

Genocide Education in Cambodia
The Teaching of "A History of Democratic Kampuchea (1975-1979)"
Report on University Lecturer Training

Phnom Penh, July 25-27, 2011

INTRODUCTION

In collaboration with the Ministry of Education, Youth, and Sports (MoEYS), and the Accreditation Committee of Cambodia (ACC), the Documentation Center of Cambodia (DC-Cam) hosted for the first time a national teacher training event for university lecturers and rectors from July 25, 2011 to July 27, 2011. The organization had requested the presence of two representatives from fifty-seven MoEYS-affiliated universities, of which fifteen are based in the provinces and forty-two are in Phnom Penh. To ensure that the teacher training program was implemented across the country as widely as possible, DC-Cam also sought the presence of a representative from thirty-seven non-MoEYS institutes. Of those invited, ninety-six were in attendance, representing institutes in Phnom Penh, Svay Rieng, Battambang, Pursat, Siem Reap, Kompong Cham, Sihanoukville, among others.

Hosted at the Institute of Technology of Cambodia, the teacher training program aimed to provide attendees with information about relevant research on the period before and during the Khmer Rouge (KR) era, different teaching methodologies and learning theories, and ways to incorporate the history of Democratic Kampuchea (DK) into the existing curriculum.

During the course of the program, professors like David Chandler, Ros Chantrabot, and Iv Chan talked at length on historical events that had led to the genocide, and what had exactly occurred under the control of the KR regime. Dy Kamboly spent some time explaining the content of DC-Cam history textbook *A History of Democratic Kampuchea (1975 to 1979)*, while Dr. Phala Chea and Christopher Dearing introduced teaching methodologies that would serve as effective tools for teachers within their respective classrooms. Attendees also had the chance to ask questions and express concerns during the Q&A sessions, which were facilitated by various DC-Cam staff members.

EXPECTATIONS

From the onset, DC-Cam had a specific list of expectations for the teacher training program that staff members wished to fulfill. Such hopes are expressed below, obtained by the Master of Ceremony Ly Sok-Kheang:

1. Increase teachers' knowledge about the history of DK
2. Equip university professors and lecturers with new tools to transfer knowledge about the KR regime to their students
3. Expose attendees to research that has been done on other post-conflict countries, such as (but not limited to) Germany, Rwanda, South Africa, and Iraq
4. Introduce comparative and even multi-national studies, to show the need of placing Cambodian studies within a wider context
5. Provide new references that could be beneficial to students as both required and recommended course materials

And indeed, interviews conducted with several attendees reflected similar expectations for the training program as those of the DC-Cam staff members. Official of Khmer General Education at Beltei International Institute, Sang Hai said that he needed to "let his teachers know exactly how to [create] lessons for the students;" he hoped to incorporate new or 'updated' knowledge about DK history into his institute's existing curriculum. A professor of Khmer history at the Institute of Cambodian Education, Chhay Thirith said that since he was born during the Pol Pot regime, the teaching he has had about this period has not been so clear and that he had wanted to participate in the program for the opportunity to interact with lecturers and to have a 'real' experience. And as a result, he could effectively teach students about the regime, so that it is remembered as an experience to be avoided, and not repeated: "the students would be afraid of killing, and they [would] just think [about] building peace in Cambodia from now on." Noun Senthary, a history professor from the University of National Management, added that through the program, she has "more documents written by famous scholars that would make [her] teaching clearer for the students."

University students also attended the teacher training program, staying for the opening ceremony. All of the five respective students interviewed were from the Vanda Institute and were required to take a course on the history of the DK regime in their foundation year. For Mek Khoeun, through the teaching training program, she wanted the courses on the DK regime to be revised so that she learned more about the regime's policies and their historical implications. She provided the following statement:

"I have been in the university for 3 years, it is my third year. [I would take a course on DK again] because I am interested in this. Based on what I have learned [in my foundational year], I do not fully understand what happened under the regime. I only have basic knowledge, so I want to learn more."

The basics for these students have included information regarding “mistreatment towards the Cambodian people”, “the origin of the regime”, and “the senior leaders of the KR regime.” As a result, other students like Liep Samei have expressed the need for DK history classes to be more critical, to have “more relevant documents to read” related to the truth. Given that he has heard from his parents and family members about the experience, he wishes that the course would provide the analytical and theoretical framework necessary to examine in-depth their country’s historical past, even in its darkest hours. And with the acquirement of this knowledge, future generations would make sure to prevent genocide from happening again and thus prevent devastation of their people.

ORIENTATION



Her Excellency Tun Sa-Im presides over the opening ceremony

Prior to the start of the actual teacher training program, distinguished speakers provided insights into the importance of this initiative.

Deputy Head of the History Department of the Royal University of Phnom Penh, Professor Vong Sotheara mentioned how it had not been possible to study the KR regime in schools for quite some time, given that after the regime’s fall in 1979, the

“country was still in chaos, as the military structure was operating even after their fall.” But now, due to the dedicated work of DC-Cam, abundant research has been done on the DK regime and programs have been brought forth that conduct training to teachers and lecturers across the country. He continued to stress the importance of the teacher training program:

The training will enable us to teach the history of the regime in a standardized manner, in the context of a country that has developed more and more. All developed countries focus their attention on the study of their own history and history of countries around the world as well; by doing so, this strengthens their national identity and helps decide the future. Being aware of the importance of studying DK regime will help develop this country. As Chancellor of Germany Merkel has said in her speech to the Parliament, we need to be responsible for the difficulty of the past, to help each other in realizing that the learning of this past is really important. This is not to

challenge the past, but to change what [had] happened in the past...people who do not know what happened in the past are blinded. Therefore, knowledge of the KR regime at this time is really important for us to share so that we can get rid of the culture of mistreatment.

Deputy Director of DC-Cam Vanthan Peou Dara then elaborated on the nature of the new teacher training initiative, highlighting the benefits and challenges that would arise. Some professors “[might not] want to teach the history of the regime at all because they are traumatized and are also afraid of political [implications].” Furthermore, it could be the case that “children of the victims and the perpetrators are studying together in the same class, which could cause tension” within the classroom setting.

Near the end of the opening ceremony, Her Excellency Ton Sa-Im, under secretary of the Ministry of Education, Youth and Sport, gave her speech emphasizing how learning about DK is essential for students to “become nationalists and love their country.” As the next pillars of society, students must be able to “solve problems critically, lead the country, and be effective decision-makers;” it has been “the government’s concern that youth don’t do bad things” and that morality is included within the learning process. This is why genocide education and the teacher training initiative are so important. And because education enables “people to solve the problems with their thinking,” teachers must determine and use “techniques [that are] effective and [enable their] students to understand the lesson easily.” It is not the case that students should and can learn only in the classrooms; rather, there are documents and materials that they can access during their free time; it is the teacher’s responsibility then to expand their horizons, to get them to be more active in their own research.

Her Excellency also spent some time mentioning the progress that the government, in collaboration with DC-Cam, has made through other education-centered initiatives. She mentioned how the textbook written by Dy Khamboly of DCCam serves as a vital reference source for teachers and as a secondary data for researchers and scholars. She also talked briefly about the anti-genocide slogans that have been installed by the Ministry and DC-Cam in high schools located with Phnom Penh and some other provinces. These slogans are especially meaningful as they contribute to “get[ting] rid of the shame that had been caused by the regime, to prevent the genocide from happening again.”

ACTIVITY - DAY 1

Morning Session

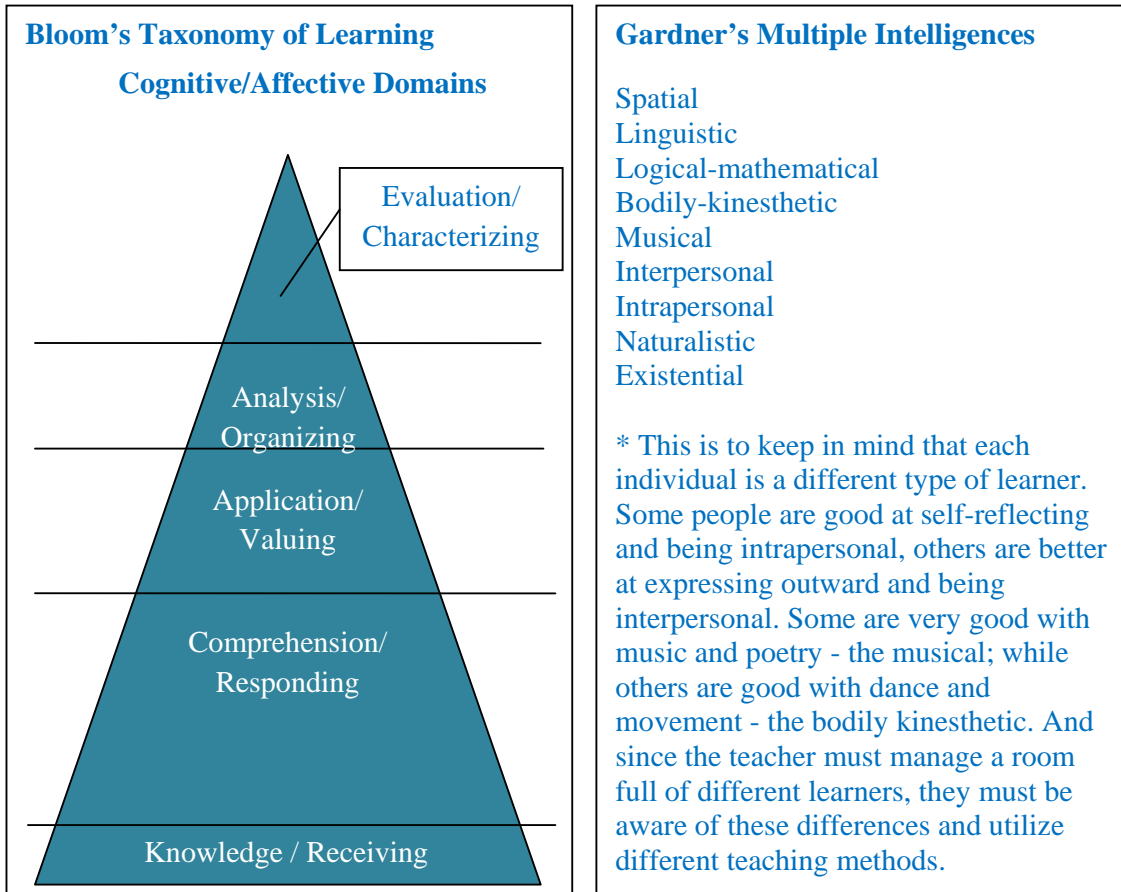
After the opening ceremony, Ly Sok-Kheang, DCCam Training Coordinator, spent some time laying out the expectations and describing in detail the agenda for the

following three days. During the six months of preparation for the event, Ly Sok-Kheang had prepared a binder of articles, reference guides, and other materials for all the participants and DC-Cam staff members. For reference to books, only the title and the table of contents were copied due to copyright issues; however, teachers were informed that they could contact DC-Cam if they wished to have a copy of the whole text. Some articles, such as *The Crime of Political Genocide: Repairing the Genocide Convention's Blind Spot*, could be found in full, given that they were written by foreign scholars and were too difficult to translate into Khmer. Speech transcripts of professors throughout the three days were also included within the binder. Given that all the necessary materials were provided, the audience was advised to read them in advance to have an easier time following the flow of interactions.



