

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

GENOCIDE EDUCATION

Education on Khmer Rouge History in Cambodia (1975-1979)

**Report for 16th Commune High School Teacher Training
in Battambang Province**

October 10-14, 2016

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INTRODUCTION

The Documentation Center of Cambodia (DC-Cam), in collaboration with the Ministry of Education, Youth and Sport, recently completed a 5-day Commune Teacher Training session for 93 history, geography, Khmer studies and morality teachers from Battambang province. The 16th Commune Teacher Training was made possible by the support of the European Union (EU) and the United States Agency for International Development (USAID).

The main goal of the training was to equip teachers with the ability to teach about the history of Democratic Kampuchea (DK), providing them both with knowledge about different aspects of the DK regime and its legacy as well as with teaching methods to pass on that knowledge to their students.

The training took place at the Regional Teacher Training Center in Battambang provincial town and was facilitated by four national trainers from the Ministry of Education, four provincial trainers from the Provincial Office of Education and six DC-Cam staff members. The participants were from Battambang, Pursat, Ordar, Meanchey, Banteay Meanchey and Pailin province.

The main training materials consisted of the Textbook “A history of Democratic Kampuchea (1975-1979)” and the corresponding “Teacher’s Guidebook”. Daily activities were presentations of different chapters of the DK history textbook by one of the trainers in the main hall, followed by presentations on the Teacher’s Guidebook on how to teach this content in class. For several chapters the participants also had the opportunity to practice the teaching in smaller groups in separated rooms, which allowed for in-depth engagement with the topic and individual feedback on their performances. Additional materials were film screenings of “Tuol Sleng” and “Behind the walls of S-21”, a guest lecture by Kelly Watson from the Educator’s Institute for Human Rights (EIHR), and personal accounts of two survivors of the DK regime. These activities added great value to the training, since their broadened the spectrum of perspectives and increased an understanding of the complexity of Cambodia’s past.

This report describes some of the highlights of the training activities, stories telling by participants (Appendix), data analysis from pre- and post-surveys of DK history and teaching methodologies assessment, recommendations for future trainings based on feedback of the participants and observations as well as the training evaluation by participants.

HIGHLIGHTS OF THE TRAINING ACTIVITIES

DC-Cam’s 16th commune teacher training was held from October 10 to 14, 2016 at Battambang’s Center for Pedagogical Teacher Training. A day prior to the training, all national and provincial trainers joined a meeting with DC-Cam’s team leader of the Genocide Education project to discuss: (1) program of the training; (2) Assignment of trainers; (3) Role and Responsibility; (4) Rules and Regulations, and (5) reminding a Gender sensitivity, which

was a core discussion that everyone is required to respect each other, especially role and responsibility and rights of female trainers and trainees in every training day.

On the Opening Ceremony for the training, Mrs. Tun Sa-im, head of honor guesses and an under Secretary of State of Ministry of Education presided, over the Opening Ceremony. Mrs Meas Phearun, Deputy Director of Provincial Office of Education of Battambang, was the Ceremony's second key person after Chumteav. On the stage, there were four national trainers (two of them are females) and four provincial trainers (one of them is female) who are trainers from Ministry of Education, Youth and Sport. Their roles and responsibilities were to lecture and practice model lesson on a History of Democratic Kampuchea (1975-1979) and teaching methodology.

Each day of the training program, all trainers were required to have a meeting after ending the training. The discussion of the meeting was to (1) find and answer any issue occurring during the day; (2) remind the schedule for tomorrow training; (3) challenge the presentation on DK history and teaching methodology for tomorrow training; (4) share ideas and guide each other, especially the provincial trainers, to meet a good way that have to be accepted by the trainees; and (5) encourage the provincial trainers to have well-prepare themselves at home to the chapters of DK history and teaching methodology so that they are ready to instruct the participants.

From Day 1 to Day 5 of the training, the contents of DK history and Teaching methodologies were key objectives that every trainer needed to spend much times to explain to the participants. However, the participants had opportunity to capture additional knowledge on other countries' holocaust and genocide. The training had and welcomed a special guest speaker from United States Holocaust Memorial Museum (USHMM) who gave two presentations to the participants. Her name is Kelly A. Watson. Moreover, the participants received huge explanation on K-W-L and Jigsaw teaching method from the co-authors of Teacher Guidebook, Christopher Dearing. Besides, the training hosted an exhibition on Forced Transfer during Khmer Rouge regime for the participants.

Below are highlight of each activity of the training:

KWL Chart – by Christopher Dearing, co-author of *Teacher's Guidebook: The Teaching of "A History of Democratic Kampuchea"*

Many participants interviewed during and after the training recalled the presentation and practice of the KWL -method and named it one of the most useful tool they will take with them from the training. The KWL-method starts by assessing what the students already know (K) about a certain topic, followed by open questions on what the students want (W) to know more about, and finishes by summarizing what the students have learned (L) by the end of the class.

What I know about...(K)	I want to know more about... (W)	I learned... (L)

Figure 1: K-W-L Chart

While under the column K teachers collect existing knowledge from their students, which can be false, imprecise, or vague and thus serves as an indication of the student's level of knowledge, the column W encourages students to come up with their own questions, which reflects their interest in certain aspects of the topic. The column L on the other hand gives the teachers the opportunity to correct or supplement the knowledge previously collected under W, add more information to the topic and summarize what has been learned during the class.

Since this method is student-centered, meaning it involves the active participation of the students, teachers do not serve as a mere presenter of knowledge, but mutually benefit of their student's inquiries. One participant, a morality teacher, emphasized that she learns from her students through their questions, comments and remarks, and that is why she appreciates the approach of the KWL-method. The positive response was also reflected in that many participants used the KWL-method in their module teaching practice, saying it facilitates discussion without losing focus of the main objectives of the class.

Exhibition on Forced Transfer

Another highlight was the exhibition on Forced Transfer that for the first time accompanied the training. The history around forced transfer of people during DK has been the main focus of the ECCC's case 002/01 against Nuon Chea and Khieu Samphan. Following their conviction in 2014 the ECCC officially recognized the Forced Transfer permanent exhibitions of DC-Cam and the Ministry of Culture and Fine Arts as part of the judicial reparation projects. In addition to the permanent exhibition already established in 8 provincial museums around Cambodia, DC-Cam now provided a traveling exhibition to the training consisting of 12 panels portraying the events around forced transfer during 1975-1979. The panels display photographs and informational texts of the transfer, survivor testimonies as well as pictures of the top leadership of the Khmer Rouge regime – including the convicted Nuon Chea and Khieu Samphan.

Since 2014 the Teacher's Guidebook includes a separate chapter on Forced Transfer, paying respect to the suffering of thousands of people caused by the separation of family members, violence, dehydration and starvation along their long journeys. The exhibition was set-up in the inner courtyard of the Training Center, allowing not only training participants but also other teachers and passers-by to visit the exhibition. The panel displaying photographs of the top leaders of the Khmer Rouge regime attracted the most visitors, which according to their comments was due to its topicality resulting from the ECCC's ruling as well as to the fact that many Cambodians never actually saw photographs of the Khmer Rouge leaders and were curious how they would look like.

