

# មជ្ឈមណ្ឌលឯកសារកម្ពុជា

## Genocide Education in Cambodia

The Teaching of “A History of Democratic Kampuchea (1975-1979)”

### Tenth Commune Teacher Training in Kampong Cham

Kampong Cham Regional Teacher Training Center, Kampong Cham Province

September 7-12, 2013

#### FIELD REPORT

By Sreyneath Poole

#### Introduction

On September 7-12, 2013, the Documentation Center of Cambodia (DC-Cam), in collaboration with the Ministry of Education, Youth and Sport (the Ministry of Education), conducted the Tenth Commune Teacher Training in Kampong Cham



Province. The training was conducted in Kampong Cham Regional Teacher Training School located in the provincial town. One hundred participants took part in the training. They are from various lower and upper secondary schools from Kampong Cham Province and Kratie Province (fifty participants from each province). Eleven trainers took part in the training period that included four national trainers, four provincial trainers, and three DC-Cam trainers. Teacher trainees were divided into four smaller groups; each consisted of a maximum of twenty-five trainees per group. The Tenth Commune Teacher Training was conducted using the existing program, assignments, and materials agreed upon between DC-Cam and the Ministry of Education.

Each day consisted of a presentation of the Democratic Kampuchea (DK) history textbook and a presentation of teaching methodologies from the teacher’s guidebook. The training also included other activities that included film screenings and guest speakers. Other materials used in the training were the student workbook, issue number twenty of the trial observation booklet, and booklet on the Case 002 that details the biographies of the four Khmer Rouge (KR) Trial suspects and crimes they committed during the regime.

The Tenth Commune Teacher Training aims to ensure that history, Khmer studies, and citizen morality teachers from Kampong Cham and Kratie possess adequate knowledge of KR history and teaching methodologies to instruct this knowledge to their students. The

training not only equip teachers with new contents and teaching methods, but also with critical thinking skills that teachers can utilize to help their students to write, summarize, analyze, evaluate, and research on specific subject matter. By extension, the training provides teachers the necessary means to guide their students to look at the past mass atrocities and help the country move away from the old footprints. Namely, students will be guided away from anger, hatred, and a sense of revenge. Through the DK history textbook and other teaching materials, students will be able to grasp how the KR movement came to power and implemented the harsh policies that put to death nearly two million Cambodian people. Understanding the rise, rule, and demise of the DK regime, both teachers and students can work to enhance peace, democracy, and contribute to genocide prevention.

### **Preparations for the Training**

Upon arrival at Kampong Cham Regional Training Center, the DC-Cam team met with the school's principal, Mr. Sim Seng, to discuss about opening day ceremony preparations as well as any last minute changes for the duration of the training workshop. The meeting with the principal was brief and the only thing that was discussed was the slight change in schedule on the opening day.

At 2 PM, the DC-Cam team then met with their counterparts, the national and provincial trainers, to discuss the role and responsibility of the trainers. Mr. Dy Khamboly of DC-Cam opened the meeting and gave his thanks to all the trainers for their time in training the commune teachers. He gave a brief introduction on DC-Cam's Genocide Education Project and Commune Teacher Training workshops. He briefed the trainers that the workshop in Kampong Cham was the tenth training. Each training workshop consisted of teachers from two provinces, fifty teachers from each province, making a total sum of one hundred participants. Mr. Dy briefly talked about how the workshop would operate and then divided the four groups. Each group then met up with their counterparts and discussed their lesson plans and strategies for teaching. Group I to III had two trainers and group four had four trainers. There was a slight change to the way the trainers conducted their class. One trainer from each group would switch class with each other. One trainer from group I and group III switch with each other every day. The same went with group II and IV. The rationale behind it was that this would allow the trainers more opportunity to observe different classes and share more knowledge between trainers and trainees.

At 4:30PM, the DC-Cam team briefly met with the Deputy Head of the Provincial Office of Ministry of Education, In Peou Sambath, at the Provincial Office of Education to discuss his welcoming speech for the opening ceremony.

