

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

GENOCIDE EDUCATION PROJECT

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

Report from Prey Veng and Svay Rieng provinces

January 28-February 4, 2011

By Khamboly Dy



Preah Bat Norodom High School in Kanh Chreach District, Prey Veng province, where education Minister H.E. Mr. Im Sethy taught Physics in 1965.

From January 28 to February 4, 2011, the Documentation Center of Cambodia's (DC-Cam's) Genocide Education Project in collaboration with the Ministry of Education, Youth and Sport conducted quality control on the teaching of "A History of Democratic Kampuchea (1975-1979)" in Prey Veng and Svay Rieng provinces. The team consisting of three members observed actual classroom teaching in six high schools of the two provinces in order to assess the effectiveness and challenges of teaching Democratic Kampuchea history in Cambodian classrooms and provide feedback to teachers for improvement.

From June 2009 to the present, DC-Cam in collaboration with the Ministry of Education has trained 1,054 secondary school history teachers from 18 provinces of Cambodia. Among these, eleven provincial teachers from Prey Veng and nine other provincial teachers from Svay Rieng received training on November 27-December 7, 2009. Moreover, 97 commune teachers from Prey Veng received training on May 8-14, 2010, and 100 commune teachers from Svay Rieng received training on June 24-30, 2010. The teachers, though they have completed the training, remain concerned not only about the complex social and ethical issues, nature and political sensitivity of teaching Khmer Rouge history but also about their capacity to teach it in an effective manner.

Documentation Center of Cambodia

Searching for the Truth

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The main goal of this quality control project is to prepare Cambodian secondary school teachers to teach *A History of Democratic Kampuchea* effectively. It ensures that teachers are able to demonstrate effectively the knowledge, skills, and attitudes they acquired during the training and to apply them to their classrooms. The effectiveness



of the teaching of *A History of Democratic Kampuchea* is measured by the degree to which teachers are able to apply the knowledge and skills they gained from the training to their actual classroom teaching. More importantly, quality control provides teachers with knowledge and confidence in their ability to make changes to their teaching. Quality control provides not only recommendations for improvement but also continued support and follow-up to which teachers refer for guidance. By extension, quality control ensures that the teaching can achieve its goals of peace building, national reconciliation and global genocide prevention.

The evaluation team visited six high schools, interviewed nine teachers, eight students, and two school principals. Totally, the team conducted 19 interviews. The table below shows the schedule, teachers and high schools in Prey Veng and Svay Rieng the team observed.

Date	Name of Teachers	Name of School	Location
Prey Veng (January and February 2011)			
Jan. 29	Phat Siphat (M)	Kampong Trabek High School	Daun Tom village, Prasat commune, Kampong Trabek district, Prey Veng province
Jan. 30	Svay Sokunthea (F)	Preah Ang Doung High School	Prey Veng provincial town
	Cheam Bony (F)	Preah Ang Doung High School	Prey Veng provincial town
Jan. 31	Chhouk Srey Montha (F)	Hun Sen Ta Kok High School	Samroang village, Sothea commune, Preah Sdech district, Prey Veng province
	Am Sophal (M)	Hun Sen Ta Kok High School	Samroang village, Sothea commune, Preah Sdech district, Prey Veng province
Feb. 1	Hak Hour (M)	Preah Bat Norodom	Cheung Toek village,

		High School	Kanh Chreach commune, Kanh Chreach district, Prey Veng province
Svay Rieng (February 2011)			
Feb. 2	Ros Sophea (M)	Svay Rieng High School	Svay Rieng provincial town
	Neth Karam (F)	Prasot High School	Toul Trabek village, Prasot commune, Svay Teab district, Svay Rieng province
Feb. 3	You Hae (F)	Hun Sen Svay Chrum High School	Svay Chrum commune, Svay Chrum district, Svay Rieng province

Pre-evaluation activities



Meeting with Sek Chamroeun, the school principal of Kampong Trabek High School, Prey Veng province

1. Meeting with education officials in the provinces

Meeting with the education officials in the provinces characterizes the first activity of the quality control.

