

Genocide Education in Cambodia
The Teaching of “A History of Democratic Kampuchea (1975-1979)”

Report for Six Commune Teacher Training

Kampong Chhnang province, August 20-26, 2011
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A large strategic airport built by the Khmer Rouge with assistance from China. It is located about ten kilometers from the provincial town.

On 20-26 August 2011, the Documentation Center of Cambodia (DC-Cam) in collaboration with the Ministry of Education, Youth and Sport conducted the sixth commune teacher training in Kampong Chhnang Province. The training was conducted in the compound of Kampong Chhnang Teacher Training School. There were seventy-two participants, all of whom are history teachers from all lower and upper secondary schools in Kampong Chhnang.

The training was conducted in the existing format of the previous training with minor modifications. Materials used in the training included *A History of Democratic Kampuchea*, Teacher’s Guidebook and Student Workbook. DC-Cam also distributed other supplementary materials such as the magazine *Searching for the Truth*, the booklet on Case 002, Democratic Kampuchea (DK) prison book, Khmer Rouge (KR) Tribunal chronology, KR glossary, DVDs on *Breaking the Silence* and *Behind the Wall of S-21*. The training was conducted over seven consecutive days. The seventy-two participants were divided into three large groups, each of which consisted of twenty-four participants. In each large group, two national trainers and three provincial trainers assisted and coordinated the training activities. Participants in each large group were divided into three small groups of eight members to conduct teaching

practices. On day one, trainers devoted both morning and afternoon sessions to the presentation and model teaching from both the DK history textbook and Teacher's



A large basin hidden in the forest at the foot of the mountain near Kampong Chhnang airport built by the Khmer Rouge. There are about five of these.

Guidebook. From the second to sixth days, trainers conducted the presentation on the history textbook and the guidebook in the morning while in the afternoon participants conducted teaching practices. Each participant conducted teaching practices three times within the seven-day training. On day seven, participants met all together for history and methodology forums and had the chance to ask any questions that could not be solved during the teaching sessions.

Khmer Rouge Tribunal international prosecutor Andrew Cayley participated in the sixth commune teacher training and presented a paper "Why Education Matters in Legal Process," on Tuesday, August 23rd. Mr. Cayley also led a question and answer session with the participants. He discussed issues involving the prosecution of the senior KR leaders. In addition, DC-Cam showed a documentary film "Khmer Rouge Rice Field: Story of a Rape Survivor Taing Kim." Ms. Taing Kim was bravely present during the film screening. She along with the prosecutor answered questions from the participants.

The objectives of the training were to ensure that history teachers are equipped with enough capacity and knowledge of both KR history and methodologies to teach students. Teachers should be able to convey the message objectively and pedagogically and guide students away from anger, hatred and a sense of revenge. Achieving these goals, the training would contribute greatly to national reconciliation, peace building and genocide prevention.

This report highlights the entire activities of the training, its impact, and challenges.

Pre-Training Preparations

The team for the sixth commune teacher training traveled to Kampong Chhnang two days ahead of the training. The team members met Mr. Pich Sambo, head of Kampong Chhnang Provincial Office of Education, to personally inform him about the training and to invite him to preside over the training's opening ceremony. (The formal letters had been sent to the head and other related officials two weeks ahead of the training.) Mr. Pich said that immediately upon receiving letters from DC-Cam, he issued permission letters to all invited history teachers and informed them to participate in the training on time. He asked his administrative director to coordinate this work to ensure its smooth process. Mr. Pich said that he has known DC-Cam's Genocide Education activities since 2008, during which he was the one who hosted the events to distribute DK history textbook to all lower and upper secondary school in Kampong Chhnang. He thanked DC-Cam for conducting the training in Kampong Chhnang.

After meeting with Mr. Pich Sambo, the team travelled to the Teacher Training School and held a discussion with Ms. Sem Vithida, deputy director of the Teacher Training School. Ms. Sem was the point of contact for the preparation of training venue and other facilitations. As participants are divided into three large groups and nine small groups, Ms. Sem



prepared nine classrooms with proper tables and chairs.

The second Khmer Rouge large basin hidden in the forest near the Kampong Chhnang airport

Ms. Sem also coordinated the electricity and water supply and sanitation of the whole training. Ms. Sem, with assistance from her students, prepared refreshments for participants two times per day. She also prepared font banner and microphones for the opening ceremony.

In the afternoon of August 19th, at 2 PM, the team met all national and provincial trainers to discuss the next day's training and some key challenges of the previous training. First, the team discussed the program of the training. The trainers had to know the program of each day clearly as they were the ones who facilitated the whole training. Second, the trainers discussed roles and responsibilities of each person. National trainers had more

responsibilities than provincial trainers. Within the seven-day training, provincial trainers were required to teach only two chapters from the DK history book and two chapters from the guidebook while national teachers were responsible for six chapters in total. Third, the trainers talked about some past challenges of the training. For instance, trainers should not discuss with participants about the three columns and five steps of the Ministry of Education. This discussion would distract the training sessions as participants were so obsessed on this standard. Moreover, trainers should not discuss how to integrate KR history into the classroom teaching at this point. The discussions on the out-of-topic issues should be kept for day seven, at which time the trainers would lead a final discussion on both the covered and additional content.



Gasoline containers at Khmer Rouge airport in Kampong Chhnang. There are about twenty of them hidden in the forest.

At the end, trainers divided into their own teams to discuss the details of challenges and internal regulation. Participants were expected to attend the training for the whole seven days. They had to come to class on time. They were not supposed to turn on the cell phone in the classroom and smoke in the training compound. Only in the very rare exception were participants allowed to be absent. At the end of the meeting, all trainers believed that they

were ready to conduct the training effectively. The team did a final check-up on the training venue, banner, microphones and other materials.

Opening Ceremony

The day one of the training started with the opening ceremony on the morning of August 20. Presiding over the opening ceremony included: Mr. Pich Sambo (head of the Provincial Office of Education), Mr. Sambo Manara (professor of history of the Royal University of Phnom Penh), Mr. Vanthan Peou Dara (DC-Cam's deputy director), Mr. Khamboly Dy (author of *A History of Democratic Kampuchea*) and Mr. Kim Sokunthea (director of the Teacher Training School).



Participants in the opening ceremony

Mr. Kim Sokunthea, on behalf of the management team of the Teacher Training School, was proud to be have chance to host the training. He said that his school was a popular location for trainings and workshops as the school is close to hotels and restaurants. He would supply any facilities needed for the training. He encouraged all participants to fully participate in the training.