### **Opening Ceremony**

On Saturday, September 7, the opening ceremony officially started the Tenth Commune Teacher Training. The ceremony began at 8AM and was presided over by Under Secretary of State of the Ministry of Education, Her Excellency Ton Sa Im. Three speakers gave speeches at the ceremony, Mr. In Peou Sambath, Mr. Vanthan Peou Dara, and Her Excellency Ton Sa Im.



Mr. In Peou Sambath, Deputy Head of the Provincial Office of Education, Kampong Cham Province

Mr. In Peou Sambath opened up the ceremony and welcomed all the speakers, trainers and all of the trainees to the Tenth Commune Teacher Training in Kampong Cham province. He expressed his happiness and warm feeling to everyone who committed their time to take part, in his own words, “an

important training.” He said that the training was only made possible because of the work and cooperation between the Ministry of Education and DC-Cam, which provided the necessary tools to conduct the training.

He gave a brief introduction about Kampong Cham, its population, and important aspects of the province such as data on the number of schools and students in the province. He also briefly gave a short introduction and history about the training school where the workshop took place.

He related the training to his own personal history and experience under the DK era. He told the participants that many of the younger generation refuse to believe that violence and genocide happened in Cambodia. For this reason, he believed that this training is important and crucial to ensure that the younger generation will learn about the past and this tragic history so that it will not be forgotten. He concluded the speech and wished everyone success in the rest of the training workshop.

Mr. Vanthan Peou Dara, Deputy Director of the Documentation Center of Cambodia

Mr. Vanthan took to the floor after the welcoming speech. He also welcomed everyone and gave thanks to Mr. In Peou Sambath for his opening speech and the participants for taking part in the training.

Mr. Vanthan expressed his deepest honor to be speaking to the participants. He gave a brief history of genocide education in Cambodia and emphasized on the importance of studying and understanding the DK era. This led up to his talk about the establishment of DC-Cam’s Genocide Education Project that aims to train teachers and teach students about the DK history.

Mr. Vanthan further added that the training was an effort towards reconciliation and it is a process that helps build respect to human rights. The training not only allows the participants to learn about the DK history, but also provides new teaching methodology. This, he emphasized, was the most important aspect of the workshop.

He concluded the speech and thanked the Ministry of Education, USIP, and USAID for funding the project as well as the Provincial Office of Education and the Regional Teacher Training School for providing the facility to host the workshop.

Her Excellency Ton Sa Im, Under Secretary of State of the Ministry of Education, Youth and Sport

Lastly, Her Excellency Ton Sa Im expressed her happiness and honor to preside over the opening ceremony. She gave special thanks to DC-Cam and said that the training workshop was made possible because of not only DC-Cam's funding but also the institution's hard work and effort that made it all possible.

She emphasized to the participants that the term 'genocide' and the DK history would be clarified and better understood by the end of the workshop. From there, she talked about genocidal acts that happened elsewhere in the world and drew an example from WWII in which she said resulted in the enactment of international laws to prevent genocide.

She gave an explanation to the cause of genocide and said that it was due to discrimination against specific groups. She added that it is everyone's responsibility to teach the younger generation to learn to tolerate each other, to forgive, and to reconcile as steps to prevent genocide. She went on to say that it is everyone's duty to eliminate any sense of prejudice and discrimination within the younger generations. The study of genocide is not just about learning the horrors that happened but it is also about reconciliation.

From there, she went on to talk about the KR Tribunal and stressed its role in clarifying the use of any specific terminology that the former KR leaders could be charged with for crimes against humanity. This is also a process in which 'democracy' thrives. It was up to the trainees to teach their students to understand what the term 'democracy' means. In order to achieve this, she said, all of the trainees must actively take part and ask questions (during the course of the workshop) that would contribute to a better understanding of the history and enrich the outcome of the training. She concluded her speech and wished all of the trainees luck.

**Controlling Variables**

Upon the conclusion of the opening ceremony, all participants took the pre-test multiple-choice questions that consisted of two parts, ten questions each. Part I tested participants' knowledge of the history of the DK, and part II tested participants on their knowledge of pedagogy/instructional methods.

