

Genocide Education Project
The Teaching of “A History of Democratic Kampuchea (1975-1979)”
Report--Third Commune Teacher Training
June 24-30, 2010

Executive Summary

Third commune teacher training was conducted as part of the Documentation Center of Cambodia (DC-Cam)'s Genocide Education Project, a collaboration between DC-Cam and the Ministry of Education, Youth and Sport. The first and second commune trainings were conducted in April and May respectively with 512 trainees from thirteen provinces. The third commune teacher training was conducted over seven days from June 24-30, 2010 with 300 trainees from five provinces: Siem Reap, Banteay Meanchey, Svay Rieng, Pursat and Pailin. The training was conducted in three locations: Siem Reap (50 trainees from Siem Reap and 100 trainees from Banteay Meanchey), Svay Rieng (100 trainees), and Pursat (35 trainees from Pursat and 15 trainees from Pailin). The trainings in these three locations were conducted simultaneously following the first and second commune teacher training program.

The training took place from approximately 7:30 AM to 11: 30 AM and from 1:30 PM to 5PM. An opening ceremony was held the morning of the first day with all trainees and trainers and was presided over by the Head of the Provincial Education Office. This was followed by presentations on two chapters from the history textbook and two chapters on methodology from the teacher's guidebook. From day 2 to day 6, presentations on the history textbook and teacher's guidebook were conducted each morning while the afternoon sessions were devoted to small group lessons. In the afternoon, trainees were divided into groups of ten with one provincial teacher trainer as facilitator. The Siem Reap site consisted of fifteen small groups; Svay Rieng consisted of ten small groups; and Pursat consisted of five small groups.

The success of trainings depends mostly on the capacity of the teacher trainers. Siem Reap consisted of seven national teacher trainers and fifteen provincial teacher trainers. Svay Rieng consisted of four national teacher trainers and ten provincial teachers. Pursat consisted of two national teachers and five provincial teachers. National teachers acted as monitors and observers of the training in addition to their role as teachers. National teachers performed less technical roles which are the responsibility of the provincial teachers. Although national teachers made presentations on the history textbook on the first day, they performed more advisory and observational roles during the course of the training. Each morning national teachers observed provincial teachers conducting presentations. Occasionally, national teachers stepped in to help fill in any gaps in provincial teachers' presentations. In the afternoon, national teachers walked from one room to another to observe the small groups practice and to provide feedback to the groups. If any group was unable to solve a problem among their members, national teachers stepped in to help.

Each training site had one leader and one assistant. The leader was responsible for the general activities of the training in his/her location. The leader acted as trainer, observer and commentator. The leader took care of both technical and logistical

issues, ensuring that the training yielded successful results. The leader provided instructions to national and provincial teachers from time to time to ensure that the training proceeded smoothly and that the training process was effective. At the end of each day, the leader conducted a review meeting with all national and provincial teachers in order to discuss the challenges of the day and find solutions. The leader was also responsible for identifying the main problems of the day and issuing instructions to avoid repeat problems. She/he also took care of the report writing for the training.

Below is a summary of the reports from the third commune teacher training. The report covers the preparation for the training; the opening ceremony; and the daily activities, challenges, and impact of the training.

Preparations for the training

Prior to the training, the teams travelled to their respective sites to prepare the training locations. At each training site, the teams met with the Head of the Provincial Education Office to inform him/her about the training and to invite him/her to preside over the opening ceremony. Then, the team would meet with the Head of the Pedagogical School (or secondary school or primary school principal in case the pedagogical school was not available to host the training). The purpose of this meeting was to inform the school about the letter from the Ministry of Education instructing the school to assist DC-Cam in conducting the training. At the pedagogical school, the team examined the classrooms to make sure that they had enough space to conduct the training. The teams also discussed with the pedagogical school necessary preparations such as snacks and whiteboards and other materials necessary for the training.

One day prior to the training, DC-Cam's team met with the national and provincial teachers assigned to each training site. The purpose of the meetings was to review all the challenges from the previous trainings, the training program, and the teachers' roles and responsibilities. Each trainer was required to fully understand the following points:

1. What were the challenges of the first and second commune teacher trainings? What are the solutions to those challenges? All trainers are expected to understand the challenges that will inevitably occur at all trainings and learn the key solutions to solving those problems. They are also allowed to provide comments and discuss solutions in detail.
2. *Training program:* during the review meeting, the leader goes over the program day by day. The trainers are required to know the activities of each day in order to be well prepared and ready for each day. For example, the activities in day four include a guest speaker and the lesson that requires guest speaker. Knowing this, trainers will select participants who experienced life under the KR to be the guest speakers. Being ready with this activity saves a lot of time and makes the training effective.
3. *Roles and responsibilities:* what are the roles and responsibilities of national and provincial teachers? Both national and provincial teachers are required to do

presentations either on the history textbook or teacher's guidebook two times during the seven-day training. Presentations take place each morning. In the afternoons, provincial teachers facilitate small groups practicing lessons while national teachers are observers. In addition to the technical roles and responsibilities, the trainers have to understand their general roles and responsibilities as trainers. They have to be aware and keep telling themselves, "My job is to train history teachers who are my students. My job is to make sure that my students understand the lessons. My job is to help my colleagues finish the lessons on time, successfully and effectively. I am the owner of the training. I am contributing to building knowledge on KR history to my students who will transfer this knowledge to their students. I am contributing to my country to educate the younger generations about KR history. I am contributing to bring about national reconciliation and genocide prevention." By understanding these roles and responsibilities, they will have confidence and incentives to carry out their job effectively.

4. *Additional responsibilities:* Every day, the group leader walks from one room to another to observe the challenges of the day. At the end of each day, all trainers are required to attend a meeting with the group leader discussing observed challenges and their solutions.

After the review meeting, one national teacher provides a model presentation and mock lesson. Provincial teachers, though they attended the training, have little knowledge about how to conduct presentations and peer teaching. Together with nervousness, this will prevent them from delivering the lesson effectively. The modeling lesson by a national teacher provides them a secure foundation on for this task and also to move on to teaching other lessons. Provincial teachers were asked to use large paper for their presentation preparation instead of an LCD projector. Compared to the previous trainings, this new measure is really effective. Provincial teachers conducted effective presentation on both the textbook and the guidebook starting from day 1.

The opening ceremony

The third commune teacher training at each of the three locations began at the same date and time and with the same activities. The morning of 24th, an opening ceremony was held at the training sites at 8 AM. These ceremonies were presided over by three key-note speakers: the Head of Provincial Education Office, a representative from DC-Cam, and the Director of the Pedagogical School (in case the training took place at any school other than pedagogical school, the school principal replaced the director). The ceremony started with the welcoming remarks of the director of the pedagogical school or school provincial. DC-Cam's representative was the second speaker addressing the purposes of the teacher training and general procedure for the training. The Head of the Provincial Education Office gave the final remarks and recommendations to all participants.

For instance, in Svay Rieng, Mr. Ke Chhan (Deputy Head of Svay Rieng Provincial Education Office), Mr. Peou Dara Vanthan (DC-Cam's representative), and Mr. Sou Sithan (Deputy Director of the Provincial Pedagogical School) presided over the

opening ceremony. Mr. Dara explained the training program for the seven days. He said that the training would be held from 7:30 AM to 5 PM and that participants would be divided into small groups of ten in the afternoon to practice the lessons. Participants are required to attend the training every day. Each participant is required to demonstrate their knowledge through full participation and peer teaching and feedback. Moreover, each participant is required to conduct two practice teachings within the seven days. Mr. Dara then discussed the history of the Genocide Education Project. He explained that DC-Cam and the Ministry of Education had already trained 24 national teachers and 180 provincial teachers. Moreover, DC-Cam and the Ministry have completed two commune teacher trainings with a total of 512 participants. He concluded his talk by emphasizing that the purposes of teacher training are to educate Cambodian youth about Khmer Rouge history, to promote national reconciliation and to prevent future genocide. He encouraged participants to pay attention, ask questions and try their best to gain knowledge from the training.