Mr. Vanthan Peou Dara, on behalf of DC-Cam and director Youk Chhang, thanked the participants for spending time and energy to participate in the training. Mr. Vanthan said that this was the sixth training - the first five of which were conducted in 2010 and early 2011. The commune teacher trainings were a product of the MOU between DC-Cam and the Ministry of Education. Besides the teacher trainings, DC-Cam's Genocide Education Project also consists of several other activities such as anti-genocide memorials in all high schools nationwide, the distribution of over 400,000 copies of the DK history textbook, quality control, public education forum and annual teacher workshop. Mr. Vanthan added that DC-Cam encourages all national and provincial teachers to write histories from the villages for publication. DC-Cam believes that a truth commission can be established in Cambodia with the Genocide Education Project as its foundation. Some teachers will be selected to be members of the truth commission.

Professor Sambo Manara talked about the experience of teaching KR history. Prof. Manara emphasized that teaching KR history has to be integrated with the four principles: national reconciliation, genocide prevention, avoiding emotional teaching, teaching based on DK history textbook and teaching based on methodologies. He said that teachers have to be fair in teaching KR history. Some of the teachers are KR victims; they may teach students from their emotion with biases, which would damage their professionalism. He added that KR history is an emotionally and politically sensitive history. Teachers should teach within the

framework of the DK history textbook and the methods in the guidebook. However, teachers have to do more research and allow students to have critical thinking and self-learning. Students should learn to do, not learn to ask others for answers.



The running road of Kampong Chhnang airport

Mr. Kamboly Dy talked about the objectives of the training. He said that the early communist movement in Cambodia can be traced back to the 1940s during which Cambodia was still under the French colony. Between 1953 and 1970, the independent period, Cambodia experienced brief peace and again was dragged into civil war. The darkest period was the KR regime between 1975 and 1979 during which close to

two million people were put to death by execution, starvation, malnutrition, forced labor and disease without medical treatment. After the collapse of the KR in April 1979, Cambodia once again fell into internal struggles until its peace agreement was signed on 23 October 1993. He stressed that younger Cambodian generations have to grasp the developments of these conflicts, internal power struggles and genocide clearly. They can take those tragedies as a lesson to lead their country away from the old path. Moreover, Mr. Dy added that genocide did not just happen in Cambodia; it had happened repeatedly in many parts of the world. There have been a number of mechanisms established to challenge genocide and other mass atrocities. Those mechanisms include criminal tribunals, truth commissions and genocide education. Cambodia has currently employed two mechanisms which are the hybrid tribunal and genocide education. We hope that a truth commission is established in the future to deal with the remaining issues of the KR legacies. Mr. Dy then turned participants' attention toward the main goals of the teacher training. He said that the training aims to guide Cambodian students away from hatred, anger and a sense of revenge. These goals will contribute to the bigger objectives which are national reconciliation, peace building, and genocide prevention.

Mr. Pich Sambo welcomed the participants and thanked DC-Cam for allowing this training to happen. He provided some remarkable historical backgrounds related to Kampong Chhnang Province. There is an excavation station at Samroang Sen site which is about fifteen kilometers from the provincial town. Langvek Garrison was an old site in the 14th century. It was a strong garrison to protect the attack from Thailand. Later, the garrison was destroyed by Cambodians and this destruction allowed Thailand to defeat the Cambodian King and destroy the garrison. Kraingleav Village was renamed "Beast Village" in 1924 when the villagers executed Bades, a French caporal, when he was collecting tax from the villagers. With regards to the KR regime, there is a big airport constructed by the KR with technical and financial assistance from China. Mr. Pich said that there are a number of histories that

teachers can learn from Kampong Chhnang Province alone. He added that studying history was important for the development of a country. At the end, Mr. Pich said that participants could not be absent. They had to be present for the whole seven days. Finally, he declared the official opening of the training.

Highlights of Training Activities

1. Film Screening

The training team screened documentary films on three occasions. In the morning of day two, three documentary films (*KR Liberated Zone in 1973*, *Tuol Sleng Prison*, and *Prisons in Baset and Prey Veng*) were screened. In the afternoon of day four, the training team screened a documentary film produced by DC-Cam and is entitled *Khmer Rouge Rice Field: A Story of a Rape Survivor Taing Kim*. The film was screened along with the presentation of



Screening the film *1973 Khmer Rouge Liberated Zones*

KR Tribunal international co-prosecutor Andrew Cayley. On day five, another documentary film *Behind the Wall of S-21*. The last two documentary films *Cambodian Children* and *Mass Grave near Pagoda* were screened. Participants were attracted by the documentary films produced during the KR and in 1979. They had never seen such kinds of films. For example, the film on the KR liberated zone in 1973 allowed the participants to grasp that the KR continued to cooperate with Vietnam during the war. They also saw several KR senior leaders who accompanied the Vietnamese. After the film screenings, participants were given a chance to ask questions related to the films. For example, one participant asked who were behind of the KR killing fields and the operations in office S-21.

On day five, the team screened another documentary film *Behind the Wall of S-21*. The film discussed the perspectives of both victims (Chum Mei and Bou Meng) and perpetrator (Him Huy) on S-21 and its operations. After the screening, Mr. Vanthan Peou Dara facilitated the film discussions. He asked one question whether the victims or the perpetrator told he true story. Most participants agreed that Bou Meng and Chum Mei told the truth, and they did not believe much in what Him Huy said. Mr. Vanthan stressed that teachers should be fair and unbiased during the teaching. They should not have prejudice in mind and should guide students away from this kind of prejudice. Mr. Vanthan gave an example of a teacher in Kampot who dislikes one student who is the child of a former KR cadre. He said that this should not be the behavior of the teacher to perform their teaching job professionally. One teacher asked the meaning of the title of the film if it was literally at the back of the prison building. Our provincial teacher Mr. Um Thara explained that the title possesses idiomatic meaning. It is about the story behind what people actually see with their own eyes. It is about the stories of two victims and one perpetrator who were in S-21 during the KR period.



Taing Kim, Khmer Rouge rape survivor, addressing the participants

In the morning of day six, the team screened a twenty-minute documentary film *Cambodian Children* (the Vietnamese-produced film in 1979). Before screening the films, Mr. Vanthan Peou Dara introduced brief background of the films and provided some prior expectations and thinking about the films so that participants had some ideas of what the films would be about to generate discussions. He stressed that

Cambodian Children was produced by Vietnam after 1979; therefore, the voice is in Vietnamese. Seeing the children wandering on the street, participants began to discuss if those children were Cambodians or Vietnamese. Some of them said they were Khmer. Participants watched the film with smiles on their faces as they got used to seeing scenes, such as children eating tree leaves. However, some of them began to fade their smile away as the film went on for about five minutes. They saw more and more misery Cambodian children faced at that time in which some of the participants were about that age in 1979. Some participants shook their heads, seeing the skinny and swollen children with no energy to walk forward and the dead bodies on the way. Participants began to smile again at nearly the end of the film as they saw children were put in the orphanage center and received new clothes.

