



SLEUK RITH INSTITUTE
A Permanent Documentation Center of Cambodia
66 Preah Sihanouk Blvd | Phnom Penh
+855 23 21 18 75 | www.cambodiasri.org

GENOCIDE EDUCATION IN CAMBODIA
DK HISTORY EDUCATION

REPORT
CLASSROOM FORUM ON THE IMPORTANCE OF STUDYING
THE HISTORY OF DEMOCRATIC KAMPUCHEA (1975-1979)
CHUMPOU VOAN HIGH SCHOOL
19 FEBRUARY 2016

TEAM:
PHENG PONG-RASY
MIN SANAS
OUCH MAKARA



Grade-12 students from Chumpou Voan High School attended the classroom forum on February 19, 2016

INTRODUCTION

On 19th February 2016, Sleuk Rith Institute in collaboration with Ministry of Education, Youth and Sport conducted its fifth classroom forum at Chumpou Voan high school with 100 grade-12 students. The school principal assigned a history teacher, Mr. Pen Chandara, to coordinate this work with us. Among 100 participants, 50% of them were female. The classroom forum started at 14:15 p.m., and finished around 17:00 p.m.

OBJECTIVES

With a focus on historical narratives as contents and critical thinking, debate, and reflection as process, this classroom forum is crucial to building sustainability of genocide education in the capital of Phnom Penh. The forum will build on schools' pre-existing genocide



education program that was established using DC-Cam/SRI's curriculum and it will provide additional opportunities for students learning as well as teacher monitoring.

The purposes of this forum will be to educate students on the history of Democratic Kampuchea as well as provide a forum for encouraging critical thinking, dialogue, and debate on how the country's past informs its present-day problems and future. The forum's objectives and activities are:

- 1) To provide students with an opportunity to share and express their personal knowledge on what happened during the Democratic Kampuchea regime;
- 2) To let students think critically on the transitional consequences of this legacy to the current Cambodia society;
- 3) To encourage discussion over this legacy in families and communities;
- 4) To distribute Democratic Kampuchea (1975-1979) textbooks to participating students;
- 5) To facilitate monitoring opportunities between trained SRI/DC-Cam/MoEYS officials and local teachers

FORUM PARTICIPATIONS

- Three (3) DC-Cam/SRI staff: PHENG Pong-Rasy, MIN Sanas and Ouch Makara.
- One hundred (100) grade-12 students.
- One (1) history teacher, Pen Chandara

FORUM PROGRAM

The program was designed to provide a range of opportunities for the participating students to engage and contribute activities as follow:

I. Opening the classroom forum:

Mr. Pen Chandara, a grade-9 history teacher, introduced himself and told the students the topic and the purpose of the today- classroom forum. Later on, we introduced our team to the students. After that we presented a very brief a DC-Cam's background and genocide education's work in Cambodia. We also re-told the students the purpose of conducting the classroom forum

and introduced the schedule of the today-classroom forum. The students brought along with them a notebook and pen. Most of them looked very interested in this forum.

II. Pre-Classroom Forum survey distribution

One hundred (100) pre-classroom forum surveys were initially distributed to 100 students. All students were allowed to fill out the survey within 15 minutes. The survey consist of 6 questions which include: 1) level of students' knowledge on Democratic Kampuchea (DK) history; 2) students expression on the happening of DK history; 3) dialogue with family about DK history; 4) students think of the importance of studying DK history; 5) level of discrimination of students again their friends who are children of former Khmer Rouge cadre; and 6) students' opinion on the teaching of DK history in ASEAN. Out of 100 surveys, 94 were considered to be legitimate and useable for this forum. With 94 returned and useable surveys, 50% of respondents were female and all of them were from grade 12. All questions are analyzed using Microsoft Excel to find accurate percentage of knowledge of the participants before conducting the forum. Finding from pre-classroom forum survey is attached as Appendix 1.

III. K-W Chart:

1. K Chart (what student KNOW):

Immediately after the teamwork collected the pre-surveys from the students, team members discussed students' prior knowledge on DK history with students. Table 1 below shows prior knowledge of students:

Table 1: What students KNOW about DK history?

<i>K Chart (What students KNOW)</i>
The suffering of people under Khmer Rouge regime
Prohibition of people's rights
Prison without wall
The execution of intellectuals
Forced marriage

Starvation
 Overwork
 Elimination of religion
 The Angkar with the eyes of the pineapple
 The agricultural sector is primary for Khmer Rouge

2. W- Chart (what student WANT to know):

Most students from Chumpou Voan High School want to learn more about KR history. Many questions were raised but some questions were appeared the same and did not wrote on the whiteboard. Table 2 below shows a list of “what students want to know”:

Table 2: What students WANT to know about DK history?