Then, Mr. Ke Chhan gave his speech. He thanked DC-Cam as well as national and provincial teachers who made the training possible. He spoke about the need to teach accurate KR history to the younger generations. He said that most young teachers knew KR history only from their parents and grandparents. He urged participants to play close attention to the lessons. He emphasized, "If you receive the wrong information, you will teach the wrong information."

Daily activities

1. Daily activities in Siem Reap

Training in Siem Reap consisted of 150 participants who were divided into three large groups of 50 each. The groups gave historical presentations on two chapters per day with methodology instruction. On day 1, for instance, the groups gave historical presentations on Chapter 1 & 2. Group 3 focused on defining the Khmer Rouge and how they came to power. On the board, the presenter posted large white posters full of written instructions. The presenter asked the students probing questions such as "what was the United Issarak Front?", and "What did the Vietnamese communists want to create in Cambodia?" All of these questions came directly from the teacher's guidebook. Students raised their hands to answer the questions or answered as a group. The presenter concluded his or her presentation, and a national teacher took over the classroom in order to fill any gaps in the presentation and to answer more questions.

On the second day, DC-Cam staff began the morning by showing short films to the trainees about the Khmer Rouge regime; these films included: S-21, the Liberated Zone in 1973, Children of Cambodia, and a Prison in Prey Veng and Basit in 1979. The Children of Cambodia film resonated with the trainees. The film showed many images of children foraging for food and taking care of themselves. Mr. Khamboly Dy pointed out to the audience that there were many orphans after the Khmer Rouge regime. During the film screening, trainees actively discussed their own childhoods and their relatives' lives after the KR. Trainees then broke up into three groups to give their presentations on KR history and methodology. In the afternoon

following lunch, trainees divided into 15 small groups to begin their model practicing lessons on Chapter 3 and Chapter 4.

Some sample lessons on the morning of day 2 included:

- 1. Classroom 1:** A provincial teacher presented Chapter 3. He started by giving the objectives of his presentation and he reminded trainees of the previous content they had studied in Chapter 1 and 2. He discussed the difficult vocabulary used during the KR and how teachers could either explain all the terms to students before reading a passage or could read the passage and explain the terms to students as they worked through it. He then began his historical presentation on Chapter 3. He presented the objectives of the chapter and then directed trainees to look at the pictures in that chapter. Next, he invited the national teacher observing the class to share her own experiences during the KR regime. She told her life story beginning in the 1960s when she got married, her teaching career and the collapse of the Lon Nol regime. She detailed the difficulties she experienced while living under the KR regime. After she finished her life story, the model teacher opened the floor for questions. One teacher commented that after listening to the national teacher's story and reviewing the pictures in the book, she better understood the suffering of the Cambodian people. The model teacher then asked the participants to take five to ten minutes to write a story/description based on pictures in the textbook, their knowledge, and the guest speakers presentation. After trainees finished writing their thoughts, he invited some to share what they had written.
- 2. Classroom 3:** A provincial teacher presented Chapter 3. He began his lesson by instructing trainees to write down any questions they had and to save them until he finished his presentation. He linked Chapter 3 and 4 by discussing how the KR came into power as well as what happened after the regime collapsed. He divided Chapter 3 into six main points. He explained the Angkar's organizational chart. He followed the methodology of the book. For example, while teaching the organizational chart on page 26, he informed the class where the leaders on the chart are now. He also shared his personal story of how he joined demonstrations in the 1970s at Cambodia University to oust the Vietcong from Cambodia. By sharing personal stories, the teacher did an excellent job of connecting the students to the material. He even sang part of the national anthem written by Pol Pot. After he finished his presentation, he asked if anyone had any questions. A trainee asked when past KR leaders died. Another trainee asked why Prince Sihanouk allied the country with Pol Pot and asked for help from Vietnam. Mr. Dy entered to help classroom 3 by responding with an in-depth overview of history and international relations leading up to the KR regime's reign. Another trainee asked why Son Sen was killed and why So Phim committed suicide. Mr. Dy explained the purification that the KR leaders carried out against their own KR officials.

In the afternoon, the three big groups were divided into 15 small groups of ten. The following are some small group model lessons from the afternoon of day 2:

- 1. Group 1:** The model teacher began her lesson by sharing the objectives of the lesson which were written on white poster paper and taped to the classroom whiteboard. She taught Chapter 3. Throughout her lesson, teachers raised their hands and asked questions. She made use of the whiteboard by writing on it during her lesson. She followed the workbook. She also actively asked questions of the trainees. After she finished her teaching, the provincial teacher who was the group facilitator asked trainees if they had any questions about her lesson or any suggestions about how she could make her lesson more creative. One trainee responded that the teacher should not read the objectives. She should let students read the objectives. The trainee also suggested that the model teacher should ask students whether they needed further explanation on any terms. The facilitator followed by reminding trainees that no one would teach perfectly. Everyone was there to learn. He then suggested that the model teacher could improve by using the suggestions of the trainees by allowing students to read the objectives and asking students what they think a word means.
- 2. Group 5:** The model teacher started by introducing himself, telling where he is from and where he teaches. He then took attendance. Next, he posted his white posters on the board and shared his objectives with the trainees. He taught Lesson 1 of Chapter 4. He asked one trainee and then another to volunteer to share their ideas of what “organization” meant. He also asked them what the term national anthem means. On the board he had other terms and phrases written, such as, “Who is Ta Mok?,” and “Who is So Phim?” Next, the model teacher instructed the trainees to turn to page 22 and he put them into three groups. Each group was assigned pages to silently read and then discuss. He instructed the groups to write down what they discussed in their workbook. At the end of the group discussion, he invited a student from each group to discuss what their group wrote and talked about. He went through all three groups so that each group contributed their writing and discussion. At the end, facilitator provided his comments. The facilitator noted that often when students did not volunteer to answer questions, the model teacher was at a loss. In this situation, facilitator suggested that the model teacher pick a student to response or share. Facilitator also commented that silent reading is not an ideal technique for long reading passages. Instead, he suggested that the model teacher split up long reading passages between students to read out loud while saving the silent technique for short passages. He also noted that although the model teacher started his lesson with objectives, towards the end of the lesson, he was not following the objectives he had outlined for the class.

At the end of each small group modeling lesson, members of the small groups give comments to the model teachers. At this point, facilitators allow trainees to give peer comments. This is an important process ensuring that teachers learn from each other. By giving comments, trainees learn from their own comments; the model teachers receive more in-depth understanding by learning from mistakes; and the whole group advances their knowledge on the methodology in the guidebook. When

trainees finish peer review, facilitators fill in gaps. In case there are no critical comments about the model teaching, facilitators are required to cross check the teaching with the guidebook so that facilitators can point out gaps for the model teachers. In other words, facilitators walk them through the guidebook.

Teaching methods for using guest speakers were introduced on day 4. The method was taught with the presentation on chapter 7 about the daily life during DK. Provincial teachers started the morning by looking for any teacher who used to be a victim or a prisoner during the KR. Then the identified teachers acted as guest speakers detailing their lives during the KR regime to the groups. Then trainers presented chapters 7 and 8.