After the film, Professor Sambo Manara asked if the participants knew anyone in the film. He said that the film was produced by Vietnam but the people in the film are Cambodians and some of them must survive until today. If any participant knows anyone in the film, please inform DC-Cam. After that professor Manara asked for the participants' opinion and reflection. He asked who brought these children to become that way. What are the impacts on Cambodian children? Is this film true or fiction? All participants thought that the film is a true story. Professor Manara asked, "Why do you dare to say the film is true?" Participants said that because they had gone through the regime themselves. The situation in the film is similar to the scene they saw with their own eyes. Professor Manara added that participants should educate the children in the right way. He gave an example, "if you feed your children and they don't want to eat, you say that the children will be killed if they were in the KR regime. In contrast, if you said that please eat. Look at the children who pick up rubbish on the road. Then children can compare to the reality in the present day." He said that if participants compare the living condition to that of the KR, their children will not grow as they think that a plate of rice with a piece of fish is enough for them. They will not try to find more property and education to grow as they feel they have enough. They will be dependent on others. They will not improve their ability. He encourages participants to ask questions, to be curious to know things and to think critically of the film and other documents so that they

can improve their capacity. The same applies to children. Teachers have to encourage their students to ask, to think critically and to be active in the classroom activities.

Professor Manara wanted to emphasize that the film is produced by Vietnam in 1979 about Cambodian children. However, the teachers can also create history by writing the story of the persons who had come through the 1979 period. In some cases, teachers may be able to locate one or more people in the film. From that discovery, teachers can write the story. More importantly, some teachers were children themselves during the aftermath of the KR. They can also write their own story and publish for future education.

After that, Mr. Vanthan Peou Dara led the discussions on the film. Before discussing the film, Mr. Vanthan briefed participants about the recent development on mental health clinic in Cambodia in which DC-Cam proposed this initiative. DC-Cam just received a letter yesterday from the Council of Ministers asking the Ministry of Health to examine DC-Cam's proposal. It is a good sign and legacy of the KR Tribunal. One participant said, "if I were in the DK regime, I was like a crab in the well." Children taken from their parents did not receive care. The film shows the lives of foreign children who received all kinds of support from their parents and the nation. He believes that the KR regime should not be allowed to happen again. Mr. Vanthan said that if the KR regime did not exist, the children in the film would have a different fate and future. Some of them may have become doctors or lawyers. He urged participants to think about this scenario and explain this to their students in the classrooms. Another participant wanted to ask more questions about the mental health clinic. She said that there are a lot of meditation Buddhist centers across the country. She believes that these centers can help people heal their mental problems. She also participated in one meditation center, which helped her to concentrate her feeling to heal her mental disorder. She continued using this method to concentrate her mind to have a good sleep. She has the documents from the center such as newspaper and CDs. She offers to provide these documents to DC-Cam. Mr. Vanthan agreed with her that Buddhism and meditation centers do contribute a lot to the emotional healing. However, the mental health clinic will be created in a broader national level and specific budget.

2. Guest speakers

Name: She was 15 years old when the KR came to power. She and her family were in Boribo District. They were evacuated into the forest and the rice fields far away from the district town. There were a lot of people at that place. She was evacuated to Pich Changva Commune. The KR asked all monks to stay in one place. One of her brothers who was a monk was also taken away. Her mother tried to find her brother but could not see him. Her mother saw only the begging bowl. Luckily, he was still alive but was defrocked. She was separated from her family to live in the children's unit. She was asked to clean the grass and build up rice field embankments. She missed her mother a lot but could not find any means to meet her (she cried.) She asked for permission from the chief to visit her mother. The chief allowed her to go after several requests. From time to time, the workload was heavier and heavier. She used to work at the dam construction site O Roluos. Other dams she remembers include Prek Chik, Chit Kraham (Dambok Kraham), O Sla, Sanlang and Chan Trak. Later she was asked to cook rice. As a young girl, she could ride an ox cart and pick up fruit. She was surrounded by the KR ideology. She really disliked the people who talked about luxurious living or those who did not work hard enough. She knew all the areas around Tonle Sab

Lake. She delivered fertilizer to put in the rice field. Fortunately, she had never been sick during the KR period though she was so thin. She never stole any food because she was so afraid of being arrested and killed. In 1979 she and many other people ran up the mountain. The Vietnamese soldiers fired on the people. The whole forest was full of gun sound. One man came to take his children and saw her. He told her about the whereabouts of her mother, and her mother came to take her. She was able to return back home but dared not stay in the village yet as the village was so quiet. About five months later, she returned to the home village. She cried several times during the story telling.

Taing Kim: The documentary film "Khmer Rouge Rice Field: A Case of Rape Survivor, Taing Kim," was screened in the afternoon of day four. The film shows that Taing Kim was raped by three KR soldiers before they planned to execute her. Luckily, one soldier had high compassion on her and allowed her to escape. She was accused of being an American CIA agent and was taken for execution.



Taing Kim, rape survivor from Kampong Chhnang

Escaping from the edge of the death, Kim tried to live in another nearby cooperative by covering her face with a scarf every day and changing her name. Kim's story is a rare case. After the 30-minute film screening, the team invited Taing Kim to address the participants and receive questions. Not many participants wanted to ask Taing Kim questions as her story is so sensitive and they did not want to ask questions that could hurt her. In spite of this fact one participant, Nguon Sophal, asked her to explain how she could escape from death. Sophal showed petty on Kim and wished Kim to have long life.

Andrew Cayley: In the afternoon of day four, August 23, Andrew Cayley, the Khmer Rouge Tribunal international prosecutor, presented two main issues to the participants. He talked about the latest update of the ECCC and "why education matter in the legal process." Mr. Cayley said that the court has dealt with four cases involving senior Khmer Rouge leaders and those who were most responsible for the crimes committed during the KR. He stressed that his job is to ensure that the ECCC laws and statutes are followed without political bias and outside interference. More importantly, the court ensures that the accused persons are given all necessary rights to defend themselves in front of the court. It is has been clear that these KR leaders committed a lot of crimes, and everyone knows of their crimes. However, to establish the rule of law and due process of the law, it is important that everyone regardless of who they are receives fair treatment in front of the court and within the framework of the laws. In addition to the brief presentation on the court's process, he widely emphasized the roles of educators in writing and shaping the future of Cambodian younger generations and Cambodia as a whole. Mr. Cayley added that teachers can do much more than lawyers in terms of creating KR history in a broader context. Lawyers deal with particular cases in the

areas of their investigations only. After the presentation, he opened for questions from participants. Some questions of the session were as followed:

1. Can you explain the terms “senior leaders” and “most responsible persons”? Who are KR senior leaders and those who were most responsible?
2. Duch is just a chief of a prison. Why does the court count him as a senior KR leader or most responsible person?



