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## **Documentation Center of Cambodia (DC-Cam)**

### **GENOCIDE EDUCATION IN CAMBODIA A Teaching of a History of Democratic Kampuchea (1975-1979)**

#### **Pre-Service Teacher Training At Regional Pedagogical Training Center, Takeo Province May 9-13, 2016**

#### **Day 1—May 9, 2016**

***By: Pheng Pong Rasy and Min Sanas***

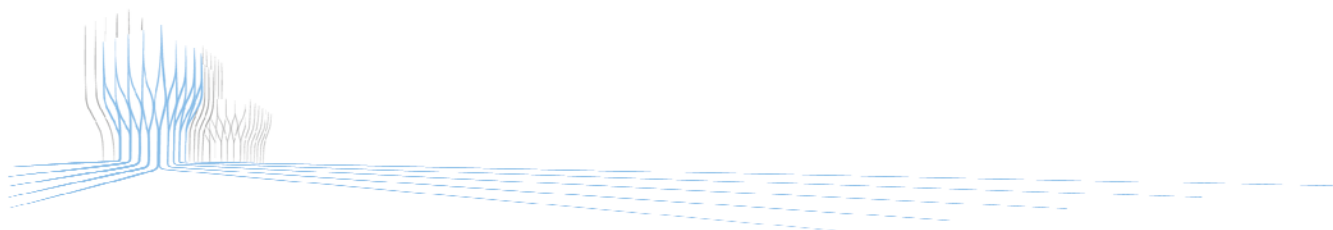
The third pre-service teacher training of 2016 took place at Takeo's Regional Pedagogical Training Center from May 9 to 13, 2016. Fifty eight (58) pre-service teachers who specialize in subjects of history, geography, Khmer literature, and citizen morality from



*Pre-Service Teachers at the opening ceremony inside a hall of the Pedagogical Training Center Takeo.*

the Regional Pedagogical Training Center were invited to take this five-day training course. The pre-service teachers are from Takeo, Kampot, Kep and Preah Sihanouk province and will commence their studies in the following year (2017), to become teachers.

The main purpose of the training is to train the pre-service teachers in order to



give them a comprehensive knowledge of a history of Democratic Kampuchea and providing the students with modern teaching methodologies to use in their prospective classrooms. The participants received (1) a DK history textbook; (2) a Teacher Guidebook; (3) an 8GB-flash-drive which contains teaching materials including a PDF of the DK history book, Teacher Guidebook, and recordings of thirty three Khmer Rouge songs, seventy seven old songs, MP3 of Breaking the Silence, Khmer Rouge photos, lists of Khmer Rouge killing fields (mass-graves, security offices, and memorial sites), and four Khmer Rouge's documentary films, and 4) a student workbook.

The training aims to prepare pre-service teachers to be very knowledgeable about the history of DK and teaching methodologies. Moreover, they will learn how to teach the Khmer Rouge history through different given teaching methodologies while they are in the actual classroom with their students after they receive this training.

### **Opening Ceremony:**

The opening ceremony was held in a big meeting hall of Takeo's Regional Pedagogical Training Center and was prepared by the DC-Cam/SRI team. The team invited a deputy director of Provincial Office of Education, Mr. Meas Phun, and the director of Regional Pedagogical Training Center, Mr. Nget Soda, to attend the ceremony. Both arrived at the meeting hall at roughly 7:45 am.

Her Excellency Tun Sa-Im, Deputy Secretary of Ministry of Education, Youth and Sports, arrived at the meeting hall at 7: 55 a.m. Accompanied by DC-Cam/SRI staff and officials from MoEYS, she walked to the stage and the opening ceremony began.

- Welcomed by MC;
- National Anthem by pre-service teachers;
- Presentation of the importance of teaching a history of DK and the teacher training program by Vanthan P. Dara, Deputy Director of DC-Cam;
- Brief report of number of schools (primary schools, secondary schools and high schools) and students in Takeo by Mr. Meas Phun, deputy director of Provincial Office of Education;
- Welcome remark, recommendation, and launching the training day by H.E Tun Sa-im;
- Closing ceremony by MC;
- Distributing a package of training material;
- Group division by Vanthan Peou Dara.