1. Classroom 1: Farina So, a national teacher, began the presentation on chapter 7. She began by discussing how the cooperatives were formed by the KR. Then, Farina discussed family life. She mentioned that family members were separated, so they could not live together. Children worked in children's camps. If they were too young to work in the children's camps, they would be sent to child's centers where sometimes as many as thirty children would be looked after by one person. Farina asked how many hours did they think people worked during the KR regime. A student responded 12 hours. Farina then compared the hours that people work today to the hours that they worked during the KR. After that, Farina discussed other issues such as marriage and the abuses of child labor.
2. Classroom 2: Keodara Prak presented chapter 8 on the KR security system. He discussed the daily torture and interrogation suffered by prisoners. Usually, prisoners were accused of working for foreign spies such as CIA or KGB. If prisoners refused to provide wanted answers, they would be beaten. The KR organization believed that if you were sent to S-21, you were guilty without exception. He discussed the different ways that prisoners were killed at S-21. In some areas, prisoners were gunned down, had their throats cut with palm midrib or were suffocated with plastic bags. Dara Vanthan noted that these are just a few examples. One student asked if the KR used a model from other countries for the torture and interrogation methods. Mr. Dy helped answer this question. He responded that Duch worked under the supervision of Son Sen and Nuon Chea. However, he is not sure whether Duch borrowed a torture and questioning technique models from another country. Mr. Dy then discussed children's experiences under Angkar and how Angkar considered children as white paper on which they could paint any color. A male student asked how long women were allowed to rest after they gave birth. Mr. Dy pointed out that there was no specific answer to this question. It depended on specific locations.
3. *Small group model lesson:* In the afternoon, trainees were divided into small groups and began to practice lessons. Ms. Mith Pak taught lesson 2 of chapter 8. She started the lesson with a guest speaker. The guest speaker told about his personal experiences under the KR. He described what he witnessed in his hometown—people being arrested and sent to prison and answered many

questions. He noted that all of the cadres were very young. During his talk, he opened the textbook and showed a picture of chains that held people. After the talk of the guest speaker, Ms. Mith took over the class. She summarized what the guest speaker said and asked the students to share what notes they had taken during the guest speaker's talk. She also asked what the students felt when they listened to the guest speaker. One student answered that she felt much pity for the victims.

Evening review meeting: challenges and solutions

At the end of each day around 5:30 PM, Mr. Khamboly Dy led a review meeting with all national and provincial teachers. The meeting focused on the challenges of the day and solutions for those challenges. The meeting aimed at improving the quality and the effectiveness of the training for the subsequent days. It allowed trainers to share their concerns. Mr. Dy began the meeting by asking what the challenges of the day were. For the first day, he acknowledged that there were many logistical complications with attendance, equipment and materials. The purpose of the meeting was also to give everyone the opportunity to share their lessons and what they had learned. The followings are some challenges and solutions from the Siem Reap training site:

1. Modeling lesson: Provincial teachers have problem with modeling lessons because they have never modeled such lessons before. The methodology in the guidebook is new to teachers so it takes more time to model the lesson effectively.

Solution: Mr. Dy asked the provincial teachers to read sentence by sentence in the guidebook because the guidebook shows clearly the steps teachers should take in order to guide students effectively.

2. Definition of terms: Trainers and trainees have difficulties in explaining the terms. Some terms such as "Marxism" and "revolution" require a broader knowledge to explain. A number of teachers requested that DC-Cam produce a glossary that teachers could use as base to teach students. Teachers understand that they need to get the definition of terms from the historical context in the textbook.

Solution: Teachers should try to extract the definitions of terms from the context. However, it is understood that many Cambodian teachers do not possess the ability to look for meaning of difficult terms in context yet. Moreover, they lack research skills as well as resources. DC-Cam should consider producing a Khmer Rouge glossary which would become a foundation for teachers to be able to define terms based on their context.

3. Time management: Trainers complained that time management is difficult because each chapter has three to four objectives and there is not enough time to cover all of them.

Solution: It is important not to exclude any objectives, but at the teacher's discretion reading passages or other materials that are redundant can be excluded so all

objectives are taught. Another important point is that they have to start the class on time and encourage trainees to come to class on time. It is understood that the time is short to cover all materials in one week. However, we want to train teachers to do effective work in a short period of time. If they can manage during the short time during the training, they can do more effective work when they go back to their schools.

4. Presentation vs. modeling lesson: Trainers are not clear about the differences between doing presentations and modeling lessons. Trainers are required to do a presentation on the history textbook and to do a presentation and modeling lesson on the teacher's guidebook. National and provincial teachers disagreed whether questions could be asked throughout the presentation or whether questions should be saved until the end of the presentation. One national teacher complained that she received so many questions during her presentation that she was not able to finish her presentation.

Solution: Sometimes presenters can ask the audience general questions to keep them engaged. However, usually most questions are saved for the end of the presentation so that the presentation does not disintegrate into a group discussion.

5. Classroom participation: Some teachers are silent for the entire training period. Silent participants should be encouraged to talk. They may have a lot to share and contribute but be too nervous to say. Facilitators have to see the classroom environment and create equal opportunity for all to express their ideas. In other cases, some participants do not pay attention to the teaching. They read magazines or do non-learning activities during the study hours. Facilitators have to keep an eye on this.

6. Guest speaker: Some trainers reported that it is hard to find a guest speaker for the class. Some trainers shifted the activity to asking someone to read a confession in substitution for the guest speaker.

Solution: It is a good solution to have a student read the confession in case the teacher cannot obtain guest speaker for the class. However, this should be the last solution. It is important to try and arrange for guest speakers because students will learn how to listen, write and think critically from listening to the guest speakers. Guest speakers do not have to be outsiders. Senior teachers at schools can be invited as guest speakers. Alternatively, teachers can invite the students' parents to speak in the class.

7. Feedback: National and provincial teachers have to learn how to give and facilitate constructive criticism and substantive feedback. Often trainees are told that their lesson was "good" but are not given supporting information about why the lesson was good. In order to provide effective and critical feedback to the model teachers, all participants need to understand what foundations or mirrors they use to reflect the model teaching in order give critical feedback. There are three major mirrors teachers can use to reflect for feedback: teacher's guidebook, the objectives of each

lesson and the observation checklist. With these three tools in hand, teachers will have enough tools to give constructive feedback on methodology.

8. *Lack of confidence:* Some trainers reported that they did not have enough confidence to do presentation or to lead the group discussion. Some trainers did not express their lack of confidence, but through observation they did not have enough capacity and confidence to lead small group modeling lessons.

Solution: In order to have enough confidence, trainers need to possess in-depth knowledge about the materials they use. Moreover, they have to be well-prepared before coming to class. According to observation, almost all trainers lack these two elements. More than half of them have not finished reading the entire guidebook. They read only the chapters on which they were supposed to present while ignoring the rest. Additionally, they prepared their presentation only one day ahead of the actual presentation. Being good trainers, they have to read the entire history textbook, teacher's guidebook, student workbook, and other additional materials pertaining to the training.

2. Daily activities in Pursat

The Pursat training site consisted of 50 participants. The trainers began the first day of the training by explaining the program and detailing activities for the seven-day training. After that trainers started the presentation on chapter 1 and 2 of the history textbook. One teacher read out loud chapter 1, which is an introduction to the KR history. Under the KR, Cambodia became impoverished and lost its culture. The people lost their right to expression and freedom to assemble. The KR killed the educated people. People were forced to produce three tons of rice per hectare. Facilitators used K-W-L chart to present KR history. Facilitators explained that when teachers first teach their students, they should begin by asking students what they know and what they want to know.

Chapter 2 of the textbook proceeded with the same format. The facilitator had teachers come up and write on the white board under the K-W-L chart. The teachers wrote what they know and what they want to know regarding chapter 2, which is about "who is the Khmer Rouge?" Facilitator divided the students in three groups. The groups would each discuss points in chapter 2. The groups had ten to fifteen minutes to look through chapter 2 and to develop any questions they may have for the facilitators. The facilitator was also working to develop her own questions to ask the groups. After they finished, each group had to summarize for the other groups. This is part of the role-playing process. After the group presentations, each group had to answer questions from the facilitator. As a conclusion to the role play, the facilitator spoke on the importance of allotting time for role play in the teacher's lesson plan. The facilitator explained that there was not enough time for the teachers to do extensive role playing at the training. But when they returned to their schools, they would have more time to do this activity.

On the second day, the training began with film screening. The first film showed the liberated zone in Kampong Cham province. The second one was about prisons in

Prey Veng and Baset Mountain. The third film was about S-21 prison in Phnom Penh. The trainees had never seen the films before and were surprised by them. After the film screening, teachers were offered ten minutes to ask questions related to the film. One teacher stood up twice to ask the same question, "Why did the KR punish some people?" Professor Sambo Manara answered this question.

The second day moved to the presentation of chapter 3 and chapter 4 of the textbook and the guidebook. Chapter 3 and 4 were presented by a provincial teacher named Ning Keriya. Most teachers paid attention while she spoke. Some looked through their textbook while others took notes. All trainees were responsive when Keriya asked questions. One commune teacher asked about events before 1975. Another teacher asked about the United Nations. Another commune teacher asked about the fall of the KR. Mr. Doeun Sothy gave presentations on chapter 3 and 4 of the guidebook. He explained how to use K-W-L chart.

