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**GENOCIDE EDUCATION IN CAMBODIA**  
**DK HISTORY EDUCATION**

**REPORT**  
**CLASSROOM FORUM ON THE IMPORTANCE OF STUDYING**  
**THE HISTORY OF DEMOCRATIC KAMPUCHEA (1975-1979)**  
**TUOL TUMPOUNG HIGH SCHOOL**  
**29 JANUARY 2016**

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## INTRODUCTION

The Sleuk Rith Institute (SRI) – a permanent Documentation Center of Cambodia, in collaboration with Ministry of Education Youth and Sport (MoEYS) with support from United States Agency for International Development (USAID) has established a DK history Education’s Classroom Forums program for high school students in Phnom Penh.

The Classroom forum set out to raise the importance of studying a History of Democratic Kampuchea (1975-1979) and to provide students a discussion on contents of a History of Democratic Kampuchea as well as to encourage the students to express their prior knowledge of a history of Democratic Kampuchea (what the students know about DK regime). In addition, the forum provide a space for students to get understanding more about the regime by letting them to express what they want to learn about DK regime.

On 29<sup>th</sup> January 2016, DC-Cam/SRI conducted its third classroom forum at Tuol Tumpoung high school with 42 grade-12 students. The school principal, Mr. KOY Seida, took his time to open the forum session and said that he requested grade-12 students from afternoon shift class to attend the forum because they are free in the morning. This is great opportunity for students to take their free time to learn a history of Democratic Kampuchea. DC-Cam/SRI also distributed 75 DK history textbook to 42 attending students and school library.

The forum started at 7:15a.m. as following schedule below:

- I. Introducing project staff and briefly DC-Cam’s work for genocide education in Cambodia;
- II. Pre-survey distribution to students;
- III. K-W Chart session with students;
- IV. Film screening, “Children of Kampuchea”;
- V. L- Chart session:
  - 1) Presentation of Tuol Sleng Prison or S-21;
  - 2) Presentation of The importance of studying a history of Democratic Kampuchea (1975-1979).
  - 3) Explaining the W-Chart and Q&A Session.
- VI. Post-survey distribution to students; and



## **ABOUT TUOL TUMPOUNG HIGH SCHOOL**

Tuol Tumpoung High School is situated in Phnom Penh, the capital and largest city of Cambodia. It was built in 1954 under the name Preah Keo Morokot. Three years later, this school was moved to the east of Boeng Keng Kang Market because the space of the school was very narrow and the rate of students was increasing rapidly. Under the management of the school principal, Mr. Thanh Hanh, this school was moved again to another location due to the bad conditions around the school. In 1961, the new location was allocated next to Tuol Tumpoung Pagoda. During the Democratic Kampuchea regime, Preah Keo Morokot School was closed and then was used as a prison to imprison educated people and official of Lon Nol government. According to short interview with school principal, Mr. KOY Seida, Khmer Rouge used two buildings of Tuol Tumpoung high school to be prison. Nowadays, the two buildings have already repaired and a number of students have been studying inside the buildings. Mr. Seida added that the buildings were unorganized after the liberation in January 1979. Many people who had lived around the school and temple were forced to evacuate to the countryside after April 17, 1975 and very few could return. However, most recent livings are new residents, and later re-named the school as Toul Tumpoung High School.

## **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 adjectives 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**

- One (1) teacher. (He was the one who evaluated the forum. His evaluation form is attached as Appendix 1);
- Three (3) DC-Cam/SRI staff: PHENG Pong-Rasy, MIN Sanas and Monin. (The observation form is attached as Appendix 2).
- Forty-two (42) grade-12 students. (The list of the participating students is attached as Appendix 3)

## **FORUM PROGRAM**

The program was designed to provide a range of opportunities for the participating students to engage and contribute activities. It included:

### **I. Opening the classroom forum:**

Mr. KOY Seida gave a brief remark to students and opened the classroom forum. He encouraged students to listen carefully to the presentation of a history of Democratic Kampuchea and ask questions to staff of DC-Cam/SRI. In addition, he reminded students that the history of Democratic Kampuchea will be considered as one topic for final comprehensive examination in the coming August this year.

### **II. Pre-Classroom Forum survey distribution and knowledge measurement:**

Forty-two (42) pre-classroom forum surveys were initially distributed to students. All students were allowed to fill out the survey within 15 minutes. The survey contained 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 against their friends who are children of former Khmer Rouge cadre; and 6) students' opinion on the teaching of DK history in ASEAN. One student did not return the survey due to his late arrival to the forum room. Therefore, 41 surveys were considered to be legitimate and useable for this forum. With 41 returned and useable surveys out of 42, the response rate was 98%. The pre-classroom forum survey is attached in Appendix 4.

### Students' knowledge on a History of Democratic Kampuchea:

The first step in this analysis involved the knowledge on a history of Democratic Kampuchea that students have before the forum. Students were asked to circle one of four provided statements under the key question: *"How would you describe your knowledge of the DK period?"* The four statements described: a) students know

nothing about the DK period; b) students know a little about the DK period; c) students are very knowledgeable about the DK period; and d) students know enough about the DK period to teach others.