Following the administrative procedure of the Ministry of Education, the evaluation team, consisting of Mr. Khamboly Dy (project's team leader), Mr. Morm Sovann (project's team member) and Ms. Mom Met (a national teacher from the Ministry of Education), first met with the

Head of the Provincial Office of Education or Head of the Administration Office in order to inform him/her about the purposes and the activities that the team is going to conduct in several schools in the province. In Prey Veng, the team met with Mr. Srey Nara, Head of the Administration Office. Likewise, the team met with the Head of Administration Office of the Svay Rieng Provincial Office of Education Mr. Ben Than. In addition to our explanation on the overall goals of the observation and evaluation work, the team presented seven documents to the provincial education officials as follow:

1. Permission letter from the Ministry of Education dated 28 December 2010, allowing DC-Cam to conduct quality control in various schools nationwide,
2. Questionnaire for teachers,
3. Questionnaire for students,
4. Interview questions,
5. Classroom observation checklist,

6. Copy of “A History of Democratic Kampuchea,” and
7. Copy of *Searching for the Truth* magazine.

After reviewing these documents, the Head of Provincial Office of Education endorsed our work, which allowed us to conduct the evaluation smoothly.

2. Meeting with the school principals

Upon receiving our mission letter and relevant documents, the Provincial Office of Education quickly informed all schools we were going to observe. The school principals were already informed about our presence, and they in turn informed the individual teachers who were going to be observed during the course of their teaching.



Khamboly Dy interviews Phat Siphath, a history teacher at Kampong Trabek High School, Prey Veng province.

Mom Met gives feedback to You Hel, a history teacher at Svay Chrum High School, Svay Rieng province.

Before observing the classrooms, the team met with the school principals. Likewise, the team explained to the school principals about the purposes of the evaluation and presented the relevant documents to them so that they understood our work and cooperated. In addition, the team explained to the school principals that the evaluation is conducted only within the framework of the teaching of *A History of Democratic Kampuchea*. We are not going to observe and evaluate other courses; nor are we going to observe or evaluate the school structure or administration. Additionally, we emphasized that we are not Ministry of Education officials, even though Ms. Mom Met is from the Ministry’s Department. We do not possess any authority to give any academic or legal punishment. We are coming to find out the challenges in order to improve the quality of the teaching of Khmer Rouge (KR) history in the classroom.

Classroom observations

After meeting with the school principals, classroom observation was one of the main tasks of the evaluation process. Mr. Khamboly Dy and Mrs. Mom Met sat at the back of the classrooms to observe the teaching. At the same time, they worked on the classroom observation checklist as a tool to evaluate the level of effectiveness of the teaching. The followings are the observations from classroom teachings in six high schools in Prey Veng and Svay Rieng.

Including vs. Integration: Teachers in all schools can integrate some content of *A History of Democratic Kampuchea* into their daily teaching, but they can not teach the whole content or one whole chapter from *A History of Democratic Kampuchea*.

According to the teachers, there are two main reasons for not being able to include the whole content of DC-Cam's textbook into the classroom. First, there is no formal instruction from the Ministry of Education to allow teachers to teach content of DK history textbook in schools although the textbook has been approved by the Ministry of Education as an extra material that teachers can use to support their teaching at any time they may have. Second, some teachers do not have enough time to make use of the textbook *A History of Democratic Kampuchea* as they are struggling to finish the social study textbook of the Ministry of Education. Some teachers teach 43 hours per week, and they cannot even finish all the lessons in the Ministry's social study textbook, which is compulsory. Therefore, it is highly unlikely that teachers will make use of additional or outside materials in their teaching. Their job is to finish teaching the Ministry's social study textbook within the academic year so that students are well prepared enough for the qualifying exam.



Students work in group on the DK history textbook.

Small-scale integration: Most of the teachers we observed in Prey Veng and Svay Rieng claimed that they have integrated DK history into their teaching, but the integration is small and has little impact on students' understanding of DK history. The integration of DK history into the classroom teaching is dependant on the interests and willingness of the teachers. Teachers who have

participated in DC-Cam's teacher training workshops have used the knowledge and skills they gained from the workshop to apply to their classrooms. In contrast, the teachers who have not had chance to attend the training workshop do not touch upon DK history. Moreover, teachers who have participated in the workshop are able to integrate only about five minutes of DK history into their teaching, and the integration can be said that for the sake of integration and the evaluation team. The regular classroom lesson and the integrated DK history, in some cases, do not speak to each other effectively. However, there are cases that teachers successfully integrate DK history into their regular classroom lesson.

