

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

Genocide Education Project

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

Report on Second Commune Teacher Training

May 8-14, 2010

Written by the training teams

Edited by Khamboly Dy and Douglas Irvin

Introduction

The Documentation Center of Cambodia, in collaboration with the Ministry of Education, Youth, and Sport, recently completed seven-day second Commune Teacher Training sessions in three provinces, Prey Veng, Takeo, and Kampong Thom. The Commune Teacher Training workshops are the third step in a tripartite process to train teachers throughout Cambodia in the instruction of DK history. In the first step of these training series, 48 National Trainers received similar training in July 2009. The National Trainers subsequently served as “core leaders” in the provincial level workshops and were responsible for disseminating history textbooks, modeling lessons, and facilitating small groups in the second stage of the teacher training project.

The second commune teacher training was held on May 8-14, 2010 for seven days for 324 commune teachers from four provinces: Prey Veng, Takeo, Kampong Thom and Uddor Mean Chey. The training was conducted in three provinces by using the provincial pedagogical schools as the training sites. Participants from Uddor Mean Chey joined Kampong Thom. The purpose of the training was to train teachers on the teaching of “A History of Democratic Kampuchea (1975-1979)” by using the existing program and the same teaching materials used in the previous trainings. The core materials used for this training are: the DK history textbook, the DC-Cam produced teacher’s guidebook, student workbooks and five documentary films (*Tuol Sleng prison, Prison in Baset and Prey Veng in 1979, Liberated zone in Kampong Cham in 1973, Behind the Wall of S-21, and Cambodian Children*). The additional teaching materials include: KR prison books, KR tribunal chronology, the DVD *Breaking the Silence*, a handbook of case 002, *Searching for the Truth* magazine and DK map.

100 participants were expected to attend the training in Prey Veng (with three absent, the number was 97). Three DC-Cam’s staff members, two national teachers and ten provincial teachers facilitated the training in the province. In Takeo Province, 131 teachers were trained with four DC-Cam staff members, three national teachers and fifteen provincial teachers facilitating the training. In Kampong Thom, there were 95 participants and three facilitators from DC-Cam with two national teachers and eight provincial teachers.

Below is the report about the training activities in these three provinces. The reports describe the preparations, the daily activities, challenges, strengths, weaknesses, impacts, impressions and requests from participants as well as recommendations for future trainings.

Preparation for the training

DC-Cam's staff members traveled to the training sites on May 6 two days ahead of the actual training to do on-the-ground preparations. DC-Cam staff met with related officials (an important first step), to make sure the facilities were in proper order, and began to prepare for the logistics of the sessions. In the province, the teams needed to meet two important officials: the head of the provincial office of education and the head of the provincial pedagogical school. They were invited to preside over the training opening ceremony and helped arrange logistical support. Each team brought the following documents to meet the officials:

1. Program for commune teacher training
2. Divisions of groups, roles and responsibilities
3. Concept paper signed between DC-Cam and the Ministry of Education
4. The textbook "A History of Democratic Kampuchea (1975-1979)"
5. Teacher's Guidebook
6. Student workbook
7. New issue of magazine *Searching for the Truth*
8. Copy of the letter from the Ministry of Education allowing DC-Cam to use the Provincial Pedagogical School as the training site.
9. Letter from DC-Cam to the Head of the Provincial Office of Education inviting him/her to preside over the opening ceremony.
10. Letter from DC-Cam to the Head of the Provincial Pedagogical School inviting him/her to preside over the training opening ceremony.

Meeting and discussing with the officials of the provincial pedagogical school was crucial to reconfirm and clarify the purposes of the training and the facilities and cooperation needed from their school.

On May 7, national teachers and provincial teachers arrived at the training site. The teams for all provinces organized a two-hour meeting to discuss the upcoming training and outline the roles and responsibilities of each trainer. One national teacher and five provincial teachers formed one big group with one DC-Cam's staff. Each trainer was responsible for presenting either on the textbook or teacher's guidebook as assigned and for leading one small group practicing model lesson. All trainers are expected to attend the meeting at the end of each day to review the challenges of the day and to find out solution. After the meeting, all the trainers understood their jobs and were ready for the actual training. Then we had a modest dinner together to socialize and build group cohesion.

It is an extra help to note the following items for each training site, so that to be well prepared, save time and ensure the smooth process.

1. Big paper	14. Eraser
2. Marker	15. White screen
3. DK textbook	16. Documentary film DVDs
4. Teachers' guidebook	17. DVD on "Breaking the Silence"
5. Student workbook	18. USB for internet connection
6. Attendance sheet	19. Color paper for Jigsaw exercise

7. Evaluation form	20. Magazine Searching for the Truth
8. Observation checklist	21. Budget
9. Laptop	22. Accounting paper work
10. LCD	23. Speech by Prince Sihanouk
11. Chronology	24. Chalk
12. KR prison book	25. DK administrative division map
13. A-4 paper	26. Folding plug

Daily activities by province

1. Daily activities in Prey Veng

In Prey Veng, the daily activities of the seven-day training were the same except for days 1 and 7. The training lasted from at 7:30 AM to 4:45 PM with a lunch break from 11:30 AM to 1:30 PM. Fifteen minutes at the end of each day were reserved for evaluations and a big group meeting to review the problems of the day and discuss solutions.

On the first day, all participants attended the big hall to mark the official opening ceremony for the training. The ceremony was presided over by Mr. Sin Chhon (deputy head of provincial office of education), Mr. Kamboly Dy (author of A History of Democratic Kampuchea), and Ms. Pao Sochenda (head of the provincial pedagogical school).

Ms. Pav Sochenda was the first to welcome the guests and give the statistical data about the activities that her school conducted. She said that she was proud to host the commune teacher training workshop at her pedagogical school. She would assist in whatever ways she and her school could to make sure that the training yielded successful result.

Mr. Kamboly Dy, team leader of the genocide education project, talked about the objectives of the genocide education project and purposes of the teacher training. He commented that genocide education was to introduce a broader study on the KR history in Cambodian secondary school ensuring that the younger generations of Cambodians born after the KR have the opportunity to study this dark part of the country's history. In addition, genocide education aims at strengthening the capacity of history teachers and produce future historians. By understanding what happened during the KR, children can help their parents to alleviate the suffering in the past and to heal. Likewise, education on KR history contributes to restoring peace, enhancing national reconciliation and preventing future genocide. In addition to the objectives of the project and the training, Mr. Dy talked about the collaboration between DC-Cam and the Ministry of Education since 2004 in implementing various activities such as the publication and the distribution of the textbook, and the development and the publication of the teacher's guidebook, student workbook, and teacher training workshops. He also talked about future plans, which include an annual workshop with national and provincial teachers, the display of three slogans at all secondary schools nationwide, the additional distribution of the textbook, further teacher training, and quality assurance. Mr. Dy encouraged the participants to take this workshop seriously. He commented that KR history is part of Cambodian

history. Million of Cambodians went through this history themselves. It is important that Cambodians write their own history, be able to teach their own history, teach each other, and finally have ownership of their own history. By doing so, they have a strong foundation to prevent future genocide and go forward towards a better future.

Mr. Sin Chhon, the Deputy Head of Provincial Office of Education, was the last guest speaker in this opening ceremony. He stressed the importance of the training and teaching DK history at school. He provided background of teaching the KR history since the fall of the regime and the Ministry's efforts in including KR history in the school curriculum even though teaching about this regime at the time was more about politics and propaganda than history. He then praised the efforts of DC-Cam in publishing the textbook and making it become part of the official curriculum. He also reminded participants to pay special attention to the training, work hard, and learn more about DK history and teaching methodologies. At the end of his speech, Mr. Son Chhon officially announced the opening of the second commune teacher training.

