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GENOCIDE EDUCATION IN CAMBODIA

REPORT

CLASSROOM FORUM “THE IMPORTANT OF STUDY OF THE HISTORY OF DEMOCRATIC KAMPUCHEA 1975-1979”

CHHROY CHONGVA HIGH SCHOOL

26th June 2017

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I. Introduction

On 26th June 2017 at 9 am, Documentation Center of Cambodia (DC-Cam), in collaboration with Ministry of Education Youth and Sport with the support of United State Agency of International Development (USAID), conducted 24th Classroom forum about “The Importance of Studying Khmer Rouge History (1975-1979)” at Chhroy Changva high school.

The purpose of this classroom forum was to educated high school students about the History of Democratic Kampuchea known as Khmer Rouge, and provided them the opportunities to discuss, to ask questions as well as to though critically about what have happened during the darkest time (Khmer Rouge regime) in other to consider its impact on the present and future of Cambodia.

This classroom forum had four activities: The presentation of the History of Democratic Kampuchea by Mr. Pheng Pong-Rasy, the presentation of Interview Skill by Mr. Long Dany, Force Transfer by Ms. Sirik Savina, and distribution of the History of Democratic Kampuchea (1975-1979) DC-Cam staffs. Approximately 107 students (Grade 12) attended the forum.

II. School Background

Chhroy Changva high school located in Chhroy Changva District, Khan Chomkamon, Phnom Penh, 27984.13 meter square length. This school created at 1984 as middle school that had 146 students (53 females). 9 teachers, and 1 building with 5 rooms that built by local people and authorities. In 1987, local people and authority donated one building have five rooms. In 1997, social foundation donated one building have 5 rooms. Academic year 1998-1999, Ministry of Education Youth and Sport upgraded from middle school to Chhroy Changva high school.

Academic years 2015-2016

	<i>Total</i>	<i>Female</i>
Middle School Students	595	287
High School Students	455	224
Teaching and Non-teaching Staffs	110	51

III. The Forum

1. Pre-Forum Survey

Before the forum start, Mr. Rasy briefed the agency and introduced DC-Cam staffs to all teachers and students. The pre-forum questionnaire sheet was distributed to each student to complete. The questionnaire contained 8 questions created in other to measured knowledge of students toward what happened during Khmer Rouge (KR) regime, perception of students about the discrimination,

and how often they talk about Khmer Rouge to their families, friends or communities. All students completed questionnaires in 10 minute.

2. Presentation of the History of Democratic Kampuchea

Mr. Pheng Pong-Rasy, Team Leader of Genocide Education Project in Cambodia, started the presentation of the History of Democratic Kampuchea (DK) by asking questions to all students to increased spirit and passion of students in the forum. The questions are:

- a. When did Khmer Rouge regime start? Finish?
- b. What are the eight policies of Khmer Rouge?
- c. How many Cambodian have been killed during Khmer Rouge regime?
- d. Where is the word Khmer Rouge comes from?

There were two students raise their hand to answer the question. After that Mr. Rasy explained more detail about the questions. He also talked about the biographies of Khmer Rouge leader, their crime as well as the organizational structure of Democratic Kampuchea. Mr. Rasy also included the eight policies of Khmer Rouge, the arrival of KR and how they deceived and forced people to leave their home. In the end of his presentation, he also encouraged all students to ask questions.

3. Presentation of Interview Skill

Mr. Long Dany, Team Leader of Promoting Accountability Project of Documentation Center of Cambodia, started the presentation by asking students if they ever talked to their families about Khmer Rouge regime or not. The majority of students have talk to their families about Khmer Rouge regime. There were 2 students come to share their story about what they heard from their parents. Mr. Dany continued his presentation about interview technique, how to create questionnaire, how to ask questions, and what to do before, during and after interview. He also suggested that the questionnaires for interview former Khmer Rouge cadres should be divided into three phases which were before 1975, during 1975-1979, and after 1979. Following his presentation, Mr. Dany also mentioned that this interview technique will become a significant skill when they become university students.

