

GENOCIDE EDUCATION IN CAMBODIA

**Quality Control on the Teaching of “A History of Democratic Kampuchea
(1975-1979)”**

Report from Kep and Kampot, May 22-29, 2011

By Khamboly Dy

1. INTRODUCTION

During the Khmer Rouge (KR) period, Kep and Kampot were in region 35 under the administrative control of the Southwest zone with Chhit Choeun aka Ta Mok as the zone secretary. Ta Mok had been the prominent communist member since he joined the revolution in 1963 until his arrest in early 1999. He died from an illness in 2006 at the age of 80. His funeral ceremony was splendidly celebrated in Anlong Veng District, Banteay Meanchey province. His beautiful tomb with artistic carving is constructed by his followers. A number of people in Anlong Veng still worship his spirit.

While Chhit Choeun served as the zone secretary, Kang Chap served as the region secretary. When Kang Chap became secretary of the North zone in 1977, Ta Mok's brother named Ta Chong became the new secretary of region 35. The two provinces were among the last strongholds of the former KR. The region was integrated into the Royal Government of Cambodia only after 1997 when the last KR military commander Sam Bith, who was stationed in Phnom Voar, defected from the government. It should be noted that Sam Bith along with his other two KR military commander Noun Pet and Chhouk Rin were involved in attacking the train in 1994, which killed many passengers including three foreign tourists. The region was very dangerous and full of land mines. During the 1980s and early 1990s, people were afraid to walk far into the forest. A number of people were killed or were seriously injured by land mines during that time period.

A number of KR cadres and soldiers are currently living in both Kep and Kampot provinces. Phnom Voar, Dang Tung district and Chum Kiri district are known to have high numbers of Khmer Rouge. Chum Kiri was also one of the first KR occupied areas. Khieu Samphan, Hu Nim and Hou Youn resided there when they fled into forest in late 1960s. A number of former KR navy soldiers and pilots who received trainings in China still reside in the above mentioned areas. Their children are studying in various primary and secondary schools in the provinces. In addition, a number of small and large dams were built in the provinces during the KR regime. Interviewing the villagers, the team found 20 dams, each of which involves a number of labor forces and deaths.



Ta Mok's Funeral Ceremony in Anlong Veng District, Uddor Meanchey Province

construction of a huge seaport in Kampot and several other resorts. A few hydropower dams are being constructed to provide enough electricity for various provinces in Cambodia. However, some commentators believe that along with benefits, the dams will also cause damage to the provinces' ecological system and natural environment. As a result of these constructions, Toek Chhou (a popular water flow that attracts many tourists) has dried out.

Located along the beach and the range of Cardamom Mountain, Kep and Kampot are the natural tourist sites for both national and international visitors. Tourists visiting these sites enjoy the delicious fresh crabs, the cool wind and sound of waves. Koh Tonsay in Kep and Baukor Mountain in Kampot are favorite locations for tourists. To boost the

economic development, the government has granted the



Koh Tral Island (or Phu Quoc in Vietnamese), a controversial island in the history of Cambodian-Vietnamese relation since the French colonial period

On May 22-29, 2011, the Documentation Center of Cambodia (DC-Cam) and the Ministry of Education conducted an evaluation and observation on six classrooms in Kep and Kampot provinces, located in the Southwest part of Cambodia along the sea.

The evaluation team consisted of two DC-Cam's staff members, Mr. Kamboly Dy and Mr. Sovann Morm and one official from the Ministry of Education, Mr. Dina Chhim. The team observed six actual classroom instructions and conducted twenty-one interviews with teachers, students, school directors and local villagers. The purposes of the evaluation are to examine the effectiveness of the teaching of KR history in Cambodian classrooms as well as to look at various challenges teachers and students face in teaching and learning this history. The team wanted to learn the

perspectives and attitudes of teachers, students, education officials and the local community members on teaching and learning KR history in the classroom. At the end of each classroom observation and evaluation, the team provided the observed teachers and school directors with feedback and recommendations for improvement to ensure that the teaching of “A History of Democratic Kampuchea” reaches its goals and objectives.