In day two, Youk Chhang, DC-Cam's Director, explained the definition of the word "genocide." He explained that the Genocide Convention was signed on December 10, 1949. There are three main elements in the definition: intent, killing in whole or in part, and selected groups (national, racial, ethnic and religious). Mr. Chhang reminded that teachers should allow students to hear stories from both sides: victims and perpetrators. Teachers should also explain the significance of both victims and perpetrators. Finally, teachers should understand clearly the definition of genocide, reconciliation, and the importance of the teaching of "A History of Democratic Kampuchea." Mr. Chhang reminded participants to think critically and broadly about genocide study which will contribute not only to peace and reconciliation in Cambodia, but also to the world.

The activities from day 2 to day 6 are almost the same. For some days, documentary films are screened. Each day started with registration and introduction to the objectives of the day. For each day, two trainers presented two chapters from the textbook and two chapters from the teacher's guidebook. At the end of textbook presentation, trainers gave twenty to thirty minutes to the participants to ask questions. Similarly, at the end of guidebook presentation, trainers allowed some times for participants to ask questions. Then trainers modeled two lessons from the guidebook. In the afternoon, participants are divided into five small groups; each group consists of nine to ten members. Four trainees from each group modeled the four different lessons from the guidebook. Trainers played the roles as facilitators and observers who gave feedback for improvement at the end of each modeling.

At the end of each day, all participants met together in the big hall to discuss their concerns for the day and figure out solutions. After meeting with participants, national and provincial teachers spent about one hour to discuss the problems of the day and figured out measures to deal with those problems. Moreover, if they found out any changes needed, they would approve the new strategies for the next day. For example, provincial teachers should not wait until the end of the day to inform about the problem existing in the small group practicing model lesson. If they cannot solve

the problems or questions from trainees, they have to ask for assistance from national teachers right away.

Day 7 is the last day to sum up and evaluate the whole training. All participants met in the big hall. The purposes of the day are to go over the entire textbook and allow time for questions. Mr. Dy gave a one hour presentation on the DK history and gave another hour to participants to ask questions. Mr. Dy talked about the reasons why KR history is politically and emotionally sensitive. He presented the political and social context that allowed the KR to come to power. These include triggering cause of the Second Indochina War, assistance from Vietnam and China, the 1970 coup, the American bombing, and the appeal from Prince Sihanouk calling for people to run into Marquis Forest. Then, Mr. Dy addressed the participants about the question “why did the KR kill people?” He gave many explanations as follows:

- To eliminate all old forms of the previous regimes
- To eliminate the enemy burrowing from inside
- To eliminate social classes and social exploitations
- To strengthen the people’s spirit through forced labor and daily meeting for criticism and self-criticism
- To establish a new independent and self-sustaining Cambodia
- To build up Cambodia into the most modern socialist country in the world through the ideologies of Marxism-Leninism and Maoism.

In addition, Mr. Dy addressed the aftermath of the regime: the politics of the Cold War, the politics of memory, the establishment of the tripartite government, and the political struggles among Cambodian conflict factions. He concludes his talk by showing the consequences and the legacies of the KR regime. Mr. Dy wrapped up his talk by commenting that the KR leaders are responsible for the death of Cambodian people and the tragedies in Cambodia.

The second half of the morning of day 7 was devoted to the methodology. Mom Met led this discussion. According to the daily meeting with national and provincial teachers as well as with all participants, we found out that participants are still not yet clear with K-W-L chart and Jigsaw exercise. Mom Met explained the steps in conducting the two methods. At the end, participants asked questions and discussed the methods in detail. They were happy to get a clear explanation on the two methods.

At the end, Mr. Dy explains about the future plan of the project. DC-Cam will continue to collaborate with the Ministry of Education to conduct additional teacher trainings and to distribute more copies of the textbook. Three slogans will be put at every secondary school across Cambodia. DC-Cam will hold an annual meeting with national and provincial teachers to strengthen their capacity, to get their feedback on the actual teaching of KR history in the classrooms, and to update them on the new development of the project. After finishing all training, DC-Cam and the Ministry of Education will conduct quality control to ensure the effectiveness of the teaching of “A History of Democratic Kampuchea (1975-1979).” Mr. Dy also took that opportunity to inform the participants about the book entitled “Family Tracing and Reconciliation.” He told the participants that if they wanted to have the names of

their deceased family members published in the book, they can contact DC-Cam. The book will be deposited at every commune office nationwide.

2. Daily activities in Takeo

In Takeo Province, the training was conducted in an enthusiastic manner and participants were eager to take the materials already prepared for them on a table nearby one of the entrance door way. Sayana took the floor and began to introduce head of the Provincial Office of Education, head of Takeo's pedagogical school, and Kokthay Eng, DC-Cam's Deputy Director. Thereafter, Sayana introduced national and provincial trainers to participants. All were then asked to sing the national anthem to mark the beginning of the day.

The head of the Provincial Office of Education spoke about the state of the schools under his jurisdiction, and emphasized that the training was a result of collaboration between the ministry of Education and DC-Cam, for the benefit of teachers in the province. The head of Takeo's Pedagogical School said the day was historic because the teaching of "A History of Democratic Kampuchea (1975-1979)" brings about reconciliation. What we want to achieve is not revenge, he said. What we want to achieve at the end of the day is to bring about memory, memory that would prevent this from happening again. He pointed out that some people who were born after the Khmer Rouge did not believe the level of atrocity committed by the Khmer Rouge. "One who did not want to remember the past or be reminded of the past is a blind in the presence," he said, according to Chheng Phon. Then he moved to cite genocide in various places in the world, which include Germany, Turkey, Russia, and the Balkan region of Europe. He asked: What is genocide? He answered the question by saying that "it is an industry producing death." To end his speech, he requested that participants pay attention to the training, gain knowledge, and bring it back to their own communities and keep memory alive to prevent the same thing from happening again.

After DC-Cam Deputy Director Kokthay Eng spoke, Sayana divided participants into three groups. Before getting into the grouping, she stressed several points that this is not the first time DK history is being taught; that teachers have already had methodologies for years; and that some of the teachers were survivors and decedents of survivors of the Khmer Rouge regime. She also added that of the 1,627 teachers DC-Cam seeks to train, 33% are women, and the teaching of DK history is to bring about national reconciliation and prevention, she asserted.

In the first day, participants appeared very interested with the training, thanks to the very well prepared presentation by Mr. Chhim Dyna. During the second session of the afternoon, Terith took over the session from Mr. Sreang, who appeared to be confused and who admitted he was confused. Terith presented two K-W-L charts, one to assess their prior knowledge about the Khmer Rouge as a whole and another one to teach them how K-W-L is used. Enthusiasm was overwhelmed over this new teaching method they've never experienced. However, some of the participants said that this might not be practically workable as it appeared to take long time to do it. Terith encouraged them to try the new method with flexibility, trying to fit to their individual situation.

It appeared to be too soon to assess the level of emotion of the participants. Also it could be too soon for participants to open up to the group. At least, Terith found that one teacher who felt she was badly treated was content to share her story. She was an active participant in all activities. Another male teacher wanted very much to share his story to the class. Terith had to interrupt him twice in order for the K-W-L chart to move on. Terith suggested that he could share his life experience during the "Guest Speaker" session and this would allow him more time to prepare his story. He was telling the class of how he and his family were on their knees asking the Khmer Rouge cadres to spare their lives. He said that moment was very critical because those cadres did spare his family and him.

Mr. Chhim Dina was very well prepared. He prepared his PowerPoint presentation. He posed good questions and he was well prepared to answer questions posed by participants. Please refer to the questions below. However, Mr. Sreang when he taught the Guidebook didn't seem to have prepared that well. He spent a lot of time explaining the meaning of the terminologies in Guidebook, Lesson 1, Chapter 1. Thereafter, he got participants to read excerpts from pages 17-18. He told participants that the next thing to do was to get the participants to compare the different stories. He moved on to write down four questions in relation to genocide on the whiteboard. Then he asked the participants to share their thought about genocide definition. Those questions include: What is genocide? What are the elements of genocide? In which countries did genocide take place? What is the effect of genocide?