<i>W Chart (What students WANT to know)</i>
Who created this regime?
What did Khmer Rouge want from its people?
Why did Khmer Rouge kill people without any reason?
Why did Khmer Rouge kill intellectuals?
Why did Khmer Rouge require people to wear black cloths?
Why did Khmer Rouge create an internal division?
Which country did Khmer Rouge sell rice production to?
Who support Khmer Rouge?

IV. L Chart (What students LEARNED):

1. Presentation of a summary of DK history

The presentation started with “What is Khmer Rouge?” ‘Khmer Rouge’ was the name that King Norodom Sihanouk gave to his communist opponents in the 1960s. Along with the creation of this name and some events afterward, Khmer Rouge came to power in April 17, 1975. There were three important reasons of evacuation of city dwellers to the rural of the country. First reason was that the Khmer Rouge cadres asked all people to leave only three days and no need to bring

along with any valuable property or heavily equipment. Second reason was that Ieng Sary, former deputy prime minister, claimed that the evacuation came from the lack of facilities and transportation to bring food to the city, and the third reason was declared by Pol Pot at the time he visited China in 1977 by saying that the evacuation was to break up an “enemy spy organization.”

With a very brief of the DK history, the presentation was focused on few more events such as: the division of people (Old and New people), separation of family, torture, confession, enemies of Angkar (internal and external enemy), mass killing, purges, security office of KR, and the fall of DK regime in January 1979.

2. Presentation of “The importance of studying a history of Democratic Kampuchea (1975-1979)

Five important reasons to study a history of Democratic Kampuchea were presented to the student after the presentation of a chapter of DK history textbook. They include: 1) study to find the origins of social behaviors which lead up to mass murder: i.e.: prejudices; stereotypes; racisms; religious hatreds; ethnic hatreds and discriminations; 2) study to understand the causes of crime which affect the economic development of the country, political and cultural traditions; 3) study to deeper understand the human rights, violations, personal responsibilities and the dangers of remaining silent; 4) study to prevent genocide which would happen again in the future and to engage development of the countries through peace-building and reconciliation from the grassroots level to the national level; and 5) learn to analyze the events of the genocide in the world through a comparative study of genocide in other countries.

3. Explaining the W-Chart and Q&A session

All nine questions from table 2 above were answered clearly. Table 3 below shows what students have learned from the forum.

Table3: What students LEARNED about DK history

<i>L Chart (What students LEARNED)</i>
Understood the word “Khmer Rouge”

Understood the victory of Khmer Rouge on April 17, 1975
Understood the top leaders of Khmer Rouge
Understood why Khmer Rouge treated people like animal
Understood why Khmer Rouge killed people
Understood why people were required to wear black cloths
Understood the daily life during Khmer Rouge regime
Understood who support Khmer Rouge
Understood why Khmer Rouge lost the war in January 7, 1979
Understood: peace-building will appear when studying Khmer Rouge history
Understood: healing will appear when studying Khmer Rouge history
Understood: reconciliation will appear when studying Khmer Rouge history
Understood: the study of Khmer Rouge history will help to prevent genocide in the future

V. Post-Classroom Forum survey distribution and knowledge measurement:

Another 100 post-survey were distributed to 100 students. A length of 15 minutes was given to students to complete the post-classroom forum survey. This survey consisted of 10 questions, which first five questions are copied from the pre-survey. The additional five questions were created to measure knowledge of the students on the important of studying DK history and their feeling to study the DK history. The questions include: 1) Does the study of a history of DK encourage you to think of peace, healing, reconciliation and genocide prevention? 2) Do you feel uncomfortable learning the history of DK? And 3) what topic(s) in the DK period do you think *must* be taught in schools? The other two questions, question 4 and 5, are about to measure the forum session. The post-survey forum is attached in Appendix 3.

83 out of 100 respondents gave us back their completed surveys. Therefore, 83 surveys were considered to be legitimate and useable for this forum. Finding from the post-survey is attached as Appendix 2.



