

កង្វះការសិក្សាបង្កឱ្យមានការកម្រិត

GENOCIDE EDUCATION IS GENOCIDE PREVENTION
Education on Khmer Rouge History in Cambodia (1975-1979)

**Report for the
17th Commune Teacher Training
in
Kampong Cham Province**

April 3-7, 2017

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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 five-day Commune Teacher Training session for 107 history, geography, Khmer literature and morality teachers from the provinces of Kampong Cham, Tbong Khmum, Kratie, Stung Treng, Rattanak Kiri, and Mondul Kiri. Among the 107 trainees, about 40 (37%) were female. The 17th Commune Teacher Training was made possible by the support of the European Union (EU) and the United States Agency for International Development (USAID).

This training session was intended to provide the resources for teachers to incorporate the history of Democratic Kampuchea (DK) in their curriculum. The training provided knowledge about the history and legacy of the DK regime as well as teaching methods to effectively pass on that knowledge to students.

The training was held at the Regional Teacher Training Center in Kampong Cham provincial town and was facilitated by four national trainers (two female) from the Ministry of Education; four provincial trainers (all male) from the Department of Education, Youth and Sport in Kampong Cham, Tbong Khmum, Kratie and Stung Treng Provinces; and four DC-Cam trainers.

Through five days of training, the program focused on DK history and teaching methodologies. Importantly, however, the participants also had opportunities to learn about genocides and holocausts which have occurred in other parts of the world.

The trainers were required to follow each day's session with a meeting in order to (1) address any issues which arose during the day; (2) remind participants of the schedule for the next day; (3) review the next day's presentation on DK history and teaching methodology; (4)

encourage collaboration among the provincial trainers to make the training as effective as possible for the trainees; and (5) emphasize the need for the provincial trainers to study the chapters of DK history and teaching methodology at home so that they would be well-prepared to instruct the participants the following day.

The training session welcomed three special guest speakers: Ambassador Julio A. Jeldres, Official Biographer of H.M. the King Father, who gave a presentation entitled “Democratic Kampuchea's Foreign Policy: A Remnant of the Chinese Cultural Revolution;” Dr. Kar Sunbunat, a Cambodian psychiatrist, who discussed the issue of mental health among Cambodians in the aftermath of the Khmer Rouge regime; and Christopher Dearing, a co-author of the *Teacher's Guidebook*, who provided an explanation of the Jigsaw teaching method.

The training program also included a traveling exhibition on “The Forced Transfer: the Second Evacuation of People during the Khmer Rouge Regime.” Additionally, DC-Cam installed fourteen outdoor exhibition panels on “Phnom Penh 1975-1979” at the Regional Teacher Training Center in Kampong Cham.

THE HOST INSTITUTION: REGIONAL TEACHER TRAINING CENTER IN KAMPONG CHAM



The Regional Teacher Training Center in Kampong Cham is located in the provincial town. According to the head of the training center, this building housed the Royal Kampong Cham University during the 1960s. In 1989, after the Khmer Rouge regime, the building was repurposed as the Regional Teacher Training Center. Ever since, the Center has provided pedagogical instruction to pre-service teachers training to become secondary school teachers. The Center's students come from the provinces of Kampong Cham, Tbong Khmum, Kampong Thom and Kratie. In the current academic year, there are 162 students (98 of which are female), and 68 staff members (including 40 teacher trainers).

Many stately trees are scattered throughout the school compound, providing shade

and a relaxing atmosphere for students and teachers during class breaks. Nearby are a disability center and a pedagogy school for primary school teachers.

PRELIMINARY TRIP

On March 21 and 27, the Genocide Education team visited various high schools as well as the provincial Department of Education, Youth, and Sport in the six provinces of Kampong Cham, Tbong Khmum, Kratie, Stung Treng, Rattanak Kiri, and Mondul Kiri in order to distribute training materials to all participants and provincial trainers. The team also met with the head of the Regional Teacher Training Center in Kampong Cham to discuss the venue's facilities. The trip was necessary to ensure that all participants were fully informed about the upcoming training so that they could prepare effectively.

PRE-TRAINING ACTIVITIES

On the afternoon of April 2, a day prior to the actual training, the DC-Cam team met for about two hours with the national and provincial trainers. Mr. Rasy introduced the DC-Cam team members and the trainers. Topics of discussion included (1) the training program; (2) trainer assignments; (3) roles and responsibilities; (4) rules and regulations; and (5) gender sensitivity emphasizing the need for everyone to respect one another, especially to ensure the rights of female trainers and trainees in every session.



Mr. Rasy also warned the trainers to prepare responsibly for their assigned tasks. He reminded them of the negative observations from previous training programs whereby some trainers were unprepared and insensitive to their trainees. He also advised them that after each day's training session, the DC-Cam team planned to meet with the trainers to assess the session and find solutions to any challenges which might have arisen.

Following the meeting with the trainers, the DC-Cam team hung a banner, checked the sound system, cleaned up the meeting hall, and arranged for the textbook, *A History of*

Democratic Kampuchea (1975-1979), to be distributed in preparation for the Opening Ceremony.

DAY I

Morning Session:

Opening Event



The Opening Ceremony was convened on the morning of April 3, 2017, and presided over by H.E Mrs. Tun Sa-im, honorary guest and an Under-secretary of State for the Ministry of Education, Youth and Sport. Mr. Ly Meng San, Director of the Provincial Department of Education, Youth and Sport in Kampong Cham Province, was the ceremony's second key person after Chumteav. On the stage were Mr. Seng Sim, head of Kampong Cham's Regional Teacher Training Center; Mr. Thao Sokphal, Preah Sihanouk High School principal; Mr. Vanthan Peou Dara, Deputy Director of the Documentation Center of Cambodia; four national trainers and four provincial trainers.

The Opening Ceremony was attended by 107 trainees who are secondary and high school teachers from the provinces of Kampong Cham, Tbong Khmum, Kratie, Stung Treng, Ratanak Kiri, and Mondul Kiri, as well as about 200 students from Preah Sihanouk High School.

Mr. Ly Meng San began the ceremony by thanking all participants and Her Excellency. He stated that he was honored to be part of the opening event. Mr. Ly briefed the participants on some education statistics in Kampong Cham Province for the academic year 2016-2017 as follows:

- 6 kindergartens outside primary school and 253 kindergartens inside primary school with about 14,689 students and 339 staff (322 female).
- 408 primary schools with about 14,650 students (67,904 female) and 3,693 staff.
- 80 secondary schools with about 20,118 students (10,229 female) and 1,199 staff.
- 42 high schools with about 41,456 students (21,993 female) and 2,354 staff.

Mr. Ly ended his remarks by recalling that as a child of about eight years old during the Khmer Rouge regime, he had been assigned to collect cow dung, clear grass, and collect rice grains that fell on the ground. He added that he had to sunbathe in order to darken his skin because the Khmer Rouge did not favor those with a fair complexion. One time he was arrested for stealing raw beans because he was hungry. As punishment, the Khmer Rouge hung him by his legs and dropped him into a well. He was released when he fell unconscious. In conclusion, Mr. Ly expressed his wish that the event would run smoothly.

Following Mr. Ly's speech, Mr. Vanthan Peou Dara emphasized the importance of this teacher training program in enabling educators to effectively teach the history and legacy of Democratic Kampuchea in order to pass on that knowledge to their students. On behalf of DC-Cam, he expressed gratitude to H.E. Mrs. Tun Sa-Im and H.E. Dr. Hang Chuon Naron, Minister of Ministry of Education, Youth and Sport, both of whom have been very supportive of DC-Cam's work. This particular training program was funded by the EU through UNOPS as a component of reparations in Case 002 at the Khmer Rouge Tribunal. Finally, Mr. Vanthan cited DC-Cam's deep indebtedness to the USAID program, which has supported DC-Cam for a very long time. Mr. Vanthan also mentioned the new outdoor exhibition on "Phnom Penh 1975-1979," which was recently installed inside the compound of Kampong Cham's Regional Teacher Training Center. This exhibition, part of a collaboration between DC-Cam and the Ministry of Education, Youth and Sport, honors those who lost their lives as a result of the policies of the Khmer Rouge regime as well as those who survived and have taken part in the rebuilding of Cambodian society from scratch.



The honored guest, H.E. Mrs. Tun Sa-Im, became very emotional as she listened to the story of Mr. Ly. As a genocide survivor who lost all of her family members, she is aware

of the importance of learning Khmer Rouge history both at school and at home. She informed the audience, especially the high school students, that to study Khmer Rouge history is to learn about the root causes of conflict within Cambodia and what measures can be taken to further develop the country. Moreover, she emphasized that learning about the Khmer Rouge regime is not an exercise in hatred, but in reconciliation and forgiveness. H.E. Mrs. Tun took this opportunity to remind the young generation that there are many ways to learn about the Khmer Rouge regime outside their classroom, particularly from talking to Khmer Rouge survivors. The generation of survivors is aging, and she encouraged the students to create a dialogue with them before they pass on and that opportunity is lost.

Following the remarks by guest speakers, when the trainees left the meeting hall to their assigned smaller classroom, the high school students enjoyed a documentary film *Don't Think I've Forgotten: Cambodia's Lost Rock and Roll* by director John Pirozzi. In addition, about 100 copies of *A History of Democratic Kampuchea (1975-1979)* were distributed to the Preah Sihanouk High School students after the film screening for their additional exploration on the Khmer Rouge history. The DC-Cam team also distributed about ten copies of the *Teacher's Guidebook* and *A History of Democratic Kampuchea (1975-1979)* to the library of Preah Sihanouk High School as supplementary materials for students and teachers to further study the history of the Khmer Rouge regime.

Additionally, the DC-Cam team distributed about ten copies each of the books to the libraries of Sesan Sovathapheap High School (Stung Treng Province), Hun Sen Stung Treng High School (Stung Treng Province), Hun Sen Mondul Kiri High School (Mondul Kiri Province), Hun Sen Kampong Cham High School (Kampong Cham Province), Samdach Ov Samdach Me High School (Ratanak Kiri Province), Anteveasekathan High School (Ratanak Kiri Province) and Siem Pang High School (Stung Treng Province).

Presentation on Chapters I, II, and III of *A History of Democratic Kampuchea (1975-1979)* by DC-Cam trainers

After the opening event, the trainees were divided into four groups labeled Group I, II, III, and IV. There were about 27 trainees in each group, which was jointly led by one DC-Cam trainer, one national trainer, and one provincial trainer.