Out of the one hundred participants, five were selected at random as the control variable group. The control group consisted of three females and two males. At the end of the test, the control group was asked not to participate in the entire training workshop. However, they returned on the last day of the training period to take the post-test. This research method aims to see if the workshop was effective by comparing the knowledge of the trainees who attended the training to the control group who did not participate.

### **Daily Activities of the Training**

The schedule of the training was generally consisted in two parts, with the exception of film screenings and guest speakers. The morning session consisted of teaching from the DC-Cam history textbook, “A History of Democratic Kampuchea (1975-1979).” Each day, two



chapters of the textbook were covered. The

afternoon session was reserved for the teaching methodology to the trainees that is covered in the teacher’s guidebook. The methodology in the teacher’s guidebook corresponds with the materials in the DC-Cam history textbook. Trainees were then assigned to conduct a model lesson in class using the methodology in the teacher’s guidebook. After each model lesson, the participants were asked to give each other constructive criticism in order to help improve each other’s teaching methods.

On the first day of the training workshop, Group I trainers opened up the class and explained how the workshop would be conducted. The trainers also explained how the DK history textbook, the teacher’s guidebook, and the workbook would be used together to complement and facilitate the teaching of the DK history.

Questions were asked to the trainees on their prior knowledge about the DK history. Majority of the Group I participants said they had learned about the DK history from grade 12 of their studies. One participant brought out the Ministry of Education-funded history textbook and showed the chapter in which was dedicated to the DK history. The trainer then compared the Ministry-issued book to DC-Cam’s history textbook to show the trainees how both books complemented each other and would further enhance the understanding of the DK history.

Group I trainers did a quick review of contemporary Cambodia history, starting from Cambodia’s independence from France to the fall of the Khmer Republic. The trainer particularly emphasized on the significance of the U.S bombardment of Cambodia, which was dropped in Cambodia, where more bombs were dropped there than the entire pacific war alone. Despite the quick overview, Group I trainers emphasized that the training workshop will only focus on the DK history from 1975-1979. From there, the trainers transitioned to the DK history. The trainers went over significant points from chapter one in the history textbook. He emphasized that the KR never referred to themselves in that term and instead used ‘Angkar Padevat’. The term ‘Khmer Rouge’ was a term that was coined by the late King Norodom Sihanouk. The trainer briefly talked about the vagueness of the term ‘Angkar’ and the difficulties in trying to originate where the term came from.





In the afternoon, the class switched its focus to methodology teaching. The trainers explained how the new teaching methodology would enhance students' understanding and learning experience. The K-W-L chart was introduced to the trainees as the first method of teaching. K-W-L is an acronym for 'Know, Want to know, and Learned.' The trainer then asked the trainees to divide into four groups,

asked them to turn to page twenty of the teacher's guidebook, and read out a section from it. They were asked to report back to the class.

From there, the trainers explained the use of the K-W-L chart and took a sample reading from the teacher's guidebook to demonstrate how to fill out the chart. A lot of time was spent at explaining how the K-W-L chart works because of the general confusion that was expressed among the trainees.

At the end of the day, trainees were given a schedule of their model teaching session in which they were assigned prior by the DC-Cam team so that trainees can plan their lessons accordingly with efficiency.

Day two of the workshop, Group II trainers began the class and asked the trainees why the workshop was created. It was a way to remind them the purpose of the workshop and the project at large. One trainee answered that it was a step to help prevent discrimination, to learn to forgive, to reconcile, and to prevent genocide.

Before a new chapter from the history textbook was introduced, thirty minutes were spent on opening discussions to give the trainees a chance to ask questions and to clarify any uncertain information. The trainers verified various points that needed clarification and tried to get the class involved through class discussions.

After the thirty-minute session was over, the trainers introduced chapter three and four of the history textbook and conducted the lesson. The trainers went over important terms, concepts, and information from the chapters. At the end of the lesson, trainees were given the chance to ask questions about the lessons.