Dr. Chea Phala and Christopher Dearing with Sirik Savina present teaching methodologies to teachers.

Next, Dr. Phala Chea took charge and started her session by asking the teachers to introduce themselves and the university or institute to which they are affiliated. After the interactive exercise, Dr. Phala Chea referred to the syllabus template in the binder, emphasizing that teachers need to create their own and present it to the students at the beginning of each new academic period. The syllabus is essentially a pseudo-contract that contains “everything the student needs to learn and what the teacher needs to teach.” Throughout the discussion, Dr. Phala Chea made sure to highlight certain components of the syllabus, including but not limited to, contact information, required and recommended texts, assignments, and course objectives. Next, Christopher Dearing came forward and supplemented Dr. Phala Chea’s presentation, asserting that teachers need to know what knowledge and skills they want their students to attain in a course on DK history. He briefly introduced two different types of learning theories-Bloom’s Taxonomy of Learning and Gardner’s Multiple Intelligences that would be discussed on the third day.



Although somewhat difficult concepts to follow, Christopher Dearing with Sirik Savina simplified by re-emphasizing that “many students have different skills, many students learn in different ways.” While some learn a lot more effectively by reading alone in the library, others need group interactions to get a strong grasp on the class



Dr. John D. Ciociari (left) and Emeritus Prof. David Chandler (right) at the training

materials. In turn, it is wise for teachers to design their courses and especially their syllabus by being aware of the different learning methods.

Afternoon Session

After the lunch break, DC-Cam had the honor of hosting Professor David Chandler who, through his presentation, aimed to place Cambodian history within a wider historical

context. He emphasized the significant effect the Cold War had on the rise of the KR and its hold on power until the 1990s. During that time, Cambodia was forced into the Cold War even as most of the non-communist public wished to remain neutral, and was placed in the middle zone between the Free World as led by United States and the Sino-Soviet bloc of China and the Soviet Union. Unfortunately, at the time, neutrality was dependent on the larger powers of the war: Cambodia had no choice as it became a place for North Vietnamese to station their troops, and, as a result, Cambodia became a target of American bombings in the late 1960s. As David Chandler states, Cambodia "was a chess piece, not a chess player in the Cold War, and the United States walked away from it when the game was lost." And when the KR rose to power, they wanted to initiate a revolution of independence and self-sufficiency, brushing off any foreign intervention or assistance. They rejected the alliances they had previously made with Vietnam and China, hoping to remove themselves from the subordinate status; and yet, China still regarded the Khmer as "a counter-weight to the pro-Soviet regime that had taken power in Vietnam in 1975." Indeed, Cambodia had, without even realizing it, "become a pawn on the Cold War chessboard." In the end, the Cold War had only brought destruction and suffering to the Cambodian people. For Chandler, the most important lesson to learn from this history is to "not forget it, any more than we should ever forget the dark history of the KR regime."

Several questions were brought forth in a session moderated by two teachers. One teacher asked: "what factors had led or caused the KR to bring such brutality to our country?" Chandler also did not know the answer to this question, but mentioned that the KR have argued that they simply had no experience governing, and that although they had carried out their policies with the best of intentions, they had wanted to move with tremendous speed to show that they were, in fact, more revolutionary than Vietnam and China. As Chandler stated, "The KR was like a truck that was going down the road so fast that the wheels came off." Several of the other teachers were especially interested in the conflict between the Chinese and the Vietnamese, and its influence on the KR. Chandler provided the generalization that "the Vietnamese have always been angry with and afraid of China; given that the Soviet Union and China were also enemies at this time, once the KR took the side of China...this was something that the Vietnamese could not allow." The Vietnamese realized that they "needed to stop the KR because China was winning its neighbors."

Next, Dy Khamboly elaborated on David Chandler's presentation by describing DCCam text book (The History of Democratic Kampuchea, 1975-1979) and providing additional events that occurred immediately before and during the DK regime. The Cold War was definitely a factor that led to the KR regime, but it was not the only factor; rather, one must look to the United States bombings and the appeal from the king after the coup d'état in March 17, 1970 that also led to an increase in the

number of KR troops. Many Cambodians had lost their relatives due to the bombings, and they felt that it was an obligation for them to join the movement and fight for their families. They were also persuaded by the King's plea for "his children to join the maquis forest, to join the struggle, to bring back the power." As a result, the number of KR troops "increased from 3,000 to 30,000 within a span of 3 years."

Different scholars have introduced different theories as to what happened after the KR had taken power in April 1975. For Dy Khamboly, the KR ideology was new and radical as the regime aimed to create the "most socialist country of all, even better than the Vietnamese or Chinese"—an unattainable dream. Such idealistic visions led to the many losses of Cambodian lives. The regime strived to find the enemy within, to smash them as a means of keeping the movement in power. It sought to kill those of Vietnamese blood or those who were close to Sihanouk; they suspected others of being members of the KGB or CIA and wanting to 'swallow' the country. As Chandler had emphasized in his speech, Khamboly asserted that the KR wanted to transform Cambodia into an independent country, immune from the influence of other powerful countries. And to do so, the regime believed that power had to be taken from the hands of the intellectuals and into those of the peasants.

The KR reinforced the collectivization policy that had been in effect since 1973. Cooperatives were created everywhere in the country so as to get rid of private property and individualism. The regime believed that it could "build the independence of the Cambodian people so that they could live by themselves;" and thus implemented policies of self-reliance so that its people would not need to rely on other powerful countries to survive. In turn, the cooperatives were perceived to be the "core force in developing the country." And as a means of building loyalty and devotion to the regime, each individual was forced to take part in self-criticism



Mr. Khamboly Dy gives presentation to teachers.

meetings after hours of working in the rice fields with little food; if those criticized did not make the effort to correct their 'flaws,' they were taken to be re-educated or killed. Those unable to perform their assigned tasks were regarded as enemies who were purposely hindering the development process of the new nation.

Dy Khamboly's presentation was also followed by a brief Q&A session. One teacher wanted to know how Pol Pot got the idea to purify Cambodian people's 'character.' Dy Khamboly explained that Pol Pot had wanted to help poor people who were constantly oppressed by the rich; however, for them to rise over their oppressors, they needed to be revolutionary in their approach. He read communist books that detailed the various movements in North Korea, Vietnam, China, and Yugoslavia, and strived to create a mixture of several ideologies. The discussion then took on a more interesting turn when one teacher expressed his concern that an individual who encounters the propaganda from the KR would not believe that the regime is responsible for the genocide. Kok-Thay Eng argued that it would be difficult to have such confusion, given that propaganda only presents one aspect of the KR regime. Research has been done on how the regime used various songs, slogans, and documents to manipulate their own people to carry out policies of forced labor and mass killings. Interviews conducted with survivors, the revealing of mass grave sites—these serve as evidence that lots of bad things happened under the regime, in complete contrast to what the KR source supposedly presents. Ly Sok-Kheang added that documentation of history enables individuals to see the truth of what really happened during that time; and it is precisely through genocide education that the next generation will be informed of the most accurate of historical accounts.

Another teacher volunteered his thoughts, urging the audience to look at the intent of the writing. DCCam's textbook, for example, is a history book that was not written to fulfill any political obligations; documentation developed during the KR regime, on the other hand, is propaganda geared towards presenting a certain façade of the regime. Furthermore, according to him, "history is the truth, the fact, the concrete." Another teacher countered this response by pointing out that the significance of documents and other forms of evidence is determined by their beholder, the interpreter. It is therefore the responsibility of the next generation to make an evaluation of what happened during that time, to make its own judgment by looking at both the KR materials and the research done by DC-Cam and other institutions. History then is not determined by the 'objectives'--'the fact' or 'the concrete.' Rather, it is a narrative constructed by subjective judgments, selections, and interpretations.

ACTIVITY – DAY 2

Morning Session

At 8:00 A.M, Kok-Thay Eng and Dany Long from DC-Cam introduced the three propaganda films that would be screened: "Liberated Zone in 1973," "Basit Prison," and "Cambodian Children." The films belonged to the Vietnamese government until obtained by DC-Cam in 2009. All three were shown accompanied by the song "Oh Phnom Penh," even though the third had dialogue in Vietnamese and Khmer.

The film "Liberated Zone in 1973" was a propaganda film produced during a tour for the Liberated Front delegation from South Vietnam. The film shows idyllic images of the area occupied by the KR in 1973: soldiers hugging children, happy villagers working in rice paddies, drying boa skins, thrashing wheat, and weaving. Khieu Samphan and Son Sen appeared in the film, leading the tour.

"Basit Prison" was made by Vietnamese troops after they liberated Phnom Penh from the KR. It documents their first impressions of the abandoned S-21 detention facility. The film depicts the outside of the buildings, then moves from room to room revealing piles of shackles, brick cells, and photographs taken by the KR of those executed at S-21. The film also shows rotting bodies shackled to metal cots with pools of blood on the floor beneath them.

The third film, "Cambodian Children," was made in 1980 by the Vietnamese to compare Cambodian children with Western ones. Footage of Cambodian children working in fields, caring for babies, and emaciated from starvation were juxtaposed with photographs of plump, smiling, Western children. Footage of Tuol Sleng was also preceded by images of Western schools.

For the most part, the audience watched the films in intent silence. There were a few people playing with their cell phones. A scene from "Cambodian Children" showing children eating leaves from a tree prompted mutterings about the tree from the audience, but that soon subsided.

Kok-Thay Eng followed the films with a brief recap of David Chandler's talk from the previous day. He discussed reactions to Chandler's paper from Indonesia and Burma. Indonesia said that without the Cold War, Vietnam would not have been able to spread communism. Burma supported Chandler's paper, however said that they still suffered from the effects of the Cold War.

Dany Long asked the audience for their opinions about the film and opened the floor for questions. The first questioner foreshadowed the morning's unofficial theme, asking which part of Cambodia suffered the most under the KR and which suffered the least. Dany Long responded by bringing the focus back to the films, saying that there was not suffering in the first film because it was focused on the success of the KR but there was a lot of suffering depicted in the second and third film.

The second questioner picked up the first's theme, complaining that the three films did not reveal that any particular region suffered more or less than other regions under the KR. He became very animated while complaining that the film had no sound and only showed images. Dany Long informed the man that the first two

movies were silent and the third was in Vietnamese and Khmer. The organizers thought it would be boring to hear Vietnamese so decided to turn the sound off.

The next question returned to the theme of unequal suffering among regions and reminded the moderators that the audience still had not received an answer to this question. He said that some regions suffered more killings than others and that he felt it was important for DC-Cam to conduct more research and compare regions.