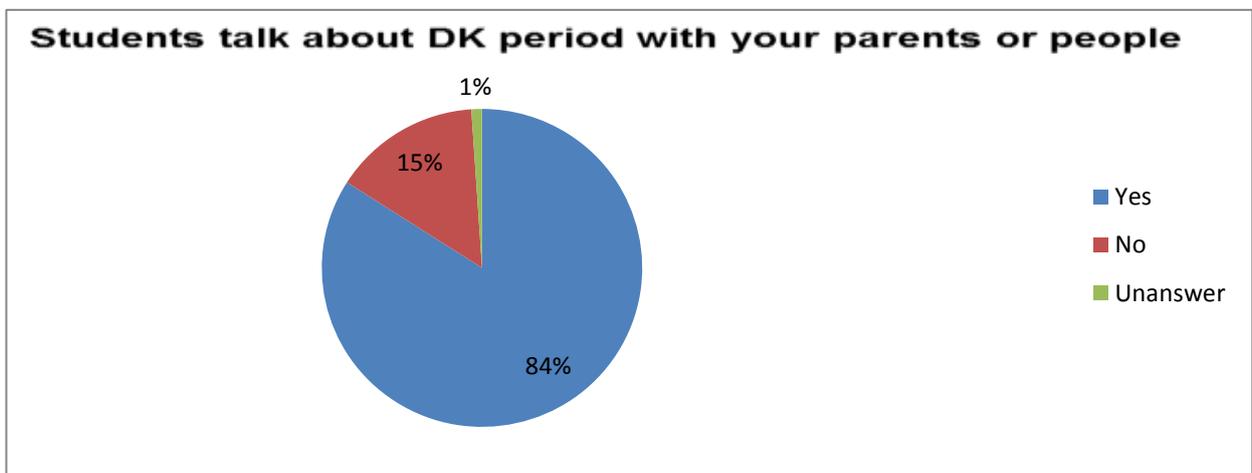
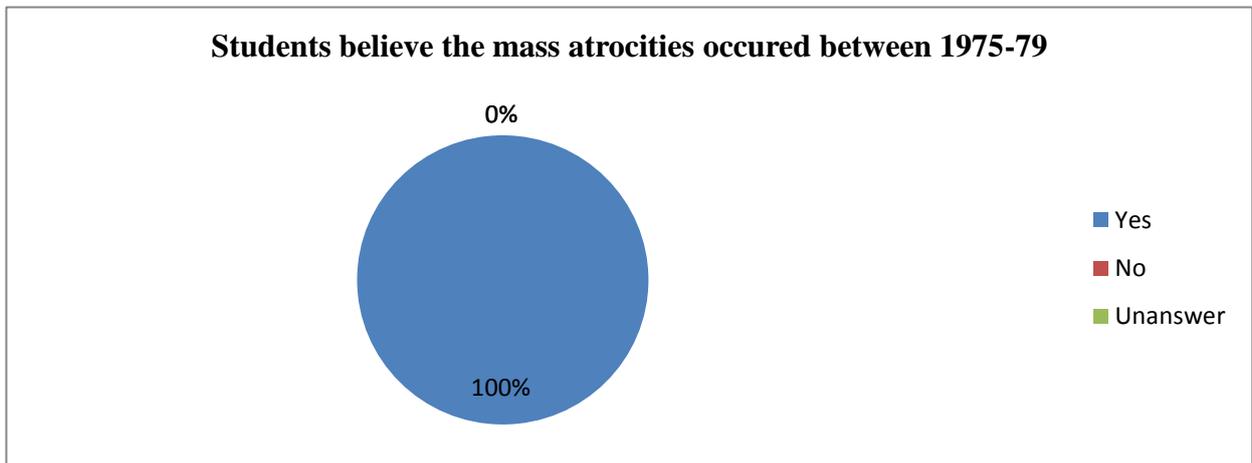
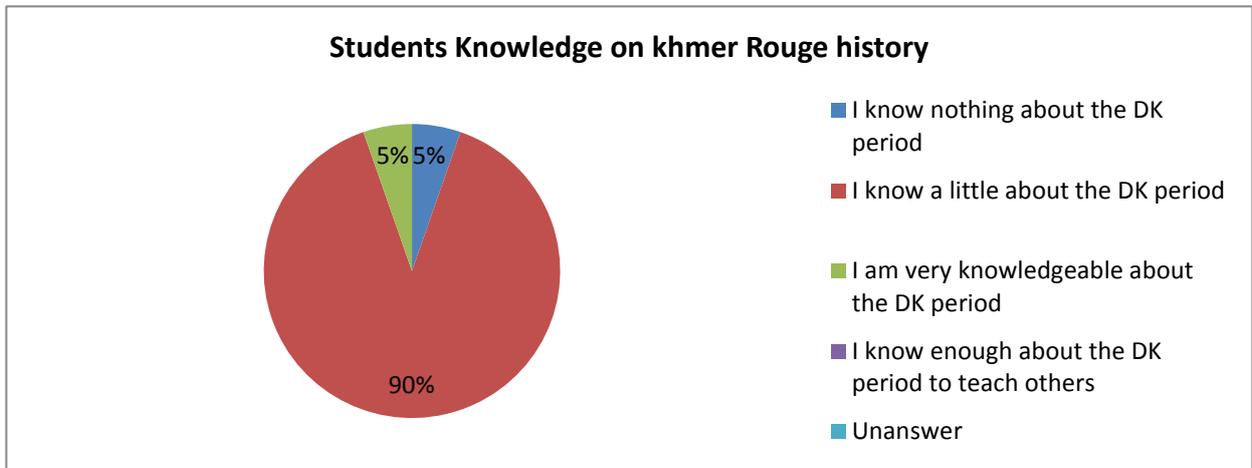
VI. DK History textbook distribution