The class switched to methodology teaching from chapter three and four of the teacher's guidebook. The trainers emphasized that the trainees must set the class agenda in advance so that their students know what would be taught and covered in the lesson. The specific methodology that was taught on that day showed how guest speakers could be used to further enhance students' learning experience. One trainee came up to the front of the class and pretended to be a guest speaker and recounted his personal story during the DK regime. The trainer told the class that they must make sure that their students give their full attention to

the guest speakers and must not show any signs of disrespect. The trainer then asked for a volunteer to come up to the class and give his opinion on what they had learned from the pretended guest speaker.

Another method that was taught was on how to gather and separate information. Trainees were asked to read on the four former KR leaders and then class was divided into four smaller groups. On the chalkboard, the trainers drew up four columns and each was labeled, 'leaders,' 'background,' 'leadership position,' and 'responsibility.' Each group had to elect a leader to report the information to the rest of the class and another person was elected as the note taker. After fifteen minutes, each leader of the group came up to the chalkboard to fill out the column with the information they gathered.

In the afternoon, it was reserved for the thirty-minute model teaching sessions. Each assigned group had to prepare a lesson from the assigned chapter that was given to them the previous day. The first group came up and taught their assigned chapter from the teacher's guidebook. The group wrote down some notes on the board in which the lesson would cover. The group briefly went over terms and concepts from the lesson and asked the class questions to try and engage them. At the end of the lesson, the class offered constructive criticism to help improve the group's teaching. One criticism that was raised was that the class did not understand most of the lecture because the group did not finish their lesson on time. Group II trainers also suggested that the group should write down key terms and concept on the agenda.

Another group, consisted of only one male trainee, conducted his model-lesson in which he first explained to the rest of the class how the lesson would be conducted before he began. In this particular lesson, a guest speaker was used as a key tool to the lesson. The trainee pretended to be the guest speaker and recounted his personal story. As the trainee recounted his story, painful memory caused him emotional response but he managed to regain his composure and carried on with his lesson. At the end of the lesson, he reminded the rest of the class why it was important to teach the younger generation about the DK history in order to stop discrimination, prejudice, hatred, and opening old wounds so that reconciliation could take place to prevent genocide in the future.

During the model teaching, the trainer had to explain and clarify to the trainees on how the history textbook, the teacher's guidebook, and the workbook complements each other and are used to facilitate the teaching of the DK history to the students.



In the morning of day three, Group III trainers went through the previous day lessons before

continued onto the two new lessons. Again, key ideas and concepts from the previous lessons were reiterated. When the trainers moved onto the new lesson, which was on the Four-Year

Plan, the class seemed to be frustrated at the materials, specifically on the topic of food rationing. The class also conducted a role-playing lesson in which trainees came up to the front of the class and read a personal account of a victim from the teacher's guidebook while the rest of the class took down notes.

### **Guest Speakers**

In the afternoon, two guest speakers came to speak to all of the participants. DC-Cam's Mr. Eng Kok-Thay and Mr. Vanthan Peou Dara gave talks on the eight steps to genocide and an update on the Extraordinary Chambers in the Courts of Cambodia (ECCC) respectively.

#### Mr. Eng Kok-Thay, Deputy and Research Director of the Documentation Center of Cambodia.

Mr. Eng Kok-Thay explained each step that would lead to genocide. Those steps are *classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial*. The first two steps, he explained, is when a group is *classified* by race, ethnicity, religion, or nationality and *symbols* or names are given to the classified group. The first two stages are universal and do not necessarily lead to genocide. However, genocide can happen if it reaches the *dehumanization* of the group. This happens when one group denies the humanity of another group. This is the stage where hate messages and propaganda campaigns target a specific group to dehumanize them. *Organization* of the group occurs in which intent to commit genocide is organized, usually by the state, and this can lead to *polarization* where extremists drive the groups apart and continue with their hatred campaigns and propaganda messages. Victims are identified and *preparation* for the death list of the target group is created. Targeted victims are forced to wear identifying symbols and are often segregated. This leads to *extermination* of the target group and mass killings occur as a result. The last stage is *denial*. The perpetrators of genocide try to cover any evidence of any mass killings and graves. They also deny any crime they are accused of and often blame the event on the victims. Often the leaders block any investigation into the crime and continue to govern until driven out of power.