In the afternoon, teachers were divided into small groups of ten to practice modeling lessons. Below are some samples:

1. *Lesson 1, Chapter 4 "Actively Reading Chapter 4"*: The teacher began by asking questions of the class. The teacher wrote his lesson on the board. Students took turns reading out loud paragraphs in the textbook. The teacher explained his experiences and asked students questions from the paragraphs they read. He asked them to give meanings to the passages. He divided students into groups and gave them paper asking them to write down what they understood from the lesson. He gave each group a question to discuss. At the end of his model teaching, the facilitator gave comments on how each model teaching should be observed. The facilitator said when teachers divided students into groups, they should actively observe all the groups.
2. *Lesson 2, Chapter 3 "Visual Image of April 17, 1975"*: Before he started the lesson, the commune teacher asked questions of the students about what they already knew. He called on students to answer. He then began showing them pictures in the guidebook and asked them to participate and explain what they understood from the pictures. He handed out paper to the students so that they could record what they already knew. The students were asked to work in small groups. After that, each group was asked to report. He asked the students what the KR did when they gained control in Cambodia. He finished his presentation with answers from the students. The facilitator passed out an observation checklist to the students to evaluate the teacher's performance. Facilitator asked students to comment out loud on the model teacher's presentation. One student suggested that the model teacher should have told the groups his expectations and what he expected them to work on when he first put them into groups.

The following are activities of textbook and guidebook presentations from day 3 to day 6:

1. Lesson 2, Chapter 5 “Victim-Khmer Rouge Cadre Role Playing Activity”: Provincial teacher Ros Chanthorn presented this lesson. She explained the methodology teachers should use for their class. She had the commune teachers open up the teacher’s guidebook and divided the class into two groups. Group one was victims, and group two was KR cadres. The groups now looked at testimony in the guidebook. She told commune teachers to choose the topics and focus on the topics they chose. After finishing reading testimony, teachers would role play. A teacher from group two (KR cadres) came to the front of the class to role play. After the role play, Chanthorn discussed with the groups if the role play was realistic of the types of scenarios that happened under the KR. Professor Manara critiqued the role play performance.
2. Lesson 4, Chapter 6 “Analysis of the Khmer Rouge Ideology”: The commune teacher wrote the objectives of the lesson and questions on the board. He divided the class into small groups. Each group discussed the questions that he assigned. He chose one person from each group to discuss what was written on the board. He gave students assignments before concluding his lesson. After the model teaching, one teacher critiqued that the model teacher did not make enough connections throughout his lesson. The model teacher was also criticized for failing to tell the groups whether their answers were right or wrong. The facilitator then gave his comments on the model teaching. The facilitator suggested that the model teacher should praise students when they finished speaking. When the model teacher divided students into groups, the teacher should be specific about the group’s assignment. The class should discuss and answer the questions together. Facilitator advised that, through this approach, students could describe what they understood from the reading.
3. Lesson 3, Chapter 7 “Interview: A Survivor’s Story”: A provincial teacher began the lesson by posting on the board her objectives and the pedagogical steps of the lesson. She explained the skills necessary for interviewing and for developing effective questions for interviews. She then called on a commune teacher to role play an interview. One represented the new generation, and the other one represented a KR victim. When they finished, the provincial teacher explained the role play. Mr. Pheng provided additional comments on how to interview when interviewers and interviewee are from two different generations. He recommended that they should introduce themselves and then they should ask for a short story. When interviewing, questions should be relatable to the person being interviewed. He added that interviewers should ask questions that require thoughtful and conversational answers rather than merely asking yes/no questions. He emphasized the importance of students learning interviewing skills. He mentioned that when students go to university, they will be well prepared and equipped with the skills to successfully complete their research projects.
4. Lesson 2, Chapter 8 “Guest Speaker”: The provincial teacher started the lesson by explaining the three main objectives of the lesson which he had posted on

a large piece of paper to the right of the board. He started by asking questions of the students about the security system, including the victims and prisoners. After finishing the questions, the teacher wrote two of the objectives on the board and then went over the paper he posted up in detail while calling on students to answer more questions. The students shared their experiences and also what they knew about the KR security system; one student spoke at length. Then, the teacher requested the students come up with questions for the teacher. Finally, students were asked to share feelings about what happened under the KR, particularly about prison conditions and other events within prisons. He told students to review and read at home before the lesson ended.

5. *Lesson 2, Chapter 9 "Behind the Walls of S-21"*: The lesson has three main objectives: The students learn about the KR regime; students compare victim's experiences under the KR; and students think critically while watching the film. A large piece of paper with these objectives was posted on the board by the provincial teacher giving the presentation. The provincial teacher said that after watching students should be able to express their knowledge on film. He also asked some questions relating to the movie's content; several commune teachers stood up to answer. During this time, commune teachers asked clarification questions about the information in the textbook and guidebook. This presentation was relatively short, as the movie had already been watched earlier in the morning.
6. *Lesson 2, Chapter 10 "Foreign Relations Brochure"*: At the start of the lesson, the model teacher asked the students questions to review the lesson that was done during the previous session. She then referred to the objectives posted on the board and went over each with the students. The teacher drew the three-column K-W-L chart on the whiteboard. She asked students to tell what they understood and what they knew already about the topic at hand. Students volunteered to go forward and wrote under the K and W categories. She then read what was written on the board before beginning the real teaching activities of the lesson. Questions were asked of the students who did not write on the board to have them be involved in reporting what they knew and wanted to know about the topic of foreign relations during the KR period. Students read the text and then answered questions. The model teacher handed out blank sheet of paper to each student. The students discussed the topic in groups; this time, there were two groups. They were given instructions to write about the relationship between Cambodia and other countries. While the students worked in groups, the teacher observed each and provided suggestions to the students. A student from each group shared what they had written during the discussion. To conclude, the teacher assigned homework for the students.
7. *Lesson 4, Chapter 11 "A Comparative Mass Atrocity Study – Jigsaw exercise"*: A provincial teacher started this lesson by sticking the big paper on the board; the paper contained the objectives of the lesson which included explaining victims' experiences, sharing ideas with the other classmates, comparing genocide by the KR and crimes committed in other countries, and analyzing

the history of Democratic Kampuchea. A second paper was posted which provided instructions for what students should do later when they were broken into groups. The model teacher also provided an oral explanation of what the group work would entail. After the directions were given, the teacher had the students count off to split up into groups; each would discuss the experience of genocide in another country. The commune teachers moved their chairs to face each other or otherwise move to collaborate and discuss the questions about their assigned country. After a few minutes, the teacher reconvened the class together and asked each group to share their answer with the class. She then uncovered the bottom part of the second paper (with activity instructions) which explained how the students should switch groups—each new group should have one representative from the original groups. There was some confusion on what to do at this point, but two provincial teachers worked together to form a sample “representative” group at the front of the class. Each student in the new groups also had a specific task, such as reporter, writer, and facilitator. Professor Manara then further explained the methodology of group work, especially how group student discussion can be facilitated.

Day 7 which was the last day of the training started with the presentation of Mr. Youk Chhang, DC-Cam’s Director. Mr. Chhang asked a question of the commune teachers: “what is the purpose of the training?” A commune teacher responded that the purpose of the training was to complete learning what happened under the KR, especially what affected victims and the involvement of KR officials. It was also to learn how to live in peace together. At this point, a participant asked “what is genocide?” In answer, Mr. Chhang told the teachers about genocide as well as other international crimes such as crimes against humanity. Comparisons were made with World War I and World War II. International law, such as the Genocide Convention from 1948, was also discussed, as was the phrase “Never Again.” Mr. Chhang said, “We set up genocide education training because it is our duty to teach new generations about genocide and to prevent it in the future. After a conflict, it is important for that country to learn and to know about their history. Education is essential. If society does not know about the history, the history may be repeated again. The present victims think that nothing can repay or repair what happened to them under the KR. The ECCC was set up and is the best way to bring justice to the victims. The court is important to help bring the closure because victims can feel relief about what happened under the KR through prosecution of the senior KR leaders. Education also serves this function.