## **The importance of teaching a history of DK and the teacher training – VanthanPeouDara**

Mr. Vanthan Peou Dara began his speech by talking about a collaboration between DC-Cam/SRI and MoEYS, stating that they have been working in collaboration together since 2004 to write ‘A History of Democratic Kampuchea 1975-1979’ textbook and create training for national, provincial and commune teachers across the country.

In 2009, a teacher guidebook was published to help Cambodian teachers in teaching a history of DK and recently began another round of training programs for pre-service teachers at six Regional Pedagogical Training Centres in Cambodia, he said. They have already conducted two pre-service teacher trainings in Kandal and Battambang in 2016.

Dara explained that, *“The reason we study this history is because the KR regime was a cruel regime that led the country to killing, starvation, overwork and separation of families.”* He commented that the ECCC alone is not enough to prevent genocide in the future, but also requires the study a history of DK to help prevent future genocides. At the end of his remarks, Dara said that DC-Cam/SRI expects this training will help participants to be well-prepared in teaching a history of DK after they finish their study this year.



*H.E Ton Sa-Im presides over the opening ceremony*

## **Brief Report of Education in Takeo – Meas Phun**

Standing on the stage in front of the participants, Mr. Meas Phun thanked H.E Tun Sa-im for taking time to join the opening ceremony and thanked DC-Cam/SRI for organizing the training. Turning face to H.E Tun Sa-im and guests, he reported the number of schools in Takeo, that there are 37 primary schools and 47 high schools. This year, there

was a 13% increase of grade 12 students who passed the final exam. Among those students, there were 136 students who applied to be teachers and they are now studying at pedagogical schools in Takeo. He encouraged the participants to be well-prepared for the training and pay a lot of attention to the study of a history of DK, expressing that the study of the history of DK is very important.

### **Welcome remark – H.E Ton Sa-Im**

After Her Excellency welcomed the participants and guests in an amiable manner, she began with a general question, *“who was the well known person in Takeo during the Khmer Rouge regime?”* None of the participants raised their hands to answer this question, but she pointed a male participant who sat at the front row and let him answered the question. That student answered *“Ta Mok was the famous person during the Khmer Rouge regime.”* Later on she moved on to talk about teachers’ responsibility, stating that *“As a teacher, all of you should be sure that you have deeper knowledge on subject and teaching pedagogy.”* Following her talk, she used her own teaching experience as an example by saying that she has been a teacher since 1967. She carried out her first duty as a teacher in Takeo, and then she moved to teach in Phnom Penh before the Khmer Rouge came to power. Continuing her talk, she asked another question: *“Why is the teaching methodology for the Khmer Rouge history conducted at your Pedagogical Training Center? – so you will have enough skill to teach the Khmer Rouge history when you become a teacher.”* At the end of her remark, she requested that the participants to attend the training from the beginning till the end of the training.

### **Training Materials and pre-test Distribution**

After H.E Ton Sa-Im left the meeting hall, the team distributed the package of training materials and pre-test to participants. The package contained a DK history textbook, a Teacher Guidebook, training program, and group division. The team gave the participants 20 minutes to complete the pre-test within.

### **Group 1: (Pheng Pong-Rasy and Mom Met)**

#### **Morning Session:**

The morning session started at 8:50 a.m. There are 19 participants in the Group 1. All participants were divided into four small group discussions. Mrs. Mom Met explained to

the students that small groups will allow all students to interact with each other on the lesson of both DK history and teacher guidebook.

Rasy did a two-hour presentation (9:00 to 11:00 a.m.) on Chapter 1 through 3 of the DK history textbook.

#### **Questions from students:**

- 1) Is it true that Khmer Rouge kill intellectuals? Do you believe it happened during Khmer Rouge regime?
- 2) Prince Norodom Sihanouk called a group of Khmer guerrillas “Khmer Rouge”, why did he return to Cambodia in 1975 and accepted a position as Head of State?
- 3) Why was the Khmer Rouge regime created?
- 4) What were the Khmer Rouge’s ideologies used during the Khmer Rouge regime?