One hundred and twenty five (125) copies of DK history textbook were distributed to 100 students and school library. Some students said they have seen and read this book. They wanted this book to be their own copy. Now they got it and promised that they will read this book.

STUDENTS' RECOMMENDATION

Students saw this forum as important for them to get to know and understand more about the Khmer Rouge regime/history. The students suggested that the classroom forum should be conducted not only at their high school or high schools in Phnom Penh, but all high schools in Cambodia. Moreover, they also requested us to conduct the same classroom forum at their schools again with others grade-12 students who had not chance to attend the forum at the time they did.

APPENDIX 1: PRE-SURVEY ANALYSIS



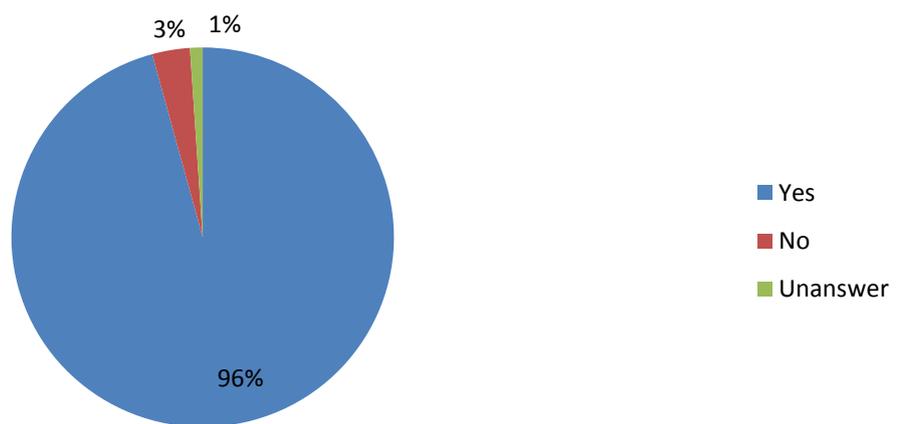
Students think the study of KR history is important



