

GENOCIDE EDUCATION IN CAMBODIA
DK HISTORY EDUCATION

REPORT
CLASSROOM FORUM ON THE IMPORTANCE OF STUDYING
THE HISTORY OF DEMOCRATIC KAMPUCHEA (1975-1979)
CHHOUK VA HIGH SCHOOL
12 FEBRUARY 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 12th February 2016, DC-Cam/SRI conducted its fourth classroom forum at Chea Sim Chhouk Va high school with 34 grade-12 students. The school vice principal, Mr. PHUONG Thon (Cellphone: 078 799 966), coordinated this work smoothly and provided a classroom (meeting room) for our discussion on DK history. The participants came from grade 11 and 12. Among 34 participants, 59% of them were female. The classroom forum started at 9:00a.m., and finished around 11:15a.m.



Chea Sim Chhouk Va High School students filled the form of Forum's pre-survey. Photo: DCCam

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 Sopheak Pheana. (The observation form is attached as Appendix 1).
- Forty-two (42) grade-11 & 12 students. (The list of the participating students is attached as Appendix 2)

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:

Unlike the previous high schools, the opening our classroom room at this school was conducted without attending teacher or principal from the school. We from DCCam/SRI launched this as schedule arrangement. First of all, we introduced the team to the 34 students. Then we spoke briefly about DC-Cam's works and summary of genocide education in Cambodia. At the same time, we encouraged students to learn DK history by saying that the study of our own history is very important to understand what happened in the past. *"If you don't learn our history, especially Democratic Kampuchea history, it means you don't know yourself clearly and you don't know your own history."* Another sentence was added, *"The study of our own history will help you to become a good leader in the future, and if you study a history of DK, you will know how to build peace, reconciliation and prevent a DK regime in the future so that you help push the country to become more developed."* Last, we discussed the program and activities of the forum with all participants.

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

Thirty-four (34) pre-classroom forum surveys were initially distributed to 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 against their friends who are children of former Khmer Rouge cadre; and 6) students' opinion on the teaching of DK history in ASEAN. The 34 surveys were considered to be legitimate and useable for this forum. With 34 returned and useable surveys, 59% of respondents were female and most of them were from grade 12. All questions are analyzed using SPSS software to find accurate percentage of knowledge of the participants before conducting the forum.

First question, *How would you describe your knowledge of the DK period?*, was analyzed. The respondents were required to circle one among the four provided statements – 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 – in order to measure level of their knowledge. Finding shows that 85.3% of participants have little knowledge on a history of Democratic Kampuchea and that only 2.9% of

respondents know the history of Democratic Kampuchea more than the others among their peers. However, another 11.8% of the students did not answer this question. This high percentage of very limited knowledge on DK history required that the teaching of a history of DK must be detailed and more explanation. Table 1 below presents the percentage of students' knowledge on a history of Democratic Kampuchea.

Table 1: Level of student's knowledge on DK history

Knowledge_of_DK			
	Frequency	Percent	Valid Percent
I know a little about the DK period.	29	85.3	85.3
I am very knowledgeable about the DK period.	1	2.9	2.9
Valid Didn't answer	4	11.8	11.8
Total	34	100.0	100.0

However, no respondents responded they don't know anything about a history of DK. Because of this, the second question of the pre-survey presents their thoughts of the happening of DK regime between 1975 and 1979. The question says: *do you believe that mass atrocities occurred during the DK regime?* Students' choice of this question was "yes" and "no". Students were freely to choose an appropriate answer for their own choice. 33 out of 34 respondents answered this question. Table 2 below shows that 97.1% or 33 out of 34 respondents believed that the DK regime was really happened between 1975 and 1979, and that only 1 respondent or 2.9% of students did not provide his/her answer.

Table 2: Students believe the atrocities happened during DK regime

Believe_mass_atrocities			
	Frequency	Percent	Valid Percent
Yes, I believe	33	97.1	97.1
Valid Don't answer	1	2.9	2.9
Total	34	100.0	100.0

Question three was about the relationship between children and parents or family on DK history. This event was about the daily communication in the family or community. In 2011-report of DC-Cam’s quality control project, most students in Chhouk Va High School come from a slum area called Sambok Chab (“bird nest”). They were evacuated from the center of the capital for a development project and were re-settle in the suburb of the city. Most families are poor and cannot afford to provide sufficient support for their children to come to school. Thus, the possibility to interact between children and family was expected to be lower. According to the survey, 33 out of 34 students answered the question, and most answers showed that the communication among family appears among the student’s families. Table 3 below shows the student’s dialogue with parents or families on DK history. As seen in the table 3, 76.5% of respondents said they have communicated with their parents about the DK history, and that 20.7% of them did not have any conversation with their families. However, only 2.9% said nothing about the dialogue with their parents. Thus, the majority of the students have built and learned the DK history from homes and communities while others have not yet communicated with their family about the DK history.