Group I was led by Mr. Pheng Pong-Rasy (DC-Cam trainer), Ms. Mom Met (national trainer), and Mr. Ek Beang (provincial trainer); Group II was led by Ms. Sirik Savina (DC-Cam trainer), Mr. Cheng Hong (national trainer), and Mr. Bao Chenda (provincial trainer); Group III was led by Mr. Long Dany (DC-Cam trainer), Mr. Siv Thuon (national trainer), and Mr. Um Thara (provincial trainer); and Group IV was led by Mr. Vanthan Peou Dara (DC-Cam trainer), Ms. Ben Neang (national trainer), and Mr. Huot Chhaya (provincial trainer).

Afternoon Session:

The first half of the afternoon session was conducted by the national trainers and focused on teaching methodology from the *Teacher's Guidebook* and model teaching for "Elements and Definition of Genocide; Chapter I: Summary; Chapter II: Who Were the Khmer Rouge? How Did They Gain Power?; and Chapter III: the Khmer Rouge Come to Power."

Selected Session by Ms. Mom Met (national trainer)



Ms. Mom Met began her session by introducing herself to her class. She asked the class if they had ever heard the term “genocide” and what their understanding was of this term. Some trainees described the term “genocide” as mass killing, while some others said it was the killing of Cambodian people. After the trainees shared their understanding of the term with the class, Ms. Mom shared the UN definition of “genocide.” She then led a similar discussion regarding the terms “war crimes” and “mass atrocities.”

In order to demonstrate to the trainees how to conduct the “Actively Reading Chapter” in the classroom, Ms. Mom divided the trainees into three groups and assigned each group to read an explanation from the *Teacher’s Guidebook* for ten minutes. After the trainees had finished reading, Ms. Mom asked how many steps were suggested for reading the chapter. The trainees answered in unison, “three.” Ms. Mom questioned whether this methodology in the *Teacher’s Guidebook* differed from what they generally used. A trainee responded that his training at Pedagogy School indicated that there should be five steps—two steps more than in the *Teacher’s Guidebook*. Ms. Mom agreed with his response but remarked that the steps from the *Teacher’s Guidebook* were an exception.

Ms. Mom explained that at the start of the lesson (Launch), the trainees should explain the objectives of the day to the students, find out what students already know about the day’s lesson (K), and what students want to know (W) by creating the K-W-L chart. After that, trainees should review key vocabulary in the chapter. This initial discussion should last five to ten minutes.

Next, Ms. Mom suggested that trainees spend 15 to 45 minutes in (Explore) by asking students to actively read and glean important facts from the chapter. Before assigning students to read the chapter, trainees should provide some guided questions upon which the students could reflect. To end the lesson, trainees should review students’ reflections vis-à-vis the guided questions with the entire class to summarize the

content for the students. Finally, Ms. Mom reminded the trainees not to forget to write down the important points on the white/blackboard.

Model Teaching by Ms. Mom Met on Chapter IV, Lesson II: Survival Box

Ms. Mom began her lesson by explaining the objectives of the day and giving directions for the activity. She asked the trainees to imagine how they would have lived and survived if they had been alive during the Khmer Rouge regime. Then she asked each trainee to write down his or her answer on a piece of paper and put it in a “Survival Box.” After all the trainees had placed their answers in the box, Ms. Mom selected a few responses and asked those trainees to explain their thoughts. At the end, Ms. Mom summarized what the trainees had done in the class.

After that, Ms. Sirik Savina, Team Leader of DC-Cam’s Outreach and Collaboration Project, conducted a presentation for all trainees in the meeting hall on “The Forced Transfer: the Second Evacuation of People During the Khmer Rouge Regime.”



The history around the forced transfer of people during the Khmer Rouge regime was the primary focus of the Khmer Rouge Tribunal’s Case 002/01 against Nuon Chea and Khieu Samphan. Following their conviction in 2014, the Khmer Rouge Tribunal officially recognized the Forced Transfer permanent exhibitions of DC-Cam and the Ministry of Culture and Fine Arts as a project of the judicial reparations. In addition to the permanent exhibition already established in eight provincial museums throughout Cambodia, DC-Cam also maintains a traveling exhibition consisting of twelve panels portraying the events around forced transfer during 1975-1979. The panels display photographs, informational text explaining the transfer, survivor testimonies, as well as photos of the key leaders of the Khmer Rouge regime—including convicted leaders Nuon Chea and Khieu Samphan. Ms. Sirik then asked each of two trainees to read an excerpt of a survivor’s story describing their experience of forced evacuation during the Khmer Rouge regime. She later explained that for some survivors, the forced evacuation during the Khmer Rouge regime was a turning point in their life which led to family separation, overwork, lack of food, torture, arrest and killing.

To end the day's session at 6:30 p.m., the DC-Cam team screened a documentary film, *Don't Think I've Forgotten: Cambodia's Lost Rock and Roll* by film director John Pirozzi, to about 35 trainees. The participation in film screening was voluntary as it was optional.

DAY II

Morning Session:

The morning of Day II began with a film screening of *The KR Liberated Zone in 1973*. Before the screening, Mr. Long Dany, Team Leader of DC-Cam's Promoting Accountability Project, provided participants with an overview of the film, mentioning that the film was produced more than thirty years ago and thus the sound quality was not clear. The film shows the leaders of the North Vietnamese Provisional Government visiting the Khmer Rouge liberated zone in Kampong Cham Province of Cambodia in 1973. The head of the delegation was Huynh Tan Pat, the president of the South Vietnamese Front, and the lady in the film was Nguyen Thy Binh, the vice president. These Vietnamese delegates were warmly received by several KR senior leaders, including Khieu Samphan, Son Sen and Koy Thuon.

The following questions were posed after the film screening:

- Why did the delegation from Vietnam visit the Khmer Rouge liberated zone?
- What was the purpose of their visit?
- Why did the Khmer Rouge fight with Vietnam after they gained victory?
- Why did the Khmer Rouge associate with Vietnam in the first place?



K-W-L Chart by Ms. Mom Met, National Trainer

It was observed that some of the trainees were confused about the K-W-L Chart from the previous session. Therefore, Ms. Mom reviewed this method for all participants. Ms. Mom stated that the K-W-L Chart is an effective strategy that teachers can use to explore students' prior knowledge about the topic of the day.

K- refers to What one already knows
W- refers to What one wants to know
L- refers to What one has learned.

In order to utilize this method, the teacher should create a K-W-L Chart on the white/blackboard. The teacher then asks students to list what they already know about the topic of the day under Column-K. After that, the teacher asks students to reflect upon what they want to know about the topic and lists that under Column-W. Before the teacher begins the lesson, he/she should explain key words to the students. At the conclusion of the lesson, the teacher summarizes what students have learned and writes it under Column-L.

Following the short presentation by Ms. Mom on the K-W-L Chart, all participants returned to their classroom and practiced teaching before their group.

Selected Teaching Practice Session by Trainee Choeun Vichet on Chapter II, Lesson I: Actively Reading Textbook Chapter II

Mr. Choeun greeted his class and explained the objectives of the day. He then asked his students what they already knew about the topic. A few participants stood up and responded, as Mr. Choeun created the K-W-L chart on the whiteboard and wrote their

comments under Column-K. Mr. Choeun continued by asking what they wanted to learn about the topic of the day. Some other participants raised their hands and offered questions, which Mr. Choeun wrote under Column-W.

Mr. Choeun then asked two participants to read text aloud from the student textbook so that other participants could follow along. Once the reading was finished, Mr. Choeun explained any vocabulary words that participants did not understand. Then he divided the class into three groups to discuss a few questions related to the reading.

Before he finished his practice teaching session, Mr. Choeun asked a few participants about their answers to his questions.

Feedback on Mr. Choeun's teaching by other trainees

A few trainees suggested that Mr. Choeun should be more focused and repeat the comments of participants. As a teacher, Mr. Choeun should have been more careful with spelling.

Feedback on Mr. Choeun's teaching by the provincial trainer

Mr. Choeun should have written down the objectives of the day on the whiteboard. Despite the fact that Mr. Choeun posed clear questions which were easy for the participants to understand, he spent a lot of time reading the text.

Selected Teaching Practice Session by Trainee Lean Morn on Chapter IV, Lesson II: Survival Box

Mr. Lean began his class with an explanation of the objectives of the day, which he wrote on a flipchart. After a moment of silence, it was observed that Mr. Lean was not very well prepared and was lost in front of the other participants. He seemed very nervous and was unable to express what he wanted to explain to the class.

Observing this situation, Mr. Rasy interrupted and asked a volunteer to help him. The team should have followed up with Mr. Lean as to explore if the modeling by national trainer during previous class was helpful or unclear or if there was other reason behind that could lead to this.

Afternoon Session:

Day II's afternoon session was divided into two activities: a presentation by DC-Cam trainers on Chapters IV, V and VI of *A History of Democratic Kampuchea (1975-1979)* and a presentation by provincial trainers on the *Teacher's Guidebook* and model teaching for Chapters V, VI, and VII.

Model Teaching by Mr. Um Thara on Chapter V, Lesson II: Mapping of Khmer Rouge Leaders



Mr. Um began his lesson by asking participants what they recalled learning in the previous class. A few participants stood up and shared their responses. Mr. Um then explained the objectives of the day to the class.

After that, Mr. Um showed photos of Khmer Rouge leaders to the class and asked if anyone knew the name or position of any of the individuals. Once participants provided their feedback to his question, Mr. Um divided participants into four groups and assigned each group to research the biographies of the Khmer Rouge leaders by using the textbook. Afterward, he asked each group to summarize the biographies for the class. Mr. Um suggested that each group assign a group leader, note taker, timekeeper, and reporter. At the conclusion of the assignment, each group's reporter presented their work in front of the class.

DAY III

Morning Session:

Day III's morning session began with teaching practice by trainees on Chapter VI (Lesson II), Chapter VI (Lesson II), and Chapter VII (Lesson III).

Selected Teaching Practice Session by Trainee Yorn Nget on Chapter IV, Lesson II: Mapping Khmer Rouge Leaders

Mr. Yorn began his class by asking the participants if they knew any Khmer Rouge leaders. A participant named Pol Pot, Ieng Sary, and Nuon Chea. Mr. Yorn wrote his response on the blackboard under Column-K. Mr. Yorn then selected two students to read the objectives of the day aloud. Mr. Yorn asked if they knew the biographies of

any of the Khmer Rouge leaders. No one replied “yes.”