Andrew Cayley, Khmer Rouge Tribunal International Co-Prosecutor, addressing the participants

3. Historians and researchers have written that the KR leaders are criminals. One statement said that it is a mistake to call to call KR leaders criminals while they have not been legally prosecuted yet. Is this a mistake of the historians?
4. It is reported that the court is pursuing case 003 and 004 while the government does not want these cases to happen for national stability and order. Will the court prosecute people in the two latest cases? What are the benefits of pursuing these two cases for Cambodian people?
5. Why does the court not prosecute the low-ranking cadres who actually committed the crimes on the ground?

Mr. Cayley provided short and concise answers to the teachers. He said that to find out who are KR senior leaders and those most responsible for the crimes, teachers have to look back to the negotiation process between the UN and the Royal Government of Cambodia. The teachers can also look at the agreements and the ECCC laws as well as the debate in the Cambodian National Assembly, which widely discussed these terms. The position of the prosecution is that the KR senior leaders and those who most responsible are people within the CPK Central Committee, its Standing Committee and the ministerial positions. The prosecution determines Duch as the person who was most responsible for the crimes because Duch carried out his work at S-21 with enthusiasm. He had done the tortures and executions long before he became chief of S-21.

Responding to whether the use of the word “criminal” by historian is right or wrong, Mr. Cayley said that lawyers and historians have two different roles. Historians are not in the position to legally say whether this or that person is criminal. This is the job of the judges. However, historians play a much more important role in writing KR history in a broader way that lawyers cannot do. Lawyers work in the limited frame of their investigations. With regards to case 003 and 004, Mr. Cayley said that the court should be allowed to work in an independent manner without any outside interference to ensure its due process of law and the integrity of the court as well as earn confidence and trust from the population. According to the agreement and the law on the establishment of the ECCC, the court is mandated to

prosecute only two groups of people as mentioned above. The court is not mandated to prosecute low-ranking cadres such as the ones who raped Taing Kim. The court prosecutes the ones at the top who established the policies and who ordered the lower ones to commit crimes. Moreover, there are hundreds of thousands of lower KR cadres and soldiers. If the court brings these people to trial, the court would not have enough time and will not be able to conclude its work within ten years.

At the end, Mr. Cayley re-emphasized the important role of the teachers. He said that teachers work with hundreds of thousands of Cambodian kids daily. They have much more responsibilities than the court. The future of Cambodian children and the future of the country lie in their hands. He wished the participants to keep up their good work and be successful in the training.

3. Model Teachings

Teaching 1: Mr. Heng Chhay Hong Presenting Chapter 3, Lesson 2: 17 April 1975 Pictures

Mr. Heng Chhay Hong started the lesson by introducing his name and where he came from. Then he asked participants to open the guidebook to lesson two of chapter three. He explained that before beginning the lesson, teachers have to introduce the objectives of the lesson. Then teachers show students the materials needed for the lesson. In this lesson teachers are required to use pictures which can be found in the guidebook and student workbook. Teachers can copy additional photos for the students. Teachers ask students to write a one-page report and teachers collect the reports. One participant asked how they are going to use materials such as scissors, pencil and paper. Mr. Hong said that these materials are used to paint pictures related to the 17 April 1975 events. Another participant asked if a guest speaker is a must. Mr. Hong said that it would be great if teachers could invite a guest speaker to describe his/her story to the students. If not, teachers could use testimonies to give students some background knowledge on the events of April 17. Another participant suggested that if teachers cannot find a guest speaker, teachers could ask students to interview their parents or grandparents and present the stories to the class. Teachers could also ask senior teachers in the school or ask students to read the testimonies.



Teaching 2: Mr. Khatt Bunthoeun Presenting Chapter 4, Lesson 1: Actively Reading Chapter 4

Mr. Khatt Bunthoeun

Professor Sombo Manara presenting DK history to participants

introduced the new lesson to the participants. He asked one participant to read

aloud the three objectives of the lesson. Then he explained each objective of the lesson that students would be able to describe the creation of the DK government and to know some of the names of the key KR leaders. In addition, students would be able to analyze the DK national anthem. Then, he asked the participants to try to explain some difficult terms such as “Angkar, Vorn Vet, Son Sen and Constitution.” He asked participants to turn to page 22 and asked one to read the section aloud in the classroom. The other participants had to take note of the important points in chapter four in their notebook. He asked some questions to learn their understanding from the reading. One participant said that members of the Central Committee of CPK in 1975 included Pol Pot, Nuon Chea, Son Sen, Ta Mok, Ieng Sary and Vorn Vet. Three more members were included in 1977. These people included Khieu Samphan, Ke Pauk and Ros Nhim. After that, Mr. Khatt Bunthoeun played the DK national anthem for participants who were reading the script in the book along with the music. After song playing, he asked participants why the national anthem included the words “blood” many times. The national anthem also included the word Angkor. The KR wanted to emphasize that their regime would be greater than the Angkor period. MR. Khatt Bunthoeun explained that the KR mentioned Angkor because they wanted to win favor from the population. At the end, he asked some comprehensive questions, assigned homework and encouraged participants to study hard to conclude his teaching.

Teaching 3: Ms. Khim Sothea Presenting Chapter 7, Lesson 2: Interview

Before beginning the lesson, the Ms. Khim Sothea explained the objectives of the day. She asked one older participant to be an interviewee and two other participants to be an interviewer and recorder. She explained how to conduct the interview. The interviewer has to explain to the interviewee the purpose of the interview and ask for permission first. The rest of the participants had to take notes on the important points of the interview. After the interview, she asked participants to exchange their notes to read. Then she asked a few participants to read the notes aloud to the class.

Teaching 4: Ms. Soy Sichan Presenting Chapter 11, Lesson 2: Photos of the Liberation Day

Before the starting the lesson, Ms. Soy Sichan recalled the prior lessons by asking some comprehensive questions. Then she introduced the objectives of this lesson. She explained the three objectives of the lesson precisely. After that, she asked participants to look at the photos. She divided participants into three groups to write a brief description about the photos. She gave some prior questions: What were the conditions of life of the people after 1979? What possessions did they have? Do you feel pity on the people? After discussion and writing, she asked one participant to report their writing to the class. The participant’s description was that people were in poverty. They walked on bare foot back home and some did not have a clear destination. People were in torn clothes. They carried a small number of materials necessary for life. After reporting, she asked the other participants of what they thought of the report. Everyone agreed with the report. To conclude the teaching practice, she asked

participants what they would do if they became Prime Minister of Cambodia. Would they lead the country into killing like Pol Pot's regime? She advised participants that as teachers they had to guide their students away from what happened during the KR regime.

