

**Genocide Education Project**

**National Teacher Training Workshop**

**June 29-July 7, 2009, Senate Library, Cambodia**

**Report on Challenges Faced in National Teacher Training Workshop**

The following list of challenges summarizes a meeting held at the Documentation Center of Cambodia following the National Teacher Training. DC-Cam staff, some international scholars, and facilitators participated in the meeting.

1. Need to have large group model to give a sense of consistency and legitimacy.
2. Chose a lesson from each chapter of the guidebook. Model from each lesson and involve all teachers here to avoid top-down approach.
3. Facilitators should have met on the day before and gone over what lessons to model and what basic methodologies we should use. Small groups are effective to have a functioning classroom and discussion.
4. Should include 5 step and taxonomy process in model lessons.
5. Objectives weren't clear for participants; the objectives were not explicitly stated prior and during the training.
6. There was too much historical detailed talk. Facilitators should take charge to move the discussions forward. If participants have questions on nuances, they should take time during breaks or lunches to ask scholars.
7. Schedule should be set and clear for international participants. Some activities were included on the way without prior notice.
8. Provide Clear Expectations for Everyone Involved, especially participants. The Ministry of Education should make it clear to national teachers; they are required to learn and become well trained in the project so that they are able to train others.
9. It was not clearly stated that national teachers were not required to produce another supplementary guidebook out of the original guidebook.
10. Papers from guest speakers should be simplified and summarized to a few pages ensuring that participants will read and be able to grasp the key content.
11. Teachers need more time to read the articles before each day.
12. We should ask each participant to take turn reading the articles aloud in class to ensure that all read the articles and have idea to discuss.
13. Give out a few specific questions to answer about the reading.
14. Guidebook needs to include clear explanation on photos. Students may ask a lot of questions on the photographs. If you think there is more information needed, DC-Cam is open to be received.
15. We should take time to allow participants to ask questions and go into certain degree of understanding on both history and teaching methodology.
16. One of the biggest challenges is to strike a balance between history and pedagogy; national teachers keep asking questions on history.

17. We should make sure that the national teachers understand that they cannot go into depth and teach on a very superficial level. We are not learning to become historians, so teachers will not go into long tangents on history.
18. Facilitator must keep participants focused on implementing history into schools.
19. Need to clearly and carefully address the historical scope and state the limits of inquiry. The discussion of history should be around the textbook.
20. We should give more emphasis on the guidebook itself. In other words, we should focus more on pedagogy.
21. Facilitator must manage expectations of National Trainers.
22. We should reiterate that the title of the book is "A History of DK" and not "The History of DK."
23. Facilitator must stay on Schedule though there is some flexibility.
24. In any group, there are people who dominate the conversation, people who don't want to talk, but also people who are genuinely passionate about what they are doing.
25. Small groups seemed more open, which didn't come out in the big group.
26. The training did not include a sociological perspective on genocide. There should be content on the use of power, indoctrination of children, why do we choose children to do dirty work? It does not happen only in Cambodia; it is happening right now. How do you appeal to children?
27. Should bring in older, senior Cambodian people, not just foreigners and young DC-Cam staff.
28. Boly has done a great job dealing with respect diplomatically, and we should continue to employ this respect.
29. Boly didn't have the age to make people stop talking owing to culture.
30. Why is it important and what are some challenges about a student-centered approach vs. a teacher-centered approach?
31. Some national teachers express concern that student-centered learning is not possible in large classrooms.
32. We should move away from theory but to practice.
33. Everyone has to be open-minded in their approaches.
34. Guidebook needs to be reduced and simplified.
35. There is a logistics concern of training in provinces. We should have LCDs, pencils, large DK map, and color-coded name cards.
36. We should have asked participants to fill out a final seminar evaluation form.
37. We need to install Internet connection at the training.
38. Participants asked for a glossary of the terminologies in the guidebook.
39. We have to be careful about promises. Boly said that he will provide them with a glossary and possibly the photobook. They take it seriously.
40. After the training, it is not sure if they got anything out of the training. There was no set or consistent set of goals. Participants seem not to understand what was expected until the very last day. The process itself makes it more complicated for them to understand. "What are we going to present on DK history? Do we do PowerPoint like Boly to present?" These were the questions from national teachers.
41. Teacher trainers worry about how to train provincial teachers.

42. Emphasize larger rationales in genocide educational training.
43. Participants want more photos of evacuation and big map of DK. We should give them core material packages (photographs of evacuation, return, map of DK)
44. Chapters should be split for more cohesion, morning/afternoon.
45. There is no cohesion with model lessons