Mr. Sreang appeared to have prepared answers already and he wrote them down on the other side of the whiteboard. Terith approached him and Terith told him that this genocide question is very complicated. Terith asked to see what he had prepared for the next session. He didn't seem to know what he was going to teach. Terith then decided to take over. He at the end of the class admitted he confused. He took questions from Chapter 2 to ask participants when he was actually teaching.

One provincial teacher asked that, for at least a few of the lessons in the guidebook, the topic of discussion did not appear in the textbook, for instance, the survival box. Sayana said that this requires flexibility and does not need information from the textbook to teach. It encouraged students to think about the first priority items that are the most important for life, they just need to give the reasons why.

The showing of "Breaking the Silence" on May 9 was not quite a success due to the barely audible sound of the performance and the video projected onto the screen was dark and could not clearly be seen. After the film, Kok-Thay ENG asked the teachers: Did you visit Tuol Sleng? Why? Why not? Some teachers responded that they never visited Tuol Sleng before. They never even had a chance to go to Phnom Penh. They requested that DC-Cam arrange a trip for them to go to Phnom Penh to see the ECCC, Tuol Sleng prison and Cheung Ek memorial. Kok-Thay also asked: Why were prisoners' stomach split open by the Khmer Rouge? Some teachers said they were split because the Khmer Rouge believed that by eating the liver, they could become invincible, which gave them more confidence. Sayana Ser talked with the teachers about the meaning of reconciliation.

All three groups were put together for the film screening purpose. The film screening in the morning, mostly due to technical problems, took more than 2 hours. The films included S-21 in 1979, Phnom Baset Security Center, Liberated Zone in 1973 and two episodes of "Breaking the Silence," and followed by the singing of reconciliation song, "River of Blood" and discussion of the song and the underlying meaning of the performance "Breaking the Silence." This left only two hours for the national and provincial trainers to present their history lessons and methodology.

Most of the trainees could teach and meet only two objectives of the lesson. And they seemed to have problems generating questions for students in relation to the objective of the lesson. Participants liked the new teaching method that could create new meanings and generate discussion. Participants also liked the teachers' presentation on teaching methodology and the response to doubt and the way of answering to the questions.

DC-Cam's director Youk Chhang met the group and shared some ideas as well as giving comment and suggestion on the teaching. He stated that the teachers should be very careful when teaching students about the Khmer Rouge period for example about the stealing, lying, and alleging because it is related with moral issue. And he also asked the group to think and consider on the way they will teach in order to meet the objectives of reconciliation as in the class there might be teachers and students who are former KR cadres and children of cadres.

Mr. Chhang also met with all trainees in the afternoon. He asked the participants to think and try to imagine of any possibility that might happen and reactions from the class when they teach. He raised up some points and gave example about the KR and mentioned that not all the KR were bad, but some KR cadres were also good.

Trainees posed several questions to Mr. Chhang regarding reconciliation. Mr. Chhang said reconciliation is a long and difficult process. Cambodian society is like a broken glass and we are trying to collect the pieces for 30 years. It also depends on the individual, but teaching the history is an important task that will help and participate in the reconciliation and justice process that will grow bigger and bigger even though it is hard to do. Learning and studying the history will help prevent genocide from happening again because teaching the history is also one of the mechanisms of prevention.

Provincial teachers gave lectures and taught the guidebook to participants. A provincial teacher, Mr. Chhim Sam Ul, was invited to lecture about his experience during DK. Participants listened carefully to Mr. Sam Ul and some questions rose quickly after he finished his narration.

Trainers report that enthusiasm among participants was high when talking about life under DK and labor division under the regime. Trainees were able to share a lot with the speaker and it seemed they became more active from day to day as the discussion touched upon topics that they are familiar with. By May 11th, some trainees understand the methodologies well. Those who understood tried to teach other members in their team.

DC-Cam staff showed “Behind the Walls of S-21” on May 12. Surprisingly, many teachers appeared to be laughing of the statements of both Bou Meng and Chum Manh. There were a few questions afterwards. Emotion was hard to be assessed, as a result. Of course, there were a small number of elder teachers who appeared very moved by the testimonies in the film. After film showing, Socheat played the song “River of Blood” taken from “Breaking the Silence” for the entire group to listen and sing along. Terith explained the meaning of the performance “Breaking the Silence” for the group. He said this performance encourages survivors to speak out and to share their stories. This would help them heal their wound. Terith also explained the purpose of the song “River of Blood” which is to bring about national reconciliation, not more hatred and anger. It was hatred and anger that led to the death of so many. Being teachers, they had to keep this in mind while teaching. Young students could be sons and daughters of the former Khmer Rouge members. Please do not have prejudice against them.

In Socheat Nhean’s group, all participants met in big group to watch the film: Behind the wall of S-21. Socheat Nhean gave a brief introduction before the film screening in order to give participants some background on S-21. When asked how many participants have visited S-21, about 20 participants raised their hands. After the film ended, all of them said that they want to visit Tuol Sleng.

At one point in the training session, Chris modeled, first, the group exercise where all members of group were assigned to a task in addition to their contributing of ideas and discussion:

1. Student 1: Time Keeper
2. Student 2: Student Leader (speak to the teacher and get the instruction for all group members to do). If the group members do not get the instruction, then, this person is to be blamed.
3. Student 3: Reporter (present the result to the class). You could blame this person if the presentation is not effective.
4. Student 4: Recorder (write down anything from the discussion)
5. Student 5: Motivator (make sure everyone focuses on the topic of discussion)

Chris then broke all trainees into groups of 5. He got them to practice the group exercise.

Chris then moved on to explaining Jigsaw activities. First, he broke participants into groups of 5 again. And he called on the group leaders up to him and he gave instruction as to what to do in each group. He gave the group limited time period for their activities. Each group was assigned to a certain topic (for example, Germany, Yugoslavia, Rwanda, Iraq and Cambodia). Each group became an expert of a certain country. Each member of the group was assigned with a certain topic. Then new teams were formed by taking an expert from Germany, an expert from Yugoslavia, Cambodia, Iraq and Rwanda. The new teams had all 5 experts. Then each of the 5 members presented to their new group about each of their own country. After that, each group needs to prepare their group findings (answers to questions about the differences, similarity and the odd point about DK from other group). He then walked around to the group at the back of the class and got them to report.

Instruction as to how to do jigsaw is laid down on page 117 of the Khmer version of the Teacher Guidebook.

Chris also explained the technique “Survival Box.” Students need to think what they needed to survive during the Khmer Rouge regime. They could think and write the items they think necessary to survive KR in their list and then they will present to the class. After this, they need to give reasons as to why each item is important for their survival. The objective is to make them understand what was available and what was not during DK.

At last, Chris explained the method “Foreign Brochure” in Chapter 10, Lesson 2. This was meant to bring about discussion about relation during DK. The following section was to ask students to answer 5 different questions. You could divide them into groups or they do it individually or you could do it as an entire class. Questions are in the guidebook. After the discussion, they would then need to create a tri-folded card. The idea of this card was to get the students to write down the importance of foreign relations. If the students did not understand, you need to read the questions out loud again (the five questions).

3. Daily activities in Kampong Thom

In Kampong Thom Province, the opening ceremony for the second round of commune teacher training started at 8 a.m. on May 8, 2010. The ceremony presided over by Mr. Kim Visoth, Head of Provincial Office of Education accompanied by national and provincial trainers from Phnom Penh, Ratanak Kiri and Kampong Speu provinces. On behalf of Documentation Center of Cambodia and general supervisor of the training, Peou Dara Vanthan opened his speech by stressing on teaching history of Democratic Kampuchea with valuable cooperation and support of the Ministry of Education, Youth and Sport of the Kingdom of Cambodia.