In general, teachers, students, education officials and residents in the provinces whom we met and/or interviewed agreed that teaching and studying about KR history in a formal classroom setting is important to prevent the reoccurrence of such atrocities in the future. However, the team found that the implementations of KR history in Kep and Kampot are very limited. Like other provinces, there were no formal directions and/or requirements set on the form and scope of implementation, the intensity/efforts depended largely on the willingness of each individual teacher. Provincial teachers in Kep also served as the officials of the provincial office of education. They were not teachers in the schools. Therefore, they did not have direct impact in classrooms and could not share the knowledge that they received from the training and the annual teachers’ workshop to the commune teachers. Thereby, the in depth implementation depended totally on the commune teachers. Many of the commune teachers expressed the lack of time to teach KR history into their classrooms.

The table below summarizes the evaluation process in Kep and Kampot province.

Quality control project objectives	<ul style="list-style-type: none"> • Evaluate the effectiveness of the teaching of <i>A History of Democratic Kampuchea</i>. • Evaluate the effectiveness of the teaching materials: (1) DK history textbook, (2) Teacher’s Guidebook and (3) Student Workbook. • Evaluate the integration of DK history into the daily regular teaching in schools. • Examine students’ and teachers’ attitude toward learning and teaching DK history in the classroom.
Means of evaluation	<ul style="list-style-type: none"> • one-hour observation • Interview students, teachers, school directors and parents. • Conduct survey of students and teachers
Tools for evaluation	<ul style="list-style-type: none"> • Classroom observation checklist • Questionnaire for teachers • Questionnaire for students • Interview questions
Types of school	<ul style="list-style-type: none"> • Urban: Chariya Vong and Preah Reach Samphea, • Rural: Hun Sen Chamkar Dong and Preah Beidacheat • Most remote areas: Hun Seng Dang Tung and

	Hun Seng Ang Chork
Number of classes observed	<ul style="list-style-type: none"> • Six
Average number of students per class	<ul style="list-style-type: none"> • Between 45 and 50
Approximate number of students with textbook	<ul style="list-style-type: none"> • Approximately 14 percent
Approximate number of teachers with Teacher's Guidebook and student workbook	<ul style="list-style-type: none"> • Only teacher who participated in the training have guidebook and student workbook.
Approximate number of students with student workbook	<ul style="list-style-type: none"> • No single student has ever received student workbook.

2. PRE-EVALUATION ACTIVITIES

Meeting with education officials and School Directors

Before starting the classroom observation and evaluation, the team met with school directors and the officials of the Provincial Office of Education. The team explained the purposes of the observation and evaluation work and asked for their permission to observe the classroom instruction and to interview students and teachers. The team asked the officials and school directors on the challenges that each province faced in improving the quality of education in their respective province. In Kep, the challenge is having only one high school and five secondary schools. The Ministry of Education considers Kep as the region with difficulty. The Ministry allocates extra budget called "regional budget" to help support and give incentives to the teachers who teach there. Most high school teachers in Kep are from nearby provinces of Takeo and Kampot. Each school experienced the lack of qualified teachers. Teachers



Meeting with Mr. Tak Hab, Head of Kampot Provincial Office of Education

with a college degree usually transfer to schools in the downtown area where they able to earn more income by either teaching private classes or opening their own private businesses. Likewise, many schools in Kampot province, especially the ones in the rural and remote areas encountered a shortage of qualified teachers. The school directors have reported this shortage to the

Provincial Offices of Education and have requested more teachers. However, this challenge still persists.

The education officials in these provinces are challenged by these circumstances and needs. Education officials in Kep said that a lot of people in the province have low education. Parents do not value education; therefore, they do not encourage their children to study hard. Some parents encourage their children to go off into the sea to fish. Some said that “one night fishing in the sea can provide three days of spending.”

In addition to the discussion on the observation and evaluation work and the educational challenges, the team also discussed about the interests and attitudes of both teachers and students toward teaching and learning DK history. The education officials, for example Mr. Tong Hab, Head of Provincial Office of Education, said that teachers have expressed their delightfulness after participating in the commune teacher training. They received incentive, knowledge and materials which helped them teach DK history to their students in a broader term. All schools have between 50 and 100 copies of DK history textbook. Teachers who teach DK history can borrow the textbooks from the library and lend them to students to read. All schools have the DK history textbook and two to three teachers from each school have received training. Together with the positive attitudes of students toward learning DK history, the education officials and school directors were optimistic about the formal teaching and learning of DK history in the classrooms.

At the end of the discussion with the Heads of the Provincial Offices of Education, the team obtained a permission letter endorsing the observations of schools in Kep and Kampot. After each observation and evaluation, the team explained the purposes of the work and asked for cooperation from the school directors to help facilitate and arrange a facility for the interviews.