#### **Afternoon Session**

Mrs. Mom Met introduced herself to the students, and then started her presentation. First of all, she asked students to open the Teacher Guidebook and look at Chapter 1. The group of students received an assignment to read 1) Objective of the lesson; and 2) Procedure and Process (Launch, explore, and summary). Group 1 read Objective the lesson while Group 2 read Launch and Group 3 read



*National Trainer Mr. Siv Thuon inside a classroom*

Summary. Before she explained K-W-L chart, she asked few questions about teaching methodology (3 phases and 5 step of teaching process). She asked, “*what will you do during*

*teaching?”* A female student answered: 1) I will review the previous lesson; 2) I will ask several questions about the lesson; and 3) I will explain the lesson. Another question was raised, “*How will you use teaching methodology while teaching?* And “*how will you do this with students?*” A male history pre-service teacher answered – 1) I will ask student to open textbook; 2) I will read the title of the lesson; 3) I ask students to search for difficult words; 4) I will propose questions about the lesson, and 5) I will lead a discussion. Similarly, another

Khmer literature pre-service teacher said that she will ask students if they have any questions and then she will write the title of the lesson on board. After that she stated that she will explain the picture to the students and will ask students to look for difficult words. Lastly, she will teach the lesson, and then will ask students to discuss



*Mr. Long Dany, a trainer, and his trainees*

the lesson.

Moving forward to the chapters, she explained step by step the activities in the Teacher Guidebook from Chapter 1 to 3. She also ran few model lessons for students.

### **Observation:**

The students paid attention to the morning session. They sat quietly and listened carefully to the presentation of a history of DK. The questions raised by the students were harder and deeper. Most of them have heard about the DK history from their parents so that they understood the history quickly. In the afternoon session, some of the students paid less



attention to the “teaching methodology.” The explanation of teaching methodology seemed to be unorganized. However, all the issues were solved at the end of the afternoon session.

### **Day 2—May 10, 2016**

***By: Long Dany***

At 8:00 am, all participants came to Meeting Hall together and watched a documentary film “**Liberation Zone in 1973**”.

Before the film screening, Deputy Director, Vanthan Poeudara took a few minutes to brief us about the film. He said the film is about 45 minutes and is useful for our training because it includes the Vietnamese delegations visit to the Khmer Rouge Liberation Zone of Kampong Cham province and meetings with some Khmer Rouge leaders including Khieu Saphan, Hou Nim, Koy Thuon; and other Khmer Rouge cadres. The film also showed local people engaging in daily activities within that zone. After the screening, Peng Pongrasy asked the participants for any questions about the film. However, the participants did not have any question. Rasy continued to explain more to participants about what we had done in the first day of training, focusing on the KWL methodology and Reading Chapter at chapter 2 & 3.



*Trainees working in group*

After a short break the participants returned their small groups to practice their model teaching.

#### **Group 3B**

Participant, **Neak Sreyleak** started to practice her model teaching at Chapter 2, Lesson 1: Reading Chapter 2, how the Khmer Rouge came to power.

Sreyleak started with the K. W. L chart. She asked students about their knowledge on the Khmer Rouge and how did they came to power. One student answered that she knew that the Khmer Rouge came to power on April 17, 1975. Another student knew that after the Khmer Rouge came to power they forced to evacuate people from Phnom Penh city to rural areas around country; and the third student knew that Khmer Rouge's name was given by King Norodom Sihanouk in 1960s when the King named the left wing group who fought against the king.

Sreyleak then asked students what they wanted to know about the Khmer Rouge and this lesson. One student said he want to know who was the top leader of the Khmer Rouge regime. Another student also wanted to know why the Khmer Rouge forced people to evacuate from Phnom Penh to rural areas.

Sreyleak continued her model teaching by asking two students to read the objectives of the lesson to other students and she then asked students to explain some key words in the lesson and she asked students to read the DK textbook at chapter 2 by themselves for 10 minutes.

