

GENOCIDE EDUCATION PROJECT
The Teaching of A History of Democratic Kampuchea (1975-1979)

Final Project Report to Belgium-2010

Table of Contents

Part I. Background Summary

Part II. The Genocide Education Project As a Cambodian Version of a Truth and Reconciliation Commission (TRC)

Part III. The Development and Publication of Teaching Materials Pursuant to the Genocide Education Project (GEP)

1. Guidebook Development and Revision
2. Guidebook Publication

Part IV. National Teacher Training Workshops

1. Orientation for National Teacher Training
2. Expectations for National Teacher Training
3. Activities During the Training Workshop
 - A. History Lessons
 - B. Small Group Sessions
 - C. International Scholars and Guest Speakers
 - a. Dr. Ros Chantabot
 - b. Dr. Alex Hinton
 - c. Dr. John Ciorciari
 - d. Dr. George Chigas
 - e. Dr. Frank Chalk
 - f. Dr. Laura Summers
 - D. National Scholars and Guest Speakers
 - a. Norng Chanphal
 - b. Him Huy
 - c. Youk Chhang
 - d. Farina So
 - E. Visual and Aural Activities and Field Trips

Part V. Provincial Teacher Training

1. Workshop Opening Ceremony
 - A. Welcoming Remarks: Mr. Peou Dara Vanthan
 - B. Remarks by Minister of Education Im Sethy
2. Orientation of the Workshop
 - A. Welcoming Remarks: Khamboly Dy
 - B. Modeling of Lessons: Dr. Phala Chea and Chris Dearing
 - C. Experiences in Teaching History: Professor Sambo Mannara
3. History Forum
 - A. David Chandler: Professor Emeritus of Monash University
 - B. Him Huy: Former S-21 Cadre
 - C. Professor Laura Summers
 - D. Norng Chanphal: S-21 Survivor

4. Textbook Distribution Ceremony
5. Field Trips: Choeung Ek and Tuol Sleng
6. Activities of the Training Workshop
 - A. History Lesson
 - B. Small Group Model Lessons
 - C. Large Group Model Lessons
 - D. Visual and Aural Activities
7. Strengths, Challenges and Recommendations
 - A. Overall Strengths
 - B. Overall Challenges
 - C. Overall Recommendations Incorporated into Planning for Commune Teacher Training

Part VI. Publication and Distribution of the History Textbook

Part VII. The Translation of the Textbook into Additional Languages

Part VIII. Seminar at Facing History and Ourselves

Part IX. Commune Teacher Training

Part X. Evaluation and Quality Control

1. Quality Control by the Ministry of Education
2. Challenges of the Inspection Work of the Ministry of Education
 - A. Financial and Human Resource Challenges
 - B. Psychological Challenges
3. Purposes of the Quality Control
4. Agents and Audiences for Quality Control
5. Program for Quality Control

Part I. Background Summary

Since the inception of the Genocide Education Project (GEP) in September 2004, the Documentation Center of Cambodia (DC-Cam), in collaboration with the Ministry of Education, Youth and Sport of the Royal Government of Cambodia, has completed the following activities:

- The publication and distribution of the textbook *A History of Democratic Kampuchea (1975-1979)*. The textbook was first published in 2007. Since then, over 300,000 copies have been distributed to over 1,300 secondary schools across Cambodia. The book has been endorsed by the Ministry of Education as a core material and reference for teaching Khmer Rouge history in Cambodian classrooms at the secondary level.
- Translation of the textbook in five additional languages: French, Chinese, Vietnamese, Thai and Japanese. Proofreaders are currently reviewing and crosschecking these translations to ensure their accuracy before we post them to our website.
- The development and publication of teaching materials (teacher's guidebook and student workbook) for the textbook. 3,000 Khmer copies of a teacher's guidebook were published for the provincial teacher training in late 2009. The student workbook is being edited and proofread for publication in March 2010.
- National teacher training. 24 national teachers and 15 DC-Cam staff members were trained at a workshop conducted June 29-July 7, 2009. Participants were trained by both national and international scholars who are experts in history, curriculum development, genocide education and law. Participants were trained on the content of the history textbook and the use of the teacher guidebook and student workbook.
- Provincial teacher training. From November 23-December 4, 2009, 180 provincial teachers were trained by both national and international scholars on the use of the textbook, teacher's guidebook, and student workbook. The training workshop was conducted in six different regions: Kandal, Takeo, Prey Veng, Kampong Cham, and Battambang provinces, as well as at Phnom Penh Regional Training Schools.

By the end of 2010, DC-Cam and the Ministry of Education plan to conduct two additional activities:

- Commune teacher training. The commune teacher training will be conducted from April 5-11, 2010. 1,627 history teachers from 1,471 lower and upper secondary schools nationwide will be trained following the same structure as the national and provincial teacher training.
- Quality control. DC-Cam and the Ministry of Education will jointly conduct quality control in mid-2010 after the commune teacher training. The aim is to ensure that the teaching of *A History of Democratic Kampuchea* complies with the

project's objectives to promote national reconciliation, peace building, and global genocide prevention.

The project has been acknowledged by a number of national and international media. Below is an excerpt from an article on the textbook distribution.

Khmer Rouge in Schools: Challenges of Teaching a Brutal Past

Phnom Penh Post
Robbie Corey Boulet
January 8, 2010

Youk Chhang is convinced that the teaching of Khmer Rouge history can promote national reconciliation - in the acknowledgments of the teacher's guidebook, he goes so far as to assert that DC-Cam's Genocide Education Project "has become the truth commission of Cambodia".

But even among teachers participating in the trainings, he said, there remains a tendency to demonise former cadres, particularly regime leaders.

"The teachers want to see who these people were. They always ask for photographs," he said. "They want to see their faces. But when they see the pictures, they're not satisfied because the faces look so human. They don't see the cruelty. They want to confirm what they already know, and so they keep asking for more pictures."

He added: "We need teachers to recognise that half of their students are the children of former Khmer Rouge. The regime was bad, but not every individual who joined the regime was bad."

...

The curriculum has been designed to strike a balance between laying bare the atrocities for which the regime is responsible and defusing any tension that knowledge might spark.

Asked to give an example of how such tension might manifest itself, Youk Chhang recalled a textbook distribution event at Phnom Penh's Youkunthor High School involving Norng Chan Phal, a child survivor of Tuol Sleng prison, and Him Huy, who worked there as a guard.

Though the event was intended to demonstrate the potential for reconciliation between victims and perpetrators, the question-and-answer session went in a different direction.

"At first, the whole class was silent," Youk Chhang said. "You could tell they were preparing questions. But they were undecided on who to ask.

Finally, one of the students got up and asked Him Huy: 'Did you join the Khmer Rouge because you wanted power?' And then the whole class started clapping. The whole class! They did not stop! And Huy tried to answer politely, but the students wouldn't accept the answer.

"And that kind of question can make a teacher uncomfortable," he added.

Though the wounds of the regime are far from healed, those who organised the Takeo training said they believed that, by the end, the teachers were capable of presenting the period in a manner that downplayed individual wrongdoing, thereby limiting the potential for similar incidents.

"The teachers recognised that they were not only teaching the history of [Democratic Kampuchea] in terms of raising students' historical understanding of the period, but also their historical empathy with people who lived during the period," Dearing said.

The full article can be found at <http://www.phnompenhpost.com/index.php/2010010830724/National-news/challenges-of-teaching-a-brutal-past.html>.

Part II. The Genocide Education Project As a Cambodian Version of a Truth and Reconciliation Commission (TRC)

Interest in learning about the history of the Khmer Rouge has risen dramatically with the publication of *A History of Democratic Kampuchea (1975-1979)* by Khamboly Dy, a Cambodian historian with DC-Cam, and the on-going prosecution of former Khmer Rouge senior leaders. Students, teachers, ordinary citizens, and government officials alike agree that education about the history of the Khmer Rouge is crucial if Cambodia is to address its past and begin addressing the questions of reconciliation, justice and democracy. Moreover, information on this period will help to stimulate students' critical thinking about their country's history, ensuring that the experiences of this dark period will not be repeated and that Cambodian youth will be able to build a more peaceful and prosperous country.

DC-Cam sees the teaching of *A History of Democratic Kampuchea* as the Cambodian version of a Truth and Reconciliation Commission (TRC) because genocide education will contribute to truth telling, healing, reconciliation, and the creation of a better Cambodian society. This work will go beyond the mandate and timeline of the Extraordinary Chambers in the Courts of Cambodia (ECCC), commonly known as the Khmer Rouge Tribunal. While the ECCC only has the ability to prosecute Khmer Rouge senior leaders and those who were most responsible for crimes committed during that period, genocide education will promote discussions that go deeper into the crimes and decision-making, including that which took place at the lower-levels of Cambodian society. The more common form of truth commissions, like the one established in South Africa, is perceived in Cambodia as a Western-style of healing, and ultimately may prove to be too difficult to apply in the Cambodian context. Therefore, a Cambodian version of a truth commission must be established.

Before conducting the national teacher training, all trainers and trainees attended a meeting with the Minister of Education to mark the official opening ceremony of the training seminar. In his remarks to the more than fifty participants, Minister of Education Mr. Im Sathy said, "Students are the medicine to heal the wounds in the past." Cambodia's youth, though not direct victims, are indirect victims of the Khmer Rouge regime. They not only have the responsibility to learn and to understand the past, but also carry forward the responsibility of learning from the past to build their own future and the future of their country. In addition to these responsibilities, as stated by the Minister, children will now become the channel for victims and the perpetrators to speak indirectly and to reconcile their perspectives about what occurred.

The teacher's role in this exchange is crucial to its success. Teachers must step out of their traditional roles as authorities of knowledge and embrace the task of creating an environment that is conducive to a rigorous and candid classroom discussion. In essence, the teacher must learn to be both a source and a guide for students' search for truth and knowledge. The Ministry of Education, DC-Cam and other institutions alike have committed themselves to the task of creating a format that allows this process to go smoothly.

Both children of the victims and children of the perpetrators will inevitably share what they have learned in class with their parents at home. They will, of course, bring these ideas back to the classroom when they discuss and debate these topics. With appropriate guidance from teachers, both children of victims and children of perpetrators will attempt to define a common basis of understanding in order to build a peaceful future. Building this common ground will enable youngsters to work together to help their parents reconcile and heal and to prevent genocide from reoccurring.

Some likely common ground can be foreseen without thorough research. For example, both children of the victims and children of the perpetrators will agree that “we should not have emptied the city; we should not have separated family members; we should not have forced people to think against their will; and we should not have killed people.” They will also share the concepts of human rights such as the right to life, free speech and freedom of movement.

Cambodia is implementing its own version of a truth commission that is culturally and socially acceptable, and genocide education will spur this process. DC-Cam is distributing one million copies of the DK history textbook to students across the country with the approval of the Ministry of Education. This educational endeavor will provoke dialogue within each family. Therefore, a kind of truth commission will exist within each family and through them the community.

Part III. The Development and Publication of Teaching Materials Pursuant to the Genocide Education Project (GEP)

Teacher’s guidebook co-authors, Dr. Phala Chea and Mr. Christopher Dearing, began developing the guidebook for teachers in July 2008, prior to first teacher training. The two co-authors finished their first draft in September and submitted it to the international reviewers (experts on curriculum development and genocide education) for comments and feedback. Upon receiving comments, Dr. Chea and Mr. Dearing revised the guidebook, which in English consists of 160 pages and in Khmer consists of 190 pages. The guidebook contains four main parts:

- Part I: Overview, including the rationale for teaching the history of Democratic Kampuchea, course objectives, and instructional strategies.
- Part II: History of Democratic Kampuchea, which is the core part of the guidebook. This section details the methodology and instructions teachers can use to teach each of the 11 chapters of the DK history book.
- Part III: Evaluation rubrics, which include instructions on how to evaluate student understanding after finishing each chapter as well as the entire course.
- Part IV: Resources and references, which suggest additional learning materials such as books, films, magazines and valuable websites.

1. Guidebook Development and Revision

The teacher's guidebook is designed to provide teachers a map on how to teach the politically and emotionally sensitive Khmer Rouge history based on the textbook entitled *A History of Democratic Kampuchea (1975-1979)*. The teacher's guidebook provides the teachers with lessons, objectives and activities that parallel materials and information in the textbook. As the students progress through their reading of the DK history textbook, the teacher may refer to the guided questions, many of which are open-ended, to help elicit discussions with students that build their critical thinking skills. The primary instructional methodologies in the guidebook include:

- Guided questions to facilitate students' reading comprehension and the adoption and practice of effective reading strategies;
- Essays and oral presentations to develop higher-level thinking skills and self-reflection;
- Cooperative group work to promote small group discussions and problem solving.
- Interviews to encourage students to ask questions, and discuss and to learn from family members and community members;
- Research to promote independent inquiry and learning
- Film screenings, guest speakers, and field trips to reinforce learning and understanding.

With these diverse methodologies, students will receive a rich learning experience that will improve their listening, writing and critical thinking skills as well as their engagement in classroom discussions, debates, presentations and cooperative group work. In addition, these methodologies will also help connect what they learn in school to their daily life.

The student workbook (workbook) complements the guidebook. The workbook provides learning activities, including a variety of instructions and exercises. It includes techniques for reading the textbook, listening to teachers' instructions, working in groups, writing essays, watching and analyzing films, and completing the homework assignments. Both the guidebook and the workbook are specifically designed to accompany the textbook.

The guidebook and workbook were written in English and translated into Khmer before being submitted to the Cambodian Ministry of Education, Youth and Sport for review. The national panel tasked with reviewing the guidebook is comprised of twenty-four experts from the Ministry of Education. They are educational officials who represent four departments of the Ministry: the Program Development Department, Teacher Training Department, General High School Education Department, and the National Institute of Education. As discussed below, they also participated in the first training as trainees, in the second training as national teacher-trainers, and in the third training will repeat their trainer role.