Table below shows the demographics of each school.

No.	High School	Teachers	Female Teachers	Students	Classroom
1	Hun Sen Chamkar Daung	81	33	1,353	33
2	Chariya Vong	34	12	489	17
3	Preah Reach Samphea	99	36	2,123	45
4	Hun Seng Dang Tung	49	12	1,787	25
5	Preah Beidacheat	57	14	2,029	23
6	Hun Sen Ang Chork	53	16	1,685	NA

3. CLASSROOM AND GENERAL OBSERVATION

A. General observations

The poor quality of education in Cambodian schools stems from a combination of

several factors. Teacher's credentials and capacity pose a concern on the education quality, especially that in the remote areas of Cambodia. Most teachers with university degree, a level of qualification required for teaching high school, fulfill only their maximum services of three years in the remote schools. After this period, these teachers, will request a transfer for a school in the downtown area where they are able to earn more income to support themselves and their family. As a result, the schools in rural and remote areas oftentimes encounter a shortage of qualified teachers.

To deal with this matter, the Ministry of Education has introduced two solutions with minimal impact. At the lower level, the school leadership and the officials of the Provincial Offices of Education recruited teachers from lower secondary school to teach high school students. These teachers did not possess enough qualification to effectively teach high school students. At the higher level, the Ministry of Education endorsed a resolution in which teachers with university degree (namely Bachelor degree) can teach extra hours in addition to their regular duty of sixteen hours per week. In return, teachers receive extra salary according to the number of hours they teach.

In addition to the solution above, the Ministry of Education established a contract agreement with teachers. These teachers, who are not the officials of the Ministry of Education, will be contracted to teach in the remote areas. To further provide solution to this urgent issue, the Ministry of Education gave priority to the prospective teaching candidates who come from remote areas by giving them a teacher entrance exam waiver so long as they sign an agreement to return to teach in their home villages. The Ministry of Education believes that teachers from the remote areas are most likely to return to their schools after graduating from the universities and the National Institute of Education (NIE) pedagogical school. In addition, the Ministry of Education has created a separate budget to provide teachers who volunteer to teach in the remote areas. These strategies require each school to submit an application to be registered and classified as a remote school facing difficulty. However, due to the improper implementation at the provincial and district level, these strategies prove challenging to some extent. A small number of candidates falsify their documents to be candidates from the remote areas. In spite of these incentives, some teachers still prefer to move to the cities where they can earn triple or quadruple income in comparison to the regional budget. In short, schools in the remote areas constantly face shortages of qualified teachers and classrooms. These loopholes compromise the quality of education. The school leadership has to continue to embark on their traditional strategy, which is to recruit lower secondary school teachers to teacher high school students. The strategies achieve limited success because the teaching salary is simply not enough to cover the cost of basic needs.

The Ministry of Education also put gender issue into consideration. In a few cases, female teachers in the remote areas face sexual assault. Therefore, the Ministry of Education geographically divides the whole country into two sectors, sector for male and sector for female teachers. Female teachers are given closer and safer posts even though they received lower grades.



A classroom teaching, Chariya Vong Lower Secondary School, Kep province

The limited quality of education also comes from the lack of teaching materials. The teachers who were interviewed by the team claimed that up to now they have not received a teacher's guidebook for grade 11 and students in grade 12 have not yet received their textbooks. In all schools, the team observed between three to five students sharing one textbook. In some cases, teachers have to copy part of the textbook for students or ask one student to read the lesson aloud in the classroom. The publication and distribution of the textbook for millions of students nationwide cost extraordinary money, and the Ministry of Education may find this matter an important challenge to its educational goal of "education for all." In addition, the school libraries do not function regularly and do not have specific librarians to take care of the library operations. Each school needs not only the core textbooks but also other academic books to generate teaching effectiveness. In addition, very few schools have laboratory and computer lab. The Asian Development Bank (ADB) offers to build "Resource Center" in which each province may receive between one and three buildings. The center will include a laboratory, computer lab and English learning center. The resource center will also house a director's office and a meeting hall for the teachers. With this center, students will be encouraged to learn English and computer literacy, which are necessary skills for students when they attend the university and begin their career.

