

GENOCIDE EDUCATION IN CAMBODIA
DEMOCRATIC KAMPUCHEA HISTORY EDUCATION

FINAL REPORT

**32nd CLASSROOM FORUM ON THE IMPORTANCE OF STUDYING THE
HISTORY OF DEMOCRATIC KAMPUCHEA (1975-1979)**

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Abstract

The Genocide Education Program seeks to establish a genocide education curriculum across all high schools in Cambodia and distribute *A History of Democratic Kampuchea 1975-1979* textbook, which was published by the Documentation Center of Cambodia with the assistance of the Ministry of Education, Youth and Sport. In order to establish a foundation for genocide education, the classroom forums were given students their first lesson on Democratic Kampuchea history. The aims of the forum are to help students gain a better understanding of the Democratic Kampuchea era and think about the lessons they can learn from Cambodia's past so as to enhance the nation's prospects for the future. In addition, the students can increase knowledge of Human Rights through their analyzing the atrocity events happening during the Khmer Rouge regime. The forum was conducted with 148 students (92 female) from Tuol Prasat Sen Sokh High School¹.

Introduction

The Documentation Center of Cambodia (DC-Cam) with the support of the Ministry of Education, Youth and Sport (MoEYS), has conducted a series of classroom forums on the history of Democratic Kampuchea across high schools in Phnom Penh. This project forms part of DC-Cam's wider Genocide Education Program.

On March 7, 2018, DC-Cam has conducted its 32nd Classroom Forum with Grade-11 and Grade-12 students from Tuol Prasat Sen Sokh High School. School director, Um Sokhom, welcomed us, helped us and gave recommendation to us regarding knowledge of Khmer Rouge history.

The Forum is two hours long and follows an updated existing structure. This structure includes:

- 1) The distribution of *A History of Democratic Kampuchea 1975-1979* textbook to all present students;
- 2) a pre-forum survey;
- 3) a Know-Want-Learn (KWL) Chart (**was skipped due to time limited**);

¹ Photo of Activities link:

<https://photos.google.com/share/AF1QipMTAUk2akdXvACPUaVuBNQ3bUAmGeoqyHtCIPgmfYYwCdklo7ukdngE3tLHpiugUA?key=RGp3VGw1Z1NXbC1mTS1mdkJNY0hzc050SVdzc3IR>

- 4) a screening of a short video on Children of Cambodia in 1980;
- 5) a PowerPoint presentation briefing historical events;
- 6) a section outlining the importance of Democratic Kampuchea history education and the explanation of genocide definition and violation prevention; and finally,
- 7) a post-forum survey

The process above will be described in detail in the Methodology section.

The surveys allow for data to be collected from students. This data has been analyzed to measure the impact of the classroom forums. The results of the forums will be discussed later in this report. Conclusions on the success of the project are drawn from these results at the end of the report.

Objectives

Borne out of the belief that Cambodia's future is directly correlated to its understanding of the past, this project was launched to provide a holistic, balanced and detailed analysis of the Khmer Rouge period to high school students.

Beyond giving students a solid factual understanding of Democratic Kampuchea history, the forums aim to demonstrate the *importance* of learning about Cambodia's difficult past as a way to promote peace, reconciliation, healing and, ultimately, prevention of genocide in the future.

Thus, the forums intend to show the value of studying history as an effective medium of change going forward. By altering the attitudes students have to their own Country's past, this project wants to inspire a generation more conducive to collaboration and peace. The structure of the forum encourages students to take ownership of their history; to recognize its proximity to their own lives and to their families. In this way, history education, specifically genocide education, hopes to create long-lasting dialogue that bears the fruit of peace, healing and genocide prevention for future generations.

As an overarching goal, the Genocide Education Program aspires to lead the development of a sufficient framework and curriculum for studying Democratic

Kampuchea history within schools across Cambodia. These high school forums intend to be a catalyst for the establishment of a formal curriculum.

Methodology

Throughout the two hour long high school forums, six main practices are used. These include:

- i. The distribution of *A History of Democratic Kampuchea 1975-1979* textbook to all present students;
- ii. a pre-forum survey;
- iii. a screening of a short video on Children of Cambodia in 1980;
- iv. a PowerPoint presentation briefing historical events;
- v. a section outlining the importance of Democratic Kampuchea history education and the explanation of genocide definition and violation prevention; and finally,
- vi. a post-forum survey.

On occasion, this structure was altered to accommodate time constraints and technical issues. For example, the KWL chart was not used at this High School because time constraints.