The last stage of her model teaching, she asked some questions to evaluate what students learned during the lesson.

**Observation:** I observed that Neak Sreyleak was a bit shy and confused between DK textbook presentation and teacher guidebook methodology. I gave her some suggestions to follow procedure and process: Launch, explore; and summary by lesson in teacher guidebook.

Second practice model teaching, student, **Prak Chenda** taught on chapter 3, lesson 1 Reading Chapter 3. Chenda began by drawing the K. W. L chart on the whiteboard.

She asked students what they know about the Khmer Rouge and the lesson. The students responded with answers about the Khmer Rouge forced transfers, or practices to cut small trees to produce fertilizer. She also asked students, what did you want to learn about? The students asked why the Khmer Rouge tortured people and whether people were able to take some valuables with them during the evacuations.

Chenda continued by asking students to read the objectives of the lesson and she asked students to explain some key words. She directed students to read DK textbook chapter 3 by themselves. After, she asked students a few questions about why the Khmer Rouge forced people from cities to rural areas: Where did the Khmer Rouge forced people to go? What was the result of the forced transfer? And she explained that people were starved and separated from their family members. The Khmer Rouge would torture or kill them if they refuse to transfer, and that people could not bring anything with them.



In the afternoon, **Long Dany** did a presentation on the DK history textbook chapter 4, ‘The Formation of Democratic Kampuchea’.

Dany separated the students into three small groups to discuss the chapter, upon completion of the discussions, a member of each group was assigned to go to the front of the class and present their given section of the chapter. The first group presented on sections 1 and 2, however their group member mostly read the textbook out loud. The second group presented on sections 3-4 and the presenter spoke clearly and was very interesting. The last group focused on sections 5-6. The presenter was well organized and moved clearly from point to point. After the students completed the chapter, Dany



*Trainees practice their teaching*

continued with Chapter 5 ‘Divisions of Democratic Kampuchea.’

Dany asked the students whether DK was divided in the same way as the previous regime or the current government, but no one answered the question.

During DK, the state was divided into Six Zones:

- 1- East Zone (203) was divided into 5 regions (Region 20, 21, 22, 23; and 24). So Phin was the Zone leader.
- 2- Southwest Zone (405) was divided into 4 regions (Region 13, 35, 33; and 25). Chhit Choeun alias Ta Mok was secretary of the Zone.
- 3- North Zone (303) was divided into 3 regions (Region 41, 42; and 43) Koy Thuon was a first secretary of the zone and Ke Pauk was secretary of this zone from 1977 to 1979.



- 4- Northwest Zone (560) was divided into 7 regions (Region 1, 2, 3, 4, 5, 6; and 7). Ros Nhim was chief of the Zone until 1978.
- 5- West Zone (401) was divided into 5 regions (Region 31, 32, 37, 15; and 11). Chou Chet alias Sy was a secretary of the zone until 1978.
- 6- Northeast Zone (108) was divided into 6 regions (Region 101, 102, 104, 105, 107; and 505). Nay Saran alias Ya was a chief of the Zone until 1976.

There were two autonomous regions (Autonomous Region 106 and 103) during DK. In 1977 the KR created a new zone, the New North Zone which put two previously autonomous regions, 106 and 103, together. Kang Chap alias Se was a chief of the new Zone.

**Observation:** I observed that the students had concentrated and listened to the lecturer very well.

3:15 -5:00 pm, Teng Sophealeaksmei did presentation DK textbook on chapter 6, 7; and 8. Leaksmei divided students into four small groups to work on the chapters. She gave each group 30 minutes to read over the chapters and take notes. After that, she asked for a representative of each group to explain what their groups had done.

### **Day 3—May 11, 2016**

***By: Vanthan Peou Dara***

This report focuses on my observations of the third day of the training, in group 1, led by trainers Rasy, Dara, and Mom Met.

