

**DOCUMENTATION CENTER OF CAMBODIA  
GENOCIDE EDUCATION IS GENOCIDE PREVENTION**

**Report of**

**30<sup>th</sup> Classroom Forum on**

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

**At Indratevy High School**

**06 Feb, 2018**

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**Supported by: USAID**

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## **I. Introduction**

On 6 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) have conducted Classroom Forum on the Important of Studying History of Democratic Kampuchea (1975-1979) with students at Indratevy high school<sup>1</sup>. This forum aim was to increase of the awareness of students about the important of studying DK history as well as encourage them to discuss and think critically about our past history. There were 156 students (86 female)

## **II. Aim and Objectives**

Aim of Classroom forum was to illustrate to High School students about the important of studying History of Democratic Kampuchea (KR regime) and as the way to promote building peace, healing, reconciliation, tolerance and genocide prevention.

The objectives included:

- Increase the awareness of students on DK history
- Give opportunities to students to ask questions and
- Encourage the discuss and critical thinking on this history

## **III. Participants**

There were 156 students (86 female) participated in this classroom forum. All these students were from grade 12 of Indratevy High School while this forum only expects 100 students. The classroom forum was well attended.

School Principle gave open speech about this important of this forum. Mr. Pheng Pong-Rasy, Director of Genocide Education Program in Cambodia of DC-Cam was a presenter on History of Democratic Kampuchea contents. Director Chhang Youk, DC-Cam's Director was a guest speaker and talked about his experience in this classroom forum.

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<sup>1</sup> Photo of Activities: <https://photos.google.com/share/AF1QipPTuiByoOim4a-o6yKPIZDQsyLXAq1A14oQFurXWGMgKVMPINSO4Ij4-kBbeI6QWA?key=VUQ4OTZsVkjZTDZoQ0hCR19aaTdiX1F1djhpdUJR>

## **IV. Methodology**

The classroom forum consist six different methods in order to transfer knowledge about the important of studying History of Democratic Kampuchea.

1. Pre- and Post-forum survey
2. Presentation on History content
3. Students participation through K-W-L teaching methodology
4. Opportunities to ask questions
5. Guest Speaker
6. Documentary film screening
7. History of Democratic Kampuchea (1975-1979) textbook distribution
8. Forced Transfer exhibitions in School compound

### **4.1. Pre- and Post-Forum Survey**

These survey was aim to explore students' knowledge about DK history before and after the Classroom forum. The questionnaire included the questions of students' opinion of DK history; the discrimination; peace, reconciliation, healing and preventing the genocide; human rights knowledge; and students' opinion on classroom forum (see in the appendix).

### **4.2. Data Entry and Analysis**

Questionnaires of both pre and post survey were collected and checked carefully to identify the invalid one. Next, the answers were interring the analysis program SPSS version 21. Descriptive statistic and frequency analysis were used to identify the percentage of student on each answered questions. Microsoft Excel was used to create and design chart (column, bar, line).

## **V. Forum Contents**

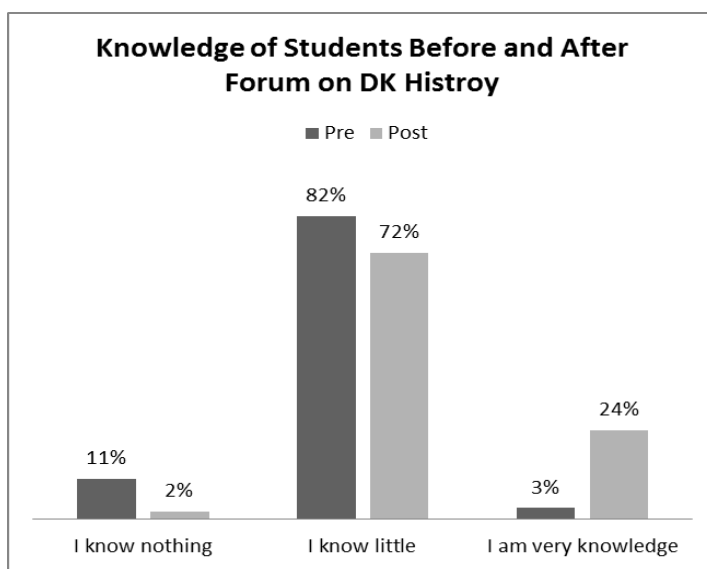
During the forum, students have learn about the important of studying DK history as well as a brief of DK history contents by the presentation of Mr. Pheng Pong-Rasy who is the Director of Genocide Education Program of DC-Cam. The presentation was based on the chronology of DK regime. By starting to explained about biographies of each KR leaders and their crime against humanity, war and genocide. Next was a brief about important events during the KR regime such as forced transfer, KR came to power,