4. The Force Transfer

To conclude this classroom forum, Ms. Sirik Savina, Team Leader of Outreach and Collaboration Project of Documentation Center of Cambodia, explained about the forced transfer that happened during Khmer Rouge regime. She also mentioned that the forced transfer did not happen only one but three times during KR regime. First, it happened in 17 April 1975. Second, it happened on mid-1975 to 1976. Third, it happened during 1977 to 1978. She also stated that the separation of

families during KR regime was the result of the forced transfer. In the end of presentation, Mr, Savina encouraged students to check the forced transfer exhibition that placed in the school compound.

5. The History of Democratic Kampuchea Textbooks Distribution

107 textbooks of “The History of Democratic Kampuchea” were given to each student who participated in the classroom forum. Another 23 textbooks was given to high school library through teachers.

6. Post-Forum Survey

Before finish the classroom forum, DC-Cam’s team distributed another questionnaire sheets to all students to complete. This questionnaire was made in other to identify what students have learnt by participated in this forum. The question contained questions about knowledge, perception of students about KR history, discrimination, reconciliation, healing, and forgiveness, and genocide prevention as well as the satisfaction of students toward this forum.

IV. Pre and Post-Forum Survey

1. Data Collection and Data Analysis Techniques

In other to ensure the quality and effectiveness of classroom forum, both questionnaire survey and observation techniques were applied. The questionnaire survey divided into two phases which are Pre-survey and Post-survey. Pre-survey was used in other to identify knowledge of students that have learnt from school or have heard from home. Post-survey was used to find out students’ knowledge of KR history and perception of students toward what have happened during KR regime that could affect to both present and future. Observation technique was used to observe the attitudes and behaviors of students. There are 103 valid questionnaires from pre-survey and 99 valid questionnaires from post-survey. IBM SPSS software version 20 was used as tool to analyze the data from both pre and post survey questionnaires with frequency analyze of descriptive statistic.

2. Pre-Forum Survey

According to Table 1 below, there are 91 (88.3%) students who knew a little about the DK period follow by 10 (9.7%) students very knowledgeable about the DK period, 1 student knew enough about DK period to teach, and 1 student knew nothing about DK period. Second question, 102 (99%) students believed that mass atrocities really occurred during the DK regime and only one student did not believe that. Third question, 84 (80.6%) students had talk about DK period with their parents or people who lived during this time, 18 (17.5%) students never talked, and 1 student

did not answer this question. Next question, 102 (99%) students believe the study of a history of DK is important and 1 student leaved it with no answer. Fifth question, 97 (94.2%) students disagreed to discriminate against his/her friends who is a son/daughter of a perpetrator, 4 (3.9%) students agreed to discriminate, and 2 (1.9%) did not answer this question. Sixth question, 50 (48.5%) students believed that the history of DK could be taught in high school follow by 34 (33%) students for junior high school, 14 (13.6%) students for primary school, 4 (3.9%) students for university, and 1 (1%) students did not answer this question. Last question, all students believed about the families were broken up during the DK regime.

Table 1 Pre-Classroom Forum Results

Questions and Answers	N=103	Frequency	Percentage %
<i>1 How would you describe your knowledge of the DK period?</i>			
I know nothing about the DK period		<u>1</u>	<u>1</u>
I know a little about the DK period		<u>91</u>	<u>88.3</u>
I am very knowledgeable about the DK period		<u>10</u>	<u>9.7</u>
I know enough about the DK period to teach others.		<u>1</u>	<u>1</u>
<i>2 Do you believe that mass atrocities occurred during the DK regime?</i>			
Yes		<u>102</u>	<u>99</u>
No		<u>1</u>	<u>1</u>
<i>3 Have you ever talk about the DK period with your parents or people who lived during this time?</i>			
Yes		<u>84</u>	<u>81.6</u>
No		<u>18</u>	<u>17.5</u>
No answer		<u>1</u>	<u>1</u>
<i>4 Do you think the study of a history of DK is important?</i>			
Yes		<u>102</u>	<u>99</u>
No		<u>0</u>	<u>0</u>
No Answer		<u>1</u>	<u>1</u>
<i>5 If one of your friends is a son/daughter of a perpetrator, would you discriminate against him or her?</i>			
Yes		<u>4</u>	<u>3.9</u>
No		<u>97</u>	<u>94.2</u>
No Answer		<u>2</u>	<u>1.9</u>
<i>6 Does the history of DK could be taught in school in Cambodia?</i>			
Primary School		<u>14</u>	<u>13.6</u>
Junior High school		<u>34</u>	<u>33</u>
High school		<u>50</u>	<u>48.5</u>
University		<u>4</u>	<u>3.9</u>
No Answer		<u>1</u>	<u>1</u>
<i>7 Do you believe about The forced transfer during the DK regime?</i>			
Yes		<u>103</u>	<u>100</u>
No		<u>0</u>	<u>0</u>
<i>8 Do you believe about the families were broken up during the DK regime?</i>			
Yes		<u>103</u>	<u>100</u>
No		<u>0</u>	<u>0</u>

*N is sample size.