Mr. Chhang continued with questions for the teachers. He asked, “If you are to teach the children of the KR officials, how can you do this? Who are the victims?” A participant responded that victims are people who are hurt by another. Mr. Chhang expanded on this with an explanation and illustration on the whiteboard. He also asked the teachers why Chum Mey, a survivor of S-21, was able to survive. Commune teachers responded by stating that he survived because of his painting skills. Mr. Chhang again expanded on this and made a connection to the film watched earlier. The film was about Bou Meng, Chum Mey and Him Huy in S-21.

The discussion moved to victims and perpetrators: “who commits wrong and who does right?” It is hard to give a specific answer and can be dangerous to make such as sharp distinction. The participants are supposed to think about this. Some KR officials also did right. A killer is not necessarily someone who is illiterate. The killer can be a lawyer or a doctor who understands what they are doing. But, when they did wrong, they believe that their activities are correct and supported by other people. Mr. Chhang also talked about the importance of genocide education for the prevention of future conflict or mass atrocities.

After Youk Chhang’s presentation, Mr. Pheng led the meeting again. He asked the participants to think of any questions they still had about the teaching methodology that had been taught during the training week. Mr. Pheng explained that teachers should read all the methodologies in the guidebook. He had the teachers open their guidebook to the last section to review the various techniques that had been learned during the training. He went into some detail about how to implement these methodologies in the classroom once the teachers were back at their home schools.

Evening review meeting: Challenges and solutions

Pong-Rasy Pheng led the review meeting with all national and provincial teachers at the end of the day. Mr. Pheng explained that when the teachers teach, they should have the students role play. Teachers have discretion to decide which lessons and which teaching methods they want to use in their class. However, at the training, teachers should try to use all the steps in the teacher’s guidebook to master their knowledge about the new methodologies. All trainers as well as trainees were encouraged to ask questions if they did not understand any points in the textbook and the teacher’s guidebook. In the meeting, the facilitators found that provincial teachers still had confusion in preparing the lessons for presentations. One of the provincial teachers explained his lesson plan to the meeting to see which parts he should teach and which parts he should have the students discuss.

Moreover, commune teachers did not have enough confidence to model the lesson in the small groups in the afternoon. Each commune teacher had 30 minutes to teach one lesson. However, some teachers finished their lessons within 15 minutes. This expressed the fact that they did not follow the steps in the guidebook correctly. One facilitator commented that some teachers did not understand the lesson and the way to teach the assigned lesson. They also said that participants did not pay attention to the training, but when they are in small groups, they were not sure how to teach. The provincial teachers agreed that all of the commune teachers must try. However, they felt that some commune teachers did have confidence, and they tried to teach their lessons based on what they could remember. Mr. Pheng encouraged provincial teachers to refer to him and Prof. Manara if they could not solve any problems of the day. He emphasized the importance of teachers being specific in their questions with the students. He explained that if students received specific assignments and questions, there would be better discussion, and the teachers would have the opportunity to ask the students to analyze further.

National teachers did a good job in dealing with the vague understanding on methodology. Some commune teachers were still following their traditional teaching methods even up to day 5. Some provincial teachers admitted that it was hard to understand the new methodology and they were not sure how to follow it. Mr. Pheng, for instance, re-explained the methodology of lesson 2, chapter 10. After observing the afternoon sessions, he felt that the commune teachers did not understand the brochure activity or the methodology for this lesson well. The provincial teachers also expressed concern about this lesson. Mr. Pheng conducted the methodology teaching by drawing a picture of the tri-fold brochure on the board. The teachers listened to his explanation but most did not take note. There were further questions about how to break up the sections of the brochure. Mr. Pheng explained that it could be events related to China, Vietnam and other countries.

3. Daily activities in Svay Rieng

Day 1: Commune teacher training in Svay Rieng started with the opening ceremony on the morning of June 24th. Presiding over the opening ceremony were Mr. Ke Chhan (Deputy Head of Provincial Office of Education), Mr. Sou Sithan (Deputy Director of the Provincial Pedagogical School), and Mr. Vanthan Peou Dara (DC-Cam's Deputy Director.) The training consisted of four national teachers, ten provincial teachers and 100 commune participants.

After the opening ceremony, national teachers and provincial teachers distributed teaching materials to the trainees. These materials included: the history textbook, teacher's guidebook, student workbook, a glossary of terms, *Searching for the Truth* magazine, the booklet "Genocide: The Importance of Case 002," and two laminated DK maps. Trainees then were divided into two large groups of 50. Like the other two training sites, the morning of the first day was devoted totally to a presentation on chapter 1 and 2 of the history textbook. In the afternoon, two chapters from the teacher's guidebook were presented and modeled.

Day 2: On the second day of the training there was a film screening. Before screening the film, Mr. Dara talked about the up-coming KR Tribunal Duch verdict in July. He then showed an S-21 film made by the Vietnamese. For most teachers, this was the first time they have ever seen such kind of film. Mr. Dara then spoke about S-21. Why did it exist? Who ran it? Who was taken there? He also spoke about Duch's biography and how he came to run S-21. He emphasized the children in the film – how many children were killed at S-21. He said that one of the children in the film who survived was now a witness in Duch's trial. He added that most of this information was also discussed in the textbook. In addition to S-21 film, a film of prison in Prey Veng and prison in Bar Seth Mountain and a film about the liberated zones in 1973 were screened as well.

After the film screening, trainees were divided into two groups of 50. A national teacher presented chapter 3 and 4 from the textbook. One DC-Cam member followed up the historical lesson by answering more specific questions. For example, one trainee asked about the presence of Prince Norodom Sihanouk in Cambodia during

the KR period. Another question was about how the KR operated Central Market—whether they had currency and how they funded their operations.

The presentations on the teacher’s guidebook followed afterward. Trainers also included model teaching to provide a foundation for trainees to practice their lessons in small groups in the afternoon. For example, one trainer taught chapter four, which covered the organization of the KR. Using a photograph from the book, she asked the provincial teachers what they knew about the leaders and how many leaders of the KR they could name. She then drew a chart on the board that asked teachers to name members of the Communist Party of Kampuchea (CPK) and explain their positions in the government and their background, including education.

In the afternoon, trainees were divided into ten small groups of ten people in each group. Below is an example of the model teaching by a provincial teacher:

Sov Sitha: He gave a lesson on Pol Pot, specifically how he rose to power and the general historical context in which the DK came into being. The materials used included the DK textbook and the student workbook. Students were asked questions about Pol Pot. They then were given time to read materials about Pol Pot. After that, they were asked questions about the materials they had read. The teacher made sure to include all of the students. After the lesson, the teacher asked students if they had any other questions about the teaching style. Then Mr. Dara Vanthan gave his comments on the model teaching. Mr. Dara said that Mr. Sitha followed the methodology correctly.

Day 3: On the third day, the training moved on to chapters five and six of the textbook and the guidebook. Prior to the lesson, national teachers spoke about the lessons from the day before. In addition to giving the teachers pointers on methodology, national teachers also conducted a review of the material. For example, one teacher asked the students to list the names of all of the important KR leaders. Then the teacher introduced the content of chapters five and six from the textbook. Chapter five covers the administrative division of Cambodia under the KR. The country was divided into six geographical zones and 32 regions. In addition to teaching about the divisions, the teacher explained the way in which these divisions created and supported the hierarchical structure of the KR regime. Chapter six covered the four-year plan, which involved placing Cambodians into cooperatives and putting them to work. The teacher spoke about the KR’s vision as well as the living conditions.

In late morning, the teacher covered chapters five and six from the teacher’s guidebook. The lessons were highly interactive and covered the topics discussed earlier in the morning. For instance, the students were asked to read about the experiences of Cambodians living in collectives and then role play (either as a KR cadre or a victim.) They were also required to write a short essay on their impressions of the testimonies and their experiences doing the role play. Moreover, the trainer instructed the trainees on how to best evaluate their students’ performances. In the guidebook, there is a detailed chart that provides a suggested grading rubric for students’ summaries. There was much dialogue about how to

categorize a student's performance as low, good or excellent. The trainees were told to remain flexible when using the rubric as students may show that they understand the material quite well using different approaches.