In order to have an effective integration of DK history into the classroom, all observed teachers make the same recommendation. The teachers recommended that DC-Cam encourage the Ministry of Education to give a formal and official directive for integrating DK history into the secondary school classrooms. The teachers suggested that we highlight specific chapters in *A History of Democratic Kampuchea* with specific instructions on where/how to integrate these chapters into the social study textbook of the Ministry of Education. Additionally, we should also specify the time and strategy (teaching methods) for the integration.

Case Study: Chhouk Srey Montha (Hun Sen Takok High School, Preah Sdech district, Prey Veng Province)

Lesson 4: Myanmar's Economic Society in the 20th Century



Chhouk Srey Montha is teaching at Hun Sen Takok High School, Preah Sdech district, Prey Veng province

Objectives:

1. Understand the leadership of the dictatorship of Myanmar and the Khmer Rouge leadership (1975-1979).
2. Understand the life of the Cambodian people (1975-1979).
3. Understand the effects on the Cambodian people after the collapse of the Khmer Rouge.

Chhouk Srey Montha explained the history of Myanmar, its dictatorship, and how the populations have been suppressed by the Myanmar government. She used K-W-L chart to assess students' prior knowledge and what the students want to know about Myanmar. After that, she explained some difficult terms related to the KR history to the students. These terms included evacuation and genocide.

After this activity, she used the Jigsaw method to divide the students into five groups, and each group was responsible for discussing and finding the answer to one assigned question. The five questions were:

1. Why did the Khmer Rouge evacuate people from the cities to the countryside?
2. What conditions did people live in?
3. What were the two new classes in the society?
4. What types of people were considered "base" people?
5. What occurred after the fall of the Khmer Rouge regime?



Chhouk Srey Montha is observing the classroom group discussions.

After group discussions, she reorganized the students into new groups so they could share their answers for the five questions. Then, she asked representatives from each group to write down the answers on the board. At the end of the classroom, she summarized the entire lesson students had learned for the day.

The case study above is an example of how a teacher is able to effectively integrate DK history into her regular classroom teaching, even though there is room for improvement. Chhouk Srey Montha used two methods from the guidebook (K-W-L and Jigsaw). Moreover, she used several points in the textbook for her teaching. These points include the evacuation of the people from the cities to the countryside, daily life of people during the DK regime, two new classes under the DK regime, and the aftermath of the DK period.

However, she used Jigsaw method incorrectly and the activity she assigned students did not effectively align with the stated objectives. The five questions partly spoke to the objectives of the lesson. The questions did not make any reference to the discussion on Myanmar, which was the main focus of the lesson. Moreover, the questions were in the form of a fact-finding activity, in which the answers were already in the textbook. The questions did not allow students to analyze and think critically. A better approach would have been a comparison between the economic conditions and the life of the people in Myanmar to those of Democratic Kampuchea. She could have divided the students into two groups for this activity: one group works on Myanmar while the other group works on Democratic Kampuchea. Then, she could rearrange the groups, and ask students to compare the two countries critically.

Integration of DK history into various subjects: DK history can be integrated into several disciplines other than history. Among the ten disciplines in secondary school level, it can be integrated into Khmer Studies, Citizen Morality, and Geography. Within each discipline, DK history can be integrated in almost all lessons such as World War I, World War II, demography, the movement of people, environmental degradation, and Cambodian geographical structure, tradition, culture and religion,



Net Karam, a history teacher at Hun Sen Prasot High School, Svay Tieb district, Svay Rieng province

history of Myanmar, Thailand, and Singapore. The degree to which DK history is integrated into these lessons and subjects will mostly depend on the ability and creativity of the teachers.

Include content of DK history into the Ministry's social study textbook: Most teachers are obsessed with

“traditional thinking,” in which teachers have difficulty with teaching the content outside the Ministry’s social study textbook. All of them suggested that the content in *A History of Democratic Kampuchea* should be summarized in one or two chapters and be included in the Ministry’s social study textbook so that teachers can officially teach DK history as a small section in grades 9 through grades 12. To address this issue, we should take the opportunity during the annual teacher workshop to explain the role of teachers and the importance of effective teaching. Teachers should be aware that the quality of education cannot depend on a single social study textbook. Teachers should do more research and make use of other relevant materials to ensure that their students are able to apply the knowledge from school to their profession. *A History of Democratic Kampuchea* is one mandatory reading to which teachers can refer for guidance whenever they want to integrate DK history into their teaching.



