

Daily activities

1. Thursday afternoon: The participants were divided into three large groups of 50 each. The groups gave historical presentations on Chapters 1 & 2. In group 3, the presenter focused on defining the Khmer Rouge and how they came into power. On the board, he posted large white posters full of written material. On one poster, the letters K, W, and L were written at the top of a chart. “K” stands for what you know, “W” for what you want to learn, and “L” for what you have learned.

The presenter asked the students probing questions such as “what was the Isaarac Front?”, “Who led the movement backed by the Vietnamese Communist?”, and “What did the Vietnamese Communist want to create in Cambodia?” All of these questions came directly from the teacher guidebook. Students raised their hands to answer the questions or answered as a group. The presenter completed his presentation and a national teacher then took control of the classroom.

The national teacher reminded the class that history is a kind of sociological science. He said it is a fact that can’t be changed. He emphasized the importance of teachers accurately providing leaders’ names and accurately retelling history. He commented that history is history and to make sure to tell the truth because history is not a changeable thing.

2. Evening meeting: Boly began the meeting by asking what the challenges of the day were. He acknowledged that there were many logistical complications with attendance, equipment, and materials because it was the first day. A provincial teacher responded that one challenge will be giving the model lesson because he has never given a model lesson before-it is a new way of teaching for him. Another teacher agreed that the methodology was new and even though he had been taught how to give a model lesson it would still take time for him to become an effective model teacher. Then a teacher questioned when the objectives should be given in a lesson-some teachers give it before the lesson while others give it after the lesson. Boly responded that teachers should be practical and choose which method works best for them and their classroom but for the purposes of the training, Boly instructed them to follow the guide book.

Boly then suggested that model teachers encourage trainees to engage in discussions about terms and what they mean and then to follow up with the definitions listed in the textbook. A national teacher agreed with Boly and added that teachers can help trainees decipher meanings of terms by breaking

the word down. Boly suggested that DC-Cam should provide a glossary of terms that are not in the book and that are not defined. He promised the group that he would share the idea with Youk Chhang, the Director of DC-Cam. A national teacher then added that terms have different meanings depending on the context of the sentence. For example, Angkor now means organization like an NGO or other groups whereas during the KR regime, it had a very negative connotation although it still meant organization. Therefore, the teacher opined that it was better to leave it to the teacher to explain words based on their context.

Next, a teacher complained that time management is difficult because each chapter has 3 or 4 objectives and there is not enough time to cover all of them. Boly responded that it was important not to exclude any objectives but that at the teacher's discretion, reading passages or other material that is redundant can be excluded so all objectives are taught. Another teacher added that time management is difficult in terms of preparing his lessons. He complained that he has little time to prepare because of his other work. He also pointed out that trainees ask challenging questions that are difficult to answer.

Boly then began a conversation about the difference between modeling a lesson and making a presentation. Participants disagreed as to whether questions could be asked throughout a presentation or whether questions should be saved until the end of the presentation. One presenter complained that she received so many questions during her presentation that she was not able to finish her presentation. Boly asked Natalae her opinion about whether questions should be allowed during a presentation or saved until afterwards. Natalae shared that sometimes presenters will 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. Boly ended the meeting by reminding teachers to cross check what they are presenting and teaching with the material in the book and to make sure that all trainees come on time.

3. On Friday, the DC-Cam staff began the morning by presenting short films to the trainees about the Khmer Rouge regime. The films were about the following topics: S-21, the liberated zone in 1973, a prison in Prey Veng, the children of Cambodia after the war, and the Phnom Basith Prison. During the S-21 film, Boly asked the trainees to compare the images of when S-21 was discovered by the Vietnamese and to S-21 now. Many of the trainees connected to the images because of their visits to S-21. The children of Cambodia video also resonated with the trainees. The film showed many images of children foraging for food and generally taking care of themselves. Boly pointed out to the audience that there were many orphans after the Khmer Rouge regime. During the film the trainees actively discussed their own childhoods and their relatives' lives after the Khmer Rouge. Trainees then broke up into 3 groups to give their presentations about the Khmer

Rouge regime. In the afternoon following lunch, trainees divided into 15 groups to begin their model teacher lessons on Chapter 4 and 5.