At the end of 2008, DC-Cam held a meeting with the national reviewers to discuss the content of the guidebook. The meeting was held for five days from December 29, 2008

to January 2, 2009. On March 24-25, the national teachers met for the second time to discuss the content of the guidebook for quality assurance and to ensure that the guidebook would be appropriate for the Cambodian education system. The teachers made several changes to the objectives of certain chapters and offered other suggestions. The most significant suggestions included the following:

- The guidebook should include at least sample answers for open-ended questions as a foundation for teachers to research and answer students.
- The guidebook includes film screenings as part of the instructions in class. However, only a few numbers of Cambodian high schools possess VCD/DVD players and TVs. Therefore, photos from the documentary films should be added to the student workbook for the schools in the countryside.
- In addition to content suggestions, they also made corrections to Khmer vocabulary ensuring the consistency of meaning between the Khmer and English versions.

2. Guidebook Publication

Although the guidebook has been reviewed several times by both national and international experts, we believe that there is still room for improvement due to the difficulty in merging both Western and Cambodian pedagogy. Therefore, we used the unfinished guidebook for the first national teacher training, which was held from June 29 to July 7, 2009. We took this opportunity to evaluate the teachers' reaction to the content and methodology since they were practicing model lessons as part of the training activities. As they practiced the actual lessons in the guidebook/workbook, they were able to tell us which lessons were appropriate and can be applied to Cambodian classrooms and which lessons needed improvement. At the same time, international experts who participated as master-trainers provided additional comments as they went through the guidebook during the seven-day training.

Dr. Phala Chea and Mr. Christopher Dearing collected all the comments from both the national teachers and the international experts to improve and finalize the guidebook, which completed one week after the training. Our genocide education team members cross-checked the Khmer translation and submitted it to the proofreader and editor. 3,500 copies of the guidebook were then published for the provincial teacher training with 180 participants, which was held from November 23 to December 4, 2009. The newly published guidebook will also be used for the commune teacher training with 1,627 participants, to be conducted in April and August 2010.

Part IV. National Teacher Training Workshops

From January to June 2009, the project team members prepared the ground work and logistics for the "National Teacher Training for Lower and Upper Secondary School in Cambodia." During this period, project members Mr. Pong-Rasy Pheng and Mr. Keodara Prak worked closely with the Cambodian Ministry of Education to select twenty-four national teacher-trainers from four departments of the Ministry of

Education. These departments include: the Program Development Department, Teacher Training Department, General High School Education Department and the National Institute of Education. The twenty-four teacher-trainers are the Ministry's experts on education and curriculum development.

1. Orientation for National Teacher Training

The Documentation Center of Cambodia (DC-Cam) collaborated with the Ministry of Education, Youth and Sport to conduct training sessions for twenty-four Cambodians officials from the Ministry of Education and fifteen staff members from DC-Cam. The participants met at the Senate Library in Phnom Penh, Cambodia from June 29 to July 7, 2009, to attend a seven-day training seminar designed to offer instruction on ways to teach the history of Democratic Kampuchea in Cambodian high schools using Khamboly Dy's textbook *A History of Democratic Kampuchea (1975-1979)* in conjunction with the teacher's guidebook and student workbook.

To mark the official opening of the National Teacher Training workshop, all national trainers and international participants traveled to the senate library on June 26. Participants received a welcoming speech from Khamboly Dy and Youk Chhang, who explained both the purpose and logistics of this training and subsequent trainings. Mr. Deap Sophal, a national participant, commented, "I've waited 30 years for this education." This was also a time for international scholars and national participants to introduce themselves to each other.

After a welcoming lunch at the Juliana Hotel, all national and international participants met with H.E. Im Sethy, the Minister of the Ministry of Education, Youth and Sport, so he could set the tone for the training. The Minister gave an inspiring speech to all participants. He explained to the group that this project strikes a very personal cord with him as he has pursued genocide education for over 15 years, often meeting with the Australian government and the U.S. State Department. He spoke of the struggles to rebuild both the society and the educational system as the Khmer Rouge killed almost 80% of teachers. Despite the difficulties of the past, H.E. Im Sethy believed the political and social climate is right for the history of Democratic Kampuchea to enter into the curriculum. He told the group that Cambodian society has played "a dangerous game of ignoring or denying the genocide, dangerous not only for Cambodia, but also for the world." He added that, "the younger generations who were born after the Khmer Rouge, especially those in the city, have everything. They have plenty of everything — plenty of food, plenty of money, etc, but the younger generations must be aware that there were times when we had nothing, when it was all stripped away." He closed the speech by encouraging all participants to take the training seriously and thanking them for contributing their time to this very important project.

During the training workshop, Khamboly Dy and David Chandler went over the chapters in the textbook while Christopher Dearing and Phala Chea presented and observed the trainees' practice of the respective lessons in the guidebook that accompanied the textbook chapters. Films, songs, field trips, and guest lectures were also incorporated into the training.

The National Teacher Training workshop was the first step in a three-step process to train history, Khmer literature, and morality teachers throughout Cambodia in the teaching of DK history. Together with local and international experts, the trainees received in-depth training in order to serve as core “teacher-trainers” in subsequent training workshops. The thirty-nine national trainers who attended the National Teacher Training workshop helped train 180 trainers at the provincial level on November 23-December 7, 2009. Then in April and August 2010, national and provincial trainers will help train 1,627 Cambodian high school teachers at the commune level. This “trickle-down” training approach provides an opportunity for Cambodians to train each other, and thus take ownership of and responsibility for their national history.

2. Expectations for National Teacher Training

The expectations of the GEP for the National Teacher Training were three-fold. First, we expected national trainers to gain a clear understanding of the history of Democratic Kampuchea. Second, we expected national trainers to learn how to use objective pedagogical structures in order to train teachers at the next training and ultimately to teach students. Finally, we expected them to understand the importance of genocide education in Cambodia and to think about its implications for society today. Below are the objectives set forth in the Ministry of Education and DC-Cam’s Memorandum of Understanding for the entire Genocide Education Project:

1. Introduce Khamboly Dy’s textbook and the teacher’s guidebook/student workbook to Cambodian schools grades 9-12;
2. Teach DK history to 3,000 history, morality and literature teachers;
3. Improve the teacher’s teaching skills and knowledge base of the history of Democratic Kampuchea;
4. Apply scientific and modern teaching methodologies;
5. Respect the Ministry’s protocol and procedures;
6. Convey expertise on education and history to Ministry officials;
7. Ensure the effectiveness of the teaching of the history of DK.

3. Activities During the Training Workshop

Each day the participants met at the Senate to go over historical details, receive pedagogy training, listen to a scholarly lecture on topics relevant to the history of DK given by national and international experts, and practice effective teaching methods. With respect to the practicum, national trainers broke out into small-group sessions once a day to practice lessons. Film, song, and plays were also incorporated into the training.

A. History Lessons: Khamboly Dy and David Chandler

During each morning session, Mr. Khamboly Dy and Dr. David Chandler presented two chapters from the textbook *A History of Democratic Kampuchea*. Using PowerPoint slides, Mr. Dy used excerpts from his book to discuss and teach DK history. Participants readily asked questions on DK facts, which generally took up more time than allotted.

Some questions from participants included:

1. Why are there code numbers for regions of the country? Why were there code numbers in some cases and not in others?
2. From where did the leaders obtain their ideologies? Did they model their policies after other countries and leaders?
3. What were the political goals of the Khmer Rouge?
4. What type of currency was used during the Khmer Rouge?
5. Was Pol Pot a Buddhist?

B. Small Group Sessions

For a few hours each day, national trainers broke out into small-group sessions of around 10 participants per group. International facilitators led the sessions. Small groups provided an opportunity for national trainers to interact with each other while making themselves more familiar with material in the guidebook and textbook. The participants were encouraged to experiment with different ways of using the guidebook, workbook, and textbook materials. During these sessions, each national trainer taught one 30 to 45-minute sample lesson from the teacher guidebook while other participants acted as “students.” After the lesson, each “teacher” received feedback from the participants and sometimes from the international facilitator. During this time, facilitators encouraged participants to use discussion-based questions along with fact-based questions. Facilitators also presented various methodological tactics to participants.

Small Group Sample Lessons (excerpts)

Some sample lessons included:

- a. Mrs. Morn Met, a Ministry of Education participant, began her lesson by saying hello and taking attendance. She then went over what students had studied last time, asking one student for a brief review of the previous lesson. After the student summarized the previous lesson, she then reiterated and supplemented to the student’s summary. Then she went over the day’s objectives. She put the students in groups of three, and assigned each group a paragraph to read on different geographic divisions during Democratic Kampuchea. She told each group to take notes on important facts in their paragraph, having them write their notes on large white sheets of paper. Then, each group had to present their notes to the whole class. Finally, she posed an open-ended question, asking the students, “Compare differences between each geographical zone and explain why you think zones differed in size.” Students were asked to present their hypotheses to the class. She concluded the lesson by summarizing what the students learned that day and assigned reading homework.
- b. Mr. Thourn Siv, a Ministry of Education participant, began his lesson by saying hello and taking attendance. He then went over what students had studied last time, asking one student for a brief review of the previous lesson. He then showed a photo of April 17, 1975, and asked the students to explain what they thought this photo was about. He asked the class “Why do you think people are hiding in the house?” He then divided the class into two

groups and assigned two people as the group leader and secretary. He told the class that they were going to have a guest speaker come in to speak to the students and that each group needed to write a report about what they had learned. Then, a “guest speaker” came to describe his life as a base person during the regime. After the guest speaker gave his presentation to the class, he asked each group to report on what the guest speaker said.

Small-group facilitators were also asked to model lessons for their groups. Below are two model lessons from facilitators Sarah Jones Dickens and Christopher Dearing.

- a. Ms. Dickens modeled a lesson on the interviewing lesson from Chapter 7. She started the class by taking attendance and asking a student to explain the prior day’s lesson. Then she told the students what they would be covering today: understanding the historical importance of interviewing and some possible negative consequences that could arise as a result of interviews. She told students that the next week they would have to interview a person affected by the Khmer Rouge, but they would first go over interview techniques and methodology to prepare them for their interview. She made two columns on the blackboard and asked students if they could help name good things that can come from an interview and bad things that could come from an interview. To reinforce or add to a student’s answer, she summarized what the student said while writing on the blackboard. Then, the facilitator asked the students to join in pairs and come up with 5 potential questions they should ask Khmer Rouge survivors and 2 questions they should avoid. Each group presented their questions to the classroom while the facilitator wrote their responses on the board. The facilitator ended by summarizing what the had students covered that day and assigned them as homework writing a four to five sentence paragraph explaining the importance of interviewing. Once her actual lesson was over, she explained her rationale for conducting the lesson this way: She wanted to emphasize a lesson where there was no “right” or “wrong” answer, thus encouraging students to think on their own.
- b. Mr. Dearing modeled his class on the vocabulary lesson based on Chapter 2. He asked all participants to turn to that chapter in the guidebook. He wrote on the top of the board: “economic systems” and drew a narrow box around it indicating that it was a category of information. He asked participants, “What are all the economic systems in Chapter 2’s vocabulary?” The participants begin giving their answers: “Capitalism”; “Feudalism”; “Peasants”; “French colonialism.” Mr. Dearing wrote all responses on the board, commenting on each to encourage the students’ answers. He asked the participants, “Are there any other economic systems not listed that you know about?” The participants respond: “Socialism.” Mr. Dearing gave positive reinforcement by commending them for their answers.

Mr. Dearing then stepped out of the role of “Teacher” and commented, “Ideally, you should then have the students use the vocabulary in different sentences. Or alternatively, pick another category of information in the vocabulary listing for Chapter 2 and have them accomplish the same task of

filling in the category with vocabulary that is relevant. Then have the students suggest a sentence that uses vocabulary from both categories.”

“The rationale for this approach is two-fold. One, it requires the students to work on the critical thinking skill of categorization. Students must learn how to categorize data as a thinking skill. When the teacher creates a category, and refers students to a list of vocabulary, asking them to fill this category, the teacher is presenting students with an opportunity to practice this skill. Two, it requires students to learn new vocabulary in context, as opposed to isolated definitions. Reciting the word’s memorized definition will not suffice if the word is used in a different way in other situations. Finally, it is important that the teacher gives positive reinforcement to all students.”

He then divided the students into two groups and asked students in one group to write about life under capitalism and the other students to write about life under communism. He asked each student to pretend as if they were living under their assigned economic system and describe what their life would be like under the system. Next, he picked several students from each side (capitalism side and communism side) to read aloud their stories or descriptions of life in their economic system. Mr. Dearing then posed the question: What is the difference between capitalism and communism? The lesson concluded with Mr. Dearing asking participants, “What did we learn?” to evaluate the participants’ understanding and to model how the participants should summarize lesson activities in their own classrooms.

C. International Scholars and Guest Speakers

a. Dr. Ros Chantabot, Vice President of the Royal Academy of Cambodia, lectured on the history of political change from Sangkum Reastr Niyum to the Khmer Republic, placing the rivalry between royal families (Norodom and Sisowath) at the center of political chaos in the 1950s and 1960s. In his lecture on June 29, 2009, Dr. Ros mainly spoke about Prince Sihanouk’s concern over both Western and communist influences on Cambodia. Sihanouk put pressure officials in his government who intended to join or support either the communist powers or the Western powers such as the United States.

In the 1950s, some of Sihanouk’s officials associated with the U.S. and intended to stage a coup d’état. This concerned Sihanouk, and he tried his best to prevent his officials from joining with American agents. By the mid-1960s, some Cambodian school teachers and other figures went missing. Although the motives for their disappearance were not exactly known, Sihanouk predicted that these missing people were leftist and in fact communists. Pressure was put on school teachers because the government was concerned that teachers would teach about politics. This became particularly true when the communists rose to power quickly and more and more Cambodian leftists disappeared. Cambodians were not allowed to discuss or assemble in public with more than four or five people.