After that, Mr. Yorn divided the class into four groups and assigned them to summarize the biographies of the Khmer Rouge leaders from the student textbook. Upon completion of the assignment, Mr. Yorn asked each group to share their research with the class. Finally, Mr. Yorn summarized what the class had learned under Column-L on the blackboard.

Feedback on Mr. Yorn’s teaching by the other trainees

Some trainees suggested that Mr. Yorn should have managed his time better, since he spent more time than was allowed. Furthermore, there was confusion when he divided his class into groups and he failed to tell the class to take notes during the class to enhance their learning.

Feedback on Mr. Yorn’s teaching by the provincial trainer

In addition to feedback from the other trainees, the provincial trainer commented that Mr. Yorn should have spoken louder so that everyone in class, particularly those sitting in the back, could hear him. Moreover, Mr. Yorn should have asked students to create a chart showing the output of their research on the Khmer Rouge leaders.

After the practice teaching by the trainees, Ambassador Julio A. Jeldres, PhD, Official Biographer of H.M. the King Father, gave a presentation on “Democratic Kampuchea’s Foreign Policy: A Leftover from the Chinese Cultural Revolution” to all trainees inside the meeting hall.



According to Ambassador Jeldres’ presentation, immediately after taking over Phnom Penh on 17 April 1975, Khmer Rouge leaders allowed representatives of only nine countries to establish diplomatic missions in the city. Those countries were Albania, Cuba, China,

Egypt, Laos, Romania North Korea, North Vietnam and Yugoslavia. However, only China, Vietnam, Laos and North Korea had radio communication with their capitals, because communication was very difficult. The others relied on diplomatic couriers who traveled to Peking twice a month on a Chinese plane.

Ambassador Jeldres added that during the entire rule of Democratic Kampuchea, foreign relations were conducted at two levels: State to State and Party to Party, with the latter, often of a secret nature, taking precedence over the former.

In mid-1976 and early 1977, after relations soured with unified Vietnam, the Khmer Rouge leaders allowed some European and non-aligned ambassadors serving in Peking to visit Cambodia in order to witness the “Kampuchean Revolution.” The Swedish Ambassador to China, Kaj Bjork, who visited DK twice, described the Khmer revolution as “more radical than that of China or Russia.”

Many questions were addressed to Ambassador Jeldres after his presentation, including the following:

- Why did the Khmer Rouge have diplomatic relations with Egypt and Yugoslavia?
- Were the delegations from other countries who visited Democratic Kampuchea aware of the executions or living conditions of Cambodians?
- Why didn't the USA intervene?
- Why were the Viet Cong aligned with the King Father?
- Was there any diplomatic impact when the Viet Cong invaded Cambodia?
- In what way did the relationship between Democratic Kampuchea and China impact the Khmer Rouge Tribunal?

Afternoon Session:

Two documentary films—*Tuol Sleng in 1979* and *Behind the Walls of S-21*—were screened for the participants in the meeting hall. Tuol Sleng (S-21) was a Khmer Rouge prison for people considered to be enemies of the state, including members of their own ranks. Of the estimated 14,000 men, women, and children held there, only about a dozen are known to have survived. The film *Tuol Sleng in 1979* shows the condition of the prison shortly after the fall of the Khmer Rouge regime, when it was discovered by two Vietnamese officials who had accompanied Cambodian and Vietnamese soldiers to the southern part of the city. The film *Behind the Walls of S-21* features the testimony of two men who were imprisoned at Tuol Sleng (Bou Meng and Chum Mei), as well as a former guard, Him Huy. The former prisoners and guard discuss their life and work at S-21 prison.



After the film screenings, all trainees returned to their classroom for a lecture by the provincial trainers on Chapters VII, VIII and IX of *A History of Democratic Kampuchea (1975-1979)* as well as model teaching by the national trainers on Chapters VIII, IX, and X of the *Teacher's Guidebook*.

Model Teaching by Ms. Ben Neang on Chapter VIII, Lesson II: Diary of My Life under the Khmer Rouge

Ms. Ben explained the objectives of the day to the class and then asked the participants to read the story of Deour Serey Len which she provided.

After the trainees took some time to read the story, Ms. Ben assigned them to write a personal diary pretending that they were living during the Khmer Rouge regime. Ms. Ben emphasized that the task was not to summarize Deour Serey Len's story, but to imagine their own story.

Ten minutes later, Ms. Ben randomly selected a few trainees to read and share their stories with others in the class.

DAY IV

Morning Session:

The first half of the morning session consisted of practice teaching by trainees on Chapter VIII (Lesson II), IX (III) and X (II).

Selected Practice Teaching Session by Trainee You Channary on Chapter IX,

Lesson III: Guest Speaker

Ms. You began her class by asking the participants if they felt fine. She then asked them if they recalled the previous lesson. After that, Ms. You introduced the topic of today's class and asked the trainees if they understood it. Ms. You also explained the objectives of the day and key words.

Ms. You said that since there was no guest speaker on this day, she decided to present a story from the textbook by selecting a few participants to read aloud to the class. After the reading, Ms. You divided the participants into three discussion groups and instructed each group to select a group leader, reporter, recorder, and timekeeper.

After each group completed their discussion, the group's reporter shared their input with the class. Following their presentations, Ms. You summarized and wrapped up the lesson. Before she ended the session, Ms. You asked the participants whether they could empathize with the prisoners of the Khmer Rouge. A male participant said that learning about the arrests made him feel very sorry for the prisoners.

Feedback on Ms. You's teaching by the other trainees

Ms. You should have asked the class to take notes on the information their classmates shared inside the classroom.

The second half of this morning's program was a presentation by Dr. Ka Sunbunnat on the topic of mental health in Cambodia after the Khmer Rouge regime. Dr. Ka began his presentation by asking the audience their impressions of the impact of the Khmer Rouge regime on survivors. Among many other comments, mental illness was mentioned.

Dr. Ka informed the audience that memories of past events can linger in the minds of those who experienced the events. On any given day, that memory can resurface if triggered by some experience. Dr. Ka reminded the audience that if the trauma of the past event is too difficult for people to manage, it can lead to mental illnesses such as depression, anxiety, psychosis, and trauma. These mental challenges can lead to loss of self-control, inability to work, insomnia, and headaches, among other problems. He reminded the participants that anyone who observes a family member with these symptoms should provide them with emotional support and refer them to a psychiatrist.

After Dr. Ka's presentation, the following questions were posed:

- Do Khmer Rouge survivors receive any support from the Cambodian government or NGOs?
- What common mental issues do Khmer Rouge survivors face? What assistance can family members offer?
- Is sleeplessness a symptom of mental illness?
- What is the impact of mental illness on family members and society-at-large?
- What support can one provide to people who suffer from mental illness?

Afternoon session:

The afternoon session was divided into two activities. The first activity was a presentation by the provincial trainers on Chapters X, XI and Conclusion from *A History of*

*Democratic Kampuchea (1975-1979). The second activity was model teaching by the national trainers based on Chapters XI, XII and Conclusion from the *Teacher's Guidebook*.*

Model Teaching by Mr. Cheng Hong on Chapter XI, Lesson II: Foreign Relations Brochure



Before beginning the lesson, Mr. Cheng explained the objectives of the day to the trainees and asked them if they knew with which countries the Khmer Rouge had diplomatic relations.

After that, Mr. Cheng instructed the trainees to brainstorm ideas about how foreign relations can be improved and then to incorporate those ideas into a design for a brochure. Mr. Cheng divided the trainees into four groups and posed the following four questions: 1) what is the purpose of having a good relationship with other countries? 2) how can Cambodia foster a peaceful relationship with other countries? 3) how can Cambodia benefit from relations with its neighbors? and 4) what important interests or values should Cambodia consider when dealing with other countries?

When the trainees finished their discussion, Mr. Cheng had each group present their thoughts before the class.

DAY V

Morning Session:

The last morning session of the training program began with practice teaching by trainees on Chapter XI (Lesson II), XII (Lesson IV) and Conclusion (Lesson V).

Selected Practice Teaching Session by Trainee Nhip Sinen on Chapter XII, Lesson IV: A Comparative Mass Atrocity Study

Ms. Nhip began her lesson by asking the participants “When did the Khmer Rouge fall?” as if to review what the participants had learned from the previous lesson. She then explained the objectives of the day and divided the participants into three groups. She assigned a leader, recorder and reporter for each group. Finally, she assigned each group one of the following questions: 1) what are the similarities in these mass atrocities? 2) what are the differences in these mass atrocities? and 3) what is the uniqueness of these mass atrocities?

After each group completed their task, the group’s reporter presented their material before the class. Then, Ms. Nhip wrapped up the day’s lesson.

Feedback on Ms. Nhip’s teaching by the other trainees and the provincial trainer

Ms. Nhip should have explained her questions before the students answered them. There was confusion in their responses.

Following the practice teaching by trainees, all participants gathered in the meeting hall, where two Khmer Rouge survivors prepared to share with them their personal accounts of life during the Khmer Rouge regime. The two survivors were Mr. Yim Yun and Ms. Nhim Kim Hoeun, both of whom were civil parties before the Khmer Rouge Tribunal in Case 002 against Nuon Chea and Khieu Samphan.



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Mr. Yim said that he was a secondary school student when the coup d'état took place in Cambodia in 1970. When the Khmer Rouge later took over the country in 1975, he therefore had to hide his background in order to survive. He explained that his life under the Khmer Rouge regime was very difficult. He was forced to follow orders, did not have enough food to eat, and was once arrested by the Khmer Rouge and accused of stealing corn. However, his life was spared because it was determined that he had been arrested in error. During the Khmer Rouge regime, he was assigned to work in the fishery unit in Kampong Cham Province and had one son.

Ms. Nhim Kim Hoeun said that her family members were regarded as parasites and were not trusted by the Khmer Rouge. Thus, she had to work extra hard in order to please the Khmer Rouge. Her grandfather was assigned to weave baskets, while she was assigned to a mobile work unit, carrying earth and chasing birds away from the rice fields. She said that fruit was plentiful during the Khmer Rouge regime, but she would have been killed if she had eaten any of it. She explained that she filed a civil party application with the Khmer Rouge Tribunal in order to seek justice for her family and herself. She added that her uncle was arrested and killed at S-21 during the Khmer Rouge regime. As part of a request for reparations before the Khmer Rouge Tribunal, she requested that the history of the Khmer Rouge be taught in schools so that those years would not be forgotten.