Maintaining about 1,700 lower secondary schools and high schools nationwide functioning¹ is already a great burden of the Ministry of Education amidst the financial hardships of the government budget, half of which depends on foreign aid. A number of projects with regards to capacity building, curriculum development and textbook development are funded by various international organizations and foreign countries including the World Bank and ADB. The publications of textbooks and teacher's guidebooks for all twelve grades and ten subjects cost millions. The Ministry of Education must form partnerships with both international and local non-

¹ In addition to this large number of lower secondary and high schools, the Ministry of Education also needs to ensure the proper functioning of thousands of primary schools, higher education institutions and other educational projects.

governmental organizations to resolve educational challenges and to improve the quality of education in Cambodia.

B. Excerpts from classroom teaching

Below is an excerpt from a classroom instruction where integration of DK history took place.

Seng Sovanmony, Preah Reach Samphea High School, Citizen Morality Class, Grade 11

Chapter 3: Participating in the Development of Communities

Lesson 1: Democracy

Objectives

1. Students describe the key principles of the democratic process through lesson.
2. Students explain the importance of democracy through lesson and current social practices.
3. Students participate in the process of implementing democracy in the classroom and society and differentiate between the current democracy and the democracy with only name during the KR regime.

Teaching materials: Textbook for grade 11 for citizen morality, published in 2010 and DK history textbook

Step 1: Check attendance and classroom sanitation. Classroom monitor reports the attendance.

Step 2: Teacher recalls the last lesson. What kind of religions does Cambodia have? What are the disadvantages of addicted drug? If you have tension in mind, what would you do? Students answer these questions.

Step 3: Teacher asks students if they have heard the word “democracy.” Students read and write down difficult terms. Students work in groups on the following questions:

1. What is democracy?
2. What are the special characteristics of democracy?
3. Why does democracy require an election?

4. What does a society need for democracy to function properly?
5. Why is freedom of the press important to have in a democratic society?
6. What are the advantages of having many political parties in a democratic society?
7. Why does the state require the division of state powers?
8. Why do many countries choose to practice democracy?
9. Please study the democratic practices in Cambodia.



Mr. Seng Sovanmony is teaching in the classroom, Preah Reach Samphea High School, Kampot

Step 4: Teacher asks comprehension questions to learn students' understanding. Teacher implements DK history into the teaching. Teacher asks the following questions: Have you heard about Democratic Kampuchea regime of the KR? What are the characteristics of this democratic regime? Do you like that kind of regime? If you don't like it, what would you do?

Step 5: Teacher asks students to read the next lesson. Teacher explains about the traffic.

4. OBSERVATIONS OF STUDENTS

Schools in remote areas not only encountered shortage of teachers and teaching facilities but also faced relatively high dropout rate. Students dropped out of school in order to earn extra money to help ease the burden of their families. During the first semester alone, 94 students from Dang Tung High School have dropped out, which accounted for about 5.5 percent of the total students. Most school dropouts worked in the cement companies that are situated along the mountainous areas in Kampot and Kep.

Other students dropped out due to their family's poverty. The School Director of Preah Beida Cheat High School said that some students come to school with nothing. Several of them have to ride their bicycle for more than ten kilometers to get to school. They are from very poor families. In spite of this fact, a few of them try very hard to stay in school. For instance, Pen Kosal was born to a family of nine siblings. Seven of them dropped out of school to help their parents. Only Kosal and his younger brother remained in school. The rest worked to earn money to support both the family and the two brothers attending school. Kosal is determined to finish at

least grade 12.

To encourage all students to finish at least lower secondary school certificate, namely grade 9 and to meet the millennium educational goal, the Ministry of Education provided modest incentive for several impoverished students. The incentive offered 18 female students and 12 male students 45 USD yearly to attend school. Despite this nationwide effort, the dropout rate continues to persist according to the school leadership.

Students' knowledge, interests and beliefs on the KR atrocities vary according to their age. Students from grade 9 to 12 said that they at least knew something about the KR regime and believed that the atrocious acts they have heard and learned did exist in Cambodia. They said that DK history is real history; it is not a folktale or a fiction. The overriding point is that their knowledge on the history is limited and sometimes vague as they have not gone through formal education on DK history. They learned the information from their parents and older relatives who have survived the regime. They agreed that having dialogues within the families are important in understanding KR atrocities. Aside from this, they learned from TVs, radio and various publications such as magazines, newspapers and books.