DC-Cam staff members Long Dany, team leader of the project Promoting Accountability, and Pechet Men, Assistant-Director of Museum of Memory, stood ready to answer questions. In one instance Long Dany engaged in a one-hour discussion with visitors and gave them an overview of DK history. This clearly shows the value of using different materials during the training, with the exhibition being both a tool for transferring knowledge as well as stirring discussions and leaving impressions where words sometimes cannot.

Guest lecture by Mrs. Kelly Watson on the Holocaust

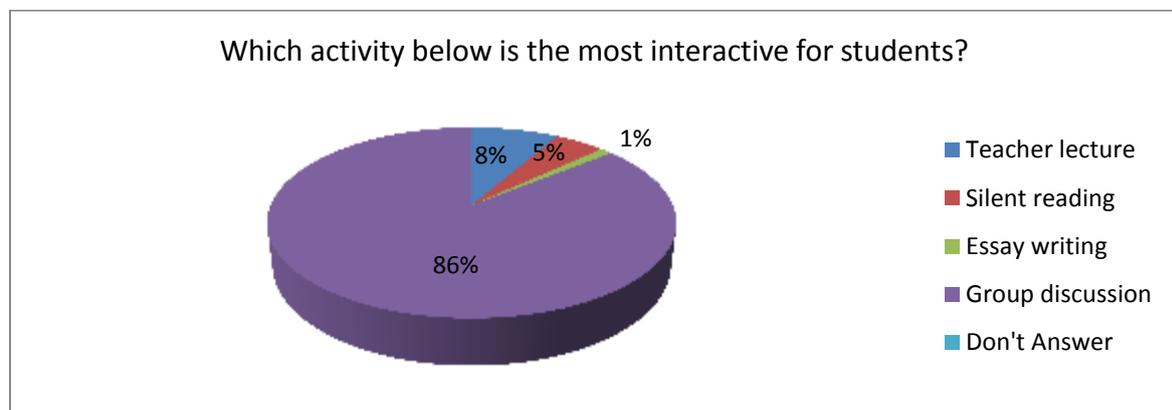
Kelly Watson, Educational Program Coordinator for the Educator’s Institute for Human Rights (EIHR), gave two presentations during the training. Her first presentation focused on the definition of the Holocaust and how these characteristics are best taught to students. She started by exploring the terms “systematic”, “bureaucratic”, “state-sponsored”, “6 million Jews” and “collaboration” while giving examples of each one.

In her second presentation Mrs. Watson displayed photographs of forced evacuations from three different genocides, drawing the participant’s attention towards comparable patterns among different genocides. But before going into detail, Mrs. Watson-who is a teacher herself- stressed that the comparison of genocides is always difficult since one cannot compare the unique suffering and pain of people. At the same time, there exist parallels within genocides that are comparable, e.g. systematic killing, bureaucratic killing etc. Likewise she cautioned against a teaching of genocide which sets genocide as the only defining feature of a society. Rather, it would be important to include the events that happened before and after the genocide in order to teach about a society in a comprehensive way. When she asked the students if some of the terms would also suit to describe the genocide in Cambodia, many students drew parallels regarding forced evacuations, the bureaucratic killing reflected in the piles of documents such as photographs, forced confessions, and files on everyone who seemed suspicious. Tun Thang Doung, a Khmer literature teacher explained afterwards, she liked the presentation because “it is important for us to learn that it not only happened in Cambodia, but around the world”.

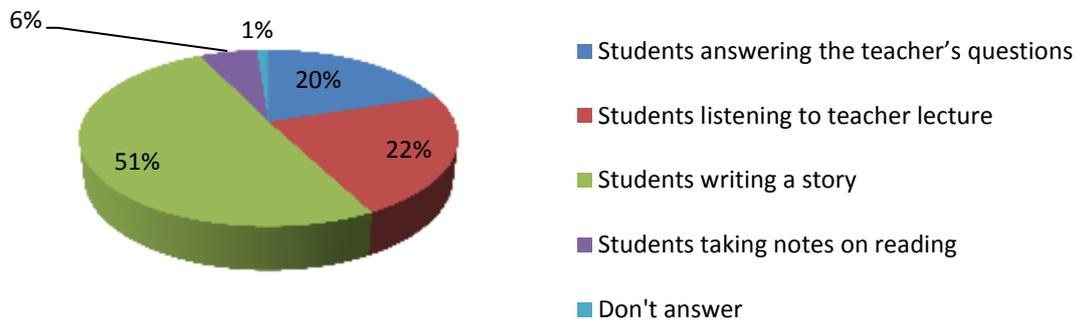
DATA ANALYSIS

Teaching Methodology

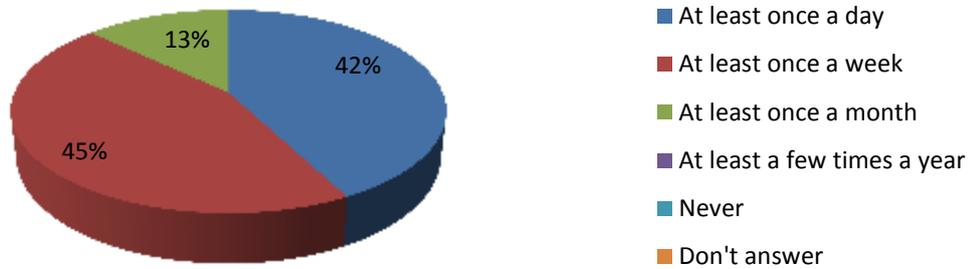
A) Pre-Assessment



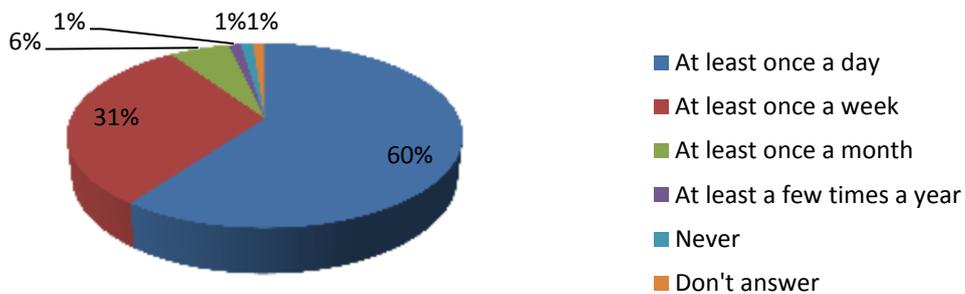
Which activity below encourages the most creative thought for students?



How often do you teach using group discussions?



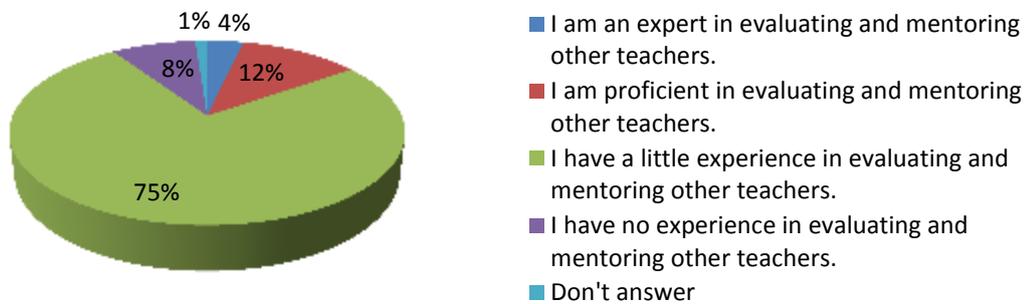
How often do you teach using new lesson plans?