The standard structure of the forum is outlined below:

I. The distribution of *A History of Democratic Kampuchea 1975-1979* textbook to all present students

After collecting the pre-survey, all present students were provided with the *A History of Democratic Kampuchea 1975-1979* textbook (English version) to inspire further research and deeper understanding. Students were urged to read the textbook and to think critically about its content. This is not only to prepare them for any examination questions, but also to spark independent scholarship.

II. Pre-Forum Survey

During the introduction to the forum, surveys were handed out to students so as to test their level of knowledge on DK history and human rights understanding prior to the session.

For section of DK history knowledge, the questions focus on whether students have spoken to their parents about the Khmer Rouge period, whether they believe it is important to study DK history, whether it should be taught in schools, and whether students would discriminate against children of perpetrators.

For section of human rights knowledge, the questions focus on: 1) definition of genocide as stated in the Convention on the Prevention and Punishment of the Crime of Genocide, 2) circumstances that support violence and possibly future genocide in a community and a country, 3) the impact of genocide on individuals, community and the country, 4) important strategy that individuals, community and country can do to prevent and avoid circumstances that are supportive to violence and possibly future genocide.

The answers to the questions are kind of multiple choices that students can select and tick box of answer that best for them. The students had 20 minutes to complete this survey.

III. Film Screening: Children of Cambodia in 1980

After receiving completed survey from the students, they were shown a silent video introducing them to see children at the same age, who immediately went home after the KR regime. All were quiet to watch the film and took note. After the six-minute long film ended, a discussion of the film was started. Most students expressed what they could see in the film such as many orphans walking without exactly destination, starvation, lack of nutrition, illness, and unlucky children...etc. This section was less than 20 minutes.

IV. A PowerPoint Presentation of DK history

A summary of DK history events were presented to the Forum. Everyone listened and took notes of each event. Pheng Pong-Rasy was a presenter who took about 45 minutes to work on his presentation. He started with the event of Khmer Rouge's victory on April 17, 1979 and ended at the fall of KR regime. Rasy gave students more questions related to each event in order to engage the students with student-learning

approach. A discussion section was also included with this presentation. All students were allowed to ask questions during the presentation, and the answers were replied immediately after the raised question.

V. Outlining the importance of Democratic Kampuchea history education and the explanation of genocide definition and violation prevention

Once the facts of Democratic Kampuchea are presented to students, it is crucial to highlight the importance of learning this history. The aim of the PowerPoint presentation is to teach the history. The aim of the forum as a whole is to teach the importance of this history. For students to continue their interest in learning about Cambodia's past, they must realize how vital the practice of remembrance is to Cambodia's future. With this in mind, three main reasons are presented to students:

1. It deepens the understanding of human rights by portraying a period in which rights were violated.
2. It is crucial to preventing the occurrence of genocide in the future as it promotes reconciliation and peace-building.
3. In order for Cambodia to build a prosperous future, it must learn and understand the mistakes of its past.

VI. Post-Forum Survey

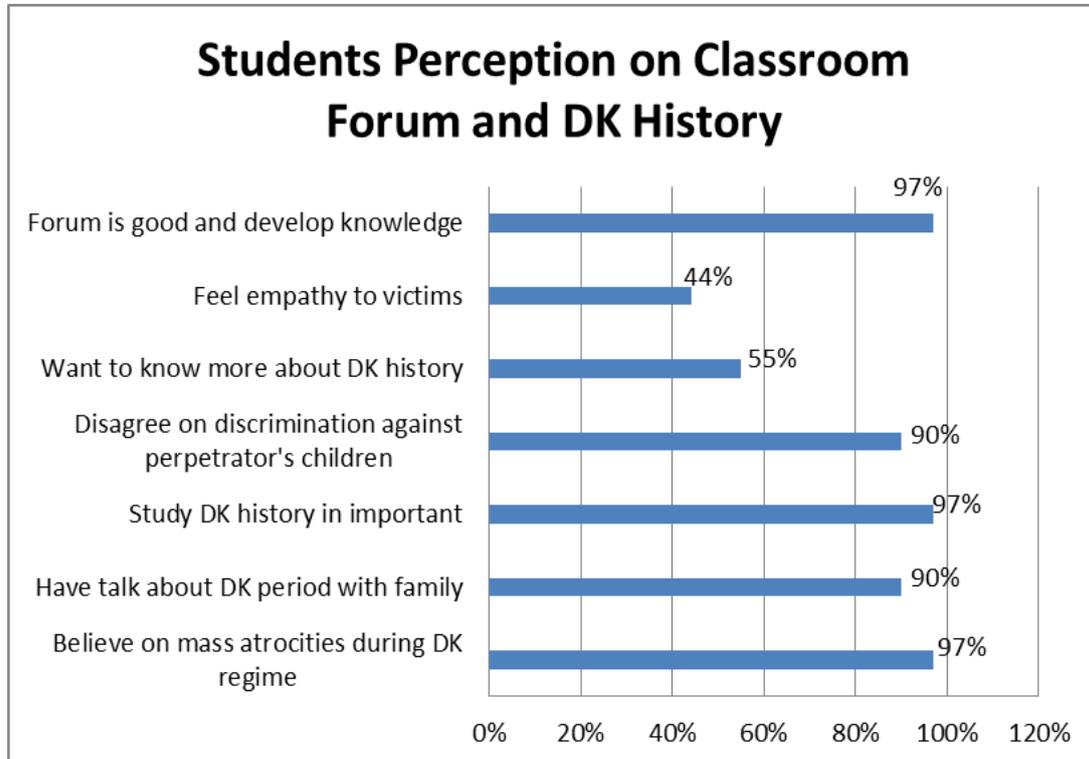
Post-forum surveys measure the students' level of knowledge after the learning section of the forum. The survey contains same questions with Pre-survey. In this way, the survey seeks to gauge how the mindset of the students has changed as a result of the history lesson.