3. Post-Forum Survey

According to Table 2 below, there are 62 (62.6%) students very knowledgeable about the KD period followed by 35 (35.4%) students who know a little about the DK period, and 2 (2%) students know nothing about the DK period. Second question, 98 (99%) students believed that mass atrocities occurred during the DK regime and 1 student did not believe it. Third question, 98 (99%) students agreed that the study of a history of DK is important and 1 student disagreed. Fourth question, 94 (95%) students disagreed to discriminate against his/her friends who is a son/daughter of a perpetrator, 4 (4%) students agree to discriminate against them, and 1 student left it with no answer. Fifth question, 97 (98%) students agreed that the study of a history of DK encourage them to think of building peace in Cambodia and 2 (2%) students did not agree about that. Sixth question, 80 (80.8%) students agreed that the study of a history of DK encourage them to think of healing, 18 (18.2%) students did not agree, and 2 (2%) students did not answer this question. Next question, 94 (94.9%) students agreed that the study of a history of DK encourage them to think of reconciliation, 3 (3%) students disagreed, and 2 (2%) students did not answer this question. Next question, 96 (97%) students agreed that the study of a history of DK encourage them to think of prevention of genocide in the future, 2 (2%) students disagreed, and 1 student did not answer this question. Next question, 67 (67.7%) students did not feel uncomfortable when learning the history of DK, 29 (29.3%) students felt uncomfortable when learning the history of DK and 3 (3%) students did not answer the question. Tenth question, there are 98 (99%) students believed about Forced Transfer was happened during the Khmer Rouge regime, and only one student did not believe. Eleventh question, 98 (99%) students believed Forced Separation of Families was happened during the Khmer Rouge regime and 1 student did not believe. Thirteenth question, besides studying Khmer Rouge history inside classroom or in public space, there are 92 (92.9%) students believed that this history should be posted on social network for additional learning material, and 7 (7.1%) students did not agree on that. Fourteenth question, 97 (98%) students like this classroom forum and 2 (2%) students did not answer the question. Fifteen question, 92 (92.9%) students agreed that this classroom was good really develop my knowledge on KR history and 7 (7.1%) students did not answer this question. Last question, 5 (5.1%) students believed that classroom forum help them to develop their knowledge about KR history, 4 (4%) students believed that this classroom forum help them to remember the history of DK, 4 (4%) students also believed that classroom forum encourage them to feel empathy and tolerance, and 86 (86%) student agreed with these three statements that just mention.

