

Daily activities

1. Saturday morning: Sophealeaskmey, national teacher from Phnom Penh presented Chapter 5.
2. Positive things noticed about group presentations in the morning
 - a. Group 1
 - i. Good classroom management
 1. Provincial teacher sat outside the room and watched trainees so he could see everyone and make sure they were paying attention to the presentation
 - b. Group 2
 - i. Teachers managed time well and managed classroom well
 - ii. Teacher circulated around the room while role-playing was taking place and made sure that students were taking notes
 - iii. The guest speaker read a confession but read it naturally like it was his own story
3. Improvements for group presentations in the morning
 - a. Group 1
 - i. Make more eye contact and speak louder/project
 - ii. Teacher should circulate more and remind students to take notes
 - iii. Teacher did not tell the guest speaker how much time to speak- the lesson went over time
 - iv. Teacher did not tell the students which book and page number to follow along in the book
 - v. Did not divide groups up effectively-they could not discuss well due to their positions in the classroom
 - b. Group 2
 - i. Confession was a woman but teacher invited a man to read
4. Saturday, after lunch: Prang Ord from Banteay Meanchey. Mr. Prang had a student stand up and read a confession from the workbook. He taught Chapter 5-the administration and geography of DK. He had the students play different roles. One student was a former KR cadre and another student was a victim of the KR rouge. Mr. Prang had the objectives on a poster but folded and taped the remainder of the poster so that part of the lesson was hidden.

Mr. Prang then divided the class up into five groups. He gave out slips of paper that contained a question for each group. While the groups discussed their questions, Mr. Prang walked around observing the groups. He then divided the white board into five sections, titled Group 1, Group 2, Group 3,

Group 4 and Group 5. Mr. Prang requested for one person from Group 1 to come to the front of the room and write a summary of the confession that was read. He then concluded his lesson.

The trainees evaluated Mr. Prang. One trainee complimented him for telling the objectives of the lesson. The trainee also liked the role playing, but noted that Mr. Prang did not tell the students how long they should discuss their questions in their groups. The trainee then noted that Mr. Prang did not comment on what a trainee wrote on the board and the trainees were eager to hear the teacher's opinion. Another trainee agreed with the concern of not knowing how long groups had to discuss their questions and also said that the teacher should have summarized his lesson at the end.

5. Mr. Souy began his lesson by introducing himself. He then reviewed the lesson from yesterday and asked a student to share what they remembered from the previous lesson. A student volunteered and shared what they remembered. Mr. Souy then taught Chapter 6, lesson 2. He told students to turn to a particular page and to imagine the hardships and pain that people faced during the KR regime.

Mr. Souy divided the class into two groups to discuss two questions he passed out on slips of paper. He reminded them that they could ask questions if they were confused. He divided the board into two sections and wrote Group I and Group II. He then invited a member from group I to the front to share what they had discussed. Then a person from the second group shared. Mr. Souy then gave a summary of the group discussions and summarized the lesson.

A student stood up and asked Mr. Souy to please raise a question related to the objectives and to make the questions clear. The student emphasized that he asked for clearer questions not to be critical but because as a student, he did not understand Mr. Souy's questions.

Another teacher said that when Mr. Souy asked them to imagine the hardship of the victims of the KR regime, he did not give them enough time to imagine. The class complained that what Mr. Souy taught did not fit the objectives. For example, the students had problems understanding a question that he passed out so they noted that if they were having problems then the students would also have problems. The class then noted that Mr. Souy did not use the questions from the workbook and that if he had done that, it would have helped him create clearer questions that fit the objectives. The class encouraged him to get the students to use the workbook.

6. Teacher began by writing his name on the right side of the board. He asked a student to raise an important event and to explain why the event was important. He asked if the event did not happen, what the future would have

been. For example, if there was no coup, what would have happened? One of the students said if there was no April 17, 1975, there would have been no evacuation of Phnom Penh and the country would be more developed. The teacher asked if they wanted to know anything else besides what they had learned. He asked them what they would like to have more information on and what they expect to learn in the next lesson. He encouraged the class to go home and read the next chapter.

A trainee suggested that the teacher encourage the students during the lesson. Another trainee said he did a good job of linking ideas but said the questions at the end of the lesson were a bit broad. Other comments from the trainees were that the teacher forgot to summarize the lesson, he did not give students time to take notes in the book, he did a good job of linking different lessons and he followed a good methodology. The provincial teacher reminded the teacher to circulate among the groups while they are having group discussions.