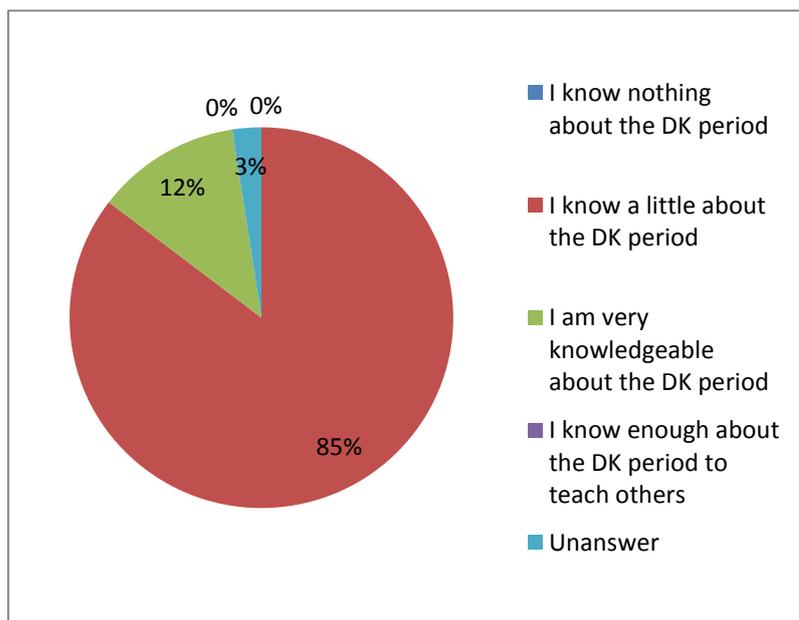


Figure 1: Students' knowledge on KR history

To analyze the students' knowledge, the researcher used Microsoft Excel to calculate frequency and percentage of respondents who expressed their level of understanding of the DK history. Finding in figure 1 above shows 85% of respondents expressed their little knowledge about the DK history and that 12% of respondents show that they are very knowledgeable about the DK history. However, 3% of the respondents did not leave the answer to this question. As seen in the pie chart above, percentages of younger generation who acknowledge the Democratic Kampuchea history become higher. It is truly that the respondent's ages are under 20 years old by

2016, and the fall of DK regime was about 37 years ago. Thus, they were born at least 17 years behind the Khmer Rouge took control the power. According to discussion during the forum and the evidence shown in the pie chart, the students gain knowledge about DK history from reading documents, watching documentary film, hearing and discussing this with their older generation.

Also, Figure 1 show 0% of respondents know nothing about DK history and 0% of respondents know enough about the DK history to teach others. This is evidence that level of students to teach the other about DK history is still limited even if the statistics show that 12% of students have more knowledgeable about the DK history.

### Students believe the mass atrocities occurred during 1975-1979:

During his first remark to open the classroom forum, the school principal asked the group of students a question: *“Do you believe the Khmer Rouge and its atrocities happened during the regime?”* All students response loudly that they believe the atrocities happened during DK regime. To clarify what students said, question 2 of the pre-surveys *“Do you believe that mass atrocities occurred during the DK regime?”* will be completed positively. This question allowed students to tick on the box

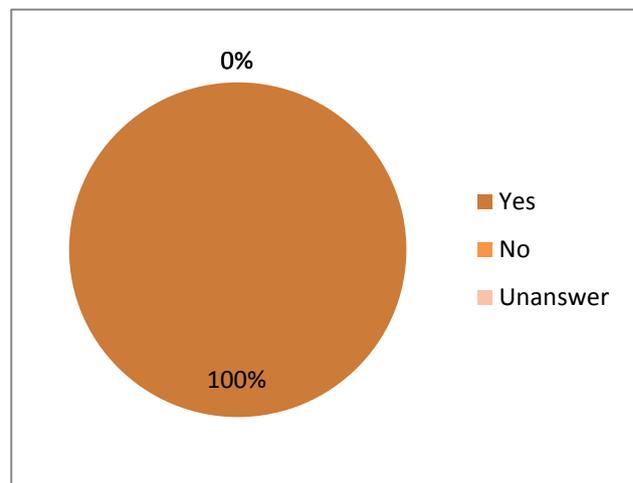


Figure 2: Students believe the mass atrocities occurred

“yes” and “no” and provide their explanation below the box (see appendix 4). Figure 2 above shows that 100% of respondents believed the mass atrocities occurred during KR regime.

According to their explanations, they were convinced by three key reasons included: 1) story telling from parents; 2) visiting Tuol Sleng genocide museum; and 3) reading documents from newspaper and watching documentary films. Majority of the students said that they were told by their parents and relatives about what happened during DK regime. Some students said their parents were experienced of lacking food, overwork and separation. However, some students have never heard this from their family, but they do believe that the mass atrocities were really happened during DK regime. They mentioned that they believe because they read documents, saw pictures at Tuol Sleng, and watched documentary film from television.

### Students talk about a History of Democratic Kampuchea with parents:

In relationship with the above question, the answer to this question was highly positive that most of students have talked about the DK history with their parents at home and anytime. Figure

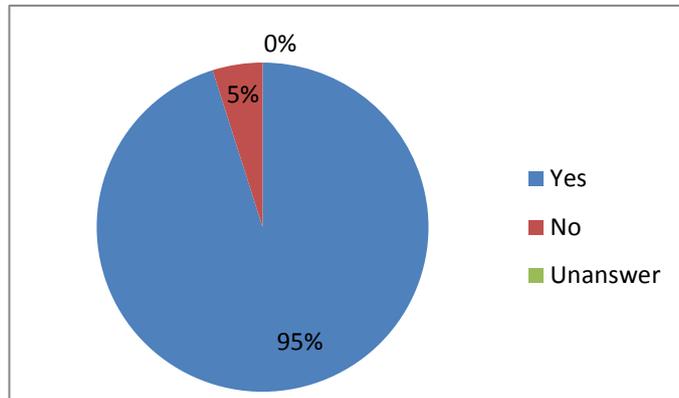


Figure 3: Percentage of students who talk about KR history with parents

3 shows that 95% of students who attended the forum have discussed the DK history with their parents and that only 5% of the student population has not talked about the DK history with their parents.