Challenges

Through two-hour forum at Tuol Prasat High School, some challenges appeared and the team needs to be careful of those challenges. From next Classroom Forum, the team member of DC-Cam's Genocide Education Program has to be prepared well before doing any activity or making any conversation. Below are some challenges:

1. Misunderstanding sometime caused people to think different: Classroom Forum is a kind of activity that made teachers and non-teaching staff paid less attention with. While the Ministry of Education Youth and Sport think the Classroom Forum program is important for students to get to know more about the Khmer Rouge history and has issued a permission letter to inform all high schools in Phnom Penh about this program which is implementing with the students of all high schools, some schools seemed ignored or paid less interest with our communication on the Classroom Forum. For example, team member of Genocide Education program called the school to remind our Classroom Forum few days ahead before the program start. This was because we want the school prepares something like conference room, student tables and chairs, electricity...etc. for us. When we arrived the school, nothing be prepared for us. One school deputy director said that he did not know that we came here to create the activities in his school.
2. Distant conversation might be less attention to other side: while the school agreed with what we have discussed the activities of Classroom Forum through phone call, DC-Cam thought it would be perfect and ready for the activities. Actually, nothing was prepared for us. For example, the conference room was not be cleaned, students were not told, and some non-teaching staff and teachers were not informed.
3. Teacher's Political trend: some teachers wanted the Classroom forum and some did not want it. According to School Principal, some of his teachers did not like the Classroom Forum because they think that the Classroom Forum would be a tool for propaganda for the CPP.
4. More participations, less interesting: As always, more than 100 students attending the Forum creates more trouble and difficult to control the whole forum. Pedagogically, the students have to be less than 40 in a class. In practice, the school principal requested us for all students to attend the Forum. In case of Tuol Prasat high school, all students who studied in the afternoon were asked to attend the Forum. Some students stood for almost two hours during the activities of the Forum, and some others who stayed far behind the room created noise and bothered others in the room.

5. More wordings in both pre- and post-surveys: the team put more questions about Human Rights into the existing surveys in order to measure knowledge of students on Human Right. This caused a lot of students feel unsure what they would answer to the questions. This may affect their learning during the Forum.



These observations underline the negative impact to the program. Even though the content of the Forum gave the students more benefits, but the environment of the situation would affect and decrease interests of the students to the learning of the DK history. It means that the purpose of the Forum was not achieved.

