

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

**GENOCIDE EDUCATION IS GENOCIDE PREVENTION**  
**The Importance of Studying Khmer Rouge History (1975-1979)**

**CLASSROOM FORUM**  
**SA-ANG HIGH SCHOOL, KANDAL PROVINCE**  
**November 20, 2017**

**Descriptive Report**

By Pheng Pong-Rasy

Year-three of Classroom forum session was begun in November 2017. The team plans to conduct ten (10) classroom forum sessions in Phnom Penh and Kandal province for its third years. We have done with administrative work with MoEYS and every single high school.

No.	Name of High School	District	Date and Time	Contact Info.	# of Students	Exhibition
1.	Sa-ang	Sa-ng	20-Nov-2017 13:30-16:00	Sam Vichet (National trainer) 092 969 922	21	1 panel of "Phnom Penh 75-79"
2.	Chamraen Roath	Russei Keo	13-Dec-2017 8:30-10:30 a.m.	DY Tepkaosal (Principal) 012 893 892	About 100	1 panel of "Phnom Penh 75-79"
3.	Bun Rany Hun Sen Koh Dach	Chroy Changva	23-Jan-2018 13:30-16:00 p.m.	PECH Cham (Principal) 012 935 665 016 668 765	About 109	1 panel of "Phnom Penh 75-79"
4.	Santhor Mok	Tuol Kok	30-Jan-2018 8:30-10:30 a.m.	LAO Molina (Principal) 017 777 925 BUN Rith (Vice Principal) 012 484 008	About 60	1 panel of "Phnom Penh 75-79"
5.	Indradevi	Tuol Kok	6-Feb-2018 8:30-10:30 a.m.	NEAK Sothea (Principal) 012 908 851 TOUCH Vinet (Vice principal) 089 855 550	About 200	1 panel of "Phnom Penh 75-79"
6.	Chea Sim Samaki	Tuol Kok	20-Feb-2018 8:30-10:30 a.m.	PHANN Noel 012 386 487	About 200	1 panel of "Phnom Penh 75-79"
7.	Tuol Prasat	Sen Sok	9-Mar-2018 14:00-16:00 p.m.	UM Sokom (Principal) 012 883 751 HUOR Det (Vice principal) 012 510 483	About 100	1 panel of "Phnom Penh 75-79"
8.	Hun Sen Borei 100 Khnang	Sen Sok	8-May-2018 8:30-10:30 a.m.	THOUK Phal Bon (principal) 012 554 353	About 150	1 panel of "Phnom Penh 75-79"
9.	Samdech Hun Seng Phnom Penh Thmey	Sen Sok	8-Jun-2018 14:00-16:00 p.m.	CHHAY Songly (Principal) 092 676 566	About 200	1 panel of "Phnom Penh 75-79"

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10.	Hun Sen Samraong	Sen Sok	26-Jun-2018 14:00-16:00 p.m.	RET Rann (Principal) 085 422 419 097 730 3609	About 100	1 panel of "Phnom Penh 75-79"
	<b>9 high schools</b>	<b>5 districts</b>	<b>10 classroom forums</b>	<b>Estimated total # of students : 1,000-1,250</b>		<b>9 panels of different pictures of "Phnom Penh 75-79"</b>

Table 1: Full Classroom Forum's schedule for the academic year 2017-2018

### Sa-ang high school

In November 20, 2017, selected 21 grade-12 students (67% are female) received a session on "the importance of studying Khmer Rouge history" from DC-Cam's national trainer and the team of Genocide Education in Cambodia. Most of them are 17 year-old. See table below:

How old are you?			
		Frequency	Valid Percent
Valid	15 years old	1	4.8
	16 years old	4	19.0
	17 years old	16	76.2
	Total	21	100.0

Table 2: Student's age

This was our 25 Classroom Forums. National trainer Sam Vichet led the session with all students. He began with introducing the students a DK history textbook. Every student received the DK textbook, and they used this during the session. Vichet divided the students into four small groups to work on four different chapters in the DK textbook. Before students started working on their tasks, Vichet reminded them to 1) read; 2) think; 3) write the important event happening during DK period; 4) discussion among the group to find some errors and additional information; and 5) report the result to the class.