Afternoon Session:

During the afternoon session, Christopher Dearing, a co-author of the *Teacher's Guidebook*, presented the Jigsaw teaching method.



Mr. Dearing began his presentation by asking the trainees if they had previously utilized the K-W-L technique in their classroom. Some of the trainees answered “yes.” He

then asked the trainees if they had any questions for him before he started his presentation. Mr. Dearing informed the trainees that the K-W-L teaching method could be modified to K- and W- or K- and L-, at the teacher's discretion. In general, the K-W-L technique is intended to encourage the students to think and ask questions. Mr. Dearing repeated that K- (what one already knows) explores the students' prior knowledge, while W- (what one wants to know) reflects upon what else the students would like to know about the topic, and L- (what one has learned) evaluates the lesson itself. A good way to finish K-W-L is to ask the students if any questions remain in their minds about the topic.

After that review of the K-W-L teaching technique, Mr. Dearing began his presentation on the Jigsaw teaching method. He said that initially, the teacher should select five students and give each of them a number which corresponded to a responsibility. The number one student was the leader, who received directions from the teacher, recorded them, and then informed the rest of the group of the assignment. If the leader did not record the directions well, the group might be confused and miss the objective of the lesson. The number two student was the reporter, who would present the material the group had worked on to the class. The reporter had to be an effective communicator, otherwise it would reflect poorly on the whole group. The number three student was the recorder, who recorded all of the group's discussion. The recorder had to be precise in his/her notetaking because the reporter had to read the report to the class from those notes. The number four student was the motivator, who made sure that all the students in the group were participating. If any student in the group became distracted by his/her mobile phone, the motivator had to instruct that student to stop and pay attention. If the teacher noticed a student in the group playing a game, the motivator would be in trouble. The number five student was the timekeeper, who made sure the group finished their task on time. Mr. Dearing explained that these roles are the same ones the teacher would explain to his/her own class.

Following his explanation, Mr. Dearing worked with all the trainees on Chapter XII, Lesson IV: A Comparative Mass Atrocity Study by using the Jigsaw teaching method. He asked all the trainees to form a group of five and assigned each member a task.



Many questions were posed after Mr. Dearing's presentation, including:

- Is the K-W-L technique recognized by the Ministry of Education, Youth and Sport?
- Is the K-W-L technique recognized by international standards?
- What is the origin of the K-W-L technique?
- When was the K-W-L technique created?
- Is the Jigsaw method applicable for a class that has more than 50 students?

OTHER QUESTIONS FROM TRAINEES

1. Why was the trial of Khmer Rouge leaders not held at the Hague?
2. Why didn't the UN intervene during the Khmer Rouge regime?
3. Was King Sihanouk permitted to travel without restriction during the Khmer Rouge regime?
4. Were the Khmer Rouge cadres paid during the Khmer Rouge regime?
5. Did the Khmer Rouge issue any currency?
6. If there was no currency, how did the Khmer Rouge trade with foreign countries?
7. Were the Khmer Rouge leaders aware of the widespread starvation during the Khmer Rouge regime?

IMPACT OF TRAINING

It was observed that many trainees gained knowledge about Khmer Rouge history as well as new teaching methodologies, thus gaining confidence in teaching Khmer Rouge history in their classrooms. Additionally, by participating in this training program, they had the opportunity to learn not only from the trainers and guest speakers, but also from other senior teachers who have more than a decade of experience. Below are selected interviews from participants:



Hor Rya, female, 35 years old, from Kampong Cham Province: I have been a schoolteacher since 2002. I teach History to grade-12 students at Hun Sen Chamkarleu High School. My mother's family members were all killed by the Khmer Rouge because the Khmer Rouge discovered that my maternal grandfather had worked for the Ministry of Foreign Affairs before the regime. His house was near Wat Phnom. The family was evacuated from Phnom Penh to Chamkarleu District, Kampong Cham Province. My mother is the sole survivor in her family. I think that this training program is good because I have had a chance to learn more about Khmer Rouge history and ask the trainers and guest speakers questions related to the regime. I have gained more knowledge about Khmer Rouge history as well as student-centered teaching methodologies. I feel that the teaching methodologies presented by the trainers will allow for flexibility in the classroom. Personally, I plan to test the methodologies with my students to evaluate their effectiveness before I select the one to use in my class. I am delighted to participate in this training program because I know that my colleagues who attended this program previously became more confident in teaching Khmer Rouge history. I hope that all History teachers will be able to attend such a training program in the future.



Bun Sophary, female, 33 years old, from Stung Treng Province: I have been a schoolteacher since 2008. I teach Morality to students in grades 10, 11 and 12 at Preah Reach Bochaniyakech High School. Having participated in this training program for three days, I feel I have increased my knowledge of Khmer Rouge history. Both of my parents lost all of their family members during the Khmer Rouge regime, and sometimes they discuss the

regime with me.



Khy Sokhouy, male, 29 years old, from Stung Treng Province: I have been a schoolteacher for about three years. I teach History to students in grades 11 and 12 at Preah Reach Bochaniyakech High School. I think I have gained more knowledge about Khmer Rouge history and the K-W-L teaching methodology. Moreover, I have had the chance to ask the trainers questions about Khmer Rouge history. Before I participated in this training program, I taught Khmer Rouge history in my classroom. However, my students were not convinced that the Khmer Rouge regime really existed. I urged my students to talk with their parents, grandparents, and uncles or aunts in order to discover the truth. Some of them did talk with their relatives and were then convinced that the Khmer Rouge regime truly happened. Personally, my grandmother lost one of her younger siblings during the Khmer Rouge regime.

Seng Sovanmana, female, 24 years old, from Kratie Province: I teach at Hun Sen Kantuot High School. I have been a schoolteacher since 2015. I teach History to students in grades 7, 8 and 9. Among these three grades, only the grade-9 students learn Khmer Rouge history in their classroom. From my observation, when I taught Khmer Rouge history in the classroom, the students showed empathy toward the victims. Before I participated in this training program, I didn't have much knowledge about the Khmer Rouge regime. I have also had a chance to learn new teaching methods such as the K-W-L Chart. I think this new methodology will be easy to use in the classroom. My elder relatives do not want me to discuss the Khmer Rouge regime in their presence.



Nhim Sithy, male, 42 years old, from Ratanak Kiri Province: I teach Khmer Literature to students in grades 10, 11 and 12 at Hun Sen Phum Thmey High School. I have been a schoolteacher since 2000, about 17 years. I feel that this training program is important because I have gained more knowledge about the Khmer Rouge regime. Previously, I only heard about the regime from my relatives and some general reading material. I have gained confidence in teaching my students about Khmer Rouge history in the classroom. As a teaching methodology, I think the K-W-L Chart is effective. This training program has been a bit intensive considering the full program of activities.

CHALLENGES/RECOMMENDATIONS

On the last afternoon of the training program, the DC-Cam team surveyed the trainees for feedback. Below are some suggestions from the trainees:

Trainers: Some participants interviewed were not completely satisfied with the performance of some of the trainers. For example, some questions were not answered, tasks were not properly explained, or participants struggled to follow along. The reasons for these shortcomings should be further assessed.

Time constraints: Many participants mentioned the problem of limited time, both for self-preparation and for the Q&A exchange during the training. Since the training course was shortened from seven days to five days due to external circumstances, the amount of information to be covered was substantial and some participants struggled to keep up with the program. Some trainees suggested that the training program should be extended one or two more days.

Materials: Some participants inquired whether additional materials could be given to

trainees so that they could share them with their students.

Additional topic(s): Some participants suggested that information about the Khmer Rouge Tribunal should be presented during the training program since some of them had very limited knowledge about the Tribunal.

Young students are not convinced about the Khmer Rouge Regime: According to some interviews with the trainees, one of their challenges in teaching the Khmer Rouge history inside their classroom is that some of their students are not very convinced that the Khmer Rouge Regime really took place in Cambodia. This reflects the lack of information accessible to their community, and that the work of DC-Cam in educating the young population about the Khmer Rouge Regime is essential that the DC-Cam to continue this efforts.

In conclusion, the 17th Commune Teacher Training Program was completed successfully despite the fact that some challenges arose during the training. The planning for future training sessions will take these issues into account.

Team:

National Trainers: Mom Met, Cheng Hong, Siv Thuon, Ben Neang

Provincial Trainers: Ek Beang, Bao Chenda, Um Thara, Huot Chhaya

DC-Cam Trainers and Team Members: Vanthan Peou Dara, Pheng Pong-Rasy, Sirik Savina, Long Dany, Tuol Layhol, Men Pechet, Keo Theasrun, Ouch Makara, and Christopher Dearing

Teacher Training – Kampong Cham
3rd to 7th April 2017
Observation Report by Katie Hetherington



INTRODUCTION:

DC-Cam, in collaboration with the Ministry of Education, Youth and Sport (MoEYS) hosted their 17th Teacher Training programme for provincial teachers between 3rd and 7th April. The 108 teachers came from six provinces; Kampong Cham, Tboung Khmum, Kratie, Stung Treng, Rattanak Kiri, Mondul Kiri, and congregated at the Kampong Cham Pedagogical Centre for the week. The teachers in attendance taught a range of subjects - History, Geography, Citizen Morality, and Khmer Literature - at high schools across these provinces. Previous programmes included, DC-Cam has so far reached over 3000 teachers throughout the country through such programmes; the positive implications of this for the education of Cambodia's up and coming generations are far-reaching.

This report intends to complement another report that will comprise a more detailed account of the week's content. Thus, it will contain observations about the various activities that took place throughout the week, reflections on methodology, and some preliminary recommendations for future training workshops.

DAY ONE:

The week began with all teachers gathering in the pedagogical school's large assembly hall, joined by around 200 students from Preah Sihanouk High School, who joined

the opening ceremony and were to remain behind once lessons began, for the screening of *'Don't Think I've Forgotten'*. In this sense, I immediately felt that efforts were being made to get the most out of the week, by involving high school students in part of the proceedings.