In 1967, the people in northwest Cambodia were angered by government corruption. Government soldiers grabbed people's land and when people protested, the government responded harshly by killing people, burning down their houses, and beheading the protests' leaders.

b. Dr. Alex Hinton, associate professor and anthropologist at Rutgers University, presented a lecture on "Truth, Representation, and the Politics of Memory after the Genocide." He delineated between two types of education: formal and informal, explaining that both types can take place at sites of memory. He then explored the different approaches to memory taken during the each political period Cambodian society has lived through since the Pol Pot time:

- a. Khmer Rouge period: Dr. Hinton argued that the Pol Pot period was a time when memory was itself a crime and the Khmer Rouge attempted to erase memory. People left sites of memory, places they once lived, streets once walked upon. He also stated that Pol Pot tried to destroy memories of Buddhism, education, and commercial interaction by destroying the institutional framework itself. If people during this period thought about the past, they would have "memory sickness" and would be killed. In short, the most effective way to erase memory was to erase the people themselves.
- b. PRK period: The post-Khmer Rouge PRK regime set out to establish a "narrative of the recent past that would buttress their legitimacy both domestically and abroad." Primary school textbooks included graphic images and violent stories of the Khmer Rouge period as propaganda for the PRK. Thus, politics of memory manifested in society as well as the educational system.
- c. UNTAC: During the UN mission in Cambodia period the Khmer Rouge period was entirely taken out of the curriculum. There was an explicit emphasis on forgetting; although there were still public holidays commemorating the period during this time.
- d. Current period: Dr. Hinton argued that Cambodia is in a period of transitional memory, citing the existence of the Khmer Rouge Tribunal and the current genocide education project as another reworking of the past.

He concluded his lecture by encouraging all participants to believe that they are "making history just like the tribunals are making history." Dr. Hinton encouraged all national trainers to think critically about the past and ask difficult questions. Dr. Hinton concluded by saying, "Even if we fully condemn atrocities and seek accountability, we must recognize that the world is not always divided in black and white and we must recognize that the world is full of humanity."

c. Dr. John Ciorciari, Professor at the University of Michigan, lectured on the Extraordinary Chambers in the Courts of Cambodia (ECCC), better known as the Khmer Rouge Tribunal. During his lecture he explained the tasks that the ECCC has set out to accomplish: conducting criminal trials and delivering justice to victims. He also explained that the Court has a "truth-telling function"; or in other words, it seeks to create an objective truth of the period by trying to figure out exactly what happened. The Court also holds a responsibility to the international community: It is

the first of its kind to operate as a “hybrid” or mixed tribunal based in a national judiciary. He also spoke briefly about the creation of the tribunal and its legal and institutional features, such as victim participation and civil parties.

d. Dr. George Chigas, Professor at the University of Massachusetts and Adjunct Professor in Asian Studies at Cornell University, spoke about trauma and its relationship to Cambodian refugee poetry. He first provided a basic introduction to trauma and the affects of trauma on the psyche. He explained that there is an inherent problem in language with describing traumatic experiences. He argued that this problem was the reason why so many survivors choose silence over speaking. Yet, Dr. Chigas warned of the inherent dangers in keeping silent. He quoted Eli Wiesel, a famous Holocaust survivor, who said, “If we are silent, those who have died, died twice. First, when they were killed by the perpetrators and second when they were forgotten.” Dr. Chigas then introduced a set of poems written by Cambodian refugees in the United States. He wanted participants to ask themselves a few questions:

- What is the chance, the risk, the writer is taking to tell the story?
- How does the writer overcome the problem of language?
- What is the new identity the writer has when writing about his or her trauma?
- What is the purpose of the witness? Who is the witness speaking for?
- What does the writer and survivor need to hear?

Dr. Chigas explained that, above all, the survivor needed someone to say, “I believe you, I believe what you told me is true.” He also explained that the poems provide a way for Cambodian survivors to take control of their trauma and integrate the traumatic experience into normal consciousness and memory.

e. Dr. Frank Chalk, former Chair of the Montreal Holocaust Memorial Museum, Director of Montreal Institution for Genocide and Human Rights Studies, and history professor at Concordia University, presented a lecture entitled “Genocide in a Global Context.” He first went over the basic legal definition of genocide, explaining that genocide is defined as killing and other actions with the intention to destroy an entire group of people on racial, religious, national, or ethnic reasons. Professor Chalk then gave a legal working definition of Article II of The UN Convention for the Punishment and Prevention of Genocide. He explained to the national trainers that UN Convention did not include political and social groups in the legal definition of genocide, which he considered a major flaw. Professor Chalk pointed to the Khmer Rouge as a good example of why one should not omit social and political groups in the legal definition of genocide. He also cited two groups of people during the Holocaust who were not protected by the Genocide Convention: the mentally ill (“racial hygiene”) and homosexuals. Professor Chalk also pointed out another flaw in the Genocide Convention by arguing that it is difficult to prove that the perpetrators’ intent to destroy the group in whole or in part.

Then, Professor Chalk encouraged the national trainers to think about genocide in a global context and presented several ideas for a classroom lesson plan: The teacher

can assign different students various genocides to study and have them answer questions such as: Who were the perpetrator and victim groups? What was the perpetrator's main motivation? How does that genocide differ from the Khmer Rouge killings? How is it similar?

Participants then had a chance to ask Professor Chalk questions, including:

1. Why should we not call Lenin or Stalin's crimes genocides?
2. Why is it always too late to intervene?
3. There have been genocides in other countries, but Cambodia is the only example where the same ethnic/national group killed each other on such a scale. Do you think there is a different solution for reconciliation for Cambodia?

f. Dr. Laura Summers, Professor at Hull University, lectured on the history of Pailin. She decided to present on this topic because she believed one is able to observe how divisions of the National Army of Democratic Kampuchea began to recognize and address the inadequate government and war economy. Using a series of photos of Wat Phnom Yat, Sihanouk's house, and the city center, to only name a few images shown, Professor Summers mapped out the ways in which Pailin transformed itself to "become more politically aware and economically organized during the four years before the mutiny."

D. National Scholar and Guest Speakers

a. Mr. Norng Chanphal, a child survivor of Tuol Sleng Prison, gave a heartfelt talk to all participants. He explained that he was part of the "train station" group brought to Tuol Sleng. He arrived with his mother and his two brothers and sister. When he arrived, photographs were taken of them. His mother was brought to the second floor of Tuol Sleng while the children were brought to the ground floor. He explained that this was the last time he saw his mother, and then he began crying. After the Vietnamese entered Cambodia, he was brought to Phnom Penh hospital. One Vietnamese and one Cambodian soldier asked if he was a "child of Pol Pot." He moved from place to place with the Vietnamese army and he was sent to an orphanage. He never saw his mother and father again.

b. Mr. Him Huy, a former prison guard at S-21, spoke about his experiences leading up to and during the Khmer Rouge. He was selected to join the army in 1973. When he arrived at District 18, he was asked to attend political training and indoctrination. He spoke about being homesick while there, but the Khmer Rouge would not let him visit home. US bombs were dropped near the training center two times per day, and the cadre told him if they dropped the bombs again, he would be killed. He was then transferred to Takeo, but got sick and went to the hospital. He escaped to go home for three days. He told the audience members that he served in the army until he was sent to be a marine in late 1976. In 1977, many chiefs and cadres were arrested in Division 7. Him Huy was later promoted to be chief of an S-21 100-member unit and was responsible for receiving prisoners and also taking them to the Choeung Ek killing fields. He said that many S-21 staff members were arrested and his name was actually included on this list.

Questions from participants included:

1. You said that you worked in the arrest unit. I want to know if people refused to be arrested. Did you beat them?
2. What is your home village and age?
3. What is the meaning of District 18?
4. Could you tell us about the code names of the districts?
5. You were a young man at S-21 and must have had friends. You didn't come from a family of killers. When you saw children being killed, what do you think? How did you live with the sight of children being murdered?

Answer: "I've never been happy about my role at S-21. One day in April 1977, I asked Son Sen at S-21 to transfer me to the frontline and out of S-21. That day, Son Sen asked, 'Do you dare to fight the Vietnamese?'" They were scared that if the Vietnamese captured me, the secrecy of S-21 would be compromised. I was concerned that if I were arrested, my whole family would be arrested. Regarding the children, I was never able to do anything about it. The climate in 1977 was not as intense—cadres could talk to people in different units, but in 1978 the climate of distrust deepened. Everyone looked after themselves only. At that point, almost everyone was arrested and people acted just like scarecrows and were not able to do anything. I would more than likely have died if the Vietnamese did not come in. In the 703 Division where I used to work, most of the cadres from that division were killed."

6. What are your impressions so far of the Duch trial? What do you think about what he's said so far?

Answer: "I'm very happy that Duch is on trial. During that time Duch and Hor didn't go along. Duch preferred cadres from the Western zone. I myself planned a prison break and at that time, I thought Hor would have supported the idea. But the prison break didn't happen because Hor wouldn't go through with it. I learned about this place in Kirirom, and I knew there was a Lon Nol base there we could escape to. I am not a bad person. After the Liberation of 1979, I saw a Lon Nol cadre, but I did not kill him. I could have killed him. I am not a bad person."

c. Mr. Youk Chhang, Director of the Documentation Center of Cambodia (DC-Cam), informed participants about the different DC-Cam activities: genocide education, research, building a permanent center, and the tribunal. He also handed out DC-Cam's Strategic Plan for the coming years and a *Searching for the Truth Magazine*.

d. Ms. Farina So, Team leader of the Cham Muslim Oral History project and a Masters candidate at Ohio State University, USA, described her role in the Cham Muslim Oral History project, which started in September 2005. She explained the projects' goals, which are to collect information about and have the Cham community discuss what happened during the Khmer Rouge. She also spoke about outreach projects directed towards the Cham community, such as DC-Cam's invitations for

Cham leaders to come to Phnom Penh as well as the Center's field trips to meet with different Cham communities.

E. Visual and Aural Activities and Field Trips

Films, excerpts from plays, and songs were also incorporated into the training workshop, which were followed by seminar-format discussions.

Film Screening of *Tuol Sleng, Baset and Prey Veng prisons in 1979, KR Liberated Zone, and Kampong Cham 1973.*

Three films were shown on the morning of July 1, 2009 to the participants. The silent films provided interesting visual testimony of the time after the Vietnamese entered Cambodia. Professor Laura Summers facilitated a short discussion of the films. She told the participants that whenever one views films, one should ask him or herself three questions:

1. Who produced the films?
2. Who was the intended audience?
3. What messages were trying to be communicated?

Professor Summers then gave a brief description or summary of each film, answering the questions she posed in her introduction. She explained that some of the films shown were meant only for records and not intended for public viewing while other films were intended for a Vietnamese TV Station.

Professor Summers then argued that the films do not teach any history about the conflict between Vietnam and Cambodia. She also stated that film evidence does not help us with critical thinking and knowledge of history, but we must be careful to correctly interpret the visual evidence that is shown.

Song Performances and Film Screening: "Oh Phnom Penh" sung during *Cambodian Children and Phnom Penh in 1979*, and the play *Breaking the Silence*

Participants started off by watching a short film *Cambodian Children and Phnom Penh in 1979*. The poignant film showed emaciated Cambodian children in the slums, eating bugs and digging through trash to find food. Their tattered clothes and dirty bodies offered a stark reminder of life after the Khmer Rouge. During the film, a woman sang "Oh Phnom Penh."

After the film, participants then heard a song from the play *Breaking the Silence*. Mr. Youk Chhang led the discussion by asking participants to explain the songs and asking them which one they would like best as a song of national reconciliation.

Field trip to Tuol Sleng and Choeung Ek

National trainers went on a field trip to Tuol Sleng, and Choeung Ek. After the field trip, there was a discussion about ways that field trips could be used in classrooms and their importance. Some comments are included below:

"When I saw Tuol Sleng, it made me believe that it happened. When we teach students in the classroom, we should use field trips to make them believe."

“If students visit these sites, it may make them feel terrible and upset and remember or imagine what happened.”

“When we have field trips, we encourage education because the child soldiers were not educated. When you are educated you don’t let people control you, so taking children on field trips and seeing uneducated children like those in the photographs will encourage them to go to school and learn.”

“Breaking the Silence”

Excerpts from the play *Breaking the Silence* were performed for the national trainers. One of the scenes depicted a victim and perpetrator speaking to one another.

One participant commented:

"Watching the play made me recall what happened during the Khmer Rouge. The Khmer Rouge made me clear the jungle. One day, the knife broke, and the Khmer Rouge punished me. I was injured and had to go to the hospital. I met with the medical staff and they made me eat porridge although I didn't want to eat. The lower level Khmer Rouge staff helped me."

When asked about using play to teach the history, many national trainers hesitated to the use a play in the classroom. Some commented:

“We need to have a methodology to perform.”

“The play should be used in art class, not history.”

Professor Chalk encouraged the teachers to change as the world changes and begin to accept and use innovative technology. Teachers must “accept the language” of their students.

Part V. Provincial Teacher Training

After the training, the twenty-four national trainers, Mr. Khamboly Dy, and DC-Cam staff met with Ms. Tun Sa Im, Under Secretary of State for the Ministry of Education, Youth and Sport, to discuss the next training of provincial teacher-trainers. After the discussion, they agreed that the provincial teacher training should be held in the six regions that currently form the administrative structure of the Ministry of Education. These regions include the provinces of Kandal, Takeo, Kampong Cham, Battambang, Prey Veng and Phnom Penh.

From November 23 to December 4, 2009, DC-Cam in collaboration with the Ministry of Education completed a twelve-day training workshop for 180 history, geography, literature, morality, and philosophy teachers from all 24 provinces of Cambodia. The training afforded Cambodian provincial level teachers an overview of the history of Democratic Kampuchea (DK) as well as effective teaching methodologies so that the teachers can disseminate this knowledge effectively into Cambodian high schools. Additionally, the training provided provincial teachers with the skills necessary to train an additional 1,627 Cambodian history teachers during methodology instruction workshops to take place in April and August 2010. Instruction revolved around the

textbook *The History of Democratic Kampuchea* by Cambodian author and historian Khamboly Dy as well as a teacher's guidebook *The Teaching of 'A History of Democratic Kampuchea (1975-1979)* authored by Dr. Phala Chea and Christopher Dearing. The 39 national trainers served as "core leaders" in the provincial level workshops and were responsible for disseminating history, modeling lessons, and facilitating small groups.