The following questioner expressed his desire for DC-Cam to divide regions according to scale of killing and bear in mind that many died from illness and starvation, not just killing. He also wondered why DC-Cam didn't go to Ho Chi Minh and get more films. DC-Cam Director Youk Chhang answered this question, saying that the movies were used as a teaching tool and while they have 220 films. He informed the audience that DC-Cam plans to have the films, and other materials, available at the Sleuk Rith Institute. He also told them that DC-Cam will publish a book in the next two years on the impact the KR regime had in different regions. As to the number of dead, he said that in documents from 1981-82 the estimate was 3,300,000 dead, while Yale Professor Ben Kiernan put the number at 1,700,000. Youk Chhang used his own experience as an example of why it is difficult to estimate the number of dead. His sister was killed so he would say he lost his sister if interviewed. His mother would say she lost a daughter and his father would say the same. While one person was killed, it would be easy to interpret this as three, skewing the number. He also informed the audience that a PhD candidate in Belgium is working on a paper on the number dead.

After the films, Professor Ros Chantrabot began his talk with a discussion of how the subject of history has changed over time, from 500 BC to today. He discussed its development to becoming an emotional story in the seventeenth century to an emotionless account of events in the nineteenth century. Today, history is more scientific. It is not enough to recount an event; historians need to ask why the event happened.

He then moved on to a discussion of the post-WWII global political environment and the beginning of the Cold War with Russia's invasion of Czechoslovakia in 1948 and the spread to Asia with Mao's victory in 1949. He said it was called a Cold War because only small countries experienced fighting. He said that the United States was interested in Southeast Asia because of trade and also because of the Domino Theory-the belief that after one country fell to Communism, others near it would follow.

During this time, the King of Cambodia joined the neutral block. Cambodia was still under threat from Thailand and South Vietnam, with Thailand controlling three

Cambodian provinces. The King would not allow American troops to operate from Cambodia, so in retaliation, the United States bombed the Cambodian-Vietnam border. The King was equally suspicious of communists and liberals and enforced strict policies to ensure Cambodian neutrality. As a result, an internal conflict arose. The King enforced a policy to kill opposition members. Lon Nol's 1970 coup kept the policy of killing opponents, as did the KR.

The Q&A session was focused on gaining a better understanding of the motives behind actions surrounding the Cold War. One participant was curious about how the start of the Cold War is defined, stating that the lecturer cited 1948 as the start date while Chandler said 1946 in his lecture the previous day. Professor Chantrabot replied that the other date is correct; he just used 1948 because it was when Russia invaded



Prof. Ros Chantrabot gives presentation to teachers

Czechoslovakia. Another participant wanted to know if the recent Jasmine Revolution was at all comparable to the Cold War. Professor Chantrabot noted similarities in that in both circumstances, those with power in their hands became aware of their power and of the oppression against them and chose to fight against this oppression. Like the Jasmine Revolution, there were many approaches used in fighting oppression—some violent and some peaceful—depending on the level of involvement of more powerful countries. An inquiry was made as to whether or not genocide could have been avoided if there was no conflict within the royal family. The professor said that while the King's support added legitimacy to the KR, their rise to power had more to do with international factors than the royal family. An audience member asked what Vietnam's motivation was in capturing Phnom Penh and then ending its rule of Cambodia in 1989. The professor said that he preferred saying Vietnam interfered in Cambodia as opposed to invaded or liberated. He said Vietnam was aware of Cambodia's condition and wanted to do something other powers could not do: liberate Cambodia. Vietnam withdrew in 1989 because there was a fear that if they left earlier, the KR would reorganize. The year 1989 also coincided with the end of the Cold War.

Afternoon Session

In the afternoon, the teachers had the chance to listen to and talk with Him Huy regarding his experiences as a former prison guard at S-21. He was recruited as a KR soldier in early 1973 and fought at the National Road near the Mekong River until the war was over in 1975. Eventually, after some time in Takeo and Prey Sar, he found

himself working at S-21; he served as a platoon chief, responsible for receiving prisoners outside the compound and transporting prisoners after their interrogation to be killed at Choeung Ek. Upon the fall of the KR regime, Him Huy was able to return to his home village and start a new life; unfortunately, his mother and brother were both killed.

Although a brief testimony, it sparked great interest among the teachers who wanted to know what it was like for him to have worked there, knowing that people were being tortured and killed. Him Huy put forth the answer that he has provided in many documentary films and even to the ECCC: that he was under orders and was forced to carry out his duties. Furthermore, his task was not to kill people but to bring prisoners from one place to another. Under the KR, the soldiers had to be absolutely loyal to the regime; if they asked him to do something, he must carry out the responsibility. If he refused to do so, he too would have been killed. And contrary to what the KR had asserted, some who were arrested and brought to S-21 were not all traitors, or that they were part of the CIA or KGB. For Him Huy, it seemed as if Duch was on a mission “to kill all people and leave only 3 million people [alive].”



Participant is reading a poem

Some teachers questioned the validity of Him Huy's statements, asking whether he was providing this testimony because DC-Cam had obliged him to do so or if he was doing so by his own will. Him Huy replied that he has wanted to inform as many people about his experience, given that he was forced to work at S-21. In 1997, when Son Sen gave a lecture in S-21, he asked to be allowed “to serve as a soldier fighting against the Vietnamese troops,” on the field where he could at least die with some honor and integrity. When asked about whether he was discriminated for his personal background, Him Huy replied that the people in his community do not treat him any differently, as they too know that he did not have a choice. It seemed then that he did have intentions to tell the truth, as a living witness of the KR period.

For the last part of the afternoon session, Professor John D. Ciorciari of Michigan University gave a presentation on his co-edited work *On Trial: The KR Accountability Process*. Relevant to his research and different from the earlier presentations, he focused on post-genocide justice and

what Cambodia has done 1979 onward to punish the KR leaders responsible for the atrocities. In 1979, the People's Republic of Kampuchea (PRK) held the Revolutionary Tribunal in a theater room located near the riverside; the procedure was not given much weight as it had procedural defects, lacking in protection of the defendants' rights. According to him, the current Khmer Rouge Tribunal is an effort to rectify the problems from the 1979 tribunal. Then, from 1982 to 1983, the Cambodian government attempted to construct a truth commission to function by means of the Renakse petitions. However, the problem was that these petition forms were designed for political reasons to help the PRK to earn a seat in the United Nations. All in all, it was rather difficult to bring justice to people in post-war Cambodia; for a long time, justice was not mentioned explicitly because negotiating parties believed that doing so would scare the KR back into the jungle.

Dr. Ciorciari continued on to assert that the Court would not be able to do everything, and in turn, genocide education also serves as an important way of improving upon the legacy of the Renakse petitions. The Court is faced with a lot of challenges and flaws, and it must be remembered that it is impossible to attain complete justice. However, the fact that there is official acknowledgement that what had happened was wrong is nonetheless empowering "to a society that has suffered from impunity for too long."

In the Q&A session, one teacher asked an insightful question as to whether there should be national reconciliation at the expense of justice, or vice versa. Dr. Ciorciari replied that balancing justice and reconciliation is a matter of sequencing the situation on the ground, and that the current context has enabled a judicial proceeding that allows for national reconciliation. Even though the public was disappointed by Duch's sentence, the decision established the Court's credibility. Furthermore, by adhering to the principle of preserving the accused's rights, the Court did precisely what the KR did not do (almost as a response) and set an example for the judicial system that Cambodia deserves. It is important, however, to remember that there is no more than a fraction of the KR who are on trial and are facing legal accountability. Genocide education then is significant in that it provides another form of accountability as the public is confronted with the reality and the very notion of justice.

After that, Dr. Iv Chan, President of the National Language Institute, gave a detailed talk called "Cambodia between 1975 and 1979." Initially, he placed the following questions to guide the audience: "Why was the KR regime able to come to power?", and "Had the Cambodian people approved of the regime or were they forced to accept this new authority?" Unfortunately, he could not provide clear answers, as "it is quite difficult" to do so; but, as a starting point, he and the audience would need

to examine the external and internal political dynamics as they related to and affected the regime of DK.

When studying the Cambodian context, it seems as if the historical wheel continuously spins through the same events: unification, conflict, unification, conflict. For Dr. Chan, the historical consequences may be similar, but they are due to changing ideas and intentions. The genocide was the bitterest part of the nation's history, but at the same time, it was inevitable for a powerless nation trapped in the middle of several powerful, unrelenting countries. He echoed the sentiments of Professor Chandler and Professor Chantrabot that the Cold War had, to a certain extent, brought about the rise of the KR regime. To defend its own sovereignty, Cambodia sought to remain neutral throughout the war; however, this posed serious problems for the leaders of powerful countries, which in turn, placed the nation in a worse position.

But, according to Dr. Chan, blame must not be placed on others. Pol Pot's vision of a new Cambodian society was idealistic, as he sought to seek justice for the poor by removing class oppression and private ownership. He aimed to destroy religion as it would lead to disparity between followers and non-followers. Pol Pot believed that only by giving the poor the same rights as the rich could the country be led to prosperity; in turn, he forced the entire population to do collective work—farming and planting, the building of dams and dykes. And yet what seemed promising turned out to be disastrous in reality. And rather than questioning his own policies, he believed his people to be inadequate and incompetent, sabotaging the revolution's work. Pol Pot sought perfection but in actuality, brought Cambodia nothing but a bloody tragedy.

In the Q&A session, the teachers mostly asked clarification questions regarding the



Participants discuss about writing poem

tactics used by the regime in determining which people to 'smash.' Dr. Chan explained that the regime collected biographies and searched for civil servants who had worked for the previous regime; they also gathered intellectuals who had too much knowledge and those who expressed disapproval of the revolutionary plans.

ACTIVITY - DAY 3

Morning Session



DC-Cam director, Youk Chhang gives a speech to participants

DC-Cam Director Youk Chhang provided an overview of the documents available at DC-Cam that lecturers could access for their teaching or their research. He encouraged the participants to make use of the available documents in their teaching, and noted various ways in which the documents could be utilized to enhance learning. Chhang described the five types of documents available at DC-Cam. First, DC-

Cam has many paper documents, including confessions, reports from KR leaders, and maps. Second, DC-Cam has information about memorials, including skulls and bones, and analyses about the sex, age, and cause of death of the victims. Third, DC-Cam has first-hand interviews with both victims and perpetrators that can be used for research and might be used as evidence at the ECCC. Fourth, DC-Cam has rare photos, mostly original, that can be used to search for victims, survivors, and former KR cadres and might lead to additional interviews. Finally, DC-Cam has films and documentaries, some conducted by Vietnamese soldiers, which can be used for research. Chhang reminded that some interviews and confessions might contain false information, but many have information that might be useful. He recommended that participants conduct wide research, looking at different resources and aspects of the materials to avoid biased conclusions. He recommended that the participants do their own research, instead of asking DC-Cam to find and send documents. He also suggested that participants send some of their students to DC-Cam, and offered to assist the students in doing their own research. Lastly, Chhang handed out a document containing information about accessing DC-Cam's resources.