purge/purification. Director Chhang Youk, DC-Cam Director was also took a part in this forum to share his experience during the forced evacuation in Phnom Penh. Documentary film, entitle “Children of Kampuchea” was screening for students to illustrated life of Cambodia children right after the fall of KR regime (1979). Q&A session was opened to all students at the end of the lesson. Finally, forced transfer exhibition was toured by Mr. Chenda. The exhibitions were placed outside the classroom in school compound. The exhibitions contained each event of forced transfer and life during the forced transfer.

Student participation was also included in this classroom forum through K-W-L teaching methodology. It was used as a tool to engage students during the presentation of DK history. K stand for *Known*, W stand for *Want to Know*, and L stander for *Learned*. First, we used flip charts (K) attached on the wall and asked students to write what they have known about KR regime. Second, attached W flip chart and asked students to write what they want to know about KR regime. Finally, the last flip chart (L) was used after the Mr. Rasy presentation. L flip chart was used to explore what the students have learned after the presentation of DK history. This is the effective student engaging method.

Classroom evaluations were conducted at the beginning and after the presentation. The questionnaires were given to each student to complete. These questionnaires were aimed to explore and examine the students understanding about DK history and its importance, as well as the classroom forum.

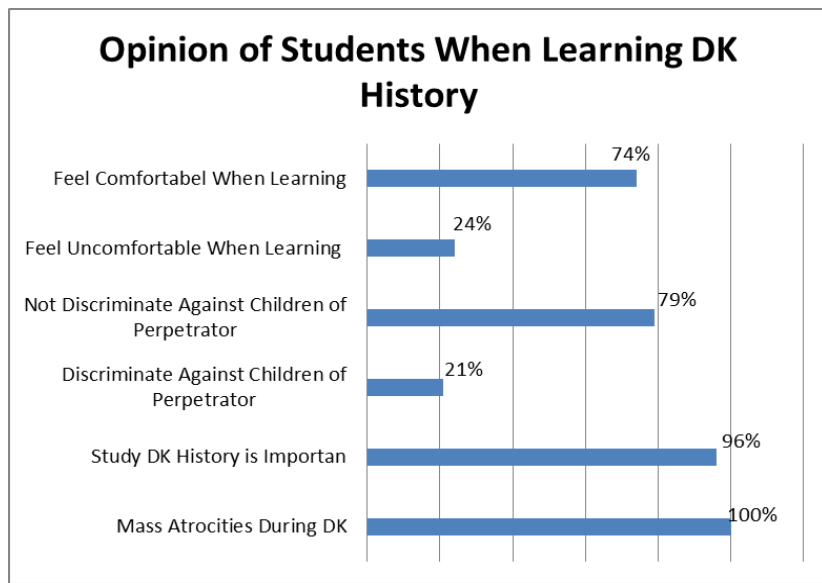
## VI. Results and Discussion



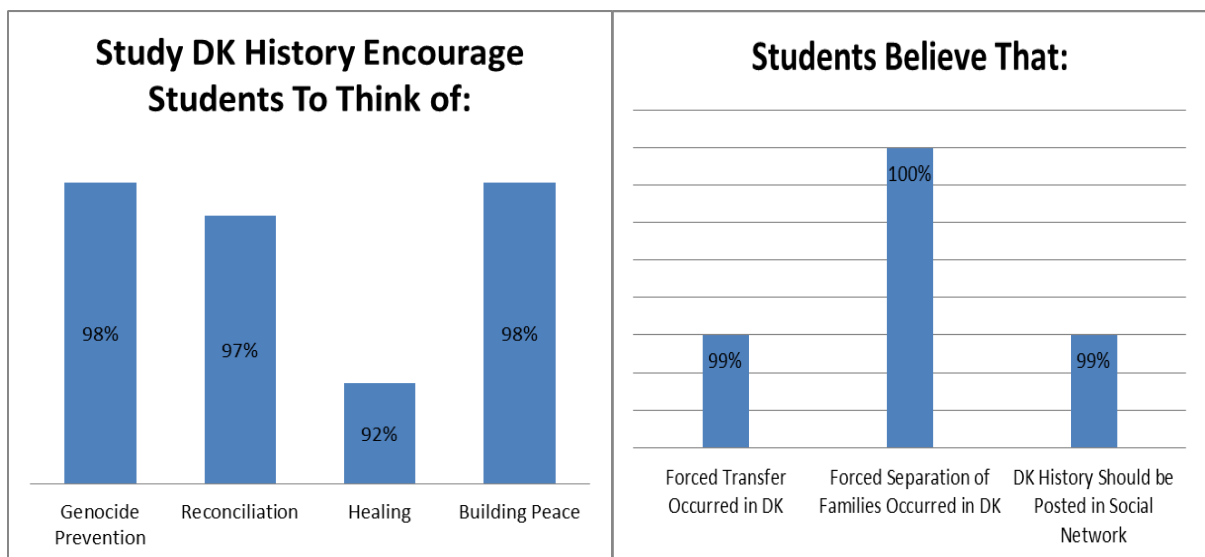
After two classroom forum, students were able to understand more about History of Democratic Kampuchea (DK), also known as Khmer Rouge (KR). Before started the presentation of DK history, DC-Cam team was distribute the Pre-Forum Survey in order to

measure their level of understanding on DK history. As we can see in the figure, 11% of students know nothing about DK history. However, its decrease to 2% after participated in this forum. Students who know little about this darkest history decrease 10% in the post-forum while students who gain more understanding of DK history significantly increase to 24% in the post-forum survey.

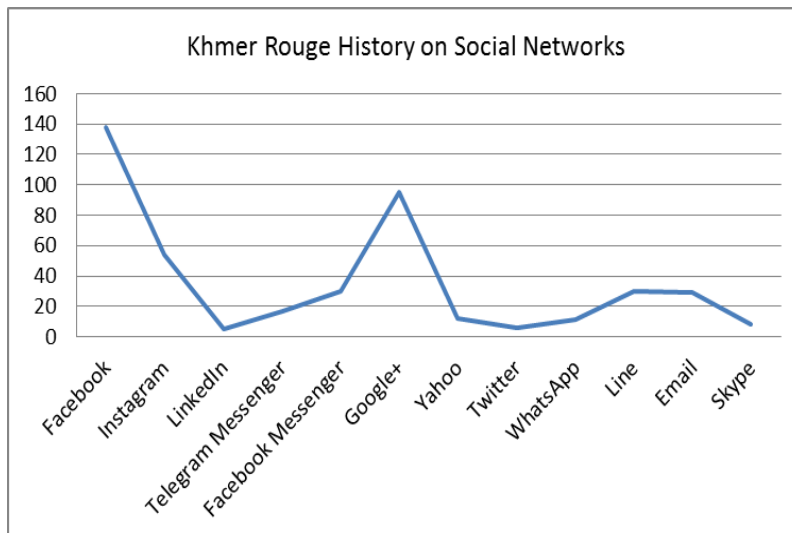
After participated in this forum, all students believe that the mass atrocities really happened during the KR regime. 97% of them believe the study of this history is essential in Cambodia society while other (3%) did not answer. The discrimination against