The training started at 8 am. The first session was for the trainees to practice teaching as model lesson covering the chapter 4 and 5 that related to survival box and mapping of KR leaders in the Teacher Guide Book (TGB). Two trainees performed this model teaching respectively. They taught these lessons very well, showing that they had learned the new pedagogy for teaching DK history.

During the first break, one of the trainees in the group approached me and talked about her observation of the trainers' teaching styles. She said that Rasy used slide presentation which was very interesting and captured the students' attention. In contrast, she said that teacher Mom Met used an old style of writing on a big chart stuck to using the white board. I think

her observations came from the changing technologies which gives teachers a lot of options of what to use to keep the students' attention.

For the second session in the morning, teacher Mom Met presented lessons in the TGB in chapter 6 (Divisions of Democratic Kampuchea), 7 (The Four Year Plan (1976-1980)), and 8 (Daily Life in Democratic Kampuchea).

Sreyteav, a female trainee, was chosen to perform a play as victim role. She played this role very well. She was very sympathetic to the story. Other trainees in the classroom were quiet. Not long after, her voice became shaky as she told the story of children who were separated from their mother and had to sneak away to meet together occasionally during the Khmer Rouge regime.



*A trainee practices her teaching*

The students also gossiped about how the trainers are teaching. They said one trainer spoke very softly in the classroom, which made it hard to understand the lesson. They also question the skills of one of the other trainers. It came to my mind that they may have referred to teacher Leaksmy at Group II. But, Dany Long was always adding something at the end of her teaching.

In the morning, the DC-Cam office told us to ask trainees to visit DC-Cam's exhibition entitled "forced transfer of population during KR regime" at the provincial museum of Takeo. We told the students about the exhibit and suggested that they visit the museum.

The morning session ended at 11 am and started again at 2 pm.



The afternoon session was divided into two parts. Part 1 focused on the presentation of chapter 9 (S-21) and 10 (foreign relation) of the DK textbook. This presentation was conducted by Dara.

The presentation opened with a Q&A session. The first question, one female trainee was keen to know why KR leaders killed people in a large scale as such. She felt it is terribly hard to believe that KR leaders dared to kill people like that. Another female trainee asked a very critical question regarding the involvement of the UN. She said Cambodia has been a member of the UN since 1955. But, while Cambodia was facing mass killings during KR regime, where was the UN? She wondered why the UN did not come to save Cambodia from the mass killings by KR leaders.

Part 2 of the afternoon session focused on a presentation of teaching methodology from chapter 9 and 10 in the Teacher's Guide Book by teacher Mon Met. She shared her personal story with trainees in Group 1 regarding her first visit to Tuol Sleng. She said she cried for the whole period of the visit without paying attention to anything else when she saw the pile of victims' clothes in a room in Tuol Sleng. She lost her husband and sister to KR regime. She said her husband was brought to a prison in Baty. Even now, she has never been able to visit Baty.

At the end of the session, I gave the floor to trainees to voice their comments about the training so far up to day.

Linda, female trainee, said that "I learned a lot and understood clearly about Khmer Rouge regime. I learned significantly about hardship Cambodian people went through. I learned intensively about teaching methodology."

Sreyteav, female trainee, said that "I learned something that I have never known before. I used to hear this story from my grandparents. I learned about new methodologies of teaching. I am interested in group learning which is a new style of teaching. But it is kind of a short time for training, which is not enough time for trainees to catch up."

#### **Day 4—May 12, 2016**

***By: Ly Sok-Kheang***

The Sleuk Rith Institute (SRI)—a permanent Documentation Center of Cambodia (DC-Cam) in collaboration with the Ministry of Education, Youth and Sport (MoEYS) organized a third training on the teaching of Democratic Kampuchea (DK) history for fifty-

eight pre-service teachers at Pedagogical Training Center Kandal. Today (May 12, 2016), it entered its fourth day. The pre-service teachers of the Center were specifically selected to join this training to equip them with the knowledge of DK history and versatile methodologies from Teacher's Guidebook. The training center stands in the middle of Daun Keo town and is in close proximity to the big lake that encircled the



*Trainees watching a documentary film*

former house of Ta Mok, fallen Chief of DK's Southwest Zone. Ta Mok, whose real name was Chhit Choeun and was infamously known as "the Butcher," was a native of Tramkak district, Takeo province. The pre-service teachers are also able to make an educational visit to Takeo Provincial Museum where an exhibition under the theme of "Forced Transfer" was installed. They all receive a copy of "Forced Transfer" booklet that was sent from DC-Cam to the Pedagogical Training Center Takeo.

