

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

Genocide Research and Education in Cambodia Classroom Forum at Svay Ror meat Highschool

The Important of Study the History of Democratic Kampuchea (1975-1979)
March 18th, 2019



Introduction

On 5 June 2108, 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 70 students (70% are female) at Svay Ror meat High school.

The project was launched to provide a holistic, balanced and detailed analysis of the Khmer Rouge period to high school students. By providing this analysis to Cambodia’s youth, the objective 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.

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.

<i>N</i>	<i>Forum Activities</i>
1	<i>Opening Brief</i>
2	<i>Pre-Forum Survey</i>
3	<i>Documentary Film Screening: Children of Cambodia</i>
4	<i>Introduce the K-W-L Charts</i>
5	<i>Presentation on History Content</i>
6	<i>Q&A Session</i>
7	<i>Post-Forum Survey</i>

Forum Activities

The classroom conducted at 9 AM in the morning at school hall. First, Deputy Director of high school was briefed about the school background. He also encouraged students to stay focus on lecture today and mentioned that “it is important for us to remember and aware on our country is history, especially the upcoming grade 12 national exam”. Followed by 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 sheet to each student. The questionnaire divided into two main sections – first, basic knowledge and students’ opinions on DK history, and the knowledge on genocide and human rights violations. Students had 15 minutes to complete the questionnaire. Then, Mr. Rasy started screening the documentary film which made right after the KR regime collapsed, entitled: The Children of Cambodia. Then documentary film demonstrated the situation and fate of Children after KR regime. After the film ended, Mr. Rasy asked students about their opinions on this film. There was one student rise his hand to share the opinion on the film.



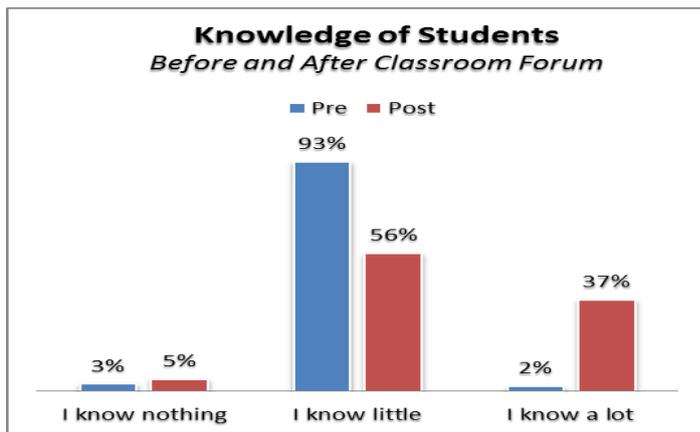
Next, Mr. Rasy introduced the K-W-L chart to students. Due to the time limit, Mr. Rasy decided to skip K (of K-W-L charts) and asked students to write what they want to know about DK history on W (of K-W-L charts). Students had 10 minutes to write their questions on the W chart.