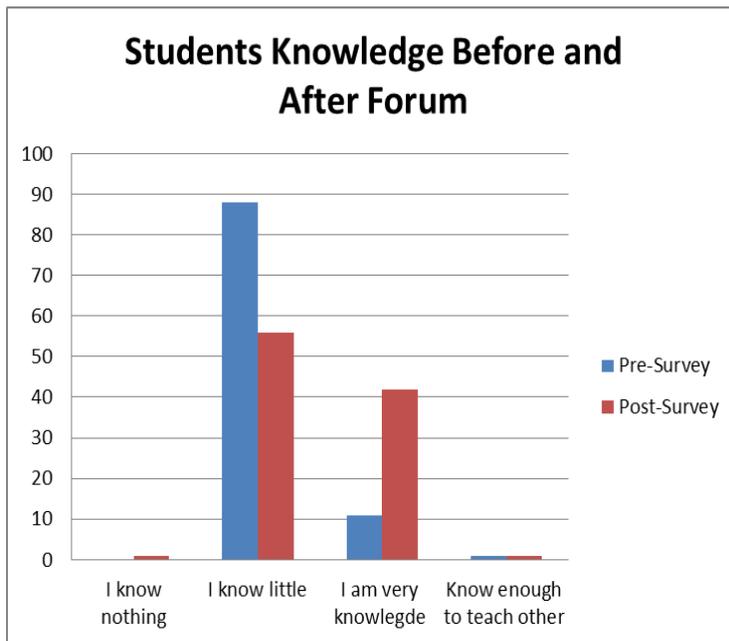
Results of Pre- and Post-Survey

Questionnaires from both Pre- and Post-Survey were check carefully and transferred into Statistic Program: SPSS version 21. Descriptive statistic, frequency analysis was used to identify the percentage (%) of students who answered the questions (see appendix).

Discussion of Results

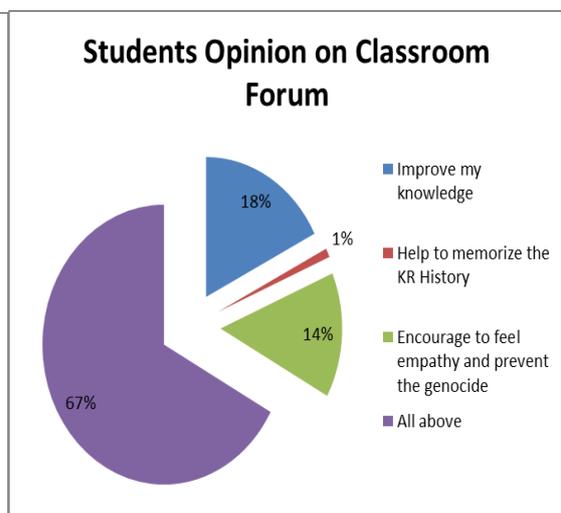
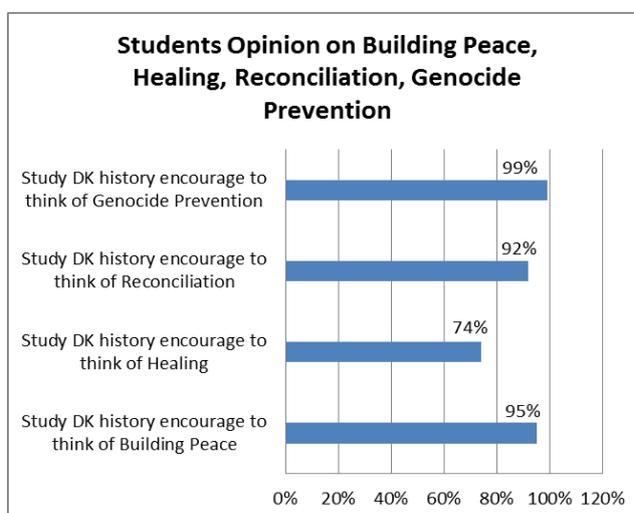
It is clear from comparing the results of the pre- and post- surveys that students have gained a greater understanding of Democratic Kampuchea history from the forums. Notable comparisons between the beginning and the end of the forums include:

As we can see in the figure, after attended two classroom forum, students who believe they are very knowledge about DK history increase from 11% (pre-survey) to 42%.