7. Entered new classroom but provincial teacher was already critiquing the lesson. The teacher had listed dates and events on the board. He had lines connecting dates and events. He used the illustration to demonstrate how if there had been no April 17th, then the other events listed would not have happened. The provincial teacher complimented the teacher's methodology.
8. Evening meeting: Boly noted the many difficulties that the trainees have raised and reminded them to keep noting any difficulties so that he can put them in the report that he will be writing about the training. He also reminded the trainees to arrive at training on time.

Boly noted that in the morning, groups should focus on history but in the afternoon the focus should be on methodology. He reminded the provincial and national teachers to let the trainees evaluate themselves before they provide any feedback.

A long discussion ensued regarding time management. A national teacher complained that he tried his best to present his two history lessons and to teach his four lessons in his Chapter but he could only get through three. Farina responded that methodology is important so they should try their best to finish and follow the methodology. She said that the history presentation can be read by them and revised but it is important to follow the methodology in the book.

Boly said in order to finish three lessons, he would like all of the teachers who do a presentation on history to do three presentations in the morning and then start the model lessons separately.

9. Sunday morning: Provincial teacher started the morning looking for any teacher who used to be a victim or a prisoner. Logistical details followed-attendance and waiting for everyone else to show up for training. Once training started, national teacher, Leaksmeay, reminded everyone that it was important for teachers to stay balanced when teaching about the KR. Leaksmeay noted that the material is very emotional. Leaksmeay then reminded students to show up to training on time.

Farina began a presentation on Chapter 7 about daily life in the commune. She began by discussing how the cooperatives were formed by the KR. In the communes, everyone had to work together. They also had to put all of their valuables together to be owned by the commune-personal property was not allowed. Everyone ate together. Farina explained that there were two classes in society-farmers and workers. They then divided these two classes into base people and new people. She described the new people, who was put into that category and why. She taught them a slogan that the KR had-"to keep you is no gain to lose you is no lost."

Farina discussed family life. They separated family members 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 were sent to child centers where sometimes as many as 30 children would be looked after by 1 person.

Farina asked the class how many hours did they think people worked during the Khmer Rouge regime. A student responded 12 hours. Farina then compared the hours that people work today to the hours that they worked during the KR. She also noted that the eating times were lunch and dinner and that normally there was no breakfast.

Farina then discussed marriage. Marriage during the KR was an open ceremony and no relatives were allowed to join. Marriage was to get more people to support the revolution-the married couples were expected to have children. Normally, the minimum for marriage ceremonies was 3 couples. She noted that marriage could be raised by the boy-he could tell the village chief that he loved a particular girl and wanted to marry her but the girl could never say who they wanted to get married to. The class became very animated at this time. Farina asked them how old they were during the KR rule. A male student responded and said that during KR rule, you could propose a marriage to the village chief until 1976. After 1976 Angkar arranged marriages for women and men-they were not allowed to choose, they never knew each other before, maybe 30 couples and very afraid because they were not allowed to say no-neither the girl nor the boy. After the marriage, a small ceremony took place, like the eating of dessert. The male student shared his own experience. He lied to Angkar and said that he was a widow so that he could stay in the same town as his mother-many widows were sent to that village to work. But he worried that Angkar would set him

up with a widowed woman who would not be a virgin.

Farina then began her presentation again and noted that after the marriage, they would send a spy to the new couple's house to see if they lived together or not and if not, they would send the couple to be reeducated. Angkar told parents that the child did not belong to them, it belonged to Angkar. To indoctrinate children, they would have sessions under a tree where they would tell the children that they belonged to Angkar and not their parents. This is why they separated children from their parents so they could brainwash them. But some children still refused to be indoctrinated and would sneak to see their families even if it meant they received a beating.

Farina then discussed many topics including the use of child soldiers by the KR, the differences between the killings that the Lon Nol government perpetrated and the KR, how people were denied the use of traditional medicines and were given one type of medicine for every illness and the regular meeting that the KR had where people told their biographies and did self-critiques.