1. Workshop Opening Ceremony

H. E. Mr. Im Sethy, Minister of Education, presided over the ceremony to mark the official implementation of the provincial teacher training. A number of national and international guests were invited to witness this important benchmark in the GEP's teacher training efforts: training a core group of teacher-trainers from all over the country.

A. Welcoming Remarks: Mr. Peou Dara Vanthan

Mr. Peou Dara Vanthan began by expressing appreciation for the cooperation of the Ministry of Education. He spoke about the objectives of the training and also outlined the plans for 2010 teacher training, when 1,627 local teachers will be trained. This training will help establish the skills and methodology for Cambodia to teach KR history in secondary schools courses on Khmer studies, history, and citizen morality by using the DK textbook. He noted that although the ECCC's work is ongoing, it is still sensitive to talk about the Khmer Rouge. This is why DC-Cam is pushing ahead with its strategic vision for Sleuk Rith Institute: a permanent center to generate more documentation and research about the Khmer Rouge. This is important, he said, because of the need to educate the next generation to prevent genocide from happening again. Finally, Mr. Peou Dara Vanthan expressed appreciation to all the teachers attending the training.

B. Remarks by Minister of Education Im Sethy

After greeting the gathered participants, H.E. Minister Im Sethy noted that Cambodia is the only country that has gone through terror like that under the Khmer Rouge regime. Now that the regime has fallen, it is important to create a curriculum to educate the next generation. At the same time, because of the effects of this genocide, it is hard to create such a curriculum. After the Khmer Rouge, the education system was totally destroyed—only 10 people worked together to restore the Ministry of Education. He noted that only about 10 percent of the materials left after the Khmer Rouge could be used. School buildings had been mostly used as prisons, while some schools were used as hospitals or as equipment storage. The Minister remembered that when he served as a translator taking foreigners around the country after the DK, he saw so many students who wanted to learn, even though there were no schools. This made a big impression on him and is the reason why he tries to improve the education sector. H.E. then expressed his appreciation for teachers and students alike, because they are all trying to make education in Cambodia better. He noted that in order to continue improving in Cambodia, there is a need for qualified teachers.

Regarding genocide education, H.E. noted that education about DK is not something new. Previously, it was included in the curriculum, but only as a small part. Even after the Khmer Rouge regime fell in 1979, the Khmer Rouge still existed in Cambodia. Therefore, genocide was a sensitive issue and was very controversial in the 1980s and 1990s. It was not possible to use the word “genocide.” However, the term is not so sensitive anymore. It is important to say it because it is “ours.” He encouraged the teachers to make this history available to the next generation in order to prevent the reoccurrence of genocide. H.E. then noted that he was very happy to have DC-Cam as a partner. He said that while everyone has their own history regarding the Khmer Rouge, Cambodians have to come together and join as one.

H.E. also said that KR history is very important for the next generation so that they can understand the older generation. While the ECCC is indeed underway, it is important, as educators, to know how to educate the next generation. H.E. concluded by offering hope that all the teachers will do a good job when teaching this important subject.

After H.E. presided over the presentation of the national trainer certificates to the 39 participants, they were divided up into their Provincial Teams to discuss any questions or expectations the trainees may have for the training. This also offered participants an opportunity to introduce themselves to each other and to learn who their facilitator/coordinator would be.

2. Orientation of the Workshop

An orientation and history forum were conducted in Phnom Penh to provide an overview of the project and the training to all participants. The provincial trainees and national trainers spent three days in there for large group sessions during which they listened to international and national scholars speak about topics related to DK history. They also heard heartfelt testimony from both Khmer Rouge cadres and survivors, attended book distributions, went on field trips to Tuol Sleng and Choeung Ek, saw the play *Breaking the Silence*, and met the Minister of Education, Youth, and Sport. After these orientation activities, the teachers separated into six regional groups and traveled to Kandal, Takeo, Prey Veng, Battambang, Kampong Cham, or Phnom Penh to receive pedagogical instruction from the national trainers.

A. Welcoming Remarks: Kamboly Dy

Welcoming remarks were made by **Kamboly Dy**, Head of the Genocide Education Project at DC-Cam and author of the textbook, *A History of Democratic Kampuchea (1975-1979)*. He first introduced the panel speakers for Tuesday’s session, including Professor David Chandler, Professor Sambo Mannara, Dr. Phala Chea, Professor Laura Summers, and Mr. Chris Dearing. He noted that to fully understand the complex history of Democratic Kampuchea (DK), the trainees would need more information than that presented in his book.

He then briefly explained the schedule for the following three days as well as for the provincial breakout sessions. Mr. Dy briefed the participants on the history of DC-Cam's Genocide Education Project and the Project's donors. He articulated three main objectives of the training: to help the younger generation understand the history of the DK; to increase the teachers' knowledge of DK history so they can teach their students this sensitive subject; and to help young children to acknowledge the suffering of victims of the DK, especially their parents and relatives.

He also noted the importance of instructing students about the DK period according to pedagogy, and not allowing them to be influenced by anger. This is especially necessary since every one of the teachers lost at least one family member during the DK. Furthermore, when students receive this education from school, they can go back and discuss this subject with their parents. It is hoped that these discussions will help ease the pain felt by their parents and relatives.

Next, Mr. Dy highlighted the cooperation between Genocide Education Program and the Government of Cambodia. In particular, he mentioned five previous activities: (1) The publication of the textbook in 2007, which has been distributed to high schools and secondary schools all over the country; (2) the preparation and publication of the teacher's guidebook; (3) the national teacher training conducted from June 29-July 7, 2009, at which 24 national teachers were trained; (4) the textbook distribution campaign, with the plan of distributing 700,000 textbooks in 2010; and (5) the translation of the textbook into five languages (Chinese, Vietnamese, French, Thai, and Japanese). He then went over materials pertaining to the memorandum of understanding (MOU) between DC-Cam and Ministry of Education, including how long the project will last and how long the teachers will be trained.

Then the proceedings were opened to questions. Professor Diep Sophal, a history professor at the Royal University of Phnom Penh, stated that since 2001, he always included DK history in his course on Cambodian history even though it was not officially approved curriculum. He noted that in a survey of his students, 17% didn't believe that the KR regime existed or killed all the people claimed; 23% said that they only knew a little about the KR, mostly from their parents; and 50% said that it was difficult to answer because they didn't know enough about the subject.

B. Modeling of Lessons: Dr. Phala Chea and Chris Dearing

Dr. Phala Chea began her lesson on modeling by posing the question: "Why is it important to teach DK history?" She then introduced and explained the different materials, including the student workbook (red book) and the teacher guidebook (blue book). She pointed out the 21 objectives for teaching DK history in the guidebook and emphasized that teachers should strive to achieve these objectives. She also went over the rationale and design of the teacher's guidebook. She noted that each lesson has its own specific objective and corresponding material, and that each lesson has an introduction explaining its objectives. The introduction serves to draw the students' attention to what is being taught each day before moving on to the

lessons. Moreover, at the end of the lesson the teacher can summarize what was learned and ask students questions to test their understanding of the material.

Dr. Phala Chea then introduced the “Know-Want-Learn” (KWL) model of teaching. In this model, the teacher first asks students about their understanding of a particular subject before actually teaching them. Then, the students choose the aspect of that subject they want to learn. At the end of the lesson, the students then write about what they have learned about that particular subject.

Chris Dearing then urged participants to think critically about the materials. He acknowledged that the guidebook is not a perfect model; it is only meant to be a guide. He reminded participants to evaluate the presentation of materials—to think about how they would present the material because they will be teaching it. Mr. Dearing then engaged the participants in a sample modeling exercise focusing on a specific category of information contained in a particular chapter (such as the economic systems discussed in Chapter 2 of the guidebook). Using the relevant vocabulary, Mr. Dearing highlighted how creating categories of information can help students understand how new vocabulary words relates. These exercises were all designed, he said, to illustrate the relationship between the textbook, the guidebook and the workbook.

C. Experiences in Teaching History: Professor Sambo Mannara

Professor Sambo Mannara first spoke about the relationship between teaching history and the development of the country. He noted that there are other, informal means that are being used to teach DK history to the public, such as the ongoing Khmer Rouge Tribunal. However, for formal teaching of DK, teachers have a vital role to play and to do so effectively; they must have knowledge of the DK period. Using the materials as a guide, they will be well prepared to teach DK history in a formal way within the Cambodian education system. He also cited examples from ancient Cambodian history to show how we learn from history how the country developed. He noted that if one studies the ancient temples that were built by a Khmer king, one can learn about their country and culture at that time. By learning this history, one can understand the ways in which the country was built.

Professor Sambo Mannara then offered some recommendations to the teachers. First, he said the teachers should be able to use this teaching of DK as a tool to promote peace within Cambodian society. He noted that teachers should be able to explain clearly about the Khmer Rouge Tribunal—that the main purpose is to bring the most responsible and the senior level leaders to trial, not the lower-level people. Teachers should not promote anger and fragmentation in Cambodian society. Secondly, teachers should explain to students about the characteristics of Khmer Rouge leaders and use this to demonstrate the pitfalls of hyper-nationalism. Professor Mannara concluded his lecture by highlighting the theme of national development present in the textbook. During Democratic Kampuchea, people were forced to work hard without enough food, many people were tortured, and there was no schooling and no

international collaboration with any other countries. He said that Cambodians should learn from this in order to build a country; it's important to send people to school and have international interaction.

3. History Forum

A. David Chandler: Professor Emeritus of Monash University

The history forum of the Genocide Education Project began with a speech on the history of the Khmer Rouge by Professor David Chandler and translated by Mr. Kok-Thay Eng. Professor Chandler has been researching Cambodian history for almost 50 years and is considered an expert in the field. Professor Chandler described *A History of Democratic Kampuchea (1975-1979)* as a thematic narrative history of the regime written in a way to which high school students and Cambodians in general can relate. He hopes Khamboly Dy's research will inspire others to research the past in a systematic way. Professor Chandler said writing history is a way of gaining possession of the past. Though foreign analysis may be helpful, he hopes Cambodians will write their own history. He said it is important to know the why, who, what, where, and how of the Khmer Rouge. Because of the horrors of the DK Regime, it is difficult to write about it in a literary way.

Chandler stressed the importance of considering the international aspects of the DK period as well as the Cambodian ones. Chandler referenced the Communist Party of Kampuchea (CPK)'s erasure of individuality and the destruction of families, noting that its actions were executed more drastically and destructively than were those of its counterpart in the Soviet Union. Chandler has written elsewhere that Democratic Kampuchea was a Cambodian-imported communist phenomenon, a unique mixture of Cambodian and foreign elements. Chandler concluded his lecture by saying the "wheel of history," (a phrase often referred to by the Khmer Rouge) has begun to roll past the leaders of Democratic Kampuchea and the almost 2 million Cambodians killed in less than 4 years.

B. Him Huy: Former S-21 Cadre

The audience listened carefully as Mr. Huy detailed the way he arrived at S-21, some of his experiences while there, and what happened after he left the prison. He arrived in Phnom Penh on April 17, 1975 as part of Division 703. As a guard, he says he never killed anyone personally but he was responsible for transporting prisoners from S-21 to the Choeung Ek killing fields. He described the day-to-day life of a cadre as "waiting for your turn to be killed." He says he was transferred to a rice field in 1978 and when the Vietnamese came, he fled with other cadres. Many of the questions asked during the Q & A session revolved around Huy's personal feelings about his role as a guard. One teacher mentioned that Huy did not look like a murderer. Huy stressed that he never killed anyone and the orders to kill prisoners came from Duch. When asked about his desire for the future, Huy stated that he does public speaking

events such as the forum because he wants people to know about the Khmer Rouge and to teach the younger generation.

C. Professor Laura Summers

Professor Laura Summers' presentation (translated by Terith Chy) about the local history of Pailin offered an analysis of the economic success of the short-lived post Democratic-Kampuchea KR capital city, which, in her opinion, showed some of the first steps towards national reconciliation. In 1992, Summers spent two days in Pailin and showed the audience a number of personal photographs of the city as she saw it. Pailin was deserted until the National Army of Democratic Kampuchea reoccupied it in order to prepare it for a visit from the Prince Head of State Norodom Sihanouk. The abandoned homes were repaired by soldiers, each family being responsible for completing the repairs with materials purchased from Thailand. One photo of Summers and army commanders atop Phnom Yat, a treasured ancient temple, was especially important since the commanders wanted to prove that the temple was not badly damaged. The photo also signified they were repairing the existing damage. They wanted Cambodians to know that the national heritage was safe in their hands. The city was slowly being revived with a small hotel, apartment building, and a pharmacy. By 1995, it was an economic success with three thousand people moving to the city each year.

Summers argued that the economic and social order of Pailin was a drastic change from the failed policies of the war-time institution of Democratic Kampuchea. When Pol Pot called for re-nationalization and re-collectivization in 1996, the army commanders in Pailin refused his order. Twenty-thousand people abandoned the Democratic Kampuchea movement at this time. Summers says, "The social realities of economic success obliged the commanders to obey the will of their people; they behaved as democrats." By 1998, the population of Pailin was 70,486, making it the fastest growing province in the country. In closing, Summers said political and economic development is "spontaneous, accidental, cumulative, and hardly ever planned."

D. Norng Chanphal: S-21 Survivor

The last speaker of the day was Mr. Norng Chanphal, an S-21 survivor. Mr. Norng was one of four child survivors. His father was a cadre in Kampong Speu and in the middle of 1978; his family received a letter of invitation to come to Phnom Penh. His mother was sick at the time, and he recalls S-21 cadre shouting for his family to get out of the car when they arrived at Toul Sleng. Being sick, his mother had difficulty following their orders. He witnessed a cadre hit and push his mother to the ground. After witnessing these actions, he was afraid of what was to come. He and his brother were separated from his mother upon entry to the prison and aside from one very brief glance, he never saw his mother again. Some time close to the liberation date he hid in a pile of clothes, afraid that if he left he would not be able to find his mother. When Vietnamese soldiers came, they found him and three other surviving

children. From his memory, Norng says he was at S-21 for no more than a month but according to documents, he was there for a week or less.

