

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

**PREY VENG DOCUMENTATION CENTER
KHMER ROUGE'S EASTERN ZONE ARCHIVE**

**Genocide Research and Education in Cambodia
Classroom Forum at
Preah Ang Dong Highschool**

***The Important of Study the History of Democratic Kampuchea (1975-1979)*
May 16th, 2019**

Introduction

On May 16th, 2109, Documentation Center of Cambodia (DC-Cam) in collaboration with Ministry of Education Youth and Sport (MoEYS), funded by United State Agency for International Development (USAID), conducted classroom forum on “*the important of study the History of Democratic Kampuchea*” with 104 students (39% are female) at Preah Ang Dong High school in Prey Veng Town, Prey Veng province.

This classroom forum was launched to provide additional knowledge of the Khmer Rouge period to high school students. Aim of the forum is to ensure this history is not lost before it is reconciled and that lessons have been learnt from it. The objectives of the forum are – 1) 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. 2) To show the value of studying history as an effective medium of change going forward. 3) 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. And 4) To create long-lasting dialogue that bears the fruit of peace, healing and genocide prevention for future generations.

Activities

- 1 Opening remarks and filling the pre-survey
 - 2 KR history lecture by Mr. Pheng Pong-Rasy
 - 3 Documentary films screening
 - *Phnom Penh Ghost City*
 - *Children of Cambodia*
 - *Kampong Cham Liberation Zone in 1973*
 - *ECCC: Duch Forgiveness*
 - 4 Q & A session and Reflection
 - 5 Post-survey and End of Forum
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Forum

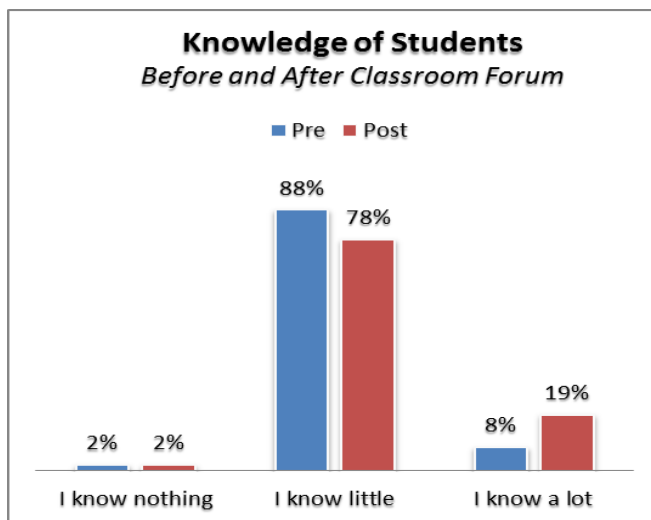
The classroom conducted at 9 AM in the morning at school hall. Mr. Pheng Pong-Rasy, Director of Program of Genocide Research and Education in Cambodia of DC-Cam started to introduce the team member one by one. After that DC-Cam team began to distribute pre-forum survey to each student. The questionnaire divided into two main sections – first, basic knowledge and students’ opinions on DK history, and genocide’s knowledge. Students had 15 minutes to complete the questionnaire.

After that Mr. Rasy began this presentation which focused on eight policies of KR. He explained detail in each point. Students were interesting in the focus evacuation in Phnom Penh the most. One female students asked “Did people really believe in reason the KR soldier told them?” and “when people did not resist?” The presentation took time around 1 and half hours.

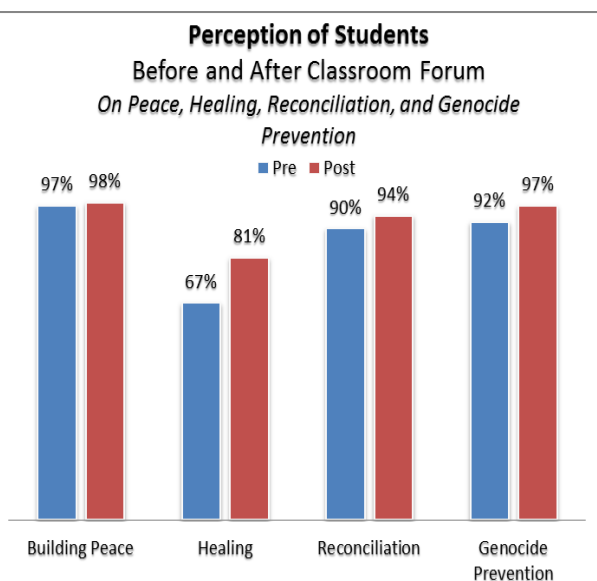
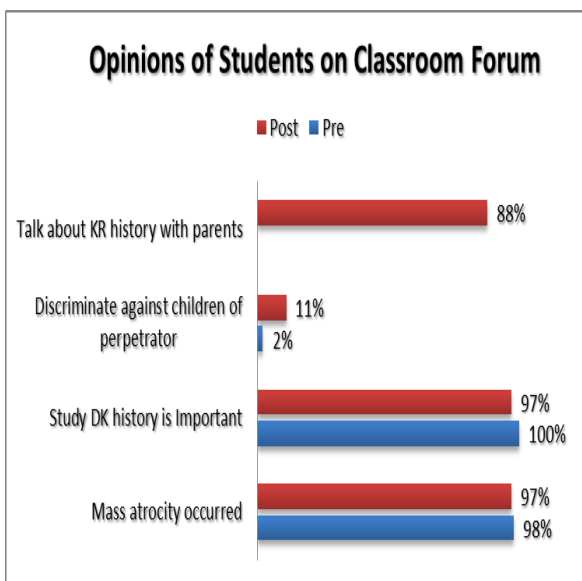
During the presentation, Mr. Rasy also screened three documentary films entitled: Phnom Penh Ghost City, The Children of Cambodia, Kampong Cham Liberal zone (1973), and Duch Forgiveness. Then documentary film demonstrated the situation and fate of Children after KR regime. Mr. Rasy also introduced Facebook page: *Genocide Education in Cambodia* and website: www.khmerrougehistory.org to students and encourage them to check and ask questions.