**Teaching 5: Mr. Pol Huon
Presenting Chapter 11,
Lesson 4:**

Before beginning the lesson, Mr. Pol Huon recalled the prior lesson about the photos of the liberation day. He emphasized that in 1979, people walked back home while over three years earlier they had been evacuated from the cities to the countryside. Then he introduced the title of the lesson to the participants. He explained the objectives of the lesson. The lesson aims to allow students to study more deeply the KR history and to compare the Cambodian genocide with other mass atrocities in other countries. The students would be able to analyze and evaluate the suffering of Cambodian people under the KR as well as the suffering of people in other countries in which genocide existed. After that, he divided participants into two groups which studied the topics on KR and Germany respectively. He asked group two to turn to the student workbook to read the section about Germany. He gave participants ten minutes to work on the readings. He asked participants to find the differences and the similarities between the two countries. After that, he asked participants in the two groups to read their notes. Most believed that Germany killed only the Jews while the KR killed its own nationals. Mr. Pol Huon drew a Venn diagram on the board in order that participants could write about the differences and the similarities on the boards. He advised participants that if they were to become the leaders, they should lead the country away from what Hitler and Pol Pot had done.



Mr. Ten Kimton, a national teacher, presenting K-W-L teaching method to participants



Road to Kampong Chhnang Airport

Final History Session

1. *The KR came to live in Phnom Penh after the 1975 victory. Who were the people who entered the city?* Professor Manara said that the KR national anthem admires only the workers and peasants not intellectuals. Therefore those who came to live in Phnom Penh were workers and peasants who were trusted by the KR. Other city residents included the soldiers who also worked in the rice fields in addition to guarding the city and the party center. The city people were all evacuated to the countryside to work in the rice fields. These people were purged in 1977 in which a lot of people were killed.

2. *What are the differences between black and green colors of clothes? What were the benefits of mass weddings? There were Vietnamese commandos who entered Phnom Penh to capture Prince Sihanouk. Did the Prince tend toward the KR?* Professor Manara said that the green color was for those who favored the Vietnamese. These people were the Eastern zone cadres and soldiers. In contrast, black clothes were those of Pol Pot's group who represented Cambodian peasants who had worn this color of clothes for centuries. With regards to the wedding, the KR did not respect tradition, religion and culture. Therefore, the KR did not respect the traditional wedding. Moreover, mass weddings saved time for the revolution. The KR did not have religion. They did not give value to birth giving. With regards to the attempted capture of Prince Sihanouk by the Vietnamese, the Prince was popular on national and international stages. Everyone wanted him to boost their national policies.

3. *He asked about the page number with barbed wire and red color. What does it mean? Why did the KR wear scarf on their neck?* Professor Manara said that the craft traditionally represented the dragon scales. The KR valued scarves because they had been used by Cambodian peasants for many centuries. The KR produced the representation. The wire and red color are the matter of design which represents the KR revolution.

4. *Why did DC-Cam decide to use Khamboly Dy's textbook, not the books written since the 1980s?* Professor Manara said that a number of books were written based on personal biases; these people support one particular idea or political regime. The DK history textbook is written in an accurate and unbiased manner. The book does not favor any side which could poison the reader. Some books represent personal stances which are not good for study. However any book has its own value. Teachers can use them for reference for consideration and research. But for students, we need a book that is fair to all, free of political biases. Moreover the information in the book is up to date and appropriate for young Cambodian children. He stressed that he was also one of the editors of the book. He was very careful during the editing process not to allow the book to become political propaganda, nor to include biases.

5. *The Soviet Union was the superpower of communist ideology. Did the implementation of Pol Pot's communism affect the communist Soviets?* Professor Manara explained that there are two thoughts of communism in the world, Soviet Union and Maoism. He believed that the communist KR led communism to its down-fall. When communist countries led the country to authoritarianism, they were leading communism to its disappearance.

6. *The KR regime was in the context of the Cold War. Why did some countries still keep relations with the KR? Why does the book say that the KR trade reached its peak in 1978? I*

want you to explain about the Santebal policies not to use Kampuchea Krom to hide their face. It is a matter of foreign relations, which aim at mutual benefits. The countries that had embassies in DK were socialist countries who wanted to protect the interests of communism. Among these embassies, only the Chinese were allowed to go far from the cities. In addition, it related to the national sovereignty in which no country can invade and interfere into the internal affairs of another country. In relation to the eighth S-21 Santebal policy, Professor Manara said some KR cadres cooperated with Vietnam in order to take Kampuchea Krom back to Cambodia. Some S-21 confessions implicated Kampuchea Krom to lighten their crimes, which the KR refused.

7. *The KR had strong relations with China. Why did the KR kill Cambodian-Chinese?* Professor Manara said that the KR did not select Chinese ethnics to be killed. The KR had that policy toward Vietnam but not Chinese. Mr. Vanthan Peou Dara added that the KR also searched for some Chinese personnel who escaped from China and formed an association in Cambodia. This group of Chinese opposed the Chinese communists. Therefore, the KR may have killed these people, some of whom were brought into S-21 and had confessions at S-21.



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8. *The KR cadres did not have high knowledge but they had the ability to kill a lot of Lon Nol's soldiers without any resistance. What strategies did they use to kill those soldiers?* Professor Manara explained that there were three levels of structure. The top one consisted of educated people. However, the low level consisted of the uneducated people who did not understand the party's policies.

Moreover, Khieu Samphan said that Pol Pot gave too much power to the low-ranking cadres. He said the KR had four strategies. The KR used psychology to lead the cadres and peasants who would do anything through order. The KR threatened the people to lose all confidence in themselves. In addition, the people were not allowed to have enough food and were weak. They did not have any power to resist the KR killing. Some even thought of committing suicide. The fourth point relates to the family system in which everyone was separated to different places. No one dared to resist as they feared for the safety of their other family members. At the end, they were put to death through tricks such as taking for education or to work at a new place.

9. *The KR committed crimes without any intervention from the United Nations. Why?* Mr. Vanthan Peou Dara said that one of the most successful policies of the KR regime was to lead the country through secrecy. The policy was pursued since the pre-revolutionary time. They did not want the people to know the identity of the leaders. When the KR took over the country, the KR limited the freedom of movement. No one was able to walk from one cooperative to another. Even soldiers were not aware of what happened in their home

villages. They knew only the battle with the enemies in the front lines. He stressed that UN did know what happened inside Cambodia, but the knowledge was not enough for international intervention. He added that in 1977, pandemics especially malaria spread throughout the country. The US parliament convened a session to hear the case of Cambodia but did not have any critical result. In 1978, the information leaked to outside broadly. The KR requested the UN Secretary General visit Cambodia. Unfortunately, before the Secretary General visited Cambodia, the US sent a panel of three members to break ground for the visit. One of them was killed; therefore, the Secretary General canceled the trip. In conclusion, the US knew but not enough to intervene. More importantly, the five super powers had to agree all together to intervene. With just one veto, decisions cannot be adopted and implementation cannot be conducted.