In the afternoon, the trainees were divided into groups of ten and four of the ten were required to teach model lessons for 30 minutes. One trainee taught lesson 2 of chapter 5 from the guidebook. This section involved role playing; the students had to play the role of either a perpetrator or a victim. Then the students talked about how playing this role relates to his or her real life. After that, the peers and the trainer (facilitator) evaluated the trainee's modeling lesson. The facilitator recommended that each provincial teacher broke down his or her lessons into basic points in order to stay focused. He said this meant that the teachers must read and synthesize the material prior to teaching students.

Day 4: The objectives of the day were to teach trainees chapters 7 and 8 from the textbook and the guidebook. As usual, the trainees were divided into two large groups of 50. Prior to the lesson, one trainer spoke to each group about his personal experiences under the KR. The idea was to introduce trainees to how to learn history from survivors. This is to help them understand not only what happened but put a human face on the material. It will also help them to be more aware and sensitive when teaching the history in their classrooms. Trainees were also given the opportunity to ask the national teacher questions about his experiences.

Chapter seven covers the daily life under the KR. The national teacher went over the organization of cooperatives and the conception of communal property. He also taught about the difficult conditions: forced marriages, hard labor, child labor, lack of education, and war. Socheat Nhean of DC-Cam also spoke about the KR's suspicion that members of its own party were working for the CIA or the KGB. Socheat explained how this suspicion led to internal purges of the party members; many were imprisoned and killed. Chapter eight covers the security KR system. Particularly, the chapter shows how the system was organized and who was imprisoned (traitors, intellectuals, foreigners, members of the old regimes and minority groups.)

After the presentation on the textbook, trainers covered chapters seven and eight from the textbook. For chapter seven, the trainees were asked to read aloud from the diary of a person living under the KR. In each class, the teachers asked the students to write their own diary entry, imagining what life would be like if they were teenagers living under the KR. In addition, the trainer interviewed the trainee as part of the lesson. The method in the guidebook requires students to interview someone about life under the KR. The trainer explained the trainees the kinds of questions their students should ask, how to record the interview and how to write a report. Chapter eight covers the security system. The trainer reiterated the methodology in the guidebook. The teacher should give some background, ask the students what they think or know about the subject, and then teach them the material. Again the goal is to encourage critical thinking. For the security system lesson, teacher will also need to ask a victim or a perpetrator to come to the classroom to talk about his or her

experiences under the KR. National teacher Mr. Siv Thuon spoke about his experiences under the KR.

In the afternoon, the trainees were divided into groups of ten and each teacher had to practice teaching mini-lessons to the other trainees in their small group. The model teachers then had the opportunity to receive praise and constructive criticism from their peers. In each small group, a trainer (either national teacher or provincial teacher) acted as a facilitator to supervise the group.

In the late afternoon, the trainees come together in large groups to discuss Chapter 8. One of the trainees volunteered to be the guest speaker. He was about eight or nine years old when the KR gained power in Cambodia. Early on the regime, he, his mother, and his five siblings were moved. The siblings were very young and he had to lead his younger brothers along with his mother to the commune where they were assigned. At the same time, his father was taken away to one of the detention facilities and a couple of weeks later they received information that the father had been killed. Throughout the rest of the time that the DK regime was in power he and his family were moved a number of times because of the advancing Vietnamese army. He was assigned to do many different jobs over those years including being a herder of cows.

The class then followed the speaker's presentation of his experiences by discussing why the KR leadership ran such an extensive prison system. Some of their thoughts included that the KR leadership was afraid that intellectuals might encourage the population to rebel against the oppressive measures employed by the DK regime.

Day 5: The objectives of the day were to familiarize the trainees with Duch and Tuol Sleng (Office S-21) and the DK foreign relations. The trainers did so by sharing photographs of Duch at the current trial as well as more historic photos of S-21. They followed the introduction by showing a film about Duch and S-21 that focused on the history behind S-21 including the story of two survivors and a prison guard.

Following the film screening, Mr. Dara had a discussion in the large group about the relative truths behind the speeches of both the victim and the prison guard. This was a complex discussion because while the prison guard was involved in committing atrocities, if he had not done so, he would have also become a victim of the S-21 for not following the direction of Angkar. The purpose of having such a discussion was to demonstrate a way of discussing difficult questions when they trainees go back to their schools. They need to engage their students in similarly ambiguous questions of what is right or wrong in a moment of extreme pressure. Particularly, when there are two sources of information that disagree, the teachers need to learn to help their students to find ways of determining which accounts are the most believable or accurate.

Following the film screening, trainees were divided into two large groups of fifty. The trainers intended to cover chapters nine and ten from both the textbook and the guidebook during the remaining portion of the morning session. Chapter nine is

about Tuol Sleng prison and Chapter ten is about foreign relations during the DK period. The trainer began by talking about the why the prison was called S-21, where it was located, and the very small number of persons that survived their time as prisoners in S-21. The survivors of S-21 were primarily kept alive because they had a skill that Duch or other members of CPK wanted to exploit. The trainer then went on to explain what types of persons became prisoners in S-21. Then the trainer explained the regulations at S-21 for the prisoners, and what requirements were placed upon them to confess to the crimes that the interrogators were expected to extract from them. He also helped the trainees understand what the living conditions were like inside of the prison.

The presentation on the guidebook followed the history textbook. The trainer started with an active reading activity that had multiple participants from the class reading, going over the definition of new vocabulary, and then working on the guided reading questions. First the students tried to answer the questions on their own. Then they talked about the answers together as a class.

The trainer moved on to Chapter ten about foreign relations between DK and other countries that they continued to have relations with it during the 1975-1979 period. He focused on what international relations means, for example the difference between diplomatic ties and trading relationships. In particular, he focused on all of the material support that China was giving to Cambodia, including military and farming equipment. The late morning session concluded with a lesson on how to make a brochure. This lesson is intended to help the students demonstrate their learning about international relations by making a brochure that they can share with their teachers and other classmates.

In the afternoon, trainees were divided into groups of ten and each trainee had to practice teaching one lesson. For example, one trainee taught about foreign relations in Chapter 10. The trainee first explained foreign relations during the DK, and then focused on some of the key words the students would need to understand to complete the lesson. Finally, she explained to the group how to make the brochure. It seemed that some students had difficulty understanding the concept of a brochure.

In late afternoon, Mr. Cheng Hong reviewed the importance of foreign relations to peace, economic development, and the politics of having foreign relations with a large number of countries. Teachers need to be well prepared for their lessons. Especially the teachers who are new to the profession need to carefully go over the materials before they teach a lesson, and consider the most important points they want the students to learn. Mr. Iv Saosokha, one of the national teachers, commented that it is important for teachers to first consider the topic they are teaching and what main points they want to make through that topic. It is very important for teachers to carefully consider the materials that the students have. Since the students' textbook and workbook are different from the teacher's guidebook, the teachers need to be aware of exactly what content the students will be seeing. They also need to consider if the students have an adequate number of workbooks, or if pages

would need to be copied and shared so that all students have an opportunity to engage with the materials.

Day 6: The objective for the day was to introduce the participants to the final chapter about the fall of the DK regime. Mr. Dara started the morning by showing a film about children of Cambodia following the fall of the DK regime. The film is intended to get the participants thinking about what challenges were faced by Cambodian people immediately after the fall of the KR. Participants felt very emotional as they watched the film. Their exclamations of sympathy and dismay were audible as they saw the struggles that the very young children were facing. The film did a very effective job of showing the plight of so many children as they battled to survive following the end of the DK regime. The poignant scenes of the children finally eating were especially heartbreaking for the audience. It was so clear that the children were starving and willing to consume food that many of the participants in attendance would never consider eating today. The other scenes that garnered particularly strong reactions from the audience were those of children who were so severely malnourished that all of their bones appeared through their skin. This video exercise proved to be an extremely engaging one for the majority of the participants because the stark reality of the video and photographs really drove home why both they and their students should care and learn about what happened during KR period.