The next speech to welcome the participant was made by Mr. Visoth. He stressed teaching DK history by saying that this is what he has thought of, and now what he has thought of becomes true. He wanted to emphasize that DK history has to be taught, and it now becomes reality. He added that, “we should not bury the history, chiefly the history of Democratic Kampuchea (1975-1979).” He noted that some commune teachers were not born before DK regime and they seemed to understand very little about the regime. He added further that he suffered greatly when his own children did not believe what had happened during the DK regime. So, DK history has to be taught wisely.

The ceremony ended with a speech by Mr. Visoth. On the course of the ceremony, participants looked eager to see what the training looks like, and how the training will go. And, the provincial trainers helped each other in answering question by participants. Provincial trainers seemed to know how to help each other and are responsible for the training. This is a good sign of being a responsible commission member of Cambodian history.

At one point in the training session, Mr. Chris Dearing presented a model lesson to the group. He mainly focused on how to use a K-W-L chart in the classroom. The

team noted that Participants understood clearly about using the chart via the answer to the questions asked by Chris.

Mr. Dearing had a chance to practice in place in regard to the use of K-W-L chart in the big group. Every one participated actively. The contribution of Mr. Daring was so effective and made the training attractive. Participants seemed more focus through the course. They seemed more confident in teaching.

One participant asked one question in relation to the use of methodology. He emphasized that he has taught for more than 20 years and gone through two methodologies already. And now, he was receiving new method. He asked which methodology was more attractive to students.

Mr. Dearing made a response to this specific question by comparing with a doctor who will provide a treatment to patients. It depends on the disease the doctor found and then provides a treatment accordingly. In the classroom, teacher like a doctor would use different methodologies according to the interest of the student like a patient. Finally, the participant nodded his head as a sign of agreement.

Film Screening

Film screening is integrated into the program as parts of the training. In most cases, many trainers themselves do not know the content of the films, especially the three films shown on day 2. A summary of each film is below:

Liberated zone in Kampong Cham in 1973

The film is about the assistance from Vietnam to the Khmer Rouge in 1973. A group of Vietnamese delegations from the Central Committee of the Vietnamese Communist Party, including Nguyen Thy Binh, visited the KR liberated zone accompanied by Vorn Vet, Son Sen and Khieu Samphan. They entered Cambodia through Ho Chi Minh Trail, possibly through Ratanakiri and then Kampong Cham. The delegations observed textile products, sugar cane juice production, food products and cattle rearing. They also observed the rice harvesting and student education. In the film, you can see the villagers standing in two rows greeting the Vietnamese in a friendly and happy manner. People clapped and raised their hands up showing total support. This event took place in Kang Meas district in Kampong Cham province. The film was produced when American B-52s were bombing in full force. The Vietnamese delegation entered Cambodia to strengthen the revolutionary spirit and also to deliver rice for the Communist Party of Kampuchea. Photo in Chapter 5 of the textbook is about this Vietnamese delegation.

Prisons in Baset and Prey Veng in 1979

The film shows skulls and other human remains left unattended in the sewage. A number of journalists visited Cambodia right after the collapse of the KR to see what happened. The bad smell was still flying around the killing sites. The sewage full of skulls is possibly close to the provincial bank in downtown Prey Veng. The film shows shackles and killing pits. People dug up the pits to get the remains. The prison was a former hospital. In the film, the soldiers interview people who told

them about the places where the KR killed people.

Tuol Sleng prison

On January 10, 1979, the Vietnamese soldiers who entered Phnom Penh found and filmed Tuol Sleng. These soldiers included Ho Van Tay and Dinh Phong. Both of them are still alive. They visited Cambodia in 2009 to testify about the film. The film shows the prison compound, the cells, torture tools, shackles, handcuffs, photos of the dead, cameras, boxes with Chinese words, disemboweled prisoners, dead bodies lying swollen in building A, hoes, cadre's clothes hanging on string, etc. They also found four children including Norng Chanphal and his younger brother Norng Chanly.

Among the 196 KR prisons, the documents from only two prisons survived. These are Tuol Sleng and Krang Tachan. Usually, the killing pits are close to the prisons. The killers remember the pits well. After 1979, the killers came back to dig up the pits in order to find jewelry buried along the corpses.

Challenges

Generally, the training achieved satisfactory results. Participants received a lot of knowledge and experiences from the training. National and provincial teachers took this opportunity to develop their own capacity for the subsequent trainings. In spite of this fact, there are some challenges, both educational and logistical, that we should address to ensure that the challenges for the subsequent training are minimized.

1. Educational challenges and solutions

Understanding the textbook and guidebook: national teachers have improved considerably in the capacity to present the textbook. Provincial teachers could manage to do their work successfully, but they do need a lot of assistance from national teachers. In day 2, provincial teachers still do the teaching, not presentation on the steps in the guidebook. It is important that presentation and modeling lesson go at the same time so that participants visually see the theory and practice. In the afternoon, they know what to do in preparation for their practice lesson. According to the experiences of the second commune teacher training, provincial teachers do not understand all points in both the textbook and the guidebook.

Every single national or provincial teacher is required to read and understand the entire content of the textbook and the guidebook to be qualified as trainers. While modeling lessons in small groups, it was often evident that some trainees did not understand the purpose and difference between the textbook and guidebook. They seemed to be confused with the training materials, and shy and nervous when they modeled lessons in the small group.

This was made worse by the fact that many trainees had not yet read the materials, especially the history book. Giving model lessons to the teachers who are not prepared on the first day was a challenge. We were trying to explain the history to them again and again in big and small groups while talking about the concepts, objectives, and the materials. As we expected, they improved and came to have a better understanding after a few days of the training.

During the end of day meetings for the Takeo province training sessions, some of the following points were raised: Sam Boroath said that all three trainees appeared confused about the use of the guidebook and the methodology. Meng Sreang reported problems with the use of K-W-L charts. Many teachers found it difficult to understand the objectives of some of the lessons. They raised so many questions we found it difficult to close the lessons because too many questions had been asked and remained unanswered.

Conflict in methodologies: Facilitators should emphasize clearly that participants are expected to follow the guidebook during this seven-day training. Most of the time, teachers are obsessed to the three columns and five steps of the Ministry of Education. When learning the methodologies in the guidebook, they usually refer to the five-step method and walk away from the methods in the guidebook. Please explain to participants that the guidebook is just guidance. Teachers are free to walk away from the guidebook when they do the actual teaching and when they see that the methods in the guidebook cannot be applied to their classroom. However, during the period of the training, they should focus and follow the steps in the guidebook.

The five steps of the Ministry of Education are:

1. Greeting, attendance and classroom environment
2. Revision and connecting to new lesson
3. Actual teaching
4. Summary
5. Homework

The three columns are:

Teacher's activities សកម្មភាពគ្រូ	Content of the lesson ខ្លឹមសារមេរៀន	Student's activities សកម្មភាពសិស្ស

Actually, the methods in the guidebook are not different from the above three columns and five steps of the Ministry of Education. The guidebook consists of five main steps:

1. Objectives
2. Materials
3. Launch (introduce and getting into the new lesson)
4. Explore (the actual teaching)
5. Summary (the same with the summary in the Ministry's method)

Basically, the methods in the guidebook and those of the Ministry of Education are quite similar. The guidebook book does not mention greeting, attendance, and homework. And the teachers are more obsessed with the administrative work in the classroom rather than the actual teaching. In addition, participants are preoccupied with old ideas. They want to have a general methodology which can be used and

applied to the whole country. They do not want to have challenges or competitions in using the new techniques.