As the opening ceremony began, the hall felt busy and bustling, and the teachers appeared focused and eager. Savina Sirik began the introductions, and there was a relaxed atmosphere as teachers were welcomed to the workshop. Teachers filled out pre-programme surveys, but interestingly, it seemed that a number were using the textbooks to find answers to the survey's questions. Whilst this observation might be incorrect, perhaps it is indicative of the importance of reiterating to teachers that the surveys are not any kind of test.

The formal proceedings of the opening ceremony began next, with a number of key speakers gathering on the stage.

The Head of Education, Mr Ly Meng San, welcomed the teachers and esteemed guests, providing an introduction before moving on to use part of his speech to relay his own experiences under the Khmer Rouge regime to the audience. Discussing his past, he recalled being eight years old and living in Stung Treng. Working in a cooperative, he discussed the persecution that people with Chinese roots faced – as he himself had Chinese heritage – and explained how he used to lie in the mud and sun in an attempt to try to darken his skin and prevent the exposure of his heritage. Further, he told the audience about a time when, starving, he was caught attempting to steal beans and subsequently hanged by his feet in a well, coming close to drowning. These stories were certainly harrowing, but also a useful way to begin the introductions. Immediately, all those in attendance were brought to consider the 'darker' past of this man, who was seemingly care free and content. It helped to hone in on the importance of learning about people's pasts from the very beginning of the programme.

Following this introduction, Vanthan Peoudara (Dara) welcomed everyone, and began an explanation of the programme's objectives; to provide knowledge about the Khmer Rouge, to deliver new teaching methodologies in order to enhance the effectiveness with which teachers educate their classes, and to encourage students to learn about and discuss Khmer Rouge history with people who lived through the regime. Dara noted that the legacies of the regime are still present today; survivors face mental issues, infrastructure remains undeveloped. He went on to reiterate the important role of Cambodia's younger generation in continuing the stories of the past, saying that the sharing of experiences by survivors is critical if young people are to understand the past. These messages related to a central theme: to learn about the Khmer Rouge is to encourage discussion about forgiveness, reconciliation and healing.

Finally, her excellency Tun Sa Im began her introduction to the opening ceremony. Expressing the emotion she felt listening to Mr Ly Meng San's recollection of his past, she noted the importance of the younger generation in observing what the Khmer Rouge left behind for today's society. She usefully worked to link these ideas of the importance of youth back to the training programme at hand and the wider issues facing Cambodia today. She noted the necessity of teaching commune trainers new teaching methodologies in order to ensure that the country's education can keep pace with the technological progress and ongoing development of Cambodia. Further, she stressed her desire for students to develop critical thinking skills, arguing that even more can be learnt by asking questions of survivors

beyond the confines of the classroom. Finally, echoing a message that underpins much education of Cambodia's younger generation, Tun Sa Im concluded by noting that, soon, there will be no survivors left to talk to; young people must learn from these survivors before it is too late.

Following the opening ceremony, the first classes began, teaching chapters one, two and three. I sat in on Dara's class, in which two provincial teachers and twenty-seven student teachers joined him. As a first class, Dara's attitude was well suited – the class were attentive, and he garnered the occasional laugh from students which provided a good atmosphere. Further, it seemed that just as the class might be losing focus as a consequence of a period of lecture-focused, textbook-based teaching, Dara would stray from the lecture briefly, drawing the students back in. All in all, this initial class appeared to set a good tone for the rest of the week.

The next class that I observed was that of Rasy. It emerged that there were some issues in this class, given that the trainees continued to ask questions about later chapters that had not been taught yet. As the trainees were supposed to focus only on the first few chapters that were being covered today, this resulted in some misunderstanding and confusion amongst the teachers. Additionally, the trainers posed some questions that were slightly surprising – for example, in relation to the role-playing lesson, asking whether they must use all of the example role-playing activities in the textbook when conducting their own lessons. I felt that this, in addition to the confusion over coming chapters that had not yet been discussed, depicts the teachers' initial worries over and both the new information and new teaching models (the KWL method was also first introduced during these sessions on day one).

DAY TWO:

Day two began with an initial introduction in the large assembly hall, with Rasy encouraging teachers to take part in a DC-Cam project, in which people collate and document their village histories. Following this, the teachers were shown '*Khmer Rouge Liberation Zone 1973*', a film about a Vietnamese delegation visiting Democratic Kampuchea in 1973. The recommendations of previous reports on teacher training programmes have often focused on involving more multimedia elements, and it was useful to include visual aids to go some way towards placing all the information the teachers were learning in a more imaginable context.

The first class of the day that I observed was Savina's, in which the first teacher was conducting their practice lesson. Following this, Savina gathered the class into a circle in order to discuss the practice lesson, and to allow the other teachers and herself to provide feedback. From a purely observational standpoint, I felt that this format worked well. Given some initial apprehension on the part of the teachers faced with the prospect of conducting practice lessons that I observed the previous day, it seemed useful to encourage as much dialogue amongst the teachers as possible regarding feedback and their own conducting of lessons. By bringing the class together to discuss this, it creates a more open atmosphere and is more likely to encourage the teachers to discuss their reflections.

As the group discussed their feedback, I moved to observe another group, in which a provincial trainer was in charge of the class. A couple of students were conducting their own practice lessons based on the chapters they had learnt the previous day, and afterwards receiving feedback from the class and their trainer. A number of common issues appeared to arise, namely teachers forgetting to use the KWL method, and to explain specific vocabulary at the beginning of each lesson. Within this class, an event of note took place. The first teacher to be taking part in the practice lessons, seemed nervous and unprepared. His practice lesson was cut short, and another teacher took his place to conduct a practice lesson.

From a purely observational stand point, this was initially confusing however was later explained to me. It emerged that the teacher had, upon beginning his practice lesson, felt so nervous that his plan had slipped his mind. All in all, he was unprepared and unsure of himself. It seems that this also reflects the rather new nature that these teaching methods had for some of the teachers – as a result, conducting these practice lessons incorporating things like KWL was not only a new experience, but also daunting. Regardless of this experience, it is important to note that in fact the teacher's nerves indicate the importance of these activities. In 'forcing' a new and daunting experience, such as conducting these practice lessons and incorporating new teaching methodologies, teachers are indeed faced with engaging in a new learning experience. This obligatory involvement provides a difficult, but effective (as exemplified in the teachers growing confidence throughout the week), learning experience: teachers conduct the lessons, receive feedback on their lesson, and are such able to reflect on their experience and learn from their own, and others', mistakes, following a kind of experiential learning model.

Following the lunch break, the continued apprehension regarding practice lessons remained observable in some of the teachers. For me, this reinforced the importance of the programme's incorporation of teaching models and methodologies that are not currently utilised in the wider education system.

A number of teachers seemed shy whilst presenting, nervously laughing and appearing unsure of themselves. This perhaps indicates that such methods of teaching were unusual in comparison to those commonly used by the teachers, and provided something of a challenge to the teachers. Nevertheless, as mentioned these nerves seemed to reduce and finally disappear as the week continued, as will be discussed later within this observational report.

DAY THREE:

Indeed, day three's practice teaching was the first indicator that the teachers were beginning to grow more comfortable with the programme's methodology and teaching framework. The third morning's practice lessons were tangibly more relaxed on the part of those conducting the lessons, and the entire class seemed attentive and engaged.

Towards the end of the particular lesson I observed at the beginning of the day, the class were asked to answer the question, *why is it important to teach the young generation about the past?* Whilst this also constituted an opportunity to photograph teachers, it also played a useful – if unplanned – role in encouraging teachers to refer what they had learnt so

far back to one of the over-arching goals of the programme, namely, encouraging and facilitating the education of Cambodia's younger generations in the country's past.

Moving on from this question, I spoke with Chin Rin, a thirty-three year old grade twelve history teacher. We discussed the importance of this kind of education, and Rin explained to me that whilst he already had some knowledge of the Khmer Rouge regime, this was largely restricted to, for example, the names of various senior leaders. Thus, he found the programme a good means of learning about topics his knowledge was limited on, particularly so that in conducting his own history lessons, he can answer a wider range of his students' questions. Further, he said that the programme was important in ensuring younger students have the opportunity to have a clear understanding of the past, rather than the limited knowledge that could be imparted without the education of their teachers.

I also had the opportunity to speak with Him Kong, a forty-nine year old Khmer Literature and English teacher. Kong explained to me that he uses his own experiences under the Khmer Rouge regime to help educate his class about the period. His reasoning for this, and for the importance of story telling, is that the Cambodian people must make sure that people know about these "bad experiences", as this is "how people heal". Evidently, there is the desire for information about the Khmer Rouge regime amongst students, *and* the desire amongst teachers to be better informed in order to adequately provide this information. Insofar as teachers like Him Kong have been utilising their own stories in an effort to teach children about the past, it is clear that the more formal education encompassed within this programme is filling an important knowledge gap.

Day three also included a lecture from Ambassador Julio Jeldres, entitled "Democratic Kampuchea's Foreign Policy: A Leftover from the Chinese Cultural Revolution". The lecture was informative, and seemed the correct length to maintain teacher's engagement. Throughout the presentation, Mr Jeldres encouraged the audience to think of any questions they might have to pose at the end of the lecture, which helped to maintain focus and interest in the lecture. Indeed, the teachers subsequently asked a number of interesting questions; for example, why Democratic Kampuchea had relations with Egypt and the former Yugoslavia. Another question also seemed to reflect a difficulty in understanding the highly secretive nature of the regime, as a teacher asked whether ambassadors visiting Democratic Kampuchea were aware of the killing that was going on within the country. This, to me, seemed to link to a very common question that I have encountered in Cambodia, the question as to how Khmer could kill Khmer. This question seemed to relate to that in a sense, questioning whether outside nations were aware of the brutality of Khmer on Khmer at the time.

DAY FOUR:

Day four began with further practice teaching lessons, as DC-Cam staff and provincial trainers observed and provided guidance.