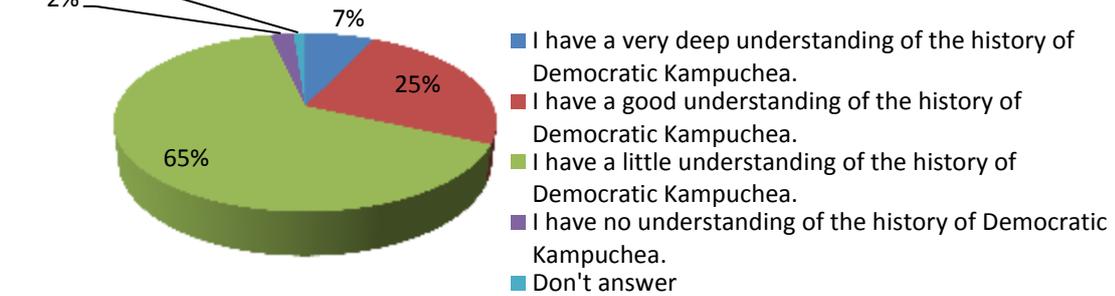
How would you characterize your competency in teaching through group activities?



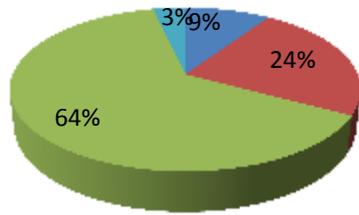
How would you characterize your competency in evaluating and mentoring other teachers?



How would you characterize your understanding of the history of Democratic Kampuchea?

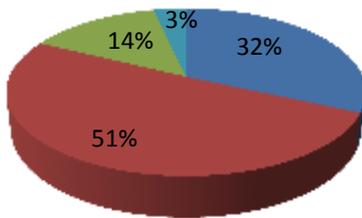


How would you characterize your understanding of the individual experience of what life was like under Democratic Kampuchea?



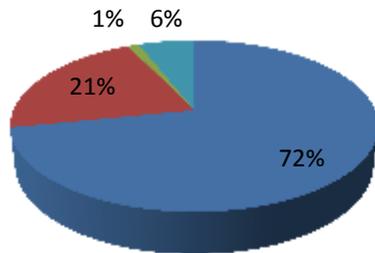
- I have a very deep understanding of what life was like
- I have a good understanding of what life was like
- I have a little understanding of what life was like
- I have no understanding of what life was like.

How often do you assign homework (to be done outside of class)?



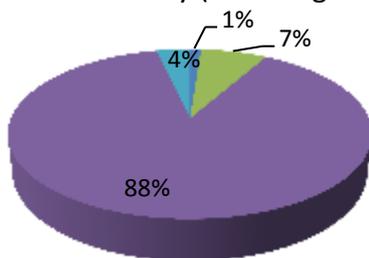
- Every day
- At least once a week
- At least once a month
- At least a few times a year
- Never
- Don't answer

How often do your students work on group projects?



- At least once a week or more
- At least once a month or more
- At least once a year
- At least twice a year
- Never
- Don't answer

How often do you attend professional development sessions on history (including teacher conferences)?



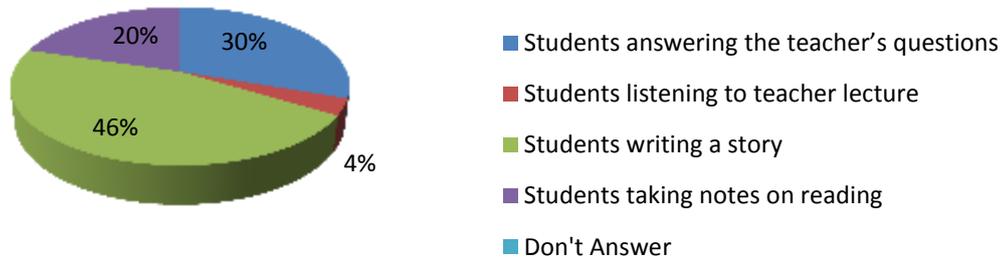
- More than twice a year
- Twice a year
- Once a year
- Never
- Don't answer

How often do you attend professional development sessions on student-centered teaching methodologies?

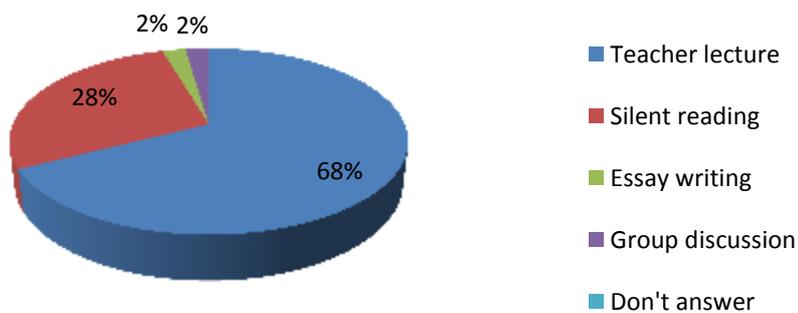


B) Post-Assessment

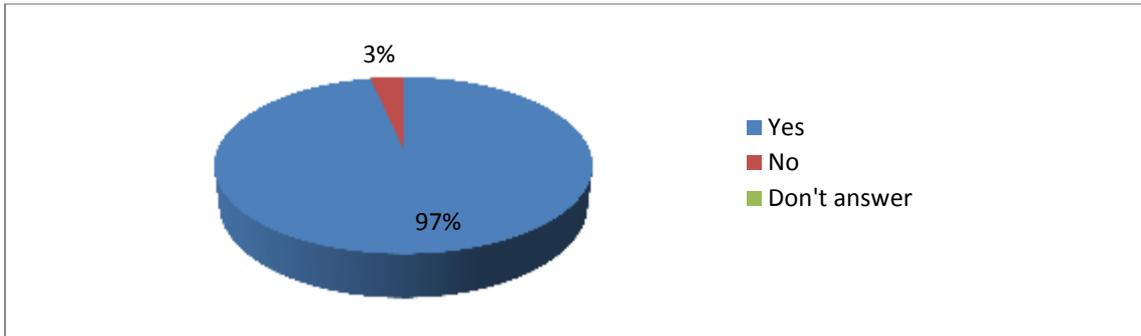
1. Which activity below encourages the most creative thought for students?