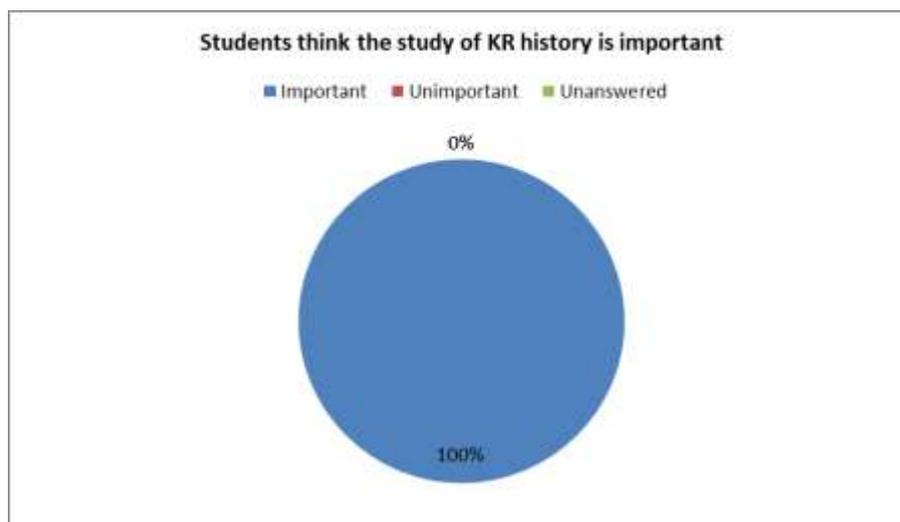
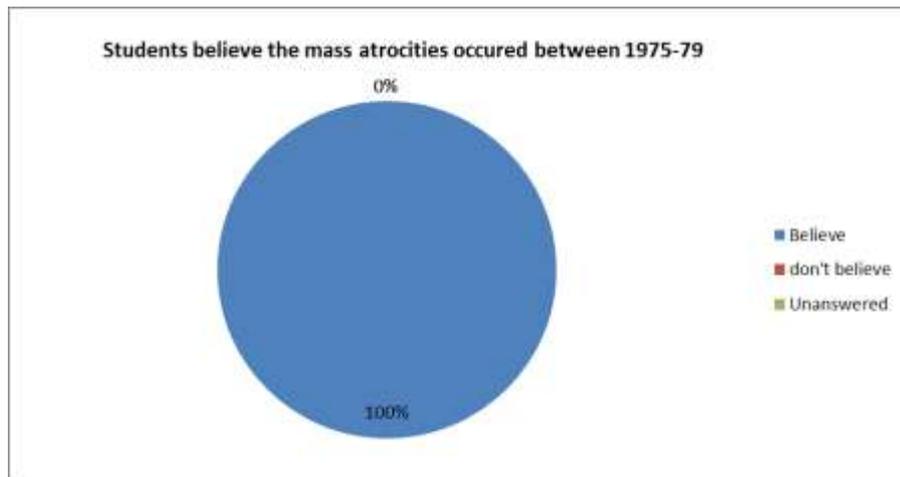
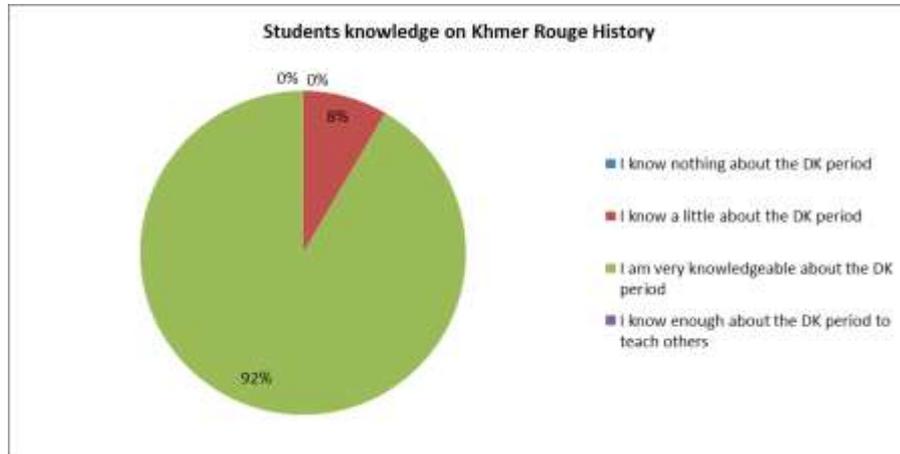
Students discriminate again children of former KR cadre