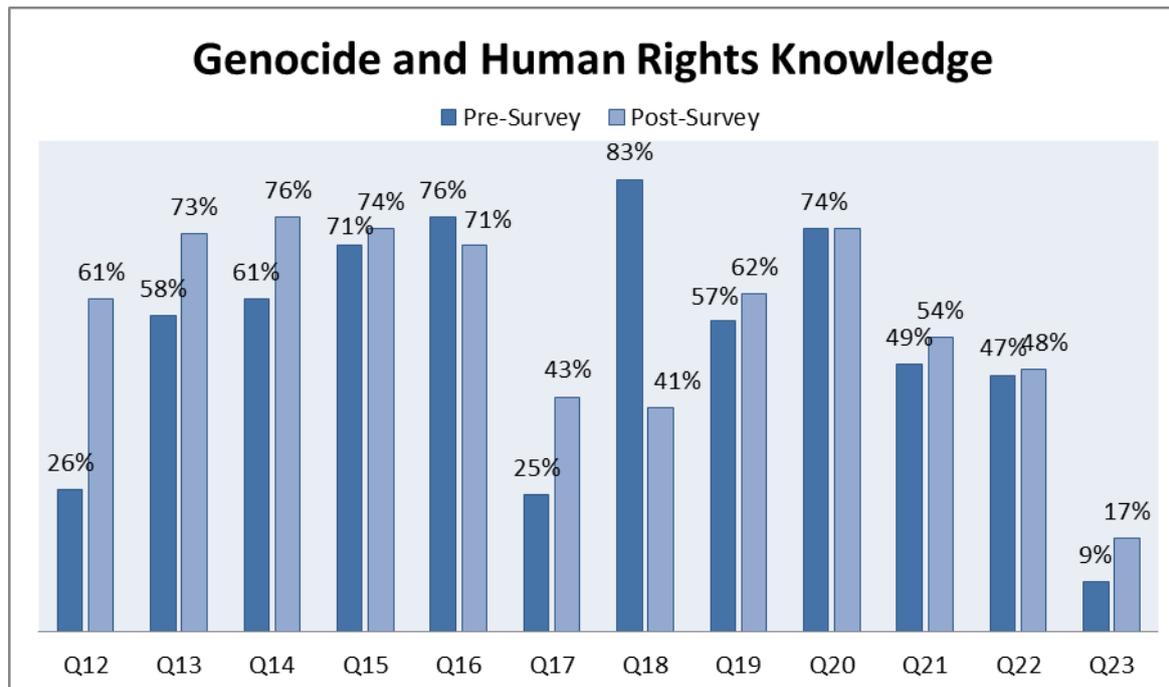


97% students believe that mass atrocities really happened in Cambodia during the DK period. Most of students (90%) have discussed about DK period with their family. And 97% of students believe that the studying of DK history is important. The discrimination against children of perpetrator still happens, however, there are in a few number (10%). In

addition, after the forum, students expressed the opinion and believe that the forum is good and help to develop their knowledge (97%), feel empathy to victims (44%), and want to learn more about DK history (55%).



As we can see, the figure illustrated the students' opinion after classroom forum. 99% of them think that study DK history could help them think of genocide prevention, reconciliation (92%), healing (74%), and building peace (95%). In addition, most of student illustrate that the knowledge which obtained from this forum help to improve their knowledge on DK history, help to memorize, and encourage them to feel empathy and think of preventing the genocide from reoccur in the future.



The figure above illustrate the knowledge of genocide and Human Rights of students before and after the forum. there are average 58% of students give the right answer to these questions (see in appendix for more detail). Druing the pre-survey, students maybe tried to get the right answers by select randomly since these questions were difficult for the high school level (will review). However, after attended the forum, students could understand more about the this questions.

In summary, the statistics presented above have proved that:

1. Genocide education is *wanted* in high schools.
2. Genocide education is *working* in high schools.
3. Students are interesting in Khmer Rouge history.

Conclusions

Classroom forum at Tuol Prasat Sen Sokh high school was successful conducted with the effort of DC-Cam team, cooperation with host school, and enthusiastic participated 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-Survey

<i>N</i>	<i>Pre-Questions</i>	<i>F</i>	<i>%</i>
	Male	55	37
	Female	92	63
<i>History of Democratic Kampuchea Knowledge</i>			
1	<i>Would you describe your know ledge of DK period?</i>		
	I know nothing	0	0
	I know a little	131	88
	I know a lot	16	11
	I know enough to teach other	1	0.7
2	<i>Do you believe that mass atrocities occurred during DK period?</i>		
	Yes	145	98
	No	2	1.3
	N/A	1	0.7
3	<i>Have you ever talk about DK period with your parents or people who experience that period?</i>		
	Yes	125	84
	No	22	15
	N/A	1	0.7
4	<i>Do you think the studying of DK history is important?</i>		
	Yes	148	100
	No	0	0
5	<i>If one of your friends is s son/daughter of perpetrator, would you discriminate against his/her?</i>		
	Yes	6	4
	No	141	95
	N/a	1	0.7
6	<i>Which school level that DK history should be taught in?</i>		