Table 3: Student's dialogue with parents about DK history

Talking_with_parents			
	Frequency	Percent	Valid Percent
Valid	Talk	26	76.5
	don't talk	7	20.6
	don't answer	1	2.9
	Total	34	100.0

As noted from the classroom forum, everyone seemed to be careful to study DK history and want to know more about this regime. When we firstly asked “do you think the study of history is important?” they said “Yes”. Then we continued asking: “Is it important to study DK history?”, they also responded “Yes”. To be clear with this answer, we asked all students in the classroom forum to answer: *Do you think the study of a history of DK is important?* Table 4 below shows frequency and percentage of respondents who answered the above question. As can be seen in the table, all respondents responded that the study of a history of DK is important.

Table 4: The importance of studying DK history

Importance_to_learn				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	34	100.0	100.0

In response to question 5, “if one of your friends is a son/daughter of a perpetrator, would you discriminate against him or her”, large number of students said they don’t discriminate against their friends who children of former Khmer Rouge cadre, and very small number of students said they discriminate against them. Table 5 below illustrates that 82.4% of respondents disagreed that they could discriminate against whomever children of former Khmer Rouge cadre and that only 5.9% of them said against their majority classmate who feel free to give more opportunity to the friends who children of former KR cadre. However, the table also shows that 11.8% of respondents did not express any thought to this question. Mao Sophanith, female, student at grade11A, said she discriminated against the children of former KR cadre because she thought that many people who lived under DK regime received overwork from the cadre of the regime. In addition, Suong Sina, male, student at grade 11B2, ticked a box of discrimination but he didn’t explain why he decided to choose this answer.

Table 5: Students discriminate against children of former Khmer Rouge cadre

Discrimination				
	Frequency	Percent	Valid Percent	
	Discriminate	2	5.9	5.9
Valid	Don't discriminate	28	82.4	82.4
	Don't answer	4	11.8	11.8
	Total	34	100.0	100.0

However, all students thought of extending the teaching and learning the DK history in ASEAN. Large number of students, 82.4%, expressed that the teaching of a history of Democratic Kampuchea (1975-1979) should be extended to ASEAN. However, 5.9% of the students said they disagreed with extending the teaching of DK history in ASEAN. Boeun Nget, male, student from

grade 11B2, explained the reason why the teaching of DK history could not be taught in ASEAN because he felt ashamed of that leaders of DK regime killed its people unlike other countries. In addition, a student from the same class as Nget, Kou Seiha, chose that the teaching of DK history could not be taught in ASEAN. But his explanation seemed to be different from his choice. Seiha explained that he really want other countries to study DK history so that those countries will learn our history and understand what had happened during DK regime. Table 6 below illustrates the teaching of DK history in ASEAN.

Table 6: The teaching of DK history in ASEAN

Teaching of DK history in ASEAN				
		Frequency	Percent	Valid Percent
Valid	Could teach	28	82.4	82.4
	Couldn't teach	2	5.9	5.9
	Don't answer	4	11.8	11.8
	Total	34	100.0	100.0

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 7 below shows prior knowledge of students:

Table 7: What students KNOW about DK history?

<i>K Chart (What students KNOW)</i>
Khmer killed Khmer
Destroy people's solidarity
Killing without telling appropriate reason
Hard to live under DK regime
Starvation
Prohibition of people's rights
Overwork
Forced marriage

2. 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. Some students raised the same questions or they wanted to know the same topics which were happened during Khmer Rouge regime. Table 8 below shows a list of “what students want to know”:

Table 8: What students WANT to know about DK history?

<i>W Chart (What students WANT to know)</i>
Why the Khmer Rouge existed?
Why did Khmer Rouge kill its own people?
Why the regime did not have leaders?
Who support the Khmer Rouge regime from behind?