Questions

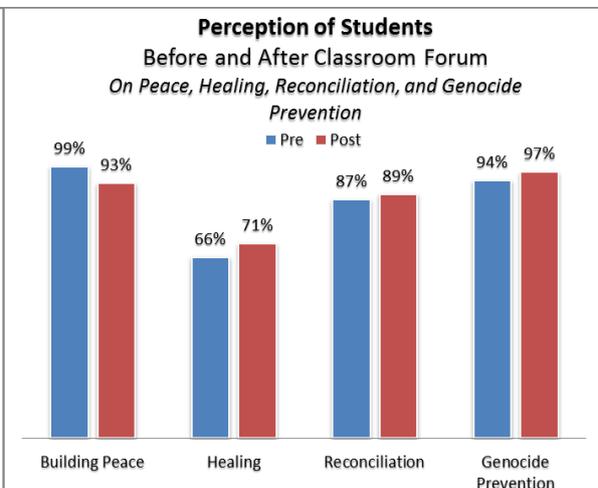
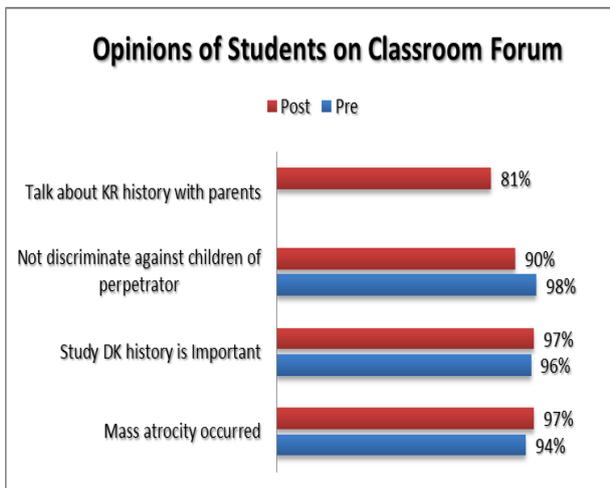
- What was the origin of Khmer Rouge Regime?
- Why did Khmer Rouge ban the protest?
- Why KR leaders did say that they did not know anything about the crimes commit by low cadres?
- What were the objectives of KR?
- What were the factors that make people cannot resistant?
- What happened in the tribunal?
- Why did KR kill people?
- What is the genocide definition?
- What are the effects of Khmer Rouge regime on Cambodia society?

Mr. Rasy began his presentation on DK history contents based on the eight policies of Democratic Kampuchea. First, he showed the photos of KR leaders and brief about their biographies. He also addressed the KR tribunal. All students were focused on Mr. Rasy presentation.

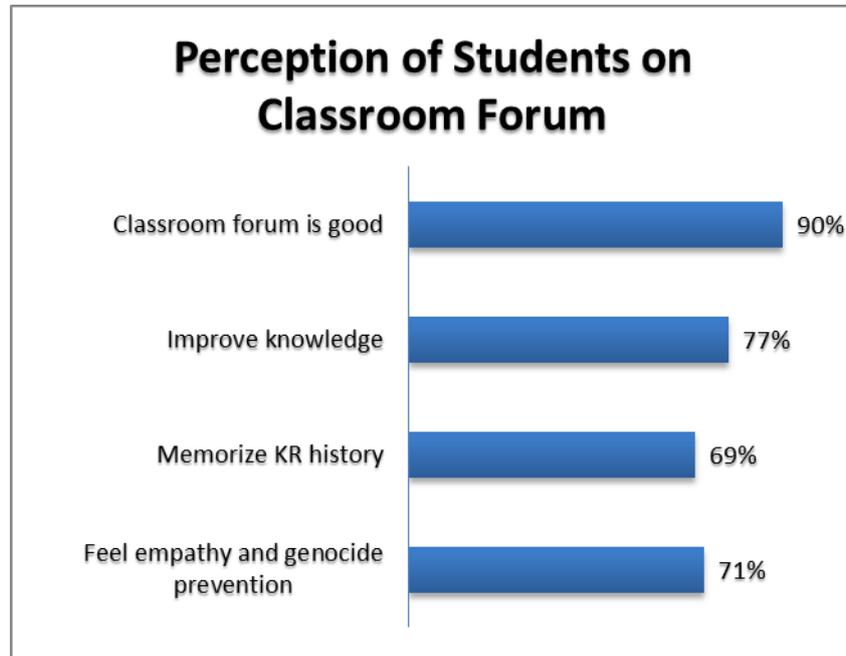
Results from Survey



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 35%.



After attending the forum, 97% of students believe that studying DK history is important. The majority of students (90%) 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 (93%), healing (71%), reconciliation (89%), and preventing the genocide (97%).



Conclusion

Classroom forum at Svay Romeit high school was successfully 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 to educate young people about the genocide in our country so people can understand and increase their awareness. Based on observation, students were focused on the lecture and showed appreciation after the forum finished.