Final Methodology Session

Mr. Ten Kimton and Ms. Ben Neang led the discussion on the methodologies.

1. One participant wanted the trainers to re-explain how to produce a foreign relations brochure and the importance of this brochure. Mr. Ten Kimton explained that the brochure aims at disseminating information to the community. The brochure can be folded into three folds to brief the short and concise information. The brochure format may make it easier to understand the information. Participants can help their communities with the knowledge on how to produce brochure. He added that the promotion is usually conducted through brochure.

2. In DC-Cam's methodologies, students are asked to produce a poem. In history subject, there is no poem composing. How can we ask students to do this work which falls into the Khmer subject? Mr. Kimton said that poems can be used to describe the KR history. Poems can be used to enhance reconciliation. Ms. Ben Neang added that students study ten subjects in the classroom. They already know how to compose the poem in Khmer subject. So they are able to compose the poem for history subject. Teachers can stress that the poem should be about the KR history. One participant said that composing poems is a high-level life skill that is good for students. Some teachers cannot compose poems so they have hard time to teach students. Teachers can put students in groups for this activity. One provincial trainer suggested that we need only meaning of the poem but not the way to compose the poem. Ms. Ben Neang disagrees with the above mention. She believes that the poem has its own standard.

3. Another participant said he was not clear about the Jigsaw method. He asked the trainers to re-explain the method, short and concise. Mr. Kimton said that the instructions in the book are much more complex than the real activities. What teachers should remember is that the teacher divides students into groups who will be experts on their particular topics. After reading their respective sections, teachers can put a number on each member of the group. Those who hold number one should run toward those who have the same number in order to share their specialized topics. Then the teacher asks students to compare the differences and similarities of the atrocities in the four countries. The teacher summarizes to conclude the learning. He stressed that the most important point of Jigsaw is comparison.

4. Does DC-Cam have any incentive for the teachers? What is the quality control? Mr. Khamboly Dy explained that DC-Cam will not provide any other incentives other than the training. Teachers can integrate at any point of the academic year. By May 2011 the Ministry of Education integrated 16 pages of DK history textbook into the Ministry's history textbook. Therefore teachers can begin teaching the whole thing in the classroom. One participant said that the KR history should be put in the national entrance exams as part of the incentive for both teachers and students. Mr. Dy said that KR history has appeared in the high school national exams for three years consecutively. Mr. Dy added that he encouraged teachers to integrate into the teaching activities, not just descriptions at the beginning or at the end of the teaching.

Mr. Ten Kimton asked participants what they have learned within the past seven days.

Participants called out:

1. Foreign relation brochure
2. Comparative study
3. Reading comprehension
4. K-W-L chart
5. Oral presentation
6. Interview
7. Survival box
8. Diary
9. Role play
10. Making changes in local, national and international levels
11. Film screening
12. Photos
13. Timeline
14. Poem
15. Summary
16. Research
17. Report
18. Guest speakers
19. Analysis
20. Group work
21. Pair work
22. Field visit

Participants expressed that they understood all of the above methods. Most of them said that they were able to use these methods to teach their students in the classroom.

General Comments and Questions

A teacher from Suramarit High School said that his school has received the magazine *Searching for the Truth* almost every month. However, recently, his school has not received any more magazines. He requested that DC-Cam send every issue of the magazine to his school. Mr. Vanthan Peou Dara said that the magazine is published monthly since 2000. We distribute freely to the commune office nationwide. However, DC-Cam encounters a distribution challenge in which the distribution may not reach individual locations. He said that DC-Cam will try to meet the requirement of all institutions across the country. If any

school wants the magazine or documents, the school can request to DC-Cam. But the schools have to provide detailed contact and delivery information.

Another participant asked that the tribunal is about to end in 2012. After this, will DC-Cam continue to work with the Ministry of Education to enhance and fasten the teaching of DK history? Mr. Vanthan said that DC-Cam has been making all kinds of efforts to boost this teaching with cooperation from the Ministry of Education. Now the Ministry has included the sections of the textbook into the Ministry's history textbook. DC-Cam also has other projects with educational purposes. These include bringing the villagers to visit the court and Tuol Sleng so that they can bring the information back to the villages to share with their families and neighbors. DC-Cam has brought almost ten thousand villagers to Phnom Penh.



Participants had lunch together inside the training school

One participant requested that DC-Cam provide documentary films to the schools. He believed that the films are very effective in teaching students. Mr. Vanthan said that teachers already know DC-Cam. They can approach DC-Cam at any time for any documents, photos or films to assist their teaching. DC-Cam will gladly provide the documents and assist the

teachers with all means we currently have.

One participant requested that DC-Cam organize a tour for teachers to visit Tuol Sleng prison. She has organized students' visit to provinces but she has never had chance to bring her students to Tuol Sleng. She believed that the tour to Tuol Sleng will be an effective means for teaching.

Another participant said that he has been a teacher for over twenty years. But he has never seen a kind of training like the one DC-Cam is conducting. He appreciates the DK history textbook that the book is really good and even better than the Ministry's textbooks. He admires DC-Cam for allowing Professor Sombo Manara to lecture in the training in which he received clear messages and explanations. The crowd applauded. Prof. Manara added that the Ministry of Education has been trying very hard so far to enhance the education in Cambodia. However, the Ministry has limited capacity. He stressed that as DC-Cam's adviser he can assure that DC-Cam is not working to compete with the Ministry of Education, but rather that they work together to improve the education system in Cambodia. Mr. Vanthan Peou Dara said that DC-Cam is very proud that the Ministry of Education endorses the educational projects that DC-Cam has been conducting over the past seven years. He added that DC-Cam publishes only one kind of book in a small number. However, the Ministry of

Education publishes million of many kinds of textbooks, and this is a huge burden. DC-Cam works only on the KR history. Mr. Vanthan also thanked the Kampong Chhang Office of Education and the Kampong Chhnang Teacher Training School for assisting DC-Cam in this training.

Professor Sombo Manara, at the end of the session, gave a brief overview of the whole history of Cambodia. "What do we have here at this training? We have love, friendship and good relationship with each other. We receive knowledge to improve our capacity. We have financial support from DC-Cam and endorsement from the Ministry of Education. With this knowledge, you all can educate your children to be good citizens for the country." In addition, he added that the KR separated the people based on the geography: those in the forest, mountain and river. Cambodians had been in connection with each other regardless of where they lived. The KR did not pay attention to the social system. They did not care about the gratefulness and gratitude toward teachers or parents. This is one reason leading to the fall of the KR. Understanding the concept of gratitude and religion as well as tradition will help society to be prosperous and developed. He stressed that DC-Cam wants the teachers to educate the children to achieve national reconciliation.