The overview of DC-Cam resources was well-received by participants. One participant, Seng Chino, a cultural studies professor at Bright Hope Institute who was born under the KR regime, said that he had hoped to receive supporting documents to use when teaching his students because when he tells them stories about his experiences under the KR – for example, describing the living conditions – some students do not believe him. Another participant, Eng Sopheap, an English literature professor at the Institute of Khmer New Generation, expressed similar sentiments. He hoped to use documents to supplement his lectures about DK, because his students do not believe what happened. Additionally, Vong Sotheara, a history professor at

the Royal University of Phnom Penh, noted that his university does not have funds for research, so he is especially reliant on DC-Cam for information. Thus, information about the documents and supplementary materials available at DC-Cam will likely be useful for these participants.

Next, Dr. Phala Chea gave an introduction to two teaching methodologies. She asked participants to open their guidebook that they had been given earlier in the training, and the students used their guidebook to follow along with the lecture. She noted that the guidebook contains many methodologies which lecturers could select from according to what would be most useful to their teaching. Dr. Chea asked the



Participants select best poem to represent their group

audience about common strategies and methodologies that they currently used in their classrooms. Participants mentioned a diverse array of teaching strategies, ranging from a student-centered approach in which students take an active role in their learning to a teacher-centered approach with lectures followed by questions. Current strategies include group discussions, lectures followed by student practice—such as research or field trips, and role-playing. One participant mentioned that he asks his students questions before and after each lesson to assess their learning. After every response, Dr. Chea restated each strategy described, and sometimes made suggestions about how other participants might utilize the strategy. For example, when a technology professor mentioned using field trips to teach her

students, she suggested that field trips related to education about the history of the DK might include trips to the killing fields or memorials.

Dr. Chea described the contents of the guidebook. Unlike the syllabus, which contained a lesson plan specific to genocide education, the guidebook included many different strategies with broader application. She used a PowerPoint presentation to emphasize the contents of the guidebook, including: objectives and outcomes, lessons, instructional strategies, guided questions, and student activities and assignments. One participant noted that these different methodologies could be useful because of the recent change from a teacher-centered approach to a student-centered approach to teaching. Another participant expressed that he finds it useful to use tools to help his students perceive and understand material more clearly, such as utilizing songs, movies, and films instead of simply lecturing. Dr. Chea described additional teaching strategies—including group activities, cooperative group work, jigsaw, and presentations—that the participants might use, and explained the details of each methodology. A Jigsaw refers to assigning different readings to different students, and having them work together to share information. Presentations involve student presentations about their learning, and should emphasize organization, knowledge, graphics, mechanics, eye contact, and elocution. Cooperative group work describes students working together, sharing responsibilities, and taking an active role in their learning. Cooperative group work involves five key roles: the facilitator, the recorder, the timekeeper, the motivator, and the reporter.

After a short break, participants were divided into groups for interactive, collaborative group work. First, participants divided into four large groups based on the color of their nametags. Then, after counting off, participants divided into smaller groups of five people. Each smaller group was instructed to identify group roles and responsibilities, create a poem entitled reconciliation, create visuals to accompany the poem, and then present the poem to their larger color group. Each color group then selected one poem to share with everyone. DC-Cam staff helped facilitate the activity.

Participants appeared to be very engaged in the collaborative group work activity. Some small groups collaborated to write one poem, others appeared to work individually before sharing with their group members. After each small group completed their poems and pictures, they joined with their color groups for a voting process, and each group selected the winning poems and pictures. In some cases, two groups combined their poems and pictures to represent their color group. Winners wrote their poems and drew their pictures on big pieces of paper. Participants remained actively engaged. For example, in one group, eighteen people gathered around a table, sharing ideas and observing the process of transcribing the poem onto the bigger paper. One participant, when asked if he would have his

students write poems in a similar type of activity, responded: "They love to do this kind of exercise."

Finally, the smaller groups came together to share their poems with the entire training. The first group performed a poem about the Khmer of one color, describing how the Khmer had lived in suffering and pain that seemed senseless, but now could find peace and reconciliation. Their accompanying drawing compared the past with the present, and used shapes and colors to represent different political parties, showing the pre-1975 division of the Khmer people, and the current unity. The picture represented the importance of working together and not fighting.

The second group shared a poem entitled 'National Unity.' Their poem described the suffering and bloodshed that had existed in Cambodia, and then emphasized the current peace and happiness and noted that Cambodians now live without discrimination. The poem observed that unity is essential for enabling all to live in peace. The accompanying picture included dark skies to represent suffering, and a rising sun which faded the dark sky and enabled people to live in peace. The rising sun illuminated Angkor Wat and palm trees, representing the souls of the Cambodian people.



Participants write poem on flip chart

The third group presented a poem about a lotus growing from the mud. They referenced the Khmer civilization that used to flourish, when Cambodians were united as one. Then, they described the accusations, divisions, fighting, and killing that occurred when Cambodian people did not have unity or solidarity. Their poem ended by encouraging the

younger generation to reconcile and unite so that the Cambodian nation can flourish again. The third group explained that they had been inspired by Cambodian history, and noted that it is important to show cycles of conflict followed by reconciliation. After sharing their poem, this group had the audience stand up and hold hands. Laughter spread throughout the room as the participants realized that by standing and holding hands, they were embodying the picture that the group had drawn to accompany their poem – a line of people standing and holding hands.



Mr. Chan Pheakdei (left) and Mr. Lao San (right) both present their poems to all teachers.

Finally, the fourth group shared the two poems that they had written. The first poem, in the form of a traditional song, described the Angkorian civilization that was destroyed under the KR, and the current peace and unity. The group explained that Cambodia used to be strong, then separated and lost their great civilization while everyone suffered. Now, Cambodian people live in peace and unity. Next, this group

encouraged audience participation by leading a repeat-after-me song about how the past sorrow is gone and it is time to be united. The group's second poem described the past problems and the unity that has existed since 1998. Their accompanying picture demonstrated how world ideology influenced Cambodia and put pressure on Cambodia. Their picture, showing hands united on a map, represented unity and reconciliation.

After the presentations, Dr. Chea thanked each group, and summarized the collective group work methodology that they had learned and practiced.

After the presentations, Farina So distributed books to participants telling stories of women under the KR regime, and highlighting the experiences of Muslim women. She noted that Muslim and Cambodian women described suffering similarly—all were separated from their families, subjected to forced labor, and threatened by KR policies. She explained that Muslim women were also subjected to religious persecution, and although they resisted, they had to bury their resistance in their mind instead of resisting openly.

Finally, Youk Chhang spoke. He described DC-Cam's goal to write about the history of each village, and the committee that has been created for that purpose. He explained that the committee will come together and compile a paper that will be published and given to students. He invited any interested participants to be on the committee. Chhang then introduced the *Breaking the Silence* sound performance project—a performance about DK that has traveled around Cambodia and is also available on CD. He played two of the songs on the CD for participants. The first song filled the room with a heartbreaking melody and words about a dead husband coming to his wife in her dreams to tell her how much he longs to be with her. The second song described transforming the blood river into a river of reconciliation and accountability, imploring listeners: "Speak." Youk Chhang suggested that the songs could be shared with other countries who suffer the same crimes.

Afternoon Session

After the lunch break, Khmer Rouge Tribunal (ECCC) Public Affairs Officer Huy Vannak gave a presentation to participants, encouraging participants to bring their students to visit the Court. He explained that either DC-Cam or his office could help facilitate court visits. After distributing informational materials about the ECCC, he provided an overview of recent tribunal developments and emphasized that the tribunal is a Cambodian tribunal, although there is international involvement, and that the public can engage closely with the Court. His office works to broaden public knowledge, locally and internationally, about the Court's work. Huy Vannak reflected on the changing public attitude toward the court, noting that in the past people did not think that the Court was a nice place to visit but now they find it friendlier and more open to the public. Finally, he emphasized that although the Court is fulfilling its mandate to bring senior leaders and those most responsible to trial, the ECCC is not the end of the path to justice. Instead, the lecturers have the responsibility to teach about the history of DK to younger generations. Participants had the opportunity to ask questions, and their questions were both specific—"Can a trial be completed if the accused dies in the process?", and broad—"What is the proof that the ECCC is a Cambodian tribunal?", and Huy Vannak answered each question.



Participants raise their hands to support the best poem

Next, Christopher Dearing continued the presentation about two teaching methodologies. He asked participants to look at the pyramid of Bloom's Taxonomy, and to determine which part of the pyramid is the most important. Participants responded that they thought that the bottom of the pyramid – receiving knowledge – was most important, and two participants opined that most of their time as teachers should be spent on imparting knowledge and facts to their students. Dearing responded that although knowledge is important, it is important to also be able to interpret the facts, make reasoned decisions, and articulate information. He remarked that the role of a teacher is not just to give answers to problems, but to create new problems and questions for students, which is more in line with real world experiences. Although knowledge is important, students must also be able to do something with the knowledge that they receive. Thus, more time should be spent on the other components of Bloom's taxonomy, including: comprehension, application, evaluation, and analysis.

Dearing reminded participants of the roles of students in group work. The facilitator receives directions from the teacher and ensures that his colleagues understand the task. The timekeeper keeps track of time for the group. The motivator makes sure that everyone participates and stays on task. The recorder writes everything down. The reporter presents the final product to the bigger group.

Dividing into the same color groups as before, the participants began a collaborative group work activity. Each group elected a facilitator, to whom Christopher Dearing gave instructions about the project. Each color group would be divided in half, with one section reading in their guidebook about Iraq and the Kurds, and the other half reading about Germany and the Holocaust. Each group, Dearing instructed, should be able to answer two questions after their research: (1) What are the most important facts or events of that history?; and (2) What are the most important details about the victims who suffered? Each group was to be able to teach others about what they learned, and had ten minutes for their research.

The facilitators returned to their color groups and instructed their colleagues on the guidelines for the activity. Because some of the other participants had gotten distracted or disengaged while waiting for the facilitators to return, it took a few minutes for the group-work to get underway. Some groups researched individually, while others interacted with each other, reading and sharing information.

After a short break, Christopher Dearing reminded participants that the Jigsaw method could be used for any topic or subject matter. Jigsaw has three steps. First, the teacher provides students with the needed information. Then, students become experts in the topic. Third, the teacher assesses how well the students have learned by having students present to the class. To practice, Christopher Dearing asked for two volunteers to share their research with the larger group. Dearing mentioned that usually, under the Jigsaw model, additional participants would be able to share their

research and discuss whether they had learned similar information. However, in the interest of time, the groups went immediately to the next phase of Jigsaw.