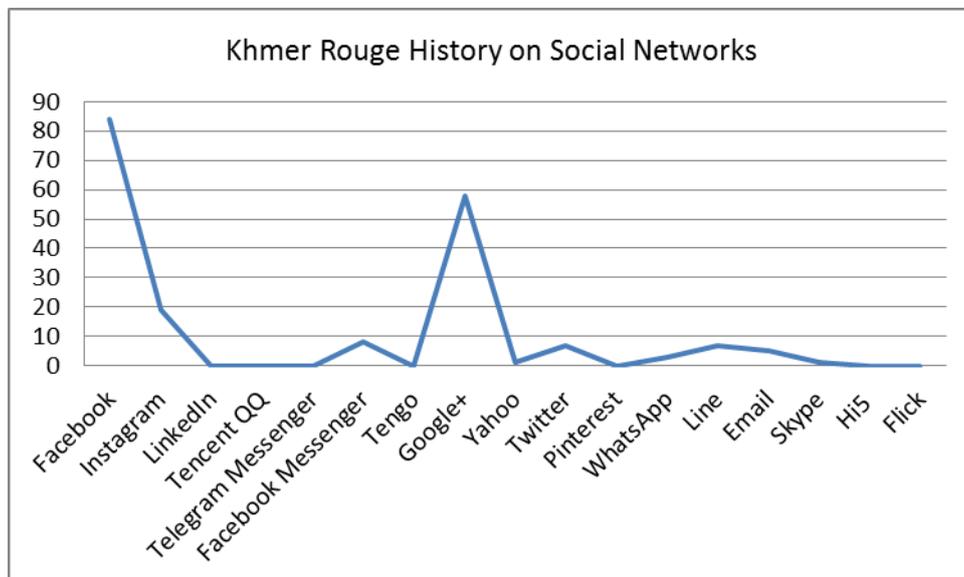
Table 2 Post-Classroom Survey Results

Questions and Answers	N=99	Frequency	Percentage %
1 <i>How would you describe your knowledge of the DK period?</i>			
I know nothing about the DK period		<u>2</u>	<u>2</u>
I know a little about the DK period		<u>35</u>	<u>35.4</u>
I am very knowledgeable about the DK period		<u>62</u>	<u>62.6</u>
I know enough about the DK period to teach others.		<u>0</u>	<u>0</u>
2 <i>Do you believe that mass atrocities occurred during the DK regime?</i>			
Yes		<u>98</u>	<u>99</u>
No		<u>1</u>	<u>1</u>
3 <i>Do you think the study of a history of DK is important?</i>			
Yes		<u>98</u>	<u>99</u>
No		<u>1</u>	<u>1</u>
4 <i>If one of your friends is a son/daughter of a perpetrator, would you discriminate against him or her?</i>			
Discrimination		<u>4</u>	<u>4</u>
Do not Discrimination		<u>94</u>	<u>95</u>
No Answer		<u>1</u>	<u>1</u>
5 <i>Does the study of a history of DK encourage you to think of building peace in Cambodian society?</i>			
Yes		<u>97</u>	<u>98</u>
No		<u>2</u>	<u>2</u>
6 <i>Does the study of a history of DK encourage you to think of healing?</i>			
Yes		<u>80</u>	<u>80.8</u>
No		<u>18</u>	<u>18.2</u>
No Answer		<u>1</u>	<u>1</u>
7 <i>Does the study of a history of DK encourage you to think of reconciliation?</i>			
Yes		<u>94</u>	<u>94.9</u>
No		<u>3</u>	<u>3</u>
No Answer		<u>2</u>	<u>2</u>
8 <i>Does the study of a history of DK encourage you to think of Prevention of genocide in the future?</i>			
Yes		<u>96</u>	<u>97</u>
No		<u>2</u>	<u>2</u>
No Answer		<u>1</u>	<u>1</u>
9 <i>Do you feel uncomfortable learning the history of DK?</i>			
Yes		<u>29</u>	<u>29.3</u>
No		<u>67</u>	<u>67.7</u>
No Answer		<u>3</u>	<u>3</u>
10 <i>Do you believe "Forced Transfer" was happened during the Khmer Rouge regime?</i>			
Yes		<u>98</u>	<u>99</u>
No		<u>1</u>	<u>1</u>
11 <i>Do you believe "Forced separation of family" was happened during the Khmer Rouge regime?</i>			
Yes		<u>98</u>	<u>99</u>
No		<u>0</u>	<u>0</u>
No Answer		<u>1</u>	<u>1</u>
13 <i>Besides 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?</i>			
Yes		<u>92</u>	<u>92.9</u>
No		<u>7</u>	<u>7.1</u>

14	<i>Do you like this classroom forum?</i>		
	Yes, I like	<u>97</u>	<u>98</u>
	No Answer	<u>2</u>	<u>2</u>
15	<i>What do you think about this classroom forum?</i>		
	Good and really develop my knowledge on KR history	<u>92</u>	<u>92.9</u>
	No Answer	<u>7</u>	<u>7.1</u>
16	<i>What does this classroom forum help you?</i>		
	Develop my knowledge about KR history	<u>5</u>	<u>5.1</u>
	Help me to remember the history of DK	<u>4</u>	<u>4</u>
	Encourage me to have feel of empathy and tolerance	<u>4</u>	<u>4</u>
	all three above	<u>86</u>	<u>86.9</u>

*N is sample size.

Base on the result from graph below, there are 84 students agree that the history of DK should be posted on Facebook follow by 58 students agreed for Google+, and 19 students agreed for instagram.