4. Textbook Distribution Ceremony

Three-thousand students of Hun Sen Ta-Kmao High School stood tall, exuberantly clapping their hands and cheering as the Under Secretary of State of the Ministry of Education, Khamboly Dy (author of the textbook *History of Democratic Kampuchea*) and other DC-Cam and Ministry officials walked through the crowd. The students were aligned in perfectly straight lines stretching the length and width of the schoolyard. The 3000 students stood in the very same schoolyard that in 1982 had only six teachers. It was an overwhelming, almost surreal sight.

International scholars, national trainers, and provincial trainees all sat facing the students. The students listened to three speeches from the head of Provincial Office of Education; Khamboly Dy, author of the textbook; and the Tun Sa Im, Under Secretary of State of the Ministry of Education. Each speaker through different means stressed the importance of the next generation receiving this education. Then, the top 50 children in each grade were awarded a “special” textbook — one that was given to them by the Under Secretary.

Students then had the opportunity to ask Khamboly Dy questions. Their questions were simple, almost naïve, yet profound for they hit on the very absurdity of all genocides and crimes against humanity. “Teacher Boly,” the teenager asked with a smile on her face, “If the Khmer Rouge were all intellectuals, why did they bring so much harm to the country?” Another girl asked, “Why did the Khmer Rouge marry people who didn’t know each other?” And finally, another young man posed the question, “How do you really transform people into a new body of mind?”

After the question and answer section, the textbooks were distributed to the students. These high school students are only one, albeit instrumental, part of DC-Cam’s and the Ministry of Education’s larger efforts to educate the youth about their own past. By the end of 2010, over one million textbooks will be distributed to high school students throughout the country.

5. Field Trips: Choeung Ek and Tuol Sleng

The team of teachers then traveled to the Choeung Ek and Tuol Sleng. Surprisingly, many, if not all, had not seen the killing fields or the former prison in Phnom Penh. Teachers copied the information that was written on signs and also took photographs of what they saw. They seemed very eager to share this with their students. Below are some responses of the teachers when asked, “Have you ever been to Choeung Ek before? What do you think of the site? How will you use this experience in the classroom?” From the comments below, one can deduce that it was very important for the teachers to see these sites firsthand and will certainly use the experience in the classroom.

1. Teacher, Male, from Kampong Thom province

“I have never been here before. Even though it is the first time, it is an important site for Cambodian history. It is very important for younger generations to realize this. It is not just a saying, the killing fields, but is something that really happened. This site is proof that the genocide really happened. I think teaching of this is really important to learn the behavior and the structure of the society under the Khmer Rouge regime. We need to study this history so that younger generations can compare this society with that of the Khmer Rouge. They need to develop their own opinions and see if it is much better or worse today than under the Khmer Rouge.”

2. Teacher, Female, from Koh Kong province

“I have never been here before. I saw three pits already, and I want to see more. I feel so shocked to see the pits and the skulls and the human remains. I feel that it is much more important for this site to be preserved for the younger generations so that they know the genocide happened.”

“I will go back and tell my students that the Khmer Rouge turned a lot of places into a killing field, like the pagodas, and caves, and other places, that were used for torture. I would also show them the tools the Khmer Rouge used to shackle the prisoners.”

These sites also have a legitimizing force. They are proof that experiences under the KR were real: the killings, executions, torture, and suffering are not imagined events, but *really did happen*. A teacher’s comment from Kampong Thom reinforces this aspect of the memorial sites operating as a legitimizing force: “It is not just a saying, the killing fields, but is something that really happened. This site is proof that the genocide really happened.”

6. Activities of the Training Workshop

Each day, the provincial trainees met at their respective regional training centers to review historical details, take part in pedagogy training, and conduct the mock lessons presented in the guidebook. While schedules varied slightly region-by-region, the morning sessions generally consisted of national trainers modeling chapters from Kamboly Dy’s textbook, *A History of Democratic Kampuchea (1975-1979)*, while the afternoon sessions consisted of provincial trainees dividing into small groups to practice lessons from the guidebook. Films, songs, games, and guest speakers were also incorporated into the training. A more detailed outline of each region’s program can be found at http://www.dccam.org/Projects/Genocide/Genocide_Education.htm. The text below outlines the project’s activities and provides a summary of training highlights.

A. History Lesson

Each morning, national trainers presented approximately two chapters from the history textbook. Their respective methodologies varied on both regional and

individual bases. For instance, some national trainers employed Power-Point slides to disseminate historical information while others read from and summarized the textbook. Others integrated their own anecdotes into the lessons, such as Mr. Sev Sotha in Kampong Cham and Mr. Yin Nean in Battambang. Many taught by closely following the methodology and lesson plans found in the Teacher's guidebook.

After the presentation of history lessons, provincial trainees were given the chance to ask questions about the material covered by the national trainees. In all regions, participants took advantage of these question and answer sessions, asking questions geared towards clarifying basic historical facts as well as understanding larger, more complex issues.

Their inquiries spanned topics such as the nuances of the Four-Year and Five-Year Communist Plans; the differences between communism and Marxism; the motivation behind posting security regulations on walls at S-21; the reasons the Khmer Rouge exported rice to China; and explanations as to why the United Nations supported the genocidal regime during the 1980s. Other questions centered on the rationale for wearing black clothing, the purpose of the Phnom Penh evacuation, and the personal stories of Khmer Rouge leaders. The subject of the ongoing international tribunal (ECCC) also pervaded question and answer sessions. Trainees also expressed interest in the level of blame that should be placed on the international community and King Sihanouk, oftentimes appearing determined to absolve the Khmer people themselves of responsibility. As Randal DeFalco stated in his report on the Phnom Penh workshop, "Many of the questions asked seemed to be fishing for a non-Khmer based explanation as to who is responsible for some of the harsh policies of the Khmer Rouge."

Moreover, as mentioned in several training reports, trainees grew frustrated when they did not receive definitive responses to questions enmeshed in continuing historical ambiguity and controversy — issues for which no clear answer exists. As Kyle Delbyck noted in her Kampong Cham report, "These concerns stemmed primarily from anxiety with how to answer the many questions their students will ask."

B. Small Group Model Lessons

During the afternoon, provincial trainees broke out into small group sessions comprising approximately five to eight participants. Each session consisted of trainees modeling one to three lessons (depending on regions and time) from the teacher's guidebook in 30 to 45-minute time frames. While the presenting provincial trainee assumed the "teacher" role, other provincial trainees in the group played "students." National trainers served as facilitators, leading their respective small groups through discussion and encouraging constructive criticism. After each model lesson, participants and the national trainer gave presenters feedback. The quantity and quality of feedback varied group-by-group.

Some sample mock lessons included:

Kampong Cham, Chapter 7, Lesson 2

The teacher presented Chapter 7, Lesson 2: “The Diary of My Life Under the Khmer Rouge.” She began by introducing herself, writing details about the lesson on the board, and taking attendance, as per Mrs. Mom’s aforementioned “five step” doctrine. She was very lively and possessed an engaging, affable manner, all of which endeared her to the trainees. Reviewing the old lesson, she asked students about the four-year plan and wrote the answers to their questions on the board. In order to incite the interest of trainees, she made her inquiries different from those used in other lessons. She solicited information, for example, about the number of kilos of rice produced per year and which district possessed the most fertilizer. Following the review, she moved on to the new chapter, reading the objectives aloud. This chapter centers on a diary entry from Serey Len, a child who survived the Khmer Rouge regime. Students are expected to read her story, think critically about the information presented in her writing, and then create their own diary entries, all the while imagining what their lives would have been like under the Khmer Rouge. Before embarking upon Serey Len’s narrative, the teacher asked about the meaning of a picture that accompanied the story and what the picture told the class about the average person’s experience in Democratic Kampuchea.

After calling on “students” to read the diary entry aloud, she clarified the meaning of certain confusing words in the excerpt and wrote these explanations on the board, an effective strategy that enabled students to refer to key vocabulary throughout the lesson period. She then provided students with a little bit of background on Serey Len’s family story, noting that she herself grew emotional during her first read-through of the narrative and felt a great amount of empathy for Serey Len. The teacher’s obvious passion for the material served to inspire other trainees. The class subsequently separated into discussion sections with each group assigned the question of how Serey Len’s narrative reflected the larger climate in Democratic Kampuchea. The first group, writing their answer on the board, responded that the diary spotlighted the evacuation of Phnom Penh as well as the imposition of Khmer Rouge doctrine on the Cambodian people. The second group stressed the ways in which the diary illustrated the horror of family members being separated from each other during the evacuation process. The teacher ended class with two final questions for the discussion groups: “What would you think or do if you were Serey Len during the Khmer Rouge regime and what would it be like to be a teenager in Democratic Kampuchea?” After animated conversations, the first group replied that they would behave as Serey Len did and flee to the countryside in an attempt to survive. The second group commented that if they were teenagers under the Khmer Rouge, they would not have been able to lead normal lives and would have suffered like all the other people living in Cambodia at the time. Praising

these answers, the teacher gave the class a question to reflect on at home and asked students to close their books.

Short Reflection/Suggestions/Recommendations In the ensuing evaluation period, trainees criticized the teacher for spending too much time dividing the groups, reading the text, and reviewing the previous lesson, and too little time on discussion. In response, the teacher remarked that she did not have enough time to conduct the presentation and wished she could teach the whole lesson instead of a condensed form. Overall, however, trainees agreed that she was effective in both communicating the primary message of the lesson and engaging students in a meaningful way. The teacher's methodology shed light on several issues. First, her tactic of alternating between writing on the board, employing visual stimuli, calling on students to read, organizing discussion questions, and the like, demonstrated the importance of utilizing a diverse range of teaching techniques in the classroom. Other trainees who have exclusively relied on posters or reading from the book have lost the attention of the class. Furthermore, the teacher's success in reaching the students illustrated the extent to which an instructor's demeanor can impact the quality of the lesson. Both she and the previous teacher injected energy and enthusiasm into the classroom, a vibe to which trainees responded positively.

Battambang Lesson 1, Chapter 10

Mr. Bi Peng began his lesson by going over the previous lesson. He then showed a series of photographs of April 17th and photographs from "Liberation Day." He asked the students to describe what they see, asking the students specific questions about people or objects in the photographs. He gave a description of the evacuation of Phnom Penh and also a description of the liberation day. He then told the students to read the textbook for five minutes. He encouraged students to remember what they read because they would have an assignment based on their reading. He then told the students to write an account of the liberation day. One student said "people felt happy and were dancing that the Khmer Rouge ended; they were so happy because no one tortured people, they met their family again, and they had enough food to eat. They had education services and felt better." Another student said "there was a conflict between Democratic Kampuchea and the Vietnamese; the Khmer Rouge moved people to the Thai border, which people died on too; The UN still supported the Khmer Rouge."

Comments from the group participants were: "It was good that you showed the photographs to the students and you explained the photographs. It was also good that you summarized the lesson." Some

bad points were “that you didn’t define the difficult words; you didn’t assign homework.”

C. Large Group Model Lessons

Some regions only engaged in these sessions during the first several days, while other regions conducted this exercise daily. The respective methodologies of the model lessons varied as well. In certain cases, the coordinator led the large group model lessons (such as with Chris Dearing in Takeo and Dr. Phala Chea in Prey Veng), while in others national trainers assumed responsibility for teaching large group model lessons (such as in Battambang and in Kampong Cham). Furthermore, in some regions, such as Takeo, the large group model lessons were conducted thematically, covering various pedagogical approaches to integrating both lesson vocabulary and personal stories. In other regions, the model lessons were conducted according to the guidebook and in relation to the specific content presented in the session. Additionally, regional trainees were occasionally asked to model lessons for the large group.

Some large group model lessons included:

Prey Veng: Phala Chea

Dr. Phala Chea conducted a mock lesson on the jigsaw exercise on genocide comparisons. She began the lesson by writing the lesson’s objectives on the board. She told the provincial trainees that they were going to compare and contrast other genocides with the Cambodian genocide. The whole class was divided into 3 groups—each group was assigned to read about the genocide in Germany, Iraq, Yugoslavia or Rwanda. Then, the groups were re-divided. Each individual member of the new group formation reported to their new group members about the genocide about which they read and learned in their first groups. The national facilitators and Dr. Phala Chea moved around from group to group providing members additional directions or explanations. When the second groups finished discussing, the classroom was brought back together and compared and contrasted the atrocities in different countries.

Mr. Muny Khan from group 1 concluded that all genocides were well planned with systematic intentions to eliminate a different ethnic group, different religious or race group. Mr. Bong Pen, the representative from group 2, displayed a very detailed chart to the class and presented causes and events that took place in Germany, Iraq, Yugoslavia and Rwanda.

While some confusion ensued with this exercise, Dr. Phala Chea gave the provincial trainees additional encouragement and support and asked them to try out at least a few new techniques before the training ended. In that way, provincial trainees can “experiment” and familiarize

themselves with new methodologies and techniques before presenting to the class.

D. Visual and Aural Activities

Films and songs were also incorporated into the training workshops and were followed by seminar-format discussions. *Tuol Sleng after 1979*, *Baset and Prey Veng Prisons*, *The Liberated Zone of Kampong Cham 1973*, and *Behind the Walls of S-21* were all shown at the training centers. The three silent films provided interesting visual representations of the periods before the Khmer Rouge came to power and after the Vietnamese entered Cambodia. *Behind the Walls of S-21* juxtaposed the narratives of S-21 prison guards and victims, engendering dialogue about the debatable classifications of “perpetrator” and “victim.” *Tuol Sleng after 1979* contains many graphic images of torture, imprisonment, and death. Concomitantly, *Baset and Prey Veng Prison* depicted the horrors of a prison other than S-21. Trainees were also taught the song from the landmark play “Breaking the Silence”, with the lyrics “Turn the river of blood into a river of reconciliation, a river of responsibility. Break the Silence.”