Following the film screening, Mr. Dara opened up the floor to allow all participants to ask questions and to share their thought about the film. The room was filled with a silence that seemed to continue to reflect the shock of what they had just seen. Mr. Dara then suggested that some teachers in other provinces felt as if they could not teach about reconciliation after the film reminded them of the horrible things that resulted from the decisions of the leaders of the DK regime. He then asked the teachers from this training session if they felt the same way, or if they could still find a way to help themselves and their students reconcile with their history and to find forgiveness. Mr. Dara then suggested that teachers must be very thoughtful when using the curriculum and follow it closely. He is concerned that with the atrocities in Cambodia being a sensitive topic it would be easy to incite students to feel violence and hatred because of what happened. Instead the curriculum focuses on the lessons on development, forgiveness, and moving society forward in a way that prevents such atrocities from occurring in the future.

Following the film screening, participants were divided into two groups of 50 to look at Chapter 11 and Conclusion from both the textbook and the guidebook. Chapter 11 focuses on the fall of the KR. The conclusion section gives a very clear summary of the main points made throughout the textbook and proved to be a fitting outline for the training. The last activity of the morning session was Lesson 4: A Comparative Mass Atrocity Study—Jigsaw Exercise. This activity was particularly interesting because it broke the large groups of fifty into smaller groups of ten where in each group they discussed one of five topics ranging from the atrocities in Cambodia to those in Rwanda. Once each group learned about their topic, they then broke out into groups of five. In each group of five there was at least one person from each

small group that learned about one of the past commissions of an atrocity somewhere in the world. Each of the five people in the group then taught all the other members about the history of their region and tried to share the findings and conclusions of their group. Then in each group of five, the members compared the findings and conclusions from each of the topics. This style of learning proved to be extremely interactive for all students because even those who were more silent in their large groups were then encouraged to speak in their small groups of five to present the findings of their section.

In the afternoon, the provincial teachers were broken into groups of ten and each teacher had to practice teaching. Some of the teachers gave presentations that were based more on what they had written on the board and used that frequently as a reference. A couple of the other teachers had a more extemporaneous style of teaching that appeared to be more of a lecture that included more questions of the audience. A couple of the teachers really distinguished themselves by having very clear presentation styles. They spoke loudly and clearly, which is the first step to a good presentation. They followed up their easy to understand speech by thoughtfully presenting the information in a way that was clear to the students and then asking insightful follow-up questions that captured the attention of the audience members.

In late afternoon, the trainers began the closing session for the day by telling the students how much they had learned and program for the next day which was the final day. One of the national teachers got up and spoke that he was proud of their improvement, but noted that all development could not happen in just one week. He invited participants to contact him via phone or email after the session to ask more questions as they arise. He made a very valid point in saying that participants who were willing to answer and ask questions were doing the most development for their learning.

Day 7: The final day of the training focused on the review of history textbook and teacher's guidebook. The national teachers led these activities to look for the areas where participants believed they had not yet acquired enough knowledge. The national teachers first opened up for questions related to the content of the history. Then they moved on to explain the methodologies that participants were not clear enough.

End of day assessment

At the end of each day, Mr. Peou Dara Vanthan led a group meeting with all national and provincial teachers to discuss the challenges of the training and to figure out the solution. The purpose of the meeting was also to review the success of the day. The national teachers said that the new methodology was very challenging and, thus, provincial teachers need to be better prepared to feel comfortable. One national teacher said that the provincial teachers understood probably 50 percent of the training materials and process. Moreover, trainees are struggling with the new methodology. Mr. Cheng Hong, a national teacher, said that a lot of trainees did not read the books and learn the materials before conducting model lessons. This

challenge is the responsibility of national and provincial teachers who need to take extra time to explain and improve their skills.

Another challenge emerges among trainees who teach younger students and those who work in the administration. They were having an especially difficult time in grasping the new methods. Classroom management was also another challenge. Some trainees did not pay respect to the trainers; thus, they did not pay attention to the class. Mr. Dara asked the trainers to re-read the guidebook when they are confused about how best to teach a lesson. As they read the book more, he said, they will be more comfortable with the material and the methodology.

The national teachers are concerned that the groups of 50 are too large to manage. That size of group has many questions and the national teachers who lead the groups do not have enough time to address all of the needs of the participants. The national teachers think that it would be much more reasonable to break into groups of 25 rather 50 so that they can do a better job of addressing all of the questions and being able to keep all participants on task. The national and provincial teachers are also concerned about the layout of the classrooms; they cannot freely or easily move around the room to check the engagement of all participants. The trainers are also trying to figure out how to engage uninterested participants by figuring out why these individuals might not be as motivated to attend this workshop. They considered that some may not be comfortable discussing the history of the DK period or that they might just consider it to be one of many workshops all of which they do not feel particularly relevant for them.

However, from day to day, the national teachers feel that participants are becoming more knowledgeable, more comfortable, speaking clearly and confidently about the DK regime. They also feel that the teachers are doing a better job of adapting to a more interactive teaching style.

Challenges

The introduction of the new methodology for teachers is one of the major challenges. The guidebook encourages critical thinking and requires classrooms to engage in rich discussions and debates about the KR regime. Some trainers lack confidence in teaching the materials and in engaging the trainees during the lessons. Moreover, some trainers are intimidated by the more in-depth and complex questions from trainees concerning politics and foreign relations before, during and after the KR regime. There are three major reasons for the pedagogical challenges. First, both trainers and trainees find it difficult to grasp the content in the textbook and the guidebook within a 7-day period. Second, the number of trainees is too large to manage. Though there are enough trainers, the large number of trainees makes it unlikely to yield satisfactory result. Thirdly, the trainers do not possess the capacity to the degree that they can provide training on KR history and methodology. The trainers are only able to inform and guide trainees on the basic knowledge of KR history and methods. They are not able to provide in-depth explanations.

Professor Sambo Manara, a national teacher for Pursat training site, provided useful comments to participants which can be applied to all. He encouraged all participants to research everything related to their lessons and expertise, especially the history. They should read a lot of documents before teaching so that they are fully prepared. Research can be done about their local community as well as in other places, but teachers need to improve their knowledge and use all available resources. Teachers can cooperate with others in the community on establishing more knowledge of the history. Teachers are major players and can provide some knowledge and instruct the students on history; this will affect not only the understanding of the past but can also impact the present and future. Through DC-Cam trainings, teachers can sum up their knowledge and experience together to improve their teaching methods. Everyone brings something they can share and add to the group. Similarly, each person in the community can provide something for the country.

The confusion on the structure of the teacher’s guidebook happened at every training. The textbook does not contain lessons in any chapter while the guidebook breaks each chapter down into multiple lessons. Because this is not the standard structure of Cambodian textbook in which the guidebook and textbook have the same number of lessons, teachers were confused as to how to follow the methodology in the guidebook. National and provincial teachers should understand that the multiple lessons in the teacher’s guidebook introduce different teaching methods some of which do not correspond directly to the chapters in the history textbook. The first lesson in each chapter of the guidebook does apply directly to each chapter in the textbook. However, the subsequent lessons in each chapter in the guidebook apply partly or do not apply at all to the chapters in the textbook. Teachers have to understand that the multiple lessons in the guidebook are the extra methods which enrich the student-centered approach and establish more activities which guide students through modern methodology.

There are a number of general points in the training process that both national and provincial teachers should know and implement during each teacher training. These points, though they are small, are important to be noted; otherwise, together will become a major challenge for the subsequent trainings. They are summarized in the table below:

<u>TIPS FOR TRAINERS</u>
<ul style="list-style-type: none">• Provincial teachers, when presenting and modeling the lessons, should walk participants through the methods in the guidebook so that participants have a clear picture of what each method in the guidebook looks like as the provincial teachers carry their explanation along with the guidebook. Every time the trainers finish their presentation on the guidebook, they have to ask participants if they have any questions and encourage methodological discussion in the class. Alternatively, the trainers can ask participants to summarize the steps in each method so that all can see what each method looks like.• At beginning of each day, national and provincial teachers should emphasize repeatedly that participants need to come to class on time; otherwise, they will

miss the beginning of the lesson and lose track on the lesson which will affect their daily performance.