#### Mr. Vanthan Peou Dara, Deputy Director of the Documentation Center of Cambodia

Mr. Vanthan Peou Dara took to the floor after Mr. Eng Kok-Thay. Before he updated the participants on the ECCC, he asked the rest of them what 'genocide' is. One trainee answered that 'genocide' is an act in which mass killing occurred. From there, Mr. Vanthan gave the definition and explained the term to the participants. He explained the various aspects of how genocide occurs and drew on examples from all around the world where genocide took place, such as Yugoslavia and Rwanda. One trainee asked Mr. Vanthan if the DK regime committed a genocidal act and he deflected the question to another trainee to answer who said that the DK did commit a genocidal act.

From there, Mr. Vanthan gave an update on the trials of the former KR leaders in the ECCC. He gave a brief overview on how the court operates and on the convicted leader and the leaders who are currently standing trial in Case 001 and Case 002 trials. He also talked briefly about Case 003 and Case 004.

#### Dr. Ka Sunbonat, Khmer Rouge survivor and Cambodia's leading psychiatrist.



On the fifth day, Dr. Ka Sunbonat was invited to give a talk to the participants on the effects of trauma and Post-Traumatic Stress Disorder (PTSD) on the survivors of the DK regime. DC-Cam's Mr. Ly Sok-Kheang welcomed Dr. Ka Sunbonat and told the participants that this talk was designed to give the participants the opportunity to ask Dr. Ka any questions that they may have relating to trauma and how that affects them, whether they are regime survivors or those who are learning about the tragedy under the DK regime.

Dr. Ka Sunbonat began his talk and briefly explained the various reasons and circumstances in which people were executed during the DK era. He said that no one was safe, even the KR cadres. He added there was no respect to human life and human rights under the DK regime.

He talked about how an individual can exhibit trauma. From there he explained the difference between physical trauma and psychological trauma. He said that people exhibit two kinds of trauma, one caused by natural disaster and the other caused by humans. Both can cause destruction and death. This trauma, depending on the degree, can lead to PTSD that affects a person's daily life.

Dr. Ka talked about how both victims and perpetrators of the DK era can suffer from trauma in which various horrific events happened to them. He continued to point out that trauma does not only affect the people who went through the horror, but it can also affect the patient's family, friends, and the people that surrounds the patient as well.

The focus of the talk was switched to a Q&A session in which Dr. Ka gave the participants the opportunity to ask him questions about trauma or any concerns that they may have. One participant shared his personal problem about his trauma and also commented on how the information that he learned at the workshop also caused him further emotional discomfort. Dr. Ka responded to the participant that it was normal that he should experience this after learning new information from the workshop. The rest of the Q&A session, however, was filled with participants asking questions that were not related to the topic of discussion.

At the end of the talk, Dr. Ka thanked the participants and wished them well. Mr. Ly Sok-Kheang closed the talk and thanked Dr. Ka for taking the time to talk to everyone at the Tenth Commune Teacher Training.

### **Film Screening**

As part of the preparation for next day's teaching, the trainees were shown a short video footage of the S-21 detention center. The footage showed images of S-21 prison at the time when the Vietnamese forces entered Cambodia. The reactions from the participants were generally of sadness and horror.

### **Closing Day**

Mr. Ly Sok-Kheang gave a presentation on the important elements to promoting reconciliation. Mr. Ly went through the definition of the term "reconciliation" and discussed the theory behind the process. He also pointed out that reconciliation is a personal issue and can be difficult to achieve. However, he argued that there are effective means to reconciliation. The process to reconciliation depends on local contexts that consist of culture, religion, tradition, politics, mentality, and others. Mr. Ly concluded his presentation and pointed out that the one approach to effectively promote reconciliation is through education,

such as the Genocide Education Project, which he hopes the younger generation would be more interested and would do research to find for the truth on their own.