In the morning of May 12, 2016, a documentary film "Behind the Walls of S-21: Oral Histories of Khmer Rouge Survivors" was screened, touching upon the life stories of two survivors from Tuol Sleng prison or S-21, Bou Meng and Chum Mei, and of a former S-21 guard, Him Huy. Unfortunately, time did not permit the pre-service teachers to engage in a discussion about the film. Instead, the session could move to the session that one guest speaker, Mr. Say Sem, was invited to talk to the participants.

Mr. Say Sem talked to pre-service teachers about his life experience through the KR regime. He was imprisoned at Kraing Tachan prison, located in Tramkak district, Takeo province. The excerpt of his talk was as follows:

I was born in Takeo province. My mother was from Samrong district, while my father, Say, was former chief of Tramkak district. My mother was a former servant at my father's house. I was not considered as a legally or traditionally

accepted son. When I was young, I could not live with them. During the Khmer Rouge (KR) regime, I was imprisoned in Kraing Tachan. I was badly mistreated. I even thought if I would take revenge against them, if I could. There were many perpetrators here. Duch, who was called as “small body,” was the person who beat me up. Duch killed many men and women. I was assigned to bury those bodies. When I thought of this, I felt so much pain and anger. The life was so miserable. The prisoners of Kraing Tachan were kept in a very inhumane manner. I was ordered to carry the corpses for burial. I was even assigned to cut off firewood along with music in order to distract people’s attention to the ongoing killings of people. I witnessed the killing of people and the bodies’ stomach was cut open. However, I could survive the regime because of two reasons: First, my unfortunate background as the traditionally unaccepted son. And second, I knew how to produce sour palm juice for the KR cadre. In the meantime, I am still angry with the Khmer Rouge.

After the break, model teachings started with trainees—Ms. Ren Sokhom, Ms. Svay Sophea, Ms. Chab Srei Buoy and Mr. Chuon Socheat. As they practiced taught, other trainees had a critical role to provide feedback to each trainee.



*Mr. Say Sem speaking to trainees*

Ms. Sokhom practiced Lesson 2 of Chapter 6 “The Divisions of Democratic Kampuchea (DK)”. The lesson 2 “Victim-Khmer Rouge Cadre Role Playing Activity” had its objectives as follows: (1) Students role play using interview transcripts of both the victim and the Khmer Rouge cadre; (2) Students empathize with the survivors of the Democratic Kampuchea regime; (3) Students examine and think critically about people’s behavior and beliefs within the



context of life under the Khmer Rouge; and (4) Students take notes and write a paragraph on the role play exercise. Ms. Sokhom then instructed her students to quietly read the stories of victims and perpetrators. After the 5-minute reading, she asked for volunteers to do the role play. Other students paid attention to it and took notes of the summary.

Ms. Sophea carried out her model teaching on Chapter 7 “Four-Year Plan” of Teacher’s Guidebook. She practiced Lesson 3 on “Analysis of the Khmer Rouge Ideology.” It has its own objectives: (1) Students analyze and evaluate Khmer Rouge slogans in order to develop an understanding of Khmer Rouge ideology; (2) Students learn how to handle controversial subject matter in a way that is most meaningful; (3) Students consider their own moral ethics and beliefs; and (4) Students define the meaning of slogans and ideology. Ms. Sophea asked her students to pick three slogans: “To keep you is no gain, to kill you is no loss,” “digging grass is to dig up its roots,” and “to wrongly capture ten people is better than to wrongly release one.” Ms. Sophea then divided students into various groups. After spending 10-minute discussing, Ms. Sophea allowed each of the groups to present their analysis. She gave a summary to the class before ending her session.