You Hel is teaching DK history at Svay Chrum High School, Svay Chrum district, Svay Rieng province.

Difficulty in applying methods in the guidebook to the classroom: Some teachers including Mr. Ros Sophea from Svay Rieng High School said they have difficulty in applying the methods presented in the Teacher’s Guidebook into their teaching. Mr. Ros claimed that, “If I use the methods in the guidebook such as

Jigsaw or K-W-L, I would not be able to finish my lessons on time.” Mr. Ros still used the traditional method, which he asked students to read passages aloud in the class and then led a Q&A session. The teaching ended with a brief summary of what they learned for the day. In an annual teacher workshop, we should also take this opportunity to emphasize the easiness and the effectiveness of the methods in the guidebook. Teachers who find the methods in the guidebook difficult may not have enough knowledge and understanding on the methods. According to the classroom observation, only few teachers used the methods in the guidebook, and they had several errors in using those methods.

Using traditional methods, teachers ask students to find answers from the textbook, write the answers on the board, and copy the answers into their notebook. If the teachers apply the new methods in the classroom, they would take this time to allow students to discuss, compare, and contrast in order to generate critical thinking rather than copying the answers into notebook when the answers are already in the textbook.

Post-evaluation

Meeting with the teachers individually marks the post-evaluation and the end of the evaluation work. National teacher Mrs. Mom Met spent about an hour discussing how to integrate DK history into the teachers' daily teaching effectively. Mrs. Met asked the teachers to open the



Teacher's Guidebook, and she pointed out the methods the teachers could have used during their teaching. She also explained the strengths and weaknesses each teacher had and gave recommendations for improvement.

Mom Met chairs a technical meeting with history and geography teachers at Svay Rieng High School, Svay Rieng province.

The team also talked to the school principals and explained the brief and general observation of the teaching of *A History of Democratic Kampuchea* in their respective schools. The team also requested (to the school principals) that they encourage teachers and students to make efforts to study DK history in broader terms. The school principals can emphasize the importance of genocide education during the morning meeting with all students and their technical meeting with the teachers. At the end, the team conveyed gratitude to the school principals and teachers for their warm hospitality and facilitation.

Impacts

Alerting the teachers—the presence of the evaluation team and its work gave an alert to the teachers who have participated in the training to consider the integration of DK history into their daily teaching seriously. Some teachers have integrated DK history in their daily teaching occasionally while some others did not make any effort to do so, claiming that they do not have enough time and do not know what and where to integrate. The team explains them how to integrate DK history into their regular teaching and ask them to continue to make more efforts in order to ensure a broader teaching of Khmer Rouge history in the classroom.

Reinforcing the Teacher's Guidebook—Teachers' knowledge on the methodologies presented in the Teacher's Guidebook has faded away over time as some of them rarely make use of the guidebook to guide their teaching. Although some of them do integrate DK history into their teaching, they keep using the traditional teacher-centered approach, describing the historical events to students. Students have little or no chance to discuss and analyze the history in order to cultivate their critical thinking. After the classroom observation, the team met with the teachers to discuss their strengths and weaknesses in the teaching. The team also asks the teachers to

reexamine the Teacher's Guidebook by specifically pointing out the methods in the guidebook of which they could make use while they were integrating DK history into their history teaching.

Integrating DK history teaching through the school leadership – the school principal of Kampong Trabek High School Mr. Sek Chamroeun informed the team that he frequently talks about KR history to the staff and students during the morning meeting before class – namely when the students pay homage to the national flag in the morning. His message allows the team to cultivate the idea that teaching *A History of Democratic Kampuchea* can be effectively emphasized and enforced during the morning meeting by the school principals. The team could use this strategy with the other schools. At the end of the evaluation work, the team could meet with the school principals and ask them to encourage teachers and students to try to study DK history as part of their daily learning/teaching practices. All school principals totally supported the teaching of DK history and have vowed to encourage and enforce this discipline in their respective schools.



Hak Hour is teaching his history class in Preah Bat Norodom High School, Kanh Chreach district, Prey Veng province.

Mom Met is leading survey with students in Preah Bat Norodom High School, Kanh Chreach district, Prey Veng province.