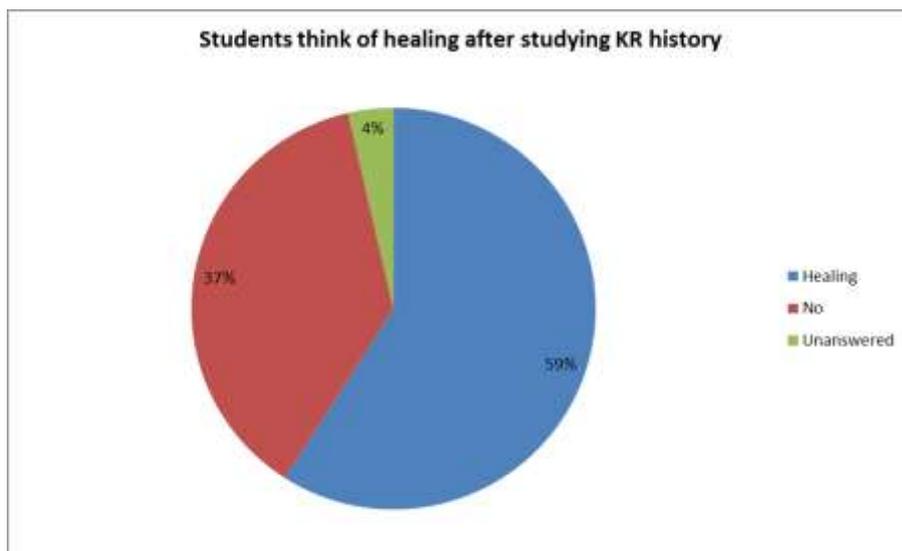
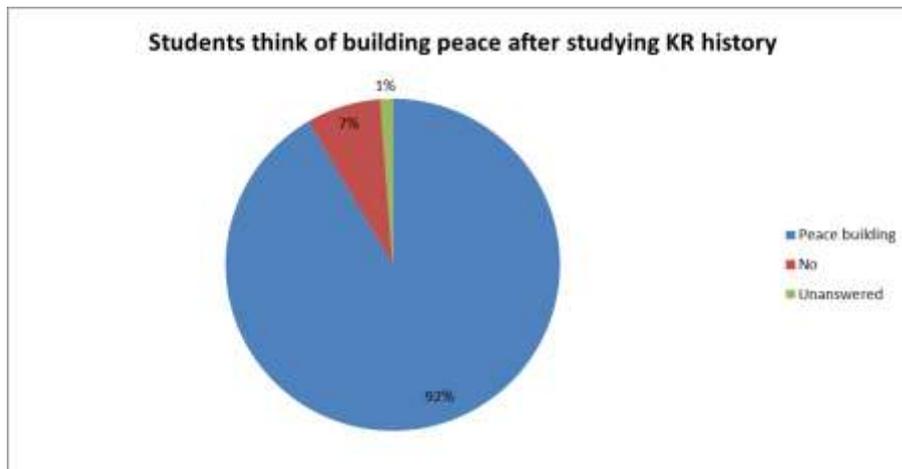
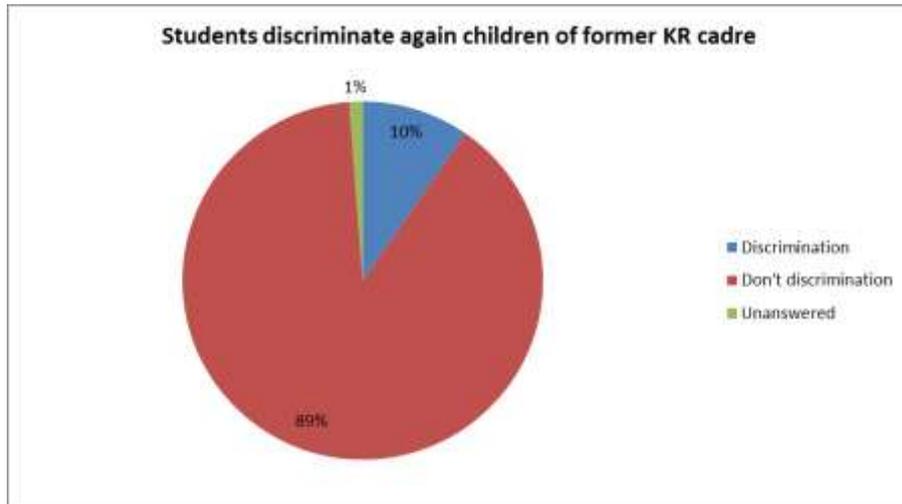