Team : Pheng Pong-Rasy, Min Sanas, and Phat Sela
Report : Phat Sela
Support : USAID
Photo Link : <https://photos.app.goo.gl/zJhHZCNon5Z6fV7WA>

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>	15	(22%)	16	(26%)
	<i>Female</i>	53	(78%)	46	(74%)

<u>History of Democratic Kampuchea Knowledge</u>					
1	<i>Would you describe your know ledge of DK period?</i>				
	I know nothing	2	3	3	4.8
	I know a little	63	93	35	56
	I know a lot	1	2	23	37
	I know enough to teach other	2	3	1	12
2	<i>Do you believe that mass atrocities occurred during DK period?</i>				
	Yes	64	94	60	97
	No	1	2	1	1
	N/A	3	4	1	2
3	<i>Have you ever talk about DK period with your parents or people who experience that period?</i>				
	Yes	51	75	50	81
	No	16	24	11	18
	N/A	1	1	1	1
4	<i>Do you think the studying of DK history is important?</i>				
	Yes	65	96	60	97
	No	3	4	2	3
	N/A	0	0	0	0
5	<i>If one of your friends is s son/daughter of perpetrator, would you discriminate against his/her?</i>				
	Yes	1	1	4	6
	No	67	98	56	90
	N/A	0	0	2	3
6	<i>Which school level that DK history should be taught in?</i>				
	Primary school	3	4	2	3
	Junior school	54	79	52	84
	High school	6	9	6	10
	University	2	3	1	1
	N/A	3	5	1	1
7	<i>Does the study of DK history encourage you to think of peace building in Cambodia?</i>				
	Yes	67	99	58	93
	No	0	0	3	5
	N/A	1	1	1	2
8	<i>Does the study of DK history encourage you to think of healing?</i>				
	Yes	45	66	44	71
	No	18	27	16	26
	N/A	5	7	2	3
9	<i>Does the study of DK history encourage you to think of reconciliation?</i>				
	Yes	59	87	55	89
	No	3	4	6	10
	N/A	6	89	1	1
10	<i>Does the study of DK history encourage you to think of genocide prevention?</i>				
	Yes	64	94	60	97
	No	0	0	1	1
	N/A	4	6	1	1

11	<i>How do you feel about the studying of DK history?</i>				
	Want to know and understand about this history	60	88	52	84
	Do not want to know	0	0	1	12
	Feel empathy to victims	7	10	7	11
	Boring	1	2	1	1
	N/A	0	0	1	1
<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	28	41	20	32
	Arresting leaders of a religious group with the intent to undermine the practice of religion	8	12	21	34
	<u>Deliberately starving an ethnic group with the intent to destroy the people</u>	<u>16</u>	<u>24</u>	<u>12</u>	<u>19</u>
	Killing enemy soldiers who are shooting at your soldiers during war	10	15	5	8
	N/A	6	9	4	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	23	34	15	24
	<u>Local leaders requirement to force members of a religious group to live separate from the rest of the community</u>	<u>29</u>	<u>43</u>	<u>38</u>	<u>61</u>
	Police arresting persons who trespass on government property	2	3	2	3
	Immigrants from another country seeking to settle in a community	1	1	3	5
	N/A	13	19	4	7
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>28</u>	<u>41</u>	<u>42</u>	<u>68</u>
	Religious leaders who encourage their members to pray for members of another religion.	7	10	9	14
	Political leaders who encourage everyone to vote.	10	15	5	8
	Individuals who petition their government leaders to adopt a policy.	3	4	2	3
	N/A	20	29	4	7
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.	11	16	6	10
	<u>Individuals mourn the loss of family and friends</u>	<u>31</u>	<u>46</u>	<u>34</u>	<u>55</u>