- Both national and provincial teachers do not possess the capacity to provide in-depth answer about the historical content. In each group, they should help each other answering the questions from participants. In addition, the trainers have to provide clear instructions. Murmuring means they are not clear.
- In addition to answering questions from participants, the trainers have to be able to control the situation in the class. These are the trainings provided to secondary school teachers some of whom have master's degrees in education. Some trainees do not listen to the instruction or seem to not accept the leadership role of provincial teachers. In this case, you have to imagine that they are all your students, and you are the teachers and leaders. However, before you can pretend to do so, you need confidence. To have confidence, you need knowledge. To have knowledge, you need to read and grasp the whole textbook and teacher's guidebook. Inability to control the situation in the class will mess up the training as a whole.
- To manage the training with a number of participants, national and provincial teachers need to have strong leadership. Provincial teachers like national teachers are expected to know the detail of daily activities and help national teachers implement them collaboratively. For some activities, they do not have to wait for instructions from national teachers; they can conduct these activities independently. For example, (1) in the morning, ask all participants to sit in the class and wait for teachers. (2) Observe the classroom environment. (3) Walk around the classroom to observe if participants pay attention to the presentation. (4) In the afternoon, ask your members to sit in the class and lead small group teaching practices at 1:30 PM sharp without waiting for any prompt from national teachers.
- National teachers need to possess a leadership role. They have to see if provincial teachers do their assigned work and make sure the activities are implemented through the program in the time assigned.
- Always be careful when you address the participants. Though you pretend that they are your students, always pay respect.
- The trainers are expected to lead the discussion with the students to find out the answers, not to read the answers for the students to take note. This method is too passive.
- In the morning of each day, one national or provincial teacher will conduct a presentation on either the textbook or the guidebook. In each group, there are at least five trainers. When one trainer is giving their presentation, the other trainers should check to see if the presentation is correct while the others should stay in different places in the classroom to make sure participants pay attention. Trainees will be active when trainers are active.
- Facilitators should make sure that participants have equal chance to talk and ask questions. Facilitators should encourage silent participants to talk. Some silent participants actually have a lot to share but they are just nervous or feel intimidated by others. Encouragement is important in this case.
- Facilitators should take a more active role in organizing the classroom in the afternoon small group practicing teaching. They should sit students in group

to ease the learning. After each practicing teaching, facilitators should lead the group evaluation in a critical way, ensuring that the feedback leads to improvement for the subsequent teachings. For example, the evaluation should focus on methodology, not classroom organization, environment or even history. The main purpose of the evaluation is to see if the teaching practice follows the method in the guidebook and members of the group fully understand this method. To do effective evaluation, all members of the groups have to take note on what they want to criticize. Facilitators should allow participants to do peer evaluation first. During small group practicing lessons, participants should ask not questions about the history but methodology.

- Both trainers and trainees need to understand the tools to do effective evaluation. There are three tools they can use to measure the effectiveness of the teaching practices in the afternoon as well as the model lessons in late morning. These are: teacher's guidebook, objectives of each lesson, and observation checklist.
- To enhance the teaching effectiveness, national teachers can ask provincial teachers who facilitate the small groups to report about the challenges of the day in paper, and they can use these papers to discuss at the end of the day. Likewise, national teachers should take note of the important points they want to emphasize in the late evening meeting, which is an important occasion for trainers to discuss the problems of the day and to set the agenda for the next day.
- Facilitators should inform participants that they need to prepare the lesson plan in advance so that they can implement effective practicing teaching.
- Visual aids are important to enrich the training. Big paper is useful in preparing the lesson plan for presentation and practicing teaching in both morning and afternoon sessions.
- National teachers observe not only the teaching practices of participants but also the leadership roles of provincial teachers.
- National and provincial teachers should make their explanations concise. Long explanation can lead to boredom and ineffectiveness. Moreover, the trainers should not do presentation from the beginning to the end. Trainers should leave time for classroom interaction. Discussion and debate between teachers and students are important for educational quality. Trainers should observe the classroom environment. Good presentations do not need to be long and detailed. They should be short and precise and leave enough time for interactions and questions.
- Usually student workbooks are ignored in most cases. From day three, participants started paying attention to the student workbook, which is one of the main teaching materials of the training. National and provincial teachers should repeatedly emphasize on this point that participants should use all teaching materials introduced in the guidebook.
- DC-Cam's members, in any case, need to be well-prepared, disciplined and responsible, ensuring the smooth process of the training.
- In the textbook presentation, presenters can combine the text with the survivor's story, which is a powerful tool to enrich understanding. Moreover, it generates a pleasant environment in the classroom.

- Tardiness is inevitable, and should be reduced to the extent possible. When students come to class late, provincial teachers should tell them to turn to the page they are supposed to study so that they can catch up with the other students in the class. In any case, DC-Cam's staff cannot be late.
- When national teachers intervene to help explain any unclear points, provincial teachers should observe the explanation and learn from it.
- When one trainer does a presentation, the other trainers are not supposed to explain to students during the presentation; otherwise, they will not pay attention to the presenter. If students ask you a question, teachers can tell them to wait and ask later.
- Some participants who are going to do practice teaching the next day do not pay attention to the presentation. They are too concentrated on their task.
- **Advise:** The success of the training depends much on the capacity, knowledge, discipline, responsibility and desire to teach of national and provincial teachers. These are the behaviors that all trainers should possess and teach participants. Wherever you work and wherever you go, as long as you are well organized, discipline, responsible, honest to your work and love your work, you will be successful.

Impacts

The training changes teachers' perception on education. Participants realize that to teach a lesson effectively, one needs to do thorough research surrounding the topic and teach it in an accurate manner pursuant to facts. One teacher used to teach political morality in the People's Republic of Kampuchea (PRK) regime. He said that he taught what he was asked to teach with no sense of accuracy, accountability as a teacher and pedagogy. His job was to interject propagandic messages to young children. The teaching at that time served state policy rather than knowledge or education at large. By attending the training, he believed that before teaching one specific issue, one needs to do a lot of research for fact finding. He said that, "wrong teaching is like giving poison to the students."

The training influences the attitude of teachers greatly. Training, of course, provides knowledge on history and methodology. In line of this knowledge, the training gives the way the teachers should behave properly in the class. Though they are teachers, they need to treat students nicely; a way that positively encourages student's learning, different from the past in which students were forced to understand.

Conclusion

The training is successful and effective despite of the fact that there are some challenges in its process. Within the seven-day period, participants conduct presentations, learn modeling lessons, receive explanations, have the opportunity to ask questions, interact and debate in the class, watch documentary films, listen to guest lectures, and also practicing teaching. With the methodologies introduced to the training and rich resources provided, participants are aware that they are able to teach DK history in a way that brings about national reconciliation and contributes to genocide prevention, which are the main goals of the training and genocide education project at large.

The structure of the training proves to be effective. The process leading up to the actual training started with the review meeting one day prior to the training days. The most important point to emphasize during the review meeting is to allow national and provincial teachers to understand their roles, responsibilities, and the training program, which are the first important steps to successful training. Moreover, the review meeting discusses the specific plan for the next day and builds up confidence among provincial teachers who feel uncomfortable to do the actual teaching without prior instructions or a model. In the meeting, national teacher model some lessons from the guidebook opening way for provincial teachers to see how to proceed with presentation and the modeling lesson.

To improve the quality of the subsequent trainings, some structural revisions need to be made. First, the number of participants will be reduced from 50 people per large group to 30. Second, we will provide more training to the national teachers so that they can become history and methodology experts to a degree that they can manage the training well ensure its effectiveness and success. Third, we will hold a review meeting at least one week prior to each training. The purpose of the review meeting is to refresh national teachers' knowledge of the methodology and to ensure that they know their roles and responsibility in advance so that they can start prepare their jobs. Fourth, we will distribute the teaching materials to participants in advance so that they have time to read all the materials ahead of the training to prepare them for the actual training.

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