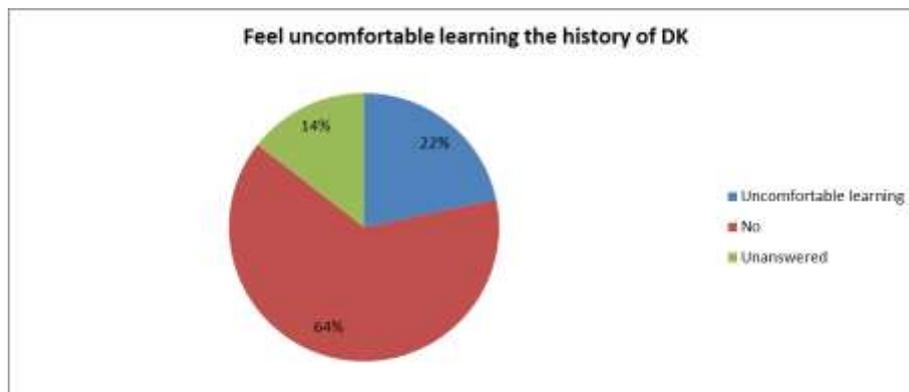
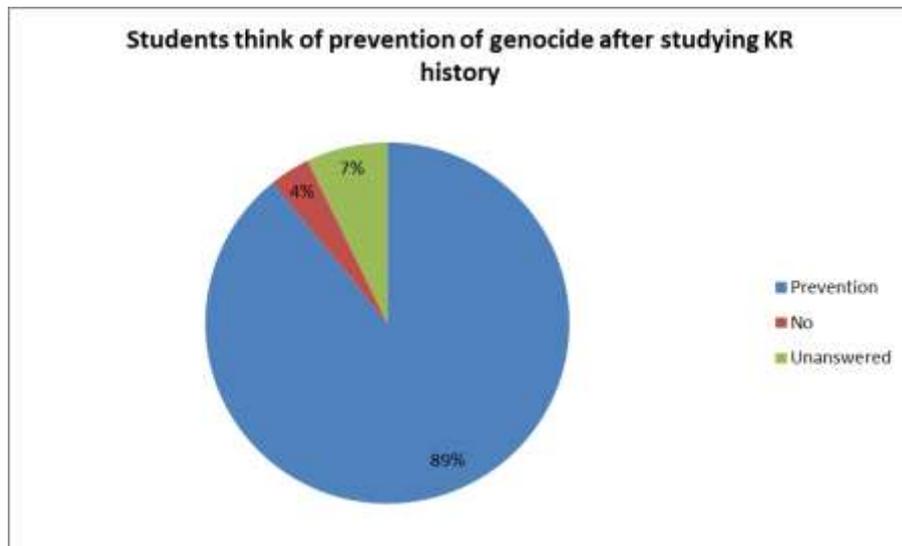
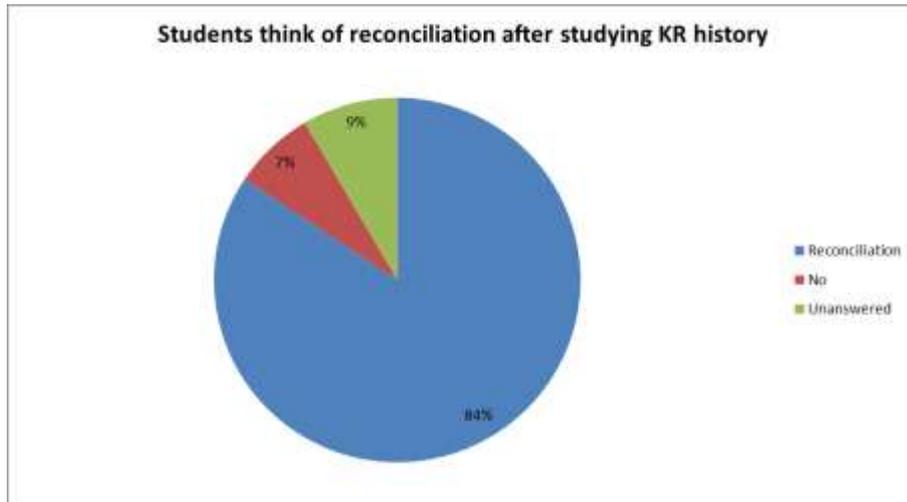
the history of DK could be taught in School in Asean



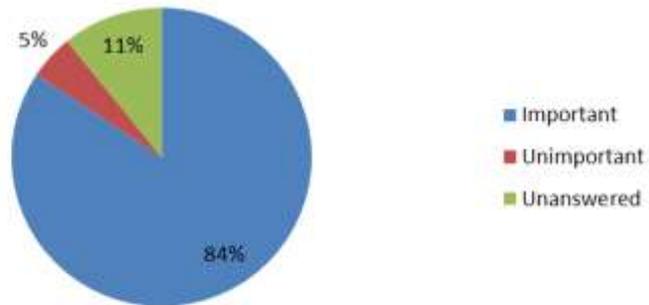
APPENDIX 2: POST-SURVEY ANALYSIS



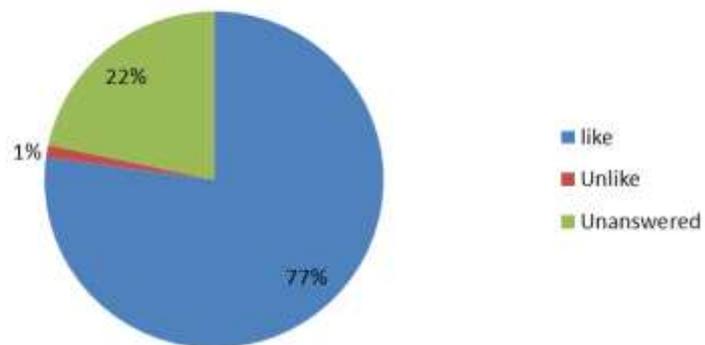




Studied remember the history of DK in important.