4. Classroom 1: Teacher presented Chapter 3. She began the presentation by discussing how the Khmer Rouge came into power. She taught directly from the book and encouraged the trainees to follow along in their books with her. She followed the format of the book and directed the questions listed in Chapter 3 to the trainees.
5. 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 Chapters 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 Angkor's organizational chart. He followed the methodology of the book and also added additional information. 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 how he joined a demonstration in the 1970s at Cambodia University to oust the Vietcong out of 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 the Prince allied the country with Pol Pot and asked for help from Vietnam. Boly responded 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. Boly explained the purification that the KR facilitated against KR officials.
6. Classroom 1 after the 10 a.m. break: The 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 Chapters 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 the passage or could read the passage and explain the terms as they worked through the passage. He then began his historical presentation of Chapter 3. He presented his objectives for 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. Under the KR, she and her family were evacuated out of Phnom Penh, one of her sisters was killed, she was forced to labor from 5 a.m.-10 p.m., and her husband was taken to prison and killed. After the KR fell, she visited the Ministry of Education twice endeavoring to get education started again in Cambodia. Eventually, the head of a school in Phnom Penh

accepted her to teach. She taught general studies to all ages. Later, she was promoted to inspector of a secondary school. She is now retired. 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 them to take 5-10 minutes to write a story/description based on the pictures in the book, their knowledge, and the guest speaker's presentation. After they finished writing their thoughts, he invited some students to share what they had written.

7. Group 1, after lunch, model teaching: The model teacher began her lesson by sharing the objectives for her 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 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 shouldn't 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 provincial teacher 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-allowing students to read the objectives and asking students what they think a word means.
8. Group 2: Model teacher taught Chapter 3, unit 2. Model teacher started by requesting a student to describe a picture in the book. A trainee stood up and volunteered to do so. The model teacher then requested a student to share what they knew about the KR regime from their parents and other sources. He then asked the students to look at a picture and write down a description of the picture. He allotted them 5 minutes to complete the task. After the task, the model teacher asked for a student to share what they had written. One trainee volunteered and described the suffering of the Cambodian people and how the number of the people killed during the regime was uncountable. Another trainee volunteered and discussed how families were separated, how diseases spread, and how people were physically disabled by the regime. The teacher then took them to page 23 in the workbook and instructed them to read and take notes in their workbook. The model teacher ended his lesson after this task and the provincial teacher then provided some constructive criticism. The provincial teacher suggested that the model teacher collect the work of the students and point out the different and similar points that students made to highlight the different perspectives of the students. The provincial teacher also noted that the model teacher didn't treat the trainees like they were his real students. He reminded the model teacher and the

trainees to encourage students to give comments and actively participate.

9. Group 3: This group had finished with their model teaching and the provincial teacher was giving his critique. Sam Pour (don't know how to spell correctly) was helping to explain something to the group. She informed me that there was nothing to see in this group because another teacher would not be teaching in that group until after lunch. She and directed me to sit with the next group until she joined me.

10. Group 4: A trainee shared her personal story of what she experienced at the age of 7 when the KR came into power. She shared how she lived in Battambang with her sister in a children's camp. Her father graduated from a university in Germany. He studied engineering so he had the knowledge needed for building dams. Therefore, the KR did not want to kill her father. He was sent to Pursat to build a dam. She worked in the children's camp, her mother in the rice field and her father on the dam. She said the KR did not kill people where she lived-if they wanted to kill people, they took them far away from where they lived. After she shared her experience, the teacher instructed the class to clap for her. The model teacher then divided them into groups and directed them to write down what they thought about her story. After their group work, she picked one group leader to share with the class what the group had discussed. The model teacher followed the workbook and asked questions listed in the workbook. The provincial teacher then asked the group what were some of the good practices used by the model teacher. As the trainees shared, the provincial teacher wrote them on the board. Some of the good practices included taking attendance, reviewing the lesson, discussion about the events of 1975, the group discussion, writing down the main points of speakers, providing homework, telling the objective, good voice projection and good time management. The group shared that the model teacher could improve by erasing the white board before teaching and improving the clarity of her questions.

11. 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 Chapter 4 Unit 1. He asked a trainee to volunteer to explain the term "organization." One trainee shared and then he asked another trainee to share their idea 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?" This model teacher repeatedly asked students questions until he got the correct answer. At that point, he would have the student repeat the correct answer.