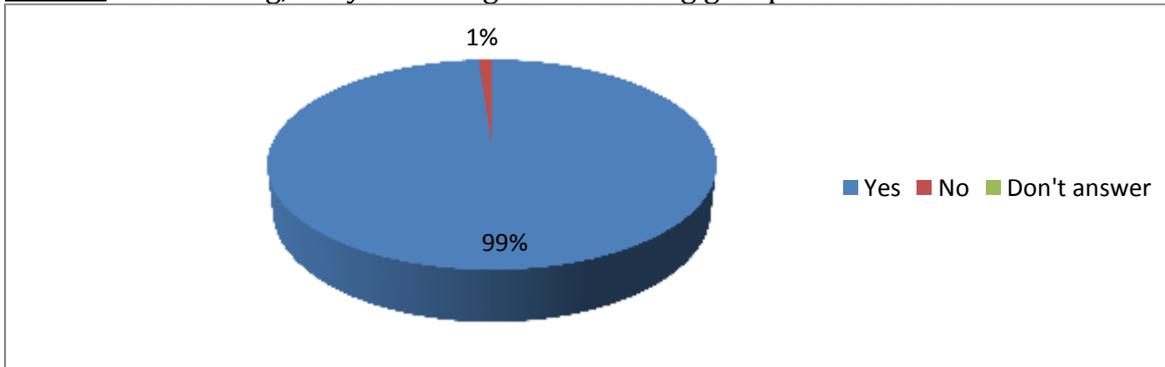
2. Which activity below is the least interactive for students?



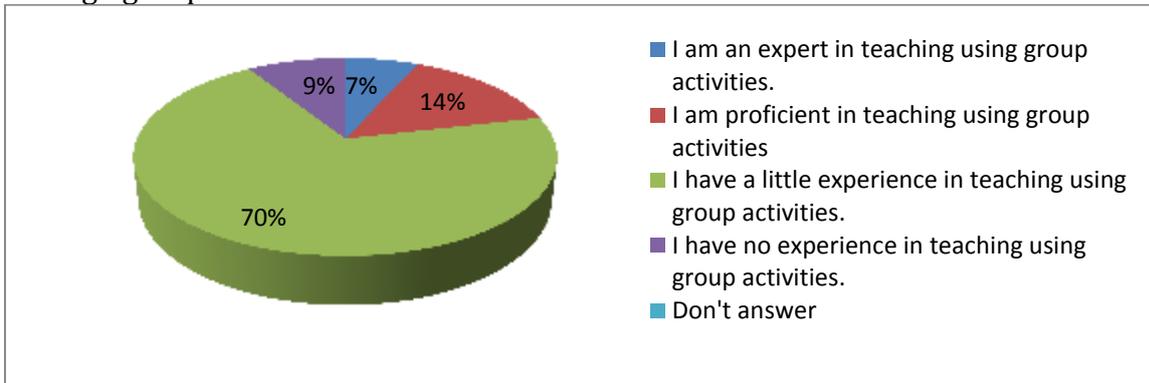
3. Before this training, did you teach using group discussions?



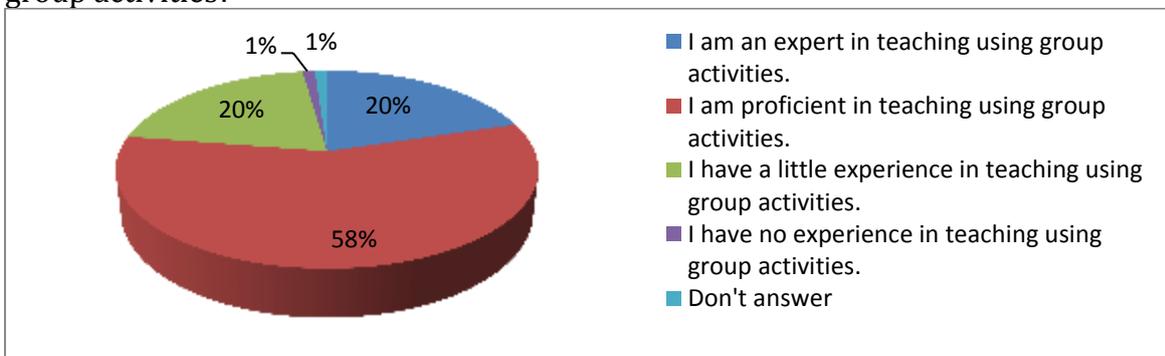
4. After this training, are you willing to teach using group discussions?



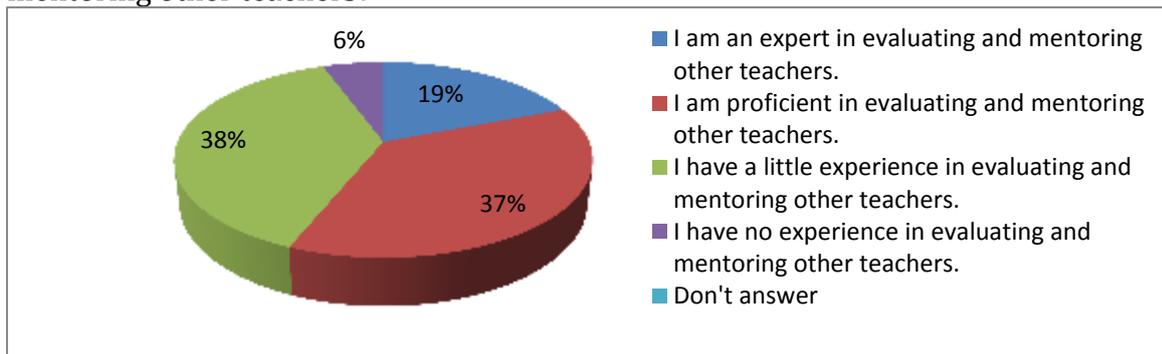
5. Before this training, how would you characterize your competency in teaching through group activities?



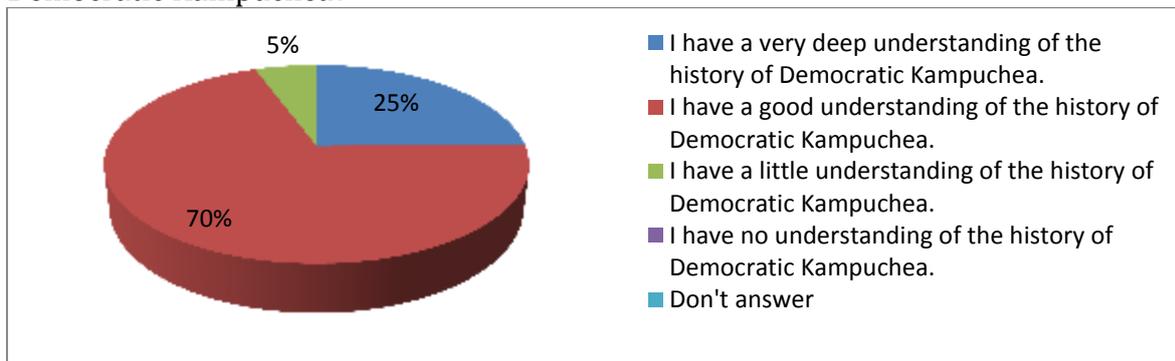
6. After this training, how would you characterize your competency in teaching through group activities?