Darom Sovannareach, said that he never talked about DK history with his parent. He believed that his parent were too young during the DK regime.

“My parents might be small children at that time.” Most of students recalled that they talked to their parents about overwork, torture, separation, starvation, execution and daily life during DK regime. Leng Put Thivann said that she asked her parents what happened and how did people live during DK regime?

### Students think the study of a history of Democratic Kampuchea is important

This category required students to respond a question: *do you think the study of a history of DK is important?* The pie chart describes that 98% of respondents answered the question and only 2% of respondents kept the boxes blank. Figure 4 shows that 95% of respondents responded “Yes” to this question. It means that they think the study of a history of DK is important. However, only 3% of respondents show that the study of a history of DK is not important and that 2% of respondents did not provide the answer to this question. Went through the comments of all students, their opinion were expressed similarly including a comment

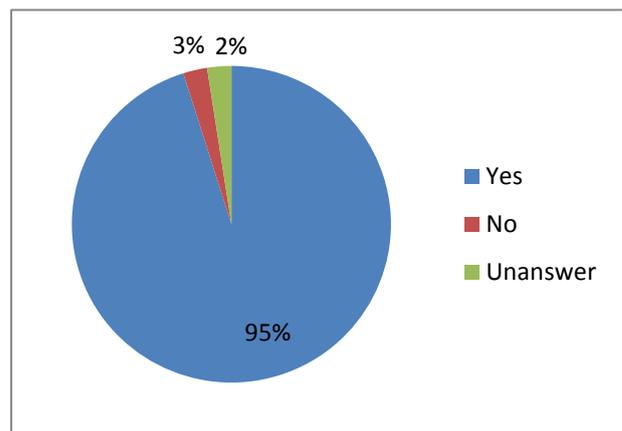


Figure 4: the study of a history of DK is important

from a student who think the study of a history of DK is not important. She said “*the study of a history of DK will bring me to understand the atrocity happening during the KR regime and open heart to express feeling of disappointing of what happened in the past*”. Another student mentioned that she learns a history of DK because she wants to memorize what happened. “*The study of a history of DK allows me to know and remember the criminal events, leadership of top leaders, social environment and how and why this regime happened.*”

### Students discriminate against their friends who children of former KR cadre

In response to question 5, “*if one of your friends is a son/daughter of a perpetrator, would you discriminate against him or her*”, the pie chart shows 90% of student population said they

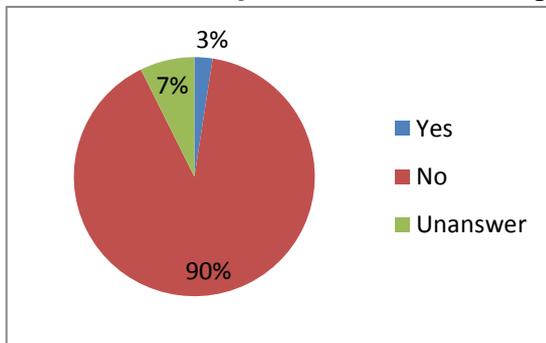


Figure 5: Students discriminate against their friends who children of former KR cadre

don’t discriminate whoever children of former Khmer Rouge cadre and that 7% did not give their answers. However, 3% of the population shows that they discriminate against their friends who children of former KR cadre.

By Sokhema, who ticked a box of discrimination against children of former Khmer Rouge cadre, explained a very short sentence saying that “*the children of former Khmer Rouge cadre are completely different from their parent because the children would not commit such cruel crimes like their parent.*” Her explanation was almost same as many explanations of other students who ticked the box of “don’t discriminate”.

### Teaching a History of Democratic Kampuchea in ASEAN

Large number of students, 93%, expressed that the teaching of a history of Democratic

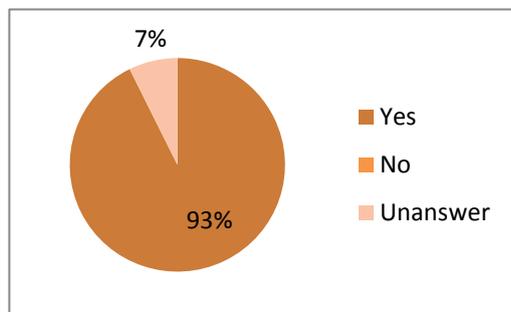


Figure 6: history of DK could be taught in school in Asian

Kampuchea (1975-1979) should be extended to ASEAN in the short future. However, 7% of the students did not answer this question and that 0% of respondent rejected the teaching of a history of DK in ASEAN. Majority of the students described that the

ASEAN countries should learn a history of DK so that they will understand what happened during DK regime.