Presentation: National and provincial teachers have done a good job in doing presentations. However, we should provide them with instruction on how to do effective presentations. They should brief what they are going to talk ahead of the actual presentation so that listeners know what they are going to hear and learn.

Conformity: Teachers do not have conformity in giving instructions as yet. For instance, two facilitators say two different things on the same issue, and this confuses the participants.

Feedback: Some provincial teachers are not able facilitate the feedback or answer the questions. Feedback is important for several reasons. The persons who give feedback learn from their own feedback, so do the presenters. Moreover, people in the small group have the opportunity to evaluate each other and to learn from each other. This is the process that we want. Participants should come up with their own ideas and awareness to improve their teaching at schools. Provincial teachers should take note during the small group practicing lesson. With note, they are able to do better evaluation. Moreover, provincial teachers should not sit among the trainees. They have to observe both the presenter and other participants. Therefore, they should sit at the back so that they can see the overall environment in the classroom.

Conflict in the content of the history: There is a conflict between the content of the textbook and government's social study textbook. For example, the textbook mentions that Northern zone consists of three regions while the government's textbook says that there are four regions. DC-Cam's textbook mentions that "DK divided Cambodia into six zones in 1976 and seven zones including the newly established Central zone in 1977." The government's textbook provides a definitive answer saying that "DK divided the country into seven zones including the special zone." According to history, special zone was created in war time before 1975. The government's textbook provides inaccurate information on the administrative division of DK.

Questions from participants: In some cases, participants go into detail in the discussion of the history. Trainers should not try to answer any questions that they don't know. A classroom with access to the internet would help solve this issue.

Confidence: In doing role play, teachers are only able to stand in the front and read the story. They are not courageous enough to do the actual play that the lesson requires them to perform.

Furthermore, during the first few days the teachers found it difficult to model lessons from the Teacher's Guidebook. Because they were modeling lessons in a group with other teachers, they were still unable to suppose that those teachers were students. This is a pattern that appeared in previous trainings to national, provincial and commune teachers. It is expected that once the teachers go back to his/her classrooms, they would be much more confidence in teaching through the textbook and the guidebook.

Dealing with teacher's emotions and convictions: Many of the participants were able to share their memories when covering topics about the evacuation of cities, daily life under the Khmer Rouge, and starvation. Some teachers remember well how they and their families were evacuated from Phnom Penh and walked toward a home village or other destinations. They also remember how people were cheering to welcome the Khmer Rouge and how fierce-looking some of them were.

Two commune teachers presented possible challenges on two different issues. One commune teacher, around age 50, said she found it hard to teach DK history in order to achieve reconciliation, peace, and democracy because she was still angry at the KR. If students seem not to believe what had happened during the KR regime, she said she couldn't prevent herself from being angry with the students. Another younger commune teacher who did not go through the DK regime said he has learned a lot about the KR from many sources and was driven into anger against the KR. He was afraid that he would be angry when he teaches students about KR regime. He asked if DC-Cam has any approaches to address the issue.

A possible solution may be to tell teachers that their feelings towards the Khmer Rouge regime are all valid and legitimate, but they should be objective in assessing their own feelings. If they feel their teaching is being too influenced by their emotions of anger and grief, they can turn their feelings into a lesson and have their students discussed the how and why survivors of the regime and Cambodians today feel about this history.

Similarly, many teachers reported problems about inviting guest speakers from their local community to speak about their experience under the Khmer Rouge to students. These problems include: navigating school protocols, teachers not being used to inviting people from outside to class, concerns over the safety of students, and speakers not being enthusiastic about speaking in front of a class because they are either afraid of retribution from the Khmer Rouge or they hesitate to share their traumatic memories. DC-Cam staff may be able to share with teachers their institutional expertise in gaining the confidence of former survivors and perpetrators.

Teaching materials: In small group practicing lessons in the afternoon, facilitators and participants do not know how to use all the teaching materials. For example, the guidebook requires them to use the textbook, student workbook and blank paper. In practicing lessons, participants often do not know how to link the textbook and student workbook together in teaching. More importantly, facilitators do not know how to explain to them how to use the teaching materials.

Objectives of the lessons in the guidebook: Objectives have to be explained clearly. Objectives are what teachers want to achieve at the end of the teaching. Some teachers do not understand the objectives. Moreover, objectives in lesson 3 of chapter 6 in the guidebook do not correspond to the content of chapter 6 in the textbook which discusses about the four-year plan. The objectives in the guidebook are about the overall understanding of the KR regime, not focusing on the four-year plan. The objectives are:

1. Students describe the overall timeline for events that occurred during Democratic Kampuchea.
2. Students explain the significance of key events in the Democratic Kampuchea period.
3. Students analyze and evaluate the significance of key events in the Democratic Kampuchea period.

Objectives in lesson 1 of chapter 10 in the guidebook are wrong. The objectives in the student workbook are correct. We will revise this error in the new publication. At this point, all participants have to follow the objectives in the student workbook in teaching lesson 1, chapter 10.

In some cases, the textbook and the guidebook do not speak to each other. There are several places in the guidebook where objectives do not response to the content in the textbook. Some lessons teach the entire textbook, for example lesson 4, chapter 4 (analysis of the Khmer Rouge ideology). Lesson 3 in chapter 11 on diet is not effective. Participants found it confusing. There should be a revision of this lesson or participants can follow the lesson on food introduced by the government's textbook.

Textbook vs. Guidebook: Participants are confused about how the lessons in the guidebook fit to the textbook. Here is the situation: the textbook consists of 11 chapters, and each chapter stands as a single lesson. In contrast, the guidebook consists of 11 chapters, and each chapter consists of two to five lessons. The five lessons form a single chapter in the textbook. But participants are confused that each lesson in the guidebook is about a lesson in the textbook which they could not find. Please explain this to them clearly.

Teacher-centered vs. student-centered approach: Some teachers do not generate enough interaction and discussion among students in the class. In some cases, teachers talk more than students' activities. Teachers should not allow students to sit quietly without any activity for too long. They should remember that students should have the opportunity to discuss and work in the group.

Interruptions: In any group, there are one or two people who interrupt the others because he/she knows or is more talkative than the others. Facilitators should pay attention to this issue and make sure that all participants have an equal chance to talk.

2. Logistical challenges and solutions

Distributing materials: There are a bunch of materials to be distributed to hundreds of participants. Allowing participants to take the materials can lead to a lack of materials since some take more than they are supposed to take during the disorder in the room. National and provincial teachers should share the responsibilities to distribute the teaching materials to the participants, ensuring that all participants get all necessary documents needed and proper order in the room is maintained ahead of the opening ceremony.

Understanding training program: Every single trainer including DC-Cam's staff members should understand the training program and how to implement the program for each day clearly. Understanding the program helps them to know what they should do for each day and what materials are needed for the day.

Class participation: Attention and full participation in the class are important to ensure the effectiveness of the training. Some participants do not pay attention to the presentation while some others talk on the phone. During the presentation on both the textbook and the guidebook by national and provincial teachers, group leaders should observe the classroom environment and the general condition in the classroom. Group leaders should emphasize that all participants are supposed to volume down their phone and listen attentively to the presenters. If they want to talk on the phone, they should go outside, so as not to disturb the others. "Listening to the presentation is how you respect the presenter, your friends who are listening attentively, and the training as a whole."

Some small groups do not listen to the facilitators. They talk during the practice lesson, and facilitators were not able to take any action due to their limited credibility as the provincial teachers. If this case happens, please report it to national teachers who should observe that group strictly.

Morality: In any discussion either in the big group or small group practicing lesson, group leaders should advise the participants that if they want to express their ideas, they should raise their hand, avoiding situations where several people talk at the same time, spoiling the discussion of the group.