7. Strengths, Challenges and Recommendations

A. Overall Strengths

- 1. Open-Mindedness and Attitude of Participants:** Trainees were eager to learn teaching methodology and history and expressed great interest in learning more. Furthermore, all trainees expressed a notable curiosity about Khmer Rouge history. As one participant said in Battambang’s closing session: “Ever since I touched this book in Phnom Penh, I have been determined to read it from cover to cover,” he said. At the same time, many trainees expressed interest in additional resources to learn more about DK history. Trainees petitioned for recordings of all Democratic Kampuchean songs, a list of leaders’ biographies, maps of DK zones, and a chronology of the history. One trainee in Prey Veng’s evaluation report expressed interest in conducting research, but wanted DC-Cam to train them on proper ways to conduct research. Concomitantly, provincial trainees were engaging in the large group sessions and came to the training sessions with a positive attitude. Participants seemed unafraid to voice their concerns. A trainee from Kampong Cham assessed the program positively owing to the freedom of participation: “I liked the program because people could ask whatever they wanted, there were so many questions asked freely. We were never afraid to ask questions.”

Provincial trainees also seemed to welcome new teaching methodology and took initiative to demonstrate their own teaching methodology in the large groups. For instance, one participant demonstrated to the group in Battambang the game “Hurricane,” in which two groups compete against each other for the most points. Everyone was laughing, cheering, and having a very fun time while also learning different ways to present material to students. In evaluation

reports from all regions, trainees expressed their appreciation of learning new methodologies, such as the KWL chart and Jigsaw exercise. Provincial trainees encouraged the national trainers and coordinators to “bring with them more methodology” next time. In Takeo, one participant commented “Chris gave a lot of tricks to teach, and I liked that.” Participants also were eager to read their summaries or poems aloud, such as the example with Ngoun Sophal and her “Spirit of the Khmer Heart,” also in Battambang. Trainees’ positive attitude obviously points to the fact that they feel that the teaching of this history is a meaningful endeavor and one that they are proud to be a part of.

2. **Gaining Historical Knowledge:** Many trainees prior to the training did not have a firm grasp on Democratic Kampuchean history. Most knowledge of the Khmer Rouge existed only within the realms of their personal experiences and their relatives’ and friends’ experiences. One trainee from Kandal province thanked DC-Cam staff and the national trainers for teaching him history. “It has helped me learn more. For example, I was only aware of a few prisons. Because of DC-Cam documents, I have learned there were nearly 200 prisons during the Khmer Rouge.” These sentiments were not only present in Kandal, but seemed apparent in trainees in all regions. In Battambang, for example, one female trainee stated that she only knew a little bit about the Khmer Rouge experience, but she “now knows a lot more about the Khmer Rouge, their policies, and their ideologies. I was older than 20, probably 24 when the Khmer Rouge existed. Now with this training, I can put the story together.” Those who were born after the Khmer Rouge also came away from the training learning a great deal. Mr. Sam Vicheth in Kandal stated, “The training is very good because it clears my doubts about my understanding of the Khmer Rouge regime. I was born after DK so I need a good background to teach students.”
3. **Situate Personal Experiences into Larger Context:** While teachers indeed gained historical knowledge, those who lived through the Khmer Rouge were also able to situate their experiences into a larger historical context. For those that can remember much of the Khmer Rouge, learning this history seemed helpful for them to identify their own personal experiences in those that were found in the textbook and guidebook. As one woman in Battambang said to me, “I can relate to it. There is one part in the book that talks about the torture, and it talks about starvation and this is what I experienced. The arrest of my father and my sister, who were killed, is also mentioned in the book. That is part of my experience. The starvation—that is what happened to my two children.” Many teachers were very young during the Khmer Rouge and can only remember fragments of the regime. Bunthom Som’s comments to me underscore this aspect. “I can only remember being sick and no one taking care of me... I only heard the older people talk about it, and I wasn’t sure if it was true or not. I believed it because my mother used to tell me about the torture. I want to know if it happened only in a specific region or the whole country. Is it everybody or smaller parts?” While teaching about the genocide may be beneficial for the younger generations to learn about this history, it seems that this training also

reveals that learning this history is important for survivors to understand their own history, an essential part in reconciliation and forgiveness.

4. **Trainees Gained Sufficient Knowledge to Teach DK History:** By the end of the workshop, teachers generally mastered the guidebook steps and demonstrated an impressive command of the framework laid out in the textbook. Of course, there still are some problems in teaching methodology and some confusion on minute points of history that need to be worked out. Nevertheless, teachers' understanding of the material appeared to be sufficient to teach DK history in high schools and begin to train their peers in 2010. Teachers also seemed confident and comfortable with the history. A comment in Takeo participant's evaluation report underscores this, "I have very strong confidence to teach this history."
5. **Guest Speakers, Visual, and Aural Activities:** In Cambodian culture, higher officials' participation undoubtedly carries weight within the society and legitimizes the curriculum program. Thus, the presence of Ministry officials in orientation sessions in Phnom Penh, book distributions in Takhmao, and at each opening session at the regional training centers emphasized the importance of this training. Furthermore, Youk Chhang, Director of the Documentation Center of Cambodia, also visited each training site, giving an overview of the training program and encouraging trainees to stress tolerance and reconciliation in their classrooms. Youk also spoke about how moved he was at these sessions, showing humility and respect for the dedication and hard-work of the provincial trainees. At the same time, the guest speakers at the orientation session also carried weight within the training. Him Huy, a former S-21 guard and Norng Chanphal, an S-21 survivor, shared their experiences with the audience. Given the current international tribunal and the press these aforementioned individuals have received, their presence unquestionably piqued curiosity with the trainees. Finally, the presence of international and national scholars David Chandler, Laura Summers, and Sambo Mannara demonstrated the seriousness of this program. Their lectures also provided trainees with invaluable insight into various aspects of the regime that may not have been included in Kamboly Dy's textbook.

The visual and aural activities, such as films of *Tuol Sleng* and a *Prison Without Walls* broke up the monotony of the training and also generated a forum for discussion around controversial issues. For instance, in Battambang, trainees watched a *Prison without Walls* and were able to discuss the ambiguities of definitions surrounding a victim and a perpetrator. Watching the play *Breaking the Silence* during the orientation session also provided a valuable resource for brining to light issues of reconciliation, forgiveness, and healing.

6. **Large Group Model Sessions:** While some training groups conducted more large group model sessions than others, national trainers or regional coordinators nevertheless presented mock lessons to the provincial trainees

throughout the training. This activity provided a way to make sure the provincial trainers received uniform training and also presented an avenue for clarifying any questions related to specific mock lessons.

B. Overall Challenges

1. **Disparity: Large Group Mock Lessons.** One of the biggest problems in the provincial training program was the disparity and inconsistency between the ways in which the regions conducted mock lessons, presented history, and organized their training overall. For instance, there seemed to be widespread disparity between the ways in which mock lessons were conducted in large groups. Some regional training groups conducted large group model lessons only in the beginning days while other regions conducted this exercise daily. The person who conducted the model lessons varied as well. In some places only the coordinator conducted the large group model lessons (such as with Chris Dearing in Takeo and Dr. Phala Chea in Prey Veng regional trainings) while at others national trainers were responsible for conducting the large group model lessons (such as in Battambang and in Kampong Cham).

Furthermore, in some regions, such as in Takeo, the large group model lessons were conducted thematically, going over ways to introduce vocabulary in the lesson and stories rather than ways it was presented in the guidebook. Chris Dearing and Dr. Phala Chea for instance went into more detail on ways to incorporate different methodologies in the classroom. In other regions, the model lessons were conducted according to the guidebook and in relation to the history presented that day. Finally, the quality of large group models varied drastically from presenter to presenter and from region to region. They oftentimes modeled lessons in extremely different manners, utilizing techniques that conflicted with each other. Some presenters, for example, adopted a less structured, more flexible methodology, and incorporated personal experiences into lesson plans. Other presenters focused on the facts and were less inclined to facilitate discussion. Meanwhile, other presenters were almost excessively concerned with following the recommended objectives and steps, promoting a rigid interpretation of the guidelines. Some presenters were also more engaging than others and executed their lessons more efficiently. As such, teachers did not receive cohesive advice or direction about how to respond to different scenarios.

History Presentations. There was also inconsistency in the ways in which the history was presented to trainees. Trainees' methodology varied region by region and also from national trainer to national trainer in the region. For instance, some national trainers used Power-Point slides to disseminate historical information while others read from and summarized the textbook. Other national trainers integrated their own anecdotes with the history, such as Mr. Sev Sotha in Kampong Cham and Mr. Yin Nean in Battambang. Others taught history using the methodology and lessons found in the teacher's guidebook. Like the issue above as to who presented the history, this also varied per region. In some groups, one person disseminated history to the trainees

while in other groups national trainers disseminated history to the group. Some presenters were obviously more effective in disseminating the history to the trainees. Thus, the quality of the history varied day to day and region by region, and was not unnoticed by trainees.

Small Group Mock Lessons. Finally, there were also disparities in the ways in which small groups were conducted. Some national trainers encouraged feedback from the participants while other national trainers neither commented nor encouraged participants' feedback on the small group mock lessons. In Battambang, there were groups in which people went around in a circle to give both positive and negative feedback and there were also groups that, when I visited, were unfamiliar with the critiquing process. Furthermore, some national trainers, like someone in Kandal, said to follow the guidebook strictly while others said that it is encouraged to deviate away from the guidebook. Some provinces, such as Prey Veng, moved away from small group model lessons all together and focused primarily on model lessons in the large group. Inconsistency such as this suggests that provincial trainees have not been trained uniformly and did not receive coherent strategies for modeling and teaching lessons.

2. **Some National Trainers Not Prepared.** Throughout many regional and evaluation reports, it became apparent that some national trainers either were not prepared or did not understand fully their responsibilities during the training. These sentiments were frankly said in an evaluation report in Kandal. Furthermore, in Battambang, one national trainer conducted three "Actively Reading the Chapter" mock lessons for the group. Frustrated, provincial trainees expressed disapproval of this type of training and stated in the large group setting that national trainers need to be more prepared and engaging in their lessons. It is essential that national trainers and now provincial trainers come to the workshop prepared and able to fulfill their responsibilities successfully.
3. **Insufficient Time for History Lessons in Schools:** Consistent throughout all reports was the fact that history is neither allotted sufficient time in school nor given ample percentage points on the national final exam. Teachers expressed dissatisfaction with the Ministry and petitioned the Ministry to make more time for history in classroom. They stressed the importance of this education, but at the same time worried they would never be able to teach this history adequately within the time allotted.

C. Overall Recommendations Incorporated into Planning for Commune Teacher Training

1. **Time for History in Schools Needs to Be Increased.** History is undoubtedly a crucial subject for younger generations to know and to learn. Not only do students learn historical fact, but also learn tolerance, expand their worldview, and understand decision-making processes. Given Cambodia's recent traumatic history, it is even more crucial that this subject be given proper time.

Throughout all regions, many teachers expressed frustration about the relatively little time in schools for history. Thus, it would be beneficial if the Ministry of Education increase history time in schools.

2. **Meetings with National Trainers and Provincial Trainees.** Before the next training takes place, DC-Cam and the Ministry of Education should make certain that national trainers and provincial trainees know their roles and responsibilities prior to the training, understand the use of the guidebook, and are familiar with DK history. Uniform teaching standards, goals of training process, methodology, and small group format must be discussed and a consensus reached prior to the next training session. Photocopies of the power-point slides prepared by Kamboly Dy at the National Training Seminar in Phnom Penh in July 2009 could also be handed out at this meeting. The provision of these photocopies will assist those trainees who continue to feel hesitant about their abilities to train others or about their personal knowledge of DK history. While trainees indeed learned much history, it appears that there is much confusion on their roles and responsibilities in the next training.
3. **History Forum Take Place Before Guidebook Training.** Rather than having history lessons coupled with guidebook methodology at the village-level, a three to five-day history seminar for all 3,000 teachers in Siem Reap might be beneficial. During the history seminar, national and international experts would go over each chapter in detail. Then, the village trainees could break out into their regional groups to receive methodology instruction, work closely with the guidebook, and review history learned from the forum. Doing negates the possibility that inaccurate and misconstrued thoughts are disseminated as facts, which would then be disseminated to students. It also ensures that village teachers learn consistent and accurate DK history.
4. **Materials Provided to Trainees Well in Advance.** DC-Cam and the Ministry of Education should prepare packets for village trainees well in advance of the next training. Participants requested a CD-Rom of relevant songs, maps, photographs, and biographies of leaders. They also requested relevant DVDs shown at the training.
5. ***Searching for the Truth* Magazines Disseminated to Teachers Each Month.** Many of the teachers participating in regional training programs wished to attempt additional, personal preparations for teaching the history of the Democratic Kampuchea. Yet because income is so low, many teachers are not able to visit Phnom Penh or DC-Cam to collect additional material. The Internet for some teachers is a novelty. DC-Cam and the Ministry of Education must now think about the ways in which to ensure continuing this pursuit of knowledge. For the time being, DC-Cam could begin to disseminate *Searching for the Truth* magazines to the schools each month. Other DC-Cam books that are translated into Khmer could also be disseminated to each school.

- 6. Revise Guidebook and Workbook** The guidebook and student workbook need to be revised, ideally in advance of the final stage of teacher training. It is essential that the Khmer language translations more accurately and precisely reflect DK usage in the 1975-79 period and also be accurate. Cambodian teachers seem to lose focus when there are mistakes they find in the guidebook and waste significant time discussing the proper revision. There were also many terms that confused trainees during the process. A glossary to define in detail more difficult words such as “communism” “socialism” “revisionist” should also be included for the teachers.