Outcomes and Impacts

Research skills: Ms. Khim Sothea, a provincial trainer from Kampong Thom, asked participants to refer to footnotes for the details of some points, for example, the word "Angkar". Usually, participants concentrated only on the text and forgot that footnotes contain additional messages and point to the sources. She explained that if participants wanted to learn more on any important points, they could refer to footnotes with the sources and do research on those sources to enhance their knowledge.

Enhancing history teachers' capacity and integrity: The majority of history teachers have limited knowledge on KR history. The materials and the substance of the training allow history teachers to see a bigger picture of the KR history, which can be traced back to the 1940s during which a number of activists organized social movements to struggle against the French colony. Some of these activists later became KR leaders. On the other hand, teachers feel that history subject is less important, compared to other scientific subjects such as math. However, the training emphasized the importance of history. People of each country have to know their own history clearly before they can move on to develop their



A participant Thida Chea doing teaching practice

country sustainably. It would be illogical to talk about human rights respects, democracy and rule of law when Cambodian generations know little about what happened during the KR period. Learning the importance of history, participants begin to be proud of what they currently possess. They have a sentiment of having enhanced their knowledge and subject expertise to be wider and stronger.

Ms. Khim Sothea, a provincial teacher, has been contracted to be a foundation year lecture at CUS University in Kampong Thom to teach KR history as it is a requirement from the government. Another participant said that he received a lot of knowledge from this training, and he was eager to use the K-W-L chart in the classroom. He believed that the K-W-L chart is easy and effective in generating students' critical thinking and to learn their prior knowledge.

Improving methodologies: Participants expressed the feeling that they have learned many new teaching methodologies. Traditionally, teachers employ only reading comprehension in the classroom. The training provides teachers with over twenty methods including writing, oral presentation, guest speakers, film screening, interview, K-W-L, Jigsaw comparative study, survival box, making brochures, analyzing KR ideology, brainstorming, etc. Teachers can pick up one or more of these methods to teach not only history subject. The methods can also be applied to other social study subjects such as Khmer Study, Geography and Citizen Morality. Most participants are head of their school's technical group and they can share the methods among their members upon returning back to school.

Contributing to the healing process: Mr. Siv Phen said that he did not want to finish the training too soon as he believed the training was the educational platform for improving their knowledge on KR history. He, like several other participants, felt that he has received a lot of knowledge from the training and that contributed a lot to their classroom teaching. Ms. Bunhour was invited as a guest speaker in day 5. She was so happy to be able to tell the story to the class as she has never told the story in public. This was the first time she told the story. She was so proud to be a guest speaker. She was happy that her story became an educational source for the commune teachers through this training course.

Capacity building: Surprisingly, one of the participants was a former DC-Cam volunteer in 2009. Graduating from the pedagogical school, Ms. Thida Chea, whose home village is in Prey Veng, began teaching in Hun Sen Kampong Tralach High School in Kampong Chhnang. Being used to work at DC-Cam, Ms. Chea understood greatly from the training's content and would share this knowledge with her colleagues at school. Ms. Chea would continue to work with DC-Cam to improve the teaching of DK history in her school. She met DC-Cam's Director Youk Chhang, who told Ms. Chea that she could request more documents and textbooks for her school and students.

The provincial office of education considered this to be a big training. The office will put their names into the database for credit. Moreover, the office asks the teachers to integrate what they have learned and to report back on the integration. The office will gather the report on the integration for DC-Cam. However, the office also suggested that DC-Cam should allow staff members of the office to participate in the training. The office staff needs to know the content of the training in order to follow up on the integration. The office will continue to work with DC-Cam to strengthen this teaching of DK history. The Office totally supports the training as it has been authorized by the Ministry of Education.

Challenges

Explanation of terms and names: In the teacher's guidebook, there a lot of difficult terms and names of prominent Cambodian leaders. The information in the textbook explaining these terms and names is limited. Participants wanted DC-Cam to publish a book with explanations of all difficult terms and names. The textbook provides a considerable amount of the explanations, though not enough. However, teachers should not expect that one book will explain everything they need. They have to understand that the textbook is a foundation for further research for both teachers and students. They are required to fill in the gap on their own in order to enhance self-learning and research skills. Teachers should not expect to get the whole picture of the KR within this seven-day training.

Teaching time: The afternoon teaching practices are strong concerns of the participants. Most of their questions in day one are about how they manage time to do the teaching practices in the afternoon. They are concerned about how to teach within thirty minutes while each lesson requires more than one hour. Participants should understand that they are allteachers. In the morning, they already discussed the chapters on the KR history. Therefore, during the afternoon teaching practices, they did not have to ask the other members to read sections in the textbook since they already read in the morning. This would save them time.

Methodological conflict: Cambodian teachers nationwide are obsessed with the three-column-and-five-step approach (hereafter the Ministry approach). Any methods that are different from the Ministry approach seem to be strange for them, for example, teaching based on pictures and films, jigsaw exercise, K-W-L



Rainy season rice field in Kampong Chhnang

chart and guest speakers. Actually, the Ministry methods and the methods in the teacher's guidebook are not different. To break this challenge, Mr. Ten Kimton, a national trainer, prepared a lesson plan using two different standards. The first one is based on the guidebook, and the other one is based on the Ministry's approach. Mr. Kimton explained that the two are the same, just different formats. Teachers can prepare lesson plans literally based on the guidebook or integrate the instructions into the three columns-five steps. Therefore, the difference is pretty much a matter of format. Teachers can even use formats other than the two mentioned above to prepare lesson plan.

Strengthening disciplines: Trainers have to discipline the participants in a respectful way, rather than using coercions. Trainers have to explain to the participants from the beginning that they should not worry about the teaching practices and that they should focus their questions on the topics. For instance, on the morning of day one, which was the presentation

on chapters one and two of the DK history textbook, participants began to discuss among themselves and asked trainers how they were going to conduct teaching practices in the afternoon of day two while they had not yet read and learned the lessons. Trainers have to politely invite them to put the assignment for teaching practices aside and fully concentrate on the agenda of the day. Participants are supposed to come to class on time and are expected to turn off their phone during the study session. In addition, trainers should take the opportunity in the morning of day one to inform participants that they are expected to grasp the lessons and methods in the books provided. They should not compare the methods in the guidebook to the three columns and five steps of the Ministry of Education as yet. Participants should be informed from the beginning that the methodological comparisons will be conducted in day seven to conclude the training. More importantly, participants should frame their questions and discussions around the topic in order to achieve the objectives of each day. Participants should frame their questions within the subject areas. They should not ask questions outside the lessons. Otherwise, the training will not be able to achieve the objectives of each day. Being able to discipline participants on these challenging issues from the beginning, the training achieves good results and effectiveness as evidenced in the training in Kampong Chhnang.