While Farina was presenting, a student wrote a question on a piece of paper and passed it to her. The student noted that Angkar wanted to grow the organization by having people marry and have children so why did they keep killing and starving people. A male student answered that all of the people that Angkar considered an enemy had to be killed. The student who posed the initial question then asked why they needed to kill children. The same male student responded that the KR believed that if you cut the grass, you also had to take out the roots so the grass would not grow again. That is why they killed children.

A student suggested name labels so everyone in the class could know each other. Then he said he wanted to learn more about the high ranking officials and the heads of the villages, communes and regions so he can compare what their lives were like under the KR as opposed to the common people. Farina then showed a picture of one comrade's children who were sitting and learning in a regular classroom. She explained that they had larger portions to eat than the ordinary children. However, she said that their married life was much the same in that Angkar arranged their marriages. Farina pointed out that some common people could not even afford the traditional Angkar clothes. She also noted that the base people had better food than the new people and then discussed the purges of officials that took place in 1977 and 1978 because of the war with Vietnam. Farina encouraged people to visit DC-Cam if they wanted to know more.

10. Classroom 3: Dara presented on torture and S-21. He discussed S-21 and how everyday prisoners were questioned and tortured and asked if they were CIA. If they refused to answer the questions, they would be beaten. Angkar

believed that if you were sent to S-21, you were guilty-no exceptions.

He discussed the different ways that prisoners were killed at S-21. Prisoners were gunned down, had their necks cut with palm leaf and were suffocated with plastic bags. These are just a few examples. A student asked what other security centers existed. He asked why Chapter 8 only talks about S-21. Dara said that S-21 was a central top security prison and had a lot of documents. In the book, they just summarized S-21 in one to two pages but DC-Cam has other books that cover all of the different prisons and have more information on S-21. Dara pointed out that the textbook could not cover all of the information.

Another student asked if the KR used a model from another country for the questioning and torture and who gave orders for what happened at S-21. Boly responded that Duch's work was under Son Sen and Nuon Chea but it is unknown whether Duch borrowed a torture and questioning model from another country.

Boly then discussed children's experiences under Angkar and how Angkar considered children as white paper that they could paint any color on. A male student asked how long women were allowed to rest after they gave birth. Boly responded that it depended on how quickly the child grew. If they grew fast, they would be sent to do minor manual labor. Boly pointed out that there was no clear answer to this question.

A student asked how many people survived S-21 and how many are still surviving. Boly said about 15 survived. The book says 12 but since the book was written, 3 other survivors have come forward.

Another student asked how many people were killed at S-21. Boly responded that they do not know the exact number. He said he met one of the perpetrators who said that he killed 4 or 5 people but that was not true. Duch himself has not given an exact number. Boly reminded the class that the perpetrators also have feelings and the point of reconciliation is not to have hatred towards the perpetrators.

11. Eng Voeun presented on Chapter 7, lesson 2: Mr. Voeun had a trainee read a diary entry in the book and then asked the class the questions on page 63. He told them to write their responses in their workbooks. After they finished writing, Mr. Voeun had them exchange their answers with other students so they could read each other's stories.

Mr. Voeun then began presenting Chapter 7, lesson 3. The objectives are for students to learn interviewing techniques and to create interview questions. He followed the objectives in the book. He also followed the procedure and process on page 65. He asked the students to work in groups and to try and

form interview questions. Then in the group he asked them to discuss how they would conduct their interview. He told the class that next week they would have to turn in the interviews that they conducted and the data they collected. He informed them that he would pick a report that is good and share it with the class and also maybe point out some things that could be improved in the reports.

Mr. Voeun then modeled lessons 2 and 3 from Chapter 7. He invited someone to share their personal experiences under the Khmer Rouge. He interviewed the student who volunteered in front of the classroom-passing the microphone back and forth as he asked questions and the interviewee answered. Mr. Voeun appointed a note taker to write notes on the board while he was interviewing. Mr. Voeun began the interview by introducing himself and he asked how old the interviewee was during KR rule. The interviewee answered that he was 14. Mr. Voeun then followed the questions listed in the book for interviews on page 65. The interviewee expressed fear that such a regime would return. He said that he thought the Khmer Rouge tribunal was a good thing because all of the Khmer people who suffered would be happy and it would help to end their suffering.