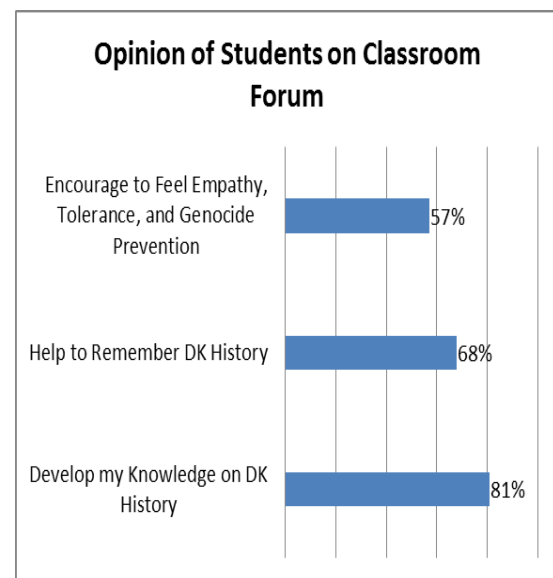
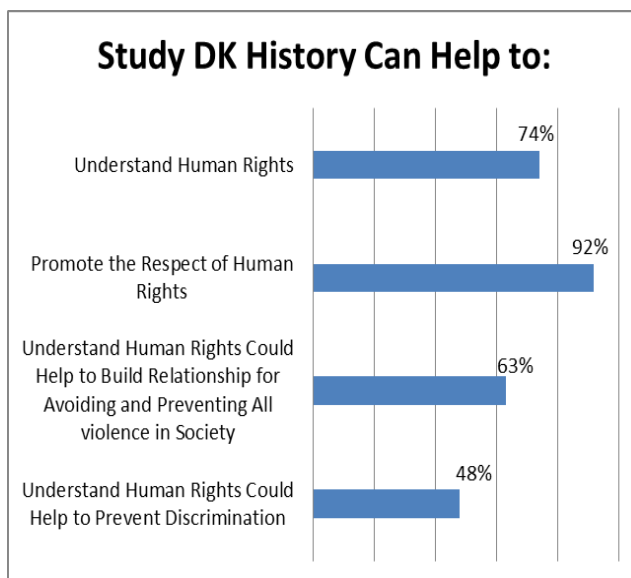
children of perpetrators (21%) still happened even after the lecture. This is the really that Genocide Education needed in Cambodia Education. In addition, some (24%) among the students feel uncomfortable during learning DK history while majority (74%) of students were able to learn DK history with any pressure.



The figure above illustrate, after attended two classroom forum, the majorities of student believe that study of DK history could help them to think of Building Peace (98%), Genocide Prevention (98%), Reconciliation (97%), and Healing (92%). They also believe that Forced Transfer (99%) and Forced Families (100%) to broken occurred in DK regime. students (99%) all agree that DK history should be posted on social network as additional learning materials.



Most of students suggested that DK history should be posted on Facebook, Google, and Instagram since they the most popular social network, especially with young people.



Human Rights issues were included in the forum through the presentation about the violations that KR regime abuse to Cambodian in different scenarios. After forum, majorities of students (74%) believe that the study of DK history could help them to understands Human Rights Violations, as well as promote the respect of Human Rights

(92%) in Cambodia Society. In addition, most of them think that the forum could help them to develop their knowledge (81%), remember (57%) DK history, and encourage to feel empathy, tolerance, and genocide prevention (57%).