	# of student	Responsibility	Duration	Using technique
<b>Group 1</b>	5	Chapter 2: <i>Who were the KR? How did they Gain power?</i>	30 minutes	K-W-L & Jigsaw
<b>Group 2</b>	5	Chapter 3: <i>The Khmer Rouge Came to power</i>	30 minutes	K-W-L & Jigsaw
<b>Group 3</b>	5	Chapter 4: <i>The Formation of Democratic Kampuchea</i>	30 minutes	K-W-L & Jigsaw
<b>Group 4</b>	6	Chapter 5: <i>Division of Democratic Kampuchea</i>	30 minutes	K-W-L & Jigsaw

Table 3: the group of students working on their chapters from DK textbook

After 30 minutes left, every team came to the front and report their works and be responsible for all questions from other students. They worked hard and did presentation very well in front of their classmates. Many questions were asked by classmates. Some of them were answered, and some were left and waited for response from trainer. Vichet took note of all questions from his students, and he kept his time to answer all questions at the end of the session. Rasy helped answer some questions, and he provided another presentation of “*the importance of studying Khmer Rouge history*” for another 30 minutes before the session was fully completed.

### **Result**

The result here is getting from two surveys (pre- and post-classroom forum surveys) which were used before and after the forum begun. The raw data from the surveys was analyzed using the SPSS software for accurate measurement. There are 8 questions in the pre-survey, and 18 questions in the post-survey. Table below shows the result form both surveys:

#### **a) Pre-survey:**

<b>Questions</b>	<b>Response</b>
How would you describe your knowledge of the DK period?	<ul style="list-style-type: none"> <li>• 1 student (= 5%) said “I know nothing about the DK period”</li> <li>• 20 students (95%) said “I know a little about the DK period”</li> </ul>
Do you believe that mass atrocities occurred during the DK regime?	<ul style="list-style-type: none"> <li>• 21 students (100%) said “believe”</li> </ul>
Have you ever talk about the DK period with your parents or people who lived during this time?	<ul style="list-style-type: none"> <li>• 18 students (86%) said “ever talked”</li> <li>• 3 students (14%) said “never talked”</li> </ul>
Do you think the study of a history of DK is important?	<ul style="list-style-type: none"> <li>• 21 students (100%) said “Yes”</li> </ul>
If one of your friends is a son/daughter of a perpetrator, would you discriminate against him or her?	<ul style="list-style-type: none"> <li>• 21 students (100%) said “No”</li> </ul>
Which school levels in Cambodia could the history of DK be taught?	<ul style="list-style-type: none"> <li>• 3 students (14.3%) said “primary school”</li> <li>• 8 students (38.1%) said “Junior high school”</li> <li>• 7 students (33.3%) said “High school”</li> <li>• 3 students (14.3%) said “University”</li> </ul>
Do you believe about The forced transfer during the DK regime?	<ul style="list-style-type: none"> <li>• 21 students (100%) said “Yes”</li> </ul>
Do you believe about the families were broken up during the DK regime?	<ul style="list-style-type: none"> <li>• 21 students (100%) said “Yes”</li> </ul>