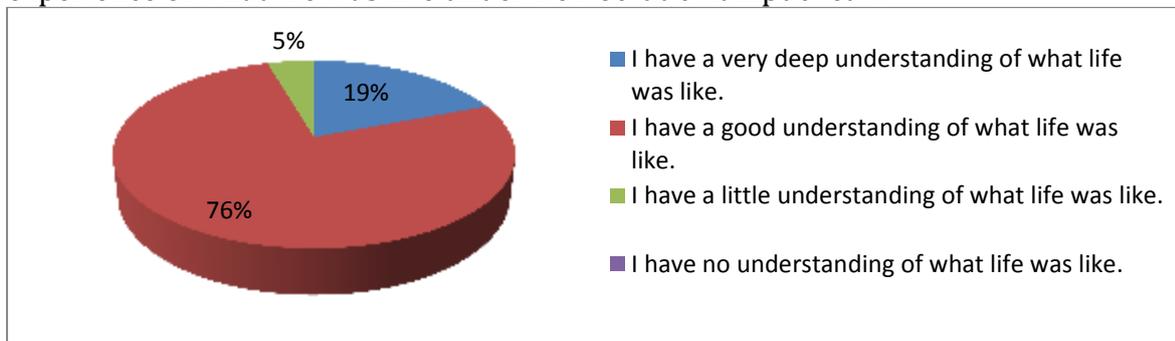
7. After this training, how would you characterize your competency in evaluating and mentoring other teachers?



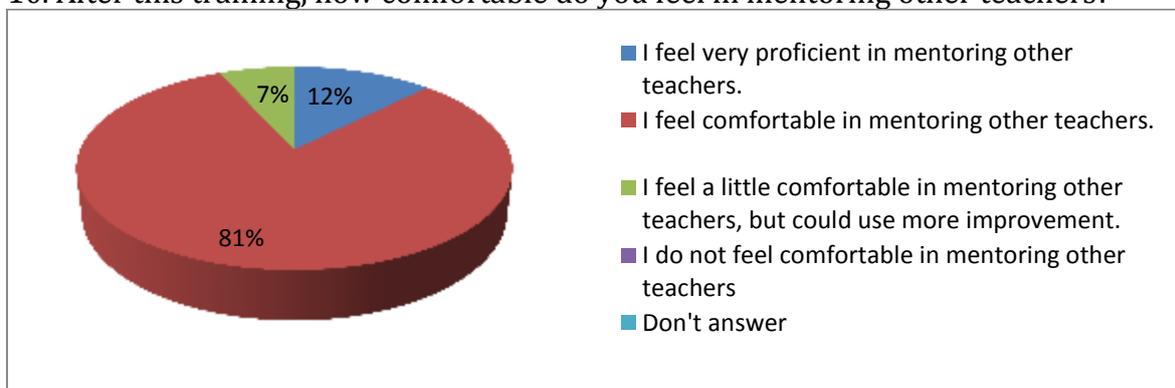
8. After this training, how would you characterize your understanding of the history of Democratic Kampuchea?



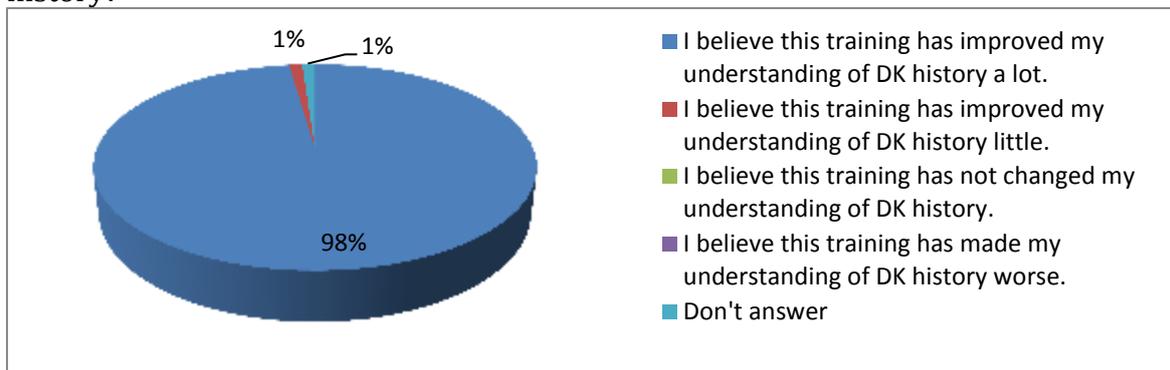
9. After this training, how would you characterize your understanding of the individual experience of what life was like under Democratic Kampuchea??



10. After this training, how comfortable do you feel in mentoring other teachers?



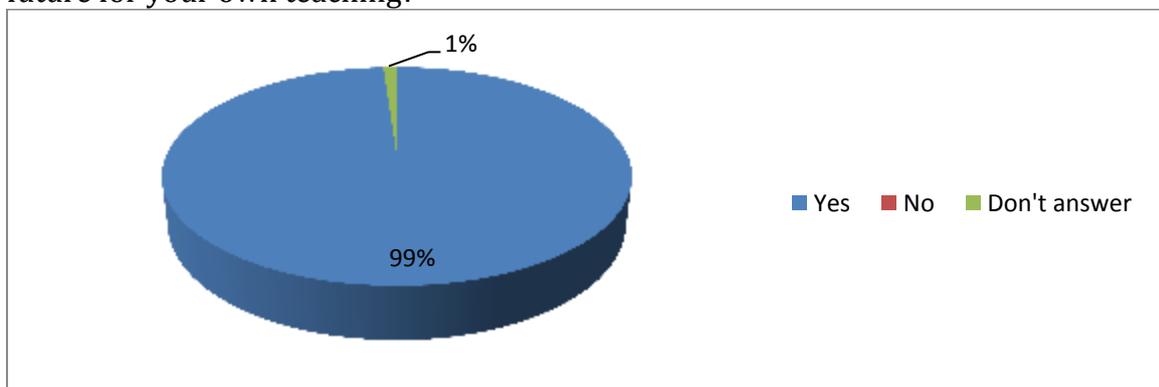
11. How would characterize the impact of this training on your understanding of DK history?



12. How would characterize the impact of this training on your teaching skills?



14. Are there any lessons, activities, or aspects of this training that you will use in the future for your own teaching?



Based on a review of the pre- and post- assessments, as well as other evaluation tools, there is a clearly demonstrated increase (+35-50 percent) in the beneficiaries' confidence in teaching the history of Democratic Kampuchea (DK) and using some of the student-centered learning methods. For example, there was a significant increase in the beneficiaries' perceived understanding of DK history and the individual experience (i.e., stories) of survivors. In addition, there was also a significant increase in the beneficiaries' perceived competency in evaluating and mentoring other teachers (+40 percent) and using student-centered learning methods in their classrooms (+35 percent). Over 80 percent of the beneficiaries felt comfortable that they could use group discussions as a method for teaching DK history in their classroom and over 99 percent said that they were willing to use group discussions after

the training. Overall, the results showed a marked change in the beneficiaries' confidence in their abilities and understanding.

The results appeared to indicate only a small increase in the beneficiaries' actual understanding of DK history; however a flaw in one question and the difficulty of some of the questions may have reduced the precision of the evaluation's results. Specifically, in the pre-assessment, the aggregate score of all beneficiaries' scores was 77.9 percent. In the post-assessment, the aggregate score was 79.5 percent. The change in score, after the training, was an increase of about 2 percent.

As an additional consideration, we also did an 'adjusted' scoring where only questions that were correctly answered 70 percent or more were included in an adjusted aggregate score. Under this adjusted aggregate score, the improvement was 3.57 percent.