In the last session, DC-Cam team gave the post-survey sheet to students to fill in which contained the same questions as pre-survey. Finally, we distributed the History of Democratic Kampuchea (1975-1979) textbook and Cham Identities in a Global Age to students.

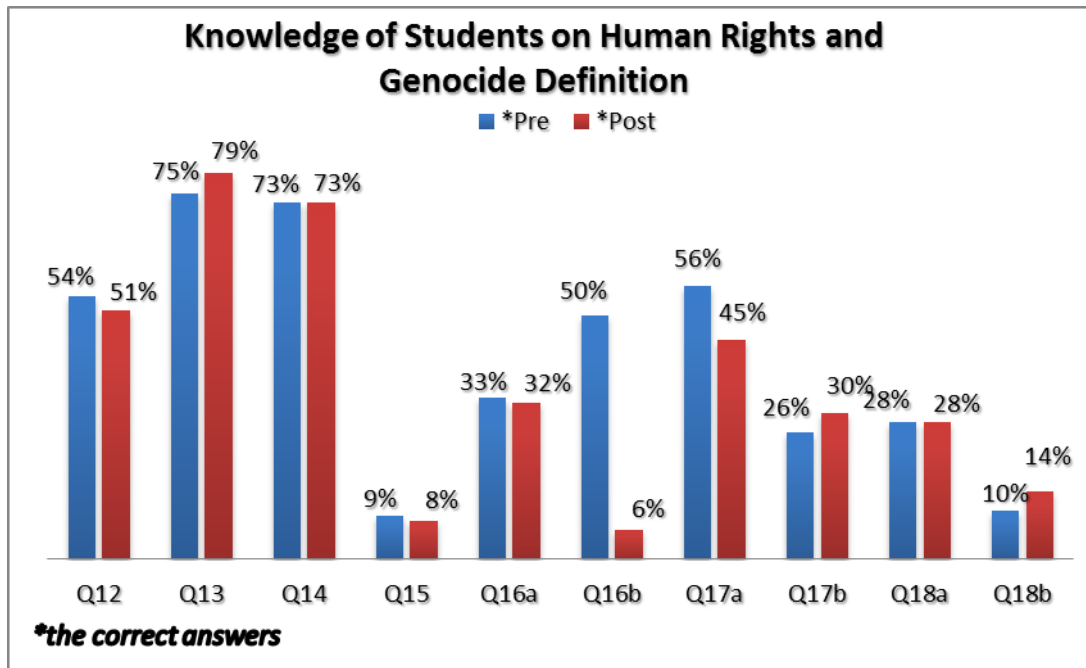
Results from Survey



After participated in two hours classroom forum, students were significantly gained knowledge on DK history. Based on figure below, majority of students already have basic knowledge about DK history. After joined the forum, the percentage of students who gain a lot of knowledge about DK history moderately increase by 10%.



After attending the forum, 97% of students believe that studying DK history is important. The majority of students (89%) disagree with the discrimination against children of perpetrators, while 10% are still uncertain on this issue and select the discriminate point. By attending the classroom forum, students also agree that the study of DK history helps them to think of building peace (98%), healing (81%), reconciliation (94%), and preventing the genocide (97%).



Percentage in the figure above indicated the correct answers of students. Question number 16 to 18 have two answers which divide into *a* and *b*.