### III. K-W session with students:

#### K Chart (what student KNOW):

Immediately after the teamwork collected the pre-surveys from the students, team member 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>
eliminated religion
Collective eating and living
Torture
Overwork
Execution of over 1.7 million of people
The duration of DK regime
Separation of family
Abandon people's rights
Nuon Chea, Ieng Sary, and Salot Sar were top leaders of the KR

#### W- Chart (what student WANT to know):

With a set of most atrocity events that the students know about DK history, some students raised their hands and expressed what they want to know about DK regime. 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>
Why the Khmer Rouge existed?
Why did Salot Sar create this regime?
How did Pol Pit get more troops to attach Phnom Penh?
Why didn't neighbour countries help Cambodian people at that time?
Who help support the DK regime?

#### **IV. Film screening, “Children of Kampuchea”:**

A seven-minute documentary film entitled “Children of Kampuchea” was screened to the participants. Before screening, Rasy brief the film and let students think critically why Cambodian children at that time were so different from now and from other countries.

The film was about Cambodian children who survived from the regime. The students showed their emotions and felt pity to the children that they saw in the film.

#### **V. L Chart (What students LEARNED):**

##### 1. Presentation of “Tuol Sleng Prison or S-21”

A chapter, chapter 9, from a History of Democratic Kampuchea (1975-1979) textbook was selected to be presented to students. The selection was made under decision of school principal, Mr. KOY Seida. He said he really want his students to remember at least one event happened during the DK regime. The suggested event from the school principal was “Tuol Sleng Prison or S-21”. According to him, the idea above came from what happened to his school during the KR regime. He said two buildings of Tuol Tumpoung were used as prison where all arrested prisoners from somewhere were imprisoned for a short period of time before sending to Tuol Sleng prison. The principal said that the connection between Tuol Tumpoung high school and Tuol Sleng is a best lesson that all students should know and remember.

##### 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

After the film screening, the team spent 20 minutes to explain W-Chart to students. Each question was answered clearly. Most students expressed their understanding through raising their hands when the team requested them to clarify their learning. Table 3 below shows the events that students have learned from the forum.

*Table 3: What students LEARNED about DK history*

<i>L Chart (What students LEARNED)</i>
Khmer Rouge's movement
Khmer Rouge came to power
Khmer Rouge leaderships
Forced married
Reason of execution
Democracy during DK regime
S-21 building background
Prisoners at S-21
S-21's regulations
Prison condition
Interrogation at S-21
S-21's organizational structure
S-21's execution
Critical thinking of a history of Democratic Kampuchea
Genocide prevention
Peace building
Reconciliation
Healing

### **VI. Post-Classroom Forum survey distribution and knowledge measurement:**

Another 42 post-survey were distributed to 42 students in the big meeting hall. A length of 15 minutes was given to students to fill in post-classroom forum survey. The post-survey contains

10 questions. Five questions from the post-survey are copied from the pre-survey, and the last five questions are additional created to measure knowledge of the students after the forum. They are: 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 5.

### Students' knowledge on KR history:

As can be seen in the pie chart below, the most significant knowledge on DK history were noted that all 42 grade-12 students from Tuol Tumpoung high school responded that they have at least little knowledge on DK history. Figure 7 below shows the majority of the students, 69%, are very knowledgeable on DK history and that only 31% know little about the history. However, they could not teach the others about the DK history because no one (0%) responded to a statement of “I know enough about the DK period to teach other”.

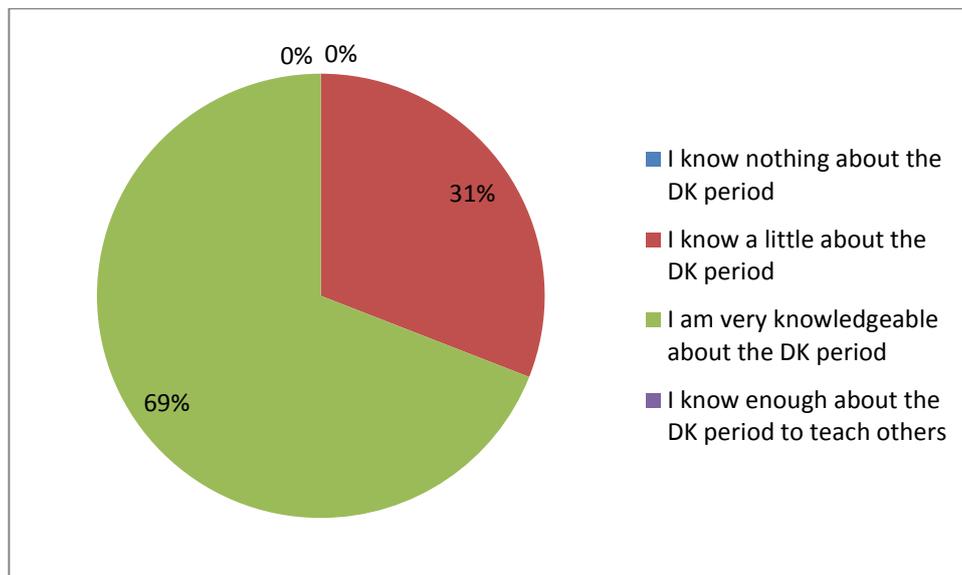


Figure 7: Students' knowledge after the forum

**Students believed the mass atrocities occurred during KR regime:**

Table 4 below presents the respondents responded to the question: Do you believe that mass atrocities occurred during the DK regime? 1 out of 42 respondents did not give answer, so that 98% of respondents believed that the mass atrocities occurred during KR regime.