Students Like or not about classroom forum.





APPENDIX 3: PRE-CLASSROOM FORUM SURVEY FORM

GENOCIDE EDUCATION IN CAMBODIA

DK history Education

Classroom Forum for high school students

Pre-Survey

Name:	Age/Date of Birth:
Gender:	Grade:
Date:	

DIRECTIONS FOR POST-TRAINING SURVEY: Thank you for taking the time to answer the questions in this survey. Your answers are very important to the Ministry of Education and the Documentation Center of Cambodia. Your answers and any personal information you provide will be solely used for educational and research purposes of improving the genocide education project. Below you find three distinct surveys. If you are a student, you only need to answer the student survey; if you are a teacher, you only need to answer the survey for teachers; and if you are not a student or a teacher, please answer the survey for “others.” Thank you again for your participation and your help in the Genocide Education Project.

1. How would you describe your knowledge of the DK period? Choose one. a. I know nothing about the DK period. b. I know a little about the DK period. c. I know some facts about the DK period, but I am not very knowledgeable. d. I am very knowledgeable about the DK period. e. I know enough about the DK period to teach others.
2. Do you believe that mass atrocities occurred during the DK regime? (Yes or No) Explain why or why not.
3. Have you ever talk about the DK period with your parents or people who lived during this time? (yes or No). What was the talking about?
4. Do you think the study of a history of DK is important? (Yes or No) Explain why or why not.
5. If one of your friends is a son/daughter of a perpetrator, would you discriminate against him or her? (Yes or No) Explain why or why not.
6. Does the history of DK could be taught in school in Cambodia and Asian? (Yes or No). Explain why or why not:



APPENDIX 4: POST-CLASSROOM FORUM SURVEY FORM

GENOCIDE EDUCATION IN CAMBODIA

DK history Education

Classroom Forum for high school students

Post-Survey

Name:	Age/Date of Birth:
Gender:	Grade:
Date:	

DIRECTIONS FOR POST-TRAINING SURVEY: Thank you for taking the time to answer the questions in this survey. Your answers are very important to the Ministry of Education and the Documentation Center of Cambodia. Your answers and any personal information you provide will be solely used for educational and research purposes of improving the genocide education project. Below you find three distinct surveys. If you are a student, you only need to answer the student survey; if you are a teacher, you only need to answer the survey for teachers; and if you are not a student or a teacher, please answer the survey for “others.” Thank you again for your participation and your help in the Genocide Education Project.

After this classroom forum....
1. Do you satisfy this classroom forum? Yes or No
2. How would you describe your knowledge of the DK period? Choose one. f. I know nothing about the DK period. g. I know a little about the DK period. h. I know some facts about the DK period, but I am not very knowledgeable. i. I am very knowledgeable about the DK period. j. I know enough about the DK period to teach others.
3. Do you believe that mass atrocities occurred during the DK regime? (Yes or No) Explain why or why not.
4. Do you think the study of a history of DK is important? (Yes or No) Explain why or why not.

<p>5. If one of your friends is a son/daughter of a perpetrator, would you discriminate against him or her? (Yes or No) Explain why or why not.</p>
<p>6. Does the study of a history of DK encourage you to think of:</p> <p>a) Building peace in Cambodian society?</p> <p>Yes or No</p> <p>Describe your opinion:</p> <p>b) Healing?</p> <p>Yes or No</p> <p>Describe your opinion:</p> <p>c) Reconciliation?</p> <p>Yes or No</p> <p>Describe your opinion:</p> <p>d) Prevention of genocide in the future?</p> <p>Yes or No</p> <p>Describe your opinion:</p>
<p>7. Do you feel uncomfortable learning the history of DK? (Yes or No) Explain why or why not.</p>
<p>8. What topic(s) in the DK period do you think <i>must</i> be taught in schools?</p>
<p>9. What does this classroom forum could help you?</p>
<p>10. Do you have comments on this classroom forum?</p>