	Primary school	3	2
	Junior school	84	57
	High school	57	39
	University	4	3
7	<i>Does the study of DK history encourage you to think of peace building in Cambodia?</i>		
	Yes	145	98
	No	3	2
8	<i>Does the study of DK history encourage you to think of healing?</i>		
	Yes	95	64
	No	52	35
	N/A	1	07
9	<i>Does the study of DK history encourage you to think of reconciliation?</i>		
	Yes	130	88
	No	13	9
	N/A	5	3
10	<i>Does the study of DK history encourage you to think of genocide prevention?</i>		
	Yes	141	95
	No	5	3.5
	N/A	2	1.5
11	<i>How do you feel about the studying of DK history?</i>		
	Want to know and understand about this history	115	78
	Do not want to know	0	0
	Feel empathy to victims	33	22
	Boring	0	0
<i>Human Rights Knowledge</i>			
12	<i>Which response below is the best definition of genocide as stated in the Convention on the Prevention and Punishment of the Crime of Genocide?</i>		
	Killing members of a political group with the intent to destroy the entire group because of their political agenda	46	31
	Arresting leaders of a religious group with the intent to undermine the practice of religion	50	34
	<i><u>Deliberately starving an ethnic group with the intent to destroy the people</u></i>	<u>39</u>	<u>26</u>
	Killing enemy soldiers who are shooting at your soldiers during war	10	7
13	<i>Which response below reflects circumstances that support violence and possibly future genocide in community?</i>		
	Students engaged in peaceful protest against a school policy	41	28
	<i><u>Local leaders requirement to force members of a religious group to live separate from the rest of the community</u></i>	<u>86</u>	<u>58</u>
	Police arresting persons who trespass on government	5	3

	property		
	Immigrants from another country seeking to settle in a community	13	8
14	<i>Which response below reflects circumstances that support violence and possibly future genocide in a country?</i>		
	<u>Religious leaders who describe members of another religion as “sub-human” and “worthy of death.”</u>	<u>90</u>	<u>61</u>
	Religious leaders who encourage their members to pray for members of another religion.	14	10
	Political leaders who encourage everyone to vote.	27	18
	Individuals who petition their government leaders to adopt a policy.	13	8
15	<i>Which response below is the best description of the impact of genocide on <u>individuals</u>?</i>		
	Individuals suffer as a result of lower wages and job growth.	7	5
	<u>Individuals mourn the loss of family and friends who were tortured and/or killed.</u>	<u>105</u>	<u>71</u>
	Individuals are not impacted by genocide. Genocide only affects groups of people.	4	3
	Only children are impacted by genocide by the loss of parents.	31	21
16	<i>Which response below is the best description of the impact of genocide on <u>families and communities</u>?</i>		
	Individuals suffer during genocide but generally families and communities are unharmed.	2	1
	Only poor families ever suffer during genocide. Rich families never suffer during genocide.	5	3
	<u>Genocide can impact families and communities in many ways for generations.</u>	<u>112</u>	<u>76</u>
	Genocide impacts communities but families can always escape by fleeing to another country.	29	20
17	<i>Which response below is the best description of the impact of genocide on <u>countries</u>?</i>		
	Countries are not impacted by genocide.	3	2
	Countries can be impacted by genocide but the world is too big to be impacted.	50	34
	Countries suffer from genocide only when it is occurring. They can rebuild quickly	57	39
	<u>Countries can be impacted by genocide for generations.</u>	<u>37</u>	<u>25</u>
18	<i>Which response below is the best description of an important strategy that <u>individuals</u> can do to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	Individuals can ignore violence when it occurs because there is nothing they can do	15	10
	Individuals can prevent violence by attacking their enemies before they are attacked	28	19

	Individuals can prevent violence by staying quiet and not criticizing violence	48	32
	<u>Individuals can prevent violence by speaking against such violence</u>	56	38
19	<i>Which response below is the best description of <u>another</u> important strategy that <u>individuals</u> can do to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	Individuals can encourage violence against their enemies	14	9
	Individuals can encourage victims to be silent because speaking out against violence will only encourage more violence	38	26
	<u>Individuals can denounce violence and encourage peaceful solutions to conflicts</u>	84	57
	Individuals can encourage perpetrators to commit their violence without public attention, which only aggravates the situation	8	5
20	<i>Which response below is the best description of an important strategy that <u>communities</u> can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	<u>Communities can protect the individual rights of all community members, regardless of religion, nationality, gender, sexual orientation, ethnicity, political opinion or other characteristics</u>	109	74
	Communities can protect the individual rights of the majority group at the expense of minorities in order to preserve peace, order and stability	14	9
	Communities do not need to protect individual rights; rather, they must always seek to maintain peace, order and stability	15	10
	Communities do not need to protect individual rights because this is always a state responsibility	5	3
21	<i>Which response below is the best description of <u>another</u> important strategy that <u>communities</u> can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	Communities can prevent violence by identifying minorities and requiring them to live separate from the rest of the community.	5	3
	<u>Communities can prevent violence by teaching youth to appreciate human diversity through education about different cultures, religions, and communities.</u>	73	49
	Communities can prevent violence by teaching youth to appreciate their own culture and identify ways to protect it from outside influence.	46	31
	Communities can prevent violence by teaching youth how to protect themselves and their communities through self-defense training	20	13
22	<i>Which response below reflects an important strategy that <u>countries</u> can implement to prevent and avoid circumstances that are supportive to violence and possibly</i>		