For the next phase of the project, facilitators were instructed to divide their groups into teams of two. Each team should have one 'expert' about Iraq, and one 'expert' about Germany. Each pair was to answer the following three questions: (1) What are the similarities between the mass atrocities?; (2) What are the differences?; and (3) How are the atrocities in Iraq and Germany similar or different than what happened in DK? Groups had eight minutes to complete the activity. As it was nearly the end of the day, participants seemed to have less energy and enthusiasm for this group activity than they had exhibited earlier in the day. Nonetheless, the pairs seemed to be sharing information and discussing the questions at hand. When the entire group came together again, Dearing asked for one participant to share the answers that he and his partner had come up with, and he described that although different groups were targeted in each country and the methods varied, killing occurred in all three places. Finally, Dearing summarized the Jigsaw method. He noted that the second phase of Jigsaw is for students to teach each other, as participants had just done. He explained that the exercise was intended to demonstrate the Jigsaw methodology, and to show how students could teach each other while working in groups.

When asked whether or not they would use the Jigsaw method in their own teaching, one participant responded that he didn't think it would be appropriate for lower-level students who would find it difficult to answer the questions when working in pairs as compared to a larger group discussion. Another participant, however, stated that he will use the techniques of small groups and students teaching other students, because it helps them to ask questions and learn from each other.

At the end of the day, Christopher Dearing led a summary of the training. He asked for two volunteers to write the activities of the past three days on boards at the front of the room, and noted that while it is important to provide students with an overview of what they have learned, it is better to have students say it for themselves rather than tell them what they have or should have learned. In that spirit, he asked for volunteers to share what they had learned from the training. Volunteers eagerly offered information, and all of them highlighted facts about DK that they had learned. For example, three participants described learning about the foreign influence that contributed to the atrocity in Cambodia.

The participants' emphasis on the facts that they learned illustrates a focus on facts instead of methodology that also came out during interviews with participants throughout the day. Although participants described the methodology training as helpful—for example, one interviewee remarked that although she had history books to teach, she lacked effective methods by which to teach the information—most seemed particularly interested in learning facts about DK. Chhin Daly, a professor of finance and banking at Phnom Penh International University, stated that she

attended the training in order to learn relevant facts about the KR regime—for example the number of people killed and how people died, and that the training had met her expectations in that regard. Eng Sopheap, an English literature professor at Institute of Khmer New Generation, noted that he was most interested in learning facts, although he also hoped to learn about methodology. He explained that he had more prior experience with the teaching methodology—for example, the Jigsaw method is similar to a group work method that he already uses in his classes. Similarly, Seng Chino of Bright Hope Institute explained that the methodology lessons were similar to that of the Ministry of Education—he already used techniques with aims, objectives, and other strategies.

Continuing the discussion about what they had learned, one participant noted that the training was a step in the process of Cambodia moving forward, and another remarked that it would be important to use past history about Cambodia to teach younger generations. These remarks reflected comments made by participants during interviews throughout the day. Chhin Daly of Phnom Penh International University noted that she would teach her students about the atrocities that happened during the KR regime so they could avoid them in the future. When asked if his generation knew what happened during the KR regime, Yan Pich a civil engineering student at the International University of Debey responded, “Not at all. Even me.” He explained that although his parents had told him that “something happened,” he attended the training in order to learn more. He emphasized that people in Cambodia need to learn their history in order to avoid repeating it.

Youk Chhang spoke to conclude the three-day training. He noted that it is important to remember that KR history is not just about killing, it is also about the systems used during the KR regime, such as banking and technology. He noted that DC-Cam has copies of the songs, films, and books developed during the KR regime, in addition to documents about the Lon Nol regime and from abroad. He again encouraged lecturers to involve their students in research, and reminded that DC-Cam could provide assistance. He encouraged students to research, learn, and teach future generations, and emphasized that teachers can take part in making the Cambodian civilization flourish again. “Now”, Youk Chhang remarked, “it is time for Cambodians, not foreigners, to write about their own history.” One participant mentioned that he felt sad to leave the training, because he didn’t know when the group would come together again. Another participant asked about the conditions of the memorials for skulls and bones, noting that he had seen a cow eating bones in one of the memorials. Youk Chhang responded that perhaps the professor could encourage his students to take the initiative to raise money to rebuild the memorial. Youk Chhang reflected that for justice, one needs the Court, but for reconciliation, one needs art. He then introduced one of the *Breaking the Silence* performers, whose powerful voice filled the room with songs about lost spouses feeling tears in the rain and blood rivers transforming into rivers of reconciliation.

STRENGTHS AND IMPACTS

All in all, the training did a great job of getting professors, lecturers, and administrators from across the country and from a wide variety of universities and institutes to attend. As a result of this training, a teacher from the Ministry of Interior has requested assistance from DC-Cam in incorporating the study of the DK history into the existing curriculum at the Royal Academy of Cambodia Police. In this collaboration, DC-Cam will provide the teacher with the means necessary to effectively teach the police about the military armed forces under the rule of the KR. Through such studies, it is hoped that the students will learn that such atrocities must never be committed again, that ruling the country does not necessitate the use of violence and human exploitation. Another institute will also collaborate with DC-Cam to create a library on campus dedicated to student research on the history of DK.

The training provided participants with a multitude of different means by which they could share information about the DK with their students. At least two participants, in interviews, expressed a desire to present tangible ‘facts’ or history to their students, instead of relying on their own stories or oral information. And indeed, this is what they received by way of relevant book references, full article texts, teacher guidebooks, ECCC handouts, *Breaking the Silence* CD, among others. Participants were actively following along with the materials—for example, the syllabus and guidebook—during the presentation, which seemed to help people stay on track and connect to the material in the presentations. Throughout the day, activities such as discussing the Bloom’s Taxonomy pyramid and group presentation work relied on the materials and encouraged students to utilize and familiarize themselves with these new materials. Facilitators made frequent reference to how these materials could be used in the future—for example, the participants could share the *Breaking the Silence* CD with their students to teach about reconciliation. These materials seemed like a successful strategy for keeping participants engaged in the presentations and activities, and provided tangible take-home resources with which participants would already be somewhat familiar.

In addition to providing participants with books and CDs that they could share with their students, the training also provided participants with information about the documents available at DC-Cam (including pictures, films, interviews, primary and secondary documents) and how to access them, and opportunities to take their students to the ECCC to learn about the Court and perhaps observe proceedings. In fact, participants interviewed prior to the third day expressed their desire to learn about how they could access the resources available at DC-Cam. On the third day, the training addressed these desires, providing resources about DC-Cam through an oral presentation and an informational hand-out. Participants could ask follow-up questions directly to Youk Chhang, who was more than happy to provide as much information as possible.

Furthermore, utilizing DC-Cam staff to facilitate group activities seemed to ensure the success of the group projects. For example, on the third day, when the participants broke up into smaller groups to create their poems and pictures related to reconciliation, some groups hesitated to get started. DC-Cam facilitators were able to recognize the groups that needed additional encouragement, and guide the participants in the completion of the project. One observer noted that after a DC-Cam facilitator spoke with one group of participants--a group that had previously been sitting quietly--the group immediately began to collaborate on a poem together, and completed both a poem and a picture. Indeed, some attendees mentioned in their evaluations that they appreciated the "hands-on approach to teaching and learning" as well as "good group engagement and participation."

Ultimately, the teachers were provided with a near endless list of sources they could refer to when designing their own lessons on the KR regime. And indeed, it may have been because of such materials that the attendees expressed their excitement for being at the training, including positive reactions to the exercises and activities outlined in the agenda. The training provided frequent reminders about how the techniques used throughout the three days -group work, guest speakers, participant presentations, songs, and film--could be incorporated into the participants' own courses and classrooms.

CHALLENGES AND RECOMMENDATIONS

It is important for an organization, if it wishes to improve a certain program or event, to accurately evaluate and confront any challenges or problems that have arisen in their past experience. And since DC-Cam desires to conduct certain training programs in the future, it is imperative to learn from the first steps (or missteps). Please pay careful attention to six and seven.



Participants work in group

1. Disconnect with the university students – It is true that the university students were invited to only stay for the opening ceremony, given that training is geared specifically for their teachers. However, even if this is the case, the students still need to be informed as to why they were invited, what the program is actually about,

and how it would impact them in the future. Out of five university students who had been interviewed prior to the opening ceremony, none had any idea as to why they were required to be there that morning; some even mentioned that they had thought the program would be on something related to technology, given that it was hosted at the Institute of Technology of Cambodia.

Recommendation: Certain DC-Cam staff members had informed us that the organization had contacted Vanda Institute and provided a detailed description to the director of the teacher training program. The problem then may have arisen when the director did not take the time to relay the same information to his students. A way to resolve this problem would be to check-up on the contact person a couple of days before the program and to emphasize that students must be provided information before coming to the event; it must be emphasized to the students that although the training is for the teachers, all the materials are geared to the students and their learning experience. Another solution would be to have the students stay for a longer portion of the training, or at least have the chance to participate in some of the teaching methodology sessions. By doing so, both the teachers and the training coordinators could have direct contact with the audience that is being targeted by the program. This would also foster stronger student-teacher interactions, providing teachers with that 'real' experience.

2. **Conflict between ACC syllabus and DC-Cam's template** – It had been mentioned that DC-Cam had already talked with ACC and received approval from the Committee for Teachers to use the organization's syllabus template. If this is not the case, it is crucial for DC-Cam to initiate the dialogue. If this discussion has already been in process, it is imperative for DC-Cam to inform the teachers that the organization has, in fact, received permission from the ACC in using the syllabus template as provided. The many concerns that had been expressed on the first day could have been avoided and answered, had there been more communication on the part of DC-Cam. [recommendation provided within preceding description]

3. **Separate course or course within** – This was an issue that arose along with the conversation regarding the ACC. The syllabus template provided was rather extensive, designed for a 1 semester course on the history of DK. However, most of the history teachers in attendance could only teach about this particular period within a curriculum of Khmer history ranging from 500 BC until present day; in other words, they would not have enough time to cover all the material suggested in the template.

Recommendation: Such a problem could have been foreseen had more research been conducted on the Cambodian system of higher education.

Although it was emphasized to the attendees that the introduced syllabus was only a template, there was still much confusion in the classroom. Next time, it may be helpful to do either one of 2 options: (1) The training coordinators could provide a shortened version of the syllabus, so that it is more convenient to include within a broader curriculum of Khmer studies. (the longer version could also be provided to those who wish to create a course dedicated solely to the history of DK); or (2) The training coordinators could provide two sets of documents. One of the documents would provide an existing syllabus from a university or institute for a class on Khmer studies that already includes the study of the KR regime. The other document would provide a list of all the possible objectives, themes, materials, and assignments that could be used when studying the KR regime. This list could prioritize according to the importance of certain themes or information.

4. Confusion with materials and their future distribution – Indeed, the attendees were all provided a multitude of resources and information to be used in their classrooms. However, it seemed as if there was some confusion as to what was the best means to obtain copies of the actual books or Khmer translations of the legal articles. Seeing their excitement in acquiring the *Breaking the Silence* CD, it is of great concern as to whether DC-Cam has an effective system to distribute other materials that the teachers request.

Furthermore, it would have been more beneficial for the attendees if it was emphasized how the presentation of the videos could be effectively used as a teaching tool. For example, on the second day the videos were shown without any specific reference to their significance within the classroom. Although the videos provided more information about the KR regime, it was unclear as to how they would be relevant in a teaching context (more information about this concern will be addressed in six).