Table 4: Students believed the mass atrocities occurred during KR regime

Response Item	Frequency	Percent
Yes	41	100%
No	0	0%
Unanswer	0	0%
<b>TOTAL</b>	<b>41</b>	<b>100%</b>

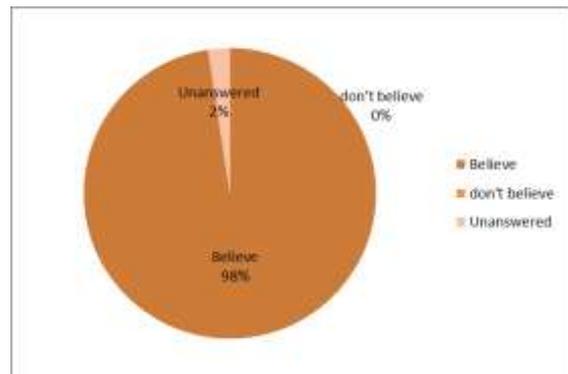


Figure 8: Students believe the mass atrocities occurred during DK

**Students think the study of a history of DK is important**

Table 5 and figure 9 below show the percentage of students who responded to the question: Do you think the study of a history of DK is important.

The result presents 98% of respondents think that the study of DK history is important, and that 2% of respondents did not give the answer to this question.

Table 5: The importance of studying DK history

Response Item	Frequency	Percent
Important	41	98%
Unimportant	0	0%
Unanswered	1	2%
<b>TOTAL</b>	<b>42</b>	<b>100%</b>

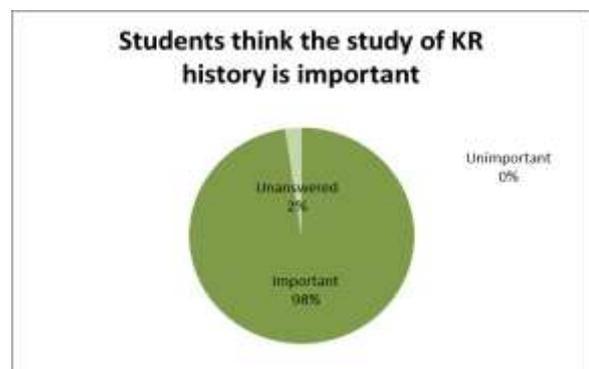


Figure 9: The importance of studying DK history

### Discrimination against children of former KR cadre

No one in the classroom forum said they discriminated against their friend who children of former KR cadre and no one of the students is children of the former KR cadre. However, the respondents provided a general answer to the questions that they will not discriminate against the children of former KR cadre because the children do not commit crimes like their parents. Table 6 and Figure 10 below present the answer of students.

Table 6: Discrimination against former KR cadre’s children

Response Item	Frequency	Percent
Discrimination	0	0%
Don't discrimination	40	95%
Unanswered	2	5%
<b>TOTAL</b>	<b>42</b>	<b>100%</b>

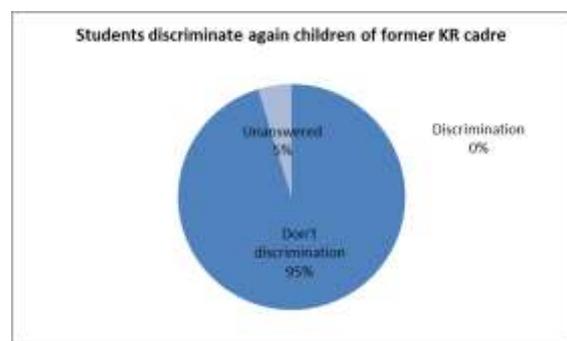


Figure 10: Discrimination against children of former KR cadre

### The study of a history of DK encourages students to think of:

#### a) Building peace

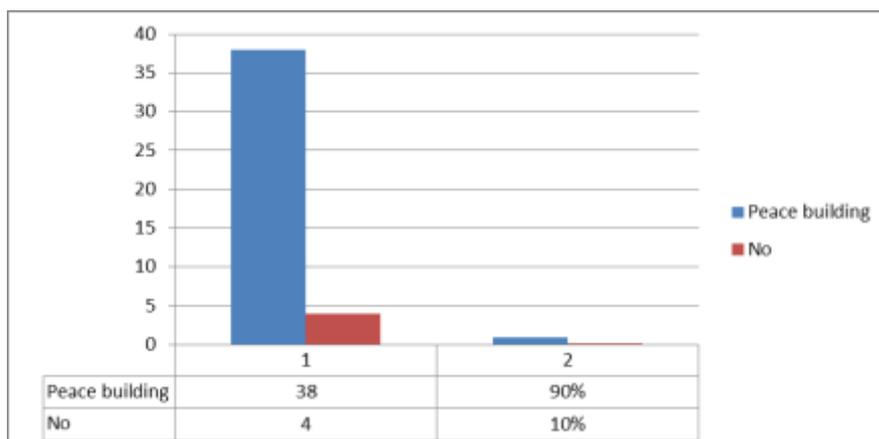


Figure 11: Students think of Building Peace after studying DK history

The graph shows that the highest percentage of respondents, 90%, goes to the category that the students think of that the study of a DK history will be part of peace building process in Cambodia, and that 10% of respondents out of 90% disagreed with the

majority of the students who responded the statement that the study of a history of DK is a process of build peace in Cambodia by saying that the study of a history of DK is not part of building peace in Cambodian society. In contrast, 7% of respondents did not express any idea on this.

### b) Healing

Figure 12 shows different perspective of the students to the question: Does the study of a history of DK encourage you to think of healing? Some agreed that the study of a history of DK is part of healing process in Cambodia while other think of the healing would be in different form or process. In addition, a small number of students left this question blank with no comment.