## **VII. Conclusion**

Classroom forum at Indratevy high school was successful conducted with the effort of DC-Cam team, cooperation with host school, and enthusiastic participation of students. These are the reason which Genocide Education should continue 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

<b>Pre-Survey of Classroom Forum (90 students)</b>			
<i>N</i>	Questions	<i>F</i>	<i>%</i>
<b>Gender</b>			
<b>Male</b>		<b>34</b>	<b>38</b>
<b>Female</b>		<b>56</b>	<b>62</b>
<b>Average age of students</b>			
1	<i>Would you describe your knowledge of DK period?</i>		
	I know nothing	10	11
	I know little	74	82
	I am very knowledge	3	3
	N/A	3	3
2	<i>Do you believe that mass atrocities occurred during DK regime?</i>		
	Yes	88	98
	No	1	1
	N/A	1	1
3	<i>Have you ever talk about the DK period with your parents or people who lived during this time?</i>		
	Yes	70	78
	No	19	21
	N/A	1	1
4	<i>Do you think studying of DK history is important?</i>		
	Yes	83	92
	No	5	6
	N/A	2	2
5	<i>If one of your friends is a son/daughter of perpetrator, would you discriminate him/her?</i>		
	Discriminate	4	4
	No Discriminate	82	92
	N/A	4	4
6	<i>Which type of school in Cambodia that DK history should be taught?</i>		
	Primary school	4	4
	Junior high school	26	29
	High school	52	58
	University	5	6
	N/A	3	3
7	<i>Do you believe about Forced Transfer during DK regime?</i>		
	Yes	88	98
	No	1	1
	N/A	1	1
8	<i>Do you believe that families were broken up during DK regime?</i>		
	Yes	88	98

	N/A	2	2
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## Post-Forum Survey

<b>Post-Survey of Classroom Forum Indratevy High School ( 156 students)</b>			
<b>N</b>	<b>Questions</b>	<b>F</b>	<b>%</b>
<b>Gender</b>			
<b>Male</b>		<b>70</b>	<b>45</b>
<b>Female</b>		<b>86</b>	<b>55</b>
<b>Average age of students</b>			
1	<i>How would you describe your knowledge of the DK period?</i>		
	I know nothing	3	2
	I know little	113	72
	I am very knowledge	38	24
	NA	3	2
2	<i>Do you believe that Mass Atrocities occurred during DK regime?</i>		
	Yes	156	100
	No	0	0
3	<i>Do you think the study of DK history is important?</i>		
	Important	149	96
	N/A	7	4
4	<i>If one of your friends is son/daughter of perpetrator, would you discriminate him/her?</i>		
	Discriminate	32	21
	No Discriminate	124	79
5	<i>Does the study of DK history encourage you to think of building peace in Cambodia society?</i>		
	Yes	153	98
	NA	3	2
6	<i>Does the study of DK history encourage you to think of healing?</i>		
	Yes	144	92
	No	11	7
	N/A	1	1
7	<i>Does the study of DK history encourage you to think of reconciliation?</i>		
	Yes	151	97
	No	1	1
	N/A	4	3
8	<i>Does the study of DK history encourage you to think of genocide prevention in the future?</i>		
	Yes	153	98
	No	2	1
	NA	1	1
9	<i>Do you feel uncomfortable when learning DK history?</i>		
	Yes	38	24
	No	115	74

	NA	3	2
10	<i>Do you believe the “Forced Transfer” was happen during DK regime?</i>		
	Yes	155	99
	No	1	1
11	<i>Do you believe the “Forced Separation of Families” was happen during DK regime?</i>		
	Yes	156	100
	No	0	0
13	<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	154	99
	NA	2	1
14	<i>What do you think about this classroom forum?</i>		
	Good and really develop my knowledge of DK history	154	99
	N/A	2	1
15	<i>What does this classroom forum help you?</i>		
	Develop my knowledge of DK history	127	81
	Help me to remember DK history	105	68
	Encourage me to have a feel of empathy, tolerance, and genocide prevention.	89	57
16	<i>Do you think the studying of DK history promote the respect of Human Rights?</i>		
	Yes	143	92
	No	5	3
	NA	7	5
17	<i>If yes, do you think what could be helps?</i>		
	Prevent the discrimination	74	48
	Build relationship for avoiding and preventing all violence in society	99	63
	Create conflict and revenge	7	5
	Create violence and abuse	2	1
	None of above	8	5
18	<i>Do you think the studying of DK history can help you to understand human rights?</i>		
	Yes	116	74
	No	28	18
	N/A	11	7