Recommendation: The latter point could be resolved if the DC-Cam staff members fully explain the significance of each material or presentation before providing it to the audience. While this was provided at the end of the program, sequencing is important in making sure that the attendees are not confused with all of the things they are taking away from the program. Further, this up-front explanation would save program time, as fewer questions would be asked for logistical clarifications.

The former point could be addressed most effectively if DC-Cam creates some sort of database of texts and materials that the teachers could refer to when they need specific materials for their course. This database could be created in collaboration with different universities or institutes, by way of material

circulation across and throughout the country. This partnership would enable DC-Cam members to devote less time on finding and distributing such materials and more time on improving the program and investing efforts into other projects they have initiated. Furthermore, such a circulation would bring different lecturers in interaction with one another, fostering a culture of collaborative research and mutual understanding. This, I believe, would be greatly beneficial to a country that places great importance on documentation, memory sharing, and historical preservation.

5. Interest in and timeliness of the presentations – Overall, the presentations provided by the professors shed some great insight into the context leading to and during the rise of the KR regime. However, there are some concerns that must be addressed. First, many of the professors had prepared for a longer speech than what the time had required. Professor David Chandler had to cut out major sections of his speech in order to have enough time for the Q&A session. Professor Ros Chantrabot seemed to have provided a two hour lecture within a forty-five minute timeframe. Although such speeches were very detailed and extensive, some attendees became either distracted or unfocused. DC-Cam needs to do a more effective job of informing the speakers of the time limit and what they should prepare for the speech. Furthermore, some of the speech transcripts provided in the binder did not reflect the content of the actual talk, such as John D. Ciorciari's *On Trial: The KR Accountability Process*.

Recommendation: Prior to their preparation of their presentation, professors must be provided with the following information: the time allowed for their entire presentation, the specific theme or topic of their speech, an explanation of how their presentation fits into the overall agenda, and a description of the teacher training program and its importance. Prior to their actual presentation, it must be emphasized to them that they must adhere to the time limit, so as to allot enough time for questions from the attendees. It would also be advised to get the most current draft of each speech, so that it could be given to the teachers to follow along; additional background materials that are necessary to understand the speech should also be provided.

6. Disconnect between DC-Cam and the teachers' expectations - During interviews with lecturers that attended the training, it became apparent that the goals of the audience were not the same as the goals of the training's creators. It is true that Ly Sok-Kheang mentioned, "increas[ing] teachers' knowledge about the history of DK" and "equipping university professors and lecturers with new tools to transfer knowledge about the KR to their students" as the main expectations going into the training. It seemed as if DC-Cam wanted to focus more on introducing different teaching styles and methodologies. However, when teachers were asked as

to why they are attending, learning new teaching methods was never the response. Instead, interviewees said they wanted to know more facts about the KR regime and improve the curriculum they were already teaching with more current and reliable information. When asked if they were planning to teach the course as presented in the syllabus, none of the lecturers I interviewed said that was their intention. Instead, they said they plan on adding pieces to what they were already teaching. Attendees consistently saw the training as an opportunity to get more materials for their classes, not to learn how to approach teaching the subject in a new manner.

Furthermore, participants seemed more interested in and impressed by the facts that they learned, instead of the teaching methodology and strategies that were shared. Several participants expressed during interviews that they attended the training because they wanted to learn more of the facts about DK, and when asked what they had learned and what they would share with their students, interviewees primarily mentioned the 'facts' that they had learned. Tellingly, on the last day, when asked to summarize what they had learned, participants focused almost exclusively on specific facts while ignoring teaching methodologies.

Recommendation: This is a concern that must be immediately addressed, especially when the training enables the teachers to receive a certificate. If they do not use the knowledge to transfer to their students, they are defeating the purpose of the training.

The following scheme is possible:

DC-Cam would send out invitations for the teacher training program at least three or four months prior to the actual event. After a month or so, DC-Cam would request a list of representatives from each university or institute along with their contact information. Pre-program questionnaires would then be sent out, and it would be a requirement for potential attendees to fill-out the form if they wish to obtain the certificate. The questionnaire would be specifically geared towards determining how much they know about the KR regime, what they wish to learn about the regime, what exactly the attendees would want to gain from the program, which kind of teaching experiences they have, how familiar they are with different teaching methodologies, and what teaching methodologies they would like to learn. (Such a requirement may limit the number of participants involved, but in the end, quality triumphs quantity.)

With this information, DC-Cam would plan an agenda that covers a longer period of time. For example, two days could be designed so that the teachers become the 'students,' listening to presentations that provide factual

information related to the KR regime. These presentations would be tailored according to the level of background the attendees have on this historical past. It is important for presentations to represent a different focus or interpretation, so that the teachers have different sources of materials and readings that they can then use to construct their own judgment regarding this time period. Another two days could be designed so that the teachers learn outside of a typical classroom setting, through visits to DC-Cam, Tuol Sleng, and Choeung Ek. This experience will enable the teachers to acquire knowledge that they need regarding the KR regime.

The next few (three to four) days then could be used as a means of evaluating the teacher's experiences with the program—for instance: What was an effective presentation, and what were its characteristics? How would the teachers incorporate some of the information provided into their own learning methodologies? What outside experience was most memorable and why? Could the teachers see themselves organizing such a trip with their students? Through these questions, the teachers could reflect on what they learn and think of ways that they could incorporate the new material into their own classroom settings. At this point, group work is advised to foster more interactions and sharing of methodology. Different theories of learning could also be introduced (although in more simplified terms) so that the teachers are provided with analytical frameworks in evaluating their own experiences. This would satisfy some attendee's request to "spend more time asking all participants how to integrate the teaching of [the history of DK] into [the] university curriculum."

Such a plan does not have to be adopted. But it is our belief that the program itself has to be split so that one part focuses on the imparting of factual knowledge and the other deals specifically with methods of teaching. More time must be devoted to figuring out how much the teachers know coming into the program and how best they can relay the new information to their students.

7. Difference in teacher backgrounds – The information provided by the speakers on both historical background and teacher methodology seemed to be geared towards an audience with a certain level or commonality in teaching experience. However, among the audience, there were not only history professors but also medical, technology, or business professors, university or institute administrators, and lecturers. We question how effective the presentations would be to university or institute administrators who do not have direct interactions with their students. Or to technology or medical professors who will not be responsible for teaching about the history of DK.

Furthermore, based on some of the questions and concerns expressed, it became apparent that some attendees knew more information about the KR regime than others. Due to this difference, the questions often went off on tangents with teachers trying to fill in holes within their own personal knowledge, even at the expense of going off-topic. This often cost much time, limiting the chance other attendees had to express their own thoughts and experiences; the conversations then often became disconnected or centered on particular individuals, rather than being continuous.

Recommendation: This is a concern that must be immediately addressed, especially when the training enables the teachers to receive a certificate. If they do not use the knowledge to transfer to the students, they are defeating the purpose of the training.

It may be effective to be selective in the types of teachers who can participate in the program. For the training, the presentations and topics would be more relevant to history or general education professors and lecturers. It is difficult to determine exactly what benefit administrators would get from program participation; in future years, it may be best to have programs specifically geared for them, and the methods that would be effective for them in getting teachers to spend more time on the study of the KR regime. This would provide a means for DC-Cam to have a greater influence in higher education, through a top-down approach.

8. Gender imbalance – From observation, it became apparent that the overwhelming majority of the attendees were males; and it may have been because of this imbalance that there were more male participants who asked questions and volunteered to be group representatives than the female participants. For future reference, this may be a disparity to be aware of, so that efforts can be made to determine what causes such an imbalance. By doing so, the organization could devise ways to get the participation of more female professors and lecturers in future training events, as their thoughts and concerns are just as important and must be heard. [recommendation provided in preceding description]

SELECTED INPUT BY TEACHER TRAINING COORDINATORS

Dr. Chea Phala and Chris Dearing – After the training, the respective coordinators were asked for their observations and any recommendations they had for improving the program. Mr. Christopher Dearing and Dr. Phala Chea commented on whether the teaching methodologies have been effective and whether the teachers will be able to implement the new strategies into their respective classrooms. Mr. Dearing got the impression that the majority of the teachers deferred “to lecture as the

primary mode of instruction,” but at the same time, recognized the “high amount of learning obtained [by the professors] in cooperative groups and Jigsaw activities.” It is important to emphasize that the lecture-based and student-centered approaches have much more differences than similarities; in turn, if they wish to use Jigsaw and their collaborative activities with their students, more time would be needed for professors to undergo training. Mr. Dearing lamented the fact that there was just not enough time for practicing the methods and that in the future, the coordinators need to work as hard as possible to follow the time schedule as planned.

Meanwhile, when asked about her observations, Dr. Chea focused on the difficulty of utilizing the syllabus as provided by DC-Cam. Although attendees found the provided template to be helpful, they also believed implementation to be very difficult. According to Dr. Chea, the attendees mentioned “that they [were] already teaching a World History syllabus that has been approved by the ACC. The only way for them to teach the new curriculum on the history of DK [would be] to insert it in the existing Khmer history section (that spans from Pre-Angkor to contemporary history) within their World History course.” Dr. Chea suggests that for the entire syllabus to be implemented, a course on the history of DK would have to be created and approved by the ACC. If possible, this would be a very effective solution, since “the professors would be able to teach the course as designed by DC-Cam, and they would be able to select various instructional methodologies from the Teacher’s Guidebook to implement in their classroom.”

Dy Khamboly – He had the chance to address concerns as to whether his history textbooks would be appropriate for use beyond the secondary school level. As mentioned in the preface, the textbook *A History of Democratic Kampuchea (1975-1979)* is designed for both high school level and the general population, including university students. The textbook is one of the core parts of the syllabus for University Lecturer Training. The textbook does not stand alone in educating university students about the DK history. It will be used among several other scholarly articles and academic books on DK history and legal articles to fit the university level. The textbook is a summary of important events and analysis of KR ideologies and policies; given the wide range of topics it covers, it can be used by students who wish to focus and elaborate on a specific topic for further research or study. The textbook is a valid research tool, given that the information has come from primary sources like original archives, interviews, and rare photos. It is the strong belief of Dy Khamboly that “the textbook is appropriate for university students of the foundation year from now until the next five year, after which university students will advance their research skills and knowledge on DK history and are able to go deeper possibly beyond the content of the textbook.”

In fact, Dy Khamboly suggests that it is ever more pertinent to have the textbooks at the university level. Although the book has been circulated for use at the high school level since its publication in 2007, the Ministry of Education only recently (May 2011) adopted part of the textbook within the Ministry's history textbook for grade 12. Therefore, many high school students nationwide have missed the opportunity to study the history of DK in detail. But fortunately, when students enter their foundation year at their universities, the textbook (when implemented) will provide the necessary knowledge regarding the history of DK.