There are several possible reasons for the small amount of increase. First, it is possible that some of the questions may not have been fully understood by the beneficiaries, which prompted incorrect responses. One question in particular had two separate answer choices that were so similar in nature, that it was highly probable that the participants were confused. This question will be modified and others will be re-assessed to identify whether a more clear set of answer choices can be offered to avoid confusion and increase the accuracy of the assessment tools.

The pre-assessment used different questions than the post-assessment, which did not allow a comparison between the participants' responses to specific questions. The decision to use different sets of questions between pre- and post-assessments was based on the idea that the participants would recall the questions during the training workshop and attempt to memorize the answer with the expectation that they would see the question again in the post-assessment. Given the small variation between the scores and value of learning how participants changed their responses to specific questions based on the training, we will modify the post-assessment to include the exact questions of the pre-assessment (except in a different order).

Overall, the assessments demonstrated a significant increase in the teachers' confidence level and enthusiasm in teaching DK history and using student-centered learning methods. The assessment only showed a small increase in the teachers' actual understanding of DK history; however, the assessment tools may not have accurately captured the full extent of the actual increase in understanding due to difficulty of the questions and certain answer sets that were confusing.

In terms of demographics, administration, and the participants' overall views of the training, the following data was collected. For gender, 71 percent of the participants identified as male and 29 percent were female. Ninety-seven (97) percent of the participants either agreed or strongly agreed that the training was well coordinated. The same numbers were reflected on the question of trainers' abilities. Ninety-eight (98) percent felt the presentation on the teacher guidebook was good, and 96 percent agreed or strongly agreed that the teaching was easy to adopt for their own classes. Notably, 3 percent of the participants disagreed that the examples that were offered by the trainers were related to the topic (97 percent agreed or strongly agreed that they were related). Likewise, 94 percent of participants agreed or strongly agreed the training was well organized, though 4 percent

disagreed. Ninety two (92) percent agreed or strongly agreed that the knowledge and skills they learned were relevant to their daily work. Four (4) percent did not answer this question and 3 percent disagreed. Almost 40 percent disagreed that five days of training was enough time to accommodate the amount of material and practical exercises.

CIVIL PARTY TESTIMONY

Yep Amatt

On the last day the participants had the opportunity to listen to Mr. Yep Amatt, a Cham Muslim and survivor of the DK regime. While Mr. Amatt was still a child when the Khmer Rouge took power in 1975, he and his family were subject to severe mistreatment such as forced labor, malnutrition and torture. At the beginning of the DK regime he and his family were told they would be send back to their home land to live in peace, which soon would turn out to be a cynical lie. Provided with no education, almost no food and stripped off all basic rights, they were forced to perform farming work under the constant threat of death. At several points Mr. Amatt started to cry, stopped for a few seconds, before he went on with his story. Everyone in the room could see how painful it was for him to speak about his experiences during DK, but Mr. Amatt stressed in the beginning that “I will tell the true story. We have to tell the students the truth”. And so he continued to talk about the brutal deaths of clan members he witnessed, the constant fear of spies even among children and the moments when you knew what would come next: “When the guard suggested somebody to go somewhere, you knew it meant they were going to be killed”.

Although during the whole training week participants were confronted with the cruelty and brutality of Khmer Rouge rule through testimonies, documentary films and even had lessons on how to develop empathy with survivors (survivor box+ testimonies performances) and appropriate attitude when teaching this topic, it still seemed difficult especially for the younger teachers at times to keep in mind what this regime actually meant for the people who endured it. During and after Mr. Amatt’s talk everybody was silent and some started to cry. Although some participants described this lesson afterwards as terrifying, they still deemed it appropriate for the occasion and an important input at the end of the training.

FEEDBACK

History of the Khmer Rouge

The first two days of the training included presentations by DC-Cam staff on the first six chapters from the textbook “A History of Democratic Kampuchea (1975-1979). Teachers were encouraged to take notes and were observed filling page after page of notebooks. It may benefit the teachers to have less history covered in more depth or a longer program in order to have more time to ask questions and to reflect on the material. It might also benefit the audience to have slides with photographs to accompany the notes as another way to learn the history.

KWL, Jigsaw

Having talked with Chris Dearing about the goals of each teacher commune, it became clearer as to why time was devoted to teaching methods along with Khmer Rouge history. Upon reading the teacher interviews, it is also evident that these new methods were a benefit to the teachers for any subject. Throughout the program these lessons were modeled several times, which allow teachers to become more familiar with their approaches. One suggestion would be to have separate handouts outside of the text to illustrate these lessons. Another

suggestion is to use the book *Reading Nonfiction* by Kylee Beers and Robert E. Probst for how to teach the modified KWL along with other strategies to use while reading from nonfiction texts.

Break-out Sessions in the Classroom

Several times over the three days I was in Battambang I observed the modeling of lessons in the small classroom settings. Teachers were asked to create a lesson overnight based on the history chapters, present to their colleagues this lesson with observable objectives, and then be evaluated by their peers and the master teacher. During my observations there were no discussions of the lesson delivery by any group; the master teacher remained an observer like the rest of the teachers.

This lesson sharing seemed to have taken a considerable amount of time, and teachers were observed delivering only the lessons from the teacher guide without any modifications. For different results, teachers might be given this assignment before they come to the training in order to have more time to prepare, or they should be encouraged to create their own modifications or completely original lessons. Also, although evaluations by the other participants and the trainers were not observed, presenting to be critiqued can be incredibly intimidating for a teacher, especially someone new to the profession who must create a lesson in less than 24 hours (while staying in a location that is not a familiar surrounding).

If the lesson modeling is essential, there could be greater success with more time. Trainers then either need to be instructed more on how to give feedback or take away the element of evaluation completely and just encourage classroom discussions. There did not seem to be enough time for reflection and teacher discussion during the week. Instead of lesson delivery, that time might be better spent allowing teachers to meet together in small groups to debrief the large group presentations and to determine ways to deliver the material to their classrooms instead of actually presenting.

Films

The first film shown created by the Vietnamese during their visit before DK seemed to lose the teachers' interest after 10-15 minutes. It might be worthwhile to show just a small segment of this and then facilitate a discussion on the importance of this film and how something like this might be used in the classroom.

The film taken at Tuol Sleng was graphic. One guideline from USHMM for teaching about the Holocaust is to make responsible methodological choices. "Graphic material should be used judiciously and only to the extent necessary to achieve the lesson objective. Try to select images and texts that do not exploit the students' emotional vulnerability or that might be construed as disrespectful to the victims themselves." Perhaps a discussion after this film might have centered on if or when a film such as this could be introduced to the classroom, or if its importance is more the general knowledge of the teacher audience. This would not be shared with younger American students and perhaps not until students were in upper high school grades.

The last film with the various survivor testimonies is a wonderful balance between history and personalization of the genocide and should be made available to all teachers.

Forced Transfer Panels

If it has not already been a practice, always bring one of the history panel collections to the teacher trainings and incorporate the lessons into the week. Once the panels were moved outside, there seemed to be locals and teachers constantly reading them, and several times lively discussions were facilitated by DC-Cam staff members with the observers. One way to use the panels within the training might be to give the teachers a task to gallery walk around the panels and to share in small groups stories or history that they found the most surprising or interesting. Without access to a museum, these panels serve as artifacts to share DK history.