Like Koh Kong, adult students from grade 9 to 12 totally believe in what their parents have described to them. However, the level of belief varies from age to age. The team tried to figure out how different the levels were in terms of knowledge, beliefs and attitudes toward learning DK history in the classroom. Students in grade 12 are able to narrate the stories they learned from their parents broadly while students in grade 9 are able to produce mostly short sentences in response to each question. Students in grade 6 or 7 have little knowledge about KR. They just heard the word "Khmer Rouge," in relations to killing, cruelty, starvation and hardship. But they can hardly envision Khmer Rouge beyond these basic understandings. The team also tested the knowledge of grade 2 students ages seven and eight. The team asked, "Have you heard about the world Khmer Rouge?" A grade 2 student in Dang Tung Primary School responded, "no." The student had no idea about KR and didn't know what happened during the KR period. Primary school students may be too young to learn about the KR atrocities; however, a picture book such as "Half of Rice Spoon" can be use to introduce them to DK history in primary schools.

Students' attitudes towards learning DK history in the classrooms were considerable. Both children of the victims and of the perpetrators had many questions in mind and they



Group discussion

wanted to find out the truth to the following questions:

1. How did the KR come to power?
2. What did they want to achieve?
3. Why did they kill their own people?

Students believed what their parents told them, but they also wanted more confirmation from their teachers. In spite of this fact, some children of former KR cadres put their face down while teachers discussed about DK history. The teachers noted that these students were not paying attention to the discussion. They seemed ashamed and did not want to study this history.

The team interviewed several children of former KR cadres who were studying in various high schools and lower secondary schools in Kep and Kampot. Kheang Sokkak for example was a student at Hun Sen Chamkar Andong High School. His father was a former KR soldier. When Mr. Kamboly Dy, an evaluator, asked about KR, Sokkak replied that, "The KR were bad, but they also wanted to save the country. I don't know how to hate the KR because I know so little about it." Sokkak added that, "When one commits a mistake, one doesn't know that she/he is committing a mistake." Mr. Dy asked, "If you were a KR soldier, would you kill people?" Sokkak replied, "If you don't kill, you will be killed. If I were a KR soldier, I would choose my life." In spite of this fact, Sokkak claimed that he did not support the KR acts. He wanted to learn more in order to prevent such tragedies from happening again. He said that, "I wonder why they did that." Other questions he wanted to ask were: *Why and how that regime was established? What did they want to achieve? Why did they kill people?*

Through the team's interviews, it cannot be said that Cambodian young generations know nothing or know very little about the DK history. In fact, they seemed to know more about KR history than expected, with the exception of primary students.

5. INTEGRATION OF DK HISTORY COMMENTARY



National evaluator Mr. Chhim Dina gives feedback to teacher in Hun Sen Chamkar Daung High School



Mr. Chhim Dina gives feedback to teacher in Preah Beida Chea High School

The integration of DK history curriculum into the regular teaching in Kep and Kampot was in small scale. In Kep, all provincial teachers were the officials of the provincial and district offices of education while provincial teachers in Kampot were all regular teachers. The provincial teachers in Kep did not contribute to the integration of DK history as they were not teaching in the classroom. Moreover, they did not have an opportunity to share their knowledge, experiences and materials they gained from the training and the annual teachers' workshop with their colleagues. The commune teachers who attended the training only once implemented the KR curriculum based on their available time. Provincial teachers simply acted as agents who constantly reminded commune teachers about the importance of teaching and integrating DK history into their regular teaching curriculum.

In the context of the current instructional system, integration/implementation involved briefly linking topics to the regular lessons from the government's textbooks. According to the interviews with students and teachers, the implementations of KR history were occasionally done through oral description either at the beginning or at the end of instruction. All teachers nationwide followed the uniform methods of the "five steps and three columns." The five steps included: (1) classroom administration such as checking attendance and sanitation, (2) recalling prior lesson and introducing new lesson, (3) teaching and students' activities, (4) strengthening knowledge, and (5) homework. Among the five steps, step 3 was the core step and the body of the teaching. Involving students in activities may consume three fourth of the entire teaching time. For this reason, most teachers integrate/implement DK history into step 2 and 4 by providing a brief description of the content and using step 3 to devote to the core lessons in the government's social studies textbook.

The main goal was to have teachers integrate DK history into step 3 in order to give an opportunity for students to engage in discussions, critical thinking activities and comparative study. For example, if a teacher is going to teach about World War II or



Teak Krola Dam, one of the KR biggest dams in Kampot province

the Holocaust, she/he may integrate DK history by using comparative method. Students will be asked to read both government's social study textbook and DK history textbook and compare the atrocity during the Holocaust and that of the KR. Doing so, the integration will yield more effectiveness.

