

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

DOCUMENTATION CENTER OF CAMBODIA
GENOCIDE EDUCATION IS GENOCIDE PREVENTION

Report

31st Classroom Forum on

**“The Important of Studying the History of Democratic Kampuchea
1975-1979”**

At Chea Sim Samaki High School

20 Feb, 2018



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Documentation Center of Cambodia (constituted in 1995) **ស្រាវជ្រាវការពិត ដើម្បីការបង្កើនចំណេះដឹងយុត្តិធម៌**
Searching for the Truth: Memory & Justice

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I. Introduction

On 20 Feb 2018, Documentation Center of Cambodia (DC-Cam) in collaboration with Ministry of Education Youth and Sport (MoEYS) supported by United State Agency for International Development (USAID) conducted Classroom Forum on The Important of Studying the History of Democratic Kampuchea (1975-1979) with grade 12 students of Chea Sim Samaki high school¹. This is the 31st classroom forum with high school students in Cambodia.

The purpose of this classroom forum was to educate student's grade 12 on history of Democratic Kampuchea (1975-1979), provided opportunities to ask question and discuss, to think critically about what happen in the past atrocities, and consider its impacts on present society.

School principle gave open speech. He stated this forum was good for students, especially grade 12 students. It was a good opportunity for students to learn, to understand about KR history. He encouraged students to pay attention and focus on this lecture because it will benefit them in the exam, especially grade 12 national exam. All students should taking note, listen, and ask questions.

Mr. Pheng Pong-Rasy, Director of Genocide Education Program in Cambodia of DC-Cam, introduced himself and responsibilities, team to students one by one. He also mentioned the important of this forum as well as goal of genocide and violence prevention in Cambodia. The team included: Mr. Rasy as mentioned above; Min Sanas and Phat Sela, Research assistants; Sok Vannak and Ry Lakana, Field investigators.

II. Pre-forum Survey

DC-Cam team began to distribute the Pre-forum survey sheets to each student. The survey aims to exposed knowledge of students about KR history before the forum started. The questionnaire included questions of basic knowledge of KR history, the perception of students toward the important events during KR regime, their opinion toward Human



¹ https://photos.google.com/share/AF1QipP7bjS5GfgAX4h9cEn7pxwjMM-E9_ANDkNUaF'NWVhBFGw6wg3FXd9zWoaDpN5OkT'w?key=WWVvYm1tQXI5ZnZjdkJGR2dpSnk2ZlQyYkc2RHIB

Rights violations during KR regime, and the Human Rights promoting. Each student had 10 minutes to complete the questionnaire.

III. Film Screening

After Pre-forum survey, Mr. Rasy started film screening “Children of Kampuchea”. Students were interested in this documentary film and focused on it quietly. After the film screening ended, Mr. Rasy mentioned about the children’s life after the fall of KR regime. He said those children travel without specific destination, some died and some other live in Cambodia /abroad. He asked students “how do you feel after watch this documentary film?” Most of students said they felt pity. After that, Mr. Rasy began next lecture.

IV. Presentation on History of Democratic Kampuchea

Mr. Rasy used LCD projector and slides power point as tool for support his presentation. First, he introduced the Khmer Rouge History website: khmerrougehistory.org and Facebook Page: *Genocide Education in Cambodia* (មជ្ឈមណ្ឌលឯកសារកម្ពុជា) to students. He explained them as additional learning materials for students, teachers, and



public. He asked students “who were the KR?” he showed KR leaders and briefed about their biographies to students one by one. He explained the different between KR and Lon Nol soldier weapon (rifle) and told how they identified each other during the war. Students were focused on Mr. Rasy presentation, none of them chit-chat with their neighbor. Mr. Rasy presented based on Khmer Rouge timeline and chronology. Finally, he explained about KR eight policies. Next, Mr. Rasy started Q&A session. There were four questions asked by students.

1. What was the KR regime creating for?
2. Why there is no death penalty for KR leaders?
3. Why ECCC is a hybrid court?

4. Why the tribunals still continue when the KR leaders already received the judgment?

V. Post-forum Survey

After the presentation on history content finished, DC-Cam team began to distribute the post-survey sheets to each participants. This survey is similar to the previous one. There are few questions added to explore the understanding of students on human Rights violations which occurred during the KR regime.