Mr. Voeun then presented Chapter 8. He started by sharing the objectives. He said the trainees should listen carefully, be respectful and take notes. After the guest speaker finishes they should write down a summary of what the guest speaker said and then answer the questions on page 68. Mr. Voeun directed the students to share answers and correct any wrong answers after they finished the guided questions. Mom Met reiterated that trainees should listen to the guest speaker, write down the main points, answer the questions and then exchange answers.

A student came to the front of the room and shared his answers to the questions on page 68. Mom Met emphasized that some answers may vary depending upon the students' experience. She asked if anyone had any questions. A student asked why the question that Mr. Voeun asked was not related to what the guest speaker discussed. Mr. Voeun responded that although the question did not relate directly it was still related to what the guest speaker shared. Mr. Voeun expressed that he wanted the students to think critically so he asked them what the KR were afraid of to make them think about why the KR created the security centers.

12. Sunday, after lunch: Hieng Sokha presented Chapter 7. During his entire presentation, he sat in a chair in the front of the classroom and read from the book. He did not move around or engage the students in any other way. He did not post anything on the board nor did he write on the board. At the conclusion of the lesson, Mom Met said the trainees should evaluate first. A trainee noted that although Mr. Hieng was teaching Chapter 7, lesson 2, he tried to make some points in the next lesson. Mom Met said he should have

used the workbook to help him teach. She asked the students to look at the guidebook and to follow the guidebook. She noted that Mr. Hieng's teaching was good but that he needed to work on following the guidebook. For example, the guidebook said that students should answer a set of questions in class, but he instructed the students to answer the questions at home.

A trainee noted that the lesson is long and difficult to finish so Mr. Hieng could divide students into groups and assign each group a lesson to discuss. Then the groups could come back together and report so that all of the lessons are covered.

13. Keat Sokhum taught Chapter 7, lesson 2. He started his lesson by taping his poster to the board. The poster outlined the objectives and which pages he was going to cover in the book. He also noted difficult terms on the whiteboard. He directed a trainee to read part of a confession. Then he had another trainee continue the same confession. As the two trainees were reading their confessions, he wrote notes on the board. He added more vocabulary words on the board from the confessions. For example, base people, new people and full rights people. He wrote a question on the board- What was the difference between these groups? He did not ask questions while he was teaching. Hieng Sokha led the evaluation after the lesson because Mom Met had stepped out.

Trainees comment that Mr. Keat should have allowed the students to read the confession but because it was such a long lesson he did not finish his lesson and he also could have better explained the vocabulary. Another trainee noted that there was no need for Mr. Keat to write the vocabulary on the board because it was already explained in previous lessons. Mr. Keat also failed to summarize his lesson.

Mr. Keat forgot to remind students to take notes while they were listening to the confession. He also did not have any trainee share anything that they wrote while listening to the confession. Hieng noted that Mr. Keat missed some points in the guidebook. Boly commented that it was good that Hieng followed the guidebook to evaluate Mr. Keat.

14. Sao Mon taught Chapter 7-the daily life in DK. Sao Mon introduced his lesson. He started by reviewing the lesson from the last session. He asked one question to lead from the last lesson to this lesson. He asked, "last week, what did we study?" No one volunteered to respond. He called on someone and they responded. Then Mr. Sao asked how the trainees could get information from the KR period. Some one answered by saying you could interview people, read books and other sources. Mr. Sao then taped a poster to the board. He had his objectives on his poster and said he would teach about interviews. He then explained how to interview people. He noted that interviewers have to be polite, prepared and they should take notes while the

interviewee is telling his or her story. Mr. Sao noted that the student also needs to know how to change the direction of the interview based on the answers the interviewee gives. He also told students that they should ask if the interviewee has anything else to share before ending the interview. Mr. Sao then divided the students into two groups and gave each a topic to go into villages and interview people. The topic was the title of the chapter-daily life of DK. He directed each group to go to two different places and then to compare results after they got back.

Mr. Sao then modeled how to do an interview with the student groups. The leader of the group was directed to pick a note taker for the interview. Dara commented that he thought the teacher was confused about the lesson. In the lesson, the students are supposed to learn how to do an interview and how to come up with questions and interview in class but they should not conduct interviews in villages until the teacher allows them enough time to practice in the classroom.

Mr. Sao invited a student to write on the board what they talked about in their group. Mr. Sao then asked the trainees what more would they like to learn about the daily life of the KR. At the end of the class, Mr. Sao reminded the trainees to tell the students to study hard, do the homework and prepare for the next lesson.