	<i>future genocide?</i>		
	Countries can prevent violence by censoring information and news.	24	16
	Countries can prevent violence by attacking enemies before they are attacked	11	7
	Countries can never prevent violence but they can assist in peaceful resolution.	41	28
	<u>Countries can prevent violence through education and diplomacy</u>	<u>69</u>	<u>47</u>
23	<i>Which response below reflects <u>another</u> important strategy that <u>countries</u> can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	<u>Countries can identify and publicly denounce circumstances that support genocide.</u>	<u>14</u>	<u>9</u>
	Countries should never denounce other countries because it will weaken future diplomacy.	22	15
	Countries should only denounce enemies that support violence or genocide. Countries should never denounce allies involved in genocide because they are allies.	24	16
	Countries should only help people who deserve to be helped. Some genocide is necessary to preserve peace and order.	85	57

Post-Survey

<u>N</u>	<u>Post-Questions</u>	<u>F</u>	<u>%</u>
	Male	45	34
	Female	88	66
<u>History of Democratic Kampuchea Knowledge</u>			
1	<i>Would you describe your know ledge of DK period?</i>		
	I know nothing	2	1.5
	I know a little	74	56
	I know a lot	56	42
	I know enough to teach other	1	.08
2	<i>Do you believe that mass atrocities occurred during DK period?</i>		
	Yes	129	97
	No	2	1.5
	N/A	2	1.5
3	<i>Have you ever talk about DK period with your parents or people who experience that period?</i>		
	Yes	119	90
	No	13	10
	N/A	1	0.8
4	<i>Do you think the studying of DK history is important?</i>		
	Yes	129	97

	No	2	1.5
	N/A	2	1.5
5	<i>If one of your friends is s son/daughter of perpetrator, would you discriminate against his/her?</i>		
	Yes	11	8
	No	120	90
	N/A	2	1.5
6	<i>Which school level that DK history should be taught in?</i>		
	Primary school	6	4.5
	Junior school	65	49
	High school	57	43
	University	4	3
7	<i>Does the study of DK history encourage you to think of peace building in Cambodia?</i>		
	Yes	126	95
	No	5	4
	N/A	2	1.5
8	<i>Does the study of DK history encourage you to think of healing?</i>		
	Yes	99	74
	No	32	24
	N/A	2	1.5
9	<i>Does the study of DK history encourage you to think of reconciliation?</i>		
	Yes	122	92
	No	9	8
	N/A	2	1.5
10	<i>Does the study of DK history encourage you to think of genocide prevention?</i>		
	Yes	132	99
	No	1	0.8
	N/A	0	0
11	<i>How do you feel about the studying of DK history?</i>		
	Want to know and understand about this history	73	55
	Do not want to know	0	0
	Feel empathy to victims	58	44
	Boring	1	0.8
	N/A	1	0.8
<i>Human Rights Knowledge</i>			
12	<i>Which response below is the best definition of genocide as stated in the Convention on the Prevention and Punishment of the Crime of Genocide?</i>		
	Killing members of a political group with the intent to destroy the entire group because of their political agenda	21	16
	Arresting leaders of a religious group with the intent to undermine the practice of religion	27	20