IV. L Chart (What students LEARNED):

1. Presentation of a summary of DK history

The participants listened to a presentation of summary of DK history. The presentation began with the given name of “Khmer Rouge”. Presenter told the students that the word “Khmer Rouge” came from a speech of Prince Norodom Sihanouk declared in a decade of 1960s to his people. Next, the day of April 17, 1975 was presented along with the evacuation of people, execution of people, torture, overwork, separation of people. Moreover, the four-year plan (1977-1980) was also mentioned to the students. Presenter explained that the four-year plan of Khmer Rouge caused people to meet starvation, execution, and overwork. The presentation ended with the fall of DK regime in 1979. There were three important factors that caused the regime lost the war to the National United Front for Salvation in cooperation with Vietnamese troops. The three important factors are: 1) a weakened populace; 2) purges; and 3) clashes with Vietnam.

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 four questions from table 8 above were answered clearly. Table 9 below shows the events happening during Khmer Rouge regime that students have learned from the presentations of DK history, the important of studying DK history, and the explanation of W-Chart.

Table 9: What students LEARNED about DK history

<i>L Chart (What students LEARNED)</i>
“Khmer Rouge” word came from a speech of Prince Norodom Sihanouk
The victory of Khmer Rouge on April 17, 1975
Khmer Rouge leaders
Forced married
Execution and its reasons
Starvation and its reason
Daily life during Khmer Rouge regime
People’s rights prohibition
The fall of DK regime in 1979
Existing of DK regime
Critical thinking of a history of Democratic Kampuchea
Genocide prevention
Peace building
Reconciliation
Healing

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

Another 34 post-survey were distributed to 34 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 4.

30 out of 34 respondents gave us back their completed surveys. Therefore, 30 surveys were considered to be legitimate and useable for this forum.

Table 10 below shows that half of students from Chhouk Va high school (50%) still have little knowledge about DK history even if they attended the classroom forum. However, almost half of the respondents (43.3%) responded that they are very knowledgeable about the DK history. In contrast, 6.7% of respondents did not provide their answers that they know little or much about DK history.

Table 10: Students knowledge about DK history after the forum

Knowledge_of_DK			
	Frequency	Percent	Valid Percent
I know a little about the DK period.	15	50.0	50.0
I am very knowledgeable about the DK period.	13	43.3	43.3
Valid Didn't answer	2	6.7	6.7
Total	30	100.0	100.0

All students expressed that they believed what had happened during the DK period and they thought that the study of DK history is important for them. The data from the post-survey showed that 100% of respondents did not provide any rejection to the happening of DK regime was not true or the study of this history was not important.

However, percentage of students discriminated against children of former KR cadre still exist among the students. Table 11 below shows that there are 13.3% of students responded that they felt discrimination of former KR cadre's children. Even though this still happens, majority of students said they don't discriminate against their friends who children of former KR cadre.

Table 11: Students discriminated against children of former KR cadre

Discrimination against children of former KR cadre			
	Frequency	Percent	Valid Percent
Valid Discriminate	4	13.3	13.3
Valid Don't discriminate	25	83.3	83.3
Valid Don't answer	1	3.3	3.3
Total	30	100.0	100.0

The main focuses of the classroom forum is the explanation of the importance of studying DK history. A less than 20-minute presentation about this explained that the study of a history of DK will encourage students to understand the way to build peace, reconciliation, healing and genocide prevention. Tables below show the percentages of students who think of that the study of DK history will encourage them to think of peace building, healing, reconciliation and genocide prevention.

As can be seen in the table 12, 96.7% of students said they think of building peace when they study a history of DK, and that 3.3% of respondents did not respond that the study of DK history does not encourage him to think of building peace.

Table 12: The study of DK history encourage students to think of building peace

PEACE			
	Frequency	Percent	Valid Percent
Valid Yes	29	96.7	96.7
Valid Don't answer	1	3.3	3.3
Total	30	100.0	100.0

Table 13 below shows a different perspective of the students to the question: *Does the study of a history of DK encourage you to think of healing?* However, majority of students

(66.7%) agreed that the study of a history of DK encouraged them to think of healing while other (26.7%) disagreed that the study of DK history did not encourage them to think of healing of victims. In addition, a small number of students (6.7%) left this question blank with no comment. Ra Srey nich, female, student from grade 11 B2 said the study of DK history could not encourage her to think of healing, but remember. She said *“the study of DK history makes me remember what had happened during (KR) regime such as starvation, had no rights to do anything, and killing.”* Other female students – Suong Duong Chiva, Mao Sophanith and Vises Soreasei – said similarly that the study of DK history can encourage students to understand every events of the DK regime. Another male student, Chann Pichet, expressed that all victims still remember what happened and this memory still affect people who experienced the regime.