DC-Cam Staff--change

With much appreciation I acknowledge the staff and interns of DC-Cam went out of their way during my stay to make sure I had materials I needed, was comfortable in my surroundings, and felt included in the presentation of their teacher training. One afternoon staff even arranged for sightseeing the countryside surrounding Battambang, allowing us to see several sites directly related to the Khmer Rouge we would not have normally seen. This continued once I returned to Phnom Penh as Director Chhang directed his staff to take me to many sites including Choueng Ek and Tuol Sleng (I am especially grateful to Director Chhang for this opportunity to be a part of this program, and for Pechet Men for guiding me through S-21).

Also, I was impressed by their professionalism in running the program each day, especially how discussions were run and summaries of each session were shared with the teachers (After my presentation, for example, Rasy recapped my main ideas and elaborated on them, allowing for a greater understanding in spite of the language barrier).

Perhaps the master teachers would benefit from meeting with the DC-Cam staff in order to understand their role as evaluators. Making clear how they should lead discussions in the small classrooms and to provide feedback might have given them a greater sense of purpose.

RECOMMENDATION

Small classroom: While the presentations on the DK textbook and Teacher's guidebook were held in the main hall, the modeling teacher practices took place in smaller groups in separated classrooms at the venue. Due to another event taking place at the Training Center on Thursday, all presentations were relocated to the smaller rooms. This created a more personal atmosphere between the participants and the trainer and resulted in many questions and attentive listening during the presentations. Where it is possible, more presentations in small groups should be considered as it also led to more exchange between the participants.

Exhibition: Due to bad weather conditions, the first location for the exhibition was inside the main hall. Once it was moved outside and people could easily stop by, more visitors gathered around the panels. This clearly shows that the location for the exhibition should be given a lot of thought, especially considering that also non-participants of the training gain the opportunity to visit the exhibition. Although many of the participants recalled the exhibition, several we had interviewed stated that they had not read the panels or did not visit the exhibition at all. A more detailed introduction with a short tour around the panels as well as extra time to visit the exhibition is therefore suggested. On a different note, two interviewees asked if there are hard copies of the panels or the whole exhibition available – maybe this can be discussed in the future.

Trainers: Some participants interviewed were not completely satisfied with the performance of the trainers. In some instances, questions were not responded to, tasks were not properly explained, or participants had a hard time to follow. If this is actually a result of lacking understanding or time constraint should be further assessed.

Materials: Several interviewees mentioned that they did not receive the documents early enough to be well prepared for the training. One interviewee stated that in their school there were only 10 copies of the DK textbook in the library and they were always taken.

Time constraint: Many participants mentioned the problem of limited time, both for preparing themselves as they did not receive the documents in time as well as for questions and exchange during the training. Since the training course changed from 7-days to 5-days due to external circumstances, there seems to be an overload of information, concepts and input that at least some participants seem to struggle with.

Appendix

Interviews

Transcription of Interview with Pao Utdom, participant, geography teacher, born 1973 Day I 10th October 2016

S: What classes do you teach?

P: Geography.

S: Have you ever taught about KR in your classes?

P: I don't have.

S: I saw that you gave a comment on the definition of genocide in the previous presentation. In the case of the Khmer Rouge Regime, many participants defined Genocide as "The killing of your own people", which is not the legal definition currently used in the ECCC. Do you agree with the legal definition?

P: Yes, I agree with both definitions, depending on the context it is used.

S: Have you ever participated in the training before?

P: No, it is my first time.

S: And so far you like the way it is conducted?

P: Yes, so far I like it. For my age I have to do a little with Khmer Rouge because I was born 1973, so I know a little bit, but I want to learn more.

S: And your students, are they interested in KR?

P: They did not like KR because the regime killed people, caused suffering, very painful.

S: But when you teach about the KR regime, you feel that you have enough information or do you need more information to teach?

P: About information I so far learn from YouTube and the internet. Because sometimes I checked on YouTube and sometimes they have something about Cambodian history or KR. I tell my students, please check YouTube, because we do not have a lot of documents.

S: What do you think are the challenges for your students to learn about KR?

P: We teachers must collect some documents, even if we also just have little information.

S: Do you think Genocide Education is important?

P: Yes. I think we need to learn about how they took control of the country, we not need to do the same bad behavior. You know, although in Cambodia our religion is Buddhism, I decided to belief in Jesus. But it does not matter if you belief in Jesus or follow Buddhism, it is all about love. And I think we need to learn from religion.

Transcription of Interview with Long Dany, trainer Day II, 11 October 2016

S: What do you think about the training so far?

D: I think it is good. In general, since the fall of KR 1979 most of the teachers and students they learn and teach about the history, but different from the real history. Because it was used for politics. Because after 1979 most of them lived side by side, and we had a civil war between the Cambodian government and another three parties who were in the western border, and also supported by the Western community. And the government was set up by Vietnam army, which was supported by the Soviet Union during that time. So the way they teach, especially in relation to Khmer Rouge history, they involved propaganda and politics at that time. But since 2007 we started the history of DK book and the government included it in the school curriculum. And I think the teacher when they go back to their school, they will teach their students, and it is good for our young generation to learn the history and also prevent genocide from happening again.

S: When we watched the documentary this morning, do you think it is a good tool/ methods for the participants to get an idea of the time of 1973?

D: Yes, some participants were born before 1973 and some were born after 1973 or even after the Khmer Rouge Regime. Then when we saw the film at the time, they thought they watching the real history. And they also saw with their own eyes what happened in the Khmer Rouge Liberation Zone at that time. Even if it was a documentary, it still showed some of the real picture of the Khmer Rouge Zone of that time. I think that is good. And they also saw the Khmer Rouge and Vietnam collaborating. The book also explains this. During the French rule, the Vietnam army also came to Cambodia and set up the Khmer Rouge during 1940s, and then they also helped to create the Khmer Rouge party later, and then helped the Khmer Rouge until they had border issues 1977.

S: In the same way you also talked about, you know, there is a lot of international politics involved and I had the feeling that the participants are very interested in the role of China, the

role of Vietnam, the different conflicts during that time. And that was also part of your presentation today. Do you think the younger generation knows about it?

D: Yes, do you know in Cambodia we have a biased history between Vietnam and Cambodia. We lost a lot of land to Vietnam and some even today think that Vietnam created the Khmer Rouge and then killed Khmer Rouge and set up another Khmer Rouge. So they always think “Vietnam is not good”, and mean to our country. So when the Vietnamese come they think Vietnam only wants some benefit for their own country. And for China, they think that China also supported the Khmer Rouge, even though the KR killed some Chinese. So I think for the younger generation they want to know the real facts from that time and they also want to be explained more and more “what is the role of china? What is the role Vietnam?”

S: And did you also listen to some of the teachers during the module teaching classes this morning?

D: I think most of them have experience from their school since many of them teach for more than 10 years, some for several years. I think that practice and experience is good, but I think they were a little bit confused about our methodology. Because the Teacher’s Guidebook has also some module lessons inside and some of the teachers used these instead. But it is not a big issue, we just explained about the book and the Teacher’s Guidebook. And they said next time they will read it more carefully and if they do not understand something they will come to us.