Mr. Dy Khamboly talked about "why genocide education?" Mr. Dy started with the specific objectives of the training, stating that each method in the guidebook contains objectives and activities that give students the opportunity to develop critical thinking, self-learning and independent thinker. Students are asked not just to remember the historical events, the first-level thinking order in Bloom's theory, but also to understand, apply, analyze and evaluate the historical complexities. Until students become independent learners and critical thinkers are they able to understand the value of human life, human rights and democracy in the context of the KR mass atrocities. This understanding will help students to develop compassion, tolerance, forgiveness and unity which are necessary to build a peaceful Cambodia. At the end, Mr. Dy emphasized that the ultimate goals of the training is to contribute to peace, national reconciliation and genocide prevention.



‘Cambodian Children’ and ‘Behind the Wall of S-21’ were shown right after Mr. Dy Khamboly concluded his talk. The DC-Cam team then shared some of the pictures from the DC-Cam website that were taken throughout the training period to sum up everyone’s experience and achievements. The teacher trainees were pleased to see their photos. These photos can be easily accessed on the DC-Cam website.

Mr. Ly Sok-Kheang concluded the training period and thanked all the participants, the hosting institute and staffs, as well as the DC-Cam team for their participation in the project and their hard work.

### **Challenges of the Training**

There were some logistical issues. On the first day, Group II was missing half of the trainees. This was due to poor communication with the provincial office of education in sending trainees to the workshop.

Provincial trainers’ knowledge on history and competency on teaching methods remains a concern. Sometimes, provincial trainers could not answer certain questions because of their lack of knowledge on the topic. Students felt bored during their sessions and this ineffectiveness marginalized the objectives of the training. The situation required national trainers and DC-Cam trainers to step in and elaborate on unclear points, in both history and methodology.

At one of the meetings, the trainers discussed on issues they encountered. One provincial trainer felt that there was too much material for him to teach alone. Mr. Dy Khamboly asked

all of the trainers to divide the workload among each other in order to effectively teach the trainees. One trainer from Group III came to assist Group I.

Another concern that one provincial trainer have was over the sort of question that trainees should be allowed to ask. Mr. Ly Sok-Kheang clarified that trainees are allowed to ask any questions (unless it was irrelevant) and a discussion about those questions should be followed. He further said that it is up to the trainers to clarify how the history textbook and the teacher's guidebook work together in order to prevent any confusion on how the two books should be used.

The issue of effectively getting all of the trainees to get the opportunity to conduct a model lesson was raised at the meeting. The concern was that because most groups consist of two people, often, the group would divide the workload in which one would write up the lesson and the other would teach the lesson. This meant that only one trainee gets to conduct the teaching. Also, the problem was that the trainee who conducted the lesson would often forget the material because s/he did not write up the lesson. Mr. Dy Khamboly suggested that having the groups communicate to each other would solve this problem. On the same topic, the trainers from Group IV noted that two groups were confused on their task and prepared the same lesson in which the K-W-L chart method was shown but forgot about the guest speaker part of the teaching.

Another problem that greatly inhibited the learning experience and outcome effectiveness of the workshop was the use of cell phones in class. Every day, both trainees and a couple of national and provincial trainers' phones rang in the middle of the lessons, distracting the entire class. Some trainees would answer the phone in the middle of class, missing a large part of the lecture. As a suggestion, DC-Cam should have stricter policy on cell phone use and making sure that cell phones should be silenced during class, especially reminding everyone to silence their phones before starting each session. Also, in all of the groups, there were a few trainees who often have his/her own private conversations during the lecture and distracted the other trainees sitting nearby.

One small problem that was observed in Group IV was that at least fifteen minutes were spent on the topic of arrange marriage under the KR rule in which the topic should not have been elaborated that long. The trainers should concisely talk about specific topic in order to use the time to focus on other parts of the lesson.

In terms of participation, all trainers agree that the female trainees did not actively participate in class discussions and actively engage in asking questions. Most of them had to be encouraged by the trainers to engage in the class. Sometimes, even when asked by the trainers to contribute, the female trainees did not offer answers that contribute to the quality of the discussions.

There was also the attendance issue in which several trainees came to class late. It was agreed among the trainers at the meeting that if a trainee came to class an hour late, then the trainer should put the particular trainee's name down as absent. Another solution that was agreed upon was that trainers should do a role call before class start to make sure that all trainees are present. This would prevent the workshop's loss of quality in its teaching and training.