Alternatively, teachers may give homework to students to read a particular section of the DK history textbook

and find answers to some questions. Teachers may spend between ten to fifteen minutes to discuss the homework assignments before proceeding to a new lesson.

The integration/ implementation of DK history in the classrooms can be emphasized during the commune teacher training. At the end of the training, national teachers need to explain how DK history can be effectively integrated into their regular teaching. National teachers can model a lesson for them. Teachers should be encouraged to integrate DK history into students' activities section, particularly reading comprehension, group discussions, exercises and homework. Teachers should also be encouraged to use the methodologies from the teacher's guidebook to implement their lessons.

6. IMPACTS

The Head of Kampot Provincial Office of Education responded that a number of teachers have reported back to him saying that they were so happy to be able to participate in DC-Cam's annual teacher training conference. Many of them were history teachers, but they had never had a chance to visit some of the Cambodian historical sites such as Angkor Wat and Preah Vihear Temple. They have taught students about these world heritage sites through books, not from personal experience. The visit to those historical sites enhanced their knowledge and capacity in teaching students more effectively. They were able to explain the lessons more broadly because they have seen these sites with their own eyes. In addition, teachers praised the variety of methods they have received which have helped them apply in their teaching.

The Director of Preah Reach Samphea High School, Mr. Kong Sophat strongly believed that teaching DK history contribute to changing the attitudes of the unmotivated students. When they learn about the hardships and sufferings their parents and grandparents endured under KR, they will reconsider their attitude and take school more seriously. Mr. Sophat shared his personal story. He said that he had to do hard labor to support his study. After finishing his undergraduate work,

he went on to get his MBA degree. He said that he wanted to quit so many times because of his financial shortage and hardships, but the thought of the sufferings experienced during the KR empowered him to study. He successfully graduated from MBA and became a High School Director as a result.



A sign in the school compound saying "coming to class on time"

June 1 was the International Day for children's Right. The

Ministry of Education instructs all schools nationwide to celebrate this day. In the instruction, the schools were asked to emphasize the abuses of children's rights during the KR. The instruction read: *"The celebration of the 62 anniversary of the International Children Day, June 1, 2011. Human beings in the world of all races constantly recall and always remember the crimes committed by the Nazi Hitler on human being and small children in Deezer village of former Czechoslovakia and Oradour village in France, especially the massacres across the Kingdom of Cambodia under the cruel leadership of Pol Pot between 1975 and 1979. The International Children Day is the day to commemorate the ten principles of the International Covenant on the Rights of the Child...."*

The presence of the textbook "A History of Democratic Kampuchea (1975-1979)" can be seen throughout the country. Voun Veasna, a student in Dang Tung High School, said that he got a copy of DK history textbook two years ago. His uncle in Battambang brought this textbook for him to read. He said that he was happy to meet the author, Kamboly Dy and be able to ask questions. The first question he asked was "Why did they KR kill their own people?" This question was no different from the question asked by teachers and students in the past.

Poch Dany, a student in Preah Beida Cheat High School of Kampot said that her grandparents listen to Kampot radio regularly. One of their favorite programs is the survivors' stories produced by DC-Cam. Very often, Dany listens to this program with her grandparents. Dany learned a lot about the KR regime through survivors' stories and she began to ask critical questions. She learned that her grandfather was arrested and imprisoned while her grandmother was assigned to dig canals and dams during KR. Encompassing the descriptions from her grandparents, she began to develop special interest in DK history. She was very happy that her school has DK history program so that she could learn more in a formal classroom setting.

Khim Samy, an English teacher at Preah Beida Cheat High School, talked about the KR issues every time he teaches his students. Although he teaches different lessons and does not attend the teaching training on teaching DK history, he has heard about the program and has read the DK history textbook. What encouraged him to talk about DK history was his desire to educate young generations about the suffering that Cambodian old generations endured. Samy said that, "We are Khmer. If we don't know the suffering of Khmer people, we are not Khmer. Young generations have to know what why the Khmer Rouge did what they did and why they killed people."