Attendance: At the beginning of and during the training, facilitators should emphasize that attendance is compulsory. The training is only seven days. Absence for one morning or afternoon means no certificate.

Facilitators should emphasize that everyone is required to come to class on time so that they can catch the objectives of the day from the beginning and be able to follow up to the end. In Prey Veng, provincial teachers were late three consecutive days. This brings bad image to their leadership role as participants in the small group were waiting for them to lead the discussion.

Positive attitude: we are asking for the training sites and cooperation from the provincial teacher training schools. We have to be polite and show certain respect to them although they receive instruction from the Ministry of Education to work and to assist us. Good relationships are important for future work. We need to work with these provincial training schools again next year to train Khmer studies and citizen morality teachers.

Clear instruction: Please be clear when you give instructions. Facilitators should not use the word "may be" which means you are not clear what you want the participants to do. For example, "if you are absent for one morning or afternoon, you will not be given the certificate." Please do not say "you may not be given the certificate."

Time management: Facilitators should manage the time effectively. Facilitators themselves, sometimes, spend less than time given while others spend more time and participants do not have time to ask questions after their presentations. One solution for the groups who have extra time after practicing lessons in the afternoon is that they can spend the remaining time exploring more comments and feedback. If participants do not have any questions, you can ask them to describe the good points, not just say “the teaching is good.” Moreover, facilitators can crosscheck the steps in the guidebook with the actual practicing lesson. Small group facilitators should know when to finish the lesson, when to have a break and when to return back to the group. They should not wait to be told. Please make sure that all participants have equal chance to practice the lesson. Small group facilitators have to be aware that they are responsible for making all members of the group understand the lessons. In order to manage the time effectively, facilitators can act as a time keeper or ask one student to keep the time.

Every day, we spend too much time on logistics such as material distributions and registration. Group leaders should understand when to take attendance. If the attendance cannot be taken in the morning, you should not continue to the teaching hours which shift participants’ attention. Attendance can be taken during the breaks or lunch time.

Roles of group leaders: Group leaders should take a more active role, not just as report writers. They should take part in answering the questions on the textbook and explaining the methodologies in the guidebook. Group leaders should not allow national and provincial teachers to go alone. Please walk around the classroom to observe the environment and the level of enthusiasm among participants. Sitting in front of the computer or walking outside the classroom should be avoided as much as possible. Likewise, national and provincial teachers should not sit still in front of the classroom. They should sit at different location, especially at the back of the classroom to observe the teaching and take note for their own improvement and the improvement for the whole training. In contrast, participants should sit close to the board for more effective learning. According to the experiences, those who sit far from the board do not pay much attention. They take advantage of this to do different things that do not relate to the training.

Other logistical challenges:

- Facilitators should inform the participants that they should not ask about history during the methodology session. Their questions should focus on the methodology; otherwise, the whole session will lose focus. However, this is not exclusive.
- Facilitators should understand that participants are teachers, some of whom have taught students for many years. However, this is their first time in peer teaching. Some of them are nervous and forget some points during the teaching.
- There is a report from provincial teachers who participated in Prey Veng that K-W-L chart was not taught in the provincial teacher training in the Phnom Penh region.
- Each national and provincial teacher has the responsibility to present four chapters in either the textbook or guidebook for two days in a row. According to

the previous experiences, we should rotate the day among national and provincial teachers so that they have time to prepare lesson plan.

- Facilitators should guide the discussion around the topic, not to bring outside topics for the discussion. For example, they should not discuss about the ineffective work of the Ministry of Education during the discussion on the history.
- Some participants have master degrees. Therefore, they do not want to listen or work under the supervision of the provincial teachers. Usually, they turn to national teachers or DC-Cam's staff for comments.
- DC-Cam's staff who writes stories for the magazine should not interview teachers during the study hour. This interrupts the training.
- Some teachers who are going to teach for the next day do lesson plans during small group practicing lesson. Facilitators should pay attention to this problem and stop it.
- The observation checklist should be distributed at the end of each practicing lesson. When it is distributed during the practicing lesson, participants read the observation without paying attention to the teaching.
- The evaluation form should be distributed at least four times during the whole training. It should be distributed at the end of each day.

Strengths and weaknesses of national and provincial teachers

National teachers have improved a lot, for they have gone through three trainings already including the second commune teacher training. National teachers are well prepared for their presentations on both textbook and guidebook and leading group discussions. This capacity increases their confidence and teaching effectiveness. Provincial teachers are still limited in terms of their capacity in both teaching and leading group discussion. Provincial teachers need a lot of assistance from national teachers in answering the questions from participants. Moreover, provincial teachers have to prepare lesson plans before coming to class. They have to know what and how to teach. Nevertheless, both national and provincial teachers prepare lesson plans only on the lessons they are presenting. Actually, they need to understand all lessons and chapters in the textbook and the guidebook in order to lead the small group discussions in the afternoon.

Though the level of provincial teachers is relatively low compared to that of the national teachers, their capacity in doing presentations and leading group discussion improves from day to day. From day 3, provincial teachers are well prepared for the presentations. They prepared extra lesson plans at night such as writing objectives on the paper and sticking it on the board. This preparation reduces the amount of time in administrative work. Moreover, they are confident in leading small group discussion. For instance, one provincial teacher Mr. Maonh Nai started his presentation by saying that "Now, I am a plane driver, and you are the passengers. If I land in Korea, you will be in Korea. If I land in the US, you will be in the US. If I land on the sea, you will die. So, you have to listen to me, ok? Now, first of all, please turn off your phone. Then be quiet and listen to my presentation."

Impacts

From passive to active habit: some participants said that they are too busy participating in the training. They have to come to class on time and fully participate

in the classroom discussion for seven days. They have to do a lot of activities during the day and read books and prepare lesson plans at night. Therefore, the training introduces a new habit or at least gives them an example of active learning and teaching although we realize that they have difficulties doing so in reality. We give the impression for all participants that they have to participate in the training for the sake of knowledge and understanding, not participate for the sake of attendance, certificate and money.

Some participants are not courageous enough to practice lessons in the afternoon. They feel nervous and are afraid of making mistakes. After practicing lessons, they feel that they have learned a lot and want to do it again. The training gives them a sense of how to be a good teacher and how to teach effectively. Provincial teachers also have improved their leadership skills.

Emotional sensitivity: One trainee mentioned that she almost could not open the textbook. Seeing the pictures in the textbook reminded her about her father who was killed in Tuol Sleng. Knowing this information in the early 1980s, her mother became weaker and weaker and died as a result. The deaths of her parents and her pains still remain to some degree in the present day.

Film screening: The films attracted a lot of attention from the participants. In the context of this teacher training, film screening has two main strengths. First, the films are good transitions to the presentation and discussion on the textbook. Second, the films help both trainers and trainees to teach and practice lessons related to the films.

Learning from peer: Some participants were born after the KR. Therefore, they learn history not only from the textbook and the training process but also from older teachers who experienced the KR period directly. This happens when young teachers act as teachers and old teachers act as students and answer the questions.

Footnotes: Teachers do not know how to read footnotes. Facilitators should explain to them how to read and how to write them. Therefore, participants learn how cite sources properly in their research.

Survivor's story: A guest speaker can present a powerful message to participants. They understand the importance of survivors' stories and give value to them. Life stories complement the description in the textbook. History is a combination of individual stories. Participants start to appreciate the stories told by survivors including their parents and relatives.

Learning from doing: Provincial teachers have limited ability in conducting presentation on the textbook. There are several reasons for this obstacle: First, they have limited knowledge on the KR history. Second, they are not familiar with presentation. Third, they are nervous standing in front of too many teachers. However, this is how they learn to cope up with this kind of situation and to learn. When provincial teachers cannot answer the questions, national teachers enter to help. It shows how they learn to work with each other as a team.