## **Appendix 1: Interview with Participants**

Four people from the workshop were interviewed on the last day of the workshop. The questions that were asked aimed to get the interviewees general feeling and opinion about the workshop. The interviewees were one national trainer, one provincial trainer, and one male and female trainee. The questions that were asked were the following:

1. What is your general feeling about the entire training workshop?
2. What sort of expectation did you have prior to the workshop?
3. Were there any problems or obstacles that you faced during the training?
4. What worked and what did not work about the training workshop?
5. Did you think you taught/learned a lot in both the history and the methodology in which you have enough confidence to teach your students?
6. What are your hopes for the future, in terms of the work that you have accomplished during this workshop?

### Kim Ton Ten, National Trainer

1. I feel that we [the teachers] can disseminate our knowledge and information of the DK history to [our] students and the younger generation. The younger generation who doesn't know and want to learn more can have the opportunity to learn about it. Generally, foreigners write our history but this training is teaching the teacher trainees our history using a textbook written by a Cambodian. The textbook also offered a different perspective on our history because this book was written by someone who did not live through the DK period but who had done a lot of research on it.

Our students can now understand our history and the teachers have a lot of resources, such as the regime survivors, to help disseminate information to their students and anyone who doesn't know and want to understand.

2. Before this training, I was trained with DC-Cam's Chea Phala, Eng Kok-Thay, Dy Khamboly, and Christopher Dearing. They taught me new terms and definition. They also taught me important concepts such as the eight steps towards genocide where I learned a great deal.

I also learned more new information about the former KR leaders who are currently on trial. There is always new information that we need to get updated on.

3. There were some problems. When we watched the films [at the training workshop] and we don't know the history, like the history of the victims in the film, it makes it hard to try and understand what we are seeing. I suggest that there should be a written short background and testimony about the victims and what they said to give to the teacher trainees [prior to watch the films].

Also, learning new terms and definition that relates to the DK is crucial because many trainees did not understand KR terminology, such as how the term 'Angkar' was used and what it means now. [I suggest that] there should be a glossary of terms that explains how some terms were used and how the terms are used now.

4. I see that the [the trainees] in my group offered a lot of opinion. They were very curious. Sometimes they asked questions that I can't even answer. One question that

was asked was ‘if Vietnam knew of the killing under Pol Pot then why did they not report it to the UN?’ This was something that was very difficult for me to answer.

5. I believe I learned a lot, mainly because of the previous training I’ve received. I think the trainees at this workshop learned a lot from what I’ve trained them this past week. There were many new and different teaching methodologies such as guest speakers, role-play, and the K-W-L chart. There were some aspects of the methodology that was very similar to the Ministry’s methods. I think, from the teacher’s guidebook, there were eight different teaching methodologies.
6. [I think] younger teachers now know more. Before, they probably think that only the people who survived the regime were victims and the perpetrators were bad people. Now I believe that they are starting to think that both victims and perpetrators were victims of the DK regime. We must teach and disseminate information to help with the process of reconciliation.

Politicians now use the history of the KR for political gain and exploit people’s fear. They interpret the history of the KR in a way that would enhance their political gain. I think that we need to spread history in a neutral perspective to prevent any misinterpretation; otherwise we will continue to be victims. The teaching of the DK history should be done in an academic setting and not from a political campaign so that no discrimination against the former KR perpetrators happens across the country that would cause further harm.

Im Mong, Provincial Trainer, Preah Kossamak High School, Kratie Province

1. I feel happy [because] I received more knowledge and experience from my participation in the training. I will use what I learned and explain the DK history [to my students] [to build on] the reconciliation process.
2. I hope to gain new knowledge and experience from the training.
3. There were many lower level teacher trainees from Kratie who haven’t learned some aspect of the DK history that was in the history textbook and therefore have not taught it to their students. The Ministry issued textbook for grade 12 which covers very little on the DK history. There should be more lessons [on Cambodian history] that should be covered in the Ministry-published textbooks so that students can learn more about their history. So from the training the teacher trainees can use the extra information to inform their students and infuse it into their lesson plans.