Other suggestions have been brought forth as well. For example, Professor Sovachana Pou from Pannasastra University of Cambodia have said that the textbook should be updated "to include case 1 and case 2...so that the students can have a recent view of the facts, testimonies and evidence to evoke critical thinking and have a better and complete understanding of the DK era before and after." He also requested the English version of the textbook, given that his university teaches the subject in English.

However, Dy Khamboly has responded that history and legal topics are essentially distinct, and in turn, it would be too difficult for a single material to fully cover the themes within each topic. Furthermore, the textbook on the history of DK focuses on political history, sketching out the rise, rule, and demise of the KR movement; there



Participants hold hand to show that they unite to build peace

is, in turn, not much space or relevance to introduce materials on the current Khmer Rouge Tribunals. However, as Dy Khamboly suggests, professors can complement the textbook by providing students materials related to the tribunal, especially court verdicts that provide a number of detailed historical accounts.

CONCLUSION

“...a society cannot know itself if it does not have an accurate memory of its own history.” *Youk Chhang, DCCam Director*

The Cambodian society finds itself at a crossroads, between the wish to move on from a bitter past and the need to look back and remember the atrocities that had occurred. This conflict is especially felt in the classroom, as younger generations realize just how little they know about the KR regime, aside from their parents’ personal narrative. They wish to learn more, to instill the lesson so that such atrocities are never committed again.

The national teacher training program as hosted by DC-Cam is the first step taken to deal with this problem, to present unbiased information of the KR regime and enable teachers to provide new research to their own students. By no means is this initiative flawless; as future programs are conducted, the afore-mentioned challenges and recommendations must be seriously considered and addressed. But, it must also be realized that such challenges do not serve to undermine the validity or legitimacy of the project. The teacher training serves as a testament to DC-Cam’s commitment to preserve history, make it known to the public, and to strengthen the national identity. Ultimately, it is by truth attained through education that a society liberates itself from a dark past. It is through knowledge that a country can fulfill its own expectations of experiencing peace, reconciliation, and social prosperity.

The training is supported by the Government of Belgium, the United States Agency for International Development (USAID) and the Swedish International Development Agency (Sida).

Coordinator: Ly Sok-Kheang, Documentation Center of Cambodia

Rapporteurs: Sharon Kim, Harvard University with Tessa Bialek, Yale Law School
and Sharita Gruberg, Georgetown Law School

Translators: Kry Suyheang and Kimsroy Sokvisal

បើកវគ្គបណ្តុះបណ្តាលសាស្ត្រាចារ្យនៃគ្រឹះស្ថានឧត្តមសិក្សា ស្តីពីការបង្រៀន “ប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ”

ភ្នំពេញ៖ ក្រសួងអប់រំ យុវជន និង កីឡាសហការជាមួយបណ្តុះបណ្តាលសាស្ត្រាចារ្យនៃគ្រឹះស្ថានឧត្តមសិក្សា ស្តីពីការបង្រៀន “ប្រវត្តិសាស្ត្រកម្ពុជា ប្រជាធិបតេយ្យ” (១៩៧៥-១៩៧៩) រយៈពេល៣ថ្ងៃ គឺចាប់ពីថ្ងៃទី២៥-២៧ ខែកក្កដា ឆ្នាំ២០១១នៅវិទ្យាស្ថានបច្ចេក វិទ្យាកម្ពុជាក្រោមអធិបតីភាពលោកស្រី ទំន់ សាវ៉ា អនុរដ្ឋលេខាធិការក្រសួង អប់រំ យុវជន និងកីឡា ។

លោកវ៉ាន់ដានី ពៅដាវ៉ា នាយក រងរដ្ឋបាលឯកសារកម្ពុជាបានមាន ប្រសាសន៍នៅក្នុងពិធីបើកវគ្គឱ្យដឹងថា វគ្គបណ្តុះបណ្តាលនេះគឺជាឯកសារមួយ ទៀតដែលរក្សាទុកនូវតំរូវការសិក្សាប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ ដែលកំពុងបន្តយ៉ាងសកម្មរបស់រដ្ឋ បណ្តុះបណ្តាលឯកសារកម្ពុជា និងក្រសួងអប់រំ យុវជន និងកីឡា និងគណៈកម្មាធិការ ទទួលស្គាល់គុណភាពអប់រំនៅកម្ពុជា ។

លោកបានបន្តថា កន្លងមករដ្ឋ បណ្តុះបណ្តាលឯកសារកម្ពុជា និងក្រសួងអប់រំ បានបណ្តុះបណ្តាលដល់លោកគ្រូ អ្នកគ្រូ ប្រវត្តិវិទូនៅតាមអនុវិទ្យាល័យនិង វិទ្យាល័យបានចំនួន១០០០នាក់រួចមក ហើយ ហើយក៏ក្នុងនាមបណ្តុះបណ្តាល ដល់លោកគ្រូអ្នកគ្រូ១០០០នាក់បន្ថែម ទៀតនៅឆ្នាំ២០១១បន្តទៀត ។

លោកវ៉ាន់ដានី ពៅដាវ៉ា បាន

មានប្រសាសន៍ឱ្យដឹងទៀតថា បណ្តុះបណ្តាល ឯកសារកម្ពុជាបានរួមចំណែកយ៉ាងសំខាន់ ប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យដល់ សិស្សានុសិស្សបានចំនួន៥និសិទ្ធភាសន មិនយានឱ្យដល់គោលដៅរដ្ឋបាល ទៅ១លានក្បាលនៅគោលអនាគត ។

លោកបានបន្តថា វគ្គបណ្តុះបណ្តាល នេះបានគ្រោងធ្វើឡើងប្រកបដោយភាព ប្រយោជន៍យ៉ាងខ្លាំងក្នុងកិច្ចការបច្ចេកទេស របស់សាស្ត្រាចារ្យនៃគ្រឹះស្ថានឧត្តម សិក្សាដោយប្រើប្រាស់នូវកម្លាំងចិត្តប្រឆាំង ដល់ការកំរិតដល់ដោយក្រុមអ្នកបំបាត់ និងគ្រូគ្រូឱ្យដឹងវិញដោយសាស្ត្រា ចារ្យមួយក្រុមនៅក្នុងប្រទេសកម្ពុជា សហរដ្ឋអាមេរិក ឥណ្ឌូនេស៊ីនិង អូស្ត្រាលី ។

លោកវ៉ង់ សុធាវ៉ា សាស្ត្រាចារ្យ ប្រវត្តិវិទូកម្ពុជាបាននិយាយថា នៅ ក្នុងប្រវត្តិសាស្ត្រកម្ពុជាសាសន៍យន្តការ របស់កម្ពុជាប្រជាធិបតេយ្យបានអនុវត្ត នយោបាយយោធន៍និងវិសាលកម្មក លើប្រជាជាតិខ្លួនឯង ដោយសារឆ្លើយ ប្រជាជនកម្ពុជាភាគច្រើនរស់នៅក្នុង ភាពកម្រ ការកាប់សម្លាប់ ការបំផ្លិចបំផ្លាញ និងការឈឺចាប់មិនអាចបំភ្លេចបាន ។

លោកបានបន្តថា វគ្គបណ្តុះបណ្តាល នេះនឹងផ្តល់ឱកាសដល់អ្នកបង្រៀន ប្រជាជនប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិប តេយ្យឆ្នាំ១៩៧៥-១៩៧៩ សំរាប់ សាស្ត្រាចារ្យប្រវត្តិវិទូនៅសាលាវិទ្យា

ល័យដើម្បីយើងទាំងអស់គ្នាបង្រៀន អំពីរបបខ្មែរក្រហមកាន់តែមានភាពស៊ី សង្វាក់គ្នានិងជាតិសេសបានយល់ដឹង អំពីរបបនេះកាន់តែច្រើនជាងមុន ។

លោកបានឱ្យដឹងទៀតថា ដោយ មើលឃើញពីសារៈសំខាន់នៃមុខវិជ្ជា ប្រវត្តិវិទូនេះហើយ ទើបឯកឧត្តម អ៊ឹម សិទ្ធិ រដ្ឋមន្ត្រីក្រសួងអប់រំបានវាយ តម្លៃថា ប្រជាជនប្រជាជាតិមួយៗ ត្រូវតែស្គាល់ច្បាស់ពីប្រវត្តិសាស្ត្ររបស់ ខ្លួនដើម្បីធ្វើជាបទពិសោធន៍ក្នុងការ ការពារនិងស្តារប្រទេសទៅមុខទៀត ។

លោកស្រីទំន់ សាវ៉ា បានមាន ប្រសាសន៍ឱ្យដឹងថា វគ្គបណ្តុះបណ្តាល នេះគឺជាការខិតខំប្រឹងប្រែងរួមគ្នារវាង ក្រសួងអប់រំ និងរដ្ឋបាលឯកសារ កម្ពុជាក្នុងគោលបំណងជួយបន្ថែម ទៀតនូវចំណេះដឹងអំពីប្រវត្តិសាស្ត្រ កម្ពុជាប្រជាធិបតេយ្យដែលជាប្រវត្តិ បោកបញ្ឆោតដ៏ជួរឆាប់ផុតសំរាប់ប្រជា ជនកម្ពុជាទាំងមូល ។ លោកស្រីបានបន្ត ថា ការសិក្សាប្រវត្តិសាស្ត្ររបស់ប្រទេស ខ្លួនគឺជាកិច្ចការចម្បងបំផុត ។ ប្រជាជន នៃប្រទេសមួយមិនអាចមិនដឹងពីប្រវត្តិ សាស្ត្ររបស់ប្រទេសខ្លួននោះឡើយ គឺគ្រោះថាមានអ្នកស្រាវជ្រាវជាតិនិង ប្រជាជន ។ លោកស្រីបានបន្តថា ឯ ការផ្សព្វផ្សាយចំណេះដឹងដល់គ្រូគ្រូគាត់ជាភារ- កិច្ចរបស់អ្នកអប់រំគ្រប់លំដាប់ចាប់ពីកំរិត បឋមសិក្សារហូតដល់កំរិតឧត្តមសិក្សា ។

លោកស្រីបានបញ្ជាក់ថា ការ សិក្សាអប់រំ ការបណ្តុះបណ្តាល ការកសាង ធនធានមនុស្សឱ្យទៅជាគោលដៅសំខាន់ នៃរដ្ឋជាតិនិយមនិងមានន័យសំខាន់ជាតិ ខ្ពស់ ទាមទារឱ្យយុវជនស្គាល់ច្បាស់ពី ខ្លួនឯង ស្គាល់ច្បាស់ពីអត្តសញ្ញាណរបស់ ខ្លួន និងមានសីលធម៌រស់នៅក្នុងភាពដ្ឋ ប្បដ្ឋ រស់នៅឱ្យអត់បំផ្លិចបំផ្លាញជាតិ និង សង្គម ។ ប្រការទាំងនេះជាកម្លាំងរបស់ យើងទាំងអស់គ្នា និងជាត្រឹមត្រូវបំផុត យ៉ាងណាដែលបង្កើនជីវភាពរស់នៅ ភាពសកម្មជាគ្រប់លំដាប់ថ្នាក់ ក៏ដូចជា ប្រជាជនគ្រប់លំដាប់ថ្នាក់ផងដែរ ។

សំរេច



Looking back to move forward

THURSDAY, 04 AUGUST 2011 15:01 THOMAS MILLER



Share 13

0

9

Teaching the history of the Khmer Rouge regime has gained fresh momentum with the introduction of new resources into higher education institutions throughout the Kingdom.