Table 13: The study of DK history encourage students to think of healing

HEALING			
	Frequency	Percent	Valid Percent
Valid	Yes	20	66.7
	No	8	26.7
	Don't answer	2	6.7
	Total	30	100.0

For a process of reconciliation that emerge from the study of DK history, a majority of students, 70%, believed that the study of DK history help them to think of reconciliation among peers, families and communities and that 6.7% out of 100% of respondents did not believe that the learning of this history can encourage people to think of reconciliation. However, 23.3% of respondent did not say anything about this. Sang Kunthea, female, student from grade 12A, thought that the reconciliation process emerging from this study is not happened and people could not reconcile. She explained that people could not forget what happen to them and the perpetrators could not compensate for their activities during DK period. Another student from grade 11B2, Chhon Chhat, expressed similarly that perpetrators could not compensate for their killing of over a million people during the regime.

Table 14: The study of DK history encourage students to think of reconciliation

RECONCILIATION			
	Frequency	Percent	Valid Percent
Valid Yes	21	70.0	70.0
Valid No	2	6.7	6.7
Valid Don't answer	7	23.3	23.3
Total	30	100.0	100.0

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. The question says: *Does the study of a history of DK encourage you to think of Prevention of genocide in the future?* The result from the survey as can be seen in table 15 below shows that 83.3% of respondents thought of genocide prevention after they studied DK history, and that 16.7% of them did not answer to the question. No one of the students provide a negative thought that the study of DK history could not be reached genocide prevention in the future.

Table 15: Students think of genocide prevention after the study of DK history

PREVENTION			
	Frequency	Percent	Valid Percent
Valid Yes	25	83.3	83.3
Valid Don't answer	5	16.7	16.7
Total	30	100.0	100.0

Because learning the DK history is about learning the atrocities event during DK regime, students could be affected by this learning. A question, *do you feel uncomfortable learning the history of DK*, was designed to measure students' feeling.

Table 16 shows that 50% of students feel affected or uncomfortable after learning the history of DK, and that 36.7% of them feel comfortable learning the DK history. However, 13.3% of students did not provide their answers. Few students said that the students need to study this history because it is Khmer history.

Table 16: Effect of learning DK history on student

Comfortable_learning				
	Frequency	Percent	Valid Percent	
Valid	Uncomfortable	15	50.0	50.0
	Comfortable	11	36.7	36.7
	Don't answer	4	13.3	13.3
	Total	30	100.0	100.0

Cross-surveys Analysis

As can be seen in the table 17 below, the number of students who attended the classroom forum was decreased from 34 to 30 due to time permit for them to complete school work requirement. The table also shows the comparison of pre- and post-survey which displayed the level of student's knowledge before and after the classroom forum on genocide education. From the table, the percentage of students who developed their learning of a history of DK became more increasingly (43.3%) if compare to their knowledge prior to the forum (2.9%). This is evident that a very small number of students who have knowledgeable about DK history before the classroom forum developed their knowledge about the DK history after they learned, discussed, thought and wrote about DK history during the classroom forum. In addition, the percentage of students who know little about DK history went down slightly from 85.3% to 50% after the forum.

In contrast, the level of students discriminated against children of former Khmer Rouge cadre was slightly increased after they attended the classroom forum. As seen in the table 17, students discriminated against children of former Khmer Rouge cadre was less than 6% at the time they were before the forum started, but this percentage became higher (13.3%) after they attended the forum. However, the number of students who didn't discriminate against former Khmer Rouge cadre's children raised very slightly from 82.4% to 83.3% after the classroom forum.