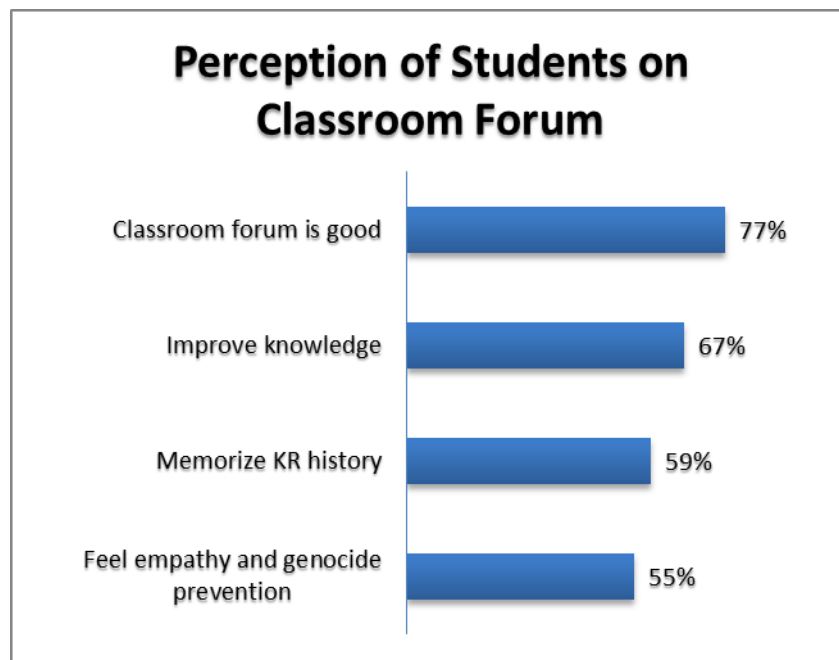


Figure above indicate that 77% of student believe that the classroom forum is good, 66% think that it help to improve their knowledge, 59% address that the classroom forum can help them

to memorize KR history, and 55% felt empathy and think of genocide prevention after join 2 hours classroom forum.

Conclusion

Classroom forum at Preah Ang Dong high school was successful conducted with the effort of DC-Cam team, cooperation with host school, and enthusiastic participation of students. These are the reasons 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.

Team : Pheng Pong-Rasy, Min Sanas, and Phat Sela

Report : Phat Sela

Support : USAID

Appendix

<i>N</i>	<i>Questions</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
		<i>Pre</i>		<i>Post</i>	
	<i>Age: 18</i>				
	<i>Male</i>	64	61	56	54
	<i>Female</i>	40	39	47	46
<i>History of Democratic Kampuchea Knowledge</i>					
1	<i>Would you describe your know ledge of DK period?</i>				
	<i>I know nothing</i>	2	2	2	2
	<i>I know a little</i>	91	88	80	78
	<i>I know a lot</i>	8	8	20	19
	<i>I know enough to teach other</i>	1	1	0	0
2	<i>Do you believe that mass atrocities occurred during DK period?</i>				
	<i>Yes</i>	102	98	100	97
	<i>No</i>	2	2	2	2
	<i>N/A</i>	0	0	1	1
3	<i>Have you ever talk about DK period with your parents or people who experience that period?</i>				
	<i>Yes</i>	82	79	91	88
	<i>No</i>	20	19	10	10
	<i>N/A</i>	2	2	2	2
4	<i>Do you think the studying of DK history is important?</i>				
	<i>Yes</i>	104	100	100	97
	<i>No</i>	0	0	1	1
	<i>N/A</i>	0	0	2	2
5	<i>If one of your friends is s son/daughter of perpetrator, would you discriminate against his/her?</i>				
	<i>Yes</i>	2	2	11	11
	<i>No</i>	96	92	92	89
	<i>N/A</i>	6	6	0	0
6	<i>Which school level that DK history should be taught in?</i>				

	Primary school	27	26	26	25
	Junior school	0	0	0	0
	High school	66	64	71	69
	University	8	8	5	5
	N/A	3	3	0	0
7	<i>Does the study of DK history encourage you to think of peace building in Cambodia?</i>				
	Yes	101	97	101	98
	No	2	2	1	1
	N/A	1	1	1	1
8	<i>Does the study of DK history encourage you to think of healing?</i>				
	Yes	70	67	83	81
	No	23	22	19	18
	N/A	11	11	1	1
9	<i>Does the study of DK history encourage you to think of reconciliation?</i>				
	Yes	94	90	97	94
	No	4	4	6	6
	N/A	6	6	0	0
10	<i>Does the study of DK history encourage you to think of genocide prevention?</i>				
	Yes	96	92	100	97
	No	4	4	3	3
	N/A	4	4	0	0
11	<i>How do you feel about the studying of DK history?</i>				
	Want to know and understand about this history	92	86	78	76
	Do not want to know	0	0	0	0
	Feel empathy to victims	11	11	20	19
	Boring	0	0	0	0
	N/A	1	1	4	4
<u>Human Rights Knowledge</u>					
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	35	37	39	38
	Arresting leaders of a religious group with the intent to undermine the practice of religion	0	0	6	6
	<u>Deliberately starving an ethnic group with the intent to destroy the people</u>	56	54	52	51
	Killing enemy soldiers who are shooting at your soldiers during war	9	9	5	5
	N/A	4	4	1	1
13	<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.	5	5	5	5
	<u>Individuals mourn the loss of family and friends who were tortured and/or killed.</u>	78	75	81	79
	Individuals are not impacted by genocide. Genocide	4	4	5	5