Competition: In order to encourage each member in each group to model lessons effectively, it is important to find out who is the best in each small group? Then ask all members in the group to comment why he/she is best. Ask them to take him/her as example and try to do as good as him/her. We have to introduce competition within the group in order to improve the quality. Good leadership, feedback from small group leaders and evaluation from group members may not be enough in some cases. Whether participants can practice lessons well or not depends on several factors: (1) the effectiveness of morning sessions practicing lessons by provincial teachers and national teachers; (2) The effectiveness of leadership roles of provincial teachers; and (3) evaluation among group members. When each member gives constructive evaluation, it provides several advantages: (1) the evaluator knows, understands, and learns by giving evaluation. (2) The presenters know and understand their gaps and will do their best to improve the next time. (3) Other members in the group learn and will try to improve their modeling lessons. Please note that small group leaders should try to avoid the sense and the situation where members take this opportunity to attack each other. They should not take turns to attack each other in a sense of revenge.

Health: DC-Cam's staff members, national teachers, and provincial teachers should take the health of the participants as serious as their own health. Each morning, group leaders (DC-Cam's staff) should ask not only "how are you?" but also "how is your health?" Small group facilitators should report to the group leaders any problems with the health of their members immediately in order to take action in time. In Prey Veng, one teacher developed high blood pressure and collapsed in the class. Had we not taken him to the hospital on time, he would have died or become disabled and that would bring a big negative impact on the whole training. Moreover, it would bring great difficulty to his family since the father becomes disabled.

Note on the errors in the textbook: There are some areas in the textbook that need revision. These include:

- Chapter 1: Summary: Summary should stand on its own. It should not be marked as chapter 1.
- In Khmer language, we should not use the word «្រ» for all chapters.
- Chapter 9, page 60: S-21 is composed of Boeng Keng Kang primary school. It is Tuol Sleng primary school, actually.

Comments and requests from participants

The level of enthusiasm is high. Visually, we cannot see this enthusiasm. Talking to them informally outside the classroom during the break, we learn their feeling. One teacher comments that, "if I did not attend this training, I will feel regret." Four times during the week, participants fill in an end of the day evaluation form. The following are requests from the participants:

- Big paper, A-4 paper and markers to prepare lesson plan;
- Publish more DK history textbook for students and teachers;
- Continue collaboration between DC-Cam and the Ministry of Education to work on the training;
- Need more documents on the KR;

- Increase per diem to 15 USD per day;
- Explain difficult terms;
- VCD instead of DVD since they cannot play DVD at home;
- More explanation on K-W-L chart;
- More information on the disappearance of Tou Samuth and Hu Youn;
- More photos on the KR regime;
- Lesson plan on all lessons;
- Magazine of all issues;
- Provide training every year;
- Answers for all the questions;
- Trainers provide clear information;
- Trainers need to have conformity in their instruction;
- A glossary of key Khmer Rouge terminology;
- Videos about Khmer Rouge torture.

Overall environment

- **Refreshment** is fairly good. It is served two times per day: one in mid-morning and the other one in mid-afternoon. Refreshments includes fast food and fruit accompanied with mineral water.
- **Venue:** The meeting hall is good. The hall and all rooms are cleaned up everyday. The team bought four extra fans for small classes since the weather is so hot at this time. In general, participants feel comfortable with the environment though it was considerably hot.
- **Punctuality:** as pointed out in the logistical challenges, a few trainers and trainees came late for about 15 minutes. However most participants arrived ahead or on time. The team emphasized everyday that participants should come to class about five to ten minutes in advance.
- **Materials:** The team had all necessary materials needed for the whole training. In rare cases, the team had to spend time to copy extra materials such as evaluation form and observation checklist.

Conclusion and recommendations

Generally, the second commune teacher training yields a successful result. The level of interest and enthusiasm from both trainers and trainees has increased significantly. The information communication between DC-Cam and the Ministry of Education as well as with concerned officials in the provinces where trainings take place is effective and quick which is one of the key factors leading up to the success of the teacher training. National and provincial teachers understand their roles and responsibilities in conducting teacher training. They are well prepared in terms of lesson plan, presentation and explanation to the participants. In spite of these facts, there are some concerns and recommendations that need to be addressed to improve the subsequent trainings.

The first concern that is apparent in the three provinces, and which is discussed in detail in the challenges section, is that the participants were often confused with the lessons in the guidebook and how they relate to the textbook. Because these concerns were so common, it would be beneficial for team leaders to review the way they introduce the materials to the group and decide if they can make any adaptations to the way they present the teaching materials. Careful attention should be paid to the

way in which facilitators walk participants through the materials (taking time to explain how footnotes and bibliographies are used and the difference between chapters and subchapters, for instance). Facilitators could potentially ask questions to various participants to ensure that there are no problems in understanding. It will be necessary for most participants to understand the structure and purpose of the textbook, and the structure and purpose of the guidebook, before the entire group can begin to productively discuss issues relating to the content of the materials.

The second concern stems from reactions reported in all three training sessions, that participants were often confused with the teaching methodologies being presented. At some points, when facilitators were attempting to speak about pedagogical issues, participants began to ask questions about DK history. It was reported that these kinds of interruptions consumed a lot of time and energy. It will be necessary for facilitators to emphasize that questions relating to teaching methods are different than questions relating to teaching content; however, there seems to be a much more important problem at play here.

In order to cope up with the both educational and logistical challenges addressed in the challenges section, DC-Cam will hold two review meetings: one with national teachers and the other one with provincial teachers. The aims of the review meetings are to discuss the challenges we faced in the previous trainings and solutions we have provided. In the meeting, national and provincial teachers are required to go over the DK history textbook and the teacher's guidebook in detail. Doing so, national and provincial teachers possess enough knowledge and understanding on the content of the history and methodology to improve the subsequent trainings.

Appendix 1: Comments from Chris Dearing

Overall Summary: The level of consistency between the trainings has increased markedly, and there is a greater quality in the level of instruction given to the participants as a result. There are still some gaps. One province was not having daily meetings, and all the provinces informed me that the provincial trainers were still having trouble with the methodology. The national trainers appeared to have become more adept with fielding questions on both history and methodology; however, I did not observe anyone modeling lessons from the guidebook. When I inquired on this, I was told that the guidebook was being modeled and explained each morning for each province but because of my arrival, this session was deferred. Significantly, I found that once lessons were modeled, the participants felt greater confidence in trying out the new methods in their small groups. There is still some confusion on specific lessons in the guidebook, namely: KWL chart, Jigsaw, Survival Box, and the Foreign Relations brochure. There was also some confusion on how the guidebook, textbook, and workbook relate. The trainers and participants still strongly adhere to a teacher-centered style, but I noticed at least several examples of participants practicing student-centered approaches in each province, demonstrating some progress in this area. There is a slight disparity in the organizational structure adopted by the provinces; one province was organized very bureaucratically and the others seemed more fluid. I did not observe enough to definitively say one approach was working better than another, but I can state that the more bureaucratically-styled provincial team seemed to be responding efficiently to student needs.

Provincial and National Trainers: Overall, the training is having a significant, positive impact on the professional development of the trainers. Because the trainers, both national and provincial, have a vested interest in the success of the program (via their responsibilities to deliver effective lessons and presentations), there is a great deal of positive growth and energy by most of the trainers. The trainers are growing increasingly confident in using certain lessons, and they are becoming more adept with fielding questions both on history and methodology.

Positive Observations:

- Some trainers exhibit a genuine interest in the participants' learning and practice with the materials.
- Some trainers exhibit great confidence in teaching other teachers in the materials.