Table 17: Cross-surveys - summary of student knowlegde about DK history

Categories	Sub-categories	Student #	Pre-Survey (%)	Student #	Post-Survey (%)
Knowledge of DK history	Know little about	34	85.3%	30	50%
	DK period				
	Very		2.9%		43.3%

Mass atrocities happened during DK period	knowledgeable about DK period				
	Believe mass atrocities happened during DK period	34	97.1%	30	100%
Significant to study DK history	Important to study DK history	34	100%	30	100%
Level of Discrimination	Discriminate against children of former KR cadre	34	5.9%	30	13.3%
	Don't discriminate against children of former KR cadre		82.4%		83.3%

VI. DK History textbook distribution

According to DC-Cam's 2011-report on Quality Control on the Teaching "A History of Democratic Kampuchea (1975-1979)", there were only four students had DK history textbook on hand. The report also mentioned that only students from elite families may buy the DK history textbooks, while many poor students have to shift and share the textbooks among friends who sit next to them. With this gap, DCCam/SRI, on February 12, 2016, distribute 75 copies of DK history textbook to all students who attended the classroom forum and some who did not attend the forum. Moreover, we kept 15 copies at school library for reading.

OUTCOME

Writing in their survey, especially Post-survey, students mentioned that they gained more knowledge about DK history and a way to encourage them to build peace, healing, reconciliation and genocide prevention in the future. The formal school's students created a dialogue on memory as well as coming to terms with the past and reconciliation increases. Activities dealing with the past and its consequences for the present and the future become an accepted part of formal

education in Chhouk Va high school. The forum is a message to alert the history teacher of new teaching methodology which they received from the local teaching training.

CHALLENGES AND LESSON LEARNED

Before conducting the classroom forum, DC-Cam/SRI teamwork went to meet the school principal a month before the forum to hand him a permission letter from MoEYS signed by H.E. Hang Chuon Naron. In addition, the team called him twice to inform him our mission to conduct the forum at his school. At the time at his school on the forum day, he was not in school and very few students were waiting for us inside compound of the school. We called him again and he was at a restaurant to have breakfast. We decided to talk to another vice principal to request more students. This is very unorganized and careless of this forum which permitted from MoEYS. Next school's forum, the team should call not only school principal, but both of vice-principals to inform our present to conduct the forum at their school so that everything will be smoothly prepared.

During the forum, all students did not know the forum about. Most of them said they were told to attend the forum, but not told the forum about. In addition, we asked for grade-12 students to attend. But very few grade-12 students appeared at the forum room. Instead, most grade-11 students were asked to attend the forum in order to meet a proper requirement.

About half of students did not pay attention to complete the survey provided by us. Some created a chit-chart environment that affected some students who were filling the survey. This might be that their principal or teacher did not come to observe them during the forum session. This experience taught us that the present of teachers or school principal inside the classroom forum would affect student learning on the DK history.

STUDENTS' RECOMMENDATION

Students saw this forum as important for them to get to know and understand more about the Khmer Rouge regime/history. The survey showed that most of students want this forum be conducted at all high schools in Cambodia. Some students asked for the same forum is conducted again for them since their first time learning of the DK history were not so clear.

APPENDIX 1: OBSERVATION FORM

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



ការអប់រំប្រចក្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យលើកម្ពុជា

វេទិកាផ្លាស់រៀនសម្រាប់សិស្សវិទ្យាល័យ
ស្តីពីសារៈសំខាន់នៃការសិក្សាប្រចក្តិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ (១៩៧៥-១៩៧៩)

ការពិសោធន៍ការវេទិកា និង សកម្មភាពក្នុងពេលធ្វើវេទិកា

ឈ្មោះអ្នកសង្កេតការៈ: <i>ព្យាង្គ ចាន់ណា</i>	ថ្ងៃ: <i>១២ ខែ ០១ ឆ្នាំ ២០២០</i> ម៉ោង: <i>១០:០០ - ១១:០០</i>
ប្រភេទសាលា: <i>អនុវិទ្យាល័យ (វិទ្យាល័យ) ឯកសិក្សា</i>	
ឈ្មោះវិទ្យាល័យ: <i>ឯកសិក្សា</i>	
ឃុំ/សង្កាត់:	ស្រុក/ខណ្ឌ:
ខេត្ត/រាជធានី: <i>ភ្នំពេញ</i>	ថ្នាក់ទី: <i>១១ x ១២</i>

សេចក្តីណែនាំ មុនពេលវាយតម្លៃ:

- ១) សង្កេតមើលការធ្វើបទបង្ហាញ និងការសកម្មភាពរបស់សិស្សានុសិស្សពេលធ្វើបទបង្ហាញ
- ២) សង្កេតមើលសកម្មភាពដែលនៅជុំវិញខ្លួន និងទីកន្លែងធ្វើវេទិកា ព្រមទាំងវិន័យដែរ។
- ៣) ត្រូវដឹងពីប្រវត្តិទូទៅរបស់វិទ្យាល័យនីមួយៗ ជាពិសេសសំខាន់ៗនិងបែបខ្មែរក្រហម។
- ៤) ត្រូវអង្គុយក្រោយគេបង្អស់ ដើម្បីងាយស្រួលក្នុងការសង្កេតសកម្មភាពក្នុងវេទិកា។
- ៥) ចូលរួមផ្តល់ការកែលម្អនូវរាល់ចំណុចខ្វះខាត ដើម្បីអភិវឌ្ឍវេទិកាពេលក្រោយទៀត។

សូមគូស/ បំពេញនូវចេញផ្ទៃយោងរៀបរយ	
១	តើវេទិកានេះប្រព្រឹត្តិឡើងមានរយៈពេលប៉ុន្មានម៉ោង? <i>2 hrs</i>
២	តើមានវត្តមានសិស្សានុសិស្សប៉ុន្មាននាក់ចូលរួមក្នុងវេទិកា នេះ? <i>24 នាក់</i>

APPENDIX 2: NAME LIST OF PARTICIPANTS

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

មជ្ឈមណ្ឌលឯកសារកម្ពុជា
ការសិក្សាពីអំពើប្រល័យពូជសាសន៍នៅកម្ពុជា

វេទិកាសាធារណៈ
ស្តីពីការអប់រំប្រចក្តសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ (១៩៧៥-១៩៧៩)
ដល់សិក្សាសិស្សនៅវិទ្យាល័យ ជា ស៊ឹម ឈុក ចាំ

បញ្ជីស្រង់ឧត្តមានសិក្សាសិស្សចូលរួមថ្ងៃទី១២ ខែកុម្ភៈ ឆ្នាំ២០១៦

ល.រ	ឈ្មោះ	ភេទ	អាយុ	ហត្ថលេខា	លេខទូរស័ព្ទ
១	គា់ ចាន់ថុល គុណ	ប្រុស	៤៧		០១៣ ៧៤២១៣៤
២	សារី គុណ	ស្រី	១៧		០៩៧៧២១៥៦៥
៣	ស្រី គុណ	ស្រី	១៧		០១៦ ៤៦៩៧ ៤៤៨
៤	ស្រី គុណ	ស្រី	១៧		០១៣ ៥៧៦៨២៥
៥	ស្រី គុណ	ស្រី	១៧		០១៨៧១១៣៤៧
៦	សារី គុណ	ស្រី	២០		០៩៧៨៥៣១១២
៧	សារី គុណ	ស្រី	១៧		០៩៧ ២១៥១៧៤
៨	សារី គុណ	ស្រី	១៧		០៩៦៨០១១២
៩	សារី គុណ	ស្រី	១៧		០១៦ ៤៦៩៧ ៤៤៨
១០	សារី គុណ	ស្រី	១៧		០៩៦៦៤៦៦២៥
១១	សារី គុណ	ស្រី	១៨		០១៣ ៥១០១២៧
១២	សារី គុណ	ស្រី	១៨		០៩៦១៦៣៤៦១
១៣	សារី គុណ	ស្រី	១៨		០៩៧៧៤០០៨៧
១៤	សារី គុណ	ស្រី	១៧		០៩៧ ៥១៤ ៤៦០
១៥	សារី គុណ	ស្រី	១៨		០១៦ ៧២ ៤១២០០
១៦	សារី គុណ	ស្រី	១៧		០៨៧ ៧៤០.២០០
១៧	សារី គុណ	ស្រី	១៧		០១៥៦០៦២ ៧៧

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.

<p>1. How would you describe your knowledge of the DK period? Choose one.</p> <ul style="list-style-type: none"> 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.
<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.

<i>After this classroom forum....</i>
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.
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 study of a history of DK encourage you to think of:

a) Building peace in Cambodian society?

Yes or No

Describe your opinion:

b) Healing?

Yes or No

Describe your opinion:

c) Reconciliation?

Yes or No

Describe your opinion:

d) Prevention of genocide in the future?

Yes or No

Describe your opinion:

7. Do you feel uncomfortable learning the history of DK? (Yes or No)

Explain why or why not.

8. What topic(s) in the DK period do you think *must* be taught in schools?

9. What does this classroom forum could help you?

10. Do you have comments on this classroom forum?