In addition, the participants, being teacher themselves, found it hard to pretend to be students to role-play the teaching practices. However, they were able to overcome this challenge after two days. They later began to do the real teaching to experiment the methods.

Emotional sensitivity: The KR history is still sensitive among participants. Nguon Sophal, a provincial teacher, was strongly emotionally sensitive. Her husband and two children were killed during the KR. She cried after the class. Another participant from group could not talk about his experiences during the KR period. He was invited to do a role play as an interviewee. He abandoned the interview in the middle as he could not stand recalling the suffering he encountered during that period. Another participant Em Chamroeun in group three was traumatized during the performance as a guest speaker in the afternoon teaching practices. Recalling his story, he kept crying and could not go forward. During the KR regime, he was evacuated to Battambang province with his family. His brother died of malnutrition. His mother was accused of stealing rice and was imprisoned. Chamroeun, who was about eleven years old at that time, saw the imprisonment with his own eyes and was chased back home. Recalling how his mother was treated in the prison and how his brother died, Chamroeun sobbed and became stiff. The team comforted him by allowing him time to relax and chatting with him.

Methodological struggle: Some participants still struggled with methods in the guidebook. Some of them have difficulties in explaining the objectives of some particular lessons. On the other hand, teachers never introduce the objectives in the classroom, so they find the new approach a bit unfamiliar. A few participants missed some steps in the afternoon teaching practices. Both national and provincial trainers corrected the mistakes and re-explained the critical points.

Challenging questions from participants: Some participants wanted to challenge the trainers by asking political questions repeatedly in the classroom although the trainers told them to

ask questions in the framework of the DK textbook. If participants continued to ask questions outside the agenda of the training, there will be endless session and we would not be able to achieve the training goals and objectives. In spite of this fact, they continued to ask such kind of questions with hidden agendas. First, they wanted to show their pride as one participant has a master's degree and wanted to show his knowledge and degree to the other participants. Secondly, they wanted answers to the private classroom's papers.

On the other hand, participants in the group felt that they did not have chance to learn directly from Professor Sombo Manara and Mr. Khamboly Dy, the textbook author. They requested that the national teachers should be shifted within the three groups so that participants in the three groups have a chance to talk to history experts. It could be a matter of maturity as well.

Appendix 1: Questions from Participants

1. The KR established a market in Phnom Penh (Central Market) for diplomats. What means of exchange did they use at that time?
2. Why did the KR decide to abolish money when they already printed it out?
3. Did workers, cadres and senior KR leaders in Phnom Penh eat separately or collectively?
4. What were the names of the 250 members of parliament of the DK's National Revolutionary Assembly?
5. When he declared the existence of the CPK and his position as Prime Minister, was it the same time that the KR cut off relations with Vietnam?
6. Why did the KR fight in Vietnam? What were their purposes?
7. Why did Prince Sihanouk resign from his position as Head of State?
8. Why did the KR decide to choose 1960 as the party's birthday?
9. Why did Khieu Samphan, who had a higher position than Pol Pot, have less power than Pol Pot?
10. Who was Head of the Cheung Ek?
11. I saw Burma's delegation led by Ne Vin into DK. However, Burma did not have an embassy in Cambodia. What were the benefits of this relation?
12. Does DC-Cam work only the KR issues?
13. What are the differences between the methodologies in the guidebook and those of the Ministry of Education?
14. How do they get photos when the teachers need to teach students in the classroom?
15. Teachers requested that DC-Cam publish a glossary which explains the difficult terms and names related to the KR.
16. They did not understand the use of footnotes and endnotes. They requested an explanation.
17. How did the KR leaders come up with the name Democratic Kampuchea? What are the purposes of naming the regime as such?
18. Why did the KR take the rice production as their main priority in building up the country?
19. Compare the KR revolution with that of the Chinese.
20. What were the main reasons for the fall of the KR regime?
21. Does DC-Cam have documents showing all the names of the KR members of parliament?

Appendix 2: Trainers Meeting with DC-Cam's Director Youk Chhang

In the afternoon of day 6, August 25, DC-Cam's Director Youk Chhang met with all national and provincial trainers. He wanted to discuss two issues: the history teacher annual meeting in Koh Kong province and the selection of provincial teachers to work on the public education forum and establish a national history education research committee of Cambodia (replacing the form of Truth and Reconciliation Commission globally known to many). He said that he wanted the teachers on the ground to do the work on their own with little assistance from DC-Cam's staff members. He also recalled the work discussed at Preah Vihear conference in which the teachers were asked to write the history from the villages and the formation of the national committee. DC-Cam will help to seek support to the commissions in the first two or three years. And we want the commission to stand on its own and to be sustainable.

Participants in the meeting agreed that methodologies should not be the topics for discussion in the Koh Kong conference as they all have mastered their expertise on the methods. Ms. Ben Neang said that DC-Cam should state the purpose of the meeting clearly so that they know roles, the purposes and the activities of the commission. She added that the Preah Vihear conference agendas were too condensed, and teachers lost concentration on the agendas. Professor Sambo Manara agreed with Ms. Ben Neang that the agenda and purposes of the commission have to be clearly stated. Ms. Nguon Sophal said that she really likes the conference in Preah Vihear as it emphasized the "land of reconciliation." She wanted reconciliation to be prosperous in all parts of the country. Mr. Chhang said that he wanted all the provincial teachers to become the organizers of the forum and the training so that the work that we have been doing so far will be sustained for many years to go. In order to ease the teachers, DC-Cam will work with the Ministry of Education to obtain formal permission letters for them to do this work.

Mr. Ten Kimton suggested that DC-Cam form a partnership with the communities or associations who already work on the ground with the villagers. Mr. Chhang responded that he wanted the teachers to do this work. Ms. Ben Neang said that teachers should form a partnership with the provincial and the district office of education to do this work. Mr. Chhang still emphasized that teachers can work with the commune teachers.

Back to the Koh Kong annual conference, Mr. Chhang said that provincial teachers will be selected to work on the public education forum. Chris Dearing and Phala Chea are working on the internationally published textbook on the Cambodian genocide education which will be a model of genocide education in other countries. Ms. Ben Neang raised a concern that two years after receiving support from DC-Cam, how teachers are able to find further supports after two years. She said that the Ministry of Education had this kind of program but that after the end of the support, the program also ended. Ms. Ben Neang added that we should have a follow-up program for this work. Mr. Chhang said that the public education forum and commune teacher trainings are conducted only during the school vacation period. The Koh Kong's conference will discuss the condition for the participants and the official establishment of this work may be finalized in the next two years. He thanked all the trainers for their efforts. A small dinner meeting was offered to national and provincial trainers as a friendly meeting and a modest incentive.

The Training is funded the Government of Belgium with core support from the United States Agency for International Development (USAID) and Swedish International Development Agency (Sida)