Provincial teacher asked the trainees if Mr. Sao followed the instructions in the book. The class answered yes. The provincial teacher said yes, but that there were still some parts to improve and the teacher made a mistake in following the instructions. A participant added that Mr. Sao did not follow the instructions.

Dara reemphasized how important it was to read the lesson carefully before teaching the lesson. Provincial teacher noted that Mr. Sao did not understand the lesson very well and therefore he did not meet his objectives.

Dara took over the classroom and reminded them to read the teacher guide book carefully to prepare for the lesson. He also reminded them of 5W2H, "when, where, what, why, who, how long and how did it happen." If they use the 5W2H tool they will get full information during an interview.

15. Mith Pak taught Chapter 8, lesson 2. 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 asked many questions. He noted that all of the cadre were very young. During his talk, he opened the workbook and showed a picture of the chains that held people. Then Ms. Mith took over the class. She summarized what the guest speaker said and asked the students to share what notes they took during the guest speaker's talk. She also asked what did

the students feel when they heard what the guest speaker and other people went through. One student answered that he felt much pity for the victims.

During the evaluation, the provincial teacher noted that Ms. Mith was not able to finish her lesson because it was the end of the day-her time was cut short.

16. Evening meeting: Boly opened the meeting and said that on the first day the teachers' methodology was lacking but throughout the training their methodology had improved. He asked them if they had met any challenges that day. One teacher responded that it is hard to find a guest speaker for the class at this point. Boly asked if she could provide a solution. She responded to ask someone in class to read the confession. She also said it will be difficult to find guest speakers when they return to their classrooms to teach.

Boly said it is a good suggestion to have students read the confession but it is important to try and arrange for guest speakers because students will learn how to listen, write and think critically from listening to guest speakers. Another trainee noted that if they invite a guest speaker, the teacher should have a gift for him or her. Boly said students can contribute 100 riel each for a guest speaker gift. Mr. Youk noted that some students are so poor that they will not be able to contribute even 100 riel. Mr. Youk said that the inability to contribute may make students feel insecure.

Another trainee complimented the teachers on their model lessons. He said he observed teachers and knew that they had the ability to teach the lessons. He also noted that when trainees are critiquing lessons, they should first tell the teacher the good things they did during their lesson and then let them know how they can improve. If trainees only criticize teachers, it will discourage teachers from teaching and improving.

Mom Met said that teachers did a better job today. She said they prepared better and followed the guidebook. She informed teachers that after they prepare their lesson plan, they can give it to the provincial teacher to review before they teach.

Mr. Youk asked whether the number of trainees should be increased or decreased. A trainee responded that it should be decreased to 30 and Mr. Youk agreed. Mom met said it should be increased to 40 while another trainee suggested 25.

A trainee complained that there is not enough time to complete their lessons in 30 minutes. Mr. Youk responded that the DC-Cam staff acknowledges that the time is short but they want to train them to be short and effective because when they return to their classrooms they will have more time. If they can be effective with a short amount of time, they will be more effective and more

comfortable teaching when they have additional time. A trainee added that the Ministry of Education said that they need to finish the program in one year but they do not have enough time to finish the program so the quality of the teaching is not good. Youk noted that the provincial teacher's methodology has improved from the first time that he met them until this second time. He commented that if they went to other places to teach, he believed they would be among the top teachers.

CHALLENGES: Time management continues to be a challenge for teachers. Time could be better managed if all staff arrived on time and if provincial teachers provided clear and short answers during the presentations. Additionally, teachers are failing to monitor themselves and watch the time while they are giving presentations which compounds the time management problem. Boly also noted that this is a training and time is therefore limited. However, when teachers return to their classrooms they will have more time to prepare and to teach.

Classroom management is also an issue. Teachers must make sure to circulate while they are teaching and while trainees are having group discussions. Sometimes trainees talk and are engaged in other activities while the provincial teacher is presenting.

The provincial and national teachers should be taught how to give constructive criticism and substantive feedback. Often trainees are told that their lesson was "good," but are not given support as to why the lesson was good. Teachers should be evaluated based on the textbook, objectives and teacher observation checklist.

Teachers need to be confident when presenting. They will not be confident if they do not have an in-depth knowledge of the material. Teachers need to read the book and share any problems they have in order to build their knowledge of the content.