7. CHALLENGES AND LESSON LEARNED

One of the major challenges the team observed is how to integrate/implement DK history into the regular daily instruction. All teachers know that DK history can be integrated in many subjects including History, Geography, Citizen Morality, Khmer Studies and Home Economy. Some teachers from four disciplines – History, Geography, Citizen Morality and Khmer Studies – received training on the history and methodologies to teach DK history. However, most teachers claimed that they had difficulty picking up the lessons from the government's textbooks for

integration. It would be easier for teachers to teach the entire chapters from DK history textbook, but because of insufficient time to teach extensively, and because they have not received formal instruction from the Ministry of Education to teach entire chapters, they have not been able to make progress.

The national teacher, Mr. Dina Chhim, who is also an evaluator, provided a lot of comments on how, what and where to integrate DK history into their daily teaching. Mr. Chhim explained that DK history can be integrated into almost all lessons in the five social subjects above. If the lesson is about the “Concept of Democracy,” teachers can compare it with the KR communism. If the lesson is about “Population Growth,” teachers can compare it with the sharp decline of population during the KR. Mr. Chhim added that teachers should use DK history textbook and methods in the teacher’s guidebook they received from the training. Moreover, teachers have to make students work and discuss on certain topics in the DK history textbook along with the government’s textbook. Doing so, teachers will have a more effective integration rather than just asking a few fact-finding questions and count that as integration. In addition, teachers can give homework in which students may be asked to read a particular section of the DK history textbook and write a one-page essay to reflect.

Most teachers still use the method of comprehensive reading to teach students even though they have already attended the training on new methods such as K-W-L and Jigsaw exercises. The teachers simply asked two or three students to take turns to read sections of the lesson and then asked several fact-finding questions. Only a few students work while the rest were not involved in the activity. In the commune teacher training, the training team should emphasize that the teaching methodologies can be used to teach any subjects, not just to teach DK history. These methods encourage students to be active learners, to be independent, to be curious and to ask questions. These methodologies will impact the general education system and contribute to the instructional enhancement of the Ministry of Education and encourage teachers to use a student-centered approach to teach students.



Chamkar Svay Primary School, in Phnom Voar area, one of the last KR strongholds in Kampot province

8. CONCLUSION AND RECOMMENDATIONS

The relatively disfavored management and inefficiency of the education system, in the Cambodian context, more or less became a norm acceptable for many educators as they have been entrenched deeply into the system. The limited quality of education derives from the long disorientation of the education system inherited

from the KR legacy and the on-going political conflict which ended only after 1998 when the KR faction totally collapsed. Education quality is linked to the economic, social and political development of the country. Cambodia needs to rebuild the educational infrastructure to advance the education system in all regions. All contributing factors must be considered when dealing with education quality issues. In practice, students in the downtown areas receive better education, better opportunities and more access to better educational infrastructure than those in the rural and remote because most qualified teachers and good teaching materials and teaching facilities are available more in the cities.

In contrast, the level of integration/implementation of DK history into the regular classroom instruction makes little geographical differences. Teachers in both the cities and rural areas receive the same knowledge, experiences and teaching materials. Through DC-Cam's trainings, teachers in the remote areas have access to the same trainings and the same instructional materials as the teachers in the cities. Schools in the remote areas receive the same copies of DK history textbook. DC-Cam's Genocide Education Project provides equal access to teaching materials and knowledge regardless of where the teachers come from. Teachers in the remote areas have expressed their delights in traveling to the ancient temple of Angkor and Preah Vihear Temple. This equal opportunity and access to knowledge have greatly impacted the Cambodian education system.

Teachers have offered several measures to enhance a more in depth teaching of DK history in the classrooms. The first recommendation is to have the Ministry of Education extract sections of the DK history textbook and include them into the Ministry's social studies textbooks. In addition, the Ministry and DC-Cam should emphasize the number of lessons and hours for integration clearly for uniformity and consistency. Aside from this, learning DK history can be encouraged through exams. Teachers may set monthly and semi-annual exams with some questions devoted to the KR. For example, students are beginning to borrow DK history textbook from the school libraries to read because for the last two year, questions have been asked on DK and KR on the comprehensive exam.

Though the integration/implementation is smaller in scale than expected, the awareness on the importance of genocide education and the integration of DK history into regular classroom instruction is considerable for teachers and students nationwide. It was evident that teachers who received the training implements DK history in their classroom at least once. All provincial education officials and the school leaders were aware of the collaboration between DC-Cam and the Ministry of Education and their role in implementing this integration. All schools obtained DK history textbook in their libraries ranging from 50 to 100 copies. A few schools received more than 2,000 copies because the distribution ceremonies were held there.

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