V. Discussion on Results of Pre and Post-Forum Survey

As the result from Tables below (Appendix) illustrated, majority of students already have knowledge about DK period even before joining classroom forum. The students who know a little about DK period decreased from 91 (88.3%) to 35 (35.4%) however students who very knowledgeable about DK period increased from 10 (9.7%) to 62 (62.6%) after joined classroom forum. after two hours forum the number of students who are very knowledgeable significantly increased. However, students who know nothing about DK period increased from 1% to 2% but the level are still low. There are 99% of students believe that the mass atrocities really occurred during DK regime. The majority of students (81.1%) have talked to their parents about the DK period.

There are 99% of students agreed that the study of the history of DK is really important. The majority of students disagreed to discriminate against his/her friends who are children of perpetrator. There are on 4% of students agree with this statement but the level of discrimination are still we compare to a whole sample size. As the result, 100% of students believed about forced transfer and forced separation of families occurred during the KR regime in pre-survey but it decreased to 99% of students who believed in this two important event during KR regime in post-survey. Even the percentage of students decreased on the post-survey, it is still a small number. We can conclude that student really have talked to their families or have heard from school or parents about DK regime. The majority of students believed that the study of the History of Democratic Kampuchea encourage them to think of building peace in Cambodia (98%), healing (80.8%), reconciliation (94.9%), and the prevention of genocide (97%). There are 67.7% did not feel uncomfortable when learning the history of DK. In addition, besides studying KR history inside classroom or in public space, 92.9% students agreed that KR history should be posted on social network (Facebook, Google, and Instagram) as an additional learning material. There are 98% of students like and satisfy with this classroom forum because it was good and really develop their knowledge on KR history (92.9%). Finally, the majority of students believed this classroom forum help them to develop their knowledge and to remember the history of DK, and encourage them to have felt of empathy and tolerance.

VI. Conclusion

The classroom forum on 26th June 2017 by DC-Cam genocide education project team provided the opportunity for students to discuss about DK history and the events that occurred during this regime as well as the interview techniques that will benefit to them in many ways in their university study and career life. Like the other classroom forum, DC-Cam team was enthusiastic to shared knowledge and experiences with all students.

Team: Pheng Pong-Rasy, Long Dany, Sirik Savina, Men Pechet, and Phat Sela.

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Appendix

Knowledge of students about DK period

Survey	Know Nothing	Know a Little	Very Knowledgeable	Know Enough to Teach other
Pre	<u>1 (1%)</u>	<u>91 (88.3%)</u>	<u>10 (9.7%)</u>	<u>1 (1%)</u>
Post	<u>2 (2%)</u>	<u>35 (35.4%)</u>	<u>62 (62.6%)</u>	<u>0</u>

Pre-survey N=103, Post-survey N=99

*N is sample size.

Perception of students toward that mass atrocities occurred during DK regime.

Survey	Believe	Do not Believe
Pre (N=103)	<u>102 (99%)</u>	<u>1 (1%)</u>
Post (N=99)	<u>98 (99%)</u>	<u>1 (1%)</u>

*N is sample size.

Perception of students toward the important of studying DK history

Survey	Important	Not Important	No Answer
Pre (N=103)	<u>102 (99%)</u>	<u>0</u>	<u>1 (1%)</u>
Post (N=99)	<u>98 (99%)</u>	<u>1 (1%)</u>	<u>0</u>

*N is sample size.

Perception of students toward the discrimination against perpetrator's children

Survey	Discrimination	Not Discrimination	No Answer
Pre (N=103)	<u>4 (3.9%)</u>	<u>97 (94.3%)</u>	<u>2 (1.9%)</u>
Post (N=99)	<u>4 (4%)</u>	<u>94 (95%)</u>	<u>1 (1%)</u>

*N is sample size.

Perception of students toward forced transfer during DK regime

Survey	Believe	Not believe
Pre (N=103)	<u>103 (100%)</u>	<u>0</u>
Post (N=99)	<u>98 (99%)</u>	<u>1 (1%)</u>

*N is sample size.

Perception of students toward forced separation of families during DK regime

Survey	Believe	Not Believe	No Answer
Pre (N=103)	<u>103 (100%)</u>	<u>0</u>	<u>0</u>
Post (N=99)	<u>98 (99%)</u>	<u>0</u>	<u>1 (1%)</u>

*N is sample size.