VI. History of Democratic Kampuchea 1975-1979 Textbook Distribution

During the post-survey, DC-Cam team also started to distribute the History of Democratic Kampuchea 1975-1979 textbook to each student. These textbooks are English version one and were given to students as additional learning material on both history content and English language. By given these textbooks, students will about to



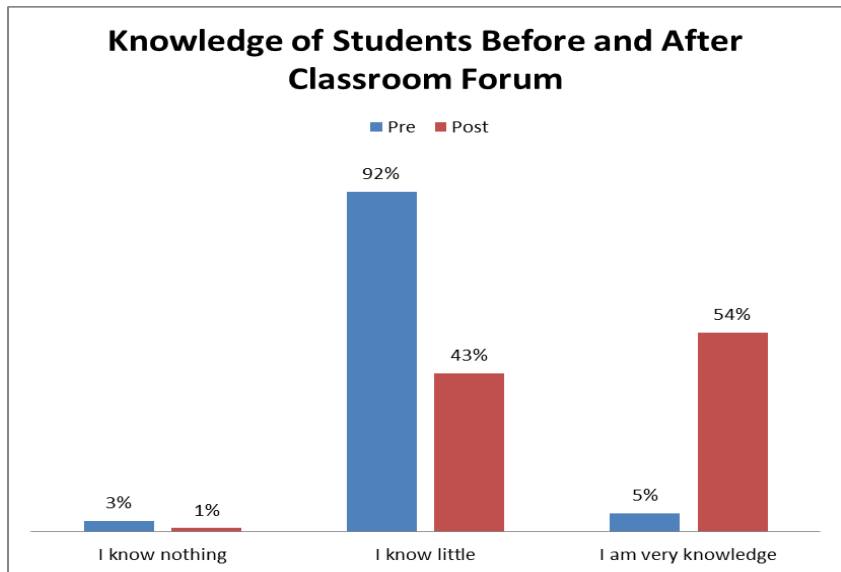
understand and know more about KR history as well as encourage them to improve their English language through reading the textbook.

VII. Data Analysis

The questionnaires from both pre and post-survey were checked carefully and transferred into analyze program IBM SPSS version 22. Descriptive analyze was used to identify the percentage of students who answered the questions.

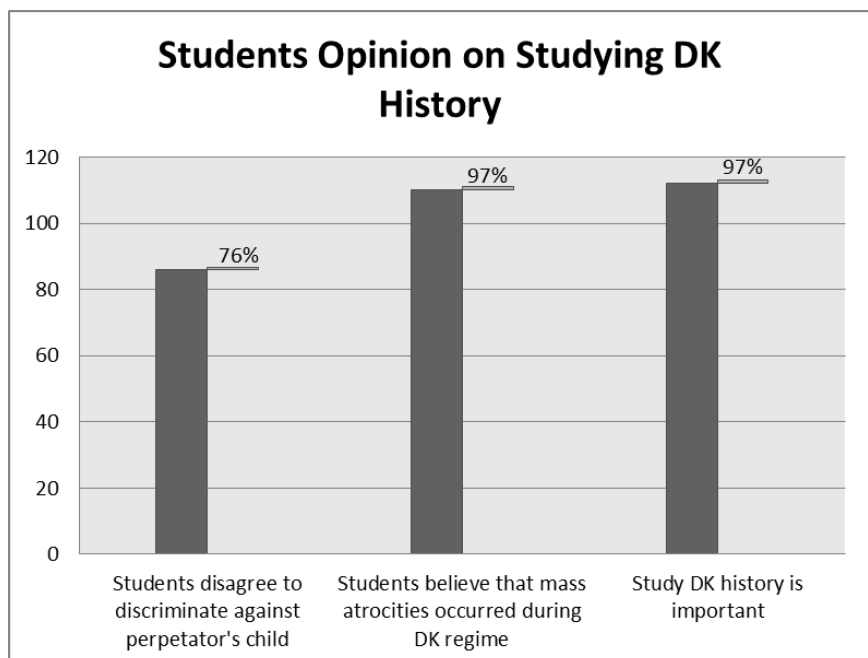
VIII. Results

After participated in classroom forum for two hours, students are able to understand a lot about DK history. 92% of students know little about DK history before joined the forum decrease to 43% at the post-forum survey, however, percentage of students who very knowledge about DK history surprisingly increase