	<u>who were tortured and/or killed.</u>				
	Individuals are not impacted by genocide. Genocide only affects groups of people.	3	4	5	8
	Only children are impacted by genocide by the loss of parents.	11	16	14	23
	N/A	12	18	3	5
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.	3	4	4	6
	Only poor families ever suffer during genocide. Rich families never suffer during genocide.	6	9	13	21
	<u>Genocide can impact families and communities in many ways for generations.</u>	<u>27</u>	<u>40</u>	<u>30</u>	<u>48</u>
	Genocide impacts communities but families can always escape by fleeing to another country.	11	16	9	14
	N/A	21	31	6	10
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.	0	0	0	0
	Countries can be impacted by genocide but the world is too big to be impacted.	9	13	16	26
	Countries suffer from genocide only when it is occurring. They can rebuild quickly	36	53	39	63
	<u>Countries can be impacted by genocide for generations.</u>	<u>6</u>	<u>9</u>	<u>6</u>	<u>10</u>
	N/A	17	25	1	2
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	7	10	13	21
	Individuals can prevent violence by attacking their enemies before they are attacked	7	10	7	11
	Individuals can prevent violence by staying quiet and not criticizing violence	9	13	6	10
	<u>Individuals can prevent violence by speaking against such violence</u>	<u>21</u>	<u>31</u>	<u>34</u>	<u>55</u>
	N/A	24	35	2	3
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	4	6	6	10
	Individuals can encourage victims to be silent because speaking out against violence will only encourage more violence	15	22	22	35
	<u>Individuals can denounce violence and encourage peaceful solutions to conflicts</u>	<u>13</u>	<u>19</u>	<u>26</u>	<u>42</u>
	Individuals can encourage perpetrators to commit their violence without public attention, which only	2	3	1	2

	aggravates the situation				
	N/A	34	50	7	11
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>	<u>22</u>	<u>32</u>	<u>35</u>	<u>56</u>
	Communities can protect the individual rights of the majority group at the expense of minorities in order to preserve peace, order and stability	4	6	5	8
	Communities do not need to protect individual rights; rather, they must always seek to maintain peace, order and stability	2	3	11	18
	Communities do not need to protect individual rights because this is always a state responsibility	1	2	2	3
	N/A	39	57	9	14
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.	1	2	2	3
	<u>Communities can prevent violence by teaching youth to appreciate human diversity through education about different cultures, religions, and communities.</u>	<u>5</u>	<u>7</u>	<u>34</u>	<u>55</u>
	Communities can prevent violence by teaching youth to appreciate their own culture and identify ways to protect it from outside influence.	7	10	13	21
	Communities can prevent violence by teaching youth how to protect themselves and their communities through self-defense training	4	6	2	3.2
	N/A	51	75	11	18
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.	7	10	4	6
	Countries can prevent violence by attacking enemies before they are attacked	<u>1</u>	<u>2</u>	2	3
	Countries can never prevent violence but they can assist in peaceful resolution.	4	6	9	14
	<u>Countries can prevent violence through education and diplomacy</u>	<u>3</u>	<u>4</u>	<u>33</u>	<u>53</u>
	N/A	53	78	14	22
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>0</u>	<u>0</u>	<u>6</u>	<u>10</u>
	Countries should never denounce other countries because it will weaken future diplomacy.	0	0	7	11
	Countries should only denounce enemies that support violence or genocide. Countries should never denounce allies involved in genocide because they are allies.	5	7	8	13
	Countries should only help people who deserve to be helped. Some genocide is necessary to preserve peace and order.	8	12	25	40
	N/A	55	81	16	26
<u>Opinion on the Forum</u>					
24	What do you think about this classroom forum?				
	Good and help develop my knowledge			56	90
	Not good, did not help anything at all			0	0
	N/A			6	10
25	What did this classroom forum help you?				
	Improve my knowledge on KR history			7	11
	Help to memorize the KR history			2	3
	Encourage to feel empathy and genocide prevention			3	5
	All above			41	66
	N/A			9	15