In the day's first class, one teacher engaging in the practice lesson exercise continued to appear nervous – however beyond her example, the general attitude and atmosphere amongst the teachers continued to improve in terms of confidence. Following this, the groups congregated in the large hall in order to listen to a presentation by a government psychiatrist

Dr. Ka Sunbunnat. Whilst hard to ascertain from observation alone, it emerged that whilst the majority of teachers seemed focused on the lecture, some teachers seemed slightly disengaged at this stage. However, at this stage a number of suggestions for teaching methodologies began to formulate in my mind after four days of observation. One in particular was lecture length. Whilst lecture style teaching is, I gather, often more common in the Cambodian education system, I would argue that perhaps this format needs to be tweaked slightly. Based on the observable concentration levels of teachers whilst sitting in lecture-style lessons, the focus appears to wain and often teachers are checking or speaking on their mobile phones. I believe that whilst incorporating potentially overly complicated teaching formats might be detrimental, long lecture-style lessons should incorporate regular, short breaks and attempt to involve more student interaction. Whether this involves asking the teachers (or students in general) to try to formulate questions for the end of a lecture throughout the lesson, basic note taking exercises, or more formal group activities, I would argue that it is useful to incorporate some kind of structure that causes teachers/students to maintain focus throughout the lesson, and to try to minimize in-lesson distraction through regular but time-regimented breaks.

Moving on from these preliminary recommendations, for the entire afternoon session following the lunch break, I sat in on the class of Ms. Ben Neang. Based on observation alone, her teaching technique was excellent for a number of reasons. She commanded the class in terms of maintaining attention and focus, whilst simultaneously managing to ensure the class enjoyed the lesson. The class were very engaged, and she struck the perfect balance between learning and enjoyment. I felt that her teaching was a great example for the class, and would hope her efforts might go some way to informing their own classes.

DAY FIVE:

The final day's student practice lessons got off to a very good start. The teacher conducting the practice lesson quickly divided the class into smaller groups, having each work on group tasks. From my experience, group work is a simple technique for ensuring greater focus amongst a group, particularly on the last day of training as lethargy begins to set in. The class, therefore, was attentive and engaged with the lesson, and this initial activity reiterated my own opinion that lecture-style teaching should be extensively complemented by student-centric, activity-based exercises to avoid long teacher-centric lecture periods in which students inevitably begin to 'zone out'.

The second teacher to conduct a practice lesson also managed to continue the focused attitude of the class, and today the difference in confidence and engagement of the teachers was most obvious in comparison to previous days. Teachers were easily volunteering to answer questions, and (in the class I observed) the timid, uncertain nature of the practice lessons was gone. Teachers seemed self-assured in their presentations of lessons, and I believe that this was reflected back at them by the more engaged nature of their audiences. Overall, the teachers seemed to have gained confidence in their abilities over the week, at least in terms of their presentation skills, and have begun to practice more active lesson involvement – another component that, I would hope, teachers will carry forward into their own lessons and encourage from their students.

Prior to the lunch break, the teachers again gathered in the large assembly hall to receive a presentation by two civil parties from Kampong Cham. The man and woman told their stories to the audience, however a number of teachers seemed distracted. Whilst the following remarks are only based on observation and reflection, it is possible that this was due to the timing and placement of the presentation. It would be more useful to have a presentation by Civil Parties prior to the lessons on the personal accounts of KR regime victims – it is possible that, having read many of these accounts throughout the week, the ‘live’ accounts of the two Civil Parties lost some of their punch. Instead, making use of this undeniably useful first-hand account at the beginning of lessons covering similar themes would present teachers with valuable stories that they might not have experienced before. Additionally, it might also help to make those accounts included within the textbook more ‘real’ for teachers, and find teachers more engaged.

Following the lunch break, the programme reached its conclusion with a lecture from Chris Dearing. Inevitably as the last activity on the programme’s agenda, the atmosphere was bound to be a little unfocused. However, a number of measures could be taken to remedy this, and indeed could be implemented throughout the week. What struck me particularly in this final afternoon session was the fact that many teachers arrived once the lecture had begun, and given that a large number of teachers congregated towards the back of the hall, not only was the audience very dispersed but many members of the back audience continued quiet discussions during the presentation. I would argue that very specific start times are necessary for the morning and post-lunch sessions, in order to avoid the disruption that late arrivals inevitably cause. In the smaller group classes, there were often one or two late arrivals to the class. However, these for the most part caused minimal disruption.

In comparison, latecomers to a large full group lecture in the main hall, arriving whilst still having discussions, predictably caused a lack of focus on the lecture towards the back of the hall. In addition, I think it is important to introduce a more structured, formal beginning to lectures such as this. These larger group meetings would benefit greatly from the simple implementation of a staff member acting as something of a ‘regulator’: that is, someone to formally (and authoritatively) announce the beginning of the session, to ask for quiet and attention, and throughout the lecture, to travel the room, ensuring involvement and focus. Additionally, whether teachers or students, the audience should always be asked to sit by the front of the room. Indeed, it seems that without this kind of beginning, sessions such as the final lecture begin in a somewhat messy fashion as the audience fails to fully involve themselves in the activity. Working a large audience has its difficulties, but I feel that with a little more structure, this task would become much easier. Furthermore, another component of this suggestion that is related but certainly not restricted to this final session, is the issue of mobile phone use. During presentations, I often witnessed teachers having conversations on their phones, without stepping out of the room. This, from my perspective, is both off-putting for those presenting or lecturing, and distracting for the rest of the audience. Additionally, a mobile phone was answered on stage during the opening ceremony, and I would argue that occurrences like this – whilst not absolutely major – set the wrong kind of tone for participants. If those presenting or in any position of authority during the programme are not completely focused, it follows that an audience might emulate this lack of attention. Whilst simple suggestions, I would recommend explicitly asking teachers (and guest speakers) to

refrain from using their mobile phones during presentations or lessons unless absolutely urgent, and in such cases, to leave the room.

Moving on from these suggestions, the presentation focused on methodology, beginning with a recap of the KWL method to ensure the group understood the methodology. This was posed to the group based on the importance of teaching students to ask questions – this, Chris reiterated, is what KWL does. In my opinion, this message related well to the changing engagement of the teachers I observed between the initial days and the final days of the programme. At the beginning, whilst teachers did indeed ask questions of the trainers, these were not along the lines of critical thought and reflection but more confusion over methodology. Comparatively, as the week went on teachers began to ask questions about various components of the regime, and indeed proved rather shrewd in a number of questions. For example, one teacher questioned whether a Burmese or Myanmar delegation visited Democratic Kampuchea after finding a photograph within the textbook that seemed to indicate so. Questions such as these should certainly be viewed very favourably, as they indicate the inquisitory nature with which many of the teachers were approaching both the textbook and the lessons.

Chris also utilised an interesting means of explaining to the group that it does not necessarily matter what method used to teach a class; what is more important is working out, and using, whatever method works. He posed to the group the question, *what is the best way to go fishing?* After some encouragement, a number of teachers suggested answers. Not only did this question re-engage the group (and garner many laughs from the audience), but it also well exemplified that there are a multitude of answers to such a question, and thereby, a multitude of methods by which students can be taught. Experimentation, Chris encouraged, was favourable in order for teachers to find what methods work the best for them.

Moving on from this, the lecture began to introduce the ‘Jigsaw Method’, providing the teachers with a means of commanding and teaching a large group. Methods such as these are particularly useful given that many classes will far exceed the twenty-or-less environment that the smaller group classes were comprised of. Providing reflections, rather than an in-depth summary of the lecture from this stage, a number of things were observable. The method, in my opinion, is a very useful tool in two major ways. One, and more obvious, is that it gives teachers a ‘tool kit’ for navigating lessons conducted to a large class, and was explained in a manner that was (from my perspective) clear and easy to follow. Having the teachers experience the Jigsaw Method, rather than simply learning the method, is a great way of embedding the experience in a teacher’s repertoire of methods and, much as with the KWL method, experiential learning activities are, arguably, far more effective in ensuring a method is understood and well-learned.

On reflection, the way the Jigsaw Method was taught to teachers was useful in another way. The method inevitably encourages a degree of self-reliance and self-discipline from whoever is involved in the activity. It was been observed earlier within this observational report that some teachers appeared to lack this kind of attitude: by this, I mean that initially some teachers appeared to require more guidance in the conducting of lessons, understanding methods, and in presentation skills more generally. This kind of exercise requires participants to work as a group, of course, but this is autonomous from the teacher,

and participants much regulate their own activity and have confidence in the information they gather and later present to a large audience (all 108 students).

CONCLUSION:

As an observational report, this only intends to take note of those teaching methods that appeared to work very well, and make suggestions on what might be improved, based on the activities that took place throughout the week's teacher training.

In summary, the training appeared to be a great success, and it is evident that DC-Cam have continued to work extremely hard on the constant growth of this teacher training programme. Not only were teachers largely engaged and focused, their confidence as the week moved on improved greatly and in easily observable ways. Whilst some teachers began the week seemingly apprehensive about the tasks ahead, the atmosphere towards the end of the week was one of confidence and enjoyment. Furthermore, from brief conversations with a number of teachers, it was evident that they felt they had learnt valuable lessons and skills whilst taking part in the programme

Further, the teaching methods of a number of the provincial teachers are commendable. Finding a good balance between structure and humour, they were able to keep teachers engaged and provide an enjoyable learning environment. This, in my opinion, is very important in passing on new teaching methodologies to teachers. Such methodologies can be taught through formal lessons and books, but the *way* that people are taught these lessons will also have a lasting impact.

Furthermore, I felt that DC-Cam made excellent efforts to incorporate a range of lesson types, including various formats, speakers and media components. With guest lecturers, civil parties, and documentary screenings, DC-Cam have clearly taken on board the suggestions of previous reports that recommended a wider range of alternative teaching methods. One remaining suggestion in this regard, however, would be to very carefully time such methods so that they correspond best to the overall programme's lesson structure and the expanding knowledge of the teachers in attendance. These complementary educational tools are best utilised prior to a more traditional lesson, as an introduction to new topics.

Finally, as with any such programme, there is always space for improvement. As mentioned within this report, a more structured or disciplined approach to certain lessons might be favourable, and constant efforts should be made to work on breaking up a lecture-style lesson format in an attempt to fully engage the audience.