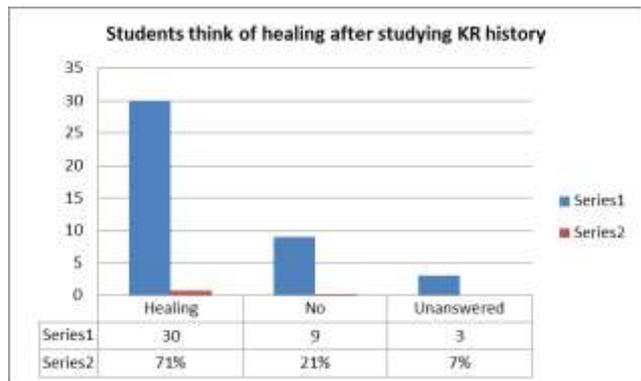


Figure 12: Students think of healing after studying KR history

As can be seen in the graph, 71% of respondents supported the idea that the study of a history of DK is a process to encourage the students to thinks of healing in Cambodia. For instance, one respondent expressed that victims should receive all kind of incentives and warm dialog of their experience during KR regime. Out of 71%, a small percentage (21%) of respondents illustrated their thoughts that the study of a history of DK is not part of healing process in Cambodia. In addition, 7% of respondents did not provide their answers to the question.

### c) Reconciliation

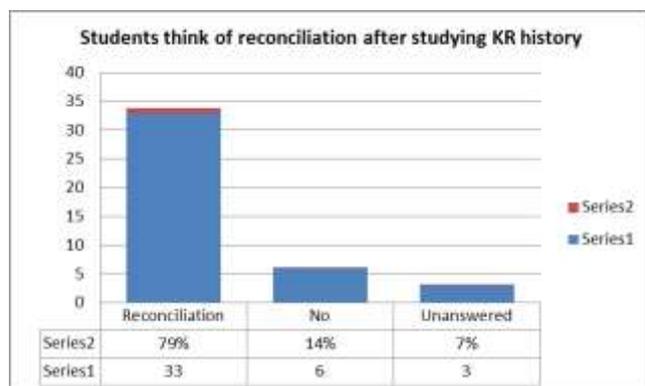


Figure 13: Students think of reconciliation in Cambodia

The graph shows the highest percentage (79%) of respondents agreed that the study of a history of DK is part of reconciliation process in Cambodia and that the lower percentage (14%) disagreed with the above statement. However, the smallest respondents (7%) did not respond to the question.

#### d) Prevention of genocide

As one of the project’s purpose, genocide prevention is put in a form of question to ask students in order to measure their critical thought after the study of a history of DK. A form of question is: Does the study of a history of DK encourage you to think of Prevention of genocide in the future?

Figure 14 illustrates that 93% of respondents thought of the study of a history

of DK is also part of genocide prevention process in Cambodia, and that 5% of respondents did not think of the study of a history of DK could be part of genocide prevention process. Other 2% of respondents did not provide the answer to the question.

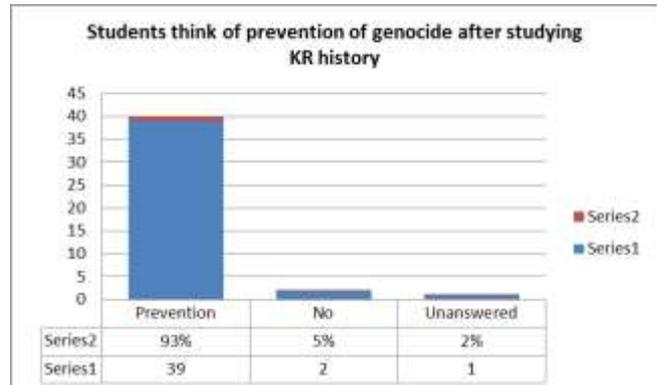


Figure 14: Students think of prevention of genocide after studying DK history

#### Students’ uncomfortable learning the history of DK

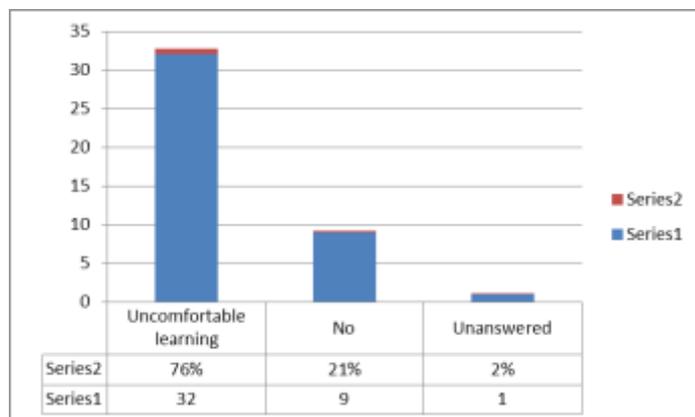


Figure 15: Students' uncomfortable learning of DK history

Because learning the DK history is about learning the atrocities event during DK regime, students could be affected by this learning. A question was designed to measure students’ feeling and that, a solution would be discussed after the result of measurement.

Figure 15 shows that 32 out of 42 students feel affected or uncomfortable after learning the history of DK. Most of their expressions on this question show that students feel pity to victims of DK regime and feel disappointing to the leadership of Khmer Rouge top leaders such as Salot Sar, Nuon Chea...Only 12% of respondents said that they did not affect by the learning of DK history because they think that everyone must learn and understand the history of Democratic Kampuchea. One respondent said, “I have to learn it because it is our history”.