S: I was interested in the discussion yesterday about the definition of genocide. And so many participants responded that for them genocide is “Khmer people killing Khmer people” or “to kill your own nation”. So this is their association with genocide?

D: Yes, but you need to know about two definitions. For Cambodians, they do not use the legal definition, just the cultural definition. Most of the Cambodian people they think that Khmer Rouge killed their own people. But in Khmer word, genocide means “kill”. So, kill their own people, a little bit different than in the English definition. And one more thing regarding the legal definition of genocide. The ECCC they need to find evidence that they committed genocide, especially against the Cham, Vietnamese and Chinese. And there is the difference between the social and the legal definition of genocide. And so you know, some of the teachers and even college students think that the killing of Khmer Rouge of Khmer people is genocide, but it is a cultural definition.

Transcription of Interview with Mom met, trainer, 70 years old Day II, 11 October 2016

S: Where are you from?

M: Phnom Penh

S: Since when are you a teacher?

M: I started teaching in 1969, but stopped of course during the DK period. After 1979 I started again, so I teach for 43 years. I joined the Genocide Education program in the beginning, so 2009. I think Genocide education is important because it has a multiplier effect. The students will tell their parents or other students, which is good. Because sometimes parents don’t talk about this with their children, but it is important that they know.

S: Since you have been a trainer for so long, what are the main challenges during the trainings?

M: Transportation, but it is not such a big issue, just during the rainy season it can be. Time is not a big problem, but sometimes we cannot give enough information.

S: Where do students usually learn about KR?

M: They learn about it in history class, so the participants already know a little bit about KR. But it is not much.

S: What do you think about the exhibition?

M: We had some exhibitional elements before, but only photos, no text. It is great to have more information now with the pictures, because the pictures make it more real. I would appreciate even more exhibitional materials in teaching, and I think it would be great if students can design their own exhibition in class.

Notes from Interview with anonymous, 43 years old, morality teacher, participant Day III, 12 October 2016

- She liked the KWL-method, very useful and easy to understand for the students
- Watson's presentation difficult to follow because of translation; but genocide comparison in general useful
- Has not yet seen the exhibition
- Challenges: time constraint; difficult to follow

Transcript Interview with anonymous, 35 years old, participant Day IV, 13 October 2016

Q: What do you teach?

A: I teach Khmer literature

Q: Why do you decided to participate in this training?

A: I get a lot of questions from my students during class about the Khmer Rouge. So far I could not always give them good answers. I joined the training because I wanted to improve my knowledge about DK, and now I feel I can answer better.

Q: What were some challenges during the training?

A: Although the trainers are generally good, the time was sometimes too short and the texts too long. It was difficult to prepare a teaching session in such a short time, and therefore the module teaching could have been better.

Q: What did you like best so far?

A: I really liked the KWL-method and I will do it with my students. Also the presentation of the Holocaust was good, because I think it is important for us to learn that it not only happened in Cambodia, but around the world. I liked the exhibition, but I already knew it from our provincial museum. I think the text is easy to understand and very useful for students.

Notes from group interview

Day IV, 13th October 2016

- They joined because they were curious about DC-Cam and the training; they find it important to learn and receive more information about DK period
- Their students ask a lot of questions about DK and KR
- They stated that they didn't receive the documents/books in time in order to be well prepared
- Trainers were helpful during preparation of module teaching and for their feedback

Second Interview with Pao Utdom, participant

Day IV, 14th October 2016

S: After the past four days, what do you think of the training?

P: The past four days have been very important, I learned so much about the history of the Khmer Rouge and their legacy in Cambodia today. I feel like I can share some of this knowledge with my students now. I learned about the crimes of the Khmer Rouge, their bad behavior, but also how to forgive and improve the relationships with our neighboring countries. Because it is not only about Cambodia, we need to be united to live in peace. Our students grow up in a globalized world, with different concepts of citizenship and participation. They want to live in peace, see their country develop, get good education. I myself was born in 1973, so I have some personal experience during the regime and the years that followed. Times were very different back then, and I hope for my students that they will succeed in their striving for a better life.

I liked to the part most of the 1990s were the highest leaders united for peace. I also liked the Jigsaw and KWL methods.

Notes from Interview with anonymous, Morality teachers

Day V, 14th October 2016

- Liked the teaching and found the group discussion helpful
- She teaches a little bit about KR in her class, but not so much, but she wants to teach more
- The training course is good, she compares DK textbook with the book from the Ministry of Education and says DK textbook has more information in it
- She liked the methods, especially KWL and Jigsaw
- Exhibition: she thinks the exhibition leads to a better understanding of the content, she liked the panel of the top leaders and forced labor the most; they had a look, but didn't read the text
- Small groups are better
- She can learn from her students through their questions, research, parents etc.
- They want to do the museum classroom exhibit with their students
- Improvements: time constraint, sometimes the trainers doesn't answer to the question; Put more documents on the internet; provide more information beforehand; they wish to have more information from the Ministry on KR; requested more copies of DK textbook for students to read (they only have 10 copies in the library and they were always taken); asked for hard copies of the panels exhibition

Reflections

Commune teacher training in Battambang province on 10-14 October, 2016

Reflection by Orn Vannara, a volunteer student at DC-Cam from Pannasastra University of Cambodia

It was a very good training program in Battambang organized by DC-Cam. It helped some teachers who were not born during that time to understand more about this dark regime of 1975-1979 because some teachers didn't know about this regime and they can learn more about it. Moreover, teachers can learn some teaching techniques and share it to their students in classroom. During the trainings I did some interviews with some teachers, they said that they learned a lot of good techniques and historical events of Cambodia from the training. They also said that they will apply these teaching techniques in their classroom. During the training all participants focused on their lesson and they answered to questions very well. There was a sensitive question which was repeatedly asked by many participants "Should China be made responsible for genocide in Cambodia?" and Mr. Dara, who is the deputy director of DC-Cam, provided a very good answer to this question in a diplomatic way. He said that "we can't ask anyone for being responsible. We have done this. They provided us with weapons, but for national defense, not to kill our own people". The reason why I say it was a sensitive question is because China is a powerful country and we were and still are interconnected and we get financial and political support from China. There was a second powerful country which was interconnected to this history event and we got some financial and political supported. While there were a lot of teachers happy to join the training, some participants have requested more information for them about forced transfer.

I feel happy when the Ministry of Education cooperates and promotes people gain an understanding of Khmer history and I hope that teachers will try to apply all those techniques at school to their students. It is also a great time for me as being from a younger generation to understand more about the history of Cambodia. And there are a lot of main historical events I didn't know about. Especially, the parts on forced transfer and the comparing genocides were very interesting. We have to know one another and compare our history. Take for example the Holocaust in Germany. There were systematic killings to eliminate the Jewish race. In contrast, in Cambodia Angkar killed everyone, they thought everyone was a spy and betrays the party.

Last but not least, I thought that during this five day training, it was a good opportunity for teachers to learn two different things at the same time from the training course. First, teachers learned a new teaching method to teach their students and second, teachers can understand more about the history of Democratic Kampuchea. I hope that the teacher training will take place again in every province in Cambodia to promote teacher's understanding of Democratic Kampuchea and learn teaching methods. Because some teachers are poor of teaching techniques, they are not good of sharing information in class. I hope they will do something much better after they joined the training.