Integrating DK history teaching through the technical meeting – a group of history teachers held a technical meeting to discuss various aspects and challenges of history teaching in their school as well as to improve the quality of history teaching. There are approximately five to ten history teachers in each school – depending on the size of the school. Among these, at least one or two history teachers participated in DC-Cam's teacher training workshop. The team asked the teacher(s) who attended the training to share their knowledge, experiences, and teaching materials to their colleagues during this technical meeting. For instance, at Svay Rieng High School, Mrs. Mom Met chaired a history and geography technical meeting with six teachers. In the meeting, Mrs. Met emphasized the importance of the teaching of DK history. She explained the methodologies in the Teacher's Guidebook and how teachers can use these methods and the content in *A History of Democratic Kampuchea* to integrate DK history into their daily teaching. She also stressed the methods that account for students' critical thinking and the point that teachers should avoid their traditional descriptive method in which teachers describe their lesson for almost the entire instructional period. She also drew the table of Bloom's Taxonomy and explained it to the teachers.

Improve teachers' teaching effectiveness: Because they were being observed, the teachers prepared their classes very well. The classrooms were clean, and students listened to teachers attentively. The teachers prepared lesson plans and had visual aids, graphics, and maps to support their teaching. Moreover, the teachers used a lot of student-centered activities such as discussion, working in groups, and encouraging students to think critically and participate in the classroom activities. The teachers managed their time very well. At the end of the evaluation, the team emphasized to both teachers and school principals that if teachers can provide this type of teaching every day and in every lesson, the quality of the teaching and the overall school environment will be improved. Though there was some room for improvement, we asked the teachers to take the observed teaching as a model for teaching other lessons in their regular classrooms.



Am Sophal, Deputy School Principal of Hun Sen Takok High School, Preah Sdech district, Prey Veng province, is holding copy of the magazine, Issue No. 10, October 2000.

Copies of DK history textbook: All schools possessed copies of *A History of Democratic Kampuchea*. These schools received between one to two hundred copies of the textbook. However, the school principals and teachers claimed that the number of textbook was not enough for all students from grades

9 to 12. To sustain future student use, the schools decided to lend the book to students, not to give it to them. The schools will collect the copies back at the end of the academic year. The school principals requested that DC-Cam distribute more copies of the textbook to all schools nationwide in order to broaden DK history teaching. Moreover, they recommended that distributed copies of the textbook be kept as the property of the schools so the in-coming students have the textbook for their study. It is the same way they use the Ministry's social study textbook. In addition, the school principals also requested copies of the magazine *Searching for the Truth*. The school principal in Hun Sen Prasot High School requested that DC-Cam send all issues of the magazine to his school so that teachers can use it as reference for further research in teaching DK history.

Challenges

Some teachers were nervous upon hearing that DC-Cam and the Ministry of Education were going to observe and conduct evaluations of their teaching. One teacher from Kampong Trabek high school told us that he could not eat or sleep

since he received the information of the observations. His nervousness made him unable to work properly. He could not even grade students' exam papers. Before the trip, our team member made phone calls to the teachers to inform them about the observation and evaluation work. We explained the purposes and activities to the teachers clearly and assured them that the evaluation is intended to find challenges for improvement – not bases for punishing teachers.

Evaluators have to hold a second meeting with the school principal at the end of the evaluation for two simple reasons: first, it is courteous to have a proper ending and extend honor and gratitude to the host. Second, the school principal needs to know the preliminary results of the evaluation and the effectiveness of his/her teachers. We can also take the opportunity to ask the school principal to constantly remind the teachers about the need to integrate DK history into the teachers' classroom teaching.

Lessons learned and recommendations

It is important to have national teachers traveling with us to conduct the classroom observation and evaluation. First, it shows a sense of collaboration between DC-Cam and the Ministry of Education as specified in the concept paper. Second, national teachers have good relationships with many education officials, school principals and teachers in the provinces. These relationships help facilitate the administrative and technical work with the Provincial Office of Education and its respective schools. Third, national teachers are mature enough and have the authority to give advice to both teachers and school principals. For instance, almost all school principals and education officials in Prey Veng and Svay Rieng know Mrs. Mom Met, and they respected and listened to her advice.

Enforcing the integration of DK history through commune teacher training –

According to observations, most teachers are able to integrate DK history into their teaching, but the integration is small and yields little impact on students' knowledge and understanding. During the commune teacher training, we should emphasize the need for integration and give a model on how teachers can integrate DK history into their teaching. The teachers should make use of both the DK history textbook and Teacher's Guidebook when they integrate DK history into their regular lessons. It is important that teachers are made fully aware of and understand how and where to integrate DK history into their teaching.