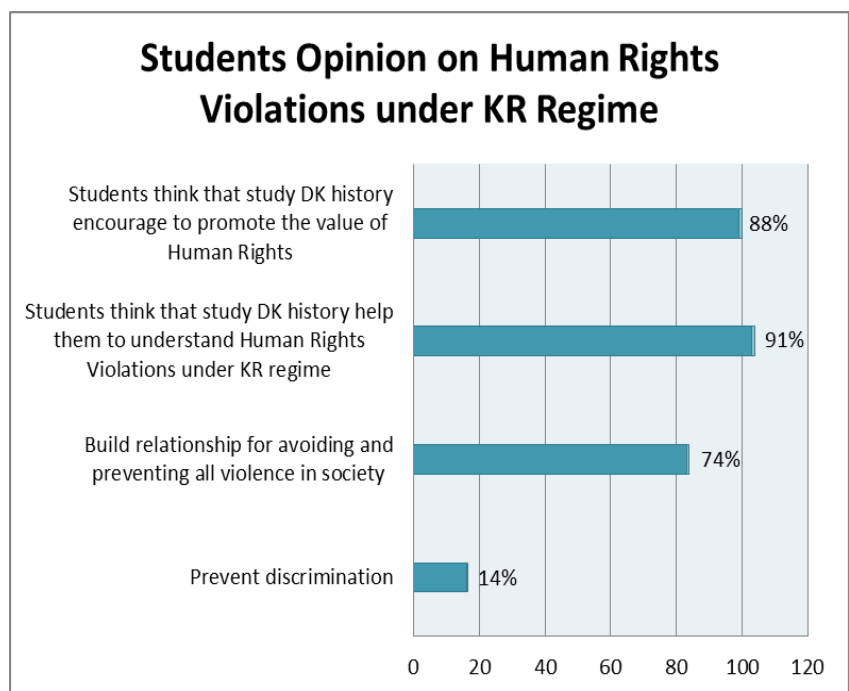
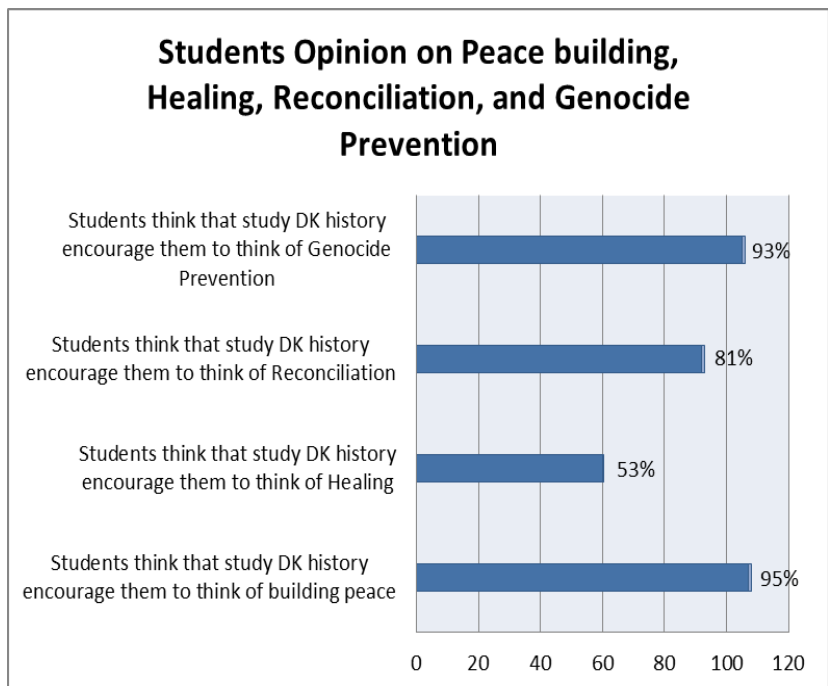
from 5% to 54% at post-forum survey. This is illustrating about the significant impact of classroom forum.