*Table 4: Pre-Classroom Forum survey with 21 students*

## b) Post-survey:

Questions	Response
How would you describe your knowledge of the DK period?	<ul style="list-style-type: none"> <li>• 2 student (= 10%) said "I know nothing about the DK period"</li> <li>• 7 students (35%) said "I know a little about the DK period"</li> <li>• 11 students (55%) said "I am very knowledgeable about the DK period"</li> </ul>
Do you believe that mass atrocities occurred during the DK regime?	<ul style="list-style-type: none"> <li>• 21 students (100%) said "believe"</li> </ul>
Do you think the study of a history of DK is important?	<ul style="list-style-type: none"> <li>• 21 students (100%) said "Yes"</li> </ul>
If one of your friends is a son/daughter of a perpetrator, would you discriminate against him or her?	<ul style="list-style-type: none"> <li>• 4 students (20%) said "Yes"</li> <li>• 16 students (80%) said "No"</li> </ul>
Does the study of a history of DK encourage you to think of building peace in Cambodian society?	<ul style="list-style-type: none"> <li>• 19 students (95%) said "Yes"</li> <li>• 1 students (5%) said "No"</li> </ul>
Does the study of a history of DK encourage you to think of healing?	<ul style="list-style-type: none"> <li>• 13 students (65%) said "Yes"</li> <li>• 7 students (35%) said "No"</li> </ul>
Does the study of a history of DK encourage you to think of reconciliation?	<ul style="list-style-type: none"> <li>• 19 students (95%) said "Yes"</li> <li>• 1 students (5%) did not say anything</li> </ul>
Does the study of a history of DK encourage you to think of Prevention of genocide in the future?	<ul style="list-style-type: none"> <li>• 19 students (95%) said "Yes"</li> <li>• 1 students (5%) said "No"</li> </ul>
Do you feel uncomfortable learning the history of DK?	<ul style="list-style-type: none"> <li>• 6 students (30%) said "Yes"</li> <li>• 12 students (60%) said "No"</li> <li>• 2 students (10%) did not answer</li> </ul>
Do you believe "Forced Transfer" was happened during the Khmer Rouge regime?	<ul style="list-style-type: none"> <li>• 18 students (90%) said "Yes"</li> <li>• 2 students (10%) said "No"</li> </ul>
Do you believe "Forced separation of family" was happened during the Khmer Rouge regime?	<ul style="list-style-type: none"> <li>• 20 students (100%) said "Yes"</li> </ul>
Beside studying Khmer Rouge history inside classroom or in public space, do you think this history should be posted on social networks for additional learning and learning materials?	<ul style="list-style-type: none"> <li>• 17 students (85%) said "Yes"</li> <li>• 3 students (15%) said "No"</li> </ul>
If yes, which social networks are the best for you?	<ul style="list-style-type: none"> <li>• <u>Facebook</u>: 13 students (65%)</li> <li>• <u>Instagram</u>: 2 students (10%)</li> <li>• <u>WhatsApp</u>: 1 students (5%)</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Telegram Messenger</u>: 1 students (5%)</li> <li>• <u>Facebook Messenger</u>: 1 students (5%)</li> <li>• <u>Google+</u>: 11 students (55%)</li> <li>• <u>Twitter</u>: 3 students (15%)</li> <li>• <u>LinkedIn</u>: 1 students (5%)</li> <li>• <u>Line</u>: 23 students (10%)</li> <li>• <u>email</u>: 4 students (20%)</li> <li>• <u>Skype</u>: 1 students (5%)</li> </ul>
What do you think about this classroom forum?	<ul style="list-style-type: none"> <li>• 20 students (100%) said “Good and really develop my knowledge on KR history”</li> </ul>
What does this classroom forum help you?	<ul style="list-style-type: none"> <li>• 2 students (10%) said “Develop my Knowledge about KR history”</li> <li>• 1 students (5%) said “Help me to remember the History of DK”</li> <li>• 4 students (20%) said “Encourage me to have feel of empathy and tolerance”</li> <li>• 13 students (20%) said “All the three above”</li> </ul>
Do you think the studying of DK history encourage the value Human Rights?	<ul style="list-style-type: none"> <li>• 20 students (100%) said “Yes”</li> </ul>
If yes, Do you think what could it help?	<ul style="list-style-type: none"> <li>• 5 students (25%) said “Prevent the discrimination”</li> <li>• 15 students (75%) said “Build relationship for avoiding and preventing all violence in social”</li> </ul>
Do you think the studying of DK history make you understand about Human Rights?	<ul style="list-style-type: none"> <li>• 18 students (90%) said “Yes”</li> <li>• 2 students (10%) said “No”</li> </ul>

*Table 5: Post-Classroom Forum survey with 20 students*

### **Discussion**

According to the result from the surveys, students generally increased their knowledge about Khmer Rouge history dramatically. Almost all students (20 students or 95%) said they have a little knowledge about the KR history before beginning the Classroom Forum. After the Forum, the students showed that they gained more knowledge. The number of students who had a little knowledge was decreased from 95% to 7%. Among this increasing, most students (55% = 11 students) mentioned that they are very knowledgeable about the DK period.

However, the number of students who said, “I don’t discrimination again son or daughter of former Khmer Rouge cadres” was increased from 0% in the pre-survey to

20% (4 students) in the post-survey. This means that a small number of students changed his mind after getting knowledge about some hardship event during the Khmer Rouge regime.

The post-survey showed that majority of students (95% of 19 students) understood very well that the study of KR history will bring them to think of peace building (95%), reconciliation (95%), and genocide prevention (95%). This meets the objective of the Classroom Forum.

Not different to the opinion to think of awareness of human rights perspective, 100% of students said that the studying of DK history encourages them to raise awareness Human Rights' value, and 90% of students agreed with that the studying of DK history make them understand about Human Rights.

### **Conclusion**

Base on result and discussion above, students need more improvement on knowledge of history of DK. They should have times or be encouraged by teachers to discuss this topic with family. The national trainer, Sam Vichet, who has attend more events with DC-Cam's activities, should raise any concern that would cause the students feel uncomfortable to learn this history. In addition, the majority of students (60%) who very positive to the study of the DK history should also be told to talk to the minority (40%) to find why they have uncomfortable feeling to study this history.