Part VI. Publication and Distribution of the History Textbook

Since the publication of *A History of Democratic Kampuchea* in April 2007, DC-Cam has managed to publish 300,000 copies of the book. We are now dealing with one million students; therefore, we plan to seek funding to publish and distribute another 700,000 copies of the book by late 2010. In the meantime, we have found funding to publish 500,000 Khmer and 10,000 English copies of smaller booklet called *Genocide, Who are the Senior Khmer Rouge Leaders to be Judged? The Importance of Case 002*, which contains information about and photos related to the senior leaders charged in Case 002 that we will also be distributing to student groups.

Throughout the period of 2009, the team started to launch the distribution of the textbook *A History of Democratic Kampuchea (1975-1979)* to 1,471 high schools across Cambodia. This distribution was conducted in collaboration with the Ministry of Education. The Ministry of Education sent out instruction to all twenty-four Provincial Departments of Education to assist the project team members in distributing this history book. Some of the official distribution ceremonies include:

- On May 20, DC-Cam Director Youk Chhang, Under Secretary of State Tun Sa Im and US Ambassador-at-Large for War Crime Clint Williamson attended the distribution ceremony at Hun Sen Ang Snuol High School. This ceremony coexisted with the Day of Anger. More than three thousand students from 16 different high schools in Kandal province attended this ceremony and each of them received one copy of the book.
- On May 28, the project team members distributed the book to over one hundred orphan students at Buddhism Education for Peace at Ounalom pagoda in Phnom Penh. This was the first time that we reached out to private schools in addition to the public schools.
- On May 29, Mr. Youk Chhang and the book author, Mr. Khamboly Dy, distributed the book to two thousand disadvantaged students in an organization called *For the Smile of the Child*. This French-supported organization plans to teach *A History of Democratic Kampuchea* to their students since some of them become orphans as an indirect consequence of the KR regime. We stay in touch with *For the Smile of the Child* and we invited over a hundred students to watch the play *Breaking the Silence* on September 2nd as

part of our contribution to their understanding of this period of Cambodian history.

- On June 4th, the team member distributed 6,640 copies of the book to 51 high schools in Kampong Chhnang province.
- On June 5th, the team distributed 4,690 copies of the book to 36 high schools in Pursat province. The ceremonies were held in two locations: Hun Sen Kandieng High School and Pursat High School.
- On July 13, 2009, DC-Cam's Director Youk Chhang, Mr. Khamboly Dy, Cham Oral History Team Leader Farina So and ten legal associates from the US and the UK distributed 500 copies of the history book to Cham communities in Kampot province. Among 400 Cham villages in this province, representative and villagers from 15 villages attended the distribution ceremony.
- On September 24th, DC-Cam Director Youk Chhang and Mr. Khamboly Dy attended a conference organized by Youth for Peace, held in Siem Reap Province. The purpose of the conference was to educate Cambodian youth on how memory of the Khmer Rouge has been preserved. Mr. Chhang explained to the over two hundred youths about different activities that Cambodian government and non-governmental organizations have been doing to preserve the memory of the KR, such as building memorials, the establishment of Tuol Sleng Genocide Museum, songs, films, and the establishment of the KR Tribunal. At the same time, Mr. Dy presented the importance of genocide education in preserving memory and healing the wound of the victim as well as advancing reconciliation in Cambodia. Mr. Dy pointed out that the post-conflict Cambodia is so fragile, and the responsibilities repair the country fall on the young generation who were born after the KR regime. As part of this conference, Mr. Chhang and Mr. Dy distributed over three hundred of copies of DK history book to all youths and participants in this conference. The new volume of *Searching for the Truth* magazine and DC-Cam's posters were also distributed along with the history book.
- On September 28th, 500 copies of the history book were distributed to students at Indra Devi High School. This event was covered by local media Rasmei Kampuchea Daily, the well-known newspaper in Cambodia.
- On September 30th, another 500 copies were distributed to students at Sisowath High School in Phnom Penh. Local media also covered this event.
- On December 14, DC-Cam held a textbook distribution ceremony in Siem Reap province. Chi Kreng High School was selected as a place for holding the ceremony. 13,000 copies of the textbook have been distributed. On December 15, the team continued its trip to Banteay Meanchey province to hold another book distribution ceremony in which 11,600 copies were distributed at Preah Net Preah pagoda.

Since the launching of teacher trainings and free book distribution, demand for the copies of the book has risen dramatically. High school graduation exams are conducted on July 27-29, 2009. The history exam was held on June 28, 2009. Some members of the history course exam committee are among the twenty-four national trainers who participated in our National Teacher Training workshop held from June

29th to July 7, 2009. Unexpectedly, the history exam contained five questions on the history of Democratic Kampuchea (1975-1979). These include:

1. Immediately after the Khmer Rouge defeated the Lon Nol's government and took over Cambodia in 1975, what 8 policies did they implement?
2. Why did the Khmer Rouge evacuate people from Phnom Penh?
3. How many zones were there in Democratic Kampuchea regime?
4. People in which zone were evacuated the most?
5. How many Khmer Rouge leaders are in detention today?

The questions on Democratic Kampuchea in the history exam show great impact of the project on public education and demonstrate the necessity of teacher trainings at the local level. At the time of the 2009 exam, regional and local teacher trainings had not been conducted yet. Given this, local teachers were not equipped with the necessary methodological approaches to teach their students about Democratic Kampuchea despite access to the textbook.

Part VII. The Translation of the Textbook into Additional Languages

Translation of the textbook into five additional languages is one of the core implementation activities of the second phase of the Genocide Education Project. Wars and atrocities in Cambodia were influenced by regional conflicts and the Cold War. Therefore, the purpose of the translation of *A History of Democratic Kampuchea* is to educate people in the region about what happened in Cambodia between 1975 and 1979. It was also DC-Cam's desire for the permanent center to introduce Cambodian genocide education into the region. In addition to educating Cambodian students at the high school level, we hope to expand our activities to the university level in Cambodia and eventually throughout the Southeast Asian region.

As of today, we have finished all translations into Thai, Vietnamese, Chinese, Japanese and French. The translations are now being proofread to ensure the quality of the translation. Dacil Keo, who is the project's adviser, coordinated this process on her visit to Cambodia in December. In mid-2010, we will convert these translated textbooks into an e-format and post it on our website for public access. At present, both the Khmer and English versions are already available on our website for public download.

Part VIII. Seminar at Facing History and Ourselves

From August 3-7, 2009, three project's team members (Mr. Kamboly Dy, Mr. Peng Pong-Rasy, and Mr. Keodara Prak) and two officials (Ms. Chin Yahan and Mr. Va Vuthy) from the Ministry of Education attended a seminar called "Holocaust and Human Behavior" at Facing History and Ourselves in London. There were over thirty participants from over ten different countries: South Africa, America, Mexico, Rwanda, India, England, Northern Ireland, Netherlands, Scotland and Cambodia.

The team decided to attend this seminar to ensure the quality and credibility of the teaching of *A History of Democratic Kampuchea*. Because Facing History has over thirty years of experience in genocide education, we felt that it was essential to attend one of their genocide education seminars, in the hopes of both sharing experiences and learning the methods that made Facing History so successful. Moreover, we hoped to take away practical experience that would contribute to our own teacher trainings.

Additionally, we hoped to expose the officials of the Ministry of Education to the importance and the need of genocide education in the world. By attending this seminar, Ministry officials were made aware of how the topic on genocide is being discussed around the world. This was accomplished when each participant from the countries represented at the seminar were given the opportunity to express their own opinion on the importance of teaching the past violence and human rights abuses in their respective countries.

The seminar at Facing History is not drastically different from the one that DC-Cam conducted on June 29 – July 7, 2009. The format of the seminar included the presentation of articles, guest speakers, survivor’s testimony, film screenings, and the sharing of teaching experiences by the participants.

The difference in approaches between the seminars held by DC-Cam and Facing History derive from the fact that DC-Cam is conducting teacher training for the first time, so the training must include substantial attention to the content of the history of Democratic Kampuchea as opposed to merely technique. Facing History on the other hand, assumes that all participants are teachers who are both knowledgeable in the subject matter and share basic-level knowledge on contemporary pedagogical practices. The Facing History training focuses more on methodology and discussions on the real experiences in classrooms. Furthermore, most participants have background as holocaust educators.

The Facing History training allowed participants to speak about their respective countries’ experiences with truth and reconciliation. For example, participants from South Africa talked about the Truth and Reconciliation Commission (TRC) at which perpetrators were asked to confess and apologize to the people.

The Genocide Education Project team members gained a great deal of experience from this seminar. Some of these “take-aways” included:

- Facilitators do a number of icebreaker activities.
- Facilitators walk around the classroom after assigning the activities so that participants keep working on the assigned topics.
- Course readings are short but precise. To ensure that all participants read the texts, each article consists of only two-three pages, and each participant is asked to take turn reading these articles in the classroom.
- The training agenda is shifted even in the middle of the seminar to ensure the effectiveness of the content. For example, Mr. Kamboly Dy presented the

suffering of Cambodian people under the Khmer Rouge regime between 1975 and 1979. Mr. Dy raised Ms. Chin Yahan’s case as an example. Many members of her family including her husband were killed during the Khmer Rouge. Yahan, who is a history curriculum developer of Cambodian Ministry of Education, does not want to talk about her past experiences and has never told her only son about how his father died. She wants to bury her story for the rest of her life. Knowing this, the facilitator Ms. Karen Murphy asked all participants to sit on the floor and meditate for about ten minutes to acknowledge and recognize Yahan’s suffering. Then facilitator stressed the important need of talking about the past.

- When eliciting answers from students, it is important to write those answers on the board.
- Facilitators recall lessons everyday ensuring that lessons for all days are connected.
- Short video clips, guest speakers and survivors’ testimony are important elements to keep the training fresh and effective.

Part IX. Commune Teacher Training

Continual discussions with the Ministry of Education in January 2010 concluded that the commune teacher training would be conducted during the small vacation of Cambodian school system from April 5-11, 2010. By so, the commune teacher training will not affect the study hours of both teachers and students. We also agreed to a small shift from our original proposal. Originally, we planned to conduct the training for 3,000 commune teachers from three different subjects (history, Khmer studies and citizen morality). After the discussion with Tun Sa Im, Under Secretary of State of the Ministry of Education, we, decided that this third training should focus exclusively on the subject of history. There are 1,627 history teachers nationwide. The reason for this shift is that the total number of teachers for the three subjects is close to ten thousand. Selecting three thousand out of this number will leave behind some of the history teachers who are our main focus. Therefore, we decided to train all history teachers while teachers of the other two subjects will join subsequent trainings.

Below is the table showing the number of Khmer studies, history and citizen morality teachers by province:

Province	Subject		
	Khmer	History	Citizen Morality
Banteay Meanchey	277	65	69
Battambang	486	119	100
Kampong Cham	647	159	129
Kampong Chhnang	242	78	60
Kampong Speu	276	86	98
Kampong Thom	290	64	65

Kampot	345	78	81
Kandal	621	170	192
Kep	20	9	9
Koh Kong	51	17	14
Kratie	165	31	39
Mondulkiri	19	4	1
Otdar Meanchey	56	15	18
Pailin	31	10	9
Phnom Penh	895	227	212
Preah Vihear	57	19	10
Prey Veng	423	97	97
Pursat	214	54	53
Ratanakkiri	28	10	8
Siem Reap	321	67	64
Sihanoukville	112	28	20
Stung Treng	31	15	10
Svay Rieng	245	71	67
Takeo	468	134	132
Total	6,320	1,627	1,557

Commune teacher training will be divided into two small trainings. The first training will be conducted from 5-11 April 2010, and the second training will be conducted in August (the precise schedule is being discussed with the Ministry of Education). The commune teacher training program will be conducted with the same structure that we have used to conduct the national and provincial teacher training. There is, of course, some flexibility. To ensure the quality of the training, only 25 among 39 national teachers (12 officials from the Ministry of Education and 13 DC-Cam's staff members) will be selected to join the third training. All provincial teachers will be promoted to be trainers for the commune training.

214 history teachers from 9 provinces will be selected to participate in the first commune teacher training. These provinces are Kampot, Koh Kong, Kep, Preah Sihanouk, Kratie, Stung Treng, Mondulkiri, Ratanakkiri and Preah Vihear. This first training will be divided into five small groups, and each group consists of about 45 participants. One group has three national teachers and five provincial teachers as the trainers and coordinators.

Both national teachers and provincial teachers have gone through training, an orientation, and a history forum taught by both national and international scholars. They also have visited the killing sites and watched movies and the play *Breaking the Silence*. However, to provide more knowledge and to ensure the quality of the commune teacher training, all selected national and provincial teachers will be asked

to participate in the three-day opening ceremony for the commune teacher training in Siem Reap province on March 27-29, 2010, one week ahead of the actual training. The purposes of this meeting are:

- To mark the official opening ceremony for the commune teacher training, the final step in introducing the teaching of DK history into classroom.
- To provide teachers with more understanding about the research methodology, and especially to learn about the documents housed in DC-Cam's archives.
- To provide more instructional methodology so that both national and provincial teachers have more confidence to provide training to the commune teachers.

Part X: Evaluation and Quality Control

After the three trainings, we will enter the quality control phase of the project in which we will conduct classroom observations and curriculum evaluations. These activities are expected to be conducted in 2010 and 2011. The project team members, experts from the Ministry of Education, and international experts will form an evaluation team that will visit a sampling of schools in order to observe the implementation of the curriculum and evaluate its successes and weaknesses. In this regard, Mr. Dy has worked with inspectors of the Ministry of Education in order to learn the methods that the Ministry of Education uses to conduct school observation and to modify this existing system for use conducting quality control on the teaching of DK history.