Our work here is very important and seeing its effectiveness is also very important. I would like to see DC-Cam make trips to visit the various high schools and see if they integrated what we’ve trained them to do in order to evaluate the effectiveness of the workshop.

In my opinion, the Ministry divides the curriculum into two, real science and social science. Students often prefer learning about real science than social science. This is a problem because the students often neglect learning about their history in order to score higher on the national exam in the real science section.



4. What worked well was that there were plenty of material and resources to teach the trainees. As for the films, however, many trainees could not catch what was said in it because it was too fast for them to catch what was said. So when trainers asked them to recount what they saw in the film, they had difficulties recounting it.
5. N/A
6. The trainees received the training but it depend on if they will use what we've trained them to educate their students. I think that they will continue to teach the way the Ministry required them to do and won't integrate the DC-Cam training. However, I believe, if DC-Cam send a team to visit various schools to follow through and see the effectiveness of the training then it will help to ensure that more of the workshop training will be integrated into the trainees' teaching. The school directors also have the responsibility to ensure that the teachers teach their students the DK history. It is up to these individual to make such effort.

Hong Minea, 27 Years Old, Female, Hun Sen Thmey High School, Kampong Cham Province

1. I feel it's different for those who came to study and those who didn't come to study. Those who came know more of what happened in the DK period. I think the workshop is very good. However, the per diem was a bit low for almost everyone I've talked to. Many teachers complained about the low per diem to cover their accommodation and food costs. As for me, I do think the per diem is a bit low but the most important fact is that we are here to learn and gain new knowledge.
2. My expectation was that I would gain new knowledge. I also worried a little bit if I would get enough per diem to cover my stay here.
3. I didn't really have any obstacles. Sometimes it was hard to grasp certain information and trying to retain and understand it, but this happened very little. Also, sometimes it's quite difficult to contain my emotions because it's hard for me to imagine how people went through the regime. Sometimes I would feel hopeless and sad when I learn about the DK. Because I didn't live through the KR regime and even though I learned a lot from the training I'm afraid that I might not be capable to fully teach the history to my students.
4. N/A
5. I'm confident in using what I've learned at the workshop to teach my students. My students will be able to gain the knowledge from what I will teach to them.
6. I have a lot of hope that what I will teach my students will help and develop our country progressively, if there are no serious obstacles such as a war.

Tuy Sokhoeum, 31 Years Old, Male, Hor Nam Hong High School, Kampong Cham Province

1. I feel a bit strange. I've heard a lot about the DK history but I was never sure whether I believe what I've heard or not. Now that I've participated [in the training] I'm learning to believe more of what I've heard because the workshop provided a lot of materials for me so that I can verify the information. I also feel a lot of sorrow and pain because I had many relatives who perished in the regime, even if I didn't know who they were since I was born in the 1980s.

2. I expected to learn a lot from the training. Before I only knew of Pol Pot and Khieu Samphan. Now I know more names [of former KR leaders]. I will teach what I know to my students.
3. I didn't have any big obstacles. My obstacle is that sometimes it was difficult for me to make the trip to class due to the weather. Also, I was told that the workshop was five days but turns out that it was six days.
4. What didn't work was that I wanted to learn more of what happened prior to 1975, but the training only focused on the period between 1975 and 1979.
5. I think the methodology is almost the same as what I was trained by the Ministry. For example, we were trained to set the agenda for the students before doing the group activity. Also the K-W-L chart was taught to us but it had a different name. There were only 30 minutes to teach the model lesson so I didn't get to go through the methodology fully, but I understood it all.
6. I hope to bring what I've learned to teach my students and the citizens who knows very little. I want to teach them the history using the information and resources that I know and have.

## **Appendix 2: List of Participants**

### **Training Team**

<b>DC-Cam</b>	<b>Ministry of Education</b>
Dy Khamboly	Siv Thuon
Ly Sok-Kheang	Mom Meth
Ly Sok-Chamroeun	Ben Neang
Mam Sovann	Ten Kim Ton
Poole Sreyneath	Im Mang
Vanthan Peou Dara	Roeun Voeun
Eng Kokthay	Orn El
Reth Nayhor	Phok Sophanna

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