	only affects groups of people.				
	Only children are impacted by genocide by the loss of parents.	11	11	10	97
	N/A	6	6	2	2
14	<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.	0	0	1	1
	Only poor families ever suffer during genocide. Rich families never suffer during genocide.	2	2	1	1
	<u>Genocide can impact families and communities in many ways for generations.</u>	76	73	75	73
	Genocide impacts communities but families can always escape by fleeing to another country.	19	18	21	20
	N/A	7	7	5	5
15	<i>Which response below is the best description of the impact of genocide on <u>countries</u>?</i>				
	Countries are not impacted by genocide.	1	1	2	2
	Countries can be impacted by genocide but the world is too big to be impacted.	8	8	8	8
	Countries suffer from genocide only when it is occurring. They can rebuild quickly	80	77	78	76
	<u>Countries can be impacted by genocide for generations.</u>	9	9	8	8
	N/A	6	6	7	7
16	<i>Which response below is the best description of two important strategies 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	9	9	6	6
	Individuals can prevent violence by attacking their enemies before they are attacked	18	17	23	22
	Individuals can prevent violence by staying quiet and not criticizing violence	34	32	40	39
	<u>Individuals can prevent violence by speaking against such violence</u>	34	33	33	32
	Individuals can encourage violence against their enemies	0	0	0	0
	Individuals can encourage victims to be silent because speaking out against violence will only encourage more violence	15	15	19	19
	<u>Individuals can denounce violence and encourage peaceful solutions to conflicts</u>	52	50	6	6
	Individuals can encourage perpetrators to commit their violence without public attention, which only aggravates the situation	2	2	3	3
	N/A	0	0	38	37
17	<i>Which response below is the best description of two important strategies 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</u>	58	56	46	45

	<u>all community members, regardless of religion, nationality, gender, sexual orientation, ethnicity, political opinion or other characteristics</u>				
	Communities can protect the individual rights of the majority group at the expense of minorities in order to preserve peace, order and stability	6	6	8	8
	Communities do not need to protect individual rights; rather, they must always seek to maintain peace, order and stability	5	5	6	6
	Communities do not need to protect individual rights because this is always a state responsibility	0	0	2	2
	Communities can prevent violence by identifying minorities and requiring them to live separate from the rest of the community.	3	3	10	10
	<u>Communities can prevent violence by teaching youth to appreciate human diversity through education about different cultures, religions, and communities.</u>	<u>27</u>	<u>26</u>	<u>31</u>	<u>30</u>
	Communities can prevent violence by teaching youth to appreciate their own culture and identify ways to protect it from outside influence.	33	32	30	29
	Communities can prevent violence by teaching youth how to protect themselves and their communities through self-defense training	18	17	19	18
	N/A				
18	<i>Which response below reflects two important strategies 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.	33	32	32	31
	Countries can prevent violence by attacking enemies before they are attacked	6	6	10	10
	Countries can never prevent violence but they can assist in peaceful resolution.	14	14	14	14
	<u>Countries can prevent violence through education and diplomacy</u>	<u>29</u>	<u>28</u>	<u>29</u>	<u>28</u>
	<u>Countries can identify and publicly denounce circumstances that support genocide.</u>	<u>10</u>	<u>10</u>	<u>14</u>	<u>14</u>
	Countries should never denounce other countries because it will weaken future diplomacy.	13	13	5	5
	Countries should only denounce enemies that support violence or genocide. Countries should never denounce allies involved in genocide because they are allies.	9	9	20	19
	Countries should only help people who deserve to be helped. Some genocide is necessary to preserve peace and order.	8	8	18	17
	N/A				
<u>Opinion on the Forum</u>					
19	Do you have strategy to prevent Genocide or Mass Killing in Cambodia in the future?				
	Yes	30	29		

	No	25	24	
	N/A	49	47	
24	What do you think about this classroom forum?			
	Good and help develop my knowledge		79	77
	Not good, did not help anything at all		1	1
	N/A		23	22
25	What this classroom forum can help you?			
	Improve my knowledge on KR history		15	15
	Help to memorize the KR history		7	7
	Encourage to feel empathy and genocide prevention		3	3
	All above		53	52
	N/A		25	24