Ms. Srei Buoy continued after Ms. Sophea by focusing on Chapter 8 “Daily Life under the KR Regime.” She chose Lesson 2 “Record of Daily Life under the KR Regime.” She explained the lesson’s objectives: (1) Students use information they have learned to write about life under Democratic Kampuchea; (2) Students analyze and evaluate the effects of living under the Khmer Rouge regime on themselves, their families, and the Khmer people; (3) Students describe fundamental living conditions under the Khmer Rouge regime; and (4) Students explain the policies of the Khmer Rouge regime that produced these conditions.

After the lunch break, Mr. Socheat moved to practice teach Lesson 2 of Chapter 9 “The Security System.” He stressed the importance of understanding the objectives before he assigned students to work in groups. He asked students to read the objectives: (1) Students understand the difficult living conditions during the Democratic Kampuchea regime; (2) Students reflect on the desperation of people during the Democratic Kampuchea regime; (3) Students consider ways in which people tried to survive during the Democratic Kampuchea regime; and (4) Students reflect on the psychological impact of the Democratic Kampuchea period on survivor today. Mr. Socheat asked students to do the summary. More importantly, he allowed his student, Mr. Sok Ngoy, to do the reflection on the sufferings of Ms. Mok Sin Heang. According to Teacher’s Guidebook, Ms. Sin Heang talking about the death of her sister, Sin Ou, said that: “....Sin Ou seemed to know she was going to die

because she talked about fond memories of home. I held onto my frail sister and we feel asleep together. At dawn, I tried to wake her. But she had passed away.” Everyone looked so quiet and felt pitiful about the loss.

After Mr. Chuon Socheat’s model teaching, each pre-service teacher began to give constructive comments on the teaching. Mr. Nget Sitha said at this point, the model teaching had greatly improved as they gained experience from the training.

### **DAY 5—May 13, 2016**

***By: Ly Sok-Kheang***



*Trainers and trainees taking a group photo with “Forced Transfer” booklet in hands*

It was the final day of the week-long training on the teaching of DK history. The team started with an open Q&A session. Mr. Ly Sok-Kheang suggested that each student write down one question that they wanted to know the most about, either the content of history or the teaching methods. All of the trainers, Mr. Siv Thuon, Ms. Mom Met, Ms. Ten Sophea Leaksmy, Mr. Vanthan Peou Dara, Mr. Long Dany and Mr. Ly Sok-Kheang, served as a panel to answer as many questions as time allowed.

Here were some of the selective questions from the trainees: (1) After the collapse of the KR, did the KR leave behind any documents, photos and other evidence? (2) The United Nations was created in 1945. The KR regime took place in 1975. Why did the UN let genocide take place in Cambodia? Were there any causes that the UN could not be of any help? (3) Why did China give aid and assistance to the KR regime as it realized that the KR killed so many people? (4) Why did the KR hate the Vietnamese and engage in a full-blown war? And why was there a defecting group to seek help from the Vietnamese? (5) Why did Lon Nol stage a coup against Prince Norodom Sihanouk? (6) Did the KR commit an auto-genocide? As the KR leaders are Khmer, how could they kill their own people? Or were there any reasons behind this? (7) Why did the Vietnamese agree to help eject the KR from power? (8) When did the purges take place? And what was the purpose of the purges? (9) Why did the DK regime create cooperative? (10) How could we prevent such a brutal regime from happening again? And, (11) What did the KR regime (1975-1979) have an impact on the Cambodian society in the meantime? After the trainers tried to respond to some of these questions, the trainees filled in the post-training surveys and evaluation. To wrap up, Mr. Ly Sok-Kheang spoke on behalf of DC-Cam to thank all relevant individuals and institutions for making this training possible and also formally ended the week-long training on the teaching of the DK History.

**Teams: Vanthan Peou Dara, Long Dany, Ly Sok-Kheang, Min Sanas, Pheng Pong Rasy, Ouch Makara, Teav Sarakmonin.**

**Core Support: USAID**