The discrimination against children of perpetrator still occur in society, however, there 76% of total students who joined classroom forum disagree against the idea of discrimination against children of perpetrator while other (24%) still have negative feeling toward those children. This can illustrate that genocide



education is needed in Cambodia society to education people from every level. On the other hand, 97% of students believe about the mass atrocities which happened during DK regime, as well as agree that this history is important to study.

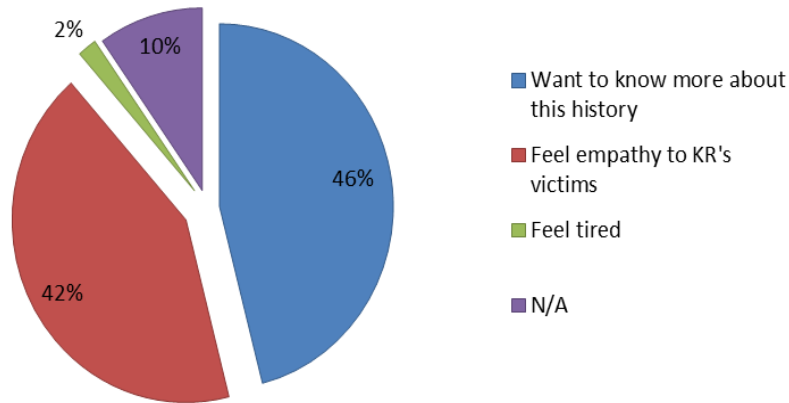
After two hours lectured, most students (95%) think that study DK history could encourage them to think of building peace in Cambodia society, 93% believe that it could encourage them to think of genocide prevention in the future, 81% agree that it could encourage them to think of reconciliation while only 53% of students think that the study of DK history could help them to think of healing.



91% of students think that studying of DK history could help them to understand the Human Rights Violations under KR regime, 88% think that it could encourage them to promote the value of Human Rights, 74% think that the building relationship for all violence prevention and avoidance can be promote through the understanding of Human Rights while 14 %

other think the understanding of Human Rights also help to prevent the discrimination.

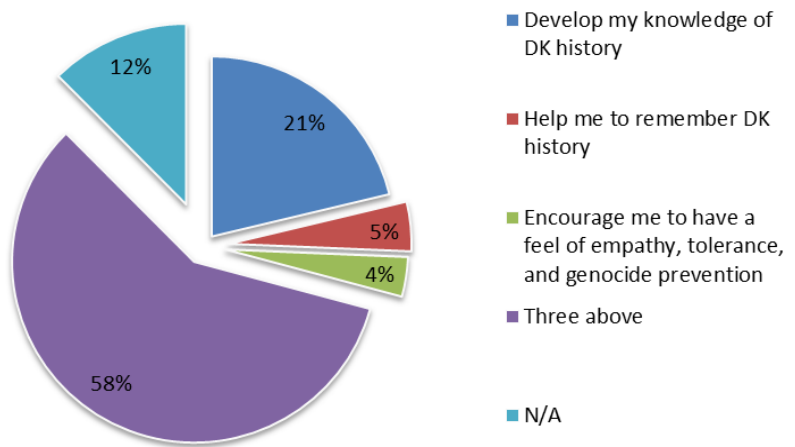
Students Feeling About Studying DK History