Appendix

Article related to the training published in Rasmey Kampuchea Daily Newspaper



វគ្គបណ្តុះបណ្តាលគ្រូបង្ហាញដំណើរការបង្រៀនប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ

**ដោយ: វ៉ែន ពិចិត្រ បុគ្គលិក
មជ្ឈមណ្ឌលឯកសារកម្ពុជា**

កាលពីដើមខែមេសាឆ្នាំ២០១៧ មជ្ឈមណ្ឌលឯកសារកម្ពុជា សហការជាមួយ ក្រសួង អប់រំ យុវជន និងកីឡា បានរៀបចំវគ្គបណ្តុះបណ្តាលស្តីពីការបង្រៀនប្រវត្តិសាស្ត្រកម្ពុជា ប្រជាធិបតេយ្យលើកទី១៧ ចំនួន៥ថ្ងៃ ជាមួយគ្រូបង្ហាញដែលបង្រៀននៅតាមអនុវិទ្យាល័យ និងវិទ្យាល័យខាតាចំនួន ១០៧ខ្នាត ដែលក្នុងនោះសិក្សាកាមចំនួន ៤០ខ្នាត ជាស្ត្រី ។

សិក្សាកាមទាំងនោះបានធ្វើដំណើរមកពីខេត្តចំនួន៦ រួមមាន ខេត្តកំពង់ចាម ត្បូងឃ្មុំ ក្រចេះ ស្ទឹងត្រែង រតនគិរី និងខេត្តមណ្ឌលគិរី ។ កម្មវិធីបណ្តុះបណ្តាលនេះរៀបចំឡើងនៅក្នុងបរិវេណមជ្ឈមណ្ឌលគុកុកសយ្យ ភូមិភាគខេត្តកំពង់ចាម និងជាផ្នែកមួយនៃគម្រោងសំណង់ដ៏ធំចិត្តស្តីពីមជ្ឈមណ្ឌលវគ្គបណ្តុះបណ្តាល និងជនរងគ្រោះសម័យខ្មែរក្រហមរបស់គុកុកសយ្យកាត់ទោសមជ្ឈមណ្ឌលវគ្គបណ្តុះបណ្តាលនៃសហគមន៍ប្រចាំនៅកម្ពុជា (៥២) និងទីភ្នាក់ងារសហរដ្ឋអាមេរិកសម្រាប់ការអភិវឌ្ឍអន្តរជាតិ(USAID)។

កម្មវិធីបណ្តុះបណ្តាលនេះរៀបចំឡើងក្នុងគោលបំណងផ្តល់

ធនធាន និងចំណេះដឹងបន្ថែមដល់លោកគ្រូ អ្នកគ្រូស្តីពីការបង្រៀនប្រវត្តិសាស្ត្រខ្មែរក្រហមនៅតាមអនុវិទ្យាល័យ និងវិទ្យាល័យដើម្បីជំរុញឱ្យការបង្រៀនរបស់គាត់កាន់តែមានប្រសិទ្ធភាពតាមរយៈការធ្វើបទបង្ហាញដំណើរការបង្រៀនខ្មែរក្រហម និងការធ្វើបទបង្ហាញដំណើរការបង្រៀនផ្សេងៗ ក្រោមទាំងការចូលរួមផ្តល់ប្រាក់ថ្នាក់ទៅលើប្រធានបទផ្សេងៗ ពីសំណាក់វគ្គបណ្តុះបណ្តាល និងអន្តរជាតិ អំពីទំនាក់ទំនងការបង្រៀនរបស់ខ្មែរក្រហម និងចំណេះដឹងដែលទាក់ទងនឹងការបង្រៀនចម្លងចិត្តបន្ទាប់ពីរបបខ្មែរក្រហម ។ ទន្ទឹមនឹងនោះដែរ មជ្ឈមណ្ឌលឯកសារកម្ពុជា ក៏បានអញ្ជើញដើមបណ្តឹងរដ្ឋប្បវេណីដែលបានប្តឹងទៅគុកុកសយ្យកាត់ទោសមជ្ឈមណ្ឌលវគ្គបណ្តុះបណ្តាលនៃសហគមន៍ប្រចាំនៅកម្ពុជា ដែលធ្លាប់ធ្លងកាត់របបខ្មែរក្រហមទៅដល់សិក្សាកាមទាំងអស់ ។

បើយោងតាមបទសម្ភាសន៍ជាមួយលោកសេង ស៊ឹម អាយក មជ្ឈមណ្ឌលគុកុកសយ្យ ភូមិភាគខេត្តកំពង់ចាម ដែលមានទីតាំងនៅក្នុងទីរួមខេត្តកំពង់ចាម មានប្រសាសន៍ថា មជ្ឈមណ្ឌលនេះ គឺជាអតីតសកលវិទ្យា-

ល័យភូមិភាគកំពង់ចាម ដែលបង្កើតឡើងនៅក្នុងទសវត្សរ៍ឆ្នាំ១៩៦០។ ប៉ុន្តែសកលវិទ្យាល័យនេះត្រូវបានបិទទ្វារនៅក្នុងរបបខ្មែរក្រហម ។ បន្ទាប់មកនៅឆ្នាំ១៩៨៩ សកលវិទ្យាល័យនេះត្រូវបានប្រើប្រាស់ឡើងវិញជាមជ្ឈមណ្ឌលគុកុកសយ្យមកទល់នឹងសព្វថ្ងៃ ។

នៅក្នុងវគ្គបណ្តុះបណ្តាលនេះ មជ្ឈមណ្ឌលឯកសារកម្ពុជា ក៏បានដាក់តាំងពីវីដេអូស្តីអំពី ទីក្រុងភ្នំពេញ ឆ្នាំ១៩៧៥-១៩៧៩ ចំនួន១៤ផ្ទាំង នៅក្នុងបរិវេណមជ្ឈមណ្ឌលគុកុកសយ្យ ភូមិភាគខេត្តកំពង់ចាម ដែលបង្កើតដល់ទីក្រុងភ្នំពេញ និងកិច្ចខិតខំប្រឹងប្រែងរបស់អ្នករស់រានមាន ជីវិតពីរបបខ្មែរក្រហមក្នុងការកសាង និងស្តារប្រទេសកម្ពុជាឡើងវិញ ។ មជ្ឈមណ្ឌលឯកសារកម្ពុជា សង្ឃឹមថា ព័ត៌មាននេះនឹងរំលឹកដល់គុកុកសយ្យដែលសិក្សានៅទីនោះក្រោមទាំងសាធារណជនអំពីរបបខ្មែរក្រហម ។

បន្ទាប់ពីការបណ្តុះបណ្តាលអស់រយៈពេលព្រឹកថ្ងៃសិក្សាកាមដែលចូលរួមវគ្គបណ្តុះបណ្តាលនេះហាក់ដូចជាទទួលបានចំណេះច្រើនជាងមុនទាក់ទងនឹងប្រវត្តិសាស្ត្រខ្មែរក្រហម និងវិធីសាស្ត្របង្រៀនរបស់សិស្សមជ្ឈមណ្ឌល ។ ខាងក្រោមនេះ គឺជា

វគ្គបណ្តុះបណ្តាលស្តីពីការបង្រៀនប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យលើកទី១៧ ចំនួន៥ថ្ងៃ ជាមួយគ្រូបង្គោលបណ្តុះបណ្តាល ១០៧នាក់ មកពី ខេត្តកំពង់ចាម ក្បួងប្រាំ ក្រចេះ ស្ទឹងត្រែង រតនគិរី និងបណ្តាស្រុក ក្នុងបរិវេណមជ្ឈមណ្ឌលគុណសណ្ឋិតិយាភូមិភាគខេត្តកំពង់ចាម



វគ្គបណ្តុះបណ្តាលស្តីពីការបង្រៀនប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យលើកទី១៧ ចំនួន៥ថ្ងៃ ជាមួយគ្រូបង្គោលបណ្តុះបណ្តាល ១០៧នាក់ មកពី ខេត្តកំពង់ចាម ក្បួងប្រាំ ក្រចេះ ស្ទឹងត្រែង រតនគិរី និងបណ្តាស្រុក ក្នុងបរិវេណមជ្ឈមណ្ឌលគុណសណ្ឋិតិយាភូមិភាគខេត្តកំពង់ចាម

មតិយោបល់របស់សិក្ខាកាមមួយចំនួន ដែល បានចូលរួមវគ្គបណ្តុះបណ្តាល៖
 អ្នកគ្រូ ហើរ រឹបរ៉ា អាយុ៣៥ឆ្នាំ មកពីខេត្តកំពង់ចាម៖ ខ្ញុំចាប់ផ្តើម បង្រៀនតាំងពីឆ្នាំ២០០២ មកម៉្លេះ។ ខ្ញុំបង្រៀន មុនវិជ្ជាប្រវត្តិវិទ្យាដល់សិស្ស ថ្នាក់ទី១២ នៅវិទ្យាល័យ ហ៊ុន សែន ចម្ការលើ។ ម្តាយរបស់ខ្ញុំធ្លាប់និយាយ ប្រាប់ខ្ញុំថា ក្រុមគ្រូសាររបស់គាត់មួយ ចំនួនត្រូវបានខ្មែរក្រហមសម្លាប់ដោយ លាវតែខ្មែរក្រហមរកឃើញថា ឪពុក របស់ម្តាយខ្ញុំធ្លាប់ធ្វើការនៅក្រសួងការ បរទេសមុនសម័យ ខ្មែរក្រហម ។ ផ្ទះ របស់គាត់នៅក្បែរវត្តភ្នំ ពេលខ្មែរ ក្រហមចូលមកដល់ ទី ក្រុងភ្នំពេញ គ្រូសារម្តាយរបស់ខ្ញុំត្រូវបានជម្លៀស ចេញពីទីក្រុងទៅកាន់ស្រុកចម្ការលើ ខេត្តកំពង់ចាម ។ ម្តាយរបស់ខ្ញុំគឺជា មនុស្សតែម្នាក់គត់ដែលនៅរស់រានមាន ជីវិតពីរបបខ្មែរក្រហម ។ ចំពោះវគ្គ បណ្តុះបណ្តាលនេះ ខ្ញុំគិត ថាវគ្គនេះមាន លាវសំខាន់ដោយលាវតែខ្ញុំមានឱកាស ទទួលបានចំណេះដឹងបន្ថែមអំពីប្រវត្តិ សាស្ត្រ ខ្មែរក្រហម ។ មិនតែប៉ុណ្ណោះ ខ្ញុំមានឱកាសសួរ រទៅកាន់ គ្រូបណ្តុះ