1. Quality Control Done by the Ministry of Education

In talking about quality control, the Ministry of Education uses the term "inspection" and "monitoring." There are two kinds of monitoring: "inform monitoring" and "random monitoring." The former is mostly used by the Ministry of Education. General High School Department is the agent conducting the inspection nationwide. Its Office of Inspectorate consisting of 19 staff members conducts inspections and reports back to the department which submits an inspection report to the General Department of Education and the Office of the Minister. This inspection task will soon be transferred to the newly established Education Quality Department. The inspectorate team of the Ministry of Education usually includes:

- Head of the Provincial Office of Education: Chairperson
- Head of the Inspectorate Office: Vice Chairperson
- Provincial secondary inspectors: members
- Deputy head of the Provincial Office of Education: member
- School principal and deputy school principal: members

However, provincial inspectorate offices do not have enough resources (both human and financial resources) and time to inspect. The Ministry of Education decided that school principals are the **permanent inspectors** who oversee the performances of

teachers in their own schools and report to the General High School Department. School principals inspect on a monthly basis, and each month they have to inspect five teachers at least. In this case, the inspectorate team includes school principal, deputy school principal and the chair of each specialized subject as an adviser. The school principals produce inspection reports and submit them to the Provincial Office of Education quarterly. The Provincial Office of Education also has to send inspection reports to the General High School Department on a quarterly basis. Therefore, there are three levels of inspectors in the existing structure of the Ministry of Education:

- National inspectors conduct inspection nationwide but only on a special-case basis or upon request from the Provincial Office of Education. National inspectors also train provincial inspectors and school principals on inspection techniques.
- Provincial inspectors conduct inspection regularly on a semi-annual basis within the province. Inspectors have to inspect each school twice per year.
- Permanent inspectors (school principals) conduct inspections monthly within the school. Permanent inspectors can help teachers improve their teaching methodology and performance in the class but do not have the same right to evaluate as national and provincial inspectors.

In principle, every single school and every single teacher have to go through inspections. (It should be noticed that one purpose of inspection is to recruit new teachers into full-rights teachers after 18 months in service.) According to the instructions from the Ministry of Education, Provincial Offices of Education have to prepare inspection plan and have inspect on the semi-annual basis. The provincial inspectorate team is tasked to do the following jobs:

- Monitor administrative work and management of the school management team, specifically the school principal;
- Monitor teacher's administrative work in classroom;
- Monitor the teacher's implementation on the curriculum;
- Monitor the implementation of student-centered approach;
- Monitor the uses of teaching materials and experiment in the subjects of biology, physics and chemistry;
- Monitor the outcomes of student's learning; and
- Encourage the study of life skills in all secondary schools.

2. Challenges of the Inspection Work of the Ministry of Education

A. Financial and Human Resource Challenges

Experience show that inspections by the permanent inspectors and the Provincial Inspectorate Office does provide satisfactory results for several reasons: (1) School principals do not perform the inspection task thoroughly; they make a lot of concession for the school teachers who are their subordinates. (2) the Provincial Inspectorate Office inspects only on a few schools and, in some cases, report larger number to the Ministry, which leads to the ineffective observations and evaluations. (3) Local teachers do not take the inspection by school principals or the Provincial

Inspectorate Office seriously. (4) Inspection is beyond the ability of school principals who have only one subject of expertise, while they are tasked to inspect and give feedback on more than ten different subjects.

Due to a small budget and limited human resources, the Ministry of Education can conduct only a small number of inspections. The inspection is done on three groups of sample schools made up of urban, semi-urban and rural schools. Only about five to six schools in one province receive inspection.

B. Psychological Challenges

Inspections require meeting local teachers, observing them teach, evaluating their teaching performance, and making recommendation. Generally, the words “inspection” or “monitoring” leave a negative impression with the inspected teachers. According to the Ministry of Education, teachers feel that inspectors are there only to catch their mistakes. Teachers make all efforts teach well only for the period of inspection or even avoid meeting with inspectors in some cases. For example, some teachers report to the school that they are sick or have traffic problems and that they cannot come to work during the inspecting period. In other cases, teachers report that their family member has been bitten by the poisonous snake and that they have to stay at home to take care of their relative. The experiences also show that teachers may use this occasion to threaten each other. For example, they will report to the inspectors about the inappropriate conduct, political involvement of, or otherwise intimidate weaker teachers. In another cases, teachers will teach the same a lesson they have already taught on inspection day. Since students already know the lesson, they do well in the class. Teachers may also inform their students in advance about the present of the inspectors and ask their students to pretend to be active in the class by raising their hands.

According to Siv Thuon, one of the inspectors of the Ministry of Education, seventy percent of teachers are not happy with the inspections. Inspection means putting more pressure on them when they are already squeezed by their own personal problems or conflicts of interest with the school principal. Though the student-centered approach has been introduced in Cambodian classrooms since 1996, the approach is not effectively implemented despite several inspections and feedback on ways to improve. Mr. Siv, who has conducted a lot of inspections in various provinces, said “Even without additional training, teachers can still practice a student-centered approach to certain degree of effectiveness. However, student-centered approach requires teachers to spend more time preparing lesson plans every day. Some teachers teach two or three different subjects or levels which requires them to prepare two to three different lesson plans and gather additional materials. These requirements conflict with teachers’ day-to-day living.” Therefore, teachers prepare lesson plans only during the inspection period.

3. Purposes of the Quality Control

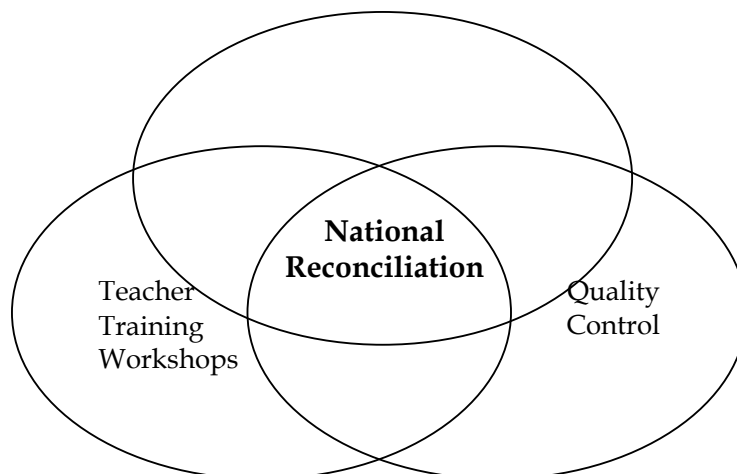
The experiences of the inspections conducted by the Ministry of Education were helpful in planning the quality control phase during which DC-Cam staff members

and selected national teachers will become school monitors across the country. For example, it will be necessary to convince teachers that quality control is not intended to catch their mistakes or to defame them. Instead, this phase is intended to help improve the teaching and quality of DK history book, teacher guidebook, student workbook, and the teaching of DK history at large. Earning trust and confidence from teachers will be an important step toward sincere cooperation. Clear and precise answer from teachers in both the questionnaire and during the interview will help the team conduct a useful evaluation and make the right decisions. On the other hand, if negative impressions arise, the answers to the team's questions are likely to be faked, and the teaching observed would merely be for show during the period of quality control. The job of the monitors is to produce a positive impression and to narrow the information gap between monitors and teachers.

Quality control is intended to strengthen teachers' capabilities in teaching *A History of Democratic Kampuchea* in Cambodian secondary school in order to further the goals of national reconciliation and peace building in Cambodia as well as global genocide prevention. Quality control is also conducted to obtain information on what areas of the history book, teacher guidebook and student workbook need changes or revisions to improve the quality of the materials to better serve the goals of the project. Specifically, quality control will be designed to:

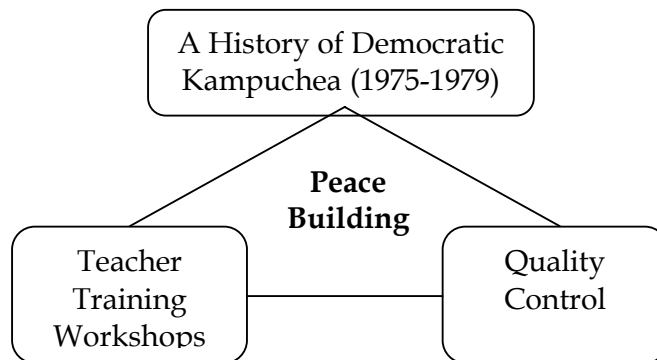
1. Monitor the teaching performance of the teachers;
2. Monitor the outcomes of student's learning;
3. Monitor the implementation of student-centered approach;
4. Monitor the uses of teaching materials;
5. Monitor the effectiveness of *A History of Democratic Kampuchea*;
6. Monitor the effectiveness of teacher's guidebook;
7. Monitor the effectiveness of student workbook; and
8. Test how the teaching of *A History of Democratic Kampuchea* contributes to national reconciliation and peace building in Cambodia as well as global genocide prevention.

Diagram 1: How Can Genocide Education Contribute to National Reconciliation?



The teaching of *A History of Democratic Kampuchea (1975-1979)* includes three interrelated components that will help prevent future genocide and grave human rights violations, support continued peace, and facilitate national reconciliation. First, by publishing and distributing one million copies of *A History of Democratic Kampuchea* to one million secondary school students nationwide, Cambodian school children will be equipped with the narrative history of the suffering that their parents, grandparents, and relatives have lived through. The children will, of course, share the history book with their relatives, which will increase the number of readers of this history book to over three million, and encourage dialogue within each family about the Khmer Rouge history. This kind of dialogue has been almost non-existent for more than thirty years. Second, by conducting teacher training workshops, over three thousand Cambodian secondary school teachers will be well equipped with instructional methodology and teaching materials to help them to teach DK history pedagogically and in an objective manner. Finally, quality control will ensure that both teachers and students are able to use the teaching materials and the history book effectively so that they can become agents of community and national reconciliation.

Diagram 2: How Can Genocide Education Contribute to Peace Building?



How can teachers and students bring about peace through genocide education? By formally adding *A History of Democratic Kampuchea* to the school curriculum, both children of victims and children of perpetrators have chance to discuss a common violent history that their parents may view differently. Even after over thirty years since the collapse of the Khmer Rouge, the victims still find it uncomfortable to live side-by-side with former Khmer Rouge cadres. It is almost impossible that the victims and the former cadres will find common ground for reconciliation. However, the children of both victims and perpetrators will inevitably discuss what they have learned in class with their parents at home. They will, of course, bring back their parent's views to discuss and debate in the classroom. Then students become the channel for the victims and the perpetrators to speak indirectly and to reconcile. On the other hand, teachers are responsible for facilitating a positive environment for the discussion. Student's work to find common ground will help their parents and relatives to reconcile and to heal. This individual reconciliation contributes to national reconciliation, a major step toward building peace in a post-conflict country like Cambodia. This process then contributes to global genocide prevention.

4. Agents and Audiences for Quality Control

For the Genocide Education Project, two groups of people will be employed as the agents to conduct the quality control. These are:

- DC-Cam's staff members who attended the national teacher training and
- 24 national teachers from the Ministry of Education.

Three groups of people are the objects of quality control. They are:

- Teachers
- Students
- Parents

5. Program for Quality Control

The large number of lower and upper secondary schools is one of the big challenges for conducting quality control. Likewise, the gaps between schools in the town areas and schools in the countryside pose another challenge for monitors in evaluating the effectiveness of the teaching of *A History of Democratic Kampuchea*. The biggest gap lies on teachers' capabilities, incentives, and teaching resources. According to the statistics of the Ministry of Education, there are 1,471 lower and upper secondary schools across the country. Since the reestablishment of both Primary and Secondary Offices of Inspection of the Ministry of Education in 1994, the Ministry of Education has had difficulty conducting inspections in a satisfactory manner due to the challenges described in this paper. Only certain number of schools and teachers receive inspection.

Methodology: To overcome these challenges, quality control will be conducted by sampling in 24 provinces across the country. Eight schools will be selected as sample schools from each province, making 192 sample schools. Sample schools will be selected by randomly selecting a sample proportionate to the number of schools in each province. The sampling frame used for this quality control is the list of lower and upper secondary schools prepared by the Ministry of Education in 2009.

Monitors will spend one month in each province and one week at each school. Two groups consisting of two people per group (one DC-Cam staff member and one national teacher) will oversee the monitoring in one province. Selecting teachers for monitoring does not pose any problem for the monitoring group since each school has between three to four history teachers. Within one week, monitors will be able to observe all history teachers. In the case of a big school that has up to ten or more history teachers, monitors can use randomly select four teachers for monitoring. The risk that respondents will refuse to participate is almost zero since the work will be conducted in collaboration with the Ministry of Education, with whom respondents have a responsibility to participate. In case respondents are unable to participate for some reason, monitors will need to choose the next randomly selected respondents.

Mr. Dy and Ms. Nela Navarro (expert on education at Rutgers University) are working together to produce a quality control manual. After its completion, the

manual will be available for comments from both national and international experts to ensure its effectiveness and applicability to the education context in Cambodia. Then, DC-Cam and the Ministry of Education will jointly establish a committee to review the manual before using it for training the observers. The quality control is planned for the end of 2010.

APPENDIX OF PROGRAM MATERIALS

National Training Program

http://www.dccam.org/Projects/Genocide/National_Teacher_Training_Program.htm

National Training Participants

http://www.dccam.org/Projects/Genocide/National_Paticipants.htm

Papers by Guest Speaker

http://www.dccam.org/Projects/Genocide/Papers_by_Guest_Speaker.htm

Report on Challenges of National Teacher Training Workshop

http://www.dccam.org/Projects/Genocide/Report_on_Challenges.htm

Report on National Teacher Training, June 29-July 7, 2009

http://www.dccam.org/Projects/Genocide/Report_on_National_Teacher_Training.htm

Certificate

http://www.dccam.org/Projects/Genocide/pdf/DC-Cam_Certificate.pdf

Selected Photos of Book Distribution

http://www.dccam.org/Projects/Genocide/Photo_Gallery.htm

Commune Teacher Training Program

http://www.dccam.org/Projects/Genocide/Local_Teacher_Training_Program.htm

Additional materials can be found at

http://www.dccam.org/Projects/Genocide/Genocide_Education.htm.

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