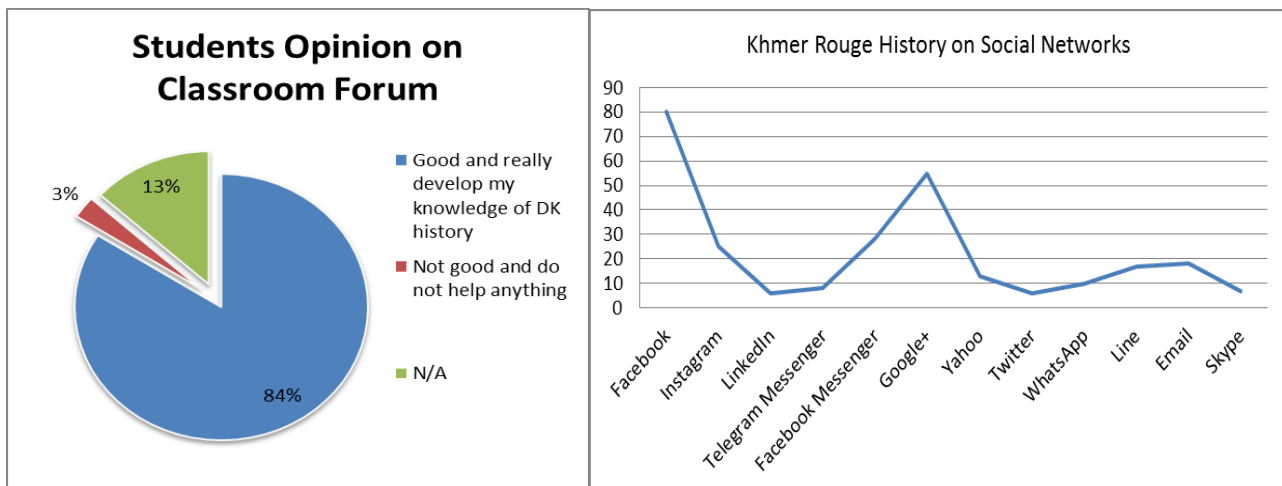


After two hours classroom forum, 46% of students are curious and want to know more about DK history while 42% of them feel empathy to KR's victims. However, there are few students (2%) did not interest in this history after all and 10% other were leave the question with N/A.

More than half of students (58%) in classroom forum believe that this forum help them to develop their knowledge on DK history, help them to remember, and encourage them to feel empathy, tolerance, and prevent the genocide reoccur.

Students Opinion on Classroom Forum





According to figure above, 84% of students believe this classroom forum is good and help them to develop their knowledge on DK history, 13% leave the question unanswered while other 3% think that this forum did not help anything. On the other hand, most students (84%) believe that the DK history should be posted in social network as additional learning materials. It is really important to have divers learning options. Most of them suggest Facebook, Google, and Instagram as site to post DK history.

IX. Conclusion

Classroom forum at CheaSim Samaki high school was successful conducted with the effort of DC-Cam team, cooperation with host school, and enthusiastic participated of students. There are issues about student's opinions pre and post survey (see the appendix). These are the reason which we should continue to educate young people about the genocide in our country to people understand and to increase their awareness. Base on observation, students were focus on the lecture and showed the appreciation after the forum finished.

Appendix

Pre-Forum Survey

Pre-Survey of Classroom Forum (113 students)			
<i>N</i>	Questions	<i>F</i>	<i>%</i>
Gender			
	Male	48	43
	Female	65	57
1	<i>Would you describe your knowledge of DK period?</i>		
	I know nothing	3	3
	I know little	104	92
	I am very knowledge	6	5
	N/A	0	0
2	<i>Do you believe that mass atrocities occurred during DK regime?</i>		
	Yes	113	100
	No	0	0
	N/A	0	0
3	<i>Have you ever talk about the DK period with your parents or people who lived during this time?</i>		
	Yes	103	91
	No	10	9
	N/A	0	0
4	<i>Do you think studying of DK history is important?</i>		
	Yes	113	100
	No	0	0
	N/A	0	0
5	<i>If one of your friends is a son/daughter of perpetrator, would you discriminate him/her?</i>		
	Discriminate	11	10
	No Discriminate	102	90
	N/A	0	0
6	<i>Which type of school in Cambodia that DK history should be taught?</i>		
	Primary school	10	9
	Junior high school	45	40
	High school	72	64
	University	14	12
	N/A	0	0
7	<i>Does the study of DK history encourage you to think of building peace in Cambodia?</i>		
	Yes	107	95
	No	6	5
	N/A	0	0
8	<i>Does the study of DK history encourage you to think of healing?</i>		
	Yes	75	66
	No	37	33
	N/A	1	1
9	<i>Does the study of DK history encourage you to think of reconciliation?</i>		
	Yes	94	83
	No	14	12
	N/A	5	5