## **SYNTHESIS**

The 42 grade-12 students from Tuol Tumpoung high school have knowledge on DK history before DC-Cam/SRI conduct a classroom forum on Khmer Rouge Education, and they gained more knowledge on the history from 12% before the forum to 69% after the forum. The study shows that more than 90% of students who attended the forum are engaging to the study of a history of Democratic Kampuchea even if they have not learned this history from their teacher yet. The study also found that 95% of the students have talked and discussed the DK history with their parents and family. The listening to the stories of their own family is important that listeners will remember and critical think of what happened in the past to their family. Thus, students from 95% to 98% of Tuol Tumpoung high school thought that the study of a history of Democratic Kampuchea is important for them, and that they don't discriminate against whomever children of former KR cadre. Due to the importance of studying this history, almost all students (93%) want the ASEAN communities learn a history of Democratic Kampuchea so that all communities in ASEAN will not commit crimes and human violence in the future.

In addition, 71% to 93% of students from Tuol Tumpoung high school said that the study of a history of Democratic Kampuchea will be part of process of building peace, reconciliation, and healing and genocide prevention in Cambodia.

However, the study of a history of Democratic Kampuchea will affect 76% of students an uncomfortable learning. Most students expressed that they had feeling of empathy to the victims of KR regime and feeling of unacceptable of the leadership of the top Khmer Rouge leaders.

APPENDIX 1: EVALUATION FORM

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Af

លោកគ្រូ ឈ្មោះ សុភុល ០១២ ១៥៦៦៧៦

**ការវាយតម្លៃប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យនៅកម្ពុជា**

Af

វេទិកាថ្នាក់រៀនសម្រាប់សិស្សចំណុះ  
 ស្ថិតិសារៈសំខាន់នៃការសិក្សាប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ (១៩៧៥-១៩៧៩)

**តារាងវាយតម្លៃសម្រាប់ការធ្វើវេទិកា**

ការវាយតម្លៃលើមាតិកា	ល្អណាស់	ល្អ	មិនល្អ
សម្ភារៈឧបទ្វេស (រៀបរាប់ប្រវត្តិសាស្ត្រ...)	✓		
ការចាប់អារម្មណ៍ទូទៅសម្រាប់វេទិកាថ្នាក់រៀន	✓		

ការវាយតម្លៃលើការធ្វើបង្ហាញ	ល្អណាស់	ល្អ	មិនល្អ
ការធ្វើបទបង្ហាញពីប្រវត្តិសាស្ត្រ និងសារៈសំខាន់នៃការសិក្សាប្រវត្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ (១៩៧៥-១៩៧៩)	✓		
ចំណេះដឹងលើប្រធានបទ		✓	
ជំនាញក្នុងការរៀបចំ	✓		
សមត្ថភាពក្នុងការឆ្លើយសំណួរ ឬដឹកនាំក្នុងការពិភាក្សា	✓		
ការប្រើប្រាស់សំណួរដែលជាប់ទាក់ទង		✓	

តើចំណុចណាខ្លះដែលធ្វើឱ្យលោកនាយក/នាយិកា/លោកគ្រូ/អ្នកគ្រូចាប់អារម្មណ៍ខ្លាំងជាងគេនៅក្នុងវេទិកានេះ?

- តើ ១៥៦៦៧៦ ធ្វើឱ្យយើងដឹងពីប្រវត្តិសាស្ត្រ ក្នុងសិក្សាបាន ធ្វើឱ្យយើងដឹងពីប្រវត្តិសាស្ត្រ និង តួនាទីសំខាន់នៃការសិក្សាប្រវត្តិសាស្ត្រ ។
- វិធានការសិក្សាដែលយើងធ្វើ យល់ច្បាស់ពីប្រវត្តិសាស្ត្រ
- វិធានការសិក្សាដែលយើងធ្វើ យល់ច្បាស់ពីប្រវត្តិសាស្ត្រ និង តួនាទីសំខាន់នៃការសិក្សាប្រវត្តិសាស្ត្រ ។

APPENDIX 2: OBSERVATION FORM

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**ការអប់រំប្រចត្តិសាស្ត្រអង្គប្រជាធិបតេយ្យនៅកម្ពុជា**

**វេទិកាថ្នាក់រៀនសម្រាប់សិស្សវិទ្យាល័យ**  
**ស្តីពីការសំខាន់នៃការអប់រំប្រចត្តិសាស្ត្រអង្គប្រជាធិបតេយ្យ (១៩៧៥-១៩៧៩)**

**តារាងសង្កេតការវេទិកា និង សកម្មភាពក្នុងពេលធ្វើវេទិកា**

ឈ្មោះអ្នកសង្កេតការ: <i>សិ. ព្រះ យុតិស័ក</i>	ថ្ងៃខែ ឆ្នាំ: ២១ ខែ ០១ ឆ្នាំ ២០១៤ ម៉ោង: ៥:៣០ រៀង
ប្រភេទសាលា: អនុវិទ្យាល័យ/ វិទ្យាល័យ	
ឈ្មោះវិទ្យាល័យ: <i>ស្រះចក្រ</i>	
ឃុំ/សង្កាត់:	ស្រុក/ខណ្ឌ: <i>ស្រះចក្រ</i>
ខេត្ត/រាជធានី: <i>ភ្នំពេញ</i>	ថ្នាក់ទី: ១២ ខ