Areas for Improvement:

- Some trainers feign interest in participants' lessons; fail to take notes during small groups.
- Some trainers are allegedly providing incorrect historical information.
- Some trainers are confused on methodology and contribute to participants' confusion.
- Some trainers emphasize administrative details over content or value of the lesson.
- Time management is not actively regulated well in at least one province.
- Some trainers misunderstand the purpose of feedback sessions to participants during the small group sessions; only positive feedback given, participants afraid to give constructive criticism.
- Some trainers dominate feedback sessions; participants given insufficient time to self- and peer-evaluate.

Participants:

Overall, the training is having a significant, positive impact on the professional development of the participants. There is greater consistency between the provinces in terms of the quality of training, as compared with the disparities seen during the provincial training in 2009, however there are still some gaps in terms of team dynamics. Specifically, if the trainers in one province are less enthusiastic than another province, the difference is observable in the participants' energy levels. Ultimately, the participants appeared to be genuinely excited in the program and in learning as much as can be taught in a week long course. While there are noticeable gaps in their understanding of the history and the methodology, these gaps are no more drastic than what was observed with the provincial and national level trainers during their training.

Positive Observations:

- Genuine interest in the program; all participants are very enthusiastic when delivering small group session practice lessons.
- Energetic debate on history.
- Some participants are actively trying new methods when they are modeled for them.

Areas for Improvement:

- One province had small group sessions that were very dull and lacked energy; both by the participant teaching the lesson as well as the participants in the group.
- Participants are hesitant in giving constructive criticism during small group sessions.
- Some participants are hesitant in practicing lessons they are not familiar with.
- Some participants lack creativity or willingness to try new methods.
- Many participants feel compelled to give short, brief responses to questions; they are not familiar with participating in or leading class discussions;

NOTE: They are very comfortable and, indeed, lively in debating questions when given to them in small groups.

Ideas for Improvement:

1. Coordinators could experiment with having facilitators organize small group competitions on who can deliver the most creative lesson in their respective small group. At the end of the workshop, each group elects the participant with the most creative lesson in the group and they will be the "Best Trainers" for the Provincial workshop. Presenting them with a small certificate or simply a verbal recognition at the end would be an incentive for participants to be try lessons that they are unfamiliar with. Competition would also increase the energy in the small groups.

Appendix 2: Questions from participants

1. Where and when was the tripartite coalition government established?
2. Why did Prince Sihanouk and Sen San form coalition with the Khmer Rouge?
3. Did the UN know about what happened in Cambodia? Why did the UN not intervene and help?
4. What are the effects of the KR to the people?
5. What are the differences among Viet Minh, Viet Cong and Thieu-Ky?
6. Why did Noun Chea not become party secretary?
7. There was a market in Phnom Penh, what means of exchange did foreign embassies use to buy food?
8. How long was this market extended?
9. What clothes and color did the sellers wear in the market?
10. Why did Pol Pot kill Son Sen and his family?
11. Trainees want to know clearly where the regions are situated. For example, which district or province does region 20 locate?
12. Why did the KR use code number for each region and zone?
13. The KR required three tons of rice per hectare. When this quota is not met, did the top leaders know about this?
14. Why did they kill?
15. What are the differences between socialism and communism?
16. Where was the coalition government established?
17. Why did Prince Sihanouk continue to support the KR after 1979?
18. Why did the UN offer the seat to the KR after 1979?
19. What were the reasons for the deaths of people during the evacuation of Phnom Penh?
20. What was "Maoism" like?
21. How did the Khmer Rouge eliminate classes?"
22. Why did the Khmer Rouge wear black cloth?

23. Why didn't UN recognize the PRK?
24. What are the differences between Marxism-Leninism and Maoism?
25. Did the King involve in the creation of the KR?"
26. Who were the Khmer-Issarak?
27. After the coupe, did the general Cambodian support the King or Lon Nol?
28. What does "testimony" mean?
29. Where is the word "Prey Maquis" (Maquis jungle) came from?
30. Why did Son Ngok Minh (A-Cha Mien) disappear?
31. Why did the 100 Riel note in the 1980s have image of Seung Ngok Ming printed?
32. Will there be any distribution of the book to student, after this training?
33. Why did almost all of the KR leaders changed their names?
34. What does the KR flag mean?
35. Why are Hou Youn and Hu Nim rarely seen in any document?
36. Why was Pol Pot not the head of state? Who was more powerful, Khieu Samphan or Pol Pot?
37. Who and what is Angkar?
38. Because the time for overall teaching is limited to only 30 minutes, so will the five-step method be implemented or not?
39. Did the KR dress in black from the start (since when they came in) or mix of some casual and normal dress? And where was the fabric from? Is it imported from China?
40. Why did KR choose the black clothes as their dress code?
41. Why did Ieng Sary's wife change her surname from Khieu to Ieng?
42. Why do we need to study history of Democratic Kampuchea?
43. What is autonomous region? Who was the leader of the region?
44. Why didn't they use machinery equipment during that period?
45. Why didn't they use the intelligent people?
46. How many factories were in process during that time? What are those factories?
47. Who imposed the four year plan, Pol Pot, Khieu Samphan or Vorn Vet? Why did it fail?
48. Why were there class divisions in the KR regime such as base people and new people?
49. What is the definition or meaning of History Cycle?
50. Why did the KR provide only short and less education to children and then let them working in the rice field?
51. How to interview the perpetrator? What are the methods to encourage the perpetrator to speak and to tell the truth?
52. How do we know that the information we get from the interview is true or not?
53. Why did the Khmer Rouge force their people to work hard and gave little food to eat?
54. Where did the Khmer Rouge transport rice to?
55. How many hours did people work per day?
56. Was there a break during DK?
57. What life was like when people were working? Did they laugh or play with one another?
58. Did village chief observed people working every day?

59. What did people do in drying season?
60. Who was the director of S-21 before Duch?
61. Why Thailand supported the Khmer Rouge who were communists along the border?
62. Teaching about DK history has reconciliation implication, who would be reconciled?
63. How would genocide education lead to reconciliation?
64. Was the United Front for the National Salvation of Kampchea established by Heng Samrin or by Pen Sovann?

Appendix 3: Training team

Province	DC-Cam's Staff	National Teachers	Provincial Teachers
Takeo	<ol style="list-style-type: none"> 1. Eng Kok-Thay 2. Ser Sayana 3. Nhean Socheat 4. Chy Terith 	<ol style="list-style-type: none"> 1. Sek Sokha 2. Chin Yahorn 3. Chhim Dina 	<ol style="list-style-type: none"> 1. You Rada 2. Heng Chark 3. Sak Bora 4. Suy Sopheap 5. Kim Vouthy 6. John Sopheap 7. Bun Yoeung 8. Chhim Sam Ul 9. Y Sothy 10. It Vai 11. Set Yeng 12. Sam Borath 13. Meng Srea 14. Meas Thong 15. Son Ratana
Prey Veng	<ol style="list-style-type: none"> 1. Dy Kamboly 2. Pheng Pong-Rasy 3. Sirik Savina 	<ol style="list-style-type: none"> 1. Mom Met 2. Seng Pisethneary 	<ol style="list-style-type: none"> 1. Hem Rumnea 2. Pich Sinoeun 3. Tep Phana Phyrum 4. Oung Kanputheara 5. Maonh Nai 6. Khim Vorn 7. Nhem Socheat 8. Orn El 9. Chea Sout 10. Yin Sokunthy
Kampong Thom	<ol style="list-style-type: none"> 1. Vanthan Peou Dara 2. Prak Keodara 3. Ly Sokchamroeun 	<ol style="list-style-type: none"> 1. Sambo Manara 2. Teng Sophea Leaksmei 	<ol style="list-style-type: none"> 1. Un Moeun 2. Khath Samal 3. Long Tith Sacphea 4. Yim Ammara 5. Sann Ouk 6. Lay Hong 7. Phok Sophanna 8. Vang Puthy