10	<i>Does the study of DK history encourage you to think of Genocide Prevention in the future?</i>		
	Yes	111	98
	No	1	1
	N/A	0	0
11	<i>Do you think studying of DK history help you to understand human rights violations under KR regime?</i>		
	Yes	112	99
	No	1	1
	N/A	0	0
12	<i>Do you think studying of DK history help to promote the value of human rights?</i>		
	Yes	110	97
	No	3	3
	N/A	0	0
13	<i>If yes, do you think what could it help?</i>		
	Discrimination preventing	35	31
	Create conflict and revenge	1	1
	Create violence and abuse	0	0
	Build relationship for avoiding and preventing all violence in society	97	86
	None of above	5	5
14	<i>How do you feel when studying the history of DK?</i>		
	Want to know more about DK history	97	86
	Do not want to know	2	2
	Feel empathy to KR's victims	40	35
	Feel tired	0	0
15	<i>What do you think about this classroom forum?</i>		
	Good and really develop my knowledge on KR history	112	99
	Not good and do not help anything to me	0	0
	N/A	1	1
16	<i>What does this classroom forum help you?</i>		
	Develop my knowledge about KR history	28	25
	Help me to remember the history of DK	4	4
	Encourage me to feel empathy and tolerance	6	5
	All three above	75	66

Post-Forum Survey

Post-Survey of Classroom Forum High School (113 students)			
N	Questions	Post	
		F	%
Gender			
Male		48	43
Female		65	57
1	<i>How would you describe your knowledge of the DK period?</i>		
	I know nothing	1	1
	I know little	49	43
	I am very knowledge	61	54
	NA	2	2

2	<i>Do you believe that Mass Atrocities occurred during DK regime?</i>		
	Yes	110	97
	No	0	0
	N/A	3	3
3	<i>Do you think the study of DK history is important?</i>		
	Important	112	99
	Not Important	1	1
4	<i>If one of your friends is son/daughter of perpetrator, would you discriminate him/her?</i>		
	Discriminate	23	24
	No Discriminate	86	76
5	<i>Does the study of DK history encourage you to think of building peace in Cambodia society?</i>		
	Yes	107	95
	No	4	3
	N/A	2	2
6	<i>Does the study of DK history encourage you to think of healing?</i>		
	Yes	60	53
	No	51	45
	N/A	2	2
7	<i>Does the study of DK history encourage you to think of reconciliation?</i>		
	Yes	92	81
	No	11	10
	N/A	10	9
8	<i>Does the study of DK history encourage you to think of genocide prevention in the future?</i>		
	Yes	105	93
	No	3	3
	NA	5	4
9	<i>Do you think the study of DK history help you to understand Human Rights Violations under KR regime?</i>		
	Yes	103	91
	No	1	1
	NA	9	8
10	<i>Do you think the study of DK history encourage you to promote the value of Human Rights?</i>		
	Yes	99	88
	No	5	4
	N/A	9	8
11	<i>If yes, do you think what could it help?</i>		
	Prevent the discrimination	16	14
	Create conflict and revenge	0	0
	Create violence and abuse	1	1
	Build relationship for avoiding and prevention all violence in society	83	74
	None of above	13	12
12	<i>How do you feel when studying DK history?</i>		
	Want know more about history	52	46
	Do not want to know	0	0
	Feel empathy to KR's victims	48	43
	Feel tired	2	2
	N/A	11	10
14	<i>Beside study DK history inside classroom or public space, do you think the history should be posted on social network for additional learning and learning materials?</i>		

	Yes	95	84
	No	3	3
	NA	15	13
15	<i>What do you think about this classroom forum?</i>		
	Good and really develop my knowledge of DK history	95	84
	No good and do not help anything	3	3
	N/A	15	13
16	<i>What does this classroom forum help you?</i>		
	Develop my knowledge of DK history	24	21
	Help me to remember DK history	5	4
	Encourage me to have a feel of empathy, tolerance, and genocide prevention.	4	3
	All above	66	58
	No	14	12