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 shared what they wrote and discussed. After the model teacher finished his lesson, the provincial teacher critiqued him. The provincial teacher noted that often when students did not volunteer to answer questions, the model teacher was at a loss. In situations where students did not volunteer, the provincial teacher suggested that the model teacher pick a student to respond or share. The provincial teacher also shared 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 reading technique for short passages. He also noted that although the model teacher started his lesson with objectives, towards the end of his lesson he was not following the objectives he had outlined for the class.

12. Group 6: The provincial teacher evaluated the model teacher's lesson. He began by opening the floor for trainees to share their opinion. One trainee complimented the model teacher on their good handwriting. Other trainees complimented the model teacher for following the workbook and for good time management. Another trainee suggested that the model teacher pronounce the year as "one hundred and ninety-seven," instead of "nineteen seventy-five." The provincial teacher then added that the model teacher forgot to analyze the national anthem. He ended by encouraging them and telling them that they all had the ability to teach the material. He reminded them that teaching in this way was new for them and it would just take time for them to improve upon their teaching.
13. All the trainees met for a meeting. At this meeting, a trainee encouraged everyone to share their lessons and what they had learned. Because everyone was split into 15 groups, the trainee complained that they would be unable to learn from all of the groups unless trainees shared their lessons.
14. The evening meeting among the provincial teachers took place around 5:30 p.m. Provincial teachers shared their concerns. Their biggest concern was that teachers were confused by the methodology and the structure of the teacher's guide book and textbook. The textbook contains only one lesson per chapter while the guide book breaks each chapter down into multiple lessons. Because this is not the standard structure of Cambodian textbooks-the guide book and textbook have the same number of lessons-teachers were confused as to how to follow the methodology of the guidebook. Boly responded that they should focus on the guidebook and follow the lessons outlined in it. He also noted that the guidebook provides instructions on how to use both books. He emphasized that the Ministry of Education and DC-Cam want them to teach using the methodology of the guidebook because the Genocide Education is not only about the history of the Khmer Rouge, but it is also about teaching life skills and critical thinking.

Another provincial teacher shared that the third group did very well and followed the book well. However, he noted that the model teachers did not use all of the material provided by the guide book. He also noted that some of the model teachers did not ask appropriate questions and did not read the instructions in the book. The model teachers complained that the lessons were too long to finish in a half an hour. However, overall, the provincial teacher said the teaching was acceptable.

Boly then shared his concerns and suggestions. He instructed the group to make note of the main problems as would his staff and then everyone would share and discuss the main problems in the big group meetings. He encouraged participants to politely correct model teachers when what they were teaching is not what is in the book. Otherwise, trainees will get confused if model teachers are not following the book. Boly also recommended timing the lessons and making sure the model teachers are not going over 30 minutes. Other suggestions from Boly included reminding the participants to come on time, making sure different people ask questions, discouraging side conversations during model lessons, allowing participants to evaluate each other first before the provincial teacher gives feedback, and making sure all model teachers have the necessary materials to prepare and teach their lessons.

Challenges

The DC-Cam staff faced logistical challenges with equipment, materials and attendance. These challenges, particularly the handing out of materials, adversely affected some model teachers' ability to prepare and present their lessons. However, these challenges were met and eliminated as the training progressed. The biggest challenge is the introduction of a new methodology for teachers. The genocide education textbook encourages critical thinking and requires classrooms to engage in rich discussions and debates about the KR regime. Some teachers lack confidence in teaching the materials and in engaging the trainees during lessons. Moreover, some teachers seemed intimidated by the more in-depth and complex questions from trainees concerning politics and international relations before, during and after the KR regime. Only practice and teaching regularly from the genocide textbook will remedy teachers' lack of confidence and improve their methodology

An additional challenge is the format of the teacher guide book and textbook. Because the teacher guide book contains 3-4 lessons for each chapter while the textbook only contains one for each chapter, teachers were confused as to which to follow and how to teach the lessons. Also, time management-covering all of the lessons for each chapter, is a challenge for teachers. They will need to learn how to cover the most pertinent material in a creative way so that all objectives for each chapter are met.

Facilitators should make sure that participants have an equal chance to ask questions and to have their voices heard equally. Silent participants should be encouraged to talk. Other participants who are speechless may have many things to contribute but are too nervous to give comment.

Some teachers read magazines during the methodology session. National teachers should walk around the classroom or look through the window in order to observe the activities of the students. Students should not be allowed to do activities which are not related to the lesson of the day.