	<u>Deliberately starving an ethnic group with the intent to destroy the people</u>	<u>81</u>	<u>61</u>
	Killing enemy soldiers who are shooting at your soldiers during war	4	4
13	<i>Which response below reflects circumstances that support violence and possibly future genocide in community?</i>		
	Students engaged in peaceful protest against a school policy	28	21
	<u>Local leaders requirement to force members of a religious group to live separate from the rest of the community</u>	<u>98</u>	<u>73</u>
	Police arresting persons who trespass on government property	1	0.8
	Immigrants from another country seeking to settle in a community	6	4
14	<i>Which response below reflects circumstances that support violence and possibly future genocide in a country?</i>		
	<u>Religious leaders who describe members of another religion as “sub-human” and “worthy of death.”</u>	<u>101</u>	<u>76</u>
	Religious leaders who encourage their members to pray for members of another religion.	16	12
	Political leaders who encourage everyone to vote.	8	6
	Individuals who petition their government leaders to adopt a policy.	8	6
15	<i>Which response below is the best description of the impact of genocide on individuals?</i>		
	Individuals suffer as a result of lower wages and job growth.	6	4
	<u>Individuals mourn the loss of family and friends who were tortured and/or killed.</u>	<u>98</u>	<u>74</u>
	Individuals are not impacted by genocide. Genocide only affects groups of people.	10	8
	Only children are impacted by genocide by the loss of parents.	19	14
16	<i>Which response below is the best description of the impact of genocide on families and communities?</i>		
	Individuals suffer during genocide but generally families and communities are unharmed.	8	6
	Only poor families ever suffer during genocide. Rich families never suffer during genocide.	15	11
	<u>Genocide can impact families and communities in many ways for generations.</u>	<u>94</u>	<u>71</u>
	Genocide impacts communities but families can always escape by fleeing to another country.	16	12
17	<i>Which response below is the best description of the impact of genocide on countries?</i>		
	Countries are not impacted by genocide.	4	3
	Countries can be impacted by genocide but the world is too	34	27

	big to be impacted.		
	Countries suffer from genocide only when it is occurring. They can rebuild quickly	38	29
	<u>Countries can be impacted by genocide for generations.</u>	57	43
18	<i>Which response below is the best description of an important strategy that <u>individuals</u> can do to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	Individuals can ignore violence when it occurs because there is nothing they can do	14	10
	Individuals can prevent violence by attacking their enemies before they are attacked	18	14
	Individuals can prevent violence by staying quiet and not criticizing violence	46	35
	<u>Individuals can prevent violence by speaking against such violence</u>	54	41
19	<i>Which response below is the best description of <u>another</u> important strategy that <u>individuals</u> can do to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	Individuals can encourage violence against their enemies	11	8
	Individuals can encourage victims to be silent because speaking out against violence will only encourage more violence	33	25
	<u>Individuals can denounce violence and encourage peaceful solutions to conflicts</u>	82	62
	Individuals can encourage perpetrators to commit their violence without public attention, which only aggravates the situation	7	5
20	<i>Which response below is the best description of an important strategy that <u>communities</u> can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	<u>Communities can protect the individual rights of all community members, regardless of religion, nationality, gender, sexual orientation, ethnicity, political opinion or other characteristics</u>	98	74
	Communities can protect the individual rights of the majority group at the expense of minorities in order to preserve peace, order and stability	17	13
	Communities do not need to protect individual rights; rather, they must always seek to maintain peace, order and stability	9	7
	Communities do not need to protect individual rights because this is always a state responsibility	6	4
21	<i>Which response below is the best description of <u>another</u> important strategy that <u>communities</u> can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	Communities can prevent violence by identifying minorities and requiring them to live separate from the rest of the	13	10

	community.		
	<u>Communities can prevent violence by teaching youth to appreciate human diversity through education about different cultures, religions, and communities.</u>	67	54
	Communities can prevent violence by teaching youth to appreciate their own culture and identify ways to protect it from outside influence.	25	19
	Communities can prevent violence by teaching youth how to protect themselves and their communities through self-defense training	25	19
22	<i>Which response below reflects an important strategy that <u>countries</u> can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	Countries can prevent violence by censoring information and news.	16	12
	Countries can prevent violence by attacking enemies before they are attacked	10	7
	Countries can never prevent violence but they can assist in peaceful resolution.	39	29
	<u>Countries can prevent violence through education and diplomacy</u>	64	48
23	<i>Which response below reflects <u>another</u> important strategy that <u>countries</u> can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?</i>		
	<u>Countries can identify and publicly denounce circumstances that support genocide.</u>	22	17
	Countries should never denounce other countries because it will weaken future diplomacy.	13	10
	Countries should only denounce enemies that support violence or genocide. Countries should never denounce allies involved in genocide because they are allies.	19	14
	Countries should only help people who deserve to be helped. Some genocide is necessary to preserve peace and order.	74	56
<u>Opinion on the Forum</u>			
24	What do you think about this classroom forum?		
	Good and help develop my knowledge	129	97
	Not good, did not help anything at all	1	0.8
	N/A	3	2
25	What this classroom forum can help you?		
	Improve my knowledge on KR history	23	17
	Help to memorize the KR history	1	0.8
	Encourage to feel empathy and genocide prevention	19	14
	All above	86	65
	N/A	4	3