Conclusion

Quality control in Prey Veng and Svay Rieng was conducted in a smooth process with strong collaboration with the education officials in the province, school principals, teachers, and students. According to the observation and evaluation, all teachers, students, and provincial education officials in Prey Veng and Svay Rieng agreed that the teaching of *A History of Democratic Kampuchea* is important for the understanding of the younger generations and for national reconciliation and genocide prevention. All respondents show their interest and positive attitude toward learning and teaching DK history. Many teachers reported that whenever they talk about DK history in the classrooms, students show strong interests and

have a lot of questions.

Amid this positive attitude and interest, teachers and students in Prey Veng and Svay Rieng encountered several challenges. The observed teachers have integrated DK history into their daily regular teaching but fail to satisfactorily make use of the textbook *A History of Democratic Kampuchea*, Teacher's Guidebook, and other teaching materials – as well as the knowledge and skills they gained from the teacher training workshop. Teachers complained that they did not have enough time to integrate DK history as much as they would like. Moreover, teachers and students do not have enough copies of the DK history textbook.

All observed teachers suggested that the Ministry of Education give a formal directive stating that all schools nation-wide must integrate, not just include, DK history into the regular classroom teaching. This integration should occur in the fields of History, Geography, Citizen Morality, and Khmer Studies. Although the textbook *A History of Democratic Kampuchea (1975-1979)* is a mandatory reading for all teachers and students nationwide, a formal directive from the Ministry of Education mandating the integration of DK history is necessary to facilitate more effective teaching and more wide-spread integration. If DC-Cam and the Ministry of Education allow teachers to exercise their discretion in choosing which chapters to implement the teachers will more likely fail to adequately integrate the DK history in their curriculum due to the challenges described above.

Appendix: Table of interview conducted in Prey Veng and Svay Rieng

Nº	Name	Position	High School	Location
1	Mr. Am Sophal	Deputy School Principal	Hun Sen Takok	Preah Sdech District, Prey Veng Province
2	Ms. Chhouk Srey Montha	Teacher	Hun Sen Takok	Preah Sdech District, Prey Veng Province
3	Ms. Chhin Sok Meng	Student	Hun Sen Takok	Preah Sdech District, Prey Veng Province
4	Mr. Chork Samlout	Student	Hun Sen Takok	Preah Sdech District, Prey Veng Province
5	Ms. Cheab Bony	Teacher	Preah Ang Doung	Kampong Leav District, Prey Veng Province
6	Ms. Svay Sokunthea	Teacher	Preah Ang Doung	Kampong Leav District, Prey Veng Province
7	Mr. Sek Chamroeun	School Principal	Kampong Trabek	Kampong Trabek District, Prey Veng Province
8	Mr. Phat Sithat	Teacher	Kampong Trabek	Kampong Trabek District, Prey Veng Province
9	Mr. Chhorn Chiek	Deputy School Principal	Preah Bat Norodom	Kanh Chriech District, Prey Veng Province
10	Mr. Hak Huor	Teacher	Preah Bat	Kanh Chriech District,

			Norodom	Prey Veng Province
11	Mr. Sek Thieng	Student	Preah Bat Norodom	Kanh Chriech District, Prey Veng Province
12	Ms. Yon Monirath	Student	Preah Bat Norodom	Kanh Chriech District, Prey Veng Province
13	Mr. Ros Sophea	Teacher	Svay Rieng	Svay Rieng District, Svay Rieng Province
14	Ms. Phok Kanha Pich	Student	Svay Rieng	Svay Rieng District, Svay Rieng Province
15	Mr. Kan Vutha	Student	Svay Rieng	Svay Rieng District, Svay Rieng Province
16	Ms. Net Karam	Teacher	Hun Sen Prasot	Svay Teab District, Svay Rieng Province
17	Ms. Ek Lida	Student	Hun Sen Prasot	Svay Teab District, Svay Rieng Province
18	Ms. Yu Hel	Teacher	Hun Sen Svay Chrum	Svay Chrum District, Svay Rieng Province
19	Mr. Seum Ren	Studnet	Hun Sen Svay Chrum	Svay Chrum District, Svay Rieng Province

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End.