mr. Yon Sen	Student	Maong Russey	Maong Russey District, Battambang Province
3	Miss. Mao Kimhouch	Student	Maong Russey	Maong Russey District, Battambang Province
4	Mr. Nget Sokhon	Farmer		Maong Russey District, Battambang Province
5	Mr. It Broseout	Director	Hun Sen Phnom Sampov	Banan District, Battambang Province.
6	Mr. Seou Hach	Teacher	Hun Sen Phnom Sampov	Banan District, Battambang Province.
7	Mr. Chhoub Buntheoun	Student	Hun Sen Phnom Sampov	Banan District, Battambang Province.
8	Mr. Seng Sitha	Teacher	Net Yorng	Battambang District, Battambang Province.
9	Miss. Yon Thearath	Student	Net Yorng	Battambang District, Battambang Province.
10	Mrs. Ngoun Sophal	Teacher	Preah Monivong	Battambang District, Battambang Province.
11	Miss. Len Chantha	Student	Preah Monivong	Battambang District, Battambang Province.

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