The move has raised hopes that education can foster an understanding of Cambodia's tragic past, reconciliation and a commitment to human rights in a new generation.



Photo by: Meng Kimlong

With the blessing of the Ministry of Education, the Documentation Centre of Cambodia has compiled an ambitious syllabus on the Khmer Rouge to assist history lecturers at 94 universities and institutes.

University lecturers listen during a training session in Phnom Penh last week.

"We think that without a proper understanding of history... [students] may fail to learn how to address the history properly and understand how the principle of human rights was violated years ago," said DC-Cam's director Youk Chhang.

The new course seeks to bring about a deeper understanding of Cambodia's darkest chapter, the teaching of which has been neglected for decades due to political instability and the sensitivity of the material.

Instead of in-depth courses meant to help Cambodians understand how and why as many as two million of their compatriots died in fewer than four years of Khmer Rouge rule, university students have been left with just a couple hours for the subject in their Cambodian history classes.

Eng Somalin, who has been teaching Cambodian history for six years at the National Institute of Business in Phnom Penh, said last week at a three-day training for university lecturers organised by DC-Cam that she spends only about three hours of class time on the Khmer Rouge during a semester-long course. "We need to teach a lot," she said. "In 48 hours, we need to teach all of Cambodian history."

Last year, a new textbook – *A History of Democratic Kampuchea 1975-1979* by Dy Khamboly – became required reading for high school students, who must pass an exam on Khmer Rouge history. But study of the period at most higher education institutions was still "very limited", said Phala Chea, who helped create the syllabus.

"There's no course on Khmer Rouge history. So if you want to learn that, you have to sit and wait for maybe a day of introduction into the Khmer Rouge culture. Just one day," she said.

Eng Somalin said students are interested in the subject, despite the lack of classroom attention devoted to it. "They used to hear from their families talking about Khmer Rouge, and they hear something that the Khmer Rouge killed a lot of people in Cambodia, and they worked hard during this regime and sometimes they have a relative that died," she said.

Historian David Chandler said in an interview in Phnom Penh last week that teaching history has been a "very low priority" for the members of the current regime, who view the subject as risky, especially for the former Khmer Rouge cadre in their ranks.

"If people start writing the book, you don't know what side they're on, what opens up, what doors swing open," he said.

While the Khmer Rouge sought to erase history and all its "contaminating" effects on the idealised Khmer peasant-farmer, Cambodia's "year zero" may have awakened a new sense of narrative for

ប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ ប្រវត្តិការបែងចែកដីធ្លីប្រល័យពូជសាសន៍

• ក្រសួងអប់រំ យុវជន និងកីឡា និងមជ្ឈមណ្ឌលសាស្ត្រកម្ពុជា



បណ្តុះបណ្តាលសាស្ត្រកម្ពុជាស្តីពីការ ប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ

ក្រសួងអប់រំ យុវជន និងកីឡា និងមជ្ឈមណ្ឌលសាស្ត្រកម្ពុជា ក្នុងគោលបំណងពង្រឹងបន្ថែម នូវចំណេះដឹងអំពីប្រវត្តិសាស្ត្រកម្ពុជា ប្រជាធិបតេយ្យដែលជាហេតុការណ៍ ប្រវត្តិដ៏ធំធេងបំផុតសម្រាប់ប្រជាជន កម្ពុជាទាំងមូល។

និងក៏ឲ្យ និងមជ្ឈមណ្ឌលសាស្ត្រកម្ពុជា ក្នុងគោលបំណងពង្រឹងបន្ថែម នូវចំណេះដឹងអំពីប្រវត្តិសាស្ត្រកម្ពុជា ប្រជាធិបតេយ្យដែលជាហេតុការណ៍ ប្រវត្តិដ៏ធំធេងបំផុតសម្រាប់ប្រជាជន កម្ពុជាទាំងមូល។

យ៉ាងណាក៏ដោយ ក្នុងគោលបំណងពង្រឹងបន្ថែម នូវចំណេះដឹងអំពីប្រវត្តិសាស្ត្រកម្ពុជា ប្រជាធិបតេយ្យដែលជាហេតុការណ៍ ប្រវត្តិដ៏ធំធេងបំផុតសម្រាប់ប្រជាជន កម្ពុជាទាំងមូល។

សាស្ត្រាចារ្យជាង៨០រូប មកពី សកលវិទ្យាល័យនានានៅទូទាំងរាជ- ធានី ខេត្តបានអញ្ជើញចូលរួមក្នុងសិក្ខា សាលបណ្តុះបណ្តាលរយៈពេល៣ថ្ងៃនៅ វិទ្យាស្ថានបច្ចេកវិទ្យាកម្ពុជា ដែលផ្តើម ពីថ្ងៃទី២៥ ដល់២៧កក្កដា២០១១នេះ។

លោកស្រីអនុរដ្ឋលេខាធិការ ក្រសួងអប់រំ យុវជន និងកីឡា បាន បញ្ជាក់ថា ការប្រជុំគ្នារបស់សាស្ត្រា- ចារ្យនៃគ្រឹះស្ថានអប់រំខ្ពស់នានា នេះ គឺជាឱកាសដ៏ល្អមួយ ដែលបង្កើនទំនាក់ទំនង និងស៊ីជម្រៅនៃការសិក្សាប្រវត្តិសាស្ត្រកម្ពុជា ប្រជាធិបតេយ្យ(១៩៧៥-១៩៧៩) និង វិធីបង្រៀនប្រវត្តិសាស្ត្រ តាមបែបថ្មីដែល

មានលក្ខណៈវិទ្យាសាស្ត្រជាង ។ ការ- បង្រៀនបែបថ្មីនេះ នឹងធ្វើឱ្យសិស្ស និស្សិតងាយស្រួលយកបានទាំង- ខ្លឹមសារទាំងបច្ចេកទេសសិក្សាស្រាវជ្រាវ ធ្វើការសិក្សាស្រាវជ្រាវផងដែរ។

នៅក្នុងវគ្គបណ្តុះបណ្តាលនេះ លោកសាស្ត្រាចារ្យ ជេវិត គេនលីវ នឹងធ្វើបទបង្ហាញទៅលើប្រធានបទ "ខ្មែរក្រហមនៅក្នុងបទបង្ក្រាម- ត្រដាង" បទបង្ហាញទៅលើសៀវភៅ "ប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ" ដោយលោកស៊ី ខាបូលី ការបញ្ចប់វគ្គ ភាគយន្តដែលមានចំណងជើងថា "តំបន់ដីដោះស្រាយ១៩៧៥" "គុកភ្នំ ប្រសិទ្ធ" និង "កុមារកម្ពុជា" ។ លោក សាស្ត្រាចារ្យ រស់ ចន្ទ្រា បុត្រ ក៏នឹងចូល រួមធ្វើបទបង្ហាញទាក់ទង និងព្រឹត្តិ- ការណ៍ ប្រវត្តិសាស្ត្រកម្ពុជាសំខាន់ៗពី ឆ្នាំ ១៩៤៥-១៩៧៥ ។ បទបង្ហាញជា- ច្រើនទៀតក៏នឹងត្រូវលើកយកមក- បង្ហាញផងដែរ។

លោកស្រី អនុរដ្ឋលេខាធិការ ក្រសួងអប់រំ យុវជន និងកីឡា បាន បញ្ជាក់ថា ការប្រជុំគ្នារបស់សាស្ត្រា- ចារ្យនៃគ្រឹះស្ថានអប់រំខ្ពស់នានា នេះ គឺជាឱកាសដ៏ល្អមួយ ដែលបង្កើនទំនាក់ទំនង និងស៊ីជម្រៅនៃការសិក្សាប្រវត្តិសាស្ត្រកម្ពុជា ប្រជាធិបតេយ្យ(១៩៧៥-១៩៧៩) និង វិធីបង្រៀនប្រវត្តិសាស្ត្រ តាមបែបថ្មីដែល

មានលក្ខណៈវិទ្យាសាស្ត្រជាង ។ ការ- បង្រៀនបែបថ្មីនេះ នឹងធ្វើឱ្យសិស្ស និស្សិតងាយស្រួលយកបានទាំង- ខ្លឹមសារទាំងបច្ចេកទេសសិក្សាស្រាវជ្រាវ ធ្វើការសិក្សាស្រាវជ្រាវផងដែរ។

ថ្ងៃក្នុងពិធីបើកវគ្គបណ្តុះ- បណ្តាលនេះ លោកស្រី ទន់ សាអ៊ុម អនុរដ្ឋលេខាធិការក្រសួងអប់រំ យុវជន និងកីឡា បានមានប្រសាសន៍ថា វគ្គ- បណ្តុះបណ្តាលនេះគឺជាការខិតខំប្រឹង ប្រែងរួមគ្នារវាងក្រសួងអប់រំ យុវជន

និងកីឡា និងមជ្ឈមណ្ឌលសាស្ត្រកម្ពុជា ក្នុងគោលបំណងពង្រឹងបន្ថែម នូវចំណេះដឹងអំពីប្រវត្តិសាស្ត្រកម្ពុជា ប្រជាធិបតេយ្យដែលជាហេតុការណ៍ ប្រវត្តិដ៏ធំធេងបំផុតសម្រាប់ប្រជាជន កម្ពុជាទាំងមូល។

លោក វង់ សុធាវ៉ា សាស្ត្រា- ចារ្យប្រវត្តិសាស្ត្រកម្ពុជា បានគូសបញ្ជាក់ ថា នៅក្នុងប្រវត្តិសាស្ត្រកម្ពុជា របប- កម្ពុជាប្រជាធិបតេយ្យ បានអនុវត្ត- នយោបាយដ៏រយៈពេលវែងវិទ្យាសាស្ត្រ មកលើមកលើប្រជាជាតិរបស់ខ្លួនឯង ធ្វើឱ្យប្រជាជនកម្ពុជាភាគច្រើនខន្ធ វេលានាអក្ខរ ការបំបាត់សម្លាប់ការ- បំផ្លិចបំផ្លាញ និងការលើកចំណេះដឹង ប៉ុន្តែបាន។



លោកស្រី ទន់ សាអ៊ុម អនុរដ្ឋលេខាធិការក្រសួងអប់រំ យុវជន និងកីឡា ជាអធិបតីក្នុងពិធីបើកសិក្ខាសាលា វគ្គបណ្តុះបណ្តាលសាស្ត្រកម្ពុជាស្តីពីការបង្រៀនប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ ការបើកពិធីថ្ងៃទី២៥ កក្កដា ២០១១ នៅវិទ្យាស្ថានបច្ចេកវិទ្យាកម្ពុជា (រូបថត:សុផល)