បណ្តាល និងវាក្មេងអំពីចម្ងល់ដែលទាក់ ទងនឹងប្រវត្តិសាស្ត្រខ្មែរក្រហម ។ ជាង នេះទៅទៀត ខ្ញុំបានទទួលការបណ្តុះ បណ្តាលបន្ថែមអំពីវិធីសាស្ត្របង្រៀន បែបសិស្សមជ្ឈមណ្ឌល ។ ខ្ញុំយល់ឃើញ ថា វិធីសាស្ត្របង្រៀនដែលគ្រូបណ្តុះ បណ្តាលបានបង្ហាញ អាចជួយឱ្យខ្ញុំមាន ភាពបត់បែននៅក្នុងថ្នាក់រៀន ។ សម្រាប់ខ្លួនខ្ញុំផ្ទាល់ ខ្ញុំនឹងសាកល្បង ប្រើប្រាស់វិធីសាស្ត្រទាំងនោះជាមួយ សិស្សរបស់ខ្ញុំ ដើម្បីធ្វើការស្រាវជ្រាវថា វិធីសាស្ត្រណាមួយមានប្រសិទ្ធភាព ជាងគេសម្រាប់សិស្សរបស់ខ្ញុំ ។ ខ្ញុំ រីករាយដែលបានចូលរួមវគ្គបណ្តុះ បណ្តាលនេះ ដោយលាវតែមិត្តរួមការ ងាររបស់ខ្ញុំដែលធ្លាប់ចូលរួមវគ្គបណ្តុះ បណ្តាលនេះកន្លងមកមានការជឿជាក់ ជាងមុនក្នុងការបង្រៀនប្រវត្តិសាស្ត្រ ខ្មែរក្រហមនៅក្នុងថ្នាក់រៀន។ ខ្ញុំសង្ឃឹម ថា គ្រូបង្រៀនមុនវិជ្ជាប្រវត្តិវិទ្យាទាំង អស់នឹងទទួលបានការបណ្តុះបណ្តាល នេះនៅថ្ងៃខាងមុខ ។
 អ្នកគ្រូ ប៊ិន សុផារី អាយុ៣៣ឆ្នាំ មកពីខេត្តស្ទឹងត្រែង៖ ខ្ញុំក្លាយជាគ្រូ បង្រៀនតាំងពីឆ្នាំ ២០០៧ ។ សព្វថ្ងៃ

ជំរុញលើកទឹកចិត្តឱ្យសិស្សរបស់ខ្ញុំ សួរ នាំឪពុកម្តាយ ឬសាច់ញាតិរបស់ខ្លួនអំពី បទពិសោធន៍របស់គាត់នៅក្នុងរបបខ្មែរ ក្រហម។ បន្ទាប់មកសិស្សរបស់ខ្ញុំមួយ ចំនួនបានសួរនាំឪពុកម្តាយរបស់ខ្លួនអំពី រឿងរ៉ាវដែលបានកើតឡើងនៅក្នុងរបប ខ្មែរក្រហម និងបានជឿជាក់ថារបបខ្មែរ ក្រហមពិតជាបានកើតឡើងមែន។ ចំពោះរូបខ្ញុំផ្ទាល់វិញជំនួនរបស់ខ្ញុំបាន ចាត់បង់ប្តូរម្នាក់នៅក្នុងរបបខ្មែរក្រហម។
 អ្នកគ្រូ សេង សុវណ្ណម៉ាណា អាយុ ២៥ឆ្នាំ មកពីខេត្តក្រចេះ ចាប់តាំងពីឆ្នាំ ២០១៥មក ខ្ញុំបានក្លាយជាគ្រូបង្រៀន មុនវិជ្ជាប្រវត្តិវិទ្យាថ្នាក់ទី៧ ទី៨ និងទី៩ នៅវិទ្យាល័យ ហ៊ុន សែន កន្ទួត ។ ក្នុង ចំណោមសិស្សថ្នាក់ទី៧ ទី៨ និងទី៩ មានតែសិស្សថ្នាក់ទី៩ប៉ុណ្ណោះដែល រៀនពីរបបខ្មែរក្រហម នៅក្នុងកម្មវិធី សិក្សា។ បើតាមការសង្កេតរបស់ខ្ញុំ នៅ ពេលដែលខ្ញុំបង្រៀនប្រវត្តិសាស្ត្រខ្មែរ ក្រហមកន្លងមក សិស្សរបស់ខ្ញុំហាក់បាន បង្ហាញអារម្មណ៍អាណិតអាសូរដល់ជន រងគ្រោះ របបខ្មែរក្រហម។ មុនពេល ដែលខ្ញុំចូលរួមវគ្គបណ្តុះបណ្តាលនេះ ខ្ញុំ មានចំណេះដឹងតិចតួចណាស់អំពីរបប

ខ្ញុំបង្រៀនមុនវិជ្ជាសិល្បៈធម៌វប្បធម៌ ដល់
 សិស្សថ្នាក់ទី១០ ទី១១ និងទី១២ នៅ
 វិទ្យាល័យព្រះរាជវប្បធម៌វិទ្យាល័យ បន្ទាប់
 ពីបានចូលរួមវគ្គបណ្តុះបណ្តាលនេះ
 ខ្ញុំសង្កេតឃើញថា ខ្ញុំហាក់ដូចជាយល់
 ដឹងបានច្រើនជាងមុនអំពីប្រវត្តិសាស្ត្រ
 ខ្មែរក្រហម។ នៅក្នុងរបបខ្មែរក្រហម
 ឪពុក ម្តាយរបស់ខ្ញុំបានបាត់បង់សាច់
 ញាតិ អស់ភ្លើងគ្រាន់សរសៃ។ កាលពីមុន
 ខ្ញុំដឹងពួកអំពីរបបខ្មែរក្រហម តាមរយៈ
 ការពិណាលរបស់ឪពុកម្តាយខ្ញុំ។
 លោកគ្រូ ប៊ី សុខុម អាយុ២៥ឆ្នាំ
 មកពីខេត្តស្ទឹងត្រែង ខ្ញុំបានបង្រៀនមុន
 វិជ្ជាប្រវត្តិវិទ្យា ដល់សិស្សថ្នាក់ទី១១ និង
 ទី១២ នៅវិទ្យាល័យព្រះរាជវប្បធម៌វិ
 ទ្យាល័យ។ ខ្ញុំគិតថា ខ្ញុំទទួលបានចំណេះ
 ដឹងផ្នែកប្រវត្តិសាស្ត្រខ្មែរក្រហមច្រើន
 ជាងមុន។ វិធីសាស្ត្រ បង្រៀនដែលខ្ញុំ
 ចាប់អារម្មណ៍ជាងគេ គឺតារាង K-W-L
 K-អ្វីដែលយើងបានដឹងមុនពេលរៀន
 W-អ្វីដែលយើងបានដឹងនៅពេលរៀន
 L-អ្វីដែលយើងបានដឹងបន្ទាប់ពីរៀន
 រួច។ មិនតែប៉ុណ្ណោះ នៅក្នុងវគ្គបណ្តុះ
 បណ្តាលនេះ ខ្ញុំមានឱកាសសួររសំណួរ
 ជាច្រើន ទាក់ទងនឹង ប្រវត្តិសាស្ត្រខ្មែរ
 ក្រហម។ មុនពេលដែលខ្ញុំចូលរួម វគ្គ
 បណ្តុះបណ្តាលនេះ ខ្ញុំចាប់បង្រៀនប្រវត្តិ
 សាស្ត្រខ្មែរក្រហមនៅក្នុងថ្នាក់រៀនដែរ
 ប៉ុន្តែសិស្សរបស់ខ្ញុំ ហាក់ដូចជាមិនសូវ
 យកចិត្តទុកដាក់ថា របបខ្មែរក្រហមពិត
 ជាបានកើតឡើងនោះទេ។ ដូច្នេះ ខ្ញុំបាន

ខ្មែរក្រហម ដោយសារតែខ្ញុំកើតមិនទាន់
 របបខ្មែរក្រហម។ នៅក្នុងចំណោមវិធី
 សាស្ត្របង្រៀនខ្ញុំចាប់អារម្មណ៍ តារាង
 K-W-L ដោយសារតែវិធីសាស្ត្រនេះធ្វើ
 និងងាយស្រួលប្រើនៅក្នុងថ្នាក់រៀន។
 អ្វីដែលគួរឱ្យសោកស្តាយ គឺសាច់ញាតិ
 របស់ខ្ញុំមិនសូវចង់ឱ្យ ខ្ញុំរឿកអំពីរបប
 ខ្មែរក្រហមនៅចំពោះមុខគាត់ឡើយ ។
 លោកគ្រូ ល្វីស អាយុ២២ឆ្នាំ
 មកពីខេត្តរតនគិរី ខ្ញុំធ្វើជាគ្រូបង្រៀន
 តាំងពីឆ្នាំ២០០០។ សព្វថ្ងៃ ខ្ញុំបង្រៀន
 មុនវិជ្ជាអក្សរសាស្ត្រខ្មែរដល់សិស្ស
 ថ្នាក់ទី១០ ទី១១ និងទី១២ នៅ
 វិទ្យាល័យ ហ៊ិន សែន ភូមិថ្មី។ ខ្ញុំយល់ថា
 វគ្គបណ្តុះបណ្តាលនេះមានសារៈសំខាន់
 បើទោះបីជាវគ្គបណ្តុះបណ្តាល នេះមាន
 រយៈពេលខ្លីក៏ដោយ ដោយសារតែខ្ញុំ
 ទទួលបានចំណេះដឹងអំពីប្រវត្តិសាស្ត្រ
 ខ្មែរក្រហមច្រើនជាងមុន ដែលកាល
 ពីមុនខ្ញុំចាប់តែបានដឹងពួកអំពីរបបខ្មែរ
 ក្រហម តាមរយៈសាច់ញាតិរបស់ខ្ញុំ និង
 ឯកសារមួយចំនួន ។ ខ្ញុំគិតថា ខ្ញុំមាន
 ទំនុកចិត្តច្រើនជាងមុនក្នុងការបង្រៀន
 ប្រវត្តិសាស្ត្រខ្មែរក្រហមនៅក្នុងថ្នាក់
 រៀន។ ចំពោះវិធីសាស្ត្របង្រៀន ខ្ញុំគិត
 ថា តារាង K-W-L ងាយស្រួលក្នុង
 ការអនុវត្ត។
 និង សំណួរ ម ព ឱ្យមានការ
 រៀបចំវគ្គបណ្តុះបណ្តាលនេះជាបន្ត-
 បន្ទាប់ ដើម្បីអនុញ្ញាតឱ្យគ្រូបង្រៀន
 ដទៃទៀតបានចូលរួម ។

៣៣
 កំឡ
 មី
 ១៥
 យ
 ៤៨
 ប្រ