**សេចក្តីណែនាំ មុនពេលវាយតម្លៃ:**

- ១) សង្កេតមើលការធ្វើបទបង្ហាញ និងការសកម្មភាពរបស់សិស្សានុសិស្សពេលធ្វើបទបង្ហាញ
- ២) សង្កេតមើលសកម្មភាពដែលនៅជុំវិញខ្លួន និងទីកន្លែងធ្វើវេទិកា ព្រមទាំងវិន័យវែងវែក។
- ៣) ត្រូវដឹងពីប្រវត្តិទូទៅរបស់វិទ្យាល័យនីមួយៗ ជាពិសេសសទាក់ទងនឹងរបបខ្មែរក្រហម។
- ៤) ត្រូវអង្គុយក្រោយគេបង្អស់ ដើម្បីងាយស្រួលក្នុងការសង្កេតសកម្មភាពក្នុងវេទិកា។
- ៥) ចូលរួមផ្តល់ការកែលម្អនូវរាល់ចំណុចខ្វះខាត ដើម្បីអភិវឌ្ឍវេទិកានាពេលក្រោយទៀត។

សូមគូស/ បំពេញនូវចម្លើយខាងក្រោម	
១	តើវេទិកានេះប្រព្រឹត្តិឡើងមានរយៈពេលប៉ុន្មានម៉ោង? ... <i>៥:៣០ រៀង</i> .....
២	តើមានវត្តមានសិស្សានុសិស្សប៉ុន្មាននាក់ចូលរួមក្នុងវេទិកា នេះ? ... <i>ជាង ៥០ នាក់</i> .....

APPENDIX 3: NAME LIST OF PARTICIPANTS

(Double click on the first page below, the whole document will appear)

មជ្ឈមណ្ឌលឯកសារកម្ពុជា  
ការសិក្សាអំពីប្រល័យក្នុងសាលាជំនុំជម្រះ

វេទិកាសាធារណៈ

ស្តីពីការបំប្រែប្រួលស្រុកកម្ពុជាប្រជាធិបតេយ្យ (១៩៧៥-១៩៧៩)  
ដល់សិក្សាសិស្សនៅទូទាំងប្រទេស ឆ្នាំ២០១៦

មជ្ឈមណ្ឌលឯកសារកម្ពុជាសិស្សប្រឡងថ្ងៃទី២៩ ខែមករា ឆ្នាំ២០១៦

ល.រ	ឈ្មោះ	ភេទ	អាយុ	ហត្ថលេខា	លេខទូរស័ព្ទ
១	គុំតា វិចិត្រ	ប	៤៧		០១២ ៤២២ ៥៥៦
២	សំបូរ គុំតាវិចិត្រ	ប	៤៦		០៧៧ ៩៧៥៤៥៨
៣	គុំតា វិចិត្រ	ប	៤៨		០៦១ ៦៧ ៦០ ៥៨
៤	ហា សិស្សាភារៈ	ប	៤៨		០១៧ ២០១៨ ២៥៤
៥	ន សី	ស	៤៨		០១៨ ១១ ៤៤១
៦	មិត្ត សុខាវាតា	ស	៤៨		០១០ ៧៤៤៧៨
៧	គុំតា វិចិត្រ	ប	៤៧		០១០ ៥០១៤៩៤
៨	គុំតា វិចិត្រ	ប	៤៨		០១២៣៤៧៥៤
៩	ស៊ី ប៊ុនកា	ស	៤៧		០១៨ ៣៣ ៤៤៨
១០	ហ៊ា ហ៊ាន	ប	៤៧		០៧៤ ៩៩៥៨៨៩១
១១	ហ៊ា ហ៊ាន	ប	៤៧		០១៦ ៨៥០៥៧១
១២	ស៊ី ប៊ុនកា	ប	៤៨		០១៦ ៤២៦៨៦៦៤
១៣	គុំតា វិចិត្រ	ប	៤៨		០៨៦ ៥៧៨៤៨២
១៤	ហ៊ា ហ៊ាន	ប	៤៧		០៥៧ ៧៨ ៣២៤៣
១៥	ហ៊ា ហ៊ាន	ប	៤៧		០៧៨ ៩១០៨៤
១៦	ស៊ី ប៊ុនកា	ស	៤៧		០១៥ ២២២ ១៧២
១៧	គុំតា វិចិត្រ	ប	៤៦		០១៦ ២៦០ ៩៤៦



APPENDIX 4: 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.

<p>1. How would you describe your knowledge of the DK period? <b>Choose one.</b></p> <ul style="list-style-type: none"> <li>a. I know nothing about the DK period.</li> <li>b. I know a little about the DK period.</li> <li>c. I know some facts about the DK period, but I am not very knowledgeable.</li> <li>d. I am very knowledgeable about the DK period.</li> <li>e. I know enough about the DK period to teach others.</li> </ul>
<p>2. Do you believe that mass atrocities occurred during the DK regime? (Yes or No) Explain why or why not.</p>
<p>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?</p>
<p>4. Do you think the study of a history of DK is important? (Yes or No) Explain why or why not.</p>
<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 history of DK could be taught in school in Cambodia and Asian? (Yes or No). Explain why or why not:</p>

APPENDIX 5: 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.

<b><i>After this classroom forum....</i></b>
1. Do you satisfy this classroom forum?  Yes or No
2. How would you describe your knowledge of the DK period? <b>Choose one.</b> 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.
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>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>